



This course supports the assessments for Children's Literature. The course covers 8 competencies and represents 3 competency units.

Introduction

This course is an introduction to and exploration of children's literature. You will consider and analyze children's literature as a lens through which to view the world. You will experience multiple genres, historical perspectives, cultural representations, and current applications to the field of children's literature. Through analysis of children's literature, you will learn about the interdependence of reading and writing and how analyzing children's literature can help students activate prior knowledge, develop their academic language, and make connections to concepts covered across the curriculum.

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

Competencies

This course provides guidance to help you demonstrate the following 8 competencies:

- **Competency 152.1.1: Children's Literature as a Lens to View the World**
The graduate analyzes children's literature as a perspective for understanding the world.
- **Competency 152.1.2: Literary Analysis**
The graduate analyzes the uses of literary elements and conventions in children's literature.
- **Competency 152.1.3: Historical Perspectives and Trends**
The graduate analyzes various historical and contemporary trends and issues in the field of children's literature.
- **Competency 152.1.4: Genres and Themes of Children's Literature**
The graduate differentiates among various characteristics of genres and traditions within children's literature.
- **Competency 152.1.5: Visual Analysis**
The graduate analyzes the relationships between visual illustration, narrative, text, and the reader in children's literature
- **Competency 152.1.6: Interacting with Literature**
The graduate evaluates various aspects of children's literature that evoke, support, motivate, and engage children in the act of reading.
- **Competency 152.1.7: Cultural and Social Representations in Children's Literature**
The graduate evaluates cultural, social, and controversial representations within a variety of children's literature.
- **Competency 152.1.8: Judging Quality Works**
The graduate selects appropriate quality texts in children's literature for a variety of



reading audiences and purposes.

Teaching Dispositions Statement

Please review the [Statement of Teaching Dispositions](#).

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or acquire other resources independently. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Learning Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

VitalSource E-Texts

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.

- Galda, L., Sipe, L. R., Liang, L. A., & Cullinan, B. E. (2014). *Literature and the Child* (8th ed.). Belmont, CA: Wadsworth Cengage. Print ISBN: 9781133602071

Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase a hard copy at your own expense through VitalSource or a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition. The following sites provide instruction on how to create a VitalSource account, use features such as downloading your e-texts for offline use, and purchase a print-on-demand option, if available.

- [VitalSource Navigational Video](#)
- [Print-On-Demand Option](#)

Pacing Guide

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing suggestion carefully to complete the course in the proposed timeframe.

- Week 1



- History of Children's Literature
- Building a Classroom Library
- Week 2:
 - Compiling an Annotated Bibliography
 - Performance Task 1
- Week 3:
 - Learning Across Content Areas
- Week 4:
 - Evaluating Challenging Books
 - Performance Task 2
- Week 5:
 - Literary Genres, Elements, & Themes
 - Unpacking Literary Themes
- Week 6:
 - Visual & Literary Analysis
 - Performance Task 3

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Course Instructor Assistance

As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to help you prepare for another attempt. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

Course Work

About Read, Watch, Explore, and Complete

The topics throughout this course are divided into four types of activities: Read, Watch, Explore, and Complete. The topic may have items listed for all four sections, or for only some of them. Here is an explanation of what each section contains along with suggestions about how completing the work in that section will help with mastering competencies in the course. It is strongly recommended that students take notes while they read, watch, explore, and complete these activities.

- **Read:** The sections titled "Read" include the primary reading selections from the main learning resource:



- Galda, L., Sipe, L. R., Liang, L. A., & Cullinan, B. E. (2014). *Literature and the Child* (8th ed.). Belmont, CA: Wadsworth Cengage. Print ISBN: 9781133602071
- In addition, external resources from educational or other sites may be included. These are listed in the [Children's Literature Additional Resources](#) document. You will also be finding and reading several high quality children's books, which is essential for completing each task.
- Read the task directions carefully for requirements and restrictions. Completing these readings will provide the most solid foundation for completion of the three required performance tasks.
- **Watch:** The sections titled "Watch" include videos from educational sites and/or Prezis created by course instructors, which provide essential information to help with understanding and/or applying content for completion of the performance tasks.
- **Explore:** The sections titled "Explore" include materials from educational sites or other documents which provide a variety of materials and information. For instance, a recommended book list and educational sites with lesson plan suggestions are included. These resources will be useful for task completion and are listed in the [Children's Literature Additional Resources](#) document.
- **Complete:** The sections titled "Complete" offer reflective activities to be completed after reading, watching, and exploring the various resources. These completed activities can be discussed with peers or course instructors and directly help with completion of the required performance tasks. In addition, completing these activities have a direct relevance to teaching in the elementary classroom.

