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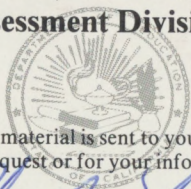
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FOR YOUR INFORMATION

Curriculum, Instruction, and Assessment Division

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From

Shirley Haglitt

CALIFORNIA STATE DEPARTMENT OF EDUCATION

State of California



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Our Classroom. . .

Supports the
California Reading Initiative's
Open Books = Open Doors
Campaign!

In Our Classroom, We:

- **Read, read, read** an abundance of books on our own.
- **Listen** to good literature read out loud daily.
- **Engage** in all kinds of speaking activities, including storytelling.
- **Discuss** what we hear and read, sharing reactions, and relating content and ideas to our own past experiences.
- **Write** daily, for many purposes and in many styles and formats.
- **Talk** about the value of listening, speaking, reading, and writing in our lives.
- **Use** language effectively as we learn in all subject areas.
- **Describe** the strategies we use to become better listeners, speakers, readers, and writers.
- **Engage** in pre-reading and pre-writing experiences that help us take thought and understanding to our learning activities.
- **Have** access to a library and a wide variety of technology which enhances our language arts learning.
- **Share** our language arts experiences with one another.
- **Invite** parents and community members to share their language arts experiences with us.
- **Use** a reading nook and writing center with all kinds of reading, reference, and writing materials.



"Developing the desire to read is one of the most valuable gifts that teachers and parents can give our young people."

Bill Honig,
Superintendent of
Public Instruction

"Reading instruction should be integrated with thinking, listening, speaking, and writing activities. A related focus on quality literature and content area materials will result in the strongest possible English language arts program."

Dr. Alan N. Crawford,
President, California
Reading Association

California
State Department of Education
Language Arts Unit
Sacramento, CA 94244-2720

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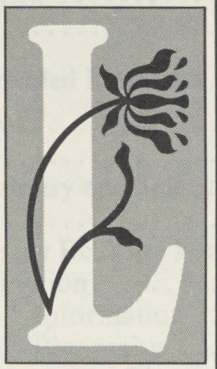
RECOMMENDED READINGS IN

LITERATURE

KINDERGARTEN THROUGH GRADE EIGHT



CALIFORNIA STATE DEPARTMENT OF EDUCATION • Bill Honig—Superintendent of Public Instruction • Sacramento, 1986



RECOMMENDED READINGS IN

LITERATURE

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RECOMMENDED READINGS IN LITERATURE KINDERGARTEN THROUGH GRADE EIGHT

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| Foreign Language Books | 31 |
| Recreational and Educational Materials | 37 |
| Materials for Study in Grades Seven and Eight | 55 |
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Public Information

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Credits

The annotations in the margins of this document were extrapolated from *Becoming a Nation of Readers: The Report of the Commission on Reading* (published by The National Institute of Education, U.S. Department of Education, 1984) and *What Works: Research About Teaching and Learning* (published by the U.S. Department of Education, 1986).

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FOREWORD

Once upon a time" is a phrase that stirs excitement in the hearts of children. They immediately know that they are going to be treated to a story—a story that will entertain them, a story that will inform them about their world, and a story that will tickle their imaginations. These experiences may be shared with children at home, in the classroom, and in the library. Such experiences may include the reading of a fairy tale, such as *Three Billy Goats Gruff* for the younger children; a modern fantasy, such as *Charlotte's Web* for the middle grade students; or a Shakespearean play for the older students.

Literature is for all children, regardless of their ages or grade levels. Reading should begin in the home and progress into a lifelong experience. Literature carries messages about life that are essential to complete a child's proper growth and development. Rather than being fragmented bits and pieces that lack "story structure," these literary works need to be complete stories that young readers will grasp and remember.

I am recommending the books that are listed in this document as examples of good literature for children. The more than 1,000 listed titles represent the advisory committee members' selections of children's classics, modern-day classics, and lighter storybooks for recreational reading. May this list aid you when you plan your literature program and when you select the books to implement it.

Bill Hmig

Superintendent of Public Instruction

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PREFACE

This publication, *Recommended Readings in Literature*, was compiled by teachers, administrators, curriculum planners, and librarians located throughout California to (1) encourage students to read and to view reading as a worthwhile activity; (2) help local curriculum planners select books for their reading programs; and (3) stimulate educators at the local level to evaluate their literature programs and change or improve them, if necessary.

To ensure that *Recommended Readings in Literature* would help educators review their literature programs and encourage students to read, the compilers formed two working groups—one to formulate a list of readings and another to review and refine the list. Working together for over a year, the groups reviewed over 2,000 titles. And after many meetings, telephone calls, and exchanges of letters, the members agreed on the 1,010 titles listed in this document. These titles represent classical as well as contemporary works of fiction, nonfiction, poetry, and drama. The list also includes works that students whose primary language is other than English will enjoy. Because this living list of recommended readings will be updated periodically, we invite your suggestions for improvement.

We give special recognition to Leonard Hull, Consultant in the Language Arts and Foreign Language Unit. Because of his untiring efforts and patience, *Recommended Readings in Literature* has become a reality. We are grateful to the educators whose names appear in the Acknowledgments for developing and producing a document that represents such a wide variety of titles in children's literature—titles that educators can recommend and students can read with pleasure.

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ACKNOWLEDGMENTS

This book list was prepared with the help of an advisory committee composed of school administrators, curriculum planners and consultants, college professors, teachers, and librarians. Superintendent Bill Honig and members of his staff are most grateful for the efforts and contributions of all of the advisory committee members and also the educators and librarians who served on field review groups that responded to the drafts of this document. The members of the advisory committee included the following:

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INTRODUCTION

A primary goal for teaching literature is for children and young adults to discover the pleasure and the illumination that a fine piece of literature offers. Another significant goal is for pupils to become lifelong readers of literature. Through the reading of literature, pupils may experience vicariously the lives of others, different time periods, places, value systems, and the many cultures of the world.

This document contains recommended readings for pupils in kindergarten through grade eight. Local educators are encouraged to use these recommendations when reviewing their English language arts curriculum and when selecting literature to implement that curriculum.

Basic Intent of This Document

This list of readings is intended only as a guide for local-level policymakers, curriculum planners, teachers, and librarians; *it is not intended to be prescriptive in any way*. Local educators should encourage parents to become involved in the selection process of literature for the core program and for the independent reading program. Finally, this document is intended to encourage educators to review their literature programs and the accompanying instructional materials.

Development of the List

The development of the list involved many educators who used many reference resources, as well as their own experience in classrooms at all levels. At the outset a list of some 2,000 titles of books that represent the spectrum of children's literature was established. The task of refining this list fell to educators from a number of professions: administrators, curriculum planners, classroom teachers, librarians, university-level educators, and members of statewide ethnic advisory committees. These educators suggested deletions of items that were deemed not suitable and suggested additions of titles that had not appeared earlier. This document, then, was developed by California educators for use by planners, teachers, and librarians in the elementary schools.

Local Decision-making Processes and Materials Selection Policies

This document is a resource that reflects the ideas of thoughtful educators from around the state. However, decisions about local programs and materials for those programs must be made at the local level. To make these local decisions, each school or school district should have a materials selection policy that guides the purchase of materials for instruction and for school and classroom libraries. This policy should include a provision for a materials selection committee that, at the minimum, includes in its membership: administrators, curriculum planners, librarians, classroom teachers, and community representatives.

Format of This Document

When selecting the format for this document, the developers were guided by one objective: to make the document easy to understand and to use. To accomplish this objective, the advisory committee decided to:

1. Divide the list into three sections that would cover all the entries. The sections are "Core and Extended Materials," "Recreational and Motivational Materials," and "Materials for Students in Grades Seven and Eight."

2. List the titles within these sections by traditional categories that are generally well-known by elementary teachers.
3. List each entry alphabetically by author or by title if it has no author. (Publishers are not cited.)
4. Use a matrix to give helpful information that will assist local selectors of titles when searching for or selecting books.
5. Provide an index of authors and titles at the end of the document.

When teachers, librarians, and program planners use the lists, they will have a matrix with special information to assist them. Many educators will not need to use the matrix, but for those who do, the columns have been designed accordingly:

1. Core and extended materials are designated by using the letters *C* and *E*.
2. The grade spans have been suggested by the committee members and are not prescriptive in any way. Local educators may opt to introduce certain works at different levels.
3. The literary contributions of specific ethnic or cultural groups are identified by one of the following symbols:

| | |
|--------------|---------------------|
| B - Black | I - American Indian |
| C - Chinese | J - Japanese |
| F - Filipino | K - Korean |
| H - Hispanic | V - Vietnamese |

Finally, to give better information on the books about American Indians, the tribe, group, or band dealt with in the book is designated after each title.

Terms Used

In the lists that follow, titles are classified as core literature, extended literature, or recreational-motivational literature. This classification is used to assist local educators as they develop their programs and compile their own lists. The three types of literature are defined as follows:

Core literature. Core literature includes those selections that are to be taught in the classroom, are given close reading and intensive consideration, and are likely to be an important stimulus for writing and discussion. The core list should contain works of compelling, intellectual, social, or moral content. The core literature must be examples of excellent language use. District materials selection committees develop the basic list of core titles that teachers use in their classes.

Extended literature. Extended literature includes works that a teacher may assign to individual students or small groups of students to read for homework or individual reading to supplement classwork. Because literature in the extended list also has emotional, intellectual, and aesthetic substance, districts may substitute an extended work for any core work in the same category.

Recreational-motivational literature. Teachers and librarians should suggest recreational-motivational works to guide students when they are selecting individual, leisure-time reading materials from classroom, school, and community libraries. This type of literature may include works of special appeal to individual readers as well as works of universal appeal to all students. Teachers and librarians should coordinate their individual reading programs to ensure the availability and the most effective use of the suggested works.

Literature for All Students

The recommended readings listed in this document are for students in kindergarten through grade eight. Works of fiction, nonfiction, poetry, and drama have been chosen to accommodate a variety of tastes, abilities, and learning modalities.

The selections include works about other cultures and works by authors that contribute to our common culture; works written or translated into foreign languages for children who read another language better than they do English; the classics, including modern-day classics; and just good reading books for children to enjoy.

Literature for Students in the Elementary Grades

This list of recommended readings is a resource that elementary school teachers and their curriculum planners may use to develop a literature program that has both scope and sequence. It is important that children at each grade level have experience with literature of a number of types and genres. They should be reading and hearing fiction and nonfiction, poetry and prose, and drama. Their experiences with fiction should include materials from the oral tradition, such as folklore and myth, modern fantasy, realistic adventure, and historical fiction.

The literature program is an essential part of the reading program and is as important as the developmental, basal reading materials. As students read and respond to literature regularly and systematically, thinking processes, critical reading skills, and the ability to interpret and explain what is written will improve as well. As children participate in imaginative writing activities, their interest in reading will be enhanced.

As the literature program is developed, curriculum planners must be careful to include materials from varied cultures. Because these materials contribute to understanding and mutual respect, they are as important for members of non-minority groups as for those in the minority groups. This list includes and identifies such literature.

If a program of literature is to succeed, parental cooperation is very important. The recreational reading will usually be done outside the school setting, and encouragement and interest in the students' homes will certainly reinforce what the school is saying about the importance and value of reading. Thus, when the program is being initiated, advisory groups of parents and other community members may help with the school-home communication.

The literature program is for all children. Those who cannot yet read English can read books in their first languages. While the primary emphasis in a literature program is on reading, important adjuncts to the curriculum are films, tapes, dramatic presentations, and above all, the teacher's systematic reading to the children. The most able readers as well as the least able readers benefit from hearing good literature read aloud.

The love of reading is one of the most important gifts that teachers and parents may give to children. Literature will provide experiences that are ordinarily inaccessible to students, broaden their knowledge of the world and its people, and improve reading skills, such as decoding and comprehension. Literature is one of the basics and should be taught in all curricular areas.

CORE AND EXTENDED MATERIALS

This section contains lists of core and extended materials. It is designed to suggest works to district materials selection committees and teachers. For easier use, the entries are divided by categories; a matrix is provided to give users some information about the listed works.

The categories are Picture Books, Folklore, Modern Fantasy and Science Fiction, Poetry, Contemporary Realistic Fiction, Historical Fiction, Nonfiction—Information, Nonfiction—Biography, Plays, and Foreign Language Books.

The columns of the matrix indicate the type of entry, i.e., core (C) or extended (E) (see definitions in the introduction to the document), and the grade span where the work should be introduced. When the entry concerns literary contributions of specific ethnic or cultural groups, the ethnic or cultural group is indicated (see the introduction for a listing of the groups).

PICTURE BOOKS

Picture books are a literary genre in and of themselves. These books are an artistry of both word and illustration, the masterful interplay of text and image. In selecting the finest in available picture books, the person making the selections should keep these three standards in mind: the intrinsic artistic quality of the illustrations themselves, the literary merit of the text, and the interrelationship of words and pictures. The illustrations ought to extend and enhance the text and, frequently, tell parts of the story not explicitly stated in the text.

Because there are many ways of sharing picture books, they are a delight to use with the primary-level child. Reading aloud, picture book storytelling, the individual reading, or simply "reading" from the pictures are all possibilities for the beginning reader. Students can create the entire text by using wordless picture books as a focus; they can hear a story and then retell it by using the picture book as a sequencing aid.

Older students can appreciate comparing many illustrated books by the same artist, such as Maurice Sendak, or different artists' illustrations for the same story, such as "Hansel and Gretel," for example.

| <i>Material</i> | <i>Type of entry</i> | <i>Grade span</i> | <i>Culture</i> |
|---|----------------------|-------------------|----------------|
| Anno, Mitsumasa <i>Anno's Counting Book</i> | C | K-2 | B |
| Bang, Molly G. <i>Ten, Nine, Eight</i> | E | K-1 | |
| Bate, Lucy <i>Little Rabbit's Loose Tooth</i> | E | K-2 | |
| Bemmelmans, Ludwig <i>Madeline</i> | E | K-3 | |
| Burton, Virginia L. <i>The Little House</i> | C | K-2 | |
| Carle, Eric <i>One, Two, Three, to the Zoo</i> | C | K-2 | B |
| Carle, Eric <i>The Very Busy Spider</i> | E | K-2 | |
| Carle, Eric <i>The Very Hungry Caterpillar</i> | C | K-2 | |
| Clifton, Lucille <i>Everett Anderson's Nine Month Long</i> | E | K-2 | |
| Cohen, Miriam <i>Starring First Grade</i> | E | K-1 | |

| Material | Type of entry | Grade span | Culture |
|---|------------------|---------------|---------|
| Cooney, Barbara <i>Miss Rumphius</i> | C | K-3 | |
| Crews, Donald <i>Freight Train</i> | C | K-1 | |
| De Regniers, Beatrice S. <i>May I Bring a Friend?</i> | C | K-2 | |
| Duvoisin, Roger <i>Petunia</i> | E | K-2 | |
| Feelings, Muriel <i>Jambo Means Hello: Swahili Alphabet Book</i> | E | 3-6 | B |
| Feelings, Muriel <i>Moja Means One: Swahili Counting Book</i> (Illustrated by Tom Feelings) | C | 2-5 | B |
| Flack, Marjorie <i>Ask Mister Bear</i> | E | K-1 | |
| Freeman, Don <i>Corduroy</i> | C | K-2 | |
| Gackenbach, Dick <i>Harry and the Terrible Whatzit</i> | C | K-2 | |
| Gag, Wanda <i>The ABC Bunny</i> | E | K-1 | |
| Gag, Wanda <i>Millions of Cats</i> | E | K-2 | |
| Hoban, Russell <i>Bread and Jam for Frances</i> (Illustrated by Lillian Hoban) | C | K-3 | |
| Hoban, Tana <i>A, B, See!</i> | E | K-1 | |
| Hoban, Tana <i>A Children's Zoo</i> | C | 1-3 | |
| Hoban, Tana <i>Over, Under and Through and Other Spatial Concepts</i> | E | K-3 | |
| Hutchins, Pat <i>Changes, Changes</i> | E | 2-5 | |
| Hutchins, Pat <i>Rosie's Walk</i> | C | K-6 | |
| Kantrowitz, Mildred <i>Maxie</i> | C | 2-4 | |
| Keats, Ezra J. <i>Snowy Day</i> | C | K-1 | B |





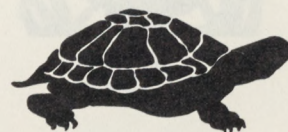
| <i>Material</i> | <i>Type of entry</i> | <i>Grade span</i> | <i>Culture</i> |
|---|--------------------------|-----------------------|----------------|
| Kraus, Robert <i>Leo the Late Bloomer</i> (Illustrated by José Aruego and Ariane Aruego) | E | 2-4 | |
| Krauss, Ruth <i>The Carrot Seed</i> (Illustrated by Crockett Johnson) | C | K-2 | |
| MacDonald, Golden <i>The Little Island</i> (Illustrated by Leonard Weisgard) | E | 1-4 | |
| Marshall, James <i>George and Martha, What Do You See?</i> | C | 1-4 | |
| Martin, Jr., Bill <i>Brown Bear, Brown Bear</i> | C | K-2 | |
| McCloskey, Robert <i>Blueberries for Sal</i> | E | K-3 | |
| McCloskey, Robert <i>Make Way for Ducklings</i> | C | K-6 | |
| Musgrove, Margaret <i>Ashanti to Zulu: African Traditions</i> (Illustrated by Leo Dillon and Diane Dillon) | C | 3-6 | B |
| <i>A Peaceable Kingdom: The Shaker Abecedarius</i> (Illustrated by Alice Provensen and Martin Provensen) | E | 3-6 | |
| Politi, Leo <i>The Nicest Gift</i> | E | K-12 | H |
| Potter, Beatrix <i>The Tale of Peter Rabbit</i> | C | K-2 | |
| Rosario, Idalia <i>Idalia's Project ABC—Proyecto ABC: An Urban Alphabet Book in English and Spanish</i> | C | K-2 | H |
| Schweitzer, Byrd B. <i>Amigo</i> | E | 3-5 | H |
| Scott, Ann H. <i>Sam</i> | E | K-3 | B |
| Slobodkina, Esphyr <i>Caps for Sale</i> | C | K-2 | |
| Turkle, Brinton <i>Deep in the Forest</i> | C | K-4 | |
| Udry, Janice M. <i>What Mary Jo Shared</i> | E | K-1 | B |
| Viorst, Judith <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> (Illustrated by Ray Cruz) | C | 1-6 | |

| <i>Material</i> | <i>Type of entry</i> | <i>Grade span</i> | <i>Culture</i> |
|---|--------------------------|-----------------------|----------------|
| Viorst, Judith <i>The Tenth Good Thing About Barney</i> | E | K-3 | |
| Waber, Bernard <i>Ira Sleeps Over</i> | C | 1-3 | |
| Ward, Lynd <i>The Biggest Bear</i> | C | K-3 | |
| Wildsmith, Brian <i>Brian Wildsmith's ABC</i> | E | K-1 | |
| Zion, Gene <i>Harry, the Dirty Dog</i> | E | K-3 | |
| Zolotow, Charlotte <i>William's Doll</i> | E | K-2 | |

FOLKLORE

Folklore exerts its appeal down through the ages and in widely separated cultures because it deals with the deepest human feelings and experiences. By reading the stories, children can enjoy the puzzles of good and evil, fear and courage, wisdom and folly, fortune and misfortune, cruelty and kindness. The tales help readers and listeners to explain the world and to bridge its confusing dimensions.

| <i>Material</i> | <i>Type of entry</i> | <i>Grade span</i> | <i>Culture</i> |
|--|--------------------------|-----------------------|----------------|
| Aardema, Verna <i>Bringing the Rain to Kapiti Plain</i> | C | 1-4 | B |
| Aardema, Verna <i>Why Mosquitoes Buzz in People's Ears: A West African Tale</i> (Illustrated by Leo Dillon and Diane Dillon) | C | 1-4 | B |
| Aesop <i>Aesop's Fables</i> (Illustrated by Heide Holder)... | C | 2-6 | |
| <i>Anansi the Spider: A Tale from the Ashanti</i> (Retold and illustrated by Gerald McDermott) | E | 3-6 | B |
| Anonymous <i>Grandfather's Stories—Philippines</i> | C | K-3 | F |

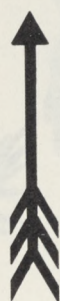




| Material | Type of entry | Grade span | Culture |
|---|---------------|------------|---------|
| Asbjornsen, Peter Christian, and Jorgen E. Moe <i>East of the Sun and West of the Moon and Other Tales</i> (Illustrated by Mercer Mayer) . . . | C | 4-6 | |
| Baker, Olaf <i>Where the Buffaloes Begin</i> | E | 5-6 | |
| Baylor, Byrd <i>And It Is Still That Way</i> | E | 1-4 | |
| <i>Beauty and the Beast</i> (Retold by Marianna Mayer) | C | 3-6 | |
| Blair, Walter <i>Tall Tale America</i> (Illustrated by Glen Rounds) | C | 4-6 | |
| Briggs, Raymond <i>Jim and the Beanstalk</i> | E | 3-5 | |
| Brown, Marcia <i>Once a Mouse</i> | C | 1-4 | |
| Brown, Marcia <i>Stone Soup</i> | C | 1-4 | |
| Brown, Marcia, and Charles Perrault <i>Cinderella</i> (Illustrated by Marcia Brown) | C | 1-4 | |
| Bryan, Ashley <i>Beat the Story-Drum, Pum-Pum</i> | C | 5-6 | B |
| Carpenter, Frances <i>Tales of a Korean Grandmother</i> | C | K-2 | K |
| Chase, Richard <i>The Jack Tales</i> | C | 4-6 | |
| <i>Chicken Little</i> (Retold by Steven Kellogg) | C | 1-3 | |
| Ching, Annie <i>Birthday Party (and Other Tales)</i> | E | K-6 | C |
| Coburn, Jewell R. <i>Encircled Kingdom: Legends and Folktales of Laos</i> | E | 4-6 | |
| Courlander, Harold, and George Herzog <i>The Cow-Tail Switch and Other West African Stories</i> | E | 5-6 | B |
| D'Aulaire, Ingri, and Edgar P. D'Aulaire <i>D'Aulaires' Book of Greek Myths</i> | C | 4-6 | |
| D'Aulaire, Ingri, and Edgar P. D'Aulaire <i>Norse Gods and Giants</i> | E | 3-5 | |
| Dayrell, Elphinstone <i>Why the Sun and Moon Live in the Sky</i> | C | 1-5 | B |
| DePaola, Tomie <i>Strega Nona</i> | C | 1-4 | |

| Material | Type of entry | Grade span | Culture |
|--|------------------|---------------|---------|
| Fleischman, Sid Humbug Mountain | C | 4-6 | |
| Gag, Wanda Tales from Grimm | C | 4-6 | |
| Galdone, Paul Jack and the Beanstalk | C | 1-4 | |
| Galdone, Paul The Little Red Hen | E | K-2 | |
| Galdone, Paul The Three Bears | C | K-2 | |
| Galdone, Paul The Three Billy Goats Gruff | C | 1-3 | |
| Gates, Doris Lord of the Sky: Zeus | C | 6 | |
| Goble, Paul Buffalo Woman | E | 3-6 | I |
| Goble, Paul The Girl Who Loved Wild Horses (Plains) | C | 4-8 | I |
| Goodman, Robert B. Momotaro | E | K-2 | J |
| Griego, Margot C., and others Tortillas para mamá: And Other Spanish Nursery Rhymes | C | K-3 | H |
| Grimm, Jakob, and Wilhelm Grimm The Bremen Town Musicians (Retold and Illustrated by Ilse Plume) | C | 1-3 | |
| Grimm, Jakob, and Wilhelm Grimm The Devil with the Three Golden Hairs | E | 3-5 | |
| Grimm, Jakob, and Wilhelm Grimm Little Red Riding Hood (Retold and Illustrated by Trina S. Hyman) | C | 2-5 | |
| Grimm, Jakob, and Wilhelm Grimm Rapunzel (Retold by Barbara Rogasky and illustrated by Trina S. Hyman) | E | 2-5 | |
| Grimm, Jakob, and Wilhelm Grimm The Shoemaker and the Elves (Illustrated by Adrienne Adams) | E | 1-3 | |
| Grimm, Jakob, and Wilhelm Grimm Snow-White and the Seven Dwarfs (Translated by Randal Jarrell and illustrated by Nancy Ekholm Burkert) | C | 3-6 | |
| Haley, Gail E. A Story, a Story | C | 1-4 | B |





| Material | Type of entry | Grade span | Culture |
|--|---------------|------------|---------|
| Hastings, Selina <i>Sir Gawain and the Green Knight</i> | E | 5-6 | |
| Hastings, Selina <i>Sir Gawain and the Loathly Lady</i> | C | 5-6 | |
| Hien, Nguyen Thi Duc <i>Doi song moi/A New Life in a New Land</i> | C | 3-6 | V |
| Hodges, Margaret <i>The Wave</i> | C | 1-4 | J |
| Hogrogian, Nonny <i>One Fine Day</i> | C | 1-4 | |
| Jaquith, Priscilla <i>Bo Rabbit Smart for True: Folktales from the Gullah</i> | C | 4-6 | B |
| <i>Jataka Tales</i> (Illustrated by Ellen Lanyon) Edited by Nancy DeRoin | E | 3-4 | |
| Keats, Ezra J. <i>John Henry: An American Legend</i> | C | 2-5 | B |
| Kipling, Rudyard <i>The Elephant's Child</i> | E | 4-6 | |
| Lang, Andrew <i>Aladdin and the Wonderful Lamp</i> (Illustrated by Errol LeCain) | E | 4-6 | |
| Lester, Julius <i>The Knee-High Man and Other Tales</i> | E | 4-6 | B |
| Lobel, Arnold <i>Gregory Griggs and Other Nursery Rhyme People</i> | E | 2-6 | |
| <i>London Bridge Is Falling Down</i> (Illustrated by Peter Spier) | E | K-3 | |
| Louie, Ai-Lang <i>Yeh Shen: A Cinderella Story from China</i> (Illustrated by Ed Young) | C | 3-6 | C |
| Luenn, Nancy <i>The Dragon Kite</i> | C | 3-6 | J |
| McDermott, Gerald <i>Arrow to the Sun: A Pueblo Indian Tale</i> | E | 3-5 | I |
| <i>The Merry Adventures of Robin Hood</i> Edited by Howard Pyle | E | 6-8 | |
| Mosel, Arlene <i>The Funny Little Woman</i> (Illustrated by Blair Lent) | E | 2-5 | J |
| <i>North American Legends</i> Edited by Virginia Haviland | C | 3-6 | I |

| <i>Material</i> | <i>Type of entry</i> | <i>Grade span</i> | <i>Culture</i> |
|---|--------------------------|-----------------------|----------------|
| Paul Bunyan (Retold by Steven Kellogg) | C | 3-5 | |
| Perrault, Charles | | | |
| The Sleeping Beauty (Illustrated by Trina S. Hyman) | C | 1-4 | |
| Rounds, Glen | | | |
| Ol' Paul: The Mighty Logger | E | 4-6 | |
| Saint George and the Dragon (Adapted by Margaret Hodges and illustrated by Trina S. Hyman) | E | 4-6 | |
| Shulevitz, Uri | | | |
| The Treasure | E | 4-5 | |
| Singer, Issac B. | | | |
| Zlateh the Goat and Other Stories | E | 6-8 | |
| Steptoe, John | | | |
| The Story of Jumping Mouse | C | 3-6 | I |
| Stoutenburg, Adrien | | | |
| American Tall Tales | E | 4-7 | |
| Tripp, Wallace | | | |
| Granfa' Grig Had a Pig and Other Rhymes Without Reason from Mother Goose | C | K-6 | |
| Two Brothers and Their Magic Gourds | | | |
| Edited by Edward B. Adams | C | 2-8 | K |
| Uchida, Yoshiko | | | |
| Magic Listening Cap: More Folk Tales from Japan | E | 1-4 | J |
| Van Duong, Quyen, and Jewell R. Coburn | | | |
| Beyond the East Wind: Legends and Folktales of Vietnam | E | 4-8 | V |
| Wolkstein, Diane | | | |
| The Banza | C | K-3 | B |
| Wyndham, Robert | | | |
| Chinese Mother Goose Rhymes (Illustrated by Edward Young) | C | K-3 | C |
| Yagawa, Sumiko | | | |
| The Crane Wife (Translated by Katherine Paterson and illustrated by Suekichi Akaba) | C | 4-6 | J |
| Yashima, Taro | | | |
| Umbrella | C | K-3 | J |
| Zemach, Harve | | | |
| Duffy and the Devil (Illustrated by Margot Zemach) | E | 3-5 | |
| Zemach, Margot | | | |
| It Could Always Be Worse | E | 1-4 | |



