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## Supporting Literacy Engagement for Upper Elementary and Middle Grade Students













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## Why Read???

-  *To rearrange what you thought you knew*
-  *To converse with unavailable people*
-  *To restock your conversational larder*
-  *To counteract creeping media mindlessness*
-  *It's cheaper than shopping*
-  *To see how others do it*
-  *To taste the flavor of words*
-  *To get higher-quality gossip*
-  *To discover new questions*
-  *For the joy of a graceful sentence*
-  *To go places you can't get otherwise*
-  *And come back changed*

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*If we lose the motivation  
to read, we lose the ability to  
read.*



Norman Mailer, 2005

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*We need to teach people not only how,  
but also why to read. The struggle is not  
to make people read more, but to make  
them want to read more.*



Andrew Solomon, *The Closing of the American Book*  
(New York Times, July 10, 2004)

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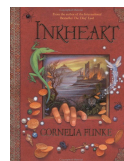


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*...literary reading is an entry  
into dialogue; a book can be a  
friend, talking not at you, but to  
you.*

Andrew Solomon, *The Closing of the American Book*  
(New York Times, July 10, 2004)

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**Cornelia Funke**  
*Inkheart*, 2003

*...books have to be  
heavy because the  
whole world is  
inside them.*

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## You as a Reader

I read because \_\_\_\_\_.

I would rather read than \_\_\_\_\_.

The book that I would take to a desert island is \_\_\_\_\_.

My reading genre preference is (are) \_\_\_\_\_.

A new word in my life is \_\_\_\_\_.

I can't wait to read \_\_\_\_\_.

A book that has haunted me is \_\_\_\_\_.

You know that I am a reader because \_\_\_\_\_.

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## Engaged Readers

- 📖 Are involved in a deep level, absorbed, engrossed, interested and motivated.
- 📖 Read frequently for interest, enjoyment, and learning.
- 📖 Want to gain new knowledge of a topic, follow a narrative, or expand their own experiences through printed material.

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## Reader's Bill of Rights

Pennac, D. (1992). *Better than life*. York, ME: Stenhouse.

- 📖 The right **not** to read something.
- 📖 The right to skip pages.
- 📖 The right not to finish.
- 📖 The right to reread.
- 📖 The right to read anything.
- 📖 The right to escapism.
- 📖 The right to read anywhere.
- 📖 The right to browse.
- 📖 The right to read out loud.
- 📖 The right to not defend your tastes.

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## Respond to Literature

Good readers make internal and external responses to literature by discussing, retelling, and rewriting what they've read.

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## Elaborate on Important Parts of the Text



Good readers may summarize, infer, or notetake during reading experiences.

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## Anticipate Meaning



Use prior experience and information from the text to make predictions and speculations.

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# D

## o Not Need to Read Every Word or Attend to Every Letter

The more the mind works, the less hard the eyes need to work as good readers focus on larger meaningful chunks of text.

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## What might motivate students to be *lifelong* rather than *schooltime* readers and writers?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Organize instruction around big ideas

- Rather than focusing on a single title, focus on a big idea/concept or theme to expand student knowledge.
- For example, rather than requiring students to read *Hatchet*, develop a unit on books that focus on change or man versus nature.
- Provide students with numerous ways to connect their reading experience to the past, present and future.

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## Creating Connections

### Book Wide Web

- What might an author have read? Would read?
  - Influences
  - Resources/references
  - Taste
- Kidspiration®/Inspiration® software

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## The Art of Questioning

The ability to ask good questions and to know how to answer them is an essential part of intelligence, arguably the most important.

Sternberg, R. J., & Spear-Swerling, L. (1996). *Teaching for thinking*. Washington, DC: American Psychological Association.

