

# Effect of Increased Exposure to Informational Text on Teacher Attitude in the Elementary Classroom

Heather D. Kindall, M.S. & Janet Penner-Williams, Ed.D.

**Abstract** — Common Core State Standards and our changing society requires that informational text, an often neglected genre, receive an equal proportion of time in K-4 classrooms. Research has shown that teacher attitude and belief play a central role in teaching practice, and informational text has historically been viewed in a negative light by elementary teachers. In this study the authors look at pre-service elementary teacher education as an avenue for an attitude change in regards to informational text. Attitudes toward specific genres were analyzed using a pre/post survey with a treatment group receiving focused instruction on using informational text. The results support the hypothesis that continued exposure to high-quality informational text can make a positive impact on teacher attitudes.

The ability of students to read, comprehend, analyze, and evaluate informational text is key to the Common Core Standards for English Language Arts. Students must be able to identify the main topic and retell details of informational text. Students must also be able to recognize features of informational texts and use those features correctly even at early primary grades such as kindergarten (National Governors Association Center for Best Practices & the Council of Chief State School Officers, 2010).

## INFORMATIONAL TEXTS IN ELEMENTARY CLASSROOMS

Unfortunately, informational text is a genre that is often neglected in the early elementary classroom. Kristo and Bamford (2004) define informational text as including a wide array of “expository or non-narrative writing...not only books, but brochures, articles, recipes, newspapers,

and selections from Web sites” (p. 13); it is a genre designed to communicate information so the reader might learn something. Duke’s (2000) seminal study brought attention to a gap in primary students’ reading. When looking at first-grade classrooms, she found that on average only 3.6 minutes per day is spent on informational text with the trend continuing as students progress through the grades. Of those classrooms studied, less than one minute per day is spent engaged with informational text in second grade, with an average of 16 minutes per day for grades three and four (Jeong, Gaffney, & Choi, 2010). In addition, an average of 6% of elementary students’ reading time was focused on informational content with less than 25% of classroom library materials being informational text in the primary grades (Duke, 2000; Jeong et al., 2010; Pressley, Rankin, & Yokoi, 1996).

The literature illustrates that researchers have been continually aware of the need to embed more informational text into reading instruction. While the frequency of research published regarding this topic was intermittent in the later years of the twentieth century, it has increased dramatically during the beginning of the twenty-first century (Armbruster, 1992; Moss, 2005). Armbruster (1992) reviewed *The Reading Teacher* during the years spanning 1969 to 1991 and found 24 full length articles related to informational text during this 22 year span, an average of approximately one article per year. Moss (2005), likewise, reviewed this same journal from May 2000 to May 2004 and found 15 articles on the same topic in that four year span alone an average of almost four articles per year.

The literature reviewed offers many suggestions as to why informational text is once again gaining in popularity. Norton (2011) reviewed how informational text is developmentally appropriate for young children in regard to their language and cognitive development. She states that young children enjoy asking questions such as *why* and *how* as well as learning about everyday occurrences that impact their world. Informational text is designed to answer these questions and provide background information to pique their natural curiosities. Young children moving through Piaget’s cognitive concrete operational stage need opportunities to interact

Heather D. Kindall is Program Coordinator of Childhood Education at the University of Arkansas – Fayetteville  
[hkindall@uark.edu](mailto:hkindall@uark.edu)

Janet Penner-Williams is Assistant Dean for Academic Affairs and Assistant Professor of Curriculum and Instruction at the University of Arkansas – Fayetteville  
[jpenner@uark.edu](mailto:jpenner@uark.edu)

with text allowing them to see, discuss, and verify information and relationships.

### TEACHER ATTITUDES

In order to understand and change teachers' instructional decisions it is not enough to measure and increase teachers' knowledge base. Attitudes and beliefs must also be considered since the affective domain has been shown to influence teacher practice immensely. Specifically, teacher beliefs have been shown to guide decisions about reading instruction (Hall, 2005; Harste & Burke, 1977; Theriot & Tice, 2009). Ironically, beliefs typically operate independently of cognitive information that one associates with knowledge. Beliefs and attitudes have been shown to be impervious to contradictory cognitive knowledge (Nespor, 1987). "Belief is based on evaluation and judgment; knowledge is based on objective fact" (Pajares, 1992, p. 313). As the saying goes, "Don't confuse me with facts." Beliefs and attitudes are stronger predictors of action and decision making than knowledge (Brown & Cooney, 1982; Nespor, 1987; Pajares, 1992). Therefore, in order to change teachers use of informational text through professional development, teachers' beliefs must be changed and not by merely imparting knowledge about the fallacy of their beliefs. Teachers must experience informational text in a manner that leads them to change their attitude. In the following section three common false beliefs regarding use of informational text in primary grades are explored.

