

## Kids Read: Annotated Bibliography

**Bold indicates my commentary**

*Italics indicates direct quotes from the source with page number*

Bang-Jensen, Valerie. January 2010. "A Children's Choice Program: Insights into Book Selection, Social Relationships, and Reader Identity" *Language Arts* 87(3): 169-176  
<http://www.jstor.org/stable/41804686>

**Children are more motivated to read if they can choose. Discusses Vermont's children's choice award (similar it seems to Oklahoma's Sequoyah). Conversation RE reader's identity; connection of reading level to reading identity; author highlights the negative aspects of this connection. Kids talking about how they read off a certain shelf/box just doesn't have the same ring as a child describing using appeal terms, etc. By reading from the choice award list, they have more opportunities to learn how to talk about their reading identity.**

**Also a discussion of the importance of teachers/parents/librarians knowing about children's literature to guide a child to choose his/her book.**

*When readers make their own book selections, they exercise agency in the development of their own reader identities; children's choice booklists provide a supportive, high-quality, and compelling array from which to choose. 169*

*Students who are aware of their own interests in particular genres or authors are developing initial strategies for choosing books. For example, one fourth-grade boy commented that he enjoyed adventure and mystery: "I read the Deltora Quests (Rodda, 2001), so when I look at the DCF list, I look for books like The Big House (Coman, 2004), which had parts that were kind of creepy." A fifth-grade girl looked forward to reading Heartbeat (Creech, 2004), because her "fourth-grade teacher had read Love That Dog [Creech, 2001], by the same author and I loved it so much." Knowledge of genres and authors helps students to organize, explore, and enjoy literature; this knowledge also empowers them with tools and strategies for having the kind of reading experience they seek. 172*

*The second is the effect that labeling readers' choices may have on the way that they view books and themselves as readers. Regardless of the specific literacy program, approach, or structure in place, we should pay careful attention to the language used in describing books; descriptive words about plots, genres, authors, and characters help readers develop richer schema and understanding of text than the shortcut "level" labels can provide. (173)*

*It is clear that finding a good match for a reader's needs must be on the mind of every teacher and librarian, as is the development of strategies for readers to select their own books. To find ways to include the reader's choices in this process is paramount in developing engaged readers. State and library children's choice nominees offer possibilities created with different, and often richer, criteria than allowed by the narrower focus on readability levels and text characteristics. When readers have their say in selecting books, they exercise agency in the development of their own reader identities and create a rich relationship with books. 175*

Barajas, Katarina Eriksson. (2016) "Eight Books to Promote Reading: Experiences from a Book Club in Grades 4-7," *New Review of Children's Literature and Librarianship*, 22 (1): 15-35. doi:10.1080/13614541.2016.1120058.

*An essential task for librarians and teachers is to encourage children to read books. In the wake of the "digital revolution," Swedish society—as well as other societies—has been alarmed by the decreasing rates of children's reading (cf. Hedemark 2012). As a consequence, reading promotion activities have been initiated. One way to encourage reading is for librarians and teachers to select books for children to read, but this leads to several questions. What kind of books do librarians assume will promote reading? Does length matter? What themes are regarded as popular by the children themselves? 15*

*In sum, there is a lack both of ethnographic studies and of studies specifically focusing on the texts that children read. The present article has a twofold focus: 1) to characterize children's books that were used to promote reading and 2) to summarize the didactic conclusions of earlier studies on reading promotion activities. 17*

*Apart from Chambers' booktalk approach, another main source of inspiration for the book clubs was a reading development schedule created by Bo Sundblad, Kerstin Dominković, and Birgita Allard (1983, 58-64). They claimed that children limit their reading at a certain level of reading skill. Their 23-point model can be summed up in three main stages. During the first stage, children tend to be omnivorous; in the second stage (the 18th point) they tend to favor one specific genre, reading only one type of book (e.g., horse books, mystery stories, or fantasy). This level is sometimes referred to as the "age of book devouring." According to Sundblad, Dominković, and Allard's definition of the "book-devouring child," this child reads a great deal but is limited to one genre. This stage is assumed to be crucial to children's reading, and but it is nevertheless important that teachers and parents assist children in developing beyond a single chosen genre. According to the authors, it is important both to assist children in entering this book-devouring stage, and to guide them out of it by offering variation in genre, in this way*

*facilitating a move into the third and more advanced stage. In this respect, the reasoning of Sundblad, Dominković, and Allard is in accord with that of Chambers. 19*

Interesting quotes in the beginning, but may not use due to Swedish setting: much of the conclusions not that relevant to the project at hand.

