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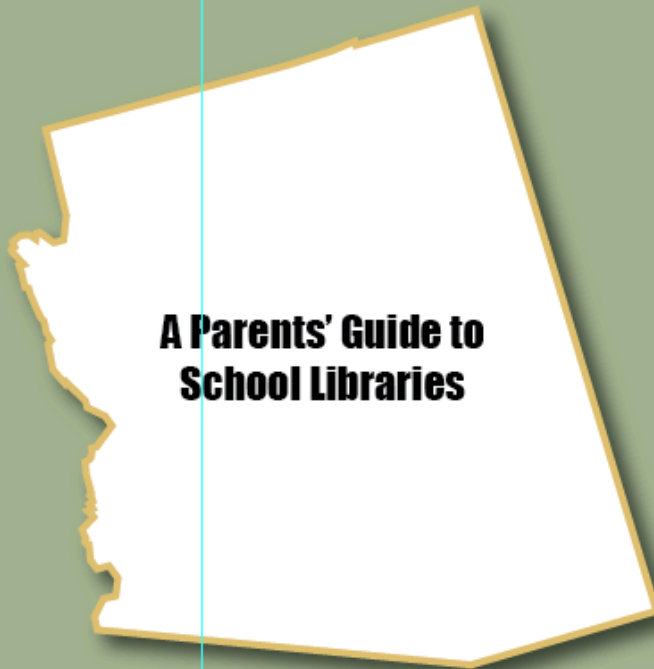
A Parents' Guide to School Libraries

David V. Loertscher
with Debra LaPlante
and Sally Roof

Arizona Power!

A Parent's Guide to School Libraries

Debra LaPlante
Sally Roof
David V. Loertscher

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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:

Libraries are as much about life as they are about School.

Reading Literacy
• An Avid and Capable Reader

Technology Literacy
• A Skilled User of Technology Tools
• An Efficient Learner

Information Literacy
• An Organized Investigator
• A Critical Thinker
• A Creative Thinker
• An Effective Communicator
• A Responsible Information User

Employability Skills
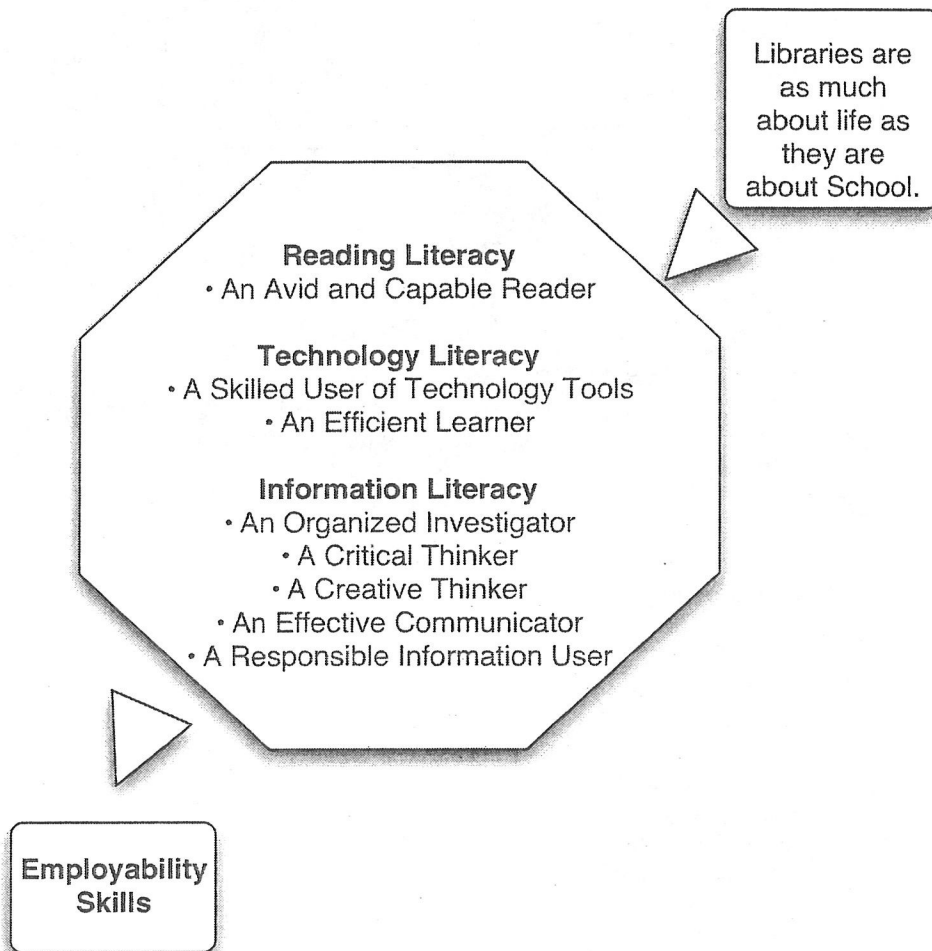
Research on School Libraries: A National Picture

· Since 1999, sixteen states have commissioned studies[1] about the impact of school libraries. In every instance, good school library media programs are linked to higher academic achievement—one part of a healthy educational diet.
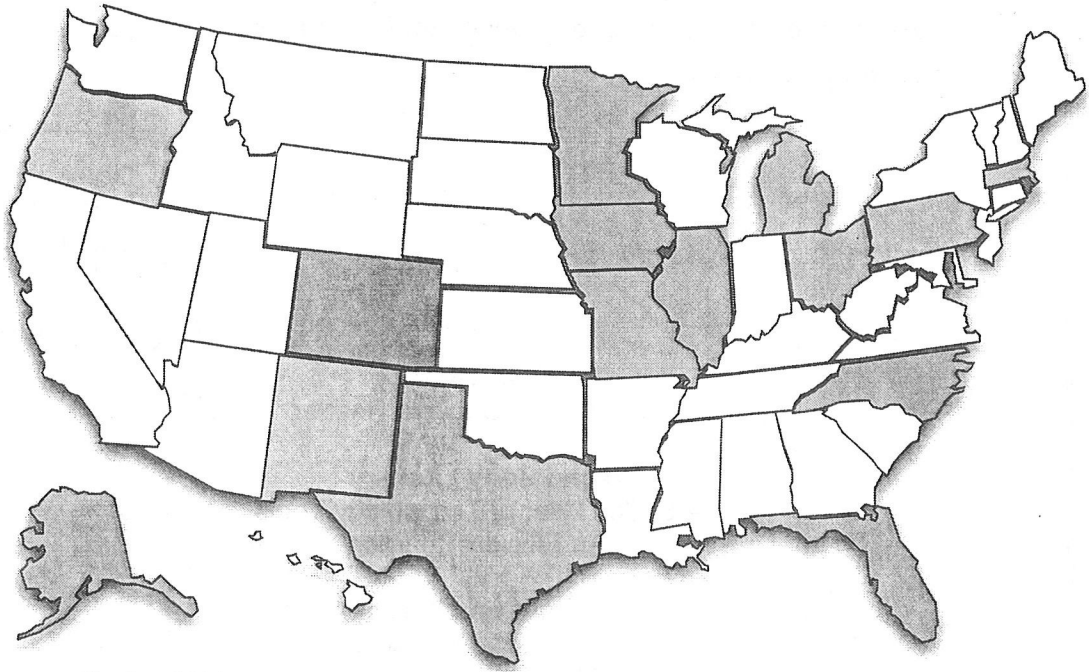
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[1] For a complete list of these studies, consult http://www.davidvl.org under "Research" or the Colorado State Library at http://www.lrs.org/impact.asp

What Every Parent Should Know About Arizona School Libraries and Reading Achievement

As a first step in understanding the link between libraries and achievement, consider the following standards created for Arizona's children and teenagers:

Arizona's students must be able to communicate effectively in their schools and communities. The communication skills of reading, writing, listening, speaking, viewing and presenting form the core of language and literacy. The ultimate purpose of the ... Language Arts standards to ensure that all students be offered the opportunities, the encouragement and the vision to develop the language skills they need to pursue lifelong goals, including finding personal enrichment and participating as informed members of society...Students will need a wide repertoire of communication, strategies and skills to succeed as learners, citizens, workers and fulfilled individuals in the twenty first century.[1]

How can Arizona school libraries help to push reading and achievement? There are major clues from research in other states. In a report of a study of differences between higher and lower performing schools commissioned by the Indiana Department of Education, the following items were noted:

- Key Finding: "Higher-Performing schools use a wide array of literature, including trade books, newspapers, and basal readers to support their reading/language arts program."[4]
- Policy Implication: "Increase student access to instructional and print materials in lower-performing schools, including regular and flexible access to a working library."[2]

School libraries and reading achievement are clearly linked.

The quality of school libraries is a significant measure of the caliber of middle, junior, and senior high schools. Major studies during the past five decades substantiate that reading achievement is increased by quality library collections and regular student use of the library.[2]

In their recent study of schools in Alaska, Pennsylvania and Colorado, Lance and Loertscher found that scores were 10 to 20 percent higher in schools where libraries have strong library specialists who collaborate with teachers, teach information literacy, promote reading, and see to it that collections are current and ample.[3]

Bottom Line: Arizona's children deserve to succeed as well as children in other states. While we don't have an "Arizona Study" linking Arizona school libraries to achievement, we can take a clue from other state studies. The more children read, the higher they score. And school libraries can and should be places where kids get the reading materials they need to succeed.

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[1] Arizona Academic Standards: Language Arts Standards rationale. At http://www.ade.state.az.us/standards/contentstandards.asp

[2] Holland, Earlene L. & Humphrey, Jack W. "Study of Reading in Indiana Middle, Junior, and Senior High Schools," *Middle Grades Reading Network*, March 2004.

[3] Lance, Keith and David V. Loertscher. *Powering Achievement: School Library Media Programs Make a Difference.* 2nd ed. Salt Lake City: Hi Willow, 2002.

Research Linking Reading to Academic Achievement

Research completed by Ann E. Cunningham and Keith E. Stanovich[1], Stephen Krashen,[2] and Jeff McQuillan[3] plus the latest NAEP research[4] from the U.S. federal government link the amount young people read with their scores on academic achievement. The message is clear:

For Everyone: Amount Counts! One hundred years of research supports the idea that free voluntary reading (the kind of reading you want to do, not have to do) is the best predictor of seven essential achievement basics:

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

For ESL Learners: Amount Counts!
Research also demonstrates that the fastest way to get anyone—child, teenager, or adult—to learn English is to have them read a lot in English!

Reading vs. Television: Consider this: 1) Children's books have 50 percent more rare words in them than adult prime-time television, and 2) popular magazines have roughly three times as many opportunities for new word learning as prime-time television.

NAEP Results 2000[4]
Fourth graders in the United States do better academically when they:
- Read more pages in school
- Read more pages as homework
- Have more books, magazines, newspapers, and encyclopedias in their homes
- Report that they read for fun every day
- Discuss what they read.

