

THE STATUS OF THE SELECTION AND USE
OF CHILDREN'S LITERATURE
IN K-6 RURAL OHIO PUBLIC SCHOOL CLASSROOMS

DISSERTATION

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By

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ABSTRACT

This study explored the status of the selection and use of children's literature in K-6 rural Ohio public school classrooms. Specifically, the study sought to find out: 1) what books are being selected for read-alouds and use in literature discussion groups, 2) why those books are chosen, 3) how children's literature is being integrated across the curriculum, and 4) how selected books are obtained. In order to collect data with breadth as well as depth and increase validity and reliability through triangulation, the study incorporated the use of two research methodologies.

In the first phase of the study, a cross-sectional survey was used in order to gather information from a random sample of the population through the use of a mail questionnaire. A total of 535 surveys were sent to rural teachers across the state. Of those, 244 (45%) were completed and returned. In the second phase of the study, a group of twelve randomly selected teachers recorded the titles, authors and intended purpose(s) of the books they selected for classroom use for four consecutive weeks. Additionally, teacher interviews and on-site surveys of classroom environments were used to gather descriptive data.

Findings reveal that rural teachers choose more books written by females than males and more books of fiction than any other genre. Teachers tend to choose books that are personal favorites, favorites of past students, and those that support classroom

topics and curricular standards. Teachers use children's literature more frequently as a part of reading instruction, however, its presence can be found across the curriculum. The greatest number of books selected for use were originally published in the 1990s. Book awards, the presence of a multicultural perspective, and recommendations in professional publications tend to influence book selection the least. The most frequently used sources for books are commercial book clubs and purchasing them with personal funds. Few teachers use their school library and public library in order to obtain books. In addition, it was found that classroom library designs, independent reading areas, and displays promoting books and reading differ from classroom to classroom in rural areas.

Dedicated to my family-

Your love, support, and encouragement made all the difference.

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CHAPTER 1

PROBLEM DEFINITION

Introduction

Few memories about books and reading during my elementary school years are as vivid as those that involve read-alouds and literature discussion groups. Listening to a book in class and discussing it with my friends was a powerful experience and affirmed the value of a book. I remember hurrying to the public library to check out *Summer of the Monkeys* (Rawls, 1976) so that I could follow along as my fourth-grade teacher read it aloud or read ahead to discover Jay Berry's next monkey-catching plan. Later in the year my friends and I devoured everything Katherine Paterson had written because we had read and discussed *Bridge to Terabithia* (1977) in class. Through read-alouds and book discussions, the characters in those stories had become my best friends. Sometimes I laughed with them and celebrated their triumphs, and other times I cried with them and mourned their losses.

As an elementary teacher, I wanted my own students to have the same types of aesthetic connections with books (Rosenblatt, 1978). As Charlotte Huck (1977) says, literature has the power to influence a child's life. Much of what a child does in school is concerned with knowing, but "...literature is concerned with feeling. It can educate the heart as well as the head" (p. 365). The titles I selected for classroom read-alouds and

literature discussion groups had to be engaging and motivating, but I also wanted my students to be able to identify with the characters and empathize with them. The books needed to provide the students with a chance to see their own world in a new way. Additionally, as a teacher in a rural area, I believed that literature afforded my students with valuable opportunities to learn about people, places, events, and cultures outside of their own small, fairly homogeneous community. Besides being used for reading instruction and pleasurable read-alouds, children's literature also played an important role in my classroom during social studies, science, and other content area lessons.

In order to locate titles for classroom use, I visited with my school librarian, flipped through the pages of my *Book Links* magazine, and endlessly browsed the shelves at the public library. However, obtaining the books I desired was sometimes a challenge. If the title was a new release, a recent recipient of an award, or represented diverse cultures, the chances of finding it in my school library were slim. Budgetary issues greatly influenced how often book orders were placed and how many copies of a given book were purchased. The selection at my local public library was often more limiting. Accessing the book I wanted through interlibrary loan was always a possibility, but it took a great deal of advance planning. Many times I ultimately drove two hours round-trip to the nearest bookstore and purchased the book with a personal check in order to use it in my classroom.

While completing graduate coursework, I read several studies that discussed what types of books teachers were choosing for classroom use. Some of the studies explored why certain books were being selected and others outlined how children's literature was being used for reading instruction and during thematic units in other content areas. Very

few of the studies were done specifically in rural schools, yet approximately one-fourth of our nation's population lives in a rural area (Ayalon, 1995).

My own experiences with children's literature as a rural classroom teacher caused me to wonder what books other teachers chose for read alouds and used in literature discussion groups. What books do rural teachers select and what qualities in books do they value? What do rural teachers consider when making book selections for their classrooms and how do personal biases influence their decisions? How do rural teachers obtain books and use them in the classroom? As previously mentioned, studies discussing many of these issues can be found. However, few of them specifically discuss the books selected by rural public school elementary teachers. Most of the study populations contain representatives from rural, suburban, and urban areas or focus on urban areas alone. One of the located studies was conducted outside the United States.

These initial wonderings and literature review findings led to a dissertation research project that would allow me to discover what books are currently being selected for use by rural classroom teachers, why those books are chosen, whether or not children's literature is being integrated across the curriculum, and how books are obtained for classroom use.

Statement of the Problem

The last few decades have seen an increase in the amount of children's books being used in the classroom. Currently, many schools are utilizing tradebooks rather than traditional textbooks, commonly referred to as basals, for reading instruction. For example, a 1998 national survey of prekindergarten through fifth grade teachers found that tradebooks were the only texts used for reading instruction by 16% of the

respondents. Tradebooks were used to support basals by 56% of the respondents and basals were used to supplement tradebooks as well (27%). Only 2% of the teachers reported the exclusive use of basals for reading instruction (Martinez & McGee, 2000). Using children's literature during reading instruction has been found to foster reading achievement, help students develop literary knowledge, and encourage students to make intertextual connections (Highfield, 1998). In turn, all of these increase student engagement with text. As Galda (1998) says,

Children who read the most read the best, and engaged readers are likely to become good readers. Therefore, let us give children texts that are likely to engage them and a lot of time to read and they will become better readers. (p. 5).

Additionally, teachers are integrating children's literature into their writing curriculums. Teachers are sharing quality picturebooks and novels with students so that they may be exposed to well-organized text; hear smooth, fluent sentences; and experience the mental pictures that vivid, descriptive language provides. As a result, students are provided with quality models for their own writing (Spandel, 2001). In other content areas, such as math, science, and social studies, read-alouds are being incorporated in order to support and enrich information gleaned from textbooks (Huck, Kiefer, Hepler, & Hickman, 2004).

In general, reading aloud to students has been shown to be beneficial for many reasons. Research demonstrates that shared reading activities can be used to strengthen a child's vocabulary (De Temple & Snow, 2003), help them build syntactic knowledge, and increase their general language comprehension skills (Stahl, 2003). Because of this, studies have demonstrated the regular use of read-alouds, especially in K-2 classrooms,

and reveal the fact that up to 20 minutes at a time are devoted to this activity (Hoffman, Roser, & Battle, 1993; Teale, 2003).

The use of literature discussion groups with older and younger students has proven valuable as well. In this model, students read and discuss a book in a small group setting, focusing on the aesthetic values of the text. Literature discussion groups prompt students to make life-to-text connections where students use their own life experiences to understand a story and text-to-life connections in which students use the text to understand something from their own lives (Sipe, 1998). Rosenblatt (1978) defines this process as a transaction. Rather than being determined by the author, the meaning of a text is created due to the transaction between particular readers and the text. The author and reader are a team, dually constructing meaning from the symbols on the page. The reader is continually making choices and activating subject schemata, which allows images to surface. These images bring to mind prior language experiences and combine them with the current thoughts of the reader to create a personal framework which incorporates the text on the page (Rosenblatt, 1993).

Recent research shows how the use of literature discussion groups can also positively influence student use of information texts. In their work with third-grade students, Stien and Beed (2004) found that using fiction, information text, and biography in a literature discussion group setting increased student reading engagement, motivation, and comprehension. The students demonstrated their ability to connect themes within the different types of text in order to increase their understanding of various time periods, people, and events in history.

Clearly, children's literature plays an important role in the classroom, and its value is projected to increase. According to current trends in reading research and instruction, theorists are beginning to move beyond a definition of reading that emphasizes basic comprehension. Instead, reading is being seen as a process that requires deep thinking. Students need to view numerous perspectives, search for multiple interpretations, and discover "compelling connections among and between perspectives, interpretations, and self" (Martinez & McGee, 2000, p. 166). In addition, educators realize that students must be able to use all types of text with confidence in order to be literate. Using a variety of genres allows students to build background knowledge about numerous topics, increase content area vocabularies, and explore the relationships between people, places, and events in the world around them (Camp, 2000; Morrow, Pressley, Smith, & Smith, 1997).

Although research supports the use of a variety of children's books across the curriculum, the literature reveals that the body of children's books teachers select for classroom use is imbalanced in several ways. Fiction is found to be the dominant genre, authors are more frequently males, and most of the selected books are written about mainstream cultures. While studies demonstrate that books are frequently chosen because their topics match district curriculum, other studies reveal that a teacher's personal biases greatly influence what is selected as well. Although there are numerous professional publications devoted to the use of children's literature and reading instruction, including monthly journals, research demonstrates that recommendations in professional resources tend to have little influence over what is chosen and used in the classroom. These studies are detailed in chapter 2. Teachers in rural areas especially

have been found to feel less confident in their ability to use children's literature and tend to feel professionally isolated (Altieri, 1997). A recent case study conducted in a rural area found that for the most part children's tradebooks were "seen as an "extra" in classes and thus were reserved for use when "extra" time was available" (Altieri, 1997, p. 198). Therefore, teachers in rural areas may not be providing children with all of the benefits quality children's literature has to offer.

Purpose of the Study

Published studies regarding book selection tend to fall into one of two categories: 1) large surveys that provide a narrow picture of what is being selected (Smith, Greenlaw, & Scott, 1987; Sword, 1982; Tom, 1969), or 2) an in-depth look at how teachers select and respond to a restricted number of texts (Donovan & Smolkin, 2001). The use of children's literature in rural schools was the focus of only a few studies located. In these studies an emphasis was placed upon how teachers used children's literature in one content area (Altieri, 1997; Hamman, 1995; McKinney, Fry, & Pruitt, 1997). The names of specific titles selected for use were not given, and teacher rationale for book selection and book accessibility were minimally explored. The use of books in literature discussion groups was entirely absent. In addition, two of the studies focused on teachers in grades three through five. The only comprehensive study of literature to be located focused on secondary English classrooms in a variety of settings (Applebee, 1993). Clearly there is a gap in the literature when it comes to the selection, use, and accessibility of children's literature in rural, K-6 elementary classrooms. At best, the available studies present a piecemeal picture of the present situation.

The purpose of this study is to gain a current, more in-depth look at what books are selected for use in rural K-6 public school classrooms. In order to accomplish this task, two different research methods were employed. First, a mail survey was conducted, and a randomly selected group of teachers working in rural K-6 public school classrooms across the state of Ohio was invited to participate. The data collected during the survey will then be supported, enriched, and extended by information gleaned through follow-up, on-site teacher interviews and classroom surveys with a randomly selected group of volunteers. Combining these methods allowed the study to have breadth as well as depth.

Specifically, the study explored the following: 1) what books are selected for classroom use, 2) why certain books are selected, 3) how books are used in content area instruction, and 4) how teachers obtain the books they use. A focus was placed upon the books used for read-alouds and in literature discussion groups because each tends to be used in elementary classrooms (Daniels, 1994; Teale, 2003) and represents a time when the teacher controls what books are read.

Research Questions

The questions guiding the study can be grouped into four main clusters:

1. What books are being selected by K-6 rural, public school teachers for use as a read aloud or in literature discussion groups? To what extent are the following being selected for classroom use:

- books by male and female authors
- books of different genres - fiction, information, traditional, poetry, and biography
- multicultural books
- traditional and contemporary books

2. What factors influence the selection of books for read-alouds and literature discussion groups in K-6 rural, public school classrooms? To what extent do the following influence book selection:

- personal preferences of the teachers
- preferences of former students
- recommendations found in professional journals
- topics and themes of the books
- children's book awards
- the reputation of the author(s) and or illustrator(s)
- presence of a multicultural perspective
- accessibility

3. Are teachers using read-alouds and literature discussion groups to support content area instruction, in what areas is it being used, and how often?

4. How do teachers obtain the books they select for read-alouds and literature discussion groups? How frequently are the following sources being used:

- school library
- public library
- colleagues
- personal funds
- bonus points from commercial book clubs
- funds from a parent/teacher organization
- other resources

Significance of the Study

Children's literature is a powerful medium for communication and has the potential to provide students with factual information about numerous topics, prompt them to think critically about societal issues, and introduce them to diverse cultures (Hancock, 2000). Quality children's books encourage reading engagement (Galda, 1998), motivate students to read (Huck, 1977), and expose them to different genres which provide necessary experiences with a variety of text structures. The type of knowledge students gain when listening to, reading, and discussing children's literature in the classroom promotes comprehension, critical thinking, and enables students to see the connections between reading and writing (Denyer & Florio-Ruane, 1998). While it is true that research in general shows children's literature to be a necessary component of the literacy curriculum (Leu & Kinzer, 2003), and that it is being used for reading instruction as well as to supplement or replace textbooks in the content areas, little is known about the books currently being chosen for use in rural schools.

Rural schools, in general, are small and tend to serve as the focal point of the community. They are major employers in rural areas and consume nearly 35% of local government expenditures (Ayalon, 1995; Dinsmore & Hess, 1999). While rural culture has been found to value independence, honesty, and religion, it is also characterized as being prejudiced, ethnocentric, and conformist (Ayalon, 1995). Because of these factors, modern educational practices and curriculum reform tends to occur slowly in rural areas; traditional practices and forms of leadership tend to prevail. The influence of religion, lack of resources, physical isolation, and tendency to hire local residents further prohibit the inclusion of contemporary educational practices (Ayalon, 1995). These factors cause

one to wonder whether or not the recent trend to implement children's literature across the curriculum has taken hold in rural districts. Additionally, the characteristics of rural school districts and communities often prevent students from developing multicultural awareness. While it is true that the media presents images of sociocultural diversity, it is not enough to provide children with an accurate or complete picture of any cultural group (Kruse, 2001).

According to Lowery (2002), "Stories help us to overcome obstacles, accept different perspectives, and develop personal goals. Stories allow us to see and recreate ourselves...we learn to make meaning of the life experiences around us and begin to connect with others" (p. 27). While it is true that many rural areas are comprised of predominantly white students, the overall population of the United States is changing. Demographic figures project that by the year 2020, 46% of the school aged population will be comprised of children of color (Hillis, 2001). This figure demonstrates a significant change from the 1990 census when 70% of the K-12 student population was white (McKinney, et al., 1997).

Rural schools must be able to prepare students to succeed in a society that is very different from that known by rural Americans of the past. Students in rural communities need to be able to benefit from the wealth of knowledge and experiences quality children's books can provide. They need to be exposed to a multitude of perspectives and be prompted to consider their own lives in relation to the lives of children from other cultures.

It is important that rural educators and administrators find out what pieces of children's literature are being selected for classroom use, find out what influences the

selection process, the frequency with which children's literature is being used and discover if and how it is being integrated across the curriculum. Identifying these things will reveal to what extent students in rural schools are being given the opportunity to hear and read quality works of children's literature, explore various genres and text structures, and experience diverse perspectives found in multicultural books. This will allow district administrators to better plan appropriate professional development opportunities for teachers so that they may increase their knowledge about the selection and use of children's literature in the classroom. University professors will find the results of the study useful in planning courses in children's literature for preservice teachers. By finding out what books practicing rural classroom teachers are selecting and why the books are being selected, instructors in preservice teacher education will be able to identify topics that need to be given further attention in university courses. In this way, courses will be designed to better meet the needs of teachers which in turn will affect the instruction elementary students in rural districts receive.

Theoretical Grounding

A theoretical foundation of support for the importance of this study can be found within the tenets of reader response theory and sociocultural approaches to learning. The use of read alouds and literature discussion groups in the classroom provides students with an opportunity to interact with books in a number of ways. As listeners or readers students can participate in discussions that encourage them to explore relationships between books, prompt them to think deeply and critically about text, and support their appreciation of literature. Reader response theory places an importance upon the reader as well as the text during the act of reading and emphasizes the value of aesthetic

response to literature as a means of increasing comprehension and motivating and engaging readers. Sociocultural theory outlines the importance of the cultural context in which learning takes place and the ways in which the thoughts and opinions of others shapes our own thinking. Both of these theories support and justify the use of read alouds and literature discussion groups in the classroom and emphasize the importance of the learner in the reading process.

Reader Response Theory

From the 1930s to the 1960s, The New Criticism was the prevailing critical theory and educational practice. According to this theory, the traditional trichotomy of literature- the author, reader, and text- contained only one member, the text, which had stable meaning. The form of the text, its structure and sense of ambiguity, as well as its use of irony, metaphor, and paradox were to be scrutinized and interpreted (Harker, 1992). In the 1960s, reader-response theory began to gain favor as a form of literary criticism. Reader-response theory was different than the prominent text-based theory of The New Criticism because it rejected the assumption that “there is objective meaning, structure, and content *in* the text (and that, therefore, there can be only one meaning for any one text)” (Sipe, 1996, p. 44). Reader-response theorists recognize the role of the reader and believe that literature would cease to exist without reading and readers (McQuillan, 1999). According to reader-response theorists, a text only becomes meaningful when it is read. “Reading is an active participation on the part of the reader to construct meaning from a piece of writing” (McQuillan, 1999, p. 139). A book only becomes a text when a reader reads it, and therefore, every reader will have different thoughts and opinions about a text.

A reading of a text is as complex as the person who reads. The meanings that you as a reader will produce in relation to a text are affected by all the things which make you up as a person. The actual time spent reading is important but your experience of reading will also be informed by the experiences you bring to that moment of reading. (McQuillan, 1999, p. 140)

In her first book, *Literature as Exploration* (1938), Louise Rosenblatt presented her belief that a reader's interpretation of the text depended greatly upon what the reader brought to the experience. This included life experiences and assumptions about the world. Language and culture clearly shaped the interpretation.

Reflecting on and discussing what they had lived through in reading, could, under proper conditions, I decided, lead to self-criticism and to growth in reading ability. It could also lead to more lasting insights into human relations than would more impersonal scientific presentations, important though they were. (Rosenblatt as quoted in Karolides, 1999, p. 162)

Rosenblatt (1993) believes the act of reading is a transaction. In fact, she dislikes the use of the term "response". "*Response* implies an object" and infers a stimulus/response relationship between the text and the reader (p. 6). Her transactional theory of the literary work describes the connections between the reader's experiences and the text. Reading is "...an event in time" (Rosenblatt, 1978, p. 12). The author and reader are a team, dually constructing meaning from the symbols on the page. The reader is continually making choices and activating subject schemata, which allows images to surface. These images bring to mind prior language experiences and combine them with the current thoughts of the reader to create a personal framework which incorporates the text on the page (Rosenblatt, 1993). As Rosenblatt says:

A novel or poem or play remains merely inkspots on paper until a reader transforms them into a set of meaningful symbols. The literary work exists in the live circuit set up between reader and text; the reader infuses intellectual and emotional meanings into the pattern of verbal symbols, and those symbols channel his thoughts and feelings. (Rosenblatt as quoted in Connell, 2000, pp. 30-31)

Because the reader is a decision-maker, he/she must decide how to approach the text. Rosenblatt identifies two stances the reader may choose to take: the efferent and the aesthetic. The purpose of reading with an efferent stance is to take something away from the text, learning from it rather than experiencing it. When a reader responds efferently to a printed text, "...his attention is directed outward, so to speak, toward concepts to be retained, ideas to be tested, actions to be performed after the reading" (Rosenblatt, 1978, p. 24). The aesthetic stance, however, relies upon the experiences of the reader. While engaged with the text, the reader focuses on his/her thoughts and feelings, allowing him/her to enter the world of the text. Thus, meaning is made rather than found (Spiegel, 1998). Rosenblatt (1978) says, "In aesthetic reading, the reader's attention is centered directly on what he is living through during his relationship with that particular text" (p. 25). Each of these stances represents an extreme relationship with a text. While it is possible to read exclusively from one stance or the other, it is more likely for a single text to be read efferently as well as aesthetically. Parts of it may evoke a more efferent stance while other aspects require a more aesthetic view. Transactional theory does not force the reader to take a stand at either extreme, but alludes to a continuum, "a series of gradations between the nonaesthetic and the aesthetic extremes" (Rosenblatt, 1978, p. 35). Most acts of reading tend to fall near the middle of this continuum. Readers shift their focus of attention between the efferent and aesthetic while reading in much the same

way that they do while perceiving occurrences in their daily lives (Rosenblatt, 1978).

Through the use of read-alouds and literature discussion groups in the classroom, students are given the opportunity to be an integral part of the reading event. Personal experiences and background knowledge regarding a number of topics and issues are brought to mind. Furthermore, through reflection and discussion students are encouraged to make connections with the text and rely upon their own experiences as a way to understand new factual information or rationalize the events and decisions made by the characters in a piece of fiction.

Sociocultural Approaches to Learning

First classified and applied in Russia during the 1920s and 1930s by Vygotsky and his colleagues, sociocultural theory is based on the concept that “human activities take place in cultural contexts, are mediated by language and other symbol systems, and can be best understood when investigated in their historical development” (John-Steiner & Mahn, 1996, p. 191). Learning is an active, constructive task that is influenced by the social and cultural background of the learner and will occur at optimal levels when groups of students can work together (Graves, Juel, & Graves, 2004). Learning is subjective in nature, rather than objective.

When students begin any new task, they depend upon the experience of others and gradually take on responsibility for their own learning in order to fulfill their role in group activities. Students must be given the opportunity to collaboratively construct and negotiate meaning. Learning is the transaction and transformation of knowledge rather than a transmission of knowledge from one source to another (John-Steiner & Mahn, 1996). The teacher’s role in the learning process is that of a mediator who serves four

important purposes. First of all, the teacher guides and supports students as they focus upon their questions and ideas and turn them into meaningful activities. Secondly, the teacher is an active participant who researches along with the students in order to model necessary processes. Thirdly, the teacher serves as an evaluator who keeps track of student progress through observation and anecdotal noting and reflects upon these notes in order to demonstrate knowledge about children and learning. Finally, the teacher is a facilitator who plans curriculum, supplies materials, and provides an environment conducive to learning (Moll & Whitmore, 1993).

The student's role is that of an active participant who uses semiotic mediation as a means of co-constructing knowledge. "Language; various systems of counting; mnemonic techniques; algebraic symbol systems; works of art; writing; schemes, diagrams, maps and mechanical drawings; all sorts of conventional signs and so on" are realized as forms of semiotic means (John-Steiner & Mahn, 1996, p. 192). Indeed, books are a type of semiotic mechanism and can be used to "mediate the social and individual functioning and connect the external and the internal, the social and the individual" (John-Steiner & Mahn, 1996, p. 192). By listening to books or participating in a literature discussion group, students have the opportunity to interact with the text and with their peers. Discussing literature with classmates gives the students a chance to voice their own thoughts and opinions as well as listen to and learn from the views of others. This use of decontextualized language – "building ideas from words alone" – increases reading comprehension and helps provide students with the experiences necessary to becoming competent communicators (McKeown & Beck, 2003, p. 159). In this way, learning is constantly being constructed as the cycle of reading, responding, and

reflecting continues throughout the read aloud event or literature discussion group meeting.

Definitions

For the purpose of the study, various terms must be defined:

- **rural school:** a school located in an area with very low population density and a high or moderate percentage of agricultural property (Ohio Department of Education, January 30, 2004).
- **read-aloud:** the oral reading of a book or portion of a book by the teacher or other adult to a small or large group of students conducted in a school setting for the purpose of enjoyment or instruction.
- **literature discussion group:** a small group of students who are gathered to read and discuss a piece of children's literature chosen from a group of titles that have been pre-selected by the teacher. Students may be reading the same book, books by the same author, or books that have a common theme (Harris & Hodges, 1995). During literature discussion groups, the teacher acts as a facilitator (Daniels, 1994).
- **multicultural book:** a book that may be placed in one of three categories. These include: 1) world literature: "literature from nonwestern countries outside of the United States", 2) cross-cultural literature: "literature about relations between cultural groups or by authors writing about a cultural group other than their own, and 3) literature from parallel cultures: "literature written by members of a parallel culture that represents their

unique experiences as member of that culture” (Huck, Kiefer, Hepler, & Hickman, 2004, p. 22).

- **information book:** a book that shares factual information about a topic and is classified according to the Dewey Decimal system.
- **traditional book:** a book of folklore, including folktales, fairytales, fables, myths, and legends that is classified as such by the Dewey Decimal system.
- **poetry:** a book of poetry, either a collection or an anthology, that is classified as such by the Dewey Decimal system.
- **biography:** a documented, researched account of a person’s life that may take the form of a picture book or contain chapters.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

The role of children's literature in the classroom has changed over time. Trade books have gone from something reserved for story time to being the sole texts for reading instruction as well as primary sources of content area information in many classrooms and at various grade levels (Martinez & McGee, 2000). A review of the literature reveals several studies, mostly utilizing surveys, that collected various types of data relating to the use of children's literature in the classroom, the process and rationale behind book selection, and characteristics of the books selected. While most of the studies located include teachers from rural, suburban, and urban school settings, a few have focused primarily on rural areas. Looking across these studies, a number of trends can be seen. These trends will be outlined in this chapter.

The discussion of the literature has been divided into three main sections. First, trends regarding the use of children's literature in reading instruction and other content areas will be outlined. This will be followed by a discussion of what books are being selected for classroom use and how various descriptors are not receiving equal representation. Finally, the most prevalent reasons teachers list for book selection will be given. The findings from a core group of studies will be presented in each of these

sections, and some of the studies contain results which are applicable to more than one section.

The Use of Children's Literature in the Classroom

The literature relating to the use of children's literature in the classroom reveals a variety of information. Two main groups of studies have been located, 1) those that focus on the use of children's literature during reading instruction and 2) those that describe how children's literature has been integrated into other content areas.

The Use of Children's Literature During Reading Instruction

For most of the 20th century, a clear dominance in the use of basal reading programs – student books, workbooks, and other supplemental materials published for reading instruction (Harris & Hodges, 1995) - was seen and children's literature was not considered central to reading instruction in the United States. Reading methods textbooks published in the 1920s and 1930s almost ignored literature. It was considered as an alternative only when other work was completed. For the most part, this view of literature being a part of the program but not the only program continued into the 1960s. Reading methods textbooks published in the 1960s and 1970s, however, challenged the use of basal readers to some degree and argued for individualized instruction using children's literature (Martinez & McGee, 2000).

According to research conducted within the past two decades, the way children's literature is used during reading instruction has changed dramatically. In 1987, Cullinan surveyed state reading and language arts directors in order to find out the status of literature-based reading programs within their states. Of the 80% who responded, all

indicated that “a lot of literature is central to a successful program” (p. 29). Overall, Cullinan concluded that “literature-based programs seem to be spreading. Most states have instituted an integrated reading/writing/listening/speaking language arts program with a strong literature strand” (p. 29). Articles in professional journals reflect this shift in thinking as well. From 1989 to 1998 approximately 29% of the articles published in *The Reading Teacher* focused on literature related issues. Of these, 23% discussed various facets of literacy as it related to children’s literature. From 1974 to 1988 only 11% of the articles published in *The Reading Teacher* were literature related (Martinez & McGee, 2000). Additional studies, mostly surveys, demonstrate that children’s literature seems to have found a niche within the curriculum, especially in elementary reading instruction.

Recently, Baumann, Hoffman, Moon, and Duffy-Hester (1998) completed a nation-wide survey of prekindergarten through fifth grade teachers in order to obtain a “late 1990s perspective on public school elementary teachers’ and administrators’ beliefs about reading instruction and their current classroom practices and administrative policies” (p. 639). Schools within the sample population were located within urban (23%), suburban (38%) and rural (38%) areas. Although the survey queried teachers on several issues, practices relating to the use of children’s literature during reading instruction were addressed. When asked to circle various prompts that described their “perspectives, philosophies, or beliefs toward the teaching of and learning of reading” 89% of the teachers circled, “I believe in a balanced approach to reading instruction which combines skills development with literature and language-rich activities” (p. 642).

Seventy-one percent of the teachers selected, “I believe students need to be immersed in literature and literacy experiences in order to become fluent readers” (p. 642). Overall, the teachers tended to be very balanced in their thinking. Few of them identified with extreme positions. Only 22% of the respondents saw themselves as a traditionalist when it came to reading methods and materials and 34% saw themselves as a whole-language teacher.

When it came to the materials used for reading instruction, teachers participating in the Baumann et al. (1998) study tended to have an eclectic position as well. Across the grade levels, 2% of the teachers indicated that they used basals exclusively and 16% reported the sole use of trade books. The majority of respondents reported using a combination of the two; some used basals supplemented by trade books (56%) while others used trade books supplemented by basals (27%). When asked about instructional materials, teachers cited children’s literature as a primary source. According to a five point scale – exclusively (5), predominantly (4), moderately (3), infrequently (2), and never (1) – teachers reported a moderate or greater use of fiction (3.4) and nonfiction (3.0) trade books during reading instruction. Of the first grade teachers completing the survey, 44% cited predominant or greater use of big books and 38% reported predominant or greater use of picture books during reading instruction.

Overall, Baumann et al. (1998) found that teachers in pre-kindergarten through fifth-grade incorporated children’s literature into their reading curriculums. Two-thirds or more of the preK-grade 2 teachers regularly read aloud to their students (97%), used trade books instructionally (80%), used big books instructionally (67%), and provided

students with the opportunity to participate in reading response activities (69%).

Teachers of students in grades 3-5 reported using trade books instructionally (67%) and provided students with the opportunity to participate in reading response activities (69%).

Lehman, Freeman, and Allen (1994) surveyed reading teachers and those teaching in K-7 classrooms about their use of children's literature and received similar findings. The respondents were a mixed group of rural (31%), suburban (19%), small city (37%) and urban (7%) teachers who were attending a one-day conference on literature-based reading. Analysis of the survey data indicated a strong consensus among the respondents on several items. To begin, teachers strongly agreed or agreed that they should develop their own literature programs (73%), agreed or strongly agreed that children's literature should "be the primary component of the reading/language arts program" (94%), and agreed or strongly agreed that critical thinking skills should be taught when children read books (92%) (p. 9). Additionally, teachers reported using a variety of materials for reading instruction. Basal readers were not used at all by 45.5% of the respondents, and the remaining 54.5% used basals in varying amounts.

Interestingly, when comparing the questionnaire responses of teachers from different population areas, Lehman et. al (1994) found that those from rural and small city districts differed significantly on certain items from those teaching in suburban and urban districts. Teachers in rural and small city districts felt that recommended reading lists were important, reported feeling less confident in their ability to teach literature without the aid of a published program, and were in greater agreement about the teaching of children's literature using a prescribed program. Overall, their counterparts in

suburban and urban districts were significantly more confident in their ability to select and teach literature without the assistance of published materials.

Altieri (1997) asked similar questions and received similar answers when she conducted a case study in a small, rural community in the Mid-South. During semi-structured interviews with each of the eleven teachers at the school, many of the teachers referred to themselves as a “traditionalist” or a “skills teacher” when it came to reading instruction. Altieri said that it “became readily apparent” that the “basal played a predominant role” in several of the classrooms (p. 197). The teachers reported that they relied upon the basal because that was how they had learned to teach in college. Two of the teachers said that “reading is skills” and they would not want to teach reading with literature (p. 198). Those who used a basal said that they “followed the teacher’s manual explicitly” (p. 198). Similar responses were given when the teachers were asked about using children’s literature in other content areas. While two of the teachers did report using children’s literature in other areas, it was never done in place of the textbook.

Overall, the literature demonstrates that elementary teachers tend to be fairly eclectic in their methodologies when it comes to the teaching of reading. Currently, children’s literature is valued in many classrooms and plays an important role in reading instruction. For most it is frequently used in conjunction with a published reading series. Some teachers, however, are using trade books exclusively for reading instruction and big books are a common fixture in many primary grade classrooms. Students are being given the chance to listen to literature, read literature on their own, and respond to it. Studies

focusing on rural areas, however, tend to reveal that teachers in these schools have less confidence when it comes to the use of children's literature for reading instruction than do teachers in more populated areas. Rural areas tend to have more limited resources (Altieri, 1997), and their teachers may also receive less district level support when it comes to professional development (Lehman, et. al, 1994). Taking advanced level courses in children's literature at a university may not be an option for these teachers and accessing desired books through public libraries and bookstores may be difficult (Lehman, et. al, 1994).

The Use of Children's Literature During Content Area Instruction

An experimental study conducted by Morrow, Pressley, Smith, and Smith (1997) specifically focused on the integration of children's literature, literacy instruction, and science instruction. All of the third grade students and their teachers in one elementary school participated. The geographic location of the school was not mentioned, yet a comment regarding the ethnicity of the students and the use of bussing within the district in order to ensure diverse classrooms suggests an urban setting.

Prior to the study, children's literature was not an integral part of reading and science instruction at the school. Published textbooks, workbooks, and worksheets were the main sources of content information. For the purpose of the study, each third grade classroom was assigned to one of two treatment groups or remained a control group. The first treatment group received a literature-based intervention in their literacy and science programs. The second treatment group received a literature-based intervention only in their literacy program. Students in the control group received no interventions and

continued to use textbooks and other related materials for reading and science instruction. Quantitative and qualitative data were collected in September prior to the start of the study and at the end of the study in May in order to determine whether or not the treatment strategies had significantly influenced the students' content area knowledge and their ability to comprehend and transfer that knowledge from one content area to another.

Findings supported the integration of a literature-based program into literacy and science instruction. The literacy scores of students who received the literature-based interventions in literacy and science were significantly higher statistically than those of the students in the other two groups. In addition, the students who received interventions in literacy and science had higher scores than the other groups on two of the three science assessments. It was concluded that "literacy gains come not at the cost of science gains, but coupled with them" (Morrow et. al, 1997, p. 72). The group that received literature-based interventions in literacy only scored higher than the control group on the literacy assessments. In addition, the literacy only group wrote better science narrative stories than the control group. It appears that the students who received literature-based interventions during literacy instruction were able to extend the knowledge they gained during literacy instruction to science.

Other assessments and observations made during the Morrow et. al (1997) study demonstrate: 1) that students in the literature-based treatment groups read more than the students in the control group, 2) students who received literacy and science interventions chose to read independently more often than the students in the literacy only treatment group, and 3) most of the students in the literacy and science interventions group reported

that they liked science while most of the student in the literacy only intervention group reported that they did not like science. Ultimately, it was concluded that “the combination of literature-based activities with traditional basal reading and science textbook instruction...was more powerful than traditional instruction alone” and that “a balanced program...is an important choice to consider” (p. 73).

Fifth grade students participating in a study by Smith, Monson, and Dobson (1992) reaped the benefits of integrating children’s literature and social studies. For an entire school year, five-fifth grade teachers worked with a university professor to teach reading through literature, specifically books of historical fiction. Whole class, small group, and individual reading instruction and activities were conducted without the use of a basal. The teachers did continue to use the social studies textbook, however, an emphasis was placed upon connecting what was happening in the novels to the people, places, and events in United States history. Three comparable fifth-grade classes in a nearby community agreed to serve as a control group. In order to evaluate the effectiveness of the study, all of the students in the treatment and control groups were asked to orally respond to three open-ended, free recall questions pertaining to the time periods portrayed in the novels prior to the start of the study and upon its completion. Responses to the questions were tape recorded, transcribed, and classified into one of three groups: 1) facts or details, 2) main ideas or summaries, and 3) extended thinking responses. The number of responses in each category were combined for a total score.

At the beginning of the year, the students in the treatment and control groups were able to recall about the same amount of information regarding the chosen time periods in

United States history. The total number of items for each group was 7.01 and 6.70 respectively. At the conclusion of the study, students in the treatment group were able to recall more about the chosen time periods than the students in the control group. The total numbers of items recalled at the end of the year were 18.3 and 11.4 for each group respectively. The students in the treatment group were also asked to comment on the project by telling what they liked about the novels, what they learned from the novels, and how the project might be improved. Overall, student responses were positive and suggest that the students would rather learn about reading and history through the novels. Not only did the post study assessments demonstrate an increase in historical knowledge, but they revealed an increase in reading motivation and enthusiasm.

Areas of Inequality

Although the aforementioned studies report the successful use of fiction and nonfiction trade books during reading, science, and social studies instruction, studies that focus on categorizing the books read in the classroom reveal disparities between the use of fiction and nonfiction. Additionally, books by male and female authors, books about male and female protagonists, books written by authors of various ethnicities and characters belonging to a variety of ethnic groups are not equally represented.

Fiction and Nonfiction

In 1982, Sword presented a review of the literature on read-aloud programs at the Annual Meeting of the National Council of Teachers of English. The paper revealed two studies that looked closely at read-aloud program content and practices as well as teacher procedures. Although one of the studies (Tom, 1969) focused on middle grade

classrooms (grades four, five, and six) while the other (Sword, 1979) was conducted in kindergarten classrooms, both involved the use of questionnaires to survey teachers on the content, practices, and procedures in their read-aloud programs. Results across the two studies were similar. Of the 1,568 books read aloud to students by the 582 teachers in the intermediate study, 93.9% were classified as fiction and 6.1% were nonfiction. This same disparity was discovered in the kindergarten study as well. Fiction books and nonfiction books were read 71.3% and 13.9% of the time respectively by the 29 kindergarten teachers surveyed. Further analysis revealed realistic fiction to be the most popular category to be read in the intermediate classrooms (52%) and fantasy fiction to be the most popular category in kindergarten classrooms (68%). Folk literature, biography, historical fiction, science fiction, and humor were the remaining classifications.

Similarly, Duke (2000) found a significant discrepancy between the amount of fiction and nonfiction materials used in 20 randomly selected first-grade classrooms in the greater Boston metropolitan area. After observing instruction a total of 79 school days (an average of 19, 046 minutes spent in the classroom), surveying print displayed on classroom walls, and analyzing the contents of classroom libraries, startling data emerged. First of all, informational text was used only seven times in any way during reading groups. This reveals that materials used for reading instruction were predominately fictional stories or descriptive text. Secondly, a mean of only 2.6% of the print on classroom walls and other surfaces met the study's criteria for being determined informational text. In four of the classrooms, no informational text was displayed at all.

Finally, the amount of informational text found in the classroom libraries varied from room to room. Some classrooms had only one book in this category when the libraries were surveyed the first time by researchers, while others had as many as 208. The presence of informational text, and books in general, was especially minimal in classrooms with lower SES populations. Overall, Duke concluded that students spent only 3.6 minutes per day with informational text.

The dominance of fiction is seen as well in a study conducted by Stone and Twardosz (2001). Their work was designed to obtain “exploratory, descriptive information from a sample of community child care classrooms for 4-year-old children” (p. 56). One purpose of their study was to determine what books teachers read most often during storytime. Teachers in the 21 child care centers, selected through stratified random sampling, were interviewed and asked to list five books that they remembered reading most often to the children during the past year. Of the 95 individual books, groups of books, and authors mentioned by the teachers, a collection of nursery rhymes was the only book of poetry included. Information and nonfiction books were not mentioned by any of the teachers. Clearly, fiction was the dominant genre being shared in these childcare classrooms.

A study conducted by Donovan and Smolkin (2001) focused specifically on the types of nonfiction materials teachers choose for classroom science instruction. The ten teachers who participated, two each from first grade through fifth grade, were attending a half-day workshop at a mandatory professional development meeting on science instruction. Given two sets of pre-selected trade books, the teachers were asked to

choose books from each set (life cycles and properties of matter) that would “enhance your science instruction of that topic” (p. 426). Teachers began this task by making a single choice and rationalizing their decisions. Next, they were allowed to make an additional selection and explain why it was chosen as well. Finally, the teachers were allowed to choose any combination of the books in the set and describe why they felt the books were valuable for instruction.

Results of the study indicated that the most frequently selected books in the life cycles collection were nonnarrative information texts like *Seeds, Seeds, Seeds* (Cutting & Cutting, 1992). The next most frequently selected set of books included narrative texts such as Eric Carle’s *The Very Hungry Caterpillar* (1969). In the properties of matter set, a nonnarrative book *Planet Earth/Inside Out* (Gibbons, 1995) was chosen by seven of the ten teachers in the study, and the second most frequently chosen book was *The Magic School Bus Inside the Earth* (Cole, 1987). This book was considered to be dual purpose by the researchers because it provided conceptual information as well as a story. Students could use it for informational purposes or for entertainment.

The teachers considered numerous factors as they made their selections, including the book’s content, visual features, readability and grade level appropriateness, how the books might be used in a classroom setting, and their entertainment value. The issue of genre, however, was never specifically discussed. Additionally, they found books that presented the facts to be more favorable than those that “would link the *enterprise* of science to the knowledge of science” (Donovan & Smolkin, 2001, p. 434). In other words, the teachers in the study did not appear to be as concerned about selecting books

that presented the processes of science, or the “how” of science, as they did books that shared factual information about the topic being studied.

Work done by Applebee (1993) demonstrated similar imbalances between the use of fiction and nonfiction. In one section of his comprehensive report on literature in the secondary school, the English department chairs in the 543 participating buildings were asked to “list for each grade in your school the major works of literature which all students in any English class study” (p. 10). In the public school sample (grades 9-12) 90% of the books listed were fiction, including novels, plays, poetry, and short story collections. The remaining 10% comprised nonfiction (7%) and books categorized as “other”. These results are somewhat expected due to the curricular structure of a secondary English classroom. However, nonfiction materials do appear to be present, although their use is obviously minimal.

Many students enter elementary school with a fairly well developed understanding of narratives because they “mirror the temporal order of the world they live in”; have similar elements including a beginning, middle, and end; and contain familiar literary elements such as characters and a plot that includes a conflict and resolution (Graves, Juel, & Graves, 2004, p. 7). Although they may not be able to explain their knowledge, young children are familiar with these elements having listened to narratives being read aloud. On the other hand, children entering school rarely have an understanding of nonfiction material and lack experience using expository text. In order to be effective, successful readers, students must acquire declarative and procedural knowledge, and much of the declarative knowledge they must acquire (facts, concepts, and generalizations) is found in expository text (Graves, Juel, & Graves, 2004).

Knowing how nonfiction text is organized and being able to distinguish what is important is one type of procedural knowledge students must acquire. Unfortunately, studies demonstrate that students, especially those in elementary school, are given less exposure to nonfiction material, given little instruction on how to read it effectively, and provided fewer classroom opportunities for its use. The literature shows that students' needs are not being met in this regard.

Author Gender and Ethnicity

Gender and ethnic representation in books selected for classroom use has also been a topic of research. In a study conducted by Jipson and Paley in 1991, a questionnaire was created and distributed to fifty-five female, public and private elementary school teachers from urban, suburban, and rural settings in Massachusetts, Wisconsin, and Oregon. Among other things, the teachers were asked to name the titles, authors, and main characters of three books they had used with their students during the past year in order for the researchers to see how personal preferences influenced book selection.

In the study, a total of 155 books were reported as being selected for classroom use by the participating elementary teachers. These titles represent the work of 104 different authors. Over half (55%) of the authors named were male, and books by these male authors accounted for 59% of the books listed on the survey. Additionally, the authors of 95% of the books were of European descent. Only five of the books chosen were written by authors belonging to an ethnic minority group. This data supports that of Luke, Cooke, and Luke (1986) who surveyed 54 Australian preservice teachers and found that the books they selected for classroom use were also written predominantly by Anglo-

European males.

