



The WORD

Washington Organization for Reading Development

Dedicated To Increasing Literacy & Instilling A Love For Lifelong Learning

www.wordreading.org

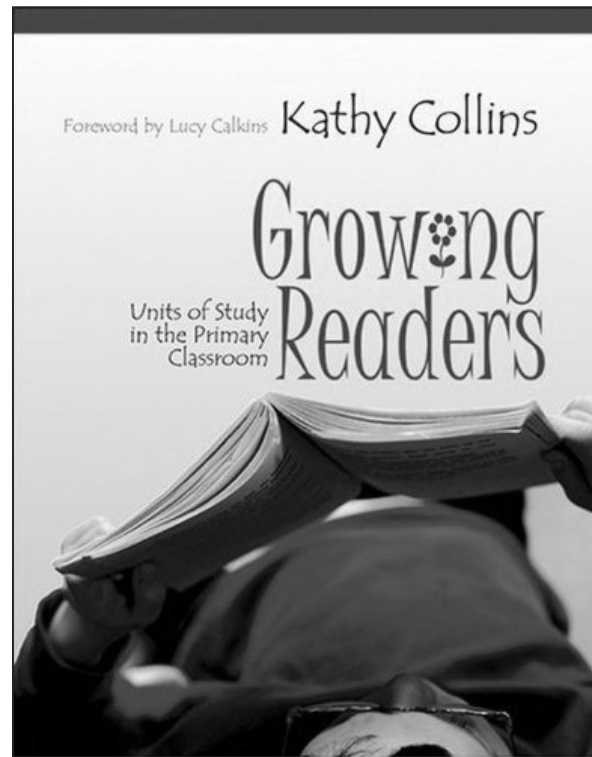
Teaching Children to Read With Power, Think With Depth, Talk With Passion —

Kathy Collins To Present Workshop

Join WORD on March 8, 2008 at the Fort Vancouver High School when Kathy Collins will address Teaching Children to Read With Power, Think With Depth, Talk With Passion and Generally Have a Very Good Time With Books: Envisioning and Implementing Radically Different Reading Centers.

This is sure to be an invigorating and inspirational day with Kathy Collins, the author of *Growing Readers, Units of Study in the Primary Classroom*. She will be speaking from 8:30 to 3:30 at Fort Vancouver High School, 5700 E.18th Street, Vancouver, WA.

Kathy Collins works as the Primary Reading Specialist at the Teachers College Reading and Writing Project, Columbia University. She taught first grade at P.S. 321 in Brooklyn, and she has worked in schools around the country as a staff developer and consultant on primary reading instruction. She has worked closely with Lucy Calkins for over 15 years leads over 400 reading coaches in their



Bring a team to share the wealth of professional development this workshop has to offer.

work with innovative and practical strategies to develop successful, strategic readers.

To quote Lucy from the preface of Kathy's book, "To those coaches at Teachers College Reading and Writing project, Kathy is something of a rock star. People

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Next time...

IRA Regional Conference Details

The WORD is a publication of the Washington Organization for Reading Development, in affiliation with the International Reading Association.

Approximate publication dates are September, January and May of each year.

www.wordreading.org

WORD

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love her mix of self-deprecating humor and her nitty-gritty knowledge of teaching. When Kathy leads a conference day or teaches an advanced section in our institutes, the cavernous auditorium will inevitably be full: people know that her teaching will always be practical, fresh and fun.”

Kathy will share ideas about a different vision of reading centers that has been developed and nurtured within the Teachers College Reading and Writing Project community of teachers and implemented in classrooms around the country. She will offer compelling reasons for implementing this model of reading centers, and suggest ways to launch and plan instruction for them in classrooms. In addition to sharing ideas about reading centers, Kathy will also suggest ways to strengthen our students' book talks in ways that will help their reading comprehension.

Yriondo Educational Resources will be on hand with Kathy's book to sell and a book signing with Kathy will follow the workshop.

Registration is online at www.wordreading.org. Coffee and tea will be served before the workshop and lunch will be on your own. There are many great luncheon spots close by.

Registration fees:

- Members \$75
- Non-members \$125
- Associate Members \$37.50
- Evergreen School District (Vancouver) employees will receive a 50% discount for hosting this event. Their fees include: Members \$37.50 and Non-members \$62.50.

