

MSSA Library Standards

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Agenda

- Read Aloud--*Watercress*
- Review Standards Program guidelines
- Review Montana Library Standards and student rubrics
- Library Bill of Rights and Academic Freedom
- Selection vs Censorship – Table Talk followed by review of key points
- Book Challenges—Jigsaw Activity
- Reviewing School Board Policies
 - Collection Development
 - Challenges to Library or Instructional Materials
 - Developing a Policies and Procedures Manual
- Awards
 - 2022 ALA award winning books
 - Treasure State Award
 - Young Readers Choice Award
- Drawing for Prizes

New Montana K-12 Library Standards

Went into effect July 1, 2021.

There are six standards within the Library-Media Content area, with detailed learning targets for grades K, 1, 2, 3, 4, and 5. Grades 6-8 are banded, as are grades 9-12.

There are also program delivery standards which are listed in Chapter 55 Accreditation Standards (10-55-181)

LIBRARY MEDIA PROGRAM DELIVERY STANDARDS

(1) In general, a basic program in library media shall:

(a) meet the following conditions:

(i) establish scheduling to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning;

(ii) ensure collaboration with classroom teachers of all disciplines to implement content area standards and to assist students in engaging in the inquiry/research process;

(iii) model and support the ethical use of information, adherence to copyright laws, and respect for intellectual property; and

LIBRARY MEDIA PROGRAM DELIVERY STANDARDS

(iv) advise the board of trustees on policy and rule pertaining to:

(A) develop and maintain a physical and digital library collection that is current, balanced, and reflects authentic historical and cultural contributions of Montana's American Indians and other minority and ethnic groups;

(B) engage in comprehensive long range planning to administer and manage, in a secure area, the human, financial, digital, and physical resources of the library to locate, access, and use resources that are organized and cataloged; and

(C) implement a viable collection development policy which includes the following components:

- (I) materials selection and de-selection;
- (II) challenged materials procedure;
- (III) intellectual/academic freedom statement;
- (IV) confidentiality assurance;
- (V) copyright guidelines; and
- (VI) gifts and donations.

LIBRARY MEDIA PROGRAM DELIVERY STANDARDS

(b) include the following practices:

(i) collaborate with classroom teachers of all disciplines to highlight and reinforce the commonalities and links between and among the curricular areas;

(ii) cooperate and join with other libraries, information agencies, and community resources in the sharing of materials;

(iii) encourage partnerships with information centers that use providers of digital electronic content and information systems; and

(iv) participate in school-wide technology and telecommunications digital service and content planning and promote its integration into all instructional programs.

MONTANA CONTENT STANDARDS FOR LIBRARY MEDIA AND INFORMATION LITERACY FOR K-12 (LM)

1. Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems; **NK**
2. Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians; **DD**
3. Work effectively with others to broaden perspectives and work toward common goals; **WE**
4. Make meaning by collecting, organizing, and sharing resources of personal relevance; **MM**
5. Exercise freedom to read and demonstrate the ability to pursue personal interests; **EF**
6. Demonstrate safe, legal, and ethical creating and sharing of knowledge products. **SLE**

Standard 1: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Kindergarten: : Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Grade 3: Same as K but adds: Ask "why" questions in order to formulate a question about a topic.

Grade 4: Same as Grade 3 but adds (b) use an inquiry process to solve a problem.

Grade 6-8:

- (a) Write questions independently based on key ideas or areas of focus;
- (b) refine questions based on the type of information needed; and
- (c) reflect at the end of an inquiry process.

Grades 9-12:

- (a) Formulate and refine essential questions through reading, constructing hypotheses, research questions, and thesis statements;
- (b) develop questions that require making connections between ideas and events and systematically test a hypothesis or validate a thesis statement; and
- (c) reflect at the end of an inquiry process.

Standard 2: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community, including the distinct and unique cultural heritage of American Indians.

K-2 students are expected to:

- (a) Share knowledge and ideas with others through discussion and listening; and
- (b) formulate questions related to content presented by others.

Grades 3-5 students are expected to:

- (a) Articulate and identify one's own place in the global community and respect others' cultural identities; and
- (b) explore sources written by authors with diverse backgrounds.