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## Questioning for Quality Thinking

(Adapted from Language and Improvement Branch, Division of Instruction, Maryland Department of Education)

**Knowledge**-Who, what, when, where, how?

**Comprehension**-What is the main idea? Retell in your own words.

**Application**-How is \_\_\_\_\_ an example of \_\_\_\_\_? How is \_\_\_\_\_ related to \_\_\_\_\_? Why is \_\_\_\_\_ significant?

**Analysis**-What are the features of \_\_\_\_\_? Classify \_\_\_\_\_ according to \_\_\_\_\_. Outline/diagram/web. How does \_\_\_\_\_ compare/contrast to \_\_\_\_\_? What evidence can you suggest for \_\_\_\_\_?

**Synthesis**-What would you predict/infer from \_\_\_\_\_? What ideas can you add to \_\_\_\_\_? How would you create/design a new \_\_\_\_\_? What might happen if you combined \_\_\_\_\_ with \_\_\_\_\_? What solutions would you suggest for \_\_\_\_\_?

**Evaluation**-Do you agree/disagree? What do you think about \_\_\_\_\_? What is the most important \_\_\_\_\_? Prioritize \_\_\_\_\_. How would you decide about \_\_\_\_\_? What criteria would you use to assess \_\_\_\_\_?

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If curriculum provides the answers...

What are the questions?

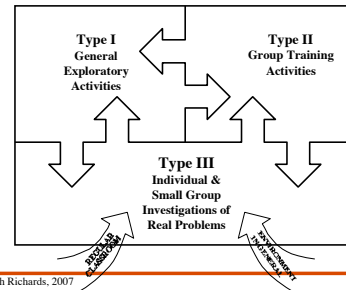


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## The Enrichment Triad Model

(Renzulli, 1977)



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### Key Concepts for Types I, II, & III Enrichment



Expose students to new topics, dynamic activities that stimulate interest, "event" oriented



Student as first-hand inquirer pursuing self-selected investigations



Process and thinking skills development, uses scope and sequence approach, methods and materials oriented

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### Interest and Depth lead to Creative Productivity

We need students to get more deeply interested in things, more involved in them, more engaged in wanting to know, to have projects that they can get excited about and work on over long periods of time, to be stimulated to find things out on their own.

(Howard Gardner in an interview with R. Brandt, *Educational Leadership*, 1993)

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### Interest Assessment

Using an interest assessment such as the Interest-a-Lyzer or a similar assessment, provides information that may help you choose books to use with students.

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### Action Information

- 📖 Develop a system to track the times when you observe high levels of interest, task commitment, or creativity on the part of a student or group of students.
- 📖 What are the best things we know about a student?
- 📖 **Are there books that might be useful in capitalizing on this information?**

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**B=bound**  
**O=ordered**  
**O=organized**  
**K=knowledge**

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### Bloom would choose books that...

- Invite **analysis** of character, events, and interactions.
- That allow the reader to **synthesize** ideas from the book using discussion or from reader's prior experience.
- Evaluate** relationships, actions, interactions, consequences, alternatives, and the possibilities.

(Halsted, 1994)

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### Non-Fiction

- Non-fiction books are more accurate and more interesting than ever before and they can be invaluable resources to use with gifted students.
- Take the time to talk with students about the variety of forms of non-fiction.
- Discuss strategies to assess the accuracy of the information.

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### Credible Non-Fiction Authors

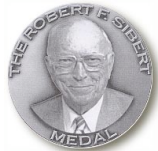
#### Science

Caroline Arnold  
 Jim Arnosky  
 Melvin Berger  
 Franklyn M. Branley  
 Vicki Cobb  
 Joanna Cole  
 Gail Gibbons  
 Patricia Lauber  
 Bianca Lavies  
 Sandra Markle  
 Dorothy Hinshaw Patent  
 Millicent Selsam  
 Seymour Simon  
 Janice VanCleave

#### Social Studies

David Adler  
 Alikei Brandenberg  
 George Ancona  
 Brent Ashabranner  
 Susan Bartoletti  
 Raymond Bial  
 Russell Freedman  
 Jean Fritz  
 Diane Hoyt-Goldsmith  
 Jill Krementz  
 Jim Haskins  
 David Macaulay  
 Frederick & Patricia McKissack  
 Milton Meltzer  
 Jim Murphy

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### 2006 Robert F. Sibert Award

*Secrets of Civil War Submarine: Solving the Mysteries of the H. L. Hunley* by Sally M. Walker

Honor Books

*Hitler Youth* by Susan Campbell Bartoletti

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### Graphic Novel The term was coined by artist Will Eisner.

