What's New

in Mississippi School Libraries

mdek12.org

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MISSISSIPPI DEPARTMENT OF EDUCATION

2022 LAMP Presentation

1. **ALL** Students Proficient and Showing Growth in All Assessed Areas
2. **EVERY** Student Graduates from High School and is Ready for College and Career
3. **EVERY** Child Has Access to a High-Quality Early Childhood Program
4. **EVERY** School Has Effective Teachers and Leaders
5. **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. **EVERY** School and District is Rated “C” or Higher

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

School Library Program Vision

To create collaborative relationships between school librarians and classroom teachers which transforms the school library program into a support system that strengthens the curriculum by bridging the informational literacy gap.

School Library
Collaborate • Learn • Inspire • Read • Create

AASL Standards Overview

The AASL National School Library Standards encourage learners to:

INQUIRE

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

INCLUDE

- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

COLLABORATE

- Work effectively with others to broaden perspectives and work toward common goals.

CURATE

- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

EXPLORE

- Discover and innovate in a growth mindset developed through experience and reflection.

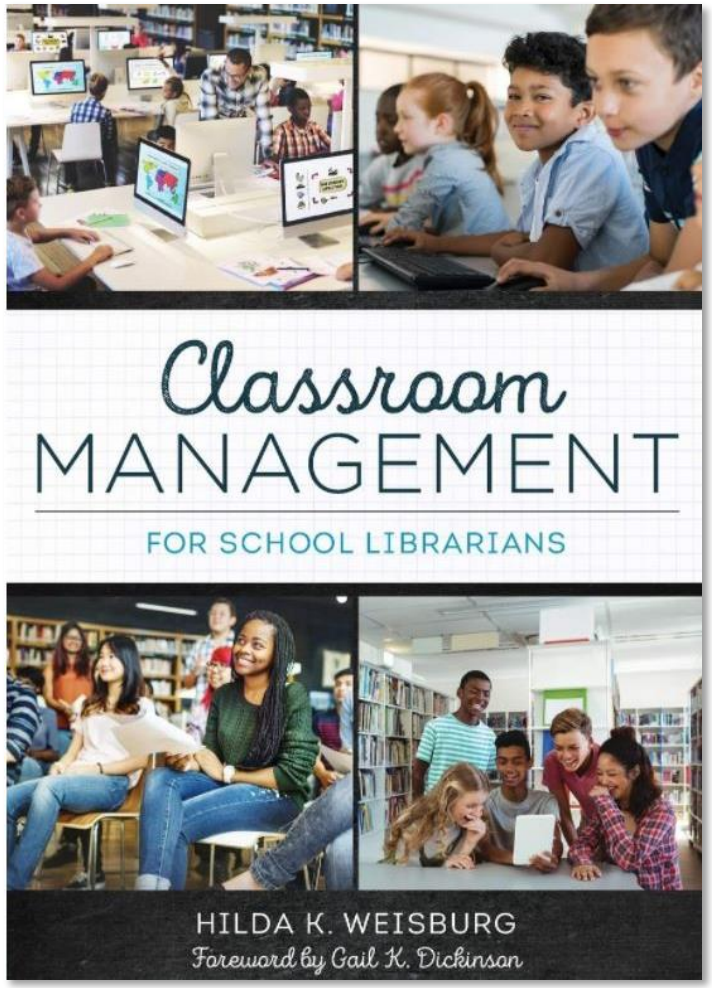
ENGAGE

- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

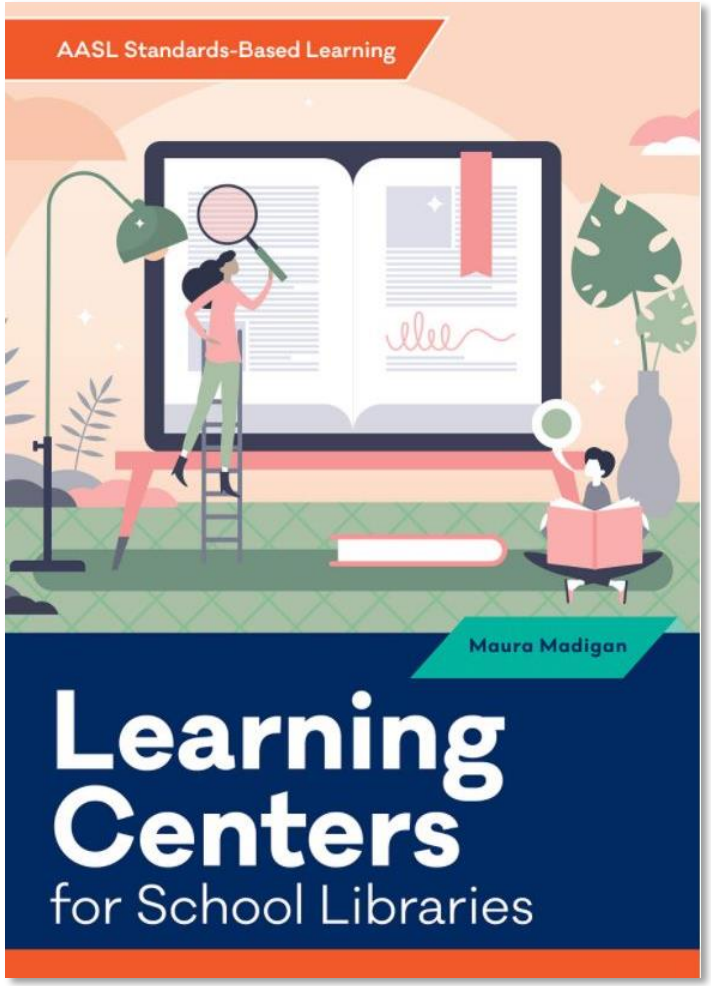
Library Guide

Updates

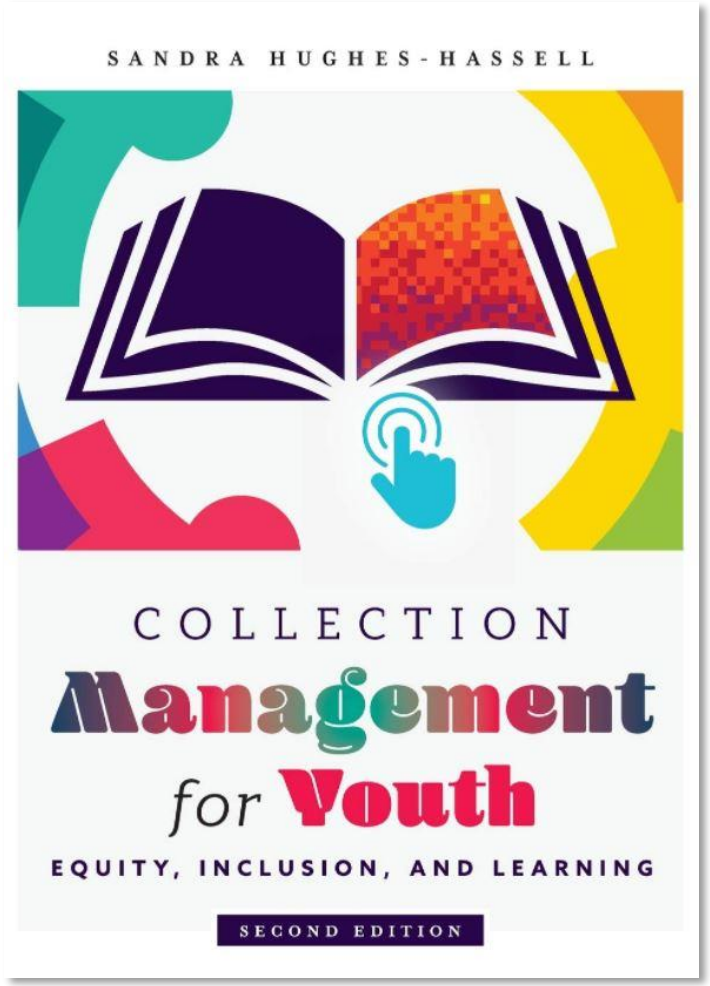
- Using ***Classroom Management for School Librarians*** to update:
  - Establishing a School Library Learning Environment (Section 3.1)
- Provides 8 main points of classroom management
  - Start of the Year, Classroom, Behavior, Lessons, Curriculum, Collaboration, Time Management, and End of the Year



