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| Children's Literature | |
| Unit 1: Literary Quality Enduring Understandings <ul style="list-style-type: none"> The criteria for quality and popularity can differ. Quality literature shares certain characteristics regardless of age. | Unit 1 Essential Questions <ul style="list-style-type: none"> What makes literature good? Does the definition of "good" change when it is applied to children's literature? Why choose to write for children? |

| Pacing | Knowledge/Performance Standards | Performance Task Assessment | Literacy Devices and Terms: | Resources |
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| UNIT 1: Literary Quality <i>Estimated:</i> 4-6 weeks <i>Actual:</i> | Reading Focus: Traditional classic; discussions identifying criteria for quality literature; review of key literary terms; beginning a reading project in which students read books of choice from a given list to complete a semester long reading project Writing Focus: writing about literature through the development and support of a central thesis, One or more of the following: Author profile Book awards profile Grammar Focus: Use of | Formative: On-going discussions on quality literature and literacy memoirs Writing or creating some form of a literacy memoir to discuss patterns in literacy acquisition and begin the definition of "good literature" Review activities on literary devices and creating a class definition of "good literature" Various assignments practicing different parts of the semester reading project: developing a central thesis, supporting | Literary Terms: Book awards—Newbery, Caldecott, Greenaway, Janeway, Scott O'Dell, Coretta Scott King, etc. Literary Devices: theme, setting, character development, point of view, protagonist and antagonist, style and tone, symbolism, figurative language Grammar Terms: thesis statement, paragraph development, subject and predicate or other terms that derive from errors made in student writing, syllables Other Terms: literacy, literacy acquisition, memoir | Core Materials: one class set of a traditional classic such as <i>Alice's Adventures in Wonderland</i> or <i>Winnie the Pooh</i> ; a variety of choice materials in a variety of genres intended for children. Option for academically at risk students: <i>Horton Hatches and Egg</i> by Dr. Seuss Supplementary Materials: Multiple copies of a variety of genres including but not limited to: Traditional classic titles <i>Currently in use:</i> <i>Winnie the Pooh</i> , <i>Alice's Adventures in</i> |

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| | standard conventions when writing The student will do the following: <ul style="list-style-type: none"> • Read a traditional classic in order to discuss enduring understandings and essential questions using a common text • Begin reading books of choice from a defined list of children's literature • Practice various aspects of the semester reading project such as figuring readability, writing thesis statements about books, etc. | a central idea when analyzing literature as it pertains to the format of the project determined by the teacher Notetaking, fluency checks for understanding activities, discuss essential questions for unit. Summative: Quizzes/tests on information essay response to essential questions for unit Semester reading project in which students read and complete a critical analysis of a variety of genres of children's literature. | | <i>Wonderland,</i> <i>Alice's Adventures through the Looking Glass,</i> <i>The Little Princess,</i> <i>The Secret Garden</i> <i>The Velveteen Rabbit,</i> <i>The Wizard of Oz,</i> <i>Little Women,</i> Louisa May Alcott <i>A Tree Grows in Brooklyn,</i> Betty Smith <i>Where the Red Fern Grows,</i> Wilson Rawls <i>Wind in the Willows,</i> Kenneth Graham <i>Charlotte's Web,</i> E.B. White <i>Aesop's Fables,</i> Ann McGovern Historical Fiction: <i>New Suggestions:</i> <i>Revolution is Not a Dinner Party,</i> Ying Chang Compestine (Chinese cultural revolution) |
