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**Augmentation of reading across the curriculum, student exploration of literature, and library collection development through the compilation of a comprehensive annotated bibliography of high school content area literature**

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## Augmentation of reading across the curriculum, student exploration of literature, and library collection development through the compilation of a comprehensive annotated bibliography of high school content area literature

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### Abstract

The most current National Center for Education Statistics data are that average reading scores of American adolescents have been essentially stagnant since 1971, generating concern about the ability of high school graduates to meet the literacy challenges of the twenty-first century. A 1925 study conducted by the National Committee on Reading formulated the concept of literature-based content area reading instruction, in which the substantive involvement of school librarians was seen as crucial for success. No recent research on the integration of literature into content areas at the high school level is available, but the effectiveness of such a strategy is implied by related research in reading, prompting articles in professional education journals describing the anecdotal benefits of such a practice. The conclusion leading to this work was that since few resources exist to support content-area reading, the limited time high school teachers have to locate quality literature in all genres necessary for such classroom instructional strategies is one of the basic impediments to establishing the practice of reading across the curriculum. The purpose of this study was to survey the content area curriculum of a representative public high school to create a comprehensive accessible print resource in the form of an annotated bibliography of curriculum related literature for the enhancement of content instruction, the encouragement of independent student reading, and the provision of a selection tool for collection development in high school libraries.

Augmentation of Reading Across the Curriculum, Student Exploration of Literature, and  
Library Collection Development Through the Compilation of a Comprehensive  
Annotated Bibliography of High School Content Area Literature

This Graduate Research Project

Submitted to the

Department of Curriculum and Instruction

Division of School Library Media Studies

in Partial Fulfillment of the Requirements for the Degree

Master of Arts

University of Northern Iowa

by

Patricia J. ErkenBrack

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This Research Paper by: Patricia ErkenBrack

Titled: Augmentation of Reading Across the Curriculum, Student Exploration of Literature, and Library Collection Development Through the Compilation of a Comprehensive Annotated Bibliography of High School Content Area Literature

Has been approved as meeting the research requirements for the degree  
Master of Arts.

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## **Abstract**

The most current National Center for Education Statistics data are that average reading scores of American adolescents have been essentially stagnant since 1971, generating concern about the ability of high school graduates to meet the literacy challenges of the twenty-first century. A 1925 study conducted by the National Committee on Reading formulated the concept of literature-based content area reading instruction, in which the substantive involvement of school librarians was seen as crucial for success. No recent research on the integration of literature into content areas at the high school level is available, but the effectiveness of such a strategy is implied by related research in reading, prompting articles in professional education journals describing the anecdotal benefits of such a practice. The conclusion leading to this work was that since few resources exist to support content-area reading, the limited time high school teachers have to locate quality literature in all genres necessary for such classroom instructional strategies is one of the basic impediments to establishing the practice of reading across the curriculum. The purpose of this study was to survey the content area curriculum of a representative public high school to create a comprehensive accessible print resource in the form of an annotated bibliography of curriculum related literature for the enhancement of content instruction, the encouragement of independent student reading, and the provision of a selection tool for collection development in high school libraries.

The study was limited to books drawn from four high school content areas; thematic areas within each content area were determined using online teacher lesson plans from the 2004-2005 academic year. A review of textbooks from the targeted subject areas provided detailed knowledge of noteworthy persons, places, dates, and concepts. The resulting information was used for keyword/subject searches to select potential entries for each thematic area and these books were thoroughly reviewed (in most instances read in their entirety). The result was a compilation of 10 to 15 titles for each of the 21 thematic areas embracing 243 annotated titles.

The successful outcome of this study shows that development of a resource to locate fiction, narrative nonfiction and biography for the augmentation of high school curricula, for the facilitation of student exploration of literature across the curriculum, and for the expansion of high school library collections is an achievable objective, and implies that this is equally true for content areas not investigated in this work. Quality literature capable of both challenging and satisfying the diverse reading abilities of high school students can not only be located without much difficulty, but in almost all cases a sufficient variety is available to allow judicious selections that encompass multiple genres within each subject area.

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## Chapter 1

### Introduction

**The actual and effective standards in American public education are [so] deplorably and inexcusably low "that something must be done." [W]hen multitudes of young people accumulate credits, pass courses, carry off elegant [diplomas], and come out knowing little or nothing, it is simply intolerable.**

**(Mursell, 1939, pp. 803, 804)**

Most educators would probably not be surprised to find this quotation in today's news, even though it was published more than six decades ago. For almost forty years, the federal government has attempted to address deficiencies in our nation's schools through the *Elementary and Secondary Education Act* (ESEA, 1965) and its various revisions. Among the major thrusts of the new ESEA act known as *No Child Left Behind* (NCLB) is the need to raise student proficiency in the areas of reading because "reading performance has been more or less unchanged since 1972" (Learning First Alliance, 1998, <http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=46>). Arguably, our nation's inability to equip many of our graduating high school students with proficient reading skills lies in our neglect to take a critical look at the problem. The idea that "if young children learn to read early on, they will read to learn throughout their lives" (Vacca, 1998, p. 606) has been the driving force behind earlier literacy movements. NCLB supports this concept with its Reading First and Early Reading First initiatives. Other education experts have suggested that the solution to the reading problems of this nation's adolescents lies not only in the support of early reading skills, but also in the support of reading programs at the secondary level (MacPherson, 2003, Electronic version). "There is a critical need for

further research to identify effective strategies and programs for remediating reading problems in older children [but] we do know some promising approaches that can be applied now” (Learning First Alliance, 1998, <http://www.learningfirst.org/lfa-web/rp?pa=doc&docId=46>). One of those approaches is using literature across the curriculum at the high school level to enhance content area instruction and to reinforce reading skills. This vision is not new, yet to date it has commanded little attention from policymakers (Irvin, Buehl, & Klemp, 2003, p. 233). In fact, the vision is more than 80 years old, and was first promoted in a landmark study by the National Committee on Reading. The study concluded that instructional strategies for teaching reading were inadequate, as evidenced by the inability of students to perform the more complex reading demanded by more challenging curricula, coupled with the inability of many citizens to effectively read the simplest material. Perhaps one of the most important results of this study was the origin of the concept of content area reading instruction, including the use of literature in content areas, and the vital role school librarians must play if such instruction is to succeed (Whipple, 1925).

This research generated a new resource to promote the use of literature in content area reading that can be used with other formalized reading strategies at the secondary level. This researcher believed the limited time classroom teachers have to locate resources hinders the process of employing such content area reading strategies. This is because few resources exist for locating quality content area literature, including fiction, narrative nonfiction, and biography, which could be used to enhance instruction in a typical high school curriculum.



### ***History of Education Reform***

From its inception, American public education has evolved through numerous reforms, resulting in laws intended to raise standards and to ensure parity for all citizens. Horace Mann stressed the need for free public schools in America in 1837, (Horn, 2002, p. 65) and almost exactly a century ago, John Dewey promoted the concept of learning-by-doing, an approach still valued today (Leavitt, 1978, p. 371). Arthur Bestor insisted that American education needed to get back to basics in the early 1950s through “intellectual training in fundamental disciplines”(Guthrie, 2003, p. 172) which was followed closely by the landmark Supreme Court decision of *Brown v. Board of Education* compelling integration in public schools (Hall, 1999, p. 34). These were all important advances—especially repudiation of the egregious doctrine of separate-but-equal, but few educators would disagree with the assertion that the success of these early reformers in establishing excellent public education as one of our primary national values was limited, at best.

It wasn't until 1957, when Russia surprised the world by surpassing America as the first nation to launch an artificial satellite, that it became "clear to our public that it was in the national interest to change education" (National Academies, 2004, <http://www.nas.edu/sputnik/bybee2.htm>). The *National Defense Education Act* (NDEA) was passed the following year to improve the math and science curricula in public schools (National Academies, 2004, <http://www.nas.edu/sputnik/bybee2.htm>). As discussed below, competence in literacy was soon to be added, forming a triple standard by which effective education would be judged; nevertheless, it was clearly Russian rocketry, in the form of

Sputnik, which galvanized this country to rank our children's education as one of our most important public responsibilities.

Even as the NDEA was being implemented, the culmination of Martin Luther King's famous dream was taking shape in the landmark civil rights legislation of the mid 1960s (Guthrie, 2003, p. 70). President Lyndon Johnson's vision of America as a Great Society affected many aspects of our culture, and a profound impact on education was one of its many goals (Horn, 2002, p. 71). The first form of this impact was the *Elementary and Secondary Education Act* (ESEA) of 1965; over the next twenty-five years, it became an umbrella for a number of reforms intended to bring about equity in education for economically disadvantaged citizens and special populations (State Improvement Grants, 2004, <http://www.signetwork.org/siphistesea.htm>). The importance of universal access to education became as well established as the national priority of education cited above.

The attempt to implement universal access was so widely accepted as a positive and necessary advance that not only did it become an end in itself, but even supplanted quality as the primary goal of the process:

Concurrent efforts to make education a place of equal opportunity for all led to a de-emphasis on teaching and learning. Schools across the nation became increasingly bureaucratic as the nation became more litigious. School employees were often more concerned with enforcing and maintaining order and the new regulations than with teaching their students. As American public education was deteriorating rapidly in the late 1960s and early 1970s, it began to draw the attention of critics who published many reports detailing the problems in schools and calling for widespread reform. (Cross, C., & Islas, M., 2003, p. 2151)

At least two factors illuminated the magnitude of the literacy problem: sharp declines in scores on college entrance exams, and mediocre performance on advanced tests completed by students in junior and senior high schools. A survey of reading skills was completed in the early 1970s which compared the proficiency levels of American students with those of fifteen other countries. The results of this study showed that our students were "never in first or second place on any test, and that on most tests they ranked at or below the international average" (Anderson, Hiebert, Scott & Wilkinson, 1985, p. 2-3). It is important to note that this was not a consequence of American children being measured against the elite of other nations: in an earlier study it had been found that twelve of these fifteen countries had "a relatively high level of economic development and a long-standing tradition of universal education" (Thorndike, 1973, p. 177). Clearly, when universal access became the focus, the caliber of public education deteriorated.

As the American public decried the declining quality of the nation's schools, a political response became necessary. Having met with opposition from President Regan to investigate the state of education, Secretary of Education Terrel Bell commissioned his own cabinet-level panel to assess the condition of schools, which culminated in a serious indictment of education in the United States. "*A Nation at Risk: The Imperative for Education Reform* [published in 1983] stands as perhaps the most important document in the late twentieth century's history of education reform" (Cross, C. & Islas, M., 2003 p. 2152), and was the foundation for the development of standards based education.

Just two years later, *Becoming a Nation of Readers: The Report of the Commission on Reading* emphasized the importance of reading for academic success and for success

throughout life. The report "summarize[ed] knowledge acquired from research and [drew] implications for reading instruction" (Anderson, Hiebert, Scott, & Wilkinson, 1985, p. 3). Several recommendations aimed at improving the effectiveness of American education were enumerated, including comprehensive assessments of a wide variety of reading skills, improvements in the quality of teacher education programs, and provisions for the continuing professional development of teachers.

The imperative need for competent teaching professionals was underscored with the signing of the *Goals 2000: Educate America Act* in 1994. Based on the premise that high expectations facilitate maximum achievement, the act established a framework for improved academic standards, attainable through environments conducive to learning, and supported by skilled teachers and involved parents. (U.S. Department of Education, 1994, <http://www.ed.gov/legislation/GOALS2000/TheAct/index.html>)(sec.102).

The foregoing considerations indicate that American public education experienced a paradigm shift over the past 50 years, brought about by the public perception of serious flaws, and reforms initiated to correct them. "We've gone from a push for universal access to [a push for] universal proficiency" (MacPherson, 2003, Electronic version). Moreover, the failure of many of these reforms, especially in redressing literacy, has generated a demand for accountability.

### ***No Child Left Behind***

The latest revision of ESEA, commonly known as the *No Child Left Behind Act* (NCLB) was signed into law January 8, 2002. With its signing, the U. S. Department of Education issued regulations that mandate all schools to make adequate yearly progress toward having all students proficient in reading and mathematics by 2014. The measure

of a school's success in complying with this law is reflected by the results of annual standardized tests, which are required to show Annual Yearly Progress (AYP).

Substantial penalties to individual schools for failure to show AYP are outlined within NCLB (U.S. Department of Education, 2002, <http://www.ed.gov/policy/elsec/leg/esea02/107-110.pdf>).

