

Courtney Blair Minton. *For Rhyme and Reason: Multiculturalism and the Study of Library Poetry Collections in Ethnically Diverse Elementary Schools*. A Master's paper for the M.S. in L.S. degree. April, 2012. 99 pages. Advisor: Sandra Hughes-Hassell.

The steady rise of multicultural children's poets in the twenty-first century has provided children more opportunities to see themselves and others reflected in authentic words and images. Unfortunately, poetry collections in school libraries are often neglected in regards to collection development, circulation, and promotion. This study examined the poetry collections in the school libraries of 26 ethnically diverse elementary schools in the southeastern United States to determine how well they reflected a diverse community of learners and supported the notion of multiculturalism. Although each school library contained an average of 19.71% of multicultural poetry books, these resources were collected in fewer numbers compared to other poetry books, and many cultures were underrepresented within collections. Based on these results, it is recommended that elementary school librarians serve as change agents by enriching poetry collections to include additional multicultural resources and, ultimately, by promoting collections for use in the classroom and beyond.

Headings:

Children's literature -- Authorship

Children's poetry

Elementary school libraries -- Collections

Multicultural education

Multiculturalism

Poetry (Literary form)

FOR RHYME AND REASON: MULTICULTURALISM AND THE STUDY OF
LIBRARY POETRY COLLECTIONS IN ETHNICALLY DIVERSE ELEMENTARY
SCHOOLS

by
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Introduction

In classrooms, businesses, and households all over the United States, *poetry* is often thought of as a four-letter word. Vardell (2006b), School of Library and Information Studies professor at Texas Woman's University, reiterates this notion in her statement, "Even the word *poetry* puts off many adults. It reminds them of forced memorization, searching for hidden symbolism, or counting meter for iambic pentameter" (p. 4). As a result, school practitioners may fear poetry instruction, exercise apathy toward the genre, and, ultimately, cease to share a rich spectrum of poetry with students. This reality is especially disheartening considering the flourishing array of children's poetry that exists in the twenty-first century. According to Sloan (2001),

At the beginning of the twentieth century, the number of poets whose words were intended solely for children was relatively small. At the century's end, however, poetry and verse for children is a burgeoning field, the roster of writers lengthy and growing (p. 47).

This lengthy and growing roster includes poets, such as Janet Wong, Pat Mora, Nikki Grimes, Joseph Bruchac, and Francisco X. Alarcón, who represent the cultural tapestry that permeates local communities, businesses, government entities, and public schools. As numerous studies (discussed below) indicate, exposure to an assortment of multicultural literature is essential for classroom success, identity formation, and cultural understanding for every student. The very essence of poetry and the steady rise of multicultural children's poets in the last few decades is why poetry is poised to take its place as a cultural unifier—a way for students to see themselves and those around them

reflected in authentic words and images.

As the resource center of the school, the library should be filled with resources in multiple formats that reflect the informational, instructional, curricular, and pleasurable needs of the school community. All of these resources must provide students ample opportunities to see visual and textual images of themselves and other cultures throughout the world. To borrow the words of Arsenault and Brown (2007), “If students are to gain respect for and understanding of others, the library’s collection must encompass books that address all ethnicities” (p. 20). Unfortunately, in past years, the poetry section in some elementary school libraries has been a neglected area in regards to collection development, circulation, and promotion. Previous studies have indicated the need for larger, more comprehensive collections and a focus away from providing only the gimmicky and slapstick words of white poets, such as Prelutsky and Silverstein, and classics from “dead white guys” (York, 2005, p. 46).

This study will examine the poetry titles in the school libraries of the 26 most ethnically diverse elementary schools in a large school district in the southeastern United States in order to establish the cultural makeup of the collection. Ultimately, the collections will be analyzed to determine how well they reflect a diverse community of learners and support a multicultural pedagogy. Analyzing elementary school library poetry collections with an emphasis on multicultural offerings will reinvigorate a neglected area of the library and provide school librarians with greater insight into the beneficial function multicultural children’s poetry serves as a part of a culturally rich education.

Literature Review

Multicultural Children's Literature

A plethora of research exists regarding the benefit of authentic multicultural children's literature for both minority and majority students. According to Bishop (1997), multicultural literature can serve five broad functions for all students:

- impart knowledge or information
- change the way students look at the world by suggesting varying perspectives
- promote or foster an appreciation for diversity
- stimulate critical inquiry
- provide enjoyment and illuminate the human experience

A study by Wham, Barnhart, and Cook (1996) further expands on the critical function that multicultural literature serves in promoting or fostering an appreciation for diversity. The researchers compared the attitudes of an experimental group of kindergarten, second-grade, and fourth-grade public school students involved in a seven month multicultural literature-intensive program with the attitudes of a control group of students from the same grades whose school curriculum and home environment were lacking in multicultural resources. Throughout the study, the students from the experimental group displayed steady or increasingly positive attitudes toward multicultural diversity while the students from the control group showed increasingly negative attitudes. The authors stress the importance of implementing multicultural intervention programs in schools to combat this decline. Agosto (2001) corroborates the critical findings of this study in her statement, "Not only does the use of multicultural materials increase children's positive attitudes toward human differences, but that

without education and intervention, negative attitudes actually increase as children mature” (p. 53). Bishop (1997) explains that the negative attitudes may be due to the normalcy the majority students internalize when faced with only representations of themselves in cultural works. Without a pervasive view of other cultures in literature, these students begin to interpret their own cultural attitudes and values as normal; “the other” is viewed as “exotic at best, and deviant at worst” (p. 4)

Although multicultural literature is an essential component of a quality education for all students, the benefits of a culturally rich education for minorities, immigrants, and English language learners (ELLs) are exceptional. Multicultural resources can help immigrant and minority-youth find a place in both school and the greater society (Agosto, 2001; Arsenault & Brown, 2007), and they can serve as mirrors reflecting and affirming their own experiences (Bishop, 1990). In addition, for immigrant students or first-generation Americans, books about their cultures provide a way to “value and revere their roots” (p.20); thus resulting in an increased sense of identity and an easier assimilation process (Arsenault & Brown, 2007). For young bilingual students and ELLs, the familiar images and concepts and culturally relevant materials facilitate reading and writing development (Agosto, 2001). Furthermore, students in schools that serve diverse populations are likely to experience racial and ethnic strains as they begin to define their identity and associate with particular groups. Pattnaik (2003) provides recommendations for an intercultural curriculum for minority children that, if implemented correctly, “holds the potential for engaging minority children in personal and community-wide change” (p. 208). One critical aspect of his program is the inclusion of a multicultural

literature-based curriculum because of its effectiveness in conveying abstract notions for young children.

Not surprisingly, an education void of culturally relevant literature is detrimental to young minority students' academic functioning and self-image (Agosto, 2001; Johnson, 2002; Bishop, 1997). According to Agosto (2001), "Students who feel welcome in their schools are more likely to succeed both socially and educationally than are students who feel unwanted and insignificant" (p. 27). Bishop (1997) cites a domino effect of multicultural literature for impacting self-worth and educational achievement. When students are provided realistic images of themselves and their cultures in literature that fills the school, they are likely to have a higher sense of self-worth which results in increased academic achievement. On the other hand, students who are invisible or unrealistically portrayed in literature may believe they have little value in society—specifically, in school.

The issue of self-worth and self-image as tied to children's literature is especially pertinent for minority children. Roethler (1998) states that one of the many ways African American children create representations of themselves is through the illustrations they encounter in children's literature. Without a diverse set of multicultural resources, many students will undoubtedly be missing in the images they see in book after book. Students may form a "zero image" (p. 97) of themselves, ultimately concluding that they must live vicariously through the majority as surrogate whites (Gerald, 1971 as cited in Roethler, 1998). Furthermore, students who continually view misrepresentations of themselves in images may develop a negative schema (Roethler).

Subsequently, the issue of authenticity inevitably arises in regards to multicultural literature. Mikkelson (1998) states, “There is no one way to create a multicultural book, certainly no one ‘right’ way, since no cultural experiences, even of the ‘same’ ethnicity, are ever the same” (p. 35). However, the question remains; can a person accurately portray, in language and/or image, a culture in which he or she does not belong? According to Bishop (1997), the question is inherently political and related to issues of “power, ownership, and definition” (p. 16). Due to a history of children’s literature rife with stereotypes, distortions, and inaccuracies, oppressed groups are not always willing to trust the oppressing group to tell their stories (Bishop). This lack of trust may be a cause of the proliferation of minority writers who are eager to tell their own stories. In 1997, Harris pointed to 50 blacks actively engaged in editing, writing, or illustrating children’s books. With the proliferation of African American writers beginning in the second half of the twentieth century, African Americans want nothing less than to tell their own stories (Mikkelson, 1998).

After examining a variety of African American themed children’s books, Mikkelson concluded that insiders—African American story storytellers—are the persons who possess the critical expertise to choose, retell, and/or create stories reflecting the African American culture. Due to the subtle, but valuable, differences within ethnicities, she stresses the importance of diversity within authenticity and feels this can best be achieved through an insiders’ lens. According to Roethler (1998), this insiders’ lens is especially important when considering illustrations for multicultural children’s literature. In her essay detailing the effect of illustrations on African American children, Roethler indicates that African American illustrators are more likely to understand the black

culture compared to whites; “There is solidarity created between black illustrators and children that may not exist with a white illustrator” (pp. 98-99). Despite whether the book is written and/or illustrated by a member of the culture it depicts, Agosto (2007) cites five unique criteria that high-quality multicultural materials share: accuracy, expertise, respect, purpose, and quality.

Multicultural Children’s Literature in Public Schools

Research has shown the invaluable place that multicultural children’s literature has in a culturally rich education, and it has also depicted the negative impact an education void of culturally relevant resources can have on a diverse community of learners. However, more than a decade into the twenty-first century, are all students provided a multicultural intensive education? Do students have the opportunities they need to see themselves and others accurately portrayed in literature? To accurately answer these questions, research and studies focusing on the presence of minorities in books as well as the notion of a multicultural pedagogy have been examined.

In her 1965 landmark study of minority representation in children’s literature, Larrick found that only 6.7% of published titles between 1962 and 1964 featured African Americans in their texts or illustrations. Latinos, Asians, and American Indians were nearly invisible from the literature. The Cooperative Children's Book Center (CCBC) (n.d.) tracks statistics on the numbers of children’s books "by and about" (para. 2) African/African Americans, American Indians, Asian/Pacifics and Asian/Pacific Americans, and Latinos. In 2010, the CCBC received 3,400 of the estimated 5,000 children’s books published that year. Of the 3,400 books received, 102 were by African/African Americans, nine were by American Indians, 60 were by Asian

Pacifics/Asian Pacific Americans, and 55 were by Latinos. More published books were written *about* each culture than *by* a member of the culture; less than 7% of the books received at the CCBC were authored by a cultural insider. Although children's literature has progressed toward a multiethnic offering, literature featuring children of color is still infrequent compared to literature featuring European Americans (Joshua, 2002; Roethler, 1998).

The small percentage of existing children's books by and about minorities renders greater pertinence that the resources are appropriately included in culturally rich instruction. Banks (2004) argues that teachers can use his *Stages of Cultural Identity Typology* to help students reach Stage 3 of the typology, *Cultural Identity Clarification*. In this stage, individuals are able to clarify and develop positive, genuine attitudes toward their cultural group. Unfortunately, research has revealed a lack of teacher knowledge regarding culture (Kruse, 2001; McKinney, Fry, & Pruitt, 1997; Pattnaik, 2003; Sue, Lin, Torino, Capodilupo, & Rivera, 2009) and a cultural hegemony favoring the majority (Agosto, 2001; Rodriguez-Valls, 2009) which, ultimately, stalls student progression through the stages.

In their study of racial microaggressions at the university level, Sue et al. (2009) found that racial microaggressions—brief, commonplace verbal or behavioral slights that communicate racial insults to a target person or group—were delivered both verbally and nonverbally by white students and instructors. These indignities also appeared in the course content as well. The participants in the study “experienced an institutional and classroom climate of invalidation, insult, and denigration that resulted in strong disruptive emotions” (p. 188). Famed poet Nikki Grimes (2005) further exemplifies a

common microaggression of multicultural literature in her description of its “ghettoization” (p. 23). According to Grimes, literary works by African American authors are only routinely shared during Black History Month, works by Asian Americans shared during the Chinese New Year, and works by Hispanic Americans shared on Cesar Chavez Day or Cinco de Mayo.

Recurring microaggressions and marginalization of multicultural children’s literature may be caused by a number of factors. First, white teachers consistently outnumber teachers of all other races and ethnicities combined; in the 2007-2008 school year, white teachers made up approximately 83% of all teachers (U.S. Department of Education, National Center for Education Statistics, 2011). Many of these teachers do not see the social forces that produce inequality among cultural groups in society and at their own schools (Duesterberg, 1999; Jennings & Potter, 2002; King, 1991). Furthermore, the participants in Sue et al.’s 2009 study mentioned that teachers seemed unaware of racial issues, and they could not identify what their “whiteness” (p. 189) meant to them. King (1991) coins this phenomenon “dysconscious racism” (p. 135); whites silently or implicitly accept dominant white norms and, through a distorted conscious, cannot identify racial inequalities. As a result, teachers often present a tourist view of multiculturalism in which food and festivals are emphasized during specific times of the year. Diversity is presented in a superficial manner, and deeper cultural issues remain unexamined (Pattnaik, 2003).

The lack of cultural materials combined with instructional methods that marginalize minorities forces students to “choose between achieving academic success by embracing the hegemonic culture and subjugating their native culture, or preserving their

native culture by rejecting the hegemony of the majority culture” (Agosto, 2001, p. 48). Rodriguez-Valls (2009) describes his fourth-grade Latino students’ experiences with scripted and monochrome texts that “discolored” (p. 11) the students and produced students who did not have the cultural literacy to think holistically. Furthermore, students from different cultures are likely to obtain different meanings from the same text and to value certain texts above others; thus, the single standard of literacy that favors the majority places minority children at an academic disadvantage (Agosto, 2001).

Multicultural School Library

A school library that is dedicated to providing students and teachers with an assortment of culturally authentic materials can help mitigate the negative effects of a colorless education. Agosto (2007) underscores the significance of the library and the librarian in her statement, “Because the school library is a central part of the school, cutting across classroom and grade-level boundaries, teacher-librarians are in ideal positions for effecting attitudinal change throughout the school” (p. 28). A library program founded with a mission to provide for *all* learners will not only contain resources reflecting the demographic of the school, it will also include materials showcasing cultures from around the world (Arsenault & Brown, 2007). Furthermore, the multicultural materials can fill in the gaps of information that texts leave out and “balance the scale between the blandness of textbooks adopted for the masses, and the needs of a particular school for something more complex” (Veltze, 2007, p. 24). This well rounded and culturally rich collection will serve as both an advocate (Agosto, 2007) and a mirror (Bishop, 1990) for minority students.

Multicultural Children's Poetry

Famed children's poet Lee Bennett Hopkins once described poetry as "power, strength, a way to look at the world like we've never seen it before—all in a minimum of words and lines" (Lesesne, 2000, p. 62). Professor and author Charlotte Huck underscores the distinction between poetry and other forms of literature by specifying the impact of emotion and experience in providing a poem with power (Kiefer & Tyson, 2010). Poetry naturally offers users opportunities to gain new perspectives, learn about and experiment with language, identify with others, and ultimately, create meaning by responding to its intrinsic qualities that induce emotion and experience (Harms & Lettow, 1987).

Many poets express the genre's unique ability to unify cultures and shape communities. In her work on the novel, *Bronx Masquerade*, Nikki Grimes (2005) began to truly realize the "genuine power poetry has to break down racial barriers, shatter cultural stereotypes, and forge community" (p. 24). Chicano poet Francisco X. Alarcón feels similarly; "The role of the poet is to establish a social relationship with his community. A voice is developed through interaction with community" (MacNeil, 1997, p. 3). He goes on to say, "Poetry is a universal language dealing with the human condition—solitude, lack of love, coming to terms with the modern world" (p. 3). The uniqueness of poetry is that it can provide a universal language and introduction to various cultural components in a few powerful words (Vardell, 2006b).

Practitioners and researchers have found additional benefits for inclusion of multicultural children's poetry. Rodriguez-Valls (2009) and Martin (2009) cite the use of multicultural poetry in schools in aiding familial outreach and involvement and in

embracing students' and families' experiences. Vardell, Hadaway, and Young (2006) find that many of the natural elements of poetry—brevity, rhythm, repetition, and rhyme—create an inviting entry for ELLs and for students developing their oral language capabilities. Dickson (2009) advocates for the use of culturally relevant poetry because it will “help many more students enjoy poems, which in turn will allow them to be adults who may still like reading them” (pp. 26-27).

Webster and Walters (2008) created the following the checklist for professionals to consult in selecting multicultural poetry (p. 45):

- Is the poet's voice authentic?
- Is the language used authentically?
- Is the culture portrayed from the point of view of someone inside the cultural group?
- Is the culture portrayed multi-dimensionally?
- Are cultural details naturally integrated with the text?
- Are characters portrayed as individuals without stereotyping?
- Are issues presented in their true complexity?
- Will children see “mirrors” of their own heritage?
- Will children see many “windows” into other people's lives?

Clearly, the issue of authenticity is essential when selecting sound examples of multicultural poetry. With at least 35 prominent ethnic children's poets representing most of the micro-cultures existing within the United States (Vardell, 2006b), the issue of authenticity in children's poetry is less of a concern compared to other genres of multicultural literature. In outlining trends of contemporary African American literature,

Harris (1997) pinpointed the resurgence of poetry, including the revival of old classics, such as *Knoxville, Tennessee* (Giovanni, 1995) and *Honey, I Love* (Greenfield, 1995), into poetry picture books. Many of these poets' anthologies and picture books are illustrated by notable artists of color, such as John Steptoe, Leo Dillon, Jan Spivey Gilchrist, Jerry Pinkney, and Tom Feelings. In fact, Eloise Greenfield has it written in her contracts that her books must be illustrated by African American artists (Roethler, 1998).

Multicultural Children's Poetry in Public Schools

If there is a lack of multicultural literature included in public school curriculum, questions indubitably arise regarding the inclusion of multicultural poetry in classroom instruction. Ultimately, research not only reveals a lack of multicultural poetry usage in classrooms but also a significant lack of overall poetry instruction. There is considerable debate regarding the reasons behind the lack of attention given to poetry in the classroom. Some professionals believe adult negativity or ambivalence toward the genre is to blame. Professors Darigan, Tunnel, and Jacobs (2002) informally surveyed future teachers enrolled in their classes and found that two-thirds of the students admitted they have negative attitudes toward poetry (as cited in Miguez, 2005).

Other studies have found that teachers are unsure how to best teach the genre and, subsequently, approach it with fear. Keil (2005), a former high school teacher, affirms the discomfort teachers feel in her statement, "Many of us avoid poetry entirely or teach it without enjoying it or modeling love of it" (p. 97). She goes on to say, "I know this because I was one of those frightened, uncomfortable teachers. I liked poetry, I just didn't know quite what to do with it" (p. 97). Both teachers and librarians abate their fears by sharing silly, gimmicky, nonsense verse that they think will appeal to children (Harms &

Lettow, 1987). As a result, children are exposed to only a fraction of the poetry that exists today. In looking back on her first years as a middle school teacher, Beers (2002) remembered her “tidy, four week” poetry unit (p. 4). The class read “a lot of Shel Silverstein. For diversity I threw in Jack Prelutsky” (p. 4).

Other researchers and professionals in the field have found that educators working with young children may not have negative attitudes or feelings of fear toward the genre but, instead, have a general apathy toward poetry. Some teachers and educators do not take the time to learn about new poets and poetry book releases and are generally uninformed. Wilson and Kutiper (1994) cite a study at two Texas universities that focused on knowledge of children’s poetry among 200 graduate students in education who were teaching language arts, reading, literature and/or English at elementary and middle schools during the time of the study. The survey asked the teachers to name two children’s poets that first come to mind. Sixty-eight percent of teachers responded with either Shel Silverstein or Jack Prelutsky. A second question asked respondents to name two *other* poets for children. Only 28% of the respondents could name two other children’s poets. Besides Silverstein and Prelutsky, the names most often cited were Robert Louis Stephenson, Dr. Seuss, and Bill Martin, Jr.

Unfortunately, the poetry books that fill school library shelves often mirror this lack of knowledge regarding children’s poets. In a study of 12 elementary school libraries in Texas, Vardell (2006a) found the shelves filled with multiple copies of Shel Silverstein’s three major anthologies as well as a generous assortment of books by Jack Prelutsky (17 titles on average). “Works by the recipients of notable awards ... were notably absent. Books by poets representing varied cultural perspectives were also hard

to come by” (p. 40). Silverstein and Prelutsky are excellent poets and write poetry that children adore, but like Singer (2010) exclaims, “We do children a disservice when we only show them poetry that is funny and rhymed” (p. 31). Educators must expose children to a variety of poems and help them discover new poets.

In addition to a lack of diversity, poetry collections in school libraries are also lacking in size. In her 2010 analysis of poetry collections in 72 elementary school libraries, Enochs found that 90% of the poetry collections accounted for 2.24% or less of the libraries’ overall collections. Although poetry circulation was low for the existing materials, Enochs concluded that the overall low circulation of the poetry collections may indicate either a misunderstanding of poetry’s abilities to complement the curriculum or an unwillingness to use the poetry collection for those purposes. Enochs specifically points to school librarians “to promote the poetry collection to teachers and students, bridging the gap between reluctance and enthusiasm for the genre” (p. 77). Numerous other researchers and professionals in the field also cite a need for poetry expansion in school libraries and an increased effort in promotion (Gill, 2007; Harms & Lettow, 1987; Miguez, 2005; Singer, 2010; Vardell, 2006a; Wilson & Kutiper)

Methodology

Purpose of Study

Employing a cross-sectional study involving the collection of data at one point in time from a particular subgroup of school libraries, this study analyzes the overall poetry collection to determine the multicultural poetry titles present in elementary school libraries serving diverse populations in a large school district in the southeastern United States. It is hypothesized that the collection of multicultural poetry titles within the school

libraries serving the most racially and ethnically diverse populations constitutes an inadequate percentage of overall poetry resources cataloged in the 811 Dewey Decimal Classification (DDC) system. This inadequate percentage is hypothesized as 25% or less.

Location and Context of Study

In the context of this study, elementary school libraries are part of a large school district in the southeastern United States that will remain anonymous for reasons related to privacy. This district was chosen as the ideal study location because of size and diversity. From 2011-2012, more than 146,000 students were actively enrolled in the district. Approximately 49% of the students were classified as *white* and 51% were classified in a racial and/or ethnic group other than white. Furthermore, the district serves populations of students living in suburban, urban, and rural environments.

The poetry collections in the school libraries of the 26 most ethnically diverse elementary schools were examined. The school library is the physical space in the elementary school or used by the school that is designated and recognized by faculty, administrators, and students as the school library and/or media center. Overall, 25% of the district's active elementary schools were examined. Schools were considered ethnically diverse based on the percent of population at each school that was identified as white in the 2010-2011 school year based on information obtained from the district's official website. Table 1 indicates the ethnic and/or racial demographics gathered for each school during the 2010-2011 school year. Data from the district's website provided male and female student totals for each identified demographic. The author computed the percentages for each represented demographic as shown in Table 1.

Table 1:

School	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White	Total Minority	Total Number of Students
A	0.71%	4.29%	32.14%	24.46%	0.18%	4.82%	33.39%	66.61%	560
B	0.66%	1.18%	59.58%	28.61%	0.26%	3.28%	6.43%	93.57%	762
C	0.00%	3.22%	39.11%	46.04%	0.25%	2.23%	9.16%	90.84%	404
D	0.82%	3.08%	75.15%	6.98%	0.00%	4.52%	9.45%	90.55%	487
E	0.69%	2.25%	50.43%	6.74%	0.17%	5.01%	34.72%	65.28%	579
F	0.00%	1.23%	48.67%	28.83%	0.00%	4.09%	17.18%	82.82%	489
G	3.15%	1.20%	54.57%	26.09%	0.00%	4.20%	10.79%	89.21%	667
H	0.00%	1.50%	40.75%	24.36%	0.00%	6.02%	27.37%	72.63%	665
I	0.36%	4.99%	48.75%	30.08%	0.24%	4.28%	11.30%	88.70%	841
J	0.76%	41.78%	30.81%	10.21%	0.00%	2.46%	13.99%	86.01%	529
K	0.00%	8.94%	35.76%	18.71%	0.00%	4.99%	31.60%	68.40%	481
L	0.27%	1.92%	32.51%	50.07%	0.00%	3.43%	11.80%	88.20%	729
M	0.87%	9.86%	20.87%	27.54%	0.00%	8.12%	32.75%	67.25%	345
N	0.35%	1.56%	40.80%	30.03%	0.17%	4.69%	22.40%	77.60%	576
O	0.18%	1.46%	36.13%	25.36%	0.00%	5.47%	31.39%	68.61%	548
P	0.28%	0.70%	36.61%	26.93%	0.14%	3.51%	31.84%	68.16%	713
Q	0.00%	1.00%	44.26%	16.31%	0.00%	6.82%	31.61%	68.39%	601
R	0.00%	2.13%	47.13%	28.75%	0.00%	5.63%	16.38%	83.63%	800
S	0.28%	2.77%	34.63%	22.16%	0.00%	5.26%	34.90%	65.10%	361
T	0.71%	3.57%	53.57%	6.67%	0.00%	5.24%	30.24%	69.76%	420
U	2.02%	5.28%	33.70%	36.65%	0.31%	6.06%	15.99%	84.01%	644
V	0.00%	0.54%	49.11%	31.25%	0.00%	3.93%	15.18%	84.82%	560
W	0.57%	0.76%	42.18%	24.43%	0.00%	3.82%	28.24%	71.76%	524
X	0.55%	26.59%	24.95%	11.84%	0.36%	2.37%	33.33%	66.67%	549
Y	0.32%	5.09%	47.38%	23.05%	0.16%	5.56%	18.44%	81.56%	629
Z	0.54%	6.79%	41.98%	12.50%	0.00%	4.35%	33.83%	66.17%	736

Due to limitations in the school's online catalog functioning, data related to poetry titles for one of the most ethnically diverse elementary schools could not be obtained. Therefore, that school was replaced with the 27th most ethnically diverse school identified as School S. Overall, each school's population of white students ranged from 6.43% to 34.90%. The average amount of white students among the sample was 22.8%. Student population ranged from 345 to 841 students with an average student population of 585 students.