MODERN FANTASY AND SCIENCE FICTION

The modern fantasy and science fiction categories include books that depart from reality in a variety of ways: animals may talk, characters may move through time and space in magical ways, and some of the characters may be monsters or creatures that do not exist in real life. Science fiction is modern fantasy that uses technology, machines, robots, and computers to replace magic wands and special powers. These books appeal to the particularly vivid imagination of children in the elementary grades and lend themselves to delightful, creative extension activities.

| <i>Material</i> | <i>Type of entry</i> | <i>Grade span</i> | <i>Culture</i> |
|--|--------------------------|-----------------------|----------------|
| Alexander, Lloyd <i>Taran Wanderer</i> | E | 6-8 | |
| Andersen, Hans Christian <i>The Emperor's New Clothes</i> (Translated by H. W. Dulchen and retold and illustrated by Anne Rockwell) | E | 4-8 | |
| Andersen, Hans Christian <i>The Nightingale</i> (Translated by Eva Le Gallienne and illustrated by Nancy Ekholm Burkert) | C | 4-8 | |
| Andersen, Hans Christian <i>The Ugly Duckling</i> (Retold and illustrated by Lorinda B. Cauley) | C | 2-5 | |
| Aruego, José, and Ariane Dewey <i>We Hide, You Seek</i> | E | K-2 | |
| Babbitt, Natalie <i>Tuck Everlasting</i> | E | 5-8 | |
| Bond, Michael <i>A Bear Called Paddington</i> (Illustrated by Peggy Fortnum) | E | 4-6 | |
| Cameron, Eleanor <i>The Court of the Stone Children</i> | C | 5-6 | |
| Christopher, John <i>The City of Gold and Lead</i> | E | 5-8 | |
| Clark, Ann Nolan <i>Raco's Miracle</i> (Illustrated by Agnes Tait) | C | 4-6 | H |
| Clark, Ann Nolan <i>Year Walk</i> | E | 2-4 | H |

| Material | Type of entry | Grade span | Culture |
|--|------------------|---------------|---------|
| Coville, Bruce, and Katherine Coville <i>Sarah's Unicorn</i> | E | 1-3 | |
| Dahl, Roald <i>James and the Giant Peach</i> (Illustrated by Nancy Ekholm Burkert) | C | 4-6 | |
| Daugherty, James <i>Andy and the Lion</i> | E | 2-5 | |
| Du Bois, William P. <i>Lion</i> | C | 5-6 | |
| Freeman, Don <i>Bearymore</i> | E | K-3 | |
| Freeman, Don <i>Dandelion</i> | E | K-2 | |
| Grahame, Kenneth <i>The Wind in the Willows</i> (Illustrated by E. H. Shepard) | E | 4-6 | |
| Han, Mieko <i>Turtle Power—Vietnamese</i> | C | 1-6 | V |
| Hunter, Mollie <i>A Stranger Came Ashore</i> | E | 5-6 | |
| Jarrell, Randall <i>The Animal Family</i> | E | 5-6 | |
| Juster, Norton <i>The Phantom Tollbooth</i> (Illustrated by Jules Feiffer) | E | 5-6 | |
| Kellogg, Steven <i>Island of the Skog</i> | E | 3-4 | |
| Lawson, Robert <i>Ben and Me</i> | C | 5-6 | |
| Lawson, Robert <i>Rabbit Hill</i> | E | 5-6 | |
| L'Engle, Madeleine <i>A Wrinkle in Time</i> | C | 5-6 | |
| Lewis, C. S. <i>The Lion, the Witch and the Wardrobe</i> (Illus- trated by Pauline Baynes) | C | 5-6 | |
| Lionni, Leo <i>Alexander and the Wind-Up Mouse</i> | C | 1-3 | |
| Lobel, Arnold <i>Fables</i> | C | 3-5 | |
| Lobel, Arnold <i>Frog and Toad Are Friends</i> | C | K-3 | |



PARENTS PLAY ROLES OF INES-
TIMABLE IMPORTANCE IN LAY-
ING THE FOUNDATION FOR
LEARNING TO READ.

| <i>Material</i> | <i>Type of entry</i> | <i>Grade span</i> | <i>Culture</i> |
|--|--------------------------|-----------------------|----------------|
| Mayer, Mercer <i>There's a Nightmare in My Closet</i> | E | K-4 | |
| Milne, A. A. <i>Winnie-the-Pooh</i> | C | K-4 | |
| Norton, Mary <i>The Borrowers</i> | E | 4-6 | |
| O'Brien, Robert C. <i>Mrs. Frisby and the Rats of Nimh</i> (Illustrated by Zena Bernstein) | E | 5-7 | |
| Peet, Bill <i>Big Bad Bruce</i> | C | K-3 | |
| Piper, Watty <i>The Little Engine That Could</i> (Illustrated by George Hauman and Doris Hauman) | E | K-3 | |
| Rodgers, Mary <i>Freaky Friday</i> | E | 5-7 | |
| Selden, George <i>The Cricket in Times Square</i> (Illustrated by Garth Williams) | E | 5-6 | |
| Sendak, Maurice <i>Where the Wild Things Are</i> | C | K-3 | |
| Seuss, Dr. <i>And to Think That I Saw It on Mulberry Street</i> | C | K-3 | |
| Seuss, Dr. <i>The Cat in the Hat</i> | E | K-3 | |
| Seuss, Dr. <i>Five Hundred Hats of Bartholomew Cubbins</i> | C | 2-4 | |
| Steig, William <i>Abel's Island</i> | C | 4-6 | |
| Steig, William <i>Sylvester and the Magic Pebble</i> | C | 1-3 | |
| Turkle, Brinton <i>Do Not Open</i> | C | 3-6 | |
| Van Allsburg, Chris <i>Jumanji</i> | C | 4-6 | |
| Van Leeuwen, Jean <i>Tales of Oliver Pig</i> | E | 1-4 | |
| White, E. B. <i>Charlotte's Web</i> (Illustrated by Garth Williams) | C | 4-6 | |



| Material | Type of entry | Grade span | Culture |
|--|---------------|------------|---------|
| White, E. B. <i>Stuart Little</i> | E | 4-6 | |
| Williams, Jay <i>Everyone Knows What a Dragon Looks Like</i> | E | 3-6 | |
| Williams, Jay <i>The Practical Princess and Other Stories</i> | E | 4-6 | |
| Williams, Margery <i>The Velveteen Rabbit</i> (Illustrated by Ilse Plume) | C | 2-4 | |
| Wiseman, David <i>Jeremy Visick</i> | E | 5-6 | |
| Yashima, Mitsu, and Taro Yashima <i>Momo's Kitten</i> | C | K-3 | J |
| Zolotow, Charlotte <i>Mr. Rabbit and the Lovely Present</i> | C | K-3 | |



POETRY

Poetry is a unique literary form. It derives power and meaning through an economy of language—"the best words in the best order." Poetry should be heard as well as seen, it should be read aloud, and it should be experienced.

The books listed below are intended as resources for providing poetic experiences. Most are collections chosen to give teachers and students opportunities to browse and select both new and familiar poems to sample and share. The books represent all forms of poetry: narrative, lyric, ballad, haiku, limerick, concrete poems, and free verse. The ethnic and cultural voices and styles of many people are reflected.

Some anthologies contain poems by a single author, while others are collections of the works of many poets. Many works are illustrated creatively to extend the reader's understanding and enjoyment. Some of the collections contain selections that span a wide range of reading, interest, and response levels.

The variety of works suggested should allow teachers to present poetry naturally and regularly so that it can become a meaningful, relevant, and pleasurable part of each student's life.

AS EVERY TEACHER KNOWS,
MOTIVATION IS ONE OF THE
KEYS TO LEARNING TO READ.

| Material | Type of entry | Grade span | Culture |
|--|------------------|---------------|---------|
| Adams, Adrienne <i>Poetry of Earth and Sky</i> | E | 4-8 | |
| Adoff, Arnold <i>All the Colors of the Race</i> (Illustrated by John Steptoe) | E | 4-6 | B |
| Adoff, Arnold <i>Black Is Brown Is Tan</i> (Illustrated by Emily Arnold McCully) | E | 5-6 | B |
| Adoff, Arnold <i>Black Out Loud</i> | E | 5-6 | B |
| Adoff, Arnold <i>Outside-Inside Poems</i> (Illustrated by John Steptoe) | C | 1-3 | B |
| Agree, Rose <i>How to Eat a Poem and Other Morsels</i> | C | 3-6 | |
| Aldis, Dorothy <i>All Together</i> | E | K-4 | |
| <i>America Forever New: A Book of Poems</i> Edited by Sara Brewton and John Brewton | C | 2-6 | |
| Amon, Aline <i>The Earth Is Sore: Native Americans on Nature</i> (Illustrated by Aline Amon) | C | K-6 | I |
| Baylor, Byrd <i>When Clay Sings</i> (Southwest) | C | 3-4 | I |
| Benet, Rosemary, and Stephen Benet <i>A Book of Americans</i> | C | 3-6 | |
| Bodecker, N. M. <i>Hurry, Hurry, Mary Dear! And Other Nonsense</i> | E | 2-5 | |
| Brooks, Gwendolyn <i>Bronzeville Boys and Girls</i> | E | 2-6 | B |
| Ciardi, John <i>You Read to Me, I'll Read to You</i> (Illustrated by Edward Gorey) | E | 1-3 | |
| Cole, William <i>A Book of Animal Poems</i> | C | 2-6 | |
| <i>Crazy to Be Alive in Such a Strange World</i> Edited by Nancy Larrick | C | 3-6 | |
| <i>Cricket Songs: Japanese Haiku</i> (Translated by Harry Behn) | C | 3-6 | |
| Dickinson, Emily <i>I'm Nobody! Who Are You? The Poems of Emily Dickinson</i> | E | 5-6 | |

| Material | Type of entry | Grade span | Culture |
|--|------------------|---------------|---------|
| Fisher, Aileen <i>Out in the Dark and Daylight</i> (and other titles) . | C | 2-6 | |
| Froman, Robert <i>Seeing Things: A Book of Poems</i> | C | 4-6 | |
| Froman, Robert <i>Street Poems</i> | E | 4-6 | |
| <i>The Gift Outright: America to Her Poets</i> Edited by Helen Plotz | C | 3-6 | |
| Greenfield, Eloise <i>Honey I Love: And Other Love Poems</i> | E | 1-3 | B |
| Hopkins, Lee B. <i>The Sky Is Full of Song</i> | E | 1-3 | |
| Howard, Coralie <i>The First Book of Short Verse</i> | C | 2-6 | |
| Hughes, Langston <i>Don't You Turn Back</i> Edited by Lee B. Hopkins | E | 5-6 | |
| Hughes, Langston <i>The Dream Keeper</i> | C | 4-6 | |
| <i>In the Trail of the Wind: American Indian Poems and Ritual Orations</i> Edited by John Bierhorst | E | 5-6 | I |
| Jones, Hettie <i>The Trees Stand Shining: Poetry of the North American Indian</i> (Illustrated by Robert Andrew Parker) | E | 5-6 | I |
| <i>Knock at a Star: A Child's Introduction to Poetry</i> Edited by X. J. Kennedy and Dorothy Kennedy | C | 3-6 | |
| Lear, Edward <i>How Pleasant to Know Mr. Lear!</i> (Illustrated by Edward Lear) | C | 4-6 | |
| <i>Listen, Children, Listen: An Anthology of Poems for the Very Young</i> (Illustrated by Trina Schart Hyman) Edited by Myra C. Livingston | C | K-3 | |
| Livingston, Myra C. <i>Circle of Seasons</i> | C | 2-4 | |
| McCord, David <i>One at a Time</i> (and other titles) | C | 2-6 | |
| Merriam, Eve <i>Independent Voices</i> (Illustrated by Arvis Stewart) | E | 1-3 | |





| Material | Type of entry | Grade span | Culture |
|---|---------------|------------|---------|
| Merriam, Eve <i>There Is No Rhyme for Silver</i> | C | 3-6 | |
| Moore, Lilian <i>Something New Begins</i> (and other titles) | C | 3-6 | |
| <i>My Song Is a Piece of Jade: Poems of Ancient Mexico in English and Spanish</i> (Translated by Toni de Gerez) | C | 3-6 | H |
| <i>My Tang's Tangled and Other Ridiculous Situations</i> (Compiled by Sara Brewton and others) | C | 2-6 | |
| O'Neill, Mary <i>Hailstones and Halibut Bones</i> (Illustrated by Leonard Weisgard) | C | 3-6 | |
| <i>Oxford Book of Poetry for Children</i> Edited by Edward Blishen | E | 6-8 | |
| <i>Piping Down the Valleys Wild</i> Edited by Nancy Larrick | C | 3-6 | |
| <i>Poem Stew</i> (Illustrated by Karen Ann Weinhaus) Edited by William Cole | C | 5-6 | |
| Pomerantz, Charlotte <i>If I Had a Paka: Poems in Eleven Languages</i> (Illustrated by Nancy Tafuri) | E | K-3 | |
| Prelutsky, Jack <i>New Kid on the Block</i> | E | 3-6 | |
| <i>The Ring in the Prairie</i> Edited by John Bierhorst | E | 4-6 | I |
| Sandburg, Carl <i>Rainbows Are Made: Poems by Carl Sandburg</i> | E | 6-8 | |
| Starbird, Kaye <i>The Covered Bridge House and Other Poems</i> (Illustrated by Jim Arnosky) | E | 5-8 | |
| <i>Strings: A Gathering of Family Poems</i> Edited by Paul B. Janeczko | E | 5-6 | |
| <i>Surprises</i> Edited by Lee B. Hopkins | C | 2-3 | |
| Sutherland, Zena, and Myra Livingston <i>The Scott, Foresman Anthology of Children's Literature</i> | C | 2-6 | |
| Tripp, Wallace <i>Great Big Ugly Man Came Up and Tied His Horse to Me: A Book of Nonsense Verse</i> | C | 3-6 | |

| <i>Material</i> | <i>Type of entry</i> | <i>Grade span</i> | <i>Culture</i> |
|--|----------------------|-------------------|----------------|
| Viorst, Judith <i>If I Were in Charge of the World and Other Worries</i> (Illustrated by Lynne Cherry) | E | 3-6 | |
| Watson, Clyde <i>Father Fox's Pennyrhymes</i> | C | K-1 | |
| Wilner, Isabel <i>The Poetry Troupe: Poems to Read Aloud</i> | C | 2-6 | |
| Worth, Valerie <i>Small Poems</i> (Illustrated by Natalie Babbitt) ... | E | 1-4 | |

CONTEMPORARY REALISTIC FICTION

This category consists of stories about children, adults, and animals that are set in modern times with events that could happen. The stories help children understand themselves and others by showing that other people have thoughts, feelings, problems, and experiences similar to their own. Many of the stories can help children feel more comfortable in dealing with difficult situations.

Contemporary realistic fiction includes works that have the following characteristics: (1) the theme is significant and makes an impression on the reader; (2) the plot is a true-to-life portrayal of events and feelings of contemporary people; (3) the character's personality is fully developed; and (4) the language reflects the language of the times.

| <i>Material</i> | <i>Type of entry</i> | <i>Grade span</i> | <i>Culture</i> |
|---|----------------------|-------------------|----------------|
| Atkinson, Mary <i>Maria Teresa</i> | C | 3-6 | H |
| Bourne, Miriam A. <i>Emilio's Summer Day</i> | E | 2-4 | |
| Bulla, Clyde R. <i>Shoeshine Girl</i> | E | 3-5 | |
| Bunting, Eve <i>The Happy Funeral</i> | E | 5-6 | C |
| Bunting, Eve <i>Someone Is Hiding on Alcatraz Island</i> | E | 5-6 | |
| Burch, Robert <i>Queenie Peavy</i> (Illustrated by Jerry Lazare) | C | 5-6 | |





| Material | Type of entry | Grade span | Culture |
|--|---------------|------------|---------|
| Byars, Betsy C. <i>The Summer of the Swans</i> (Illustrated by Ted Coconis) | C | 5-6 | |
| Cleary, Beverly <i>Dear Mr. Henshaw</i> | C | 5-6 | |
| Cleary, Beverly <i>Ramona and Her Father</i> (Illustrated by Alan Tiegreen) | C | 3-5 | |
| Cohen, Barbara <i>Thank You, Jackie Robinson</i> | E | 4-6 | B |
| DePaola, Tomie <i>Nana Upstairs and Nana Downstairs</i> | C | 2-4 | |
| De Saint-Exupery, Antonie <i>The Little Prince</i> | C | 2-5 | |
| Dunnahoo, Terry <i>Who Needs Espie Sanchez?</i> | E | 4-6 | |
| Enright, Elizabeth <i>Thimble Summer</i> | E | 4-5 | |
| Estes, Eleanor <i>The Hundred Dresses</i> | C | 3-6 | |
| Estes, Eleanor <i>The Moffats</i> (Illustrated by Louis Slobodkin) | E | 3-4 | |
| Fitzgerald, John, D. <i>The Great Brain</i> | E | 5-6 | |
| Fitzhugh, Louise <i>Harriet the Spy</i> | E | 5-6 | |
| Fox, Paula <i>One-Eyed Cat</i> | C | 6 | |
| Galbraith, Claire K. <i>Victor</i> (Illustrated by Bill Commerford) | C | 2-5 | H |
| Gates, Doris <i>Blue Willow</i> | C | 4-5 | H |
| Gipson, Fred <i>Old Yeller</i> (Illustrated by Carl Burger) | E | 5-8 | |
| Greene, Bette <i>Philip Hall Likes Me, I Reckon Maybe</i> | C | 4-6 | B |
| Greene, Bette <i>Summer of My German Soldier</i> | E | 5-6 | |
| Greenfield, Eloise <i>Sister</i> | E | 5-6 | B |
| Hahn, Jae Hyun <i>Seven Korean Sisters</i> | C | 1-3 | K |

| <i>Material</i> | <i>Type of entry</i> | <i>Grade span</i> | <i>Culture</i> |
|--|--------------------------|-----------------------|----------------|
| Hahn, Jae Hyun, and Han Hahn <i>Special Korean Birthday</i> | C | 1-3 | K |
| Hamilton, Virginia <i>House of Dies Drear</i> | C | 5-6 | B |
| Hamilton, Virginia <i>Zeely</i> | C | 4-6 | B |
| Henry, Marguerite <i>King of the Wind</i> (Illustrated by Wesley Dennis) | E | 5-6 | |
| Holman, Felice <i>Slake's Limbo</i> | E | 5-6 | |
| Ishigo, Estelle <i>Lone Heart Mountain</i> | E | 6-8 | J |
| Jukes, Mavis <i>Like Jake and Me</i> | E | 4-6 | |
| Konigsburg, E. L. <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i> | C | 5-6 | |
| Konigsburg, E. L. <i>Jennifer, Hecate, Macbeth, William McKinley, and Me, Elizabeth</i> | E | 5-6 | |
| Krumgold, Joseph <i>And Now Miguel</i> | E | 5-6 | H |
| Lowry, Lois <i>Anastasia Krupnik</i> (and other titles) | C | 4-6 | |
| MacLachlan, Patricia <i>Arthur, for the Very First Time</i> | C | 4-6 | |
| Mathis, Sharon B <i>The Hundred Penny Box</i> | C | 4-6 | B |
| Maury, Inez <i>My Mother the Mail Carrier</i> | C | 2-4 | H |
| Miles, Miska <i>Annie and the Old One</i> (Illustrated by Peter Parnall) | C | 2-8 | I |
| Ness, Evaline <i>Sam, Bangs and Moonshine</i> | C | 2-4 | |
| Paterson, Katherine <i>Bridge to Terabithia</i> (Illustrated by Donna Diamond) | C | 5-6 | |
| Paterson, Katherine <i>The Great Gilly Hopkins</i> | E | 5-6 | |
| Politi, Leo <i>Milko's Gift</i> | E | 1-3 | J |



STORYTELLING CAN MOTIVATE
CHILDREN TO READ, AS WELL
AS INTRODUCING THEM TO
CULTURAL VALUES AND LITER-
ARY TRADITIONS.



| <i>Material</i> | <i>Type of entry</i> | <i>Grade span</i> | <i>Culture</i> |
|---|----------------------|-------------------|----------------|
| Rawls, Wilson <i>Where the Red Fern Grows</i> | C | 5-6 | |
| Sachs, Marilyn <i>The Bear's House</i> | E | 5-6 | |
| Sonneborn, Ruth <i>Friday Night Is Papa Night</i> | E | 2-4 | H |
| Steptoe, John <i>Stevie</i> | C | 2-3 | B |
| Taylor, Theodore <i>The Trouble with Tuck</i> | E | 5-6 | |
| Williams, Vera B. <i>Chair for My Mother</i> (and other titles) | C | 2-4 | |
| Wojciechowska, Maia <i>Shadow of a Bull</i> (Illustrated by Alvin Smith) | E | 6-8 | |
| Yarbrough, Camille <i>Corn Rows</i> | E | 3-6 | B |
| Yashima, Taro <i>Crow Boy</i> | C | 2-3 | J |
| Yep, Laurence <i>Child of the Owl</i> | C | K-3 | C |
| Zolotow, Charlotte <i>My Grandson Lew</i> | C | K-3 | |

HISTORICAL FICTION

History is made by people—what they did, what they said, and what they were—people with strengths and weaknesses who experienced victories and defeats. History becomes exciting for children when the people who made it seem to arise alive from the pages. Historical fiction adds the human dimension to the historical facts presented in textbooks and helps students view history as a story of life as it was lived by real people in the past.

Historical fiction, though it is set in a time prior to the one in which we live, is like contemporary realism in that it relates human experiences in the natural world. The historical novel is an imaginative story in which the author has deliberately reconstructed the life and times of a past period.

However, a book of historical fiction should do more than relate a good story of the past, authentically and imaginatively. It should illuminate the

problems of today by examining those of yesterday. The themes of historical books are basic ones: the meaning of freedom, loyalty and treachery, love and hate, acceptance of new ways, closed minds versus open ones, and the age-old struggle between good and evil. A well-written work of historical fiction will have a universal and long-lasting impact on the lives of its readers.

| <i>Material</i> | <i>Type of entry</i> | <i>Grade span</i> | <i>Culture</i> |
|---|--------------------------|-----------------------|----------------|
| Beatty, Patricia <i>Wait for Me, Watch for Me, Eula Bee</i> | C | 5-6 | |
| Benchley, Nathaniel <i>George the Drummer Boy</i> | E | 3-5 | |
| Benchley, Nathaniel <i>Sam the Minuteman</i> | E | 4-5 | |
| Brenner, Barbara <i>Wagon Wheels</i> | C | 2-5 | |
| Brink, Carol R. <i>Caddie Woodlawn</i> (Illustrated by Trina Schart Hyman) | E | 4-6 | |
| Burchard, Peter <i>Bimby</i> | E | 5-6 | B |
| Byars, Betsy C. <i>Trouble River</i> | E | 5-8 | |
| Clapp, Patricia <i>I'm Deborah Sampson: A Soldier in the War of the Revolution</i> | C | 5-6 | |
| Dalglish, Alice <i>The Courage of Sarah Noble</i> (Illustrated by Leonard Weisgard) | C | 2-4 | |
| DeJong, Meindert <i>House of Sixty Fathers</i> | E | 6 | C |
| <i>The Fall of the Aztecs</i> Edited by Shirley Glubok | E | 4-6 | |
| Fleischman, Sid <i>By the Great Horn Spoon</i> | E | 5-6 | |
| Fox, Paula <i>Slave Dancer</i> | E | 5-6 | B |
| Goble, Paul, and Dorothy Goble <i>Red Hawk's Account of Custer's Last Battle</i> ... | E | 5-8 | I |
| Haley, Gail <i>Jack Jouett's Ride</i> | C | 3-5 | |





MAKE FREE STUDENT
RESPONSE A PART OF EACH
CLASSROOM READING
LESSON.

| Material | Type of entry | Grade span | Culture |
|---|------------------|---------------|---------|
| Hall, Donald <i>The Ox-Cart Man</i> (Illustrated by Barbara Cooney) | C | 3-4 | |
| Haugaard, Erik C. <i>Hakon of Rogen's Saga</i> (Illustrated by Leo Dillon and Diane Dillon) | E | 6-8 | |
| Hautzig, Esther <i>A Gift for Mama</i> | C | 3-5 | |
| Holling, Holling C. <i>Paddle-to-the-Sea</i> | E | 5-6 | |
| Holling, Holling C. <i>Tree in the Trail</i> | E | 5-6 | |
| Levitin, Sonia <i>Journey to America</i> | E | 5-8 | |
| Lewis, Thomas P. <i>Hill of Fire</i> | C | 2-3 | H |
| Lobel, Arnold <i>On the Day Peter Stuyvesant Sailed into Town</i> | E | 1-4 | |
| Lord, Bette B. <i>In the Year of the Boar and Jackie Robinson</i> ... | C | 4-6 | C |
| MacLachlan, Patricia <i>Sarah, Plain and Tall</i> | C | 4-6 | |
| Meadowcroft, Enid <i>By Secret Railway</i> | C | 4-6 | B |
| Moeri, Louise <i>Save Queen of Sheba</i> | E | 5-6 | |
| Monjo, F. N. <i>The Drinking Gourd</i> (Illustrated by Fred Brenner) | C | 3-5 | B |
| O'Dell, Scot <i>Carlota</i> | E | 4-6 | |
| O'Dell, Scott <i>Island of the Blue Dolphins</i> (California) | C | 5-6 | I |
| O'Dell, Scott <i>Zia</i> | E | 4-6 | |
| Orlev, Uri <i>The Island on Bird Street</i> (Translated by Hillel Halkin from Hebrew) | C | 5-6 | |
| Peck, Richard <i>The Ghost Belonged to Me</i> | E | 5-6 | |
| Sandin, Joan <i>Long Way to a New Land</i> | C | 3-5 | |

| Material | Type of entry | Grade span | Culture |
|--|---------------|------------|---------|
| Shub, Elizabeth <i>The White Stallion</i> | C | 3-5 | |
| Speare, Elizabeth G. <i>Sign of the Beaver</i> | C | 4-6 | I |
| Speare, Elizabeth G. <i>The Witch of Blackbird Pond</i> | E | 5-6 | |
| Sperry, Armstrong <i>Call It Courage</i> | C | 4-6 | |
| Taylor, Mildred <i>Roll of Thunder, Hear My Cry</i> | C | 5-6 | B |
| Taylor, Sydney <i>All-of-a-Kind Family</i> | E | 4-6 | |
| Taylor, Theodore <i>The Cay</i> | E | 5-6 | B |
| Uchida, Yoshiko <i>Journey Home</i> (Illustrated by Charles Robinson) | E | 4-6 | J |
| Uchida, Yoshiko <i>Journey to Topaz</i> (Illustrated by Donald Carrick) | C | 4-6 | J |
| Wilder, Laura I. <i>Little House in the Big Woods</i> (Illustrated by Garth Williams) | C | 2-4 | |
| Wilder, Laura I. <i>On the Banks of Plum Creek</i> (Illustrated by Garth Williams) | E | 5-6 | |

