

School District of the City of Highland Park
“Literacy in the Park”



Planning and Implementation Guide

Compiled by

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President, Board of Education

&

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Former Assistant Superintendent

Curriculum and Professional Development

In Partnership with the YES Foundation Literacy Initiatives

Edith D. Hightower, General Superintendent

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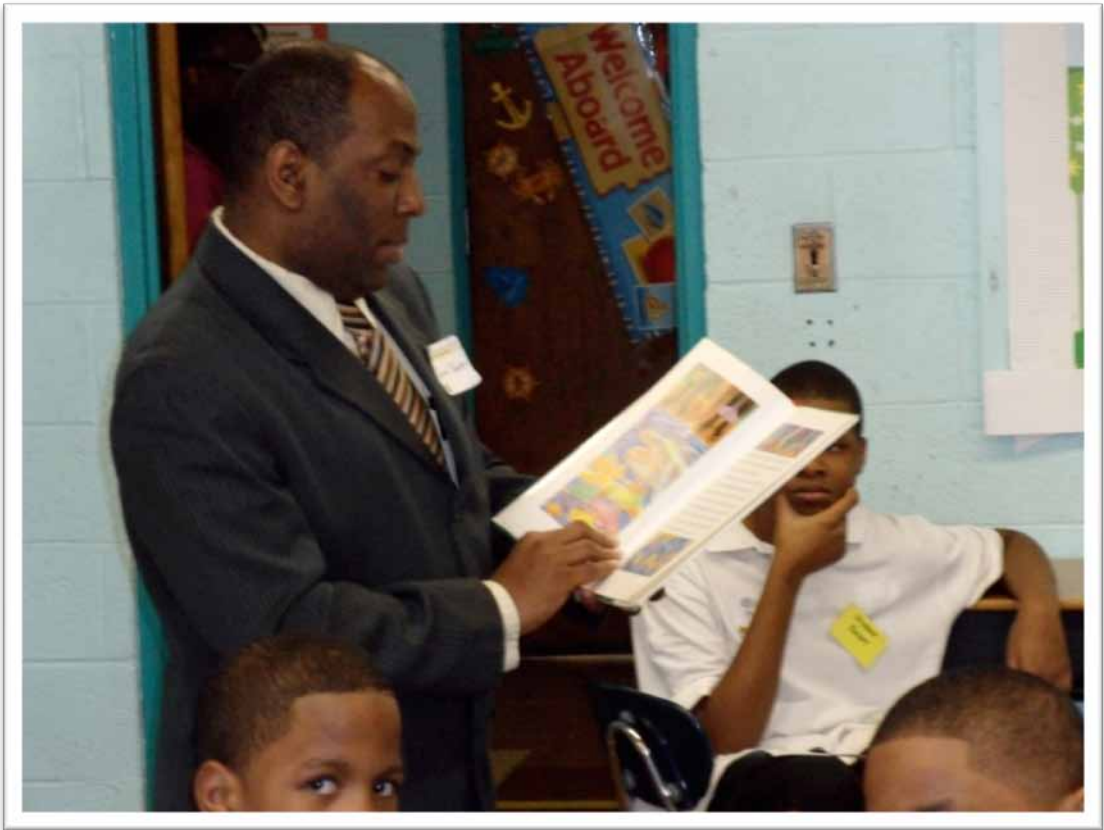
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Guide Overview



ADMINISTRATIVE CENTER

20 Bartlett Avenue
Highland Park, MI 48203
(313) 957-3000 ext. 10562221
Fax (313) 868-0404

Edith D. Hightower
Interim Superintendent

March 31, 2011

Dear Staff and REAL Men Read Supporters,

With your assistance and enthusiasm, for the last seven years the School District of the City of Highland Park has hosted REAL Men Read Day. Each year, we have partnered with family members, local business leaders, elected officials, and community organizations to have a positive, long lasting effect on our students.

As we prepare students for the future, it is important to model behaviors essential for lifelong learning. REAL Men Read Day is an excellent opportunity to motivate the students of the Highland Park community and elsewhere. This guide is a celebration of the great stories, humor, and many different character voices students when a cadre of men converse on When real men volunteer to read to appreciation for reading for a

Reading is a journey through history, of knowledge that is expected of the through inquiry, investigation, and cooperative effort. Discussions of regularly, as well as during literacy critical reasoning and promotes



have heard across the city each March classrooms throughout the district. student, they demonstrate a genuine lifetime!

exploration, and adventure. The depth 21st century learner must be initiated discussion in a collaborative and literature read and listened to events like REAL Men Read Day spawn imaginative thinking.

REAL Men Read Day is in line with the mission of the School District of the City of Highland Park and will spring a foundation of learning and growth. As we model high expectations and lifelong learning, it is important for us to also enjoy the wonderful stories as REAL Men Read. Let the journey continue for many years to come!

Educationally,

Edith Hightower
General Superintendent

The School District of the City of Highland Park does not discriminate on the basis of race, color, national origin, age, sex, marital status, religion or disability. For employment matters, contact the Executive Director of Human Resources at (313) 957-3000. For all other matters contact the District Office at (313) 957-3000, 20 Bartlett Avenue, Highland Park, MI 48203
"An Equal Opportunity Employer"



ADMINISTRATIVE CENTER

20 Bartlett Avenue
Highland Park, MI 48203
(313) 957-3000 ext. 1056
Fax (313) 868-0404

Edith D. Hightower
Interim Superintendent

March 31, 2011

Dear Guide Users,

It has been a pleasure being a part of REAL Men Read since its inception seven years ago when I suggested to Judith Wimberly, the principal of Barber School that we host this annual event. I vividly remember recruiting men at church, from the community, at local businesses and from the school staff. My thinking was if real men could cook, play sports and go to the moon, they certainly could read aloud to Highland Park students. So it is pretty wonderful that hundreds of fathers, grandfathers, brothers, uncles, and cousins have volunteered to read each year. From the Mayor, to a local news anchor, to police officers and businessmen we have had a great roster of men who are eager to lift up the power of reading for children and teens.

According to Dr. Jawanza Kunjufu "The African American community must marshall every available resource to enhance literacy among African American youth and particularly African American males." We know from clearly documented research that reading aloud is the single most important thing parents and caring adults can do to support literacy development. The disturbing statistics on illiteracy makes it even more critical we all pull together to seek strategies and techniques to encourage and motivate students to want to read. So as we reflect on the positive impact REAL Men Read has had over the years, we also want to ensure its sustainability for the future.



Please use this resource to help continue the work started and maintained by board members, superintendents, principals, teachers, staff and other lovers of reading. The success of REAL Men Read has been and will continue to be a team effort. People like you have made it happen and will make it happen year after year as it becomes a part of the fabric of the district.

Thank you in advance for your commitment and assistance to make REAL Men Read a permanent fixture in our school district.

Happy Reading,

Alma Greer, President
Highland Park School District

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OFFICE OF THE MAYOR

ROBERT B. BLACKWELL MUNICIPAL BUILDING
12050 Woodward Avenue-Highland Park, Michigan 48203

May 19, 2011

Alma L. Greer
President, Highland Park Board of Education
20 Bartlett
Highland Park, Michigan 48203

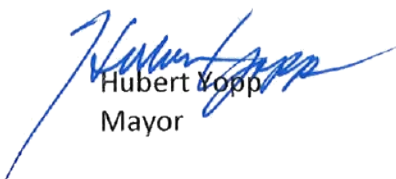


Dear Mrs. Greer:

I want you to know how honored I was to share in the *Real Men Read* initiative this year at Barber School. The time I spent encouraging our students to explore the world through reading was, to me, a wise and valuable investment in our City's future. I strongly believe that readers become leaders and that knowledge is power.

I congratulate you and your team on the continued success of this program. I am hopeful that *Real Men Read* will help transform the lives of our young people and prepare them for the world!

Sincerely,


Hubert Yopp
Mayor

**REAL Men Read Day
District-wide Literary Initiative**

“Promoting LITERACY, page by page, book by book”

District Mission Statement:

The mission of the School District of the City of Highland Park is to create a center of excellence in education that will ensure students are college and career ready. We are committed to create and maintain an environment ensures, through high expectation, maximum professional commitment it concerted effort by every member of the school community, that every student reaches a high level of academic achievement as determined by state and national standards.

District Vision:

The School District of the City of Highland Park is a center of excellence in education and development for all students.

Purpose of Guide:

This guide was developed to facilitate the planning and preparation for the annual REAL Men Read (RMR) Day held every year in the month of March in support of National Reading Month and Read Across America sponsored by the National Education Association.



RMR Day Objectives:

- Highlight the importance of reading aloud to children.
- Showcase real men reading and talking about the benefits of reading
- Expose students to a wide range of high-quality literature.
- Encourage students to read by the example set by male role models.

**“Once you learn to read, you will be forever free!”
Frederick Douglass**

STANDARDS AND EXPECTATIONS

State Grade Level Content Expectations (GLCEs) and Common Core State Standards that support REAL Men Read activities:

Grades K-5

Grade Level Content Expectations	Common Core State Standards
Students will listen to and respond thoughtfully to both classic and contemporary texts.	Students will ask and answer questions about key details in a text read aloud.
Students will be enthusiastic about reading and learning how to read.	Students will actively engage in-group reading activities with purpose and understanding.
Students will be enthusiastic about reading and do substantial reading on their own.	Students will determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Students will make text-to-self connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text.	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text.	

Grades 6-12

Grade Level Content Expectations	Common Core State Standards
Students will listen to text to identify and respond to key ideas and significant details.	Students will integrate and evaluate information presented from diverse texts.
Students will listen to a variety of fiction and nonfiction and examine ways in which prior knowledge and personal experience affect the understanding of spoken text.	Students will comprehend complex literacy and informational texts proficiently.
Respond to literature in a variety of ways providing examples of how texts affect their lives, connect them with the contemporary world, and community.	Students will cite textual evidence that support analysis of what text says explicitly as well as inferences drawn from the text.
Students will engage in self-assessment as a listener, while monitoring comprehension and using various strategies to construct meaning.	Students will determine a theme and central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Introduction

Would you agree with Ralph Ellison, the author of *Invisible Man*, that, “What one reads becomes part of what one sees and feels?” Do you concur with former coach William Robinson that “Being illiterate is like having handcuffs on all the time?” Was Tom Watkins, former State of Michigan Superintendent of Education accurate when he said, “Reading is the single most important measure of future success?” Then what can be done to help ensure all children are motivated and able to read when they leave our school system?

As we explore the current state of literacy, the fact remains that we have a large population of adults and young people who struggle with learning to read. The most recent data from the National Institute for Literacy classifies an alarming 56% of Highland Park adults as functionally illiterate. In other words, more than half of adults in this community are unable to “read a story, the newspaper, a traffic sign or a label on a can.” We should all be outraged! This high illiteracy rate has a huge negative impact socially and economically on our city.

Scores on the National Education Assessment Program (NEAP) shows a sobering 73% of 4th grade students in Highland Park are “below basic” in reading. Nationally, 34% of students in this grade are “below basic.” Over 50% of our students are partially proficient or not proficient in reading from 3rd grade through 9th grade based on scores from the Michigan Education Assessment Program (MEAP). Of the 62 high school students tested in 2011 on the Michigan Merit Exam a mere 17 students or 27% of them were proficient in reading. Far too many students have not met minimum standards on this assessment.

These disturbing statistics remind us of the need to employ a range of strategies to address literacy learning at all levels. One thing is clear, everyone in our community can and must play a role in supporting this effort to improve and lift up reading. Hence, the introduction of REAL Men Read Day at Highland Park School District’s Barber School in 2004. Spearheaded by Alma Greer, Vice Chairperson of the YES Foundation and President of the Highland Park Board of Education, this literacy initiative is in its 7th year.

This guide serves as a tool to help sustain and expand “REAL Men Read” Day. Reading has played an important role in the life of communities dating back to pictures painted in cave walls to storytellers sitting around a fire in the deepest part of Africa.