This is an opportunity you won't want to miss! You are sure to walk away with new ideas to use in your classroom the next week and a renewed sense of purpose for and dedication to your students. Kathy will do all that and more. ♦

Be Part of the WORD Marketing Team

Download the Kathy Collins Flyer
www.wordreading.org

Post The Flyer in Your School
Share It With Your Fellow Staff Members
Invite Your Principal to Attend

Ann Teberg, WORD President



This time of year is so exciting for a number of reasons; one of those being the anticipation of “time off” to read a book that’s “just right” for me. I try to make it something not work related. This year I am going to read *Eat, Pray, Love* by Elizabeth Gilbert. I can’t wait to travel through Italy, Indonesia, and India with the author. Take time to read your “just right book” this season. What better way to model the love of literacy than to be seen reading and to talk about your reading with your

students. The more they see a proficient reader enjoying, understanding, shifting schema, or learning something new, the more encouraged they will be to keep developing as a reader.

Another way to model the love of literacy with your colleagues is to benefit from your membership in WORD by attending sponsored presentations, conferences, and yes, even board meetings for our notable and celebrated local council officers. On March 8 at Fort Vancouver High School, in Vancouver, we will be learning from and with Kathy Collins as she brings us information from the Teachers College Reading and Writing Project at Columbia University about primary reading issues. She will also be sharing ideas from her book *Growing Readers*. Look for the registration information and form on the WORD website www.wordreading.org. While you are there check out the opportunities from the other local councils. When you are a WORD member, you can attend programs sponsored by other councils for their member price.

Still another way to model your love of literacy is to present at the WORD conferences. We are so fortunate to have an IRA regional conference in our state fall of 2008. You have such great ideas and experiences happening in your classrooms and your schools we need to hear about them across our state. Please consider presenting your information so the rest of the educators in the state can benefit and our students across the state will continue to excel.

Speaking of modeling your love of literacy, your local councils play an important role in supporting literacy development for educators and ultimately our students. It’s time to start thinking about your role at the local council level. Talk with your current officers and brainstorm ideas about growing your council or serving as an officer. It’s very rewarding to know you are a part of this growing literacy development.

Keep up the good work with your colleagues, friends, and students. Enjoy this season, and read, write, and talk. ♦

WORD Calendar

January

- 18 Executive Committee
- 19 Board Meeting

February

- 15 Florence Sperling Application Due

March

- 1 Honor Council Materials Due
- 8 A Day with Kathy Collins
Vancouver, WA
- 31 IRA Regional Session
Proposals Due

April

- 1 New Local Officers List Due
Membership List Due

May

- 4 - 8 *Engaging Learners in Literacy*
IRA Annual Conference
Atlanta, Georgia

June

- 20 Executive Committee
- 21 Leadership & Board Meeting

October

- 9 - 11 *Literacy Connections*
IRA Regional Conference
Seattle, WA
 - Regie Routman
 - Ralph Fletcher
 - Esmé Raji Codell
 - Linda Hoyt
 - Carol Jago
 - Jim Burke
 - Ardith Cole
 - Roger Farr
 - Kadir Nelson

The online WORD calendar on the WORD web site is now powered by AirSet®.

To learn more about this online organizer, visit www.airset.com.

For complete Council News, please visit our web page at www.wordreading.org.

WORD Advocacy Report — Research Briefs for Teachers

Pat Mainella, WORD Advocacy Chairperson

Fall Easy Grants Winners

Maria Chesney
Laurene Adams
Linda Johns
Angela Ansari
Robin Placzek
Alice Mikos
Nancy Button
Teresa Anderson
Amy Gray
Mary Torbenson
Amanda Whitehouse
Sandra Hubbard
Tracy Zeringer
Katie Anderson
Teri deCocq

Do you want \$50.00 for Literacy Materials for your classroom?

All WORD members are eligible for Easy Grants! WORD will draw more winners during the next two WORD Board meetings.

Easy Grants are \$50.00 to be used for Literacy materials in your classroom.

The application is on the wordreading.org website and need to be sent to Beth Shipe, Past President.

Teacher Experience Matters Most

By The Associated Press
SEATTLE, December 3, 2007

Teacher experience, and not advanced degrees, has a greater effect on how well students succeed, a new state report says. "In the first few years on the job, a teacher gains considerably in her or his ability to improve the academic performance of students," said the report issued Sunday by the Washington State Institute for Public Policy. Combining the results of 15 studies on teacher pay, the researchers found a dramatic improvement in student achievement between one and five years of teacher experience and a more gradual boost in the years following. Student achievement in these studies was mostly tracked through scores on standardized reading or math tests. A similar analysis of studies concerning teachers getting graduate degrees found the degrees seemed to have little or no impact on student outcomes.

