

for that theme. Additional special features are reproducibles and an annotated list of addresses and Web sites for organizations and agencies. Thoughtful quotations are scattered throughout. Service learning adds vigor and intensity to curricula and learning, and the direct connection to literature is a powerful combination. This book is a rich resource, and promotes action. **Highly Recommended.** *Brenda Dales, Visiting Assistant Professor, Miami University, Oxford, Ohio*

Koechlin, Carol & Sandi Zwaan

Build Your Own Information Literate School ★

2003. 189pp. \$17.50 pbk. *Hi Willow Research*. 0-931510-89-9. *Professional*

K-5 In this idea rich volume, the authors **6-8** have looked at various disciplines in **9-12** the United States and Canada and found that information skills are crucial to success in school achievement. They have discovered that there are a number of skills that are common to many standards in education in both countries. These information skills have been divided into three levels, each increasing in complexity: novice learner, apprentice learner, and “InfoStar.” The authors give an “Info Skill,” such as selecting relevant data, and then follow up with activities that each level of learner can do to practice. Worksheets are included to use in conjunction with some of the activities. Also included are relevant Web sites to use while learning each skill. For example, for the note-making skill, there are Web sites on quoting, paraphrasing and summarizing, and note layouts. A few of the eight sections are “Define and Clarify,” “Analyze,” and “Synthesize.” These sections are similar to Eisenberg’s Big6, so if you are using those problem-solving skills in your school, these will dovetail nicely. This is a great manual to have on hand in the library media center to refer to when collaborating on and developing information skills throughout the school. **Highly Recommended.** *Allison Bernstein, Educational Materials Reviewer, Norfolk, Massachusetts*

Lesesne, Teri

Making the Match: The Right Book for the Right Reader at the Right Time

2003. 232pp. \$21 pbk. *Stenhouse Publishers*. 1-57110-381-3. *Professional*

K-5 The full title of this work says it all. It **6-8** tackles the seemingly impossible task **9-12** that so many educators have approached for decades. Teri Lesesne acknowledges the difficulty of matching reading material to student, but offers a wealth of resources for assistance. She claims that to make the match, the matcher needs to know the student’s world—again, a monstrous task. The sections, “Knowing the Kids” and “Knowing the Books” address the components necessary to execute the final section, “Making the Match.” Possibly the most well-used portion of this volume will be the very extensive appendices, which consist of the ever-famous lists for which we in the field of market-

ing reads are so often asked. Interspersed throughout the whole of the volume are short pieces written by young adult authors on the topic of reading. These serve as motivators for the professional user, as well as samples of the authors’ styles. Although the concept of “Making the Match” sounds simplistic, it is anything but. This task of motivating the alliterate reader (one who chooses not to read) can be daunting. With the wonderful expertise shared by Lesesne, educators have a usable tool for breaking the cycle of the alliterate. **Recommended.** *Patricia J. Heasley, Librarian, Bethel Park (Pennsylvania) High School*

Levene, Donna B.

American Musicians Making History ★

2004. 192pp. \$27 pbk. *Teacher Ideas Press/Libraries Unlimited (Greenwood Publishing Group)*. 1-56308-950-5. *Professional*

9-12 Author Donna Levene began this project during a workshop at the American Memory Fellows Institute. Workshop participants examined digitized primary sources in the Library of Congress American Memory collections. As a result, she has produced a book that will guide both history teachers and music teachers in showing high school students how music fits into the history of America. Each chapter features a different form of music and is divided into a teacher section and a student section. Beginning with a timeline, the teacher section then gives background information and resources for each musician or musical form. The student section of each chapter lists questions for students to research, as well as a wide variety of possible end products that each student could produce to show learning. I was very impressed by the amount of work put forth to produce this valuable teacher resource. The list of annotated resources provided to assist teachers and students in their research is incredible. There are biographical, historical, and musical Internet sources in each chapter, as well as appropriate books and CDs. Topics covered by the book include folk music, lullabies, the blues, spirituals, cowboy songs, jazz, and rock. I know our history and music teachers will be as fascinated and excited by the book as I was. Glossary. Bibliography. Index. **Highly Recommended.** *Ann M.G. Gray, Library Media Specialist, Pittsburg (New Hampshire) School*

Loertscher, David V. & Ross J. Todd

We Boost Achievement: Evidence-Based Practice for School Library Media Specialists ★

2003. 179pp. \$21 pbk. *Hi Willow Research*. 0-931510-93-7. *Professional*

K-5 Validating what many library media **6-8** specialists know, the authors have **9-12** presented a work that will inspire and aid those in the field in promoting their library programs. This volume gives concrete examples of how to gather data about a program, how it directly contributes to student achievement—the real focus for administrators,—and how to present it to the administration and faculty who may not see the connection between a strong library media program and student success.

Focusing on the contribution of the library media program to areas such as reading, information literacy, and technology, this volume gives examples of how to compile evidence that will support a program, as well as activities to use that will bring teachers in. Actual examples of library media specialists who show how their programs increase achievement are inspiring, such as the specialist who did her dissertation on a group of high school researchers and their progress in researching and now follows up with them every 10 years. Also included are techniques and tips to utilize in gathering data and presenting it for maximum impact. This should be required reading for all library media students, as well as working library media specialists who want to showcase the value of their programs. Index. **Highly Recommended.** *Allison Bernstein, Educational Materials Reviewer, Norfolk, Massachusetts*

Miller, Dick & Kevin Clarke

Putting XML to Work in the Library: Tools for Improving Access and Management

2004. 206pp. \$45 pbk. *ALA Editions*. 0-8389-0863-2. *Professional*

K-5 This book presents a very technical **6-8** overview of the concepts of XML **9-12** (eXtensible Markup Language), coding, and library information storage and retrieval. The authors promote the idea that the ability to search other library databases, and the local ability to present the findings in a way that is meaningful for the user, is the future of information storage and retrieval. If you are not familiar with XML, start with *XML in a Nutshell* (O’Reilly, 2002) and then move on to this library-centric coverage of the topic. **Additional Selection.** *Kathy Schrock, Administrator for Technology, Nauset Public Schools, Orleans, Massachusetts*

Miller, Donna

The Standards-Based Integrated Library: A Collaborative Approach for Aligning the Library Program with Classroom Curriculum

2004. 129pp. \$39.95 pbk. *Linworth Publishing, Inc.* 1-58683-175-5. *Professional*

K-5 In a day and age when those of us in **6-8** education are very much aware of the No Child Left Behind Act, Donna Miller’s book will be very welcome. The initial chapters discuss the need for flexible scheduling in the media center, building a planning team for developing standards-based units, doing school-wide curriculum mapping, and methods for collaboration between media specialists and classroom teachers. In later chapters, Miller outlines specific units for students in kindergarten through eighth grade classes. These units address various disciplines and include mini-units that teach or reinforce one specific skill. Major units are also laid out and include national standards that are addressed by each unit, objectives,

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