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EXAMINING THE PREVALENCE AND REPRESENTATION OF DIVERSE
POPULATIONS IN CHILDREN'S LITERATURE FOUND IN ELEMENTARY
CLASSROOM LIBRARIES

by

TRISHELL MATTHEWS

A thesis submitted in partial fulfillment of the requirements
for the Honors in the Major Program in Elementary Education
in the College of Innovation and Education
and in the Burnett Honors College
at the University of Central Florida
Orlando, Florida

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Thesis Chair: Norine Blanch, PhD.

ABSTRACT

The intent of this thesis is to (1) examine the prevalence of diverse populations in the pieces of children's literature found in three Title I third grade classrooms, and (2) to examine if the diverse populations are authentically and relevantly represented. Researchers have emphasized the impact and importance of children's literature that represent student's diverse backgrounds authentically and relevantly, as they have the potential to affect students' motivations, aspirations, and how they view themselves and the world at large. Particularly, Bishop (1990) suggested that students need books that act as "mirrors" that allow them to see themselves, their experiences, and their cultures, and books that as "windows" that allow them to learn about others, other experiences, and other cultures. However, the mere presence of diverse populations in children's literature alone is not enough; the diverse populations must be represented authentically and relevantly as to not perpetuate stereotypes about certain non-dominant groups (Christ and Sharma, 2018). The content analyses conducted on the children's literature with human characters found that the libraries were dominated by White main characters; 77.98% of the main characters were White and 22.02% of the main characters were from diverse populations, despite the school population being only 8% White. Additionally, the content analyses showed that while all the books with diverse main characters were culturally authentic, 35.14% were not culturally relevant. The findings of the content analyses should encourage educators to examine their classroom libraries to see if the diverse populations in their classrooms, and ones not present in their classrooms, are represented authentically and relevantly.

DEDICATION

To God, who has blessed me with incredible opportunities, such as this one.

To my late father, Steve Matthews, who instilled in me the importance and power of education
and my ability to achieve anything I work for.

To my mother and sister, Shellyan and Marshell, who are two of my biggest supporters.

To my grandmother, Karlene, my very first teacher and the reason I grew to love education.

And to all the children in Jamaica who dream, just like me.

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CHAPTER ONE: INTRODUCTION

Growing up in Jamaica, I was surrounded by teachers, construction workers, doctors, entertainers, and other professionals who reflected me and my upbringing, which I believe fueled my dreams and aspirations for my future. When I migrated to the United States, I noticed how few people in my classrooms looked like me or lived like me, whether that be in the books in my classroom libraries or the guest speakers who visited on Career Day. Moreover, most of the people in my new neighborhood either worked in retirement homes or another service industry. This caused me to wonder if my dreams and aspirations as a young Black girl were simply unachievable in the United States, and I believe this might also be the case for many other students who live in low-income neighborhoods. In my opinion, there may not be diverse individuals in various careers in proximity to students in low-income neighborhoods, so they cannot be aware of the many careers they might attain in the future. One way to expose students to all the possibilities is using multicultural literature in their classrooms that feature diverse populations in various careers, lifestyles, and more.

Due to current and past events, such as desegregation of the public school system and increasing numbers immigrating to the United States, the numbers of diverse students in mainstream classrooms has increased. For purposes of this study, diverse students include students of different races, ethnicities, gender, and/or socio-economic backgrounds. From the year 2010 to 2019 in Florida the population showed an 8% increase in the number of Black or African Americans; a 28% increase in the number of American Indians and Alaska Natives; a 34% increase in the number of Asians; and a 13% increase in the number of Native Hawaiians and other Pacific Islanders (U.S Census Bureau, n.d.). The increase in the number of diverse

students in Florida, and thus mainstream classrooms, has caused researchers to advocate for the use of multicultural literature; children's literature that contains diverse populations. Bishop (1990) proposed that multicultural literature can provide students with images that reflect and validate their experiences (mirror texts) and with images that will help them understand and empathize with people who differ from them in any way (window texts). Other researchers have suggested that multicultural literature can motivate students to read, open them up to a world of possibilities, and is essential to their comprehension (Christ & Sharma, 2018; Yello, 2012).

Learning about the different benefits of multicultural literature made me curious to examine its prevalence in classroom libraries, particularly in classrooms wherein most of the students are from diverse backgrounds. Several studies that have examined children's literature available showed that children's literature is dominated by White American male characters and their experiences (Balkaran, 2018; Braden & Rodriguez, 2016; Brooks & McNair, 2012; Jesse, 2021; Koss et al., 2018; Lavalley, 2018; McNair & Brooks, 2014; Rodriguez & Kim, 2018; Sciurba, 2015; Smith-D'Arezzo & Musgrove, 2011; Wiseman et al., 2019; Yello, 2012). However, a dearth of research examines actual classroom libraries and the prevalence of children's literature portraying diverse populations in those classroom libraries. Thus, this thesis not only examined the prevalence of diverse populations in children's literature found in elementary classroom libraries, but also if the books diverse populations are represented authentically and relevantly using a content analysis. This thesis examined three third grade classroom libraries in Title I elementary classrooms. Title I schools are schools wherein at least 40% of the students are from low-income families (U.S. Department of Education, n.d.). Thus, the aim of this thesis was two-fold, it first examined the prevalence of multicultural literature

in three third grade Title I elementary classroom libraries, and second examined the authenticity and relevance of the multicultural literature present in said classroom libraries. Researchers have proposed that multicultural literature that is inauthentic and irrelevant can reinforce negative stereotypes (Rodriquez & Kim, 2018; Smith-D'Arezzo & Musgrove, 2011). The following research questions were posed.

Research Questions

Research Question #1: To what extent are diverse populations represented in the literature present in three Title I third grade elementary classroom libraries?

Research Question #2: Are the diverse populations found in literature in the three Title I third grade elementary classroom libraries represented authentically, and relevantly?

The following chapter will provide a thorough review of research that examined topics related to my research such as mirrors and windows, the prevalence of diverse populations in children's literature, the importance of diverse populations in children's literature, definitions of terms important to my research, and demographics for the school whose classroom libraries will be examined in my study. Chapter Three details the steps that were taken to answer my research questions and keep track of any data collected during research.

CHAPTER TWO: LITERATURE REVIEW

This chapter is a summary of related research that examined the importance of including diverse children's literature in classroom libraries to promote multicultural education and to provide an overview of information currently available on the topic. This literature review is divided into sections that provide definitions of important terms, explain the importance and impact of diverse children's literature, provide statistics about the diversity of children's literature; specifically, diversity of elementary classroom libraries; and information about the demographics at Belmore Lane Elementary (pseudonym), where the classroom libraries will be used as the sample for this study. Most of the research done on the diversity of children's literature focused solely on increasing diversity of children's literature, while few of the studies examined if the diverse populations were represented authentically or stereotypically; of all the studies that were reviewed, only four of them examined this (Balkaran, 2018; Braden and Rodriguez, 2016; Rodriguez and Kim, 2018; Smith-D'Arezzo and Musgrove, 2011). Thus, the purpose of this study was to not only examine the prevalence of diverse children's literature in classroom libraries, but to also examine the extent to which diverse populations are authentically and relevantly represented through the conduction of content analyses.

The following definition of important terms are outlined next. This includes diverse, multicultural education, multicultural literature, and culturally authentic and relevant literature. Understanding these terms is essential to understanding the research.

Diverse Defined

The term “diverse” is used throughout the thesis to describe all the ways people differ in terms of race, ethnicity, socioeconomic status, religion, gender, sexual orientation, exceptionalities, family structure, and language (Henderson et al., 2020). Diverse populations are often described as the ones other than the dominant population in a particular country or area. In this thesis, the dominant population is White heterosexual American males. It is important to note that no one is diverse in one single aspect, as there is often an intersectionality of several of the listed characteristics that contribute to an individual's identity. Our individual characteristics and unique experiences affect the way we interact and interpret everything we encounter, including literature, so it is important that teachers consider students’ diversity when selecting books for their classroom libraries.

Multicultural Education and Literature Defined

Due to events such as the desegregation of public schools and the increasing rates of immigration in the United States, many professionals have advocated for the use of multicultural education principles and multicultural literature in the classroom. For this thesis, multicultural literature is defined as “literature that includes the variety of cultural groups in the United States and the wider world” (Koss, Johnson, and Martinez, 2018, p.5). The races that are examined and analyzed in the sample classroom libraries are Black or African Americans, Asians or Asian Americans, Hispanics or Latinos, Middle Easterners, Pacific Islanders or Native Hawaiians, and American Indians or Native Americans.

Culturally Authentic and Relevant Literature Defined

As cited in Christ and Sharma (2018), culturally relevant literature can be described as literature that reflects both the cultural and identity characteristics of the reader such as age, race, ethnicity, gender, language, setting, and plot. In my opinion, children's literature should not only include diverse populations but should also include authentic and relevant representations of these diverse populations. Culturally authentic literature can be described as literature that accurately depicts various experiences, values, and beliefs of different cultural groups. Children's literature that is not culturally authentic increases the risk of reinforcing negative stereotypes about non-dominant cultural groups (Rodriguez and Kim, 2018). Thus, it is crucial that teachers ensure the books in their classroom libraries are culturally authentic.

Content Analysis Defined

As cited in Rodriguez and Kim (2018), content analysis is defined as "a critical lens to an analysis of a text or group of texts to explore the possible underlying messages within those texts, particularly as related to issues of power, with consideration of 'voice and who gets to speak, whose story is told, and in what ways'" (p. 20). Content analyses allowed me to obtain qualitative and descriptive data about texts (Rodriguez and Kim, 2018). Content analyses were used in Phase Two of the study to determine if the representations of the present diverse populations were culturally relevant and authentic.

Importance of Diverse and Multicultural Children's Literature

Over the years, numerous researchers have proposed that the literature that students read can have significant effects on their motivations, aspirations, and how students view themselves

and the world (Balkaran, 2018; Bishop, 1990; Braden and Rodriguez, 2016; Henderson et al., 2020; Jesse, 2021; Lavalley, 2018; Yello, 2012). One of the most notable researchers who described the effects of literature on students, particularly diverse literature, is Rudine Bishop. Bishop (1990) used “mirrors,” “windows,” and “sliding glass doors” as analogies to describe how readers may experience or interpret a text. Literature that allows the reader to see themselves and their cultures and experiences is referred to as “mirrors;” literature that allows the reader to see people other than them and their cultures and experiences is referred to as “windows;” and literature that allows the reader to meaningfully connect with worlds and experiences different from theirs are described as “sliding glass doors” (Bishop, 1990). Bishop (1990) favors literature that serve as mirrors, but researchers have found that textual relevance may differ for the same reader and that it occurs on a mirror-window continuum (Sciurba, 2015). Nonetheless, mirror texts may contribute to students’ academic growth and may have long lasting effects on their lives. “Children must be able to make connections with what they read to become proficient readers” and “students’ reading comprehension increased when reading culturally relevant materials” (Henderson et al., 2020, p.748). Similarly, Smith-D’Arezzo and Musgrove (2011) suggested that texts that children can identify with honor the children and motivate them to read for meaning. Moreover, Christ and Sharma (2018) argued that children cannot become literate without seeing themselves in literacy, culturally relevant texts improve student engagement and outcomes, and culturally relevant texts can show students that reading is relevant to their lives. While mirror texts are of undeniable value to students’ learning and development, window texts are also valuable. Smith-D’Arezzo and Musgrove (2011) along with Rodriguez and Kim (2018) argued that if children’s literature is not critically examined for

subtle biases or racism, they run the risks of reinforcing negative stereotypes and become oppressive.

Braden and Rodriquez (2016) suggested that when students only read mirror texts, they may believe that their experiences and cultures are dominant over the others and may even develop a limited world view. Yello (2012), proposed that all texts could broaden children's imagination and perspectives about themselves and the world around them. Furthermore, Colby and Lyon (2004) argued that window texts can cause students to empathize with children from diverse populations. Understanding the importance of diverse and multicultural children's literature led me to examine current research discussing diversity of children's literature and elementary classroom libraries.

Diversity of Current Children's Literature

The overwhelming number of studies discussing the importance of diverse and culturally relevant children's literature caused researchers (Balkaran, 2018; Braden and Rodriquez, 2016; Brooks and McNair, 2014; Jesse, 2021; Koss et al., 2018; McNair and Brooks, 2012; Rodriquez and Kim, 2018; Smith-D'Arezzo and Musgrove, 2011; Wiseman et al., 2019), to specifically examine exactly how diverse and culturally relevant children's literature really is. Researchers have found that despite all the evidence available that supports the use of multicultural and diverse literature in classrooms over the years, children's literature still predominantly features White American male characters (Balkaran, 2018; Braden and Rodriquez, 2016; Brooks and McNair, 2014; Crisp et al.,; Henderson et al., 2020; Jesse, 202; Koss et al., 2018; Lavalley, 2018; McNair and Brooks, 2012; Rodriquez and Kim, 2018; Sciurba, 2015; Smith-D'Arezzo and Musgrove, 2011; Wiseman et al., 2019;

Yello, 2012;). Balkaran (2018) performed an equity audit of three transitional series to analyze how protagonists from diverse populations were represented. During the study, Balkaran (2018) found that most of the protagonists in the books were White and most of the diverse protagonists were presented in a stereotypical way, and thus concluded that “the number of diverse characters in transitional series literature has increased over time, however, the protagonists of these series do not accurately reflect the demographics of actual elementary schools and are occasionally portrayed stereotypically” (p. 44).

Similarly, Smith-D’Arezzo and Musgrove (2011) analyzed 250 picture books depicting African American characters over one year to examine representations of African Americans. Smith-D’Arezzo and Musgrove (2011) found that the most common themes in the stories were twentieth-century oppression and both happy and unhappy black families and that eight of the books had negative hidden messages, while ten of the books had positive hidden messages. Smith-D’Arezzo and Musgrove (2011) concluded that the stories of African Americans in American children’s literature are insufficient due to the lack of diverse subjects and roles. Moreover, Jesse (2021) analyzed 16 Coretta Scott King Award and Honor (runners-up) picture books that were published between 2013 and 2020 to examine how Black American culture is portrayed in children’s literature. Jesse (2021) found that “picture books with Black American protagonists conveyed less than 50% of the population of books observed conveyed everyday narratives to mirror modern life or the lives of young Black children” (p. 31). Common themes found in the eight books that were classified as “everyday life” were, “1) navigating real societal problems within the Black community, 2) realizing empowerment within us, 3) valuing relationships with others, and 4) finding value in everyday activities” (Jesse, 2021, p.41). Brooks and McNair (2014) conducted a content analysis of six picture books about hair

to examine “how Black hair is theorized and represented to children (from diverse backgrounds) at the beginning of their reading trajectories” (p.297). Brooks and McNair (2014) found that all the books challenged the notions of “good hair” and included historical facts about Black hair; these books were positive representations of Black or African Americans. McNair and Brooks (2012) decided to only examine books that only included female protagonists and were written by African American female writers to see how female African American protagonists were represented in transitional chapter books. McNair and Brooks (2012) found that friendships were important to all the African American girls in all the transitional series, there were signs of all the girls wanting to fit in and gain acceptance in all the transitional series; and all the girls in the three transitional series valued their education and no limitations were placed on them (p. 571- 575).

