

Book Talk : Occasional Writing on Literature and Children

Chambers, Aidan

Book Talk Occasional Writing On Literature And Children

Mike Cadden



Book Talk Occasional Writing On Literature And Children:

Booktalk Aidan Chambers,1985 **The Making of Modern Children's Literature in Britain** Lucy

Pearson,2016-03-03 Lucy Pearson's lively and engaging book examines British children's literature during the period widely regarded as a second golden age Drawing extensively on archival material Pearson investigates the practical and ideological factors that shaped ideas of good children's literature in Britain with particular attention to children's book publishing Pearson begins with a critical overview of the discourse surrounding children's literature during the 1960s and 1970s summarizing the main critical debates in the context of the broader social conversation that took place around children and childhood The contributions of publishing houses large and small to changing ideas about children's literature become apparent as Pearson explores the careers of two enormously influential children's editors Kaye Webb of Puffin Books and Aidan Chambers of Topliner Macmillan Brilliant as an innovator of highly successful marketing strategies Webb played a key role in defining what were in her words the best in children's books while Chambers work as an editor and critic illustrates the pioneering nature of children's publishing during this period Pearson shows that social investment was a central factor in the formation of this golden age and identifies its legacies in the modern publishing industry both positive and negative

International Companion Encyclopedia of Children's Literature Peter Hunt,Sheila G. Bannister Ray,1996 The

Encyclopedia offers comprehensive and international coverage of children's literature from a number of perspectives theory and critical approaches types and genres context applications and individual country essays Understanding Children's Literature Peter Hunt,2006-05-17 Edited by Peter Hunt a leading figure in the field this book introduces the study of children's literature addressing theoretical questions as well as the most relevant critical approaches to the discipline The fourteen chapters draw on insights from academic disciplines ranging from cultural and literary studies to education and psychology and include an essay on what writers for children think about their craft The result is a fascinating array of perspectives on key topics in children's literature as well as an introduction to such diverse concerns as literacy ideology stylistics feminism history culture and bibliotherapy An extensive general bibliography is complemented by lists of further reading for each chapter and a glossary defines critical and technical terms making the book accessible for those coming to the field or to a particular approach for the first time In this second edition there are four entirely new chapters contributors have revisited and revised or rewritten seven of the chapters to reflect new thinking while the remaining three are classic essays widely acknowledged to be definitive Understanding Children's Literature will not only be an invaluable guide for students of literature or education but it will also inform and enrich the practice of teachers and librarians *The Role of Translators in Children's Literature* Gillian Lathey,2010-09-13 This book offers a historical analysis of key classical translated works for children such as writings by Hans Christian Andersen and Grimms tales Translations dominate the earliest history of texts written for children in English and stories translated from other languages have continued to shape its course to the present

day Lathey traces the role of the translator and the impact of translations on the history of English language children's literature from the ninth century onwards. Discussions of popular texts in each era reveal fluctuations in the reception of translated children's texts as well as instances of cultural mediation by translators and editors. Abridgement, adaptation, and alteration by translators have often been viewed in a negative light, yet a closer examination of historical translators' prefaces reveals a far more varied picture than that of faceless conduits or wilful censors. From William Caxton's dedication of his translated *History of Jason* to young Prince Edward in 1477 to the intent he may begynne to lerne read Englissh to Edgar Taylor's justification of the first translation into English of Grimm's tales as a means of promoting children's imaginations in an age of reason, translators have recorded in prefaces and other writings their didactic, religious, aesthetic, financial, and even political purposes for translating children's texts.

Patterns of Power, Grades 1-5 Jeff Anderson, Whitney La Rocca, 2023-10-10. Author Jeff Anderson and literacy coach Whitney La Rocca lead a vibrant approach to grammar instruction in *Patterns of Power: Grades 1-5: Inviting Young Writers into the Conventions of Language*. Here, young emergent writers are invited to notice the conventions of the English language and build off them in this inquiry-based approach to instructional grammar. The book comes with standards-aligned lessons that can be incorporated in 10 minutes a day. *Patterns of Power's* responsive, invitational approach puts students in an involved role and has them explore and discuss the purpose and meaning of what they read. Students study short authentic texts and are asked to share their findings out loud, engaging in rich conversations to make meaning. Inside, you'll find Ready-to-use lesson plan sets that include excerpts from authentic and diverse mentor texts curated for grades 1-5 and can be adapted over 5 grade levels. Real-life classroom examples, tips, and Power Notes gleaned from the authors' experiences that can be applied to any level of writer. Resources including a *Patterns of Power* Planning Guide and musical soundtracks to use in classroom instruction or as handouts for student literacy notebooks. *Patterns of Power: Grades 1-5* provides a simple classroom routine that is structured in length and approach but provides teachers flexibility in choosing the texts, allowing for numerous diverse voices in the classroom. The practice helps students build cognitive recognition and provides a formative assessment for teachers on student progress. With these short lessons, students will grow their confidence and move beyond limitation to produce effortless writing in your class and beyond. The *Patterns of Power* series also includes *Patterns of Power: Grades 6-8: Inviting Adolescent Writers into the Conventions of Language*, *Patterns of Power en Espa ol: Grades 1-5: Inviting Bilingual Writers into the Conventions of Spanish*, *Patterns of Power: Grades 9-12: Teaching Grammar Through Reading and Writing*, and *Patterns of Wonder: Grades PreK-1: Inviting Emergent Writers to Play with the Conventions of Language*.