A **graphic novel** is a novel or novella done in the medium of comics. It is typically a long-form work rather than a short publication such as an individual comic book, analogous to a novel vs. a short story. A graphic novel need not be a complete work unto itself, much as some novels are merely installments of an even longer work.

Term used to describe a narrative written in comic book form that discusses serious issues as in mainstream literature. The term is also used by creators and readers who want to differentiate their work from lighter works intended for children. It has been noted that the format appears to have taken an aura of respectability that comic books could never obtain with major book stores and public libraries carrying titles.

Often a graphic novel is a collection of individual comic books, which may or may not have been written as part of a larger story. Usually, though, a graphic novel implies that a significant fraction of the product is given over to a single long-form story.

The term generally implies that the book is published in a higher quality format than a traditional comic book, which was for decades published on newsprint and bound with staples. However, high quality binding is neither necessary nor sufficient to make a work a graphic novel.

The graphic novel form is a newer development than the similar Japanese form of graphic literature known as Manga. Manga first came to Europe in the 19th century and influenced the work of popular European artists such as Toulouse Lautrec. In the 20th century another great European artist, Max Ernst, invented the collage novel.

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## Notable Examples of Graphic Novels

*Akira* by Katsuhiro Otomo  
*Arkham Asylum* by Grant Morrison and Dave McKean  
*Batman: The Killing Joke* by Alan Moore, artwork by Brian Bolland  
*Batman: Year One* by Frank Miller and David Mazzucchelli  
*Bill 99* by Sarah Byans and Tim Sale  
*Black Hole* by Charles Burns  
*Cages* by Dave McKean  
*Cerebus the Aardvark* by Dave Sim  
*Contract With God* by Will Eisner  
*Creature Tech* by Doug TenNapel  
*David Boring* by Daniel Clowes  
*Daredevil: Born Again* by Frank Miller and Dave Mazzucchelli  
*The Dark Knight Returns* by Frank Miller and Lynn Varley  
*The Death of Captain Marvel* by Jim Starlin  
*Ed the Happy Clown* by Chester Brown  
*From Hell* by Alan Moore and Eddie Campbell  
*Ghost in the Shell* by Masamune Shirow  
*Ghost World* by Dan Clowes  
*Give Me Liberty* by Frank Miller and Dave Gibbons  
*I Never Liked You* by Chester Brown  
*It's a Good Life, if You Don't Weaken* by Seth  
*Joker's Story* by Dave Sim and Gerhard  
*Jimmy Corrigan* by Chris Ware  
*The League of Extraordinary Gentlemen* by Alan Moore and Kevin O'Neill

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[http://www.wordiq.com/definition/Graphic\\_novel](http://www.wordiq.com/definition/Graphic_novel)



## Challenge Notebook

*The Thief Lord* by Cornelia Funke (2002). This book is available from the school library and most public libraries as well as the bookstores.