The report makes a preliminary recommendation that any changes in the way teachers are paid should emphasize financial rewards for experience rather than higher pay for teachers with graduate degrees. The report was made for a state task force looking at basic education funding. The Legislature assigned the task force to find the best way to pay for education that improves student achievement and graduation rates. The task force has until early 2009 to make its recommendations, in part because that's when a state court plans to hear arguments on an education funding lawsuit brought by school districts and education organizations across the state.

Screening Tests To Identify Children With Reading Problems Are Being Misapplied, Study Shows

Source: www.sciencedaily.com/releases/2007/11/071123210103.htm

Screening tests widely used to identify children with reading problems are being misapplied, landing students in the wrong instructional level and delaying treatment for their true difficulties, says new research. The researchers find that oral reading tests fail to distinguish between children who can't understand words on a page and those who have language problems that make it difficult to prove their reading competence verbally. Children with these so-called "word-finding" difficulties can't manage to say out loud what they read on the page.

America Idles on International Reading Test

By Kathleen Kennedy Manzo of Edweek.org

Reforms aimed at improving reading achievement seem to have propelled Russia, Hong Kong, and Singapore from middle to top rankings on an international assessment of literacy skills, even as U.S. performance stood still, according to results released last week. American 4th graders failed to show progress, despite spending more time on reading lessons than their

peers internationally. Still, they outscored children in 22 of 39 other nations that took part in the Progress in International Reading Literacy Study, or PIRLS.

The 2006 PIRLS gauged literary and informational reading-comprehension skills of more than 215,000 4th graders around the world. The test, administered by the International Association for the Evaluation of Educational Achievement, based in Amsterdam, was first given in 2001. The United States' average combined score for literary and informational reading was 540 on a 1,000-point scale, statistically the same as in 2001. The combined informational and literary reading-comprehension score shows the range in achievement among 4th graders around the world.

Growth Pilot Now Open to All States: Cap on NCLB Project Lifted

By David J. Hoff of Edweek.org

All states that meet federal criteria will now be allowed to take part in the U.S. Department of Education's 2-year-old experiment with "growth models," which let states measure individual students' achievement gains as a way of ensuring accountability under the No Child Left Behind Act. After originally capping participation at 10 states, and approving just eight, department officials this week opened eligibility for the growth-model pilot project to all qualified states. The officials say that the first states to use those models in the project have shown it can be done without compromising the goals of the law. The new states will have to meet the same criteria as the original eight. They will have to gauge whether students are on track to attain proficiency in reading and mathematics by the end of the 2013-14 school year. They also will have to make sure their testing systems produce consistent results across grade levels. ♦



CALL FOR PROGRAM PROPOSALS

LITERACY CONNECTIONS

19th West IRA Regional Conference
SEATTLE, WASHINGTON
October 9-11, 2008

**INTERNATIONAL
Reading
Association**

Conference Chair: Terrell Young
Cosponsored by: Washington Organization for Reading Development

The International Reading Association (IRA) Regional Conference will be held in Seattle next fall from October 9-11, 2008. IRA is seeking presenters for professional development session for reading educators. The deadline is March 31, 2008. For more information, visit www.reading.org or contact Dr. Terry Young (terrell_young@wsu.edu) of WSU Tri-Cities, the conference chair.

Research

Beyond Strategy Instruction

Dixie Massey, University of Washington Tacoma

“What do you think you can do to become a better reader?”

I asked Josh, a 3rd grader struggling to read.

Josh’s response was similar to many other students—

“Read the little words better and read faster.”

Our students are often very focused at the word level of reading, and rightfully so. They know that they will be assessed on things like how many words they can read by a certain level, how fast they can read the words and how they sound when reading out loud. Teachers in the primary grades are also often focused on words. Words are easy to assess—the student is right or wrong, the words can be assessed quickly, and the assessments can be reduced to single numbers and scores for easy reporting. Even a more complex look at how students perform on reading words can be easily categorized. The errors that students make at the word level can be analyzed through miscue analysis and we can see if they rely on visual, meaning, or syntactic cues.

