




# The Laura Robb Classroom Libraries


## Align to Title I, Part A


The purpose of *Title I, Part A – Improving Basic Programs* is to ensure that children in high-poverty schools meet challenging State academic content and student achievement standards. These schools must develop a comprehensive plan to improve teaching and learning. The following chart shows how **The Laura Robb Classroom Libraries** can support a schoolwide *Title I* program. The criteria are drawn from the December 2, 2002 *Title I Final Rules and Regulations*, posted at this site: <http://www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html>


Key Criteria for Title I, Part A Funding	 <b>The Laura Robb Classroom Libraries</b>
<p>1. Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science</p> <div data-bbox="185 1476 576 1778" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>If you have any questions about <b>The Laura Robb Classroom Libraries</b> or would like to place an order, please call your sales representative at <b>800-387-1437</b> or fax to <b>877-242-5865</b>.</p> </div>	<p><b>The Laura Robb Classroom Libraries</b> develop students’ personal reading lives by increasing their desire to read and talk about books through a collection of engaging titles that stimulate their interests. This will help students meet the State’s proficient and advanced levels of student academic achievement because, as the National Assessment of Educational Progress (NAEP) 2002 report shows, a strong correlation exists between reading achievement and children who read widely and choose to read over other activities.</p> <p>With <b>The Laura Robb Classroom Libraries</b>, students are motivated to read for pleasure and gain critical reading practice. Reading practice enables students to:</p> <ul style="list-style-type: none"> <li>• Expand their vocabulary and become familiar with words in different contexts.</li> <li>• Improve fluency.</li> <li>• Develop skills required to cope with more difficult texts.</li> </ul> <p>Developed by Laura Robb, each library features a broad range of titles at a variety of reading levels that fascinate and intrigue students—inspiring conversation and encouraging lifelong reading.</p> <p>For each grade level, 3-9, <b>The Laura Robb Classroom Library</b> contains all the components of an effective library.</p> <ul style="list-style-type: none"> <li>• <u>100 highly motivating, readable trade books</u>, 2 copies each of 50 titles (<i>Please visit <a href="http://www.scholastic.com/laurarobb">www.scholastic.com/laurarobb</a> for the complete list of titles.</i>)</li> <li>• <u>Teacher Handbook</u> developed by Laura Robb, which offers strategies and extension activities for promoting independent reading while meeting language arts standards</li> <li>• <u>Professional Resource Book</u> authored by Laura Robb</li> </ul>


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<p>2. Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State's student academic standards</p>	<p><b>The Laura Robb Classroom Libraries</b> address the needs of all students including those at risk of not meeting the State's student academic standards by providing:</p> <ul style="list-style-type: none"><li>• A wide range of books leveled by Lexile, Guided Reading, and DRA levels so that students can read appropriately challenging text and gain skills. The following levels are found in each grade-level library:<ul style="list-style-type: none"><li>○ <u>Grade 3</u> Lexile Level: 350-880 Guided Reading Level: J-R DRA Level: 18-40</li><li>○ <u>Grade 4</u> Lexile Level: 420-1040 Guided Reading Level: L-S DRA Level: 24-60</li><li>○ <u>Grade 5</u> Lexile Level: 130-1240 Guided Reading Level: J-Z DRA Level: 18-80</li><li>○ <u>Grade 6</u> Lexile Level: 510-1240 Guided Reading Level: M-Z DRA Level: 24-80</li><li>○ <u>Grade 7</u> Lexile Level: 460-1270 Guided Reading Level: P-Z DRA Level: 34-80</li><li>○ <u>Grade 8</u> Lexile Level: 530-1180 Guided Reading Level: R-Z DRA Level: 40-80</li><li>○ <u>Grade 9</u> Lexile Level: 490-1340 Guided Reading Level: R-Z DRA Level: 40-80</li></ul></li><li>• Two copies of each title for paired reading and discussions which improve fluency and develop students' thinking and understanding of text structures, themes, and big ideas</li></ul> <p style="text-align: right;"><i>(continued)</i></p>