Books written by males clearly outnumbered those written by females in Applebee's study (1993) of secondary English classrooms as well. In the public school sample, 85.9% of the books read by the students were written by men. The percentage of male authors in the Catholic and Independent school samples were 84.3% and 87.8% respectively. Additionally, authors of Anglo-European descent represented 98.7%, 97.6%, and 97.5% of the authors listed by those in the public school, Catholic school, and Independent school samples respectively. Langston Hughes was the most commonly listed African American writer and Emily Dickinson and Harper Lee were the most commonly listed female authors.

Considering the fact that approximately 88% of the teachers in America are white (Smith, 2002), the results suggest that elementary and secondary teachers are choosing books for classroom use that reflect their own cultural heritage. They are not taking advantage of the increasing number of books being written by women and members of various ethnic groups. Teachers are not consciously striving for equal classroom representation in the areas of book authorship and author ethnicity. Additionally, the results of several studies demonstrated that diversity was limited among the characters of the books being selected for use in elementary classrooms. The images presented of women, minorities, the elderly, and the disabled were found to be stereotypical in many instances.

Character Gender and Ethnicity

Studies exploring the kinds of books selected for classroom use reveal the dominance of stories including male, Caucasian protagonists. Smith, Greenlaw, and Scott

(1987) surveyed 254 elementary teachers in Texas and Kansas and asked them to list their favorite books to read aloud to students. Of the 631 books reported by the teachers, 43% had male protagonists, 21% had female protagonists, and 13% had a male and female protagonist. A limited number of books had a neuter protagonist or none at all.

Of the ten most frequently listed titles in the Smith, Greenlaw, and Scott (1987) study, 8 had male protagonists (80%), 1 had a female protagonist (10%), and the remaining book (10%) had both. Women in these books were frequently portrayed as mothers and homemakers only, and the researchers felt that the personalities of these women could be an additional area of concern. For example, the women in *James and the Giant Peach* (Dahl, 1961), the fourth most commonly listed book, are cruel, selfish, and perpetually grouchy. Although Mrs. Frisby of *Mrs. Frisby and the Rats of NIMH* (O'Brien, 1971) is brave and resourceful, without the help of the male rat population her family would have died. The researchers concluded that the "issue related to the images of minorities, the elderly, and the mentally or physically challenged in books most frequently read aloud by teachers in this study is one of omission, rather than commission" (pp. 406-407). Luke, Cooke, and Luke (1986) reported similar findings, concluding that too often the texts selected by teachers perpetuated the "minimization, distortion, and outright exclusion of the experience of women, particular social classes, and ethnic minorities" (p. 216).

Jipson and Paley (1991) discovered a lack of equality in character representation as well. Of the 155 books used by teachers participating in their study, 123 of them had identifiable main characters. Of these, characters representing North American minority cultures were found in only 6% of the books. Four of the characters were African

American, three were Native American, and one was Japanese American. The remaining 32 books chosen by teachers were poetry collections, information books, and animal stories in which the gender of the characters was not determined.

In a study done by McKinney, Fry, and Pruitt (1997) the contents of five different basal reading series were analyzed in order to determine the number of stories included that could be considered pieces of multicultural literature. The researchers then surveyed 228 rural elementary teachers in Oklahoma who relied upon the use of trade books for reading instruction in order to determine the percentage of multicultural literature that was being used. The results from the textbook content analysis demonstrated that on average, approximately 28% of the selections in the reading textbooks were multicultural and represented diverse perspectives. The trade book survey revealed that only 13% of the teachers had read the multicultural children's literature listed on the survey, and that only 4% of the teachers currently use those books in the classroom. In conclusion, the researchers stated that "UNLESS rural teachers avail themselves of the fine multicultural literature currently available, PERHAPS the textbook would be a more effective approach to addressing cultural literacy" (McKinney, et al., 1997). Clearly, a lack of balance between the selection of books depicting mainstream and parallel cultures was demonstrated when teachers selected books for reading instruction on their own versus using a basal reading series. This is a cause for concern considering the number of schools that are eliminating their reading series in favor of instructing students with trade books.

Each of the aforementioned studies presents worrisome data. According to the research, teachers are selecting books predominantly written by male authors of Anglo-

European descent who tend to write more often about male protagonists and present women and minorities in stereotypical roles, if at all. As Smith, Greenlaw, and Scott (1987) summarized, if the 254 elementary teachers in their study alone read aloud an average of 20 minutes per day to their students for 36 weeks, the students would be listening to a combined total of 15, 240 hours worth of text dominated by an Anglo-European male perspective.

Reasons for Book Selection

The criteria teachers use for selecting books for classroom use has also been explored by a variety of researchers. Three main reasons for choosing a book emerged in a study conducted by Jipson and Paley (1991). These include: 1) the appropriateness of a text within the larger curriculum, 2) personal preference because of the reputation or fame of the author or illustrator, and 3) the importance of diversity (gender, race, and ethnicity) within the text. These three reasons for selection appear across the literature, and while sensible, they are not given equal weight in the selection process. The distribution of responses among the categories is less than equal. In addition, specific teacher remarks provide further information regarding the thoughts and rationale behind the selection of particular books.

Topic Supports Curricular Standards

The benefits of using children's literature to support the teaching of content area topics is something that has been discussed fairly recently in a number of journals. Camp (2000) advocates the use of fiction and nonfiction books as a way to introduce students to content area material. Because students are more familiar with the structures of narrative text (fiction), it can be used to introduce students to the vocabulary and topics found in

nonfiction and spark students' interest in a number of areas. In this way, fiction serves as a bridge between the two genres. Dreher (2003) found that the use of informational children's books as read-alouds promoted "intrinsically motivated reading" among struggling readers (p. 28). Reading aloud books about specific topics peaked the interest of students and prompted them to seek out additional books to read on their own. Stien and Beed (2004) also saw an increase in motivation when they incorporated nonfiction texts in their third-grade literature discussion groups. Having read works of historical fiction, the students eagerly read and discussed biographies and information books with their group members that related to the fictional pieces. As Huck (1977) says:

No textbook in social studies or science can begin to present the wonder, the excitement, the tragedy of man's discoveries and mistakes as the biographies, stories and informational books that are available for children today. Not to use them is to deny children their right to participate in the drama of the making of our civilization. (p. 368)

Therefore, curriculum support and enrichment is frequently cited as a reason for selecting specific books for classroom use.

In 1969, Tom conducted a survey of intermediate grade teachers (grades 4-6) from across the United States in order to determine what was being read aloud to students. A total of 1,020 questionnaires were mailed to randomly selected teachers in four different geographic regions and approximately 57% were returned. When the titles listed by the teachers as read-alouds were classified according to genre, Tom found that approximately 22% of them were biographical fiction or historical fiction. Of the nonfiction titles listed, almost half (48%) were connected to topics in the social studies. Overall, this demonstrates that approximately 70% of the teachers returning the questionnaire matched the material they read aloud to topics covered in their social

studies curriculums. Using children's literature to support content area studies was found to be a common practice in more recent research as well.

Jipson and Paley (1991) found the appropriateness of the story within the larger curricular context to be the most prevalent reason teachers cited for selecting a book for classroom use. Almost half (47%) of the responses given by the teachers in the study claimed that the books were selected because they complemented topics covered in other content or skill areas. Overall, the researchers concluded that practicing teachers selected children's books for their classroom "as part of a complex, curricular process - focusing not on the book itself but on the context in which the choice made sense" (p. 156). Book choices were not made spontaneously by many of the teachers surveyed. Rather, the choice was embedded within the framework of the classroom and integrated into the larger curriculum as a way to convey necessary information more effectively to their students.

Curriculum connections were also seen as important to the teachers in a study conducted by Hoffman, Roser, and Battle (1993). By having preservice teachers involved in field experiences report upon their classroom observations, the researchers were able to gather data on read-aloud practices in grades K-6 across the United States. A total of 537 classroom questionnaires, representing mixed income levels and diverse student ethnicities, were completed and returned. At the kindergarten level, 59% of the books read aloud were found to be related to an on-going topic study. Across the grade levels surveyed, approximately 34% of the books chosen for read-alouds were related to a specific unit of study. Additionally, most of those units were based upon a content area exploration in social studies or science.

Hamman (1995) also found that teachers integrated children's literature into the teaching of social studies. For the study, a postcard was sent to 207 randomly selected third and fifth grade public school teachers in rural Nebraska. The postcard asked four specific questions regarding the use of children's literature in social studies and provided a space for individual comments. Sixty-three percent of the surveys were returned and numerical calculations were figured. The data demonstrated that 26% of the teachers surveyed integrated the use of children's literature into social studies instruction at least once a week. Fifty-two percent used it once a month, while the remaining 22% used it once or twice each semester.

Personal Preference

Data trends among various studies support what was found by Luke, Cooke, and Luke (1986) to be the presence of "an unconscious gender and racial bias in...teachers' commonsense assumptions about 'what's appropriate for kids to read' "(p. 216). Teachers surveyed by Jipson and Paley (1991) reported that books were selected for classroom use due to personal and aesthetic reasons 45 % of the time. The teachers rationalized the use of certain books by stating that they were personal favorites, favorites of students in the past, or had good points for discussion. The findings of this study demonstrate the influence of personal bias on the selection of books for classroom use and are supported by more current research as well.

As a college language arts professor, Wollman-Bonilla (1998) had begun to notice that several pieces of children's literature regularly assigned for class discussion were receiving negative responses from some of the undergraduate and graduate level students in her classes. After studying the trends in their responses, Wollman-Bonilla found that

approximately 15% to 20% of the preservice and practicing teachers in her classes were voicing objections to texts that reflected gender, race, and class perspectives that were different than their own. These objections occurred during class discussions and in their written reflections. As the teachers' written responses were analyzed, Wollman-Bonilla discovered that the reasons they stated for deeming a text to be inappropriate for the classroom fell into three main categories.

First of all, teachers were rejecting works such as *Bridge to Terabithia* (Paterson, 1977), *Smoky Night* (Bunting, 1994), and *Fly Away Home* (Bunting, 1991) because they considered them too frightening or too sad and not a part of the students' personal experiences. Secondly, Eloise Greenfield's book of poetry *Honey, I Love and Other Poems* (1978) and *Amazing Grace* (Hoffman, 1991) were considered inappropriate because they occasionally used nonstandard dialect. Teachers thought these books might reinforce poor speaking habits and cause students to ignore dominant social values. Texts identifying racism and sexism as social problems were included in the third category of rejection. *Nettie's Trip South* (Turner, 1987) and *Roll of Thunder Hear My Cry* (Taylor, 1976) were rejected because they called attention to the racial problems of our past - problems that continue to exist throughout our country. Those who rejected multi-ethnic texts responded to the books by saying, "We're all the same. We shouldn't be pointing out racial differences" (p. 291).

Unlike the research done by Luke, Cooke, and Luke (1986) and Jipson and Paley (1991), Wollman-Bonilla (1998) found that the preservice and practicing teachers in her classes were "quite conscious of their criteria for text rejection" (p. 292). Jipson and Paley concluded that as teachers are made aware of and "encouraged to consider the

pluralistic nature of their school populations...the inclusion of texts by and about women and ethnic minorities may assume more importance” (p. 157). In other words, it was believed that as teachers were made aware of their text selection criteria and encouraged to think critically about the texts they chose for classroom use, personal biases would be overcome.

This, however, did not appear to be true for those who continually rejected pieces of realistic fiction in Wollman-Bonilla’s classes. Not only were teachers aware of their rejection criteria, but they regularly discussed their opinions with classmates and argued contrasting viewpoints. In the end they upheld their rejection criteria, thus eliminating particular books under the pretense of protecting children. Perhaps, as Wollman-Bonilla (1998) points out, “teachers prefer to not raise these topics precisely because they recognize that they *are* a part of many children’s lives. Opening up such topics might invite the voices of non-mainstream students into discussions and result in children challenging the status quo” (p. 290). It seems that text selection patterns reveal whether or not teachers see their role “as maintaining the status quo or empowering children to recognize, question, and act against social inequality and injustice” (p. 288).

Book selection by the teachers in Applebee’s 1993 study in secondary English classrooms was more restricted by their school districts than that of the teachers in the other studies reviewed. Applebee found that only 30% of the public school teachers surveyed felt as if they had complete freedom of choice, and 5 % reported having little or no freedom in text selection. The remaining teachers in the sample had various degrees of freedom. Additionally, freedom to choose books appeared to be influenced by the size of the school. Those in larger schools were less likely to have freedom of choice than

those in small schools. Teachers also reported additional factors that influenced their choices, some of which included parental censorship, community pressure groups, departmental book selection policies, personal familiarity with the text, and student appeal. Literary merit was also taken into consideration.

Personal bias toward particular books surfaced somewhat in Applebee's (1993) work when the secondary teachers were asked to report on their success in using various types of books in their classes. Teachers reported being "most comfortable with their teaching of 'great works from the Western tradition,' and least comfortable with adolescent/young adult selections and those by nonwestern authors" (p. 81). All things considered, Applebee concluded:

... that when it comes to broadening the canon to include more works by women and minorities, teachers may be unsure of the literary merit of new selections, personally unfamiliar with them..., and worried about community reaction. As a result the curriculum changes with glacial slowness. (p. 83)

Importance of Diversity

Although teachers in some of the studies recognized the value of books that represented diversity in gender, race, and ethnicity, the number of them who listed diversity as a priority was considerably few. Jipson and Paley (1991) found that only 9% of the reasons for book selection given by the elementary teachers in their study mentioned the representation of diversity to be a necessity. Considering the fact that 170 total responses were received, this means that approximately 1 out of every 11 responses given mentioned the need for diversity. Of the 9%, gender equity was mentioned by 4% of the teachers and 5% of them claimed that ethnic representation was a matter of importance. If these results were generalized to represent the opinions of 1,000 teachers,

only 90 of them would consider diversity when selecting books for classroom use.

Of the preservice teachers surveyed by Luke, Cooke, and Luke (1986), those who were somewhat more mature in age (30-40 years old) identified gender and/or ethnicity to be a determining factor. However, this number of preservice teachers was minimal – only 15%. The younger (18-20 year old) preservice teachers were more apt to ignore race and gender when making book selections. Overall, only 30% of the books they selected were written by women and 10% of the books had female protagonists. The researchers concluded that these results may be explained by the younger teachers' lack of life experiences.

More recently, Hart and Rowley (1996) found in their work with preservice teachers that education can be influential when it comes to the selection of multicultural literature for classroom use. Prior to the start of an introductory course on children's literature, the 40 students enrolled were given a packet of 13 pages photocopied from different children's books appropriate for students in grades one through six. Of these pages, six were copied from books that discussed minority cultures found in the United States; African-American, Asian-American, Native-American, Hispanic-American, and Appalachian-American. The preservice teachers were asked to read the pages and select "the five samples that most appeal to you as having value for use in the elementary classroom" (p. 212). The students were also asked to provide a written description of why they chose those particular pages. After 12 weeks of instruction, some of which specifically discussed the use and importance of multicultural children's literature, the students were again given the packet of 13 pages and asked to choose the five samples they would deem most valuable in an elementary classroom.

After analyzing the pre and post responses, Hart and Rowley (1996) discovered that the reasons preservice teachers gave for selecting books could be categorized into three main groups: 1) instructional reasons, 2) personal reasons, and 3) production quality reasons. Responses indicating a book's ability to help students develop a multicultural understanding were placed in a sub-category under instructional reasons. Prior to the course, approximately 21% of the students' responses citing instructional reasons mentioned using a book to help build a multicultural understanding, and a page in the packet discussing a minority culture was selected 39.5% of the time. After the course, 38% of the students' responses for selecting a book mentioned the need for building a multicultural understanding, and the selection of a packet page discussing a minority culture rose to 55.5% of the time. Findings demonstrate that many subjects in the study demonstrated a shift in their thinking regarding the selection of multicultural literature following the completion of the children's literature course.

Summary

Several trends were seen during the review of the literature on children's book selection for classroom use. First of all, fiction was the dominant genre chosen by all of the teachers in the reviewed studies, and the books listed as favorites were written predominantly by males of Anglo-European descent. Characterization within the books themselves featured primarily male protagonists and commonly portrayed females and minorities in stereotypical roles. Elderly people and those with disabilities were frequently absent from selected books altogether. Additionally, teachers' preferences reflected personal biases against books that confronted or discussed controversial issues such as death, claiming it to be frightening or sad for students to read, and social

problems including racism and sexism. Rather, curricular topics greatly influenced which books were chosen for classroom use. Ultimately, this limits student exposure to a variety of books.

While the aforementioned research provides information on the characteristics of books that are selected for classroom use and why they are selected, specific titles of books selected are not presented. In addition, studies discussing the status of the selection and use of children's literature in rural elementary schools are minimal at best.

CHAPTER 3

METHODOLOGY

Introduction

The purpose of the study was to gain a current, more in-depth look at the selection and use of children's literature in rural K-6 public school classrooms. Specifically, the study sought to find out the following: 1) what books are currently being selected for classroom use, 2) why those books are chosen, 3) how children's literature is being integrated across the curriculum, and 4) how selected books are obtained. While the target population is rural teachers from across the United States, rural teachers in the state of Ohio proved to be more accessible due to proximity and funding, and therefore, constituted the population for the study. The study was conducted in two separate phases and utilized mixed methodologies.

The first phase of this study was conducted in the spring so that the data collected had the potential to be representative of the literature that the teachers had selected, obtained, and used in their classrooms over the course of the school year. This phase was quantitative in nature and involved the use of a cross-sectional survey in order to gather information from a random sample of the population through a mail questionnaire (Fraenkel & Wallen, 2000). Teachers completing the questionnaire were asked to respond to questions regarding 1) their opportunities for professional development in the

area of children's literature, 2) what books they choose for classroom use, 3) what influences their book selection, and 4) how children's literature is used in their classrooms.

The second phase of the study was qualitative and utilized interviews and on-site observations in order to gather descriptive data regarding the teachers' selection and use of children's literature (Bogden & Biklen, 1992). Twelve of the 112 teachers who completed the mail questionnaire and volunteered to participate in the second phase were randomly selected for data collection. This number of teachers was thought to be sufficient enough for a rich pool of data and time restraints and travel expenses prohibited a larger group of participants. Each person recorded information regarding books chosen for read-alouds and literature discussion groups for four consecutive weeks during the month of October. On-site interviews were conducted with each teacher after the data collection period ended and a survey of the classroom environment was conducted. The data collected in this phase of the study served two purposes. First, it was compared and contrasted to the data collected by the survey to see if similar trends existed. Secondly, it extended and enriched the survey by providing new data regarding the use of classroom libraries, how children's literature was integrated into the school day, how the use of children's literature had changed since the spring survey, and how teachers intended to use books in the future.

The first part of this chapter discusses the population of the study and the procedures used in selecting the study sample. This is followed by an outline of the first phase of the study, the survey, which includes a discussion about the number of participants, the development of the questionnaire, and the data analysis procedures used.

The next section of this chapter communicates the details of the second phase of the study, long-term data collection and teacher interviews, and discusses the data analysis procedures employed in this phase. The final section of this chapter outlines the scope and limitations of the study as well as the measures taken to ensure its trustworthiness.

Population and Study Sample

The target population for this study is all rural K-6 public school teachers in the United States. Due to limited funding and travel restrictions, this population was not easily accessible. Therefore, the rural K-6 public school teachers in the state of Ohio constituted the population for the study. According to school district classifications published as of January 30, 2004, the Ohio Department of Education (ODE) divided the 611 public school districts in Ohio into 9 typologies. One group contains all of the joint vocational school districts. In order to classify the remaining districts, statistics relating to 15 variables are examined by the state. Workforce occupations, average income, median income, amount of college education, population density, and the amount of agriculture and industry, among other items, are considered. School districts receive one of the four following labels: 1) Rural: very low density with high or moderate percentage of agricultural property, 2) Small Town: low density with a moderate percentage of agricultural property and some industrial economic base, 3) Urban/Suburban: high density with little or no agricultural property and a high industrial base, and 4) Major City: very high density with little or no agricultural property and a high industrial base (Ohio Department of Education, January 30, 2004).

Two of the nine typology groups are considered rural by the Ohio Department of Education. These two groups are as follows:

1. Rural – high poverty, low SES (socioeconomic status): These districts tend to be rural districts from the Appalachian area of Ohio. As a group they have the lowest SES profiles as measured by average income levels and percent of population with some college experience.
2. Rural – low poverty, low SES: These tend to be small, rural districts outside of Appalachia. They have a work force profile that is similar to districts in Group 1, but with much lower poverty rates. (Ohio Department of Education, January 30, 2004)

The K-6 public school teachers within these two groups of rural districts constituted the population for this study. The following two-stage sampling procedure was used to obtain a representative sample of teachers for the first phase of the investigation:

- 1) The selection of districts: The names and addresses of the districts and district superintendents in each rural cluster were retrieved from the Ohio Department of Education website (www.ode.state.oh.us, January 30, 2004). Each of the 235 district superintendents was contacted by letter and asked to participate in the study (see Appendix A). The letter requested that they return a participation form (see Appendix B) as well as a list of their K-6 teachers with building assignments and e-mail addresses so that the teachers could be contacted directly.
- 2) The selection of teachers: Using a random number table, twenty-five percent of the teachers in grades K-3 and 4-6 were selected from each of the lists provided by the

participating school district superintendents. Personalized cover letters (see Appendix C), questionnaires (see Appendix D), and self-addressed stamped envelopes were sent directly to the selected teachers. The teachers were given approximately a week and a half during the spring semester to complete and return the questionnaire.

For the second phase of the study, a third sampling stage was added:

3) The selection of teachers for the second phase: A separate document was included with the mail questionnaire that described the second phase of the study and invited the teachers to participate (see Appendix E). Those who were interested in completing the second phase were asked to provide basic contact information and return the form with their questionnaire. The names of those who responded were divided into two grade level groups (K-3 and 4-6), and a random number table was used in order to select six teachers from each group. Travel expenses and time restrictions prohibited including all of the volunteers in the second phase of the study. The 12 teachers chosen were sent an e-mail at the end of the spring semester notifying them of their selection to participate. A packet including a cover letter (see Appendix F), participation consent form (see Appendix G), information form (see Appendix H), and book recording form (see Appendix I) were sent approximately two weeks prior to the start of data collection during the fall semester of the following school year.

Phase One of the Study

The first phase of the study is situated within the positivist paradigm. By surveying the accessible population, the researcher believes that “there is a reality out there to be studied, captured, and understood” (Denzin & Lincoln, 2000, p. 9). In this case, the goal is to find out what books are selected by rural Ohio K-6 public school

teachers for classroom use, why the books are selected, how the books are obtained, and how they are used with children. Through the use of a survey, the researcher will discover the status quo and ultimately communicate the findings in a straight-forward, objective manner. In this instance, the mail questionnaire was a tool which metaphorically acted as a one-way mirror of objectivity. The researcher collected data about the teachers and their selection and use of children's literature in the classroom without any intentions of influencing them or being influenced by them (Sipe & Constable, 1996).

To begin, the superintendents of rural Ohio school districts were sent a letter that outlined the study and requested his/her district's participation. They were also asked to submit a participation form as well as a list of their K-6 teachers including building assignments and e-mail addresses so that the cover letter and other communications could be personalized. A total of 71 of the 235 (30%) superintendents agreed to have their districts participate in the study. However, ten of the districts did not follow the guidelines stated in the cover letter and were not included. Seven of the excluded districts returned participation forms that were not accompanied by a list of the district's teachers. These districts were contacted by telephone and e-mail and asked to return the lists, but nothing was received. Additionally, two districts sent replies and lists past the deadline. One district returned a participation form that included the name of only one teacher who was willing to participate. Since this did not allow for a random sample of teachers from the district, the list was also excluded. The final number of districts to be included in the survey was 61; approximately 26% of the accessible population. Table 3.1 illustrates the rate of response.

Population	Letters Sent	Responses Received	Responses Excluded	Districts Participating	Percentage Participating
Superintendents	235	71	10	61	26%

Table 3.1: Number of districts participating in the study.

The returned names from each participating district were sorted into two grade level groups – primary (K-3) and intermediate (4-6). Special education teachers and those who teach physical education, music, and other enrichment classes were excluded from the population. Using a random number table, twenty-five percent of the names in each of the two grade level groups were chosen from each district's list to complete the questionnaire. Personalized cover letters, questionnaires, and self-addressed stamped envelopes were mailed to each selected teacher in an effort to increase the response rate.

Of the 535 teachers who were randomly chosen from the population and sent a questionnaire, 244 completed and returned the document. This is a response rate of 45%. Of the total number, 314 questionnaires were sent to primary teachers and 48% (151) were returned. Intermediate grade teachers completed and returned 42% (93) of the 221 questionnaires that were sent. This is considered an average rate of response for a mail survey (Chiu & Brennan, 1990). Table 3.2 presents this data.

Population	Number Sent	Number Received	Percent Received
K-3 Teachers	314	151	48%
4-6 Teachers	221	93	42%
Overall	535	244	45%

Table 3.2: Questionnaire response rates.

The Questionnaire

The questionnaire used in the first phase of the study was developed by the investigator. It consists of 16 questions that can be divided into four categories, 1) questions about the teacher's background and opportunities for professional development, 2) questions about the selection, acquisition, and use of children's literature for read-alouds, 3) questions about the selection, acquisition, and use of children's literature for literature discussion groups, and 4) questions requesting the titles and authors of books previously selected for read-alouds and literature discussion groups. While it is true that response bias to mail surveys tends to be greater than that of telephone surveys or face-to-face interviews, it can be minimized by making sure that the questionnaire used is concise, well organized, self-explanatory, and easy to complete (Czaga & Blair, 1996). According to Dillman (1983), a good questionnaire is one that appears "trim and easy" and "avoids condescending statements" (p. 361).

Consequently, a draft of the questionnaire was given to four graduate students who had previous classroom teaching experience in order to test the efficiency of the instrument. Each assumed the role of an elementary school teacher, completed the

questionnaire, and provided written and verbal feedback regarding the format of the instrument, its organization, and the clarity of its questions. Several changes were made based upon these suggestions. A second draft of the questionnaire was then given to five elementary teachers who teach in a local public school district. They also completed the questionnaire and provided written and verbal feedback regarding the format of the instrument, its organization, and the clarity of its questions. Based upon their suggestions, further changes were made and a final draft was completed (see Appendix C).

Data Analysis Procedures – Phase 1

Each question in the first three focus areas of the questionnaire had several statements from which to choose for an answer. The investigator hand tallied the responses to these questions and frequency counts and percentages were calculated. In addition, spreadsheets were created which provide specific information about each of the books listed by the teachers on the questionnaires as currently being read to students or selected during the school year for a read-aloud or literature discussion group. The categories of data collected reflect those that have been explored by other studies on book selection. The data collected for each book is as follows:

- the gender of the author(s)
- the genre of the book – this includes fiction, information, poetry, traditional, and biography
- the original publication year of the book
- whether or not the book is considered multicultural

Specific data about the books listed on the questionnaires was collected by conducting a search for each title on the Columbus Metropolitan Library's web site (www.cml.lib.oh.us). In some cases, the Library of Congress's web site (www.loc.gov) and *Children's Literature in the Elementary School* (Huck, Kiefer, Hepler, & Hickman, 2004) were consulted. At times, the genre classification of a book differed among libraries in the Columbus Metropolitan Library system. When this occurred, the classification given by the majority of libraries was listed on the spread sheet. For example, twenty libraries had copies of *The Night Before Christmas* (Brett, 1998). Of these libraries, 16 classified it as a book of poetry, two placed it in the picture book section, and two classified it as an easy reader. Since the majority of the holding libraries considered it to be poetry, this is the label it received for the purpose of the study. A separate spreadsheet was created for the books chosen as read-alouds and for those selected for use in literature discussion groups in each of the grade level categories (see Appendices J, K, L, and M).

Phase Two of the Study

Enclosed with the questionnaire was a separate document that outlined the second phase of the study and invited teachers to participate (see Appendix E). Those who wished to do so listed their contact information on the sheet and returned it along with the questionnaire. All of the positive responses were divided into two grade level groups (primary K-3 and intermediate 4-6). A total of 112 forms were received. Of those who returned the form, 67% (75) were primary grade teachers, and 33% (37) were intermediate grade teachers. This is approximately 45% of the primary teachers who returned the survey and 40% of the intermediate teachers. Nine positive responses were

excluded from the pool, seven primary and two intermediate, because they were received after the deadline.

Population	Questionnaires Received	Forms Received	Forms Excluded	Number of 2 nd Phase Volunteers	Percent of Survey Respondents
K-3	151	75	7	68	45%
4-6	93	37	2	35	40%
Overall	243	112	9	103	42%

Table 3.3: Second phase volunteer response rates.

The eligible volunteer forms in each grade level group were numbered, and a random number table was used in order to randomly select six participants from each group, twelve teachers total. It was decided that this number would provide a rich pool of data and traveling to 12 destinations throughout the state in order to conduct interviews and survey various classroom features was possible to accomplish within the budget restrictions of the study. Data from the interviews and classroom visits was used to confirm or disprove survey data and provided additional insight.

Data Collection

During the second phase of the study, data were collected three different ways. First of all, each participant was asked to record specific information about each book selected for classroom use during a given time period. Secondly, once the book recording portion was completed, a semi-structured interview was conducted with each

participant at his or her school. Finally, while in the classroom, a guided survey of the classroom environment was conducted.

Book recording. First of all, teachers participating in the second phase of the study were asked to record the title, author, and intended purpose of each book chosen for classroom use during four consecutive weeks in the fall (see Appendix I). This phase of the study was conducted during the month of October, approximately five weeks into the school year. October was chosen in order to allow teachers time to establish classroom routines, yet avoid the busy holiday schedules and extended school recesses which normally occur in November and December. Standardized testing, spring recesses, and other end-of-the-year classroom activities may restrict the amount of read-alouds and literature discussion groups conducted during the spring. Therefore, data collected during the fall semester had the potential to more accurately reflect the average read-aloud and literature discussion group practices of the participating classrooms. At the end of the book recording period, the study participants returned the forms in a self-addressed, stamped envelope provided by the researcher.

Teacher interviews. Once the book recording period ended, each teacher was contacted by e-mail or telephone and an interview was scheduled. These on-site interviews began in mid-November and were concluded in mid-December. Of the 12 interviews conducted, nine of them were completed after school. The remaining three interviews were done during school hours when the teachers had planning time. Each interview was semi-structured in format (see Appendix P). As in a structured interview, the same set of pre-established questions guided each session. However, all of the questions were open-ended. There was not a limited set of response categories, and there

was not a set of scripted directions (Fontana & Frey, 2000). This allowed for the interviews to be more flexible, and therefore, individual teachers chose to respond to the interview questions in a variety of ways. Some of them focused on the books that were listed on their questionnaires from the spring semester while others concentrated more on the titles listed during the fall data collection. Consequently, some of the responses given led various teachers to talk about other issues related to children's literature that were not addressed by the interview questions, such as standardized testing, professional development, and daily classroom schedules. Although some of the teachers' comments strayed from the topic at hand, every effort was made to keep the interviews focused on the standard set of interview questions.

The teachers were invited to discuss issues similar to those addressed by the spring questionnaire. However, the interview asked these questions in relation to the books selected for classroom use during the fall semester. Additionally, the teachers were given the opportunity to further discuss their survey responses and describe how their use of children's literature had changed since the spring survey and how it may possibly change in the future.

Field notes were taken during the interview and immediately following each on-site visit in an effort to include as many relevant details about the interview and school environment as possible. All of the notes were typed in an extended form the evening of the on-site visit. The interviews were also tape recorded and transcribed shortly thereafter. Afterward, each participant was invited to read their interview transcript and make additional comments via e-mail.

Classroom environment survey. Conducting the interviews in person provided an opportunity to survey the classroom environment and take notes regarding various items relating to the use of children's literature. An observation guide was used in order to assure that the same qualities were examined in each classroom. There were three main areas of focus, 1) the classroom library, 2) the independent reading area, 3) and the displays in the room related to books and reading. The survey guide also included a few questions for the teacher. If a classroom library was present, the teacher was asked to discuss how the books were obtained and how the library was used by the students. If an independent reading area was present, the teacher was asked how and when it was used by the students (see Appendix Q).

Field notes were taken during the survey of the classroom environment. Observations and teacher comments made in regard to the presence and organization of the classroom library, the independent reading area, and any visual displays relating to children's literature were recorded in a notebook. In some cases, detailed sketches were made as well. Additional reflections regarding the classroom environment were recorded immediately following the visit, and the notes were typed in an extended form the evening of the on-site visit.

Data Analysis Procedures – Phase 2

During analysis, the data collected at each site were reviewed separately. Trends across the data were recorded as they emerged. To begin, the field notes taken during the interview and the observations made about the classroom environment were read, key words and phrases were highlighted, and summary notes were made in the margins.

Next, the transcript was read, key words and phrases were highlighted, and summary notes were written in the margins. Once trends began to surface across the data, marginal notes were written in red ink in order to signify the commonalities, and statements that appeared especially powerful or telling were underlined in blue ink. Throughout the process, the spring questionnaire and fall book recording form submitted by that particular teacher were referenced. Finally, information taken from each set of field notes and interview were summarized and transferred to a notebook that had been divided into sections according to the topics of conversation that had surfaced during the teacher interviews.

The books recorded during the second phase of the study as being selected for classroom use were typed in a spreadsheet similar to the ones created for the books listed on the surveys. The following information was recorded for each book: 1) title, 2) author, 3) gender of the author, 4) genre of the book, 5) format of the book, 6) whether or not the book represents a multicultural perspective, and 6) the original publication date of the book. Again, the Columbus Metropolitan Library's web site (www.cml.lib.oh.us), the Library of Congress's web site (www.loc.gov), and *Children's Literature in the Elementary School* (Huck, Kiefer, Hepler, & Hickman, 2004) were the sources of information for each book. Whether the book was used as a read aloud or in a literature discussion group was also noted. The information on the spreadsheet was used to calculate the same frequencies regarding author gender, book genre, date of publication, and multicultural representation as listed earlier for the books recorded on the surveys (see Appendix N and O).

Trustworthiness

As previously discussed, the study utilized quantitative and qualitative methods. This was done in order to provide a more complete look at the selection, acquisition, and use of children's literature for read-alouds and literature discussion groups in rural Ohio K-6 public school classrooms.

In the first phase of the study a mail survey was used in order to collect quantifiable data. This method has its advantages. First of all, it allows for a large sample of the population to be questioned fairly easily and in a relatively inexpensive manner. In this way, a randomly selected sample of the population can be surveyed and a description of the entire population may be inferred based upon what is discovered about the sample (Czaja & Blair, 1996). Respondents are also given enough time to answer the questions thoughtfully. On the other hand, mail surveys are not known to produce high response rates. Because of this, extra care was taken in the preparation of the questionnaires for mailing. The cover letters and envelopes were printed individually on university letterhead which allowed for them to be personalized. Additionally, each letter was hand signed and a self-addressed, stamped envelope was included. These things were done in order to help establish trust between the researcher and the respondent and confirm the importance of the respondent to the study's success (Harbaugh, 2002; Kanuk & Berenson, 1975).

The questionnaire was revised numerous times based upon the recommendations of former classroom teachers and practicing teachers in order to create a document that was well organized and easy to read, understand, and complete. Each of these measures has been shown to increase mail survey response rates (Dillman, 1983). In addition,

response bias to the questionnaire should have been low, considering that the population being surveyed was highly educated and invested, to some degree, in the topic at hand. Overall, the response rate for the survey was 45%. Although considered to be an average rate of return (Chiu & Brennan, 1990), this number of responses was received without sending additional surveys or reminders of any kind. The factors listed above as well as the desire of rural teachers for their voices to be heard contributed to the acceptable response rate.

One disadvantage of a mail survey is that it doesn't allow for the use of follow-up questions. Additionally, reading to children is a socially desirable behavior, and because of this, researchers have found that such surveys "will inherently inflate the amount of reading reported" (Stahl, 2003, p. 364). Because of this, qualitative methods of research were included in the design of the study in order to validate the data collected by the survey as well as further the depth of understanding. The twelve teachers participating in the qualitative phase of the study were interviewed and a classroom survey was conducted in order to collect descriptive data.

While a researcher may not be able to capture all of the details in a setting or all of the intricacies of a conversation, certain precautions can be taken in order to increase the validity and reliability of findings. First of all, the interviews were conducted in the teachers' classrooms at their convenience, and each interview began with a bit of small talk and a description of the study in general. These things were done in order to establish a positive relationship between the researcher and the respondent (Bogdan & Biklen, 1992). The interview and classroom survey were semistructured so that comparable data across subjects could be obtained, yet the questions were open-ended in

order to allow for variation and a wider range of responses. Having obtained the respondents' permission, the interviews were audio taped, and field notes were taken as well in order to more completely capture the context of the interview (Bogdan & Biklen, 1992). In addition, small sketches of the classroom were made showing the placement of the classroom library, the independent reading area, and any displays relating to children's books and reading. In the parking lot immediately following the interview, the researcher recorded additional descriptive and reflective information. The field notes were typed in complete detail upon returning home that day, and the interviews were transcribed by the researcher shortly thereafter. Finally, a member check was conducted. Respondents were sent a copy of their interview transcripts via e-mail so that clarifications, corrections, and additional information could be submitted.

Multiple layers of data collected by a variety of instruments helped ensure the trustworthiness of the study. The data collected by the survey provided a foundation for understanding, while the interviews and surveys of the classroom environments clarified, expanded, and enriched the findings. In this way, triangulation of the data occurred, allowing the conclusions to be supported a number of ways (Fraenkel & Wallen, 2000). Using mixed methodologies and multiple instruments for data collection helped increase the validity of the study, and since data about book selection were collected during the spring and fall semesters, consistency over time could be observed. This helped increase reliability. Overall, the methodologies utilized resulted in data that provided both breadth and depth, allowing it to be more trustworthy.

Scope and Limitations of the Study

Certain limitations can be found within this study. First of all, the sample population was limited to rural, public school teachers in the state of Ohio. Data was not collected regarding the practices and opinions of rural teachers across the United States. Since permission was obtained by the researcher to communicate with the teachers directly about the study, it is possible that only the superintendents who felt extremely positive about the use of children's literature in their schools agreed to participate. In addition, it is possible that only teachers who felt good about their use of children's literature in the classroom returned the questionnaire. In turn, this implies that only the most confident teachers would have volunteered to participate in the second phase of data collection. If so, the findings of the study may not be representative of all rural Ohio public schools.

Each phase of the study contains additional limitations. In the first phase, the limitations inherent in any mail survey are present. To begin, respondents can easily ignore the questionnaire if it appears to be too time consuming or difficult. This often results in lower response rates than those for telephone surveys or face-to-face interview surveys. Questions may also be misunderstood, definitions of terms may be unclear, and directions may not be specific enough to collect accurate data. Since follow-up questions can not be asked and clarification received, data may be inaccurate. Survey data is also more extensive rather than intensive due to the type of questions a survey requires, and the use of open-ended questions is fairly limited. Although more in-depth data was collected during the second phase of the study, the practices and opinions of only twelve rural teachers in the state of Ohio were obtained. Interviews and classroom surveys were

conducted once and the books recorded represent those selected by the teachers during only one month in the fall.

Summary

The purpose of the study was to gain a current, more in-depth look at the selection and use of children's literature in rural Ohio K-6 public school classrooms. A mixed methods approach was used. To begin, a total of 535 questionnaires were sent to a random 25% of the K-6 teachers in participating rural Ohio public school districts. The questionnaire asked about the teacher's background and opportunities for professional development; how he/she selected, acquired, and used children's literature for read-alouds; how he/she selected, acquired, and used children's literature for literature discussion groups, and it requested the titles and authors of books previously selected for read-alouds and literature discussion groups.

Teachers completing the survey were given the opportunity to participate in the study further by collecting data the following fall. Using a random number table, six teachers were selected from the pool of willing participants in each grade level group. These twelve teachers kept track of all of the books they had selected for read-alouds and literature discussion groups for four consecutive weeks. After the data collection ended, each teacher was interviewed at his or her school and a survey of the classroom was conducted.

Frequency counts and percentages were calculated with the survey data. In addition, spreadsheets listing the title, author, and other characteristics of each book were created, and frequencies and percentages were calculated for each of the spreadsheet categories. The interviews conducted during the second phase of the study were audio

taped and transcribed, and the field notes taken were typed in detail shortly after each visit. Data from the two phases were compared and contrasted to check for evidence of support. Additionally, a focus was placed upon how the data collected during the interviews extended and enriched the data gathered by the survey.

CHAPTER 4

DATA ANALYSIS: PHASE ONE OF THE STUDY

Introduction

The purpose of this study was to gain a current, more in-depth look at the selection and use of children's literature in rural Ohio K-6 public school classrooms. Specifically, the study sought to answer the following: 1) what books are being chosen as read-alouds and for use in literature discussion groups, 2) why are those books being selected, 3) is children's literature being used across the curriculum, and 4) how are books being obtained for classroom use.

In order to effectively accomplish this goal, two different methodologies were utilized. The first phase of the study was quantitative and involved the use of a cross-sectional survey (Fraenkel & Wallen, 2000) in order to collect data from a random sample of the population through a mail questionnaire. Developed by the researcher, the questionnaire contained 16 questions that can be divided into 4 categories: 1) questions about the teacher's background and opportunities for professional development, 2) questions about the selection, acquisition, and use of children's literature for read-alouds, 3) questions about the selection, acquisition, and use of children's literature for literature discussion groups, and 4) prompts requesting the titles and authors of books previously selected for read-alouds and use in literature discussion groups. A total of 535

questionnaires were sent to teachers in rural districts across the state of Ohio. Of these, 314 were mailed to teachers of primary students (grades K-3) and 221 were mailed to teachers of intermediate students (grades 4-6). A total of 244 questionnaires, 151 primary (48% return) and 93 intermediate (42% return), were returned and comprise the sample used for analysis in this phase of the study.

This chapter presents the data collected during the survey phase of the study. First of all, information about the professional background of the participating teachers is presented. Next, specifics about the use of books for read-alouds are outlined. This is followed by details surrounding the use of books for literature circles. Finally, special attention is given to the selected books; the characteristics of the books themselves, and the factors that influenced their selection. Findings from the second phase of the study, teacher interviews and surveys of the classroom environments are presented in chapter 5.

Participating Teachers

The teachers participating in the survey teach students in rural, regular education K-6 public school classrooms across the state of Ohio. Special education teachers and those who teach physical education, music, and other enrichment classes were excluded from the population. Permission to participate in the study and a list of the district's K-6 regular education classroom teachers were obtained from each district's superintendent. Using a random number table, 25% of the primary (K-3) and 25% of the intermediate (4-6) teachers from each district's list were sent a personalized cover letter explaining the survey and a questionnaire.

