

Presenters:

Jeannie Standal, School Library Consultant
Staci Shaw, Youth Services Consultant

Idaho Commission for Libraries

SUPPORTING BEGINNING READERS

A Workshop for School
Library Staff

August 2018



A BIT OF BACKGROUND ...

The Idaho Commission for Libraries assists libraries to build the capacity to better serve their communities.



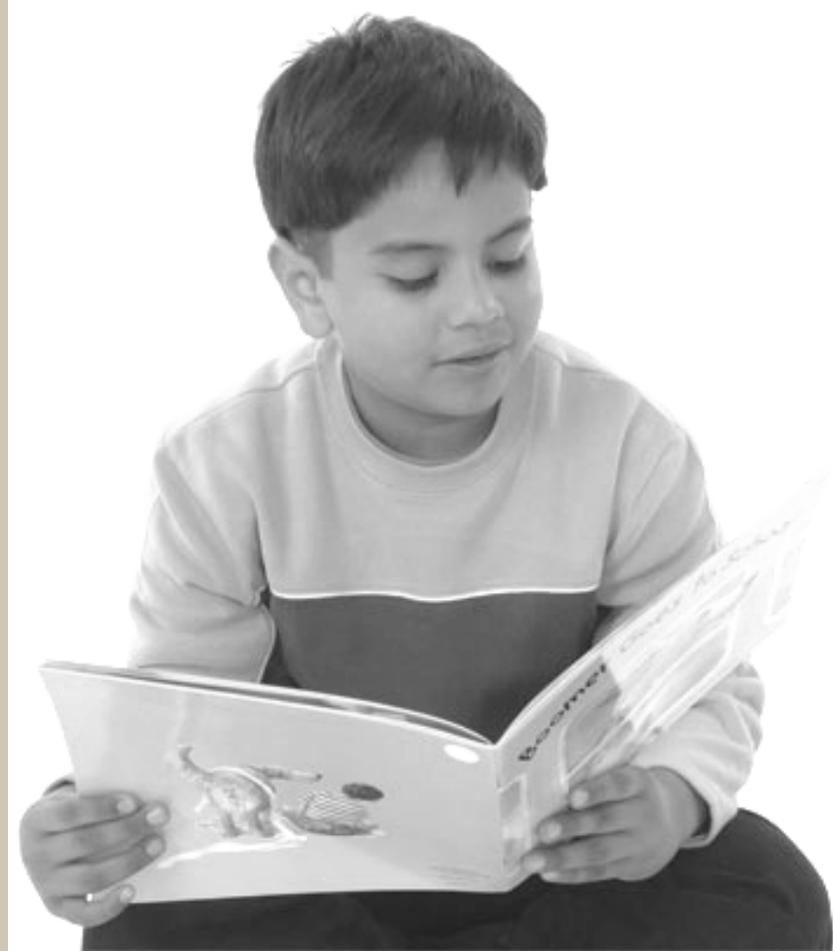
Our vision is for all parents and caregivers to nurture their children's early literacy skills, and for all children to develop as independent readers and become lifelong learners.



Learning to Read vs. Reading to Learn

Basic readers are more than twice as likely as proficient readers to fail to graduate from high school.

Below Basic readers are almost six times as likely to fail to graduate.



**THIRD GRADE READING SKILLS
SHAPE FUTURE SUCCESS**

TIME SPENT IN SCHOOL...

10 year-old child



5,850 hrs

87,600 hours



LITERACY DEVELOPMENT

Birth to age 8 or 9



SIX EARLY LITERACY SKILLS

- ★ Phonological Awareness
- ★ Vocabulary
- ★ Narrative Skills
- ★ Print Awareness
- ★ Letter Knowledge
- ★ Print Motivation

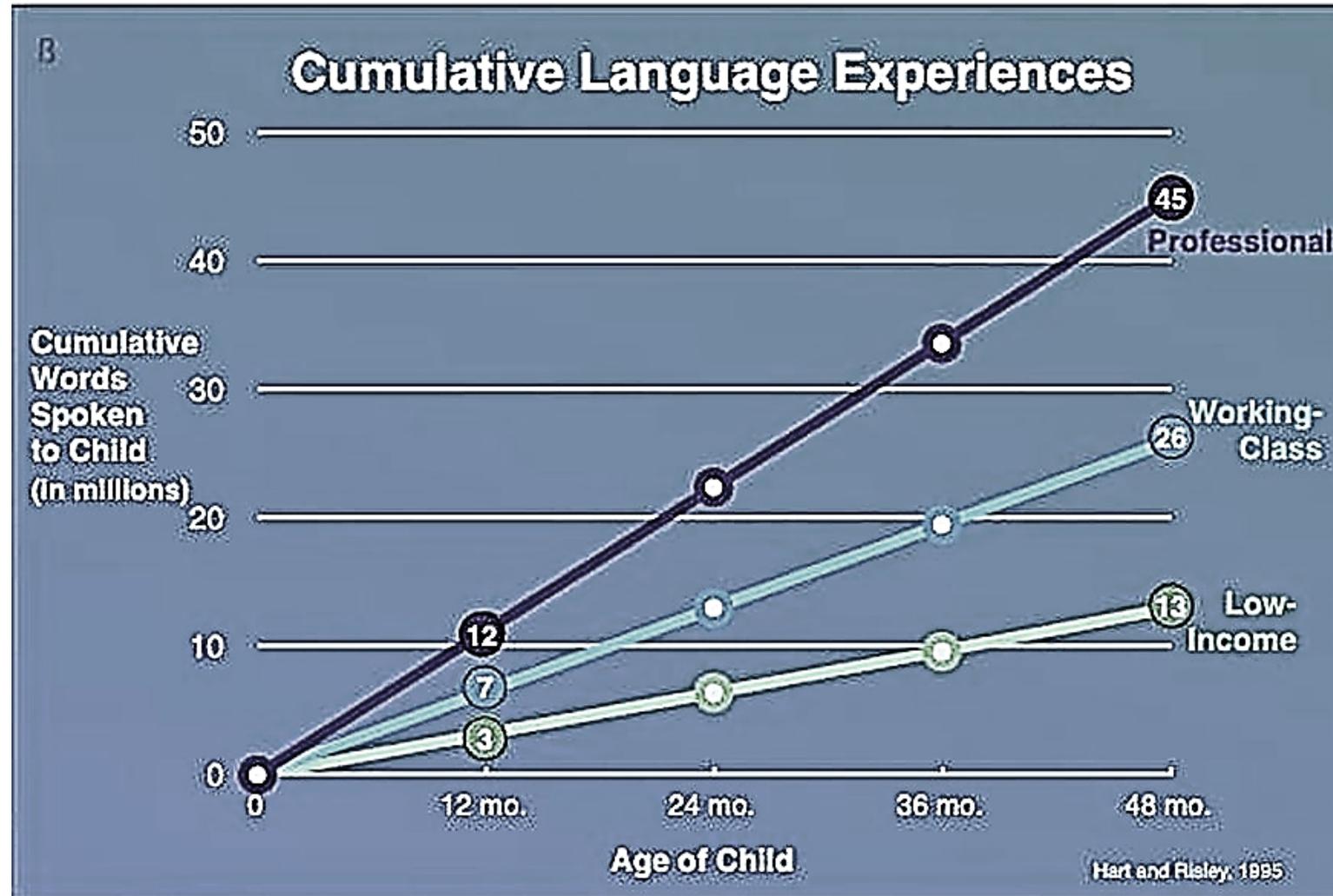


Meg is hipple when she roffs
with her mom.

Reading is understanding the meaning.

30 MILLION WORD GAP

1995 Hart & Risley Study





VOCABULARY

Knowing a word and what the word means.

- ❖ Children learn concrete words first then begin to learn abstract words.
- ❖ Children need exposure to words several times before they understand them.
- ❖ Children who listen to good picture books can increase their vocabulary by 4,000-12,000 words a year.
(Anderson & Nagy, 1992)
- ❖ Children's books contain 50% more rare words than prime-time TV. (Hayes & Ahrens, 1988)

RARE WORD SEARCH

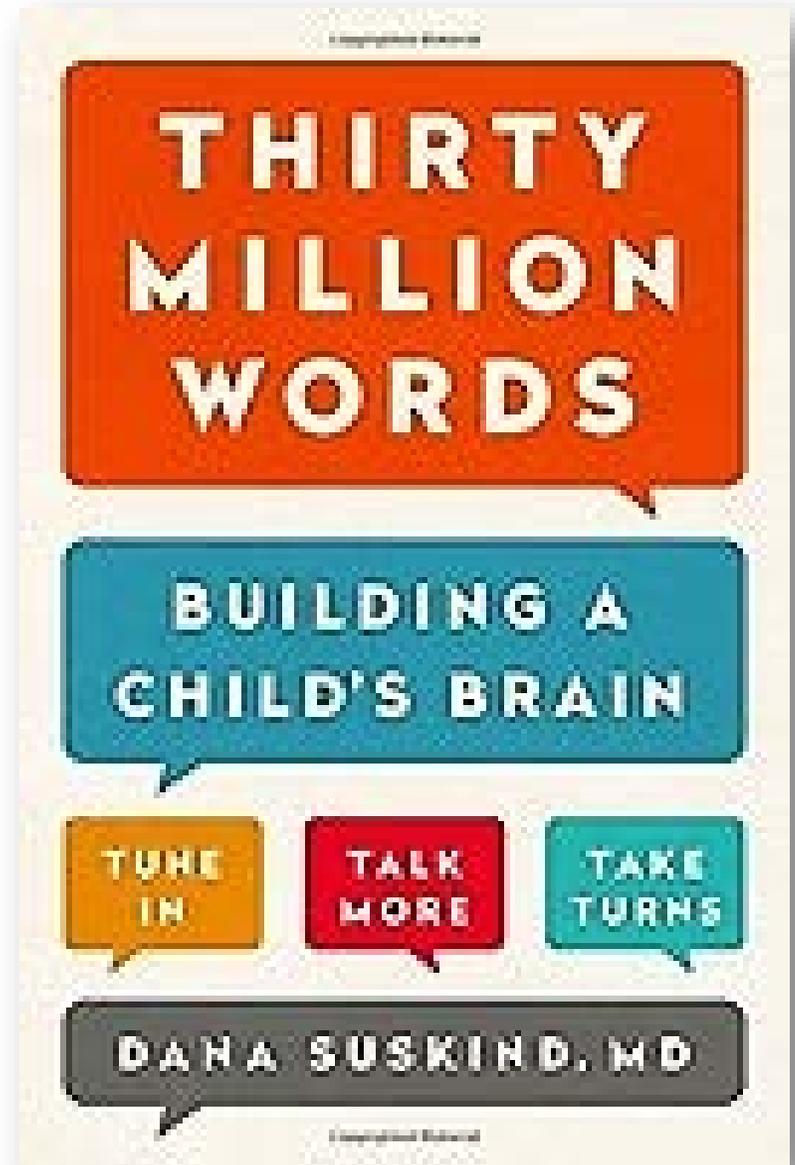
sesquipedalian

1. Pair up and pick one book.
2. Find 5 – 6 rare words and write them down. (Rare words are those you are unlikely to hear at the dinner table or in every day conversations.)
3. Share with group.

30 MILLION WORDS: BUILDING A CHILD'S BRAIN

Each library receives a copy to take back to school today!

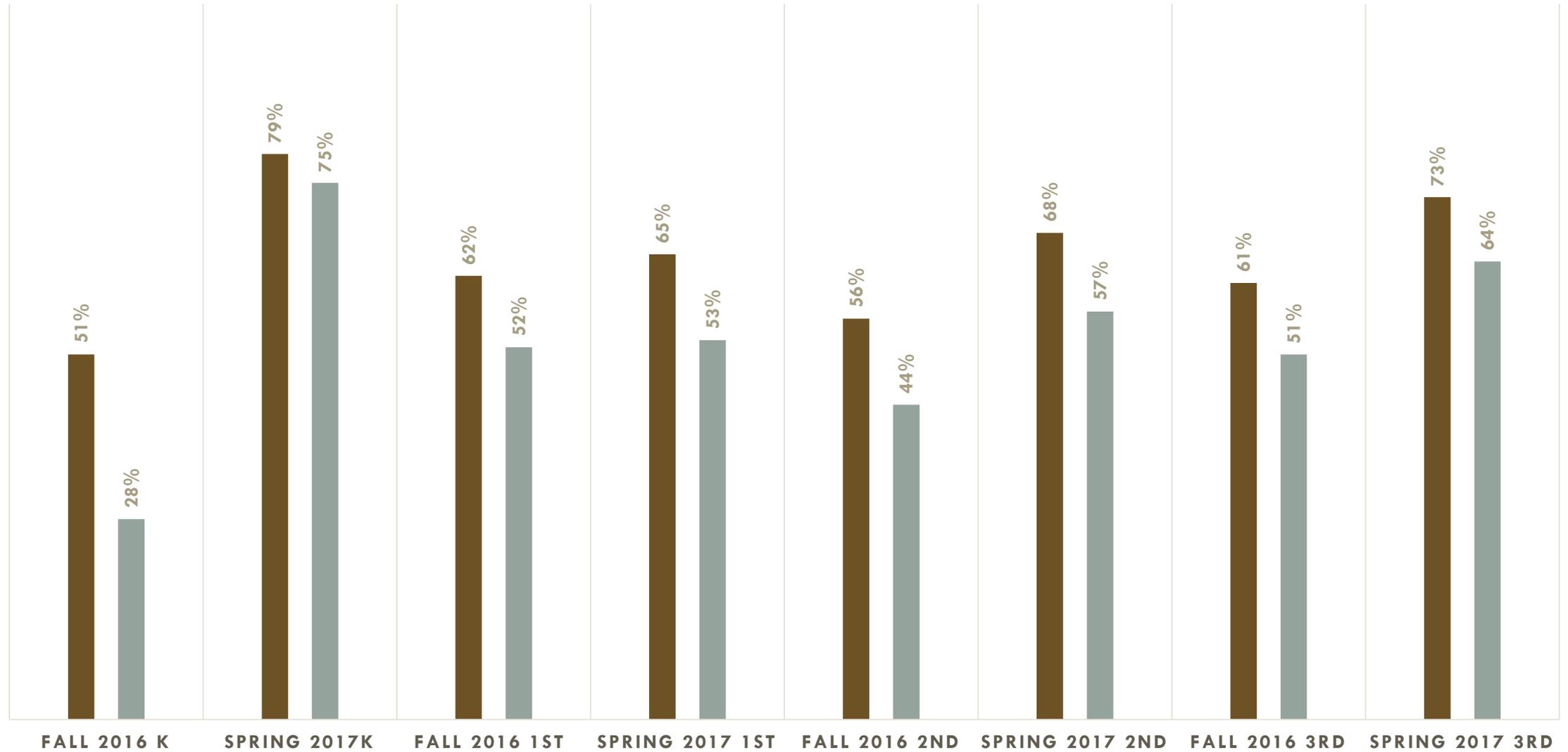
Dr. Suskind will be a keynote speaker at the Idaho Early Years Conference, Oct. 24.





PERCENTAGE OF STUDENTS AT IRI BENCHMARK 2016-2017

■ All Students ■ Hispanic





READING INCREASES WORD AND WORLD KNOWLEDGE

Children's books contain 50 percent more rare words than adult prime time television or the conversation of college graduate students.