In contrast, comprehension is tricky to measure. Certainly, we can ask comprehension questions or the students to retell the story to us, as do informal reading inventories, but this takes time. The retells and inventories must occur one on one. Further, we lack a systematic assessment that categorizes the errors students make when trying to understand a passage. The comprehension questions are only broadly categorized into areas such as explicit, implicit, and perhaps vocabulary questions, thus making it difficult to quantify comprehension results.

The current emphasis when teaching comprehension has been “teach strategies.” Meta-analyses of reading research have created lists of comprehension strategies that effective readers use, such as predicting, inferring, making relevant connections to background knowledge, and understanding text structures (Block & Pressley, 2002). Curricula and teaching techniques have been designed around these lists (e.g. *Strategies that Work*). While teaching students to use reading strategies is a powerful instructional method, the potential pitfall of this approach is that as teachers of reading we (a) assume that all we have to do is



teach the strategies and (b) teach the strategies indiscriminately, turning them into a scope and sequence without careful examination of what students already do when they try to comprehend.

Assuming students don’t have comprehension strategies when they are a struggling reader is a critical error. Perhaps unconsciously, we make the inference that all we need to do is teach the students what to do in order to comprehend the passage, model those strategies, have the students participate with us, and that should turn the students into good readers. What we neglect are the strategies they already use. For example, Josh from the beginning of this article knew that before he read a text, he should preview the text. Unfortunately, it was merely an action to repeat; he did not know why he should preview or what he should be looking for and still he faithfully previewed the texts before he read them. Some of the most common strategies that students use ineffectively are:

T Practice

■ **Over-reliance on prior knowledge (or what they thought they knew)**

Students frequently privilege information they heard in a movie or on television. Sometimes, they rely on information that they heard from another student. Each of these sources is often given more weight than the actual textual information.

■ **Previewing**

Many students know that it is important to look at a text before reading. However, they often do not know what they are looking for and their previewing makes no impact on their overall comprehension.

■ **Making Connections**

When students do not understand a part of the text, they rely on something they thought they knew. While making a connection can aid comprehension, it can also distract from true comprehension. These readers are likely to make connections that are only superficially related to the text.

■ **Reading Quickly**

This strategy has been called “NASCAR reading.” Several students equate good reading with fast reading. It was interesting to note that when effective readers encounter challenging text, they often slow their rate. Oppositely, when readers who struggle encounter text that is challenging, they read quickly, as if in a hurry to get past the hard and/or confusing text.

■ **Decoding**

Occasionally students spend an unusual amount of time decoding. For example, even in a text that was matched to the student’s reading level, the student might pause on a name or a novel word and pause, telling the teacher, “Don’t tell me, I’ll get it.” This is often a stalling technique.

■ **Shutting Down**

Stopping completely and refusing to read is certainly a strategy. Some students give reasons for shutting down—I can’t read, my mom says I’m not a good reader, or I don’t like this story were common reasons given.

Certainly, the strategies our students already use may be ineffective or weak, such as rereading the text in the same manner they read it the first time.

However, if we fail to identify and address even those ineffective and weak strategies, we may never help the students correct their comprehension struggles. Their ways of comprehending have become ingrained and practiced. Sometimes, it takes as much effort on our part to confront and correct their ineffective strategies as it does to introduce new strategies.

Teaching strategies indiscriminately and turning them into a scope and sequence is an extension of assuming students aren’t already using comprehension strategies. Reading basals list the comprehension strategies in the teachers’ guides, weaving multiple strategies into one lesson with little or no sustained practice with any single strategy. While it may require little preparation to teach predicting as a strategy, if we do not attend to matching the strategy to where our students are developmentally, the strategies will remain useless to them.

Strategy instruction is needed to improve comprehension. However, we need to make sure that we first identify the points of difficulty—what the students do when they fail to comprehend, not just a score on an assessment. Next, we need to match strategy instruction to both challenge what they do incorrectly (over-reliance on prior knowledge) and give them new ways to cope with the difficulty. Awareness of the strategies that a student already uses and matching strategies to readers’ needs requires that teachers possess expert knowledge about students, assessment, and strategies—not just the what and how, but also the when and why of teaching strategies (Pearson, 2007). ♦

References

Block, C. C., & Pressley, M. (2002). *Comprehension Instruction*. New York: Guilford.

Pearson, P. D. (2007). The knowledge to support the teaching of literacy. Speech given at the College Reading Association Conference, Salt Lake City, UT. Retrieved November 8, 2007 from <http://www.scienceandliteracy.org/papers/>

Click & Learn



www.bookadventure.org

Book Adventure is a free reading motivation program for children in grades K-8.