NONFICTION—INFORMATION

Nonfiction, which includes both biographies and general informational material, is a crucial addition to a recommended reading list. As students proceed in school, they must spend increasing amounts of time reading for information. It is at this point that they are often “turned off” to reading, feeling that the material is dry and uninteresting. While it is important that required subject matter be covered, it is also important that the books have literary merit and present a point of view as fairly and impartially as possible.





| Material | Type of entry | Grade span | Culture |
|---|------------------|---------------|---------|
| Aliki <i>Corn Is Maize: The Gift of the Indians</i> | C | 3-6 | I |
| Aliki <i>Digging Up Dinosaurs</i> | E | 1-3 | |
| Aliki <i>The Story of Johnny Appleseed</i> | C | 2-4 | |
| Ancona, George <i>Bananas: From Manolo to Margie</i> | C | 3-5 | |
| Ancona, George <i>Dancing Is</i> | E | 2-4 | |
| Arnosky, Jim <i>Secrets of a Wildlife Watcher</i> | E | 3-6 | |
| Baylor, Byrd <i>The Desert Is Theirs</i> (Papago) | C | K-3 | I |
| Baylor, Byrd <i>The Way to Start a Day</i> | C | 2-6 | |
| Beatty, Patricia <i>Lupita Mañana</i> | C | 5-7 | H |
| Brenner, Barbara <i>On the Frontier with Mr. Audubon</i> | C | 5-8 | |
| Charlip, Remy, and Mary Beth <i>Handtalk: An ABC of Finger Spelling and Sign Language</i> | C | 2-6 | |
| De Garza, Patricia <i>Chicanos: The Story of Mexican-Americans</i> ... | C | 4-7 | H |
| Demuth, Patricia <i>Joel: Growing Up on Farm Man</i> | C | 6-9 | |
| DePaola, Tomie <i>The Quicksand Book</i> | C | 2-5 | |
| Epstein, Beryl, and Samuel Epstein <i>Doctor Beaumont and the Man with the Hole in His Stomach</i> | E | 3-5 | |
| Freedman, Russell <i>Children of the Wild West</i> | E | 5-8 | |
| Gemming, Elizabeth <i>Lost City in the Clouds: The Discovery of Machu Picchu</i> | E | 5-7 | |
| Gibbons, Gail <i>Fire! Fire!</i> | E | 2-4 | |
| Gibbons, Gail <i>The Post Office Book</i> | E | 2-5 | |
| Giblin, James C. <i>Chimney Sweeps</i> | E | 4-7 | |

| Material | Type of entry | Grade span | Culture |
|---|------------------|---------------|---------|
| Isenbart, Hans-Heinrich <i>A Duckling Is Born</i> | C | 2-4 | |
| <i>The Japanese American Journey: The Story of a People</i> Edited by Florence Hongo and Miyo Burton ... | E | 5-8 | J |
| Kohl, Herbert, and Judith Kohl <i>The View from the Oak</i> | C | 3-5 | |
| Krementz, Kill <i>A Very Young Rider</i> | C | 3-6 | |
| Kuskin, Karla <i>The Philharmonic Gets Dressed</i> (Illustrated by Marc Simont) | C | 2-5 | |
| Lasker, Joe <i>Merry Ever After: The Story of Two Medieval Weddings</i> | E | 3-6 | |
| Lasky, Kathryn <i>Sugaring Time</i> | E | 5-6 | |
| Lasky, Kathryn <i>The Weaver's Gift</i> | E | 5-7 | |
| Lauber, Patricia <i>Seeds: Pop Stick Glide</i> | C | K-3 | |
| Lauber, Patricia <i>What's Hatching Out of That Egg?</i> | C | 1-3 | |
| Lester, Julius <i>To Be a Slave</i> | E | 6-9 | B |
| Macaulay, David <i>The House on Spruce Street</i> | E | 5-9 | |
| Meyers, Susan <i>Pearson, a Harbor Seal Pup</i> | C | 4-8 | |
| Michel, Anna <i>The Story of Nim: The Chimp Who Learned Language</i> | E | 4-6 | |
| Nance, John <i>Lobo of the Tasaday: A Stone Age Boy Meets the Modern World</i> | E | 3-6 | |
| Pace, Mildred <i>Wrapped for Eternity: The Story of the Egyptian Mummy</i> | E | 5-8 | |
| Patterson, Francine <i>Koko's Kitten</i> | C | 2-6 | |
| Politi, Leo <i>Song of the Swallows</i> | E | 1-5 | H |
| Price, Christine <i>Dancing Masks of Africa</i> | C | 1-4 | |





| <i>Material</i> | <i>Type of entry</i> | <i>Grade span</i> | <i>Culture</i> |
|--|----------------------|-------------------|----------------|
| Rockwell, Anne <i>Toolbox</i> | C | 3-5 | |
| Sattler, Helen R. <i>Dinosaurs of North America</i> | E | 3-6 | |
| Scott, Jack <i>The Book of the Pig</i> | E | 4-6 | |
| Selsam, Millicent E. <i>Cotton</i> | C | 3-5 | |
| Selsam, Millicent E. <i>The Maple Tree</i> | C | 2-5 | |
| Selsam, Millicent E. <i>See Through the Forest</i> | C | 2-4 | |
| St. George, Judith <i>The Brooklyn Bridge: They Said It Couldn't Be Built</i> | C | 5-9 | |
| Tunis, Edwin <i>Frontier Living</i> | E | 4-6 | |
| Weaver, Harriett E. <i>Frosty: A Raccoon to Remember</i> | E | 5-6 | |
| Wolf, Bernard <i>Don't Feel Sorry for Paul</i> | E | 5-8 | |
| Yue, Charlotte <i>The Tipi: A Center of Native American Life</i> ... | E | 5-6 | I |

NONFICTION — BIOGRAPHY

Biography presents a special challenge to students. Through reading about the lives of others, who may have overcome great adversities or handicaps, students may begin to realize the opportunities and situations that they may confront. They may also find solutions to perplexing personal questions or situations. It is for these reasons that nonfiction titles for students should be selected as carefully as those in other categories are selected.

| <i>Material</i> | <i>Type of entry</i> | <i>Grade span</i> | <i>Culture</i> |
|---|----------------------|-------------------|----------------|
| Adoff, Arnold <i>Malcolm X</i> | E | 5-8 | B |

| Material | Type of entry | Grade span | Culture |
|---|------------------|---------------|---------|
| Aliki <i>The Many Lives of Benjamin Franklin</i> | E | 1-3 | |
| Aliki <i>A Weed Is a Flower: The Life of George Washington Carver</i> | C | 2-4 | B |
| Barnard, Jacqueline <i>Voices from the Southwest: Antonio José Martinez, Elfego Baca, and Reies Lopez Tijerina</i> | C | 4-6 | H |
| Bertol, Roland <i>Charles Drew</i> | E | 4-6 | B |
| Clayton, Edward <i>Martin Luther King: The Peaceful Warrior</i> | E | 4-6 | B |
| D'Aulaire, Ingri, and Edgar P. D'Aulaire <i>Columbus</i> | E | 3-6 | |
| Faber, Doris <i>Eleanor Roosevelt: First Lady of the World</i> | E | 3-6 | |
| Faber, Doris <i>Oh, Lizzie! The Life of Elizabeth Cady Stanton</i> | E | 5-7 | |
| Fall, Thomas <i>Jim Thorpe</i> | E | 3-5 | I |
| Feinberg, Barbara S. <i>Franklin D. Roosevelt, Gallant President</i> | E | 5-6 | |
| Fox, Mary V. <i>Jane Goodall: Living Chimp Style</i> | E | 3-5 | |
| Franchere, Ruth <i>Cesar Chavez</i> | C | 3-6 | H |
| Fritz, Jean <i>And Then What Happened, Paul Revere?</i> (Illustrated by Margot Tomes) | C | 3-6 | |
| Fritz, Jean <i>Homesick: My Own Story</i> | E | 5-6 | |
| Fritz, Jean <i>What's the Big Idea, Ben Franklin?</i> (Illustrated by Margot Tomes) | C | 3-6 | |
| Fritz, Jean <i>Where Was Patrick Henry on the 29th of May?</i> | C | 3-5 | |
| Fritz, Jean <i>Why Don't You Get a Horse, Sam Adams?</i> | E | 3-5 | |
| Greenfield, Howard <i>Marc Chagall: An Introduction</i> | C | 5-7 | |





CHILDREN IMPROVE
THEIR READING ABILITY BY
READING A LOT.

| Material | Type of entry | Grade span | Culture |
|---|------------------|---------------|---------|
| Hautzig, Esther <i>Endless Steppe: A Girl in Exile</i> | E | 5-8 | |
| Hunter, Edith F. <i>Child of the Silent Night: The Story of Laura Bridgman</i> | C | 5-6 | |
| Hyman, Trina S. <i>Self-Portrait</i> | E | 5-6 | |
| Jackson, Jesse <i>Make a Joyful Noise Unto the Lord: The Life of Mahalia Jackson, Queen of Gospel Singers</i> | C | 6-8 | B |
| Kohn, Bernice <i>Talking Leaves, the Story of Sequoyah</i> | C | 3-6 | I |
| Kroeber, Theodora <i>Ishi, Last of His Tribe</i> | C | 5-7 | I |
| Lindstrom, Aletha J. <i>Sojourner Truth: Slave, Abolitionist, Fighter for Women's Rights</i> | E | 6-8 | B |
| McCunn, Ruthanne L. <i>Thousand Pieces of Gold: A Biographical Novel</i> | C | 5-8 | C |
| McGovern, Ann <i>The Secret Soldier: The Story of Deborah Sampson</i> | C | 4-6 | |
| Meltzer, Milton <i>Dorothea Lange: A Photographer's Life</i> | C | 4-6 | |
| Monjo, Ferdinand N. <i>Letters to Horseface: Being the Story of Wolf- gang Amadeus Mozart's Journey to Italy, 1769-70, When He Was a Boy of Fourteen</i> ... | E | 5-6 | |
| Monjo, Ferdinand N. <i>Me and Willie and Pa</i> | C | 4-6 | |
| Monjo, Ferdinand N. <i>The One Bad Thing About Father</i> | C | 3-5 | |
| Morrison, Dorothy N. <i>Under a Strong Wind: The Adventures of Jessie Benton Fremont</i> | E | 6-8 | |
| Morrow, Honore <i>On to Oregon</i> | E | 4-8 | |
| Newlon, Clarke <i>Famous Mexican Americans</i> | E | 5-8 | H |
| Nhuong, Huynh Quang <i>Land I Lost</i> | C | 4-7 | V |

| Material | Type of entry | Grade span | Culture |
|--|---------------|------------|---------|
| Provensen, Alice, and Martin Provensen <i>The Glorious Flight Across the Channel with Louis Bleriot</i> | C | 2-4 | |
| Quackenbush, Robert <i>Mark Twain? What Kind of a Name Is That? A Story of Samuel Langhorne Clemens</i> | E | 2-4 | |
| Raboff, Ernest <i>Pablo Picasso</i> | E | 5-7 | |
| Reiss, Johanna <i>The Journey Back</i> | E | 5-6 | |
| Reiss, Johanna <i>The Upstairs Room</i> | C | 6-8 | |
| Roberts, Naurice <i>Barbara Jordan: The Great Lady from Texas</i> ... | E | 4-6 | B |
| Rockwell, Anne <i>Paintbrush and Peacepipe: The Story of George Catlin</i> | E | 5-6 | |
| Rudeen, Kenneth <i>Roberto Clemente</i> | E | 3-5 | H |
| Sobol, Rose <i>Woman Chef</i> | E | 6-8 | I |
| Syme, Ronald <i>Magellan: First Around the World</i> | E | 4-6 | |
| Tobias, Tobi <i>Isamu Noguchi: The Life of a Sculptor</i> | C | 3-6 | J |
| Tobias, Tobi <i>Maria Tallchief</i> (Osage) | E | 3-5 | I |
| Yates, Elizabeth <i>Amos Fortune, Free Man</i> (Illustrated by Nora Unwin) | E | 6-8 | B |
| Zemach, Margot <i>Self-Portrait</i> | E | 5-6 | |

PLAYS (KINDERGARTEN THROUGH GRADE SIX)

Plays are excellent for helping students to develop skills in an integrated way and at the same time to encounter some of the great enduring tales. Many of the plays listed below are adaptations from folk and fairy tales and from other literary forms, while others are plays written for special occasions. The plays can be used as puppet shows, readers' theater presentations, and full dramatizations. The book titles listed here may be found in almost any public library.

Single Plays

Andersen, Hans Christian
The Red Shoes

Behrens, June
Feast of Thanksgiving

Childress, Alice
*When the Rattlesnake Sounds: A Play About
Harriet Tubman*

Chorpenning, Charlotte B.
Alice in Wonderland

Chorpenning, Charlotte B.
Hansel and Gretel

Chorpenning, Charlotte B.
Rip Van Winkle

Davis, Ossie
*Escape to Freedom: A Play About Young
Frederick Douglass*

Evernden, Margery
King Arthur's Sword

Evernden, Margery
Rumpelstiltskin

Fox, Phyllis, and David Coleman
Cinderella

Freeman, Ethel
Heidi

Glennon, William
Ali Baba and the Magic Cave

Glennon, William
Jack and the Beanstalk

Hale, Pat
The Adventures of Brer Rabbit

Hale, Pat
The Ballad of Robin Hood

Hale, Pat
The Bremen Town Musicians

Holloway, Dorothy
The Steadfast Tin Soldier

Jonson, Marian
Snow White and the Seven Dwarfs

Kraus, Joanna Halpert
Mean to Be Free

Latshaw, George
Pinocchio

Schlesinger, Sarah
Tom Sawyer

Stuart, Ellen
Beauty and the Beast

Anthologies and Collections

Alexander, Sue
Small Plays for Special Days

Bennett, Rowena
Creative Plays and Programs for Holidays

Boiko, Claire
Children's Plays for Creative Actors

Cheatham, Val R.
Skits and Spoofs for Young Actors

Children's Plays from Favorite Stories
Edited by Sylvia E. Kamerman

Dramatized Folk Tales of the World
Edited by Sylvia E. Kamerman

Fifty Plays for Junior Actors
Edited by Sylvia E. Kamerman

Fisher, Aileen
Holiday Programs for Boys and Girls

Henderson, Nancy
Celebrate America: A Baker's Dozen of Plays

Korty, Carole
*Plays from African Folktales: With Ideas for
Acting, Dance, Costumes, and Music*

Korty, Carole
Silly Soup: Ten Zany Plays

Little Plays for Little Players
Edited by Silvia E. Kamerman

Mahlmann, Lewis, and David Jones
Puppet Plays from Favorite Stories

Miller, Helen L.
First Plays for Children

Miller, Helen L.
Short Plays for Children

Newman, Deborah
Holiday Plays for Little Players

One Hundred Plays for Children
Edited by A. S. Burack

Patriotic and Historical Plays for Young People
Edited by Sylvia E. Kamerman

Preston, Carol
A Trilogy of Christmas Plays for Children

Rockwell, Thomas
How to Eat Fried Worms

Thane, Adele
Plays from Famous Stories and Fairy Tales

Treasury of Christmas Plays
Edited by Sylvia E. Kamerman



FOREIGN LANGUAGE BOOKS

Books that are written in languages other than English are suggested for children who read in another language better than they can in English. The books are acknowledged literature of merit and take their place alongside the English language books. These books are listed to ensure that the children who use another language have the same opportunity to read and enjoy the benefits of literature until they can read in English.

This category could include books from many languages; however, several factors mitigate against listing them all. Therefore, we have limited our entries to those in Chinese, Japanese, Korean, Spanish, and Vietnamese. Although California now has many Pacific Island Americans, the compilers of this document have searched without success for published literature suitable to the children of this group. It is hoped that their folk literature and stories soon can be published for use in the schools. Books that are translated into several foreign languages, such as *Snow White and the Seven Dwarfs*, are included in both the English and foreign language lists.

The matrix for this category gives the user the following information:

Column 1 = Designation of core or recreational/motivational material

Column 2 = The suggested grade span

Column 3 = The language in which the book is written

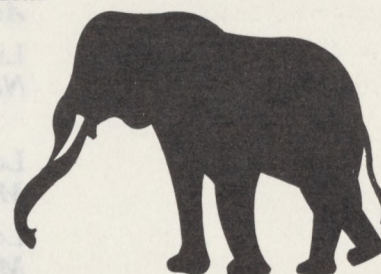
C for Chinese

S for Spanish

J for Japanese

V for Vietnamese

K for Korean



| <i>Material</i> | <i>Type of entry</i> | <i>Grade span</i> | <i>Language</i> |
|---|----------------------|-------------------|-----------------|
| Picture Books | | | |
| Alcantara Sgarb, Ricardo <i>Guaragu</i> (Illustrated by Maria Rius) | R | 4-6 | S |
| Armijo, Consuelo <i>Mone</i> (Illustrated by Montse Ginesta) | R | K-3 | S |
| Ballesta, Juan <i>Tommy y el elefante</i> | R | K-3 | S |
| Baum, Willi <i>La expedición</i> | R | K-3 | S |
| Broger, Achim, and Gisela Kalow <i>Buenos días, querida ballena</i> | R | K-3 | S |
| Burningham, John <i>Trubloff, el ratón que quería tocar la balalaika</i> | R | 4-6 | S |



| <i>Material</i> | <i>Type of entry</i> | <i>Grade span</i> | <i>Language</i> |
|---|----------------------|-------------------|-----------------|
| Canal, Ramirez Gonzalo, and German Ramos <i>El robo de las aves</i> | R | 4-6 | S |
| Claret, Maria <i>La ratita blasa</i> | R | K-3 | S |
| Coutant, Helen <i>First Snow</i> | C | 1-3 | C |
| Ginester-Maestres <i>El sombrero de Juan</i> | R | K-3 | S |
| Hazen, Nancy <i>Los adultos también lloran</i> | C | 1-3 | S |
| Krahn, Fernando <i>Hilderita y Maximiliano</i> (Translated by Marta Ferres) | R | K-3 | S |
| Leaf, Munro <i>Ferdinando, el toro</i> | C | K-3 | S |
| Lepscky, Ibi <i>Amadeo</i> | R | K-3 | S |
| Lionni, Leo <i>Nadarin</i> (English title <i>Swimmy</i>) (Translated by Ana Maria Matute) | R | K-3 | S |
| Lobel, Arnold <i>Mouse Tales</i> | R | K-3 | S |
| Loof, Jan <i>Mi abuelo es pirata</i> | R | K-3 | S |
| Marzot, Janet, and Livio Marzot <i>Las liebres blancas</i> | R | K-3 | S |
| Perrault, Charles <i>La cenicienta</i> (Translated by José Emilio Pacheco) | R | 4-6 | S |
| Proysen, Alf <i>Señora Cucharita Story Collection</i> | R | K-3 | S |
| Turin, Adela, and Nella Bosnia <i>Arturo y Clementina</i> | R | K-3 | S |
| Turin, Adela, and Nella Bosnia <i>Una feliz catástrofe</i> | R | 4-6 | S |
| Tusquets, Esther <i>La conejita Marcela</i> | R | 4-6 | S |
| Uribe, Maria de la Luz <i>La señorita Amelia</i> (Illustrated by Fernando Krahn) | R | K-3 | S |

| <i>Material</i> | <i>Type of entry</i> | <i>Grade span</i> | <i>Language</i> |
|--|--------------------------|-----------------------|-----------------|
| Folklore | | | |
| Ada, Alma Flor, and Maria del Pilar de Olave <i>Aserrín, aserrán</i> | C | K-3 | S |
| Bayley, Nicola <i>Canciones tontas</i> (Spanish version by Javier Roca) | R | K-3 | S |
| Bravo-Villansante, Carmen <i>Adivina, adivinanza</i> | R | K-3 | S |
| Caballero, Fernán <i>El pájaro de la verdad y otros cuentos</i> | C | 4-6 | S |
| Ching, Annie <i>Birthday Party (and Other Tales)</i> | C | K-6 | C |
| Grimm, Jacob, and Wilhelm Grimm <i>Blanca nieves y los siete enanos (Illustrated by Nancy E. Burkert) (Spanish version by Felipe Garrido)</i> | C | 4-6 | S |
| Hap, Le Huy <i>Vietnamese Legends</i> | R | 3-8 | V |
| Jimenez, Emma, and Conchita Puncel <i>Para chiquitines</i> (Illustrated by Gilbert Martinez) | R | K-3 | S |
| Menotti, G. C. <i>Amahl y los Reyes Magos</i> | C | 7-8 | S |
| Nguyen, Lan <i>Vietnamese Folktales</i> | R | 3-8 | V |
| Pushkin, Alexander <i>El cuento del gallo de oro</i> (Illustrated by E. Bilibin) | C | K-3 | S |
| Rohmer, Harriet <i>The Legend of Food Mountain: La montaña del alimento</i> | R | 4-6 | S |
| Schultz de Mantovani, Fryda <i>Leyendas argentinas</i> | R | 7-8 | S |
| Singer, Isaac Bashevis <i>Cuentos judíos de la aldea de Chelm</i> | R | 4-6 | S |
| Thong, Le Tinh <i>Popular Stories from Vietnam</i> (Vol. I) | R | 3-8 | V |
| <i>Two Brothers and Their Magic Gourds</i> Edited by Edward B. Adams | C | 2-8 | K |
| Wyndham, Robert <i>Chinese Mother Goose Rhymes</i> | C | K-2 | C |






THE EMPHASIS DURING
READING LESSONS SHOULD BE
ON UNDERSTANDING AND
APPRECIATING THE CONTENT
OF THE STORY.

| Material | Type of entry | Grade span | Language |
|---|------------------|---------------|----------|
| Modern Fantasy | | | |
| Andersen, Hans Christian <i>Almendrita</i> (English title <i>Thumbelina</i>) (Illustrated by Susan Jeffers) | C | 4-6 | S |
| Balzola, Ana <i>El camisón bordado</i> (Illustrated by Asún Balzola) | R | K-3 | S |
| Han, Mieko <i>The Marriage of a Mouse</i> | R | 1-3 | J |
| Han, Mieko <i>Turtle Power—Vietnamese</i> | C | 1-6 | V |
| Martí, José <i>La edad de oro</i> | R | 4-6 | S |
| Roxlo, Conrado Nale <i>La escuela de las hadas</i> | R | K-3 | S |
| Wilde, Oscar <i>El príncipe feliz</i> (Illustrated by Joanna Isles) ... | R | 4-6 | S |
| Poetry | | | |
| Ferran, Jaime <i>Tarde del circo</i> (Illustrated by Carlos D'Ors) ... | R | 4-6 | S |
| Freyre, De Matos <i>ABC de Puerto Rico</i> | R | K-3 | S |
| Fuertes, Gloria <i>Aurora, Brigida y Carlos</i> (Illustrated by Jan Pienkowski) | R | K-3 | S |
| Galarza, Ernesto <i>Poemas párvulos</i> | R | K-3 | S |
| Guillen, Nicolas <i>Por el mar de las antillas anda un barco de papel</i> (Illustrated by Horacio Elena) | R | 4-6 | S |
| <i>Poesía española para niños</i> Edited by Ana Pelegrain | R | 7-8 | S |
| Uribe, Maria de la Luz <i>Cuenta que te cuento</i> (Illustrated by Fernando Krahn) | C | 4-6 | S |
| Vega, Blanca de la <i>Antología de la poesía infantil</i> | C | 4-6 | S |
| Walsh, Maria Elena <i>Tutu maramba</i> (Illustrated by Vilar) | R | 4-6 | S |

| <i>Material</i> | <i>Type of entry</i> | <i>Grade span</i> | <i>Language</i> |
|--|--------------------------|-----------------------|-----------------|
| Contemporary Realistic Fiction | | | |
| Anonymous <i>El gentil dragón rojo</i> | R | 4-6 | S |
| Burningham, John <i>Harquin</i> | R | 4-6 | S |
| Hahn, Jae Hyun <i>Seven Korean Sisters</i> | C | 1-3 | K |
| Hahn, Jae Hyun, and Han Hahn <i>Special Korean Birthday</i> | C | 1-3 | K |
| Hien, Nguyen Thi Duc <i>Doi song moi/A New Life in a New Land</i> | C | 3-6 | V |
| Kurusa <i>La calle es libre</i> (Illustrated by Monika Doppert) | R | 4-6 | S |
| Paz, Marcela <i>Papelucho (and Other Titles)</i> | R | 4-6 | S |
| Pellicer Lopez, Carlos <i>Juan y sus zapatos</i> | R | K-3 | S |
| Historical Fiction | | | |
| Aquilera, Carmen <i>Citlalli y las estrellas</i> (Illustrated by Jeanne Robledo) | R | 4-6 | S |
| Cardenas, Magolo <i>Celestino y el tren</i> (Illustrated by Gerardo Cantu) | R | 4-6 | S |
| De la Vara, Armida <i>El tronaviaje</i> (Illustrated by Fiona Alexander) | R | 4-6 | S |
| Del Amo, Montserrat <i>El fuego y el oro</i> | R | 7-8 | S |
| McCunn, Ruthanne L. <i>Pie-Biter</i> | R | 4-8 | C |
| Medero, Marines <i>Al otro lado de la puerta</i> (Illustrated by Claudio Isaac) | R | 4-6 | S |
| Nonfiction—Biography | | | |
| Lim, Sing <i>West Coast Chinese Boy</i> | C | 4-6 | C |



 THE SINGLE MOST IMPORTANT

 ACTIVITY FOR BUILDING THE

 KNOWLEDGE REQUIRED FOR

 EVENTUAL SUCCESS IN READ-

 ING IS READING ALOUD TO

 CHILDREN.



THERE IS NO SUBSTITUTE FOR
A TEACHER WHO READS
CHILDREN GOOD STORIES.

