



National Council of  
Teachers of English

## Position Statement on the Role of Nonfiction Literature (K–12)

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### Overview

Contemporary nonfiction for young people plays a crucial role in the reading and writing lives of K–12 students. It is a rich and compelling genre that supports students' development as critically, visually, and informationally literate 21st-century thinkers and creators. The purpose of this position statement is to propose a paradigm shift for teaching and learning with nonfiction literature in K–12 education.

Unlike many textbooks and materials written for online or print-based school curriculum, nonfiction literature for young people does more than communicate information (Moss, 2003; Sanders, 2018). Nonfiction literature contextualizes primary source evidence, offers multiple perspectives on current and historic events, and shares new scientific discoveries. Contemporary nonfiction addresses historical silences, explores historic and contemporary events rooted in racism, oppression, and violence, and highlights courageous trailblazers and organized groups working toward societal transformation and liberation. It presents cutting-edge research, offering readers not just settled information, but access to emerging understandings at the vanguard of scientific knowledge and exploration (Aronson, 2011; Giblin, 2000; Isaacs, 2011).

Nonfiction empowers young people in the face of current and emerging challenges locally and globally, such as racial, cultural, social, and economic injustice, censorship and disinformation, and the climate crisis. In the urgency of this moment, nonfiction for young people has never been more vibrant or vital.

### Introduction

Nonfiction is published for all ages in many formats: board books, picture books, beginner readers, graphic nonfiction, transitional chapter books, and long-form. Featuring engaging text, captivating art, and dynamic design that inspires as well as informs, today's nonfiction is ideal for a wide range of educational uses as well as independent reading. Referred to as a *literature of fact* (Moss,

2003) and a *literature of questions* (Sanders, 2018), contemporary nonfiction literature provides fact-based, well-documented explorations of topics that captivate readers.

By its very name, nonfiction literature is defined by what it is not: fiction. It has also been named and renamed in ways that reveal different attributes of its identity: informational text, information books, literary nonfiction, and more (Colman, 1999; Sanders, 2018; Zarnowski & Turkel, 2011; Zarnowski & Turkel, 2012). Using rich language embedded in expository and narrative writing, nonfiction conveys information that is factually true and accurate, drawing upon vetted and verifiable source material (Colman, 1999; Freedman, 1998). Though nonfiction leverages literary elements also found in fiction, it *does not employ fiction*.

For more than thirty years, the criteria for NCTE's Orbis Pictus Award for Outstanding Nonfiction <sup>[1]</sup> have articulated what comprises high-quality nonfiction literature: accuracy in texts and illustrations, supported by documentation; organization; writing style; illustrative style; and book design. Today's nonfiction literature offers readers a richer and more diverse range of topics, authors' and illustrators' notes that help readers to understand the source material and creative processes behind the book, captivating page turns, and beautifully designed formats that build a multimodal experience that is both informative and compelling (Gill, 2009; Isaacs, 2011). Reading nonfiction is not simply about taking in information. It is a deeply enriching aesthetic experience.

## **Nonfiction Is Underrepresented in K–12 Education**

### **Kids Love Nonfiction**

While it's widely recognized that many adults enjoy reading nonfiction, the same is not always assumed for young people.

Although adults tend to select fiction to share with children (Conradi Smith et al., 2022; Jacobs et al., 2000, Håland et al., 2021; Robertson & Reese, 2017), research shows that most young readers enjoy nonfiction, and many prefer it (Clark & Teravainen-Goff, 2020; Correia, 2011; Doiron, 2003; Ives et al., 2019; Mohr, 2006; Moss & Hendershot, 2002; Repaskey et al., 2017; Robertson & Reese, 2017). For some children, nonfiction is a gateway to literacy (Caswell & Duke, 1998; Hynes, 2000) as well as a portal to knowledge that sparks curiosity and fuels a sense of wonder (Jobe and Dayton-Sakari, 2002).

Young people need adults who foster access to high-quality nonfiction books because they appreciate the power of these titles to excite and inspire as well as inform readers of all ages. A just and equitable educational system that values and empowers all learners is one in which every child, tween, and teen has the space to explore their curiosities, interests, and identities. With so much to offer young people as readers and thinkers, nonfiction should play a far more robust role in the reading and learning lives of young people in and out of school.

