

Utah State Office of Education Reading Endorsement Course Framework

Requirement: **Instruction with Literature and Informational Texts for Children and Young Adults (7)**
Revision Date: **2016**

The intent of this framework is (1) to ensure a level of consistency statewide among all institutions providing courses for the Reading Endorsement, and (2) to provide criteria for reviewing and approving coursework from out-of-state submitted to meet this requirement. This framework should be used as the basis for curricular and instructional planning for the required area named above.

Course Description

The purpose of this graduate-level course for practicing teachers is to examine the field of literary and informational texts for children and young adults. Special emphasis is placed on the evaluation and use of children’s and adolescent text in the classroom. Participants in this course will also acquire knowledge about how to integrate text to meet the demands of the Utah Core Standards through close reading experiences, text-dependent questioning, and appropriate scaffolding techniques.

Prerequisite: Level 1, 2, or 3 Teacher Certification

ILA Standards for Reading Professionals (2010) to be addressed in this course

STANDARD 2: CURRICULUM AND INSTRUCTION

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Element 2.2 — Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading– writing connections.

Element 2.3 — Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

STANDARD 4: DIVERSITY

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Element 4.2 — Candidates use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

Element 4.3 — Candidates develop and implement strategies to advocate for equity.

STANDARD 5: LITERATE ENVIRONMENT

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the

appropriate use of assessments.

Element 5.1 — Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

Element 5.2 — Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

Participant Objectives

As a result of this course, participants will:

- Evaluate the literary and artistic quality of children's and adolescent literature (2.2, 2.3, 4.2).
 - Use a wide range of appropriate literary and informational texts in classroom instruction (2.2, 2.3, 4.2).
 - Use the principles of close reading and text dependent questioning to engage readers in text (2.2, 4.2)
 - Provide appropriate in-depth instruction for all readers and writers, including adapting instructional materials to meeting the needs of all learners (2.2).
 - Be familiar with a wide range of classic and recent literary and informational texts for children and young adults (2.3, 4.2).
 - Examine and discuss trends and classroom applications of a print, digital, and online texts (2.3).
 - Examine the role of cultural diversity and cultural authenticity in children's and adolescent literature (4.2).
 - Create a reading environment that supports equitable attention to issues and cultures (4.2, 4.3, 5.1, 5.2).
 - Create an environment that, through appropriate scaffolding, offers students choices and motivates them to become lifelong readers (4.3, 5.1, 5.2).
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Required Course Topics

- Evaluation and Selection
 - Genres of text, literary and informational
 - Formats of literature (e.g., concept books, picture books, easy reader, chapter books, serials, graphic novels, short stories, novellas, novels, online texts, and apps)
 - Types of informational text (e.g., narrative, expository, argumentative, descriptive, procedural)
 - Elements of literary texts (character, plot, theme, episode, setting, conflict, point of view, style, and tone)
 - Elements of informational texts (e.g., text features, text purpose, and text structures)
 - Evaluation criteria for quality texts
 - Culturally diverse children's literature
- Classroom Integration and Use
 - Cultural authenticity in diverse children's literature
 - Facilitating rich discussion of text, including text dependent questions

- Strategies for responding to text
- Close reading and deep understanding
- Credibility and accuracy of informational texts
- Connecting writing and children’s literature
- Text complexity (quantitative, qualitative, reader and task considerations)
- Scaffolding challenging texts
- Text sets
- Intertextuality

Suggested Assignments

This suggested assignments section is provided to give instructors a sense of the type, length, and depth of assignments appropriate for this class and is not to be viewed as a required list or as a complete list of assignments.