Literacy learning has a long history in the African community. Historians contend the rise of literacy occurred in Northern Africa during the Ancient Egypt civilization around 3300 BC utilizing hieroglyphics as an early form of literacy education. One of the world's earliest and longest-lasting civilizations, the Egyptian state continues to provide evidence of this early literacy in their pyramids, tombs, and museums. The influence of this civilization to teaching and learning is recognized around the world. Hieroglyphs

History has played and continues to play a critical role on the education of African Americans in these United States. It is difficult to discuss the state of literacy in our community without examining the historical impact of the enslavement of Africans who were prohibited from learning to read and write. This manipulation of African's access to literacy was believed to limit their ability to help liberate their people from slavery. Thus, the heart of Frederick Douglass's quote "Once you learn to read, you will be forever free!"

Of course, there was always a population of educated Blacks who were in some cases supported by Whites who realized the necessity to educate them resulting in the creation of institutions like Fisk, Hampton, and Howard. Even under the oppressive conditions of slavery a relatively large number of slaves still learned to read and some acquired specialized skills. If our ancestors can overcome those barriers, many students from Highland Park who face challenging conditions can overcome them too. Let's invite some "real men" to assist them and us in this effort!

**"Reading is to the mind what exercise is to the body."
Richard Steele**



Planning Resources & Templates

Program Direction: District Chairperson RMR Day

1. Develop Schedule 2. Organize Planning Meetings 3. Delegate Responsibility

District Chair: _____

School Coordinators (Co-chairs):

Barber Focus

Henry Ford

HPCHS

Literacy Council Members:

Names	Roles & Responsibilities

Planning Committee Meetings:

Meeting Dates	Focus of Meeting	Who should attend?

Roles & Responsibilities

DISTRICT CHAIR

Role and Responsibilities

1. Ensures the missions of both Real Men Read Day and the School District of the City of Highland Park are being fulfilled consistently throughout the planning, execution and follow up of Real Men Read Day
2. Plans agenda and facilitates all district level planning meetings
3. Approves all press materials prior to print and distribution
4. Approves all collateral and marketing materials prior to print and distribution
5. Solicits community leaders, businesses and elected officials for attendance, participation and sponsorship of Real Men Read Day
6. Establishes budgets with financial management and seek approval for final event budget
7. Recruits and approves all Real Men Read Day assigned staff such as Media Coordinator and Photographer
8. Participates as needed in orientation and training for Real Men Read staff including selected student readers, adult readers, Media Coordinator, and so on.

SCHOOL COORDINATORS (Co-chairs)

Role and Responsibilities

1. Ensures the missions of both Real Men Read Day and the School District of the City of Highland Park are being fulfilled consistently throughout the planning, execution and follow up of Real Men Read Day
2. Facilitate school level planning meetings
3. In attendance of all district level committee meetings
4. Approves all collateral and marketing materials prior to print and distribution
5. Develops school timeline and calendar items for pre and post tactics for Real Men Read Day
6. Support school staff with preparation for RMR
7. Work with staff to create official student reader schedule
8. Solicits community leaders, businesses and elected officials for attendance, participation and sponsorship of Real Men Read Day
9. Follows up with all necessary participants with Thank Yous in a timely manner

ADMINISTRATOR, TEACHERS & STAFF SUPPORT

Role and Responsibilities

1. Establishes curriculum by recommending books for reading
2. Promotes event participation amongst students, fellow faculty, parents and the local community
3. Recruits student readers
4. Recruits event volunteers
5. Identifies student host and hostesses
6. Organizes the transporting of students to the event if applicable
7. Assists in venue set up and clean up, considering all aesthetics including safety precautions
8. Conducts post Real Men Read Day educational activities
9. Follows up with guest readers with thank you letters from students and faculty
10. Assist with creating student reader schedule

STUDENT EVENT WORKERS

Role and Responsibilities

1. Acts as event hosts and greeters
2. Help set-up, take down and store signage, posters, banners and so on
3. Greets guests and escorts them to designated areas
4. Makes sure intended parties are aware of any special guest or media arrivals
5. Creates and distributes nametags, sign-in sheets and evaluation forms
6. Demonstrates professionalism at all times
7. Assists in all other needed work including delivering messages, set up and clean
8. Dress appropriately in school uniform

FINANCIAL MANAGEMENT

Role and Responsibilities

1. Seek approval for event budget and all expenditures
2. Solicit sponsors and donors
3. Keep records and receipts
4. Prepare financial statement and balance sheet
5. Make sure bills are paid



PUBLIC RELATIONS

Role and Responsibilities in collaboration with Media Coordinator (see next section)

1. Prepare letterhead, brochure and flyers
2. Distribute all publicity materials
3. Oversee press releases, television and radio announcements, posters, and flyers
4. Help arrange interviews on talk shows and public affairs programs
5. Invite media to visit program
6. Promotional materials (bumper stickers, key chain, coffee mugs, ink pens)
7. Welcome banner, poster, nametag
8. Maintain press-clipping file
9. Document participation
10. Follow up – Send thank you letters and certificates

MEDIA COORDINATOR

Role and Responsibilities

1. In charge of promoting Real Men Read Day
2. Supports Superintendent and Board President as spokesperson for the event
3. Contact person on all press releases and media advisories
4. Responsible for writing press releases and other communications that are related to the event
5. Develop press kit including brochures, Q & A fact sheet, and brief bios of sampling of volunteer readers
6. Update talking points as needed
7. Contact media via e-mail and/or phone day before event
8. Coordinate and schedule TV and radio interviews for participants and school officials
9. Support Media Assistants day of event

MEDIA ASSISTANTS

Role and Responsibilities

1. Serve as school media contact the day of event
2. Oversee Media Sign-in & provide media badges
3. Escort media during interviews, classroom visits, etc.



Timeline Check List

5 months prior to event (October)

- ☐ Appoint Program Director/Coordinator
- ☐ Recruit organizing committee
- ☐ Establish preliminary budget
- ☐ Set and publish event date and theme
- ☐ Identify possible sponsors & mail solicitation letter
- ☐ Develop publicity plan
- ☐ (Suggestion) Determine school site and grade levels

4 months prior to event (November)

- ☐ Organizing committee monthly meeting
- ☐ Decide on subcommittees and appoint chairs
- ☐ Plan for display of posters and preliminary flyers
- ☐ Prepare Save The Date & other publicity items to mail & post on Facebook and/or Twitter
- ☐ Send Save the Date to former participants and community businesses/organization
- ☐ Follow-up on sponsor requests

2 months prior to event (January)

- ☐ Organizing committee monthly meeting
- ☐ Distribute posters and other publicity information
- ☐ Plan for refreshments
- ☐ Assess feedback from initial publicity
- ☐ Mail registration brochure & start to confirm readers
- ☐ Plan for student reader recruitment and training
- ☐ Order additional books for adult and student readers

1 month prior to event (February)

- ☐ Organizing committee monthly meeting
- ☐ Update press releases and distribute to support reader recruitment
- ☐ Continue to recruit and confirm adult readers
- ☐ Assign adult readers to preferred school site and grade level
- ☐ Confirm student readers, assign school and grade levels
- ☐ Highlight books available to readers and distribute upon request
- ☐ Plan for Student reader training
- ☐ Arrange bus transportation for student readers

- ☐ Recruit volunteers to support event day
- ☐ Organize books for distribution with labeled envelope

2 weeks prior to event (March)

- ☐ Continue to confirm and assign adult readers
- ☐ Conduct student reader training
- ☐ Distribute books to readers
- ☐ Initial school site readiness for readers (i.e. physical set-up, refreshments, parking accommodation, etc.)
- ☐ Finish final scheduling of student readers
- ☐ Prepare signage for school sites
- ☐ Assign greeter for media at each school

1 week prior to event

- ☐ Print Adult and Student Reader Schedule for each school
- ☐ Prepare and distribute Media Packet
- ☐ Create nametags and sign-in sheets
- ☐ Order refreshment items
- ☐ Confirm adult readers via e-mail
- ☐ Confirm bus transportation of student readers
- ☐ Identify student host and hostesses
- ☐ Prepare venue inside and outside the school (i.e. cleanliness, safety precautions)

1 day prior to event

- ☐ Pick-up refreshments
- ☐ Set-up Welcome Area
- ☐ Prepare students for next day event
- ☐ Follow up with media
- ☐ Remind student readers to bring book and of gathering location
- ☐ Confirm duties and responsibilities of volunteers
- ☐ Check venue (i.e. restrooms, school entrance, parking lot & playground)

Event Day

- ☐ Put up directional signs for guests & media
- ☐ Have selection of books for readers available in library or gathering room
- ☐ Have hosts & hostesses escort readers to classrooms
- ☐ Set-up refreshment table
- ☐ Assign greeter to media
- ☐ Take photos
- ☐ Distribute gifts and ensure evaluations are completed

At the end of event

- ☐ Verbally thank volunteers
- ☐ Clean up
- ☐ Return borrowed items
- ☐ Remove signage

1 day after event

- ☐ Make notes for evaluation
- ☐ Remove all signage and store
- ☐ Return leftover publicity items to central office or District Coordinator
- ☐ Make copies of sign-in sheets and forward to central office or District Coordinator
- ☐ Distribute surveys to committee members for immediate feedback & return to District Coordinator

2-3 weeks after event

- ☐ Send letters of appreciation to all participants
- ☐ Aggregate data from surveys to determine next steps for improvement of event
- ☐ Organizing committee meeting for final assessment

IMPLEMENTATION PLANNING SHEET

REAL Men Read Day Implementation Planning Sheet

Meeting Date: _____

Goal: _____

Task to be accomplished: _____

Team Members Present: _____

Task	Assigned to	Costs/Resources	Start Date	Deadline	Status

Once complete, what is the next step? _____



SAMPLE SPONSOR LETTER

Sample Sponsor Letter

Dear Friend:

Reading is the foundation of education. It opens the doors to life. Without it, our students cannot understand the fundamentals of math, history, and science.

For the last eight years, the Highland Park School District has been waging a battle against illiteracy by hosting a variety of literacy events including our annual Real Men Read Day.

Men from Southeast Michigan are invited to come to our schools and read to students from prekindergarten to twelfth grade. Real Men Read Day was established to encourage and motivate the literacy learning of our students.

It is a modest program that has an enormous impact in Highland Park. It provides mentoring opportunities for men along with Highland Park Community High School students. Plus it promotes the importance of student achievement and community partnerships.

It allows students in Highland Park who may not have positive male role models in their life a chance to reach out to men who truly want to make a difference in their community. It is solely needed.

