



Literature and the Child

FIFTH EDITION

Lee Galda

Bernice E. Cullinan

CULLINAN AND GALDA'S

Literature and the Child

FIFTH
EDITION



Bernice E. Cullinan

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FOR

Henry Pearson Woelflein

AND

Jamison Webb Ellinger

A NEW GENERATION OF READERS

Preface

About Children's Literature

The field of children's literature continues to grow and change as exciting new books are published each year. Of course, older books remain good reading fare—they are new to each child who reads them—but new books bring fresh voices and visions to the field. Twenty years after the first edition, revising *Literature and the Child* finds us rewriting, rethinking, and fine-tuning a message that grows in importance for classrooms around the world: Give children books. In these times of mandated high-stakes testing with teacher accountability linked to test scores, it is vital that we not lose sight of one important reason to become a fluent reader—books.

About the Fifth Edition

In this edition we have reorganized some chapters, added new ones, and refined features that readers have enjoyed in earlier editions. The book is divided into two parts: “The Books” and “Children and Books.”

Part One begins with an introductory chapter that examines the past, the present, and the potential future of children's literature. Additional information on the history of children's literature is included in Appendix E. Part One then moves on to chapters that are organized by genre, beginning with poetry. We have divided the material on picture books into two chapters, one focusing on the art of the picture book, the other on the types of content that are common in picture books. Each genre chapter is organized similarly: We introduce and define the genre, discuss how children respond to it, present evaluative criteria, then look closely at exemplars of the genre. The organization of the discussion of the books in each genre reflects the variety of possibilities for discussing children's books. We end Part One with a chapter on selecting books to build a diverse literature collection. Culturally diverse literature is present in all chapters; Chapter 11 highlights authors and illustrators who are contributing to the development of an increasingly diverse corpus of books from which to select.

In Part Two, we devote a chapter to the readers themselves and how they develop as responsive readers. The last

two chapters are focused on literature in use in classrooms. Real classrooms, real children, and real teachers are described to bring to life the range of choices that exist for materials, organization, and instruction when children's books are the basis of the curriculum.

Features in this edition include Profiles and Teaching Ideas, just as in the previous edition. The Appendices have been updated, with new children's and young adult book awards included. We moved the Booklists to the end of each chapter where they are organized according to headings within the chapter. We hope that having the Booklists together at the end of each chapter will make the text easier to use as a reference for finding appropriate books. The Booklists also appear on the text-specific Web site, which can be accessed through the CD that accompanies this book. These Booklists will be updated every six months for the life of this edition. Further, there is a new feature that uses Infotrac® College Edition, an online database of articles and readings from hundreds of journals and periodicals (including *The Horn Book Magazine*), to encourage students to read and respond to specific professional material. The suggestions that we make for Infotrac College Edition exercises adapt well to small group assignments, paper topics, or examination questions.

Acknowledgments

We are most grateful to Lauren Stringer, who interrupted her busy schedule as a children's book artist and mother to paint the cover and part openers for this edition. Before she did so, she read the fourth edition so that she could capture in art what we were saying in words. Her beautiful visions of children's books and children reading them surpass our meager words.

Another special thank-you goes to Taffy Raphael and Deborah Dillon, two people whose vision of teaching and learning literacy have contributed to our understanding of how children's literature functions in children's literate lives. Lee's colleagues at the University of Minnesota enrich her intellectual life. Susan Watts-Taffe, Michael Graves, Barbara Taylor, Rick Beach, and Carolyn Gwinn are sources of

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The following reviewers contributed valuable feedback for the fifth edition: Laura Apol, Michigan State University; Luther B. Clegg, Texas Christian University; Linda Degroff, University of Georgia; Julie M. Jensen, The University of Texas at Austin; Inga Kromann-Kelly, Washington State University; and Sylvia P. Maxson, California State University, Long Beach.

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St. Paul Public Schools, is a wonderful librarian. From Kenwood School in Minneapolis, Susan Kalin is always ready with another inspiring book-and-child story, and Rene Goepfrich is kind enough to share her fourth graders with Lee once a week.

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*Lee Galda
Bernice E. Cullinan*

About the Authors and Illustrator



Lee Galda

After teaching in elementary and middle school classrooms for a number of years, Lee Galda received her Ph.D. in English Education from New York University. A former professor at the University of Georgia, she is now a professor at the University of Minnesota where she teaches courses in children's literature and language arts. Lee is a member of the National Reading Conference, the National Council of Teachers of English, the International Reading Association, the American Library Association, and the United States Board on Books for Young People and sits on the review boards of many professional journals. She was the Children's Books Department editor for *The Reading Teacher* from 1989 to 1993 and is currently a contributing editor for *The Riverbank Review*. Author of numerous articles and book chapters about children's books, Lee recently co-authored a chapter on research in children's literature in the *Handbook of Reading Research, Volume III*. She lives in Minneapolis, Minnesota, with her husband and two children.



Bernice E. Cullinan

Bernice E. Cullinan is known both nationally and internationally for her work in children's literature. She has written over 30 books on literature for classroom teachers and librarians, including *Literature and the Child* (5th edition), *Poetry Lessons to Dazzle and Delight*, and *Three Voices: Invitation to Poetry Across the Curriculum*. She has also written a book for parents, *Read to Me: Raising Kids Who Love to Read*. Bee is editor in chief of WordSong, the poetry imprint of Boyd's Mills Press, a Highlights for Children company, and has collected poems written by the recipients of the National Council of Teachers of English Award for Poetry in *A Jar of Tiny Stars*. She served as president of the International Reading Association, was inducted into the Reading Hall of Fame and The Ohio State University Hall of Fame, and selected as the recipient of the Arbutnot Award for Outstanding Teacher of Children's Literature. Bee lives in Sands Point, New York.



