

**Chapter 1 : Learning to Read Literature the Way Critics Watch Movies | Gently Hew Stone**

*Learn How To Read Literature: Elements of Fiction (18 ratings) Course Ratings are calculated from individual students' ratings and a variety of other signals, like age of rating and reliability, to ensure that they reflect course quality fairly and accurately.*

Literature as a launchpad for ethical reasoning Introduction Perhaps more than in other disciplines, it is easy to make the case for reading in literature classrooms. However, there have been attacks and debates regarding the function of the literature curriculum. In this article, we make a case for why learning to read literature is important. We also highlight some of the problems inherent in how literature is typically taught in high schools and how these problems contribute to the difficulties that struggling readers face. By demonstrative what is entailed in interpreting literature, we try to illustrate what readers "struggling and competent" need to know in order to become good and hopefully lifelong readers of rich literature. Just as there are limitations to the range of genres that students learn to read in other content-area courses, there are also limitations in the range of texts to which students are exposed in literature classes, particularly in schools in low-income communities serving students of color and in basic skills-oriented classes. The dominant source of readings in the high school English class is the commercial literature anthology. Just as there is little direct instruction about how to tackle the problems that disciplinary texts pose in history, science and mathematics classrooms, there is also insufficient attention in literature classrooms to the nuts and bolts of how to read a range of literary texts. Literature teachers are more likely to ask students about the symbolism in literary texts than to model or teach how to detect the symbolic from the literal and how to re-construct the figurative inferences to be made about symbols in literature. Only a small percentage of students graduating high school remain life long readers of the kinds of canonical texts that the literature curriculum hopes to apprentice them into appreciating. Understanding the rhetorical tools that authors employ in narratives fictional, autobiographical or semi-autobiographical, biographical is necessary to interpret complex literary works. Readers must understand the nature of what counts as evidence and what kinds of questions are valued. Evaluation of literary works also requires that readers understand how the authors goes about shaping an imaginary world that we are able to enter. The importance of prior knowledge Prior knowledge plays a critical role in comprehending literary texts. The sources of prior knowledge that readers need include but are not limited to the following: Text structures going beyond the school-based genres" defined broadly as the short story, the novel, poetry and drama. Students should know how to recognize irony and use of unreliable narration. They should also be able to recognize genres such as magical realism, science fiction, allegory, fable, myth, mystery. Specialized genres of poetry include haiku, sonnet, ballad and epic. Prototypical human practices and internal states, and the kinds of goal directed behavior that such internal states often trigger i. A range of interpretive problems embedded in rhetorical tools employed by authors, including symbolism, irony, satire, and problems of point of view including unreliable narration. Readers need not only to understand that they can expect to meet such interpretive problems, but should be able to recognize the rhetorical signals of their use in texts; and to draw on a variety of sources of information"depending on the interpretive problem"to reconstruct what is typically a figurative message. One of the challenges to the literature curriculum at both the middle and high school levels is how to help students, especially struggling readers, develop conceptual understanding of all these knowledge sources to help them learn to appreciate and develop a disposition to read complex literary works across the lifespan. Literary works that capture human experience and dilemmas from time periods from the historical past can pose particular difficulties for contemporary novice readers. The language of Shakespeare is difficult not only because of its poetry, but also because its syntax, use of pronouns, and vocabulary do not map on to contemporary uses of language, as illustrated in the soliloquy from Romeo and Juliet. Soliloquy from Romeo and Juliet Romeo: It is the east, and Juliet is the sun. Arise, fair sun, and kill the envious moon, Who is already sick and pale with grief, That thou her maid art far more fair than she: Be not her maid, since she is envious; Her vestal livery is but sick and green And none but fools do wear it; cast it off. The social settings of older texts are often far removed from the life experiences

and social values that young people understand. Novice readers of Greek tragedies often find the literal plots ridiculous. However, we do know that experienced readers can enter imaginary worlds that are far removed from their own lived experiences. They need tools to understand such worlds, to be able to map salient features of these unfamiliar environments to their own prototypical dilemmas as human beings. Greek tragedies often involve a tragic hero who suffers because of hubris or exaggerated self-pride and who engages in an act that reflects a fatal flaw of character. While the exact actions and setting of Oedipus, the King by Sophocles may not resonate with the average 11th or 12th grade high school student whether he or she lives in a low income urban community or a more affluent suburb, many of these same students can predict what will happen when Erica Kane tells a lie in a scene from the soap opera All My Children. Ironically, in viewing films, our students are pretty good at what Samuel Taylor Coleridge calls the suspension of disbelief necessary to enter imaginary worlds of fiction. Most filmgoers know they have and will likely never experience what they see in the Star Wars films, but they are able to map the adventures and challenges of a Luke Skywalker onto the kinds of adventures they can imagine and perhaps even experience. They respond to his suffering as a potential source of salvation; they understand he will learn some important lessons from his suffering as he fights for right finally at the end of his life. We make these assertions not simply to describe some of the kinds of prior knowledge that good readers need to interrogate rich literature but also to make the case that students from many different backgrounds typically have life experiences that when activated can serve them quite productively in interpreting narratives. Literature as a launchpad for ethical reasoning Overall, reading deeply complex literary texts offers unique opportunities for students to wrestle with some of the core ethical dilemmas that we face as human beings Fernandez, ; Hynds, Learning to understand sources of threat and to adapt to a changing and difficult environment are major challenges that we have as humans across the life course. We learn lessons about such grappling from many sources-our family, friends, church, and other social networks. But we can also learn from reading literature. The point of these examples is to illustrate the quality of ethical reasoning that great literature invites. The growth of empathetic ethical reasoning is one of the most important reasons for schools to serve as unique sites for the development of capacities and dispositions to read complex works of literature. Students who enter high school as struggling readers are quite capable of engaging with such texts, in part because these same students are often wrestling with complex challenges in their own lives. Such students typically have a history of academic under-achievement which poses complex psychological challenges. Reading in the disciplines: The challenges of adolescent literacy. Carnegie Corporation of New York.

