



<p>Department of Curriculum & Instruction</p>	
<p>College of Education PARTNERS for the FUTURE</p> 	
<p>LIST 4374 Literacy Learning in the Elementary School: Literature and Language (Section 001-50856)</p>	<p>Summer 2019</p>

Instructor(s):
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Kathleen Copeland Tice taught elementary students in Houston, working in suburban and inner-city schools. She worked on her Master's degree in reading education at the University of Houston, and she received her Ph. D. in reading and in English/language arts education at The University of Texas at Austin. She worked on a part-time basis at Austin Community College, teaching developmental courses in writing and reading. She was a faculty member at St. Edward's University in Austin where she taught courses in college reading and in teacher education. During two summers, she taught migrant high school students through Rural Upward Bound, which was based at St. Edward's University. Subsequently, she joined the faculty at the University of Illinois at Urbana-Champaign and conducted research as part of the Center for the Study of

Reading. There, she had the opportunity to work with prospective and current classroom teachers. As well, she was able to work with students from other fields through a graduate course she taught that was part of an interdisciplinary program.

Currently, Dr. Tice is the program coordinator for literacy studies in the Department of Curriculum & Instruction at UT-Arlington. She also works with undergraduate and graduate students through teaching courses in literacy studies. Her research has focused upon teacher knowledge development and service-learning in teacher preparation. She has served as the chair and annual conference program chair for the Service-Learning & Experiential Education-SIG (Special Interest Group) of the American Educational Research Association and the Chair of the Service-Learning & Experiential Education-SIG. She is a co-editor of the International Journal of Research on Service-Learning in Teacher Education which is co-sponsored by the International Center for Service-Learning in Teacher Education which is housed at Duke University and the SIG-Service-Learning & Experiential Education of the American Educational Research Association (AERA). She received four awards for her dissertation research, including the Promising Researcher Award from the National Council of Teachers of English. She has received awards for outstanding teaching from universities where she taught before teaching at UT Arlington, and She has received awards for outstanding teaching from universities where she taught before teaching at UT Arlington, and she received the William S. Ward Endowment Award for Excellence in Teaching and UT Arlington (University of Texas at Arlington) Faculty Service-Learning Award. Additionally, she received Regents' Outstanding Teaching Award from The University of Texas System. Below is a link to a video which features a service-learning experience that is part of an undergraduate course children's literature that Dr. Tice teaches. Through this service-learning experience, prospective teachers read aloud to English language learners from working poor families.

<http://www.youtube.com/watch?v=LrO8X5DvX1k>

Office Hours:

Monday-Friday, by appointment

Communication:

- The instructor checks email daily. The instructor will reply within two days to email received. To speak with an instructor on the phone, please use the phone number provided by the instructor (which may not be the same number in the syllabus because access through the office number could create a delay).
- The instructor will provide feedback to assignments/grade assignments within 48 hours after a due date.

Description of Course Content:

This course features quality literature teachers can share with students in PK-Grade 6 classrooms in fostering oral and written language development of all students, including English learners. The course content also includes information about genres of literature, literary elements, noted authors, relevant websites as well as how to incorporate children's literature in ways consistent with theory and research.

Section Information:

LIST 4374-001 (50856)

Time and Place of Class Meetings: Monday & Wednesday, 5:30-7:20-Trimble Hall 20

Catalog Course Description:

Balanced literacy approach to teaching with an emphasis on literature and oral language development. Theoretical models, major genres of children's literature, strategies and techniques for classroom use of literature across the curriculum, use of appropriate media and non-print materials, selection and evaluation of literature, strategies for stimulating and expanding children's response to literature, and alternatives for developing children's listening, speaking, and phonemic and alphabetic awareness skill

Overall Course Objectives:

1. Demonstrate knowledge of ways to share literature in classrooms to provide authentic experiences that foster children's growth in oral and written language development in major areas of literacy development:
 - phonological and phonemic awareness;
 - phonics and morphemic/structural analysis, sight vocabulary as part of word identification abilities;
 - vocabulary;
 - comprehension;
 - fluency;
 - writing.
2. **Understand and practice fundamentals of effective instruction to develop students' literacy development in classrooms. More specifically, teacher candidates will be able to:**
 - combine graphical and verbal presentations of content
 - explicitly connect and integrate abstract and concrete representations of content;
 - ask high-level/deep questions that demand students explain what they know
 - alternate to provide demonstrating how to use a strategy or solve a type of problem and asking students to solve the same type of problem independently or in groups
 - to provide multiple opportunities, spread over weeks and months, for students to practice what they have previously learned;
 - design and give assessments that enhance retention of content.
3. **Demonstrate knowledge of literary elements of picture books and other types of children's literature.**
4. **Demonstrate knowledge of notable authors, illustrators and poets in the field of children's literature.**
5. **Demonstrate knowledge of various genres and notable works of children's literature.**
6. **Demonstrate the ability to use technology to learn more about contributors to children's literature, major awards, and resources for teaching.**
7. **Demonstrate the ability to discuss and share information about children's literature with colleagues in the course.**

Overall Course Schedule and Topics:**Module 1**

Learning about Children's Literature: Picture Books, Genres, and Caldecott Award

Module 2

Learning How to Incorporate Children's Literature in the Classroom: Reading Aloud, Building Vocabulary, and Comprehension Development

Module 3

Learning about Children's Literature: Traditional Literature

Module 4

Learning How to Incorporate Children's Literature in the Classroom: Oral Language, English Learners, Struggling Readers, Concepts of Print, Shared Reading, Fluency, and Vocabulary

Module 5)

Learning about Children's Literature: Types of Fiction, Literary Elements and Newbery Award

Module 6

Learning How to Incorporate Children's Literature in the Classroom: Additional Strategies for Fostering Fluency, Vocabulary, and Comprehension for All Students-Developing Fluency-Choral Reading, Audio-Assisted Reading

Module 7

Learning about Children's Literature: Poetry, Informational/Nonfiction Books, Awards for Nonfiction

Module 8

Learning How to Incorporate Children's Literature in the Classroom: Classroom Management, Guided Reading, and Independent Reading

Required Textbooks and Other Course Materials:

- Purchasing a textbook is not required for the course. The content of scholarship is provided through the course management system.
- You will be required to read works of children's literature, which can be obtained through checking out books from local or school libraries and through inter-library loan.
- Some people find it easier to purchase books at discounted prices through Half-Price Books, Barnes & Noble, and Amazon.
- Any purchased books can be part of a classroom or home library, but purchasing books is optional.
- If you experience difficulty in locating a book, please contact the instructor.
- **Tk20:** The College of Education and Health Professions is implementing Tk20, a comprehensive data management system that will provide powerful tools to manage growth and streamline processes to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called TK20 HigherEd. This course does not require a submission to Tk20.
- This course does not require you to purchase a textbook because content of the course is provided through weekly professional content in the course management system, Blackboard.

Technology Requirements:

What follows is a description of technology needed for this course.

- a computer with a consistent internet connection to access the course
- speakers or headphones to listen to videos
- a word processing software to complete written assignments
- a webcam or video recorder and a microphone to complete Book Sharing assignments where you read aloud picture books
- an Internet browser: Mozilla Firefox and Google Chrome are the recommended and supported browsers for this course.

The course also has the following options for system requirements:

- Windows Vista, 7 or 8
- Mac OSX 10.6, 10.7, 10.8, or 10.

UT Arlington Library:

The UT Arlington Subject Librarian for Education is **Michelle Reed** (michelle.reed@uta.edu).

Other information about resources the library offers includes the following:

- Library Home Page <http://www.uta.edu/library>
- Subject Guides <http://libguides.uta.edu>
- Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>
- Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
- Library Tutorials <http://www.uta.edu/library/help/tutorials.php>
- Connecting from Off- Campus..... <http://libguides.uta.edu/offcampus>
- Ask A Librarian <http://ask.uta.edu>

Attendance:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established the following attendance policy.

Online Course Meetings - Class members are expected to participate fully in the online course learning experiences, including being prepared for online discussions and posting by deadlines. Points will be deducted for late initial postings, and no credit is given for late replies. If a class member cannot post by the deadline, the class member should notify the instructor.

Face-to Face Course Meetings - If a class member is absent for any reason he/she needs to arrange with a classmate to obtain notes and handouts. All cooperative classroom activities will be assigned points. Since these activities require student’s participation in specific class periods, the activities cannot be made up at any other time. Therefore, on the third absence if a course meets twice a week or two absences if a course meets once a week, during a summer semester, or during an Intersession semester (whether excused or unexcused), the student’s grade can drop one letter grade.

If a class member leaves early, he/she must indicate that when the roll sheet is passed around. If leaving early is not anticipated, he/she must leave a note with the instructor or with a class member who gives it to me. Leaving early could result in a 5-percent grade reduction for class participation.

Class Participation/”Netiquette”:

This course is part of a program preparing students to enter a profession. Therefore, professional interactions are expected. Much of the “text” of the course is created and gained by class members’ contributions as they interact with others. Class members are expected to participate fully and demonstrate a positive, professional attitude towards learning. Class members are expected to complete all assignments by due dates, thereby being prepared to participate.