History of Children's Literature

In this topic, consider how literature is a product of the culture and time in which it was produced. Specifically, explore how contemporary children's literature reflects contemporary U.S. culture and society, and identify how it is distinct from earlier historical time periods. Consider how children's book awards can help promote the selection of high-quality literature in the classroom for instruction and enjoyment. This section prepares you for completing Part A in Task 1.

This topic addresses the following competency:

- **Competency 152.1.3: Historical Perspectives and Trends**
The graduate analyzes various historical and contemporary trends and issues in the field of children's literature.

Read, Watch, Explore, Complete

Read:

Read the following in *Literature and the Child*:

- [Chapter 1 "Children's and Adolescent Literature"](#)

Watch:

- Tips on Comparing Trends in Children's Literature Video (3 min.)



Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

- [Best Practices: Getting to Know Children's Book Awards](#) (Prezi slide and audio script—download and use while viewing Prezi)
- Best Practices: Getting to Know Children's Book Award (Prezi)

Explore:

- "[History of Children's Literature](#)"
- "[Children's Historical Literature Collection](#)"

Complete:

As you read, think about how children's literature is a product of the culture and time in which it is produced. Consider how children's literature reflects a society's concerns, fears, and anxieties.

Note the ways in which contemporary children's literature reflects contemporary U.S. culture and society and how literature of the earlier time period also reflects historical or cultural issues of its time. How might you use this information to engage your students in learning and help them to improve their academic language as it relates to other curriculum areas? Explain how contemporary children's literature is distinct from an earlier historical time period's literature. Do you notice differences in the discourse, or structure of the language, from the different time periods? When you are finished, discuss your notes with someone in your online community or at your school. The ideas written for this activity can help you complete Part A of Task 1.

Building a Classroom Library

You will explore the range of genres and formats that are common to children's literature and prepare to develop your annotated bibliography. Please note that "fiction" refers to a broad category and the genre refers to something more specific (e.g., fantasy, historical fiction, etc.). This assessment covers books within the grade range of kindergarten through 8th grade. This activity prepares you for selecting high-quality children's books for the annotated bibliography for Parts B and C in Task 1, as well as choosing high-quality children's books for tasks 2 and 3.

This topic addresses the following competency:

- **Competency 152.1.8: Judging Quality Works**
The graduate selects appropriate quality texts in children's literature for a variety of reading audiences and purposes.

Read, Watch, Explore, Complete

Read:



Read the following in *Literature and the Child*:

- [Chapter 3 "Picturebooks: A Unique Format in Children's Literature"](#)
- [Chapter 11 "Literature-Based Instruction: Kindergarten through Third Grade"](#)
- [Chapter 12 "Response-Centered, Literature-Based Instruction in Intermediate Grades and Middle School"](#)

For Task 1, you need to identify and read a total of 5 high-quality children's books, from different genres and formats of children's literature, for the annotated bibliography. There are several requirements that must be met in terms of quality, format, age/grade range, and genre. Also, there are book types that cannot be used—so please check the Task 1 directions carefully and contact a course instructor with any questions.

