

# NASSAU LIBRARY SYSTEM

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OCTOBER 9, 2009

TO: MEMBER LIBRARY DIRECTORS  
CHILDREN'S LIBRARIANS

FROM: Renee McGrath, Youth Services Manager

SUBJECT: **2010 Annual Mock Caldecott Discussion Day**

**MONDAY, DECEMBER 7, 2009**

**9:00AM – 12:00PM**

(PLEASE NOTE WE ARE STARTING AT 9AM)

**Andrew Geddes Meeting Room  
Nassau Library System**

Our annual Mock Caldecott Discussion Day will soon be here! This is a wonderful opportunity to examine and evaluate some of the many titles that were published for children in 2009, and to select our top choices for this prestigious award. **Attached to this memo is a list of 18 titles that all participants are expected to have read along with an agenda and guidelines for discussion.**

Participants will discuss in-depth the 18 titles in small groups. We will then vote on our winner and any honor books we wish to select together.

If you plan on attending, please either fill in the form below, or email Renee at [renee@nassaulibrary.info](mailto:renee@nassaulibrary.info) as soon as possible.

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Please Return to Renee McGrath, NLS Youth Services

I will attend the Mock Caldecott Workshop on Monday, December 7, 2009 at **NLS**

Name \_\_\_\_\_

Library \_\_\_\_\_

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**NLS**

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Youth Services Office, 900 Jerusalem Avenue, Uniondale, NY 11553-3039  
516-292-8920 ext. 232 (Judy), 230 (Renee) 481-4777(fax) [rmcgrath@nassaulibrary.org](mailto:rmcgrath@nassaulibrary.org)

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The  
Randolph  
Caldecott  
Medal



## Nassau Library System

### ***2010 Annual Mock Caldecott Discussion Day***

Attached you will find a list of **18** books selected for our 2010 Annual Mock Caldecott Discussion. Each title was published in 2009 and meets the established criteria for the Caldecott Award. The books are some of the best of the year and are included in other Mock Caldecott discussions across the country. Of course, there are *many* other well-reviewed books and potential Caldecott winners. This is only a small selection of what the Caldecott Committee is actually discussing and there is no guarantee that they will choose one of these titles, but we will have a wonderful day discussing these terrific books and coming up with winners of our own!

Our format will be similar to last year. We will be breaking into small discussion groups led by some of your colleagues. Each group will have an opportunity to discuss every title, so please familiarize yourself with all 18 titles. I have included some thoughts on how to evaluate a picture book in this memo from ALSC and a *Checklist for Evaluating Books for a Mock Caldecott Program*. I encourage you to try to look at them before our meeting. However, you can also come early and look at the ones you do not own, or could not get. Please bring any copies of the listed books that you own to the discussion. It would be helpful to have as many copies as possible on the morning of December 7.

After our discussions, we will come together as a group and vote for the winner. Our guidelines for voting will be similar to the ones used by the actual Caldecott Committee. I have also attached *The Criteria for the Caldecott Award and General Discussion Guidelines* that describes .

Engaging in a process that is both vital and dear to the continuation of excellence in literature for young people, the mock discussions allow librarians to become familiar with *some* of the most outstanding books of the year. Participants will learn how the awards are decided and begin to think more critically about literature.

#### Agenda

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|--------------|---|
| 9:00 - 9:30  | Announcements &<br>Rita Auerbach, Chair of 2010 Caldecott Committee on Caldecott criteria |
| 9:30 – 11:45 | Discussion Groups   |
| 11:45- 12:00 | Group voting & Award Ceremony   |

**2010 Mock Caldecott/ Monday, December 7, 2009**  
**List of Titles to Discuss**

***All the World*** by Liz Garton Scanlon, ill. by Marla Frazee

***Billy & Milly, Short & Silly*** by Eve Feldman, ill. by Tuesday Morning

***Birds*** by Laura Dronzek, ill. by Kevin Henkes

***Chicken Little*** by Rebecca Emberley, ill. by Ed Emberley

***Coretta Scott*** by Ntozake Shange, ill. by Kadir Nelson

***Curious Garden*** by Peter Brown

***Dinotrux*** by Chris Gall

***Duck! Rabbit!*** by Amy Krouse Rosenthal, ill. by Tom Lichtenheld

***Fantastic Undersea Life of Jacques Cousteau*** by Dan Yaccarino

***Hook*** by Ed Young

***Jeremy Draws a Monster*** by Peter McCarty

***The Lion and the Mouse*** by Jerry Pinkney

***The Longest Night*** by Marion Dane Bauer, ill. by Ted Lewin

***Lousy Rotten, Stinkin' Grapes*** by Margie Palatini, ill. by Barry Moser

***My People*** by Langston Hughes, photographs by Charles R. Smith, Jr.

***Penguin Story*** by Antoinette Portis

***Red Sings from Treetops*** by Joyce Sidman, ill. by Pamela Zagarenski

***Redwoods*** by Jason Chin

## **Some thoughts on how to evaluate a picture book taken from ALSC's handbook on how to do a mock election.\***

They have the following advice:

The best way to evaluate a picture book is to look, and look again and again. Approach the book with the joy of discovery, with open eyes and an open mind, giving the author and illustrator a chance to create a visual experience.

Gain an impression of the visual story while flipping slowly through the book from cover to cover without reading the text at first. Viewing the pictures independently in this way also reveals how effectively they flow from one to another.

Then go through the book reading the text and viewing the illustrations. Do text and illustrations work together to tell the story, develop the concept, or impart information?

Do the illustrations extend the narrative, enhance the story, and add new dimension to the text.

Illustrations add visual appeal, decorate the text, and represent the narrative in many picture books, but distinguished illustrations go beyond, to become an integral part of the story. They enhance and enrich the experience by establishing setting, evoking mood, offering nuances to character, leading the eye from page to page and providing visual clues to plot development.

You can, or want, to talk about color, perspective, light and dark, shape or line. These all make up a distinguished picture book.

Things to consider if they detract from the overall effectiveness of a book include typeface, paper stock, size and shape of a book, the dust jacket, front cover and endpapers. An example of this might be the abrupt cropping of illustrations at the book's gutter, or page composition, including poor placement of the text in relation to the pictures. **Also do not discuss a book's 'usefulness' or its appropriateness for storytime.**

\*Newbery and Caldecott Mock Elections by Kathleen Simonetta. ALSC, Revised Edition, 2001

**Aspects of Art:  
A Checklist for Evaluating Books for a Mock Caldecott Program**

Book Title \_\_\_\_\_

Illustrator \_\_\_\_\_

**After examining the illustrations in the book, circle or underline at least one choice for each category:**

**COLOR:**

Quiet	Active
Soft	Bright
Combination	Other _____

**MEDIUM:**

Watercolor	Pen-and-ink
Photographs	Oils
Gouache	Cut paper
Colored pencil	Collage
Mixed media	Other _____

**STYLE:**

Realistic	Cartoon
Photographic	Abstract
Stylized	Combination
Other _____	

**ACCURACY:**

Art matches author's descriptions	Doesn't match
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**DESIGN:**

Many pictures on a page	Few pictures	
Large drawings	Small drawings	
Many words on a page	Few words	Combination

**NECESSITY:**

Illustrations help in understanding the story  
Illustrations limit understanding

OVER





## CALDECOTT AWARD

### Adapted from ALA's Terms & Criteria

#### DEFINITIONS

1. A "picture book for children" as distinguished from other books with illustrations, is one that essentially provides the child with a visual experience. A picture book has a collective unity of story-line, theme, or concept, developed through the series of pictures of which the book is comprised.
2. A "picture book for children" is one for which children are a potential audience. The book displays respect for children's understandings, abilities, and appreciation. Children are defined as persons of ages up to and including fourteen and picture books for this entire age range are to be considered.
3. "Distinguished" is defined as
  - marked by eminence and distinction: noted for significant achievement
  - marked by excellence in quality
  - marked by conspicuous excellence or eminence
  - individually distinct

#### CRITERIA

1. In identifying a distinguished picture in a book for children,
  - a. Committee members need to consider:
    - Excellence of execution in the artistic technique employed;
    - Excellence of pictorial interpretation of story, theme, or concept; of appropriateness of style of illustration to the story, theme or concept; of delineation of plot, theme, characters, setting mood or information through the pictures.
  - b. Committee members must consider excellence of presentation in recognition of a child audience.
2. The only limitation to graphic form is that the form must be one, which may be used in a picture book. The book must be a self-contained entity, not dependent on other media (i.e., sound or film equipment) for its enjoyment.
3. Each book is to be considered as a picture book. The committee is to make its decision primarily on the illustration, but other components of a book are to be considered especially when they make a book less effective as a children's picture book. Such other components might include the written text, the overall design of the book, etc.

*Note:* The committee should keep in mind that the award is for distinguished illustrations in a picture book and for excellence of pictorial presentation for children. The award is not for didactic intent or for popularity.

Adopted by the ALSC Board, January 1978. Revised, Midwinter 1987.