### Chapter 2 : 6 Ways to Study English Literature - wikiHow

*You can learn a lot from reading books in your target language. You can benefit from a book's message and equally from its language. In other words, a book can improve your way of life and your language learning at the same time.*

But before you get started, always keep this in mind: Instead, it means understanding what the author has written and evaluating the success of the work as a whole. As you are reading, make note of expressive language such as similes, metaphors, and personification. Then consider why the author employs these devices. A simile is a comparison of two terms and frequently uses the words like or as. Literary works are replete with similes, so being aware of their presence and possible meanings will aid your critical analysis. A metaphor is a comparison of two seemingly unrelated subjects. Personification is the granting of human traits to objects or animals. Many times an author opts to tell a story out of chronological sequence, perhaps with flashbacks or integrated tales. Try to discover who has influenced the author of the work you are studying. Although the two men have a markedly different style, Melville so admired Hawthorne that he wrote to the elder author: Your critical reading should also include an awareness of archetypes. Archetypes often fall into one of two categories: Initiation is also a frequent situational archetype. Nick, the young protagonist, must be initiated into the world of sexuality by witnessing its most profound productâ€™childbirth. Ah, the most dreaded word for many a reader. What is a symbol and how can you identify one in literature? A symbol typically encompasses both a literal meaning and a figurative meaning. Unlike a metaphor, a symbol is not necessarily a statement: Being aware of common symbols in novels will increase your ability to read a work critically. Spring, for example, is often a symbol of renewal; conversely, winter often symbolizes a figurative death. We know that the harsh, symbolically loaded word winter offsets the fragility and hope of the word dreams. Other common symbols include lightness and darkness, the Christian cross, the Star of David, and the Nazi swastika. The more symbols you are able to identify, the richer your critical interpretation will be. Resist the impulse to assess a work after you first read it, even if you have diligently completed the first five steps given here.

**Chapter 3 : 3 Ways to Read and Understand Classic Literature - wikiHow**

*When I'm trying to teach rhetorical analysis or any kind of analytical reading, I find this metaphor to be useful: we need to learn to read literature the way that critics watch movies.*

Home Department of English "Creative writing has been a happy part of my life since I first learned to hold a pencil, so once I chose Gustavus, I considered my career as an English major a given. Perhaps I am a rare bird for that, being so sure of myself so soon. But I could not have anticipated how much I learned about the value of reading, in every area of life, through the English major; nor did I see its potential to shape me as a writer. The theory taught alongside literature, in combination with this analysis, gives you the power of perspective that is so essential to finding contentment and peace in communication with people who are different from you, in a way that is unique to the study of literature. To write you have to read, and to really read, you have to think, criticize, doubt, wonder, and stand amazed by words on the page. The English major showed me how to do that, and not only has it increased my skills as a writer, it has made me a more compassionate and honest person. Literature is both intensely personal as well as a communal experience. I love examining how words, sentences, characters, plot-lines and tropes reveal who we are as humans. Humanity is a complicated thing, and requires an infinite amount of words to describe and analyze. Some make-believe stuff that people invented to make English seem scientific. As I understand it, those feelings are not uncommon. The difference for me, though as compared to some other people I know, is that I grew out of them. I started really looking at rhetorical devices, and the use of language. I started to see that, although it still was not science, it was art, and art is the greatest expression of that which is human. And it is a good feeling to know a lot about it. However, that is not my greatest concern. Most of all, my goal is to learn as much as I can about the human condition, and what it really means to be human, in all aspects. I am confident that my choice to be an English major is one that I will be satisfied with. Thus far, in my opinion, to be an English major entails more than just being able to read and write well. An English major must also strive to understand and interpret the importance that various forms of literature have had on the society of the past and the present. Being able to express opinions is another important aspect, as is starting a piece of literature with an open mind. These habits are also important when facing everyday life, not just literature. The chance to read and write is something that everyone should be able to experience. Whether it is studied in the classroom, read for pleasure or purpose, literature is a central part of many lives. In my case, having the opportunity to study literature in two different languages has helped me to find similarities in two different cultures, and to also find that although literature varies in form and content, it is important and it is a central part of many lives. After mastering these elementary skills, comprehension, analysis, and interpretation are learned and used to better educate ones self. Studying literature and observing personal reactions to the literature can make one more aware of his or her own values. English skills are helpful in every area of life. Reading, writing, comprehension, analysis, and interpretation increase efficiency in multiple ways including communication, documentation in other areas of study, and reflection of personal values. I believe there is no area of study that English and communication skills do not influence. However, there exists a purpose for reading and writing outside of these immediate practical purposes; the written word can be used to enlighten, to persuade, to express emotion, or simply for enjoyment. In these forms the written word becomes an art form, and a way of reaching out to others through a personal experience between the writer and the reader. Reading is an excellent way to associate oneself with the great minds of history and peer into their own thoughts. Reading is surely one of the most effective ways one can expand oneself. An entire culture exists in the written word, documenting the collective thoughts of everyone who cared to share them with the world. Therefore, I believe that for one to truly be a part of human society, it is critical that one take part in the evolution and self-realization that is literature, even if only in the reading aspect. Writing, however, carries a grave importance, as literature simply would not exist in the accessible form it does without written word, and for that reason I believe all who can write should. One should take advantage of the great opportunity to be part of and contribute to the world and society in which he or she lives through writing. I see literature in the societal sense a collective struggle to understand and

