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ABSTRACT
        This annotated bibliography contains 37 references on
reading material selection dating from 1986-1989. Included are
guidelines for selection of appropriate materials for various age
groups; examples of various reading programs; and conflicting
opinions regarding censorship, bibliotherapy, and books for special
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Reading Material Selection: K-12

by Ruth Eppele

FAST Bib No. 30 RCS

This bibliography represents the diversity of articles added to the ERIC database from 1983 through 1988 on Reading Material Selection. Included are guidelines for selection of appropriate materials for various age groups; examples of various reading programs; conflicting opinions regarding censorship, bibliotherapy, and books for special needs populations. The abstracts for most of these entries have been edited to allow for the inclusion of more citations. The ED numbers have been included so that the user can go directly to microfiche collections, order from the ERIC Document Reproduction Service (EDRS), or go to *Resources in Education* for information on obtaining those sources not available through EDRS. The citations to journals are from the *Current Index to Journals in Education* and can be acquired most economically from library collections or interlibrary loan. Alternatively, reprint services are available from University Microfilms International (UMI) and Original Article Tearsheet Service (OATS) of the Institute for Scientific Information.

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Selection Guidelines

Bailey, Gerald D. "Guidelines for Improving the Textbook/Material Selection Process." *NASSP Bulletin*, v72 n506 p87-92 Mar 1988.
Offers nine suggestions to help build a leadership structure and a database for making appropriate textbook selections.

"Choose Science Books and Magazines." *PTA Today*, v12 n1 p20 Oct 1986.
Presents suggestions, directed to parents, for evaluating science books and magazines for children. Includes a brief annotated bibliography of several science periodicals.

Clayton, Victoria. "On the Cutting Edge: A Consideration of the Book Brain and Bookwhiz Databases." *Education Libraries*, v13 n1 p5-11 Win 1988.
Describes two interactive computer programs of adolescent literature that young readers can use to search for books they might enjoy reading. Discusses hardware and software requirements, database features, and search strategies.

Cullinan, Bernice E. "Books in the Classroom." *Horn Book Magazine*, v62 n2 p229-31 Mar-Apr 1986.
Emphasizes the importance of including good literature in elementary and secondary school curricula and the need to fight against watered down versions of texts.

Daly, Sally. "Happiness Is...Good Selection Techniques." *Catholic Library World*, v58 n5 p226-28, 231 Mar-Apr 1987.
Identifies resources to aid librarians in making material selections.

Garner, Imogen, comp.; and others. *Analyse and Select/Reject Information: Reading Strategies.* Booklet 3 in Inquiry Process Series. Western Australia Education Dept., Perth, Australia, 1986. 25p. [ED 285 587]
Assists teacher librarians in teaching students the information skills appropriate to stage three of the inquiry process, i.e., analyzing and selecting/rejecting information. Defines five skills necessary for students to deal effectively with information from a variety of sources. Presents strategies for skill application.

Gee, Thomas C.; Rakow, Steven J. "Content Reading Specialists Evaluate Teaching Practices." *Journal of Reading*, v31 n3 p234-37 Dec 1987.
Lists teaching practices that content teachers could incorporate into their teaching to help students learn from texts. Recommends. (1) multiple texts, (2) study guides, (3) teaching metacognitive strategies, and (4) direct instruction and modeling plus independence.

Glazer, Joan I. "Notable Children's Trade Books in the Language Arts: 1985." *Language Arts*, v64 n3 p331-32 Mar 1987. Thematic Issue: Evaluation of Language and Learning.
Lists books published for children in 1985 that are either unique in their language or style, deal explicitly with language, or invite child response or participation.

Instructional Materials Approved for Legal Compliance, 1987-88. California State Dept. of Education, Sacramento. Curriculum Framework and Instructional Materials Unit. Publications Sales, California State Department of Education, Sacramento, CA, 1987. 275p. [ED 288 645]
Lists instructional materials that were reviewed by a California Legal Compliance Committee using the social content requirements of the Educational Code concerning the depiction of males and females, ethnic groups, older persons, disabled persons, and others to ensure that the materials were responsive to social concerns. Includes publisher, title, International Standard Book Number, copyright date, grade level, and Legal Compliance Committee termination date for all materials. Covers a broad range of subject areas from reading to math, references materials, sciences, art and music, computers, foreign languages, and many more.

McKenna, Michael C. "Using Micros to Find Fiction: Issues and Answers." *School Library Media Quarterly*, v15 n2 p92-95 Win 1987.
Describes Fiction Finder, a microcomputer program which retrieves children's fiction by subject, reading level, interest level, sex of protagonist, and length, and which provides a brief annotation for each book.

Schack, Gina D. "Experts in a Book: Using How-to Books to Teach the Methodologies of Practicing Professionals." *Roeper Review*, v10 n3 p147-50 Mar 1988.
Contains information about choosing, locating, and using how-to books, including an annotated bibliography of exemplary books in science, social science, research methodology, communication modes, and inventing and designing.