Be sure to read the chapters on the specific genres you are selecting because significant and pertinent information is included. Since you have a choice of genres, you can select just those chapters but are encouraged to explore all of them, especially those genres with which you are not familiar—all chapters are listed for the benefit of students. The Booklists at the end of most chapters on genre use an asterisk (*) next to a book title to indicate diversity:

- [Chapter 4 "Poetry and Verse"](#)
- [Chapter 5 "Folklore: A Literary Heritage"](#)
- [Chapter 6 "Fantastic Literature: Fantasy and Science Fiction"](#)
- [Chapter 7 "Contemporary Realistic Fiction"](#)
- [Chapter 8 "Historical Fiction"](#)
- [Chapter 9 "Biography and Memoir"](#)
- [Chapter 10 "Nonfiction"](#)

Watch:

- **Genre and Genre Conventions Video**

Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

Explore:

- [Children's Literature Recommended List of Quality Children's Book](#)

Complete:

To help select high quality books for a classroom library and to complete the annotated bibliography section of Task 1, keep track of book choices in your notes. Mapping out your book choices will help you determine age/grade ranges, genres, formats, and other requirements of your selected children's books, as indicated in the Task 1 directions. Choose a minimum of 10 children's books that exhibit the characteristics of high-quality children's literature for use in the K–8 classroom that could potentially be included in your annotated bibliography. When you are



finished, discuss your selections of children's books with someone in your online community or at your school. You now have ten solid books for your classroom library. As you move to the next topic, you can choose the best five books mapped out in your notes for the annotated bibliography section of Task 1.

Compiling an Annotated Bibliography

Compiling an annotated bibliography is an academic career best practice and a way to help build a classroom library. Quality children's literature remains consistently mindful and respectful of the diversity of children's experiences globally, and it resists reducing or consolidating those experiences into norms or stereotypes. Children's literature offers the reader an opportunity to develop a greater awareness or understanding of personal identity, peers, local communities, and the larger world in which they live. Consider selections that would appeal to a variety of learners and address the personal, cultural, and/or community assets of a diverse student population.

In the annotations you will write for each of the five children's books you select, you will summarize the plot, evaluate high quality literary and cultural features, and create a classroom activity or teaching strategy for the elementary classroom. Think about how you will connect the content of the literature to your students' prior academic learning and personal, cultural and/or community assets. This activity prepares you for completing the annotated bibliography in Task 1.

This topic addresses the following competencies:

- **Competency 152.1.1: Children's Literature as a Lens to View the World**
The graduate analyzes children's literature as a perspective for understanding the world.
- **Competency 152.1.6: Interacting with Literature**
The graduate evaluates various aspects of children's literature that evoke, support, motivate, and engage children in the act of reading.

Read, Watch, Explore, Complete

Read:

Read the following in *Literature and the Child*:

- [Chapter 2 "Literature in the Lives of Young Readers"](#)
- [Chapter 1 "Children's and Adolescent Literature"](#) [Review]
- [Chapter 3 "Picturebooks: A Unique Format in Children's Literature"](#) [Review]
- [Chapter 11 "Literature-Based Instruction: Kindergarten through Third Grade"](#) [Review]
- [Chapter 12 \("Response-Centered, Literature-Based Instruction in Intermediate Grades and Middle School"\)](#) [Review]

Watch:



- [Best Practices: Building an Annotated Bibliography & Taking it Forward to the Classroom](#). (Slide and audio script. Download and use while viewing Prezi)
- Best Practices: Building an Annotated Bibliography & Taking it Forward to the Classroom (Prezi)

- [Best Practices: Engaging & Supporting Reading and Literacy Development](#) (Slide and audio script. Download and use while viewing Prezi)
- Best Practices: Engaging & Supporting Reading and Literacy Development (Prezi):

Explore:

- ["Story Map: Student Interactive"](#)
- ["Classroom Strategies"](#)
- [Task 1 Part C Annotation Template](#)

Complete:

Write an annotation for one of your five children's book selections following the Task 1 instructions. You will develop an annotation for all five books to complete Part C in Task 1. When you are finished, please book an appointment with your assigned course instructor to discuss the content of the annotation.

Complete: Task 1 Performance Task

Please submit the completed task, following the instructions in Taskstream:

- Children's Literature: Task 1

For details about this performance assessment, see the "Assessment" tab in this course.

Learning Across Content Areas

Incorporating high quality children's books into instruction offers ways to bridge teaching and learning across the different subject areas, helping students develop their academic language so that they can express content understandings in meaningful ways.

Cross-curricular instruction is an inter-disciplinary approach to teaching that engages more than one discipline to examine a central topic, issue, problem, or subject area.

There are language demands that teachers need to consider as they plan to support student learning of content. These language demands include **language functions, vocabulary, discourse, and syntax**.

