

Nixon/Fall 2007

Rhode Island College
Feinstein School of Education and Human Development
Department of Elementary Education
Fall, 2007 ELED 515-01

Literature in the Elementary School

Professor- Dr. Madeline F. Nixon
Phone- 456-8587
E-mail mnixon@ric.edu
Office location-HM 211
Office hours- Mon. 2-4 p.m. and by appointment.

Class location-HM 189
Class meeting times- Mon. 4-6:50 p.m.

1. Course Information

Current Catalog Course Description

Catalog **Bulletin of Rhode Island College 2007-2009**

ELED 515: Literature in the Elementary School

The development of various patterns of literature instruction in the elementary school are studied. Emphasis is on the development and enrichment of children's literary taste and appreciation. Laboratory experiences are included. 3 credit hours. Prerequisite: elementary school teaching experience, or consent of instructor. Offered fall.

a. Extended

Students in this course explore ways in which children experience and respond to literature, with focus on both literary and social understandings. They share literature with children, noting the responses and planning ways to guide children to further exploration. The role of literature in the development of attitudes and values becomes key in the selection of multicultural and global literature. In addition, students develop units for classroom instruction, both with a literary focus and as a way of integrating instruction in many content areas. This course includes literature in both print and non-print formats. Students will use literature and involve children in meaningful, functional and genuine activities with an awareness of the Universal Design for Learning.

b. Relationship to Professional Program

This course is designed to help the student understand the relationships of children's literature to the total school curriculum. The students will act as Reflective Practitioners and Plan, Act and Reflect within the Conceptual Framework, employing the themes of Knowledge, Professionalism, Pedagogy and Diversity during their experience with the children in the primary and elementary grades. Lessons and units will employ the five professional standards of the International Reading Association revised in 2003; they are 1. *Foundational Knowledge*, candidates have knowledge of the foundations of reading and writing processes and instruction 2. *Instructional Strategies and Curriculum materials*, candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction 3. *Assessment, Diagnosis, and Evaluation*, candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. 4. *Creating a Literate Environment*, candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments and 5. *Professional Development*, candidates view professional development as a career-long effort and

responsibility. The students will develop a portfolio of their lessons, artifacts and reflections. Students will employ technology such as word-processing, WWW access and E-mail in assignments. Lecture, small and large group discussions, computers, on-site visits, guest speakers and working with children are included in the course. This course is an elective in the Master of Elementary Education, Master of Early Childhood, and Master of Reading programs.

- c. Relationship to the Feinstein School of Education and Human Development Conceptual Framework and professional Standards.

The Teacher Education Knowledge Base and the Conceptual Framework adopted by the Rhode Island College Education faculty emphasizes the fundamental importance of current and established theory and practice being the core of effective programs and curricula. **Literature in the Elementary School** incorporates an integrated approach to elementary instruction, with children's literature as a focal point for other content areas. It builds strongly on diversity, in authors, illustrators, characters, settings, and places of publication. Students are expected to be reflective practitioners as they plan literature experiences with children, actualize those plans, and reflect on the responses of the children and their own part in bringing books and children together.

The Teacher Education Conceptual Framework clearly emphasizes the fundamental importance of the four themes of professionalism, pedagogy, knowledge and diversity. In the primary and elementary grades, the students incorporate these four themes of the Conceptual Framework. In the classroom at Rhode Island College the students are engaged in both a sense of the diversity of the learner and also the global perspective from which to address much of the learning. This provides a natural springboard for the use of a global perspective throughout the lessons with the children. All the literature lessons are taught in a thematic cycle, with a literature focus and employing the readers' and writers' workshop teaching and learning children's literature in the broader context of the class' existing curriculum. The Rhode Island English/ Language Arts Literacy Policy, Grade Level Expectations and the IRA/NCTE English/ Language Arts Standards are discussed in class and students incorporate the Standards into their lesson plans, action and reflections using model indicators and demonstrations of the Standards. The assignments are aligned with the Revised 2003 **International Reading Association's Standards for Reading Professionals**, the Conceptual Framework and the outcomes for the course. Students will experience the use of rubrics in the assessment process, incorporating performance assessments into their portfolios. The use of technology as a tool in education is practiced in the search for information for lessons and in the use of word processing for all lessons and reflections. The technology environment at the FSEHD with the opportunities for the use of computers for searching the WWW and involvement with e-mail for the benefit of lesson plans and key pals among many other uses tie the students to a hands-on experience. This course represents, in part, the infusion of the Conceptual Framework into the core of the program. Throughout the course, reflective teaching is modeled and experienced. Students are introduced to the Reflective Practitioner model and apply it in a variety of ways. Students study, experience, and reflect on various instructional strategies and processes as they teach and reflect on the children's learning and their teaching. It should further serve as a common framework for interdisciplinary inquiry among students and faculty in professionalism, pedagogy, knowledge and diversity. In addition to the Conceptual Framework as a basis for reflection, students will incorporate in their reflections the Standards for Reading Professionals Revised 2003 and other professional standards as a guide to assess their plans and lessons with the children.

