The College of Education and Behavioral Studies
School of Education
Houston Baptist University

Course Syllabus
EDRE 4320 Teaching Reading through Children's Literature
Fall, 2014

COURSE DESCRIPTION

Students in this course will be introduced to the best examples in literature for children. The student will gain an in-depth knowledge of the major genres of children's literature, how to critically evaluate books using specific criteria, and how to make use of that knowledge in extending pupil skills in developmental reading as well as the creation of lifetime reading habits. Students also become familiar with the lives and works of major authors and illustrators of works for children.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

Prerequisite: Acceptance in to the Teacher Preparation Program. It can be taken along with EDUC 4301 or 4311.

DATE AND TIME OF CLASS MEETINGS: Tuesday and Thursday 2:00-3:15

ROOM NUMBER: Hinton 211

INSTRUCTOR INFORMATION

Dr. Sharon A. Lewis, Associate Professor

E-mail: slewis@hbu.edu

Office Phone: 281-649-3074

Office Location: Hinton 334

Office Hours:

Monday	Tuesday	Wednesday	Thursday	Friday
9:30-12:00	9:30-12:00	9:30-12:00	9:30-12:00	9:30-12:00

LEARNING RESOURCES

Course Text(s):

Kiefer, B., Hepler, S., & Hickman, J. (2007), *Charlotte Huck's children's literature in the elementary school*, 9th ed. New York. NY: McGraw Hill. ISBN 978-0073403830

Other Required Materials:

Flash drive or CD for portfolio and book trailer

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will help students to understand the seven genre of literature including a historical perspective and present day usage. Also included are instructional strategies and an understanding of the criteria for judging a good picture book, books for the very young, and books for classroom instruction

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:
- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop knowledge, skills and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity.

To accomplish this mission, we will provide students with the following:
- courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;
- coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and
- an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Create an autobiographical paper focusing on personal literacy development.
2. Describe the various genre of literature and tell what is unique to each genre.
3. Demonstrate how to create a book trailer to integrate technology into reading and writing.
4. Perform an author talk that will engage students in recognizing the unique characteristics of various authors that will be examples for student writing.
5. Create a data base of books and authors.
6. Create an autobiography that introduces the student to colleagues.
7. Demonstrate knowledge of children's literature in response to essay questions.
8. Review environmental cultural, and social factors that contribute to literacy development.
9. Discuss reasonable goals and expectations for learners at various stages of reading and writing development.

10. Describe the role of fluency in word recognition, oral, silent reading, comprehension of written discourse and motivation to read.
11. Discuss which instructional activities and approaches are most likely to improve fluency outcomes.
12. Discuss techniques to enhance student motivation to read.
13. Discuss the role of vocabulary development and vocabulary knowledge in comprehension.
14. Contrast the characteristics of major text genres, including narration, exposition, and argumentation.
15. Explain the usefulness of writing in building comprehension
16. Describe factors that contribute to deep comprehension (including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies to close reading of text).

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.

- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.

- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed

- A list of specific TExES competencies and International Dyslexia Association (IDA) Reading Standards for this course is presented below.

TExES Competencies

The following TExES Pedagogy and Professional Responsibilities and EC-6 Generalist Competencies are addressed in part or in full in this course:

Domain I: English Language Arts and Reading

Competency 001 (Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides the students with varied opportunities to develop listening and speaking skills.

Competency 002 (Phonological and phonemic awareness): The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

Competency 003 (Alphabetic Principle): The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of students' literacy.

Competency 005 (Word Analysis and Identification Skills): The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

Competency 006 (Reading Fluency): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 007 (Reading Comprehension and applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 008 (Reading, Inquiry, and research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

Competency 009 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 010 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 011 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.

Competency 012 (Assessment of Developing literacy: The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

IDA Standards.

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

A. Foundation Concepts about Oral and Written Language

1. Review environmental cultural, and social factors that contribute to literacy development.
2. Discuss reasonable goals and expectations for learners at various stages of reading and writing development.

B. Structured Language Teaching: Fluent, Automatic Reading of Text

1. Describe the role of fluency in word recognition, oral, silent reading, comprehension of written discourse and motivation to read.
2. Discuss which instructional activities and approaches are most likely to improve fluency outcomes.

C. Structured Language Teaching: Vocabulary

1. Discuss the role of vocabulary development and vocabulary knowledge in comprehension.

D. Structured Language Teaching: Text Comprehension

1. Contrast the characteristics of major text genres, including narration, exposition, and argumentation.
2. Explain the usefulness of writing in building comprehension.
3. Describe factors that contribute to deep comprehension (including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies to close reading of text).

