

CHAPTER 1 VALUING LITERATURE FOR CHILDREN

Multiple Choice

Select the *best* answer.

1. The content of children's books
 - A. may include both joyous and difficult experiences of childhood.
 - B. should be set in the present so as to be relevant to the child of today.
 - C. should not be controversial.
 - D. is imaginary.
2. "Published for the general public primarily for entertainment and information" defines the
 - A. textbook.
 - B. trade book.
 - C. basal reader.
 - D. bibliography.
3. Content in a book for children should be treated in a style that is
 - A. a fond remembrance of childhood.
 - B. hopeful for the future.
 - C. always includes a happy ending.
 - D. nostalgic and sentimental.
4. The value of literature in the personal lives of children is that
 - A. books can be used to teach reading skills.
 - B. books can be used to teach social studies content.
 - C. books are primarily a means for adults to teach morals and values.
 - D. books provide a means for children to explore who they are and what they value.
5. The value of literature in the learning of children is that
 - A. books directly teach reading skills.
 - B. books provide interesting content that engages learners.
 - C. books teach science facts rather than concepts.
 - D. books focus the learner on facts not making meaning.
6. Research studies on the value of literature for children find that two procedures are especially important in teaching children to read. They are
 - A. thorough grounding in phonics and sight word vocabulary prior to reading.
 - B. careful homogeneous grouping of children by ability in reading the same text.
 - C. reading excellent books aloud to children and daily silent independent reading by children.
 - D. daily review of reading skills until mastery and frequent evaluation of reading skills.
7. Research and surveys on the reading of literature in the U.S. find that
 - A. there are many more nonreaders than readers in the U.S.
 - B. more people prefer to read e-books than print books.

- C. the library is not valued by teens and young adults.
 - D. voluntary reading is associated with financial and academic success.
8. The textbooks used in schools and colleges often influence readers to
- A. view reading as lifework and as important to their lives.
 - B. view reading as schoolwork, rather than personally meaningful.
 - C. view reading as a choice rather than an assignment.
 - D. view reading as involving rich and interesting books.

Essay.

1. "Anything written for children is children's literature." Take a stand in support of or in opposition to this statement and defend your view of how to define a children's book. What do you believe are the essential criteria for defining a children's book?
2. Discuss the difference between a story that ends with an element of hope and a story with a happy ending. Why do you think that hope is considered an important characteristic of children's books?
3. Describe the ways in which story is used in our daily lives as a way of thinking and making sense of our experiences. Provide several examples of how you used story as a "mode of knowing" in your life over the past week.
4. What was a particularly memorable book for you as a child or young adult? Describe your memory of that book and then analyze your experience based on the values discussed in chapter 1. Which of those values were present in your experience with that book?
5. The claim is often made that literature is transformative and can change how we think about ourselves and others. Discuss the ways in which literature can be transformative for a child. Provide an example from your life or a child with whom you interacted where literature had a transformative effect.
6. What are some of the values of children reading literature found in the studies included in the research milestones? Which of these values are ones you have personally experienced and can discuss?
7. Reflect on the books you read as an adult and analyze these books related to the values of literature discussed in this chapter. What roles or values do these books play in your life as an adult?
8. Discuss the reasons why many adults are choosing not to engage in personal reading and relate these factors to your own experiences as a student and a reader.

CHAPTER 2 CONNECTING CHILDREN WITH LITERATURE

Multiple Choice.

Select the *best* answer.

- Books that feature clearly defined objects and bright colors on a plain background are designed for
 - babies and young children ages 0 to 2.
 - children ages 2–4.
 - children ages 4–7.
 - children ages 7–9.
- A picture storybook with a simple plot about daily routines and familiar objects is designed for the child
 - age 0–2.
 - age 2–4.
 - age 4–7.
 - age 7–9.
- Complicated plots, flashbacks, and symbols are suitable in novels for children
 - aged 4–7.
 - aged 7–9.
 - aged 9–14.
 - aged 2–4.
- Books for babies
 - require no reading.
 - promote oral language development by “talking the book.”
 - should contain simple, rhyming words.
 - are for infants to enjoy alone.
- Easy-to-read books
 - have illustrations that give clues to word meanings along with a simple text.
 - use words that are new to the reader.
 - focus on unfamiliar experiences for the reader
 - never vary widely in level of reading difficulty.
- It is especially important that books selected for beginning readers
 - are slightly above the student’s reading level, so as to increase their reading ability.
 - have less than 100 words so as not to intimidate them.
 - match the reader’s interests and reading ability, so as not to bore or discourage them.
 - be picturebooks that the teacher has read aloud to them previously.
 - be written in verse so as to increase the predictability of the text.
- When choosing books for children, the most important criteria for adults to keep in mind is
 - the publisher of the book.

