IMPLEMENTING CLASSROOM LIBRARIES IN SECONDARY CONTENT AREA CLASSROOMS

A Project

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in
Education
(Language and Literacy)

by
Brandy Michelle Harris-Hodnett

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IMPLEMENTING CLASSROOM LIBRARIES IN SECONDARY CONTENT AREA

CLASSROOMS

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by

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I certify that this student has met the requirements for format contained in the University format manual, and that this project is suitable for shelving in the Library and credit is to be awarded for the project.

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Abstract

of

IMPLEMENTING CLASSROOM LIBRARIES IN SECONDARY CONTENT AREA

CLASSROOMS

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Brandy Harris-Hodnett

Statement of Problem

Many secondary schools in the Twin Rivers Unified School District (TRUSD) did not meet the criteria for Adequate Yearly Progress (AYP) for 2011 in English Language Arts. Regardless of one’s agreement or disagreement with standardized tests as a measuring stick, the persistence and consistency of the results for these secondary schools suggest that there is an instructional problem in the English Language Arts program. Contributing to the solution is the main goal of this project.

_____________________, Committee Chair
Terry Underwood

_____________________
Date
DEDICATION

I first must acknowledge the two people responsible for my existence, my parents, Richard and Barbara Harris. They have been a constant support and driving force in pushing me to be a successful person.

To all of my teachers and all of the teachers I have met along the way, I thank you so much for being my inspiration to be a better teacher. To my students, if it were not for you I would never have thought to complete this project.

To my parents, my sister, my extended family, my in laws, and all of my friends, thank you for your love and support in the past year. This past year had its extreme highs and extreme lows and all of you have been there for me.

To my husband James, you are my rock. You are my best friend, my constant support, and the reason I live each day. Thank you for all you have done for me for the past twelve plus years.

Last, I dedicate this project to my children, Abigail and Emily. You girls brought so much joy to all of us the 6 months you grew inside me and the short moments you lived in this world. You brought all of our families and friends together in such a momentous show of support and love and for that, I would always be eternally grateful. Your mamma and daddy love and miss you every day. Everything I do is for you girls and your memory.
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Chapter 1

INTRODUCTION

Statement of the Problem

Many secondary schools in the Twin Rivers Unified School District (TRUSD) did not meet the criteria for Adequate Yearly Progress (AYP) for 2011 in English Language Arts. With the exception of alternative high schools and charter schools, all of the middle school and high schools in TRUSD are in varying stages of Program Improvement (PI). Only one middle school, Rio Tierra, met the growth target for the Academic Performance Index (API) in all three sections, school wide, all sub groups, and both school wide and all sub groups. None of the high schools met the growth target for API in all three categories, although Highlands High School met the growth target in the first category, school wide (California Department of Education, 2011).

The district should look at Rio Tierra Middle School for insights into what the school is doing instructionally that is bringing it better test results than the other schools, but one shining light in a sea of darkness does not a rescue make. Regardless of one’s agreement or disagreement with standardized tests as a measuring stick, the consistency of the results for these secondary schools suggest that there is an instructional problem in the English Language Arts program. Contributing to the solution is the main goal of this project.

Significance of the Problem

With nearly all secondary schools in PI and changes obviously needed, the significance of an instructional problem in English seems equally obvious. The school
district made structural changes in the past three years, creating 5-8 campuses, K-8 campuses, and 6-8 campuses, in an attempt to deal with the failure in the secondary levels. However, API results show not much has changed in the big picture of student learning at these schools. Continued failure at the secondary level will deprive a generation of vital skills that are necessary for success beyond high school.

Fractor, Woodruff, Martinez, and Teale (1993) stated, “in recent years we have become increasingly aware that teaching children to read is not a sufficient goal for literacy education: It is equally important to help children learn to value reading so that they will read, both for enjoyment and for information” (p. 476). Many teachers face this problem in both the elementary and secondary level, especially in lower income schools, where students lack access to reading materials at home and within their community. Krashen, Smith, and Constantino (1997) found in their study,

…[C]hildren in more affluent communities have more books in the home, but the degree of the difference was far beyond our expectations. Unfortunately, school does not help level the playing field. In fact, school makes things even more unequal [because] less affluent children have fewer books in their classroom libraries and school libraries. The community also fails these children: less affluent children have access to fewer books in their public libraries. Thus, those who have more access to books from one source appear to have more access from all sources (p. 2).
One Solution to the Problem