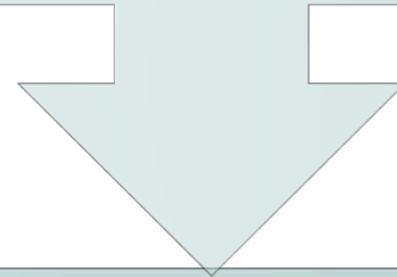
Children's typical daily oral language experiences do not contain enough new words to bring about significant vocabulary growth.

Students who spend more time reading for recreation score higher on comprehension tests, have significantly higher GPAs, and develop more sophisticated writing styles than peers who spend less time reading.

(Source: Teaching Strategies Sourcebook)

READING
INCREASES
WORD AND
WORLD
KNOWLEDGE

Vocabulary is tied to reading comprehension. Students can't understand text without knowing what most of the words mean. Kids who have never heard the word "enormous," for example, have a hard time reading it.



“Increasing the volume of students’ reading is the single most important thing teachers can do to promote large-scale vocabulary growth.”

KINDERGARTEN AND FIRST GRADE



Research shows that children who are not reading on grade level by the end of first grade only have a **1 in 8** chance of ever catching up without costly direct intervention.

The availability of reading material in the home, whether owned or borrowed from the library, is directly associated with children's achievement in reading comprehension.

(National Center For Education Statistics, 2001)



ACCESS TO PRINT





META-ANALYSIS (RIF, 2010)

- ❖ Providing children with print materials helps them read better. Kindergarten students showed the biggest increase in reading performance.
- ❖ Providing children with reading materials allowed them to develop basic reading skills.
- ❖ Giving children print materials leads them to read more frequently and for greater amounts of time.
- ❖ When children have greater access... they develop more positive attitudes toward reading and learning.

(from "Access to Print Materials Improves Children's Reading: A Meta-Analysis of 108 Most Relevant Studies Shows Positive Impacts," Learning Point Associates, 2010. Study commissioned by Reading is Fundamental.)



SOME FACTS AND FIGURES

- ❖ 61% of low-income families (nationally) have no children's books in their home. (National First Book, www.firstbook.org)
- ❖ 80% of preschool and after-school programs serving low-income populations have no age-appropriate books for their children. (Neuman, Susan B., et al. *Access for All: Closing the Book Gap for Children in Early Education*. Newark, DE: International Reading Association, 2001, p. 3)
- ❖ Children who are read to at least three times a week by a family member are almost twice as likely to score in the top 25% in reading compared to children who were read to less than 3 times a week. (Denton, Kristen and Gerry West, "Children's Reading and Mathematics Achievement in Kindergarten and First Grade." U.S. Department of Education, NCES, Washington, DC, 2002)



FINDINGS:

One possible remedy to the socioeconomic gaps in academic achievement is to make sure that children of low-income families have access to high-quality, age-appropriate books.

Having books can facilitate children's reading and shared reading between children and their caregivers.

(from "Access to Print Materials Improves Children's Reading: A Meta-Analysis of 108 Most Relevant Studies Shows Positive Impacts," Learning Point Associates, 2010. Study commissioned by Reading is Fundamental.)

BREAK

Happy kids with books in their hands!



CIRCULATION POLICIES THAT INCREASE ACCESS

Please return by 10:45



Thomas Bunker, Inkom Elementary

STEWARDSHIP VS. ACCESS

- Elementary Library Study
- Circulation Policies
- School Library Access Minigrants
- Collection Development Policies

ROLE OF SCHOOL LIBRARIAN IN READING

AASL Position Statement, 2011:

“School libraries must provide open, non-restricted access to a varied high quality collection of reading materials in multiple formats that reflect academic needs and personal interests.”

<http://www.ala.org/aasl/advocacy/resources/statements/reading-role>



ELEMENTARY SCHOOL LIBRARY SURVEY, 2012

- ❖ 375 public elementary school libraries in Idaho
- ❖ All were contacted for survey
- ❖ 247 chose to respond for a 65.9% response rate
- ❖ 93.5% of respondents reported managing the library



SURVEY RESULTS: CHECK-OUTS

- ❖ 73.8% of respondents said that preschoolers in the fall cannot check out books, and 75% said this for spring semester.
- ❖ 29.2% of respondents said that kindergarteners in the fall cannot check out books, and 15.9% said this for spring semester.
- ❖ 35.6% have received no training since assuming their position.

SURVEY RESULTS: BOOK BUDGETS

What is the total *dollar amount* of your book budget from your school this year?

62% under \$1,000

<u>Dollar Amount</u>	<u>Percent</u>	<u>Response</u>
\$0 - \$100	27.9%	69
\$200 - \$500	15.8%	39
\$600 - \$1,000	18.6%	46
\$1,000 - \$5,000	30%	74
Over \$5000	.8%	2
Don't know	6.9%	17

FACTORS THAT IMPACT ACCESS

- ❖ Small book budgets = fewer books, fewer early literacy books
- ❖ Fewer books = higher concern for lost/damaged books
- ❖ Fines for lost/damaged books
- ❖ No check-outs if books not returned
- ❖ Teacher or parent requests for restricted access
- ❖ Other?



IMPACT OF RESTRICTIVE POLICIES

How much impact can one or two books per week have on developing reading fluency or interest?



Kindergarten through 6th
grade elementary school

30 to 45 students per grade
level.

White (95%), Hispanic (4%),
No LEP students

48% on free or reduced
price lunch

ABOUT INKOM ELEMENTARY SCHOOL

3 books
each, twice
per week

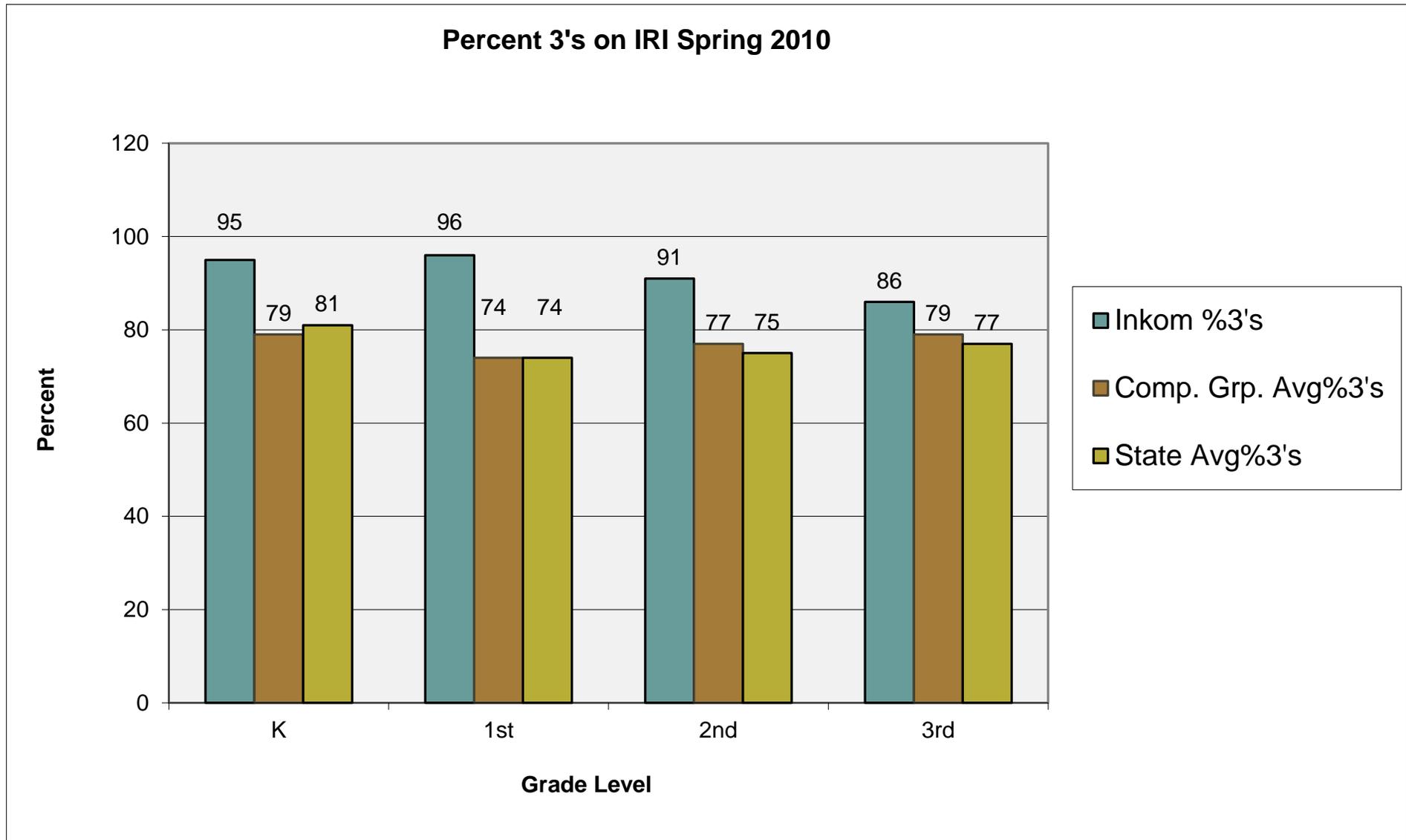
Simple
check-in

Students
shelve books

Very low
book loss:
“In hands or
in
backpacks.”

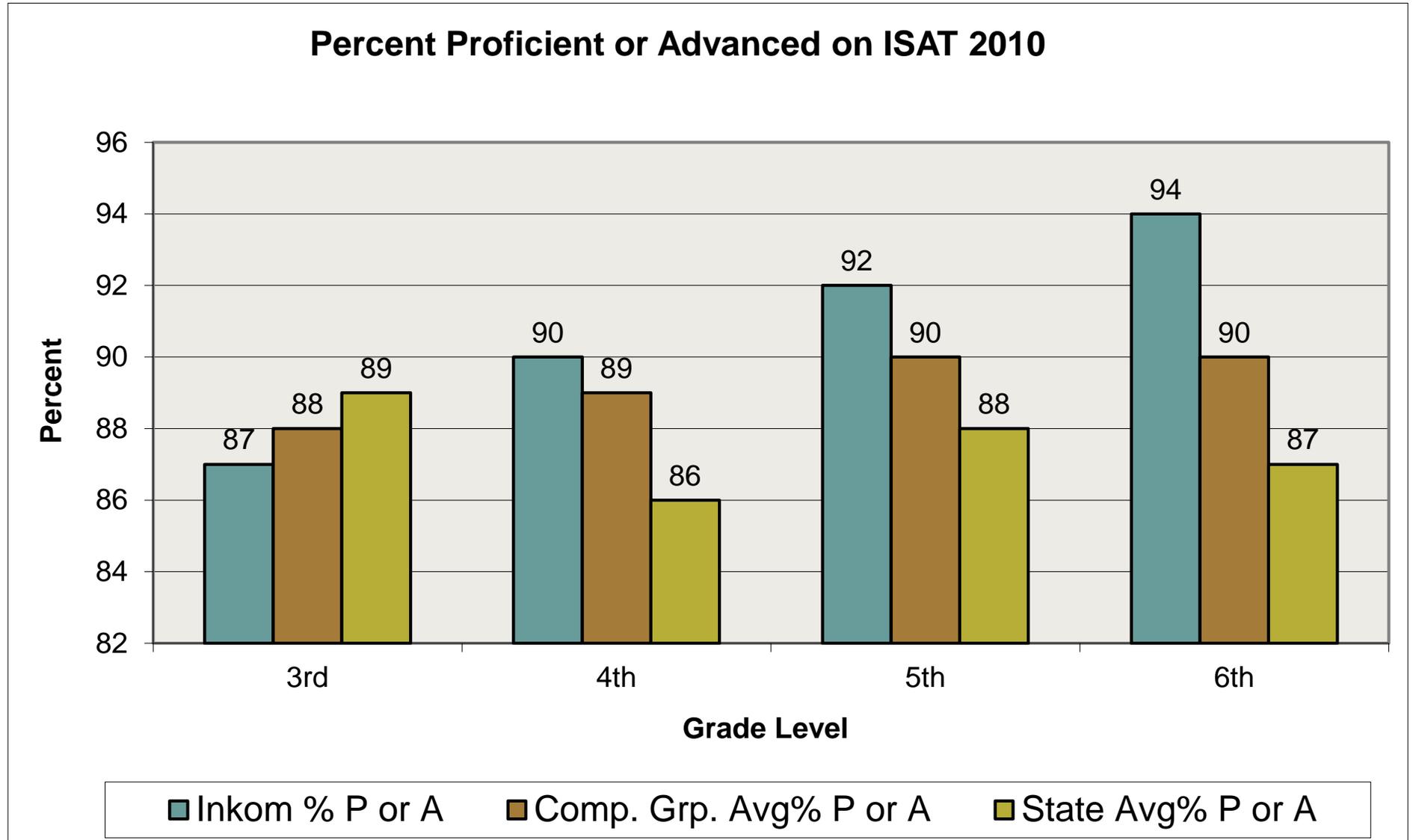
INKOM ELEMENTARY

Inkom, Comparison Group, and State Spring



Note: Inkom: 28-44 students/grade; Comparison Group: 37-51 schools/grade; State: 349-364 schools/grade

Inkom, Comparison Group, and State 2010 ISAT



Note: Inkom: 34-45 students/grade; Comparison Group: 26-28 schools/grade; State: 235-331 schools/grade



DISCUSSION

What does it mean to provide “access?”

What does it mean to be “accountable” in regard to book checkouts to four-, five-, six-, and seven-year-olds?



How can we design circulation practices and policies that get more books in the homes of four-, five-, six-, and seven-year-olds?



INTERNATIONAL READING ASSOC. POSITION STATEMENT

“School libraries should have a minimum of 20 books per child to enable children to take multiple books home at each visit...

It is recommended that one new book per student should be added to every classroom library, and two new books per child should be added to the school library collection each year to allow for the addition of important new titles and for the elimination of books that are no longer timely.”

1

Increase the amount of reading done in homes of children in developmental preschool programs, kindergarten, and first grade.

2

Increase access to age-appropriate quality nonfiction and fiction titles in elementary school libraries.

3

Increase the number of children reading on grade level.

SCHOOL LIBRARY ACCESS MINIGRANTS

GRANT REQUIREMENT HIGHLIGHTS

- ❖ All kindergarten & first grade students will be allowed to check out and take home more than one book per week starting in their first semester of school.
- ❖ If your school has a developmental preschool program on school grounds, all children enrolled in that program will be allowed to check out and take home more than one book a week starting in their first semester of school.
- ❖ All grant funds will be spent on age-appropriate books for pre-K, Kindergarten or 1st grade students. Funds can be spent on fiction or nonfiction books, but at least 40 percent of the funds must be spent on nonfiction books.



IMPACT OF GRANT

2012: All Elementary Schools----
 $247/375 = 65.9\%$ response rate

2017: Minigrant Recipients Only----
 $130/202 = 64.4\%$ response rate

Some answers we sought:

- ❖ Has circulation increased to preschool, kindergarten, and first grade students?
- ❖ Have circulation policies been maintained?
- ❖ Are school librarians more confident in their ability to choose high-quality early childhood books?
- ❖ Are school librarians more confident in their role as an advocate for early literacy?
- ❖ Have book budgets increased?
- ❖ Are school librarians more likely to seek out professional development opportunities?