- B. the interests and experiences of the children.
 - C. the readability level of the book.
 - D. the age level designation of the book.
8. Studies and surveys on children's reading interests have found that
- A. children like to read about characters younger than themselves.
 - B. children prefer to read books that start with descriptions, not action.
 - C. children enjoy humor and adventure in books.
 - D. children least prefer mysteries.
9. Readability formulas
- A. are based on the average number of sentences and average number of syllables in randomly selected, 100-word passages of a text.
 - B. estimate the grade or age at which an average student should be able to read a text with comprehension.
 - C. are quite consistent and precise in determining a text's reading level.
 - D. attempt to factor in a student's background knowledge and reading interests.
10. In selecting books for children, *readability* refers to
- A. how long the words are in the book.
 - B. how difficult the vocabulary and sentence structures are in the book.
 - C. the overall length of the book and the length of chapters.
 - D. the size of the print and the amount of text per page.
11. In selecting books for children, *conceptual difficulty* refers to
- A. how long the words are in the book.
 - B. how difficult the vocabulary and sentence structures are in the book.
 - C. the overall length of the book and of the chapters.
 - D. the complexity and presentation of ideas in the book.
12. Evaluating the text complexity of books for children involves
- A. conducting a survey of children's reading attitudes.
 - B. examining the structure of the text and the knowledge demands for a reader.
 - C. creating an interest inventory for readers.
 - D. using general criteria for age levels.
13. One of the main reasons for establishing children's book awards is
- A. to honor the most popular children's authors and illustrators.
 - B. to attract more writers to the field of children's literature.
 - C. to honor the pioneers in the field of children's literature.
 - D. to elevate the standards in writing and illustration for children.
14. The U.S. children's book award for the most outstanding illustrations published in the previous year, and its British equivalent, are the
- A. Newbery Award and the Hans Christian Andersen Medal.
 - B. Caldecott Award and the Carnegie Award.

- C. Caldecott Award and the Kate Greenaway Award.
 - D. Kate Greenaway Award and the Governor General's Award.
15. Engaging children who resist or reject reading and books involves:
- A. selecting and assigning books for those children to read.
 - B. putting the main focus on teaching basic skills, not reading books.
 - C. using books without illustrations so they are forced to rely on words.
 - D. determining the reasons why they resist reading before selecting books.

Essay.

1. Studies and surveys of children's reading interests have identified patterns in appealing formats and structures and high-interest content that are important to children. Which of these patterns were most significant for you as a child?
2. Why is it important for adults to personally know a child in deep and meaningful ways when helping that child select books? Reflect on your own experiences and what you wish adults knew about you in helping you find books that you wanted to read as a child.
3. Discuss the advantages and disadvantages of readability formulas and the types of books for which these formulas are often inaccurate. Also discuss what other criteria beyond readability need to be considered in examining text complexity.
4. The chapter listed many different resources for locating books based on a child's needs and interests, including awards, journals, blogs, professional organizations, and websites. Which of these resources do you see yourself most frequently consulting? Why?
5. Many schools use a competitive reading program, like Accelerated Reader, to motivate children to read, even though the programs often negatively influence children as readers. Why do you think these programs are not effective in creating positive perspectives and habits for readers? Did you experience any of these programs as a child?

CHAPTER 3 LEARNING ABOUT LITERARY ELEMENTS

Multiple Choice.

Select the *best* answer.

- In a transactional view of reading,
 - what readers bring from their own experiences is just as important as what the author writes.
 - what readers bring from their own experience is not as important as what the author writes.
 - the teacher's role in the classroom is to interpret the literature read by children.
 - the publishers and critics provide the interpretation of literature.
- Learning to evaluate children's books can best be accomplished by
 - reading as many children's books as possible.
 - writing your own children's novel.
 - listing and noting the qualities of classic children's books.
 - noting the qualities of the best-selling children's books.
- A Cherokee woman living in a secluded North Carolina valley tells how, in 1806 on the Cherokee Indian Trail of Tears between North Carolina and the Oklahoma Territory, she and her sister escaped their captors and made their way back to their homeland.* Stories similar to this narrative would be likely to demonstrate which of the following literary features?
 - A progressive plot
 - A backdrop setting
 - A third-person point of view
 - A person-against-society conflict
- Stories about characters struggling with their identity and fears often have a conflict of
 - person versus nature.
 - person versus self.
 - person versus urban society.
 - person versus the environment.
- Readers making the transition between picturebooks and chapter books find which plot structure particularly appealing?
 - Flashbacks
 - Progressive plot
 - Episodic plot
 - Flash forward
- A story that relates its events in the order in which they occur is a story that is using
 - a progressive plot.
 - a complex multiple plot.
 - a flashback sequence.
 - foreshadowing.