1. Evaluating and Selecting Quality Texts for the Classroom

- a. Choose, list bibliographic information, and read an assigned number of texts from the following list:
 - Picture books (all genres including nonfiction and biography)
 - Chapter books (all genres including nonfiction and biography)
 - Graphic novels (all genres including nonfiction and biography)
 - Easy Reader books, transitional books, and /or concept books (all genres including nonfiction and biography)
 - Online texts and formats (all genres including nonfiction and biography)
- b. Begin each section with a description of the features of the genre.
- c. Write evaluative comments for each text that are specific to clear evaluation criteria (e.g., language, pictures, genre, plot development). Quote from the text to illustrate as needed. Do not make general statements relative to the text that could be used for any other text.
- d. Include a description of their appropriate use in the classroom to support the Utah Core Standards.

2. Constructing a Text Set

- a. Choose an important, engaging theme or topic/essential question for children or adolescents in a particular age/grade range (for example, PreK-1, intermediate 2-4, early middle school 5-7, etc.) This can be a Utah Core Standard. Write an introduction to your study that explains why it is worthwhile to create a text set on this particular topic for the particular age/grade group you have chosen. Be sure to also address how this text set will help teach objectives of the curricula standards.
- b. Select and briefly critically annotate six or more high quality books that address the theme/topic from and with different perspectives/opinions and represent a variety of formats and genres (balancing both nonfiction and fiction.) Critical annotations for each book should evaluate the text and refer to the way the book is written and/or illustrated and not just to what the book is about.
- c. Explain thoroughly how the particular books were selected for the study, and how do they compliment each other? How do they contrast? What major understandings would you like students to be able to make about the topic based on this text set?

- d. Design 3 activities that will help the students in the particular age group look carefully at the topic through use of the text set. List the standards these activities are meeting. Describe each of these activities *briefly* but clearly enough that another practicing teacher could easily understand your activity and implement it in her/his classroom.

3. Paired Text for Classroom Discussion

- a. Pair an informational text with a fictional text as the basis for a K-12 classroom book discussion. Create a set of thoughtful questions that will encourage close readings of both texts, as well as discussion aimed at increasing deep understanding and making connections across both texts.

Examples:

- Lord, Cynthia. (2006). *Rules*. NY: Scholastic. ISBN: 978-0439443821
- Montgomery, Sy. *Temple Grandin. How the Girl Who Loved Cows Embraced Autism and Changed the World*. ISBN 978-0-547-44315-7

OR

- Anderson, L. F. (2002). *Fever 1793*. ISBN: 0689848919
- Murphy, J. (2003). *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793*. ISBN: 0395776082

Core Texts

Galda, L., Liang, L. A. & Cullinan, B. E. (2017). *Literature and the child* (9th ed.). Belmont, CA: Cengage Learning. (K-8)

Hintz, C., & Tribunella, E. L. (2013). *Reading children's literature: A critical introduction*. Bedford/St. Martin's.

Temple, C., Martinez, M., Yokota, J., & Naylor, A. (2014). *Children's books in children's hands: An introduction to their literature*, (5th ed). Boston: Allyn & Bacon. (K-8)

Suggested Resources

Galda, L., & Cullinan, B. E. (2013). *Literature and the child* (8th ed.). Belmont, CA: Wadsworth.

Leland, C., Lewison, M., & Harste, J. (2012). *Teaching children's literature: It's critical!* London, UK: Routledge.

Tunnell, M. O., & Jacobs, J. S. (2015). *Children's literature, briefly*, (6th ed). Upper Saddle River, NJ: Prentice Hall.

Articles and Chapters:

Allington, R. (2009). If they don't read much. . . 30 years later. In E. Hiebert (Ed.), *Reading more reading better* (pp. 30-54). New York: Guilford Press.