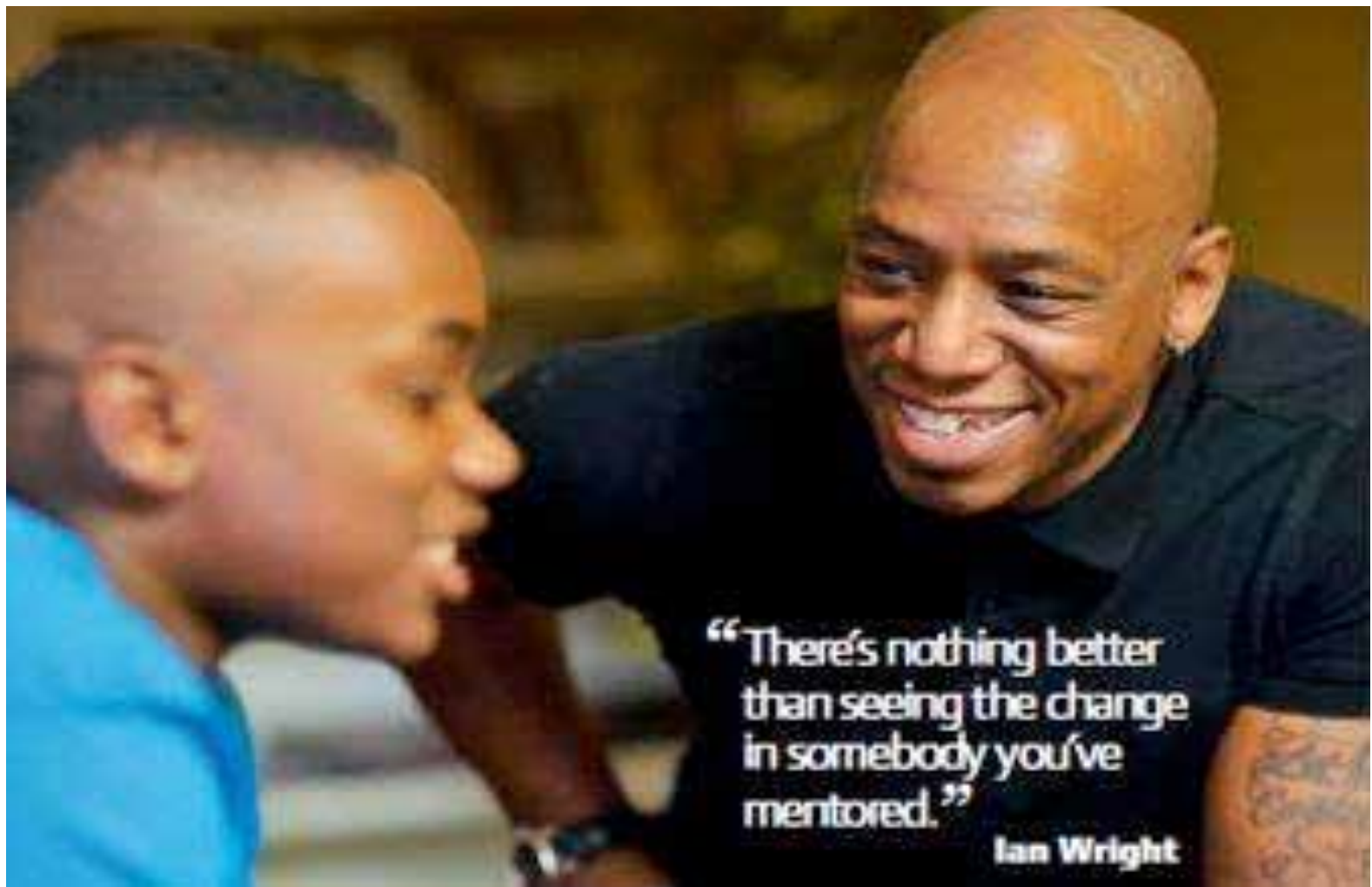
We invite you to be a sponsor of the <8th> annual Real Men Read Day to be held on <date>. As with any event, it cost to maintain a professional and well-organized event. We would appreciate your donation to support printing, mailing, refreshments, and/or a small token gift for volunteer readers.

We have enclosed a Q & A sheet with additional information on Real Men Read Day and look forward to your contribution to the success of this most beneficial literacy event. Please forward check payable to the School District of the City of Highland Park, C/O Real Men Read, <district chair>, 20 Bartlett, Highland Park, MI 48203. Thank you in advance for your support and partnership in this literacy initiative.

Educationally,

Edith Hightower
General Superintendent

Alma Greer
President, Board of Education



Reader Recruitment & Confirmation Items

ADULT READER RECRUITMENT

Before

Event – Adult Reader Recruitment

SAVE THE DATE



School District of the
City of Highland Park
20 Bartlett Avenue
Highland Park, MI 48203

SAVE THE DATE
Real Men Read
Thursday, March 24

SAVE THE DATE



School District of the
City of Highland Park

**7th Annual
Real Men Read Day**

Thursday, March 24, 2011
9:00 am - 2:00 pm

"Once you learn to read, you will be forever free!"

– Frederick Douglass

Brochure/Registration Form



Helping to send a
powerful message
to our
students
that reading is
a pleasurable and
COOL thing to do!





**Board of Education
2010-2011**

Alma L. Greer, President
Kathryn Joyner, Vice President
John H. Holloway, Treasurer
Vacant, Secretary
Jamille Edwards, Member
Brenda Epperson, Member
Debra Humphrey, Member

Edith D. Hightower
Interim Superintendent of Schools

Highland Park Schools

Barber Focus School (Prek-8)
45 E. Buena Vista
(313) 957-3005

Henry Ford Academy (Prek-8)
131 Pilgrim
(313) 957-3004

Highland Park Community High School
15900 Woodward
(313) 957-3002

For more information, please e-mail
Dr. L. Pinkett, lpinkett@hipark.k12.mi.us
or call (313) 957-3004





*“Celebrating Reading,
Inspiring Readers”*

Thursday March 24, 2011
9:00 am – 2:00 pm

Barber Focus School
Henry Ford Academy
Highland Park Community High School

(Front)

REAL MEN READ DAY

Dear Father, Grandfather, Brother, Uncle, Son, Friend:

Some men play sports, some men cook, but real men READ... to children. For the last seven years men like you have supported "REAL MEN READ" Day sponsored by the Highland Park School District. This National Reading Month event sends a powerful message to our students that reading is a pleasurable and COOL thing to do!

We invite you to join us, along with other "real men" in this exciting literacy activity. REAL Men Read Day will be held at our three schools Barber, Ford and Highland Park Community High on Thursday, March 24, 2011 from 9 am to 2 pm. You may bring a book of your own to read or choose one from our selection, which can be picked up on March 11th or 18th between 9:00 a.m. and 3 p.m. at 20 Bartlett. In addition, feel free to dress as a character in your book or bring any props that may enhance your read-aloud.

Please complete the registration form attached and return it in the self-addressed envelope. Feel free to contact the district office at (313) 957-3000 or e-mail pinkert@hipark.k12.mi.us with any questions. We look forward to you reading aloud on March 24th.

Educationally Yours,

Edith D. Hightower

Interim Superintendent

Alma L. Greer

President, Board of Education



"SHARING BOOKS, EXPANDING MINDS"

Examples of literature for read-aloud:

Books for Younger Children

Grandfather and I by Helen Elizabeth Buckley

Just the two of us by Will Smith

Lucky Bears by Becky Birtha

The Secret World of Walter Anderson by Hester Bass

The Bar Boy & His Violin by Gavin Curtis

For the Love of Soccer by Pella

Of Thee I Sing: Letters to My Daughters by Barack Obama

Across the Alley by Richard Michelson

Goal! By Mina Javaherbin

Happy Feet by Richard Michelson



Books for Older Children

The Return of Buddy Bush By Shelia P. Moses

Out of My Mind by Sharon Draper

The Dream Weaver by Walter Dean Myers

Mr. Chickee's Funny Money by Christopher Paul Curtis

Bad Boy by Walter Dean Myers

Jason and Kyra by Dana Davidson

The First Part Last by Angela Johnson

Sunrise Over Fallujah by Walter Dean Myers



"Once I started reading, it opened up all kinds of avenues for me."

— Dr. Ben Carson

REGISTRATION FORM

First Name _____ M.I. _____ Last Name _____

Address _____ City _____ ZIP Code _____

Phone _____ Email _____

School Preference: ☐ Barber ☐ Ford ☐ Highland Park Community High

Title Preference: _____ Grade Preference: _____

☐ Place me where I'm needed most.

Fax To: (313) 868-0481

Please fax the form to (313) 868-0481
or mail to: Real Men Read
Curriculum and Instruction
20 Bartlett, Highland Park, MI 48203



Please fill out the form detach and mail, or fax to the address above.

School District of the City of Highland Park

(Back)

Sample School Flyer



<SCHOOL NAME>
<School Address>
<School Phone Number>



Please join us for ...
REAL Men Read Day

<Date>

<Time>



Real Men Read ~ Registration Form

Name: _____ Address: _____

City: _____ Zip code: _____ Phone: _____

E-mail: _____

Preferred Grade Level: _____ Where I'm Most Needed: _____

Preferred Time: _____ Will need a book: _____ Will bring a book: _____

Return this form to: <School Name>, <Date>, Highland Park, MI 48203, Attention: <School Coordinator>
or fax to: <School Fax Number>





Confirmation Postcard

School District of the City of Highland Park
20 Bartlett
Highland Park, MI 48203

Dear

Thank you for agreeing to participate in the Real Men Day on March 24th at Barber School. You are scheduled to read at ____ o'clock. Books to read-aloud will be available in the school library or feel free to bring your own. Please call (313) 957-3005 for more information.

Sincerely,



Student Registration Packet

Attention: ALL Highland Park Community High School *Male* Students

We're looking for "real men" who want to read aloud to elementary students at Barber Focus School or Henry Ford Academy on <DATE>!



If you would like to be a part of this cool and exciting day:

1. Complete & return the registration form
2. Get permission from your teachers to participate
3. Plan to attend Student Reader Training
4. Select a picture book you would like to read

Students selected to read will be notified by <DATE>. For more information, please see Ms. Oliver.



Highland Park Community High School
Real Men Read ~ <DATE>
Student Registration Form



Part I – Student Information

Name _____ Grade _____
GPA _____

Address _____ City _____ Zip code _____

Phone: _____ E-mail: _____

I would like to read to _____ I will read where I'm most needed _____
Grade Level

I will bring my own book to read _____
(Please bring this book to the training session)

I will need a book a book to read _____

Part II – Teacher Permission

Student requires teacher approval to participate in the REAL Men Read Day on 3/24/11.

Class Period	Subject	Teacher	Teacher Signature
1 st			
2 nd			
3 rd			
4 th			
5 th			
6 th			

Please return this form to the school office - Attention: Ms. Oliver

Student Confirmation Letter



**Highland Park Community High School
15900 Woodward Ave.
Highland Park, Michigan 48203**

Dear ,

We are happy to inform you of your selection to participate as a guest reader for Real Men Read Day on <Date> at Henry Ford Academy or Barber Focus School. You will receive more information at the mandatory Read Aloud student training on _____ at ____ o'clock. A selection of books to read aloud will be available the day of training or you can bring your favorite children's book. So plan to attend.

If you have questions, notify Mrs. Oliver at (313) 957-3000 for more information.

Sincerely,

Mrs. B. Oliver, High School Chair
Real Men Read Committee

Dr. Linda Pinkett, Chairperson
Literacy Council





Reader & Student Preparation Materials

28



Highland Park School District
20 Bartlett

Book Selection & Checkout
<DATE>



**Thank you for selecting
your book in advance. We
look forward to seeing you
on Real Men Read Day**

<DATE>!

****Attach this sheet to front of large envelope for volunteer reader to transport book.**

**Highland Park Community High School
STUDENT READER TRAINING**

<Date>

<Time>

Media Center



STUDENT TRAINING AGENDA

- **Welcome & Introductions**
 - **Model - Read Aloud**
- **Discuss the “Tips for Reading Aloud”**
- **Review “Do’s of Reading Aloud” & “Techniques for Reading to Children”**
- **Guided Practice - Mini Book Read Aloud**
 - **Book Selection**
- **Independent Practice – Read Aloud**

Tips for Reading Aloud

Why are we reading?

Reading aloud to students can help:

- * Stimulate their imagination*
- * Entertain and/or inform*
- * Inspire them to read*
- * Expose them to a variety of literature*
- * Learn to love books*



When Reading to Your Audience

- Position yourself in front of students so pictures may be seen.
- Be enthusiastic. Ham it up a little and the students will love it.
- Relate events in the book to events in the student's lives, if possible.
- Encourage students to ask or answer questions about the book.
- You might want to tell students why you selected this book to read.

Source: Story Readers Program Handbook - The YES Foundation

The Do's To Remember When Reading Aloud

1. Love the book yourself before you read it to the children.

Read it all through yourself before introducing it. Don't share a book you think is boring, because the children can tell. There are too many wonderful books available, select one you both will enjoy.

2. Choose a book that lends itself to reading out loud.

Unless you are dramatically gifted, books with lots of dialogue are tricky. Also, books with lots of introspection are sometimes more fun to read alone.

3. Be versatile in your approach.

You read to the children. Or, they read to you, in turns. Or, you read to them, but they all read along with their own copies. Or you read a page, and the children read a page.

4. Make read aloud time special.

Gather children close around you. Say or sing a quiet down poem/song. Thank children for being good listeners.

5. Read with expression.

Listen to yourself on a tape recorder. Can your presentation be improved with dramatic pauses? Louder or softer speech? Funny voices? Don't be shy. The children won't remember that you sounded silly. They'll remember an interesting book



Source: Madame Esme's Read Aloud

Techniques for Reading to Children

A true-shared reading experience is more than picking up a book and reading it aloud. Shared reading experiences are interactive, thought provoking, exciting, and educational. This section describes specific techniques to use before, during, and after reading aloud to children.