Beach, John D. (2015) "Do Children Read the Children's Literature Adults Recommend? A Comparison of Adults' and Children's Annual "Best" Lists in the United States 1975–2005," *New Review of Children's Literature and Librarianship*, 21 (1): 17-41. doi:10.1080/13614541.2015.976075.

**An analysis of "best" book lists (one chosen by adults, one by children) indicates that the overlap between adults' and children's choices was very small. Potentially indicates that adults are not excellent at choosing books that kids like.**

*For many children, it seems the books recommended and distinguished by adults may be viewed "Best" Children's Books Comparison 19 as the least interesting of all since the books that really get them excited are the series books, joke books, comedies, and adventure stories that many adults tend to view as, to use Carlsen's term (1967), "subliterature." Just like the old jokes children share on the playground, the books they get excited about often strike us adults as too simple, too old, too tame, and too easy. 19*

*At one pole is the aesthetic stance associated with reading for entertainment or the pleasure of the experience itself, while at the opposite pole is the efferent stance associated with reading for education or to accept the text's proffered information or position. 19*

**My interjection: what if it's both?**

*It appears to me that many children approach reading seeking an aesthetic experience (e.g., the joy of a bedtime story or an escape from schoolwork in the world of an engrossing story), while many adults see children's literature as an opportunity to educate the younger generation for the life ahead of them. However, how might these diverging perspectives be balanced and, perhaps more importantly, how accurate are these anecdotal observations? 19*

*The primary hypothesis of the study was that there would be approximately a 50% overlap of titles from the two lists (since both try to identify the year's best children's books from the same set of books published in a year to begin with). The 50% overlap choice was made to offer an equal influence from each perspective (i.e., adults' and children's thinking on the matter), in recognition that each has a legitimate part to play in the development of reading skill and interest in reading matter. While the librarians and children may apply somewhat different criteria to narrow the list of published books to a final list, it is precisely these different*

*perspectives that the study seeks to identify. This hypothesis is purposefully conservative. One might easily argue that the proportion of titles recommended as the best of the year for children ought to overlap at a much higher level, perhaps 75% or 90%. 23*

He notes certain prominent authors who appear on the adult list but not children's: why, though? Do they have access to those titles?

*The data from the author analysis (see Table 2) seems to support the notion that adults focus on titles that challenge the reader and lead to broadening, educational experiences or school curriculum links. 27*

*An important ramification of this study is that the adult-child divergence warrants further study to determine whether a balance between those books "Best" Children's Books Comparison 35 that find their way onto adults' lists and those that find their way onto children's lists might be the better course of action so we might make significant strides in enticing children to spend more time reading. 34-35*

In closing arguments, the author speculates about how many of the adult-chosen books cover difficult topics and cites other sources that suggest "healthy" children aren't interested in those books/topics. I am personally skeptical of this idea, but do not have research to support that skepticism. Do kids have access to all the same books to create the lists? That is a question I have but is beyond the scope of this project. The highlight for me from this article is the idea that "subliterature" (need a better term, that's terrible) is important to children.

Discussion of this article with Laura Raphael led to a realization that indeed, children should be offered books that *they like* not just what adults think are a good idea. To use the term from the article, "subliterature" is something kids enjoy and that should be honored.

Davila, Denise and Lisa Patrick. 2010. "Asking the Experts: What Children Have to Say about Their Reading Preferences." NCTE.

*For the most part, adults control the world of children's literature: adults write the books; adults choose which books to publish; adults review the books; adults bestow the awards on books; and adults purchase the books for their homes, bookstores, and libraries. In the midst of all this adult control, children's opinions are often overlooked. 199*

*In the best-case scenario, a child's interests inform his or her reading preferences. Alternately, a child's reading preferences could indicate his or her interests, but this is dependent on the range*

*of options in the collection accessible to the child. Thus, when considering the research on children's reading preferences, it is important to note that some reading interests may not be included or accurately reflected in the survey instruments that are employed to measure reading preferences. For example, a child's specific genre interests may not even be listed on the survey. This factor must be taken into account when making generalizations based on the results of reading preference surveys. 199-200*

Suggests that reading profiles are a guide, not a final choice.