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Autobiographical Paper
2. Changes in literature from the 1400's to present
3. Responding to children's literature
4. Books for the very young child
5. Characteristics of picture books and examples
6. A thorough examination of the seven genre
7. Classroom application of using children's literature as a means for teaching reading
8. Author talks
9. Book trailers that motivate students to read
10. Lesson planning for using children's literature to teach reading and writing

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:
Class discussions and presentations
Interactive learning exercises
Technology use for instruction
Reading from the text
Reading 100 children's books and compiling a portfolio

The ideal class meeting will be a combination of discussion over the text and outside information, and student activity. Students should come to class each day having read assigned chapters and notes from previous class meetings in order to make meaningful discussion possible.

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment	Learning Objective(s)	Standards	Point Value
Autobiography	1	**EC-6:** 009, & 010 **IDA:** B1-2, F1-2, G1-5, H1-4 & I	100
Children's book portfolio	5, 12, 13, 14	**EC-6:** 001, 003, 004, 006, 007 & 010 **IDA:** A1-3, B1-2, D1, E1, F1-5, G1-4, H1-4, & I	300
Mid-Term	1, 7, 8, 13, 14, 15, 16	**EC-6:** 001, 004, 005, 006, 007, 008, 009, 010, 011 & 012 **IDA:** A1-3, B1-2, D1, E1, F1-5, G1-4, H1-4, & I	100
Genre presentation	1, 12, 14	**EC-6:** 008, 009, 010, 011, & 012	200

		IDA: F 1-5, G1-5, H1-4 & I	
Author Talk powerpoint	1, 4, 7,15, 16	**EC-6:** 008, 009, 010, 011, & 012 **IDA:**	100
Book trailer story board	3, 12, 16	**EC-6:** 007, 008, 011 & 012 **IDA:** G1-5, H1-4 & I	100
Book trailer video	3, 12, 16	**EC-6:** 011 **IDA:** G1-5, H1-4 & I	100
		Total points possible	1000

[1] Descriptions and rubrics for assignments are included at the end of this document.

[2] These assignment/activities develop and/or assess state and national standards including TexES competencies, IDA reading standards, TEKS and/or ISTE standards (listed previously).

[3] To calculate your grade, add your total points earned and divide by the total points possible at that time. This will give you a percentage that can be compared to the grading scale below.

Grading Standards

School of Education Undergraduate Grading Scale:

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

Student Evaluation of Faculty and Course

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

ATTENDANCE: Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course This means that if more than 8 absences occur, the course grade will be "F" no matter what test and paper scores might indicate. Class starts promptly at the time indicated on the front page of this syllabus. If you arrive 5-15 minutes late to class, you are counted as tardy. If you arrive 16 or more minutes late to class, you are counted absent. The exception to this is that you have notified the professor prior to class beginning of a problem that is causing you to be late.

ACADEMIC ACCOMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a

conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

LATE WORK STATEMENT. Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup. All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only be accepted with proper documentation for illness or other emergency situations beyond the control of the student. The work must then be turned in to the student's folder no more than one week after the student returns to class. No work will be accepted after the last class day before the final.

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, emailing, etc.) will result in the device not being allowed in the classroom in the future. Your class participation grade will be impacted by improper use of electronid devices

Students are required to read the <u>University Classroom Policy</u> addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