Personal Background and Professional Development

The first section of the questionnaire sought to discover information about the

background and professional development levels of the rural elementary teachers participating in the survey. Of these respondents, 2% (5) were in their first year of teaching, 16% (39) were in their second to fifth year, and 13% (32) were in their sixth to tenth year of teaching. Therefore, approximately 31% of the total number of respondents returning the survey had taught 10 or fewer years. Of the remaining teachers, 24% (58) were in their eleventh to nineteenth year and 45% (110) were teaching for their twentieth year or more. This means that 69% of the total respondents had more than ten years of teaching experience. Of the primary grade teachers, 3% (4) of them were in their first year of teaching, 17% (25) of them were in their second to fifth year, and 11% (17) of the teachers were in their sixth to tenth year. Approximately 20% of the primary respondents were in their eleventh to nineteenth years of teaching. Following the overall trend, the majority of the primary grade teachers, approximately 50%, had been teaching for twenty or more years. Of the intermediate grade teachers, only 1% of them were in their first year of teaching, 15% (14) were in their second to fifth year of teaching, 16% (15) were in their sixth to tenth year, and 30% (28) were teaching for their eleventh to nineteenth year. Again, the highest percentage of intermediate grade teachers, approximately 38%, had been in the classroom for twenty or more years. Figure 4.1 presents this data.

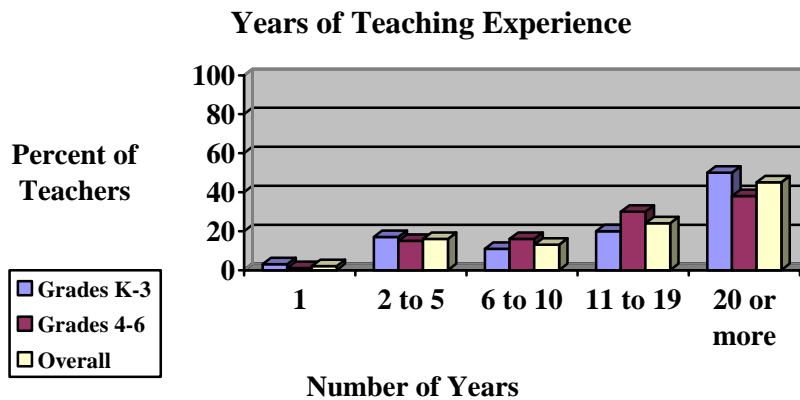


Figure 4.1: Years of teaching experience for survey respondents.

The opportunities for professional development in the area of children’s literature were also a focus of the questionnaire. Teachers were asked how many years it had been since they had taken an undergraduate level course in children’s literature. This data is represented in Figure 4.2. Overall, 61 teachers (25%) took an undergraduate level course one to five years ago. Approximately 14% (34 teachers) took an undergraduate level course 6-10 years ago, while most of the remaining 149 respondents (60%) took an undergraduate level course in children’s literature 11 or more years ago. Approximately 1% of the total number of respondents never took such a course. Considering the high percentage of respondents who had been teaching for ten years or more, it is logical that such a large number of them had taken an undergraduate level course in children’s literature more than a decade ago. When looking at the primary and intermediate grade level teachers independently, the data follows a similar pattern. Figure 4.2 presents this data.

Years Since Undergraduate Children's Literature Course

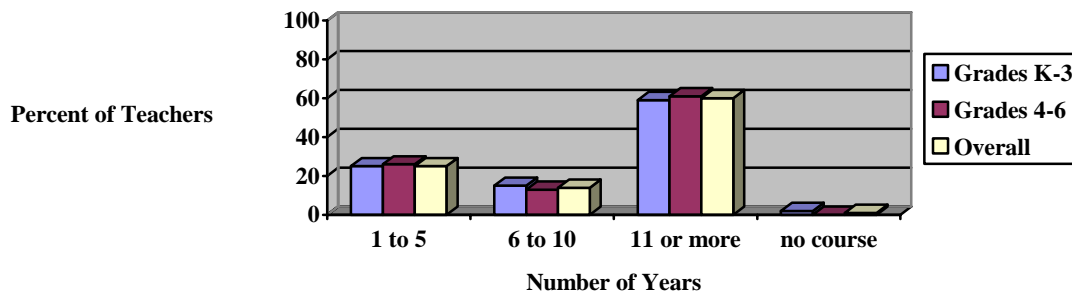


Figure 4.2: Years since an undergraduate level course in children's literature was taken by survey respondents.

Although the majority of the respondents had not taken an undergraduate course in children's literature recently, the teachers did report having had opportunities for professional development in this area. Of the total number of respondents, 73% reported attending an in-service, conference, or workshop relating to children's literature within the last 1 to 3 years. Approximately 13% had attended such an event within the last 4 to 6 years, 6% had attended within the last 7 to 10 years, and 3% had attended an in-service, conference, or workshop relating to children's literature in the last eleven or more years. A total of 10 teachers, 4%, had never taken advantage of such a professional development opportunity.

The trends seen in the collective data are similar to those seen in the primary and intermediate grade level groups when separated. For instance, approximately 74% and 73%, respectively, of the primary and intermediate grade level teachers had attended an in-service, conference, or workshop in the last 1 to 3 years. Four to six years ago, 13% and 12% of the primary and intermediate grade level teachers, respectively, attended such

a professional development opportunity. Only 6% of the primary and 7% of the intermediate grade respondents had attended a professional development event 7 to 10 years ago. For the remaining 3% of the primary teachers and 4% of the intermediate teachers, it had been eleven or more years since they had attended a professional development event relating to children’s literature. Approximately 4% of each grade level group had never participated in such an activity. Figure 4.3 illustrates this data.

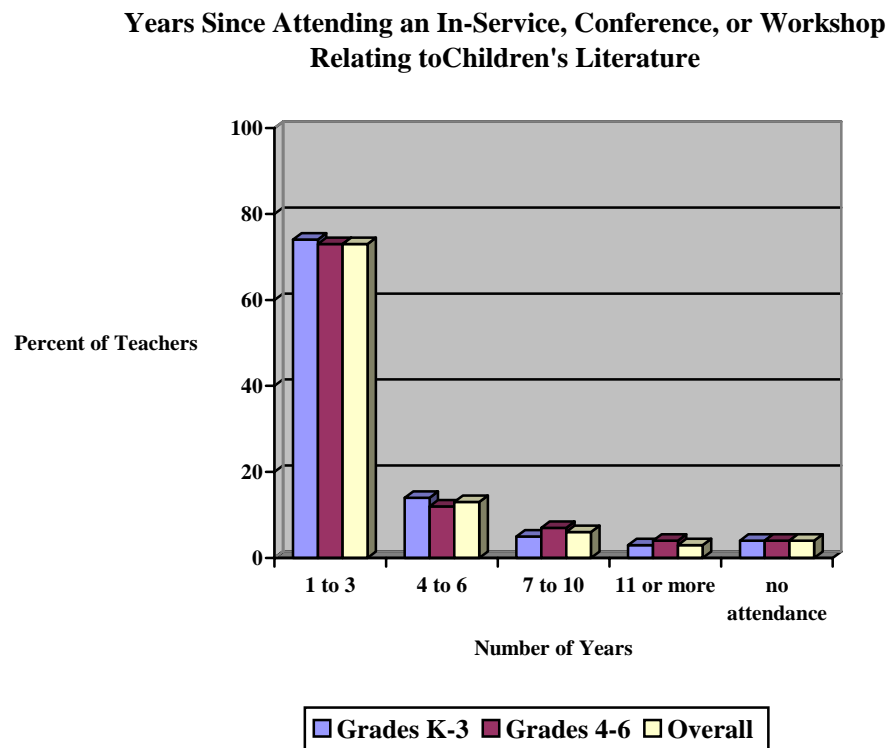


Figure 4.3: Number of years since participating in an in-service, conference, or workshop relating to children’s literature.

The final question regarding personal background and professional development sought to determine the number of teachers who had taken a graduate level course in children's literature. Of the 93 responding primary grade teachers, approximately 40% of them had taken such a course. The number of intermediate grade teachers who had taken a graduate level course in children's literature was slightly less at 34%. Figures 4.4 and 4.5 illustrate this data.

K-3 Teachers Who Have Taken a Graduate Level Children's Literature Course

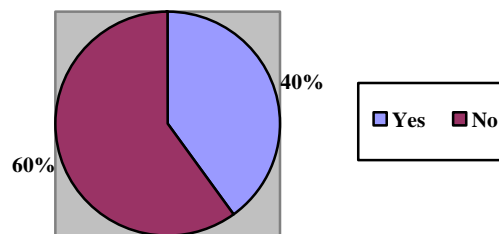


Figure 4.4: Number of primary teachers who have taken a graduate level course in children's literature.

4-6 Teachers Who Have Taken a Graduate Level Children's Literature Course

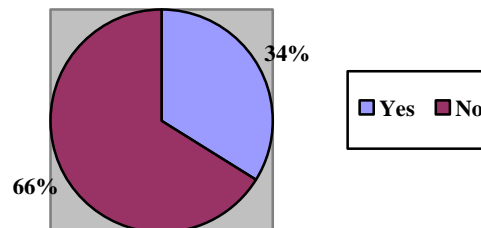


Figure 4.5: Number of intermediate teachers who have taken a graduate level course in children's literature.

Rural teachers reported in-services, workshops, and conferences to be their most common sources for professional development. Almost three-fourths of them claimed to have attended such an even in the last one to three years. Overall, only 4% of the participating teachers reported never having attended an in-service, workshop, or conference relating to children's literature, while almost 62% have not taken a graduate level course in this area.

Findings Regarding the Use of Read-Alouds

The next section of the questionnaire attempted to find out various details regarding the use of read-alouds in the classroom. Respondents were asked to share how often they read aloud to their students, how they obtained the books they used, and in what content areas read-alouds were held as a part of instruction. For the purpose of the study, a read-aloud was defined as the oral reading of a book or portion of a book by the teacher or other adult to a small or large group of students conducted in a school setting for the purpose of enjoyment or instruction.

Frequency of Classroom Read-Alouds

To begin, respondents were asked how often they read aloud to their students. Overall, 83% of the teachers claimed to read aloud on a daily basis. The number of primary teachers reading aloud daily was higher than the number of intermediate teachers who reported conducting a daily read-aloud. These figures are 89% and 73% respectively. Of the remaining teachers, approximately 9% stated that they read-aloud weekly and 2% said that monthly read-alouds were held. Weekly and monthly read-alouds tended to be more common in the intermediate grades than in the primary grades. Four primary grade respondents reported that they read-aloud more than once per day -

some as often as four times per day. However, intermediate grade teachers who marked the “other” column noted that the frequency of read-alouds varied from week to week, depended upon science and social studies topics, were held every other day, or conducted only when their schedule allowed. Additionally, two of the intermediate grade respondents said that they did not read-aloud to their students at all. Figure 4.6 presents this data.

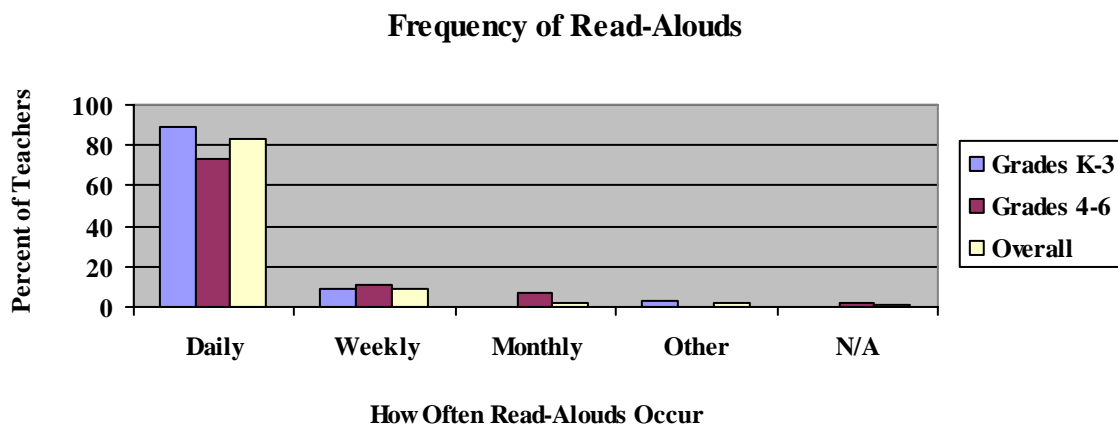


Figure 4.6: Frequency with which read-alouds occur in K-6 rural elementary classrooms.

Sources for Read-Alouds

According to the returned questionnaires, books selected for classroom read-alouds were obtained a number of ways. On a scale of one to five, with one being the least often and five being the most often, teachers were asked to mark how frequently they used the following resources in order to obtain classroom read-alouds: 1) school library, 2) public library, 3) colleague’s collection, 4) purchased from a commercial book club, 5) purchased with personal funds, and 6) purchased by a parent/teacher

organization. Space to list other resources for books was also provided. Table 4.1 shows how frequently primary grade teachers obtain read-aloud books from each of the sources given above, while table 4.2 presents the same information for intermediate grade teachers.

Resource	Least Frequent	2	3	4	Most Frequent	Left Blank
School Library	26%	19%	29%	15%	10%	2%
Public Library	34%	27%	18%	13%	7%	1%
Colleague	34%	31%	19%	11%	1%	3%
Book Club	6%	11%	21%	34%	28%	1%
Personal Funds	1%	7%	10%	23%	58%	1%
PTO Funds	31%	15%	23%	15%	12%	4%

Table 4.1: Frequency with which teachers of students in grades K-3 obtain books for read-alouds from various sources.

Resource	Least Frequent	2	3	4	Most Frequent	Left Blank
School Library	23%	22%	29%	13%	10%	3%
Public Library	39%	21%	24%	12%	1%	3%
Colleague	36%	30%	22%	7%	1%	4%
Book Club	13%	11%	23%	30%	20%	3%
Personal Funds	4%	6%	19%	29%	41%	2%
PTO Funds	32%	12%	19%	23%	8%	7%

Table 4.2: Frequency with which teachers of students in grades 4-6 obtain books for read-alouds from various sources.

Overall data trends demonstrate that approximately one-fourth of the respondents tend to use their school libraries least frequently as a source for read-aloud books. This appears to hold true for primary grade teachers (26%) more often than intermediate grade teachers (23%). Public libraries and colleagues also tend to be little used resources when it comes to the acquisition of read-aloud materials, and read-alouds don't appear to be purchased frequently by parent/teacher organizations. Instead, approximately 57% of all respondents reported a commercial book club to be a frequently or most frequently used source of read-aloud material. However, for primary and intermediate grade teachers alike, read-alouds are obtained more often through personal funds than by any other means. This is true for 58% of the primary grade teachers and 41% of the intermediate grade teachers.

Some respondents listed additional resources for read-aloud books and told how frequently those sources were utilized. Fifteen primary teachers commented that school or district funds, various grants, or adopted reading series materials most frequently supplied read-aloud books. An additional seven primary grade teachers cited similar resources as their second most frequent way to obtain read-aloud books. Eight intermediate grade teachers noted that district funds, grant money, and endowment funds supplied their read-alouds most often. One intermediate grade teacher commented upon finding read-alouds most frequently at yard sales and Good Will stores. A minimal number of primary and intermediate grade teachers both said that students quite frequently brought their own books to school for read-alouds. One respondent reported that the school's library was also the public library.

Read-Alouds in the Content Areas

Survey respondents were asked to note the frequency with which they used read-alouds during content area instruction. Table 4.3 illustrates this data for the primary grade teachers and Table 4.4 presents the data for the intermediate grade teachers.

Subject	Daily	Weekly	Monthly	Never
Reading n=150	72%	24%	4%	0
Writing n=144	21%	45%	24%	10%
Spelling n=137	11%	27%	12%	49%
Math n=143	6%	27%	55%	13%
Science n=145	12%	49%	31%	8%
S. Studies n=142	11%	51%	35%	3%

Table 4.3: Frequency with which teachers in grades K-3 read aloud children's literature as a part of content area instruction.

Subject	Daily	Weekly	Monthly	Never
Reading n=79	61%	29%	5%	5%
Writing n=73	10%	44%	34%	12%
Spelling n=68	3%	25%	16%	56%
Math n=59	3%	12%	39%	46%
Science n=53	6%	25%	42%	28%
S. Studies n=61	7%	26%	51%	16%

Table 4.4: Frequency with which teachers in grades 4-6 read aloud children's literature as a part of content area instruction.

Overall, approximately 64% of the teachers reported using read-alouds as a daily part of their reading instruction. When figures for the two grade level groups are

compared, the data demonstrates that primary teachers report the use read-alouds during reading instruction more frequently than intermediate grade teachers. The percentages are 72% and 53% respectively. However, the daily use of read-alouds during reading instruction is the most common category for both grade level groups. Reading aloud on a daily basis does not appear to be a common occurrence in other content areas.

Read-alouds during writing, science, and social studies instruction appear to occur more frequently on a weekly basis in the primary grades. Intermediate grade teachers report the use of read-alouds most frequently as a weekly occurrence during writing instruction. However, read alouds in science and social studies usually occur monthly. Most of the teachers in both grade level groups report never using read-alouds during spelling instruction. For intermediate grade teachers this is true for math instruction as well. Primary grade teachers, however, claim to use read-alouds monthly during math.

Varying percentages of teachers in each grade level group left some of the prompts blank or noted that the content area was not applicable to them. This was especially true in the intermediate grades. It appears that the use of departmentalization is more prevalent in these grade levels. In this type of arrangement, teachers of the same grade level choose to teach one or possibly two content areas exclusively, and the students travel from teacher to teacher for instruction. Therefore, teachers who do not have the responsibility of teaching a particular content area would not be able to answer the read-aloud question about that content area accurately. It appears that primary grade classrooms are more often self-contained. This type of arrangement would be more likely to promote the use of children's literature across the curriculum since it could more easily be integrated through the use of thematic or topic studies (Huck, Kiefer, Hepler, &

Hickman, 2004).

When asked if children's literature was used for instruction in other areas, a few primary grade teachers said that they used it during health and character education lessons. One primary teacher said that read-alouds were "just for fun". Character education was listed as an area of use in one intermediate classroom. Interestingly enough, one intermediate teacher noted that read-alouds were used throughout the curriculum while another said read-alouds were used only "when I can". It appears that for some intermediate grade teachers read-alouds hold different amounts of curricular value.

Findings Regarding the Use of Literature Discussion Groups

The third section of the questionnaire explored details regarding the use of literature discussion groups in the classroom. Respondents were asked to share how often they used literature discussion groups, how they obtained the books the groups used, and in what content areas literature discussion groups were included. For the purpose of the study, a literature discussion group was defined as a small group of students who are gathered to read and discuss a piece of children's literature chosen from a group of titles that have been preselected by the teacher. Students may be reading the same book, books by the same author, or books that have a common theme (Harris & Hodges, 1995). During literature discussion groups, the teacher acts as a facilitator (Daniels, 1994).

Frequency of Literature Discussion Groups in the Classroom

To begin, teachers were asked to share how often the students in their classes read books that had been preselected for use in a literature discussion group. Of the primary

respondents, 45% marked that the question did not apply to them. Approximately 29% of the intermediate grade teachers did not appear to have students reading preselected books for literature discussion groups either.

Of the primary grade teachers whose students do read preselected books for literature discussion groups, the greatest number of them (23%) read on a weekly basis. This type of reading appears to be done on a daily and monthly basis approximately 12% and 9% of the time respectively. Additional comments provided at the end of a number of primary grade surveys indicate, however, that there may have been some confusion regarding the definition of a literature discussion group. Although the definition was clearly stated on the questionnaire, it is possible that some teachers considered guided reading groups to be the same as literature discussion groups. For the purpose of this survey, these two frameworks are different. In guided reading, small groups of students read preselected texts, however, the teacher is much more involved. Teachers provide supportive teaching and participate in the group discussions in order to help the students better understand what reading is and how it works (Fountas and Pinnell, 2001). Literature discussion groups are more student directed. Because of this confusion, figures regarding literature discussion group use in the primary grades may not accurately reflect classroom practice. Data that was clearly confused was omitted from the final calculations. However, not all of the inaccurate data may have been excluded. Figure 4.7 presents the data collected in regard to the frequency with which students read preselected books for literature discussion groups in each of the grade level categories.

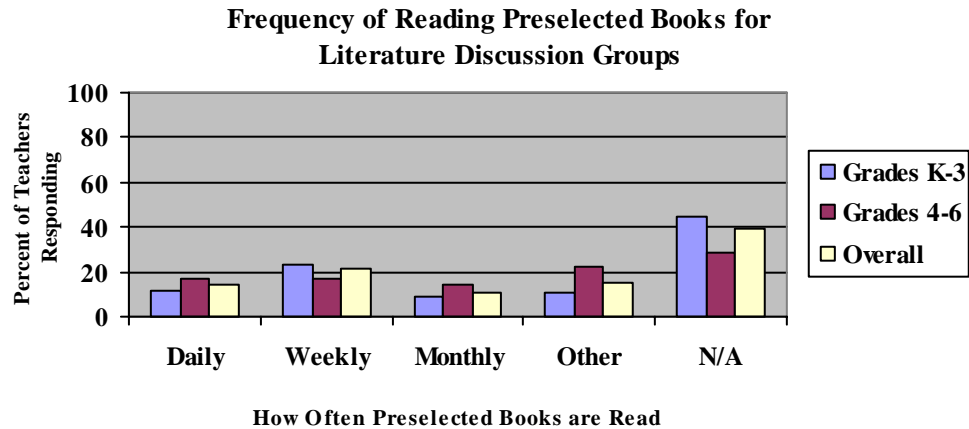


Figure 4.7: Frequency with which students read books preselected by the teacher in literature discussion groups.

In the intermediate grades, the reported daily, weekly, and monthly reading of preselected books for literature discussion groups is fairly equal. The percentages are 17%, 17%, and 14% respectively. Many of the intermediate teachers (approximately 22%) reported various other reading arrangements. These included everything from “twice a year” and “several times a year” to “bi-monthly”. The highest number of responses in this category, six, made reference to the use of literature discussion groups “later in the year when there’s more time”. One intermediate grade teacher reported using literature discussion groups “much less often due to the proficiency tests”. Confusion between the definition of literature discussion groups and guided reading did not appear to exist among the intermediate grade respondents.

Sources for Literature Discussion Group Books

Similar to the findings regarding the acquisition of read-aloud books, teachers appear to obtain literature discussion books many different ways. Again, on a scale of one to five, with one being the least often and five being the most often, teachers were

asked to mark how frequently they used the following resources in order to obtain literature discussion group books: 1) school library, 2) public library, 3) colleague's collection, 4) purchased from a commercial book club, 5) purchased with personal funds, and 6) purchased by a parent/teacher organization. Space to list other resources for books was also provided. Table 4.5 shows how frequently primary grade teachers obtain literature discussion group books from each of the sources stated above, while table 4.6 presents the same information for the intermediate grades.

Resource	Least Frequent	2	3	4	Most Frequent	Left Blank
School Library	42%	14%	13%	17%	11%	4%
Public Library	59%	18%	8%	11%	1%	4%
Colleague	33%	25%	23%	13%	4%	2%
Book Club	9%	13%	20%	25%	32%	1%
Personal Funds	20%	7%	17%	22%	32%	2%
PTO Funds	43%	9%	16%	16%	15%	1%

Table 4.5: Frequency with which teachers of students in grades K-3 obtain books for literature discussion groups from various sources.

Resource	Least Frequent	2	3	4	Most Frequent	Left Blank
School Library	37%	17%	17%	9%	15%	5%
Public Library	57%	11%	19%	5%	6%	3%
Colleague	26%	25%	26%	15%	5%	3%
Book Club	15%	11%	20%	20%	29%	5%
Personal Funds	20%	9%	29%	18%	18%	6%
PTO Funds	29%	19%	11%	23%	12%	12%

Table 4.6: Frequency with which teachers of students in grades 4-6 obtain books for literature discussion groups from various sources.

Overall, teachers in both grade level groups report using public libraries least often when obtaining books for literature discussion groups. The figures are 59% and 57% for the primary and intermediate grade teachers respectively. School libraries, colleagues, and books purchased by parent/teacher organizations are also listed as being least frequently used resources. Similar to the findings for acquiring read-alouds, commercial book clubs and purchasing books with personal funds appear to be the most frequently used sources for literature discussion group books. Primary grade teachers gave these two sources the highest rankings, while intermediate teachers ranked commercial book clubs the highest.

Additional methods of acquiring texts for use in literature discussion groups were mentioned by twenty-two of the primary grade survey respondents. Grants, district funds, the school's book room, and materials provided by the district's adopted reading series were ranked as most frequently used resources. These same categories were listed by other teachers as being used moderately (3) and frequently (4). Intermediate grade

teachers listed additional book resources as well. District funds, grants, and the school's book room were also named as most frequently used resources. Classroom libraries, materials from the district's adopted reading series, and purchases made at garage/yard sales were also included by some in the most frequent category. Seven intermediate respondents ranked grants and various school funds as moderately used sources (3) and frequently used sources (4). One teacher commented on how literature discussion group books could be purchased rather than workbooks if the teacher so chose.

Literature Discussion Groups in the Content Areas

Survey respondents were asked to share how often literature discussion groups were included in content area instruction. The highest percentage of respondents reported using literature discussion groups as a part of their daily reading instruction. Daily use during reading instruction was also the most common category for read-alouds in the content areas. Although the findings are similar, a higher percentage of teachers incorporate read-alouds across the curriculum more than they incorporate literature discussion groups. Where 72% of the primary grade teachers use read-alouds daily during reading instruction, 43% use literature discussion groups. In the intermediate grades approximately 53% reported using read-alouds daily during reading while 40% using literature discussion groups.

In other content areas, the use of literature discussion groups by primary grade classrooms is less frequent. For example, the highest percentage of primary grade respondents claim to use literature discussion groups as a part of weekly writing and social studies instruction, yet the highest percentage report never using literature discussion groups in spelling (67%), math (59%), and science (38%). The trend for use

in the intermediate grades is similar. Literature discussion groups are said to be a part of monthly writing instruction but never used in spelling, math, science, and social studies by 69%, 80%, 67%, and 47% of the intermediate grade teachers respectively.

For approximately 46% of the 151 primary grade respondents, the use of literature discussion groups in various content areas was reported not applicable. This was found to be the case for 25% of the intermediate grade respondents as well. Again, a portion of the primary and intermediate grade respondents left these prompts on the questionnaires blank. For content areas such as math, science, and social studies, the prompts were frequently left blank. Again, additional notes made by respondents, especially those teaching intermediate grade students, stated that certain subjects were not a part of their teaching assignments due to departmentalization. Tables 4.7 and 4.8 illustrate the findings for primary and intermediate grade level groups.

Subject	Daily	Weekly	Monthly	Never
Reading n=75	43%	37%	17%	3%
Writing n=69	6%	35%	30%	28%
Spelling n=72	0	25%	8%	67%
Math n=73	0	15%	26%	59%
Science n=74	1%	24%	36%	38%
Soc. Studies n=70	1%	30%	37%	31%

Table 4.7: Frequency with which teachers in grades K-3 use literature discussion groups as a part of content area instruction.

Subject	Daily	Weekly	Monthly	Never
Reading n=55	40%	29%	25%	5%
Writing n=56	11%	29%	32%	29%
Spelling n=49	6%	14%	10%	69%
Math n=45	0	11%	9%	80%
Science n=39	0	21%	13%	67%
Soc. Studies n=47	2%	17%	34%	47%

Table 4.8: Frequency with which teachers in grades 4-6 use literature discussion groups as a part of content area instruction.

When given the opportunity to share additional uses for literature discussion groups in the classroom, four primary grade respondents supplied an answer. Weekly health lessons, monthly character education instruction, and spring semester reading lessons were each listed by one teacher. Additionally, one teacher said that literature discussion groups were used “just for fun”. Six intermediate grade teachers listed additional information regarding literature discussion groups. One teacher mentioned that literature discussion groups were just starting in his/her classroom while another stated that he/she intended to try them the following year in social studies. Other teachers were a bit broader in their comments, stating that they only used children’s literature for science and social studies or that they used literature discussion groups several times a year but did not list a specific content area in which the groups were used.

Books Selected for Use

The final prompts in the read-aloud and literature discussion group sections of the

questionnaire asked the respondents to list a book that they were currently reading aloud, two books they had previously read aloud during the school year, and three books that had been selected for use in a literature discussion group. Most respondents listed the number of books requested; however, others listed less while a few respondents listed more. A combined total of 452 different read-aloud titles and 296 different literature discussion group titles were reported by the teachers. For the purpose of the study, only specific titles were included in the data analysis. Listings such as “Dr. Seuss’s books” or “Junie B. Jones books” were omitted.

A spread sheet containing specific data about each book chosen to be read aloud or used in literature discussion groups in grades K-3 and 4-6 was created. The characteristics of each different title listed on the spread sheets are as follows: 1) the author(s), 2) the gender of the author(s), 3) the genre of the book, 4) the original publication date of the book, and 4) whether or not the book is multicultural. The information about each title was located by searching The Columbus Metropolitan Library’s website (www.columbuslibrary.org), the Library of Congress’s website (www.loc.gov) or referring to entries in *Children’s Literature in the Elementary School* (Huck, Kiefer, Hepler, & Hickman, 2004). Findings for each category will be outlined in the next sections of this chapter. (See appendixes J, K, L, and M for the spread sheets.)

Books Selected as Read-Alouds

A total of 452 different titles were listed by survey respondents as books that were currently being read aloud in the classroom or had been previously read to students that school year. Of those titles, 274 were listed by primary grade teachers and 178 were listed by intermediate grade teachers. Approximately 19% (52) of the titles were listed

multiple times by the primary grade teachers. In the intermediate grades, almost 22% (39) of the titles were listed two or more times. This means that a total of 651 books were listed as read-alouds by survey respondents – 452 different titles, some of them listed multiple times. This data demonstrate the amount of variety in regard to the books being read aloud in rural, K-6 public school classrooms across the state of Ohio.

Gender of the author(s). To begin, titles written by 196 different authors were listed as read-alouds by primary grade respondents. Of these authors, 40% are males, 58% are females, and 2% are male and female co-authors. Of the total number of books reported on the surveys, 47% are written by males, 51% are written by females, and 2% are co-authored by a male and a female. Intermediate grade teachers listed books by 125 different authors – 53 (42%) males, 70 (56%) females, and 2 (2%) male and female co-authors. Of the total number of books reported on the surveys, 46% were authored by males, 53% were authored by females, and 1% was co-authored by a male and a female. Table 4.9 presents this data.

Grade Level	Number of Books	Number of Different Titles	Number of Male Authors	Number of Books by Males	Number of Female Authors	Number of Books by Females	Number of Male/Female Co-Authors	Number of Books by Male/Female Co-Authors
K-3	394	274	78 (40%)	185 (47%)	114 (58%)	200 (51%)	4 (2%)	9 (2%)
4-6	257	178	53 (42%)	119 (46%)	70 (56%)	136 (53%)	2 (2%)	2 (1%)

Table 4.9: Gender of authors and the number of read-alouds authored by males, females, and male/female co-authors in each grade level group.

According to the listings, there were more titles by female authors listed, a greater total number of books by female authors were read aloud, and more books by females were listed multiple times across the grade level categories. When broken down further, in the primary grades the total number of read-aloud books represented by multiple listings was greater for male authors. A total of 53 titles were listed by primary grade teachers multiple times - this accounts for 172 books. Of these books, 55% were authored by males, 41% were authored by females, and 3% were co-authored by a male and female. This higher percentage can partly be attributed to the number of listings for four specific books authored by men. *Charlotte's Web* (White, 1952) received 14 listings, *The Very Hungry Caterpillar* (Carle, 1969) received 13 listings, *Chicka Chicka Boom Boom* (Martin & Archambault 1989) received 7 listings, and *James and the Giant Peach* (Dahl, 1961) received 6 listings. These four titles represent almost one-fourth of the total number of books by males listed multiple times on primary grade questionnaires.

Original dates of publication. According to the original dates of publication, the books selected for read-alouds in the primary grades ranged in age from 102 years old (*Peter Rabbit*, Potter, 1902) to less than one year old at the time of the study. The greatest percentage of the books chosen by primary grade teachers, 36%, was written in the 1990s. Read-alouds chosen by the intermediate grade teachers ranged in age from 121 years old (*Treasure Island*, Stevenson, 1883) to less than one year old at the time of the study. Intermediate grade students chose the greatest percentage of books, 33%, from the 1990s as well. When the publication dates for each decade are looked at collectively, the majority of the books selected for use in either grade level group was originally published from 1990 to 2004, the year in which data for the current study was collected.

Table 4.10 presents these findings.

Grade Level	Total Number of Books	<1950	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	<1950-1989	1990-2004
K-3	274	15 (5%)	11 (4%)	18 (7%)	32 (12%)	55 (20%)	98 (36%)	45 (16%)	131 (48%)	143 (52%)
4-6	178	10 (6%)	5 (3%)	17 (10%)	20 (11%)	31 (17%)	58 (33%)	37 (21%)	83 (47%)	95 (53%)

Table 4.10: Original publication dates for books chosen as read-alouds in each grade level group.

Most frequently listed authors. A total of 15 authors had 3 or more titles listed by primary grade respondents, and some of these titles were listed multiple times. Books by these 15 authors comprise over one third, almost 36%, of the total number of books listed as read-alouds in the primary grades. The intermediate grade respondents listed 3 or more titles by 12 different authors, some of which were also listed multiple times. Books by these 12 authors comprise 29% of the total number of books listed as read-alouds by intermediate grade teachers. Intermediate grade respondents appear to read aloud a wider variety of authors and titles than do teachers in the primary grades. One possible explanation might be that more author studies are conducted in primary grade classrooms. Table 4.11 shares the names of the authors with 3 or more titles listed by primary grade respondents and the total number of books those titles represent. Table 4.12 provides the same information according to the results of the intermediate grade survey.

Author	Number of Different Titles Listed	Total Number of Books
Carle, Eric	8	26
Park, Barbara	8	13
Cleary, Beverly	7	14
Polacco, Patricia	6	9
Sachar, Louis	6	9
Blume, Judy	5	9
Brett, Jan	5	10
Dahl, Roald	5	14
McCloskey, Robert	4	4
Ehlert, Lois	3	3
Gibbons, Gail	3	5
Munsch, Robert	3	3
White, E. B.	3	17
Wilder, Laura Ingalls	3	5

Table 4.11: Authors with 3 or more titles listed by primary grade respondents and the total number of books these titles represent.

Author	Number of Different Titles Listed	Total Number of Books
Dahl, Roald	8	11
Cleary, Beverly	4	4
Paulsen, Gary	4	11
Sachar, Louis	4	12
Avi	3	6
Creech, Sharon	3	4
DiCamillo, Kate	3	7
Henry, Marguerite	3	3
Lowry, Lois	3	6
Park, Barbara	3	4
Scieszka, John	3	3
Spinelli, Jerry	3	4

Table 4.12: Authors with 3 or more titles listed by intermediate grade respondents and the total number of books these titles represent.

Most frequently listed titles. The five most frequently listed read-aloud titles in each grade level group are listed below in Tables 4.13 and 4.14. The original date of publication for each of the titles is given as well.

Title	Author	Number of Listings	Publication Date
Charlotte's Web	E. B. White	14	1952
The Very Hungry Caterpillar	Eric Carle	13	1969
Chicka Chicka Boom Boom	Bill Martin Jr. and John Archambault	7	1989
The Box Car Children	Gertrude Chandler Warner	6	1942
James and the Giant Peach	Roald Dahl	6	1961

Table 4.13: Five most frequently listed read-alouds in K-3 and their original dates of publication.

Title	Author	Number of Listings	Publication Date
Hatchet	Gary Paulsen	7	1987
Holes	Louis Sachar	7	1998
The Sign of the Beaver	Elizabeth George Speare	6	1983
Tuck Everlasting	Natalie Babbitt	5	1975
Where the Red Fern Grows	Wilson Rawls	5	1961

Table 4.14: Five most frequently listed read-alouds in 4-6 and their original dates of publication.

None of the primary books were written during the past decade. In fact, they range in age from being 15 to 62 years old at the time the survey was conducted. The average age of the books in 2004 was 41 years old. Only one of the five books was

written by a female. Of the books most frequently read aloud in the intermediate grades, 2 were written by females. These books were published more recently than the ones listed most frequently by the primary grade teachers and range in age from being 6 to 43 years old at the time the survey was conducted. The mean age in 2004 was approximately 23 years old. All of the most frequently listed titles in each grade level group are works of fiction.

Factors influencing the selection of read-alouds. Survey respondents were asked to consider the book they were currently reading aloud to students and comment upon what factors were most important and least important when selecting that book as a read-aloud. Eight prompts were provided from which to choose, and teachers were asked to mark their top three prompts for each designation. These included: 1) favorite book of past students, 2) book is a personal favorite, 3) award winning book, 4) topic/theme matches or supports curricular standards, 5) author/illustrator recognized for doing quality work, 6) book was recommended in a professional publication, 7) book was recommended by a colleague, and 8) book presents a multicultural perspective. In addition, space was provided for the respondents to list other most and least important factors. The responses of teachers who marked more than three prompts on either side were omitted from the data analysis. This resulted in the exclusion of 11 primary grade surveys and 14 intermediate grade surveys.

Findings were similar between the two grade level groups. Overall, the most important factors when selecting a book as a read-aloud were: 1) it matches or supports curricular standards, 2) it is a favorite of past students, or 3) it is a personal favorite. Each of these prompts was selected by more than 20% of the primary respondents.

Intermediate grade respondents selected these three prompts 18% or more of the time. While primary grade respondents thought that the book's curricular ties were the most important factor of the three listed above (25%), intermediate grade respondents felt that it was most important for a read-aloud to be a favorite of past students (21%). Figure 4.8 illustrates the data collected regarding the most influential factors when selecting read-alouds in the primary grades. The percentage of favorable responses for each prompt is given. Figure 4.9 illustrates this same data according to the intermediate grade responses.

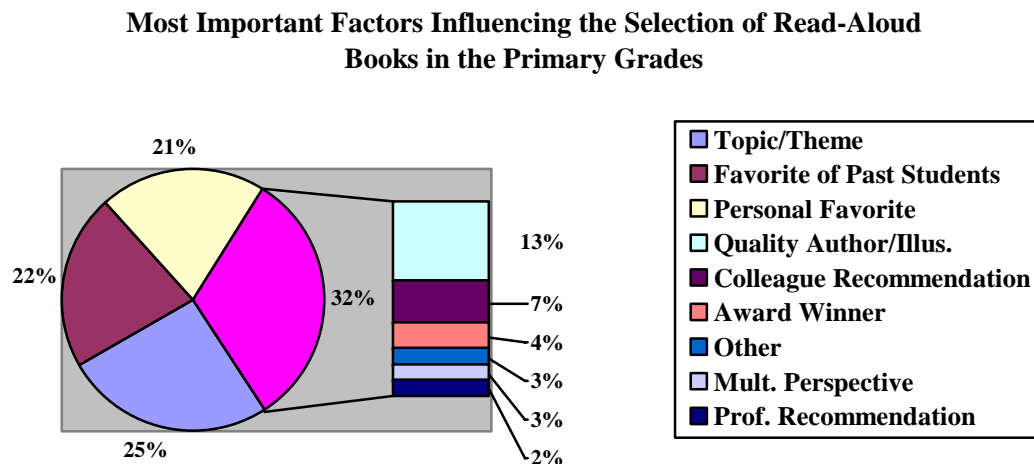


Figure 4.8: Most important factors influencing the selection of read-alouds in the primary grades.

Most Important Factors Influencing the Selection of Read-Aloud Books in the Intermediate Grades

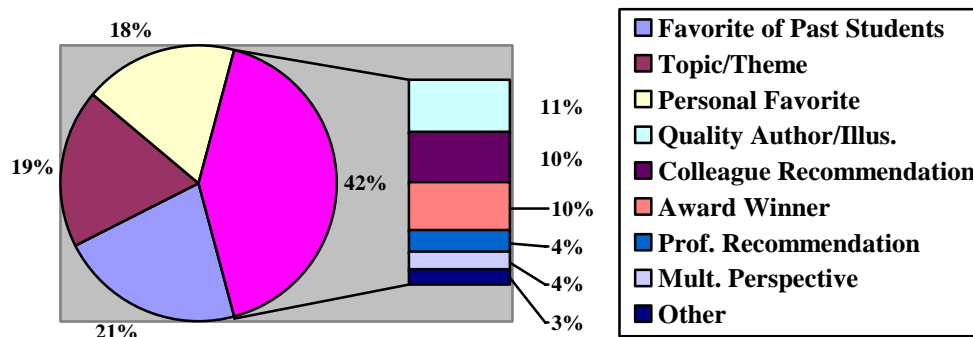


Figure 4.9: Most important factors influencing the selection of read-alouds in the intermediate grades.

Additional factors influencing read-aloud selection were listed by twelve primary grade respondents in the current study. Each of these statements was different. For example, teachers reported that a particular book was chosen because it had been seen on a book fair video, was a part of an author study, was a “good buy”, was required by the reading series, and was of interest to current students. Selecting a book for the purpose of teaching a reading comprehension strategy, the use of visualization, was mentioned by one respondent. Only six intermediate grade respondents mentioned other influential factors. Three of them said that a book was selected because it was of interest to the current class. Other factors included that a play of the book had been seen by the students, the book had been mentioned in an edition of *Time for Kids*, and that the book contained difficult vocabulary but was of high interest to the students.

When asked what least influenced their decision to choose a book for a read-aloud, survey respondents agreed on two items. First of all, it doesn't appear to matter if the book had been recommended in a professional publication. This prompt was selected as least important by 28% of the primary grade teachers and 23% of the intermediate teachers - over one-fourth of the total respondents. Secondly, neither group appeared concerned that the book presents a multicultural perspective. The number of primary and intermediate grade respondents who selected this prompt as least influential was 19% and 20% respectively. In addition, 20% of the primary respondents were not concerned that the books they selected be award winning titles. Intermediate grade teachers didn't seem influenced to select a book due to a the recommendation of a colleague. Figures 4.10 and 4.11 illustrate the data collected regarding the factors that are least influential when selecting books for read-alouds.

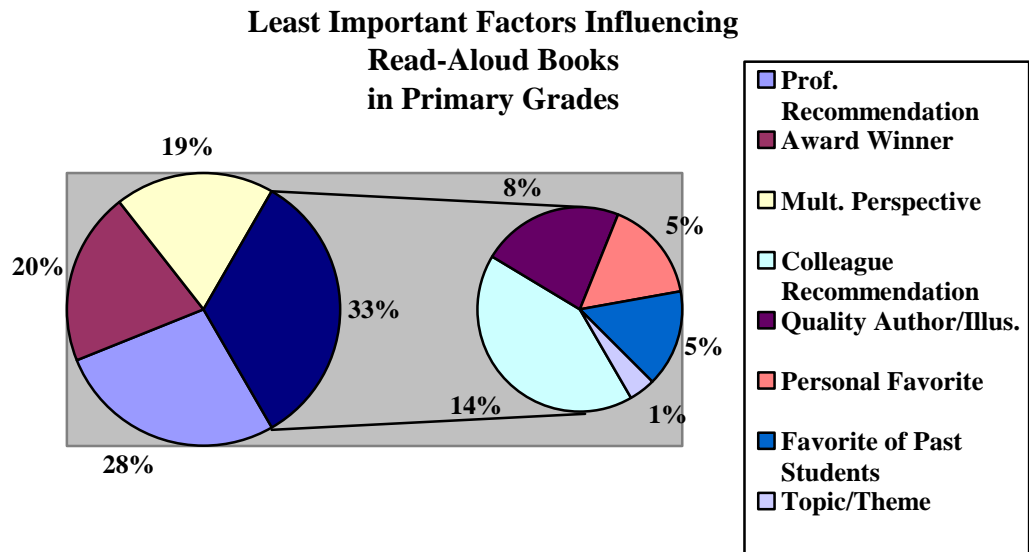


Figure 4.10: Least important factors influencing the selection of books for read-alouds in the primary grades.