At Arm's Length Mike Cadden, 2021-06-28. Literary critics and authors have long argued about the importance or unimportance of an author's relationship to readers. What can be said about the rhetorical relationship that exists between author and reader? How do authors manipulate character specifically to modulate the emotional appeal of character so a reader will feel empathy, awe, even delight? In *At Arm's Length: A Rhetoric of*

Character in Children's and Young Adult Literature Mike Cadden takes a rhetorical approach that complements structural affective and cognitive readings The study offers a detailed examination of the ways authorial choice results in emotional invitation Cadden sounds the modulation of characters along a continuum from those larger than life and awe inspiring to the life sized and empathetic down to the pitiable and ridiculous and all those spaces between Cadden examines how authors alternate between holding the young reader at arm's length from and drawing them into emotional intensity This balance and modulation are key to a rhetorical understanding of character in literature film and television for the young Written in accessible language and of interest and use to undergraduates and seasoned critics *At Arm's Length* provides a broad analysis of stories for the young child and young adult in book film and television Throughout Cadden touches on important topics in children's literature studies including the role of safety in children's media as well as character in multicultural and diverse literature In addition to treating traditional works he analyzes special cases forms including picture books verse novels and graphic novels and modes like comedy romance and tragedy

Teaching English Creatively Teresa Cremin, 2009-06-26 Teaching English creatively Teresa Cremin Developing speakers and listeners Teresa Cremin Developing drama Teresa Cremin Developing readers in the early years Henrietta Dombey Developing readers in the later years Maureen Lewis Developing writers in the early years Teresa Cremin Developing writers in the later years Teresa Cremin Exploring fiction texts creatively Teresa Cremin Exploring poetic texts creatively Teresa Cremin Exploring non fiction texts creatively Maureen Lewis Exploring visual and digital texts creatively Eve Bearne Planning to teach literacy creatively Teresa Cremin

Transforming Curriculum for A Culturally Diverse Society Etta R. Hollins, 2013-10-18 The intention of this book is to engage educators in transforming the public school curriculum for a culturally diverse society This means more than including knowledge about diverse populations It means reconceptualizing school practices through debate deliberation and collaboration involving the diverse voices that comprise the nation Certain key questions must be addressed in this process What should be the purpose of schooling in a culturally diverse society Who should be involved in curriculum planning and what process should be employed How is the actualized curriculum differentiated What is the relationship between school practices and the structure of the larger society How should the curriculum be evaluated The authors of the essays in this book address critical perspectives from which a framework is constructed for a discourse on planning curriculum for a culturally diverse society In a substantive introduction Hollins presents the major themes and overall goals of the book and describes how the readings in each of the four parts are linked to each other and to these themes and goals Each part begins with critical questions and an overview to provide a framework and a focus for the readings that follow and concludes with suggested learning experiences

The Children's Book Business Lissa Paul, 2010-12-14 By focusing on the children's book business of the long eighteenth century this book argues that the thinking knowing children of the Enlightenment are models for the technologically connected socially conscious children of the twenty first The increasingly obsolete images of Romantic

innocent and ignorant children are bracketed between the two periods

Children's Literature Comes of Age Maria Nikolajeva, 2015-08-27 Originally published in 1996 A detailed analysis of the art of children's literature covering world literature for children children's literature as a canonical art form the history of children's literature from a semiotic perspective and epic polyphony chronotope intertextuality and metafiction in children's literature British Working-Class Writing for Children Haru Takiuchi, 2017-08-21 This book explores how working class writers in the 1960s and 1970s significantly reshaped British children's literature through their representations of working class life and culture Aidan Chambers Alan Garner and Robert Westall were examples of what Richard Hoggart termed scholarship boys working class individuals who were educated out of their class through grammar school education This book highlights the role these writers played in changing the publishing and reviewing practices of the British children's literature industry while offering new readings of their novels featuring scholarship boys As well as drawing on the work of Raymond Williams and Pierre Bourdieu and referring to studies of scholarship boys in the fields of social science and education this book also explores personal interviews and previously unseen archival materials Yielding significant insights on British children's literature of the period this book will be of particular interest to scholars and students in the fields of children's and working class literature and of British popular culture

Reading and Writing for Pleasure Teresa Cremin, Helen Hendry, Liz Chamberlain, Samantha Jayne Hulston, 2025-09-12 Reading and writing for pleasure represent issues of global concern and interest in policy research and practice underpinned by evidence illustrating their importance for young people's academic social and emotional experiences and outcomes In the face of a sustained decline in children's enjoyment in both reading and writing this highly significant book presents findings from a three year study of research and practice that nurtures young people's engagement as readers and writers The book offers a rich understanding of the study highlighting the commonalities and synergies identified from the research literature and diverse practice contexts It introduces a new and powerful Reading and Writing Framework for Practice for schools and charitable literacy programmes The authors offer practical strategies and recommendations throughout for practitioners researchers and policy makers who wish to advance this agenda in their own contexts Areas covered include The nature of reading and writing for pleasure Literate identities Motivating readers and writers Social interactions Role models and connected communities Future research practice and policy This field defining text is a key resource for all those committed to halting the decline in young people's engagement as volitional readers and writers