Lauren Stringer

Lauren Stringer was born in Great Falls, Montana. She received her Bachelor of Arts in Art and Art History from the University of California, Santa Cruz, in 1980, and continued her art education with the Whitney Museum of American Art until 1982. Lauren lived in New York for eight years, exhibiting her work in museums and galleries, as well as designing sets and costumes for theater and dance. In 1984, she was an artist-in-residence at both the Edward Albee Foundation and the Millay Colony for the Arts, where she began sculpting. In 1986, she was an artist-in-residence in the Dominican Republic at Altos de Chavon. Minnesota became her home in 1988, where she taught in schools as an artist-in-residence. In 1991, she received the McKnight Foundation Fellowship for sculpture. In 1994, she illustrated her first children's book, *Mud* by Mary Lyn Ray, which won the Minnesota Book Award for illustration, the IRA Children's Choice Award, and the Crayola Kids Best Book of the Year Award. Since *Mud*, Lauren has painted illustrations for *Scarecrow* by Cynthia Rylant; *Red Rubber Boot Day* by Mary Lyn Ray; and *Castles, Caves, and Honeycombs* by Linda Ashman. Lauren continues to illustrate books, sculpt, and paint in a huge Victorian house in Minneapolis where she lives with her husband and their two children.

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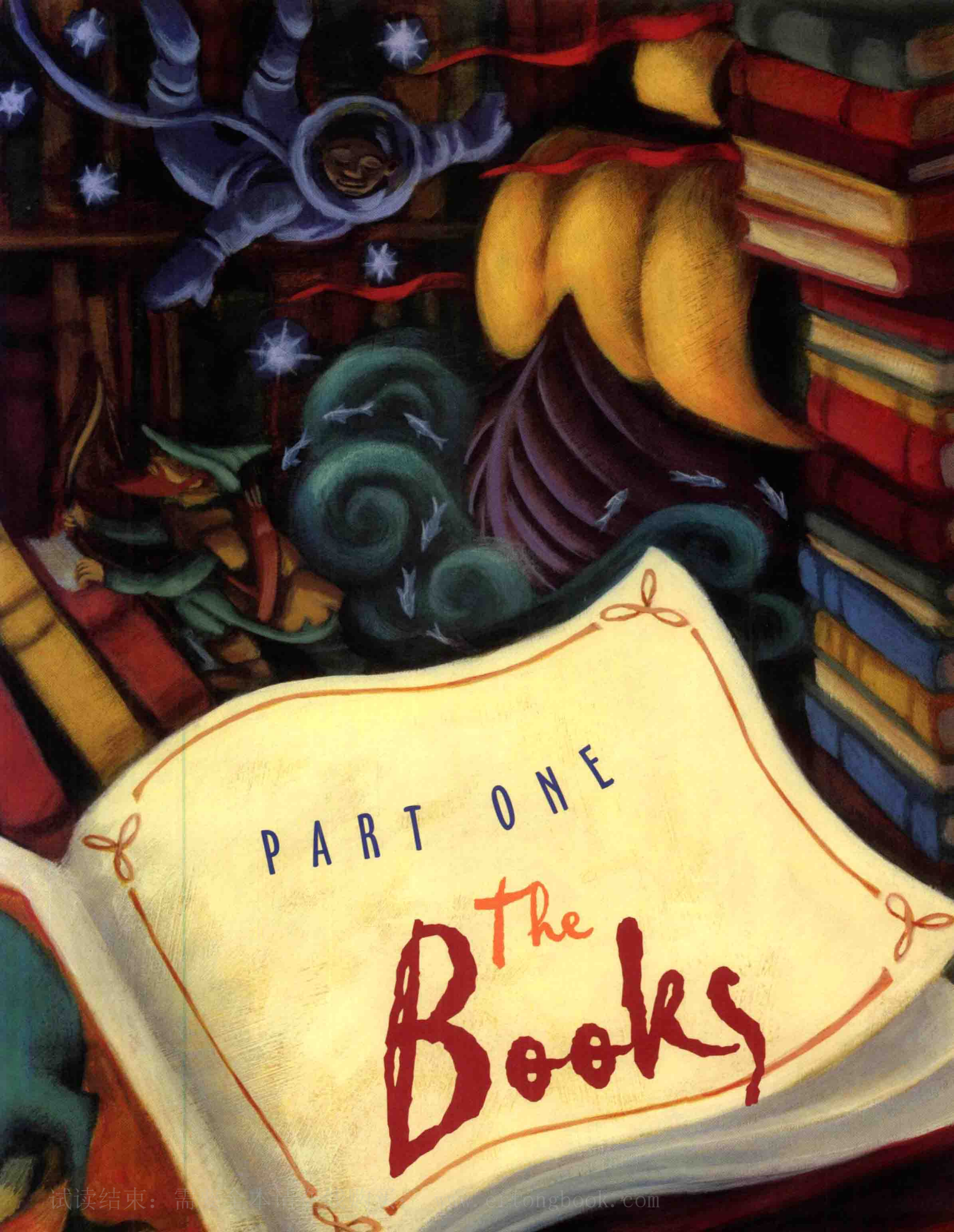


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PART ONE

The
Books