

October 2005

Integrating Latino Children's Literature into the Elementary Classroom

Cheryl Mazzoli

Follow this and additional works at: <https://scholarworks.gvsu.edu/mrj>

Recommended Citation

Mazzoli, Cheryl (2005) "Integrating Latino Children's Literature into the Elementary Classroom," *Michigan Reading Journal*: Vol. 38: Iss. 1, Article 4.

Available at: <https://scholarworks.gvsu.edu/mrj/vol38/iss1/4>

This work is brought to you for free and open access by ScholarWorks@GVSU. It has been accepted for inclusion in Michigan Reading Journal by an authorized editor of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.

Integrating Latino Children's Literature into the Elementary Classroom

BY CHERYL MAZZOLI

As a teacher of elementary Spanish, I was often approached in April by staff and administrators to help our school prepare for and celebrate Cinco de Mayo. While I enjoy this task, it always saddens me that Hispanic Heritage Month (September 15–October 15) is overlooked as a natural opportunity for students and staff to study, recognize and celebrate the people and culture of more than one Spanish-speaking country. Additionally, students often recognize Latino sports figures, singers, politicians, and actors, but are less familiar with Latino authors and illustrators and their topics. Therefore, I developed an annotated bibliography and collection of Latino children's literature that both general education and Spanish teachers can use during Hispanic Heritage month as well as during the rest of the year.

While reading Latino literature and increasing their knowledge of Hispanic heritage, students also fulfill state and national language arts standards. Specifically, students address Standard Five of the Michigan English Language Arts Framework (MELAF, 2003), which states, "All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas and enjoyment and an understanding of their individuality, our common heritage and common humanity, and the rich diversity of our society" (n.p.). At the same time, they address Standard Two of The National Council of Teachers of English and International Reading Association (NCTE/IRA, 1996), which states, "Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience" (p. viii). In addition, the national Standards for Foreign Language Learning, (1996) asks that students "communicate in languages other than English; gain knowledge and understanding of other cultures; connect with other disciplines and acquire information; develop insight into the nature of language and culture; and participate in multilingual communities at home and around the world." (p.5)

Although using Latino literature in the regular and foreign language classroom can be natural and powerful ways to help students attain state and national standards and instructional goals, finding authentic Latino and Spanish literature can be a challenge. Much of the Spanish literature that teachers and students can readily find in the bookstores or through school book club orders are mere translations of English texts and are often devoid of any connections to Latino or Spanish cultures. Literature written in Spanish does not equal authentic Spanish or Latino literature! Thus, my primary goal when preparing the bibliography was to ensure that the collection of Latino literature I developed would be authentic.

I used five main sources, listed in the reference section: (1) *A Magical Encounter: Latino Children's Literature in the Classroom* by A. F. Ada; (2) *The Best of Latino Heritage: 1996-2002* by I. Schon; (3) The Barahona Center for the Study of Books in Spanish for Children and Adolescents Web site; (4) *The Horn Book Guide Online*; and (5) the American Library Association Web site. Many of the texts I chose received high ratings from the Horn Book guide (a three or higher) and/or won the Pura Belpré award for either the narrative or illustration. This award

Cheryl Mazzoli is a reading specialist at Quarton Elementary School, Birmingham, Michigan.

was established in 1996 to honor a Latino writer and illustrator whose "work best portrays, affirms and celebrates the Latino cultural experience in an outstanding work of literature for children and youth" (American Library Association). In addition, many of the texts are bilingual, making them easy to use in both Spanish and general classrooms. Some of the literature, while offering only an English text, incorporates Spanish vocabulary and provides a view into the Latino culture.

This annotated bibliography is a condensed version. I have, however, included lists of additional recommended titles. Many are stories that my students enjoyed. I offer it as a starting point for educators to use, add to, and modify. I hope that educators will use this reference during Hispanic Heritage Month and throughout the year as teachers find themes that lend themselves well to incorporating Spanish and Latino children's literature into the classroom. I suggest some of the following activities for students:

- During Hispanic Heritage month, study and honor many of the authors and illustrators of these texts, as well as some of the people written about such as Cesar Chavez, Diego Rivera;
- Compare and contrast texts to other traditional literature with which children are already familiar;
- Conduct Internet searches and write reports about some people and places named in the literature;
- Visit the Detroit Institute of Arts to see the Diego Rivera mural;
- Analyze the types of art illustrators used in their books. What type of art is it? How does it contribute to the literature? If the illustrator won an award, why did he or she win it?
- Respond to literature in writing.