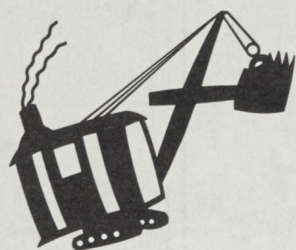
| Material | Type of entry | Grade span | Language |
|--|---------------|------------|----------|
| Nonfiction—Information | | | |
| Macauley, David <i>Grandes creaciones del hombre</i> (Series) | R | 4-8 | S |
| Mitgustsch, Ali <i>De la arcilla al ladrillo</i> (and other titles) | R | K-3 | S |
| Yee, Diane C. <i>Gung hay fat choy</i> | C | K-3 | C |
| Plays | | | |
| Armijo, Carmen <i>Bam, bim, bom (arriba el telón)</i> | C | K-3 | S |
| DePaola, Tomie <i>Representación navideña</i> | C | K-3 | S |
| Gasset, Angeles <i>La princesa cautiva</i> | C | 4-6 | S |
| Gimenez Pastor, Marta <i>Respetable público</i> | C | 4-6 | S |
| Lopez, Salinas <i>El pincel mágico</i> | C | 4-6 | S |
| Sastre, Alfonso <i>Historia de una muñeca abandonada</i> | C | 7-8 | S |

RECREATIONAL AND MOTIVATIONAL MATERIALS

This section presents a list of recreational and motivational materials. Teachers and members of selection committees for school districts' materials can use the list to select books for students' independent reading. The list includes titles that should accommodate the broad range of reading interests of the children. The literary contributions of specific ethnic or cultural groups are identified by one of the following symbols:

- | | |
|--------------|---------------------|
| B - Black | I - American Indian |
| C - Chinese | J - Japanese |
| F - Filipino | K - Korean |
| H - Hispanic | V - Vietnamese |

In the case of books about American Indians, the tribe, group, or band dealt with in the book is designated after each title.



| <i>Material</i> | <i>Grade span</i> | <i>Culture</i> |
|--|-------------------|----------------|
| Picture Books | | |
| Alexander, Martha <i>Bobo's Dream</i> | K-2 | |
| Allard, Harry, and James Marshall <i>Miss Nelson Is Missing</i> | 2-5 | |
| Anno, Mitsumasa <i>Anno's Alphabet: An Adventure in Imagination</i> | K-3 | |
| Anno, Mitsumasa <i>Anno's Counting House</i> | K-3 | |
| Aruego, José <i>Look What I Can Do</i> | K-3 | |
| Benchley, Nathaniel <i>Oscar Otter</i> | 1-3 | |
| Bonsall, Crosby N. <i>The Case of the Cat's Meow</i> | 1-3 | |
| Briggs, Raymond <i>The Snowman</i> | K-3 | |
| Brown, Marcia <i>All Butterflies: An ABC</i> | K-2 | |
| Brown, Margaret W. <i>Fox Eyes</i> (Illustrated by Garth Williams) | K-3 | |
| Brown, Margaret W. <i>Runaway Bunny</i> | K-3 | |
| Burningham, John <i>Mr. Gumpy's Outing</i> | K-2 | |
| Burton, Virginia L. <i>Mike Mulligan and His Steam Shovel</i> | K-2 | |
| Carle, Eric <i>Do You Want to Be My Friend?</i> | K-2 | |
| Chenery, Janet <i>The Toad Hunt</i> (Illustrated by Ben Shecter) | 1-3 | |
| Clifton, Lucille <i>Amifika</i> (Illustrated by Thomas Di Grazia) | 1-3 | B |
| Clifton, Lucille <i>Some of the Days of Everett Anderson</i> (and other titles) (Illustrated by Evaline Ness Holt) | K-2 | B |
| Cohen, Miriam <i>Will I Have a Friend?</i> | K-1 | |
| De Brunhoff, Jean <i>The Story of Babar</i> | 1-3 | |
| Eichenberg, Fritz <i>Ape in a Cape: An Alphabet of Odd Animals</i> | 1-4 | |

| Material | Grade span | Culture |
|--|------------|---------|
| Goodall, John S. <i>The Adventures of Paddy Pork</i> | 1-4 | |
| Hoban, Russell <i>Baby Sister for Frances</i> | K-3 | |
| Hoban, Russell <i>Bargain for Frances</i> | 1-3 | |
| Hoban, Tana <i>Look Again</i> | 2-6 | |
| Hoban, Tana <i>Push Pull, Empty Full: A Book of Opposites</i> | K-3 | |
| Kellogg, Steven <i>Pinkerton Behave!</i> | K-2 | |
| Knight, Hilary <i>Hilary Knight's the Twelve Days of Christmas</i> | K-3 | |
| Lexau, Joan M. <i>Benjie on His Own</i> | K-2 | B |
| Matsuno, Masako <i>A Pair of Red Clogs</i> (Illustrated by Kazue Mizumura) | K-2 | J |
| Mayer, Mercer <i>Ah-Choo</i> | K-2 | |
| Mayer, Mercer <i>A Boy, a Dog and a Frog</i> | K-3 | |
| McCloskey, Robert <i>Time of Wonder</i> | 3-6 | |
| McPhail, David <i>Pig Pig Grows Up</i> | K-2 | |
| Minarik, Else H. <i>Little Bear</i> (Illustrated by Maurice Sendak) | K-1 | |
| Munari, Bruno <i>Bruno Munari's ABC</i> | K-1 | |
| Raskin, Ellen <i>Spectacles</i> (Illustrated by Ellen Raskin) | 2-5 | |
| Reiss, John J. <i>Numbers</i> | K-2 | |
| Rey, Hans A. <i>Curious George</i> | K-3 | |
| Sendak, Maurice <i>The Sign on Rosie's Door</i> | K-3 | |
| Seuss, Dr. <i>Horton Hears a Who</i> | 2-5 | |
| Shecter, Ben <i>Conrad's Castle</i> | 1-4 | |





CHILDREN OF EVERY AGE
AND ABILITY OUGHT TO BE
DOING MORE EXTENDED
SILENT READING.

| Material | Grade span | Culture |
|---|------------|---------|
| Spier, Peter <i>Noah's Ark</i> | K-3 | |
| Spier, Peter <i>Peter Spier's Rain</i> | K-3 | |
| Steig, William <i>Amos and Boris</i> | K-2 | |
| Udry, Janice M. <i>A Tree Is Nice</i> | K-3 | |
| Van Allsburg, Chris <i>Mysteries of Harris Burdick</i> | 2-5 | |
| Waber, Bernard <i>Anteater Named Arthur</i> (Illustrated by Bernard Waber) | 2-4 | |
| Wagner, Jenny <i>John Brown, Rose and the Midnight Cat</i> (Illustrated by Ron Brooks) | K-4 | |
| Ward, Lynd <i>The Silver Pony: A Story in Pictures</i> | 4-6 | |
| Willard, Nancy <i>Simple Pictures Are Best</i> (Illustrated by Tomie DePaola) | K-2 | |
| Zolotow, Charlotte <i>The Quarreling Book</i> | K-3 | |
| Folklore | | |
| Asbjornsen, Peter Christian, and Jorgen E. Moe <i>The Man Who Kept House</i> (Retold by Kathleen Hague and Michael Hague and illustrated by Michael Hague) | K-3 | |
| Bawden, Nina <i>William Tell</i> (Illustrated by Pascale Allamand) | 5-6 | |
| Baylor, Byrd <i>They Put on Masks</i> | K-5 | I |
| Belting, Natalia <i>Whirlwind Is a Ghost Dancing</i> | 5-9 | I |
| Bernstein, Margery, and Janet Kobrin <i>Coyote Goes Hunting for Fire: A California Indian Myth</i> (Yana, California) | K-3 | I |
| Bryant, Sara Cone <i>The Burning Rice Fields</i> | 3-6 | |
| Courlander, Harold <i>The Crest and the Hide and Other African Stories</i> | 4-6 | B |

| Material | Grade span | Culture |
|---|------------|---------|
| D'Aulaire, Ingri, and Edgar D'Aulaire <i>D'Aulaires' Trolls</i> | 4-6 | |
| De Angeli, Marguerite <i>Marguerite De Angeli's Book of Nursery and Mother Goose Rhymes</i> | K-2 | |
| DePaola, Tomie <i>The Lady of Guadalupe</i> | 4-6 | H |
| Domanska, Janina <i>The Turnip</i> | 2-4 | |
| Farmer, Penelope <i>Daedalus and Icarus</i> (Illustrated by Chris Connor) | 4-6 | |
| Fisher, Anne B. <i>Stories California Indians Told</i> (California) | 5-9 | I |
| Frasconi, Antonio <i>The House That Jack Built: A Picture Book in Two Languages</i> | K-2 | |
| Galdone, Paul <i>Old Mother Hubbard and Her Dog</i> | 1-3 | |
| Gates, Doris <i>The Golden God: Apollo</i> (Illustrated by Constantino's Coconis) | 5-6 | |
| Gates, Doris <i>Two Queens of Heaven: Aphrodite and Demeter</i> (Illus- trated by Trina Schart Hyman) | 5-6 | |
| Gates, Doris <i>The Warrior Goddess: Athena</i> (Illustrated by Don Bolognese) | 5-6 | |
| Goble, Paul <i>The Gift of the Sacred Dog</i> (Plains) | K-3 | I |
| Goble, Paul <i>Star Boy</i> | 1-3 | |
| Grimm, Jacob, and Wilhelm Grimm <i>The Fisherman and His Wife</i> (Translated by Elizabeth Shub and illustrated by Monika Laimgruber) | 3-6 | |
| Grimm, Jacob, and Wilhelm Grimm <i>Grimms' Golden Goose</i> (Illustrated by Charles Mikolaycak) | 3-5 | |
| Grimm, Jacob, and Wilhelm Grimm <i>The Seven Ravens</i> (Translated by Elizabeth D. Crawford and illustrated by Lisbeth Zwerger) | 4-6 | |
| Guy, Rosa <i>Mother Crocodile: An Uncle Amadou Tale from Senegal</i> | 4-6 | |



| <i>Material</i> | <i>Grade span</i> | <i>Culture</i> |
|---|-------------------|----------------|
| Hague, Kathleen, and Michael Hague <i>The Man Who Kept House</i> (Illustrated by Michael Hague) | K-3 | |
| Hap, Le Huy <i>Vietnamese Legends</i> | 3-8 | V |
| Highwater, Jamake <i>Anpao: An American Indian Odyssey</i> (Northern Plains) | 6-9 | I |
| Hillerman, Tony <i>The Boy Who Made Dragonfly</i> | 6-9 | I |
| Hirsch, Marilyn <i>Could Anything Be Worse</i> | 3-6 | |
| Hodges, Margaret <i>The Fire Bringer: A Paiute Indian Legend</i> (Paiute) | K-3 | I |
| Hogrogian, Nonny <i>Always Room for One More</i> | K-5 | |
| Kroeber, Theodora <i>The Inland Whale: Nine Stories Retold from California Indian Legends</i> (California) | 6-9 | I |
| LeCain, Errol <i>The Twelve Dancing Princesses</i> (Illustrated by Errol LeCain) | 3-5 | |
| <i>The Lion and the Rat: A Fable by La Fontaine</i> (Illustrated by Brian Wildsmith) | 2-6 | |
| Lobel, Anita <i>The Pancake</i> | K-3 | |
| Malcolmson, Anne <i>Yankee Doodle's Cousins</i> | 4-6 | |
| Merrill, Jean <i>The Superlative Horse</i> | 5-6 | |
| <i>The Miller, the Boy and the Donkey</i> (Adapted and illustrated by Brian Wildsmith) | 3-6 | |
| Montgomery, Jean <i>Wrath of Coyote</i> (California) | 6-9 | I |
| <i>The Mother Goose Treasury</i> Edited and illustrated by Raymond Briggs | K-4 | |
| Nguyen, Lan <i>Vietnamese Folktales</i> | 3-8 | V |
| Politi, Leo <i>Pedro, the Angel of Olvera Street</i> | 2-4 | H |
| Ransome, Arthur <i>The Fool of the World and the Flying Ship</i> (Illustrated by Uri Shulevitz) | 1-3 | |



| <i>Material</i> | <i>Grade span</i> | <i>Culture</i> |
|--|-------------------|----------------|
| Rees, Ennis <i>Brer Rabbit and His Tricks</i> | 3-5 | B |
| Reeves, James <i>The Trojan Horse</i> | 5-6 | |
| <i>The Riddle of the Drum, A Tale from Tizapan, Mexico</i> (Retold by Verna Aardema and illustrated by Tony Chen) | 2-4 | H |
| Schoolcraft, Henry Rowe <i>The Fire Plume: Legends of the American Indians</i> | 4-6 | I |
| Sewell, H., and Thomas Bulfinch <i>A Book of Myths</i> (Illustrated by Helen Sewell) | 5-6 | |
| Shulevitz, Uri <i>The Magician</i> | 5-6 | |
| Singer, Isaac B. <i>The Fools of Chelm and Their History</i> (Translated by Elizabeth Shub) | 4-6 | |
| Small, Ernest, and Blair Lent <i>Baba Yaga</i> | 4-6 | |
| Stamm, Claus <i>Three Strong Women</i> | 3-5 | J |
| Stevenson, James <i>Could Be Worse!</i> | 2-5 | |
| Thong, Le Tinh <i>Popular Stories from Vietnam</i> (Vol. I) | 3-8 | V |
| Toye, William <i>The Loon's Necklace</i> (Tsiimshian) | K-3 | I |
| Uchida, Yoshiko <i>Sea of Gold and Other Tales from Japan</i> | 1-4 | J |
| Whitney, Alex <i>Stiff Ears</i> | 2-4 | |
| <i>Who's in Rabbit's House</i> (Retold by Verna Aardema) | 2-5 | B |
| Wiesner, William <i>Turnabout</i> | 3-6 | |
| Yolen, Jane <i>The Emperor and the Kite</i> | 3-6 | |
| Zemach, Harve <i>Nail Soup</i> | 3-6 | |
| Modern Fantasy and Science Fiction | | |
| Alexander, Lloyd <i>The Wizard in the Tree</i> (Illustrated by Laszlo Kubinyi) ... | 5-6 | |





| Material | Grade span | Culture |
|--|------------|---------|
| Andersen, Hans Christian <i>The Steadfast Tin Soldier</i> (Illustrated by Thomas Di Grazia) | 3-5 | |
| Andersen, Hans Christian <i>Thumbelina</i> (Retold by Amy Ehrlich and illustrated by Susan Jeffers) | 3-5 | |
| Barrie, James M <i>Peter Pan</i> (Edited and illustrated by Noras Unwin) | 5-6 | |
| Baum, L. Frank <i>The Wizard of Oz</i> (Illustrated by Michael Hague) | 4-6 | |
| Burnett, Frances H. <i>The Secret Garden</i> | 4-6 | |
| Burton, Virginia L. <i>Katy and the Big Snow</i> | 1-3 | |
| Butterworth, Oliver <i>The Enormous Egg</i> (Illustrated by Louis Darling) | 4-6 | |
| Cameron, Eleanor <i>The Wonderful Flight to the Mushroom Planet</i> (Illustrated by Robert Henneberger) | 3-5 | |
| Cassedy, Mary <i>The Wall in the Attic</i> | 5-6 | |
| Christopher, John <i>The Pool of Fire</i> | 6-8 | |
| Cleary, Beverly <i>The Mouse and the Motorcycle</i> (Illustrated by Louis Darling) | 4-5 | |
| Cooper, Susan <i>Greenwitch</i> | 6-8 | |
| Cooper, Susan <i>The Grey King</i> | 6-8 | |
| De Brunhoff, Jean, and Laurent De Brunhoff <i>Babar's Anniversary Album</i> | 1-3 | |
| Erickson, Russell <i>A Toad for Tuesday</i> (Illustrated by Lawrence DiFiori) ... | K-2 | |
| Fatio, Louise <i>The Happy Lion</i> (Illustrated by Roger Duvoisin) | K-2 | |
| Godden, Rumer <i>The Doll's House</i> (Illustrated by Tasha Tudor) | 4-6 | |
| Godden, Rumer <i>The Mousewife</i> (Illustrated by Heidi Holder) | 1-3 | |
| Guilfoile, Elizabeth <i>Nobody Listens to Andrew</i> | K-4 | |

| <i>Material</i> | <i>Grade span</i> | <i>Culture</i> |
|--|-------------------|----------------|
| Han, Mieko <i>Turtle Power—Chinese</i> (and other stories) | 1-6 | C |
| Hoban, Russell <i>Nothing to Do</i> (Illustrated by Lillian Hoban) | K-3 | |
| Hoff, Syd <i>Danny and the Dinosaur</i> | 1-3 | |
| Howe, Deborah, and James Howe <i>Bunnica: A Rabbit Tale of Mystery</i> | 1-5 | |
| Kellogg, Steven <i>The Mysterious Tadpole</i> | K-3 | |
| Kipling, Rudyard <i>The Jungle Book</i> | 4-6 | |
| Kipling, Rudyard <i>Just So Stories</i> (Illustrated by Victor G. Ambrus) | 3-6 | |
| Kraus, Robert <i>Milton the Early Riser</i> (Illustrated by José Aruego and Ariane Aruego) | K-3 | |
| Kraus, Robert <i>Whose Mouse Are You?</i> | K-2 | |
| Lindgren, Astrid <i>Pippi Longstocking</i> (Illustrated by Louis S. Glanzman) .. | 4-5 | |
| Lionni, Leo <i>The Biggest House in the World</i> | K-3 | |
| Lionni, Leo <i>Inch by Inch</i> | K-3 | |
| Lobel, Arnold <i>Frog and Toad Together</i> (and other titles) | K-3 | |
| Milne, A. A. <i>Winnie-the-Pooh</i> (Illustrated by Ernest H. Shepard) | 2-3 | |
| Nesbit, Edith <i>The Railway Children</i> | 1-3 | |
| Noble, Trinkia H. <i>The Day Jimmy's Boa Ate the Wash</i> (Illustrated by Steven Kellogg) | K-3 | I |
| Oldenburg, E. W. <i>Potawatomi Indian Summer</i> (Potawatomi) | 6-9 | |
| Parish, Peggy <i>Amelia Bedelia</i> | 2-5 | |
| Peet, Bill <i>Chester the Worldly Pig</i> | 2-4 | |
| Peet, Bill <i>Huge Harold</i> | 3-5 | |



THE WAY FOR PARENTS TO
HELP THEIR CHILDREN BECOME
BETTER READERS IS TO READ
TO THEM—EVEN WHEN THEY
ARE VERY YOUNG.



THE AMOUNT OF TIME CHILDREN SPEND READING IN THE AVERAGE CLASSROOM IS SMALL.

| Material | Grade span | Culture |
|---|------------|---------|
| Seuss, Dr. <i>Horton Hatches the Egg</i> | 2-4 | |
| Steig, William <i>The Amazing Bone</i> | 1-3 | |
| Ungerer, Tomi <i>CriCTOR</i> | 3-6 | |
| Poetry | | |
| Adoff, Arnold <i>Sports Pages</i> | 3-6 | |
| Aiken, Conrad <i>Cats and Bats and Things with Wings</i> (Illustrated by Milton Glaser) | 3-6 | |
| Benet, Stephen, and Rosemary Benet <i>America Is Not All Traffic Lights</i> | 3-6 | |
| Bodecker, N. M. <i>Let's Marry Said the Cherry</i> (and other titles) | 2-5 | |
| Clifton, Lucille <i>Some of the Days of Everett Anderson</i> (Illustrated by Evaline Ness Holt) | 4-6 | |
| Cole, William <i>Beastly Boys and Ghastly Girls</i> | 5-6 | |
| Cole, William <i>The Birds and the Beasts Were There</i> | K-3 | |
| Frost, Robert <i>You Come Too</i> | 3-8 | |
| Lawrence, D. H. <i>Birds, Beasts and the Third Thing: Poems</i> (Selected and illustrated by Alice Provensen and Martin Provensen) | 4-7 | |
| Lear, Edward <i>The Complete Nonsense Book</i> Edited by Lady Strachey | 2-6 | |
| Lear, Edward, and Ogden Nash <i>The Scroobius Pip</i> (Illustrated by Nancy Ekholm Burkert) | 2-6 | |
| Lee, Dennis <i>Garbage Delight</i> (Illustrated by Frank Newfeld) | 3-6 | |
| Livingston, Myra Cohn <i>Monkey Puzzle and Other Poems</i> | 6-8 | |
| McCord, David <i>Away and Ago</i> (Illustrated by Leslie Morrill) | 4-6 | |

| Material | Grade span | Culture |
|---|------------|---------|
| Moore, Clement <i>The Night Before Christmas</i> (Illustrated by Tomie DePaola) | 1-6 | |
| Moore, Lilian <i>Go with the Poem</i> | 4-6 | |
| Moore, Lilian <i>See My Lovely Poison Ivy</i> (Illustrated by Diane Dawson) | 3-6 | |
| <i>More Cricket Songs: Japanese Haiku</i> (Translated by Harry Behn) | 3-6 | |
| <i>On City Streets: An Anthology of Poetry</i> Edited by Nancy Larrick | 5-8 | |
| Prelutsky, Jack <i>Random House Book of Poetry for Children</i> (Illustrated by Arnold Lobel) | 3-6 | |
| Sendak, Maurice <i>Pierre</i> | 2-6 | |
| Silverstein, Shel <i>A Light in the Attic</i> | 2-6 | |
| Thayer, Ernest L. <i>Casey at the Bat</i> | 3-8 | |
| Contemporary Realistic Fiction | | |
| Bolognese, Don <i>A New Day</i> | 2-4 | |
| Byars, Betsy C. <i>Midnight Fox</i> (Illustrated by Ann Grifaloconi) | 4-6 | |
| Cleary, Beverly <i>Henry and Beezus</i> (Illustrated by Louis Darling) | 3-5 | |
| Cleary, Beverly <i>Ramona the Pest</i> (Illustrated by Louis Darling) | 3-5 | |
| Cleaver, Vera, and Bill Cleaver <i>Lady Ellen Grae</i> (Illustrated by Ellen Raskin) | 5-6 | |
| Cleaver, Vera, and Bill Cleaver <i>Queen of Hearts</i> | 6-8 | |
| Cunningham, Julia <i>Dorp Dead</i> (Illustrated by James Spanfeller) | 4-8 | |
| DeJong, Meindert <i>The Wheel on the School</i> (Illustrated by Maurice Sendak) | 5-6 | |
| Dunne, Mary Collins <i>Reach Out Ricardo</i> | 4-8 | H |





| <i>Material</i> | <i>Grade span</i> | <i>Culture</i> |
|---|-------------------|----------------|
| Enright, Elizabeth <i>Gone-Away Lake</i> | 4-6 | |
| Enright, Elizabeth <i>Saturdays</i> | 4-6 | |
| Farley, Walter <i>The Black Stallion</i> (Illustrated by Keith Ward) | 3-5 | |
| Fitzhugh, Louise <i>Nobody's Family Is Going to Change</i> | 5-8 | |
| George, Jean C. <i>My Side of the Mountain</i> | 4-8 | |
| Greene, Constance C. <i>A Girl Called Al</i> (Illustrated by Donna Diamond) | 4-6 | |
| Hale, Janet C. <i>The Owl's Song</i> | 6-9 | I |
| Henry, Marguerite <i>Brigthy of the Grand Canyon</i> | 4-5 | |
| Henry, Marguerite <i>Justin Morgan Had a Horse</i> (Illustrated by Wesley Dennis) | 3-4 | |
| Henry, Marguerite <i>Misty of Chincoteague</i> (Illustrated by Wesley Dennis) | 4-6 | |
| Hillerman, Tony <i>Dance Hall of the Dead</i> | 6-9 | I |
| Konigsburg, E. L. <i>About the B'nai Bagels</i> | 5-7 | |
| Lampman, Evelyn S. <i>Go Up the Road</i> | 4-8 | H |
| Lampman, Evelyn S. <i>The Potlatch Family</i> | 6-9 | I |
| Mann, Peggy <i>My Dad Lives in a Downtown Hotel</i> (Illustrated by Richard Cuffari) | 3-5 | |
| McCloskey, Robert <i>Homer Price</i> | 4-5 | |
| Morey, Walt <i>Gentle Ben</i> (Illustrated by John Schoenherr) | 5-7 | |
| Neville, Emily C. <i>It's Like This, Cat</i> (Illustrated by Emil Weiss) | 6-8 | |
| O'Dell, Scott <i>The Black Pearl</i> | 4-6 | H |
| O'Dell, Scott <i>Child of Fire</i> | 4-6 | H |

| <i>Material</i> | <i>Grade span</i> | <i>Culture</i> |
|--|-------------------|----------------|
| Paul, Paula G. <i>You Can Hear a Magpie Smile</i> | 4-6 | H |
| Politi, Leo <i>Three Stalks of Corn</i> | K-2 | H |
| Raskin, Ellen <i>The Westing Game</i> | 5-7 | |
| Robinson, Barbara <i>The Best Christmas Pageant Ever</i> (Illustrated by Judith Gwyn Brown) | 3-4 | |
| Sachs, Marilyn <i>Veronica Ganz</i> (Illustrated by Louis Glanzman) | 4-6 | |
| Snyder, Zilpha K. <i>The Egypt Game</i> (Illustrated by Alton Raible) | 5-6 | |
| Sobol, Donald J. <i>Encyclopedia Brown Sets the Pace</i> (Illustrated by Ib Ohlsson) | 4-5 | |
| Tobias, Tobi <i>The Quitting Deal</i> | 3-5 | |
| Todd, Barbara K. <i>Juan Patricio</i> (Illustrated by Gloria Kamen) | 2-3 | H |
| Wrightson, Patricia <i>A Racecourse for Andy</i> | 6-8 | |
| Historical Fiction | | |
| Bacon, Martha <i>Sophia Scrooby Preserved</i> | 6-8 | |
| Banks, Lynne R. <i>The Indian in the Cupboard</i> (General) | 6-9 | I |
| Baylor, Byrd <i>Hawk, I'm Your Brother</i> (Southwest) | K-3 | I |
| Bulla, Clyde Robert <i>Riding the Pony Express</i> (Illustrated by Grace Paull) | 4-5 | |
| Coerr, Eleanor B. <i>Sadako and the Thousand Paper Cranes</i> | 4-8 | J |
| Craven, Margaret <i>I Heard the Owl Call My Name</i> (Northwest) | 7-9 | I |
| <i>The Girl Who Married a Ghost and Other Tales from the North American Indian</i> Edited by John Bierhorst | 5-9 | I |
| Goble, Paul, and Dorothy Goble <i>Lone Bull's Horse Raid</i> (Plains) | 6-8 | I |





| <i>Material</i> | <i>Grade span</i> | <i>Culture</i> |
|---|-------------------|----------------|
| Gray, Elizabeth J. <i>Adam of the Road</i> (Illustrated by Robert Lawson)..... | 5-7 | |
| Houston, Jeanne W., and James Houston <i>Farewell to Manzanar</i> | 6-8 | J |
| Jones, Weynan <i>Edge of Two Worlds</i> | 6-8 | |
| Kerr, Judith <i>When Hitler Stole Pink Rabbit</i> | 5-6 | |
| Konigsburg, E. L. <i>A Proud Taste for Scarlet and Miniver</i> | 7-8 | |
| McCunn, Ruthanne L. <i>Pie-Biter</i> | 4-8 | C |
| McSwigan, Marie <i>Snow Treasure</i> (Illustrated by Mary Reardon) | 3-5 | |
| O'Dell, Scott <i>The King's Fifth</i> | 4-6 | |
| O'Dell, Scott <i>Sing Down the Moon</i> (Navajo) | 6-9 | I |
| Rockwood, Joyce <i>To Spoil the Sun</i> (Cherokee) | 6-9 | I |
| Sachs, Marilyn <i>A Pocket Full of Seeds</i> | 5-6 | |
| Saiki, Patsy Sumie <i>Sachie, a Daughter of Hawaii</i> | 4-6 | J |
| Sandoz, Mari <i>The Horsecatcher</i> (Cheyenne) | 6-9 | I |
| Sandoz, Mari <i>The Story Catcher</i> (Sioux) | 6-9 | I |
| Santa Elena, Antonio E. <i>Mahinhin: A Tale of the Philippines</i> | 4-8 | F |
| Sawyer, Ruth <i>Roller Skates</i> | 5-7 | |
| Schweitzer, Byrd B. <i>One Small Blue Bead</i> (Southwest)..... | K-3 | I |
| Uchida, Yoshiko <i>A Jar of Dreams; The Best Bad Things; and The Happiest Ending</i> (Trilogy) | 4-8 | J |
| Wilder, Laura Ingalls <i>Little House on the Prairie</i> (Illustrated by Garth Williams) | 4-8 | |
| Yep, Laurence <i>Dragonwings</i> | 5-6 | C |

| <i>Material</i> | <i>Grade span</i> | <i>Culture</i> |
|---|-------------------|----------------|
| Nonfiction—Information | | |
| Arnold, Caroline <i>Five Nests</i> (Illustrated by Ruth Sanderson) | 2-4 | |
| Barton, Byron <i>Airport</i> | 1-3 | |
| Baylor, Byrd <i>When Clay Sings</i> (Southwest) | K-5 | I |
| <i>The Butterfly Cycle</i> (Photographs by John Cooke) | 3-4 | |
| Clark, Ann N. <i>Along Sandy Trails</i> (Papago) | K-3 | I |
| Cobb, Vicki, and Kathy Darling <i>Bet You Can't! Science Impossibilities to Fool You</i> (Illustrated by Martha Weston) | 2-4 | |
| Davis, Daniel S. <i>Behind Barbed Wire: The Imprisonment of Japanese Americans During World War II</i> | 4-6 | |
| DePaola, Tomie <i>The Cloud Book</i> | K-3 | |
| DePaola, Tomie <i>The Popcorn Book</i> | K-3 | |
| Duvoisin, Roger <i>White Snow, Bright Snow</i> | 1-3 | |
| Filstrup, Chris, and Janie Filstrup <i>Beadazzled</i> (Illustrated by Loren Bloom) | K-3 | |
| Fitch, Lanne, and Bob Fitch <i>Soy Chicano: I Am Mexican-American</i> | 3-6 | H |
| Goor, Ron, and Nancy Goor <i>Shadows: Here, There, and Everywhere</i> (Photographs by Ron Goor) | K-3 | |
| Graham, Ada, and Frank Graham <i>The Changing Desert</i> (Illustrated by Robert B. Shetterly) . | 3-5 | |
| Greenfeld, Howard <i>Bar Mitzvah</i> (Illustrated by Elaine Grove) | 6-8 | |
| Hess, Lilo <i>The Amazing Earthworm</i> | 1-3 | |
| Hewett, Joan <i>Watching Them Grow: Inside a Zoo Nursery</i> (Photographs by Richard Hewett) | 1-4 | |
| Horn, Bernice <i>The Story of Sequoyah</i> | 5-8 | I |
| Kalb, Jonah, and Laura Kalb <i>The Easy Ice Skating Book</i> (Illustrated by Sandy Kossin) . | 2-4 | |