## **Nonfiction Literature Is Underutilized in the Language Arts Curriculum and Classroom Libraries**

Given the limited role and time spent on nonfiction in elementary classrooms (Duke, 2000), efforts have been made via state standards and professional organizations to increase the role of nonfiction literature and informational text in K–12 education. Yet, fiction continues to have a dominant role in reading and language arts instruction, while nonfiction is frequently underrepresented (Dreher & Kletzien, 2015). Even when nonfiction is addressed, it is often studied through the use of basal readers and online texts that lack the richness of exceptional nonfiction literature in both the quality of information and the quality of presentation.

Perhaps these circumstances remain relatively unchanged because many states no longer require courses in children’s and young adult literature as part of their teacher preparation programs, denying teachers the opportunity to learn about this essential body of work (NCTE, 2018). In addition, nonfiction book awards and book lists are not as well known as their fiction counterparts. These include NCTE’s Orbis Pictus Award for Outstanding Nonfiction <sup>[1]</sup>, the American Library Association’s Sibert Informational Book Medal <sup>[2]</sup>, and the subject-based book lists created by the National Science Teaching Association <sup>[3]</sup>, the National Council for the Social Studies <sup>[4]</sup>, and the National Council of Teachers of Mathematics <sup>[5]</sup>, which include many nonfiction books. For classrooms in underresourced communities with high concentrations of minoritized populations, financial constraints, coupled with the lack of access to certified school librarians or media specialists (Hadjoannou, 2021; Lance & Kachel, 2021) put nonfiction literature even further out of reach.

Exceptional nonfiction should serve as a mentor text for student writing. But in an age of standardized testing, much of the nonfiction writing young people do in school is limited to the genre of test-driven essay writing and short responses, which does not reflect authentic nonfiction writing. Too often, students are not given the time and freedom to explore topics of personal interest or enthusiastically share their new knowledge with others.

These practices send the wrong message to young people—that nonfiction isn’t as valid and valuable as fiction, and that it’s not meant for everyday enjoyment.

### **The Information Literacy Crisis**

Cultivating children’s information literacy at the earliest of ages is an essential element of 21st-century literacy learning. Exposure to a variety of nonfiction texts ensures students are able to develop their capacity to critically evaluate information, the perspectives of authors and experts, and systems of power (Elmborg, 2006).

With an overabundance of information and an increase of misinformation, there is a need for greater access to nonfiction scientific literature, as well as rigorous instruction on how to critically evaluate sources (Gu & Feng, 2021). Without exposure to credible scientific information found in nonfiction texts, students are more likely to experience mistrust of scientific knowledge (Haider & Sundin, 2022).

Book banning and censorship also remain perennial concerns, frequently targeting nonfiction created by authors and illustrators from marginalized and minoritized communities. The elimination of these texts from curricula, libraries, and classrooms is a systemic silencing of voices. Our literacy classrooms must be sites that affirm and honor multiple identities and cultures, foster pride in students' communities, offering both windows and mirrors (Bishop, 1990) of contributions across the global human community. Without access to nonfiction literature from a variety of voices and perspectives, students are limited to a dominant view of history, which selectively erases the contributions of marginalized people and obscures the processes by which histories are composed.

Another impediment to students' information literacy development is the fact that time devoted to social studies and science instruction at the elementary level has diminished (Au, 2009; Blank, 2013; Duke, 2019, Griffith & Scharmann, 2008). This is more pronounced in underresourced schools, where students are even more likely to experience limited science and social studies instruction at the elementary level (Duke, 2019; Fitchett et al., 2014).

## **Recommendations to Expand the Use of Nonfiction**

### **Encourage Nonfiction Literature as Independent Reading across PreK–12**

Nonfiction literature, with its varied formats and subjects, has something to offer readers across the developmental continuum. For our youngest students, nonfiction provides an introduction to the idea that books can be sources of information, offering a multimodal avenue for the exploration of information presented through both words and visual images. As students grow older, a broader range of nonfiction texts are suitable, and when matched to students' interests and passions, these texts can cultivate a passion for reading and deepen knowledge of the world.

To support readers' exposure and access to nonfiction reading, ELA professionals can:

- **offer access to and support with developmentally appropriate nonfiction books for the very young** and their families and caregivers, to help children effectively and joyfully engage with them.
- **work with school librarians and media specialists** to encourage children, tweens, and teens to engage with a broad range of nonfiction (beginner readers, picturebooks, chapter books, and graphic nonfiction) matched to their interests.