When meeting face-to face, class members must not arrive late, leave early, or not participate fully and/or in a professional manner. If class members work on assignments for this

course or another, send a text message during a class meeting, or engage in any task that is not part of the class activities, they receive an automatic 5 percent final grade deduction each time you do so. Talking at inappropriate times similarly results in a large deduction for class participation.

Class members have a right to express ideas in a candid manner, but they need to display a professional, not negative, demeanor in doing so. Those who choose to participate in a professional manner will be more apt to learn more because they are listening fully and/or crystallizing their thinking through sharing.

When creating and replying in the discussion forum, you must follow the below guidelines.

- Review your work before you post.
- Make sure to present your ideas in a clear, logical order and in a non-threatening tone.
- To help convey tone, use popular emoticons such as 😊 (smiley face). But, be careful not to overuse them.
- Avoid writing in all capital letters as this conveys shouting.
- Use appropriate and non-offensive language. Additionally, slang, sarcasm, and abbreviations can be misunderstood.
- Respect others and their opinions. Disagree respectfully.
- Adhere to copyright rules and cite your sources.

When emailing your instructor or instructional associate, you must follow the below guidelines:

- Always include the course name in the subject of your email.
- Use appropriate language and not slang or abbreviations.
- Emails are professional in manner, so no emotions

Literacy Studies Late Work Policy

Late work is accepted when the student has made prior arrangements with the instructor. All assignments turned in late could lose 10% of the possible points.

Professional Dispositions: Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

The College of Education Conceptual Framework serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link: <http://www.uta.edu/coed/about/conceptual-framework.php>

Communication and Feedback:

A section of the course is devoted to posting questions about assignments. You also can email the instructor. Instructors strive to respond daily and at least within 48 hours. All assignments will be graded within 48-72 hours of the due date.

Academic Integrity:

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Course Prerequisites:

College of Education Eligibility for Admission and Enrollment

Students seeking admission to the College of Education must meet specific criteria set by the College of Education and complete or satisfy the following requirements for unconditional admission:

- Satisfying the University's credit hour requirements for admission to a degree plan.
- Petition for admission.
- Submit transcripts from each college or university the student has attended (reflecting all current/completed semesters).
- Meet College of Education requirements on the TASP: Reading-270; Writing-220; Math-230.
- Have a GPA of at least 3.0 (overall or for the last 60 hours, whichever is higher).
- Any other assessment requirements deemed necessary by the College of Education

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to life-long learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

National Standards (TESOL & ACEI):

NCATE (National Council for Accreditation of Teacher Education (which is now CAEP, Commission for the Accreditation of Educator Preparation) approved national guidelines for certification program areas. These guidelines were developed by professional associations/SPA (Specialized Professional Associations) that are constituent members of NCATE/CAEP. In offering certification in grades PK-6, the EC-6 certification program at UT Arlington relies upon guidelines provided by the professional association, Association for Childhood Education International (ACEI).

In offering ESL certification, the EC-6 certification program at UT Arlington relies upon guidelines provided by the professional association, TESOL (Teachers of English to Speakers of Other Languages). Therefore, the national standards of this course are based upon the TESOL/CAEP (as stated, formerly NCATE) P-12 Teacher Education Program standards. These standards also are known as the TESOL Professional Teaching Standards, and these are used in determining national recognition of programs. The TESOL Professional Teaching Standards also provide the basis of preparation and licensure of PK-12 ESL educators as well as program assessment.

Association for Childhood Education International Elementary Education Standards and Supporting Explanation 2007 with Focus on Standard 2.1 Reading, Writing, and Oral Language

DEVELOPMENT, LEARNING AND MOTIVATION

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

CURRICULUM

Standard 2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

INSTRUCTION

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies—

Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

STANDARDS FOR ACEI Addressed in LIST 4374:

Standard 2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas; 5.2 Collaboration with families, colleagues, and community agencies—

Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

STANDARDS FOR TESOL PROGRAMS IN P-12 ESL TEACHER EDUCATION

Domain 1. Language

Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas.

Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

Standard 1.a. Language as a System

Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Standard 1.b. Language Acquisition and Development

Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

Domain 2. Culture

Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Standard 2. Culture as It Affects Student Learning

Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Domain 3. Planning, Implementing, and Managing Instruction

Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for develop-

ing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction

Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction

Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Domain 4. Assessment

Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

Standard 4.a. Issues of Assessment for English Language Learners

Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Standard 4.b. Language Proficiency Assessment

Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

STANDARDS FOR TESOL PROGRAMS Addressed in LIST 4374:

3.b.2. Incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.

3.b.3. Provide activities and materials that integrate listening, speaking, reading, and writing.

3.b.4. Develop students' listening skills for a variety of academic and social purposes.

3.b.5. Develop students' speaking skills for a variety of academic and social purposes.

3.b.6. Provide standards-based instruction that builds on students' oral English to support learning to read and write.

3.b.7. Provide standards-based reading instruction adapted to ELLs.

3.c.1. Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.

3.c.2. Select materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of L1.

3.c.3. Employ a variety of materials for language learning, including books, visual aids, props, and realia.

3.c.4. Use technological resources (e.g., Web, software, computers, and related devices) to enhance language and content-area instruction for ELLs.

International Society for Technology in Education (ISTE) Standards for Educators

View the ISTE Standards.

1 Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

- 1a Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
- 1b Pursue professional interests by creating and actively participating in local and global learning networks.
- 1c Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2 Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

- 2a Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
- 2b Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
- 2c Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3 Citizen

Educators inspire students to positively contribute and responsibly participate in the digital world. Educators:

- 3a Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
- 3b Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
- 3c Mentor students in the safe, ethical and legal practice with digital tools and protection of intellectual rights and property.
- 3d Model and promote management of personal data and digital identity and protect student data privacy.

4 Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:

5 Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

- 5a Use technology to create, adapt and personalize learning experiences that foster
- 5b Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
- 5c Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6 Facilitator

Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. Educators:

- 6a Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
- 6b Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
- 6c Create learning opportunities that challenge students to use a design process and/or computational thinking to innovate and solve problems.

7 Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

- 7a Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
- 7b Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
- 7c Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

ISTE STANDARDS Addressed in LIST 4374

- 1b Pursue professional interests by creating and actively participating in local and global learning networks.
- 3b Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
- 4a Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
- 4b Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
- 4c Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
- 4a Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
- 4b Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
- 4c Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
- 4d Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

State Standards:

ENGLISH LANGUAGE ARTS AND READING GENERALIST ESL, EC-6 STANDARDS

Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

State STANDARDS Addressed in LIST 4374:

Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Student Learning Outcomes:

(followed by national and state standards met)

In regard to measurable learning outcomes, students/candidates will be able to:

- Demonstrate knowledge of the **features of pictures books, organization of genres** of literature, and **major awards** in children's literature by writing in your learning log. (State: **Standard IV**; TESOL: **3.c.3.**)
- Demonstrate knowledge of **traditional literature, fantasy, science fiction, realistic fiction, historical fiction, informational books/nonfiction, biography, memoir, autobiography, and poetry** by writing in your learning as well as by reading works of literature representing genres. (State: **Standard IV**; TESOL: **3.c.3.**)

- Demonstrate knowledge of specific ways teachers can provide effective learning experiences to develop students' **phonemic awareness** by writing in your learning log. (State: **Standard I Standard III**; TESOL: **3.b.6. 3.b.7.**)
- Demonstrate knowledge of specific ways teachers can provide effective learning experiences to develop students' abilities related to the **alphabetic principle** by writing in your learning log. (State: **Standard I Standard II**; TESOL: **3.b.6. 3.b.7.**)
- Demonstrate knowledge of specific ways teachers can provide effective learning experiences to develop students' oral and written **vocabulary** by writing in your learning log. (State: **Standard I Standard VII**; TESOL: **3.b.2 3.b.6. 3.b.7.**)
- Demonstrate knowledge of specific ways teachers can provide effective learning experiences to develop students' **fluency** by writing in your learning log. (State: **Standard VI**; TESOL: **3.b.7.**)
- Demonstrate knowledge of specific ways teachers can provide effective learning experiences to develop students' word identification through **phonics, sight words, morphemic/structural analysis, and context clues** by writing in your learning log. (State: **Standard V**; TESOL: **3.b.6 3.b.7.**)
- Demonstrate knowledge of specific ways teachers can provide **differentiated instruction for English learners, struggling readers, younger readers, advanced readers** while also meeting the needs of other students of various abilities in oral and written language development by writing in your learning log. (State: **Standard IV**; TESOL: **3.b.7.**)
- Locate **websites** and summarize information learned about **authors, literature, video productions** by writing in your learning log. State: **Standard XII** TESOL: **3.c.4.**
- Read **longer works of children's literature representing various genres** and write a book talk that will demonstrate your 1) familiarity with the content of the book and 2) planning to foster a discussion about the book with students. (National: ACEI 2.1 ACEI-2.2 ACEI-3.1 ACEI-3.2 State: **Standard I Standard IV Standard VII**; TESOL: **3.c.1. 3.b.3.**)
- Read **informational/nonfiction books** and write a book talk that will demonstrate your 1) familiarity with the content of the book and 2) planning to foster a discussion about the book with students. (**Standard I. Standard IV Standard VII Standard XI Standard XII**; TESOL: **3.b.2. 3.c.2.**)
- Demonstrate learning about works of children's literature that are **picture books** by video recording yourself reading aloud. (State: **Standard IV**; TESOL: **3.c.1.**)
- Demonstrate the ability to locate information about a noted author by using **quality resources on the Internet in developing an author study**. (State: **Standard IV**; TESOL: **3.c.4.**)
- Demonstrate knowing guidelines for **managing a language arts program** by writing in your learning log. (State: **Standard IV Standard I**; TESOL: **3.b.3.**)
- Demonstrate knowing guidelines for **reading aloud, shared reading, independent reading and how they complement guided reading instruction** by writing in your learning log. (State: **Standard I Standard IV Standard IV**; TESOL: **3.b.7.**)

- **Discuss with colleagues information/resources** on a weekly basis by writing in your learning log. (State: **Standards I, II, III, IV, V, VI, XII TESOL: 3.b.2. 3.b.3. 3.b.6. 3.b.7. 3.c.1. 3.c.2. 3.c.3.**)

Disability Accommodations:

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX:

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the stu-

dent's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://web.uta.edu/aao/fao/>).