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| | Students may also write or <ul style="list-style-type: none"> ◦ View an author profile on line (or other research source) and create their own profile on a different author ◦ research and report on a children's book award <p>Grade Level Expectations (These grade level expectations apply throughout the semester as students work on the semester reading project.)</p> <p>Reading:</p> <p>R4.5 The student analyzes and evaluates conventions and techniques of genres by [10] 4.5.2 Identifying or explaining use of literary devices appropriate to</p> | (NOTE: While this project may take different forms, a good semester reading project will require a specified number of books and genres as appropriate to the teaching location. For instance, at a typical comprehensive high school requiring 12 children's chapter books for an A, 10 for a B, and 9 for a C is reasonable. It should also require students demonstrate critical thinking, and follow multi-step directions to complete a complex task. One form this project might take is an annotated bibliography that has a correct bibliographic citation, a critical analysis of the book and | | <i>Greetings from Planet Earth</i> , Barbara Kenley (MIA soldiers from Vietnam) <i>A Year Down Yonder</i> , Richard Peck (depression era) <i>The Braid</i> , Helen Frost (Irish immigration) <i>Kipling's Choice</i> , Geert Spillebeen (WWI) <i>Emil and Karl</i> , Yankev Glatshteyn (Yiddish, Vienna prior to WWII) <i>The Mozart Question</i> , Michael Morpurgo <i>Currently In Use</i> <i>Cast Two Shadows</i> , Ann Rinaldi <i>Letters from a Slave Girl: The Story of Harriet Jacobs</i> , Mary E. Lyons <i>Slave Dancer</i> , Paula Fox <i>Snow Treasure</i> , Marie McSwigan |
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| | genre (i.e., dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or syntax) to analyze literary works [10] 4.5.3 Evaluating the intended effects of the author's use of conventions and techniques of genres on the reader (e.g., making inferences and judgments about ironic or hyperbolic statements, identifying impact of rich imagery, identifying multiple levels of meaning)* *Assumes a variety of text and increasing complexity R4.6 The student analyzes and evaluates literary elements and | the identification of the reading and interest level of the book. Another form the project might take is a "literacy quilt" which demonstrates the same elements of the annotated bibliography only demonstrated through art as well as writing. Wikis and Voicethreads have potential use for this project as long as district protocol regarding Web 2.0 tools are followed. | | Multicultural Fiction <i>Suggested New Titles:</i> <i>Diamond Willow</i> , Helen Frost (Athabaskan) <i>Year of the Dog</i> , Grace Lin (Korean) <i>Archer's Quest</i> , Linda Sue Park (Korean) <i>Bear Dancer: Story of a Ute Girl</i> , Thelma Hatch Wyss <i>Swimming to America</i> , Alice Mead (plight of children of illegal immigrants) <i>Currently In Use</i> <i>Call It Courage</i> , Armstrong Sperry <i>The Child of the Owl</i> , Laurence Yep <i>Young Fu of the Upper Yangtze</i> <i>Sadako and the Thousand Paper Cranes</i> , Eleanor Coerr Fantasy/Science Fiction: |
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| | devices. R. 3.7 Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance to the story. E.B.2 R4.6 Analyze and evaluate how authors use narrative elements and tone in fiction for specific purposes. E.B.2 The student analyzes and literary elements and devices by [10] 4.6.1 Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, theme, and tone* [10] 4.6.2 Comparing and contrasting literary elements and devices in a | | | <i>New Suggestions:</i> <i>The Cryptid Hunters</i> , Roland Smith <i>Steinbeck's Ghost</i> , Lewis Buzbee <i>Punished</i> , David Lubar <i>Shanghaied to the Moon</i> , Michael J. Daly <i>H.I.V.E. Higher Institute of Villainous Education</i> , Mark Walden <i>Currently In Use</i> <i>Beauty</i> , Robin McKinley <i>The Giver</i> , Lois Lowry <i>Mrs. Piggle-Wiggle</i> , Betty MacDonald <i>The Grey King</i> , Susan Cooper <i>The High King</i> , Lloyd Alexander <i>The Cricket in Times Square</i> , George Selden <i>Indian in the Cupboard</i> , Lynne |
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| | variety of works by a variety of authors* [10] 4.6.3 Analyzing and evaluating the importance to the story plot, setting, character, point of view, theme, and tone [10] 4.6.4 Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements and devices and tone* R4.8 The student connects themes by Analyze and evaluate themes across a variety of texts, using textual and experiential evidence. E.B.3 [10] 4.8.1 Analyzing and evaluating evidence within the text to identify an author's theme or purpose* [10] 4.8.2 Analyzing and evaluating textual evidence | | | Reid Banks <i>Return of the Indian in the Cupboard</i> , Lynne Reid Banks <i>Lightening Thief</i> Contemporary and/or Adventure Fiction: <i>New Suggestions:</i> <i>Out of Order</i> , Betty Hicks (blended families) <i>Jack Plank Tells Tales</i> , Natalie Babbitt (pirates) <i>A Dog's Life: The Autobiography of a Stray</i> , Ann Martin <i>Breaking Trail</i> , Joanne Bell (Alaskan, also depression) <i>So B. It</i> , Sarah Weeks (mental illness, identity) <i>The Boy Who Ate Stars</i> , Kochka (autism) <i>Listen!</i> Stephanie S. Tolan (death, grief) |