Grades 6-8 students are expected to:

- (a) Evaluate resources for relevance, currency authority, and bias including those by and about tribes in Montana; and
- (b) seek more than one point of view by using diverse sources.

Grades 9-12 is the same as 6-8 but adds:

- (c) identify the impact of personal background and bias on research projects and inquiry processes.

Standard 3: Work effectively with others to broaden perspectives and work toward common goals.

K-2: ... by listening respectfully and, when appropriate, offering information and opinions in group discussions.

Grades 3-5

- (a) Find information in print, digital, and other resources on a topic of personal interest;
- (b) work in teams to produce original works or solve problems; and
- (c) use technology tools for independent and collaborative publishing activities.

Grades 6-8

- (a) Offer information and opinions and encourage others to share ideas at appropriate times in group discussions; (b) accurately describe or summarize the ideas of others.

Grades 9-12

- (a) Actively seek the opinions of others and contribute positively to an environment in which all participants ideas are shared and valued;
- (b) seek consensus from a group, when appropriate, to achieve a stronger product; and
- (c) work with others to solve problems and make decisions on issues, topics, and themes being investigated.

Standard 4: Make meaning by collecting, organizing, and sharing resources of personal relevance.

K-1: ...by expressing feelings and ideas about a story in different formats.

2: Make connections between literature and personal experiences.

3-5:

(a) Make a list of (Grade 4-5 says “Organize”) possible sources of information that will help answer questions or an information need;

(b) use text features to decide which resources are best to use and why.

Standard 4: Make meaning by collecting, organizing, and sharing resources of personal relevance.

Grades 6-8:

- (a) Experiment with various types of technology tools for artistic and personal expression; and
- (b) share reading, listening, and viewing experiences in a variety of ways and formats.

Grades 9-12:

- (a) Assess the impacts of specific works on the reader or viewer;
- (b) express ideas through creative products in multiple formats using a variety of technology tools;
- (c) select an appropriate format to effectively communicate and support a purpose, argument, point of view, or interpretation;
- (d) create original products using a variety of technology tools to express personal learning; and
- (e) independently pursue answers to self-generated questions.

Standard 5: Exercise freedom to read and demonstrate the ability to pursue personal interests

Kindergarten:

- (a) routinely select picture, fiction, and information books;
- (b) explore new genres; and
- (c) select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment.

Grades 3-4:

- (a) Read, listen to, and view a range of resources for a variety of purposes;
- (b) recognize features of various genres and use different reading strategies for understanding;
- (c) connect personal feelings to characters and events portrayed in a literary work;
- (d) set reading goals; and
- (e) demonstrate knowledge of authors and genres.

Standard 5: Exercise freedom to read and demonstrate the ability to pursue personal interests

Grades 6-8:

- (a) Independently locate and select information for personal, hobby, or vocational interests;
- (b) read, listen to, and view a wide range of genres and formats for recreation and information;
- (c) respond to images and feelings evoked by a literary work.

Grades 9-12:

- (a) Select a variety of types of materials based on personal interests and prior knowledge;
- (b) read, listen to, and view information in a variety of formats and genres to explore new ideas, form opinions, solve problems, and to connect to real-world issues;
- (c) routinely read, view, and listen for personal enjoyment, to learn, to solve problems, and to explore different ideas;
- (d) read widely to develop a global perspective and understand different cultural contexts; and
- (e) identify the rights of self and others to access information freely and pursue the right to read, view, and listen.

Standard 6: Demonstrate safe, legal, and ethical creating and sharing of knowledge products.

In the early grades, this standard focuses on “when using the Internet” and “Acknowledging the work of others” and maintaining safe behavior when using the Internet.”

By Grade 3-4, they should be crediting the work of others and using information, technology and media tools responsibly and safely.

Grade 5 introduces keeping personal information private while using digital tools.

Middle school at high school add the following:

- (a) Practice internet safety and appropriate online behavior;
- (b) Use criteria to determine safe and unsafe internet sites;
- (c) Participate safely, ethically, and legally in online activities;
- (d) Connect ideas and information with their owners or source; and,
- (e) Credit sources by following copyright, licensing, and fair use guidelines for *text, visuals, and audio in generating products and presentations.*

Using the Library Standards Rubric

Complete one for each student.



