



# **CALIFORNIA POWER!**

**A Parents' Guide to  
School Libraries**

**David V. Loertscher  
Jo Ellen Misakian**

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Jo Ellen Priest Misakian

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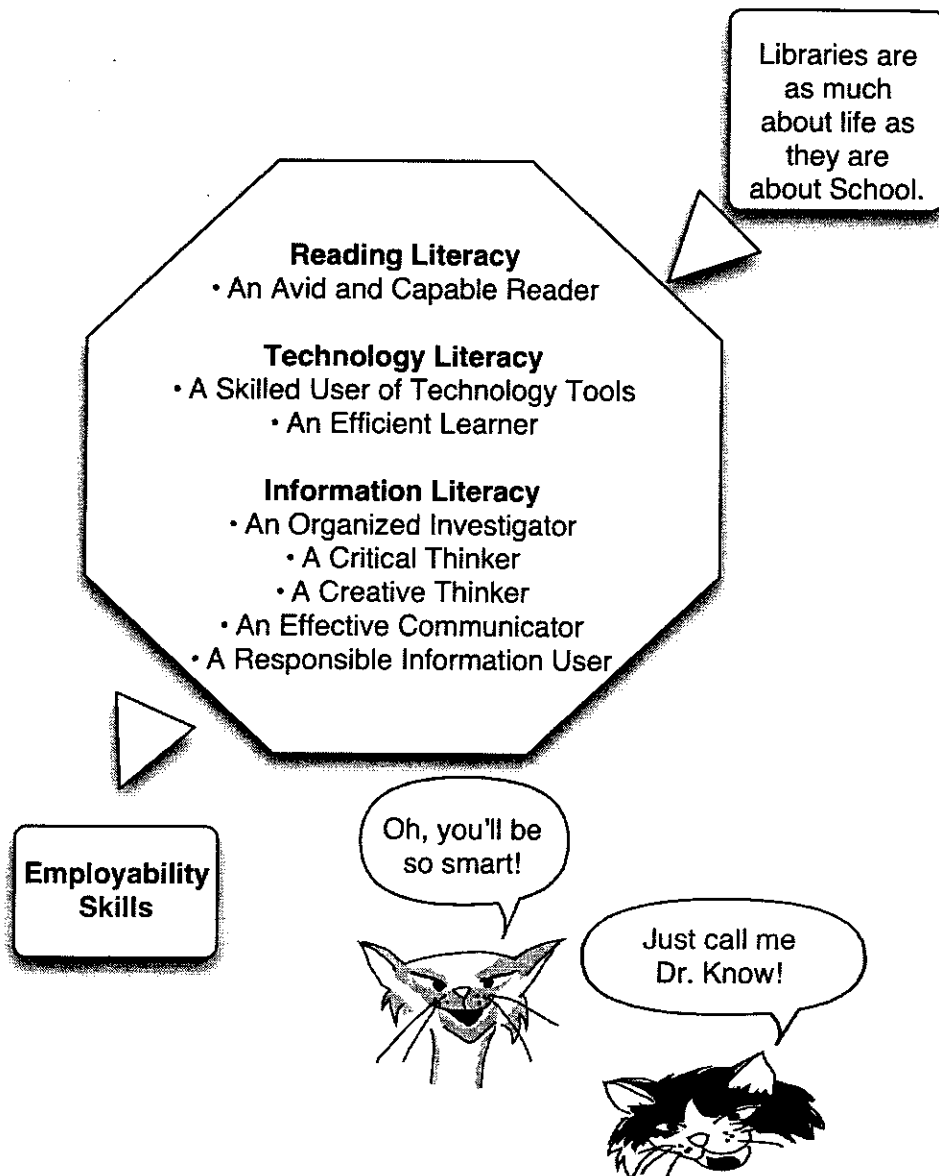
### Appreciation

Numerous school librarians made suggestions for topics in this book. They are very anxious to connect with parents to provide the very best service they can. Richard Moore contributed several pages for the book. Douglas Achterman constructed the Internet site evaluation guide on p. 19; Toni Kyler contributed p. 22; Mary Ann Harlan contributed p. 34. And thanks to the smart aleck cats, Wednesday (the Siamese) and Brigham for their snide remarks throughout the manuscript.

## A School Library Agenda for Your Child/Teen

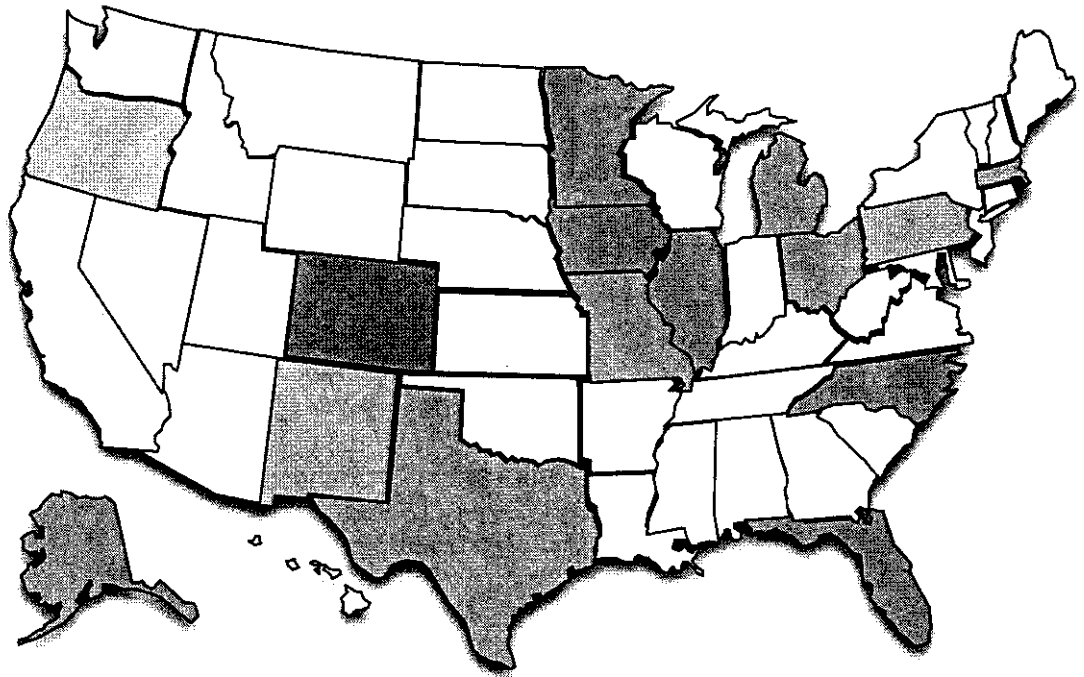
What type of person is likely to be successful in today's information-rich and technology-based world? What type of learner is likely to be successful in the world of the future insofar as we can foresee that world?

When an exemplary library program is in place, every young person can be equipped with:

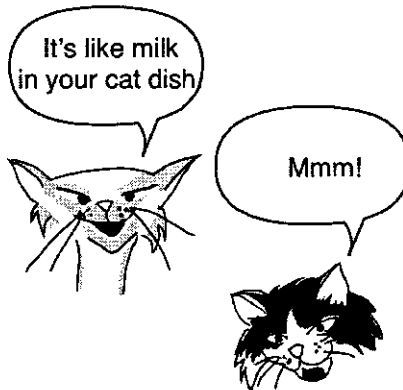


## Research on School Libraries: A National Picture

Since 1999, sixteen states have commissioned studies<sup>1</sup> about the impact of school libraries. In every instance, good school library media programs are linked to higher academic achievement and are part of a healthy educational diet.



Alaska, 2000  
 Colorado, 1993, 2000  
 Florida, 2003  
 Illinois, underway  
 Iowa, 2002  
 Massachusetts, 2000  
 Michigan, 2003  
 Minnesota, 2002  
 Missouri, 2003  
 New Mexico, 2002  
 North Carolina, 2003  
 Ohio, 2004  
 Oregon, 2001  
 Pennsylvania, 2000  
 Rhode Island, 2004  
 Texas, 2001



<sup>1</sup> For a complete list of these studies, consult <http://www.davidvl.org> under "Research" or the Colorado State Library at <http://www.lrs.org/impact.asp>.

## What Every Parent Should Know about California School Libraries

In 2001-2002 the California Department of Education conducted an online survey of the elementary, middle, and high school libraries in California. Fifty percent of the schools responded, enabling the compilation of the data below that provides a snapshot of the school library programs in California. Also included are data collected by the California Basic Educational Demographic Survey (CBEDS).

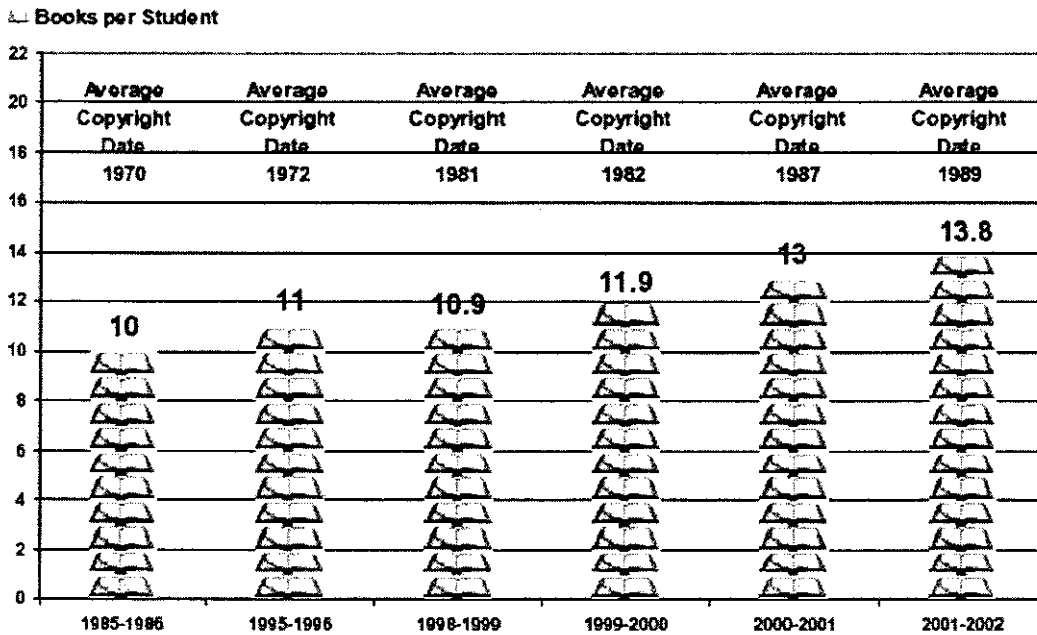
### 2001-2002 Statistics

- Number of libraries. Among California schools, 95 percent have a place designated as the library, although staffing, collections, and programs range from exemplary to substandard.
- Staffing. Approximately 13 percent of California schools have a credentialed library media teacher on campus part time or more, with the majority of professional staffing found at the high school level. A library media teacher has both a California teaching credential and a California library media teacher services credential. While the average national ratio of library media teachers to students is 1:856, California ranks 51st in the nation with a ratio of 1:5,240 (2001-2002 CBEDS Report and "Filling the Void," School Library Journal, June 2002).
- Library books. The latest figure for the average number of school library books per K-12 student in California is 13.8. In 1986 the number reported per student was 10. Nationally, school libraries average 22 books per student. See Ratio chart.
- Age of collections. In 1995 the average copyright date of a California school library nonfiction book was 1972. In 2001-2002 the average copyright date rose to 1989. See Ratio chart.
- Book costs. The average cost of a children's and young adult hardcover book in 2002 was \$18.78. School Library Journal reports that in the last three years, average book prices have increased approximately 70 cents per year, double the historical yearly average of 35 cents per year. See Average Book Prices.
- Funding. The primary source of funding for 92 percent of California schools is the California Public School Library Act of 1998. Fund raising activities provide the second most important source of funding. Overview of Funding History (PDF; 63KB; 1p.).



- Electronic access to resources. Seventy-seven percent of the 3,835 responding school libraries reported the use of an electronic catalog and automated circulation system. Seventy-nine percent reported having access to the Internet in the library. Internet access increases with grade levels: 75 percent was reported at the elementary school level, 95 percent at the middle school level, and 98 percent at the high school level (CDE Online School Library Survey for 2001-2002).
- Library hours. The average number of hours that a California school library is open to students is 25 hours per week. Seventy-six percent of school libraries reported being open during breaks, 70 percent during lunch, and 60 percent before school. Only 10 percent of schools reported having the library available during summer school.

**Number and Age of California School Library Books per Student**



The sampling to determine average copyright date is collected in the nonfiction section of school libraries.

SOURCES: CDE Online School Library Survey 1999-2002, Application data—California Public School Library Protection Fund (CDE, 1996), The Crisis in California School Libraries (CDE, 1987).

Since these statistics, spending on CA school library collections has decreased by 90 %. Predictably, the copyright dates of collection will decrease rapidly.

Source: California Department of Education: School Libraries <<http://www.cde.ca.gov/ci/cr/lb/>>



## Position Statement on Library Services

*Adopted May 1972/ Revised March 1999*

*Education Commission*

<http://www.capta.org/index.cfm>

The California State PTA recognizes the significant contribution to educational enrichment that is provided by both school library/media centers and community (public) libraries. Both provide an atmosphere conducive to creative and informational pursuits of children and adults.

### *School Library/Media Centers*

Historically, the California State PTA has supported school library/media centers as an important source of books, print, and non-print materials for all students. Carefully selected materials implement and enhance the core curriculum and instructional program adopted by the school and at the same time, provide for student enrichment and enjoyment. PTAs should work with schools and school districts to ensure that funding school library/media centers is given the priority necessary to maintain the level of services essential to each student's educational experience.

The California State PTA believes that to obtain a high quality of services for students, school library/media centers should:

- Be staffed by qualified credentialed personnel who
  - Select appropriate materials and provide activities which support the instructional program.
  - Assist students and staff to become effective users of ideas and information.
  - Work closely with staff, students and the parent community.
- Meet the needs of all students by teaching the skills necessary to obtain specific information through a variety of print and non-print materials and computer and other technologies.
- Maintain and update print and non-print collections and/or have access to existing information through the use of various technologies.

The California State PTA believes that school library/media centers are important. When budget cuts cause the elimination of full-time credentialed librarian positions, PTAs are encouraged to make every effort to work with their school districts to seek alternative solutions to keep library/media centers open for students' use.

## How Does Your School Library Measure Up? Staffing the Library Media Center

Take a look at the staffing in your school library media center. Do you have a library media teacher on hand to collaborate with classroom teachers? Are your children/teens acquiring the necessary information literacy skills to help them become successful and productive members of our society? Having a powerful team of library media teacher(s) and paraprofessional(s) will assure students have a chance to reach the highest pinnacle of success.

The *Guidelines and Standards for Strong School Libraries\** recommends that the following staff members be in place to be considered an exemplary school library media center. It takes both professionals and paraprofessionals working together to maintain a quality school library program. This team ensures that **every child succeeds at the library.**

### STAFFING

Elementary School Over 600 ADA	✓	Middle School Over 600 ADA	✓	High School Over 2500 ADA	✓
1 library media teacher 1 technician 1 clerk		1.5 library media teachers 1 technician 1 clerk		2+ library media teachers 2 technicians 1 clerk	
<b>600 or fewer ADA</b>		<b>600 or fewer ADA</b>		<b>1000-2500 ADA</b>	
1 library media teacher 1 technician 0 clerk		1 library media teacher 1 technician .5 clerk		2 library media teachers 1 technician 1 clerk	
				<b>1000 or fewer ADA</b>	
				1 library media teacher 1 technician 1 clerk	

#### Explanation of terms:

- **ADA** is Average Daily Attendance.
- **Library clerk or aide** is a paraprofessional who is capable of entry-level work.
- **Library Media Teacher** is a professional who holds a library media teacher services credential in addition to a multiple or single subject teaching credential.
- **Library technician** is a paraprofessional who has earned a certificate of completion from a community college.

\* **Note:** Some support personnel in California school libraries use the term "library media specialist" as their job title. This term is used nationally only for a professional and should not be used by those who do not have a master's degree or a recognized credential. It is something akin to an LPN (Licensed Practical Nurse) claiming the title of doctor.

## How Does Your School Library Measure Up? School Library Digital and Print Resources

The newly released *Guidelines and Standards for Strong School Libraries*\* identifies quantitative standards for providing your children with exemplary library service. Does your school offer abundant print and digital resources to meet the information and recreational needs of the students, staff and community?

The information below provides a snapshot of the number of resources that can be found in an exemplary library media center. Use the information to assess your own school library media center's resources. Discover if your school is rated exemplary...or not.

### RESOURCES

Elementary School	✓	Middle School	✓	High School	✓
<b>Print</b> 20+ current books per student meeting curriculum and recreational needs of a diverse student population.		<b>Print</b> 25+ current books per student meeting curriculum and recreational needs of a diverse student population.		<b>Print</b> 25+ current books per student meeting curriculum and recreational needs of a diverse student population.	
Reference section addresses all curricular areas.		Reference section addresses all curricular areas.		Reference section addresses all curricular areas.	
10+ periodical subscriptions.		25+ periodical subscriptions.		50+ periodical subscriptions.	
<b>Non-Print</b> 5% or more of the total print collection addresses curricular needs of a diverse student population.		<b>Non-Print</b> 5% or more of the total print collection addresses curricular needs of a diverse student population.		<b>Non-Print</b> 5% or more of the total print collection addresses curricular needs of a diverse student population.	
<b>Online Services</b> Free access and/or paid subscription to 4+ distinct services that address curricular needs of a diverse student population.		<b>Online Services</b> School and remote access to paid subscription to 6+ distinct services that address curricular needs of a diverse student population.		<b>Online Services</b> Free access and/or paid subscription to 20+ distinct services that address curricular needs of a diverse student population.	