Suhor, Charles. *Two Problems in the Teaching of English.* ERIC Clearinghouse on Reading and Communication Skills, Urbana, IL, 1987. 29p. [ED 281 901]

> *Discusses how to teach grammar and how to select literature that should be included in the curriculum.*

Suggested Reading Lists

Language Arts Curriculum. Idaho School District 241, Grangeville, ID, 1986. 169p. [ED 282 204]

> *Presents a kindergarten through grade 12 language arts curriculum Provides a selective reading list for grades one through twelve.*

Small, Robert C., Jr.; Kelly, Patricia P., eds. "A Critical Look at Literature Worth Teaching." Virginia Association of Teachers of English. *Virginia English Bulletin*, v36 n2 Win 1986. 182p. [ED 284 201]

> *In order to help teachers identify works of literature that will remain vibrant parts of their students' lives and give them new insights into themselves, their friends, and their enemies, this journal contains articles suggesting works that the authors themselves found most meaningful. Includes book reviews relevant to this themed issue of the journal.*

Stahlschmidt, Agnes D. "Teaching with Trade Books, K-8: Library Resource Materials for Teachers and Students." Portions of this paper presented at the Annual Spring Conference of the National Council of Teachers of English, 1989. [CS 211 778]

> *Bibliography comprised of 54 annotations of library resource materials on: "Locating Titles on a Theme/Literary Genre"; "Identifying Titles for Reading Aloud"; "Learning to Express Yourself: Puppetry, Readers' Theater, Storytelling"; "Locating Information about Authors and Illustrators"; "Using Literature in the Classroom: Resources for the Professional Collection"; and "Just for Fun: Literature Activities." Includes a list of addresses of publishers/distributors.*

Stone, Michael. "Utopia and Lilli Stubeck." *Children's Literature in Education*, v18 n1 p20-33 1987.

> *Reviews and analyzes "The True Story of Lilli Stubeck" by James Aldridge, winner of the 1985 Australian Children's Book of the Year. Recommends the book for both young people and adults because it demonstrates two vital human concerns, the search for truth and the improvement of the human condition.*

Sutherland, Zena. *The Best in Children's Books. The University of Chicago Guide to Children's Literature, 1979-1984.* University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637, 1986. ($35.00) 511p. [ED 273 991; paper copy not available from EDRS]

> *Contains short book reviews that have been previously published in the "Bulletin of the Center for Children's Books."*

Reading Program Suggestions

Alfonso, Regina. "Modules for Teaching about Young People's Literature—Module 2: How Do the Elderly Fare in Children's Books?" *Journal of Reading*, v30 n3 p201-03 Dec 1986.

> *Provides a model for the evaluation of children's books in which old people are characters, that can also serve as a lesson aid for students. Lists 33 books for children that involve the elderly.*

Alfonso, Regina. "Modules for Teaching about Young People's Literature—Module 4: Humor." *Journal of Reading*, v30 n5 p399-401 Feb 1987.

> *Describes a teaching unit that involves students in reading and analyzing elements of humor in young people's literature. Focuses on what makes quality humorous books funny as well as literary.*

Carbo, Marie; and others. *Teaching Students to Read through Their Individual Learning Styles.* Prentice Hall, Inc., Englewood Cliffs, NJ, 1986. 307p. [ED 281 171]

> *Describes effective reading programs that promote reading success and achievement for children at all reading levels. Includes "Selecting and*

Adapting Reading Materials to Match Individual Reading Styles", "The Carbo Recorded Book Method. Matching Global/Visual Reading Styles", and others. Appendixes contain a learning style inventory, a reading style inventory, and a list of publishers and suppliers of commercial reading materials. Concludes with extensive references and a bibliography.

Flack, Jerry D. "A New Look at a Valued Partnership: The Library Media Specialist and Gifted Students." *School Library Media Quarterly*, v14 n4 p174-79 Sum 1986.

> *Suggests that media specialists can assist gifted learners by teaching them research skills, including the evaluation of information resources and how to design and carry out a plan of study, and by introducing them to good literature. Describes several model programs for gifted students.*

Grubaugh, Steven. "Initiating Sustained Silent Reading in Your School: Ask, 'What Can SSR Do for Them?'" *Clearing House*, v60 n4 p169-74 Dec 1986.

> *Discusses the effects of a sustained silent reading (SSR) program on school administrators, teachers, librarians, and the students. Offers suggestions on setting up an SSR program.*

Reyhner, Jon, ed. *Teaching the Indian Child: A Bilingual/Multicultural Approach.* Bilingual Education Program, Division of Elementary and Secondary Education, Eastern Montana College, Billings, MT, 1986. 289p. [ED 283 628]

> *Presents ideas about resources and methods especially appropriate for Indian students.*

Sledge, Andrea C. "This Book Reminds Me of You: The Reader as Mentor." *Reading Horizons*, v26 n4 p241-46 Sum 1986.