- **Language Functions:** The content and language focus of the learning task, represented by the active verbs within the learning outcomes. (Ex: identifying main ideas and details; analyzing and interpreting characters and plots; arguing a position or point of view; predicting; evaluating or interpreting an author's purpose, message, and use of



setting, etc.)

- **Vocabulary:** Words and phrases that are used within the various disciplines
- **Discourse:** Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction.
- **Syntax:** The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables)?

This section helps teachers select quality children's books for classroom use, crossing an expansive range of curriculum. This topic prepares you for creating one original lesson plan demonstrating how three high quality children's books from three different genres can be used to explain and teach concepts across content areas for Parts A and B in Task 2.

This topic addresses the following competency:

- **Competency 152.1.7: Cultural and Social Representations in Children's Literature**
The graduate evaluates cultural, social, and controversial representations within a variety of children's literature.

Read, Watch, Explore, Complete

Read:

Review the following in *Literature and the Child*:

- pages 7–8 and 31–32 of [Chapter 1 "Children's and Adolescent Literature"](#)
- pages 40–42 of [Chapter 2 "Literature in the Lives of Young Readers"](#)
- pages 348 and 351 of [Chapter 11 "Literature-Based Instruction: Kindergarten through Third Grade"](#)
- pages 353–369 of [Chapter 12 "Response-Centered, Literature-Based Instruction in Intermediate Grades and Middle School"](#)

For Task 2 you need to identify and read a total of 3 high-quality books from different genres of children's literature for the cross-curriculum lesson plan. You will also select one more children's book that poses a teaching challenge. Please check the task directions carefully for specific requirements regarding book choices and book types that cannot be used. Please contact a course instructor with any questions. Be sure to read the chapters on the specific genres you are selecting as significant and pertinent information is included. Since you have a choice of genres, you can select just those chapters, but are encouraged to explore all of them, especially those genres with which you are not familiar—all chapters are listed for the benefit of students:

- [Chapter 4 "Poetry and Verse"](#)
- [Chapter 5 "Folklore: A Literary Heritage"](#)
- [Chapter 6 "Fantastic Literature: Fantasy and Science Fiction"](#)
- [Chapter 7 "Contemporary Realistic Fiction"](#)
- [Chapter 8 "Historical Fiction"](#)
- [Chapter 9 "Biography and Memoir"](#)
- [Chapter 10 "Nonfiction"](#)



Read the following from Thirteen: Concept to Classroom:

- "Explanation," "Demonstration," and "Implementation" sections of [Workshop: Interdisciplinary Learning in Your Classroom](#)

Read the following from Scholastic Teacher Resources:

- "[What are Formative Assessments and Why Should We use Them?](#)"

Watch:

- [What is Cross Curricular Learning? Video](#) (13 min.)

Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

- [Lesson Planning: Incorporating Multiple Books in one Lesson Plan](#) (4:37m)

Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

Explore:

- [Brainstorming Cross Curricular Connections Graphic Organizer](#)
- Edutopia [Teacher Leadership: 6 Scaffolding Strategies to Use With Your Students](#)
- Edutopia [New Teachers: A Primer on Assessment](#)

Complete:

Write down your ideas about how children's books can be used to help children better understand other subjects, such as math, science, history, geography, etc., in different ways. Include details about the three books you are thinking about selecting for Part A in Task 2, which will then be used as the central focus of the cross-curricular lesson plan in Part B. Details should include what happens in the plot, how characters are developed, and what specific subject areas connect to the content of the books.

In your commentary, describe how the learning objectives within your learning segment (lesson) address reading and writing connections and how these books could connect new content to students' prior knowledge and promote cross-curricular understanding and appreciation. When you are finished, discuss your notes with someone in your online community or at your school. The ideas written for this activity can help you complete the cross-curriculum lesson plan in Part B of Task 2.

Evaluating Challenging Books

It is important to be confident about the books that are introduced in the classroom setting. It is



equally important to make every effort to ensure the high quality book selections affirm the spectrum of human experiences, ideas, and ways of living in the world, to reduce the likelihood of a challenge or push to censor by individuals or groups. This activity prepares you for completing Part C in Task 2.