- **nurture students' curiosity and passions by making available a rich and evolving variety of nonfiction choices** within the K–12 classroom library and providing time for young people to engage with them. The dedication of space and time to nonfiction demonstrate the importance and value of these texts (Young & Moss, 2006).
- **support K–12 students' preferences when choosing nonfiction for independent reading** to affirm that nonfiction counts as a valid form of reading and is a worthy choice for both pleasure and learning (Alexander & Jarmin, 2018).

Students will gain confidence, knowledge, and satisfaction through these transactions, and their experiences reading nonfiction will propel them to seek out and engage with nonfiction throughout their lives (Duke, 2007).

### **Use Nonfiction Literature in Reading Instruction**

Traditional notions of reading development operate under the assumption that children first learn to read, and then read to learn (Chall, 1983). This implies that readers must know how to decode words before they can learn information from text. This is simply not true (Duke, 2019). Readers at all stages of development can glean knowledge from text (Cabell & Hwang, 2020; Cervetti & Hiebert, 2018). Nonfiction literature is ideal for reading instruction, as it introduces students to a vast array of topics across subject areas, allowing them to build knowledge, expand vocabulary, and experience different perspectives (Kiefer, 2009; Wooten & Rowe, 2018).

To leverage nonfiction to support readers' skill and strategy development, ELA professionals can:

- **read a wide range of nonfiction literature** to "develop broad and sustained knowledge of quality books"<sup>[6]</sup> (NCTE, 2018) and stay abreast of new nonfiction. Teachers can use this knowledge to identify books for their reading instruction, to match their readers' needs and interests, and to build diversified classroom libraries (Short, 2018).
- **model how to navigate and enjoy nonfiction**, with the teacher displaying enthusiasm and demonstrating strategic pathways through the book. Interactive read-alouds provide significant opportunities for discussion related to nonfiction content as well as writing structure and style.
- **offer young readers opportunities to explore how nonfiction texts "work"** (Serafini et al., 2018; Smith & Robertson, 2019; Stewart & Correia, 2021). Nonfiction books are varied, featuring multiple subgenres, formats, structures, and text features. Reading a broad array of nonfiction with regularity and support allows students to anticipate and navigate those differences effectively when reading independently.
- **motivate K–12 students to read by selecting nonfiction texts that nurture their interests, concerns, wonderings, and activities of daily life.** By their very nature, well-chosen nonfiction texts are a motivating force.

- **increase K–12 students’ vocabulary and build their content knowledge** by providing opportunities for students to read, listen to, and discuss nonfiction literature (Calo, 2011; Cervetti & Hiebert, 2018). Nonfiction books, with their focused content and specialized language, expose young people to sophisticated and challenging vocabulary within an authentic reading context. Ultimately, a reader’s knowledge of words and knowledge of the world lays the foundation for proficient reading comprehension (Kearns et al., 2021).
- **harness the power of students’ funds of knowledge and life experiences**, including content-specific knowledge, to foster strategic use of their working memory to maintain, keep track of, and enhance text comprehension (Smith et al., 2021). Proficient readers use content knowledge to monitor understanding and synthesize their thinking.
- **nurture students’ reading stamina and reading strategies** that lead to deep comprehension by engaging them with complex, developmentally appropriate nonfiction texts. Knowledge gained by interacting with nonfiction literature increases students’ literal understanding and increases their ability to make inferences (Cabell & Hwang, 2020). Filling in the information gaps that typically exist in a text is essential (Dorn & Soffos, 2005).
- **support the development of students’ decoding skills** through the use of high interest, developmentally appropriate nonfiction texts where precise vocabulary is used in meaningful contexts and is ripe for phonetic and morphological explorations. Though clearly relevant for novice readers, the technical vocabulary of nonfiction can also offer rich opportunities for decoding and foundational word work with older students.
- **model reading nonfiction as multimodal** (Serafini et al., 2018). Foster students’ visual literacies as an essential component of reading nonfiction, whether working with nonfiction picture books, graphic nonfiction, or chapter nonfiction punctuated with photographs, primary sources, maps, infographics, and more.
- **invite students to search for and interrogate perspective and point of view within nonfiction literature.** Though nonfiction has traditionally been thought of as offering an authoritative treatment of its topics, it is important for readers to understand that nonfiction, no matter how well researched and thorough, represents the authors’ perspectives and points of view. Effective readers learn how to recognize these perspectives and ask questions about power and silencing that can lead to deeper, critical explorations of texts (Graff & Shimek, 2020).