*Full of all the ingredients of a great read-set in Venice with orphans, criminals, mystery, and a cast of characters moving from one adventure to another. I challenge all readers to navigate this tale.*

Susannah, October 16, 2002

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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## From Reader to Writer on the Net

- Webquest
- Blog
- Instant Messenger
- Email

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## Fairy Tale E-Mail

Source:  
 Retrieved from  
<http://teacherweb.com/NE/SchuylerGradeWW/FracturedFairyTales/H1.stm> on March 17, 2003

To: Cinderella "ccastle@tales.com"  
 From: W. Stepmother "cruelcottage@fairy.ogr.fl"  
 Subject: Congratulations  
 Date: 21 Jun 1890 08:04:43 + 0000

Dear Cinderella,

Congratulations on your wedding to the prince. Your stepsisters and I hope you will be very happy. Unfortunately, Cinderella, we are having a little problem, and we hoped you might be able to help. Our landlord is kicking us out of the cottage because we are unable to pay the rent. We spent all our money on the ball gowns that we wore to the grand ball. Would it be possible for us to come and live with you, or can you help us with another solution to our small problem?

Your loving stepmother and stepsisters

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76 The Horn Book Magazine

As an example of an odd tradition, almost from the moment of writing for children, making a very special effort—instead of doing every word the child's way or trying to hide against actual criticism that they proceed to deal with—aiming to be good as a readable, readable fiction. But of course the book was published there were a great many other books in which the problem was such that the child could, or possibly cannot, get above it right to the end. When the Little Red Riding Hood people are that it is created by a literary, very possible means, that children would read and regard strongly to.

One writer in the present case to create such a long relationship with a child personally and professionally is Nina Baym. She has written for good with such books. They are writing you don't really have a right to expect of writers. Writers have every right to do you down once in a while or their readers find them strange, or for a pretty long time—like the book I worked on with her in The Horn Book Magazine 1978—and there can always be a new break a new direction, and always that wonderful connection and great understanding of those children really feel.

Lenore S. Baym's most recent book, *The Letters of Lenore S. Baym*, is available in paperback from the University of Wisconsin Press. The book is available in paperback from the University of Wisconsin Press.

## Dear Clueless: The Rejection Letters of Edna Albertson

BY PETER D. SURBITA

The successful publication of *Dear Clueless: The Letters of Edna Albertson* followed a long, difficult process. The book was published by the University of Wisconsin Press, and it is a wonderful example of a writer's response to rejection. The book is a collection of letters that Albertson wrote to publishers and editors, many of which were never published. The book is a testament to the power of persistence and the importance of finding a publisher who believes in your work.

January 13, 1946  
 Dear Miss Brown:  
 Thank you for your submission to Cottage Press. We're very glad to describe the great good news, and therefore to create a new story ends

## Understanding Biographies and Autobiographies

Name	Dates	Qualities	Challenges	Accomplishments
		• •	• •	• •
		• •	• •	• •

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## Center for Gifted Education (College of William and Mary) Language Arts for High Ability Learners

(Available at <http://www.kendallhunt.com>)

**Grades 2-12:** The Center for Gifted Education units engage students in exploring carefully selected, challenging works of literature from various times, cultures, and genres, and they encourage students to reflect on their readings through writing and discussion. The units also provide numerous opportunities for students to explore interdisciplinary connections to language arts and to conduct research around issues relevant to their own lives. A guide to using the curriculum is also available.

- 📖 *Beyond Words*—Grades 1-2
- 📖 *Journeys and Destinations*—Grades 2-3
- 📖 *Literary Reflections*—Grades 4-5
- 📖 *Patterns of Change*—Grades 5-7
- 📖 *Autobiographies*—Grades 5-6
- 📖 *Persuasion*—Grades 5-7
- 📖 *The 1940's: A Decade of Change*—Grades 6-10
- 📖 *Threads of Change in 19th Century American Literature*—Grades 7-11
- 📖 *Utopia*—Grades 7-9

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## William and Mary Navigator Series

For more information and to order visit  
<http://cfge.wm.edu/curriculum/faqs.php#Navigators>

