

The School Library System Newsletter

November 2009

Pat's Desk Talk:

Empowering Your Patrons with CIDER



One of our chief roles as librarians is empowering patrons to locate materials on their own. We need to help them be responsible for their own learning and discovery. We can do that very easily by teaching them to find resources in numerous places. When they can't find it in their local OPAC where have they been taught to look next? Have you made CIDER an easy-to-find resource?

CIDER is for everyone not just library staff. Teach patrons how to do searches in the catalog and give their ILL requests to library staff for ordering. Upper elementary, middle and high school students are all capable of using the catalog independently but if we don't show them, how will they know?

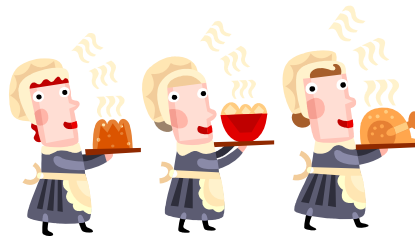
Teachers could be doing searches that correlate to their units of study, turning the results into a bibliography, printing it, and giving it to library staff to place the ILL request but if we don't show them, how will they know?

Broadcast it to the staff and students through as many avenues as you can...webpages, flyers, bookmarks, bulletin board displays, podcasts, vodcasts, twitter, blog posts,...whatever it takes. It's up to us to find the means to reach our patrons. It's up to us to make sure they know what is available and how to use it.

Don't waste CIDER! Share it with all of your patrons. Teach them to use the catalog

for school research and for leisure reading. Make the absolute most of this amazing resource. Spread the word and watch the use of this resource grow.

Wishing you the very best this holiday season!



Notes from Kenn:

Manual EILL Requests to Oneida BOCES Only

When making a manual EILL request through CIDER, please select only our BOCES to send the request to. You do not have to select 3 lenders when making a manual request. By selecting the other BOCES, the request goes to them as well. They will not work to fill requests for our schools (because that's what you've got me for ☺) and they must then Reject your request.

Remember to Mark Books as Returned / Received in CIDER

Before you put borrowed items in the courier bag for return to the lending library, please remember to go into CIDER and click on "Return." You also need to print the slip to send with the item you are returning. 1/2 of the page goes with the book in the courier bag

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and the other ½ of the page is for your own records. When you receive an item you have loaned, please mark it as “Received” in CIDER to complete the ILL cycle.

Borrowing from Jefferson/ Lewis BOCES Schools

The new CIDER allows you to borrow books directly from Jefferson/Lewis BOCES schools. There is currently no courier system in place for delivery of books between their BOCES and ours, so when you borrow from them they must mail the book directly to your library. When you are ready to return the book, send it to our SLS and we will handle mailing it back for you.

Thanksgiving Wishes

Before the craziness of the upcoming holiday season takes over, I hope Thanksgiving allows you to relax, spend time with loved ones, enjoy good food, and count the many things in your life you are thankful for. Have a safe and happy Thanksgiving!



Mary’s Notes:

Just a couple of reminders about CCD (Cooperative Collection Development): if your school is participating in the service and you have not already sent me

your orders, please send them as soon as possible. Most of you have sent your orders and many have your books on the shelves and paperwork finalized. Thank you! Also remember to send your records to Anne Nassar, so that the books are included in CIDER. This is an essential part of the process. It is helpful if you mark those records as CCD books.

If you have any problems with the orders, or if you have any questions about CCD, please give me a call or send an email.

Happy Thanksgiving to all of you!



Anne’s Notes:

I have a mystery box in my office. Inside, there are multiple copies of The Mouse and the Motorcycle Ralph S. Mouse, Bicycle to Treachery, Seven Kisses in a Row, and Taxi to Intrigue.” I cannot determine who sent it to me. I assume that the owner would like these books cataloged. Would the owner please make themselves known? Would the owner be so kind as to send me some barcodes? If no one claims these books, then I guess we’ll have to dust for fingerprints.

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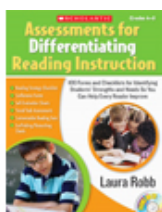
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NEW NOVEMBER NEW SLS PROFESSIONAL BOOKS

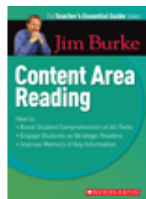
Following the theme of Leatherstocking 2009, the focus of the New Professional Books for this month is **Reading**. Please share these resources with any teachers you feel would be interested in using them. They may be checked out by making an ILL request through **CIDER**.