ELA teachers adhere to goals and objectives that guide their planning and instructional decisions. Nonfiction literature provides opportunities to support those goals while engaging students in authentic, intrinsically motivating work.

### **Use Nonfiction Literature in Writing Instruction**

Nonfiction writing is often assumed to be better suited for older children and teens (Newkirk, 1989). However, research demonstrates that younger learners enthusiastically and competently write and illustrate nonfiction, mirroring their world and the

things within it that fascinate them (Britsch, 2013; Duke, 2000; Newkirk, 1989). Nonfiction writing is for everyone!

As noted in the NCTE *Position Statement on Writing Instruction in School* <sup>[7]</sup>, “writing is an important form of self-expression and communication as well as a tool for thinking, reflecting, and learning” (NCTE, 2022). Engaging, high-quality nonfiction literature can serve as inspiration for student writers. It also introduces writers at all stages of development to a vast array of formats, structures, purposes, research processes, and writing and illustrating styles.

To leverage nonfiction to support writers’ development, ELA professionals can:

- **read a wide range of nonfiction literature** to develop a strong understanding of the differences between expository and narrative texts and nonfiction text types, and identify mentor texts for craft lessons, mentor texts for teaching about various types of nonfiction writing, and book sets that can serve as sources for student inquiry projects and nonfiction writing.
- **ensure students have ongoing exposure to a broad variety of nonfiction books** as writing models by sharing varied nonfiction literature across the day and across the year.
- **showcase the passion, interest, and personal experiences and priorities that fuel and guide nonfiction writing** by exploring book creators’ purposes and inspirations, which are often included in the backmatter. When young writers understand that the topics professional nonfiction writers choose, the approaches they take, and the concepts and themes they explore are closely linked to their personalities, beliefs, and experiences in the world, the students can begin to take this approach to their own writing (Stewart, 2020).
- **honor students’ personal and community knowledge, perspectives, and expertise.** This commitment can be served by allowing students choice in the nonfiction topics they write about and inviting and valuing ways of knowing and ways of representing knowledge beyond Eurocentric norms of what constitutes good writing (NCTE, 2022).
- **utilize nonfiction book creators’ creative decision making as mentor processes (Dawes et al., 2019).** Contemporary nonfiction readers have unprecedented access to book creators’ processes and insights through interviews, websites, and backmatter. By exploring nonfiction authors’ creative decision making regarding everything from choosing a topic and finding a focus to structuring a manuscript and carefully crafting language, these experienced professionals can become invaluable teaching partners.
- **employ nonfiction literature to model and craft lessons.** Nonfiction literature can be used as readily as fiction to teach writing.
- **model nonfiction writing as multimodal,** highlight multiple options for representing meaning, and support students as they plan for and develop original visual representations (illustrations, photographs, graphics, etc.) for their nonfiction texts (Moses

& Serafini, 2022). It is important to stress that visual representations are not merely decorative or supplemental but should contribute in meaningful ways to their texts.

- **encourage students to write nonfiction with an awareness of their own perspective and point of view** as well as the perspectives and experiences of others.

Nonfiction writing offers vital opportunities for children to explore their passions and showcase their expertise. Nonfiction literature, through its compelling content and variety of text structures, styles, and formats, can serve as enjoyable and accessible mentor texts to support young writers as they raise their voices about issues and topics that matter to them.

### **Use Nonfiction Literature to Teach Research Processes and Information Literacy**

Nonfiction texts ignite the curiosity of students, help them develop the critical thinking skills required to evaluate sources, and offer access to a multiplicity of voices and perspectives. Exceptional nonfiction books embody an elegant balance between exacting research and engaging text and illustrations. While researching their topics, book creators seek and study primary sources, visit locales, read scientific treatises, and observe and talk to scientists and other experts. The books they create reflect this painstaking immersion, which in turn ignites the curiosity of young people. These books also capture the process of scientific exploration and offer well-lit pathways through complex histories, events, and historical silences. Because professionals in different fields have distinctive ways of constructing new knowledge and communicating those new understandings to others in and outside of their field, developing familiarity with these disciplinary literacies is a vital component of students' literacy development (Cervetti, 2021; Moje, 2015; Shanahan & Shanahan, 2008).