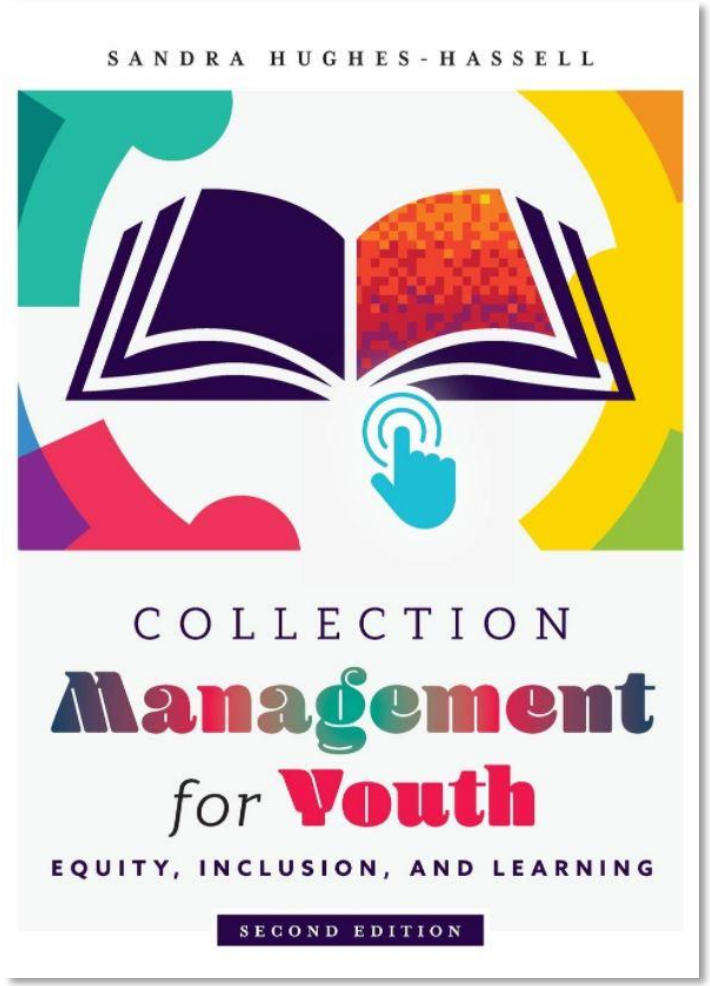
- Using ***Learning Centers for School Libraries*** to update:
  - Planning for Instruction (Section 3.6)
- A learning center is a self-contained section in the school library in which individual or small groups of students engage in independent and self-direct learning.
- This space allows students to create, explore, and discover new ideas with working on academic and library skills.
- PowerPoint is located on the MDE School Library site



- Using ***Collection Management for Youth*** to update:
  - Understanding Collection Development (Section 4.1)
  - Selection Tools (Section 4.2)
- Provides theoretical foundation for developing and managing a library collection that facilities learning



- Using ***Collection Management for Youth*** to update:
  - Budget Justification Form (Section 6.2)
- Discusses how library staff can work collaboratively to create budget policies

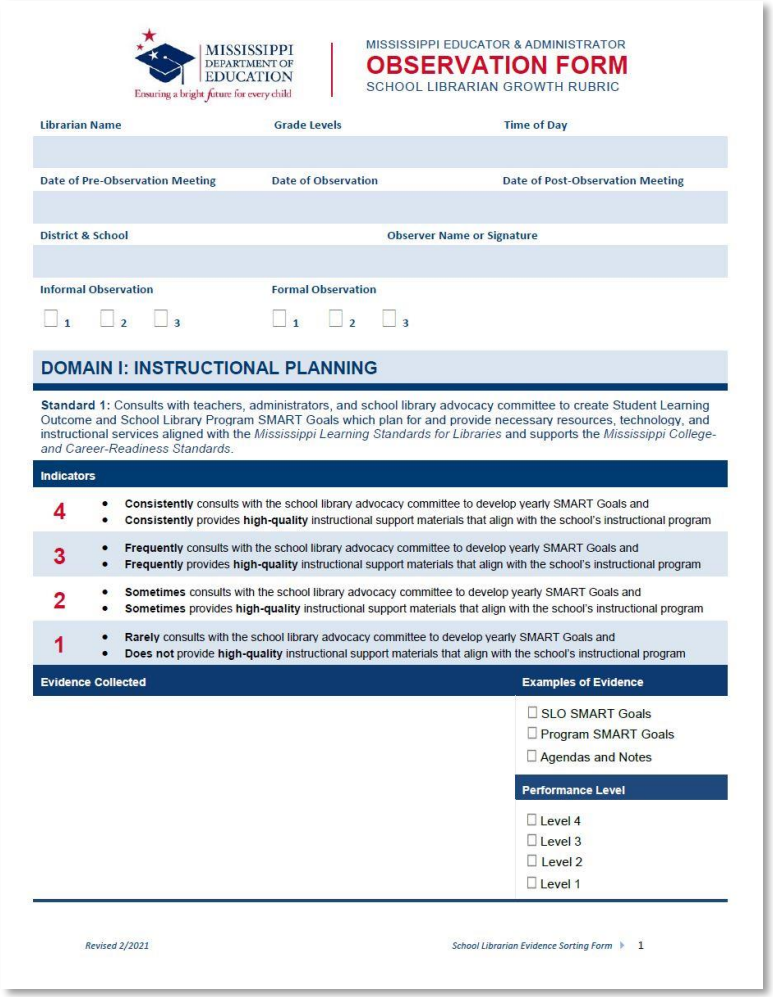


PGS Rubric

Updates

Professional Growth Rubric: *Revisions*

- The former Growth Rubric had **20 standards** and was a **carbon copy** of the School Library Audit
- The **NEW** Evaluation has **9 standards** that supports the Learning Standards for Libraries
- All documents are located on the MDE School Library website



MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

MISSISSIPPI EDUCATOR & ADMINISTRATOR
OBSERVATION FORM
SCHOOL LIBRARIAN GROWTH RUBRIC

Librarian Name	Grade Levels	Time of Day
Date of Pre-Observation Meeting	**Date of Observation**	**Date of Post-Observation Meeting**
District & School	**Observer Name or Signature**	
Informal Observation ☐ 1 ☐ 2 ☐ 3	**Formal Observation** ☐ 1 ☐ 2 ☐ 3	

DOMAIN I: INSTRUCTIONAL PLANNING

Standard 1: Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services aligned with the *Mississippi Learning Standards for Libraries* and supports the *Mississippi College- and Career-Readiness Standards.*

Indicators	
4	• **Consistently** consults with the school library advocacy committee to develop yearly SMART Goals and • **Consistently** provides **high-quality** instructional support materials that align with the school's instructional program
3	• **Frequently** consults with the school library advocacy committee to develop yearly SMART Goals and • **Frequently** provides **high-quality** instructional support materials that align with the school's instructional program
2	• **Sometimes** consults with the school library advocacy committee to develop yearly SMART Goals and • **Sometimes** provides **high-quality** instructional support materials that align with the school's instructional program
1	• **Rarely** consults with the school library advocacy committee to develop yearly SMART Goals and • **Does not** provide **high-quality** instructional support materials that align with the school's instructional program

Evidence Collected	Examples of Evidence
	☐ SLO SMART Goals ☐ Program SMART Goals ☐ Agendas and Notes
	Performance Level ☐ Level 4 ☐ Level 3 ☐ Level 2 ☐ Level 1

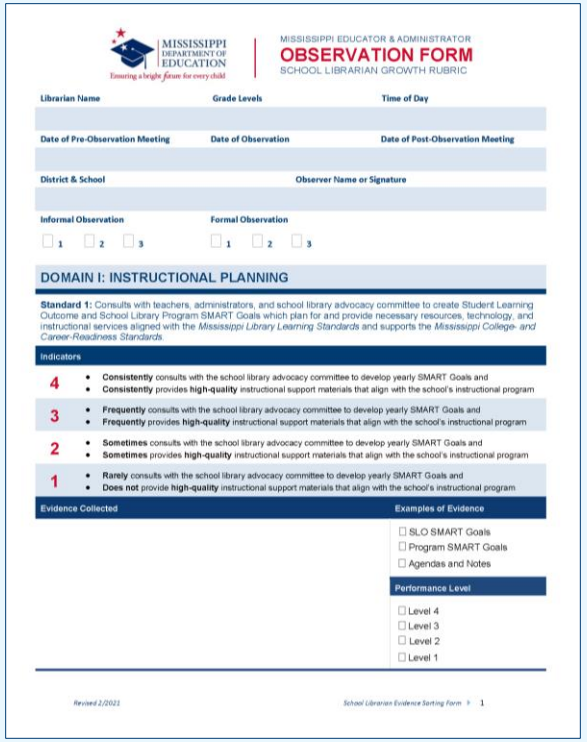
Revised 2/2021

School Librarian Evidence Sorting Form 1

WEBSITE: *https://www.mdek12.org/ASL*

MISSISSIPPI DEPARTMENT OF EDUCATION

Professional Growth Rubric: *Resources*



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OBSERVATION FORM
SCHOOL LIBRARIAN GROWTH RUBRIC

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District & School | Observer Name or Signature