One solution to the problem of ineffective instruction in the English Language Arts is to look at systematic structural changes inside classrooms to motivate students to read more inside and outside of the classroom. Research shows (Edmonds and Bauserman (2006), Neuman (1999), students who are not motivated to read do not improve as readers, and students who do not improve as readers become increasingly less motivated to read in a vicious cycle. This cycle can be broken with the addition of a classroom library in each content area classroom and professional development for teachers in how to use classroom libraries. A classroom library must be seen as more than a couple of shelves with books, but as a section of the classroom that invites students to explore narrative and expository texts at varying reading levels in content specific areas. The purpose of this project is to create a set of recommendations for the implementation of effective classroom libraries in secondary content area classrooms. The hope is that teachers in Twin Rivers could use these recommendations to change English Language Arts instruction the motivate students to read more and so improve more as readers. As a result, their test scores should rise.

Anticipated Outcome

The anticipated outcome of this project is to see other teachers use the recommendations to improve the quality of classroom libraries in content area classrooms in secondary schools in the TRUSD. The recommendations will be proposed to the Curriculum and Instruction Department of TRUSD with the hope that the district will set up professional development opportunities for the recommendations to be
disseminated to the teachers of the secondary schools with further opportunities to work one on one with individual teachers in implementing the recommendations in their own classrooms.

Definitions

*English Language Arts:* A content area that includes the teaching of reading, writing, speaking, listening, conventions, and grammar.

*API:* A number, used for school accountability purposes, summarizing the performance of a group of students, a school, or a district on California's standardized tests. A school's number (or API score) is used to rank it among schools of the same type (elementary, middle, high) and among the 100 schools of the same type that are most similar in terms of students served, teacher qualifications, and other factors. Schools and districts also receive separate API scores for any student group - including ethnic subgroups, socioeconomically disadvantaged students, English learners, and students with disabilities - comprised of more than 10 students with valid test scores. They only receive academic growth targets for “numerically significant” student groups, however (Edsource, 2011)

*AYP:* Adequate yearly progress is a set of annual academic performance benchmarks that states, school districts, schools, and subpopulations of students are supposed to achieve if the state receives federal funding under Title I, Part A of the federal No Child Left Behind Act (NCLB). In California, the measures include: (1) specified percentages of students scoring "proficient" or "advanced" on California Standards Tests in English language arts and math; (2) participation of at least 95% of
students on those tests; (3) specified Academic Performance Index scores or gains; and (4) for high schools, a specified graduation rate or improvement in the rate (Edsource, 2011).

*Classroom Library:* A section of the classroom that is both appealing in looks, comfortable, and stocked with easily accessible books in a variety of genres and reading levels.

*Independent Reading:* Students choose the books they would like to read.

*Voluntary Reading:* Reading done by students when they have not been formally instructed to do so.
Chapter 2

SURVEY OF RELATED LITERATURE

Introduction

Researchers in the field of reading have a long history of documenting the positive effects of classroom libraries on student reading behaviors. Thirty years ago, Morrow and Weinstein (1982) conducted an experiment in 13 kindergarten classrooms using three experimental conditions. In one set of classrooms, changes to the design of the classroom library were made. In the second set, changes to the library program were made, and in the last set, changes to the design and the program were made. The findings suggested “[t]he design and programs changes implemented in the present study were quite effective, raising the level of voluntary literature use to approximately 25 percent of each class” (p. 135). While 25 percent of the class may not seem like a significant increase, having a quarter of the class choosing to read a book instead of doing other classroom activities such as crafts shows these students are starting to become more involved with books. The implications of this study are that well designed classroom libraries increase involvement with books.

Not much has changed in the conclusions reached by researchers over the past several decades. Young and Moss (2006) more recently found that “classroom libraries provide students with immediate access to books; they can provide teachers with the opportunity to put the right book in a student’s hands at a moment’s notice. Students who have ready access to books in their classrooms have better attitudes about reading, reading achievement, and comprehension than their peers with less access to books in the classroom” (p. 206). Other researchers who have studied classroom libraries found

Given this saturation of evidence, both qualitative and quantitative, that classroom libraries might work in exactly the way we want them to work in Twin Rivers, it makes sense to examine the lessons from this body of research as the basis for putting forward recommendations to Twin Rivers’ teachers. The remainder of this review of the literature will focus on what has been learned about aspects of classroom libraries and classroom library instruction that has relevance for this project.