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Grade Calculation (Assignments, Points Earned, Minimal Completion):

- **Learning Logs** (8 @ 30 points each, 120 points)
- **In-Class Discussion of Articles & Books** (120 points for attendance and full participation)
- **Booktalks** (#1-#10 @ 40 points each, 400 points)
- **Book Sharing** (30 books @ 30 points each, 900 points)
- **Author Study** (33 points)
- **Poetry Notebook** (165 points)
- **Poem for Shared Reading** (22 points)
- **Informational Book Assignment** (3 books @ 60 points each, 180 points)
- **Service Learning Reflections and Paper** (4 reflections @ 10 points each plus paper, 20 points, 60 points, total)

TOTAL= 2000 points

*****Please Note** Minimum Completion of Assignments-

To qualify for earning an **A** in the course you must complete all assignments to demonstrate an excellent level of learning. (Completing all assignments does not mean you will earn an A, but you could, and it would be great if you did because you would learn as you need to in preparing to become a teacher.) **You also must not miss class meetings.**

To qualify for **earning a B**, you must complete at least 90% of the Booktalks and Book Sharing, complete the Informational Book Assignment, Poetry Notebook, Learning Logs, Author Study and Discussion Board Postings. **You also must not miss more than one class meeting.**

To qualify for **earning a C** in the course, you must complete at least 80% of the Booktalks and Book Sharing, and complete the Informational Book Assignment, Poetry Notebook, Learning Logs, Author Study and at least one of each of the Discussion Board Postings. **You also must not miss more than one class meeting.**

The final grading scale for total points is as follows, but the minimum completion of assignments and class participation also contributes in a final grade earned:

1860-2000 points=A
1740-1859 points=B
1520-1739 points =C
1400-1519 points =D
below 1400= F

Descriptions of Major Assignments:

Due dates for Assignments are presented in the Weekly sections of the course.

Learning Logs

200 points (8 @ 15 points each)

- Each week, class members read information to learn about literature or about how to share literature with students.
- Content is presented for Week One-Week Eight in the course management system, Blackboard.
- Each week class members read the content and complete a learning log, using the learning log template provided.
- The learning log provides a way to review and/or apply information encountered.
- The course does not have exams, but the content presented should be read and reviewed carefully.

Learning Log Scoring Guide - 15 points per learning log

- All items need to be completed.
- Points are deducted for each item that is not complete or clear, according to the following system, regardless of how many items are completed: skeletal responses (minus 4-8 points per item)
- Points are deducted for each item that is missing or not completed, according to the following system, regardless of how many items are completed: item information (minus 4-8 points per item)

In-Class Discussion of Articles & Assessment

120 points (All are required because the experiences are cumulative and work in tandem.)

- During class, you may need to bring your packet for discussion and/or discuss books in literary circles.
- The notes provide a way to review information, and the assessment can inform your learning.
- You participate in discussions about books, and you should come prepared to earn credit, which could entail bringing a written assignment,

Booktalks

400 points (#1-# 10, 10 booktalks @ 40 points each)

- Class members are expected to explore and read a range of types of good literature.
- Class members also are required to read and write booktalks outside of class meetings for designated books that are longer works/chapter books.
- The books are designated by due dates in the syllabus.
- A listing of all of the books is found on the Booktalk Checklist found at the end of the syllabus and in Blackboard.
- The sheets must be typed, using 12 pt pitch and either single or double spacing. Booktalks are to be submitted in Blackboard as a Word document.
- The format to use for most books follows, and the template to use is in Blackboard. (For informational/nonfiction book reading experiences, a slightly different format is used for the retelling, and this is designated in the syllabus where a nonfiction book is assigned.)

Booktalk Template # (to designate the number out of the total)

Your name

Genre/category (Type one of the following: Realistic Fiction, Historical Fiction, Fantasy, Science Fiction, Traditional Literature, Informational Book, Biography, Autobiography, Memoir)

Book title

Author's last name Author's first name

Illustrator's last name Illustrator's first name

Publisher Year ISBN

Personal Response (Planning for a Grand Conversation about the Book)

- a.** (Share your thoughts about something that happened or is presented in the book that is salient to you, and this could be what the character(s) did and/or a big idea that emerges from the book. As you share this personal response, include a detailed account of what happened in the book or describe the excerpt so students understand your connection to the book and can better understand your thinking. Regardless of how you feel about a book, you can share your responses to something that took place. To receive full credit, please take the time to share fully.)

(Pause)

- b.** Share your thoughts about at least one more aspect of the book, and this should be a big idea (or message) that emerges from the book. As you share this personal response, include a detailed account of what happened in the book or describe the excerpt so students understand your connection to the book and can better understand your thinking. To receive full credit, please take the time to share fully.

(Pause)

c. Share your thoughts about at least one more aspect of the book, and this should be a big idea (or message) that emerges from the book. As you share this personal response, include a detailed account of what happened in the book or describe the excerpt so students understand your connection and can better understand your thinking. To receive full credit, please take the time to share fully.)

(Pause)

If students do not say anything, after I share and pause, I can ask the following question to encourage students to formulate their thoughts:

“Of all that happened in the book, what did you like, or what did you not like?” (I do not ask what a favorite part is because some books are mostly sad, and this question lets the child decide more about what to focus upon.)

Retelling

Please retell or, as if you are talking to someone.

What is helpful is to read the book, and then type as you retell the story, as you would if you were talking to someone who has not read the book.

If you forget the name of a character or some other important detail, you look back after your first draft to add that information. If this part leaves out important aspects of the book, you could be asked to rewrite it or not receive credit.

Please note that I am not asking for a book review. Rather than sounding like a professional book review, your retelling should sound more like talk written down.

This does not need to be lengthy, but **you need to relate the events, not tell about the book.**

Your retelling can help you remember a book.

**The details of the book you include can be helpful as you write your personal responses, where you bring up big ideas that emerge from a book and then share details of the plot/book that relate so that students understand how you arrive at those big ideas.

Booktalk Rubric - Scoring Guide

Criteria	Approaches Standard/Does Not Meet Standard	Meets Standard	Exceeds Standard
Adequate Points Brought Up for Discussion of the Book in the Personal Response	One idea is presented. (1 point)	Two ideas are presented. (2 points)	Three ideas are presented. (3 points)

Criteria	Approaches Standard/Does Not Meet Standard	Meets Standard	Exceeds Standard
Demonstrating How Big Ideas Emerge from Books in the Personal Response	A big idea/theme/ lesson that emerges is not shared at least through one point. (3 points)	A big idea/theme/ lesson that emerges is shared at least through two points. (5 points)	A big idea/theme/ lesson that emerges is shared at least through two points and one is a major theme. (6 points)
Demonstrating Making Inferences and High-Levels of Thinking for Students in the Personal Response	For one or no ideas shared, the details of the books are included to clearly show students how you arrived at the salient idea. (5 points)	For two ideas shared, the details of the books are included to clearly show students how you arrived at the salient idea. (14 points)	For three ideas shared, the details of the books are included to clearly show students how you arrived at the salient idea. (15 points)
Effective Elaboration in the Personal Response	For at least one point, the elaboration fosters comprehension rather than being skeletal or focusing on a personal connection while not also showing how the personal connection relates to events of the book. (4 points)	For each of two points, the elaboration fosters comprehension rather than being skeletal or focusing on a personal connection while not also showing how the personal connection relates to events of the book. (5 points)	For each of the three points, the elaboration fosters comprehension rather than being skeletal or focusing on a personal connection while not also showing how the personal connection relates to events of the book. (6 points)
Detailed Account in the Retelling	The content of the book is presented, but the retelling is skeletal and does not communicate in a clear and/or complete way. (1 point)	The content of the book can be understood for the most part, but gaps seem to exist. (4 points)	The content of the book is clearly and fully communicated regardless of the length. (5 points)

Criteria	Approaches Standard/Does Not Meet Standard	Meets Standard	Exceeds Standard
Style of the Retelling	The retelling does not convey the voice of a person retelling the book to another person. (1 point)	Most of the retelling communicates the voice of the writer, not that of a book review or promotion. (4 points)	The entire retelling communicates the voice of the writer, not that of a book review or promotion. (5 points)
Overall Quality	16 points (40%)	35 points (87.5%)	40 points (100%)

Book Sharing

900 points (30 books @ 30 points each)

- Class members are required to read aloud designated picture books.
- Reading aloud to another person provides authentic reading aloud experiences that can be valuable to you and the other person. You will read aloud to class members.
- The Book Sharing list of books found at the end of the syllabus.
- You use your phone or any other video-recording device to document your reading aloud if you are approved for video-recording for this work.
- You will upload the video each reading aloud experience individually.
- Instruction are in the course management system to show you how to upload a video that you recorded and saved on your computer.
- Instructions also show how you can use Kaltura to record a video with a webcam.
- If you need help with this, please contact the instructor. We have technical support for this.

