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## The Well-Stocked Bookshelf: Must Reads!

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# The Well-Stocked Bookshelf: Must Reads!

BY ED SPICER

**M**y ALA committee work has me investigating debut books for the William C. Morris Award Committee. This committee honors the best book for young adults published by an author who has no previous publishing credits. This can be very tricky because publishers send us *many* debut books that are not the author's publishing debut. An author may have published for adults or children or may have published a nonfiction book; publication of *any* book makes the author ineligible for the Morris Award, even if the author is publishing something for teens for the first time. Morris Committee work is confidential. Consequently, any reviews posted here reflect my own opinion. Indeed, I have not even checked to make sure that these "debut" books are even eligible. I do know, however, that these books will be a big hit with students, even if the book is not eligible or does not win the Morris Award recognition. Students who are considering publishing their own work may be interested in these firsts!

Readers will find reviews of books from well-established authors too (titles with an asterisk (\*) after the price are books that claim to be debut books). I want to highlight Patrick Ness's *A Monster Calls*, which is his attempt to complete a book that Siobhan Dowd may have written, had she lived long enough. While this book is certainly Ness's original creation, he credits Dowd on the cover, the title page and the verso page and dedicates the book to her. It may be one of the most touching and heartfelt books of the year. I encourage readers to find this one and share it with lovers of horror, lovers of illustrated books, and lovers of sad books. Tissues are recommended. Also included are a few picture books very much worth sharing with a larger and older audience. Jeannie Baker's *Mirror* may be one of the finest explorations and comparisons of culture published since Tan's *The Arrival*. Like *The Arrival*, *Mirror* is a wordless book (with a few words on signs and buildings providing the exceptions). The last review is for an author of books geared for elementary schools

that needs a lot more exposure. Keep an eye out for Atinuke (no other name), an author from Nigeria who has written an exceptional series of books that every elementary librarian should buy and share with teachers. The title reviewed is *Anna Hibiscus* and there are three more books in the series. Buy them all! Enjoy!

**Sepetys, Ruta.** (2011). *Between shades of gray*. New York: Penguin Group/Philomel Books. 344 pp. ISBN 978-0-399-25412-3 (Hard Cover); \$17.99.\*

Each year several new books are added to the body of work featuring World War II and the Holocaust. This novel, however, is one that I have not seen before. It features the story from the Baltic States who were caught between Hitler and Stalin. Stalin's genocide featured Lithuanians, Latvians, and Estonians. Stalin threw millions of people into prisons in Siberia and committed atrocities every bit the equal of Hitler and his treatment of Jews and others. The

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Baltic people had no hope with Stalin; readers are well aware that Hitler did not offer a better choice. If ever there were a no-win situation, this would be it. Lina and her family are sentenced to death in a prison camp in Siberia. Lina secretly draws and preserves her record of this time, in part because she hopes that some of her drawings can be delivered to her father who will know her style and recognize the codes she has drawn into her work. Lina learns, however, that her father has died and then she watches her mother die (as did one third of the people from the Baltic States). Sepetys does an excellent job of showing depth in the characterizations of Lina and her family, but also in some of the minor characters, including Kretzsky, one of the Russians that seems so two dimensional at first but grows in complexity throughout the novel. As with many holocaust stories, the will to survive and the need to record the truth provides this book with its emotional intensity. In Sepetys novel, however, we have a story that has not been readily acknowledged by the world. This is a very unusual and significant story showing a very different history than we typically see in young adult novels from this time period. This book should be one that every high school library adds to its collection.

**Chow, Cara.** (2011). *Bitter melon*. New York: Egmont. 313 pp. ISBN 978-1-60684-126-6 (Hard Cover); \$16.99.\*

I love the careful selection of names in this novel. *Bitter Melon* features an excellent beginning that sets the stage for all of the action to come, starting with the explanation of Fei Ting, the name given by Mommy. Her name has dual meanings of *stop* and *flying*. Since Mommy does have her moment of literally stopping Fei Ting from flying, it works exceptionally well—especially considering Mommy chose the mostly unused *Frances*, which means free, for her American name. Fei Ting is trying to live up to her mother's expectations. She is trying to get straight A's and get into Berkeley. Her mother has been dumped by her husband and has divorced every mention of her former husband from her mind, except as a goal for eventually being able to thumb her nose at him with Fei Ting's expected entry into the world of medicine as a doctor. Mommy sacrifices everything for her daughter, including her health. She is also abusive and so single-minded about her own interests that she is suffocating her daughter. She constantly compares Fei Ting with Theresa, another Chinese girl who is also driven to succeed

(but who has a mother, Nelly, who actually likes her and vice versa). Fei Ting is forced to decide whether she wants to be free (Frances). The cultural aspect of this story—the emphasis on family success being synonymous with individual success—is also well done. Fei Ting's confusion over Derek Collins's name is a nice touch. This book has stronger strengths than weaknesses and is a fine addition to high school libraries. I look forward to future work from Cara Chow.

**Wynne-Jones, Tim.** (2011). *Blink & Caution*. Boston: Candlewick. 345 pp. ISBN 978-0-7636-3983-9 (Hard Cover); \$16.99.

When I was in Austin giving a presentation to librarians about homelessness and libraries, I stayed at a very nice hotel. When I arrived, I was going over my notes. I was tired, and my mind began to wander and I began daydreaming about being homeless and trying to gain employment in a hotel. I did not know about *Blink & Caution* at the time. When I went to the convention floor, Candlewick began touting Wynne-Jones' book. When I told Tim that I was doing a presentation on homelessness, he grabbed a copy of his book, autographed it, thanked me, and presented it to me. Later that night I began reading:

"But not this day, Blink. You're good to go. Just don't hurry and, Christ, don't gawk like you've never seen the inside of a hotel before.

But, oh, look at this lobby, will you? Drink it in. You want to skate across it, so shiny wide. Look at those urns with the exotic plants stuck in them and those chairs just sitting around on the thick carpet discussing important matters. Keep the jitters pressed way down your empty belly. Stroll like you're heading up to room...pick a number—with your left hand holding on to an imagined key.

No one asks. No one cares. In the Blessed BU, you are a *guest*." (p. 5)

This could very well be the winner of this year's ESP Award, which is the Ed Spicer Personal book award for the title that comes closest to matching my homeless experiences as a teen. *Blink's* voice is absolutely spot-on!

*Blink* is a homeless, runaway teen with a facial tic that gives him his name. Just like my daydream,



Blink is living by stealing food from hotels. Caution is attempting to escape the clutches of an abusive boyfriend who is a drug dealer. When Caution meets Blink, she initially plans to play him for the sucker she thinks he is. Blink has accidentally witnessed a staged crime, a kidnapping, that is the hot story in the Toronto media. Obsessed with puzzling out this mystery, Blink and Caution travel out of Toronto and quickly run into problems, big problems. Caution and Blink quickly realize that they will need to work together, drawing on their varied and extensive street experience, to have any hope of finding a life. What works in this book is the very distinct and very honest voices of Blink and Caution. Wynne-Jones treats his characters with respect; I especially notice the fact that much of the success that these two characters have is because of who they are and not in spite of their economic circumstances. Too often books feature homeless youth who overcome the obstacles of poverty and, after this, grow, as if the only way to belong and contribute to society is with a home. In this book, the characters have a lot going for them already. The homelessness is a detail, much like one might describe hair color or clothing worn. The constant paradox of emotion is very familiar to me and very accurate. I highly recommend this book to anyone who wants one story, one excellent story, of what it may feel like to be homeless (but don't forget that there are many stories of homelessness). Recommended for high school libraries; please also direct this book to school social workers and counselors.