*Given that children choose books according to their personal interests, what kinds of books and reading materials do children think are really good? 201*

*In a market research survey of book purchasing habits, Ferguson (1998) reports that 75% of teens like to buy books in a series or by the same author. 201*

*While the Harry Potter series is not "light" like the Sweet Valley High books, it has certainly led to more reading. Reading books by the same author about the same topic is also known as "narrow reading." This narrow reading of book series can be of some concern to teachers and parents who may worry that students' reading isn't broad enough. Krashen (2009) addresses this by saying: "Narrow readers, we should be assured, do not typically stay narrow. . . . [These] readers gradually broaden their reading interests as they read more and their interests evolve" (p. 25). 201-202*

*Thus, "light" or "narrow" reading of book series provides a foundation on which children can expand their reading preferences to include a heavier or broader range of reading materials. 202*

*On this note, Krashen (2006), in his analysis of public library circulation of award-winning children's books, found that libraries carry fewer award winners than bestsellers because bestselling children's books, which usually include series, are borrowed more frequently. He suggests possible implications of his findings: "children don't know what is best for them . . . [or] that Newbery and Caldecott judges have different standards than the real audience of children's and adolescent literature" (p. 35). We think it is noteworthy that bestselling books closely match what real audiences of both boys and girls prefer as demonstrated by the research. 207*

*To recapitulate, boys and girls equally like fiction, which includes adventure, horror, and humor. 207*

*Finally, there's no single answer to the question, "What do young audiences prefer to read?" Rather, there are myriad possibilities. As noted earlier in this article, research suggests that among avid readers, differences in genre and format preferences are inconsequential because such readers tend to take up a diverse range of reading material. Just as children currently have strong preferences for reading subject matter that they access on websites or interactively construct via text messaging, it is inevitable that children's reading preferences will continue to shift with the evolution of new media and technologies.* 207

*Perhaps recent trends will influence the design of survey instruments that will be employed to measure children's future reading preferences. Maybe we will see questionnaire checkboxes for categories such as "digital books" and "multimodal stories." If we're lucky, we might even see a survey with different sections dedicated to "book series" and "gross and gory topics."* 207

That last request is precisely what we are hoping to do with our surveys in asking kids to tell us about the things they are interested in reading about.

Dodson, Shireen. 2014. *The mother-daughter book club rev ed. : how ten busy mothers and daughters came together to talk, laugh, and learn through their love of reading.* Location?: Harper Paperbacks. Ebook.

Dorr, Christina and Liz Deskins. 2018. *LGBTQAI+ books for children and teens : providing a window for all.* Chicago, IL: ALA Editions.

### **Reference to doors and windows again**

Flemming, Jane. 2014. *More Mirrors in the Classroom.* Lanham, Maryland: Rowman & Littlefield.

Harris, Violet J. 2008. "Selecting Books That Children Will Want to Read" *The Reading Teacher*

61 (5): 426–430. doi:10.1598/RT.61.5.8

**Recommends different categories, big buckets, describing books within those buckets and why kids would like them.**

**Categories include: graphic literature, humorous adventures, poetry jam, word problems sets and computations. That last category feels wildly out of place.**

**However the idea of big buckets/categories is relevant.**

Howard, Rebecca and Laura Raphael. 2012. "Your Next Great Read." *Library Journal* 138 (17): 54.