#### Terminology:

- **Print:** books, periodicals, and other hard-copy information formats.
- **Periodicals:** journals, magazines, newspapers, and other publications that appears at a fixed interval.
- **Non-Print:** digital media and software.
- **Online Services:** Internet search engines; streaming media; online periodical and reference databases (subscription and free); online encyclopedias; aggregators; and other digital resources and services for information distribution, group interaction, and collaboration.

\**Guidelines and Standards for Strong School Libraries*. California School Library Association, 2004.

## How Does Your School Library Measure Up? The Library Media Center Facilities

The exemplary school library media center is open before and after school hours and at lunch and break times. If possible, the library should also be open during the summer months. It should be located at the center of the campus and provide a facility large enough to accommodate students, staff and community as they engage in a wide range of activities. The school community should consider this facility a dynamic learning area, one that is both inviting and stimulating in an atmosphere that encourages pleasure reading and provides the community powerful resources designed to develop lifelong learning.

Discover the requirement for an exemplary facility by reading the California School Library Document: *Guidelines and Standards for Strong School Libraries*, 2004. The publication covers all areas of the library service and program; below is a snapshot of the shelving requirements for the school library.

### **SHELVING** (each section of shelving is three-feet in width)

<i>Shelving:</i>	<i>Approximate Height:</i>
3 shelves	42-48" high (elementary and center units)
5 shelves	60" high (middle/high school)
6 shelves	72" high (high school)
7 shelves	84" high (high school)
<i>Depth of Shelving:</i>	<i>Holds:</i>
10" deep	standard size books
12" deep	reference and picture books
15" deep	multimedia
<i>Number of items per three-foot section of shelf:</i>	
30 per shelf section	standard size items
60 per shelf section	picture books
20 per shelf section	Reference-type books
<ul style="list-style-type: none"> <li>- Allow 3 to 4 feet between rows of shelving for easy access.</li> <li>- Leave one-third of each shelving section free to allow space for growth.</li> <li>- Shelves must be adjustable.</li> <li>- Shelf materials from left to right across each section and down.</li> <li>- Secure shelving to meet earthquake and other safety standards.</li> <li>- Conform to Americans with Disabilities Act (ADA).</li> </ul>	

## Building World-Class School Libraries for Your Child: What Would It Take?

Using any comparative statistic, California school libraries are at the bottom in the nation. Our young people have few books to learn to read and are not taught information literacy, yet they must compete with the rest of the nation for colleges, jobs, and careers. If California kids are to remain competitive, we must provide them with high quality information systems and mounds of books they want to read. Capable and avid readers don't happen by magic or just because we tell teachers to create them.

Information and books cost money as does electricity, gas for school busses, and competent teachers. We cannot depend on benevolent funding (donating to the library when there are surplus funds); it has never worked and will never work.

What would it take to realistically support the information needs of California kids? Consider this proposal:

The state should provide every child in California with:

### **A \$5.00 per day information ticket**

This ticket could be claimed by the school each day the child was in attendance at school. Public libraries could claim the ticket for home-schooled children.

What would the information ticket fund?

- \$2.00 - all textbooks and supplementary materials
- \$1.00 - all library materials including books, multimedia and online databases
- \$2.00 - a connection device to the digital school library intranet (a PDA or notebook computer replaceable annually).

No salaries or network costs here—just information and a connection device. And with a professional library media teacher and technology specialist in every school, such money would be spent wisely so that every child would have the opportunity to succeed, to learn to read, and to become information literate.



**California Reading Association**  
**Position Paper**  
**SCHOOL LIBRARY MEDIA PROGRAMS AND STAFFING**

Independent reading has been identified as one of the major sources of building reading and writing fluency. Avid readers typically engage in twenty times more independent reading than do less frequent readers. Children who are avid readers come from homes where family members encourage reading and library visits (*Becoming a Nation of Readers*, Anderson et al, 1985). Independent reading and shared book experiences have been shown to have a profound effect on students studying English as a second language in areas of comprehension of oral language and writing (*The Power of Reading: Insights from the Research*, Krashen, 1993). Krashen further reports studies indicating that children who engage in free voluntary reading exhibit more mature writing styles and fluency.

Children who are avid readers also come from schools in which teachers and professional library specialists promote programs that build a love of reading and allow regular student access to adequate library collections of print and non-print materials. Haunting statistics inform us that nationwide, over 15% of the public schools have no libraries. Yet, studies such as "The Impact of School Library Media Centers on Academic Achievement" show a strong positive correlation between library media programs and student achievement (Lance et al, 1993).

Therefore, school library media specialists and the programs they deliver to students are an integral part of the learning environment. Because we live in an information age, students need to have the ability to access, evaluate, and apply information. Technology has made available rich sources of print and non-print materials, further demonstrating the great power that information has in our society. Having collections sufficient to support student exploration and growth is critical. Library programs help prepare students to be problem solvers, decision makers, critical thinkers, and information-literate citizens.

Because the mission of the California Reading Association is to serve as a professional educational network advocating literacy for all, it recognizes the important role school libraries and the professional staffs that direct their programs play in building appreciation for the value of reading in an educated society and in assisting students to realize their potential as informed, responsible citizens.



**THEREFORE**, the California Reading Association:

- supports the critical need for strong, professionally-staffed library media programs in every school;
- supports establishing school libraries as the hub for learning in the school environment;
- encourages administrators, teachers, school board members, parents, and community members to actively support and endorse the right to information access through library programs; and
- encourages the identification of funds for professional library staffing and library collection expansion in existing school library/media centers.

Adopted March 1994

Amended June 1994

## Why a Library Media Teacher?

	<p>"You mean we need a person with a school library services credential—an additional credential in addition to their classroom teacher credential—to work in the school library? After all, can't the books just be checked in and out by an aide or a volunteer parent?"</p>
	<p>"I'm afraid not, Kid. The library media teacher of today is a teacher who administers a very complex print and digital information environment and serves as an information coach for teachers and students."</p>

### School library media teachers:

1. Assist teachers to create exciting learning experiences in an information-rich and technology-rich environment.
2. Make sure that all students get the best information needed to fulfill their assignments from the classroom.
3. Build and maintain a digital school library open to your children/teens 24 hours a day, 7 days a week from home and from anywhere in the school.
4. Guide and teach students to evaluate information—particularly that gleaned from the Internet: "Who's saying what to me, for what reason, and with what authority?"
5. Teach students the research process in a world where information overload is pervasive.
6. Serve as a second teacher during library research so that every student gets individual attention.

And, by the way: the library staff is still a reader's best friend.

### Requirements to be a professional school library media teacher in California

- A teaching credential and successful classroom teaching experience.
- A library services credential.
- A passing CBEST score.



"Trying to staff a library with only an aide is like trying to run a hospital entirely with LPN s."

### Is your school library staffed by a PROFESSIONAL library media teacher?

Ask the pointed question: "Are you a credentialed library media teacher?" If your school does not have such a person, ask why it doesn't. Remember that a number of studies have shown that having a library media teacher on staff increases student achievement.



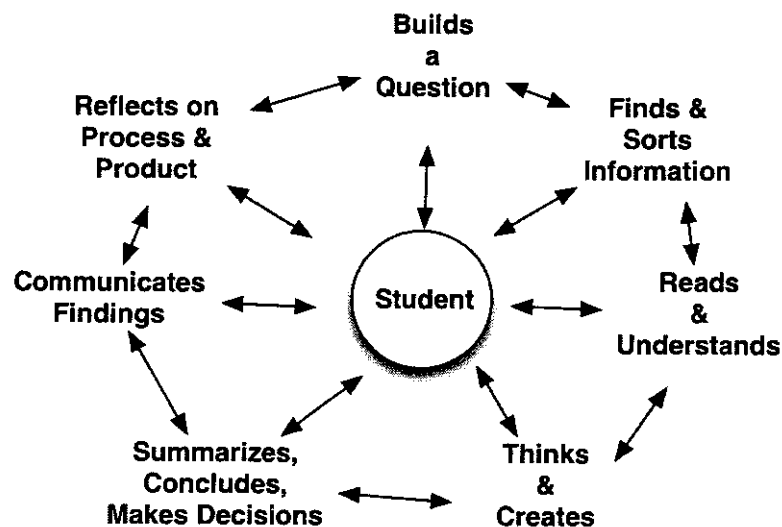
## Information Literacy: A Life Skill

Whether your child is a kindergartner, a high school senior, or anywhere in between, school library media specialists help students learn to locate, evaluate, and use information on science, social studies, or any other school topic.

The challenge for the students of today is to sort through all the information and voices crowding into their world. Though the amount of information is sometimes overwhelming, they must learn to make sound decisions, evaluate information, and prepare for jobs and careers.

Given a topic, a problem, an assignment, a paper, or just a personal quest, the child or teen might follow the process pictured below. It's a messy, sometimes frustrating process, requiring lots of work and hard thinking.

The Information Literacy Process



You expect me to do all that?



Keep it a secret, Kid, it's called learning.



## Helping Your Child/Teen with Information

As young people do various assignments/projects requiring the finding and use of information, parents can help and support what the library media teacher is teaching. Here are some ideas as the research process develops.

The Research Task	What the Library Media Teacher Teaches	How Parents Can Help
<b>Build a Question</b>	<ul style="list-style-type: none"> <li>• How to build background knowledge about a topic.</li> <li>• The difference between a good question and a poor question.</li> <li>• How to narrow a topic.</li> <li>• How to find the key words.</li> </ul>	<ul style="list-style-type: none"> <li>• Help locate some excellent and interesting resources on the topic.</li> <li>• Explain concepts and define terms.</li> <li>• Help narrow a topic to something manageable.</li> </ul>
<b>Find and Sort Information</b>	<ul style="list-style-type: none"> <li>• Search strategies.</li> <li>• Location of appropriate resources.</li> <li>• How to skim, scan and consider.</li> <li>• Evaluating resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask about the quality of the information being used.</li> <li>• Ask if this source is the best source for this particular information.</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>• Reading strategies.</li> <li>• How to actively read, view and listen.</li> <li>• Reading pictures.</li> <li>• How to read non-fiction text.</li> <li>• Note-taking.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue dialoging on how to find the "main ideas" and the "supporting ideas" as reading/viewing/listening occurs.</li> </ul>
<b>Think and Create</b>	<ul style="list-style-type: none"> <li>• Using graphic organizers.</li> <li>• Sorting, comparing, and classifying information.</li> <li>• Looking for patterns and trends.</li> <li>• Comparing and contrasting.</li> </ul>	<ul style="list-style-type: none"> <li>• Help make logical connections between information and ideas across the various sources being used.</li> </ul>
<b>Summarize, Conclude, Make Decisions</b>	<ul style="list-style-type: none"> <li>• Summarizing ideas.</li> <li>• Drawing conclusions.</li> <li>• Making decisions.</li> <li>• How to NOT plagiarize.</li> </ul>	<ul style="list-style-type: none"> <li>• Inquire if the conclusion, decision, and summary follow logically from the information collected.</li> </ul>
<b>Communicate Findings</b>	<ul style="list-style-type: none"> <li>• Techniques of presenting information in print and multimedia.</li> </ul>	<ul style="list-style-type: none"> <li>• Remind your child/teen that the ideas presented are more important than a flashy presentation.</li> </ul>
<b>Reflect on Process and Product</b>	<ul style="list-style-type: none"> <li>• How to reflect:</li> <li>• What I know and am able to do.</li> <li>• How well did I do?</li> <li>• How can I do it better next time?</li> </ul>	<ul style="list-style-type: none"> <li>• Remember that the grade is important, but learning the process is a lifelong skill.</li> <li>• Ask how he/she would do it differently next time.</li> </ul>

## **Plagiarism: A Major Problem Sometimes Known As *Copy and Paste***

The number one complaint of teachers and library media teachers today is that students copy and clip information from the Internet, books, and other resources and then turn it in as if it were their own work. There are actually services available on the Internet where for a fee, the student can download a research paper to print out and hand in as a completed assignment. The impact on learning is devastating: zero learning occurs when this happens.

Replace **COPY** and **PASTE** with:  
**EXTRACT. THINK! USE WISELY!**

Let's get a few things straight:

1. Your library media teacher in collaboration with your classroom teacher(s) will teach you how to cite sources.
2. It's okay to copy and paste articles, pictures, quotes, or other items as you assemble information for a project, as long as you cite your sources. Hint: when copying and clipping, make sure you include the source (citation) so you do not lose this information.
3. When we use information from any source, we cite it properly with the author, title, publisher, date, or Internet URL. If we don't, we have plagiarized.
4. We may quote and summarize the ideas of others, but it is our own creative thoughts, analysis, and decisions that show evidence of learning.
5. How to **THINK** is the true objective of learning and the life-blood of our democratic society.

Parents can help by asking good questions as their children's/teen's project develops. Questions will stimulate discussion and perhaps provide an opportunity for some appropriate advice. Some questions you may want to ask your child/teen:

1. Are you recording the sources as you find the information?
2. How did your teacher or library media teacher teach you to record the sources of the ideas you have gathered?
3. What is the difference between what this author says and what you think?
4. How are you weaving your own and other's ideas into a finished product?

## ***Help Your Child/Teen Become an Expert: Start at the School Library***

*"I've been crazy about frogs since I was a kid. I collected them along with snakes, ants, and other critters, and even joined the Wisconsin Herpetological Society as a charter member—at age 14. Now, as a zoologist-photographer, I get to combine my two great passions. For a guy like me, an assignment to cover Brazil's Atlantic forest was a ticket to Frog Heaven."*

-Mark W. Moffett. "Frog Heaven," *National Geographic*, March, 2004, p. 24.

On winning the Academy Award for 2004, Peter Jackson, the Director of *The Lord of the Rings* movies said, "Thanks to my parents who gave me an 8mm movie projector at age nine."

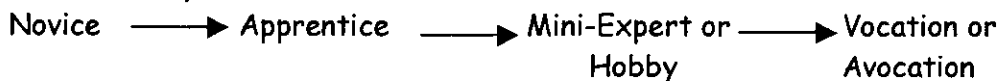
Depending on the school your child attends, the focus of education may be on gaining basic knowledge about many topics. Projects and research or natural curiosity may lead your child into topics far beyond the expertise of teachers or the school's curriculum.

When your child becomes interested in the Antarctic, whales, dinosaurs, science fiction, inventions, or a myriad of other topics, talk to the school library media teacher about ways to push that interest into expertise.

You and your child might:

- ❖ First inquire at the school library.
- ❖ Explore the public library.
- ❖ Search the Internet.
- ❖ Link into experts.
- ❖ Gain access to advanced collections.
- ❖ Do experimentation and research.
- ❖ Question all the information found. Your child might be in the forefront of something great.

Novice to Expert Continuum:



## A Critical Thinker

Numerous educators have been interested in the idea of critical thinking in the past decade. Indeed, there is a major body of literature on the topic. Librarians see critical thinking as one of the components of building an information literate person. The objective is to create neither students who are sponges (believing everything they read, view, and hear), nor skeptics (believing nothing they read, view, or hear), but healthy skeptics (using evidence and authoritative sources to judge credibility).

### CRITICAL THINKING CONTINUUM

**Sponges** - - - - - **Healthy Skeptics** - - - - - **Cynics**

Becoming a healthy skeptic is one of the life-skills school library media specialists try to build, a skill that will be valuable long after school years have ended. One of the major challenges is to educate children and teens to be critical thinkers and to evaluate information they find on the Internet. Parents will want help their children ask:

Repeat:  
Who, When,  
Where, Why



For the  
1,000th time...



**Who is saying what to me, for what reason, and when was it said?**

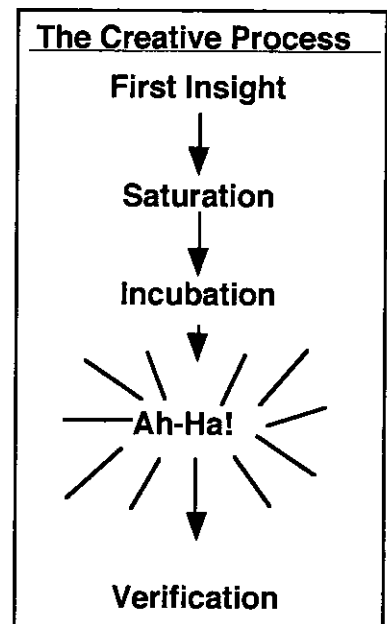
Another way of involving young people is to make them answer questions about a source before they use it in their projects/research papers. We want the questions to become second nature so that as adults, they discriminate among the flood of messages they encounter.

### Evaluative Questions for Judging Quality Information

- Is the source authoritative?** (Trustworthiness is a key factor.)
- Is the information current?** (Current insofar as the topic requires the latest information.)
- Is the information fact or opinion?** (Opinions are fine as long as we recognize them as such.)
- Is the information accurate?** (Ah, most difficult to ascertain such as an Enron report to stockholders several years ago.)
- Is the information easily understood and useful?** (This is a critical factor for children and teens who lack the time or skill to plough through complex information sources.)
- Does the provider of the information have an agenda?** (Beware of the information source that is really out to sell the reader something, or is propagandizing the reader.)

## A Creative Thinker

Is your child/teen creative? All have creative capacities and they can be improved. Creativity can also be squashed. Consider the definition at the right<sup>1</sup> and a advertising poem used by Apple Computer.<sup>2</sup> School libraries are full of creative ideas and books that stimulate creativity. Enjoy.



### To the Crazy Ones

Here's to the crazy ones.

The misfits.

The rebels.

The troublemakers.

The round pegs in the square holes.

The ones who see things differently.

They're not fond of rules.

And they have no respect for the status quo.

You can praise them, disagree with them, quote them,  
disbelieve them, glorify them or vilify them.

About the only thing you can't do is ignore them.

Because they change things.

They invent. They imagine. They heal.

They explore. They create. They inspire.

They push the human race forward.

Maybe they have to be crazy.

How else can you stare at an empty canvas and see a work of art?

Or sit in silence and hear a song that's never been written?