This topic addresses the following competency:

- **Competency 152.1.7: Cultural and Social Representations in Children's Literature**
The graduate evaluates cultural, social, and controversial representations within a variety of children's literature.

Read, Explore, Complete

Read:

Read the following in *Literature and the Child*:

- pages 53–54 of [Chapter 2 "Literature in the Lives of Young Readers"](#)
- page 169 of [Chapter 5 "Folklore: A Literary Heritage"](#)

Also read the following from the National Council for Teachers of English (NCTE):

- ["The Students' Right to Read"](#)

Explore:

- [WGU Library's Teachers College Research Guide](#)
- ["Frequently Challenged Children's Books"](#)
- ["A Case for Reading—Examining Challenged and Banned Books"](#)

Complete:

After reviewing children's books that might pose a teaching challenge, select one and write down how the book may represent controversial cultural or social representations. When you are finished, discuss your notes with someone in your online community or at your school. The ideas written for this activity can help you complete Part C of Task 2.

- [WGU Lesson Plan Template](#)

Task 2 Performance Task

Complete the following task in Taskstream:

- Children's Literature: Task 2

Note: For details about this performance assessment, see the "Assessment" tab in this course.



Literary Genres, Elements, and Themes

Literary conventions are common characteristics that are shared across a specific genre, also referred to as a generic convention. The foundational structures of literature, such as plot, characterization, setting, theme, style, etc., are important literary elements to understand.

A theme in a literary text is “a central, unifying idea, a thread that stitches the story together” (Galda et al., 2014, p. 12). Themes can tie together a single instructional lesson plan incorporating several different children's books. It is also important to understand language functions, or the content and language focus of the learning task, represented by the active verbs within the learning outcomes. Common language functions when analyzing literature include identifying main ideas, themes, and details. It can also include analyzing and interpreting characters and plots, arguing a position or point of view, and evaluating or interpreting an author's purpose. Knowing how these various literary aspects function and contribute to meaning in literature helps with both analyzing and teaching literature. This activity prepares you for completing Parts A and B in Task 3.

This topic addresses the following competencies:

- **Competency 152.1.4: Genres and Themes of Children's Literature**
The graduate differentiates among various characteristics of genres and traditions within children's literature.
- **Competency 152.1.2: Literary Analysis**
The graduate analyzes the uses of literary elements and conventions in children's literature.

Read, Watch, Explore, Complete

Read:

Review the following in *Literature and the Child*:

- pages 12–23; 29–35 of [Chapter 1 "Children's and Adolescent Literature"](#)
- pages 47–56 of [Chapter 2 "Literature in the Lives of Young Readers"](#)
- pages 59–126 of [Chapter 3 "Picturebooks: A Unique Format in Children's Literature"](#)
- pages 353–367 of [Chapter 12 "Response-Centered, Literature-Based Instruction in Intermediate Grades and Middle School"](#)

For Part A of Task 3, you need to identify and read a total of 3 high-quality children's books, from different genres, which will then be the central focus of the thematic lesson plan created in Part B. The three books must share a common theme, so please check the task directions carefully for specific requirements regarding book choices and book types that cannot be used. Please contact a course instructor with any questions. Be sure to read/review the chapters on the specific genres you are selecting as significant and pertinent information is included. Since you have a choice of genres, you can select just those chapters but are encouraged to explore all of them, especially those genres with which you are not familiar. All chapters are listed for the benefit of students:



- [Chapter 5 "Folklore: A Literary Heritage"](#)
- [Chapter 6 "Fantastic Literature: Fantasy and Science Fiction"](#)
- [Chapter 7 "Contemporary Realistic Fiction"](#)
- [Chapter 8 "Historical Fiction"](#)
- [Chapter 9 "Biography and Memoir"](#)
- [Chapter 10 "Nonfiction"](#)

Watch:

- [Genre and Genre Conventions video \[REVIEW\]](#)

Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

Explore:

- [Glossary of Literary Elements: Fiction](#)
- [Glossary of Literary Elements: Nonfiction](#)
- ["Finding The Message: Grasping Themes in Literature"](#)

Complete:

Write down your thoughts about common characteristics or conventions of the specific genres of the three children's books you are selecting for the thematic lesson plan. In your notes, fully describe and explain at least two conventions of each genre. Write down examples of those conventions from the specific children's books you plan to use for the lesson plan. Write down the specific theme that connects the three books together. When you are finished, discuss your notes with someone in your online community or at your school. The ideas written for this activity can help you complete Parts A and B in Task 3.