Respecting Students’ Preferences

It is tempting at times to blame students’ failure to read much of anything on television or technology or the movies. Other scapegoats might be the community, the economy, or a lack of role models. However, studies have shown that the problem might not be an aversion to reading. Worthy, Moorman, and Turner (1999) found that “there is an ever-increasing gap between student preference and materials that schools provide and recommend” (p. 23). The study suggested that middle school students do actually like reading; they just do not like reading what is provided to them at school. One of the greatest implications for this project is that in this study Worthy found, “most students bought materials or obtained them from their homes more often than they used libraries, and far more often than they borrowed from their classrooms” (p. 23). This finding suggests that students would get books from classroom libraries if the classroom library existed and if the books available are of real interest to students.
Finding books of interest to students is not a simple matter of ordering book titles from a list of recommendations. Teachers must select books carefully and purposefully, and they must pay attention to what their students say about what they read. Young, T.A. and Moss, B. (2006) made the argument that teachers must add nonfiction texts to classroom libraries so that teachers can connect with what students read in and out of school. In addition to this connection, “nonfiction trade books can deepen student engagement in science, social studies, music, and art. They can provide students with the chance to examine issues related to content areas in depth” (p. 208). Young suggested the use of text sets, which are groups of books about a certain topic that may be being studied in class or are of interest of the students, with different types of books from fiction to biographies. (p. 209).

Using a Classroom Library Effectively in Secondary School

Researchers have provided a plethora of suggestions for how to “run” a classroom library, ranging from the sheer mechanics of setting one up so that books remain in the library and get read and reread to how to teach students directly to pick good books, respond to them, and set goals for themselves as readers (Atwell, 1986; Underwood, 1999). Teachers cannot just put books on a shelf in their classroom libraries; nor can they imitate what works in elementary classrooms. Ivey and Broaddus (2000) studied how middle school students differ from elementary schools students and how these differences led to teachers having to go about building classroom libraries in a different way. Ivy found that “the academic differences between middle school students may be even more pronounced than in lower grades because of the amount of instruction
students have experienced by this time” (p. 68) and that “the reading levels represented in anyone middle school classroom could span from first or second grade all the way to high school” (p. 73).

These facts present challenges to creating a classroom library in a secondary classroom that is not only accessible to all students but at various students’ reading and interest levels. To create a classroom library, Ivy stated, “teachers need direction in how they might build a diverse classroom library that would entice students to read and that would include materials for a variety of instructional purposes” (p. 73) and that “teachers should have a firm grounding in trade books that support content area learning” (p. 73). The study also found that teachers “felt pressure to provide quality literature in their classrooms” and that “drawing books, comics, and many popular magazines were seen by teachers as ‘fine for home’ but inappropriate for school” (p. 22). Teachers also stated that they did not have the money to provide more books for their classroom libraries, as the district only provided state adopted texts (p. 23).

Although developmental differences exist in classroom libraries across grade levels, some things about classroom libraries at both elementary and secondary levels remain the same. Franzen, Allington, Yokoi, and Brooks (1999) studied kindergarten classrooms and access to books in those classrooms. In some classrooms teachers were just given books to add to their classroom and in the other classrooms teachers were also given books, but in addition they received training in setting up and using their classroom libraries (p. 68). The study found that “simply supplying books the books to kindergarten teachers with an identical and rich array of children’s literature produced little improvement in student achievement” (p. 73). In the classrooms where teachers
received training as well as books, students improved in a variety of areas including average words written on posttests. The implication of this study to this project is that professional development in the setting up and usage of classroom libraries is essential to classroom libraries being used to increase student reading.

To use classroom libraries effectively, teachers require the opportunity to think through concepts like “community of readers” or “culture of literacy.” It is not the library itself with the shelves of books and comfortable chairs that make the difference. It is the social behavior that is invited and valued, and these invitations are part of classroom instruction. Fractor (1993) found that “A key characteristic for building a community of readers in the classroom, then, is the classroom library, a focal area within the classroom where books are easily accessible to students” (p. 477).

In addition to having books that students are actually are interested in, teachers can invite students to volunteer for reading and being part of a community of readers in subtle ways like involving students in designing the classroom library. Jones (2006) found that “the student-involved classroom library process increases the number of books children choose from their classroom library” (p. 576). Jones outlined a process for teachers to involve students in organizing books, finding categories for their library, and then designing library aesthetics.