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| | to make thematic connections between texts* [10] 4.8.3 Analyzing and evaluating thematic connections between Writing: Grade Level Expectations The student writes about a topic W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. E.A.1 W4.1 Write a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion. E.A.1 Grade 10 The student writes about a topic by | | | In current use: <i>The Best Christmas Pageant Ever</i> , Barbara Robinson <i>Voyage of the Frog</i> , Gary Paulsen <i>Blubber</i> , Judy Blume <i>Bridge to Terebithia</i> Non-fiction: <i>Currently In Use</i> <i>Parallel Journeys</i> , Eleanor Ayer Graphic books: <i>New Suggestions:</i> <i>The Invention of Hugo Cabret</i> , Brian Selznik Please note: If the class is taught with books of choice as few as five copies of two titles |
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| | <p>[10] 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)*</p> <p>[10] 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically*</p> <p>[10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of</p> | | | <p>in each classification would provide practical coverage for a class of 30; although more titles per category would be ideal. Teachers who prefer to teach through whole class novels would, of course need larger class sets of perhaps fewer titles.</p> <p>Websites</p> <p>Wikispaces.com Blogspot.com Voicethreads.com</p> <p><i>(These websites present alternate possibilities for creating a product for the semester reading project or possibly create a venue for books discussions in a classroom in which all students are reading a variety of titles at the same time.</i></p> |
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| | importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases* [10] 4.1.4 Writing a conclusion that ties it to the introduction *Assumes an increasing level of writing skill applications | | | <p><i>Teachers who think they will use these tools should follow the district protocol regarding filing information with the curriculum principal.</i></p> <p>Helpful Hint: <i>Make the permissions required to use these sites part of your syllabus packet at the beginning of the year</i></p> <p>Audiovisual</p> <p><i>In Search of Dr. Seuss</i> (used to explore theme) Eric Carle: <i>Picture Writer</i> (demonstrates thought behind the “simple” picture book)</p> <p>Teacher Resources</p> <p>A good text on children’s literature. Texts used to develop this guide include:</p> |
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| | | | | <p>Norton, Donna. <i>Through the Eyes of a Child: An Introduction to Children's Literature</i>. Bell and Howell, New York: 1983.</p> <p>Lukens, Rebecca J. <i>A Critical Handbook of Children's Literature</i> Longman, New York: 1999</p> <p>NOTE: The Norton text is available in the Children's Literature Tubs distributed to each comprehensive high school.</p> |
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| Unit 2: Child Development Enduring Understandings <ul style="list-style-type: none"> All children go through similar stages of development in a certain order. Child development stages should be considered when choosing literature for children. | Unit 2 Essential Questions <ul style="list-style-type: none"> How does our understanding of how children develop effect how we choose literature for children? How can literature be used to support children as they go through the different developmental stages? How can literature be used to support children to develop literacy? |

| Pacing | Knowledge/Performance Standards | Performance Task Assessment | Literacy Devices/Terms | Resources |
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| UNIT 2 Child Development <i>Estimated:</i> 3-4 weeks <i>Actual:</i> | Reading Focus: selections on child development; various children's picture books analyzed for levels of development, continued reading for semester project; author studies Writing Focus: One or more of the following Read aloud plan Literacy autobiography Concept/pattern book Grammar Focus: standard use of conventions when writing The student will do the following: ° identify stages of child development with the greatest | Formative: Note taking, drafts of plans and author profile, answers on checks for understanding, discussions on the essential questions for the unit, picture book analysis Summative: Semester reading project continue using knowledge of child development to determine reading and interest levels. One or more of the | Literary Devices: Extended metaphor Other Terms: concept, child development, cognitive and language development, personality and social development, challenged versus banned books, early, emergent, and fluent literacy, reading readiness, pattern books, phonemes, graphemes, C.A.R. (comment, ask, respond as a read aloud technique) | Core Materials Jacques Speech "The Seven Ages of Man" from Shakespeare's <i>As You Like It</i> to begin discussion on child development lecture notes and teacher designed handouts on child development (See Norton text for information if needed.) <i>Where the Wild Things Are</i> by Maurice Sendak or another children's title challenged or banned as a result of incomplete knowledge of child development. continued use of a variety of choice materials in a variety of genres intended for children |