**Young, Moira.** (2011). *Blood red road*. New York: Simon & Schuster/Margaret K. McElderry. 464 pp. ISBN 978-1-4424-2998-7 (Hard Cover); \$17.99.\*

Saba and her bossy but loved twin brother Lugh live in a ravaged and dry wasteland, remnants of the destroyed Wrecker civilization. Pa is something of a diviner and each day he desperately tries to call water to the parched land. When yet another sandstorm blows in four mysterious riders who kill her father and kidnap her brother, Saba is suddenly forced to find her own identity. What Saba discovers is that her hardscrabble existence has turned her into a fighting machine. She possesses a "red hot" that pumps adrenaline into her body. Saba orders her younger (and not much loved) sister to travel to the emergency contact Pa established for the family, but this younger sister has the annoying habit of not listening. Saba sets off with her crow to find and

rescue Lugh. Tricked by a seemingly inept pair of wind travelers, Saba is kidnapped and sold into the fighting culture where she discovers how to manipulate her inner "red hot." Saba also has a heart stone that keeps warming up every time she nears Jack, a roguish character who has many of his own secrets. The fighting in the coliseum turns out to be a warm up for Saba, now nicknamed *The Angel of Death*. She learns from fellow cage fighter, Helen, that her brother is held by the Tonton and is intended to be the sacrifice for the evil King. This gives the book its fuse because now (about 160 pages later) Saba must rescue her brother who is being held in the freedom fields (drug fields) before he is killed. With a little bit of Katnis (*Graceling*) and little bit of *House of the Scorpion*, Moira has crafted a page-turning romance with kick-butt action. The bumpkin language, although a bit jarring at first, stays consistent. I can see this one having tons of appeal with action lovers and with those who love romance, which is quite an accomplishment. Best suited for high school, this book will also find a good home in the hands of persistent middle school readers.

**Billingsley, Franny.** (2011). *Chime*. New York: Random House/Dial. 368 pp. ISBN 978-0-8037-3552-1 (Hardcover) \$17.99.

Looking for the next Printz winner? The odds are good that this is the one! Billingsley has already garnered multiple starred reviews and the buzz in the book world is steady in its adoration of *Chime*. Even before the plot, what strikes me about *Chime* is its language play:

Dark and light, dark and light. That was the world. The world was like lace. Lace is dark and light. Stepmother wore lace. Leanne wore lace.

Leanne and Eldric, dark and light.

When we think of lace, we think of white, but without the dark, the in-between bits, there'd be nothing to look at.

Dark and light.

Bones are hollow. Bones are webbed with lace.

Anesthesia, Dr. Rannigan!

Bones can hurt—how they can hurt!

Take a hand, crush it slo-o-o-w-ly, splinter the bones, crumble the lace, squish away the negative space. (p. 202)



I wish space permitted me to continue this section because it continues and adds to the mythological feel readers take away from this powerful book. This passage is also just one of many similar passages in which repetition and metaphor chime away. Briony's voice is absolutely unique and thrilling!

Briony is haunted by two huge secrets. She caused her identical twin, Rose, to become mentally addled and to spend much of her time screaming. Briony not only has to live with this secret, but she has promised to care for her sister. The second secret is closely related to the first and, perhaps, the cause of Rose's mental problems: Briony is a witch. She knows this because of all the bad things she has done, including raising the wind that dumped Rose out of her swing and caused her quirks. This secret trumps the first secret to some extent because witches are reduced to ash in her neighborhood. Briony's secrets slowly remove hope from her life, and she spends her time conversing with the old ones and Rose and sprites (and other folk only she can see). When Eldric comes to town, he is smitten and only sees goodness in Briony. When Mr. Clayborne, the engineer, threatens to drain the swamp, the Boggy Mun infects the village children with swamp cough. Step by step, Briony is pushed into considering whether she should save Rose, save the children and save the village by revealing her secrets, which will mean her death. Part mystery, part fairy tale, part romance, and completely gorgeous and far lovelier than the sum of its parts, *Chime* is certain to be somewhere on the Printz list this coming January, and it would not at all surprise me to see it at the top of the list. This is a must-buy for all high school libraries.

**Hill, Will.** (2011). *Department 19*. New York: Penguin/Razorbill. 540 pp. ISBN 978-1-59514-406-5 (Hard Cover); \$17.99.\*

Dracula is a history text written by a sloppy drunk, Bram Stoker. Frankenstein is an elite member of a classified security team that goes around killing vampires. Yes, he is a monster made by Victor Frankenstein (how he got his name). Jamie Carpenter's father is killed as the book opens. His last confusing message to Jamie is that he is protecting his family from him. Dracula, the oldest vampire, is dead (although there is rumor that his ashes still exist and that with enough blood he can be revived). In the meantime, Alexandru Rusmanov, the sadistic evil brother of the first three vampires in direct bite-line from Dracula himself, has kidnapped Jamie's mother

in an attempt to get even with the Carpenter's family for killing his bride. While it is nice to visit the vampire Valhalla and a nice touch to see such different vampire personalities, the rules in this world do not apply equally to all vampires. There are different rules for Dracula and the Rusmanov brothers and a lot of the rules seem to be made up and modified as we go along. Teens, however, will not care as much about these inconsistencies and will enjoy thinking of Dracula and Frankenstein as historical figures. This book is sure to be popular to those (few remaining?) vampire lovers. The action does not stop and despite being 540 pages, it moves quickly. High school readers will enjoy the combination of horror with a spritzing of romance.

**Roth, Veronica.** (2011). *Divergent*. New York: HarperCollins/Katherine Tegen Books. 496 pp. ISBN 978-0-06-202402-2 (Hard Cover); \$17.99.\*

Part *Hunger Games* and part Harry Potter sorting hat, *Divergent* is the book to give to fans of these two series that are looking for what to read next. Beatrice Prior lives in Chicago, but this Chicago is a post-apocalyptic dark and dangerous place. Organized into factions: Candor, Abnegation, Dauntless, Amity, and Erudite; 16-year-olds must decide which faction they will join for the rest of their lives. Most teens choose the same faction in which they were raised. Beatrice, however, defies tradition and, maybe, even insults her family by leaving her Abnegation clan and adopting the Dauntless. There is, however, something else about her that is very different, and this difference is so dangerous that she is warned not to mention it—despite not entirely understanding just what this difference is and what makes this difference so dangerous. The Dauntless are very different from her own family, and Beatrice clearly does not fit in easily. Nevertheless, she changes her name and fights for her future and perhaps even her very survival. Gradually Tris realizes that the whole key to her survival is, apparently, more linked to her history than it is to her new clan. Tris is not the strongest, not the fastest, and certainly not the best warrior; but she may be the bravest. Her bravery is the character trait that is most likely to save her and the one most likely to kill her. Teens will eat up the adventure in this book. The fact that there is a budding romance between Tris and Four, one of the Dauntless leaders, only adds to its teen appeal. This is a book that will



find eager readers in both high schools and middle schools. Librarians will probably want to purchase more than one copy of what is sure to be a very popular book.