Or gaze at a red planet and see a laboratory on wheels?

We make tools for these kinds of people.

Because while some see them as the crazy ones, we see genius.

And it's the people who are crazy enough to think they can change the world,  
who actually do.

**Think different.**

c. 1997. Apple Computer Inc.

<sup>1</sup> The creative process is Getzel/Kneller's description in von Wodtke, Mark. *Mind Over Media: Creative Thinking Skills for Electronic Media*. New York: McGraw-Hill, 1993, p. 115.

<sup>2</sup> © 1997, Apple Computer, Inc. Used by permission.

\* *California Power!* © 2004 Hi Willow Research & Publishing. Available at <http://www.lmcsource.com> \*

## Tips for Homework Help

### Homework: A Concern for the Whole Family

#### How to Help: Show That You Think Education and Homework Are Important

- Set a Regular Time for Homework.
- Pick a Place.
- Remove Distractions.
- Provide Supplies and Identify Resources.
- Set a Good Example.
- Be Interested and Interesting.

#### How to Help: Monitor Assignments

- Ask about the Homework Policy.
- Be Available.
- Look over Completed Assignments.
- Monitor Time Spent Viewing TV and Playing Video Games.

#### How to Help: Provide Guidance

- Help Your Child Get Organized.
- Encourage Good Study Habits.
- Talk about Assignments.
- Watch for Frustration.
- Give Praise.

From: "Helping Your Child With Homework."  
U.S. Dept. of Education, Accessed, March 2,  
2004 at: <http://www.ed.gov/parents/academic/help/homework/index.html>

The entire manual is available for downloading in a number of formats.

### Know How the School and Public Library Can Help

#### Resources

- ❖ Know the open hours of school and public libraries, since homework time often surpasses those hours.
- ❖ Know what's on the digital school library and the digital public library.
- ❖ Expect lists of the best websites to be available on the library websites. Several well-chosen websites will save countless hours of searching.
- ❖ Know if there is a "virtual reference service" available (a librarian online to help at any time of day or night).
- ❖ Know what online databases and digital periodical collections can be accessed from home including any passwords needed for access.

#### Advice:

- ❖ Be a supportive guide on the side.
- ❖ Help your child with organizational skills and timelines for the assignments.
- ❖ Help the child meet milestone deadline dates along the way for longer projects.
- ❖ **Don't do the projects for your child!**

## Judging an Internet Site: A Critical Skill

Use this guide to help decide whether or not the web pages are reliable sources for research. Need help? Ask your library media teacher.

URL: \_\_\_\_\_

<b>Author:</b>	
<b>Who is the author?</b> (Can't find a name? Look at the top and bottom of the page. Click through other pages on the site looking for an author).	Based on the information you found, rate this source:
<b>What makes the author an expert</b> on this topic? What do you learn about the author's <b>occupation, years of experience, education, or other facts</b> that make him an expert?	<b>Credible</b>
List any <b>connection the author has to a university, research laboratory, governmental agency, or other reputable organization</b> related to the topic.	<b>Not Credible</b>

<b>Purpose:</b>	
What is the <b>purpose of the website?</b> To sell something? To provide information? To convince you of something? What does the <b>domain name</b> (.com, .gov, .org, .edu, .info) tell you about the purpose of the site?	Based on what you found out about the purpose, rate this source:
If only <b>one side of the argument</b> is presented, what side is left out?	<b>Biased</b>
What is <b>another resource</b> or type of resource that might provide the <b>other side</b> of the story?	<b>Not Biased</b>

<b>Accuracy:</b>	
Note any <b>obvious errors</b> on the page, including <b>spelling or grammar errors</b> . What does this suggest about care in producing the page?	This information is
How does the <b>information factually compare to information from other sources</b> you've already read?	<b>Accurate</b>
	<b>Not Accurate</b>

<b>Content and Currency:</b>	
If statistics are provided, <b>how old is the data?</b>	This information is
How <b>recent is the other information</b> on the page? Does this make the information more or less valuable?	<b>Current</b>
<b>When was the page written?</b> <b>When was it last revised?</b>	<b>Cited</b>
Does the author provide a <b>bibliography, works cited page, or footnotes</b> that tell us where he got the information?	<b>Not Current</b>
	<b>Not Cited</b>

<b>Summary:</b>	The best reasons for using or rejecting this website are:



## *The Digital School Library*

More and more school libraries have Web pages available 24 hours a day, 7 days a week. Find your school library's URL, discover its features and encourage your child or teen to use this valuable resource.

Here is a list of features you might find useful:

<b>Connections to Assignments</b>	When assignments involve the library collections, a common school library web page feature has links to those assignments with lots of helps.
<b>Bibliographies to Complete Assignments</b>	Many library media teachers try to save learners time by posting the best web sites, tips, guides to helpful books, or online databases.
<b>Tips on Research</b>	A wide variety of helps might be available such as tips on citing sources, tips on where to go to find information, links to helpful experts, and mini-tutorials on the research process.
<b>Online Periodical Collections</b>	The web page should lead to students to digital magazines purchased by the school, the public library, or the state. These digital collections will be invaluable in finding current articles on almost any topic.
<b>Online Databases</b>	Databases might contain all sorts of factual data such as weather information, science data, population statistics, lists of government agencies, or other current factual or experimental data.
<b>Selected Internet Sites</b>	Instead of turning the students loose in the ocean of the full Internet, many library media teachers select a body of "the best" of the Web for use by their students.
<b>Best Book Lists</b>	There are hundreds of recommended lists of good books for kids and teens to read. The library media teacher might link to some of these and encourage students to post lists of their favorites for others to access.
<b>Published Student Work</b>	Many students create very high quality papers, poetry, fiction, or other projects and these can be posted on the library web site for other students to enjoy.
<b>Connections to Other Libraries</b>	There may be connections to other school libraries, public libraries, academic libraries, state libraries, and national libraries to link students to the best of the entire world.
<b>Homework Helps</b>	Virtual reference—a service providing online reference help 24 hours a day—is beginning to emerge in many communities. The school library Web page would link to these kinds of services accessible in your area and appropriate for the age and skill level of students.
<b>Connections to School Activities</b>	The library Web page would link to the school web page, school activities, sports events, competitions, and important school announcements.
<b>Parent Help Pages</b>	Tips and helpful resources for parents might include emergency information, helping with homework, educational opportunities, and sources for scholarships.
<b>Resources For Teachers</b>	While the teachers could use all the information sources listed above, special helps might include special subject web sites, professional development opportunities, and tips for busy teachers.

## Internet Safety for Kids

Here are a few tips from the FBI about Internet Safety



There are some very important things that you need to keep in mind when you're on your computer at home or at school.

- First, remember never give out personal information such as your name, home address, school name, or telephone number in a chat room or on bulletin boards. Also, never send a picture of yourself to someone you chat with on the computer without your parent's permission.
- Never write to someone who has made you feel uncomfortable or scared.
- Do not meet someone or have them visit you without the permission of your parents.
- Tell your parents right away if you read anything on the Internet that makes you feel uncomfortable.
- Remember that people online may not be who they say they are. Someone who says that "she" is a "12-year-old girl" could really be an older man.

You mean, dobermans are everywhere?



File your claws, Kid



To read more about new privacy rules, visit the Federal Trade Commission's Web site at <http://www.ftc.gov>. There is a special section just for kids.

Also, download the FBI's "A Parent's Guide to Internet Safety" either in English or Spanish at: <http://www.fbi.gov/publications/pguide/pguide.htm>

## Online Resources for Parents

Compiled by Toni Kyler, Library Media Teacher  
Sierra Unified School District, Auberry, California

A list of online resources for parents looking for some good books.

### California Department of Education Recommended Literature K-12

<http://www.cde.ca.gov/ci/rl/l/>

A searchable list of recommended literature covering all the genres compiled by the California State Department of Education.

### California Department of Education Recommended Science/Math Literature K-12

<http://www.cde.ca.gov/ci/sc/l/>

A searchable list of recommended science and math literature compiled by the California State Department of Education.

### Carol Hurst's Literature Site

<http://www.carolhurst.com/>

This contains a collection of reviews of great books for kids, ideas of ways to use them in the classroom and collections of books and activities about particular subjects, curriculum areas, themes and professional topics.

### Children's Top 100 Books

<http://www.nea.org/readacross/resources/kidsbooks.html>

This list was tabulated from an online survey that ran on the National Education Association's (NEA) Web site from November 1, 1999 through February 1, 2000.

### 100 Best Picture Books

<http://kids.nypl.org/reading/recommended2.cfm?ListID=61>

Offered by the New York Public Library.

### Coretta Scott King Awards

<http://www.ala.org/ala/srrt/corettascottking/winners/pastwinners/pastwinners.htm#2002%20>

A chronological list of Coretta Scott King awards from the American Library Association.

### Newbery Medal Winners.

<http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/newberymedal/newberyywinners/medalwinners.htm>

A chronological list of Newberry Award winners from the American Library Association.

### Teacher's Top 100 Books

<http://www.nea.org/readacross/resources/catalist.html>

This list was tabulated from an online survey that ran on the National Education Association's (NEA) Web site from November 1, 1999 through February 1, 2000.

## School Libraries and Technology Departments

When microcomputers first arrived on the school scene, the person who was usually put in charge was the person in the school who had any interest in the new contraptions—the science teacher, the math teacher, sometimes the library media teacher—mostly men at first. In early computer years, there sometimes developed a split between the library and the technology department with its networks and computer labs. Today, there is a trend toward merging libraries and computer labs, but staffing is still a problem since no one person can do it all and keep everything up and running.

Fortunately, library media teachers are more interested in what's ON the wires rather than the wires themselves. Their focus is on:

- ❖ Supplying online databases containing periodicals and factual information.
- ❖ Linking to the best Internet sites.
- ❖ Providing tools students can use to do their assignments.
- ❖ Offering access to resources in the library, the classroom, and at home.
- ❖ Encouraging portability of computers for a variety of classroom/library uses.
- ❖ Furnishing wireless access to library information systems from anywhere in the school.
- ❖ Helping teachers create exciting learning experiences using technology as a teaching tool.

No matter how the school is organized, whether libraries and technology staffs are separate or merged, parents will want results rather than excuses.

Determine the state of information systems in the school that are needed to support your child's education. Ask about:

- ❖ The state of computer equipment (age, software, operating systems).
- ❖ The reliability of the information systems (are they working 24 hours a day, 7 days a week?).
- ❖ Equitable access to computers and the Internet for every child.
- ❖ Technology training for teachers.
- ❖ Software your child needs and uses to do excellent work.
- ❖ Online databases and digital periodical collections to easily locate high quality information.
- ❖ Collections of the best Web sites targeted at school topics and age levels.
- ❖ Filters and policies that will protect against advertising, pornography, and predators, yet are open enough to find the information your child needs.

This handheld connects using Bluetooth



Huh?



## Equip Your Child/Teen with the Right Tech Tools

Every year, computer technology makes advances and the industry hopes we will upgrade our home and school information systems. Most schools have many computers available in the school library media center and in classrooms for students to use in their learning activities. Some schools have found the money to provide every child a laptop computer that can be linked to school networks, the school and public library. Experimentation is underway to link to information systems with hand-held devices that double as phones, personal data assistants (PDA), and Web access. Wireless technology enables students to have access to information systems from anywhere in the school.

### What system that is pretty basic will work for my child?

- ❖ A basic computer with a current operating system that can access school networks: computer, keyboard, mouse, monitor, floppy disk and a CD burning drive is very nice.
- ❖ A way to connect to the school and the school library network: either a dial-up modem (slow), a DSL line (faster, but not available everywhere), cable modem, or home wireless system. Speed (bandwidth) is the critical thing here. (It's like the difference in size between a garden hose or a fire hose in downloading and uploading information.)
- ❖ A reliable printer. Be aware that the printer may cost little but the ink/toner may be very expensive. Find an inexpensive source of supplies and be sure you ask how much it costs to print before you buy.
- ❖ Software. It is best to have the same or similar software package that your child/teen will be using at school. An "office" package and a graphics program will be essential.

### What if I can't afford a system like the one discussed above?

- ❖ The school may supply one.
- ❖ Find a place where your child/teen can use a computer: the school library after hours, a computer lab, or the public library.
- ❖ Ask the school library media teacher or technician for advice. Some schools have programs to help equip students at very inexpensive costs.

**How old should children be to have their own computer?** There is no right answer to this question. Some start early, some later. It is your choice.

## The School Library, Reading, and Your Child

Krashen and McQuillan<sup>1</sup> reviewed 100 years of reading research and came to the following startling conclusion: The more a child/teen reads, the better they are at:

**Comprehension, Spelling, Grammar, Vocabulary,  
Writing Style, Verbal Fluency, General Knowledge**



**Thus, how well your child reads is the number one predictor  
of how well they will do in school!**

The most powerful reading your child can do is "free voluntary reading," the kind they want to do rather than what they are required to do. Fiction, nonfiction, comics, newspapers, magazines, and stuff on the Web all contribute.

Here are a few tips for helping a child/teen want to read more:

1. See that your child/teen has and uses library card (school and public).
2. Demand unlimited checkout privileges at the school library. Your child should be able to check out all that can be handled responsibly.
3. See that there is a bed lamp and a safe place to store borrowed books at home. Even a cardboard box by the bedside will do. Encourage the "read-yourself-to-sleep" habit to form. It is a gift for life.
4. Read to your pre-school child every day. This can continue as long as it is a pleasurable experience—even into teenage years. The child/teen can read to you as their skill develops.
5. Talk about what everyone in the family is reading. Movie/book tie-ins are one strategy (ex.: *Holes* the book vs. *Holes* the movie).
6. If you have reluctant readers, keep looking until you find material they are interested in reading (dinosaurs, skateboards, cars, space, fantasy...).
7. Do everything you can to make reading a pleasant experience. Kids may be getting skilled-to-death at school, so they learn to hate reading.
8. Buy books so that every family member has a personal library. They can often be purchased from a dime to a buck at sales. Books as gifts are always appropriate.
9. Above all, make reading and reading time a pleasant experience.
10. Remember, the school librarian and the public librarian are your best friends in helping your child to become a capable and avid reader.

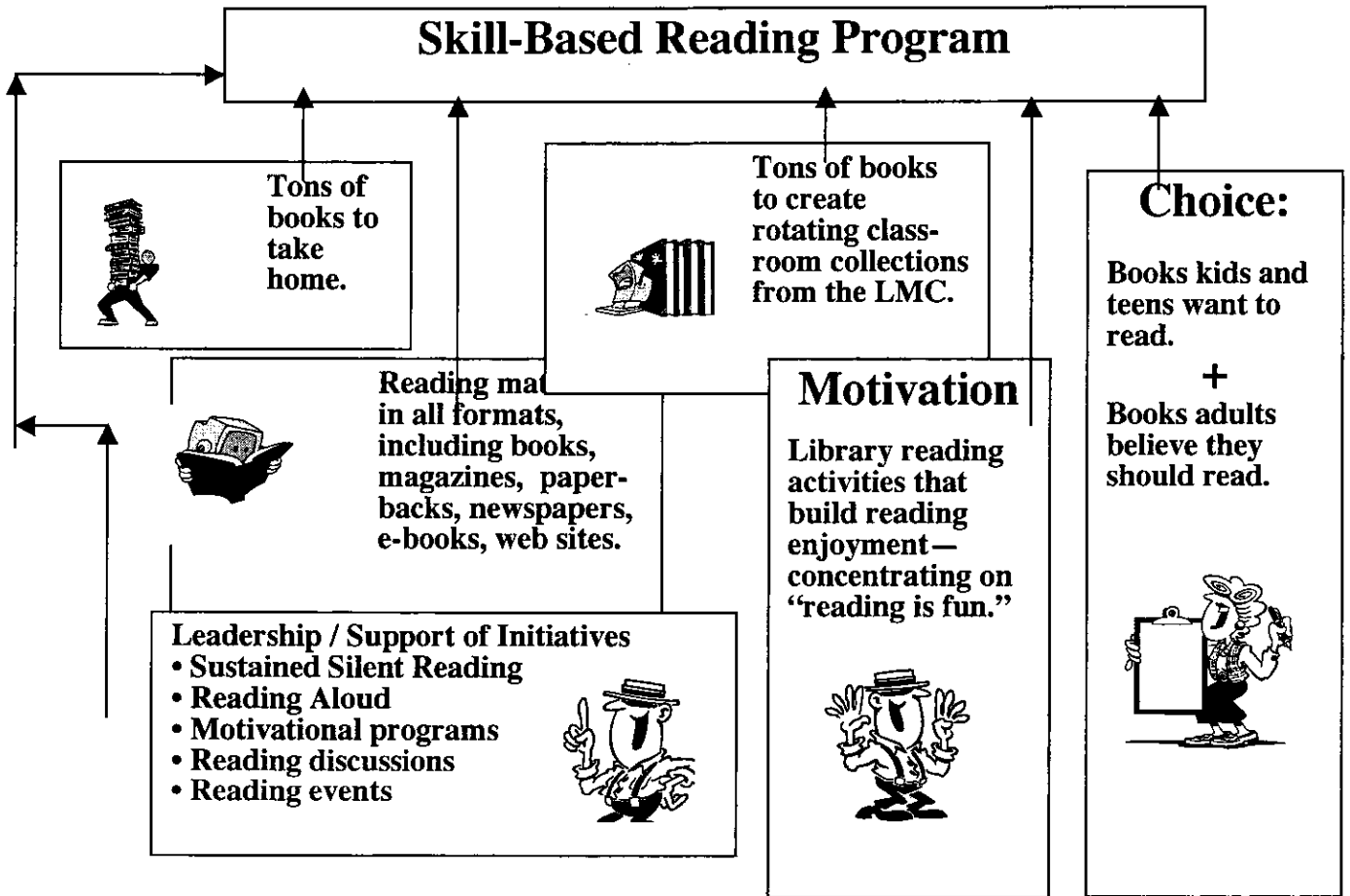
<sup>1</sup> Krashen, Stephen. *The Power of Reading*. Libraries Unlimited, 1993; McQuillan, Jeff. *The Literacy Crisis*. Heinemann, 1998. Also: Cunningham, Anne E. and Keith E. Stanovich. "What Reading Does for the Mind," *American Educator*, Spring/Summer, 1998, p. 1-8.