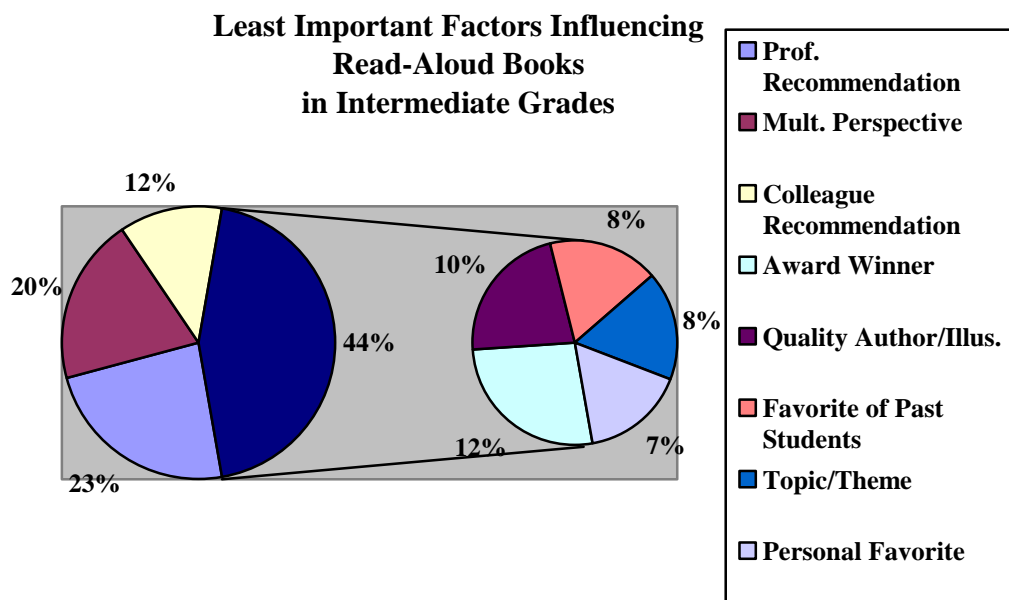


Figure 4.11: Least important factors influencing the selection of books for read-alouds in the intermediate grades.

None of the intermediate grade respondents listed additional factors to be least influential when it came to the selection of books to be read aloud. Two primary grade teachers marked that they considered other factors; however, one of them did not list that factor. The second teacher said that availability was least important. It can be questioned as to whether or not this response was recorded in the appropriate column. Availability would appear to be a “most important” factor rather than a “least important” factor. The lack of availability of a certain title may prohibit its use in the classroom.

Genres of the books selected for read-alouds. Respondents in both grade level groups noted that it was important for the topic/theme of a read-aloud to match or support curricular standards. However, it appears that fiction books are the dominant source of support. Of the 274 titles listed as current or previous read-alouds by primary respondents, 83% of them are classified as fiction books. Information books are 9% of the total and 3% of the total can be considered traditional literature. Biographies and books of poetry each comprise 2% of the total number of listings. Findings are similar for books listed by intermediate grade respondents. Of the 178 titles listed by teachers in grades 4-6, 89% are fiction books, 7% are information books, 4% are biographies, and 1% can be considered traditional literature. No books of poetry were listed by intermediate grade teachers as read-alouds. This data is illustrated in Table 4.15

Grade Level	Number of Different Titles	Fiction Books	Information Books	Biographies	Traditional Books	Poetry Books
K-3	274	228 (83%)	25 (9%)	6 (2%)	9 (3%)	6 (2%)
4-6	178	158 (89%)	12 (7%)	7 (4%)	1 (1%)	0
All	431	366 (85%)	37 (8%)	13 (3%)	10 (2%)	5 (1%)

Table 4.15: Genre of the books selected for read-alouds in each grade level group.

Some of the read-aloud titles were listed by primary grade respondents and intermediate grade respondents. Once this is taken into account, a total of 431 different titles were recorded between the two grade level groups combined. Overall, 85% of the books listed by the respondents are categorized as fiction. Information books, biographies, traditional books, and poetry combine to equal the remaining 15% of the books listed.

Multicultural books selected for read-alouds.. When considering the book that they were currently reading aloud to students, 19% of the current survey respondents said that presenting a multicultural perspective was one of the least important factors that influenced the selection of the book. Only 3% of the respondents reported that presenting a multicultural perspective was one of the most important factors that influenced the selection of the book. This is reflected in the number of multicultural books selected. Of the 452 different read-aloud titles listed by teachers, only 6% (27) of them can be classified as multicultural. For the purpose of this study, multicultural literature includes: 1) world literature: “literature from nonwestern countries outside of the United States”, 2) cross-cultural literature: “literature about relations between cultural

groups or by authors writing about a cultural group other than their own, and 3) literature from parallel cultures: “literature written by members of a parallel culture that represents their unique experiences as member of that culture” (Huck, Kiefer, Hepler, & Hickman, 2004, p. 22). Of this total number of multicultural books, 52% of them were listed by primary grade teachers and 48% were listed by intermediate grade teachers. Only five of the multicultural books listed were found on more than one questionnaire. Tables 4.16 and 4.17 illustrate this data for primary grade and intermediate grade respondents respectively.

Author	Title	Number of Times Listed
Allen, Debbie	Brothers of the Knight	1
DiSalvo-Ryan, DyAnne	City Green	1
Dorros, Arthur	Abuela	1
Hong, Lily	Two of Everything	1
Jordan, Delores	Salt in His Shoes	1
McKissack, Patricia	George Washington Carver	1
Muth, John J.	Stone Soup	1
Park, Linda Sue	Seesaw Girl	1
Polacco, Patricia	Rechenka’s Eggs	2
Polacco, Patricia	Chicken Sunday	1
Polacco, Patricia	Mr. Lincoln’s Way	3
Taylor, Mildred D.	The Well	1
Tompert, Ann	Grandfather Tang’s Story	1
Walter, Mildred Pitts	Justin and the Best Biscuits	1

Table 4.16: Multicultural books selected for read-alouds by primary grade respondents.

Author	Title	Number of Times Listed
Coerr, Eleanor	Sadako and the Thousand Paper Cranes	1
Coles, Robert	The Story of Ruby Bridges	1
Conduto, Michael and Bruchac, Joseph	Keepers of the Earth	1
Curtis, Christopher Paul	The Watson's Go to Birmingham – 1963	2
Curtis, Christopher Paul	Bud, Not Buddy	1
Dingle, Derek	First in the Field: Baseball Hero Jackie Robinson	1
Hamilton, Virginia	House of Dies Drear	1
Mazer, Anne	America Street	1
Park, Linda Sue	The Kite Fighters	2
Robinet, Hariette	Forty Acres and Maybe a Mule	1
Robinet, Hariette	Walking to the Bus Rider Blues	1
Taylor, Mildred D.	Mississippi Bridge	1
Taylor, Theodore	The Cay	2

Table 4.17: Multicultural books selected for read-alouds by intermediate grade respondents.

Books Selected for Use in Literature Discussion Groups

Finally, survey respondents were asked to list three books that they had previously selected for use in a literature discussion group. Approximately 45% of the primary teachers and 30% of the intermediate teachers said this question was not applicable to their situation. The remaining respondents listed a total of 296 different titles. Of these titles, 170 were listed by primary grade teachers and 126 were listed by intermediate grade teachers. Approximately 13% (22) of the titles were listed multiple times on the primary grade surveys. In the intermediate grades, 16% (21) of the titles were recorded multiple times. Therefore, a total of 368 books were listed by survey

respondents – 197 in the primary grades and 171 in the intermediate grades – as being used in literature discussion groups. This data demonstrates a greater amount of variety than what was found among read-aloud titles.

Similar to the process used for read-aloud titles, certain characteristics of each book listed for use in a literature discussion group were researched and recorded. These include: 1) the author(s), 2) the gender of the author(s), 3) the genre of the book, 4) the original publication date of the book, and 4) whether or not the book is multicultural. Findings for each category will be detailed in the next sections of this chapter.

Gender of the author(s). Primary grade respondents listed titles written by 125 different authors for use in literature discussion groups. Of these, 34 % were males, 62% were females, and 3% were male and female co-authors. A small number of the titles were listed multiple times, resulting in a total of 197 books listed by primary grade respondents for use in a literature discussion group. Of this total number of books, approximately 35% were written by males, 62% were written by females, and 3% were co-authored by a male and a female. Intermediate grade teachers selected literature discussion group titles written by 97 different authors. Of these, 45% were males, 54% were females, and 1% was co-authored by a male and a female. After considering the number of titles listed multiple times, 171 books were selected for use in intermediate level literature discussion groups. Approximately 50% of these books were written by males, 49% were written by females, and 1% was co-authored by a male and a females. Overall, more female authors appeared on the lists, more books written by females were selected for use in literature discussion groups, and more titles written by women were listed multiple times. Table 4.18 illustrates this data.

Grade Level	Number of Books	Number of Different Titles	Number of Male Authors	Number of Books by Males	Number of Female Authors	Number of Books by Females	Number of Male/Female Co-Authors	Number of Books by Male/Female Co-Authors
K-3	197	170	43 (34%)	70 (35%)	78 (62%)	123 (62%)	4 (3%)	6 (3%)
4-6	171	126	44 (45%)	86 (50%)	53 (55%)	84 (49%)	1 (1%)	1 (1%)

Table 4.18: Gender of authors and the number of literature discussion group books authored by males, females, and male/female co-authors in each grade level group.

While female authorship was more prevalent across the grade levels, the number of books represented by multiple listings at the intermediate level had different results. Of the 21 titles listed multiple times, 48% were written by males and 52% were written by females. However, of the 66 total books these multiple listings represent, 56% were written by males and 44% were written by females. Of the seven most frequently listed titles reported by intermediate grade teachers, five were written by males.

Original dates of publication. According to the original dates of publication, the books selected for use in literature discussion groups in the primary grades ranged in age from 120 years old (*Heidi*, Spyri, 1884) to less than one year old at the time of the study. The greatest percentage of the books chosen by primary grade teachers, 33%, was written in the 1990s. Literature discussion group books chosen by the intermediate grade teachers ranged in age from 128 years old (*Tom Sawyer*, Twain, 1876) to one year old at the time of the study. Intermediate grade students chose the greatest percentage of books,

34%, from the 1990s as well. When the publication dates for each decade are looked at collectively, the majority of the books selected for use in literature discussion groups in either grade level group was originally published from before 1950 to 1989. Table 4.19 presents these findings.

Grade Level	Total Number of Books	<1950	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	<1950-1989	1990-2004
K-3	170	6 (4%)	7 (4%)	16 (9%)	19 (11%)	51 (30%)	56 (33%)	15 (9%)	99 (58%)	71 (42%)
4-6	126	11 (9%)	4 (3%)	14 (11%)	20 (16%)	23 (18%)	44 (34%)	11 (9%)	72 (57%)	55 (44%)

Table 4.19: Original publication dates for books chosen for use in literature discussion groups.

Most frequently listed authors. Primary respondents selected three or more titles written by ten different authors for use in literature discussion groups. Some of these titles were by several teachers. Books by these ten authors accounted for approximately 23% of the total number of literature discussion books listed for the primary grades. Three or more titles were listed for six different authors by the intermediate grade respondents, and some were listed by more than one respondent. These books represent 17% of the total number of books selected for use in a literature discussion group by intermediate grade respondents. Table 4.20 shows this data for the primary grade level and Table 4.21 shows this data for the intermediate grade level group.

Author	Number of Different Titles Listed	Total Number of Books
Cleary, Beverly	8	10
Lobel, Arnold	5	5
Blume, Judy	4	6
Parish, Peggy	4	4
Adler, David	3	3
Bunting, Eve	3	3
Hoff, Syd	3	3
Kline, Suzy	3	4
Polacco, Patricia	3	4
Sachar, Louis	3	3

Table 4.20: Authors with 3 or more titles listed by primary grade respondents and the total number of books these titles represent.

Author	Number of Different Titles Listed	Total Number of Books
Paulsen, Gary	5	7
Creech, Sharon	4	4
King-Smith, Dick	4	4
Adler, David	3	3
Byars, Betsy	3	3
White, E. B.	3	8

Table 4.21: Authors with 3 or more titles listed by intermediate grade respondents and the total number of books these titles represent.

Most frequently listed titles. Only 22 titles were listed more than once by primary grade respondents. Of those books, only three were listed by three or more respondents, and the remaining 19 repeated titles were listed twice. Twenty-one books were listed more than once by intermediate grade respondents, and twelve of them were listed by

three or more teachers. Tables 4.22 and 4.23 illustrate the most frequently listed books used in literature discussion groups by teachers in grades K-3 and grades 4-6 respectively. The original date of publication for each book is given as well.

Title	Author	Number of Listings	Publication Date
Charlotte's Web	E. B. White	6	1952
Freckle Juice	Judy Blume	3	1971
The Chocolate Touch	Patrick Skene Catling	3	1952

Table 4.22: Most frequently listed literature discussion group books in grades K-3 and their original dates of publication.

Title	Author	Number of Listings	Publication Date
Stone Fox	John Reynolds Gardiner	6	1980
The Whipping Boy	Sid Fleischman	5	1986
Where the Red Fern Grows	Wilson Rawls	5	1961
Charlotte's Web	E. B. White	5	1952
Sounder	William H. Armstrong	4	1969
Because of Winn-Dixie	Kate DiCamillo	4	2000
My Side of the Mountain	Jean Craighead George	4	1988

Table 4.23: Most frequently listed literature discussion group books in grades 4-6 and their original dates of publication.

None of the most frequently listed K-3 titles were written within the past two decades. In fact, they range in age from being 33 to 52 years old at the time the study was conducted with an average age of approximately 45 years. Only one of the books

was written by a female. Of the books most frequently listed by intermediate grade teachers for use in literature discussion groups two were written by females. One of these books was written within the last ten years, and the books range in age from being 4 to 52 years old at the time the data was collected. The average age is approximately 20 years. In addition, all of the titles listed as being most frequently used in literature discussion groups are works of fiction.

Factors influencing the selection of books for use in literature discussion groups.

Survey respondents were asked to think about one book they had chosen for use in a literature discussion group and comment upon what factors were the most and least important when it came to selecting this book. Similar to the question about read-alouds, nine prompts were given from which to choose, and respondents were asked to mark their top three most important and least important factors. These include: 1) favorite book of past students, 2) book is a personal favorite, 3) award winning book, 4) topic/theme matches or supports curricular standards, 5) author/illustrator recognized for doing quality work, 6) book was recommended in a professional publication, 7) book was recommended by a colleague, 8) book presents a multicultural perspective, and 9) the book is an appropriate reading level/complexity. Space was provided in which to list other most and least important factors as well. The responses of teachers who marked more than three most important or least important factors were omitted from data analysis. This resulted in the exclusion of 11 primary grade surveys and 2 intermediate grade surveys.

Findings were similar between the two grade level groups. As with the results for read-aloud selection, teachers felt that it was important for the topic/theme of the book to

match or support curricular standards. Approximately 26% of the primary grade teachers marked this prompt as most important and almost 22% of the intermediate grade teachers selected this prompt. Teachers also thought it was important for the books to be at an appropriate reading level and be a favorite of students in the past. Primary grade teachers marked these two prompts 24% and 17% of the time respectively. These two prompts were marked by 26% and 18% of the intermediate grade respondents respectively. The remaining prompts received varying amounts of response for being most important or least important. Figure 4.12 details this data for primary grade respondents. Figure 4.13 illustrates the responses of the intermediate grade teachers.

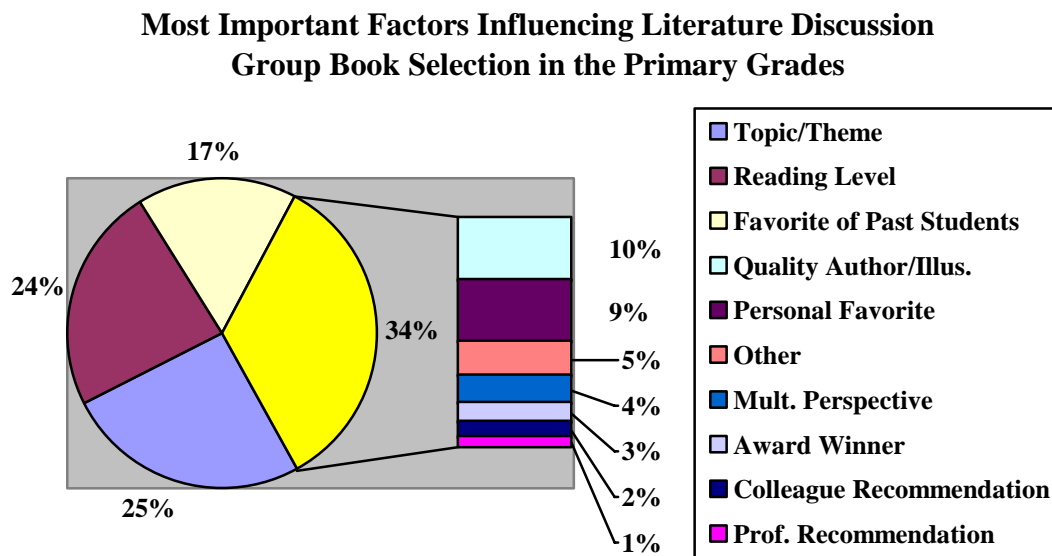


Figure 4.12: Most important factors influencing the selection of books for literature discussion groups in the primary grades.

Most Important Factors Influencing Literature Discussion Group Book Selection in the Intermediate Grades

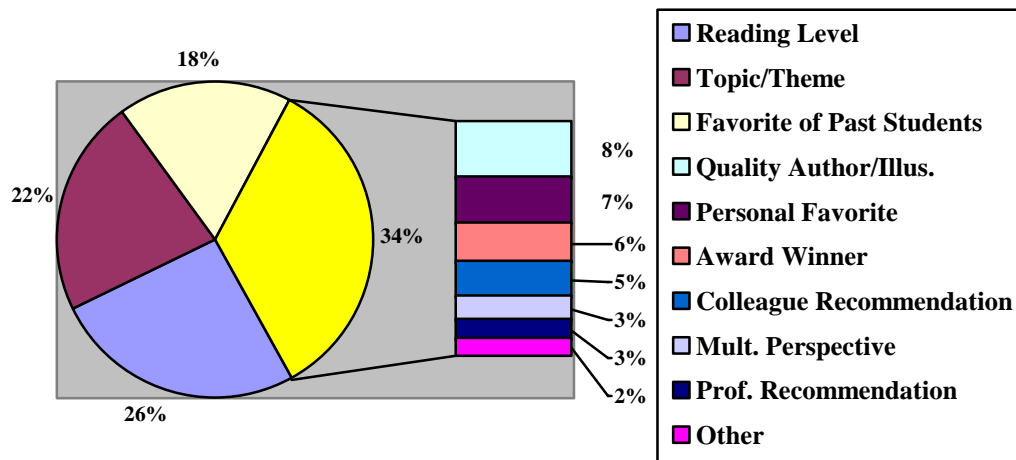


Figure 4.13: Most important factors influencing the selection of books for literature discussion groups in the intermediate grades.

Eleven primary respondents listed additional factors as being most important when selecting books for literature discussion groups, however, three of these people did not explain their additional factor(s). All of the factors that were listed were different from one another. They included: 1) a reference to the illustrations or photographs, 2) what is accessible, 3) what has been successful in the past, 4) the overall message of the text, 5) an appropriate time for a book of that genre, 6) book was included in the basal series, 7) favorite of present students, and 8) it had been previously used as a read-aloud. Of the intermediate grade respondents, only 4 of them listed additional factors as being most important for the selection of a literature discussion group book. One teacher said it was important for the book to be an Accelerated Reader title, another said that accessibility was important, and a third wrote that it was important for students to want to

read the book. The fourth respondent didn't explain their additional factor.

When asked what was least important to consider when selecting a book for use in a literature discussion group, three prompts were selected the most often by both grade level groups. As with the selection of read-alouds, survey respondents feel that a recommendation in a professional publication is one of the least important things. Approximately 24% of the primary and 24% of the intermediate grade respondents marked this prompt. In addition, it's not important for the book to be an award winner or a personal favorite. Primary grade respondents marked these prompts 24% and 13% of the time respectively, while they were marked 14% and 17% of the time respectively by intermediate grade respondents. Additionally, 14% of the intermediate grade teachers also marked that presenting a multicultural perspective was one of the least important things to consider in a literature discussion group book. Figures 4.14 and 4.15 present this data.

Least Important Factors Influencing Literature Discussion Group Book Selection in the Primary Grades

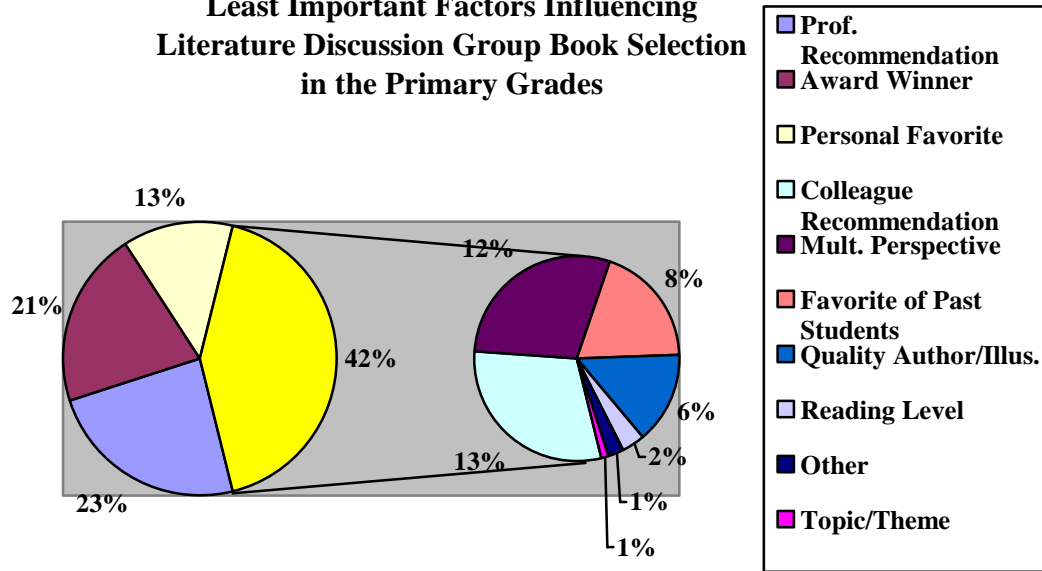


Figure 4.14: Least important factors influencing the selection of books for use in literature discussion groups in the primary grades.

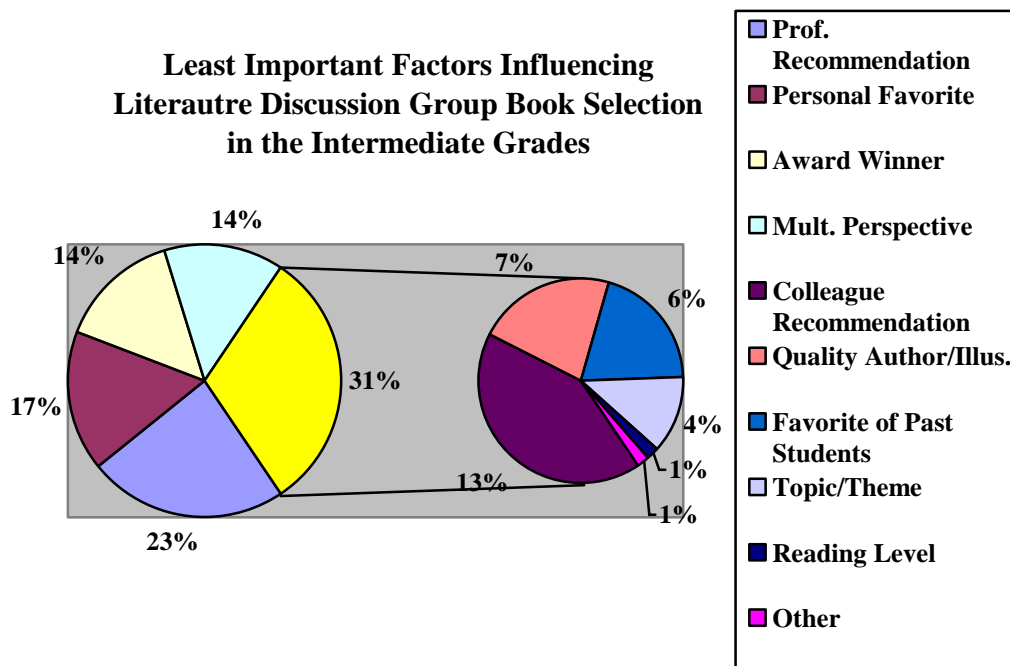


Figure 4.15: Least important factors influencing the selection of books for use in literature discussion groups in the intermediate grades.

One other factor was listed by a primary respondent as being least important to the selection of a literature discussion group book. This person wrote that the age of the book was not important. Additionally, one intermediate respondent said that the availability of the book was a least important factor. It is possible that this mark was placed in the wrong category. Availability tends to be an important factor when selecting a book for classroom use.

Genres of the books selected for use in a literature discussion group. Similar to the findings for the use of read-alouds, respondents across the grade levels marked that it was important for the topic or theme of a book to match or support curricular standards. Again, it appears as if fiction books are the dominant source of topic or theme support in

the classroom. A few titles were found on the primary and intermediate grade literature discussion book lists. After this is taken into account, a total of 286 different titles were selected for use in a literature discussion group. Of these, approximately 81% (231) of them can be classified as fiction. The remaining books are comprised of information books (11%), biographies (5%), traditional books (2%), and books of poetry (1%). The distribution of book genres between K-3 and 4-6 classrooms is very similar. Table 4.24 illustrates these findings.

Grade Level	Number of Titles	Fiction Books	Information Books	Biographies	Traditional Books	Poetry Books
K-3	170	140 (82%)	18 (11%)	6 (4%)	6 (4%)	0
4-6	126	103 (82%)	13 (10%)	7 (5%)	1 (1%)	2 (2%)
All	286	231 (81%)	31 (11%)	13 (5%)	7 (2%)	2 (1%)

Table 4.24: Genre of the books selected for use in a literature discussion group in each grade level category.

Although fiction is the most frequently selected genre for classroom use – 85% of the read-aloud titles and 82% of the literature discussion group titles – there is an increase in the number of information books and biographies when comparing the two uses of books. Overall, the number of information books read-aloud was 8% while the number used in literature discussion groups was 10%. Only 3% of the read-aloud titles were biographies, while 4% of the literature discussion group books were placed in this

category.

Multicultural books selected for use in literature discussion groups. When selecting books for use in literature discussion groups, 12% of the primary grade respondents and 14% of the intermediate grade respondents reported that presenting a multicultural perspective was one of the least important factors that influenced book selection. Only 4% of the primary and 2% of the intermediate grade respondents reported that presenting a multicultural perspective was important. The number of multicultural books selected for use in literature discussion groups reflects these opinions. Of the 296 titles chosen for use, approximately 11% (34) of them can be classified as multicultural. Primary grade teachers listed 16 of these books and intermediate grade teachers listed the remaining 18 titles. Only five of the multicultural books listed were selected by more than one teacher. The number of multicultural books used in literature discussion groups is greater than the number read aloud to students. Tables 4.25 and 4.26 illustrate the data for primary and intermediate grade respondents.

Author	Title	Number of Times Listed
Aardema, Verna	Bringing the Rain to Kapiti Plain	1
Adler, David	A Picture Book of Martin Luther King Jr.	1
Brenner, Barbara & Takaya, Julia	Chibi	1
Cameron, Ann	The Stories Julian Tells	1
Chinn, Karen	Sam and the Lucky Money	2
Coerr, Eleanor	The Josephina Story Quilt	2
Coles, Robert	The Story of Ruby Bridges	1
Compton, Patricia	The Terrible Eek	1
Havill, Juanita	Jamaica's Find	1
Keats, Ezra Jack	The Snowy Day	1
McGovern, Ann	Wanted Dead or Alive: The True Story of Harriet Tubman	1
Mitchell, Margaree King	Uncle Jed's Barbershop	1
Monjo, F. N.	The Drinking Gourd	1
Polacco, Patricia	The Keeping Quilt	1
Polacco, Patricia	Pink and Say	1
Sanders, Scott R.	A Place Called Freedom	1

Table 4.25: Multicultural books selected by primary grade teachers for use in a literature discussion group.

Author	Title	Number of Times Listed
Adler, David	A Picture Book of Harriet Tubman	1
Armstrong, William H.	Sounder	4
Bledsoe, Lucy Jane	The Big Bike Race	1
Claire, Elizabeth	The Little Brown Jay	1
Coerr, Eleanor	Sakako and the Thousand Paper Cranes	2
Davis, Deborah	Secret of the Seal	1
Edwards, Nicholas	Tiger Woods: An American Master	1
Ferris, Jeri	Go Free or Die	1
Hamilton, Virginia	House of Dies Drear	1
Pearsall, Shelley	Trouble Don't Last	1
Smucker, Barbara	Runaway to Freedom	1
Sperry, Armstrong	Call it Courage	1
Spinelli, Jerry	Maniac Magee	1
Stolz, Mary	Stealing Home	1
Taylor, Mildred D.	Mississippi Bridge	1
Taylor, Mildred D.	Roll of Thunder, Hear My Cry	3
Taylor, Theodore	The Cay	1
Walter, Mildred Pitts	Justin and the Best Biscuits	1

Table 4.26: Multicultural books selected by intermediate grade teachers for use in a literature discussion group.

Summary

Overall, survey respondents tended to have a great deal of teaching experience with approximately 69% of them having taught for ten or more years. Consequently, for the majority of the teachers (60%), it had been eleven or more years since they had taken an undergraduate level course in children's literature, and a relatively low number (3 respondents) had taken no undergraduate level course at all. While the majority of the respondents (almost 62%) had not taken a graduate level children's literature course,

approximately 73% of them had attended an in-service, conference, or workshop relating to children's literature within the last one to three years.

Over 80% of the survey respondents read aloud each day to their students. Additionally, read-alouds tend to occur most frequently during reading instruction. Purchasing books from commercial book clubs or with personal funds tend to be the most common ways to acquire read-alouds for both primary and intermediate grade level respondents. Literature discussion groups are used in the classrooms of approximately 61% of the survey respondents. These groups occur most frequently during daily reading instruction. As with read-alouds, books for literature discussion groups tend to be purchased from commercial book clubs or with personal funds.

When selecting books for read-alouds in the classroom, teachers tend to select more titles written by females than by males. Survey respondents consider the topic or theme of the story and whether it matches or supports curricular standards to be one of the most important factors when selecting a title for read-aloud use. In addition, it is also important for the books to be personal favorites or favorites of students in the past. The recommendation of a book in a professional publication is not important to survey respondents, nor are they concerned about the book presenting a multicultural perspective. Fiction is read more often than any other genre and poetry is read the least.

When choosing books for use in literature discussion groups, respondents select more titles written by females than by males. While survey respondents consider the topic or theme matching curricular standards to be one of the most important factors when selecting a literature discussion group book, they also think the book should be a favorite of past students and have an appropriate reading level. The recommendation of a

book in a professional publication is not important, nor are they concerned about the book being a personal favorite or an award winner. Presenting a multicultural perspective is one of the most commonly marked “least important” factors for intermediate grade teachers. Works of fiction are more frequently chosen for use in literature discussion groups across the grade levels and poetry is selected the least.

CHAPTER 5

DATA ANALYSIS: PHASE TWO OF THE STUDY

Introduction

In order to validate data collected during the first phase of the study and provide further depth, a second phase of data collection was conducted. This included a follow-up interview and an on-site visit with each of 12 randomly selected survey respondents. The teachers who received the survey questionnaire in the spring were invited to participate in the second phase of the study to be completed in the fall. Enclosed with the survey questionnaire was a document that outlined the procedures to be used in the second phase. If interested, the teacher was to provide contact information, sign the form, and return it with his or her questionnaire. As an incentive, second phase participants received 25 new books for their classroom libraries. Of the 244 teachers returning the questionnaire, 103 returned the second phase interest form prior to the deadline and were eligible for participation. This is a response rate of approximately 42%.

Next, the forms were divided into two groups, teachers of students in grades K-3 and teachers of students in grades 4-6. There were a total of 68 primary grade respondents and 35 intermediate grade respondents who indicated an interest in participating in the second phase of the study. The forms in each group were then

numbered consecutively and a random number table was used in order to randomly select six teachers from each group for participation. It was decided that this number would provide a rich pool of data and traveling to 12 destinations across the state of Ohio in order to conduct interviews and survey classroom features relating to the use of children's literature was possible for one researcher to accomplish within the time frame allotted. The selected group of primary grade teachers included one kindergarten teacher, four first-grade teachers, and one second-grade teacher, all of whom are female. The selected group of intermediate grade teachers included three fourth-grade teachers and 3 fifth-grade teachers, five of whom are female. One male fourth-grade teacher was randomly selected to participate in the second phase of the study.

This portion of the study included a month long period of data collection in which each teacher recorded the title, author and intended purpose of each book selected for use during four consecutive weeks in the month of October. In addition, the teachers completed a semi-structured culminating interview at his or her school with the researcher. During the interview, the teachers were asked to discuss their responses to the spring survey and elaborate upon their use of children's literature and the book selection process used during the fall data collection. A formal observation of each classroom's environment was conducted at this time as well. Field notes were taken during the interview and included notes about the classroom library, independent reading area, and visual displays relating to children's literature. Notes reflecting upon the experience were taken immediately following each on-site visit in an effort to include as many relevant details as possible about the interview, classroom environment, and school environment. All of the notes were typed in an extended form the evening of the on-site

visit. The interviews were tape recorded and transcribed shortly thereafter. Afterward, each participant was invited to read their interview transcript and make additional comments via e-mail.

During analysis, the data collected at each site were reviewed separately. Trends across the data were recorded as they emerged. To begin, the field notes taken during the interview and the observations made about the classroom environment were read, key words and phrases were highlighted, and summary notes were made in the margins. Next, the transcript was read, key words and phrases were highlighted, and summary notes were written in the margins. Once trends began to surface across the data, marginal notes were written in red ink in order to signify the commonalities, and statements that appeared especially powerful or telling were underlined in blue ink. Throughout the process, the spring questionnaire and fall book recording form submitted by that particular teacher were referenced. Finally, information taken from each set of field notes and interview was summarized and transferred to a notebook that had been divided into sections according to the topics of conversation that had surfaced during the teacher interviews.

This chapter presents the data collected during the second phase of the study in an effort to confirm or disprove survey data as well as provide additional insight. First of all, information about the professional background of the participating teachers is presented. This attempts to provide a picture of who the second phase participants are as professionals and how their practices compare to those who responded to the survey. Next, specifics about the books selected for classroom use during the data collection period are outlined. In this section of the chapter, special attention is given to the

characteristics of the chosen books and the factors that influenced their selection. This is done in an effort to locate any similarities and differences between the survey respondents and the second phase participants regarding these issues. Finally, data collected during the survey of the classroom environment is presented. This includes specific findings regarding the classroom libraries, reading areas, and posters and bulletin boards promoting books and reading in the classroom.

Throughout this chapter, the second phase participants will be referred to by their assigned pseudonyms in order to preserve confidentiality. The six primary grade teachers are as follows: 1) Mrs. Freeman, kindergarten; 2) Mrs. Lester, first-grade; 3) Mrs. Winkler, first-grade; 4) Mrs. Edwards, first-grade; 5) Mrs. Daily, first-grade; and 6) Mrs. Anderson, second-grade. The six intermediate grade teachers include: 1) Mrs. Beckman, fourth-grade; 2) Mrs. Mason, fourth-grade; 3) Mr. Michaels, fourth-grade; 4) Mrs. George, fifth-grade; 5) Mrs. Duncan, fifth-grade; and 6) Mrs. Peters, fifth-grade.

Professional Profile of the Participating Teachers

The teachers who participated in the second phase of the study are a sub-group of the population that completed the survey in the first phase of the study. Each participant is an elementary teacher who works in a regular public school classroom in rural Ohio. Some of the questions asked in the first phase of the study attempted to collect information that would provide a professional profile of the survey respondents. Teachers were asked about their years of teaching experience and answered questions that provided information regarding the type of professional development they had experienced or were experiencing in the field of children's literature. These items included: 1) the number of years since an undergraduate level course in children's

literature had been completed, 2) the most recent attendance of an in-service, workshop, or conference related to children's literature, 3) whether or not a graduate level course in children's literature was being taken or had been completed, 4) whether or not colleague recommendations influenced the selection of books for the classroom, and 5) whether or not book recommendations in professional journals factored into their book selection process. The findings pertaining to these questions from the survey are outlined in detail in chapter 4. In the second phase of the study, some of these same survey items were discussed at greater length, and similarities as well as differences between the survey respondents and the interview participants were found.

The professional profile of the teachers participating in the second phase of the study is similar to that of the first phase survey respondents in some ways. The majority of the teachers participating in either phase of the study tend to have more than ten years of classroom teaching experience. Of the six primary grade (K-3) teachers completing the second phase of the study, only one of them has less than 10 years of classroom experience, and four of them have been teaching for twenty or more years. Of the six intermediate grade (4-6) teachers in the second phase of the study, one has taught for less than ten years, and one has taught for more than 20 years. The remaining four teachers have 11-19 years of classroom experience. Overall 83%, or ten of the teachers participating in this phase of the study, have more than ten years of teaching experience. Of those ten participants, 50% have been a classroom teacher twenty or more years.

Consequently, it has been some time since most of the second phase teachers completed an undergraduate level course in children's literature. Eight of the twelve, or approximately 67%, reported that it had been 11 or more years since they had taken an

undergraduate level children's literature course. Three of the remaining four said it had been one to five years since such a course was taken. The remaining teacher was unsure of how long it had been since her undergraduate children's literature course.

In-services, workshops, and conferences relating to children's literature appear to be the method of choice for acquiring new information. Approximately 73% of the survey respondents and 92% of the second phase participants had attended such an event within the last one to three years. A greater number of the second phase participants, however, were currently taking or had completed a graduate level course in children's literature. Seven of the twelve (58%) second phase participants noted that they were taking or had completed a graduate level course in children's literature at the time of the study. This is higher than the figures reported by the survey respondents in the first phase of the study. Of the primary teachers returning the questionnaire, 40% indicated having graduate level work in children's literature while only 34% of the intermediate grade teachers reported such an experience. Four second phase participants specifically mentioned during their interview that they have a master's degree in education. One teacher commented that she was in the process of completing such a degree. Because the teachers were not specifically asked to comment on their level of education, it is possible that more of them hold an advanced degree. Table 5.1 outlines this professional data for the second phase participants.

Grade Level Group	1-10 Years of Teaching Experience	11-19 Years of Teaching Experience	20+ Years of Teaching Experience	11+ Years Since Undergraduate Course in Children's Lit.	Graduate Level Children's Lit. Course	Masters Degree Completed/In Progress	In-Service in the Last 1-3 Years
K-3	1	1	4	4	4	1	6
4-6	1	4	1	4	3	4	5
Overall	2 (17%)	5 (42%)	5 (42%)	8 (67%)	7 (58%)	5 (42%)	11 (92%)

Table 5.1: Professional data for second phase participants.

Opportunities for Professional Development

Various questions posed during the survey attempted to find out what professional development opportunities in children's literature were made available to rural teachers.

In-Services, Workshops, and Conferences

According to the survey and interview data, in-services, workshops, and conferences tend to play a major role in the professional development of rural teachers. Support for this statement is found within the literature as well. Altieri (1997) found that workshops were "a powerful source of gaining new knowledge" for the teachers in her study (p. 199). Lehman, Freeman, and Allen (1994) reported that rural teachers were less confident in their ability to teach with a literature-based approach due to a lack of university support. Because rural areas are somewhat isolated from the bookstores, large public libraries, and universities found in many larger cities, rural teachers must rely upon other venues to gain knowledge about current educational practices. In addition, commuting on a regular basis to a larger city in order to take a graduate level class can be difficult to manage considering other professional and family commitments. In-service,

workshop, and conference attendance appears to attempt to fill those professional development needs. Nine of the twelve teachers interviewed specifically mentioned attending workshops and conferences as a form of professional development; some said they went to a particular children's literature conference each year. Mrs. Beckman mentioned getting good ideas at workshops sponsored by the Bureau of Educational Research, while several others talked about district sponsored workshops that related to children's literature and reading instruction practices within their schools.

Overall, the teachers interviewed reported that their school districts were fairly supportive when it came to funding workshop and conference attendance. Mrs. Edwards told of a recent trip with other first grade teachers to a workshop in Washington, DC on the 4 Block literacy framework. While the teachers did pay a small portion of the cost, the district was supportive and provided the majority of the necessary funds. Mrs. Edwards and Mrs. Duncan mentioned attending locally held workshops and Mrs. Lester talked about traveling with a colleague to a nearby county for a literacy conference each year. Only Mr. Michaels noted that workshops on children's literature and reading were not easily accessible. He remarked that a local education center offers workshops, but none related to children's literature had been held recently. Additionally, it appears that his district has placed an emphasis upon the use of technology and will only fund professional development related to this topic. Mr. Michaels commented, "Unless it's technology, they won't spring for it" (personal communication, December 13, 2004).

Study Groups

Building study groups were a form of professional development used by some of the teachers in the second phase of the study that were not reported by survey

respondents. Mrs. Daily and Mrs. Edwards, two of the primary teachers, and Mrs. George, one of the intermediate grade teachers, discussed at length the various study groups in which the teachers in their schools were participating and the ways in which those groups operated. In Mrs. Daily's building, the teachers select a particular professional book they'd like to read, the district purchases a copy for each interested teacher, and the teachers take turns leading a discussion about various parts of the book every other week an hour before school starts. She noted that several different study groups may occur at the same time in her building, depending upon the grade level and the teachers' needs. Mrs. Edwards discussed how optional weekly study groups are conducted in her building with the help of the district's curriculum supervisor. Again, the district purchases books, and sometimes videos, for the teachers to use and discuss. According to Mrs. Edwards, approximately half of the staff participates and university credit as well as credit towards recertification can be obtained. The teachers in Mrs. George's building have a staff member who is affiliated with a nearby university and has led various literacy related classes within the building. "She's been able to bring that knowledge and expertise to us...almost everyone participates...which helps with conformity – which helps us keep the kids used to seeing the same thing over and over" (George, personal communication, December 16, 20004).

The study groups appeared to focus on topics such as how to increase student reading comprehension and how to build student vocabulary. Children's literature was included in these discussions and children's books were used in order to teach these skills, however, none of the study groups mentioned by the teachers were designed to specifically discuss the literary aspects of children's books.

Resource People

Overall, approximately 8% of the survey respondents noted that a colleague's recommendation was one of the most important factors influencing book selection. Of those survey respondents who conducted literature discussion groups, only 3% reported that a colleague's recommendation influenced book selection. However, during eleven of the twelve second phase interviews, the teachers mentioned discussing books and other topics with colleagues and various other people in order to build professional knowledge about books and reading. Most commonly, the teachers reported talking about and swapping books and teaching ideas with colleagues. Others referenced their building Title I teacher(s), building or district literacy coordinator, and district curriculum supervisor. Those who are currently enrolled in a graduate level children's literature course mentioned their professors and fellow classmates as good resources.