make the best of the lives that we have all been given. Literature serves as a way to enrich our minds, and presents a way to improve the world not only through the beauty of its presence but through the ideas and tangible possibilities it possesses. I was taught to both see a work of literature as a way to understand the time it was written, and the people who produced it, and to find the parts of that work that spoke to me in my time and place. While I am skeptical about whether or not anyone can ever really understand a culture or a time prior to their own, I do know that many times literature and art provide insights that cold hard facts do not. Most of all I find that literature makes the differences more manageable, and highlights the similarities between people. I can read a Greek tragedy two thousand years later and agree with things that some older white man was saying because he was a human being, and I am a human being. Although it may sound trite, I have had reading experiences that taught me more about what it means to live in this world. I have met very intelligent people who do not read. But all of the interesting people I know read, whether or not they are particularly intelligent. Literature is an art full of passion and heart; it transcends the ages. Great literature hits on many different levels. Over the years authors have accomplished unfeasible tasks through the use of their words. Literature has prompted political and social change in societies and continues to do so to this day. It can be a battle cry for the proletariat to rise up and make a difference, and it can also provide personal counsel. Literature sets me free from the responsibilities of this world, and at the same time it ties me down to those same responsibilities. Some literature I read for an escape; to journey to a far away land and go on a grand adventure with creatures beyond my imagination. We read literature to discover and to learn about ideas and we write it to discover and to cultivate our own ideas. No lover-of-ideas can go without either reading or writing. For me, if I go too long without one or the other, I get this huge build up of confused and jumbled ideas that suddenly overcome me and I just have to write them out in some form philosophic prose, narrative, poetry, scribbled phrases, etc. That must be why literature can appear in a multitude of forms: All literature shares the common theme of the idea. Ideas explore, probe, inquire, and inspire. The reactions to such are all that become a part of the learning process. There is a great deal that literature can teach. Literature can teach to the individual and to all of society. It can teach us about the past and the present and even about the future. Subjects can be broad and far-reaching, but can also be specific. Literature teaches us about laughter and love, about remembering and forgetting. It can create emotion and warn us against our many human faults. It can attempt to disprove other ideas or attempt to find truth. I think we are all looking to find truth in some form or another. Oftentimes, the uncertainty of a specific meaning of a piece allows for its interpretation to be for the reader to decide. What is certain, however, is that there are things to be learned from literature that are specific to it, that cannot be attained through any other medium. To gather this knowledge and to experience its beauty all pertain to the importance of literature to me. I know that that sounds pretty corny, like something on a PBS commercial, but I feel that there are a vast amount of experiences and people the reader gets to encounter in any work of literature. What they contain that dime novels do not is a window into the things that make human beings tick, the methods behind our madness, so to speak. I go through life experiencing different situations and learning from them, but not always being able to put into words exactly what I have learned. I read literature because its function, as I define it, is to illuminate some aspect of the human condition. Not only is the uncovering of these truths significant in and of itself, but the revelation process also provides a common experience through which the reader can relate to every person who has discovered that same truth before him. One way that literature communicates the human condition to readers is that it brings the truths it contains to life. When I study a great work of literature, I not only gain insight into the universal truth about which the author has chosen to write, but I also, in my attempts to understand, can learn about the culture in which the author lived, the history surrounding the country of his origin, and the various intellectual, political, and artistic movements of the time. Thus the window to humanity that lies at the heart of all literature can act as a sort of connecting portal to the culture surrounding each individual author. Once someone has become more experienced in the ways of the world, or in the ways of literature, it falls upon that person to begin to light the way for future explorers. Some may write literary works of their own, using words to illuminate their views on the truth about humanity. Others may decide instead to act as teachers, helping prospective explorers learn to traverse the dense and sometimes bewildering forest of novels they will encounter along their journey. No

matter the manner in which people choose to serve, the task itself remains as timeless as the truths that humans have sought for centuries: As the great thinkers and authors of the past have marked out paths in the wilderness for we who have followed them, so we must serve as guides for those who will come after us. Great literature provides its readers with a window into various aspects of the human condition and a guide to the way we, as a species, relate to one another and to our surroundings. Literature gives us a mirror in which to examine our collective reflection as a people. It does not gloss over the pimples and blemishes of humanity, but exposes them quite openly. No concealer, no cover-up, only the truth. Literature is the reflecting pool into which every person that ever existed can look and see both his own face and the faces of all his fellow people. It enables each human to not only find the humanity within his own heart, but also to connect him to the generations of other people who have been doing so since the beginning of time.

