

Carol Weintraub, Children's Literature					
Week 1					
Essential Questions	How can teachers use children's literature as an instructional resource to teach students to master the NYS standards in ELA?				
Outcome Self- reflection of literacy instruction. Evaluation of the classics.	Assignment	Assessments	Standards	Seat time	
	Electronic Name Badge	Submit electronic name badge by due date		5 mins.	
Objective 1 Participants will self-assess their current practice of literacy instruction.	Written self-reflection on literacy instruction and use of children's literature in their current classroom. See self-reflection guidelines.	Submit written reflection by due date	ELA Standard 3: Critical Analysis and Evaluation, Speaking and Writing, present...in writing...well developed analyses of issues	25 mins.	
Objective 2 Participants will evaluate several "classics" in children's literature	Class panel: pick three books from the Caldecott list and one book from the Newbery list that you have read. Did you enjoy them? Would you recommend them? Why or why not?	Post answering questions by due date	ELA Standard 2: Literary Response and Expression, Speaking and Writing, present responses to and interpretations of literature	20 mins.	
	Respond to one classmate's opinions.	Response post by due date	ELA Standard 2: Literary Response and Expression, listening and reading, understand and identify the distinguishing features of the major genres	10 mins.	
Week 2					
Essential Questions	How can teachers use children's literature as an instructional resource to teach students to master the NYS standards in ELA?				

Outcome Exploration and lesson design in the genre of realistic fiction. Analysis of differentiated instruction using children's literature.	Assignment	Assessments	Standards	Seat time	
Objective 1 Participants will design lesson plans or a thematic unit using the genre of realistic fiction	Read linked document on genres.	Click option that you have read the document.	ELA Standard 2: Literary reponse and expression, listening and reading, understand and identify the distinguishing features of the major genres	15 mins.	
	According to your grade level/subject, read three picture or one chapter book in the genre of realistic fiction. Write three or one lesson plan/s for the picture or chapter book/s. See lesson plan guides and exemplars.	Submit plan/s by due date.	ELA Standard 2, Literary Response and Expression, listening and reading, identify significant literary elements	1 hour and 45 mins.	
Objective 2 Participants will analyze the potential for differentiated instruction in the instructional medium of children's literature	Read linked article on differentiated instruction using the medium of children's literature.	Click option that you have read the document.	ELA Standard 2, Literary Response and Expression, listening and reading, read and view text...from a wide range of authors, subjects, and genres	15 mins.	
	Pair and share: Read one of your classmates' lesson plans and point out existing opportunities for differentiation in the lesson for lower or higher achievers. Suggest more possible additions for differentiated instruction.	Submit differentiating options by due date.	ELA Standard 2, Literary Response and Expression, listening and reading, read and view text...from a wide range of authors, subjects, and genres	30 mins.	
Week 3					
Essential Questions	How can teachers use children's literature as an instructional resource to teach students to master the NYS standards in ELA?				

Outcome Exploration and lesson design in the genre of non-fiction. Analysis of differentiated instruction using children's literature. Supplementing textbooks with non-fiction trade texts.	Assignment	Assessments	Standards	Seat time	
Objective 1 Participants will design lesson plans or a thematic unit using the genre of non-fiction	According to your grade level/subject, read three picture or one chapter book in the genre of non-fiction. Write three or one lesson plan/s for the picture or chapter book/s. See lesson plan guides and exemplars.	Submit lesson plan/s by due date.	ELA Standard 1: Information and Understanding, Listening and Reading, gather and interpret information from texts	1 hour and 45 mins.	
Objective 2 Participants will synthesize the use of non-fiction trade books with textbooks in their instructional practice.	Read documents on non-fiction trade texts for content-area study. Add at least three items to "brainstorm board" forum	Post at least three items by due date.	ELA Standard 1: Information and Understanding, Listening and Reading, make appropriate and effective use of strategies to construct meaning from print	45 mins.	
Objective 3 Participants will analyze the potential for differentiated instruction in the instructional medium of children's literature	Pair and share: Read one of your classmates' lesson plans and point out existing opportunities for differentiation in the lesson for lower or higher achievers. Suggest more possible additions for differentiated instruction.	Submit differentiating options by due date.	ELA Standard 1: Speaking and Writing, use the "writing process" to produce well-constructed informational texts	30 mins.	
Week 4					
Essential Questions	How can teachers infuse the internet and online literacies into their ELA curriculum to teach students to master the NYS standards in ELA?				

