Presenters:

Jeannie Standal, School Library Consultant
Staci Shaw, Youth Services Consultant
Idaho Commission for Libraries
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

Cumulative Language Experiences

Cumulative Words Spoken to Child (in millions)

Age of Child

Professional

Working-Class

Low-Income

Hart and Risley, 1995
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

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 everyday conversations.)
3. Share with group.

sesquipedalian
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


51%  70%  62%  65%  54%  68%  61%  73%  28%  75%  52%  53%  56%  57%  51%  64%
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)
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.”
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)
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.

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.

BREAK

Happy kids with books in their hands!

CIRCULATION POLICIES THAT INCREASE ACCESS

Please return by 10:45
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

<table>
<thead>
<tr>
<th>Dollar Amount</th>
<th>Percent</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 - $100</td>
<td>27.9%</td>
<td>69</td>
</tr>
<tr>
<td>$200 - $500</td>
<td>15.8%</td>
<td>39</td>
</tr>
<tr>
<td>$600 - $1,000</td>
<td>18.6%</td>
<td>46</td>
</tr>
<tr>
<td>$1,000 - $5,000</td>
<td>30%</td>
<td>74</td>
</tr>
<tr>
<td>Over $5000</td>
<td>.8%</td>
<td>2</td>
</tr>
<tr>
<td>Don't know</td>
<td>6.9%</td>
<td>17</td>
</tr>
</tbody>
</table>
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
3 books each, twice per week

Simple check-in

Students shelve books

Very low book loss: “In hands or in backpacks.”
Inkom, Comparison Group, and State Spring

Percent 3's on IRI Spring 2010

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Inkom %3's</th>
<th>Comp. Grp. Avg%3's</th>
<th>State Avg%3's</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95</td>
<td>79</td>
<td>81</td>
</tr>
<tr>
<td>1st</td>
<td>96</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>2nd</td>
<td>91</td>
<td>77</td>
<td>75</td>
</tr>
<tr>
<td>3rd</td>
<td>86</td>
<td>79</td>
<td>77</td>
</tr>
</tbody>
</table>

Note: Inkom: 28-44 students/grade; Comparison Group: 37-51 schools/grade; State: 349-364 schools/grade
Inkom, Comparison Group, and State 2010 ISAT

Percent Proficient or Advanced on ISAT 2010

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?
“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.
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

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

As a result of this grant...

<table>
<thead>
<tr>
<th>Area</th>
<th>Agree or Strongly Agree</th>
<th>Neutral</th>
<th>Disagree or Strongly Disagree</th>
<th>Not Applicable or Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school library’s circulation to pre-K students has increased.</td>
<td>51%</td>
<td>11%</td>
<td>3%</td>
<td>35%</td>
</tr>
<tr>
<td>My school library’s circulation to K-1st grade students has increased.</td>
<td>83%</td>
<td>6%</td>
<td>1&lt;%</td>
<td>11%</td>
</tr>
<tr>
<td>My school’s teachers support increased circulation of library books in pre-K.</td>
<td>48%</td>
<td>13%</td>
<td>6%</td>
<td>33%</td>
</tr>
<tr>
<td>My school’s teachers support increased circulation of library books in K-1st.</td>
<td>73%</td>
<td>14%</td>
<td>3%</td>
<td>10%</td>
</tr>
<tr>
<td>My school’s administrators support increased circulation of library books in pre-K.</td>
<td>46%</td>
<td>17%</td>
<td>3%</td>
<td>35%</td>
</tr>
<tr>
<td>My school’s administrators support increased circulation of library books in K-1st.</td>
<td>73%</td>
<td>11%</td>
<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>My school’s parents/caregivers have become more aware of what the school library has to offer them and their children.</td>
<td>64%</td>
<td>17%</td>
<td>4%</td>
<td>15%</td>
</tr>
</tbody>
</table>
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.
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
Checking out lots of books works!
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
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 backing off trees.

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

Veggie Menu
- basil
- chives
- feet
- grasses
- broccoli
- leaves
WHAT IS NOT INFORMATIONAL TEXT?
“All about” informational texts; Process informational texts; Informational poetic texts, etc.

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

Encyclopedias; Field guides; Atlases, etc.

(Duke, 2013a)
WHY IS IT IMPORTANT TO SHARE NONFICTION WITH OUR YOUNGEST LEARNERS?
MOTIVATION

Kids are inherently curious about the world around them

Images of books and illustrations related to space, birds, and nature.
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:

• 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?

(from Lynn Johnson, M.E.T. at https://sites.google.com/a/sd244.org/ljnonfiction/home - next 5 slides)
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

- RED-EYED TREE FROG
- HOPPAMELEON
- CHAMELEON, CHAMELEON
- GOLDFILOCKS AND THE THREE DINOSAURS
- GIANT DINOSAURS
STORYTIME WITH STACI:

What Do You Do With a Tail Like This?

Steve Jenkins & Robin Page
LUNCH BREAK
12:15 – 1:00
GETTING THE MOST BANG FOR YOUR BUCK

Grant Requirement: No more than 50% with one publisher

Publisher vs. Vendor:

Publisher only sells own books (Scholastic, Gum Drop, DK, Usborne)

Vendor sells multiple publishers’ books (Barnes and Noble, Ingram, Follett, local independent books stores)

Many local vendors offer discounts and free shipping

Avoid the “Package Deals”
IMPORTANCE OF WEEDING

Or: “How your stacks are like your closet”

“Less is More”

- Coco Chanel
Collection Development

- Funding
- Selecting
- Collaborating
- Marketing
- Weeding
- Assessing

Policy
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.

(adapted from The Adventures of Library Girl at www.librarygirl.net)
WEEDING METHODS TO USE TOGETHER:

**CREW:**

- Continuous Review, Evaluation & Weeding.
- 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:


❖ 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.
MOTIVATING KIDS TO READ

❖ CHOICE
❖ VOICE
❖ TIME
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)

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
- Abby the Librarian [www.abbythelibrarian.com/](http://www.abbythelibrarian.com/)
- Scholastic tip sheet [www.scholastic.com/teacher/ab/booktalks.htm](http://www.scholastic.com/teacher/ab/booktalks.htm)
- Tips from Pike’s peak Library [http://ppld.org/booktalking/tips](http://ppld.org/booktalking/tips)
PRACTICE: Choose booktalking or weeding
NOVELIST K-8

Your new best friend
ICF Board seeks applicants from SW or south central Idaho

The Idaho Commission for Libraries (ICF) 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
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.

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

**Selection**
Follow general procedures of your collection development policy.
Kids need to see themselves in the pictures of the books they read
AVOID STEREOTYPING
The use of the public library during the summer is more predictive of vocabulary gains than attending summer school.

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

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=ZblcNG3GVCs
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.

Allington, McGill-Franzen
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
RESOURCES

**Summer Reading**
Closing the Rich/Poor Reading Achievement Gap


**Summer Reading Outreach Guidebook**
(ePublications)

ONLINE RESOURCES FOR PARENTS
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: AD450L
SCHOOL LIBRARY ACCESS:

Libraries Linking Idaho
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?
IDAHO FAMILY READING WEEK

Third week of November
Books and resources to support a family event
Register
September 15 – October 15
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
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
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
THANK YOU!

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

Questions?
Evaluations
Travel Reimbursement