As stated previously, diverse literature can change students’ beliefs and thus, Wiseman, et al. (2019) used critical content analysis to analyze picture books from 1997 to 2017 to address how racism can influence bullying behavior. Wiseman et al. (2019) found that there were examples of racism and bullying based on the individual’s observable characteristics, such as their skin tone. Wiseman et al., (2019) also found that there was cultural misappropriation present in one of the books; “use of the term headscarf rather than hijab reflected a lack of cultural understanding” (p. 471).

Moreover, Koss, Johnson, and Martinez (2018) examined the racial and ethnic diversity of illustrators, authors, and main characters in books that received the Caldecott Medal and Honors award from 1938 to 2017. Koss et al. (2018) found that “86.2% of the books were illustrated by Whites, 8.6% were illustrated by Blacks, 3.2% were illustrated by Asians, 1.4% were illustrated by Latinx, and 0.3% were illustrated by American Indians” (p. 8). Koss et al.

(2018) also found that “86.9% of the books were written by Whites, 6% were written by Blacks, 3.1% were written by Asians, and 1.7% were written by Latinx” (p.10). Lastly, Koss et al. (2018) found that 57.9% of books had human characters and of that, “70.6% were White, 12.9% were Black, 8.5% were Asian, and 0.4% were Multiracial” (p.11). Koss et al. (2019) concluded that these statistics do not represent the modern multicultural world, and that white representation dominated children’s literature. Braden and Rodriguez (2016) conducted a context analysis of 15 picture books published in 2013 and 2014, and identified by Children’s Cooperative Book Center, to examine the representation of Latinx characters in children’s literature. Braden & Rodriguez (2016) found that the books were mainly written in English which they believe can portray the idea that English is more significant than Spanish; most of the books generalized characteristics of Latinx culture and made superficial mentions of cultural artifacts, while few authentically displayed Latinx culture; and most of the books reinforced gender stereotypes by showing the mothers as primary caretakers. Braden and Rodriguez (2016) concluded that a more multifaceted and layered representation of Latinx culture and people in Latinx children’s literature is needed.

In addition, Rodriguez and Kim (2018) performed a critical content analysis of 21 Asian American picture books to answer the question “How are Asian Americans represented in popular children’s literature published from 2007 to 2017?” (p.17). Rodriguez and Kim (2018) found that 67% of the books focused on East Asian Americans, 57% of the books had storylines that reflected culturally authentic narrative traditions, objects, and customs, and cultural authentic representations of self and family were more present in picture books written by Asian Americans. Lavalley (2018) aimed to identify the resources that teachers can use to identify high quality and diverse children’s literature. Lavalley (2018) argued that educators

should evaluate texts for cultural authenticity, the perspective it is written from, use of stereotypes, time (setting), literary merit, and whether it is a children's literature award-winner. Lavalley (2018) created the "Creating a Diverse Library Checklist" and a list of books for individual diverse populations that educators can use to ensure their classroom libraries are addressing all their students.

Alternatively, Yello (2012) examined gender roles and representations of gender in 24 Caldecott Award and Honor Medal picture books using frequency analysis. Yello (2012) found that 17% of the books' titles had a masculine name or pronoun, 8% had a feminine name or pronoun, and 75% of the titles were neutral; 42% of the books had males as the protagonist, 37% had females as the protagonist, and 21% had neutral protagonists; and that of all the individuals in the illustrations, 44% were males, 28% were females, and 28% were neutral (p.20-29).

Interestingly, Sciurba (2015) examined how two seventh grade Black boys construct meaning from literature by conducting a series of observations and interviews. Sciurba (2015) also observed and interviewed the two English teachers to get an idea of the boys' in-school experience with literature. The participants in the study were two English teachers and their two seventh grade students named Omari and Michael who attended an all-boys academy created for low-income boys who showed a possibility for academic success. Sciurba (2015) found that both Omari and Michael had access to relevant texts, that represented themselves and others. Sciurba (2015) learned several things about Omari's views and experiences with books from the classroom discussion and interviews: "(a) he believed that books had valuable life lessons, (b) he enjoyed reading, (c) he did not see himself or relate to the characters in all of the books he considered relevant, (d) he read books that reflected his race, gender, and age

outside of the classroom, and books that did not, (e) he found books with characters that were his age and dealt with issues similar to his as relatable, and (f) he had a mirror like understanding of literature” (p. 311-313). Similarly, Sciurba (2015) learned several things about Michael’s views and experiences with books from the classroom discussions and interviews: (a) he did not consider himself someone who likes reading, (b) he liked to read books that show real-life experiences rather fantasy novels because they allowed him to learn from situations without having to experience them, (c) he found books that encourage him to think critically relevant, and (d) he preferred to read books about characters different from him because it allowed him to learn more about the world” (p. 313-314). Sciurba (2015) concluded that “textual relevance can vary for the same reader” and “textual relevance had many faces on a continuum-ones that quite literally looked like theirs, and ones that did not” (p. 314).

Diversity of Current Elementary Classroom Libraries

The term classroom library is used to describe the collection of books in individual classrooms, that are available and accessible for students to read individually or for teachers to read to their students. Crisp et al. (2016) conducted a content analysis to investigate representations of diversity in books included in early childhood classroom libraries by analyzing the books in 21 preschool classroom libraries in Atlanta, Georgia wherein both the students and teachers were predominantly African American. For the analyses, Crisp et al. (2016) focused primarily on the protagonist or leading figures of approximately 1,169 books and found that only 67 (5.7%) of the books had protagonists or leading figures from parallel cultures; 36 (53.7%) featured African Americans, 13 (19.4%) featured Latino/a Americans, 10 (14.9%) featured Asian/Pacific Africans, 7 (10.4%) featured American Indians, 1 (1.5%)

featured Middle Eastern Americans, and 1 (1.5%) featured a mixed American (p. 32). Crisp et al. (2016) concluded that the books in classroom libraries lack cultural diversity in all the categories that were analyzed. Similarly, Henderson et al., (2020) investigated the physical and cultural characteristics of protagonists in books across three early elementary classroom library collections; there were a total of 1,809 books. Henderson et al. (2020) found that 50.5% of protagonists were males, while 49.02% were females; 40.5% were White, 36.8% were Black, 12.3% were people of color, 5.8% were Latinx, 4.0% were unknown and 0.6% were biracial. Henderson et al. (2020) concluded that the libraries they examined more closely resembled the demographics of the school when compared to national trends.

The data from studies conducted over the years (Balkaran, 2018; Braden & Rodriguez, 2016; Crisp et al., 2016; Henderson et al., 2020; Jesse, 2021; Rodriguez & Kim, 2018) show that children's literature remains dominated by White male characters and their experiences and portray diverse populations stereotypically when they are represented. The findings from these studies made me even more curious to see if these findings would be similar or different in Title I elementary classroom libraries.

CHAPTER THREE: METHODOLOGY

The purpose of this research was to (1) examine the prevalence and representations of diverse populations present in the literature found in three Title I third grade classroom libraries, and (2) to examine if the diverse populations are authentically and relevantly represented. To do so, I used a library inventory and content analyses, like ones administered by Brooks and McNair (2014), Rodriquez and Kim (2018), and Crisp et al. (2016) to examine the representation of diverse populations present in children's literature and picture books. By definition, a content analysis is "a critical lens to an analysis of a text or group of texts to explore the possible underlying messages within those texts, particularly as related to issues of power, with consideration of 'voice and who gets to speak, whose story is told, and in what ways'" (Rodriquez & Kim, 2018, p. 20). The results of the library inventories and the content analyses are used to present implications of the classroom libraires and resources for finding more inclusive books.

Phase One: Inventorying Classroom Libraries using Goodreads

Phase One Research Question: To what extent are diverse populations represented in current elementary Title I classroom libraries?

I answered the Phase One research question with the assistance of two statistical tools. The first was Goodreads, available free through the *Goodreads* app and website, and the second was Qualtrics *Research Suite*, available through the university. *Goodreads* is an online app that allows users to discover books, read reviews about books, catalog books, and more (Goodreads, n.d.). *Qualtrics Research Suite* is web-based software that allows users to create, edit, distribute, analyze, and collaborate on surveys (UCF Information Technology,

n.d.). *Goodreads* and *Qualtrics Research Suite* are the assistive tools used to inventory the classroom libraries at Belmore Lane Elementary School (pseudonym), an elementary Title I school located in Central Florida, and examine the representations of diverse populations present in the pieces of children’s literature using the following steps:

1. To inventory the classroom libraries, the principal of the Title I school chosen as the sample classroom library site provided a letter of permission to conduct research. The three classrooms varied in terms of offerings and quantity of books. The three third grade classrooms used in the study are the only third grade classrooms at the Title 1 school.
2. The three third grade classroom libraries were inventoried during lunch or recess to avoid disrupting classroom instruction. A preliminary book count was not conducted in the classrooms to determine how many classroom library books would be included in the study. None of the books in the classrooms were from the library/media center.
3. After selecting the classroom libraries, each classroom library was inventoried one at a time. The books in each classroom were catalogued using the *Goodreads* app to scan the barcode or cover on each book using a smart phone. The *Goodreads* app kept all the scanned books on a list entitled “want to read” on the app, making the books easily accessible after leaving the classrooms. If the book did not have a barcode or was not on the *Goodreads* app, a picture was taken of the book cover that clearly showed the title, author, and/or illustration.

4. Before proceeding, any book duplicates (or multiple copies) were deleted to prevent repetition of the offerings.
5. While reading the children's literature in the classroom libraries, any books with non-human main characters were excluded from phase two of the study because there are not members of the racial groups examined in the study. Books not intended for elementary-ages students were also excluded from the study because I wanted to examine the representation of diverse populations in children's literature, particularly those intended for elementary children's literature.
6. Then, using the University of Central Florida's *Qualtrics* system, I documented (in table form) the race, gender, ethnicity, and language(s) spoken of each character in each book; the primary focus being on the main characters. For the purposes of this study, any characters that play a role in the story and/or are in multiple scenes will be considered main characters. These characteristics were revealed by examining the illustrations and texts. When the characteristics of race, gender, ethnicity, and language spoken were not clear through the illustrations or texts, additional research was done to discover these characteristics. Additional research included checking the author or illustrator's websites or watching their interviews to learn what they identified the main and supporting character as. When the additional research did not clarify any of the characteristics of race, gender, ethnicity, and language(s) spoken, the children's literature was classified as *unknown*.

7. The genre and format (picture book or chapter book) of each book was also documented using *Qualtrics*.

Phase Two – Content Analysis

Phase Two Research Question: Are the diverse populations found in literature in the three Title I third grade elementary classroom libraries represented authentically, and relevantly?

Content analyses of the children’s literature collected from the sample classroom libraries that contain characters from diverse populations were conducted in Phase Two. As defined earlier in Chapter Two a content analysis is “a critical lens to an analysis of a text or group of texts to explore the possible underlying messages within those texts, particularly as related to issues of power, with consideration of ‘voice and who gets to speak, whose story is told, and in what ways” (Rodriguez & Kim 2018, p. 20). The content analyses allowed me to collect quantitative and qualitative data about the children’s literature examine in Phase Two. For research purposes, it is important to acknowledge my own identity as it may impact my interpretations of the illustrations and texts; I am a heterosexual Black woman who migrated from Jamaica to South Florida at 12 years old.

Each of the picture books were read carefully and critically to determine if any biases or stereotypes were present within that had the potential to reinforce negative beliefs about a particular group of people. I read the books carefully and critically to determine if diverse populations were represented authentically and relevantly in each. This entails portraying characters and their experiences in a way that is genuine, accurate, and truly reflective of that diverse population. Authentically representing diverse populations also includes presenting members of that population in various roles, power positions, settings, and more to show that

the population is valued; thus, demonstrating the diversity within diverse populations (Branden & Rodriguez, 2016; Jesse, 2021; Rodriguez & Kim, 2018; Smith-D'Arezzo & Musgrove, 2011.) Last, I categorized the books that were written about diverse populations by genre. Research has shown that most of the books written about diverse populations are historical fiction books, and not books focused on contemporary issues or current lifestyles to which young readers might relate (Sciurba, 2015).

Belmore Lane Elementary School (Pseudonym) Demographics

As suggested by Sciurba (2015), educators and school administrators should consider students' identities and backgrounds when selecting and assessing books for cultural relevance and authenticity. This can be done by interviewing students or by examining the demographics of the school. The three elementary classrooms libraries that were examined are located at Belmore Lane Elementary School (pseudonym), which is a Title I school in central Florida. Title I schools are schools wherein at least 40% of the students are from low-income families and receive free and/or reduced lunch at school (U.S. Department of Education, n.d.). According to Orange County Public Schools (2021), 86% of the students at Belmore Lane Elementary School (pseudonym) are living in poverty. This school was chosen because of its unique and diverse student population. According to Orange County Public Schools (n.d.), the demographics of Belmore Lane Elementary are as follows: 8% of the students are White; 90% of the students are Black; 11% of the students are Hispanic or Latino; 0% of the students are Native American; 0% of the students are Asians; 0% of the students are Pacific Islanders; and 2% of the students are multi-racial. In my opinion, knowing the demographics of the student population along with respective cultures are

important aspects for teachers to consider when selecting books for their classroom libraries to ensure the classroom libraries are culturally authentic and relevant.

The outlined steps allowed me to learn about the prevalence of characters from diverse populations present in the children's literature in elementary Title 1 classroom libraries, and the extent to which said diverse populations are represented authentically and relevantly. Based on the findings of the studies that were discussed in Chapter Two, I believed that diverse populations would be underrepresented in the books found in the classroom libraries.