All of the teachers talked about taking their students to the school library one or two times per week to check out books, yet it appears that the librarian's role differs greatly among the buildings in the second phase of the study. In one case, the librarian is seen as someone who provides technical assistance. "We've got Reading Counts on our computers, and we use her as a resource for that. She'll help us if we've got a problem or need help getting it up and running" (Winkler, personal communication, November 11, 2004). In another building the school librarian helps teachers gather titles for content area studies. "You can go in with a topic and she'll look up all of the books for that topic or whatever unit you're working on" (Anderson, personal communication, December 14, 2004). One of the intermediate teachers reports that the school librarian "shares information about new books and surveys us to find out what books we'd like to have in

the library” (Peters, personal communication, November 29, 2004). Still others describe how their school librarian searches other libraries in the district for specific titles and requests materials for them via interlibrary loan. However, some of the teachers report having little contact with the school librarian. One intermediate grade teacher said, “I really don’t think I talk to her that much” (Mason, personal communication, November 17, 2004) and a primary teacher commented, “I don’t get out there [the school library]. My class goes out there twice a week, but for me to actually go out there and browse through things, I don’t” (Winkler, personal communication, November 11, 2004).

Professional Journals

The use of journals as a means of professional development varied among the teachers participating in the study as well. Overall, the questionnaire respondents in the first phase reported that book recommendations in professional publications were not important when it came to the selection of books for the classroom. This same sentiment was heard during some of the second phase interviews. Six of the teachers appeared not to use professional journals due to a lack of access or a lack of time to read them. Mr. Michaels claimed not to bother with reading book recommendations in professional publications. “Just because it’s recommended doesn’t necessarily mean that we’ll be able to get it in the first place. I’m not saying that I ignore those kinds of things [book recommendations], but realistically speaking, we’re not going to be able to afford it in the first place” (personal communication, December 13, 2004). Of the remaining six teachers, each had a personal subscription to at least one professional journal or claimed to regularly browse the school’s copy of a particular journal. These included some of the more teacher-friendly publications like *Instructor*, *Teaching K-8*, *Mailbox*, and *Book Bag*.

Mrs. Lester reported borrowing *The Reading Teacher* from the teacher's lounge. None of the teachers in the second phase of the study appeared to have access to a journal that published scholarly articles and critiques of children's literature, such as *Horn Book* and *The Journal of Children's Literature*.

The Internet

The internet was not mentioned as a source of information relating to the use of children's literature by any of the survey respondents. However, three of the primary grade teachers in the second phase of the study noted that they acquired information through the internet. Mrs. Anderson specifically mentioned accessing professional journals via the internet during the completion of her master's degree program.

However, she said that she doesn't tend to seek this kind of knowledge for her day-to-day teaching. Mrs. Lester commented that she belonged to a list serve and received postings about books and book related activities. Mrs. Edwards talked about using Amazon.com to browse for books on different topics and read reviews of those books in order to decide whether or not to purchase them for classroom use. None of the teachers mentioned taking university courses online or participating in online study groups or chat sessions about children's books and their classroom uses.

Books Selected for Classroom Use

During the initial period of data collection in the second phase of the study, the participants were asked to record the title, author(s), and intended purpose(s) of each book selected for classroom use during four consecutive weeks in the month of October. It was thought that by this time of the school year classroom routines would be established, and the busy holiday schedules and extended school recesses which occur in

November and December would be avoided. The months of January and February were deemed inappropriate due to the emphasis commonly placed upon multicultural children's literature during this time. Elementary teachers may use more literature about people of color during these months because of the Martin Luther King holiday and Black History Month. Spring was not selected due to standardized testing, spring recesses, and other end-of-the-year activities that may restrict the amount of read-alouds and literature discussion groups conducted. Overall, it was believed that data collected during the month of October had the potential to more accurately represent the type of books typically chosen for classroom use during the school year.

Similar to the process completed for book data collected during the survey, a spread sheet containing specific data about each selected title was created (see Appendix N and O). The following information was located by searching The Columbus Metropolitan Library's website (<http://www.columbuslibrary.org>): 1) the author(s) of the book, 2) the gender of the author(s), 3) the genre of the book, 4) the book's original date of publication, and 5) whether or not the book is multicultural.

Gender of the Author(s)

Overall, a total of 191 different titles were selected for use as a read-aloud or in a literature discussion group by the second phase participants. Only two titles appeared on each list; *Animal Tracks* (Dorros, 1991) and *The Pumpkin Patch* (King, 1990). These titles represent the work of 169 different authors. Of these titles, 44% were written by males, 55% were written by females, and 1% was co-authored by a male and a female. When separated into grade level groups, primary teachers selected more books written by females than did the intermediate grade teachers. Approximately 60% of the titles

selected for use by the primary grade teachers were written by females, 38% of the titles were written by males, and 1.4% was co-authored by a male and a female. Fifty-eight percent of the titles selected by the intermediate grade teachers were written by females while the remaining 42% of the titles were written by males. Table 5.2 demonstrates this data.

Grade Level	Number of Titles Selected	Number of Titles Written by Males	Number of Titles Written by Females	Number of Titles Written by Male/Female Co-Authors
K-3	138	53 (38%)	83 (60%)	2 (1.4%)
4-6	55	23 (42%)	32 (58%)	0
Overall	191	84 (44%)	105 (55%)	2 (1%)

Table 5.2: The number of books selected for classroom use that were written by males, females, and male/female co-authors during the second phase of the study.

The above findings are similar to those from the survey in that more books selected for classroom use were written by females. However, females wrote an even greater percentage of the books selected by the second phase participants. Survey findings demonstrated a more equal distribution of titles written by males and females. None of the comments made by teachers during the interview portion of the study made any reference to author gender as being a factor that influenced book selection. However, Mrs. Daily noted during her interview that she selected a specific book due to some gender related issues within the book itself. *Fire! Fire! Said Mrs. McGuire* (Martin, 1995) was selected as a read-aloud in her first grade classroom because of its rhyming text and the way its illustrations showed women working in stereotypically male

professions. Mrs. Daily said, "...it's phonemic awareness...but it's also careers that are mostly thought of as being for males, but women are filling those jobs" (personal communication, November 22, 2004). She continued to explain how the book is read aloud and used to spark a discussion about gender roles in society. "I start that discussion to get them thinking that...police officers are not necessarily men. Fire fighters are not necessarily fire men" (Daily, personal communication, November 22, 2004).

Original Dates of Publication

According to the original dates of publication, the books selected for use by the primary grade teachers in the second phase of the study ranged in age from 63 years old (*Make Way for Ducklings*, McCloskey, 1941) to less than one year old at the time of the study. The greatest percentage of the books chosen by primary grade teachers, 48%, was written in the 1990s. Books chosen by the intermediate grade teachers second phase ranged in age from 72 years old (*Little House in the Big Woods*, Wilder, 1932) to less than one year old at the time of the study. Intermediate grade teachers chose the greatest percentage of books, 40%, from the 1990s as well. When the publication dates for each decade are looked at collectively, the majority of the books selected for use in either grade level group was originally published from 1990 to 2004, the year in which data for the current study was collected. Table 5.3 presents these findings.

Grade Level	Total Number of Titles	<1950	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	<1950-1989	1990-2004
K-3	138	1 (.7%)	2 (1.4%)	2 (1.4)	4 (3%)	27 (20%)	66 (48%)	36 (26%)	36 (26%)	102 (74%)
4-6	55	4 (7%)	0	5 (9%)	7 (13%)	10 (18%)	22 (40%)	7 (13%)	26 (47%)	29 (53%)

Table 5.3: Original dates of publication for the books selected for classroom use by the second phase participants.

This data is comparable to what was found in the survey. Overall, teachers in grades K-6 are choosing more books for read-alouds and literature discussion groups that were published in the 1990s than in any other decade. However, when figures for the decades are viewed collectively, survey participants chose more literature discussion group books published in the pre 1950 to 1989 range than in the 1990 to 2004 range. The majority of the read-alouds listed by survey participants and books chosen by teachers in the second phase of the study were published from 1990 to 2004, the year in which the data were collected.

Genres of the Books Selected

Overall, fiction books were selected for use by the teachers in the second phase of the study at least five times more often than any other genre. However, the total number of fiction books listed by the second phase participants (81%) was equal to or less than the number of fiction books listed by survey respondents (85% for read-alouds and 81% for literature discussion group books). The selection of information books was greater during the second phase of the study, but biographies and traditional books were selected

less often. When separated into grade level groups, the data demonstrate that primary teachers in the second phase of the study selected a greater percentage of fiction books than did the intermediate teachers. Teachers in the intermediate grades selected a greater percentage of information books than the primary teachers in the second phase, however, the use of biographies, traditional books, and books of poetry was less than 2% overall. Table 5.4 presents this data.

Grade Level	Number of Titles Selected	Fiction Books	Information Books	Biographies	Traditional Books	Poetry Books
K-3	138	114 (83%)	20 (14%)	1 (0.7%)	1 (0.7%)	2 (1.4%)
4-6	55	41 (75%)	11 (20%)	1 (2%)	2 (4%)	0
Overall	191	155 (81%)	29 (15%)	2 (1%)	3 (2%)	2 (1%)

Table 5.4: Genre of the books selected for use during the second phase of the study in each grade level group.

Multicultural Books Selected for Use

Of the 191 different titles selected for use by the teachers in the second phase of the study, approximately 5% (9) of them can be classified as multicultural according to the definition used in the study. Seven of the nine books were chosen by the intermediate grade teachers. Two of these titles, the ones by Linda Sue Park, were specifically chosen to prepare for the author's upcoming visit to the school. The two primary grade titles were chosen by the same teacher whose students had recently participated in a unit on

diversity. Therefore, four of the nine multicultural books were chosen for a specific reason. If it were not for the upcoming author visit and the unit on diversity, four of the books may not have been chosen for classroom use. Table 5.5 lists the authors and titles of the multicultural books selected.

Author	Title
Arkhurst, Joyce Cooper	The Adventures of Spider
Armstrong, William H.	Sounder
Demi	One Grain of Rice
Fox, Mem	Whoever You Are
George, Jean Craighead	Julie of the Wolves
Katz, Karen	The Colors of Us
Park, Linda Sue	A Single Shard
Park, Linda Sue	The Firekeeper's Son
Taylor, Theodore	The Cay

Table 5.5: Multicultural books selected for use as a read-aloud or in a literature discussion group by the second phase teachers.

Rationale for Book Selection

Survey respondents in the first phase of the study noted that one of the most important aspects influencing book selection was whether or not the topic of the book matched or supported curricular standards. They also felt that it was important for books chosen as read-alouds to be a personal favorite or a favorite of students in the past. Comments made by the second phase teachers when discussing their reasons for selecting books for classroom use support the survey findings. For the most part, teachers appear to agree that book topics, personal preferences, and student favorites are important.

Some of the teachers in the second phase of the study were also very committed to the use of books containing a multicultural perspective.

Topic/Theme Supports Curricular Standards

Teachers participating in the second phase of the study discussed many ways in which they support curricular standards with children's literature. Comments made during the interviews and the titles of the books chosen appear to indicate that fiction books, rather than nonfiction books, are used frequently to support content area teaching. For instance, fiction books are used across the curriculum in Mrs. George's fifth-grade classroom. During the interview she mentioned their use in math, "They [children's books] really help teach those hard to picture concepts in a more concrete way" (personal communication, December 16, 2004). One specific title given was *Sir Cumference and the Dragon of Pi: A Math Adventure* (Neuschwander, 1999). Fictional novels were also used in the teaching of social studies; "since we do a lot with integration and the Civil War we have literature circle books" (personal communication, December 16, 2004). Specifically, the use of Scholastic's *Dear America* series was listed as a favorite.

As for science, Mrs. George said, "If we're studying habitats I'll try to choose a book of an animal that tells about where it lives, sort of like a story book, more like a picture book..." (George, personal communication, December 16, 2004). Although the use of children's literature throughout the day was indicated during her interview and verified by the data reported on her October book recording form, none of the titles listed were nonfiction. One of the most recent uses of children's literature in Mrs. George's classroom involved literature circles during science. "*My Side of the Mountain* (George, 1988) was the entire unit of study for this nine weeks in science. We tied in habitats,

plants, and land regions which was pulled in from social studies. We try to integrate and cover as many standards as we can” (George, personal communication, December, 16, 2004). This fictional novel about a young boy who spends a year living on his own in the Catskill Mountains was used as the foundation of an informative unit integrating science and social studies. Data demonstrated that in this particular classroom children’s literature was used throughout the day in a variety of content areas, yet only fiction books were listed on the October book recording form.

Evidence of fiction being used to support topic and thematic studies in science can be found in the literature. For example, Donovan and Smolkin (2001) found that elementary teachers frequently chose narrative texts such as *The Very Hungry Caterpillar* (Carle, 1969) for use during science instruction. Books that use a narrative format to convey factual information, such as *The Magic School Bus Inside the Earth* (Cole, 1978), were also selected frequently by the teachers participating in the study. Interviews with the second phase participants of the current study reveal similar data.

Teachers in the primary grades specifically noted using children’s literature to build phonemic awareness, model good writing, and introduce a number of topics included in the state science and social studies standards. In fact, Mrs. Daily uses the state standards to justify the purchase of new books for her classroom. Nonfiction as well as fiction books appeared on her recording form for the month of October. One of the books she read-aloud to her first grade students was *The Statue of Liberty* (Douglas, 2003).

[T]his book has symbols and symbols are a part of citizenship. That's exactly how I ordered one set of books. They are wonderful books with great photos of the Statue of Liberty. It was a symbols pack, the symbols of the United States. I think it just gives me another base of what will fit this standard, that will work in this area, looking at books. What's going to be useful rather than oh, this is a cute book, this is a nice story, I think I'll get it. (Daily, personal communication, November 22, 2004)

One intermediate grade teacher, Mrs. Duncan, talked at length about the ways in which she incorporates children's books into content areas other than those directly linked to literacy. In her fifth-grade classroom, Mrs. Duncan uses nonfiction books to introduce science topics and summarize units of study. One specific title used was *Earth, Sun, and Moon* (Birch, 2003).

Our science unit was centered on the earth, sun, and moon so we used that book to kind of pull everything together. Again, that was a read-aloud...it was just enough that it gave them a lot of vocabulary words that we'd already gone through. (Duncan, personal communication, December 7, 2004).

Mrs. Duncan described in further detail how her fifth-grade students appeared to prefer the use of children's literature, especially in science, over the district's textbook. Since the readability level of the science textbook is higher than that of most of her students, she has been especially pleased to supplement instruction with children's literature. "It [children's literature] has sparked their interest" and "served its purpose that I was going for" (personal communication, December 7, 2004). This success has caused her to want to find other ways to incorporate children's literature, especially in math and writing.

Some of the teachers talked about the ways they incorporate children's literature into language arts, but are unable to really integrate it into other areas due to time and curricular restraints. For the first time in his teaching career, Mr. Michaels and his colleagues are using a departmentalized approach with their fourth-grade students. Each

teacher is responsible for teaching language arts and reading, and they switch students for math, science, and social studies. Mr. Michaels has found that this schedule really limits the amount of time he can spend on language arts.

I have 45 minutes to teach reading and I have 15 minutes to teach language arts. Now, you figure how I'm going to jam that in. It's not easy. So, there are days when I do literature circles and then maybe the next day I will do language arts and do informational reports or summaries. I try to tie it in, but it's difficult with time restraints. (Michaels, personal communication, December 13, 2004)

Because science and social studies are not included in his teaching assignment, Mr. Michaels claims that it's difficult to use children's books that focus on these areas with his students. He claims it is challenging to incorporate children's literature into math, the subject he teaches to all fourth-graders, because the district's curriculum doesn't allow "a lot of opportunity to bring in outside resources" (personal communication, December 13, 2004).

Mrs. Anderson has a similar challenge when it comes to integrating children's literature into spelling and math lessons. The district where she teaches uses a curriculum published by Saxon for these two subjects, and Mrs. Anderson finds it to be very prescribed. Children's literature is not incorporated into units for these subjects. She noted, "...we don't have units that we have to plan because most of what we have is already planned. We just stick together...it's all right there from Saxon. So that makes it easy for us, but I don't know if that's good or bad" (Anderson, personal communication, December 14, 2004). She reports that her students really enjoy read-alouds and using them in content areas is beneficial. "When the topic or theme [of the book] supports curricular standards you can read a book and actually get more out of it than just sit down reading time" (Anderson, personal communication, December 14, 2004). Books that

support standards are frequently passed from colleague to colleague and read to multiple classes of students.

While the findings demonstrate that information books are not being selected as read-alouds and literature discussion books as frequently as fiction books, teachers made unsolicited comments during the interviews regarding the presence of information books in their classrooms. When looking back at her October book recording form, Mrs. Edwards remarked, “The thing that I think you’ve probably noticed on my list...is the lack of nonfiction”. Several of the fiction titles on her list, including *Pumpkin Day*, *Pumpkin Night* (Rockwell, 1999) and *Pumpkins* (Ray, 1992) were used to support a farm unit that culminated in a field trip to a local pumpkin patch. While information books were not selected for read-alouds at all during the data collection period in this classroom, she wanted to assure me that the book tubs used for independent reading contained “a lot of it” (Edwards, personal communication, December 9, 2004).

Additional comments made by Mrs. Lester and Mrs. Beckman demonstrate the popularity of nonfiction books in their classrooms. When talking about the books in her classroom library, Mrs. Lester made a specific reference to a group of nonfiction big books located in one of her front-facing bookshelves.

They think it’s really neat to have these huge things [big books]. I just put them here because I didn’t have any place else to stick them at the time and they just went crazy over them so I kept them here. Those spider books really fascinate them. They get those out over and over again at their desks and talk about the spiders. (Lester, personal communication December 2, 2004)

During the interview with Mrs. Beckman, she noted that her students loved nonfiction and for that reason she had added new nonfiction titles to her collection. The number of nonfiction books accessible to the students in her classroom and the manner in which

they were displayed demonstrated this fact. Located at eye level on top of one of the classroom library shelves was a front-facing display rack that contained approximately 30 books. By glancing at the titles, it appeared that more than half of them were nonfiction books about the ocean and various ocean animals. In another part of the room, a pile of about 50 nonfiction books rested on the floor beside a table. Mrs. Beckman remarked that these books had been checked out from a local public library for students to use in an upcoming science unit. Atlases, almanacs, dictionaries, thesauruses, and the “encyclopedia of the week” were found on various shelves around the room as well.

Personal Preferences

Mrs. Mason, a fourth-grade teacher, discussed her preferences when it came to the books she used in her classroom. During the interview, she mentioned that the school had a well-stocked book room and discussed the way the books were acquired. It appears that the building received a grant to purchase books and the teachers got to select the titles. Mrs. Mason bought several books by Patricia Polacco and Eve Bunting. “That’s what I basically use” she remarked (personal communication, November 17, 2004). During the interview, she mentioned titles that were not listed on the October book recording form but were used in the classroom each year. These included *Fortunately* (Charlip, 1964), *Wayside School Gets a Little Stranger* (Sachar, 1995), and *Stone Fox* (Gardiner, 1980), the only piece of children’s literature referenced on a poster or display in the classroom. Mrs. Mason is aware of her personal preferences. When asked how she learns about new books, she explained:

I hear of books through other teachers too. I put that as my least important because when I hear other teachers say, “Oh, I love this book”, and I get it, I don’t like it. I think we all have different opinions. My colleague loves Roald Dahl. He’s okay to me, but we read totally different books. Her taste and mine are very different. (Mason, personal communication, November 17, 2004)

Mrs. Mason further noted her bias against certain books later in the interview by saying:

...what I’m bad about is science - those books that are about science topics. I’m not good about using those with my students because I don’t enjoy them. I feel like if I don’t get into the book and enjoy it, then I don’t do as good of a job with them. I need to work on that as far as trying to pull in other things, like ones I don’t like, for those kids who need that. (Mason, personal communication, November 17, 2004).

When asked what she considered to be influential when selecting a read-aloud, Mrs. Edwards noted the importance of a book’s illustrations. “We always talk about the illustrations with the children and who the illustrators are” (personal communication, December 9, 2004). The books she deemed to have quality illustrations did not appear to be linked in any way to the Caldecott Medal recipients, an award given each year to the “the artist of the most distinguished American picture book for children” (Huck, Kiefer, Hepler, & Hickman, 2004, p. A-5). In fact, Mrs. Edwards listed book awards to be one of the least important factors she considered when it came to book selection. “A lot of it is personal,” she said. “I’m just really picky about some of that with books...I can’t really lay a finger on it, I just think it’s my personal preference” (personal communication, December 9, 2004). Besides being conscious of her own reactions towards a story, Mrs. Edwards watches the way her students react. “I watch their expression a lot and I’m learning what kind of books they like too, but I like to give them a variety” (personal communication, December 9, 2004).

Mrs. Mason and Mrs. Edwards appeared to be aware of their personal biases and commented upon the need to consider the preferences of their students when it came to the books they selected as read-alouds in their classrooms. Mrs. Beckman, one of the fourth-grade teachers interviewed, talked at length about keeping the students in mind when selecting books for her classroom. Approximately 98% of the students at the school she teaches in are Amish and a few are conservative Mennonites. Careful consideration is given to their culture in order not to offend their beliefs. According to Mrs. Beckman, approximately once a month a group of parents meets with the principal to discuss school events and other items that come up in the community.

We don't want to lose our school population... Our first principal had us stay away from things that might be offensive, so in my classroom now, I don't have *Harry Potter*. I don't have books about witches, and I don't get *Captain Underpants* or *The BFG*... I try to be very careful that I don't put something over there [classroom library] that is a mean-spirited type of book. (Beckman, personal communication, November 10, 2004).

Books of fantasy, such as the ones mentioned above, are frequent targets of censorship in many schools and classrooms (Tunnell, 1994; West, 2000). However, Mrs. Beckman is also concerned about the topics found in pieces of contemporary realistic fiction. She said, "I stay away from divorce books. That's not their life. I have *Dear Mr. Henshaw* up there, but when I look at books about divorced kids, I don't think they can relate" (Beckman, personal communication, November 10, 2004). Divorce has been discussed somewhat in the classroom in conjunction with the reading of *Hatchet* (Paulsen, 1987). "They know what divorce is. There is some divorce and separation in the Amish community, not a lot, but they don't see it. When I read *Hatchet* we talk about

it some. They understand the pain that Brian feels having seen his mother with another man” (Beckman, personal communication, November 10, 2004).

The teachers in Wollman-Bonilla’s study (1998) also rejected various texts as a means of protecting their students from things that “might frighten or corrupt them by introducing them to things they don’t or shouldn’t know about” (p. 289). Mrs. Beckman alluded to this same idea during her interview. At one point she mentioned the popularity of American Girl Magazine and Ann Martin’s *Babysitter’s Club* series among the girls in her classroom the previous year. While Mrs. Beckman noted that she had a few *Babysitter’s Club* books in her classroom library, “they’re not what I push” (personal communication, November 10, 2004). Girls the previous year had also stocked up on books in a series about Mary Kate and Ashley Olsen, two teen-aged celebrities each month when the bookmobile visited their community. Of this exposure to popular culture and other social issues, Mrs. Beckman commented:

They’re very innocent kids and I wouldn’t want to do anything that would jeopardize that in fourth grade. They don’t need to know all of the details of divorce. They need to know what it is, but I don’t want to delve in to some sad book all about it when they’re just sweet, happy kids right now. There’s time for that I guess. (Beckman, personal communication, November 10, 2004).

Comments made by Mrs. Mason indicate her concern with addressing some social issues during read-alouds as well. One of the books she chose for a read-aloud during the month of October was *Shiloh* (Naylor, 1991). In this book, one of the main characters abuses alcohol. Before reading the book aloud, she got approval from the principal. Later that month, some of the students in her classroom elected to read *Because of Winn-Dixie* (DiCamillo, 2000) in their literature discussion group. Alcoholism is also mentioned in this book. Of this topic she noted, “In that group we talked about how

people can make mistakes and that doesn't mean that they're a bad person, so it [*Shiloh* and *Because of Winn-Dixie*] kind of went together" (Mason, personal communication, November 17, 2004).

Multicultural Perspective

Because of their spring survey responses, six of the teachers participating in the second phase of the study were specifically asked to elaborate upon their thoughts regarding the selection and use of books that present a multicultural perspective. Each of these six had a definite opinion when it came to this issue. Either they felt that presenting a multicultural perspective was one of the most important things to consider when selecting books for classroom use, or one of the least important factors. Three of them, one primary grade teacher and two intermediate grade teachers, believed that multicultural books were especially important to children living in a rural area. Two of them, one primary grade teacher and one intermediate grade teacher, felt that multicultural books were not appropriate for their students. The remaining teacher felt that multicultural books were important, but that a variety of views was needed.

According to Mrs. Anderson, a second-grade teacher, the use of multicultural literature during read-alouds is important because "we are from such a small town with not a lot of diversity. It's one way you can get kids used to that and present it to them" (Anderson, personal communication, December 14, 2004). Comments made by Mrs. Duncan and Mrs. Peters, two fifth-grade teachers, echoed this thinking. "I think that that's [diversity] just one thing that being in a rural area we lack. Kids are not exposed to a lot of multicultural experiences, so that is just something that I look for or try to, you know, at least incorporate in some way" (Duncan, personal communication, December 7,

2004). Mrs. Peters noted how important the use of multicultural literature was to her students' futures. After more than 20 years of teaching she has found that her students often don't know how to react to people from different cultures when they leave their rural community and travel or move to a more diverse area. "Most of the parents of my students don't even understand why we get the Martin Luther King holiday off from school. African Americans are still referred to as niggers in some of their homes" (Peters, personal communication, November 29, 2004). According to Mrs. Peters, reading and discussing multicultural literature in the classroom provides students with a framework of understanding, respect, and appreciation for other cultures.

Mrs. Lester, one of the first-grade teachers, agrees with this, but she also wants her students to be able to see themselves in the stories they read. She incorporates multicultural literature throughout the year and uses them in conjunction with the anniversaries of various historical events, such as Rosa Parks' bus boycott. "We talk a lot about diversity and how we're different" (Lester, personal communication, December 2, 2004). Mrs. Lester is somewhat bothered, however, by the prevalence of multicultural names in the stories found in their basal series. "[N]o one is named Bob or Jane. They're all very ethnic. Why does everyone have to be some other culture? I think there should be some of everything. I try to present them [other cultures] to them, but I don't want to make that all they hear" (Lester, personal communication, December 2, 2004). As to whether or not presenting a multicultural perspective is one of the most important factors to consider when selecting a read-aloud, Mrs. Lester said, "I would be in the middle there" (personal communication, December 2, 2004).

Mrs. Freeman and Mr. Michaels feel that multicultural literature is not appropriate for their students due to a lack of maturity. Of her kindergarten students, Mrs. Freeman says they are not ready to discuss the different perspectives multicultural literature provides. "I guess personally, it's not a big issue to me with kindergartners. We're still into the "me, me, me" kind of thing, and it's hard for them to even comprehend those kinds of things" (Freeman, personal communication, December 10, 2004). Mr. Michaels made similar comments regarding his fourth-grade students.

I've found with this age group, 9 and 10 years old, they're really not aware, or they really don't understand a multicultural perspective the way I would like it to be understood. I don't think they're mature enough to handle that...they're just too young at this point...I think that this multicultural perspective lends itself to a more advanced way of thinking that these children don't have at this point. (Michaels, personal communication, December 13, 2004).

When asked if the area in which his students live has anything to do with the "lack of thinking" he describes, he said, "It probably does...they're not exposed to a lot of multicultural perspectives" (Michaels, personal communication, December 13, 2004).

When viewing the book titles on the spring surveys and October book recording forms, it's interesting to find that three of the four teachers who noted the importance of multicultural perspectives in the classroom on the survey and during the interview listed the title of at least one multicultural book. It appears that the teachers who feel strongly about the value of multicultural literature make a genuine effort to read it to their students.

Obtaining Books

Studies in the literature focusing on the use of children's books in rural areas found that teachers were somewhat isolated from bookstores and that the selection and

amount of books offered in school and local public libraries may be limiting (Altieri, 1997; Lehman, Freeman, & Allen, 1994). Teachers responding to the survey in the first phase of the current study, claimed to get books for read-alouds and literature discussion groups by purchasing them from commercial books clubs with bonus points or buying titles with their own funds more often than borrowing books from their school or public libraries. While these findings were true for some of the teachers participating in the second phase of the study, comments made during the interviews demonstrate that teachers obtain books for classroom use a number of ways and that accessibility is not found to be limiting.

During the interviews, teachers reported accessing books through their school libraries, public libraries, and school book rooms. Some of them used interlibrary loan to acquire multiple copies of a particular title or collect sets of books on a certain topic. Several study participants discussed how they swapped books with colleagues and after having taught for numerous years, built a substantial classroom library by inheriting books from former colleagues and purchasing them with grant money or personal funds. Each teacher talked about purchasing books from Scholastic Book Clubs or using their accumulated bonus points to obtain read-alouds and literature discussion books. In three of the schools a Scholastic Book Fair was being held at the time of the interview, and the teachers at those sites mentioned purchasing books at the book fair for their classrooms. Accessibility to books did not appear to be a problem for most of the teachers participating in the second phase of the study. As long as planning was done in advance, the teachers seemed to be able to locate the books they wanted to use with their students. Mrs. Edwards said, “I won’t spend a great deal of time trying to find it [a certain book]

because there are so many books” (Edwards, personal communication, December 9, 2004).

Each of the twelve teachers mentioned using personal funds to purchase books that they tended to use each year, ones that were in high demand, or those that they felt the students might really enjoy. Each year, Mrs. Lester reads Barbara Parks’s *Junie B. Jones* series to her first-graders. “They just like her...I spoil them a little bit. I run up to Barnes and Noble and buy the newest one the day it comes out so that they have it” (Lester, personal communication, December 2, 2004). Because her class enjoys animal stories so much, Mrs. Beckman had recently made a trip to the bookstore. “I went Saturday afternoon to Borders and bought James Herriot’s stories for the children” (Beckman, personal communication, November 11, 2004). Mrs. Winkler reported always being on the look-out for a book sale and Mr. Michaels told about sifting through the book store bargain bins for titles to stock his classroom library.

Although it may have been challenging, if a specific title was desired, the teachers appeared to find a way to obtain the book. Traveling as far as 45 miles to a book store did not appear to hold anyone back. Those that had to drive such a distance mentioned having other shopping to do as well, so they really didn’t make a special trip. Mrs. Edwards said that she and her husband make a date of going book shopping. “A treat for my husband and me, and we do it quite frequently, is to go to Barnes and Noble and see all of the new books laid out” (Edwards, personal communication, December 9, 2004). Judging by the number of books in Mrs. Edwards’s classroom library, one can assume that she purchases a few books during each of those outings.

Scholastic Book Clubs were also mentioned as a source for classroom books by each of the twelve teachers in the study. They appreciated the reasonable prices and reported spending personal funds as well as bonus points earned from student orders to purchase books. Most of the teachers reported that the selection of books offered was fine, but a couple of them voiced a concern about the number of books related to television shows, movies, and video games. Mrs. Freeman said that she sent home Scholastic book orders each month and to help the parents make good book choices, she attached a note to the order that pointed out some of the more quality titles offered in the order form. "I try to give them a little direction. They don't always follow it" (Freeman, personal communication, December 10, 2004).

Although the teachers in the second phase of the study did not consider accessibility to be a challenge when it came to obtaining books for their classrooms, student accessibility to books was an issue in some of these rural communities. Students don't have the means with which to travel to other towns to borrow or purchase books and must rely upon the adults in their lives for assistance. Mr. Michaels is hesitant to send his students to the public library, located 5 miles from the school, to check out books for class projects. "The parents don't want to get that involved, so it punishes the ones who need it the most" (Michaels, personal communication, December 13, 2004).

Mrs. Lester talked at length about the lack of accessibility her students had to books and the reasons behind it. Of the area in which her school is located, Mrs. Lester remarked, "There's not a whole lot around here. It's kind of a depressed area" (Lester, personal communication, December 2, 2004). The schools in the district are fairly spread out, and according to Mrs. Lester it would take a half hour to from one end to the other.

The district has tried to pass a levy in order to construct new buildings, but it won't pass.

At this point she claims it would cost more to repair the current buildings properly than it would to build new facilities. Budgets appear to be thinly stretched. The school has a library, but Mrs. Lester doesn't use it for obtaining read-alouds.

I don't take books from there because there's hardly any there and I'd like to leave them for the children. I figure I can go to the library in my town and bring in books. That gives them [the students] more of a resource. I first year I was here...I was reading them a chapter book and here a child had been asking for it and I had the book...I decided I wouldn't do that any more. I'd let the kids have the little bit of resources that we have and I'll get things other places. (Lester, personal communication, December 2, 2004)

The closest public library, located in a nearby town, brings a crate of books to each classroom in Mrs. Lester's building once a month. The students have library cards and are allowed to check out books from the crate, but Mrs. Lester requires the books to be left at school. School library books are also left in the students' desks unless the parents request that they be sent home. Mrs. Lester is afraid that the students and their families are not responsible enough to make sure the books get returned and there are so few books in the first place. In addition, unless the school is reimbursed for a lost book, the student is not allowed to have his or her report card. According to Mrs. Lester, "It's just easier to keep them here" (personal communication, December 2, 2004).

Since most of the students are not allowed to take library books home, Mrs. Lester provides time each day for them to read the library books in their desks and those they select from the classroom library. In addition, she reads aloud frequently.

According to her October book recording form, the first-graders in her classroom listened to anywhere from two to seven books in one day. When discussing current changes in

the way she uses children's literature, Mrs. Lester noted that she's really trying to read more to her students this year.

I don't think that the children are read to enough. I think it's something that's fallen by the wayside because of two working parents, too much going on in the home. I mean, I don't think they're bad parents, but I think it's just something that takes time and if you're tired at the end of the day it's too hard to do and a lot of people don't and the children just love it. So, I think it's important. I think even for older kids it's important. It improves their vocabulary and it helps their writing. (Lester, personal communication, December 2, 2004).

In order to put books in the hands of the students, the children in Mrs. Lester's school receive books from the RIF (Reading Is Fundamental) program twice each year. For many of the students, Mrs. Lester believes that the only books in their homes are those they receive from RIF. Mrs. Lester also purchases a book for each of her students at Halloween, Christmas, and at the end of the school year. She's also been known to give away her own books. "I've given a lot of books to kids just because they've liked them so much. You can buy them again. It doesn't matter" (Lester, personal communication, December 2, 2004).

Books in the Classroom Environment

Students, especially those in rural communities where libraries and book stores were found to be absent, need easy access to books in their classrooms as well as in their schools. One of the reasons for conducting the second phase interviews in person rather than by telephone was to survey the classroom environment in order to explore student accessibility to books. Research has demonstrated that wide reading is related to book accessibility

Children who are given ready access to books and time to read them will read more often and become better readers (Huck, Kiefer, Hepler, and Hickman, 2004).

Correlational studies have demonstrated that certain characteristics of the classroom library and reading corner positively influence the frequency with which literature is used by the students in the classroom. For example, Morrow (1982) found significant correlations between the presence of pillows, carpeting, and easy chairs in the classroom reading area to the frequency with which students used literature. Attractive book displays and the addition of new books to the classroom library also significantly influenced literature use. For the purpose of the study, data regarding the classroom library, designated reading area, and the displays and posters in the room about children's literature were collected.

Classroom Libraries

Each of the teachers participating in the second phase of the study had a classroom library. In most cases, the number of books in the classroom library mirrored the number of years the teacher had been in the classroom. For example, Mrs. Anderson, who has been teaching for less than five years, had approximately 150 paperbacks in her library, many of which were inherited along with the classroom. After more than 20 years in teaching, Mrs. Daily had well over a thousand books in her classroom library – so many that they were rotated in and out of the library corner as the seasons changed and the children's own reading abilities improved. In Mrs. Duncan's case, a recent switch from first-grade to fifth-grade caused the number of books in her classroom library to be low – less than 50 trade books. Mrs. Winkler had just received fifty new books with which to start a classroom library. It appears that the old books had been removed from the classroom because they were out-dated and unattractive. The students did not take them out of the library and read them.

Most of the classroom libraries consisted of a shelf or set of shelves located in a corner of the classroom or along the back wall with the books stored with the spines facing out. However, some different configurations were seen. Mrs. Anderson used an old upright greeting card rack to house her library. The books that wouldn't fit front-facing were kept in the drawers down below. She rotated the collection a couple of times per month. Mrs. Daily had three shelves all of which were all on rollers so that the books could be easily moved around the room. The books that would not fit on the shelves were organized by seasons, book characters, and reading levels and stored in plastic tubs. As the year progressed and the students' needs changed, the books were rotated in and out of the accessible library. Mrs. Edwards divided her classroom library among a number of plastic tubs. At the start of the day a student from each group selected two tubs of books for their group. Whenever work was completed the students reached down into the tub and selected books to read. At the end of the day the tubs were returned to the table so that new ones could be selected the following morning. In Mrs. Beckman's room, a front-facing rack containing books related to current areas of study as well as the "encyclopedia of the week" was located on top of the classroom library shelves.

In eleven of the twelve classrooms there was no formal check-out system used in the classroom library; instead it was an honor system. The students were encouraged to select a book and read when their work was finished or during designated silent reading periods, and in some cases they were allowed to take the books home to read. Managing the library in this manner appeared to work well for the teachers. Some of them talked about the possibility that books had disappeared in years past, but no one seemed overly concerned.

Classroom libraries tended to be organized according to reading levels, genres, favorite characters, favorite authors/illustrators, and specific topics like animals, seasons, and holidays. In some classrooms, a combination of organization systems was used. For example, in Mrs. Beckman's library the books shelved with the spines facing out were organized according to genre, but on top of the shelf at one end were some small baskets labeled "Beverly Cleary", "humorous books", and "magazines". She described how these baskets contained the students' favorite titles and types of books. In two of the intermediate grade classrooms the books in the library were not organized at all. All of the books were just placed on one set of shelves. Mrs. Peters said she did this on purpose because the students liked to sort through them. She also felt that it kept the students from selecting the same type of book each time. Two of the primary grade classrooms and one of the intermediate grade classrooms had a special tub of books in addition to the ones in the classroom library. These books had been checked out from the school library or a local public library to support a thematic unit of study.

The books in each of the twelve classroom libraries were easily accessible to the students. However, in three of the classrooms some of the books were considered "off limits" for a variety of reasons. On one side of Mrs. Freeman's kindergarten room there was a comfortable reading area with a couple of tubs of books for the students to browse during center time. On the other side of the room was a set of shelves containing a number of books in tubs organized by different topics. These shelves were draped in blue cloth "to keep them [the books] from getting dusty" (Freeman, personal communication, December 10, 2004). Students were not allowed to take books from these shelves. Instead, they were to read books from the tubs that had been placed in the reading area.

Mrs. Freeman rotated the books from the shelves to the reading area when their topics matched the curriculum or current season or holiday.

Mrs. Winkler, a first-grade teacher, had a special stash of books she referred to as the “favorites pile”. The books in this pile had been previously read aloud to students and received an overwhelmingly positive response. After favorite books were read-aloud, Mrs. Winkler placed them in the favorites pile to be saved “so that they won’t get torn up and ripped, so that down the line I’ll still have a good pile of read-alouds” (Winkler, personal communication, November, 15, 2004). Students in the classroom do not have access to this pile of books in order to revisit them. Mrs. Anderson, a second-grade teacher, keeps a group of titles separated from her classroom library because they “are probably too high [reading level] for them to sit down and read them” (Anderson, personal communication, December 14, 2004). These books are read-aloud to the students, but they don’t have the opportunity to look at them on their own.

Classroom Reading Areas

Six of the twelve teachers in the study, three in the primary grades and three in the intermediate grades, had a designated reading area in the classroom. In each of these rooms, the reading area was within the classroom library and the students were invited to use it during designated silent reading periods. In all of the areas there was carpeting or a rug of some kind on the floor. Most of them had pillows or cushions for the students to sit on, and one of the rooms had oversized stuffed animals for the students to lean against. One of the reading areas contained an adult-sized rocking chair, but none of them had a couch or other furniture. One of the classrooms had a few small plastic patio chairs for

the students to use. However, the students had recently lost the privilege of using them because they had been too noisy.

None of the classroom reading areas was separated from the rest of the classroom. For the most part, they were located in a corner of the room with a shelf or shelves of classroom library books against the wall. Mrs. Less, one of the first-grade teachers had two small reading areas; each with a rug and stuffed animals. She mentioned that there were also bean bag chairs for the children to use; however, they were currently in storage. Space appeared to be at a premium in this room and in the other eleven surveyed. This may have contributed to the fact that six of the classrooms had no designated reading area.

Posters and Displays about Books

In five of the twelve classrooms, three primary and two intermediate, books were promoted by posters and other bulletin board displays. Hanging on the bulletin board in Mrs. Freeman's room were photographs of Eric Carle, Bill Martin Jr., and Lois Ehlert. Each was accompanied by a short biographical piece and appeared to be clipped from a magazine. Mrs. Freeman noted that these photographs were displayed because the students had expressed an interest in the books written and/or illustrated by these authors. "They are our favorites" (Freeman, personal communication, December 10, 2004). The walls in Mrs. Lester's room displayed posters promoting certain books or book characters. Junie B. Jones, The Cat in the Hat, and Winnie the Pooh were some of the characters featured while *Click, Clack Moo: Cows that Type* (Cronin, 2000) and *Harry Potter and the Sorcerer's Stone* (Rowling, 1997) were some of the books. It appeared

that all of these posters had been provided by Scholastic, possibly mailed along with a student book order.

On one of the walls in Mrs. Beckman's room was a bulletin board labeled "And the Race is On". Hanging on the bulletin board was a race track, a race car for each student in the class, and flags with different book genres printed on them. The purpose of the display was to encourage students to read different types of books in order to reach the finish line. Mrs. Beckman said that the students had until the end of the semester to complete the race and would be allowed to choose a pencil, bookmark, and a lollipop from a container on top of her file cabinet upon completion. She was quick to add that the goal was not for the students to win a prize but to discover new favorite books. Mrs. Beckman told about using children's books to spark writing and art projects as well. One of the most recently completed assignments was a book in the shape of the White House containing passages the students had written that told important things about this structure. This project was done in response to two read-alouds: *The Story of the White House* (Waters, 1991) and *The Important Book* (Brown, 1949).

Sprinkled around Mrs. Peters' classroom were poems and accompanying illustrations created by her fifth-graders. She explained how these were inspired by a class reading of *Hailstones and Halibut Bones* (O'Neill, 1961). Other class projects had been done in response to *Ben and Me* (Lawson, 1939) and *Antics!* (Hepworth, 1992) earlier that month. During the interview, Mrs. Peters talked about how children's books were often used as a springboard for writing and art projects in her classroom.

After the students in Mr. Michaels' classroom finish reading a book they write a recommendation on a construction paper apple. These are shared with the class and

placed on a bulletin board titled “Take a Bite of a Good Book”. In the remaining classrooms, books and reading did not appear to be promoted by posters and bulletin board displays. In fact, there was little or no visual evidence that demonstrated the students were involved with books in any way.

Summary

The twelve teachers who participated in the second phase of the study were randomly selected from a pool of volunteers identified during the first phase. Six of the teachers taught students in grades K-2, and the remaining six teachers taught students in grades 4-5. Of these participants, ten had more than ten years of experience. Five of these ten teachers had been in the classroom for twenty or more years. Seven of the twelve teachers reported that they were taking or had completed a graduate level course in children’s literature, and four of the teachers claimed to hold a master’s degree in education. One teacher commented that she was in the process of completing such a degree.