Picture Books

- Soto, G.** (1995). *Chato's kitchen*. (Illus. by S. Guevara). New York: G. P. Putnam's Sons. 32pp. ISBN: 0-399-22658-3 (Hardcover); \$15.95 (elementary).
 *1996 ALA Notable Book
 *1996 Pura Bel Pr  Medal Winner for Illustration
 *Horn Book Guide Rating: 2

When Chato the cat realizes a family of mice are moving into the house next door, he invites them to dinner, intending to make them the main course. While Chato and his cat friend Novio Boy plan and prepare an elaborate meal, the mouse family happily makes cheese quesadillas to bring to their new neighbor's home. Luckily, the mice also bring their friend Chorizo the dog. The cats run away frightened that the dog will hurt them, but Chorizo and the mouse family teach the cats that everyone should get along and be friends. They all toast to each other's health as they enjoy the wonderful meal (without mice) prepared by Chato and begin their friendship. Guevara's illustrations highlight the emotions of the characters and help to develop the plot and create a sense of suspense.

- P rez, A. I.** (2002). *My diary from here to there: Mi diario de aqu  hasta all *. (Illus. by M. C. Gonzalez). San Francisco: Children's Book Press. 32 pp. ISBN: 0-89239-175-8 (Hardcover); \$16.95 (all ages).
 *2004 Pura Belpr  Honor Book for Narrative

Amanda's diary entries (presented in both Spanish and English) detail her family's move from Mexico to California in the early 1950s. While her brothers excitedly prepare for their journey, Amanda worries about leaving her home and best friend. She describes the sorrow of packing up her home and selling anything that won't fit in the car, the arduous trip across the desert, the stress of living with her aunts and uncles, the bus ride to California; and the reunion with her father. Through her writings, Amanda realizes that she is strong and that although it may not be easy, she will learn to make a new and happy life in the United States. The bright colors and illustrations set at an angle highlight the tension and uneasiness Amanda feels throughout.

- P rez, L.** (2002). *First day in grapes*. (Illus. by R. Casilla). New York: Lee & Low Books, Inc. 32pp. ISBN: 1-58430-045-0 (Hardcover); \$16.95 (Elementary).
 *2004 Pura Belpr  Honor Book for Illustration

The son of migrant farms workers in California, Chico is hesitant about starting third grade. Tired of moving and having to make new friends, he wonders what this "first day in grapes" will bring him. Rude greetings by the bus driver and teasing from older boys do not prevent him from making new friends.

Chico learns that making these new friends and standing up for himself are the beginning of what may prove to be a good year. Casilla's water color, cored-pencil, and pastel illustrations in cool colors tell their own story. The sideways glance and mean stare of the bus driver and the angry expressions of the Anglo boys on the bus as they stare at Chico fill the page with emotion. Warmer colors reflect the good feelings of making friends, the smile of a nice teacher, and familiar curtains hung to make this new place a home.

Paulsen, G. (1995). *The tortilla factory*. (Illus. by R. W. Paulsen). San Diego: Harcourt Brace & Company. 32pp. ISBN: 0-15-292876-6 (Hardcover); \$14.00 (Elementary).

Truly a work of art, this book offered in either English or Spanish traces the life cycle of the tortilla from start to finish. The story is circular in that the tortilla that is produced then nourishes the farm workers who do the work to plant the seeds to grow the corn to make the next batch of tortillas. The breathtaking oil paintings on linen represent a mix of impressionism and realism. Each illustration not only captures the simple words of the text, but gives beauty to their meaning.

Additional Picture Book Titles

Ada, A. F. (2002). *I love Saturdays y domingos*. (Illus. by E. Savadier). New York: Atheneum Books for Young Readers.

Carling, L. C. (1998). *Mama & Papa have a store*. New York: Dial Books. **2000 Pura Belpré Honor Book for Illustration.

Levy, J. (1995). *The spirit of tío Fernando: El espíritu de tío Fernando*. (Illus. by M. Fuenmayor). Morton Grove, IL: Albert Whitman and Company.

Mora, P. (1997). *Tomás and the library lady*. (Illus. by R. Colón). New York: Knopf.

Ryan, P.M. (2001). *Mice and beans*. (Illus. by J. Cepeda). New York: Scholastic.