The new law has been controversial since its inception, as evidenced by the vast amount of attention it is receiving during the current presidential campaign. *USA Today* recently reported that "two years after President Bush signed his far-reaching education reform law, lawmakers in Virginia, Utah, and seven other states are taking steps to opt out or block using state funds for *No Child Left Behind*, calling the law an intrusion on local control" (Toppo, 2004, Electronic version.). The superintendent of schools in one Connecticut town indicated that NCLB is wasteful and a "bureaucratic nightmare" (Gordon, 2003, Electronic version). The National Education Association views the new legislation as an "obstacle to helping students and strengthening public schools because it focuses on punishments rather than assistance [and] mandates rather than support for effective programs..." (National Education Association, 2004, <http://www.nea.org/esea/>). An abundance of critical responses to NCLB can be found in current literature, but it is important to note that most of the criticism is directed towards implementation issues. There appear to be many opinions about how to remedy America's literacy problems, but there is little dispute that the problems do exist.

### ***Current Statistics***

Analysis of the total group mean SAT/SAT 1 scores for college-bound seniors from 1972-2003 supports the conclusion that there is a need to make a response to the low

proficiency levels of our next generation of leaders. While math scores have steadily increased over this period, verbal scores have steadily decreased (College Board SAT Summary Reporting Service 2003 [http://www.collegeboard.com/prod\\_downloads/about/news\\_info/cbsenior/yr2003/pdf/2003\\_TOTALGRP\\_PRD.pdf](http://www.collegeboard.com/prod_downloads/about/news_info/cbsenior/yr2003/pdf/2003_TOTALGRP_PRD.pdf)). Keeping in mind that these scores reflect a decline in the verbal proficiency of students in our schools who are college bound, it is not surprising to note that the national trend for all students, as indicated by the most recent National Assessment of Educational Progress (NAEP) testing reflects similar results. In mathematics, “the overall picture is encouraging because not only did the lower-scoring groups improve, but higher scoring students made gains too, although at a somewhat slower rate” (Stevens, 2003, [http://www.nagb.org/release/statement\\_11\\_03.html](http://www.nagb.org/release/statement_11_03.html)). Results of NAEP testing in reading were not nearly as encouraging. “The average reading scores for both male and female twelfth-graders decreased between 1998 and 2002, resulting in average scores that were lower than in 1992 for both groups” (Grigg, Daane, Jin, & Campbell, 2003, <http://nces.ed.gov/nationsreportcard/pubs/main2002/2003521.asp>) In fact, long-term trend data collected by the National Center for Educational Statistics indicate that reading skills of upper-level high school students have made no significant gains over the past twenty-five years:

An overall increase was seen in reading proficiency scores for 9-and 13-year-olds from 1971 to 1999. There was no detectable difference in the scores for 17-year-olds in 1999 compared to 1971 (National Center for Educational Statistics, 2002, [http://nces.ed.gov/programs/digest/d02/ch\\_2.asp](http://nces.ed.gov/programs/digest/d02/ch_2.asp)).

While the foregoing statistics indicate the most recent information concerning twelfth grade assessment, the NCES 2003 Reading Highlights from assessments in reading at

grades four and eight revealed little change from 2002. “The average fourth-grade score in 2003 was not found to differ significantly from that in 1992. The average reading score for eighth-graders decreased by 1 point between 2002 and 2003; however the score in 2003 was higher than that in 1992”(Donahue, Daane, & Grigg, 2003).

These test results show that the implementation of NCLB has done nothing to improve the verbal/reading skills of our nation’s adolescents. Since there is a clear national consensus, as discussed above, that it is unacceptable for the literacy of American high school graduates to rank at or below the international average, and since the primary mission of education could be characterized by the goal of helping each student reach their fullest potential, it is crucial to correct this problem.

### ***Findings on Adolescents and Literacy***

A brief look at the ways in which adolescents spend time out-of-school will indicate some of the reasons reading proficiency is a concern in America.

First of all, children have become obsessed with electronic media. A recent study by the Kaiser Family Foundation reported that

Sixty-eight percent of children ages two and younger spend an average of two hours a day in front of a screen, either television or computer. Children under six spend as much time in front of a screen as they do playing outside-and three times as much as they spend [reading] or being read to [and] those numbers don't decline as the children grow older. (Shaw, 2003, Electronic version)

In fact, a survey of "people between the ages of 13 and 24 years old revealed that teenagers spend twice as much time per week watching TV as reading books or

magazines for pleasure" (PR Newswire, 2003, Electronic version). A 2002 report published by the Kaiser Family Foundation stated that

the past several years have seen an explosion in teenagers' use of the Internet. In response to the growing online presence of teens, a digital media culture has emerged that entertains, informs, and connects teens to one another. This "virtual mall" is a place where teens go to socialize with friends, listen to music, do their homework, window shop and follow the latest trends. (Kaiser Family Foundation, 2002, p. 1)

These findings support the conclusion that the use of electronic media is rapidly replacing the use of print media by young people today.

Secondly, there has been a vast increase in organized sports activity. Recently, a CNN news report indicated that more high school students are playing sports in the United States than ever before, a number totaling 6.9 million (Cable News Network, 2003, <http://www.cnn.com/2003/EDUCATION/09/04/sprj.sch.high.school.sports.ap/>). A survey by The National Institute of Child Health and Development (NICHD) supports this claim with their finding that participation in organized sports more than doubled between 1981 and 1997 (Glass, 2002, Electronic version). Much of this growth can be attributed to women's participation in sports, which began to grow in popularity in the 1970s as a result of the feminist movement of the 1960s and the 1972 Title IX legislation, which addressed gender equity in the classroom and on the playing field (Bolin & Granskog, 2003, p. 3). "According to the National Federation of State High School Associations, almost as many high schools field female (16,029) as male (16,480) teams.



In fact, teen women have accounted for about 42-44% of all high school players since the late 1970s" ("Women are playing," 1996).

Clearly, participation in organized sports has an appreciable impact on the discretionary time students might devote to recreational reading.

Finally, students are spending more time doing chores and working after school. NICHD reported that in an effort to deal with the rigors of double income families, children spent an average of three more hours per week doing chores in 1997 than they did in 1981 (Glass, 2002, Electronic version). Additionally, students who reside on one of America's 1,643,000 family farms (U.S Census Bureau, 2000, p. 666) undoubtedly spend several hours each week performing daily chores. A U.S. census survey found that nearly two-thirds of teens work in addition to attending school, eliminating still more time from the day that could be used for reading (Hanway, 2003, Electronic version).

These considerations indicate that increased participation in a wide variety of out-of-school activities has greatly affected the amount of time adolescents spend reading. The consequences of a decreased amount of time spent reading are significant because "an ability to read, and to learn from reading, is a fundamental academic skill and its importance to scholastic success in any area of study at all levels of education is widely recognized" (Cox, Friesner, Khayum, 2003, Electronic version). "Research shows that the amount of reading students do out of school is consistently related to gains in reading achievement" (Anderson, Hiebert, Scott, & Wilsinson, 1985. p. 77). Independent reading is a major source of vocabulary growth, and provides knowledge about sentence structure, text structure, literary forms and general knowledge (p. 77). It therefore

appears that we are neglecting one of the most effective approaches to decreasing illiteracy: the promotion of independent reading.

### ***Towards Solving the Problem***

In effort to address the literacy needs of America's adolescents, the International Reading Association formed a Commission on Adolescent Literacy in 1997; one of its goals was to influence policy decisions to increase support for high school literacy programs (Irvin, Buehl, & Klemp, 2003, p. 4). In a position statement advocating a "bill of rights" for adolescent literacy learners the Commission stated

Adolescents entering the adult world in the 21<sup>st</sup> century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations so they can create the world of the future. In a complex and sometimes even dangerous world, their ability to read will be crucial. Continual instruction beyond the early grades is needed. (Moore, Bean, Birdyshaw, & Rycik, 1999, p. 99)

Richard Vacca, author of a number of books on the subject of content area reading, has stressed the idea that literacy instruction in our schools focuses heavily on the success of early learners, but that

unfortunately, as students move into the middle grades and high school, they often receive little or no instruction in how to use reading and writing strategies to learn with texts. Although individual teachers may incorporate content literacy practices into their subject-matter instruction, literacy programs are usually limited to

specialized courses for low-achieving students. After 7<sup>th</sup> grade, few schools provide comprehensive literacy programs for the majority of students who have learned to decode words easily and read smoothly in elementary school. (Vacca, 2002, p. 9)

Vacca is not alone in his insistence that effective early reading programs are not adequate in themselves to prepare students for the future. A report prepared by The RAND Reading and Study Group for the U.S. Office of Educational Research and Improvement asserted that

A child who successfully develops beginning reading skills may not automatically become a skilled reader. Large numbers of children who have successfully acquired beginning reading skills later fall behind in their ability to deal with school reading tasks—a phenomenon that experienced teachers call the “4<sup>th</sup> grade slump”. ...The recent federal investment through the [Reading Excellence Act] and its successor programs, Reading First and Early Reading First (totaling more than \$5 billion over the next five years), will be lost unless the knowledge base on reading comprehension is further developed. (Snow, 2002, p. 7-8)

Richard Allington, a past president of the National Reading Conference currently on faculty at the University of Florida with special interest in literacy echoes this concern:

Recently, education policymaking has focused laser-like attention on improving reading instruction in the preschool and primary grades. Policymakers have targeted almost no attention or funding on efforts to improve the reading proficiencies of students in grades 5-12—the very grades that need improvement, according to recent international comparisons. Those comparisons indicate that the

reading, science and math achievement of U.S. 4<sup>th</sup> graders ranks among the best in the world, but by middle school, U.S. achievement levels hover around the international average, a substantial decline....(Allington, 2002, p. 16)

Apparently, the findings reported by reading experts concerning inadequacies in adolescent literacy coupled with the failure of many students to do grade level work are beginning to have an impact on the thinking of educators in general. “Recognition is growing that schools must extend the focus on reading and writing to the middle and high school years if students are to achieve success in high school and beyond” (Manzo, 2001, Electronic version).

One of the major roadblocks to implementation of formalized reading strategies is funding. Budget priorities may keep secondary schools from employing reading specialists. Therefore, the burden of teaching reading skills at the secondary level usually falls on English teachers, as other content area teachers often feel inadequately prepared to meet the literacy needs of their students. Of course, English teachers cannot possibly address reading skills in all content areas, and consequently, adolescent literacy is neglected (Irvin, Buehl, & Klemp, 2003, pp. 234, 5-6).

The Alliance for Excellent Education is one organization that has been formed to find a solution to the adolescent literacy problem. Its purpose is to be a voice for the six million students (of the 56 million currently attending school) who are being left behind and counted among our high schools’ failures. An important accomplishment made by this group is the conception of a research-based Adolescent Literacy Initiative which is designed to ensure literacy strategies are employed at the middle and high school levels enabling “students to achieve high standards and graduate prepared for college and

success in life” (Alliance for Excellent Education, n.d., <http://www.all4ed.org/about/index.html>). Recently, this organization was one of many sending letters to President Bush, urging him to fund a national reading initiative in secondary schools:

Together with the Reading First program, the Adolescent Literacy Initiative will focus the nation’s resources on the entire continuum of learning, which will enrich the lives of millions of young people and provide many more opportunities for success. (Lynn, 2004, Electronic version)

Perhaps the President was responding to this concern in his 2004 State of the Union Address when he pledged to provide federal assistance to middle level and high school students in reading, math and science through a series of federal measures entitled *Jobs for the 21<sup>st</sup> Century*. (The White House, 2004, <http://www.whitehouse.gov/news/releases/2004/01/20040120-7.html>). The National Association of Secondary School Principals was encouraged and strong in its support:

If we are to prepare the nation’s adolescents and teenagers to attain *Jobs for the 21<sup>st</sup> Century*, we must provide states and school districts with resources and tools necessary to improve adolescent reading and writing literacy, which is the linchpin to success in all academic areas. (U.S. Newswire, 2004, Electronic version)

Even if *Jobs for the 21<sup>st</sup> Century* or a similar federal program is initiated, it will no doubt be some years before full implementation can occur. Until then, progress in this area will depend on school administrators, classroom teachers and school library media specialists who have the latitude to work from a grass roots level to effect change.