Poetry Classification

The district-wide online library catalog was used to collect poetry titles for each school. Each elementary school in the district uses Follet Destiny Library Manager™ to catalog, search, report, and manage library materials (Follet International, 2012). The general public is able to gain access to each school's Destiny Library Manager™ through the school's website or from the district's website. After entering each school's online catalog, the author entered "poetry" into the search box and searched using the *keyword* function. The results were sorted by call number. For this particular study, the poetry collection consists of individual tangible resources and materials that exist in the school library and are available for student use. Poetry resources must be classified *American Poetry in English* (811 section) in accordance with the Dewey Decimal Classification (DDC) system. Using the functionality of the cataloging system, the author was able to create a unique list of titles for each school that fit the criteria identified as poetry. Poetry books that were available to students (not identified as professional resources) and cataloged as an 811 resource or an 811 resource with additional identifiers (such as *811.008*) were included in each list. The individual lists were exported as citations into Microsoft Excel 2010 for further analysis and coding.

One purpose of this study was to examine the collective frequency of individual poetry titles across all 26 schools. Due to variations in cataloging methods and differences in publishing companies and editions of the same book titles, decisions to count different title citations were determined by the author. For example, it was determined that the following citations (taken directly from the schools' catalogs)

represented the same poetry title and, as a result, were included in the same grouping for the title, *Brown Honey in Broomwheat Tea*.

- Thomas, Joyce Carol. Brown honey in broomwheat tea : poems. [New York] : HarperCollins, c1993.
- Thomas, Joyce Carol. Brown honey in broomwheat tea. [New York] : HarperCollins, c1993.

A slight variation in title and differences in publishing companies and publication dates (due to reissuing of books and new editions) did not alter the poetry classifications. However, if it was unclear whether one title was the same resource as another title, NoveList K-8 Plus and Children's Literature Comprehensive Database were consulted for more information about the resources. NoveList K-8 Plus allows users to search by author, title, series, reading level, and plot to find descriptions, reviews, and related information. Children's Literature Comprehensive Database contains an abundance of records pertaining to children's books, authors, and illustrators as well as full-text reviews of various materials. For example, using information obtained from the databases, it was determined that the two below citations (taken directly from the schools' catalogs) were essentially different books because the title poem from *Honey, I Love, and Other Love Poems* was recreated 25 years later as a picture book.

- Greenfield, Eloise. Honey, I love, and other love poems. New York : Crowell, c1978.
- Greenfield, Eloise. Honey, I love. 1st ed. [New York] : HarperCollins, [2003], c1978.

In compiling titles from each school, a cataloged title that contained multiple copies was counted as only one holding. However, if a school had several different versions of the same title that were cataloged separately, each of those titles counted toward the collective total.

Multicultural Poetry Classification

Once the poetry titles were grouped and counted for frequency, several criteria were employed to determine which poetry titles would be categorized as multicultural. Overall, multicultural materials were determined based on the following definition of multicultural children's literature adapted from Bishop (1997) and revised based on the parameters of the study:

Multicultural children's literature includes literature by or about the minority. It describes specific people, characteristics, behaviors, actions, and/or history of a culture that does not constitute the white majority in the United States. Therefore, multicultural children's literature contains material written by or about American Indians or Alaska Natives, African Americans, Asian Americans, Hispanic Americans/Latinos, Hawaiian or Pacific Islanders, and biracial or multiracial Americans. In addition, "In an effort to connect with various ethnicities...multicultural children's literature include(s) literature that originated in or is set in places outside the United States, generally those places from which people emigrated or were brought involuntarily to this country..." (Bishop, 2007, p 2). Therefore, multicultural children's literature also includes literature about cultures living outside the United States.

Three steps were taken to determine if the poetry titles within the 26 schools represented in the study fit the definition of multicultural. The steps are outlined below:

- *Step one:* York (2005), an author of multiple guides for educators regarding multicultural literature, published a bibliography of recommended multicultural poetry books for inclusion in school libraries. The recommended resources follow the definition of multicultural for the purpose of this study in that the materials are "by and about other ethnic groups" (p. 46). Therefore, all collected poetry titles

that matched the poetry titles from York's bibliography and were recommended for students in at least one of the following grades—kindergarten, first, second, third, fourth, fifth, sixth, and seventh—were deemed multicultural for this study.

- *Step two:* Through the process of reviewing literature, knowledge was gained regarding specific multicultural poetry books as well as multicultural authors. In addition, knowledge was gained regarding which authors were classified as white. Thus, the author was able to use this information to determine which authors represented a minority culture. If a poet was deemed multicultural, all of his/her works were included in the collective list of multicultural titles. Books that were noted as multicultural in the professional literature were also included in the list.
- *Step three:* To determine if the remaining titles were multicultural, functions of NoveList K-8 Plus and Children's Literature Comprehensive Database were used. The author and/or poetry title was entered into one or both of the databases to determine if information could be obtained on the ethnicity, race, or cultural background of the author and the subject(s) of the resources. Author characteristics and subject headings determined if an author or title in question was multicultural. The author characteristics in NoveList K-8 Plus generally listed the ethnicity or race of the author, so books by authors that were of a race or ethnic group other than white were included in the collective list. If the subject headings or genre headings for a resource in either NoveList K-8 Plus or Children's Literature Comprehensive Database contained terms that pertained to a specific culture or described multiculturalism in general, the book was deemed a multicultural resource. Example headings include *African-American poetry*;

African-Americans; Culture and customs; Hispanic-American children; Mexican-American poetry; and Picture books for children, Japanese-American. Books that were translated into another language, such as Spanish, were not deemed multicultural unless the content in the original version met the criteria. In the rare instance that a poetry book and/or author could not be identified in either database, the author made the final classification determination using information gathered from other web resources, including the author's online biography or information obtained from online booksellers, such as Amazon.

If a title was classified as multicultural, it was further classified by the culture, race, or ethnic group it represented based on the demographics of the schools represented in Table 1. Classification was determined through the subject headings, genre headings, and/or professional reviews obtained from NoveList K-8 Plus and/or Children's Literature Comprehensive Database. Again, in the rare instance that a poetry book could not be identified in either database, the author made the final classification determination using information gathered from other web resources. As stated above, if a book was written by an author representing a demographic other than white, his or her works were included in the list of multicultural titles. However, in classifying titles based on culture, race, and ethnicity represented in each book, *not applicable* was used to identify books that did not depict an aspect of multiculturalism but were written by minority authors. Books that represented cultures outside the United States, such as African or Eastern European, were deemed *other*. Books depicting multiple cultures were classified as *multiple*. Appendix B lists the multicultural poetry titles and their classifications.

Study Limitations

The proposed methodology and research study does have limitations that need to be addressed. First, cataloging variances among 26 schools' collections created challenges in accurately grouping and combining titles across the collections. In addition, different editions, publication companies, and publication dates further complicated the process. Furthermore, some books with similar publication information listed an author while others did not, so copies that may have essentially deserved one unique title were provided separate titles based on author assignment. Two poetry titles from the schools could not be accounted for in the list of finalized data specifying unique titles and numbers of copies across the libraries. This could be due to researcher error caused by the hand manipulation of more than 6,100 poetry titles by one person or due to the aforementioned cataloging variances.

Another limitation is also linked to cataloging differences. Poetry classification can be subjective based on the librarian's cataloging preference; thus, some children's poetry books are shelved separately from the Dewey 811 section. Thus, each library's entire collection of poetry books may not be adequately represented in this study. Poetry classification preferences vary from one librarian to another or from bookseller to bookseller who often offer cataloging options, so one school may catalog a book in the Dewey 811 section while another school catalogs the same book in a separate Dewey section.

Although the researcher used NoveList K-8 Plus, Children's Literature Comprehensive Database, and other online sources to determine the multicultural classification of a title and/or author, the decision was ultimately made by one person.

Author subjectivity and bias is an inherent limitation that cannot be overlooked when one person completes coding. Ideally, multiple coders would determine which titles were multicultural and which culture(s) the titles represented; however, time limitations restricted this option. Furthermore, final conclusions and recommendations regarding the status of multicultural poetry in elementary school libraries were the author's opinion. Guidelines specifying the number or percentage of multicultural poetry books that should be present in a school library could not be found, so the author formulated study conclusions based on knowledge gained from literature and research reviews.

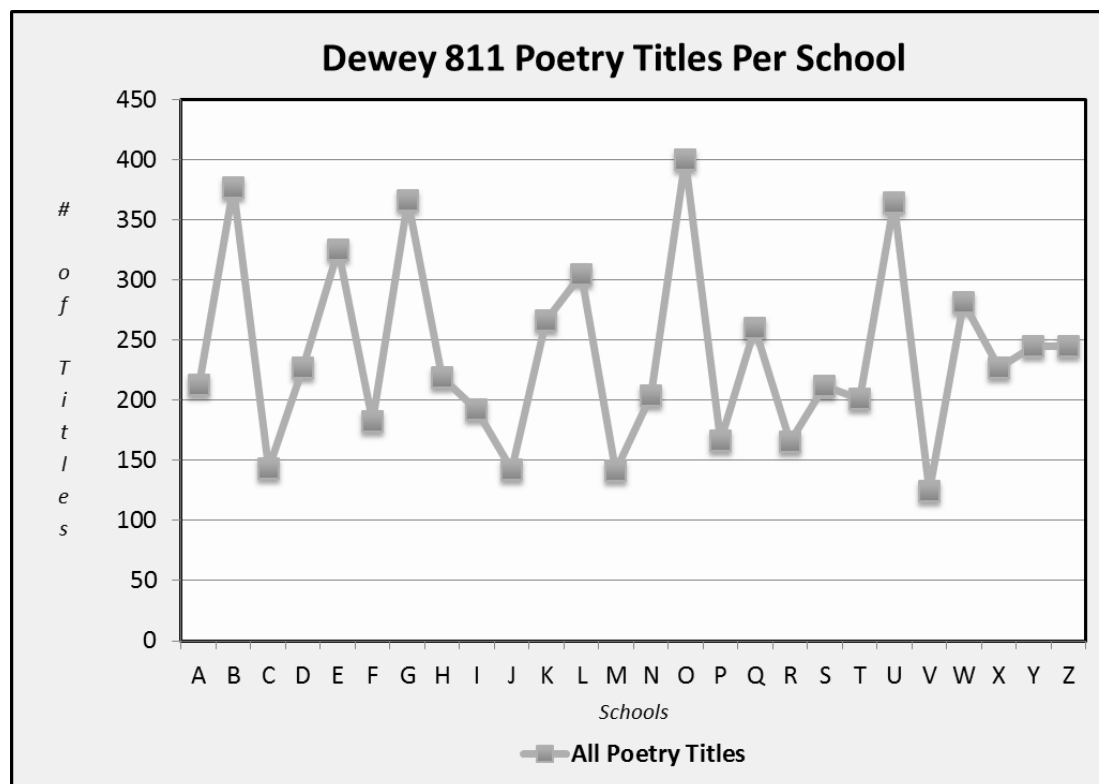
Lastly, although the school district selected for the study includes 26 rural, urban, and suburban schools, it may be difficult to generalize the findings to other schools and school districts within the United States due to this exclusivity. The study also lacks a control group due to the purposive data sampling method; schools were chosen based on ethnic and racial makeup. Moreover, this study relies on 2010-2011 demographic data and 2012 cataloging data. The ethnic and racial make-up of the schools has most likely shifted within the past year; thus, the poetry titles pulled in 2012 are not serving the exact populations of students reported for each school.

Results

All Poetry Titles

Figure 1 reveals the number of Dewey 811 poetry titles present in each school. School O had the largest number of titles with 400 in the collection. School V had the smallest number of titles with 124 in the collection. Collectively, 6,191 titles were present across the sample of 26 libraries with an average of 238 titles present in each library.

Figure 1:



A total of 1,264 unique poetry titles were identified across the sample. Appendix A contains a list of the unique poetry titles collected from all 26 schools and reports the frequency that each title occurred. There was an average of less than five ($n=4.9$) copies of the same titled book among the libraries. Due to human error on the part of the researcher and/or cataloging variances among the libraries in the sample, two of the 6,191 titles could not be accounted for in the appendix. However, 99.97% of the data was coded and reported.

Title Frequency

Table 2 reveals the 27 titles that were found most frequently in the collective total of the 6,189 titles that were gathered. The top 27 titles were chosen over a list of top 25 titles because of frequency repetition among many of the titles. Frequency for each of the

top titles ranged from 64 collective copies across the libraries to 20 copies. Twenty-four copies separated the first and second most frequently held titles. Due to the high outlier, the median of 20 is the most accurate measurement for the average of the collective 648 titles among the libraries. The mode for the grouping was also 20 with eight of the titles producing 20 copies across the libraries.

Table 2:

Dewey 811 Poetry Titles	Title Frequency	Author Demographics
Moore, Clement C. <u>The night before Christmas.</u>	64	WM
Longfellow, Henry Wadsworth. <u>Paul Revere's ride.</u>	40	WM
Thayer, Ernest L. <u>Casey at the Bat.</u>	36	WM
Silverstein, Shel. <u>Where the sidewalk ends: The poems & drawings.</u>	33	WM
Prelutsky, Jack. <u>The new kid on the block: Poems.</u>	25	WM
Willard, Nancy. <u>A visit to William Blake's inn: Poems for innocent and experienced travelers.</u>	23	WF
Fleischman, Paul. <u>Joyful noise: Poems for two voices.</u>	23	WM
Prelutsky, Jack. <u>Something big has been here.</u>	23	WM
Lewis, J. Patrick. <u>Please bury me in the library.</u>	22	WM
Prelutsky, Jack. <u>Scranimals: Poems.</u>	22	WM
Silverstein, Shel. <u>A light in the attic.</u>	21	WM
Prelutsky, Jack. <u>It's Thanksgiving!</u>	21	WM
Frost, Robert. <u>Stopping by woods on a snowy evening.</u>	21	WM
Lewis, J. Patrick. <u>Doodle dandies: Poems that take shape.</u>	20	WM
Shields, Carol Diggory. <u>Almost late to school: And more school poems.</u>	20	WF
Peters, Lisa Westberg. <u>Earthshake: Poems from the ground up.</u>	20	WF
Ryder, Joanne. <u>Earthdance.</u>	20	WF
Prelutsky, Jack. <u>Tyrannosaurus was a beast: Dinosaur poems.</u>	20	WM
Silverstein, Shel. <u>Runny Babbit: A billy sook.</u>	20	WM
Viorst, Judith. <u>If I were in charge of the world and other worries: Poems for children and their parents.</u>	20	WF
*Greenfield, Eloise. <u>Night on Neighborhood Street.</u>	20	AAF
*In Daddy's arms I am tall: African Americans celebrating fathers.	19	AA Authors

Dewey 811 Poetry Titles	Title Frequency	Author Demographics
*Grimes, Nikki. <u>Meet Danitra Brown.</u>	19	AAF
Prelutsky, Jack. <u>The dragons are singing tonight.</u>	19	WM
Prelutsky, Jack. <u>What a day it was at school! : Poems.</u>	19	WM
Updike, John. <u>A child's calendar: Poems.</u>	19	WM
*Denotes a multicultural poetry title WF = White Female; WM = White Male; AA = African American; AAF = African American Female; AAM = African American Male		

Clement C. Moore's classic poem, *The Night Before Christmas*, which was first published in 1823, was the most frequently occurring title with an average of 2.5 copies in each school library. In fact, the next two most frequently occurring titles, *Paul Revere's Ride* and *Casey at the Bat* were also first published in the nineteenth century. Four of the 27 most popular titles, including a 2001 edition of *Casey at the Bat*, were Newbery Medal winners and/or Caldecott Honor Books. The sixth most frequently occurring title, *A Visit to William Blake's Inn: Poems for Innocent and Experienced Travelers*, was both a Newbery Medal winner and a Caldecott Honor Book. Seven of the 27 most popular titles were books by Jack Prelutsky, a contemporary white male author known for his humorous and nonsensical poetry. Overall, approximately 23% (n=149) of the 648 book copies constituting the top 27 titles were books written by Jack Prelutsky. Shel Silverstein, who is now deceased, was another contemporary, white author known for his humorous and nonsensical poetry. Three of his poetry books, a total of 74 copies, also landed on the top 27 list. Thus, more than 34% of the most popular titles were by either Jack Prelutsky or Shel Silverstein.

In terms of author demographics, 18 of the top 27 titles were written by white males, and five of the top 27 titles were written by white females. As a result, more than 88% (n=571) of the 648 most popular books were written by white authors. The

remaining four titles were written by authors identified as African American. One of the titles, *In Daddy's Arms I Am Tall: African Americans Celebrating Fathers*, was written by a combination of African American authors. Overall, these four titles constituted less than 12% (n=77) of the 648 most popular books among the libraries. *Night on Neighborhood Street* by Eloise Greenfield, an African American female, was the most popular multicultural book with 20 copies found among the libraries.

Author Frequency

Table 3 reveals the top 25 authors and the number of books they authored among the 26 libraries. The top 25 authors were responsible for approximately 37% (n=2271) of the poetry books present in all 26 libraries. Jack Prelutsky was the most frequently occurring author with 45 of his books scattered among the libraries and a total of 495 collective copies. Douglas Florian came in a distant second with 197 total copies of 19 unique titles. The median of the data is 65 copies per author.

Table 3:

Author	Author Frequency	Author Demographics
Prelutsky, Jack	495	WM
Florian, Douglas	197	WM
Lewis, J. Patrick	113	WM
Yolen, Jane	110	WF
Silverstein, Shel	99	WM
Adoff, Arnold	95	WM
George, Kristine O'Connell	94	WF
Greenfield, Eloise	94	AAF
Grimes, Nikki	91	AAF
Livingston, Myra Cohn	90	WF
Hoberman, Mary Ann	74	WF
Singer, Marilyn	71	WF
Sidman, Joyce	65	WF
Moore, Clement C	65	WM
Dakos, Kalli	58	WF

Author	Author Frequency	Author Demographics
Longfellow, Henry Wadsworth	57	WM
Frost, Robert	57	WM
Merriam, Eve	51	WF
Myers, Walter Dean	48	AAM
Alarcón, Francisco X.	43	HM
Hughes, Langston	43	AAM
Hopkins, Lee Bennett	42	WM
Kuskin, Karla	41	WF
Stevenson, James	39	WM
Thomas, Joyce Carol	39	AAF
<i>WF = White Female; WM = White Male; AAF = African American Female; AAM = African American Male; HM = Hispanic Male</i>		

In terms of race and ethnicity, 10 of the most popular authors were white males. Their books constituted the majority (n=55.43%) of the books on this list. White females were the next most popular group constituting nine of the authors and approximately 29% (n=654) of the books on the list. Six of the top 25 authors were from a racial or ethnic demographic other than white; three were African American females, two were African American males, and one was a Hispanic male. Collectively, their books constituted approximately 16% (n=358) of copies written by the most popular authors. The most popular ethnic author was Eloise Greenfield with 94 copies of 11 unique titles present across the libraries.

Multicultural Poetry Titles

Out of the 1,263 unique poetry titles that were collected, 188 were identified as multicultural. Thus, only 14.9% of the unique poetry titles were classified as multicultural. The 188 unique titles produced a total of 1,200 copies among the libraries. Appendix B contains a list of the unique multicultural poetry titles collected from all 26

schools and reports the frequency that each title occurred. Frequency ranged from 20 copies of each title to one copy of the title present in the libraries. The average number of copies for each multicultural title present across the libraries was 6.38. Overall, of the 6,189 poetry titles collected, approximately 19.4% were multicultural.

Figure 2 reveals the number of multicultural poetry titles within each school's poetry collection. School O, which had the largest (n=400) poetry collection, and School B, which had the second largest (n=377) poetry collection, both contained the largest number (n=86) of multicultural poetry books. School P, which had the sixth smallest (n=166) poetry collection, had the smallest number (n=22) of multicultural poetry titles present in the collection.

Figure 2:

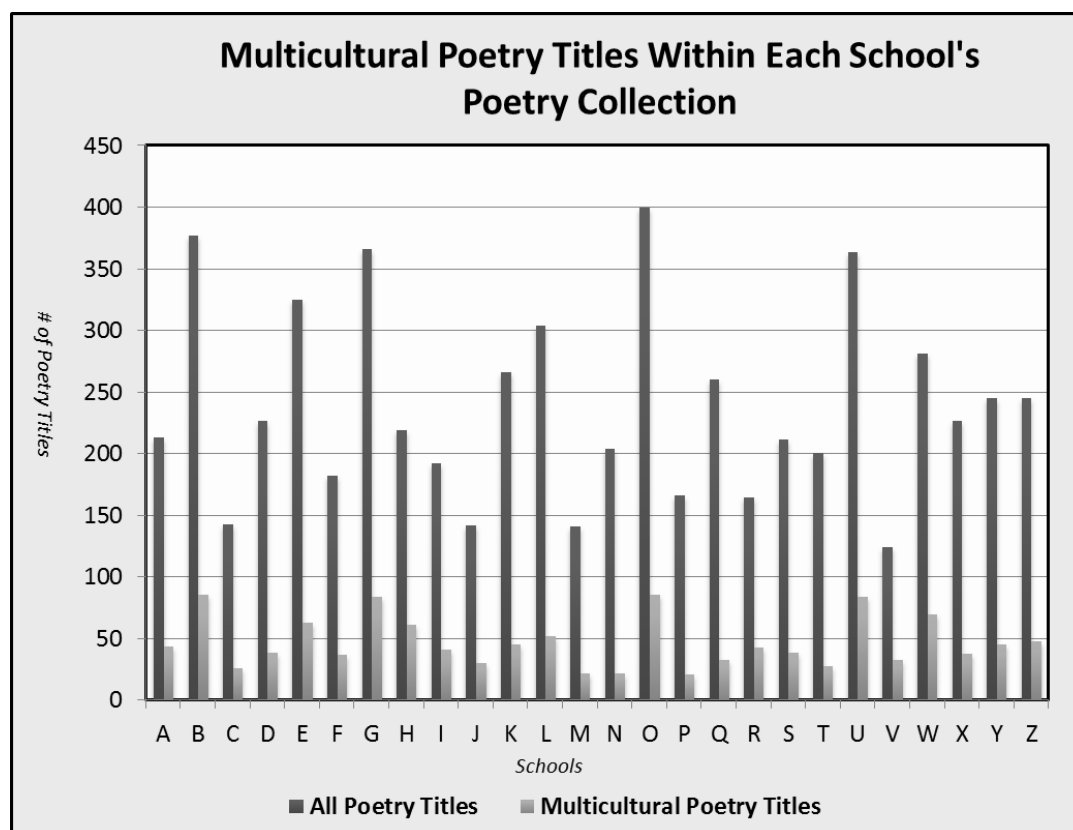


Figure 3 reveals the percentage of each school's poetry collection that was identified as multicultural. The poetry collection at School H had the highest percentage of multicultural books with approximately 28% (n= 61) of the school's 219 poetry titles classified as multicultural. School N had the lowest percentage of multicultural books with less than 11% (n=22) of the collection of 204 poetry books classified as multicultural. On average, each school's collection contained 47 (n=46.92) multicultural books which was an average of 19.71% of the collection. Thus, slightly fewer than one in five of the poetry books present in each school library were identified as multicultural.