COLLECTION DEVELOPMENT

As a result of this grant...	Agree or Strongly Agree	Neutral	Disagree or Strongly Disagree	Already did this before grant	Not Applicable or Don't Know
I am more confident in my ability to choose high-quality, age-appropriate books for my library.	74%	9%	1%	5%	11%
I am more confident in my ability to develop or maintain a collection development policy or guidelines for my library.	68%	14%	2%	4%	12%
Since receiving this grant, my school is providing a book budget to help me maintain or improve the library collection (not including fundraising).	24%	15%	26%	17%	18%

CIRCULATION

As a result of this grant...	Agree or Strongly Agree	Neutral	Disagree or Strongly Disagree	Not Applicable or Don't Know
My school library's circulation to pre-K students has increased.	51%	11%	3%	35%
My school library's circulation to K-1st grade students has increased.	83%	6%	1%	11%
My school's teachers support increased circulation of library books in pre-K.	48%	13%	6%	33%
My school's teachers support increased circulation of library books in K-1st.	73%	14%	3%	10%
My school's administrators support increased circulation of library books in pre-K.	46%	17%	3%	35%
My school's administrators support increased circulation of library books in K-1st.	73%	11%	5%	11%
My school's parents/caregivers have become more aware of what the school library has to offer them and their children.	64%	17%	4%	15%

60% said school now hosts a family literacy event at least once per school year. 14% said they already did so.

73% said students are now allowed to use the library outside of scheduled library classroom visits. 14% said they already allowed this.

70% said they were more likely to seek out professional development opportunities. 7% said they already did this.

88% said they were more likely to apply for other grants to support their library or school. Only one person said they already did this.

SCHOOL
CULTURE/PROFESSIONAL
DEVELOPMENT



Applications available in the fall

Need/strength of Need Statement

Applications will be due in February 2019.

School Year Access: for elementary libraries that haven't received a grant yet

Out-of-School Reading: Round 2 grant for libraries that previously received SYA grant

APPLICATION PROCESS

Checking out lots of books works!



Q AND A

Next section: 11:30



CHOOSING HIGH-QUALITY BOOKS

Nonfiction
Age-appropriate
Diverse



WHAT IS INFORMATIONAL TEXT?

Nonfiction:

- ❖ Biography, literary or narrative nonfiction tell a true story.
- ❖ How-to, self-help, procedural texts, and text books teach us skills.
- ❖ Literary essays, fairy tales, and poetry might examine and analyze the world.

Informational Text:

- ❖ Subset of the larger category of nonfiction.
- ❖ Purpose is to inform readers about the natural and social world
- ❖ Common features:
 - ❖ Table of contents, index, glossary
 - ❖ Specialized vocabulary
(sometimes bolded or in italics)
 - ❖ Different text structures

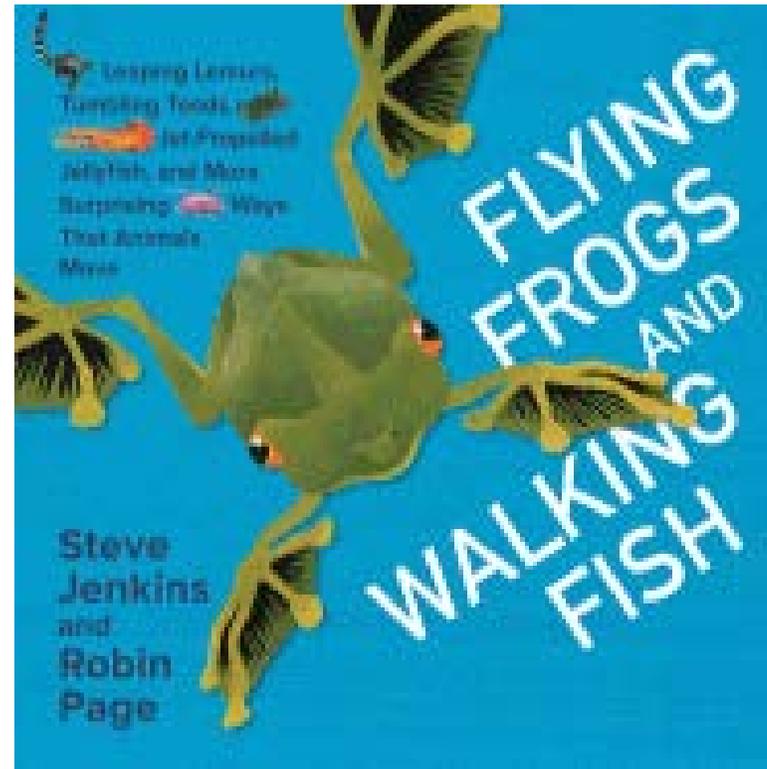
WHAT IS INFORMATIONAL TEXT?

Generalized nouns and
timeless verbs

*Fish live in water vs.
That fish...*

*Elephants are equally at
home in thick forests or
dry grassland.*

Realistic illustrations or
photos



WATER BABY

These young elephants have come to the water's edge to drink, bathe, and cool off. Elephants love to be near water, and often enjoy wallowing in a really long mud bath!

WHAT IS INFORMATIONAL TEXT?

Elephant walk
These peaceful giants roam through hot African lands. The female elephants tend to stick close together - mothers and aunts often walking quietly in single file with their little ones. Young male elephants leave the family group when they're about 16 years old, and either join in with other young males or travel alone.

FOREST ROAMER
Elephants are equally at home in thick forests or dry grassland. Here they spend around 16-18 hours a day munching about 136 kg (300 lb) of plants and grasses.

WATER BABY
These young elephants have come to the water's edge to drink, bathe, and cool off. Elephants love to be near water, and often enjoy wallowing in a really long mud bath!

ELEPHANT FACE
An elephant's trunk is the extended part of its nose, and, as well as smelling, has many uses. Its tusks are actually upper teeth, and are used to dig up roots and get bark off trees.

Veggie Menu

- twigs
- shrubs
- fruit
- grasses
- bark
- leaves

Contents

Elephant walk	2
Gentle giraffe	4
Giant panda	6
Happy hippo	8
Blue whale	10
Polar bear	12
Desert camel	14

WHERE IT LIVES

SCOLE

Skin is about 2.5 cm (1 in) thick

Long flexible trunk

Tusks can be up to 3 m (10 ft) long!

African grasslands or savannah

WHAT IS NOT INFORMATIONAL TEXT?



Emma -

As Hermione in the *Harry Potter* films, Emma Watson can smash a boy into a wall with one of her spells, no problem. In real life she travels by bus rather than broomstick and favours hockey over quidditch. Jane Gordon meets a regular teenager with an 'extravagant' phone bill

Photographs Lorenzo Agius

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YOU interview

Hogwarts and all

There is something disconcerting about coming face to face with 17-year-old Emma Watson. Because the girl who took on the part of J.K. Rowling's main female character in the hugely successful films of the *Harry Potter* books has, in eight years (she was nine when she first auditioned for *Harry Potter and the Philosopher's Stone*), made the role so much her own that it is difficult to tell where Emma stops and Hermione begins (or vice versa). Not that she minds. In fact she regards it as something of a compliment.

J.K. Rowling based the character on herself, so obviously she will have had a very strong idea of how she would develop, but maybe I have played a small part in the way she is growing up. It would be very flattering if I had. But I think that naturally I am so like Hermione anyway. J.K. Rowling has been really lovely and very supportive of the films - she comes on set and she is in e-mail contact with a lot of us. She just said to me, "You are Hermione, you have completely become her," which was just so nice and so generous of her.

We meet after she and her family have attended a private screening of the fifth and latest film - *Harry Potter and the Order of the Phoenix*. It is, Emma thinks, the best film so far - more "psychological" and darker as arch-villain Lord Voldemort attempts to get into Harry's head. Even Emma, who knew exactly what was going to happen, "busted" her eyes out at the end.

"People always expect me to know what the finished product will be like, but I don't have a clue because it is all shot out of sequence. Before I see every film my nerves are just terrible. I remember after the first ten minutes of the first film my dad turning to me and saying, "Emma darling, I really think you should breathe now." What impresses you most about Emma is how unspoil she is; articulate,

opinionated and self-deprecating, she is emerging as a delightful young adult. Being a part of such an internationally successful phenomenon (three of the films are among the top ten worldwide biggest grossing productions of all time) could have turned her into an arrogant brat or a spoilt little girl (she is reported to be earning £2 million for each of the first two films). But Emma and the other two central characters - Daniel Radcliffe's Harry and Rupert Grint's Ron Weasley - have managed to maintain a kind of normality despite their extraordinary celluloid upbringing. The film's producers created a familial atmosphere on set by ensuring continuity of the crew and support staff around the children (Emma's driver, Nigel - her "best friend" - has been collecting her since her first audition).

But there is nothing remotely normal about growing up on a film set of the mammoth proportions of the *Harry Potter* ones at Leavesden Studios in Hertfordshire. The scale of the studios (the old Rolls-Royce factory) is such that the cast are ferried between stages on golf buggies. Emma points out that as she was so young when she entered that world she somehow just accepted the strangeness.

"You will be in the canteen and there will be all these witches and wizards and ghosts and ghouls queuing up. I get a reality check whenever my family or friends come and a certain goes galloping by. They will be sitting there staring but I just don't see it because I have never known anything different."

Looking back, Emma now thinks that her parents - both lawyers - had absolutely no idea just how her casting as Hermione would change all their lives. While Rupert applied to audition for his role and Daniel - who had starred in a BBC production of David Copperfield - was well-known in

the film industry, Emma was randomly spotted when casting agents came to her school. Born in France where her parents were working (she returned to England aged five when they divorced), she now lives with her mother in Oxford and spends every other weekend with her father in London. Both parents have new partners and in her extended family set-up Emma - who is particularly devoted to her full brother, Alex, 14 (the funniest person in the world) - finds herself the eldest of seven children.

"There is Alex and then my mother's partner has two sons younger than me who regularly stay with us, and my father and his new wife have two-year-old identical twin girls and a three-year-old son. We all get on really well. My family has exploded in the last two to three years so it's nice - by contrast - to be the baby when I am working. I am the youngest [she is nearly a year younger than Daniel and 18 months younger than Rupert] and I am a girl, so Dan and Rupert are really protective of me, they are like my brothers. Although they do tease me a lot," she says with an affectionate smile.

In many ways Emma remains an almost typical teenager. Her iPod, she says with a grin, is "my life", and her music taste ranges from her parents' favourites, Lloyd Cole and the Commotions, to hip-hop artists she loves to dance to, such as Missy Elliott, Brandy and Ciara.

Her mobile phone, she reports with another grin, is the means by which she clings on to the "life" that she has to put on hold when she is away working on the film (each movie takes around 11 months to shoot). Wonderfully polite, she apologises profusely when - several times during our interview - the electric ping of her phone indicates another incoming text.

"I am a mad tester - I can do it with >

YOU 8 JULY 2007

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“Informational Text” per
CCSS

Explanatory/
Informational
Text

Procedural
Text

Nonfiction
Narrative

Biography &
Autobiography

Persuasive
Text

Et al.

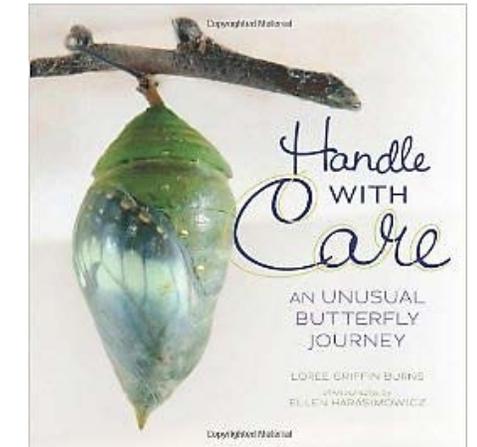
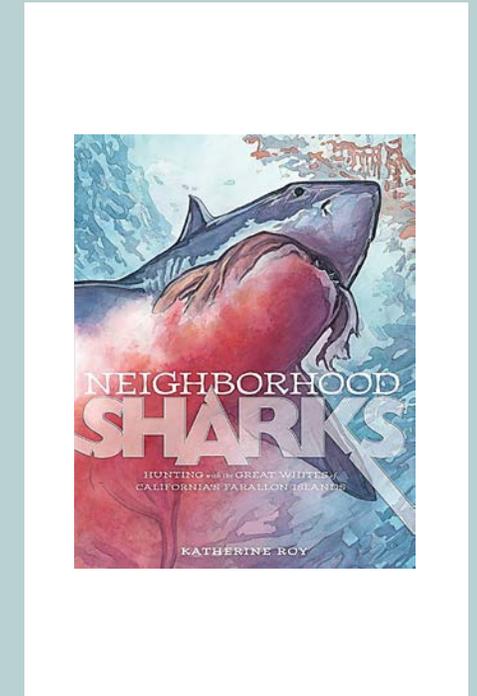
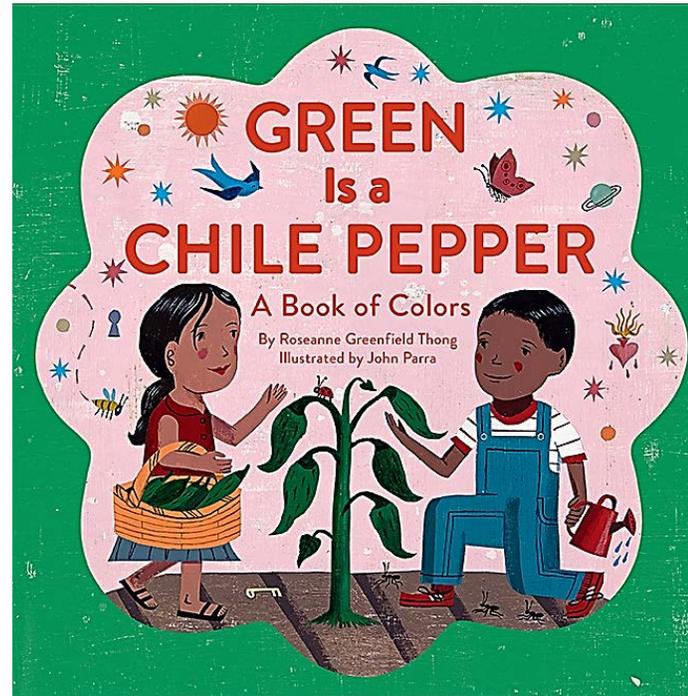
“All about”
informational texts;
Process informational
texts;
Informational poetic
texts, etc.

Reference
Books

Encyclopedias;
Field guides;
Atlases, etc.