Complete only for the standards you taught that year—there is no expectation that you hit every standard every year.



Save for three years in case you get audited by OPI.



It is as simple as that!

ALA Library Bill of Rights

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

- Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019. Inclusion of "age" reaffirmed January 23, 1996.

School Board Policy: Controversial Issues and Academic Freedom

The District will offer courses of study that will afford learning experiences appropriate to levels of student understanding. The instructional program respects the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice, and to form, hold, and express their own opinions without personal prejudice or discrimination.

Teachers will guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize various points of view, importance of fact, value of good judgment, and the virtue of respect for conflicting opinions.

The Board encourages and supports the concept of academic freedom, recognizing it as a necessary condition to aid in maintaining an environment conducive to learning and to the free exchange of ideas and information. In a study or discussion of controversial issues or materials, however, the Board directs teaching staff to take into account the following criteria:

1. Subjects of a controversial nature shall be defined as a political, religious and moral.
2. The teacher shall consider the age and relative maturity of the students subject to the speaker or material.
3. The person or persons responsible for approving the presentation shall also be responsible for other viewpoints expressed.

Censorship vs Selection Activity

- Get into groups of 4-5 people
- On chart paper, make 2 columns and label them Selection and Censorship.
- With your team, spend 5 minutes generating a definition of each term.
- Share out with group.

Censorship

- Censorship can be subtle or blatant but it is harmful nonetheless.
- Censorship silences opinions, diversity, political views, and violates the First Amendment right of constitutionally protected speech.
 - The most common reasons for censorship are that the material is considered sexually explicit, the material contained offensive language, and the materials were unsuited to any age group.
 - Throughout history, more and different kinds of people and groups of all persuasions have attempted and continue to attempt to suppress anything that conflicts with or anyone who disagrees with their own beliefs. However, the group that most frequently challenges materials is parents.
- As school librarians and teachers, how do we balance our library collection so that students have access to information and resources while also respecting the values of our communities? One tool is to use selection criteria that we build into our library procedures.

Censorship vs Selection

- Censorship is a negative process where materials are assessed for weaknesses and possible reasons for denying them to readers. Often it is the case that misinterpretations of portions of material are made when the entire work is not examined as a whole. Patrons may have good intentions when filing complaints about a book or other media. However, the request for removal of items denies patrons the basic right to select their own reading material.

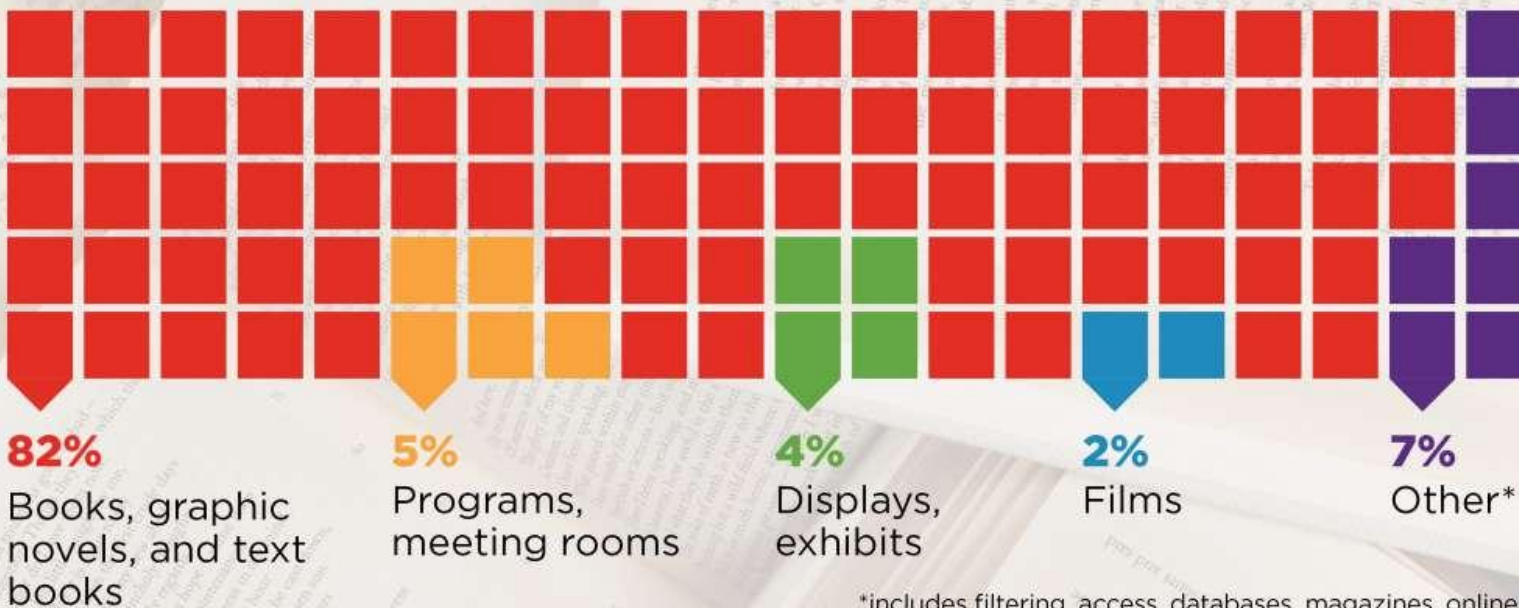
Selection is a positive process in which books and materials are chosen based upon a set of unbiased criteria that are designed to meet the needs and interests of its learning community. Criteria may include relevancy, student interests, school curriculum, survey responses and professional reviews. Students, parents, staff, and administration may request items which may be purchased provided there is space and the budget allows.

