**ED 313 Language and Literacy I**

**Midterm Exam**

**Expectations:** Please use reference citations to support your answers. Please remember that MS Word is your friend. Please use college-level professional writing; this is not an tweet or a text. Please don’t wait until the last minute to write. Please read the ENTIRE prompt/question, outline, think, select supporting evidence, write, take a break, read and edit. Please show out!

I. Choose One of the Following Questions/Prompts.

1. Look at your Goodreads shelves. Copy the URL to your page in the answer to this question.

How many books have you added thus far? If it is less than 40, what are your plans for meeting the 100-book requirement? Are there genres you have yet to explore (particularly one outside your comfort zone)? Are there genres that you have “stretched” into? Are there genres that you have avoided but need to read? Which authors are you are coming to love? Illustrators? What has surprised you most about your reading this term? DO NOT ANSWER THIS QUESTION IN A, B BULLETS. Try something like, “I have added X number of books to my Goodreads account. X are books I have read; X are books that you shared with us as a class…”

2. Chose a picturebook that you read for the first time this semester. Identify the title, author, and illustrator in your answer. Then “unpack” the book: Choose five pages (the cover(s) and endpapers can count as “pages”); discuss the cues on each of these pages that let you know how to read the book aloud. Be very specific.

3. Look at the text of Mem’s *Tough Boris* on page 59 of *Reading Magic*. Discuss how this text could contribute to establishing classroom community, a “conspiracy of learners,” and “secret language.” Define each of these terms, cite your source, and provide specific examples from the picturebook to support your answer. Use page 10 of *Reading Magic* as a starting point for your thoughts.

II. Answer the question/prompt below:

1. Reading aloud is both an art and a science. The choices that we make AS we read aloud are both purposeful and intentional. We are “loaning” our voices to children as they develop an interior voice of their own.

a. Record yourself reading a picturebook aloud. b. Upload your read-aloud to our YouTube channel. c. Rate yourself on each of the dimensions of reading below with 4 being the highest score.

|  |  |
| --- | --- |
| Tone of reader matches tone of book | 4 3 2 1 |
| Body language supports new words | 4 3 2 1 |
| Asked questions as appropriate | 4 3 2 1 |
| Pacing of the book matched the intention of the author | 4 3 2 1 |
| Eye contact | 4 3 2 1 |
| Slowed down at the end | 4 3 2 1 |
| Use cover to activate background (schema) | 4 3 2 1 |
| Read the intention of the author | 4 3 2 1 |

c. What are you coming to understand about the power and purpose of reading aloud? What are you coming to understand about yourself as a purveyor of voice and intent? What are your strengths and growth points?

III. Choose ONE of the following questions/prompts to answer.

1. The following is the text from Mem Fox’s book, *Time for Bed*:

It’s time for bed, little mouse, little mouse,

Darkness is falling all over the house.

It’s time for bed, little goose, little goose,

The stars are out and on the loose.

It’s time for bed, little cat, little cat,

So snuggle in tight, that’s right, like that.

It’s time for bed, little calf, little calf,

What happened today that made you laugh?

It’s time for bed, little foal, little foal,

I’ll whisper a secret, but don’t tell a soul.

It’s time for bed, little fish, little fish,

So hold your breath and make a wish.

It’s time for bed, little sheep, little sheep,

The whole wide world is going to sleep.

It’s time to sleep, little bird, little bird,

So close your eyes, not another word.

It’s time to sleep, little bee, little bee,

Yes, I love you and you love me.

It’s time to sleep, little snake, little snake,

Good gracious me, you’re still awake!

It’s time to sleep, little pup, little pup,

If you don’t sleep soon the sun will be up!

It’s time to sleep, little deer, little deer,

The very last kiss is almost here.

The stars on high are shining bright –

Sweet dreams, my darling, sleep well…

good night.

(Each page is accompanied by realistic, accurate watercolor illustrations)

How does this text (including illustrations) support readers’ growing development in each of the three cueing systems? Within your answer, (1) define/describe the aspect of the cueing system you are addressing (with references to class texts), (2) discuss the element(s) of the text that are supportive of the development of this cueing system, and (3) provide a specific example from the text above to support each piece of your answer.

2. The following is the text from Mem Fox’s *Where is the Green Sheep:*

How does this text (including illustrations) support readers’ growing development in each of the three cueing systems? Within your answer, (1) define/describe the aspect of the cueing system you are addressing (with references to class texts), (2) discuss the element(s) of the text that are supportive of the development of this cueing system, and (3) provide a specific example from the text above to support each piece of your answer.

Where is the Green Sheep?

Here is the blue sheep.

And here is the red sheep.

Here is the bath sheep.

And here is the bed sheep.

But where is the green sheep?

Here is the thin sheep, and here is the wide sheep.

Here is the swing sheep.

And here is the slide sheep.

But where is the green sheep?

Here is the up sheep, and here is the down sheep.

Here is the band sheep.

And here is the clown sheep.

But where is the green sheep?

Here is the sun sheep.

And here is the rain sheep.

Here is the car sheep, and here is the train sheep.

But where is the green sheep?

Here is the wind sheep.

And here is the wave sheep.

Here is the scared sheep, and here is the brave sheep.

But where is the green sheep?

Here is the near sheep.

And here is the far sheep.

Here is the moon sheep.

And here is the star sheep.

But where is the green sheep?

Where IS that green sheep?

Turn the page quietly – let’s take a peep…

Here’s our green sheep, fast asleep.

You can LISTEN to Mem read the book here: <https://memfox.com/books/where-is-the-green-sheep/>

You can see the pages here: <https://www.youtube.com/watch?v=ND0Wngh4b6I>

IV. Choose ONE of the following questions/prompts.

1. The NCTE “Preparing Teachers with Knowledge of Children’s and Young Adult Literature” article states: “Research shows that when students are given the chance to read books that respect the questions, challenges, and emotions of childhood and adolescence, they read with greater interest and investment (Buehler, 2016; Mueller, 2001).” Choose one picturebook that you have read this term which meets the standard of this quote. Discuss the “big thing” at the heart of this book. What is the question, challenge, or emotion? How does the author present it in a way which would be worthy of a reader’s investment? Provide specific examples from the picturebook and the remainder of the NCTE Position Paper. You might want to look at page 142 of *Reading Magic* for additional citation support. (The Article is available on Moodle.)

2. Read the following VERY short articles from non-academic sources:

<https://www.thelily.com/kids-deserve-to-see-themselves-represented-in-books-heres-how-it-benefits-everyone-2/>

and

<https://www.mothermag.com/why-diverse-kids-books-matter/>

Re-read the Laminack, Kelly, and Gould article.

Choose a handful of books from your GoodReads page that would make up a “NEW box of friends” in which there are mirrors and windows. Discuss the BIG IDEA of the box, the books you are including, and why those books in that box are important.