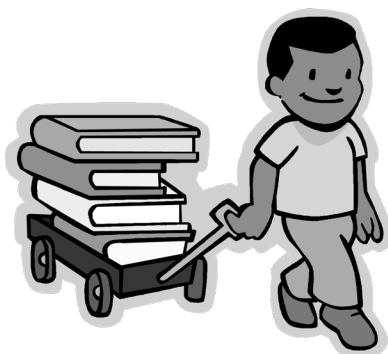


**Raise a Reader at Any Age**  
**A Librarian's Tool Kit for Parents**

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**Hi Willow Research & Publishing**

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## Introduction

With all the attentions being given to the No Child Left Behind Act and its insistence that every child be taught to be fluent readers, many schools and teachers have adopted the notion that the teaching of reading skill is paramount and that the solution to any reading problem is more direct teaching of reading skills.

Both school and public librarians for the last half-century have claimed a central role in reading—the love of reading and the access to enough reading materials to help every child become a lifelong reader.

One of the basic components in any library-based reading program is the central role a parent plays for a reading program to succeed. With so many dysfunctional homes or homes where English is not the first language, librarians must reach out to educate parents about the role libraries and librarians can play in their child's reading success.

The enclosed CD contains almost 40 brochures librarians can alter in Microsoft Word to localize the messages. Ten different topics are covered, and this booklet provides tips for delivering the messages to individual parents and groups of parents.

The CD contains the following types of files librarians can use or change as they wish:

- Blank templates for newsletters and tri-fold and bi-fold brochures that librarians can use to create their own messages.
- A file of clip art that can be used in any of the brochures

- Approximately 40 brochures almost ready to use. The librarian should open these brochures or newsletters in Word and individualize the brochures with information such as the name and address of the local library and local favorites. Then print out the brochure on either a color or a black and white printer.

Some small difficulties might arise. These might include:

- text that overflows the boxes. This is usually caused by the particular printer attached to your computer. Adjust the text size or edit a few words here and there until all the text fits.
- The fonts we have used may not be part of your computer system. Change the fonts to ones pleasing to you.
- The graphical elements may not work on your system. We have included the graphics in common formats, but if they do not work, you can substitute any clip art that works on your system.
- For technical issues, you may wish to contact David Loertscher at [davidlmc@qwest.net](mailto:davidlmc@qwest.net) with your problem and a telephone number where to reach you.

## Help Parents Understand Message #1

### The Role of School and Public Libraries

**Central Idea:** Beyond the teacher, the best friend a parent has in boosting a reader of any age is the school and public library. And, best of all, both are free (well, almost, since we pay taxes).

**Tips for Working with an Individual Parent:**

Determine whether the parent understands the linkage between the teacher, the school library, and the public library. Discuss one or more of the brochures, but most importantly, try to discover and then remove barriers an individual parent has for using the full resources available.

**Tips for Working with Parent Groups:**

Divide the group of parents into pairs or foursomes. Give them a minute to brainstorm what help they might receive from the teacher, the school library, and the public library in raising their reader. Then pass out the appropriate brochure for a brief small-group read and discussion, then explore common understandings for the group as a whole. Problem solve common challenges. Give each parent a large sticky note to write down one or more suggestions/reminders to post on their refrigerator along with the take-home brochure.

**Brochure 1.1:** "Libraries: Your Child's Best Reading Friends" presents the case that libraries are the foundation of any effective literacy program.

**Brochure 1.2:** "Ensuring My Child's Academic Success" argues the case directly to the parents for a strong library program as the foundation of a quality education even in the day of the Internet.

**Brochure 1.3:** In "Libraries Deserve Support" parents are alerted that tacit support of school and public libraries is tantamount to their library's demise in an age of shrinking educational budgets and the rise of costly programs such as school safety.

**Brochure 1.4:** In "Readers are Achievers" parents are advised on how to use school and public libraries with individual children and teenagers to contribute to academic and personal success.

**Brochure 1.5:** In "Homeschoolers and the Library" parents of home schoolers are reminded of the wonderful resources available in the public library.