- Charlotte's Web* by E. B. White
- The Dark is Rising* by Susan Cooper
- The Egypt Game* by Zilpha Keatley Snyder
- Everything on a Waffle* by Polly Horvath
- Number the Stars* by Lois Lowry
- Sarah Bishop* by Scott O'Dell
- Sarah, Plain, and Tall* by Patricia MacLachlan
- Snow Treasure* by Marie McSwigan
- Summer of My German Soldier* by Bette Greene
- Tuck Everlasting* by Natalie Babbitt
- Walk Two Moons* by Sharon Creech

**Athena Series** (Available at:  
<http://cfge.wm.edu/athena/navigation.php>)

- An Angel for Solomon Singer* by Cynthia Rylant
- Bud, Not Buddy* by Christopher Paul Curtis
- Charlie and the Chocolate Factory* by Roald Dahl
- The Door in the Wall* by Marquerite de Angeli
- The Garden of Abdul Gasazi* by Chris Van Allsburg
- Talk about a Family* by Eloise Greenfield

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## Literature & Thought [www.perfectionlearning.com](http://www.perfectionlearning.com)

### Literary Themes\*

- And Justice for All* Justice
- The Best of Friends* Friendship
- Decisions, Decisions* Decisions
- Family Matters* Family
- On the Edge of Survival* Survival
- To Be a Hero* Heroes
- Who Am I?* Identity

### Literary Genres\*

- Echoes from Mt. Olympus* Mythology
- Flights of Fantasy* Fantasy
- The Main Event* Sports
- Mysterious Circumstances* Mystery
- The Sci-Fi Factor* Science Fiction
- What on Earth? An Ecology Reader* Ecology
- What's So Funny?* Humor

### Historical Events and Eras\*

- Dark Days: America's Great Depression* The Great Depression
- Free at Last: The Struggle for Civil Rights* Civil Rights
- From There to Here: The Immigrant Experience* Immigration
- The Harlem Renaissance* Harlem Renaissance
- A House Divided: America's Civil War* The Civil War
- Times of Change: Vietnam and the 60s* Vietnam and the 60s
- Voices of the Holocaust* The Holocaust
- Wide Open Spaces: American Frontiers* Western Expansion

\* There are more title in each of these categories.

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## 2006 Caldecott & Newbery Award Winners (Published in 2005)



*The Hello, Goodbye Window* by Norton Juster, illustrated by Chris Raschka

### Honor Books

- *Rosa* by Nikki Giovanni, illustrated by Bryan Collier
- *Zen Shorts* by Jon Muth
- *Hot Air! (Mostly) True Story of the First Hot-Air Balloon Ride* by Marjorie Priceman
- *Song of the Waterboatman and Other Pond Poems* by Joyce Sidman, illustrated by Beckie Frange

*Crisis Cross* by Lynne Rae Perkins

### Honor Books

- *Whittington* by Alan Armstrong
- *Hitler Youth: Growing Up in Hitler's Shadow* by Susan Bartoletti
- *Princess Academy* by Shannon Hale
- *Show Way* by Jacqueline Woodson, illustrated by Hudson Talbot

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## Printz and King Award Winners



**Michael L. Printz**

*Looking for Alaska* by John Green

### Honor Books

- Black Juice* by Margo Lanagan
- I am the Messenger* by Markus Zusak
- John Lennon: All I Want is the Truth, A Photographic Biography* by Elizabeth Partridge
- A Wreath for Emmett Till* by Marilyn Nelson



**Coretta Scott King**

### Author Award

*Day of Tears: A Novel in Dialogue* by Julius Lester

### Honor Books

- Marilyn: A Nineteenth-Century American Girl* by Tonya Bolden
- A Wreath for Emmett Till* by Marilyn Nelson, illustrated by Philippe Lardy
- Dark Sons* by Nikki Grimes

### Illustrator Award

*Rosa* illustrated by Bryan Collier, written by Nikki Giovanni

### Honor Books

- Brothers in Hope: The Story of the Lost Boys of Sudan* illustrated by R. Gregory Christie

### New Talent Award

*Imi & Me* by Iaimie Adolf

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## Additional ALA and other Awards