Soto, G. (2000). *Chato and the party animals*. (Illus. by S. Guevera). New York: G.P. Putnam's Sons.

Ryan, P. M. (1999). *Riding freedom*. (Illus. by B. Selznick). New York: Scholastic.

Ryan, P. M. (2000). *Esperanza rising*. New York: Scholastic Press.

Traditional Literature

Morales, Y. (2003). *Just a minute: A trickster tale and counting book*. San Francisco: Chronicle Books. Unpaged; ISBN:0-8118-3758-0 (Hardcover); \$15.95 (Elementary)

*2004 ALA Notable Children's Book

*2004 Pura Belpré winner for illustration

In this humorous Mexican trickster tale, Señor Calavera (death) knocks on Grandma Beetle's door to take her to the afterworld. Grandma Beetle assures him that she will go with him after she sweeps one floor, but her facial expressions and wink of an eye lead the reader not to fear. One task leads to another, which leads to 10! Señor Calavera waits impatiently. Finally, he becomes so frustrated that he actually begins to help Grandma Beetle with her chores. He discovers that she is preparing her own birthday celebration to share with her nine grandchildren. Upon arrival, the grandchildren count 10 place settings and wonder who the last guest is. As Grandma Beetle looks for him, she only finds a note exclaiming he can't wait to see her at her next birthday party. This text lends itself to discussions about Day of the Dead, el Día de los Muertos, on November first.

Montes, M. (2000). *Juan Bobo goes to work: A Puerto Rican folktale*. (Illus. by J. Cepeda). Hong Kong: Harper Collins Publishers. 32pp; ISBN: 0-688-16233-9 (Hardcover): \$15.95 (Elementary).

*2002 Pura Belpré Honor Book for Illustration

Montes retells the story of young Juan Bobo, the most popular hero of Puerto Rican folklore. In this noodlehead story mixed with Spanish phrases, Juan Bobo's mother sends him to find work. In classic Amelia Bedelia manner, Juan misinterprets almost everything his mother and series of bosses tell him to do, completing his tasks in an odd manner and losing or destroying most of his payments. Luckily, as Juan drags his last payment of a huge ham home, the ill daughter of a wealthy man sees him and laughs. Her father is so thankful that every Sunday he sends food to Juan Bobo's home. Cepeda's vibrant illustrations created with acrylics extend the meaning and humor of the story as they depict Juan's foolishness and his mother's frustration, allowing even a young reader to retell the story without hesitation.

Coburn, J. R. (2000). *Domitila: A Cinderella tale from the Mexican tradition*. (Illustrated by C. McLennan). Freemont, CA: Shen's Books. Unpaged. ISBN: 1-885008-13-9 (Hardcover); \$16.95 (Elementary).

When heavy rains ruin her home and destroy her family's crops, Domitila heads to the governor's mansion to work as a cook. She meets the governor's arrogant son, Timoteo. Later that night Domitila is called home to her sick mother but arrives too late. She is consoled by her mother's spirit who gives her good advice. When Timoteo, smitten by her delicious food and courteous mannerisms, finds out Domitila has left, he sets out to find her. On his way he encounters a woman who, wishing to marry Domitila's father, sends him on a wild goose chase. Eventually Timoteo and Domitila are reunited and married. Written in English, each page of text is surrounded by Spanish proverbs. Colorful oil-on-canvas illustrations highlight the beautiful Mexican scenery.

Jaffe, N. (1996). *The golden flower: A Taino myth from Puerto Rico*. (Illus. by E. O. Sánchez). New York: Simon & Schuster Books for Young Readers. 32pp. ISBN: 0-689-80469-5 (Hardcover); \$16.00 (Elementary).
*1998 Pura Belpré Honor Award for Illustration.

Perfect to use during Hispanic Heritage Month, this Taino Indian creation story tells how the sea, the forest, and Puerto Rico were formed. An author's note further describes the history of this tale. Sánchez illustrates the pre-Colombian people and their world with bright colors and overlays that create the feel of mosaics.