## Resources

**Top 10 Reasons to Support Libraries.** Public Library Association.  
<http://www.ala.org/ala/pla/plaissues/smartestcardcampaign/toolkit/topten.htm>

"Your School Library Media Program and No Child Left Behind," a brochure developed by the American Association of School Librarians, is designed to help building leaders recognize the school library media specialist's important role in helping schools meet the requirements of No Child Left Behind (NCLB). [www.ala.org/ala/aaslbucket/aaslncldb brochure.htm](http://www.ala.org/ala/aaslbucket/aaslncldb brochure.htm)

**The Role of Public Libraries in Children's Literacy Development: An Evaluation Report** by Donna Celano and Susan B. Neuman. The results of a PA study show that public library summer and pre-school programs play a major role in fostering literacy.  
[www.statelibrary.state.pa.us/libraries/lib/libraries/Role%20of%20Libraries.pdf](http://www.statelibrary.state.pa.us/libraries/lib/libraries/Role%20of%20Libraries.pdf)

### **AASL Advocacy Toolkit**

Talking points and a Power Point presentation available at  
<http://www.ala.org/ala/aasl/aaslprof tools/toolkits/aasladvocacy.htm>

## Help Parents Understand Message #2

### Access to and Responsibility for Library Materials

**Central Idea:** Access to materials has become a foundational element of library service and part of our democratic society. Responsibility on the part of patrons makes access work for everyone.

#### **Tips for Working with an Individual Parent:**

Use the opportunity to speak to a parent about access and responsibility as a teaching moment rather than a confrontational encounter. Parents pay taxes and are the reason for holding our jobs as teachers and librarians. Help each parent work out maximum access and responsibility so their children can succeed in the world of information.

#### **Tips for Working with Parent Groups:**

Brainstorm with parents about the two ideas of access and responsibility. On a board or chart, make two lists subdivided in two parts: Access: How and Why; and Responsibility: How and Why. Record the best ideas. Keep the conversation positive. Stress the need to serve the individual rather than the needs of the library organization.

**Brochure 2.1:** "Circulation Policies of School and Public Libraries" informs parents about the need for access and the policies that organizations impose about access.

**Brochure 2.2:** "Taking Care of Library Materials" teaches the parents about responsibility with library materials.



**Brochure 2.3:** "Libraries are Free!" is a message mostly for immigrant parents and non-users who have never experienced the American idea of the free public library and the free school library—free in the sense that we all help pay for the materials with our tax dollars so they are "free" at the point of lending.

## Resources

**10 Ways Kids Connect @ The Library.** ALA Public Information Office. Brief description of the ways parents can help kids find books and information at the library. Also includes suggestions for how to raise a reader with suggested book titles for ages 6 through 14. <http://www.ala.org/ala/pio/parentspage/10wayskidsconnect.htm>

**12 Ways Libraries are Good for the Country.** American Libraries Online. Describes the benefits of free libraries to Americans. <http://www.ala.org/ala/online/selectedarticles/12wayslibraries.htm>

**Care of Library Materials.** Brochure explaining how to care for books and periodicals. Available from the Santa Monica Public Library at [www.smpl.org](http://www.smpl.org)

Perkinson, Kathryn. **Helping Your Child Use The Library.** Office of Educational Research and Improvement (OERI) of the U.S. Department of Education. Free downloadable booklet for parents explaining what library services are available for all age kids. [www.ed.gov/pubs/parents/Library/index.html](http://www.ed.gov/pubs/parents/Library/index.html)

**The School Library Media Center: What Parents Should Know.** AASL Advocacy Toolkit. Tells parents what to expect from a good school library. <http://www.ala.org/ala/aasl/aaslprof/tools/toolkits/whatparentsshould.htm>

## Help Parents Understand Message #3

### Motivating Children and Teens to Read

**Central Idea:** Almost everyone enjoys reading what they want to read, not necessarily what others think they should read. And reading is its own reward; thus, extrinsic motivation has a very short life.

#### **Tips for Working with an Individual Parent:**

A worried parent needs to understand the central idea above and that there are many excellent ideas for encouraging reading rather than making reading an onerous task. Explore ideas for their child.

