

DOCUMENT RESUME

ED 339 043

CS 213 095

AUTHOR Walmsley, Sean A.; And Others  
 TITLE A Study of Second Graders' Home and School Literary Experiences. Report Series 1.6.  
 INSTITUTION Center for the Learning and Teaching of Literature, Albany, NY.  
 SPONS AGENCY National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.  
 PUB DATE 91  
 CONTRACT G008720278  
 NOTE 86p.  
 AVAILABLE FROM Literature Center, School of Education, University of Albany, 1400 Washington Ave., Albany, NY 12222.  
 PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.  
 DESCRIPTORS \*Childrens Literature; \*Grade 2; \*Literature Appreciation; Primary Education; \*Reading Ability; Reading Attitudes; \*Reading Habits; \*Reading Interests; Reading Research; Recreational Reading

ABSTRACT

A study investigated the literary experiences and understanding of elementary school students by focusing on the literature children encounter in school and at home, literary instruction, and the differences between good and poor readers. Teachers and researchers traced the reading habits of eight second-grade students from two classrooms from November 1988 to June 1989. Results indicated that: (1) the literary experiences of these children were extensive, and occurred with regularity in their homes and at school; (2) both teachers (one who used only trade books for her reading program, and one who used a combination of a basal reading program, guided reading of children's trade books, and independent reading of trade books) placed a strong emphasis on literature and had many similar routines for engaging children with literature; and (3) poor readers actually read more than many of the better readers. Results further indicated that what separated the eight students with respect to their engagement in classroom literacy activities was not primarily their reading ability, but rather a combination of gender factors, reading ability factors, and variations in individual student behaviors. Results suggest that although traditional methods of defining and distinguishing between better and poorer readers reliably characterize their reading abilities within the framework of a traditional reading skills curriculum, these methods are less useful in characterizing children as readers of literature. (Nineteen tables of data and 7 figures are included; 38 references and 1 appendix are attached.) (PRA)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ED339043

# A Study of Second Graders' Home and School Literary Experiences

Sean A. Walmsley  
Linda G. Fielding  
Trudy P. Walp

Center for the Learning and Teaching of Literature  
University at Albany  
State University of New York  
1400 Washington Avenue, Albany, New York 12222

Report Series 1.6

1991

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it
- Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Preparation of this report was supported in part by grant number G008720278, which is cosponsored by the U.S. Department of Education, Office of Research and Improvement (OERI/ED), and by the National Endowment for the Arts (NEA). However, the opinions expressed herein do not necessarily reflect the position or policy of OERI/ED or NEA, and no official endorsement of either agency should be inferred.

2  
BEST COPY AVAILABLE

CS213095

## **National Research Center on Literature Teaching and Learning**

**The National Research Center on Literature Teaching and Learning is a research and development center located at the University at Albany, State University of New York. The Center was established in 1987 (as the Center for the Learning and Teaching of Literature), and in January 1991 began a new, five-year cycle of work sponsored by the Office of Educational Research and Improvement, U.S. Department of Education. The Center's mission is to conduct research and sponsor activities to improve the teaching of literature, preschool through grade 12, in schools across the nation.**

**Center-sponsored research falls into three broad areas: teaching and learning processes, curriculum and assessment, and social and cultural traditions in the teaching and learning of literature. Special attention is given to the role of literature in the teaching and learning of students at risk for school failure, and to the development of higher-level literacy skills, literary understanding, and critical thinking skills in all students.**

**For information on current publications and activities, write to: Literature Center, School of Education, University at Albany, 1400 Washington Avenue, Albany, NY 12222.**

## **Acknowledgements**

**The authors acknowledge with gratitude, the eight second graders, their teachers and their parents, who so willingly participated in this study.**

**We are also indebted to the following in the gathering and analyzing of the data for this report: Rhoda Spiro, Kari Rasmussen, Pamela Jackson, Susan Trump, and Elizabeth Karloff. We are grateful to Michael O'Conner of the Southern Adirondack Library System and to Jim Karge, Head Children's Librarian at Crandall Library (Glens Falls) for their assistance in locating books, and to Shirley Johnson for tape transcription.**

## **A Study of Second Graders' Home and School Literary Experiences**

**Sean A. Walmsley  
State University of New York  
University at Albany**

**Linda G. Fielding  
University of Iowa**

**Trudy P. Walp  
North Warren Central School**

While the bulk of the pedagogical and research literature in literacy has focused on reading and writing skills over the past twenty years, there is a growing interest in literature as a component of a literacy program, and in the role played by reading full-length literature in children's literacy development. This is not to say that teachers have fully embraced Huck's (1977) suggestion that literature be the reading program in elementary school. One finding that emerges from studies of elementary reading (Anderson, Hiebert, Scott, & Wilkinson, 1985) is that children appear to spend very little time in class (an average of 7-8 minutes a day) engaged in silent reading, and even less engaged in reading extended pieces of prose (e.g., full-length books). Although most elementary classroom teachers do not appear to use literature as the primary vehicle for reading instruction, it is not fair to characterize the typical elementary language arts program as completely devoid of extended reading of literature: teachers regularly read literature to children, they assign books to be read, they schedule "library" periods, and they often organize regular silent reading periods. However, in a study of the uses of literature by elementary teachers in their language arts programs, Walmsley and Walp (1989) found that many teachers were unsure of its purpose in the teaching of reading and writing. Although elementary teachers value the reading of literature as an important aspect of their language arts program, they find it very difficult to incorporate in an already crowded language arts curriculum (Walmsley & Walp, 1990). Further, it has been argued that the language arts and content area textbooks typically used in elementary school are not an adequate substitute for the reading of full-length literature. For example, Anderson and Armbruster (1984), and Davison and Kantor (1982) have shown that textbooks for reading, literature, and social studies are limited in the exposure they give to children in the diversity of natural language structures, richness of vocabulary, complexity of plot, and range of genres typically found in full-length literature; Sewall (1987) has shown that social studies textbooks are limited in their content knowledge, too.

In terms of the research literature, secondary students' literary knowledge has been well studied over the past decade (e.g., Beach & Hynds, 1990; Purves & Beach, 1972; Ravitch & Finn, 1987; ), and classroom experiences with literature have been well documented (Langer, 1990; Marshall, Klages, & Fehlman, 1991). At the elementary level, the pioneering work of Applebee

(1978) has been followed by an ever-increasing number of studies that have examined children's literary understanding both in school (Galda, 1983; Hickman, 1980, 1983; Hill, 1985; Lehr, 1988; Morrow, 1987; Sulzby, 1985; Yocom, 1987) and outside of school (e.g., Fielding, Wilson, & Anderson, 1986; Greaney, 1980). It should be noted that most of the contributions to our understanding of how children respond to literature, and how they use literature in their literacy development comes from scholars in the field of children's literature, not from reading researchers. This may help explain why the teaching of reading and the teaching of literature have yet to be integrated in any substantial way in elementary schools, despite some notable exceptions (Atwell, 1987; Hill, 1986; Routman, 1988; Walmsley & Walp, 1990), and despite advice given on this topic many years ago by leading educators (Holdaway, 1979; Moffett, 1967; Smith, 1987; Veatch, 1968).

An implication of this body of work is that elementary schools need to substantially improve their diet of real literature in their language arts programs. Indeed, secondary students' limited knowledge of literature (see Ravitch & Finn, 1987) may have its roots in the relatively impoverished literary environment at the elementary level.

The purpose of the present study was to contribute to our growing knowledge of elementary children's literary experiences and understanding, by focusing on three questions that seem to us not to have received sufficient attention in the professional literature: first, what literature do children encounter in school, what do they encounter at home, and what is the relationship between the literature experienced in the two settings? Earlier studies of out-of-school reading focused primarily on the amount of time spent reading at home (e.g., Fielding, et al., 1986); our interest is not so much how long children spend reading, but what they read in the two settings. For example, what specific titles do second graders read? From what genres is this reading drawn? What book formats (e.g., wordless picture books, illustrated story books, chapter books) most typify this reading? What kinds of characters inhabit these books, and what topics are they about? What proportion of these books are read to children, what proportion do they read on their own, and what proportion do they read in a shared fashion with either a parent or teacher? Are there differences in the kinds of books that are read to or shared with children versus those they read on their own?

Second, we do not know enough about the nature of elementary literary instruction and the ways in which children participate in literary learning in school. In Walmsley and Walp's (1989) study, teachers reported that they regularly read full-length literature aloud to children, they encouraged children to read books independently (mostly out of school, but for limited periods in school as well), and they routinely engaged in "guided" reading with the children, although this guided reading more often was done with extracts from children's literature in a basal reader than with full-length literature itself. There is now no shortage of descriptions of literature-based classrooms (e.g., Atwell, 1987; Butler & Turbill, 1987; Cullinan, 1987; Hancock & Hill, 1987; Johnson & Louis, 1987; Routman, 1987; Walmsley & Walp, 1990); these are invaluable guides to classroom practice, but they do not constitute careful observations of children and teachers engaged in literary activity. There are such studies (e.g., Galda, 1983; Hickman, 1980; Morrow, 1987; Yocom, 1987), and they provide useful insights about specific aspects of children's encounters with literature. Our interest in elementary literature instruction is more general. For example, what literary

experiences/instruction do teachers provide for their students? How much time do they allocate to the various activities? What is the focus of their literary instruction, and how do they go about it? How do students engage in these literary activities? (i.e., What do they do? What is their level of involvement?)

Third, while there is evidence that poor readers routinely are exposed to less connected text than better readers in traditional ability reading group instruction (e.g., Allington, 1983), and there is some evidence (e.g., Walmsley & Walp, 1990) that poor readers do benefit from reading full-length literature, the differential exposure to literature by good and poor readers in elementary school has not been well documented, nor is it well understood what the consequences are of unequal literary experiences for better and poorer readers. We assume that better readers read more than poorer readers both at home and in school, but do they read different kinds of books in either setting? In school, are there differences in the way that teachers approach the literary instruction of better and poorer readers? In the way that better and poorer readers use the time set aside for literary activities?

The aim of this study was to address these three issues: What kinds of books are second graders exposed to at home and in school? What characterizes literary instruction and how do children participate in it? What are the differences between better and poorer readers in certain aspects of their home and school literary experiences?

## Method

**Subjects.** A total of 8 second-grade children agreed to participate in the study, two better readers (one girl, one boy) and two poorer readers (one girl, one boy) from each of two classrooms, representing two different approaches to teaching reading/language arts—one that combines a basal reading series with full-length literature; the other that uses full-length literature as the sole vehicle for language arts instruction. We chose these two classrooms so as to represent currently popular approaches to using literature in the elementary school. The number of children studied in each classroom is necessarily small to enable us to examine their literary experiences in depth.

**Overview of Procedures.** In order to address the research question, "What kinds of books are second graders exposed to at home and in school?" we recorded the titles of all books read to the 8 target students, or read with them in a guided reading activity, or read by them independently (either in school or out of school) throughout the study period. To do this, we asked the teachers to record the titles of all the books they read to, or shared with, students in the classroom; we also asked the focus students to keep track of books they read on their own, either in school or at home; and we asked the focus students' parents to keep a log of books they read to, or shared with, their children. In each site, we kept in weekly contact with the focus students, so as to ensure that the logs were done contemporaneously. In the classroom that combined the basal with literature (we will call this classroom the "Combined" classroom), we tracked the four students' book reading from January, 1989 to June, 1989; in the other classroom (we will refer to it as the "Literature" classroom), we tracked the four students' book reading from November, 1988 to June, 1989.

In order to address the research question, "What characterizes literary instruction and how do children participate in it?" we observed the focus students in all their literacy-related instruction over a period of time. In the "Literature" classroom, we observed for one week (5 days). In the "Combined" classroom, which rotated between weeks devoted to the basal reader, guided reading with trade books, and independent reading with trade books, we observed focus students for two weeks (4 days during the guided reading week, 4 days during the independent reading week). Since we were only interested in observing the focus students engaged in the reading of full-length literature, we did not observe during the week devoted to basal reading instruction. (The study was focused on the nature and kinds of literature encountered by the students, not on a comparison between basal and literature-based literacy instruction.) Field notes were made of all literacy-related activities, and notes were made on the time devoted to all activities (whether literacy-related or not) during the observation weeks. To supplement the field notes, we gathered samples of written exercises (tests, worksheets, compositions, projects, etc.) related to read-aloud, guided, and independent reading in the intensive study periods.

Since all the data to be collected involved equal numbers of better and poorer readers, no additional data was gathered to address the final research question, "What are the differences between better and poorer readers in selected aspects of their home and school literary experiences?"

Analysis of data. We attempted to analyze all the books read to target students, read with them in a guided reading activity, and read independently by them throughout the study period according to four dimensions: genre, format, topic, and characters. After reviewing categorical schemes in the literature (e.g., Huck, Hepler, & Hickman, 1987; Lukens, 1982), we felt a need to separate a book's *genre* from its *format*, and thus modified existing schemes to keep genre attributes distinct from format attributes. We also tried to simplify genre categories, eliminating for the purposes of this study some of the finer distinctions (e.g., the distinctions between Lukens' 'problem' realism and 'social issues' realism within the broader category of realistic fiction), and genres we knew would not be represented in this corpus (e.g., science fantasy). We also did not distinguish between animal and human stories in the genre category (thus we do not have separate categories for human and animal adventure, for example), partly for the sake of simplicity, but partly, too, because we categorized this dimension under "Characters." One of our purposes was to create a genre scheme that ultimately would be useful to teachers, separating books according to easily recognizable genre categories they would find suitable in the planning of a literature curriculum. Figure 1 explains how we defined the various genres, while Figure 2 gives examples from the data set of books that exemplify each of these categories. We should point out that no scheme for categorizing children's literature is foolproof, and ours is no exception: many books sit on the edge between categories or span several of them. For example, the distinction between fairy tales and folk tales is quite subtle; many books at this level are both humorous and realistic fiction; occasionally it is hard to decide between mystery and adventure. In such cases, we used the categorization of authorities in the field (e.g., Huck et al., 1987), or, if that was not available, we made a judgment based on our reading of the book in question.

Figure 1: Explanation of Genre Categories

---

**Traditional Literature** *Literature passed down from generation to generation; literature that reveals the values and beliefs of a culture.*

**Myths & Legends** Myths frequently explain natural phenomena through religious or ritualistic plots. Legends are stories presented as true accounts of past secular events or heroes.

**Folk Tales** Fictional stories with predictable plot structure (e.g., "Once upon a time"). They often depict conflicts between good and evil where good eventually "lives happily ever after."

**Fairy Tales** Fairy tales share many of the same characteristics as folktales but often are longer and contain romantic elements.

**Fables** Fables are very short stories, usually with animal characters depicting human behaviors, that teach a lesson or moral.

**Epics** Epics are long narratives with the adventures of a heroic figure as the center of action.

---

**Concepts** *Literature that enriches an area of understanding and helps make knowledge of that area explicit.*

**Concepts** Stories that help develop understanding of a concept area such as letters of the alphabet, numbers, colors, shapes.

---

**Realism** *Literature that is not true but draws upon events from "real life" and treats them in a realistic manner.*

**Realistic Fiction** In realistic fiction, the plot, setting, and characters depict "real life" situations and issues but are not actual, true accounts.

**Mystery** Mystery contains elements of suspense and involves the reader in solving the problem driving the plot.

**Humor** Literature which, through the situations depicted, the language used, or sheer nonsense, is written to make children laugh.

**Adventure** Adventure stories are fast-paced and include elements of excitement. The plot may center around overcoming difficulties, journeys or quests.

**Historical Fiction** Literature based on historical settings and events but fictional elements, such as the characters, are used.

---

**Fantasy** *Literature that creates a make-believe world while maintaining a sense of the believable through the realistic treatment of characters and events.*

**Science Fiction** Science fiction draws upon hypothesized scientific and technological advances in telling stories about the future of mankind.

**Fantasy** Fantasy creates an imaginary world which departs from what is real and expected yet is made believable through and their experiences.

---

**Nonfiction** *Literature based on truth or fact; factual accounts.*

**Reference** A variety of printed materials that present factual descriptions and accounts of particular events and topics.

**(Auto)Biography** Stories of the lives of people, typically explorers, famous leaders, and people who have accomplishments in a particular field, told by self (autobiography) or others (biography).

**Informational** Informational text is factual and may be supported by detailed descriptions, definitions, illustrations and examples to clarify information presented.

---

Figure 2: Examples of Books from Genre Categories

| <i>Genre</i>       | <i>Examples of Books (from 2nd Grade sample)</i>   |
|--------------------|--|
| Myths & Legends    | <u>Saint George and the Dragon</u> (Margaret Hodges); <u>The Legend of the Indian Paintbrush</u> (Tomie de Paola)                                  |
| Folk Tales         | <u>Tikki Tikki Tembo</u> (retold by Arlene Mosel); <u>The Beginning of the Armadillo</u> (Rudyard Kipling)   |
| Fairy Tales        | <u>Little Red Riding Hood</u> (Jacob & Wilhelm Grimm); <u>Rapunzel</u> (retold by Amy Ehrlich)   |
| Fables             | <u>The Monkey and the Crocodile</u> (Paul Galdone)*  |
| Epics              | <u>Hiawatha</u> (Henry Longfellow)*  |
| Concepts           | <u>Animalia</u> (Graeme Base); <u>The Z Was Zapped</u> (Chris Van Allsburg); <u>The Berenstain Bears—Bears on Wheels</u> (Stan and Jan Berenstain) |
| Realistic Fiction  | <u>Ira Sleeps Over</u> (Bernard Waber); <u>Two Dog Biscuits</u> (Beverly Cleary)   |
| Mystery            | <u>Nate the Great and the Fishy Prize</u> (Marjorie Sharmat); <u>Cam Jansen and the Mystery of the Gold Coins</u> (David Adler)                    |
| Humor              | <u>How to Eat Fried Worms</u> (Thomas Rockwell); <u>The Man Who Didn't Wash His Dishes</u> (Phyllis Krasilovsky)                                   |
| Adventure          | <u>We're Going on a Bear Hunt</u> (Michael Rosen & Helen Oxenbury); <u>The Cricket in Times Square</u> (George Selden)                             |
| Historical Fiction | <u>Little House in the Big Woods</u> (Laura Ingalls Wilder); <u>Sam the Minute Man</u> (Nathaniel Benchley)  |
| Science Fiction    | <u>Commander Toad and the Space Pirates</u> (Jane Yolen); <u>Space Case</u> (Edward Marshall)  |
| Fantasy            | <u>Amanda and the Mysterious Carpet</u> (Fernando Krahn); <u>Yertle the Turtle and Other Stories</u> (Dr. Seuss)                                   |
| Reference          | <u>Encyclopedia Britannica</u> *   |
| (Auto)Biography    | <u>Martin Luther King: Free At Last</u> (David Adler); <u>The Value in Believing in Yourself: The Story of Louis Pasteur</u> (Spencer Johnson)     |
| Informational      | <u>Apple Tree! Apple Tree!</u> (Mary Blocksma); <u>A Very Young Circus Flyer</u> (Jill Krementz)   |

\*Sole examples from data set

We also categorized reading materials according to their format. By format, we mean the material's physical characteristics; first, distinguishing between books, plays, diaries, documents, magazines, newspapers and nonprint; next, describing the relationship between text and illustrations; finally, whether the text was primarily verse or prose. In primary school, children themselves are well aware of a book's format, having graduated from cloth books (made literally of cloth, so that an infant can handle it without injury to themselves or the book), to board books (made with extra thick pages that can stand the abuse meted out to them by 3 year-olds), to picture books, and finally to what they call "chapter" books. In the transitional stage in which our second graders find themselves, it was important that we distinguish between the various formats that are typically found in early primary school. Thus we have no cloth or board categories, but we do distinguish between the various formats that come after board books, all the way to chapter books. These include wordless picture books, picture story books, illustrated story books, illustrated chapter books, and finally chapter books themselves. Figure 3 describes these format categories, and gives examples of books from the data set that exemplify them.

A third way in which we categorized reading material was to identify their general topics. We were interested in knowing what kinds of topics children would be exposed to in either the books they read or those that were read to them. We identified seven such topics: everyday experiences, the calendar, media, subject areas, imagination, current events, and concepts. Figure 4 explains these categories, and gives examples of books whose topics fall into the seven subcategories.

Finally, we categorized the books according to the kinds of characters that inhabited them. Of particular interest to us was whether children at this stage of their literary development (and those who read to them) have a preference for books with human or nonhuman (typically animals, but also monsters and space creatures) characters, and what percentage of books had no characters as such. Since many books mix human and nonhuman characters, we included a category where both were represented. Figure 5 explains these categories and gives examples drawn from the data set.

## **Findings**

### *(1) Description and Analysis of Books*

Our first set of questions related to second graders' literary experiences at home and in school. Specifically, we wanted to learn what literature these children encounter in school, what they encounter at home, and what the relationship is between the literature experienced in the two settings. For example, what specific titles do second graders read? From what genres is this reading drawn? What book formats (e.g., wordless picture books, illustrated story books, chapter books) most typify this reading? What kinds of characters inhabit these books, and what topics are they about? What proportion of these books are read to children, what proportion do they read on their own, and what proportion do they read in a shared fashion with either parent or teacher? Are there differences in the kinds of books that are read to or shared with children versus those they read on their own? Are

Figure 3: Explanation of Format Categories, with examples

| <i>Format</i>                  | <i>Explanation</i>  | <i>Examples of Books (from 2nd Grade sample)</i>  |
|--------------------------------|---|---|
| Wordless Picture Book          | Book without any text, in which the illustrations carry the story on their own                            | <u>Dreams</u> (Peter Spier); <u>Moonlight</u> (Jan Ormerod); <u>Hiccup</u> (Mercer Mayer)   |
| Picture Story Book             | Book with pictures and text, in which the illustrations carry much of the story, complemented by the text | <u>The Very Hungry Caterpillar</u> (Eric Carle); <u>Go, Dog, Go!</u> (P.D. Eastman)   |
| Illustrated Story Book         | Book with pictures and text, in which the text carries the story, complemented by the illustrations       | <u>Dinosaur's Divorce: A Guide for Changing Families</u> (Laurie & Marc Brown); <u>The Berenstain Bears and the Bad Dream</u> (Stan & Jan Berenstain) |
| Illustrated Chapter Book       | Book with pictures and text in chapter form, in which the illustrations complement the text               | <u>Blue Bay Mystery</u> (Gertrude Warner); <u>Freckle Juice</u> (Judy Blume)  |
| Chapter Book                   | Book with text in chapter form, no illustrations  | <u>Superfudge</u> (Judy Blume); <u>Jelly's Circus</u> (Dean Hughes)   |
| Anthology                      | Book of collected stories, either in full or excerpts   | <u>A Christmas Book</u> (Joan Walsh Anglund); <u>Great Children's Stories</u> (Frederick Richardson)  |
| Drama                          | Text presented in dramatic form   | (no examples)   |
| Diary                          | Text presented in diary format  | <u>A Mouse's Diary</u> (Michelle Cartlidge); <u>Kitty-A Cat's Diary</u> (Robyn Supraner)  |
| Document                       | Text presented as a document (e.g., proclamation)   | (no examples)   |
| Magazine                       | Text in magazine format   | <u>Highlights for Children</u> ; <u>Sports Illustrated for Kids</u>   |
| Newspaper                      | Text in newspaper format  | <u>Times-Union Newspaper</u> *  |
| Non-Print                      | Literature presented in non-print format (e.g., film)   | (no examples)   |
| (Verse) Picture Story Book     | Picture Story Book presented in verse format  | (no examples)   |
| (Verse) Illustrated Story Book | Illustrated Story Book presented in verse format  | <u>Green Eggs and Ham</u> (Dr. Seuss); <u>I Know an Old Lady Who Swallowed a Fly</u> (Rose Bonne)   |
| (Verse) Anthology              | Anthology presented in verse format   | <u>Play Rhymes</u> (Marc Brown); <u>Scary Scary Halloween</u> (Eve Bunting)   |

\*Sole example from data set

Figure 4: Explanation of Topic Category, with examples

| <i>Topic</i>         | <i>Explanation</i>  | <i>Examples of books (from 2nd Grade sample)</i>   |
|----------------------|---|--|
| Imagination          | The events and characters of the book are entirely imaginary  | <u>Akimba and the Magic Cow</u> (Anne K. Rose); <u>Cloudy with a Chance of Meatballs</u> (Judith Barrett)  |
| Everyday Experiences | The book is about things that happen in everyday life (at home and in school, especially)   | <u>A Baby Sister for Frances</u> (Russell Hoban); <u>Ramona and her Father</u> (Beverly Cleary); <u>Stacy Goodbye</u> (Patricia Reilly Giff)   |
| Subject Areas        | The book is about a specific content area (e.g., a country), a species of animal (e.g., whales, bears), a person (e.g., Lincoln), a hobby, profession, or sport | <u>Africa's Animal Giants</u> (Jane McCauley); <u>George Washington</u> (Ingri d'Aulaire & Edgar Parin); <u>Grand Canyon: The Story Behind the Scenery</u> (Merrill Beal); <u>If You Grew Up With Abraham Lincoln</u> (Ann McGovern) |
| Calendar             | The book is mainly about a calendar related topic (e.g., Christmas, Valentine's Day, Spring, Winter)  | <u>Arthur's Christmas</u> (Marc Brown); <u>Easter Treat</u> (Roger Duvoisin); <u>Hooray for Father's Day !</u> (Marjorie Sharmat)  |
| Media                | The book is based directly on a movie or cartoon  | <u>Bambi</u> (adapted by Jan Carr); <u>The Adventures of Strawberry Shortcake</u> (Alexandra Wallner)  |
| Concepts             | The book is primarily about a concept (e.g., alphabet, counting, "up" & "down")   | <u>Anno's Hat Tricks</u> (Mitsumasa Anno); <u>Hooper Humperdink...? Not Him !</u> (Theo LeSieg); <u>Animalia</u> (Graeme Base)   |
| Current Events       | The book is about a current event (e.g. sports, politics, consumer affairs)   | <u>Sport Magazine</u> ; <u>Sports Illustrated For Kids</u>   |

Figure 5: Explanation of Character Category, with examples

| <i>Topic</i>      | <i>Explanation</i>   | <i>Examples of books (from 2nd Grade sample)</i>   |
|-------------------|--|--|
| Human             | The main characters are human (non-human characters such as dogs or cats may be present, but they are not personified, nor are they "main" characters) | <u>Amelia Bedelia and the Baby</u> (Peggy Parish); <u>Farmer Boy</u> (Laura Ingalls Wilder); <u>Miss Nelson Is Missing !</u> (Harry Allard & James Marshall) |
| Non-Human         | The main characters are animals (or imaginary creatures, occasionally space aliens)  | <u>Bears in the Night</u> (Stan & Jan Berenstain); <u>Arthur Goes To Camp</u> (Marc Brown); <u>George and Martha Rise and Shine</u> (James Marshall)         |
| Human & Non-Human | Human and non-human characters are portrayed together (the animals are generally personified)  | <u>Curious George Flies a Kite</u> (Margret Rey) <u>Jumanji</u> (Chris Van Allsburg); <u>Mike Mulligan and the Steam Shovel</u> (Virginia Lee Burton)        |
| No Characters     | The book is about a subject area, and there are no characters as such (even though the book may be about insects, animals, birds)                      | <u>A First look at Spiders</u> (Joyce Hunt & Millicent Selsam); <u>Animals in Winter</u> (Ron Fisher); <u>How Animals Talk</u> (Susan McGrath)               |

there differences in the kinds of books that are read in the two settings?