One approach for improvement would be for individual school districts to use professional development hours to study, formulate, and implement strategies to elevate

reading skills at the district level. Fortunately, education literature is rich with ideas and strategies for implementing high school reading programs into content areas. Embedded within these strategies is the need to model reading for pleasure as well as for content, to read aloud to students, and to make a variety of print resources available to students throughout the school - including current periodicals and magazines, newspapers, fiction and nonfiction books, electronic texts, and notable young adult literature (Irvin, Buehl, & Klemp, 2003, p. 242, 235). The school library media specialist plays a pivotal role in making these resources available and promoting opportunities for their use. In fact, recent research indicates school library media programs are instrumental in helping students develop literacy by providing rich collections, by collaborating with teachers, and by providing effective reading motivation. This same research showed that:

reading test scores as measured by *The Iowa Test of Basic Skills* and the *Iowa Test of Education Development* rise with increases in weekly library staff hours, hours of library media specialists, print volumes per student and periodical subscriptions per 100 students. (Rodney, Lance, & Hamilton-Pennell, 2002).

In 1993 the Colorado State Library reported results of the landmark *Colorado Study* that analyzed the impact of school library media centers on academic achievement. The findings revealed that as staffing, collections, and funding of library media programs grew, reading skills rose. This study was replicated in twelve additional states with the same results. It is apparent from these findings that:

The school library is one of the few factors whose contribution to academic achievement has been documented empirically, and it is a contribution that cannot be explained away by other powerful influences on student performance. If school

decision-makers want to be sure that they leave no child behind, the best insurance is a strong school library program. (Lance, 2004, <http://www.ciconline.com/NR/rdonlyres/etnqoe4tkwbjrltxbuefu5qcpnjddlo6lahqvx465ptmezoesuiv3azlnasiyrcnqcio24i3umcjbv6pruhewdlwiyg/W04-librariesachievement.pdf>)

The impact of the foregoing research was so significant that it was "used to [help] make the case for legislation to improve school libraries" (American Library Association, n.d., [www.ala.org/ala/washoff/WOissues/copyrightb/federallibprog/esea/eseaelementary.htm#back](http://www.ala.org/ala/washoff/WOissues/copyrightb/federallibprog/esea/eseaelementary.htm#back)). Included within the Reading First and Early Reading First initiatives of NCLB, *Improving Literacy Through School Libraries* is a competitive one-year grant program which

authorizes LEAs [Local Education Agencies] to (1) acquire school library media resources; (2) acquire and use technology that can help to develop the information retrieval and critical thinking skills of students; (3) facilitate Internet links and other resource sharing networks; (4) provide (a) professional development for school library media specialists and (b) activities that foster increased collaboration between school library media specialists, teachers and administrators; and (5) provide students with access to school libraries during non-school hours. (U.S. Department of Education, 2002, [www.ed.gov/nclb/overview/intro/progsum/progsum.doc](http://www.ed.gov/nclb/overview/intro/progsum/progsum.doc))

Although this grant program is limited to districts having at least a fifteen percent child-poverty rate, it nevertheless underscores the unquestionable benefits of a strong school library program.

Clearly, the strength of a school library media program is contingent upon the expertise of the library staff. A certified school librarian can be an invaluable instructional consultant who is equipped to assist content area teachers with the task of improving reading proficiency by locating and providing access to content area literature across the curriculum.

### ***Problem***

Secondary content area teachers are beginning to see the need to make reading strategies a part of their instructional technique. Limited time for teachers to access resources hinders the process, as few resources exist for locating quality content area literature, including fiction, narrative nonfiction and biographies, which could be used to enhance instruction in a typical high school curriculum.

### ***Questions***

1. What resources already exist to locate content area literature?
2. Are existing resources adequately organized and easy to use?
3. What are the specific areas of study within each content area in a typical high school?
4. What parameters will be used to identify literature for the development of a resource to enhance content area reading?

### ***Purpose***

The purpose of this study was to explore the content area curriculum of a typical high school to provide a comprehensive accessible print resource to locate literature for the enhancement of instruction and to encourage student exploration of literature across the curriculum.



### ***Assumptions***

A resource to locate content area literature will immensely reduce the time necessary for high school subject area teachers to select literature to support the curriculum, thereby making it possible for them to add this crucial dimension to their instruction. This resource will be of interest not only to content area teachers, but it will also be useful for students who wish to self-select literature for curricular related reading or for independent recreational reading. Finally, librarians will find a resource of this nature useful for collection development. It is important that this resource be well organized by content theme and genre and that it be accessible in print format. Annotations for each entry will provide adequate descriptions to better facilitate selection.

### ***Limitations***

While inclusion of all curricular areas would be of benefit, the scope of this project included science, social studies, psychology, and health. This resource included selections that were current and/or relevant to the present high school curriculum. It will require updating over time as more books are published and as the high school curriculum changes.

### ***Definitions***

**Reading First** Reading First provides funds to help states and districts implement comprehensive reading instruction grounded in scientifically based reading research as research that applies rigorous, systemic, and objective procedures to obtain valid knowledge. Reading First replaces the existing Reading Excellence Act and is designed to help teachers identify children at risk of reading failure and provide those children with

the most effective early instruction to lead to reading proficiency (Learning First Alliance, n.d. p. 16).

**Early Reading First** Unlike Reading First, funds for Early Reading First are not distributed to states. Rather, local school districts and public and private organizations that serve children ages 3-5 (such as Head Start and family literacy programs) will apply to the federal government for competitive grant funds. Funds may be used for early literacy programs, professional development, and research-based pre-reading language and literacy activities. For school year 2002-2003 Early Reading was funded at \$75 million (Learning First Alliance, n.d. p. 17).

**SAT/SAT1** A three hour test that measures verbal and mathematical reasoning skills students have developed over time and skills they need to be successful academically. The SAT is scored on a scale of 200-800 and is typically taken by high school juniors and seniors in preparation for college admission (College Board, 2004, <http://www.collegeboard.com/student/testing/sat/about/SATI.html>).

**NAEP Testing** National tests designed to measure educational progress in areas including reading, mathematics, science, writing, U.S. History, civics, geography, and the arts. NAEP tests were first administered in 1969 (Heritage Foundation, 2001, <http://www.heritage.org/Research/Education/BG1419.cfm>).

**Iowa Test of Basic Skills** A general achievement test for elementary and middle school age students, designed to measure how well a student has learned the foundational skills of reading, mathematics and language arts by responding to a series of multiple-choice questions (Washington Office of Superintendent of Public Instruction, 2004, <http://www.k12.wa.us/assessment/IowaTests/default.aspx>).

**Iowa Test of Education Development** A general achievement test for high school age students, designed to measure a student's understanding of fundamental skills in reading, quantitative reasoning (mathematics) and expression (language arts). Students demonstrate their skills by responding to a series of multiple-choice questions. (Washington Office of Superintendent of Public Instruction, 2004, <http://www.k12.wa.us/assessment/IowaTests/default.aspx>).

**Narrative Non-fiction** **Narrative**—An account of real or imagined events. A story. (Frye, Baker, & Perkins, 1985, p. 302) **Non-fiction**—Prose writings other than fiction (Simpson & Weiner, 1989, Vol. X p. 494). Also defined as nonfiction novel—A journalistic account of actual events dramatized novelistically. (Frye, Barker, & Perkins, 1985, p. 313).

### ***Significance***

There is a need for a well-organized resource that will assist teachers, students and librarians in the selection of literature to encourage reading across the curriculum in all content areas, as few sources of this nature exist. Current statistics indicate that there is a need to improve adolescent reading skills so that students graduating from America's high schools are equipped to meet the literacy challenges of the twenty-first century. Past practices of directing all efforts at formalized reading instruction at the elementary level have not been successful in producing an adequate number of functional readers at the high school level. The measure of our success as a nation to prepare high school graduates who can interact well with their world will be determined by our ability to dedicate sufficient resources to all learners. Federal funding for adolescent literacy programs is necessary to enable educators to address the adolescent literacy issue at the

district level. The concept of reading across the curriculum is not new, yet limited resources exist to facilitate the integration of quality literature into content area instruction. By creating an annotated bibliography of content area literature, this researcher hoped to enhance content area instruction, encourage self- directed recreational reading, and assist librarians in the development of their high school collections.

## **Chapter 2**

### **Review of Literature**

The purpose of this study was to explore the content area curriculum of a typical high school in order to provide a comprehensive accessible print resource to locate literature for the enhancement of instruction and to encourage student exploration of literature across the curriculum. In addition, librarians will find such a resource an invaluable selection tool for the development of high school library collections.

The concept of content area reading is rooted in a 1925 study conducted by The National Committee on Reading (Whipple). The distinguished educators who authored this study were keenly aware that classroom instruction had progressed beyond the 3R's, and that a more challenging curriculum demanded more complex reading in all content areas. Additionally, the lack of interest in reading exhibited by the general population, coupled with the inability of many citizens to effectively read the simplest material was cause for concern. Recognizing that instructional strategies for teaching reading in all subjects areas were inadequate, the purpose of this study was to examine reading problems experienced in schools with the intent of making recommendations for improvement, based on available experimental evidence and expert opinion. Exhaustive recommendations were prescribed for all grade levels from primary education through high school. Of particular interest to this present review of literature is the section addressing the junior and senior high school grades (pp. vi, 3, 9).

Ultimately, the underlying principle of secondary school reading was that of ensuring each teacher who made a reading assignment accepted responsibility for the direction and supervision of the reading and study activities connected to that assignment. In addition,

several objectives to extend the reading experiences of high school students and to increase their intellectual abilities were cited. Reading textbooks with skill and intelligence was noted as necessary to ensure success in all content areas. Teachers were advised to assist students in grasping central ideas using specific processes such as repeated readings, restating concepts in a student's own words, and connecting prior knowledge to concepts. Reading of reference books, periodicals, and newspapers to supplement study and class discussions were viewed as paramount to extend knowledge beyond the content offered in textbooks. Improving expressive oral reading of literary and dramatic works in effort to prepare students for public reading experiences was stressed. Group recreational reading and enjoyment of selections of good literature to enrich experience and to broaden understanding of life was viewed as a necessary component to classroom instruction. *Teachers in each subject area were advised to be responsible for skillfully directing the reading activities of students by providing them with lists of interesting books in their field and stimulating interest in reading those books. Enlisting assistance from the school librarian to aid in the selection of books and the promotion of reading was strongly suggested* [italics added by this researcher] (pp. 65-67, 70-71, 73).

Today, 80 years since the forgoing recommendations for the improvement of content area reading skills were made, educators, as well as the general public remain dissatisfied with the nation-wide lack of reading proficiency exhibited by many high school students. Our nation's secondary schools continue to graduate a number of students who struggle to interact successfully with the world (Fisher, 2001; Greenleaf, Schoenbach, Cziko, & Muller, 2001).

Textbook comprehension is a major stumbling block to success, even though additional instructional strategies to deal with this problem have been researched, recommended and included in the course of study for pre-service teachers at some colleges and universities (Spor, & Schneider, 1999). Ironically, research shows that the high-stakes testing environment to which teachers are currently tied is a major factor in the decision not to employ such strategies. The demand for proficient scores on standardized tests impels many secondary school teachers to focus specifically on dissemination of content knowledge (Abrams, Pedulla & Madaus, 2003).

The 1925 recommendation by the National Committee on Reading to use literature across the curriculum has gained some attention by educators as evidenced by the publication of articles in professional journals describing methods to promote adolescent literacy through the reading of literature in content areas (Smith & Johnson, 1994; Greenleaf, Schoenbach, Cziko, & Mueller, 2001; Albright, 2002; Fisher, 2001; Marshall, 2002; Fordham, Wellman, & Sandman, 2002). Accordingly, a focus on improving reading skills on a school wide level is receiving some attention in practice, but this practice is not grounded in research. The most recent volume of *The Handbook of Reading Research* (2000) offers the following comment:

Another untapped area of research involves efforts to use young adult literature in content classrooms outside English. Given the large collection of outstanding books for young adults spanning science, social studies, physical education, and other fields, it is surprising that more work has not been undertaken in this area.... In short, this dimension of literature... is one that has yet to attract much research energy. (Kamil, Mosenthal, Pearson, & Barr, p. 640)

While no recent research appears to support the integration of literature into content areas at the high school level, there is little doubt about the effectiveness of such a strategy, given the implications of related research in reading, which falls into three categories: time spent reading and reading performance, the impact of reading on achievement and the impact of libraries on reading and achievement.