The research reviewed illuminated three unsupported beliefs as the underlying cause for this lack of informational text in primary grades. The first was that young children cannot truly understand and utilize informational text (Duke, Bennett-Armistead, & Roberts, 2003). Duke and Kays (1998) disproved this belief by examining kindergarteners' reactions to informational text after three months of exposure to this genre. The researchers found that the children not only were more familiar with the structure of informational text after three months, but also incorporated more verb constructions, generic noun constructions, repetitions of a topical theme, informational-book-like beginnings, comparative/contrastive and classification structures, and technical vocabulary into their writing and oral story telling. Another study conducted by Purcell-Gates, Duke, and Martineau (2007) followed several second grade students as they transitioned into third grade, and found that these students were engaged in abundant opportunities to read and write informational text for authentic purposes. This study suggests primary students can acquire the structures and features particular to informational texts at the same time they are learning the content presented, and are even motivated to do so.

The next unsupported belief (Duke et al., 2003) states young children do not like informational text, or at the very least they prefer other forms of text. This belief has been stated in various studies as one of the reasons so

many teachers avoid the use of informational text in the classroom (Duke, 2000; Saul & Dieckman, 2005). When presented with the choice between a narrative text and an informational text on the same topic, most teachers predict their students will choose the narrative story. However, when the students are asked to make the choice, children in grades one through three will choose informational text as often as narrative text with boys choosing informational text more often than narratives (Duke et al., 2003).

The final unsupported belief (Duke et al., 2003) states young children should first learn to read and then around fourth grade make the switch into reading to learn. However, there is no evidence that children cannot read to learn earlier than fourth grade. The work of Pappas (1991; 1993) countered the widely perceived belief that narrative structure should precede understanding of informational structure. The body of reading research supports the fact that students use what they are exposed to, and informational text may actually be the key to assisting struggling readers (Casbergue & Plaque, 2003). Informational text helped struggling readers because the students found text on topics that interested them, which enticed the students to read more. The more practice students have in reading, the better their abilities become. Many studies in which teachers were interviewed regarding their choice of genres in the classroom revealed a prevalent belief that narrative text is easier to read than informational text because of the shared story structure permeating narrative stories as well as the common topics, language, and vocabulary comfortable to children (Duke, 2000; Jeong et al., 2010; Saul & Dieckman, 2005). However, Kamil & Lane (1997) studied several first grade classrooms and found those classes that demonstrated the highest reading achievement in the context of the classroom were those in which narrative and informational text were used in the same proportion. Students with varying academic abilities were capable of comprehending informational text and using it to support their writing.

Research indicates that the absence of informational text may be due to the fact that many teachers prefer fiction themselves and make the assumption that their young students will as well (Caswell & Duke, 1998; Donovan & Smolkin, 2001; Duke, 2000). These same studies also found that teachers often feel their students will not be able to grasp the concepts presented in nonfiction and will become disengaged. Still others feel that the way in which the information is presented will bore their students (Donovan & Smolkin, 2001; Saul & Dieckman, 2005). Duke (2000) discovered the opposite to be true. Informational reading is engaging for young students and actually motivates them to want to read more. It capitalizes on their interests and curiosities, answers questions, and leads students to want to delve deeper into topics.

### COMMON CORE, TEACHER STANDARDS, AND INFORMATIONAL TEXTS

With the implementation of the Common Core State Standards (CCSS) in 45 out of 50 states, it is required that we develop critical and analytical thinking skills (using informational text as one tool) within our students (NGA & CCSSO, 2010). Keene (2008) mentions there has been a growing awareness in the most recent past that informational literacy is the key factor in successful participation in our global society - a society where success in schooling, work, and daily life depends on the ability to comprehend information (Duke, 2004). Furthermore, we live in an information-based world where most of what we read daily is informational text (National Assessment Governing Board, 2007). The amount of information we now confront on a daily basis is more than most people came in contact with during their entire lifetime only 100 years ago (Benson, 2002). Students need to understand where and how to find information in order to survive (Duke, 2010). In addition to the outside world, survival in our school communities requires being able to find and decipher facts in a critical way. Saul and Dieckman (2005) point out that 50-85 percent of passages found on standardized tests are information text. They propose one of the reasons students in the United States struggle with the literacy portions of these tests is they are not exposed to this genre in early elementary classrooms. The paucity of opportunity to learn about textual structures and features of informational text is leaving our students at a distinct disadvantage in testing (Maloch, 2008).

