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SHARED-READING VOLUME IN EARLY CHILDHOOD SPECIAL EDUCATION CLASSROOMS

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This study describes book reading practices occurring in early childhood special education (ECSE) classrooms in comparison to early childhood education (ECE) classrooms. Reading logs submitted by 19 ECSE teachers and 13 ECE teachers over one academic year included all books read in whole class settings; these logs were analyzed to assess the volume of book reading taking place and the types of books read. On average, ECSE teachers report reading less than one book per day and for less than seven minutes per day and ECSE teachers utilize far more narrative books than any other genre. Implications and future research directions are discussed.

There is a considerable body of research emphasizing the importance of high-quality preschool programs for facilitating the early literacy and language skills of children, particularly those at risk for future academic challenges (Kirp, 2007; Mashburn, 2008). A corresponding literature base has sought to precisely describe the literacy and language experiences that children experience within early education settings and to consider how these might be heightened for children experiencing salient developmental risks (Katims, 1991, 1994, 1996; Koppenhaver & Erickson, 2003). The research described in the present article presents the first systematic assessment of the volume of shared reading taking place in early childhood special education (ECSE) settings, the sector of early childhood education (ECE) that is specifically designed to support the early learning and development of children with disabilities. Specifically, our interest was examining the nature of book reading practices in ECSE classrooms with respect to the overall amount of reading that takes place across the day and

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examining the types of books that teachers select to read in their classrooms.

Book reading experiences are considered a singularly important mechanism through which to facilitate young children's literacy and language skills (Bus, van IJzendoorn, & Pellegrini, 1995; National Early Literacy Panel, 2008; Scarborough & Dobrich, 1994). There are, in fact, any number of skills that can be explicitly targeted during shared book reading, such as oral language, listening comprehension, vocabulary development, and print concepts (Beck & McKeown, 2001; Justice & Ezell, 2004; Whitehurst et al., 1999). Numerous research reports have shown that adults can implement an interactive style of reading that targets specific areas of literacy and language development, such as heightening children's attention to new words or to particular print concepts (Dickinson & Smith, 1994; Whitehurst et al., 1999). Such work emphasizes the importance of regularly recurring reading experiences for young children, (McGill-Franzen, Lanford, & Adams, 2002), and ensuring that within these experiences, children are exposed to a variety of genre and instructional foci within the books they are read (Neuman, 1999). In general, experts recommend that preschoolers participate in shared book-reading sessions every day (Dickinson & Tabors, 2001).

To date, the majority of research that has examined book reading practices in early childhood classrooms has focused almost exclusively on classrooms serving children who are developing typically or who are considered at-risk due to economic disadvantage (Dickinson, McCabe, & Anastasopoulos, 2003; Duke, 1999, 2000; Pentimonti, Zucker, & Justice, 2011; Whitehurst & Lonigan, 1998; Whitehurst et al., 1999; Yopp & Yopp, 2006). In contrast, we know very little about shared-reading practices taking place within the ECSE classroom; it is not known, for instance, if ECSE teachers read books in their classrooms at the same volume as those within ECE settings, and if the types of books read are similar. The current study is designed to provide an initial assessment of the nature of book reading practices in ECSE classrooms, and we anticipate that the results of this work might be informative to ensuring that the literacy experiences available to young children with disabilities in ECSE classrooms is optimized.

Book Reading in Early Childhood Education Classrooms

As we have noted, there has been a long-standing interest in understanding the book reading practices that children experience within both the home and their early education settings. Some of this work has focused specifically on understanding the importance of shared-reading volume—that is, the amount of shared reading children experience in a day or a week—to children's early literacy and language growth and long-term reading achievement. An early and influential work on this topic by Scarborough and Dobrich (1994) indicated that the volume of shared reading children experience during the preschool years (focusing specifically on parent-child reading experiences in the home) explains about 8% of the variance in children's future reading skill. Consequently, such findings have led experts to assert that children should be read to at a relatively high volume across key developmental settings, including both home and preschool classroom. For example, Dickinson and Tabors (2001) proposed that preschoolers should be exposed to shared book reading as a part of the daily preschool curriculum; furthermore, they suggest that teachers should conduct three read alouds per day for about 45 minutes in total. Likewise, the United States' Department of Education (Early Childhood-Head Start Task Force, 2002) advised teachers not only to read to children several times per day but to also be creative in finding time to read, such as reading during nap time or snack time.

Complementing these recommendations, several studies have sought to determine if this volume of reading is actually taking place in early childhood education classrooms. For instance, in a study of 100 ECE classrooms, Neuman (1999) reported that a majority of teachers (50%) read two times per day and a majority spent about 11 to 20 minutes a day reading. A more recent study by Dickinson and colleagues (2003) looked at the book reading practices in 99 early-childhood classrooms. Researchers observed each classroom for one or two days and recorded the number of shared book-reading sessions, number of books read, and the amount of time that was spent on shared book reading. Results indicated that, on average, teachers conducted 1.2 ($SD = 0.4$, range = 1 to 3) shared book-reading sessions per day, read an

average of 1.3 (*SD* = 0.5, range = 1 to 3) books per day, and spent an average of 9.6 minutes (SD = 4.17 minutes, range = 1 to 25 minutes) engaging in shared book reading. These results show that, in general, ECE teachers are engaged in less shared book reading than is often recommended by educational researchers and policy makers. Similarly, McGill-Franzen and colleagues (2002) investigated the literacy supports available to five preschool teachers in urban contexts. Study results indicated that in high poverty areas, there was less access to print, limited exposure to literacy, and fewer opportunities for shared book reading. Such work indicates that children who may benefit from increased access to regular book reading may be experiencing less than is desirable.

Genre

In addition to consideration of the sheer volume of books to which children are exposed regularly, there have been some efforts to explore the types of books that are read, particularly with respect to genre. Such studies initially focused on the primary grades (Duke, 2000; Smolkin & Donovan, 2001; Smolkin, Yaden, Brown, & Hofius, 1992) but have more recently focused on ECE settings. For our purposes, we define genre as a category of books that contain similar characteristics (Pentimonti et al., 2011); one parsimonious way to categorize the genre of children's book is to differentiate three types: (a) narrative, (b) informational, and (c) mixed. A narrative book has a storyline with characters, setting, and a plot. In general, the narrative genre is the most frequently read in preschool settings (Pentimonti et al., 2011). In ECE classrooms, narrative books are the predominant type of book read: Pentimonti and colleagues (2011), for instance, examined the genre of 426 books that preschool teachers read over a seven-week period, finding that 86% of books read were narrative storybooks.

Informational books aim to provide children with factual knowledge and are also referred to as expository texts. Although the informational book genre is rarely read in early childhood classrooms (representing about 6% of books read; Pentimonti et al., 2011), this genre is viewed as important for supporting children's content knowledge. For example, exposure to

informational books can increase students' interest and knowledge of science-related concepts (Donovan & Smolkin, 2001; Duke & Purcell-Gates, 2003; van Kleeck, Stahl, & Bauer, 2003). Moreover, many states are adopting early-learning standards that align with the Common Core Standards for language arts that emphasize the use of informational books to familiarize students with these types of books so that they are better prepared for college-level texts (Common Core Standards Initiative, 2010).

Also important for classroom instruction is the genre of mixed books, or narrative stories, that contain factual information (e.g., The Magic School Bus series). Donovan and Smolkin (2002) suggested that the use of mixed books can aid in concept development and can introduce scientific language into the classroom. Additionally, evidence suggests that teachers believe that mixed books are more accessible to children than traditional informational or expository books (Donovan & Smolkin, 2001). Both informational and mixed books are useful for increasing children's exposure to other cultures, facts about the world, and academic vocabulary necessary for later reading success (Early Childhood-Head Start Task Force, 2002; Pappas, 2006; van Kleeck, 2003).