Figure 3:

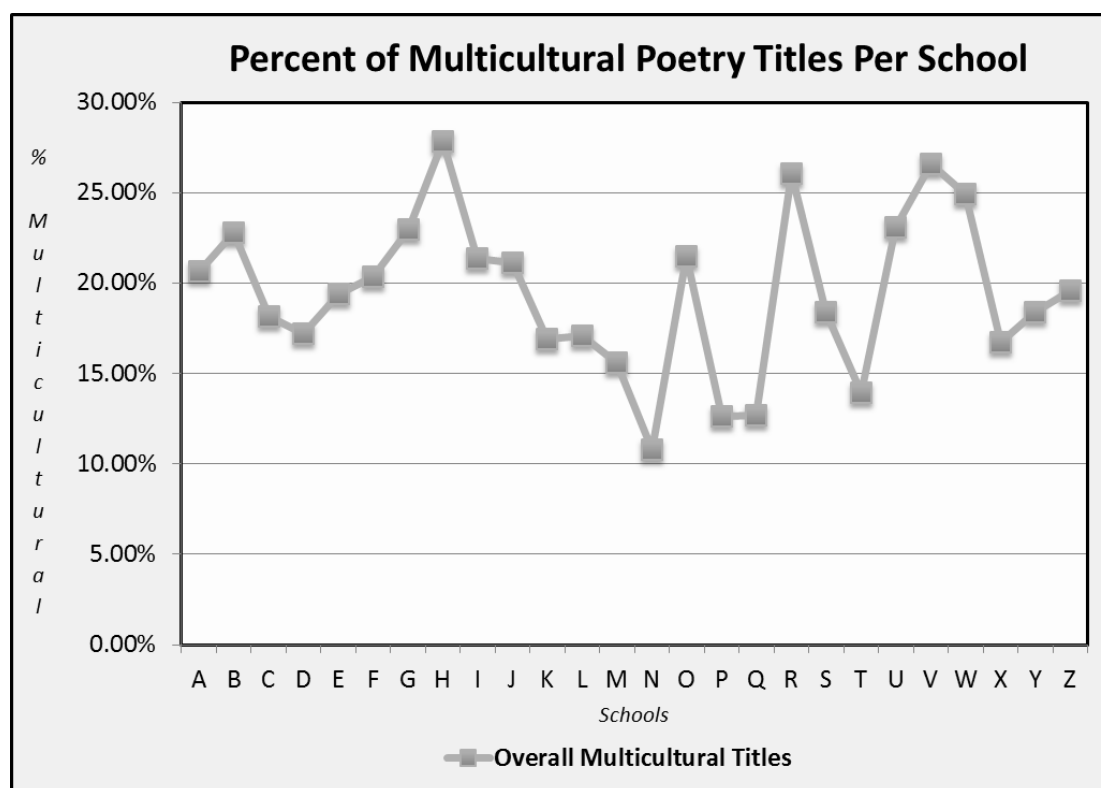


Figure 4 depicts the average number of students in the 26 schools and the average number of poetry volumes and multicultural volumes present in the 26 school libraries. With an average of 585 students in each of the 26 schools and 238 poetry titles in each

school library, there was less than one ($n=.41$) book available per student. An average of 46.9 multicultural poetry books per school equates to only .08 multicultural books per student. As a result, more than 12 ($n=12.46$) students would have to share one multicultural poetry book at a time if all students needed access to a book. An average of 2.5 ($n=2.46$) students would have to share any Dewey 811 poetry book at any one time.

Figure 4:

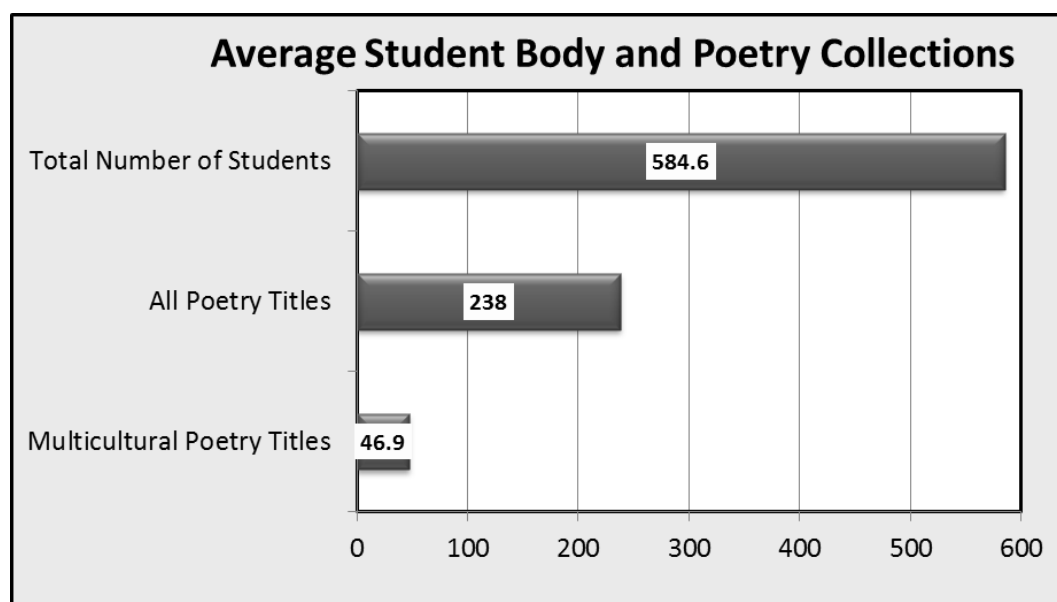
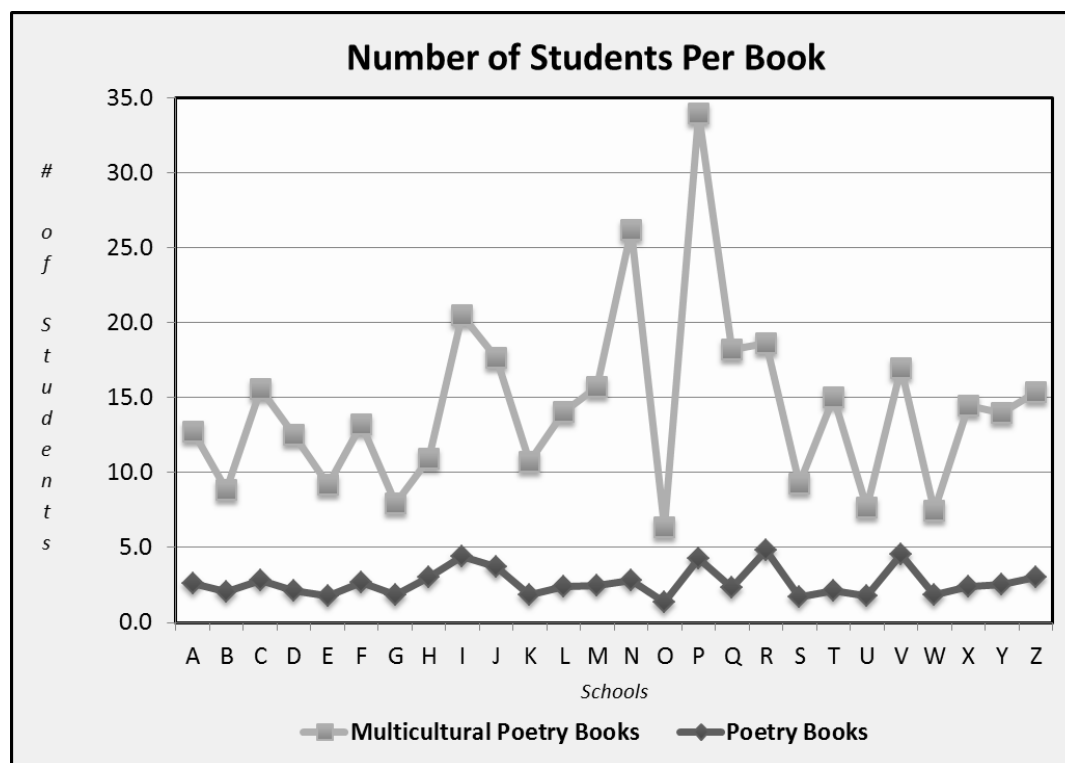


Figure 5, which shows the number of students needed to share any one poetry book as well as one multicultural poetry book, further depicts this phenomenon. Students at School P had the fewest multicultural poetry books available per student, so 34 students would have to share a book at once. More multicultural poetry books per student were available at School O than any other school; thus, between six and seven ($n=6.4$) students would have to share a book at once. School O also had the largest number of overall poetry titles per student; between one and two ($n=1.4$) students would have to share a book at once. Approximately five ($n=4.8$) students would have to share a poetry

book at School R which had the smallest number of overall poetry books available per student.

Figure 5:



Title and Author Frequency

Table 4 reveals the top 24 multicultural titles that occurred most frequently in the list of 188 identified multicultural titles. The top 24 titles were chosen over a list of top 25 titles because of frequency repetition among many of the titles. Frequency for each of the top multicultural titles ranged from 20 collective copies across the libraries to 13 copies. Sixteen ($n=16.16$) was the average number of copies each multicultural title had in the libraries. The modes for the grouping were 14 and 17 with five of the titles producing 14 copies and five producing 17 copies across the libraries.

Table 4:

Dewey 811 Multicultural Poetry Titles	Title Frequency	Author Demographics
Greenfield, Eloise. <u>Night on Neighborhood Street.</u>	20	AAF
<u>In Daddy's arms I am tall: African Americans celebrating fathers.</u>	19	AA Authors
Myers, Walter Dean. <u>Brown angels: An album of pictures and verse.</u>	19	AAM
Grimes, Nikki. <u>Meet Danitra Brown.</u>	19	AAF
Shange, Ntozake. <u>Ellington was not a street.</u>	18	AAF
Weatherford, Carole Boston. <u>Birmingham, 1963.</u>	18	AAF
Bruchac, Joseph. <u>Thirteen moons on turtle's back: A Native American year of moons.</u>	18	AIM
Ho, Minfong. <u>Hush! : A Thai lullaby.</u>	18	ASF
Nikola-Lisa, W. <u>Bein' with you this way.</u>	17	WM
Thomas, Joyce Carol. <u>Brown honey in broomwheat tea: Poems.</u>	17	AAF
Greenfield, Eloise. <u>For the love of the game: Michael Jordan and me.</u>	17	AAF
Greenfield, Eloise. <u>Honey, I love and other love poems.</u>	17	AAF
Hughes, Langston. <u>The dream keeper and other poems: Including seven additional poems.</u>	17	AAM
Johnson, James Weldon. <u>The creation.</u>	17	AAM
<u>My Black me: A beginning book of black poetry.</u>	15	AAM
Bryan, Ashley. <u>Ashley Bryan's ABC of African American poetry.</u>	14	AAM
<u>Families: Poems celebrating the African American experience.</u>	14	AA Authors
Medina, Tony. <u>Love to Langston.</u>	14	AAM
<u>Pass it on: African-American poetry for children.</u>	14	AA Authors
Giovanni, Nikki. <u>Spin a soft Black song: Poems for children.</u>	14	AAF
<u>Love to mamá: A tribute to mothers.</u>	13	H/L Authors
Myers, Walter Dean. <u>Harlem: A poem.</u>	13	AAF
<u>Soul looks back in wonder.</u>	13	AA Authors
Woodson, Jacqueline. <u>Locomotion.</u>	13	AAF

AAF = African American Female; AA = African American; AAM = African American Male; AIM = American Indian Male; ASF - Asian Female; WM = White Male; H/L = Hispanic/Latino

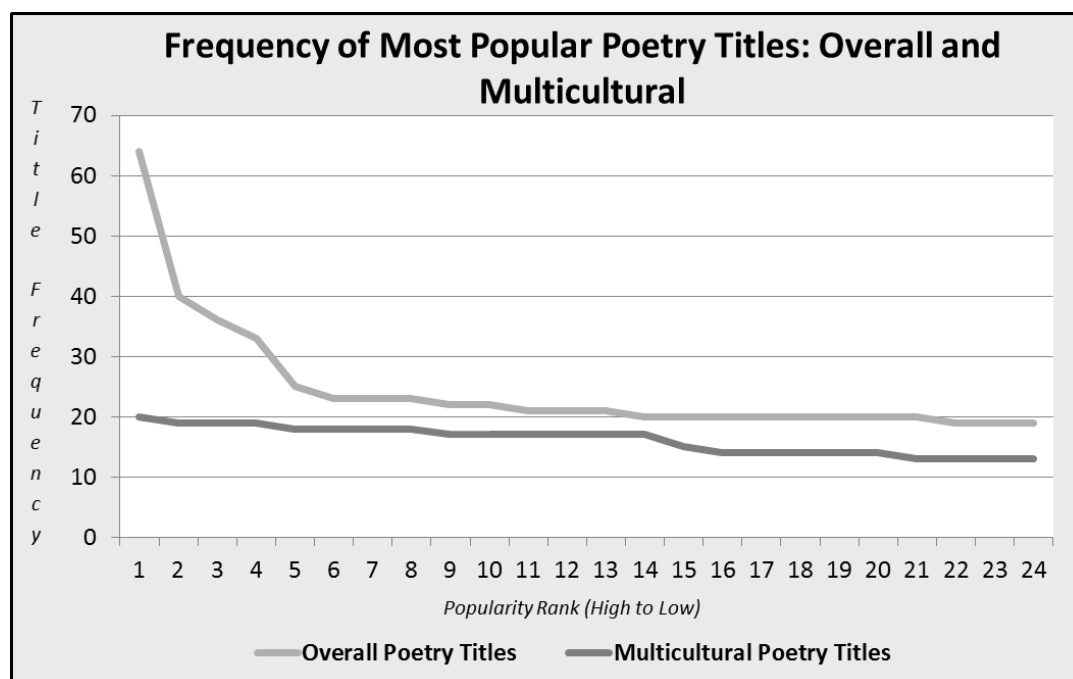
Eloise Greenfield's book, *Night on Neighborhood Street*, was the most frequently occurring multicultural title with 20 copies across the libraries. Her book was also one of the most frequently occurring overall titles. Although it was the most popular title, there

were fewer than 26 copies across the libraries; thus, it was impossible for all 26 libraries to have at least one copy of the book. Eloise Greenfield was also the most popular poet on the list with three multicultural titles constituting 54 copies in the top 24 list. Walter Dean Myers followed with two multicultural titles constituting 32 copies.

In terms of author demographics, 20 of the top 24 multicultural titles were written by African Americans. Ten of these titles were written by African American females, six by African American males, and four were anthologies containing poems by multiple African American authors. Collectively, they authored almost 83% (n=322) of the 388 volumes constituting the top 24 multicultural titles. The remaining four titles and 17% (n=66) of books from the list were authored by an American Indian male, an Asian female, a white male, and a collection of Hispanic/Latino authors.

Figure 6 depicts the differences in frequency between the 24 most popular overall poetry titles and the 24 most popular multicultural poetry titles. Note that the last three poetry titles on the overall top 27 list were not included in the figure so that each data set contained 24 titles. There were consistently more copies among the libraries of the overall top poetry titles compared to the top multicultural poetry titles; this is particularly evident for the first four titles. A total of 44 copies separated the most popular poetry book and the most popular multicultural book. For the second, third, and fourth most popular books, the numbers separating the overall titles from the multicultural titles were 21, 17, and 14, respectively. For the next 20 titles, an average of 5.35 more copies were found for each of the overall most popular titles compared to the multicultural titles.

Figure 6:



Cultural/Racial/Ethnic Makeup of Titles

Table 5 reveals the cultural/racial/ethnic makeup of the 188 unique multicultural poetry titles and the number of total copies present across the libraries. Out of 188 titles, 108 were identified as representing the African American race and culture. This equated to 740 of the 1,200 total multicultural books. Hispanics/Latinos were the next most heavily-represented group with 22 unique titles representing the culture and 150 overall copies. Although there were only eight unique titles representing the Asian culture—four less than American Indian or Alaska Native (n=12) and two less than Native Hawaiian or Other Pacific Islander (n=10)—there were more copies (n=58) overall compared to the two groups. There were 46 books representing American Indian or Alaska Natives and 35 representing Native Hawaiian or Other Pacific Islander. Only one book, *All the Colors of the Race: Poems*, by Arnold Adoff, was primarily about a biracial or multiracial family. Twelve unique titles constituting 78 copies represented multiple races, ethnicities, or

cultures. Five unique titles constituting 17 copies represented cultures outside of the United States, such as African or Eastern European. Lastly, 10 of the multicultural titles were deemed multicultural because the racial or ethnic identification of the author, but the content of the book was not specifically cultural. Therefore, those books, constituting 65 copies across the libraries, were not applicable and, thus, were not provided with a cultural label.

Table 5:

Culture/Race/Ethnicity	# of Unique Titles	# of Books
American Indian or Alaska Native	12	46
Asian	8	58
Black or African American	108	740
Hispanic or Latino	22	150
Native Hawaiian or Other Pacific Islander	10	35
Two or More Races	1	11
Multiple Cultures	12	78
Other	5	17
Not Applicable	10	65

Figure 7 shows the percentage that each culture/race/ethnicity was represented within the collective total of 1,200 multicultural books. African American multicultural poetry books represented the majority with 61.7% of all multicultural books focused on this demographic. Hispanic/Latino were next (n=12.5%), followed by Asian (n=4.8%), followed by American Indian or Alaska Native (n=3.8%), followed by Native Hawaiian or Other Pacific Islander (2.9%), followed by Two or More Races (0.9%). Multiple cultures constituted 6.5% of the multicultural collection, and other cultures and

multicultural books that did not focus on culture constituted 1.4% and 5.4% of the collection, respectively.

Figure 7:

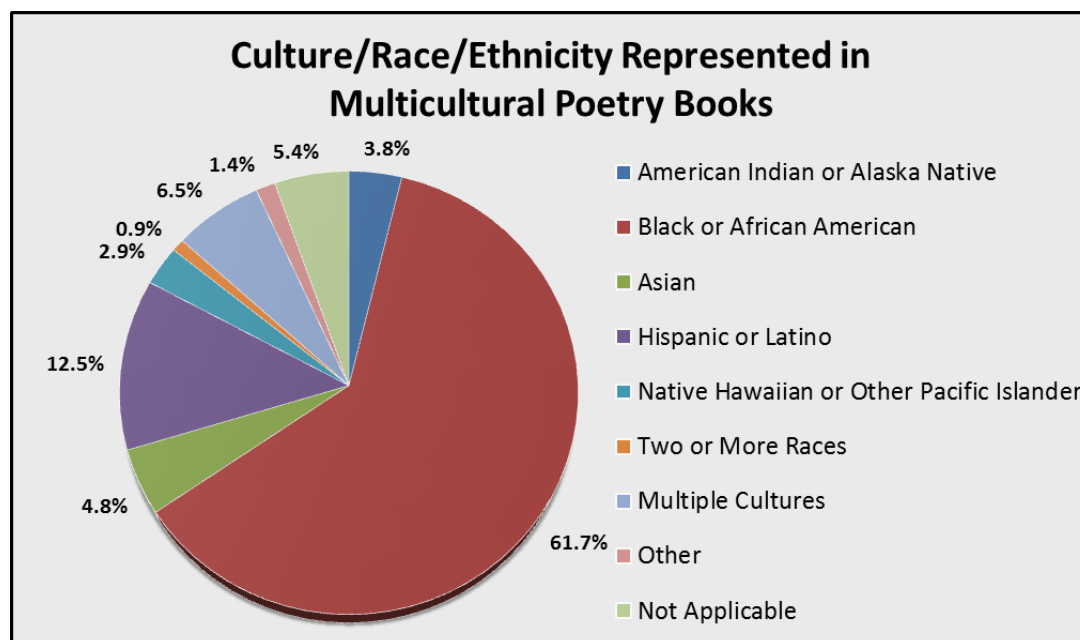


Table 6 compares the demographics of each school to the cultural representations within their respective poetry collections. Books identified as *Not Applicable* or *Other* as well as books representing multiple cultures are not included in this table because corresponding demographic groups do not exist for the sample. Instead, the number of multicultural poetry books in each school that culturally represent American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races is compared to the percentage of students classified in the corresponding demographic.

Table 6:

School	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		Two or More Races	
	% Students	# of Books	% Students	# of Books	% Students	# of Books	% Students	# of Books	% Students	# of Books	% Students	# of Books
A	0.71%	2	4.29%	3	32.14%	24	24.46%	5	0.18%	1	4.82%	0
B	0.66%	2	1.18%	4	59.58%	48	28.61%	16	0.26%	3	3.28%	0
C	0.00%	1	3.22%	1	39.11%	16	46.04%	3	0.25%	1	2.23%	1
D	0.82%	1	3.08%	1	75.15%	22	6.98%	8	0.00%	1	4.52%	0
E	0.69%	3	2.25%	1	50.43%	44	6.74%	4	0.17%	3	5.01%	1
F	0.00%	0	1.23%	2	48.67%	28	28.83%	2	0.00%	1	4.09%	1
G	3.15%	3	1.20%	3	54.57%	47	26.09%	16	0.00%	2	4.20%	0
H	0.00%	2	1.50%	4	40.75%	36	24.36%	10	0.00%	1	6.02%	0
I	0.36%	1	4.99%	2	48.75%	27	30.08%	3	0.24%	1	4.28%	1
J	0.76%	1	41.78%	0	30.81%	27	10.21%	0	0.00%	0	2.46%	1
K	0.00%	2	8.94%	2	35.76%	29	18.71%	3	0.00%	3	4.99%	1
L	0.27%	2	1.92%	1	32.51%	34	50.07%	4	0.00%	4	3.43%	1
M	0.87%	2	9.86%	0	20.87%	13	27.54%	2	0.00%	0	8.12%	1
N	0.35%	1	1.56%	1	40.80%	16	30.03%	1	0.17%	2	4.69%	0
O	0.18%	3	1.46%	3	36.13%	52	25.36%	15	0.00%	1	5.47%	0
P	0.28%	0	0.70%	1	36.61%	13	26.93%	2	0.14%	2	3.51%	0
Q	0.00%	1	1.00%	3	44.26%	20	16.31%	3	0.00%	1	6.82%	0
R	0.00%	2	2.13%	1	47.13%	34	28.75%	3	0.00%	0	5.63%	0
S	0.28%	1	2.77%	2	34.63%	20	22.16%	10	0.00%	0	5.26%	1
T	0.71%	2	3.57%	1	53.57%	19	6.67%	1	0.00%	0	5.24%	0
U	2.02%	2	5.28%	4	33.70%	48	36.65%	15	0.31%	2	6.06%	0
V	0.00%	2	0.54%	5	49.11%	22	31.25%	1	0.00%	0	3.93%	0
W	0.57%	2	0.76%	4	42.18%	38	24.43%	12	0.00%	2	3.82%	0
X	0.55%	1	26.59%	3	24.95%	22	11.84%	3	0.36%	2	2.37%	1
Y	0.32%	2	5.09%	2	47.38%	28	23.05%	4	0.16%	1	5.56%	0
Z	0.54%	5	6.79%	3	41.98%	29	12.50%	5	0.00%	1	4.35%	1

Out of the sample, School Z had the largest number (n=5) of multicultural poetry books representing American Indians or Alaska Natives. School G had the highest percentage (n=3.15%) of American Indian or Alaska Native students and three poetry books representing the culture. With only .54% of its population identified as Asian, School V had the largest number (n=5) of multicultural poetry books representing the

culture. School J, which had the highest percentage (n=41.78%) of Asian students, did not contain any poetry books representing the Asian culture. School B and School U both contained the largest number (n=48) of poetry books representing the African American culture. School D had the highest percentage (n=75.15%) of African American students in the sample, but the school's library only contained 22 books, less than half the size of the largest collection, representing the culture. In addition to the largest collection of African American poetry books in the sample, School B also had the largest number (n=16) of poetry books representing the Hispanic and Latino culture. School G's library had 16 books as well. Even though half (n=50.07%) of its population was identified as Hispanic or Latino, School L had only four poetry books representing the majority culture. Ironically, School L had the largest number (n=4) of books representing Native Hawaiian or Other Pacific Islander cultures, but the school did not have any students identified in this demographic. Only one title in the list of 1,200 multicultural poetry books was classified as representing One or More Races, and this book was found in eleven schools.

Discussion

The hypothesis stating that the overall collection of multicultural resources would be 25% or less was proven correct. Overall, 19.4% of poetry books present in the catalogs of all 26 libraries were classified as multicultural. On average, each school's poetry collection comprised an average of 19.71% of multicultural poetry books. Thus, slightly fewer than one in five of the poetry books present in each school library were identified as multicultural. Irrespective of the hypothesis, the data reveals a myriad of other issues concerning the libraries' collections.

First, throughout the most ethnically diverse schools, it was apparent that certain poetry books were standard fare for the collections. *The Night Before Christmas* by Clement C. Moore, *Paul Revere's Ride* by Henry Wadsworth Longfellow, *Casey at the Bat* by Ernest L Thayer, and *Where the Sidewalk Ends* by Shel Silverstein were found in nearly every library and repeated in multiple editions. Interestingly, the top three most frequently occurring poetry titles were all published prior to the end of the Civil War. A few classics by white authors were “must-haves” for most of the libraries; however, it was apparent that there was not even one multicultural poetry book that was considered a “must-have” for all or nearly all the libraries. *Night on Neighborhood Street* by Eloise Greenfield can be found in 20 of the libraries, but it is not even close to meeting the frequency of Moore, Longfellow, and Thayer’s books.