There were a total of 1023 different individual titles read to and by the 8 second graders. However, many of these titles were read by more than one child, parent, or teacher, and the total number of books recorded as having been read is 1166. In the analyses that follow, we distinguish between analyses of the individual titles ( $N=1023$ ), and analyses of books read by children, parents, and teachers ( $N=1166$ ). The specific titles read to, with and by the second graders are listed in Appendix A. This Appendix presents the titles by individual child, within the categories of *read-aloud* (read by a teacher or parent to the child), *guided* (read jointly with the teacher or parent), or *independent* (read by the child on his or her own). It should be noted that these lists of books and other reading material represent what teachers, parents, and the students themselves reported to us, on a weekly basis, throughout the study period. We were struck by the enormous range of books read to and by these children; of the 1166 titles read by the combined sample, only 143 (just over 12%) were shared by more than one student, parent, or teacher. This shows remarkable variability, given that we drew children from only two classrooms, although it must be admitted that the pool of books available to children, parents, and teachers at this level is very large indeed, and is constantly replenished by the addition of hundreds of new titles each year.

We analyzed as many of the 1023 titles as we could locate, using the genre, format, topic, and character categories described above. (We were able to analyze 714 by genre, 713 by topic, 773 by format, and 691 by characters.) Table 1 presents the analysis of books by the broad genre categories of Traditional Literature, Concepts, Realism, Fantasy, and Nonfiction. The majority of books read to and by the second graders were from the category of Realism, followed by almost identical number of books drawn from Fantasy and Nonfiction categories. Although we expected that Realism would dominate the genres of the books read at this level, we had assumed that Fantasy would be a close second, and we were much surprised by the showing of Nonfiction books.

Table 2 presents an analysis of books by the subgenre categories within the broader genres presented in Table 1. Within Traditional Literature, Fairy Tales were the most common, followed by Folk Tales; Myths and Legends, Epics, and Fables were poorly represented in this sample. Within Realism, Realistic Fiction dominated, followed by Adventure, Humor, and Mystery (each healthily represented); only Historical Fiction was poorly represented. In Fantasy, Science Fiction was – not surprisingly – barely represented. In Nonfiction, Informational books had a strong showing, with Biography/Autobiography poorly represented, and Reference barely represented at all.

We also analyzed books according to their genre, within the five categories representing where the books were read (at home, in school), and how they were read (read-aloud, guided, independent). Table 3 presents this analysis.

It will be seen from Table 3 that Realism books dominate all five categories (from At Home: Read-Aloud to At School: Independent). However, while Fantasy books dominate the second position for children's independent reading at home and in school (and parents' read-alouds), Nonfiction

**Table 1: Analysis of Books by Genre (N=1023)**

| <i>Genre</i>                    | <i>Number of Books</i> | <i>Percentage of Total Analyzed</i> |
|---------------------------------|------------------------|-------------------------------------|
| Realism                         | 396                    | 55.5                                |
| Fantasy                         | 117                    | 16.4                                |
| Nonfiction                      | 113                    | 15.8                                |
| Traditional Literature          | 81                     | 11.3                                |
| Concepts                        | 7                      | 0.98                                |
| Total<br>(Unable to Categorize) | 714<br>(309)           | 99.98<br>*                          |

\*caused by rounding individual percentages

**Table 2: Analysis of Books by Genre (N= 1023)**

| <i>Genre</i>           | <i>Number of Books</i> | <i>Percentage of Total Analyzed</i> |
|------------------------|------------------------|-------------------------------------|
| Realistic Fiction      | 217                    | 30                                  |
| Fantasy                | 114                    | 16                                  |
| Informational          | 102                    | 14                                  |
| Adventure              | 79                     | 11                                  |
| Humor                  | 58                     | 8                                   |
| Fairy Tales            | 42                     | 6                                   |
| Mystery                | 35                     | 5                                   |
| Folk Tales             | 29                     | 4                                   |
| (Auto)Biography        | 10                     | 1                                   |
| Myths & Legends        | 8                      | 1                                   |
| Concepts               | 7                      | 1                                   |
| Historical Fiction     | 7                      | 1                                   |
| Science Fiction        | 3                      | <1                                  |
| Epics                  | 1                      | <1                                  |
| Fables                 | 1                      | <1                                  |
| Reference              | 1                      | <1                                  |
| Total                  | 714                    | 102                                 |
| (Unable to Categorize) | (309)                  | *                                   |

\*caused by rounding individual percentages

**Table 3: Analysis of Books by Genre within Category (Home vs School; Read-Aloud vs Guided vs Independent Reading)**  
**(Subjects: N=8)**  
**(Books: N=1166)**

| Genre                | At Home    |        |             | At School  |             | Total |
|----------------------|------------|--------|-------------|------------|-------------|-------|
|                      | Read-Aloud | Guided | Independent | Read-Aloud | Independent |       |
| Realistic Fiction    | 33         | 19     | 150         | 64         | 22          | 288   |
| Fantasy              | 31         | 15     | 78          | 17         | 20          | 161   |
| Informational        | 20         | 28     | 50          | 36         | 6           | 140   |
| Adventure            | 15         | 5      | 45          | 14         | 2           | 81    |
| Humor                | 14         | 9      | 28          | 15         | 3           | 69    |
| Fairy Tales          | 7          | 9      | 29          | 11         | 1           | 57    |
| Mystery              | 4          | 5      | 24          | 3          | 2           | 38    |
| Folk Tales           | 5          | 1      | 16          | 9          | 2           | 33    |
| (Auto)Biography      | 1          | 1      | 4           | 3          | 2           | 11    |
| Myths & Legends      | 2          | 2      | 2           | 3          | 1           | 10    |
| Historical Fiction   | 1          | 1      | 5           | 1          | 2           | 10    |
| Concepts             | 0          | 3      | 3           | 1          | 0           | 7     |
| Fables               | 2          | 2      | 0           | 0          | 0           | 4     |
| Science Fiction      | 1          | 0      | 0           | 2          | 0           | 3     |
| Epics                | 0          | 0      | 0           | 1          | 0           | 1     |
| Reference            | 0          | 0      | 0           | 0          | 0           | 0     |
| Unable to Categorize | 46         | 26     | 138         | 19         | 24          | 253   |
| Totals               | 182        | 126    | 572         | 199        | 87          | 1166  |

Note: There is no category "At School: Guided Reading" because there were no books recorded in that category.

books are more frequently read than Fantasy books by teachers in school and by parents when they read together with their children. We would have expected that Traditional Literature books would have been a more prominent feature of read-alouds at home and in school when compared to independent reading, but this was not the case. Further, while we noted that Traditional Literature books were read to children in school far more frequently than they read it on their own, the imbalance between the Read-Aloud and Independent reading of traditional literature at home was especially surprising.

Secondly, we analyzed books according to their format. Table 4 presents the analysis of books by format. Table 5 shows how books were distributed by format across the five categories (At Home: Read-Aloud to At School: Independent).

It is clear from Table 4 that the overwhelming percentage of books that the second graders are exposed to are Illustrated Story Books. Indeed, books with illustrations that accompany and contribute to the stories in varying degrees account for nearly 97% of all books in the study. Table 5 not only confirms the findings in Table 4, but also shows that the illustrated story book format dominates in all categories (At Home: Read-Aloud to At School: Independent).

We also analyzed the books by topic. Table 6 presents the analysis of the books as a whole. Table 7 shows how books were distributed by topic across the five categories (At Home: Read-Aloud to At School: Independent). It will be seen from Table 6 that by far the largest number of the books analyzed were from the Imagination category, with Everyday Experiences accounting for the second largest percentage. From Table 7, we learn that these proportions hold across the board, with the exception that more subject area books are read at home in a guided fashion than everyday experience books, but the difference is slight. In almost all situations (at home, in school; read-aloud, guided, and independent), imagination books are the most widely read, followed by everyday experiences, subject areas, and the calendar. Books drawn from the media, from concepts, and from current events played an insignificant role in these second graders' reading during the study period.

Finally, we analyzed books by their characters. Table 8 presents this analysis for the books as a whole. Table 9 presents the analysis by character across the five categories (At Home: Read-Aloud through At School: Independent). In this category, the books read to and by the second graders are much more evenly distributed among human, nonhuman, and mixed human and nonhuman characters. Even books with no characters (essentially the nonfiction books) are healthily represented in the sample. By a small margin, books with human characters are read the most, followed by books with nonhumans (mostly animals), then books with a mix of humans and nonhumans. When we examine the characters that inhabit books read to the second graders by parents and teachers, and those read by children on their own, we see that parents draw their reading evenly between the three character subcategories (human, nonhuman, mixed human and nonhuman), while the teachers read aloud twice as many books with human characters than books with either nonhuman or mixed characters, and if the three subcategories are combined, it is clear that teachers read aloud far fewer books with only nonhuman characters than they do books with humans in them. The pattern among the second graders in their independent reading is not quite so pronounced, but it, too,

**Table 4: Analysis of Books by Format (N=1023)**

| <i>Format</i>                  | <i>Number of Books</i> | <i>Percentage of Total Analyzed</i> |
|--------------------------------|------------------------|-------------------------------------|
| Illustrated Story Book         | 585                    | 76                                  |
| Illustrated Chapter Book       | 93                     | 12                                  |
| Picture Story Book             | 28                     | 4                                   |
| Magazine                       | 23                     | 3                                   |
| (Verse) Illustrated Story Book | 15                     | 2                                   |
| Chapter Book                   | 12                     | 2                                   |
| Wordless Picture Book          | 5                      | <1                                  |
| Anthology                      | 5                      | <1                                  |
| (Verse) Anthology              | 4                      | <1                                  |
| Diary                          | 2                      | <1                                  |
| Newspaper                      | 1                      | <1                                  |
| Drama                          | 0                      | 0                                   |
| Document                       | 0                      | 0                                   |
| Non-Print                      | 0                      | 0                                   |
| (Verse) Picture Story Book     | 0                      | 0                                   |
| Total                          | 773                    | 104                                 |
| (Unable to Categorize)         | (207)                  | *                                   |

\*caused by rounding individual percentages

**Table 5: Analysis of Books by Format within Category (Home vs School;  
Read-Aloud vs Guided vs Independent Reading)  
(Subjects: N=8)  
(Books: N=1166)**

| Format                     | At Home: Read-Aloud | At Home: Guided | At Home: Independent | At School: Read-Aloud | At School: Independent | Total |
|----------------------------|---------------------|-----------------|----------------------|-----------------------|------------------------|-------|
| Illustrated Story Book     | 102                 | 70              | 337                  | 155                   | 45                     | 709   |
| Illustrated Chapter Book   | 20                  | 17              | 64                   | 7                     | 12                     | 120   |
| Picture Story Book         | 5                   | 4               | 21                   | 4                     | 0                      | 34    |
| Magazine                   | 8                   | 9               | 17                   | 0                     | 0                      | 34    |
| (Verse) Illus. Story Book  | 7                   | 1               | 7                    | 5                     | 0                      | 20    |
| Chapter Book               | 3                   | 1               | 7                    | 3                     | 1                      | 15    |
| Anthology                  | 0                   | 2               | 3                    | 1                     | 0                      | 6     |
| (Verse) Anthology          | 0                   | 1               | 3                    | 2                     | 0                      | 6     |
| Wordless Picture Book      | 0                   | 2               | 0                    | 3                     | 0                      | 5     |
| Diary                      | 0                   | 0               | 2                    | 0                     | 0                      | 2     |
| Newspaper                  | 1                   | 0               | 0                    | 0                     | 0                      | 1     |
| Drama                      | 0                   | 0               | 0                    | 0                     | 0                      | 0     |
| Document                   | 0                   | 0               | 0                    | 0                     | 0                      | 0     |
| Non-Print                  | 0                   | 0               | 0                    | 0                     | 0                      | 0     |
| (Verse) Picture Story Book | 0                   | 0               | 0                    | 0                     | 0                      | 0     |
| Unable to Categorize       | 36                  | 19              | 111                  | 19                    | 29                     | 214   |
| Totals                     | 182                 | 126             | 572                  | 199                   | 87                     | 1166  |

Note: There is no category "At School: Guided Reading" because there were no books recorded in that category.

**Table 6: Analysis of Books by Topic (N=1023)**

| <i>Topic</i>                    | <i>Number of Books</i> | <i>Percentage of Total Analyzed</i> |
|---------------------------------|------------------------|-------------------------------------|
| Imagination                     | 314                    | 44                                  |
| Everyday Experiences            | 199                    | 28                                  |
| Subject Areas                   | 111                    | 16                                  |
| Calendar                        | 61                     | 9                                   |
| Media                           | 16                     | 2                                   |
| Concepts                        | 8                      | 1                                   |
| Current Events                  | 4                      | <1                                  |
| Total<br>(Unable to Categorize) | 713<br>(310)           | 101<br>*                            |

\*caused by rounding individual percentages

**Table 7: Analysis of Books by Topic within Category**  
**(Home vs School; Read-Aloud vs Guided vs Independent Reading)**  
**(Subjects: N=8)**  
**(Books: N=1166)**

| <b>Topic</b>         | <b>At Home: Read-Aloud</b> | <b>At Home: Guided</b> | <b>At Home: Independent</b> | <b>At School: Read-Aloud</b> | <b>At School: Independent</b> | <b>Total</b> |
|----------------------|----------------------------|------------------------|-----------------------------|------------------------------|-------------------------------|--------------|
| Imagination          | 67                         | 43                     | 171                         | 73                           | 27                            | 381          |
| Everyday Experiences | 25                         | 22                     | 150                         | 50                           | 26                            | 273          |
| Subject Areas        | 24                         | 29                     | 49                          | 28                           | 8                             | 138          |
| Calendar             | 18                         | 4                      | 36                          | 17                           | 1                             | 76           |
| Media                | 1                          | 1                      | 19                          | 0                            | 0                             | 21           |
| Concepts             | 1                          | 2                      | 4                           | 1                            | 0                             | 8            |
| Current Events       | 1                          | 0                      | 3                           | 0                            | 0                             | 4            |
| Unable to Categorize | 45                         | 25                     | 140                         | 30                           | 25                            | 265          |
| <b>Totals</b>        | <b>182</b>                 | <b>126</b>             | <b>572</b>                  | <b>199</b>                   | <b>87</b>                     | <b>1166</b>  |

Note: There is no category "At School: Guided Reading" because there were no books recorded in that category.

**Table 8: Analysis of Books by Characters (N=1023)**

| <i>Characters</i>               | <i>Number of Books</i> | <i>Percentage of Total Analyzed</i> |
|---------------------------------|------------------------|-------------------------------------|
| Human                           | 242                    | 35                                  |
| Non-Human                       | 193                    | 28                                  |
| Human & Non-Human               | 167                    | 24                                  |
| No Characters                   | 89                     | 13                                  |
| Total<br>(Unable to Categorize) | 691<br>(332)           | 100                                 |

**Table 9: Analysis of Books by Characters within Category (Home vs School;  
Read-Aloud vs Guided vs Independent Reading)**  
(Subjects: N=8)  
(Books: N=1166)

| Topic                | At Home: Read-Aloud | At Home: Guided | At Home: Independent | At School: Read-Aloud | At School: Independent | Total |
|----------------------|---------------------|-----------------|----------------------|-----------------------|------------------------|-------|
| Human                | 34                  | 31              | 140                  | 73                    | 17                     | 295   |
| Non-Human            | 45                  | 16              | 127                  | 37                    | 10                     | 235   |
| Human & Non-Human    | 36                  | 22              | 103                  | 38                    | 10                     | 209   |
| No Characters        | 18                  | 29              | 46                   | 19                    | 6                      | 118   |
| Unable to Categorize | 49                  | 28              | 156                  | 32                    | 44                     | 309   |
| Totals               | 182                 | 126             | 572                  | 199                   | 87                     | 1166  |

Note: There is no category "At School: Guided Reading" because there were no books recorded in that category.

follows the same trend as their teachers.

In conclusion, the question about what kinds of literature these children encounter in school and at home can be answered as follows: The actual titles they, their parents, and their teachers reported reading can be seen in Appendix A. It is clear from this listing that these children's literary experiences are quite extensive, and they occur with regularity at home and in school. They are also balanced between books read to them, read with them, and those they read on their own.

The books they were exposed to can be characterized as mostly drawn from the realism category (literature that is not true but draws upon events from "real life" and treats them in a realistic manner); overwhelmingly illustrated story books (books roughly 40 pages in length, in which the story line is carried by the text, but complemented by illustrations); the books are mostly about imaginary topics and everyday experiences (more are imaginary, but a significant number are everyday experiences); and the characters that inhabit these books are fairly evenly divided between human and nonhuman (mostly animal). But these second graders are also exposed to significant numbers of books with characteristics different than those described above: In terms of genre, they are exposed to fantasy, information, adventure, humor, fairy tales, mystery, and folk tales. In fact, other than concept books, all the major genre categories are well represented in the sample (none of them account for less than 10% of the books reported). In terms of format, they are exposed to illustrated chapter books and to picture story books. Many of the books they read expose them to topics other than imagination and everyday experiences, especially subject areas, and, to some extent, calendar-related topics.

We did discern some noticeable patterns in the kinds of books read in the different situations (at home, in school; read-aloud, guided, independent). Teachers read more Nonfiction than Fantasy books to children, while children read more Fantasy than Nonfiction on their own; while the books that parents read to their children have a fairly even mixture of human and nonhuman characters, the books that teachers read aloud contain far fewer nonhuman characters than human. But with these exceptions, it would seem that for these children, the books they encountered at home were very similar to those they encountered in school; the books they read themselves were very similar to those they listened to others read.

## *(2) Description and Analysis of Literary Instruction*

Our second set of questions related to literary instruction in school. What literary experiences/instruction do teachers provide for their students? How much time do they allocate to the various activities? What is the focus of their literary instruction, and how do they go about it? How do students engage in these literary activities? (i.e., What do they do? How do they respond, what is their level of involvement?)

We selected the two second-grade classrooms to represent currently popular approaches to teaching reading/language arts—one that combines a basal reading series with full-length literature;

the other that uses full-length literature as the sole vehicle for language arts instruction. Both classrooms would probably be characterized as "whole language" in their philosophy, even though one of them did use a basal reader for part of its language arts program, and neither teacher described herself specifically as a whole language teacher. The teachers in both classrooms have extensive knowledge of children's literature, and they both were committed to providing substantial literary experiences to their students. Both classrooms are quite similar in their appearance and layout. The students' desks are arranged in tables in both classrooms, and there are writing and listening centers, reading areas complete with rugs and pillows and trade book displays. Children's writings are prominently displayed (in one classroom, strung across the room on wires). Both classrooms represent "print-rich" environments.

In order to describe the literary experiences and instruction that these two teachers provide for their students, we made detailed field notes of all instructional activities related to language arts during the intensive study periods. We also referred to the teachers' plan books, instructional materials, and daily schedules to supplement the field notes. We were able to observe a sufficient number of these activities during the intensive study period to discern consistent patterns in literary instruction, which not only were obvious to the researchers but were clearly recognized as routines by the teachers and their students.

In the two classrooms, it is interesting to note how large a percentage of the instructional day is devoted to language arts activities. Nonliterary instruction (which includes math, music, art, physical education, science, and social studies) accounted for less than 10% of the total time. Also, of the time available for instruction, very little of it appears to be spent on either management of the classroom (1%), or transition from one activity to another (5%).

#### Literacy Instruction in Ms. G.'s Classroom

Ms. G. divides the day into two broadly defined language-related activities—what she calls "Reading Workshop" and "Writing Workshop." Reading Workshop comprises the following:

##### *(1) Bookselling*

Ms. G. does not actually call this activity "bookselling," but it involves her introducing books to the class through such activities as: reading snippets of books, discussing the author and title of a book, a guest speaker doing a "book talk" on humorous books, students sharing titles of their own and Ms. G. placing books around the room and inviting students to consider them for their personal choice reading. (This activity was observed 4 times in the 5 days; it always occurred as the first activity of the Reader's Workshop; and except for the day when the activity lasted 43 minutes, due to a guest speaker, bookselling lasted 5-6 minutes per day.)

##### *(2) Read-aloud, including whole class discussion*

Read-aloud activities are an integral part of Reader's Workshop, and take place daily. Ms. G. gathers the whole class on the rug in front of her chair. The books she reads aloud are often selected by her, but we also noted that she would read books selected by the students (for example, on one day she announced that she wanted to read an Amelia Bedelia book, but let the students decide which of several they would like to have her read aloud; on another, she invited students to choose any book they wished her to read aloud). We noticed that one aspect of this selection was for the read-aloud to be an integrating link between reading and writing - for example, she read aloud the book *Thomas' Snowsuit* and then used it later during Writer's Workshop for a mini-lesson on conducting interviews. Another aspect was that all the books we observed being read aloud in Reader's Workshop were illustrated story books that could be completed in a single read-aloud session. Her procedures for read-aloud were as follows: (a) She introduces the title, the author, the illustrator, the copyright date, dedications, once even the genre; (b) She encourages students to make predictions about the book, and then she sets a purpose for the reading (e.g., "Let's read to find out to what Amelia Bedelia does"). On one occasion, she briefly previewed some vocabulary. Once she began to read aloud, she would frequently: (c) do what we term an "oral cloze" (e.g., she would stop reading, and wait for the students to supply a rhyming word, or a repeated phrase or sentence); (d) show the pictures; (e) stop and ask questions (students were also invited to stop her with their questions and comments. Once the book was finished, she would (f) move quickly to signal the transition to personal choice reading, with little or no further discussion. (This read-aloud session lasted about 10 minutes, daily.)

### *(3) Personal choice reading, including conferences and response journals*

Personal choice reading comprises the lion's share of the Reader's Workshop, with both the teacher and the students engaged in a variety of activities: (a) Ms. G. asks the students to state the title of the book they have selected prior to personal choice reading time and to state their purpose for reading (this is done orally, around the room); (b) Ms. G. reminds students to have their response journals ready; (c) Students read on their own (during the first 5-6 minutes, Ms. G. also reads silently at her desk); (d) for a brief period (2-3 minutes), Ms. G. circulates around the room, checking, apparently, that students are on-task. Ms. G. then starts holding individual reading conferences. In a typical conference we observed, Ms. G. would; (e) do a "running record" (Clay, 1978) and/or have the student read aloud and ask him/her to summarize the passage; (f) teach a specific reading "skill"; (g) talk about the book in general, soliciting personal responses from the student and sharing her own observations about the book (these conferences lasted about 8 minutes apiece). After the conferences are completed, Ms. G. (h) returns to circulating around the room, briefly, before announcing that it is time for the students to make entries in their response journals. While students are engaged in this activity, Ms. G. (i) circulates, reading journal entries and prompting entries by asking students questions such as: "What's your purpose? Did you find out about \_\_\_\_\_? I need more information about your book." (Personal choice reading typically lasted 60 minutes on the days we observed; of this time, about 5-6 minutes was devoted to writing response journals.)

### *(4) Whole class mini-lesson*

The mini-lesson serves as a link between the Reading Workshop and the Writing Workshop. It closes the former and introduces the latter. The mini-lesson focuses on a specific language skill (for example, rhyming words, interviewing techniques, including details in writing). Ms. G. draws her examples from the morning read-aloud, using the book to model the specific skill she is teaching. She asks students to give their own examples, and she encourages them to use the skill in their writing later in the day. She also invites students to participate in the mini-lesson, not only answering her questions, but also initiating their own. The mini-lessons we observed lasted about 5-8 minutes, although on one occasion, a mini-lesson lasted 20 minutes. A good example of a mini-lesson took place on 3/6/89: It is displayed in Figure 6.

Writing workshop comprises the following:

(1) *Prewriting activity*

Not all the writing workshops we observed included a prewriting activity (most of the time the students simply began to write). If the day's writing activity was "assigned" (e.g., students were to write up interviews of each other), Ms. G. would describe and model the technique, and have the students practice it before they began their actual writing.

(2) *Sustained writing time*

In this segment of the writing workshop, students could work individually, in pairs, or in groups on their pieces of writing. They could work at their desks, on the floor, or wherever they felt comfortable. Students could write, draw, and discuss their writing with Ms. G. or other students during this time; they were not expected or required to sit silently at their desks. (The classroom reminded us of what Calkins (1986) refers to as a "writing workshop atmosphere"—busy, not quiet, but not chaotic, either.) While the students are writing, Ms. G. circulates around the room, "stopping in" on individual students and groups to check their progress, offer her assistance, make suggestions, and listen to the students reading their pieces. The writing workshop lasted about 30 minutes on the days we observed, ranging from 20 to 45 minutes.

Ms. G. also has language-related activities that occur on a less frequent basis, such as: Reader's Theatre (referred to as such by Ms. G.), Junior Great Books, and Center Time. In Reader's Theatre (which we observed once in the five days), students had signed up ahead of time to read their book aloud to the class. The procedure was as follows: Students were to have practiced reading their book before coming to this activity; as each student read their book, they sat in a reader's "chair." The student would first summarize the book and then read his/her favorite part. After this, students in the class would ask questions, such as: "How did you choose the book? Do you recommend the book? Why?" The student reader would then choose another student from the list. On the day we observed, this activity lasted 65 minutes.

Junior Great Books was done in the Library by the school librarian, involving only part of the class. (We did not observe this activity, which lasted 30 minutes. It does occur regularly, however.)