Indiana Action Research: Nancy McGriff, librarian, and Susan Angelos, reading teacher, of South Central Community Schools in northern Indiana completed a study linking student time spent in voluntary reading programs with ISTEP+ (Indiana State-wide Test of Educational Progress) reading achievement scores. Overall, the total student group made modest improvement between testing at 3rd grade (score = 60) to 6th grade testing (score = 66). Students who participated at the highest level in the voluntary reading program, however, achieved scores an average of 12 points higher (score = 69) than students who chose not to participate in the reading program (score = 57) in vocabulary and total reading scores.[5]

At the secondary level, Janet Tassell, Director of Learning and Assessment and Vickie Winkler, Library Media Specialist for North Spencer County School Corporation, studied test results of Heritage Jr. Sr. High School after they began a concerted focus on independent reading. She found steady improvements in standardized reading comprehension test scores. In particular, many students moved from the lowest performance group category to the highest group category between 8th and 10th grades. [6]

For parents: If amount counts... If the amount your child reads predicts achievement, then:
1. See that your child has books and materials from libraries they <u>want</u> to read.
2. Have lots of reading materials in the home.
3. See that reading is a part of every day in your home.
4. And, if kids are reluctant readers, read to them. Make reading fun

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[1] "What Reading Does for the Mind" by Ann E. Cunningham and Keith E. Stanovich. *American Educator*, Spring/Summer, 1998, p. 1-8.
[2] *The Power of Reading* by Stephen Krashen, 2nd ed. Libraries Unlimited, 2004.
[3] *The Literacy Crisis* by Jeff McQuillan Heinemann, 1998.
[4] "The Nation's Reading Report Card: Fourth-Grade Reading 2000 by the National Center for Education Statistics," The Center, 2000. online at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001499
[5] "Research into Practice: Free Voluntary Reading and Tracking Students Reading Progress" by Nancy Everhart, ed., with Susan Angelos and Nancy McGriff. *Knowledge Quest*, vol. 30, no. 5, May/June 2002, p. 43-46.
[6] Loertscher, David V. with Connie Champlain. *Reinventing Indiana's School Library Media Programs in the Age of Technology*. HiWillow Research and Publishing, 2001.

Exemplary Arizona Library Programs and Awards

Want to meet a model teacher librarian? Many Arizona Teacher Librarians have been honored over the years. For more info, check the Arizona Library Association website at http://www.azla.affiniscape.com/displaycommon.cfm?an=4

Year	Elementary School	Middle School	High School
2006		Nancy Green Grand Canyon School	
2005			Sharon Ewers, Arcadia High School, Scottsdale School District
2004		Linda Jensen, Desert Foothills Middle School, Washington School District	
2003		Ann Ewbank, Cholla Middle School, Washington School District	
2002			Linda Schallan, Desert Mountain H.S. Public Library, Scottsdale School District
2001	Debra LaPlante, Barcelona School, Alhambra School District		
1999	Harlene Reeves, Holladay Magnet School, Tucson Unified School District		
1998	Annie Weissman, Sevilla School, Alhambra School District		
1997	Judi Moreillon, Gale Elementary School, Tucson Unified School District		

*2001 Margaret Loghry, Distinguished Service Award, Tucson Unified School District Library Cooodinator

*2001 Kim Grimes, ASL/AASL, National School Library Media Program of the Year Award, Corbett Elementary, Tucson

*An Arizona Star Librarian, Diane Skorupski, Teacher Librarian at Van Buskirk Elementary School in Tucson, is now the star of a new book by Toni Buzzeo, *My Librarian Won't Tell Me Anything: A Mrs. Skorupski Story*, Upstart Book, 2006. ISBN: 1932146738

*Arizona Teacher Librarians from around the state are highlighted at the following website: http://storytrail.com/azcert.html

Why a Professional School Librarian?

Direct correlation can be made between student achievement and school library programs led by library media specialists whose dual teaching/library certification uniquely qualifies them to:

- Provide leadership in the school for achieving the school's Mission Objectives and Strategies
- Provide intellectual and physical access to information in print and media resources
- Provide intellectual and physical access to information technologies, either local or Web-based
- Collaborate with teachers to meet the information needs of students
- Collaborate with teachers to provide resources and activities for course, unit, and lesson integration
- Assist teachers and students to search out their information needs, critically evaluate the materials they locate, and use technological means to synthesize their findings into new knowledge.
- Teach information skills
- Organize and maintain a collection of valuable resources
- Manage information
- Promote reading advocacy by matching students and books
- Provide resources and activities to promote student achievement
- Provide resources and activities for students that are meaningful now and in the future
- Maintain a supportive and nurturing environment in the library and network environment, to increase student satisfaction and achievement

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Requirements to be a professional teacher librarian in Arizona

For the information on a library degree in Arizona, check out the School of Information and Library Resources at:
http://www.sir.arizona.edu

Is your school library staffed by a PROFESSIONAL school librarian?

Ask the pointed question to the person in charge of your school's library: "Are you a credentialed school librarian?" If your school does not have such a person, ask why it doesn't. Remember that in nineteen major studies since 2000 in over 9200 schools with professional school librarians, scores were 10 to 20% higher than in schools without these professionals.

Arizona Academic Standards and Information Literacy

Arizona, under the direction of the Arizona Department of Education, has academic standards to prepare students for the future. The standards describe what a student should know and be able to do in each subject and at each grade level. These standards outline a connected body of understandings and competencies and are a comprehensive foundation that all students should learn.

Information and technology literacy standards are embedded in the Arizona academic standards. Arizona does not have separate information literacy standards. For example:

Technology Education Standards
Standard 4: Technology Communications Tools. Building on productivity tools, students will collaborate, publish, and interact with peers, experts and other audiences using telecommunications and media.
Standard 5: Technology Research Tools. Students use technology-based research tools to locate and collect information pertinent to the task, as well as evaluate and analyze information from a variety of sources.
Standard 6: Technology as a Tool for Problem-solving and Decision-making. Students use technology to make and support decisions in the process of solving real-world problems.

The Information Literacy Standards for Student Learning[1]

Information Literacy—The student who is information literate:
- accesses information efficiently and effectively.
- evaluates information critically and competently.
- uses information accurately and creatively.

Independent Learning—The student who is an independent learner:
- is information literate and pursues information related to personal interests.
- is information literate and appreciates literature and other creative expressions of information.
- is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility—The student who contributes positively to the learning community and to society:
- is information literate and recognizes the importance of information to a democratic society.
- is information literate and practices ethical behavior in regard to information and information technology.
- is information literate and participates effectively in groups to pursue and generate information.

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[1] American Association of School Librarians and Association for Educational Communications and Technology. *Information Literacy Standards for Student Learning*. American Library Association, 1998. For more information about the nine information literacy standards, see the American Association of School Librarians web page at http://www.ala.org/ala/aasl/aaslproftools/informationpower/informationliteracy.htm

Information Literacy: A Life Skill

Whether your child is a kindergartner, a high school senior, or anywhere in between, teacher librarians 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 in order 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

Builds a Question

Reflects on Process & Product

Finds & Sorts Information

Communicates Findings

Student

Reads & Understands

Summarizes, Concludes, Makes Decisions

Thinks & Creates
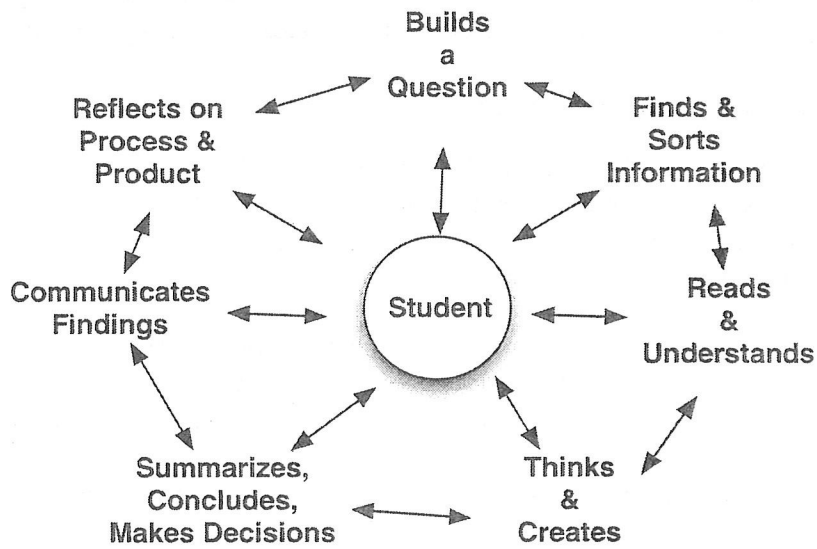
Helping Your Child/Teen with Information

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

The Research Task	What the Librarian Teaches	How Parents Can Help
Builds a Question	• Building background knowledge about a topic. • The difference between a good question and a poor question. • Narrowing a topic. • Forming key words.	• Find books on the topic with lots of pictures to share together. • Explain concepts about the topic and define terms. • Help narrow a topic to something manageable in the time available.
Finds and Sorts Information	• Search strategies. • Locating resources. • Skim, scan and consider. • Evaluate resources.	• Keep asking about the quality of the information being used. • Is this source the best information?
Reads and Understands	• Reading strategies. • Actively read, view and listen. • Reading pictures. • Use features of non-fiction text. • Note-making.	• Keep asking and helping to find the "main ideas" and the "supporting ideas" as reading/viewing/listening occurs.
Thinks and Creates	• Using graphic organizers. • Sorting, comparing, and classifying information. • Looking for patterns and trends. • Comparing and contrasting.	• Help make logical connections between ideas across the various sources being used.
Summarizes, Concludes, Makes Decisions	• How to summarize ideas. • Drawing conclusions. • Making decisions. • How not to plagiarize.	• Does the conclusion, decision, or summary follow logically from the information collected?
Communicates Findings	• Techniques of presenting information in print or multimedia.	• The ideas presented are more important than how flashy the presentation is.
Reflects on Process and Product	• How to reflect: what I know and am able to do. • How well did I do? • How can I do better over time?	• No matter the grade, what do you know and what are you able to do? • How can you do better next time?

Cut and Clip (Plagiarism): A Major Problem

The number-one complaint of teachers and librarians today is that students cut and clip information from the Internet, books, and other resources and then pass it in as if it were their own work. There are services available on the Internet where, for a fee, the student can download a research paper to print out and hand in. The impact on learning is devastating. There is no learning. Many school districts now have students and teachers sign Acceptable Use Policies (AUPs). School can utilize software at sites such as http://www.turnitin.com to verify that a report is not plagiarized.

Replace CUT and CLIP with:
Cut, Clip, THINK!

Let's get a few things straight:
1. It's OK to cut and clip articles, pictures, quotes, or anything else as you assemble information for a project.
2. Hint: When cutting and clipping, be sure that the source (or citation) follows the information, so you don't lose the author, title, date, Internet URL, etc.
3. When we use information from a source, we cite it properly with the author, title, publisher, date and 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 thought, analysis, and decisions that will be the evidence of learning.
5. "How to THINK" is the true objective of learning and it is the life-blood of our society.

You can help by asking good questions as your child's/teen's project develops. Question starters will stimulate discussion and perhaps some appropriate advice.

1. Have you recorded the sources as you find information?
2. What is the difference between what this author says and what you think?
3. How did your teacher or librarian teach you how to record the sources of the ideas you have gathered?
4. How do you weave the ideas of others and your own into a finished product?

You and your student can find reliable ways to cite sources of researched information by using websites such as http://www.noodletools.com or http://www.citationmachine.com.
Remember: A citation is not just a speeding ticket. Give credit where it's due!

Avoiding Plagiarism

This website is a good resource to define plagiarism that provides examples of the right and wrong way to use the words of other authors.

http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

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 school librarian..

URL: _____

Author:	Based on the information you found, rate this source:
Who is the author? (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).	Credible
What makes the author an expert on this topic? What do you learn about the author's **occupation**, years of **experience**, **education**, or other facts that make him an expert?	Not Credible
List any **connection the author has to a university, research laboratory, governmental agency, or other reputable organization** related to the topic.	

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

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

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

Summary:	The best reasons for using or rejecting this website are:

In addition, for a quick and easy tutorial, visit the website
http://www.library.arizona.edu/help/tutorials/webinfo/index.html

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 are on your computer at home or at school.

- First, remember never to 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.

- Never 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.

To read more about new privacy rules, visit the Federal Trade Commission's website at http://www.ftc.gov. There is a special section just for kids, parents and teachers. 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

An Arizona website on safety issues available both in English and Spanish is http://www.azag.gov/children_family/netsafety.html.

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/teen attends, the focus of education may be limited to learning basic knowledge about many topics. Projects and research or natural curiosity may lead your child into investigations far beyond the expertise of teachers or the curriculum.