The teachers reported a number of sources for professional development, including in-service, workshop, and conference attendance; building study group participation; colleague collaboration; professional journal use; and internet use. Of these, in-services, workshops, and conferences seemed the most popular methods for increasing professional knowledge.

The books selected for classroom use by the teachers in the second phase of the study were similar to those chosen by the survey respondents. Books written by females were selected more frequently than books written by males, works of fiction were selected more frequently than any other genre, and few multicultural books were chosen.

Overall, the teachers reported frequently selecting books containing topics or themes that supported curricular standards and those that were personal favorites. Three of the teachers in the second phase of the study were adamant that multicultural books were important in rural classrooms, while two of the teachers reported that multicultural books were not appropriate for their students.

In order to obtain books for classroom use, teachers in the second phase of the study relied upon commercial book clubs and purchased books with personal funds more than any other source. For some, school libraries had small collections and public libraries were inconvenient. However, the teachers reported that access to books was not a problem. If a specific book was needed, it could be found or another book was chosen. For some of the students, however, obtaining books was a challenge. Some school libraries were small, public libraries were located in nearby towns, and there were no local book stores.

Each classroom contained a library, however, library designs and the number of books they contained varied among the schools. Most of the books were paperback and had been inherited from a previous teacher or purchased with bonus points obtained from commercial book clubs. Six of the classrooms had designated independent reading areas. All of these were carpeted and most of them had pillows or cushions for students to sit on and one of the rooms had oversized stuffed animals to lean against. One area contained an adult-sized rocking chair and another had child-sized plastic patio chairs.

Five of the twelve classrooms displayed posters and bulletin boards that promoted books and reading or demonstrated the use of children's literature in the classroom. In

most of the classrooms, however, there was little or no visual evidence that students were using or being encouraged to use children's literature.

CHAPTER 6

DISCUSSION AND RECOMMENDATIONS FOR FUTURE RESEARCH

Introduction

The purpose of this study was to gain a current, more in-depth look at the selection and use of children's literature in K-6, rural Ohio public school classrooms.

The questions that guided the study can be grouped into four main clusters:

1. What books are being selected by K-6 rural, public school teachers for use as a read aloud or in literature discussion groups? To what extent are the following being selected for classroom use:

- books by male and female authors
- books of different genres - fiction, information, traditional, poetry, and biography
- multicultural books
- traditional and contemporary books

2. What factors influence the selection of books for read-alouds and literature discussion groups in K-6 rural, public school classrooms? To what extent do the following influence book selection:

- personal preferences of the teachers

- preferences of former students
 - recommendations found in professional journals
 - topics and themes of the books
 - children's book awards
 - the reputation of the author(s) and or illustrator(s)
 - presence of a multicultural perspective
 - accessibility
3. Are teachers using read-alouds and literature discussion groups to support content area instruction, in what areas is it being used, and how often?
4. How do teachers obtain the books they select for read-alouds and literature discussion groups? How frequently are the following sources being used:
- school library
 - public library
 - colleagues
 - personal funds
 - bonus points from commercial book clubs
 - funds from a parent/teacher organization
 - other resources

In order to collect data with breadth as well as depth and increase validity and reliability through triangulation, the study incorporated the use of two research methodologies. In the first phase of the study, a cross-sectional survey was used in order to gather information from a random sample of the population through the use of a mail

questionnaire (Fraenkel & Wallen, 2000). The questionnaire was designed by the researcher specifically for this study and consisted of 16 questions. Data collected included information regarding the background of the participants and their opportunities for professional development, as well as items relating to the guiding questions stated above.

In the second phase of the study, a group of twelve randomly selected teachers was asked to record the titles, authors and intended purpose(s) of the books they selected for classroom use for four consecutive weeks. Additionally, teacher interviews and on-site surveys of classroom environments were used to gather descriptive data regarding the selection and use of children's literature (Bogden & Biklen, 1992). This final chapter will combine the data from the two phases of the study in order to provide a more comprehensive look at the current selection and use of children's literature in K-6 rural Ohio public school classrooms. The chapter consists of four main sections. First, the main findings regarding what books are selected for classroom use will be summarized and discussed in relation to the literature. Next, the main findings regarding teacher rationale for book selection will be presented and discussed. Finally, the implications of the study and recommendations for future research will be proposed.

Summary of the Findings

Because of the methodologies employed by the study, multiple layers of data were collected. Findings pertaining to the survey were detailed in Chapter 4, and those from the interviews and classroom environment surveys were presented at length in Chapter 5. This section of the final chapter attempts to summarize and discuss the findings which may have the greatest significance to the educational community.

Professional Background of the Participants

Overall, approximately 69% of the teachers participating in this study had more than ten years of teaching experience. Many of them had taught for twenty or more years. These figures are 50% and 38% for the primary and intermediate grade respondents respectively. Of the twelve teachers participating in the second phase of the study, 42% (5) indicated having a Master's Degree or being in the process of completing such a degree. Due to their length of tenure in the classroom, it has been some time since these teachers took an undergraduate level course in children's literature. For most of them (60%), such a course was completed eleven or more years ago. The majority of the participants, 60% and 66% for the primary and intermediate grade teachers respectively, have not taken a graduate level course in children's literature.

Instead, study participants reported attending in-services, workshops, and conferences relating to children's literature in an effort to build professional knowledge. Approximately 73% of the teachers have attended such an event in the last one to three years. When discussing professional development opportunities with the teachers in the second phase of the study, it became apparent that they considered in-services, workshops, and conferences to be valuable to their teaching. Comments about new teaching strategies and changes in classroom practice as a result of a workshop were made by some of the teachers in the second phase of the current study. This finding is confirmed in the literature. Rural teachers participating in a study conducted by Altieri (1997) mentioned ways their teaching had changed because of knowledge gained at a workshop. One teacher interviewed by Altieri reported starting her own classroom library after attending a workshop and another discovered while attending a summer

workshop that some teachers did not use basals for reading instruction.

Teachers in the second phase of the current study reported using some of the more practitioner-based publications such as *Instructor*, *Mailbox*, *Teaching K-8*, and *Bookbag* in order to get ideas for ways to use children's literature and find out about books. One participant talked about borrowing a copy of *The Reading Teacher* from the teachers' lounge. However, for the most part, professional journals were not considered a valuable source of information. Teachers reported a lack of access to the publications and little time to read them. Of the survey respondents, almost one-fourth (23%) listed recommendations in professional publications to be a least important factor when selecting books for classroom use. None of the second phase participants mentioned having access to a more scholarly publication focusing on children's literature such as *The Horn Book Magazine* or *Journal of Children's Literature*.

Lehman, Freeman, and Allen (1994) queried rural teachers about their opportunities for professional development and found that they were more likely to be less confident in their ability to use children's literature in the classroom without the aid of a published reading series than teachers in a suburban or urban area. Additionally, these rural teachers tended to have less support from their districts when it came to the use of children's literature during reading instruction. The findings from the current study tend to disagree.

Survey participants reported the daily use of children's literature across the curriculum, especially during reading. Overall, 64% of the survey respondents reported the daily use of a read-aloud during reading instruction. This trend is seen in the second phase of the study as well. In some cases, teachers in the primary grades listed multiple

read-alouds per day. When asked about the presence of a reading series, most of the teachers in the second phase of the study reported that a series had been adopted by their districts, but its use was minimal. In the primary grade classrooms, guided reading with children's literature was the dominant instructional framework. Intermediate grade classrooms reported the use of guided reading with the lower level readers in the classroom and the use of literature discussion groups with higher level readers. Stories from the basal series were sometimes used, but children's trade books were the primary source of reading material.

Most of the districts appeared to be supportive when it came to the use of children's literature for reading instruction. Teachers in the second phase of the study discussed district sponsored workshops on guided reading and the presence of book rooms with multiple copies of texts that had been purchased with district funds. Teachers also talked about workshops they had attended through district funds. Mrs. Edwards, one of the first-grade teachers, told how the teachers in her building were allowed to purchase children's literature with funds designated for workbooks if they so desired. Three of the teachers in the second phase of the study participated in building study groups. In each of these cases, the district purchased copies of professional books, and occasionally videos, for the teachers to read and discuss as a means of professional development. In one case, budgetary restrictions limited workshop attendance. The district was very focused on the use of technology and did not fund workshops emphasizing other areas.

Books Selected for Classroom Use

As a part of the survey, teachers were asked to list the title and author of a book they were currently reading aloud to students, the titles and authors of two additional

books they had read during the school year, and the titles of three books they had selected for student use in literature discussion groups that year. In some cases, respondents listed more books than the number requested and others listed fewer books. Overall, teachers in grades K-3 listed 412 different titles as being selected for read-alouds and literature discussion groups, and teachers in grades 4-6 listed 274 different titles. In the second phase of the study, the twelve participants recorded the titles, authors, and intended purposes of the books selected for classroom use for four consecutive weeks. A total of 138 different titles were selected as read-alouds and literature discussion group books by the primary grade teachers and 55 different titles were chosen by the intermediate grade teachers. The following information was researched for each book listed in either phase of the study: 1) gender of the author(s), 2) genre of the book – fiction, information, traditional, biography, and poetry, 3) whether or not the book is multicultural, and 4) the book's original date of publication.

When looking at the characteristics of the books selected for classroom use, the literature reveals a number of disparities. Teachers tend to choose more books written by males (Jipson & Paley, 1991; Luke, Cooke, & Luke, 1986), read more fiction than any other genre (Applebee, 1993; Donovan & Smolkin, 2001; Duke, 2000; Stone & Twardosz, 2001; Sword, 1982; Tom, 1969), select books that are more than ten years old (Sword, 1982; Tom, 1969) and choose few multicultural books (McKinney, Fry, & Pruitt, 1997; Wollman-Bonilla, 1998). For the most part, the findings of the current study are confirmed by the literature. However, some differences were found.

Gender of the author(s). Of the combined read-alouds and literature discussion group books, 39% of the titles selected by survey respondents teaching in the primary

grades were written by males. Females wrote 59% of the chosen titles, and the remaining 2% were co-authored by a male and a female. Intermediate grade teachers selected titles written by males 46% of the time. Approximately 53% of the titles chosen were written by females and the remaining 1% was co-authored by a male and a female.

The primary grade teachers in the second phase of the study also selected more books written by females. This appears to be done unconsciously. Some of the teachers mentioned that they liked particular authors and that their students had favorites, but an awareness or equity concern regarding author gender was not mentioned. Approximately 38% and 60% of the titles chosen by primary teachers in the second phase were written by males and females respectively. The remaining 1.4% of the titles was co-authored by a male and a female. Of the intermediate grade teachers in the second phase of the study, 42% of the books they chose were written by males, while 58% were written by females. None of the books chosen by these teachers were co-authored by a male and a female. Table 6.1 demonstrates the data regarding the gender of the authors of books selected for classroom use by the survey respondents. Table 6.2 presents this same data for the books listed by the second phase participants.

Grade Level	Number of Different Titles	Number Written by Males	Number Written by Females	Number by Male/Female Co-Authors
K-3	412	160 (39%)	242 (59%)	10 (2%)
4-6	274	126 (46%)	145 (53%)	3 (1%)

Table 6.1: Gender of the authors of the books listed as read-alouds and used in literature discussion groups by survey respondents.

Grade Level	Number of Different Titles	Number Written by Males	Number Written by Females	Number by Male/Female Co-Authors
K-3	138	53 (38%)	83 (60%)	2 (1.4%)
4-6	55	23 (42%)	32 (58%)	0

Table 6.2: Gender of the authors of the books listed as read-alouds and used in literature discussion groups by the second phase teachers.

The predominant use of books written by females rather than males is opposite of what was found in the literature. One explanation for this finding may be that teachers in the current study are using books of higher quality than those selected by the teachers in previous studies. In a recent scholarly paper, Penny Colman (2005), an author of nonfiction books for children, looked at the gender of authors who had received the Newbery Medal or whose books had been designated a Newbery Honor Book. The Newbery Medal is given annually to “the author of the most distinguished contribution to American literature for children” (Huck, Kiefer, Hepler, & Hickman, 2004). Colman found that in each decade since the inception of the award in 1922, more females than males have received the Newbery Medal or had a book named a Newbery Honor Book. Data regarding the gender of authors whose books have received the Caldecott Medal, given annually to “the artist of the most distinguished American picture book for children” are not readily accessible in published form, nor have the number of Newbery and Caldecott recipients been identified on the spreadsheets of book titles listed by survey respondents and second phase participants of the current study. Therefore, it is not possible to say whether the quality of the books is connected to the gender of the

authors.

Genres of the books. Fiction books were selected more frequently for use as read-alouds and in literature discussion groups than any other type of book in the current study. Primary and intermediate grade teachers responding to the survey chose fiction 82% and 84% of the time respectively. Primary and intermediate grade teachers participating in the second phase of the study selected fiction 83% and 75% of the time respectively. Overall, information books were the second most frequently selected genre and poetry books were selected least frequently. Table 6.3 illustrates the data regarding the genres of books selected by teachers responding to the survey and Table 6.4 presents this same data for books selected by the second phase participants.

Grade Level	Number of Different Titles	Fiction Books	Information Books	Biographies	Traditional Books	Poetry Books
K-3	412	336 (82%)	43 (10%)	12 (3%)	15 (4%)	6 (1%)
4-6	274	229 (84%)	25 (9%)	14 (5%)	2 (1%)	2 (1%)

Table 6.3: Genres of the books listed as read-alouds and used in literature discussion groups by the survey respondents.

Grade Level	Number of Different Titles	Fiction Books	Information Books	Biographies	Traditional Books	Poetry Books
K-3	138	114 (83%)	20 (14%)	1 (0.7%)	1 (0.7%)	2 (1.4%)
4-6	55	41 (75%)	11 (20%)	1 (2%)	2 (4%)	0

Table 6.4: Genres of the books listed as read-alouds and used in literature discussion groups by the second phase teachers.

Some of the teachers in the second phase of the study realized that they had not selected very many information books for classroom use. A few of them talked about the need to read a variety of books to their students and make sure that the students had a variety of books to read themselves. Others however, did not appear to make an effort to choose books of different genres. The use and study of poetry was specifically mentioned by one of the fourth-grade teachers as being something that was done at the end of the year once standardized testing had been completed. Overall, genre equity did not seem to be an area of concern to most of the teachers in either phase of the study.

Original dates of publication. Overall, teachers in both phases of the study selected more books for classroom use that were written in the 1990s than in any other decade. Primary and intermediate grade survey respondents selected 1990s publications 35% and 36% of the time respectively. Of the second phase participants, 48% of the books chosen by the primary grade teachers and 40% of the ones chosen by intermediate grade teachers were originally published in the 1990s. This means that in many cases, the books selected for classroom use were between 14 and five years old at the time of

the study. The oldest book chosen in either phase of the study was *Tom Sawyer* (Twain, 1876). It was selected as a literature discussion group book by an intermediate grade teacher who responded the survey. Twelve different titles written in 2004, the year in which the data were collected, were chosen for classroom use in the current study. When the publication dates for each decade are looked at collectively, the majority of the books selected for classroom use were published from 1990-2004. Only primary grade survey respondents selected more books written during the pre 1950 to 1989 time period. Table 6.5 presents these findings.

Grade Level	Total Number of Books	<1950	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	<1950-1989	1990-2004
K-3 Survey	412	19 (5%)	14 (3%)	29 (7%)	47 (11%)	99 (24%)	146 (35%)	58 (14%)	208 (50.4%)	204 (49.5%)
K-3 2 nd Phase	138	1 (.7%)	2 (1.4%)	2 (1.4)	4 (3%)	27 (20%)	66 (48%)	36 (26%)	36 (26%)	102 (74%)
4-6 Survey	274	16 (6%)	9 (3%)	25 (9%)	34 (12%)	48 (18%)	98 (36%)	44 (16%)	132 (48%)	142 (52%)
4-6 2 nd Phase	55	4 (7%)	0	5 (9%)	7 (13%)	10 (18%)	22 (40%)	7 (13%)	26 (47%)	29 (53%)

Table. 6.5: Original dates of publication for books listed by teachers in each grade level group during the survey and in the second phase.

Of the ten titles most frequently listed as read-alouds by survey respondents, six were originally published prior to 1980: 1) *The Box Car Children*, Warner, 1942; 2) *Charlotte's Web*, White, 1952; 3) *James and the Giant Peach*, Dahl, 1961; 4) *Where the Red Fern Grows*, Rawls, 1961; 5) *The Very Hungry Caterpillar*, Carle, 1969; and 6) *Tuck Everlasting*, Babbitt, 1975. Each of these books was at least 29 years old at the time of

the study. *Charlotte's Web* was also one of the most frequently listed titles by primary and intermediate grade survey respondents for use in a literature discussion group.

In the second phase of the study, one of the teachers mentioned that all of the second-grade teachers in her building read aloud *Charlotte's Web* each year. The continued use of older titles in the classroom may be linked to the age and professional background of the classroom teachers. Because many of the participating teachers had more than 20 years of classroom experience, had not taken a college course in children's literature within the last ten years, did not read professional journals, and chose books for read-alouds that are personal favorites, the books they selected are probably those that were popular during their own childhoods or titles presented during their undergraduate studies.

The use of certain books year after year may also suggest the presence of a literary canon at the elementary school level. Teachers must consider the cultural values in these books to be of benefit to students today. This is a bit worrisome considering the fact that all of the humans in each of these books are Caucasian. Additionally, many of these books reinforce gender and cultural stereotypes.

Multicultural books. When it came to the selection of books for read-alouds, survey respondents tended to report that presenting a multicultural perspective was a least important factor. This figure was approximately 19% for the primary grade respondents and 20% for the intermediate grade respondents respectively. When choosing books for use in a literature discussion group, 12% of the primary respondents and 14% of the intermediate grade respondents reported a multicultural perspective to be least important. Overall, only 7% of the respondents claimed the presentation of a multicultural

perspective to be an important factor when selecting a read-aloud. Approximately 6% reported it to be an important factor when selecting a book for use in a literature discussion group. Table 6.6 illustrates this data.

Grade Level	Read-Aloud: Most Important	Lit. Dis. Group: Most Important	Read-Aloud: Least Important	Lit. Dis. Group: Least Important
K-3	3%	4%	19%	12%
4-6	4%	2%	20%	14%
Overall	7%	6%	39%	26%

Table 6.6: Percentage of teachers reporting the presentation of a multicultural perspectives to be most important and least important when selecting books for read-alouds and use in literature discussion groups.

These figures are reflected in the number of multicultural books listed by survey respondents. Of the 412 different titles selected for classroom use by the primary grade survey respondents, only 7% (30) of the books can be classified as multicultural according to the survey definition. Intermediate grade survey respondents chose 27 multicultural titles; approximately 10% of the total number of books chosen. Primary grade teachers participating in the second phase of the study selected the fewest number of multicultural books, 1%, and the number of multicultural books chosen by the intermediate grade teachers was 13%. Table 6.7 illustrates the number of multicultural books selected by survey participants. Table 6.8 presents this same data for the second phase of the study.

Grade Level	Number of Different Titles	Number of Multicultural Books
K-3	412	30 (7%)
4-6	274	27 (10%)

Table 6.7: Number of multicultural books listed as read-alouds and used in literature discussion groups by the survey respondents.

Grade Level	Number of Different Titles	Number of Multicultural Books
K-3	138	2 (1%)
4-6	55	7 (13%)

Table 6.8: Number of multicultural books listed as read-alouds and used in literature discussion groups by the second phase teachers.

Opinions regarding the use of multicultural literature in the classroom differed among the teachers in the second phase of the study. Some believed that the use of multicultural literature was imperative due to the lack of diversity found within their rural communities. They reported that one of the only ways to expose students to other cultures was through children's literature. Others felt that the lack of community diversity excused the use of multicultural literature. Students were not familiar with other cultures and therefore, they were not capable of understanding books that presented a multicultural view. A study conducted by Ayalon (1995) revealed the presence of this rationale as well. Because rural communities tend to be fairly homogeneous, those living in rural areas tend to have contact with people who share the same values, beliefs, and lifestyles. This may result in a "we're all the same, my students can't relate" attitude.

Obtaining Books for Classroom Use

Survey participants were queried about the ways in which they acquire books for

read-alouds and use in literature discussion groups. On a scale of one to five, one being least frequently and five being most frequently, teachers marked how often they utilized the following sources: 1) school libraries, 2) public libraries, 3) a colleague's collection, 4) commercial book clubs, 5) personal funds, and 6) funds from a parent/teacher organization.

Overall, survey participants tend to use bonus points acquired from commercial book clubs and personal funds to acquire read-alouds and literature discussion group books more often than any other source. Approximately 62% of the primary grade teachers and 50% of the intermediate grade teachers claimed that commercial book clubs are a frequently or most frequently used resource. Literature discussion group books are reportedly acquired through commercial book clubs 57% and 49% of the time by the primary and intermediate grade teachers respectively. Approximately 81% of the primary grade survey respondents and 70% of the intermediate grade respondents reported using personal funds to purchase read-alouds frequently or most frequently. This may account for the fact that some of the teachers in the second phase of the study kept quality read-aloud titles out of the classroom library. Since the books had been purchased with personal funds, the teachers were more protective of them and wanted to keep them in good condition so that they may be read to future classes. Literature discussion group books are acquired frequently or most frequently with personal funds as well. These figures are 54% and 36% for the primary and intermediate grade respondents respectively. Table 6.9 demonstrates the data.

Resource	K-3 Read-Alouds	K-3 Literature Discussion Group Books	4-6 Read-Alouds	4-6 Literature Discussion Group Books
Commercial Book Clubs	62%	57%	50%	49%
Personal Funds	81%	54%	70%	36%

Table 6.9: Percentage of teachers reporting frequent and most frequent use of commercial book clubs and personal funds to obtain books for the classroom.

During the second phase of the study, the teachers mentioned frequently purchasing books for read-alouds and literature discussion groups from commercial book clubs with personal funds as well as with accumulated bonus points earned through student book orders. It is possible that survey respondents did this as well. If so, the frequency with which commercial book clubs are used may actually be higher than the numbers reported. The frequent use of commercial book clubs may be another factor limiting the number of multicultural books used in the classroom. In a recent content and textual analysis of commercial book club order forms for young children, McNair (2005) found that two of the twelve order forms analyzed contained no books written by or about people of color. In addition, only one of the 960 books available for purchase was written by and about Latin Americans and no books were written by and about Asian Americans or Native Americans.

School and public libraries tend to be used the least. Of the primary grade teachers, 45% reported obtaining read-alouds at their school library least frequently or infrequently. The number of primary grade respondents obtaining read-alouds at their public library least frequently or infrequently is even greater – 61%. Intermediate grade

teachers use the school and public libraries in order to obtain read-alouds at about the same rate. These findings echo those in the literature.

When interviewing the rural teachers of one elementary school in the Mid-South, Altieri (1997) discovered that libraries were rarely used as a source of books for classroom use. The teachers reported that the school library was very small and understaffed, and the nearest public library, located in a nearby city, charged out-of-town patrons a fee to use the facility. Instead, Altieri (1997) found that the most common way the teachers obtained trade books for use during reading instruction was from predecessors and commercial book clubs. One teacher in the study also admitted illegally photocopying books and another said she checked them out of the school library and never returned them.

Teachers in the second phase of the current study made some similar comments. One teacher talked at length about the lack of books in her school's library. In fact, she does not personally check out books from the school library in order to let the students take advantage of what little resources are available. Some noted that getting to the public library took too much time or that hauling books back and forth took too much effort. Most preferred to purchase frequently used or favorite titles so that they would always be easily accessible. When all of the classes in one grade level studied the same topic, there were not enough library books to go around. Some of the teachers were concerned about being charged fines and replacement fees if students damaged or lost the library books. Many felt that it was easier to purchase the book themselves.

Frequency of Read-Alouds

Overall, 83% of the survey respondents claimed to read aloud to their students on

a daily basis. The number of primary grade teachers who read aloud each day was slightly higher than the number of intermediate grade teachers. These figures are 89% and 73% respectively. Findings from the current study are confirmed in the literature.

Hoffman, Roser, and Battle (1993) conducted a nation-wide survey of teachers in grades K-6 and found that 74% of the practicing teachers they observed read aloud from a trade book on the day of the observation. A slightly higher percentage of teachers in the primary grades (76%) read aloud daily than did teachers in the intermediate grades (69%). Baumann, Hoffman, Moon, and Duffy-Hester (1998) found that 98% of the first-grade teachers who participated in their nation-wide survey about reading instruction practices reported spending a considerate to moderate amount of time each day reading aloud to their students.

It is difficult to accurately identify the frequency with which read-alouds occurred during the second phase of the study. The book recording form asked teachers to list the date the book was selected rather than the date the book was read or used in a literature discussion group. Teachers who elected to read a chapter book for a specific period of time each day may have listed the title only once; on the day it was selected, rather than listing it each day it was read. Primary grade teachers may have listed all of the books they read for the week the day they were selected rather than listing the title(s) read each day. Teacher interviews provided some clarity, but the directions on the book recording form clearly caused confusion. Although data triangulation regarding the frequency of classroom read-alouds can not be accurately accomplished, survey data does demonstrate that rural teachers in Ohio appear to be following the national trends for read-aloud frequency found in the literature.

Factors Influencing Book Selection

Studies focusing on the use of children's literature in the classroom reveal two main factors that influence book selection. Teachers reported choosing books that support curricular topics and themes (Hamman, 1995; Hoffman, Roser, & Battle, 1993; Jipson & Paley, 1986; Luke, Cooke, & Luke, 1991; Tom, 1969) and books that are personal favorites (Jipson & Paley, 1986; Luke, Cooke, & Luke, 1991; Wollman-Bonilla, 1998) more often than for any other reason. In addition, according to McKinney, Fry, & Pruitt (1997), the use of multicultural books is not a priority for rural teachers. Survey respondents tended to agree with this, while some of the second phase teachers were adamant that multicultural books filled a needed role in their classrooms.

Topic supports curriculum. Approximately 47% of the survey respondents reported that specific books were selected as read-alouds because they complemented topics covered in other content areas. For literature discussion group books, this figure is 45%. Teachers in the second phase of the study reported using children's literature to support content area instruction as well, especially in writing, science and social studies. Children's books were used by some during math instruction, and many of the primary grade teachers reported using them to help students build phonemic awareness. In some classrooms, projects incorporating children's books were displayed on the walls and bulletin boards. Overall, the survey respondents and the teachers in the second phase of the study used children's literature during reading instruction more frequently than in any other content area.

Book is a personal favorite. Overall, 39% of the survey respondents reported that it was important for a book to be a personal favorite if it was selected as a read-aloud.

Comments made during the second phase of the study reinforced this finding. During the interviews, some of the teachers admitted excluding certain books because they did not personally like them, and in some cases, the excluded books were works of nonfiction. This may provide one explanation for the prevalence of fiction in the classroom. In other instances, books were rejected because the teacher did not like the illustrations, did not think the text provided enough points for discussion, or felt that the book was not appropriate for the maturity level of the students. Some of the teachers went on to justify their opinion by saying that if they were not personally excited about a book, then the students would not be excited about the book either. Therefore, it was better for everyone involved if the books read-aloud were personal favorites.

When it came to the selection of literature discussion books, teachers in both phases of the study were not as concerned about the book being a personal favorite. Of the primary grade survey respondents, only 9% regarded this to be an important factor. This figure for intermediate grade respondents was 7%. More of the teachers reported that this was a least important factor. These figures were 13% and 17% for the primary and intermediate grade respondents respectively. When discussing this issue with teachers in the second phase of the study, comments were made which suggested that the students' interest in the book was a priority. In one of the intermediate grade classrooms that conducted literature discussion groups, the teacher selected a group of titles that fell within the necessary readability levels, and the students voted on the one that they would like to read.

Classroom Libraries and Displays Promoting Books

Of the twelve classroom environments surveyed, no two were alike. All of the

classrooms had a library, however, the number of books they contained and the ways in which the libraries were designed, varied. Classroom library collections were found on shelves, in plastic tubs, and in small baskets. One collection contained fewer than 50 books, while another contained more than a thousand. Most of the libraries had approximately 100 to 400 books. In each library, almost all of the books were paperbacks that had been inherited from a previous teacher, obtained through commercial book orders, or purchased with personal funds from book store bargain racks. In some cases teachers scoured garage sales and donated books that their own children had outgrown. One classroom library contained books the teacher had read as a child. In most cases the books were displayed with the spine facing out, but in a few instances front-facing book racks were used. Most classroom library books were organized by topics, genres, favorite authors, favorite illustrators, reading levels, or book characters. In two of the intermediate classrooms the books were not arranged in any order. One of the teachers did this on purpose so that her students would have to hunt for a book. She felt that this prompted them to discover new titles and not read the same type of book again and again.

Half of the classrooms surveyed contained an area especially designated for independent reading. In each of these rooms the area was a part of the classroom library. All of the areas were carpeted and most contained pillows or cushions to sit on or lean against. One of these areas had a rocking chair and another had small plastic patio chairs, but no other furniture was found. Most of the teachers reported that the students only used these areas during designated silent reading times.

Displays or posters hung on the walls in five of the classrooms as a way to promote books or to provide evidence of their use in the classroom. The posters promoted certain books or particular book characters and appeared to have been included in an order from a commercial book club as a means of advertisement. The display contents ranged from showcasing student work incorporating children's literature to promoting specific books and encouraging students to read a variety of genres.

The findings of a study done by Morrow (1982) in nursery through second grade classrooms demonstrated a significant correlation between nine different physical characteristics of the library corner and the frequency with which nursery school children and kindergartners used literature. An enclosed library corner; the presence of pillows, easy chairs, and carpet; and attractive displays were some of the characteristics that proved to significantly increase student literature use. Morrow also found that separating the library from the rest of the classroom and adding new books to the collection were related to increased book use.

In the current study, no measures were taken regarding the amount of time students spent reading or interacting with literature. Therefore, the relationships between the classroom libraries, independent reading areas, and frequency of book use can not be fully explored. However, when considering the results of the Morrow (1982) study in comparison to the findings of the current study, students in the classrooms with better designed libraries and independent reading areas may be more involved with literature.

Implications

This study has important implications for those involved in the education of preservice teachers, those who provide staff development for practicing teachers, and

building administrators who support teachers in their effort to build professional knowledge. Since students' independent reading habits are influenced by the books they listen to and interact with in the classroom (Huck, Kiefer, Hepler & Hickman, 2004), it is imperative that teachers are taught how to make informed, carefully deliberated choices when selecting books for read-alouds and use in literature discussion groups. "Nothing in the entire school has a greater impact on convincing children that books are worthwhile than teachers' reading habits" (Perez as quoted in Jacobs & Tunnell, 2004, p. 262).

Teachers are role models, and the example they set for students has the power to influence all aspects of the classroom. Those who consistently select and read the same type of books for read-alouds or continually give students the same choices when it comes to literature discussion group books subtly impress upon their students the importance of a particular type of book. Albert Schweitzer is quoted as saying, "...example is not the main thing in influencing others. It is the only thing" (as quoted in Jacobs & Tunnell, p. 262). Data from the current study demonstrate that students are not hearing a variety of texts during read-alouds and are not reading a variety of texts during literature discussion groups. Therefore, it is possible that students are not choosing a variety of texts for independent reading.

The current study demonstrates that children's literature is being integrated across the curriculum in different amounts. Many survey participants reported that it was important for the topic or theme of a book to support curricular standards, and in the second phase of the study, one teacher talked at length about using children's literature as the foundation for her science and social studies teaching. Yet, the majority of books being selected for classroom use are works of fiction. While the themes found in some

fiction books can be used to support or enrich curricular topics, teachers need to be cautious.

Although many authors of historical fiction and other factually based novels are known to conduct meticulous research, educators must remember that these books are foremost, works of fiction (Harris & Austin, 2000) and may contain historical inaccuracies. They evoke more of an aesthetic stance (Rosenblatt, 1978), thus enabling the reader to become an active member of the story. Nonfiction, however, lends itself to the efferent stance (Rosenblatt, 1978) which places an emphasis on the identification of information. Well written fiction books can artfully blend fact and narrative creating a piece of writing which is “served” by the facts as it expands upon human experiences, social circumstances, and scientific information, but they should not replace nonfiction books in the classroom (Blos, 1999). Students need the perspectives provided by a variety of texts in order to better understand the world around them and acquire the declarative knowledge, procedural knowledge, positive attitude, and personal desire necessary for developing critical literacy (Graves, Juel, & Graves, 2004). Data from the current study demonstrate that this is not happening when it comes to what is being read aloud to students and chosen for use in literature discussion groups.

Because rural areas tend to lack ethnic and racial diversity (Hillis, 2001), many teachers are hesitant to present students with books discussing prejudice and racism. Since many rural areas are greatly influenced by religious practices (Ayalon, 1995), teachers may be hesitant to present students with books discussing social issues such as divorce, drugs, homelessness and poverty. This is demonstrated by the findings of the current study. However, the lives of people living in rural areas are being increasingly

challenged by these social issues (Hillis, 2001). As Meltzer (1989) says, “All children will encounter fundamental problems of race and class and tyranny in their lifetime. To create an early awareness of such issues is a fitting responsibility of writers” (p. 156). This same responsibility holds true for classroom teachers.

It is important for teachers to select books for read-alouds and literature discussion groups that present diverse cultures and discuss social issues accurately and realistically. For rural students, reading may be one of the only means for exploring the world beyond their own community. Students who elect to leave their rural communities as young adults in order to attend school or find a job will most likely find themselves living and working with people of other races and ethnicities. This lack of experience with diversity can limit rural students and their ability to successfully participate in a democratic society (Ayalon, 1995). The plot, illustrations, and character examples found in quality children’s books can provide insight into the lives of others and help students build awareness, appreciation, and respect for diverse cultures.

According to Werner (1999), teachers have an obligation to “teach hot topics and literature that may be controversial in the community” (p. 110). Many times, these are the topics that arouse interest, raise concern, and spark questions as students struggle to understand their own place in the world. The isolation of a rural community may cause students to rely solely upon what they see in the media to help them build insight and make decisions. Recently, topics such as drugs and violence have permeated the media, possibly giving young people the impression that their presence is natural, acceptable, and necessary for social success (Rudman, as paraphrased in Koehnecke, 1999). Reading and discussing books that confront these issues can provide students with the information

they need to see beyond the glamorous illusions conjured by such harmful, negative societal images. Books invite “readers to observe and empathize with the problems of others that may never touch their own lives” (Hancock, 2000, p. 31). Teachers must make a genuine effort to realize their personal biases when it comes to the literature they select for use in their classrooms. In order to obtain the knowledge they need to become successful, well-informed, and responsible citizens, students must be provided with texts that contain a variety of facts and perspectives. Data from the current study suggest that this is not presently the case in rural Ohio public school classrooms.

Teachers are continually developing and redefining their beliefs about children, education, and the use of literature in the classroom. Therefore, it is important that they have the opportunity to read and discuss a wide variety of children’s books. They need to be aware of what books are available, how to select quality pieces of literature, and how to effectively integrate children’s literature across the curriculum in order to support and enrich content area instruction. While all of the teachers in the present study talked about taking their students to the school library on a regular basis, few of the teachers used the school library or the school’s librarian as a resource for books or information about children’s books. Professional librarians have been trained in book selection and know how to choose books for a variety of classroom purposes. They know the library collection better than anyone else in the building and can guide teachers as they select appropriate books for read-alouds and content area studies. If teachers continually request certain books and the library collection is lacking, an effort can be made to purchase what is needed. When teachers don’t use the school library or communicate regularly with the librarian, the librarian has no knowledge of what is needed for

classroom studies and can not make purchases accordingly.

Additionally, district administrators need to be sure that school librarians are provided with the professional development and funding they need in order to keep the library current. Professional publications such as *Horn Book Magazine*, *Book Links*, *Book List*, and *The Journal of Children's Literature* should be a part of the library's periodicals collection and made available to everyone in the building. Realizing that teachers have limited time in which to explore such publications, school administrators should encourage librarians to provide regular updates during faculty meetings regarding new books and prompt discussions about ways to incorporate these books across the curriculum. Teachers and librarians should also be given the opportunity to collaborate with one another in order to ensure that library lessons support topics being studied in the classroom. Regular communication is the key.

Data suggest that parent education regarding the value of reading and books in the home be addressed as well. In some cases, teachers in the second phase of the study refused to allow students to take home classroom library books or school library books for fear that they would be mistreated or not returned. Another teacher reported that students were not asked to do projects that might require obtaining books at the public library because parents would not want to become involved. Information describing how to care for and read books as a family and the benefits of recreational reading in the home can come from the classroom teacher, the school, and other local agencies including the health department and other social services. Pediatricians and family physicians can support the effort by making information available in their offices as well.

Students living in rural areas tend to have limited resources for acquiring books.

Not all rural communities have a public library, book stores are usually located in larger cities, and the collections in rural school libraries also tend to be limited (Altieri, 1997). While these factors are not easily changed, teachers can control the students' accessibility to books in the classroom. Those involved in teacher education need to be sure that preservice and practicing teachers understand the importance of creating and maintaining a literate environment in which books are easily accessible to students. Teachers should be taught how to select quality books, organize efficient, attractive classroom libraries, and integrate children's literature across the curriculum in order to support and enrich all areas of study. District administrators can aid in this effort by making sure that budgets for books and other materials needed for literacy instruction, as well as staff development, are adequately funded. In addition, principals, teachers, and librarians should be encouraged to research and write grants in order to fund the purchase of needed materials. Research has demonstrated that students who have an enthusiastic, book-loving teacher and a well-designed, adequately stocked classroom reading area have a definite advantage and are found to interact with books more frequently (Huck, Kiefer, Hepler, & Hickman, 2004; Morrow, 1982).

School administrators need to support teachers' efforts to increase their effectiveness by providing time during the school day to plan for literacy instruction, reflect upon lessons, and sort through their beliefs in regard to what is appropriate for classroom use in order to make informed book choices. Evidence to support this statement was given by Mrs. Edwards, a first-grade teacher participating in the second phase of the study. During the interview, she talked about how recording the titles of the books she read aloud in October allowed her to see that nonfiction books had been

neglected. Another teacher, Mrs. Duncan, had not realized how little she read aloud to her students until she participated in the study and had to record all of the books she read for a month. In both of these cases, completing the book recording form prompted the teachers to take a closer look at what was being chosen and what was not being chosen for classroom use.

By working as a team, parents, school administrators, teachers, and librarians can provide students with a variety of quality children's books and create an environment that motivates students to become engaged, successful readers and learners.

Suggestions for Future Research

The purpose of this study was to explore the selection and use of children's literature in K-6 rural Ohio public school classrooms. Because of its focus on rural classrooms, the findings should not be considered reflective of current practice in suburban and urban elementary classrooms. The results of such a study conducted in classrooms within different typological regions and those containing more diverse populations would make for interesting comparisons with this study.

Additional research should be conducted in order to explore the relationships between what is selected for classroom use and how it influences student book selection. While the teachers in the second phase of the current study commented as to how the books they read aloud prompted students to select books by the same author for independent reading, data was not collected to specifically to determine if any correlational relationships exist. For example, as teachers record the titles they select for read-alouds and use in literature discussion groups over an extended period of time, students could record the titles of the books they choose for independent reading at

school and at home. The results could be compared in order to determine if relationships exist between what teachers select for classroom use and what students select for independent reading.

In addition, studies could be done in order to determine if the amount and type of professional development in which teachers participate has an influence upon book selection. Teachers in the current study reported attending workshops, in-services, and conferences in order to increase their knowledge about children's literature and its use in the classroom. Because schools are faced with numerous budget restrictions, it is not realistic to expect districts to fund such attendance several times for each teacher during the school year. Since many journals are published monthly or quarterly, it would appear that teachers have the best chance of obtaining current knowledge regarding the selection and use of children's books from professional publications. While most of the teachers in the second phase of the study reported reading some magazines published for teachers, very few of the teachers responding to the survey regarded recommendations in professional publications to be an important factor in the book selection process.

APPENDIX A
SUPERINTENDENT LETTER

NAME HERE
DISTRICT
STREET ADDRESS
CITY, STATE, ZIPCODE
DATEHERE

Dear NAMEHERE,

Little research has been done on the use of children's literature in rural schools. For this reason, the elementary teachers in your district have been selected as possible participants in a statewide dissertation study focusing on the selection and use of children's literature in rural classrooms. This letter is to request your permission to communicate with them directly.

We would like to send a questionnaire to a random 25% sample of the kindergarten through sixth grade teachers in your district. The survey will take approximately 10-15 minutes to complete. It will ask the teachers to list factors they deem important when selecting books to be read aloud in class or used by children in literature discussion groups. The survey will also ask the teachers how they obtain books for classroom use, and how often they incorporate children's literature into content area instruction. In addition, they will be asked to list the titles and authors of books they have recently read to students or selected for students to read for literature discussion groups. If you would like to preview a copy of the questionnaire, please contact one of us at the e-mail address listed below. Teachers returning the survey will have the option of participating in the second phase of the study by recording all of the titles and authors of books they select over a period of four weeks in the fall of 2004. Teachers participating in the second phase will also be interviewed in person.

The results of this study conducted in rural school districts across the state of Ohio will provide valuable information for literacy education courses. The names of participating school districts, school buildings, and teachers will not be stated in any published documents and participation is voluntary.

If you would be willing to have a portion of your teachers participate in this study, please return the study participation form along with a current list of your kindergarten through sixth grade teachers, their building assignments, and e-mail addresses in the enclosed, self-addressed stamped envelope by April 23, 2004. This will allow us to contact the teachers personally. All contact information will be kept confidential.

Thank you for your time and cooperation.

Sincerely,

Janet Hickman, PhD
The Ohio State University

Patricia Bandré
The Ohio State University

APPENDIX B

SUPERINTENDENT CONSENT FORM

Study Participation Form

I consent to my district's participation in research being conducted by Janet Hickman and Patricia Bandré of The Ohio State University. The investigators have explained the purpose of the study, the procedures to be followed, and the amount of time it will take. I understand the possible benefits of my district's participation. I know that the teachers in my district can choose not to participate without penalty to them or to me. If I agree to allow my district's teachers to participate, I know that they can withdraw at any time, and there will be no penalty.

A list of my K-6 teachers, their building assignments, and e-mail addresses are enclosed so that the researchers may contact them directly. I know that this information will be kept confidential, and that the names of school districts, school buildings, and teachers will not be published in any documents.

Name of District: _____

County in which district is located: _____

Name of participating superintendent (please print) _____

signature

date

Janet Hickman

Patricia Bandré

APPENDIX C
TEACHER LETTER

NAMEHERE
SCHOOLHERE
ADDRESS
CITYSTATEZIP

DATE

Dear NAMEHERE,

You have been selected to represent rural teachers from across the state of Ohio in a dissertation study focusing on how children's literature is selected, obtained, and used in K-6 rural public school classrooms. Your superintendent has given us permission to ask you to participate in the study. The names of participating teachers, school buildings, and school districts will not be stated in any published documents and participation is voluntary.

Please give approximately 10-15 minutes of your time to answer the enclosed questionnaire. We would like to know something about you, how you select books for classroom use, how you obtain books for classroom use, and how you use those books with your students. Attached to the questionnaire, you will find an invitation to participate in further data collection activities during the fall of 2004. Your continued assistance in this project would be greatly appreciated. Please return these materials by Friday, May 14, 2004. The results of this study will be valuable to those in the fields of children's literature and teacher education as they prepare to meet the needs of practicing and preservice teachers.

Thank you for your interest and cooperation. The time you spend completing the survey is greatly appreciated. A self-addressed, stamped envelope has been included for your convenience.