The following chapter will present the findings of the classroom library inventories and the subsequent content analyses taken of the children's literature containing human characters, while Chapter Five will use the results to examine the research limitations and implications, as well as suggestions for further research.

CHAPTER FOUR: FINDINGS

This chapter provides a detailed look at the 145 pieces of children's literature found in the three Title I third grade classrooms that contained human characters. The purpose of this thesis was to (1) examine the prevalence of diverse populations in the pieces of children's literature found in three Title I third grade classrooms, and (2) to examine the extent to which the diverse populations are authentically and relevantly represented. In Phase Two of the research, I analyzed 145 pieces of children's literature containing human characters using the Qualtrics survey (Appendix C). The full results of these analyses are shown in Appendix D. The results that are discussed within the chapter are shown in following data sheets (Figures 1, 2, 3, 4, 5a, 5b, 6a, 6b, and 7).

Phase One - Classroom Library Inventory

At the end of inventorying the three Title I third grade elementary classroom libraries, a total of 211 books were scanned with *Goodreads*, plus an additional 84 photos taken of picture book covers (that would not scan using the app) resulting in a grand total of 295 books. The *Goodreads* app did not allow for duplicates of a book on the same list, but photos may have been taken of a book already scanned with *Goodreads* in another classroom library. To ensure there were no duplicates on the final *Goodreads* list of books included, I searched the photos and cross referenced with scanned books already on the *Goodreads* app. If a duplicate book was found to be on the *Goodreads* list already, the photo was deleted. After a thorough review, only one book showed up on both lists. After eliminating all duplicate book titles, a total of 284 books remained.

Next, as established in the methodology, books with solely non-human characters and books not intended for elementary ages students, were excluded from Phase Two of the study. To determine if the books met these criteria, I examined information about the books such as: intended audience, genre, and format using *Goodreads*. After checking each book to see if it fit the criteria, 139 books were determined not to fit the criteria for Phase Two of the study, leaving 145 books remaining that fit the criteria. Of the 139 books that did not fit the criteria for Phase Two, all of them solely featured non-human characters/subjects such as animals and trees. Some of the eliminated books included: *All About Pines* by Irene Freeman, *The Sailboat Race* by Mary Alice Bower, *Clever Animals* by Dolly Finn, *The Life Cycle of a Tree* by Luka Bergman, and *Walrus vs. Elephant Seal* by Jerry Pallotta. The remaining 145 books were analyzed in Phase Two of the study.

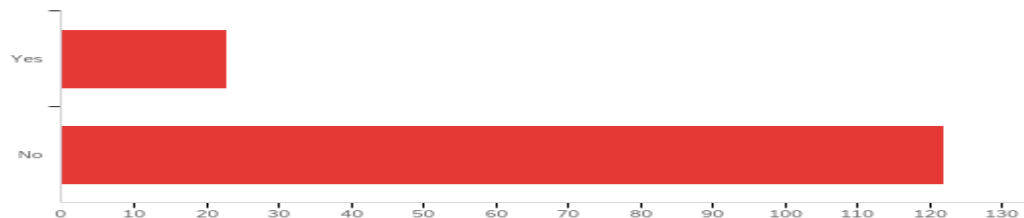
Phase Two - Content Analysis

As shown in Appendix C, the Qualtrics survey allowed the recording of information about the books' titles, authors, illustrations, publication year, genre, languages present characters, themes, any present stereotypes, whether main characters from diverse populations are represented authentically, and any additional notes. As shown in the survey (Appendix C), options such as "White 2," "Black 2," and "Hispanic or Latino 2" were added while conducting the analyses to account for books with multiple main characters of the same race. Similarly, options such as "Female 2" and "Male 2" were added to account for books with main characters of the same sex. These evaluations are shown in the figure in Appendix D. Before moving to the quantitative and qualitative findings, it is important to note that approximately 23 (15.86%) of the books were published by Houghton Mifflin Harcourt *inFact*'s leveled readers' books (see

Figure 1 below). This collection of books “encourage students to read closely and find evidence while boosting their comprehension skills to propel them to success on high-stakes standardized tests” (Houghton Mifflin Harcourt, n.d.). These books are often found in classroom libraries wherein the students are not reading on grade level and need additional support and instruction, and thus are found in most mainstream elementary classroom libraries (Houghton Mifflin Harcourt, n.d.).

Figure 1

Number of Houghton Mifflin Harcourt inFact Leveled Readers’ Books



Quantitative Findings: Genre, Format, Languages, Sex, and Racial Background of Main Characters

The following five categories of quantitative findings are presented: genre, book format (intended audience), languages present, sex of main character; and racial and ethnic background of the main characters. As established in Chapter Three, I will classify any characters that play a role in the story and/or in multiples scenes throughout the book as main characters. Finally, the analysis of relevant and authentic representations of main characters will conclude this chapter.

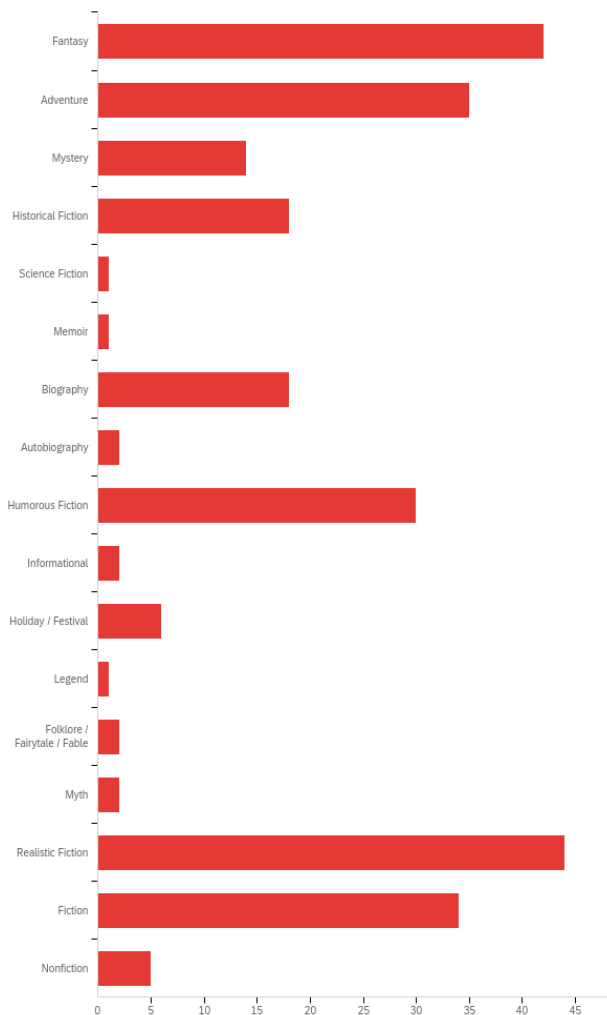
Genre

To begin, many of the books belonged to multiple genres. Of the 145 books, 44 (17.12%) were realistic fiction; 42 (16.34%) were fantasy; 35 (13.26%) were adventure; 34 (13.23%) were fiction; 30 (11.67%) were humorous fiction; 18 (7.00%) were historical fiction; 18 (7.00%) were

biography; 14 (5.45%) were mystery; 6 (2.33%) were holiday/festival related; 5 (1.95%) were nonfiction; 2 (0.78%) were myths, 2 (0.78%) were folklores/fairytales/fables; 2 (0.78%) were autobiographies; 1 (0.39%) was science fiction, 1 (0.39%) was a memoir; and 1 (0.39%) was a legend (see Figure 2 below). These genres were determined by using the genres readers on the Goodreads database classified books in, along with my understanding of genres as I read the books.

Figure 2

Genres of the Books (in numbers)

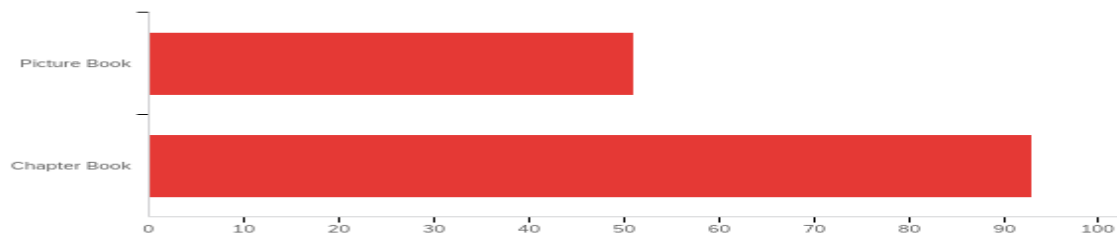


Format of the Books

As shown in Figure 3 below, chapter books dominated the books present in the study. There were 93 (64.58%) chapter books, and 51 (35.42%) picture books (see Figure 3).

Figure 3

Format of the Books (in numbers)

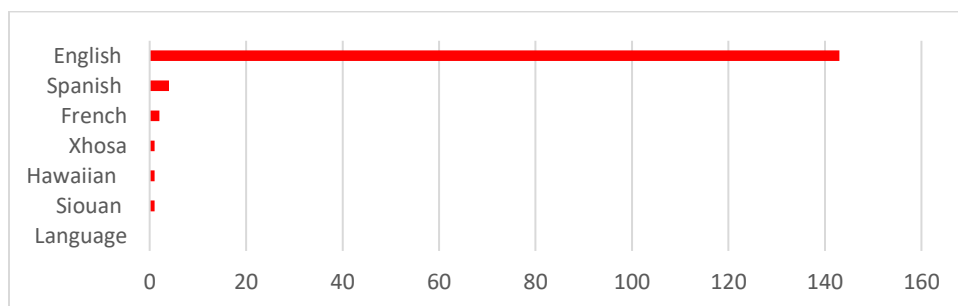


Languages Present

As seen in Figure 4 below, English was the main language found in the examined pieces of children's literature. Of the 145 pieces of children's literature, 143 (98.62%) of them contained English words; 4 (2.75%) contained Spanish; 2 (1.37%) contained French; 1 (0.68%) contained Xhosa; 1 (0.68%) contained Siouan; and 1 (0.68%) contained Hawaiian (see Figure 4). To note, only two books only contained Spanish while the others had English and a secondary language.

Figure 4

Languages Present (in numbers)



Gender of the Main Character

To account for the occurrence of multiple male main characters, I added any values for “Male,” “Male 2,” and “Male 3.” Similarly, to account for the occurrence of multiple female main characters, I added the values for “Female,” “Female 2,” and “Female 3.” After doing calculations, I found that there were 124 (56.88%) with male main characters; 92 (42.20%) with female main characters; and 2 (0.91%) were of unidentified gender/androgynous characters. Figure 5a below shows the raw data of the gender of the main character, while Figure 5b shows the aggregated data.

Figure 5a

Raw Data of the Genders of Main Characters (in numbers)

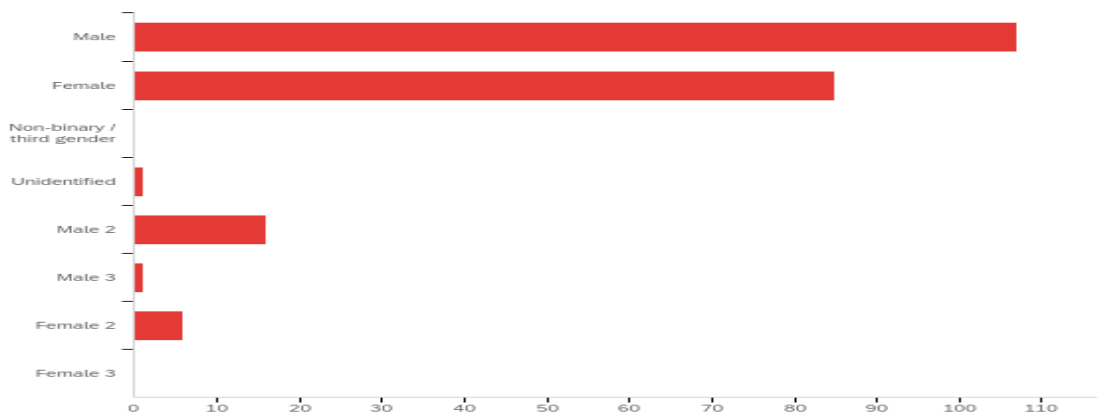
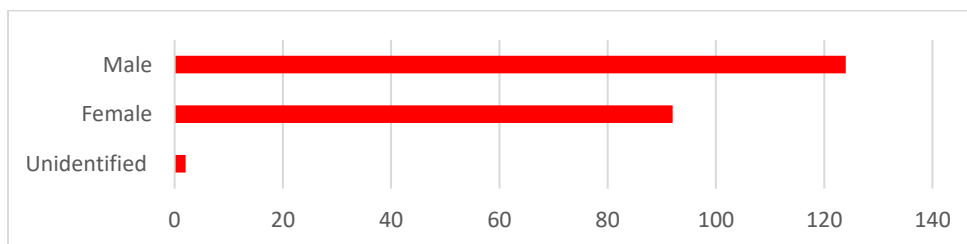


Figure 5b

Aggregated Data of the Gender of Main Characters (in numbers)



Racial and Ethnic Background

As predicted, the books were dominated by White main characters. To account for the occurrence of multiple White main characters present in a single book, I added the number of “White,” “White 2,” “White 3,” and “White 4” main characters to get the total number of White main characters. Of the 218 main characters present in the 145 pieces of children's literature, 170 (77.98%) were White. To account for the occurrence of multiple Black main characters present in a single book, the number of “Black” and “Black 2” main characters were added to get the total number of Black main characters. Of the 218 main characters present in the 145 pieces of children's literature, 23 (10.55%) were Black. To account for the occurrence of multiple Hispanic or Latino main characters present in a single book, the number of “Hispanic or Latino” and “Hispanic or Latino 2” were added to get the total number of Hispanic or Latino main characters. Of the 218 main characters present in the 145 pieces of children's literature, 8 (3.66%) were Hispanic or Latino. There were no other races that had multiple main characters of that race in a single book. Of the 218 main characters present in the 145 pieces of children's literature, 5 (2.29%) of their races were unknown, 3 (1.38%) were American Indian or Alaskan Native, 3 (1.38%) were Asian, 3 (1.38%) were of other races, 2 (0.92%) were Biracial/Interracial, and 1 (0.46%) Native Hawaiian or Pacific Islander. Figure 6a (on page 8) shows the raw data of the main characters’ races, while Figure 6b (on page 28) shows the aggregated data of the main characters’ races.