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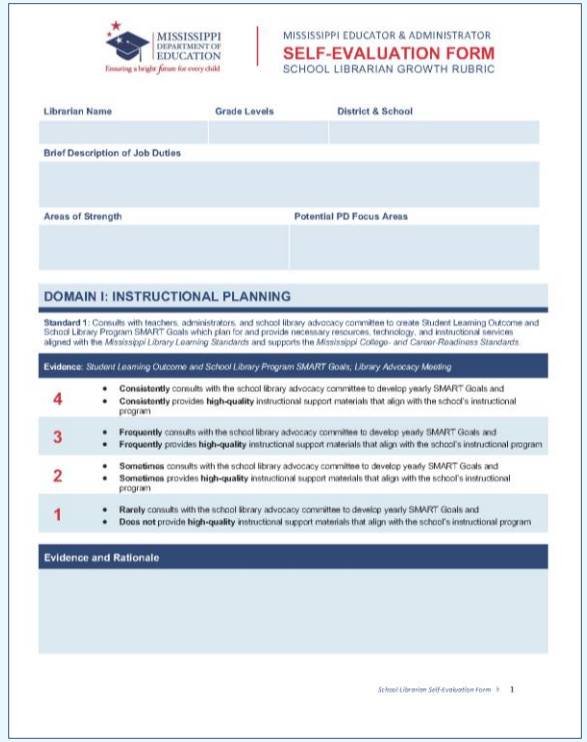
	Performance Level ☐ Level 4 ☐ Level 3 ☐ Level 2 ☐ Level 1

Revised 2/2021 *School Librarian Evidence Sorting Form* 1

School Librarian Growth Rubric

Self-Evaluation Form



MISSISSIPPI DEPARTMENT OF EDUCATION
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MISSISSIPPI EDUCATOR & ADMINISTRATOR
SELF-EVALUATION FORM
SCHOOL LIBRARIAN GROWTH RUBRIC

Librarian Name | Grade Levels | District & School

Brief Description of Job Duties

Areas of Strength | Potential PD Focus Areas

DOMAIN I: INSTRUCTIONAL PLANNING

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Evidence: *Student Learning Outcome and School Library Program SMART Goals; Library Advocacy Meeting*

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Evidence and Rationale

School Librarian Self-Evaluation Form 1

- **MINIMUM** of 3 evaluations with 2 informal and 1 formal evaluation
- Feedback is **REQUIRED** after each evaluation

Professional Growth Rubric: *Collecting Data*

DO NOT collect items in a box throughout the year.

Pictures or photo albums are **NOT** required as evidence.

Using computer files or cloud storage is a great way to organize and store digital documents.

A binder or folder is a great way to collect and organize reports and other information.

Use whatever type of organization process the helps locate information quickly.

SMART Goals

PGS Librarian Rubric

SMART
Specific
Measurable
Attainable
Relevant
Time Based

Professional Growth Rubric: *Rating Weights*

Component	Description	Tested Teachers	Non-tested Teachers/Coaches	Support Faculty
Instructional Practices	Minimum of 3 Observations related to the appropriate PGS Rubric, observing all domains weighted equally	**50%**	**50%**	**50%**
Student Climate Survey	Average score (from students) based off school climate survey	**10%**	**10%**	**10%**
Student Growth	SMART Goal related to performance on state test	**20%**		
	SMART Goal related to school-wide initiative			**20%**
	SMART Goal related to performance on district diagnostic test		**20%**	
	School-wide Student Performance **BOTTOM 25%**	**20%**	**20%**	**20%**
Total Weight		**100%**	**100%**	**100%**

Professional Growth Rubric: *PGS Weights*

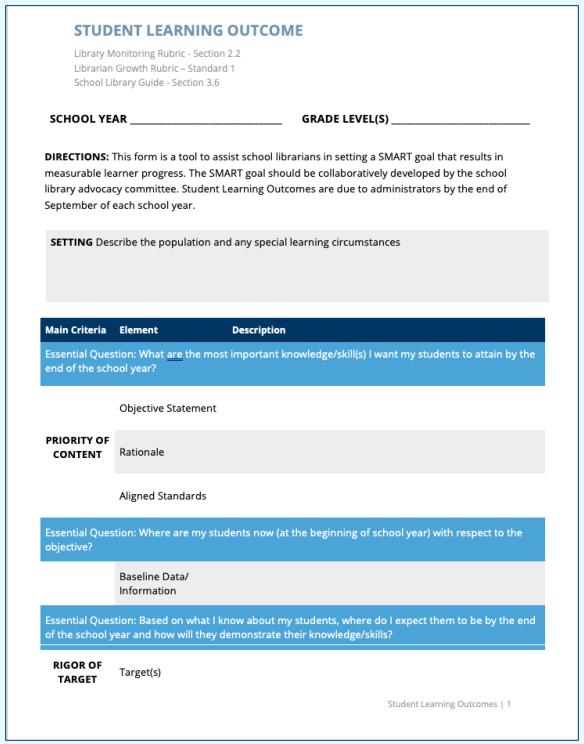
Percentage of Students meeting SMART Goal related to School-wide Initiatives			
4	**3**	**2**	**1**
Exceeds Goal	On Target	Approaching Goal	Not on Target

School librarians will develop and implement **two (2)** SMART goals per school year. The librarians will collaboratively write goals with the input of the school library advocacy committee. The first goal will encompass the student learning outcomes for either a particular grade or whole school. The second goal will include a library program goal which improves the resources or services provided to students and teachers. The overall professional growth score will be the average of the two SMART goals.

EXAMPLE:
Student Learning Outcome SMART Goal score = 3 | Library Program SMART Goal score = 4

SMART Goal Overall Score = 3+4 = 7/2 = **3.5 (overall score)**

Professional Growth Rubric: *SMART Goals Resources*



STUDENT LEARNING OUTCOME

Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric – Standard 1
School Library Guide - Section 3.6

SCHOOL YEAR _____ **GRADE LEVEL(S)** _____

DIRECTIONS: This form is a tool to assist school librarians in setting a SMART goal that results in measurable learner progress. The SMART goal should be collaboratively developed by the school library advocacy committee. Student Learning Outcomes are due to administrators by the end of September of each school year.

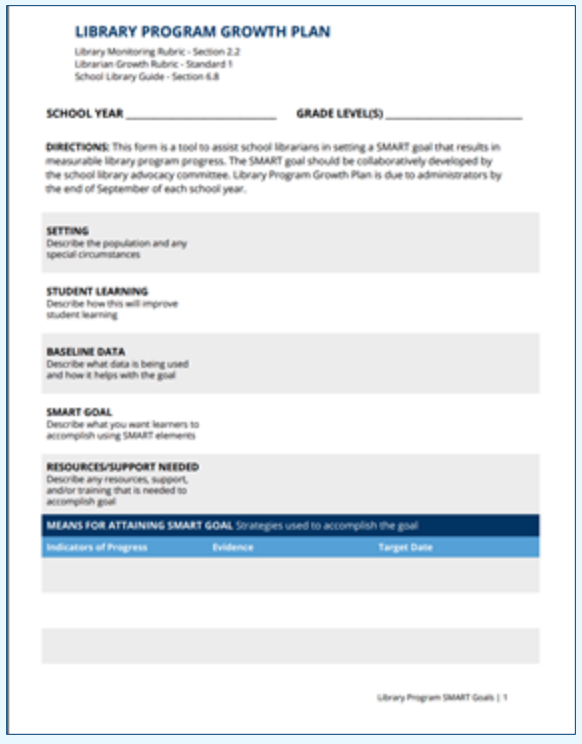
SETTING Describe the population and any special learning circumstances

Main Criteria	Element	Description
Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the school year?		
	Objective Statement	
PRIORITY OF CONTENT	Rationale	
	Aligned Standards	
Essential Question: Where are my students now (at the beginning of school year) with respect to the objective?		
	Baseline Data/ Information	
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the school year and how will they demonstrate their knowledge/skills?		
RIGOR OF TARGET	Target(s)	

Student Learning Outcomes | 1

Student Learning SMART Goal

Library Program SMART Goal



LIBRARY PROGRAM GROWTH PLAN

Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric - Standard 1
School Library Guide - Section 6.8

SCHOOL YEAR _____ **GRADE LEVEL(S)** _____

DIRECTIONS: This form is a tool to assist school librarians in setting a SMART goal that results in measurable library program progress. The SMART goal should be collaboratively developed by the school library advocacy committee. Library Program Growth Plan is due to administrators by the end of September of each school year.