Figure 6: Example of Mini-lesson (Literature Classroom)

| Time  | Teacher   | Students  |
|-------|---|---|
| 10:42 | (Students are in Writer's Circle.)  |   |
|       | 'This morning I read 'Stand Back' (she mentions some other titles as well). What did you notice about it?'  | "It rhymed."<br>"It was about animals."   |
|       | 'Think of a word that rhymed with 'sneeze' in the story.'   | "Trees"<br>"Fleas"  |
|       | 'When we think of poems, words often rhyme. Where?'   | One of the target students (good reader, girl): "Like if it was a 4-line poem, the first sentence would have a word that rhymed at the end, and the 2nd sentence would have a word that didn't rhyme, and the 3rd sentence..."                  |
|       | Teacher reads a few examples from the morning's book and leaves off rhyming words for students to fill in.  |   |
| 10:48 | 'What other kinds of poetry have we written and read?'  | Same girl: "Our haiku."<br>Teacher: "Tell us about it."<br>Girl: "Well..."<br>Teacher: "What's the important thing in a haiku?"<br>Girl: "It has 5 syllables in the first line, 7 syllables in the second line, 5 syllables in the third line." |
|       | Teacher: "And does it rhyme?"<br>Ss: "No."<br>Teacher: "You could make it rhyme but it doesn't have to."  | (Some Ss recall Muffy Mouse on TV, who always talks in rhyme. One child mentions a song where there's rhyme. Teacher reminds them there are things that rhyme that aren't poems and poems that don't rhyme.)                                    |
| 10:52 | "Listen carefully, see if you can come up with anything that has to do with poetry of rhymes."<br>(Plays tape of Willoughby-Wallaby-Woo).<br>Some Ss sing along.<br>Teacher: "What did you notice?" | S: "It rhymes."<br>S: "It was funny."<br>S: "Rebecca was in"<br>S: "Ms L___ was in"<br>S: "My last name was in it."   |
| 10:56 | (Teacher plays song again, and passes out sheets containing parts of the song.)   |   |

Center Time occurred on two days when we were present. It starts with Ms. G. introducing new centers and describing existing centers. Students then pick a center and proceed to them. The centers involved activities related to reading, writing, drama, math, and using the computer. While the students worked on their own at the various centers, Ms. G. circulated between the centers, offering her assistance, asking questions, and checking progress. On the two days we observed Center Time, this activity lasted 30 minutes.

### Literacy instruction in Ms. B.'s classroom

Ms. B.'s classroom operates somewhat differently to Ms. G.'s in that her language arts program is based on a six-week schedule: She uses a basal reader for two weeks, independent reading of trade books for two weeks and then guided reading of children's trade books for two weeks. We observed for two one-week periods, one during the independent reading block, one during the guided reading block. (For reasons given earlier, we did not observe during the basal reading block.) Since there are significant differences in the instructional activities between the two blocks, we will describe them separately and then discuss their similarities.

#### *(A) Independent Reading Block*

Ms. B.'s instructional activities include "Book Selection," "Big Group Share," "Sustained Silent Reading," and "Response Journals."

##### *(1) Book Selection*

Ms. B. always begins this activity by calling the students' attention to books placed around the room, and then asking them to go select one for their morning reading. Students are free to select any book from those placed around the room. After students have selected their book, they have to get their response journals, their yellow folders (which contains the list of books they have read), and go to the "Lit Corner." (This activity takes about 5 minutes.)

##### *(2) Big Group Share*

Once students have assembled in the "Lit Corner," Ms. B. begins an activity called "Big Group Share." There are two interrelated components of this activity, woven together; a read-aloud and a lesson. Ms. B.'s read-aloud follows a pattern: First, she holds up the book and asks students questions such as, "What is the title? Who is the author?" Then she introduces the book, usually in terms of the lesson she is presenting. For example, if the lesson is on different types of books, she tells the students what kind of book she is reading (e.g., informational, fun) and asks them to look at the book they have selected and try to identify its type. Next, she begins to read the book, holding it up so the students can see the illustrations. After she has read a portion of the book, she stops and asks the students if they can tell why she has chosen this particular book, referring back to the focus

of the lesson (e.g., "Why would I read this book, when talking about repeating phrases?"). After completing the read-aloud, she encourages students to look for examples, or think about their book in terms of the lesson. (This activity typically takes 15 minutes.)

### *Sustained Silent Reading*

Still in the "Lit Corner," each student tells the group the title of the book he/she has selected for the morning's reading. Then, students are free to read on their own, in the "Lit Corner," at their desks, or wherever they choose. While the students are engaged in silent reading, Ms. B. holds individual conferences. In a typical conference, held either at a large table or at a student's desk, Ms. B. and the student engage in one or more of the following activities: (a) They discuss the book in terms of its title, author, or other titles by the same author, what page they are on, what do they like about the book; (b) they share personal experiences related to the book; (c) the student reads aloud; (d) Ms. B. does a "running record." As the conference proceeds, Ms. B. takes notes on what has transpired. We also noted that while Ms. B. is involved in a student conference, she still allows other students to come to her with questions; the conference is put on "hold" temporarily while she attends to another student's questions. (These individual conferences last about 10 minutes each.) After she has completed individual conferences (or occasionally between conferences), Ms. B. circulates around the room, checking in briefly on student progress. (The sustained silent reading period ranged from 30 to 50 minutes on the days we observed.)

### *Response Journals*

At the conclusion of the sustained silent reading period, Ms. B. indicates that it is time for response journals. Students are to make entries about the morning's reading. While students are writing their entries, Ms. B. circulates around the room, asking students to read their entries, prompting entries by asking questions about the book, and reminding students to note their book in the yellow folders. (This activity lasted about 20 minutes on the days we observed.)

In addition to these regular activities, we observed four others. On one day, students had a set of questions to answer about their books in addition to writing in their response journals: "What is the title? Who is the author or illustrator? Can you write one sentence that tells what the book is about? What is the 'problem' in the story? (This was on a day when the Big - Group - Share lesson was about stories with 'problems') What is your favorite part?" On two days, we observed a sharing activity which followed the response journals. In this activity, students were to share their journal entries and a little about their books with their neighbors. On another day, outside of the language arts block, we observed a "Drop Everything And Read" activity, in which students literally stopped what they were doing and read on their own (or with partners) for 40 minutes. During this time, Ms. B. alternated between circulating, and doing paired reading with students. Finally, we observed Ms. B. reading aloud to students outside of the language arts block (e.g., after lunch); sometimes she used these periods to finish reading and discussing a book she had begun that morning.

At other times, she read new material.

### *(B) Guided Reading Block*

In the Guided Reading block, groups of students read a set of books selected by Ms. B., but many of the instructional activities remained the same, including Big Group Share, Sustained Silent Reading, and Response Journals. One activity that is dropped is Book Selection – since all the books used in Guided Reading have already been chosen.

Ms. B. begins the language arts period with Big Group Share, which follows the same procedures as described above – that is, it has a read-aloud and a lesson. The Sustained Silent Reading period is somewhat different in that students are now reading assigned books in groups of about seven or so, although students are to read these books on their own. Also, Ms. B. has selected three different children's trade books and each group is assigned one of these books to read and do follow-up questions. The procedure for this activity is as follows: (a) Ms. B. assigns the books and describes the tasks associated with each of them; (b) The students read silently at their desks and do the follow-up questions; (c) Students are to make entries into their response journals; (d) While students are reading and making entries into their response journals, Ms. B. holds individual conferences, lasting about 10 minutes each. In these conferences, she discusses the books and the follow-up questions, has the student read aloud, and does "running records"; (e) Ms. B. holds group conferences by book. In these group conferences, she discusses the follow-up questions, encourages the students to ask questions and make comments about the book, sometimes discusses the book in relation to the lesson held in Big Book Share, and asks the students to share their response journal entries. These group conferences last about 20 minutes a day. While Ms. B. is holding group conferences, the other students are engaged in a variety of activities, such as reading, writing, drawing, and what Ms. B. calls "group work."

We also noted a number of other activities during the guided reading block. One was an "Author's Assembly," a 40-minute school-wide activity where several students from each class read "published" pieces of their writing to the entire student body. Another was what Ms. B. called "Story Time," in which students gathered on the rug, and Ms. B. read aloud to them for 15 minutes (this took place after lunch). Another was a formal writing period, which we observed twice during the week. In the first of these, Ms. B. presented a mini-lesson on story "leads" (i.e., story beginnings), followed by 35 minutes of sustained writing. In the second, students were assigned to write about an insect they had "invented": Ms. B. did a brief pre-writing activity, but most of the period was spent in independent sustained writing, while Ms. B. circulated, observing students and writing notes.

### Student Engagement in Literary Activities

What has just been presented, the description of the teachers' routines and the time they devoted to various activities, represents what they engaged in during the time we observed them. We

also kept detailed field notes on the activities of all the target students, noting what activities they were engaged in, and the amount of time they engaged in them. From these field notes, we devised a set of categories which seemed to us to characterize the activities in which they engaged. (We arrived at the categories after repeated readings of the field notes, and a preliminary analysis of all the events in which teachers and students were engaged.) Figure 7 describes these categories and explains the specific behaviors they represent. Table 10 presents the analysis of students' activities during the intensive study periods. The data for the two weeks of observations in the Combined classroom are presented separately because of the distinctively different foci of the literary instruction in the two weeks (one devoted to independent reading, the other to guided reading).

It will be seen from Table 10 that the students in both classrooms spent the greatest amount of time (roughly 20%) engaged in the discussion of books. Beyond that, the amount of time that students engaged in various literary activities seems to vary according to the purpose of the classroom's literature program. In the Literature classroom, the literary activity students were involved with for the next largest block of time was Read-Aloud (13%), followed by writing discussions (11%), and nonliterary instruction (11%). In the week devoted to independent reading in the Combined classroom, students spent an equal amount of time (24%) reading independently and discussing these books, while the focus students we observed spent almost no time engaged in the read-aloud sessions offered. Although the teacher read aloud daily for about 15 minutes, the focus students were out of the classroom for all but 5 minutes of this time. During the week, nearly 60% of student engaged time was spent on a combination of individual and partner reading, and on book discussions. In contrast, during the week devoted to guided reading, while students spent nearly the same amount of time (20%) discussing books, they were involved in independent reading only 13% of the time. However, student engagement in the Read-aloud sessions was increased from 5 to 187 minutes (6%), and writing from 127 to 352 minutes. In both classrooms, reading activities occupy a far greater percentage of the day than writing, both in terms of the teachers' and the students' activities. In the Literature classroom, students devoted just under 40% of the time to reading-related activities; under 20% of their time went to writing. In the Combined classroom, 66% of student engaged time in the Independent Reading week was spent on reading related activities, with just 10% devoted to writing; in the Guided Reading week, the figures were 50% and 16% respectively. Reading aloud to students was a major activity in both classrooms in terms of what the teachers offered. In the Literature classroom, 666 minutes (13% of the total time) was devoted to reading aloud, with the focus students present and attending. However, due to the focus students being absent from the classroom, read-aloud played a relatively minor role in the Guided Reading week in the Combined classroom (focus students being present and attending 187 minutes, 6% of the total time), and no role at all in the Independent Reading Week (focus students being present and attending 5 minutes, less than 1% of the total time).

We have noted earlier how large a percentage of the instructional day is devoted to language arts activities. Instruction in math, music, art, physical education, science, and social studies accounted for less than 10% of the total time we observed in both classrooms. Also, of the time available for instruction, very little of it appears to be spent on either management of the classroom (1%), or transition from one activity to another (5%). The students, on the other hand, do quite

**Table 10: Analysis of Students' Literary-related Activities in two 2nd Grade Classrooms**

| Category                  | Literature Classroom<br>N=4 |      | Combined Classroom<br>N=4 |      |                      |      | Totals<br>Both Classes<br>N=8 |      |
|---------------------------|-----------------------------|------|---------------------------|------|----------------------|------|-------------------------------|------|
|                           |                             |      | Week 1<br>Ind Rdg         |      | Week 2<br>Guided Rdg |      |                               |      |
|                           | mins                        | %    | mins                      | %    | mins                 | %    | mins                          | %    |
| Discussing Books          | 872                         | 17%  | 412                       | 24%  | 595                  | 20%  | 1879                          | 19%  |
| Individual Contextual Rdg | 203                         | 4%   | 419                       | 24%  | 384                  | 13%  | 1006                          | 10%  |
| Unengaged                 | 305                         | 6%   | 287                       | 17%  | 352                  | 12%  | 944                           | 10%  |
| Non-Literary Instruction  | 550                         | 11%  | 33                        | 2%   | 278                  | 9%   | 861                           | 9%   |
| Read-Aloud                | 666                         | 13%  | 5                         | <1%  | 187                  | 6%   | 858                           | 9%   |
| Contextual Writing        | 379                         | 7%   | 127                       | 7%   | 352                  | 12%  | 858                           | 9%   |
| Out of Room               | 535                         | 11%  | 26                        | 2%   | 206                  | 7%   | 767                           | 8%   |
| Discussing Writing        | 569                         | 11%  | 49                        | 3%   | 117                  | 4%   | 735                           | 7%   |
| Partner Reading           | 181                         | 4%   | 188                       | 11%  | 279                  | 9%   | 648                           | 7%   |
| Transition                | 417                         | 8%   | 50                        | 3%   | 20                   | <1%  | 487                           | 5%   |
| Drawing                   | 208                         | 4%   | 14                        | <1%  | 97                   | 3%   | 319                           | 3%   |
| Selecting Literature      | 38                          | <1%  | 75                        | 4%   | 51                   | 2%   | 164                           | 2%   |
| Listening to Tape         | 76                          | 1%   | 49                        | 3%   | 24                   | <1%  | 149                           | 1%   |
| Management                | 87                          | 2%   | 5                         | <1%  | 53                   | 2%   | 145                           | 1%   |
| Totals:                   | 5086                        | 100% | 1739                      | 103% | 2995                 | 101% | 9820                          | 100% |

\*percentages over 100% caused by rounding of individual totals

**Figure 7: Explanation of Categories Used to Describe Students' Engagement in Literacy Activities**

|                           |   |
|---------------------------|---|
| Discussing Books          | Teacher or student engaged in discussing a book (Teacher with student; Student with student)  |
| Read-Aloud                | Student engaged in listening to teacher reading aloud to whole class (or group)   |
| Discussing Writing        | Teacher or student engaged in discussing writing, including writing conferences   |
| Non-Literary Instruction  | Instruction not directly related to literacy (e.g., math, music class, art, physical education)   |
| Out of Room               | Absent from Room (typically to attend a pull-out Remedial Reading, Gifted Program, or Library; includes absent because of illness)                        |
| Transition                | In between activities (episodes)—e.g., making transition between a reading workshop and a writing workshop  |
| Contextual Writing        | Student engaged in independent writing (either completely on own, or in small group, but writing own composition)   |
| Unengaged                 | Student temporarily disengaged from the task he/she was pursuing  |
| Drawing                   | Student engaged in drawing, illustrating, painting, making models or other art activity (related to literacy activity)                                    |
| Individual Contextual Rdg | Student engaged in independent reading of connected text (typically a book); does not include "incidental" reading that would accompany doing a worksheet |
| Partner Reading           | Student engaged in reading (aloud, silent) with another student or in a small group (includes discussing reading, but only when with a partner)           |
| Management                | Taking attendance, doing lunch count, talking to colleagues or administrators (not related to classroom literacy activities), disciplining students       |
| Listening to Tape         | Students listening to tape-recorded books (At Listening Center)   |
| Selecting Literature      | Students engaged in selecting books (includes listening to teacher introducing books)   |

frequently (about 10% of the time) "unengage" themselves from the literacy tasks at hand, although in fairness (as we shall discuss in the next section), a few of the students account for the majority of these diversions, and we do not imply that such "unengagements" necessarily are unusual for such young children, nor impair their literary growth (hence our use of the term "unengagement" rather than "off-task").

Finally, students were out of the room for not insignificant amounts of time (11% in the Literature-only class, an average of 5% in the other class). In two cases, these figures were inflated because of absences for illness and for vacation; in others, students were receiving remedial assistance and therefore did not participate in the classroom literary activities offered while they were absent.

What we concluded from these analyses was that in these two classrooms, there is a strong emphasis placed on literature, but marked differences in the time focus students were involved in the different literary experiences – especially reading aloud and independent reading in school. These differences, marked though they are, do not seem to reflect the two teachers' goals for the kinds of literary encounters they wanted their students to experience, even though we noted a heavy emphasis on individual independent reading and partner reading in the independent reading block in the Combined classroom, while in the guided reading block, there is a shift from independent and partner reading to more emphasis on discussing books and writing about them. Rather, they reflect differences in the literary experiences planned for the students, and those the focus students actually experienced. It should be noted that had we picked different children, what they experienced and what the teacher intended would have been very close to one another. We would also conclude, based on the observations we made during the intensive study periods, that both these teachers use their instructional time very efficiently to carry out their language arts programs: Little time was devoted to management issues, and the different activities seemed to flow quickly from one to the other—no mean feat for a class of second graders.

### *(3) Differences Between the Literary Experiences of Better and Poorer Readers*

Our final research question concerned the differences in certain aspects of literary experiences between better and poorer readers. It is safe to assume that better readers read more than poorer readers both at home and in school, but do they read different kinds of books in either setting? In school, are there differences in the way that teachers approach the literary instruction of better and poorer readers? In the way that better and poorer readers use the time set aside for literary activities?

In the design of this study, we set out to sample the literary experiences of a range of readers in second grade, and so sampled equal numbers of boys and girls, and equal numbers of better and poorer readers. Since our goal was to describe the literary experiences of a range of readers rather than to dichotomize good versus poor readers, we asked teachers to select children for the study that represented "better" and "poorer" readers, neither the best nor the worst in their class.

It was clear from our initial analyses of the logs kept by the students and their parents that we did not have a sample of clearly defined "better" and "poorer" readers, despite the fact that all the

"poorer" readers were receiving some remediation for their (documented) reading difficulties, and all the "better" readers were judged to be so both by their reading achievement test scores and the professional judgment of their teachers.

We first tabulated the raw numbers of books reported to have been read to and by the students, analyzing them by individual better and poorer readers. Table 11 presents this data, separating the recorded books according to the situations in which they were read (e.g., at home, in school, read-aloud vs. guided vs. independent). The problem with an analysis of raw numbers of books, however, is that students in the Literature only class kept track of their reading for 8 months, while those in the Combined class kept track of theirs for 3 months. We therefore reanalyzed the data to reflect the average number of books read in each of the categories per month, so that the two sets of data were comparable. Table 12 presents an analysis of the average number of books read per month within the various categories. It is clear from Tables 11 and 12 that our assumption that better readers would be exposed to more books than poorer readers was not supported by the findings. Not only did two poorer readers (one from each classroom) list the largest number of books, but one of the better readers reported the fewest number of books. Among the girls, the poorer readers reported the largest number of books (an average of nearly 20 additional titles per month); among the boys, there were no significant differences between better and poorer readers in terms of the number of books listed. It is also clear that the girls were exposed to a much larger number of books during the study period (an average of 50 books per month, versus an average of 29 books for the boys). Finally, we could detect no discernible differences in the number of books read as a function of being in the Literature versus the Combined class.

We also examined various characteristics of books read by the better and poorer readers. Table 13 presents the analysis of books by genre. In this analysis, we collapsed the At Home: Read-Aloud; At Home: Guided; and At School: Read-Aloud categories into one (Books Read to the Student). At Home: Independent and At School: Independent were collapsed into Books Read by the Student. It will be seen from this table that overall there are very few differences between the better and the poorer readers with respect to the genres of the books they encounter either as read-alouds or in their independent reading. We also examined, for each student and each subgenre, whether there were more books read to the students than read by them. In most of the subgenres, there were significantly more books read to the students than they read on their own (in 28 of the comparisons for poorer readers, 31 for better readers); only in a few subgenres did students read more on their own than they were read to (8 of the comparisons for poorer readers, 6 for better readers). These were comparable to those subgenres in which equal numbers of books were read to the students as those read by them independently (10 for poorer readers, 8 for better readers). The profiles of individual readers in this respect are interesting: The literary experiences of the two male poorer readers and one of the male better readers are overwhelmingly comprised of books read to them, while the literary experiences of the other male better reader and the two female poorer readers are much more evenly balanced between books they listen to and books they read on their own. While there may be differences with respect to the numbers of read-aloud versus independently read books, it is clear that both better and poorer readers are exposed to a wide variety of genres. The bias, noted earlier, toward realistic fiction, fantasy, and to some extent informational books, is evident here, but

**Table 11: Analysis of Better vs Poorer Readers:  
Raw Numbers of Books Reported within Category (Home vs School; Read-  
Aloud vs Guided vs Independent Reading)  
(Books: N=1749)**

| <i>Classroom</i> | <i>S#</i> | <i>Description</i>    | <i>At Home: Read-Aloud</i> | <i>At Home: Guided</i> | <i>At Home: Independent</i> | <i>At School: Read-Aloud</i> | <i>At School: Independent</i> | <i>Total</i> |
|------------------|-----------|-----------------------|----------------------------|------------------------|-----------------------------|------------------------------|-------------------------------|--------------|
| Literature Class | (4)       | Female, Poorer Reader | 26                         | 44                     | 266                         | 161                          | NR                            | 497          |
| Literature Class | (2)       | Female, Better Reader | NR                         | 16                     | 149                         | 161                          | NR                            | 326          |
| Literature Class | (1)       | Male, Better Reader   | 45                         | 20                     | 26                          | 161                          | NR                            | 252          |
| Literature Class | (3)       | Male, Poorer Reader   | 28                         | 8                      | 12                          | 161                          | NR                            | 209          |
| Combined Class   | (8)       | Female, Poorer Reader | 47                         | 3                      | 58                          | 37                           | 29                            | 174          |
| Combined Class   | (6)       | Female, Better Reader | 11                         | 14                     | 39                          | 37                           | 15                            | 116          |
| Combined Class   | (7)       | Male, Poorer Reader   | 15                         | 15                     | 10                          | 37                           | 11                            | 88           |
| Combined Class   | (5)       | Male, Better Reader   | NR                         | 6                      | 13                          | 37                           | 31                            | 87           |
| <b>Totals:</b>   |           |                       | <b>172</b>                 | <b>126</b>             | <b>573</b>                  | <b>792</b>                   | <b>86</b>                     | <b>1749</b>  |

Notes:

- (a) There is no category "At School: Guided Reading" because there were no books recorded in that category
- (b) The total number of books recorded is larger than the 1166 in other tables, because books read to children in school are counted separately for each child in this table
- (c) NR=None Recorded

**Table 12: Analysis of Better vs Poorer Readers:  
Average # of Books Per Month Reported within Category (Home vs School;  
Read-Aloud vs Guided vs Independent Reading)  
(Books: N=1749)**

| <i>Classroom</i> | <i>S#</i> | <i>Description</i>    | At Home: Read-Aloud | At Home: Guided | At Home: Independent | At School: Read-Aloud | At School: Independent | Avg # of books per month |
|------------------|-----------|-----------------------|---------------------|-----------------|----------------------|-----------------------|------------------------|--------------------------|
| Literature Class | (4)       | Female, Poorer Reader | 3                   | 6               | 33                   | 20                    | NR                     | 62                       |
| Combined Class   | (8)       | Female, Poorer Reader | 16                  | 1               | 19                   | 12                    | 10                     | 58                       |
| Literature Class | (2)       | Female, Better Reader | NR                  | 2               | 19                   | 20                    | NR                     | 41                       |
| Combined Class   | (6)       | Female, Better Reader | 4                   | 5               | 13                   | 12                    | 5                      | 39                       |
| Literature Class | (1)       | Male, Better Reader   | 6                   | 3               | 3                    | 20                    | NR                     | 32                       |
| Combined Class   | (7)       | Male, Poorer Reader   | 5                   | 5               | 3                    | 12                    | 4                      | 29                       |
| Combined Class   | (5)       | Male, Better Reader   | NR                  | 2               | 4                    | 12                    | 10                     | 28                       |
| Literature Class | (3)       | Male, Poorer Reader   | 4                   | 1               | 2                    | 20                    | NR                     | 27                       |
| Totals:          |           |                       | 38                  | 25              | 96                   | 128                   | 29                     | 316                      |

Notes:

- (a) There is no category "At School: Guided Reading" because there were no books recorded in that category
- (b) The total number of books recorded is larger than the 1166 in other tables, because books read to children in school are counted separately for each child in this table
- (c) NR=None Recorded

**Table 13: Analysis of Better vs Poorer Readers:  
Average # of Books Read per month by Genre within Category (Read to Student vs Read by Student)**

| Student #            | Female, Poorer Reader |    |    |    | Male, Poorer Reader |    |    |    | Female, Better Reader |    |    |    | Male, Better Reader |    |    |    |
|----------------------|-----------------------|----|----|----|---------------------|----|----|----|-----------------------|----|----|----|---------------------|----|----|----|
|                      | 8                     |    | 4  |    | 7                   |    | 3  |    | 6                     |    | 2  |    | 5                   |    | 1  |    |
| <i>Genre</i>         | RT                    | RB | RT | RB | RT                  | RB | RT | RB | RT                    | RB | RT | RB | RT                  | RB | RT | RB |
| Myths & Legends      | 1                     | <1 | <1 | <1 | <1                  |    | <1 |    | <1                    |    | <1 |    | <1                  |    | <1 |    |
| Folk Tales           | 2                     | <1 | 1  | 1  | <1                  |    | 1  |    | 1                     | <1 | 1  | 1  | <1                  | <1 | 1  | <1 |
| Fairy Tales          | 2                     | <1 | 2  | 3  | 1                   |    | 1  |    | 1                     | <1 | 1  | 1  | <1                  |    | 1  |    |
| Fables               |                       |    | <1 | <1 |                     |    |    |    | <1                    |    | <1 |    |                     |    |    |    |
| Epics                |                       |    | <1 |    |                     |    | <1 |    |                       |    | <1 |    |                     |    | <1 |    |
| Concepts             |                       |    | <1 | <1 |                     |    | <1 |    |                       |    | <1 | <1 |                     |    |    | <1 |
| Realistic Fiction    | 8                     | 7  | 7  | 8  | 8                   | 2  | 7  | <1 | 7                     | 4  | 7  | 8  | 5                   | 1  | 7  | <1 |
| Mystery              |                       | <1 | <1 | 2  |                     |    | <1 |    |                       |    | <1 | <1 |                     | 1  | 1  | <1 |
| Humor                | 1                     | <1 | 2  | 2  | 2                   | <1 | 2  |    | 2                     | 2  | 2  | 1  | <1                  | <1 | 3  | 1  |
| Adventure            | 2                     | 1  | 2  | 4  |                     | <1 | 2  | <1 |                       |    | 2  | <1 |                     | 1  | 3  |    |
| Historical Fiction   |                       |    |    | <1 |                     |    | <1 |    | <1                    | 1  | <1 |    |                     |    | <1 |    |
| Science Fiction      |                       |    | <1 |    |                     |    | <1 |    |                       |    | <1 |    |                     |    | <1 |    |
| Fantasy              | 4                     | 4  | 2  | 4  | 2                   | 1  | 3  |    | 3                     | 4  | 2  | 2  | 2                   | 5  | 3  | <1 |
| Reference            |                       |    |    |    |                     |    |    |    |                       |    |    |    |                     |    |    |    |
| (Auto)Biography      |                       |    | <1 | <1 |                     |    | <1 |    |                       |    | <1 |    |                     | 1  | <1 |    |
| Informational        | <1                    | 2  | 7  | 2  | 2                   | 2  | 4  | <1 | 1                     | <1 | 4  | 1  | <1                  | 1  | 3  | <1 |
| Unable to Categorize | 8                     | 8  | 4  | 8  | 6                   | <1 | 3  | 0  | 7                     | 6  | 3  | 3  | 3                   | 3  | 4  | 1  |

Key: RT=Books read to the student (combines At Home Read-Aloud, Guided, At School Read-Aloud),  
RB=Books read by the student (combines At Home Independent, At School Independent)

there is no imbalance in exposure among better and poorer readers, either in their independent reading or in the books they listen to.