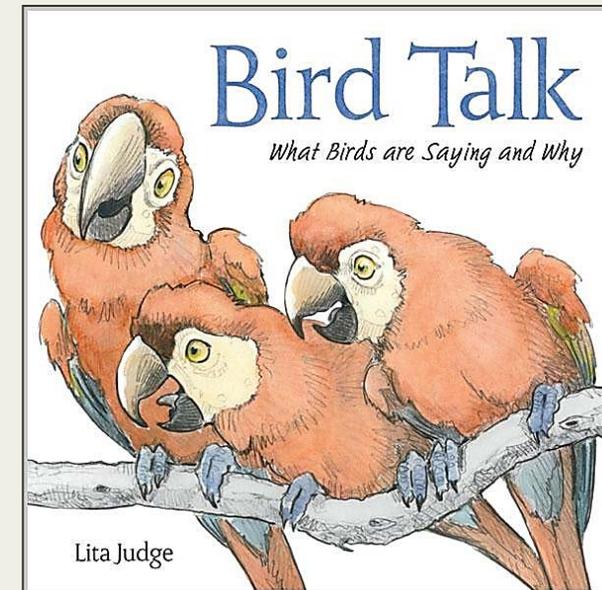
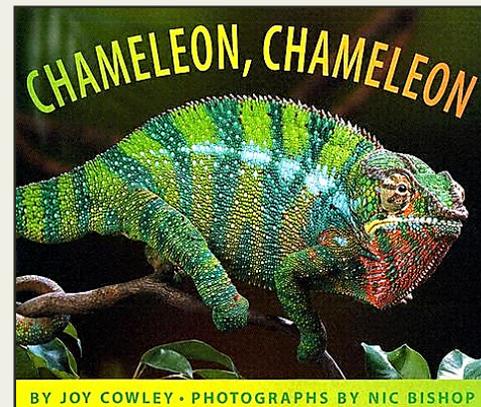
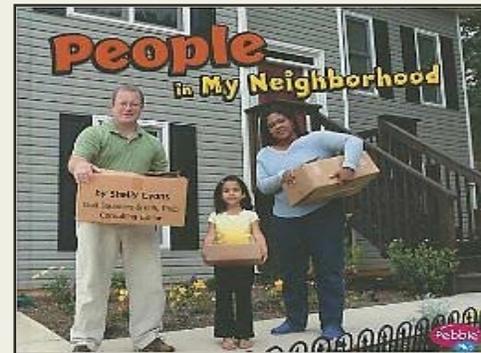
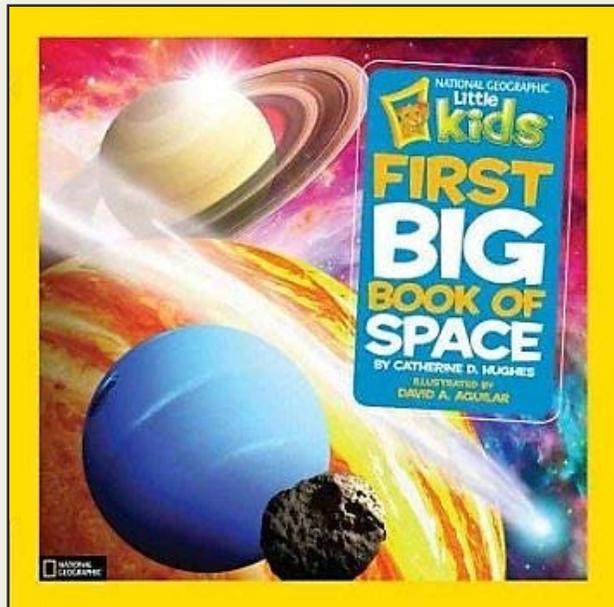
*All types are important!
*Have different purposes and
features.
*Read and composed differently.

WHY IS IT
IMPORTANT TO SHARE
NONFICTION WITH
OUR YOUNGEST
LEARNERS?



MOTIVATION

Kids are inherently curious about the world around them



MOTIVATION

Different kids have different reading preferences and topic interests

If they are interested in the topic, they are likely to persist with the text



MOTIVATION

May help at risk kids and those struggling to read

May help boys find a niche

Bridges home and school



WORLD/BACKGROUND KNOWLEDGE

Influences overall reading comprehension and use of comprehension strategies

Informational text teaches children about the world around them

Reading and writing is used to communicate and obtain information

Science

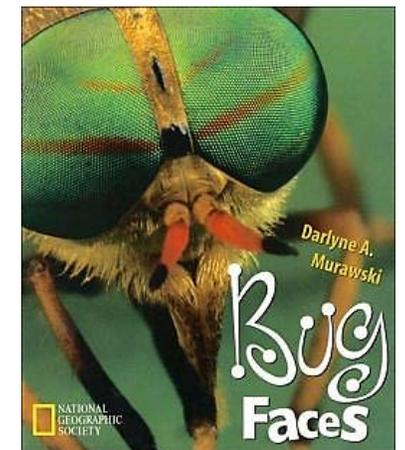
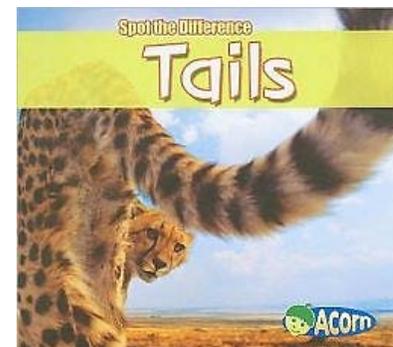
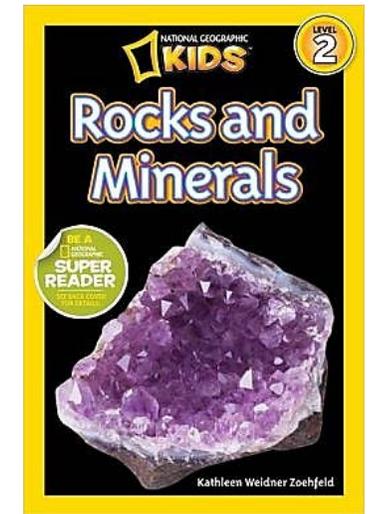
- Connected to everyday life
- Not too difficult
- Women can have STEM careers



ORAL LANGUAGE AND VOCABULARY

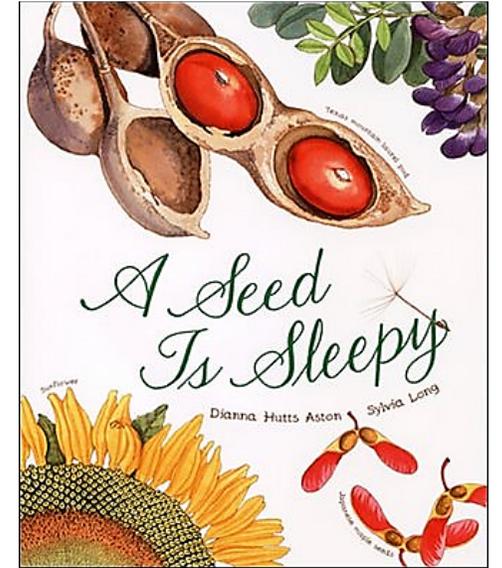
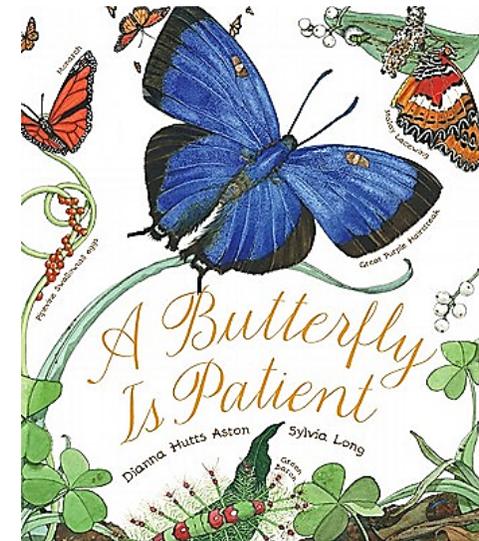
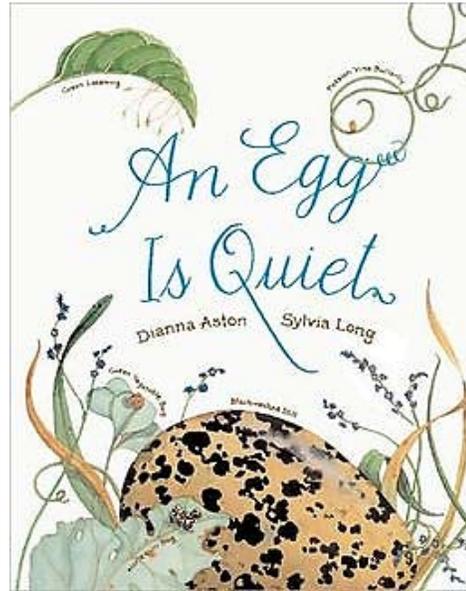
More varied and technical words related to content helps build vocabulary

Good captions and illustrations help with inferential language skills



Helps with
comprehension by
building
background
knowledge

Teachers and
parents discuss
vocabulary and
concepts more



ORAL LANGUAGE AND
VOCABULARY



SELECTING GREAT NONFICTION WITH KID-APPEAL

- ❖ Some reliable publishers (reviews):
 - ❖ National Geographic
 - ❖ Dorling Kindersley (DK)
- ❖ Award-winners
- ❖ Respected Authors



SELECTING GREAT NONFICTION WITH KID-APPEAL

Some favorite nonfiction authors:

❖ Steve Jenkins

❖ Robin Page

❖ Gail Gibbons

❖ April Pulley Sayre

❖ Bob Barner

❖ Candace Fleming

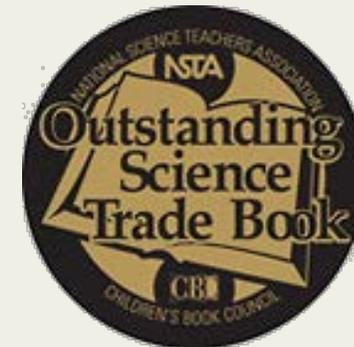
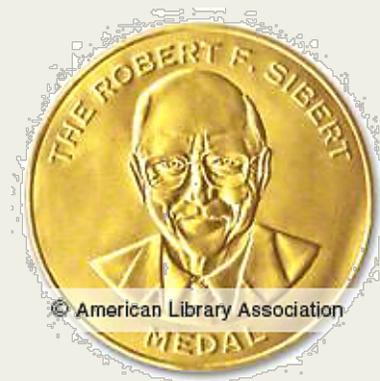
❖ Ted Lewin

❖ Other favorites?

SELECTING GREAT NONFICTION WITH KID-APPEAL:

Reliable sources for nonfiction for young readers:

- School Library Journal Best Books: Nonfiction.
- NCTE Orbis Pictus Award for Outstanding Nonfiction for Children
- ALSC's Sibert Informational Book Medal
- NSTA Outstanding Science Trade Book for Students K-12
- Your favorites?





Newbery Medal: excellence in literature for children



Caldecott Medal: most distinguished American picture book



Coretta Scott King Award: books for children/YA with an appreciation of African American Culture and universal human values



Odyssey Award: Outstanding audiobook recording for children/YA



Schneider Family Book Award: Exceptional book related to the disability experience for children/adolescent



Theodor Seuss Geisel Award: Outstanding books for beginning readers



Stonewall Book Award: Exceptional merit for Children/Teens related to LGBT

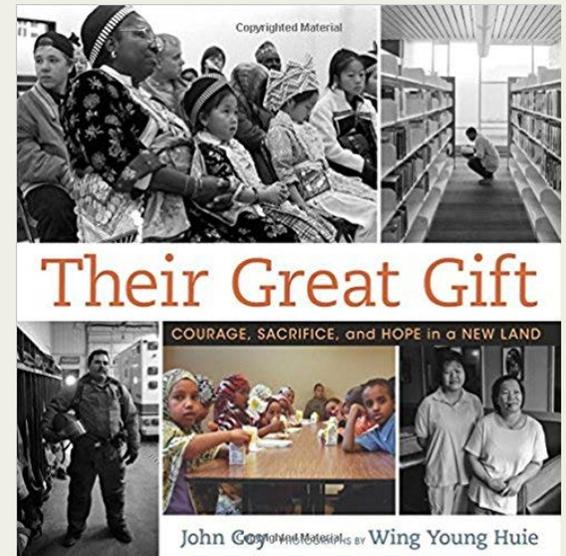


Pura Belpre Awards: books for youth that best portray/affirm the Latinx experience.

CORRELL BOOK AWARD FOR EXCELLENCE IN EARLY CHILDHOOD INFORMATIONAL TEXT

- Established 2011; first award given 2012
 - Bring attention to outstanding informational text written for children birth-8.
 - Be available in the U.S. and published in English year prior to award.
 - **Have been designed for children birth to age 8**
 - Serve as an exemplar of features and format of Informational Texts

Winner 2017



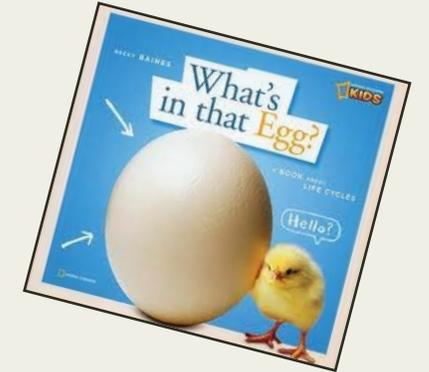
GOOD NONFICTION IS:

Accurate and Authentic:

- Is the author qualified to address this topic? Is the source reliable?
- Are the facts supported by other resources?
- Is the writing current?
- If there are generalizations, are they supported by facts?
- Does the author avoid stereotyping and anthropomorphism?
- Is the topic thoroughly covered?

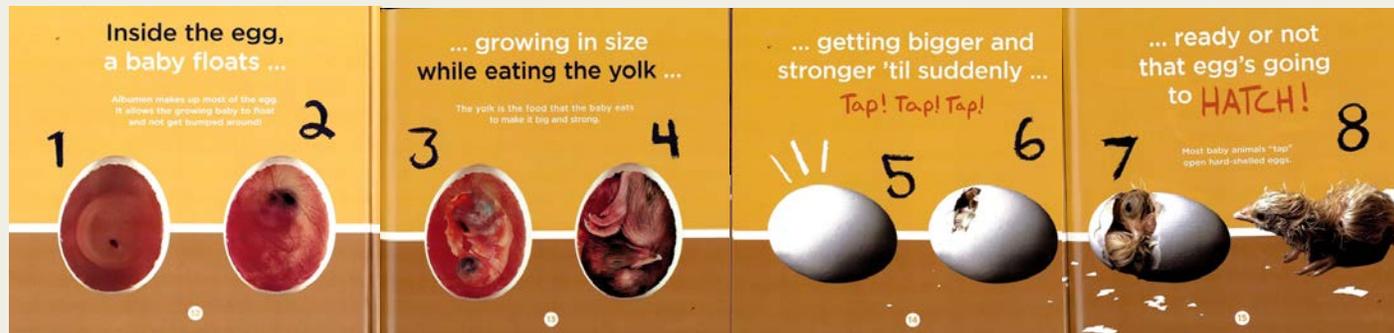


GOOD NONFICTION IS:



Well Organized

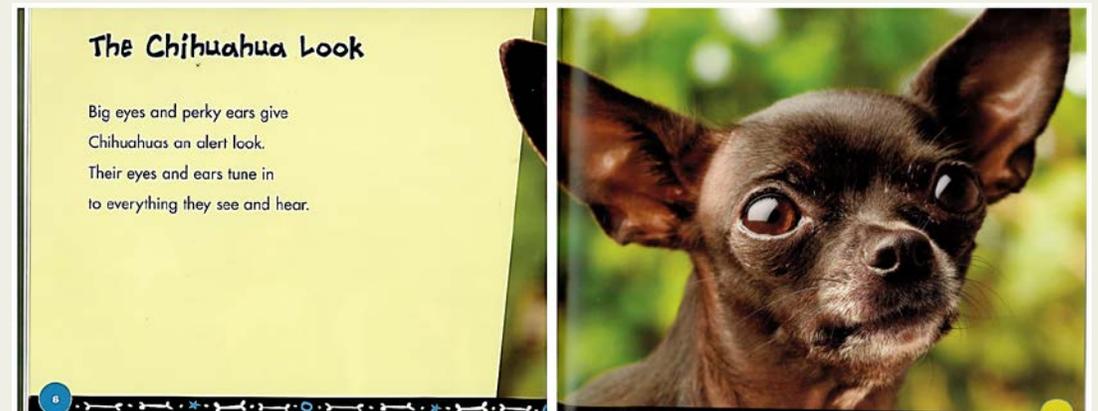
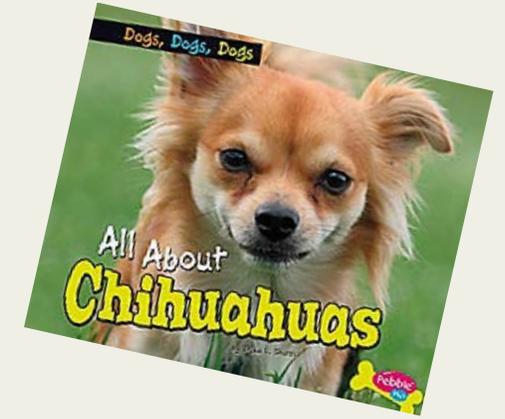
- Are there subheadings, highlighted key words, and sidebar explanations?
- Do graphics & definitions aid reader understanding or clutter the page?
- Does the information flow from beginning to end?
- Are there other reference aids including a table of contents, index, bibliography, glossary, or appendix? (mostly for older readers)
- Is the text font easy to read and appropriate for the reader? Should be able to effortlessly follow the text along each page



GOOD NONFICTION IS:

Supported by Clear Illustrations

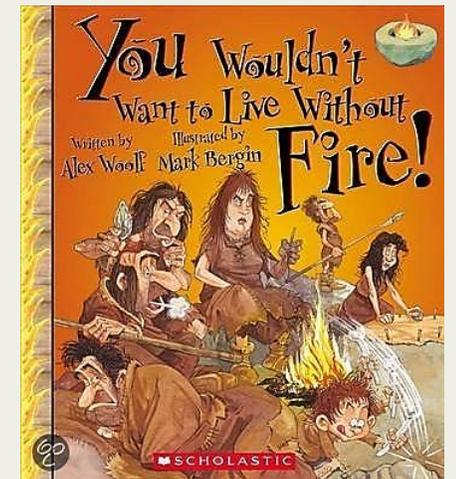
- Is the book attractive and would I want to read it based on the illustrations?
- Do the illustrations include captions or labels when appropriate?
- Do the illustrations make the work seem cluttered or too busy?
- Do the illustrations add to the text or clarify the main idea?
- Are size relationships made clear by the illustrations?
- Do the illustrations make you want to pick up the book and learn more?



GOOD NONFICTION IS:

Appropriate for the Audience

- Is the information easy to understand?
- Does the style of presentation entice the reader to learn more?
- Does the style of presentation match the topic?
- Does the author use interesting and appropriate language aligned with topic and reading level?
- Does the overall presentation seem attractive and inviting to the intended audience and purpose?





GOOD NONFICTION IS:

Clear in Content and Perspective

- What is the purpose of the book?
- Is the topic of the book thoroughly addressed and does it include a variety of viewpoints?
- Does the book encourage inquiry?
- Are interrelationships examined within the book?
- Does the book aid in the understanding of the scientific method?
- Is the author attempting to persuade the reader?
- Do you feel the topic is covered in a balanced manner?



ACTIVITY: WHAT'S BEST FOR YOUR COLLECTION?

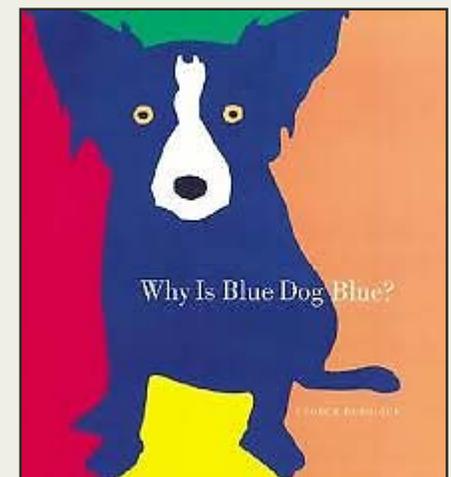
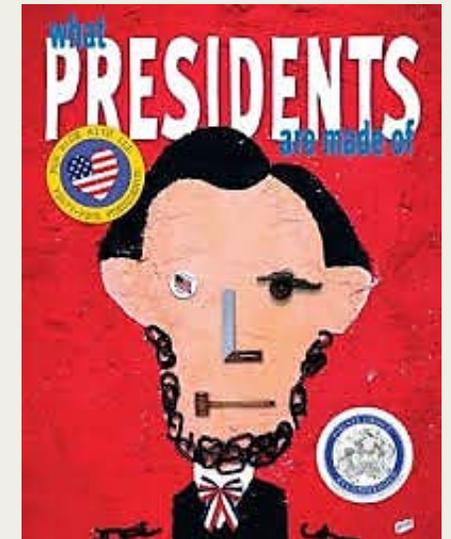
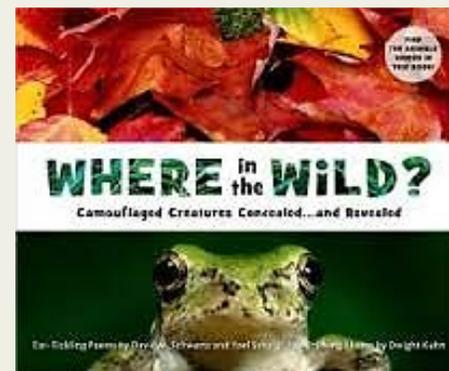
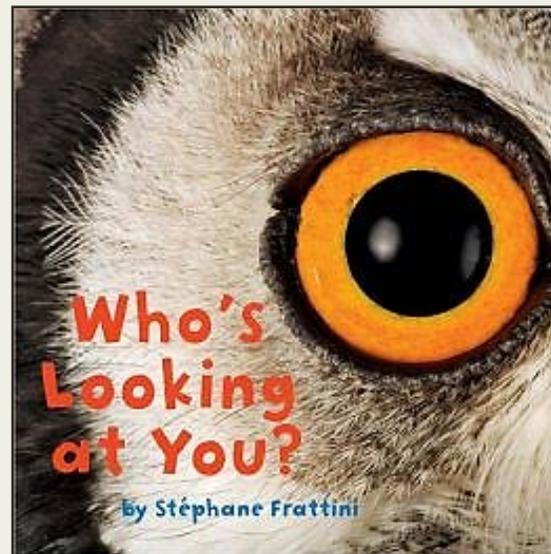
Good informational nonfiction is:

- ❖ Accurate and Authentic
- ❖ Well Organized
- ❖ Supported by Clear, Realistic Illustrations
- ❖ Appropriate for the Audience
- ❖ Clear in Content & Perspective

WHY READ NONFICTION ALOUD?

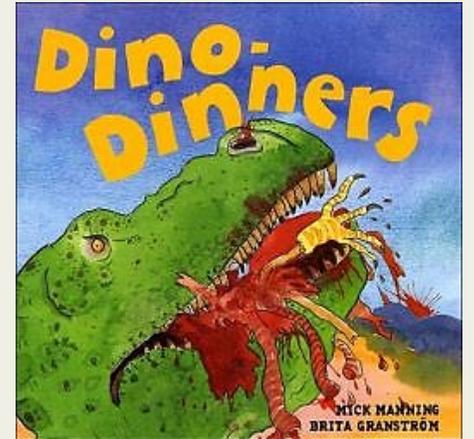
Benefits of reading aloud to children

- Develop content knowledge
- World knowledge
- Vocabulary (Duke, 2003)



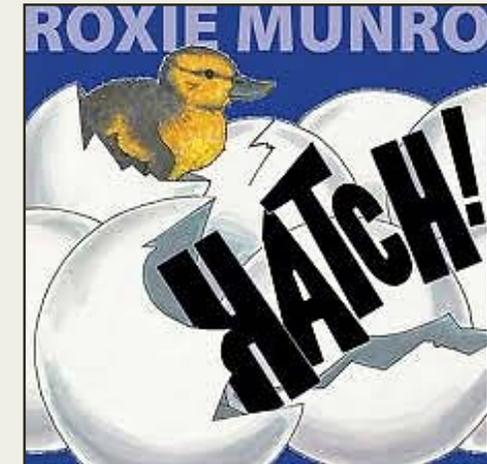
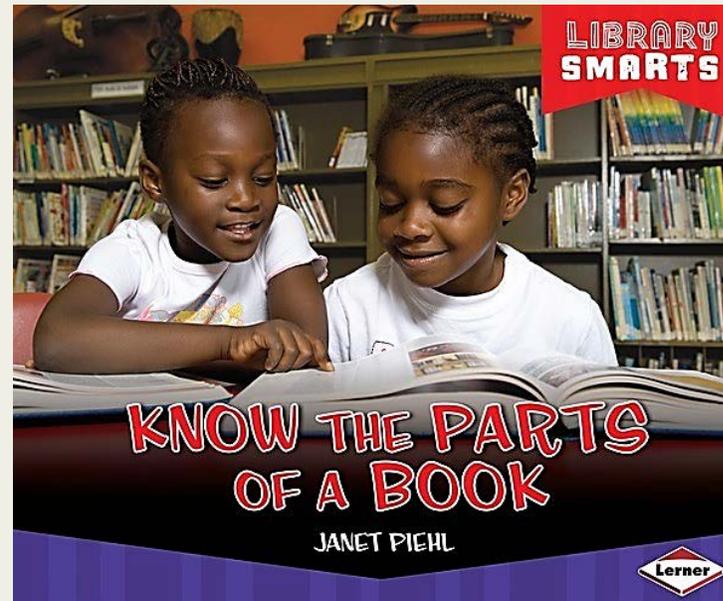
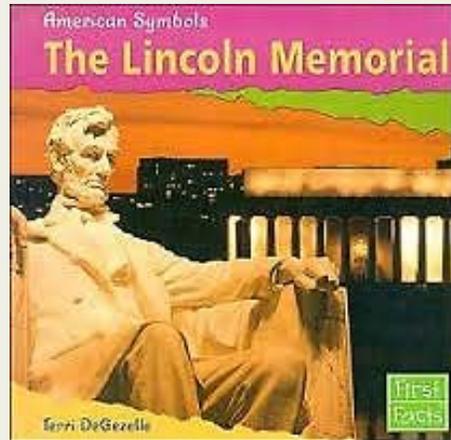
SELECT AND PREPARE GOOD TITLES TO READ ALOUD

- ❖ Select interesting and relevant topics
- ❖ Practice Practice Practice!
- ❖ Learn the rhythm of the book
- ❖ Learn the pronunciations (know your dinos!)
- ❖ Be enthusiastic. If you don't like it, don't read it.



BEFORE READING ALOUD

Why did you choose book?



What do they know?

HOW TO READ ALOUD

As you are reading:

Tease or make predictions

Show a picture - What might happen?

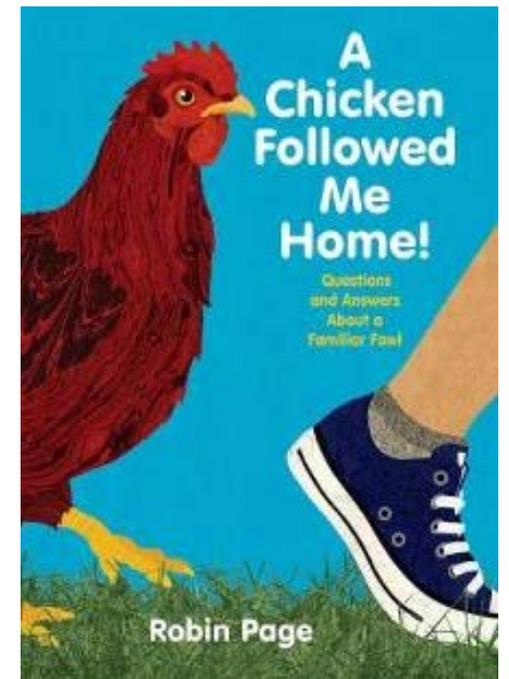
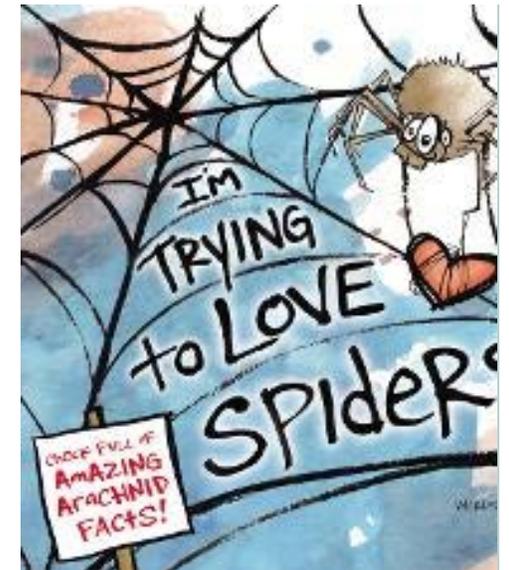
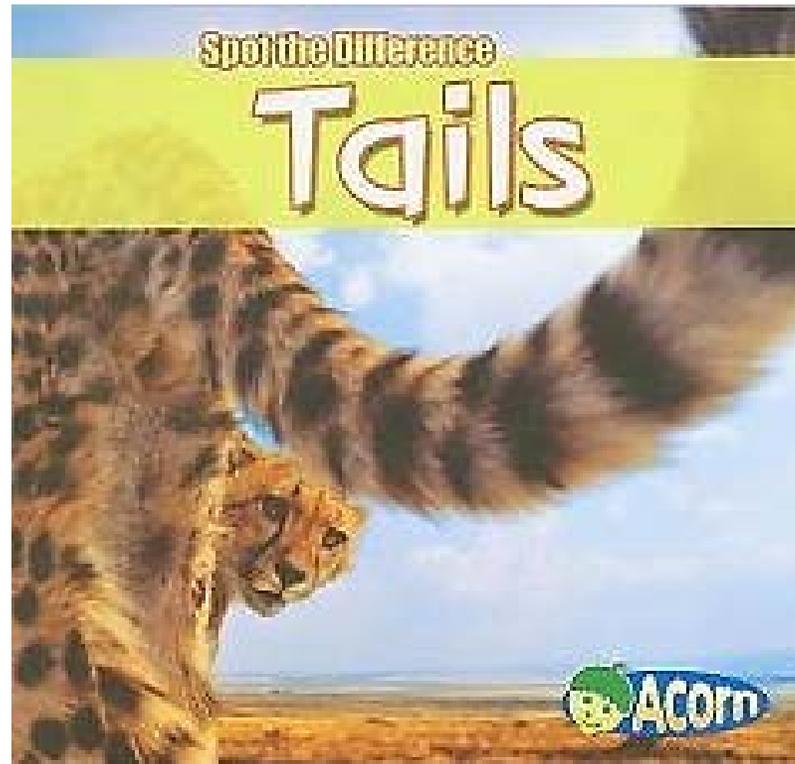
Encourage participation

Share new words

Show graphs

Paraphrase – it's okay!