*Reading foreign literature has multiple benefits. It allows readers to judge a piece of literature fairly, assuming one's mental understanding of the material is strong. It also gives readers a boost in confidence, at least early on.*

Posted on May 14, by Amy Broadmoore Here is a list of excellent books for parents, teachers and librarians to share with kids who are learning to read. As a parent, my main goal when reading aloud to my kids is not to teach my kids to read. Instead, my main goal is to share my love of reading with my kids in hopes that they too learn to love books. I want my kids to become lifelong readers and have no interest in sacrificing that goal in the interest of teaching them to read a little sooner. To ensure that reading remains fun, I do not make my kids sound out words that they are not interested in sounding out or read books that they do not want to read unless a sibling picks them out. I believe that if kids enjoy story time and have access to good books and adults who enthusiastically read books aloud to them, they will learn to read when they are ready. That said, here are 20 books that my kids enjoy and have helped them learn to read. I hope that your kids enjoy reading these books too! For teaching kids the sounds letters make: Creature abc by Andrew Zuckerman. Alphabet books can be valuable for teaching kids the sounds that letters make but only if they are fun to read! Creature abc is fun; it features amazing animal photographs and an entertaining format. On one page is a letter e. For more alphabet book recommendations, see [7 Awesome Alphabet Books](#). This story conveys the excitement of learning to read and write and encourages children to begin looking more closely at words. Most pages feature two large letters surrounded by pictures of a variety of items that start with the two letters. Kids can figure out which of the items begin with each letter. A fun rhyme about Charlie Parker and be bop that includes simple words in big, bold letters that kids can sound out. This is a great book for teaching kids to sound out words because it highlights a word on each page. While author Robert McCloskey did not intend *Make Way for Ducklings* to be an early reader, he chose names for the eight ducklings in this story that are perfect for your budding reader to sound out: Once your child has mastered the duckling names, she can try reading the captions. In this sweet story about a yellow bird teaching Rocket the dog to read, kids are encouraged to learn to read and given the opportunity to sound out words one letter at a time. *Curious About Phonics* by Catherine Hapka. A set of 12 simple stories featuring Curious George. Each book introduces readers to a couple new sounds. These books are more challenging for emerging readers to read themselves than the Bob books which progress very slowly from one story to the next, but they are more fun! *Seuss books for emerging readers*. I do not like that *Sam-I-am! Hug* by Jez Alborough. These books *Hug*, *Tall*, and *Yes* star a lovable chimpanzee and are told with a handful of easy-to-sound-out words. Reading these books has given my kids a lot of confidence. A humorous story about a gorilla that escapes from the zoo and lets out the other animals. Kids will learn to use visual cues to help them read this book. In our house, I save *Hop on Pop* until my kids are ready to read the first few pages by themselves with a little effort. Then, they have the opportunity to decipher the text without having already memorized it. *A Ball for Daisy* by Chris Raschka. *A Ball for Daisy* has a simple plot that is fairly easy for first time readers of wordless picture books to understand. A walrus escapes from the zoo and hides from a zookeeper in a variety of funny places. It reminds me a lot of one of my favorite childhood books: *The Moose is Loose* by Mike Thaler in which a moose escapes from the zoo and hides from a zookeeper in a variety of funny places. Three kids find magic sidewalk chalk at a playground. When they begin drawing, their pictures come to life. David Wiesner skillfully tells a fanciful tale about a boy who discovers an underwater camera washed up on a beach. When the boy develops film from the camera, he is amazed to discover where the camera has been. *Are You Ready to Play Outside?* Be sure to take a look at Mo Willems entire series of *Elephant and Piggie* books if you have a new reader. With humor and fantastic illustrations, Willems keeps kids engaged while telling stories with simple vocabulary. A collection of five, often-humorous, short stories about two best friends Frog and Toad.

**Chapter 5 : Reading Lessons Through Literature – barefoot meandering**

*Reading Lessons Through Literature is an Orton phonogram reading program, and like other Orton phonogram programs, it focuses on teaching reading through spelling, which makes it ideal for teaching either reading or spelling. This may sound odd if you're not familiar with the process.*