González, L. M. (1994). *The bossy Gallito: El gallo de bodas*. (Illus. by L. Delacre). New York: Scholastic Inc. 32pp. ISBN: 0-590-46845-6.
*1996 Pura Belpré honor book for narrative and illustration

Retold in both English and Spanish, this cumulative folktale relates how, on the way to his uncle's wedding, rooster gets his beak dirty by eating some corn he finds next to a mud puddle. He orders the grass to help him get rid of the mud, but the grass refuses. He implores a goat to bite the grass, but the goat refuses. He asks a stick to beat the goat, but the stick refuses. He unsuccessfully enlists the help of fire and water, and finally, his friend the sun agrees to help him as gratitude for the beautiful morning song he always

sings. The grass finally agrees to clean rooster's beak, and he heads off to enjoy his uncle's wedding. The author provides extensive and interesting endnotes detailing the history of this tale, the rooster, and pericos (a type of bird).

The Cuban culture is further represented and enhanced through the precise and beautiful pastel watercolor, pencil, and gouache illustrations of the streets of Little Havana, Miami. Delacre photographed the area and studied the birds so that she could accurately represent the area and the characters (all birds) in the story. She provides extensive endnotes detailing her illustrations.

Additional traditional literature titles

Ada, A. F. (1993). *The rooster who went to his uncle's wedding: a Latin American folktale*. (Illus. by K. Kuchera). New York: G. P. Putnam's Sons.

Ada, A. F. (1995). *Mediopollito: Half-chicken*. (Illus. by K. Howard). (Trans. by R. Zubizarreta). New York: Bantam Doubleday Dell Publishing Group, Inc.

Ada, A. F. (1999). *The three golden oranges*. (Illus. by R. Cartwright). New York: Atheneum BFYR/Simon & Schuster.

González, Lucía M. (1997). *Señor Cat's romance and other favorite stories from Latin America*. (Illus. by L. Delacre). New York: Scholastic.

Maggi, M. E. (1998). *The great canoe: A Kariña legend*. (Illus. by G. Calderón). Toronto: Douglas & McIntyre.

Rohmer, H., Schecter, D., & Zubizarreta, R. (1991). *The woman who outshone the sun: The legend of Lucia Zenteno*. (Illus. by F. Olivera). San Francisco: Children's Book Press.
*ALA Notable book

Rohmer, H. & Anchondo M. (Retellers). (1988). *How we came to the fifth world: Cómo vinimos al quinto mundo: A creation story from ancient Mexico*. (Illus. by G. Carillo). San Francisco: Children's Book Press.

Salinas, B. (1998). *The three pigs: Los tres credos: Nacho, Tito, and Miguel*. Oakland, CA: Piñata Publications.

Sierra, J. (2000). *The beautiful butterfly: A folktale from Spain*. (Illus. by V. Chess). New York: Clarion Books.

Strauss, S. (1998). *When woman became the sea: A Costa Rican creation myth*. (Illus. by C. Acosta). Hillsboro, OR: Beyond Words Publishing.

Poetry

Alarcón, F. X. (2001). *Iguanas in the snow and other winter poems / Iguanas en la nieve y otros poemas de invierno*. (Illus. by M.C. Gonzalez). San Francisco: Children's Book Press. 32pp. ISBN: 0-89239-168-5 (Hardcover); \$15.95. (Elementary).

*2002 Pura Belpré Honor Award for Latino Author

This book of bilingual poetry celebrates Northern California, winter, neighborhood life, and family by describing activities that occur during the winter. Almost every poem depicts children and how they pertain to the topics of the poems: sea lions, going to a bilingual school, Christmas, being a migrant child, sledding, the wildlife of California, and playing in the snow. The illustrations help to add meaning to the poems through their expressionistic and sometimes concrete style. Bright colors and facial expressions reinforce and create the mood of children and other people represented in the poetry.

Mora, P. (Ed.). (2001). *Love to mama: A tribute to mothers*. (Illus. by P.S. Barragán). New York: Lee & Low Books, Inc. 32pp. ISBN: 1-58430-019-1 (Hardcover); \$16.95 (all ages).

This collection of poetry is written by 13 Latino authors and offers tributes to mothers and grandmothers. The poetry describes how each mother made an impact on the writer's life. The colorful mixed media illustrations by Ecuadorian artist Barragan capture the sentiment of each poem and highlight their themes through their large-scale proportions. An afterword gives biographical information about all the poets and the illustrator.

Carlson, L. M. (1998). *Sol a sol: Bilingual poems written and selected by Lori Marie Carlson*. (Illus. by E. Lisker). New York: Henry Holt and Company, Inc. 32pp. ISBN: 0-8050-4373-X (Hardcover); \$15.95 (Elementary).