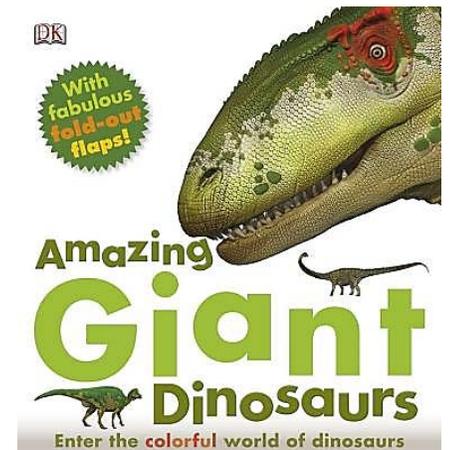
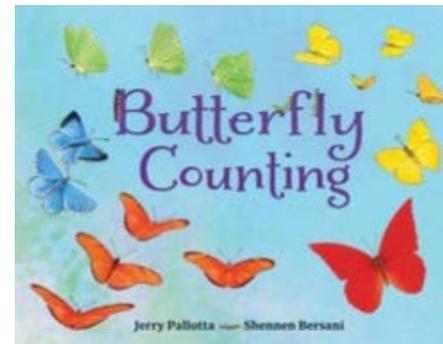
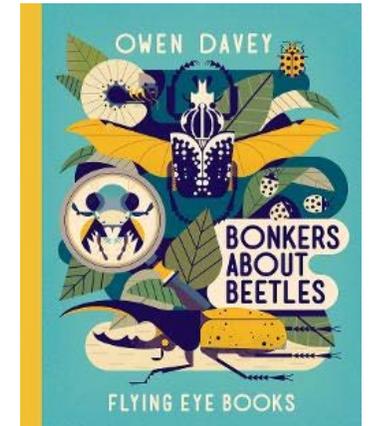
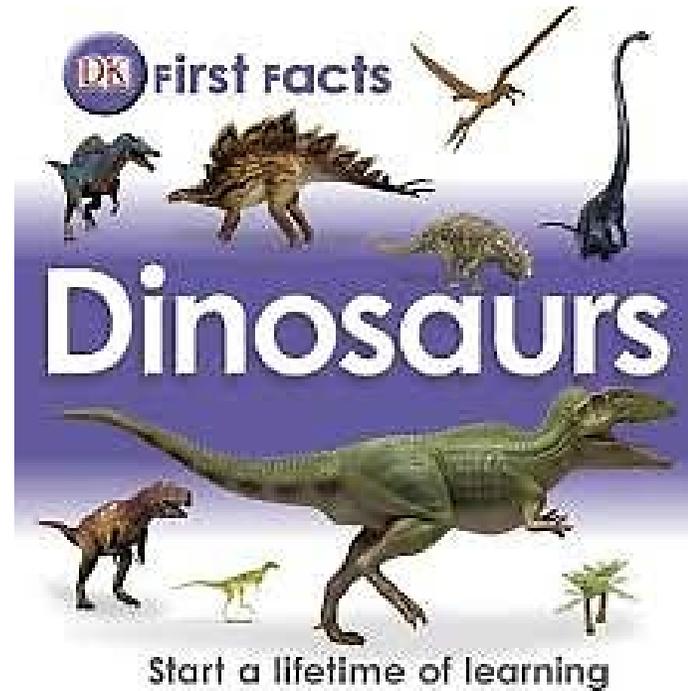
Re-read stuff if you want – that's okay, too.



AFTER READING ALOUD

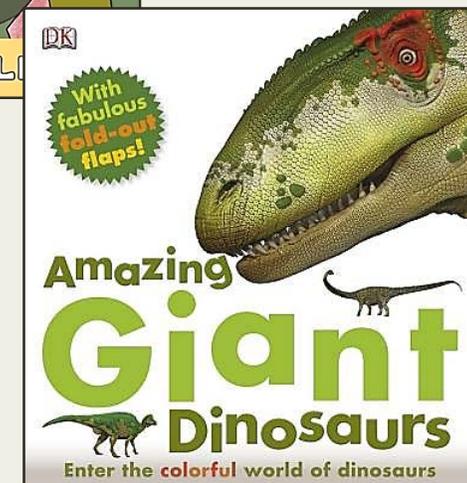
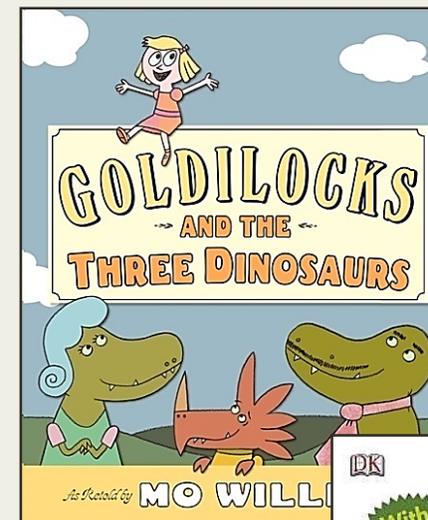
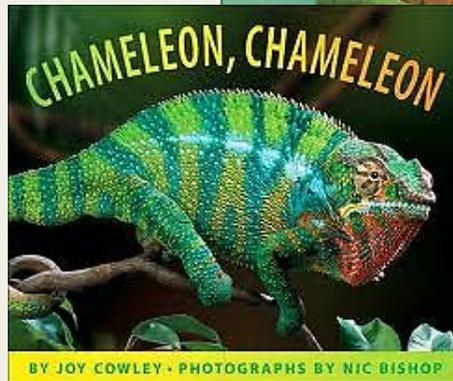
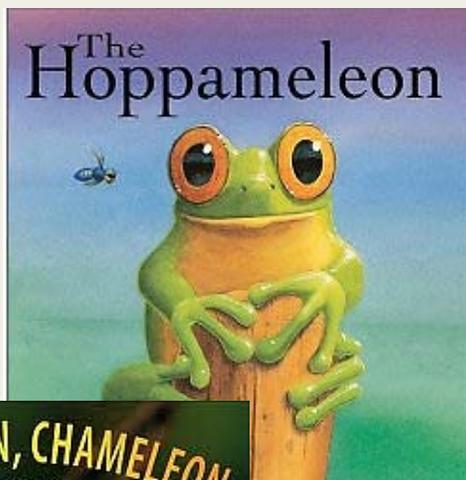
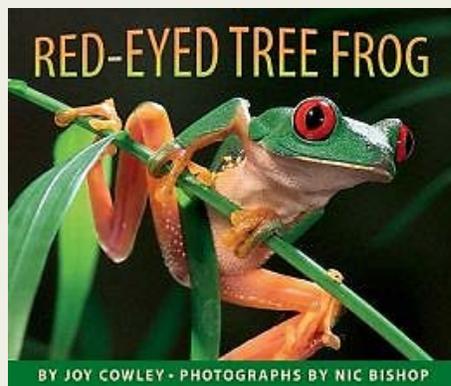
What new thing
did you learn?

Show other books
on the topic.

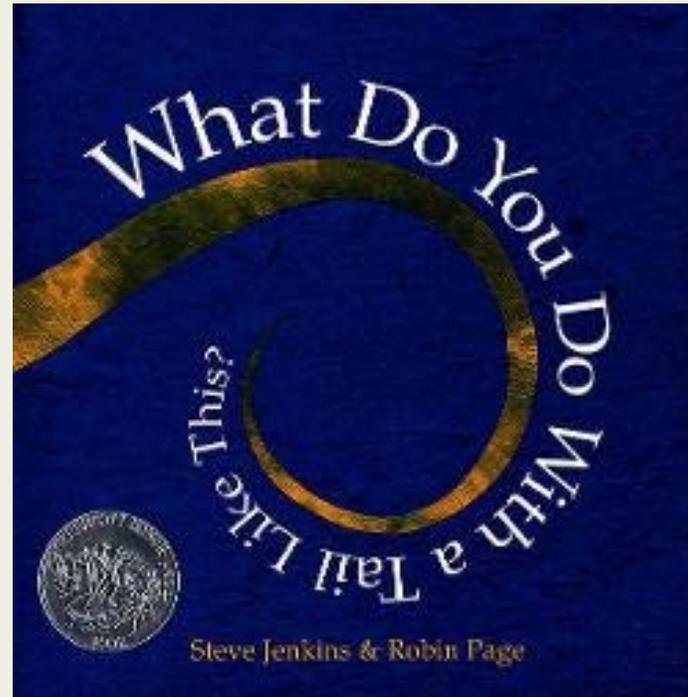


OTHER USES

Pair with narrative text



STORYTIME WITH STACI:



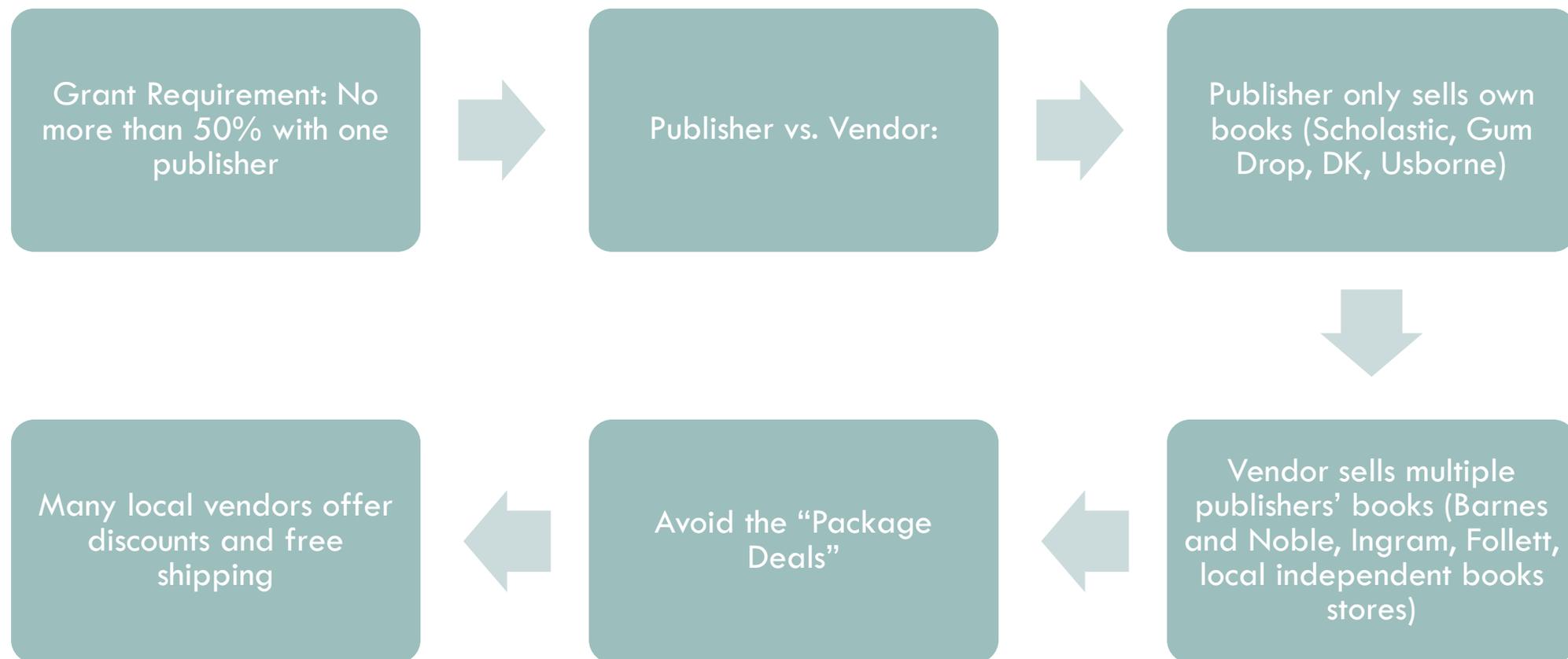


LUNCH BREAK

12:15 – 1:00



GETTING THE MOST BANG FOR YOUR BUCK





“Less is More”

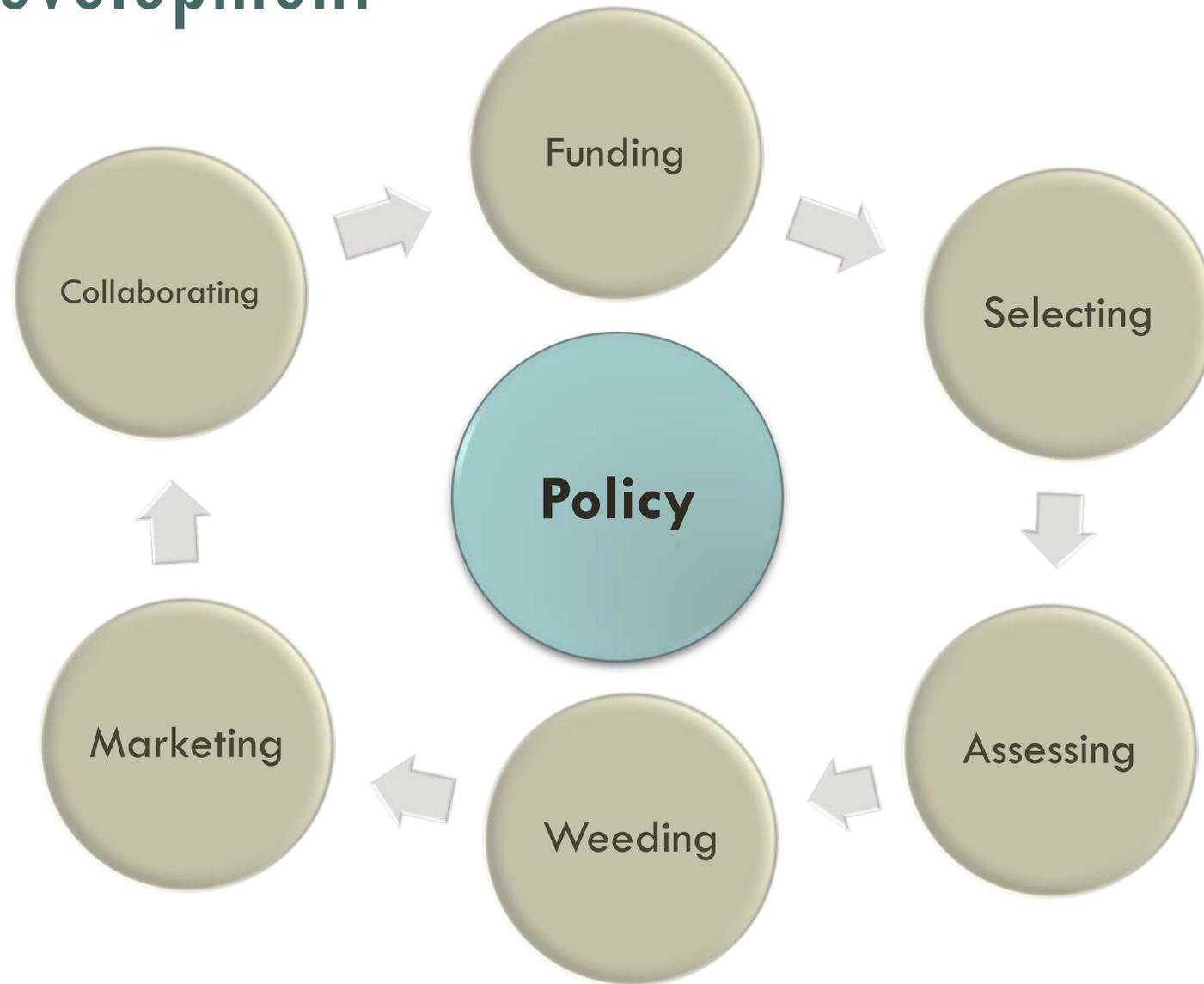
- Coco Chanel

IMPORTANCE OF WEEDING

Or: “How your stacks
are like your closet”



Collection Development





DEVELOP A WEEDING POLICY:

- ❖ Includes the purpose for weeding your collection and why weeding is necessary.
- ❖ Sets criteria for weeding using best practices.
- ❖ Describes the process for weeding and who is responsible.
- ❖ Sets process for disposing of weeded materials.
- ❖ Is part of your Collection Development Plan.
- ❖ And, it helps you decide what gets weeded.