Sincerely,

Janet Hickman, PhD
The Ohio State University

Patricia Bandré
The Ohio State University

APPENDIX D
QUESTIONNAIRE

Teachers of students in Kindergarten through grade 6:

- Please take a few minutes to complete the following questionnaire.
- Return the questionnaire in the enclosed self-addressed, stamped envelope by **Friday, May 14, 2004**. Your participation is completely voluntary.
- The results will support dissertation research.
- No specific names, buildings, or school districts will be used in any published documents.

1. Please mark the description below that describes your current employment situation. If you have a split assignment, please mark the category containing the highest grade you teach.

☐ Teacher in a primary grade classroom (K - grade 3)

☐ Teacher in an intermediate grade classroom (grade 4 – grade 6)

2. Please indicate the total number of years you have been a teacher. (Count the present school year as one year.)

☐ 1 year

☐ 2-5 years

☐ 6-10 years

☐ 11-19 years

☐ 20+ years

3. How long ago did you take an undergraduate level course in children's literature?

☐ 1-5 years

☐ 6-10 years

☐ 11+ years

☐ I have not taken an undergraduate level course in children's literature.

4. How long ago did you attend an in-service, conference, or workshop relating to children's literature?

☐ 1-3 years

☐ 4-6 years

☐ 7-10 years

☐ 11+ years

☐ I have never attended an in-service, conference, or workshop relating to children's literature.

5. Have you taken (or are you currently taking) any graduate level courses in children's literature?

☐ yes

☐ no

For the next 6 questions, a read-aloud will be defined as follows:

- **read-aloud:** the oral reading of a book or portion of a book by the teacher or other adult to a small or large group of students conducted in a school setting for the purpose of enjoyment or instruction.

6. How often do you read aloud children's literature to your students?

☐ This question does not apply to me.

☐ daily ☐ weekly ☐ monthly

[] other: please specify_____

7. How do you obtain the books you read aloud in the classroom? Please read each statement and circle its frequency on the continuum with 1 being least frequent and 5 being most frequent.

☐ This question does not apply to me.

I read aloud books borrowed from the school library.

1	2	3	4	5
least frequent				most frequent

I read aloud books borrowed from a public library.

1	2	3	4	5
least frequent				most frequent

I read aloud books borrowed from a colleague's collection.

1	2	3	4	5
least frequent				most frequent

I read aloud books purchased with bonus points from a commercial book club.

1	2	3	4	5
least frequent				most frequent

I read aloud books purchased with personal funds.

1	2	3	4	5
least frequent				most frequent

I read aloud books purchased with funds provided by a parent/teacher organization.

least frequent most frequent

Other: please explain.

1	2	3	4	5
least frequent				most frequent

8. How often do you read aloud children's literature as a part of instruction in the following content areas?

☐ This question does not apply to me.

Reading instruction:	daily	weekly	monthly	never
Writing instruction:	daily	weekly	monthly	never
Spelling instruction:	daily	weekly	monthly	never
Math instruction:	daily	weekly	monthly	never
Science instruction:	daily	weekly	monthly	never
Social Studies instruction:	daily	weekly	monthly	never
Other: please explain: _____	daily	weekly	monthly	

9. Please list the title and author of a book you are **currently** reading aloud to students.

☐ This question does not apply to me.

Title: _____ Author: _____

10. When choosing the book you are currently reading aloud to students, what factors influenced your selection? Please place a check mark in front of the 3 most important factors and the 3 least important factors.

☐ This question does not apply to me.

MOST important	LEAST important	
_____	_____	*Favorite book of past students
_____	_____	*Book is personal favorite
_____	_____	*Award winning book
_____	_____	*Topic/theme matches or supports curricular standards
_____	_____	*Author/illustrator recognized for doing quality work
_____	_____	*Book was recommended in a professional publication
_____	_____	*Book was recommended by a colleague
_____	_____	*Book presents a multicultural perspective
_____	_____	*Other: _____

11. Please list two additional books you have read aloud to students **during this school year**.

☐ This question does not apply to me.

Title: _____ Author: _____

Title: _____ Author: _____

For the next 5 questions, a literature discussion group will be defined as follows:

- **literature discussion group:** a small group of students who are gathered to read and discuss a piece of children's literature chosen from a group of titles that have been preselected by the teacher. Students may be reading the same book, books by the same author, or books that have a common theme. The teacher acts as a facilitator who circulates around the room, listens to group discussions, poses additional questions, and monitors student participation.

12. How often do your students read children's literature that you have preselected for literature discussion groups?

☐ This question does not apply to me.

☐ daily

☐ weekly

☐ monthly

☐ other: please specify _____

13. How often do you include literature discussion groups as a part of instruction in the following content areas?

☐ This question does not apply to me.

Reading instruction:	daily	weekly	monthly	never
Writing instruction:	daily	weekly	monthly	never
Spelling instruction:	daily	weekly	monthly	never
Math instruction:	daily	weekly	monthly	never
Science instruction:	daily	weekly	monthly	never
Social Studies instruction:	daily	weekly	monthly	never
Other: please explain: _____	daily	weekly	monthly	

- ☐ This question does not apply to me.

1	2	3	4	5
least frequent				most frequent

1	2	3	4	5
least frequent				most frequent

1	2	3	4	5
least frequent				most frequent

1	2	3	4	5
least frequent				most frequent

1	2	3	4	5
least frequent				most frequent

1	2	3	4	5
least frequent				most frequent

1	2	3	4	5
east frequent				most frequent

- ☐ This question does not apply to me.

Title: _____ Author: _____

Title: _____ Author: _____

Title: _____ Author: _____

16. Think about one of the books you chose for students to use in literature discussion groups. What factors influenced your selection? Please place a check mark in front of the 3 most important factors and the 3 least important factors.

[] This question does not apply to me.

MOST important

LEAST important

- *Favorite book of past students
- *Book is personal favorite
- *Award winning book
- *Topic/theme matches or supports curricular standards
- *Author/illustrator recognized for doing quality work
- *Book was recommended in a professional publication
- *Book was recommended by a colleague
- *Book presents a multicultural perspective
- *Appropriate reading level/complexity
- *Other: _____

Additional Comments:

- Please return your survey in the enclosed, stamped envelope by **Friday, May 14, 2004.**
- **Your participation is greatly appreciated!**

APPENDIX E

SECOND PHASE INTEREST LETTER

***If you would be willing to participate in the second phase of this research project by recording your read aloud and literature discussion group titles/authors for 4 weeks during the fall of the 2004-2005 school year and doing a 45 minute culminating personal interview, please list your contact information below. Those who complete the second phase of the study will receive 25 age appropriate, recently published books for their classroom.**

Name:_____ **Grade:**_____

Mailing address:

Email address:_____

Telephone number:_____

signature **date**

***Part of the interview time will be used to discuss your questionnaire answers.**

***An email confirmation will be sent to you before June 1, 2004, if your name is selected for participation in the second phase of the project.**

***Participation is voluntary. If you are selected to participate, you may drop from the study at any time.**

APPENDIX F

SECOND PHASE TEACHER LETTER

NAMEHERE
SCHOOL
ADDRESS
CITY, STATE, ZIPCODE
September 13, 2004

Dear NAMEHERE,

Last spring you completed a questionnaire regarding the selection and use of children's literature in K-6 rural public school classrooms. At the end of the questionnaire, you volunteered to participate in the study further and were selected to record data this fall. It is now time to begin preparing for data collection.

Enclosed, please find a participation consent form, an information form, two book recording forms, and two self-addressed, stamped envelopes. Please complete and return the information form in one of the envelopes by September 22nd. It requests contact information and asks about your current teaching assignment. The book recording forms are to be used for data collection throughout the weeks of October 4th, October 11th, October 18th, and October 25th. Spaces are provided for you to list the date a book is selected for use, the title and author of the book, and check whether the book was selected as a read-aloud or for use in a literature discussion group. A space is also provided where you can make notes about why you chose the book. Please make copies of the recording form as needed. The final day of data collection is Friday, October 29th. Please return your completed book recording forms in the second envelope before November 5th. As soon as we have received your books recording forms, we'll contact you about setting up the culminating interview. At the time of the interview you will receive 25 age appropriate, recently published children's books for your classroom library.

Thank you so much for your willingness to assist with this project. The information you provide will prove valuable to other teachers, school administrators, and university professors. If you have any questions or concerns, please feel free to contact us via any of the sources listed below.

Sincerely,

Janet Hickman, PhD
hickman.1@osu.edu
614-292-8317

Patricia Bandré
bandre.1@osu.edu
614-292-7902

APPENDIX G
SECOND PHASE CONSENT FORM

Consent for Participation Form

I consent to my participation in research being conducted by Janet Hickman and Patricia Bandré of The Ohio State University that explores the ways books are selected, obtained and used in K-6 rural classrooms.

The investigators have explained the purpose of the study. I know that I will be recording the titles and authors of the books I select to use with my students during the weeks of October 4th, October 11th, October 18th, and October 25th. At the beginning of November I will be contacted about scheduling a personal interview with the researchers. I understand the possible benefits of my participation and consent to the use of audiotapes during the personal interview.

I know that my participation is completely voluntary and that I may withdraw from the study at any time.

Name of participant (please print)_____

signature of participant

date

Janet Hickman

Patricia Bandré

APPENDIX H

SECOND PHASE TEACHER INFORMATION FORM

Participant Information Form

Name (please print): _____

School district in which you currently teach: _____

Name of county in which you currently teach: _____

Current grade level: _____ Is this different than last year? ____Yes ____No

School Address: _____

E-mail address: _____

Preferred telephone number where you can be reached: _____

When can you be reached at this number? ____day time ____ night time

Preferred method of contact: ____e-mail ____telephone

- ❖ **Please be assured that the names of school districts, school buildings, and teachers will not be stated in any published documents. Additionally, the contact information on this form is for the benefit of the researcher only.**

APPENDIX I
BOOK RECORDING FORM

Date of Book Selection	Title of Book Selected	Author of Selected Book	Book Used for Read-Aloud	Book Used for Lit. Disc. Group	Notes About Selection / Use
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					

Teacher's Name:_____ Grade Level:_____

School:_____

APPENDIX J

SPREADSHEET OF READ-ALoud TITLES
LISTED BY PRIMARY GRADE
SURVEY RESPONDENTS

PRIMARY READ-ALoud

BOOK TITLE	AUTHOR	LISTINGS	GENDER	GENRE	MULT.	COPYRIGHT
Peter Rabbit	Potter, Beatrix	1	F	F	No	1902
Little House in the Big Woods	Wilder, Laura Ingalls	2	F	F	No	1932
Little House on the Prairie	Wilder, Laura Ingalls	1	F	F	No	1935
Mr. Popper's Penguins	Atwater, Richard & Florence	3	Both	F	No	1938
Mike Mulligan and His Steam Shovel	Burton, Virginia Lee	1	F	F	No	1939
Lentil	McCloskey, Robert	1	M	F	No	1940
Make Way for Ducklings	McCloskey, Robert	1	M	F	No	1941
The Boxcar Children	Warner, Gertrude Chandler	6	F	F	No	1942
Homer Price	McCloskey, Robert	1	M	F	No	1943
Yonie Wondernose	DeAngeli, Marguerite	1	F	F	No	1944
The Hundred Dresses	Estes, Eleanor	1	F	F	No	1944
Stuart Little	White, E. B.	1	M	F	No	1945
Mrs. Piggle Wiggle	MacDonald, Betty	2	F	F	No	1947
My Father's Dragon	Gannett, Ruth Stiles	1	F	F	No	1948
The Important Book	Brown, Margaret Wise	1	F	F	No	1949
The Lion, the Witch, and the Wardrobe	Lewis, C.S.	1	M	F	No	1950
Pippi Longstocking	Lindgren, Astrid	2	F	F	No	1950
Miss Pickerell Goes to Mars	MacGregor, Ellen	1	F	F	No	1951
The Chocolate Touch	Catling, Patrick Skene	1	M	F	No	1952
One Morning in Maine	McCloskey, Robert	1	M	F	No	1952
Treasures of the Snow	St.John, Patricia Mary	1	F	F	No	1952
Charlotte's Web	White, E. B.	14	M	F	No	1952
The Borrowers	Norton, Mary	1	F	F	No	1953
Old Yeller	Gipson, Fred	1	M	F	No	1956
Henry and the Paper Route	Cleary, Beverly	1	F	F	No	1957
The Cat in the Hat	Seuss, Dr.	1	M	F	No	1957
Katie John	Calhoun, Mary	1	F	F	No	1960
Swimmy	Lionni, Leo	2	M	F	No	1960
James and the Giant Peach	Dahl, Roald	6	M	F	No	1961
Chicken Soup with Rice	Sendak, Maurice	1	M	F	No	1962

The Story of Johnny Appleseed	Aliki	1	F	Bio	No	1963
Inch by Inch	Lionni, Leo	1	M	F	No	1963
Rascal	North, Sterling	1	M	F	No	1963
Where the Wild Things Are	Sendak, Maurice	2	M	F	No	1963
Charlie and the Chocolate Factory	Dahl, Roald	3	M	F	No	1964
The Giving Tree	Silverstein, Shel	1	M	F	No	1964
The Mouse and the Motorcycle	Cleary, Beverly	4	F	F	No	1965
Helen Keller: Toward the Light	Graff, Stewart	1	M	Bio	No	1965
Be Nice to Spiders	Graham, Margaret Bloy	1	F	F	No	1967
Rosie's Walk	Hutchins, Pat	1	F	F	No	1967
Iron Giant: a story in five nights	Hughes, Ted	1	M	F	No	1968
Clifford's Tricks	Bridwell, Norman	1	M	F	No	1969
The Very Hungry Caterpillar	Carle, Eric	13	M	F	No	1969
Helen Keller	Davidson, Margaret	1	F	Bio	No	1969
The Tiny Seed	Carle, Eric	4	M	F	No	1970
Pancakes, Pancakes	Carle, Eric	1	M	F	No	1970
Runaway Ralph	Cleary, Beverly	2	F	F	No	1970
Fantastic Mr. Fox	Dahl, Roald	1	M	F	No	1970
Wump World	Peet, Bill	1	M	F	No	1970
Henry Reed's Big Show	Robertson, Keith	1	M	F	No	1970
Trumpet of the Swan	White, E. B.	2	M	F	No	1970
Freckle Juice	Blume, Judy	2	F	F	No	1971
Mrs. Frisby and the Rats of NIMH	O'Brien, Robert C.	1	M	F	No	1971
The Lorax	Seuss, Dr.	1	M	F	No	1971
Amos and Boris	Steig, William	1	M	F	No	1971
The Aminal	Balian, Lorna	1	F	F	No	1972
Tales of a Fourth-Grade Nothing	Blume, Judy	1	F	F	No	1972
The Best Christmas Pageant Ever	Robinson, Barbara	2	F	F	No	1972
Chocolate Fever	Smith, Robert Kimmel	1	M	F	No	1972
Dominic	Steig, William	1	M	F	No	1972
Alexander and theVery Bad Day	Viorst, Judith	1	F	F	No	1972
Socks	Cleary, Beverly	1	F	F	No	1973
How to Eat Fried Worms	Rockwell, Thomas	1	M	F	No	1973

The Last of the....Great Whangdoodles	Andrews-Edwards, Julie	1	F	F	No	1974
Everybody Needs a Rock	Baylor, Byrd	1	F	F	No	1974
Where the Sidewalk Ends	Silverstein, Shel	3	M	P	No	1974
Tuck Everlasting	Babbit, Natalie	1	F	F	No	1975
Strega Nona	DePaola, Tomie	1	M	F	No	1975
Just for You	Mayer, Mercer	1	M	F	No	1975
Colonial Farm	Behrens, June	1	F	I	No	1976
But Names will Never Hurt Me	Waber, Bernard	1	M	F	No	1976
The Grouchy Ladybug	Carle, Eric	3	M	F	No	1977
Sideways Stories from Wayside School	Sachar, Louis	3	M	F	No	1978
Help! I'm a Prisoner in...Library	Clifford, Eth	1	F	F	No	1979
The Little Red Hen	Galdone, Paul	1	M	Tra	No	1979
The Three Bears	Galdone, Paul	1	M	F	No	1979
Leprechauns Never Lie	Balian, Lorna	1	F	F	No	1980
Super Fudge	Blume, Judy	4	F	F	No	1980
Ida Early Comes Over the Mountain	Burch, Robert	1	M	F	No	1980
Stone Fox	Gardiner, John Reynolds	5	M	F	No	1980
Perfect the Pig	Jeschke, Susan	1	F	F	No	1980
Children of the Sun	L'Hommedieu, Arthur John	1	M	I	No	1980
Eddie Incorporated	Naylor, Phyllis Reynolds	1	F	F	No	1980
Ramona Quimby, Age 8	Cleary, Beverly	3	F	F	No	1981
George's Marvelous Medicine	Dahl, Roald	2	M	F	No	1981
Ralph S. Mouse	Cleary, Beverly	2	F	F	No	1982
The BFG	Dahl, Roald	2	M	F	No	1982
Be a Perfect Person...Days	Manes, Stephen	3	M	F	No	1982
Skinnybones	Park, Barbara	2	F	F	No	1982
Seven Kisses in a Row	MacLachlan, Patricia	1	F	F	No	1983
Questions and Answers About Bees	Reigot, Betty Polisar	1	F	I	No	1983
The Candy Corn Contest	Giff, Patricia Reilly	1	F	F	No	1984
The Butter Battle Book	Seuss, Dr.	1	M	F	No	1984
Music, Music for Everyone	Williams, Vera B.	1	F	F	No	1984
The Napping House	Wood, Audrey & Don	3	B	F	No	1984
Annie and the Wild Animals	Brett, Jan	1	F	F	No	1985

The Foolish Tortoise	Buckley, Richard	1	M	F	No	1985
The Very Busy Spider	Carle, Eric	2	M	F	No	1985
Sarah, Plain and Tall	MacLachlan, Patricia	3	F	F	No	1985
The Mountain that Loved a Bird	McLerran, Alice	1	F	F	No	1985
If You Give a Mouse a Cookie	Numeroff, Laura	1	F	F	No	1985
Once There was a Tree	Romanova, Natalie	1	F	I	No	1985
Imogene's Antlers	Small, David	1	M	F	No	1985
The Polar Express	VanAllsburg, Chris	4	M	F	No	1985
Arthur's Teacher Trouble	Brown, Marc	1	M	F	No	1986
Racso and the Rats of NIMH	Conly, Jane	1	F	F	No	1986
The Whipping Boy	Fleischman, Sid	1	M	F	No	1986
Old Bear	Hissey, Jane	1	F	F	No	1986
Stone Soup	McGovern, Ann	1	F	Tra	No	1986
Humphrey the Lost Whale	Tokuda, Wendy	1	F	I	No	1986
Justin and the Best Biscuits	Walter, Mildred Pitts	1	F	F	Yes	1986
The Little Old Lady...Afraid of Anything	Williams, Linda	1	F	F	No	1986
No Jumping on the Bed	Arnold, Ted	1	M	F	No	1987
A House for Hermit Crab	Carle, Eric	1	M	F	No	1987
Rooster's Off to See the World	Carle, Eric	1	M	F	No	1987
Red Riding Hood	Marshall, James	1	M	F	No	1987
There's a Boy in the Girl's Bathroom	Sachar, Louis	1	M	F	No	1987
Planting a Rainbow	Ehlert, Lois	1	F	F	No	1988
This is the Bear and the Picnic Lunch	Hayes, Sarah	1	F	F	No	1988
Rent a Third Grader	Hiller, Barbara B.	1	F	F	No	1988
Johnny Appleseed	Kellogg, Steven	3	M	Tra	No	1988
Tacky the Penguin	Lester, Helen	1	F	F	No	1988
Rechenka's Eggs	Polacco, Patricia	2	F	F	No	1988
Two Bad Ants	VanAllsburg, Chris	2	M	F	No	1988
The Mitten	Brett, Jan	3	F	F	No	1989
Monarch Butterfly	Gibbons, Gail	3	F	I	No	1989
The World of Ants	Harrison, Virginia	1	F	I	No	1989
Number the Stars	Lowry, Lois	1	F	F	No	1989
Chicka, Chicka, Boom Boom	Martin, Bill	7	M	F	No	1989

Sideways Arithmetic...Wayside School	Sachar, Louis	1	M	F	No	1989
Wayside School is Falling Down	Sachar, Louis	2	M	F	No	1989
Crinkleroot's ...Walking in Wild Places	Arnosky, Jim	1	M	I	No	1990
Fudge-A-Mania	Blume, Judy	1	F	F	No	1990
The Great Kapok Tree	Cherry, Lynne	3	F	F	No	1990
Muggie Maggie	Cleary, Beverly	1	F	F	No	1990
Vampires Don't Wear Polka Dots	Dadey, Debbie	1	F	F	No	1990
Feathers for Lunch	Ehlert, Lois	1	F	F	No	1990
Julius the Baby of the World	Henkes, Kevin	1	M	F	No	1990
A Hippopotamusn't and Other...Poems	Lewis, J. Patrick	1	M	Poetry	No	1990
Thunder Cake	Polacco, Patricia	1	F	F	No	1990
Goats	Potter, Tessa	1	F	I	No	1990
Oh, the Places You'll Go	Seuss, Dr.	1	M	F	No	1990
Grandfather Tang's Story	Tompert, Ann	1	F	F	Yes	1990
Abuela	Dorros, Arthur	1	M	F	Yes	1991
The Empty Lot	Fife, Dale	1	M	F	No	1991
School's Out	Hurwitz, Johanna	1	F	F	No	1991
Polar Bear, Polar Bear....Hear	Martin, Archambault	1	M	F	No	1991
George Washington Carver...scientist	McKissack, Patricia	1	F	Bio	Yes	1991
Tammy Turtle	Tate, Suzanne	1	F	F	No	1991
Somebody and the Three Blairs	Tolhurst, Marilyn	1	F	F	No	1991
A River Ran Wild	Cherry, Lynne	1	F	I	No	1992
Two of Everything	Hong, Lily	1	F	Tra	Yes	1992
Purple, Blue, Yellow, Green	Munsch, Robert	1	M	F	No	1992
Junie B. Jones and...Smelly Bus	Park, Barbara	1	F	F	No	1992
Rainbow Fish	Pfister, Marcus	2	M	F	No	1992
Chicken Sunday	Polacco, Patricia	1	F	F	Yes	1992
Owl Babies	Waddell, Martin	1	M	F	No	1992
Bremen Town Musicians	Wilhelm, Hans	1	M	Tra	No	1992
Stellaluna	Cannon, Janelle	2	F	F	No	1993
How to be Cool in the 3rd Grade	Duffey, Betsy	1	F	F	No	1993
Spiders	Gibbons, Gail	1	F	I	No	1993
Santa Calls	Joyce, William	1	M	F	No	1993

Magic Tree House Mummies...Morning	Osborne, Mary Pope	1	F	F	No	1993
Junie B. Jones...Big Fat Mouth	Park, Barbara	1	F	F	No	1993
Marvin Redpost....Pick on Me	Sachar, Louis	1	M	F	No	1993
The Three Little Wolves...Bad Pig	Trivizas, Eugene	1	M	Tra	No	1993
The Earth and I	Asch, Frank	1	M	F	No	1994
The Greedy Triangle	Burns, Marilyn	1	F	F	No	1994
See the Ocean	Condra, Estelle	1	F	F	No	1994
Amber Brown is not a Crayon	Danziger, Paula	1	F	F	No	1994
City Green	DiSalvo-Ryan, Dyanne	1	F	F	Yes	1994
A Cloak for the Dreamer	Friedman, Aileen.	1	F	F	No	1994
Nature's Green Umbrella	Gibbons, Gail	1	F	I	No	1994
Boomer's Big Day	McGeorge, Constance	1	F	F	No	1994
Junie B. Jones and ...Peak Spying	Park, Barbara	1	F	F	No	1994
Pigsty	Teague, Mark	1	M	F	No	1994
A Picture Book of Paul Revere	Adler, David	1	M	Bio	No	1995
Poppy	Avi	1	M	F	No	1995
The Plant That Ate Dirty Socks...Space	McArthur, Nancy	1	F	F	No	1995
Magic Tree House Afternoon...Amazon	Osborne, Mary Pope	1	F	F	No	1995
Officer Buckle and Gloria	Rathman, Peggy	1	F	F	No	1995
Mr. Putter and Tabby Pick the Pears	Rylant, Cynthia	1	F	F	No	1995
Lunch Money and other poems...school	Shields, Carol Diggory	1	F	Poetry	No	1995
Tops and Bottoms	Stevens, Janet	2	F	F	No	1995
The Well	Taylor, Mildred D.	1	F	F	Yes	1995
Hi, Pizza Man	Walter, Virginia	1	F	F	No	1995
Frindle	Clements, Andrew	1	M	F	No	1996
Even Steven and Odd Todd	Cristaldi, Kathryn	1	F	F	No	1996
The Wide-Mouthed Frog	Faulkner, Keith	1	M	F	No	1996
The Leaf Men and theGood Bugs	Joyce, William	1	M	F	No	1996
Germ! Germ! Germ!	Katz, Bobbi	1	F	I	No	1996
Nobody Owns the Sky	Lindbergh, Reeve	1	M	F	No	1996
Alabaster's Song	Lucado, Max	1	M	F	No	1996
Life in Your Backyard	Lunis, Natalie	1	F	I	No	1996
Stephanie's Ponytail	Munsch, Robert	1	M	F	No	1996

What's it Like to be a Fish?	Pfeffer, Wendy	1	F	I	No	1996
Akiak	Blake, Robert J.	1	M	F	No	1997
The Hat	Brett, Jan	1	F	F	No	1997
Across the Wide and Lonesome Prairie	Gregory, Kristiana	1	F	F	No	1997
You are Special	Lucado, Max	1	M	F	No	1997
No, No, Titus	Masurel, Claire	1	F	F	No	1997
The Illus. Book of Fairy Tales	Philip, Neil	1	M	Tra	No	1997
A Mouse Told His Mother	Roberts, Bethany	1	F	F	No	1997
The Copper Lady	Ross, Alice	1	F	F	No	1997
School Days	Wilder, Laura Ingalls	2	F	F	No	1997
Poppy and Rye	Avi	1	M	F	No	1998
Sitting Duck	Bedard, Michael	1	M	F	No	1998
The Night Before Christmas	Brett, Jan	1	F	Poetry	No	1998
Arthur's Mystery Envelope	Brown, Marc	1	M	F	No	1998
Hello Red Fox	Carle, Eric	1	M	F	No	1998
Hey Little Ant	Hoose, Phillip	2	M	F	No	1998
Get Out of Bed	Munsch, Robert	1	M	F	No	1998
Piggie Pie	Palatini, Margie	1	F	F	No	1998
Mrs. Mack	Polacco, Patricia	1	F	F	No	1998
Thank You Mr. Falker	Polacco, Patricia	1	F	F	No	1998
What If the Zebras Lost their Stripes	Reitano, John	1	M	F	No	1998
Holes	Sachar, Louis	1	M	F	No	1998
Hooray for Diffendoofer Day	Seuss, Dr. & Prelutsky, J.	2	M	F	No	1998
Norman to the Rescue	Spiotta-DiMare, Loren	1	F	I	No	1998
Mrs. McNosh Hangs Up Her Wash	Weeks, Sarah	1	F	F	No	1998
Brothers of the Knight	Allen, Debbie	1	F	F	Yes	1999
Franklin's Class Trip	Bourgeois, Paulette	1	F	F	No	1999
The Gingerbread Baby	Brett, Jan	4	F	Tra	No	1999
The Quiltmaker's Gift	Brumbeau, Jeff	1	M	F	No	1999
A Monarch Butterfly's Life	Himmelman, John	1	M	I	No	1999
Seesaw Girl	Parks, Linda Sue	1	F	F	Yes	1999
Seven Weeks on an Iceberg	Potter, Keith R.	1	F	I	No	1999
The Invisible Island	Roy, Ron	1	M	F	No	1999

Unbeatable Beaks	Swinburne, Stephen R.	1	M	I	No	1999
Do Tornadoes Really Twist?	Berger, Melvin	1	M	I	No	2000
100th Day Worries	Cuyler, Margery	1	F	F	No	2000
Because of Winn-Dixie	DiCamillo, Kate	3	F	F	No	2000
Wemberly Worried	Henkes, Kevin	1	M	F	No	2000
Salt in His Shoes	Jordan, Deloris	1	F	F	Yes	2000
The Awful Aardvarks Shop for School	Lindbergh, Reeve	1	M	F	No	2000
Judy Moody	McDonald, Megan	1	F	F	No	2000
M.A.D.L.Y. Mom and Dad Love You	North, Sally	1	F	F	No	2000
Jigsaw Jones... Science Project	Preller, James	1	M	F	No	2000
What Makes a Rainbow?: Pop Up	Schwartz, Betty Ann	1	F	F	No	2000
Jubal's Wish	Wood, Audrey	2	F	F	No	2000
With Love, Little Red Hen	Ada, Alma Flor	1	F	F	No	2001
Farm Flu	Bateman, Teresa	1	F	F	No	2001
Waiting for Wings	Ehlert, Lois	1	F	F	No	2001
Five Smooth Stones	Gregory, Kristiana	1	F	F	No	2001
Wishes, Kisses, and Pigs	Hearne, Betsy	1	F	F	No	2001
The Dinosaurs of Waterhouse Hawkins	Kerley, Barbara	1	F	I	No	2001
Mummies and Pyramids	Osborne, Will	1	M	I	No	2001
Junie B. Jones is Captain Field Day	Park, Barbara	1	F	F	No	2001
Junie B. Jones....First Grader At Last	Park, Barbara	2	F	F	No	2001
Mr. Lincoln's Way	Polacco, Patricia	3	M	F	Yes	2001
Octopus Under the Sea	Roop, Connie	1	F	I	No	2001
The Grapes of Math	Tang, Greg	1	M	I	No	2001
Love, Ruby Lavendar	Wiles, Deborah	1	F	F	No	2001
Double Fudge	Blume, Judy	1	F	F	No	2002
America Is...	Borden, Louise	1	F	Poetry	No	2002
Abraham Lincoln	Cohn, Amy	1	F	Bio	No	2002
The Magic Hat	Fox, Mem	1	F	F	No	2002
Fireboat: the heroic...John J. Harvey	Kalman, Maira	1	F	I	No	2002
Water Hole Waiting	Kurtz, Jane	1	F	F	No	2002
If You Take a Mouse to School	Numeroff, Laura	3	F	F	No	2002
Junie B. Jones Toothless Wonder	Park, Barbara	4	F	F	No	2002

Sunshine on My Shoulders	Canyon, Christopher	1	M	F	No	2003
Mrs. Wishy Washy	Cowley, Joy	1	F	F	No	2003
Diary of a Worm	Cronin, Doreen	1	F	F	No	2003
The Story of Frog Belly Rat Bone	Ering, Timothy	1	M	F	No	2003
Stone Soup	Muth, Jon J.	1	M	Tra	Yes	2003
I got a D in Salami	Winkler, Henry & Oliver,Lin	1	Both	F	No	2003
Hank Zipzer...of the Iguana	Winkler, Henry & Oliver,Lin	1	Both	F	No	2003
Alphabet Mystery	Wood, Audrey & Bruce	1	Both	F	No	2003
Old Turtle and the Broken Truth	Wood, Douglas	1	M	F	No	2003
Clifford Finds a Clue	Herman, Gail	1	F	F	No	2004
Pocket Poems	Katz, Bobbi	1	F	P	No	2004
Junie B. Jones Shipwrecked	Park, Barbara	1	F	F	No	2004
Lost Treasure of the Emerald Eye	Stilton, Geronimo	1	M	F	No	2004

APPENDIX K

SPREADSHEET OF READ-ALOUD TITLES
LISTED BY INTERMEDIATE
GRADE SURVEY RESPONDENTS

INTERMEDIATE READ-ALOUD

BOOK TITLE	AUTHOR	LISTINGS	GENDER	GENRE	MULTI	COPYRIGHT
Treasure Island	Stevenson, Robert Louis	1	M	F	No	1883
The Call of the Wild	London, Jack	1	M	F	No	1914
Little House in the Big Woods	Wilder, Laura Ingalls	1	F	F	No	1932
Farmer Boy	Wilder, Laura Ingalls	1	F	F	No	1933
Caddie Woodlawn	Brink, Carol Ryrie	1	F	F	No	1935
Little House on the Prairie	Wilder, Laura Ingalls	1	F	F	No	1935
Indian Captive: the story of Mary Jemison	Lenski, Lois	2	F	F	No	1941
The Hundred Dresses	Estes, Eleanor	1	F	F	No	1944
Misty of Chincoteague	Henry, Marguerite	1	F	F	No	1947
Cheaper By the Dozen	Gilbreth, Frank / Carey, Ernestine	1	Both	F	No	1948
The Lion, the Witch, and the Wardrobe	Lewis, C. S.	3	M	F	No	1950
Ellen Tebbits	Cleary, Beverly	1	F	F	No	1951
Henry and Beezus	Cleary, Beverly	1	F	F	No	1952
Justin Morgan Had a Horse	Henry, Marguerite	1	F	F	No	1954
Old Yeller	Gipson, Fred	1	M	F	No	1956
Island of the Blue Dolphins	O'Dell, Scott	1	M	F	No	1960
The Cricket in Times Square	Seldon, George	1	M	F	No	1960
Where the Red Fern Grows	Rawls, Wilson	5	M	F	No	1961
D'Aulaire's Book of Greek Myths	D'Aulaire, Ingrid & Edgar	1	Both	I	No	1962
A Wrinkle in Time	L'Engle, Madeline	2	F	F	No	1962
Rascal	North, Sterling	3	M	I	No	1963
Flat Stanley	Brown, Jeff	1	M	F	No	1964
Fortunately	Charlip, Remy	1	M	F	No	1964
Ribsy	Cleary, Beverly	1	F	F	No	1964
Charlie and the Chocolate Factory	Dahl, Roald	3	M	F	No	1964
Across Five Aprils	Hunt, Irene	1	F	F	No	1964
Gentle Ben	Morey, Walt	1	M	F	No	1965
The Magic Finger	Dahl, Roald	1	M	F	No	1966
Password to Larkspur Lane	Keene, Carolyn	1	F	F	No	1966
The Outsiders	Hinton, S. E.	1	F	F	No	1967

House of Dies Drear	Hamilton, Virginia	1	F	F	Yes	1968
The Cay	Taylor, Theodore	2	M	F	Yes	1969
Fantastic Mr. Fox	Dahl, Roald	1	M	F	No	1970
Louise Braille: the boy who invented...blind	Davidson, Margaret	1	F	Bio	No	1971
Incident at Hawk's Hill	Eckert, Allan	1	M	F	No	1971
Me and My Little Brain	Fitzgerald, John Dennis	1	M	F	No	1971
The Secret of NIMH	O'Brien, Robert C.	1	M	F	No	1971
Mrs. Frisby and the Rats of NIMH	O'Brien, Robert C.	2	M	F	No	1971
Tales of a Fourth-Grade Nothing	Blume, Judy	3	F	F	No	1972
From Anna	Little, Jean	1	F	F	No	1972
The Best Christmas Pageant Ever	Robinson, Barbara	4	F	F	No	1972
Chocolate Fever	Smith, Robert Kimmel	1	M	F	No	1972
The Last of the Really Great Whangdoodles	Edwards, Julie Andrews	1	F	F	No	1974
The House Without a Christmas Tree	Rock, Gail	1	F	F	No	1974
The Iceberg Hermit	Roth, Arthur	1	M	F	No	1974
Tuck Everlasting	Babbitt, Natalie	5	F	F	No	1975
The Great Brain Does it Again	Fitzgerald, John Dennis	1	M	F	No	1975
King of the Wind	Henry, Marguerite	1	F	F	No	1976
Summer of the Monkeys	Rawls, Wilson	2	M	F	No	1976
Sadako and the Thousand Paper Cranes	Coerr, Eleanor	1	F	I	Yes	1977
Bridge to Terabithia	Paterson, Katherine	2	F	F	No	1977
Sideways Stories from Wayside School	Sachar, Louis	1	M	F	No	1978
Indian in the Cupboard	Banks, L	4	F	F	No	1980
The Twits	Dahl, Roald	1	M	F	No	1980
Nothing's Fair in Fifth Grade	DeClements, Barthe	1	F	F	No	1981
The Trouble with Tuck	Taylor, Theodore	1	M	F	No	1981
The BFG	Dahl, Roald	1	M	F	No	1982
Skinnybones	Park, Barbara	2	F	F	No	1982
Dr. DeSoto	Steig, William	1	M	F	No	1982
The Wish Giver	Brittain, Bill	1	M	F	No	1983
Dear Mr. Henshaw	Cleary, Beverly	1	F	F	No	1983
The Witches	Dahl, Roald	1	M	F	No	1983
Max and Me and the Time Machine	Greer, Gery	1	M	F	No	1983

The Sign of the Beaver	Speare, Elizabeth George	6	F	F	No	1983
Boy	Dahl, Roald	1	M	Bio	No	1984
Night of the Twisters	Ruckman, Ivy	1	F	F	No	1984
The War with Grandpa	Smith, Robert Kimmel	1	M	F	No	1984
Sarah, Plain and Tall	MacLachlan, Patricia	1	F	F	No	1985
The Polar Express	VanAllsburg, Chris	1	M	F	No	1985
The Castle in the Attic	Winthrop, Elizabeth	4	F	F	No	1985
On My Honor	Bauer, Marion Dane	1	F	F	No	1986
The Blossoms Meet the Vulture Lady	Byars, Betsy	1	F	F	No	1986
The Not Just Anybody Family	Byars, Betsy	1	F	F	No	1986
Wait Til Helen Comes	Hahn, Mary Downing	1	F	F	No	1986
The Doorbell Rang	Hutchins, Pat	1	F	F	No	1986
The Kid in the Red Jacket	Park, Barbara	1	F	F	No	1987
Hatchet	Paulsen, Gary	7	M	F	No	1987
There's a Boy in the Girl's Bathroom	Sachar, Louis	2	M	F	No	1987
The Monster Garden	Alcock, Vivien	1	F	F	No	1988
Matilda	Dahl, Roald	2	M	F	No	1988
My Side of the Mountain	George, Jean Craighead	3	F	F	No	1988
Number the Stars	Lowry, Lois	3	F	F	No	1989
The True Story of the Three Little Pigs	Scieszka, John	1	M	F	No	1989
Weasel	DeFelice, Cynthia	1	F	F	No	1990
One Day in the Tropical Rainforest	George, Jean Craighead	1	F	F	No	1990
Maxie, Rosie, and Earl: Partners in Crime	Park, Barbara	1	F	F	No	1990
Woodsong	Paulsen, Gary	1	M	Bio	No	1990
Maniac Magee	Spinelli, Jerry	2	M	F	No	1990
Mississippi Bridge	Taylor, Mildred D.	1	F	F	Yes	1990
The Bread Winner	Whitmore, Arvella	1	F	F	No	1990
Jim Abbott: Beating the Odds	Johnson, Rick	1	M	Bio	No	1991
Shiloh	Naylor, Phyllis Reynolds	2	F	F	No	1991
George Washington's Socks	Woodruff, Elvira	1	F	F	No	1991
Letters from Rifka	Hesse, Karen	1	F	F	No	1992
Aliens Ate My Homework	Coville, Bruce	1	M	F	No	1993
Bull Run	Fleischman, Paul	1	M	F	No	1993

The Giver	Lowy, Lois	2	F	F	No	1993
America Street: A Multicultural...of Stories	Mazer, Anne	1	F	F	Yes	1993
The Grand Escape	Naylor, Phyllis Reynolds	2	F	F	No	1993
Nasty Stinky Sneakers	Bunting, Eve	1	F	F	No	1994
The Greedy Triangle	Burns, Marilyn	1	F	F	No	1994
Facing West: A Story of the Oregon Trail	Kudlinski, Kathleen	1	F	F	No	1994
The Best School Year Ever	Robinson, Barbara	1	F	F	No	1994
Blackwater Swamp	Wallace, Bill	1	M	F	No	1994
Poppy	Avi	4	M	F	No	1995
The Story of Ruby Bridges	Coles, Robert	1	M	I	Yes	1995
The Watson's Go to Birmingham - 1963	Curtis, Christopher Paul	2	M	F	Yes	1995
The 13th Floor: A Ghost Story	Fleischman, Sid	1	M	F	No	1995
Running Out of Time	Haddix, Margaret Peterson	2	F	F	No	1995
Escape from Fire Mountain	Paulsen, Gary	2	M	F	No	1995
Wayside School Gets a Little Stranger	Sachar, Louis	2	M	F	No	1995
The Floating House	Sanders, Scott	1	M	F	No	1995
Frindle	Clements, Andrew	4	M	F	No	1996
Tut, Tut	Scieszka, John	1	M	F	No	1996
Crash	Spinelli, Jerry	1	M	F	No	1996
Keepers of the Earth	Conduto, M. / Bruchac, J.	1	M	Tra	Yes	1997
Dinorella	Edwards, Pamela Duncan	1	F	F	No	1997
The Million Dollar Shot	Gutman, Dan	1	M	F	No	1997
Out of the Dust	Hesse, Karen	1	F	F	No	1997
The Emancipation Proclamation	January, Brendan	1	M	I	No	1997
Ella Enchanted	Levine, Gail Carson	1	F	F	No	1997
My Life as a 5th Grade Comedian	Levy, Elizabeth	1	F	F	No	1997
Harry Potter and the Sorcerer's Stone	Rowling, J. K.	1	F	F	No	1997
Wringer	Spinelli, Jerry	1	M	F	No	1997
Danger Along the Ohio	Willis, Patricia	2	F	F	No	1997
Skellig	Almond, David	1	M	F	No	1998
Sign of the Sea Horse	Base, Graeme	1	F	F	No	1998
First in the Field	Dingle, Derek	1	M	Bio	Yes	1998
Ice Mummy	Dubowski, Mark	1	M	I	No	1998

The Beaded Moccasins: the story...Campbell	Durrant, Lynda	1	F	F	No	1998
Joey Pigza Swallowed the Key	Gantos, Jack	1	M	F	No	1998
Among the Hidden	Haddix, Margaret Peterson	2	F	F	No	1998
There's a Hair in my Dirt	Larson, Gary	1	M	F	No	1998
Forty Acres and Maybe a Mule	Robinet, Hariette	1	F	F	Yes	1998
Holes	Sachar, Louis	7	M	F	No	1998
Hooray for Diffendoofer Day	Seuss, Dr. & Prelutsky, Jack	1	M	F	No	1998
Sammy Keyes and the Hotel Thief	VanDraanen, Wendelin	1	F	F	No	1998
Upchuck and the Rotten Willy	Wallace, Bill	1	M	F	No	1998
Bud, Not Buddy	Curtis, Christopher Paul	1	M	F	Yes	1999
Sir Cumference and the Dragon of Pi	Neuschwander, Cindy	1	F	I	No	1999
The Bad Beginning	Snicket, Lemony	2	M	F	No	1999
The Word Eater	Amato, Mary	1	F	F	No	2000
Fever 1793	Anderson, Laurie Halse	1	F	F	No	2000
The Wanderer	Creech, Sharon	1	F	F	No	2000
Because of Winn-Dixie	DiCamillo, Kate	4	F	F	No	2000
Joey Pigza Loses Control	Gantos, Jack	1	M	F	No	2000
The Mystery of Mr. Nice	Hale, Bruce	1	M	F	No	2000
Gathering Blue	Lowry, Lois	1	F	F	No	2000
Skittles Bite Size Candies Riddles Math	McGrath, Barbara Barbieri	1	F	I	No	2000
The Kite Fighters	Park, Linda Sue	2	F	F	Yes	2000
Walking to the Bus Rider Blues	Robinet, Hariette	1	F	F	Yes	2000
B is for Buckeye	Schonburg, Marcia	1	F	I	No	2000
See You Later Gladiator	Scieszka, John	1	M	F	No	2000
So You Want to be the President	St. George, Judith	1	F	I	No	2000
The Secret School	Avi	1	M	F	No	2001
Love that Dog	Creech, Sharon	1	F	F	No	2001
Tiger Rising	DiCamillo, Kate	1	F	F	No	2001
Point Blank	Horowitz, Anthony	1	M	F	No	2001
Everything on a Waffle	Horvath, Polly	1	F	F	No	2001
Guts: the True Stories Behind...Brian Books	Paulsen, Gary	1	M	Bio	No	2001
Love, Ruby Lavendar	Wiles, Deborah	1	F	F	No	2001
A Hero and the Holocaust	Adler, David	1	M	Bio	No	2002