Challenge vs Banning

- A challenge is an attempt to remove or **restrict** materials based on the objections of a person or group.
- A banning is the removal of those materials.
- The goal of a challenge is to remove material from the curriculum or the library, restricting the access of others.
- Books are usually challenged because a person or group believes it is necessary to protect others, frequently children, from difficult ideas and information.

BOOKS AND BEYOND

The ALA's Office for Intellectual Freedom tracked **729 challenges** in 2021. Here's the breakdown:



*includes filtering, access, databases, magazines, online resources, artwork, social media, music, pamphlets, student publications, reading lists



CENSORSHIP BY THE NUMBERS

ala.org/bbooks | [#BannedBooksWeek](https://twitter.com/BannedBooksWeek)

WHERE DO CHALLENGES TAKE PLACE?



44%
School
libraries



37%
Public
libraries



18%
Schools



1%
Academic/
Other

Statistics based on 729 responses



CENSORSHIP BY THE NUMBERS

ala.org/bbooks | #BannedBooksWeek

WHO INITIATES CHALLENGES?



- 39%** Parents
- 24%** Patrons
- 18%** Board/administration
- 10%** Political/religious groups
- 6%** Librarians/teachers
- 2%** Elected officials
- 1%** Students

Statistics based on 715 responses

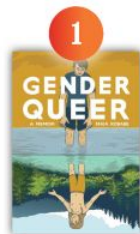


CENSORSHIP BY THE NUMBERS

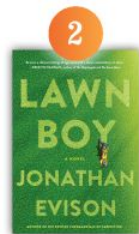
ala.org/bbooks | #BannedBooksWeek

TOP 10 MOST CHALLENGED BOOKS OF 2021

The American Library Association tracked 729 challenges to library, school, and university materials and services in 2021. Of the 1,597 individual books that were challenged or banned in 2021, here are the top 10 most challenged:



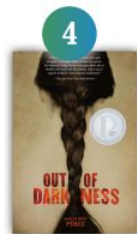
Gender Queer
By Maia Kobabe
REASONS: Banned, challenged, and restricted for LGBTQIA+ content and because it was considered to have sexually explicit images



Lawn Boy
By Jonathan Evison
REASONS: Banned and challenged for LGBTQIA+ content and because it was considered to be sexually explicit



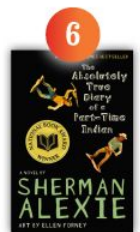
All Boys Aren't Blue
By George M. Johnson
REASONS: Banned and challenged for LGBTQIA+ content, profanity, and because it was considered to be sexually explicit



Out of Darkness
By Ashley Hope Perez
REASONS: Banned, challenged, and restricted for depictions of abuse and because it was considered to be sexually explicit