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

Libraries are Keys to Becoming Experts:
* Explore the school library first.
* Explore the public library.
* Explore the Internet.
* Link to experts.
* Gain access to advanced collections.
* Do experimentation and research.
* Question all information in libraries.

Novice to *Expert* Continuum

Novice ⇨ Apprentice ⇨ Mini-Expert Hobbyist ⇨ Vocation Avocation
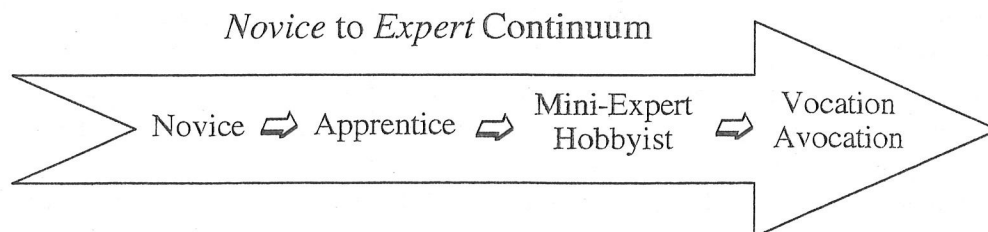
A Critical Thinker

Library media specialists see critical thinking as one of the major components of the information literate person. The AIMS (Arizona Instrument to Measure Standards) and other national tests such as the ACT and SAT have many items that test not only factual knowledge, but also the ability to think critically about a concept. Instead of advocating an add-on to the curriculum (a new scope, sequence or curriculum to be taught) critical thinking is best integrated with content.

Teachers and teacher librarians should teach critical thinking strategies within the context of content-area projects, lessons, and information use. The objective is to create neither students who are sponges (believing everything they read, view, and hear), nor cynics (believing nothing they read, view, and hear), but healthy skeptics (using evidence and authoritative sources to judge believability).

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CRITICAL THINKING CONTINUUM

Sponges - - - - - - - - Healthy Skeptics - - - - - - - - - - Cynics
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Becoming a healthy skeptic is a life skill that teacher librarians teach students to use in decision making, not just as a school assignment. One of the major challenges, for example, is to educate children and teens to evaluate information they find on the Internet. Parents will want to help their children ask:

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

Another way of developing critical thinkers is to teach them to answer questions about a source before they can use it in their project/research papers. We want the questions to become second nature so that informed adults, children and teens distinguish truth from misrepresentation. Just because it's written down doesn't make it true. As P.T. Barnum said, "There's a sucker born every minute."

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. For example, positive stockholder reports last year may be found to be misleading when the company files for bankruptcy this year. Did we really know the facts?)
- Is the information easily understood and useful? (This is a critical factor for young researchers such as students who lack time and skill to read and understand complex information sources.)
- Does the provider of the information have an agenda? (Beware of the source that is out to sell the reader something or using propaganda to gain support for an idea.)

A Creative Thinker

Is your child/teen creative? All of us have creative capacities and they can be improved. Creativity can also be squashed. Consider the definition in the box on the right[1] and an advertising poem used by Apple Computer.[2] 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.

The Creative Process

First Insight
↓
Saturation
↓
Incubation
↓
Ah-Ha!
↓
Verification

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[1] 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. 11.
[2] ©1997, Apple Computer, Inc. Used by permission.

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 and limit time spent viewing TV and playing video games.

How to Help: Provide guidance
- ❖ Help your child get organized.
- ❖ Encourage good study habits.
- ❖ Talk about the 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 available on the digital school library (school site) and at the digital public library.
- ❖ Expect lists of the best websites to be available on your school and public 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 that many public libraries subscribe to online databases that can be used by every citizen who has a public library card. Check with your local public library about access, passwords, etc.

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!**

The Library and the Textbook

Textbooks are extremely expensive sources of information. Check with your school, but many schools budget anywhere from $60 to $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, 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.

A typical teacher faced with 60% of the class who cannot read and understand the textbook has one significant 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 Texas and California for the textbooks they use because these two states make exacting demands 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 found 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 state test.

School Libraries and Technology Departments

Teacher Librarians are most interested in the content of computers and the Internet rather than being fascinated by the hardware itself. Their focus is on:

- Online databases containing periodicals and factual information.
- Linking to the best Internet sites.
- Tools students can use to do their assignments. This may mean introducing new technology to teachers and students for school use.
- Access in the library, the classroom, and at home.
- Portability of computers for differing classroom/library uses.
- Wireless access to library information systems anywhere in the school.
- Helping teachers create exciting learning experiences using technology as a teaching and learning tool.

Determine the state of information systems in the school that are needed to support your child's education. By asking your child/teen and interviewing the teacher librarian, you will be able to learn the capability of the school's information systems 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 for every child (home access to school networks, extended hours, loaner systems for home use).

- Software needed for your child to complete excellent work.

- Databases and digital periodical collections to easily find high-quality information.

- Collections of the best Internet sites targeted for school topics and appropriate age levels for your child.

- Filters to protect against advertising, pornography, and predators, yet open enough to find the information your child needs.

The Digital School Library

More and more school libraries have web pages available 24 hours a day and 7 days a week. Find out your school library's URL and use it yourself to guide your child or teen to its features. Here is a list of features you might find useful:

Connections to Assignments	A common school library web page feature includes: teacher assignments with special links to help students complete class projects. Check your school's site. A useful interactive website called the Assignment Scheduler allows students to put in the due dates of research assignments and help manage project deadlines is http://www.library.arizona.edu/help/tutorials/scheduler/index.php.
Bibliographies to Complete Assignments	Many librarians try to save learners time by posting the best websites, tips, guides to helpful books, or online databases.
Tips on Research	A wide variety of helpful hints are available, such as tips on citing sources, where to go to find information, helpful experts to consult, and mini-tutorials on parts of the research process. For help on using citations correctly, visit: http://www.citationmachine.com, http://www.noodletools.com or http://www.library.arizona.edu/help/tutorials/scheduler/index.php.
Online Periodical Collections	Students have access to a wide variety of current online research resources including full-text articles and images from encyclopedias, journals and newspapers through the use of online databases. Digital magazines are either purchased by the school, the public library, or the state. These digital collections are invaluable in finding current articles on almost any topic. A tutorial which helps students learn to differentiate between popular and scholarly articles is: http://www.library.arizona.edu/help/tutorials/scheduler/index.php
Online Databases	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.
Selected Internet Sites	Instead of turning the students loose in the ocean of the full Internet, many librarians select a body of the best of the web for use by their students.
Best Book Lists	There are hundreds of recommended lists of good books for kids and teens to read. The librarian might link to some of these and encourage students to post lists of their favorites for others to access.
Published Student Work	Many students create very high quality papers, poetry, fiction, or other projects and these can be posted on the library website for other students to enjoy.
Connections to Other Libraries	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.
Homework Helps	Virtual reference, a service providing online help 24 hours a day, is beginning to emerge in many communities. The school library web page would link to these kinds of services for the level of students and those accessible to your area.
Connections to School Activities	The library web page links to the school web page, school activities, sports events, competitions, and important school announcements.
Parent Help Pages	Tips and helpful resources for parents might include emergency information, helping with homework, educational opportunities, and sources for scholarships.
Resources For Teachers	While the teachers could use all the information sources listed above, special help might include special subject websites, professional development opportunities, and tips for busy teachers.

What's New in Technology in Arizona School Libraries?

Blog? Webquest? Smartboard? PDAs? iPods? eBooks? Notepads? Streaming video? iMovies? Podcasts? Audiobooks? Wikis? RSS? Mashup? IMing?

Do these terms leave you wondering what language your child is speaking in class? Technology seems to be moving faster and faster. The need for students to be able to use the latest tools is critical to learning. Often the school libraries are leaders in technology adoption and use for lessons with students. Check with the teacher librarian at your child's school to learn more about these tools or to advocate for the budget to include these in the library where the tools can be accessed by all students.

Computers have become an integral part of your child's education. If you feel you are not up-to-date, contact your child's school for classes that may be offered to parents.

The public library also offers classes, workshops, or seminars on these topics.

Are you already the technology expert? Contact the school librarian if you would like to be a guest speaker or help students using this new technology.

Check out:

http://www.netlibrary.com — Digital library

http://education.smarttech.com/ste/en-us/ — What is a SMART board?

http://www.smarterkids.org — Opportunities for students to learn new skills

http://webquest.sdsu.edu/ — Inquiry-oriented activity

http://www.blogger.com/start — Web-based journaling

http://wiki.org/wiki.cgi?WhatIsWiki — An online database with "open editing"

http://www.ade.az.gov/technology/resources.asp — Arizona Department of Education

http://library.west.asu.edu/ole/research/research1.html — Research process

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. Some schools in Arizona are beginning to provide students with laptop computers with access to the school's wireless network, the school library, the public library, and other resources. Experimentation is underway to utilize hand-held devices such as cell phones, electronic notepads, and personal digital assistants (PDA's) to gain Internet access. Wireless technology is the latest system to give students access to information systems anywhere in the school.

What basic computer system will work for my child?

- A basic computer with a current operating system that can access school networks: computer, keyboard, mouse, monitor, CD/DVD drive, and USB ports.

- Internet connection via dial-up modem, DSL line, cable modem, or home wireless system. Speed (bandwidth) is the critical factor. The comparison in size is similar to using a garden hose or fire hose in downloading and uploading information. Greater speed means faster connections.

- A reliable printer.

- Software. It is best to have the same or similar software that your child uses at school. An "office package" and a graphics program are essential.

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

- Check with your school principal or librarian. Some schools offer loaner computers for the use of their students. Ask about take-home programs. Some programs send home a computer with software but not printers. There are costs associated with computer systems such as supplies and connection fees. The parent will assume these costs.

- Investigate the use of extended hours at the school library or computer lab. Also check to see what special technology training programs are available for students and families at your school.

- Find a place your child can use a computer—school library, public library, computer lab.

How old should a child be to have his/her own computer?

Most children are using computers starting in kindergarten at school. You as the parent have that choice. Is your child ready now?

Some Arizona Web Resources for Students and Parents

Arizona has resources for learning available through the World Wide Web. Other notable resources of particular interest to Arizona parents and students might include:

❖ http://www.ade.state.az.us/standards/contentstandards.asp includes information about our state's academic standards (expectations for student performance by grade level and content area) as well as reports on the academic achievement of Arizona schools as measured by our state's AIMS test each year. At this site you can find specific information about your child's school or even compare your school's performance with others from around the state.

❖ http://www.ade.state.az.us/resourcecenter/parents.asp promotes family involvement in student learning. At this site, the Arizona Department of Education provides links for other sites with tips for parenting and for supporting your child's learning.

❖ http://www.statemuseum.arizona.edu/ is a great resource to learn the culture and history of the greater Southwest from mammoth hunters to the present.

❖ http://www.lib.az.us/museum/ is the museum at the Arizona State Capitol in Phoenix. The museum offers tours of the capitol and an interactive web guide for students.

❖ http://www.cityofmesa.org/amfy/ The Arizona Museum for Youth in Mesa provides interactive and innovative museum experience for children and their families.

❖ http://www.childrensmuseumofphoenix.org/ The Children's Museum of Phoenix will open in 2007. It includes a Museum without walls traveling exhibit.

❖ http://www.tucsonchildrensmuseum.org/ The Tucson Children's Museum. All the exhibits are hands-on, encouraging interaction and triggering each child's intellect.

❖ http://www.heard.org/ The Heard Museum in Phoenix educates the public about the heritage and the living cultures and arts of Native peoples, with an emphasis on the peoples of the Southwest.

❖ http://www.dlapr.lib.az.us/ offers a wide range of topics including talking books, Braille, genealogy, and law. The Arizona State Library, Archives and Public Records in Phoenix serves the information needs of Arizona citizens as authorized in Arizona Revised Statutes §41-1331 through §41-1352. Through its divisions, the Agency provides access to unique historical and contemporary resources.