Despite the potential importance of providing children with exposure to diverse genres, an overwhelming majority of books read in preschool classrooms are narrative storybooks, as noted previously (Dickinson, de Temple, Hirschler, & Smith, 1992; Duke, 2000; Pentimonti et al., 2011; Phillips & McNaughton, 1990; Yopp & Yopp, 2006). Pentimonti and colleagues (2011) found that nearly nine of ten books read to children in the preschool classroom were traditional narratives; additionally, teachers rarely exposed children to alphabet books, nursery rhymes, math-concept books, or multicultural themes. Findings were similar to those presented by Yopp and Yopp (2006), who examined 1,000 primary-grade teachers' reports of books read in their classrooms. Of the books reported, nearly 70% were considered narrative storybooks. Early childhood teachers' book preferences appear similar to those of primary grade teachers; a study by Duke (2000) examined 20 first-grade classrooms and found that informational books were used for just 3.6 minutes per day in language and literacy-related activities. Furthermore, for classrooms serving students at-risk for later academic difficulties, only 1.9 minutes per day were spent engaged with informational books.

Instructional Focus

Book reading routines within early childhood settings, as well as those of the later grades, often serve instructional purposes. For instance, in early childhood classrooms, teachers might use books on a given theme to enhance children's learning about that theme. Or, teachers might read alphabet books with children to enhance their learning about the alphabet. In this regard, books read with children can be examined with respect to their instructional focus. Common instructional foci of books read with young children include: (a) language play, (b) alphabet concepts, (c) nursery rhymes or poetry, (d) math concepts, (e) multicultural characters or themes, and (f) pop culture (Pentimonti et al., 2011). A book incorporating language play is one that highlights features of sounds or words, such as rhyming books. These can increase children's exposure to language patterns and possibly improve phonological awareness (Stadler & McEvoy, 2003). A book addressing alphabet concepts is one that emphasizes alphabet letters, typically in order and often attached to illustrated words (e.g., A is for Apple) or concepts. Alphabet book exposure can help children to learn the distinctive features of letters and letter-sound correspondences (Bradley & Jones, 2007). A book featuring nursery rhymes or poetry is one that is based on a traditional or modern nursery rhyme or a book of poetry (e.g., Little Red Riding Hood, Three Billy Goats Gruff, *Where the Sidewalk Ends*). Bryant, Bradley, Maclean, and Crossland (1989) found connections between children's knowledge of nursery rhymes and later reading achievement. As nursery rhymes and poetry do not necessarily include rhyme or alliteration on every page, and given the research on the importance of nursery rhymes and poetry, this category is distinctly different from the category of language play. A book incorporating math concepts is one that uses a math theme throughout the story (e.g., counting, shapes, time). Reading math-concept books can be used to increase adults' use of math-related language, which is particularly important in light of evidence suggesting preschoolers' mathematical knowledge is related to teachers' math-related talk (Klibanoff, Levine, Huttenlocher, Vasilyeva, & Hedges, 2006). Books featuring multicultural themes are ones in which a main focus of the book is ethnic diversity. Exposure to multicultural themes allow students to learn

about other peoples' traditions, beliefs, and cultures while also providing a space for students to identify with experiences similar to their own (Purnell, Ali, Begum, & Carter, 2007). Finally, pop culture books are ones that incorporate popular cartoons, movies, or toys. These books have not been heavily researched, but preschoolers' strong attachment to their favorite characters makes them an interesting area for study (Pentimonti et al., 2011). These instructional foci are not an exhaustive list but represent common themes found in children's books that have also been shown by previous research to be related to children's emergent literacy skills. Therefore, in order to keep coding manageable and thus to increase reliability of the measure, some well-researched and commonly used instructional foci (i.e., vocabulary) have not been included in the current study.

Teachers' use of books addressing a range of instructional foci may help teachers to naturally embed different learning objectives into shared book reading interactions in the classrooms. Recommendations made by the U.S. Department of Education suggest that early childhood teachers should use alphabet books to promote letter sound correspondence, counting books to encourage number recognition, poetry and rhyming books to target phonological awareness, and large print books to point out book and print organization (Early Childhood-Head Start Task Force, 2002; Sackes, Trundle, & Flevares, 2009). Moreover, the extant literature also suggests that the instructional focus of books can positively influence adults' reading behaviors (Dynia, Justice, Pentimonti, Piasta, & Kaderavek, 2013; Mason, Peterman, & Kerr, 1989; Price, van Kleeck, & Huberty, 2009). For example, Mason, Peterman, and Kerr (1989) examined shared book readings using three books with different instructional foci: a narrative storybook, a science-concept book, and a short picture-phrase book. During the narrative storybook readings with their kindergarten students, teachers primarily focused on prediction and comprehension; however, when reading the picture-phrase book, print and word recognition were targeted.

Book Reading in ECSE Classrooms

Whereas the book reading practices in ECE classrooms have been relatively well investigated (Bus et al., 1995; Dickinson et al., 2003;

Justice, Kaderavek, Fan, Sofka, & Hunt, 2009; Mol, Bus, & de Jong, 2009; Neuman, 1999; Scarborough & Dobrich, 1994; Whitehurst & Lonigan, 2001), there is far less understanding of this important literacy and language activity as employed within ECSE classrooms. To some extent, this may reflect the perspective put forth in the 1980s and 1990s that ECSE teachers do not commonly prioritize reading activities within their classrooms. Lorenz, Sloper, and Cunningham (1985), in a study of teachers of young children with Down syndrome, found that teachers placed a lower priority on reading development than did regular education teachers. Not long thereafter, Marvin and Mirenda (1994) surveyed 30 ECSE and Head Start teachers about their classroom literacy activities. Teachers completed surveys designed to learn how much emphasis they put on reading and writing activities. Findings showed that ECSE teachers placed a low priority on promoting reading and writing goals in their classrooms. In a more recent work, Kowalski, Pretti-Frontczak, and Johnson (2001) investigated 144 ECSE teachers' beliefs about socio-emotional development, language and literacy, and early math skills. Teachers completed questionnaires in which they ranked the importance of different skills and abilities for preschoolers to learn. Study findings showed that the teachers ranked socio-emotional items as more important to teachers than the language and literacy items. Given such trends in the literature, learning more about the book-sharing practices taking place in ECSE classrooms has not been a priority in ECSE research.

Nonetheless, we do want to reference an interesting but somewhat short-lived line of research pursued in the 1990s in which researchers sought to consider whether the literacy environment of ECSE could be improved and, if so, what benefits this might bear on children with disabilities. This body of work did not examine book reading practices, per se, but improving children's exposure to books was part of the more general idea of enhancing ECSE literacy environments (Cousin, 1993; Katims, 1991, 1994, 1996). Katims (1991, 1994) presented results showing that children with disabilities can be positively affected by being schooled in a rich literacy environment, which resulted in recommendations for providing children with opportunities to engage with printed materials in an accessible classroom library, writing center, and during shared book reading. Interestingly, this line of

research was not continued for several years, until Koppenhaver and Erickson (2003) explored the introduction of print materials into a classroom for children with autism. Findings showed that the children seemed to enjoy the materials and their use of the materials increased in sophistication over time.

Since the late 1990s, there has been increasing interest in testing literacy and language interventions involving explicit manipulations to book-sharing routines to improve children's skills. Several of these studies have involved children with disabilities (Hargrave & Senechal, 2000; Justice, Kaderavek, Bowles, & Grimm, 2005; Justice, Skibbe, McGinty, Piasta, & Petrill, 2011) but relatively few have involved children enrolled in ECSE classrooms and thus do not advance our understanding of book reading practices in this context. An exception, however, is work by Crain-Thoreson and Dale (1999), who instructed 26 parents and ECSE staff in the use of a dialogic reading style for children with language delays. As a result, children increased their length of utterances and produced more different words during participation in shared book reading employing the dialogic style.

As the prior literature summary makes clear, there is relatively little that is known regarding the use of books in ECSE classrooms. It would be useful to the field to understand how much reading takes place in these classrooms and what types of books are commonly read; additionally, it would be useful to understand how these practices compare to what is known about and seen within ECE classrooms. Thus, the purpose of this study was to provide an initial assessment of the volume of reading taking place and the types of books being shared with children in ECSE settings. Two specific research aims were addressed: (a) to describe the frequency and duration of shared book reading in ECSE classrooms as well as the genre and instructional focus of books read and (b) to compare book reading practices in ECSE to the book reading practices in ECE.