> *Outlines a development process that turns a reader into a mentor, someone who can recommend books to others with a high percentage of satisfied readers. Examines the influence of peers, teachers, and other adults with respect to their ability to increase the quantity and quality of what children read.*

Staley, Rebecca R.; Staley, Frederick A. *Using the Outdoors to Teach Language Arts.* ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, NM, 1988. 96p. [ED 294 705]

> *Presents a framework for using the outdoors as a vehicle for providing meaningful language arts experiences. Suggests ways of using children's literature in outdoor education and lists books and activities that could be used to study astronomy, American Indians, the desert, and environmental communications.*

Summertime Favorites. National Endowment for the Humanities (NFAH), Office of Publications and Public Affairs, Washington, DC, 1988. 15p. [ED 292 080]

> *Compiled from the reading lists of 60 exemplary schools, this "summertime" reading list provides titles of tried-and-true works published in or before 1960 which appeared on at least five of the school reading lists. Selections are divided according to grade level.*

Censorship

Gambell, Trevor J. *Teaching Literature K-12: A Canadian Perspective.* Canadian Council of Teachers of English, 1986. 195p. [ED 276 997]

> *Focuses on literature and the teaching of literature. Presents and discusses salient issues. reasons for teaching literature, the types, quality, and selection of literature, and literature and values. The second section deals with censorship in Canada; the third section treats four aspects of growth in response to literature, the fourth section discusses three aspects of the teaching of literature and includes a selected review of literature in Canadian curricula.*

Gambell, Trevor J. "Censorship." *English Quarterly*, v19 n2 p108-19 Sum 1986.

> *Provides various definitions of censorship; describes a case of censorship in New Brunswick, Canada, explains what happens to materials that*

have been challenged; and provides a policy for dealing with challenged books and materials.

Kelly, Patricia P.; Small, Robert C., Jr., eds. "Censorship or Selection?" Virginia Association of Teachers of English. *Virginia English Bulletin*, v36 n1 Spr 1986. 127p. [ED 268 586]

> Explores the fine line between censorship (with an eye toward silencing ideas) and selection (with the recognition that just as literature can enlighten it can also degrade).

Small, Robert C., Jr. "Preparing the New English Teacher to Deal with Censorship or Will I Have to Face It Alone?" Paper presented at the 77th Annual Meeting of the National Council of Teachers of English, 1987. 16p. [ED 289 172]

> Discusses three kinds of censorship pre-service English teachers can be expected to face, and suggests ways to prepare them to recognize and deal with anticipated problems.

Bibliotherapy and Special Needs

Chatton, Barbara. "Apply with Caution: Bibliotherapy in the Library." *Journal of Youth Services in Libraries*, v1 n3 p334-38 Spr 1988.

> Outlines three legitimate purposes of bibliotherapy, and discusses possible misuses of the problem novel as therapy for troubled children and adolescents.

Eldredge, J. Lloyd. "Sacred Cows Make Good Hamburger." *Academic Therapy*, v23 n4 p375-82 Mar 1988.

> Two "sacred cows" inherent in reading instruction for disabled readers are rejected: disabled readers must be taught with simple reading materials, and most teaching time must be spent on reading skills. Two case studies illustrate the teaching of decoding skills and "dyad reading" of books selected by the disabled reader.

Kimmins, Elizabeth J. *The Reading Interests of Emotionally Disturbed Boys Ages 11 to 15*, 1986. 34p. [ED 268 516]

> Investigates whether the reading preferences of emotionally disturbed boys were the same as those of boys in the general population. Includes a three-page reference list.

Oberstein, Karen; Van Horn, Ron. "Books Can Help Heal! Innovative Techniques in Bibliotherapy." *Florida Media Quarterly*, v13 n2 p4-11 Win 1988.

> Reviews the development of bibliotherapy as a diagnostic and therapeutic tool and discusses specific techniques for the selection of appropriate reading materials for both children and their parents.

"Policy Expanding Opportunities: Academic Success for Culturally and Linguistically Diverse Students." *College English*, v49 n5 p550-52 Sep 1987.

> Notes the problem of teaching reading and writing in a way that is not racially or culturally biased. Offers teaching strategies for combating bias, including using a wide variety of works from other races and cultures that provide a range of minority perspectives in a nonstereotypical fashion.

Radencich, Marguerite C. "Literature for Minority Handicapped Students." *Reading Research and Instruction* v25 n4 p288-94 Sum 1986.

> Annotates trade literature dealing with children or adolescents who are both handicapped and members of a minority group.

Wolverton, Lorrie. *Classroom Strategies for Teaching Migrant Children about Child Abuse*. ERIC Digest. ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, NM, 1988. 13p. [ED 293 681]

> Argues that bibliotherapy is an appropriate technique for bringing child abuse education to the classroom. Emphasizes that to be successful with the use of bibliotherapy the teacher must identify student needs and match needs to appropriate reading materials. Sixteen references are provided, grouped under the headings of self-concept activities, children's books on child abuse, and finding books for children.