The International Reading Association's Standards for Reading Professionals (Professional Standards and Ethics Committee of the International Reading Association, 2010) are very clear on the expectations for classroom teachers of reading. In Standard Five, classroom teachers are expected to "create a literate environment." This includes the expectation that teachers are able to use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program. To demonstrate their proficiency in this task, teachers must understand how to select materials for instruction and assist students as they self-select materials to match their interests, reading levels, and cultural and linguistic backgrounds. Standard Five also requires teachers to use a large variety of books that match students' interests from a wide variety of genres. In addition, Standard Five requires teachers to model reading and writing as lifelong skills. To do this, teachers must model how to use reading and writing for real purposes in daily life.

In 2007, the National Assessment of Educational Progress (NAEP) Framework called for 50 percent informational passages to be embedded in all fourth grade classrooms (National Assessment Governing Board, 2007). In 2010, CCSS were released with the mandate that all fourth-grade classroom reading materials would be composed of 50 percent narrative text and 50 percent informational text (NGA & CCSSO, 2010). Calkins et

al. (2012) refer to CCSS as "an absolutely crucial wake-up call" (p. 9). A critical look at CCSS reveals these standards are designed to provide all students with a thinking curriculum beginning in the earliest grade, kindergarten. Taking all this into consideration, there should be little debate on whether we should include informational text in early schooling; the real question is how.

Teachers have an impact on students in their classrooms. The texts they choose to use with their students will influence the texts students choose for their independent reading (Fowler & Whitsett, 2003; Schutte & Malouff, 2004). In fact, the genres teachers prefer have an impact on several aspects of their teaching by creating biases in the students, altering the way teachers create and grade assignments, and assisting them as they incorporate new methods and ideas into lessons. Fowler and Whitsett (2003) found that what pre-service teachers read in their spare time has many implications for how they may interact with their future students and what types of texts they choose to use in their own classrooms.

The research reviewed supports the claim that the use of informational text is vital to the success of students in elementary schools, even in the primary grades. It also draws attention to the fact that primary teachers are hesitant to use this genre with young children based on their own personal biases and unsupported ideas of what children are capable of accomplishing. There is very little research in regards to effective methods of changing the attitudes of educators towards informational text. However, many studies speak to the effectiveness of repeated or continued exposure as a teaching method for children (Cameron & Jenkins, 2007; Casbergue & Plauche, 2003; Duke & Kays, 1998). Based on this literature, a study was designed to determine if pre-service teachers will show a difference in attitude toward the use of informational text in the elementary classroom through continued exposure to high-quality informational text for children and methods on how to best incorporate it into the classroom.

There is evidence that pre-service teachers transfer strategies learned in their preparation programs to their first year of teaching (Alger, 2009). This is especially true when the new strategy is taught in a situational manner and guided participation is provided (Wolf, Carey, & Mieras, 1996). In this study pre-service teachers were required to design and implement a lesson using informational text with support from their instructor and classmates meeting the situational learning and guided participation guidelines. The experiences offered to pre-service teachers using informational text in this study changed attitudes regarding text and genre choice for literacy lessons and should be evident in these teachers' first inservice year.

## METHODS

### *Participants*

Participants in this case study include 41 college juniors in the Elementary Education Licensure program at a land-grant university in the southeastern United States. The program the pre-service teachers were enrolled in is a joint program in partnership with a local community college. The candidates took their first two years of coursework at the community college and graduated with an Associate of Arts in Teaching degree before beginning their final two years at the university. The third year of the program contained elementary methods coursework as well as practicum hours at local elementary schools. The final year of the program was a year-long teaching internship in local elementary schools with additional university coursework. The pre-service teachers in this study were enrolled during their junior year in two different sections of Emergent and Developmental Literacy, an elementary literacy methods course with a focus on emergent and beginning readers and writers, with two separate instructors; section A is the control group and section B is the treatment group.

The instructor for section A (control) was a retired kindergarten teacher and an adjunct instructor for the university; she has been teaching literacy coursework at this university part-time for four years. The instructor for section B (treatment) has background as a literacy specialist and kindergarten teacher. She has been a university literacy instructor full-time for five years. She was also the researcher for the study. The two instructors have worked together on this course for four years, planning collaboratively on a bi-weekly basis to ensure consistency of instruction. For the purpose of this study, the instructor for section B continued to align the curriculum for the course with the instructor for section A the only difference being the addition of focused instruction using informational text which will be discussed in the procedure section of this study.

Within section A (control, n=20), 20 participants are female and zero are male. Section A includes 19 Caucasian students and one Hispanic student. Pre-service teachers in section A reported that they read approximately one to five hours per week for leisure and one to five hours per week for professional/school reasons. On the pre-survey administered at the beginning of the semester, three pre-service teachers reported that their favorite genre to read was biography, nine reported they preferred contemporary realistic fiction, four reported fantasy, one preferred historical fiction, and three preferred to read informational text.

