

# Library Research with Emergent Readers

## Meeting Standards Through Collaboration

Christa Harker and Dorette Putonti  
Richardson ISD  
American Library Association  
2008

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## Presentation Outline

- Who are emergent readers?
- Why do research with emergent readers?
- Creating an Emergent Reader Research Project
- Sample Projects
- Library Research with Emergent Readers: Meeting Standards through Collaboration*
- Door Prizes

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## Discussion

- What experiences have you had with emergent readers in the library?
- What are the challenges of working with emergent readers?
- What are the benefits of working with emergent readers?

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## Who Are Emergent Readers?

- K-2 students
- Learning basic literacy skills
- Limited prior knowledge
- Enthusiastic learners

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## Why Do Research with Emergent Readers?

- Information Literacy
- *Standards for the 21<sup>st</sup>-Century Learner*
- Collaboration
- Higher-Level Thinking Skills
- Differentiated Instruction
- Curriculum Standards Integration
- Empowerment

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## Why Do Research with Emergent Readers?

- Information Literacy
  - Teaching students a learning process that focuses on:
    - "knowing when they have a need for information
    - identifying information needed to address a given problem or issue
    - finding needed information and evaluating the information
    - organizing the information
    - using the information effectively to address the problem or issue at hand."

*American Library  
Association's Presidential  
Committee on Information  
Literacy: Final Report (1989)*

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## Why Do Research with Emergent Readers?

### □ Standards for the 21<sup>st</sup>-Century Learner

- "Learners use skills, resources, and tools to:
  - Inquire, think critically, and gain knowledge.
  - Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
  - Share knowledge and participate ethically and productively as members of our democratic society.
  - Pursue personal and aesthetic growth."

*American Association of School Librarians' Standards for the 21<sup>st</sup>-Century Learner*

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## Why Do Research with Emergent Readers?

### □ Collaboration

- "High-quality libraries have a positive impact on student learning."
  - Collaborating with teachers to create learning experiences
  - Teaching information literacy
  - Promoting reading

*Powering Achievement: School Library Media Programs Make a Difference* by Keith Curry Lance and David Loertscher

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## Why Do Research with Emergent Readers?

### □ Higher-Level Thinking Skills

- Move beyond cutting and pasting information
- Expand and deepen learning experiences
- Analyze, synthesize, and evaluate information

*Ban Those Bird Units: 15 Models for Teaching and Learning in Information-rich and Technology-rich Environments* by David V. Loertscher, Et. Al.

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## Why Do Research with Emergent Readers?

- Higher-Level Thinking Skills
  - Instructional Strategies That Affect Student Achievement
    - Identifying similarities and differences
    - Summarizing and note taking
    - Reinforcing effort and providing recognition
    - Practice
    - Nonlinguistic representations
    - Cooperative learning
    - Questions, cues, and advance organizers

*What Works in Schools:  
Translating Research into  
Action by Robert J. Marzano*

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## Why Do Research with Emergent Readers?

- Higher-Level Thinking Skills
  - Cognitive Process Dimension
    - Apply- executing and implementing
    - Analyze- differentiating, organizing, and attributing
    - Evaluate- checking and critiquing
    - Create- generating, planning, and producing

*A Taxonomy for Learning,  
Teaching, and Assessing: A  
Revision of Bloom's Taxonomy  
of Educational Objectives,  
Complete Edition by Lorin W.  
Anderson, David R. Krathohl,  
Et. Al.*

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## Why Do Research with Emergent Readers?

- Higher-Level Thinking Skills
  - Super3™ Problem Solving Process
  - Big 6™ Problem Solving Process

*Teaching Information &  
Technology Skills: The Big 6 in  
Elementary Schools by Michael  
B. Eisenberg and Robert E.  
Berkowitz*

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## Why Do Research with Emergent Readers?

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- Differentiated Instruction
  - Extensions and Modifications
    - Grouping
    - Note taking
    - Resources
    - Product

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## Why Do Research with Emergent Readers?