Scoring Criteria to Receive Credit

- Your video-recording should clearly indicate the book you are reading aloud.
- Your video-recording should not show the face of a child/adult or indicate the identity of the child/adult.
- Each book read aloud should be featured through its own video-recording. **Please do not combine recordings.**
- You could be asked to submit again any work that does not follow the guidelines to receive credit/complete the course.

Author Study Assignment

33 points

- You will learn how to become familiar with an author of books for children and develop a one-two page handout that could be used to help you share the author with students (e.g., through a bulletin board display).
- You select an author of books we are reading in the course from a listing provided so all have read at least one book by the author.
- You use your handout to present information to the class, and you post your handout in a discussion area in Blackboard to share with the class by using the author's name as the title and in Assignments.
- You use the resources required for the handout and show the handout to the instructor on the day you present.

Procedures for Selecting and Posting:

- You will develop one author study.
- You select an author of books we read during the course, selecting from choices below.
- You post your choice in your discussion group in Author Study Choices or sign up in class to avoid duplication.
- You will present the author to the class orally. You post your author study in Assignments where designated.
- The schedule is listed with the choice

Format and Content:

- You will type a 1-2 page document, using primarily a "bullet" format, to present information you have found.
- Information presented must include these headings with information:
 - Interesting Information about the Author's Life,**
 - Author's Writing Experiences** (what the author says or what you learn),
 - Awards** (the author has received), and
 - Publications** (a representative listing of the publications, if not all).
- To receive full credit, you need to use the following two resources:
 - 1) **Something about the Author**, available online at the UT Arlington library, and
 - 2) the author's website offered by the publisher or the author.

Please see the UT Arlington Subject Librarian for Education, **Gretchen Trkay (gtrkay@uta.edu) if you have questions about using **Something about the Author**.

Author Study Scoring Guide - 33 points

- Sources (**10 points**)

Something about the Author is Used.

The author's or publisher's website is used.

- Interesting Information about the Author's Life (**0-5 points**)
- Author's Writing Experiences (**0-10 points**)

- **Awards (0-3 points)**

Listing is complete or includes major awards.

- **Publications (0-5 points)**

Listing is complete or representative.

Due date: Week Five, Week Six, or Week Seven, as designated in the syllabus

Poetry Notebook Assignment **165 points**

Description and Rationale

- Class members will develop their own poetry notebook which is a collection of at least thirty poems to share with children.
- Many teachers assume students will not like poetry because the teachers had bad experiences with poetry in school.
- Students of all ages do love poetry of various types (not just humorous) if 1) the teacher shares quality poetry and 2) does not “kill” the poetry in the name of teaching (e.g., by asking students to memorize, answer test-like questions).
- The purpose of this assignment is to help you become familiar with quality poetry for youth and find poetry you like.
- To learn about quality poems and find ones you like, you need to read poetry collections that offer quality poetry that has been compiled and/or written by noted poets and experts in the field. (We could think a poem that a mediocre poem is just fine, and students will not like it.)
- **To receive full credit, it is necessary to follow the guidelines; the process of this assignment is as important as the product, and the product will reflect the process.**
- To receive credit, the poems you compile must come from the books listed as part of the resources for the class.
- Poems found on the Internet will not count because part of the learning experiences of the course include 1) locating poetry books and 2) reading widely to find poems you enjoy.
- You can check out collections via local libraries and perhaps school libraries. You also can find collections on sale via various sites, such as Half-Price Books, Barnes& Noble, Amazon. (We are not purchasing a textbook for the courses, and if purchasing these collections works best for you, these are books you can use in your classroom or family.)
- You can take a picture of a poem, photocopy the poem, or type it.

Procedures for Creating a Collection

- Locate sources by using the **Poetry Collections for the Poetry Notebook** listing.
- At least two of at least five books used must be from the Edited Collections listing so you can become familiar with numerous poets and types of poetry.

- Type your Sources page, using the template provided.
- As you read, it is helpful to note with post-it notes or paper bookmarks the poems you like.
- Decide whether you will type, photocopy, or take a picture of the poem.
- You can copy more than one poem on a page, but only one of the poems counts as part of the 30 minimum number.
- Make sure to add the name of the poet and the poet for each poem.
- Also, add the Source at the bottom of the page, such as the following: The Random House Book of Poetry for Children, edited by Jack Prelutsky and illustrated by Arnold Lobel. (You can copy/paste this from your Sources page.)
- Divide your poems into topics, such as fall, seasons, holidays, Halloween, school, friends, family, weather, snow, pets, dogs, cats, and so on.
- Humorous and serious and emotional types of divisions will not count because you cannot locate the poem by topic when you share a poem and book together (e.g., ones about family). **If a poem is very silly and is not really a topic, label that section nonsense or silly.**
- Create a divider indicator.
- Bring your notebook to class on the due date.

Poetry Collections for the Poetry Notebook

I. Noted Poets/Compilers/Editors of Poetry Books

*Select any book/collection for children written/compiled by these poets. For the five sources, select different poets/compiler. If you use more than five sources, you can select more than one book/collection by a poet/compiler.

- Arnold Adoff
- John Ciardi
- Barbara Juster Esbensen
- Aileen Fisher
- Douglas Florian (wonderful poems for science)
- Nikki Grimes
- Eloise Greenfield
- Goldstein, Bobby
- Mary Ann Hoberman

- Lee Bennett Hopkins (has compiled poems written by various poets for every subject area)
- Langston Hughes-this book: The Dream Keeper and Other Poems, written by Langston and illustrated by Brian Pinkney
- Karla Kuskin
- X.J. Kennedy
- Nancy Larrick
- J. Patrick Lewis
- Myra Cohn Livingston
- David McCord
- Eve Merriam
- Lilian Moore
- Pat Mora (interlingual poems/poems with some Spanish words, but mostly English words)
- Mary O'Neill-this book:Hailstones and Halibut Bones: Adventures in Color, written by Mary O'Neill and illustrated by John Wallner
- Jack Prelutsky
- Shel Silverstein
- Joyce Sidman
- Marilyn Singer
- Judith Viorst
- Valerie Worth
- Jane Yolen

II. Edited Collections of Poetry (Featuring Various Poets)

Select at least two of these collections/books to become familiar with a range of poets and types of poetry.

- Sing A Song of Popcorn, edited by Beatrice de Regniers and others and illustrated by none Caldecott artists
- The Place My Words are Looking For, edited by Paul Janeczko (for students in grades 4 and up)
- Read-Aloud Rhymes for the Very Young, edited by Jack Prelutsky and illustrated by Mark Brown (actually loved by children up to third grade)

- The Random House Book of Poetry, edited by Jack Prelutsky and illustrated by Arnold Lobel
- The Bill Martin Jr. Big Book of Poetry, compiled by Bill Martin and illustrated by award-winning illustrators

Your Name

Sources for My Poetry Notebook

LIST 4374-Dr. Tice

Required Edited Collections (You select at least two of these.)

1. Sing A Song of Popcorn, edited by Beatrice de Regniers and others and illustrated by none Caldecott artists
2. The Place My Words are Looking For, edited by Paul Janeczko (for students in grades 4 and up)
3. Read-Aloud Rhymes for the Very Young, edited by Jack Prelutsky and illustrated by Mark Brown (actually loved by children up to third grade)
4. The Random House Book of Poetry, edited by Jack Prelutsky and illustrated by Arnold Lobel
5. The Bill Martin Jr. Big Book of Poetry, compiled by Bill Martin and illustrated by award-winning illustrators

Noted Poets/Compilers/Editors of Poetry Books (You use the list to find at least three other collections by different people for the five. If you use more than five, you can use more than one book by the same person. You use the format as shown above.)

1. **Example:** If I Were in Charge of the World and Other Worries: Poems for Children and Their Parents, written by Judith Viorst and illustrated by Lynne Cherry
- 2.
- 3.

Name:

Poetry Notebook Scoring Guide - 165 points

To receive full credit, it is necessary to follow the guidelines; the process of this assignment is as important as the product, and the product will reflect the process.

- **Quality (0-60 points)**

Each of the 30 poems is selected from a quality book (not the Internet) designated in the course materials and includes the source at the bottom of the page (title of poetry book page number).

Each poem (of the thirty) can be copied or typed and is presented on a separate page. More than one poem can appear, but one poem is counted as part of the minimum of 30.