And, if it is a foreign book? You can learn a lot from reading books in your target language. In other words, a book can improve your way of life and your language learning at the same time. A language is not only grammar and vocabulary. A language is a completely different lens on the world. The words and expressions that were chosen by the author can be a great source of instruction both in language learning, and in giving you a new view of the world. In this article, I will show you five simple hacks that you can use to help you learn a language more effectively through reading literature. This method consists of reading the text, underlining unknown vocabulary, looking up these words in a reliable dictionary, then writing down their meanings. I have applied this technique hundreds of times, and on the way I discovered two important strategies that substantially improved my results. The biggest mistake I made was writing notes in any notebook or on any piece of paper and then forgetting them in some drawer. If you do that, your effort will be lost, because you will have access to this vocabulary only once. It is necessary to have a reliable notebook. Even if you mix all the subjects you study in a single notebook, it will not be a problem, as long as all your notes are easily available. This leads to my second strategy, which is to keep a pocket notebook. This is a small notebook, which fits in your pocket, so that you can carry it around when you are not at home. This way, while you are waiting for a bus, on the subway, standing on a line or sitting in a waiting room, whenever you have idle time, you can review your notes. Nowadays, there is the option of a virtual notebook. Evernote is a virtual notebook that works on your smartphone. You can create notes with text, audio, checklists, photos, or anything else you want to remember. These flashcard applications are the most effective way to learn vocabulary, as they prompt you to remember words when you are on the verge of forgetting them. Nonetheless, it is absolutely worth it. This method is not solely about reading. It is also about taking notes. What kind of notes? Well, writing down interesting excerpts, commentaries, vocabulary, everything you figure will help you to learn even more. Again, these notes need to be taken in a reliable notebook, and should be easily available for future reference. These notes are from Siddhartha, by Hermann Hesse, my favorite German writer. Note that there are several comments on the narrative and only two excerpts on this page. I tried to pick a page that was not scribbled on so much. I admit that I have not read very many books this way and only used this method for the German language. Another way to apply this strategy is to use bilingual books. This is easier because you only need to handle one book at a time. But, you still have to take notes and follow the same rules: Extract interesting passages, great sentences, and new vocabulary. For the first book I read in French, I applied this technique. I had just entered university, I had never done a French course in my life and only knew enough to pass the entrance exam due to my studies three months before the exam. Digressions aside, this is the book I read in two languages: Needless to say, reading a book in two languages is a really interesting and pleasant experience. You can read a book you love in a language you love – and learn more about both of them at the same time. How wonderful is that? I was only 9 years old when I started to learn Italian and at the time, I was a voracious reader of comics. When I turned 10, I received a fabulous gift for Christmas: Now, I could read the type of book I enjoyed the most, in the language I was learning! I received it 18 years ago. I used to read it a lot. To this day, I enjoy reading comics, not just comic books, but also comic strips. Moreover, some comic strips can arouse a great feeling of sensitivity just like a beautiful phrase in a book. Reading comics is a fun way to study, with wit and humour. It is worth spending a little time to read comic strips in other languages. I can show you an example. What do you think of this comic strip written in Spanish? Read While Listening to the Audiobook This is my favorite method! Reading while listening is one of the best ways I have found to study a language. Just as with the comparative reading strategy, you need to be ready to manage two books at a time, in this case, two different forms of media. But I assure you, nothing is better than listening to a native speaker while you follow the text. Listening and reading

at the same time is just a matter of habit. I know it may sound crazy, it looks like you will not be able to concentrate on both at once, but if you try, you will see that is not so difficult. Listening as you read will improve your word-pronunciation association. Reading and listening to a poem at the same time can be a great way to start applying this technique. I cannot remember how many books I have read in this way and for that reason. From Shakespeare to Proust, all the books that I considered boring or difficult were read exactly like this. Worried about the cost of audiobooks? LibriVox is your solution. Librivox is a free resource with audiobooks in various languages and from many different authors. Of course, it is just classical authors, because their works are free of copyright. Easy reading books are a great way to learn a language. Famous books adapted for language learners mean you can dip into great literature while developing your language skills. And the best part? They are divided into levels “ from elementary to advanced. This means that even if you already are an intermediate reader, you can benefit. The greatest benefit that you get is that the book has been written with the purpose of teaching the language. Many of them have comprehension, grammar, and vocabulary exercises. A second positive point is the possibility of reading with audio, as the vast majority of these books come with a CD. This way, you can apply my favorite strategy see number 4, above , following along with a native speaker. A quick Google search will help you find easy reading books whatever your target language. I hope you enjoyed the tips that I have presented. Please, leave a comment, and I will absolutely answer your question very soon! A big hug to you and see you soon! Igor Barca Language Teacher Speaks:

**Chapter 6 : Importance Of Studying Literature**

*We read literature to discover and to learn about ideas and we write it to discover and to cultivate our own ideas. No lover-of-ideas can go without either reading or writing.*

Links to all RLTL editions are in our bookstore. Reading Lessons Through Literature is an Orton phonogram reading program, and like other Orton phonogram programs, it focuses on teaching reading through spelling, which makes it ideal for teaching either reading or spelling. Think of it like this: Other reading programs present new words to read in each lesson. With RLTL, children are not only presented new words to read, they also learn to write them down and analyze their spelling. First children learn the basic phonograms; Reading Lessons Through Literature teaches 75 basic phonograms. After children have learned the first 26 phonograms the letters of the alphabet, they begin writing spelling words, analyzing them, and reading them for practice. In each level, the spelling lists are organized around stories in The Elson Readers and padded with additional words from the Ayres list—a list of 1, of the most common words in English. The four levels include a total of 2, words, including the entire Ayres list. Each level includes instructional material, spelling lists, and one of The Elson Readers. Children learn to decode words incrementally. In the Elson Readers Primer Level 1, multi-letter phonograms are underlined and multi-syllable words are separated between syllables to help the beginning reader. In the Elson Readers Book 1 Level 2, multi-syllable words are separated between syllables. RLTL is designed to be a pick-up-and-go program. The spelling lists are organized around the stories in The Elson Readers. Since each level contains the complete text of one of The Elson Readers, there are no additional readers to purchase. Since children are presented with a variety of words from the beginning, there are no fat rats sitting on mats. Workbook and Copywork RLTL has an optional workbook which doubles as handwriting instruction, integrating handwriting and reading instruction. The workbook is available in your choice of four handwriting fonts. It also includes phonemic awareness exercises, built-in phonogram review and quizzes, and some spelling words from RLTL Level 1. These extra activities are geared toward the child just beginning to learn to read, though please keep in mind that the additional reading activities are not a necessary component to RLTL. You can read about it here. In addition to the workbook, we have an copywork book which contains the entire text of the Elson Readers: Primer to give children extra practice with the spelling words in Level 1. This copywork book is completely optional; it is not a necessary component of RLTL. Keep in mind that before beginning copywork, children should be able to at least sound out the words comfortably, so it would be best to add this copywork book after students have already started the readers. It would work beautifully as a first copywork book since the child would be familiar with both the words and the stories themselves.