General Guidelines

- Position yourself so both you and the children are comfortable. Make sure everyone can see the pictures.
- Allow your listeners, especially younger children, a few minutes to settle down to get ready to hear the story.
- Use plenty of expression and change your tone of voice to fit the dialogue.
- Adjust your pace to fit the story. During a suspenseful part, slow down, draw your words out, and bring your listeners to the edge of their seats!
- Be enthusiastic. Read stories that you enjoy yourself. Your dislike will show if you read books that you don't like.

Before Reading

- Show the cover of the book. Ask children what they think the title might be and what the story will be about. Discuss what they know about the topic.

During Reading

- Children will ask questions of you also. Answer their questions patiently; don't ignore them or put them off. "There is no time limit for reading a book but there is a time limit on a child's inquisitiveness" (Trelease, 1993).

After Reading

- Give children time to reflect on and think about the reading. Ask them to describe their favorite part and why it was their favorite.



Source: Penn State University

REAL Men Read School Site Script

Example:

Greeter: Good Morning, Mr. or Ms. _____ (teacher) _____, my name is _____ a _____ grade student here at HPCHS, and this is Mr. _____ (Volunteer reader.) He will be reading to your class.

Teacher: We are pleased to have you in our school today, Mr. _____.

Mr. _____ is a volunteer reader for the REAL MEN READ program. Please give Mr. _____ your undivided attention.

Reader: *Provide more background information and narration of story.*

Teacher: Thank you Mr. _____ for generously offering your time to read to our students at (school name), we know how busy you are, and for you to take this on really speaks to your character and dedication to our youth. I hope we can count on you again in the future.

Greeter: *Brings Reader back to reception area to receive token appreciation gifts and network with other readers. Reader will be escorted to the door when ready to leave by one of the committee members.*

Developed by Barbara Oliver



External Communications

FREQUENTLY ASKED QUESTIONS

1. What is REAL Men Read Day?

For the past seven years, Highland Park School District (HPSD) has sponsored Real Men Read Day in March, during National Reading Month. Dads, uncles, grandfathers, and other men from the community read books aloud to Highland Park School District students.

2. What is the purpose of REAL Mean Read?

Real Men Read shows who real men are, that real men do in fact read and that real men value education. Real Men Read encourages and improves literacy skills of our students and provides mentoring opportunities for men with HPSD students. Real Men Read also demonstrates the importance of student achievement and community partnerships. Real Men Read is a simple program that has a huge impact. Brothers, sons, and friends show how cool it is to be a reader.

3. Who should participate in Real Men Read?

Men from all walks of life who read should participate. Police officers, doctors, engineers, janitors, students, lawyers, food service workers, and bankers are all readers.

4. When and where is Real Men Read?

Real Men Read Day will be held at three Highland Park Schools, Barber Focus, Henry Ford Academy, and Highland Park High on <event date> from <start time> to <end time>.

5. How can I get involved?

HPSD is looking for volunteers to read to students. Volunteers may bring a book or choose a book from the HPSD library. Books will be available on <dates available> at <times available> at <pick up location> for their read-aloud. Volunteers may dress as a character from a book or bring any props that may enhance the read-aloud.

You must register to read for Real Men Read Day. To complete a registration form or for more information contact Dr. Linda Pinkett at (313) 957-3004 or via e-mail pinketl@hipark.k12.mi.us.

- REAL Men Read Day is one of the *Literacy in the Park* events sponsored by the Highland Park School District to celebrate National Reading Month
- <Year> Theme “<Insert Theme>.” Superintendent Edith Hightower and Board President Alma Greer are inviting family members, friends and community leaders to join us in this effort to inspire readers of all ages.
- REAL Men Read Day has been sponsored by the School District since 2004. In previous years we have had up to <Insert number of readers> men to visit our schools and share their favorite books.
- We often talk about how real men play sports, some men cook, but we like to emphasize real men READ to children.
- Encourage men throughout the community to volunteer to read at our three schools Barber Focus, Henry Ford Academy and Highland Park Community High School.
- The event is <event date> and men can read anytime between <start time> and <end time> to the grade level of their choice.
- Volunteers can bring their own book or select a book to read from the school library collection. Some men even bring props to enhance their read-aloud.
- Our goal is to send a powerful message to students that reading is a cool and fun thing to do!
- We know reading aloud is one of the most important things adults can do to support children’s reading.
- Highland Park Schools in partnership with the community want to emphasize how reading aloud stimulates the imagination and promotes a love of books especially during this high tech era of cell phones, facebook and on-line games. We want to expose students to a variety of literature. We want them to see real men, reading real books!

For more information, contact Dr. Linda Pinkett at (313) 957-3004



Press Release

March 2, 2011

Contact: Dr. Linda Pinkett

pinketl@hipark.k12.mi.us

(313) 937-3004

“Literacy in the Park” Inspiring Young Readers

Highland Park School District is working diligently to model for all of its students a genuine appreciation for reading. During National Reading Month in March, Highland Park Schools will host “Literacy in the Park,” five literacy activities to motivate readers of all ages. “Throughout the month students will take exciting adventures as they travel through time and space with book characters,” Edith Hightower, interim superintendent states.

“Literacy in the Park” will start with a kick-off celebration on March 3, 2011 and end with REAL Kids Read on March 31, 2011. Volunteers are needed for storytelling and to read to students at three Highland Park schools, Barber Focus, Henry Ford Academy, and Highland Park Community High. Volunteers may bring their favorite childhood book or choose to read a book from Highland Park School District’s collection. To enhance the story time volunteers may dress as a character or bring a prop.

Last year, district students were celebrated and inspired by volunteer readers. “We are asking family members, friends, community and business leaders to join us for Literacy in the Park,” said Hightower, “We want to inspire readers page by page, book by book.

“Literacy in the Park” will focus on motivating children and teens to read through partnerships with family and community. For more information, call Highland Park School District at 313-927-3000 or contact Dr. Pinkett.



Press Release

March 23, 2011

Contact: Dr. Linda Pinkett

pinketl@hipark.k12.mi.us

(313) 937-3004

REAL MEN READ: Highland Park School District Inspires Readers

Highland Park School District is once again sponsoring "REAL MEN READ" Day to inspire young readers during National Reading Month. REAL MEN READ sends a message to students that reading can take you to unbelievable places and is a wonderful thing to do! REAL MEN READ is an exciting literacy event held at three Highland Park schools, Barber, Ford, and Highland Park High, March 24, 2011 from 9 am to 2 pm.

"We invite fathers, brothers, and sons to read to Highland Park students," Edith Hightower, interim superintendent states, "This will provide an opportunity for men and students to come together. Some men play sports, some men cook, but real men READ to children." Volunteers may bring their favorite childhood book or choose to read a book from Highland Parks School District's library.

This is Highland Park School Districts' 7th year sponsoring this event. "Like last year, we expect to have 100 REAL MEN read across the district, sending a powerful message about the benefits of reading," Hightower said, "We want to feel the power again." Men from an array of community groups, businesses and governmental offices have registered to participate including John Mason from Mason and Company on 107.5 FM radio.

For more information about REAL MEN READ, call Highland Park School District at (313) 957-3000 or Dr. Pinkett, chairperson of the Highland Park Literacy Council, (313) 957-3004.





Internal Communications

Media Kit Information

The Real Men Read Day Media Kit includes the following items:

- Save The Date
- District Flyer
- Brochure
- All Press Releases
- One Media Advisory
- Any official media items with Real Men Read Day mentions



STAFF PHOTOGRAPHER ROLE AND RESPONSIBILITIES

Designated Staff Photographers Role and Responsibilities

- Each school should designate at least 2 photographers in order to get photos of all volunteer readers in classrooms
- Take photos of each volunteer while they are reading aloud to students
- Take photos of volunteer readers exchanging ideas with students about the reading
- When taking class shots, avoid taking photos of inattentive students
- Keep a log of volunteer reader name and book read as you take photos

Designated Photographers:

Room/Grade Level Assignments:



Please distribute to all school staff 2-3 weeks prior to the event.

Staff Information Sheet

Preparation for Event:

- RMR day is scheduled for March ____ from 9:00 am-2:00 pm
- Please feel free to invite parents and other relatives to read to your students
- Brochures and flyers are available from the committee chairperson
- Alert students to event and encourage active participation
- Review appropriate listening skills
- Prepare classroom environment for guest readers (i.e. seating for reader, papers & boxes put away, bulletin boards done, etc.)
- Engage in before reading activities per Academic Support Section of Guide

Day of Event:

- Review schedule of day with students
- Make sure classroom is neat and orderly
- Remind students of the purpose of the day and appropriate behaviors
- Use tally charts and other tools to collect data
- Implement appropriate during and after reading activities

Post Event Follow-up:

- Have students complete the survey provided
- Staff should complete the feedback sheet
- Implement other after reading activities, particularly thank you notes or letters to the readers



Day of Event



Please Sign-in Here

Book Pick-up



Please select a book to read!





Sign-In Sheet

[illegible]

Tips for Reading Aloud

Why are we reading?

Reading aloud to students can help:

- * Stimulate their imagination*
- * Entertain and/or inform*
- * Inspire them to read*
- * Expose them to a variety of literature*
- * Learn to love books*



When Reading to Your Audience

- Position yourself in front of students so pictures may be seen.
- Be enthusiastic. Ham it up a little and the students will love it.
- Relate events in the book to events in the student's lives, if possible.
- Encourage students to ask or answer questions about the book.
- You might want to tell students why you selected this book to read.

Source: Story Readers Program Handbook - The YES Foundation

Guest Reader Survey ~ PLEASE COMPLETE BEFORE LEAVING

(Template form for all schools. Remove this line before distribution.)

REAL Men Read Day
<School Name>
<School Address>
<School City, State, Zip>
<School Phone Number>
<School Fax Number>

Please complete and return to registration

- | | | |
|---------------------------------------------------------------------------------|-----|----|
| 1. Did you enjoy your visit today? | Yes | No |
| 2. Were you greeted warmly by student leaders/staff upon entering the building? | Yes | No |
| 3. Was your student guide helpful? | Yes | No |
| 4. Were the students receptive to your visit? | Yes | No |
| 5. Were the teachers receptive to your visit? | Yes | No |
| 6. Did the students ask questions about the story you read? | Yes | No |
| 7. Did you ask the students questions about the story you read? | Yes | No |
| 8. Were the students able to answer your questions? | Yes | No |
| 9. Was the book you read enjoyable to you and the students? | Yes | No |

Title of book:

- | | | |
|----------------------------------------------------------|-----|----|
| 10. Would you return to our school if asked again? | Yes | No |
| 11. How can we improve to make REAL Men Read Day better? | | |

Comments:



Student Reader Survey ~ PLEASE COMPLETE BEFORE LEAVING

Name: _____

School: _____

1. Where you read: Barber Focus _____ Henry Ford Academy _____

2. Grade level(s) you read to:

3. How many times have you read on RMR Day? 1st time _____ 2-3 times _____
4 times _____

4. What book did you read?

5. Why did you select this book to read?

6. Would you want to read this book again? Yes No

7. Did you enjoy reading to the children? Yes No
Tell why or why not?

8. Were you clear about how to read aloud? Yes No

9. Were the students receptive to your visit? Yes No



10. Are you willing to read again next year? Yes No

Explain:

11. What did you find most rewarding about this experience?

12. What changes would you recommend to those planning the event next year?

Comments:





Academic Support Handouts

Pre, During and Post Reading Activities

Before – Preparation for Event

- Review the different types of genres, have students predict which types of literature they think the men might read. Make the chart below for students to keep track of the genres of literature read by the readers. Tally the numbers at the end of the day. What was the most popular genre of the day? Why do students think this frequently read genre was selected by the readers? Was the students predicted genre confirmed/accurate?