- Presentation of Poem (**0-30 points**)

Each poem includes the name of the poet underneath the poem and the page number to be included.

- Variety (**0-60 points**)

The collection that represents various poets (at least 12 different poets for 15/30 points) and types of poetry (humorous and more serious for 15/30 points).

- Number of Sources (**0-10 points**)

The collection is based upon at least five sources which are ones from the course materials, and at least two sources are edited collections that feature a range of poets. These sources are indicated through a **Sources** page.

The sources are typed on a page, providing the title, poet/editor or compiler and illustrator

Example of Edited/Compiled Collection-The Random House Book of Poetry for Children, edited by Jack Prelutsky and illustrated by Arnold Lobel

Example of Collection Written by the Poet(s)-If I Were in Charge of the World and Other Worries: Poems for Children and Their Parents, written by Judith Viorst and illustrated by Lynne Cherry.

- Categories that Designate Topic on a Page (**0-5 points**)

The collection has dividers/title pages for categories of the topics featured (such as seasons, fall, school, family, friends, weather, math) or nonsense, making it possible to locate poems that can be combined with fiction and nonfiction (but none with titles upon emotions, such as no miscellaneous, funny, serious) based upon the poems collected.

Total- _____ points

Poem for Shared Reading Assignment 22 points

- Class members will select a poem from their poetry notebook collection to contribute to a class collection of poetry for shared reading.
- You can select any poem from the sources of poetry used for the poetry notebook, but you need to select a poem not provided by someone else to avoid duplication.
- You post your choice in the course discussion board in the area designated: Poems Selected for Shared Reading.
- You type the poem and submit a Word document.
- You must adhere to the format provided by the example in the course for Week Eight, which also is below.

- You could be asked to rewrite the poem to receive credit and submit it again.
- The instructor will make sure all students receive the class collection.

Poems for Shared Reading

Submitted by: (your name)

A Bird

A bird came down the walk,

He did not know I saw;

He bit an angleworm in halves

And ate the fellow, raw.

And then he drank a dew

From a convenient grass,

And then hopped sidewise to the wall

To let a beetle pass.

Emily Dickinson

Source: *Sing a Song of Popcorn: Every Child's Book of Poems*

Selected by Beatrice de Regniers and illustrated by nine Caldecott Medal Artists

Informational/Nonfiction Book Assignment 180 points (3 @ 60 points each)

- You will read three noted works of nonfiction:
 - a) science informational book written by **Seymour Simon** that **present text and photographs, such as Wolves, Horses, Big Cats, Weather, Sharks, The Heart: Our Circulatory System, Icebergs and Glaciers, Comets, Meteors, and Asteroids, (or many other choices).**
and
 - b) an informational book featuring American history, selecting ***Shhh! We're Writing the Constitution*** by Jean Fritz
and
 - c) ***The Crossing: How George Washington Saved the American Revolution*** by Jim Murphy
or
Children of the Wild West by Russell Freedman
or
Children of the Dust Bowl by Jerry Stanley
- You use the template provided for the **Informational/Nonfiction Book Reading and Record Template, which is also shown below.**
- As indicated on the template, for the required type of book you read by **Seymour Simon**, list at least two sentences of information presented for each page and include the page number to organize the bullet listing.

- Please be sure to select one of his books that present text and photographs, such as *Wolves, Horses, Big Cats, Weather, Sharks, The Heart: Our Circulatory System, Icebergs and Glaciers, Comets, Meteors, and Asteroids*, (or many other choices)

For ***Shhh! We're Writing the Constitution*** by Jean Fritz, present the major aspects of the historical narrative and include important issues, ideas, concepts, names and dates as you read the book, including the Notes.

For ***The Crossing: How George Washington Saved the American Revolution*** by Jim Murphy, you use the introduction and chapters as headings, but you read the entire book. For ***Children of the Wild West by Russell Freedman or Children of the Dust Bowl*** by Jerry Stanley, you also should read all pages.

- Include at least 15 ideas in "bullet" format. You can copy from the book in developing these notes.
- You must include page numbers for each item listed and feature the entire book through representative ideas.

***Fostering Visual Literacy

You can read and cite from the book, but another way to experience this book (and others) is through the video production by Weston Woods, who provides wonderful presentations of books in an alternative format that fosters visual literacy and listening comprehension.

These Weston Woods productions are not seen as alternatives to the book format but as a way to experience the book in another way.

Weston Woods Video version of the book *Shh! We're Writing the Constitution!* by Jean Fritz:
<http://www.schooltube.com/video/9284b435a56906f0172c/Shh-Were-Writing-the-Constitution>

Informational/Nonfiction Book Assignment Template

Your name

Genre/category: Nonfiction/Informational Book

Book title

Author's last name Author's first name

Illustrator's last name Illustrator's first name

Publisher Year ISBN

Personal Response (Planning for a Grand Conversation about the Book)

- a.** (Share your thoughts about something that happened or is presented in the book that is salient to you, and this could be what the character(s) did and/or a big idea that emerges from the book. As you share this personal response, include a detailed account of what happened in the book or describe the excerpt so students understand your connection to the book and can better understand your thinking. Regardless of how you feel about a book, you can share your responses to something that took place. To receive full credit, please take the time to share fully.)

(Pause)

- b.** Share your thoughts about at least one more aspect of the book that emerges from the book. As you share this personal response, include a detailed account of what happened in the

book or describe the excerpt so students understand your connection to the book and can better understand your thinking. To receive full credit, please take the time to share fully.

(Pause)

c. Share your thoughts about at least one more aspect of the book, and this should be a big idea (or message) that emerges from the book. As you share this personal response, include a detailed account of what happened in the book or describe the excerpt so students understand your connection and can better understand your thinking. To receive full credit, please take the time to share fully.

(Pause)

If students do not say anything, after I share and pause, I can ask the following question to encourage students to formulate their thoughts:

“Of all that happened in the book, what did you like, or what did you not like?” (I do not ask what a favorite part is because some books are mostly sad, and this question lets the child decide more about what to focus upon.)

Retelling

For the books by Seymour Simon, list at least two sentences of information presented for each page and include the page number to organize the bullet listing.

For ***Shhh! We're Writing the Constitution*** by Jean Fritz, present the major aspects of the historical narrative and include important issues, ideas, concepts, names and dates as you read the 64 pages.

- Include at least 15 ideas in “bullet” format. You can copy from the book in developing these notes.
- You must include page numbers for each item listed.

For ***The Crossing: How George Washington Saved the American Revolution*** by Jim Murphy, you use the introduction and chapters as headings, but you read the entire book. For ***Children of the Wild West by Russell Freedman or Children of the Dust Bowl*** by Jerry Stanley, you also should read all pages.

- Include at least 15 ideas in “bullet” format. You can copy from the book in developing these notes.
- You must include page numbers for each item listed and feature the entire book through representative ideas.

**The details of the book you include can be helpful as you write your personal responses, where you bring up big ideas that emerge from a book and then share details of the plot/book that relate so that students understand how you arrive at those big ideas.

Informational Book/Nonfiction Book Rubric/Scoring Guide

Criteria	Approaches Standard/Does Not Meet Standard	Meets Standard	Exceeds Standard
Adequate Points Brought Up for Discussion of the Book in the Personal Response	One or two ideas are presented but are not well developed. (2 points)	Two ideas are presented. (3 points)	Two ideas are presented and are well developed (3 points)
Demonstrating How Big Ideas Emerge from Books in the Personal Response	A big idea/theme/lesson that emerges is not shared at least through one point. (3 points)	A big idea/theme/lesson that emerges is shared at least through two points. (5 points)	A big idea/theme/lesson that emerges is shared at least through two points and one is a major theme. (6 points)
Demonstrating Making Inferences and High-Levels of Thinking for Students in the Personal Response	For one or no ideas shared, the details of the books are included to clearly show students how you arrived at the salient idea. (5 points)	For two ideas shared, the details of the books are included to clearly show students how you arrived at the salient idea. (14 points)	For three ideas shared, the details of the books are included to clearly show students how you arrived at the salient idea. (15 points)
Effective Elaboration in the Personal Response	For at least one point, the elaboration fosters comprehension rather than being skeletal or focusing on a personal connection while not also showing how the personal connection relates to events of the book. (4 points)	For each of two points, the elaboration fosters comprehension rather than being skeletal or focusing on a personal connection while not also showing how the personal connection relates to events of the book. (5 points)	For each of the three points, the elaboration fosters comprehension rather than being skeletal or focusing on a personal connection while not also showing how the personal connection relates to events of the book. (6 points)

Criteria	Approaches Standard/Does Not Meet Standard	Meets Standard	Exceeds Standard
Detailed Account in the Retelling	The content of the book is presented, but the retelling is skeletal and does not communicate in a clear and/or complete way. (10 points)	The content of the book can be understood for the most part, but a few gaps seem to exist. (14 points)	The content of the book is clearly and fully communicated. (15 points)
Style of the Retelling	The designated format was not used in more than one way. (10 points)	The designated format is used with one exception. (14 points)	The designated format is used entirely. (15 points)
Overall Quality	34 points (57%)	55 points (90%)	60 points (100%)

Service-Learning Project (Reflections and Paper)

60 points (4 reflection submissions @ 10 points each, paper @ 20 points)

This course is designated as one that includes service learning. What this means is that in completing requirements for the course, you will engage in one project that fosters mastery of learning objectives of the course as you provide a service to others, and you will reflect upon your experiences to consider what took place, the significance of what you observed, and how this relates to your growth as a teacher. In designing this requirement, I have not added additional requirements to existing ones. Rather, I have revised other requirements to make it possible for class members to have time to be able to complete a service learning project yet achieve learning akin to that of others who have taken this course in previous semesters. If you need transportation, you can ride with a class member or me to complete your service-learning project.