**Where the idea originated!**

Johnson, Nancy J. and Cyndi Giorgis. Feb 2001. "Children's Books: Keeping Kids Reading" *The Reading Teacher* 54 (5): 536-544. <http://www.jstor.org/stable/20204949>. Accessed: 24-06-2018 20:48 UTC

**Recs specific (outdated) books.**

*Keeping kids reading involves recommending popular books, old favorites, and introducing selections from all genres. (536)*

**Places books into large buckets, such as "kids' vicarious experiences," "kids commonalities," etc. Very adult focused. Fine for its time, not super relevant, except for the quote.**

Johnson, Nancy J. and Cyndi Giorgis. May 2002. "Children's Books: Pleasure Reading." *The Reading Teacher* 55 (8): 780-788. <http://www.jstor.org/stable/20205139> Accessed: 28-06-2018 01:57 UTC

*Even with a teacher's caring guidance and a parent's well-intended recommendation, children turn to books that reflect their interests and capture their emotions. Time to read books of their own choosing, for their own purposes, and without having to prove that comprehension has occurred remains significant in the ongoing development of independent readers. Satisfaction comes when readers investigate intriguing topics and participate as sleuths in mysterious storylines. A willingness to get lost in a book occurs when readers discover characters? some new, some known? caught up in dangerous, imaginative, or hilarious situations. And pleasure reading turns into sheer enjoyment when readers discover books that support their creative abilities and tickle their funny bones. 780*

**Nice words about the importance of pleasure reading to develop an independent reader and just for the good of it.**

Kenney, Brian. August 2010. "Serious Fun: Readers advisory, young readers and you." *School Library Journal*.

**Editorial discussing renaissance-of-sorts in RA in 2010, mentioning Nesi article later in the issue. Says that children's RA hasn't ever diminished because youth services staff are always recommending books. Highlights the lack of "appeal terms" specifically for children's RA, which he posits Nesi offers in her article. That article focuses on MG (with the lightly suggestive title of "It's All about Text Appeal"**

*“Why [are appeal terms] important? Because reading is too often presented as part of testing, a reading management program, or for assignments. Reading for pleasure can be marginalized, and too often students, in discussing books they like, are allowed to move from the middle school years—when the most they will say about a book is “I love it,” accompanied by the requisite plot summary—to the high school years—when they encounter formal literary conventions (the protagonist!) without ever thinking about what they enjoy in a book. Appeal terms give readers a way to articulate what they like in their leisure reading, fiction or nonfiction, and let them know that these preferences are OK. They allow them to own their reading experiences and signal that reading for fun can be taken—just a little bit—seriously. And best of all, appeal terms offer young people a way to think about reading that can sustain them throughout their lives.”*

**Brief conversation about appeal terms is great, but I haven’t seen anything since this issue (yet?).**

Khaliova, Ladislava. 2018. *The Stories We Share: A Guide to PreK 12 Books on the Experience of Immigrant Children and Teens in the United States*. Chicago: ALA Editions.

Mackenzie, Sarah. 2018. *The read-aloud family : making meaningful and lasting connections with your kids*. Grand Rapids, MI: Zondervan.

**Trend of families and reading, focusing on choosing right books**

Martin, Jamie C. 2016. *Give your child the world : raising globally minded kids one book at a time*. Grand Rapids, MI : Zondervan.

**Trend of families and reading, focusing on choosing right books**

Mesmer, Heidi Anne E. 2008. *Tools for Matching Readers to Texts: Research-Based Practices*. New York: The Guilford Press.

## **Book**

Nesi, Olga. August 2010. “It’s All About Text Appeal: Want readers' advisory to make a difference? Teach your kids how to speak intelligently about books.” *School Library Journal*.

**In the same issue as Kenney editorial. Nesi is a middle school librarian. The most common term her students used to describe why/what they liked about the book was that it was “interesting.” (40) She suggests Sarick’s Readers’ Advisory as a tool for teaching appeal terms (I’ve requested this because I have not yet read it or looked at it).**



*As a librarian, you'd understand that a book's topic is just one of many factors readers may find appealing.*

**But do appeal terms really work in the same way for children as adults? Is there a list of kid-friendly appeal terms?**

**Nesi and her team used a tool they called “book hooks”**

**I think the reader profiles function as a stand in for appeal terms for the RA guides, as we are not talking directly with the children to get this information. They chose an “abbreviated list” of appeal terms in four categories (not dissimilar from our reader profiles, just broader). She encourages her students to not retell a story, but describe with appeal terms.**

*“As appeal terms enter our students' daily vocabularies, they also learn to think and talk about reading in new ways. They're suddenly able to verbalize that they want character, rather than action-driven books, and they want a tone that's romantic rather than dark and edgy. Now equipped with the proper vocabulary to get their message across, their reading universe has suddenly opened up to a wide range of possibilities.” (42)*

**Their school library circulation increased after introducing appeal terms.**

*“And while circulation statistics can be deceiving, the everyday conversations I have with my students about what they're reading confirm that they're finding, sharing, and enjoying books.” (42)*

Ramirez-Levy, Elsa Margarita. May/August 2016. “Encouraging reading for pleasure and the comprehensive training for readers.” *Investigación Bibliotecológica* 30 (69): 93-116.