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- Curriculum Standards Integration
  - Connects basic literacy and information literacy skills with content curriculum, particularly in science, social studies, and technology

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## Why Do Research with Emergent Readers?

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- Empowerment
  - Gives students skills and confidence to take charge of their learning and seek more information on topics that interest them

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## Creating an Emergent Reader Research Project

- 9 Steps
  - Brainstorm
  - Instructional Timing
  - Collaboration
  - Project Planning
  - Student Research Project
  - Research Materials
  - Student Instruction
  - Student Assessment
  - Project Evaluation

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## Break- 5 minutes

- Use this time to place your questions or comments on the large pieces of paper around the room.

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## Creating an Emergent Reader Research Project

- 1. Brainstorm
  - TEKS
  - District/School Curriculum
- Example- 1<sup>st</sup> Grade FOSS Kit- Plants



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## Creating an Emergent Reader Research Project

- 2. Instructional Timing
  - Grade Level
  - Time of Year
  - Curriculum and Routine




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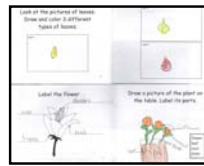
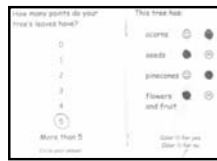
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## Creating an Emergent Reader Research Project

- 3. Collaboration
  - Teacher- Content Focus
  - Librarian- Process Focus
- Example-
  - Teacher- seeds, leaves, flowers, vocabulary, differences/similarities
  - Librarian- Super3™, information literacy skills, bibliography




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## Creating an Emergent Reader Research Project

- 3. Collaboration
  - Collaboration Forms




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## Creating an Emergent Reader Research Project

### 4. Project Planning

- Format
  - Note taking
- Research Skills
- Modifications
- Extensions




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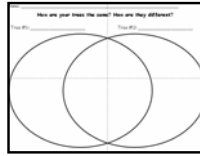
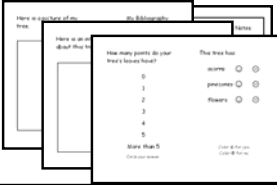
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## Creating an Emergent Reader Research Project

### 4. Project Planning

- Format
  - Note taking
  - Drawing, circling, bubbling, fill-in-blank, table, simple sentences
  - PPT, PUB, WORD




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## Creating an Emergent Reader Research Project

### 4. Project Planning

- Research Skills
  - Introduce Super3/Big 6™
  - "Prove It"
  - Vocabulary (table of contents, index, cover, source, notes, fact, title, author)
  - Bibliography




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## Creating an Emergent Reader Research Project

### 4. Project Planning

- Modifications
  - Drawing notes
  - Information from resource's pictures
  - Pace class through note taking
  - Partial bibliography
- Extensions
  - Writing words or a sentence from the source
  - Complete bibliography
  - Information found only in source's text

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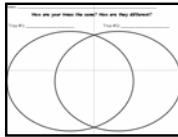
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## Creating an Emergent Reader Research Project

### 5. Student Research Projects

- Student Product
  - Marzano's Instructional Strategies
  - Bloom's Taxonomy (Cognitive Process Dimension)
  - Analyze, synthesize, and evaluate
  - Comparing and categorizing
  - Kid Pix, T-Charts, Venn diagrams, posters
    - Example- Tree Venn Diagrams in groups



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## Creating an Emergent Reader Research Project

### 6. Research Materials

- Resources
- Pencils, crayons, erasers
- Document camera and projector
- Sticky notes



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## Creating an Emergent Reader Research Project

### 7. Student Instruction

- Information Literacy Skills
- Super 3/Big 6™
- Vocabulary
- Formative Assessment
- Time on Task




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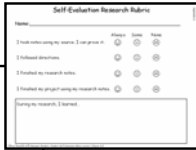
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## Creating an Emergent Reader Research Project

### 8. Student Assessment

- Formative Assessment
  - Prove It
  - Immediate Feedback
- Summative Assessment
  - Rubrics