Not surprisingly, both Jack Prelutsky and Shel Silverstein were two of the most popular authors found among the collections. Jack Prelutsky was responsible for authoring 8% of the books across the schools, and more than one-third of the most popular titles were by Jack Prelutsky or Shel Silverstein. The emphasis on these two poets corroborates much of the literature concerning school library collections and the focus on funny, rhymed poetry (Enochs, 2010; Singer, 2010; Vardell, 2006a) as well as the lack of teacher knowledge regarding children’s poets (Beers, 2002; Wilson & Kutiper, 1994).

In addition to Prelutsky, Silverstein, and the three classic poets previously mentioned, white authors dominated the shelves. Six white authors did pen one or two multicultural poetry books each; however, the content was generally about a specific historical figure, such as Martin Luther King, Jr., or about a specific aspect of Eastern

Europe, such as the culture of Judaism and its followers. Other authors, such as Tony Johnston, wrote about a culture, Mexican, in which she was familiar through living abroad in Mexico. Arnold Adoff, a white male, coined the only poetry book on the list that clearly conveyed the biracial aspect of the main character that grows up with a white father and African American mother. Married to an African American woman and raising biracial children, Adoff was able to draw inspiration from his own life.

It is evident that there was a clear distinction in authenticity between the poets of different racial, ethnic, and cultural backgrounds; they wrote what they knew or what they experienced. Thus, as sometimes viewed as a cultureless culture, white poets focused less on aspects of what it means to “be white” and focused their poetry on topics related to nature, animals, holidays, school, and feelings. Those white poets, such as Johnson and Adoff, that did have cultural experiences outside of their white race, were able to expand their poetry offerings to include a culture in which they were familiar. The remaining white poets, however, appeared reluctant to cross the invisible, but often debated, authenticity barrier that exists in children’s literature. As a result, white poets were responsible for only a handful of multicultural poetry books.

Expectedly, African American, Asian, American Indian, Hispanic/Latino, and Pacific Islander authors wrote about their own cultures. Multicultural authors that wrote books representing multiple cultures included their own culture, and they did not write books that were solely about a culture in which they did not identify. The overall collection revealed cultural authenticity related to the race, ethnicity, and/or culture of the poet and the demographic featured in his/her poetry book(s). Thus, the inherent

authenticity of a literature genre based on emotion, feeling, and human reaction was personified through the unique experiences of cultural insiders.

Although the multicultural poetry books provided authentic opportunities to experience culture, students were generally not presented with an adequate selection or variety of titles to enable mirror reflections of themselves or reflections of those around them. One in five multicultural poetry titles per collection may sound like an adequate amount on the surface, but a closer look into the data reveals poetry collections that feature authors, characters, and topics that do not reflect the community of learners at each school. The majority of multicultural poetry books in each library were written by African American authors and/or centered on the African American culture. Although no one book was considered an “African American classic” for inclusion in all 26 libraries, African American students were provided more opportunities to experience a piece of their culture in a poetry book than students of other ethnicities and cultures.

American Indian or Alaska Native, Asian, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and biracial or multiracial students were consistently lacking opportunities to experience their culture through poetry. For example, approximately 42% of the 529 students at School J were identified as Asian. Out of the school library’s 142 poetry books, not one book was written by an Asian or Asian American author and not one book represented an Asian culture. Even though well-known Asian American poets, such as Janet Wong and Linda Sue Park, write for today’s children and were present in some of the other libraries, the largest community of learners at School J would not be able to find their works or any other works of poetry representing their cultures. Unfortunately, this was not an isolated incident. School L had the largest Hispanic/Latino

culture in the sample with more than 50% of the school's 729 students belonging to the demographic group. Out of the 304 poetry books existing in the school library, only four represented the Hispanic/Latino culture. Poetry books by a variety of well-known Hispanic/Latino authors, such as Francisco X. Alarcón and Pat Mora, were missing from the collection.

Based on the 2010 statistics provided by the Cooperative Children's Book Center and outlined in the *Literature Review*, it is not surprising that the majority of multicultural books were by and about African Americans. However, collectively across the libraries, the books by and about African Americans were collected in larger numbers and more frequently than books by and about members of other cultures and ethnicities. For example, there were six titles with an African American theme that each had 18 or more copies across the libraries. There was only one title featuring American Indians and one title featuring Asians that had 18 copies across the libraries. Furthermore, the next most collected title featuring Asians had 12 copies while 18 African American themed titles each had between 12 and 17 copies throughout the libraries. The next most collected title featuring American Indians had only five copies; thus, 13 copies separated the two most popular American Indian themed books. The most popular book depicting the Hispanic/Latino culture and Native Hawaiian or Other Pacific Islander culture was found in only 13 and nine of the libraries, respectively.

Hispanics are the largest minority group; more than half of the total population growth from 2000 to 2010 was due to the increase in Hispanics (Martinez, 2011). Asians grew by 43% over the last decade, tying Hispanics as the fastest growing demographic group in the United States (Hope Yen Associated Press, 2011). Eight unique multicultural

poetry titles centered on an Asian theme with an average of 7.25 copies across 26 libraries and 22 unique poetry titles centered on a Hispanic/Latino theme with an average of seven to eight copies across the libraries does not adequately reflect the changing diversity of the United States or the diversity of students within the most ethnically diverse schools in one of the largest school districts in the nation.

Although all 26 school libraries did have a collection of multicultural poetry books, it was clear that equipping the libraries with multiple books by white authors was given higher priority than providing a smorgasbord of multicultural poetry books to students of differing backgrounds. Between 12 and 13 students sharing one multicultural poetry book at a time does not allow students an equal chance to experience the depth and breadth of multicultural children's poets. In 2005, the Institute of Education Services estimated that one in three Americans was a member of a minority group. By 2020, that number is expected to grow to 39% (U.S. Department of Education, National Center for Education Statistics, 2007).

Not only is an elementary school library that does not develop and adjust its collection to appeal to "differences in age, gender, ethnicity, reading abilities, and information needs" (p. 38) defying American Association of School Librarians (2009) guidelines, it is also committing a microaggression (Sue et al., 2009) that can discolor students and place them at increased levels of social and academic failure (Agosto, 2007). Thus, the majority of the school libraries in this sample need to refocus attention on poetry collections and ensure that resources by white authors are continually provided, but the selection is expanded to include multiple resources by and about other races, ethnicities, and cultures existing in the school and greater community. A smaller number

of existing poetry books by and about cultures other than white and African American means that school librarians must educate themselves on these resources and collect the majority of quality multicultural materials published to provide for twenty-first century learners.

This study offers a detailed analysis into the poetry collections of the most ethnically diverse elementary schools in a large school district in the southeastern United States. The methods and findings from this research make way for additional studies that will, ultimately, lead educators on a path toward an inclusive multicultural curriculum facilitated by a library equipped with multicultural materials in all literature genres. First, this study can be replicated at the middle school and high school levels to determine the extent of multicultural poetry collections at every level of a student's public education. Due to the 24 hours a day, seven days a week public accessibility of most school library catalogs, this study can also be replicated throughout other school districts and in a variety of schools across the country. It would also be interesting to expand this study by looking at the poetry collections of the least diverse schools in a district and compare the collections between the two groups. This study did not examine the actual poetry resources but, instead, relied on professional reviews, subject headings, and genre headings to provide information about titles. All of the aforementioned studies could employ various methods of manifest and latent content analysis to further analyze topics such as visual and textual authenticity as well as cultural specificity.

Furthermore, additional studies should look at the collections of other literature genres in school libraries to determine how multiculturalism is represented throughout the library. A comprehensive study of this sort could lead to much-needed

recommendations regarding the percentage of resources in each section of the library that should be classified as multicultural. Criteria exists to aid school librarians in selecting multicultural resources, but guidelines and policies specifying a minimum of multicultural materials that must be available for students and teachers or that must be reflected in each literature genre does not exist. A multicultural curriculum and school library is beneficial for both majority and minority students, but school librarians may not even realize their collections are lacking in diversity. Statewide, district-wide, or school-wide policies specifying multicultural collection and criteria standards will guide selectors in making purchasing decisions that support a multicultural pedagogy.

Conclusion

School librarians assume many roles, including teacher, resource facilitator, instructional partner, information specialist, and program administrator, but one of the most important roles a school librarian can undertake is that of a change agent. By becoming change agents, school librarians “have the opportunity to help rethink, reshape, and re-vision what teaching and learning looks like, to work with teachers within true communities of practice, and to transform library media programs to ensure that all children succeed” (Hughes-Hassell and Harada, 2007, p.15). A school librarian can begin to transform a school’s library media program through the careful selection of multicultural resources for inclusion in the library’s collection. In the twenty-first century, *multicultural* is a commonplace description for the United States, and the tapestry of cultures continues to grow. Thus, whether serving the most diverse or least diverse school in a district, a multicultural library will help prepare all students to serve as productive members of a global society.

This study has shown that poetry is a genre of literature that naturally invites cultural insiders to share their unique and personal experiences through a mixture of sound, rhythm, imagery, and raw emotion. Expanding the often neglected poetry section of the school library to include an assortment of multicultural selections is an ideal place to begin a quest toward cultivating a multicultural library. Multicultural poetry can serve as a catalyst for students in gaining understanding and acceptance of one's own culture and the cultures of those around them.

Change toward an intercultural pedagogy begins with the provision of multicultural resources in multiple formats; however, this is only the start. Elementary school librarians as change agents must first enrich their school's poetry collections with the inclusion of multicultural resources and then begin to promote the collection for use in the classroom and beyond. Poetry that is hidden away, collecting dust until it is pulled out in April for National Poetry Month thwarts its numerous benefits. As Poet-photographer Charles R. Smith, Jr. states,

While poetry month is a good idea in theory, it ultimately confines poetry to that one month. As a black poet, I'm busy in February and April, but I'm still a black poet the other 10 months of the year! (Singer, 2010, p. 28).

Poetry begs to be seen, and it must be heard.

A well-stocked poetry collection has the ability to showcase the diversity of students who walk through the halls, sit in classrooms, and play on the playground everyday in elementary schools across the country. Turning a colorless, cultureless education into a colorful, culturally rich education for all students through the implementation of culturally rich poetry can begin with a school librarian dedicated to

serving every member of the learning community. The first step may only be a stanza or rhyme away.

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Appendix A: All Poetry Titles and Frequency

Dewey 811 Poetry Titles	# Each Title
<u>A bad case of the giggles: Kids' favorite funny poems.</u>	2
<u>A Caribbean dozen: A collection of poems.</u>	2
<u>A celebration of young poets: North and South Carolina 2002.</u>	1
<u>A children's book of verse.</u>	1
<u>A cup of starshine: Poems and pictures for young children.</u>	2
<u>A foot in the mouth: Poems to speak, sing, and shout.</u>	3
<u>A jar of tiny stars: Poems by NCTE award-winning poets.</u>	12
<u>A kick in the head: An everyday guide to poetic forms.</u>	14
<u>A New treasury of children's poetry: Old favorites and new discoveries.</u>	2
<u>A Paper zoo: A collection of animal poems.</u>	1
<u>A Peaceable kingdom: The Shaker abecedarius.</u>	6
<u>A pet for me: Poems.</u>	9
<u>A Pocketful of Poems: A Third Grade Poetry Anthology.</u>	1
<u>A Poetry Collection: Written by Students of Fuller Elementary.</u>	1
<u>A poke in the I: A collection of concrete poems.</u>	13
<u>A small child's book of cozy poems.</u>	1
<u>A snowflake fell: Poems about winter.</u>	1
<u>A song in stone: City poems.</u>	1
<u>A Treasury of flower fairies.</u>	1
<u>A week of lullabies.</u>	1
<u>A zooful of animals.</u>	8
<u>A zooful of poetry.</u>	1
<u>A. Nonny Mouse writes again!: Poems.</u>	7
<u>Abeel, Samantha. Reach for the moon: Stories and poems.</u>	1
<u>Ackerman, Diane. Animal sense.</u>	4
<u>Adoff, Arnold. All the colors of the race: Poems.</u>	11
<u>Adoff, Arnold. Birds: Poems.</u>	1
<u>Adoff, Arnold. Chocolate dreams: Poems.</u>	3
<u>Adoff, Arnold. Eats: Poems.</u>	7
<u>Adoff, Arnold. Friend dog.</u>	1
<u>Adoff, Arnold. Greens: Poems.</u>	5
<u>Adoff, Arnold. I am the running girl.</u>	1
<u>Adoff, Arnold. In for winter, out for spring.</u>	9
<u>Adoff, Arnold. Love letters.</u>	13
<u>Adoff, Arnold. Make a circle, keep us in: Poems for a good day.</u>	1
<u>Adoff, Arnold. OUTside INside Poems.</u>	1
<u>Adoff, Arnold. Roots and blues: A celebration.</u>	1
<u>Adoff, Arnold. Sports pages.</u>	11

Dewey 811 Poetry Titles	# Each Title
Adoff, Arnold. <u>Street music: City poems.</u>	9
Adoff, Arnold. <u>The basket counts.</u>	1
Adoff, Arnold. <u>The cabbages are chasing the rabbits.</u>	2
Adoff, Arnold. <u>Today we are brother and sister.</u>	2
Adoff, Arnold. <u>Tornado! Poems.</u>	1
Adoff, Arnold. <u>Touch the poem.</u>	15
Adoff, Jaime. <u>The song shoots out of my mouth.</u>	1
Agard, John. <u>No hickory no dickory no dock: Caribbean nursery rhymes.</u>	1
Aiken, Conrad. <u>Cats and bats and things with wings: Poems.</u>	1
Alarcón, Francisco X. <u>From the bellybutton of the moon: And other summer poems.</u>	9
Alarcón, Francisco X. <u>Angels ride bikes and other fall poems.</u>	5
Alarcón, Francisco X. <u>Animal poems of the Iguazú.</u>	4
Alarcón, Francisco X. <u>Iguanas in the snow and other winter poems.</u>	7
Alarcón, Francisco X. <u>Laughing tomatoes and other spring poems.</u>	8
Alarcón, Francisco X. <u>Poems to dream together =: Poemas para soñar juntos.</u>	10
Alonzo, Sandra. <u>Gallop-o-gallop.</u>	2
<u>Alphabestiary: Animal poems from A to Z.</u>	2
Altman, Susan. <u>Ancient Egypt.</u>	1
Altman, Susan. <u>Followers of the North Star: Rhymes about African American heroes, heroines, and historical times.</u>	3
<u>Amazing faces: Poems.</u>	1
<u>America at war: Poems.</u>	2
<u>An Arkful of animals.</u>	1
Anderson, Sara. <u>Octopus, oyster, hermit crab, snail: A poem of the sea.</u>	1
Andre, Evelyn M. <u>Places I like to be.</u>	1
Angelou, Maya. <u>Amazing peace: A Christmas poem.</u>	3
Angelou, Maya. <u>Life doesn't frighten me.</u>	1
Angelou, Maya. <u>Maya Angelou.</u>	4
<u>Animal friends: A collection of poems for children.</u>	1
<u>Animal poems.</u>	1
<u>Another jar of tiny stars: Poems by more NCTE award-winning poets.</u>	1
<u>April, bubbles, chocolate: An ABC of poetry.</u>	6
Archer, Peggy. <u>Name that dog!: Puppy poems from A to Z.</u>	3
Asch, Frank. <u>Cactus poems.</u>	2
Asch, Frank. <u>Sawgrass poems: A view of the Everglades.</u>	2
Ashman, Linda. <u>The essential worldwide monster guide.</u>	4
Asimov, Isaac. <u>Isaac Asimov's Limericks for children.</u>	1
<u>At the crack of the bat: Baseball poems.</u>	5
Atwood, Ann. <u>Haiku: The mood of earth.</u>	1

Dewey 811 Poetry Titles	# Each Title
Atwood, Ann. <u>My own rhythm: An approach to haiku.</u>	1
Aylesworth, Jim. <u>My son John.</u>	1
Aylesworth, Jim. <u>The cat & the fiddle & more.</u>	1
Aylesworth, Jim. <u>This book is called the burger and the hot dog.</u>	1
Bagert, Brod. <u>Chicken socks and other contagious poems.</u>	2
Bagert, Brod. <u>Elephant games: And other playful poems to perform.</u>	1
Bagert, Brod. <u>Giant children: Poems.</u>	13
Bagert, Brod. <u>Let me be-- the boss: Poems for kids to perform.</u>	2
Bagert, Brod. <u>Rainbows, head lice, and pea-green tile: Poems in the voice of the classroom teacher.</u>	1
Bagert, Brod. <u>School fever.</u>	5
Bagert, Brod. <u>Shout! : Little poems that roar.</u>	7
Bagert, Brod. <u>The gooch machine: Poems for children to perform.</u>	3
Baird, Audrey B. <u>A cold snap! : Frosty poems.</u>	3
Baird, Audrey B. <u>Storm coming!</u>	1
Baker, Keith. <u>Potato Joe.</u>	1
Barnett, Mac. <u>Guess again!</u>	1
Bates, Katharine Lee. <u>America the beautiful.</u>	18
Bates, Katharine Lee. <u>O beautiful for spacious skies.</u>	1
Baylor, Byrd. <u>The other way to listen.</u>	12
<u>Bear in mind: A book of bear poems.</u>	1
Begay, Shonto. <u>Navajo: Visions and voices across the Mesa.</u>	5
<u>Behind the museum door: Poems to celebrate the wonders of museums.</u>	7
Behn, Harry. <u>Halloween.</u>	3
Behn, Harry. <u>The golden hive: Poems and pictures.</u>	1
Behn, Harry. <u>Trees: A poem.</u>	3
Belle, Jennifer. <u>Animal stackers.</u>	1
Belting, Natalia Maree. <u>Whirlwind is a spirit dancing: Poems based on traditional American Indian songs and stories.</u>	5
Benét, Rosemary. <u>Johnny Appleseed.</u>	4
Benét, Stephen Vincent. <u>The ballad of William Sycamore, 1790-1871.</u>	2
Benjamin, Alan. <u>A nickel buys a rhyme.</u>	4
Bennett, Marian. <u>My first Valentine's Day book.</u>	1
Bernier-Grand, Carmen T. <u>César: Sí, se puede! = Yes, we can!</u>	9
Berry, James R. <u>Isn't my name magical? : sister and brother poems.</u>	1
Berry, James. <u>Everywhere faces everywhere: Poems.</u>	1
<u>Best friends: Poems.</u>	2
<u>Big, bad and a little bit scary: Poems that bite back!</u>	9
<u>Birthday rhymes, special times.</u>	1
<u>Blast off!: Poems about space.</u>	5

Dewey 811 Poetry Titles	# Each Title
Blegvad, Lenore. <u>One is for the sun.</u>	1
Bober, Natalie. <u>Let's pretend: Poems of flight and fancy.</u>	3
Bodecker, N. M. <u>Hurry, hurry, Mary dear!</u>	2
Bodecker, N. M. <u>Snowman snuffles and other verse.</u>	2
Bolden, Tonya. <u>Rock of ages: A tribute to the Black church.</u>	5
Boling, Katharine. <u>New year be coming! : A Gullah year.</u>	5
Booth, Philip E. <u>Crossing.</u>	5
Borden, Louise. <u>America is.</u>	5
Bouchard, Dave. <u>If you're not from the prairie.</u>	1
Boulton, Jane. <u>Only Opal: the diary of a young girl.</u>	2
Brand, Dionne. <u>Earth magic.</u>	2
Brodsky, Joseph. <u>Discovery.</u>	1
Brooks, Gwendolyn. <u>Bronzeville boys and girls.</u>	8
Brown, Calef. <u>Dutch sneakers and flea-keepers: 14 more stories.</u>	1
Brown, Calef. <u>Flamingoes on the roof: Poems and paintings.</u>	2
Brown, Calef. <u>Polkabats and octopus slacks: 14 stories.</u>	4
Brown, Margaret Wise. <u>Four fur feet.</u>	3
Brown, Margaret Wise. <u>Give yourself to the rain: Poems for the very young.</u>	9
Brown, Margaret Wise. <u>Nibble nibble.</u>	7
Brown, Margaret Wise. <u>The diggers.</u>	2
Browning, Robert. <u>Robert Browning.</u>	1
Bruchac, Joseph. <u>The circle of thanks: Native American poems and songs of Thanksgiving.</u>	3
Bruchac, Joseph. <u>Thirteen moons on turtle's back: A Native American year of moons.</u>	18
Bryan, Ashley. <u>Ashley Bryan's ABC of African American poetry.</u>	14
Bryan, Ashley. <u>Sing to the sun: Poems and pictures.</u>	10
Buchanan, Ken. <u>It rained on the desert today.</u>	4
Bunting, Eve. <u>Sing a song of piglets: A calendar in verse.</u>	13
Burg, Brad. <u>Outside the lines: Poetry at play.</u>	2
Burleigh, Robert. <u>Goal.</u>	3
Burleigh, Robert. <u>Hoops.</u>	14
<u>By myself: Poems.</u>	1
Calmenson, Stephanie. <u>Good for you! : Toddler rhymes for toddler times.</u>	1
Calmenson, Stephanie. <u>Kindergarten kids: Riddles, rebuses, wiggles, giggles, and more!</u>	4
Cameron, Eileen. <u>Canyon.</u>	9
Carle, Eric. <u>Eric Carle's animals, animals.</u>	3
Carlstrom, Nancy White. <u>Midnight dance of the snowshoe hare: Poems of Alaska.</u>	1

Dewey 811 Poetry Titles	# Each Title
Carlstrom, Nancy White. <u>Northern lullaby.</u>	5
Carlstrom, Nancy White. <u>Thanksgiving Day at our house: Thanksgiving poems for the very young.</u>	9
Carlstrom, Nancy White. <u>Who said boo? : Halloween poems for the very young.</u>	5
Carnival of the animals: <u>Poems inspired by Saint-Saëns' music.</u>	1
Carroll, Lewis. <u>Jabberwocky.</u>	1
Carroll, Lewis. <u>Lewis Carroll.</u>	1
Carryl, Charles E. (Charles Edward). <u>The camel's lament: A poem.</u>	1
Cassedy, Sylvia. <u>Roomrimes: Poems.</u>	4
Cassedy, Sylvia. <u>Zoomrimes: Poems about things that go.</u>	1
Cat poems.	7
Cats are cats: <u>Poems.</u>	6
Caudill, Rebecca. <u>Come along!</u>	1
Caudill, Rebecca. <u>Wind, sand, and sky.</u>	1
Celebrate America: <u>in poetry and art.</u>	7
Celebrating America: <u>A collection of poems and images of the American spirit.</u>	2
Chaikin, Miriam. <u>Don't step on the sky: A handful of haiku.</u>	2
Chandra, Deborah. <u>Balloons and other poems.</u>	1
Chandra, Deborah. <u>Rich lizard: And other poems.</u>	1
Charles, Carole. <u>John Paul Jones: Victory at sea: A narrative poem.</u>	1
Chase, Edith Newlin. <u>Waters.</u>	1
Child, Lydia Maria. <u>Over the river and through the wood.</u>	18
Christensen, Bonnie. <u>Rebus riot.</u>	2
Christmas in the stable: <u>Poems.</u>	2
Christmas poems.	1
Christmas presents: <u>Holiday poetry.</u>	4
Ciardi, John. <u>Doodle soup: Poems.</u>	5
Ciardi, John. <u>Fast and slow: Poems for advanced children and beginning parents.</u>	1
Ciardi, John. <u>I met a man.</u>	1
Ciardi, John. John J. <u>Plenty and Fiddler Dan: A new fable of the grasshopper and the ant.</u>	1
Ciardi, John. <u>The hopeful trout and other limericks.</u>	3
Ciardi, John. <u>The monster den: or, look what happened at my house--and to it.</u>	6
Ciardi, John. <u>The reason for the pelican.</u>	2
Ciardi, John. <u>You read to me, I'll read to you.</u>	5
Circus! Circus!: <u>Poems.</u>	1