One of the projects is a collaboration with H.O.P.E. Tutoring. *As stated on the Web site, "the mission of H.O.P.E. (Helping Our Pupils Excel) Tutoring is to provide free tutoring to children in grades 3-8 in a safe learning environment.* H.O.P.E. began in September of 1996 at Aldersgate United Methodist Church because the congregation wanted to help the children in the neighborhood. H.O.P.E. soon became a non-profit agency and a community-wide organization. Tutoring takes place at seven sites in Arlington, and *of H.O.P.E. strives to help students improve their grades, their attitudes and their behavior. No religious education takes place during tutoring sessions. Services provided by H.O.P.E. Tutoring Center are made possible in part by a grant from the city of Arlington. Tutoring sessions for students in the 3rd-8th grades are held on Tuesdays and Thursdays*

<i>Aldersgate UMC</i>	<i>Epworth UMC</i>
2201 East Park Row	1400 S. Cooper Street
Arlington, TX 76010	Arlington, TX 76010
<i>Good Shepherd UMC</i>	<i>First UMC</i>
2020 S. Collins Street	313 N. Center Street
Arlington, TX 76010	Arlington, TX 76011
<i>1st Presbyterian Church</i>	<i>Beautiful Savior Lutheran Church</i>
1200 S. Collins Street	5851 New York Avenue
Arlington, TX 76010	Arlington, TX 76018
<i>St. Matthew Catholic Church</i>	
2021 New York Avenue	
Arlington, TX 76010	

During the summer, we work with the H.O.P. E. Summer Reading Program. The literature you read aloud and provide for shared reading/reading will be approved by me and will be quality literature that meets the interests and needs of the student you work with session. You will read aloud with a student for one hour and a half (90 minutes). The program takes place on Monday-Thursday on June 24-July 4 from either 10-11:30 am or 1-2:30 pm at 2020 S. Collins, which is near campus. A list of quality books to check out of the library is listed at the end of the syllabus, and the books you read for Book Sharing works well, too. After you read aloud, you will foster a conversation about the book. Also, you can let the student share written responses through a dialogue journal once a week where you write back. You also provide shared reading of quality poetry. You must locate and use books from the course as part of the service-learning component, and you must be reliable. Training takes place before we begin.

Another fall and spring project is a collaboration with teachers, children, and parents at the Open Door Preschool in Dallas. Open Door was established in 1971 and serves three and four-year old children from working poor families where primarily English is not spoken at home or is not the dominant language. This project is funded through a literacy grant I received from Phi Kappa Phi, a national honor society. Over a period of 4 or 5 weeks, we will go to the school on Friday mornings. With a partner or on your own, you will read aloud to a child or small group of children for approximately 15-20 minutes. After each visit you will record what took place and your reflections about what took place, including how you felt and what you noticed about the child's responses. We then will share/discuss reflections. At the end of the month, we will meet one day with children and parents for a family literacy event. At the family literacy event, parents will join you as you read aloud to the children. We will eat lunch with the parents, and you will give each child a back pack/tote bag filled with set of books you have read aloud. We will give each teacher a set of books we read aloud so they can continue to read aloud to the students.

At the end, you will write a final reflection paper telling what you saw happening through this experience, the significance of what took place, and what you learned that relates to your development as a teacher. You also will share your reflections about the entire experience with others through small-group discussion.

To get to the Open Door from Arlington:

- ó Travel east on I-30 through Downtown Dallas and the dreaded "Mixmaster."
- ó Continue eastward on I-30 past the exit for 75 / I-45.
- ó Exit at Peak St.
- ó At the end of the exit ramp, turn LEFT onto Peak.
- ó Continue along Peak until you get to Junius; East Dallas Christian Church will be on your left.
- ó Turn LEFT onto Junius.
- ó Grace United Methodist Church is at the end of the block; turn RIGHT into the parking lot.

The address is 4105 Junius St, Dallas, TX 75246, (214)824-2533

The trip should take about 35-45 minutes from UTA.

Reflection Entries

Documentation for Reflection for H.O.P.E. Tutoring and Other Service-Learning Experiences

Please submit this information with each reflection for each session at H.O.P.E. Please remember that if your student is absent, you work with another tutor and/or child. Please use the parts of this form that relate to other service-learning experiences (i.e., reading aloud and other anecdotal notes) if you participate in another service-learning experience.

Project: (H.O.P.E. Tutoring or Open Door Preschool Project)

Date

Your Name

Student's Name

Reading Aloud

Book(s) Read aloud: Title(s) and Author(s) and Illustrator(s)

Detailed Description of What Took Place During/After Reading Aloud:

Reading Aloud and Shared Reading of Poetry

Poetry Shared: Title(s), Name of Poet(s), and the Title of Book, Author/Editor of the Book

Detailed Description of What Took Place During/After Sharing of Poetry:

Writing to Respond Activity

Detailed Description of What Took Place:

Other Anecdotal Notes

Detailed Description of Anything Else:

Significant Moment(s) and Conclusions

Detailed Description of Significant Moment(s):

What You Learned or Can Conclude (related to your preparation to become a teacher based upon the significant moment(s) :

Paper

Write a paper to reflect upon and share your experiences in the service-learning project that involved reading aloud to the children at Open Door Preschool or tutoring students at HOPE. Your weekly responses will help you establish content. Please make sure you include the following:

1. Introduction: Provide an introduction to describe the service-learning experience, such as the community partner, how often you participated, and what took place (in an overall way).
2. What Took Place: Describe in detail what took place for each time, organizing this by dates. **You can copy this from your journal entries.**
3. What the Student Gained: Look back at your final, overall reflection and journal entries. **You can copy/paste and elaborate, if needed.**
4. What I Learned in My Journey as a Teacher: Tell what you learned or can conclude related to your preparation to become a teacher based upon the significant moment(s) and other reflections. Tell how these experiences expanded and/or substantiated other learning experiences of 1) your preparation to become a and 2) what you have learned from your experiences or those of people you know. For this part of your paper, you can use what you have recorded for your journal/reflection entries. Here, these are brought together for you to reflect upon and to assess your learning.
5. Share your **overall responses to your participation in this project** and your **commitment to civic engagement** by participating in this project.

After each visit you will record in a journal entry what took place and your reflections about what took place, how you felt, what you noticed about the child's responses. We then will share/discuss reflections.

List 4374-HOPE Service learning Project-Poetry Collections for Reading Aloud and Shared Reading and Books for Reading Aloud

Please note: All of these represent wonderful poetry collections to read aloud to students, and it important to find ones you like, too. Similarly, all of the books to read aloud are books are engaging, and it is important to find ones you like a lot.

Poetry Collections for Reading Aloud and Shared Reading

Read Aloud Rhymes for the Very Young-elected by Jack Prelutsky

Bill Martin Jr. Big Book of Poetry-selected by Bill Martin

The Random House Book of Poetry-selected by Jack Prelutsky (and other collections by Jack Prelutsky)

Sing a Song of Popcorn-selected by Beatrice de Regniers

Confetti (This collection is appropriate for various age/ability levels, and poems have some Spanish words with mainly English words in poems.) by Pat Mora

Love to Mama (This collection is appropriate for capable readers in grades 4 and up, and it has some Spanish words in poems.) by Pat Mora

If I Were in Charge of the World or *Sad Underwear* (for students ages 8-12) by Judith Viorst

The Light in the Attic or *Where the Sidewalk Ends* (for students 8 and older) by Shel Silverstein

Books for Reading Aloud

The picture books you gather for book sharing have been very popular with students at H. O. P. E., so these can be used if you like a book.

Too Many Tamales by Gary Soto

Mufaro's Beautiful Daughters (a wonderful African folktale) by John Steptoe

The Talking Eggs by Robert San Souci and illustrated by Jerry Pinkney (any books illustrated by Jerry Pinkney -Some are written by Robert San Souci, Julius Lester, and Gloria Pinkney. Please note that his son, Brian Pinkney, also is an illustrator.