### ***Time Spent Reading and Reading Performance***

Charles W. Eliot, president of Harvard University, first examined time spent in reading instruction in the 1890s, finding that more time was being spent on reading instruction than was mandated by curriculum guidelines. Eliot whole-heartedly supported this practice and was inspired to launch a vigorous campaign "for the widespread introduction of 'good literature' into the public schools" (Pearson, 1984, p. 20), calling school readers "ineffable trash" (p. 20). It was not until 70 years had gone by, however, when Harris and Serwer conducted their investigation, that instructional time was directly related to achievement (pp. 20-21.)

Harris and Serwer (1966) were principal investigators of the CRAFT Project (Comparing Reading Approaches in First Grade Teaching), a three year study funded by the U.S. Office of Education. The purpose of the project was to determine "whether gains in reading achievement result more from the type of approach used or the variable of time spent teaching, and in activities supportive to reading" (Harris & Serwer, p. 27). Data were collected through teacher logs documenting time spent in class on reading activities and supportive activities. Two separate instructional approaches were examined: a skills centered approach using a basal reader and detailed lesson plans emphasizing order, structure and repetition, and a language experience approach, which focused on concept



building, language enrichment and vocabulary development. The skills centered approach was subdivided so that half of the students also received phonics instruction. The language experience approach employed chart stories developed through discussions. The stories were then used for reading, writing, skills instruction and drill. Transition to book reading in this approach was gradual and individualized. The language experience approach was sub divided so that half of the students received additional exposure to the use of a variety of audio-visual equipment (overhead projectors, cameras, tape recorders, earphones) (pp. 33-34).

The sample was comprised of first grade students from 12 schools in "Negro" (p. 33) neighborhoods in central Harlem. All 12 schools had previously exhibited low averages on recent citywide reading tests. Eleven of the 12 schools were located in low socioeconomic neighborhoods. Subjects were randomly assigned to classrooms with a deliberate attempt to provide a balance of those who did and did not have kindergarten experience. Teachers volunteered for participation in the study and were randomly assigned the instructional approach to be used. Most teachers held bachelor's degrees with some post-graduate work. Experience as first grade teachers ranged from zero to 29 years. An intensive training program preceded the study (pp. 33-35).

Pre and posttest batteries measured word meaning, paragraph meaning, vocabulary, spelling, and word study skills. In addition, reading readiness tests, a pattern copying test, and a learning rate test were administered. A small number of students completed an oral reading test, a word pronunciation test, and a phonics test, and were instructed to provide two samples of written composition (p. 35).

Three time variables were recorded by teachers: total time, reading time, and supportive activities time. After one year of the study, statistical analysis revealed that only reading time was significantly related to outcomes. Specific time tabulations indicated when using the skills centered approach, 55% of instructional time was spent on reading and 45% of instructional time was spent on supportive activities. The language experience approach reported spending 39.5 % of instructional time on reading and 60.5% of instructional time on supportive activities (p. 54). The skills centered approach without phonics instruction was slightly superior in developing reading comprehension and was preferred by students, as evidenced by a reading attitude test. In general, all CRAFT students greatly surpassed expectations for success, based on low pre-test scores. (ranges from 1st percentile to the 44th percentile) (pp. 39-40,36).

In summary it appears that time spent reading had an impact on achievement using the skills centered approach, chiefly because most of the time was spent in reading instruction, not in supportive activities. Accordingly, the investigators concluded "when teachers of reading spend substantial amounts of time on activities that involve little or no practice in reading, the results in reading achievement tend to be unfavorable" (p. 56).

Having established that reading instruction time in school has an impact on achievement, subsequent investigators became interested in how out-of-school activities impacted reading. Long and Henderson (1973) examined how children's behavior and performance in school were affected by out-of-school experiences and activities. Using self-reported time logs, these researchers conducted a detailed observational study of children with the intent of determining the impact of out-of-school activities on personal, social, and academic characteristics. Expanding on a previous study by Barker and

Wright in the 1950s who studied one male child for one day, (Long and Henderson, p. 193) Long and Henderson included 75 males and 75 females in their study, and kept time logs for a two-week period. Although several variables were examined in the 1973 study, the chief interest of Long and Henderson was in time spent reading.

The 150 students who participated in this study were white middle-class children ranging in age from nine to eleven years old. All students could read at or above age level, and the average intelligence quotient for the population was 107.8 (p. 194).

Students were allowed time in school to complete their daily self-reports, listing time spent in each of six categories: sleeping, reading, television, homework, chores, organized activities (sports, lessons, clubs, shopping, etc.) and free play. Time log results indicated that the most time out-of-school was spent watching television, followed by free play, organized activities/homework, and chores/reading books. One third of the sample reported no reading during the two-week period (pp. 194-196).

Factors that influenced time spent reading included socioeconomic status, intelligence, scores on the *Gates-MacGinire Reading Test*, and self-concept scores. Although very little time was spent reading, it was nevertheless associated with the number of books checked out of the library, favorable attitudes toward reading, higher socioeconomic status, and higher ability and achievement scores (p. 197).

Long and Henderson concluded that a clear relationship exists between the amount of reading and academic achievement. Because so very little time was spent reading throughout this study the researchers made a recommendation for considering "ways in which independent reading could be fostered" (p. 199).

More than a decade after the Long and Henderson study, researchers continued to be interested in the ways in which time spent out-of-school impacted growth in reading. A 1988 study by Anderson, Wilson and Fielding investigated amount of reading and its relationship to reading achievement.

The sample for this study was comprised of 155 fifth grade students. Fifty-two students attended a village school and 103 students attended school in a small city. The 85 boys and 70 girls were from varied socioeconomic backgrounds; however, the number of blue collar, low income and minority children were under represented in proportion to the nation as a whole. Standardized achievement test scores were above the national average across the group, but showed a range in ability. A number of children were identified by teachers as poor readers (p. 287).

Daily records were kept by filling out activity forms accounting for time spent on a variety of out-of-school activities (chores, homework, eating dinner, going out, listening to music, playing games, practicing/lessons, reading books, reading comics, reading mail, reading newspapers and magazines, talking on the phone, watching television, and working on a hobby). Village students kept records for eight weeks, while city students continued keeping self-reports for a total of 26 weeks. In effort to ensure validity of measurements the investigators provided explicit training and help filling out the activity forms, and offered incentives for successful completions of the task. Care was also taken to keep children from realizing that reading was the primary interest in the study (pp. 288, 292).

A battery of three tests measuring reading comprehension, vocabulary and reading speed was administered once before the record keeping process began and once after all

forms had been submitted. Investigators also collected scores on second grade standardized reading tests for each student for measuring the growth in reading from grade two to grade five (p. 290).

The significant results of this study indicated “reading books was the out-of-school activity that proved to have the strongest association with reading proficiency...[and ] time spent reading books was the best predictor of a child’s growth as a reader from the second to the fifth grade (p. 297). A disquieting statistic revealed by this study was that although book reading is a cause, not merely a reflection of reading proficiency, the typical child in the middle grades in the United States spent as little as four to five minutes each day reading books (p. 299).

### ***Impact of Reading on Achievement***

If an increase in reading engagement produces an increase in reading ability, what then, are the benefits of becoming a proficient reader? Many investigators from a wide variety of social sciences and humanities disciplines have explored this question. In fact, research in this area has advanced a trend in elementary education to immerse children in literature and to assist children in the development of positive reading habits.

Interestingly, some scholars have suggested that literacy is being oversold and that additional empirical studies exploring its specific behavioral outcomes are warranted.

The 1991 study by Cunningham and Stanovich was designed for such a purpose.

Specifically, these investigators wished to assess the "cognitive consequences of literacy" (Cunningham & Stanovich, p. 264).

Controlling for general ability and decoding skills, Cunningham and Stanovich examined whether verbal fluency, word knowledge, receptive vocabulary, general

knowledge and spelling could be linked to print exposure. Instead of using a diary technique similar to that of Long and Henderson, these researchers measured exposure to print through the administration of a *Title Recognition Test* (TRT) comprised of 39 items. Twenty-five items were actual children's book titles, while 14 items were foils. In addition to the TRT test, a battery of pre and posttests was administered to measure the targeted competencies (pp. 266-267).

Subjects included 134 fourth, fifth, and sixth grade students from a lower middle class school. The children ranged in age from 10 to 12 years (p. 266).

Following administration of the test battery, results from the TRT test were used to categorize students into one of two groups: those exhibiting high print exposure and those exhibiting low print exposure. Results indicated that as a group, print exposure was significantly related to spelling, word knowledge, verbal fluency, vocabulary, and general knowledge. These results remained constant when each grade level was analyzed separately (pp. 267-268).

In summary, Cunningham and Stanovich concluded that

print exposure can bolster certain knowledge bases even in children with low decoding or low general ability and that low ability need not necessarily hamper the development of vocabulary and verbal knowledge as long as children are exposed to a lot of print....Children with limited reading skills will build vocabulary and knowledge structures through reading. (pp. 270- 271)

Experts in the field of reading would probably not be surprised by the findings related to vocabulary development cited by Cunningham and Stanovich. In fact, researchers have noted evidence that impacts of reading on vocabulary have been studied as far back

as St. Augustine (Nagy, Herman & Anderson, 1985, p. 234). The desire "to provide solid support for the hypothesis that learning from context is a major source of vocabulary growth" (p. 234) prompted the 1985 study by Nagy, Herman & Anderson.

Seventy average/above average eighth grade students were selected as subjects for this study. Recommendations by school personnel and scores on the *Gates-MacGinite* reading test served as the selection criteria (p. 237).

The investigators were especially interested in providing a testing environment that mimicked a natural reading situation. A 1,000 word spy narrative taken from a junior high basal and a 960 word expository text were selected for use in this study. Fifteen words from each piece were chosen as target words. In addition, 156 words were identified to create a 186 word vocabulary checklist that was administered prior to the passage reading to determine which, if any words were already a part of the students' vocabulary (pp. 237-239). The checklist was administered three days before students read one of the two passages. The passage reading took place over a two-day period during school hours. Students were aware they were participating in a university study, but did not know the purpose of the study. No mention of vocabulary or themes was made. It was hoped that these precautions would provide the most natural conditions possible. Students were given 10 minutes to read one of the passages, and were allowed to reread it as many times as they wished during the 10-minute period. The passages were collected and students were then asked to complete a story memory task, an oral word meaning test administered by a trained examiner, and finally, a multiple choice test of word meanings. Of the 30 target words, 23 occurred only one time, embedded in contexts that were not particularly informative (pp. 240-241, 245). Nevertheless, results

indicated that learning from context did take place and that the amount learned in the narrative piece was the same as that of the expository passage.

An attempt was then made to use these results "to estimate the proportion of total vocabulary growth that can be attributed to incidental word meanings from written context" (p. 236). Employing a formula based on available research evidence, these investigators calculated that "the number of new words the typical middle grade child learns in a year from context during reading is between 750 and 5,500" (p. 250). Consequently, these results imply that learning vocabulary from context "is likely to compare favorably with direct vocabulary instruction" (p. 252).

In conclusion, data gained through this study "suggest that a moderate amount of reading... will lead to substantial vocabulary gains"(p. 252).

Literature in the area of reading focuses heavily on populations in the elementary and middle school grades. In a 1993 study, Stanovich and Cunningham took a departure from this practice in an extensive study exploring the question *Where Does Knowledge Come From?* The 268 subjects in this study were students from a large selective state university and a less selective medium sized state university. The mean high school grade point average for the population was 3.4. Specifically, these investigators hoped to discover the associations between print exposure (reading) and information acquisition (p. 212).

During a two hour testing session, each subject in this study completed a comprehensive battery of tests measuring general ability, print exposure, television exposure, and general knowledge. The general knowledge measures explored an extensive assortment of information about the United States and the world in general, as



well as information tapping practical knowledge about living in the real world. Data collected from these tests were then statistically analyzed in a variety of ways to determine the impact of reading on general knowledge.

Controlling for ability and for exposure to other knowledge sources (television), Stanovich and Cunningham concluded that all measures of general knowledge were linked to exposure to print, but that print exposure measures did not have a significant impact on mathematics knowledge or nonverbal problem solving ability. Nevertheless, avid readers tended to have higher grades in high school and were better than less avid readers in math and in solving nonverbal problems (pp. 217-218).