SETTING
Describe the population and any special circumstances

STUDENT LEARNING
Describe how this will improve student learning

BASELINE DATA
Describe what data is being used and how it helps with the goal

SMART GOAL
Describe what you want learners to accomplish using SMART elements

RESOURCES/SUPPORT NEEDED
Describe any resources, support, and/or training that is needed to accomplish goal

MEANS FOR ATTAINING SMART GOAL Strategies used to accomplish the goal

Indicators of Progress	Evidence	Target Date

Library Program SMART Goals | 1

Professional Growth Rubric: *SMART Goals Tips*

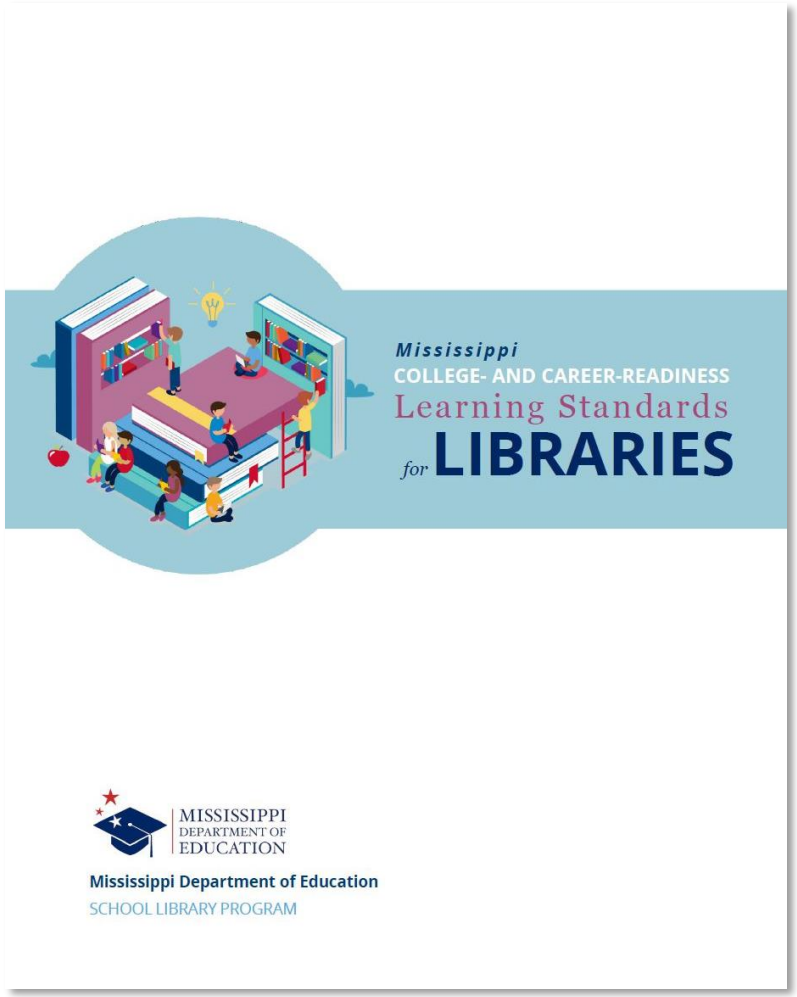
- Work with the librarians in your district to write vertically-aligned SMART goals
- Include your library advocacy committee when writing SMART goals
- Look at student data when writing the **achievable** portion of the SMART goals
- Library Program and Student Learning Outcome goals can be either short- or long-term depending on the needs of your school community
- Remember that SMART Goals are **NOT** written in stone

Library Standards

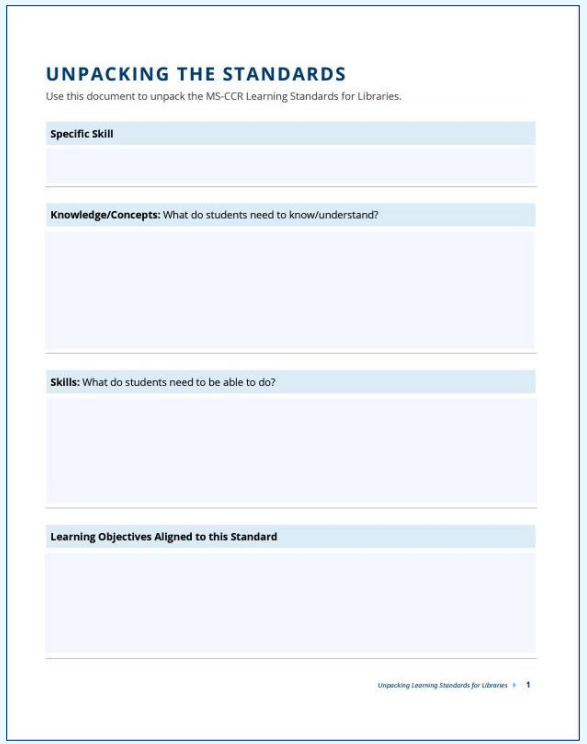
Teaching and Learning

Library Standards

- Librarians of the 21st century are educators in every sense of the word.
- The standards and lesson plans are framed according to **CURRENT** best practices in teaching and learning.
- Librarian access to standards, pacing guide example, formative assessment tools, and unpacking standards worksheet.



Library Standards: *Resources*



UNPACKING THE STANDARDS

Use this document to unpack the MS-CCR Learning Standards for Libraries.

Specific Skill

Knowledge/Concepts: What do students need to know/understand?

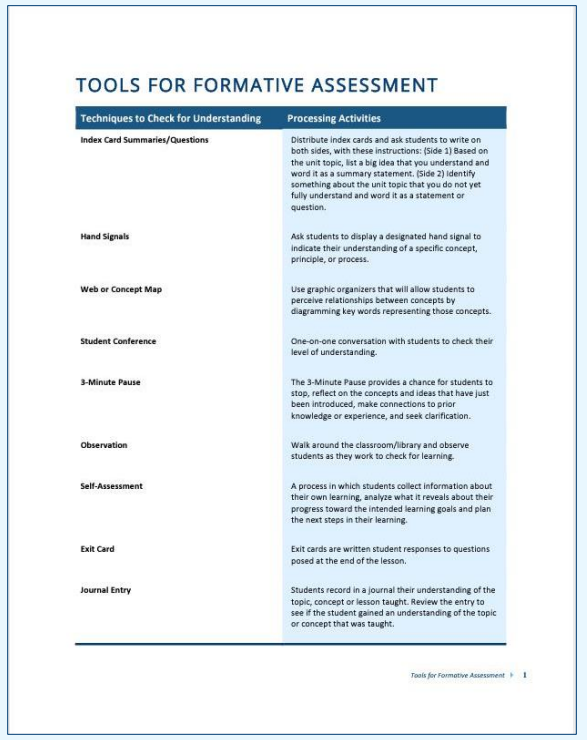
Skills: What do students need to be able to do?