❖ http://www.musnaz.org/ The Museum of Northern Arizona in Flagstaff was established as a repository for Native American artifacts and natural history specimens from the Colorado Plateau to preserve the history and cultures of northern Arizona.

❖ http://www.google.com/help/features.html, http://www.google.com/librariancenter, http://realclimate.org, and http://ww.google.com/librariancenter offer the latest tools, tips and recent changes on Google. Also, to help have more control of research results, visit http://www.google.com/coop.

The School Library, Reading, and Your Child

Krashen and McQuillan[1] 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, and 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, 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. Have your child check out materials at both the school and public library. Each child needs a public library card.
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 an adequate and safe place to store borrowed books at home. Even a cardboard box by the bedside will do.
4. Read to your child every day, no matter how old the child is. 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. They will see reading as important to the family.
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 such as 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 had for 10 cents or a dollar at sales. Books are great gifts.
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 become a capable and avid reader.

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

Finding a Good Book for Arizona Students

What should we choose at the library? What book should I buy my grandchild? There are so many books and too little time. Where should we start?

Here are some of the best book lists to recommend to your child or teen. Every year in Arizona, your child can participate in choosing the best of the best.

- ❖ **Primary school, intermediate school**: http://www.bookhive.org/
- ❖ **College Bound Reading List**: http://als.lib.wi.us/Collegebound.html
- ❖ **Young Adult Library Services Association Booklists**:
  http://www.ala.org/yalsa/booklists/
- ❖ **Ageless (bumblebee website)**: www.csusm.edu/csbs/
- ❖ The most comprehensive site for children's literature in Spanish:
  http://www.multcolib.org/kids/booklists/booksaloud.html
  Under the direction of Dr. Isabel Schon (California State University-San Marcos, CA), the site includes reviews, conferences, and extensive lists of outstanding children's titles that are available in both English and Spanish
- ❖ **Reading Is Fundamental**: http://www.rif.org/

 GRAND CANYON Reader Award   Grand Canyon Reader Award: http://www.grandcanyonreaderaward.org

 ONEBOOKAZ Kids   One Book Arizona for Kids   http://www.onebookaz.org/kids.cfm

 ONEBOOKAZ   One Book Arizona (for teens and adults)   http://www.onebookaz.org/

 Northern Arizona Book Festival   Northern Arizona Book Festival   http://www.nazbookfestival.org/

 ARIZONA BOOK FESTIVAL   Arizona Book Festival   http://www.azbookfestival.org/

Celebrate Reading—Arizona Style

Celebrating reading is appropriate any time. Arizona is fortunate to have a creative group of authors and illustrators producing exciting books for children and young adults, including fiction, non-fiction, and poetry for all ages. Consider inviting one to your school. Information can be found at the authors' websites. This is only a partial list of our favorites:

- ❖ A website devoted to Native American authors that highlights the following tribes from Arizona: Apache, Chemehuevi, Colorado River, Cocopah, Fort Mohave, Hopi, Havasupi, Hulapai, Mohave, Maricopa, Navajo, Papago, Pasqua Yaqui, Pima, Quechn, Tohono O'odham, Yaqui, Yavapai. http://www.ipl.org/div/natam/

- ❖ Judi Moreillon, author of *Sing Down the Rain* and *Read to Me (Vamos a leer)* http://storytrail.com

- ❖ Michael Lacapa. Native American stories. Found under Apache on this site: http://www.ipl.org/div/natam/

- ❖ Ron Himler. Children's author, illustrator. http://www.ronhimler.com/homeF.html

- ❖ Stella Pope Duarte, author of *Let Their Spirits Dance.* http://www.stellapopeduarte.com/aboutme.htm

- ❖ Marshall Trimble. Arizona's official state historian. http://www.marshalltrimble.com

- ❖ Tony Hillerman. Native American mystery novels. http://www.tonyhillermanbooks.com

- ❖ Terry McMillan, author of *Waiting to Exhale* & *How Stella Got Her Groove.* http://www.terrymcmillan.com

- ❖ Zane Grey, novelist of books set in Arizona and the west. http://www.zgws.org

- ❖ Barbara Kingsolver, author of *The Bean Trees, Animal Dreams* and more. http://www.kingsolver.com

- ❖ Janet Stevens. http://www.janetstevens.com

- ❖ Susan Lowell, author of *Three Little Javelinas, Cindy Ellen.* http://www.harpercollins.com/author/index.aspx?authorid=12416

- ❖ Sylvia Long, author of *An Egg is Quiet, Ten Little Indians* and more. http://www.sylvia-long.com

- ❖ Barbara Gowan, author of *G is For Grand Canyon.* http://www.sleepingbearpress.com/authors_illustrators/barbara_gowan.htm

- ❖ Pat Mora, author of *Tomas and the Library Lady.* http://www.patmora.com

- ❖ Barbara Park, author of the Junie B. Jones series, *Mick Harte Was Here* and more. http://www.kidsreads.com/series/series-junie-author.asp

Does Your School Library Support the Reading Program?

Use this checklist to determine how the school library program can support reading in your school.

- ☐ A sustained silent reading program in every classroom once a day, K-12.
- ☐ A program to read aloud to every student once a day, K-12. This includes storytelling as well as oral reading.
- ☐ Motivational programs and challenges to encourage reading are preferable to contests.
- ☐ A program to involve parents in the school reading initiative.
- ☐ A program to build a school-wide community of readers.
- ☐ Use technology assists to reading as long as those assists actually increase reading time and amount read (educational television, CD-ROM and eBooks).
- ☐ Celebrate reading regularly as milestones are reached.
- ☐ Create the sense that reading is fun! Cool! Something I enjoy!

Sample Problems/Sample Solutions of Library Media Center/Reading Integration

When students can only check out one book or come to the library only with the teacher.

Advocate for your child and others who may use the school library as their only source of free books and resources. Ask when the library is open to students and volunteer to help the librarian at times when assistants are not there.

When the collection of the library is outdated, old, or worn out from use.

Every school should add a minimum of *one book per year per student*. Schools with small enrollments should double this number. Dreadfully outdated collections will require two books per student until the collection is attractive and current again. Ask about the library budget.

When the students are checking out only one book a week from the library but it is just not enough to affect the reading scores.

To increase reading scores, students need to check out more than one book a week from the library. In grades K-2, every student should be taking at least two books home each night—one to "read" and one to be "read to." All students need to have the opportunity to have numerous titles checked out—as many as personal responsibility can allow. Revamp the entire policy to figure out how thousands of books a week can be circulated and re-shelved not only from the library but also from every classroom. It will require many hands and some ingenuity, but it must happen.

When circulation policy and computer automation systems have locked out certain students who owe fines or have lost a book from ever checking out another book.

There are two issues here: responsibility and literacy. Literacy should win! It must! Book loss is the cost of doing business. Make a pact with teachers to maximize reading and to help children shoulder the responsibility for public property. If the family cannot afford replacement costs, students can pay for fines and lost materials with service hours. It is a crime to prevent a child from learning to read!

Bottom Line:
Organization must serve the cause of literacy.

Arizona Links to Great Reading Resources

There are many wonderful reading initiatives nationally and in Arizona provided by organizations and public libraries. Listed below are but a few of those available:

American Library Association provides a number of reading initiatives, tons of booklists, and other information through its main website at http://www.ala.org, and through its divisions: ALSC (Association for Library Services for Children), YALSA (Young Adult Library Services Association), and AASL (American Association of School Librarians).

Children's Book Council is a non-profit trade organization dedicated to encouraging literacy and the use of enjoyment of children's books and is the official sponsor of Young People's Poetry Week and Children's Book Week each year. http://www.cbcbooks.org

Reading is Fundamental helps deliver children's and family literacy programs that help prepare young children for reading and motivate school-age children to read regularly. http://www.rif.org

Arizona Reading Association is a chapter of the International Reading Associations founded in 1956 as a professional organization for those involved in teaching reading to learners of all ages. The members are dedicated to promoting high levels of literacy for all by:
  * Improving the quality of reading instruction
  * Disseminating research and information about reading
  * Encouraging the lifetime reading habit
  http://www.reading.org/association/about/councils_us_az.html

Arizona Education Association is the largest professional organization in Arizona. AEA was formed more than a century ago in 1892. AEA continues to take the lead in advocating for support of Arizona's public schools, improving the quality of public education through positive change, and improving the professional lives of teachers and school staff members. http://www.arizonaea.org

Arizona State Library, Archives and Public Records serves the information needs of Arizona citizens. Through its divisions, the Agency provides access to unique historical and contemporary resources. This organization provides a list of all public, special, museum, tribal, college and university libraries in the state and in each county. http://www.lib.az.us/

The Arizona Chapter of Special Libraries Association is the leading organization in the state for the advancement of professional information management, a catalyst in the development of knowledge-based economy, and a strategic partner in the information-based society. http://units.sla.org/chapter/caz/library.html

The Public Libraries.com lists all city and county libraries throughout Arizona and provides the libraries' websites. http://www.publiclibraries.com/arizona.htm

Advice about Reading and Your Child

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. Read to your child every day from birth.
   b. Make frequent trips to the public library.
   c. Give books as gifts.
   d. Talk about books, and talk, and talk, and talk.
   e. Have something to read all around the house: newspapers, magazines, books—materials that your kids *want* to read
   f. Make reading a pleasant thing—not the enemy.
   g. Share lots of suggestions for better and better books.
   h. Read what your child/teen is reading and talk, talk, talk.

2. **My child reads nothing but series books. Should I worry?** Probably not. Many of us older folks grew up on Nancy Drew and the Hardy Boys and turned out all right. Children or teens often go through reading phases but get tired of the same hackneyed plots after awhile. Instead of fighting against series books, read aloud better books and have access many more titles. Reading *Holes* or *Lord of the Rings* as a family and then seeing the movie, might be one way to introduce variety.
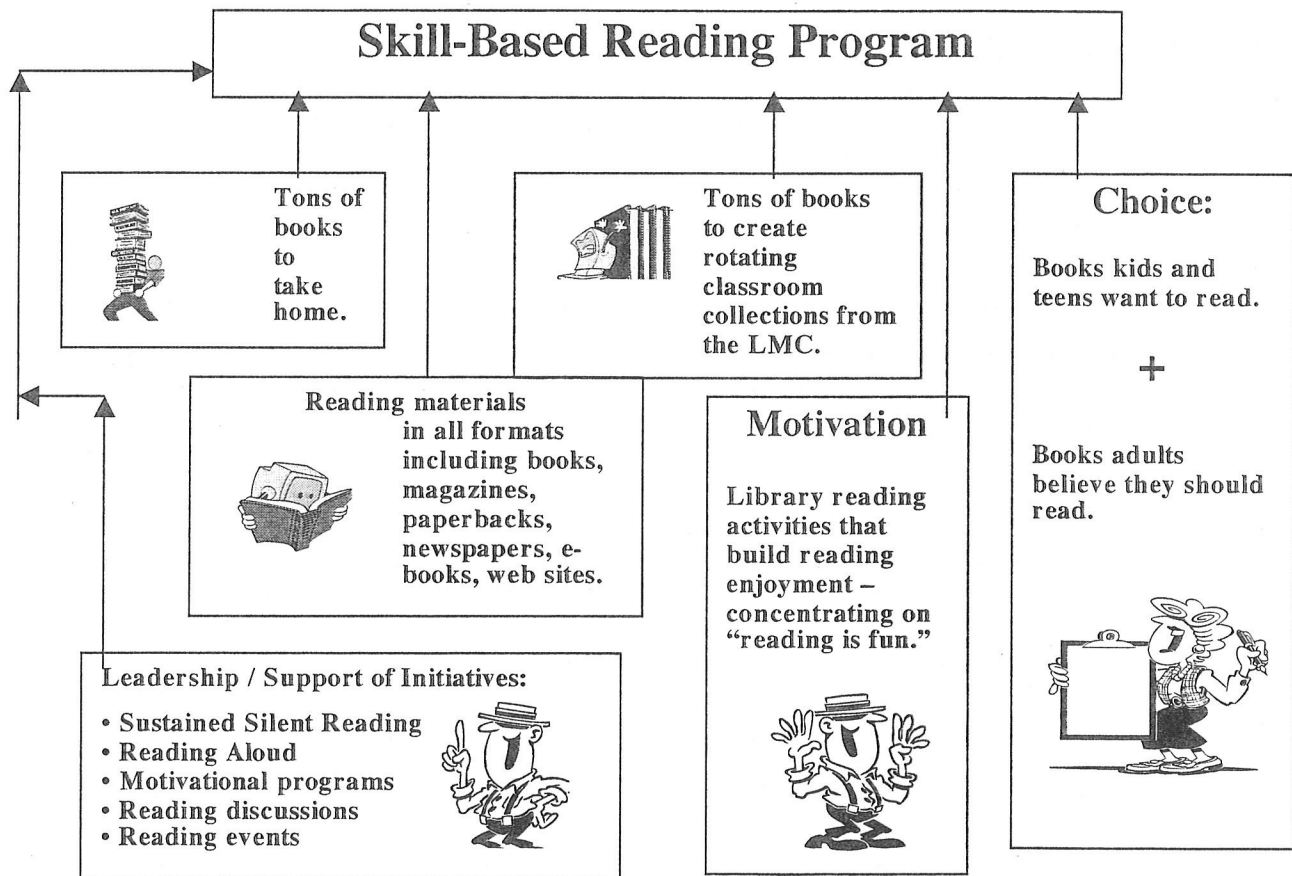
3. **My son reads nothing but science fiction and fantasy. Should I worry?** This literature is escapist for lots of boys and if they are participating in normal life activities, there is little to worry about. We suggest reading a title they recommend and have a family discussion.