WHY WEED? SO MANY REASONS!

- ❖ Out of date materials can be incorrect and even dangerous!
- ❖ Out of date nonfiction are often “text feature poor.”
- ❖ We do judge a book by its cover.
- ❖ An old, irrelevant and out of date collection sends the message that we don’t care about the library, the collection, or our students.
- ❖ The school library is not an archive – ideally, it only holds books that circulate and support curriculum.
- ❖ Books reflect the times in which they were written. They can promote stereotypes and prejudice – both fiction and nonfiction.
- ❖ Old books that are never checked out can grow mold, smell funky and attract bugs.



WEEDING METHODS TO USE TOGETHER:

CREW:

Continuous **R**eview, **E**valuation & **W**eeding.

Uses a formula developed from information in the Weeding Policy.

MUSTIE:

Misleading (and/or inaccurate).

Ugly (worn and beyond repair).

Superseded (new and/or better edition).

Trivial (of no discernible literary or scientific merit).

Irrelevant to the needs and interests of your library.

Elsewhere (through ILL or reciprocal borrowing).

DECODING CREW:

CREW Formula uses 3 figures: X/XX/MUSTIE

- ❖ The first figure denotes the age of materials that can be considered for weeding.
- ❖ The second figure refers to the last circulation of the item. Items that haven't been checked out for that number of years can be considered for weeding.
- ❖ The third figure refers to the MUSTIE factors.



EXAMPLES OF CREW FORMULAS:

398 – Folklore – keep them indefinitely. Weed according to MUSTIE factors and circulation.

X/3/MUSTIE



EXAMPLES OF CREW FORMULAS:

910 - Geography & Travel – Watch for changes in country names and for political changes that result in new or reformed countries.

Example: Weed books that still refer to USSR.

3/2/MUSTIE

EXAMPLES OF CREW FORMULAS:

Fiction – circulation is the primary factor for weeding fiction. Discard extra copies of titles that are no longer heavily circulated. X/2/MUSTIE

Series - consider discarding all titles in a series if you are not able or willing to replace missing titles, especially if the books do not stand alone.

Graphic novels are a format, not a genre and can be classified anywhere depending on content. X/1/MUSTIE



SOME CONSIDERATIONS FOR SCHOOL LIBRARIES:

- ❖ School library collections should always support the curriculum, both formal and informal.
- ❖ Take care of your faculty by keeping the books they always use in stock and in good condition.



HOW DO YOU DO IT??? SOME SUGGESTIONS:

- ❖ Quietly and without comment. Get your policy out, review it, and go to work. This is a professional responsibility.
- ❖ Continuously throughout the year. It is much easier to tackle small sections throughout the year than a huge summer project that never seems to get done. Plus it keeps motivation up to see progress.
- ❖ Weed a few books at a time. It is easier on your heart.
- ❖ After you take the discarded materials out of your catalog, be sure to take off all the bar codes and spine labels or mark them out. Stamp “withdrawn” or “discarded”. Otherwise, they will come back to you.



A BOOK'S LAST CHANCE:

Display and promote:

- ❖ “One Foot in the Grave” at Halloween gets the students involved in choosing which books will be resurrected.
- ❖ “Lonely Hearts” books at Valentine’s Day with who will find a book match made in heaven.



A BOOK'S SECOND LIFE:

- ❖ Offer them to staff and students.
- ❖ Have a book sale (ask first).
- ❖ Send them to another library (ask first).
- ❖ Use them for book crafts.

FOR MORE INFORMATION:

❖ For the complete *CREW: A Weeding Manual for Modern Libraries*, go online at the Texas State Library and Archives Commission website.

<https://www.tsl.texas.gov/sites/default/files/public/tslac/ld/pubs/crew/crewmethod08.pdf>

Or Google *CREW: A Weeding Manual for Modern Libraries*.

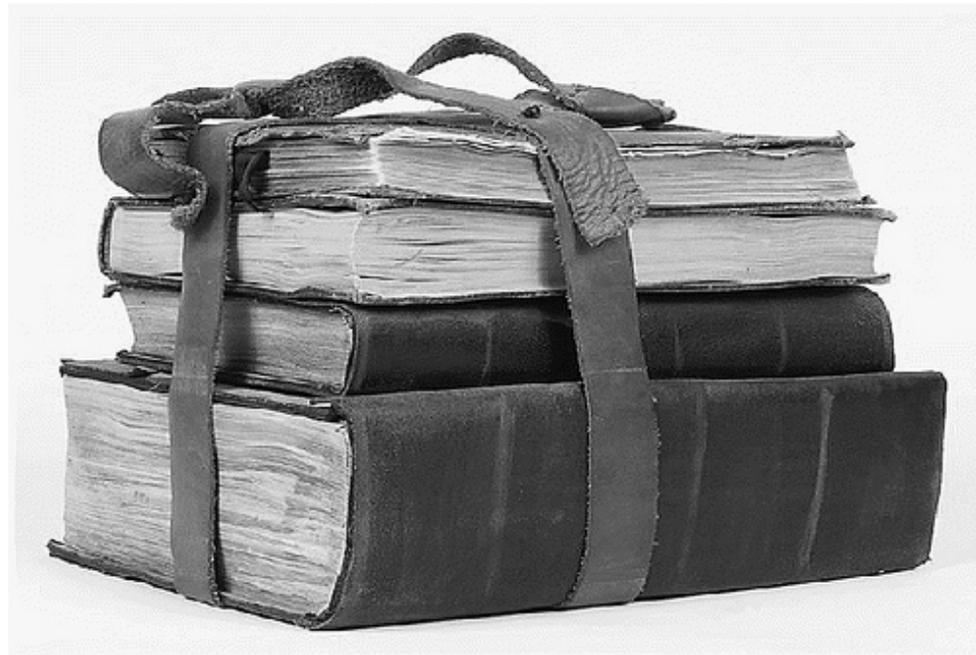
❖ Idaho Commission for Libraries: *Alternative Basic Library Education (ABLE)*

<http://libraries.idaho.gov/page/able>

The Collection Maintenance module covers weeding very well.

WEEDING ACTIVITY:

Work with others at your table to determine which books to keep and which books to weed from your collection.



❖ CHOICE

❖ VOICE

❖ TIME



MOTIVATING KIDS TO READ |

IMPORTANCE OF SELF-SELECTION

Free, voluntary reading is essential to helping students become better readers, writers, and spellers.

Students read more when they can choose materials based on their own interests.

It is important that students read things that are important to them socially-- items related to movies and books that are popular with their friends.

Self-selection of reading materials is an extremely important factor in motivating struggling readers, and is a key component for most summer library programs.



FACTORS THAT INFLUENCE BOOK SELECTION

- ❖ Media and Mass Marketing (Give me books about musicians and superheroes)
- ❖ Other People (What you read and do impacts my book selections)
- ❖ Life Experiences (I want to read about where I've been and where I want to go)

From Summer Reading: *Closing the Rich/Poor Achievement Gap*. Richard Allington and Anne McGill-Franzen, 2013. Chapter 3, "The Importance of Book Selections: Enticing Struggling Readers to Say, 'I Want to Read That One!'"

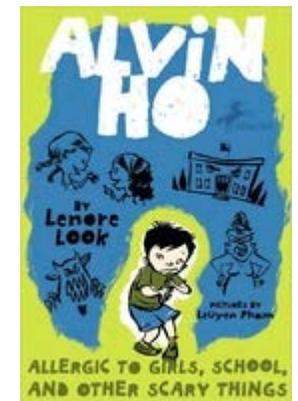
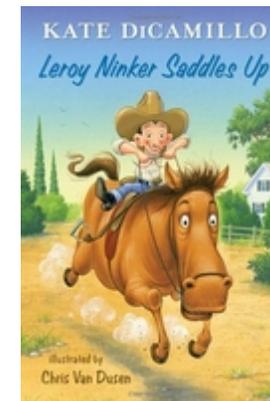
BOOKTALKS

A short description of a book that grabs the reader's attention, ideally persuading them to pick up the book and read it.

- ❖ Can last 15 seconds up to 7 minutes
- ❖ Can be in person, digital (video, chat, email) or phone
- ❖ Can be formal or informal

<https://youtu.be/rYx6faLGmD0>

<https://youtu.be/qmCz9t71nT4>



BOOKTALKS

Tips from Tammy

- Be yourself
- Don't tell the ending
- Look for a hook
- Don't booktalk books you don't like or make you uncomfortable
- Know your audience
- Show the book
- Practice

Can you book talk a book you haven't read?

Resources

- Youtube
- Tips from Nancy Keane <http://nancykeane.com/booktalks/>
- Booktalk Three <http://booktalkthree.blogspot.com/>
- Abby the Librarian www.abbythelibrarian.com/
- Scholastic tip sheet www.scholastic.com/teacher/ab/booktalks.htm
- Tips from Pike's peak Library <http://ppld.org/booktalking/tips>

BOOKTALKS



PRACTICE: | Choose
booktalking or
weeding

NOVELIST K-8

Your new best friend

Home Browse By Especially For Quick Links How Do I?

Novelist K-8 Plus [Search Other Databases](#)

[Basic Search](#) [Advanced Search](#) [Search History](#)

Teen Ages 9-12 **Ages 0-8**

New and Popular in...

Reading Together
Books to share with the youngest readers.



Reading Independently
For the moment when one is a party, and two is a crowd.



All Ages 0-8 Genres

[Reading Independently](#)
[Reading Together](#)



IDAHO Library Directory Idaho Commission for Libraries Idaho.gov

LiLL.org libraries linking idaho

How do I fix my car?
Step-by-step instructions for your Auto Repair needs.

Not sure where to start?
Let LiLL help guide you to the resources you are looking for.
[Guide Me!](#)

User Group Topic Full Resource Index

Students	Recursos En Español	Educators
Grades K-4	Midlife+ Adults	Healthcare Providers
Grades 5-8	TBS Users	Job Seekers
Grades 9-12	Business & Employers	
College/University		

FEATURED RESOURCES

Consumer Health Complete
WORLD BOOK WEB

Tweets

LiLLorg @lillorg 5 Aug
I've been hiding under a rock, it seems. But I'm climbing out to share the great news! Welcome CHILTON LIBRARY to... fb.me/y4xdqv2a

LiLLorg @lillorg 25 Dec
We at LiLL are taking a day off from our
Tweet to @lillorg

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About Us Contact Us FAQ's and Help Tutorials

LiLL is provided by the Idaho Commission for Libraries and assisted with funds from the Library Services and Technologies Act through the Institute of Museum and Library Services (IMLS).

IDAHO Idaho Commission for Libraries ICfL

TBS CATALOGS LIBRARY DIRECTORY LILI PORTAL SPLAT IDAHO.GOV

IDAHO ICfL Idaho Commission for Libraries Volunteer Opportunities

HOME NEWS PUBLICATIONS FUNDING DONATE EVENTS CONTACT US ABOUT US

Programs & Services

- ONLINE @ YOUR LIBRARY
- CONTINUING EDUCATION
- E-BRANCH
- IDAHO LIBRARY STATISTICS
- LET'S TALK ABOUT IT
- LILI - LIBRARIES LINKING IDAHO
- MID-LIFE ADULTS
- READ TO ME
- SCHOOL LIBRARIES
- [STACKS]
- SUMMER READING
- TALKING BOOK
- TRUSTEES

COMMISSION FOR LIBRARIES

The Idaho Commission for Libraries assists libraries to build the capacity to better serve their clientele. [Learn More](#)

2015 09 JUL ICfL Board seeks applicants from SW or south central Idaho

The Idaho Commission for Libraries (ICfL) Board of Library Commissioners is seeking applicants for a term on the Board running through June 30, 2019. A resident of southwest or south central Idaho is being sought. Deadline for application is August 7.

Continue Reading

ICfL Idaho Commission for Libraries

Posted by: Teresa Lipus

Recent Blog Posts Upcoming Events Our newsletters

Libraries.Idaho.gov

Students who spent more time in recreational reading activities:

- Scored higher on comprehensive tests in grades 2, 4, 8, and 12
- Had significantly higher grade point averages
- Developed more sophisticated writing styles than peers who did not engage in recreational reading

Even when elementary students read for only 15 minutes a day they significantly increased their reading abilities. Average and below-average readers experienced the greatest gains.

(Source: Reaching Reading Sourcebook)



SERVING ENGLISH LANGUAGE LEARNERS (ELL)

In General
Spanish-speaking
Latin-X Culture

ENGLISH LANGUAGE LEARNERS

1. Provide foreign language materials in easy-access displays
2. Provide books and information on countries of origin
3. Provide electronic access to materials in other languages
4. Provide audio materials and instruction on how to use them
5. Share culturally meaningful stories
6. Watch your words
7. Make storytime interactive and use visuals
8. Use visuals in correspondence home
9. Promote the public library

SPANISH-SPEAKING STUDENTS: COLLECTION

Relevancy

Collection should meet needs of community being served, including both educational and recreational needs.

Language

Include materials both in Spanish and bilingual.

Bibliographic Access

Access to Spanish collection should include Spanish subject headings in library catalog, as well as identification aids.

Collect both print and non-print resources in Spanish. Include all reading levels.

Formats

Follow general procedures of your collection development policy.

Selection

www.chil-es.org

CHILES

Children & Libraries en Español



Programming

Outreach

Blog

Collection Development

Spanish Cultures

English-Spanish Vocabulary



**Kids need to see themselves in the
pictures of the books they read**



AVOID STEREOTYPING |

BREAK



OUT-OF-SCHOOL READING

Return by 3:00

The use of the public library during the summer is more predictive of vocabulary gains than attending summer school.

Making the Case for Library Services to Children and Teens, State Library of North Carolina

Reading 4 or 5 books over the summer can have a significant impact for middle school readers.

Summer Book Reading and the Achievement Gap: The Role of Public Libraries. Jimmy Kim. Center for Evaluation, Harvard University.