Within section B (treatment, n=21), 20 participants are female and one is male. Section B includes 20 Caucasian students and one Hispanic student. Pre-service teachers in section B reported that they read approximately one to five hours per week for leisure and ten-plus hours per

week for professional/school reasons. On the pre-survey, four pre-service teachers reported that their favorite genre to read was biography, 10 reported they preferred contemporary realistic fiction, three reported fantasy, three preferred historical fiction, and one preferred to read informational text.

### *Instruments*

The data were obtained through a researcher-created survey (see Appendix A) administered to both section A and section B at the beginning of the spring semester and again at the end of the spring semester. The survey asked for participants to record the final four digits of their Social Security Number for matching purposes only. Following this, the participants were asked to report demographic information and personal reading habits and preferences. The participants were then asked to rate five different genres (biography, contemporary realistic fiction, fantasy, historical fiction, and informational text) on the likelihood that they would use a book from that genre as a material when teaching a lesson in the elementary classroom. Participants were asked to rate the genres on a Likert scale with five being most likely to use and one being least likely to use.

Once the data were collected, it was organized into an Excel spreadsheet listing each pre-service teacher's pre and post attitudes toward likeliness to use informational text as a material when teaching a literacy lesson in an elementary classroom. The participants were asked to respond to items ranking use of informational texts in other content areas but this information was not used for the purpose of this study.

### *Procedure*

In order to follow the standards set forth by the International Reading Association (Professional Standards and Ethics Committee of the International Reading Association, 2010), teacher candidates or pre-service teachers must be aware of appropriate ways to incorporate informational text in the early elementary classroom and must also be made aware of the common misconceptions associated with the use of informational text.

At the beginning of the spring semester, pre-service teachers in both section A and section B were given a survey created by the researcher regarding genre preference. Following this, pre-service teachers in section B (treatment) were provided an introduction to engaging informational text for young children and were allowed to observe their instructor model appropriate strategies for teaching informational text structure and features and then practice numerous strategies with their classmates for using this genre in their own classrooms. Pre-service teachers in section A (control) were instructed regarding best practices for teaching elementary students to read and write. All genres were

introduced but there was not a specific focus on informational text.

The strategies presented in section B demonstrated to pre-service teachers that when choosing informational text to use in early elementary classrooms, they would need to pay particular attention to the content presented, the writing style, and the overall design of the text as well as structure and text features within that text (Gill, 2009). High quality information books should be motivating and engaging and should help teachers introduce new topics in a way that students will remember and will begin forming a schema about. Students in elementary classrooms should be able to connect their previous learning to a new book on a similar topic and more easily transfer knowledge and build upon it (Duke, 2004). The strategies presented by Instructor B in section B showed pre-service teachers how to use informational text in an integrated way to teach vocabulary, comprehension, writing, and critical thinking skills. In addition, the pre-service teachers in section B were required to develop and teach a lesson using informational text in an authentic setting. The lesson that pre-service teachers in section A were required to design and implement could use any high quality trade book as the focused material for instruction.

Throughout the semester, pre-service teachers in section B were verbally asked several essential questions including: (a) What is the purpose for reading informational text? (b) How can an in-depth experience with informational text enhance vocabulary, comprehension and writing skills? and (c) How can reading teachers enhance students' encounters with informational texts in the early elementary grades? Pre-service teachers were given opportunities to discover the answers to these questions during each lesson and were able to form a deep understanding by the end of the semester. The enduring understandings they should have come away with are: (a) Effective text choices are based on students' prior knowledge, world experience, and interests, (b) Informational text prepares children to "read to learn", and (c) Students require an environment which allows them opportunity to engage in literacy in meaningful ways. These understandings lead back to the essential questions and are based on the International Reading Association's Standards for Reading Professionals (Professional Standards and Ethics Committee of the International Reading Association, 2010).

At the conclusion of the semester, both sections A and B were asked to complete the same Genre Preference Survey as at the beginning. The data were again compiled into an Excel spreadsheet and SAS PROC GLM was used to determine if the focused and continued informational text instruction resulted in a difference in pre-service teacher attitudes toward using informational text in literacy lessons from the beginning of the semester to the end of the semester.

## RESULTS

An analysis of the data showed the mean attitude score in section A (n=20) to be 3.05 on the pre-survey with a standard deviation of 1.234. The median was 3.0. The post-survey showed the mean attitude score for this same group to be 3.05 with a standard deviation of 1.538. The median was 2.5.