\* *California Power!* © 2004 Hi Willow Research & Publishing. Available at <http://www.lmcsource.com> \*

## If We Believe the Reading Research, What Should the Teacher, the Parent, and the Library Media Teacher Do to Assure That Students:

### “Learn to Read”

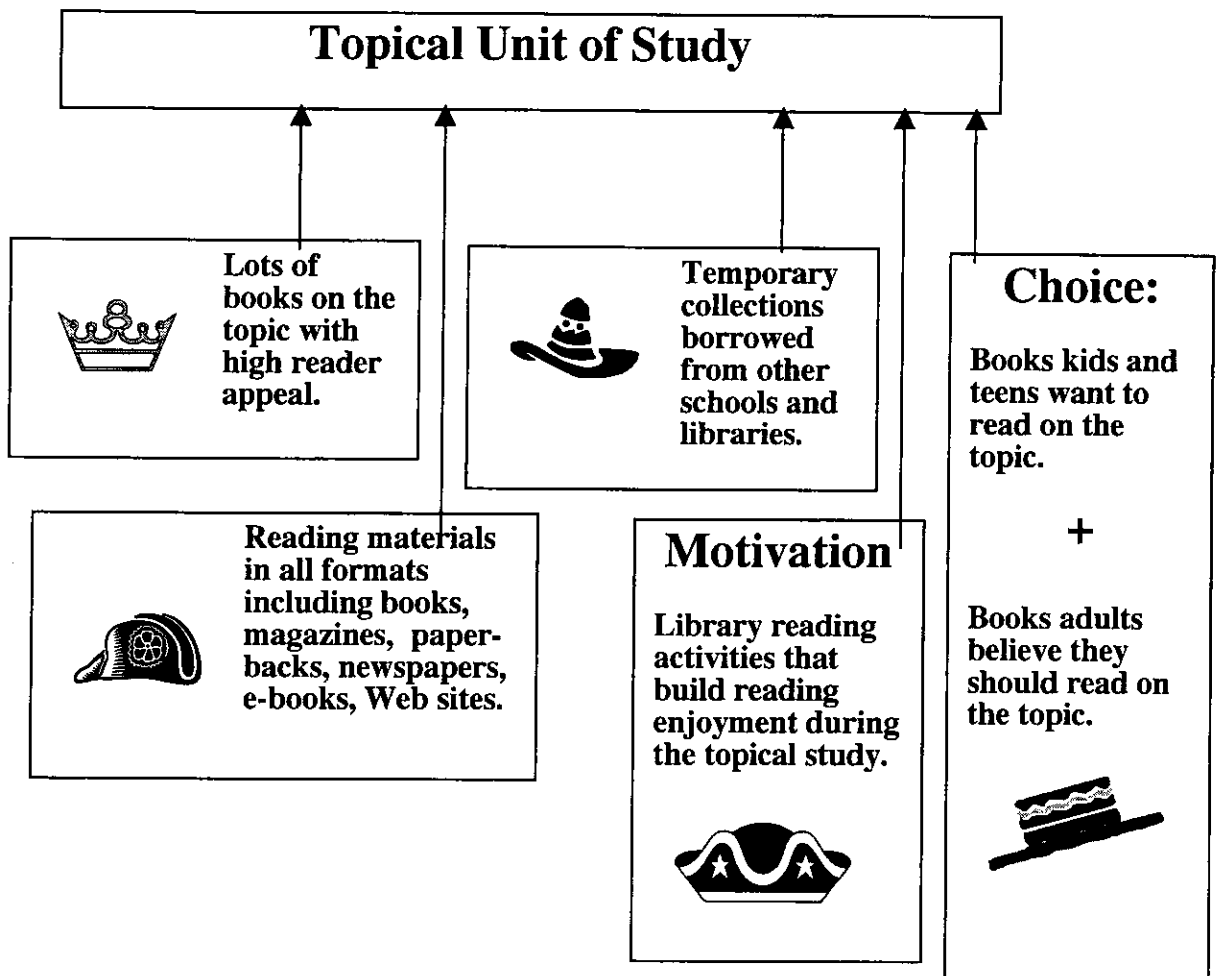
If a school community really believes the research that says “amount counts,” then the school and public library should have an extensive collection of reading materials young people want to read. So many school libraries in the nation have outdated, ragged, and uninteresting reading collections, and young people ignore them. On the other hand, when reading collections are large, current, attractive, and easily accessible, good things happen. When young people have few reading materials in their homes, and when they are in the lowest quartile of reading scores, the best results of library contributions to reading will be most noticeable. Is your school library program providing the following?



**Bottom line: The library's contribution to reading should plug the holes in whatever skill-based program exists to move toward the goal of 100% avid and capable readers. Does your school's library reading program measure up? Are you as a parent taking advantage of the library resources?**

## If We Believe the Reading Research, What Should Teachers and the Library Media Center (LMC) Provide to: “Read to Learn”

As skills in reading build, the concentration of the reading program shifts to using reading as a tool to learn as well as reading for enjoyment. The school library program has much to contribute to all subject disciplines. Content knowledge is expected to mushroom. All teachers are reading teachers—helping students use strategies they have mastered in learning to read and applying them to reading to learn. The school library media program provides resources to help them read to learn.



**Bottom line:** The library media center’s contribution to reading in the subject areas should stimulate more reading for information and therefore more in-depth knowledge and understanding. Does your school’s library media center reading program measure up? Are you and your child taking advantage of the school library media resources as your child/teen explores school subjects and other topics of interest to them?



## Celebrate Reading—California Style

Celebrating reading is appropriate any time. Below are a few special ways to celebrate reading every month of the year.


### Celebrate reading every month of the year

January	Celebrate the New Year with a good book. Begin reading the California Young Reader Medal (CYRM) books.
February	Black History Month. Library Lovers Month. Read to Your Child Day: February 14.
March	Read Across America: March 2. Freedom of Information Day: March 16.
April	National Poetry Month. School Library Media Week. National People's Poetry Week. TV Turn-off Week. Vote on your favorite California Young Reader Medal book.
May	Get Caught Reading Month. Mother Goose Day: May 1.
June	Fun Summer Reading Activities at the Public Library.
July	Read something historical!
August	Read something cool!
September	Library Card Sign-Up Month. International Literacy Day, September 8. Banned Books Week: Celebrating the Freedom to Read.
October	International School Library Day. National Book Month. National Storytelling Festival. Teen Read Week.
November	Children's Book Week (third week). Family Literacy Day/National Authors Day, November 1. Jewish Book Month.
December	Read a Christmas, Hanukkah, or Kwanzaa book.

**If these don't work for your community, invent something!  
Celebrating reading is appropriate anytime.**

## Finding a Good Book for California Children and Young Adults

The California Young Reader Medal Award is sponsored by four statewide organizations: California Association of Teachers of English (CATE), California Library Association (CLA), California Reading Association (CRA), and California School Library Association (CSLA). Since its inception in 1974, millions of California children have nominated, read, and voted for the winners of the California Young Reader Medal site for past and current winners.

 <p style="text-align: center;">California Young Reader Medal Award Winning Books <a href="http://www.cla-net.org/awards/cyrm.php">http://www.cla-net.org/awards/cyrm.php</a></p>	
<b>Primary Grades K-2 Winners</b>	<p>2004—<i>A Fine, Fine School</i> by Sharon Creech. Illustrated by Harry Bliss. HarperCollins, 2001.</p> <p>2003—<i>I Will Never Not Ever Eat a Tomato</i> by Lauren Child. Candlewick, 2000.</p> <p>2002—<i>Hooway for Wodney Wat!</i> By Helen Lester. Illustrated by Lynn M. Munsinger. Houghton Mifflin, 1999.</p> <p>2001—<i>Grandpa's Teeth</i> by Rod Clement. Harper Collins, 1998.</p> <p>2000—<i>Lost</i> by Paul Brett Johnson and Celeste Lewis. Orchard Books, 1996.</p>
<b>Intermediate Grades 3-5 Winners</b>	<p>2004—<i>The School Story</i> by Andrew Clements. Simon &amp; Schuster, 2001.</p> <p>2003—<i>Because of Winn-Dixie</i> by Kate DiCamillo. Candlewick, 2000.</p> <p>2002—<i>The Million Dollar Shot</i> by Dan Gutman. Disney, 1997.</p> <p>2001—<i>Honus and Me: A Baseball Card Adventure</i> by Dan Gutman. Avon/Camelot, 1997.</p> <p>2000—<i>Riding Freedom</i> by Pam Munoz Ryan. Illustrated by Brian Selznick. Scholastic, 1997.</p>
<b>Middle School Grades 6-8</b>	<p>2004—<i>Flipped</i> by Wendelin Van Draanen. Knopf, 2001.</p> <p>2003—<i>Touching Spirit Bear</i> by Ben Mikaelson. HarperCollins, 2001.</p> <p>2002—<i>Joey Pigza Swallowed the Key</i> by Jack Gantos. Farrar, Straus &amp; Giroux, 1998.</p> <p>2001—<i>Among the Hidden</i> by Margaret Peterson Haddix. Simon &amp; Schuster, 1998.</p> <p>2000—<i>Ella Enchanted</i> by Gail Carson Levine. HarperCollins, 1997.</p>
<b>Young Adult Grades 9-12</b>	<p>2004—<i>Ties That Bind, Ties That Break</i> by Lensey Namioka. Delacorte Press, 1999.</p> <p>2003—<i>Define "Normal"</i> by Julie Anne Peters. Little, Brown, 2000.</p> <p>2002—<i>Bad</i> by Jean Ferris. Farrar Straus &amp; Giroux, 1998.</p> <p>2001—<i>Armageddon Summer</i> by Jane Yolen and Bruce Coville. Harcourt Brace, 1998.</p> <p>2000—<i>Breaking Boxes</i> by A.M. Jenkins. Delacorte, 1997.</p>
<b>Picture Books for Young Adults All Ages</b>	<p>2004—<i>And the Dish Ran Away with the Spoon</i> by Janet Stevens and Susan Stevens Crummel. Harcourt, 2001.</p> <p>2003—<i>The Babe &amp; I</i> by David A. Adler. Harcourt, 1999.</p> <p>2002—<i>Weslandia</i> by Paul Fleischman. Candlewick Press, 1998.</p> <p>NOTE: This was added as a new category in 2002.</p>

## Children's and Young Adult Literature Awards Finding the Best Books of the Year

Use the Internet to locate some of the "best of the best" books for each year. These Web sites offer a wealth of great reads. The organizations have done the work for you and have judged these titles to be of superior quality.

Best Books List	Web site
AAAS Best Science Books	<i>Science Books &amp; Films/ Yearly</i>
ALA RUSA Notable Books	<a href="http://www.ala.org/alsc/awards.html">http://www.ala.org/alsc/awards.html</a>
ALSC Notable Children's Books	<a href="http://www.ala.org/alsc/awards.html">http://www.ala.org/alsc/awards.html</a>
<i>Booklist</i> : Editors Choice. Top books and videos for the previous year.	<a href="http://www.ala.org/booklist/">http://www.ala.org/booklist/</a>
<i>Bulletin of the Center for Children's Books</i> Blue Ribbon Books	<a href="http://www.lis.uiuc.edu/puboff/bccb/blue00.html">http://www.lis.uiuc.edu/puboff/bccb/blue00.html</a>
California Young Reader Medal Award	Announced May 1: <a href="http://www.cla-net.org/groups/cyrm/index.html">http://www.cla-net.org/groups/cyrm/index.html</a>
Giverny: Best Children's Science Picture Book of the Year. Est. 1998	Yearly in April: <a href="http://www.15degreelab.com/award.html">http://www.15degreelab.com/award.html</a>
IRA Children's Choice/Teacher's Choice	October issue of <i>The Reading Teacher</i> <a href="http://www.reading.org/awards/">http://www.reading.org/awards/</a>
NCSS Notable Children's Trade Books in Social Studies	March/April issue of <i>Social Education</i> : <a href="http://www.ncss.org/resources/notable/home.html">http://www.ncss.org/resources/notable/home.html</a>
NSTA Outstanding Science Trade Books for Children	March issue of <i>Science and Children</i> : <a href="http://www.nsta.org/pubs/sc/ostblist.asp">http://www.nsta.org/pubs/sc/ostblist.asp</a>
Publisher's Weekly Best Books	<a href="http://www.publishersweekly.com/">http://www.publishersweekly.com/</a>
School Library Journal Best Books	Monthly/yearly lists
YALSA Best Books for Young Adults	<a href="http://www.ala.org/alsc/awards.html">http://www.ala.org/alsc/awards.html</a>
YALSA Outstanding Books for College Bound	<a href="http://www.ala.org/alsc/awards.html">http://www.ala.org/alsc/awards.html</a>
YALSA Quick Picks for Young Adults	<a href="http://www.ala.org/alsc/awards.html">http://www.ala.org/alsc/awards.html</a>
YALSA Popular Paperbacks for Young Adults	<a href="http://www.ala.org/alsc/awards.html">http://www.ala.org/alsc/awards.html</a>
YALSA Top 10 Best Books for Young Adults	<a href="http://www.ala.org/alsc/awards.html">http://www.ala.org/alsc/awards.html</a>
YALSA Top 10 Quick Picks for Young Adults	<a href="http://www.ala.org/alsc/awards.html">http://www.ala.org/alsc/awards.html</a>

### Key:

**ABBY**: American Book Seller of the Year; **ALA**: American Library Association; **ALSC**: Association for Library Service to Children; **CBC**: Children's Book Council; **CCBC**: Cooperative Children's Book Center; **IRA**: International Reading Association; **NCTE**: National Council of the Teachers of English; **NSTA**: National Science Teachers Association; **NCSS**: National Council for the Social Studies; **REFORMA**: National Association to Promote Library Services to the Spanish Speaking; **RUSA**: Reference and User Services Association; **WILPF**: Women's International League for Peace and Freedom; **YALSA**: Young Adult Library Services Association.

## Picture Books Too Good to Miss: Some of Our Favorites

There are so many wonderful picture books for the younger age and for "children" of all ages. Here is a short list of some of our favorite authors/illustrators and their books. We have listed one title per author, but most have other excellent titles available. Check them out.

### For Beginners

- Bang, Molly. *Ten, Nine, Eight*. Greenwillow, 1983.
- Brown, Margaret Wise. *Goodnight Moon*. Harper, 1947.
- Carle, Eric. *The Very Hungry Caterpillar*. Philomel, 1969.
- Child, Lauren. *I Will Never Not Ever Eat a Tomato*. Candlewick, 2000.
- Cronin, Doreen. Illus. by Betsy Lewin. *Click, Clack, Moo: Cows That Type*. Simon & Schuster, 2000.
- DePaola, Tomie. *Tomie dePaola's Mother Goose*. Putnam, 1985.
- Dodds, Dayle Ann. *Where's Pup?* Illus. by Pierre Pratt. Dial, 2003.
- Dunrea, Olivier. *Ollie*. Houghton, 2003.
- Falconer, Ian. *Olivia*. Simon & Schuster, 2001.
- Fleming, Denise. *In the Tall, Tall Grass*. Holt, 1991.
- James, Simon. *Little One Step*. Candlewick, 2003
- Hoban, Russell. *A Baby Sister for Frances*. Harper, 1964.
- Hutchins, Pat. *Rosie's Walk*. Macmillan, 1968.
- Keats, Ezra Jack. *The Snowy Day*. Viking, 1962.
- Leaf, Munro *The Story of Ferdinand*. Viking, 1936.
- Lionni, Leo. *Frederick*. Pantheon, 1966.
- Martin, Bill. *Brown Bear, Brown Bear, What Do You See?* Holt, 1983.
- Murphy, Mary. *I Kissed the Baby*. Candlewick, 2003.
- Potter, Beatrix. *The Tale of Peter Rabbit*. Warne, 1902, 1986.
- Sendak, Maurice. *Where the Wild Things Are*. Harper & Row, 1963.
- Wood, Audrey. *The Napping House*. Illus. Don Wood. Harcourt, 1984.
- Wiesner, David. *Tuesday*. Clarion, 1991.

### For Kids a Bit Older

- Aylesworth, Jim, retel. Illus. by Barbara McClintock. *Goldilocks and the Three Bears*. Scholastic, 2003.
- Bemelmans, Ludwig. *Madeline*. Viking, 1939, 1977.
- Emberley, Ed. *Ed Emberley's Picture Pie*. Little, Brown, 1996.
- Lester, Helen *Hooway for Wodney Wat*. Houghton Mifflin, 1999.
- Lobel, Arnold. *Frog and Toad Together*. Harper, 1972.
- McCloskey, Robert. *Make Way for Ducklings*. Viking, 1941.
- McDermott, Gerald. *Arrow to the Sun*. Viking, 1974.
- Polacco, Patricia. *Thank You, Mr. Faulker*. Philomel, 1998.
- Pulver, Robin. *Punctuation Takes a Vacation*. Illus. Lynn Rowe Reed, Holiday, 2003.
- Scieszka, Jon. Illus. By Lane Smith. *Math Curse*. Viking, 1995.
- Steptoe, John. *Mufaro's Beautiful Daughters: An African Tale*. Lothrop Lee, 1987.
- Van Allsburg, Chris. *The Polar Express*. Houghton Mifflin, 1985.
- Silverstein, Shel. *Where the Sidewalk Ends*. Harper & Row, 1974.
- Viorst, Judith. *Alexander and the Horrible, Terrible, No Good, Very Bad Day*. Atheneum, 1972.
- Young, Ed. Lon Po Po: *A Red Riding Hood Story From China*. Philomel, 1989.