There is an urgency to hear and engage with the voices of those who have been historically excluded. Nonfiction texts provide possibilities to redefine what counts as credible information, to legitimize non-Western ways of knowing, and to revitalize culturally diverse practices (Burmester & Howard, 2022). Nonfiction texts that are integrated with Indigenous knowledge create relevancy, igniting students' enthusiasm for scientific knowledge, sustainability, and social justice (Handayani et al., 2018). Students must be allowed to grow into critical consumers of information, developing the critical and analytic thinking skills required to question dominant narratives and explain whose voices are legitimized and whose are marginalized in nonfiction literature (Burmester & Howard, 2022).

To leverage nonfiction to support students' understanding of research processes and information literacy, ELA professionals can:

- **explore nonfiction books as models for sound research practices**, offering young people insight into how disciplines operate and the opportunity to envision themselves as potential contributors to those fields in the future.



- **collaborate with content area teachers** to select and share nonfiction books that support different students' disciplinary literacies.
- **investigate** biographies of historical and contemporary innovators as well as other narrative and expository nonfiction texts to make visible the passion and curiosity that leads to scientific exploration and discovery and illuminate the processes involved in knowledge construction.
- **interrogate** biographies of historical and contemporary activists and agents of change, as well as narrative and expository nonfiction texts about recent or historical events, to model the use of primary source evidence, to demonstrate the process of historiography, and to reveal a more nuanced and representative view of the histories of those who have been marginalized and oppressed.
- **select and study nonfiction books that center storytelling and oral traditions.** Oral teachings that span generations deserve the same respect as written nonfiction texts. They provide students historical accounts that are often silenced in written interpretations (MacLeod, 2021) and can demonstrate the resilience of ancestral communities and of contemporary indigenous ways of knowing (Washburn, 2007; Horakova, 2021).

When young people read nonfiction literature with a critical eye, models of disciplinary and information literacy are normalized and diverse ways of knowing are recognized. Students can grow comfortable with the notion that knowledge is never fixed; even the most established understandings are open to refinement and reinterpretation. Readers will know how to evaluate the trustworthiness and perspective of a nonfiction book and apply similar standards when encountering claims of fact in other areas of their lives.

### **Use Nonfiction Literature to Support Visual Literacy**

Nonfiction literature has never been more visually engaging. Technological advances in printing, artistic innovation, and expanded representation of illustrators from diverse backgrounds offer dynamic and dazzling visual displays in all forms of nonfiction, from the picture book to the chapter book (Giblin, 2000; Isaacs, 2011; Salisbury & Styles, 2020).

Visual literacy is broadly defined as strategies and skills related to engagement with, comprehension of, and the interpretation of visual images. Approaches to reading instruction that utilize visual literacy methodologies, including visual thinking strategies (Yenawine, 1997), increase opportunities for equitable access to the curriculum for all students, including students with language and reading disabilities (Cappello & Walker, 2016; Crawford & Calabria, 2018) and multilingual students (Louie & Sierschynski, 2015).

Because nonfiction books are research-based, readers may be tempted to assume that they represent indisputable facts and “truths” about the world. However, reading, writing, and illustrating nonfiction are all interpretative processes. Within the reading process, visual literacy is an essential component of meaning making that helps deepen text understanding (Barone & Barone, 2016) and supports the composition of multimodal products <sup>[8]</sup> (Dail & Witte, 2018). As an interpretative aspect of readers’ response to literature, visual literacy includes cognitive, affective, critical, social, cultural, and political elements connected to experience, identity, and place-based contexts of reading and viewing (Serafini, 2014).

To leverage nonfiction to support students’ visual literacy, ELA professionals can:

- **examine images, graphics, primary sources, and illustration techniques and styles used in nonfiction** and explore how they convey information, highlight particular aspects of the story or topic, develop themes, and build the emotional terrain of a book.
- **utilize visual text features, photography, illustrations, graphics, and iconography** within nonfiction literature to activate prior knowledge and expand disciplinary inquiry and diverse perspectives. These explorations should create purposeful spaces for traumatic and critical responses as well as for critical evaluation of visual representations (Gardner, 2017; Yenika-Agbaw et al., 2018). Engaging in critical discourse with images and allowing readers to ask questions and express emotions can help expand readers’ opportunities for affirmation and understanding and limit possibilities for retraumatization.
- **interrogate visual representation** within picture books by considering whose perspectives they represent, whose stories they tell, and whose voices they leave out.
- **harness the visual codes and dexterity of display in graphic nonfiction** to engage readers in critical visual literacy to explore racism, sexism, heterosexism, ableism, and xenophobia, among other issues.