#### **Tips for Working with Parent Groups:**

Use the brochures and other sources to explore ideas for motivating readers. List the best ideas and ask parents to test at least one of the ideas at home and report back what works and what did not. Parents might want to report via a listserv or at the next parent meeting.

**Brochure 3.1:** "Don't Leave Summer Reading to Chance" urges parents to take advantage of the long tradition of the public library to fill the summer with reading for every child in the community who will participate.

**Brochure 3.2:** "Reading Events: Linking Your Child into the Fun" urges parents to take advantage of the many reading initiatives, challenges, and celebrations at the national, state, and local levels, plus events that parents create themselves.

**Brochure 3.3:** "Reluctant Reader? A Tip Sheet" gives advice to the concerned parent who is worried about their child or teen and their child's reading progress.

## Resources

**Classroom Connect.** A collection of summer reading lists suggested by schools and public libraries. [http://www.cdli.ca/CITE/summer\\_reading\\_6.htm](http://www.cdli.ca/CITE/summer_reading_6.htm)

Jobe, Ron and Mary Dayton Sakari. **Info-Kids.** Stenhouse, 2002. A great source of information about how to use nonfiction to turn reluctant readers into enthusiastic learners.

**Just Read, Families!** is a summer reading program sponsored by the Florida Department of Education that provides parents with information about actively reading with their children during the summer months. The "Getting Started" section with practical ideas is available in English and Spanish. <http://www.justreadfamilies.org/>

**Making a Splash with Summer Reading.** Discusses ways that public and school librarians can develop partnerships to promote summer reading for children. *School Library Journal*; Jan2003, Vol. 49 Issue 1, p54, 3p, 2c <http://www.schoollibraryjournal.com/index.asp?layout=articlePrint&articleID=CA266700>

**National Family Literacy Day** sponsored by the National Center for Family Literacy is held every November. Learn about the activities and how to create a local event. <http://www.famlit.org/Resources/NFLD.cfm>

**NETWORLDS.** "Promoting Summer Reading" by Jack Humphrey. Suggestions of what parents can do to promote summer reading of teens. <http://www2.evansville.edu/mgrnweb/promotingsummerreading.htm>

**Read Across America,** March 2 yearly. Find out about this nationwide initiative sponsored by the National Education Association that promotes reading every day. <http://www.nea.org/readacross/>

## **Help Parents Understand Message #4**

### **Strategies for Learning to Read**

**Central Idea:** No matter what method teachers are using to teach reading skills, the library has a central role in helping every child become an able and avid reader.

**Tips for Working with an Individual Parent:**

Using one or several brochures discuss with the parent how to use the library to good advantage with their child or teen. Plan a strategy together and follow up with both the child and the parent.

**Tips for Working with Parent Groups:**

Introduce No Child Left Behind and the effort your school is making to help every child become a skilled reader. Then describe generally what the library is doing to partner with NCLB and additional efforts to be a force for reading in the school. Using the brochures, list ideas of how parents can use the library to the best advantage; list additional ideas from the parents; help parents develop goals for their own children and plan a follow-up session to share successes and solve problems.

**Brochure 4.1:** In "At Home with Reading: Designing a Reading-Friendly Home" a reading-friendly home is defined as a print-rich home where reading is valued by the entire family and access to reading materials is everywhere.

**Brochure 4.2** In "A Reader-Friendly School: Check It Out!" parents are asked to notice in the elementary or secondary school a ubiquitous print-rich environment that sends a signal to every student that literacy is valued, modeled, and made a central priority.

**Brochure 4.3:** "Reading Skill Development: A Primer" points out that there is no perfect way to teach reading. If there were, we would have developed the method sometime over the last 500 years when reading became available to the masses.

**Brochure 4.4:** "How to Raise a Reader" states that the common sense of family reading, like all common sense, may not be common at all.