- Aronson, M. (2001). Slippery slopes and proliferating prizes. *Horn Book Magazine*, 77(3), 271-278.
- Bishop, R. S. (2003). Reframing the debate about cultural authenticity. In K. G. Short, & D. L. Fox (Eds.), *Stories matter: The complexity of cultural authenticity in children's literature* (pp. 25-37). Urbana, IL: National Council of Teachers of English.
- Campbell, P. (2003). The sand in the oyster: Prizes and paradoxes. *Horn Book Magazine*, 79(4), 501-505.
- Carr, K.S., Buchanan, D.L., Wentz, J.B., Weiss, M.L., & Brant, K.J. Not just for the primary grades: A bibliography of picture books for secondary content teachers. *Journal of Adolescent & Adult Literacy*, 45(2), 146-153. Stable URL: <http://www.jstor.org/stable/40014720>
- Crumpler, T. P., & Wedwick, L. (2011). Readers, texts, and contexts in the middle: Re-imagining literature education for young adolescents. In S. Wold, K. Coates, P. Enciso, & C. A. Jenkins (Eds.), *Handbook of research on children's and young adult literature* (pp. 63-75). New York: Routledge.
- Graves, M. F. (2003). Assessing text difficulty and accessibility. *Scaffolding reading experiences: designs for student success* (pp. 289-308). Norwood, MA: Christopher-Gordon Publishers.
- Fisher, D. Frey, N. & Lapp, D. (2012). Chapter 5 of *Text complexity: Raising rigor with reading*. Newark, DE: ILA.
- Hiebert, E. & Martin, L. A. (2009). Opportunity to read: A critical but neglected construct in reading instruction. In E. Hiebert (Ed.), *Reading more reading better* (pp. 3-29). New York: Guilford Press.
- Horning, K. (2010). 2010 May Hill Arbuthnot lecture: Can children's books save the world?: Advocates for diversity in children's books and libraries. *Children and Libraries*, 8(3), 8-16.
- Liang, L.A. & Galda, L. (2015). Reading text and image: Building skills for deep understanding. In D. A. Wooten & B. E. Cullinan (Eds.), *Children's literature in the reading program: Engaging young readers in the 21st century* (pp 83-95). Newark, DE: ILA.
- Maloch, B. (2002). Scaffolding student talk: One teacher's role in literature discussion. *Reading Research Quarterly*, 37(1), 94-112.
- Marcus, L. (2010). Outside over where?: Foreign picture books and the dream of global awareness. *Horn Book Magazine*, 86(6), 45-50.
- McRae, A. & Guthrie, J. T. (2009). Promoting reasons for reading: Teacher practices that impact motivation. In E. Hiebert (Ed.), *Reading more reading better* (pp. 55-76). New York: Guilford Press.

- Pearson, P. D. (2010). Silent reading pedagogy: A historical perspective. In E. Hiebert & D. R. Reutzel (Eds.), *Revisiting silent reading: New directions for teachers and researchers* (pp. 3-23). Newark, DE: International Reading Association.
- Saul, E. W. & Dieckman, D. (2005). Choosing and using information trade books. *Reading Research Quarterly*, 40 (4), 602-613.
- Short, K. G., & Fox, D. L. (2003). The complexity of cultural authenticity in children's literature: Why the debates really matter. In K. G. Short, & D. L. Fox (Eds.), *Stories matter: The complexity of cultural authenticity in children's literature* (pp. 3-24). Urbana, IL: National Council of Teachers of English.
- Sipe, L. R. (2008). A grounded theory of the literary understanding of young children. *Story time: Young children's literary understanding in the classroom* (pp. 181-195). New York: Teachers College Press.
- Sipe, L.R. (1999). Children's response to literature: Author, text, reader, context. *Theory Into Practice*, 38(3), 120-129.
- Turk, D.B., Klein, E. & Dickson, S. (2007). Mingling 'fact' with 'fiction': Strategies for integrating literature into history and social studies classrooms. *The History Teacher*, 40(3), 397-406.
- Watkins, N.M. & Liang, L.A. (2014). Exploring the inconsistent labels and definitions of texts used in informational reading and writing. *Reading Psychology*, 35(5), 1-17.
- Yopp, R.H. & Yopp, H.K. (2012). Young children's limited and narrow exposure to informational text. *The Reading Teacher*, 65(7), 480-490.