Figure 6a

Raw Data of the Main Character(s') Race(s) (in numbers)

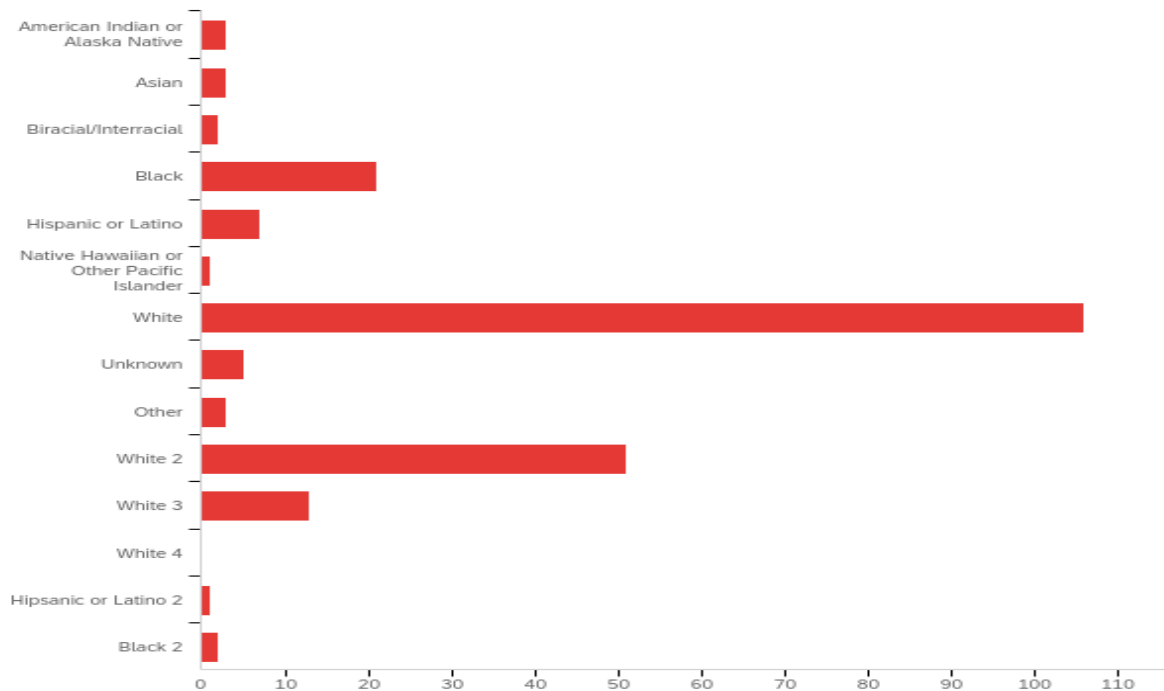
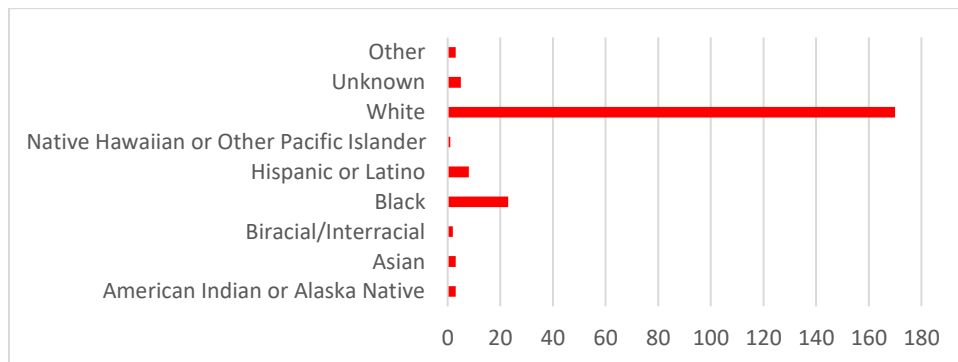


Figure 6b

Aggregated Data of the Main Character(s') Race(s) (in numbers)

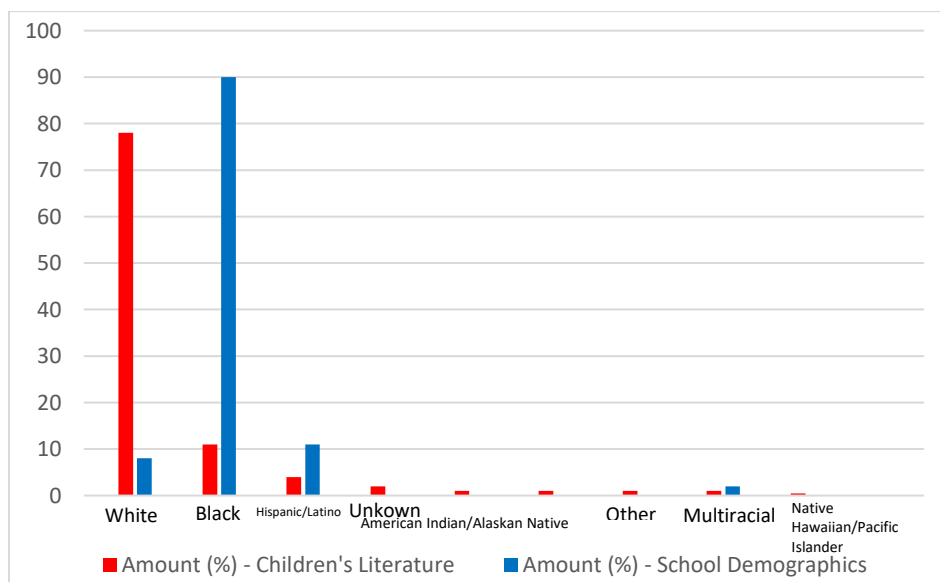


These findings are not reflective of the school demographics at all and there is a lack of mirrors and windows for students to read and learn about. 77.98% main characters were White, even though they only make up 11% of the school population; only 10.55% of the main

characters were Black, even though they make up 90% of the student population; only 3.66% of the main characters were Hispanic or Latino, even though they make up 11% of the student population; only 0.92% of the main characters were multiracial, even though they make up 2% of the student population. No Native Americans, Asians, or Native Hawaiians or Pacific Islanders make up the student population at Belmore Lane Elementary School (pseudonym), but they were present in the children's literature. Figure 7 (below) shows the drastic disparity between demographics of the student population, and the characters present within the books in the three Title 1 third grade classroom libraries.

Figure 7

Prevalence of Diverse Populations in the Children's Literature vs the School Demographics (percentages)



Relevant and Authentic Representations of Diverse Main Characters

As a reminder, *culturally relevant literature* is literature that reflects both cultural and identity characteristics of the reader such as their race, age, and setting, while culturally authentic literature is literature that accurately depicts the various experiences and beliefs of different cultural groups (Christ & Sharma, 2018). While literature that contains diverse populations is important, the representation is just as important as culturally inauthentic literature can reinforce negative stereotypes (Rodriquez & Kim, 2018). The books with main characters whose race/ethnicity that were classified as unknown were not analyzed. The following books discussed below are the books that contained diverse populations and were thus eligible to be examined for cultural relevance and authenticity. While I did not find any of the following books with diverse main characters culturally inauthentic, I found that 13 (35.14%) of them were not culturally relevant and involved settings and characters that students could not relate to.

Of all the books, only one featured a Muslim main character; *Wishtree*, written by Katherine Applegate and illustrated by Charles Santoso (2017). Although the percentage of Muslim students at Belmore Lane Elementary School was not found when researching the school demographics, one single book with a Muslim main character among three Title I third grade classrooms is likely insufficient to represent Muslims. However, the book does include a powerful message about being kind regardless of our differences and the power of friendship. The narrator in the story is an old oak tree that has been the neighborhood wish tree for years. Samar, a Muslim girl, and her family moves into the neighborhood, and she struggles to make friends, so she wishes to the oak tree for friends. Some days later, an unknown man carves “leave” into the oak tree which causes an uproar in the community. Consequently, Samar’s family wants to leave the neighborhood and people plan to cut down the tree because of the

message left behind. However, several members of the community write “stay” on the oak tree on the day it was going to be cut down. In the end, Samar gets friends, the oak tree stays, and so does Samar’s family. This book does a great job at addressing some of the discrimination and prejudice that Muslims or others who appear different, are subject to, as well as modelling for readers to be kind and accepting regardless of our differences.

Similarly, only one book had a Native Hawaiian or Pacific Islander as a main character; *The Last Princess: The Story of Princess Kaiulani of Hawai’I*, by Fay Stanley (2001). There was no inauthentic representations of Hawaiians or Princess Kaiulani, as the biography simply discussed Princess Kaiulani’s life and her efforts to prevent the colonization of Hawaii. Thus, this book could be used to teach students about activism and colonialism. However, this being the only book across three Title 1 third grade classrooms to feature Pacific Islander or Native Hawaiian limits third grade students’ exposure to Hawaiian culture/history. Similarly, it was found that the three books that had American Indians or Native Americans as main characters did not provide students with a wide view of the lives of American Indians; *Moonstick: The Seasons of the Sioux* by Eve Bunting (2000) allows students to learn about how American Indians observed the changing seasons; *The Great Bay* by Rob Arego (1973) allows students to learn about how American Indians settled in the Great Bay; and *Timid Boy and Mama Bear: A Pueblo Legend* by Pleasant DeSpain (2011) allow students to read about the legend of bravery and friendship. While these stories are important and historically relevant, stories set in the modern day can show students that American Indians or Native Americans remain an integral part of American society and that some still practice many ancient practices.

In contrast, the content and setting in the books with Asian and Hispanic/Latino main characters varied. In *The Kabuki Kid* by Katrina Van Horn (2010), students get to learn about the

traditional Japanese drama by following the main character and his parents to a show in modern day America, while *The Tale of the Ungrateful Tiger: A Korean Myth* by Leslie Carra (2010) takes students back in time to learn about how the Korean myth originated. Although Indians are also Asian, Indian main characters were somehow classified as “Other” rather than “Asian.” Anyhow, the books with Indian main characters also varied on content and time setting. In *Meow Means Mischief* by Ann Whitehead (2003), the main character’s parents go on vacation so her grandparents from India come to babysit, while the main character in *Tar Beach* by Faith Ringgold (1996) talks about her dreams and her life as a Black and Indian person. Moreover, the subjects and settings in the eight books with Hispanic or Latino main characters also varied. In *Esperanza Rising* by Pam Munoz Ryan (2000), students get to learn about immigration by reading about Esperanza and her mom’s move to the United States. Students get to learn about the reasons for immigrating and the difficulties of adjusting to a new country and way of life. While *Cezar’s Pollution Solution* by Kelli Luce (2010) simply features a Latino main character that must come up with a technique to reuse trash. I found that these books were culturally relevant and authentic, plus the latter would show readers that Hispanics/Latinos are ordinary members of our classroom community, and it provides both a mirror and sliding glass door.

As expected, the books with Black main characters had the most variety in content and subject, 21 (48.83%) of the main characters from diverse populations in the books were Black, one might expect more variety in terms of settings and subject within these books. Of these 21 books, 8 (38%) of them were biographies on notable/historical Black figures. These books included *Stealing Home: The Story of Jackie Robinson: The Story of Jackie Robinson* by Barry Denenberg (1990), *Thurgood Marshall* by Lisa Aldred (1990), and *Nelson Mandela* by Kadir Nelson (2012). I expected several of the books to be biographies because most of the books with

Black main characters in my American classroom library experiences growing up contained historical figures, particularly Civil Rights activists. Nonetheless, these books provide students with important historical knowledge.

There were also books that featured Black main characters in modern or contemporary settings that today's students may be able to relate to. In *The Tallest Tower* by Blaise Terrapin (2010), a young girl and her mother goes to visit her dad who is one of the construction workers building the new Sears Tower; and in *Jamaica Tag-Along* by Juanita Havill (1990), Jamaica's older brother does not want her to play with him and his friends, so she goes to the park and make her own friend- her brother eventually joins her and her new friend. The two books discussed above are both great for providing a mirror, window, and sliding glass door as many students would be able relate visiting their parents at work and/or their older siblings not wanting to play with them. Moreover, there were some books that contained deeper messages for readers. In *Brown Honey in Broomwheat Tea* by Joyce Carol (1993), there are poems from the main character's (an African American girl) perspective. These poems touch on topics learning loving yourself, being loved by your family, culture, and the fact that others may not be accepting of you because of the color of your skin. Similarly, in *Meet Danitra Brown* by Nikki Grimes (1997), also includes a collection of poems that address issues such as loving yourself, having a supporting community, colorism, and dealing with people making fun of your appearance. These two books can potentially be used to address how to deal with issues mentioned in the book (serving as a mirror) and show students who may be doing or saying harmful things the impact of their actions or words. Additionally, these two books can be used as windows for non-Black students to see some of the issues their classmates may face.

The final chapter will provide a conclusion for this thesis by analyzing the results of the research, specifically those concerning the main characters from diverse populations, and discussing the representations of diverse populations present in the pieces of children's literature that was found in the three Title 1 third grade classroom libraries. The chapter will also present the research limitations and suggestions for future research and concludes with resources that educators can use to find children's literature that includes culturally authentic and relevant representations of diverse populations.

CHAPTER FIVE: CONCLUSION

This thesis focused on the prevalence and representation of diverse populations in children's literature found in three Title I third grade classroom libraries. The representation of diverse populations in children's literature is especially important in America today as the number of individuals from diverse populations in mainstream classrooms has increased over the years (U.S Census Bureau, n.d.). Thus, it is extremely important that teachers make a conscious effort to include books with main characters from diverse populations that not only mirror the students' experiences, but also allows them to see into others' worlds in order to prevent students from believing that their experiences and cultures are more important than others (Braden and Rodriquez, 2016). The purpose of this thesis was to examine the prevalence of diverse populations in the books present in three Title I third grade classroom libraries, and to examine if the representations of diverse populations are culturally authentic and relevant. The research questions were answered through conducting inventories of the three Title 1 third grade classroom libraries and completing a content analysis of children's books with human characters from diverse populations.