Methods

Participants

This study included a total of 32 teachers (ECSE: $n = 19$; ECE: $n = 13$) who participated in studies that involved implementation

of a book reading program within ECE and ECSE classrooms called Sit Together and Read (STAR); this reading program has been discussed in prior reports (Justice et al., 2009; Justice, Logan, Kaderavek, & Dynia, in press). As participants in the STAR studies, teachers self-selected to implement a 30-week book reading program in which they were given a new trade book to read each week throughout the academic year. The trade books included narrative and mixed books. The intervention investigated the potential impacts of reading with a print referencing style on the language and literacy skills of children with developmental disabilities.

As a requirement of their involvement in the larger studies, teachers were required to maintain a daily log detailing all books read aloud to their class during the day, with the exception of the book provided as part of STAR. For the present study, these logs were studied in-depth to determine how much reading was taking place in these classrooms and what types of books teachers were reading. As part of their involvement in the STAR studies, some teachers were asked (via random assignment) to read using particular techniques (see Justice et al., 2009), whereas other teachers were told to read using their typical reading style. For the purposes of this study, we chose to analyze the data only of teachers who were asked to read using their typical practices, in case implementation of particular reading techniques would have affected the volume or type of reading taking place in classrooms.

The 19 ECSE teachers were female, and worked in classrooms located in urban and suburban school districts in two different Midwestern sites in Ohio. Ninety percent of the teachers were Caucasian ($n = 17$), whereas 5% were African American ($n = 1$) and 5% were Asian ($n = 1$). The majority of teachers held a master's degree (79%) as their highest earned degree, whereas 21% had their bachelor's degree. The teachers had an average of 13 years ($SD = 9.7$ years) of total teaching experience, with an average of 9 years ($SD = 10$ years) as a lead teacher and 12 years ($SD = 8.8$ years) experience in pre-kindergarten.

All of the ECSE classrooms were inclusive environments, meaning that typical children were also enrolled. The number of students enrolled in each ECSE classroom varied ($M = 7.7$, $SD = 1.9$, range = 5 to 10). For the purposes of the larger study, demographic information was collected on a sample of about eight children in each classroom, or 154 children total across these 19

classrooms. The children were on average four years old, with ages ranging from 3 to 6 years old. The age range is larger than usual in early childhood education, as children in ECSE may spend one more year in preschool before entering kindergarten. A majority of the children were male (57%) and Caucasian (71%), although 13% were African American, 5% were Latino, 1% were Asian, and 10% were other or unreported. Annual household income varied considerably with a little more than one-third of the children (36%) residing in homes with an annual income of $40,000 or less; another one-third of the children (30%) resided in homes with an annual income of $40,000–$80,000, and approximately one-third (30%) resided in homes with an annual income of $80,000 or more (4% unreported). Forty-nine percent of the children ($n = 76$) had an individualized education plan (IEP), whereas 51% did not ($n = 78$). Those who did not have IEPs represented peers without disabilities enrolled in inclusive ECSE classrooms. Only 27 of the children with IEPs had a known diagnosis (beyond general developmental delay or speech/language delay). The majority of children had a diagnosis on the autism spectrum (37%, $n = 10$), whereas 18% were diagnosed with cerebral palsy ($n = 5$), 18% were diagnosed with Down syndrome ($n = 5$), 15% were diagnosed with a language impairment ($n = 4$), 4% were diagnosed with attention deficit hyperactivity disorder ($n = 1$), 4% were diagnosed with hydrocephalus ($n = 1$), and 4% were diagnosed with William's syndrome ($n = 1$).

The 13 ECE teachers were female and worked in classrooms publically funded to serve children living in poverty in a Mid-Atlantic state. Three of these classrooms were Head Start and 10 were other state-funded pre-kindergarten programs. Fifty-four percent of the teachers were African American ($n = 7$) and 46% were Caucasian. The majority of teachers held a bachelor's degree (46%), whereas 39% had their master's degree, and 15% had an associate's or a two-year degree. The teachers had an average of 16.8 years ($SD = 7.2$ years) of total teaching experience, with an average of five years ($SD = 4.76$ years) as a lead teacher and seven years ($SD = 5.9$ years) experience in preschool. For more information on this sample of teachers, see Pentimonti et al. (2011).

Each ECE classroom served about 16 students with an average age of approximately 4 years. For the purposes of the larger study, demographic information was collected on a sample of

about eight children in each classroom, or 102 children total. In terms of gender, 50% of the students were male and 50% were female. A majority of the children were African American (54.5%), whereas 32.7% were Caucasian, 8.9% were Latino, and 4% were multi-racial. Half of the students resided in homes with an annual income of less than $25,000 whereas the other half resided in homes where the annual income ranged from $25,001 to $65,000.

Procedures

School districts and programs were initially recruited. Once a school district or program indicated they were interested in participating, all eligible teachers were invited to attend an information session. During the information session, teachers self-selected to participate in the study and then were randomly assigned to either a treatment or comparison group. All study procedures were identical for treatment and comparison groups. The comparison group of teachers is the focus of this study.

In the beginning of the year, the teachers participated in professional development that included explanation of the study procedures and information on general topics related to classroom teaching. Teachers were provided a reading schedule that assigned one book to read per week throughout the year; teachers were requested to read this book four times over the assigned week as part of a whole-class activity. Teachers were provided the entire book set needed for implementation; books were high-quality children's books selected by members of our research teams. Books were chosen for their print features to align with the aims of the larger study (e.g., *I Stink*; McMullan & McMullan, 2006). As an additional part of study procedures, teachers maintained a daily reading log in which they documented reading the assigned book and any and all additional reading that took place. For an example of a blank reading log, see Appendix A. Note that teachers recorded the number of additional books read and the total minutes spent reading these additional books. On the back of the form, they listed the title and author of these additional books they read aloud beyond the books that were given to them for the study. Therefore, the reading logs documented only the names and authors of books that were not used in the larger study. This was to be completed each week for the entire 30-week

intervention, and overall compliance and submission rates were very high (98% returned).

Measures

Primary study measures concerned coding of teachers' reading logs, which recorded the teachers' book reading practices, including the frequency and amount of shared book reading as well as the titles and authors of books read. Because of the volume of data submitted by teachers (list of all titles of books read each day over 30 weeks), researchers randomly selected five reading logs per teacher to code representing 5 weeks out of 30 over the academic year. In total, teachers had identified 620 titles read, with 194 titles identified by the ECSE teachers and 426 titles identified by the ECE teachers.

All of the titles listed by teacher for the five weeks of logs were entered into an SPSS database. Then, each title was located using an internet search. Dedicated coders were instructed to try www.amazon.com and their "search inside" option first. This option allows users a free preview of six to eight pages of the actual book. If that was unsuccessful, library and google.com searches would be used. If the title could not be found through all these searches, it was coded as unidentified. When a book was located, the coder would use any information provided (e.g., samples of book, editorials, customer reviews, book excerpts) to select the proper codes for genre and the instructional focus. Trained research staff that had obtained reliability of 80% agreement against master coded reading logs completed the coding.

To code the types of books read by teachers, we used the Text Analysis Coding System (TACS; see Pentimonti et al., 2011). The TACS is designed to capture the genre and instructional focus of each book. Genre is coded to capture four categories: (a) *narrative,* or stories written for entertainment (e.g., fairy tales, mysteries, historical fiction, fantasy); (b) *informational,* or books that include accurate information about the natural or social world (e.g., biographies, science related books, instructional books); (c) *mixed,* or books that include both narrative elements of story and accurate information about the natural or social world (e.g., narrative informational books, fiction based on science, dual purpose books); and (d) *other* (e.g., poetry, biography, menus).