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<p>Address the needs of all student in the school, <i>Continued</i></p>	<ul style="list-style-type: none"> <li>• Strategies and reproducibles for helping students discuss books. These will prompt students to think about character, setting, personal and world connections, informational texts, and more. To ensure that discussions are rich and meaningful, students think about what they've read, take notes on the prompt, and use these notes during their discussions with partners.</li> <li>• A variety of ways for students to respond to books with explanations of how these strategies help them understand what they read. Some examples include:             <ul style="list-style-type: none"> <li>○ Discussion question cards to stimulate partner book talks</li> <li>○ Word webs to guide critical-thinking skills</li> <li>○ Double-entry journals that help students organize thoughts and analyze what they've read</li> <li>○ Project ideas such as making a "Graffiti Book Board" or giving a "Reader's Theater Presentation"</li> </ul> </li> <li>• Ideas for setting up, introducing, and using classroom libraries so students are engaged and feel comfortable choosing titles to read.</li> </ul>
<p>3. Close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers.</p>	<p>By offering opportunities for independent reading and discussion, increasing motivation, and reinforcing skills, <b>The Laura Robb Classroom Libraries</b> can help close the reading achievement gap between high-performing children and low-performing, minority, and disadvantaged children.</p> <p><u>Independent Reading and Discussion</u> – Laura Robb developed these libraries and Teacher Handbooks so independent reading at school could mirror the ways adults read for pleasure with the goal of developing students' personal reading lives. Research shows that students who have rich, independent reading lives also have strong vocabularies and develop background knowledge needed to comprehend diverse topics.</p> <p>Since most classrooms have students reading at a wide range of reading levels, <b>The Laura Robb Classroom Libraries</b> offer books at a wide range of reading levels. The Teacher Handbook offers guidance for teachers to help students select books they can read and enjoy. However, teachers may need to provide low-performing students more guidance in choosing appropriately leveled books.</p> <p style="text-align: right;"><i>(continued)</i></p>


<b>Key Criteria for Title I, Part A Funding</b>	 <b>The Laura Robb Classroom Libraries</b>
<p>Close the achievement gap between high- and low-performing children, <i>Continued</i></p>	<p>The books in each library are easy reads on topics that appeal to students. Research has shown that students progress if they read for pleasure and practice reading at their recreational level—a level easier than their independent level where they can read with ease. When students read easy books of their own choosing, they read more, enjoy their reading, and develop the fluency needed for comprehension.</p> <p>Discussing books with another student adds to that “real world” experience, mimicking informal adult conversations they have about books. Discussions with a peer allow students to explore ideas, make connections, build knowledge and understanding, and foster motivation. Teachers may need to offer low-performing students additional support during book talks. The Teacher Handbook provides strategies and reproducibles that can be used to differentiate instruction to best meet students’ learning styles and requirements.</p> <p>Books in <b>The Laura Robb Classroom Libraries</b> include culturally diverse titles allowing minority students to see themselves in the books they read.</p> <p><u>Motivational Components</u> – The books in <b>The Laura Robb Classroom Libraries</b> were selected because they were highly motivational, readable books. Discussions of those books foster motivation.</p> <p>Research shows that by the time students reach middle school, their motivation to read and learn diminishes. Ultimately, motivation to read for school and the belief that “I can read well” both hinge on readability of the books that teachers offer students. These libraries make it easy for teachers to offer the right books at a variety of levels and covering a variety of fiction and nonfiction genres.</p> <p><u>Skill Reinforcement</u> – Research shows that students who have rich, independent reading lives also have strong vocabularies. When students read easy books of their choosing, not only do they read more and enjoy it, but they develop the fluency they need for comprehension. In addition, paired discussions develop students’ thinking and understanding of text structures, themes, and big ideas.</p>