**Marcus, Kimberly.** (2011). *Exposed*. New York: Random House. 208 pp. ISBN 978-0-375-86693-7 (Hard Cover); \$16.99.\*

This verse novel tackles an important and difficult situation. Many novels for teens deal with rape. *Speak*, immediately comes to mind. In this verse novel, however, we have the allegation of rape dividing two best friends. Liz's brother rapes Liz's best friend, Kate. Mike is very popular and charming and someone Liz and Kate admire. Liz runs through all the emotions germane to whether she believes her best friend, whom she knows better than anyone, or believing her brother, Mike, who has been a role model and is a brother that she loves. Eventually Liz exposes the fact that her brother did it, but then she feels gratitude when Mike is found not guilty. The verdict, however, brings with it her own guilt feelings. The verse is fine (and sometimes quite excellent). The story is gripping, if slightly unbelievable (not so much in the facts, but in the pacing). This book, however, will find a very happy and receptive high school audience with the Ellen Hopkins, Simone Elkeles, and Laurie Halse Anderson fans. I predict that once students find this book, it will fly off the shelf. Fortunately, because of its verse form, the 208 pages will take very little time to finish.

**Allen, Crystal.** (2011). *How Lamar's bad prank won a Bubba-sized trophy*. New York: HarperCollins/Balzer & Bray. 288 pp. ISBN 978-0-06-199272-8 (Hard Cover); \$16.99.\*

Quiz time: How many middle school books are in print featuring a trash talkin', hip hoppin', African American bowling champ? Can anyone name even one bowling book novel for middle school students? I rest my case for purchasing this book! For any of its way-too-many plot threads, I highly recommend purchasing this book strictly on the basis of Lamar's voice. This asthmatic wannabe athlete is a hoot and a half. His plotting and plans to win a girlfriend will have middle school students howling with laughter (and their teachers too). Lamar is known as a prankster, but he discovers that girls are not necessarily attracted to pranks (and especially not attracted to boys who pull pranks on them). Lamar is convinced that if he is able to win the special Bubba Sanders bowling ball, all of his many schemes, especially

those involving getting a girlfriend, will come true. Along the way we deal with sibling abuse, asthma, gambling, the death of his mother, gold diggers, and more. Lamar's voice is the strike that spares the reader from getting too bogged down with all the separate plot pins. Do your middle school readers a favor and purchase this often-hilarious book for your library.

**Appelt, Kathi.** (2010). *Keeper*. New York: Simon & Schuster/Atheneum. 409 pp. ISBN 978-1-4169-5060-8 (Hard Cover); \$16.99.

Ten crabs work magic on *Keeper* and turn what should be a perfect blue moon day into a perfect nightmare. *Keeper* creates the perfect plan for repairing damage. The key is finding her mermaid mother.

Somehow I missed reviewing this marvelous book last season! I love writing in which central metaphors are reinforced by the text structure—that perfect blend of form and style. In this book we have repeated phrases and images returning over and over and over again—just like the tides and the moons that are so central to this story: “Easy peasy,” “If you give a wish...,” “You stupid crabs,” “Questions for the universe.” See also the way the page is formatted on page 337 (or 130 or 173 or 275 or 337). Throughout this novel Appelt uses repetition and page layout to reinforce the meaning. Another astonishing notable aspect of this book is its love story between Mr. Beauchamp and Jack in a middle grade book. There is no problem, no repercussions, no judgment—just two boys and then later two old men holding hands. There is no need to justify, there is just a long overdue acknowledgement that love has many forms of expression that are appropriate for a children's book. Likewise we have Doggie with his dreads (385) and no explanation from Appelt germane to his race. Appelt very subtly shows (without telling) many things in this book. Perhaps my favorite comes at the end. Doggie has been practicing and practicing his two-word love song, which he can sing without hesitations, but cannot say. However, when he thinks *Keeper* may be lost at sea, he is able to shout, without stuttering, very clearly and very emphatically (pp. 371-373). Contrast this with Doggie's attempt to say *Keeper* on page 152 and 154. And on page 376 Doggie says clearly and without thinking about talking, “Let's just wait.” On page 157 we know that Doggie has trouble with words that begin with L. Appelt does not need to mention



that on page 371 this is the first time Doggie has not stuttered when he speaks. He does not stutter for the rest of the book and I really appreciate the fact that Appelt does not feel the need to mention whether or not he is cured (because chances are that he stuttered saying his wedding vows). Doggie is Doggie, the man Signe and Keeper love—with his speech impediment, with his hair, with his skin color—just the way he is and it isn't necessary to highlight these details because what is important is the love he has for Signe and Keeper, the love he has always had. The magical realism works with this story and allows the reader to accept the coincidences of the luck charm and of Jack. It allows space in Keeper's heart for her mother without painting a rosy picture of the mother. This allows the central theme of "What is family?" to sail more freely.

**Cohen, Joshua C.** (2011). *Leverage*. New York: Penguin Group/Dutton. 304 pp. ISBN 978-0-525-42306-5 (Hard Cover); \$17.99.\*

A book sure to keep readers riveted to the chair, burning through pages, it shares many of the same features and issues found in Robert Lipsyte's *Raiders Night*. In *Leverage*, Danny is a small but gifted gymnast; Kurt is a tank of a fullback with a speech impediment. This novel alternates between the two voices. The two stories gradually intersect when Kurt's god-like quarterback brutally sexually assaults Ronny, one of Danny's teammates. What is different about this book is the honesty of both Danny and Kurt. Each finds himself inexplicably furious with the victim and wants nothing to do with him (which does happen in real life)—but then both suffer monstrous guilt when Ronny commits suicide. Along the way we have Kurt taking steroids as a means for gaining the strength necessary (in his mind) to avoid the abuse he has experienced himself, which still haunts him. Scott the quarterback is a little too Faustian and Mike Studblatz (really!) is sometimes exaggerated and two-dimensional. The adult coaches are not like any coach I have ever met, but I have heard enough anecdotal evidence to accept that they are drawn from real life. The heart of this story is when Danny and Kurt try to see and share those things they have in common, despite the fear of meeting with the perceived enemy. Especially well crafted is the section in which Kurt goes rock climbing with the gymnasts. High school readers who appreciate gritty, realistic, sports fiction will make certain this book is widely circulated.