4. **Many of the teen novels seem to be so graphic about dysfunctional families, drugs, sex, and legal trouble.** There are a number of writers who treat teen lives 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 talk, talk, talk.

5. **What are librarians doing about the various ways young people are taught to read?** Librarians often don't take sides in the reading wars (phonics, whole language, balanced reading, etc.) because they serve teachers of all stripes. What they do concentrate on is the LOVE of reading. Their belief is that there is no one right way to teach reading and that just plain "reading a lot" will compensate for any flaws in the prescribed skill program. If children or teens can read but don't, librarians are not happy about their graduation to a-literacy (a person who can read but doesn't).

If We Believe the Reading Research, What Should the Teacher, Parent, and the Librarian Provide to: "Learn to Read"
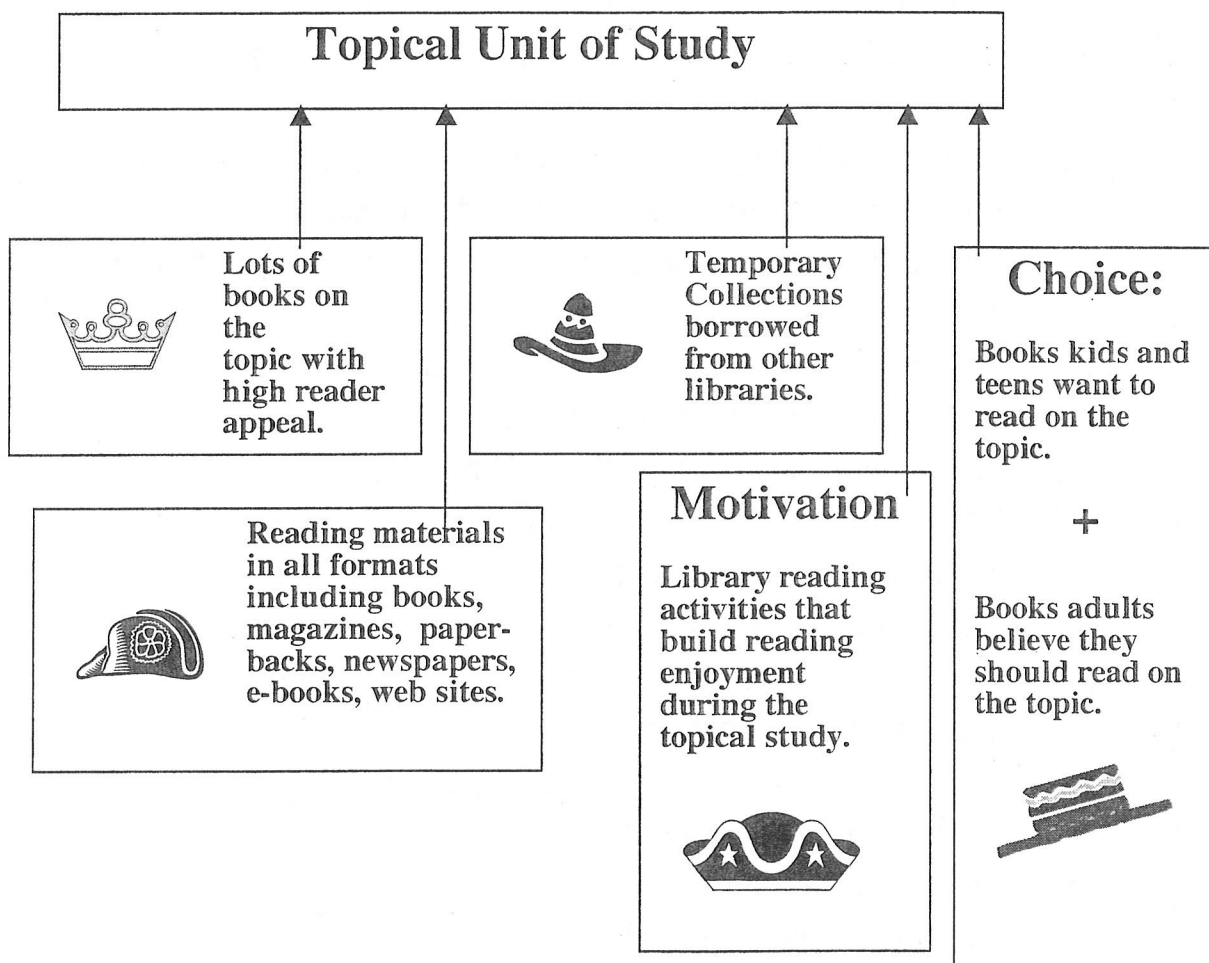
If a school community really believes the research saying that "amount counts," then the school and public library should have an extensive collection of reading materials young people want to read. So many school libraries in the nation have outdated, ragged, and uninteresting reading collections that young people ignore them. When reading collections are large, current, attractive, and easily accessible, good things happen. The best results of library media contributions to reading will be most noticed for those young people who have few reading materials in their homes and are poor readers. Is your school library media center program providing the following?

Skill-Based Reading Program

Tons of books to take home.

Tons of books to create rotating classroom collections from the LMC.

Choice:

Books kids and teens want to read.

+

Books adults believe they should read.

Reading materials in all formats including books, magazines, paperbacks, newspapers, e-books, web sites.

Motivation

Library reading activities that build reading enjoyment – concentrating on "reading is fun."

Leadership / Support of Initiatives:

• Sustained Silent Reading
• Reading Aloud
• Motivational programs
• Reading discussions
• Reading events

Bottom line: The library contribution to reading should plug the holes in whatever skill-based program exists 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 library resources?

If We Believe the Reading Research, What Should Teachers and the Library Media Center Provide to: "Read to Learn"

As skill in reading builds, 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 as content knowledge is expected to mushroom. This will be particularly true in middle schools and high schools where reading is integrated into the entire curriculum and into all departments.

Topical Unit of Study

Lots of books on the topic with high reader appeal.

Temporary Collections borrowed from other libraries.

Choice:

Books kids and teens want to read on the topic.

+

Books adults believe they should read on the topic.

Reading materials in all formats including books, magazines, paper-backs, newspapers, e-books, web sites.

Motivation

Library reading activities that build reading enjoyment during the topical study.

Bottom line: The library contribution to reading in the topical areas should stimulate more expository reading and thus more in-depth knowledge and understanding. Does your school's library reading program measure up? Are you as a parent taking advantage of library resources as your student explores required and non-required topics?

How to Raise a Reader!

Robert Frost once said the best way to get children to read is to surround them with so many books they stumble over them. Raising a reader demands that you surround your child in literacy. Here are 21 steps for building a literate environment in your family:

1. Read books/articles aloud to one another.
2. Talk about books you read.
3. Keep books and magazines around the house.
4. Give books and magazines subscriptions as gifts.
5. Encourage children to obtain a library card.
6. Make regular visits to the school and public library.
7. Help a child compile and illustrate a book.
8. Reread a book you loved as a child then share it with a child.
9. Make reading a regular family event.
10. Visit a bookstore with a child.
11. Help a child set up a personal library.
12. Help children choose books they want to read.
13. Use television and radio to encourage reading.
14. Talk about local events reported by the media.
15. Encourage children to write—stories, diaries, thank-you notes, email messages.
16. Participate in a summer reading program.
17. Set family reading goals.
18. Give favorite books to other children.
19. Pack books for family trips.
20. Read together about travel destinations.
21. Visit a literary landmark.[1]

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[1] Adapted from an article, "Twenty-one Steps to Building a Family/Classroom of Readers," developed by Sharron L. McElmeel. Reprinted with permission.

I Am a Reader

Daniel Pennac in his wonderful book entitled *Better Than Life*[1] 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

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[1] 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. And this works with a small child, a big child, and more teens than you might 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
- Frequent, short book encounters.
- Turn pages, name things, name colors; attention span is minimal.
- Have some regular times for reading: bedtime, quiet time, every time Grandma comes.
- Repeat favorites.
- Always make reading time a pleasant experience.

Developing Readers
- Repetition of sounds, words, and phrases helps.
- Variety will improve the richness of language development.
- Watch attention spans grow along with understanding of story lines.
- The child will begin to recognize letters and words. You need not press them to read.
- Use favorite stories regularly but introduce new ones also.
- Talk about the story.
- 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.
- Expression begins—questions, phrasing. Mimic story characters with voices.
- Read aloud stories they can't read to display the richness of language.
- Talk about the story, predicting what will happen, and asking what just happened and what they like and don't like.
- Always make reading time a pleasant experience.

Reading Aloud
- Read aloud even if you don't read well.
- Read with fluency—your listener will pick up on your smooth delivery and the beauty of language.
- Use expression in your voice—get excited, sad, loving, and angry, as the story requires.
- Act out real parts or have the child do that acting at the appropriate times.
- It's okay to get emotional. It helps children connect with stories.
- Always make reading aloud time a pleasant experience.

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.
- ❖ 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.
- ❖ Avoid saying, "You're dumb, you can't read."
- ❖ Avoid discussing your child's reading problems or lack of reading interest when family, friends, or strangers are around.
- ❖ Ask the teacher librarian or public librarian about ebooks or recorded books.

<div align="center">

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

</div>

Almost all children/teens will read something they really want to know about. Find the hook.[1] Of course there are exceptions for dyslexic kids or students with other physical or emotional problems.

If your child/teen really has reading skill issues, find a knowledgeable tutor with a good track record. But mostly, have lots of things your child/teen wants to read within arm's length and find a good school and public library close by.

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[1] Fader, Daniel. *The New Hooked on Books*. Putnam, 1977. The classic of the field. Fader worked with kids in prison and got them to read. Check a library. It's now out of print. Also: 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

Ben Franklin's vision created the public libraries of this country. Franklin founded the Library Company of Philadelphia in 1731. It was America's first lending library and can lay claim to being the predecessor of the free public library. Every citizen contributes through tax dollars to the purchase of library materials providing everyone access to a "free" public library.

Today, school library collections serve curriculum needs and public library collections serve more diverse needs for all ages. Using both collections provides both diversity of information and depth in selected topics.