Instructional focus includes six categories: (a) *Language play*, or rhyme or alliteration on every page (e.g., *Rumble in the Jungle*, Andreae, 1996); (b) *alphabet*, or alphabet structure present throughout the book (e.g., *Chicka Chicka Boom Boom*, Martin, 1989); (c) *nursery rhyme or poetry*; (d) *math concept*, or a mathematical topic (e.g., patterns, counting, shapes, time); (e) *multicultural*, or representing ethnic diversity, languages other than English, religious diversity, or exceptionality (e.g., multiracial characters, diverse holidays, physical and mental delays); and (e) *pop culture*, or characters from mainstream movies and TV shows (e.g., *Barney*, *Sesame Street*, *Toy Story*). Books were coded for only one of the four genre codes, whereas a book could be coded for any of the instructional codes that it contained. Additionally, a book may not contain any of the features of the instructional codes used in the current study; in these cases, no code would assigned for instructional focus. For more information on the use and validity of this coding system, see Pentimonti et al. (2012). See Table 1 for examples of texts for each TACS genre and instructional focus.

Additionally, 10% of the ECSE reading logs were randomly selected and double coded for reliability. Interrater reliability was calculated using Cohen's kappa. The overall kappa value of 0.78 indicated that the coding system was reliably applied. Kappa coefficients for each of the individual coding categories ranged from 0.50 for genre to 1.00 for multicultural themes, nursery rhymes, and pop culture. The 0.50 kappa coefficient for genre was concerning; further investigation showed that one coder was overgeneralizing the code for mixed books. Discrepancies were discussed and the consensus for each title was used in the analyses, not only for titles that were double coded but also for each title used in the analyses. Therefore, we can be confident that our analyses reflected the true use of the genre in these classrooms. For interrater reliability information for the ECE teachers, see Pentimonti et al. (2011).

Results

The first aim of this work was to characterize the shared-reading activities taking place in ECSE classrooms; specifically, we sought to describe the frequency and duration of shared book reading in ECSE classrooms as well as the genre and instructional focus

TABLE 1 TACS Categories and Examples

Categories	Definition	Example(s)
	Genre	
Narrative	Stories for entertainment or to convey an experience. Typically includes characters, setting, plot, conflict, and climax.	Fables, true stories, personal narratives, science fiction; *Goodnight Moon* (Brown, 2005)
Informational	Information in text is verifiable and communicates accurate information about the natural or social world.	Question-and-answer books, reference books; *Tornadoes*! (Gibbons, 2010)
Mixed	Books that contain both narrative elements of a story and informational elements based on factual knowledge.	Narrative informational, dual purpose; *Dinosaurs Before Dark* (Osborne, 2008)
Other	Biography and autobiography are included based on their relating information about a person and not the natural or social world.	Poetry, biography, autobiography, menus, instructions, songs; *May There Always Be Sunshine* (Gill, 2001)
	Instructional focus	
Language play	Rhyme or alliteration on every page.	*Hop on Pop* (Dr. Suess, 1963)
Alphabet	Alphabet structure throughout the book, such as letter-name connections or letters as characters.	*Chicka Chicka Boom Boom* (Martin, 1989); *Eric Carle's ABC* (Carle, 2007)
Nursery rhyme	Common nursery rhyme or a poem; does not include partial nursery rhymes or poems.	Old Mother Hubbard, Three Billy Goats Gruff, Humpty Dumpty, *Where the Sidewalk Ends* (Silverstein, 1974)
Math concepts	Includes a mathematical concept: patterns, counting, shapes, numbers, addition/subtraction, money, time.	*The Greedy Triangle* (Burns, 2008); *The Grapes of Math* (Tang, 2004)
Multicultural	Prominent multicultural theme or characters, such as main characters with diverse backgrounds.	Ethnic diversity, language other than English, religious diversity, exceptionality, *Whoever You are* (Fox, 2006)
Pop culture	Includes characters commonly seen on television shows, movies, or musical bands.	Thomas the Tank Engine, Barbie, The Wiggles, *Toy Story*, *Elmo Loves You* (Albee, 2007)

Note. TACS = Text Analysis Coding System, Alphabet = Alphabet Concepts. Full citations for storybooks are located in the reference section.

of books read. To address this aim, we examined reading logs submitted by the 19 ECSE teachers. Out of a possible 570 reading logs, 545 were completed and returned by the ECSE teachers. Note that teachers in this study were reading an assigned book four times per week; thus, all results must be interpreted as reading that occurred above and beyond a baseline implementation of one shared-reading session implemented for four days of the week.

In terms of general frequency of reading, teachers read on average 3.98 books per week ($SD = 1.94$, range = 0.28 to 7.94) with an average of 0.99 books per day ($SD = 0.48$, range = 0.07 to 1.99). In addition, for amount of time engaged in shared book reading, teachers spent an average of 30.07 minutes per week ($SD = 13.86$, range = 1.92 to 53.68) participating in shared book reading with an average of 7.51 minutes per day ($SD = 3.46$, range = 0.48 to 13.42). Reviewing the skewness and kurtosis statistics indicated that these data are positively skewed, which means that there are frequent observed responses at and around the value of zero. Specifically, when reviewing the data for each teacher, there were 493 days in which no reading occurred. For complete descriptive information on skewness and kurtosis, see Table 2.

These reading logs were also analyzed to describe the genre and instructional focus of books read by ECSE teachers. During the five weeks selected, teachers recorded a total of 239 titles read during shared book reading. It is interesting to note that across all the ECSE teachers, there were a total of 28 weeks (out of 95) in which teachers reported reading no additional titles on their reading logs. Only four books (out of the total 239) were unable to be coded. Of these four books, three could not be found in internet searches and one could be found, but there was not enough information provided to accurately code the book. See Appendix B for a complete list of all books used in this study along with their accompanying codes.

When analyzing genre, a majority of books were narrative, consisting of a total of 194 books recorded on the reading logs (83%). Mixed was the next most frequent genre with 21 books recorded (9%). Only 15 informational books were read (6%), and only five books were identified as other (2%). See Figure 1 for a graph of books coded for genre. Examples of narrative

TABLE 2 Descriptive Statistics on ECSE and ECE Teachers' Shared Book Reading

	ECSE				ECE	
	M (SD)	Range	Skewness (*SE*)	Kurtosis (*SE*)	*M (SD)*	Range
Frequency						
Books per week	3.98 (1.94)	0.28–7.94	0.01 (0.52)	0.31 (1.01)	5.46 (1.52)	3.29–8.29
Books per day	0.99 (.48)	0.07–1.99	0.01 (0.52)	0.31 (1.01)	1.37 (.37)	0.82–2.07
Amount						
Minutes per week	30.07 (13.86)	1.92–53.68	−0.14 (0.52)	−0.45 (1.01)	55.32 (20.58)	12.43–89.29
Minutes per day	7.51 (3.46)	0.48–13.42	−0.14 (0.52)	−0.45 (1.01)	13.83 (5.15)	3.11–22.32

Note. ECSE = early childhood special education, ECE = early childhood education, Books per week = books read per week, Books per day = books read per day, Minutes per week = minutes read per week, Minutes per day = minutes read per day.