**Tan, Shaun.** (2011). *Lost & found*. New York: Scholastic/Arthur A. Levine Books. unpaginated. ISBN 978-0-545-22924-1 (Hard Cover); \$21.99.

For those readers who follow film, Shaun Tan has earned an academy award for his work adapting one of the three marvelous stories in this book to the world of animated film. This beautifully bound collection gathers together three stories that made the rounds in Australia, but never seemed to find their way to the U.S. They were lost but now they are found! "Red Tree" is an emotionally packed story following a young, depressed girl when hope seems to abandon her. While the ending brings satisfying emotional relief, careful readers will notice that even in the longest, most never ending dark times, hope remains, although sometimes we must search carefully. The often gray, muted palate explodes with the same leaf color that clings to each page. The next story, "The Lost Thing," follows a homeless thing. Seemingly without purpose, our Thing seems forlorn. Our protagonist valiantly seeks to understand the Lost Thing's purpose from his very different cultural background. Unable to understand or classify the Lost Thing, he happens upon help from the government and its "sweepus underum carpetae" philosophy of dealing with members of society that don't fit neatly. Juxtaposed against an opening filled with all sorts of exact and scientific bottle caps neatly arranged and sorted, this chilling story rants against our compunction to remove any sort of mystery for the sake of scientific order (even if it is something as absurd as bottle caps). As with all of Shaun Tan's books, the art makes the reader think as much as the words do. The final story, "The Rabbits," is written by John Marsden and illustrated by Tan. One wishes that the two of them would collaborate more often! Marsden's exploration of the never-ending colonial conquerors is given exquisite depth by Tan's fusion of medieval and futuristic paintings. Without even reading one single word or doing anything other than paying attention to the color shift, readers will understand what Tan is doing with the gradual removal of color and vibrancy, which so perfectly matches the text. This story is a chilling dystopian fantasy that uses rabbits, gentle rabbits, and their copious Fibonacci reproduction to ask us to look at our own accumulation of "gentle" policies and changes that steal ownership of the land and pervert its purpose. Readers can use this story as a way to draw parallels to a much bigger world than just



Australia alone. Think of what has happened in much of Africa, our dustbowls, Hawaii, and many more places. Tan's books are seemingly very simple but grow vastly in complexity with each fresh new inspection and examination. With *The Arrival*, *Tales From Outer Suburbia*, and now this fabulous new (in the U.S.) collection of graphic stories, Tan has a body of work that deserves its own course of study in schools. Tan is one of the world's truly gifted storytellers; his academy award victory reflects the same honor he should be receiving for the quality of the books he creates. Buy this book! [Update on Tan's award status: He is now the newest recipient of the Astrid Lingrid Memorial Award, which is an award that pays the winner about \$750,000! It is the largest award given to children or young adult authors or illustrators.]

**Levithan, David.** (2011). *Lover's dictionary*. New York: Farrar, Straus and Giroux. 213 pp. ISBN 978-0-374-19368-3 (Hard Cover); \$18.00.

My daughter is a David Levithan fan and she is the person who convinced me to read this book. The book is an alphabetical—dictionary-like—listing of words. *Lover's Dictionary* is also an adult book. While I have nothing against adult books, I review books for teens and children. When I heard about the format, I assumed that the book would hold little interest for most. I also envisioned the reviews: Apathy, boring, crazy, dull, etc. Levithan is an editor and a poet. I know this and I should have known better. Love is a word that defies definition and going to the dictionary does not help. That is, unless, we go to a dictionary that concerns itself most with evoking the emotional integrity of love through common events framed around simple and often unexpected words (rather than literal definitions): "suffuse, v. I don't like it when you use my shampoo, because then your hair smells like me, not you." (p. 185) The narrator carefully chooses words and then, as in the example above, defines the word in the context of his search for love, which is sometimes incredibly easy to find and sometimes just out of reach. Teens will relate to Levithan's honest, full-bodied look at love: "breach, n. I didn't want to know who he was, or what you did, or that it didn't mean anything." (p. 38) *Lover's Dictionary* may help readers, especially teen readers, see that love is an ongoing definition. We see the issues that make love difficult, and we see those things that uniquely define love from the context

of the participants. What is especially interesting is that the daily events of life resonate with each of us, but the spin—the definition—is supplied by our unnamed narrator. For a very rigid form, there is a tremendous amount of voice and personality within the pages of this dictionary! Readers will recognize the very honest attempt to explore relationships and, perhaps, find those moments when it seems like Levithan is describing our own personal love stories. While it is very clear that we will end with Z, the ending brings us back to the beginning and back to new mysteries, new victories, new struggles, and new joys. This is a fun book. My hope is that students will be able to enjoy this book for its poetic definition of love, without teachers designing lesson plans from its pages! Recommended for high school libraries.

**Yezereski, Thomas F.** (2011). *Meadowlands: A wetlands survival story*. New York: Farrar, Straus and Giroux. 32 pp. ISBN 978-0-374-34913-4 (Hard Cover); \$17.99.

This is an excellent book showing the degradation and then the gradual improvement of an area that is initially sacrificed in the name of progress and almost completely destroyed. It shows some of nature's resiliency yet it does not diminish the harm done to the New Jersey meadowlands by the same perpetrators who later help salvage it—the people who live and work here. The language is simple and direct, without being too shrill or too glossy. The message is one of hope but it does not downplay the threat. While this picture book finds its best home in elementary school libraries, I like sharing books like this with older students as a way to open discussion about our own patterns of behavior and as a way to inspire action.

**Baker, Jeannie.** (2010). *Mirror*. Boston: Candlewick. unpaginated. ISBN 978-0-7636-4848-0 (Hard Cover); \$18.99.

Here is one of the more notable books of 2010. This amazing book is wordless and it will have you speechless with delight and wonder. The lives of two families are inspected, side by side, one Moroccan and one Australian. One is from a big city (Sydney) and the other is from a more rural location, a Moroccan village. The English speaking Australian section of the book opens in a typical western fashion, left to right. The Moroccan section, in Arabic, appropriately reads from right to left and readers are supposed to open each side together,



which creates a stunning cross cultural experience that is simply delightful! The binding of this book allows each section to open and lie flat. The genius of this book is how carefully the artwork explores those commonalities shared between the two places as well as the differences. Each side is formatted in the same way, includes the same layout, and compares similar, relative locations. The kicker is that close inspection often shows the reader commonalities when we initially viewed differences. The Hardware Planet page shows a parking lot; the Moroccan village shows a very different kind of place, but it *is* a parking lot (and I will not spoil this page anymore with words)! Details in one location make surprising but logical appearances in the other location, showing readers the surprising connections that exist between locations that seem to be more different than similar. Each time readers explore this book, they will find more and more connections, which help us enjoy and delight in these two very different places. I have a friend who will be working for the Peace Corps in Morocco; she is planning to make room in her limited amount of allowed luggage for this book. I can't wait to hear her report after sharing this with the children with whom she will be working. I very much look forward to sharing this with my first graders too. However, I think this is a picture book that should be equally at home in both middle schools and high schools. The artwork and the format of this book invite responses from all age groups. I am very sorry that I did not see this book in time to nominate it for Notable Books for Children because it is one of the most notable books of 2010. I am very happy to report that it is short-listed for the Premier's Literary Award in Australia (the award winner will be announced on May 16<sup>th</sup>) and it is one of Horn Book's Fanfare Books of 2010.