Table 14 presents a similar analysis of books by their topic. It is clear from this table that while books about everyday experiences and about imaginary topics dominate the reading material these students are exposed to, there are no appreciable differences between the better and poorer readers with respect to topic.

Table 15 presents an analysis of books by their format. The overwhelming preference of both parents, teachers, and students for the illustrated story book format is quite evident from this table. What is surprising is that there are almost equal numbers of picture story books (a simpler format one might expect poorer readers to choose frequently), illustrated chapter books (a step up from illustrated story books), and chapter books (the most complex format for students of this age) read to and read by better and poorer readers. There is one noticeable difference between the boys and the girls, however. The boys are exposed to far more illustrated story books than they read on their own; among the girls, the books are much more evenly divided between read-aloud and independent.

Table 16 presents an analysis of books by the kinds of characters that inhabit them. Again, there appears to be no imbalance between better and poorer readers with respect to the book's characters; we could detect no discernible preferences for human or non human characters in the reading material. It is noticeable, however, that the boys were exposed to a far larger number of books with different kinds of characters than they read on their own, while the girls' literary experiences were much more evenly balanced.

From these analyses, we concluded that for the sample of students we studied, the commonly held assumption that better readers read more literature than poorer readers did not hold true. The female poorer readers read more than the female better readers, and both better and poorer female readers read more than the male readers. Among the male readers, there were no measurable differences between the better and poorer readers. Although we never set out to study gender differences (we balanced male and female readers as a matter of course), what differentiates the literary experiences of these students is their gender, not their reading ability. The girls between them read a per-month average of 50 books independently at home, while the boys read a per-month average of 29. Had the 50 been picture story books or even illustrated story books, while the 29 were chapter books, the two figures might have been comparable, despite the numerical differences. But the evidence from Table 19 is that the vast majority of both sets of books were illustrated story books; in other words, the books read by the girls appear comparable to those read by the boys. No matter which dimension of these books we examined (i.e., their genre, format, topic, or characters), there were no marked differences in these dimensions between the books experienced by better versus poorer readers. In terms of the literary experiences parents and teachers provided these students, we can only conclude that both better and poorer readers were exposed to a wide range of genres and characters, and a fair range of formats and topics. In terms of the literary experiences they created for themselves, it looks as though a second grader can be a poorer reader, yet read extensively; or be a better reader who reads comparatively less.

**Table 14: Analysis of Better vs Poorer Readers:  
Average # of Books Read per month by Topic within Category (Read to Student vs Read by Student)**

| Student #            | Female, Poorer Reader |    | Female, Poorer Reader |    | Male, Poorer Reader |    | Male, Poorer Reader |    | Female, Better Reader |    | Female, Better Reader |    | Male, Better Reader |    | Male, Better Reader |    |
|----------------------|-----------------------|----|-----------------------|----|---------------------|----|---------------------|----|-----------------------|----|-----------------------|----|---------------------|----|---------------------|----|
|                      | 8                     | 4  | 7                     | 3  | 6                   | 2  | 5                   | 1  | RT                    | RB | RT                    | RB | RT                  | RB | RT                  | RB |
| <i>Topic</i>         |                       |    |                       |    |                     |    |                     |    |                       |    |                       |    |                     |    |                     |    |
| Everyday Experiences | 7                     | 9  | 5                     | 8  | 7                   | 2  | 5                   | <1 | 6                     | 6  | 5                     | 6  | 4                   | 1  | 6                   | <1 |
| Calendar             | 1                     |    | 2                     | 2  | <1                  |    | 2                   |    |                       |    | 3                     | 2  |                     | <1 | 4                   |    |
| Media                |                       |    |                       | 1  |                     |    | <1                  |    |                       |    | <1                    | 1  |                     |    |                     |    |
| Subject Areas        | <1                    | 2  | 8                     | 3  | 2                   | 2  | 4                   | <1 | <1                    | 1  | 4                     | 1  |                     | 2  | 4                   | <1 |
| Current Events       |                       |    |                       |    |                     |    |                     |    |                       |    | <1                    |    |                     | <1 |                     | <1 |
| Imagination          | 12                    | 8  | 9                     | 10 | 7                   | 2  | 9                   | 1  | 8                     | 5  | 8                     | 5  | 5                   | 7  | 11                  | 1  |
| Concepts             |                       | <1 | <1                    | <1 |                     |    | <1                  |    |                       |    | <1                    | <1 |                     |    | <1                  | <1 |
| Unable to Categorize | 8                     | 13 | 4                     | 8  | 6                   | <1 | 3                   | 0  | 7                     | 6  | 3                     | 3  | 3                   | 4  | 4                   | 1  |

Key: RT=Books read to the student (combines At Home Read-Aloud, Guided, At School Read-Aloud);  
RB=Books read by the student (combines At Home Independent, At School Independent)

**Table 15: Analysis of Better vs Poorer Readers:  
Average # of Books Read per month by Format within Category (Read to Student vs Read  
by Student)**

| <i>Format</i>                 | Female, Poorer Reader |    |    |    | Male, Poorer Reader |    |    |    | Female, Better Reader |    | Female, Better Reader |    | Male, Better Reader |    | Male, Better Reader |    |
|-------------------------------|-----------------------|----|----|----|---------------------|----|----|----|-----------------------|----|-----------------------|----|---------------------|----|---------------------|----|
|                               | 8                     |    | 4  |    | 7                   |    | 3  |    | 6                     |    | 2                     |    | 5                   |    | 1                   |    |
| <i>Student #</i>              | RT                    | RB | RT | RB | RT                  | RB | RT | RB | RT                    | RB | RT                    | RB | RT                  | RB | RT                  | RB |
| <i>Wordless Picture Book</i>  |                       |    | <1 |    |                     |    | <1 |    |                       | <1 |                       |    |                     |    |                     | <1 |
| <i>Picture Story Book</i>     | <1                    | 1  | 1  | 1  | 1                   |    | <1 | <1 | 1                     | <1 | <1                    | 1  | <1                  |    |                     | <1 |
| <i>Illustrated Story Book</i> | 20                    | 18 | 20 | 21 | 16                  | 5  | 19 | 1  | 14                    | 10 | 18                    | 12 | 11                  | 4  | 20                  | 2  |
| <i>Illus Chapter Book</i>     | 2                     | 1  | 1  | 3  | 1                   | <1 | 1  | <1 | <1                    | 2  | 1                     | 3  | <1                  | 6  | 3                   | <1 |
| <i>Chapter Book</i>           | 1                     |    | <1 | <1 | 1                   | <1 | <1 |    | <1                    |    | <1                    | 1  | <1                  | <1 | <1                  |    |
| <i>Anthology</i>              |                       |    | <1 | <1 |                     |    |    |    |                       |    | <1                    | <1 |                     |    |                     | <1 |
| <i>Drama</i>                  |                       |    |    |    |                     |    |    |    |                       |    |                       |    |                     |    |                     |    |
| <i>Diary</i>                  |                       |    | <1 |    |                     |    |    |    |                       |    | <1                    |    |                     |    |                     |    |
| <i>Document</i>               |                       |    |    |    |                     |    |    |    |                       |    |                       |    |                     |    |                     |    |
| <i>Magazine</i>               |                       |    | 2  | <1 |                     | 1  | <1 |    | <1                    | <1 | <1                    | 1  |                     | <1 |                     | <1 |
| <i>Non-Print</i>              |                       |    |    |    |                     |    |    |    |                       |    | <1                    |    |                     |    |                     |    |
| <i>(Verse) Pict Story Bk</i>  |                       |    |    |    |                     |    |    |    |                       |    |                       |    |                     |    |                     |    |
| <i>(Verse) Illus Story Bk</i> | 1                     |    |    | 1  |                     |    | 1  |    |                       |    | 1                     | <1 |                     |    |                     | 1  |
| <i>(Verse) Anthology</i>      |                       |    | <1 |    |                     |    |    |    |                       |    | <1                    | <1 | <1                  |    |                     | <1 |
| <i>Unable to Categorize</i>   | 4                     | 9  | 3  | 6  | 4                   | 0  | 2  | 0  | 5                     | 4  | 2                     | 3  | 3                   | 3  | 3                   | 1  |

Key: RT=Books read to the student (combines At Home Read-Aloud, Guided, At School Read-Aloud);  
RB=Books read by the student (combines At Home Independent, At School Independent)

**Table 16: Analysis of Better vs Poorer Readers:  
Average # of Books Read per month by Character within Category (Read to Student vs  
Read by Student)**

|                             | Female, Poorer Reader |    | Female, Poorer Reader |    | Male, Poorer Reader |    | Male, Poorer Reader |    | Female, Better Reader |    | Female, Better Reader |    | Male, Better Reader |    | Male, Better Reader |    |
|-----------------------------|-----------------------|----|-----------------------|----|---------------------|----|---------------------|----|-----------------------|----|-----------------------|----|---------------------|----|---------------------|----|
|                             | RT                    | RB | RT                    | RB | RT                  | RB | RT                  | RB | RT                    | RB | RT                    | RB | RT                  | RB | RT                  | RB |
| <b>Student #</b>            | 8                     |    | 4                     |    | 7                   |    | 3                   |    | 6                     |    | 2                     |    | 5                   |    | 1                   |    |
| <b>Characters</b>           |                       |    |                       |    |                     |    |                     |    |                       |    |                       |    |                     |    |                     |    |
| <b>Human</b>                | 8                     | 5  | 9                     | 7  | 7                   | <1 | 8                   | <1 | 6                     | 3  | 8                     | 6  | 5                   | 3  | 10                  | 1  |
| <b>Non-Human</b>            | 4                     | 4  | 4                     | 8  | 3                   |    | 6                   | <1 | 2                     | 4  | 5                     | 4  | 3                   | <1 | 7                   | <1 |
| <b>Human/Non-Human</b>      | 6                     | 6  | 5                     | 7  | 5                   | 1  | 5                   | <1 | 5                     | 2  | 4                     | 3  | 3                   | 1  | 5                   |    |
| <b>No Characters</b>        | <1                    | 2  | 6                     | 2  | 1                   | 1  | 3                   | <1 | <1                    | <1 | 3                     | 1  | <1                  | 2  | 2                   | <1 |
| <b>Unable to Categorize</b> | 9                     | 13 | 4                     | 9  | 6                   | 0  | 3                   | 0  | 7                     | 4  | 3                     | 4  | 6                   | 8  | 4                   | 1  |

Key: RT=Books read to the student (combines At Home Read-Aloud, Guided, At School Read-Aloud);  
RB=Books read by the student (combines At Home Independent, At School Independent)

We also examined the ways in which better and poorer readers engaged in literary activities in school. Tables 17, 18, and 19 present analyses of students' activities in the Literature Only class, in Week 1 (Guided) of the Combined class, and in Week 2 (Independent) of the same class, respectively. It is clear from Table 17 that in the Literature Only class, the teacher structured her language arts program so as to offer all students the same literary opportunities, regardless of variations in reading ability. Students are not grouped by reading ability for any of the instructional activities, and the only time that poorer readers are treated differently from better readers is when they go out of the classroom for support services (i.e. reading, speech) which are outside of the teacher's control. The time these poorer readers spend outside the classroom is taken away from literacy-related classroom activities, but there is such an abundance of these activities offered in the classroom that this missed time probably makes little difference to the student's total exposure to literature. For example, the male poor reader (Student #3) misses about 20 minutes of read-aloud during the week; however, there are roughly 170 minutes of read-aloud during the week. So he is still receiving 150 minutes of read-aloud in the classroom, which is more than double the amount of time devoted to read-aloud even in classrooms that emphasize literature (Walmsley & Walp, 1989).

In many of the categories, we could discern few differences among the four students. These include Read-Aloud, Discussing Books, and Discussing Writing. All of these were whole-class activities with no opportunities for students to engage in anything else other than to periodically "unengage" themselves. Whether they did so or not had little to do with their being a poorer reader; in other words, both better and poorer readers were equally attentive (and sometimes, not) to these whole-class activities. Interestingly, these whole-class activities did not involve students in direct contact with print; that is, they did not have to read or write, only listen to or talk about text. In other categories, especially those in which students did have to make direct contact with print, differences between better and poorer readers were evident. For example, the total amount of time the male poor reader (Student #3) engaged in the reading of text was 82 minutes during the week; the average time for the better readers was 128. This same student spent 50 minutes engaged in writing, versus an average of 122 minutes for the better readers; the difference was made up by drawing, unengaged time, and additional time during transitions - none of which involved contact with print. (His combined time for unengaged and transition was 295 minutes, compared to the better readers' average of 125 minutes.) Other variations in students' engagement were not, as far as we could tell, attributable solely to their reading ability. There were some differences attributable to the student's gender. For example, the boys spent considerably more time involved in individual contextual reading than the girls (an average of 78 minutes versus 24), but the male better reader spent almost twice as much time in this activity than the male poorer reader. On the other hand, the girls spent considerably more time involved in partner reading than the boys (an average of 58 versus 33 minutes); they also listened to books on tape, an activity which the boys did not participate in at all.

Finally, there were differences in individual students' engagement that seemed to be related to purely individual differences and preferences. For example, the male better reader (Student #1) spent far more time in contextual writing and in individual contextual reading than all the other students.

**Table 17: Analysis of Individual Students' Literary-related Activities in 2nd Grade Literature Classroom (5 days)**

| Category                  | Male Poorer<br>N=1 |          | Female<br>Poorer<br>N=1 |          | Male Better<br>N=1 |          | Female Better<br>N=1 |          |
|---------------------------|--------------------|----------|-------------------------|----------|--------------------|----------|----------------------|----------|
|                           | <i>Student #</i>   |          | <i>Student #</i>        |          | <i>Student #</i>   |          | <i>Student #</i>     |          |
|                           | 3                  |          | 4                       |          | 1                  |          | 2                    |          |
|                           | <i>mins</i>        | <i>%</i> | <i>mins</i>             | <i>%</i> | <i>mins</i>        | <i>%</i> | <i>mins</i>          | <i>%</i> |
| Read-Aloud                | 150                | 12%      | 174                     | 14%      | 167                | 13%      | 175                  | 14%      |
| Listening to Tape         |                    |          | 47                      | 4%       |                    |          | 29                   | 2%       |
| Individual Contextual Rdg | 50                 | 4%       | 22                      | 2%       | 105                | 8%       | 26                   | 2%       |
| Partner Reading           | 32                 | 3%       | 54                      | 4%       | 33                 | 3%       | 62                   | 5%       |
| Discussing Books          | 183                | 14%      | 205                     | 16%      | 234                | 18%      | 250                  | 20%      |
| Selecting Literature      | 23                 | 2%       | 4                       | <1%      | 6                  | <1%      | 5                    | <1%      |
| Contextual Writing        | 50                 | 4%       | 86                      | 7%       | 166                | 13%      | 77                   | 6%       |
| Discussing Writing        | 127                | 10%      | 141                     | 11%      | 149                | 12%      | 152                  | 12%      |
| Drawing                   | 74                 | 6%       | 53                      | 4%       | 40                 | 3%       | 41                   | 3%       |
| Management                | 21                 | 2%       | 25                      | 2%       | 19                 | 1%       | 22                   | 2%       |
| Transition                | 124                | 10%      | 98                      | 7%       | 102                | 8%       | 98                   | 8%       |
| Non-Literary Instruction  | 164                | 13%      | 101                     | 8%       | 121                | 9%       | 164                  | 13%      |
| Unengaged                 | 171                | 13%      | 84                      | 7%       | 22                 | 2%       | 28                   | 2%       |
| Out of Room               | 103                | 8%       | 155                     | 12%      | 130                | 10%      | 147                  | 12%      |
| Totals:                   | 1272               | 101%     | 1244                    | 99%      | 1294               | 101%     | 1276                 | 102%     |

**Table 18: Analysis of Individual Students' Literary-related Activities in 2nd Grade Combined Classroom (Guided Reading Block, 4 days)**

| Category                  | Male Poorer<br>N=1 |          | Female<br>Poorer<br>N=1 |          | Male Better<br>N=1 |          | Female Better<br>N=1 |          |
|---------------------------|--------------------|----------|-------------------------|----------|--------------------|----------|----------------------|----------|
|                           | <i>Student #</i> 7 |          | 8                       |          | 5                  |          | 6                    |          |
|                           | <i>mins</i>        | <i>%</i> | <i>mins</i>             | <i>%</i> | <i>mins</i>        | <i>%</i> | <i>mins</i>          | <i>%</i> |
| Read-Aloud                | 42                 | 5%       | 61                      | 7%       | 23                 | 6%       | 61                   | 7%       |
| Listening to Tape         |                    |          | 24                      | 3%       |                    |          |                      |          |
| Individual Contextual Rdg | 101                | 12%      | 80                      | 9%       | 24                 | 6%       | 179                  | 21%      |
| Partner Reading           | 51                 | 6%       | 106                     | 12%      | 41                 | 10%      | 81                   | 9%       |
| Discussing Books          | 173                | 20%      | 207                     | 24%      | 61                 | 15%      | 154                  | 18%      |
| Selecting Literature      | 19                 | 2%       | 18                      | 2%       |                    |          | 14                   | 2%       |
| Contextual Writing        | 53                 | 6%       | 115                     | 13%      | 63                 | 15%      | 121                  | 14%      |
| Discussing Writing        | 22                 | 3%       | 27                      | 3%       | 44                 | 11%      | 24                   | 3%       |
| Drawing                   | 19                 | 2%       | 22                      | 3%       | 11                 | 3%       | 45                   | 5%       |
| Management                | 6                  | 1%       | 36                      | 4%       | 5                  | 1%       | 6                    | 1%       |
| Transition                | 6                  | 1%       | 10                      | 1%       | 2                  | <1%      | 2                    | <1%      |
| Non-Literary Instruction  | 81                 | 9%       | 82                      | 9%       | 33                 | 8%       | 82                   | 9%       |
| Unengaged                 | 141                | 16%      | 44                      | 5%       | 111                | 27%      | 56                   | 7%       |
| Out of Room               | 144                | 17%      | 32                      | 4%       |                    |          | 30                   | 4%       |
| Totals:                   | 858                | 100%     | 864                     | 99%      | 418                | 103%     | 855                  | 101%     |

Note: Student #5 was absent for 2 of the 4 days

**Table 19: Analysis of Individual Students' Literary-related Activities in 2nd Grade Combined Classroom (Independent Reading Block, 4 days)**

| Category                  | Male Poorer<br>N=1 |      | Female Poorer<br>N=1 |      | Male Better<br>N=1 |      | Female Better<br>N=1 |      |
|---------------------------|--------------------|------|----------------------|------|--------------------|------|----------------------|------|
|                           | 7                  |      | 8                    |      | 5                  |      | 6                    |      |
| Student #                 | mins               | %    | mins                 | %    | mins               | %    | mins                 | %    |
| Read-Aloud                |                    |      | 5                    | 1%   |                    |      |                      |      |
| Listening to Tape         |                    |      | 27                   | 5%   | 4                  | 1%   | 18                   | 4%   |
| Individual Contextual Rdg | 15                 | 12%  | 60                   | 12%  | 157                | 30%  | 187                  | 36%  |
| Partner Reading           | 27                 | 21%  | 61                   | 12%  | 50                 | 9%   | 50                   | 10%  |
| Discussing Books          | 51                 | 40%  | 122                  | 24%  | 108                | 20%  | 131                  | 25%  |
| Selecting Literature      | 13                 | 10%  | 41                   | 8%   | 13                 | 2%   | 8                    | 2%   |
| Contextual Writing        | 20                 | 16%  | 50                   | 10%  | 20                 | 4%   | 37                   | 7%   |
| Discussing Writing        |                    |      | 2                    | <1%  |                    |      | 1                    | <1%  |
| Drawing                   | 2                  | 2%   | 1                    | <1%  | 11                 | 2%   |                      |      |
| Management                |                    |      |                      |      | 5                  | 1%   |                      |      |
| Transition                |                    |      | 13                   | 3%   | 15                 | 3%   | 22                   | 4%   |
| Non-Literary Instruction  |                    |      |                      |      | 23                 | 4%   | 10                   | 2%   |
| Unengaged                 |                    |      | 130                  | 25%  | 107                | 20%  | 50                   | 10%  |
| Out of Room               |                    |      | 4                    | 1%   | 22                 | 4%   |                      |      |
| Totals:                   | 128                | 101% | 516                  | 103% | 535                | 100% | 514                  | 101% |

Note: Student #7 was absent for 3 of the 4 days

Tables 18 and 19 present the analyses of students' engagement in the two weeks we observed in the Combined classroom. From Table 18, which analyzes engagement categories during the week devoted to Guided Reading, it is clear that the teacher organizes her instruction so as to equalize the literacy opportunities for both better and poorer readers. Although students are grouped for various literacy activities, this grouping is not by reading ability, and it did not result in any student receiving unequal literary opportunities. As with the Literature classroom, the only time when poorer readers were treated differently was when they were excused from the classroom to attend reading and speech support services. During the week, one poorer reader spent 144 minutes out of the room; the other poorer reader spent 32 minutes out of the room. In the case of the poorer reader who was absent for 144 minutes, 20 minutes of this time came from the read-aloud activity. In this classroom, 20 minutes represented 30% of the time devoted to read-aloud for the week. The teacher had no control over the remedial schedule, but the result was nonetheless a differential exposure to read-alouds by the male poorer reader.

As far as student engagement in literacy activities was concerned, there were some categories in which few differences between better and poorer readers were observed. These categories include Discussing Books, Discussing Writing, and Selecting Literature. Read-Aloud would also be included in this list, had the male poorer reader not been out of the room for such a large portion of it. Again, these are all activities in which there was no direct contact between students and print: student engagement consisted of listening and speaking.

In most categories, however, it is differences between girls and boys that primarily explains the findings. The girls consistently spent more time in all of the reading and writing activities, except individual contextual reading (an average of 353 minutes versus 166 minutes). Beyond the gender factor, the differences between students represent primarily individual differences. For example, when we look at the amount of time students engaged in reading activities (Individual Contextual Reading, Partner Reading, Listening to Taped Books), there are marked differences between the male poorer reader (Student #7) and all the other students (152 minutes, versus an average of 235 minutes). The same holds true of Contextual Writing (53 minutes versus an average of 118). However, it is the male better reader (Student #5) who is generally unengaged across all categories. His total unengaged time for the week is 111 minutes, but he was absent for 2 out of the 4 days; the average unengaged time for the other students was 80 minutes, but they were present for all 4 days. The female better reader (Student #6) spent an average of 45 minutes a day engaged in individual contextual reading (on one day she read uninterrupted for 57 minutes); her closest rival spent an average of 25 minutes per day.

From Table 19, which presents the analysis of student engagement in the week devoted to Independent Reading, differences between the better and poorer readers are more pronounced. If we examine the amount of time students engaged in reading activities (Individual Contextual Reading, Partner Reading, Listening to Taped Books), we find that better readers spent an average of 233 minutes, while poorer readers spent only 97. Within the category of individual contextual reading, the differences are striking. The better readers spent an average of 56 minutes per day in individual contextual reading, while the poorer readers spent an average of 19 minutes per day; the maximum

amount of sustained reading by a poor reader in a given day was 23 minutes, while the minimum amount of sustained reading by the better readers was 25 minutes.

As in the other situations, there were also differences among individual students. For example, the female poorer reader (Student #8) was unengaged more than the others (130 minutes versus an average of 75); she also spent more time involved in contextual writing than all the other students (50 minutes versus an average of 29 minutes). The female better reader (Student #6) spent far more time engaged in most of the activities than the other students (for example, she spent 187 minutes in individual contextual reading, versus an average of 77 minutes by the others; on one day, she spent 62 minutes engaged in this activity).

What we concluded from these analyses was that what separated the eight students with respect to their engagement in classroom literacy activities was not primarily their reading ability, but rather a combination of gender factors, reading ability factors, and simply variations in individual student behaviors. Both better and poorer readers clearly are exposed, in these two classrooms, to almost identical literary experiences that are substantial in terms of the range of literary activities and the amount of time devoted to them. If there are differences between the better and poorer readers, it lies mostly in how the students use the opportunities for engaging with literature. When their engagement with literature consists of listening to others read, or talking about books either they or others have read, there are no major differences between the better and poorer readers. However, when they are given the opportunity and the time to engage in direct contact with print (reading literature, writing about literature), better and poorer readers reveal different behaviors. The better readers are quicker to involve themselves in these activities, and they sustain this involvement longer once they start. Poorer readers seem more reluctant to engage in these activities, and if they do engage, they are far more likely to spend shorter periods of sustained involvement. There are, however, notable exceptions to these generalizations, some of which are due to gender factors that override reading ability factors, and some are due, as we have described above, to variations in individual student behaviors.

## **Discussion**

The aim of this study was to describe the kinds of literary experiences that second grade children encounter at home and in school. We asked 8 children, their parents, and their classroom teachers to keep track of the material they read during the study period, and we made careful observations of the children's literary experiences in school. Since we were interested in describing the literary experiences of children with a range of reading abilities, we sampled both better and poorer readers in equal numbers; we also balanced the sample according to gender. We also wanted to describe these experiences within the context of school language arts programs that took different approaches to literacy instruction, yet were committed to providing children with substantial literary experiences. Thus, we sampled two classrooms, one which used only children's trade books for its reading program, and another that used a combination of a basal reading program, guided reading of children's trade books, and independent reading of trade books. We intentionally sampled few

children so as to allow us to make detailed analyses of the books they read, and of their classroom behaviors.