_____   _____July, 2014_____
Instructor's Signature   Date

Teaching Reading Through Children's Literature, EDRE 4320
TENTATIVE SCHEDULE

Date	Topic: Class Assignment	Assignment Due next class
Aug. 26	Introduction: Go over syllabus –discuss genre presentations Begin read aloud – *The Miraculous Journey of Edward Tulane*	Read chapters 1 & mark 2 outstanding facts in each chapter for class discussion Begin work on autobiography (due Sept. 9)
28	Chapter 1	Read chapter 2 and mark 2-3 outstanding places for discussion
Sept. 2	Chapter 2: Children's Responses to Literature sign-up for genre presentations	Read chapter 3 & mark 2 important periods-be ready to discuss
4	Chapter 3: History of Children's Literature	Begin work on story board for book trailer- review chapter 3
9	Create a timeline charting the history of children's literature Autobiography due	Read chapter 4 Book trailer story board due Oct. 2
11	Chapter 4: Books to Begin On	Read chapter 5
16	Chapter 5: Picture Books	*All genre presentations are due the day of the presentation and should be uploaded to Blackboard*
18	Chart characteristics of early books & picture books	Read chapter 6
23	Chapter 6: Traditional Literature	
25	Traditional Literature - continued	Read chapter7
30	Chapter 7: Modern Fantasy	Read chapter 8
Oct.2	Chapter 8: Poetry Storyboard for book trailer due	
7	Reading and Portfolio work day – no class	
9	Work in study groups for mid-term –no class	*Study for exam*
14	Mid Term Exam	
16	Reading and Portfolio work day – no class	
21	**Poetry writing day**	Read chapter 9
23	Chapter 9: Realistic Fiction	
28	Reading and Portfolio work day – no class	Read chapter 10
30	Chapter 10: Historical Fiction	
Nov. 4	Reading and Portfolio work day – no class	
6	**Share** Historical Fiction books and discuss differences between those and biography	Read chapter 11
11	Reading and Portfolio work day – no class	
13	Chapter 11: Non-Fiction Informational	
18	**TBA**	Read chapter 12
20	Reading and Portfolio work day – no class	
25	Chapter 12: Biography	
27	**Thanksgiving**	*Portfolios due Dec. 2*

Dec. 2	**Author Talks**	**Upload Author talk and book trailer presentations to blackboard**
4	Author Talks	
	Book trailer - Final	

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics listed and described in the course syllabus --by reading the syllabus on my own and through class discussions. Such topics include, but are not limited to the following:

- course description; course sequence in the curriculum and pr-requisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of School of Education;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;;
- **HBU CLASS POLICIES – Please read the secondary document uploaded to Blackboard;**
- additional policies for this class: **attendance,** late work, missed tests and electronic devices; and
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed.

Cheating is a catch-all term for not doing your own work. Within the broader view of cheating is the idea of using someone else's work in place of your own. This is called plagiarism and is not allowed in this class. If a student cheats and/or plagiarizes, then the student will receive a "0" for the assignment and/or fail the course. Any attempt during a test to consult with notes or another person or to look at another's test will constitute cheating. If you share answers in any way, both students will receive a "0" for the test and/or fail this course. Using stolen tests or "borrowed" tests (any test that is not readily available to all members of the class) to study for an exam is cheating and will result in a "0" and/or course failure. **DO NOT**:

- copy another person's paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor's approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement and the Professional Integrity Statement**. I understand that at any time during the course, I may request clarification, if needed.

Printed Name   Signature   Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.35

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Learning Experiences/ Products
I, III	**1.Reading Instruction : A** *variety of theories and methods appropriate for teaching these five essential components of reading instruction.*	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	Genre presentations
II, IV	**2. Code of Ethics**	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFeMtxaBMvC	*Autobiography*
I, II, III	**3. Child Development**	Programs will teach a variety of theories for child development.	*Exam 1 & Chapter Presentations*
I, II, III,	**4. Motivation**	Programs will select from a variety of theories and methods appropriate for teaching motivation.	*Final*
I, II, III	**5. Learning Theories**	Programs will teach a variety of learning theories	*Exam I, Final*
I, III	**6. TEKS Organization,**	http://ritter.tea. state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	*Lesson plans*
I, III	**7. Content TEKS**		*Lesson plans*
I, II, IV	**8. State Assessment of Students & STAAR:Testing,**	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	*Lesson plans*
I, II, III	**9. Curriculum Development and Lesson Planning**	A ariety of theories & methods appropriate for teaching curriculum development & lesson planning.	*Exam I*
I, III	**10. Classroom Assessment and Diagnosing Learning Needs**	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	*Genre Presentations*
II, IV	**11. Classroom Management**	A variety of theories & methods appropriate for teaching classroom management.	*Final*
I, II, III, IV	**12. Special Populations** ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	**A. ESL/ Bilingual /ELPS** : Learning strategies , Listening ,Speaking , Reading & Writing **B. G/T:** Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT **C. Special Education:** Acronyms/Terms , Modifications/ Accommodations,Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	*Final*
III, IV	**13. Parent Conferencing and Communication Skills**	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	
I, III	**14. Instructional Technology** http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp	**SBEC Technology Standards for All Teachers** 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	**Genre Presentations**
I, III, IV	**15.Pedagogy/ Instructional Strategies**	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. *http://olc.spsd.sk.ca/DE/PD/instr/index.html*	Lesson Plans
I, II, III, IV	**16. Differentiated Instruction**	A variety of instructional strategies suitable for differentiating instruction.	Lesson Plans
IV	**17. Certification Test Preparation** (6 clock hrs required)	Testing study guides, standards, frameworks, competencies www.texes.ets.org	Chapter presentations
**TAC §228.35 & H.B. 2012 Requirements**		
I,	**Dyslexia:** Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source)	
IV	**Legal & Employment Issues**	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	
	Status of HBU program	Pass rates & accreditation status	

IV	Teacher & principal evaluation PDAS:: http://www4.esc13.net/pdas/	PDAS,:the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal,: the PDAS Teacher Manual which is required to be given to all teachers.	