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Clark, Ann Nolan. <u>In my mother's house.</u>	1
Cleary, Brian P. <u>Rainbow soup: Adventures in poetry.</u>	2
Clements, Andrew. <u>Dogku.</u>	16
<u>Click, rumble, roar: Poems about machines.</u>	6
Clifton, Lucille. <u>Everett Anderson's Christmas coming.</u>	1
Clifton, Lucille. <u>Everett Anderson's year.</u>	1
Clifton, Lucille. <u>Some of the days of Everett Anderson.</u>	5
<u>Climb into my lap: First poems to read together.</u>	2
Cline-Ransome, Lesa. <u>Quilt alphabet.</u>	2
Coatsworth, Elizabeth Jane. <u>Song of the camels: A Christmas poem.</u>	1
Cole, Joanna. <u>Yours till banana splits: 201 autograph rhymes.</u>	2
Conn Elementary School 3rd Graders. <u>Reptiles, Birds and Insects . . . Oh My!</u>	1
<u>Contemporary poetry of North Carolina.</u>	1
<u>Cool salsa: Bilingual poems on growing up Latino in the United States.</u>	1
Coyne, Rachel. <u>Daughter, have I told you?</u>	1
Crawley, Dave. <u>Cat poems.</u>	6
Crawley, Dave. <u>Dog poems.</u>	5
Crawley, Dave. <u>Reading, rhyming, and 'rithmetic.</u>	2
<u>Crow Moon, Worm Moon.</u>	1
Cummings, E. E. <u>Hist whist, and other poems for children.</u>	4
Cummings, E. E. <u>Little tree.</u>	4
Cumpian, Carlos. <u>Latino rainbow: Poems about Latino Americans.</u>	3
Cyrus, Kurt. <u>Hotel deep: Light verse from dark water.</u>	1
Cyrus, Kurt. <u>Oddhopper opera: A bug's garden of verses.</u>	3
<u>Daddy poems.</u>	8
Dahl, Roald. <u>Roald Dahl's revolting rhymes.</u>	2
Dakos, Kalli. <u>Don't read this book whatever you do! : More poems about school.</u>	14
Dakos, Kalli. <u>If you're not here, please raise your hand: Poems about school.</u>	16
Dakos, Kalli. <u>Mrs. Cole on an onion roll, and other school poems.</u>	9
Dakos, Kalli. <u>Put your eyes up here and other school poems.</u>	9
Dakos, Kalli. <u>The bug in teacher's coffee and other school poems.</u>	6
Dakos, Kalli. <u>The goof who invented homework and other school poems.</u>	4
Dant, Traci. <u>Some kind of love: A family reunion in poems.</u>	2
<u>Days like this: A collection of small poems.</u>	12
De Coteau Orie, Sandra. <u>Did you hear Wind sing your name? : An Oneida song of spring.</u>	2
De Regniers, Beatrice Schenk. <u>The way I feel-- sometimes.</u>	8
De Regniers, Beatrice Schenk. <u>This big cat, and other cats I've known.</u>	1
Dellinger, Annetta E. <u>My first Easter book.</u>	1

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Di Pasquale, Emanuel. <u>Cartwheel to the moon: My Sicilian childhood: Poems.</u>	1
Dickinson, Emily. <u>A brighter garden: Poetry.</u>	2
Dickinson, Emily. <u>Emily Dickinson.</u>	8
Dickinson, Emily. <u>I'm nobody! Who are you?: Poems of Emily Dickinson for children.</u>	5
Dickinson, Emily. <u>Poems for youth.</u>	2
<u>Dilly dilly piccalilli: Poems for the very young.</u>	4
<u>Dinosaurs: Poems.</u>	5
<u>Dirty laundry pile: Poems in different voices.</u>	12
<u>Doctor Knickerbocker and other rhymes.</u>	1
<u>Dog poems.</u>	1
Dotlich, Rebecca Kai. <u>A family like yours.</u>	4
Dotlich, Rebecca Kai. <u>In the spin of things: Poetry of motion.</u>	4
Dotlich, Rebecca Kai. <u>Lemonade sun: And other summer poems.</u>	1
Dotlich, Rebecca Kai. <u>Over in the pink house: New jump rope rhymes.</u>	1
<u>Down by the river: Afro-Caribbean rhymes, games, and songs for children.</u>	2
Dragonwagon, Crescent. <u>Alligators and others all year long! : A book of months.</u>	2
Driscoll, Michael. <u>A child's introduction to poetry.</u>	1
Dunbar, Paul Laurence. <u>Jump back, Honey: The poems of Paul Laurence Dunbar.</u>	7
<u>Earth always endures: Native American poems.</u>	1
Eastwick, Ivy O. <u>I asked a tiger to tea: And other poems.</u>	6
Eastwick, Ivy O. <u>Some folks like cats and other poems.</u>	1
Ebel, Julia Taylor. <u>Dresses, dreams and beadwood leaves.</u>	1
Edited by Bolin, Frances Schoonmaker. <u>Poetry for Young People: Emily Dickinson.</u>	1
Edited by Schmidt, Gary D. <u>Poetry for Young People: Robert Frost.</u>	1
Edwards, Richard. <u>A mouse in my roof.</u>	1
Elliott, David. <u>An alphabet of rotten kids!</u>	1
Elliott, David. <u>In the wild.</u>	2
Emberley, Barbara. <u>One wide river to cross.</u>	1
Esbensen, Barbara Juster. <u>Dance with me.</u>	2
Esbensen, Barbara Juster. <u>Echoes for the eye: Poems to celebrate patterns in nature.</u>	3
Esbensen, Barbara Juster. <u>Swing around the sun.</u>	8
Esbensen, Barbara Juster. <u>Who shrank my grandmother's house? : Poems of discovery.</u>	7
Esbensen, Barbara Juster. <u>Words with wrinkled knees: Animal poems.</u>	2

Dewey 811 Poetry Titles	# Each Title
Espeland, Pamela. <u>The cat walked through the casserole and other poems for children.</u>	1
Evans, Lezlie. <u>Rain song.</u>	4
Every second something happens: <u>Poems for the mind and senses.</u>	1
<u>Extra innings: Baseball poems.</u>	11
Facklam, Margery. <u>Only a star.</u>	1
<u>Fairies, trolls & goblins galore: Poems about fantastic creatures.</u>	2
<u>Falling down the page.</u>	3
<u>Families: Poems celebrating the African American experience.</u>	14
Farber, Norma. <u>When it snowed that night.</u>	10
Father Gander. <u>Father Gander nursery rhymes: The equal rhymes amendment.</u>	1
Feelings, Tom. <u>Daydreamers.</u>	9
Feelings, Tom. <u>Something on my mind.</u>	1
Fehler, Gene. <u>Change-up: Baseball poems.</u>	3
Ferguson, Amos. <u>Under the Sunday tree.</u>	9
Field, Edward. <u>Magic words: Poems.</u>	1
Field, Eugene. <u>The gingham dog and the calico cat: A poem.</u>	3
Field, Eugene. <u>Wynken, Blynken, & Nod: A poem.</u>	4
Field, Rachel. <u>General store.</u>	1
Field, Rachel. <u>Grace for an island meal.</u>	1
Fisher, Aileen Lucia. <u>Cricket in a thicket.</u>	1
Fisher, Aileen Lucia. <u>Do bears have mothers too?</u>	2
Fisher, Aileen Lucia. <u>Do rabbits have Christmas? : Poems.</u>	4
Fisher, Aileen Lucia. <u>Feathered ones and furry.</u>	1
Fisher, Aileen Lucia. <u>Going barefoot.</u>	1
Fisher, Aileen Lucia. <u>I heard a bluebird sing: Children select their favorite poems.</u>	7
Fisher, Aileen Lucia. <u>In the middle of the night.</u>	1
Fisher, Aileen Lucia. <u>Like nothing at all.</u>	1
Fisher, Aileen Lucia. <u>Listen, rabbit.</u>	2
Fisher, Aileen Lucia. <u>My cat has eyes of sapphire blue.</u>	1
Fisher, Aileen Lucia. <u>My first Hanukkah book.</u>	2
Fisher, Aileen Lucia. <u>My mother and I.</u>	1
Fisher, Aileen Lucia. <u>Sing of the earth and sky: Poems about our planet and the wonders beyond.</u>	1
Fisher, Aileen Lucia. <u>The house of a mouse: Poems.</u>	1
Fisher, Aileen Lucia. <u>The story goes on.</u>	3
Fisher, Aileen Lucia. <u>When it comes to bugs: Poems.</u>	1
Fisher, Aileen Lucia. <u>Where does everyone go?</u>	1

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Fitch, Sheree. <u>I Am Small.</u>	1
Fitch, Sheree. <u>If I had a million onions.</u>	3
Fitch, Sheree. <u>If you could wear my sneakers!</u>	1
Fleischman, Paul. <u>Big talk: Poems for four voices.</u>	5
Fleischman, Paul. <u>I am phoenix: Poems for two voices.</u>	2
Fleischman, Paul. <u>Joyful noise: Poems for two voices.</u>	23
Fletcher, Ralph J. <u>A writing kind of day: Poems for young poets.</u>	5
Fletcher, Ralph J. <u>Grandpa never lies.</u>	5
Fletcher, Ralph J. <u>Have you been to the beach lately? : Poems.</u>	2
Fletcher, Ralph J. <u>Moving day.</u>	3
Fletcher, Ralph J. <u>Ordinary things: Poems from a walk in early spring.</u>	1
Fletcher, Ralph J. <u>Relatively speaking: Poems about family.</u>	1
Florian, Douglas. <u>Autumblings: Poems & paintings.</u>	11
Florian, Douglas. <u>Beast feast: Poems and paintings.</u>	18
Florian, Douglas. <u>Bing bang boing: Poems and drawings.</u>	16
Florian, Douglas. <u>Bow wow meow meow: It's rhyming cats and dogs.</u>	12
Florian, Douglas. <u>Comets, stars, the moon, and Mars: Space poems and paintings.</u>	6
Florian, Douglas. <u>Dinothesaurus: Prehistoric poems and paintings.</u>	4
Florian, Douglas. <u>Handsprings: Poems & paintings.</u>	8
Florian, Douglas. <u>In the swim: Poems and paintings.</u>	16
Florian, Douglas. <u>Insectlopedia: Poems and paintings.</u>	18
Florian, Douglas. <u>Laugh-eteria: Poems and drawings.</u>	9
Florian, Douglas. <u>Lizards, frogs, and polliwogs: Poems and paintings.</u>	14
Florian, Douglas. <u>Mammalabilia: Poems and paintings.</u>	13
Florian, Douglas. <u>Monster Motel: Poems and paintings.</u>	8
Florian, Douglas. <u>Omnibeasts: Animal poems and paintings.</u>	6
Florian, Douglas. <u>On the wing: Bird poems and paintings.</u>	9
Florian, Douglas. <u>Poetrees.</u>	2
Florian, Douglas. <u>Summersaults: Poems & paintings.</u>	9
Florian, Douglas. <u>Winter eyes.</u>	12
Florian, Douglas. <u>Zoo's who: Poems and paintings.</u>	6
<u>For a special teenager: a collection of poems from Blue Mountain Arts.</u>	1
<u>For laughing out loud: Poems to tickle your funnybone.</u>	17
<u>For laughing out louder: More poems to tickle your funnybone.</u>	7
Forbes, Robert L. <u>Bestly feasts!: A mischievous menagerie in rhyme.</u>	1
Forman, Ruth. <u>Young Cornrows callin out the moon: Poem.</u>	1
Foster, John. <u>Shopping poems & food poems.</u>	1
Foxworthy, Jeff. <u>Dirt on my shirt.</u>	15
Foxworthy, Jeff. <u>Silly Street.</u>	11

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Franco, Betsy. <u>Bees, snails, & peacock tails: Patterns & shapes-- naturally.</u>	5
Franco, Betsy. <u>Counting our way to the 100th day! : 100 poems.</u>	14
Franco, Betsy. <u>Mathemattickles! : Poems.</u>	15
Frank, John. <u>A chill in the air: Nature poems for fall and winter.</u>	6
Frank, John. <u>Keepers: treasure-hunt poems.</u>	3
Froman, Robert. <u>Seeing things: A book of poems.</u>	2
Froman, Robert. <u>Street poems.</u>	1
Frost, Robert. <u>A swinger of birches: Poems of Robert Frost for young people.</u>	8
Frost, Robert. <u>Birches.</u>	7
Frost, Robert. <u>Robert Frost.</u>	11
Frost, Robert. <u>Stopping by woods on a snowy evening.</u>	21
Frost, Robert. <u>You come too: Favorite poems for all ages.</u>	10
Fufuka, Karama. <u>My daddy is a cool dude, and other poems.</u>	1
Geis, Jacqueline. <u>Where the buffalo roam.</u>	1
George, Kristine O'Connell. <u>Emma dilemma: Big sister poems.</u>	1
George, Kristine O'Connell. <u>Fold me a poem.</u>	10
George, Kristine O'Connell. <u>Hummingbird nest: A journal of poems.</u>	10
George, Kristine O'Connell. <u>Little Dog and Duncan: Poems.</u>	11
George, Kristine O'Connell. <u>Little dog poems.</u>	17
George, Kristine O'Connell. <u>Old Elm speaks: Tree poems.</u>	16
George, Kristine O'Connell. <u>Swimming upstream: Middle school poems.</u>	7
George, Kristine O'Connell. <u>The great frog race and other poems.</u>	12
George, Kristine O'Connell. <u>Toasting marshmallows: Camping poems.</u>	10
Ghigna, Charles. <u>A fury of motion: Poems for boys.</u>	7
Ghigna, Charles. <u>Animal tracks: Wild poems to read aloud.</u>	2
Ghigna, Charles. <u>Score! : 50 poems to motivate and inspire.</u>	2
<u>Ghost poems.</u>	1
Giovanni, Nikki. <u>Ego-tripping: And other poems for young people.</u>	5
Giovanni, Nikki. <u>Knoxville, Tennessee.</u>	5
Giovanni, Nikki. <u>Spin a soft Black song: Poems for children.</u>	14
Giovanni, Nikki. <u>The genie in the jar.</u>	3
Giovanni, Nikki. <u>The sun is so quiet: Poems.</u>	7
<u>Give me wings: Poems.</u>	1
<u>Go to bed! : A book of bedtime poems.</u>	1
<u>Good books, good times!</u>	15
<u>Good morning to you, Valentine: Poems.</u>	1
<u>Good night, sleep tight: A poem for every night of the year! : 366 poems to bring you the sweetest of dreams.</u>	1
<u>Got geography! : Poems.</u>	5

Dewey 811 Poetry Titles	# Each Title
Gottfried, Maya. <u>Good dog : Poems.</u>	9
Graham, Joan Bransfield. <u>Flicker flash: Poems.</u>	11
Graham, Joan Bransfield. <u>Splish splash.</u>	15
Grandad's tree: <u>Poems about families.</u>	2
Grandits, John. <u>Technically, it's not my fault: Concrete poems.</u>	3
Granfield, Linda. <u>In Flanders fields: The story of the poem by John McCrae.</u>	8
Greenberg, David. <u>Don't forget your etiquette: The essential guide to misbehavior.</u>	7
Greenberg, David. <u>Whatever happened to Humpty Dumpty? : And other surprising sequels to Mother Goose rhymes.</u>	1
Greenfield, Eloise. <u>Brothers & sisters: Family poems.</u>	2
Greenfield, Eloise. <u>For the love of the game: Michael Jordan and me.</u>	17
Greenfield, Eloise. <u>Honey, I love and other love poems.</u>	17
Greenfield, Eloise. <u>Honey, I love.</u>	8
Greenfield, Eloise. <u>In the land of words: New and selected poems.</u>	2
Greenfield, Eloise. <u>Nathaniel talking.</u>	12
Greenfield, Eloise. <u>Night on Neighborhood Street.</u>	20
Greenfield, Eloise. <u>The friendly four.</u>	8
Greenfield, Eloise. <u>The Great Migration: Journey to the North.</u>	2
Greenfield, Eloise. <u>Under the Sunday tree.</u>	1
Greenfield, Eloise. <u>When the horses ride by: Children in the times of war.</u>	5
Grimes, Nikki. <u>A dime a dozen.</u>	6
Grimes, Nikki. <u>A pocketful of poems.</u>	9
Grimes, Nikki. <u>Aneesa Lee and the weaver's gift.</u>	1
Grimes, Nikki. <u>Come Sunday.</u>	12
Grimes, Nikki. <u>Danitra Brown leaves town.</u>	6
Grimes, Nikki. <u>It's raining laughter.</u>	2
Grimes, Nikki. <u>Meet Danitra Brown.</u>	19
Grimes, Nikki. <u>My man Blue: Poems.</u>	8
Grimes, Nikki. <u>Shoe magic.</u>	1
Grimes, Nikki. <u>Stepping out with Grandma Mac.</u>	3
Grimes, Nikki. <u>Thanks a million: Poems.</u>	5
Grimes, Nikki. <u>Under the Christmas tree.</u>	6
Grimes, Nikki. <u>What is goodbye?</u>	7
Grimes, Nikki. <u>When Daddy prays.</u>	6
Grossman, Bill. <u>Timothy Tunny swallowed a bunny.</u>	2
Gunning, Monica. <u>America, my new home: Poems.</u>	9
Gunning, Monica. <u>Not a copper penny in me house: Poems from the Caribbean.</u>	6
Gutman, Dan. <u>Casey back at bat.</u>	2

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Hague, Kathleen. <u>Bear hugs.</u>	1
Hale, Sarah Josepha Buell. <u>Mary had a little lamb.</u>	12
<u>Halloween howls: Holiday poetry.</u>	6
<u>Halloween poems.</u>	9
<u>Hamsters, shells, and spelling bees: School poems.</u>	2
<u>Hand in hand: An American history through poetry.</u>	9
Hanlon, Emily. <u>How a horse grew hoarse on the site where he sighted a bare bear: A tale of homonyms.</u>	1
<u>Hanukkah lights: Holiday poetry.</u>	6
Harjo, Joy. <u>For a girl becoming.</u>	1
Harley, Avis. <u>African acrostics: A word in edgeways: Poems.</u>	3
Harley, Avis. <u>Fly with poetry: An ABC of poetry.</u>	1
Harley, Avis. <u>Leap into poetry: More ABCs of poetry.</u>	2
Harley, Avis. <u>Sea stars: Saltwater poems.</u>	3
Harley, Avis. <u>The monarch's progress: Poems with wings.</u>	3
Harness, Cheryl. <u>Papa's Christmas gift: Around the world on the night before Christmas.</u>	1
Harrison, David L. <u>A thousand cousins: Poems of family life.</u>	2
Harrison, David L. <u>Bugs: Poems about creeping things.</u>	5
Harrison, David L. <u>Farmer's dog goes to the forest: Rhymes for two voices.</u>	1
Harrison, David L. <u>Pirates: Poems.</u>	1
Harrison, David L. <u>Somebody catch my homework: Poems.</u>	5
Harrison, David L. <u>The mouse was out at recess.</u>	1
Harrison, David L. <u>The purchase of small secrets: Poems.</u>	1
Harrison, David L. <u>Vacation: We're going to the ocean: Poems.</u>	1
Harter, Penny. <u>Shadow play, night haiku.</u>	4
Harvey, Sarah N. <u>The West is calling: Imagining British Columbia.</u>	1
Hauth, Katherine B. <u>What's for dinner? : Quirky, squirmy poems from the animal world.</u>	1
Havill, Juanita. <u>I heard it from Alice Zucchini: Poems about the garden.</u>	6
<u>Heart to heart: New poems inspired by twentieth century American art.</u>	2
Heidbreder, Robert. <u>Python play and other recipes for fun: Poems.</u>	1
Heide, Florence Parry. <u>Grim and ghastly goings-on.</u>	2
Heide, Florence Parry. <u>It's about time! : Poems.</u>	1
Heide, Florence Parry. <u>Oh, grow up! : Poems to help you survive parents, chores, school, and other afflictions.</u>	2
<u>Hello sunshine, good night moonlight.</u>	1
<u>Here's a little poem: A very first book of poetry.</u>	8
Herrera, Juan Felipe. <u>Laughing out loud, I fly: Poems in English and Spanish.</u>	4
Hesse, Karen. <u>The stone lamp: Eight stories of Hanukkah through history.</u>	4

Dewey 811 Poetry Titles	# Each Title
<u>Hey, you! : Poems to skyscrapers, mosquitoes, and other fun things.</u>	4
Higgins, Nadia. <u>Henry and Hala build a haiku.</u>	1
High, Linda Oatman. <u>A humble life: Plain poems.</u>	9
Hillert, Margaret. <u>Come play with me.</u>	3
Hillman, Priscilla. <u>A merry-mouse book of months.</u>	1
Hindley, Judy. <u>A song of colors.</u>	1
Hines, Anna Grossnickle. <u>Pieces: A year in poems & quilts.</u>	14
Hines, Anna Grossnickle. <u>Winter lights: A season in poems & quilts.</u>	13
<u>Hip hop speaks to children: A celebration of poetry with a beat.</u>	6
Ho, Minfong. <u>Hush! : A Thai lullaby.</u>	18
Hoban, Russell. <u>Egg thoughts and other Frances songs.</u>	5
Hoberman, Mary Ann. <u>A fine fat pig, and other animal poems.</u>	3
Hoberman, Mary Ann. <u>Bugs: Poems.</u>	1
Hoberman, Mary Ann. <u>Fathers, mothers, sisters, brothers: A collection of family poems.</u>	10
Hoberman, Mary Ann. <u>The llama who had no pajama: 100 favorite poems.</u>	11
Hoberman, Mary Ann. <u>You read to me, I'll read to you: very short fairy tales to read together: (In which wolves are tamed, trolls are transformed, and peas are triumphant).</u>	8
Hoberman, Mary Ann. <u>You read to me, I'll read to you: Very short Mother Goose tales to read together.</u>	12
Hoberman, Mary Ann. <u>You read to me, I'll read to you: Very short scary stories to read together.</u>	11
Hoberman, Mary Ann. <u>You read to me, I'll read to you: Very short stories to read together.</u>	18
Hogan, Michael. <u>Making our own rules: New and selected poems.</u>	2
Hoke, Helen. <u>Patriotism, patriotism, patriotism.</u>	1
Holbrook, Sara. <u>Wham! it's a poetry jam: Discovering performance poetry.</u>	1
Holbrook, Sara. <u>Zombies! : Evacuate the school!</u>	1
<u>Holidays.</u>	1
Hollander, John. <u>American Poetry: Poetry For Young People.</u>	1
Holman, Felice. <u>At the top of my voice: And other poems.</u>	1
Holman, Felice. <u>The song in my head.</u>	1
<u>Home to me: Poems across America.</u>	9
<u>Hoofbeats, claws & rippled fins: Creature poems.</u>	6
Hooper, Patricia. <u>A bundle of beasts.</u>	4
Hopkins, Lee Bennett. <u>Alphathoughts: Alphabet poems.</u>	7
Hopkins, Lee Bennett. <u>Been to yesterdays: Poems of a life.</u>	9
<u>Hopkins, Lee Bennett. Behind the Museum Door: Poems to Celebrate the Wonders of Museums.</u>	1

Dewey 811 Poetry Titles	# Each Title
Hopkins, Lee Bennett. <u>City I love: Poems.</u>	3
Hopkins, Lee Bennett. <u>City talk.</u>	1
Hopkins, Lee Bennett. <u>Good rhymes, good times: Original poems.</u>	3
Hopkins, Lee Bennett. <u>Hey-how for Halloween!</u>	4
Hopkins, Lee Bennett. <u>More surprises.</u>	5
Hopkins, Lee Bennett. <u>Sports! sports! sports! : A poetry collection.</u>	2
Hopkins, Lee Bennett. <u>Weather: Poems.</u>	7
Horton, George Moses. <u>The Black bard of North Carolina: George Moses Horton and his poetry.</u>	1
Horton, Joan. <u>Halloween hoots and howls.</u>	7
Horton, Joan. <u>Hippopotamus stew: And other silly animal poems.</u>	4
Horton, Joan. <u>I brought my rat for show-and-tell: And other funny school poems.</u>	7
Hot potato: <u>Mealtime rhymes.</u>	1
Hour of freedom: <u>American history in poetry.</u>	9
How sweet the sound: <u>African-American songs for children.</u>	5
Hubbell, Patricia. <u>Boo! : Halloween poems and limericks.</u>	1
Hubbell, Patricia. <u>City kids: Poems.</u>	1
Hubbell, Patricia. <u>The tigers brought pink lemonade.</u>	3
Hudson, Cheryl Willis. <u>Many colors of Mother Goose.</u>	1
Huff, Barbara A. <u>Once inside the library.</u>	1
Hughes, Langston. <u>Carol of the Brown King: Nativity poems.</u>	7
Hughes, Langston. <u>Don't you turn back: Poems.</u>	1
Hughes, Langston. <u>Langston Hughes.</u>	6
Hughes, Langston. <u>My people.</u>	4
Hughes, Langston. <u>The block.</u>	2
Hughes, Langston. <u>The dream keeper and other poems: Including seven additional poems.</u>	17
Hughes, Langston. <u>The negro speaks of rivers.</u>	2
Hughes, Langston. <u>The sweet and sour animal book.</u>	4
Hulme, Joy N. <u>What if? : Just wondering poems.</u>	1
I am the book.	3
I am writing a poem about-- a game of poetry.	3
I have a news: <u>Rhymes from the Caribbean.</u>	2
I invited a dragon to dinner: <u>And other poems to make you laugh out loud.</u>	5
I thought I'd take my rat to school: <u>Poems for September to June.</u>	6
I, too, sing America: <u>Three centuries of African American poetry.</u>	2
If you ever meet a whale: <u>Poems.</u>	3
Imaginary gardens: <u>American poetry and art for young people.</u>	1
Imagine that! : <u>Poems of never-was.</u>	6