## Resources

**Every Child Ready to Read: Parent Guide to Early Literacy.** Public Library Association Early Literacy Project. Brochures for parents, created as part of a national literacy project, may be downloaded at no cost in color or B/W. Titles available include: Early Talker, Newborn to 2 Years; Talker, 2- and 3-Year-Olds; and Pre-Reader, 4- and 5-Year-Olds.  
<http://www.ala.org/ala/pla/plaissues/earlylit/parentguidebrochures/parentguide.htm>

**Helping Your Child Become a Reader.** US Department of Education. Advice for parents who want to help their young children learn to read.  
<http://www.ed.gov/parents/academic/help/reader/part4.html>

Krashen, Steven. *The Power of Reading: Insights from the Research*, 2<sup>nd</sup> ed. Libraries Unlimited, 2004. The author cites numerous research studies in many countries, which provide evidence for the power of free voluntary reading to increase a child's ability to read, write, comprehend, and spell.

**A Parent's Calendar for Language/Reading Development.** Omaha Public Schools Reading Services. Thirty ideas for parents to develop their child's language and reading skills.  
[http://www.ops.org/reading/Lang\\_read\\_dev.html](http://www.ops.org/reading/Lang_read_dev.html)

**Reading Development.** A sequence of skills in reading development compiled by Dr. Margaret Drew, Assistant Professor, Curriculum and Instruction, Northwest Missouri State University.  
[www.ops.org/reading/development.html](http://www.ops.org/reading/development.html)

## Help Parents Understand Message #5

### English Language Learners and Reading

**Central Idea:** For parents and teachers of children and teens trying to learn English, the library is a major part of new language acquisition.

**Tips for Working with an Individual Parent:**

Working through a translator if necessary, try to explain the contents of a brochure to an individual parent. Often, their child can serve as translator and should be included in the discussion. Work out an individual plan of support for the parent and the child.

**Tips for Working with Parent Groups:**

Ask a native speaker of the language(s) to explain the concepts in any of the brochures. Be a resource to the translator who will have questions from parents. Have the translator help parents make a bilingual tip sheet on how to use the library as a part of learning English or any other language that they can post in their home.

**Brochure 5.1:** "Speak Spanish?" introduces parents to the concept of free school and public libraries and invites them to use these two organizations to acquire materials in English and in their native language.

**Brochure 5.2:** "Bilingual Students: How the Library Can Help" draws heavily on Krashen's advice for those learning English, including comprehensible input and lots of reading in the language you wish to learn.

**Brochure 5.3:** In "Multicultural Bookmarks" all readers should experience the wonderful literature of a wide variety of cultures to develop understanding and empathy for traditions and experience both different than and the same as their own.

## Resources

**Barahona Center for the Study of Books in Spanish for Children and Adolescents.** California State University, San Marcos, CA. The Barahona Center for the Study of Books in Spanish for Children and Adolescents list includes recommended books in both English and Spanish for children of all ages. <http://www.csusm.edu/csb/english/>

**Bilingual Books for Children Book List.** ALSC International Relations Committee, 1998. An annotated bibliography of children's books with bilingual text published between 1995 and 1999 or currently in print. <http://www.ala.org/ala/alsc/alscresources/booklists/bilingualbooks.htm>

**Growing Up Latino in the U.S.A.** An annotated booklist of recommended titles for grades K-9 prepared by the Association of Library Service to Children's International Relations Committee. <http://www.ala.org/ala/alsc/alscresources/booklists/GrowingUpLatino.htm>

**Habla Español.** Bookmark in Spanish from the Public Library Association about the services of the library. <http://www.ala.org/ala/pla/plaissues/smartestcardcampaign/toolkit/spanishbookmark.jpg>

**Native American Authors.** Information on Native North American authors with bibliographies of their published works, biographical information, and links to online resources including interviews, online texts, and tribal websites. <http://www.ipl.org/div/natam/>

**Pura Belpré Award** sponsored by the Association of Library Service to Children of the American Library Association. The Pura Belpré Award "is presented to a Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth." List of winners available at <http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/belpremedal/belprmedal.htm>

## **Help Parents Understand Message #6**

### **Birth to Pre-School Pre-Readers**

**Central Idea:** Preschool is the perfect time for parents to ensure that their child will be a successful reader, and the library is there to help.