WELL-WRITTEN MATERIALS
WILL NOT DO THE JOB ALONE.
TEACHERS MUST INSTRUCT
STUDENTS IN STRATEGIES FOR
EXTRACTING AND ORGANIZING
CRITICAL INFORMATION FROM
TEXT.



| | Material | Grade span | Culture |
|--|--|------------|---------|
| Koebner, Linda | <i>From Cage to Freedom: A New Beginning for Laboratory Chimpanzees</i> | 3-5 | |
| Mannetti, William | <i>Dinosaurs in Your Backyard</i> | 3-5 | |
| Math, Irwin | <i>Morse, Marconi and You: Understanding and Building Telegraph, Telephone and Radio Sets</i> | 3-6 | |
| McClung, Robert M. | <i>America's Endangered Birds: Programs and People Working to Save Them</i> (Illustrated by George Founds) | 5-6 | |
| McDearmon, Kay | <i>Foxes</i> | K-3 | |
| McDearmon, Kay | <i>Rocky Mountain Bighorns</i> (Photographs by Valerius Geist) | 2-5 | |
| McGaw, Jessie B. | <i>Chief Red Horse Tells About Custer</i> | 6-9 | I |
| Schaaf, Peter | <i>An Apartment House Close Up</i> | 4-6 | |
| Scott, Jack D. | <i>Moose</i> (Photographs by Ozzie Sweet) | 2-4 | |
| Selsam, Millicent E. | <i>How to Be a Nature Detective</i> (and other titles) (Illustrated by Ezra Jack Keats) | 4-6 | |
| Selsam, Millicent E. | <i>Plants We Eat</i> (Photographs by Jerome Wexler) | 1-3 | |
| Selsam, Millicent E. | <i>Popcorn</i> (Photographs by Jerome Wexler) | K-3 | |
| Selsam, Millicent E., and Jerome Wexler | <i>The Amazing Dandelion</i> | 1-3 | |
| Simon, Seymour | <i>Animal Fact: Animal Fable</i> (Illustrated by Diane De Groat) | 3-6 | |
| Simon, Seymour | <i>The Long Journey from Space</i> | 3-6 | |
| Simon, Seymour | <i>The Secret Clocks: Time Senses of Living Things</i> (Illustrated by Jan Brett) | 4-5 | |
| Swinburne, Irene, and Lawrence Swinburne | <i>Behind the Sealed Door: The Discovery of the Tomb and Treasures of Tutankhamun</i> | 4-6 | |

| <i>Material</i> | <i>Grade span</i> | <i>Culture</i> |
|--|-------------------|----------------|
| Walker, Barbara M. <i>The Little House Cookbook: Frontier Foods from Laura Ingalls Wilder's Classic Stories</i> (Illustrated by Garth Williams) | 4-6 | |
| Weber, William J. <i>Care of Uncommon Pets</i> | 3-5 | |
| Weiss, Harvey <i>Hammer and Saw</i> | 3-6 | |
| Wolf, Bernard <i>In This Proud Land: The Story of a Mexican-American Family</i> | 4-8 | H |
| Yee, Diane C. <i>Gung hay fat choy</i> | K-3 | C |
| Nonfiction—Biographies | | |
| Aaseng, Nathan <i>Winners Never Quit</i> | 3-6 | |
| Aldis, Dorothy <i>Nothing Is Impossible: The Story of Beatrix Potter</i> (Illustrated by Richard Cuffari) | 3-6 | |
| Brenner, Barbara <i>On the Frontier with Mr. Audubon</i> | 4-6 | |
| Brenner, Barbara <i>A Snake-Lover's Diary</i> | 4-6 | |
| Demuth, Patricia <i>Joel: Growing Up a Farm Man</i> | 3-5 | |
| De Pauw, Linda G. <i>Founding Mothers: Women of America in the Revolutionary Era</i> | 3-5 | |
| De Pauw, Linda G. <i>Seafaring Women</i> | 3-6 | |
| Facklam, Margery <i>Wild Animals, Gentle Women</i> | 4-6 | |
| Forbes, Esther <i>America's Paul Revere</i> (Illustrated by Lynd Ward) | 2-4 | |
| Goodman, Saul <i>Baryshnikov: A Most Spectacular Dancer</i> | 4-6 | |
| Inouye, Daniel K., with Lawrence Elliott <i>Journey to Washington</i> | 6-8 | J |
| Kroeber, Theodora <i>Ishi, Last of His Tribe</i> (Yahi, California) | 6-9 | I |
| Lipsyte, Robert <i>Free to Be Muhammad Ali</i> | 4-6 | B |





| Material | Grade span | Culture |
|---|------------|---------|
| Narcissa, Whitman <i>Pioneer of Oregon</i> | 4-6 | |
| Phillips, Betty Lou <i>Chris Evert: First Lady of Tennis</i> | 2-5 | |
| Rose, Pete <i>Pete Rose: My Life in Baseball</i> | 2-5 | |
| Santrey, Laurence <i>Young Frederick Douglass: Fight for Freedom</i> | 4-6 | B |
| Syme, Ronald <i>Geronimo: The Fighting Apache</i> (Apache) | 4-6 | I |
| Takashima, Shizuye <i>A Child in Prison Camp</i> | 4-6 | C |
| Tobias, Tobi <i>Maria Tallchief</i> (Illustrated by Michael Hapshire) | 4-6 | I |
| Ventura, Piero <i>Christopher Columbus</i> | 3-5 | |
| Ventura, Piero <i>Marco Polo</i> (Illustrated by Piero Ventura) | 4-6 | |
| Vinke, Herman <i>The Short Life of Sophie Scholl</i> | 3-5 | |
| Wibberley, Leonard <i>A Dawn in the Trees: The Thomas Jefferson Years, 1776 to 1789</i> | 4-6 | |
| Wibberley, Leonard <i>Young Man from Piedmont: The Youth of Thomas Jefferson</i> | 4-6 | |
| Woods, Harold, and Geraldine Woods <i>Bill Cosby: Making America Laugh and Learn</i> | 2-5 | |

MATERIALS FOR STUDENTS IN GRADES SEVEN AND EIGHT

Young people in the seventh and eighth grades have reading tastes that lead forward and backward—forward to the world of the young adults that they are becoming and backward to the time of childhood that they are leaving. Because many students leave school early, it is also the last time for most of these readers that academic assignments will permit opportunities to read widely. Therefore, a list of books must provide these readers with wide choices to examine the future and to relive or rethink their past.

The lists of selected entries are representative rather than comprehensive. The books have been chosen to address the following criteria: (1) good authors; (2) cultural diversity; (3) differing ability levels; and (4) the model curriculum standards for kindergarten through grade eight.

The entries are divided into categories, and a matrix is provided to give information to users of the lists. The categories are Adventure, Biography and Autobiography, Personal Experience, Classics, Contemporary Realism, Folk Literature and Folk Heroes, Historical Fiction, Mystery, Mythology, Science Fiction and Fantasy, Short Stories, and Plays.

The columns of the matrix will indicate the type of entry, i.e., core (C), extended (E), or recreational/motivational (R) (see definitions in the introduction to the document) and culture. The literary contributions of specific ethnic or cultural groups are identified by one of the following symbols:

| | |
|--------------|---------------------|
| B - Black | I - American Indian |
| C - Chinese | J - Japanese |
| F - Filipino | K - Korean |
| H - Hispanic | V - Vietnamese |



READING . . . IS NOT SOME-
THING THAT IS MASTERED
ONCE. RATHER, IT IS A SKILL
THAT CONTINUES TO IMPROVE
THROUGH PRACTICE.

| Material | Type of entry | Culture |
|---|---------------|---------|
| Adventure | | |
| Bell, Clare <i>Ratha's Creature</i> | C | |
| Buck, Pearl S. <i>The Big Wave</i> | R | C |
| Burnford, Sheila <i>The Incredible Journey</i> | R | |
| George, Jean C. <i>Julie of the Wolves</i> | C | |
| Marshall, James V. <i>Walkabout</i> | R | |
| Biography and Autobiography | | |
| Brookes, Polly S. <i>Queen Eleanor: Independent Spirit of the Medieval World</i> | R | |
| George, Jean C. <i>Cry of the Crow</i> | R | I |
| Harris, Jacqueline <i>Martin Luther King, Jr.</i> | C | B |
| Keller, Helen <i>The Story of My Life</i> | C | |
| O'Dell, Scott <i>The Road to Damietta</i> | E | |
| Personal Experience | | |
| Durrell, Gerald <i>My Family and Other Animals</i> | R | |
| Frank, Anne <i>The Diary of a Young Girl</i> | E | |
| Fritz, Jean <i>Homesick: My Own Story</i> | E | |
| Hall, Lynn <i>Just One Friend</i> | C | |
| Hamilton, Virginia <i>Junius Over Far</i> | E | |
| Herriott, James <i>All Creatures Great and Small</i> | R | |
| Kennedy, John F. <i>Profiles in Courage</i> | R | |
| Lipsyte, Robert <i>Muhammad Ali</i> | R | B |

| Material | Type of entry | Culture |
|---|---------------|---------|
| Macy, Ann Sullivan <i>Silent Storm</i> | R | |
| Mowat, Farley <i>The Dog Who Wouldn't Be</i> | R | |
| Peck, Robert N. <i>Soup on Ice</i> | C | |
| Petry, Ann <i>Harriet Tubman: Conductor of the Underground Railway</i> | E | B |
| Sandburg, Carl <i>Abe Lincoln Grows Up</i> | C | |
| Yates, Elizabeth <i>Amos Fortune, Free Man</i> | R | B |
| Classics Category | | |
| Alcott, Louisa Mae <i>Little Women</i> | C | |
| Andersen, Hans Christian <i>The Snow Queen</i> | C | |
| Barrie, J. M. <i>Peter Pan</i> | C | |
| <i>Bible</i> (selections) | C | |
| Defoe, Daniel <i>Robinson Crusoe</i> | C | |
| Dumas, Alexandre <i>Count of Monte Cristo</i> | C | |
| Kroeber, Theodora <i>Ishi, Last of His Tribe</i> | C | I |
| Lamb, Charles, and Mary Lamb <i>Tales from Shakespeare</i> | C | |
| London, Jack <i>Call of the Wild</i> | C | |
| Miles, Bernard <i>Favorite Tales from Shakespeare</i> | C | |
| Nye, Robert <i>Beowulf</i> | C | |
| Pyle, Howard <i>Men of Iron</i> | C | |
| Steinbeck, John <i>The Red Pony</i> | C | |
| Stevenson, Robert Louis <i>Kidnapped</i> | C | |





| Material | Type of entry | Culture |
|--|---------------|---------|
| Sutcliff, Rosemary <i>Sword and the Circle</i> | C | |
| Tolkien, J. R. R. <i>The Hobbit</i> | C | |
| Twain, Mark <i>The Prince and the Pauper</i> | C | |
| Verne, Jules <i>Around the World in Eighty Days</i> | C | |
| Wells, H. G. <i>War of the Worlds</i> | C | |
| Contemporary Realism | | |
| Bennett, Jack <i>Voyage of the Lucky Dragon</i> | C | |
| Brooks, Bruce <i>The Moves Make the Man</i> | C | |
| Byars, Betsy C. <i>Summer of the Swans</i> | R | |
| Cleaver, Vera, and Bill Cleaver <i>Where the Lilies Bloom</i> | R | |
| Cunningham, Julia <i>Dorp Dead</i> | R | |
| Greenfield, Eloise <i>Sister</i> | R | |
| Hall, Lynn <i>Danza!</i> | R | |
| Hinton, S. E. <i>The Outsiders</i> | R | |
| Levoy, Myron <i>Alan and Naomie</i> | R | |
| Lipsyte, Robert <i>The Contender</i> | R | |
| Myers, Walter D. <i>Fast Sam, Cool Clyde, and Stuff</i> | R | |
| Paterson, Katherine <i>Jacob Have I Loved</i> | R | |
| Voig, Cynthia T. <i>Dicey's Song</i> | E | |
| Wartski, Maureen C. <i>Boat to Nowhere</i> | R | |
| Yep, Laurence <i>Child of the Owl</i> | R | C |

| Material | Type of entry | Culture |
|---|---------------|---------|
| Folk Literature and Folk Heroes | | |
| Bowman, James C. <i>Pecos Bill</i> | R | |
| Chase, Richard <i>Jack Tales</i> | R | |
| Darling, Kathy <i>Pecos Bill Finds a Horse</i> | R | |
| Hamilton, Virginia, and others <i>The People Could Fly</i> | C | |
| Historical Fiction | | |
| Alter, Judith M. <i>Luke and the Van Zandt County War</i> | R | |
| Butterworth, Emma M. <i>As the Waltz Was Ending</i> | R | |
| Collier, James L., and Christopher Collier <i>My Brother Sam Is Dead</i> | C | |
| De Trevino, Elizabeth B. <i>I, Juan de Pareja</i> | E | H |
| Greene, Bette <i>Summer of My German Soldier</i> | R | |
| Haugaard, Erik Christian <i>The Samurai Tale</i> | R | J |
| Hunt, Irene <i>Across Five Aprils</i> | E | |
| Hunter, Mollie <i>You Never Knew Her As I Did</i> | R | |
| Kelly, Eric P. <i>Trumpeter of Krakow</i> | C | |
| O'Dell, Scott <i>Carlota</i> | R | H |
| Perez, N. A. <i>One Special Year</i> | R | |
| Rawlings, Marjorie K. <i>The Yearling</i> | C | |
| Rawls, Wilson <i>Where the Red Fern Grows</i> | R | |
| Richter, Hans Peter <i>Friedrich</i> | R | |
| Sebestyen, Ouida <i>Words by Heart</i> | R | |



USE METHODS FOR INTRODUC-
ING CHILDREN TO READINGS
THAT HAVE MEANING.



| Material | Type of entry | Culture |
|--|---------------|---------|
| Speare, Elizabeth <i>The Witch of Blackbird Pond</i> | C | |
| Sutcliff, Rosemary <i>Song for a Dark Queen</i> | R | |
| Taylor, Mildred <i>Roll of Thunder, Hear My Cry</i> | R | B |
| Mystery | | |
| Alcock, Vivien <i>Travelers by Night</i> | C | |
| Christie, Agatha Selected novels | R | |
| Cross, Gillian <i>On the Edge</i> | E | |
| Doyle, Arthur Conan <i>The Hound of the Baskervilles</i> | R | |
| Hughes, Monica <i>Devil on My Back</i> | E | |
| Hunter, Mollie <i>The Thirteenth Member</i> | C | |
| <i>Sherlock Holmes Through Time and Space</i> (short story collection) Edited by Isaac Asimov | C | |
| Snyder, Zilpha K. <i>The Changeling</i> | R | |
| Mythology | | |
| Farmer, Penelope, and Chris Conner <i>The Serpent's Teeth: The Story of Cadmus</i> | R | |
| Greek mythology (selections) | R | |
| Highwater, Jamake <i>Legend Days</i> | R | I |
| <i>Jataka Tales</i> Edited by Nancy DeRoin | R | |
| Norse mythology (selections) | R | |
| Science Fiction/Fantasy | | |
| Bradbury, Ray <i>Dandelion Wine</i> | C | |

| <i>Material</i> | <i>Type of entry</i> | <i>Culture</i> |
|---|----------------------|----------------|
| Christopher, John <i>The White Mountains</i> | R | |
| Cooper, Susan <i>The Grey King</i> | C | |
| Harris, Geraldine <i>Seven Citadels</i> (series) | R | |
| Pierce, Mildred <i>The Dark Angel</i> | R | |
| Sleator, William <i>Singularity</i> | R | |
| Verne, Jules <i>Journey to the Center of the Earth</i> | C | |
| Short Stories | | |
| Balzac, Honore de "Passion in the Desert" | C | |
| Connell, Richard "The Most Dangerous Game" | C | |
| Daguio "The Wedding Dance" | C | F |
| De Maupassant, Guy "The Necklace" | C | |
| Hernandez, Juan José "Julian" | C | H |
| Heyert, Murray "The New Kid" | C | |
| Irving, Washington "The Legend of Sleepy Hollow" | C | |
| Irving, Washington "Rip Van Winkle" | C | |
| Jacobs, W. W. "The Monkey's Paw" | C | |
| Keyes, Daniel "Flowers for Algernon" | C | |
| Kipling, Rudyard "The Jungle Book" | C | |
| Kipling, Rudyard "Just So Stories" | C | |
| Kipling, Rudyard "Rikki-Tikki-Tavi" | C | |



| Material | Type of entry | Culture |
|---|---------------|---------|
| Poe, Edgar Allan "The Cask of Amontillado" | C | |
| Poe, Edgar Allan "The Tell-Tale Heart" | C | |
| Traven, B. "Assembly Line" | C | H |
| Plays | | |
| Childress, Alice <i>When the Rattlesnake Sounds: A Play About Harriet Tubman</i> | C | |
| Gibson, William <i>Miracle Worker</i> | C | |
| Giraudoux, Jean <i>Apollo of Bellac</i> | R | |
| Gonzales, Gloria <i>Gauche</i> | R | H |
| Niggli, Josephina <i>Ring of General Macias</i> | R | |
| Niggli, Josephina <i>Sunday Costs Five Pesos</i> | C | H |
| Osborn, Paul <i>On Borrowed Time</i> | R | |
| Rose, Reginald <i>Dino</i> | R | |
| <i>Scenes from Shakespeare</i> (anthology) | C | |
| Serling, Rod <i>Monsters Are Due on Maple Street</i> | C | |
| Sherriff, Robert Cedric <i>Home at Seven</i> | R | |
| Sherwood, Robert <i>Abe Lincoln in Illinois</i> | C | |



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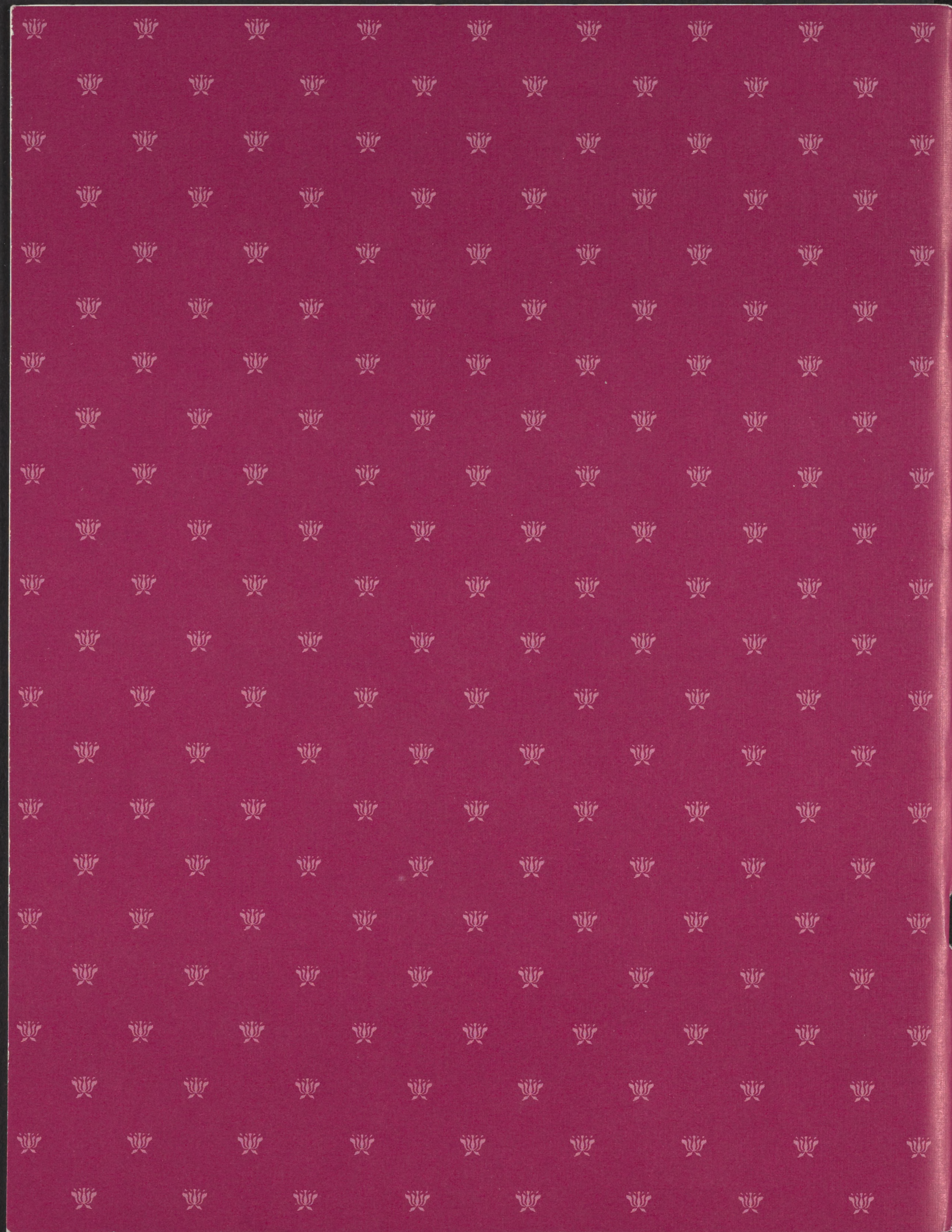
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NEWS RELEASE

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bill Honig—Superintendent of Public Instruction

Contact: Susie Lange (916) 322-2008
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NR #86-44
May 9, 1986

Read Any Good Books Lately?

SACRAMENTO--Read any good books lately? State Superintendent of Public Instruction Bill Honig wants to be sure students can answer yes to that question. Today Honig launched the California Reading Initiative, a major new thrust of the Honig administration's reform efforts. The State Department of Education has just released a list of books for students in kindergarten through grade eight.

"Reading is one of the most effective ways of learning, stated Honig. "I want to encourage students to read and I want them to enjoy reading.

"Good reading skills are critical to success in all academic areas," said Honig, as he explained the program to the State Board of Education at its May meeting. "We are launching the California Reading Initiative to address serious concerns about students' reading abilities and practices. Recent figures indicate that we are experiencing an alarming increase in illiteracy in this nation. Many of our students who can read are having difficulty understanding what they read. Further, many of our students who can read and who can understand what they read, simply don't read.

"The California Reading Initiative has been developed to address these concerns. An important part of our strategy is to improve reading instruction and to provide students access to good books. A love of reading and books is one of the most important gifts that teachers and parents can give our young people," continued Honig. "Parents can be especially instrumental in guiding their children toward these good learning habits."

Other strategies for improving reading instruction in the state as a part of this initiative include curriculum development, teacher training programs, and test development which more accurately assesses reading skills.

Last July, Superintendent Honig appointed a committee to develop a
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list of books that could be recommended to California's three million kindergarten through eighth graders. Committee members included administrators, teachers, and members of the Superintendent's ethnic advisory committees.

Honig emphasized that the new book list is one part of the education department's broader strategy to improve student reading. He encouraged teachers and parents to emphasize the value of reading during summer vacation.

"Students who read during the summer are using their minds and having fun. Once they learn to enjoy reading, they are miles ahead in their education," noted Honig. "In addition, teachers and parents should encourage students to use libraries and to inquire about special summer library programs. Schools or districts can also develop summer reading incentive programs to reward students in the fall for their summer reading activities."

The Department of Education is also cooperating with private enterprise to promote the K-8 book list and generate student interest in reading. One example is Harper and Row Publishers, Inc. which is designing book displays based on California's new list. Displays will be available in supermarkets, bookstores and other retail outlets by fall.

The book list is designed to guide school districts in developing book lists that meet local needs, and is divided into three parts. The first list consists of core literature--works that have compelling intellectual, social, or moral content. Teachers will give these readings intensive consideration, and use them to stimulate student writing and discussion.

The second list, extended literature, includes works that have emotional, intellectual, and aesthetic substance. These works may be assigned to individual students or small groups of students to read for homework or as supplementary reading. The third group, recreational/

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motivational literature, includes works of special appeal to individual readers.

The list is further categorized according to type, such as poetry, plays, non-fiction biographies, and foreign language books. In addition, literature dealing with specific cultures is designated by type, such as Black, Chinese, Hispanic, and American Indian. Each literary work also includes a suggested grade span.

For more information about the California Reading Initiative or to obtain a copy of the K-8 recommended book list, contact Francie Alexander, Associate Superintendent of Curriculum, Instruction and Assessment Division, California State Department of Education, Post Office Box 944272, Sacramento, California 94244-2720, (916) 322-0498.

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RECOMMENDED READINGS IN LITERATURE, K-8

This document contains recommended readings in literature for children in the elementary grades. These readings are displayed in three sections: a Core and Extended list, a Recreational/Motivational list, and a Seventh and Eighth Grade list. The readings found in these lists will be of three types which are:

CORE LITERATURE---

RECOMMENDED READINGS IN LITERATURE

K-8

Core literature includes those selections which are to be taught in the classroom, which are given close reading and intensive consideration, and which are likely to be an important stimulus for writing and discussion. Core literature includes those selections from which teachers will choose as they plan which books are to be taught in the classroom. The core list should contain works of compelling, intellectual, social, or moral content. The core literature must be an example of excellent language use.

District material-selection committees develop the basic core list from which teachers choose works to use in their classes.

EXTENDED LITERATURE---

The extended literature makes up a body of works that the teachers assign to individual students or small groups of students to read for homework or individual reading to supplement classwork; it extends the core list.

Because literature in the extended list also has emotional, intellectual, and aesthetic substance, districts can substitute an extended work for any core work in the same category.

RECREATIONAL/MOTIVATIONAL LITERATURE---

Teachers and librarians should suggest recreational/motivational literature to students, selecting individual, leisure-time reading materials from classroom literature. Recreational/motivational literature may include works of special appeal to individual readers rather than of broad appeal to all students.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
BILL HONIG, SUPERINTENDENT OF PUBLIC INSTRUCTION
SACRAMENTO, 1986

Teachers and librarians should coordinate their individual student reading programs with the state list of recommended works and their best effective use.

The entries in the lists are separated into categories for easier use by teachers and program planners. The categories used follow

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CALIFORNIA STATE DEPARTMENT OF EDUCATION

RECOMMENDED READINGS IN LITERATURE, K-8

This document contains recommended readings in literature for children in the elementary grades. These readings are displayed in three sections: a Core and Extended list, a Recreational/Motivational list, and a Seventh and Eighth Grade list. The readings found in these lists will be of three types which are:

CORE LITERATURE---

Core literature includes those selections which are to be taught in the classroom, which are given close reading and intensive consideration, and which are likely to be an important stimulus for writing and discussion. Core literature includes those selections from which teachers will choose as they plan which books are to be taught in the classroom. The core list should contain works of compelling, intellectual, social, or moral content. The core literature must be an example of excellent language use.