**Ness, Patrick.** (2011). *A monster calls*. Illustrated by Jim Kay, From an original idea by Siobhan Dowd. London: Walker Books. 216 pp. ISBN 978-1-4063-1152-5 (Hard Cover); £12.99 [Note: I was fortunate enough to receive a finished copy of the British edition; the U.S. edition is published by Candlewick and is available, ISBN 978-0-7636-5559-4, \$16.99]

We are filled with monsters, all kinds of monsters. We have bullies from school. Relatives can be among the worst monsters. Our dreams drip with

monsters on occasion. Monsters are all around. We are extremely adept at maneuvering around our monsters. We avoid certain hallways, stay in our room, and wake up. Some monsters, however, come calling.

Connor has a yew tree just outside his window and this ancient tree transforms itself into a monster calling Connor's name. Connor's father has disappeared from his life. He is across the ocean in America with his new wife and his new family. When cancer takes a firmer hold of Connor's mother, Connor is forced to move in with his crotchety grandmother. His father comes back, but Connor sees this as an exercise in futility since his father has no plan and no desire to bring Connor home with him. And the Yew Tree monster continues calling Connor's name. It tells Connor stories that confuse and infuriate Connor. Even worse, the tree demands that Connor tell his own story. This story, however, contains the biggest monster of all—the truth. Jim Kay's illustrations are perfect for this deeply disturbing and very loving monster story. Part horror, part psychological thriller, part realistic fiction, part mythology, this novel could be used as nonfiction exposition for dealing with grief. Rarely has cancer been so carefully detailed in the pages of fiction for teen and younger readers. The voice in this story is pitch perfect. The details—the clock at 12:07, the medicinal properties of yew trees, the description of Connor's mom—are haunting. The horror in this story is palpable, but the heart of the story provides a transcendent quality that has healing properties (which perfectly matches the details of our Yew Tree monster). Ness received the idea for this book from Siobhan Dowd, and I am convinced that, somewhere, Dowd is honored by the brilliant storytelling in Ness's book. *Haunting* and *heartwarming* are not words that often get paired in reviews, but they are exactly right for this exceptionally fine story. I read the UK edition of this book; I hope Candlewick produces a book of similar quality. The production values of the Walker edition make this one to cherish and add to personal libraries, as well as to every middle school and high school library in the country. Make an extra special effort to guide counselors and social workers to this book for its honest and beautiful look at cancer and its effect on young children. This is certain to win prizes overseas and to be added to all sorts of "Best" lists all around the world.



**Wallace, Jason.** (2011). *Out of shadows*. New York: Holiday House. 282 pp. ISBN 978-0-8234-2342-2 (Hard Cover); \$17.95.\*

Books that transport students to other countries are always books that capture my attention, especially books like *Out of Shadows* in which we travel back in time to Zimbabwe during the early years of President Mugabe's problematic rule during the 1980s. I enjoy when this travel forces us to confront our views about race, but from the context of a less familiar government and a less familiar social structure. In this novel, Robert Jacklin is caught between the conflicting positions of his father, a White British Embassy employee, who is pleased with Mugabwe's attempt to restore land to the people, the Black people from whom it was originally stolen. Initially Jacklin forms a bond with one of the Black students at his new school. However, the pressure from the racist White students proves too much for Jacklin to handle, and he joins the racist students and even participates in their "games," which is a code word for abuse and torture. The strength of this novel is in its unapologetic look at both the racist culture that produces the White students and the corruption that is inherent in Mugabwe's government. At one point, Jacklin's class is asked whether or not they would "squeeze the trigger" if it meant the death of Adolph Hitler or Robert Mugabwe. Jacklin wrestles with this question when he realizes the leader of his group, Ivan, is actually planning to assassinate Mugabwe. The strength of the book helps to compensate for some pacing problems and some motivation problems in the beginning (Jacklin both adds and drops Nelson as a friend far too quickly and too easily) and an ending that is just a bit overplayed. The details about Zimbabwe, the moral dilemmas, the evenhanded exploration of both White and Black, the dramatic tension, and the history of this region make this one well worth adding to high school libraries.

**Lee, Suzy.** (2010). *Shadow*. San Francisco, CA: Chronicle Books. 44 pp. ISBN 978-0-8118-7280-5 (Hard Cover); \$15.99.

Wordless books often do not receive much attention or respect. Younger students (or their families) want chapter books with words to show off emerging decoding and reading skills. Older students often consider the whole picture book market to be beneath their ability and, consequently, something

of an insult. However, when a book as creative as this one comes along, it needs to be brought to the attention of both younger and older readers. This book reads from top to bottom instead of left to right. We flip the bottom of the page to view the next page. A young girl discovers a closet with a light bulb and she begins to create bird shadows on the wall with her hands and fingers. The hose becomes a snake. Soon we have a room teeming with animals, a forest, and a very scary looking wolf. Readers will find themselves turning back to appreciate the very careful and subtle changes in Lee's art. Eventually the shadows down below take over the "real" upper page world. Fortunately a "Dinner's ready!" message (OK, so the book is not completely wordless) returns reality to the picture—or maybe it doesn't! This is a book well worth exploring in high school or middle school art classes as well as in English classes. Both younger and older students will enjoy imagining along with Lee. This book has a tremendous amount of potential in classrooms, even if the only purpose is to provide a great story for all students, including those who struggle with reading.

**Roth, Ty.** (2011). *So Shelly*. New York: Random House/Delacorte. 329 pp. ISBN 978-0-385-73958-0 (Hard Cover); \$17.99.\*

Of all the debut books I have read this season, this one may be the most adventurous and have the highest degree of difficulty. Essentially this is a biography of Byron, Shelley, and Keats complete with cell phones, iPods, and Facebook. Oh yes, Shelly is a female and something of a composite character consisting of both Percy and Mary, hence her name, Michelle (Shelly). Biography? *So Shelly* does an excellent job of capturing the wild nature of the romantics (and I was very happy to see the excellent biography, *Wildly Romantic: The English Romantic Poets: The Mad, the Bad, and the Dangerous* by Catherine Andronik cited as one of the sources). This book had me nodding my head in agreement that if these poets lived today, this is what they may have been like. The title, however, really should be *So Byron* because most of the novel revolves around him. Shelly has died and Byron convinces Keats to help him steal her ashes so they can release them in accordance to what they know to be Shelly's last wishes. However, Shelly's father is determined to thwart this adventure and he has the resources and cooperation of the authorities to stop Byron and Keats in their tracks. Or does he?