While analyzing the data, a trend between reading and ability was discovered among a sub group of students. Thirty-three subjects exhibited modest comprehension skills, yet read frequently (high print/low ability) and 44 subjects demonstrated high levels of comprehension but read infrequently (low print/high ability). This discovery prompted Stanovich and Cunningham to investigate statistically whether print exposure could compensate for modest levels of comprehension ability. A comparison between the groups on each of the five general knowledge tests revealed that the high print/low ability group scored higher on each of the tasks, and significantly so in three of the five tasks. These results suggested that considerable print exposure can compensate for low comprehension and lead to adequate levels of knowledge (pp. 219-220).

Upon scrutiny of individual questions, it was discovered that more students than expected consistently missed several questions on the general knowledge tests. Using those questions as data, a comparison was made of how well the two ability groups mentioned above, performed on each of the difficult questions. In every instance, the

high print/low ability group out performed the high ability/low print group. In each case, television exposure was associated with lower scores (p. 222).

Stanovich and Cunningham were able to make several conclusions from this study. First, print exposure has a significant impact on general knowledge even when ability level is not considered. Secondly, print exposure is a more potent predictor than ability of general knowledge aptitude, and finally, when television is associated with knowledge measures, the relationship tends to be negative. These investigators summarized their findings with the following words:

Print exposure...accumulates over time into enormous individual differences. We have shown here that these individual differences are associated to a strong degree with individual differences in general knowledge. (p. 225)

### ***Impact of Libraries on Reading and Achievement***

The premise that effective school library media programs have an impact on student literacy and academic achievement is becoming widely accepted, as evidenced by the *Improving Literacy Through School Libraries Program* initiated by the NCLB legislation. (U.S. Department of Education, 2002, [www.ed.gov/nclb/overview/intro/progsum/progsum.doc](http://www.ed.gov/nclb/overview/intro/progsum/progsum.doc)). While this grant program is a recent indicator of the apparent impact of libraries on academic achievement, researchers have been investigating the correlation between libraries and learning for many years. In 1969, Hale wanted to determine if use of the school library, under the supervision of a qualified librarian would produce a measurable increase in academic achievement. Fifty 12th grade students from a “Negro” (p. 10) school were identified by the school guidance department and placed into two academically balanced groups. One group of 25 students was identified as the

experimental group and received extensive library support, while the control group of 25 received only incidental library services. Achievement was measured by pre and post testing of a library skills questionnaire, and by scores obtained on SAT tests, taken by each member of the population before and after the study was completed. While it was recognized that SAT scores could not be considered a single predictor of academic ability, they were utilized as a forecast of student's academic performance (pp. 3,10-12).

Content area teachers of English, social sciences, physical sciences and mathematics participated in the study by planning classroom assignments that would, in some instances, include library skills instruction. The experimental group was provided an opportunity to participate in independent study supervised by the school librarian. The school librarian prepared bibliographies, assisted in location of materials, conducted conferences with students, answered questions, helped teachers with classroom use of audio-visual materials, and scheduled visits from community members as resources. In addition, the experimental group received specific library skills instruction presented in five units of study. The control group received all instruction from classroom teachers and only incidental assistance from the librarian (p. 12).

The pre-test of the 50 item library skills questionnaire resulted in nearly identical mean scores between the two groups. Post testing comparisons revealed a 13.4 mean difference between the two groups and further; the control group mean score did not change at all (pp. 13-14). The mean score of the verbal SAT showed a gain of 8.8 points in the control group while the experimental group demonstrated a 49 point mean score gain (p. 14).

The finding of this investigation was that “academic achievement can accrue when students have been exposed to library services” (p. 21). Specifically, this study indicated there is a measurable effect upon learning and upon academic achievement of students exposed to library skills and services presented by a qualified librarian.

Research analyzing the impact of libraries on reading has appeared in more recent investigations. McQuillan and Au (2001) reported

[there] is a growing body of evidence pointing to a connection between easy access to reading material and the amount of reading in which students engage. Increased access to reading materials may have an independent, causal role in increasing student's motivation to engage in reading activities. (McQuillan & Au, p. 225)

Contributing to this growing body of evidence, McQuillan and Au investigated the relationships among access, reading frequency, and reading comprehension.

Subjects included 24 11th grade students from a middle-working class community, who attended the same high school. All students exhibited average academic ability. Much of the data were collected through surveys. Personal background information, information concerning access to print at home, at school and in the community, and information about personal reading habits were collected. Additionally, subjects participated in a reading comprehension subtest, an *Author Recognition Test* (ART) and a *Magazine Recognition Test* (MRT) (pp. 231-234).

Findings in this study revealed that the number of books personally owned by students correlated significantly with reading comprehension, as did reading frequency (free reading and ART measures only), public library visits, voluntary trips to the school library, and the number of times teachers took students to the school library. Predictors

of reading frequency included reading achievement and the number of times students were taken to the school library (p. 239). Accordingly, McQuillian and Au concluded, "on a practical level, the present study suggests that taking students to the school library may lead to more reading" (p. 245).

Probably the most significant piece of literature to date that has implicated the impact of libraries on reading was published in 1993. Lance, Welborn and Hamilton-Pennell, in conjunction with the Library Research Service of the Colorado State Library, published the landmark study, *The Impact of School Library Media Centers on Academic Achievement* (Lance, Welborn, & Hamilton-Pennell, 1993). The results of this Colorado study were momentous; it has since been replicated in 13 other states. The Iowa Area Education Agency (AEA) media directors spearheaded the Iowa version, *Make the Connection: Quality School Library Media Programs Impact Academic Achievement in Iowa* (Rodney, Lance, & Hamilton-Pennell, 2002) out of a concern for a perceived decline in condition of library media programs in Iowa public schools. Findings were expected to underscore the importance of quality school library media programs and thus, promote appropriation of funds to support school library programs.

The population of this study included 169 schools with fourth grade classrooms, 162 schools with eighth grade classrooms and 175 schools with eleventh grade classrooms. Scores from the *Iowa Tests for Basic Skills* and the *Iowa Tests of Educational Development* were used as achievement indicators (pp. 29,33).

Data were collected through surveys completed by librarians in participating schools. The Iowa Department of Education and the United States Census Bureau Web site were additional sources for information. In general, the questions were designed to gain

knowledge about the operation of school library media centers including hours of operation, hours of staffing, instructional practice, computer access, usage of library media services, library media resources, annual operating expenditures, and use of AEA services. Teacher characteristics and school and community demographics were noted (pp. 29-33).

Overall findings of the study indicated, "Iowa reading test scores rise with the development of school library media programs" (Rodney, Lance, and Hamilto-Pennell, 2002, p. vii). Specifically, increases in weekly library media specialist staff hours per 100 students, total weekly hours of operation per 100 students, number of print volumes per student and number of periodical subscriptions per 100 students were correlated with the rise of reading test scores (p. 73).

### ***Summary***

As detailed above, a number of studies have demonstrated a positive correlation between providing students with opportunities to practice reading skills and subsequent improvement in academic performance. Harris and Serwer (1966) and Anderson, Wilson, and Fielding (1988) found that time spent reading had a significant impact on reading achievement. The work of Long and Henderson (1973) indicated that time spent reading was associated with more favorable attitudes toward reading and that a clear relationship existed between time spent reading and academic achievement. This correlation of reading with achievement was further investigated by Nagy, Herman, and Anderson (1985), who found that learning vocabulary from context not only compares favorably with direct vocabulary instruction, but that even a moderate amount of reading will lead to substantial vocabulary gains. In two subsequent studies, Cunningham and

Stanovich (1991) and Stanovich and Cunningham (1993), reading improved spelling, word knowledge, verbal fluency, vocabulary, and general knowledge. These same researchers also found that print exposure is a more potent predictor than ability, of general knowledge aptitude. Moreover, this positive impact of reading on academic performance becomes even stronger if the reading is guided by a trained professional.

The impact of libraries as studied by Hale (1969) was found to be significant on both learning and academic achievement, if there were direct instruction by a qualified librarian. McQuillan and Au (2001) found a correlation between reading comprehension and visits to school and public libraries and further, that the number of times students are taken to the school library by teachers may lead to an increase in reading frequency. The investigation of the impact of libraries on reading that was first conducted in Colorado by Rodney, Lance, and Hamilton-Pennell in 1993, has been replicated in Iowa (2002) and eleven other states since that time, with the same results: reading test scores rise with the development of school library media programs.

Clearly, the studies cited in this literature review strongly support the conclusion that an increase in time spent reading improves academic performance by improving reading ability, and that this improvement is greatly enhanced by the involvement of a library media specialist. Therefore, it seems reasonable to suggest that high school students who struggle with content area reading would benefit from more time spent reading, especially guided reading.

The majority of...inexperienced adolescent readers do *not* need further instruction in phonics or decoding skills. What many of them *do* need, however, is the opportunity and instructional support to read many and varied kinds of materials in

order to build their experience, fluency, and range as readers. Many also need guidance and the opportunity to read books of their own choosing in order to develop as independent, lifelong readers. (Greenleaf, Schoenbach, Cziko,& Mueller, 2001, Electronic version)

Integrating literature into the content area curriculum would provide some of this much-needed practice. Although educators recommended this approach in 1925, it has not received attention in recent reading research. In practice, however, some classroom teachers are beginning to recognize the benefit of such a strategy, although the many constraints on their time hinder their application of this approach. It seems reasonable to assume that if a resource for locating literature across the content areas were readily available, classroom teachers would be inclined to extend student knowledge beyond what is offered in content area textbooks through the integration of literature with their curriculum.

A professionally trained school librarian who is familiar with the school curriculum, with the school library collection, and with tools for evaluating and selecting literature could effectively develop such a resource.



## Chapter 3

### Procedures

Content area teachers in secondary schools are beginning to recognize the benefit of integrating the reading of literature into their classroom instructional strategies for the purpose of improving reading skills. NCLB testing indicates that verbal/reading skills of America's public school students are essentially stagnant (Donahue, Daane & Grigg, 2003), and that in fact, as discussed above, NAEP scores for twelfth grade students have declined since 1992. (Grigg, Daane, Jin, & Campbell, 2003). This researcher believes that the limited time teachers have to locate quality literature for the purpose of enhancing classroom instructional strategies is a basic impediment to implementing the practice of reading across the curriculum. The purpose of this research was to explore the curriculum of core content areas (science, social studies, health, psychology and nonfiction literature—prior to a modification, which is discussed in the summary section of Chapter 5) at the secondary level culminating in a comprehensive accessible print resource to identify quality literature for the enhancement of content area reading instruction, and to encourage student exploration of literature across the curriculum. A resource of this nature was also expected to be an invaluable selection tool for collection development of high school libraries.

### *Project Design*

Annotated bibliographies provide pertinent information in a concise format and are commonly used in a wide variety of subject areas. Used as a keyword search in many library catalogs, **annotated bibliography** will return countless entries. Parents, teachers and students can access annotated bibliographies to locate reading materials for home and

school use. *The New Read-Aloud Handbook* by Jim Trelease and *Books and the Teenage Reader* by G. Robert Carlsen are well-noted examples of such resources. Providing basic information for locating literature including author, title, copyright date, target audience, number of pages, and a brief content description, such bibliographies facilitate easy access to suitable books. School librarians depend on annotated bibliographies for collection development. These professional tools include the foregoing information with the addition of Dewey decimal classification, publisher, ISBN number, book format, price, and review sources when available. These resources are comprehensive, focusing not only on literature, but also on biographies and other non-fiction curriculum related books. The H. W. Wilson *Senior High School Catalog*, Gillespie's *Best Books for Senior High Readers* and *A Core Collection for Young Adults* by Jones, Taylor and Edwards are all widely utilized at the secondary level.

Similar data were collected through this investigation, formulated in an annotated bibliography, much like those mentioned above, arranged alphabetically by author. In addition, each annotation included the title, publisher, ISBN number, copyright date, number of pages, genre, a short narrative description of the book containing five to ten sentences, review sources/special awards, and targeted grade levels. A preface explaining the problem, the purpose, and the target audience of the project, as well as a brief introduction describing the relevant research related to the project, were included. Points of access for this resource included a table of contents and four indices: subject, title, author, and genre.