Crispin	Avi	1	M	F	No	2002
Runt	Bauer, Marion Dane	1	F	F	No	2002
A Week in the Woods	Clements, Andrew	1	M	F	No	2002
Ruby Holler	Creech, Sharon	2	F	F	No	2002
Sea Serpents Don't Juggle Water Balloons	Dadey, Debbie	1	F	F	No	2002
Coraline	Gaiman, Neil	1	M	F	No	2002
How to Disappear Completely...Be Found	Nickerson, Sara	1	F	F	No	2002
Thanksgiving on Thursday	Osborne, Mary Pope	1	F	F	No	2002
The Class Trip From the Black Lagoon	Thaler, Mike	1	M	F	No	2002
Surviving the Applewhites	Tolan, Stephanie	2	F	F	No	2002
Bringing Allis Home: Growing Up with ...	Workman, Dan	1	M	I	No	2002
The Tale of Despereaux	DiCamillo, Kate	2	F	F	No	2003
Hitler's Daughter	French, Jackie	1	F	F	No	2003
The Capture	Lasky, Kathryn	1	F	F	No	2003
Jennifer Jones Won't Leave me Alone	Wishinsky, Frieda	1	F	F	No	2003
Scien-trickery	Lewis, J. Patrick	1	M	I	No	2004

APPENDIX L

SPREADSHEET OF LITERATURE DISCUSSION GROUP TITLES
LISTED BY PRIMARY GRADE SURVEY RESPONDENTS

PRIMARY LIT. DIS. GROUP BOOKS

BOOK TITLE	AUTHOR	LISTINGS	GENDER	GENRE	MULTI	COPYRIGHT
Heidi	Spyri, Johanna	1	F	F	No	1884
Peter Rabbit	Potter, Beatrix	1	F	F	No	1902
The Wind in the Willows	Grahame, Kenneth	1	M	F	No	1908
Little House in the Big Woods	Wilder, Laura Ingalls	1	F	F	No	1932
Lentil	McCloskey, Robert	1	M	F	No	1940
The Little House	Burton, Virginia Lee	1	F	F	No	1942
The Chocolate Touch	Catling, Patrick Skene	3	M	F	No	1952
One Morning in Maine	McCloskey, Robert	1	M	F	No	1952
Curious George Rides a Bike	Rey, Margaret & H. A.	1	M	F	No	1952
Charlotte's Web	White, E. B.	6	M	F	No	1952
The Cat in the Hat	Seuss, Dr.	2	M	F	No	1957
Pirate's Promise	Bulla, Clyde Robert	1	M	F	No	1958
Sammy the Seal	Hoff, Syd	1	M	F	No	1959
The Big Dipper	Branley, Franklyn	1	M	I	No	1962
The Snowy Day	Keats, Ezra Jack	1	M	F	Yes	1962
Christopher Columbus	McGovern, Ann	1	F	Bio	No	1962
The Story of Johnny Appleseed	Aliki	1	F	Bio	No	1963
Grizzwold	Hoff, Syd	1	M	F	No	1963
Who Took the Farmer's Hat	Nodset, Joan	2	F	F	No	1963
Ameila Bedelia	Parish, Peggy	1	F	F	No	1963
Ribsy	Cleary, Beverly	1	F	F	No	1964
The Giving Tree	Silverstein, Shel	2	M	F	No	1964
The Mouse and the Motorcycle	Cleary, Beverly	2	F	F	No	1965
Helen Keller: Toward the Light	Graff, Stewart and Polly	1	Both	Bio	No	1965
Wanted Dead or Alive...Tubman	McGovern, Ann	1	F	Bio	Yes	1965
Fish Do the Strangest Things	Hornblow, Leonora	1	F	I	No	1966
Amelia Bedelia...the Surprise Shower	Parish, Peggy	1	F	F	No	1966
Ramona the Pest	Cleary, Beverly	1	F	F	No	1968
The Very Hungry Caterpillar	Carle, Eric	2	M	F	No	1969
Runaway Ralph	Cleary, Beverly	1	F	F	No	1970

Frog and Toad are Friends	Lobel, Arnold	1	M	F	No	1970
Frog and Toad Together	Lobel, Arnold	1	M	F	No	1970
The Drinking Gourd	Monjo, F.N	1	M	I	Yes	1970
The Trumpet of the Swan	White, E. B.	2	M	F	No	1970
Freckle Juice	Blume, Judy	3	F	F	No	1971
Tales of a Fourth-Grade Nothing	Blume, Judy	1	F	F	No	1972
Alexander and theBad Day	Viorst, Judith	2	F	F	No	1972
How to Eat Fried Worms	Rockwell, Thomas	1	M	F	No	1973
Ramona the Brave	Cleary, Beverly	1	F	F	No	1975
The Gingerbread Boy	Galdone, Paul	1	M	Tra	No	1975
Thunder at Gettysburg	Gauch, Patricia Lee	1	F	F	No	1975
Owl at Home	Lobel, Arnold	1	M	F	No	1975
Dandelion Year	McTrusty, Ron	1	M	F	No	1975
Good Work, Amelia Bedelia	Parish, Peggy	1	F	F	No	1977
Cloudy with a Chance of Meatballs	Barrett, Judi	1	F	F	No	1978
A House is a House for ME	Hoberman, Mary Ann	1	F	F	No	1978
Alexander Who Used to Be Rich...	Viorst, Judith	1	F	F	No	1978
Ox Cart Man	Hall, Donald	2	M	F	No	1979
Days with Frog and Toad	Lobel, Arnold	1	M	F	No	1979
Stone Fox	Gardiner, John R.	1	M	F	No	1980
What a Dog	Gordon, Sharon	1	F	F	No	1980
Fables	Lobel, Arnold	1	M	Tra	No	1980
The Day Jimmy's Boa...Wash	Noble, Trinkia Hakes	1	F	F	No	1980
Bringing the Rain to ...Plain	Aardema, Verna	1	F	F	Yes	1981
Cam Jansen...Dinosaur Bones	Adler, David	1	M	F	No	1981
The Stories Julian Tells	Cameron, Ann	1	F	F	Yes	1981
Ramona Quimby, Age 8	Cleary, Beverly	2	F	F	No	1981
The Long Way to a New Land	Sandin, Joan	1	F	F	No	1981
3 Days on a River...Red Canoe	Williams, Vera B.	1	F	F	No	1981
Cam Jansen...Babe Ruth Baseball	Adler, David	1	M	F	No	1982
Ralph S. Mouse	Cleary, Beverly	1	F	F	No	1982
Miss Rumphius	Cooney, Barbara	1	F	F	No	1982
Be a Perfect Person...Three Days	Manes, Stephen	1	M	F	No	1982

A Chair for My Mother	Williams, Vera B.	1	F	F	No	1982
Molly's Pilgrim	Cohen, Barbara	1	F	F	No	1983
Have You Seen My Duckling?	Tafari, Nancy	1	F	F	No	1984
Miss Nelson has a Field Day	Allard, Harry	1	M	F	No	1985
Bear Shadow	Asch, Frank	1	M	F	No	1985
The Very Busy Spider	Carle, Eric	1	M	F	No	1985
Fergus and Bridey	Dunrea, Olivier	1	M	F	No	1985
Sarah, Plain and Tall	MacLachlan, Patricia	1	F	F	No	1985
The Cake	Mahy, Margaret	1	F	F	No	1985
Just Me and My Puppy	Mayer, Mercer	1	M	F	No	1985
If You Give a Mouse a Cookie	Numeroff, Laura	2	F	F	No	1985
The Mother's Day Mice	Bunting, Eve	1	F	F	No	1986
The Josefina Story Quilt	Coerr, E	2	F	F	Yes	1986
What is a Huggles?	Cowley, Joy	1	F	F	No	1986
Jamaica's Find	Havill, Juanita	1	F	F	Yes	1986
The Doorbell Rang	Hutchins, Pat	1	F	F	No	1986
Best Friends	Kellogg, Steven	1	M	F	No	1986
Merry Christmas Amelia Bedelia	Parish, Peggy	1	F	F	No	1986
OPT An Illusionary Tale	Baum, Arline	1	F	I	No	1987
Hatchet	Paulsen, Gary	1	M	F	No	1987
We the People: the story...US Const.	Spier, Peter	1	M	I	No	1987
Next Spring an Oriole	Whelan, Gloria	1	F	F	No	1987
The Three Little Pigs	Amery, Heather/Cartwright, S	1	Both	F	No	1988
Mrs. Brice's Mice	Hoff, Syd	1	M	F	No	1988
Bugs	McKissack, P. & F.	1	Both	F	Yes	1988
The Keeping Quilt	Polacco, Patricia	1	F	F	No	1988
Curious George at the Beach	Rey, Margaret & H. A.	1	Both	F	No	1988
Volcanoes	Simon, Seymour	1	M	NF	No	1988
Cookie's Week	Ward, Cindy	1	F	F	No	1988
A Picture Book of Martin Luther King	Adler, David	1	M	Bio	Yes	1989
The Mitten	Brett, Jan	2	F	F	No	1989
The Wednesday Surprise	Bunting, Eve	1	F	F	No	1989
Moonwalk: the first trip to the moon	Donnelly, Judy	1	F	I	No	1989

Horrible Harry...Ant Invasion	Kline, Suzy	2	F	F	No	1989
Horrible Harry...Green Slime	Kline, Suzy	1	F	F	No	1989
The True Story of the Three Little Pigs	Scieszka, John	2	M	Tra	No	1989
The Bravest Dog...True Story of Balto	Standford, Natalie	2	F	I	No	1989
Fudge-A-Mania	Blume, Judy	1	F	F	No	1990
The Great Kapok Tree	Cherry, Lynne	1	F	F	No	1990
Muggie Maggie	Cleary, Beverly	1	F	F	No	1990
Home Place	Dragonwagon, Crescent	1	F	F	No	1990
Weather Words and What They Mean	Gibbons, Gail	1	F	I	No	1990
Henry's Wild Morning	Greaves, Margaret	1	F	F	No	1990
Ibis: a True Whale Story	Himmelman, John	1	M	F	No	1990
Lost	McPhail, David	1	M	F	No	1990
Thunder Cake	Polacco, Patricia	2	F	F	No	1990
The One in the Middle...Kangaroo	Blume, Judy	1	F	F	No	1991
The Terrible Eek	Compton, Patricia	1	F	Tra	Yes	1991
Red Leaf, Yellow Leaf	Ehlert, Lois	1	F	F	No	1991
Cactus Hotel	Guiberson, Brenda	1	F	I	Yes	1991
Aunt Flossie's Hats...Crab Cakes Later	Howard, Eliz. Fitzgerald	1	F	F	Yes	1991
A River Ran Wild	Cherry, Lynne	1	F	NF	No	1992
Something From Nothing	Gilman, Phoebe	1	F	Tra	No	1992
The Three Little Javelinas	Lowell, Susan	1	F	Tra	No	1992
Itchy, Itchy Chicken Pox	Maccarone, Grace	1	F	F	No	1992
Going West	VanLeeuwen, Jean	1	F	F	No	1992
Berenstain Bears...Red Handed Thief	Berenstain, Stan & Jan	1	Both	F	No	1993
Stellaluna	Cannon, Janell	2	F	F	No	1993
Uncle Jed's Barbershop	Mitchell, Margaree King	1	F	F	Yes	1993
One Hundred Hungry Ants	Pinczes, Elinor	1	F	F	No	1993
Just a Little Bit	Tompert, Ann	1	F	F	No	1993
Flower Garden	Bunting, Eve	1	F	F	No	1994
Walk Two Moons	Creech, Sharon	1	F	F	No	1994
Pink and Say	Polacco, Patricia	1	F	F	Yes	1994
Henry and Mudge....Careful Cousin	Rylant, Cynthia	1	F	F	No	1994
Marvin Redpost...Teacher's House	Sachar, Louis	1	M	F	No	1994

Sam and the Lucky Money	Chinn, Karen	2	F	F	Yes	1995
Buffalo Bill and the Pony Express	Coerr, Eleanor	1	F	F	No	1995
The Story of Ruby Bridges	Coles, Robert	1	M	Bio	Yes	1995
You Can't Eat...Amber Brown	Danziger, Paula	1	F	F	No	1995
Chibi	Brenner, Barbara	1	F	I	Yes	1996
Frindle	Clements, Andrew	1	M	F	No	1996
Triplet Trouble...Field Day Disaster	Dadey, Debbie	1	F	F	No	1996
Rain Forest Babies	Darling, Kathy	1	F	I	No	1996
Leah's Pony	Friedrich, Elizabeth	1	F	F	No	1996
The Long, Long Letter	Spurr, Elizabeth	1	F	F	No	1996
Miss Bindergarten Gets...Kindergarten	State, Joseph	1	M	F	No	1996
Lili the Brave	Armstrong, Jenniefer	1	F	F	No	1997
The Hat	Brett, Jan	1	F	F	No	1997
My Dog's the Best	Calmenson, Stephanie	1	F	F	No	1997
Harry Potter and the Sorcerer's Stone	Rowling, J. K.	1	F	F	No	1997
A Place Called Freedom	Sanders, Scott R.	1	M	F	Yes	1997
The Adventures of Laura and Jack	Wilder, Laura Ingalls	1	F	F	No	1997
Class Picture Day	Buckless, Andrea	1	F	F	No	1998
A Child's Glacier Bay	Corral, Kimberly	1	F	I	No	1998
Blizzards (Wild Weather)	Hopping, Lorraine	1	F	I	No	1998
Grace's Letter to Lincoln	Roop, Peter	1	M	F	No	1998
The Falcon's Feathers	Roy, Ron	1	M	F	No	1998
Carrots	Saunders-Smith, Gail	1	F	I	No	1998
In Good Hands: Behind the Scenes...	Swinburne, Stephen R.	1	M	I	No	1998
Joshua James Likes Trucks	Petrie, Catherine	1	F	F	No	1999
Marvin Redpost...Class President	Sachar, Louis	1	M	F	No	1999
David Goes to School	Shannon, David	1	M	F	No	1999
Click, Clack, Moo Cows that Type	Cronin, Doreen	1	F	F	No	2000
Because of Winn-Dixie	DiCamillo, Kate	2	F	F	No	2000
Marvin Redpost...Magic Crystal	Sachar, Louis	1	M	F	No	2000
Berenstain Bears...Tic-Tac-Toe Myst.	Berenstain, Stan & Jan	1	Both	F	No	2001
Earthquake in the Early Morning	Osborne, Mary Pope	1	F	F	No	2001
Junie B. Jones...Graduation Girl	Park, Barbara	1	F	F	No	2001

Wizards Don't Wear Grad. Gowns	Dadey, Debbie	1	F	F	No	2002
Get Ready for 2nd Grade...Brown	Danziger, Paula	1	F	F	No	2002
Horrible Harry...the Dragon War	Kline, Suzy	1	F	F	No	2002
Who Will Go To School Today?	Ruhmann, Karl	1	M	F	No	2002
Mrs. Wishy Washy	Cowley, Joy	1	F	F	No	2003
Chasing Tornadoes	Lindop, Laurie	1	F	I	No	2003
High Tide in Hawaii	Osborne, Mary Pope	1	F	F	No	2003
School Skeleton	Roy, Ron	1	M	F	No	2003
Cat and Mouse in a Haunted House	Stilton, Geronimo	1	M	F	No	2004

APPENDIX M

SPREADSHEET OF LITERATURE DISCUSSION GROUP TITLES LISTED BY INTERMEDIATE GRADE SURVEY RESPONDENTS

INTERMEDIATE LIT. DIS. BOOKS

BOOK TITLE	AUTHOR	LISTINGS	GENDER	GENRE	MULT.	COPYRIGHT
Tom Sawyer	Twain, Mark	1	M	F	No	1876
Call of the Wild	London, Jack	1	M	F	No	1914
Farmer Boy	Wilder, Laura Ingalls	2	F	F	No	1933
Caddie Woodlawn	Brink, Carolyn Ryrie	1	F	F	No	1935
Mr. Popper's Penguins	Atwater, R.& F.	1	Both	F	No	1938
Ben and Me	Lawson, Robert	1	M	F	No	1939
Call it Courage	Sperry, Armstrong	1	M	F	Yes	1940
The Boxcar Children	Warner, G. Chandler	1	F	F	No	1942
The Hundred Dresses	Estes, Eleanor	1	F	F	No	1944
Stuart Little	White, E. B.	1	M	F	No	1945
Misty of Chincoteague	Henry, Marguerite	1	F	F	No	1947
The Lion, the Witch, and the Wardrobe	Lewis, C. S.	1	M	F	No	1950
Chocolate Touch	Catling, Patrick Skene	1	M	F	No	1952
Charlotte's Web	White, E. B.	5	M	F	No	1952
The Cricket in Times Square	Seldon, George	1	M	F	No	1960
Where the Red Fern Grows	Rawls, Wilson	5	M	F	No	1961
Rascal	North, Sterling	1	M	I	No	1963
Flat Stanley	Brown, Jeff	1	M	F	No	1964
Charlie and the Chocolate Factory	Dahl, Roald	1	M	F	No	1964
The Mouse and the Motorcycle	Cleary, Beverly	1	F	F	No	1965
The Greek Gods	Evslin, Bernard	1	M	I	No	1966
From the Mixed Up Files...Frankwiler	Konigsburg, E. L.	2	F	F	No	1967
The Midnight Fox	Byars, Betsy	1	F	F	No	1968
The House of Dies Drear	Hamilton, Virginia	1	F	F	Yes	1968
Sunder	Armstrong, William H.	4	M	F	Yes	1969
Trouble River	Byars, Betsy	1	F	F	No	1969
The Cay	Taylor, Theodore	1	M	F	Yes	1969
The Great Cheese Conspiracy	Van Leeuwen, Jean	1	F	F	No	1969
The Trumpet of the Swan	White, E. B.	2	M	F	No	1970
Pocohontas and the Strangers	Bulla, Clyde Robert	1	M	Bio	No	1971

Mrs. Frisby and the Rats of NIMH	O'Brien, Robert C.	1	M	F	No	1971
Tales of a Fourth-Grade Nothing	Blume, Judy	1	F	F	No	1972
Chocolate Fever	Smith, Robert Kimmel	1	M	F	No	1972
And then What Happened Paul Revere?	Fritz, Jean	1	F	Bio	No	1973
How to Eat Fried Worms	Rockwell, Thomas	2	F	F	No	1973
A Taste of Blackberries	Smith, Doris Buchanan	1	F	F	No	1973
Tuck Everlasting	Babbitt, Natalie	1	F	F	No	1975
A Chocolate Moose for Dinner	Gwynne, Fred	1	M	I	No	1976
Take Me Out to the Airfield	Quakenbush, Robert	1	M	Bio	No	1976
Roll of Thunder, Hear Me Cry	Taylor, Mildred D.	3	F	F	Yes	1976
The Pinballs	Byars, Betsy	1	F	F	No	1977
Sadako and the Thousand Paper Cranes	Coerr, Eleanor	2	F	I	Yes	1977
Phoebe the Spy	Griffin, Judith Berry	1	F	F	No	1977
Bridge to Terabithia	Paterson, Katherine	2	F	F	No	1977
The Westing Game	Raskin, Ellen	1	F	F	No	1978
Runaway to Freedom	Smucker, Barbara	1	F	F	Yes	1978
The Dragons of Blueeland	Gannett, Ruth Stiles	1	F	F	No	1979
Fourth Grade Celebrity	Giff, Patricia Reilly	1	F	F	No	1979
Stone Fox	Gardiner, John Reynolds	6	M	F	No	1980
Ralph S. Mouse	Cleary, Beverly	1	F	F	No	1982
The BFG	Dahl, Roald	2	M	F	No	1982
Zucchini	Dana, Barbara	1	F	F	No	1982
Howliday Inn	Howe, James	1	M	F	No	1982
Harry's Mad	King-Smith, Dick	1	M	F	No	1984
Tracker	Paulsen, Gary	1	M	F	No	1984
Cam Jansen...Monkey House	Adler, David	1	M	F	No	1985
Sarah, Plain and Tall	MacLachlan, Patricia	3	F	F	No	1985
Dogsong	Paulsen, Gary	1	M	F	No	1985
The Whipping Boy	Fleishman, Sid	5	M	F	No	1986
Volcano: the Eruption....Helens	Lauber, Patricia	1	F	I	No	1986
Justin and the Best Biscuits in the World	Walter, Mildred Pitts	1	F	F	Yes	1986
Charlie Skeddadle	Beatty, Patricia	1	F	F	No	1987
Hatchet	Paulsen, Gary	3	M	F	No	1987

Go Free or Die	Ferris, Jeri	1	F	Bio	Yes	1988
My Side of the Mountain	George, Jean Craighead	4	F	F	No	1988
My Teacher is an Alien	Covill, Bruce	1	M	F	No	1989
Secret of the Seal	Davis, Deborah	1	F	F	Yes	1989
Number the Stars	Lowry, Lois	3	F	F	No	1989
The Yucky Reptile Alphabet Book	Pallotta, Jerry	1	M	I	No	1989
The True Story of the Three Little Pigs	Scieszka, John	1	M	F	No	1989
Sarah Morton's Day	Waters, Kate	1	F	I	No	1989
The True Confessions of Charlotte Doyle	Avi	1	M	F	No	1990
Class President	Hurwitz, Johanna	2	F	F	No	1990
Amelia Earhart: Courage in the Sky	Kerby, Mona	1	F	Bio	No	1990
Maniac Magee	Spinelli, Jerry	1	M	F	Yes	1990
Mississippi Bridge	Taylor, Mildred D.	1	F	F	Yes	1990
Shiloh	Naylor, Phyllis Reynolds	1	F	F	No	1991
The Cookcamp	Paulsen, Gary	1	M	F	No	1991
George Washington's Socks	Woodruff, Elvira	1	F	F	No	1991
A Picture Book of Harriet Tubman	Adler, David	1	M	Bio	Yes	1992
Mystery of the Plumed Serpent	Brenner, Barbara	2	F	F	No	1992
Come Back Salmon	Cone, Molly	1	F	I	No	1992
Lily and Miss Liberty	Stevens, Carla	1	F	F	No	1992
Stealing Home	Stolz, Mary	1	F	F	Yes	1992
Dogzilla	Pilkey, Dav	1	M	F	No	1993
The Little Brown Jay	Claire, Elizabeth	1	F	Tra	Yes	1994
Walk Two Moons	Creech, Sharon	1	F	F	No	1994
Travelers Through Time...Paul Revere	Gormley, Beatrice	1	F	F	No	1994
Climb or Die	Myers, Edward	1	M	F	No	1994
Dear Levi: Letters...Overland Trail	Woodruff, Elvira	1	F	F	No	1994
The Big Bike Race	Bledsoe, Lucy Jane	1	F	F	Yes	1995
Brainstorm: The Stories..Kid Inventors	Tucker, Tom	1	M	I	No	1995
Frindle	Clements, Andrew	3	M	F	No	1996
The Tarantula in my Purse	George, Jean Craighead	1	F	I	No	1996
Music of the Dolphins	Hesse, Karen	1	F	F	No	1996
The Stray	King-Smith, Dick	1	M	F	No	1996

Brian's Winter	Paulsen, Gary	1	M	F	No	1996
A Pizza the Size of the Sun	Prelutsky, Jack	1	M	Poetry	No	1996
On the Mayflower	Waters, Kate	1	F	I	No	1996
Tangerine	Bloor, Edward	1	M	F	No	1997
Tiger Woods: An American Master	Edwards, Nicholas	1	M	Bio	Yes	1997
Out of the Dust	Hesse, Karen	1	F	F	No	1997
A Mouse Called Wolf	King-Smith, Dick	1	M	F	No	1997
Wringer	Spinelli, Jerry	1	M	F	No	1997
Kids in Colonial Times	Wroble, Lisa	1	F	I	No	1997
Bloomability	Creech, Sharon	1	F	F	No	1998
Reaching Dustin	Grove, Vicki	1	F	F	No	1998
Mr. Ape	King-Smith, Dick	1	M	F	No	1998
The Girl's Revenge	Naylor, Phyllis Reynolds	1	F	F	No	1998
A Long Way from Chicago	Peck, Richard	1	M	F	No	1998
Mrs. Mack	Polacco, Patricia	1	F	F	No	1998
Thomas	Pryor, Bonnie	1	F	F	No	1998
Andy and Tamika	Adler, David	1	M	F	No	1999
Meet the Wards on the Oregon Trail	Loeper, John	1	M	I	No	1999
Daughter of Liberty	Quakenbush, Robert	1	M	F	No	1999
Fever 1793	Anderson, Laurie Halse	1	F	F	No	2000
The Wanderer	Creech, Sharon	1	F	F	No	2000
Because of Winn-Dixie	DiCamillo, Kate	4	F	F	No	2000
Joey Pigza Loses Control	Gantos, Jack	1	M	F	No	2000
Caleb's Story	MacLachlan, Patricia	1	F	F	No	2001
The Doll People	Martin, Ann M.	1	F	F	No	2001
Things Not Seen	Clements, Andrew	1	M	F	No	2002
Ruby Holler	Creech, Sharon	1	F	F	No	2002
Hoot	Hiaasan, Carl	1	M	F	No	2002
Trouble Don't Last	Pearsall, Shelley	1	F	F	Yes	2002
A Pet for Me; Poems	Hopkins, Lee Bennett	1	M	Poetry	No	2003

APPENDIX N

SPREADSHEET OF TITLES LISTED BY SECOND PHASE
PRIMARY GRADE PARTICIPANTS

SECOND PHASE PRIMARY TITLES

TITLE	AUTHOR	LISTINGS	GENDER	GENRE	MULT.	COPYRIGHT
Make Way for Ducklings	McCloskey, Robert	1	M	F	N	1941
Charlotte's Web	White, E. B.	1	M	F	N	1952
Little Blue and Little Yellow	Lionni, Leo	1	M	F	N	1959
Where the Wild Things Are	Sendak, Maurice	1	M	F	N	1963
The Witch of Hissing Hill	Calhoun, Mary	1	F	F	N	1964
How Spider Saved Halloween	Kraus, Robert	1	M	F	N	1973
The Secret for Grandmother's Birthday	Brandenberg, Franz	1	M	F	N	1975
Clyde Monster	Crowe, Robert	1	M	F	N	1976
I Can Read with My Eyes Shut	Seuss, Dr.	1	M	F	N	1978
Space Case	Marshall, Edward	1	M	F	N	1980
No More Monsters for Me	Parish, Peggy	1	F	F	N	1981
Happy Birthday Moon	Asch, Frank	1	M	F	N	1982
The Vanishing Pumpkin	Johnston, Tony	1	M	F	N	1983
Clifford's Christmas	Bridwell, Norman	1	M	F	N	1984
Moongame	Asch, Frank	1	M	F	N	1984
Poinsettia and the Firefighters	Bond, Felicia	1	F	F	N	1984
Skyfire	Asch, Frank	1	M	F	N	1984
The Biggest Pumpkin Ever	Kroll, Steven	2	M	F	N	1984
Bear Shadow	Asch, Frank	1	M	F	N	1985
Bear's Bargain	Asch, Frank	1	M	F	N	1985
The Milk Makers	Gibbons, Gail	1	F	I	N	1985
The Very Worst Monster	Hutchins, Pat	1	F	F	N	1985
Alphabatics	MacDonald, Suse	1	F	F	N	1986
Clifford's Halloween	Bridwell, Norman	1	M	F	N	1986
Over in the Meadow	Galdone, Paul	1	M	F	N	1986
Pumpkin Pumpkin	Titherington, Jeanne	1	F	F	N	1986
Ten Black Dots	Crews, Donald	1	M	F	N	1986
The Little Old Lady Who...Anything	Williams, Linda	3	F	F	N	1986
Arthur's Baby	Brown, Marc	1	M	F	N	1987
Dinosaur's Halloween	Donnelly, Liza	1	F	F	N	1987

Chicka, Chicka, Boom, Boom	Martin, Bill	1	M	F	N	1989
Five Little Monkeys...on the Bed	Christelow, Eileen	1	F	F	N	1989
I Went Walking	Williams, Sue	1	F	F	N	1989
I'm Going to be a Firefighter	Kunhardt, Edith	1	F	I	N	1989
Mouse Paint	Walsh, Ellen Stoll	1	F	F	N	1989
The Mitten	Brett, Jan	1	F	F	N	1989
Fish Eyes	Ehlert, Lois	1	F	F	N	1990
In the Haunted House	Bunting, Eve	1	F	F	N	1990
The Great White Man Eating Shark	Mahy, Margaret	1	F	F	N	1990
The Pumpkin Patch	King, Elizabeth	2	F	I	N	1990
Wolves	Stone, Lynn	1	F	I	N	1990
Animal Tracks	Dorros, Arthur	1	M	I	N	1991
From Seed to Plant	Gibbons, Gail	1	F	I	N	1991
Red Leaf, Yellow Leaf	Ehlert, Lois	1	F	F	N	1991
The Monster Book of ABC Sounds	Snow, Alan	1	M	F	N	1991
Big Pumpkin	Silverman, Erica	1	F	F	N	1992
Eek! There's a Mouse in the House	Yee, Wong Herbert	1	M	F	N	1992
Garfield's Ghost Stories	Acey, Mark & Jim Kraft	1	M	F	N	1992
Pumpkins	Ray, Mary Lyn	1	F	F	N	1992
Snakes	Simon, Seymour	1	M	I	N	1992
A Job for Wittilda	Buehner, Caralyn	1	F	F	N	1993
Firehouse Dog	Hutchings, Amy & Richard	1	Both	I	N	1993
Fish Faces	Wu, Norbert	1	M	I	N	1993
Killer Whales	Patent, Dorothy Henshaw	1	F	I	N	1993
Pumpkin Light	Ray, David	1	M	F	N	1993
Stellaluna	Cannon, Janell	1	F	F	N	1993
There's a Cow in the Road	Lindbergh, Reeve	1	F	F	N	1993
Today is Monday	Carle, Eric	1	M	F	N	1993
Extra Cheese Please! Mozzarella's.....	Peterson, Chris	1	M	I	N	1994
Miss Spider's Tea Party	Kirk, David	1	M	F	N	1994
Never Take a Pig to Lunch	Westcott, Nadine Bernard	1	F	F	N	1994
On Halloween Night	Wolf, Freida	1	F	F	N	1994
Picking Apples and Pumpkins	Hutchings, Amy & Richard	2	Both	I	N	1994

Pirates Don't Wear Sunglasses	Dadey, Debbie and M. Jones	1	F	F	N	1994
Cats and Robbers	Wohl, Jan	1	F	F	N	1995
Clifford's First Halloween	Bridwell, Norman	1	M	F	N	1995
Dinosaurs - Strange and Wonderful	Pringle, Lawrence	1	M	I	N	1995
Fire! Fire! Said Mrs. McGuire	Martin, Bill	1	M	F	N	1995
In the Snow: Who's Been Here?	George, Lindsey Barrett	1	F	F	N	1995
Rattle Bone Rock	Andrews, Sylvia	1	F	F	N	1995
The Hallo-Weiner	Pilkey, Dav	1	M	F	N	1995
The Statue of Liberty	Penner, Lucille Recht	1	F	I	N	1995
Who Said Boo?	Carlstorm, Nancy White	1	F	Poetry	N	1995
Bat Jamboree	Appelt, Kathi	2	F	F	N	1996
Farm Machinery	Hansen, Ann Larkin	1	F	I	N	1996
I Had a Hippopotamus	Lee, Hector Viveros	1	M	F	N	1996
Me on the Mop	Sweeney, Joan	1	F	F	N	1996
The Apple Tree	Hall, Zoe	1	F	F	N	1996
Too Many Pumpkins	White, Linda	1	F	F	N	1996
We are Monsters	Packard, Mary	1	F	F	N	1996
Alice and Greta	Simmons, Steven J.	1	M	F	N	1997
Cinderhazel	Lattimore, Deborah Nourse	1	F	F	N	1997
One Hungry Cat	Rocklin, Joanne	1	F	F	N	1997
Shake Dem Halloween Bones	Lisa, W. Nikola	1	F	F	N	1997
The Teeny Tiny Ghost	Winters, Kay	1	F	F	N	1997
The True Tale of Johnny Appleseed	Hodges, Margaret	1	F	Bio	N	1997
The Very Best Easter Bunny	Braybrooks, Ann	1	F	f	N	1997
There Was an Old Lady...a Fly	Taback, Simms	1	M	f	N	1997
Whoever You Are	Fox, Mem	1	F	f	Y	1997
Don't Eat the Teacher	Ward, Nick	1	M	f	N	1998
Little Witch Goes to School	Hautzig, Deborah	1	F	f	N	1998
The Little Scarecrow Boy	Brown, Margaret Wise	1	F	f	N	1998
The Teeny Tiny Teacher	Calmenson, Stephanie	1	F	Tra	N	1998
There Was an Old Lady...a Bat	Colandro, Lucille	2	F	F	N	1998
Today I Feel Silly	Curtis, Jamie Lee	1	F	F	N	1998

Trick or Treat Smell My Feet	DeGroat, Diane	1	F	F	N	1998
Ebb and Flo and the New Friend	Simmons, Jane	1	F	F	N	1999
Hooway for Wodney Wat	Lester, Helen	1	F	F	N	1999
Pumpkin Circle: The Story of a Garden	Levenson, George	1	M	I	N	1999
Pumpkin Day, Pumpkin Night	Rockwell, Anne	2	F	F	N	1999
The Big Wide-Mouthed Frog	Larranaga, Ana Martin	1	F	F	N	1999
The Colors of Us	Katz, Karen	1	F	F	N	1999
Bats Around the Clock	Appelt, Kathi	1	F	F	N	2000
Book of Trucks	Simon, Seymour	1	M	I	N	2000
Click, Clack Moo Cows that Type	Cronin, Doreen	1	F	F	N	2000
Fall Leaves Fall	Hall, Zoe	1	F	F	N	2000
From Seed to Pumpkin	Kottke, Jan	1	F	I	N	2000
Pumpkin Heads!	Minor, Wendell	2	M	F	N	2000
Testing Miss Malarkey	Morris, Winifred	1	F	F	N	2000
The Baby Bee Bee Bird	Mussie, Diane Redfield	1	F	F	N	2000
The Scarecrow's Hat	Brown, Ken	2	M	F	N	2000
Room on the Broom	Donaldson, Julia	1	F	F	N	2001
The Great Gracie Chase...	Rylant, Cynthia	1	F	F	N	2001
The Littlest Pumpkin	Herman, R. A.	1	F	F	N	2001
Firemouse	Barbarese, Nina	1	F	F	N	2002
Moon Glowing	Partridge, Elizabeth	1	F	F	N	2002
Skeleton Hiccups	Cuyler, Margery	1	F	F	N	2002
Snow	Stojic, Manya	1	F	F	N	2002
Superhero Max	David, Lawrence	1	M	F	N	2002
Tessa's Tip Tapping Toes	Crimi, Carolyn	1	F	F	N	2002
The Frogs Wore Red Suspenders	Prelutsky, Jack	1	M	Poetry	N	2002
The Hershey Kisses Subtraction Book	Pallotta, Jerry	1	M	I	N	2002
Alphabet Mystery	Wood, Audrey	1	F	F	N	2003
Drat That Fat Cat	Thomson, Pat	1	F	F	N	2003
Ella Sarah Gets Dressed	Chodos-Irvine, Margaret	1	F	F	N	2003
Halloween Howl	Bridwell, Norman	1	M	F	N	2003
I Like Pumpkins	Smith, Jerry	1	M	F	N	2003
Jeoffry's Halloween	Bailey, Mary Bryant	1	F	F	N	2003

Minnie and Moo: The..Living Bed	Cazet, Denys	1	M	F	N	2003
The Graves Family	Polacco, Patricia	1	F	F	N	2003
The Runaway Pumpkin	Lewis, Kevin	4	M	F	N	2003
The Skeleton in the Closet	Schertle, Alice	1	F	F	N	2003
The Statue of Liberty	Douglas, Lloyd G.	1	M	I	N	2003
A Pocket Full of Kisses	Penn, Audrey	1	F	F	N	2004
Boo!	Munsch, Robert	1	M	F	N	2004
Duck For President	Cronin, Doreen	1	F	F	N	2004
Franklin's Pumpkin	Jennings, Sharon	2	F	F	N	2004
Junie B. Jones...Boo and I Mean It	Park, Barbara	2	F	F	N	2004

APPENDIX O

SPREADSHEET OF TITLES LISTED BY SECOND PHASE
INTERMEDIATE GRADE PARTICIPANTS

SECOND PHASE INTERMEDIATE TITLES

TITLE	AUTHOR	LISTINGS	GENDER	GENRE	MULT.	COPYRIGHT
Little House in the Big Woods	Wilder, Laura Ingalls	1	F	F	N	1932
Farmer Boy	Wilder, Laura Ingalls	1	F	F	N	1933
Ben and Me	Lawson, Robert	1	M	F	N	1939
The Boxcar Children	Warner, G. Chandler	1	F	F	N	1942
The Cricket in Times Square	Selden, George	1	M	F	N	1960
Fortunately	Charlip, Remy	1	M	F	N	1964
The Adventures of Spider	Arkhurst, Joyce Cooper	1	F	Tra	Y	1964
Souder	Armstrong, William	2	M	F	Y	1969
The Cay	Taylor, Theodore	1	M	F	Y	1969
The Incident at Hawk's Hill	Eckert, Alan	1	M	F	N	1971
Julie of the Wolves	George, Jean Craighead	1	F	F	Y	1972
Tales of a Fourth-Grade Nothing	Blume, Judy	1	F	F	N	1972
A Taste of Blackberries	Smith, Doris Buchanan	1	F	F	N	1973
Summer of the Monkeys	Rawls, Wilson	1	M	F	N	1976
Sideways Stories from Wayside School	Sachar, Louis	2	F	F	N	1978
Trouble for Lucy	Stevens, Carla	1	F	F	N	1979
Fables	Lobel, Arnold	1	M	F	N	1980
Stone Fox	Gardiner, John Reynolds	1	M	F	N	1980
The Valentine Bears	Bunting, Eve	1	F	F	N	1983
Sarah Plain and Tall	MacLauchlan, Patricia	1	F	F	N	1985
The Whipping Boy	Fleischman, Sid	1	M	F	N	1986
Volcano: the eruption...Mount St. Helens	Lauber, Patricia	1	F	I	N	1986
Hatchet	Paulsen, Gary	2	M	F	N	1987
Richard Kennedy: Collected Stories	Kennedy, Richard	1	M	F	N	1987
Monster Garden	Alcock, Vivian	1	F	F	N	1988
My Side of the Mountain	George, Jean Craighead	1	F	F	N	1988
Piggie Pie	Palatini, Margie	1	F	F	N	1990
Too Much Trick or Treat	Miller, Jayna	1	F	F	N	1990
Christopher Columbus	Krensky, Stephen	1	M	B	N	1991
Shiloh	Naylor, Phyllis Reynolds	3	F	F	N	1991

The Story of the White House	Waters, Kay	1	F	I	N	1991
Antics	Hepwort, Cathi	1	F	F	N	1992
Come Back Salmon	Cone, Molly	1	F	I	N	1992
Day the 5th Grade Disappeared	Fields, Terri	1	F	F	N	1992
The Widow's Broom	VanAllsburg, Chris	1	M	F	N	1992
Head for the Hills	Walker, Paul Robert	1	M	I	N	1993
Our Elections	Steins, Richard	1	M	I	N	1994
Our Presidency	Spies, Karen	1	F	I	N	1994
The Best School Year Ever	Robinson, Barbara	1	F	F	N	1994
Veteran's Day	Sorensen, Lynda	1	F	I	N	1994
Journey to the....The Diary of... Whipple	Lasky, Katherine	1	F	F	N	1995
Math Curse	Scieszka, Jon	1	M	F	N	1995
The Hallo-weiner	Pilkey, Dave	1	M	F	N	1995
The Pumpkin Patch	King, Elizabeth	1	F	I	N	1995
Two Bad Ants	VanAllsburg, Chris	1	M	F	N	1995
Animal Tracks	Dorros, Arthur	1	M	I	N	1996
One Grain of Rice	Demi	1	F	Tra	Y	1997
The Way Home	Rossiter, Nan Parson	1	F	F	N	1999
Because of Winn-Dixie	DiCamillo, Kate	1	F	F	N	2000
A Single Shard	Park, Linda Sue	1	F	F	Y	2001
The Sun	Furniss, Tim	1	M	I	N	2001
Halloween	Seinfeld, Jerry	1	M	F	N	2002
Tiny Tilda's Pumpkin Pie	Kantor, Susan	1	F	F	N	2002
Earth, Sun and Moon	Birch, Robert	1	M	I	N	2003
The Firekeeper's Son	Park, Linda Sue	1	F	F	Y	2004

APPENDIX P

SECOND PHASE INTERVIEW QUESTIONS

Study Phase Two: Guiding Questions for Teacher Interviews

1. What process did you use to select the read-alouds on your list? What factors influenced your decision?
2. What process did you use to select the literature discussion group books on your list? What factors influenced your decision?
3. Did you read about any of the selected books in professional journals such as *Horn Book*, *Book List*, or *Book Links*? Which books? What journal did you find particularly helpful?
4. How did you obtain the books for classroom use? What sources did you use most frequently?
5. Has accessibility ever prevented you from using a book with your students? What book could not be obtained and what did you choose to use instead?
6. Were any of the books on your list used in content area instruction? Which ones? How were they used?
7. Which of the books you chose received the most positive response from your students?
8. Reflect upon the questionnaire from last spring. Are there additional comments you wish to make?
9. Has the way you used children's literature in the classroom changed since last spring? If so, in what ways has it changed?
10. Do you foresee using children's literature in a different way in the future? If so, what are your plans?

APPENDIX Q

SECOND PHASE CLASSROOM ENVIRONMENT SURVEY GUIDE

Classroom Environment Survey Guide

1. Is there a classroom library?
 - Approximately how many books are in the library?
 - How are the books organized? (topic, reading level, author, genre)
 - How are the books displayed? (spine showing/front showing)
 - What types of books are displayed facing front? (what genres?)
 - How are/were the books in the classroom library acquired?
 - How do students use the books in the classroom library?

2. Is there a specific area for independent reading?
 - How is the area organized?
 - How often/when do students get to use the area?

3. Are there visual displays that promote books/reading?
 - What do these displays look like?
 - Do they include student work?
 - Do the displays show how children's literature connects to content area topics?

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