Learning Objectives Aligned to this Standard

Unpacking Learning Standards for Libraries 1

Unpacking the Standards

Tools for Formative Assessment



TOOLS FOR FORMATIVE ASSESSMENT

Techniques to Check for Understanding	Processing Activities
Index Card Summaries/Questions	Distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on the unit topic, list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about the unit topic that you do not yet fully understand and word it as a statement or question.
Hand Signals	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process.
Web or Concept Map	Use graphic organizers that will allow students to perceive relationships between concepts by diagramming key words representing those concepts.
Student Conference	One-on-one conversation with students to check their level of understanding.
3-Minute Pause	The 3-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.
Observation	Walk around the classroom/library and observe students as they work to check for learning.
Self-Assessment	A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
Exit Card	Exit cards are written student responses to questions posed at the end of the lesson.
Journal Entry	Students record in a journal their understanding of the topic, concept or lesson taught. Review the entry to see if the student gained an understanding of the topic or concept that was taught.

Tools for Formative Assessment 1

Learning Standards

1

Library Media Strand

Basic library skills are an integral part of the total education program, teaching students the basic processing skills necessary to connect them with information and ideas in all subject and interest areas.

2

Reading Engagement Strand

Reading engagement is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats and all contexts is a key indicator of success in school and in life.

3

Research and Information Strand

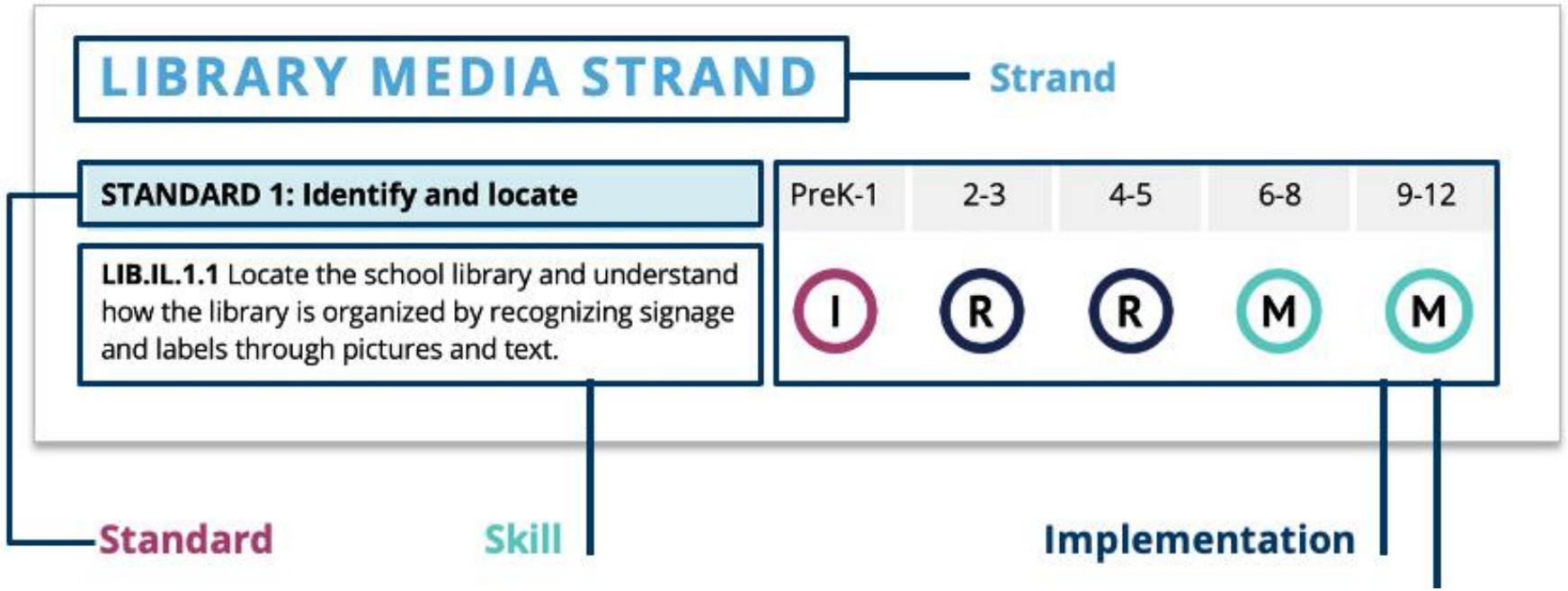
Through engagement in the research process, students will apply critical thinking skills to draw conclusions and construct new understandings. Additionally, students will engage in research processes.

4

Digital Literacy Strand

Its goal is to help students develop the habits of inquiry and skills of expression that are needed and used by critical thinkers, effective communicators, and active, digital citizens in today's world.

Learning Standards: *Implementation*



IMPLEMENTATION LEGEND

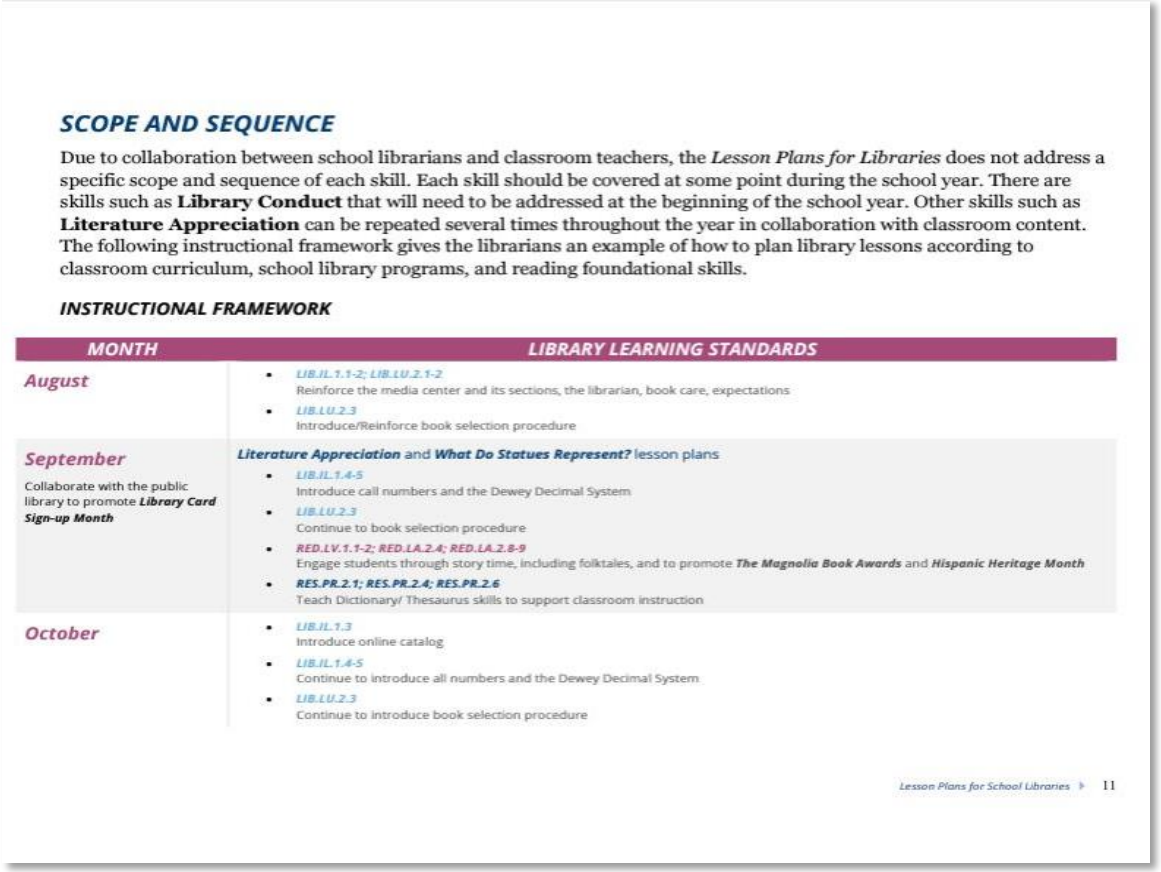
	No instruction at this level
O	Optional at this level
I	Introduce the concept
R	Reinforce the concept
M	Master the concept

Library Lessons

Pacing Guides

Library Standards: *Pacing Guides*

- Lesson plans do not address a specific scope and sequence of each skill
- Skills like **Library Conduct** will need to be addressed at the beginning of the school year
- Other skills can be repeated several times throughout the year in collaboration with classroom content



SCOPE AND SEQUENCE

Due to collaboration between school librarians and classroom teachers, the *Lesson Plans for Libraries* does not address a specific scope and sequence of each skill. Each skill should be covered at some point during the school year. There are skills such as **Library Conduct** that will need to be addressed at the beginning of the school year. Other skills such as **Literature Appreciation** can be repeated several times throughout the year in collaboration with classroom content. The following instructional framework gives the librarians an example of how to plan library lessons according to classroom curriculum, school library programs, and reading foundational skills.