Teacher librarians are eager to introduce children to the public library so that students become acquainted with services for nights, weekends, and vacation periods, because the public library collection will be the collection for life.

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 be accessed usually from home.
- ❖ Special in-depth collections such as local history. Phoenix Public Library Teen Central Homework Help: http://www.phoenixteencentral.org/teenhomeworkframe.html
- ❖ Large fiction and nonfiction collections.
- ❖ Virtual reference services (the general public can ask questions over the Internet and library staff are on duty to help almost any time of day or night).
- ❖ Internet access.
- ❖ Special programs such as story hours, term paper clinics, guest speakers, workshops, children's or teen book clubs.
- ❖ Comfortable study and reading areas.
- ❖ After-school programming; homework help.
- ❖ Special assistance for homeschoolers.

Check It Out – Arizona Digital Libraries	"Book Obsession"
Greater Phoenix Digital Library offers ebooks, audio, video from multiple libraries at: http://phoenix.lib.overdrive.com/53FD95A6-5CDF-4EE2-93A6-9144DDD195E1/10/208/en/Default.htm	"Book Obsession" is an e-newsletter provided by the teen librarians from the Glendale Public Library. These librarians review teen books using their unique style.
University of Arizona digital collection at: http://digital.library.arizona.edu/projects/	http://bookobsessiongpl.blogspot.com/
Northern Arizona University digital collection at: http://www.nau.edu/library/speccoll/speccollections.html	Sign up at: http://www.booksite.com/texis/scripts/bookletter/addnluser.html?sid=6351

Keep On Reading: The Best Way to Stay in Shape for the Next School Year

Teacher librarians have the opportunity to be leaders in their communities when it comes time to prepare students and families for school breaks. In collaboration with classroom teachers, principals, and public librarian colleagues, teacher librarians can help establish a value for reading as the best way for students to stay in shape mentally between school sessions or academic years. Judi Moreillon, a literacies and libraries consultant who teaches children's and young adult literature at the University of Arizona, shares these bright ideas for your consideration.

Studies have shown that youth can lose the academic gains they made over the school year during extended school vacations. *Reading is no different from sports, music, or art.* The best way to improve at any skill is to practice. Teacher librarians can collaborate with colleagues to design school-wide independent reading initiatives that can motivate students to keep their minds active through reading. School breaks must be FUN and so independent reading must be FUN as well. These are some tried and true ideas to make summer reading a preferred activity.

Bright Idea #1: Develop a School-Wide One Book Project.
- Cooperate with classroom teachers and students to determine one book everyone in the school, including adults, will read over the break or summer vacation.
- Develop a dynamite booktalk and promote the book in classrooms and in the school library.
- Coordinate with the public library to purchase multiple copies of the book and/or ask the PTA and public library friends group to purchase additional copies for check out from the public library.
- Work with the public library youth librarian to create an eye-catching display.
- Create a Web page with links to information about the book's author, other titles written by the author, and "if you liked this book, you'll also like" recommendations.
- Work with a group of students to create a book trailer and link it to the Web page.
- Make a "Read" poster that shows the principal or other local celebrity reading the book.
- After the break, engage in discussions about the book in classrooms and in the library. Be sure that adults working in the school, including the custodians, cafeteria workers, counselors, and administration, participate in classroom or library discussions.
- Invite the author to present at a back-to-school assembly or at parent night. Publish students' reviews and responses on the school website.

Bright Idea #2: Spotlight the Grand Canyon Reader Award.
- Each year, youth, school and public librarians, and classroom teachers nominate books for the Grand Canyon Reader awards.
- Promote the intermediate, 'tween, and teen books with the students and classroom teachers in your middle school.
- Develop booktalks that will ignite students' interest in these titles.
- Display the nominated books in the library along with the poster available from Follett Library Resources. Put a link on the school library website to the award site: http://www.grandcanyonreaderaward.org
- Provide an annotated bibliography of the books to students, classroom teachers, and parents.
- Make it cool to read. The entire learning community can support students with independent reading over breaks and summer vacation. Principals, classroom teachers, parents, school and public librarians can coordinate their efforts to let students know that independent reading is a high priority for middle school students.
- Engage the local newspaper in helping you promote the plan.

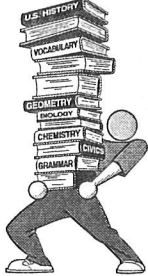**Bright Idea #3: Coordinate with Public Librarians.**
- Work with the local public library to promote summer reading. Build off the public library's theme.
- Recommend that students obtain public library cards. Invite public librarians to visit the school to talk about their summer reading programs for youth. Coordinate field trips to the public library.
- Sponsor a bookmark contest to promote the summer reading theme. Distribute bookmarks that give readers the location and hours of the public library branches nearest their homes.
- If your public library publishes the names of students involved in the summer reading program, spotlight that publication or create publicity that honors those students who participated. Give new or recycled books to those students.

Bright Idea #4: Coordinate and Facilitate Book Discussion Groups.
- Recruit students to participate in a book discussion group held weekly or bimonthly at the public library.
- Invite other teacher-librarians in the public library's service area, classroom teachers, public librarians, and others to facilitate the discussions. Involve students in selecting the titles to be read.
- Make a list and post it to the public library's Web site so that students who are traveling and cannot attend the discussion group can keep reading the titles recommended by their peers.

Judi Moreillon, Ph.D., is a literacies and libraries consultant and adjunct assistant professor at the University of Arizona. She contributed this piece specifically for use in *Arizona Power!*

Reach for a Goal: Over 300 Books Every Year

Goal:		Result:
Each child from kindergarten through 2nd grade reads **500+** books per year.		Every reader will read at or above grade level and develop a reading habit.

Curiosity Kits: A variation on the book bag program is the creation of curiosity kits where each child creates a special book bag filled with 2-3 books on a theme that they think other members of the class might be interested in: whales, riddles, drawing, hobbies, paper airplanes, kite flying, etc. The teacher and teacher librarian may want to add an activity to go along with the curiosity kit. Time in class for "show and tell" can make the child a reporter for what was learned with this kit. This kind of "research" will prepare young children for research and report writing on a more formal basis.

Try Book Bags: Parents, teacher librarians and classroom teachers can work on building sets of books and activities that students can check out. A school may decide to house them in the classroom or the library where students can simply grab one "to go." Parents and children can use the book bag activity as a springboard for additional reading. The numbered bags can simply be returned to exchange for another. When a child has read a specific number of books, the school may provide an incentive for the achievement—recognition at an assembly or a free book. These can be in addition to the regular books a student checks out. The teacher may want them in the classroom as an incentive to read more. Parent groups can help fund these book bags as a supplement to small library budgets. Books would be paperback only to reduce costs.

There will be increased loss of these bags and books. Parents can support the program by challenging their children to bring home one each day with an incentive at home such as a favorite family activity at the end of the month. A simple sticker chart can be used to track the number of book bags a child takes home and returns.

Parent Involvement Kits: These can be created by parents to introduce children to many topics. A book and some real artifacts can go home as a way to further explore and give students an experience of the story. For instance: *Songs From the Loom: A Navajo Girl Learns to Weave* by Monty Roessel could be combined with several weaving tools and a simple potholder loom with materials to try the weaving process. These artifacts give the child without experience or limited language exposure a chance for a hands-on activity to make the story come alive. It would involve parents in reading with the child and completing the activity. Students could bring the finished product or just the book and materials to the library for a picture showing what was done. These photos could be displayed in the front office of the school to advertise the involvement kits.

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. Books have 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 all children in a class or school.

Almost all school libraries have a "Materials Selection Policy" that spells out 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 ways for parents to register objections to materials in an orderly fashion. Remember that if any library removed all objectionable materials, there would be nothing left on their shelves. Here are a few other tips:

1. Your children should understand the family's values and know how to recognize objectionable materials and ideas.
2. Help your child to face objectionable ideas and materials when encountered. (Close the book/stop reading; "That's what you might think, that's not what I think;" "I don't read that kind of material.")
3. Ask both teachers and librarians for alternatives to books or materials that have been assigned. There are hundreds of alternative titles for literally any topic that is being studied.
4. Respect the right of other parents to allow their children to encounter ideas other than those you value.

5. Talk, talk, and talk to your children about the ideas they encounter daily in school, with friends, from the mass media, and from 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. Be sympathetic to librarians and teachers who may understand the specific needs of your child but also are dealing with 500-1000 other individuals and their needs.
8. Read the books your children/teens are reading and discuss them as a family.

The American Library Association provides a lot of 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, yet respects community values. We live in a world of diverse ideas. The issue, of course, is when, where, and how our children will learn to handle those ideas. Work with your school, librarian, teacher, principal, and community to handle ideas as they conflict with your values. Intellectual freedom is a gift of our form of government.

Helpful Arizona Intellectual Freedom source:
http://www.dlapr.lib.az.us/text/edt/intell.htm

Picture Books Too Good to Miss: Our Favorites

There are so many wonderful picture books for the younger set and for "children" of all ages. Here is a short list of authors and titles:

For Beginners
- *Curious George* by H.A. Rey
- *Cat in the Hat* by Dr. Seuss
- *Snowy Day* by Ezra Jack Keats
- *The Very Hungry Caterpillar* by Eric Carle
- *The Story of Ferdinand* by Munro Leaf
- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin
- *The Little Engine that Could* by Watty Piper
- *Harry the Dirty Dog* by Gene Zion
- *Where the Wild Things Are* by Maurice Sendak
- *Max* by Rosemary Wells
- *Pinkerton Behave!* by Stephen Kellog
- Mother Goose books—pick out several with good illustrations.
- *Changes, Changes, Changes* by Pat Hutchins
- *Tuesday* by David Wiesner
- *Go Dog Go!* by P.D. Eastman
- *Jam for Frances* by Frances Hoban
- *Peter Rabbit* by Beatrix Potter (the entire set is wonderful)
- *No, David* by David Shannon—all the David books (he gets in constant trouble!)

Authors for Beginners
- Eve Bunting
- Don Freeman
- Kevin Henkes
- Frances Hoban
- Ezra Jack Keats
- Leo Lionni
- Arnold Lobel
- Cynthia Rylant
- Maurice Sendak
- Dr. Seuss
- David Weisner

For a Bit Older Kids
- *Pink and Say* by Patricia Polacco
- *Why Mosquitos Buzz in People's Ears* by Verna Aradema
- *Spiders* by Seymour Simon—any titles about science and space
- *How Much is a Million* by David M. Schwartz
- *The Red Balloon* by Albert Lamorisse
- *The True Story of the Three Little Pigs* by Jon Scieszka—any titles
- *The Mitten* by Jan Brett
- Any of the beautifully illustrated editions of fairy tales such as Cinderella, Sleeping Beauty, and Hansel and Gretel
- *Castle* by David Macaulay—any books (for older readers)
- *Aesop's Fables*—find a collection with pictures you like.
- *The Polar Express* by Chris Van Allsburg
- *Where the Sidewalk Ends* by Shel Silverstein and other titles of his poetry.
- *When Marian Sang* by Pam Muñoz Ryan
- *Sing Down the Rain* by Judi Moreillon (Arizona Author)

Authors for Kids a Bit Older
- Tedd Arnold
- Jan Brett
- Gerald McDermott
- Patricia McKissak
- Bill Peet
- Patricia Pollacco
- Seymour Simon
- Verna Williams

Great Websites to Visit
- Eric Carle: http://www.eric-carle.com
- Jan Brett: http://www.janbrett.com
- Rosemary Wells: http://www.rosemarywells.com

Chapter Books Too Good to Miss: Our Favorites

There are so many wonderful chapter books for grades 2-6 that we could not resist listing some of our favorites. Books written in a series allow children to revisit the same character over and over as they build reading skills.

