

one

REGION

ONE book

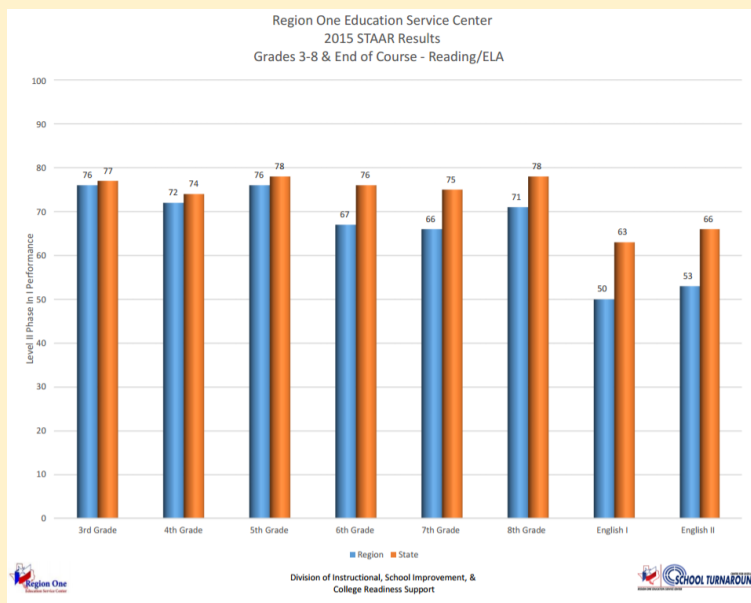


DID YOU KNOW?

Region One ESC counties have the highest populations of illiterate adults in the state, ranging from 38-65% illiterate adults. <http://www-tcall.tamu.edu/docs/09illitmap.html>

Research shows that students read better and read more when they read culturally relevant books (Y. Freeman et al., 2003; Goodman, 1982; R. Jiménez, 1997).

Five Teaching Tips for Helping Students Become 'Wild Readers':
Dedicate time to read
Successfully self-select reading material
Share books and reading with other readers
Have reading plans
Show preferences for genres, authors, and topics
(Miller. 2014)



Dear District Administrator,

What does your district do to build a community of readers? How do you help students discover new books and share their love of reading?

Reading aloud has long been an enjoyable way to share stories with children around the world. This tradition serves to model the skill of reading and to help instill a love of reading. Along the way we have learned that children's reading frequency (number of books read) increases as they become more engaged with reading. Engaged reading can increase when children read culturally relevant literature where they identify with the characters and/or location. They can "see" themselves in the book.

We invite you to join us in the second annual One Region One Book campaign. The Region One Library Leadership Network has selected a charming book to engage your students. The book's title is *Borderlines: Drawing Border Lives/ Fronteras: Dibujando Las Vidas Fronterizas* (2010), which beautifully portrays our culture, history, and people.

The following pages share more about One Region One Book and how your district can participate. We invite you to share your stories with us.

- You may email photos and quotes for sharing on Region One ESC's social media and website (LSheneman@esc1.net)
- You may Tweet your photos and quotes with the hashtag #RGVReads and #ESC1Library. Create your own hashtag with your district name, such as #PSJAReads.

The American Library Association has a list of many reading celebration days you can celebrate. <http://www.ala.org/conferenceevents/celebrationweeks> Find one that works with your district calendar, such as Drop Everything and Read Day, Children's Book Day, Día de los niños/Día de los libros, or National Reading Day.

A Digital Version of this program can be found at <https://goo.gl/H34R0z>.

Join the celebration! Read *Borderlines: Drawing Border Lives/ Fronteras: Dibujando Las Vidas Fronterizas* and find yourself and some of your memories somewhere between the pages.