The prevalence of annotated bibliographies made format familiarity a primary justification for the project design. In addition, this researcher believed that print was the

most suitable format, as observation of current practices indicated a wide discrepancy of computer skills and use among high school teachers and students. Print is dependable, reproducible, mobile, and readily visible, serving as a reminder for use. Periodical inclusion of new titles into this format was expected to be a simple task.

### ***Population***

The population of this investigation was comprised of books, drawn from four high school content areas. The number of books varied within each subject area, depending upon the number of units of study defined by the curriculum. The desired target number for each specific unit of study was between 10 and 15 titles, culminating in a resource that contained 243 entries. Selection of entries was determined through the examination of existing annotated bibliographies (both print and electronic), library catalogs, electronic indexes, (*Novelist*, *Amazon.com* and *Powells.com*), and book reviews found in *Booklist* and *School Library Journal* ( two widely used selection tools for high school library collection development). An effort was made to include books ranging in reading levels from eighth through twelfth grade (an expansion of this parameter is detailed in Chapter 5) within each study unit, to accommodate the broad array of reading abilities that exist in a typical secondary school. The selected literature included fiction, narrative nonfiction and biography. While it was difficult to forecast how the balance between these genres was to be represented in the final product, the intent was for two-thirds of the literature to be fiction (general fiction, historical fiction, realistic fiction, mystery/suspense, science fiction, classic literature) and the remaining third to be a mix of narrative nonfiction and biography. An attempt to include graphic novels was also

made. It was assumed that books located in library catalogs had already been through a review process.

### ***Storyboard***

The storyboard is Appendix A. The researcher had knowledge of a professional in the field of school library media who offered expert opinion of the storyboard.

### ***Procedures***

Upon securing approval from the principal of the targeted high school to proceed with the study, content areas were identified, with precedence given to teachers who already had been employing the reading of literature as a part of their instructional strategies (two of the four content areas). Thematic areas within each content area were then determined using online teacher lesson plans from the 2004-2005 academic year. Additionally, a review of textbooks from the targeted subject areas was performed to gain detailed knowledge of noteworthy persons, places, dates, and concepts. Using this information for keyword/subject searches, selection of potential entries was determined through the examination of the resources outlined in the *Population* section above. A database containing each thematic area was kept in an Excel spreadsheet that included columns for the targeted reading levels. This spreadsheet served as a visual check to assure that a balanced distribution of reading levels was being maintained and that the targeted number of titles for each thematic area was being met.

Following the identification of potential selections for each thematic area, the books were obtained from one of the following sources: college libraries (Rod Library, University of Northern Iowa and Geisler Library, Central College), local school and public libraries (Pella Community High School; Pella Christian High School; Pella

Carnegie-Viersen Public Library), and Heartland AEA 11 interlibrary loan consortium (ComCat). Each book was thoroughly reviewed and, if found to be a suitable selection, was annotated and kept as a Microsoft Word document. These annotations were then transferred to a Microsoft Access database, which was custom designed to include the elements of the annotated bibliography listed in the *Project Design* section above. Finally, using the report function of the Access database, the annotated list of books and the accompanying indices were formulated.

## **Chapter 4**

See accompanying spiral bound annotated bibliography:

Annotated Bibliography of High School Content Area Literature

## **Chapter 5**

### **Summary, Conclusions, Recommendations**

Reading proficiency at the secondary level has been an ongoing concern since 1925 when a landmark study conducted by the National Committee on Reading concluded that instructional strategies for teaching reading were inadequate, as evidenced both by the inability of students to perform the more complex reading demanded by more challenging curricula, and by the inability of many citizens to effectively read the simplest material. Consequently, the Committee recommended that teachers in each subject area enlist the assistance of the school librarian to aid in the selection of books to promote reading in their respective fields (Whipple). Despite many education reforms over the past 80 years, the most current available long term trend data collected by the National Center for Education Statistics reported that “at age 17, there was no statistically significant difference between the average score [in reading] in 2004 and the average score in 1971 or 1999 (National Center for Educational Statistics, 2005, <http://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2005463>). Although “education policymaking has focused laser-like attention on improving reading instruction in the preschool and primary grades...policymakers have targeted almost no attention for funding on efforts to improve reading proficiencies of students in grades 5-12” (Allington, 2002, p. 16). Nevertheless, the findings reported by reading experts concerning inadequacies in adolescent literacy coupled with the failure of many students to do grade level work are beginning to have an impact on the thinking of educators in general. “Recognition is growing that schools must extend the focus on reading and writing to the middle and high school years if students are to achieve success in high school and beyond” (Manzo, 2001,

Electronic version). The 1925 recommendation by the National Committee on Reading to use literature across the curriculum has recently gained some attention by educators, as evidenced by articles in professional journals describing methods to promote adolescent literacy through the reading of literature in content areas (Smith & Johnson, 1994; Greenleaf, Schoenbach, Cziko, & Mueller, 2001; Albright, 2002; Fisher, 2001; Marshall, 2002; Fordham, Wellman, & Sandman, 2002). From the perusal of these and other sources, this researcher concluded that the limited time high school teachers have to locate quality literature—fiction, narrative nonfiction, biography—for the purpose of enhancing classroom instructional strategies is one of the basic impediments to establishing the practice of reading across the curriculum, since few resources exist to support this effort. The purpose of this study was to survey the content area curriculum of a representative public high school in order to provide a comprehensive accessible print resource in the form of an annotated bibliography of curriculum related literature for both the enhancement of content instruction and to encourage student reading of literature across the curriculum; a collateral purpose was the provision of a selection tool for collection development in high school libraries. The compilation of this annotated bibliography was attained with the following sequential approach:

1. Analysis of four content areas was made to develop a list of thematic areas. This task was accomplished through exploration of textbooks and through the study of teacher lesson plans published on the high school web page.
2. Following the establishment of thematic areas, a list of book titles was generated for each thematic area by consulting library catalogs, the H.W. Wilson School Catalogs, Jones, Taylor and Edwards annotated bibliography *A Core Collection*



*for Young Adults*, Gillespie's annotated bibliography *Best Books for Senior High Readers*, EBSCO Publishers NoveList Database, various recommended reading lists compiled by the American Library Association, the 2005 Modern Library's 100 Best Nonfiction list, and the 2005-2006 /2006-2007 Iowa High School Book Award Lists and Iowa Teen Award Nominees.

3. At least two positive reviews by well-regarded professional sources were located for each title.
4. Each of the books was acquired (most on loan) and reviewed, and in most instances read in their entirety, since a thoughtful, original annotation usually required full knowledge of the book. This exhaustive review process was particularly essential in making judgments concerning content appropriate for high school libraries.
5. Annotations for each title were composed as Word documents and were maintained in an electronic folder for backup purposes.
6. Annotations were transferred into a customized Access database form that was designed to format the final product and to assist in generating the indices that accompany this bibliography.

The projected content areas to be considered in this study were social studies, science, health, psychology, and nonfiction. It was determined that the extent of this project should be limited to one subject within each content area and that the inclusion of a specific category for nonfiction was beyond the scope of this project, given that each content area would include both biographies and narrative nonfiction selections. Additionally, it was decided that due to the overlap in specific thematic areas, the

categories of *Health and Psychology* would be combined. Consequently, the scope of this annotated bibliography includes *American History*, comprised of nine thematic areas, *Biology*, having six thematic areas, and *Health and Psychology*, consisting of six thematic areas; in all, a total of 21 thematic areas embracing 243 titles.

Within these parameters, an additional criterion was employed to achieve a wide variety of genres that would span three grade level groupings—middle readers grades 4-8, young adult readers grades 9-12, and adult readers beyond high school—to accommodate the diverse reading levels that exist in a typical high school: a spectrum extending from special needs students (English Language Learners (ELL)/special education) at one end of the reading continuum to more advanced readers at the other. Data were compiled in Excel spreadsheets that provided a basis for analysis of the spread of numbers for each genre and grade level. The number of books in each genre comprised 42 general fiction, 58 historical fiction, 47 realistic fiction, 24 mystery/suspense, 7 science fiction, 11 classic literature, 36 biographies, and 18 narrative nonfiction selections. This included 2 graphic novels, which were counted as biographies. Providing specific numbers for grade level analysis is problematic, as many titles were found to be appropriate across two and—in some instances—all three categories. The most concise summary of the spread in grade levels would be that from one-third to one-half of the titles in each thematic area (N=105) were appropriate for middle readers (with the exception of the Cold War and Evolution which totaled 1 and 2 respectively), that nearly all of the titles in each thematic area (N=220) were targeted at the young adult population, and that a little more than half of the titles in each thematic area (N=128) would be of interest to an adult population.

From the outset, titles were located using all of the sources listed in the second step of the sequence given above (with the exception of the NoveList Database, as the utility of this database was not discerned until the American History section was completed). NoveList proved to be a powerful database, providing extensive indexing and professional reviews of fiction books, with a scope that extends across all reading levels. Utilizing this resource significantly reduced the otherwise laborious task of locating content related fiction books and reviews of those books. In retrospect, it is difficult to overstate the practical impact on this researcher, who gained immense respect for the value of well-crafted indices.

Subsequent to the identification of titles for each thematic area, books were obtained either directly from several accessible libraries or through interlibrary loan. (In a few instances it was necessary to purchase titles that could not otherwise be accessed). Generally, a significant number of titles could be accessed for each thematic area. In some instances the choices were more than abundant; some examples are narrative nonfiction Holocaust literature, historical fiction relating to both world wars, and the depression/dust bowl thematic area. In contrast, some difficulties were experienced locating books in the thematic areas of evolution and the cold war. In fact, this researcher was able to identify only two suitable titles in the middle reader category for evolution. The first, *The Tree of Life: A Book Depicting the Life of Charles Darwin, Naturalist, Geologist & Thinker* is actually a children's picture book, yet its creative overview of the life and works of Charles Darwin is presented in a beautiful and uniquely illustrated format, providing appeal across all ages. This book would lend itself well to high school teachers who wished to use it as a springboard for discussion, a teaching technique that is

gaining popularity. The other title in this category, *Dry Bones* by Hope Norman Coulter, published in 1990, was purchased from a used book source since it is no longer in print. Nevertheless, it is considered by this researcher to be of enduring value, as it explores the embittered creation/evolution debate that remains an educational issue as we enter the twenty-first century. Similar difficulties impeded the location of titles at the middle reading level for the thematic area for the cold war. Only one suitable title was identified which related to the cold war era of history, perhaps because this long struggle has historically commanded limited emphasis in the study of American history. Consequently, the number of titles associated with the three reading ranges across all thematic areas was not balanced, yet success in meeting one of the projected goals of the study to include ten to fifteen titles for each thematic area was realized.

The review of the individual books consumed by far the largest portion of the year devoted to this research. Generally speaking, annotation of both the narrative nonfiction selections and the biographies required only a cursory review. In stark contrast, it was necessary to read most of the fiction titles in their entirety, as it rapidly became clear that the time it took to compose a meaningful and accurate annotation decreased significantly only after familiarity with all aspects of the story had been achieved. Just as importantly, analysis of sensitive content was problematic without perusal of the entire text. While librarians generally—and quite properly—hesitate to exercise censorship, they nevertheless must be responsive to the standards of the community for which they are selecting resources, and this is nowhere more imperative than in the context of public school libraries. Accordingly, inclusion of adult reading materials in this bibliography necessitated careful scrutiny of content in adult level books.

## ***Conclusions***

Assessment, according to Carol Collier Kuhlthau, is a time of reflection after the search process has been completed and the assignment accomplished (2004). The following assessment, offered here as conclusions, is a result of such a reflection focusing both on the degree of success achieved in meeting the proposed objectives of this study and on some of the ways the bibliography compiled during this work can be used by the professional teacher-librarian.

As was noted in the previous section, the goal of locating the desired number of books at the middle reading level for the thematic areas of evolution and the cold war was not entirely successful, yet it is important to note that the projected grade levels for this project included only eighth through twelfth grades. Early in the process of locating titles for this annotated bibliography, it became clear that many well-regarded books at reading levels below the eighth grade were related to the thematic areas being treated; therefore the decision to expand the reading level groupings to encompass grade levels four through seven was made. It is the opinion of this researcher that this extension had two positive outcomes: firstly, it addressed the need to accommodate high school students having lower level reading ability, specifically those in the special needs and ELL population; secondly, the vast majority of the books in this middle reading range are so well developed in both plot and characterization they have potential appeal across all age levels. The three works by Karen Hesse, *A Time of Angels*, *Letters from Rifka*, and *Out of the Dust* included in this annotated bibliography are excellent examples of this point: these exquisitely crafted, well-researched stories are set with such authority; that it is the

opinion of this researcher that any reader would be captivated by the author's treatment of the very wearisome periods in American history she addresses.