*Twentieth century societies require readers capable of using information and transforming it into knowledge. In this context, the librarian's duty of training readers has split into two branches: one is aimed at increasing the practice of serious and pleasure reading, which extends increasingly to groups of adults, including communities within higher education; and the other carried out in the realm of user services in the modality of education or training of users. Nowadays, faced with changing modalities of reading, access, selection and the varieties of uses of written contents, the library also demands informative abilities and literacy in conjunction with a broad range of audio-visual and hyper-text resources generated by innovations in electronic resources that entail changes in the way people read, become informed and deliver information. 95*

**Posits idea that it is libraries/librarians who “train” readers**

Ramirez-Levy, Elsa Margarita. May/August 2015. “La lectura más allá de la letra en la formación de lectores” *Investigación Bibliotecológica* 29 (66): 7-14.

**Article title roughly translated as “Reading beyond the letter in the formation of readers”**

*La biblioteca, que debe seguir siendo un espacio de aprendizaje y de formación, estará siempre en pos del noble propósito del que son responsables los bibliotecólogos: conducir a los lectores a la plenitud de sus capacidades y al disfrute de los textos, sin que importe su formato. (14)*

*The library, which should continue being a space of learning and formation, will always be after the noble purpose for which librarians are responsible: leading readers to the fullness of their abilities and enjoyment of the texts, regardless of the format.*

Sievert, Kaia, Amber Fick, Becky Adamski, Ashley Merrill, and Danika LeMay. Summer 2018. “Library, Library, Make Me a Match Impact of Form-Based Readers’ Advisory on Academic Library Use and Student Leisure Reading.” *Reference and User Services Quarterly* 57 (4): 254-265.

**Academic library. Goal to use RA to encourage engagement. Book Matchmaking service: web form, then suggestions. All suggestions available from library. In two years, several hundred forms received. Used data from these forms to assess impact. History of academic library RA. Suggests public library RA “renaissance” in 80s/90s. Mentions “Reading at Risk,” a report from NEA in early 2000s that noted reading decline in US.**

*Studies have also shown that leisure reading can enhance critical thinking skills that are crucial not only to academic success, but to success in a democratic society.<sup>12</sup> Readers of fiction must engage with a narrative by making connections between previous experiences and the text on the page. These connections are much richer than learning that occurs when reading a textbook solely for information.<sup>13</sup> A number of studies have also found that reading fiction for pleasure has led to higher levels of empathy, an important quality in an increasingly global culture.<sup>14</sup> (255)*

*Form-based readers’ advisory is a service offered to library patrons; participants complete a form indicating their reading preferences and library staff curate personalized book suggestions for the patron. The concept was first developed in 2003 by Neil Hollands at Williamsburg Regional Library in Virginia. Hollands championed form-based readers’ advisory as a method to overcome some of the limitations of both traditional face-to-face and passive readers’ advisory. Formbased readers’ advisory can attract patrons who may not otherwise approach library staff, allows for better suggestions by enabling the request to be routed to an appropriate staff member, and helps promote readers’ advisory as a service offered by a library.<sup>27</sup> (256)*

*Since the early 2000s, form-based readers' advisory has continued to grow in popularity. In 2013, a survey of 694 public libraries found that 19 percent of surveyed libraries reported offering form-based readers' advisory.<sup>28</sup> And in 2014, Williamsburg Regional Library knew of 105 libraries offering a form-based service, with 85 additional libraries having shown interest in developing a service.<sup>29</sup> (257)*

*While the data collected yielded surprising results, we were affirmed in our hypotheses that resources like the Book Matchmaking service can foster goodwill between an academic library and its users. The program participants certainly found value in the service and in reading for leisure. The survey results will be invaluable for informing similar efforts to engage new library users and to continue to support the mission of the university to educate and drive innovation. We hope that the service and the data shared here will help inspire other academic libraries to embrace readers' advisory activities anew, as they have proven worthwhile and rewarding for the library and library users in this case. 262*

### **Example of use of form-based readers' advisory but in academic setting.**

Spiteri, Louise F. and Jen Pecoskie. (Winter 2016) "In the Readers' Own Words: How User Content in the Catalog Can Enhance Readers' Advisory Services." *Reference and User Services Quarterly* 56 (2): 91-95.