Sincerely,

Dr. Laura Sheneman

Coordinator of Library Services and Instructional Resources

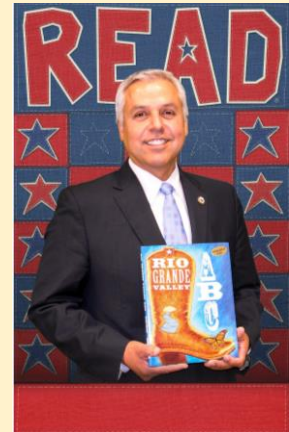
Region One ESC

What is One Region One Book?

There are multiple ways you can participate in the One Region One Book campaign.

AT THE DISTRICT LEVEL

- Create READ posters (similar to ALA's READ posters) showcasing district personnel reading *Borderlines: Drawing Border Lives: Fronteras: Dibujando Las Vidas Fronterizas*.
- District leaders visit elementary classrooms for read aloud times.



AT THE SCHOOL LEVEL



- Author visits.
- Book club showcasing regional characters/settings.
- Bring in guest speakers to speak about the richness of the history and culture of the Rio Grande Valley.
- Create banners and posters to promote the One Region One Book initiative.
- Invite guest readers to the school
- Secondary students visit elementary campuses and read the book to the students.

AT THE CLASSROOM LEVEL

- Create a PowerPoint or other presentation to present at a Family Literacy Night. Post it on the school website.
- Make book trailers.
- Students can research the Rio Grande Valley and create their own gallery showcasing student poetry and artwork about the Rio Grande Valley.

Please use or adapt these questions to guide your book discussion.

Cultural Relevance Rubric

1. Are the characters in the story like you and your family?

2. Have you ever lived in or visited places like those in the story?

3. Could this story take place this year?

4. How close do you think the main characters are to you in age?

5. Does the story have main characters who are boys (for boy readers)?
Girls (for girl readers)?

6. Do the characters talk like you and your family?

7. How often do you read stories like this one?

8. Have you ever had an experience like one described in this story?

Adapted from: Ebe, A. (2010). Culturally relevant texts and reading assessment for English language learners. *Reading Horizons* 50 (3), 193-210.

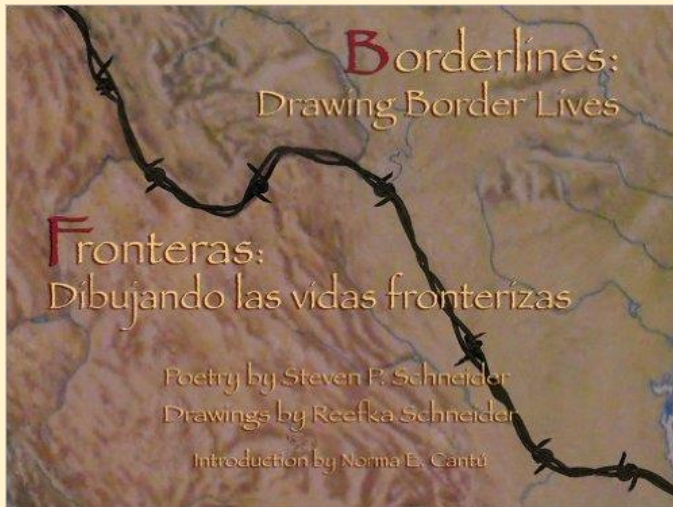
Please use or adapt these questions to guide your book discussion.

Evaluación Cultural de Textos

1. ¿Se parecen los personajes del cuento a tí y a tu familia?
2. ¿Has visitado o vivido en lugares como los que se relatan en el cuento?
3. ¿Crees que podría suceder este cuento en este año?
4. ¿Qué tan cerca a tu edad crees que los personajes principales están?
5. ¿Hay personajes en el cuento que son: niños (para niños) o niñas (para niñas)?
6. ¿Crees que los personajes en este cuento hablan como tú y tu familia?
7. ¿Con qué frecuencia lees cuentos como éste?
8. ¿Alguna vez has tenido una experiencia como la que se cuenta en este libro?

Adapted from: Ebe, A. (2010). Culturally relevant texts and reading assessment for English language learners. *Reading Horizons* 50 (3), 193-210.