Assessments for Differentiating Reading Instruction
Author: Laura Robb
Publisher: Scholastic, 2009

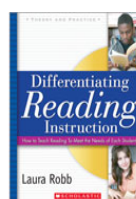
Robb shows how to seamlessly integrate assessment into your reading instruction. She offers guidelines for regularly reviewing students' work, meeting with them for conferences, and observing them in a variety of literacy activities. Book includes forms you need to document these assessments. Forms are on a CD-ROM.

Content Area Reading



Author: Jim Burke
Publisher: Scholastic, 2009
Burke covers essential elements of good

teaching and illustrates with detailed instructional strategies and straight-from-the-classroom examples. The book is a pocket-sized, how-to you can use to: Boost student comprehension of all texts; engage students as strategic readers; and improve memory of key information.



Differentiating Reading Instruction: How to Teach Reading to Meet the Needs of Each Student

Author: Laura Robb

Publisher: Scholastic, 2008

Differentiated instruction - the how and why of it: teach and manage whole-class reading where each student reads a different book; provide targeted support while working with small groups; build comprehension through student-centered journal writing; and develop tiered assignments to maximize the learning potential of each student. Includes lessons, assessment ideas, management tips, and samples of students' work.



Getting Started with the Traits: K-2

Authors: Ruth Culham and Raymond Coutu

Publisher: Scholastic, 2009

Writing lessons, activities, scoring guides, and more for successfully launching trait-based instruction in the classroom. Culham

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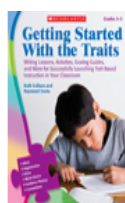
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and Coutu round out the book with answers to the questions teachers ask them most, “Are the traits a writing curriculum?” “In what order should I cover them?” and “Aren’t primary students too young for the traits?” There’s also an appendix with reproducible forms – quick checks, student feedback forms, editor’s marks, etc.

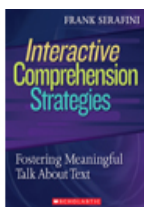


Getting Started with the Traits: Grades 3 - 5

Authors: Ruth Culham and Raymond Coutu

Publisher: Scholastic, 2009

Writing lessons, activities, scoring guides, and more for successfully launching trait-based instruction in the classroom. Culham and Coutu round out the book with answers to the questions teachers ask them most, “Are the traits a writing curriculum?” “In what order should I cover them?” and “How often should I use prompts to help students get started?” There’s also an appendix with reproducible forms – quick checks, student feedback forms, editor’s marks, etc.



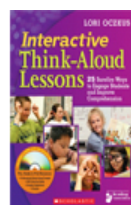
Interactive Comprehension Strategies: Fostering Meaningful Talk About Text

Author: Frank Serafini

Publisher: Scholastic, 2009

Among the many strategies Serafini shares for maximizing the effectiveness of conversations, you’ll find teacher

think-alouds for modeling comprehension strategies, questioning prompts, grouping tips, interactive discussion techniques, and dozens of research-based activities.



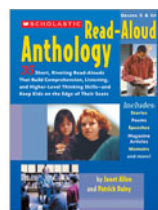
Interactive Think-Aloud Lessons: 25 Surefire Ways to Engage Students and Improve Comprehension (includes DVD) International

Reading Association Edition

Author: Lori Oczkus **Publisher:**

Scholastic, 2009 –Oczkus demonstrates how the interactive think-aloud engages students in comprehension work.

Includes 25 classroom-tested, think-aloud lessons she uses for modeling comprehension strategies such as connecting, predicting, inferring, questioning, summarizing, monitoring/clarifying, and evaluating. The DVD shows many of the lessons in action.



Read-Aloud Anthology (grades 5 & up)

Authors: Janet Allen and Patrick Daley

Publisher: Scholastic, 2004

Thirty-five short, riveting read alouds that build comprehension, listening, and higher-level thinking skills and keep students on the edge of their seats.

Includes: stories, poems, speeches, magazine articles, memoirs, and more.

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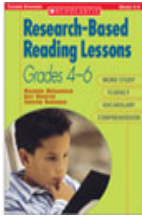
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Research-Based Reading Lessons: Grades 4 – 6

Authors: Maureen McLaughlin, Amy Homeyer, and Jennifer

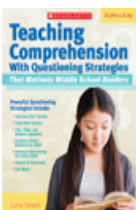
Sassaman **Publisher:** Scholastic, 2006
Lessons in this book provide direct instruction as well as guided and independent practice activities that have been demonstrated to improve students' reading skills. Includes summaries of relevant research, assessment ideas, book lists, and an extensive appendix with student reproducibles.



RTI: Assessments & Remediation for K – 2

Author: Brenda M. Weaver, Ed. D.
Publisher: Scholastic, 2009

Weaver shares the award-winning assessment system she developed to help teachers screen students and monitor their progress in reading and writing throughout the year. The system works to help teachers fulfill the requirements of RTI (Response to Intervention). Includes: rubrics, record-keeping sheets, research-based assessments w/ testing mini-books, and more.