#### **Tips for Working with an Individual Parent:**

Ask the parent to bring their preschooler to the library and then teach and demonstrate how to read and what to read for the child. Be sure the central idea above is clearly understood by the parent.

#### **Tips for Working with Parent Groups:**

Many public and school libraries with preschool story hours don't just tell stories on a regular schedule but also demonstrate for parents many ways to enjoy and care for books with their children. Reiterate these lessons every time you can get a group together.

**Brochure 6.1:** "Reading To Your Child" provides some common sense ideas for making books and Toddlers compatible.

**Brochure 6.2:** "Literature for Developing Early Literacy" provides a list of picture books to use with young children to help them develop good listening skills.

**Brochure 6.3:** "Books for Pre-Schoolers" provides a list of excellent titles recommended for this age group to enjoy together as parent and child.



## Resources

**Books to Grow On.** ALSC/Children's Book Council.

A list of recommended books for children from birth to age three compiled by the American Library Association/Children's Book Council Joint Committee. Titles are arranged by age group 0-6 months, 6-12 months, etc. Each age grouping includes a brief description of a child's awareness of books at that age level.

<http://www.ala.org/ala/alsc/alscresources/booklists/booksgrow.htm>

**A Child Becomes a Reader: Birth through Preschool.** Partnership for Reading. A booklet of proven ideas from the research, prepared by The Partnership for Reading, is available for parents at [www.nifl.gov/partnershipforreading](http://www.nifl.gov/partnershipforreading)

**Get Ready to Read! A Screening Tool for Parents and Caregivers of Four-Year-Olds.**

Using this set of 20 questions, parents can easily determine the pre-reading skills of a child. <http://www.readingrockets.org/getready/>

**My Child's Academic Success: Helping Your Child Become a Reader.**

Includes activities for children from infancy through age 6. The full downloadable text is available at <http://www.ed.gov/parents/academic/help/reader/index.html>

**Put Reading First: Helping Your Child Learn to Read,** September 2001. The Partnership for Reading. A brochure designed for parents describing early literacy activities that should take place at home and school. Based on the findings of the National Reading Panel, this brochure is available at

[http://www.nifl.gov/partnershipforreading/publications/Parent\\_br.pdf](http://www.nifl.gov/partnershipforreading/publications/Parent_br.pdf)

## Help Parents Understand Message #7

### Beginning Readers: Kindergarten-Grade 2

**Central Idea:** Readers at this age are our most enthusiastic wanna-be readers. Teachers, parents, and librarians linking hands can work miracles.

#### **Tips for Working with an Individual Parent:**

Every parent needs to understand the basic strategies of becoming a reader and how they can use the library in the early reading years to build a love of books as a path toward many interests that last a lifetime. Help the parent develop good access to both school and public libraries so that there is both an emphasis on the joy of reading.

#### **Tips for Working with Parent Groups:**

Groups of parents might be confused about the role of the emphasis on reading skill vs. the efforts made to promote the love of reading. A reading teacher and a librarian might lead a discussion and an idea session for supporting each reader both in the classroom and at home. Reading a lot and making reading time a pleasant time should be the center of the session with each parent making a personal to do list for their own home and family members. Parents should realize how critical it is for their children to succeed at this age. And, if their children are having difficulties, teach parents ways to work with their children in collaboration with teachers and librarians.

**Brochure 7.1:** "Great Fiction for K-2 Readers" provides recommendations for good titles and encourages the local librarian to add more.

**Brochure 7.2** "Great Nonfiction for K-2 Readers" provides recommendations of titles to spark curiosity and imagination and encourages the local librarian to add more.

**Brochure 7.3:** "Multimedia for K-2 Readers" provides recommendations in various formats that will do more than just create a passive sponge or a babysat couch potato.

## Resources

**100 Picture Books Everyone Should Know.** On-Lion for Kids, NY Public Library. Many public libraries create booklists for kids. "100 Favorite Children's Books" is another list available from the NY Public Library.

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

**Children's Choice Titles.** Booklists of titles selected and evaluated by children for grades K-2, 3-4, 5-6. [http://www.reading.org/resources/tools/choices\\_childrens.html](http://www.reading.org/resources/tools/choices_childrens.html)

**Great Websites for Kids.** Association for Library Service to Children, American Library Association. Over 700 websites arranged by subjects of interest to kids including animals and science. Also includes sites of interest to parents.