District material-selection committees develop the basic core list from which teachers choose works to use in their classes.

EXTENDED LITERATURE---

The extended literature makes up a body of works that the teachers assign to individual students or small groups of students to read for homework or individual reading to supplement classwork; it extends the core list.

Because literature in the extended list also has emotional, intellectual, and aesthetic substance, districts can substitute an extended work for any core work in the same category.

RECREATIONAL/MOTIVATIONAL LITERATURE---

Teachers and librarians should suggest recreational/motivational works to guide students when they are selecting individual, leisure-time reading materials from classroom, school, and community libraries. This type of literature may include works of special appeal to individual readers rather than of universal appeal to all students.

Teachers and librarians should coordinate their individual student reading programs to insure the availability of works and their most effective use.

The entries in the lists are separated into categories for easier use by teachers and program planners. The categories used follow

one of the traditional methods of dividing children's literature. The categories are as follows---

Core and Extended List (K-6)

Picture Books
Folklore
Modern Fantasy/Science Fiction
Poetry
Contemporary Realistic Fiction
Historical Fiction
Nonfiction Biographies
Nonfiction Information
Plays
Foreign Language Books*

Recreational/Motivational List (K-6)

*Categories are the same except there are no Foreign Language or Play categories in this section.

Seventh and Eighth Grade List

Adventure
Personal Experience
Biography/Autobiography
Classics
Contemporary Realism
Folk Literature and Folk Heroes
Historical Fiction
Mystery
Mythology
Science Fiction/Fantasy
Short Stories
Plays

When the teachers, librarians, and program planners use these lists, they will have a matrix with special information to assist them. Many of these educators will not need to use the matrix, but for those who do, the columns have been designed accordingly:

Core or Extended entries are designated by the use of "C" or "E."

The grade spans have been suggested by the committee members and are not prescriptive in any way. Local educators may find it more advisable to introduce certain works at different levels.

When an entry has content that deals with a culture other than our common culture, the other culture is indicated by one of the following symbols ---

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- B for Black culture
- C for Chinese culture
- F for Filipino culture
- H for Hispanic culture
- I for American Indian culture
- J for Japanese culture
- K for Korean culture
- V for Vietnamese culture

For clarification of this document or additional information about it, please contact:

Leonard Hull, Consultant
English Language Arts
(916) 322-3284

Fiction, Historical Fiction, Nonfiction-Information, Nonfiction-Biography, Plays, and Foreign Language Books.

The columns of the matrix indicate the type of entry, e.g., Core or Extended (see definitions in the introduction to the document), the grade span where the work should be introduced, and when the entry concerns a culture other than the common culture, the other culture is indicated (see the introduction for a listing of the other cultures).

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CORE AND EXTENDED SECTION

This section contains the Core and Extended entries. It is designed to suggest works to district material-selection committees and teachers. For easier use, the entries are divided by categories; a matrix is provided to give users some information about the listed works.

The categories are: Picture Books, Folklore, Modern Fantasy/Science Fiction, Poetry, Contemporary Realistic Fiction, Historical Fiction, Nonfiction-Information, Nonfiction-Biography, Plays, and Foreign Language Books.

The columns of the matrix indicate: the type of entry, e.g., Core or Extended (see definitions in the introduction to the document), the grade span where the work should be introduced, and when the entry concerns a culture other than the common culture, the other culture is indicated (see the introduction for a listing of the other cultures).

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| COHN, MIRIAN. <u>STARRING FIRST GRADE.</u> | E | K-1 | |
| COONEY, BARBARA. <u>MISS RUMPHIUS.</u> | C | K-3 | |
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2. FOLKLORE CATEGORY

Folklore exerts its appeal down through the ages and in widely separated cultures because it deals with the deepest human feelings and experiences. Children respond to it because they already sense the puzzles of good and evil, fear and courage, wisdom and folly, fortune and misfortune, cruelty and kindness. Through their suspenseful stories, these tales and myths help readers and listeners to explain the world and to bridge its confusing dimensions.

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| CHASE, RICHARD. <u>THE JACK TALES.</u> | C | 4-6 | |
| CHING, ANNIE. <u>BIRTHDAY PARTY (AND OTHER TALES).</u> | E | K-6 | C |
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| GRIMM, BROTHERS. <u>SNOW WHITE AND THE SEVEN DWARFS.</u> TRANSLATED BY RANDAL JARRELL. ILLUS: NANCY EKHOLM BURKERT. | C | 3-6 | | |

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| GRIMM, JAKOB AND GRIMM, WILHELM. <u>LITTLE RED RIDING HOOD.</u> ILLUS: TRINA SCHAT HYMAN. | C | 2-5 | |
| HALEY, GAIL E. <u>A STORY, A STORY.</u> | C | 1-4 | B |
| HASTIN, SELINA. <u>SIR GAWAIN AND THE LOATHLY LADY.</u> | C | 5-6 | |
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| HAVILAND, VIRGINIA. <u>NORTH AMERICAN LEGENDS.</u> | C | 3-6 | I |
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| HODGES, MARGARET. <u>THE WAVE.</u> | C | 1-4 | J |
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| JAQUITH, PRISCILLA. <u>BO RABBIT SMART FOR TRUE/FOLKTALES FROM THE GULLAH.</u> | C | 4-6 | B |
| KEATS, EZRA JACK. <u>JOHN HENRY, AN AMERICAN LEGEND.</u> | C | 2-5 | B |
| KELLOGG, STEVEN (RETELLER). <u>PAUL BUNYAN.</u> | C | 3-5 | |
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| LOBEL, ARNOLD. | <u>GREGORY GRIGGS AND OTHER NURSERY RHYME PEOPLE.</u> | E | 2-6 | | |
| LOUIE, AI-LANG. | <u>YEH SHEN: A CINDERELLA STORY FROM CHINA.</u> ILLUS: ED YOUNG. | C | 3-6 | | C |
| LUENN, NANCY. | <u>THE DRAGON KITE.</u> | C | 3-6 | | J |
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| PYLE, HOWARD. | <u>THE MERRY ADVENTURES OF ROBIN HOOD.</u> | E | 6 | | |
| ROUNDS, GLEN. | <u>OL'PAUL, THE MIGHTY LOGGER.</u> | E | 4-6 | | |
| SHULEVITZ, URI. | <u>THE TREASURE.</u> | E | 4-5 | | |
| SINGER, ISSAC B. | <u>ZLATEH THE GOAT AND OTHER STORIES.</u> | E | 6 | | |
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3. MODERN FANTASY/SCIENCE FICTION CATEGORY

Modern fantasy and science fiction include books that depart from reality in a variety of ways--animals may talk, characters may move through time and space in magical ways, and some of the characters may be monsters or creatures that don't exist in real life. Science fiction is modern fantasy that uses technology, machines, robots, and computers to replace magic wands and special powers. These books appeal to the particularly vivid imagination of elementary children and lend themselves to delightful, creative extension activities.

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| ANDERSEN, HANS CHRISTIAN. | <u>THE EMPEROR'S NEW CLOTHES.</u> RETOLD BY ANNE ROCKWELL. TRANSLATED BY H. W. DULCHEN. ILLUS: ANNE ROCKWELL. | E | 4-8 | |
| ANDERSEN, HANS CHRISTIAN. | <u>THE NIGHTINGALE.</u> TRANSLATED BY EVA LE GALLIENNE. ILLUS: NANCY EKHOLM BURKERT. | C | 4-8 | |

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| KELLOGG, STEVEN. | <u>ISLAND OF THE SKOG.</u> | E | 3-4 |
| L'ENGLE, MADELEINE. | <u>A WRINKLE IN TIME.</u> | C | 5-6 |
| LAWSON, ROBERT. | <u>BEN AND ME.</u> | C | 5-6 |
| LAWSON, ROBERT. | <u>RABBIT HILL.</u> | E | 5-6 |
| LEEUVEN, JEAN VAN. | <u>TALES OF OLIVER PIG.</u> | E | 1-4 |
| LEWIS, C. S. | <u>THE LION, THE WITCH AND THE WARDROBE.</u> | C | 5-6 |
| ILLUS: | PAULINE BAYNES. | | |
| LIONNI, LEO. | <u>ALEXANDER AND THE WIND UP MOUSE.</u> | C | 1-3 |
| LOBEL, ARNOLD. | <u>FABLES.</u> | C | 3-5 |
| LOBEL, ARNOLD. | <u>FROG AND TOAD ARE FRIENDS.</u> | C | K-3 |
| MAYER, MERCER. | <u>THERE'S A NIGHTMARE IN MY CLOSET.</u> | E | K-4 |
| MILNE, A. A. | <u>WINNIE-THE-POOH</u> | C | K-4 |
| NORTON, MARY. | <u>THE BORROWERS.</u> | E | 4-6 |
| O'BRIEN, ROBERT C. | <u>MRS. FRISBY AND THE RATS OF NIMH.</u> | E | 5-7 |
| ILLUS: | ZENA BERSTEIN. | | |
| PEET, BILL. | <u>BIG BAD BRUCE.</u> | C | K-3 |
| ROGER, MARY. | <u>FREAKY FRIDAY.</u> | E | 5-7 |
| SELDEN, GEORGE. | <u>THE CRICKET IN TIMES SQUARE.</u> | E | 5-6 |
| | GARTH WILLIAMS. | | |
| SENDAK, MAURICE. | <u>WHERE THE WILD THINGS ARE.</u> | C | K-3 |
| SEUSS, DR. | <u>AND TO THINK THAT I SAW IT ON MULBERRY STREET.</u> | C | K-3 |
| SEUSS, DR. | <u>500 HATS OF BARTHOLOMEW CUBBINS.</u> | C | 2-4 |
| SEUSS, DR. | <u>THE CAT IN THE HAT.</u> | E | K-3 |
| STEIG, WILLIAM. | <u>SYLVESTER AND THE MAGIC PEBBLE AND OTHERS.</u> | C | 1-3 |

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| STEIG, WILLIAM. <u>ABEL'S ISLAND</u> . | C | 4-6 | | | |
| TURKLE, BRINTON. <u>DO NOT OPEN</u> . | C | 3-6 | | | |
| VAN ALLSBURG, CHRIS. <u>JUMANJI</u> . | C | 4-6 | | | |
| WHITE, E. B. <u>CHARLOTTE'S WEB</u> . ILLUS: GARTH WILLIAMS. | C | 4-6 | | | |
| WHITE, E.B. <u>STUART LITTLE</u> . | E | 4-6 | | | |
| WILLIAMS, JAY. <u>EVERYONE KNOWS WHAT A DRAGON LOOKS LIKE</u> . | E | 3-6 | | | |
| WILLIAMS, JAY. <u>THE PRACTICAL PRINCESS AND OTHER STORIES</u> . | E | 4-6 | | | |
| WILLIAMS, MARGERY. <u>THE VELVETEEN RABBIT</u> . ILLUS: ILSE PLUME. | C | 2-4 | | | |
| WISEMAN, DAVID. <u>JEREMY VISICK</u> . | E | 5-6 | | | |
| YASHIMA, TARO AND MITSU. <u>MOMO'S KITTEN</u> . | C | K-3 | J | | |
| ZOLOTOW, CHARLOTTE. <u>MR. RABBIT AND THE LOVELY PRESENT</u> . | C | K-3 | | | |

4. POETRY CATEGORY

Poetry is a unique literary form. It is aural, appealing to the ear and the sense of rhythm. It derives power and meaning through an economy of language—"the best words in the best order." Poetry should be heard as well as seen, it should be read aloud, and it should be experienced.

The books listed below are intended as resources for providing poetry experiences. Most are collections chosen to give teachers and students opportunities to browse and select both new and familiar poems to sample and share. They offer an appealing variety for literary sampling:

All forms of poetry are included--narrative, lyric, ballad, haiku, limerick, concrete poems, free verse.

The ethnic and cultural voices and styles of many people are reflected.

Some anthologies contain poems by a single author, some are collections of the works of many poets.

Many works are creatively illustrated to extend the reader's understanding and enjoyment.

Many collections contain selections that span a wide range of reading, interest, and response levels.

The variety of works suggested should allow teachers to present poetry naturally and regularly so that it can become a meaningful, relevant, and pleasurable part of each student's life.

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| ADAMS, ADRIENNE. | <u>POETRY OF EARTH.</u> | | E | 4-8 | | |
| ADOFF, ARNOLD. | <u>ALL THE COLORS OF THE RACE.</u> | ILLUS: JOHN STEPTOE. | E | 4-6 | B | |
| ADOFF, ARNOLD. | <u>OUTSIDE/INSIDE.</u> | ILLUS: JOHN STEPTOE. | C | 1-3 | B | |
| ADOFF, ARNOLD. | <u>BLACK IS BROWN IS TAN.</u> | ILLUS: EMILY ARNOLD MCCULLY. | E | 5-6 | B | |
| ADOFF, ARNOLD. | <u>BLACK OUT LOUD.</u> | | E | 5-6 | B | |
| AGREE, ROSE. | <u>HOW TO EAT A POEM AND OTHER MORSELS.</u> | | C | 3-6 | | |
| ALDIS, DOROTHY. | <u>ALL TOGETHER.</u> | | E | K-4 | | |
| AMON, ALINE (COMP.). | <u>THE EARTH IS SORE: NATIVE AMERICANS ON NATURE.</u> | ILLUS: ALINE AMON. | C | K-6 | I | |
| BAYLOR, BYRD. | <u>WHEN CLAY SINGS (SOUTHWEST).</u> | | C | 3-4 | I | |
| BEHN, HARRY. | <u>CRICKET SONGS.</u> | HARCOURT. | C | 3-6 | | |
| BENET, STEPHEN AND ROSEMARY. | <u>A BOOK OF AMERICANS.</u> | | C | 3-6 | | |
| BIERHORST, JOHN. | <u>IN THE TRAIL OF THE WIND: AMERICAN INDIAN POEMS AND RITUAL ORATIONS.</u> | | E | 5-6 | I | |

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| BIERHORST, JOHN. | <u>THE RING IN THE PRAIRE, A SHAWNEE LEGEND.</u> | E | 4-6 | I |
| BLISHEN, EDWARD. | <u>OXFORD BOOK OF POETRY FOR CHILDREN.</u> | E | 6-8 | |
| BODECKER, N. M. | <u>HURRY, HURRY MARY DEAR.</u> | E | 2-5 | |
| BREWTON, JOHN, AND BLACKBURN, L. | <u>MY TANG'S TUNGLED.</u> CROWELL. | C | 2-6 | |
| BREWTON, SARA AND JOHN. | <u>AMERICA FOREVER NEW.</u> LITTLE, BROWN. | C | 2-6 | |
| BROOKS, GWENDOLYN. | <u>BRONZEVILLE BOYS AND GIRLS.</u> | E | 2-6 | B |
| CIARDI, JOHN. | <u>YOU READ TO ME, I'LL READ TO YOU.</u> ILLUS: EDWARD GOREY. | E | 1-3 | |
| COLE, WILLIAM. | <u>A BOOK OF ANIMAL POEMS.</u> VIKING. | C | 2-6 | |
| COLE, WILLIAM (COMP.). | <u>POEM STEW AND OTHER TITLES.</u> ILLUS: KAREN ANN WEINHAUS. | C | 5-6 | |
| DE GEREZ, TONY (ADAPTED BY). | <u>MY SONG IS A PIECE OF JADE.</u> | C | 3-6 | H |
| DICKINSON, EMILY. | <u>I'M NOBODY! WHO ARE YOU?</u> | E | 5-6 | |
| FISHER, AILEEN. | <u>OUT IN THE DARK AND DAYLIGHT.</u> | C | 2-6 | |
| FROMAN, ROBERT. | <u>SEEING THINGS: A BOOK OF POEMS.</u> | C | 4-6 | |
| FROMAN, ROBERT. | <u>STREET POEMS.</u> | E | 4-6 | |
| GREENFIELD, ELOISE. | <u>HONEY I LOVE.</u> | E | 1-3 | B |
| HOPKINS, LEE BENNETT. | <u>THE SKY IS FULL OF SONG.</u> | E | 1-3 | |
| HOPKINS, LEE BENNETT. | <u>SURPRISES.</u> | C | 2-3 | |
| HOWARD, CORALIE. | <u>THE FIRST BOOK OF SHORT VERSE.</u> | C | 2-6 | |
| HUGHES, LANGSTON. | <u>DON'T YOU TURN BACK.</u> | E | 5-6 | |

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| HUGHES, LANGSTON. | <u>THE DREAM KEEPER AND OTHER POEMS.</u> | C | 4-6 | |
| JANECZKO, PAUL. | <u>STRINGS: A GATHERING OF FAMILY POEMS.</u> | E | 5-6 | |
| JONES, HETTIE. | <u>THE TREES STAND SHINING: POETRY OF THE NORTH AMERICAN INDIANS.</u> ILLUS: ROBERT ANDREW PARKER. | E | 5-6 | I |
| KENNEDY, X. J. | <u>KNOCK AT A STAR.</u> | C | 3-6 | |
| LARRICK, NANCY. | <u>PIPING DOWN THE VALLEYS WILD.</u> NEW EDITION. | C | 3-6 | |
| LIVINGSTON, MYRA COHN. | <u>HOW PLEASANT TO KNOW MR. LEAR!</u> ILLUS: EDWARD LEAR. | C | 4-6 | |
| LIVINGSTON, MYRA COHN. | <u>LISTEN, CHILDREN, LISTEN: AN ANTHOLOGY OF POEMS FOR THE VERY YOUNG.</u> ILLUS: TRINA SCHART HYMAN. | C | K-3 | |
| LIVINGSTON, MYRA COHN. | <u>CIRCLE OF SEASONS.</u> | C | 2-4 | |
| MCCORD, DAVID. | <u>ONE AT A TIME.</u> | C | 2-6 | |
| MERRIAM, EVE. | <u>INDEPENDENT VOICES.</u> ILLUS: ARVIS STEWART. | E | 1-3 | |
| MERRIAM, EVE. | <u>THERE IS NO RHYME FOR SILVER.</u> | C | 3-6 | |
| MOORE, LILIAN. | <u>SOMETHING NEW BEGINS.</u> | C | 3-6 | |
| NANCY, LARRICK. | <u>CRAZY TO BE ALIVE IN SUCH A STRANGE WORLD.</u> EVANS. | C | 3-6 | |
| O'NEILL, MARY. | <u>HAILSTONES AND HALIBUT BONES AND OTHER TITLES.</u> ILLUS: LEONARD WEISGARD. | C | 3-6 | |
| PLOTZ, HELEN. | <u>THE GIFT OUTRIGHT.</u> GREENWILLOW. | C | 3-6 | |
| POMERANTZ, CHARLOTTE. | <u>IF I HAD A PAKA: POEMS IN ELEVEN LANGUAGES.</u> ILLUS: NANCY TAFURI. | E | K-3 | |
| PRELUTSKY, JACK. | <u>NEW KID ON THE BLOCK AND OTHER TITLES.</u> | E | 3-6 | |

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| SANDBURG, CARL. <u>RAINBOWS ARE MADE.</u> EDITED BY LEE BENNETT HOPKINS. ILLUS: FRITZ EICHENBERG. | E | 6-8 |
| STARBIRD, KAYE. <u>THE COVERED BRIDGE HOUSE AND OTHER POEMS.</u> ILLUS: JIM ARNOSKY. | E | 5-8 |
| SUTHERLAND, ZENA, AND LIVINGSTON, M. <u>THE SCOTT, FORESMAN</u> <u>ANTHOLOGY.</u> SCOTT, FORESMAN. | C | 2-6 |
| TRIPP, WALACE. <u>GREAT BIG UGLY MAN CAME UP AND TIED HIS</u> <u>HORSE TO ME.</u> | C | 3-6 |
| VIORST, JUDITH. <u>IF I WERE IN CHARGE OF THE WORLD & OTHER</u> <u>WORRIES: POEMS FOR CHILDREN AND THEIR PARENTS.</u> ILLUS: LYNNE CHERRY. | E | 3-6 |
| WATSON, CLYDE. <u>FATHER FOX'S PENNY RHYMES.</u> | C | K-1 |
| WILNER, ISABEL. <u>THE POETRY TROUPE.</u> | C | 2-6 |

5. CONTEMPORARY REALISTIC FICTION CATEGORY

This category consists of stories about children, adults, and animals that are set in modern times with events that could happen. The stories help children understand themselves and others by showing that other people have thoughts, feelings, problems, and experiences similar to theirs. They often help children feel more comfortable in dealing with difficult situations.

Some common characteristics of contemporary realistic fiction include the following: the theme is significant and makes an impression on the reader, the plot is a true-to-life portrayal of events and feelings of contemporary people, the character's personality is fully developed, the language reflects the language of the times.

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| ATKINSON, MARY. <u>MARIA TERESA.</u> | C | 3-6 | H |
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| BOURNE, MIRIAM ANNE. <u>EMILIO'S SUMMER.</u> | E | 2-4 | | | | | |
| BULLA, CLYDE R. <u>SHOESHINE GIRL.</u> | E | 3-5 | | | | | |
| BUNTING, EVE. <u>THE HAPPY FUNERAL.</u> | E | 5-6 | | | | | |
| BUNTING, EVE. <u>SOMEONE IS HIDING ON ALCATRAZ ISLAND.</u> | E | 5-6 | | | | | |
| BURCH, ROBERT. <u>QUEENIE PEAVY.</u> ILLUS: JERRY LAZARE. | C | 5-6 | | | | | |
| BYARS, BETSY. <u>THE SUMMER OF THE SWANS.</u> ILLUS: TED COCONIS. | C | 5-6 | | | | | |
| CLEARY, BEVERLY. <u>RAMONA AND HER FATHER.</u> ILLUS: ALAN TIEGREEN. | C | 3-5 | | | | | |
| CLEARY, BEVERLY. <u>DEAR MR. HENSHAW.</u> | C | 5-6 | | | | | |
| COHEN, BARBARA. <u>THANK YOU, JACKIE ROBINSON.</u> | E | 4-6 | | | | | |
| DE PAOLA, TOMIE. <u>NANA UPSTAIRS, NANA DOWNSTAIRS.</u> | C | 2-4 | | | | | |
| DE SAINT EXUDERY, ANTONIE. <u>THE LITTLE PRINCE.</u> | C | 2-5 | | | | | |
| DUNNAHOO, TERRY. <u>WHO NEEDS ESPIE SANCHEZ?</u> | E | 4-6 | | | | | |
| ENRIGHT, ELIZABETH. <u>THIMBLE SUMMER.</u> | E | 4-5 | | | | | |
| ESTES, ELEANOR. <u>THE MOFFATS.</u> ILLUS: LOUIS SLOBODKIN. | E | 3-4 | | | | | |
| ESTES, ELEANOR. <u>THE HUNDRED DRESSES.</u> | C | 3-6 | | | | | |
| FITZGERALD, JOHN. <u>THE GREAT BRAIN.</u> | E | 5-6 | | | | | |
| FITZHUGH, LOUISE. <u>HARRIET THE SPY.</u> | E | 5-6 | | | | | |
| FOX, PAULA. <u>ONE-EYED CAT.</u> | C | 6 | | | | | |
| GALBRAITH, CLAIRE K. <u>VICTOR.</u> ILLUS: BILL COMMERFORD. | C | 2-5 | | | | | |
| GATES, DORIS. <u>BLUE WILLOW.</u> | C | 4-5 | | | | | |
| GIPSON, FRED. <u>OLD YELLER.</u> ILLUS: CARL BURGER. | E | 5-8 | | | | | |

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| PATERSON, KATHERINE. <u>BRIDGE TO TERABITHIA</u> . ILLUS: DONNA DIAMOND. | C | 5-6 | |
| PATERSON, KATHERINE. <u>THE GREAT GILLY HOPKINS</u> . | E | 5-6 | |
| POLITI, LEO. <u>MILKO'S GIFT</u> . | E | 1-3 | J |
| RAWLS, WILSON. <u>WHERE THE RED FERN GROWS</u> . | C | 5-6 | |
| SACHS, MARILYN. <u>THE BEAR'S HOUSE</u> . | E | 5-6 | |
| SONNEBORN, RUTH. <u>FRIDAY NIGHT IS PAPA NIGHT</u> . | E | 2-4 | H |
| STEPTOE, JOHN. <u>STEVIE</u> . | C | 2-3 | B |
| TAYLOR, THEODORE. <u>THE TROUBLE WITH TUCK</u> . | E | 5-6 | |
| WILLIAMS, VERA. <u>CHAIR FOR MY MOTHER (AND OTHER TITLES IN SERIES)</u> . | C | 2-4 | |
| WOJCIECHOWSKA, MAIA. <u>SHADOW OF A BULL</u> . ILLUS: ALVIN SMITH. | E | 6-8 | |
| YARBROUGH, CAMILLE. <u>CORN ROWS</u> . | E | 3-6 | B |
| YASHIMA, TARO PSEUD (JUN IWAMATSU). <u>CROW BOY</u> . | C | 2-3 | J |
| YEP, LAURENCE. <u>CHILD OF THE OWL</u> . | C | K-3 | C |
| ZOLOTOW, CHARLOTTE. <u>MY GRANDSON LEW</u> . | C | K-3 | |

6. HISTORICAL FICTION CATEGORY

History is made by people--what they did, what they said, and what they were--people with strengths and weaknesses who experienced victories and defeats. For children, history becomes exciting when the people who made it seem to arise alive from the pages. Historical fiction adds the human dimension to the historical facts presented in textbooks and helps students view history as a story of life as it was lived by real people in the past.

Historical fiction, though it is set in a time prior to the one in which we live, is like contemporary realism in that it relates human experiences in the natural world. The historical novel is an imaginative story in which the author has deliberately reconstructed the life and times of a past period. This would include authentic historical novels such as Johnny Tremain by Forbes; books written from an author's memory of an earlier time, like Little House on the Prairie by Wilder; or books that may have taken on an aura of the past because of having been around for a long time, like Snow Treasure by Marie McSwigan.

However, a book of historical fiction should do more than relate a good story of the past, authentically and imaginatively. It should illuminate the problems of today by examining those of yesterday. The themes of historical books are basic ones--the meaning of freedom, loyalty and treachery, love and hate, acceptance of new ways, closed minds versus open ones, and the age-old struggle between good and evil. A well-written work of historical fiction will have a universal and long-lasting impact on the lives of its readers no matter in what age it is read or written.