These poems, told through the eyes of a child, create the sights, sounds, tastes, and smells that she experiences in daily life from sunup to sundown: watching her mother make tortillas, catching lizards, eating chocolate, riding a bike, peeling potatoes, dancing,

and going to bed. The poet often achieves this task by her use of figurative language. Brightly colored illustrations capture the warmth and bring life to the words they portray.

Ada, A. F. (1997). *Gathering the sun: An alphabet book in Spanish and English*. (Translated by R. Zubizarreta). (Illus. by S. Silva). Harper Collins Publishers.

*1998 Pura Belpré Honor Award for Illustration

A tribute to the living memory of César Chávez, this bilingual book of poems set around each letter of the Spanish alphabet celebrates the harvest and the Mexican and Mexican-American farm workers who make the harvest possible. Although many American children may not have been exposed to or comprehend the life of farmers or migrant farm workers, these poems talk about things that happen in this child's life in a manner that other children will understand and also recognizes the importance of family and culture. The gouache paintings by Silva capture some of the attributes of Mexican painters such as Rivera, Orozco, and Siqueiros. Each illustration appears filled with sunlight, highlighting the subject matter described in the poem and showing the emotion of the characters.

Informational Books

Andrews-Goebel, N. (2002). *The pot that Juan built*. (Illus. by D. Diaz). New York: Lee & Low Books. Unpaged; ISBN: 1-584-30038-8 (Hardcover); \$16.95 (elementary).

*2004 Pura Belpré Honor award for Illustration

This biography describes how Juan Quezada, born in 1939 in Santa Barbara Tutuaca, Mexico, moved to the town of Mata Ortiz and rediscovered the pottery making process of the Casas Grandes people, who had vanished from that part of Mexico 600 years ago. Juan Quezada not only taught himself how to make the pottery, but also taught several other people in the town. Through their hard work and artistry, the people who once lived in poverty now lead a good and profitable lifestyle. The format of the story alternates informational text with a cumulative rhyme format. Vibrant, glowing illustrations help the reader visualize how the pots are made. The afterword, complete with photographs, provides additional details about how Juan Quezada makes his pots and the impact it has had on his community.

Laufer, P. (2000). *Made in Mexico*. (Illus. by S. L. Roth). Washington D. C.: National Geographic Society. 32pp. ISBN: 0-7922-7118-1 (Hardcover); \$ (K-5).

This book describes the importance of the guitar in Mexico, how guitars are made, the town, Paracho, in which the best guitars in Mexico are made and what people will see if they come to visit Paracho. The text drives home the point that, in addition to offering the stereotypical Mariachi music, Mexico also offers wonderful jazz and classical music. Collage style illustrations hold the reader's attention as the text gives the details.

Ancona, G. (1993). *Pablo remembers: The fiesta of the day of the dead*. New York: Lothrop, Lee & Shepard Books. 48pp. ISBN: 0-6888-11249-8 (Hardcover); \$17.99. 0-6888-11250-1 (paperback). (K-5).

*1996 Pura Belpré Honor Award for Illustration

*Horn Book Guide Rating: 1

Through vibrant photographs and text, Ancona describes how a young boy, Pablo, helps his family prepare for and celebrate Mexico's three-day festival, *El día de los muertos* (Day of the Dead). Ancona gives a brief description of *El día de los muertos* including many of the symbols, flowers, and typical foods people buy and prepare for the celebration. He shows how children and adults assemble altars to welcome the spirits of their loved ones and describes a family's walk to the cemetery to adorn tombstones of their loved ones. His photographs capture the celebratory mood of the holiday and set the stage for discussions on how different cultures view death and dying. For more advanced readers or readers who wish to learn more, in his "Note from the Author," Ancona gives a detailed history of the Day of the Dead.

Additional Informational Texts

Ancona, G. (2001). *Harvest*. New York: Marshall Cavendish (Upper elementary-middle).

Ancona, G. (1998). *Barrio: José's Neighborhood*. San Diego: Harcourt Brace. (Gr. 3-6).

Ancona, G. (1994). *The piñata maker: El piñatero*. San Diego: Harcourt Brace & Company (K-3).

Biographies

Krull, K. (2003). *Harvesting hope: the story of Cesar Chavez*. (Illus. by Y. Morales). San Diego: Harcourt, Inc. Unpagged; ISBN: 0-15-

201437-3 (Hardcover); \$17.00 (Elementary-Intermediate).

