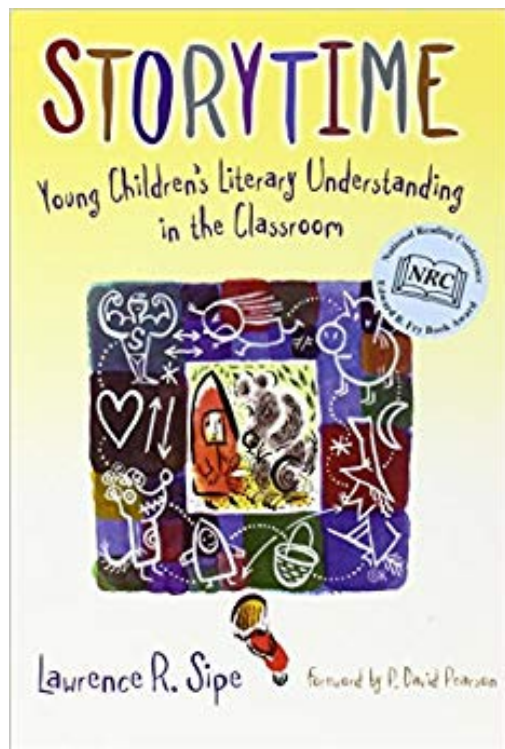


Storytime: Young Children's Literary Understanding in the Classroom (Language and Literacy Series) by Celia Genishi, Donna E. Alvermann, Judy L. Steinke, Lawrence R. Sipe



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The author draws on his own extensive research in urban classrooms to present a comprehensive, grounded theoretical model of children's understanding of picture storybooks—the first to focus specifically on young children. Advancing a much broader and deeper theory of literary understanding, the author suggests that children respond in five different ways during picture storybook readalouds; that these responses reveal that children are engaged in different types of literary meaning-making; and that these types of meaning-making are examples of five foundational aspects of literary understanding.

Capturing the liveliness of children's responses, this dynamic volume:

Describes picture storybooks as sophisticated aesthetic objects worthy of children's literary critical abilities. Offers a theory of literary understanding that is relevant to contemporary young children from a wide variety of ethnic, racial, and socioeconomic backgrounds. Includes a wealth of examples of children's responses to literature and how teachers scaffold their interpretation of stories. Examines the significance of young children's literary interpretation, factors that influence literary understanding, and implications for practice and further research.



Reviews of the [Storytime: Young Children's Literary Understanding in the Classroom \(Language and Literacy Series\)](#) by Celia Genishi, Donna E. Alvermann, Judy L. Steinke, Lawrence R. Sipe

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Sipe does a marvelous job of demonstrating the power of picture books in literacy development.

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Sipe shows us how deeply and thoughtfully children respond to a variety of texts in classrooms settings, drawing on their experiences and knowledge to make sense of storybooks and the world they live in. As a researcher and theorist, Sipe is deeply respectful of teachers and children. Sipe makes it easy for the reader to see how children "make meaning" as well as how their seemingly childish responses represent sophisticated thinking and scaffold later literary and conceptual understandings. I recommend this to classroom teachers and parents who want to know more about the value of stories and read-alouds for children of all ages. This is an important book.

Puchock

I enjoyed reading this book with it's in-depth research support. I've found that a great story, rich in language and content makes for a great read aloud. I find that story time is very important during the classroom day. As a classroom teacher I need to build literary understanding in depth. Read alouds

as Sipe discusses in this book does just that. I recommend this book to every K-2 teacher who still finds

opportunity to share a delicious read aloud to their students. Enjoy!

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