In our increasingly visual culture, it is imperative that young people learn how to evaluate images and discern the ways in which visual elements frame information, shape perspectives, and represent points of view.

### **Use Nonfiction Literature to Diversify the Curriculum PreK–12 and Practice Critical Literacies**

Within the context of a nation that values free speech, it is important to disrupt any presumptions that nonfiction is neutral (Dávila & Elovich, 2021). Like fiction, nonfiction texts are political (Gardner et al., 2021). As political texts, nonfiction provides a landscape for fostering readers’ critical literacy skills, which are essential to becoming active participants in a democracy (Powell et al., 2001). Informed citizens of pluralistic societies appreciate multiple perspectives and worldviews (Eck, 2006) and acknowledge the dangers of any single story (Adichie, 2009).

Children’s nonfiction is well-suited for students’ critical multicultural analysis (Crisp et al., 2021; Yenika-Agbaw, 2021). Such analyses attend to the examination of implicit and explicit biases and the interrogation of dominant sociocultural ideologies and power structures (Botelho & Rudman, 2009). They are grounded in the notion that like fiction, nonfiction texts are crafted for specific groups of readers (Dávila, 2012), often regarded as the ideal or implied audiences (Nikolajeva, 2005). With these audiences in mind, children’s nonfiction offers a medium in which students can begin to identify and interrogate sociocultural stereotypes and social narratives of the dominant or mainstream culture (Reese & McEntarffer, 2021; Rodriguez & Kim, 2021). In a “post truth” era of “fake news,” as described by Comber et al. (2018), it is essential for students to learn to analyze nonfiction texts to cultivate the skills of a critical citizenry.

To leverage nonfiction to support students’ critical literacy, ELA professionals can:

- **utilize multiple nonfiction trade books on the same topic to convey that neither history nor information can be limited to a single perspective of facts.** In traditional school settings, the textbook has often been positioned as the preeminent, sanctioned, and single source of information. Incorporating nonfiction trade books in the curriculum can help debunk the myth that there is one way to perceive and represent sociohistorical events (Enriquez & Shulman-Kumin, 2014; Gill, 2009).
- **interrogate diverse nonfiction texts to consider representations of power and privilege,** as well as issues that demand examination and critique (Behrman, 2006). Teachers can help young people develop a sense of critical questioning by encouraging them to ask key questions about biographies and other nonfiction texts: *Who wrote this book? Why did they write it? Who is featured in this book? Who has power in this book? Who is missing from this book?*
- **invite students to consider authors’ and illustrators’ perspectives.** What do the book creators think about the topic? What are the identities of the implied readers for the book?
- **support students to take action and create change.** Nonfiction offers young people the opportunity to learn about the world around them. When confronted with information that disrupts their understanding of justice, equity, and responsibility for humans and the natural world, young people should be supported in envisioning change and taking transformative actions.

Nonfiction literature, a “literature of questions” (Sanders, 2018), diversifies the curriculum and helps students to develop critical perspectives. But more importantly, it serves as a vehicle for recognizing patterns of systemic silencing and oppression, makes visible biases and injustices, and ignites the urgency for taking justice-oriented action.

## Recommended Resources

Colman, P. (2007). A new way to look at literature: A visual model for analyzing fiction and nonfiction texts. *Language Arts, 84*(3), 257–268.

Crisp, T., Knezek, S. M., & Gardner, R. P. (Eds.). (2021). *Reading and teaching with diverse nonfiction children's books: Representations and possibilities*. NCTE.

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[2] Sibert Informational Book Medal: <https://www.ala.org/alsc/awardsgrants/bookmedia/sibert>

[3] National Science Teaching Association: <https://www.nsta.org/outstanding-science-trade-books-students-k-12>

[4] National Council for the Social Studies: <https://www.socialstudies.org/notable-trade-books>

[5] National Council of Teachers of Mathematics: <https://www.mathicalbooks.org/>

[6] develop broad and sustained knowledge of quality books: <https://ncte.org/statement/chiladollitguideline/>

[7] *Position Statement on Writing Instruction in School*: <https://ncte.org/statement/statement-on-writing-instruction-in-school/>

[8] multimodal products: <https://ncte.org/statement/multimodalliteracies/>

[9] <https://www.youtube.com/watch?v=LAWO2lvAnjI>: <https://www.youtube.com/watch?v=LAWO2lvAnjI>

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