Dewey 811 Poetry Titles	# Each Title
<u>In Daddy's arms I am tall: African Americans celebrating fathers.</u>	19
<u>In the hollow of your hand: Slave lullabies.</u>	2
<u>Incredible inventions: Poems.</u>	1
<u>Inner chimes: Poems on poetry.</u>	5
Isaacs, Anne. <u>Cat up a tree: A story in poems.</u>	2
<u>It's about time: Poems.</u>	2
Iyengar, Malathi Michelle. <u>Tan to tamarind: Poems about the color brown.</u>	2
Izuki, Steven. <u>Believers in America: Poems about Americans of Asian and Pacific islander descent.</u>	2
Jackson, Robert Bradley. <u>Animal mischief: Poems.</u>	2
Jackson, Robert Bradley. <u>Weekend mischief.</u>	1
Jacobs, Allan D. <u>Sports and games in verse and rhyme.</u>	1
Jacobs, Leland B. <u>All about me: Verses I can read.</u>	1
Jacobs, Leland B. <u>Just around the corner: Poems about the seasons.</u>	1
Janeczko, Paul B. <u>That sweet diamond: Baseball poems.</u>	9
Janeczko, Paul B. <u>Wing nuts: Screwly haiku.</u>	6
Johnson, Angela. <u>The other side: Shorter poems.</u>	4
Johnson, Dinah. <u>Hair dance!</u>	7
Johnson, James Weldon. <u>Lift every voice and sing: Selected poems.</u>	1
Johnson, James Weldon. <u>The creation.</u>	17
Johnson, Kimberly P. <u>Paperback poetry.</u>	1
Johnston, Tony. <u>I'm gonna tell Mama I want an iguana.</u>	2
Johnston, Tony. <u>My Mexico =: México mío.</u>	8
Johnston, Tony. <u>Once in the country: Poems of a farm.</u>	1
Johnston, Tony. <u>The ancestors are singing.</u>	7
Johnston, Tony. <u>Voice from afar: Poems of peace.</u>	4
Jordan, June. <u>Who look at me.</u>	1
Joseph, Lynn. <u>Coconut kind of day: Island poems.</u>	4
<u>Jump all the morning: A child's day in verse.</u>	3
<u>Jumpety-bumpety hop: A parade of animal poems.</u>	1
Katz, Alan. <u>Oops!</u>	5
Katz, Bobbi. <u>A rumpus of rhymes: A book of noisy poems.</u>	3
Katz, Bobbi. <u>Could we be friends? : Poems for pals.</u>	10
Katz, Bobbi. <u>Month by month: A Care Bear book of poems.</u>	1
Katz, Bobbi. <u>Once around the sun.</u>	5
Katz, Bobbi. <u>Pocket poems.</u>	1
Katz, Bobbi. <u>We the people: Poems.</u>	3
Katz, Susan. <u>A revolutionary field trip: Poems of colonial America.</u>	2
Katz, Susan. <u>Looking for jaguar: And other rainforest poems.</u>	4
Katz, Susan. <u>Oh, Theodore! : Guinea pig poems.</u>	5

Dewey 811 Poetry Titles	# Each Title
Kennedy, X. J. <u>Brats.</u>	5
Kennedy, X. J. <u>City kids: Street & skyscraper rhymes.</u>	1
Kennedy, X. J. <u>Exploding gravy: Poems to make you laugh.</u>	5
Kennedy, X. J. <u>Fresh brats.</u>	5
Kennedy, X. J. <u>Ghastlies, goops & pincushions: Nonsense verse.</u>	6
Kennedy, X. J. <u>The beasts of Bethlehem.</u>	2
Kennedy, X. J. <u>The forgetful wishing well: Poems for young people.</u>	2
Kennedy, X. J. <u>The kite that braved old Orchard Beach: Year-round poems for young people.</u>	2
Kennedy, X. J. <u>Uncle Switch: Loony limericks.</u>	2
<u>Kids pick the funniest poems.</u>	4
Kipling, Rudyard. <u>Rudyard Kipling.</u>	1
Kirk, Daniel. <u>Cat power!</u>	1
Kirk, Daniel. <u>Dogs rule!</u>	3
<u>Knock at a star: A child's introduction to poetry.</u>	14
Koontz, Dean R. <u>The paper doorway: Funny verse and nothing worse.</u>	12
Koss, Amy Goldman. <u>Where fish go in winter and answers to other great mysteries.</u>	1
Krensky, Stephen. <u>There once was a very odd school and other lunch-box limericks.</u>	1
Kulka, Joe. <u>Wolf's coming!</u>	13
Kumin, Maxine. <u>Mites to mastodons: A book of animal poems.</u>	5
Kuskin, Karla. <u>Any me I want to be: Poems.</u>	5
Kuskin, Karla. <u>City noise.</u>	3
Kuskin, Karla. <u>Dogs & dragons, trees & dreams: A collection of poems.</u>	4
Kuskin, Karla. <u>Moon, have you met my mother? : The collected poems of Karla Kuskin.</u>	8
Kuskin, Karla. <u>Near the window tree: Poems and notes.</u>	5
Kuskin, Karla. <u>Soap soup and other verses.</u>	5
Kuskin, Karla. <u>Something sleeping in the hall: Poems.</u>	3
Kuskin, Karla. <u>The sky is always in the sky.</u>	2
Kuskin, Karla. <u>Toots the cat.</u>	6
Langstaff, John M. <u>Over in the meadow.</u>	3
Lansky, Bruce. <u>If I ran the school.</u>	1
Lansky, Bruce. <u>Mary had a little jam, and other silly rhymes.</u>	1
Lansky, Bruce. <u>My dog ate my homework! : A collection of funny poems.</u>	2
Lansky, Bruce. <u>No homework! No more tests! Kids favorite funny school poems.</u>	1
Lansky, Bruce. <u>Peter, Peter, pizza-eater: And other silly rhymes.</u>	1
Larios, Julie Hofstrand. <u>Have you ever done that?</u>	7

Dewey 811 Poetry Titles	# Each Title
Larios, Julie Hofstrand. <u>Imaginary menagerie: A book of curious creatures.</u>	1
Larios, Julie Hofstrand. <u>Yellow elephant: A bright bestiary.</u>	6
Larrick, Nancy. <u>On city streets: An anthology of poetry.</u>	1
Lauture, Denizé. <u>Father and son.</u>	3
Lawrence, Jacob. <u>Harriet and the Promised Land.</u>	11
Layne, Steven L. <u>The principal's night before Christmas.</u>	1
<u>Leaf by leaf: Autumn poems.</u>	2
Lee, Dennis. <u>Alligator pie.</u>	1
Lee, Dennis. <u>Bubblegum delicious: Poems.</u>	4
Lee, Dennis. <u>Dinosaur dinner (with a slice of alligator pie): Favorite poems.</u>	7
Lee, Dennis. <u>Jelly Belly.</u>	2
Lee, Dennis. <u>The ice cream store: Poems.</u>	1
Lesynski, Loris. <u>Cabbagehead.</u>	7
Lesynski, Loris. <u>Dirty dog boogie.</u>	1
Lesynski, Loris. <u>Nothing beats a pizza.</u>	9
Levin, Vadim Aleksandrovich. <u>Silly horse.</u>	1
Levy, Constance. <u>A crack in the clouds and other poems.</u>	2
Levy, Constance. <u>A tree place and other poems.</u>	1
Levy, Constance. <u>Splash! : Poems of our watery world.</u>	4
Levy, Debbie. <u>Maybe I'll sleep in the bathtub tonight: And other funny bedtime poems.</u>	1
Lewin, Betsy. <u>Animal snackers.</u>	2
Lewis, Claudia Louise. <u>Long ago in Oregon.</u>	2
Lewis, Claudia Louise. <u>Up and down the river: Boat poems.</u>	1
Lewis, J. Patrick. <u>A burst of firsts: Doers, shakers, and record breakers.</u>	3
Lewis, J. Patrick. <u>A hippopotamusn't and other animal verses.</u>	7
Lewis, J. Patrick. <u>A world of wonders: Geographic travels in verse and rhyme.</u>	1
Lewis, J. Patrick. <u>Big is big (and little, little): A book of contrasts.</u>	1
Lewis, J. Patrick. <u>Birds on a wire: A Renga 'round town.</u>	5
Lewis, J. Patrick. <u>Black swan white crow.</u>	6
Lewis, J. Patrick. <u>Boshblobberbosh: Runcible poems for Edward Lear.</u>	3
Lewis, J. Patrick. <u>Countdown to summer: A poem for every day of the school year.</u>	2
Lewis, J. Patrick. <u>Doodle dandies: Poems that take shape.</u>	20
Lewis, J. Patrick. <u>Earth verses and water rhymes.</u>	2
Lewis, J. Patrick. <u>Freedom like sunlight: Praisesongs for Black Americans.</u>	2
Lewis, J. Patrick. <u>Good mousekeeping and other animal home poems.</u>	1
Lewis, J. Patrick. <u>Heroes and she-roes: Poems of amazing and everyday heroes.</u>	1

Dewey 811 Poetry Titles	# Each Title
Lewis, J. Patrick. <u>July is a mad mosquito.</u>	1
Lewis, J. Patrick. <u>Monumental verses.</u>	7
Lewis, J. Patrick. <u>Please bury me in the library.</u>	22
Lewis, J. Patrick. <u>Riddle-icious.</u>	1
Lewis, J. Patrick. <u>Ridicholas Nicholas: More animal poems.</u>	3
Lewis, J. Patrick. <u>Scien-trickery: Riddles in science.</u>	4
Lewis, J. Patrick. <u>Skywriting: Poems to fly.</u>	1
Lewis, J. Patrick. <u>The Bookworm's feast: A potluck of poems.</u>	4
Lewis, J. Patrick. <u>The house.</u>	1
Lewis, J. Patrick. <u>The little buggers: Insect & spider poems.</u>	2
Lewis, J. Patrick. <u>The underwear salesman: And other jobs for better or worse.</u>	4
Lewis, J. Patrick. <u>The world's greatest poems.</u>	3
Lewis, J. Patrick. <u>Two-legged, four-legged, no-legged rhymes.</u>	1
Lewis, J. Patrick. <u>Under the kissletoe: Christmastime poems.</u>	5
Lewis, John R. <u>Dragons are lonely.</u>	1
Lewis, Richard. <u>In the night, still dark.</u>	5
Liatsos, Sandra Olson. <u>Bicycle riding and other poems.</u>	2
Lillegard, Dee. <u>Go! : Poetry in motion.</u>	3
Lillegard, Dee. <u>Hello school! : A classroom full of poems.</u>	2
Lillegard, Dee. <u>Wake up house! : Rooms full of poems.</u>	8
Lindbergh, Reeve. <u>Grandfather's lovesong.</u>	3
Lindbergh, Reeve. <u>The midnight farm.</u>	3
Little, Jean. <u>Hey world, here I am!</u>	13
Little, Jean. <u>I gave my mom a castle: Poems.</u>	5
Little, Lessie Jones. <u>Children of long ago: Poems.</u>	11
<u>Lives: Poems about famous Americans.</u>	9
Livingston, Myra Cohn. <u>A circle of seasons.</u>	7
Livingston, Myra Cohn. <u>A song I sang to you: A selection of poems.</u>	1
Livingston, Myra Cohn. <u>Abraham Lincoln: A man for all the people: A ballad.</u>	5
Livingston, Myra Cohn. <u>Birthday poems.</u>	5
Livingston, Myra Cohn. <u>Calendar.</u>	1
Livingston, Myra Cohn. <u>Celebrations.</u>	12
Livingston, Myra Cohn. <u>Cricket never does: A collection of haiku and tanka.</u>	5
Livingston, Myra Cohn. <u>Earth songs.</u>	1
Livingston, Myra Cohn. <u>Festivals.</u>	8
Livingston, Myra Cohn. <u>Flights of fancy and other poems.</u>	2
Livingston, Myra Cohn. <u>I never told and other poems.</u>	1
Livingston, Myra Cohn. <u>Keep on singing: A ballad of Marian Anderson.</u>	7
Livingston, Myra Cohn. <u>Let freedom ring: A ballad of Martin Luther King, Jr.</u>	3

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Livingston, Myra Cohn. <u>Light & shadow.</u>	1
Livingston, Myra Cohn. <u>Remembering and other poems.</u>	4
Livingston, Myra Cohn. <u>Sea songs.</u>	1
Livingston, Myra Cohn. <u>Sky songs.</u>	8
Livingston, Myra Cohn. <u>Space songs.</u>	9
Livingston, Myra Cohn. <u>There was a place and other poems.</u>	2
Livingston, Myra Cohn. <u>Valentine poems.</u>	6
Livingston, Myra Cohn. <u>Worlds I know and other poems.</u>	1
Lobel, Arnold. <u>The book of pigericks: Pig limericks.</u>	5
Lobel, Arnold. <u>Whiskers & rhymes.</u>	6
London, Jonathan. <u>I see the moon and the moon sees me.</u>	1
London, Jonathan. <u>Sun dance, water dance.</u>	1
London, Jonathan. <u>Who bop?</u>	2
Longfellow, Henry Wadsworth. <u>Hiawatha.</u>	12
Longfellow, Henry Wadsworth. <u>Hiawatha's childhood.</u>	5
Longfellow, Henry Wadsworth. <u>Paul Revere's ride.</u>	40
Loomans, Diane. <u>Positively Mother Goose.</u>	1
<u>Love to mamá: A tribute to mothers.</u>	13
<u>Low, Alice. The fastest game on two feet: And other poems about how sports began.</u>	1
Lyon, George Ella. <u>Book.</u>	2
Lyon, George Ella. <u>Together.</u>	3
MacLachlan, Patricia. <u>I didn't do it.</u>	9
MacLachlan, Patricia. <u>Once I ate a pie.</u>	11
Maddox, Marjorie. <u>A crossing of zebras: Animal packs in poetry.</u>	1
Maestro, Betsy. <u>Fat polka-dot cat and other haiku.</u>	1
Maher, Ramona. <u>Alice Yazzie's year.</u>	1
<u>Make a joyful sound: Poems for children by African-American poets.</u>	4
<u>Make things fly: Poems about the wind.</u>	1
Mannis, Celeste A. <u>One leaf rides the wind: Counting in a Japanese garden.</u>	12
Margolis, Richard J. <u>Secrets of a small brother.</u>	5
Martin, Bill. <u>"Fire! fire!" Said Mrs. McGuire.</u>	1
<u>Marvelous math: A book of poems.</u>	15
Marzollo, Jean. <u>I love you: A rebus poem.</u>	2
Mataya, Marybeth. <u>Luke and Leo build a limerick.</u>	2
Mathis, Sharon Bell. <u>Red dog, blue fly: Football poems.</u>	8
Maynard, Bill. <u>Santa's time off: Poems.</u>	1
<u>McCord, David Thompson Watson. All day long: Fifty rhymes of the never was and always is.</u>	1
<u>McCord, David Thompson Watson. All small: Poems.</u>	4

Dewey 811 Poetry Titles	# Each Title
McCord, David Thompson Watson. <u>Away and ago: Rhymes of the never was and always is.</u>	1
McCord, David Thompson Watson. <u>Every time I climb a tree.</u>	12
McCord, David Thompson Watson. <u>For me to say: Rhymes of the never was and always is.</u>	1
McCord, David Thompson Watson. <u>Speak up: More rhymes of the never was and always is.</u>	4
McCord, David Thompson Watson. <u>Take sky: More rhymes of the never was and always is.</u>	1
McCord, David Thompson Watson. <u>The star in the pail.</u>	2
McGill, Alice. <u>In the hollow of your hand: Slave lullabies.</u>	3
McGinley, Phyllis. <u>A wreath of Christmas legends.</u>	1
McGinley, Phyllis. <u>The year without a Santa Claus.</u>	3
McMillan, Bruce. <u>One sun: A book of terse verse.</u>	5
McNaughton, Colin. <u>Who's been sleeping in my porridge? : A book of silly poems and pictures.</u>	1
Medina, Jane. <u>My name is Jorge on both sides of the river = Me llamo Jorge en ambos lados del río: Poems.</u>	1
Medina, Jane. <u>The dream on Blanca's wall: Poems in English and Spanish = El sueño pegado en la pared de Blanca: Poemas en ingles y español.</u>	10
Medina, Tony. <u>DeShawn days.</u>	2
Medina, Tony. <u>Love to Langston.</u>	14
Melmed, Laura Krauss. <u>This first Thanksgiving day: A counting story.</u>	1
Merriam, Eve. <u>A poem for a pickle: Funnybone verses.</u>	4
Merriam, Eve. <u>A word or two with you: New rhymes for young readers.</u>	1
Merriam, Eve. <u>Blackberry ink: Poems.</u>	8
Merriam, Eve. <u>Chortles: New and selected wordplay poems.</u>	6
Merriam, Eve. <u>Fresh paint: New poems.</u>	1
Merriam, Eve. <u>Halloween A B C.</u>	8
Merriam, Eve. <u>Higgle wiggle: Happy rhymes.</u>	5
Merriam, Eve. <u>I am a man: Ode to Martin Luther King, Jr.</u>	1
Merriam, Eve. <u>It doesn't always have to rhyme.</u>	4
Merriam, Eve. <u>The singing green: New and selected poems for all seasons.</u>	5
Merriam, Eve. <u>You be good & I'll be night: Jump-on-the-bed poems.</u>	8
<u>Mice are nice.</u>	1
Michelson, Richard. <u>Animals that ought to be: Poems about imaginary pets.</u>	2
<u>Miles of smiles: A collection of laugh-out-loud poems.</u>	5
Miller, Kate. <u>Poems in black & white.</u>	5
Milnes, Gerald. <u>Granny will your dog bite.</u>	2
Mitchell, Stephen. <u>The wishing bone and other poems.</u>	10

Dewey 811 Poetry Titles	# Each Title
Mizumura, Kazue. <u>Flower, moon, snow: A book of haiku.</u>	1
Mizumura, Kazue. <u>I see the winds.</u>	1
<u>Moments.</u>	1
<u>Mommy poems.</u>	7
Moncure, Jane Belk. <u>In spring.</u>	1
Moncure, Jane Belk. <u>In summer.</u>	2
Moncure, Jane Belk. <u>My first Thanksgiving book.</u>	1
<u>Monster poems.</u>	8
<u>Monster soup and other spooky poems.</u>	3
Moore, Clement C. <u>The night before Christmas.</u>	64
Moore, Clement Clarke. <u>The Teddy bears' Night Before Christmas.</u>	1
Moore, Lilian. <u>Beware, take care: Fun and spooky poems.</u>	7
Moore, Lilian. <u>I never did that before: Poems.</u>	3
Moore, Lilian. <u>I'm small and other verses.</u>	7
Moore, Lilian. <u>Mural on Second Avenue: And other city poems.</u>	11
Moore, Lilian. <u>Poems have roots: New poems.</u>	2
Moore, Lilian. <u>See my lovely poison ivy: And other verses about witches, ghosts, and things.</u>	1
Moore, Lilian. <u>Something new begins: New and selected poems.</u>	2
Moore, Lilian. <u>Think of shadows: Poems.</u>	1
Mora, Pat. <u>Confetti: Poems for children.</u>	7
Mora, Pat. <u>Listen to the desert = Oye al desierto.</u>	7
Mora, Pat. <u>The desert is my mother = El desierto es mi madre.</u>	8
Mora, Pat. <u>This big sky.</u>	2
Mora, Pat. <u>Yum! mmmm! que rico! : Americas' sproutings.</u>	5
Mordhorst, Heidi. <u>Pumpkin butterfly: Poems from the other side of nature.</u>	1
<u>More pocket poems.</u>	4
<u>More spice than sugar: Poems about feisty females.</u>	1
<u>Morning, noon, and night: Poems to fill your day.</u>	3
Morrison, Lillian. <u>Guess again! : Riddle poems.</u>	1
Morrison, Lillian. <u>I scream, you scream: A feast of food rhymes.</u>	6
Morrison, Lillian. <u>The sidewalk racer, and other poems of sports and motion.</u>	3
Moss, Howard. <u>Tigers & other lilies.</u>	1
Moss, Jeffrey. <u>Bone poems.</u>	8
Moss, Jeffrey. <u>The butterfly jar: Poems.</u>	11
Moss, Jeffrey. <u>The dad of the dad of the dad of your dad.</u>	1
Mozelle, Shirley. <u>The kitchen talks: Poems.</u>	3
<u>Munching: Poems about eating.</u>	4
Murphy, Joanne Brisson. <u>Feelings.</u>	1

Dewey 811 Poetry Titles	# Each Title
<u>My America: A poetry atlas of the United States.</u>	13
<u>My Black me: A beginning book of black poetry.</u>	15
<u>My kingdom for a horse: An anthology of poems about horses.</u>	1
Myers, Tim. <u>Dark sparkle tea and other bedtime poems.</u>	5
Myers, Walter Dean. <u>Angel to angel: A mother's gift of love.</u>	3
Myers, Walter Dean. <u>Blues journey.</u>	3
Myers, Walter Dean. <u>Brown angels: An album of pictures and verse.</u>	19
Myers, Walter Dean. <u>Glorious angels: A celebration of children.</u>	6
Myers, Walter Dean. <u>Harlem: A poem.</u>	13
Myers, Walter Dean. <u>Jazz.</u>	4
Nash, Ogden. <u>Custard and company: Poems.</u>	4
Nash, Ogden. <u>Custard the dragon and the wicked knight.</u>	1
Nash, Ogden. <u>The adventures of Isabel.</u>	9
Nash, Ogden. <u>The tale of Custard the Dragon.</u>	2
Nave, Yolanda. <u>Goosebumps & butterflies.</u>	1
Nelson, Marilyn. <u>Carver, a life in poems.</u>	3
Nerlove, Miriam. <u>I made a mistake: Based on a jump rope rhyme.</u>	3
<u>Never take a pig to lunch: And other poems about the fun of eating.</u>	8
<u>New Year's poems.</u>	6
Newsome, Effie Lee. <u>Wonders: The best children's poems of Effie Lee Newsome.</u>	1
Nichol, Barbara. <u>Biscuits in the cupboard.</u>	3
Nielsen Barsuhn, Rochelle. <u>In fall.</u>	2
Nielsen, Shelly. <u>Caring.</u>	2
Nielsen, Shelly. <u>Manners.</u>	1
Nielsen, Shelly. <u>Playing fair.</u>	1
Nielsen, Shelly. <u>Self-esteem.</u>	1
Nielsen, Shelly. <u>Sharing.</u>	1
Nielsen, Shelly. <u>Telling the truth.</u>	2
Nikola-Lisa, W. <u>Bein' with you this way.</u>	17
Niven, Penelope. <u>Carl Sandburg: Adventures of a poet.</u>	3
<u>No boys allowed: Poems about brothers and sisters.</u>	2
Noda, Takayo. <u>Dear world.</u>	8
Nordine, Ken. <u>Colors.</u>	1
Norman, Charles. <u>The hornbeam tree and other poems.</u>	3
Numeroff, Laura Joffe. <u>Sometimes I wonder if poodles like noodles.</u>	7
Nye, Naomi Shihab. <u>19 varieties of gazelle: Poems of the Middle East.</u>	1
Nye, Naomi Shihab. <u>Come with me: Poems for a journey.</u>	10
<u>O frabjous day: Poetry for holidays and special occasions.</u>	1

Dewey 811 Poetry Titles	# Each Title
Ode, Eric. <u>Tall tales of the wild west (and a few short ones): A humorous collection of cowboy poems and songs.</u>	1
O'Donnell, Elizabeth Lee. <u>The twelve days of summer.</u>	2
Ogburn, Jacqueline K. <u>The reptile ball.</u>	4
<u>Oh, no! Where are my pants? and other disasters: Poems. 1st ed. New York: HarperCollins, 2005.</u>	10
Olaleye, Isaac. <u>The distant talking drum: Poems from Nigeria.</u>	2
<u>Once upon ice and other frozen poems.</u>	5
O'Neill, Mary Le Duc. <u>Hailstones and halibut bones: Adventures in color.</u>	16
<u>Opening days: Sports poems.</u>	9
Oppenheim, Joanne. <u>Eency Weency Spider.</u>	3
Otten, Charlotte F. <u>January rides the wind: A book of months.</u>	3
Page, P. K. <u>A grain of sand.</u>	2
Paolilli, Paul. <u>Silver seeds: A book of nature poems.</u>	7
Paraskevas, Betty. <u>Gracie Graves and the kids from room 402.</u>	2
Park, Linda Sue. <u>Tap dancing on the roof: Sijo (poems).</u>	10
<u>Pass it on: African-American poetry for children.</u>	14
Paul, Ann Whitford. <u>All by herself: 14 girls who made a difference.</u>	2
Pearson, Susan. <u>Grimericks.</u>	8
Pearson, Susan. <u>Who swallowed Harold? : And other poems about pets.</u>	1
Perdomo, Willie. <u>Visiting Langston.</u>	11
<u>Perfect Poetry: A Poetry Anthology.</u>	1
Perry, Andrea. <u>Here's what you do when you can't find your shoe: (Ingenious inventions for pesky problems).</u>	7
Peters, Lisa Westberg. <u>Earthshake: Poems from the ground up.</u>	20
Petersham, Maud Fuller. <u>The rooster crows: A book of American rhymes and jingles.</u>	4
Piercy, Marge. <u>The art of blessing the day: Poems with a Jewish theme.</u>	1
<u>Pocket poems.</u>	12
Podwal, Mark H. <u>Jerusalem sky: Stars, crosses, and crescents.</u>	2
Poe, Edgar Allan. <u>Edgar Allan Poe.</u>	8
<u>Poem stew.</u>	11
<u>Poems about myself.</u>	6
<u>Poems for brothers, poems for sisters.</u>	2
<u>Poems for fathers.</u>	2
<u>Poems for grandmothers.</u>	2
<u>Poems for Jewish holidays.</u>	6
<u>Poems for mothers.</u>	4
<u>Poems go clang! : A collection of noisy verse.</u>	1
<u>Poems of A. Nonny Mouse.</u>	4