2.Course Text and Materials :

Required Text:

Cullinan and Galda. (2006) Literature and the Child. 6th ed. Stamford, Ct:_Wadsworth_.

3.Course Outcomes

Within FSEHD's Conceptual Framework of Knowledge, Diversity, Pedagogy and Professionalism and provided opportunities for Planning, Action, and Reflection and based on current professional standards of the profession, especially the Standards for Reading Professionals-Revised 2003 a reference for the preparation of educators in the United States, developed by the Professional Standards and Ethics Committee of the International Reading Association, the Standards for the English Language Arts NCTE/IRA; the following course outcomes will be demonstrated by all graduate students enrolled in ELED 515:

At the conclusion of this course, students will be able to

1. Apply the reflective practitioner process to the teaching of literature to children
2. Assess the literary and artistic merit of books for children in a variety of genre and formats
3. Select literature appropriate for specific children and classes
4. Group books in ways that will enhance children's understanding and enjoyment of literature
5. Describe various patterns of literature instruction in elementary schools
6. Analyze books for children for both their potential in the development of multicultural and global awareness and understanding and for possible stereotyping
7. Evaluate literature in media formats and on the Internet
8. Describe both formal and informal assessment procedures

4. Course Requirements:

Description/ And Assessment	Conceptual Framework	SPA IRA Professional	Course Outcomes
Class attendance, preparation, professionalism and participation	Professionalism	5	2,3,5,6,7,8
Website & annotation	Knowledge, Pedagogy, Diversity	1,2,3,4,5	1,2,3,7
Discussion lesson	Knowledge, Pedagogy, Diversity, Plan, Act and Reflect	1,2,3,4	1,2,3,4,6,8
Activity lesson	Pedagogy, Diversity, Plan, Act and Reflect	1,2,3,4	1,2,3,4,6,8
Poetry collection	Diversity	2,4	2,3,4,6,
Literature curriculum	Knowledge, Pedagogy, Diversity, Plan, Reflect	2,3,4,5	1,2,3,4,5,6,8

Attendance

Attend and participate in classes and conferences. Attendance at each session is necessary so that continuity can be maintained. Much of the material in this class happens during class session. Your full participation and positive contribution for all class activities is essential. It is an indicator of your knowledge and interest. Active participation of various types is required in class. You need to attend class to get the most benefits. The class, your groups and your partners will depend upon your input, sharing and responses to develop as a community of learners and our own knowledge. Therefore, you must come to class, be on time, and be prepared with all your necessary writing and reading materials. Arriving late and leaving early count as absences. If absent, designate a classmate to inform you of new assignments or changes in schedules and to collect handouts for you. If you will be absent, for an emergency, call the professor before class.

Assignments

- Do **all assigned professional readings before class** and be ready for class discussions. All assignments, written and oral, must exhibit careful, thoughtful preparation. You are expected to submit assignments in class on the due date. The grade for the assignments will be reduced one letter grade if submitted after the due date.
- Read **the text assignments** and prepare brief written/oral responses
- **Read and bring books** to class
- Share a recommended **literature website** with classmates. Locate one website that addresses literature for children and present an oral share in class also a hard copy of the home page of the site and a one paragraph annotation to the instructor.
- Teach **two literature lessons** to children. One should be a discussion, either teacher led or student led, following the reading of one or two books, and the other an activity based on a book. For each lesson, submit the plan, the children's written or artistic responses or a brief description of their oral responses, and your reflection on the experience.