Teaching Comprehension with Questioning Strategies that Motivate Middle

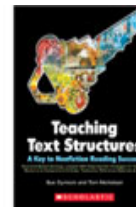
School Readers (grades 5& up) **Author:** Larry Lewin **Publisher:** Scholastic, 2009

Questioning strategies include: Interview your teachers; Chain-note queries; Thin, Thick, and Sidekick Questions; Question-Answer Relationships (QAR); Advanced Questioning the Author (QtA); Dialectical Notebooks; and more.



Teaching Reading: Differentiated Instruction with Leveled Graphic Organizers (grades 1-3)

Authors: Nancy L. Witherell & Mary C. McMackin
Publisher: Scholastic, 2009
Fifteen complete reading comprehension lessons – each includes a model lesson, literature links, and reproducible organizers designed to support individual learning needs at three levels; beginning, developing, and extending.



Teaching Text Structures: a Key to Nonfiction Reading Success

Authors: Sue Dymock and Tom Nicholson
Publisher: Scholastic, 2007
Using research to back their work, authors show that text structure holds the key to comprehension because it gives students a way to navigate a “sea of words.” Gives what you need to assist students in recognizing descriptive, sequential, problem-solution, and cause-effect patterns in texts.

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Teaching Vocabulary: Differentiated Instruction With Leveled Graphic Organizers (grades 1-3)

Authors: Nancy L.
Witherell & Mary C.

Publisher: Scholastic,
2009

Fifteen complete vocabulary lessons – each includes a model lesson, literature links, and reproducible organizers designed to support individual learning needs at three levels; beginning, developing, and extending.



Krista's Korner

Greetings, everyone! My thanks go to Pat and her staff for making yet another Leatherstocking Conference an entertaining and educational success, as always. I wish I had Meg Ormiston's energy! I'm still not convinced, however, that I need to Twitter.

Over the summer MVCC librarians converted most of our handouts and bibliographies to LibGuides, which is a wiki service for libraries. Now any of

you who would like to view or print out one of my many children's literature or education handouts can go to <http://www.libguides.com> and scroll down to Mohawk Valley Community College. Once you're into the MVCC LibGuides site, you can click on *Education* or *Literature and Language* to view my *Education (Pre-K to 12)* and *Children's Literature* guides, or you can click the *Bibliographies/Webliographies* box to find the many book and web site lists I've created. In addition, you can browse by *Author* (I compiled over 100 of these!) or you can type a keyword into the search box and find what you're looking for that way. Some of the bibliographies I've turned into LibGuides include "Biracial Families and Transracial Adoption in Children's Literature", "Children's Books for Teaching Math", "Cinderella Around the World", "Juvenile Books Dealing with Child Abuse", "Juvenile Books Featuring Exceptionalities", "Novels in Verse", "Versions of Fables and Fairy Tales", and "Written by Teens". I have plans to add many more. If there is a subject or topic that you need a book list on, I would be happy to compile one for you. I love to make lists!

For those of you who have not heard, YA author Norma Fox Mazer died in hospice care of brain cancer on November 2 at the age of 78. She lived in a small community in the Finger Lakes with her YA novelist husband Harry Mazer, and was the mother of children's author Anne Mazer. I had the pleasure of meeting Norma at Jervis Public Library when she came to discuss

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her novel *Good Night, Maman*. She was a lovely lady and an interesting speaker.

Another children's author whose loss we mourn is Esther Hautzig, author of *The Endless Steppe*, the true account of her family's persecution by the Soviet government and their survival of life in Siberia. She died on November 1 at the age of 79.

In just over two months the ALA children's book awards will be announced. Have you formulated any ideas as to who might win? The buzz on my children's literature listserv seems to favor Jacqueline Kelly's *The Evolution of Calpurnia Tate*, which I haven't read yet, for the Newbery. Opinions there also favor Ntozake Shange's *Coretta Scott*, breathtakingly illustrated by Kadir Nelson, for either the Caldecott or the Coretta Scott King Award, or both, and I agree. But I also like *Eleanor, Quiet No More*, written by Doreen Rappaport and gorgeously illustrated by Gary Kelley for the Caldecott. My favorite for the Sibert Award for best nonfiction is Steve Jenkins' *Down, Down, Down: a Journey to the Bottom of the Sea*, for its stunning artwork that truly brings out the vastness and wonder of the ocean depths.

For the Michael Printz Award for YA fiction I like *Nothing* by Robin Friedman, an unusual novel about a male bulimic. We'll see if I'm right in January!

Have a peaceful and safe holiday season!
Happy reading!

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