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| BEATTY, PATRICIA. | <u>WAIT FOR ME, WATCH FOR ME EULABEE.</u> | C | 5-6 | |
| BENCHLEY, NATHANIEL. | <u>GEORGE THE DRUMMER BOY.</u> | E | 3-5 | |
| BENCHLEY, NATHANIEL. | <u>SAM THE MINUTEMAN.</u> | E | 4-5 | |
| BRENNER, BARBARA. | <u>WAGON WHEELS.</u> | C | 2-5 | |
| BRINK, CAROL RYRIE. | <u>CADDIE WOODLAWN.</u> ILLUS: IRINA SCHAT HYMAN. | E | 4-6 | |
| BURCHARD, PETER. | <u>BIMBY.</u> | E | 5-6 | B |
| BYARS, BETSY. | <u>TROUBLE RIVER.</u> | E | 5-8 | |
| CLAPP, PATRICIA. | <u>I'M DEBORAH SAMPSON: A SOLDIER IN THE WAR OF THE REVOLUTION.</u> | C | 5-6 | |
| DALGLIESH, ALICE. | <u>THE COURAGE OF SARAH NOBLE.</u> ILLUS: LEONARD WEISGARD. | C | 2-4 | |

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| DE JONG, MEINDERT. | <u>HOUSE OF 60 FATHERS.</u> | E | 6 | | C | |
| FLEISCHMAN, SID. | <u>BY THE GREAT HORN SPOON.</u> | E | 5-6 | | | |
| FOX, PAULA. | <u>SLAVE DANCER.</u> | E | 5-6 | | B | |
| GLUBOK, SHIRLEY (ED.). | <u>THE FALL OF THE AZTECS.</u> | E | 4-6 | | | |
| GOBLE, PAUL AND DOROTHY. | <u>RED HAWK'S ACCOUNT OF CUSTER'S LAST BATTLE.</u> | E | 5-8 | | I | |
| HALEY, GAIL E. | <u>JACK JOUETT'S RIDE.</u> | C | 3-5 | | | |
| HALL, DONALD. | <u>THE OX CART MAN.</u> ILLUS: BARBARA COONEY. | C | 3-4 | | | |
| HAUGAARD, ERIK CHRISTIAN. | <u>HAKON OF ROGEN'S SAGA.</u> ILLUS: LEO AND DIANE DILLON. | E | 6-8 | | | |
| HAUTZIG, ESTHER. | <u>A GIFT FOR MAMA.</u> | C | 3-5 | | | |
| HOLLINGS, HOLLING C. | <u>PADDLE TO THE SEA.</u> | E | 5-6 | | | |
| HOLLINGS, HOLLING C. | <u>TREE IN THE TRAIL.</u> | E | 5-6 | | | |
| LEVITIN, SONIA. | <u>JOURNEY TO AMERICA.</u> | E | 5-8 | | | |
| LEWIS, THOMAS. | <u>HILL OF FIRE.</u> | C | 2-3 | | H | |
| LOBEL, ARNOLD. | <u>ON THE DAY PETER STUYVESANT SAILED INTO TOWN.</u> | E | 1-4 | | | |
| LORD, BETTE BAO. | <u>IN THE YEAR OF THE BOAR AND JACKIE ROBINSON.</u> | C | 4-6 | | C | |
| MACLACHLAN, PATRICIA. | <u>SARAH, PLAIN AND TALL.</u> | C | 4-6 | | | |
| MEADOWCROFT, ENID. | <u>BY SECRET RAILWAY.</u> | C | 4-6 | | B | |
| MOERI, LOUISE. | <u>SAVE QUEEN OF SHEBA.</u> | E | 5-6 | | | |
| MONJO, F. N. | <u>THE DRINKING GOURD.</u> ILLUS: FRED BRENNER. | C | 3-5 | | B | |
| O'DELL, SCOTT. | <u>CARLOTA.</u> | E | 4-6 | | | |
| O'DELL, SCOTT. | <u>ZIA.</u> | E | 4-6 | | | |

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| O'DELL, SCOTT. <u>ISLAND OF THE BLUE DOLPHINS.</u> (SOUTHERN CALIFORNIA). | C | 5-6 | I | | |
| ORLEV, URI. <u>THE ISLAND ON BIRD STREET.</u> | C | 5-6 | | | |
| PECK, RICHARD. <u>THE GHOST BELONGED TO ME.</u> | E | 5-6 | | | |
| SANDLIN, JOAN. <u>LONG WAY TO A NEW LAND.</u> | C | 3-5 | | | |
| SHUB, ELIZABETH. <u>THE WHITE STALLION.</u> | C | 3-5 | | | |
| SPEARE, ELIZABETH GEORGE. <u>THE WITCH OF BLACKBIRD POND.</u> | E | 5-6 | | | |
| SPEARE, ELIZABETH. <u>SIGN OF THE BEAVER.</u> | C | 4-6 | I | | |
| SPERRY, ARMSTRONG. <u>CALL IT COURAGE.</u> | C | 4-6 | | | |
| TAYLOR, MILDRED. <u>ROLL OF THUNDER, HEAR MY CRY.</u> | C | 5-6 | B | | |
| TAYLOR, SYDNEY. <u>ALL-OF-A-KIND FAMILY.</u> | E | 4-6 | | | |
| TAYLOR, THEODORE. <u>THE CAY.</u> | E | 5-6 | B | | |
| UCHIDA, YOSHIKO. <u>JOURNEY HOME.</u> ILLUS: CHARLES ROBINSON. | E | 4-6 | J | | |
| UCHIDA, YOSHIKO. <u>JOURNEY TO TOPAZ.</u> ILLUS: DONALD CARRICK. | C | 4-6 | J | | |
| WILDER, LAURA INGALLS. <u>LITTLE HOUSE IN THE BIG WOODS.</u> ILLUS: GARTH WILLIAMS. | C | 2-4 | | | |
| WILDER, LAURA INGALLS. <u>ON THE BANKS OF PLUM CREEK.</u> ILLUS: GARTH WILLIAMS. | E | 5-6 | | | |

7. Non-Fiction--Information Category

Non-fiction, which includes both biographies and general informational material, is a crucial addition to a recommended reading list. As students proceed in school, they must spend increasing amounts of time reading for information. It is at this point that they are often "turned off"

Biography presents a special challenge to students. Through reading about the lives of others, who may have overcome great adversities or handicaps, they may begin to realize the opportunities and situations which they may one day confront. They may also find solutions to perplexing personal questions or conditions.

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24

NON-FICTION--BIOGRAPHY CATEGORY

| | | | | G R A D E S P A N E | C U L T U R E |
|---------------------------------------|--|---|-----|--|---------------------------------|
| DEMUTH, PATRICIA. | <u>JOEL: GROWING UP A FARM MAN.</u> | C | 6-9 | | |
| EPSTEIN, BERYL AND EPSTEIN, SAMUEL. | <u>DOCTOR BEAUMONT AND THE MAN WITH THE HOLE IN HIS STOMACH.</u> | E | 3-5 | | |
| FREEDMAN, RUSSELL. | <u>CHILDREN OF THE WILD WEST.</u> | E | 5-8 | | |
| GEMMING, ELIZABETH. | <u>LOST CITY IN THE CLOUDS: THE DISCOVERY OF MACHU PICCHU.</u> | E | 5-7 | | |
| GIBBONS, GAIL. | <u>THE POST OFFICE BOOK.</u> | E | 2-5 | | |
| GIBBONS, GAIL. | <u>FIRE/FIRE.</u> | E | 2-4 | | |
| GIBLIN, JAMES CROSS. | <u>CHIMNEY SWEEPS.</u> | E | 4-7 | | |
| ISENBART, HANS-HEINRICH. | <u>A DUCKLING IS BORN.</u> | C | 2-4 | | |
| JAPANESE AMERICAN CURRICULUM PROJECT. | <u>THE JAPANESE AMERICAN JOURNEY.</u> | E | 5-8 | | J |
| KOHL, HERBERT AND KOHL, JUDITH. | <u>THE VIEW FROM THE OAK.</u> | C | 3-5 | | |
| KREMENTZ, JILL. | <u>A VERY YOUNG RIDER.</u> | C | 3-6 | | |
| KUSKIN, KARLA. | <u>THE PHILHARMONIC GETS DRESSED.</u> ILLUS: MARC SIMONT. | C | 2-5 | | |
| LASKER, JOE. | <u>MERRY EVER AFTER: THE STORY OF TWO MEDIEVAL WEDDINGS.</u> | E | 3-6 | | |
| LASKY, KATHRYN. | <u>THE WEAVER'S GIFT.</u> | E | 5-7 | | |
| LASKY, KATHRYN. | <u>SUGARING TIME.</u> | E | 5-6 | | |
| LAUBER, PATRICIA. | <u>WHAT'S HATCHING OUT OF THAT EGG?</u> | C | 1-3 | | |
| LAUBER, PATRICIA. | <u>SEEDS POP! STICK! GLIDE!</u> | C | K-3 | | |
| LESTER, JULIUS. | <u>TO BE A SLAVE.</u> | E | 6-9 | | B |
| MACAULAY, DAVID. | <u>THE HOUSE ON SPRUCE STREET.</u> | E | 5-9 | | |

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| MEYERS, SUSAN. <u>PEARSON, A HARBOR SEAL PUP.</u> | C | 4-8 | |
| MICHEL, ANNA. <u>THE STORY OF NIM, THE CHIMP WHO LEARNED LANGUAGE.</u> | E | 4-6 | |
| NANCE, JOHN. <u>LOBO OF THE TASADAY: A STONE AGE BOY MEETS THE MODERN WORLD.</u> | E | 3-6 | |
| PACE, MILDRED. <u>WRAPPED FOR ETERNITY: THE STORY OF THE EGYPTIAN MUMMY.</u> | E | 5-8 | |
| PATTERSON, FRANCIS. <u>KOKO'S KITTEN.</u> | C | 2-6 | |
| POLITI, LEO. <u>SONG OF THE SWALLOWS.</u> | E | 1-5 | H |
| PRICE, CHRISTINE. <u>DANCING MASKS.</u> | C | 1-4 | |
| ROCKWELL, ANNE. <u>TOOLBOX.</u> | C | 3-5 | |
| SATTLER, HELEN R. <u>DINOSAURS OF NORTH AMERICA.</u> | E | 3-6 | |
| SCOTT, JACK DENTON. <u>THE BOOK OF THE PIG.</u> | E | 4-6 | |
| SELSAM, MILLICENT E. <u>COTTON.</u> | C | 3-5 | |
| SELSAM, MILLICENT E. <u>SEE THROUGH THE FOREST.</u> | C | 2-4 | |
| SELSAM, MILLICENT E. <u>THE MAPLE TREE.</u> | C | 2-5 | |
| ST. GEORGE, JUDITH. <u>THE BROOKLYN BRIDGE.</u> | C | 5-9 | |
| TUNIS, EDWIN. <u>FRONTIER LIVING.</u> | E | 4-6 | |
| WEAVER, HARRIETT. <u>FROSTY: A RACCOON TO REMEMBER.</u> | E | 5-6 | |
| WOLF, BERNARD. <u>DON'T FEEL SORRY FOR PAUL.</u> | E | 5-8 | |
| YUE, DAVID AND CHARLOTTE. <u>TIPI: A CENTER OF NATIVE AMERICAN LIFE.</u> | E | 5-6 | I |

8. NON-FICTION--BIOGRAPHY CATEGORY

Non-fiction, which includes both biographies and general informational material, is a crucial addition to a recommended reading list. As students proceed in school, they must spend increasing amounts of time reading for information. It is at this point that they are often "turned off" to reading, feeling that the material is dry and uninteresting. While it is important that required subject matter be covered, it is also important that the books have literary merit and present a point of view as fairly and impartially as possible.

Biography presents a special challenge to students. Through reading about the lives of others, who may have overcome great adversities or handicaps, they may begin to realize the opportunities and situations which they may one day confront. They may also find solutions to perplexing personal questions or conditions.

It is for these reasons that the selection of non-fiction titles for students should be made as carefully as those in other categories.

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| ADOFF, ARNOLD. | <u>MALCOLM X.</u> | E | 5-8 | B | |
| ALIKI. | <u>A WEED IS A FLOWER: THE LIFE OF GEORGE WASHINGTON.</u> | C | 2-4 | B | |
| ALIKI. | <u>THE MANY LIVES OF BENJAMIN FRANKLIN.</u> | E | 1-3 | | |
| BARNARD, JACQUELINE. | <u>VOICES FROM THE SOUTHWEST: ANTONIO JOSE MARTINEZ, ELFEGO BACA. REIES LOPEZ TIJERINA.</u> | C | 4-6 | H | |
| BERTOL, ROLAND. | <u>CHARLES DREW.</u> | E | 4-6 | B | |
| CLAYTON, ED. | <u>MARTIN LUTHER KING: THE PEACEFUL WARRIOR.</u> | E | 4-6 | B | |
| D'AULAIRE, INGRI AND EDGAR. | <u>COLUMBUS.</u> | E | 3-6 | | |
| FABER, DORIS. | <u>OH, LIZZIE! THE LIFE OF ELIZABETH CADY STANTON.</u> | E | 5-7 | | |
| FABER, DORIS. | <u>ELEANOR ROOSEVELT.</u> | E | 3-6 | | |
| FALL, THOMAS. | <u>JIM THORPE.</u> | E | 3-5 | I | |

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| FEINBERG, BARBARA. | <u>FRANKLIN D. ROOSEVELT.</u> | E | 5-6 | | |
| FOX, MARY. | <u>JANE GOODALL: LIVING CHIMPSTYLE.</u> | E | 3-5 | | |
| FRANCHERE, RUTH. | <u>CESAR CHAVEZ.</u> | C | 3-6 | | H |
| FRITZ, JEAN. | <u>AND THEN WHAT HAPPENED, PAUL REVERE.</u> ILLUS: MARGOT TOMES. | C | 3-6 | | |
| FRITZ, JEAN. | <u>WHAT'S THE BIG IDEA, BEN FRANKLIN?</u> ILLUS: MARGOT TOMES. | C | 3-6 | | |
| FRITZ, JEAN. | <u>WHERE WAS PATRICK HENRY ON THE 29TH OF MAY?</u> | C | 3-5 | | |
| FRITZ, JEAN. | <u>WHY DON'T YOU GET A HORSE, SAM ADAMS.</u> | E | 3-5 | | |
| FRITZ, JEAN. | <u>HOMESICK.</u> | E | 5-6 | | |
| GREENFIELD, HOWARD. | <u>MARC CHAGALL.</u> | C | 5-7 | | |
| HAUTZIG, ESTHER. | <u>ENDLESS STEPPE: A GIRL IN EXILE.</u> | E | 5-8 | | |
| HUNTER, EDITH. | <u>CHILD OF THE SILENT NIGHT: THE STORY OF LAURA BRIDGEMAN.</u> | C | 5-6 | | |
| HYMAN, TRINA SCHAT. | <u>SELF PORTRAIT.</u> | E | 5-6 | | |
| JACKSON, JESSE. | <u>MAKE A JOYFUL NOISE UNTO THE LAND: THE LIFE OF MAHALIA JACKSON. QUEEN OF GOSPEL SINGERS.</u> | C | 6-8 | | B |
| KOHN, BERNICE. | <u>TALKING LEAVES, THE STORY OF SEQUOYAH.</u> | C | 3-6 | | I |
| KROEBER, THEODORA. | <u>ISHI, LAST OF THE TRIBE.</u> | C | 5-7 | | I |
| LINDSTROM, ALETHA. | <u>SOJOURNER TRUTH.</u> | E | 6-8 | | B |
| MCCUNN, RUTHANNE LUM. | <u>THOUSAND PIECES OF GOLD, A BIOGRAPHICAL NOVEL.</u> | C | 5-8 | | C |
| MCGOVERN, ANN. | <u>THE SECRET SOLDIER: THE STORY OF DEBORAH SAMPSON.</u> | C | 4-6 | | |

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| SYME, RONALD. | <u>MAGELLAN: FIRST AROUND THE WORLD.</u> | E | 4-6 | |
| TOBIAS, TOBI. | <u>MARIA TALLCHIEF.</u> (OSAGE). | E | 3-5 | I |
| TOBIAS, TOBI. | <u>ISAMU NOGUCHI: THE LIFE OF A SCULPTOR.</u> | C | 3-6 | J |
| YATES, ELIZABETH. | <u>AMOS FORTUNE, FREE MAN.</u> ILLUS: NORA S. UNWIN. | E | 6-8 | B |
| ZEMACH, MARGOT. | <u>SELF PORTRAIT.</u> | E | 5-6 | |

9. PLAYS, K-6 CATEGORY

Plays for students K-6 are an ideal form for developing all skills in an integrated way and at the same time enabling students to encounter some of the great enduring tales. Many of the plays listed below are adaptations from folk and fairy tales and from other literary forms, while others are plays written for special occasions. Some are appropriate for puppet shows, others for readers' theater presentations, and still others for full dramatization.

SINGLE PLAYS

- ANDERSEN, HANS CHRISTIAN. THE RED SHOES.
- BEHRENS, JUNE. FEAST OF THANKSGIVING.
- CHILDRESS, ALICE. WHEN THE RATTLESNAKE SOUNDS.
- CHORPENNING, CHARLOTTE. ALICE IN WONDERLAND.
- CHORPENNING, CHARLOTTE. HANSEL AND GRETEL.
- CHORPENNING, CHARLOTTE. RIP VAN WINKLE.
- DAVIS, OSSIE. ESCAPE TO FREEDOM.
- EVERNDEN, MARGERY. KING ARTHUR'S SWORD.
- EVERNDEN, MARGERY. RUMPESTILTSKIN.

FOX, PHYLLIS AND DAVID COLEMAN. CINDERELLA.

FREEMAN, ETHEL. HEIDI.

GLENNON, WILLIAM. ALI BABA AND THE MAGIC CAVE.

GLENNON, WILLIAM. JACK AND THE BEANSTALK.

HALE, PAT. THE ADVENTURES OF BRER RABBIT.

HALE, PAT. THE BALLAD OF ROBIN HOOD.

HALE, PAT. THE BREMEN TOWN MUSICIANS.

HOLLOWAY, DOROTHY. THE STEADFAST TIN SOLDIER.

JONSON, MARIAN. SNOW WHITE AND THE SEVEN DWARFS.

KRAUS, JOANNA HALPERT. MEAN TO BE FREE.

LATSHAW, GEORGE. PINOCCHIO.

SCHLESINGER, SARAH. TOM SAWYER.

STUART, ELLEN. BEAUTY AND THE BEAST.

ANTHOLOGIES AND COLLECTIONS

ALEXANDER, SUE. SMALL PLAYS FOR SPECIAL DAYS.

BENNETT, ROWENA. CREATIVE PLAYS AND PROGRAMS FOR HOLIDAYS.

BOIKO, CLAIRE. CHILDREN'S PLAYS FOR CREATIVE ACTORS.

BURACK, A. S. 100 PLAYS FOR CHILDREN.

CHEATHAM, VAL R. SKITS AND SPOOFS FOR YOUNG ACTORS.

FISHER, AILEEN. HOLIDAY PROGRAMS FOR BOYS AND GIRLS.

HENDERSON, NANCY. CELEBRATE AMERICA.

KAMERMAN, SYLVIA. CHILDREN'S PLAYS FROM FAVORITE STORIES.

KAMERMAN, SYLVIA. FIFTY PLAYS FOR JUNIOR ACTORS.

KAMERMAN, SYLVIA. LITTLE PLAYS FOR LITTLE PLAYERS.

KAMERMAN, SYLVIA. PATRIOTIC AND HISTORICAL PLAYS FOR YOUNG PEOPLE.

KAMERMAN, SYLVIA (ED). TREASURY OF CHRISTMAS PLAYS.

KAMERMAN, SYLVIA (ED). DRAMATIZED FOLK TALES OF THE WORLD.

KORTY, CAROL. PLAYS FROM AFRICAN FOLKTALES.

KORTY, CAROL. SILLY SOUP: TEN ZANY PLAYS.

MILLER, HELEN LOUISE. FIRST PLAYS FOR CHILDREN.

MILLER, HELEN LOUISE. SHORT PLAYS FOR CHILDREN.

MAHLMANN, LEWIS AND DAVID JONES. PUPPET PLAYS FROM FAVORITE STORIES.

NEWMAN, DEBORAH. HOLIDAY PLAYS FOR LITTLE PLAYERS.

PRESTON, CAROL. A TRILOGY OF CHRISTMAS PLAYS FOR CHILDREN.

ROCKWELL, THOMAS. HOW TO EAT FRIED WORMS.

THANE, ADELE. PLAYS FOR FAMOUS STORIES AND FAIRY TALES.

10. FOREIGN LANGUAGE BOOK CATEGORY

These books that are written in languages other than English are suggested for children who read another language better than English. The books are acknowledged literature of merit and take their place alongside the English language books.

These books are not listed here to promote or encourage reading in languages other than English, but are to be another medium of reading to ensure that the other language children have the same opportunity to read and enjoy the benefits of literature until they are functional in English.

This category could include books from many languages; however, several factors mitigate against listing them all. Therefore, we have limited our entries to those in Chinese, Japanese, Korean, Spanish, Tagalog, and Vietnamese. Books that are translated into several foreign languages, such as Snow White and the Seven Dwarfs, are entered in both the English and foreign language lists.

The matrix for this category gives the user the following information:

Column 1 = Designation of core or recreational/motivational

Column 2 = The suggested grade span to use the book

Column 3 = The language in which the book is written

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| C for Chinese | S for Spanish |
| J for Japanese | T for Tagalog |
| K for Korean | V for Vietnamese |

Also, the list is divided into the general categories found in the rest of the document.

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A. PICTURE BOOKS

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| ALCANTARA SGARB, RICARDO. <u>GUARAGU</u> . ILLUS: MARIA RIUS. | | 4-6 | S |
| ARMIJO, CONSUELO. <u>MONE</u> . ILLUS: MONTSE GINESTA. | R | K-3 | S |
| BALLESTA, JUAN. <u>TOMMY Y EL ELEFANTE</u> . | R | K-3 | S |
| BAUM, WILLI. <u>LA EXPEDICION</u> . | R | 4-6 | S |
| BROGER, ACHIM AND KALOW, GISELA. <u>BUENOS DIAS, QUERIDA BALLENA</u> . | R | K-3 | S |
| BURMINGHAM, JOHN. <u>TRUBLOFF, EL RATON QUE QUERIA TOCAR LA BALALAIKA</u> . | R | 4-6 | S |
| CANAL RAMIREZ GONZALO Y GERMAN RAMOS. <u>EL ROBO DO LAS AES</u> . | R | 4-6 | S |
| CLARET, MARIA. <u>LA RATITA BLASA</u> . | R | K-3 | S |
| COUTANT, HELEN. <u>FIRST SNOW</u> . | C | 1-3 | C |
| GINESTER-MAESTRES. <u>EL SOMBRERO DE JUAN</u> . | R | K-3 | S |
| HAZEN, NANCY. <u>LOS ADULTOS TAMBIEN LLORAN</u> . | C | 1-3 | S |
| KRAHN, FERNANDO. <u>HILDERITA Y MAXIMILIANO</u> . TRANSLATED BY MARTA FERRES. | R | K-3 | S |
| LEAF, MUNRO. <u>FERDINANDO, EL TORO</u> . | C | K-3 | S |
| LEPSCKY, IBI. <u>AMADEO</u> . | R | K-3 | S |
| LIONNI, LEO. <u>NADARIN</u> . ENGLISH TITLE "SWIMMY". TRANSLATED BY ANA MARIA MATUTE. | R | K-3 | S |
| LOBEL, ARNOLD. <u>MOUSE TALES</u> . | R | K-3 | S |
| LOOF, JAN. <u>MI ABUELO ES PIRATA</u> . | R | K-3 | S |
| MARZOT, JANET AND LIVIO. <u>LAS LIEFRES BLANCAS</u> . | R | K-3 | S |

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| PERRAULT, CHARLES. <u>LA CENICIENTA</u> . TRANSLATED BY JOSE EMILIO PACHECO. | R | 4-6 | S |
| PROYSEN, ALF. <u>SEÑORA CUCHARITA STORY COLLECTION</u> . | R | K-3 | S |
| TURIN, ADELA AND BOSNIA, NELLA. <u>ARTURO Y CLEMENTINA</u> . | R | K-3 | S |
| TURIN, ADELA AND NELLA BOSNIA. <u>UNA FELIZ CATASTROFE</u> . | R | 4-6 | S |
| TUSQUETS, ESTHER. <u>LA CONEJITA MARCELA</u> . | R | 4-6 | S |
| URIBE, MARIA DE LA LUZ. <u>LA SEÑORITA AMELIA</u> . ILLUS: FERNANDO KRAHN. | R | K-3 | S |

B. FOLKLORE

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| ADA, ALMA FLOR Y PILAR DE OLAVE, MARIA DEL. <u>ASERRIN, ASERRAN</u> . | C | K-3 | S |
| ANONYMOUS. <u>TWO BROTHERS AND THEIR MAGIC GOURDS</u> . | C | 2-8 | K |
| ANONYMOUS. <u>CHINESE MOTHER GOOSE RHYMES</u> . | C | K-2 | C |
| BAYLEY, NICOLA. <u>CANCIONES TONTAS</u> . SPANISH VERSION BY JAVIER ROCA. | R | K-3 | S |
| BRAVO-VILLANSANTE, CARMEN. <u>ADIVINA, ADIVINANZA. FOLKLORE INFANTIL</u> . | R | K-3 | S |
| CABALLERO, FERNAN. <u>EL PAJARO DE LA VERDAD Y OTROS CUENTOS</u> . | C | 4-6 | S |
| CHING, ANNIE. <u>BIRTHDAY PARTY (AND OTHER TALES)</u> . | C | K-6 | C |
| GRIMM, HERMANOS. <u>BLANCA NIEVES Y LOS SIETE ENANOS</u> . ILLUS: NANCY E. BURKERT. SPANISH VERSION BY FELIPE GARRIDO. | C | 4-6 | S |
| HAP, LE HUY. <u>VIETNAMESE LEGENDS</u> . | R | 3-8 | V |

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| JIMENEZ, EMMA AND PUNCEL, CONCHITA. <u>PARA CHIQUITINES.</u> ILLUS: GILBERT MARTINEZ. | R | K-3 | S |
| MENOTTI, G. C. <u>AMAHY Y LOS REYES MAGOS.</u> | C | 7-8 | S |
| NGUYEN, LAN. <u>VIETNAMESE FOLKTALES.</u> | R | 3-8 | V |
| PUSHKIN, ALEXANDER. <u>EL CUENTO DEL GALLO DE ORO.</u> ILLUS: E. BILIBIN. | C | K-3 | S |
| ROHMER, HARRIET. <u>THE LEGEND OF FOOD MOUNTAIN/LA</u> <u>MONTANA DEL ALIMENTO.</u> | R | 4-6 | S |
| SCHULTZ DE MANTOVANI, FRYDA. <u>LEYENDAS ARGENTINAS.</u> | R | 7-8 | S |
| SINGER, ISAAC BASHEVIS. <u>CUENTOS JUDIOS DE LA ALDEA</u> <u>DE CHELM.</u> | R | 4-6 | S |
| THONG, LE TINH. <u>POPULAR STORIES FROM VIETNAM, VOL. I</u> <u>ONLY.</u> | R | 3-8 | V |

C. MODERN FANTASY

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| ANDERSEN, HANS CHRISTIAN. <u>ALMENDRITA. ORIG. ENG.</u> <u>TITLE "THUMBELINA."</u> ILLUS: SUSAN JEFFERS. | C | 4-6 | S |
| BALZOLA, ANA. <u>EL CAMISON BORDADO.</u> ILLUS: ASUN BALZOLA. | R | K-3 | S |
| HAN, MIEKO. <u>TURTLE POWER - VIETNAMESE.</u> | C | 1-6 | V |
| HAN, MIEKO. <u>THE MARRIAGE OF A MOUSE.</u> | R | 1-3 | J |
| MARTI, JOSE. <u>LA EDAD DE ORO.</u> ANY OF THE SEVERAL EDITIONS AVAILABLE. | R | 4-6 | S |
| ROXLO, CONRADO NALE. <u>LA ESCUELA DE LAS HADAS.</u> | R | K-3 | S |
| WILDE, OSCAR. <u>EL PRINCIPE FELIZ.</u> ILLUS: JOANNA ISLES. | R | 4-6 | S |

D. POETRY

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| FERRAN, JAIME. <u>TARDE DE CIRCO.</u> ILLUS: CARLOS D'ORS. | R | 4-6 | S |
| FREYRE DE MATOS, ISABEL. <u>ABC DE PUERTO RICO.</u> | R | K-3 | S |
| FUERTES, GLORIA. <u>AURORA, BRIGIDA Y CARLOS.</u> ILLUS: JAN PIENKOWSKI. | R | K-3 | S |
| GALARZA, ERNESTO. <u>POEMAS PARVULOS.</u> | R | K-3 | S |
| GUILLEN, NICOLAS. <u>POR EL MAR DE LAS ANTILLAS ANDA UN BARCO DE PAPEL.</u> ILLUS: HORACIO ELENA. | R | 4-6 | S |
| PELEGRAIN, ANA, ED. <u>POESIA ESPANOLA PARA NINOS.</u> | R | 7-8 | S |
| URIBE, MARIA DE LA LUZ. <u>CUENTA QUE TE CUENTO.</u> ILLUS: FERNANDO KRAHN. | C | 4-6 | S |
| VEGA, BLANCA DE LA. <u>ANTOLOGIA DE LA POESIA INFANTIL.</u> | C | 4-6 | S |
| WALSH, MARIA ELENA. <u>TUTU MARAMBA.</u> ILLUS: VILAR. | R | 4-6 | S |

E. CONTEMPORARY REALISTIC FICTION

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| ANONYMOUS. <u>EL GENTIL DRAGON ROJO.</u> | R | 4-6 | S |
| BURNINGHAM, JOHN. <u>HARQUIN, EL ZORRO QUE BAJO AL VALLE.</u> | R | 4-6 | S |
| HAHN, JAE HYUN AND HAN. <u>SPECIAL KOREAN BIRTHDAY.</u> | C | 1-3 | K |
| HAHN, JAE HYUN. <u>SEVEN KOREAN SISTERS.</u> | C | 1-3 | K |
| HIE, NGUYEN THI DUC. <u>DOI SONG MOI/A NEW LIFE IN A NEW LAND.</u> | C | 3-6 | V |
| KURUSA. <u>LA CALLE ES LIBRE.</u> ILLUS: MONIKA DOPPERT. | R | 4-6 | S |
| PAZ, MARCELA. <u>PAPELUCHO.</u> THERE ARE A TOTAL OF 12 TITLES ON THIS SERIES. | R | 4-6 | S |

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PELLICER LOPEZ, CARLOS. JUAN Y SUS ZAPATOS. R K-3 S

F. HISTORICAL FICTION

AQUILERA, CARMEN. CITLALLI Y LAS ESTRELLAS. ILLUS: R 4-6 S
JEANNE ROBLEDO.