### Pura Belpré 2006

*Narrative-The Tequila Worm* by Viola Canales

### Honor Books

*César: ¡Sim Se Puede!, Yes, We Can!*

By Carmen Bernier-Grand

*Doña Flora: A Tall Tale About a Giant Woman with a Big Heart* by Pat Mora, illustrated by Raul Colon

*Becoming Naomi Leon* by Pam Muñoz Ryan

**Illustrator-Doña Flora: A Tall Tale About a Giant Woman with a Big Heart by Pat Mora, illustrated by Raul Colon**

### Honor Books

*César: ¡Sim Se Puede!, Yes, We Can!*

By Carmen Bernier-Grand, illustrated by Daid Diaz

*Arrocería, Mi Niño, Latino Lullabies and Gentle Games* by Lulu Delacre

*My Name Is Celial Me Llamo Celial: The Life of Celial Cruz! La Vida de Celial Cruz* by Monica Brown, illustrated by Rafael Lopez

### Additional Honors and Awards

#### Boston Globe/Horn Book

**New York Times Best Illustrated Children's Choices** (International Reading Association)

**Teacher's Choices** (International Reading Association)

**Young Adult Choices** (International Reading Association)

**Best Books for Young Adults** (ALA/YALSA)

**Notable Books** (ALA/ALSC)

**Notable Social Studies Trade Book for Young People** (NCSSE/CBC)

**Outstanding Books for the College Bound** (ALA)

**Outstanding Science Trade Books for Children** (NSTA/CBC)

For complete lists of ALA award winners visit [www.ala.org](http://www.ala.org)

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## 2007 Caldecott & Newbery Award Winners

(Published in 2006)



**Flotsam** by David Wiesner

Honor Books

- *Gone Wild: An Endangered Animal Alphabet* by David McLimans
- *Moses: When Harriet Tubman Led Her People to Freedom* by Carole Boston Weatherford, ill. By Kadir Nelson



**The Higher Power of Lucky** by Susan Patron

Honor Books

- *Penny from Heaven* by Jennifer Holm
- *Hattie Big Sky* by Kirby Larson
- *Rules* by Cynthia Lord

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## Printz and King Award Winners



**Michael L. Printz**

*American Born Chinese* by Gene Yuen Yang



**Coretta Scott King**

Author Award

*Copper Sun* by Sharon Draper

Honor Books

*The Road to Paris* by Nikki Grimes

Illustrator Award

*Moses: When Harriet Tubman Led Her People to Freedom* by Carole Boston Weatherford, ill. By Kadir Nelson

Honor Books

*Jazz* by Walter Dean Myers, ill. Christopher Myers  
*Poetry for Young People: Langston Hughes* illustrated by Benny Andrews

New Talent Award

*Standing Against the Wind* by Traci L.

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## Additional ALA and other Awards

### Pura Belpré 2006

*Narrative-The Tequila Worm* by Viola Canales

Honor Books

By Carmen Bernier-Grand

*Doña Flor: A Tall Tale About a Giant Woman with a Big Heart* by Pat Mora, illustrated by Raul Colon

*Becoming Naomi Leon* by Pam Muñoz Ryan

**Illustrator-Doña Flor: A Tall Tale About a Giant Woman with a Big Heart by Pat Mora, illustrated by Raul Colon**

Honor Books

*César; ¡Sim Se Puede!, Yes, We Can!*

By Carmen Bernier-Grand, illustrated by Daid Diaz

*Arrotró, Mi Niño, Latino Lullabies and Gentle Games* by Lulu Delacre

*My Name Is Celis! Me Llamo Celis: The Life of Celis Cruz! La Vida de Celis Cruz* by Monica Brown, illustrated by Rafael Lopez

For complete lists of ALA award winners visit [www.ala.org](http://www.ala.org)

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2007  
*Milton L. Eisenhower Award*  
*The Kibitz Team* by Anne-Laure Bondoc