Along the way Byron and Keats piece together how each of their relationships with Shelly has brought them together to complete this one final adventure that seems "so Shelly." The story is narrated by Keats, obviously! Regardless of title issues and other minor flaws, what this book has going for it is, as its jacket flap proclaims, "Sometimes tragic, always outrageous, *So Shelly* captures the indomitable spirit of Romanticism." I agree! Share this one with students who think *they* are outrageous, but make sure they are high school students not easily shocked! This is a book for older high school students.

**Johnson, J.J.** (2011). *This girl is different*. Atlanta, Georgia: Peachtree Publishers. 316 pp. ISBN 978-1-56145-578-2 (Hard Cover); \$16.95.\*

Evie dreams of studying at Cornell and pursuing a degree in urban planning. She and her Walmart working mother have built their own green geodesic dome home in between trying to destroy the corrupt capitalistic social structures of society. Evie, however, has never been to public school and decides that she has a better chance of gaining acceptance to Cornell if she proves that she can compete outside of her home-schooled environment. Evie sprains her ankle in the woods and meets two students, Rajas and Jacinda, while hiking in the woods just before school starts. Evie quickly decides that public school is worth it, if only because she has a major crush on Rajas. School, however, is much different than the freedom she enjoys at home with her mother, whom she calls Martha rather than Mom or Mother. Teachers have all the power and often their power is unchecked. One teacher bullies girls for being too fat. Another teacher forms an inappropriate relationship with a student. Evie decides to put a stop to the abuse and provide a voice to the students. Unfortunately the voice she earns for the students very soon echoes back on her very painfully. Now Evie must grapple with that age-old question of how to balance freedom of speech against responsibility. She must also decide how much she is willing to lose in her fight for her freedoms. While the details of the story, especially the school culture, are exaggerated, students will enjoy exploring the issues of feminism, freedom of speech, and personal integrity in this novel. The epigrammatic material at the start of each chapter provides many excellent focal points for discussion. Recommended for high school libraries.

**Macy, Sue.** (2011). *Wheels of change: How women rode the bicycle to freedom (with a few flat tires along the way)*. Washington D.C.: National Geographic. 96 pp. ISBN 978-1-4263-0761-4 (Hard Cover); \$18.95.

Impeccable research, vintage archival images, and an engaging narrative flow characterize Macy's scintillating and often humorous look at how the bicycle pumps up our view of women in our society. I especially enjoy the long list of "don'ts" for women wheelers in the Omaha Daily Bee. "Don't carry a flask," is one of over 20 don'ts for women. Macy has a book that will serve as a model for how to use primary sources to tell your own story about history. When we consider the page layout and the quality of the paper and images, we have nonfiction at its best. Students will be interested in Annie Cohen Kopchovsky's trip around the world, in which she not only changes out of her heavy skirts but also changes her name, which is emblematic of the gradual change in the way women view their own place in society. During her bike trip around the world, Annie becomes a celebrity, complete with sponsorship contracts. Students will also appreciate the way Macy integrates facts about women cyclists and compares them with the way in which women are viewed in society at the time. Especially interesting is the ending chapter in which Elizabeth Cady Stanton discusses the place of the bicycle in the women's movement. Not only are people like Annie Kopchovsky Londonderry removing heavy skirts, but corsets are going away and women are no longer as dependent upon men for transportation. This is a book to make us all appreciate our bikes all the more. A timeline, resources, references for the quotes, and an index make this nonfiction book reliable and accurate, as well as entertaining. Recommended for all middle school and high school libraries.

**Reedy, Trent.** (2011). *Words in the dust*. New York: Scholastic/Arthur A. Levine Books. 272 pp. ISBN 978-0-545-26125-8 (Hard Cover); \$17.99.\*

Purchase this book for middle school and high school libraries and your school library will have a book that will take readers into Afghanistan and give them a taste of Afghanistan culture and the intersection of this culture with the United States military (National Guard). The author's note, reading lists, and glossary are almost enough by themselves to recommend this title. Much of our news concerns



events in Afghanistan by our military, and we have very few books that take students to this part of the world. The fact that this novel is based on Reedy's own tour of duty and Reedy's experience with a girl upon whom he based his main character, Zulaikha, adds a poignancy that will suffuse readers. Zulaikha has cleft lip that is the source of constant teasing. Perhaps even worse is that she has a very traditional father with a very limited vision for the future of girls. He also has a new wife who has no regard for Zulaikha. In a culture that often values a woman's ability to attract a worthy mate, Zulaikha worries about her future and struggles to maintain her own personal dignity. Fortunately she meets a professor, Meena, who has been stripped of her teaching responsibility by the Taliban. Meena exposes Zulaikha to the freedom of ideas, to the spirit of poetry, and to a much bigger, more interesting world. And then the American soldiers bring a doctor into the village and offer Zulaikha the chance to have her face surgically restored. Life suddenly teems with possibility, but as in real life, things are never as simple as they seem. An added bonus to this book is the touching introduction by Katherine Paterson.

***And now for an exceptional easy reader series that needs more exposure:***

**Atinuke.** (2010). *Anna Hibiscus*. Illustrated by Lauren Tobia. Tulsa, OK: Kane Miller. 112 pp. ISBN 978-1-935279-73-0. (Hardcover) \$12.99.

*Anna Hibiscus* has a big warm family helping her navigate through personal preferences, cultural identity, and class differences. I have *never* read a book as good as this one for young students that so *gets* how to show privilege in society in a way that respects both rich and poor. I also appreciate Atinuke's ability to convey cultural concerns: the first story clearly shows both the differences and the similarities between American children and children

not from America. *Anna Hibiscus's* big, extended family often creates the need for time alone—but the family is so much a part of everyday life, that goal is often difficult, if not impossible to achieve. The cultural fears *Anna Hibiscus* has for her beloved Auntie Comfort deals with the ways in which we understand both our own cultures and the cultures of others. The writing style evokes the oral tradition of Africa without limiting its effectiveness in this country. The structure of the stories is excellent with clear beginnings, middles, and surprising endings. These stories are unique! The fact that these stories have no specific place in Africa is a mere detail. Imagine *Anna Hibiscus* from the Netherlands or Spain or China, and the writing is still excellent writing, the issues are still handled brilliantly, and the venturesome creativity is still outstanding. The fact that Tobia's illustrations are charming is so much gravy! Of all the books that did *not* make our Notable Children's Books list, this one is perhaps the most disappointing. It really did seem as if the only real objection to this book is that it made the mistake of using the word Africa. Folks complained that it did not provide a specific location. The book, however, is *not* a geography book. Amazing Africa is a poetic refrain. Even if we grant that the book would have been better with a specific, Nigerian, location, the fact remains that there is so much else in this book that it should have made our list. Darn! (Please note that I am very happy with our list and with my committee and with the process, but we all have our regrets and this one is mine.) Readers also have three additional titles from Atinuke: *Hooray for Anna Hibiscus*, *Good Luck Anna Hibiscus*, and *Have Fun Anna Hibiscus*. I look forward to reading more from Atinuke and I *highly* recommend that you pick up these gems, which are available in both paperback and library binding (the ISBN above is for the library binding).