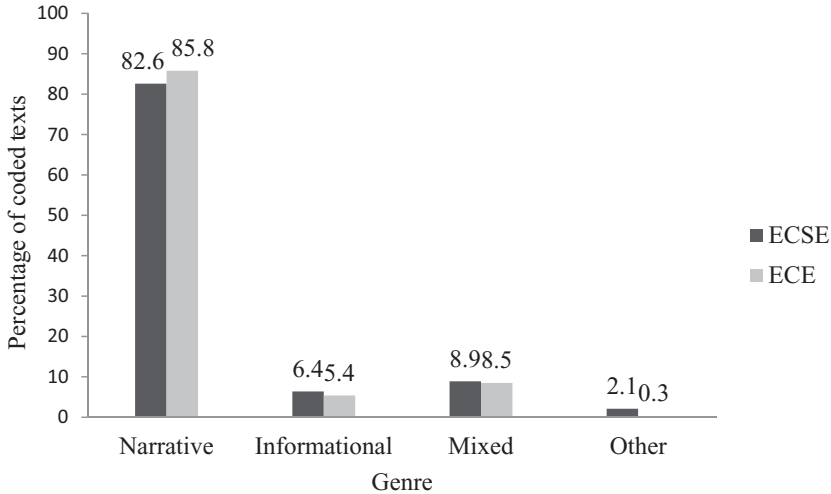

FIGURE 1 Percentage of books coded for each category of genre used in this study. *Note*. ECSE = early childhood special education, ECE = early childhood education.

books reported in teachers' reading logs included *Diary of a Worm* (Cronin, 2003), *Froggy Bakes a Cake* (London, 2000), and *Mouse Mess* (Riley, 1997). Sample informational books include *About Birds* (Sill, 1997), *Food for Thought* (Elffers & Freyman, 2005), and *Triceratops* (Mattern, 2007). Examples of mixed books reported in teachers' reading logs included *Do Onto Otters* (Keller, 2009), *Magic School Bus Has a Heart* (Capeci, 2006), and *Our Pumpkin* (Keeler, 1998). Books categorized as other included *May There Always Be Sunshine* (Gill, 2001), *My Little Green Book* (Kindersly, 1993), and *My "I" Book* (Monclure, 2001).

In regard to instructional focus, language play was coded for 91 books (39% of the books). Examples of books coded for language play included *Mrs. McNosh and the Great Big Squash* (Weeks, 2001), *To Market, To Market* (Miranda, 2001), and *Two Shoes, Blue Shoes, New Shoes* (Fitz-Gibbon, 2005). All of the other categories of instructional focus rarely occurred. Math concepts books had 15 titles (6%); an example was *One to Ten and Back Again* (Schwartz, 2009). Alphabet books had 11 titles (5%), including *Black and White Rabbit's ABC* (Baker, 1999). Multicultural (e.g., *The Snowy Day*, Keats, 1976) and nursery rhyme (e.g., *The Three Little Kittens,* Pinkney, 2010) each had 7 books (3%), and

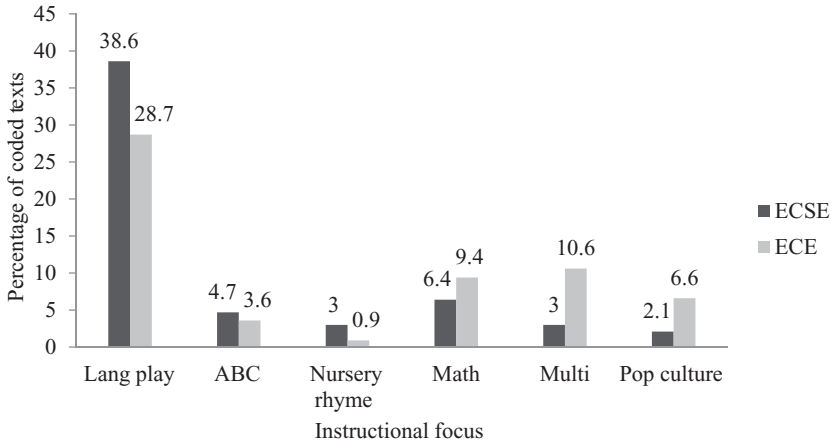

FIGURE 2 Percentage of books coded for each category of instructional focus used in this study. *Note*. Lang play = language play, ABC = alphabet concepts, Math = math concepts, Multi = multicultural themes, ECSE = early childhood special education, ECE = early childhood education.

pop culture had 5 books (2%). An example of a pop culture book was *Blue Makes Breakfast* (Hutta, 2000). See Figure 2 for a graph of books coded for instructional focus. It is interesting to note that only one title was recorded more than twice; teachers reported reading *Chicka Chicka Boom Boom* (Martin, 1989) three times. In addition, the most popular author was Dr. Seuss with six titles recorded, whereas Bill Martin, Jr., and Eric Carle each had five titles recorded.

To answer the second research aim, regarding how the book reading practices in ECSE classrooms compared with ECE classrooms, independent sample *t*-tests were completed for the following variables: frequency of books read per week, frequency of books read per day, average minutes spent reading per week, and average minutes spent reading per day. Table 2 provides descriptive data regarding these variables across the two types of classrooms. For frequency of books read, ECE teachers read an average of 5.46 ($SD = 1.52$, range = 3.29 to 8.29 books) books per week, which was significantly more than ECSE teachers ($M = 3.98$, $SD = 1.94$; $t_{30} = -2.30$, $p = 0.03$, $d = -0.84$); additionally, ECE teachers read an average of 1.37 ($SD = 0.38$, Range = 0.82 to 2.07

books) books per day, which was significantly more than ECSE teachers ($M = 0.99$, $SD = 0.48$; $t_{30} = -2.30$, $p = 0.03$, $d = -0.84$).

For amount of time spent during shared book reading, ECE teachers read an average of 55.32 minutes per week ($SD = 20.58$, range = 12.43 to 89.29 minutes), which was significantly more than ECSE teachers ($t_{30} = -4.16$, $p = 0.01$, $d = -1.52$). ECE teachers read about 13.83 minutes per day ($SD = 5.15$, range = 3.11 to 22.32 minutes) which was also significantly more than ECSE teachers ($t_{30} = -4.16$, $p = 0.01$, $d = -1.52$).

To compare genre, chi-squares tests were completed. For genre, there were no significant differences in amount of books read by ECSE teachers and ECE teachers for any of the categories; narrative ($\chi^2_{565} = 0.36$, $df = 1$, $p = 0.55$), informational ($\chi^2_{565} = 1.13$, $df = 1$, $p = 0.29$), and mixed ($\chi^2_{565} = 0.08$, $df = 1$, $p = 0.77$). For instructional focus, chi-squares tests were also completed. There were significant differences in amount of books read by ECSE teachers and ECE teachers for the categories of language play ($\chi^2_{565} = 5.75$, $df = 1$, $p = 0.02$), multicultural themes ($\chi^2_{565} = 5.52$, $df = 1$, $p = 0.02$) and pop culture ($\chi^2_{565} = 5.21$, $df = 1$, $p = 0.02$), with ECSE teachers reading more language play storybooks and ECE teachers reading more multicultural and pop culture storybooks. Furthermore, there were no significant differences in amount of books coded by ECSE teachers and ECE teachers for the categories of alphabet concepts ($\chi^2_{565} = 0.273$, $df = 1$, $p = 0.60$), nursery rhymes ($\chi^2_{565} = 3.62$, $df = 1$, $p = 0.06$), and math concepts ($\chi^2_{565} = 1.10$, $df = 1$, $p = 0.29$).

Discussion

In general, much research and attention has focused on encouraging ECE teachers to participate in shared book reading, but very little focus has been directed towards understanding the book reading practices of ECSE teachers especially in regards to the frequency and amount of shared book reading, as well as the genre and instructional focus of the books teachers are choosing to read. The present work is an initial effort to systematically explore the frequency and amount of shared book reading, and the genre and instructional focus of the books. The current study had three important findings: (a) ECSE teachers in the current study are reading about one book per day and for about eight minutes

per day (above and beyond the assigned daily book); (b) ECSE teachers utilize far more narrative books than any other genre and rarely read books focusing on multicultural themes, alphabet and math concepts, nursery rhymes, or pop culture; and (c) ECSE teachers participate in shared book reading less frequently and for a shorter amount of time than their ECE counterparts. Each of these findings will be discussed in turn.

In regards to the first research aim, to describe the frequency and amount of time teachers participated in shared book reading in ECSE classrooms, our results indicate that ECSE teachers in the current study are on average reading about two books per day in their classrooms, representing their use of the assigned study book plus the one additional text reported. This suggests that ECSE teachers are reading at a much lower frequency and for less time than is currently recommended by research. This confirms our hypothesis that ECSE teachers would read more infrequently and for a shorter amount of time than what has been shown to be effective. A review by Dickinson and Tabors (2001) recommended that teachers engage in three read alouds per day for about 45 minutes. Based on guidelines set by educational research, the current frequency and amount of shared book reading by ECSE teachers is below the recommended standard. Furthermore, Neuman (1999) found that ECE teachers were reading two books per day and spent about 11–20 minutes reading per day. In the current study, teachers are reading about half that amount of books and for shorter periods of time. Furthermore, Dickinson and colleagues (2003) observed ECE teachers reading just a little more than one book and for about 10 minutes per day. Although the current study's results were more similar to those found by Dickinson and colleagues, the ECSE teachers were still reading for shorter periods of time than previous research has shown.