[www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/default.cfm](http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/default.cfm)

Godell, Esmé Raji. **How to Get Your Child to Love Reading.** Algonquin Books, 2003. A book filled with great tips and wonderful suggestions for reading during the elementary years.

**Parents Television Council** is a conservative organization fighting for control of sex, violence, and profanity aimed at children on television. They also make recommendations about a wide variety of media for children, including current movie reviews.

<http://www.parentstv.org/PTC/aboutus/main.asp>

## Help Parents Understand Message #8

### Emerging Readers: Grades 3-5

**Central Idea:** This age group often reads more than at any time in their lives. They are pushing into chapter books and building taste and a repertoire. They deserve all the support teachers and librarians can give them.

#### **Tips for Working with an Individual Parent:**

Parents often want booklists, booklists, and more booklists, plus whatever advice teachers and librarians have about series books, reading problems, and particular interests their child has. Be prepared with the included brochures, but branch out with lots of other suggestions.

#### **Tips for Working with Parent Groups:**

Groups of parents will be hungry for good booklists and gift ideas for their children. Start by booktalking titles on the brochures, but have many other good booklists available. You might even have recommended lists available on the library website for parents to access at any time.

**Brochure 8.1:** "Great Fiction for Grade 3-5 Students" provides recommendations in a number of categories and invites local additions.

**Brochure 8.2:** "Great Nonfiction for Grades 3-5 Students" provides recommendations in a number of categories and invites local additions.

**Brochure 8.3:** "Multimedia for Grades 3-5 Students" provides recommendations and invites the addition of local favorites.

## Resources

Brown, David K. **Authors & Illustrators on the Web**. *Children's Literature Web Guide*. The websites of authors provide many interesting activities connected to favorite books. Authors popular with the grade 3-5 child with interesting websites include Beverly Cleary, Jon Scieszka, and Laura Engles Wilder.  
<http://www.acs.ucalgary.ca/~dkbrown/authors.html>

**Notable Children's Book Lists**. Compiled yearly by the Association of Library Service to Children of the American Library Association. A list of excellent books for children selected by children's librarians.  
<http://www.ala.org/ala/alsc/awardsscholarships/childrensnotable/notablecbooklist/currentnotable.htm>

**Suggested Books for the Boys and Girls Clubs of America List**. The American Library Service to Children Quicklists Consulting Committee created two top ten lists of "all-time classic" books that parents and children can read together. Two age groups are included: preschool-age 8 list; and an ages 8-12 list.  
<http://www.ala.org/ala/alsc/alscresources/booklists/booksboysgirls.htm>

**The Children's Literature Web Guide** provides many lists of recommended favorites for a variety of ages. <http://www.ucalgary.ca/~dkbrown/index.html>

## Help Parents Understand Message #9

### The Middle Years: Grades 6-8

**Central Idea:** With the onset of puberty and the teen years, it becomes more difficult to hold the attention of readers. However, for those hooked on reading earlier, the best advice is to surround this age group with high-interest materials in a wide range of interests befitting their new awakening into the adult world.

#### **Tips for Working with an Individual Parent:**

The individual parent will often be concerned about the lack of reading even when their child was a reader previously. Be armed with hundreds of suggestions for sparking interests, not just in YA fiction but in areas such as magazines, newspapers, popular websites. Emphasize that early teens will read more if they have a plentiful supply of materials they want to read.

#### **Tips for Working with Parent Groups:**

Groups of parents want recommendations for how to reach the early teen and what to recommend. Starting with the brochures, provide hundreds of suggestions on a wide variety of interests. Brainstorm ideas that work among the group and stress access, access, access to materials teens want to read.

**Brochure 9.1:** "Great Fiction for Grades 6-8 Students" provides recommendations and invites the addition of local favorites.

**Brochure 9.2:** "Great Nonfiction for Grades 6-8 Students" provides recommendations in a number of categories and invites local additions.