The Ugly Duckling retold and illustrated by Jerry Pinkney

Aesop's Fables retold and illustrated by Jerry Pinkney

Little Red Hen retold and illustrated by Jerry Pinkney

The Tortoise and the Hare retold and illustrated by Jerry Pinkney

Rikki-Tikki-Tavi (originally written by Rudyard Kipling) illustrated by Jerry Pinkney

Cendrillon by Robert D. San Souci

The Other Side by Jacqueline Woodson

Going Somewhere Special by Patricia McKissack

The Rough-Face Girl by Rafe Martin

Tops and Bottoms, *The Three Billy Goats Gruff*, *My Big Dog*, *Help Me, Mr. Mutt!*, or *Cook-A-Doodle-Do* by Janet Stevens (a favorite with students—winner of the Texas Bluebonnet Award) by Janet Stevens who works often with her sister Susan Stevens Crummel

Chicken Sunday by Patricia Polacco (or others that are longer stories)

Smoky Night by Eve Bunting

Going Home by Eve Bunting

Tar Beach by Faith Ringgold

Sweet Clara and the Freedom Quilt by Deborah Hopkinson

Duke Ellington by Andrea Pinkney

Lon Po Po: A Red Riding Hood Story from China by Ed Young

Sylvester and the Magic Pebble by William Steig

Adelita: A Mexican Cinderella Story by Tomie DePaola

Chester's Way by Kevin Henkes

Chrysanthemum by Kevin Henkes

Lilly's Purple Plastic Purse by Kevin Henkes

Saving Sweetness by Diane Stanley

Yeh-Shen illustrated by Ed Young (A Chinese Cinderella story)

Borreguita and the Coyote by Verna Aardema (a tale from Mexico)

Schedule:

Topics, Assignments, and Due Date

Module 1-Learning about Children's Literature: Picture Books, Genres, and Caldecott Award

June 3 (M)

June 5 (W)

Start locating and reading for Booktalks.

Assignments Due:

Learning Log 1-Friday, June 7

Booktalk 1-Start on reading and bring draft to bring to class at next class meeting. If you have your first draft finished, please bring it to class.

*Discussion Posting-Discussion will take place during our class meetings. You will post your author study and poem for shared reading later in the course. Points are added when you attend the entire class meeting and participate fully (without texting, working on other assignments, and so on).

Module 2-Learning How to Incorporate Children's Literature in the Classroom: Reading Aloud, Building Vocabulary, and Comprehension Development

June 10 (M)

Booktalk 1-Bring draft of Booktalk 1 to class. Bring a book to read for Booktalk 2.

June 12 (W)

Bring draft of Booktalk 1 to class. Bring a book to read for Booktalk 2. Plan for Book Sharing.

Assignments Due:

Learning Log 2-Friday, June 14

Booktalk 2-Write draft to bring to class at next class meeting.

*Discussion Posting-Discussion will take place during our class meetings, not online. You will post your author study and poem for shared reading later in the course. Points are added when

you attend the entire class meeting and participate fully (without texting, working on other assignments, and so on).

Module 3-Learning about Children’s Literature: Traditional Literature

June 17 (M)

Booktalk 2-Bring draft to class.

Book Sharing 1-5

June 19 (W)

**We will meet for training at
HOPE Tutoring at Good Shepherd UMC
2020 S. Collins
Arlington 76010
817-860-7757**

We will use this day to continue book sharing, so bring books.

Assignments Due:

Learning Log 3-Friday, June 21

Booktalks 1 and 2-revised, if needed-Submit in Assignments-Saturday, June 22 or earlier.

*Discussion Posting-Discussion will take place during our class meetings. You will share your author study and poem for shared reading later in the course. Points are added when you attend the entire class meeting and participate fully (without texting, working on other assignments, and so on).

Booktalk #3-Saturday, June 22

Booktalk #4-Saturday, June 29

Module 4-Learning How to Incorporate Children’s Literature in the Classroom: Oral Language, English Learners, Struggling Readers, Concepts of Print, Shared Reading, Fluency, and Vocabulary

June 24 (M)

Book Sharing 6-10

The H.O.P.E. Summer Reading Program begins, and it takes place up to July 4 on Monday-Thursday at 10-11:30 or 1-2:30 on each day. Your reflection entry for each day you participate is due at the end of each week.

June 26 (W)

Library Day-Read a book for your booktalks due. You receive class participation points for submitting booktalks on time.

Assignments Due:

Learning Log 4-Friday, June 28

Booktalk #5-Saturday, July 6

Booktalk #6-Saturday, July 13

*Discussion Posting-Discussion will take place during our class meetings. Points are added when you attend the entire class meeting and participate fully (without texting, working on other assignments, and so on).

Module 5-Learning about Children’s Literature: Types of Fiction, Literary Elements and Newbery Award

July 1 (M)

Book Sharing 11-15

July 3 (W)-Library Day-Read books for your booktalks due. You receive class participation points for submitting booktalks by due date.

Assignments Due:

Learning Log 5-Friday, July 12

Booktalk 7-Saturday, July 13

Booktalk 8-Saturday, July 20

*Discussion Posting-Discussion will take place during our class meetings. Points are added when you attend the entire class meeting and participate fully (without texting, working on other assignments, and so on).

Module 6-Learning How to Incorporate Children’s Literature in the Classroom: Additional Strategies for Fostering Fluency, Vocabulary, and Comprehension for All Students-Developing Fluency-Choral Reading, Audio-Assisted Reading

July 8 (M)

Book Sharing 16-20

July 10 (W)-Library Day-Read books for your booktalks due. You receive class participation points for submitting booktalks by due date. Service-Learning Reflections are due

Assignments Due:

Learning Log 6-Friday, July 19

Booktalk 9--Saturday, July 27

Booktalk 10---Saturday, August 10

Start Poetry Notebook

*Discussion Posting-Discussion will take place during our class meetings. Points are added when you attend the entire class meeting and participate fully (without texting, working on other assignments, and so on).

Author Studies from Modules 1-2 due before end of week.

Module 7-Learning about Children’s Literature: Poetry, Nonfiction, and Awards (for Poetry and Nonfiction)

July 15 (M)

Book Sharing 21-25

July 17 (W)-Library Day-Read books for your informational book assignments due. You receive class participation points for submitting work by due date.

July 22 (M)

Bring Poetry Notebook to class.

July 24 (W)-Library Day-Read books for your informational book assignments due. You receive class participation points for submitting work by due date.

Assignments Due:

Learning Log 7-Friday, July 26

Informational/Nonfiction Book Assignment-a-Bring book and written work to class on Monday, July 29 to receive credit for library day and the assignment.

- any book by Seymour Simon that is one of his picture books that present text and photographs, such as *Wolves*, *Horses*, *Big Cats*, *Weather*, *Sharks*, *The Heart: Our Circulatory System*, *Icebergs and Glaciers*, *Comets*, and *Meteors*, and *Asteroids*, (or many other books)
- **For the books by Seymour Simon**, list at least two sentences of information presented for each page.
- You must include the page number to organize the bullet listing.

Informational/Nonfiction Book Assignment-a-

Informational/Nonfiction Book Assignment-b-Bring written work to class, July 31 to receive credit for library day and the assignment.

- Listen to the Weston Woods recording of **and/or** read *Shhh! We're Writing the Constitution* by Jean Fritz
- For *Shhh! We're Writing the Constitution* by Jean Fritz, present the major aspects of the historical narrative and include important issues, ideas, concepts, names and dates as you read the 64 pages.
- Include at least 15 ideas in "bullet" format. You can copy from the book in developing these notes.
- You must include page numbers for each item listed or if you listen to video, you must be sure to have content from each part of the book.

Module 8-Learning How to Incorporate Children's Literature in the Classroom: Classroom Management, Guided Reading, and Independent Reading

August 5 (M)-Library Day-Read books for your informational book assignments due. You receive class participation points for submitting work by due date.

August 7 (W)

Book Sharing 26-30

Assignments Due:

Poem for Shared Reading-Friday, August 2

Learning Log 8-Friday, August 9

Service-Learning Paper-Monday, August 12

Please Note: Service-Learning Reflections are due the week of each experience.

Informational/Nonfiction Book Assignment-c-Bring book and and at least a partial draft of written work to class on August 7.

- Read ***The Crossing: How George Washington Saved the American Revolution*** by Jim Murphy or ***Children of the Wild West*** by Russell Freedman or ***Children of the Dust Bowl*** by Jerry Stanley (Please select one.)
- For ***The Crossing: How George Washington Saved the American Revolution*** by Jim Murphy, you use the introduction and chapters as headings, but you read the entire book. For ***Children of the Wild West*** by Russell Freedman or ***Children of the Dust Bowl*** by Jerry Stanley, you also should read all pages.
- Include at least 15 ideas in “bullet” format. You can copy from the book in developing these notes.
- You must include page numbers for each item listed and feature the entire book through representative ideas.

Author Study-LIST 4374

You select one author for your author study. Each person in the course will select an author so that there are not duplications in sharing.