### Picture Books for Teens/Everybody

- Bruchac, Joseph *Crazy Horse's Vision*. Lee & Low, 2000.
- Deedy, Carmen Agra. *The Yellow Star: The Legend of King Christian X of Denmark* Peachtree, 2000.

- Fleischman, Paul. *Weslandia*. Candlewick Press, 1998.
  - Johnson, D. B. *Henry Hikes to Fitchburg*. Houghton Mifflin, 2000.
  - Innocenti, Roberto. *Rose Blanche*. Stewart, Tabori & Chang, 1990.
  - Longfellow, Henry Wadsworth. Illus. by Christopher Bing. *The Midnight Ride of Paul Revere*. Handprint, 2001.
  - Macaulay, David. *Mosque*. Houghton, 2003.
  - McKissack, Patricia. *Goin' Someplace Special*. Atheneum, 2001.
  - Polacco, Patricia. *Thank You, Mr. Falker*. Philomel Books, 1998.
  - Sabuda, Robert. *The Christmas Alphabet*. Orchard, 1994. (A Pop-Up Book)
  - Shannon, David. *Duck on a Bike*. Scholastic, 2002.
  - Sis, Peter. *Starry Messenger: Galileo Galilei*. Farrar, Straus & Giroux, 1996.
  - Stevens, Janet and Susan Stevens Crummel. *And the Dish Ran Away with the Spoon*. Harcourt, 2001.
  - Van Allsburg, Chris. *Jumanji*. Houghton Mifflin, 1981.
  - Woodson, Jacqueline. *The Other Side*. Putnam, 2001.
  - Numeroff, Laura. *If You Take a Mouse to the Movies*. HarperCollins, 2000.
  - O'Neill, Alexis. *The Recess Queen*. Scholastic, 2002.
  - Herrera, Juan Felipe. *Calling the Doves*. Children's, 1995.
  - Hurd, Thatcher. *Mama Don't Allow*. HarperCollins, 1984.
  - Jiménez, Francisco. *La Mariposa*. Houghton Mifflin, 1998.
  - Krull, Kathleen. *Lives of Extraordinary Women: Rulers Rebels*. Illus. Kathryn Hewitt. Harcourt, 2000.
  - Hewitt, Kathryn. *Lives of the Presidents* (by Kathleen Krull). Harcourt, 1998.
  - Lattimore, Deborah. *The Sailor Who Captured the Sea*. HarperCollins 2002.
  - Lee, Milly. *Nim and the War Effort*. Farrar Straus & Giroux, 1997.
  - Levinson, Nancy Smiler. *Snowshoe Thompson*. HarperCollins, 1992.
  - Levitin, Sonia. *Nine for California*. Orchard, 1996.
  - London, Jonathan. *Crunch Munch*. Harcourt, 2001.
  - O'Neill, Alexis. *The Recess Queen*. Scholastic, 2002.
  - Politi, Leo. *Song of the Swallows*. Scribner, 1949.
  - Pilegard, Virginia. *The Warlord's Puzzle*. Pelican, 2000.
  - Ross, Michael Elsohn. *A Mexican Christmas*. Carolrhoda, 2003.
  - Ryan, Pam Muñoz. *When Marian Sang*. Scholastic, 2002.
  - Ryder, Joanne. *Where Butterflies Grow*. Lodestar, 1989.
  - San Souci, Daniel. *The Rabbit and the Dragon King*. Boyds Mills Press, 2002.
  - San Souci, Robert. *The Reluctant Dragon*. Orchard, 2004.
  - Shepard, Aaron. *Master Man: A Tall Tale of Nigera*. HarperCollins, 2001.
  - Shriver, Maria. *What's Heaven*. Golden, 1999.
  - Schwartz, David. *How Much is a Million?* Weston Woods, 2000.
  - Teri Sloat. *There Was an Old Lady Who Swallowed a Trout*. Holt, 1998.
  - Soto, Gary. *Too Many Tamales*. Putnam, 1993.
  - Wolff, Ashley. *Me Baby, You Baby*. Dutton, 2004.
- California Authors and Illustrators**
- Ada, Alma Flor. *With Love, Little Red Hen*. Atheneum, 2001.
  - Alexander, Sue. *Behold the Trees*. Scholastic, 2001.
  - Bunting, Eve. Illus. Kathryn Hewitt. *Flower Garden*. Harcourt, 1994.
  - Cepeda, Joe. Illus. Mice and Beans (by Pam Munoz Ryan). Scholastic, 2001.
  - Cushman, Doug. *The ABC Mystery*. HarperCollins, 1996.
  - Diaz, David. *Smoky Night* (by Eve Bunting). Harcourt, 1994.
  - Feischman, Sid. *The Midnight Horse*. Doubleday, 1992.
  - Gollub, Matthew. *Gobble, Quack, Moon*. Tortuga Press, 2002.
  - \*Grimes, Nikki *Under the Christmas Tree*. HarperCollins, 2002.
  - Heller, Ruth. *"Galapagos" Means "Tortoises"* Sierra Club, 2000.
  - Krull, Kathleen. Illus. by Stacy Innerst. *M Is for Music*. Harcourt, 2003.

## Chapter Books Too Good to Miss: Some of Our Favorites

There are so many wonderful chapter books for grades 2-6 that we could not resist listing some of our favorites. Please check out other titles by these authors.

### Fiction Winners

- Avi, *Crispin: The Cross of Lead*. Hyperion, 2002.
- \*Babbitt, Natalie. *Tuck Everlasting*. Farrar, Straus & Giroux, 1975.
- Burnett, Frances Hodgson. *The Secret Garden*. Reprint. Viking, 1989.
- Curtis, Christopher Paul. *Bud Not Buddy*. Delacorte, 1999.
- Cushman, Karen. *Ballard of Lucy Whipple*. Clarion, 1996.
- DiCamillo, Kate. *The Tale of Despereaux: Being the Story of a Mouse*. Candlewick, 2003.
- \*Jiminez, Francisco. *The Circuit: Stories from the Life of a Migrant Child*. Houghton Mifflin.
- \*Lantz, Frances. *Luna Bay #2: Wave Good-bye*. HarperCollins, 2003.
- Lee, Millie. *Nim and the War Effort*. Farrar, Straus & Giroux, 1997.
- Lewis, C. S. *The Chronicles of Narnia*. Macmillan, 1951-56.
- O'Dell, Scott. *Island of the Blue Dolphins*. Houghton Mifflin, 1960.
- \*Martinez, Victor. *Parrot in the Oven: Mi Vida*. HarperCollins, 1996.
- Park, Linda Sue. *A Single Shard*. Clarion, 2001.
- Paulsen, Gary. *Hatchet*. Bradbury, 1987.
- Peck, Richard. *A Year Down Yonder*. Dial, 2000.
- \*Ryan, Pam Munoz. *Esperanza Rising*.
- Sacher, Louis. *Holes*. Farrar, Straus & Giroux, 1998.
- \*Taylor, Theodore. *The Cay*. Doubleday, 1969.
- Voigt, Cynthia. *Dacey's Song*. Random, 1982.
- Uchida, Yoshiko. *Journey to Topaz*. Scribner's, 1971.
- White, E.B. *Charlotte's Web*. Harper, 1952.

### Non-Fiction Winners

- Aaseng, Nathan. *Navajo Code Talkers*. Walker, 2002.
- \*Arnold, Caroline. *Killer Whale*. Morrow, 1994.
- Bartoletti, Susan Campbell. *Black Potatoes: The Story of the Great Irish Famine 1845-1850*. Houghton Mifflin, 2001.
- Freedman, Russell. *Eleanor Roosevelt: A Life of Discovery*. Houghton Mifflin, 1993.
- Fritz, Jean. *Double Life of Pocahontas*. Putnam, 1983.
- \*Houston, Jeanne Wakatsuki and James D. Houston. *Farewell to Manzanar*. Houghton Mifflin, 1973.
- Jenkins, Steve & Robin Page. *Animals in Flight*. Houghton Mifflin, 2001.
- Kramer, Stephen P. & Dannis Kunkel. *Hidden Worlds: Looking Through a Scientist's Microscope*. Houghton Mifflin, 2001.
- \*Levinson, Nancy Smiler. *Christopher Columbus: Voyager to the Unknown*. Lodestar, 1990.
- Myers, Walter Dean. *The Greatest: Muhammad Ali*. Scholastic, 2001.
- Partridge, Elizabeth. *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie*. Viking, 2002.
- Pringle, Laurence. *An Extraordinary Life: The Story of a Monarch Butterfly*. Orchard, 1997.
- Simon, Seymour. *Earthquakes*. Morrow, 1991.
- \*Stanley, Jerry. *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*. Crown, 1992.
- Tanaka, Shelley. *New Dinos: The Latest Finds! The Coolest Dinosaur Discoveries!* Atheneum, 2004.

\*California Author

# Teen Books Too Good to Miss

Contributed by  
Mary Ann Harlan, Library Media Teacher

Take your pick, here are some great "must read" teen books.

### Five Flights of Fancy and Future Worlds

- Card, Orson Scott. *Ender's Game*. Starscape, 2002.
- Farmer, Nancy. *House of the Scorpion*. Atheneum, 2002.
- Nix, Garth. *Sabriel* (The Abhorsen Trilogy). HarperCollins, 1996.
- Pullman, Philip. *Golden Compass*. Knopf, 1995.
- Tolkien, J. R. R. *Lord of the Rings* Trilogy.

### Four Mysterious Reads

- Cormier, Robert *Creed Tenderness*.
- Giles, Gail. *Dead Girls Don't Write Letters*.
- Plum-Ucci, Carol. *The Body of Christopher*. Harcourt, 2000.
- Werlin, Nancy. *Locked Inside*.

### Three Teen Classics Too Good to Miss

- Cormier, Robert. *The Chocolate War*. Pantheon, 1974.
- Hinton, S. E., *The Outsiders*. Viking, 1967.
- Lee, Harper. *To Kill a Mockingbird*. Lippincott, 1960

### Four Adult Titles for Teens

- Allende, Isabel. *Daughter of Fortune*. HarperCollins, 1999.
- Kingsolver, Barbara. *The Poisonwood Bible*. HarperCollins, 1998.
- Martel, Yann. *Life of Pi*. Harvest Books, 2003.
- Wells, Ken. *Meely LaBauve*. Random, 2001.

### Four True Stories, Four Terrific Reads

- Bissinger, H. G. *Friday Night Lights*.
- Fleischman, John. *Phineas Gage: A Gruesome but True Story About Brain Science*. Houghton Mifflin, 2002.
- Gantos, Jack. *A Hole in My Life*. Farrar, Straus, Giroux, 2002.
- Krakauer, Jon. *Into Thin Air*. Villard, 1997.

### Three Slammin' Poetry Books

- Adoff, Arnold. *Slow Dance Heartbreak*.
- Aguado, Bill, ed., *Paint Me Like I Am*. Harper, 2003
- Von Ziegesar, Cecily. *Blues Slam*.

### Four Books on the Edge - Books that deal with tough topics

- Bauer, Marion Dane, ed. *Am I Blue? Coming Out From the Silence*. HarperCollins, 1994.
- Frank, E. R. *Life is Funny*. DK, 2000.
- Thompson, Craig. *Blankets*. Top Shelf, 2003.
- Wolff, Virginia Euwer. *Make Lemonade*. Holt, 1993.

### Five Books for Boys

- Crutcher, Chris. *Ironman*. Greenwillow, 1995.
- Horowitz, Anthony. *Stormbreaker* (Alex Rider series). Philomel, 2000.
- Korman, Gordon. *Son of the Mob*. Hyperion, 2002.
- Myers, Walter Dean. *Monster*, 2001.
- Thomas, Rob. *Rats Saw God*. Simon & Schuster, 1996

### Five Wonderful Reads for Young Women

- Cohn, Rachel. *Gingerbread*. Simon & Schuster, 2002.
- Dessen, Sarah. *Dreamland*. Viking, 2000.
- Donnelly, Jennifer. *A Northern Light*. Harcourt, 2003.
- McCafferty, Megan. *Sloppy Firsts & Second Helpings*. Three Rivers, 2001-03.
- Sones, Sonya. *What My Mother Doesn't Know*. Simon & Schuster, 2001.

### Four Multicultural Books to Read

- Cisneros, Sandra. *The House on Mango Street*. Vintage, 1991.
- Hidier, Tanuja Desai. *Born Confused*. Scholastic, 2002.
- Flake, Sharon, *The Skin I'm In*. Hyperion, 1998.
- Woodson, Jacqueline. *If You Come Softly*. Putnam's, 1998.

### Three Brand New Titles to Know

- Bray, Libby. *A Great and Terrible Beauty*. Delacorte, 2003.
- Flinn, Alex. *Nothing to Lose*. Harper, 2004
- Myers, Walter Dean, *Shooter*. Harper, 2004.

## Literature for Developing Listening Skills

The school library provides opportunities for students to acquire skills in all areas. Materials are available that enable students to learn new skills and enhances those they possess. Listening skills can be taught and enhanced through literature. Here are a few books that foster these skills.

### Repetitive Story, Words, Phrases,

#### Questions

- Brown, Marcia. *Three Billy Goats Gruff*. Harcourt, 1957.
- Brown, Margaret Wise. *Goodnight Moon*. Harper, 1947.
- Carle, Eric. *The Very Busy Spider*. Philomel, 1984.
- \_\_\_\_\_. *The Very Quiet Cricket*. Philomel, 1990.
- Emberley, Ed. *Drummer Hoff*. Prentice-Hall, 1967.
- Galdone, Paul. *Henny Penny*. Clarion, 1968.
- \_\_\_\_\_. *The Little Red Hen*. Clarion, 1973.
- Kraus, Robert. *Whose Mouse Are You?* Macmillan, 1970.
- Martin, Bill Jr. *Brown Bear, Brown Bear, What Do You See?* Holt, 1983.
- Mosel, Arlene. *Tikki Tikki Tembo*. Holt, 1968.
- Sendak, Maurice. *Chicken Soup with Rice*. Harper, 1962.
- Tafuri, Nancy. *Have You Seen My Duckling?* Greenwillow, 1984.
- Williams, Sue. *I Went Walking*. Harcourt, 1990.

#### Wordless Books

- Briggs, Raymond. *The Snowman*. Random, 1978.
- de Paola, Tomie. *Pancakes for Breakfast*. Harcourt, 1978.
- Emberley Ed. *Bobo's Dream*. Dial, 1970.
- Goodall, John. *The Adventures of Paddy Pork*. Harcourt, 1968.
- Hutchins, Pat. *Changes, Changes*. Macmillan, 1971.
- \_\_\_\_\_. *Rosie's Walk*. Macmillan, 1968.
- Mayer, Mercer. *Ah—Choo!* Dial, 1976.
- \_\_\_\_\_. *A Boy, a Dog, and a Frog*. Dial, 1967.
- \_\_\_\_\_. *Bubble, Bubble*. Macmillan, 1973.
- Spier, Peter. *Dreams*. Doubleday, 1986.

- \_\_\_\_\_. *Noah's Ark*. Doubleday, 1977.
- \_\_\_\_\_. *Peter Spier's Christmas*. Doubleday, 1982.
- Turkle, Brinton. *Deep in the Forest*. Dutton, 1976.
- Ward, Lynd. *The Silver Pony*. Houghton Mifflin, 1973.

#### Sequential Books

- Carle, Eric. *The Very Hungry Caterpillar*. Philomel, 1969.
- Christelow, Eileen. *Five Little Monkey's Jumping on the Bed*. Clarion, 1989.
- Galdone, Paul. *The Three Bears*. Clarion, 1985.
- \_\_\_\_\_. *The Three Billy Goats Gruff*. Clarion, 1981.
- Sendak, Maurice. *Chicken Soup with Rice*. Harper, 1962.
- Wood, Audrey. *The Napping House*. Illus. by Don Wood. Harcourt, 1984.

#### Predictable Books

- Aardema, Verna. *Bringing the Rain to Kapiti Plain*. Dial, 1981.
- Aliki. *Go Tell Aunt Rhody*. Macmillan, 1986 (1974).
- Burningham, John. *Mr. Grumpy's Outing*. Holt, 1971.
- Eastman P.D. *Are You My Mother?* Random, 1960.
- Flack, Marjorie. *Ask Mr. Bear*. Macmillan, 1986.
- Fox, Mem. *Hattie and the Fox*. Bradbury, 1987.
- Hutchins, Pat. *Rosie's Walk*. Macmillan, 1968.
- Ivimey, John W. *Three Blind Mice*. Clarion, 1987.
- Numeroff, Laura. *If You Give a Mouse a Cookie*. Harper & Row, 1985.
- Sendak, Maurice. *Where the Wild Things Are*. Harper & Row, 1963.
- Stevens Janet. *The House That Jack Built*. Holiday, 1985.



## Multiculturalism in Children's and Young Adult Literature

*"Children's literature also teaches history, and when children do not see their history in school, they began to think it is not worthy of learning."*—Rudolpho Anaya

Young people who read about other cultures build an understanding of that culture and ethnic community. Those who read about the experiences of others begin to develop an empathetic sensibility. As a parent you have an excellent opportunity to introduce your children to a wealth of resources that will nourish compassion, understanding, and wisdom.

You may want to consider:

- Purchasing books for children that are written by and about people of color.
- Taking the time to find out about authors who write accurately and authentically about particular cultures.
- Becoming aware of new authors who provide new voices of their cultural or ethnic background.
- Searching for new and seasoned authentic multicultural titles.
- Encouraging your school library personnel to develop a rich collection of multicultural resources.
- Celebrating Black History Month, Asian Pacific Heritage Month, Hispanic Heritage Month.