Genre Chart

Realistic Fiction	Historical Fiction	Legend	Tall Tale	Mystery
Fairy Tale	Fantasy	Poetry	Drama	Fable
Narrative Nonfiction	Biography	Autobiography	Informational	Speech

- Have students generate questions they might ask following the reading of text. Record questions on chart paper to use when appropriate preceding the reading.
- Remind students of listening skills and expected behavior during each reading. Have students identify behaviors of good listeners vs. poor listeners. Reinforce positive behaviors.

During Reading

- Have students record information about the various literature shared by the volunteer readers on drawing paper or notebook paper.

Option 1

Title of book	Author

Option 2

Title of Book	Author	Genre

Option 3

Reader	Career	Title of Book	My thoughts about reading...
1			
2			
3			
4			
5			
6			
7			
8			

After Reading

Think → Pair → Share

- After *read aloud*, give students a prompt, such as a question about a particular character or situation from the book. Allow children a specified amount of time to think about their ideas and respond. When time is up, pair the children and have them discuss their ideas with their partner. The activity concludes with the children sharing their ideas with the class.

Character Monologue

- After listening to a book, have students pick their favorite character and write a monologue expressing what the character may have been feeling at a certain point in the book. The character can be speaking to another character from the book or directly to the audience. This is an excellent way for students to explore the inner thoughts of a character.

Story Map

- One of the most effective ways to determine if students have comprehended a story or book is to create a story map. On a preprinted graphic organizer with sections for each story element, have students fill in the major elements of the story, including the setting, main characters, conflict and any major plot points. For lower elementary students, these maps can be simple, such as a general description of the beginning, middle and end of the story. (See Literary Elements Chart in this section)

Journal Writing

- Allow students to write a journal entry in the voice of a character from the book. Have them respond to a particular situation that the character may be going through in the story. This activity can be open-ended, allowing the children to write whatever they wish, or the teacher may guide them with a question or ask them to write about a certain character or situation from the book.

Source: After-Reading Activities for the Classroom | eHow.com
http://www.ehow.com/list_7713277_afterreading-activities-classroom.html#ixzz1lhpZzD10

Literature Response Activities - All Grades

Teacher Directed Activity

Teachers: Please select 2-3 of the questions for students to discuss and/or create written responses. Younger students might like to draw pictures to go with their responses.

1. What did you like about the book the guest reader shared?
2. What surprised you about the characters in the story?
3. How are you alike or different from the main character in the story?
4. What did this story remind you of?
5. Would this story make a good TV show or movie? Why or Why not?
6. What was your favorite part of the story? Explain why
7. Who would you recommend this book to? Why did you choose this person? Why do you think they would like this story?
8. How did you feel while the story was being read? How did your feeling change at the end of the story?
9. What was the most important part of the story? Why?
10. If you could change the ending of the book, how would you change it?

Cooperative Learning Activity

Have students work with a partner or in small groups to create thank you pictures, notes, e-mail messages or letters for guest readers.

Independent Activity

Students: After listening to the guest reader's book, choose one of the following sentence stems to write a response to what he read. Write response in journal or on notebook paper.

A question I have is...
I wonder why...
I began to think of...
It seems like...
I can't really understand...
I'm not sure...
I loved the way...
I realized...
If I were...
I discovered

STUDENT CLASSROOM SURVEY

Student Classroom Survey

Name: _____ School: Barber Focus _____ Ford Academy _____

Grade: _____ HPCHS _____

Please respond to all questions:

1. How many men read today in your classroom? _____
2. Did you like the books they read? Yes No
3. Which book did you like the best? _____
4. Would you want to read this book yourself? Yes No
5. Which book did you like the least? _____
6. Were you and your classmates' good listeners during the read aloud? Yes No
7. Did you answer any questions about the story? Yes No
8. Did you ask questions about the story? Yes No
9. Did you enjoy having the guest readers visit your classroom? Yes No
10. Would you like the guest readers to come back next year? Yes No

Comments:

Classroom Teacher Survey

Name: _____

School: Barber Focus _____ Henry Ford Academy _____ Highland Park Community High _____

1. How many times have you participated in RMR Day? 1st time _____ 2-3 times _____
4-5 times _____ 6-7 times _____

2. What did you like most about this year's RMR Day?

3. What did you like least about RMR Day?

4. Did your students enjoy RMR Day? Yes No

Explain:

5. Was the primary goal/purpose of the event accomplished? Yes No

Tell why or why not?

6. Were the books read appropriate for your students? Yes No

7. Were the students receptive to the guest readers? Yes No

8. Did you use any of the Literature Response Activities provided? Yes No

Explain:



9. What other follow-up activity did your students complete related to the event?

10. What changes would you recommend to those planning the event next year?

Comments:



The top half of the image features a dense crowd of people, represented by blue and black silhouettes against a white background. Many individuals have their arms raised, suggesting a lively event or concert. The bottom half of the image is a solid yellow background.

Post Event Items

CERTIFICATE OF APPRECIATION

Certificate of Appreciation



<Date>

Dear:

Let us take this opportunity to offer a heartfelt THANK YOU for your participation in the <7th> annual REAL Men Read Day sponsored by the School District of the City of Highland Park. We are excited about the outpouring of men who read to our students at Barber Focus, Henry Ford Academy and Highland Park Community High School. The wonderful stories, laughter and many different character voices could be heard across the city. Reading partnerships with family members, elected officials, community and business leaders will have a positive, long lasting impact on our students.

We recognize the need for children and teens to see and interact with a variety of reading role models, and you were just that on <Event Date>. The saying reading is *fundamental* is true. Reading is fun and is essential to learning. So we appreciate you showing a genuine interest in reading by sharing your favorite pieces of literature.

This is just another step in our fight to get rid of illiteracy in the city of Highland Park. So your participation in REAL Men Read is especially meaningful to this ongoing battle for the community as a hold.

Again, thanks so much for your support of this “Literacy in the Park” initiative in celebration of National Reading Month. Look forward to seeing you again next year.

Educationally,

Edith Hightower
General Superintendent

Alma Greer
President, Board of Education

COMMITTEE MEMBER SURVEY

District/School Committee Member Survey

School: _____

1. How many times have you worked on RMR Day? _____

2. What was your role?

3. What were your responsibilities?

4. Did you enjoy working on this committee?

Yes

No

Tell why or why not?

5. Were your responsibilities as a committee member clear?

Yes

No

6. Did you have everything you needed to do your work?

Yes

No

7. Were your colleagues receptive to supporting your work?

Yes

No

8. Was the primary goal/purpose of the event accomplished?

Yes

No

9. Are you willing to serve on the RMR committee next year?

Yes

No

Explain:

10. What did you find most rewarding about serving on this committee?

11. What changes would you recommend to those planning the event next year?

Comments:



SCHOOL COORDINATOR QUESTIONNAIRE

School Coordinator Questionnaire

School: _____

Please complete the following questionnaire:

Indicate the number of adult readers _____

Indicate the number of student readers _____

Indicate the number of staff members who were readers _____

How many students served as: Host/hostesses _____ Escorts _____

What changes would you recommend to those planning the event next year?

What types of mementos were given to the participants?

Comments





Appendices

Book Lists

The Book Lists include recommended titles guest readers and student readers can read to children.

2011 Notable Children's Books from American Library Association

Each year a committee of the Association for Library Service to Children (ALSC) identifies the best of the best in children's books. According to the Notables Criteria, "notable" is defined as: Worthy of note or notice, important, distinguished, outstanding.

Younger Readers (PK-3rd grade)

April and Esme, Tooth Fairies. By Bob Graham. Illustrated by the author. Candlewick. On their first assignment, two young tooth fairy sisters journey by night into the huge world of humans to collect a young boy's tooth and fly it safely home.

Back of the Bus. By Aaron Reynolds. Illustrated by Floyd Cooper. Philomel. A young boy and his mother take a familiar ride on a city bus unaware of the historic event they are about to witness: passenger Rosa Parks refuses to move from her seat.

Big Red Lollipop. By Rukhsana Khan. Illustrated by Sophie Blackall. Viking. Rubina's excitement over an invitation to a birthday party is dimmed by her mother's insistence that she take her younger sister Sana with her.

Bink and Gollie. By Kate DiCamillo and Alison McGhee. Illustrated by Tony Fucile. Candlewick. Dissimilar, yet steadfast friends, celebrate the ups and downs of their daily escapades in three lively chapters that explore compromise, asserting independence, and jealousy. *Geisel Award Book*

Chalk. By Bill Thomson. Illustrated by the author. Marshall Cavendish. In this wordless picture book, three young children arrive at the park to find a bag of colored chalk that turns their imaginary drawings into something very real.

City Dog, Country Frog. By Mo Willems. Illustrated by Jon J. Muth. Hyperion. Unleashed on his visit to the country, a dog meets a new friend in frog and together they experience the seasons and the cycle of life.

Dear Primo: A Letter to My Cousin. By Duncan Tonatiuh. Illustrated by the author. Abrams. The universality of childhood experiences is shown through the lives of two cousins, one in the United States and one in Mexico. *Belpré Illustrator Honor Book*



Fiesta Babies. By Carmen Tafolla. Illustrated by Amy C órdova. Tricycle Press.

The simple rhyme scheme is embellished by colorful illustrations of multicultural babies and toddlers celebrating at a local fiesta. *Belpré Illustrator Honor Book*

Grandma's Gift. By Eric Velasquez. Illustrated by the author. Walker.

This personal tale is based on the author's special relationship with his grandmother, who influenced his dream of becoming an artist. *Belpré Illustrator Award*

Hip-Pocket Papa. By Sandra Markle. Illustrated by Alan Marks. Charlesbridge.

The papa hip-pocket frog from Australia, who carries his babies in his hip pocket, is introduced with attractive watercolor illustrations.

Interrupting Chicken. By David Ezra Stein. Illustrated by the author. Candlewick.

This hilarious story presents Little Chicken and her long-suffering papa, who just wants to get through a bedtime story without his daughter's metafictional disruptions. *Caldecott Honor Book*

In the Wild. By David Elliott. Illustrated by Holly Meade. Candlewick.

A joyful collection of brief poems paired with dynamic woodblock prints celebrates favorite animals from every continent.

Ling & Ting: Not Exactly the Same! By Grace Lin. Illustrated by the author. Little, Brown.

Six vignettes chronicle the daily adventures of identical twins as they get haircuts, make dumplings, perform magic and take a trip to the library. *Geisel Honor Book*

LMNO Peas. By Keith Baker. Illustrated by the author. Beach Lane.

Tiny green peas take readers on a fun, whimsical tour of the alphabet.

Pecan Pie Baby. By Jacqueline Woodson. Illustrated by Sophie Blackall. Putnam.

Unlike her friends and relatives, Gia is not looking forward to the birth of her first sibling, "that ding-dang baby".

Pocketful of Posies: A Treasury of Nursery Rhymes. By Salley Mavor. Illustrated by the author. Houghton Mifflin Books for Children/Houghton Mifflin Harcourt.

Familiar and lesser known nursery rhymes, illustrated with superb needlework and appliqué, create a charming dollhouse of a book.

The Quiet Book. By Deborah Underwood. Illustrated by Renata Liwska. Houghton Mifflin Books for Children/Houghton Mifflin Harcourt.

Quiet comes in many varieties, from "Sleeping sister quiet" to "First snowfall quiet" to "Right before you yell 'SURPRISE' quiet".

Rubia and the Three Osos. By Susan Middleton Elya. Illustrated by Melissa Sweet. Hyperion.

A bouncy, rhyming story about a little golden-haired niña who helps herself to everything in the house of the three bears.

A Sick Day for Amos McGee. By Philip C. Stead. Illustrated by Erin E. Stead. Roaring Brook/Neal Porter.

Zookeeper Amos McGee gets the sniffles and receives a surprise visit from his caring animal friends. *Caldecott Medal*

Tuck Me In! By Dean Hacohen. Illustrated by Sherry Scharschmidt. Candlewick.

Readers interact with this deceptively simple good-night book, tucking sweet animals into bed.

We Are in a Book! By Mo Willems. Illustrated by the author. Disney/Hyperion.

Elephant and Piggie discover that someone, the reader, is looking at them in this hilarious, interactive story about the joys of reading and being read. *Geisel Honor Book*

Yucky Worms. By Vivian French. Illustrated by Jessica Ahlberg. Candlewick.