Begin a **poetry collection** for children. Select twenty poems that you feel have literary merit and appeal for children. In an introductory paragraph, tell for what age the poems are appropriate. You may select all primary, all intermediate, or a combination. Please use a variety of poetry books and poets. Think about a theme, a way you are sharing these with your class or how the poems fit in with the science or social studies that you are teaching. Think about diversity and multicultural selections as you make your choices. Present your selections in a written/hard copy, professional, organized format. Be prepared to discuss and present your selections and the children's responses to the class.

Conferences will be scheduled with the professor on a regular basis in HM 211 on Mondays during Office Hours 2-4pm or by appointment.

- Develop a **literature curriculum** for one grade level or one teaching situation. This is the equivalent of a final examination and should reflect your knowledge of children's literature. In the introduction, describe the background of the children, and special circumstances or needs, and how literature fits within your overall curriculum. The books are to be primarily fiction and at least half of them are to be read aloud to children.

Grades pre-K to 2.....30 books
Grades 3,4.....20 books
Grades 5 and up.....12 books

For each book give the complete bibliographic data, a brief synopsis of the plot, and your reason for including it in your curriculum.

Next, for four of the books, write at least five discussion questions each (think higher level questions).

For the remaining books, give either several extension activities or discussion questions.

Remember the books need to be related to the curriculum as in a text set (several books on the same topic) that form units, as discussed in class. You may have sub sets within the unit.

Include at least four poems (could be from your 20), each chosen because it develops an idea within one of the books or units. Copy the entire poem and give the complete bibliographic data for it. Describe how you would present the poem and involve the children with it (discussion questions or activities).

The quality of the literature curriculum will be judged by how well it meets the following criteria:

- a. The books are appropriate for the grade level(s) and the situation for which they are intended. The literature curriculum presents a well-balanced selection that includes several types of literature and culturally diverse characters.
- b. The selection is based on sound rationale, either literary quality, relevancy of content, or need and interest of children.
- c. The books exemplify the rationales stated for them.
- d. The questions for each book are designed to lead to in-depth discussion. There are few memory questions.(Think Bloom)
- e. Activities for use with specific books are designed to lead to a greater understanding of the book, a greater enjoyment of literature, or a sharing of literature with other people.
- f. The sets contain books that are related logically to one another.
- g. The unit contains books that develop more depth of understanding used together than would any single title used alone.
- h. The discussion or activity following the last books in a unit guides children to compare and contrast the books, and to generalize about them.
- i. The poetry is appropriate, of high quality, and correlates with a book or unit.
- j. The planned involvement of the children with each poem will enhance their appreciation and/or understanding of poetry.

5.Course Schedule, Topics, and Assignments

September 10 Introductions and Standards
Syllabus
Lesson plans
The value of Literature and a treasury of folk literature (information review Chapter 5)
Literature Circles
Read ch 1 and 12 in the text

September 17 Work out of class on Curriculum Units
Select new books to share in class on Sept 24. Bring to class either one realistic novel or three realistic picture books, published in 1995 or later, that you have read and perhaps shared with children.
Interview school or public librarian about selecting quality literature
Read chapters 7 and 14 in the text

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Search www for one children's literature database listed in the text or that you have found on your own. Be prepared to share a hard copy of the home page and short annotation with the professor and an oral report with the class on Sept 24

- September 24 The Library Connection How did the interviews go??
Discussions about literature, What new books will you share?
Questioning (remember Bloom) The large matrix
Multiple Intelligences (H. Gardner)
Read ch 11
- October 1 Work as a class in the HBS Library reviewing Multicultural books (as suggested by the text) for children and books for global awareness. Now from your school or public library bring to class on Oct. 10, several samples of books to share orally with the class.
- October 10 Wed is Mon at RIC Sharing and discussion of Multicultural literature
- October 15 Book leveling
Find for sharing in class, books with different reading levels on the same topic
Discussion lesson due. Attend **Reading Conference** at Rhode Island College, Saturday, Oct 20th.
- October 22 Extending literature through activities
Writing activities based on literature
Read and evaluate at least five of the teaching ideas in the text. (Listed in the subject index under "Teaching ideas") Have you used any of the ideas with children? Bring notes on your assessments be prepared to discuss notes.
What did you learn at the Conference??
Read ch 6
- October 29 Literature units and curricula
Bring to class either one fantasy novel or three fantasy picture books, published in 1995 or later, that you have read. Use these with children if possible.
Read ch 9
- November 5 Biographies... Read a biography, more than one, if it is short (maybe one for your curriculum unit), be prepared for a game of 20 questions
Activity lesson due
- November 12 Picture books (including those for the intermediate level)
Chapter books
Read chapter 2, 3, and 13 in the text for class
Bring to class 4 picture books, published in 2000 or later, that you have read. Bring one of contemporary realism, one of historical fiction, one of fantasy, and one of folklore. Share one or more with children. What was their response?
- November 19 Selecting poetry for children
Read pages 85-105 and 121-126 in the text for class
Bring to class two books of poetry for children that you have read. If you have shared these with children be prepared to discuss activities and discussion questions, unit, etc. These could be used in your Literature unit.