INSTRUCTIONAL FRAMEWORK

MONTH	LIBRARY LEARNING STANDARDS
August	• LIB.IL.1.1-2; LIB.LU.2.1-2 Reinforce the media center and its sections, the librarian, book care, expectations • LIB.LU.2.3 Introduce/Reinforce book selection procedure
September Collaborate with the public library to promote ***Library Card Sign-up Month***	***Literature Appreciation*** and ***What Do Statues Represent?*** lesson plans • LIB.IL.1.4-5 Introduce call numbers and the Dewey Decimal System • LIB.LU.2.3 Continue to book selection procedure • RED.LV.1.1-2; RED.LA.2.4; RED.LA.2.8-9 Engage students through story time, including folktales, and to promote ***The Magnolia Book Awards*** and ***Hispanic Heritage Month*** • RES.PR.2.1; RES.PR.2.4; RES.PR.2.6 Teach Dictionary/ Thesaurus skills to support classroom instruction
October	• LIB.IL.1.3 Introduce online catalog • LIB.IL.1.4-5 Continue to introduce all numbers and the Dewey Decimal System • LIB.LU.2.3 Continue to introduce book selection procedure

Lesson Plans for School Libraries 11

Library Standards: *Pacing Guide Example*

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October	• LIB.IL.1.3 Introduce online catalog • LIB.IL.1.4-5 Continue to introduce all numbers and the Dewey Decimal System • LIB.LU.2.3 Continue to introduce book selection procedure

Month

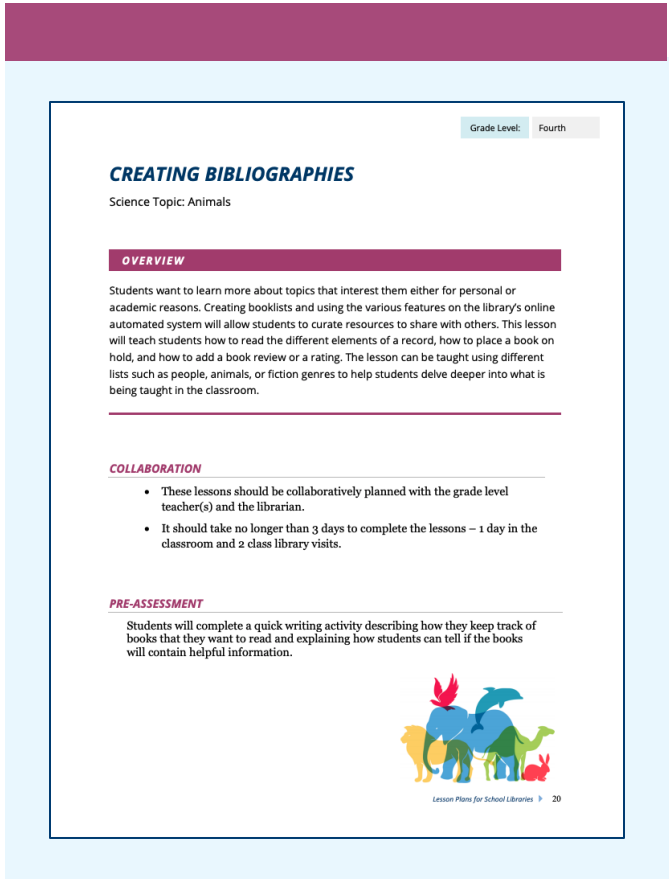
Library Program

Standard

Sample Lessons

Reading Program

Lesson Plans: *Overview*



Grade Level: Fourth

CREATING BIBLIOGRAPHIES

Science Topic: Animals

OVERVIEW

Students want to learn more about topics that interest them either for personal or academic reasons. Creating booklists and using the various features on the library's online automated system will allow students to curate resources to share with others. This lesson will teach students how to read the different elements of a record, how to place a book on hold, and how to add a book review or a rating. The lesson can be taught using different lists such as people, animals, or fiction genres to help students delve deeper into what is being taught in the classroom.

COLLABORATION

- These lessons should be collaboratively planned with the grade level teacher(s) and the librarian.
- It should take no longer than 3 days to complete the lessons – 1 day in the classroom and 2 class library visits.

PRE-ASSESSMENT

Students will complete a quick writing activity describing how they keep track of books that they want to read and explaining how students can tell if the books will contain helpful information.

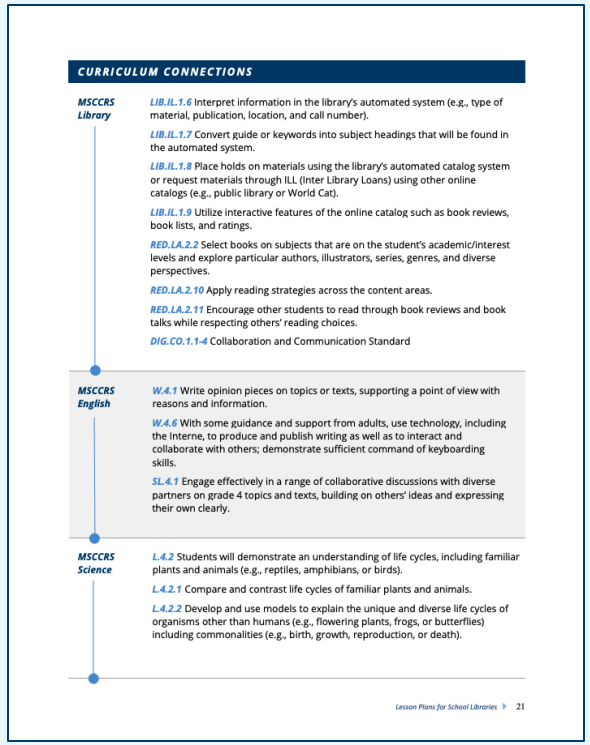
Grade Level

Overview

Collaboration

Pre-Assessment

Lesson Plans: *Elements*



CURRICULUM CONNECTIONS

MSCCRS Library

LIB.IL.1.6 Interpret information in the library's automated system (e.g., type of material, publication, location, and call number).

LIB.IL.1.7 Convert guide or keywords into subject headings that will be found in the automated system.

LIB.IL.1.8 Place holds on materials using the library's automated catalog system or request materials through ILL (Inter Library Loans) using other online catalogs (e.g., public library or World Cat).

LIB.IL.1.9 Utilize interactive features of the online catalog such as book reviews, book lists, and ratings.

RED.LA.2.2 Select books on subjects that are on the student's academic/interest levels and explore particular authors, illustrators, series, genres, and diverse perspectives.

RED.LA.2.10 Apply reading strategies across the content areas.

RED.LA.2.11 Encourage other students to read through book reviews and book talks while respecting others' reading choices.

DIG.CO.1.1-4 Collaboration and Communication Standard

MSCCRS English

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.6 With some guidance and support from adults, use technology, including the Interne, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

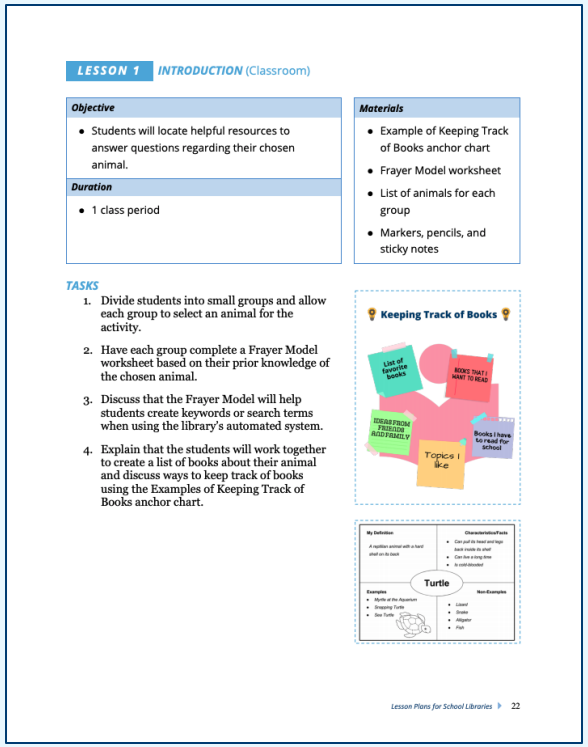
MSCCRS Science

L.4.2 Students will demonstrate an understanding of life cycles, including familiar plants and animals (e.g., reptiles, amphibians, or birds).