Furthermore, to describe the genre and instructional focus of books used in ECSE classrooms, results indicated ECSE teachers utilize far more narrative books than any other genre. This confirms our hypothesis that the majority of books used would be narrative in genre. These results do converge with findings in ECE classrooms. Yopp and Yopp (2006) found that 68% of teachers' reported books were narrative and Pentimonti and colleagues (2011) found that 86% of teachers' reported books were narrative. Furthermore, Duke (2000) found that informational

books were used very rarely in elementary school classrooms. As for the instructional focus of the books used, teachers rarely read books focusing on alphabet and math concepts, nursery rhymes, multicultural themes, or pop culture. However, language play was utilized more frequently. Again, our hypothesis was confirmed. These findings were very similar to Pentimonti et al.'s (2011) study where language play was the most widely used instructional focus by preschool teachers. This result is not surprising, since many of the storybooks intended for early childhood read alouds contain rhyming or alliteration. Notably, in both ECSE and ECE classrooms, although many books included language play, teachers rarely read nursery rhymes or poems (which could also be coded for language play). One possible explanation is that preschool teachers may think that nursery rhymes and poems are not accessible or developmentally appropriate for their students.

In regards to the second research aim, to compare the book reading practices in ECSE to ECE classrooms, study results showed ECSE teachers participated in shared book reading less frequently and for a shorter amount of time than their ECE counterparts and that the instructional focus of the books were both similar and different from the books read by ECE teachers. Follow-up analyses on the study by Pentimonti et al. (2011) showed a discrepancy between the frequency and amount of shared book reading in ECE classrooms and ECSE classrooms. Pentimonti et al.'s study used the same report of book reading behaviors as the current study; the only difference was that Pentimonti et al.'s study focused on teachers working with typical students at risk for later academic difficulty mainly due to poverty. Results indicated that ECSE teachers read a significant amount less than their ECE counterparts did. This is of particular importance when considering research showing the importance of shared book reading in helping to bridge the gap for students at-risk for academic difficulties due to cognitive and/or language delays (Dickinson, McCabe, & Essex, 2006).

Moreover, of the 95 reading logs analyzed for genre and instructional focus, 28 weeks (across 12 different teachers) had no extra titles recorded. This is important to note because this means that for almost one third of the weeks analyzed, teachers reported reading no additional books. In contrast, after further analysis,

the teachers in the typical classrooms had only four weeks, across three teachers (out of 91 reading logs), with no additional titles recorded. Again, this highlights the discrepancy between the frequency and amount of book reading in ECSE and ECE classrooms.

For the follow-up analyses to Pentimonti et al.'s (2011) study, there are a few significant differences in the instructional focus of the books reported by ECSE teachers and ECE teachers. The first half of our hypothesis was confirmed that the ECSE teachers and the ECE teachers would both read books with similar genres. However, the other half of that hypothesis was not confirmed since the ECSE teachers and ECE teachers read both similar and different books concerning instructional focus. Both groups of teachers read similar amounts of narrative, informational, and mixed books. This converges with existing literature which showed that preschool teachers read an overwhelming amount of narrative books and rarely read informational books (Dickinson et al., 1992; Duke, 2000; Pentimonti et al., 2011; Yopp & Yopp, 2006). In addition, the findings on instructional focus mostly replicated what Pentimonti et al. (2011) found in their recent study, which showed that ECE teachers rarely read books with a specific instructional focus (e.g., alphabet concepts, math concepts, multicultural themes), with the exception of language play. Our findings showed that ECSE teachers read similar amounts of books incorporating alphabet concepts, nursery rhymes, and math concepts as their ECE counterparts. Alternatively, the two groups differed for books incorporating language play, multicultural themed books, and pop culture books they read. ECE teachers read more multicultural themed and pop culture books than ECSE teachers. This may be because of the recent push to include books that represent all students as well as books that incorporate the students' interests into the ECE curriculum.

One necessary caveat to the last two findings (i.e., the comparison of ECSE and ECE teachers) is that the goal was not to find which setting (ECSE or ECE) was superior but rather to see if there were significant differences in book reading practices between the two settings. The judgment then is not whether one setting is better than the other but rather why these significant differences are occurring. There are a few explanations for why early childhood teachers may tend to utilize more shared book

reading in their classrooms than ECSE teachers. First, ECSE teachers may be focused on individualized instruction, as well as mostly one-on-one and small-group instruction. Therefore, whole-group shared book reading would not be a regular occurrence. Second, as shown by previous research, ECSE teachers may not think that whole-group shared book reading is a priority in their classrooms, and thus would use this literacy activity much less than their ECE counterparts. Third, since most of the research on the effects of shared book reading has taken place in early childhood classrooms, it seems natural that these teachers would be using this technique more frequently. Fourth, there is a possibility that ECSE teachers may have to spend more time than ECE teachers managing significant behavior problems, especially since ECSE teachers may have children in their classrooms that vary greatly in academic abilities and age, as the demographic description of the current study suggests. Finally, although it is outside the scope of this study, the students in the ECSE classrooms may have lower language skills that would influence the ECSE teachers' selection of books and the amount of time spent in shared book reading.

Implications

These results are important as they begin to show the book reading practices in ECSE classrooms. In general, there has not been a lot of work done to describe the current book reading practices in ECSE classrooms. Our findings converge with the research that indicates that many ECSE teachers do not believe that language and literacy experiences are very important in preschool (Kowalski et al., 2001; Marvin & Mirenda, 1994). Additionally it has been shown that ECSE teachers have lower standards in regards to language and literacy skills (Marvin & Mirenda, 1993). Although our study did not examine ECSE teachers' beliefs directly, we have been able to describe the shared book reading experiences as being infrequent and short, as well as being primarily narrative storybooks. From this we may surmise that ECSE teachers may not think shared book-reading experiences are important aspects of their daily routine. However, as this was not directly examined, this would be an important question for future research.

Furthermore, based on our results, which indicated that ECSE teachers were reading less often and for shorter amounts of

time than recommended by policy and educational researchers, the importance of increasing shared book-reading experiences is shown. These results are similar to those found by Pentimonti et al. (2011) in typical ECE classrooms; however, in the current study, ECSE teachers were found to read even less than the teachers in the ECE classrooms. Thus, increasing shared book-reading experience in ECSE classrooms is even more of a priority since children in ECSE classrooms may be able to benefit the most from more instruction in emergent literacy skills (Dickinson et al., 2006). Furthermore, although this study did not look at a specific shared book-reading intervention, there is evidence that shared book-reading interventions can be beneficial to children in ECSE classrooms (Crain-Thoreson & Dale, 1999; Hargrave & Senechal, 2000). Therefore, increasing shared book-reading experiences may be highly beneficial to students.

This study also shows that ECSE teachers are not using books involving a wide variety of genre and instructional focus. The need for shared book reading to include many different kinds of books with varying genres and instructional levels is especially important in an ECSE classroom. Again, children in ECSE classroom may need more instruction and many varied experiences to increase their emergent literacy skills (Dickinson et al., 2006). This variation provides children with a balance of storybook styles and instructional focus (Teale & Sulzby, 1987) By using different types of books, teachers can target a variety of learning objectives (Duke, 2000). Therefore, teachers may want to increase the types of books that they are using during shared book reading as well as target different emergent literacy skills while they are reading.