The Hate U Give
By Angie Thomas
REASONS: Banned and challenged for profanity, violence, and it was thought to promote an anti-police message and indoctrination of a social agenda



The Absolutely True Diary of a Part-Time Indian
By Sherman Alexie
REASONS: Banned and challenged for profanity, sexual references, and use of a derogatory term



Me and Earl and the Dying Girl
By Jesse Andrews
REASONS: Banned and challenged because it was considered sexually explicit and degrading to women



The Bluest Eye
By Toni Morrison
REASONS: Banned and challenged because it depicts child sexual abuse and was considered sexually explicit



This Book is Gay
By Juno Dawson
REASONS: Banned, challenged, relocated, and restricted for providing sexual education and LGBTQIA+ content



Beyond Magenta
By Susan Kuklin
REASONS: Banned and challenged for LGBTQIA+ content and because it was considered to be sexually explicit

Top 10 for 2002

Out of 515 challenges recorded by the Office for Intellectual Freedom

1. ***Harry Potter*, by J.K. Rowling**
Reasons: occult/Satanism, violence
2. ***Alice (series)*, by Phyllis Reynolds Naylor**
Reasons: homosexuality, sexually explicit, unsuited to age group
3. ***The Chocolate War*, by Robert Cormier**
Reasons: offensive language, sexually explicit, unsuited to age group
4. ***I Know Why the Caged Bird Sings*, by Maya Angelou**
Reasons: offensive language, sexually explicit, unsuited to age group, violence
5. ***Taming the Star Runner*, by S.E. Hinton**
Reason: offensive language

1. ***Captain Underpants*, by Dav Pilkey**
Reasons: offensive language, unsuited to age group
2. ***The Adventures of Huckleberry Finn*, by Mark Twain**
Reason: offensive language
3. ***Bridge to Terabithia*, by Katherine Paterson**
Reasons: occult/Satanism, offensive language, violence
4. ***Roll of Thunder, Hear My Cry*, by Mildred D. Taylor**
Reason: offensive language
5. ***Julie of the Wolves*, by Jean Craighead George**
Reasons: unsuited to age group, violence

Book Challenges Jigsaw Activity

- Get into groups of 5 – 6
- Have each person select an article from the packet
- If there are 5 people in your group, give one person two short articles
- Take 5-8 minutes reading your article
- Spend 10-12 minutes sharing out with your group the salient points.

Tools for Avoiding or Managing Book Challenges

- Use selection criteria and respected sources for reviews to aid your collection development.
- Know your community's values.
- Know and follow your school board policy on academic freedom and library book selection.
- Know your school board policy on dealing with book challenges.
- Consider developing a policies and procedures manual for your library.

Selection and Use of Library Materials Policy Example

The District maintains libraries primarily for use by District students. The Librarian is responsible for selecting materials for inclusion in the libraries, subject to the approval of the Board of Trustees. Prior to presenting materials for inclusion in the library, the Librarian may consider the existing collection, the curricular needs of the students, and the recommendations of the **American Association of School Librarians** in determining what materials are appropriate for the libraries.

Library materials may be checked out by students or staff during the instructional day. Students and staff who check out library materials are responsible for the care and timely return of such materials. The Librarian may assess fines for damaged or unreturned books.

District residents may access the District libraries and/or check out library materials at the discretion of the Librarian. Such access may not interfere with regular school and student use of such materials.

Any individual may challenge the selection of materials for use in the libraries. The Board shall appoint a committee of teachers and the librarian as independent investigators pursuant to the Uniform Grievance Procedure to determine if the challenged material is properly located in the library.



Policies and Procedures: What's the Difference?

A policy establishes the framework for what will or will not be done in an organization. A policy is a philosophy, standard, or criterion that helps personnel exercise good judgment and discretion.

Procedures are instructions that must be followed to achieve the desired results. A procedure presents the steps that one takes to accomplish a task. Procedures are tangible, precise, specific, and factual.