Dewey 811 Poetry Titles	# Each Title
<u>Poems to read to the very young.</u>	1
<u>Poetry by heart: A child's book of poems to remember.</u>	4
<u>Poetry from the masters: The pioneers: An introduction to African-American poets.</u>	1
<u>Poetry speaks to children.</u>	6
<u>Poetry, verse & rhyme, oh my!</u>	1
<u>Poets of North Carolina.</u>	1
Polisar, Barry Louis. <u>Peculiar zoo.</u>	10
Pollock, Penny. <u>When the moon is full.</u>	3
Pomerantz, Charlotte. <u>If I had a paka: Poems in eleven languages.</u>	7
Pomerantz, Charlotte. <u>The Tamarindo puppy and other poems.</u>	4
Pomerantz, Charlotte. <u>Thunderboom! : Poems for everyone.</u>	7
Powell, Consie. <u>Amazing apples.</u>	11
Prelutsky, Jack. <u>A gopher in the garden, and other animal poems.</u>	1
Prelutsky, Jack. <u>A pizza the size of the sun: Poems.</u>	14
Prelutsky, Jack. <u>Awful Ogre running wild.</u>	8
Prelutsky, Jack. <u>Awful Ogre's awful day: Poems.</u>	11
Prelutsky, Jack. <u>Be glad your nose is on your face and other poems: Some of the best of Jack Prelutsky.</u>	2
Prelutsky, Jack. <u>Behold the bold umbrellaphant: And other poems.</u>	8
Prelutsky, Jack. <u>Beneath a blue umbrella.</u>	15
Prelutsky, Jack. <u>Circus.</u>	5
Prelutsky, Jack. <u>Dog days: Rhymes around the year.</u>	1
Prelutsky, Jack. <u>Good sports: Rhymes about running, jumping, throwing, and more.</u>	8
Prelutsky, Jack. <u>I like it here at school.</u>	2
Prelutsky, Jack. <u>If not for the cat: Haiku.</u>	10
Prelutsky, Jack. <u>It's Christmas!</u>	16
Prelutsky, Jack. <u>It's Halloween.</u>	16
Prelutsky, Jack. <u>It's raining pigs & noodles: Poems.</u>	11
Prelutsky, Jack. <u>It's snowing! It's snowing! : Winter poems.</u>	16
Prelutsky, Jack. <u>It's Thanksgiving!</u>	21
Prelutsky, Jack. <u>It's Valentine's Day.</u>	17
Prelutsky, Jack. <u>Lazy blackbird: And other verses.</u>	2
Prelutsky, Jack. <u>Me I am!</u>	5
Prelutsky, Jack. <u>Monday's troll: Poems.</u>	15
Prelutsky, Jack. <u>My dog may be a genius: Poems.</u>	17
Prelutsky, Jack. <u>My parents think I'm sleeping: Poems.</u>	16
Prelutsky, Jack. <u>Nightmares: Poems to trouble your sleep.</u>	15
Prelutsky, Jack. <u>Pizza, pigs, and poetry: How to write a poem.</u>	2

Dewey 811 Poetry Titles	# Each Title
Prelutsky, Jack. <u>Rainy rainy Saturday.</u>	5
Prelutsky, Jack. <u>Ride a purple pelican.</u>	10
Prelutsky, Jack. <u>Rolling Harvey down the hill.</u>	13
Prelutsky, Jack. <u>Scranimals: Poems.</u>	22
Prelutsky, Jack. <u>Something big has been here.</u>	23
Prelutsky, Jack. <u>The baby uggs are hatching.</u>	16
Prelutsky, Jack. <u>The carnival of the animals.</u>	4
Prelutsky, Jack. <u>The dragons are singing tonight.</u>	19
Prelutsky, Jack. <u>The frogs wore red suspenders.</u>	11
Prelutsky, Jack. <u>The gargoyle on the roof: Poems.</u>	11
Prelutsky, Jack. <u>The Headless Horseman rides tonight: More poems to trouble your sleep.</u>	17
Prelutsky, Jack. <u>The new kid on the block: Poems.</u>	25
Prelutsky, Jack. <u>The pack rat's day and other poems.</u>	1
Prelutsky, Jack. <u>The queen of Eene.</u>	7
Prelutsky, Jack. <u>The sheriff of Rottenshot: Poems.</u>	4
Prelutsky, Jack. <u>The swamps of Sleethe: Poems from beyond the solar system.</u>	5
Prelutsky, Jack. <u>Tyrannosaurus was a beast: Dinosaur poems.</u>	20
Prelutsky, Jack. <u>What a day it was at school!</u>	19
Prelutsky, Jack. <u>What I did last summer.</u>	3
Prelutsky, Jack. <u>Zoo doings: Animal poems.</u>	6
Proimos, James. <u>If I were in charge the rules would be different.</u>	1
Quattlebaum, Mary. <u>Winter friends.</u>	4
<u>Questions: Poems.</u>	3
Quiri, Patricia Ryon. <u>The national anthem.</u>	2
Raczka, Bob. <u>Guyku: A year of haiku for boys.</u>	2
<u>Ragged shadows: Poems of Halloween night.</u>	4
Rash, Andy. <u>The robots are coming, and other problems.</u>	3
<u>Read a rhyme, write a rhyme: Poems.</u>	14
<u>Read-aloud rhymes for the very young.</u>	14
Reece, Colleen L. <u>My first Halloween book.</u>	1
<u>Reflections on a gift of watermelon pickle ... : And other modern verse.</u>	3
Rex, Adam. <u>Frankenstein makes a sandwich: And other stories you're sure to like, because they're all about monsters, and some of them are also about food, you like food, don't you? Well, all right then.</u>	15
Rex, Adam. <u>Frankenstein takes the cake.</u>	8
Reynolds, Aaron. <u>Tale of the poisonous yuck bugs.</u>	1
<u>Rhythm road: Poems to move to.</u>	2
Rice, Eve. <u>City night.</u>	2

Dewey 811 Poetry Titles	# Each Title
Richards, Beah E. <u>Keep climbing, girls.</u>	8
Riley, James Whitcomb. <u>The gobble-uns 'll git you ef you don't watch out!:</u> <u>James Whitcomb Riley's Little Orphant Annie.</u>	5
Robb, Laura. <u>Snuffles and Snouts Poems.</u>	1
Roberts, Michael. <u>Mumbo jumbo.</u>	1
Robinson, Fay. <u>Who needs birds when dogs can fly?</u>	4
Roche, P. K. <u>At Christmas be merry: Verses.</u>	2
Rockwell, Thomas. <u>Emily stew: With some side dishes.</u>	1
Roemer, Heidi. <u>Come to my party: And other shape poems.</u>	12
Roll along: <u>Poems on wheels.</u>	4
Rolling in the aisles: <u>A collection of laugh-out-loud poems.</u>	10
Romain, Trevor. <u>The little people's guide to the big world 2.</u>	1
Romain, Trevor. <u>The little people's guide to the big world.</u>	1
Rosales, Melodye. <u>'Twas the night b'fore Christmas: An African-American version.</u>	3
Rosen, Michael J. <u>The cuckoo's haiku and other birding poems.</u>	5
Rosenthal, Amy Krouse. <u>The wonder book.</u>	2
Rovetch, Gerda. <u>There was a man who loved a rat and other vile little poems.</u>	1
Rowden, Justine. <u>Paint me a poem: Poems inspired by masterpieces of art.</u>	1
Ruddell, Deborah. <u>A whiff of pine, a hint of skunk: A forest of poems.</u>	4
Ruddell, Deborah. <u>Today at the bluebird café: A branchful of birds.</u>	2
Ryder, Joanne. <u>Earth dance.</u>	20
Ryder, Joanne. <u>Inside turtle's shell, and other poems of the field.</u>	1
Ryder, Joanne. <u>Mockingbird morning.</u>	3
Ryder, Joanne. <u>Toad by the road: A year in the life of these amazing amphibians.</u>	5
Ryder, Joanne. <u>Under your feet.</u>	1
Ryder, Joanne. <u>Without words.</u>	3
Rylant, Cynthia. <u>Waiting to waltz, a childhood: Poems.</u>	1
Salas, Laura Purdie. <u>Always got my feet: Poems about transportation.</u>	1
Salas, Laura Purdie. <u>Flashy, clashy, and oh-so splashy: Poems about color.</u>	1
Salas, Laura Purdie. <u>Seed sower, hat thrower: Poems about weather.</u>	2
Salas, Laura Purdie. <u>Shrinking days, frosty nights: Poems about fall.</u>	3
Sandburg, Carl. <u>Carl Sandburg.</u>	10
Sandburg, Carl. <u>From daybreak to good night: Poems for children.</u>	1
Sandburg, Carl. <u>Grassroots.</u>	2
Sandburg, Carl. <u>Rainbows are made: Poems.</u>	7
Scanlon, Elizabeth Garton. <u>A sock is a pocket for your toes: A pocket book.</u>	4
Scanlon, Elizabeth Garton. <u>All the world.</u>	5

Dewey 811 Poetry Titles	# Each Title
Schertle, Alice. <u>A lucky thing.</u>	2
Schertle, Alice. <u>Advice for a frog.</u>	8
Schertle, Alice. <u>Button up! : Wrinkled rhymes.</u>	1
Schertle, Alice. <u>How now, brown cow?</u>	10
Schertle, Alice. <u>I am the cat.</u>	1
Schertle, Alice. <u>Keepers.</u>	1
Schmidt, Amy. <u>Loose leashes.</u>	7
<u>School supplies: A book of poems.</u>	1
Schwartz, Alvin. <u>And the green grass grew all around: Folk poetry from everyone.</u>	1
Scieszka, Jon. <u>Science verse.</u>	1
Scieszka, Jon. <u>The book that Jack wrote.</u>	10
Scieszka, Jon. <u>Truckery rhymes.</u>	6
Seattle, Chief. <u>Brother eagle, sister sky: A message.</u>	3
Seawell, Meade. <u>Patterns in the Sand.</u>	1
<u>Secret places.</u>	4
Seeley, Laura L. <u>The book of shadowboxes: A story of the ABC's.</u>	1
Service, Robert W. <u>The cremation of Sam McGee.</u>	15
Service, Robert W. <u>The shooting of Dan McGrew.</u>	1
Seuss, Dr. <u>Horton hears a Who!</u>	1
Shakespeare, William. <u>William Shakespeare.</u>	1
Shange, Ntozake. <u>Coretta Scott.</u>	2
Shange, Ntozake. <u>Ellington was not a street.</u>	18
Shannon, George. <u>Busy in the garden: Poems.</u>	6
Shannon, George. <u>Chicken scratches: Grade A poultry poetry and rooster rhymes.</u>	1
Shapiro, Karen Jo. <u>Because I could not stop my bike: And other poems.</u>	2
Shapiro, Karen Jo. <u>I must go down to the beach again: And other poems.</u>	1
<u>Sharing the seasons: A book of poems.</u>	1
Shaw, Richard. <u>The owl book.</u>	1
Shea, Pegi Deitz. <u>Bungalow fungalow.</u>	1
Shields, Carol Diggory. <u>Almost late to school: And more school poems.</u>	20
Shields, Carol Diggory. <u>American history, fresh squeezed! : 41 thirst-for-knowledge-quenching poems.</u>	2
Shields, Carol Diggory. <u>Lunch money and other poems about school.</u>	13
Shields, Carol Diggory. <u>Science: Fresh squeezed! : 41 thirst-for-knowledge-quenching poems.</u>	1
Shields, Carol Diggory. <u>Someone used my toothbrush: And other bathroom poems.</u>	2
Shore, Diane ZuHone. <u>This is the dream.</u>	12

Dewey 811 Poetry Titles	# Each Title
<u>Side by side: Poems to read together.</u>	5
Sidman, Joyce. <u>Butterfly eyes and other secrets of the meadow.</u>	17
Sidman, Joyce. <u>Dark emperor & other poems of the night.</u>	4
Sidman, Joyce. <u>Eureka! : Poems about inventors.</u>	8
Sidman, Joyce. <u>Just us two: Poems about animal dads.</u>	2
Sidman, Joyce. <u>Meow ruff.</u>	5
Sidman, Joyce. <u>Song of the water boatman & other pond poems.</u>	14
Sidman, Joyce. <u>This is just to say: Poems of apology and forgiveness.</u>	14
Sidman, Joyce. <u>Ubiquitous: Celebrating nature's survivors.</u>	1
Siebert, Diane. <u>Heartland.</u>	3
Siebert, Diane. <u>Mojave.</u>	6
Siebert, Diane. <u>Rhyolite: The true story of a ghost town.</u>	2
Siebert, Diane. <u>Sierra.</u>	2
Siebert, Diane. <u>Tour America: A journey through poems and art.</u>	8
Sierra, Judy. <u>Antarctic antics: A book of penguin poems.</u>	4
Sierra, Judy. <u>Beastly rhymes to read after dark.</u>	1
Sierra, Judy. <u>Monster Goose.</u>	11
Sierra, Judy. <u>There's a zoo in room 22.</u>	10
Silverstein, Shel. <u>A light in the attic.</u>	21
Silverstein, Shel. <u>Donde el camino se corta: Nuevos poemas para reírse.</u>	1
Silverstein, Shel. <u>Don't bump the glump! : And other fantasies.</u>	5
Silverstein, Shel. <u>Every thing on it: Poems and drawings.</u>	3
Silverstein, Shel. <u>Falling up: Poems and drawings.</u>	14
Silverstein, Shel. <u>Hay luz en el desván.</u>	1
Silverstein, Shel. <u>Runny Babbit: A billy sook.</u>	20
Silverstein, Shel. <u>Shel Silverstein poems and drawings.</u>	1
Silverstein, Shel. <u>Where the sidewalk ends: The poems & drawings of Shel Silverstein.</u>	33
Simmie, Lois. <u>Auntie's knitting a baby.</u>	1
Singer, Marilyn. <u>All we needed to say: Poems about school from Tanya and Sophie.</u>	2
Singer, Marilyn. <u>Central heating: Poems about fire and warmth.</u>	7
Singer, Marilyn. <u>Creature carnival.</u>	6
Singer, Marilyn. <u>Family reunion.</u>	1
Singer, Marilyn. <u>Fireflies at midnight.</u>	8
Singer, Marilyn. <u>First food fight this fall: And other school poems.</u>	3
Singer, Marilyn. <u>Footprints on the roof: Poems about the earth.</u>	9
Singer, Marilyn. <u>How to cross a pond: Poems about water.</u>	5
Singer, Marilyn. <u>It's hard to read a map with a beagle on your lap.</u>	3
Singer, Marilyn. <u>Mirror mirror: A book of reversible verse.</u>	9

Dewey 811 Poetry Titles	# Each Title
Singer, Marilyn. <u>Monster museum.</u>	2
Singer, Marilyn. <u>Please don't squeeze your Boa, Noah.</u>	2
Singer, Marilyn. <u>Sky words.</u>	1
Singer, Marilyn. <u>The company of crows: A book of poems.</u>	1
Singer, Marilyn. <u>The Morgans' dream.</u>	5
Singer, Marilyn. <u>Turtle in July.</u>	7
<u>Singing America.</u>	1
Sklansky, Amy E. <u>From the doghouse: Poems to chew on.</u>	1
Sklansky, Amy E. <u>Skeleton bones & goblin groans: Poems for Halloween.</u>	4
<u>Sky magic: Poems.</u>	2
<u>Sleigh bells and snowflakes: A celebration of Christmas.</u>	1
<u>Small talk: A book of short poems.</u>	5
Small, Terry. <u>The Pied Piper of Hamelin.</u>	2
Smith, Charles R. <u>Hoop kings: Poems.</u>	10
Smith, Charles R. <u>Hoop queens: Poems.</u>	6
Smith, Charles R., Jr. <u>Diamond life: Baseball sights, sounds, and swings.</u>	1
Smith, Charles R., Jr. <u>Perfect harmony: A musical journey with the Boys Choir of Harlem.</u>	10
Smith, Charles R., Jr. <u>Rimshots: Basketball pix, rolls, and rhythms.</u>	1
Smith, Charles R., Jr. <u>Short takes: Fast-break basketball poetry.</u>	9
Smith, Hope Anita. <u>The way a door closes.</u>	11
Smith, William Jay. <u>Laughing time: Collected nonsense.</u>	6
<u>Snow toward evening: A year in a river valley: Nature poems.</u>	4
<u>Snuffles and snouts.</u>	6
<u>Sol a sol: Bilingual poems.</u>	9
<u>Someone I like: Poems about people.</u>	4
<u>Song and dance: Poems.</u>	2
Soto, Gary. <u>Canto familiar.</u>	12
Soto, Gary. <u>Fearless Fernie: Hanging out with Fernie and me: Poems.</u>	6
Soto, Gary. <u>Neighborhood odes.</u>	6
Soto, Gary. <u>Worlds apart: Traveling with Fernie and me: Poems.</u>	7
<u>Soul looks back in wonder.</u>	13
<u>Spectacular science: A book of poems.</u>	9
Spinelli, Eileen. <u>Feathers: Poems about birds.</u>	13
Spinelli, Eileen. <u>In our backyard garden.</u>	5
Spinelli, Eileen. <u>Tea party today: Poems to sip and savor.</u>	1
Spires, Elizabeth. <u>Riddle road: Puzzles in poems and pictures.</u>	3
Spires, Elizabeth. <u>With one white wing: Puzzles in poems and pictures.</u>	4
<u>Spooky poems.</u>	2
Spooner, Michael. <u>A moon in your lunch box: Poems.</u>	1

Dewey 811 Poetry Titles	# Each Title
<u>Sports! sports! sports! : A poetry collection.</u>	12
Springer, Nancy. <u>Music of their hooves: Poems about horses.</u>	1
<u>Star walk.</u>	5
Steele, Mary Q. <u>Anna's garden songs.</u>	4
Steele, Mary Q. <u>Anna's summer songs.</u>	5
Steig, Jeanne. <u>Alpha beta chowder.</u>	6
Steig, Jeanne. <u>Consider the lemming.</u>	7
Steinberg, David. <u>The Monster Mall and other spooky poems.</u>	1
Stepanek, Mattie J. T. (Mattie Joseph Thaddeus). <u>Hope through heartsongs.</u>	1
Stevenson, James. <u>Candy corn: Poems.</u>	6
Stevenson, James. <u>Corn chowder: Poems.</u>	3
Stevenson, James. <u>Corn-fed: Poems.</u>	2
Stevenson, James. <u>Cornflakes: Poems.</u>	9
Stevenson, James. <u>Just around the corner: Poems.</u>	4
Stevenson, James. <u>Popcorn: Poems.</u>	8
Stevenson, James. <u>Sweet corn: Poems.</u>	7
<u>Still as a star: A book of nighttime poems.</u>	4
<u>Stone bench in an empty park.</u>	2
Stryker, Sandy. <u>Mother nature nursery rhymes.</u>	1
Sturges, Philemon. <u>She'll be comin' 'round the mountain.</u>	6
Sullivan, Charles. <u>Circus.</u>	1
<u>Sunflakes: Poems for children.</u>	6
<u>Surprises.</u>	17
Swados, Elizabeth. <u>Hey you! C'mere: A poetry slam.</u>	11
Swaim, Jessica. <u>Scarum fair.</u>	1
Swann, Brian. <u>Touching the distance: Native American riddle-poems.</u>	2
<u>Sweets & treats: Dessert poems.</u>	2
Swenson, May. <u>The complete poems to solve.</u>	1
<u>Taking turns: Poetry to share.</u>	1
<u>Teacher's Selection: Anthology of Fifth Grade Poetry.</u>	1
<u>Ten-second rainshowers: Poems by young people.</u>	4
Testa, Maria. <u>Becoming Joe DiMaggio.</u>	12
Thayer, Ernest L. <u>Casey at the Bat.</u>	36
<u>The 20th century children's poetry treasury.</u>	9
<u>The beauty of the beast: Poems from the animal kingdom.</u>	16
<u>The best loved poems of the American people.</u>	1
<u>The Bill Martin, Jr. big book of poetry.</u>	4
<u>The classic treasury of best-loved children's poems.</u>	1
<u>The classic treasury of silly poetry.</u>	1
<u>The Dog writes on the window with his nose and other poems.</u>	1

Dewey 811 Poetry Titles	# Each Title
<u>The Earth is painted green: A garden of poems about our planet.</u>	1
<u>The entrance place of wonders: Poems of the Harlem Renaissance.</u>	5
<u>The Ice cream ocean, and other delectable poems of the sea.</u>	1
<u>The Kingfisher book of scary poems.</u>	4
<u>The Moon's the North Wind's cooky: Night poems.</u>	1
<u>The Other side of a poem.</u>	1
<u>The Oxford book of children's verse in America.</u>	7
<u>The Oxford illustrated book of American children's poems.</u>	9
<u>The Oxford treasury of children's poems.</u>	1
<u>The palm of my heart: Poetry by African American children.</u>	12
<u>The place my words are looking for: What poets say about and through their work.</u>	11
<u>The Random House book of poetry for children.</u>	13
<u>The Sea is calling me: Poems.</u>	2
<u>The sky is full of song.</u>	4
<u>The sun is up: A child's year of poems.</u>	1
<u>The whispering room: Haunted poems.</u>	2
<u>There's no place like school: Classroom poems.</u>	2
<u>This delicious day: 65 poems.</u>	1
<u>This place I know: Poems of comfort.</u>	7
Thomas, Joyce Carol. <u>Brown honey in broomwheat tea: Poems.</u>	17
Thomas, Joyce Carol. <u>Cherish me.</u>	1
Thomas, Joyce Carol. <u>Crowning glory: Poems.</u>	7
Thomas, Joyce Carol. <u>Gingerbread days: Poems.</u>	5
Thomas, Joyce Carol. <u>The blacker the berry: Poems.</u>	9
Thomas, Patricia. <u>Nature's paintbox: A seasonal gallery of art and verse.</u>	6
Thompson, Richard. <u>The follower.</u>	1
Thurman, Judith. <u>Flashlight, and other poems.</u>	1
'Til all the stars have fallen: A collection of poems for children.	2
<u>To the moon and back: A collection of poems.</u>	1
Tobias, Tobi. <u>A world of words: An ABC of quotations.</u>	2
Trapani, Iza. <u>Twinkle, twinkle, little star.</u>	3
<u>Treasury of poetry for children.</u>	1
Trosclair. <u>Cajun night before Christmas.</u>	1
Troupe, Quincy. <u>Little Stevie Wonder.</u>	3
Turner, Ann Warren. <u>A moon for seasons.</u>	2
Turner, Ann Warren. <u>Mississippi mud: Three prairie journals.</u>	3
Turner, Ann Warren. <u>Secrets from the dollhouse.</u>	1
Turner, Ann Warren. <u>The Christmas house.</u>	2
Turner, Ann Warren. <u>Tickle a pickle.</u>	1

Dewey 811 Poetry Titles	# Each Title
Turner, Thomas Noel. <u>Hillbilly night afore Christmas.</u>	3
Under the moon & over the sea: A collection of Caribbean poems.	4
Unobagha, Uzoamaka Chinyelu. <u>Off to the sweet shores of Africa and other talking drum rhymes.</u>	7
<u>Until I saw the sea: A collection of seashore poems.</u>	3
Updike, John. <u>A child's calendar: Poems.</u>	19
Updike, John. <u>A helpful alphabet of friendly objects.</u>	3
<u>Valentine hearts: Holiday poetry.</u>	3
Van Vorst, M. L. <u>A Norse lullaby.</u>	1
Venokur, Ross. <u>Haiku! Gesundheit: An illustrated collection of ridiculous haiku poetry.</u>	1
<u>Very best (almost) friends: Poems of friendship.</u>	5
Viorst, Judith. <u>If I were in charge of the world and other worries: Poems for children and their parents.</u>	20
Viorst, Judith. <u>Sad underwear and other complications: More poems for children and their parents.</u>	14
Viorst, Judith. <u>The alphabet from Z to A: (With much confusion on the way).</u>	2
<u>Voices on the wind: Poems for all seasons.</u>	2
Walker, Alice. <u>There is a flower at the tip of my nose smelling me.</u>	4
Wallner, Alexandra. <u>Munch: Poems and pictures.</u>	1
Walser, Richard. <u>North Carolina poetry.</u>	1
Walton, Rick. <u>What to do when a bug climbs in your mouth, and other poems to drive you buggy.</u>	1
Watson, Clyde. <u>Father Fox's Christmas rhymes.</u>	1
Watson, Clyde. <u>Father Fox's pennyrhymes.</u>	1
Watson, Clyde. <u>Love's a sweet.</u>	1
Watson, Nancy Dingman. <u>Blueberries lavender: Songs of the farmers' children: Poems.</u>	1
Watson, Wendy. <u>A valentine for you.</u>	1
<u>Weather report: Poems.</u>	1
<u>Weather.</u>	1
<u>Weather: Poems.</u>	4
Weatherford, Carole Boston. <u>Birmingham, 1963.</u>	18
Weatherford, Carole Boston. <u>Remember the bridge: Poems of a people.</u>	4
Weatherford, Carole Boston. <u>Sidewalk chalk: Poems of the city.</u>	2
Webster, Dennis. <u>Absolutely wild: Poems.</u>	2
Weinstock, Robert. <u>Food hates you: And other poems.</u>	2
<u>Weird pet poems.</u>	2
Westcott, Nadine Bernard. <u>The lady with the alligator purse.</u>	11
Wheeler, Lisa. <u>Spinster Goose.</u>	1