Key Criteria for Title I, Part A Funding	 <b>The Laura Robb Classroom Libraries</b>
<p>4. Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> <li>▪ Strengthen the core academic program</li> <li>▪ Provide an enriched and accelerated curriculum</li> <li>▪ Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities</li> </ul>	<p><b>The Laura Robb Classroom Libraries</b> are based on the teaching experience and research of Laura Robb. A Literacy Coach at Powhatan School in Boyce, Virginia, where she is also in charge of professional development, Ms. Robb taught reading and writing in Grades 4-8 for 43 years. She conducts ongoing professional study workshops, coaches teachers across the U.S., and is the author of more than a dozen books for teachers about reading.</p> <p>Developed by Ms. Robb, <b>The Laura Robb Classroom Libraries</b> can strengthen the core academic program, enrich the curriculum, and increase the quality and amount of time spent reading.</p> <p><b>Research Base</b></p> <p><b>The Laura Robb Classroom Libraries</b> are based on the work of leading researchers and use essential concepts from such books, articles, and reports as:</p> <ul style="list-style-type: none"> <li>• “Motivating Students to Read...” in <i>The Voice of Evidence in Reading Research</i> (Guthrie &amp; Humenick, 2004)</li> <li>• <i>The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension</i> (Rasinski, 2003)</li> <li>• <i>Put Reading First: The Research Building Blocks for Teaching Children to Read</i> (2001)</li> <li>• <i>What Really Matters for Struggling Readers: Designing Research-based Programs</i> (Allington, 2001)</li> <li>• “What Research Reveals about Discussion” in <i>Lively Discussion: Fostering engaged Reading</i> (Gambrell, 1996)</li> <li>• Other sources are listed in the Bibliography of the Teacher Handbook</li> </ul> <p>Research findings that support <b>The Laura Robb Classroom Libraries</b> include:</p> <ul style="list-style-type: none"> <li>• There’s a strong correlation between reading achievement and children who read widely and choose to read over other activities. After studying fourth graders’ reading habits across the country, it was found that every fourth grader who read a minimum of 11 pages per day consistently outperformed peers who read fewer or no pages daily. (NAEP, 2002)</li> <li>• Students who have rich, independent reading lives also have strong vocabularies. (Ambruster et al., 2001; Anderson &amp; Freebody, 1983; Snow et al., 1998)</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>

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<p>Use effective methods and instructional practices that are based on scientifically based research, <i>Continued</i></p>	<ul style="list-style-type: none"> <li>• When students read easy books of their choosing, they read more, enjoy their reading, and develop the fluency needed for comprehension. (Allington, 2006; Pressley et al., 2006; Rasinski, 2003)</li> <li>• Paired discussions extend those first unspoken dialogues that readers have with authors. (Rosenblatt, 1978)</li> <li>• Discussions with a peer extend inner conversations as partners explore ideas and make connections to self, friends, community, and world issues. (Alvermann, Dillon &amp; O'Brien, 1988; Keene &amp; Zimmerman, 1997; Gambrell, 1996; Mazzoni &amp; Gambrell, 1996)</li> <li>• Paired conversations enable students to reflect on their reading, build new understandings and background knowledge as well as foster the motivation to read. (Guthrie, 2004; Guthrie &amp; Hamenick, 2004)</li> <li>• Twenty minutes of daily trade book reading beyond the regular reading program significantly increases students' reading achievement. (Block et al., 2003)</li> </ul> <p><b>Strengthen the core academic program</b></p> <p><b><i>The Laura Robb Classroom Libraries</i></b> take students beyond independent reading by reinforcing essential skills and strategies including:</p> <p><u>Vocabulary</u> – Research has found that students who have rich, independent reading lives also have strong vocabularies. The goal of these libraries is to develop students' personal reading lives, which means students choose to read during their free time.</p> <p><u>Fluency</u> – Books in <b><i>The Laura Robb Classroom Libraries</i></b> are easy reads because research has shown that students progress if they read for pleasure and practice reading at their recreational level (easier than students' independent level). Research has also found that when students read easy books of their own choosing, they read more, enjoy it, and develop fluency.</p> <p><u>Comprehension</u> – That development of fluency, achieved through student choice of easy books, is needed to build comprehension. In addition, the paired discussions, a core part of the program, expand students' thinking and build their understanding and background knowledge.</p> <p style="text-align: right;"><i>(continued)</i></p>