The data also reported the mean attitude score in section B (n=21) to be 2.667 on the pre-survey with a standard deviation of 1.238. The median was 3.0. The post survey reported the mean attitude score for this same group to be 3.952 with a standard deviation of 1.024. The median was 4.0. See Appendix B for the SAS output box plots comparing the pre and post attitude scores of section A (1) and section B (2).

The data was additionally analyzed using Analysis of Co-Variance (ANCOVA). This analysis revealed a significant effect for section B's type of focused and continued instruction ( $F=5.03$ ,  $\alpha=.05$ ,  $p>.034$ ). The ANCOVA table can be viewed in Table 1 below. Tukey's HSD test indicated that the participants in section B reported significantly higher attitude scores than those participants in section A.

*Table 1 - Analysis of Co-Variance Summary Table for Attitudes Toward Using Informational Text*

Source	Df	Type III SS	MS	F	p
Groups	1	8.680	8.680	5.03	0.031
Pre-survey	1	0.358	0.358	0.21	0.652
Error	38	65.545	1.725		
Total	40	74.244			

Note. n=41;  $\alpha=0.05$

## DISCUSSION

The purpose of this study was to determine if there was a difference in pre-service teachers' attitudes toward using informational text as a primary material in an elementary literacy lesson following focused and continued instruction involving high-quality informational text.

This Analysis of Co-Variance involved two variables. The predictor variable was the section of Emergent and Developmental Literacy the pre-service teachers were enrolled within, which was measured on a nominal scale and could assume one of two values: section A was the control (coded as 1) and section B was the treatment (coded as 2). The criterion variable represented the pre-service teachers' attitudes toward using informational text as a primary material when planning a literacy lesson for elementary students, which was measured on an interval/ratio scale ranging from 1 (least likely to choose) to 5 (most likely to choose). The criterion variable was measured using a survey twice throughout the course of the spring semester to obtain a pre-score and a post-score.

The null hypothesis stated that in the population there is no difference in attitudes between pre-service teachers in section A and section B with respect to their post-

attitude scores. However, it was found that there was a significant difference in attitudes following focused and continued instruction for those students in section B ( $F=5.03$ ,  $p>.031$ ,  $\alpha=0.05$ ). The result of this analysis would be to reject the null hypothesis (see Table 1). It is important to note that students from both sections A and B received further instruction regarding informational text use in a course taken the following semester and immediately prior to their internship with public school students.

Several additional observations within the treatment section were made over the course of this study. As noted in the procedure section, pre-service teachers in section B were required to create and teach a literacy lesson using a high quality informational text as the primary material. Following this assignment, several students continued to use informational text as materials for lessons that did not specify genre. The pre-service teachers in section B each created and implemented a guided reading lesson to students in their assigned elementary classroom. 13 out of 21 pre-service teachers chose to use an informational text as their material for this lesson even though the genre of use was not specified. In addition, eight of the 21 pre-service teachers in section B chose to do additional research on the use of informational text in the elementary classroom. These eight pre-service teachers focused their final journal critique assignment on articles featuring informational text and how best to incorporate this genre into lessons for PreK-4th grade students.

One factor that could have attributed to the results of this study was the fact that Instructor B had 20 of these 21 students in a Children's Literature course during the fall semester previous to this study. While all genres are covered during both the Children's Literature and the Emergent and Developmental Literacy course, Instructor B's bias toward the informational genre and its general lack of use in the elementary classroom was discussed at multiple points throughout both courses. If this bias affected the pre-service teachers' attitudes, it was not noted at the beginning of this study. Pre-service teachers' attitudes across both Sections at the beginning of the study were shown to have no significant difference ( $F=0.21$ ,  $p>0.652$ ,  $\alpha=0.05$ ), which speaks again of Nespor's (1987) belief that actions are based more on belief and attitude changes rather than strictly cognitive knowledge.

#### IMPLICATIONS AND AREAS OF FUTURE RESEARCH

The CCSS requires students to read in a highly analytical mode, where the reader must read for much more than information. Teachers will need to approach informational text not as an "object of inquiry, but an avenue for inquiry" (Maloch, 2008, p. 352). It has become necessary for students to understand how a text conveys and persuades readers of claims and points of view (Calkins et al., 2012). This will require a paradigm shift in the way we teach students to read and

comprehend text. No longer is comprehension one small item in a list of five literacy elements to be taught in the elementary classroom (National Institute of Child Health and Human Development, 2000) but rather one look through the K-2 CCSS Reading Standards alone reveals that a much stronger emphasis on higher-level comprehension skills will become a major focus of instruction. Young students are asked to analyze multiple texts, note similarities and differences in the points of view presented, and assess the validity behind people's ideas. They are asked to integrate information from several texts and use this information to explain relationships between ideas and author's craft (NGA & CCSSO, 2010). Teacher attitude toward this important genre will be crucial to a young student's success in analyzing informational text.