Children create their own book lists from over 7,000 recommended titles, take multiple choice quizzes on the books they've read, and earn points and prizes for their literary successes.

Book Adventure was created by and is maintained by Sylvan Learning.



www.storylineonline.net

Storyline Online is an innovative website featuring well-known actors reading quality children's picture books aloud.

Offered free of charge, these imaginatively produced videos fully capture the intricate illustrations, colors and textures of each book.

Storyline Online also includes a supplemental activities section developed by an Early Literacy curriculum specialist. The videos and related activities strengthen comprehension, verbal and written skills of English language learners worldwide.

National Endowment for the Arts Announces New Study — Americans Are Reading Less

NEA Press Release

On November 19, 2007 the National Endowment for the Arts (NEA) announced the release of *To Read or Not To Read: A Question of National Consequence*, a new and *comprehensive analysis of reading patterns in the United States*. To Read or Not To Read gathers statistics from more than 40 studies on the reading habits and skills of children, teenagers, and adults. The compendium reveals recent declines in voluntary reading and test scores alike, exposing trends that have severe consequences for American society.

"The new NEA study is the first to bring together reliable, nationally representative data, including everything the federal government knows about reading," said NEA Chairman Dana Gioia. "This study shows the startling declines, in how much and how well Americans read, that are adversely affecting this country's culture, economy, and civic life as well as our children's educational achievement."

To Read or Not To Read expands the investigation of the NEA's landmark 2004 report, Reading at Risk. While that report focused mainly on literary reading trends, To Read or Not To Read looks at all varieties of reading, including fiction and nonfiction genres in various formats such as books, magazines, newspapers, and online reading. Whereas the earlier report assessed reading among adults age 18 and older, To Read or Not To Read analyzes reading trends for youth and adults, and readers of various education levels. To Read or Not To Read is unique for its consideration of reading habits alongside other behaviors and related outcomes including academic achievement, employment, and community involvement.

Among the key findings:

Americans are reading less - teens and young adults read less often and for shorter amounts of time compared with other age groups and with Americans of previous years.

- Less than one-third of 13-year-olds are daily readers, a 14 percent decline from 20 years earlier. Among 17-year-olds, the percentage of non-readers doubled over a 20-year period, from nine percent in 1984 to 19 percent in 2004.
- On average, Americans ages 15 to 24 spend almost two hours a day watching TV, and only seven minutes of their daily leisure time on reading.

Americans are reading less well – reading scores continue to worsen, especially among teenagers and young males. By contrast, the average reading score of 9-year-olds has improved.

- Reading scores for 12th-grade readers fell significantly from 1992 to 2005, with the sharpest declines among lower-level readers.
- 2005 reading scores for male 12th-graders are 13 points lower than for female 12th-graders, and that gender gap has widened since 1992.
- Reading scores for American adults of almost all education levels have deteriorated, notably among the best-educated groups. From 1992 to 2003, the percentage of adults with graduate school experience who were rated proficient in prose reading dropped by 10 points, a 20 percent rate of decline.

"This study shows the startling declines, in how much and how well Americans read, that are adversely affecting this country's culture, economy, and civic life as well as our children's educational achievement."

--NEA Chairman Dana Gioia

Average Time Spent Reading in 2006

	Hours/minutes spent reading	
	Weekdays	Weekends and holidays
Total, 15 years and over	:20	:26
15 to 24 years	:07	:10
25 to 34 years	:09	:11
35 to 44 years	:12	:16
45 to 54 years	:17	:24
55 to 64 years	:30	:39
65 years and over	:50	1:07

Source: U.S. Department of Labor, Bureau of Labor Statistics

Percentage Who Read Almost Every Day for Fun

	1984	1999	2004
9-year-olds	53%	54%	54%
13-year-olds	35%	28%	30%
17-year-olds	31%	25%	22%

Source: U.S. Department of Education, National Center for Education Statistics

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55 to 64 years	:30	:39
65 years and over	:50	1:07

Source: U.S. Department of Labor, Bureau of Labor Statistics

From *To Read or Not To Read* (Research Report #47), courtesy of the National Endowment for the Arts

The declines in reading have civic, social, and economic implications – Advanced readers accrue personal, professional, and social advantages. Deficient readers run higher risks of failure in all three areas.