Prior studies, like Crisp et al. (2016) and Henderson et al. (2020), examined the prevalence of diverse populations in books found in classroom libraries, this study's research questions hold much relevance. Moreover, Bishop (1990) emphasized the importance of children's books that serve as "mirrors," "windows," and "sliding glass doors" to allow students to reflect on their own experiences, as well as learn about others. Bishop argued that not including books that are mirrors will make students feel as if they have no place in the world and that their experiences are not important. Therefore, this study's findings are important in

showing how educators that there may be inadequate representations of diverse populations, in terms of both quantity and quality, in their classroom libraries.

Although the demographics of students from diverse populations has increased over the years, the studies reviewed in Chapter Two showed that there is still a lack of multicultural literature in classroom libraries, in quality and quantity. However, none of the studies examined Title I classroom libraries so I was curious to see how the prevalence and representation of diverse populations would be similar those in the studies discussed in Chapter Two. Unfortunately, the findings of my study were no different; 77.98% of the main characters found in the classroom libraries were White despite only making up 8% of the schools' racial demographics. These findings and my thoughts are discussed more thoroughly below.

Reflections on Findings

This thesis first analyzed the prevalence of diverse populations in the books found in the three Title 1 third grade classroom libraries, and then analyzed if representations of the main characters from diverse populations were culturally authentic and relevant. Books with solely non-human characters were not examine in Phase Two of the study because those characters are not members of racial groups.

At the end of Phase Two, I found that White main characters dominated the children's literature found in the three Title 1 third grade classroom libraries even though the school demographics is mostly made up of students from diverse populations. Of the 218 main characters present in the 145 pieces of children's literature, 170 (77.98%) were White; 23 (10.55%) were Black; 8 (3.66%) were Hispanic or Latino; 5 (2.29%) of their races were

unknown; 3 (1.38%) were American Indian or Alaskan Native; 3 (1.38%) were Asian; 3 (1.38%) were of other races; 2 (0.92%) were Biracial/Interracial; and 1 (0.46%) and were Native Hawaiian or Pacific Islander. When I compared these findings with the school demographics, it was clear to me that the students at Belmore Lane Elementary School (pseudonym) do not have an adequate number of books that serve as mirrors, windows, and sliding glass doors. The disparity between the school demographics and the populations present in the children's literature is clearly shown in Figure 7 on page 29 in Chapter Four. Even though Black and Hispanic or Latino students account for over 90% of the student population, they accounted for only 14.21% of the main characters found in the classroom libraries. In contrast, only 8% of the student population is White, but they accounted for 77.98% of the main characters in the classroom libraries. Additionally, of three main characters from other races/ethnic groups, only one of them was Muslim. The representations of Native Hawaiians and American Indians or Alaskan Natives were limited; there were solely stories set in the past that featured typical images and descriptions of these populations. For example, Native Americans with bows and arrows; there should be more books about Native Americans that show in them different settings and scenarios. It is important for students to be exposed to books that feature diverse populations in varied settings, or else their view of these populations is potentially limited.

In contrast, the books with Black, Hispanic or Latino, and Asian main characters had varied subject matter and settings. There were books on historical and cultural aspects of these populations, as well as books that showed their everyday lives, values, and friendships and communities. Of these books, the three with the most impactful messages were *Wishtree* (Applegate, 2017), which included a Muslim main character and a message about being kind regardless of our religion and other differences, *Brown Honey in Broomwheat Tea* (Thomas,

1993); and *Meet Danitra Brown* (Grimes, 1997); which both included Black main characters who discussed their experiences and how they love themselves and being Black despite how they world may view and treat them. The books with White main characters had the most subject and setting variation. The current study included fiction about time travel, solving mysteries, and adventures; students from diverse populations deserve to see themselves in these genres as well, as it will broaden their imagination and allow them to see themselves in stories from different genres. In my opinion, the overall examples of children's literature in the three Title 1 third grade classroom libraries did not adequately reflect the school's racial demographic, much less Florida's demographic. Thus, the students in these classrooms do not have an adequate number of mirrors, windows, and sliding glass doors in the children's literature in their classroom libraries. Furthermore, I found the authenticity and relevance in the books that included diverse children's literature lack. For starters, once I found that only 22.02% of the main characters from the books found in the classroom libraries were from diverse populations so I did not know what to expect in terms of cultural relevance and authenticity. While there were no inauthentic representations or stereotypes of diverse populations found in the children's literature with diverse populations, I found that most of the books were not culturally relevant as students from these populations would not be able to relate to some aspects of the main characters, like the characters' age and lifestyle, when reading those books.

Research Limitations

The study was limited by five factors: the books found in the three Title 1 third grade classroom libraries and there was one coder/reader. The first research limitation was the research sample of books in the three Title 1 third grade classrooms. The books found in the three Title 1

third grade class libraries were not representative of most mainstream classroom libraries in the United States. As discussed in Chapter Four, 23 (15.86%) of the books were *Houghton Mifflin Harcourt inFact's leveled readers'* book. These books are very short and the illustrations in them take up more space than the text. Granted, students may need these books to improve their reading abilities, but these books were present in all three classroom libraries and limited my ability to assess what would be found in most classroom libraries. Additionally, the number of books examined in the study may possibly be fewer compared to most mainstream classrooms. Between all three third grade classroom libraries, there were 284 pieces of children's literature. And of those 284 books, 139 had animal characters and only 145 had human characters. I believe that as children get older, they read less books with personified characters, so I would think there would be less books with solely animal characters in third grade. Additionally, one of the third-grade teachers had taken home over half of her library to sort through and therefore, there was an even smaller number of children's literature present in the three Title 1 third grade classroom libraries chosen for this research. Perhaps, conducting a preliminary book count would have prevented this. The other research limitation was the fact that I was the sole reader and coder. Many of the books, particularly the chapter books, were quite lengthy in text so it is possible that details crucial to research may have been missed. Further, my implicit biases could have affected the analysis as well. Finally, I am only member of the Black population and has admittedly not had an abundance of exposure to the other diverse populations, so there may have been misconceptions or stereotypes that I overlooked that members of those other diverse populations would have found inaccurate and harmful.

Next Steps and Future Research

After completing this research study, I would recommend that educators seek out additional resources that can aid them in finding books that represent diverse populations authentically. Some resources I believe teachers can use to find children's literature with authentic and relevant representations of diverse populations are listed below. Additionally, Balkaran (2018) provided a list of transitional series that she determined represented racial groups authentically and non-stereotypically.

1. *EmbraceRace website*
2. *We Need Diverse Books website*
3. *University of Central Florida's Diverse Families book database*
4. *Coretta Scott King book awardees*
5. *Bel Pure book awardees*
6. *American Library Association: Celebrating Diversity book list*
7. *Diverse BookFinder website*

Having knowledge of teachers' salaries and the resources available to them, I understand that it might be difficult to for teachers to include an adequate number of children's literature with diverse populations that are culturally authentic and relevant in their classroom libraries. Thus, it is my recommendation that teachers can try to connect with their school librarians to borrow library books for their classroom libraries for periods or cycles of learning or borrowing books from their local library. Additionally, graduates of the University of Central Florida can borrow books and other materials from the Curriculum Materials Center on the main campus of the University at no cost.

There are several ways this research could be extended in the future. First, researchers could conduct content analyses or equity audits of books published within different decades to see how representation of diverse populations have changed. Second, researchers could conduct content analyses or equity audits of all books present in an entire elementary school to get a view of the full answer to the research question, can students see themselves in their classroom throughout their educational journey? Third, researchers could examine the race/ethnic backgrounds of the authors and illustrations who are telling the story to determine the impact on the story itself. And last, it would be interesting to interview teachers to learn, (1) if they get to choose the books in their classroom libraries, (2) how they chose in the books in their classroom libraries, and (3) if they believe the books in their classroom libraries are successful at providing mirrors, windows, and sliding glass doors for their students.

With the increase of diverse populations in mainstream elementary classrooms today, it is crucial that educators include children's literature that provide authentic and relevant representations of those populations in their classroom libraries. Unfortunately, the three Title 1 third grade classroom libraries examined in this study did not successfully provide mirrors, windows, and sliding glass doors for the students at Belmore Lane Elementary (pseudonym). The dearth of children's literature with authentic and relevant representations of diverse populations present in the sample classroom libraries is concerning, especially since most of Belmore Lane Elementary's (pseudonym) students are a part of diverse populations (Orange County Public Schools, n.d.). Several researchers propose positive effects that children's literature containing diverse populations has on students. One such effect is increased motivation to read and broadening their perceptions of themselves and others (Bishop, 1990; Branden and Rodriquez, 2016; Henderson et al., 2020; Yello, 2012). In my opinion, educators

should consider the effects of a classroom library that contains diverse populations and one that does not and adjust their classroom libraries as needed. Every child deserves to see themselves on the shelves of our libraries and in our classrooms.

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APPENDIX A: LETTER REQUESTING PERMISSION FROM PRINCIPAL

Trishell Matthews
Student Researcher
University of Central Florida

Dear Principal,

I am writing to tell you a bit about myself and the research I would like to conduct at your school, Ivey Lane Elementary, this semester. My name is Trishell Matthews, I am in my last semester at the University of Central Florida, and I am completing a thesis with Dr. Blanch as my thesis chair. I am majoring in Elementary Education, and I am currently exploring different career opportunities in Education reform. One of the things that I believe can be improved in the overall education system is the representation of different people in school materials, such as books. Thus, I have chosen to research to (1) examine the extent to which diverse populations are represented in elementary classroom libraries and (2) if they are represented authentically and relevantly. For the sake of time, I would just be examining your third-grade classroom libraries. To do this, I would like to visit the classrooms and use the Goodreads app to scan the barcodes of each book and store them on a list. I would do this after class to not interrupt the lessons. Next, I will examine each book later using a survey I have created. The school will not be named in the thesis as I will use a pseudonym when referring to Ivey Lane Elementary. Having access to these classrooms is essential and would be much appreciated. Thank you for this opportunity.

Sincerely,

Trishell Matthews.

APPENDIX B: BOOK CRITERIA FOR PHASE II

Criteria for Phase Two

The pieces of children's literature were skimmed to determine the following:

1. Does this book contain any human characters?
2. Is this book intended for children?

APPENDIX C: QUALTRICS SURVEY QUESTIONS

Title of Book

Author(s)

Illustrator(s)

Book Genre(s)

- ☐ Fantasy
- ☐ Adventure
- ☐ Mystery
- ☐ Historical Fiction
- ☐ Science Fiction
- ☐ Memoir
- ☐ Biography
- ☐ Autobiography
- ☐ Humorous Fiction
- ☐ Informational
- ☐ Holiday/Festival
- ☐ Legend
- ☐ Folklore/Fairytale/Fable

- Myth
- Realistic Fiction
- Fiction
- Nonfiction

Book Format

- Picture Book
- Chapter Book

Publication Year

Language(s) Present in the Book

Number of Human Main Characters

Main Character(s') Race(s)

- American Indian or Alaska Native
- Asian
- Biracial/Interracial
- Black
- Black 2
- Hispanic or Latino

- Hispanic or Latino 2
- Native Hawaiian or Other Pacific Islander
- White
- White 2
- White 3
- White 4
- Unknown
- Other

Main Character(s) Ethnicity

--

Main Character(s) Sex

- Male
- Male 2
- Male 3
- Female
- Female 2
- Female 3
- Non-binary/third gender
- Unidentified

Family Structure

- Mother and Father
- Mother and Mother

- ☐ Father and Father
- ☐ Single Mother
- ☐ Single Father
- ☐ Other
- ☐ Not Applicable

Theme(s) Present in Book

Are there any stereotypes present?

- ☐ Yes
- ☐ Maybe
- ☐ No

If yes, list here:

Are there any animals that are main characters?

- ☐ Yes
- ☐ No

If yes, which animal(s)?

Is this book a Houghton Mifflin Harcourt online leveled book?

- ☐ Yes
- ☐ No

Notes

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APPENDIX D: QUALTRICS SURVEY DATA CHART

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Title of Book	Author(s)	Illustrator(s)	Book Genre(s)	Book Format	Publication Year	Language(s) Present in the Book	Number of Human Main Characters	Main Character(s) Race(s)	Main Character(s) Ethnicity(ies)
Abner & Me	Dan Gutman	Not applicable.	Fantasy, Historical Fiction	Chapter Book	2005	English	1	White	Unidentified
Amelia Bedelia Goes Wild!	Herman Parish	Lynne Avril	Humorous Fiction, Realistic Fiction	Chapter Book	2014	English	1	White	Unidentified
American Revolution (Magic Tree House Research Guide)	Mary Pope Osborne and Natalie Pope Boyce	Salvatore Murdocca	Nonfiction	Chapter Book	2004	English	2	White, White 2	Unidentified
Amos Gets Famous (Culpepper Adventures)	Gary Paulsen	Not applicable.	Mystery, Realistic Fiction	Chapter Book	2011	English	2	White, White 2	Unidentified.
An Unwelcome Visitor	Gertrude Fleck	Frank Riccio	Historical Fiction	Picture Book	2010	English	3	White, White 2, White 3	Unidentified
Before the Talkies	Bo Grayson	Dolores Avendano	Realistic Fiction	Picture Book	2010	English	3	White, White 2, White 3	Caucasian Americans
Benjamin Franklin: A Man with Many Jobs	Carol Greene	Not applicable	Biography	Picture Book	1988	English	1	White	Caucasian American
Big Nate: Welcome to My World	Lincoln Peirce	Lincoln Peirce	Humorous Fiction	Picture Book	2015	English	1	White	Unidentified
Big Words for Little People	Jamie Lee Curtis	Laura Cornell	Humorous Fiction	Picture Book	2008	English	1	White	Unidentified
Boy: Tales of Childhood	Roald Dahl	Quentin Blake	Autobiography	Chapter Book	1999	English	1	White	British / Norwegian
Brown Honey in Broomwheat Tea	Joyce Carol Thomas	Floyd Cooper	Realistic Fiction	Picture Book	1993	English	1	Black	African American.