It would be interesting to continue this study over the course of several years to determine if focused instruction can actually change pre-service teachers' attitudes or if the effect was observed during this isolated case. Also of interest would be a continuation of the study by following these same 41 students throughout their public school internship next year to conclude if these attitudes would continue to affect their choice of materials with their own students.

Another extension would be to do similar professional development with in-service teachers. One model that shows promise would start with an information presentation in a faculty meeting followed by professional readings and discussion in small professional learning communities (PLCs). Classroom implementation could be tried by one or more members of the PLC with reporting back and discussion of what worked and did not work at the next PLC meeting (Penner-Williams, Martinez, Perez, & Gonzales-Worthen, 2012). Coaching by a peer or literacy specialist with a focus on informational text would also be useful (Moss, 2005; Toll, 2007). Potential professional development sessions need to be designed in such a way as to address methods for teachers to expand opportunities for their students to engage in talking, listening, reading, and writing activities around informational texts that are mentally stimulating, easy to access, and provide real world connections (Duke et al., 2003; Jeong et al., 2010; Professional Standards and Ethics Committee of the International Reading Association, 2010). Professional development opportunities should be focused on the effective use of informational text in independent, shared, and guided reading as well as informational writing (Moss, 2005). Specifically these experiences will demonstrate to teachers how to use informational texts strategies with their students in a manner that will produce student learning at higher levels of thinking and desired results according to the CCSS requirements.

The information gained in this study is encouraging for college instructors, especially those focusing on pre-service teachers. It shows that through thoughtful, focused study it is possible to make an impact on

students' attitudes and hopefully their future students. Research exists that speaks to the effect of repeated and continued exposure on a child. It seems that repeated focused exposure may also have an effect on adults and their attitudes.

The research completed in this study is timely with the changing focus of our educational system and the implementation of Common Core. As Calkins et al. (2012) stated we can look at the CCSS as a burden or as if they are a golden opportunity. If implemented correctly, these standards will change the way our classrooms function, the methods teachers teach with, and the manner in which students think and learn.