Another projection made in the planning stages of this study was that two-thirds of the selected works would be fiction, and one-third of the titles would be comprised of biographies and narrative nonfiction selections. According to the genre analysis noted above, this goal fell short of the targeted distribution, as only a fifth of the books fell into the categories of biography and narrative non-fiction. While the content area of American history was rich with narrative nonfiction titles, especially those associated with the Holocaust, the other content areas addressed in this annotated bibliography did not offer such expansive possibilities. One way to address this inconsistency would have been to expand the early twentieth century biographies thematic area to include biographies of notable persons across the entire century. Accordingly, when considering which genre seemed to do the best job addressing particular thematic areas, the final ratios of these categories achieved resulted in biographies and narrative nonfiction selections being more widely represented in the content area of American history, and the other content areas included in this project being dominated by the fiction genre.

In practice, this researcher has noted that one of the parameters most often considered by amateurs when choosing a book is its length. Therefore, throughout the process of locating titles for this project, the number of pages the books contained was a factor in the decision for consideration: nearly 90% of the books selected range from 45-388 pages, with the majority comprising 150-250 pages, which is well below the length most high school students would find intimidating.

The study by the 1925 National Committee on Reading (Whipple) mentioned above recommended that the school librarian should have an active role in the selection of titles identified for the enhancement of classroom instruction and in stimulating interest in the reading of those books. More recently, the work of Hale (1969) found the impact of libraries to be significant on both learning and academic achievement, if there was direct instruction by a qualified librarian. The clear implication is that the result of a product created by a certified librarian using the expertise gained through education and practice will have the most dramatic impact if it is used as an instructional tool by a school librarian to augment learning and academic achievement. The following suggestions outline some ways in which the utility of this annotated bibliography could be realized.

Reading promotion is one of the central duties of a teacher-librarian, typically augmented through the practice of booktalking. Logically, most booktalking occurs in English classes in which the emphasis on literature is a primary objective. This annotated work will allow teacher-librarians to promote reading across the curriculum by conducting booktalks in the other content areas of the bibliography, with the added benefit of encouraging teachers of those courses to consider the wisdom of using literature as a part of their instructional practice. Working as a collaborative partner, the teacher-librarian can assist classroom teachers in implementing ideas to encourage students to share what they have learned by reading the books. Blogging, a relatively new technological phenomenon that is extremely popular among teens, is one such idea that would lend itself well to a collaborative environment in which most teens would be motivated to participate and in which teachers could monitor the exchange of ideas to assess the learning that has occurred. Additionally, booktalking could be a segue for the

teacher-librarian to suggest a collaborative activity in which the practice of information literacy skills could be implemented through research related to books that appear in the annotated bibliography.

Students who are not enthusiastic readers are often at a loss when faced with the task of selecting a book for recreational reading. A brainstorming session with the teacher-librarian to discuss ways in which books can be selected will provide students with a more focused approach for locating books that will appeal to their personal tastes. The highly informative and very readable annotations, coupled with multiple points of access through the four indices (title, author, subject, genre) included in this bibliography will further facilitate the selection process for both the novice and the seasoned reader. Clearly, selection of titles was governed by content area, yet the eclectic range of interests extant in any high school student body was also a crucial aspect in the selection process. An instructional opportunity such as the one mentioned above would serve as an occasion to underscore the diverse subjects and genres offered in this bibliography (a mini booktalk) to further motivate an interest in reading.

The successful outcome of this study indicates that development of a resource to locate fiction, narrative nonfiction and biography for the augmentation of high school curricula, for the facilitation of student exploration of literature across the curriculum, and for the expansion of high school library collections is an achievable objective, and implies that this is equally true for content areas not investigated in this work. Quality literature capable of both challenging and satisfying the diverse reading abilities of high school students can not only be located without much difficulty, but in almost all cases a



sufficient variety is available to allow judicious selections that encompass multiple genres within each subject area.

### ***Recommendations for Further Study***

While this research is a considerable contribution in itself, it is strongly recommended that a comprehensive annotated bibliography spanning all high school content areas be considered for further study. Careful attention to indexing of such a resource should be included to ensure optimal accessibility. Although this researcher felt that print was the most useful format for a resource of this nature, it clearly has limitations. Considering both the plethora of quality literature currently available and the rate at which it is expanding due to new publication, maintaining updates to a resource containing thoughtful, original annotations could be a daunting task for a certified school librarian who already has little discretionary time due to the demands of instruction, collection management, and library administration. Clearly, the assumption in Chapter 3 that updating the bibliography created in this study would to be a simple task was erroneous. Accordingly, an alternative web based format could be an effective way to keep such a resource current. Titles could be arranged by content area on the school library web page with links to review sources through publicly available venues such as Amazon.com. While this format would address the currency issue, it would detract from the authority inherent in the composition of original annotations, an undeniably invaluable asset in generating interest in a particular piece of literature.

Regardless of the format, a very real need exists for a resource of this nature, as summarized in Chapter 2 by current practices noted anecdotally in education literature; moreover, the recommendation to include the reading of literature across the curriculum

was made in the most recent volume of *The Handbook of Reading Research* (2000).

Professional educators build practice on research-based theory and Volume III of the above-mentioned resource supports the need for research focused on the use of young adult literature in content area classrooms outside English through the inclusion of three viable research questions:

1. What problems do content area teachers experience as they attempt to select young adult novels to use with particular topics?
2. How do content area teachers incorporate literature in their classrooms?
3. How do students react to the use of young adult literature in classrooms outside English?

Additionally, studies could be designed to note change in reading scores and/or to determine change in student reading motivation following the implementation an instructional strategy to include reading in content areas, specifically to determine whether the use of literature in more than one content area would change reading scores and/or student motivation. It would be just as important to learn how teachers who used literature in their instructional practice would rate the benefits/risks of such a practice, and how they thought the school librarian could best be of assistance in the implementation of this instructional paradigm.

Pending the results of research related to the use of literature across the curriculum, it is this researcher's opinion that a grassroots effort made by certified school librarians to develop annotated lists to facilitate this end will be an invaluable contribution to the field of education.

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**Appendix B**  
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<b>American History</b>	<b>Theme</b>	<b>Title</b>	<b>Middle4-8</b>	<b>YA 9-12</b>	<b>Adult</b>
	<b>WWI</b>	River of Darkness		X	X
		Shoulder the Sky		X	X
		Flanders		X	X
		A Farewell to Arms		X	X
		Pictures 1918	X	X	
		Deafening		X	X
		Lord of the Nutcracker Men	X		
		All Quiet on the Western Front		X	x
		After the Dancing Days	X	X	
		To The Last Man		X	x
		Not so Quiet: Stepdaughters of War		X	x
		Johnny Got His Gun		X	x
		Will's War		X	x
		Eyes Like Willy's	X		
		Private Peaceful	X	X	
		No Hero for the Kaiser	X		
		The Master Butcher's Singing Club		X	X
	<b>Depression/Dust</b>	Bell Song for Sarah Raines	X		
		Bud Not Buddy	x		
		Walk Gently this Good Earth		X	X
		World's Fair		X	X
		Out of the Dust	X	X	
		Ironweed		X	X
		View from the Pighthouse Roof	X		
		Esperanza Rising	X	X	
		A Long Way From Chicago	X	X	
		Dust	X	X	
		The Grapes of Wrath		X	X
		Roll of Thunder Hear My Cry	X	X	
		Hard Times: An Oral History		X	X
		Making Tracks	X		
		Restless Spirit The Life and Times of Dorothea Lange	X	X	X
		Carver: A Life In Poems	X	X	X
	<b>WWII</b>	The Seamstress		X	X
		I Have Lived a Thousand Yrs	X	X	
		We are Witnesses	X	X	

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		Children's War		X	
		Heroes	X	X	
		Kindertransport	X	X	
		Jackdaws		X	X
		Snow Falling On Cedars		X	X
		The Wall		X	X
		Flight of the Eagles		X	X
		Soldier Boys	X		
		When the Emperor was Divine		X	
		I Had Seen Castles	X	X	
		Under the Blood Red Sun	X	X	
		Killer Smile		X	X
		Maus	X	X	X
		And Justice for All		X	X
		The Good War		X	X
		Edith's Story		X	X
		Lily's Crossing	X		
		The Life and Death of Adolf Hitler	X	X	X
		We're in this War Too WWII Letters Am Women		X	X
	<b>20th century bios</b>	Airborne	X	X	X
		A Moveable Feast		X	X
		Amelia Earhart: A Biography		X	X
		F. Scott Fitzgerald: The Great American Dreamer	X	X	
		Louis Armstrong An American Success Story	X	X	
		Arthur Ashe: Of Tennis and the Human Spirit	X	X	
		Maya Angelou	X		
		I Know Why the Caged Bird Sings		X	X
		Flight of Jesse Leroy Brown		X	X
		Joseph McCarthy: The Misuse of Political Power		X	X
	<b>Immigration and</b>	Ashes of Roses	X	X	
	<b>Urbanization</b>	A Coal Miner's Bride	X		
		The Fortunate Pilgrim		X	X
		The Jungle		X	X
		Letters From Rifka	X		
		Island of Tears		X	X
		Dead Man's Gold and Other Stories		X	
		Storming Heaven		X	X

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**GRADE LEVEL ANALYSIS**

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		Ragtime			x
		The Reivers		X	X
		A Tree Grows in Brooklyn		X	X
		The Great Gatsby		X	X
		Twenty Years at Hull House		X	X
		Letters From Rifka	X	X	
		In Their Own Words: Letters From Noreign Immigrants		X	X
		How I Became an American	X		
	<b>Korean War</b>	Marines of Autumn		X	X
		No One Thinks of Greenland		X	X
		War Trash		X	X
		I Remember Korea	X	X	
		Just Like Martin	X		
		Fox Girl		X	X
		I Am the Clay		X	X
		War Letters		X	X
		Flight of Jesse Leroy Brown		X	X
		Echoes of the White Giraffe	X	X	
	<b>civil rights</b>	Dreamer: A Novel		X	X
		Four Spirits		X	X
		The Watsons Go To Birmingham	X		
		Night Talk		X	X
		Bombingham		X	X
		The Voice that Changed a Nation	X		
		Let the Trumpet Sound		X	X
		Malcom X: By Any Means	X	X	
		Louis Armstrong An American Success Story	X	x	
		Through My Eyes	X	X	
		The Power of One Daisy Bates and the Little Rock 9	X	X	
		Kennedy Assassinated! The World Mourns	X	X	
	<b>vietnam</b>	Sonny's War	X	X	
		In Country		X	
		Tripwire		X	X
		Fallen Angels	X	X	
		Kill Zone: A Novel		X	X
		Dove song	X		
		Finding Moon		X	X

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**GRADE LEVEL ANALYSIS**

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		Hearts in Atlantis		X	X
		Army Blue		X	X
		Lost in the War	X	X	
		Little Cricket	X		
	<b>COLD WAR</b>	Catch a Tiger By The Toe	X		
		The Redhunter		X	X
		Secret Father		X	X
		Someone to Kill		X	X
		Rift Zone		X	X
		Snow Wolf		X	X
		The Ugly American		X	X
		Just the Way You Want Me		X	X
		Joseph McCarthy: The Misuse of Political Power		X	X
		Red Scare Memories of the Am. Inquisition		X	X
<b>Biology</b>	<b>Ecology</b>	California Blue	X	X	X
		Saints at the River		X	X
		Mother Nature		X	X
		Dark Justice		X	X
		The Weirdo	X	X	
		Cape Perdido		X	X
		The Spirit Window		X	
		Shock Wave		X	X
		Hoot	X	X	
		The Race to Save the Lord God Bird	X	X	X
		Silent Spring		X	X
		Flush	X	X	
	<b>Genetics</b>	The Secret		X	X
		Dr. Franklin's Island	X	X	
		Double Helix	X	X	
		Long for ths World		X	X
		Motherless Brooklyn		X	X
		Double Helix		X	X
		Its Not About the Bike		X	X
		Inside out	X	X	
		Fear Nothing		X	X
		A Mango Shpaed Space	X	X	
	<b>Biochemistry</b>	My Sister's Keeper		X	X