We can draw a number of conclusions about the literary experiences of the children we studied. First, the literary experiences of these children are extensive, and they occur with regularity in their homes and at school. We have no doubt that the act of recording books tends to increase the number read, and although we took steps such as weekly meetings between research assistants and the children to ensure the accuracy of the records, there is no foolproof method to ensure that participants read all the books they recorded. Nonetheless, even taking a certain amount of "slippage" into account, the numbers of books read to children, read with them, and read by them, is impressive. What is also remarkable is how broad the range is. Even though most of the books are drawn from the realism genre, all the major genres are well represented in the corpus of books we studied (although we noted the poor showing of historical fiction). Thus children were exposed to fantasy books, to informational books, to adventure, humor, fairy tales, mystery and folk tales. We were surprised by the strong showing of informational books because elementary schools have traditionally focused primarily on narrative fiction; we noted that informational books were read at home and in school, to children and by them. (One reason for this strong showing may be the recent surge in publication of informational books suitable for children in the early primary grades; another is that both teachers are well versed in children's literature, and therefore are aware of current publishing trends.) Traditional Literature was not as popular, but even this genre was represented by over 10% of the books. In terms of format, even though the overwhelming number of books read by the participants were illustrated story books, children were exposed to other formats, especially illustrated chapter books and chapter books, although not in great numbers. The topics of books read to and by these children were mostly imaginary, followed by everyday experiences, subject areas, and calendar-related. And finally, the characters in these books were fairly evenly split between human and nonhuman. We detected some differences in the kinds of books children encountered at home versus those they encountered in school (e.g., parents read books with a more even mixture of human and nonhuman characters than teachers did in school), and some between those they read on their own and those that were read to them (e.g., teachers read more nonfiction than fantasy books to children, while the children read more fantasy than nonfiction). With these few exceptions, however, the children's literary experiences are very similar in each of these settings, and they add up to a significant exposure to children's literature.

Second, we concluded from the observations of literacy activities in the two classrooms that both teachers place a strong emphasis on literature and have many similar routines for engaging children with literature. Incidentally, while examining the amount of time devoted to literary activities in the two classrooms, it is easy to overlook just how much time children are spending engaged in the reading of connected text. If the national average is 6-7 minutes per day (Anderson et al., 1985), then these second graders exceed it by more than a comfortable margin. The average daily time devoted to individual contextual reading ranges from a low of 10 minutes to a high of 26 minutes, accounting for 10% of all language arts instruction we observed in the two classrooms. When one adds in the number of books read by these children on their own outside of school, it is clear that they are not starved of contact with connected text. Extended periods of time for children to read

literature independently (and related activities such as discussing books and writing about them) have been made possible in both classrooms by setting aside the basal reading program (temporarily in one classroom, permanently in the other); however, we note that it is in the Combined classroom that children spend the largest amount of time engaged in independent reading. This leads us to wonder about the consequences of devoting so much of the school day to language arts, and so much of the language arts program to literature: By emphasizing literary experiences, we wonder if the teachers inadvertently have created an imbalance between language arts and other subject areas, such as science and social studies, and between reading and other language areas, such as writing.

Third, we had assumed that better readers would read more books than poorer readers, and we were expecting that there would be differences in their reading with respect to genre, format, topics, and characters. We were surprised to discover that not only did some of the poorer readers read more than some of the better readers, but one of the better readers recorded the fewest number of books. Overall, the poorer readers read an average of 44 books each per month, while the better readers read an average of 35. Also, we found no discernible differences in the genres, formats, topics, or characters of the books read by better versus poorer readers. We did, however, find strong gender differences: The girls read an average of 50 books each per month, compared to 29 by the boys. But these gender differences only applied to the number of books read, not to characteristics of books such as genre, format, topic, or characters. In terms of how better and poorer readers engaged in literary activities in school, we concluded that with few exceptions, they were afforded substantial and almost identical opportunities for engagement. Partly this was due to the way in which the teachers organized their literacy instruction: The children participated in whole-class activities, and when they were broken into groups, not only were these groups not based on reading ability, they also engaged in very similar activities to one another. Even when poorer readers had to miss literacy related activities, it was unlikely they suffered because there was so much time devoted to these activities in the first place. It is clear, however, that the students themselves did not engage in all these activities with the same degree of attention. When the activity involved listening to a teacher or a student read, or talk about books, there were few differences between better and poorer readers. When the activity involved direct contact with print, however, the better readers generally were quicker to get started, and once under way, sustained their involvement with fewer unengagements. We do not know what effect these unengagements have on the literacy development of the poorer readers. Their engaged time in many activities and tasks is curtailed, to be sure, but we learned from our observations in both classrooms that not only were the two teachers well aware of these differences in attending behaviors, but they also treated them as variations in behavior that needed to be accepted and "worked around," rather than confronted as "off-task". In both classrooms, children were treated as developing learners, for whom teachers were facilitators, rather than as better or poorer readers who needed to be taught specific skills. Both teachers seemed to be very tolerant and supportive of children's individual ways of learning, and this was evident in the classroom observations, where the instruction was not differentiated according to better or poorer readers, but rather to individual readers within a whole class. This raises questions about the relation between reading ability and literary experiences. Might it be the case that traditional methods of defining and distinguishing between better and poorer readers (e.g., grade level reading comprehension or word identification scores) reliably characterize their reading abilities within the framework of a traditional

reading skills curriculum, but is less useful in characterizing them as readers of literature? It is clear that the home and school environments in which these second graders live strongly support and encourage their reading of literature, and we wonder if what we observed was the powerful influence of a literature-rich environment on both better or poorer readers. Or were our findings simply the result of not choosing *very poor* and *very good* readers? Until studies such as ours are replicated with children with a wider range of reading abilities, and across a wider range of instructional philosophies, we will not know which of these factors was at work in this study. While we remain uncertain about what has been learned from this study about the literary experiences of better versus poorer readers, we hope we have illuminated the range and kinds of literary experiences that second graders encounter at home and at school when immersed in a literature-rich environment.

## References

- Allington, R. L. (1983). The reading instruction provided readers of differing abilities. Elementary School Journal, 83, 548-559.
- Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985). Becoming a nation of readers: The report of the Commission on Reading. Champaign, IL: Center for the Study of Reading.
- Anderson, T., & Armbruster, B. (1984). Content area textbooks. In R. Anderson, J. Osborn, & R. Tierney (Eds.), Learning to read in American schools Hillsdale, NJ: Erlbaum.
- Applebee, A. N. (1978). The child's concept of story. Chicago, IL: University of Chicago Press.
- Atwell, N. (1987). In the middle: Writing, reading and learning with adolescents. Portsmouth, NH: Heinemann.
- Beach, R., & Hynds, S. (1990). Research on response to literature. In R. Barr, M. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), Handbook of reading research, Volume II. White Plains, NY: Longman.
- Butler, A., & Turbill, J. (1987). Toward a reading-writing classroom. Portsmouth, NH: Heinemann.
- Calkins, L. M. (1986). The art of teaching writing. Portsmouth, NH: Heinemann.
- Cooper, C. K. (Ed.). (1985). Researching response to literature and the teaching of literature. Norwood, NJ: Ablex.
- Cullinan, B. E. (Ed.). (1987). Children's literature in the reading program. Newark, DE: International Reading Association.
- Davison, A., & Kantor, R. N. (1982). On the failure of readability formulas to define readable texts: A case study from adaptations. Reading Research Quarterly, 17, 187-209.
- Fielding, L. G., Wilson, P. T., & Anderson, R. C. (1986). A new focus on free reading: The role of trade books in reading instruction. In T. E. Raphael (Eds.), The contexts of school-based literacy (pp. 149-160). New York, NY: Random House.
- Galda, L. (1983). Research in responses to literature. Journal of Research and Development in Education, 16, 1-8.
- Greaney, V. (1980). Factors related to amount and type of leisure reading. Reading Research Quarterly, 15, 337-357.

- Hancock, J., & Hill, S. (Ed.). (1987). Literature-based reading programs at work. Portsmouth, NH: Heinemann.
- Hickman, J. (1980). Children's response to literature: What happens in the classroom. Language Arts, 57, 524-529.
- Hickman, J. (1983). Everything considered: Response to literature in an elementary school setting. Journal of Research and Development in Education, 16(3), 8-13.
- Hill, S. E. (1985). Children's individual responses and literature conferences in the elementary school. The Reading Teacher, 38, 382-86.
- Hill, S. E. (1986). Books alive! Using literature in the classroom. Melbourne, Australia: Nelson.
- Holdaway, D. (1979). The foundations of literacy. Sydney, Australia: Ashton-Scholastic.
- Huck, C., Hepler, S., & Hickman, J. (1987). Children's literature in the elementary school (4th ed.). New York, NY: Holt.
- Huck, C. S. (1977). Literature as the content of reading. Theory Into Practice, 16(4).
- Johnson, T. D., & Louis, D. R. (1987). Literacy through literature. Portsmouth, NH: Heinemann.
- Langer, J. A. (1990). Understanding literature. Language Arts, 67, 812-823.
- Lehr, S. (1988). The child's developing sense of theme as a response to literature. Reading Research Quarterly, 23, 337-57.
- Lukens, R. J. (1982). A critical handbook of children's literature (2nd ed.). Glenview, IL: Scott, Foresman.
- Moffett, J. (1967). Teaching the universe of discourse. Boston, MA: Houghton Mifflin.
- Morrow, L. M. (1987). Young children's responses to one-to-one story readings in school settings. Reading Research Quarterly, 23, 89-107.
- Purves, A. C., & Beach, R. (1972). Literature and the reader: Research in response to literature, reading interests, and the teaching of literature. Urbana, IL: National Council of Teachers of English.
- Ravitch, D., & Finn, C. E. J. (1987). What do our 17-year-olds know?: A report on the first National Assessment of History and Literature. New York, NY: Harper & Row.

- Routman, R. (1988). Transitions: From literature to literacy. Portsmouth, NH: Heinemann.
- Sewall, G. T. (1987). American history textbooks: An assessment of quality. NY: Educational Excellence Network, Columbia University.
- Smith, F. (1987). Joining the literacy club. Portsmouth, NH: Heinemann.
- Sulzby, E. (1985). Children's emergent reading of favorite storybooks. Reading Research Quarterly, 20, 458-481.
- Veatch, J. (1968). How to teach reading with children's books. New York, NY: Owen.
- Walmsley, S. A., & Walp, T. P. (1989). Teaching literature in elementary school. Report Series no. 1.3. Albany, NY: Center for the Learning and Teaching of Literature.
- Walmsley, S. A., & Walp, T. P. (1990). Integrating literature and composing into the language arts curriculum: Philosophy and practice. Elementary School Journal, 90, 251-274.
- Yocom, J. (1987). Children's responses to literature read aloud in the classroom. Dissertation Abstracts International, 48, 2300A.

Appendix (A)  
List of Books Read by Target Students at Home and in School

| Name | Book Title | Author |
|------|------------|--------|
|------|------------|--------|

**Student #1 (Male, Better Reader, 2nd Grade Literature-Only Class)**

| <i>At Home: Guided</i>      |   |                            |
|-----------------------------|---|----------------------------|
|                             | Freckle Juice   | Blume/Judy                 |
|                             | The Chocolate Touch   | Catling/Patrick S          |
|                             | The Big Jump & Other Stories  | Elkin/Benjamin             |
|                             | White Satin: The Pony Runs Away (The Elson Basic Readers Bk.2 Scott Foresman & Co.) | Elson/Wm. H. & Gray/Wm. S. |
|                             | Mr. Mysterious & Co.  | Fleischman/Sid             |
|                             | Doctor Dan: The Bandage Man   | Gaspard/Helen              |
|                             | Nobody Listens to Andrew  | Guilfoile/Elizabeth        |
|                             | Bicycle to Treachery  | Quackenbush/Robert         |
|                             | Jacob Two-Two Meets the Hooded Fang   | Richler/Mordecai           |
|                             | How to Eat Fried Worms  | Rockwell/Thomas            |
|                             | The Snake in the Carpool  | Schlein/Miriam             |
|                             | Where the Wild Things Are   | Sendak/Maurice             |
|                             | Yertle the Turtle and Other Stories   | Seuss/Dr.                  |
|                             | Sylvester & the Magic Pebble  | Steig/William              |
|                             | The Littlest Snowman  | Tazewell/Charles           |
|                             | Blue Bay Mystery  | Warner/Gertude             |
|                             | Schoolhouse Mystery   | Warner/Gertude             |
|                             | The Lighthouse Mystery  | Warner/Gertude             |
|                             | Stuart Little   | White/E.B.                 |
|                             | The Small Potatoes' Busy Beach Day  | Ziefert/Harriet            |
| <i>At Home: Independent</i> |   |                            |
|                             | Northeast Tackerwonds Academy Handbook (Karate)                                     | (author unknown)           |
|                             | Sport Magazine (Mar 89)   | (author unknown)           |
|                             | Cam Jansen and the Mystery of the Gold Coins  | Adler/David                |
|                             | The Fourth Floor Twins and the Disappearing Parrot Trick                            | Adler/David                |
|                             | The Fourth Floor Twins and the Fortune Cookie Chase                                 | Adler/David                |
|                             | The Fourth Floor Twins and the Silver Ghost Express                                 | Adler/David                |
|                             | Apple Tree! Apple Tree!   | Blocksmas/Mary             |
|                             | A Visit to the Hospital   | Chase/Francine             |
|                             | Waggles & the Dog Catcher   | Cook/Marion Belden         |
|                             | The Little Fish that Got Away   | Cook/Maurice               |
|                             | Eddie No-Name   | Fall/Thomas                |
|                             | McBroom Tells the Truth   | Fleischman/Sid             |
|                             | The Little Red Hen  | Galdone/Paul               |
|                             | Little Miss Tiny  | Hargreaves/Roger           |
|                             | Mr. Nonsense  | Hargreaves/Roger           |
|                             | The Man Who Didn't Wash His Dishes  | Krasilovsky/Phyllis        |
|                             | Help! You're Shrinking  | Packard/Edward             |
|                             | A Fish Out of Water   | Palmer/Helen               |
|                             | The Lone Ranger: Desert Storm   | Revena/                    |
|                             | Molly and the Slow Teeth  | Ross/Pat                   |
|                             | Nate the Great and the Lost List  | Sharma/Marjorie            |
|                             | Gabby   | Stephen/                   |
|                             | Belling the Tiger   | Stolz/Mary                 |
|                             | Scaredy Cat   | Szekeres/Cyndy             |
|                             | Tumble: The Story of a Mustang  | Wesley/Dennis              |
|                             | A New House For Mole and Mouse  | Ziefert/Harriet            |

| Name       | Book Title   | Author                           |
|------------|--|----------------------------------|
| Student #1 |  |                                  |
|            | <i>At Home: Read Aloud</i>   |                                  |
|            | Walt Disney's Bambi  | (author unknown)                 |
|            | Why the Chimes Rang  | Alden/Raymond MacDonald          |
|            | Billy and Blaze  | Anderson/C.W.                    |
|            | Bread & Honey  | Asch/Frank                       |
|            | The Berenstain Bears and the Big Election                                    | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears' Trouble With Money                                     | Berenstain/Stan & Berenstain/Jan |
|            | Clifford's Good Deeds  | Bridwell/Norman                  |
|            | Clifford, The Small Red Puppy  | Bridwell/Norman                  |
|            | Georgie to the Rescue  | Bright/Robert                    |
|            | The Little Red Caboose that Ran Away   | Burchard/Peter                   |
|            | Fantastic Mr. Fox  | Dahl/Roald                       |
|            | The Legend of Old Befana   | de Paola/Tomie                   |
|            | The Big Goose & the Little White Duck  | DeJong/Meindert                  |
|            | Petunia's Christmas  | Duvoisin/Roger                   |
|            | A Ride to Animal Town (The Elson Basic Readers Bk.3<br>Scott Foresman & Co.) | Elson/Wm. H. & Gray/Wm. S.       |
|            | Scat Scat  | Francis/Sally                    |
|            | I Know I'm Myself Because...   | Greenberg/Polly                  |
|            | The Mole Family's Christmas  | Hoban/Russell                    |
|            | A Forest Christmas   | Holm/Mayling Mack                |
|            | Lucy and Tom's Christmas   | Hughes/Shirley                   |
|            | Christmas Present From a Friend  | Kimura/Yuriko                    |
|            | Mrs. Claus's Crazy Christmas   | Kroll/Steven                     |
|            | The Santa Claus Mystery  | Levine/Joan                      |
|            | Frederick  | Lionni/Leo                       |
|            | George and Martha  | Marshall/James                   |
|            | George and Martha Back In Town   | Marshall/James                   |
|            | George and Martha One Fine Day   | Marshall/James                   |
|            | George and Martha Rise and Shine   | Marshall/James                   |
|            | George and Martha Tons of Fun  | Marshall/James                   |
|            | Just Me and My Babysitter  | Mayer/Mercer                     |
|            | Mousekin's Christmas Eve   | Miller/Edna                      |
|            | The Night Before Christmas   | Moore/Clement                    |
|            | A Fish Out of Water  | Palmer/Helen                     |
|            | The Christmas Mouse  | Read/Miss                        |
|            | Harry Cat's Pet Puppy  | Selden/George                    |
|            | Harry Kitten and Tucker Mouse  | Selden/George                    |
|            | The Cricket in Times Square  | Selden/George                    |
|            | Tucker's Countryside   | Selden/George                    |
|            | Yertle the Turtle and Other Stories  | Seuss/Dr.                        |
|            | The Best Valentine In the World  | Sharmat/Marjorie                 |
|            | Jumanji  | Van Allsburg/Chris               |
|            | The Garden of Abdul Gasazi   | Van Allsburg/Chris               |
|            | Houseboat Mystery  | Warner/Gertrude                  |
|            | Mystery In the Sand  | Warner/Gertrude                  |
|            | Bunny Trouble  | Wilhelm/Hans                     |
|            |  |                                  |
|            | <i>In School: Read Aloud</i>   |                                  |
|            | Hannah's Alaska  |                                  |
|            | Stall Buddies  |                                  |
|            | The Little Boy's Secret  |                                  |
|            | The Morning Sun that Refused to Rise   |                                  |
|            | Tikki Tikki Tembo  | (author unknown)                 |
|            | The Twisted Witch and Other Spooky Riddles                                   | Adler/Chess                      |
|            | Marun Luther King: Free at Last  | Adler/David                      |

| Name       | Book Title                       | Author                               |
|------------|----------------------------------|--------------------------------------|
| Student #1 | We Are Best Friends              | Aliki                                |
|            | Miss Nelson Is Back              | Allard/Harry & Marshall/James        |
|            | Miss Nelson Is Missing!          | Allard/Harry & Marshall/James        |
|            | The Wild Swans                   | Andersen/Hans C & Milone/Karen       |
|            | The Ugly Duckling                | Andersen/Hans C. & Mayer/Marianna    |
|            | Anno's Hat Tricks                | Anno/Mitsumasa                       |
|            | Juggler                          | Arnold/Caroline                      |
|            | What is a Community?             | Arnold/Caroline                      |
|            | My Sister's Silent World         | Arthur/Catherine                     |
|            | Happy Birthday, Moon             | Asch/Frank                           |
|            | Mooncake                         | Asch/Frank                           |
|            | Mr. Popper's Penguins            | Atwater/Richard and Atwater/Florence |
|            | The Paper Crane                  | Bang/Molly                           |
|            | The High Hills                   | Barklem/Jill                         |
|            | My Name Is Alice                 | Bayer/Jane                           |
|            | Guess Who My Favorite Person Is? | Baylor/Byrd                          |
|            | I'm in Charge of Celebrations    | Baylor/Byrd                          |
|            | Gung Hay Fat Choy                | Behrens/June                         |
|            | Grandfather Twilight             | Berger/Barbara                       |
|            | The Five Chinese Brothers        | Bishop/Claire Huchet                 |
|            | The Pain and the Great One       | Blume/Judy                           |
|            | The Big Book of Silly Riddles    | Brandreth/Gyles                      |
|            | Hurricane Watch                  | Branley/Franklyn                     |
|            | Colonial Farms                   | Brower/Pauline                       |
|            | Arthur's Christmas               | Brown/Marc                           |
|            | Arthur's Eyes                    | Brown/Marc                           |
|            | Arthur's Halloween               | Brown/Marc                           |
|            | Arthur's Teacher Trouble         | Brown/Marc                           |
|            | Arthur's Thanksgiving            | Brown/Marc                           |
|            | Arthur's Tooth                   | Brown/Marc                           |
|            | Arthur's Valentine               | Brown/Marc                           |
|            | Goodnight Moon                   | Brown/Margaret Wise                  |
|            | Ghost Hour Spook's Hour          | Bunting/Eve                          |
|            | Scary Scary Halloween            | Bunting/Eve                          |
|            | Peter and the Wolf               | Carlson/Prokofiev                    |
|            | Christmas Moon                   | Cazet/Denys                          |
|            | December Twenty-fourth           | Cazet/Denys                          |
|            | Two Dog Biscuits                 | Cleary/Beverly                       |
|            | King of the Birds                | Climo/Shirley                        |
|            | The Magic Schoolbus Series       | Cole/Joanna                          |
|            | The Old Man Who Said Why         | Cummings/E.E.                        |
|            | Abraham Lincoln                  | d'Aulaire/Ingri & Parin/Edgar        |
|            | George Washington                | d'Aulaire/Ingri & Parin/Edgar        |
|            | An Early American Christmas      | de Paola/Tomie                       |
|            | The Popcorn Book                 | de Paola/Tomie                       |
|            | Peanut Butter Pilgrims           | Delton/Judy                          |
|            | Cranberry Thanksgiving           | Devlin/Wende & Devlin/Harry          |
|            | When Light Turns Into Night      | Dragonwagon/Crescent                 |
|            | Leo, Zack and Emmie              | Ehrlich/Amy                          |
|            | Rapunzel                         | Ehrlich/Amy                          |
|            | Star Maiden                      | Esbensen/Barbara Juster              |
|            | The Great Wall of China          | Fisher/Leonard Everett               |
|            | The Patchwork Quilt              | Floumoy/Valerie                      |
|            | Young and Elections              | Fradin/Dennis B                      |

| Name       | Book Title                               | Autho                           |
|------------|--|---------------------------------|
| Student #1 | Indian Two Feet and the Eagle Feather    | Friskey/Margaret                |
|            | Indian Two Feet and the Wolf Cubs        | Friskey/Margaret                |
|            | Cully Cully and the Bear                 | Gage/Wilson                     |
|            | King of the Cats                         | Galdone/Paul                    |
|            | The Beast in Ms. Rooney's Room           | Giff/Patricia Reilly            |
|            | The Candy Corn Contest                   | Giff/Patricia Reilly            |
|            | Christopher Columbus                     | Gleiter/Jan & Thompson/Kathleen |
|            | What is the Sign For Friends?            | Greenberg/Judith                |
|            | Presidents                               | Greene/Carol                    |
|            | Little Red Riding Hood                   | Grimm/Jacob & Grimm/Wilhelm     |
|            | The Brave Little Tailor                  | Grimm/Jacob & Grimm/Wilhelm     |
|            | Moon Mouse                               | Hall/Adelaide                   |
|            | Ox Cart Man                              | Hall/Donald                     |
|            | My Name Is Emily                         | Hamilton/Emily                  |
|            | The Shadowmaker                          | Hansen/Ron                      |
|            | This Is My Trunk                         | Harris/Steven Michael           |
|            | Winter Magic                             | Haster/Eveline                  |
|            | Saint George and the Dragon              | Hodges/Margaret                 |
|            | Angelina and Alice                       | Holabird/Katharine              |
|            | Angelina Ballerina                       | Holabird/Katharine              |
|            | Jelly's Circus                           | Hughes/Dean                     |
|            | A First Look at Spiders                  | Hunt/Joyce & Selsam/Millicent   |
|            | The Frog Princess                        | Isele/Elizabeth                 |
|            | Snow White                               | Jarrell/Randall                 |
|            | The Family Under the Moon                | Jewell/Nancy                    |
|            | Beetles                                  | Johnson/Sylvia                  |
|            | Silkworms                                | Johnson/Sylvia                  |
|            | The Quilt Story                          | Johnston/Tony                   |
|            | The Quilt                                | Jonas/Ann                       |
|            | Best Friends                             | Kellogg/Steven                  |
|            | Ralph's Secret Weapon                    | Kellogg/Steven                  |
|            | The Mystery of the Flying Orange Pumpkin | Kellogg/Steven                  |
|            | Amanda and the Mysterious Carpet         | Krahn/Fernando                  |
|            | A Very Young Circus Flyer                | Krementz/Jill                   |
|            | Lionel in the Fall                       | Krensky/Stephen                 |
|            | It's Groundhog Day                       | Kroll/Steven                    |
|            | One Tough Turkey                         | Kroll/Steven                    |
|            | South Korea                              | Kubota/Makoto                   |
|            | Oh, Brother!                             | Lakin/Patricia                  |
|            | Oh, A-Hunting We Will Go                 | Langstaff/John                  |
|            | Eyes of the Dragon                       | Leaf/Margaret                   |
|            | Something Queer at the Ball Park         | Levy/Elizabeth                  |
|            | Frog and Toad are Friends                | Lobel/Arnold                    |
|            | Hiawatha                                 | Longfellow/Henry W.             |
|            | 17 Kings and 42 Elephants                | Mahy/Margaret                   |
|            | Space Case                               | Marshall/Edward                 |
|            | George and Martha                        | Marshall/James                  |
|            | Merry Christmas Space Case               | Marshall/James                  |
|            | Barn Dance                               | Martin/Bill & Archambault/John  |
|            | Knots on a Counting Rope                 | Martin/Bill & Archambault/John  |
|            | Just Grandma and Me                      | Mayer/Mercer                    |
|            | Just Grandpa and Me                      | Mayer/Mercer                    |
|            | Liverwurst is Missing                    | Mayer/Mercer                    |
|            | Pie-Biter                                | McCunn/Ruthanne Lum             |
|            | The Lady and the Spider                  | McNulty/Faith                   |
|            | Our Columbus Day Book                    | Moncure/Jane Belk               |