SUMMER LEARNING LOSS |

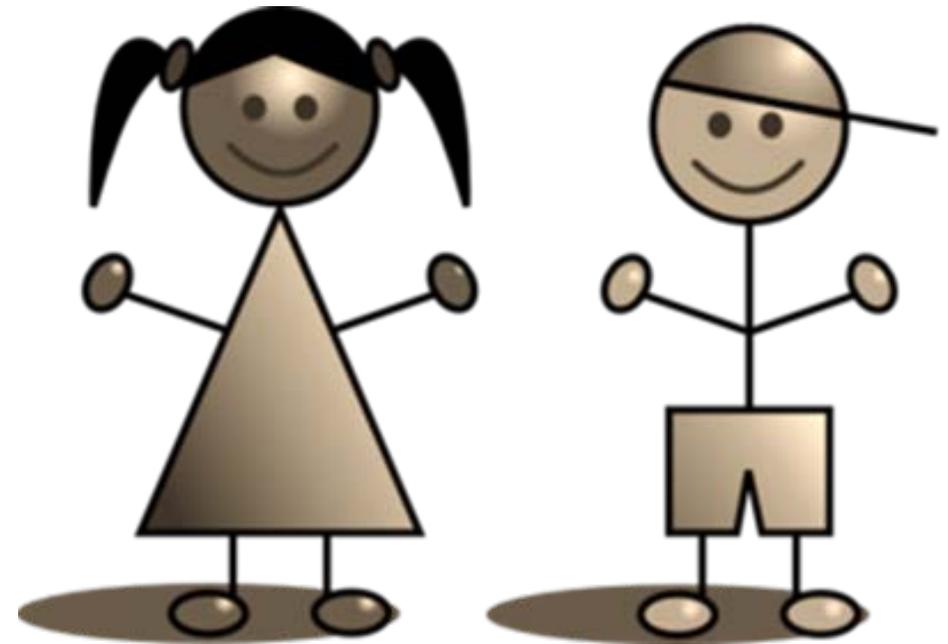
FACTORS THAT IMPACT READING SKILLS

Family economics

School readiness

Chronic absenteeism

Summer learning loss



See an animated version of this demonstration at
<http://www.youtube.com/watch?v=ZolcNG3GVCs>

PARTNERING WITH YOUR PUBLIC LIBRARY



Membership

Themes and Slogans

Artwork

Merchandise

Resources

Rules of Use

ICFL'S BRIGHT FUTURES PROGRAMS

Public libraries partner with schools, summer youth programs, summer food programs, and other non-profits or community organizations to reach more children:

- ❖ Parent Engagement
- ❖ Reaching Underserved Children
- ❖ Strengthening School Partnerships

Public library usage among poor children drops off when a library is more than six blocks from their home, compared with more than two miles for middle-class children.

Summer hours

Summer check-out or giveaways

Little Libraries

Caldwell School District Summer Reading Program

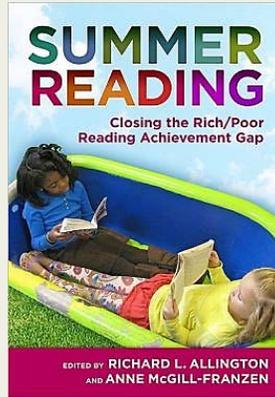
Oregon “SL3” (library, lunch, learn)

Summer STEM from your library

<http://libraries.idaho.gov/page/read-to-me-resources>

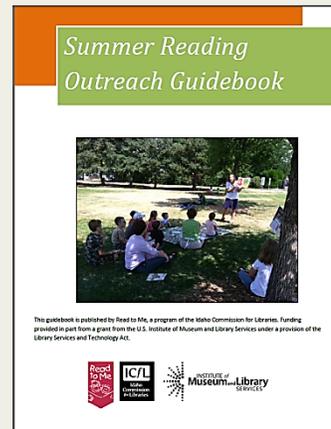
SCHOOL LIBRARY ACCESS

RESOURCES



Summer Reading Closing the Rich/Poor Reading Achievement Gap

Richard L. Allington and Anne McGill-Franzen, Editors (2012)



Summer Reading Outreach Guidebook (ePublication)

<http://libraries.idaho.gov/SR-Outreach-Guidebook.pdf>

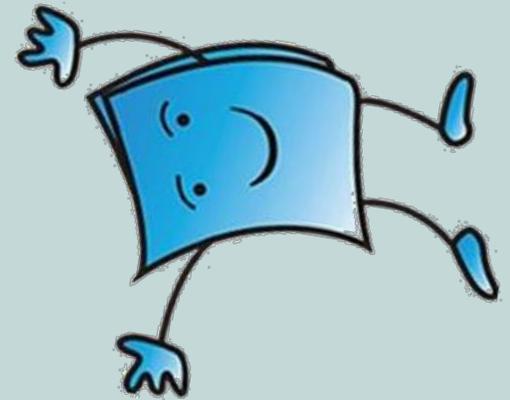
Idaho Commission for Libraries (2013)



DayByDayID.org

STORYTIMES ONLINE

Tumblebooks™



ONLINE RESOURCES FOR PARENTS





home index favorites playlist my cloud help contact us

story books videos puzzles + games language learning chapter books non fiction books playlists featured

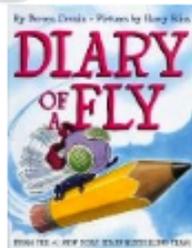
Music | Alphabet and Reading | Early Readers | New Books | Friends and Family | Robert Munsch |

Story Books

Sit back and listen or read along at your own speed to these entertaining and amusing picture books.

View by Detail | Sort by Title | Ascending | Save

MORE » | D-T | A-W | A-B | B-C | C-C | C-D | D-F | F-F | G-H | H-I | I-J | J-L | L-M | M-M | M-N | N-O | O-P | P-P | R-R | R-S | S-T | T-U | W-W | W-Z



Diary of a Fly

This is the diary...of a fly. A fly who, when she's not landing on your head or swimming in your soup, is trying to escape her 327 brothers and sisters who are driving her crazy!



Even though she's little -- just like her best friends Worm and Spider -- Fly wants to be a superhero. And why not? She walks on walls, sees in all directions at once, and can already fly!

Doreen Cronin and Harry Bliss, the team behind the New York Times bestsellers *Diary of a Worm* and *Diary of a Spider*, reach hilarious heights with their story of a little fly who's not afraid to dream big. Really big.

Keywords: *insects, senses, dream, lifecycle*

Author: [Cronin, Doreen](#)

Illustrator: [Bliss, Harry](#)

Publisher: **HarperCollins Publishers**

TumbleTime: **5 minutes 50 seconds**

Reading Level:

A/R: [3.2](#) Grade: K-3 Lexile: AD490L

SCHOOL LIBRARY ACCESS:



Consider participating in Idaho Family Reading Week, November 11 – 17:
“Find It at your library”

Partner with your public library. We’d like every child to have a public library card and make use of those services.

Other ideas: Dads and Donuts, Moms and Muffins, having a presence at Parent Teacher Conferences, other ideas?

**HOW TO SHARE
THIS
INFORMATION
WITH FAMILIES**



ICFL SUPPORT / RESOURCES

Youth Services Consultant: Staci Shaw
School Library Consultant: Jeannie
Standal
Read to Me Coordinator: Kristina
Taylor

WHAT IS LIBIDAHO?

LibIdaho is an email discussion list for people interested in all aspects of libraries and librarianship in Idaho. Membership is not limited to librarians or Idaho residents, but the list is likely of greatest interest and value to those who are working in libraries in Idaho.

To subscribe or unsubscribe go to
<http://lists.ala.org/sympa/subscribe/libidaho>

KNOW WHAT'S GOING ON!



Fun, inspiring and innovative ideas for library youth services

The Scoop is a free monthly e-mail newsletter published by Read to Me, a service of the Idaho Commission for Libraries, for school and public library staff who are interested in improving services to children and young adults. This is the ICFL's best way to keep in touch with you about important news and opportunities!

ISSUES CONTAIN:

- Important dates and deadlines
- News from the Idaho library community
- Young Adult programming
- Upcoming events
- Tips and tools
- Book information
- School news
- Library news from around the country
- Feature articles
- Summer Reading news
- And more!

Over 600 subscribers to date!



To subscribe or access past issues go to
<http://libraries.idaho.gov/scoop>

PROFESSIONAL DEVELOPMENT



- ❖ CE Events (see handout in binder)
- ❖ Webinars / Website
- ❖ ABLE
- ❖ LibIdaho
- ❖ ILA, Oct. 4 – 5, 2018
- ❖ Idaho Early Years Conference, Oct. 24 – 25, 2018
- ❖ AASL, Nov. 14 – 16, 2019

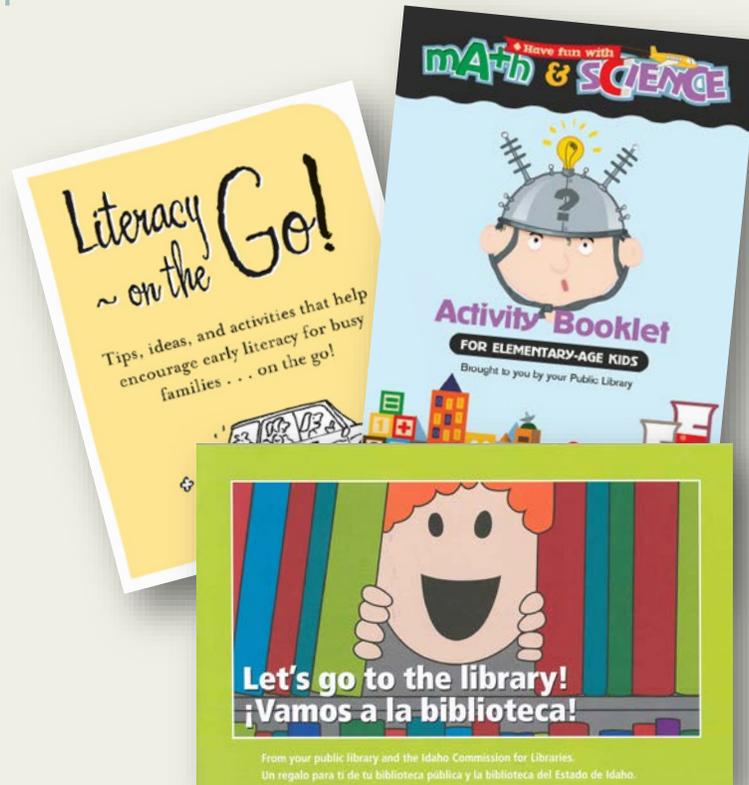
ABLE: Online basic library education/library management

All programs discussed today, plus online order form for support materials

Low-Hanging Fruit, Booklists

Bright Futures programs, summer reading resources for staff/parents, annual theme

FREE SUPPORT MATERIALS & MORE



- ❖ Free support materials for anyone in the state
- ❖ Léeme en español
- ❖ Lots of information on website
- ❖ Working with state and local partners to spread the word

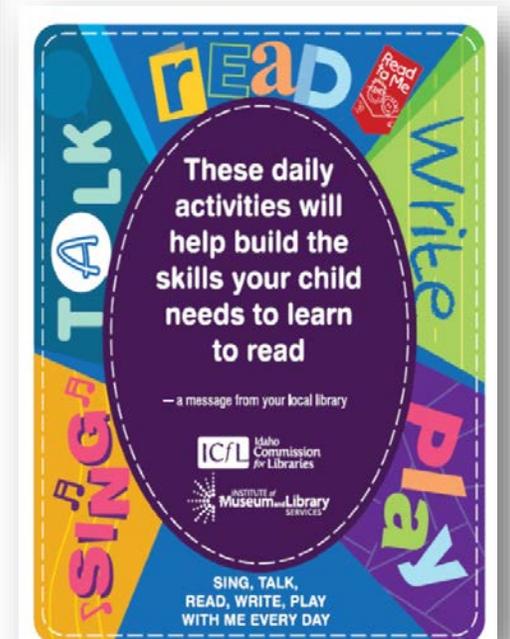
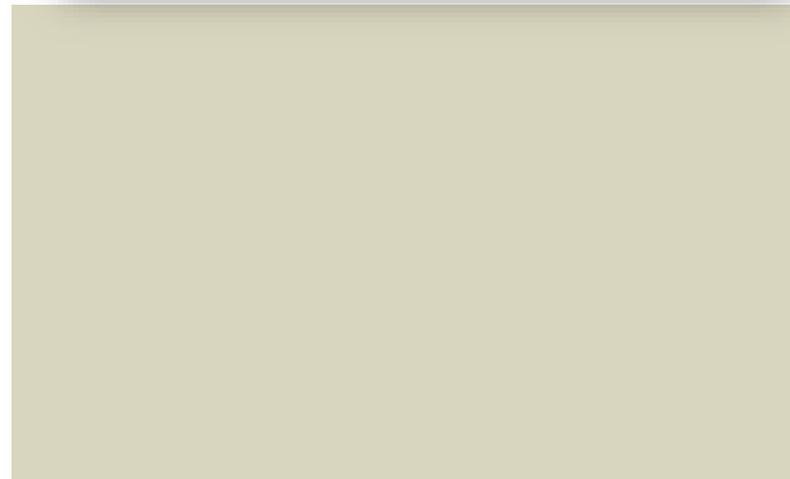
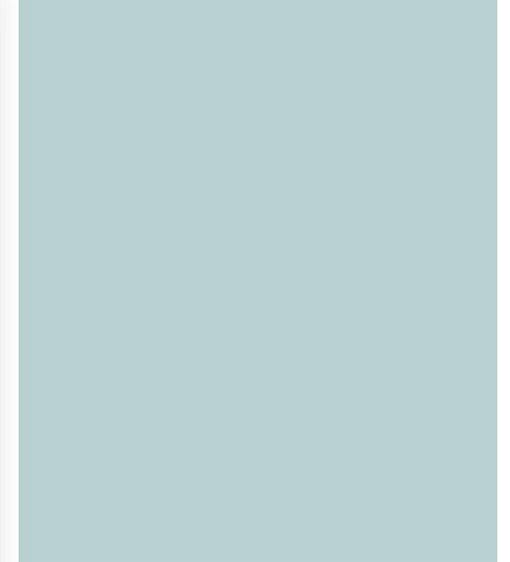
Website: <http://libraries.idaho.gov/landing/read-to-me>

JUMP START PROGRAM

Librarians host tables at kindergarten registration

Read to Me provides “Sing, Talk, Read, Write, Play” magnet photo frame

Free book for all kids





ICFL'S KINDERGARTEN READINESS GRANT

Goals of the Grant:

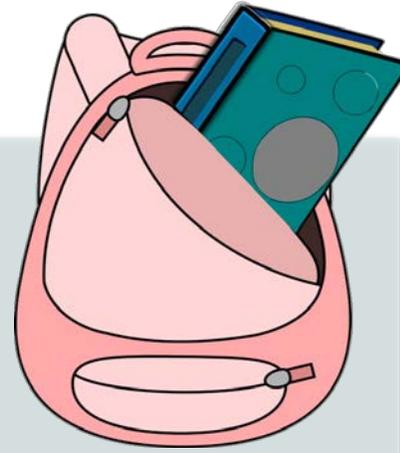
Ensure that more of Idaho's 4-year-olds and their families have public library cards.

Increase the amount of early literacy activities done on the homes of our 4-year-olds.

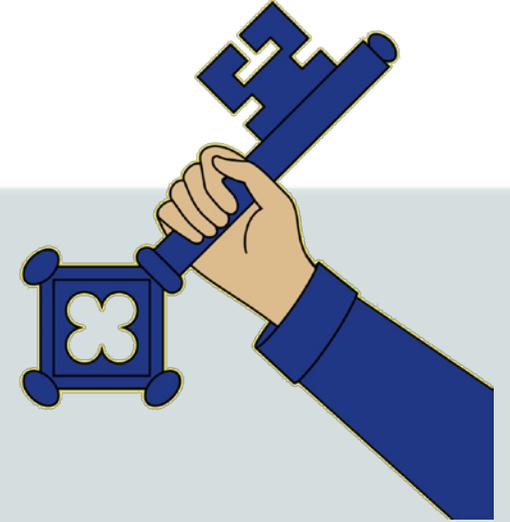
Increase the number of successful public library, school, and community partnerships aimed at third-grade reading proficiency.



Spend all
your grant
money



Books and
backpacks
are buddies



You hold the key
to the
vocabulary vault

THREE THINGS



Questions?

Evaluations

Travel Reimbursement

THANK YOU!

Go forth and get as many books
in the homes of your students as
possible!