Looking More Deeply at the Link between Motivation and Classroom Libraries

Although studies that focus on classroom libraries with younger children are not directly relevant to secondary classroom libraries, insights can be gleaned from them that support recommendations for teachers of older children. Neuman (1999) studied
child care centers in Pennsylvania that were receiving intervention from a program called Books Aloud which donated high quality books to these centers, and also provided training to the staff in the usage of the books. The study examined the changes in the physical environment of the classroom, teacher and child literacy interaction, and increases in children’s early literacy development. The study found that “the physical placement of books in close proximity to children is critical for early literacy” (p. 306). However, that this is not sufficient and changes to the instructional environment are needed as well. To aide in instructional changes “demonstration lessons, the in-class collaboration between trainers and staff, provided social and psychological supports to teachers in the process of change” (p. 307). This study shows that while placing books in a classroom is a good start, changes must be made to instruction, and the only way to make these changes is through thorough professional development and collaboration that supports teachers while they are implementing these changes.

Edmonds and Bauserman (2006) discussed the decrease in motivation in elementary school students stating, “teachers also recognize that motivation may be correlated to the amount and breadth of children’s reading” (p. 415). The study focused on what really motivates students to read, using the Conversational Interview portion of the Motivation to Read Profile to find out what really motivates students to read. The study found six categories that motivated students to read. Student selections were motivated by their personal interests, the characteristics of the books they were reading such as plot and the look of the book, and the ability to have choice in the books they chose. When selecting expository text choice and personal interest played a role in motivating students but more importantly, the knowledge they could gain was also
important to motivating the students. In general students were looking for books they
could gain knowledge from, but they were also looking for books that they found
appealing, whether it was the book cover, illustrations, or the plot. Students were also
motivated by referrals from the school library, their teachers, family members, and their
peers. Students were motivated to read by family members, their teachers, and more
importantly by themselves. The actions of buying or being given books, being read to,
and sharing books motivated students to read.

Edmonds recommended that teachers promote self-selection, pay close attention
to the characteristics of books in their classroom, as well as their students’ personal
interests, increase students’ access to books, and make sure that other including family
members, peers, teachers, and students are all involved in the students reading
experiences (p. 420). This study again shows student choice is extremely important to
increasing student motivation to read.

Ivey and Broaddus (2001) found “teachers want students to be able to read
critically, but they seldom allow them to initiate conversations about books. Most
importantly, students are expected to become independent readers, yet they get limited
opportunities to explore their own interests in reading, to read at their own pace, or to
make their own decision about whether or not to read a book” (p. 350). The study
focused on what aspects of middle school reading instruction that increased students’
engagement with reading, by surveying over 1,700 six grade students (p. 353). Using a
checklist with more options, the study found that a little over 60 percent of students
chose free reading time and teacher reading aloud as classroom activities they enjoyed
most in class (p. 360). When asked what motivated them to read “many of the students
(42%) responded that they were motivated to read by finding good materials to read and having choice in the selection of these reading materials” (p. 361). When looking at their classroom, “only 28% of the students reported that they had books they liked to read in their own classrooms” and “in classrooms in which high engagement in reading was reported, the classroom was not viewed as a place to find good reading materials” (p. 365). The findings of this study “suggest the possibility that... having a rich supply of texts and many opportunities to experience text through independent reading and through teacher read-alouds may be universal needs for diverse students across a range of contexts” (p. 367).

Reading Aloud as a way to Reading a Lot

As the review of the literature thus far has demonstrated, classroom libraries properly constructed and thoughtfully implemented can have positive effects on student motivation to read and on student reading behaviors. Although not directly related to classroom libraries per se, reading aloud to students is an important element that secondary teachers need to have included in professional development. According to Lane and Wright (2007), reading aloud to students has several important benefits including increase in vocabulary, as well as increases in listening comprehension, syntactic development, and word recognition skills (p. 674).

Setting up a Classroom Library

Allington (2006) outlined a general plan for building a collection of books in the classroom and displaying the books in a classroom. The two questions Allington asked
were “Where do you put all the books in the classroom?” and “How do you make the books visible to children” (p. 83-84). Allington offered two suggestions, “first, create classroom displays and change them frequently” (p. 84). These displays might revolve around a theme for a content area specific subject, like the Civil War or the Planets. They can also highlight different genres, like biographies or fiction titles. The second suggestion is for the teacher to take time to draw students’ attention to the books on display, saying the title, and giving some insight to what the book is about (p. 85).

