

# 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.”<sup>1</sup>

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

### Contrasts

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

Source:

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