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- November 26 Sharing poetry with children
Integrating poetry into the curriculum, Language Arts, Science Social Studies, Math, etc.
Read pages 105-121 in the text for class
Poetry collection due and share in class
- December 3 Literature integrated with social studies and science
Read chapter 8 in the text for class
Bring to class one historical fiction novel, or three historical fiction picture books, published in 2000 or later, that you have read. Be prepared to discuss how you have used the books with children.
- December 10 Books with censorship issues
Search on line for censorship issues (suggested site- American Library Association) for sharing and discussion in class Bring to class books with censorship issues.
Nonfiction across the curriculum, bring to class some examples of non-fiction being used in your literature curriculum
Read chapter 10 in the text for discussion in class
Literature curriculum due

Sign-up for final conference with the professor.

6. Course Evaluation

The course grade for ELED 515 will be determined in the following manner:

Class participation	15%
Website and annotation	5%
Discussion lesson	10%
Activity lesson	10%
Poetry collection	20%
Literature curriculum	40%
Total	100%

Grading Scale

Grade	Numerical Equivalent
A Excellent	95-100
A-	90-94
B+	87-89
B Above Average	84-86
B-	80-83
C+	77-79
C Average	74-76

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C-	70-73
D Below Average	65-69
F Failure	Below 65
I Incomplete	
W Withdraw	

Grade Definitions

A, A- Carefully completes all assignments. Frequent, active participation in class discussions. Communicates clearly in writing and speaking. Demonstrates excellence in planning, implementation of plans, reflecting upon the teaching/learning process, a command of the theory and research supporting effective teaching, a creative flair, and a strong commitment to education. Demonstrates a command of theory and research with the ability to analyze, evaluate and synthesize application to practice. Behaves in an extremely professional manner.

B+, B Completes all assignments at a satisfactory level. Participates in class discussions. Communicates clearly in writing and speaking. Demonstrates competence in planning, implementation of plans, reflecting upon the teaching/learning process; understanding the theory and research supporting effective teaching, a commitment to education. Behaves in an expected professional manner.

B-, C+ Completes all assignments at a satisfactory level. Participates in class experiences. Demonstrates competence in most areas. Behaves in a minimally acceptable manner. Graduate students need a B- to be recommended to continue in the Elementary Education Program.

C, C- The student does not demonstrate the competencies necessary for success in the course. Infrequent participation in class experiences. The student does not complete all assignments.

D, F Complete failure early in the term will signal a grade of D or F. The student will be counseled to drop the class.

You will be assessed at the completion of each assignment and again at the end of the course.

Accommodations:

If you have a registered/documented handicap or disability, please inform the professor in writing during the first week of class so that special provisions will be made to accommodate learning or physical disability. Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the Americans with Disabilities Act and /or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office located in Rm. 127 in Craig-Lee Hall. The telephone number is 456-8061. To receive academic accommodations for this class, please obtain the proper forms from the Student Life Office and meet with the professor during the first few weeks of the semester.

7. References (Suggested readings, Internet and Multi-Media Resources)

In addition to the following suggested readings, a comprehensive listing of classic books, new professional literature, both books and journals, in the field of teaching using Children's literature in the elementary school will be discussed and distributed in class on a continuing basis. Comprehensive lists of the best in children's literature will also be discussed, read and shared in class on a continuing basis. In addition to the following suggested WWW sites, a comprehensive listing of suggested WWW sites appropriate for teachers of children's literature will be distributed in class on a continuing basis.

Ambrosini, M. (2003) Poetry Workshop for Middle School. Newark, DE: IRA.

Applebee, A. (1978) The Child's Concept of Story: Ages Two to Seventeen. Chicago: The University of Chicago Press.