While digging with Grandma in the garden, a child learns why earthworms are so important in helping plants grow.

Middle Readers (3rd – 5th grade)

Ballet for Martha: Making Appalachian Spring. By Jan Greenberg and Sandra Jordan.

Illustrated by Brian Floca. Roaring Brook/Neal Porter.

Making Appalachian Spring – Spare, dramatic text and uncluttered watercolors relay the story of the collaborative creation of a classic American ballet. *Sibert Honor Book*

The Bat Scientists. By Mary Kay Carson. Illustrated by Tom Uhlman. Houghton Mifflin

Books for Children/Houghton Mifflin Harcourt.

Exceptional photography and clear text capture the lives of bats and explore the myths and threats to these amazing mammals.

Dave the Potter: Artist, Poet, Slave. By Laban Carrick Hill. Illustrated by Bryan Collier.

Little/Brown.

Poetic text and lush illustrations tell the true story of an extraordinary artist living in 19th-century South Carolina. *Caldecott Honor Book & ALA Coretta Scott King Illustrator Award*

The Fantastic Secret of Owen Jester. By Barbara O'Connor. Farrar, Straus & Giroux.
In this summer adventure, Owen is enthralled by his conviction that something amazing has fallen from a train.

Growing Patterns: Fibonacci Numbers in Nature. By Sarah C. Campbell. Illustrated by Sarah and Richard P. Campbell. Boyds Mills.
Crisp design and clear photography introduce and depict Fibonacci patterns in nature.

Guyku: A Year of Haiku for Boys. By Bob Raczka. Illustrated by Peter H. Reynolds.
Houghton Mifflin Books for Children/Houghton Mifflin Harcourt.
Six haiku for each season of the year, celebrating the interaction of boys and nature, combine with loose, expressive cartoons to make a winning combination.

The Hive Detectives: Chronicle of a Honey Bee Catastrophe. By Loree Griffin Burns.
Illustrated by Ellen Harasimowicz. Houghton Mifflin Books for Children/Houghton Mifflin Harcourt.
After beekeepers discover the strange abandonment of hundreds of hives, scientists seek to understand this catastrophic phenomenon.

How to Clean a Hippopotamus: A Look at Unusual Animal Partnerships. By Steve Jenkins and Robin Page. Illustrated by Steve Jenkins. Houghton Mifflin Books for Children/Houghton Mifflin Harcourt.
Animal partnerships often defy explanation; Jenkins and Page explore and clarify these relationships in concise text and glorious torn-paper collage.

Kakapo Rescue: Saving the World's Strangest Parrot. By Sy Montgomery. Illustrated by Nic Bishop. Houghton Mifflin Books for Children/Houghton Mifflin Harcourt.
Saving the World's Strangest Parrot – This book documents the successes and failures of a rescue effort in New Zealand dedicated to saving a species of flightless parrots numbering fewer than 100. *Sibert Medal*

Me, Frida. By Amy Novesky. Illustrated by David Diaz. Abrams.
This story of newlywed artists Frida Kahlo and Diego Rivera in 1930 San Francisco is accompanied by paintings resembling Kahlo's folkloric style. *Belpré Illustrator Honor Book*

Nic Bishop Lizards. By Nic Bishop. Illustrated by the author. Scholastic.
Using photographs so vivid and sharply focused that one can see a bit of dry scale on a glass lizard's skin, Bishop treats readers to new appreciations of the diversity within the lizard world.

The Night Fairy. By Laura Amy Schlitz. Illustrated by Angela Barrett. Candlewick.
Flory loses her wings after a bat attack and struggles to adapt to life as a day fairy.

Ninth Ward. By Jewell Parker Rhodes. Little, Brown.
In this story of survival, twelve-year-old Lanesha and her adopted grandmother have little choice but to stay in New Orleans and weather Hurricane Katrina. *ALA Coretta Scott King Author Honor Book*

¡Ole! Flamenco. By George Ancona. Illustrated by the author. Lee & Low.
In this nonfiction introduction to Spanish flamenco, the art form is described in easy, understandable language. *Belpré Author Honor Book*

One Crazy Summer. By Rita Williams-Garcia. Harper/Amistad.
Three sisters find adventure when they are sent to Oakland in 1968 to meet their estranged poet-mother, who prints flyers for the Black Panthers. *Newbery Honor Book*

Ruth and the Green Book. By Calvin Alexander Ramsey and Gwen Strauss. Illustrated by Floyd Cooper. Carolrhoda.
Using the Green Book, a guide to find welcoming places for African-Americans, Ruth's family travels through the segregated South of the 1950s.

Saltpie: A Choctaw Journey from Darkness into Light. By Tim Tingle. Illustrated by Karen Clarkson. Cinco Puntos.
This picture book autobiographical vignette shows a modern Choctaw family enduring and supporting each other with love, courage, and fortitude.

Shake, Rattle & Turn That Noise Down! How Elvis Shook Up Music, Me and Mom. By Mark Alan Stamaty. Knopf.
An autobiography in graphic novel format shows how Stamaty's love of Elvis and rock and roll, at first drove his mother crazy but ultimately made her proud.

Smile. By Raina Telgemeier. Illustrated by Raina Telgemeier and Stephanie Yue. Scholastic/Graphix.
Through artwork showing the details, the reader shares Raina's pain as the angst of middle school is exacerbated by her disfiguring dental mishap.

The Strange Case of Origami Yoda. By Tom Angleberger. Amulet Books.
In this hilarious tale, Tommy and his sixth grade friends must decide if the advice of an origami finger puppet can be trusted.

A Tale Dark and Grimm. By Adam Gidwitz. Dutton.

As dark and bloody as the title suggests, these six retellings tweak the classic fairy tale as Hansel and Gretel embark on an epic journey of self-discovery.

Trickster: Native American Tales: A Graphic Collection. Edited by Matt Dembicki.

Illustrated Fulcrum Books.

This collaborative effort by more than 40 writers and artists presents 21 Native American trickster tales in graphic novel format.

Turtle in Paradise. By Jennifer L. Holm. Random.

Sassy eleven-year-old Turtle finds her life turned on end when she is sent to live with her aunt in Depression-era Key West. *Newbery Honor Book*

Older Readers (6th -12th grade)

90 Miles to Havana. By Enrique Flores-Galbis. Roaring Brook.

The author's experience, as one of 14,000 children moved from Cuba to a refugee camp in Miami in 1961, is told through engaging, fast-paced writing and well-developed characters. *Belpré Author Honor Book*

Black Elk's Vision: A Lakota Story. By S.D. Nelson. Abrams.

This handsome, large-format volume combines archival photographs, original acrylic paintings and powerful first-person narrative to present the devastating story of the painful changes in life forced upon the Lakota people.

Countdown. By Deborah Wiles. Scholastic.

A "documentary novel" set in the 1960's Cold War era, this title captures a girl's fears about the world around her.

Departure Time. By Truus Matti. Tr. by Nancy Forest-Flier. Namelos.

An eleven-year-old mourns the death of her father in chapters that alternate between the real world and a dreamlike hotel staffed by odd creatures. *Batchelder Honor Book*

The Dreamer. By Pam Muñoz Ryan. Illustrated by Peter Sís. Scholastic.

In language inspired by the Nobel Prize-winner's own poetry, Muñoz Ryan tells the stunning tale of young Pablo Neruda's self-discovery and the development of his ideologies and artistic voice. *Belpré Author Award*

Fever Crumb. By Philip Reeve. Scholastic.

A lone girl sets out on a mission to retrieve lost technology in a bleak and irrational London of the future.

The Firefly Letters: A Suffragette's Journey to Cuba. By Margarita Engle. Holt.

A plantation owner's daughter conspires with Swedish feminist Fredrika Bremer to secure the freedom of an African-born slave. *Belpré Author Honor Book*

Heart of a Samurai. By Margi Preus. Abrams/Amulet.

This swashbuckling adventure is based on the true story of Manjiro, the young fisherman believed to be the first Japanese person to visit America, who against all odds, became a samurai. *Newbery Honor Book*

Lafayette and the American Revolution. By Russell Freedman. Holiday.

This compelling biography of Lafayette looks at the whole of his life and illuminates the role he played in the American Revolution. *Sibert Honor Book*

Mockingbird. By Kathryn Erskine. Philomel.

Ten-year-old Caitlin who struggles with Asperger's Syndrome seeks closure following the murder of her brother.

Moon Over Manifest. By Clare Vanderpool. Random/Delacorte.

Alternating between World War I and the Great Depression, this tale of the eclectic people and mysteries of Manifest, Kansas is told through a mix of letters, newspaper articles, and a fortune teller's tales. *Newbery Medal*

Nothing. By Janne Teller. Tr. by Martin Aitken. Atheneum.

As classmates struggle to convince a friend that life has meaning, they force each other to prove and provide meaning, with consequences that are deep, dark, and disastrous. *Batchelder Honor Book & YALSA Printz Honor Book*

Ship Breaker. By Paolo Bacigalupi. Little, Brown.

Nailer, a teenage scavenger, works to take apart ancient oil tankers in a future world where he must choose between harvesting riches or saving a girl. *YALSA Printz Medal*

They Called Themselves the K.K.K.: The Birth of an American Terrorist Group. By Susan Campbell Bartoletti. Houghton Mifflin Books for Children/Houghton Mifflin Harcourt.

The Ku Klux Klan's rise from a club of restless young men into the largest domestic terrorist organization in American history is documented with archival photographs and other primary source material. *YALSA Award for Excellence in Nonfiction for Young Adults*

A Time of Miracles. By Anne-Laure Bondoux. Tr. by Y. Maudet. Random/Delacorte.
A young refugee searches for identity, safe haven and truth in a journey from war-torn
Caucasus to the freedom of France. *Batchelder Award*

Ubiquitous: Celebrating Nature's Survivors. By Joyce Sidman. Illustrated by Beckie
Prange. Houghton Mifflin Books for Children/Houghton Mifflin Harcourt.
Three books in one! This amazing book of poetry is also a beautiful picture book and a
nonfiction tribute to the adaptability of life on earth.

We Shall Overcome: A Song that Changed the World. By Stuart Stotts. Illustrated by
Terrance Cummings. Clarion Books/Houghton Mifflin Harcourt.
This iconic song, handsomely illustrated here, serves as the framework for new
understandings of the Civil Rights Movement.

Yummy: The Last Days of a Southside Shorty. By G. Neri. Illustrated by Randy DuBurke.
Lee and Low.
Based on true events, this graphic novel, told through the eyes of a younger boy, tells
the story of Robert (Yummy) as he tries to navigate the dangerous world of a Chicago
neighborhood. *ALA Coretta Scott King Author Honor Book*

Coretta Scott King Book Awards, 1990-2011

*In honor of Coretta Scott King the American Library Association's Ethnic and Multicultural
Information Exchange Round Table administer the Coretta Scott King Book Awards.*

2011

Author Award Winner

One Crazy Summer written by Rita Williams-Garcia (published by Amistad, an imprint of
HarperCollins Publishers)

Illustrator Award Winner

Dave the Potter: Artist, Poet, Slave, illustrated by Bryan Collier, written by Laban
Carrick Hill (published by Little, Brown and Company, a division of Hachette Book
Group, Inc.)

Author Honor Books

Lockdown by Walter Dean Myers (published by Amistad, an imprint of HarperCollins
Publishers)

Ninth Ward by Jewell Parker Rhodes (published by Little, Brown and Company, a
division of Hachette Book Group, Inc.)

Yummy: The Last Days of a Southside Shorty by G. Neri, illustrated by Randy DuBurke
and published by Lee & Low Books, Inc.

Illustrator Honor Book

Jimi: Sounds Like a Rainbow: A Story of the Young Jimi Hendrix, illustrated by Javaka Steptoe, written by Gary Golio (published by Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company)

John Steptoe New Talent Award

Zora and Me by Victoria Bond and T. R. Simon (published by Calewick Press)
Seeds of Change, illustrated by Sonia Lynn Sadler written by Jen Cullerton Johnson and published by Lee & Low Books, Inc.