Unpacking Literary Themes

Literary themes in children's books are not always obvious, and it may require work on the part of the reader to unpack and connect to the larger meaning of a specific literary work. This topic helps you look closely at the theme linking together the three children's books that you identified in the previous topic and prepares you for completing Parts A and B in Task 3.

This topic addresses the following competencies:

- **Competency 152.1.4: Genres and Themes of Children's Literature**
The graduate differentiates among various characteristics of genres and traditions within children's literature.
- **Competency 152.1.2: Literary Analysis**
The graduate analyzes the uses of literary elements and conventions in children's literature.

Read, Complete



Read:

Read the following in *Literature and the Child*:

- pages 14 and 23–35 of [Chapter 1 "Children's and Adolescent Literature"](#) [Review]
- page 170 of [Chapter 5 "Folklore: A Literary Heritage,"](#) section "Teaching Idea 5.2: An Elaboration of Theme in Folklore"
- page 235 of [Chapter 7 "Contemporary Realistic Fiction,"](#) section "Themes"
- pages 227 of [Chapter 7 \("Contemporary Realistic Fiction"\),](#) section "Teaching Idea 7.2: Thematic Connections: Discovering the Self"
- page 271 of [Chapter 8 "Historical Fiction,"](#) section "Teaching Idea 8.4: Genre Study: Compare Treatment of Theme across Genres"

Complete:

Look back at the notes you wrote down in the previous topic, in which you identified conventions and the dominant theme of the three children's books you are selecting for the thematic lesson plan. In your notes, add your ideas about potential learning tasks or strategies you could use to engage students and to teach the theme using the three children's books you selected. When you are finished, discuss your notes with someone in your online community or at your school. The ideas written for this activity can help you complete Parts A and B in Task 3.

Visual and Literary Analysis

Now it is time to put together all of the skills to analyze children's literature and all of the aspects that contribute to its meaning. The final piece of analyzing for meaning is the exploration of visuals and illustrations in children's literature. The visuals and illustrations carry meaning and deserve the same rich attention and analysis as the textual components. This activity prepares you for completing Part C in Task 3.

This topic addresses the following competency:

- **Competency 152.1.5: Visual Analysis**
The graduate analyzes the relationships between visual illustration, narrative, text, and the reader in children's literature.

Read, Watch, Explore, Complete

Read:

Read the following in *Literature and the Child*:

- [Chapter 3 "Picturebooks: A Unique Format in Children's Literature,"](#) [Review, paying close attention to the following sections]
- page 84 "Teaching Idea 3.3: Teaching Style to Children"
- pages 98–99, "Teaching Idea 3.5: Pictures and Words in Picturebooks"
- page 103, "Figure 3.7: Questions to Ask about the Overall Design and Artistry of Picturebooks"

Watch:



- [Best Practices: Visual Analysis Close-Up On Line, Color, & Shape](#) Slide Script (download and use while viewing Prezi.)
- Best Practices: Visual Analysis Close-up On Line, Color, & Shape (Prezi)

Complete:

Choose one picture book or illustrated book for either primary or intermediate students. Following the Task 3 instructions, write a one-paragraph analysis about how one illustration and the accompanying text support the development of at least one of the following literary elements: plot, setting, or characterization (you will complete an analysis of all three literary elements using a different illustration for each one to complete the analysis of illustrations in Part C of Task 3). When you are finished, contact your assigned course instructor to discuss the visual and literary analysis.

[WGU Lesson Plan Template](#)

Complete: Task 3 Performance Task

Complete the following task in Taskstream:

- Children's Literature: Task 3

Note: For details about this performance assessment, see the "Assessment" tab in this course.

Course Support

The information in this section is provided to detail the resources available for you to use as you complete this course.

Accessibility Policy

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). The Office of Student Accessibility Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu.

Course Feedback

WGU values your input! Please submit any feedback you have using the following form:

[Course Feedback](#)