Buffalo Before Breakfast (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Fiction	Chapter Book	1999	English	2	White, White 2	Unidentified
Caroline's Treats	Dixie Lee Petrokis	Roberta Collier Morales	Realistic Fiction	Picture Book	2010	English	1	White	Unidentified.
Cezar's Pollution Solution	Kelli Luce	Louise Ellis	Humorous Fiction	Picture Book	2010	English	1	Hispanic or Latino	Unidentified
Chocolate Fever	Robert Kimmel Smith	Gioia Flammenghi	Fantasy, Humorous Fiction	Chapter Book	2006	English	1	White	Unidentified
Christmas in Camelot (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Historical Fiction, Holiday / Festival	Chapter Book	2001	English	2	White, White 2	Unidentified
Civil War on Sunday (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Fiction	Chapter Book	2000	English	2	White, White 2	Unidentified
Class Clown	Johanna Hurwitz	Sheila Hamaoka	Humorous Fiction	Chapter Book	1987	English	1	White	Unidentified
Cornelia and the Great Snake Escape	Pam Muñoz Ryan	Julia Denos	Mystery, Realistic Fiction	Chapter Book	2010	English	1	White	Unidentified
Cyclops Doesn't Roller-Skate (Adventures of the Bailey School Kids)	Debbie Dadey and Marcia Thornton Jones	John Steven Gurney	Fantasy, Mystery, Fiction	Chapter Book	1996	English	4	Black, White, White 2, White 3	Unidentified
Dear Diary	Rubi Borgia	Kathie Kelleher	Realistic Fiction	Picture Book	2007	English	1	Hispanic or Latino	Unidentified
Dinosaurs (Magic Tree House Research Guide)	Will Osborne and Mary Pope Osborne	Salvatore Murdocca	Nonfiction	Chapter Book	2000	English	2	White, White 2	Unidentified
Dinosaurs Before Dark (Magic Tree House)	Mary Pope Osborne	Saaltore Murdocca	Fantasy, Adventure, Fiction	Chapter Book	1992	English	2	White, White 2	
Dolphins at Daybreak (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Fiction	Chapter Book	2010	English	2	White, White 2	Unidentified
Dragon of the Red Dawn (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Myth, Fiction	Chapter Book	2007	English	2	White, White 2	Unidentified
Dunc Breaks the Record (Culpepper Adventures)	Gary Paulsen		Fiction	Chapter Book	1992	English	2	White, White 2	Unidentified.
Earthquake in the Early Morning (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Historical Fiction	Chapter Book	2010	English	2	White, White 2	Unidentified
El Dia Del Rey Dragon (Magic Tree House Adventures)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Historical Fiction	Chapter Book	1998	Spanish (Edition)	2	White, White 2	Unidentified
Esperanza Rising	Pam Muñoz Ryan	Not applicable.	Historical Fiction,	Chapter Book	2000	English and Spanish	1	Hispanic or Latino	Mexican

			Realistic Fiction						
Evelyn del Rey Is Moving Away	Meg Medina	Sonia Sanchez	Realistic Fiction	Picture Book	2020	English and Spanish	2	Black, Hispanic or Latino	Unidentified
FiFi's Bath	Rob Arego	Suzanne Beaky	Humorous Fiction	Picture Book	2009	English	2	White, White 2	Unidentified
Firehouse Fun	Abby Klein	John McKinley	Realistic Fiction	Concept Book	2009	English	1	White	Unidentified.
Flat Stanley (Flat Stanley)	Jeff Brown	Macky Pamintuan	Fantasy, Adventure, Fiction	Chapter Book	2013	English	1	White	Unidentified
Flat Stanley's Worldwide Adventures: Escape to California (Flat Stanley)	Jeff Brown	Macky Pamintuan	Fantasy, Adventure, Fiction	Chapter Book	2014	English	1	White	Unidentified
Friends with Wings	Josie Strummer	Amanda Heavy	Realistic Fiction	Picture Book	2010	English	1	White	Unidentified
Frindle	Andrew Clements	Brian Selznick	Humorous Fiction, Realistic Fiction	Chapter Book	1998	English	1	White	Unidentified
George Washington: First President of the United States	Carol Greene	Not applicable.	Biography	Chapter Book	1991	English	1	White	Caucasian American
Ghost Town at Sundown (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Historical Fiction	Chapter Book	1997	English	2	White, White 2	Unidentified
Ghosts (Magic Tree House Research Guide)	Mary Pope Osborne and Natalie Pope Boyce	Salvatore Murdocca	Nonfiction	Chapter Book	2009	English	2	White, White 2	Unidentified
Good Morning, Gorillas (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Fiction	Chapter Book	2002	English	2	White, White 2	Unidentified
Haunted Castle on Hallows Eve (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Folklore / Fairytale / Fable	Chapter Book	2003	English	2	White, White 2	Unidentified
High Tide in Hawaii (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Science Fiction	Chapter Book	2003	English	2	White, White 2	
Horrible Harry and the Hallway Bully (Horrible Harry)	Suzy Kline	Amy Wummer	Realistic Fiction	Chapter Book	2014	English	1	White	Unidentified
Horrible Harry and the Holidaze (Horrible Harry)	Suzy Kline	Frank Remkiewicz	Holiday / Festival, Realistic Fiction	Chapter Book	2004	English	1	White	Unidentified
Horrible Harry in Room 2B (Horrible Harry)	Suzy Kline	Frank Remkiewicz	Humorous Fiction, Realistic Fiction	Chapter Book	1997	English	1	White	

Hour of the Olympics (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Fiction	Chapter Book	1998	English	2	White, White 2	Unidentified
Ish	Peter H. Reynolds	Peter H. Reynolds	Realistic Fiction	Picture Book	2004	English	1	Unknown	
Jake the Fake Goes for Laughs	Craig Robinson and Adam Mansbach	Keith Knight	Humorous Fiction	Chapter Book	2019	English	1	Black	Unidentified
Jamaica Tag-Along (Jamaica)	Juanita Havill	Anne Sibley O'Brien	Realistic Fiction	Picture Book	1990	English	1	Black	Undefined
Judy Moody Gets Famous! (Judy Moody)	Megan McDonald	Peter H. Reynolds	Humorous Fiction, Realistic Fiction	Chapter Book	2003	English	1	White	Unidentified
Judy Moody Predicts the Future (Judy Moody)	Megan McDonald	Peter H. Reynolds	Mystery, Humorous Fiction	Chapter Book	2003	English	1	White	Unidentified
Judy Moody Salva el Planeta (Judy Moody)	Megan McDonald	Peter H. Reynolds	Humorous Fiction, Realistic Fiction	Chapter Book	2005	Spanish	1	White	Unidentified
Judy Moody Was in a Mood (Judy Moody)	Megan McDonald	Peter H. Reynolds	Humorous Fiction, Realistic Fiction	Chapter Book	2010	English	1	White	Unidentified
Judy Moody, M.D.: The Doctor Is In (Judy Moody)	Megan McDonald	Peter H. Reynolds	Humorous Fiction, Realistic Fiction	Chapter Book	2006	English	1	White	Unidentified
Knots in My Yo-Yo String: The Autobiography of a Kid	Jerry Spinelli	Not applicable.	Autobiography	Chapter Book	1998	English	1	White	Caucasian American
Lana and Miguel's Park	Frankie Bruno	Ruth Flanagan	Realistic Fiction	Picture Book	2010	English	2	Hispanic or Latino, Hispanic or Latino 2	Unidentified
Lawn Boy	Gary Paulsen	Not applicable.	Humorous Fiction, Realistic Fiction	Chapter Book	2007	English	1	White	Unidentified
Making Murals	Rob Arego	Not applicable.	Informational	Picture Book	2010	English	0		Not applicable.
Masters of Disaster	Gary Paulsen	Not applicable.	Adventure, Humorous Fiction	Chapter Book	2010	English	3	White, White 2, White 3	Unidentified
Maybe Something Beautiful: How Art Transformed a Neighborhood	F. Isabel Campoy and Theresa Howell	Rafael López	Realistic Fiction	Picture Book	2016	English	1	Black	Unidentified
Meet Danitra Brown (Danitra Brown)	Nikki Grimes	Floyd Cooper	Realistic Fiction	Picture Book	1997	English	2	Black, Black 2	Unidentified
Meow Means Mischief (Munchkin)	Ann Whitehead Nagda	Stephanie Roth	Realistic Fiction	Chapter Book	2003	English	1	Asian, Biracial/Interracial, Other	Indian and other.
Midnight on the Moon (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Fiction	Chapter Book	1996	English	2	White, White 2	Unidentified

Miss Rumphius	Barbara Cooney	Barbara Cooney	Adventure, Realistic Fiction	Picture Book	1982	English	1	White	Caucasian American
Moonstick: The Seasons of the Sioux	Eve Bunting	John Sandford	Historical Fiction	Picture Book	2000	English and Siouan	1	American Indian or Alaska Native	Sioux Indians
Ms. F Goes Back to School	Blaise Terrapin	Apryl Stott	Humorous Fiction	Picture Book	2009	English	2	White, White 2	Unidentified
My Teacher Is an Alien (My Teacher Is an Alien)	Bruce Coville		Fantasy, Fiction	Chapter Book	1989	English	2	White, White 2	Unidentified
My Teacher, My Dad	Dixie Lee Petrokis	Melanie Siegal	Humorous Fiction	Picture Book	2010	English	1	Hispanic or Latino	Unidentified
My Very Favorite Book in the Whole Wide World	Malcolm Mitchell	Michael Robertson	Fiction	Picture Book	2020	English	1	Black	Unidentified
Nasty, Stinky Sneakers	Eve Bunting	Maurice Lewis	Mystery, Humorous Fiction, Realistic Fiction	Chapter Book	1995	English	1	White	Unidentified
Nelson Mandela	Kadir Nelson	Kadir Nelson	Biography	Picture Book	2012	English	1	Black	South African
Nelson Mandela: "No Easy Walk to Freedom"	Barry Denenberg	Not applicable.	Biography	Chapter Book	2014	English and Xhosa	1	Black	South African
Night of the Ninjas (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Fiction	Chapter Book	1995	English	2	White, White 2	Unidentified
No Talking	Andrew Clements	Not applicable.	Humorous Fiction, Realistic Fiction	Chapter Book	2007	English	2	White, White 2	Unidentified
On Thin Ice (Katie Kazoo)	Nancy E. Krulik	John & Wendy	Fantasy, Realistic Fiction	Chapter Book	2007	English	1	White	Unidentified
Overboard! (Survivor Diaries)	Terry Lynn Johnson	Jani Orban	Adventure, Realistic Fiction	Chapter Book	2017	English	2	Hispanic or Latino, White	
Pinky and Rex and the School Play (Pinky and Rex)	James Howe	Melissa Sweet	Realistic Fiction	Chapter Book	1998	English	2	White, White 2	Unidentified
Polar Bears Past Bedtime (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Fiction	Chapter Book	1998	English	2	White, White 2	Unidentified
Purplicious (Pinkalicious)	Victoria Kann and Elizabeth Kann	Victoria Kann	Realistic Fiction	Picture Book	2007	English	1	White	Unidentified
Revolutionary War on Wednesday (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Historical Fiction	Chapter Book	2000	English	2	White, White 2	Unidentified
Robert and the Scariest Night (Robert)	Barbara Sueling	Paul Brewer	Mystery, Horror, Holiday / Festival, Fiction	Chapter Book	2002	English	1	White	Unidentified
Sabertooths and the Ice Age (Magic Tree House)	Mary Pope Osborne and Natalie Pope Boyce	Salvatore Murdocca	Nonfiction	Chapter Book	2005	English	2	White, White 2	Unidentified

House Research Guide)									
Say Something!	Peter H. Reynolds	Peter H. Reynolds	Realistic Fiction	Picture Book	2019	English	N/A	Unknown	N/A
School's Out	Johanna Hurwitz	Sheila Hamanaka	Humorous Fiction	Chapter Book	1991	English and French	1	White	Unidentified
Seagulls Don't Eat Pickles	Erica Farber	Jason Beene	Adventure, Humorous Fiction	Chapter Book	2013	English	1	White	Unidentified
Season of the Sandstorms (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Historical Fiction	Chapter Book	2005	English	2	White, White 2	Unidentified
Sky Color	Peter H. Reynolds	Peter H. Reynolds	Realistic Fiction	Picture Book	2012	English	1	Unknown	Unidentified
St. Patrick's Day from the Black Lagoon	Mike Thaler	Jared Lee	Humorous Fiction, Holiday / Festival	Chapter Book	2001	English	1	White	Unidentified
Stand Tall, Molly Lou Melon	Patty Lovell	David Catrow	Humorous Fiction, Realistic Fiction	Picture Book	2001	English	1	Unknown	Unidentified.
Stanley and the Magic Lamp (Flat Stanley)	Jeff Brown	Scott Nash and Macky Pamintuan	Fantasy, Adventure, Fiction	Chapter Book	2009	English	1	White	Unidentified
Stanley in Space (Flat Stanley)	Jeff Brown	Scott Nash	Fantasy, Adventure, Fiction	Chapter Book	2009	English	1	White	Unidentified
Stealing Home: The Story of Jackie Robinson: The Story of Jackie Robinson	Barry Denenberg		Biography	Chapter Book	1990	English	1	Black	African American
Sunset of the Sabertooth (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Historical Fiction	Chapter Book	1996	English	2	White, White 2	Unidentified
Tar Beach	Faith Ringgold	Not applicable.	Fantasy, Fiction	Picture Book	1996	English	1	Biracial/Interracial	African American and Indian
The Absent Author (A to Z Mysteries)	Ron Roy	John Steven Gurney	Mystery, Fiction	Chapter Book	1997	English	3	White, White 2, White 3	Unidentified
The Canary Caper (A to Z Mysteries)	Ron Roy	John Steven Gurney	Mystery, Fiction	Chapter Book	1998	English	3	White, White 2, White 3	Unidentified
The Chocolate Touch	Patrick Skene Catling	Margot Apple	Fantasy, Humorous Fiction, Fiction	Chapter Book	2006	English	1	White	Unidentified
The Clippity-Cloppity Carnival	Valerie Tripp	Thu Thai	Realistic Fiction	Chapter Book	2018	English	2	Black, White	Unidentified
The Deadly Dungeon (A to Z Mysteries)	Ron Roy	John Steven Gurney	Fantasy, Mystery, Fiction	Chapter Book	1998	English	3	White, White 2, White 3	Unidentified
The Dot	Peter H. Reynolds	Peter H. Reynolds	Realistic Fiction	Picture Book	2003	English	1	Unknown	Unidentified.
The Drinking Gourd: A Story of the Underground Railroad	F.N. Monjo	Fred Brenner	Historical Fiction	Chapter Book	1983	English	1	White	