L.4.2.1 Compare and contrast life cycles of familiar plants and animals.

L.4.2.2 Develop and use models to explain the unique and diverse life cycles of organisms other than humans (e.g., flowering plants, frogs, or butterflies) including commonalities (e.g., birth, growth, reproduction, or death).

Lesson Plans for School Libraries 21



LESSON 1 *INTRODUCTION* (Classroom)

Objective

- Students will locate helpful resources to answer questions regarding their chosen animal.

Duration

- 1 class period

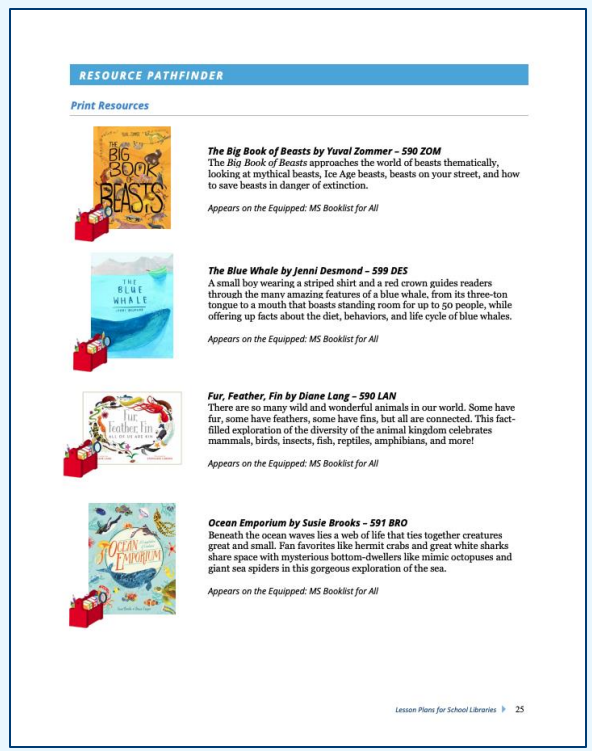
Materials

- Example of Keeping Track of Books anchor chart
- Frayer Model worksheet
- List of animals for each group
- Markers, pencils, and sticky notes

TASKS

1. Divide students into small groups and allow each group to select an animal for the activity.
2. Have each group complete a Frayer Model worksheet based on their prior knowledge of the chosen animal.
3. Discuss that the Frayer Model will help students create keywords or search terms when using the library's automated system.
4. Explain that the students will work together to create a list of books about their animal and discuss ways to keep track of books using the Examples of Keeping Track of Books anchor chart.

Lesson Plans for School Libraries 22



RESOURCE PATHFINDER

Print Resources

The Big Book of Beasts by Yuval Zommer – 590 ZOM
The *Big Book of Beasts* approaches the world of beasts thematically, looking at mythical beasts, Ice Age beasts, beasts on your street, and how to save beasts in danger of extinction.

Appears on the Equipped: MS Booklist for All

The Blue Whale by Jenni Desmond – 599 DES
A small boy wearing a striped shirt and a red crown guides readers through the many amazing features of a blue whale, from its three-ton tongue to a mouth that boasts standing room for up to 50 people, while offering up facts about the diet, behaviors, and life cycle of blue whales.

Appears on the Equipped: MS Booklist for All

Fur, Feather, Fin by Diane Lang – 590 LAN
There are so many wild and wonderful animals in our world. Some have fur, some have feathers, some have fins, but all are connected. This fact-filled exploration of the diversity of the animal kingdom celebrates mammals, birds, insects, fish, reptiles, amphibians, and more!

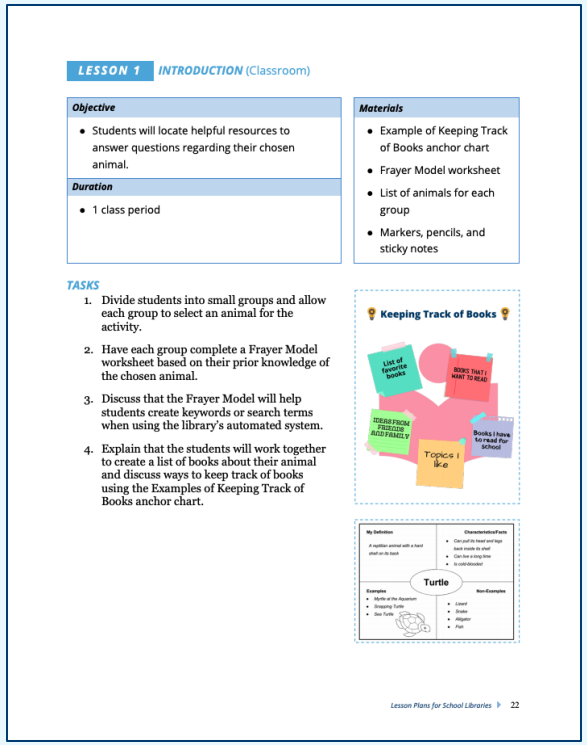
Appears on the Equipped: MS Booklist for All

Ocean Emporium by Susie Brooks – 591 BRO
Beneath the ocean waves lies a web of life that ties together creatures great and small. Fan favorites like hermit crabs and great white sharks share space with mysterious bottom-dwellers like mimic octopuses and giant sea spiders in this gorgeous exploration of the sea.

Appears on the Equipped: MS Booklist for All

Lesson Plans for School Libraries 25

Lesson Plans: *Lesson Breakdown*



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Lesson Plans for School Libraries 22

Lesson No.

Objective, Materials, Duration

Tasks

Examples

Lesson Plans: *Vertical Alignment*

Finding Your Way to the Library

- Grade Level: **PreK/K**
- Introduce how the library works and what the rules are
- Introduce how the library is organized
- Introduce becoming an active listener of information

Literature Appreciation

- Grade Level: **Second**
- Reinforce how the library is organized
- Reinforce becoming an active listener or reader of information
- Introduce call numbers and Dewey Decimal System

Lesson Plans: *Vertical Alignment*

Creating Bibliographies

- Grade Level: **Fourth**
- Reinforce how the library is organized
- Reinforce Dewey Decimal System
- Introduce the library's automated system
- Introduce collaboration
- Introduce print/digital resources

Adopt a Genre

- Grade Level: **Fifth**
- Master how the library is organized
- Master the Dewey Decimal System
- Reinforce library's automated system
- Reinforce collaboration
- Reinforce print/digital resources

Lesson Plans: *Vertical Alignment*

Citation Scavenger Hunt

- Grade Level: **Sixth**
- Master the library's automated system
- Reinforce print/digital resources
- Reinforce collaboration
- Introduce evaluation of resources
- Introduce Copyright and Fair Use

Deep Dive into the Blues

- Grade Level: **Eighth**
- Reinforce evaluation of resources
- Reinforce Copyright and Fair Use
- Reinforce print/digital resources
- Introduce inquiry-based research skills
- Introduce presentation skills

Lesson Plans: *Vertical Alignment*

Building Pathfinders

- Grade Level: **Ninth**
- Master print/digital resources
- Reinforce evaluation of resources
- Reinforce Copyright and Fair Use
- Reinforce inquiry-based research skills
- Reinforce presentation skills