Routman (2003) stated, “classroom libraries are a literary necessity” and “it is difficult to maintain a strong independent reading program without an excellent classroom library” (p. 64). Routman explained the problem is schools fund test preparation and technology, but not classroom libraries. Most often it is the teachers who spend their own money to create their own classroom libraries. Routman found that the availability of reading materials greatly impacts children’s literacy development.

The most effective reading programs are generally supported by large classroom libraries. The better the libraries, the better the reading achievement as measured by standardized tests. Books contribute more strongly to reading achievement than any computer software does. Schools with lots of low-income families have fewer books available for students, and classroom libraries can help level that playing field (p. 64). The question is if classroom libraries are so important to reading achievement why are they not higher priorities for districts?

Routman discussed the value of what she calls “light reading”, stating “It really does not matter what kids read as long as they read and enjoy what they’re reading. By gently nudging them and introducing them to better literature-through reading aloud,
co-reading, and putting books in their hand- their reading tastes will eventually grow to include more sophisticated materials” (p. 65). Light reading can turn readers who are struggling in competent readers, because it gives struggling readers books they can actually read and are interested in which helps them improve in reading (p. 65).

Routman offered the following suggestions for creating an outstanding classroom library. First, provide lots of choices and books, “An adequate classroom library will have at least two hundred books, but an excellent classroom library will have more than a thousand” (p. 67). Second, find out students favorite authors, series, and book titles, “middle school and high school students will chose to read if they can find stuff they like, and this usually includes more nonfiction and magazines, as well as books with illustrations” (p. 68). Third, pay attention to students’ interests and de-emphasize leveled books, “students do not naturally gravitate to leveled or overly structured collections” (p. 69). Fourth, include lots of nonfiction, “more nonfiction reading leads to more informational writing, which is related to higher reading achievement” (p. 70). Fifth, to make books and book talk “hot” in your classroom, the teacher needs to discuss his/her own reading habits and how s/he finds books to read and then have students create their own top ten lists of books (p. 71).

Classroom libraries must also be attractive, comfortable, and accessible to students (p. 73). Routman stated that students need to be involved in the design and organization of the library: “When students help create the library, they use it more... [when teachers] organize these spaces themselves, and the books are often not easily accessible to students- in terms of types of reading materials that have been chosen and the way they are displayed and located” (p. 75).
Allington and Cunningham (2002) discussed the difference between what they call “lucky children” and other children. Their profile of what they call “lucky” children is as follows,

Peek into the homes of some children and you will see lots of real reading and writing activity. Parents write notes to each other about telephone calls taken and appointments to keep; they write lists and schedules that are posted on the refrigerator; they read the newspaper (sometimes to each other), magazines, bills, letters from grandpa, and books. The parents read to the children and foster their writing (or scribbles and scratches). The parents talk to each other about things they read and talk to their children about them too (p. 53). Not only do these children have homes like this they also attend schools where they are engaged in lots of reading and writing activities as well, “when lucky children attend these classroom, their literacy is virtually assured” (p. 54).

In contrast, children who do not come from homes like the one mentioned above go to schools lacking classroom libraries and school libraries that are not well stocked or staffed. Allington found “the classroom library is especially important for classrooms that work to create readers and writers... when classroom libraries are well designed and attractive and offer a wide range of appropriate books and magazines, children are more likely to use the libraries and read more books” (p. 54).

Bringing Classroom Libraries to Life

Students must be involved in the building of a classroom library. Their thoughts and feelings should be taken into consideration when designing and organizing the
classroom library. Students’ preferences must be respected and thought of when choosing books for the library, as well as the reading levels of those students.

While providing books is essential, teachers must also use the books in the classroom. Ways to do this are providing time for independent reading, using classroom books for research for projects and assignments in the classroom, and teacher reading aloud from a variety of texts.
Chapter 3

METHODOLOGY

Project Purpose and Design

The purpose of this project is to create a professional development opportunity on implementing classroom libraries. The audience for this project is secondary teachers in content area classrooms in Twin Rivers Unified School District. The goal of this professional development series is to provide teachers with resources to create their own classroom libraries.