**Value of tags and reviews from users in online catalogs, etc and how that helps RA for adults. Has been successful for Amazon, Goodreads, etc, suggesting that it could be beneficial for libraries.**

**Conclusion of column:** *The findings of these two studies provide insight into the kind of content that readers contribute in Canadian public library catalogs that allow such contributions. As has been shown, user-generated content serves to complement the traditional bibliographic record; while the latter provides greater emphasis on the genre and format of a fiction title, user content provides more insight into the subject of a title, its protagonists and, perhaps most importantly of all, its effect. User-generated reviews, in particular, provide a rich data set that clearly connects to RA access points and, as such, has possible implications for readers and RA professionals, as both of these parties can use them for RA-related decisions that are more informed and relevant to their pleasure reading and work, respectively. RA staff could use reader-generated content, as well as the three taxonomies, to assist readers in selecting items to read or to generate suggested reading lists that correspond to these taxonomies (e.g., books that are imaginative and cerebral). The taxonomies can help readers define more clearly their reading experience and why they enjoy (or not) reading certain works. The ability to express these experiences can open up*

*possibilities for reading referrals, both from other readers, as well as RA staff, and to help provide the right book in the hands of the user at the right time.*

**Worth noting? Could it work the same for children's opinions? This may be behind the scope of this project, but is interesting. (Found in search for readers advisory)**

Tarulli, Laurel. Summer 2014. "Pleasure Reading Exploring a New Definition." *Reference and Users Quarterly* 53 (4): 296-299.

**Definition of pleasure reading (new):** *pleasure readers read fiction or nonfiction books and we seek to connect each reader with another great read.* 297

*As readers' advisors, many of us have already encountered the changing needs and interests of our readers. Eager to start their own career as librarians and readers' advisors, my students have found it challenging to move beyond the practice of recommending books outside of their familiar genres, never mind understanding the increasing challenges readers' advisors face in an age of new reading styles, preferences and formats.* 298

*According to Smith, studies provide evidence that the interaction between readers and staff is more valuable than whether the patron receives the correct or appropriate answer.* 298

*While appeal terminology will still apply to many of the experiences found outside of the traditional reading experiences, it will have to be expanded to capture additional emotions and interactive qualities. Indeed, appeal will need to address suggestions of nontraditional titles and formats rather than simply books. This will result in a challenging time for all of us, when the reliance upon listening to our readers and valuing their experiences will become increasingly important.* 298

Tschida, Christina M., Caitlin L. Ryan, and Anne Swenson Ticknow. 2014. "Building on Windows and Mirrors: Encouraging the Disruption of 'Single Stories' Through Children's Literature." *Journal of Children's Literature*, 40 (1): 28-39.

*how to guide preservice teachers in considering the texts that are available and how to effectively mobilize those texts in their classrooms to create a more complex and authentic picture of the diverse lives of their students and the diverse world of us all. Book awards, multicultural booklists, and other reference materials are certainly a good start, but they do not provide preservice teachers with abstract, conceptual tools to help guide a continual questioning of the texts in their curricula and classrooms.* 29

*The first, discussed by children's literature scholars for some time, is the idea of texts serving as windows and mirrors (Bishop, 1990a). A second, more recent contribution (that our students have found particularly helpful) is Adichie's (2009) warning about the dangers of the single story. Not only are both concepts useful when we work with our students, but we have also found that when brought together, they stretch and reinforce each other in productive ways that support our students' attempts at making their book selections more critical and equitable. 29*

**Explanation of windows and doors, from Bishop (1990)**

**Really interesting stories of the writers teaching their students about single stories and the transformation and learning that took place; not quite relevant, but the quotes above might be. Fascinating article. Reinforcement of windows/doors + single story.**