2017 BOOK AND AUTHOR INFORMATION



Schneider, S. P. (2010).
Borderlines: drawing border lives
 San Antonio, TX: Wings Press.
 ISBN-13: 978-1609402730

Author and Illustrator
Biographies:

[Steven and Reefka Schneider](#)

Author Visit Information:

\$500 half day; \$1,000 full day
[Teacher materials available.](#)

Happy Bead Seller

I stand with these beaded necklaces
 Outside La Fogata
 Each Saturday afternoon,
 Laughing.

I like to listen
 To the young children sitting on the curb
 With their accordions,
 Playing in the sunlight
 For shiny dimes
 The tourists from "el otro lado"
 Toss into paper cups.

I am happy for no reason
 Except that I am young
 And I am here outside La Fogata
 On a busy street
 Where my uncles cut hair
 In the peluquería
 Across from Noe's café
 And other kids
 Sell silver bracelets
 And dive after empty coke bottles.

I hold these brown and white beaded necklaces
 In my hand and draped around my arm
 Like priceless jewels
 Discovered in the white sands of my dreams.

I am only ten years old
 And I know that ten is a lucky number
 Because I plan to have ten dollars
 By the end of the afternoon
 One dollar for each necklace I will sell
 And one of those dollars
 For a raspberry raspa I will buy
 At Alyssa's
 Where my friends and I will meet
 When the sun sinks into the Río Grande
 Like an orange balloon falling from the sky.

El feliz vendedor de abalorios

Me paro con estos collares de abalorios
 Fuera de La Fogata
 Cada sábado por la tarde,
 Riéndome.

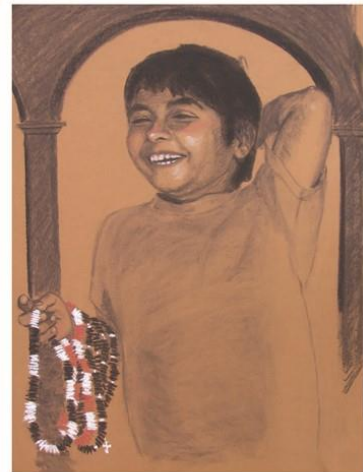
Me gusta escuchar
 A los niños sentados en la orilla
 Con sus acordeones
 Tocando bajo el sol
 Por brillantes monedas de diez centavos
 Que los turistas de "el otro lado"
 Arrojan a cucuruchos de papel.

Mi felicidad no tiene motivo
 Salvo que soy joven
 Y estoy aquí fuera de La Fogata

En una calle transitada
 Donde mis tíos cortan cabello
 En la peluquería
 Frente al café Noe's
 Y otros chiquillos
 Venden pulseras de plata
 Y se lanzan sobre botellas vacías de coca cola.

Sostengo estos collares de abalorios marrones y blancos
 En mi mano y colgados sobre mi brazo
 Como joyas que no tienen precio
 Descubiertas en las blancas arenas de mis sueños.

Sólo tengo diez años
 Y sé que el número diez es el de la suerte
 Pues pienso juntar diez dólares
 Antes que anochezca
 Un dolar por cada collar que venda
 Y uno de esos dólares
 Para una raspa sabor frambuesa que compraré
 En Alyssa's
 Donde me veré con mis amigos
 Cuando se hunda el sol en el Río Bravo
 Como un globo anaranjado que cae del cielo.



"Happy Bead Seller"
 Charcoal and pastel
 24 x 30 inches
 (2006)

One Region One Book Titles

2016-2017: Schneider, S. P. (2010). *Borderlines: drawing border lives* San Antonio, TX: Wings Press.

2015-2016: Pittman, R., & Buckner, J. D. (2015). *Rio Grande Valley abc*. New Orleans, LA: River Road Press.

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School Improvement, Accountability & Compliance / STAAR RESULTS. (2015). Retrieved March 31, 2016, from <http://www.esc1.net/Page/2508>

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