**Chapter 7 : 20 Fantastic Books for Kids Learning to Read | Delightful Children's Books**

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Student Answers udonbutterfly Student When I was a kid I use to think of literature as the best way to get kids to basically read a movie and get us to really think about. Literature opens up the gates for kids and adults alike to literally read through the lines and thus apply it to every day life. Just like books are more than the words on each page like is more than the representation people present and books challenge us to see past that. Studying literature also gives many perspectives on life from every cultural background to lifestyles. Studying literature truly is knowledge! Literature also teaches students how to read between the lines and detect universal themes. Also the more you read the more your writing can potentially improve. Literacy is important, and reading comprehension is essential to function and be successful in career oriented professions and communications. All the best orthlefoxxe Student I agree. We may think literature is as if not in the major priority of study but it does help a lot. When we do math we are able to solve problems but literature thought as how to express our selves, it is not always clerical. Literature can be found everywhere not only in the books but also in the roads, and even in the classrooms. What we find in books is just written documents of knowledge about society. So learning literature helps to analyze the situations easily, providing an insight. It can make a person look into the world from a wide angle. All and all it is a subject for life, not to judge but to be aware. A simple research on a simple essay yeilds so many results that one is lost in them. The study of literature offers so many uncounted benefits. Firstly, it offers one a way to critically analyse every situation in a logical way. I used to watch movies before without much of critical appreciation, and just either state that i liked it or not. But now, literature and its analyses has shown me how to critically watch a movie or read a book, how to find the oblivious faults in it, its flaws, and the hidden plots. It offers a complete new vista of world, and through new eyes. One also learns how one would act in such a situation as one might have read in a book or read in a poetry. In many ways, literature also studies the structures that we create to understand the abstract ideas, thoughts, concerns, traditions and ways of life from a multitude of perspectives. It helps shape the world they face or the past that helps inform the present. Students of literature begin to learn life skills that will help them develop their own points of view as they consider the stories that unfold in every piece of literature they read. These life skills include developing a map of the universal concerns and archetypes that storytellers explore. As a student explores this map, they begin to understand why storytelling has been so relevant to the enrichment of every culture throughout history. They are able to distinguish what types of stories seem to resonate most for people looking to explore all the aspects of humanity that broaden our appreciation of the relationships we build among those in our own societies and across cultural divides while considering social factors and the natural world. They begin to realize how important it is to consider the characters in a story as a means to identify cultural heroes, villains, their personalities, their strengths and weaknesses. Storytelling bears out qualities like honor, wisdom, understanding, patience, sinister cruelty, revenge and compassion to show the struggles that characters face. It maintains the interest of the reader in witnessing whether the character changes over the course of the story to either rise to the challenge and overcome their greatest internal or external challenges or fail because of shortcomings or the understanding that the world in the book will not allow them to achieve their aim. This helps students reflect on their own lives and adapt their own self-awareness to the qualities they themselves wish to develop within themselves. In the process, they learn how great stories are written and told. Since the humanities help all of us study society and culture in order to provide us a chance to see how we process and document existence, studying the work of authors allows a student to develop an appreciation for storytelling as a matter of interpretation. This is so crucial to our understanding of life, given that students will face so many interpretations of life in their own lives. They may begin to be able to develop a skill that sees patterns of thoughts and concerns from a time period. This skill helps define the main issues that many authors tackle using different genres, literary devices and storytelling approaches. It can encourage their own thoughts and help them consider how they can

express themselves by developing their own voice, which is an enriching experience. As they deepen their own human experience through exposure to different literature in studying the humanities, students grapple with important themes in life both in fiction and how this translates to their own life and decisions. Consequently, students can see beyond their own assumptions and opinions. They can then avoid a shallower existence that avoids challenging our minds and hearts to gain a bigger understanding of the world outside a narrow definition of humanity and our basic needs. It can help them open their minds to study philosophy, science, spiritual subjects, laws, the natural world, sociology, history, politics and economics. It can also help a student fundamentally unravel some of their own expectations as they read a story and an author asks them to question their own expectations about answers to enduring questions about life within a story. Therefore, it builds their intellectual curiosity. If they relate, the story can transform them and add value to musings they have in life. This can help them reflect on our common fears, hopes, imaginative explorations, reactions to social conventions and representations of life. That in and of itself is a very crucial skill. They learn to develop mental strength and storytelling wisdom, mentally preparing their own sense of courage and decision-making to take on the different personalities they will encounter in their own life through reflection and analysis. When they consider how stories have helped them look deeper within themselves to help build themselves up in different predicaments and opportunities that life offers them, they become more rounded individuals that can relate to more people and contribute more to the quality of our collective lives. If the study is explored effectively, then they see the structures of the world just as those who study earth scientists do. Access hundreds of thousands of answers with a free trial.