Bamford, R. and Kristo, J. (2000). Checking Out Nonfiction K-8: Good Choices for Best Learning. Norwood, MA: Christopher-Gordon.

Bamford, R. and Kristo, J. (Eds) (2003). Making Facts Come Alive: Choosing Quality Nonfiction Literature K-8. 2nd edition. Norwood, MA: Christopher-Gordon.

Bromley, K. (1996). Webbing with Literature: Creating Story Maps with Children's Books. Second edition. Needham Heights, MA: Allyn & Bacon.

Brown, H. and Cambourne, B. (1990). Read and Retell. Portsmouth, NH: Heinemann.

Chambers, A. (1991). The Reading Environment. Great Britain: the Thimble Press.

Chatton, B. and Collins, N. (1999) Blurring the Edges: Integrated Curriculum Through Writing and Children's Literature. Portsmouth, NH: Heinemann.

Cullinan, B., Scala, M., and Schroder, V. (1995). Three Voices: An Invitation to Poetry Across the Curriculum. York, ME: Stenhouse,

Daniels, H. (2002). Literature Circles: Voice and Choice in Book Clubs and Reading Groups. York, ME: Stenhouse.

Dyson, A. and Genishi, C. (Eds) (1994). The Need for Story: cultural Diversity in classroom and Community. Urbana, IL: NCTE

Fox, D. and Short, K. (Eds) (2003). Stories matter: the Complexity of Cultural Authenticity in Children's Literature. Urbana, IL: NCTE.

Freeman, E. and Lehman, B. (2001). Global Perspectives in Children's Literature. Needham Heights, MA: Allyn and Bacon.

Harris, V. (Ed) (1997). Using Multiethnic Literature in the K-8 Classroom. Norwood, MA: Christopher-Gordon.

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Hazard, P. (1967, 1944). Books, Children & Men. Translated by Marguerite Mitchell. Boston: The Horn Book, Inc.

Heard, G. (1998). Awakening the Heart: Exploring Poetry in Elementary and Middle School. Portsmouth, NH: Heinemann.

Jenkins, C. (1999). The Allure of Authors: Author Studies in the Elementary Classroom. Portsmouth, NH: Heinemann.

Jobe, R., and Dayton-Sakari, M. (2002). Info-Kids. Ontario: Pembroke Publishers.

Kiefer, B. (1995) The Potential of Picturebooks: from Visual Literacy to Aesthetic Understanding. Columbus, OH: Merrill.

Lehr, S. (Ed) (1995). Battling Dragons: Issues and Controversy in Children's Literature. Portsmouth, NH: Heinemann.

Lukens, R. (1999). A Critical Handbook of Children's Literature. Sixth Edition. NY: Harper Collins.

May, J. (1995). Children's Literature and Critical Theory. NY: Oxford University Press.

Moore, B. and Booth, D. (2003). Poems Please! 2nd edition. York, ME: Stenhouse.

Moss, J. (1996) Teaching Literature in the Elementary Grades: A Thematic Approach. Norwood, MA: Christopher-Gordon.

Moss, J. (2000). Teaching Literature in the Middle Grades: A Thematic Approach. Second Edition. Norwood, MA: Christopher-Gordon.

Nodelman, P. (1996). The Pleasures of Children's Literature. Second edition. NY: Longman.

Roe, B., and Suellen, A., and Smith, S. (1998). Teaching Through Stories: Yours, Mine, and Theirs. Norwood, MA: Christopher-Gordon.

Rosenblatt, L. (1986,1938). Literature as Exploration. NY: Noble and Noble

Sloan, G. (1991). The Child as Critic. Third edition. NY: Teachers College Press.

Stan, S. (2002) The World Through Children's Books. Lanham, MD: Scarecrow Press.

Stoll, D. (Ed) (1997) Magazines for Kids and Teens. Newark, DE: IRA.

Tominson, C. (Ed) (1998) Children's Books from Other Countries. Lanham, MD: Scarecrow Press.

Weir, B. (2000). Introducing Children to Folk Tales. Norwood, MA: Christopher-Gordon.

<http://www.reading.org> (International Reading Association)

<http://www.ncte.org/> (National Council of Teachers of English)

<http://www.acs.ucalgary.ca/~dbrown/index.html> Children's Literature

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<http://www.ala.org/parentspage/greatsites/lit.html>
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American Library Association Children's