Demographics

Twin Rivers USD serves approximately 31,000 students. The student population is very diverse, 37 percent of the students are Hispanic or Latino, 15 percent are African American, 11 percent are Asian and Pacific Island, and 30 percent white. Twin Rivers is also designated a low-income school district and many of its secondary schools are in program improvement.

Participants

Participants in this professional development will be teachers who teach at the districts middle schools, junior high schools, and high schools. Some of these teachers teach single subjects and some have multiple subject credentials and teach two core subjects. These teachers teach grades ranging from 5th to 12th.

Role of Researcher

My role as the researcher is to create an informational professional development opportunity that presents the information found in chapter two and gives teachers
systematic instructions for creating their own classroom libraries. In addition to providing the research and instructions, teachers will also be given resources to direct them to the appropriate books for their given grade and content area.

Procedures

Content of Workshop

The workshop will ask the following questions, why are classroom libraries important to students achievement, how do I implement classroom libraries successfully in my classroom, after I have set up a classroom library, how do I use it in my classroom, and where can I find appropriate materials for my classroom library.

The presentation will start with a pre assessment to act as an introduction to the presentation. Throughout the presentation, teachers will be presented with research-based ideas answering the questions above. Teachers will also be provided with resources for reading interest inventories as well as information on where to get content area books for their classroom. Lastly, teachers will be provided with a strategy to effectively use their classroom libraries.

In the end, teachers will be given a post assessment reviewing the material covered. They will walk away with not only research based ideas on implementing classroom libraries but resources to start these libraries and strategies to incorporate their libraries into their daily lessons.
APPENDIX A

PowerPoint Presentation
Classroom Libraries in Secondary Content Area Classrooms

Classroom Libraries
for Secondary Content Area Classes

Wednesday, July 18, 12
Pre Assessment

- There isn't a lot of research showing that classroom libraries are useful.  
  True  False
- Students' interest should not play a role in the selection of texts for a classroom library.  
  True  False
- Classroom libraries are the same in middle school as in elementary school.  
  True  False
- Classroom libraries consist of books on shelves with little though to design or attractiveness.  
  True  False
- Appropriate books for classroom libraries are:
  a) books that are aligned with the content standards
  b) books that represent a rigor and that challenge students
  c) books that include aspects of popular culture
  d) books that are listed in the curriculum guide
Key Questions

- Why are classroom libraries important for learning success?
- What is an effective classroom library?
- What kind of books should be in my classroom library and where can I find them?
- How can I effectively design and set up a classroom library?
- How do I use my classroom library?
Why are classroom libraries important for classroom learning?

- There are many studies on the importance of classroom libraries to learning.
  - Young, T.A. and Moss, B. (2006) found that “nonfiction trade books can deepen student engagement in science, social studies, music, and art. They can provide students with the chance to examine issues related to content areas in depth” (p. 208).
What is an effective classroom library?

- An effective classroom library is a grouping of books that are age appropriate, reading level appropriate, and content area specific.

- These books should be of interest to the students and displayed in a way that invites students to interact with the texts.
Appropriate Books

An effective classroom library does not just mean books thrown on a shelf. To be effective, teachers must take into account their students.

- What are your students' ages and reading levels?
  - While they may have lower reading levels, placing books only on their reading level into a classroom library may turn off some students. Look for books that are at your students' reading levels, but also age appropriate.

- What books correspond with my content area?
  - Finding books that are age appropriate and also content area specific can be difficult for Science and Math teachers. These teachers must look for books about Mathematicians and Scientists. The important thing is to show your students with your library how your subject relates to the real world.
Student Interest

- While having books that are age, reading level, and content area appropriate, a more important component is student interest.
- Worthy, Moorman, and Turner (1999) found that “there is an ever-increasing gap between student preference and materials that schools provide and recommend” (p. 23).
- Do your students read comics, do they enjoy fiction or non-fiction, what things do they like to do outside of class?
- All of these questions can further assist a teacher in creating a classroom library their students will want to interact with.
Reading Interest Survey

There are multiple websites to find reading interest surveys

- [http://www.lauracandler.com/filecabinet/literacy/PDFRead/ReadingInterestInventories.pdf](http://www.lauracandler.com/filecabinet/literacy/PDFRead/ReadingInterestInventories.pdf)

- [http://www.scholastic.com/content/collateral_resources/pdf/s/SB1711%20Dec_3-5_ReadingInterest_LO1.pdf](http://www.scholastic.com/content/collateral_resources/pdf/s/SB1711%20Dec_3-5_ReadingInterest_LO1.pdf)

- [http://www.st.cr.k12.ia.us/reading/readinginterestinventorieschoicepage.htm](http://www.st.cr.k12.ia.us/reading/readinginterestinventorieschoicepage.htm)
What kind of books should be in my classroom library and where can I find them?