CARDENAS, MAGOLO. CELESTINO Y EL TREN. ILLUS: R 4-6 S
GERARDO CANTU.

DE LA VARA, ARMIDA. EL TRONAVIAJE. ILLUS: FIONA R 4-6 S
ALEXANDER.

DEL AMO, MONTSERRAT. EL FUEGO Y EL ORO. R 7-8 S

MCCUNN, RUTHANNE LUM. PIE-BITER. R 4-8 C

MEDERO, MARINES. AL OTRO LADO DE LA PUERTA. ILLUS: R 4-6 S
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G. NON-FICTION BIOGRAPHY

LIM, SING. WEST COAST CHINESE BOY. C 4-6 C

H. NON-FICTION INFORMATION

MACAULEY, DAVID. GRANDES CREACIONES DEL HOMBRE SERIES. R 4-8 S

MITGUSTCH, ALI. DE LA ARCILLA AL LADRILLO. THIS R K-3 S
COLLECTION CONTAINS 12 TITLES.

YEE, DIANE C. GUNG HAY FAT CHOY. C K-3 C

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RECREATIONAL/MOTIVATIONAL SECTION

DRAFT

This section contains the Recreational/Motivational entries. It is designed to suggest works to district material-selection committees and teachers that can be used for student independent reading. The selection of these books has been done to include titles that would accommodate the broad range of reading interests of the children.

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| ENRIGHT, ELIZABETH. | <u>SATURDAYS.</u> | | 4-6 | |
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| HENRY, MARQUERITE. | <u>JUSTIN MORGAN HAD A HORSE.</u> | ILLUS: WESLEY DENNIS. | 3-4 | |
| HENRY, MARQUERITE. | <u>MISTY OF CHINCOTEAGUE.</u> | ILLUS: WESLEY DENNIS. | 4-6 | |
| HENRY. | <u>BRIGHTY OF GRAND CANYON.</u> | | 4-5 | |
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| MANN, PEGGY. | <u>MY DAD LIVES IN A DOWNTOWN HOTEL.</u> | ILLUS: RICHARD CUFFARI. | 3-5 | |
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| MOREY, WALT. | <u>GENTLE BEN.</u> | ILLUS: JOHN SCHOENHERR. | 5-7 | |

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| TOBIAS, TOBI. <u>THE QUITTING DEAL.</u> | 3-5 | |
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6. HISTORICAL FICTION CATEGORY

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| BANKS, LYNNE REID. <u>THE INDIAN IN THE CUPBOARD.</u> (GENERAL). | 6-9 | I |
| BAYLOR, BYRD. <u>HAWK, I'M YOUR BROTHER.</u> (SOUTHWEST). | K-3 | I |
| BIERHORST, JOHN. <u>THE GIRL WHO MARRIED A GHOST.</u> (GENERAL). | 5-9 | I |
| BULLA, CLYDE ROBERT. <u>RIDING THE PONY EXPRESS.</u> ILLUS: GRACE PAULL. | 4-5 | |

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| COERR, ELEANOR. <u>SADAKO AND THE THOUSAND PAPER CRANES.</u> | 4-8 | J |
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| ELENA, ANTONIO E. SANTA. <u>MAHINHIN, A TALE OF THE PHILIPPINES.</u> | 4-8 | F |
| GOBLE, PAUL AND DOROTHY. <u>LONE BULL'S HORSE RAID.</u> (PLAINS). | 6-8 | I |
| GRAY, ELIZABETH JANET. <u>ADAM OF THE ROAD.</u> ILLUS: ROBERT LAWSON. | 5-7 | |
| HOUSTON, JEANNE W. AND JAMES. <u>FAREWELL TO MANZANAR.</u> | 4-8 | J |
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| KONISBURG, E. L. <u>A TASTE OF SCARLET AND MINIVER.</u> | 7-8 | |
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| O'DELL, SCOTT. <u>SING DOWN THE MOON.</u> (NAVAJO). | 6-9 | I |
| O'DELL, SCOTT. <u>THE KING'S FIFTH.</u> | 4-6 | |
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| SCHWEITZER, BYRD BAYLOR. <u>ONE SMALL BLUE BEAD.</u> (SOUTHWEST). | K-3 | I |
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7. Non-FICTION--INFORMATION CATEGORY

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BAYLOR, BYRD. WHEN CLAY SINGS. (SOUTHWEST). K-5 I

CLARK, ANN NOLAN. ALONG SANDY TRAILS. (PAPAGO). K-3 I

COBB, VICKI, AND DARLING, KATHY. BET YOU CAN'T, SCIENCE
IMPOSSIBILITIES TO FOOL YOU. ILLUS: MARTHA WESTON. 2-4

DAVIS, DANIEL S. BEHIND BARBED WIRE: IMPRISONMENT OF
JAPANESE AMERICANS DURING WWII. 4-6

DE PAOLA, TOMIE. THE CLOUD BOOK. K-3

DE PAOLA, TOMIE. THE POPCORN BOOK. K-3

DUVOISIN, ROGER. WHITE SNOW, BRIGHT SNOW. 1-3

FILSTRUP, CHRIS, AND FILSTRUP, JANIE. BEADAZZLED: THE STORY
OF BEADS. ILLUS: LOREN BLOOM. K-3

FITCH, LANE, AND BOB. SOY CHICANO: I AM MEXICAN-AMERICAN. 3-6 H

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| HORN, BERNICE. <u>THE STORY OF SEQUOYAH</u> . (CHEROKEE). | 5-8 | I |
| KALB, JONAH, AND KALB, LAURA. <u>THE EASY ICE SKATING BOOK</u> . ILLUS: SANDY KOSSIN. | 2-4 | |
| KOEBNER, LINDA. <u>FROM CAGE TO FREEDOM: A NEW BEGINNING FOR LABORATORY CHIMPANZEES</u> . | 3-5 | |
| MANNETTI, WILLIAM. <u>DINOSAURS IN YOUR BACKYARD</u> . | 3-5 | |
| MATH, IRWIN. <u>MORSE, MARCONI AND YOU: UNDERSTANDING AND BUILDING TELEGRAPH, TELEPHONE AND RADIO SETS</u> . | 3-6 | |
| MCDEARMON, KAY. <u>FOXES</u> . | K-3 | |
| MCDEARMON, KAY. <u>ROCKY MOUNTAIN BIGHORNS</u> . PHOTOGRAPHS BY VALERIUS GEIST. | 2-5 | |
| MCGRAW, JESSIE BREWER. <u>CHIEF RED HORSE TELLS ABOUT CUSTER: THE BATTLE OF LITTLE BIGHORN</u> . AN EYEWITNESS ACCOUNT TOLD IN INDIAN SIGN LANGUAGE. | 6-9 | I |
| MCCLUNG, ROBERT M. <u>AMERICA'S ENDANGERED BIRDS: PROGRAMS AND PEOPLE WORKING TO SAVE THEM</u> . ILLUS: GEORGE FOUNDS. | 5-6 | |
| OXFORD SCIENTIFIC FILMS. <u>THE BUTTERFLY CYCLE</u> . PHOTOGRAPHS BY JOHN COOKE. | 3-4 | |
| SCHAAF, PETER. <u>AN APARTMENT HOUSE CLOSE UP</u> . | 4-6 | |
| SCOTT, JACK DENTON. <u>MOOSE</u> . PHOTOGRAPHS BY OZZIE SWEET. | 2-4 | |

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| SELSAM, MILLICENT E. <u>HOW TO BE A NATURE DETECTIVE AND OTHER BOOKS BY THIS AUTHOR.</u> PICTURES BY EZRA JACK KEATS. | 4-6 | |
| SELSAM, MILLICENT E. <u>PLANTS WE EAT.</u> PHOTOGRAPHS BY JEROME WEXLER. | 1-3 | |
| SELSAM, MILLICENT, AND WEXLER, JEROME. <u>THE AMAZING DANDELION.</u> | 1-3 | |
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| SIMON, SEYMOUR. <u>ANIMAL FACT/ANIMAL FABLE.</u> ILLUS: DIANE DE GROAT. | 3-6 | |
| SIMON, SEYMOUR. <u>THE LONG JOURNEY FROM SPACE.</u> | 3-6 | |
| SIMON, SEYMOUR. <u>THE SECRET CLOCKS: TIME SENSES OF LIVING THINGS.</u> ILLUS: JAN BRETT. | 4-5 | |
| SWINBURNE, IRENE, AND SWINBURNE, LAWRENCE. <u>BEHIND THE SEALED DOOR: THE DISCOVERY OF THE TOMB AND TREASURES OF TUTANKHAMUN.</u> | 4-6 | |
| WALKER, BARBARA M. <u>THE LITTLE HOUSE COOKBOOK: FRONTIER FOODS FROM LAURA INGALLS WILDER'S CLASSIC STORIES.</u> ILLUS: GARTH WILLIAMS. | 4-6 | |
| WEBER, WILLIAM J. <u>CARE OF UNCOMMON PETS.</u> | 3-5 | |
| WEISS, HARVEY. <u>HAMMER AND SAW: INTRODUCTION TO WOODWORKING.</u> | 3-6 | |
| WOLF, BERNARD. <u>IN THIS PROUD LAND.</u> | 4-8 | H |
| YEE, DIANE C. <u>GUNG HAY FAT CHOY.</u> | K-3 | C |

8. Non-Fiction--Biographies Category

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| AASENG, NATHAN. <u>WINNERS NEVER QUIT: ATHLETES WHO BEAT THE ODDS.</u> | 3-6 | |
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| ALDIS, DOROTHY. <u>NOTHING IS IMPOSSIBLE: THE STORY OF BEATRIX POTTER.</u> DRAWINGS BY RICHARD CUFFARI. | 3-6 | |
| BRENNER, BARBARA. <u>A SNAKE-LOVER'S DIARY.</u> | 4-6 | |
| BRENNER, BARBARA. <u>ON THE FRONTIER WITH MR. AUDOBON.</u> | 4-6 | |
| DE PAUW, LINDA. <u>FOUNDING MOTHERS: WOMEN OF AMERICA IN THE REVOLUTIONARY ERA.</u> | 3-5 | |
| DE PAUW, LINDA. <u>SEAFARING WOMEN.</u> | 3-6 | |
| DEMUTH, PATRICIA. <u>JOEL: GROWING UP A FARM MAN.</u> | 3-5 | |
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| EPSTEIN, BERYL AND SAMUEL EPSTEIN. <u>DOCTOR BEAUMONT AND THE MAN WITH THE HOLE IN HIS STOMACH.</u> | 4-6 | |
| FACKLAM, MARGERY. <u>WILD ANIMALS, GENTLE WOMEN.</u> | 4-6 | |
| FORBES, ESTHER. <u>AMERICA'S PAUL REVERE.</u> ILLUS: LYND WARD. | 2-4 | |
| GOODMAN, SAUL. <u>BARYSHNIKOV: A MOST SPECTACULAR DANCER.</u> | 4-6 | |
| INOUE, DANIEL K. WITH LAWRENCE ELLIOTT. <u>JOURNEY TO WASHINGTON.</u> | 6-8 | J |
| KROEBER, A. L. <u>ISHI: LAST OF HIS TRIBE.</u> (YAH I CALIFORNIA). | 6-9 | I |
| LIPSYTE, ROBERT. <u>FREE TO BE MUHAMMAD ALI.</u> | 4-6 | B |
| NARCISSA, WHITMAN. <u>PIONEER OF OREGON.</u> | 4-6 | |
| PHILLIPS, BETTY LOU. <u>CHRIS EVERT: FIRST LADY OF TENNIS.</u> | 2-5 | |
| ROSE, PETE. <u>PETE ROSE: MY LIFE IN BASEBALL.</u> | 2-5 | |
| SANTREY, LAURENCE. <u>YOUNG FREDERICK DOUGLASS: FIGHT FOR FREEDOM.</u> | 4-6 | B |
| SYME, RONALD. <u>GERONIMO: THE FIGHTING APACHE.</u> (APACHE). | 4-6 | I |

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| TAKASHIMA, SHIZUYE. <u>A CHILD IN PRISON CAMP.</u> | 4-6 | C |
| TOBIAS, TOBI. <u>MARIA TALLCHIEF.</u> ILLUS: MICHAEL HAPSHIRE. | 4-6 | I |
| VENTURA, PIERO. BASED ON TEXT BY GIAN PAOLO CESERANI. <u>CHRISTOPHER COLUMBUS.</u> | 3-5 | |
| VENTURA, PIERO. BASED ON TEXT BY GIAN PAOLO CESERANI. <u>MARCO POLO.</u> ILLUS: PIERO VENTURA. | 4-6 | |
| VINKE, HERMANN. <u>THE SHORT LIFE OF SOPHIE SCHOLL.</u> | 3-5 | |
| WIBBERLEY, LEONARD. <u>A DAWN IN THE TREES: THE THOMAS JEFFERSON YEARS 1776 TO 1789.</u> | 4-6 | |
| WIBBERLEY, LEONARD. <u>YOUNG MAN FROM PIEDMONT: THE YOUTH OF THOMAS JEFFERSON.</u> | 4-6 | |
| WOODS, HAROLD AND GERALDINE WOODS. <u>BILL COSBY: MAKING AMERICA LAUGH AND LEARN.</u> | 2-5 | |

DRAFT

SEVENTH AND EIGHTH GRADE SECTION

Young people in the seventh and eighth grades have reading tastes that lead forward and backward --- forward to the world of the young adults that they are becoming and backward to the time of childhood that they are leaving. It is also the last time for most of these readers that academic assignments will permit opportunities to read widely. Therefore, a booklist must provide these readers with wide choices to examine the future and to relive or rethink their past. Old favorites, often theirs, and new ones in the literature enhance the imagination, clarify values, and help the readers recognize their potential. This bibliography then looks to the "hallmarks" of an elementary language arts program and to the Model Curriculum Standards, 9-12. These young people, in between as they are, read for themselves as they reach for the objectivity of adults. For these reasons, then, this booklist is divided into literature that as children, they can recognize and soon-to-be-adults they can accept as important to their becoming.

The selected entries are limited on purpose; we've tried to make the list representative rather than comprehensive. The books listed have been chosen to address the following criteria:

- o representing good authors,
- o representing cultural diversity,
- o representing differing ability levels, and
- o representing the needs of the Model Curriculum Guide K-8.

To facilitate the usability of the entries, they are divided into categories; also, instead of annotations we have provided a matrix to give information to users of the lists.

The categories are: Adventure, Personal Experience, Biography/Autobiography, Classics, Contemporary Realism, Folk Literature and Folk Heroes, Historical Fiction, Mystery, Mythology, Science Fiction/Fantasy, Short Stories, and Plays.

The columns of the matrix will indicate: the type of entry, e.g., Core, Extended, or Recreational/Motivational (see definitions in the introduction to the document) and if the content of the entry concerns a culture other than the common culture, e.g., Asian, Black, Hispanic, or American Indian (again see the introduction).

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1. ADVENTURE CATEGORY

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| BELL, CLARE. <u>RATHA'S CREATURE.</u> | C | |
| BUCK, PEARL. <u>THE WAVE.</u> | R | C |
| BURNFORD, SHEILA. <u>THE INCREDIBLE JOURNEY.</u> | R | |
| GEORGE, JEAN C. <u>JULIE OF THE WOLVES.</u> | C | |
| MARSHALL, JAMES. <u>WALKABOUT.</u> | R | |

2. BIOGRAPHY/AUTOBIOGRAPHY CATEGORY

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| BROOKES, POLLY. <u>QUEEN ELEANOR.</u> | R | |
| GEORGE, JEAN C. <u>CRY OF THE CROW.</u> | R | I |
| HARRIS, JACQUELINE. <u>MARTIN LUTHER KING.</u> | | |
| KELLER, HELEN. <u>THE STORY OF MY LIFE.</u> | | |
| MCCLUNG, ROBERT M. <u>THE TRUE ADVENTURES OF GRIZZLY ADAMS.</u> | C | |
| O'DELL, SCOTT. <u>THE ROAD TO DAMIETTA.</u> | E | |

3. PERSONAL EXPERIENCE CATEGORY

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| DURRELL, GERALD. <u>MY FAMILY AND OTHER ANIMALS.</u> | R |
| FRANK, ANNE. <u>THE DIARY OF A YOUNG GIRL.</u> | E |
| HALL, LYNN. <u>JUST ONE FRIEND.</u> | C |
| HAMILTON, VIRGINIA. <u>JUNIUS OVER FAR.</u> | E |
| HERRIOTT, JAMES. <u>ALL CREATURES GREAT AND SMALL.</u> | R |
| KENNEDY, JOHN F. <u>PROFILES IN COURAGE.</u> | R |

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| LIPSYTE, ROBERT. <u>MUHAMMAD ALI.</u> | R | B |
| MACY, ANN SULLIVAN. <u>SILENT STORM.</u> | R | |
| MOWAT, FARLEY. <u>THE DOG WHO WOULDN'T BE.</u> | R | |
| PECK, ROBERT. <u>SOUP ON ICE.</u> | C | |
| PETRY, ANN. <u>HARRIET TUBMAN CONDUCTOR OF THE UNDERGROUND</u> | E | B |
| SANDBURG, CARL. <u>ABE LINCOLN GROWS UP.</u> | C | |
| YATES, ELIZABETH. <u>AMOS FORTUNE, FREE MAN.</u> | R | B |

4. CLASSICS CATEGORY

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| <u>SINGLE SELECTIONS OF STORIES FROM THE BIBLE.</u> | C | |
| ALCOTT, LOUISA MAE. <u>LITTLE WOMEN.</u> | C | |
| ANDERSEN, HANS CHRISTIAN. <u>THE SNOW QUEEN.</u> | C | |
| BARRIE, J. M. <u>PETER PAN.</u> | C | |
| BERNARD, MILES. <u>FAVORITE TALES FROM SHAKESPEARE.</u> | C | |
| DEFOE, DANIEL. <u>ROBINSON CRUSOE.</u> | C | |
| DUMAS, ALEXANDRE. <u>COUNT OF MONTE CRISTO.</u> | C | |
| KROEBER, THEODORA. <u>ISHI.</u> | C | I |
| LONDON, JACK. <u>CALL OF THE WILD.</u> | C | |
| NYE, ROBERT. <u>BEOWULF.</u> | C | |
| PLYE, HOWARD. <u>MEN OF IRON.</u> | C | |
| STEINBECK, JOHN. <u>THE RED PONY.</u> | C | |
| STEVENSON, ROBERT LOUIS. <u>KIDNAPPED.</u> | C | |
| SUTCLIFF, ROSEMARY. <u>SWORD AND THE CIRCLE.</u> | C | |

TOLKEIN, J. R. R. HOBBIT.

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TWAIN, MARK. THE PRINCE AND THE PAUPER.

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VERNE, JULES. AROUND THE WORLD IN 80 DAYS.

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WELLS, H. G. WAR OF THE WORLDS

C

5. CONTEMPORARY REALISM CATEGORY

BENNETT, JACK. VOYAGE OF THE LUCKY DRAGON.

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BROOKS, BRUCE. THE MOVES MAKE THE MAN.

C

BYARS, BETSY. SUMMER OF THE SWANS.

R

CLEAVER, BILL AND VERA. WHEN THE LILLIES BLOOM.

R

CUNNINGHAM, JULIA. DORP DEAD.

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GREENFIELD, ELOISE. SISTER.

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HALL, LYNN. DANZA.

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HINTON, S. E. THE OUTSIDERS.

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LEVOY, MYRON. ALAN AND NAOMIE.

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LIPSYTE, ROBERT. THE CONTENDER.

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MYERS, WALTER DEAN. FAST SAM, COOL CLYDE, AND STUFF.

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PATERSON, KATHERINE. JACOB HAVE I LOVED.

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VOIGT, CYNTHIA. DICEY'S SONG.

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WARTSKI, MAUREEN CRANE. BOAT TO NOWHERE.

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YEP, LAURENCE. CHILD OF THE OWL.

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6. FOLK LITERATURE AND FOLK HEROES CATEGORY

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| BOWMAN, JAMES. <u>PECOS BILL.</u> | R | |
| CHASE, RICHARD. <u>JACK TALES.</u> | R | |
| DARLING, KATHY. <u>PECOS BILL FINDS A HORSE.</u> | R | |
| HAMILTON, VIRGINIA. <u>THE PEOPLE COULD FLY, AMERICAN BLACK FOLK TALES.</u> | C | |

7. HISTORICAL FICTION CATEGORY

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| ALTER, JUDITH M. <u>LUKE AND THE VAN ZANDT COUNTY WAR.</u> | R | |
| BUTTERWORTH, EMMA A. <u>AS THE WALTZ WAS ENDING.</u> | R | |
| COLLIER, JAMES AND CHRISTOPHER. <u>MY BROTHER SAM IS DEAD.</u> | C | |
| DE TREVINO, ELIZABETH. <u>I, JUAN DE PAREJA.</u> | E | H |
| GREENE, BETTE. <u>SUMMER OF MY GERMAN SOLDIER.</u> | R | |
| HAUGAARD, ERIK CHRISTIAN. <u>THE SAMURAI TALE.</u> | R | J |
| HUNT, IRENE. <u>ACROSS FIVE APRILS.</u> | E | |
| HUNTER, MOLLIE. <u>YOU NEVER KNEW HER AS I DID.</u> | R | |
| KELLY, ERIC P. <u>TRUMPETER OF KRAKOW.</u> | C | |
| O'DELL, SCOTT. <u>CARLOTA.</u> | R | H |
| PEREZ, N. A. <u>ONE SPECIAL YEAR.</u> | R | |
| RAWLINGS, MARJORIE K. <u>THE YEARLING.</u> | C | |
| RAWLS, WILSON. <u>WHERE THE RED FERN GROWS.</u> | R | |
| RICHTER, HANS PETER. <u>FREDERICK.</u> | R | |
| SEBESTYN, OUIDA. <u>WORDS BY HEART.</u> | R | |

SPEARE, ELIZABETH. THE WITCH OF BLACKBIRD POND.

C

SUTCLIFF, ROSEMARY. SONG FOR A DARK QUEEN.

R

TAYLOR, MILDRED. ROLL OF THUNDER, HEAR MY CRY.

R B

8. MYSTERY CATEGORY

ALCOCK, VIVIEN. TRAVELERS BY NIGHT.

C

AZIMOV, ISAAC (editor). SHERLOCK HOLMES THROUGH TIME AND SPACE (short story collection).

C

CHRISTIE, AGATHA. SELECTED NOVELS.

R

CROSS, GILLIAN. ON THE EDGE.

E

DOYLE, ARTHUR CONAN. THE HOUND OF THE BASKERVILLES.

R

HUGHES, MONICA. DEVIL ON MY BACK.

E

HUNTER, MOLLIE. THE 13th MEMBER.

C

SNYDER, ZILPHA KEARLY. THE CHANGELING.

R

9. MYTHOLOGY CATEGORY

JATAKA TALES.

R

SELECTIONS FROM NORSE MYTHOLOGY.

R

SINGLE STORIES FROM GREEK MYTHOLOGY.

R

THE STORY OF CADMUS.

R

FARMER, PENELOPE AND CONNER, CHRIS. THE SERPENT'S TEETH.

R

HIGHTOWER, JAMAKE. LEGEND DAYS.

R I

10. SCIENCE FICTION/FANTASY CATEGORY

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| BRADBURY, RAY. <u>DANDELION WINE.</u> | C |
| CHRISTOPHER, JOHN. <u>THE WHITE MOUNTAINS.</u> | R |
| COOPER, SUSAN. <u>THE GREY KING (AND OTHERS IN THE TRILOGY).</u> | C |
| HARRIS, GERALDINE. <u>SEVEN CITADELS.</u> | R |
| PIERCE, MILDRED. <u>THE DARK ANGEL.</u> | R |
| SLEATOR, WILLIAM. <u>SINGULARITY.</u> | R |
| VERNE, JULES. <u>JOURNEY TO THE CENTER OF THE EARTH.</u> | C |

11. SHORT STORIES CATEGORY

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| BALZAC, HONORE. <u>PASSION IN THE DESERT.</u> | C | |
| CONNELL, RICHARD. <u>THE MOST DANGEROUS GAME.</u> | C | |
| DAGUIO. <u>THE WEDDING DANCE.</u> | C | F |
| DEMAUPASSANT, GUY. <u>THE NECKLACE.</u> | C | |
| HERNANDEZ, JUAN JOSE. <u>JULIAN.</u> | C | H |
| HEYERT, MURRAY. <u>THE NEW KID.</u> | C | |
| IRVING, WASHINGTON. <u>THE LEGEND OF SLEEPY HOLLOW.</u> | C | |
| IRVING, WASHINGTON. <u>RIP VAN WINKLE.</u> | C | |
| JACOBS, W. W. <u>THE MONKEY'S PAW.</u> | C | |
| KEYES, DANIEL. <u>FLOWERS FOR ALGERNON.</u> | C | |
| KIPLING, RUDYARD. <u>JUST SO STORIES.</u> | C | |
| KIPLING, RUDYARD. <u>RIKKI TIKKI TAVI.</u> | C | |

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KIPLING, RUDYARD. TALES FROM THE JUNGLE BOOK.

C

POE, EDGAR ALLEN. THE CASK OF AMONTILLADO.

C

POE, EDGAR ALLEN. THE TELL TALE HEART.

C

TRAVEN, B. ASSEMBLY LINE.

C H

12. PLAYS CATEGORY

ABE LINCOLN IN ILLINOIS.

C

MIRACLE WORKER.

C

SCENES FROM SHAKESPEARE.

C

SUNDAY COSTS FIVE PESOS.

C H

APOLLO OF BLACK.

R

HOME AT SEVEN.

R

ON BORROWED TIME.

R

RING OF GENERAL MACIAS.

R

CHILDRESS, ANN. WHEN THE RATTLESNAKE SOUNDS.

C

GONZALES, GLORIA. GAUCHO.

R H

LAMB, CHARLES. TALES FROM SHAKESPEARE.

C

ROSE, REGINALD. DINO.

R

SERLING, ROD. MONSTERS ARE DUE ON MAPLE STREET.

C