2010**Author Award Winner**

Bad News for Outlaws: The Remarkable Life of Bass Reeves, Deputy U.S. Marshal written by Vaunda Micheaux Nelson, illustrated by R. Gregory Christie (published by Carolrhoda Books, a division of Lerner Publishing Group, Inc.)

Illustrator Award Winner

My People, illustrated by Charles R. Smith Jr, written by Langston Hughes (published by Ginee Seo Books, Atheneum Books for Young Readers)

Author Honor Book

Mare's War by Tanita S. Davis (published by Alfred A. Knopf, an imprint of Random House Children's Books, a division of Random House, Inc.)

Illustrator Honor Book

The Negro Speaks of Rivers, illustrated by E. B. Lewis, written by Langston Hughes (published by Disney - Jump at the Sun Books, an imprint of Disney Book Group)

John Steptoe New Talent Author Award

The Rock and the River written by Kekla Magoon (published by Aladdin, an imprint of Simon & Schuster Children's Publishing Division)

First-ever Coretta Scott King – Virginia Hamilton Award for Lifetime Achievement.

The award pays tribute to the quality and magnitude of beloved children's author Virginia Hamilton.

Walter Dean Myers is the winner of this Myers' books include: "Amiri & Odette: A Love Story," published by Scholastic Press, an imprint of Scholastic; **"Fallen Angels,"** published by Scholastic Press; **"Monster,"** published by Amistad and HarperTeen,

imprints of HarperCollins Publishers; and **“Sunrise Over Fallujah,”** published by Scholastic Press.

2009

Author Award Winner

We Are the Ship: The Story of Negro League Baseball written and illustrated by Kadir Nelson (published by Disney-Jump at the Sun, an imprint of Disney Book Group)

Illustrator Award Winner

The Blacker the Berry, illustrated by Floyd Cooper (published by Joanna Cotler Books, an imprint of HarperCollins Publishers)

Author Honor Books

Keeping the Night Watch by Hope Anita Smith, (published by Henry Holt and Company)

The Blacker the Berry by Joyce Carol Thomas, (published by Joanna Cotler Books, an imprint of HarperCollins Publishers)

Becoming Billie Holiday by Carole Boston Weatherford, (published by Wordsong, an imprint of Boyds Mills Press, Inc)

Illustrator Honor Books

We Are the Ship: The Story of Negro League Baseball written and illustrated by Kadir Nelson (Disney-Jump at the Sun, an imprint of Disney Book Group)

The Moon Over Star, illustrated by Jerry Pinkney (published by Dial Books for Young Readers, a division of Penguin Young Readers Group)

Before John Was a Jazz Giant, illustrated by Sean Qualls (published by Henry Holt and Company)

2008

Author Award Winner

Elijah of Buxton by Christopher Paul Curtis (published by Scholastic)

Illustrator Award Winner

Let it Shine written and illustrated by Ashley Bryan (published by Atheneum Books for Young Readers)

Author Honor Books

November Blues by Sharon M. Draper, (published by Atheneum Books for Young Adults)

Twelve Rounds to Glory: The Story of Muhammad Ali by Charles R. Smith Jr., (published by Candlewick Press)

Illustrator Honor Books

The Secret Olivia Told Me, illustrated by Nancy Devard, written by N. Joy (published by Just Us Books)

Jazz On A Saturday Night by Leo and Diane Dillon (published by Scholastic Blue Sky Press)

2007**Author Award Winner**

Copper Sun by Sharon Draper (published by Simon & Schuster/Atheneum Books for Young Readers)

Illustrator Award Winner

Moses: When Harriet Tubman Led Her People to Freedom, illustrated by Kadir Nelson, written by Carole Boston Weatherford (published by Jump at the Sun/Hyperion Books for Children)

Author Honor Books

The Road to Paris by Nikki Grimes, (published by G.P. Putnum's Sons, a division of Penguin Young Readers Group)

Illustrator Honor Books

Jazz, illustrated by Christopher Myers, written by Walter Dean Myers (published by Holiday House, Inc.)

Poetry for Young People: Langston Hughes, illustrated by Benny Andrews, edited by David Roessel and Arnold Rampersad (published by Sterling Publishing Co., Inc.)

2006**Author Award Winner**

Day of Tears: A Novel in Dialogue by Julius Lester (published by Jump at the Sun, an imprint of Hyperion Books for Children)

Author Honor Books

Maritcha: A Nineteenth-Century American Girl by Tonya Bolden (published by Harry N. Abrams, Inc., Publishers)

Dark Sons by Nikki Grimes (published by Jump at the Sun, an imprint of Hyperion Books for Children)

A Wreath for Emmett Till by Marilyn Nelson Illustrated by Philippe Lardy (published by Houghton Mifflin Company)

Illustrator Award Winner

Rosa by Nikki Giovanni, illustrated by Bryan Collier (published by Henry Holt and Company)

Illustrator Honor Books

Brothers in Hope: The Story of the Lost Boys of Sudan by R. Gregory Christie, illustrated by R. Gregory Christie (published by Lee and Low Books)

2005**Author Award Winner**

Remember: The Journey to School Integration by Toni Morrison (Houghton Mifflin)

Author Honor Books

The Legend of Buddy Bush by Shelia P. Moses (Margaret K. McElderry Books, an imprint of Simon & Schuster)

Who Am I without Him?: Short Stories about Girls and the Boys in Their Lives by Sharon G. Flake (Jump at the Sun/Hyperion Books for Children)

Fortune's Bones: The Manumission Requiem by Marilyn Nelson (Front Street)

Illustrator Award Book

Ellington Was Not a Street, illustrated by Kadir A. Nelson; text by Ntozake Shange (Simon & Schuster Books for Young Readers)

Illustrator Honor Books

God Bless the Child, illustrated by Jerry Pinkney; text by Billie Holiday and Arthur Herzog Jr. (Amistad, an imprint of HarperCollins Publishers)

The People Could Fly: The Picture Book, illustrated by Leo and Diane Dillon; text by Virginia Hamilton (Alfred A. Knopf, an imprint of Random House Children's)

2004**Author Award Winner**

The First Part Last by Angela Johnson (Simon & Schuster Books for Young Readers)

Author Honor Books

Days of Jubilee: The End of Slavery in the United States by Patricia C. and Fredrick L. McKissack (Scholastic)

Locomotion by Jacqueline Woodson (Grosset & Dunlap)

The Battle of Jericho by Sharon Draper (Atheneum Books for Young Readers)

Illustrator Award Book

Beautiful Blackbird by Ashley Bryan (Atheneum Books for Young Readers)

Illustrator Honor Books

Almost to Freedom, illustrated by Colin Bootman; text by Vaunda Micheaux Nelson (Carolrhoda Books)

Thunder Rose, illustrated by Kadir Nelson; text by Jerdine Nolen (Silver Whistle)

2003**Author Award Winner**

Bronx Masquerade by Nikki Grimes (Dial Books for Young Readers)

Author Honor Books

The Red Rose Box by Brenda Woods (G. P. Putnam's Sons)

Talkin' About Bessie: The Story of Aviator Elizabeth Coleman by Nikki Grimes (Orchard Books/Scholastic)

Illustrator Award Winner

Talkin' About Bessie: The Story of Aviator Elizabeth Coleman, illustrated by E. B. Lewis; text by Nikki Grimes (Orchard Books/Scholastic)

Illustrator Honor Books

Rap a Tap Tap: Here's Bojangles—Think of That, illustrated and written by Leo and Diane Dillion (Blue Sky Press/Scholastic)

Visiting Langston, illustrated by Bryan Collier; text by Willie Perdomo (Henry Holt & Co.)

2002**Author Award Winner**

The Land by Mildred Taylor (Phyllis Fogelman Books/Penguin Putnam)

Author Honor Books

Money-Hungry by Sharon G. Flake (Jump at the Sun/Hyperion)

Carver: A Life in Poems by Marilyn Nelson (Front Street)

Illustrator Award Winner

Goin' Someplace Special, illustrated by Jerry Pinkney; text by Patricia McKissack (Anne Schwartz Book/Atheneum)



Illustrator Honor Books

Martin's Big Words, illustrated by Bryan Collier; text by Doreen Rappoport (Jump at the Sun/Hyperion)

2001

Author Award Winner

Miracle's Boys by Jacqueline Woodson (G.P. Putnam's Sons)

Author Honor Books

Let It Shine! Stories of Black Women Freedom Fighters by Andrea Davis Pinkney, illustrated by Stephen Alcorn (Gulliver Books, Harcourt)

Illustrator Award Winner

Uptown by Bryan Collier (Henry Holt)

Illustrator Honor Books

Freedom River, illustrated by Bryan Collier; text by Doreen Rappoport (Jump at the Sun/Hyperion)

Only Passing Through: The Story of Sojourner Truth, illustrated by R. Gregory Christie; text by Anne Rockwell (Random House)

Virgie Goes to School with Us Boys, illustrated by E.B. Lewis; text by Elizabeth Fitzgerald Howard (Simon & Schuster)

2000

Author Award Winner

Bud, Not Buddy by Christopher Paul Curtis (Delacorte)

Author Honor Books

Francie by Karen English (Farrar, Straus and Giroux)

Black Hands, White Sails: The Story of African-American Whalers by Patricia C. and Frederick L. McKissack (Scholastic Press)

Monster by Walter Dean Myers (HarperCollins)

Illustrator Award Winner

In the Time of the Drums, illustrated by Brian Pinkney; text by Kim L. Siegelson (Jump at the Sun/Hyperion Books for Children)

Illustrator Honor Books



My Rows and Piles of Coins, illustrated by E. B. Lewis; text by Tololwa M. Mollel (Clarion Books)

Black Cat by Christopher Myers (Scholastic)

1999

Author Award Winner

Heaven by Angela Johnson (Simon & Schuster)

Author Honor Books

Jazmin's Notebook by Nikki Grimes (Dial Books)

Breaking Ground, Breaking Silence: The Story of New York's African Burial Ground by Joyce Hansen and Gary McGowan (Henry Holt and Company)

The Other Side: Shorter Poems by Angela Johnson (Orchard Books)

Illustrator Award Winner

i see the rhythm, illustrated by Michele Wood; text by Toyomi Igus (Children's Book Press)

Illustrator Honor Books

I Have Heard of a Land, illustrated by Floyd Cooper; text by Joyce Carol Thomas (Joanna Cotler Books/HarperCollins)

The Bat Boy and His Violin, illustrated by E. B. Lewis; text by Gavin Curtis (Simon & Schuster)

Duke Ellington: The Piano Prince and His Orchestra, illustrated by Brian Pinkney; text by Andrea Davis Pinkney (Hyperion Books for Children)

1998

Author Award Winner

Forged by Fire by Sharon M. Draper (Atheneum)

Author Honor Books

Bayard Rustin: Behind the Scenes of the Civil Rights Movement by James Haskins (Hyperion)

I Thought My Soul Would Rise and Fly: The Diary of Patsy, a Freed Girl by Joyce Hansen (Scholastic)



Illustrator Award Winner

In Daddy's Arms I am Tall: African Americans Celebrating Fathers, illustrated by Javaka Steptoe; text by Alan Schroeder (Lee & Low)

Illustrator Honor Books

Ashley Bryan's ABC of African American Poetry by Ashley Bryan (Jean Karl/Atheneum)
Harlem, illustrated by Christopher Myers; text by Walter Dean Myers (Scholastic)
The Hunterman and the Crocodile by Baba Wagué Diakité (Scholastic)

1997

Author Award Winner

Slam by Walter Dean Myers (Scholastic)

Author Honor Books

Rebels Against Slavery: American Slave Revolts by Patricia C. & Frederick L. McKissack (Scholastic)

Illustrator Award Winner

Minty: A Story of Young Harriet Tubman, illustrated by Jerry Pinkney; text by Alan Schroeder (Dial Books for Young Readers)

Illustrator Honor Books

The Palm of My Heart: Poetry by African American Children, illustrated by Gregorie Christie; edited by Davida Adedjouma (Lee & Low Books Inc.)
Running the Road to ABC, illustrated by Reynold Ruffins; text by Denize Lauture (Simon & Schuster Books for Young Readers)
Neeny Coming, Neeny Going, illustrated by Cynthia Saint James; text by Karen English (BridgeWater Books)