For Beginning Readers

- *Little House* series by Laura Ingalls Wilder
- *Captain Underpants* series by Dav Pilkey
- *Bunnicula* series by James Howe
- *Time Warp* series by Jon Scieszka
- *Arthur* series by Marc Brown
- *Ramona* series by Beverly Cleary
- *Junie B. Jones* series by Barbara Park
- *Poppy* series by Avi

For Older Readers

- *The Borrowers* by Mary Norton
- *Bridge to Terabithia* by Katherine Paterson
- *Bud Not Buddy* by Christopher Paul Evans
- *Catherine Called Birdy* by Karen Cushman
- *The Cay* by Theodore Taylor
- *Charlie and the Chocolate Factory* by Roald Dahl
- *Charlotte's Web* by E.B. White
- *Cricket in Times Square* by George Selden
- *Ella Enchanted* by Gail Carson Levine
- *Esperanza Rising* by Pam Muñoz Ryan
- *The Giver* by Lois Lowry
- *The Great Gilly Hopkins* by Katherine Paterson
- *Harry Potter* series by J.K. Rowling
- *Holes* by Lois Sachar
- *Incredible Journey* by Sheila Burnford
- *The Kite Fighters* by Linda Sue Park
- *Redwall* series by Brian Jacques
- *Running Out of Time* by Karen Hesse
- *Stargirl* by Jerry Spinelli
- *The True Confessions of Charlotte Doyle* by Avi
- *Tuck Everlasting* by Natalie Babbitt
- *A Wrinkle in Time* by Madeleine L'Engle

Non-Fiction Winners

- *Diary of Anne Frank* (there are many great titles about Anne and her ordeal as well as the Holocaust)
- *Black Potatoes: The Story of the Great Irish Famine 1845-1850* by Susan Campbell
- *The Greatest: Muhammad Ali* by Walter Dean Myers
- *Lincoln: A Photobiography* by Russell Freedman
- *Homesick: My Own Story* by Jean Fritz
- *Animals in Flight* by Steve Jenkins & Robin Page
- *Powerful Words* by Wade Hudson

Authors for Older Readers

- Avi
- Roald Dahl
- E.L. Konisberg
- Madeleine L'Engle
- C.S. Lewis
- Lois Lowry
- Gary Paulsen
- Katherine Paterson
- Richard Peck
- J.K. Rowling
- Louis Sachar
- Cynthia Voight
- Lawrence Yep
- Jane Yolen

Author websites are linked from http://www.acs.ucalgary.ca/%7Edkbrown/ authors.html

A great resource for Arizona recommended titles is the Grand Canyon Reader Award Sponsored by the Arizona Library Association each year: http://www.grandcanyonreaderaward.org

Teen Books and Authors Too Good to Miss

There are so many wonderful teen books that we could not resist listing some of our favorites to recommend.

Authors for Teens
- Barbara Bauer
- Chris Crutcher
- Sharon Creech
- Will Hobbs
- Milton Meltzer
- Walter Dean Myers
- Gary Paulson
- Richard Peck
- William Sleator

Title for Teens
- The *Brian* books by Gary Paulsen
- *The Bridge Across Forever* by Richard Bach
- *Buried Onions* by Gary Soto
- *A Day No Pigs Would Die* by Robert Newton Peck
- *Deathwatch* by Robb White
- *Hiroshima* by John Hersey
- *Hole in My Life* by Jack Gantos
- *I Heard the Owl Call My Name* by Margaret Craven
- *I Know Why the Caged Bird Sings* by Maya Angelo
- *October Sky* by Homer Hickman
- *Slake's Limbo* by Felice Holman
- *The 7 Habits of Highly Effective Teens* by Sean Covey
- *The Land* by Mildred D. Taylor
- *The Lovely Bones* by Alice Sebold
- *The Outsiders* by S.E. Hinton
- *The Pigman* by Paul Zindel
- *The Secret Life of Bees* by Sue Monk Kidd
- *The Sisterhood of the Traveling Pants* by Ann Brashares
- *Timeline* by Michael Crichton

Authors of Science Fiction/Fantasy
- Isaac Asimov
- Ray Bradbury
- Marion Zimmer Bradley
- Philip K. Dick
- Robert Heinlein
- Frank Herbert
- Ursula LeGuin
- Anne McCaffrey
- Robin McKinley
- J.R.R. Tolkein

Adult Authors for Young Adults
- Jeffrey Archer
- Jane Austen
- Agatha Christie
- Sir Arthur Conan Doyle
- Dick Francis
- Tony Hillerman
- Stephen King
- Louis L'Amour
- Dave Pelzer
- Nicolas Sparks

Adult Titles for Teens
- *Beloved* by Toni Morrison
- *The Chosen* by Chaim Potok
- *The Color Purple* by Alice Walker
- *The DaVinci Code* by Dan Brown
- *The Gold Coast* by Nelson DeMille
- *Gone With the Wind* by Margaret Mitchell
- *To Kill a Mockingbird* by Harper Lee
- *A Woman of Substance* by Barbara Taylor Bradford

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 great information books. Visit the school and public library and a large bookstore to find titles on:

- ❖ Space and space exploration
- ❖ Animals, animals, animals
- ❖ Cars, rollerblades, snowboards, motorcycles, extreme sports
- ❖ Cookbooks
- ❖ Cut-away picture books showing the insides of castles, submarines, pyramids
- ❖ Disasters—floods, tornadoes, shipwrecks, earthquakes
- ❖ Drawing
- ❖ Insects—the more close-up photos the better
- ❖ Jokes and riddles
- ❖ Rocks, minerals, jewels
- ❖ Sports record books, such as *The Guinness Book of World Records*
- ❖ Eyewitness Books published by Doris Kindersley
- ❖ The Human Body
- ❖ Professional Wrestling, Boxing, Basketball, Baseball, Auto Racing
- ❖ Coping with death and illness
- ❖ Projects, experiments and cookbooks of things to make, like slime
- ❖ Wars
- ❖ Diseases
- ❖ Computers and technology
- ❖ Graphic novels
- ❖ Mythology
- ❖ Folktales and Fairytales
- ❖ Poetry
- ❖ Country and state books

The list will never end. Once your kids get started on a topic, you will see them reading everything they can.

Try online student reviews to get your child excited at:
http://www.bookhooks.com/index.cfm

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

More Best Books Lists for Your Child/Teen

There are hundreds of best books lists for children and teens. Here are just a few of the recommended lists.

Association of Library Services for Children (American Library Association) does a number of excellent book lists each year and sponsors the famous Caldecott, Newbery, Pura Belpré and Coretta Scott King Awards.	http://www.ala.org/ala/alsc/alsc.htm
Young Adult Library Services Association (American Library Association) lists include: Best Books for Young Adults; Quick Picks for the Reluctant Young Reader; Popular Paperbacks for Young Adults	http://www.ala.org/ala/yalsa/ booklistsawards/booklistsbook.htm
Booklist. Books for Youth; Adult Books for Young Adults; Media (Audio, Video, CDs)	http://www.ala.org/ala/booklist/ booklist.htm
Bulletin for the Center of Children's Books	http://alexia.lis.uiuc.edu/puboff/bccb/
Children's, Teacher's and YA Choices (International Reading Association)	http://www.reading.org/choices/
Notable Trade Books (National Council for the Social Studies)	http://www.socialstudies.org/ resources/notable/
Outstanding Science trade Books for Children (National Science Teachers Association)	http://www.nsta.org/ostbc
Horn Book Parent's Page	http://www.hbook.com/booklists/ default.asp
Children's Literature Choices (annual Top Choices list)	http://www.childrenslit.com/clc.htm
Children's Literature Web Guide	http://www.acs.ucalgary.ca/ %7Edkbrown/index.html
Americas Book Award for Children's and Young Adult Literature (Center for Latin American and Caribbean Studies, U of WI)	http://www.uwm.edu/Dept/CLACS/ outreach/americas.html
Best Children's Science Picture Book (Giverny Award)	http://www.lib.lsu.edu/edu/ giverny.htm
New York Public Library: 100 Picture Books Everyone Should Know	http://kids.nypl.org/reading/ recommended2.cfm?ListID=61
Chicago Public Library Best of the Best: Books for Great Kids and Teens	http://www.chipublib.org/008subject/ 003cya/biblist.html
Children's Book Council—sponsor of Children's Book Week. Great site for summer reading.	http://www.cbcbooks.org

Responsibility, Fines, and Bringing Books Back

A perennial problem in every library is lost, missing, and overdue materials. School library budgets are often limited, and losing materials means the librarian must constantly replace the same book rather than expand the collection. No other issue makes so many library enemies. Nevertheless, just as soon as children come to kindergarten, they are asked to check out books, take them home, and bring them back. Research has shown that children need to read 1,000 books or more by the end of kindergarten. Students quickly learn they must return books to get more. Eager kindergarten students learn they can go to the library every day and get a new book. Parents who encourage this activity will have readers at home.

Everyone has to help children and teens learn responsibility. Students have to have books to read. How can we encourage reading and the responsibility of returning materials on time? If, for example, a child doesn't handle materials very well, shall librarians deny access to books? NO! There is no alternative. Literacy must always win. Children and teens must have many books in their possession if they are to learn to read and continue reading. And they need to learn responsibility.

Here are a few suggestions:

1. Get acquainted with the librarian and understand the rules of circulation, lost books, fines, and check-out periods. Make special arrangements for your child's or teen's needs. Ask the teacher librarian if your enthusiastic reader can check out more books than is generally allowed for the grade level. Do the same for public library materials.
2. Have a family conference at the beginning of the school year about library books, textbooks, notes, and other things that must go from school to home to school. Set up a reminder system so that everyone helps everyone else.
3. Have a few special places at home where library books are stored—a box beside the child's bed, a special "library" shelf, or personal bookcases.
4. Have an appropriate container—a bag or backpack or wheelie cart—to transport items to and from school with identification on it.
5. Teach children how to care for books or other materials.
6. Decide as a family what to do about lost books and fines. Some parents teach responsibility by making older students pay from their own allowances. Since the solution is not to cut off book borrowing, how can the whole family help?
7. If a book is lost, don't shout. It happens to most of us at one time or another. Figure out a solution. Dwell on the solution, not the problem.
8. THE MAIN OBJECTIVE IS TO BUILD A LIFE-LONG READING HABIT AND BUILD RESPONSIBILITY.

The School Library and the Special Needs Students
Inclusion, Attention Deficit, Autism, Physically Challenged, Gifted

Special needs students are those who are challenged physically, emotionally, or cognitively, as well as the gifted learners, who all have learning concerns that need to be acknowledged or met. How can the teacher librarian and the school library assist these students?

Bibliotherapy is a psychologically based, multifaceted set of techniques providing extra therapy for students delivered by librarians, teachers, and counselors. It consists of children reading a book that is enhanced by a discussion with an adult. A child might be asked to draw a scene from the book or asked whether commonality is felt with a particular character in the book. The book can be used to draw out a child on a subject difficult to discuss.

Bibliotherapy is often referred to as the "right book for the right student at the right time."[1] Parents can ask the teacher librarian, the counselor and the classroom teacher to help select materials particularly useful for a tough problem.

Here are some resources to consider:

- **The Arizona Department of Education** provides Internet sources of materials for gifted students.
  http://www.ade.az.gov/asd/gifted/GiftedResources.pdf
- **The Arizona Department of Education** provides resources for special needs students: http://www.ade.az.gov/ess/
- **Phoenix Public Library Literacy Project: Free to Read.** Librarians and educators working together toward the common goal of conquering illiteracy.
  http://www.lib.az.us/literacy/tblLitOrg_List.cfm
- **The Internet School Library Media Center (ISLMC) Bibliotherapy Page** provides bibliographies of books, articles, and other information on using children's books to help youngsters deal with problems.
  http://falcon.jmu.edu/~ramseyil/bibliotherapy.htm
- **The Waterboro Public Library** provides a great list of books arranged by subject. http://www.waterborolibrary.org/bklistjb.htm

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[1] Wesson, Caren and Margaret Keefe, Eds. *Serving special needs students in the school library media center*. Greenwood Press, 1995. p. 102.