Additional Honors and Awards

Boston Globe/Horn Book

New York Times Best Illustrated

Children's Choices (International Reading Association)

Teacher's Choices (International Reading Association)

Young Adult Choices (International Reading Association)

Best Books for Young Adults (ALA/YALSA)

Notable Books (ALA/ALSC)

Notable Social Studies Trade Book for Young People (NCSS/CBC)

Outstanding Books for the College Bound (ALA)

Outstanding Science Trade Books for Children (NSTA/CBC)

## Web Sites for Book Lists

American Library Association

<http://www.ala.org>

<http://www.ala.org/alse>

<http://www.ala.org/yalsa>

Book Adventure

[www.bookadventure.org](http://www.bookadventure.org)

Carol Otis Hurst

<http://www.carolhurst.com>

The Bulletin for the Center of Children's Books

<http://www.lis.uiuc.edu/puboff/bccb/>

Children's Book Council

<http://www.cbcbooks.org>

Children's Literature Web Guide

<http://www.ucalgary.ca/~dkbrown/>

Hoagies' Gifted Information Page

<http://www.hoagiesgifted.com>

International Reading Association

<http://www.reading.org>

National Council of Teachers of English

<http://www.ncte.org>

Notable Social Studies Trade Book for Young People

<http://www.socialstudies.org/resources/notable>

Outstanding Books for the College Bound

<http://www.ala.org/news/archives/v4n/obclist.html>

Outstanding Science Trade Books for Children

<http://www.nsta.org/pubs/sc/ostblist.asp>

Planet Esme

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

Publishing Sites

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## Web sites for information on books and reading

[www.ala.org](http://www.ala.org)

[www.bookadventure.org](http://www.bookadventure.org)

[www.ed.gov](http://www.ed.gov)

[www.cbcbooks.org](http://www.cbcbooks.org)

[www.guysread.com](http://www.guysread.com)

[www.hbook.com](http://www.hbook.com)

<http://www.booksense.com>

[www.looseleaf.org](http://www.looseleaf.org)

[www.myhomelibrary.com](http://www.myhomelibrary.com)

[www.readingrockets.org](http://www.readingrockets.org)

[www.richespick.com](http://www.richespick.com)

[www.teachingbooks.net](http://www.teachingbooks.net)

<http://www.treasure-on-reading.com>

[www.askoxford.com](http://www.askoxford.com)

[www.bartleby.com](http://www.bartleby.com)

[www.bookbrowser.com](http://www.bookbrowser.com)

[www.ucalgary.ca/~dkbrown](http://www.ucalgary.ca/~dkbrown)

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

[www.kidnews.com](http://www.kidnews.com)

[www.onlinebooks.library.upenn.edu](http://www.onlinebooks.library.upenn.edu)

Library Pages

<http://www2.nysl.org/home/branch/kids/>

<http://www.bpl.org/kids/>

<http://www.multnomah.lib.or.us/lib/kids/>

<http://www.colapublib.org/children/kids/>

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## Information on Authors and Author Visits

To arrange an author/illustrator visit...

<http://visitingauthors.com/>

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

<http://authorvisits.com>

Author Sites

• <http://www.acs.ucalgary.ca/~dkbrown/authors.html>

• <http://www.authoryellowpages.com>

• [Janbrett.com](http://www.janbrett.com)

• [Carlhaasen.com](http://www.carlhaasen.com)

• [Ursulakleguin.com](http://www.ursulakleguin.com)

• [Loislowry.com](http://www.loislowry.com)

• [Janeyolen.com](http://www.janeyolen.com)

• [Patriciapolacco.com](http://www.patriciapolacco.com)

• [Terrypratchett.com](http://www.terrypratchett.com)

• [Redwall.org](http://www.redwall.org)

• [Jkrowing.com](http://www.jkrowing.com)

• [Lemonysnicket.com](http://www.lemonysnicket.com)

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