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| | <p>emphasis on literacy development</p> <ul style="list-style-type: none"> ◦ discuss language acquisition in mono and multilingual situations ◦ Use knowledge of the stages of child development to determine interest level of particular books ◦ analyze picture books based on principles of child development ◦ prepare a read aloud for a group of children (possible methods of delivery include read alouds arranged with an elementary classroom, a church or day care group or electronically via VoiceThreads.) <p>Students may also</p> <ul style="list-style-type: none"> ◦ view Eric Carle documentary, paint their own Eric Carle style paper, and create self portraits using that paper as part of an icon on-line ◦ Use the above Eric Carle paper or other media to create an | <p>following: Read aloud project, Literacy autobiography Concept book</p> <p>Quizzes/tests</p> <p>Written response to essential questions for unit.</p> | | <p>Supplementary Materials:</p> <p><i>From Pictures to Words: A Book about Making a Book</i>, Janet Stevens (picture book about picture book making)</p> <p>A variety of pattern/concept books and picture books designed for emergent and early literacy through upper elementary (most high school libraries have a section of “Everybody Books”)</p> <p>NOTE: All comprehensive high school should have a Children's Literature tub containing some of these resources.</p> <p>Teacher Resources</p> <p>The Read Aloud Handbook by</p> |
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| | original concept book ° develop a literacy autobiography exploring their own development as a reader Grade Level Expectations <i>Reading:</i> R3.2 Rehearse and read texts aloud to an audience, in performances such as readers' theater, reading to younger students or peers, or as part of formal presentations including research reports and literature responses. E.B.1 R4.2 Summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information. E.B.3 R4.3 a. Identify and assess the validity, accuracy, and adequacy of evidence that supports an | | | Jim Trelease Websites www.childdevrev.com www.mayoclinic.com (for child development information beyond the Norton text) www.voicethreads.com (for use in organizing a read aloud experience) Audiovisual <i>Eric Carle: Picture Writer</i> |
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| | <p>author's main ideas. b. Critique the power, logic, reasonableness, and audience appeal of arguments advanced in public documents. E.D.2</p> <p>R4.2 Summarize information R4.5 Analyze conventions of genres R4.3 Support main idea/critique arguments R4.6 Analyze story elements R4.4 Follow multi-step directions 4.7 Make assertions R4.8 Analyze themes</p> <p>Writing: Student writes for a variety of purposes and audiences. [10] 4.2.2 Writing in a variety of autobiography, and/or essay) to inform, describe or persuade* [10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals,</p> | | | |
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| | <p>editorials, drama, reflective essays, and/or newsletters)* (L) [10] 4.2.4 research-based information and/or analysis in research projects or extended reports*(L) <i>As they continue working on their semester reading project</i> <i>4.4 Students revise writing and use</i> <i>4.6 Students use resources to revise writing.</i></p> | | | |
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| Unit 3: History Enduring Understandings <ul style="list-style-type: none"> ◦ Literature for children has changed through the ages. ◦ The sources and expectations of children's literature have changed as the definition of childhood has changed. | Unit 3 Essential Questions <ul style="list-style-type: none"> • What makes something a classic and how has that definition changed? • What effect does the changing definition of childhood have on both the sources and expectations of literature for children? |