# Join the International Reading Association

<b>INTERNATIONAL Reading Association</b> PO Box 6021, Newark, DE 19714-6021, USA		<b>PLEASE PRINT CLEARLY:</b>		<b>MWDF</b>
<b>Individual Membership</b>		FIRST NAME                      INITIAL                      LAST NAME		
<b>PLEASE CHECK JOURNALS:</b>		STREET ADDRESS		
<input type="checkbox"/> <i>The Reading Teacher</i> (learners up to age 12)		CITY AND STATE/PROVINCE		
<input type="checkbox"/> <i>Journal of Adolescent &amp; Adult Literacy</i>		COUNTRY                                      ZIP/POSTAL CODE		
<input type="checkbox"/> <i>Reading Research Quarterly</i>		E-MAIL ADDRESS _____		
<b>MEMBERSHIP RATES</b> <i>with Book Club</i>		TEL. _____ <input type="checkbox"/> Home <input type="checkbox"/> Office    LOCAL COUNCIL # _____		
One Journal <input type="checkbox"/> \$69 <input type="checkbox"/> \$208		<b>4 EASY WAYS TO CONTACT IRA:</b> • CALL 800-336-7323, weekdays 9:00 a.m.–5:00 p.m. EST Outside the U.S. and Canada: 302-731-1600 • E-MAIL to customerservice@reading.org • FAX to 302-737-0878 • ONLINE at www.reading.org CREDIT CARD ACCOUNT NUMBER (VISA, MASTERCARD, AMEX) _____ CREDIT CARD EXPIRATION DATE _____ SIGNATURE _____		
Two Journals <input type="checkbox"/> \$99 <input type="checkbox"/> \$238				
Three Journals <input type="checkbox"/> \$129 <input type="checkbox"/> \$268				
Basic Membership <input type="checkbox"/> \$39 <input type="checkbox"/> \$178 (includes <i>Reading Today</i> only)				
<input type="checkbox"/> NEW <input type="checkbox"/> RENEWAL <input type="checkbox"/> UPGRADE <input type="checkbox"/> 2-YR <input type="checkbox"/> 3-YR		Amounts are quoted in U.S. dollars. Memberships may be paid by international money order, credit card, or check drawn on a U.S. or Canadian bank. Checks drawn on a Canadian bank must be payable in U.S. or equivalent Canadian funds (based on the current exchange rate). Make check payable to IRA.		
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<b>PLEASE TOTAL DUES:</b> _____				

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<b>Student Membership</b>		FIRST NAME                      INITIAL                      LAST NAME		
<b>PLEASE CHECK JOURNALS:</b>		STREET ADDRESS		
<input type="checkbox"/> <i>The Reading Teacher</i> (learners up to age 12)		CITY AND STATE/PROVINCE		
<input type="checkbox"/> <i>Journal of Adolescent &amp; Adult Literacy</i>		COUNTRY                                      ZIP/POSTAL CODE		
<input type="checkbox"/> <i>Reading Research Quarterly</i>		E-MAIL ADDRESS _____		
<b>MEMBERSHIP RATES</b> <i>with Book Club</i>		TEL. _____ <input type="checkbox"/> Home <input type="checkbox"/> Office    LOCAL COUNCIL # _____		
One Journal <input type="checkbox"/> \$42 <input type="checkbox"/> \$181		<b>4 EASY WAYS TO CONTACT IRA:</b> • CALL 800-336-7323, weekdays 9:00 a.m.–5:00 p.m. EST Outside the U.S. and Canada: 302-731-1600 • E-MAIL to customerservice@reading.org • FAX to 302-737-0878 • ONLINE at www.reading.org CREDIT CARD ACCOUNT NUMBER (VISA, MASTERCARD, AMEX) _____ CREDIT CARD EXPIRATION DATE _____ SIGNATURE _____		
Two Journals <input type="checkbox"/> \$60 <input type="checkbox"/> \$199				
Three Journals <input type="checkbox"/> \$78 <input type="checkbox"/> \$217				
Basic Membership <input type="checkbox"/> \$24 <input type="checkbox"/> \$163 (includes <i>Reading Today</i> only)				
<input type="checkbox"/> NEW <input type="checkbox"/> RENEWAL <input type="checkbox"/> UPGRADE <input type="checkbox"/> 2-YR <input type="checkbox"/> 3-YR		Amounts are quoted in U.S. dollars. Memberships may be paid by international money order, credit card, or check drawn on a U.S. or Canadian bank. Checks drawn on a Canadian bank must be payable in U.S. or equivalent Canadian funds (based on the current exchange rate). Make check payable to IRA.		
MEMBERSHIP # _____		00-34b Rev. 2/10		
<b>PLEASE TOTAL DUES:</b> _____				



# Michigan Reading Association

## 2011-2012 Educator Awards

The Michigan Reading Association will recognize Michigan educators in five categories who demonstrate outstanding teaching and leadership in the field of reading. The categories are: Elementary Teacher, Secondary Teacher, Administrator, Adult Educator, and Teacher Educator.

### CHECKLIST

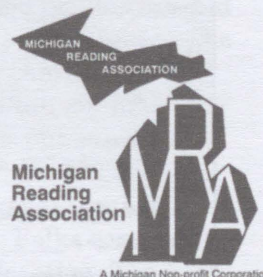
- ☐ This nomination form is completed.
- ☐ Letters of support (maximum of five) are included. Letters need to be from the following: immediate supervisor, colleague, local council board member, and two others. Letters are limited to one page each and should include the following information:
  - Evidence that nominee is a strong advocate for reading
  - Evidence of the nominee's work having an impact on student attitude and achievement in reading
  - Explicit statements delineating nominee's knowledge about the field of reading
  - Evidence of the nominee's leadership reflecting current research and practices
  - Evidence that nominee is an outstanding role model for others.
- ☐ A vita is included listing educational background and professional experiences showing leadership. The nominee should include a personal statement. (Vita, including personal statement, is limited to three pages.)
- ☐ Additional materials may be included, not to exceed three pages.

Send all materials in *triplicate* in  
ONE envelope to:

Marcia Klemp - Awards Chair  
Michigan Reading Association  
668 Three Mile Road NW  
Grand Rapids, MI 49544

### NOTES

- Teachers and administrators must be Michigan certified and active in the field of reading.
- Award recipients in the four categories will be honored with a plaque at the MRA Conference.
- We regret that materials included with the application may not be returned.



**DEADLINE: November 23, 2011**

### Nomination for the MRA Reading Awards

Check one: ☐ Teacher K-6 ☐ Teacher 7 - 12 ☐ Administrator ☐ Adult Educator ☐ Teacher Educator

Nominee: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

Present Position: \_\_\_\_\_

School/School District: \_\_\_\_\_

District Superintendent: \_\_\_\_\_

- ☐ Nominee gives permission for the committee to contact people who have provided documentation.
- ☐ Nominee will attend the MRA Conference to receive the award.