Outcome Reading and evaluating research on multicultural literature and debating best instructional uses. Identification of internet sites and other technologies for children's literature instruction.	Assignment	Assessments	Standards	Seat time	
Objective 1 Participants will analyze and evaluate the current research on multicultural literature, including race, gender, and sexual orientation.	Read linked articles on multicultural literature. Small group emails or synchronous discussion on your reaction and evaluation.	Click option that you have read documents. Participation in synchronous discussion.	ELA Standard 3: Critical Analysis and Evaluation, Listening and Reading, understand that within any group there are many different points of view ...and recognize those differences in texts	1 hour	
Objective 2 Participants will formulate and debate their own opinions on the best scope and uses of multicultural literature in the classroom.	Re-read group work rules.	Click option that you have read documents.		5 mins.	
	Small group project: booklist for the three areas.	Submit multicultural booklist by due date.	ELA Standard 3: Critical Analysis and Evaluation, Listening and Reading, understand that within any group there are many different points of view ...and recognize those differences in texts	1 hour	
Objective 3 Participants will integrate the internet and other technologies with the use of children's literature in their instructional practice.	Peruse instructor-suggested sites.	Click option that you have perused sites.	ELA Standard 4: Social Interaction, Reading and Writing, use a variety of print and electronic forms for social communication with peers and adults	25 mins.	
Week 5					
Essential Questions	How can teachers infuse the internet and online literacies into their ELA curriculum to teach students to master the NYS standards in ELA?				

Outcome Exploration and lesson design in the genre of poetry. Creation of differentiated instruction using children's literature. Identification of internet sites and other technologies for children's literature instruction.	Assignment	Assessments	Standards	Seat time	
Objective 1 Participants will design lesson plans or a thematic unit using the genre of poetry.	According to your grade level/subject, read three picture or one chapter book in the genre of poetry. Write three or one lesson plan/s for the picture or chapter book/s. See lesson plan guides and exemplars.	Submit lesson plan/s by due date.	ELA Standard 2, Literary Response and Expression, listening and reading, read and view text...from a wide range of authors, subjects, and genres	1 hour and 45 mins.	
Objective 2 Participants will integrate the internet and other technologies with the use of children's literature in their instructional practice.	Peruse instructor-suggested sites. Independently search for similar sites, and add at least three to the "brainstorm board".	Post at least three websites.	ELA Standard 4, Reading and Writing, Reading and Writing, use a variety of print and electronic forms for social communication with peers and adults	45 mins.	
Week 6					
Essential Questions	How can teachers use children's literature as an instructional resource to teach students to master the NYS standards in ELA?				
Outcome Designing assessments using children's literature. Evaluation of the various genres studied in class, and selection of future texts for use in instruction.	Assignment	Assessments		Seat time	
Objective 1 Participants will design opportunities for differentiated instruction using the medium of children's literature in their instructional practice.	Read article on literacy blocking in the classroom.	Click option that you have read documents.	ELA Standard 2: Literary Response and Expression, Listening and Reading, read aloud accurately and fluently	15 mins.	

	Small group project: Choose a grade level and/or subject, and plan a literacy block with differentiated instruction using children's literature. See literacy block guide and exemplars.	Submit literacy block by due date.	ELA Standard 2: Literary Response and Expression, Speaking and Writing, create their own stories, poems, and songs, using the elements of literature they have read	2 hours	
Week Seven					
Essential Questions	How can teachers use children's literature as an instructional resource to teach students to master the NYS standards in ELA?				
Outcome Designing assessments using children's literature. Self-reflection of growth and learning throughout course.	Assignment	Assessments	Standards	Seat time	
Objective 1 Participants will compare their knowledge of children's literature and application of it in their classroom today with their knowledge and application prior to the beginning of the course. They will self-assess their learning throughout the course.	Comparative self-reflection. See comparative self-assessment guide.	Submit comparative self-assessment by due date.	ELA Standard 3: Critical Analysis and Evaluation, Speaking and Writing, present...in writing...well developed analyses of issues	30 mins.	
Informal Course Evaluation	Letter to the professor.	Email letter to the professor by due date.		15mins.	
Formal Course Evaluation	Moodle Formal Course Evaluation	Submit course evaluation by due date.		15 minutes	
				Total seat time: 15 hours	