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<p>Use effective methods and instructional practices that are based on scientifically based research, <i>Continued</i></p>	<p><b>Provide an enriched and accelerated curriculum</b></p> <p><b>The Laura Robb Classroom Libraries</b> enrich and accelerate reading/language arts curriculum by providing opportunities for independent reading. Through independent reading and discussions about books from these libraries students:</p> <ul style="list-style-type: none"> <li>• Increase their vocabulary and become familiar with words in different contexts</li> <li>• Build their background knowledge, which supports their comprehension and recall</li> <li>• Improve fluency needed for comprehension</li> <li>• Expand their thinking, knowledge, and understanding</li> <li>• Become lifelong readers</li> </ul> <p><b>Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities</b></p> <p><b>The Laura Robb Classroom Libraries</b> can be flexibly implemented as a complement to the core reading/language arts program, as a stand-alone supplemental curriculum, as a motivational independent reading program, or for after-school enrichment. The program can be used with the entire classroom, in small groups, and for independent reading.</p>
<p>5. Provide high-quality and ongoing professional development that aligns with the State's academic standards</p>	<p><b>The Laura Robb Classroom Libraries</b> provide a Teacher Handbook developed by Laura Robb that contains research about the benefits of independent reading practice as well as ideas on how to implement this practice effectively—enabling students to reflect on their reading and build understanding and background knowledge while also fostering motivation to read.</p> <p>Book discussions are the main vehicle used in this program to have students read for enjoyment while they learn and grow from what they've read. To support partner discussions, the Teacher Handbook provides a set of reproducibles to prompt students to think about character, setting, personal and world connections, informational text, and much more. While these are provided with <b>The Laura Robb Classroom Libraries</b>, they spark ideas and ongoing professional discussions among teachers and administrators on how this can be used with other books and implemented in other ways.</p> <p style="text-align: right;"><i>(continued)</i></p>

The Laura Robb Classroom Libraries Alignment to Title I

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Provide high-quality and ongoing professional development, <i>Continued</i>	At the end of the Teacher Handbook, a list of Professional Books is provided, which administrators and teachers can also use in learning communities and professional development about reading.
6. Involve parents in the planning, review, and improvement of the schoolwide program plan	<p>One of the goals of <b>The Laura Robb Classroom Libraries</b> is to mirror the practices of adult readers and mimic the “real world” exchanges adults have about what they read. Parents play an important role in this process by demonstrating these behaviors themselves.</p> <p>In addition, <b>The Laura Robb Classroom Libraries</b> involve parents in their children’s learning in the following ways:</p> <ul style="list-style-type: none"> <li>• Children can share what they’ve read by bringing home their Reading Log and borrowing the books to read to parents.</li> <li>• Students can discuss the books they’ve read at home with help from prompts provided in the program.</li> <li>• Parents can encourage students to read at home for 30 minutes each day.</li> <li>• Parents can read the Family Letter from Laura Robb (provided in the Teacher Handbook, Grades 3-5, which suggests that families join and visit the public library and read aloud at home.</li> </ul>
7. If appropriate, coordinate with other funding programs	<p><b>The Laura Robb Classroom Libraries</b> can be effectively integrated with school activities that are being funded by other federal, state, or local sources. The federal programs for which this Scholastic product qualifies beyond Title I include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Title V, Part A – Innovative Programs</li> <li>• 21<sup>st</sup> Century Community Learning Centers</li> <li>• GEAR UP (grade-level 6-9 Libraries)</li> <li>• Individuals with Disabilities Education Act (IDEA)</li> </ul>