Money, Money, Money: What Parents Can Do

Good information systems cost money. 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." And what's free on the Internet is...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 from federal, state, and other sources to buy library materials. 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)

> In Arizona, there is no state mandated library budget for schools. The decision is made at the district and school levels. School library budgets range from $3.00 per student to $20.00 per student.

How much money would your school library have to have 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 $20-30 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 the administrators about funding the library better and get a commitment for the school to do it.
5. Work on a grant for the library.
6. Talk to community organizations that would be willing to help.
7. Parents can help librarians applying for library grants at http://www.imls.gov/programs/programs.shtm or email at librarygrants@earthlink.net. There are clear step-by-step processes to guide the grant application process for libraries.

Volunteering at the School Library

Many parents or grandparents would like to help out at school and wonder what they can do for the school library.

1. **Be a Subject Expert.** From firemen to business executives, from chemists to homemakers, many parents can offer expertise and experience to students doing topical research. Volunteer to allow students to interview you, tour your place of employment, or get answers to questions by email. You might be asked to be a guest speaker, be a resource person in the library when students are doing research, or just be available by telephone or email.

2. **Help with the Nitty-Gritty and Beyond.** There are seemingly hundreds of jobs in any library begging to get done if you have one or several hours to devote. Some are familiar such as shelving or repairing books, but others might require more expertise such as:

   a. Trouble-shoot a student's problem accessing library databases.
   b. Outline or help write a grant.
   c. Help a child read or understand a website.
   d. Organize a reading celebration.
   e. Serve as a library advocate on a PTA, PTO, or parent council.
   f. Initiate or carry a bill through the state legislature to fund library databases for every child in the state.
   g. Be an artist-in-residence based in the library.
   h. Offer to be a storyteller to library classes.
   i. Serve as a one-on-one tutor in the library.
   j. Help students make a library quilt to be auctioned for the library fund.
   k. Find sources for free or inexpensive supplies needed by the library.
   l. Offer to help with maintenance such as painting the library, repairing a worn spot in the carpet, or refinishing furniture.
   m. Head up and organize or train the parent volunteers for the library.
   n. Chair a library fund-raising campaign.

Avoid:

1. Collecting 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. Using volunteers who accept the responsibility to run a library when there isn't a teacher librarian.

Advocate for the School Library
More Than Cheering "Go, Books, Go!"

Most school kids live with their school library for 4-9 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 librarians 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. Teacher librarians need advocates.

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.

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—plenty of it. There is no alternative. No free lunch. No instant solution. Sorry, the Internet is not the answer.

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

For more information download the "Toolkit for School Library Media Programs" at www.ala.org/ala/pio/campaign/schoollibrary/schoollibrary.htm

How Parent Groups Can Help the School Library

Many parent groups such as the PTA or PTO have a library committee who present suggestions, recommendations, and action for assisting the library. Consider the following checklist for your parent organization dealing with library issues:

1. Understand how the school library is funded: school, district, state, federal, grant, parent group funds.

2. Understand the budgetary needs a library program must have to operate and provide the service your children must have.

3. Set up a volunteer program to help the teacher librarian.

4. Create a "Friends of the School Library" group.

5. Help plan and conduct various library activities:

    a. Book fairs
    b. Reading motivation activities
    c. Research/term-paper clinics for parents/students
    d. Tours of neighboring libraries such as getting every student a public library card and understands how access to their databases

6. Every time a politician/board member comes to the school, have the meeting in the library and have a large poster showing the needs of the library. Always mention library contributions and needs to outsiders, visitors, and other parents. Have a "contributions jar" always prominently displayed.

7. Whenever school funding is discussed, never forget the library.

8. Sponsor a birthday book contribution program. Families who can't afford $25/$30 should have a program to earn the funds. Remember to include the out-of-town grandparents as a source of these gifts.

9. If there is no librarian, lobby tirelessly for one—a good one.

10. Lobby for help for the librarian. One person can't do it alone.

11. When the subject comes up, always say something good about the library.

Resource: Learn more about ways to support your child's school library at www.ala.org/ala/aasl/aaslproftools/toolkits/whatparentsshould.htm

Bilingual Children/Teens: How Can the Library Help?

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

What the library offers for free:
- Checkout of books in English and the language spoken in your home. (If books are not back on time or lost, there might be a fee.)
- Access to the Internet.
- Storytelling programs.
- Classes on many topics, including how to use the computer.
- Instruction on how to search the Internet for information.
- Videos and DVDs on topics being studied in class.
- Bilingual dictionaries to look up words in either language.
- Programs that encourage reading such as a summer reading program.
- Programs during the year that introduce children and teens to new books, poetry, and other materials.

Visit your public library to find out details about programs, services and classes offered or check out the website.

What parents can do:
- Have many books in both languages in your home.
- Take your child to the library to check out books in both languages.
- Encourage your child to read a lot of English.
- Read in English with your child/teen. Teach each other as you read.
- Help your child to be responsible and return their library books on time.
- 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.
- If your child/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.
- Meet and talk to the librarian often. When the librarian understands what you and your child need, you can expect help.
- Take your child to the public library often.
- Check at your school to be sure your child can visit the school library several times a week.

September is National Library Card Month.
Make sure your child has a public library card.

Check out this site for information and links to support families of language minority students: http://www.ed.gov/espanol/parents/academic/hyc-esp.html

School Library Staffing: Good News, Bad News

The school library has become a complex information hub of the school. Here is the staffing scoop:

Every school library needs:

At least one full-time professional librarian.

Why: The teacher librarian is a certified teacher; a teacher of reading; a teacher of information handling and research skills; a technology teacher; and a co-creator of exciting learning experiences with your child's teacher through collaboration. When the majority of a teacher librarian's day is spent on these tasks, your child benefits. Research demonstrates that it is the professional librarian who makes the actual difference in achievement.[1]

At least one full-time paraprofessional/clerical person.

Why: These people keep the warehouse running in its myriad and time-consuming functions of circulation, retrieval, shelving, discipline, materials processing, traffic control, facility monitoring and decorating. Nothing works if nothing is organized.

Technical assistance through the district or the school.

Why: This person keeps the networks, computers, websites, communication systems, student access, filters, passwords, equipment and software maintenance and upgrades. When this technology doesn't work, it's a zero.

Rationale

The trio of library staff will provide an unbeatable team in working across the school to provide equity of access to information and supportive help for every child and teacher in dealing with information, technology, and reading advocacy. The reality is that a full team is expensive. The impact of the library and your child's learning will suffer if only a clerk or aide is hired to "run the library," but the suffering is often in silence as evidenced by information not gained, poor research habits, rampant plagiarism, surfing the ocean of the Internet for hours with no results, and ultimately, low test scores. The more your child needs help in school, the more critical the library will be.

How is your school library staffed?

The current controversy is whether teacher librarians are instructional or support staff. First Class Education (FCE) relies on the outmoded definitions of "in-classroom" and "out-of-classroom" from the U.S. Department of Education's National Center for Education statistics (NCES).[2]

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[1] Lance, Keith C., Christine Hamilton-Pennell, Marcia J. Rodney, with Lois Peterson and Clara Sitter. *Information Empowered: The School Librarian as an Agent of Academic Achievement in Alaska Schools*. Revised ed. Juneau, AK: Alaska State Library, 2000.

[2] Lane, Keith C. *The Outsiders*. SLJ Online, September 1, 2006. http://schoollibraryjournal.com/article/C6367042.html

No Teacher Librarian? What to Do

The national research on school libraries links the professional school librarian with achievement.[1] Staffing the school library with only a clerk or a paraprofessional does make a difference in test scores.[2] Why? Because the professional person concentrates on teaching and the use of information while clerical assistants or paraprofessionals concentrate on the organization.

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 librarians. At the very time when children are learning to read and setting patterns for information use, there is no professional to help them. Test scores, achievement, and reading all suffer when there isn't this vital person in 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 nurses 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 achievement.
3. Find out why the school administration does not have a school librarian as a high priority.
4. Find a great school library program and visit it. Take parents, administrators, board members, and community leaders with you.
5. Begin to lobby for a school librarian. It is usually a matter of priorities rather than money. If it is money, what sources are available for any additional school staff? Are there grants or special state or federal programs? If there hasn't been a school librarian in the school, it takes a 3-5 year program boost to operate at maximum power.
6. If there really is no state allocation for a teacher librarian, why not? A number of states have allocations and there is a school librarian in every school by state law.
7. Understand what really takes money vs. a simple realignment of priorities.
8. Don't take no for an answer.

Arizona ranks 37th in the ratio of librarians to students.[3]

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[1] Keith Lance speech, White House Conference on School Libraries. At http://www.imls.gov/pubs/whitehouse0602/keithlance.htm
[2] See the Alaska Study at http://www.davidvl.org under Research.
[3] Everhart, Nancy. "School Staffing Survey 2000, Looking for Few Good Librarians," SLJ Online, September 1, 2000. http://www.schoollibraryjournal.com/article/CA153050.html

Great Quotes

"Libraries allow children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open."   ~ First Lady Laura Bush

"Children and teachers need library resources—especially books—and the expertise of a librarian to succeed. Books, information technology, and school librarians who are part of the school's professional team are basic ingredients for student achievement."   ~ First Lady Laura Bush

"What a school thinks about its library is a measure of what it thinks about education."   ~ Harold Howe, former U.S. Commissioner of Education

"It is better to know some of the questions than all of the answers."
     ~ James Thurber (1894-1961)

"Get your facts first, then you can distort them as you please."
     ~ Mark Twain (1835-1910)

"I find television very educational. Every time someone switches it on I go into another room and read a good book."   ~ Groucho Marx (1895-1977)

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

"Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information?"   ~ Choruses from The Rock, T.S. Eliot

"Outside of a dog, a book is a man's best friend. Inside of a dog, it's too dark to read."   ~ Groucho Marx

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

"Two forces are successfully influencing the education of a cultivated man: art and science. Both are united in the book."   ~ Maxim Gorky (1868-1936)

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

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

Bibliography of Additional Reading

Reading

❖ Codell, Esme Raji. *How to Get Your Child to Love Reading: For Ravenous and Reluctant Readers Alike.* Algonquin Books, 2003.

❖ Fox, Mem and Judy Horacek. *Why Reading Aloud to Our Children Will Change Their Lives Forever.* Harvest Books, 2001.

❖ Jonathan A. Plucker, Jack Humphrey, Ann M. Kearns, and Chrisanne N. Walter. *Improving School Libraries and Independent Reading: 1997-2002 Impact Evaluation of the K-12 School Library Printed Materials Grant.* At: http://www2.evansville.edu/mgrnweb/2002readingsurvey.htm

❖ Smith, Michael W. and Jeffrey D. Williams. *"Reading Don't Fix No Chevys": Literacy in the Lives of Young Men.* Heinemann, 2002.

❖ Trelease, Jim. *The Read-Aloud Handbook.* 5th ed. Penguin Books, 2001.

School Libraries

❖ Loertscher, David V. with Connie Champlin. *Indiana Learns: Increasing Indiana Student Academic Achievement Through School Library Media And Technology Programs.* Hi Willow, 2002. Support materials for this book can be found at: http://www.indianalearns.org

❖ Loertscher, David V. with Connie Champlin. *Reinventing Indiana's School Library Media Programs in the Age of Technology: A Handbook for Principals and Superintendents.* Hi Willow, 2001.

Information Literacy

❖ American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Building Partnerships for Learning.* American Library Association, 1998.

Technology

❖ *National Educational Technology Standards for Students.* ISTE: 2000. At: http://cnets.iste.org/students/index.shtml

❖ Pflaum, William D. *The Technology Fix: The Promise and Reality of Computers in Our Schools.* ASCD, 2004.

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