- Nearly two-thirds of employers ranked reading comprehension "very important" for high school graduates. Yet 38 percent consider most high school graduates deficient in this basic skill.
- American 15-year-olds ranked fifteenth in average reading scores for 31 industrialized nations, behind Poland, Korea, France, and Canada, among others.
- Literary readers are more likely than non-readers to engage in positive civic and individual activities – such as volunteering, attending sports or cultural events, and exercising.

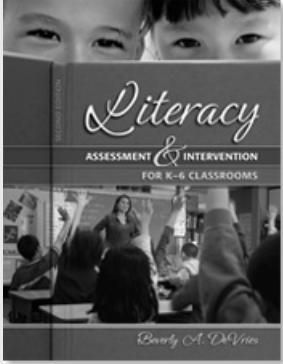
"This report shows striking statistical links between

reading, advanced reading skills, and other individual and social benefits," said Sunil Iyengar, NEA Director of Research and Analysis. "To Read or Not to Read compels us to consider more carefully how we spend our time, since those choices affect us individually and collectively."

To Read or Not To Read assembled data on reading trends from more than 40 sources, including federal agencies, universities, foundations, and associations. Primary sources include the U.S. Department of Education, the U.S. Department of Labor, the Henry J. Kaiser Family Foundation, the University of Indiana, Bloomington, the University of California, Los Angeles, and the Organization for Economic Co-operation and Development.

To read the full report or order a hard copy of *To Read or Not To Read: A Question of National Consequence*, visit www.nea.gov. ♦

Must Have For Your Professional Library



Literacy Assessment and Intervention for K–6 Classrooms by Beverly DeVires is a comprehensive resource focuses on the major areas of literacy—phonemic awareness, phonics, word identification, comprehension of both narrative and expository text, vocabulary, fluency, and writing, including spelling.

The author thoroughly explores each area, providing an overview of pertinent research, suggested methods and tools for diagnosis and assessment, intervention strategies and activities, and technology applications to increase students' skills.

While primarily used to prepare future teachers to recognize and assess reading and writing problems, all classroom teachers will find this book to be very useful.

Dr. Lisa Laurier of Whitworth University has used this book in her teacher education courses. Her college students often share it with their field placement teachers. These teachers find it so useful, they have purchased it too.

"This book is great, I didn't have to use the internet or do other research to find good strategies to use with my student – it was all right here" reports one recent graduate.

Barbara A. Ward, Washington State University
Terrell A. Young, Washington State University

It has been said that a picture is worth a thousand words, and while that adage may not be entirely true, there is something to be said about the power that beautiful illustrations have to engage the reader and support the text. Today's books offer a wide range of gorgeously illustrated books guaranteed to chase those bleak winter days away with their sumptuous colors and painstaking details. Below are some of our recent favorites.

■ **Abadis, Nick. (2007). *Laika*.** New York: Roaring Brook Press/First Second Books. \$17.95. Grades 8-12. Three lives and three different purposes intertwine in this compelling story of Laika, the first dog in space, Yelena, the lab technician who befriended her, and Korolev, head of the Soviet space program responsible for sending Laika into space—and then leaving her there. The engaging illustrations in this graphic novel reveal the hope and despair Laika experiences through her lifelong journey and the pain and loneliness she endured during her training for her voyage into space. The artist manages to render artistically the emotions that flit across the faces of the creatures, human and canine, at the heart of this powerfully imagined story of trust and betrayal. To read *Laika* is to weep and to ponder what is gained and what is sacrificed through scientific research.

■ **Alexie, Sherman. (2007). *The absolutely true diary of a part-time Indian*.** Illustrated by Ellen Forney. New York: Little, Brown, and Company. \$16.99. Grades 9-12. The largely autobiographical story of Arnold (Junior) Spirit, a Spokane Indian with many health problems, is filled with many moments that will prompt readers to wipe tears of laughter or sorrow from their eyes. When Junior leaves the reservation school for a chance at a better education, his best friend feels betrayed, and Junior is swept up into the white world of his new school. Although Washington readers especially will savor the passages that describe geographic areas they already know, the book is given additional appeal through the cartoonish illustrations that depict Arnold's sister Mary Runs Away and a culturally-confused Arnold, divided right down the middle between the white world he enters on a daily basis and the reservation world he returns home to every night.