Some authors/illustrators of merit are:

### African American

Ashley Bryan  
 Christopher Paul Curtis  
 Leo & Diane Dillon  
 Eloise Greenfield  
 Nikki Grimes  
 Virginia Hamilton  
 Angela Johnson  
 Julius Lester  
 Fred & Patricia McKissack  
 Walter Dean Myers  
 Jerry Pinkney  
 John & Javaka Steptoe  
 Mildred D. Taylor  
 Vera B. Williams

### Asian Pacific American

Mitsumasa Anno  
 Demi  
 Jeanne Wakatsuki Houston  
 Milly Lee  
 Sheila Hamanaka  
 Lensey Namioka  
 Huynh Quang Nhuong Linda  
 Sue Park  
 Allen Say  
 Laurence Yep  
 Yoshiko Uchida  
 Janet S. Wong  
 Sandra Yamate  
 Ed Young

### Latino

Alma Flor Ada  
 Rudolfo Anaya  
 Lulu Delacre  
 Juan Felipe Herrera  
 Francisco Jimenez  
 Pat Mora  
 Pam Munoz Ryan  
 Gary Soto

### Native American

Shonto Begay  
 John Bierhorst  
 Joseph Bruchac  
 Joy Harjo  
 George Littlechild



## Letters about Literature

<http://www.calbook.org/programs/current/lal/>

Letters About Literature is an exciting national reading and writing contest that invites students to write a letter to an author, living or dead, explaining how this author's book gave them wings, became a part of their lives, or changed their way of viewing the world and themselves. Research has shown that children who read, write better; and children who write, read more. This reading-writing link is at the heart of Letters About Literature.

**Encourage your child to enter this annual event.** The contest is open to students in grades 4-12

- Level I for students in grades 4-6;
- Level II for students in grades 7-8; and
- Level III for students in grades 9-12.

### Prizes

California winners receive cash awards of \$250, a \$50 Target GiftCard, and a trip to the *Letters About Literature* awards ceremony in Sacramento and entry into the national competition. The top 30 California entries are published in a commemorative booklet.

Two national winners are selected at each level. Target Stores will send the six national winners, two parents/guardians, and one of their teachers to Washington D.C. to attend the National Book Festival in Fall 2004. National winners receive a \$500 Target GiftCard.

### Participation Guidelines

Contest guidelines, entry forms and teacher support materials are available at:

<http://www.calbook.org/programs/current/lal/takepart.html> and in hard copy from the California Center for the Book office: (310) 206-9361 / [cfb@ucla.edu](mailto:cfb@ucla.edu).

In 2004, winner, Alex Bland wrote to author Terry Trueman:


*"I wish there was some way that all people could understand the world of us disabled people. There would be a lot less stereotyping that way. Also something about your book really put a great feeling into my heart. Shawn and I have a lot in common. He was able to endure his own thoughts and feelings and get on with life. I have to endure other people's thoughts and feelings about me. I told myself a comforting and reassuring thought: Shawn and I are normal people just like everybody else. In fact, our flaws make us much stronger in character than most people. We will be able to accomplish many things. Even though we have bodies that betray us, someone out there will see us like we see ourselves."*

Letters about Literature in California is supported by the California Department of Education, the California School Library Association, The Center for the Book in the Library of Congress, the Children's Literature Council of Southern California, the California Teachers Association, and by Southwest Airlines.

The California Center for the Book is supported in part by the U.S. Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered in California by the State Librarian.

## Launch Your Child with Book Bags, Curiosity Kits, and Theme Bags:

### Three Ideas for Parents and Teachers to Consider for K-2

<p><b>Goal:</b></p> <p>Each child from kindergarten through 2<sup>nd</sup> grade reads <b>500+</b> books per year.</p>		<p><b>Result:</b></p> <p>Every reader will read at or above grade level and develop a reading habit.</p>
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**Book Bags.** Each classroom acquires enough canvas book bags (either from commercial sources or by making them) for each child in the classroom, plus a few extras. Each book bag is numbered and can be decorated. Once a month, the class goes to the library, where the children help select the books for the book bags. Into each book bag goes a book that children can "read for themselves" (a wordless picture book, an alphabet book, books with a few words, highly illustrated books, etc.) and one book that can be read to the child by an older sibling, parent, friend, or caregiver (a good read-aloud picture book, a folktale, a nonfiction animal book, etc.). Back in the classroom, the book bags are hung on hooks or in cubby holes. Each day as the children go home, they take a different book bag, rotating throughout the month. The teacher keeps a list on a clipboard to record the book bag number next to the child's name. The homework for a kindergartener through second grader is to read two books a day. If the child forgets to bring the book bag back, the spares can be used. In no case is a child denied access to a book bag, because reading practice is considered essential. The management of this program is considered a success when both the teacher and the library media teacher agree that the system requires very little monitoring. At the end of the month, the class revisits the LMC, where the books are exchanged for new ones. Books in the book bag program are checked out to the room. No individual circulation records are kept for these books.

Schools using this system report extremely low damage and loss rates, counting the cost as the cost of doing business. In addition to using the book bags, the class comes to the library once a month to choose books for the classroom collection (a minimum of 100 books at a time). And the students make other visits during the month to select their own personal books to take home in addition to the book bags. The typical kindergartener, first, or second grader should have read a minimum of 500 books during the school year and then link with the public library for regular reading during vacation periods.

**Curiosity Kits:** A variant on the book bag program is the creation of curiosity kits where each child creates a book bag filled with 2+ books on a theme that they think other members of the class might be interested in: whales, riddles, drawing books, hobbies, paper airplanes, kite flying, etc.

**Theme Bags:** During a month when the teacher will be studying a topic, children fill a third or half the bags with books on the topic.

## **Bilingual Children/Teens How Can the School Library Help?**

Many schools in the United States are filled with students who are learning English. The school and public library can help. Here are a few tips:

1. Check out books from school and public libraries in both languages. Have lots of these books in your home. Books from the public and school library can be checked out free as long as your child brings them back on time. If books are not back on time or lost, there might be a fee. Help your children/teens be responsible.
2. Read books in English to help your child learn English faster.
3. Read the books in English with your child/teen. Teach each other as you read.
4. Find lots of "picture" books at the library about the topics your child is studying in school. Look at the pictures together and name what you see in English.
5. Have a bilingual dictionary handy such as a Spanish-English/English-Spanish dictionary. You can look up words in either language for help.
6. If your teen cannot understand the textbook, find an easy children's book on the topic of the textbook chapter. It will help your child get the main idea about the topic.
7. Meet and talk to the library media teacher/technician often. When he/she understands what you and your child need, you can expect help.
8. Ask the library media teacher/technician for help in finding web sites both in English and the child's first language.
9. Ask the library media teacher/technician to let your child watch videos on the topic the class is studying. The visuals in the film will help the child understand the concepts being taught.
10. If you do not have many books in your home, ask the library media teacher/technician to help you find inexpensive or free books your child would like to read.
11. See that your child is allowed to visit the school library several times or more per week.
12. Take your children to the public library often.

## You, Too, Can Raise a Non-Reader!

It is much easier to raise a non-reader than a reader. Here are a few critical suggestions:

1. Don't let your child see you reading.
2. Use TV and videos as the primary babysitter.
3. Don't buy books for your child; they're too expensive.
4. If your child has a library fine or loses a book, cut off the library privileges.
5. Don't take your child to the public library or to the bookstore.
6. Talk about TV and movies but never about books.
7. Keep your child away from those pop culture magazines, series books, and picture books (after the 2<sup>nd</sup> grade).
8. Don't allow reading in bed or get a bed lamp.

You didn't do any of these things



I care, Kid



For other similar suggestions, see: "Unlucky Arithmetic: Thirteen Ways to Raise a Nonreader" by Dean Schneider and Robin Smith. *Horn Book*, March/April 2001. Find at [www.hbook.com](http://www.hbook.com) in the archives. Also: "Ten Ways to Prevent Reading by the Parent," LEA Working Parties, at <http://www.stockportmbe.gov.uk/docs/literacy/leaparties/repleasure/adult/t3.htm>. And thanks to Lynne Michels for sharing her list.

## I'm a Reader—And I Don't Apologize

Daniel Pennac in his wonderful book entitled *Better Than Life*<sup>1</sup> lists the following rights:

### The Reader's Bill of Rights

1. The right not to read.  
★
2. The right to skip pages.  
★
3. The right to not finish.  
★
4. The right to reread.  
★
5. The right to read anything.  
★
6. The right to escapism.  
★
7. The right to read anywhere.  
★
8. The right to browse.  
★
9. The right to read out loud.  
★
10. The right to not defend your taste.

Whoopee,  
I'm free!



Yes, but I wouldn't  
climb every tree  
I saw



<sup>1</sup> Pennac, Daniel. *Better Than Life*. Pembroke Publishers (Canada); Stenhouse Publishers (U.S.) (<http://www.stenhouse.com>) "Anyone who loves to read and wants our young people to develop a similar passion will savor *Better Than Life*—an enchanting, beautifully written and wise book." Regie Routman.

## Reading to Your Child: A Few Tips

Reading time is a special time. Hold your child in your lap. Cuddle. Be close. This works with a small child, a big child, and more teens than you'd expect. Reading together is a special time, and the consequences of togetherness are far-reaching. Here are a few suggestions for that special time.

### For Young Children

- ❖ Turn pages, name things, name colors; attention span will be at a minimum.
- ❖ Have frequent, short book encounters, don't worry about short time span.
- ❖ Have some regular times for reading: bedtime, quiet time, every time grandma comes.
- ❖ Repeat favorites.
- ❖ Always make reading time a pleasant experience.

### Developing Readers

- ❖ Repeat sounds, words, and phrases.
- ❖ Use favorites books regularly but introduce new ones also.
- ❖ Use a variety of books to improve the richness of your child's language development.
- ❖ Note that attention span is growing as well as an understanding of story lines.
- ❖ Talk about the story.
- ❖ Remember that children will begin to recognize letters and words. You need not press them to read.
- ❖ Note that listening vocabulary is more developed than reading vocabulary.
- ❖ Always make reading time a pleasant experience.



### Beginning Readers

- ❖ Remember that word and letter sounds can be a regular part of reading, but not the focus.
- ❖ Blend the two readers: you and the child. Sometimes the child reads, sometimes you read.
- ❖ Encourage expression by emphasizing questions, phrases, and by vocally mimicking story characters.
- ❖ Read aloud stories above your child's reading level to enrich his/her language.
- ❖ Talk about the story; predict what will happen; ask what just happened; ask what they like and don't like.
- ❖ Always make reading time a pleasant experience.

### Reading Aloud

- ❖ Use voice expressions; get excited, sad, loving, or angry, as the story requires.
- ❖ Read with fluency. Your listener will pick up on your smooth delivery and the beauty of the language.
- ❖ Act out parts of the story or have the child do it at the appropriate times.
- ❖ Read aloud even if you don't read well.
- ❖ Remember that it's ok to become emotional. Five handkerchief books are great read-alouds.
- ❖ Always make reading aloud time a pleasant experience.

## Reluctant Reader? Try Information Books

Just because kids are not novel readers, doesn't mean they have to be non-readers. Try nonfiction (information books). There are more excellent informational books for children and teens than at any time in the history of the world. Visit the school and public library and a large bookstore to find books on:

- ❖ Space and space exploration
- ❖ Animals, animals, animals
- ❖ "Eyewitness Books" published by Dorling Kindersley
- ❖ Insects - the more close-up photos, the better; giant spiders, snakes
- ❖ The morbid - terrible and sick things that have happened
- ❖ Projects, experiments and cookbooks of things to make, like slime
- ❖ Sports non-fiction - record books, how to play, equipment, biography
- ❖ Disasters - How I died climbing Mt. Everest; shipwrecks; earthquakes
- ❖ The Human Body (you know they'll go for the sex first)
- ❖ *The Guinness Book of World Records* and derivative titles in their series.
- ❖ Cut-away picture books showing the insides of castles, submarines, pyramids.
- ❖ Websites of museums, art galleries, Northwest Indian masks
- ❖ Cars, rollerblades, snowboards, motorcycles.
- ❖ Cookbooks (experiment with them)
- ❖ Drawing
- ❖ Wars
- ❖ Airplanes and missiles
- ❖ The latest technology toys.
- ❖ Rocks, minerals, and jewels
- ❖ Diseases
- ❖ Coping with death and loss
- ❖ Jokes and riddles

I hear a Great Dane  
moved in across  
the street



I knew libraries  
were good  
for something



This list will never end. Once your kids get started on a topic, they will exhaust every library and bookstore in town. Now that's a shame!

Essential book: Jobe, Ron and Mary Dayton Sakari. *Info-Kids: How to use nonfiction to turn reluctant readers into enthusiastic learners*. Stenhouse, 2002.



## Advice about Reading and Your Children

Here are a few common questions about reading and some possible solutions.

### 1. How do you get a child excited about reading and keep them that way through teenage years?

The tried and true methods include:

- a. Reading to your child every day from birth.
- b. Making frequent trips to the public library.
- c. Giving books as gifts.
- d. Talking often about good books.
- e. Having something to read all around the house: newspapers, magazines, books—materials that your kids want to read
- f. Making reading a pleasant activity.
- g. Sharing lots of suggestions for better and better books.
- h. Reading what your child/teen is reading and talking, talking, talking.
- i. Maximizing access to school and public libraries.

### 2. My child reads nothing but series books. Should I worry?

Probably not. Many of us older folks enjoyed Nancy Drew and the Hardy Boys as children and now read quality literature. Children and young adults often go through reading phases but soon get tired of the same hackneyed plots. Instead of speaking against series books, read good books aloud to them and provide access to lots of other titles. Reading *Holes* as a family and then seeing the movie might be one way to introduce variety.

### 3. My son reads nothing but science fiction and fantasy. Should I worry?

This literature is escapist for many boys and if they are participating in normal life activities, there is little to worry about. Dare we suggest reading a title they like and having a family discussion?

### 4. Many of the teen novels seem to be so graphic about dysfunctional families, drugs, sex, and legal trouble. What should we do?

A number of writers depict life realistically in their books. It all depends on your family values whether you want to allow, encourage, or restrict such literature for your own teens. Our best advice is to read what your teens are reading and discuss the books with them. Realistic fiction offers teens a chance to understand people and situations to which they may not have been previously exposed.

### 5. What are library media teachers doing about the various ways young people are taught to read?

Library media teachers and library technicians usually don't take sides in the reading wars (phonics, whole language, balanced reading, etc.) because they serve teachers of all types. What they do emphasize is the LOVE of reading. They encourage an abundance of reading on a wide variety of topics. Their belief is that there is no particularly right way to teach reading and that just plain "reading a lot" will compensate for any flaws in the prescribed skills program.

## My Child/Teen Hates Reading! Is That Really So?

My child/teen doesn't read:

- ❖ Novels.
- ❖ Assigned textbook chapters.
- ❖ Any book I recommend.
- ❖ Anything that is "required."

However, the other day, I caught that kid reading:

- ❖ The Sports Page.
- ❖ Baseball Cards.
- ❖ An Internet site.
- ❖ A rollerblade magazine.
- ❖ A comic book.
- ❖ A car-repair manual.
- ❖ A fashion magazine.

What to do:

- ❖ If you discover an interest, feed it.
- ❖ Don't belittle or say such things as "You're dumb; you can't read."
- ❖ Don't talk about your child's reading problems or lack of reading interest when family, friends, or strangers are around.

**Reading is its own reward,  
No need to bribe, beg, threaten, or cajole.**

Almost all children/teens will read something in which they are really interested. Find the hook.<sup>1</sup> Of course, dyslectic or children with physical or emotional problems are exceptions.

If your child/teen really has reading skills issues, find a knowledgeable tutor with a good track record. But mostly, have lots of things your child/teen wants to read available and make use of the school and public library.

I read 100 books.  
You owe me \$100.



Nice try, Kid



<sup>1</sup> Fader, Daniel. *The New Hooked on Books*. Putnam, 1977. A classic in the field. Fader worked with kids in prison and got them interested in reading. Check for it at the public library; it's now out of print. Also read Krashen, Stephen. *The Power of Reading*. Libraries Unlimited, 1993. One hundred years of research about reading can't be wrong.

## Public and School Libraries: A Winning Combination. Take Advantage of Both

It's really Benjamin Franklin's fault that we have the public libraries of this country. He convinced folks to bring their one precious book to a room and allow others to check it out. Give one book, get many. Thus began the Library Company of Philadelphia that turned into our first public library. It is an American gem. Everyone contributes through his or her tax dollars and we have the "free" public library.

Today, school library collections serve curriculum and pleasure reading needs of the school community; public libraries serve everyone of all ages. School libraries reach 90% of the U.S. youth; public libraries, fewer. Using both collections provides one with a diverse depth of information.

School library media teachers and library technicians are anxious to introduce children to the public library. They want students to become acquainted with services to use after school, on weekends, and during vacation periods. They encourage students to make use of the abundant resources found at the public library.

Check out some of the services of the public library that might be vital to your child's/teen's success:

- ❖ Digital collections of periodicals and databases that can often be accessed from home.
- ❖ Special in-depth collections, for example, materials on local history.
- ❖ Large fiction and nonfiction collections.
- ❖ Virtual reference services (the general public can ask questions over the Internet and reference librarians are on duty to help almost any time of day or night).
- ❖ Internet terminals.
- ❖ Special programs such as story hours, term paper clinics, guest speakers, workshops, children's or teen book clubs.
- ❖ Comfortable study and quiet reading areas.
- ❖ After school programming; homework help.
- ❖ Special assistance for home school students.

## When Parents and Books Cross Swords: A Few Tips

The ideas in books have always stirred controversy. The treatment of religion, politics, swearing, sex, violence, and stereotypes such as culture or race can stir anger and resentment as these ideas conflict with parent and family values. One thing to always keep in mind:

**There is no such thing as a non-controversial book!**

Throughout world history, the ideas in books have been dangerous. Reading the Bible has been banned, books have been burned, and parents have requested that certain titles be removed from libraries.

Schools, teachers, parents, and librarians respect a parent's right to limit the exposure of their children to certain ideas and will try to help both the child and the parent to work on ways to carry out those wishes. The trouble comes, however, when parents insist that certain ideas not be available to other children in a class or school. They might, for example, ask that a book be removed from the library.