1996

Author Award Winner

Her Stories by Virginia Hamilton (Scholastic/Blue Sky Press)

Author Honor Books

The Watsons Go to Birmingham—1963 by Christopher Paul Curtis (Delacorte)
Like Sisters on the Homefront by Rita Williams-Garcia (Delacorte)
From the Notebooks of Melanin Sun by Jacqueline Woodson (Scholastic/Blue Sky Press)



Illustrator Award Winner

The Middle Passage: White Ships Black Cargo by Tom Feelings (Dial Books for Young Readers)

Illustrator Honor Books

Her Stories, illustrated by Leo and Diane Dillon; text by Virginia Hamilton (Scholastic/Blue Sky Press)

The Faithful Friend, illustrated by Brian Pinkney; text by Robert San Souci (Simon & Schuster Books for Young Readers)

1995

Author Award Winner

Christmas in the Big House, Christmas in the Quarters by Patricia C. & Frederick L. McKissack (Scholastic)

Author Honor Books

The Captive by Joyce Hansen (Scholastic)

I Hadn't Meant to Tell You This by Jacqueline Woodson (Delacorte)

Black Diamond: Story of the Negro Baseball League by Patricia C. & Frederick L. McKissack (Scholastic)

Illustrator Award Winner

The Creation, illustrated by James Ransome; text by James Weldon Johnson (Holiday House)

Illustrator Honor Books

The Singing Man, illustrated by Terea Shaffer; text by Angela Shelf Medearis (Holiday House)

Meet Danitra Brown, illustrated by Floyd Cooper; text by Nikki Grimes (Lothrop, Lee & Shepard)

1994

Author Award Winner

Toning the Sweep by Angela Johnson (Orchard)

Author Honor Books

Brown Honey in Broom Wheat Tea by Joyce Carol Thomas; illustrated by Floyd Cooper (HarperCollins)

Malcolm X: By Any Means Necessary by Walter Dean Myers (Scholastic)



Illustrator Award Winner

Soul Looks Back in Wonder, illustrated by Tom Feelings; text ed. by Phyllis Fogelman
(Dial Books for Young Readers)

Illustrator Honor Books

Brown Honey in Broom Wheat Tea, illustrated by Floyd Cooper; text by Joyce Carol Thomas (HarperCollins)

Uncle Jed's Barbershop, illustrated by James Ransome; text by Margaree King Mitchell
(Simon & Schuster)

1993**Author Award Winner**

Dark Thirty: Southern Tales of the Supernatural by Patricia A. McKissack (Knopf)

Author Honor Books

Mississippi Challenge by Mildred Pitts Walter (Bradbury)

Sojourner Truth: Ain't I a Woman? by Patricia C. & Frederick L. McKissack (Scholastic)

Somewhere in the Darkness by Walter Dean Myers (Scholastic)

Illustrator Award Winner

The Origin of Life on Earth: An African Creation Myth, illustrated by Kathleen Atkins Wilson; retold by David A. Anderson/SANKOFA (Sights)

Illustrator Honor Books

Little Eight John, illustrated by Wil Clay; text by Jan Wahl (Lodestar)

Sukey and the Mermaid, illustrated by Brian Pinkney; text by Robert San Souci (Four Winds)

Working Cotton, illustrated by Carole Byard; text by Sherley Anne Williams (Harcourt)

1992**Author Award Winner**

Now is Your Time: The African American Struggle for Freedom by Walter Dean Myers
(HarperCollins)

Author Honor Books

Night on Neighborhood Street by Eloise Greenfield, illustrated by Jan Spivey Gilchrist
(Dial)



Illustrator Award Winner

Tar Beach by Faith Ringgold (Crown)

Illustrator Honor Books

All Night, All Day: A Child's First Book of African American Spirituals, illustrated and selected by Ashley Bryan (Atheneum)

Night on Neighborhood Street, illustrated by Jan Spivey Gilchrist, text by Eloise Greenfield (Dial)

1991

Author Award Winner

The Road to Memphis by Mildred D. Taylor (Dial)

Author Honor Books

Black Dance in America by James Haskins (Crowell)

When I Am Old with You by Angela Johnson (Orchard)

Illustrator Award Winner

Aida, illustrated by Leo and Diane Dillon; text by Leontyne Price (Harcourt)

1990

Author Award Winner

A Long Hard Journey: The Story of the Pullman Porter by Patricia C. & Frederick L. McKissack (Walker)

Author Honor Books

Nathaniel Talking by Eloise Greenfield, illustrated by Jan Spivey Gilchrist (Black Butterfly)

The Bells of Christmas by Virginia Hamilton (Harcourt)

Martin Luther King, Jr., and the Freedom Movement by Lillie Patterson (Facts on File)

Illustrator Award Winner

Nathaniel Talking, illustrated by Jan Spivey Gilchrist; text by Eloise Greenfield (Black Butterfly)

Illustrator Honor Books

The Talking Eggs, illustrated by Jerry Pinkney, text by Robert San Souci (Dial)



Caldecott Medal Winners, 2000 – 2011

The Caldecott Medal is awarded annually by the Association for Library Service to Children, a division of the American Library Association, to the artist of the most distinguished American picture book for children.

2011: **A Sick Day for Amos McGee**, illustrated by Erin E. Stead, written by Philip C. Stead

2010: **The Lion & the Mouse** by Jerry Pinkney (Little, Brown and Company)

2009: **The House in the Night** illustrated by Beth Krommes, written by Susan Marie Swanson (Houghton Mifflin Company)

2008: **The Invention of Hugo Cabret** by Brian Selznick (Scholastic Press, an imprint of Scholastic)

2007: **Flotsam** by David Wiesner (Clarion)

2006: **The Hello, Goodbye Window** Illustrated by Chris Raschka, written by Norton Juster (Michael di Capua/Hyperion)

2005: **Kitten's First Full Moon** by Kevin Henkes (Greenwillow Books/HarperCollinsPublishers)

2004: **The Man Who Walked Between the Towers** by Mordicai Gerstein (Roaring Brook Press/Millbrook Press)

2003: **My Friend Rabbit** by Eric Rohmann (Roaring Brook Press/Millbrook Press)

2002: **The Three Pigs** by David Wiesner (Clarion/Houghton Mifflin)

2001: **So You Want to Be President?** Illustrated by David Small; text by Judith St. George (Philomel Books)

2000: **Joseph Had a Little Overcoat** by Simms Taback (Viking)

Newbery Medal and Honor Books, 2000-2011

2011 Medal Winner: ***Moon over Manifest*** by Clare Vanderpool (Delacorte Press, an imprint of Random House Children's Books)

Honor Books:

Turtle in Paradise by Jennifer L. Holm (Random House Children's Books)

Heart of a Samurai by Margi Preus (Amulet Books, an imprint of Abrams)

Dark Emperor and Other Poems of the Night by Joyce Sidman, illustrated by Rick Allen (Houghton Mifflin Books for Children, Houghton Mifflin Harcourt)

One Crazy Summer by Rita Williams-Garcia (Amistad, an imprint of HarperCollins)



2010 Medal Winner: ***When You Reach Me*** by Rebecca Stead (Wendy Lamb Books, an imprint of Random House Children's Books)

Honor Books:

Claudette Colvin: Twice Toward Justice by Phillip Hoose (Melanie Kroupa Books/Farrar, Straus & Giroux)

The Evolution of Calpurnia Tate by Jacqueline Kelly (Henry Holt)

Where the Mountain Meets the Moon by Grace Lin (Little, Brown and Company Books for Young Readers)

The Mostly True Adventures of Homer P. Figg by Rodman Philbrick (The Blue Sky Press, an imprint of Scholastic, Inc.)

2009 Medal Winner: ***The Graveyard Book*** by Neil Gaiman, Illustrated by Dave McKean (HarperCollins)

Honor Books:

The Underneath by Kathi Appelt, Illustrated by David Small (Atheneum Books for Young Readers, an imprint of Simon & Schuster)

The Surrender Tree: Poems of Cuba's Struggle for Freedom by Margarita Engle (Henry Holt)

Savvy by Ingrid Law (Dial Books for Young Readers, a division of Penguin Young Readers Group in partnership with Walden Media)

After Tupac & D Foster by Jacqueline Woodson (G.P. Putnam's Sons, a division of Penguin Books for Young Readers)

2008 Medal Winner: ***Good Masters! Sweet Ladies! Voices from a Medieval Village*** by Laura Amy Schlitz (Candlewick)

Honor Books:

Elijah of Buxton by Christopher Paul Curtis (Scholastic)

The Wednesday Wars by Gary D. Schmidt (Clarion)

Feathers by Jacqueline Woodson (Putnam)



2007 Medal Winner: ***The Higher Power of Lucky*** by Susan Patron, Illustrated by Matt Phelan (Simon & Schuster/Richard Jackson)

Honor Books:

Penny from Heaven by Jennifer L. Holm, (Random House)

Hattie Big Sky by Kirby Larson (Delacorte Press)

Rules by Cynthia Lord (Scholastic)

2006 Medal Winner: ***Criss Cross*** by Lynne Rae Perkins (Greenwillow Books/HarperCollins)

Honor Books:

Whittington by Alan Armstrong, illustrated by S.D. Schindler (Random House)

Hitler Youth: Growing Up in Hitler's Shadow by Susan Campbell Bartoletti (Scholastic)

Princess Academy by Shannon Hale (Bloomsbury Children's Books)

Show Way by Jacqueline Woodson, illustrated by Hudson Talbott (G.P. Putnam's Sons)

2005 Medal Winner: ***Kira-Kira*** by Cynthia Kadohata (Atheneum Books for Young Readers/Simon & Schuster)

Honor Books:

Al Capone Does My Shirts by Gennifer Choldenko (G.P. Putnam's Sons/a division of Penguin Young Readers Group)

The Voice that Challenged a Nation: Marian Anderson and the Struggle for Equal Rights by Russell Freedman (Clarion Books/Houghton Mifflin)

Lizzie Bright and the Buckminster Boy by Gary D. Schmidt (Clarion Books/Houghton Mifflin)

2004 Medal Winner: ***The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread*** by Kate DiCamillo, illustrated by Timothy Basil Ering, (Candlewick Press)



Honor Books:

Olive's Ocean by Kevin Henkes (Greenwillow Books)

An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793 by Jim Murphy (Clarion Books)

2003 Medal Winner: ***Crispin: The Cross of Lead*** by Avi (Hyperion Books for Children)

Honor Books:

The House of the Scorpion by Nancy Farmer (Atheneum)

Pictures of Hollis Woods by Patricia Reilly Giff (Random House/Wendy Lamb Books)

Hoot by Carl Hiaasen (Knopf)

A Corner of The Universe by Ann M. Martin (Scholastic)

Surviving the Applewhites by Stephanie S. Tolan (HarperCollins)

2002 Medal Winner: ***A Single Shard*** by Linda Sue Park (Clarion Books/Houghton Mifflin)

Honor Books:

Everything on a Waffle by Polly Horvath (Farrar Straus Giroux)

Carver: A Life In Poems by Marilyn Nelson (Front Street)

2001 Medal Winner: ***A Year Down Yonder*** by Richard Peck (Dial)

Honor Books:

Hope Was Here by Joan Bauer (G.P. Putnam's Sons)

Because of Winn-Dixie by Kate DiCamillo (Candlewick Press)

Joey Pigza Loses Control by Jack Gantos (Farrar, Straus, and Giroux)

The Wanderer by Sharon Creech (Joanna Cotler Books/HarperCollins)

2000 Medal Winner: ***Bud, Not Buddy*** by Christopher Paul Curtis (Delacorte)

Honor Books:



Getting Near to Baby by by Audrey Couloubis (Putnam)

Our Only May Amelia by Jennifer L. Holm (HarperCollins)

26 Fairmount Avenue by Tomie dePaola (Putnam)

Source: American Library Association,







"I love interacting with the children and seeing their faces light up at the end of the story."



"Real men read, the last line of defense against ignorance... We owe it to our children."



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"This is a wonderful opportunity to demonstrate to students how reading opens doors to success!"

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