Headings for Policy and Procedure Manual

- Introduction (Purpose/Goals)
- _____ Public Schools Mission Statement
- _____ Public Schools Vision Statement
- Library Mission Statement
- Objectives
- Hours of Operation
- Scheduling
- Student Conduct
- Library Media Committee
- Management System and Websites
- Student Checkout
- Staff Checkout
- Reference Materials
- Professional Collection
- Audio Video Materials/Equipment
- Periodicals
- Overdue Materials
- Lost and Damaged Books
- Selection Policy
- Selection Criteria
- Selection Tools
- Request for Media Center Purposes
- Collection Renewal
- Maintenance and Repair of Equipment
- Computer Guidelines
- Inventory Guidelines
- Book Fairs
- Accelerated Reader
- Accreditation Policy
- Patron Request
- Emergency Procedures

Selection Policy Example

The needs of the _____ Elementary School Media Center are based on knowledge of the curriculum and of the existing collection. These needs are given first consideration in the selection of materials used to enhance the classroom curriculum. Selection is based on extensive consultation between the librarian and the teachers; close communication is essential in developing a collection that is relevant to the curriculum. Requests for purchases are always welcome. The librarian is responsible for selecting materials, building and maintaining the collection



Selection Criteria Example

The following criteria are recommended as a guide to selecting the best resources for the library media center.

- Literary and artistic excellence
- Lasting importance or significance to a field of knowledge
- Support of the curriculum and educational goals of the school
- Favorable recommendations by educational professionals
- Reputation and significance of the author, illustrator, or publisher
- Timeliness of the material
- Contribution to the diversity of the collection
- Appeal to media center patrons
- Suitability for intended use

Selection Tools Example

The librarian consults reputable, unbiased, professionally prepared review sources such as:

- The School Library Journal
- The New York Times Book Review
- Horn Book
- Booklist

Let's Look at Some Possible Titles to Select for your Collection

- American Library Association Award
Winning Books 2022
- Treasure State Award
- Young Reader's Choice Award

American Library Association Youth Media Awards



Caldecott: Most distinguished picture book.

Newbery: Most outstanding contribution to children's literature.

Coretta Scott King Author and Illustrator Awards: Recognizes an African American author and illustrator of outstanding books for children and young adults.

Robert F. Sibert Informational Book Award: Most distinguished informational book for children.

Michael L. Printz Award: Excellence in literature for young adults.

Theodor Seuss Geisel Award: Most distinguished beginning reader book.

YALSA Award for Excellence in Nonfiction for Young Adults

American Indian Youth Literature Awards: Best writing and illustrations by Native Americans and Indigenous peoples of North America.

American Library Association Youth Media Awards cont.

Schneider Family Book Awards: Books that embody and artistic expression of the disability experience.

Three categories (Ages 0-10; 11-13; and 13-18)

Alex Awards: 10 best adult books that appeal to teens

Children's Literature Legacy Award: Honors an author or illustrator whose books, published in the United States, have made a substantial and lasting contribution to literature for children through books that demonstrate integrity and respect for all children's lives and experiences.

Margaret A. Edwards Award: Lifetime achievement in writing for young adults.

William C. Morris Award: A debut book published by a first-time author writing for teens.

Asian/Pacific American Award for Literature: Promotes Asian/Pacific American culture and heritage and is awarded based on literary and artistic merit.

The Sydney Taylor Book Award: Outstanding books for children and teens that authentically portray the Jewish experience.



American Library Association Youth Media Awards cont.

- **Mildred L. Batchelder Award:** An outstanding children's book originally published in a language other than English in a country other than the United States, and subsequently translated into English for publication in the United States.
- **Odyssey Award:** Best audiobook produced for children and/or young adults, available in English in the United States.
- **Pura Belpré Awards** honoring a Latinx writer and illustrator whose children's books best portray, affirm and celebrate the Latino cultural experience.
- **Coretta Scott King/John Steptoe:** New Talent Author Award
- **Coretta Scott King-Virginia Hamilton Award:** Lifetime Achievement
- **The Excellence in Early Learning Digital Media:** Given to a digital media producer that has created distinguished digital media for an early learning audience.



Treasure State Award: A Montana Specific Book Award

- Organized by the Montana State Literacy Association.
- Targets students in the primary grades (preK-3).
- Five titles are nominated by teachers and librarians around the state each spring.
- Librarians and teachers read the titles during the year to their classes and students vote on their favorite.
- Fun way to get kids excited about books and also teach the littlest students about what it means to vote.