Researching Language in Schools and Communities Len Unsworth, 2005-11-17 Researching Language in Schools and Communities is designed for those who intend to carry out and/or study research in children's language development teaching English as a second language children's literature casual conversation social class and language variation classroom discourse reading processes teaching writing literacy and curriculum area learning critical literacies and related areas The contributors are among the foremost researchers in these fields In this book they introduce

approaches to help investigate such areas in applied language research using systemic functional linguistics SFL A key purpose of this text is to facilitate the further engagement of language researchers with SFL perspectives encouraging more collaborative transdisciplinary work across different fields of study and theoretical approaches in projects of mutual concern The first two chapters outline the key aspects of SFL descriptions of the relationships between language and social context and the inter related descriptions of text structures and grammatical systems This provides sufficient background to enable those coming new to SFL to make productive critical use of the research reviewed studies described and advice on project design provided in the following chapters Nevertheless the book is an introductory resource and particular attention has been paid throughout to the extensive provision of clear references to more elaborated accounts of the important issues discussed

Teaching Children's Literature Diane Duncan, 2013-01-11 Drawing on a series of recently conducted classroom workshops and live interviews with the authors this inspiring book examines five popular children's authors Philip Pullman J K Rowling Michael Morpurgo Anthony Browne Jacqueline Wilson and the genre of comic books Four genres are explored in detail the picture book written narrative film narrative and comic books Teaching Children's Literature provides detailed literary knowledge about the chosen authors and genres alongside clear structured guidelines and creative ideas to help teachers student teachers and classroom assistants make some immensely popular children's books come alive in the classroom This accessible and inspiring text for teachers parents student teachers and students of children's literature includes a variety of discussion drama writing and drawing activities with ideas for Social and Emotional Aspects of Learning which can be used to plan a unit of work or series of interrelated lessons for pupils aged between seven and fourteen years provides detailed literary knowledge about the authors their works language plot and characterisation including exclusive transcripts of interviews with three contemporary children's book authors shows teachers how pupils can be encouraged to become more critical and knowledgeable about screen picture and comic narratives as well as written narratives demonstrates how reading stories can help connect pupils and teachers to a broader pedagogy in ways which promote deeper thinking learning and engagement This lively informative and practical book will enable teachers students and classroom assistants to plan inspiring and enjoyable lessons which will encourage them to teach children's literature in an entirely different and inventive way

Translating Children's Literature Gillian Lathey, 2015-07-24 Translating Children's Literature is an exploration of the many developmental and linguistic issues related to writing and translating for children an audience that spans a period of enormous intellectual progress and affective change from birth to adolescence Lathey looks at a broad range of children's literature from prose fiction to poetry and picture books Each of the seven chapters addresses a different aspect of translation for children covering Narrative style and the challenges of translating the child's voice The translation of cultural markers for young readers Translation of the modern picture book Dialogue dialect and street language in modern children's literature Read aloud qualities wordplay onomatopoeia and the translation of children's poetry

Retranslation retelling and reworking The role of translation for children within the global publishing and translation industries This is the first practical guide to address all aspects of translating children s literature featuring extracts from commentaries and interviews with published translators of children s literature as well as examples and case studies across a range of languages and texts Each chapter includes a set of questions and exercises for students Translating Children s Literature is essential reading for professional translators researchers and students on courses in translation studies or children s literature

Keywords for Children's Literature Philip Nel, Lissa Paul, 2011 This text presents 49 original essays on the essential terms and concepts of children s literature

Bookbird ,1986

Giant Despair Meets Hopeful Martha Westwater, 2000-04 A burgeoning literature for young adult readers exists Yet much of it depicts a despairing disillusioned world telling tales of teenagers suffering from family breakdown violence peer pressure sexual abuse and even suicide But such bleakness need not translate into depression and fear for vulnerable adolescents When we look at YA fiction from another perspective what may emerge is a literature of great power and authenticity Julia Kristeva argues that so long as human beings have love we have hope Taking up this theme Martha Westwater reads six YA novelists Aidan Chambers Robert Cormier Kevin Major Jan Mark Katherine Paterson and Patricia Wrightson through Kristevan theory to find a glimmer of hope amidst our cultural crises A welcome addition to the undeservedly sparse literature on Young Adult fiction Publisher s description

Inclusive Educational Practice Teresa Grainger, Janet Tod, 2013-10-28 First Published in 2001 An inclusive education is one which seeks to respond to individual differences through an entitlement of all learners to common curricula Armstrong and Barton 2000 This book attempts to respond to this definition of inclusion by examining the principles of the literacy curriculum and a range of pedagogic practices The complex relationships between inclusion literacy and learning are acknowledged and it is argued that quality learning in language and literacy can work towards increased equity and involvement within the classroom community

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