Limitations and Future Research

There are a few limitations worth noting. First, there were potentially important different sample demographics for the ECE and ECSE contexts. Moreover, many of the measures (e.g., reading logs) were based on teacher report, which may indicate lower accuracy of the exact book reading practices occurring throughout the school day. Second, the sample of teachers is mostly Caucasian and female. The results of this study may not generalize to a more diverse group of teachers. However, the majority of preschool teachers tend to be Caucasian and female, therefore,

this sample is representative of most preschool teachers. Moreover, this sample self-selected to participate in an intervention. Teachers who choose to participate in research may be qualitatively different than teachers who do not choose to participate in research. Further, providing teachers with books to read may have had a positive or a negative impact on the amount of reading completed outside of the study requirements. Other areas for future research include examining which factors influence the frequency of shared reading experiences in early childhood classrooms, examining other instructional foci of books read including vocabulary, and how the quality of shared book reading experiences may impact the language and literacy development of children in ECSE classrooms.

Conclusion

In sum, the goals of the present study aimed to examine the frequency and amount of shared book reading in ECSE classrooms, as well as the genre and instructional focus of the storybooks selected. Findings show that ECSE teachers read less frequently and for a shorter amount of time than currently recommended by policy and educational research. In addition, ECSE teachers typically read narrative storybooks without any specific instructional focus. Based on these findings, the importance of increasing shared book reading experiences and exposing children to a variety of storybooks is stressed.

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APPENDIX A

Week 1: *My First Day of School*

Teacher _____ Date _____

Day 1	Day 2	Day 3	Day 4
M T W Th F	M T W Th F	M T W Th F	M T W Th F
___ Read STAR Book	___ Read STAR Book	___ Read STAR Book	___ Read STAR Book
___ # additional books read today to whole class	___ # additional books read today to whole class	___ # additional books read today to whole class	___ # additional books read today to whole class
___ total # minutes spent reading additional books to whole class *Please log additional book titles on reverse side*	___ total # minutes spent reading additional books to whole class *Please log additional book titles on reverse side*	___ total # minutes spent reading additional books to whole class *Please log additional book titles on reverse side*	___ total # minutes spent reading additional books to whole class *Please log additional book titles on reverse side*

Please List Additional Books Read This Week:
BOOK NAME AUTHOR NAME

APPENDIX B
Books Recorded by ECSE Teachers and Codes

Title	Author(s)	Codes
A Halloween Mask for Monster	Virginia Mueller	N
A Snowy Day	Robin Nelson	I
A Squirrel's Tale	Richard Fowler	N
ABC is for Christmas	Jane Werner Watson	N, ABC
About Birds	Cathryn Sill	I
All Change	Ian Whybrow	N
Alpha Boo!	Carol Thompson	N, LP, ABC
And Just to Name a Few, Red, Yellow, Green, Blue	Laurie Rosenwald	N, LP
Angela's Airplane	Robert Munsch	N
Animal Action	Karen Pandell	N, LP, ABC
Animals	Burton Marks	M, LP
Apples and Pumpkins*	Anne Rockwell	N, LP
Are You Ready for Bed?	Jane Johnson	N
At the Super Market	David Hautzig	N
Bear Snores On*	Karma Wilson	N, LP
Bears and Their Cubs	Linda Tagliaferro	I
Black and White Rabbit's ABC	Alan Baker	N, ABC
Blue Makes Breakfast	K. Emily Hutta	N, PC
Brave Potatoes	Toby Speed	N
Brown Bear, Brown Bear, What Do You See?*	Bill Martin Jr.	N, LP
Bubble Trouble	Stephen Krensky	N, LP
Butterfly	Peter Horacek	N
Chatty Chipmunk's Nutty Day	Suzanne Gruber	N
Chicka, Chicka, Boom, Boom*	Bill Martin Jr.	N, LP, ABC
Chicken Little	Laura Rader	N
Clifford's Family Holiday Traditions	Unknown	N, PC
Clifford's Follow the School Bus	Dana Neuser	N, PC
Clifford's Happy Easter	Norman Bidwell	N, PC
Cock-A-Doodle-Hoooo!	Mick Manning	N, LP
Come Rhyme With Me	Hans Wilhelm	N, LP, ABC
Count Down to Kindergarten	Alison McGhee	N, MC
Cuddly Duddly	Jez Alborough	N, LP
David Gets in Trouble	David Shannon	N
Diary of a Worm	Doreen Cronin	N
Dinosaurs It's a Fire Drill Day	Steve Metzger	N
Do Unto Otters	Laurie Keller	M
Eggs Eggs!	Salina Yoon	N, LP
Elmer's Colors	David McKee	N

(Continued on next page)

APPENDIX B
Books Recorded by ECSE Teachers and Codes *(Continued)*

Title	Author(s)	Codes
Elmo's Guessing Game (Sesame Street)	Constance Allen	N, PC
Engine Engine Number Nine*	Stephanie Calmenson	N, LP
Everywhere Babies	Susan Meyers	N, LP
Fall Leaves Fall*	Zoe Hall	N
Feathers for Lunch	Lois Ehlert	M, LP
Fidgety Fish	Ruth Galloway	N, LP
Fire Fighters	Norma Simon	M
Five Green and Speckled Frogs	Priscilla Burris	N, LP
Five Little Bunnies	Steve Metzger	N, MC
Five Little Penguins	Steve Metzger	N, MC
Five Little Pumpkins	Iri Von Rynbacki	N, LP, MC
Five Pesky Pumpkins	Marcia Vaugn	N, LP, MC
Food for Thought	Saxton Freymann	I, ABC, MC
Fox in Sox*	Dr. Seuss	N, LP
Froggy Bakes a Cake	Jonathan London	N
Froggy Goes to the Doctor	Jonathan London	N
Froggy Rides a Bike	Jonathan London	N
From Head to Toe	Eric Carle	N
Frosty the Snowman	Jack Rollins	N, LP
Glad Monster, Sad Monster	Ed Emberly	N, LP
Go Away Big Green Monster	Ed Emberly	N
Going on a Leaf Hunt	Steve Metzger	N, LP
Goldilocks and the Three Bears	James Marshall	N, NR
Goldilocks and the Three Bears	Robin Cuddy	N, NR
Good Night Sleep Tight Little Bunnies	Dawn Apperley	N, LP
Gray Rabbit 1, 2, 3	Alan Baker	N, LP, ABC, MC
Green Eggs and Ham	Dr. Seuss	N, LP
Grocers Sell Us Food	Carol Greene	I
Halloween Bugs	David Carter	N
Halloween is Here Corduroy	Don Freeman	N
Harrie's Halloween Candy	Nancy Carlson	N
Hedgie's Surprise	Jan Brett	N
Here a Chick, Where a Chick?	Susie MacDonald	N, LP
Hi, Pizza Man!	Virginia Walter	N
Hickory Dickory Dock	BRIMAX	N, LP, NR
Hide & Seek Turkeys	Judith Ross Enderle	N, LP
How Do Dinosaurs Eat Their Food?	Jane Yolen	N, LP
How I Became a Pirate	Melinda Lony	N
How Many Bugs in a Box	David Carter	N, MC
I Like Ice Cream	Robin Pickering	M

(Continued on next page)