Assignment/Project Descriptions

AUTHOR TALK/BOOK TRAILER - FINAL PROJECT

Author Talk
Select one author-illustrator (approved by professor) to research and present to class.

a. The <u>oral</u> presentation on the author will be done in powerpoint and will be presented to the class as a partial requirement for the final exam. The powerpoint and handout will be submitted to Blackboard on the date assigned. You are free to design your presentation in any style, but it must include the following:
Powerpoint or other visual presentation:
- **Must be an author of children's books**
- Biographical Information-including interesting information on the author's life and any awards that person received, books by that author, notable points of interest.
- Dramatic setting - have something symbolic to show (a doll or stuffed animal is appropriate, some table decoration that addresses the author or a particular book)
- Make the person "come alive" – you may dress as the author/illustrator or use some other method to make the person real to the audience
- Include the author's website and some of the information that can be accessed there
- Bring to class an array of books by the author (books may be passed around)

Handout:
- Biographical information and interesting facts
- Listing of major works-includes books written or illustrated by the person.

Be sure to rehearse your presentation to be sure it all fits within 15 minutes

Presentation Time: approximately 15 minutes

Book Trailer
Select a book for which you will make a book trailer. The book trailer is like a movie trailer in that it tantalized the viewer to want to know more. It gives enough information for the viewer to develop an interest in the book but it doesn't give away the ending. You may use any movie maker application (such as Animoto or Apple's movie maker) you choose. *Before you present your book trailer, be sure to try it out on the classroom computer to be sure it can be viewed.*
- Begin by creating a story board that lays out the shots you want to use and plans the text needed. This will be submitted before the trailer is due.
- Plan out the music to enhance the points made in the trailer. You may want different types of music for the different moments presented.
- *Examples will be shared in class, but you can also go on the web ad see trailers made by publishers.*

Presentation Time: approximately 5-10 minutes

If you use **Windows Movie Maker** be sure to save as *recommended*.

Author Talk Rubric

	Points Possible	Points Given
Length : no more than 15 minutes	5	
Powerpoint: biographical information, awards, points of interest, presentation of major works	35	
Handout	10	
Reading of a book(or excerpt)-capturing the audience's interest – expression and voice intonation	20	
Use of author's website	15	
Creativity – making the person come alive, unique approach	15	
	Total 100	

Book Trailer Rubric

	Points Possible	Points Given
Length : no more than 10 minutes	5	
Material : • How well the book is covered, • key moments included, suspense built; • culminates by posing questions that will get viewers to read the book	20 20 15	
Music: musical support for the moment shared, variety of choices in music to provide the mood required by the moment	30	
Creativity – making the book come alive, unique approach	10	
	Total 100	

AUTOBIOGRAPHY ASSIGNMENT

1. Write your one and a half- two page autobiography including:
    ▪ Overview of life – where born, number of siblings, parents, grandparents, etc.
    ▪ 2-3 stand out events you remember about learning to read & personal events
    ▪ Life goals
    ▪ Dreams (optional)
2. Import at least three graphics/scanned photos.

Autobiography Rubric

Content	Points possible	Points earned
1 ½ - 2 pages	10	
Standard use of English & grammar	25	
Graphics (at least 3) incorporated (not just attached)	15	
Idea development & voice	50	
Total	100	

CHILDREN'S BOOK PORTFOLIO - You will be provided with an excel template for recording these electronically. **You will need a CD or thumb drive** for storing the electronic portfolio and for submitting it for grading. If possible, all of the files will be merged into one large portfolio. You may receive a copy by supplying a CD. The electronic template will be posted on Blackboard.

You will need to read 100 **children's** books. I know it is tempting to use adult books you have read but that does NOT fit in this course. The categories are as follows:

10 from each genre	70 books

Within the genre categories, you must have:

5 Newbery medal or honor novels	5 books
5 other novels	5 books
5 Caldecott medal or honor books	5 books
	85
5 multicultural books	5books
5 books dealing with special needs topics	5 books
20 books of any type or genre – your choice	5 books
	100 books

It is best to enter the books as you read them to ensure a good summary and evaluation. You may read multiple books by a single author but limit it to no more than 4 to be sure you have a wide array of authors. When using the same author, you will have the same author information so it can be copied and pasted into the proper section. The summaries <u>must</u> include the ending of the book. This is so it can be used later to review a book for use.