Almost all school libraries have a "Materials Selection Policy" that explains how materials of all types are selected for the school library collection. Ask to see a copy of that policy so that you begin to understand how the professional library community tries to deal with ideas and controversial materials of all types in various communities. This policy will usually spell out procedures for parents to register objections to materials in a systematic fashion. Remember that if a library removed all objectionable materials, there would be nothing left on their shelves. Here are a few other tips:

1. Help your child understand the family's values and know how to recognize objectionable materials and ideas.
2. Help your child to deal with objectionable ideas and materials when encountered. (Close the book/stop reading; say, "That's what you might think; that's not what I think," or "I don't read that kind of material.")
3. Ask classroom teachers, library media teachers or library technicians for alternatives to assigned books or materials. There are alternative titles for literally any topic being studied.
4. Respect the rights of other parents to allow their children to encounter ideas other than those you may value.

5. Talk, talk, talk to your children about the ideas they encounter daily in school, from friends, the mass media, and books. Give them strength to stand up for what they believe and value.
6. Help children and teens understand that just because everyone else is reading something, doesn't mean they need to participate. There is nothing wrong with being different.
7. Read the books your children/teens are reading and discuss them as a family.
8. Be sympathetic to library media and classroom teachers who may understand the specific needs of your child but are also dealing with 500-1000 other individuals and their needs. There is no way to drive on the highway without some risk, even though we buckle up and follow all the rules.

The American Library Association (ALA) provides guidance both to librarians and the general public on the topic of intellectual freedom. In their words:

Intellectual Freedom is the right of every individual to both seek and receive information from all points of view without restriction. It provides for free access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored. Intellectual freedom encompasses the freedom to hold, receive and disseminate ideas. It is a core value of the library profession and a cornerstone of democracy.

<http://www.ala.org/Template.cfm?Section=if>

ALA opts for the most freedom, while respecting community values. We live in a world of ideas. The issue, of course, is when, where, and how our children will learn to handle those ideas. Work with your school, library media teacher, library technician, classroom teacher, principal, and community to handle ideas as they conflict with your values. Intellectual freedom is a gift of our form of government and it's a reason we choose to live here and not somewhere else.



## How Parent Groups Can Help the School Library

Many parent groups have a library committee within their organizational structure. Library issues are presented to the entire group for suggestions, recommendations, and action. Consider the following checklist for your parent organization dealing with library issues:

1. Purchase a copy and read the *Standards and Guidelines for Strong School Libraries* published by the California School Library Association.
2. Discover how the school library is funded.
  - a. School funds
  - b. District funds
  - c. State/federal funds
  - d. Grant funds
  - e. Parent group funds
3. Understand the budgetary needs a library program must have to operate and provide the service your children deserve.
4. Make plans to close the gap between what governmental sources are providing and what parent groups can contribute.
5. Set up a volunteer program to help the librarian.
6. Help plan and conduct various library activities:
  - a. Book fairs.
  - b. Reading motivation activities.
  - c. Research/term-paper clinics for parents/students.
  - d. Helping every child to have a public library card and access to their databases. Some neighboring academic libraries might also welcome students.
7. Hold community and school meetings in the library. Have on display a large poster demonstrating library needs and programs. Always mention the value of maintaining a strong library to outsiders, visitors, and other parents.
8. Have a "contributions jar" always prominently displayed.
9. Whenever school funding is discussed in any context, remember the library.
10. Create a library fund account and monitor it to make sure the money is actually spent for the library. Pass out "how to contribute" book marks at all meetings in the library and elsewhere.
11. Sponsor a birthday book contribution program. Don't forget the out-of-town grandparents as a source of these gifts.
12. If the school does not have a library media teacher on staff, lobby tirelessly for one—a good one.

The library was a swarm of cool cats today



Purr



## Advocate for the School Library

Most school children live with their school library for 3-6 years. They have little voice in what goes on there, how large the collection is, who the staff are, or how the place operates. They need advocates.

It may seem odd, but many library media teachers feel helpless as they try to provide first-rate information systems with very little money. Can you imagine a winning football or basketball team without a parent's booster club? Neither can we. Likewise, a single voice in the school pleading for better information systems, materials, and staff is often unheard. Libraries need advocates.

I see you're meowing at Tabby, again.



She's on the school board, Kid.



Advocacy requires constant and steady pressure over time. There is no such thing as an instant or one-time library fund allocation that solves all the problems. Parents who demand the best education must demand over and over and over.<sup>1</sup>

Adequate funding and staffing are probably the two most at-risk factors in good school library service. As budgets fluctuate, and the pressure for cuts increases, libraries are regularly on the chopping block. Your child's or teen's critical information system is on the chopping block. Suppose the library online database bill is not paid every year? It's like gas in the school bus: no gas, no go. What does it cost your child when the only information available is outdated or simply non-existent? What is the cost of ignorance and misinformation?

Advocacy requires strong, steady voices. It requires accompanying the librarian to the board meeting presentation of library needs; requires vigilance; requires speaking to administrators regularly. Yes, good school libraries cost money and plenty of it. There is no alternative. No free lunch. No instant solution. Sorry, the Internet is not the answer.

**Idea:**  
Join the California Library Association  
Friends of School Libraries.

**How well your child reads and handles information will predict academic achievement. It's that simple.  
The school library is an essential key.**

<sup>1</sup> Helpful publication: *Toolkit for School Library Media Programs: Messages, Ideas and Strategies for Promoting the Value of School Library Media Programs and Library Media Specialists in the 21<sup>st</sup> Century at Your Library*. American Library Association, 2003. Available at <http://ala.org>

\* *California Power!* © 2004 Hi Willow Research & Publishing. Available at <http://www.lmcsource.com> \*

## Volunteering at the School Library

Many parents or grandparents would like to volunteer their services and wonder what they can do for the school library. Below are a few suggestions:

1. **Subject Expert.** If you are a fireman, business executive, chemist, homemaker—whatever your expertise—you have knowledge that could help students doing topical research. Volunteer to be interviewed by students, be a tour-guide at your place of employment, or offer to answer their questions by email. You may be asked to be a guest speaker or to be a resource person on hand in the library when students are doing research, or just to be available by telephone or email.
2. **Help with the Nitty-Gritty and More.** There are seemingly hundreds of jobs in any library begging to get done. If you have one or more hours to devote, it would be appreciated. Shelving or repairing books are familiar tasks, but others might require more expertise, such as:
  - a. Trouble-shooting a student's electronic database problem.
  - b. Outlining/writing a grant.
  - c. Helping a child read or understand a web site.
  - d. Organizing a reading celebration; heading a library fund-raising campaign.
  - e. Serving as a library advocate on a PTA parent council.
  - f. Carrying a bill through the state legislature to fund library databases for every child in the state.
  - g. Being an artist-in-residence based in the library.
  - h. Storytelling or reading aloud to classes.
  - i. Serving as a one-on-one tutor in the library.
  - j. Helping students make a library quilt to be auctioned for the library fund.
  - k. Finding experts to help students with sophisticated research.
  - l. Finding free or inexpensive sources for library necessities.
  - m. Repairing a piece of equipment.
  - n. Painting the library or repairing a worn spot in the carpet.
  - o. Installing anti-theft devices on the library computers.
  - p. Leading and organizing/training parent volunteers for the library.

### School Safety and Volunteers

Don't be surprised if there is a fair amount of red tape and scrutiny involved in volunteering in any school. Safety concerns are paramount in all schools. Personnel must be aware of who is on the grounds during school hours. Insurance and liability are also concerns.

Please don't meow when you see me in the library today.



I wouldn't dream of it, Kid



### What school libraries don't need.

1. Cast-off equipment that doesn't contribute to the curriculum or the updating of school technology.
2. Book drives that result in old, outdated titles that will fill up shelves but never get read.
3. Persons with an ax to grind, something to sell, or a political agenda.
4. Persons who take up more of the librarian's time than their help is worth.



## No School Library Media Teacher? What to Do

The national research on school libraries links the professional school librarian with achievement.<sup>1</sup> Staffing the school library with only a clerk or an aide does make a difference in test scores.<sup>2</sup> Why? Because the professional concentrates on teaching and the use of information while aides concentrate on the organization.

You will meet  
the new  
librarian today



It's all  
your fault



Purr



If the library is considered just a room full of books to be circulated to students, no special expertise is needed. If, however, scores, achievement, reading, information literacy, and Internet information systems are to be emphasized, then a professional is needed.

Sadly, many schools, particularly at the elementary level, do not have professional library media teachers. At the very time when children are learning to read and setting patterns for information use, there is no professional to help them. Scores, achievement, and reading all suffer when this vital person is not on staff at the school. It is like trying to staff the classroom with only a clerk or a parent volunteer; the school with a school secretary but no principal; a hospital with LPNs but no doctor.

### Here are a few tips:

1. Understand what a good school library program can do for your child.
2. Know what the research says about the contribution of a good school library program to student achievement.
3. Find out why administrators do not list a school library media teacher as a priority.
4. Find a great school library program and visit it. Then take others with you: parents, administrators, board members, and community leaders.
5. Begin to lobby for a school library media teacher. It is usually a matter of priorities rather than money. If it is money, what sources are available for any additional school staff? Look for grants, state or federal programs.
6. If there really is no state allocation for a library media teacher, why isn't there? A number of states have allocations for a school library media professional in every school by state law.
7. Understand what really takes money vs. a realignment of priorities.
8. Don't take no for an answer.

<sup>1</sup> Keith Lance speech, White House Conference on School Libraries. At: <http://www.imls.gov/pubs/whitehouse0602/keithlance.htm>

<sup>2</sup> See the Alaska Study at <http://www.davidvl.org> under Research.

## Money, Money, Money: What You Can Do

It would be nice to report that school libraries cost very little and could be run by volunteers. "If it sounds too good to be true, it's too good to be true." Good information systems cost money. And what's free on the Internet—well, you get what you pay for.

First, ask the librarian how much per student the school/district spends for library materials. Enter that figure here: \_\_\_\_\_

Second, ask how much per child is available from federal, state, and other sources for the library. Enter that figure here: \_\_\_\_\_

Total spent per student for library materials: \_\_\_\_\_

### Consider this:

Just to stay afloat, a library needs to add one book per student per year (\$20-\$30 a book).

To build a collection, the library needs to add two books per student per year (\$40-60 for two books).

How much money would your school library need to either build or just maintain its collection over and above what it gets now?

\_\_\_\_\_

### Here are a few things you could do:

1. Contribute \$20 or \$30 each year for a birthday book for your child.
2. Ask grandparents to do the same.
3. Ask your child to "earn" the cost of a book and contribute it to the library.
4. Talk to your school administrators about increasing funding for the library and try to get a commitment.
5. Seek grants for additional library funding.
6. Talk to local community organizations and ask for ideas and/or help.
7. Support Book Fairs and suggest other library fundraisers.
8. Lobby legislators for sufficient funding for libraries.



## Responsibility, Fines, and Bringing Books Back

A perennial problem in every library is lost, missing, and overdue materials. No other issue makes so many library enemies. The digital library has advantages because physical items do not have to circulate. Nevertheless, just as soon as children enter Kindergarten, they are asked to check out books, take them home, and bring them back. An amazing feat indeed! Teachers often remark that getting anything from school to home and back to school is a miracle.



We all try to help children and teens learn responsibility. Yet they must have books to read—and lots of them. How can we do both? If for example, a child doesn't handle materials very well, shall we deny access to books? **NO!** There is no alternative. Literacy must always win. Children and teens must have lots of books in their possession if they are to learn to read and continue reading. Second, they need to learn responsibility.

Here are a few suggestions:

1. Get acquainted with the library media teacher or library technician and learn the policies for circulation, lost books, fines, and check-out periods.
2. Do the same at the public library.
3. Have a family conference at the beginning of the school year about library books, textbooks, notes, and other items that must go from school to home to school. Set up a reminder system so family members remind each other.
4. Have a few special places at home where library books are stored. It could be a box beside the child's bed, a box in the family room where books are generally shared, a special "library" shelf or table, or personal bookcases.
5. Have an appropriate container, a bag or backpack or wheelie cart—labeled with identification—to transport items to and from school.
6. Teach children how to care for books and other materials. The school library media teacher or library technician may do this. You should review their tips.
7. Decide as a family what to do about lost books and fines. Can children earn the fines or replacement cost?
8. If a book is lost, don't get too upset. It happens. Figure out a solution. Dwell on a solution, not on the lost book.
9. **THE MAIN OBJECTIVE IS TO BUILD A LIFE-LONG READER and second, a responsible student.**

## **School Library Staffing: Good News, Bad News**

The school library has become a complex information center. It is no longer the small book room of yesteryear. Here is the staffing scoop:

### **Every school library needs:**

#### **At least one full time professional library media teacher.**

**Why:** The library media teacher is first a classroom teacher; a teacher of reading; a teacher of information handling and research skills; a technology coach; a co-creator with your child's/teen's classroom teacher of exciting learning experiences. When the majority of their day is spent on these tasks, your child will receive an educational boost. Research demonstrates that it is the professional who makes the actual difference in achievement.<sup>1</sup>

#### **At least one full time paraprofessional/clerical.**

**Why:** These people keep the library running smoothly by performing the myriad and time-consuming functions of circulation, retrieval, shelving, discipline, materials processing, traffic control, facility monitoring and decorating.

#### **At least one full time technical assistant.**

**Why:** This is the person who keeps the networks, computers, web sites, communication systems, student access, filters, passwords, equipment and software maintenance and upgrades operating properly. When technology doesn't work, it's a zero!

### **Rationale**

The trio of library staff will provide an unbeatable team, working together to assure your child/teen to provide equity of access to information, supportive help for every child and teacher in dealing with information and technology, and will be reading's best friend. The bad news is that a full team is expensive. To hire only a clerk or aide to "run the library" negates the impact of the place and your child will suffer; but the suffering is often in silence: books not read; poor research habits; rampant plagiarism; surfing, surfing the Pacific Ocean web of the Internet; and, ultimately low test scores. The more your child needs help in school, the more critical the school library will be. Note: In schools over 1,000 students, staffing needs are greater.

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<sup>1</sup> The Alaska Study can be read at <http://www.davidvl.org> under research.

## The Library and the Textbook

Textbooks are extremely expensive sources of information. Check with your school, but many schools budget anywhere from \$60-\$100 per year per student to keep the textbooks somewhat current. With the rise of students who are learning English or who are poor readers, it would not be uncommon to have 60% of a class that could not read and understand the textbook.

Textbooks constitute a core element of most schools in the United States because they provide structure, even content, and guidance for teachers on how to teach a course. In recent years, textbooks have been "dumbed down." That means their reading level has decreased and the content simplified as compared to the same textbooks you had in school. Yet the amount to be learned each decade continues to increase because knowledge is expanding.

Yet, a typical teacher faced with 60% of the class who cannot read and understand the textbook has only one alternate information source: the library. If your child does not read well, then the library is the only hope to provide understandable content.

The rest of the United States looks to California and Texas for the textbooks they use because these two states makes exacting rules on textbook publishers. Since these two markets are so large, what these two states want is what the rest of the country buys.

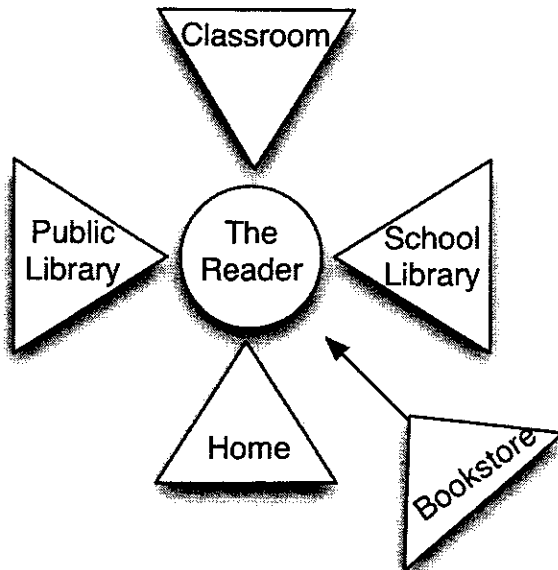
Typically, for less than half the budget of textbooks, the library collection will contain:

1. Multiple reading levels.
2. Depth of subject treatment vs. the breadth of treatment in textbooks.
3. Pictures, diagrams, charts, and real objects.
4. Multimedia such as videos, audio, and computer software.
5. Periodicals, maps, atlases, and reference books.
6. A wide variety of perspectives such as cultures and opinions.

The point is not to cancel the textbook. The point is to supplement any textbook with a fine collection of library materials that can support every learner—your child included. Schools with the most at-risk students should have the best libraries if we really expect every child to pass "the test."

## Classroom Collections, School and Public Libraries

### Sources of Reading Materials



Where should children/teens have access to reading materials? **Everywhere** is the simple answer: in the classroom and in the school library. This is more complex than it first appears.

The classroom collection has become quite popular with state and federal funds flowing into the schools for classroom and library materials. In this situation, the school library may end up with less.

The advantage of the classroom collection is that it is close at hand for students to use while school and public libraries are either down the hall or some distance from the school.

The disadvantage of the static classroom collection is that it is too small, becomes uninteresting soon after the school year begins, and cannot hope to compete with the larger central collection. Items are easily lost because of lack of tracking.

There is a simple solution: create rotating collections from the school library and perhaps the public library to keep in the classroom. Every few weeks, a fresh supply of materials replaces an older set.

Such an arrangement can work with students taking the leadership to check out and return collections to and from the school or public library. Perhaps parents can help organize such a system and streamline it until it works.

The goal is to have something fresh to read at hand so that more books are read. And this translates into a reading habit—producing higher achievement. It really works. It can work in your child's/teen's classroom.