The Empty Envelope (A to Z Mysteries)	Ron Roy	John Steven Gurney	Mystery, Fiction	Chapter Book	1998	English	3	White, White 2, White 3	Unidentified
The Family Under the Bridge	Natalie Savage Carlson	Garth Williams	Holiday / Festival, Realistic Fiction	Chapter Book	1958	English and French	1	White	French
The Great Bay	Rob Arego	Jago	Realistic Fiction	Picture Book	1973	English	1	American Indian or Alaska Native	Unidentified
The Invisible Island (A to Z Mysteries)	Ron Roy	John Steven Gurney	Mystery, Fiction	Chapter Book	1999	English	3	White, White 2, White 3	Unidentified
The Kabuki Kid	Katrina Van Horn	Chris Vallo	Realistic Fiction	Picture Book	2010	English	1	Asian	Japanese
The Kidnapped King (A to Z Mysteries)	Ron Roy	John Steven Gurney	Mystery, Fiction	Chapter Book	2000	English	3	White, White 2, White 3	Unidentified
The Last Princess: The Story of Princess Ka'iulani of Hawai'i	Fay Stanley	Diane Stanley	Biography	Picture Book	2001	English and Hawaiian	1	Native Hawaiian or Other Pacific Islander	Hawaiian
The Littles Go to School (The Littles)	John Lawrence Peterson	Roberta Carter Clark	Fantasy, Fiction	Chapter Book	1994	English	2	White, White 2	Unidentified
The Lucky Lottery (A to Z Mysteries)	Ron Roy	John Steven Gurney	Mystery, Fiction	Chapter Book	2000	English	3	White, White 2, White 3	Unidentified
The Night Bird	Rubi Borgia	Kathie Kelleher	Folklore / Fairytale / Fable	Picture Book	2008	English	1	Other	Yanomani Indian
The Orange Outlaw (A to Z Mysteries)	Ron Roy	John Steven Gurney	Adventure, Mystery, Fiction	Chapter Book	2001	English	3	White, White 2, White 3	Unidentified
The Power of Corn	Julian Stone	Joanne Renaud	Informational	Picture Book	2011	English	0		
The Recycling Contest	Rob Arego	George Ulrich	Humorous Fiction	Picture Book	2009	English	1	Black	African American
The Story of George Washington Carver	Eva Moore	Not applicable.	Biography	Chapter Book	1990	English	1	Black	African American
The Tale of the Ungrateful Tiger: A Korean Myth	Leslie Carra	Constanza Basaluzzo	Myth	Picture Book	2010	English	1	Asian	Korean
The Tallest Tower	Blaise Terrapin	Cheryl Kirk Noll	Historical Fiction	Picture Book	2010	English	1	Black	African American
The TV Kid	Katrina Van Horn	Not applicable.	Biography	Picture Book	2010	English	1	White	
The Wall	Eve Bunting	Ronald Himler	Historical Fiction, Realistic Fiction	Picture Book	1992	English	1	White	Unidentified
The Word Collector	Peter H. Reynolds	Not applicable.	Realistic Fiction	Picture Book	2018	English	1	Black	Unidentified
The Wright Brothers	Rob Arego	Not applicable.	Biography	Picture Book	2009	English	2	White, White 2	Caucasian American
There Was an Old Lady Who Swallowed a Bell!	Lucille Colandro	Jared Lee	Humorous Fiction, Holiday / Festival	Picture Book	2008	English	1	White	Unidentified

There Was an Old Lady Who Swallowed a Cactus!	Lucille Colandro	Jared Lee	Fantasy, Humorous Fiction	Picture Book		English	1	White	Unidentified
Thomas Jefferson: Author, Inventor, President	Carol Greene	Not applicable.	Biography	Chapter Book	1991	English	1	White	Caucasian American
Thurgood Marshall: Supreme Court Justice	Lisa Aldred and Heather Lehr Wagner	Not applicable.	Biography	Chapter Book	1990	English	1	Black	African American
Tigers at Twilight (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Fiction	Chapter Book	1999	English	2	White, White 2	Unidentified
Timid Boy and Mama Bear: A Pueblo Legend	Pleasant DeSpain	Capucine Mazille	Legend	Picture Book	2011	English	1	American Indian or Alaska Native	Puebloan
Tonight on the Titanic (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Historical Fiction	Chapter Book	1999	English	2	White, White 2	Unidentified
Truman's Aunt Farm	Jama Kim Rattigan	G. Brian Karas	Humorous Fiction	Picture Book	1994	English	1	White	Unidentified
Tunnel Vision (Spy X)	Peter Lerangis	Not applicable.	Adventure, Fiction	Chapter Book	2005	English	2	White, White 2	Unidentified
Twister on Tuesday (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Historical Fiction	Chapter Book	2001	English	2	White, White 2	Unidentified
Two Sisters Play Tennis	Charlotte Collins	Not applicable.	Nonfiction, Biography	Picture Book	2010	English	2	Black, Black 2	African American
Vacation Under the Volcano (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Historical Fiction	Chapter Book	1998	English	2	White, White 2	Unidentified
Vampires Don't Wear Polka Dots (Adventures of the Bailey School Kids)	Debbie Dadey and Marcia Thornton Jones	John Steven Gurney	Fantasy, Fiction	Chapter Book	1991	English	4	Black, White, White 2, White 3	Unidentified.
Viking Ships at Sunrise (Magic Tree House)	Mary Pope Osborne	Salvatore Murdocca	Fantasy, Adventure, Historical Fiction	Chapter Book	1998	English	2	White, White 2	Unidentified
When I Was Little: A Four-Year-Old's Memoir of Her Youth	Jamie Lee Curtis	Laura Cornell	Memoir	Picture Book	1995	English	1	White	Unidentified
Where the Wild Things Are	Maurice Sendak	Maurice Sendak	Fantasy, Adventure, Fiction	Picture Book	2000	English	1	White	Unidentified
Who Was Clara Barton?	Stephanie Spinner	David Groff	Biography	Chapter Book	2014	English	1	White	Caucasian American
Who Was Dr. Seuss?	Janet B. Pascal	Nancy Harrison	Biography	Chapter Book	2011	English	1	White	German American
Who Was Harry Houdini?	Tui T. Sutherland	Nancy Harrison	Biography	Chapter Book	2002	English	1	White	Hungarian
Who Was Mister Rogers?	Diane Bailey	Dede Putra	Biography	Chapter Book	2019	English	1	White	Caucasian American

Who Was Steve Irwin?	Dina Anastasio	Jim Eldridge	Biography	Chapter Book	2015	English	1	White	Australian
Willie Mays	Michael McGoldrick	Not applicable.	Biography	Picture Book	2017	English	1	Black	African American
Wishtree	Katherine Applegate	Charles Santoso	Fantasy, Realistic Fiction	Chapter Book	2017	English	2	White, Other	Irish and Muslim
Zora Hurston and the Chinaberry Tree	William Miller	Cornelius Van Wright and Ying-Hwa Hu	Biography	Picture Book	1994	English	1	Black	African American

Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
Main Character(s) Sex	Family Structu re	Theme(s) Present in Book	Are there any stereotypes present?	If yes, list here:	Are there any animals that are main characters?	If yes, which animal(s)?	Is this book a Houghton Mifflin Harcourt online leveled book?	Are the present diverse populations represented authentically ?	Notes
Male	Mother and Father	Time travel, historical figures, war, and witnessing gruesome things.	No		No		No	Not applicable.	
Female	Mother and Father	Friendship, planning, fun, animals, and zoos.	No		No		No	Not applicable.	There are illustrations on each page, but they are not in color. The story contains many animals, as Amelia made a zoo, but they are not main characters.
Male, Female	Not Applica ble	Facts and the Revolutionary War.	No		No		No	Not applicable.	
Male, Male 2	Mother and Father	Friendship, mystery, and investigating.	No		No		No	Not applicable.	
Male, Female, Male 2	Mother and Mother	Moving, bravery, and dangerous animals.	No		Yes	Rattlesnake	Yes	Not applicable.	
Male, Female, Male 2	Other	Learning about the past from elders and technological changes.	No		No		Yes	Not applicable.	Jared and Sara are helping their grandad pack for his move.
Male	Mother and Father	Government, politics, and founding fathers.	No		No		No	Not applicable.	Stated that he did not help free slaves because he "was old and tired."
Male	Single Father, Other	School life, fun, friendship, and play.	No		No		No	Not applicable.	Format: Comic. Grandfather and grandmother. No mention of a second parent in the text or illustration.
Female	Mother and Father	Learning new words and how words connect us.	No		No		No	Not applicable.	

Male	Mother and Father	Friendship, play, and growing/maturing.	No		No		No	Not applicable.	
Female	Mother and Father	Family, loving yourself, and African American identity.	No		No		No	Yes, there are no inauthentic representations present.	Poem
Male, Female	Not Applicable	Adventure, time travel, and hunting.	No		Yes	Dog	No	Yes, there are no inauthentic representations present in the book.	They meet a Lakota boy who teaches them how to hunt buffalo.
Female	Mother and Father	Taking care of animals and activism.	No		No		Yes	Not applicable.	
Male	Not Applicable	Protecting the environment	No		No		Yes	Yes, no inauthentic representations are present in the book.	
Male	Mother and Father	Adventure, too much of anything is bad, and learning from your mistakes.	No		No		No	Not applicable.	
Male, Female	Not Applicable	Christmas, time travel, helping others, and traditions.	No		No		No	Not applicable.	
Male, Female	Mother and Father	Adventure, time travel, fear, war, and slavery.	No		No		No	Not applicable.	There was opportunity to teach more about slavery, but it was addressed superficially.
Male	Mother and Father	Rules, fun/funny, and school life.	No		No		No	Not applicable.	
Female	Mother and Father	New pet, lost pet, working together, and family.	No		Yes	Snake	No	Not applicable.	There are illustrations throughout the text.
Male, Female, Male 2, Female 2	Mother and Father	Supernatural, investigating, friendship, and fun.	No		No		No	There are no inauthentic representations present in the book.	
Female	Mother and Father, Other	Teacher and family can provide support, books can comfort us, friendship, and courage/bravery.	No		No		Yes	Yes, no inauthentic representations present in the book.	Main character has a stutter. Grandmother is included in story and illustrations.
Male, Female	Not Applicable	Dinosaurs, facts, and extinction.	No		Yes	Dinosaurs	No	Not applicable.	

Male, Female	Not Applicable	Adventure, time travel, learning about dinosaurs, and extinct animals.	No		No		No	Not applicable.	
Male, Female	Not Applicable	Adventure, time travel, living at sea, and ocean life.	No		Yes	Dolphins, octopus, and shark.	No	Not applicable.	
Male, Female	Not Applicable	Adventure, time travel, finding happiness, traditions, and poetry.	No		No		No	Yes, no inauthentic representations of the ancient Japanese were present in the book.	
Male, Male 2	Not Applicable	Adventure, friendship, play, and courage.	No		No		No	Not applicable.	
Male, Female	Not Applicable	Adventure, time travel, earthquakes, and helping others.	No		No		No	Not applicable.	
Male, Female	Not Applicable	Adventure, time travel, and investigating.	No		No		No	Yes, there were no inauthentic representations present to the best of my knowledge.	Search for a Chinese legend before it is burned down by the Dragan King.
Female	Mother and Father	Immigration, leaving family behind, fear, and being brave.	No		No		No	Yes, there are no inauthentic representations present. Shows some of the harsh realities of immigration.	Portrayal of immigrants as poor.
Female	Mother and Father, Single Mother	Friendship, moving, and saying goodbye.	No		No		No	Yes, there were no inauthentic representations present.	
Male, Female	Single Mother	Mischief and getting into trouble.	No		No		Yes	Not applicable.	Narrator and her brother Tommy help their mother at her pet-grooming shop.
Male	Mother and Father	Friendship, safety tips, and facing your fears	No		No		No	Not applicable.	
Male	Mother and Father	Adventure, making the best of a bad situation, helping others, and bravery.	No		No		No	Not applicable.	

Male	Mother and Father	Travelling, adventure, helping others, and trying the impossible.	No		No		No	Not applicable.	
Female	Mother and Father, Other	Moving, celebrations, friendship, and bonding with animals.	No		No		Yes	Not applicable.	Maria also lives with her grandmother.
Male	Mother and Father	Creativity, imagination, teacher-student relationship, and the meaning of words.	No		No		No	Not applicable.	
Male	Mother and Father	Hard work, government/patriotic, farming, and war.	No		No		No	Not applicable.	
Male, Female	Not Applicable	Adventure, time travel, wild west, and ghosts.	No		No		No	Not applicable.	
Male, Female	Not Applicable	Death and ghosts.	No		No		No	Not applicable.	
Male, Female	Not Applicable	Adventure, time travel, magic, and bonding with animals (gorillas).	No		No		No	Not applicable.	
Male, Female	Not Applicable	Adventure, time travel, and searching.	No		No		No	Not applicable.	
Male, Female	Not Applicable	Adventure, time travel, fun, surfing, and tidal waves.	No		No		No	Not applicable.	
Male	Not Applicable	Friendship, investigating, and being kind.	No		No		No	Yes, there were no inauthentic representations present in the book.	There are students of different races mentioned in the book and illustrations.
Male	Mother and Father, Not Applicable	Traditions and learning about different cultures and their holiday celebrations.	No		No		No	Yes, the book presented information about other holidays in a factual manner.	There are black and white sketches throughout the book.
Male	Not Applicable	Friendship, pranking, and play.	Maybe		No		No	Not applicable.	
Male, Female	Not Applicable	Adventure, time travel, sports, and sexism.	No		No		No	Not applicable.	

Male	Not Applicable	Art, self-doubt, losing interests in your passion, family support, and inspiration.	No		No		No	Not applicable.	Cannot tell Ramon's race from the illustrations, text, or information found online.
Male	Mother and Father	Comedy/joking, ego, friendship, family, and humility.	No		No		No	Yes, there were no inauthentic representations present in the book.	There are some illustrations throughout the book.
Male, Female		Play, friendship, and being kind.	No		No		No	Yes, there are no inauthentic representations. Jamaica simply allowed Berto to play with her even though he is younger because she does not like when Ossie does not let her play with him.	
Female	Mother and Father	Jealousy, popularity/fame, and kindness.	No		No		No	Not applicable.	
Female	Mother and Father	Observing/investigating and you cannot predict the future.	No		No		No	Not applicable.	
Female	Mother and Father	Activism, taking care of the environment, and competition.	Maybe		No		No	Not applicable.	I do not speak Spanish, so I had to rely on summaries found online to understand this book.
Female	Mother and Father	Having a good even if it did not start that way, friendship, school life, and expressing yourself.	No		No		No	Not applicable.	
Female	Mother and Father	Doctors, creativity, illness, pranking, apologizing, and friendship.	No		No		No	Not applicable.	
Male	Mother and Father	Hard work, friendship, and the power of writing.	No		No		No	Not applicable.	