**Brochure 9.3:** "Multimedia for Grades 6-8 Students" provides recommendations in various formats and invites the addition of local favorites.

## Resources

Hubert, Jennifer. **Out of the Ordinary Teen Booklists.**

A great list of books for young adults ready to go beyond Judy Blume. Titles are recommended by a school librarian and regularly updated.

<http://tln.lib.mi.us/~amutch/jen/index.html>

Loertscher, David, Sharron L. McElmeel, and Mary Ann Harlan. **Young Adult Literature and Multimedia: A Quick Guide.** Hi Willow Research and Publishing, 2005. Sample titles and authors from a variety of genre in the young adult novel, fantasy and science fiction, history, popular music, and teen television.

**Parent Spot.** "Help for Parents of Middle School Students" provides parents with ideas of how to encourage their teens to read. <http://www.mohonasen.org/03parents/MSParent/EncouragingReading.htm>

**PlanetEsme's Non-fiction Recommendations.**

An archive of non-fiction titles from 1999 to the present that have been kid approved.

<http://www.planetesme.com/archivenonfiction.html>

**Vandergrift's Young Adult Literature Page** provides hundreds of suggestions for early and older teens. <http://www.scils.rutgers.edu/~kvander/YoungAdult/index.html>

**NCREL Adolescent Literacy Site** is a great resource for teachers and librarians.

<http://www.ncrel.org/litweb/adolescent/>

## **Help Parents Understand Message #10**

### **The Teen Years: Grades 9-12**

**Central Idea:** Teenagers today have so many pressures, including dating, work, and school assignments, that reading may be confined to what is assigned by their teachers. However, a few will maintain their interest in reading and transfer to adult books in a wide variety of topics. Another segment will be preparing for college and trying to do the reading they need to prepare for that experience. Still others will only read in the area of their hobbies and in formats such as graphic novels or magazines.

#### **Tips for Working with an Individual Parent:**

The individual parent will often be concerned about the lack of reading even when their child was a reader previously. Be armed with hundreds of suggestions for sparking interests of the older teen in areas such as adult literature, magazines, newspapers, popular websites. Emphasize that older teens will read more if they have a plentiful supply of materials they want to read.

#### **Tips for Working with Parent Groups:**

Groups of parents want recommendations for how to reach the older teen and what to recommend. Starting with the brochures, provide hundreds of suggestions on a wide variety of interests. Brainstorm ideas that work among the group and stress access, access, access to materials teens want to read.

**Brochure 10.1:** "Great Fiction for Grades 9-12 Students" provides recommendations and invites the addition of local favorites.

**Brochure 10.2:** "Great Nonfiction for Grades 9-12 Students" provides recommendations in a number of categories and invites local additions.



**Brochure 10.3:** "Multimedia for Grades 9-12 Readers" provides recommendations in various formats and invites the addition of local favorites.

**Brochure 10.4:** "Suggested Reading for the College Bound" provides a list of great books and invites the addition of local favorites.

## Resources

**Booklists & Book Awards.** YALSA of ALA.

Collection of awards lists prepared by the Young Adult Library Services Association of the American Library Association. Includes lists for popular paperbacks, audio books, DVDs and videos. <http://www.ala.org/ala/yalsa/booklists>

McElmeel, Sharron. **The Best Teen Reads 2005.** Hi Willow Research & Publishing, 2005. A collection of the best teen publications for the past several years that includes not only the main list of recommended materials, but also a guide to the best graphic novels, audio books, poetry, and picture books.

**Outstanding Books for the College Bound and Life Long Learners.** Young Adult Library Services Association of the American Library Association. Selected by a national committee and updated every five years, this list is organized into five disciplines: history, humanities, literature and language arts, science and technology, and social sciences and includes both fiction and non-fiction. [www.ala.org/yalsa/booklists/obcb](http://www.ala.org/yalsa/booklists/obcb)

**Booklists and Book Awards** prepared by the Young Adult Services Division of ALA. Lots of excellent book lists for a wide range of teens. <http://www.ala.org/ala/yalsa/booklistsawards/booklistsbook.htm>

## Notes for Running Brochures on Your System

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