MONTANA



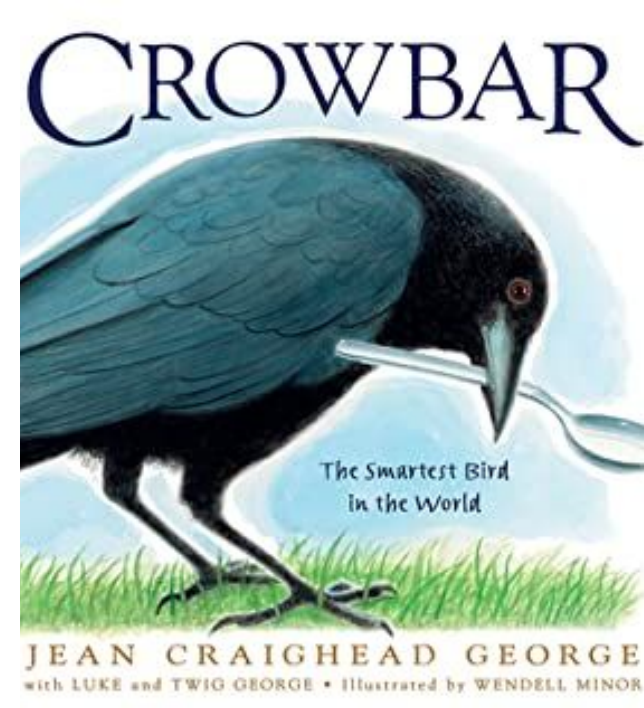
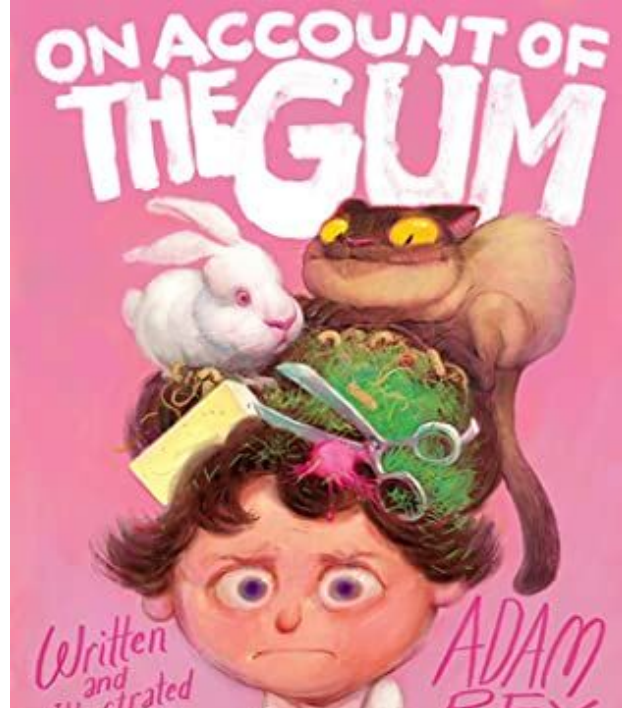
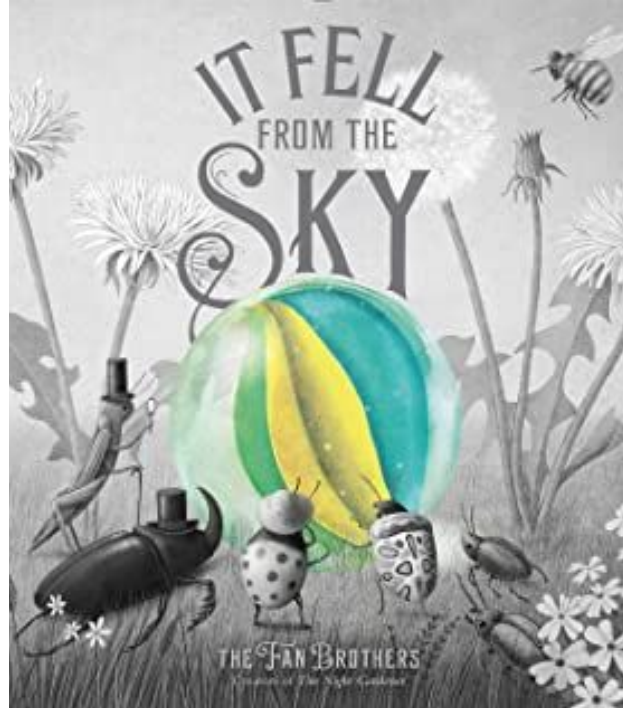
Treasure State Award--Voting

Voting for the Treasure State Award is always due by April 1st.