## Technology in California K-12 Schools California Department of Education The Educational Technology Office

<http://www.cde.ca.gov/ls/et/rs/>

California has made a concerted effort to infuse technology into its K-12 school system. A variety of projects, under the guidance of the California Department of Education (CDE), are in place to insure that technology is installed and integrated into the educational programs at each school. The emphasis in school libraries is on integrating technology into teaching and learning activities.

Technology is ever emerging and evolving, making it difficult to keep abreast of the latest evolutions; however, the CDE remains ever vigilant to this phenomena and is constantly seeking new venues for funding, training, and support to the schools. Below are some of the projects in which the CDE is involved.

### California Technology Assistance Project (CTAP) <<http://www.cde.ca.gov/ls/et/rs/ctap.asp>>

Funded by the California Department of Education (CDE), CTAP is a statewide initiative. Its purpose is to provide leadership and assistance to schools and districts in integrating technology into teaching and learning. Administration of the program is conducted at eleven regional offices located throughout the state. Regions provide local technical assistance and coordinate services to the schools in their immediate area to foster the implementation of effective use of technology in education.

Each CTAP region has developed and is implementing a plan to provide technical assistance in six key areas:

- Staff development
- Learning Resources
- Hardware and telecommunications infrastructure
- Operating and maintaining education technology infrastructure, including improving pupil record keeping and tracking related to instruction
- Coordination with other federal, state and local programs consistent with State Board-adopted content standards
- Funding for technology

### The Student Technology Showcase <<http://www.cde.ca.gov/ls/et/rs/showcase.asp>>

The spotlight is on students in grades 4-12 and the technology projects they develop. Exemplary curriculum-based projects are highlighted at various events throughout the states. Students are selected through their CTAP regions to participate in the statewide showcase.

### Enhancing Education Through Technology (EETT) <<http://www.cde.ca.gov/ls/et/ft/eett.asp>>

Funding for this program is made possible by the No Child Left Behind (NCLB) Act of 2001. Funds are distributed to schools through competitive grants and are to be used to improve student academic achievement through the use of technology.

## We Feel Discriminated Against. Can the Library Help?

# Everyone Feels Discrimination At One Time or Another

It is sad but true that in every society worldwide, discrimination is alive and well. It might be that people discriminate against you because of the color of your skin or because you are Jewish, speak Arabic, or go to the "wrong" church. They may think you are overweight or underweight, are too tall or too short, or are just plain ugly. If others don't find something in you to dislike, they will invent it.

What can a library possibly do? Library personnel:

1. Purchase books, magazine articles, videos, and audio recordings that reflect a wide range of socioeconomic, racial, ethnic, and religious diversity.
2. Provide information on your rights as a citizen—on the job, in the courts, in housing, and in financial matters.
3. Offer self-help materials for dealing with problems.
4. Assemble resources to help you learn how to excel in a field. Competence and hard work have been keys to opening doors in sports, music, film, and the business world.
5. Read and read until you learn self-defense mechanisms such as: What do I say when they say... What do I do when they do that?
6. Find organizations that deal with the discrimination you face.

I hear Siamese  
are persnickety



So what's  
your point, Kid?





**We Cannot Afford to Buy Books  
Can the Library Help? YES!**

# **School and Public Libraries are Free, Free, Free!**

What many parents don't realize, particularly if you have just arrived in this country, is that your family may use school and public libraries for free! This means that as we work and pay taxes, some of our tax money goes to support the libraries we use. It is one of the most wonderful things about living in America.

I went to the library. They gave you books for nothing.  
You had to bring them back, but when you did, they let  
you take others.

- Barbara Cohen, *Gooseberries to Oranges*, 1982.



School and public libraries will have:

1. Books to help learn languages.
2. Tutoring programs to help both parents and children.
3. After-school programs for homework, tutoring, and extra learning.
4. Computer terminals to use the Internet and the digital library.
5. Programs that teach, help, or entertain (e.g., storytelling).
6. Books, books, and more books.
7. Books in most languages.
8. Magazines, newspapers, and pamphlets.
9. Information to solve problems.
10. Materials to help children with their school work.

**School and public libraries are the best bargain around!**

## School Library Horror Stories A Dilemma

We have heard many horror stories from students about school libraries. Your children may tell you others:

1. The computers in the library don't work or are sadly outmoded.
2. The librarian is rushing around in a dither doing three jobs at once and so there is no personal help.
3. The collection is so old and outdated that our reports are flawed and there is nothing in the library we want to read.
4. The library is a social center for goofing off.
5. The staff is unfriendly, not helpful.

Contrast these statements with the good things kids say about the best school libraries in Ohio.<sup>1</sup>

"I needed help doing a project for government that had to do with presidents and they had so many books and then the librarian helped me find web sites. But then they gave me ways of sorting through all the ideas to extract the key points so I could get my head around it all."

"I needed to write a paper and I went to the Library where I was ultimately able to write a paper successfully. My ideas were a mess and talking to the librarian gave me a way to organize my ideas and present the argument. I did really well!!! I've never forgotten that. (I've) used it to do many other assignments."

"I remember when I came up to the school library for math. We turned the library into a co-ordinate grid. It was soooooooooooooooooooooo cool!!!!!! And I could know about grids in my tests."

"It helped me find info on racism for a 10<sup>th</sup> grade project, and made me really think about that, especially I didn't realize how racist some of my ideas were."

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<sup>1</sup> Todd, Ross. *Student Learning Through Ohio School Libraries: The Ohio Research Study Review of the Findings, 2002-2003*. PowerPoint Presentation, Feb., 2004. (at: <http://www.oelma.org/studentlearning.htm>) 13,000 students in 39 schools that had "excellent" school libraries were polled about the help they received from the library. The overwhelming majority had very positive things to say.

"We had a big research project my sophomore year of high school. I had to do my report on heart attacks and the library helped me out with PowerPoint and finding information. I actually learned the food I eat is not so good for me, so I've made a few changes there."

### **So what?**

When you as a parent demand a good school library, you are saying loudly: "I want my child to succeed!" If your child has a good teacher and a good school library, the door is wide open to success. Ask, encourage, advocate, yell, scream, demand—It's your child's life and opportunity window.

Remember: every child succeeds at the library."

## **Out with the Old; In with the New Or Why Weeding the Library Collection is Necessary**

Library media personnel are encouraged to take a critical look at the library resources each year and decide which items need to be deselected or removed from the collection. In the library world, this is known as "weeding the collection" and is often one of the most difficult tasks for library media teachers and library technicians to perform.

Removing **INFERIOR** materials from the collection improves **ACCESS** to the resources by providing students and staff the very best and most current array of materials. Library personnel are trained in this process and will remove only those items that are:

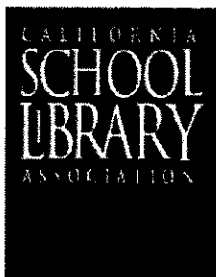
- I**rrelevant to the needs of the school community.
- N**eedless, of no discernible literary or scientific merit.
- F**raudulent, containing information that is neither factual nor accurate.
- E**gregiously outdated.
- R**uined, damaged beyond repair.
- I**nappropriate and do not support curriculum or pleasure reading needs.
- O**ffensive to a particular subject, ethnic, or cultural group.
- R**epulsive and unappealing to even the most avid reader.

### **Weeding a school library:**

- A**ssures a quality collection of resources.
- C**ontributes to pertinent, accurate, and current information.
- C**reates a more appealing and useful collection.
- E**mpowers student to become lifelong learners.
- S**upports curricular and pleasure reading needs of teachers and students.
- S**aves space and time.

## "Best Sellers" Campaign for Strong School Libraries in California

<http://schoollibrary.org>



*Learning through  
Books, Media and Technology*

This is a public awareness campaign by the California School Library Association that enlists California leaders and high profile spokespersons to communicate the important message that strong school libraries increase student success, regardless of the economic status of a school's community. The project identifies the key components of a strong school library as one that provides:

1. **Physical access:** a central location with doors open before, during, and after school hours.
2. **Intellectual access:** ability to easily locate information and ideas from multiple resources in a variety of formats and liberal circulation policies.
3. **Staffing:** a cohesive team consisting of full-time credentialed library media teacher(s) and full-time paraprofessional(s).
4. **Resources:** an abundance of carefully selected print and digital resources reflecting the school curriculum and the information and recreational reading needs of the students.
5. **Programs:** instruction and activities that incite interest and develop reading and information literacy skills enabling students to locate, evaluate, synthesize, and use information and ideas.
6. **Communication technologies:** capacity to network within and without the school, using the latest in digital resources and the Internet.

### **STRONG SCHOOL LIBRARIES:**

Improve student achievement  
Foster the development of literacy  
Produce a technologically astute workforce  
Nurture and promote lifelong learning  
Create engaged and responsible citizens

Here are just a few of California's  
*BEST SELLERS FOR SCHOOL LIBRARIES:*

Stephen Krashen, Researcher

*The San Jose Sharks*

Diane Feinstein, U.S. Senator

Karen Cushman, Author

Kathryn Hewitt, Author/Illustrator

Lucy Fisher, Film Producer, Studio Executive

Cruz Bustamante, Lt. Governor

Michael Cart, Author

Jerry Stanley, Author

Milton Chen, George Lucas Education Foundation

Eve Bunting, Author

## Great Quotes about Libraries and Reading

*Books were my pass to personal freedom. I learned to read at age three, and soon discovered there was a whole world to conquer that went beyond our farm in Mississippi.*  
-Oprah Winfrey.

*I started reading. I read everything I could get my hands on... By the time I was thirteen I had read myself out of Harlem. I had read every book in two libraries and had a card for the Forty-Second Street branch.*  
-James Baldwin.

*No entertainment is so cheap as reading, nor any pleasure so lasting.*  
-Lady Mary Wortley Montagu, letter 1753.

*You don't have to burn books to destroy a culture. Just get people to stop reading them.*  
-Ray Bradbury.

*Throughout my formal education I spent many, many hours in public and school libraries. Libraries became courts of last resort, as it were. The current definitive answer to almost any question can be found within the four walls of most libraries.* -Arthur Ashe (1943-1993).

*It was unlawful, as well as unsafe, to teach a slave to read.*  
-Frederic Douglass, *Escape from Slavery*.

*I cannot live without books.*  
-Thomas Jefferson.

*Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him.*  
-Richard McKenna.

*Reading aloud is the best advertisement because it works. It allows a child to sample the delights of reading and conditions him to believe that reading is a pleasurable experience, not a painful or boring one.* -Jim Trelease. *The New Read-Aloud Handbook*, p. 9.

*To me, nothing can be more important than giving children books. It's better to be giving books to children than drug treatment.*  
-Fran Lebowitz. *The Columbia World of Quotations*, 1996.

*A library is not a luxury but one of the necessities of life.* -Henry Ward Beecher.

*What in the world would we do without our libraries?* -Katharine Hepburn.

*I have always imagined that Paradise will be a kind of library.*  
-Jorge Luis Borges (1899-1986).

*Information is the currency of democracy.*  
-Thomas Jefferson (1743-1826).

*Did it ever occur to anyone that if you put nice libraries in public schools you wouldn't have to put them [15 year-olds] in prisons?*  
-Fran Lebowitz. *The Columbia World of Quotations*, 1996.

*A house without books is like a room without windows. No man has a right to bring up children without surrounding them with books....Children learn to read being in the presence of books.*  
-Heinrich Mann (1871-1950).

*Whatever the cost of our libraries, the price is cheap compared to that of an ignorant nation.* -Walter Cronkite.

*Reading is to the mind what exercise is to the body.* -Richard Steele.

*If we would get our parents to read to their preschool children fifteen minutes a day, we could revolutionize the schools.*  
-Superintendent of Chicago Public Schools, 1981.

*The man who does not read good books has no advantage over the man who cannot read them.*  
-Mark Twain.

*Some books are to be tasted, others to be swallowed, and some are to be chewed and digested.* -Francis Bacon. *Essays* 1625.

*Good books may not save the world but they are one of the reasons the world is worth saving.* -Bernice E. Cullinan.

## **Good Ideas!** **A Publication of the California School Library Association**

<http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm>.

Contributed by

Darla Magana, Library Media Teacher  
El Toro High School, Mission Viejo, California

California has some of the best library media teachers (LMT) in the nation. To recognize some of these exemplary LMTs, the California School Library Association publishes a yearly newsletter, *Good Ideas!*. This publication highlights the best and brightest school library programs in our state and is mailed to every school administrator in the state.

Winners of the "Good Ideas" awards can be found at the Web site above. Read about the achievements and impact these library media teachers are having on their school communities and ask yourself, "How does my student's school library match up?"

A full-time library media teacher (LMT):

A full-time LMT can do amazing things!! Picture the students at your school chanting poetry while waiting in the lunchline or swinging on the swings! It happens at Monroe Elementary School, a *Good Ideas!* 2001 School. Here LMT, Kathleen Hull organizes a truly school-wide poetry explosion. Involving all staff, including support staff, teaching staff, and administration, this poetry celebration encourages adults and children to learn and recite poetry of their choosing.

Teacher & LMT collaboration:

Collaboration changed what was dull reading from a textbook into a lively interactive debate regarding the causes of WWI at Cypress High School, a *Good Ideas!* 2001 school. LMT and world history teachers teamed up to guide students through a research process in which students gathered and presented evidence on their assigned countries' role in the start of the war. Through LMT and teacher collaboration, students learned not only about the beginnings of WWI, but also about the process of accessing, evaluating, and using information.

A curriculum-based collection:

At Santa Ana High School, a *Good Ideas!* 2002 School, students were faced with relating Hispanic culture to the local architecture and citywide celebrations. Students were guided to a vast array of curriculum-based resources, including a Library of Congress special collection, local history resources, periodicals, and videos. This collection, tailored to the requirements of this project, in turn created more useful resources as the final project for this assignment was a student created Web page!



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- ❖ Kropp, Paul. *How to Make Your Child a Reader for Life*. Broadway Publishing, 1995.
- ❖ Pennac, Daniel. *Better Than Life*. Stenhouse, 1999. A book about family reading.
- ❖ Trelease, Jim. *The Read-Aloud Handbook*. 5<sup>th</sup> ed. Penguin Books, 2001. A classic book about reading and your child.

### School Libraries

- ❖ American Association of School Librarians. Issues & Advocacy page. At: <http://www.ims.gov/pubs/whitehouse0602/whitehouse.htm>. See the "advocacy" link for materials on how to promote a good school library media program at your school. There are also other valuable resources on information literacy and intellectual freedom.
- ❖ *Information Power: Building Partnerships for Learning*. by the American Association of School Librarians and AECT. American Library Association, 1998. This book contains the national standards for school libraries and is available from the American Library Association at: <http://www.ala.org/>
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### Information Literacy

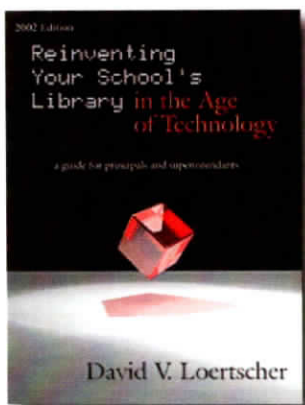
- ❖ Koechlin, Carol and Sandi Zwaan. *Build Your Own Information Literate School*. Hi Willow, 2003. Commonsense methods of teaching novices, apprentices and info-stars how to tackle information and win. Excellent for teachers, librarians, and parents.
- ❖ Rose, Colin and Malcolm J. Nicholl. *Accelerated Learning for the 21st Century: The Six-Step Plan to Unlock Your Master-Mind*. Dell, 1997. A wonderful read not only to understand what school librarians mean by information literacy, but also to stimulate your own adult mind about how to learn best in an information world. Terrific.

### Technology

- ❖ *National Education Technology Standards for Students*. International Society for Technology in Education, 2001. At: <http://www.iste.org> These standards explain what young people should know about technology as a basis for success in the 21<sup>st</sup> century.
- ❖ Pflaum, William D. *The Technology Fix: The Promise and Reality of Computers in Our Schools*. ASCD, 2004. Available at <http://www.ascd.org/> Pflaum documents his visit to 20 schools around the country – some that had excellent technology integration and some that did not. He tries to understand why some schools are successful and others not, then gives his recommendations. An eye-opener.

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## **Reinventing Your School's Library in the Age of Technology: A Guide for Principals and Superintendents**

2002 Edition

David V. Loertscher

Hi Willow Research and Publishing

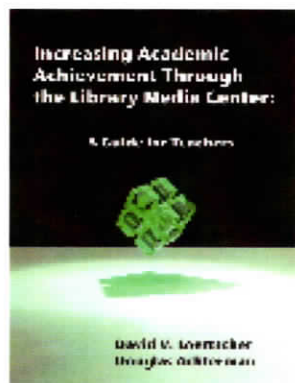
ISBN: 0-931510-79-1; 2002; \$18.00

Newly revised and updated for 2002, this best selling publication still asks the questions: Is a school library needed? Is any library needed? Isn't it all on the Internet? This new guide is designed to answer these questions and more for the school administrator who is wondering what to do with an amazing array of new technologies added

to the school environment.

Many pages contain checklists to stimulate thinking and planning. Two threads run through all sections - budget implications and assessment. Numerous graphic models present a concept succinctly for instant understanding.

An invaluable tool!



## **Increasing Academic Achievement Through the Library Media Center:**

### **A Guide for Teachers**

David V. Loertscher and Douglas Achterman; Hi Willow Research and Publishing ISBN: 0-931510-90-2; 2003; \$18.00

If you liked Reinvent your School's Library, this is the perfect companion piece written directly for the teacher who is seeking to increase "scores" now in its second edition.

Using the effective "one idea per page" format, teachers are presented with ideas how to collaborate effectively, what types of library media center activities are likely to produce results, how to promote reading with the library media specialist as a partner, how to enhance learning through technology, and how to promote and partner in the teaching of information literacy.

The Second edition contains a number of new pages on a variety of topics and older ideas have been revised. The goal has been to continue to communicate very clearly to a classroom teacher the benefits of working with the library media specialist collaboratively.