Nominator: \_\_\_\_\_

Address: \_\_\_\_\_

Phone (home): \_\_\_\_\_ Phone (business): \_\_\_\_\_

Reading Council: \_\_\_\_\_

Council President: \_\_\_\_\_

State Senator Name & Mailing Address: \_\_\_\_\_

State Representative Name & Mailing Address: \_\_\_\_\_



# Michigan Reading Association

## 2011-2012 Literacy Awards

The Michigan Reading Association will recognize meritorious literacy work by an individual, agency or institution. Nominations may be from any of the following areas:

- Direct teaching at any level
- Organizing literacy programs
- Promoting support from the public relative to enhancing literacy
- Producing teaching materials or special media for literacy programs
- Carrying out research in fields related to literacy
- Providing people the opportunity to help in literacy activities
- Carrying out special surveys of importance for literacy planning
- Carrying out informal educational activities of a social, cultural, economic or political nature, in which literacy activities are included
- Promoting legislation which supports literacy

### CHECKLIST

- ☐ This nomination form is completed.
- ☐ A description of the contribution to literacy (maximum of one page) is included.
- ☐ If the nominee is an individual, a vita is included listing educational background and professional experiences relating to literacy. The nominee needs to include a personal statement. (Vita, including personal statement, is limited to three pages.)
- ☐ Letters of support (maximum of five) are included. Letters of support should testify to:
  - The nominee's contribution to literacy
  - The beneficial results of the contribution to literacy for the community/city/state, and
  - The nominee being an outstanding role model for others in promoting literacy.

### NOTES

- Award recipient will be honored with a plaque at the March MRA Conference.
- Council may nominate their IRA Celebrate Literacy Award recipient for this MRA Literacy Award.
- We regret that materials included with the application may not be returned.

Send all materials in *triplicate*  
in **ONE** envelope to:

Marcia Klemp - Awards Chair  
Michigan Reading Association  
668 Three Mile Road NW  
Grand Rapids, MI 49544



**DEADLINE: November 23, 2011**

### Nomination for the MRA Literacy Award

**Check one:** ☐ Individual ☐ Agency or Institution

Nominee: \_\_\_\_\_

Contact Person (if institution/business/agency): \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

- ☐ Nominee gives permission for the committee to contact people who have provided documentation.
- ☐ Nominee will attend the MRA Conference to receive the award.

Nominator: \_\_\_\_\_

Address: \_\_\_\_\_

Phone (home): \_\_\_\_\_ Phone (business): \_\_\_\_\_

Reading Council: \_\_\_\_\_

Council President: \_\_\_\_\_

State Senator Name & Mailing Address: \_\_\_\_\_

State Representative Name & Mailing Address: \_\_\_\_\_



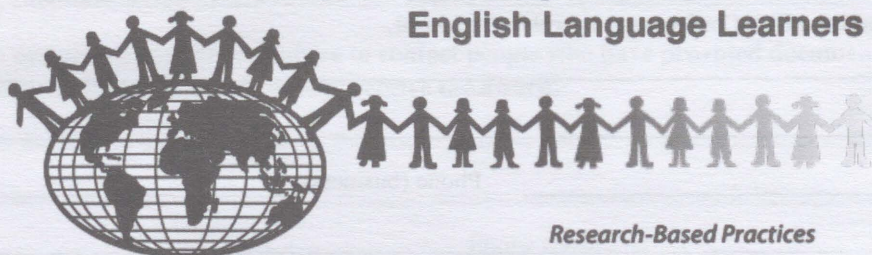
The Michigan Reading Association  
Proudly Presents  
Our Newest Publication.....

**Teaching Literacy to English Language Learners:  
Research-Based Practices**

*With the increasing number of English language learners, educators are challenged to teach literacy skills in mainstream classrooms necessary for these students to achieve personal, social, and career goals. This new MRA flipchart reviews the research on literacy development in English language learners with classroom implications for learning to read, reading to learn, and learning to write. Included are recommendations for assessment, instructional materials, family partnerships, and professional resources. (2011) Cost: \$5.00*



**Teaching Literacy to  
English Language Learners**



**Research-Based Practices**



# Michigan Reading Association Publication Order Form – 2011

## POSTER SETS

Using the 7 Major Comprehension Strategies to Make Reading and Writing Connections. Do you want to help students understand and use the reading/writing connection? Each poster explains how the seven major comprehension strategies help readers and writers. Includes posters, mini-posters, and bookmarks for teachers and students. ©2006, all levels. \$15.00

## BOOKMARKS

**Content Area Bookmarks**  
Effective reading strategies at your fingertips – just tuck these information-packed cards into your lesson plan book for practical easy-to-use techniques. ©1991, K-12. \$6.00

**Content Area Bookmarks II**  
More learning and thinking strategies to enhance effective content area teaching. Designed to illustrate how to put current research into instructional practice. ©1998, K-12. \$8.00

**Special!**  
**Content Area Bookmarks I & II**  
One set each strategies. \$12.00

**Literacy Connections - Effective Strategies that Work Bookmarks**  
Help your students make connections in comprehension, metacognition, study skills, vocabulary, fluency and word identification with these learning and thinking bookmarks. ©2002, K-12. \$9.00

## FLIPCHARTS

**GLCE Flipcharts**  
The Michigan Department of Education Grade Level Content Expectations for English Language Arts in three grade-level cluster flipcharts! The GLCEs are presented in a cross-grade format for grades K-2, grades 3-5, and grades 6-8.

K-2 Flipchart \$4.00  
3-5 Flipchart \$4.00  
6-8 Flipchart \$4.00

## FLIPCHARTS Cont'd

**HSCE Flipchart**  
The High School Content expectations flipchart contains the English Language Arts component of the Michigan Merit Curriculum. This handy reference features the four strands of standards and expectations for grades 9-12. \$4.00

## The ABC's of Reading Strategies for Volunteers

A quick "how-to" guide for volunteers and tutors. Designed for the layman, this flipchart offers a variety of ideas to help your volunteers and tutors be more effective and informed. \$3.00

**NEW! ELL Flipcharts:** With the increasing number of English language learners, educators are challenged to teach literacy skills in mainstream classrooms necessary for these students to achieve personal, social, and career goals. This new MRA flipchart reviews the research on literacy development in English language learners with classroom implications for learning to read, reading to learn, and write. Included are recommendations for assessment, instructional materials, family partnerships, and professional resources \$5.00

## BOOKLETS

**Ten Reading Strategies to Promote Understanding of Responsible Citizenship in the Social Studies**  
The research-based reading strategies in this booklet support deep comprehension of the grand themes of social studies. The reading strategies may be used flexibly to meet students' learning needs, help students better understand texts, and align with the MDE Social Studies Content Expectations. ©2009. \$6.00

Michigan Reading Association  
Please send order form and payment to:

668 Three Mile Rd NW  
Grand Rapids, MI 49544

616-647-9310 (phone)  
616-647-9378 (fax)

## BOOKLETS Cont'd

**New Recipes from Michigan Authors and Illustrators.** You can't help but smile as you thumb through the pages! This cookbook is a delightful collection of recipes and stories contributed by over 40 authors and illustrators from our home state. An enjoyable opportunity for real-world reading! \$12.50

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