Module 1-2

Lois Lowry

Mem Fox

Ed Young

Due: end of Module 3

Module 3

Peg Kehret

Tomie de Paola

Gary Soto

Naomi Nye

Kate DiCamillo

Due: end of Module 4

Module 4

Steven Kellogg

Arnold Lobel

Michael Morpurgo

Katherine Applegate

Sharon Creech

Due: end of Module 4

Module 5

Tana Hoban

Janet Stevens

Mary Downing Hahn

Tomie dePaola

Joseph Bruchac

Due: end of Module 5

Module 6

Margaret Wise Brown

Phyllis Reynolds Naylor

Jon Scieszka

Cynthia Rylant

Due: end of Module 6

Module 7

Kevin Henkes

Jacqueline Woodson

Lois Ehlert

Patricia Polacco

Arnold Lobel

Due: end of Module 7

Module 8

Steven Kellogg

Chris Van Allsburg

Audrey Wood

Jerry Stanley

Russell Freedman

Jean Fritz

Jim Murphy

Seymour Simon

Due: end of Module 8

Booktalk Checklist LIST 4374-Dr. Tice-UT Arlington

(#1) *Number the Stars* by Lois Lowry

(#2) *Esperanza Rising* by Pam Munoz Ryan

(#3) *Small Steps: The Year I Got Polio* by Peg Kehret

(#4) *Belle Prater's Boy* by Ruth White

(#5) *Because of Winn-Dixie* by Kate DiCamillo

(#6) Select one: *Wait Till Helen Comes* or *a Time for Andrew* by Mary Downing Hahn, *Bud, Not Buddy* by Christopher Paul Curtis, *Shadow* by Michael Morpurgo, *The One and Only Ivan* by Katherine Applegate or *Walk Two Moons* by Sharon Creech

(#7) *Shiloh* by Phyllis Reynolds Naylor

(#8) *Tuck Everlasting* by Natalie Babbitt or *Mrs. Frisby and the Rats of Nimh* by Robert C. O'Brien or *The Borrowers* by Mary Norton

(#9) *Locomotion* by Jacqueline Woodson or *Feathers* by Jacqueline Woodson

(#10) any Ramona book by Beverly Cleary or *Dear Mr. Henshaw* by Beverly Cleary

Informational Book Assignment

a) any book by Seymour Simon that is one of his picture books that present text and photographs, such as *Wolves*, *Horses*, *Big Cats*, *Weather*, *Sharks*, *The Heart: Our Circulatory System*, *Icebergs and Glaciers*, *Comets*, and *Meteors*, and *Asteroids*, (or many other books)

b) Listen to the audio-recording of and/or read *Shhh! We're Writing the Constitution* by Jean Fritz

c) *The Crossing: How George Washington Saved the American Revolution* by Jim Murphy or *Children of the Wild West* by Russell Freedman or *Children of the Dust Bowl* by Jerry Stanley (Please select one.)

Book Sharing Checklist LIST 4374-Dr. Tice-UT Arlington

- (#1) *Time for Bed, Possum Magic, or Koala Lou* by Mem Fox
- (#2) any books illustrated by Jerry Pinkney -Some are written by Robert San Souci, Julius Lester, and Gloria Pinkney. Please note that his son, Brian Pinkney, also is an illustrator.
- (#3) any picture books by Jan Brett
- (#4) *The Rough-Face Girl* by Rafe Martin
- (#5) *Lon Po Po* by Ed Young
- (#6) *Tops and Bottoms, The Three Billy Goats Gruff, My Big Dog, Help Me, Mr. Mutt!, or Cook-A-Doodle-Do* by Janet Stevens who works often with her sister Susan Stevens Crummel
- (# 7) any books by Alike, nonfiction or fiction
- (#8) any books by David Wiesner
- (#9) *Too Many Tamales, Chato and the Party Animals, or Chato's Kitchen* by Gary Soto,
- (#10) *Sitti's Secrets* by Naomi Nye-This book can be difficult to locate, so you may need more than one week to find it.
- (# 11) one of the Knuffle Bunny Books, one of the *Don't Let the Pigeon...*, or one of the Elephant and Piggie books, such as *Can I Play, Too?* by Mo Willems
- (#12) *Squanto's Journey* by Joseph Bruchac
- (#13) 2011 Caldecott Medal winner, *A Sick Day for Amos McGee*, written by Phillip C. Stead and illustrated by Erin E. Stead
- (#14) *The Runaway Bunny or Goodnight Moon* by Margaret Wise Brown
- (#15) *Strega Nona or Nana Upstairs, Nana Downstairs* by Tomie de Paola
- (#16) any picture book by Kevin Henkes
- (#17) any picture book by Tana Hoban
- (#18) any picture books by Steven Kellogg
- (#19) any of the Frog and Toad books by Arnold Lobel
- 20) any picture book by Patricia Polacco
- (#21) any of the Henry and Mudge books by Cynthia Rylant
- (#22)*The True Story of the Three Little Pigs* by Jon Scieszka
- (# 23) any picture books by Eric Carle
- (#24) any nonfiction picture book by Lois Ehlert
- (#25) any of the David picture books by David Shannon

- (# 26) *The Other Side* by Jacqueline Woodson
- (#27) *The Flag We Love* by Pam Munoz Ryan
- (#28) *Sylvester and the Magic Pebble* by William Steig
- (#29) *The Polar Express* or another picture book by Chris Van Allsburg
- (#30) *Heckedy Peg, The Napping House, or Piggies* by Audrey Wood

Booktalk Template # (to designate the number out of the total)

Your name

Genre/category (Type one of the following: Realistic Fiction, Historical Fiction, Fantasy, Science Fiction, Traditional Literature, Informational Book, Biography, Autobiography, Memoir)

Book title

Author's last name Author's first name

Illustrator's last name Illustrator's first name

Publisher Year ISBN

Personal Response (Planning for a Grand Conversation about the Book)

a. (Share your thoughts about something that happened or is presented in the book that is salient to you, and this could be what the character(s) did and/or a big idea that emerges from the book. As you share this personal response, include a detailed account of what happened in the book or describe the excerpt so students understand your connection to the book and can better understand your thinking. Regardless of how you feel about a book, you can share your responses to something that took place. To receive full credit, please take the time to share fully.)

(Pause)

b. (Share your thoughts about something that happened or is presented in the book that is salient to you, and this needs to be a big idea that emerges from the book. As you share this personal response, include a detailed account of what happened in the book or describe the excerpt so students understand your connection to the book and can better understand your thinking. Regardless of how you feel about a book, you can share your responses to something that took place. To receive full credit, please take the time to share fully.)

(Pause)

If students do not say anything, after I share and pause, I can ask the following question to encourage students to formulate their thoughts:

“Of all that happened in the book, what did you like, or what did you not like?” (I do not ask what a favorite part is because some books are mostly sad, and this question lets the child decide more about what to focus upon.)

Retelling

Please retell or, as if you are talking to someone.

What is helpful is to read the book, and then type as you retell the story, as you would if you were talking to someone who has not read the book.

If you forget the name of a character or some other important detail, you look back after your first draft to add that information. If this part leaves out important aspects of the book, you could be asked to rewrite it or not receive credit.

Please note that I am not asking for a book review. Rather than sounding like a professional book review, your retelling should sound more like talk written down.

This does not need to be lengthy, but **you need to relate the events, not tell about the book.** Your retelling can help you remember a book.

**The details of the book you include can be helpful as you write your personal responses, where you bring up big ideas that emerge from a book and then share details of the plot/book that relate so that students understand how you arrive at those big ideas.

Informational/Nonfiction Book Assignment Template

Your name

Genre/category: Nonfiction/Informational Book

Book title

Author's last name Author's first name

Illustrator's last name Illustrator's first name

Publisher Year ISBN

Personal Response (Planning for a Grand Conversation about the Book)

a. (Share your thoughts about something that happened or is presented in the book that is salient to you, and this could be what the character(s) did and/or a big idea that emerges from the book. As you share this personal response, include a detailed account of what happened in the book or describe the excerpt so students understand your connection to the book and can better understand your thinking. Regardless of how you feel about a book, you can share your responses to something that took place. To receive full credit, please take the time to share fully.)

(Pause)

b. Share your thoughts about at least one more aspect of the book, and this should be a big idea (or message) that emerges from the book. As you share this personal response, include a detailed account of what happened in the book or describe the excerpt so students understand your connection and can better understand your thinking. To receive full credit, please take the time to share fully.)

(Pause)

If students do not say anything, after I share and pause, I can ask the following question to encourage students to formulate their thoughts:

“Of all that happened in the book, what did you like, or what did you not like?” (I do not ask what a favorite part is because some books are mostly sad, and this question lets the child decide more about what to focus upon.)

Retelling

For the books by Seymour Simon, list at least two sentences of information presented for each page and include the page number to organize the bullet listing. You can copy from the book the information.

For ***Shhh! We're Writing the Constitution*** by Jean Fritz, present the major aspects of the historical narrative and include important issues, ideas, concepts, names and dates as you read the 64 pages.

- Include at least 15 ideas in “bullet” format. You can copy from the book in developing these notes.
- You must include page numbers for each item listed or make sure you include ideas from all parts of the book if you view the Weston Woods video.
- For ***The Crossing: How George Washington Saved the American Revolution*** by Jim Murphy, you use the introduction and chapters as headings, but you read the entire book. For ***Children of the Wild West by Russell Freedman or Children of the Dust Bowl*** by Jerry Stanley, you also should read all pages.
- Include at least 15 ideas in “bullet” format. You can copy from the book in developing these notes.
- You must include page numbers for each item listed and feature the entire book through representative ideas.
- You must include page numbers for each item listed.

**The details of the book you include can be helpful as you write your personal responses, where you bring up big ideas that emerge from a book and then share details of the plot/book that relate so that students understand how you arrive at those big ideas.