*2004 ALA Notable Children's Book

*2004 Pura Belpré Honor Award for Illustrations

This story relates how Cesar Chavez's life changed dramatically at age 10 when the water around his Arizona ranch dried and his family was forced to move to California to look for work. Specific examples are given of physical hardships he faced as well as the racism of white society. The story also relates how Chavez gradually developed into an advocate for migrant farm workers, highlighting his organization of both the peaceful strike and the march at the peak of grape-picking season as well as his organization of the National Farm Worker's Association. While the text relates the history, the brightly colored mixed media paintings highlight the emotions and turmoil of the times.

Herrera, J. F. (1995). *Calling the doves: El canto de las palomas*. (Illus. by E. Simmons). Emeryville, CA: Children's Book Press.

*Ezra Jack Keats Award

*Americas Award Honor Book

*Smithsonian Notable Book

This biography provides a snapshot of author and poet Juan Herrera's life as a young boy. Born the son of migrant workers, Juan grew up traveling with his parents through the mountains and valleys of California. Herrera's text, delivered in poetic style and coupled with Simmons's brightly colored illustrations, paints a picture of Herrera's youth by illuminating important memories he had when he was young.

Herrera, J. F. (2000). *The upside down boy*. (Illus. by E. Gómez). San Francisco: Children's Book Press. 32pp. ISBN: 0-89239-162-6

In a continuation of *Calling the Doves* (1995), Juan Herrera writes in both English and Spanish about the year when his family, who were migrant workers, settled down so that he could go to school. At first he feels upside down for many reasons: he can't speak English; he eats lunch during recess and plays during lunchtime; and he only has one friend. As the school year progresses he learns the language, does well academically, makes friends, and even leads the class chorus. This book teaches children to believe in themselves. Herrera dedicated it to his third-grade teacher.

Lomas, C. G. (1990). *Family pictures: Cuadros de familia*. San Francisco: Children's Book Press. 32 pp. ISBN: 0-89239-206-1 (Hardcover); \$15.95 (K-5).

*1996 Pura Belpré Honor Book for Illustration

*ALA Notable Book

*Library of Congress book of the year

In her introduction to this story, Carmen Lomas Garza notes, "The pictures in this book are all painted from my memories of growing up in Kingsville, Texas, near the border with Mexico ... my family has inspired me and encouraged me for many years. This is my book of family pictures" (n.p.). The story is told from a child's perspective, and the pictures depict important events in Garza's life and are described in both Spanish and English text. This book respectfully represents children of Hispanic heritage, highlighting important aspects from their culture such as making piñatas, participating in las posadas, making tamales, and going to church. Pictures are brightly colored and interesting.

Additional Biographies:

Garza, C. L. (1996). *In my family / En mi familia*. San Francisco: Children's Book Press.

**1998 Pura Belpré Honor Book for illustration.

Perez, A. I. (2000). *My very own room / Mi propio cuartito*. (Illus by M. C. Gonzalez). San Francisco: Children's Book Press.

Venezia, M. (1994). *Diego Rivera (Getting to know the world's greatest artists)*. Chicago: Children's Press.

Web Sites:

The American Library Association: <http://www.ala.org>

Barahona Center for the Study of Books in Spanish for Children and Adolescents: <http://www.csusm.edu/csb/>

Children's Book Press: <http://www.childrensbookpress.org>

The Horn Book Guide Online. Greenwood Electronic Media. <http://www.gem.greenwood.com>

References

Ada, A. F. (2003). *A magical encounter: Latino children's literature in the classroom* (2nd ed.). Boston: Allyn & Bacon.

American Library Association (2004). Awards and Scholarships: Pura Belpré Medal. Retrieved February 2, 2004 from <http://www.ala.org/ala/alsc/awardsscholarships/literaryawards>.

International Reading Association & National Council of Teachers of English (1996). *Standards for the English language arts*. Newark, DE: International Reading Association.

Michigan Department of Education (2003). *Michigan English Language Arts Framework*. Lansing, MI: Department of Education.

National Standards in Foreign Language Education Project (1996). *Standards for foreign language learning: Preparing for the 21st century*. Lawrence, KS: Allen Press, Inc.

Schon, I. (2003). *The best of Latino heritage: 1996-2002*. Oxford, UK: The Scarecrow Press, Inc.