Making Historical Connections

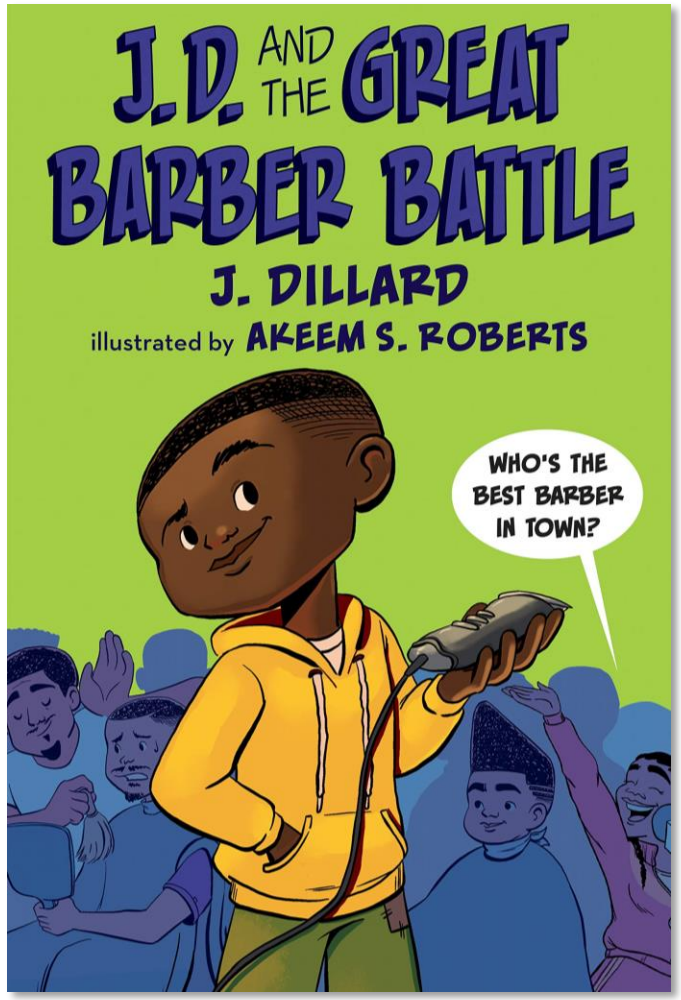
- Grade Level: **Eleventh**
- Master evaluation of resources
- Master Copyright and Fair Use
- Master inquiry-based research skills
- Master presentation skills

Read to Them

One School, One Book

Reading Program: *MS Reads One Book*

- MS Reads One Book starts on **February 6**
- J.D. and the Great Barber Battle by J. Dillard (based in Meridian)
    - J.D. has a big problem – it's the night before the start of third grade and his mom has just given him his first and worst home haircut
- Mississippi Reads One Book is a family engagement program offered by Read to Them, in partnership with the Mississippi Campaign for Grade-Level Reading



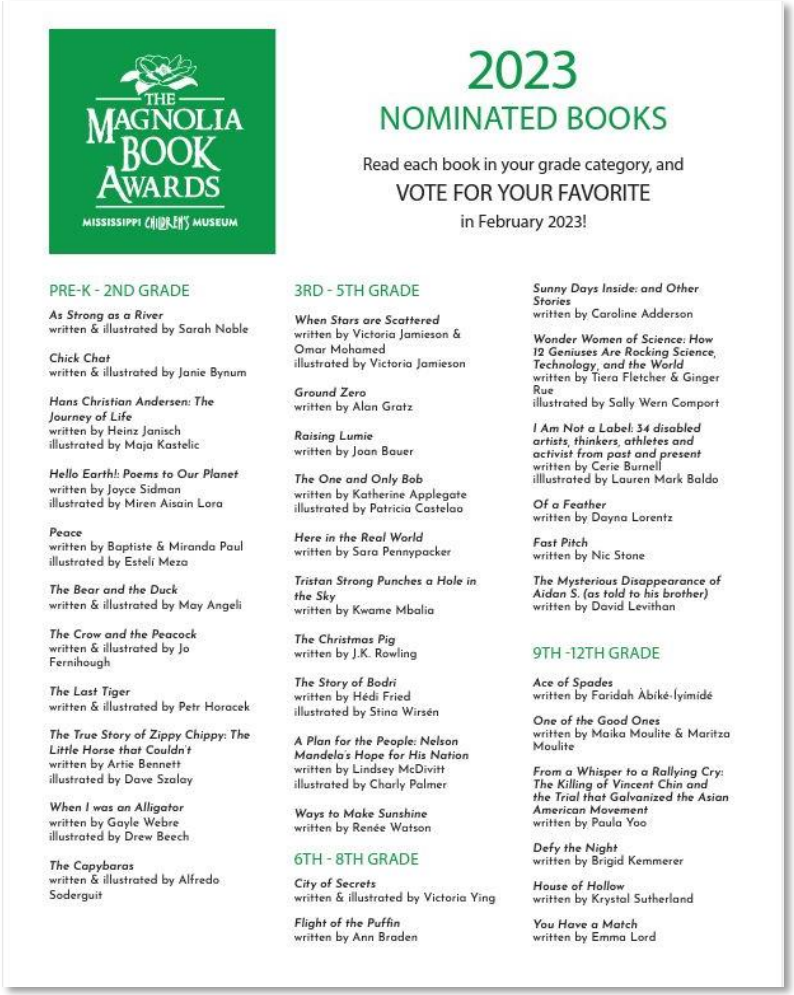
WEBSITE: *https://readtothem.org/states-read-one-book*

Magnolia Awards

2023 Voting

Magnolia Book Awards

- Mississippi children, Pre-K-12th grade, are eligible to participate in the voting and nominating of books
- Winners announced each April at the Fay B. Kaigler Children's Book Festival at the University of Southern Mississippi
- Voting is overseen by a designated individual (teacher, librarian, bookstore manager, etc.) at each participating voting location throughout the state of Mississippi
- **Voting:** February 2023



THE MAGNOLIA BOOK AWARDS
MISSISSIPPI CHILDREN'S MUSEUM

2023
NOMINATED BOOKS

Read each book in your grade category, and
VOTE FOR YOUR FAVORITE
in February 2023!

PRE-K - 2ND GRADE

As Strong as a River
written & illustrated by Sarah Noble

Chick Chat
written & illustrated by Janie Bynum

Hans Christian Andersen: The Journey of Life
written by Heinz Janisch
illustrated by Maja Kastelic

Hello Earth!: Poems to Our Planet
written by Joyce Sidman
illustrated by Miren Aisain Lora

Peace
written by Baptiste & Miranda Paul
illustrated by Esteli Meza

The Bear and the Duck
written & illustrated by May Angeli

The Crow and the Peacock
written & illustrated by Jo Fernihough

The Last Tiger
written & illustrated by Petr Horacek

The True Story of Zippy Chippy: The Little Horse that Couldn't
written by Artie Bennett
illustrated by Dave Szalay

When I was an Alligator
written by Gayle Webre
illustrated by Drew Beech

The Capybaras
written & illustrated by Alfredo Soderguit

3RD - 5TH GRADE

When Stars are Scattered
written by Victoria Jamieson & Omar Mohamed
illustrated by Victoria Jamieson

Ground Zero
written by Alan Gratz

Raising Lumie
written by Joan Bauer

The One and Only Bob
written by Katherine Applegate
illustrated by Patricia Castelao

Here in the Real World
written by Sara Pennypacker

Tristan Strong Punches a Hole in the Sky
written by Kwame Mbalia

The Christmas Pig
written by J.K. Rowling

The Story of Bodri
written by Hédi Fried
illustrated by Stina Wirsén

A Plan for the People: Nelson Mandela's Hope for His Nation
written by Lindsey McDivitt
illustrated by Charly Palmer

Ways to Make Sunshine
written by Renée Watson

6TH - 8TH GRADE

City of Secrets
written & illustrated by Victoria Ying

Flight of the Puffin
written by Ann Braden

Sunny Days Inside: and Other Stories
written by Caroline Adderson

Wonder Women of Science: How 12 Geniuses Are Rocking Science, Technology, and the World
written by Tiera Fletcher & Ginger Rue
illustrated by Sally Wern Comport

I Am Not a Label: 34 disabled artists, thinkers, athletes and activist from past and present
written by Cerie Burnell
illustrated by Lauren Mark Baldo

Of a Feather
written by Dayna Lorentz

Fast Pitch
written by Nic Stone

The Mysterious Disappearance of Aidan S. (as told to his brother)
written by David Levithan

9TH -12TH GRADE

Ace of Spades
written by Faridah Àbíké-Íyímídé

One of the Good Ones
written by Maika Moulite & Maritza Moulite

From a Whisper to a Rallying Cry: The Killing of Vincent Chin and the Trial that Galvanized the Asian American Movement
written by Paula Yoo

Defy the Night
written by Brigid Kemmerer

House of Hollow
written by Krystal Sutherland

You Have a Match
written by Emma Lord

Website https://mschildrensmuseum.org/parent-community-resources/magnolia-book-awards/

School Library Listserv

To subscribe, send a message to **esimmons@mdek12.org** with “subscribe library” as the subject of the email.

Please include name, role, and name of school and district.

Elizabeth Simmons

Instructional Materials and Library Media Director

esimmons@mdek12.org