| Name       | Book Title                              | Author                             |
|------------|---|------------------------------------|
| Student #1 | The Ghost with the Halloween Hiccups    | Mooser/Stephen                     |
|            | Love You Forever                        | Munsch/Robert                      |
|            | Mortimer                                | Munsch/Robert                      |
|            | The Paper Bag Princess                  | Munsch/Robert                      |
|            | The Black Pearl and the Ghost           | Myers/Walter Dean                  |
|            | The Day Jimmy's Boa Ate the Wash        | Noble/Trinka Hakes                 |
|            | Moonlight                               | Ormerod/Jan                        |
|            | Tybee Trimble's Hard Times              | Perl/Lila                          |
|            | The Circus Baby: A Picture Book         | Petersham/Maud & Petersham/Miska   |
|            | The Baby Uggs are Hatching              | Prelutsky/Jack                     |
|            | Squawk to the Moon, Little Goose        | Preston/Edna Mitchell              |
|            | An Owl and Three Pussycats              | Provensen/Alice & Provensen/Martin |
|            | Iva Dunit and the Big Wind              | Purdy/Carol                        |
|            | Space Out! Jokes about Outer Space      | Roop/Peter & Roop/Connie           |
|            | Super Duper Jezebel                     | Ross/Tony                          |
|            | Whose Hat is That?                      | Roy/Ron                            |
|            | Three Wishes                            | Salzman/Yuri                       |
|            | Mystery Cat and Monkey Business         | Saunders/Pat                       |
|            | Nate the Great                          | Sharma/Marjorie                    |
|            | Earth, Our Planet in Space              | Simon/Seymour                      |
|            | Stars                                   | Simon/Seymour                      |
|            | Under the Sun                           | Simon/Seymour                      |
|            | Dreams                                  | Spier/Peter                        |
|            | Olympics                                | Tadlow/Peter                       |
|            | Ah-See and the Spooky House             | Thompson/Vivian                    |
|            | Cricor                                  | Ungerer/Tomi                       |
|            | The Polar Express                       | Van Allsburg/Chris                 |
|            | Two Bad Ants                            | Van Allsburg/Chris                 |
|            | What Happens in the Autumn              | Vening/Suzanne                     |
|            | Chin Chiang and the Dragon's Dance      | Wallace/Ian                        |
|            | Little House In the Big Woods           | Wilder/Laura Ingalls               |
|            | The Mountains of Quilts                 | Willard/Nancy                      |
|            | Albert's Toothache                      | Williams/Barbara                   |
|            | Chester Chipmunk's Thanksgiving         | Williams/Barbara                   |
|            | Everyone Knows What a Dragon Looks Like | Williams/Jay                       |
|            | Three Days on a River in a Red Canoe    | Williams/Vera B                    |
|            | Moonflute                               | Wood/Audrey                        |
|            | Owl Moon                                | Yolen/Jane                         |
|            | Sleeping Ugly                           | Yolen/Jane                         |
|            | The Seeing Stick                        | Yolen/Jane                         |
|            | Hush Little Baby                        | Zemach/Margot                      |
|            | When the Wind Stops                     | Zolotow/Charlotte                  |
|            | The Hating Book                         | Zolotow/Charlotte                  |

| Name   | Book Title  | Author                            |
|--|---|-----------------------------------|
| <b>Student #2 (Female, Better Reader, 2nd Grade Literature-Only Class)</b> |   |                                   |
| <i>At Home: Guided</i>   |   |                                   |
|  | Ranger Rick magazine (Dec 88)                                 | (author unknown)                  |
|  | The Real Mother Goose Pop Up: Pat-a-Cake                      | (author unknown)                  |
|  | The Real Mother Goose Pop Up: The Cat and the Fiddle          | (author unknown)                  |
|  | Wizards and Wampum-Legends of the Iroquois                    | (author unknown)                  |
|  | The Emperor's New Clothes                                     | Andersen/Hans C.                  |
|  | The Berenstain Bears Go To School                             | Berenstain/Stan & Berenstain/Jan  |
|  | The Berenstain Bears' Trouble at School                       | Berenstain/Stan & Berenstain/Jan  |
|  | North American Legends:The Indian Cinderella                  | MacMillan/Cyrus                   |
|  | Bialosky's Christmas  | McGuire/Leslie                    |
|  | Amelia Bedella  | Parish/Peggy                      |
|  | Great Children's Stories (The Classic Volland Edition)        | Richardson/Frederick              |
|  | I Can Read About Baseball                                     | Supraner/Robyn                    |
|  | Mr. Bananahead At Home  | Thaler/Mike                       |
|  | My Mama Says There Aren't Any Zombies...or Things             | Viorst/Judith                     |
|  | The Christmas Story   | Werner/ane                        |
|  | The Velveteen Rabbit  | Williams/Margery                  |
| <i>At Home: Independent</i>  |   |                                   |
|  | Walt Disney's Cinderella                                      |                                   |
|  | Cabbage Patch Kids: A Cabbage Patch Kids Adv                  | (author unknown)                  |
|  | Friends Are a Special Part of Christmas (Holiday Poems)       | (author unknown)                  |
|  | Kids U.S.A. magazine (May 1989)                               | (author unknown)                  |
|  | Precious Moments Bible(New King James Version Genesis 1-4:15) | (author unknown)                  |
|  | Ranger Rick magazine (Dec 88)                                 | (author unknown)                  |
|  | Santa's Toy Shop  | (author unknown)                  |
|  | Sesame Street Treasury Vol.7                                  | (author unknown)                  |
|  | U.S. Kids Magazine (Dec 88)                                   | (author unknown)                  |
|  | U.S. Kids Magazine (Feb 89)                                   | (author unknown)                  |
|  | U.S. Kids Magazine (Jan 89)                                   | (author unknown)                  |
|  | The Fourth Floor Twins and the Disappearing Parrot Trick      | Adler/David                       |
|  | Miss Nelson Is Back   | Allard/Harry & Marshall/James     |
|  | The Emperor's New Clothes                                     | Andersen/Hans C.                  |
|  | The Princess and the Pea                                      | Andersen/Hans C.                  |
|  | Thumbelina  | Andersen/Hans C.                  |
|  | The Ugly Duckling   | Andersen/Hans C. & Mayer/Marianna |
|  | A Christmas Book  | Anglund/Joan Walsh                |
|  | The Smartest Bear and His Brother Oliver                      | Bach/Alice                        |
|  | Madeline and the Bad Hat                                      | Bemelmans/Ludwig                  |
|  | The Berenstain Bears and the Bad Dream                        | Berenstain/Stan & Berenstain/Jan  |
|  | The Berenstain Bears and the In-Crowd                         | Berenstain/Stan & Berenstain/Jan  |
|  | The Berenstain Bears and the Week At Grandma's                | Berenstain/Stan & Berenstain/Jan  |
|  | The Berenstain Bears and Too Much Junk Food                   | Berenstain/Stan & Berenstain/Jan  |
|  | The Berenstain Bears and Too Much TV                          | Berenstain/Stan & Berenstain/Jan  |
|  | The Berenstain Bears and Too Much Vacation                    | Berenstain/Stan & Berenstain/Jan  |
|  | The Berenstain Bears Get Stage Fright                         | Berenstain/Stan & Berenstain/Jan  |
|  | The Berenstain Bears Go To School                             | Berenstain/Stan & Berenstain/Jan  |
|  | The Berenstain Bears Go To the Doctor                         | Berenstain/Stan & Berenstain/Jan  |
|  | The Berenstain Bears Meet Santa Bear                          | Berenstain/Stan & Berenstain/Jan  |
|  | The Berenstain Bears' Moving Day                              | Berenstain/Stan & Berenstain/Jan  |
|  | The Berenstain Bears' Trouble With Money                      | Berenstain/Stan & Berenstain/Jan  |
|  | Blubber   | Blume/Judy                        |
|  | Freckle Juice   | Blume/Judy                        |

| Name       | Book Title  | Author                       |
|------------|---|------------------------------|
| Student #2 | Otherwise Known As Sheila the Great                           | Blume/Judy                   |
|            | Superfudge  | Blume/Judy                   |
|            | Tales of a Fourth Grade Nothing                               | Blume/Judy                   |
|            | Granny Bear's Cruise  | Bridgman/Elizabeth           |
|            | Clifford Goes to Hollywood                                    | Bridwell/Norman              |
|            | Clifford's Riddles  | Bridwell/Norman              |
|            | Let's Go Swimming With Mr. Sillypants                         | Brown/M.K.                   |
|            | The Bionic Bunny Show   | Brown/Marc & Brown/Laurie    |
|            | The Double Dare Game Book                                     | Burr/Daniella                |
|            | Cabbage Patch Kids: The Just Right Family                     | Callen/Larry                 |
|            | Harry's Smile   | Caple/Kathy                  |
|            | Clipper   | Carter/Debby                 |
|            | A Mouse's Diary   | Cartidge/Michelle            |
|            | Fortunately   | Charlip/Remy                 |
|            | Beezus and Ramona   | Cleary/Beverly               |
|            | Henry & the Paper Route                                       | Cleary/Beverly               |
|            | Ramona and Her Father   | Cleary/Beverly               |
|            | Ramona the Brave  | Cleary/Beverly               |
|            | Socks   | Cleary/Beverly               |
|            | The Bingity-Bangity School Bus                                | Conkling/Fleur               |
|            | The Winning of Miss Lynn Ryan                                 | Cooper/Ilene                 |
|            | Little Christmas Elf  | Currans/Eileen               |
|            | Fat Santa   | Cuyler/Margery               |
|            | Cinderella  | Disney/Walt                  |
|            | Sleeping Beauty   | Disney/Walt                  |
|            | The Aristocats  | Disney/Walt                  |
|            | What Happens Next?  | Domanska/Janina              |
|            | My Mother's Getting Married                                   | Drescher/Joan                |
|            | The Little Rabbit   | Dunn/Judy                    |
|            | Phoebe Danger, Detective, in the Case of the Two-Minute Cough | Fleischman/Paul              |
|            | Between Friends   | Garrigue/Sheila              |
|            | December Streets  | Giff/Patricia Reilly         |
|            | Lazy Lion's Lucky Lambs                                       | Giff/Patricia Reilly         |
|            | The Valentine Star  | Giff/Patricia Reilly         |
|            | Jillian Jiggs   | Gilman/Phoebe                |
|            | Friendly Snowman  | Gordon/Sharon                |
|            | Sam the Scarecrow   | Gordon/Sharon                |
|            | The Jenny Summer  | Greene/Carol                 |
|            | Big Red Fire Engine   | Greydanus/Rose               |
|            | Snow White and Rose Red                                       | Grimm/Jacob & Cooney/Barbara |
|            | The Bremen Town Musicians                                     | Grimm/Jacob & Grimm/Wilhelm  |
|            | The Elves and the Shoemaker                                   | Grimm/Jacob & Grimm/Wilhelm  |
|            | The Twelve Dancing Princesses                                 | Grimm/Jacob & Grimm/Wilhelm  |
|            | The Monster Under My Bed                                      | Gruber/Suzanne               |
|            | New Friends (Peanut Butter & Jelly)                           | Haas/Dorothy                 |
|            | Peanut and Jilly Forever (Peanut Butter & Jelly)              | Haas/Dorothy                 |
|            | The Haunted House (Peanut Butter & Jelly)                     | Haas/Dorothy                 |
|            | Buggy Riddles   | Hall/Katy & Eisenberg/Lisa   |
|            | Pound Puppies-A Bark In the Dark                              | Hamilton/Sue                 |
|            | Mr. Grumpy  | Hargreaves/Roger             |
|            | Casper the Friendly Ghost and Wendy the Good Little Witch     | Harvey Cartoon Studios       |
|            | The Story of the Nutcracker Ballet                            | Hautzig/Deborah              |
|            | Merry Christmas From Eddie                                    | Haywood/Carolyn              |
|            | The Reason for a Flower                                       | Heller/Ruth                  |
|            | Nancy No-Size   | Hoffman/Mary                 |

| Name       | Book Title  | Author                         |
|------------|---|--------------------------------|
| Student #2 | Peter Goes To School  | House/Wanda R                  |
|            | Russell Sprouts   | Hurwitz/Johanna                |
|            | I See   | Isadora/Rachel                 |
|            | The Hedgehogs' Christmas  | Jackson/Kathryn                |
|            | Noelle of the Nutcracker  | Jane/Pamela                    |
|            | Albert  | Jezard/Alison                  |
|            | Wild Animals  | Kaufman/Elizabeth Elias        |
|            | Goodbye Max   | Keller/Holly                   |
|            | When Francie Was Sick   | Keller/Holly                   |
|            | Old Turtle's Baseball Stories   | Kessler/Leonard                |
|            | A Sesame Street Holiday Story: Grover's Gift (12/23/86 Family Circle) | Kingsley/Emily Perl            |
|            | How the Camel Got His Hump  | Kipling/Rudyard                |
|            | Simon Visits the Doctor   | Koenigsberg/Patty L            |
|            | Pound Puppies-Lovable Huggable Problem Puppies                        | Korman/Justine                 |
|            | How Spider Saved Halloween  | Kraus/Robert                   |
|            | Amanda and the Giggling Ghost   | Kroll/Steven                   |
|            | Happy Father's Day  | Kroll/Steven                   |
|            | Kittens Kittens Kittens   | Kunhardt/E                     |
|            | Meg Mackintosh and the Case of the Curious Whale Watch                | Landon/Lucinda                 |
|            | The Haunting of Grade Three   | Maccarone/Grace                |
|            | Barn Dance  | Martin/Bill & Archambault/John |
|            | The Ghost Eye Tree  | Martin/Bill & Archambault/John |
|            | Peeka the Traffic Light   | Matsui/Tadashi                 |
|            | Merry Christmas Mom and Dad   | Mayer/Mercer                   |
|            | Why Won't Winter Go?  | McLaughlin/Lissa               |
|            | Ernie's Work of Art   | McLenighan/V                   |
|            | The Proverbial Mouse  | Miller/Moira                   |
|            | The Night Before Christmas  | Moore/Clement                  |
|            | Grandma's Promise   | Moore/Elaine                   |
|            | Me and My Aunts   | Newton/Laura P                 |
|            | 101 Things to Do With a Baby  | Ormerod/Jan                    |
|            | Amelia Bedelia  | Parish/Peggy                   |
|            | Merry Christmas, Amelia Bedelia                                       | Parish/Peggy                   |
|            | Teach Us, Amelia Bedelia  | Parish/Peggy                   |
|            | Tom Thumb   | Perrault/Charles               |
|            | The Wonder Book of Trains   | Peters/Lisa                    |
|            | Ready, Get Set Go!  | Peters/Sharon                  |
|            | Great Children's Stories (The Classic Volland Edition)                | Richardson/Frederick           |
|            | Clara's Dancing Feet  | Richardson/J & Carey/J         |
|            | A Story a Day Til Christmas   | Roloff/Nan (ed.)               |
|            | The Biggest Most Beautiful Christmas Tree                             | Rosenberg/Amye                 |
|            | The Sweet Smell of Christmas  | Scarry/Patricia                |
|            | Hooray For Father's Day!  | Sharma/Marjorie                |
|            | Hooray For Mothers' Day!  | Sharma/Marjorie                |
|            | Why Noah Chose the Dove   | Singer/Isaac B                 |
|            | Snow Country  | Skofield/James                 |
|            | Caleb and Kate  | Steig/William                  |
|            | Mouse   | Stein/Sara Bonnett             |
|            | Barbara's Birthday  | Stevenson/James                |
|            | I'll Miss You Mr. Hooper  | Stiles/Norman                  |
|            | The Littlest Angel  | Tazewell/Charles               |
|            | Mr. Bananahead At Home  | Thaler/Mike                    |
|            | Tales of Amanda Pig   | Van Leeuwen/Jean               |
|            | Popeye Goes Fishing   | Verral/Charles S               |
|            | Harriet and the Robot   | Waddell/Martin                 |
|            | Now I Know Clouds   | Wandelmaier/Roy                |

| Name                         | Book Title  | Author                           |
|------------------------------|---|----------------------------------|
| Student #2                   | ABC is for Christmas                                  | Watson/Jane                      |
|                              | Heathcliff Goes to Hollywood                          | Weyn/Suzanne                     |
|                              | The Giraffe Who Went to School                        | Wilde/Irma                       |
|                              | The Beautiful Rat                                     | Zemach/Kaethe                    |
| <i>At Home: Read Aloud</i>   |   |                                  |
|                              | The Peppermint Page (Sunday Times Union)              | (author unknown)                 |
|                              | The Berenstain Bears get the Gimmies                  | Berenstain/Stan & Berenstain/Jan |
|                              | The Berenstain Bears Meet Santa Bear                  | Berenstain/Stan & Berenstain/Jan |
|                              | Stone Soup  | Brown/Marcia                     |
|                              | Cinderella  | Disney/Walt                      |
|                              | The Happy Lion  | Fatio/Louise                     |
|                              | The Monkey and the Crocodile                          | Galdone/Paul                     |
|                              | The Mud Puddle  | Munsch/Robert                    |
|                              | My Book About Baby(1988 Current Inc. Colorado Springs | Pelican/Debi                     |
|                              | The Velveteen Rabbit                                  | Williams/Margery                 |
| <i>In School: Read Aloud</i> |   |                                  |
|                              | —same as Student #1's In School:Read-aloud list       |                                  |

| Name | Book Title | Author |
|------|------------|--------|
|------|------------|--------|

## Student #3 (Male Poorer Reader, 2nd Grade Literature-Only Class)

| <i>At Home: Guided</i>      |   |                                  |
|-----------------------------|---|----------------------------------|
|                             | Sport Fishing                                 | (author unknown)                 |
|                             | The Jolly Postman, Or, Other People's Letters | Ahlberg/Janet & Ahlberg/Allan    |
|                             | Lucky Dog Days                                | Delton/Judy                      |
|                             | Animals at the Zoo                            | Greydanus/Rose                   |
|                             | Hiccup  | Mayer/Mercer                     |
|                             | If the Dinosaurs Came Back                    | Most/Bernard                     |
|                             | Murmel, Murmel, Murmel                        | Munsch/Robert                    |
|                             | Wonders of the Sea                            | Sabin/Lou                        |
|                             |   |                                  |
| <i>At Home: Independent</i> |   |                                  |
|                             | Lucky Dog Days                                | Delton/Judy                      |
|                             | Go, Dog, Go!                                  | Eastman/P.D.                     |
|                             | Amazing World of Dinosaurs                    | Granger/Judith                   |
|                             | The Purple Coat                               | Hest/Amy                         |
|                             | Spot Goes to the Circus                       | Hill/Eric                        |
|                             | The Biscits In Double Trouble                 | Ingoglia/Gina                    |
|                             | Who Framed Roger Rabbit-Movie Storybook       | Korman/Justine                   |
|                             | Little Danny Dinosaur                         | Palazzo-Craig/Janet              |
|                             | Lovable Furry Old Grover's Resting Places     | Stone/John                       |
|                             | The Real Ghostbusters-The Great Ghost Show    | Teitelbaum/Michael               |
|                             | Prehistoric Times                             | Troll Assoc                      |
|                             | Quick as a Cricket                            | Wood/Audrey                      |
|                             |   |                                  |
| <i>At Home: Read Aloud</i>  |   |                                  |
|                             | Happy Birthday, Moon                          | Asch/Frank                       |
|                             | Cloudy With a Chance of Meatballs             | Barrett/Judith                   |
|                             | Animalia                                      | Base/Graeme                      |
|                             | Coyote Cry                                    | Baylor/Byrd                      |
|                             | Small Wolf                                    | Benchley/Nathaniel               |
|                             | The Berenstain Bears and the Bad Habit        | Berenstain/Stan & Berenstain/Jan |
|                             | The Pain and the Great One                    | Blume/Judy                       |
|                             | The Prince and the Pink Blanket               | Brenner/Barbara                  |
|                             | Jerome the Babysitter                         | Christelow/Eileen                |
|                             | Alf-Mission To Mars                           | Fleming/Robert Loren             |
|                             | Land of Dreams                                | Foreman/Michael                  |
|                             | Gretchen's World                              | Hoffer/Alice                     |
|                             | The Very Worst Monster                        | Hutchins/Pat                     |
|                             | How the Camel Got His Hump                    | Kipling/Rudyard                  |
|                             | Adam Draws Himself a Dragon                   | Korschunow/Ira                   |
|                             | Cowardly Clyde                                | Peet/Bill                        |
|                             | Jethro & Joel Were A Troll                    | Peet/Bill                        |
|                             | The Fake Smurf                                | Peyo/                            |
|                             | The Smurf's Apprentice                        | Peyo/                            |
|                             | Mrs. Pig Gets Cross & Other Stories           | Rayner/Mary                      |
|                             | Roundabout Train                              | Renwright/Betty                  |
|                             | Bartholomew and the Oobleck                   | Seuss/Dr.                        |
|                             | How the Grinch Stole Christmas                | Seuss/Dr.                        |
|                             | The Lorax                                     | Seuss/Dr.                        |
|                             | Supertime for Frieda Fuzzypaws                | Szekeres/Cyndy                   |
|                             | Fievel & Tiger                                | Teitelbaum/Michael               |
|                             | The Real Ghostbusters-The Great Ghost Show    | Teitelbaum/Michael               |
|                             | Commander Toad & the Space Pirates            | Yolen/Jane                       |
|                             |   |                                  |

| Name  | Book Title | Author |
|---|------------|--------|
| <i>In School: Read Aloud</i><br><i>—same as Student #1's In School: Read Aloud list</i> |            |        |

| Name  | Book Title  | Author                         |
|---|---|--------------------------------|
| <b>Student #4 (Female Poorer Reader, 2nd Grade Literature-Only Class)</b> |   |                                |
| <i>At Home: Guided</i>  |   |                                |
|   | Highlights for Children (Feb 89)                                  | (author unknown)               |
|   | National Geographic World Jan. 1989                               | (author unknown)               |
|   | Ranger Rick magazine (Feb 89)                                     | (author unknown)               |
|   | Ranger Rick magazine (Mar 89)                                     | (author unknown)               |
|   | U.S. Kids Magazine (April 89)                                     | (author unknown)               |
|   | U.S. Kids Magazine (Dec 88)                                       | (author unknown)               |
|   | U.S. Kids Magazine (Jan 89)                                       | (author unknown)               |
|   | The Jolly Postman, Or, Other People's Letters                     | Ahlberg/Janet & Ahlberg/Allan  |
|   | Outer Space Adv   | Arboleda/Alba                  |
|   | Animalia  | Base/Graeme                    |
|   | The Snowman   | Briggs/Raymond                 |
|   | Arthur Goes to Camp   | Brown/Marc                     |
|   | Hand Rhymes   | Brown/Marc                     |
|   | Play Rhymes   | Brown/Marc                     |
|   | The True Francine   | Brown/Marc                     |
|   | Stone Soup  | Brown/Marcia                   |
|   | The Secret Birthday Message                                       | Carle/Eric                     |
|   | Penguins and Polar Bears  | Crow/Sandra Lee                |
|   | Now One Foot, Now the Other                                       | de Paola/Tomie                 |
|   | Cinderella  | Disney/Walt                    |
|   | The Happy Lion  | Fatio/Louise                   |
|   | Animals In Winter   | Fisher/Ron                     |
|   | The Monkey and the Crocodile                                      | Galdone/Paul                   |
|   | Stacy Says Good-Bye   | Giff/Patricia Reilly           |
|   | The Glow-in-the-Dark Night Sky Book                               | Hatchett/Clint                 |
|   | How Animals Care For Their Babies                                 | Hirschland/Roger B             |
|   | The Magic Locket  | Koda-Callan/Elizabeth          |
|   | Raccoons  | Kostyal/K.M.                   |
|   | Mouse Tales   | Lobel/Arnold                   |
|   | Baby Birds and How They Grow                                      | McCauley/Jane R                |
|   | How Animals Talk  | McGrath/Susan                  |
|   | Helping Our Animal Friends  | Rinard/Judith                  |
|   | Puppies   | Rinard/Judith                  |
|   | The Courage of Helen Keller                                       | Sabin/Fran                     |
|   | Imogene's Antlers   | Small/David                    |
|   | If You Take a Pencil  | Testa/Fulvio                   |
|   | Free To Be A Family   | Thomas/Marlo (and Friends)     |
|   | The Mouse Bride   | Turnbull/Lucia (retold by)     |
|   | The Terrible Leak   | Uchida/Yoshiko                 |
|   | Animals That Travel   | Urquhart/Jennifer C            |
|   | Little Grey Rabbit's Christmas                                    | Utley/Alison                   |
|   | Animals Helping People  | Venino,Suzanne                 |
|   | What Happens in the Autumn  | Venino/Suzanne                 |
|   | Little House In the Big Woods                                     | Wilder/Laura Ingalls           |
| <i>At Home: Independent</i>   |   |                                |
|   | Ranger Rick magazine  | (author unknown)               |
|   | Santa's Toy Shop  | (author unknown)               |
|   | The Complete Story of Walt Disney's Snow White & the Seven Dwarfs | (author unknown)               |
|   | World Famous Muriel   | Alexander/Martha               |
|   | Miss Nelson Is Back   | Allard/Harry & Marshall/James  |
|   | The Wild Swans  | Andersen/Hans C & Milone/Karen |

| Name       | Book Title  | Author                           |
|------------|---|----------------------------------|
| Student #4 | The Emperor and the Nightingale                   | Andersen/Hans C.                 |
|            | Pick of the Litter                                | Auch/Mary Jane                   |
|            | Jenny's Moonlight Adv                             | Averill/Esther                   |
|            | Case of the Great Train Robbery                   | Bains/Rae                        |
|            | Kermit's Mixed-Up Message                         | Barkan/Joanne                    |
|            | Peter Pan   | Barrie/James (Disney/Walt)       |
|            | Frosty the Snowman                                | Bedford/Annie North              |
|            | Madeline  | Bemelmans/Ludwig                 |
|            | Madeline's Rescue                                 | Bemelmans/Ludwig                 |
|            | The Berenstain Bear's Nursery Tales               | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears and the Bad Dream            | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears and the Bad Habit            | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears and the Big Election         | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears and the Dinosaurs            | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears and the Double Dare          | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears and the Ghost of the Forest  | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears and the Mansion Mystery      | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears and the Messy Room           | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears and the Sitter               | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears and the Spooky Old Tree      | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears and the Trouble With Friends | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears and the Truth                | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears and the Week At Grandma's    | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears and Too Much Birthday        | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears and Too Much Junk Food       | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears and Too Much TV              | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears Get in a Fight               | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears Get Stage Fright             | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears get the Gimmies              | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears Go To the Doctor             | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears Meet Santa Bear              | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears Ready, Get Set Go!           | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears' Trouble With Money          | Berenstain/Stan & Berenstain/Jan |
|            | The Berenstain Bears: No Girls Allowed            | Berenstain/Stan & Berenstain/Jan |
|            | Fuzzy Rabbit                                      | Billiam/Rosemary                 |
|            | The One In the Middle Is the Green Kangaroo       | Blume/Judy                       |
|            | Ghost in the House                                | Bolton/Elizabeth                 |
|            | Paddington Goes To Town                           | Bond/Michael                     |
|            | Poems For the Children's Hour                     | Bouton/Josephine                 |
|            | Case of the Missing Dinosaur                      | Brandt/Keith                     |
|            | Wonders of the Seasons                            | Brandt/Keith                     |
|            | Clifford Takes A Trip                             | Bridwell/Norman                  |
|            | Clifford's Birthday Party                         | Bridwell/Norman                  |
|            | Clifford's Family                                 | Bridwell/Norman                  |
|            | Clifford's Riddles                                | Bridwell/Norman                  |
|            | The Witch Grows Up                                | Bridwell/Norman                  |
|            | The Witch's Vacation                              | Bridwell/Norman                  |
|            | Arthur's Tooth                                    | Brown/Marc                       |
|            | Home For A Bunny                                  | Brown/Margaret Wise              |
|            | The Golden Egg Book                               | Brown/Margaret Wise              |
|            | Babar and His Children                            | Brunhoff/Jean de                 |
|            | Babar Loses His Crown                             | Brunhoff/Jean de                 |
|            | The Little House                                  | Burton/Virginia L.               |
|            | Mike Mulligan and the Steam Shovel                | Burton/Virginia Lee              |
|            | Henny Penny                                       | Byer/Carol (illus.)              |
|            | The Secret Birthday Message                       | Carle/Eric                       |
|            | Here Come the Littles                             | Carlson/Lorentz (adapt.)         |