■ **Arnold, Caroline & Comora, Madeleine. (2007). *Taj Mahal*.** Illustrated by Rahul Bhushan. (2007). Minneapolis, MN: Carolrhoda Books, Inc./Lerner. \$17.95. Grades 3-6. The romantic love story of an emperor and his bride and the monument he erected in India as a tribute to her are at the heart of this lovely book. The artist has attempted to emulate the ornate manuscript designs of a hand-drawn book that might have been treasured by a wealthy man in those days of the Mughal empire. The rich colors and vivid details are a delight to the eyes and add immeasurably to the appealing story of love and loss told by the authors.

■ **Bishop, Nic. (2007). *Spiders*.** New York: Scholastic. 48 pages, \$17.99. Grades 2-5. Readers will shake their heads in fascination or horror at the stunning cover of an up close and personal look at a large-eyed jumping spider, and they'll gasp to see the amazing time stop photography that shows how far one jumping spider is able to move through the air. Bishop's use of a hand-built shutter and special flashguns combine with his infinite patience in waiting for just the right shot to create a gorgeous book that clamors to be read and read again. The text is kid-friendly but will still intrigue adults, and no one who picks up this book will be able to feel the same about spiders again.

■ **Daly, Nikki. (2007). *Pretty Salma*.** New York: Clarion Books. \$16.00. Grades 1-3. When Salma goes to market for her grandmother one day, she ignores her admonition not to talk to strangers. The wily Mr. Dog tricks her into chatting with him and into giving up all of her things as she travels home. The watercolors are filled with life and depict the story's West African setting with careful detail and lovely colors. Daly blends his cautionary tale with humor and attractive characters.

■ **Deedy, Carmen Agra. (2007). *Martina the beautiful cockroach*.** Illustrated by Michael Austin. \$16.95. Grades 1-4. Filled with elegant pastels depicting the life and loves of Martina, a green cockroach who lives in a streetlamp in Cuba, this picture book would make a delightful read aloud. When it's time for Martina to choose a husband from among several suitors, her grandmother suggests that she use the coffee test to determine their temperaments. By spilling coffee on each suitor, she will be able to gauge each one's reactions to something unpleasant. Martina's expressively drawn eyes and engaging demeanor will captivate readers—young and old.

■ **Kinney, Jeff. (2008). *Diary of a wimpy kid: Rodrick rules*.** New York: Amulet Books. \$12.95. Grades 6-9. Middle school can be tough--especially when you begin the year with the "cheese touch" as is the case with Greg Heffley. Although he wants to forget the events from the last school

To Treasure

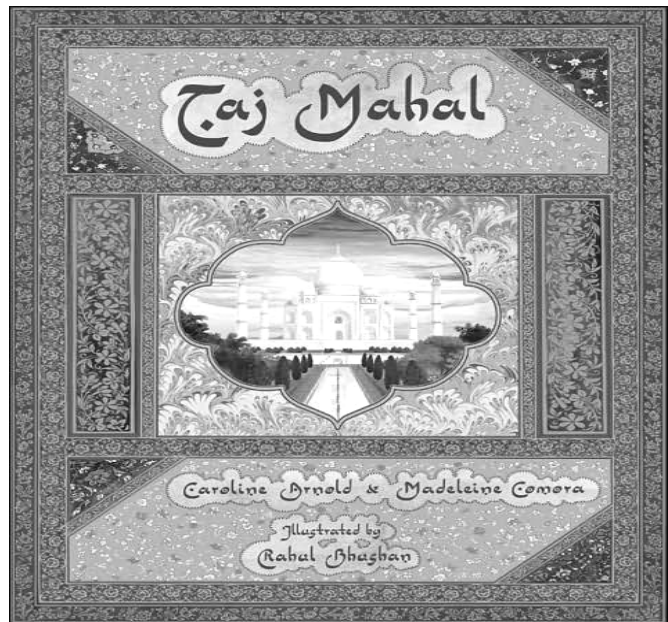
year and the summer, his older brother Rodrick has no intention of letting him do so. The text, written in diary form, is lavishly supported with simple line drawings depicting Greg, Rodrick and his garage band, little brother Manny, their somewhat clueless parents, and Greg's classmates.

■ **Low, William. (2007). *Old Penn Station*.** New York: Henry Holt and Company. \$16.95. Grades 3-6. The golden glow of the lamplight, the sweeping ceiling arches that reach for the sky, and the bustling human presence all fill the pages of this nostalgic look at the original Pennsylvania Station, a train terminal that moved passengers from one place to the next in New York City. The author describes how the terminal was demolished to save money and to make room for a sports stadium, and as the reader sees every speck of the beautiful building destroyed, Low leaves us filled with appreciation for and yearning for the beauty of yesterday. His sympathetic paintings, some of them spilling across two pages, are a combination of oil and digital creations, and it is possible to see his brushstrokes in the walls and shadows of the station.