Male, Female	Single Father	Preserving the environment and activism.	No		No		Yes	Yes, no inauthentic representations are present in the book.	There is no mention of a second parent in the text or illustrations.
Male	Mother and Father	Entrepreneurship and issues that arise in business.	Yes	Lawn Boy hired 15 illegal Hispanic /Latino workers and did not pay them their rightful earners. The story states that they all live in a single "house."	No		No	No, the story depicted a stereotypical of Hispanics/Latinos as illegal immigrants who lived in groups in small spaces.	
	Not Applicable		No		No		Yes	Not applicable.	No main character, this book teaches the reader about how murals are made. Individuals of different races and sex are present in the images.
Male, Male 2, Male 3	Mother and Father	Friendship, adventure, and risks.	No		No		No	Not applicable.	
Female	Single Mother	Creativity, the power of art, transformation, and working together.	Yes	Single black mother.	No		No	There were no inauthentic representations present.	
Female, Female 2	Mother and Father, Single Mother	Friendship and loving yourself exactly how you are.	Yes	Black single mother.	No		No	Yes, there we no inauthentic representations present in the book.	
Female	Mother and Father	Journaling, moving/adjusting to new environments, pets, friendship, and grandparents-grandchildren relationships.	Yes	"Many people in India don't get enough to eat"(p.8) . This may be true, but this is often the	Yes	Cat	No	Maybe, I do not know about Indian culture to determine if they were represented authentically .	There are some black and white illustrations throughout the book.

				image portraye d in the media.					
Male, Female	Not Applica ble	Adventure, travel, helping others, and space.	No		No		No	Not applicable.	
Female	Other	Travel and making the world more beautiful.	No		No		No	Not applicable.	
Male	Mother and Father	Family, seasons, and tradition.	No		No		No	Yes, there are no inauthentic representatio ns present in the book.	Common historical images of Indians with bows and arrows.
Male, Female	Not Applica ble	Learning can be fun and trying new things.	No		No		Yes	Not applicable.	Narrator talks about all the new classes Ms. F has him, Lola, and the rest of the school take.
Male, Female	Mother and Father	Investigating, friendship, and aliens.	No		No		No	Not applicable.	
Female	Single Father	Pride and finding learning fun.	No		No		Yes	Yes, no inauthentic representatio ns are present.	No mention of a second parent in text or illustrations.
Male	Single Mother	Reading can be fun and there is a book for everyone.	Maybe	Henley prefers to play football than read. Single mother.	No		No	Yes, there were no inauthentic representatio ns present in the book.	No mention of a second parent in the illustrations or text.
Male	Mother and Father	Contest, missing items, and investigating.	No		No		No	Not applicable.	
Male	Mother and Father	Activism and racial discrimination.	No		No		No	Yes, the facts about Mandela's life and the discriminatio n Black South Africans faced can be verified by sources.	

Male	Mother and Father		Yes	Book discussed the stereotypes and different types of discriminations Black South Africans faced.	No		No	Yes, facts about Mandela's life and the struggle Black South Africans faced can be verified with different sources.	
Male, Female	Not Applicable	Adventure, time travel, and ninjas.	No		No		No	No, the book portrays ninjas and Samurai inauthentically; portrayal of ninjas wearing black clothes like in cartoons and Samurais as being evil.	
Male, Female	Mother and Father	The power of words, friendship, and kindness.	No		No		No	Not applicable.	
Female	Mother and Father	Friendship, jealousy, magic, fame, and trying new things.	No		No		No	Not applicable.	There are some black and white illustrations throughout the book.
Male, Female	Mother and Father	Adventure, survival, friendship, and working together.	No		No		No	Yes, there were no inauthentic representations present in the book.	
Male, Female	Mother and Father	School life, friendship conflicts, being supportive, and resolving conflicts.	No		No		No	Not applicable.	
Male, Female	Mother and Father	Adventure, time travel, and problem-solving.	No		Yes	Polar bear.	No	Not applicable.	
Female	Mother and Father	Liking something even if others don't, bullying, and family comfort.	No		No		No	Not applicable.	
Male, Female	Not Applicable	Adventure, time travel, Revolutionary War, and working together.	No		No		No	Not applicable.	
Male	Mother and Father	Halloween, scare, and adventure.	No		No		No	Not applicable.	

Male, Female	Not Applicable	Facts about the Ice Age.	No		No		No	Not applicable.	Fact tracker for the fictional book "Sunset of Sabretooth."
Unidentified	Not Applicable	Activism and expressing yourself.	No		No		No	Yes, no inauthentic representations present in the book.	Shows people of different races and sex in the illustrations.
Male	Mother and Father	Friendship, jokes, and summer tutoring/school.	No		No		No	Not applicable.	
Male	Mother and Father	Friendship, treasure hunting, and fun.	No		No		No	Yes, there were no inauthentic representations.	Main character has a friend that is a race other than white. There are some black and white sketches throughout the book.
Male, Female	Not Applicable	Adventure, time travel, desert, and learning about other places and cultures.	No				No	Not applicable.	This book has secondary Middle Eastern characters who teach Jack and Annie about the Middle East.
Female	Not Applicable	Creativity, art, and inspiration.	No		No		No	Yes, there are no inauthentic representations present.	The illustrations show that Marisol is from a diverse population, but I am not sure which.
Male	Single Mother	History/significance of holidays, thinking creativity, holiday traditions, and friendship.	No		No		No	Not applicable.	No mention of a second parent in the text or illustrations.
Female	Not Applicable	There is nothing wrong with being different, inspirational, moving, and advice from elders.	Maybe		No		No	Undecided. Molly is clearly a race other than white based on the illustration, but I am not sure which one(s).	

Male	Mother and Father	Be careful what you wish for, kindness, and consequences.	No		No		No	Not applicable.	
Male	Mother and Father	Adventure/exploring, space, teamwork, and family.	No		No		No	Not applicable.	
Male	Single Mother	Hard work/perseverance, racism, and breaking barriers.	Yes	Father left when he was young. Black people are good at sports. Mentions the different forms of racial discriminations Black people faced during Jackie's life.	No		No	Yes, facts about Jackie's life and that time period can be verified with different sources.	
Male, Female	Not Applicable	Adventure, time travel, and the ice age.	No		No		No	Not applicable.	
Female	Mother and Father	Dreaming	Maybe	Family is roasting peanuts, frying chicken, and having watermelon on Tar Beach.	No		No	Roasted peanuts, fried chicken, and watermelons are a part of African American culture, but there are negative/racist connotations regarding those foods.	Main character's father is a construction worker. Father is called "colored" and a "half-bread Indian" by his co-workers.
Male, Female, Male 2	Mother and Father	Friendship, missing person, and investigating.	No		No		No	Not applicable.	
Male, Female, Male 2	Mother and Father	Friendship, missing items/thief, and investigating.	No		No		No	Not applicable.	
Male	Mother and Father	Greed and self-control.	No		No		No	Not applicable.	There are some illustrations throughout the book.

Female, Female 2	Other	Friendship, fear, and fun.	No		No		No	Yes, there are no inauthentic representations present in the book.	Wellie Wishers dolls.
Male, Female, Male 2	Mother and Father	Friendship, ghosts, and investigating.	No		No		No	Not applicable.	
Female	Not Applicable	Expressing yourself and just starting.	No		No		No	Not applicable.	The name "Vashti" has Persian origins.
Male	Mother and Father	Slavery, the underground railroad, and doing the right thing despite the consequences,	No		No		No	Yes, there were no inauthentic representations present in the book; African Americans really did sometimes escape from slavery with the help of Caucasian Americans.	
Male, Female, Male 2	Mother and Father	Friendship and investigating.	No		No		No	Not applicable.	
Male	Single Father	Orphans, kindness, and family.	No		No		No		Not applicable.
Male	Not Applicable	Adventure, friendship, and new beginnings.	No		Yes	Whale	Yes	Yes, many historians claim American Indians were the first people in the Great Bay.	
Male, Female, Male 2	Mother and Father	Friendship, exploring, investigating, and treasures.	No		No		No	Not applicable.	
Male	Mother and Father	Traditions and learning about your culture.	No		No		Yes	Yes, the facts about Kabuki and its history can be verified with different sources.	

Male, Female, Male 2	Mother and Father	Friendship and investigating.	No		No		No	Unknown, I do not know enough about Socotra and its people to say if they were represented authentically.	
Female	Mother and Father	Activism and colonialism.	No		No		No	Yes, the facts about Princess Ka'iulani's life can be verified with different sources.	
Male, Female	Mother and Father	School is fun, exploring new places, being different, and family.	No		No		No	Not applicable.	
Male, Female, Male 2	Mother and Father	Prize money, thief, investigating, and friendship.	No		No		No	Not applicable.	
Male	Single Father	Bravery, courage, and bonding with animals.	Yes	Typical imagines and texts of Indians with bows and arrows.	Yes	Bird	Yes	Undecided, I was unable to find any sources to verify this folktale.	There is no mention of a second parent in the texts or illustrations.
Male, Female, Male 2	Other	Mystery, investigation, and friendship.	No		No		No	Not applicable.	Uncle Warren
	Not Applicable	Farming and agriculture.	No		No		Yes	Yes, there are no inauthentic representations present in the book.	Native Americans did begin planting maize and later taught settlers
Male	Mother and Father	Protecting the environment and recycling.	No		No		Yes	Yes, no inauthentic representations are present in the book. Shows Micah as an everyday student participating in the school's recycling contest.	

Male	Single Mother	Beating the odds and succeeding despite your origins, education, science, and curiosity.	Yes	Mention s different stereotypes and forms of discrimination African American face.	No		No	Yes, the facts about Carver's life can be verified by different sources.	Father died. Son of slaves. He was a scientist, teacher, and discoverer.
Male	Mother and Father	Learning from your mistakes, using discernment, and being careful.	No	N/A	Yes	Tiger	Yes	Yes, exact Korean myth found on several reliable websites.	
Female	Mother and Father	Pride, excitement, and hard work.	No		No		Yes	Yes, no inauthentic representations were present. Just shows a daughter and her mothering visiting her father at work.	Dad is one of the construction workers building the Sears Towers.
Male	Not Applicable	Hard work and inventions.	No		No		Yes	Not applicable.	
Male	Mother and Father	Memorial/honoring the dead and war.	No		No		No	Not applicable.	
Male	Not Applicable	Learning new words, the power of words, and how to express yourself using words.	No		No		No	Yes, there are no inauthentic representations present in the book. The book just shows how much Jerome love to learn new words and how he used the words.	
Male, Male 2	Mother and Father	Hard work, creativity, and inventions.	No		No		Yes	Not applicable.	
Female	Not Applicable	Christmas; gifts, sleigh, and more.	No		No		No	Not applicable.	
Female	Not Applicable	Humor, fun, and desert.	No		No		No	Not applicable.	

Male	Mother and Father	Hard work, government/patriotic, inventions, farming, and taking care of animals.	No		No		No	Not applicable.	The book may be biased as it paints Jefferson in a solely positive light when Jefferson claimed slaves were inferior to the White race, but the book only mentions that he found slavery cruel. Providing both sides is important.
Male	Mother and Father	Activism, civil rights, segregation, and education.	Yes	Mention s stereotypes African Americans are subject to in America.	No		No	Yes, facts about Marshall's life can be verified by different sources.	
Male, Female	Not Applicable	Adventure, time travel, and animal activism.	No		Yes	Dog	No	Not applicable.	
Male	Not Applicable	Friendship, play, and not harming animals.	Maybe		Yes	Bears	Yes	Undecided, typical image of Native Americans in the past with bows and arrows.	
Male, Female	Not Applicable	Adventure, time travel, helping others, and ships.	No		No		No	Not applicable.	
Male	Not Applicable	Different words have different meanings, fun, and nephew-aunt relationship.	No		No		No	Not applicable.	
Male, Female	Mother and Father	Adventure and being mysterious.	No		No		No	Not applicable.	
Male, Female	Not Applicable	Adventure, time travel, pioneer life, and tornados.	No		No		No	Not applicable.	
Female, Female 2	Single Father	Hard work, talent, and athleticism.	No		No		Yes	Yes, facts about the Williams sisters' life are verified by several sources.	Sports. There is no mention of a second parent in the text or illustrations.

Male, Female	Not Applicable	Adventure, time travel, and the Roman empire.	No		No		No	Not applicable.	
Male, Female, Male 2, Female 2	Mother and Father, Single Father	Friendship, adventure, and mystery.	Maybe	Melody, the Black friend, likes sports (soccer) and is often portrayed as the "brave" one in the group.	No		No	Yes, there are no inauthentic representations present in the text.	
Male, Female	Not Applicable	Searching, time travel, and learning.	No		No		No	Not applicable.	
Female	Mother and Father	Growing up and learning new things.	No		No		No	Not applicable.	
Male	Single Mother	Imagination, animals, and adventure.	No		No		No	Not applicable.	No mention of a second parent in the illustrations or text.
Female	Mother and Father	Kindness and taking care of others.	No		No		No	Not applicable.	
Male	Mother and Father	Creativity, family, storytelling/writing, and overcoming struggles.	No		No		No	Not applicable.	There are black and white illustrations that go with each page.
Male	Mother and Father	Immigration, magic tricks, pursuing your dreams at any cost, and pursuing different interests.	No		No		No	Not applicable.	There are some illustrations throughout the book.
Male	Mother and Father	Creativity, kindness, fame, and acting.	No		No		No	Not applicable.	There are some black and white illustrations in the text.
Male	Mother and Father	Curiosity, loving animals, and animal activism.	No		No		No	Not applicable.	
Male	Not Applicable	Hard work, talent, and philanthropy.	No		No		Yes	Yes, facts of Willie Mays' life are verified by several sources.	Sports

Female, Female 2	Mother and Father	Standing up for the right thing and not discriminating against people because of how they look or their religion.	Yes	Some townspeople are biased against Samar and her family because of their background (Muslim).	Yes	Crow	No	Based on my knowledge of Muslims, yes.	
Female	Mother and Father	Power of writing, inspiration, and following your dreams.	Yes	Zora's father believed her climbing the chinaberry tree was wrong because things like that were for boys.	No		No	Yes, there were no inauthentic representations present in the book.	