PORTFOLIO RUBRIC

	Points possible	Points earned
100 books included with seven in each genre category	100	
Title (& book cover graphic), genre, author (name & pic.), awards, & age group included for each book entry	50	
Summary & author bio information for each book entry	50	
Meet all criteria for books (see syllabus listing)	50	
Evaluation for each book entry	50	
Total	**300**	

GENRE PRESENTATION REQUIREMENTS
Early in the semester you will be given a sign-up sheet with the different genres listed. You will work with a partner, small group or individually depending on class size to create a presentation. As a group, you will decide how to share the preparation and how to put it into presentation form. The approximate presentation time is *one hour*. You will present as a group. The **presentation** <u>must</u> include:

1. Definition of the genre
2. Value of the genre to children
3. Criteria for evaluating the genre
4. Presentation demonstrates a good understanding of the genre and teaches that to the class
5. A wide array of examples from children's books in a **display** that reflects the genre
6. Select a favorite book from the genre to read to the group. Be sure to rehearse the reading to make it a special sharing of the book. Also, tell why you selected this particular book.
7. Practice reading the book or excerpt you select so that it is interesting and engaging.
8. **If more than one person presents the genre, each person must demonstrate their understanding of the genre**

9. **<u>Dramatization</u>** – the set up – something that sets the scene for the genre, i.e., an array of the American Girl dolls for Historical Fiction, wearing aprons and cooks hats for the nursery rhyme part of Traditional Literature, dress up as one of the characters in one of the books, engage the class in a play, or display an array of posters for books from the genre. Make the genre come alive! Examples will be shared in class. See websites below that deal with your genre.

10. Materials show a definite organization and relation to the presentation
11. **<u>Group involvement</u>** or interactivity – **a hands-on activity** that involves the other class members and relates to your genre. This may be structured as a game, writing exercise, as a share time, etc. (use the "web of possibilities" in each chapter for ideas).Examples will be shared in class
12. **Handout** including genre definition, criteria, value, and examples

These can be divided up and shared for the presenting.

Each member of the group must:
1. Share a favorite children's book from the genre and tell why it was a favorite – sharing title and author
2. Participate in the presentation and demonstrate a thorough knowledge of the genre
3. participate in the dramatization designed by the group

Genre Presentation Rubric

Group Participants:
 	
   1   _____
 	
   2   _____
Genre:
	Points Possible	Points earned

Presentation Included:		
1. **definition** of the genre is clear	5	
2. **value** of the genre to children is explained	5	
3. **criteria** for evaluating the genre is shared and explained	5	
4. **covers genre content well –** shows wide knowledge of the genre	30	
5. **display** - examples from children's books that thoroughly represent the genre	20	
Group Member Presentation:		
6. **Favorite children's book** from the genre is **read aloud** by _each_ group member and share why it is a favorite – include title and author	10	
7. reading is interesting and demonstrates good oral reading	10	
8. **Participation** by the individual or each group member demonstrated a thorough knowledge of the genre	10	
9. **Dramatization**: the use of actions or events that increases the presentation *(see syllabus description)*	35	
Quality of Presentation:		
10. **Presentation style-** material is delivered in a conversational style – slides are **NOT** read to the group & flow is well done	20	
11. **Materials** and presentation were well organized	5	
12. **Activity:** an interactive part of the presentation that pulls in the audience and enhances the audience understanding of the genre	25	
13. A **handout** was provided including required information in a creative way	20	
Total	200	

5 point categories: a score of 5 points =exceptional, above & beyond work, a score of 4.5 =above expectation work, a score of 4 points =expected work, >4 points =work below expectation

10 point categories: a score of 10 points =exceptional, above & beyond work, a score of 9.5 =above expectation work, a score of 9 points =expected work, >9 points =work below expectation

20 point categories: a score of 19-20 = exceptional, above & beyond work, a score of 18-17 =above expectation work, a score of 16-15 points =expected work, and >15 =work below expectation

25 point categories: a score of 25 points =exceptional, above & beyond work, a score of 23 =above expectation work, a score of 20 points =expected work, >20 points =work below expectation

30 point categories: a score of 27-30 = exceptional, above & beyond work, a score of 26-25 =above expectation work, a score of 24 points =expected work, and >24 =work below expectation