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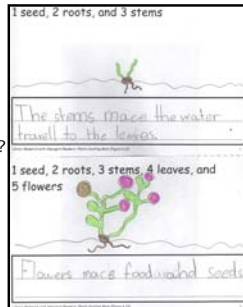
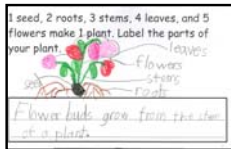
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## Creating an Emergent Reader Research Project

### 9. Project Evaluation

- Evaluate and Modify
  - Too easy? Too difficult?
  - Instructional goals met?
  - What worked well?
  - What needs to be changed?
  - Use teacher input!




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## Discussion & Break- 5 minutes

- Role Play
  - You have received a new series of books about plants and flowers.
  - You know that kindergarten and 1<sup>st</sup> grade are responsible for teaching this topic.
  - How would you approach these teachers to do a library research project on this topic?
- Use this time to place your questions or comments on the large pieces of paper around the room.

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## Other Projects

### □ Senses



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## Other Projects

### □ Seasons



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## Other Projects

### Earth Features

Earth Feature	Picture	Fact
Mountains		Mountains are the highest parts of the earth's surface.
Volcanoes		Volcanoes are mountains that erupt with lava and ash.
Islands		Islands are pieces of land surrounded by water.



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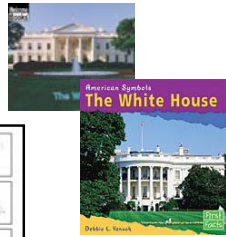
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## Other Projects

### American Symbols



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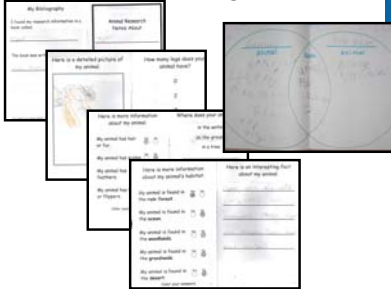
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## Other Projects

### Animals (Kindergarten)



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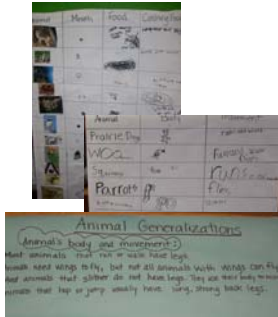
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## Other Projects

### Animals (1<sup>st</sup> Grade)



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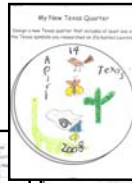
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## Other Projects

### Texas Symbols



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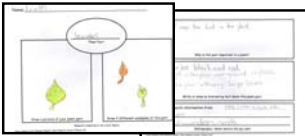
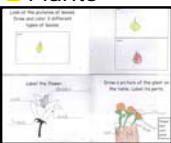
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## Other Projects

### Plants



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### Discussion & Break- 5 minutes

- What are some possible emergent reader library research topics that meet your school or state curriculum standards?
- Use this time to place your questions or comments on the large pieces of paper around the room.

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### Questions & Comments

- We will add the questions, answers, and comments to a document on our web site:

[libraries.risd.org/bowlib/presentations/presentations.htm](http://libraries.risd.org/bowlib/presentations/presentations.htm)

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### Works Cited

American Association of School Librarians. *Standards for the 21<sup>st</sup>-Century Learner*. Chicago: American Library Association, 2007.

Anderson, Lorin W., et al. *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Boston: Allyn & Bacon, 2000.

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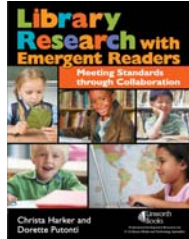
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## Our Upcoming Book

- Library Research with Emergent Readers: Meeting Standards Through Collaboration by Christa Harker and Dorette Putonti
  - Linworth Publishing, Inc.
  - Includes reproducibles for 8 emergent reader library research projects



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## Door Prizes

Door prizes courtesy of  
Linworth Books  
and  
Capstone Press



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