**Chapter 8 : Why Our Students Study Literature | Department of English**

*To study English literature, always take notes as you read, which will make it easier to recognize themes and connect the dots in the text. Also, highlight important passages that you can use as evidence when you make claims about the story.*

Literature Review I. To become a skilled reader, children need a rich language and conceptual knowledge base, a broad and deep vocabulary, and verbal reasoning abilities to understand messages that are conveyed through print. But to attain a high level of skill, young children need opportunities to develop these strands, not in isolation, but interactively. In the following sections, we first review the important skills that are related to early language and literacy achievement. We then provide recommendations for updating ECRR workshops. Verbal abilities are consistently the best predictors of later reading achievement Scarborough, Vocabulary size in optimal settings may increase exponentially in the early years some estimate about seven words a day Snow et al. Word knowledge, however, is not just developed through exposure to increasingly complex language, but to knowledge-building language experiences Neuman, that involve children in developing and refining networks of categorically-related concepts. With word learning occurring so rapidly, children begin to make increasingly fine distinctions of words not only based on their meaning but also based on their sound. They begin to make implicit comparisons between similar sounding words, a phenomenon described by linguists as lexical restructuring Goswami, ; Metsala, Children with large vocabularies become attuned to these segments and acquire new words rapidly; children with smaller vocabularies may be limited to more global distinctions. Consequently, vocabulary size and vocabulary rate are important for lexical restructuring i. Recent analyses Dickinson et al. Therefore, it is essential for quality indicators in early childhood programs to recognize that oral language and vocabulary development is the foundation for all other skills critical to successful reading. Discriminating units of language i. Typically developing children begin first to discriminate among units of language i. Phonological awareness refers to the general ability to attend to the sounds of language as distinct from its meaning. But implicit comparisons, alone, may be insufficient. Phonological awareness and phonemic awareness are meta-linguistic abilities Adams, Children must not only be able to recite and play with sound units, they must also develop an understanding that sound units map onto whole or parts of written language. Phonological awareness should not be confused with phonics. Studies that have attempted to accelerate learning through early phonics training have shown no effects Snow et al. Recent reviews and analyses Dickinson et al. At the same time, quality indicators would do well to recognize that phonological awareness skills are integrally connected to other important language skills which need to be strongly bolstered in these early education and care programs. However, its influence on later reading is not about knowing the letter names, per se. Rather, the learning of letter names mediates the ability to remember the sounds associated with the letters Ehri, Once again, there is a reciprocal relationship between skills: Consequently, letter knowledge may reflect a greater underlying knowledge and familiarity with literacy related skills such as language and print. Given the complexities of the visually distinct forms of letters upper case, lower case, printed form , current learning theory Adams, suggests that simultaneously teaching two versions of letters with their confusable sounds and labels may be overwhelming to the young child. However, there is no substantial evidence to suggest which particular form upper or lower case should be taught first. A growing body of research suggests that a variety of extrinsic and intrinsic factors influence the development of letter knowledge. Exposure to letters is a primary vehicle for alphabet knowledge. Further, some letters tend to be learned earlier by children than others. Given the variability among children in the specific letters they know, multiple methods for gaining letter knowledge are recommended. Successful reading ultimately consists of knowing a relatively small tool kit of unconscious procedural skills, accompanied by a massive and slowly built-up store of conscious content knowledge. It is the higher-order thinking skills, knowledge, and dispositional capabilities that enable young children to come to understand what they are reading. Stein and Glenn , for example, provided a compelling case for schemas and their usefulness for recalling information about stories. Well-read to children internalize a form of story grammar, a set of expectations of how stories