35 point category: a score of 35 points =exceptional, above & beyond work, a score of 32 =above expectation work, a score of 29 points =expected work, 26 or less points =work below expectation

Websites

TEA website for TEKS/TAKS information. tea.state.tx.us/TEKS

http://classroom.4teachers.org/

www.spacesforchildren.com/flrpln.html

Rubistar4teachers.org

International Reading Association - http://www.Reading.org

Scholastic book clubs – www.scholastic.com/bookclubs

Textbook website – www.mhhe.com/kiefer10e

Dr. Terri Lesesne's wiki sites:

http://lesesneseminar.pbworks.com/Harry-Potter-Reading-Ladder

http://lesesneseminar.pbworks.com/Picture-Book-Ladder

Websites for Resources by Genre or sub-genre

Modern Realistic Fiction

www.bwscampus.com/Library/Books/realistic.html

www.strobe.lights.com/novel/generated/subjects/realistic-fiction.html

www.worthington.lib.oh.us/about/lists/realist.htm

www.ci.cambridge.ma.us/~CPL/Bookies/realisticfiction.htm

www.webstu.messiah.edu/~Ih1156/realistic.htm

Science Fiction (part of Fantassy)

www.bucconeer.worldcon.org/BR2/GOLDDUCK.html

www.geocities.com/Athens/thaca/3293/wrinkle.html

www.stark.kent.edu/library/new/linda/main.html

www.hoofbeats.com

Fantasy

www.isomedia.com/homes/midbrady/fronties.htm

www.negia.net/~gwindor/

www.geocities.com/Athens/3297/

www.books.ratosk.org/

www.cling.gu.se/~c121ryd/rev/engine/html

Poetry

www.iyedo.com

www.poetry4kids.com

www.parentsplace.com

Historical Fiction

www.raven.jmu.edu/~ramseyil/historical.htm

www.copper.ucs.indiana.edu/~strenglis/sslit.html

www.tempe.gov/gov/library/youth/hisfic2.htm

www.falcon.jmu.edu/~ramseyil/histortcal.htm

Biography

www.rbryan.com/catalog.htm

www.eakinpress.com/childrens%20books.htm

www.weidt.com/books.html

www.s9.com/biography/

www.biography.com

Informational

www.discovery.com

www.lv.psu.edu/jk/l/titanic

www.grolier.com/publishing/catalog/pub.html/9920

www.sasquotchbook.com

Bibliography for Further Reading

Cambourne, B. (2000). "Conditions for Literacy Learning: Observing Literacy Learning in Elementary Classrooms: Nine Years of Classroom Anthropology". *The Reading Teacher,* vol. 53. no. 6, pp. 512-517.

Carle, E. (1996). *The Art of Eric Carle.* New York, NY: Philomel Books.
Fountas, I.C. and Pinnell, G.S. (1999). *Matching Books to Readers: Using Leveled Books In Guided Reading, K-3.* Portsmouth, NH: Heinemann.

Graves, D. H. (1991). The Reading/Writing Teacher's Companion: *Build a Literate Classroom.* Portsmouth, NH: Heinemann.

Hoyt, L. (2007). *Interactive Read-Alouds: Linking Standards, Fluency, and Standards, K-1.* Portsmouth, NH: Heinemann.

Hoyt, L. (2007). *Interactive Read-Alouds: Linking Standards, Fluency, and Standards, 2-3.* Portsmouth, NH: Heinemann.

Munsch, R. (2005). *The Paper Bag Princess: The Story Behind the Story.* New York, NY: Annick Press Ltd.

Pinnell, G. S. and Scharer, P.L. (2003). *Teaching for Comprehension in Reading, Grades K-2.* New York, NY: Scholastic Professional Books

Reading is Fundamental (Ed.). (2005). *The Art of Reading*. New York, NY: Penguin Group.

Taylor, J. (1992). *Letters to Children from Beatrix Potter.* New York, NY: Penguin Group.

Classical References

Bloom, B, 1956. *Taxonomy of educational objectives: Handbook I, The cognitive domain.* New York: David McKay & Co.

Dewey, J. (1916). *Democracy and education.* New York: McMillan.

Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences*. City: Basic Books.

Paul, R. and Elder, L. (2006). *The art of Socratic questioning.* Dillon Beach, CA: Foundation for Critical Thinking. [Socrates did not leave writings; however, his questioning strategies remain an important instructional strategy. This book is a seminal explanation of how to use Socratic questioning.]