APPENDIX B
Books Recorded by ECSE Teachers and Codes *(Continued)*

Title	Author(s)	Codes
I Love Trains	Philomen Sturges	N, LP
I Smell Christmas	Mercer Mayer's	N, LP
I Want to be an Astronaut	Byron Barton	N, ML
If You Give a Mouse a Cookie	Laura Numeroff	N
Imogen's Antlers	David Small	N
In the Tall, Tall Grass	Denise Fleming	N, LP
Insects	Mir Tamin Ansary	I
Is That You Winter?	Stephen Gammell	N
It Looked Like Spilt Milk	Charles G. Shaw	N
It's Halloween with Spookley the Square Pumpkin	Joe Troiano	N
It's Spring	Samantha Berger	N, LP
Itchy, Itchy Chicken Pox	Grace Maccarone	N, LP
Jump Frog Jump	Robert Kalan	N
Katy and the Big Snow	Virginia Lee Barton	N
Katy Cat and Beaky Boo	Lucy Cousins	N, LP
Lily's Purple Plastic Purse*	Kevin Henkes	N, LP
Little Green	Keith Baker	N, LP
Little Miss Spider	David Kirk	N, LP
Little Red Riding Hood	Candice Ranson	N
Magic School Bus Has a heart	Scholastic Inc	M
Manners (Do The Right Thing)	Eric Suben	N
Mary Had a Little Jam	Bruce Lansky	N, LP, NR
Max's ABC	Rosemary Wells	N, ABC
May There Always Be Sunshine	Jim Gill	O
Me and My Place in Space	Joan Sweeny	M
Merry Christmas Mouse	Laura Numeroff	N, MC
Metal Mutz	Christine Tagg	N
Mommy Mine	Tim Warnes	N, LP
Mommy, is That You?	Atsuko Morozumi	N
Monkey See, Monkey Do	Marc Gave	N, LP
Mouse in the Marmalade	Jonathan Emmett	N, LP
Mouse Mess	Linnea Riley	N, LP
Mouse's First Christmas	Lauren Thompson	N, LP
Mr. Sun and Mr. Sea	Andre Butler	N, LP, ML
Mrs. McNosh and the Great Big Squash	Sarah Weeks	N, LP
Ms. Spider's Tea Party	Eric David Kirk	N, MC
Mushroom in the Rain	Mirra Ginsburg	N
My "I" book	Jane Moncure	O
My "Q" book	Jane Moncure	O
My "U" Book	Jane Moncure	O

(Continued on next page)

APPENDIX B
Books Recorded by ECSE Teachers and Codes *(Continued)*

Title	Author(s)	Codes
My Backpack	Eve Bunting	N, LP
My Doctor	Harlow Rockwell	M
My Dog Toby	Andrea Zimmerman	N
My Little Green Book	Dorling Kindersley	O
My Many Colored Days	Dr. Seuss	N, LP
Nicky's Christmas Surprise	Harriet Ziefert	N
Night of the Veggie Monster	George McClements	N
Nobunny's Perfect	Anna Dewdney	N, LP
Oh the Things You Can Do That Are Good for You!	Tish Tabe	N, LP
On the Go	Ann Morris	M, ML
On the Moon	Anna Milbourne	M
One Fish, Two Fish*	Dr. Seuss	N, LP
One Potato, Two Potato	Cynthia DeFelice	N, LP
One Snowy Night	Nick Butterworth	N
One to Ten and Back Again	Betty Ann Schwartz	N, LP, MC
Our Pumpkin	Renee Keeler	M, MC
Penguin Pete's New Friends	Marcus Pfister	N
Peter Cottontail and Reddy Fox	Thornton W. Burgess	N
Pickles in My Soup	Mary Pearson	N
Pinkalicious	Victoria Kann	N
Pip and Squeak	Ian Schoenherr	N
Plenty of Penguins	Sonia W. Black	M, LP
Polar Bear, Polar Bear What Do You Hear?	Bill Martin Jr.	N, LP
Pumpkin Book	Gail Gibbon	M
Pumpkin Heads*	Wendall Minor	N
Put Me in the Zoo*	Dr. Seuss	N, LP
Rainbow Fish	Marcus Pfister	N
Red	Moira Anderson	I
Red Light, Green Light	Margaret Wise Brown	N, LP
Round is a Mooncake	Roseanne Thong	N, LP, ML
Sail Away	Donald Crews	N
Sail Away Home	Bruce Degan	N, LP
See Inside Your Body	Katie Daynes	I
Shhh!	Julie Sykes	N
Sitting in My Box	Dee Lillegard	N
Sleepy Bear	Lydia Dabcovich	N, ML
Snow	Marion Dane Bauer	M
Snow Dance	Lezlie Evans	N, LP
Snow Day	Patricia Lakin	N
Spider in the Spinach	Jonathan Emmet	N,LP

(Continued on next page)

APPENDIX B
Books Recorded by ECSE Teachers and Codes *(Continued)*

Title	Author(s)	Codes
Spider on the Floor	Raffi	N, LP
Splish, Splash, Spring	Jan Carr	N, LP
Spot Goes to School	Eric Hill	N
Spot Goes to the Farm	Eric Hill	N
Spot's First Christmas	Eric Hill	N
Stars and Stripes: The Story of the American Flag	Sarah Thompson	I
Stars, Stars, Stars	Bob Barner	M, LP
Stegosaurus	Joanne Mattern	I
Stomp, Stomp!	Bob Kolar	N, LP
The Animal Boogie	Debbie Harter	N, LP, ML
The Best Bug Parade	Stuart Murphy	N, MC
The Little Mouse, the Big Red Strawberry, and the Big Hungry Bear	Don Wood	N
The Butterfly Hunt	Yoshi	N
The Cat in the Hat	Dr. Seuss	N, LP
The Deep Blue Sea	Audrey Wood	N, LP
The Ear Book	Al Perkins	N, LP
The Earth and I	Frank Ash	N
The Eye Book	Theo Lesieg	N
The Golden Egg Book	Margaret Wise Brown	N
The Grandpa Book	Todd Parr	N
The Great Valentine's Day Surprise	Suzy-Jane Tanner	N
The Itsy Bitsy Spider	Iza Trapani	N, LP
The Leaves Are Falling One By One	Steve Metzger	N
The Letter Cc	Lakeshore Learning	N
The Letter Rr	Lakeshore Learning	N
The Loudest Roar	Thomas Taylor	N, LP
The Mouse Who Ate Bananas	Keith Faulkner	N
The Night Before Easter	Natasha Wing	M, LP
The Old Lady Who Was Not Afraid of Anything	Linda Williams	N
The Smiley Lion Counting Book	Mary Bob Baker	N, MC
The Snowy Day*	Ezra Jack Keats	N, ML
The Sounds Around Town	Maria Carluccio	N, LP
The Spooky Old Tree	Stan Bernstein	N
The Three Little Kittens	Jerry Pinkey	N, LP, NR
The Valentine Bears	Jan Brett	N
The Very Busy Spider*	Eric Carle	N
The Very Hungry Caterpillar*	Eric Carle	N
The Very Quiet Cricket	Eric Carle	N

(Continued on next page)

APPENDIX B
Books Recorded by ECSE Teachers and Codes *(Continued)*

Title	Author(s)	Codes
There Was an Old Lady Who Swallowed a Bat	Lucille Colandro	N, LP
There Was an Old Lady Who Swallowed a Chick	Lucille Colandro	N, LP
There Was an Old Lady Who Swallowed a Fly	Simms Taback	N, LP, NR
This Little Pirate	Philemon Sturges	N, LP
Tiptoe Into Kindergarten	Jacqueline Rogers	N
To Market, To Market	Anne Miranda	N, LP, NR
Tough Boris	Mem Fox	N
Triceratops	Joanne Mattern	I
Tumble Bumble	Felicia Bond	N, LP
Two Shoes, Blue Shoes, New Shoes	Sally Fitz-Gibbon	N, LP
Tyrannosaurus Rex	Joanne Mattern	I
Valentines	Judith Muffatt	M
Velociraptors	Joanne Mattern	I
What Is Valentine's Day?	Claire Schumacher	M
Wheels	Venice Shone	I
When the Moon Fell Down	Linda Smith	N, LP
Where Is It?	Tana Hoban	N, LP
Where the Wild Things Are	Maurice Sendak	N
White Rabbit's Color Book	Alan Baker	N
Who Stole the Cookie From the Cookie Jar?	David Carter	N, LP
Who Will Go to Kindergarten Today?	Karl Ruhmann	N
Who's Been Eating My Porridge?	Nick Wara	N
Who's Nose?	Jeannette Row	N
Winners Never Quit!	Mia Hamm	N
Winter	Tanya Thayor	I

Note. ECSE = early childhood special education, N = narrative, I = informational, M = mixed, O = other, LP = language play, ML = multicultural characters, ABC = alphabet concepts, MC = math concepts, NR = nursery rhymes, PC = pop culture.
* = Designates books read by both ECSE and early childhood education teachers.

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