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| UNIT 3: History Esti- mated: 4-6 weeks Actual: | Reading Focus: Introduction to Bruno Bettelheim's <i>Uses of Enchantment</i> ; teacher handouts on the history of children's literature including: the oral tradition, early books, the Puritan influence, the changing view of childhood, the Victorian influence; sample readings from historical classics supplementing each chapter; continued reading for semester project Writing Focus: <i>original fairy tale or fable or retelling a traditional tale with alternate ending or</i> | Formative: <i>discussions on essential questions, worksheets, and drafts</i> Summative: Quizzes on information and skills Original fairy tale or fable Continued work on semester reading project | Literary Devices: <i>allegory, fable, folk tale, fairy tale, literary fairy tale, myth, legend</i> Other Terms: <i>oral tradition; didacticism; tabula rasa; SQ3R</i> | Core Materials: <i>a second teacher choice of a traditional classic such as Aesop's Fables, a short collection of Grimm's fairy tales or Hans Christian Anderson stories; a variety of choice materials in a variety of genres intended for children</i> Supplementary Materials: Various examples of oral tradition tales such as Cinderella, Three Little Pigs, or Little Red Riding Hood <i>Uses of Enchantment</i> by Bruno Bettelheim (specifically the introduction and a sample fairy tale analysis; recommended "The Pleasure vs. Reality Principle in "The Three Little Pigs.) Sample chapters from material |

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| | <p><i>point of view</i></p> <p>Grammar Focus: use of conventions in writing</p> <p>The student will do the following:</p> <ul style="list-style-type: none"> ◦ take notes on lecture materials or handouts written by teacher ◦ watch Into the Woods and apply principle's from <i>Uses of Enchantment</i> to discussion of the work ◦ practice various reading and study strategies on informational readings ◦ write an original fairy tale or fable <p>Grade Level Expectations that receive the greatest emphasis are:</p> <p>Reading:</p> | | | <p>used for children during each chapter of the history of children's literature: folk tales (original Grimm version as appropriate), didactic moral instructions from Puritan literature, Pilgrim's Progress or Robinson Crusoe, early attempts by Newbery and others to appeal to children such as a facsimile copy of The Story of Goody Two Shoes or Kate Greenaway's Nursery Rhymes, Victorian literature written specifically for children such as The Water Babies, Peter Pan, or The Tale of Peter Rabbit, etc.</p> <p>Websites:</p> <p>www.books.google.com (for complete texts of classic literature in the public domain)</p> <p>Audiovisual</p> |
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| | <p>R4.2 Summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information. E.B.3</p> <p>R4.3 The student demonstrates understanding of main ideas/arguments</p> <p>4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*</p> <p>4.3.3 Comparing/contrasting the main ideas or concepts between related texts*</p> <p>4.3.6 Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of</p> | | | <p><i>Into the Woods</i> by James LaPine and Stephen Sondheim Example of a story teller in action such as an audiotape of Jackie Torrance telling a Jack Tale</p> |
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| | arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments) R4.4 Read and follow multi-step directions to complete complex tasks. E.C.2 R4.6 Analyze and evaluate how authors use narrative elements and tone in fiction for specific purposes. E.B.2 R4.9 Analyze the effects of cultural and historical influences on texts. E.E.1 <i>Writing:</i> W4.2 Demonstrate understanding of elements of discourse (purpose, speaker, audience, form) | | | |
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| Children's Literature | |
| Unit 3: History Enduring Understandings <ul style="list-style-type: none"> ° Literature for children has changed through the ages. ° The sources and expectations of children's literature have changed as the definition of childhood has changed. | Unit 3 Essential Questions <ul style="list-style-type: none"> • What makes something a classic and how has that definition changed? • What effect does the changing definition of childhood have on both the sources and expectations of literature for children? |

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| | when completing expressive (creative, narrative, descriptive), persuasive, research-based, informational, or analytic writing assignments. E.A.4 W4.3 Use the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage. E.A.2 W4.4 Revise writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience. E.A.5 | | | |
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