#### REFERENCES

- Algar, C. (2009). Content area reading strategy knowledge transfer from preservice to first-year teaching. *Journal of Adolescent & Adult Literacy* 53(1), 60-69.
- Armbruster, B. (1992). Content reading in RT: The last 2 decades. *The Reading Teacher*, 46(2), 166-167.
- Benson, V. (2002). Shifting paradigms and pedagogy with nonfiction: A call to arms for survival in the 21<sup>st</sup> century. *The NERA Journal*, 38(2), 1- 6.
- Brown, C. A., & Cooney, T. J. (1982). Research on teacher education: A philosophical orientation. *Journal of Research and Development in Education*, 15(4), 13-18.
- Calkins, L., Ehrenworth, M., & Lehman, C. (2012). *Pathways to Common Core: Accelerating achievement*. Portsmouth, NH: Heinemann.
- Cameron, T. & Jenkins, H. (2007). Biography, poetry, mystery: Oh my! Exploring motivation and comprehension through genre. *Illinois Reading Council Journal*, 36(3), 18-25.
- Casbergue, R. M. & Plauche, M. B. (2003). Immersing children in nonfiction: Fostering emergent research and writing. From *Literacy and young children: Research-based practices* (pp. 243-260). NY: Guilford.
- Caswell, L. J., & Duke, N. K. (1998). Non-narrative as a catalyst for literacy development. *Language Arts*, 75(2), 108-117.
- Donovan, C. A., & Smolkin, L. B. (2001). Genre and other factors influencing teachers' book selections for science instruction. *Reading Research Quarterly*, 36(4), 412-440.
- Duke, N. K. (2010). The real world reading and writing U.S. children need. *Kappan*, 91(5), 68-71.
- Duke, N. K. (2004). The case for informational text. *Educational Leadership*, 61(6), 40-44.
- Duke, N. K. (2000). 3.6 minutes per day: The scarcity of informational texts in first grade. *Reading Research Quarterly*, 35(2), 202-224.
- Duke, N. K., Bennett-Armistead, V. S., & Roberts, E. M. (2003). Bridging the gap between learning to read and reading to learn. From *Literacy and young children: Research-based practices* (pp. 226-242). NY: Guilford.
- Duke, N. K. & Kays, J. (1998). "Can I say 'once upon a time'?: Kindergarten children developing knowledge of information book language. *Early Childhood Research Quarterly*, 13(2), 295-318.
- Fowler, R. & Whitsett, G. (2003). The implications of reading preferences of future educators. *College Student Journal*, 37(3), 342-348.
- Gill, S. R. (2009). What teachers need to know about the "new" nonfiction. *The Reading Teacher*, 63(4), 260-267.
- Hall, L. (2005). Teachers and content area reading: Attitudes, beliefs, and change. *Teaching and Teacher Education* 21(4), 403-414.
- Harste, J., & Burke, C. (1977). A new hypothesis for reading teacher research: Both the teaching and learning of reading are theoretically based. In P. D. Pearson (ed.), *Reading: Theory and Practice. Twenty-sixth Yearbook of the National Reading Conference* (pp. 32-40). Clemson, SC: National Reading Conference.
- Jeong, J., Gaffney, J. S., & Choi, J. O. (2010). Availability and use of informational texts in second-, third-, and fourth-grade classrooms. *Research in the Teaching of English*, 44 (4), 435-456.
- Kamil, M., & Lane, D. (1997). *Using information text for first-grade reading instruction*. Paper presented at the National Reading Conference, Scottsdale, AZ.
- Keene, E. O. (2008). *To understand: New horizons in reading comprehension*. Portsmouth, NH: Heinemann.
- Kristo, J. V., & Bamford, R. A. (2004). *Nonfiction in focus: A comprehensive framework for helping students become independent readers and writers of nonfiction, K-6*. New York: Scholastic.
- Maloch, B. (2008). Beyond exposure: The uses of informational texts in a second grade classroom. *Research in the Teaching of English*, 42(3), 315-362.
- Moss, B. (2005). Making a case and a place for effective content area literacy instruction in the elementary grades. *The Reading Teacher*, 59(1), 46-55.
- National Assessment Governing Board. (2007). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: American Institutes for Research.
- National Governors Association Center for Best Practices & the Council of Chief State School Officers. (2010a). *Common core state standards for English Language Arts*. Washington, DC: Authors.
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence based assessment of the scientific research literature on reading and its implications for reading instruction*. (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.
- Nespor, J. (1987). The role of beliefs in the practice of teaching. *Journal of Curriculum Studies*, 19, 317-382.
- Norton, D. E. (2011). *Through the eyes of a child: An introduction to children's literature* (8<sup>th</sup> ed.). Boston: Pearson.
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62 (3), 307-332.
- Pappas, C. C. (1993). Is narrative "primary"? Some insights from kindergarteners' pretend readings of stories and informational books. *Journal of Literacy Research*, 25(1), 97-129.
- Pappas, C. C. (1991). Fostering full access to literacy by including information books. *Language Arts*, 68(6), 449-462.
- Penner-Williams, J., Martinez, T., Perez, D. & Gonzales-Worthen, D. (2012). In-Service Teacher Education for Diversity a CLASSIC<sup>®</sup> Approach: Professional Development for Teachers of Culturally and Linguistically Diverse Learners. In Honig, A. & Cohan, A. (Eds.) *Breaking the Mold of Pre-service and In-service Teacher Education: Innovation and Successful Practices for 21<sup>st</sup> Century Schools. Vol. 3*: Lanham, MD: Rowan and Littlefield.
- Pressley, M., Rankin, J., & Yokoi, L. (1996). A survey of instructional practices of primary teachers nominated as effective in promoting literacy. *The Elementary School Journal*, 96, 363-384.

Professional Standards and Ethics Committee of the International Reading Association. (2010). *Standards for reading professionals: Revised 2010*. Newark, DE: International Reading Association, Inc.

Purcell-Gates, V., Duke, N. K., & Martineau, J. A. (2007). Learning to read and write genre-specific text: Roles of authentic experience and explicit teaching. *Reading Research Quarterly*, 42(1), 8-45.

Saul, E. W. & Dieckman, D. (2005). Choosing and using information trade books. *Reading Research Quarterly*, 40(4), 502-513.

Schutte, N. S. & Malouff, J. M. (2004). University student reading preferences in relations to the big five personality dimensions. *Reading Psychology*, 25(4), 273-295.

Theriot, S. & Tice, K. C. (2009). Teachers' knowledge development and change: Untangling beliefs and practices. *Literacy Research and Instruction*, 48,65-75.

Toll, C. A. (2007). *Lenses on literacy coaching: Conceptualizations, functions, and outcomes*, Norwood, MA: Christopher Gordon.