Votes can be submitted either by email to carolemonlux@gmail.com or through the postal service to:

Carole Monlux
3738 West Central Avenue
Missoula, MT 59804

When votes are submitted, please submit the number of vote tallies per title.



2023 Treasure State Award Nominees

- IT FELL FROM THE SKY by Terry Fan.
- CROWBAR by Jean Craighead George.
- PATRICK PICKLEBOTTOM AND THE PENNY BOOK by Mr. Jay.
- ON ACCOUNT OF THE GUM by Adam Rex.
- PRINCESS UNLIMITED by Sager Weinstein.

The Young Reader's Choice Award

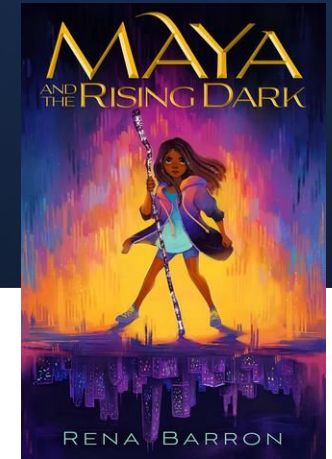
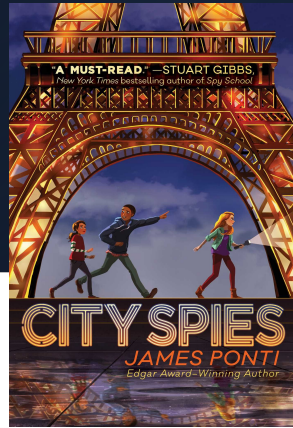
- The oldest children's choice award in the US and Canada, established in 1940 by Harry Hartman, a Seattle bookseller.
- Hartman believed every student should have an opportunity to select a book that gives him or her pleasure.
- Organized by the Pacific Northwest Library Association.
- Open to readers grades 4-12 in AK, ID, MT, WA, Alberta and BC.



Promoting YRCA is easy and fun!

- Popular books are nominated by teachers, students, librarians and parents in the Pacific Northwest. They can be fiction, non-fiction, graphic novels or animae.
- Books nominated are all three years old, so many should already be in your libraries or be available in paperback.
- Send Nominations to the YRCA Chair, Jocie Wilson yrcachar@gmail.com
- Create a display, including posters or bookmarks, and do book talks on each of the books.
- Voting takes place March 15-April 15 each year.

Junior Titles



Maya and the Rising Dark by Rena Barron

City Spies by James Ponti

When you Trap a Tiger by Tae Keller

From the Desk of Zoe Washington by Janae Marks

Everything Sad is Untrue by Daniel Nayeri

The Barren Grounds by David Robertson

Wink by Rob Harrell

When Stars are Scattered (Graphic Novel) by Victoria Jamieson and Omar Mohamed

Intermediate Division

Legendborn by Tracy Deonn

Cemetery Boys by Aiden Thomas

Clap When You Land by Elizabeth Acevedo

Elatsoe by Darcie Little Badger

The Paper Girl of Paris by Jordyn Taylor

We are not Free by Traci Chee

The Henna Wars by Adiba Jaigirdar

Punching the Air by Ibi Zoboi and Yusef Salaam

Senior Division

The Inheritance Games by Jennifer Lynn Barnes

You Should See Me in a Crown by Leah Johnson

Felix Ever After by Kacen Callender

Dear Justyce by Nic Stone

Parachutes by Kelly Yang

The Wild by Owen Laukkanen

Faith Taking Flight by Julie Murphy

The Silence of Bones by June Hur

Read Aloud: Pura Belpre
Illustrator Honor *Bright Star*
Browse Books
Prize Drawing

Questions?