are told which enhances their understanding. Knowledge becomes easier to access Neuman, , producing more knowledge networks. And those with a rich knowledge base find it easier to learn and remember. Recognizing that concepts about print in the English language are not intuitive, Marie Clay , in her pioneering work with Maori children in New Zealand, identified a set of conventions that could be understood without being able to read. These conventions included, among others, the directionality of print in a book left-to-right, top-to-bottom, front-to-back , differences between pictures and print, uses of punctuation, and definitional characteristics of a letter and a word. Knowing these conventions, she found, helped in the process of learning to read. Therefore, while such conventions might be helpful to young children in navigating through books, these skills may not in the long run play a powerful role in learning to read. Children who are English language learners experience each of these critical dimensions in the context of learning two languages, which only increases the complexity of the processes of language and literacy development. In order to become proficient in their second language, young children will need to familiarity with the phonology to the [second language], its vocabulary typical everyday discourse as well as academic vocabulary, its morphology and grammar Geva, Further, to become literate in a second language, it is important to have an adequate level of oral proficiency in that language Bialystock, Research with second language learners has shown that oral language and literacy skills in the first language contribute to the development of those skills in the second language. Although much more research is still needed about the ways in which English language learners develop literacy skills, this knowledge can help guide the development of further interventions. In sum, research supports a particularly strong linkage between oral language, phonological awareness, letter knowledge, background knowledge, and to a much lesser extent, print conventions, in the preschool years. These skills are highly interdependent. Phonological awareness appears to influence vocabulary development and vocabulary rate. Letter knowledge supports phonological awareness. Their report, recently issued , indicated that the most powerful predictors of reading achievement were alphabet knowledge, phonological awareness, rapid automatic naming, and that oral language and vocabulary were only moderate predictors of achievement. Paris , however, has most recently demonstrated the flaws in what has come to be understood as this traditional view. Early literacy skills, such as letter knowledge knowing the letters of the alphabet , phonological awareness sensitivity to the sounds in words , and concepts of print are best described as constrained skills-â€”skills that predict later achievement early on but that quickly asymptote after the age of 5. Contrary to constrained skills are vocabulary, comprehension and background knowledge; these skills are unconstrained, essentially never asymptote as children get older. This research has significant implications for teaching and our focus on the skills necessary for children to read. It suggests that although letter knowledge, phonological awareness, and concepts of print are initially important and should be taught, they lead only to temporary gains on skills, and do not predict long-term outcomes. The critical skills are vocabulary, comprehension, and background knowledge-â€”skills that take more time to teach and review and these skills should be a major focus in helping children learn how to read. The organization, structure, and complexity of the early childhood setting influence patterns of activity and engagement. Children use space and its boundaries to regulate and guide their own responses. Children are likely to use these more intimate settings to interact in longer and richer conversation with others. Relatedly, studies Fernie, show evidence that the physical environment can have behavioral consequences. Children become more involved in sustained literacy play when objects are clustered together to create a schema or meaning network. Further, props that were authentic, familiar and useful to common literacy contexts, like telephones in the kitchen area, or mailboxes in the office area, encouraged more complex language interactions and routines. In one of the first intervention studies of its type, Morrow and Weinstein examined the influence of creating library corners in early childhood settings. These library corners were specially constructed to include the following elements: Morrow and Weinstein found that the frequency of use rose significantly when library corners were made more visibly accessible and attractive. Libraries might benefit from this research on the ecological features of environment. Children are influenced by the participants present in a setting, their background experiences, their values and it is the integration of place, people, and occasion that support opportunities for learning. These individuals act as social and psychological resources that provide information and feedback through

demonstrations and interactions. From a Vygotskian perspective Vygotsky, , the participants in the setting have the potential to help children perform at a higher level than they would be able to by interacting with their physical environment alone. It is the contrast between assisted and unassisted performance that differentiates learning from development. Essentially, they highlight both instructional and relational components. Children whose teachers engage them in rich dialogues have higher scores on tests of both verbal and general ability Whitehurst et al. Adults also engage in activities that are highly supportive of literacy development. Shared book reading activities, such as dialogic reading Whitehurst et al. Taken together, activities that engage children in reading, writing, talking, and playing create occasions for meaningful communicative interactions involving language and print. According to Bus, Van Ijzendoorn, and Pellegrini , children build a mental representation of their interactions with caregivers that influence their expectations and responses to activities. When children feel secure, they engage in learning; when insecure in situations, they may use digressive tactics to avoid activity. For example, in a cross-sectional study of interactive reading with , , and month children, Bus and van Ijzendoorn found that the atmosphere surrounding book reading was more positive among securely attached caregiver-child dyads than anxiously attached dyads. For securely attached children, book reading was ultimately an enjoyable task, tied to learning improvement; for insecurely attached children, it was negative, with caregivers often using verbal and nonverbal cues to discipline behavior. For example, Howes and Smith report that in settings rich with creative play activities and staffed by adults who provide children with emotional security, children not only thrive socially but cognitively as well. Similarly Peisner-Feinberg and her colleagues Peisner-Feinberg et al. Their numbers have increased dramatically in the past 15 years in the United States. For example, in , 1 in every 20 children was ELL, that is, a student who speaks English either not at all or with enough limitations that he or she cannot fully participate in mainstream English instruction. Today the figure is 1 in 9 Goldenberg, Department of Education, Primary language instruction helps to promote bilingualism and, eventually, biliteracy. Further, children will need support in transferring what they know in their first language to learning tasks presented in English. Engaging children actively in meaningful tasks and providing many opportunities for them to participate at their functional levels will enable children to feel more efficacious, and to become contributing members in mainstream classrooms. They may have to speak slowly and somewhat deliberately, with clear vocabulary and diction; they may need to use pictures or other objects to illustrate the content being taught; or ask for children to respond either non-verbally e. These young children are not only learning a new language, but also a new set of social rules and behaviors that may be different from their home. Given the great variability among ELL children, adults will need to know the different stages of language learning to be able to implement the most appropriate accommodations for addition information on accommodations see Carlo et al. Consequently, these and other factors are especially important to ensure that these ELL children have many opportunities to use their second language i. To summarize, program features that support literacy development include: Print motivation, phonological awareness, vocabulary, narrative skills, print awareness, and letter knowledge. All of these skills are important.

## Chapter 9 : Top American Literature Titles

*Reading Rockets is a national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better. Our reading resources assist parents, teachers, and other educators in helping struggling readers build fluency, vocabulary, and comprehension skills.*