

READING
CHILDREN'S
LITERATURE

A Critical Introduction

CARRIE HINTZ *and*
ERIC L. TRIBUNELLA

Second Edition

Teaching Reading With Childrens Literature

Cox,Zarrillo



Teaching Reading With Childrens Literature:

Teaching Reading with Children's Literature Carole Cox,1993 Grade level 1 2 3 4 5 6 7 e i t **Teaching with Children's Literature** Margaret Vaughn,Dixie D. Massey,2021-10-12 Machine generated contents note Foreword Elfrieda H Hiebert 1 Introduction Beliefs about Children s Literature 2 What Is Purposeful Teaching with Literature 3 What Matters When Teaching with Literature in the Classroom 4 What Do Books Have to Offer 5 How Can We Help Students Understand the Books They Read 6 How Can We Encourage Students to Read Widely 7 How Can We Incorporate Expository Text Purposefully 8 How Can We Use Writing and Discussing to Make Sense of Reading 9 How Can We Encourage Reading Beyond the Classroom 10 How Do We Put It All Together Appendix A Books to Support Student Agency Appendix B Books to Talk about Visioning with Students Appendix C Books by Genre Appendix D Book Awards Appendix E Popular Series Books Appendix F Book Club Choices Appendix G Children s and Teen Choice Awards References Children s Literature Children s Literature by Appendix Index Teaching Reading with Children's Literature Cox,Zarrillo,1997-04 Exploring Children's Literature Nikki Gamble,2019-06-10 Having a good working knowledge of children s literature is vital for primary teachers the best way to develop switched on young readers is to ensure they get access to high quality age appropriate material that engages and inspires them This book explores the rich and varied world of children s literature and how it can be used in teaching to promote reading for pleasure and create lifelong readers This new edition has been completely updated to include 5 brand new chapters covering Knowledge skills Classics Illustrated fiction graphic novels Non fiction and Humour New expert voice features providing commentaries from educators literary experts and authors such as Lucy Worsley Up to date book lists featuring recent and more diverse literature and authors New practical activities and case studies show casing children s books and how to use them in the classroom Further reading links to take students further Using Children's Literature Katherine Sublett Minardi,University of North Florida. College of Education and Human Services,1994 Teaching Reading Rachel L. McCormack,Susan Lee Pasquarelli,2009-12-01 Elementary teachers of reading have one essential goal to prepare diverse children to be independent strategic readers in real life This innovative text helps preservice and inservice teachers achieve this goal by providing knowledge and research based strategies for teaching phonemic awareness phonics fluency vocabulary all aspects of comprehension and writing in response to literature Special features include sample lessons and photographs of literacy rich classrooms Uniquely interactive the text is complete with pencil and paper exercises and reproducibles that facilitate learning making it ideal for course use Readers are invited to respond to reflection questions design lessons and start constructing a professional teaching portfolio The Use of Children's Literature in Teaching Alyson Simpson,2016-03-22 The Use of Children s Literature in Teaching reveals the impact of politics professional guidelines and restrictive measurements of literacy on the emerging identities of young teachers It places renewed emphasis on the importance of creative teaching with children s literature for the empowerment

of teacher agency to enhance the learning of their students Framing the debate alongside the issue of teacher autonomy Simpson describes results from a two year study which brings together information from interviews surveys document analysis and digital stories from Australia Canada the UK and the US to assess the role of children s literature in pre service teacher education Through cross cultural comparison this research captures the different levels of connection between politics education systems higher education and pre service teachers It exposes how politics narrow views of professionalism and program structures in teacher education may adversely affect the development of pre service teachers This book presents a strong case that reading and responding critically to literary texts leads to better educational outcomes than basic decoding and low level comprehension training As such this book will be of great interest to researchers and scholars working in the areas of teacher education and literacy and primary education It should also be essential reading for teacher educators and policymakers

Children's Literature in the Reading Program Deborah A. Wooten, Lauren Aimonette Liang, Bernice E. Cullinan, 2018-06-14 This indispensable teacher resource and course text now revised and updated addresses the whats whys and how tos of incorporating outstanding children s literature into the K 8 reading program A strong emphasis on diverse literature is woven throughout the fifth edition with chapters emphasizing the need for books that reflect their readers and presenting dozens of carefully reviewed books that teachers will be eager to use in the classroom Leading authorities provide advice on selecting texts building core literacy and literary skills supporting struggling readers and maximizing engagement The volume offers proven strategies for teaching specific genres and formats such as fiction nonfiction picturebooks graphic novels biographies and poetry This title is a copublication with the International Literacy Association New to This Edition Many new teaching ideas and book recommendations with an increased focus on culturally diverse literature Scope expanded from K 5 to K 8 Chapter on using read alouds and silent reading Chapters on diverse literature about the arts and on transitional chapter books Chapter on engaging struggling readers with authentic reading experiences

Invitation to Read Bernice E. Cullinan, International Reading Association, 1992 This book presents practical theoretically sound guidance about using literature to develop literacy The prologue to the book describes some aspects of whole language programs at work relates research findings that underlie the whole language philosophy and presents scenes of teachers actively using literature in their classrooms The book is organized into three major sections on genre studies thematic units and putting it all together Chapters in the book are 1 Books for Emergent Readers Charlotte S Huck 2 Act It Out Making Poetry Come Alive Brod Bagert 3 Realistic Fiction and the Real World Dianne L Monson 4 Interacting with Informational Books M Jean Greenlaw 5 Enriching the Arts and Humanities Sam Leaton Sebesta 6 An Author Study Tomie dePaola Joanne Lionetti 7 The Magic of Martin Deborah A Wooten 8 Extending Multicultural Understanding Rudine Sims Bishop 9 Award Winners from Five English Speaking Countries Sylvia M Hutchinson and Ira E Aaron 10 Organizing a Literature Based Reading Program Dorothy S Strickland 11 Responding to Literature Activities for Exploring

Books Linda DeGroff and Lee Galda 12 Using Literature with Readers at Risk Roselmina Indrisano and Jeanne R Paratore 13 Resources to Identify Children's Books Arlene M Pillar and 14 The Censorship Challenge Francie Alexander Indexes of children's book authors and illustrators and of children's book titles are attached RS **Teaching Children's Literature** Christine H. Leland, Mitzi Lewison, Jerome C. Harste, 2017-11-03 Inviting multiple ways of critically engaging with literature this text offers a fresh perspective on how to integrate children's literature into and across the curriculum in effective purposeful ways Structured around three mantras that build on each other Enjoy Dig deeply Take action the book is rich with real examples of teachers implementing critical pedagogy The materials and practical strategies focus on issues that impact children's lives building from students personal experiences and cultural knowledge to using language to question the everyday world analyze popular culture and media understand how power relationships are socially constructed and consider actions that can be taken to promote social justice Written for teachers and teacher educators each chapter opens with three elements that are closely linked classroom vignettes showcasing the use of literature and inviting conversation three key principles elaborating the main theme of the chapter and connecting theory with practice and related research on the topics and their importance for curriculum Other chapter features include key issues in implementation suggestions for working with linguistically and culturally diverse students alternative approaches to assessment and suggestions for further reading A companion website to enrich and extend the text includes an annotated bibliography of literature selections suggested text sets resources by chapter and ideas for professional development Changes in the Second Edition Voices from the Field vignettes include examples from inspiring educators who use trade books to promote critical thinking and diversity Updated chapters include information on new technology and electronic resources New references in the principles sections and new resources for further study New children's books added throughout the chapters as well as to the companion website

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