■ **Prevert, Jacques. (2007). *How to paint the portrait of a bird*.** Illustrated and translated by Mordecai Gerstein. New York: Roaring Brook Press. \$16.95. Grades 2-5. Who knows where inspiration comes from? This delightful poem and the accompanying illustrations offer one answer to that question and remind us that sometimes we must wait patiently for inspiration to come. Exploring the notions of art and creativity and the eternal appeal of Nature's beauty, the artist uses delicate colors juxtaposed with the bright blues and reds of a songbird perched on a boy's window sill to fill the reader's senses.

■ **Selznick, Brian. (2007). *The invention of Hugo Cabret*.** New York: Scholastic. \$22.99. Grades 4-8. It's the beginning of the 20th century, and twelve-year-old orphan Hugo Cabret lives in the walls of a Paris train station where he spends his hours making sure the clocks are working. His life of secrecy ends, though, when he meets a girl named Isabelle who loves books. Before his death, Hugo's father, a clockmaker, had discovered an automaton in a museum where he worked. Hugo has a notebook in which he has recorded the inner workings of this automaton, a human-like robot ready to write a message. The 284 pages of illustrations rendered in charcoal lend a filmic quality to the book, and readers can speed through the book's pages with ease. The author/illustrator has said that he used a magnifying glass to complete the drawings, working in a one-quarter scale. The web links to film-maker George Melies and automatons will guarantee that readers stay hooked on this topic.

■ **Strauss, Rochelle. (2007). *One well: The story of water on Earth*.** Illustrated by Rosemary Woods. Tonawanda, NY: Kids Can Press. \$17.95. Grades 4-6. Average citizens were reminded of the awesome power of water during the Asian tsunamis and Hurricane Katrina in 2004 and 2005, and the author and illustrator pay tribute to the life-giving but not limitless quality of water. The illustrator has dipped into her palette to spread blues of every color in the delicate illustrations that spread across two pages. The back matter offers tips for how young readers can conserve water and preserve the water supply that we have available to us.



Taj Maha is the romantic love story of an emperor and his bride and the monument he erected in India as a tribute to her are at the heart of this lovely book.

■ **Tan, Shaun. (2007). *The arrival*.** New York: Scholastic/Arthur A. Levine Books. \$19.99. Grades 6-12. In this masterful wordless graphic novel, a man tearfully leaves his family for another, unfamiliar land where he undergoes all sorts of confusing tests and must communicate through gestures since he is unable to speak the language of his new home and no one understands what he's trying to say. He also must figure out what to eat and where to sleep, resorting to sketching out his basic needs. The book has a surreal quality about it, mirroring perfectly, with its tonal illustrations, the feeling of disorientation that any immigrant entering a new land must experience. The reader enters this confusing world from the book's first pages with endpapers including headshots of immigrants from many different countries and an inspection notice with odd-looking stamps and indecipherable marks.

■ **Worth, Valerie. (2007). *Animal poems*.** Illustrated by Steve Jenkins. New York: Farrar, Straus, Giroux. \$17.00. Grades 2-6. Is it the poems or the amazing cut-paper illustrations of their perfectly imagined partnership that make this volume so appealing? Worth and Jenkins lend their considerable artistic talents to a lovely focus on twenty-three different animals and their sometimes quirky characteristics.

■ **Yaccarino, Dan. (2007). *Every Friday*.** New York: Henry Holt and Company. \$16.95. Grades 1-2. In a tribute to the Friday breakfasts the author/illustrator shares with his son Michael, he offers readers a rich slice of their life and what has become a family ritual. A father and his son take the time to stroll to their favorite restaurant for breakfast, savoring the sights, smells, and surroundings of their neighborhood along the way. The artist has used gouache on watercolor paper to convey a nostalgic feel to the book's illustrations and to remind readers that there's something special about spending quality time with a parent. ◆



discover



engage



listen

inspire
a
reader

A Day With Kathy Collins

Teaching Children to
Read With Power,
Think With Depth,
Talk With Passion &
Generally Have a Very Good
Time With Books:

*Envisioning & Implementing
Radically Different
Reading Centers*

March 8, 2008
Vancouver WA



WORD

Washington Organization for Reading Development
c/o Christine Colestock, Communications Coordinator
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