- **Science Texts**
  - National Science Teachers Association
  - Beyond Penguins and Polar Bears
    [http://beyondpenguins.ebe.osu.edu](http://beyondpenguins.ebe.osu.edu)
  - *Science Text Sets: Using Various Genres to Promote Literacy and Inquiry*
  - CA Dept of Ed
  - Ohio Resource Center (ORC) Science Bookshelf
    [http://ohiorc.org/bookshelf/](http://ohiorc.org/bookshelf/)
What kind of books should be in my classroom library and where can I find them?

Social Science

- Notable Social Studies Trade Books for Young People
- Over 5000 Historical Novels Listed by Time and Place
  http://www.historicalnovels.info/
- Middle School Historical Fiction List
What kind of books should be in my classroom library and where can I find them?

**Math**
- Ohio Resource Center Math Booksbelf
  [http://obiorc.org/for/math/booksbelf/default.aspx](http://obiorc.org/for/math/booksbelf/default.aspx)
- Mathematics and Statistics Title
  [http://us.macmillan.com/MacmillanSite/categories/AcademicTrade/MathematicsStatistics/MathematicsStatisticsAllTitles](http://us.macmillan.com/MacmillanSite/categories/AcademicTrade/MathematicsStatistics/MathematicsStatisticsAllTitles)
- Math in the Real World
- Biographies Mathematicians
  [http://jsdlib.jsd.k12.ca.us/Mathematicians.htm](http://jsdlib.jsd.k12.ca.us/Mathematicians.htm)
How can I effectively design and set up a classroom library?

- In setting up a classroom library teachers cannot just put books on a shelf and they cannot just imitate what is done in an elementary school.
- Ivey and Broadus (2000) found that "the academic differences between middle school students may be even more pronounced than in lower grades because of the amount of instruction students have experienced by this time" (p. 68) and that "the reading levels represented in any middle school classroom could span from first or second grade all the way to high school" (p. 73).
- Ivey found that the best classroom libraries are grounded in trade books that support content taught.
Design - Get Your Students Involved!

- Fractor (1993) found that "A key characteristic for building a community of readers in the classroom, then, is the classroom library, a focal area within the classroom where books are easily accessible to students" (p. 477).

- Jones (2006) found that "the student-involved classroom library process increases the number of books children choose from their classroom library" (p. 576). Jones outlined a process for teachers to involve students in organizing books, finding categories for their library, and then designing how the library looks.

- Classroom libraries must be physically close to students, students must be involved in organizing and designing the library. When these things are done, students are more likely to use the library.
How do I use my classroom library?

- Franzen, Allington, Yako, and Brooks (1999) found that it is not just as simple as telling teachers to create classroom libraries; they must also be given instruction on how to use them.
- Classroom libraries should provide students with resources for projects outside of the internet.
- Take a look at your units for the school year and create text sets for each subject.
  - History: Text sets for the American Revolution, The Civil War, Westward Expansion.
  - Science: Text sets for the planets, different environments to study.
  - Math: Trade books on mathematicians, books on how math is used in real life.
- Draw your students’ attention to these books by using them when introducing a topic.
Read Alouds

Reading aloud books from the classroom library allows teacher to draw attention to books in the classroom.

According to Lane and Wright (2007), reading aloud to students has several important benefits including increase in vocabulary, as well as increase in listening comprehension, syntactic development, and word recognition skills (p. 674).
Post Assessment

- There isn't a lot of research showing that classroom libraries are useful. True False
- Students interest should not play a role in the selecting of texts for a classroom library. True False
- Classroom libraries are the same in middle school as in elementary school. True False
- Classroom libraries consist of books on shelves with little though to design or attractiveness. True False
- Appropriate books for classroom libraries are:
  a) books that are aligned with the content standards
  b) books that represent a rigor and that challenge students
  c) books that include aspects of popular culture
  d) books that are listed in the curriculum guide

Wednesday, July 18, 12
References


