

SCHOOL LIBRARIES AND CLASSROOM READING COLLECTIONS

Both Essential to Promote Literacy

Common Purposes and Goals

- **Promote and encourage love and appreciation of reading**
- **Develop language skills**
- **Develop and support lifelong learning**
- **Provide access to reading materials**
- **Support independent reading**

Research Finding: “Where school library resource centers are integrated with classroom instruction, there is greater collaboration in building classroom collections and more effective use of resources...Schools that build a collaborative approach to resource development and integrated instruction by teachers and the teacher-librarian make more effective use of available funds and improve student interest in reading and academic achievement.”¹

Although each type of collection works in similar ways to achieve these goals, important differences exist.

Contrasts

| Classroom Collection | | School Library Collection |
|--|---------------------------------|--|
| <ul style="list-style-type: none"> • Teacher and students in a particular classroom | USERS | <ul style="list-style-type: none"> • All staff and students of the school |
| <ul style="list-style-type: none"> • Reading and writing instruction • Supplement instruction in other subject areas | USES | <ul style="list-style-type: none"> • Research • Independent reading • Support classroom instruction |
| <ul style="list-style-type: none"> • Materials to accommodate reading levels within one grade • Topics relevant to a single grade or subject curriculum • Materials limited to what is owned • Updated irregularly | SCOPE OF COLLECTION | <ul style="list-style-type: none"> • Materials to accommodate reading levels of all grades in school • Materials to provide broad support for school wide curriculum • Materials borrowed through Inter-Library Loan • Kept current through regular updating and weeding • Information beyond books with access to online subscriptions |
| <ul style="list-style-type: none"> • Supports curricular and instructional needs for a class • Literature/Fiction | FOCUS OF COLLECTION | <ul style="list-style-type: none"> • Supports curricular and instructional needs for a whole school • Supports and enhances popular and personal interests • Nonfiction and fiction |
| <ul style="list-style-type: none"> • Limited to classroom and its users • Immediate access | ACCESS | <ul style="list-style-type: none"> • Available to school community • May depend upon scheduling |
| <ul style="list-style-type: none"> • Literary merit as determined by the classroom teacher • Publisher driven (collections) | SELECTION | <ul style="list-style-type: none"> • School library media specialist selects in collaboration with teacher and student recommendations, and professional journal book reviews |
| <ul style="list-style-type: none"> • Organization varies • Informal circulation procedures • No formal inventory procedures | MANAGEMENT OF COLLECTION | <ul style="list-style-type: none"> • Universally recognized system of organization (subject access) • Structured circulation policies • Regular formal inventory procedures |
| <p>To meet the needs of the entire school community, both school libraries and classroom reading collections are vital and should be consistently funded through school budgets.</p> <p>The most effective use of school resources involves complementary classroom and school library collections and the close collaboration of classroom teachers and school library media specialists.</p> | | |

Source:

¹ *Emergency Librarian*. Jan/Feb97, Vol. 24, Issue 3: 32.