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**GRADE LEVEL ANALYSIS**

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		Needles NF		X	X
		Broken Cord		X	X
		Kat's Fall		X	
		Sweetblood	X	X	
		Ghost Boy	X	X	
		The Experiment		X	X
		My Brother		X	X
		Hope Was Here	X	X	
		Welcome to the Great Mysterious		X	X
	<b>Microbiology</b>	Dark Light	X	X	
		Year of Wonders		X	X
		Hot Zone		X	X
		Fever 1793	X	X	
		An American Plague		X	X
		Virus Ground Zero		X	X
		Bloodstream	X	X	X
		A Time of Angels	X	X	
		The Voices of AIDS		X	X
	<b>Cell</b>	Both Sides Now	X	X	
		Memory Book		X	X
		What Girls Learn		X	
		Stuck in Neutral	X	X	
		My Last Days as Roy Rogers		X	
		The Last Book in the Universe	X	X	
		Memory Keeper's Daughter		X	X
		Only With the Heart		X	X
		Running Out of Time	X	X	
		A Prayer for the Dying		X	X
	<b>Evolution</b>	The Tree of Life NF	X	X	X
		Darwin's Wink		X	X
		Next of Kin		X	X
		The Darwin Conspiracy		X	X
		Link: A Novel		X	X
		The Origin: A Biographical Novel of Charles Darwin		X	X
		The Darwin Conspiracy: Confessions of Max Busby		X	X
		Brighten the Corner Where You Are		X	X
		Dry Bones	X	X	

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**GRADE LEVEL ANALYSIS**

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		Darwin's Radio		X	X
<b>Health/Psychology</b>	<b>Substance Abuse</b>	Party Girl	X	X	
		Up Country	X	X	
		Beauty Queen		X	
		Smack		X	
		Smashed		X	X
		Million Little Pieces		X	X
		Bottled Up	X	X	
		Crank		X	
		The Beast	X	X	
		The Blue Mirror		X	
	<b>Diseases</b>	The Heaven Shop	X	X	
		Code Orange	X	X	
		Epileptic		X	X
		An Early Winter	X	X	
		Stoner and Spaz	X	X	
		Tuesdays with Morrie		X	X
		The Boy on the Bus		X	X
		Charlie's Raven	X		
		Death Row		X	X
		At Risk		X	X
	<b>Growth and Development</b>	All Over But the Shoutin'		X	X
		Lemon Table		X	X
		Deep	X	X	
		Hole In My Life		X	X
		The Ghost Behind the Wall	X		
		How I Live Now		X	
		Purple Hibiscus		X	X
		Jake Reinvented		X	
		One of those hideous books Where the Mother Dies	X	X	
		Three Weeks with My Brother		X	X
		Dream Bearer	X		
	<b>Lifestyle Choices</b>	Boy Kills Man		X	
		My Brother's Keeper	X	X	
		Eleanor Rigby		X	X
		Luna		X	
		Rainbow Boys		X	



**Appendix B**  
**GRADE LEVEL ANALYSIS**

75		Hanging on to Max	X	X	
		The first part Last	X	X	
		What Happened to Lani Garver		X	
		Baby Be-Bop		X	
		Make Lemonade	X	X	
	<b>Nutrition</b>	Thinner Than Thou		X	X
		Fat Kid Rules the World	X	X	
		Kissing the Rain		X	
		Squashed	X	X	
		The Earth My Butt and other Big Round Things	X	X	
		keeping the moon	X	X	
		The Hanged Man		X	
		Olympic Dream	X		
		Perfect	X	X	
		Lovesick		X	
	<b>Psychological Disorders/</b>	Cut		X	
	<b>Mental Illness</b>	Kissing Doorknobs	X	X	
		Stop Pretending	X	X	
		Waiting for Sarah	X	X	
		Al Capone Does My Shirts	X		
		The Night I Disappeared		X	
		What I Call Life	X		
		Humming Whispers	X	X	
		Becoming Anna		X	X
		A Corner of the Universe	X		
		The Curious Incident of the dog in the night time		X	X
		<b>TOTALS</b>	<b>105</b>	<b>220</b>	<b>128</b>

**Appendix C**  
**Genre Analysis**

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<b>Title</b>	<b>Fic</b>	<b>Hist Fic</b>	<b>Real Fic</b>	<b>Mys/Susp</b>	<b>Sci Fi</b>	<b>Classics</b>	<b>Bio</b>	<b>NNF</b>
A Coal Miner's Bride		X						
A Corner of the Universe	X							
A Farewell to Arms						X		
A Long Way From Chicago		X						
A Mango Shpaed Space	X							
A Moveable Feast							X	
A Prayer for the Dying		X						
A Time of Angels		X						
A Tree Grows in Brooklyn						X		
After the Dancing Days	X							
Airborne							X	
Al Capone Does My Shirts	X							
All Over But the Shoutin'							X	
All Quiet on the Western Front						X		
Amelia Earhart: A Biography							X	
An American Plague								X
An Early Winter			X					
And Justice for All							X	
Army Blue				X				
Arthur Ashe: Of Tennis and the Human Spirit							X	
Ashes of Roses		X						
At Risk			X					
Baby Be-Bop			X					
Beauty Queen			X					
Becoming Anna							X	
Bell Song for Sarah Raines		X						
Bloodstream				X				
Bombingham		X						
Both Sides Now			X					
Bottled Up			X					
Boy Kills Man			X					
Brighten the Corner Where You Are	X							
Broken Cord							X	
Bud Not Buddy		X						
California Blue	X							
Cape Perdido	X							

**Appendix C**  
**Genre Analysis**

77	Carver: A Life In Poems							X	
	Catch a Tiger By The Toe	X							
	Charlie's Raven	X							
	Children's War		X						
	Code Orange			X					
	Crank			X					
	Cut			X					
	Dark Justice	X							
	Dark Light	X							
	Darwin's Radio					X			
	Darwin's Wink	X							
	Dead Man's Gold and Other Stories		X						
	Deafening		X						
	Death Row				X				
	Deep				X				
	Double Helix					X			
	Double Helix						X		
	Dove song	X							
	Dr. Franklin's Island					X			
	Dream Bearer			X					
	Dreamer:A Novel		X						
	Dry Bones	X							
	Dust					X			
	Echoes of the White Giraffe		X						
	Edith's Story							X	
	Eleanor Rigby			X					
	Epileptic							X	
	Esperanza Rising		X						
	Eyes Like Willy's		X						
	F. Scott Fitzgerald: The Great American Dreamer							X	
	Fallen Angels		X						
	Fat Kid Rules the World			X					
	Fear Nothing				X				
	Fever 1793		X						
	Finding Moon				X				
	Flanders		X						
	Flight of Jesse Leroy Brown							X	

**Appendix C**  
**Genre Analysis**

78	Flight of the Eagles		X						
	Flush	X							
	Four Spirits		X						
	Fox Girl	X							
	Ghost Boy	X							
	Hanging on to Max			X					
	Hard Times: An Oral History of the Great Depression								X
	Hearts in Atlantis	X							
	Heroes		X						
	Hole In My Life							X	
	Hoot	X							
	Hope Was Here	X							
	Hot Zone								X
	How I Became an American		X						
	How I Live Now	X							
	Humming Whispers			X					
	I Am the Clay		X						
	I Had Seen Castles		X						
	I Have Lived a Thousand Yrs							X	
	I Know Why the Caged Bird Sings							X	
	I Remember Korea								X
	In Country		X						
	In Their Own Words: Letters From Foreign Immigrants								X
	Inside out				X				
	Ironweed		X						
	Island of Tears				X				
	It's Not About the Bike							X	
	Jackdaws				X				
	Jake Reinvented			X					
	Johnny Got His Gun						X		
	Joseph McCarthy: The Misuse of Political Power NF							X	
	Just Like Martin		X						
	Just the Way You Want Me	X							
	Kat's Fall			X					
	Keeping the moon			X					
	Kennedy Assassinated! The World Mourns								X
	Kill Zone: A Novel				X				

**Appendix C**  
**Genre Analysis**

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Killer Smile				X				
Kindertransport							X	
Kissing Doorknobs			X					
Kissing the Rain			X					
Lemon Table	X							
Let the Trumpet Sound							X	
Letters From Rifka		X						
Lily's Crossing	X							
Link: A Novel				X				
Little Cricket		X						
Long for ths World	X							
Lord of the Nutcracker Men		X						
Lost in the War	X							
Louis Armstrong An American Success Story							X	
Lovesick			X					
Luna			X					
Make Lemonade			X					
Making Tracks		X						
Malcom X:By Any Means							X	
Marines of Autumn		X						
Maus							X	
Maya Angelou							X	
Memory Book				X				
Memory Keeper's Daughter	X							
Million Little Pieces							X	
Mother Nature				X				
Motherless Brooklyn				X				
My Brother							X	
My Brother's Keeper			X					
My Last Days as Roy Rogers	X							
My Sister's Keeper			X					
Needles							X	
Next of Kin								X
Night Talk		X						
No Hero for the Kaiser		X						
No One Thinks of Greenland				X				
Not so Quiet: Stepdaughters of War		X						

**Appendix C**  
**Genre Analysis**

80	Olympic Dream	X						
	One of those hideous books Where the Mother Dies			X				
	Only With the Heart	X						
	Out of the Dust		X					
	Party Girl			X				
	Perfect			X				
	Pictures 1918		X					
	Private Peaceful		X					
	Purple Hibiscus			X				
	Ragtime		X					
	Rainbow Boys			X				
	Red Scare Memories of the Am. Inquisition							X
	Restless Spirit The Life and Times of Dorothea Lange						X	
	Rift Zone				X			
	River of Darkness				X			
	Roll of Thunder Hear My Cry		X					
	Running Out of Time	X						
	Saints at the River	X						
	Secret Father	X						
	Shock Wave	X						
	Shoulder the Sky				X			
	Silent Spring							X
	Smack			X				
	Smashed							X
	Snow Falling On Cedars		X					
	Snow Wolf				X			
	Soldier Boys		X					
	Someone to Kill				X			
	Sonny's War		X					
	Squashed			X				
	Stoner and Spaz			X				
	Stop Pretending			X				
	Storming Heaven		X					
	Stuck in Neutral	X						
	Sweetblood			X				
	The Beast			X				
	The Blue Mirror			X				

**Appendix C**  
**Genre Analysis**

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The Boy on the Bus			X					
The Curious Incident of the dog in the night time	X							
The Darwin Conspiracy		X						
The Darwin Conspiracy: Confessions of Max Busby	X							
The Earth My Butt and other Big Round Things			X					
The Experiment					X			
The First Part Last			X					
The Fortunate Pilgrim		X						
The Ghost Behind the Wall	X							
The Good War								X
The Grapes of Wrath						X		
The Great Gatsby						X		
The Hanged Man			X					
The Heaven Shop			X					
The Jungle						X		
The Last Book in the Universe					X			
The Life and Death of Adolf Hitler							X	
The Master Butcher's Singing Club		X						
The Night I Disappeared			X					
The Origin: A Biographical Novel of Charles Darwin		X						
The Power of One Daisy Bates and the Little Rock 9							X	
The Race to Save the Lord God Bird								X
The Redhunter		X						
The Reivers						X		
The Seamstress							X	
The Secret					X			
The Spirit Window	X							
The Tree of Life							X	
The Ugly American						X		
The Voice that Changed a Nation							X	
The Voices of AIDS								X
The Wall						X		
The Watsons Go To Birmingham		X						
The Weirdo				X				
Thinner Than Thou			X					
Three Weeks with My Brother							X	
Through My Eyes							X	

**Appendix C**  
**Genre Analysis**

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To The Last Man		X						
Tripwire				X				
Tuesdays with Morrie								X
Twenty Years at Hull House							X	
Under the Blood Red Sun		X						
Up Country			X					
View from the Pighthouse Roof		X						
Virus Ground Zero								X
Waiting for Sarah	X							
Walk Gently this Good Earth		X						
War Letters								X
War Trash		X						
We are Witnesses								X
Welcome to the Great Mysterious	X							
We're in this War Too WWII Letters Am Women								X
What Girls Learn			X					
What Happened to Lani Garver	X							
What I Call Life			X					
When the Emperor was Divine		X						
Will's War				X				
World's Fair		X						
Year of Wonders		X						
<b>TOTALS</b>	42	58	47	24	7	11	36	18