Dewey 811 Poetry Titles	# Each Title
<u>When the rain sings: Poems by young Native Americans.</u>	2
Whipple, Laura. <u>If the shoe fits: Voices from Cinderella.</u>	17
Whitehead, Jenny. <u>Holiday stew.</u>	5
Whitehead, Jenny. <u>Lunch box mail and other poems.</u>	4
Whitman, Walt. <u>I hear America singing.</u>	2
Whitman, Walt. <u>Voyages: Poems.</u>	2
Whitman, Walt. <u>Walt Whitman.</u>	1
<u>Wicked poems.</u>	1
Wilbur, Richard. <u>More opposites.</u>	1
Wilbur, Richard. <u>Opposites, more opposites, and a few differences: Poems and drawings.</u>	4
Wilbur, Richard. <u>Opposites.</u>	3
Wilbur, Richard. <u>Runaway opposites: Poems.</u>	2
Wilbur, Richard. <u>The disappearing alphabet.</u>	10
Willard, Nancy. <u>A visit to William Blake's inn: Poems for innocent and experienced travelers.</u>	23
Willard, Nancy. <u>Pish, posh, said Hieronymus Bosch.</u>	10
Willard, Nancy. <u>The Ballad of Bidly Early.</u>	2
Willard, Nancy. <u>The voyage of the Ludgate Hill: Travels with Robert Louis Stevenson.</u>	3
<u>William Shakespeare: Poetry for young people.</u>	1
Williams, Vera B. <u>Amber was brave, Essie was smart: The story of Amber and Essie told here in poems and pictures.</u>	14
Wilner, Isabel. <u>B is for Bethlehem: A Christmas alphabet.</u>	3
Wilson, Karma. <u>Bear hugs: Romantically ridiculous animal rhymes.</u>	1
Wilson, Karma. <u>What's the weather inside?: Poems.</u>	2
<u>Wings on the wind: Bird poems.</u>	3
<u>Winter poems.</u>	11
Winter, Jeanette. <u>Emily Dickinson's letters to the world.</u>	2
Winters, Kay. <u>Did you see what I saw?: Poems about school.</u>	4
Wise, William. <u>Dinosaurs forever.</u>	3
<u>Witch poems.</u>	1
<u>Witch words: Poems of magic and mystery.</u>	1
Withers, Grant. <u>A rocket in my pocket: The rhymes and chants of young Americans.</u>	1
<u>Wonderful words: Poems about reading, writing, speaking, and listening.</u>	1
Wong, Janet S. <u>A suitcase of seaweed, and other poems.</u>	4
Wong, Janet S. <u>Knock on wood: Poems about superstitions.</u>	11
Wong, Janet S. <u>Night garden: Poems from the world of dreams.</u>	6
Wong, Janet S. <u>You have to write.</u>	12

Dewey 811 Poetry Titles	# Each Title
Wood, Nancy C. <u>Dancing moons: Poems.</u>	1
Wood, Nancy C. <u>Sacred fire: Poetry and prose.</u>	1
Woodson, Jacqueline. <u>Locomotion.</u>	13
<u>Words with wings: A treasury of African-American poetry and art.</u>	11
Worth, Valerie. <u>All the small poems and fourteen more.</u>	10
Worth, Valerie. <u>Animal poems.</u>	5
Worth, Valerie. <u>At Christmastime.</u>	4
Worth, Valerie. <u>More small poems.</u>	1
Worth, Valerie. <u>Peacock and other poems.</u>	10
Worth, Valerie. <u>Small poems again.</u>	3
Worth, Valerie. <u>Small poems.</u>	2
Worth, Valerie. <u>Still more small poems.</u>	2
Yates, Philip. <u>A pirate's night before Christmas.</u>	1
Yolen, Jane. <u>A mirror to nature: Poems about reflection.</u>	1
Yolen, Jane. <u>A sip of Aesop.</u>	8
Yolen, Jane. <u>Animal fare: Poems.</u>	5
Yolen, Jane. <u>Best witches: Poems for Halloween.</u>	3
Yolen, Jane. <u>Bird watch: A book of poetry.</u>	12
Yolen, Jane. <u>Color me a rhyme: Nature poems for young people.</u>	4
Yolen, Jane. <u>Count me a rhyme: Animal poems by the numbers.</u>	5
Yolen, Jane. <u>Dear mother, dear daughter: Poems for young people.</u>	2
Yolen, Jane. <u>Dinosaur dances.</u>	2
Yolen, Jane. <u>Fine feathered friends: Poems for young people.</u>	5
Yolen, Jane. <u>Here's a little poem: A very first book of poetry.</u>	1
Yolen, Jane. <u>How beastly!: A menagerie of nonsense poems.</u>	1
Yolen, Jane. <u>Least things: Poems about small natures.</u>	6
Yolen, Jane. <u>O Jerusalem.</u>	3
Yolen, Jane. <u>Raining cats and dogs.</u>	2
Yolen, Jane. <u>Ring of earth: A child's book of seasons.</u>	2
Yolen, Jane. <u>Sacred places.</u>	8
Yolen, Jane. <u>Sea watch.</u>	3
Yolen, Jane. <u>Shape me a rhyme: Nature's forms in poetry.</u>	2
Yolen, Jane. <u>Sky scrape/city scape: Poems of city life.</u>	1
Yolen, Jane. <u>Snow, snow: Winter poems for children.</u>	10
Yolen, Jane. <u>The originals.</u>	1
Yolen, Jane. <u>The three bears holiday rhyme book.</u>	4
Yolen, Jane. <u>The three bears rhyme book.</u>	1
Yolen, Jane. <u>Water music: Poems for children.</u>	10
Yolen, Jane. <u>What rhymes with Moon?</u>	1
Yolen, Jane. <u>Wild wings: Poems for young people.</u>	7

Dewey 811 Poetry Titles	# Each Title
<u>You and me: Poems of friendship.</u>	3
Young, Judy. <u>R is for rhyme: A poetry alphabet.</u>	2
<u>Yummy!: Eating through a day.</u>	2
Zimmer, Tracie Vaughn. <u>Sketches from a spy tree: Poems.</u>	5
Zimmer, Tracie Vaughn. <u>Steady hands: Poems about work.</u>	3
Zobel-Nolan, Allia. <u>Smelly feet sandwich and other silly poems.</u>	1
Zolotow, Charlotte. <u>Everything glistens and everything sings: New and selected poems.</u>	1
Zolotow, Charlotte. <u>River winding.</u>	1
Zolotow, Charlotte. <u>Seasons: A book of poems.</u>	3
Zolotow, Charlotte. <u>Some things go together.</u>	1
Zolotow, Charlotte. <u>Wake up and good night.</u>	1

Appendix B: Multicultural Poetry Titles and Frequency

Dewey 811 Multicultural Poetry Titles	# Each Title	Culture/Race/Ethnicity Represented
<u>A Caribbean dozen: A collection of poems.</u>	2	PI
Adoff, Arnold. <u>All the colors of the race: Poems.</u>	11	Bi/Mult
Adoff, Arnold. <u>In for winter, out for spring.</u>	9	AA
Adoff, Arnold. <u>Street music: City poems.</u>	9	Multi
Adoff, Arnold. <u>Today we are brother and sister.</u>	2	PI
Agard, John. <u>No hickory no dickory no dock: Caribbean nursery rhymes.</u>	1	PI
Alarcón, Francisco X. <u>From the bellybutton of the moon: And other summer poems.</u>	9	H/L
Alarcón, Francisco X. <u>Angels ride bikes and other fall poems.</u>	5	H/L
Alarcón, Francisco X. <u>Animal poems of the Iguazú: Poems.</u>	4	H/L
Alarcón, Francisco X. <u>Iguanas in the snow and other winter poems.</u>	7	H/L
Alarcón, Francisco X. <u>Laughing tomatoes and other spring poems.</u>	8	H/L
Alarcón, Francisco X. <u>Poems to dream together =: Poemas para soñar juntos.</u>	10	H/L
Altman, Susan. <u>Followers of the North Star: Rhymes about African American heroes, heroines, and historical times.</u>	3	AA
Angelou, Maya. <u>Amazing peace: A Christmas poem.</u>	3	AA
Angelou, Maya. <u>Life doesn't frighten me.</u>	1	AA
Angelou, Maya. <u>Maya Angelou.</u>	4	AA
Begay, Shonto. <u>Navajo: Visions and voices across the Mesa.</u>	5	AI
Belting, Natalia Maree. <u>Whirlwind is a spirit dancing: Poems based on traditional American Indian songs and stories.</u>	5	AI
Bernier-Grand, Carmen T. <u>César: Sí, se puede! = Yes, we can!</u>	9	H/L
Berry, James R. <u>Isn't my name magical? : Sister and brother poems.</u>	1	AA
Berry, James. <u>Everywhere faces everywhere: Poems.</u>	1	AA
Bolden, Tonya. <u>Rock of ages: A tribute to the Black church.</u>	5	AA

Dewey 811 Multicultural Poetry Titles	# Each Title	Culture/Race/Ethnicity Represented
Boling, Katharine. <u>New year be coming!: A Gullah year.</u>	5	AA
Brooks, Gwendolyn. <u>Bronzeville boys and girls.</u>	8	AA
Bruchac, Joseph. <u>The circle of thanks: Native American poems and songs of thanksgiving.</u>	3	AI
Bruchac, Joseph. <u>Thirteen moons on turtle's back: A Native American year of moons.</u>	18	AI
Bryan, Ashley. <u>Ashley Bryan's ABC of African American poetry.</u>	14	AA
Bryan, Ashley. <u>Sing to the sun: Poems and pictures.</u>	10	AA
Clark, Ann Nolan. <u>In my mother's house.</u>	1	AI
Clifton, Lucille. <u>Everett Anderson's Christmas coming.</u>	1	AA
Clifton, Lucille. <u>Everett Anderson's year.</u>	1	AA
Clifton, Lucille. <u>Some of the days of Everett Anderson.</u>	5	AA
Cool salsa: <u>Bilingual poems on growing up Latino in the United States.</u>	1	H/L
Cumpian, Carlos. <u>Latino rainbow: Poems about Latino Americans.</u>	3	H/L
De Coteau Orie, Sandra. <u>Did you hear Wind sing your name?: an Oneida song of spring.</u>	2	AI
Di Pasquale, Emanuel. <u>Cartwheel to the moon: My Sicilian childhood: Poems.</u>	1	Other
Down by the river: <u>Afro-Caribbean rhymes, games, and songs for children.</u>	2	PI
Dunbar, Paul Laurence. <u>Jump back, Honey: The poems of Paul Laurence Dunbar.</u>	7	AA
Earth always endures: <u>Native American poems.</u>	1	AI
Families: <u>Poems celebrating the African American experience.</u>	14	AA
Feelings, Tom. <u>Daydreamers.</u>	9	AA
Feelings, Tom. <u>Something on my mind.</u>	1	AA
Ferguson, Amos. <u>Under the Sunday tree.</u>	9	AA
Forman, Ruth. <u>Young Cornrows callin out the moon: Poem.</u>	1	AA
Fufuka, Karama. <u>My daddy is a cool dude, and other poems.</u>	1	AA

Dewey 811 Multicultural Poetry Titles	# Each Title	Culture/Race/Ethnicity Represented
Giovanni, Nikki. <u>Ego-tripping: And other poems for young people.</u>	5	AA
Giovanni, Nikki. <u>Knoxville, Tennessee.</u>	5	AA
Giovanni, Nikki. <u>Spin a soft Black song: Poems for children.</u>	14	AA
Giovanni, Nikki. <u>The genie in the jar.</u>	3	AA
Giovanni, Nikki. <u>The sun is so quiet: Poems.</u>	7	AA
Greenfield, Eloise. <u>Brothers & sisters: Family poems.</u>	2	AA
Greenfield, Eloise. <u>For the love of the game: Michael Jordan and me.</u>	17	AA
Greenfield, Eloise. <u>Honey, I love and other love poems.</u>	17	AA
Greenfield, Eloise. <u>Honey, I love.</u>	8	AA
Greenfield, Eloise. <u>In the land of words: New and selected poems.</u>	2	AA
Greenfield, Eloise. <u>Nathaniel talking.</u>	12	AA
Greenfield, Eloise. <u>Night on Neighborhood Street.</u>	20	AA
Greenfield, Eloise. <u>The friendly four.</u>	8	AA
Greenfield, Eloise. <u>The Great Migration: Journey to the North.</u>	2	AA
Greenfield, Eloise. <u>Under the Sunday tree.</u>	1	AA
Greenfield, Eloise. <u>When the horses ride by: Children in the times of war.</u>	5	Multi
Grimes, Nikki. <u>A dime a dozen.</u>	6	AA
Grimes, Nikki. <u>A pocketful of poems.</u>	9	AA
Grimes, Nikki. <u>Aneesa Lee and the weaver's gift.</u>	1	AA
Grimes, Nikki. <u>Come Sunday.</u>	12	AA
Grimes, Nikki. <u>Danitra Brown leaves town.</u>	6	AA
Grimes, Nikki. <u>It's raining laughter.</u>	2	AA
Grimes, Nikki. <u>Meet Danitra Brown.</u>	19	AA
Grimes, Nikki. <u>My man Blue: Poems.</u>	8	AA
Grimes, Nikki. <u>Shoe magic.</u>	1	AA
Grimes, Nikki. <u>Stepping out with Grandma Mac.</u>	3	AA
Grimes, Nikki. <u>Thanks a million: Poems.</u>	5	AA
Grimes, Nikki. <u>Under the Christmas tree.</u>	6	AA
Grimes, Nikki. <u>What is goodbye?</u>	7	AA
Grimes, Nikki. <u>When Daddy prays.</u>	6	AA
Gunning, Monica. <u>America, my new home: Poems.</u>	9	PI

Dewey 811 Multicultural Poetry Titles	# Each Title	Culture/Race/Ethnicity Represented
Gunning, Monica. <u>Not a copper penny in me house: Poems from the Caribbean.</u>	6	PI
Harjo, Joy. <u>For a girl becoming.</u>	1	AI
Harness, Cheryl. <u>Papa's Christmas gift: Around the world on the night before Christmas.</u>	1	Multi
Herrera, Juan Felipe. <u>Laughing out loud, I fly: Poems in English and Spanish.</u>	4	H/L
Hip hop speaks to children: <u>A celebration of poetry with a beat.</u>	6	AA
Ho, Minfong. <u>Hush!: A Thai lullaby.</u>	18	AS
How sweet the sound: <u>African-American songs for children.</u>	5	AA
Hudson, Cheryl Willis. <u>Many colors of Mother Goose.</u>	1	AA
Hughes, Langston. <u>Carol of the Brown King: Nativity poems.</u>	7	AA
Hughes, Langston. <u>Don't you turn back: Poems.</u>	1	AA
Hughes, Langston. <u>Langston Hughes.</u>	6	AA
Hughes, Langston. <u>My people.</u>	4	AA
Hughes, Langston. <u>The block.</u>	2	AA
Hughes, Langston. <u>The dream keeper and other poems: Including seven additional poems.</u>	17	AA
Hughes, Langston. <u>The negro speaks of rivers.</u>	2	AA
Hughes, Langston. <u>The sweet and sour animal book.</u>	4	AA
I have a news: <u>Rhymes from the Caribbean.</u>	2	PI
I, too, sing America: <u>Three centuries of African American poetry.</u>	2	AA
In Daddy's arms I am tall: <u>African Americans celebrating fathers.</u>	19	AA
In the hollow of your hand: <u>Slave lullabies.</u>	2	AA
Iyengar, Malathi Michelle. <u>Tan to tamarind: Poems about the color brown.</u>	2	Multi
Izuki, Steven. <u>Believers in America: Poems about Americans of Asian and Pacific islander descent.</u>	2	AS
Johnson, Angela. <u>The other side: Shorter poems.</u>	4	AA
Johnson, Dinah. <u>Hair dance!</u>	7	AA
Johnson, James Weldon. <u>Lift every voice and sing: Selected poems.</u>	1	AA
Johnson, James Weldon. <u>The creation.</u>	17	AA

Dewey 811 Multicultural Poetry Titles	# Each Title	Culture/Race/Ethnicity Represented
Johnston, Tony. <u>My Mexico =: México mío.</u>	8	H/L
Johnston, Tony. <u>The ancestors are singing.</u>	7	H/L
Jordan, June. <u>Who look at me.</u>	1	AA
Joseph, Lynn. <u>Coconut kind of day: Island poems.</u>	4	PI
Lauture, Denizé. <u>Father and son.</u>	3	PI
Lawrence, Jacob. <u>Harriet and the Promised Land.</u>	11	AA
Lewis, J. Patrick. <u>Freedom like sunlight: Praisesongs for Black Americans.</u>	2	AA
Little, Lessie Jones. <u>Children of long ago: Poems.</u>	11	AA
Livingston, Myra Cohn. <u>Keep on singing: A ballad of Marian Anderson.</u>	7	AA
Livingston, Myra Cohn. <u>Let freedom ring: A ballad of Martin Luther King, Jr.</u>	3	AA
Love to mamá: A tribute to mothers.	13	H/L
Make a joyful sound: Poems for children by African-American poets.	4	AA
Mannis, Celeste A. <u>One leaf rides the wind: Counting in a Japanese garden.</u>	12	AS
McGill, Alice. <u>In the hollow of your hand: Slave lullabies.</u>	3	AA
Medina, Jane. <u>My name is Jorge on both sides of the river = Me llamo Jorge en ambos lados del río.</u>	1	H/L
Medina, Jane. <u>The dream on Blanca's wall: Poems in English and Spanish = El sueño pegado en la pared de Blanca: Poemas en ingles y español.</u>	10	H/L
Medina, Tony. <u>DeShawn days.</u>	2	AA
Medina, Tony. <u>Love to Langston.</u>	14	AA
Merriam, Eve, 1916-. <u>I am a man: Ode to Martin Luther King, Jr.</u>	1	AA
Mizumura, Kazue. <u>Flower, moon, snow: A book of haiku.</u>	1	AS
Mizumura, Kazue. <u>I see the winds.</u>	1	NA
Mora, Pat. <u>Confetti: Poems for children.</u>	7	H/L
Mora, Pat. <u>Listen to the desert =: Oye al desierto.</u>	7	H/L
Mora, Pat. <u>The desert is my mother =: El desierto es mi madre.</u>	8	H/L
Mora, Pat. <u>This big sky.</u>	2	H/L
Mora, Pat. <u>Yum! mmmm! que rico!: Americas' sproutings.</u>	5	Multi

Dewey 811 Multicultural Poetry Titles	# Each Title	Culture/Race/Ethnicity Represented
<u>My Black me: A beginning book of black poetry.</u>	15	AA
Myers, Walter Dean. <u>Angel to angel: A mother's gift of love.</u>	3	AA
Myers, Walter Dean. <u>Blues journey.</u>	3	AA
Myers, Walter Dean. <u>Brown angels: An album of pictures and verse.</u>	19	AA
Myers, Walter Dean. <u>Glorious angels: A celebration of children.</u>	6	Multi
Myers, Walter Dean. <u>Harlem: A poem.</u>	13	AA
Myers, Walter Dean. <u>Jazz.</u>	4	AA
Nelson, Marilyn. <u>Carver, a life in poems.</u>	3	AA
Newsome, Effie Lee. <u>Wonders: The best children's poems of Effie Lee Newsome.</u>	1	AA
Nikola-Lisa, W. <u>Bein' with you this way.</u>	17	Multi
Noda, Takayo. <u>Dear world.</u>	8	NA
Nye, Naomi Shihab. <u>19 varieties of gazelle: Poems of the Middle East.</u>	1	AS
Nye, Naomi Shihab. <u>Come with me: Poems for a journey.</u>	10	AS
Olaleye, Isaac. <u>The distant talking drum: Poems from Nigeria.</u>	2	Other
Park, Linda Sue. <u>Tap dancing on the roof: Sijo (poems).</u>	10	AS
<u>Pass it on: African-American poetry for children.</u>	14	AA
Perdomo, Willie. <u>Visiting Langston.</u>	11	AA
Piercy, Marge. <u>The art of blessing the day: Poems with a Jewish theme.</u>	1	Other
<u>Poems for Jewish holidays.</u>	6	Other
Poetry from the masters: <u>The pioneers: An introduction to African-American poets.</u>	1	AA
Pollock, Penny. <u>When the moon is full.</u>	3	AI
Pomerantz, Charlotte. <u>If I had a paka: Poems in eleven languages.</u>	7	Multi
Seattle, Chief. <u>Brother eagle, sister sky: A message.</u>	3	AI
Shange, Ntozake. <u>Coretta Scott.</u>	2	AA
Shange, Ntozake. <u>Ellington was not a street.</u>	18	AA
Shore, Diane ZuHone. <u>This is the dream.</u>	12	AA
Smith, Charles R. <u>Hoop kings: Poems.</u>	10	NA
Smith, Charles R. <u>Hoop queens: Poems.</u>	6	NA

Dewey 811 Multicultural Poetry Titles	# Each Title	Culture/Race/Ethnicity Represented
Smith, Charles R., Jr. <u>Diamond life: Baseball sights, sounds, and swings.</u>	1	NA
Smith, Charles R., Jr. <u>Perfect harmony: A musical journey with the Boys Choir of Harlem.</u>	10	AA
Smith, Charles R., Jr. <u>Rimshots: Basketball pix, rolls, and rhythms.</u>	1	NA
Smith, Charles R., Jr. <u>Short takes: Fast-break basketball poetry.</u>	9	NA
Smith, Hope Anita. <u>The way a door closes.</u>	11	AA
Sol a sol: <u>Bilingual poems.</u>	9	H/L
Soto, Gary. <u>Canto familiar.</u>	12	H/L
Soto, Gary. <u>Fearless Fernie: Hanging out with Fernie and me: Poems.</u>	6	NA
Soto, Gary. <u>Neighborhood odes.</u>	6	H/L
Soto, Gary. <u>Worlds apart: Traveling with Fernie and me: Poems.</u>	7	Multi
Soul looks back in wonder.	13	AA
Swados, Elizabeth. <u>Hey you! C'mere: A poetry slam.</u>	11	Multi
Swann, Brian. <u>Touching the distance: Native American riddle-poems.</u>	2	AI
The entrance place of wonders: <u>Poems of the Harlem Renaissance.</u>	5	AA
The palm of my heart: <u>Poetry by African American children.</u>	12	AA
Thomas, Joyce Carol. <u>Brown honey in broomwheat tea: Poems.</u>	17	AA
Thomas, Joyce Carol. <u>Cherish me.</u>	1	AA
Thomas, Joyce Carol. <u>Crowning glory: Poems.</u>	7	AA
Thomas, Joyce Carol. <u>Gingerbread days: Poems.</u>	5	AA
Thomas, Joyce Carol. <u>The blacker the berry: Poems.</u>	9	AA
Troupe, Quincy. <u>Little Stevie Wonder.</u>	3	AA
Under the moon & over the sea: <u>A collection of Caribbean poems.</u>	4	PI
Unobagha, Uzoamaka Chinyelu. <u>Off to the sweet shores of Africa and other talking drum rhymes.</u>	7	Other
Weatherford, Carole Boston. <u>Birmingham, 1963.</u>	18	AA
Weatherford, Carole Boston. <u>Remember the bridge: Poems of a people.</u>	4	AA

Dewey 811 Multicultural Poetry Titles	# Each Title	Culture/Race/Ethnicity Represented
Weatherford, Carole Boston. <u>Sidewalk chalk: Poems of the city.</u>	2	Multi
Wong, Janet S. <u>When the rain sings: Poems by young Native Americans.</u>	2	AI
Wong, Janet S. <u>A suitcase of seaweed, and other poems.</u>	4	AS
Wong, Janet S. <u>Knock on wood: Poems about superstitions.</u>	11	NA
Wong, Janet S. <u>Night garden: Poems from the world of dreams.</u>	6	Multi
Wong, Janet S. <u>You have to write.</u>	12	NA
Woodson, Jacqueline. <u>Locomotion.</u>	13	AA
<i>PI = Native Hawaiian or Other Pacific Islander; Bi/Mult = Two or More Races/Ethnicities; AA = Black or African American, Multi = Multiple Cultures; H/L = Hispanic or Latino; AI = American Indian; Other = Other Cultures; AS = Asian; NA = Not Applicable</i>		