Wolfe, S. A., Carey, A. A. & Miera, E. I. s (1996). "What is this literachurch stuff anyway?": Preservice teachers' growth in understanding children's literary response. *Reading Research Quarterly*, 31, 130-157

APPENDIX A

Genre Preference Survey

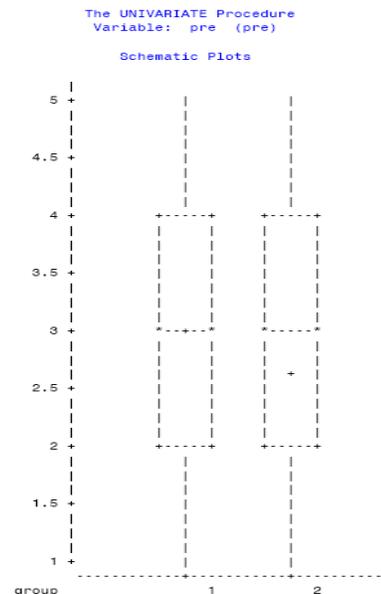
Directions: Please mark the answer that best represents you and your personal preferences for each of the following items. Please, only one response per item. Thank you for taking the time to participate in this survey!

Last four digits of Social Security Number: \_\_\_\_\_

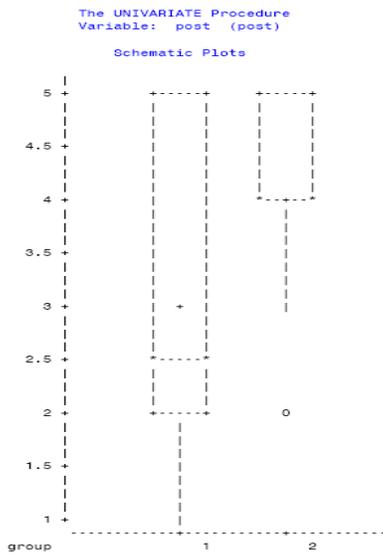
Which Childhood Education Program are you pursuing?	(1) on-campus BSE/MAT (2) off campus Licensure BSE
University Classification	(1) junior (2) senior (3) graduate student
Public School Intern:	(1) yes (2) no
Gender:	(1) male (2) female
Ethnicity:	(1) African American (2) Asian/Pacific Islander (3) Hispanic (4) Caucasian (5) Other
Favorite Subject to plan lessons for:	(1) Literacy (2) Math (3) Science (4) Social Studies
Hours per week spent reading for pleasure:	(1) 0 (2) 1-5 (3) 6-10 (4) 10+

Hours per week spent reading professionally:	(1) 0 (2) 1-5 (3) 6-10 (4) 10+
Rank order these genres from most likely (5) to least likely (1) to read for leisure/pleasure.	<input type="checkbox"/> biography <input type="checkbox"/> contemporary realistic fiction <input type="checkbox"/> fantasy <input type="checkbox"/> historical fiction <input type="checkbox"/> informational
When you plan <u>LITERACY</u> lessons for course assignments or internship, you are most likely to choose a book from which genre as a material for that lesson? Rank order these genres from most likely to choose (5) to least likely to choose (1).	<input type="checkbox"/> biography <input type="checkbox"/> contemporary realistic fiction <input type="checkbox"/> fantasy <input type="checkbox"/> historical fiction <input type="checkbox"/> informational
When you plan <u>MATH</u> lessons for course assignments or internship, you are most likely to choose a book from which genre as a material for that lesson? Rank order these genres from most likely to choose (5) to least likely to choose (1).	<input type="checkbox"/> biography <input type="checkbox"/> contemporary realistic fiction <input type="checkbox"/> fantasy <input type="checkbox"/> historical fiction <input type="checkbox"/> informational
When you plan <u>SCIENCE</u> lessons for course assignments or internship, you are most likely to choose a book from which genre as a material for that lesson? Rank order these genres from most likely to choose (5) to least likely to choose (1).	<input type="checkbox"/> biography <input type="checkbox"/> contemporary realistic fiction <input type="checkbox"/> fantasy <input type="checkbox"/> historical fiction <input type="checkbox"/> informational
When you plan <u>SOCIAL STUDIES</u> lessons for course assignments or internship, you are most likely to choose a book from which genre as a material for that lesson? Rank order these genres from most likely to choose (5) to least likely to choose (1).	<input type="checkbox"/> biography <input type="checkbox"/> contemporary realistic fiction <input type="checkbox"/> fantasy <input type="checkbox"/> historical fiction <input type="checkbox"/> informational

APPENDIX B



APPENDIX B (CONTINUED)



© 2013. *e-Journal of Balanced Reading Instruction*  
is produced and distributed to its members semi-annually  
by the Balanced Reading Instruction Special Interest  
Group of the International Reading Association.  
ISSN: 2328-0816