| Name       | Book Title                                       | Author                   |
|------------|--|--------------------------|
| Student #4 | Loudmouth George and the New Neighbors           | Carlson/Nancy            |
|            | Loudmouth George and the Sixth Grade Bully       | Carlson/Nancy            |
|            | Bambi  | Carr/Jan (adapt)         |
|            | Dear Mr. Henshaw                                 | Cleary/Beverly           |
|            | Bee My Valentine!                                | Cohen/Miriam             |
|            | First Grade Takes A Test                         | Cohen/Miriam             |
|            | Jim's Dog Muffins                                | Cohen/Miriam             |
|            | Liar Liar Pants On Fire!                         | Cohen/Miriam             |
|            | Starring First Grade                             | Cohen/Miriam             |
|            | When Will I Read?                                | Cohen/Miriam             |
|            | A Dog's Body                                     | Cole/Joanna              |
|            | Pinochio and his Puppet Show                     | Collodi/Carlo            |
|            | Miss Rumphius                                    | Cooney/Barbara           |
|            | Morgan and Me                                    | Cosgrove/Stephen         |
|            | Pish-Posh  | Cosgrove/Stephen         |
|            | Serendipity                                      | Cosgrove/Stephen         |
|            | A Bath For a Beagle (c.1970)                     | Crawford/Thomas          |
|            | Creatures Small and Furry                        | Crump/Donald J           |
|            | Life In the Forest                               | Curran/Eileen            |
|            | The Gingerbread Boy                              | Cutts/David (retold by)  |
|            | The House That Jack Built                        | Cutts/David (retold by)  |
|            | Now One Foot. Now the Other                      | de Paola/Tomie           |
|            | The Legend of Old Befana                         | de Paola/Tomie           |
|            | Too Many Hopkins                                 | de Paola/Tomie           |
|            | A Pee Wee Christmas                              | Delton/Judy              |
|            | Blue Skies, French Fries                         | Delton/Judy              |
|            | Lucky Dog Days                                   | Delton/Judy              |
|            | That Mushy Stuff                                 | Delton/Judy              |
|            | 101 Dalmations                                   | Disney/Walt              |
|            | Alice In Wonderland                              | Disney/Walt              |
|            | Cinderella                                       | Disney/Walt              |
|            | Lady and the Tramp                               | Disney/Walt              |
|            | Pinocchio  | Disney/Walt              |
|            | Sleeping Beauty                                  | Disney/Walt              |
|            | The Great Mouse Detective                        | Disney/Walt              |
|            | The Great Mouse Detective: Basil's Great Escapes | Disney/Walt              |
|            | The Winnie-the-Pooh Scratch and Sniff Book       | Disney/Walt              |
|            | Walt Disney's Winnie-the-Pooh                    | Disney/Walt              |
|            | My Mother's Getting Married                      | Drescher/Joan            |
|            | The Twelve Days of Christmas                     | Eagle/Mike (illus.)      |
|            | Are You My Mother?                               | Eastman/P.D.             |
|            | Go, Dog, Go!                                     | Eastman/P.D.             |
|            | The Sorcerer's Apprentice                        | Eastman/P.D. (retold by) |
|            | Annie Finds a Home                               | Ehrlich/Amy              |
|            | Animals In Winter                                | Fisher/Ron               |
|            | The Story About Ping                             | Flack/Marjorie           |
|            | Corduroy   | Freeman/Don              |
|            | Dandelion  | Freeman/Don              |
|            | The Orphan and the Doil                          | Friedman/Tracy           |
|            | I'll Teach My Dog 100 Words                      | Frith/Michael            |
|            | Nothing-At-All                                   | Gag/Wanda                |
|            | Spectacular Stone Soup                           | Giff/Patricia Reilly     |
|            | The Beast In Ms. Rooney's Room                   | Giff/Patricia Reilly     |
|            | The Candy Corn Contest                           | Giff/Patricia Reilly     |
|            | The Mystery of the Blue Ring                     | Giff/Patricia Reilly     |
|            | The Secret at the Polk Street School             | Giff/Patricia Reilly     |
|            | The Valentine Star                               | Giff/Patricia Reilly     |

| Name       | Book Title  | Author                         |
|------------|---|--------------------------------|
| Student #4 | Today Was A Terrible Day  | Giff/Patricia Reilly           |
|            | Easter Bunny's Lost Egg   | Gordon/Sharon                  |
|            | Advs in the Wild Wood   | Grahame/Kenneth                |
|            | The Adventures of Mole, Rat and Toad                            | Grahame/Kenneth                |
|            | The Battle at Toad Hall   | Grahame/Kenneth                |
|            | Honey Bunny's Easter Surprise                                   | Greenberg/Rhonda Chalek        |
|            | Peeper and the Giant Easter Egg                                 | Greenberg/Rhonda Chalek        |
|            | Little Red Riding Hood  | Grimm/Jacob & Grimm/Wilhelm    |
|            | Snow White and the Seven Dwarfs                                 | Grimm/Jacob & Grimm/Wilhelm    |
|            | The Elves and the Shoemaker                                     | Grimm/Jacob & Grimm/Wilhelm    |
|            | The Golden Goose  | Grimm/Jacob & Grimm/Wilhelm    |
|            | The King, The Mice, and the Cheese                              | Gurney/Nancy & Gurney/Eric     |
|            | The Haunted House (Peanut Butter&Jelly)                         | Haaa/Dorothy                   |
|            | Your Pet Bear   | Hamsa/Bobbie                   |
|            | Little Miss Tiny  | Hargreaves/Roger               |
|            | Dogs  | Hart/Angela                    |
|            | Animal Rescue Farm: Animal Orphans                              | Hart/Avery & Mantell/Paul      |
|            | Little Witch's Big Night  | Hautzig/Deborah                |
|            | The Country Bunny and the Little Gold Shoes, as Told to Jenifer | Heyward/Du Bose                |
|            | The Birthday Car  | Hillert/Margaret               |
|            | How Animals Care For Their Babies                               | Hirschland/Roger B             |
|            | Arthur's Halloween Costume                                      | Hoban/Lillian                  |
|            | Arthur's Honey Bear   | Hoban/Lillian                  |
|            | A Baby Sister For Frances                                       | Hoban/Russell                  |
|            | A Bargain For Frances   | Hoban/Russell                  |
|            | Bedtime For Frances   | Hoban/Russell                  |
|            | Best Friends For Frances  | Hoban/Russell                  |
|            | Who Wants an Old Teddy Bear?                                    | Hofmann/Ginnie                 |
|            | Angelina Ballerina  | Holabird/Katharine             |
|            | Honey Bear  | Hopkins/Margo                  |
|            | Honey Rabbit  | Hopkins/Margo                  |
|            | Rosie's Walk  | Hutchins/Pat                   |
|            | The Value of Truth and Trust:The Story of Co:rise               | Johnson/Ann Donegan            |
|            | Harold and the Purple Crayon                                    | Johnson/Crockett               |
|            | The Value of Believing In Yourself: The Story of Louis Pasteur  | Johnson/Spencer M.D.           |
|            | The Chipmunk's Cruise   | Karman/Janice & Bagdasarian/Ro |
|            | Month By Month: A Care Bear Book Of Poems                       | Katz/Bobbi                     |
|            | The Mysterious Tadpole  | Kellogg/Steven                 |
|            | Kissyfur's Song   | Kelly/Marylenn                 |
|            | The Big Mile Race   | Kessler/Leonard                |
|            | Problem Puppies   | Korman/Justine                 |
|            | Raccoons  | Kostyal/K.M.                   |
|            | How Spider Saved Halloween                                      | Kraus/Robert                   |
|            | The Big Bunny and the Easter Eggs                               | Kroll/Steven                   |
|            | Teddies to the Rescue   | Kurland/Alexandra              |
|            | Come Over to My House   | LeSieg/Theo                    |
|            | Hooper Humperdink...? Not Him!                                  | LeSieg/Theo                    |
|            | I Wish That I Had Duck Feet                                     | LeSieg/Theo                    |
|            | The Poky Little Puppy and the Lost Bone                         | Leslie/Sarah                   |
|            | Something Queer at the Haunted School                           | Levy/Elizabeth                 |
|            | Alexander and the Wind-Up Mouse                                 | Lionni/Leo                     |
|            | Celebrations  | Livingston/Myra Cohn           |
|            | A Treeful of Pigs   | Lobel/Arnold                   |
|            | Frog and Toad Together  | Lobel/Arnold                   |
|            | Ming Lo Moves the Mountain                                      | Lobel/Arnold                   |

| Name       | Book Title  | Author                       |
|------------|---|------------------------------|
| Student #4 | Mouse Soup  | Lobel/Arnold                 |
|            | Mouse Tales   | Lobel/Arnold                 |
|            | The Care Bears' Garden                                | Maison/Della                 |
|            | Baby Sitters Little Sister #1: Karen's Witch          | Martin/Ann M                 |
|            | Baby Sitters Little Sister #2: Karen's Roller Skates  | Martin/Ann M                 |
|            | The Olden Days  | Mathieu/Joe                  |
|            | Rudolph the Red Nosed Reindeer Shines Again           | May/Robert L (adpt.)         |
|            | Merry Christmas Mom and Dad                           | Mayer/Mercer                 |
|            | Megan Gets a Dollhouse                                | McArthur/Nancy               |
|            | Africa's Animal Giants                                | McCauley/Jane R              |
|            | Baby Birds and How They Grow                          | McCauley/Jane R              |
|            | Blueberries For Sal                                   | McCloskey/Robert             |
|            | Father Bear Comes Home                                | Minarik/Else Holmelund       |
|            | The Night Before Christmas                            | Moore/Clement                |
|            | Gideon: The Little Bear Cub                           | Mora/Emma                    |
|            | Dorothy and the Wicked Witch                          | Naden/C.J. (adapted by)      |
|            | Off To See the Wizard                                 | Naden/C.J. (adapted by)      |
|            | Over the Rainbow                                      | Naden/C.J. (adapted by)      |
|            | The Legend of Santa Claus                             | Oliver/Mary                  |
|            | More Adventures With Toad                             | Palazzo-Craig/Janet (adapt.) |
|            | Amelia Bedelia  | Parish/Peggy                 |
|            | Amelia Bedelia and the Baby                           | Parish/Peggy                 |
|            | Amelia Bedelia and the Surprise Shower                | Parish/Peggy                 |
|            | Good Work, Amelia Bedelia                             | Parish/Peggy                 |
|            | Play Ball, Amelia Bedelia                             | Parish/Peggy                 |
|            | Big Bad Bruce   | Peet/Bill                    |
|            | Copy Cat Dog  | Pellowski/Michael J.         |
|            | King Midas and the Golden Touch                       | Perkins/Al                   |
|            | Cinderella With Benjy and Bubbles                     | Perrault/Charles             |
|            | My Clock Book   | Peter/John                   |
|            | The Little Red Caboose                                | Potter/Miriam                |
|            | The Surprise Party                                    | Prager/Annabelle             |
|            | It's Valentine's Day                                  | Prelutsky/Jack               |
|            | The Land Before Time: The Search For The Great Valley | Razzi/Jim (adapt.)           |
|            | Meet the Care Bears                                   | Reich/Al                     |
|            | Curious George Takes A Job                            | Rey/H.A.                     |
|            | Cecily G. and the 9 Monkeys                           | Rey/H.L.                     |
|            | Black Beauty Finds a Home                             | Richardson/I.M. (adapt.)     |
|            | Black Beauty Grows Up                                 | Richardson/I.M. (adapt.)     |
|            | The Courage of Black Beauty                           | Richardson/I.M. (adapt.)     |
|            | Puppies   | Rinard/Judith                |
|            | The Biggest Most Beautiful Christmas Tree             | Rosenberg/Amye               |
|            | Wonders of the Pond                                   | Sabin/Fran                   |
|            | The Great Santa Claus Mystery                         | Sabin/Fran & Sabin/Lou       |
|            | Young Ben Franklin                                    | Santrey/Laurence             |
|            | The Sweet Smell of Christmas                          | Scarry/Patricia              |
|            | Be My Valentine, Charlie Brown                        | Schulz/Charles               |
|            | The Tomorrow Book                                     | Schwerin/Doris               |
|            | The Sign On Rosie's Door                              | Sendak/Maurice               |
|            | And To Think I Saw It On Mulberry Street              | Seuss/Dr.                    |
|            | Green Eggs and Ham                                    | Seuss/Dr.                    |
|            | The Cat In the Hat                                    | Seuss/Dr.                    |
|            | Mitchell Is Moving                                    | Sharma/Marjorie              |
|            | Nate the Great and the Lost List                      | Sharma/Marjorie              |
|            | Nate the Great and the Phony Clue                     | Sharma/Marjorie              |
|            | Nate the Great and the Snowy Trail                    | Sharma/Marjorie              |
|            | David's First Bicycle                                 | Silver/Rosalie               |

| Name       | Book Title   | Author                            |
|------------|--|-----------------------------------|
| Student #4 | Castle in the Clouds                                   | Simon/Morris                      |
|            | Imogene's Antlers                                      | Small/David                       |
|            | Thinking   | Smith/Kathie B & Crenson/Victoria |
|            | Sylvester & the Magic Pebble                           | Steig/William                     |
|            | Fried Feathers For Thanksgiving                        | Stevenson/James                   |
|            | Kitty-A Cat's Diary                                    | Supraner/Robyn                    |
|            | Mystery of the Witch's Shoes                           | Supraner/Robyn                    |
|            | Can You Hear Me, Grandad?                              | Thomson/Pat                       |
|            | The Treasure Sock                                      | Thomson/Pat                       |
|            | White Snow, Bright Snow                                | Tresselt/Alvin                    |
|            | Tom Sawyer & Buried Treasure                           | Twain/Mark (adapt.)               |
|            | Animals That Travel                                    | Urquhart/Jennifer C               |
|            | Little Grey Rabbit's Christmas                         | Utley/Alison                      |
|            | Tales of Oliver Pig                                    | Van Leeuwen/Jean                  |
|            | Animals Helping People                                 | Venino/Suzanne                    |
|            | Ira Sleeps Over  | Waber/Bernard                     |
|            | Lyle, Lyle, Crocodile                                  | Waber/Bernard                     |
|            | Bear, Wolf and Mouse                                   | Wahl/Jan                          |
|            | Strawberry Shortcake & the Winter That Would Not End   | Wallner/Alexandra                 |
|            | The Adventures of Strawberry Shortcake & Her Friends   | Wallner/Alexandra                 |
|            | City Mouse Country Mouse and Two More Tales From Aesop | Wallner/John                      |
|            | Hank and Oogie   | Weiss/Nicki                       |
|            | Morris's Disappearing Bag                              | Wells/Rosemary                    |
|            | Heathcliff Goes To Hollywood                           | Weyn/Suzanne                      |
|            | Silver   | Whelan/Gloria                     |
|            | Walt Disney's Winnie-the-Pooh: A Tight Squeeze         | White/Al                          |
|            | Little House In the Big Woods                          | Wilder/Laura Ingalls              |
|            | Little House on the Prairie                            | Wilder/Laura Ingalls              |
|            | Chester Chipmunk's Thanksgiving                        | Williams/Barbara                  |
|            | The Velveteen Rabbit                                   | Williams/Margery                  |
|            | The Stolen Horse                                       | Wyeth/Sharon D.                   |
|            | Owl Moon   | Yolen/Jane                        |
|            | The Christmas Dolls                                    | York/Carol Beach                  |
|            | Trip Day   | Ziefert/Harriet                   |
|            |  |                                   |
|            | <i>At Home: Read Aloud</i>                             |                                   |
|            | Ranger Rick magazine (Feb 89)                          | (author unknown)                  |
|            | Ranger Rick magazine (Mar 89)                          | (author unknown)                  |
|            | U.S. Kids Magazine (Dec 88)                            | (author unknown)                  |
|            | US Kids-Jan. 1989 Vol 2 No 2                           | (author unknown)                  |
|            | Little Women   | Alcott/Louisa May                 |
|            | Clifford Wants a Cookie                                | Bridwell/Norman                   |
|            | Stone Soup   | Brown/Marcia                      |
|            | A Little Princess                                      | Burnett/Frances H                 |
|            | Creatures Small and Furry                              | Crump/Donald J                    |
|            | Cinderella   | Disney/Walt                       |
|            | Creatures of the Woods                                 | Eugene/Toni                       |
|            | The Happy Lion   | Fatio/Louise                      |
|            | The Monkey and the Crocodile                           | Galdone/Paul                      |
|            | Africa's Animal Giants                                 | McCauley/Jane R                   |
|            | Baby Birds and How They Grow                           | McCauley/Jane R                   |
|            | Ways Animals Sleep                                     | McCauley/Jane R                   |
|            | Ranger Rick (February 1989)                            | Ranger Rick                       |
|            | Ranger Rick (March 1989)                               | Ranger Rick                       |
|            | The World Beneath Your Feet                            | Rinard/Judith                     |

| Name       | Book Title  | Author                     |
|------------|---|----------------------------|
| Student #4 | The "Awful Mess" Mystery  | Robert/Adrian              |
|            | The Mouse Bride   | Turnbull/Lucia (retold by) |
|            | Tom Sawyer Lost In A Cave   | Twain/Mark                 |
|            | The Terrible Leak   | Uchida/Yoshiko             |
|            | US Kids (January 1989 Vol.2. No.2)  | US Kids                    |
|            | The House on East 88th Street   | Waber/Bernard              |
|            | The Velveteen Rabbit  | Williams/Margery           |
|            |   |                            |
|            | <i>In School: Read Aloud</i><br><i>—see Student #1's In School: Read Aloud list</i> |                            |

| Name   | Book Title                                  | Author                    |
|--|---|---------------------------|
| <b>Student #5 (Male Better Reader, 2nd Grade Basal &amp; Literature Class)</b> |   |                           |
| <i>At Home: Guided</i>   |   |                           |
|  | Bugs Bunny and the Health Hog (Golden Book) |                           |
|  | Bugs Bunny's Space Carrot (Warner Brothers) |                           |
|  | We Celebrate the Eucharist                  |                           |
|  | Who Took the Farmer's Hat                   | Nodset/Joan L.            |
|  | The Little Tale of Peter Rabbit             | Potter/Beatrix            |
|  | The Tale of Benjamin Bunny                  | Potter/Beatrix            |
| <i>At Home: Independent</i>  |   |                           |
|  | Sports Illustrated For Kids-April 89        | (author unknown)          |
|  | Sports Illustrated For Kids-March 89        | (author unknown)          |
|  | Baseball's Hottest Hitters                  | Aaseng/Nathan             |
|  | Cowboy Andy                                 | Chandler/Edna Walker      |
|  | Earthstar Magic                             | Chew/Ruth                 |
|  | Magic Coin                                  | Chew/Ruth                 |
|  | No Such Thing as a Witch                    | Chew/Ruth                 |
|  | The Magic Cave                              | Chew/Ruth                 |
|  | The Wishing Tree                            | Chew/Ruth                 |
|  | The Witch's Garden                          | Chew/Ruth                 |
|  | Witch in the House                          | Chew/Ruth                 |
|  | Henry Huggins                               | Cleary/Beverly            |
|  | Nate the Great and the Fishy Prize          | Sharma/Marjorie           |
| <i>In School: Independent</i>  |   |                           |
|  | Meat Pies and Sausages                      | (author unknown)          |
|  | Tom Swift-the Rescue Mission                | Appleton/Victor II        |
|  | Superfudge                                  | Blume/Judy                |
|  | The One in the Middle is the Green Kangaroo | Blume/Judy                |
|  | The Empty Squirrel                          | Carrick/Carol             |
|  | Do-It-Yourself Magic                        | Chew/Ruth                 |
|  | Earthstar Magic                             | Chew/Ruth                 |
|  | Summer Magic                                | Chew/Ruth                 |
|  | The Magic Cave                              | Chew/Ruth                 |
|  | The Magic Coin                              | Chew/Ruth                 |
|  | The Wishing Tree                            | Chew/Ruth                 |
|  | The Witch's Buttons                         | Chew/Ruth                 |
|  | What the Witch Left                         | Chew/Ruth                 |
|  | How to Tell the Top of a Hill               | Giardi/John               |
|  | Drag Racing                                 | Coombs/Charles            |
|  | A Pee Wee Christmas                         | Delton/Judy               |
|  | Grumpy Pumpkins                             | Delton/Judy               |
|  | Lucky Dog Days                              | Delton/Judy               |
|  | Peanut Butter Pilgrims                      | Delton/Judy               |
|  | Great Pro Quarterbacks                      | Durska/Lud                |
|  | Modern Hockey Superstars                    | Gutman/Bill               |
|  | Rod Carew                                   | Hahn/James and Lynn       |
|  | Mr. Sniff and the Motel Mystery             | Lewis/Thomas P.           |
|  | A Needle Fights for Freedom                 | Machellan/E. & Schroll/C. |
|  | The Snake That Went to School               | Moore/Lillian             |
|  | Noodles                                     | O'Toole/Sharon            |
|  | Fiddle Creature                             | Pinkwater/Daniel          |
|  | The Cow                                     | Prelutsky/Jack            |
|  | Aximba and the Magic Cow                    | Rose/Anne K.              |
|  | Nate the Great and the Missing Key          | Sharma/Marjorie           |
|  | The Amazing Bone                            | Steig/William             |

| Name       | Book Title  | Author                    |
|------------|---|---------------------------|
| Student #5 |   |                           |
|            | <i>In School Read Aloud</i>   |                           |
|            | She Tells the Teeny-Tiny Woman                                      |                           |
|            | Oh Kojo! How Could You!   | Aardema/Verna             |
|            | Move Over Twerp   | Alexander/Martha          |
|            | The Sweet Touch   | Balian/Loma               |
|            | The Paper Crane   | Bang/Molly                |
|            | Dinosaur's Divorce: A Guide for Changing Families                   | Brown/Laurie & Brown/Marc |
|            | A Memory for Tino   | Buscaglia/Leo             |
|            | Dear Zoo  | Campbell/Rod              |
|            | Harold and the Great Stag   | Carrick/Donald            |
|            | Janet's Thingamajigs  | Cleary/Beverly            |
|            | Bony Legs   | Cole/Joanna & Zimmer/Dirk |
|            | Nana Upstairs and Nana Downstairs                                   | de Paola/Tomie            |
|            | The Legend of the Indian Paintbrush                                 | de Paola/Tomie            |
|            | I Saw a Ship-a-Sailing  | Domanska/Janina           |
|            | The Black Stallion  | Farley/Walter             |
|            | Today Was a Terrible Day  | Giff/Patricia Reilly      |
|            | Evan's Corner   | Hill/Elizabeth S.         |
|            | Angelina Ballerina  | Holabird/Katharine        |
|            | Angelina Ballerina and the Princess                                 | Holabird/Katharine        |
|            | Alfie Gets in First   | Hughes/Shirley            |
|            | The Very Worst Monster  | Hutchins/Pat              |
|            | Can I Keep Him?   | Kellogg/Steven            |
|            | Leo the Late Bloomer  | Kraus/Robert              |
|            | Looking For Daniela: A Romantic Adv                                 | Kroll/Steven              |
|            | Where the River Begins  | Locker/Thomas             |
|            | Andy and the Tire   | Louik/Craig               |
|            | Burt Dow, Deep-Water Man  | McCloskey/Robert          |
|            | Doctor Knock Knock's Official Knock Knock Dictionary                | Rosenbloom/Joseph         |
|            | I'm Not Going to Get Up Today                                       | Seuss/Dr.                 |
|            | Conrad's Castle   | Shecter/Ben               |
|            | Where the Sidewalk Ends: The Poems and Drawings of Shel Silverstein | Silverstein/Shel          |
|            | The Kid Next Door and Other Headaches                               | Smith/Janice Lee          |
|            | Ben's Dream   | Van Allsburg/Chris        |
|            | The Stranger  | Van Allsburg/Chris        |
|            | The Tenth Good Thing About Barney                                   | Viorst/Judith             |
|            | The Little Old Lady Who Was Not Afraid of Anything                  | Williams/Linda            |
|            | Harry Takes a Bath  | Ziefert/Harriet           |

| Name   | Book Title                                  | Author                           |
|--|---|----------------------------------|
| <b>Student #6 (Female Better Reader, 2nd Grade Basal &amp; Literature Class)</b> |   |                                  |
| <i>At Home: Guided</i>   |   |                                  |
|  | Clifford's Good Deeds                       | Bridwell/Norman                  |
|  | Clifford's Manners                          | Bridwell/Norman                  |
|  | Goodnight Moon                              | Brown/Margaret Wise              |
|  | Once Upon a Potty                           | Frankel/Ellona                   |
|  | The Monkey and the Crocodile                | Galdone/Paul                     |
|  | A Day in the Life of Oscar                  | Hayward/Linda                    |
|  | The Sesame Street Sun                       | Hayward/Linda                    |
|  | Prairie Dawns Upside Down                   | Korr/David                       |
|  | When is Saturday                            | Kovacs/Deborah                   |
|  | The Trouble with Timothy                    | Ludlow/Margaret                  |
|  | Battle the Freeze Machine                   | Rosenblatt/Arthur S.             |
|  | A Light in the Attic                        | Silverstein/Shel                 |
|  | The Amazing Bone                            | Steig/William                    |
|  | Mufaro's Beautiful Daughters                | Stephoe/John                     |
| <i>At Home: Independent</i>  |   |                                  |
|  | Bible Stories-Genesis                       |                                  |
|  | City Kids Magazine                          | (author unknown)                 |
|  | The Mitten                                  | (author unknown)                 |
|  | The Berenstain Bears Get Stage Fright       | Berenstain/Stan & Berenstain/Jan |
|  | The Berenstain Bears get the Gimmies        | Berenstain/Stan & Berenstain/Jan |
|  | The Berenstain Bears Go to School           | Berenstain/Stan & Berenstain/Jan |
|  | The One in the Middle is the Green Kangaroo | Blume/Judy                       |
|  | Bear's Surprise Party                       | Bowden/Joan                      |
|  | Whisper Flying is Fun                       | Brown/Christopher                |
|  | Arthur Goes to Camp                         | Brown/Marc                       |
|  | Arthur's Eyes                               | Brown/Marc                       |
|  | The Runaway Bunny                           | Brown/Margaret Wise              |
|  | Corduroy                                    | Freeman/Don                      |
|  | The Almost Awful Play                       | Giff/Patricia Reilly             |
|  | The Beast in Ms. Rooney's Room              | Giff/Patricia Reilly             |
|  | Meet the Muppet Babies                      | Gikow/Louise                     |
|  | Happy Hollow I                              | Goodrich/Beatrice                |
|  | Happy Hollow II                             | Goodrich/Beatrice                |
|  | A Love Note For Baby Piggy                  | Howe/James                       |
|  | When is Saturday                            | Kovacs/Deborah                   |
|  | Swimmy                                      | Lionni/Leo                       |
|  | The Witch Who was Afraid of Witches         | Low/Alice                        |
|  | The Baby Bee-Bee Bird                       | Massie/Diane R.                  |
|  | Blueberries for Sal                         | McCloskey/Robert                 |
|  | We Went to the Doctor                       | Memling/Carl                     |
|  | Muffie Mouse and the Busy Birthday          | Nixon/Joan Lowery                |
|  | The Tale of Tom Kitten                      | Potter/Beatrix                   |
|  | She's a Good Skate, Charlie Brown           | Schulz/Charles                   |
|  | Caps for Sale                               | Slobodkina/Esphyr                |
|  | Imogene's Antlers                           | Small/David                      |
|  | Chocolate Fever                             | Smith/Robert Kimmel              |
|  | I'd Rather Stay With You                    | Steiner/Charlotte                |
|  | The Monster at the End of this Book         | Stone/John                       |
|  | The Amazing Mumford Forgets Magic Words     | Thacklay/Patricia                |
|  | Farmer Boy                                  | Wilder/Laura Ingalls             |
|  | Little House In the Big Woods               | Wilder/Laura Ingalls             |
|  | Little House on the Prairie                 | Wilder/Laura Ingalls             |
|  | Morris Has A Cold                           | Wiseman/Bernard                  |

| Name                          | Book Title  | Author                        |
|-------------------------------|---|-------------------------------|
| Student #6                    | No Roses for Harry                                | Zion/Gene                     |
| <i>At Home: Read Aloud</i>    |   |                               |
|                               | Disney Favorite Nursery Tales                     |                               |
|                               | Donald Duck and the Witch Next Door               |                               |
|                               | Mickey Mouse and the Best Neighbor Contest        |                               |
|                               | City Kids Magazine-April 89                       | (author unknown)              |
|                               | Miss Nelson Has a Field Day                       | Allard/Harry & Marshall/James |
|                               | Miss Nelson Is Missing!                           | Allard/Harry & Marshall/James |
|                               | The Acorn Tree                                    | Angelo/Valenti                |
|                               | Little Rabbit's Baby Brother                      | Manushkin/Fran                |
|                               | Amelia Bedelia                                    | Parish/Peggy                  |
|                               | It's a Mystery, Charlie Brown                     | Schulz/Charles                |
|                               | The Beast in the Bathub                           | Stevens/Kathleen              |
| <i>In School: Independent</i> |   |                               |
|                               | Streamers   |                               |
|                               | Grade Three Math                                  | Banhister/Robert              |
|                               | The One in the Middle is the Green Kangaroo       | Blume/Judy                    |
|                               | Dinosaur's Divorce: A Guide for Changing Families | Brown/Laurie & Brown/Marc     |
|                               | The Witch's Buttons                               | Chew/Ruth                     |
|                               | What the Witch Left                               | Chew/Ruth                     |
|                               | Get Well Clown-a-Rounds                           | Cole/Joanna                   |
|                               | I Hate My Brother Harry                           | Dragonwagon/Crescent          |
|                               | Buck is Back                                      | Ehrlich/Amy                   |
|                               | Noah's Ark  | Hayward/Linda                 |
|                               | Be a Perfect Person in Three Days                 | Manes/Stephen                 |
|                               | Just Me and My Puppy                              | Mayer/Mercer                  |
|                               | In a Peoples' House                               | Meoseis/                      |
|                               | My New Boy  | Phillips/Joann                |
|                               | It's Your First Kiss, Charlie Brown               | Schulz/Charles                |
| <i>In School: Read Aloud</i>  |   |                               |
|                               | She Tells the Teeny-Tiny Woman                    |                               |
|                               | Oh Kojo! How Could You!                           | Aardema/Verna                 |
|                               | Move Over Twerp                                   | Alexander/Martha              |
|                               | The Sweet Touch                                   | Balian/Lorna                  |
|                               | The Paper Crane                                   | Bang/Molly                    |
|                               | Dinosaur's Divorce: A Guide for Changing Families | Brown/Laurie & Brown/Marc     |
|                               | A Memory for Tino                                 | Buscaglia/Leo                 |
|                               | Dear Zoo  | Campbell/Rod                  |
|                               | Harold and the Great Stag                         | Carrick/Donald                |
|                               | Janet's Thingamajigs                              | Cleary/Beverly                |
|                               | Bony Legs   | Cole/Joanna & Zimmer/Dirk     |
|                               | Nana Upstairs and Nana Downstairs                 | de Paola/Tomie                |
|                               | The Legend of the Indian Paintbrush               | de Paola/Tomie                |
|                               | I Saw a Ship-a-Sailing                            | Domanska/Janina               |
|                               | The Black Stallion                                | Farley/Walter                 |
|                               | Today Was a Terrible Day                          | Giff/Patricia Reilly          |
|                               | Evan's Corner                                     | Hill/Elizabeth S.             |
|                               | Angelina Ballerina                                | Holabird/Katharine            |
|                               | Angelina Ballerina and the Princess               | Holabird/Katharine            |
|                               | Alfie Gets in First                               | Hughes/Shirley                |
|                               | The Very Worst Monster                            | Hutchins/Pat                  |
|                               | Can I Keep Him?                                   | Kellogg/Steven                |
|                               | Leo the Late Bloomer                              | Kraus/Robert                  |

| Name       | Book Title  | Author             |
|------------|---|--------------------|
| Student #6 | Looking For Daniela: A Romantic Adv                                 | Kroll/Steven       |
|            | Where the River Begins  | Locker/Thomas      |
|            | Andy and the Tire   | Louik/Craig        |
|            | Burt Dow, Deep-Water Man  | McCloskey/Robert   |
|            | Doctor Knock Knock's Official Knock Knock Dictionary                | Rosenbloom/Joseph  |
|            | I'm Not Going to Get Up Today                                       | Seuss/Dr.          |
|            | Conrad's Castle   | Secter/Ben         |
|            | Where the Sidewalk Ends: The Poems and Drawings of Shel Silverstein | Silverstein/Shel   |
|            | The Kid Next Door and Other Headaches                               | Smith/Janice Lee   |
|            | Ben's Dream   | Van Allsburg/Chris |
|            | The Stranger  | Van Allsburg/Chris |
|            | The Tenth Good Thing About Barney                                   | Viorst/Judith      |
|            | The Little Old Lady Who Was Not Afraid of Anything                  | Williams/Linda     |
|            | Harry Takes a Bath  | Ziefert/Harriet    |

| Name   | Book Title   | Author                           |
|--|--|----------------------------------|
| <b>Student #7 (Male Poorer Reader, 2nd Grade Basal &amp; Literature Class)</b> |  |                                  |
| <i>At Home: Guided</i>   |  |                                  |
|  | Streamers  |                                  |
|  | Wolf Cub Scout Book                                  | (author unknown)                 |
|  | Don't Eat Too Much Turkey                            | Cohen/Miriam                     |
|  | Jim's Dog Muffins                                    | Cohen/Miriam                     |
|  | No Good in Art                                       | Cohen/Miriam                     |
|  | Say Cheese   | Giff/Patricia Reilly             |
|  | Nobody Listens to Andrew                             | Guilfoile/Elizabeth              |
|  | We Gather/Remember and Eat                           | Mitchell/Joan                    |
|  | Amelia Bedelia and the Surprise Shower               | Parish/Peggy                     |
|  | The Oregon Trail                                     | Parkman/Francis                  |
|  | Just Bear  | Tallarico/Tony                   |
|  | Just Mice  | Tallarico/Tony                   |
|  | Cream of Creature from the School Cafeteria          | Thaler/Mike                      |
|  | The Treasure Sock                                    | Thomson/Pat                      |
|  | The Small Potatoes Club                              | Ziefert/Harriet                  |
| <i>At Home: Independent</i>  |  |                                  |
|  | Boy's Life Magazine (March 89)                       |                                  |
|  | Boy's Life Magazine (Feb. 89)                        | (author unknown)                 |
|  | Boy's Life MAG (May 89)                              | (author unknown)                 |
|  | Wolf Cub Scout Book                                  | (author unknown)                 |
|  | Madeline's Rescue                                    | Bemelmans/Ludwig                 |
|  | Starring First Grade                                 | Cohen/Miriam                     |
|  | Say Cheese   | Giff/Patricia Reilly             |
|  | Doctor Knock Knock's Official Knock Knock Dictionary | Rosenbloom/Joseph                |
|  | Cream of Creature from the School Cafeteria          | Thaler/Mike                      |
|  | The Small Potatoes Club                              | Ziefert, Harriet                 |
| <i>At Home: Read Aloud</i>   |  |                                  |
|  | Jim and the Beanstalk                                |                                  |
|  | On the Road  | Barnabe-Dauvister/J              |
|  | Grand Canyon: The Story Behind the Scenery           | Beal/Merrill D                   |
|  | The Berenstain Bears' Trouble With Money             | Berenstain/Stan & Berenstain/Jan |
|  | Clifford Gets A Job                                  | Bridwell/Norman                  |
|  | Socks  | Cleary/Beverly                   |
|  | Nathan's Fishing Trip                                | Delacre/Lulu                     |
|  | It's Anybody's Ball Game                             | Garagiola/Joe                    |
|  | 101 Dinosaur Jokes                                   | Hirsch/Phil                      |
|  | If You Grew Up with Abraham Lincoln                  | McGovern/Ann                     |
|  | We Gather/Remember and Eat                           | Mitchell/Joan                    |
|  | The Oregon Trail                                     | Parkman/Francis                  |
|  | Doctor Knock Knock's Official Knock Knock Dictionary | Rosenbloom/Joseph                |
|  | Bored--Nothing to Do!                                | Spier/Peter                      |
|  | Cream of Creature from the School Cafeteria          | Thaler/Mike                      |
| <i>In School: Independent</i>  |  |                                  |
|  | Spiders  |                                  |
|  | VW Book  |                                  |
|  | The Golden Guide-Birds                               | (author unknown)                 |
|  | The Paper Crane                                      | Bang/Molly                       |
|  | The Berenstain Bears and the Ghost of the Forest     | Berenstain/Stan & Berenstain/Jan |
|  | It's George!   | Cohen/Miriam                     |
|  | Little Chief   | Hoff/Syd                         |
|  | Here Comes Strike-out                                | Kessler/Leonard                  |

| Name       | Book Title  | Author                    |
|------------|---|---------------------------|
| Student #7 | Amelia Bedelia  | Parish/Peggy              |
|            | Cream of Creature from the School Cafeteria                         | Thaler/Mike               |
|            | Push Kitty  | Wahl/Jan                  |
|            |   |                           |
|            | <i>In School Read Aloud</i>   |                           |
|            | She Tells the Teeny-Tiny Woman                                      |                           |
|            | Oh Kojol! How Could You!  | Aardema/Verna             |
|            | Move Over Twerp   | Alexander/Martha          |
|            | The Sweet Touch   | Balian/Lorna              |
|            | The Paper Crane   | Bang/Molly                |
|            | Dinosaur's Divorce: A Guide for Changing Families                   | Brown/Laurie & Brown/Marc |
|            | A Memory for Tino   | Buscaglia/Leo             |
|            | Dear Zoo  | Campbell/Rod              |
|            | Harold and the Great Stag   | Carrick/Donald            |
|            | Janet's Thingamajigs  | Cleary/Beverly            |
|            | Bony Legs   | Cole/Joanna & Zimmer/Dirk |
|            | Nana Upstairs and Nana Downstairs                                   | de Paola/Tomie            |
|            | The Legend of the Indian Paintbrush                                 | de Paola/Tomie            |
|            | I Saw a Ship-a-Sailing  | Domanska/Janina           |
|            | The Black Stallion  | Farley/Walter             |
|            | Today Was a Terrible Day  | Giff/Patricia Reilly      |
|            | Evan's Corner   | Hill/Elizabeth S.         |
|            | Angelina Ballerina  | Holabird/Katharine        |
|            | Angelina Ballerina and the Princess                                 | Holabird/Katharine        |
|            | Alfie Gets in First   | Hughes/Shirley            |
|            | The Very Worst Monster  | Hutchins/Pat              |
|            | Can I Keep Him?   | Kellogg/Steven            |
|            | Leo the Late Bloomer  | Kraus/Robert              |
|            | Looking For Daniela: A Romantic Adv                                 | Kroll/Steven              |
|            | Where the River Begins  | Locker/Thomas             |
|            | Andy and the Tire   | Louik/Craig               |
|            | Burt Dow, Deep-Water Man  | McCloskey/Robert          |
|            | Doctor Knock Knock's Official Knock Knock Dictionary                | Rosenbloom/Joseph         |
|            | I'm Not Going to Get Up Today                                       | Seuss/Dr.                 |
|            | Conrad's Castle   | Shecter/Ben               |
|            | Where the Sidewalk Ends: The Poems and Drawings of Shel Silverstein | Silverstein/Shel          |
|            | The Kid Next Door and Other Headaches                               | Smith/Janice Lee          |
|            | Ben's Dream   | Van Allsburg/Chris        |
|            | The Stranger  | Van Allsburg/Chris        |
|            | The Tenth Good Thing About Barney                                   | Viorst/Judith             |
|            | The Little Old Lady Who Was Not Afraid of Anything                  | Williams/Linda            |
|            | Harry Takes a Bath  | Ziefert/Harriet           |

| Name   | Book Title  | Author                           |
|--|---|----------------------------------|
| <b>Student #8 (Female Poorer Reader, 2nd Grade Basal &amp; Literature Class)</b> |   |                                  |
| <i>At Home: Guided</i>   |   |                                  |
|  | The Bear's Picnic   | Berenstain/Stan & Berenstain/Jan |
|  | The Quilt Story   | Johnston/Tony                    |
|  | Curious George Visits A Police Station                    | Rey/Margret                      |
| <i>At Home: Independent</i>  |   |                                  |
|  | Streamers   |                                  |
|  | Highlights for Children ( March 89)                       | (author unknown)                 |
|  | Highlights for Children (April)                           | (author unknown)                 |
|  | Highlights for Children (May 89)                          | (author unknown)                 |
|  | Dictopedia/The Crane Maiden                               | Add/Wesley                       |
|  | Move Over Twerp   | Alexander/Martha                 |
|  | Unhappy Prince  | Andrews                          |
|  | The Berenstain Bears Forget their Manners                 | Berenstain/Stan & Berenstain/Jan |
|  | The Case of the Cat's Meow                                | Bonsall/Crosby                   |
|  | Mike Mulligan and the Steam Shovel                        | Burton/Virginia Lee              |
|  | Milk  | Carrick/Donald                   |
|  | The Blanket That Had to Go                                | Cooney/Nancy Evans               |
|  | Clyde Marston   | Crow/Sandra Lee                  |
|  | Now One Foot, Now the Other                               | de Paola/Tomie                   |
|  | Caveboy   | Diebowski                        |
|  | Go, Dog, Go!  | Eastman/P.D.                     |
|  | A Visit from Dr. Cats                                     | Elguin/Ursula                    |
|  | The Tower of London                                       | Fisher/Leonard Everett           |
|  | Teddy Rukpin Lullabies                                    | Forest                           |
|  | The Air Ship  | Forse/K                          |
|  | The Book of Bears   | Forse/K                          |
|  | The Little Red Hen  | Galdone/Paul                     |
|  | Lazy Lion's Lucky Lambs                                   | Giff/Patricia Reilly             |
|  | Her 7 Brothers  | Goble/Paul                       |
|  | Star Bright   | Gray/Patsey                      |
|  | Wake up, Sun!   | Harrison/David L.                |
|  | Hello There Care Bears-Tale from C.B.A Friend for Francis | Hayward/Linda                    |
|  | Arthur's Honey Bear                                       | Hoban/Lillian                    |
|  | Oliver  | Hoff/Syd                         |
|  | Sammy the Seal  | Hoff/Syd                         |
|  | The Quilt Story   | Johnston/Tony                    |
|  | A Letter to Amy   | Keats/Ezra                       |
|  | Jenny's Hat   | Keats/Ezra                       |
|  | Pinkerton, Behave!  | Kellogg/Steven                   |
|  | Down on the Funny Farm                                    | King/P.E.                        |
|  | The Story of Ferdinand                                    | Leaf/Munro                       |
|  | Jafta   | Lewin/Hugh                       |
|  | Canonball Chris   | Marzollo/Jean                    |
|  | Soccer Sam  | Marzollo/Jean                    |
|  | Me Too!   | Mayer/Mercer                     |
|  | No Fighting No Biting                                     | Minarik/Else Holmelund           |
|  | Murmel, Murmel, Mürmel                                    | Munsch/Robert                    |
|  | The Paper Bag Princess                                    | Munsch/Robert                    |
|  | Come Back, Amelia Bedelia                                 | Parish/Peggy                     |
|  | I Was a Second Grade Werewolf                             | Pinkwater/Daniel                 |
|  | Elizabite: Adv of a Carniverous Plant                     | Rey/H.L.                         |
|  | Curious George Goes Sledding                              | Rey/Margret                      |
|  | Curious George Visits A Police Station                    | Rey/Margret                      |
|  | The Cake that Mack Ate                                    | Robart/Rose                      |

| Name       | Book Title  | Author                         |
|------------|---|--------------------------------|
| Student #8 | A Child's Bible Lessons from the Torah                          | Rossell                        |
|            | "Could Be Worse"  | Stevenson/James                |
|            | My Friend Mr. Morris  | Thomson/Pat                    |
|            | Maebelle's Suitcase   | Tusa/Trisha                    |
|            | The Z Was Zapped  | Van Allsburg/Chris             |
|            | The Man with Many Telephones                                    | Zellman/Evans                  |
|            | The Small Potatoes and the Magic Show                           | Ziefert/Harriet                |
|            | The Small Potatoes and the Sleepover                            | Ziefert/Harriet                |
|            | Harry the Dirty Dog   | Zion/Gene                      |
|            |   |                                |
|            | <i>At Home: Read Aloud</i>                                      |                                |
|            | Gooseberries to Oranges   |                                |
|            | The Deluxe Fairy Tale Book                                      | (author unknown)               |
|            | The Number on My Grandfather's Arm                              | Adler/David                    |
|            | Billy and Blaze   | Anderson/C.W.                  |
|            | Blaze and the Mountain Lion                                     | Anderson/C.W.                  |
|            | Blaze Finds Forgotten Roads                                     | Anderson/C.W.                  |
|            | Lonesome Little Colt  | Anderson/C.W.                  |
|            | The Rumble Seat Pony  | Anderson/C.W.                  |
|            | I Know an Old Lady Who Swallowed a Fly                          | Bonne/Rose                     |
|            | Molly's Pilgrim   | Cohen/Barbara                  |
|            | What Happens Next?  | Domanska/Janina                |
|            | Josephine   | Engle                          |
|            | The Story About Ping  | Flack/Marjorie                 |
|            | Roger the Rosinback   | Garbutt/Bernard                |
|            | Leroyoops   | Glasser/Barbara                |
|            | Her 7 Brothers  | Goble/Paul                     |
|            | Frere Jacques   | Hazen/Barbara                  |
|            | Moses the Kitten  | Herriot/James                  |
|            | The Country Bunny and the Little Gold Shoes, as Told to Jenifer | Heyward/Du Bose                |
|            | No, Agatha!   | Isadora/Rachel                 |
|            | The Snowy Day   | Keats/Ezra                     |
|            | The Beginning of the Armadillo                                  | Kipling/Rudyard                |
|            | A Very Special House  | Kraus/Ruth                     |
|            | Alexander and the Wind-Up Mouse                                 | Lionni/Leo                     |
|            | That New Baby   | Mann/Peggy                     |
|            | Knots on a Counting Rope  | Martin/Bill & Archambault/John |
|            | Rachel Resides  | Melindabuer                    |
|            | Sam, Bangs and Moonshine  | Ness/Evaline                   |
|            | Three Stalks of Corn  | Politi/Leo                     |
|            | Where's Peter Rabbit  | Potter/Beatrix                 |
|            | The Surprise Party  | Prager/Annabelle               |
|            | The Cake that Mack Ate  | Robart/Rose                    |
|            | A Child's Bible Lessons from the Torah                          | Rossell                        |
|            | Green Eggs and Ham  | Seuss/Dr.                      |
|            | The Wee Wee Mannie and the Big Big Coo                          | Sewall/Marcia                  |
|            | Lucretia the Unbearable   | Sharma/Marjorie                |
|            | A Light in the Attic  | Silverstein/Shel               |
|            | Dinosaur My Darling   | Thatcher/Edith                 |
|            | Maebelle's Suitcase   | Tusa/Trisha                    |
|            | Jumanji   | Van Allsburg/Chris             |
|            | The Polar Express   | Van Allsburg/Chris             |
|            | The Wreck of the Zephyr   | Van Allsburg/Chris             |
|            | Two Bad Ants  | Van Allsburg/Chris             |
|            | The Reward Worth Having   | Williams/Jay                   |
|            | King Bidgood's in the Bath                                      | Wood/Audrey                    |

| Name | Book Title   | Author                           |
|------|--|----------------------------------|
|      | Pumpkin Seeds                                      | Yezback/Steven                   |
|      | Will You Count the Stars with Me?                  | Zalben/Jane B.                   |
|      |  |                                  |
|      | <i>In School: Independent</i>                      |                                  |
|      | Just Like Daddy                                    | Asch/Frank                       |
|      | Sam the Minute Man                                 | Benchley/Nathaniel               |
|      | The Berenstain Bears and the Messy Room            | Berenstain/Stan & Berenstain/Jan |
|      | The Berenstain Bears and the Spooky Old Tree       | Berenstain/Stan & Berenstain/Jan |
|      | The One In the Middle is the Green Kangaroo        | Blume/Judy                       |
|      | Arthur's Eyes                                      | Brown/Marc                       |
|      | Arthur's Tooth                                     | Brown/Marc                       |
|      | Jimmy Lee Did It                                   | Cummings/Pat                     |
|      | Nana Upstairs and Nana Downstairs                  | de Paola/Tomie                   |
|      | Now One Foot, Now the Other                        | de Paola/Tomie                   |
|      | The Legend of the Indian Paintbrush                | de Paola/Tomie                   |
|      | Flip   | Dennis/Wesley                    |
|      | Pretty Good Magic                                  | East/Cathy                       |
|      | A Three Hat Day                                    | Geringer/Laura                   |
|      | Jillian Jiggs                                      | Gilman/Phoebe                    |
|      | The Quilt Story                                    | Johnston/Tony                    |
|      | Ghosts and Crows and Things (?)                    | Kessler/Leonard                  |
|      | Here Comes Strike-out                              | Kessler/Leonard                  |
|      | Blueberries for Sal                                | McCloskey/Robert                 |
|      | Amelia Bedelia                                     | Parish/Peggy                     |
|      | I Was a Second Grade Werewolf                      | Pinkwater/Daniel                 |
|      | Where-A Toy Discovery Book                         | Smith/Kathy                      |
|      | A Better Way                                       | Smith/Mare L                     |
|      | What's Under My Bed?                               | Stevenson/James                  |
|      | Push Kitty   | Wahl/Jan                         |
|      | The Little Old Lady Who Was Not Afraid of Anything | Williams/Linda                   |
|      | The Lion and the Stoa                              | Zelinsky/Paul O.                 |
|      | Cat Games  | Ziefert/Harriet                  |
|      | Harry Takes a Bath                                 | Ziefert/Harriet                  |
|      |  |                                  |
|      | <i>In School: Read Aloud</i>                       |                                  |
|      | She Tells the Teeny-Tiny Woman                     |                                  |
|      | Oh Kojo! How Could You!                            | Aardema/Verna                    |
|      | Move Over Twerp                                    | Alexander/Martha                 |
|      | The Sweet Touch                                    | Balzan/Lorna                     |
|      | The Paper Crane                                    | Bang/Molly                       |
|      | Dinosaur's Divorce: A Guide for Changing Families  | Brown/Laune & Brown/Marc         |
|      | A Memory for Tino                                  | Buscaglia/Leo                    |
|      | Dear Zoo   | Campbell/Rod                     |
|      | Harold and the Great Stag                          | Carrick/Donald                   |
|      | Janet's Thingamajigs                               | Cleary/Beverly                   |
|      | Bony Legs  | Cole/Joanna & Zimmer/Dirk        |
|      | Nana Upstairs and Nana Downstairs                  | de Paola/Tomie                   |
|      | The Legend of the Indian Paintbrush                | de Paola/Tomie                   |
|      | I Saw a Ship-a-Sailing                             | Domanska/Janina                  |
|      | The Black Stallion                                 | Farley/Walter                    |
|      | Today Was a Terrible Day                           | Giff/Patricia Reilly             |
|      | Evan's Corner                                      | Hill/Elizabeth S.                |
|      | Angelina Ballerina                                 | Holabird/Katharine               |
|      | Angelina Ballerina and the Princess                | Holabird/Katharine               |
|      | Alfie Gets in First                                | Hughes/Shirley                   |
|      | The Very Worst Monster                             | Hutchins/Pat                     |
|      | Can I Keep Him?                                    | Kellogg/Steven                   |

| Name       | Book Title  | Author             |
|------------|---|--------------------|
| Student #8 | Leo the Late Bloomer  | Kraus/Robert       |
|            | Looking For Daniela: A Romantic Adv                                 | Kroll/Steven       |
|            | Where the River Begins  | Locker/Thomas      |
|            | Andy and the Tire   | Louik/Craig        |
|            | Burt Dow, Deep-Water Man  | McCloskey/Robert   |
|            | Doctor Knock Knock's Official Knock Knock Dictionary                | Rosenbloom/Joseph  |
|            | I'm Not Going to Get Up Today                                       | Seuss/Dr.          |
|            | Conrad's Castle   | Shecter/Ben        |
|            | Where the Sidewalk Ends: The Poems and Drawings of Shel Silverstein | Silverstein/Shel   |
|            | The Kid Next Door and Other Headaches                               | Smith/Janice Lee   |
|            | Ben's Dream   | Van Allsburg/Chris |
|            | The Stranger  | Van Allsburg/Chris |
|            | The Tenth Good Thing About Barney                                   | Viorst/Judith      |
|            | The Little Old Lady Who Was Not Afraid of Anything                  | Williams/Linda     |
|            | Harry Takes a Bath  | Ziefert/Harriet    |