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Reading Promotion plan

SLM 504 Young Adult Lit.

**Rationale/Overview:**

According to Bill Clarke in his article “Breaking Through to Reluctant Readers,” “Reluctance to read is not uncommon among high school students. Many students view reading as a forced activity throughout middle school and close the book on reading before they enter high school” (66). This deficit is observed in the lack of traffic or circulation in middle and high school library media centers.

Because Library Media Science is not a “class” in high school, students in Cecil County middle and high schools only tend to visit the library with a teacher for class, or to gather directed research materials. Clarke points out that one of the ways to encourage reluctant readers is to provide students “with a variety” of reading materials (67).

In order to entice more students to utilize the library, marketing of library materials is mandatory. Displays within the library are well and good, but are not seen by students that do not enter the library media center or the library corridor. In order to engage with students on their level and at their convenience, the library needs to come to the students!

When we were kids, we all knew the sound of the ice-cream truck’s music from a half-mile away and came running. My plan is to use the same principle in a mobile library cart equipped with a distinctive bell!

Having the books come to the students is only one aspect of the challenge. The other is creating interest in the books that are featured on the cart each week. These books must be selected utilizing a number of resources, included but not limited to: Wilson’s High School Core Collection “Most Highly Recommended,” reviews gathered from Follett Titlewave, and knowledge of young adult popular trends and topics. Also of import will be the collaboration between subject matter teachers and the LMS to coordinate themes and subject matter that ties in with individual subject curriculum.

Another important factor to consider is student accountability for the texts they read. The goal is not just to have students check out a book, but to read it! If this accountability can be presented hand in hand with an incentive, students will be more motivated to check out, read, and remark upon the books they select from the mobile library cart.

Lastly, I would like to ultimately have student library aides trained to gather the books for the cart, set it up, and conduct it through the halls. This encourages responsibility and is more approachable for students that prefer peer interaction over the books.

**Audience/Objectives:**

The specific audience I’m targeting is the Rising Sun High School in Cecil County. There are approximately 1,200 students currently attending at Rising Sun High School in grades 9-12. This school is comprised of mostly rural and suburban families.

The objective is to***increase book circulation by twenty percent or greater****.* This will be accomplished by exposing a large number students to a wide range of books found in the library’s circulation, and by using feedback to improve the process. The convenience factor of the cart will be a huge part of reaching a majority percentage of the student population throughout the day.

The following from the AASL Standards Framework for Learners that will be addressed and met by students while selecting, reading, and reflecting on books found on the mobile cart:

1. **INQUIRE:** Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
2. **THINK:** Learners display curiosity and initiative by:

1. Formulating questions about a personal interest or a curricular topic.

2. Recalling prior and background knowledge as context for new meaning.

a. *This standard will be met by students during reading as they analyze, synthesize, and process each book.*

C. **SHARE**: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

1. Interacting with content presented by others.

2. Providing constructive feedback

a. This standard will be met by *students when submitting their Google Survey after reading*. It is also hoped that students will *discuss their book choices with one another*.

II. **INCLUDE**: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

1. **THINK**: Learners contribute a balanced perspective when participating in a learning community by:

2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.

3. Describing their understanding of cultural relevancy and placement within the global learning community.

a. This standard will be met by *selecting and reading books that present diverse characters and situations*. By exposure to these books, *students will reassess their own viewpoints of culture and their place in it.*

IV. **CURATE**: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

D. **GROW**: Learners select and organize information for a variety of audiences by:

1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.

3. Openly communicating curation processes for others to use, interpret, and validate.

a. This standard will be met as students *select their reading material from the cart* and by *reflection in the Google Survey*.

**Plan Description:**

This plan involves a mobile cart able to hold and display (cover out, not spine) between 24-30 titles (hard copies and electronic copies available) on display at any given time (Appendix A), a bell or ring-tone that can be heard in the hallway, a weekly theme, and an editable sign with the week’s slogan. The cart should be brightly colored to stand out and easy enough to maneuver through hallways.

The themes for odd numbered weeks will be collaboratively decided upon in cooperation with the subject-matter teachers to coincide with academic units of instruction and topics of interest. The even weeks’ themes will be decided by the LMS and will include but not be limited to genres, topics, popularity, and challenged books.

The mobile cart will circulate through the hallways during homeroom, cafeteria lunch hours, and dismissal one or two days a week. For the remainder of the week, the cart will be available in the library as a display. Check out can be performed on Follett with a laptop or tablet and a scanner.

After each student has completed reading a book, he or she scan the QR code found on the back of the book, and will fill out and submit a Google Survey (Appendix B) with feedback about the book he or she has read. For each completed survey, students will receive points that can be saved up as credit towards books or school store items in cooperation with the PTO/Boosters. Scholastic.com be used to purchase book items offered as part of the incentive and must meet the Cecil County Public School supplementary materials selection policy.

Although the LMS will personally escort the cart the first few weeks, student library aides will be assisting, training, and ultimately responsible for setting up the cart and conducting it through the hallways. These aides will work in pairs and will train with the LMS the first few weeks of school.

**Plan** – Marking Period One (September-Mid November)

1. **Week 1 – Intro to the Cart! “Meet the Teachers’ Favorites!”**
   1. Teachers will submit his or her top 3 favorite YA books prior to the beginning of the academic school year. Each teacher’s picture and name will be displayed underneath the books on display. Why three books? There are three chances for students to check out a book recommended by a particular teacher! These books can be stacked to remain in a row over each teacher’s name.
      1. Examples: “LMS Mrs. Boyko’s Top Three Favorite Books include:”
         1. *Warcross* by Marie Lu
         2. *Spinning* by Tillie Walden
         3. *The Red Queen* by Victoria Aveyard.
2. **Week 2 – “Most Popular Reads”**
   1. This will include 4-5 books each representing 6 genres: Action/Adventure, Sci-Fi, Horror/Thriller, Fantasy, and Contemporary Realistic Fiction. These books will be Wilson’s Most Highly Recommended and will each have 3 favorable reviews. Popularity and circulation numbers should be considered in selection.
      1. Examples include:
         1. *On the Come Up* by Angie Thomas
         2. *The Wicked King* by Holly Black
         3. *Lifel1k3*by Jay Kristoff.
3. **Week 3 – Greek Myths (ELA) “It’s All Greek to Me”**
   1. All fiction/nonfiction books will tie in to either Greek or Roman myths, an area of focus for 9th Grade English.
      1. Examples include:
         1. *Circe* by Madeline Miller
         2. *Starcrossed* by Josephine Angelini
         3. *The Lightning Thief* by Rick Riordan.
4. **Week 4 – Diversity “Dare to Be Different”**
   1. Books featuring culturally and sexually diverse characters/diverse authors. Labels should include: protagonists from various cultures, LGBT characters, settings in other countries, etc.
      1. Examples include:
         1. *Dear Martin* by Nic Stone
         2. *The Gentleman’s Guide to Vice and Virtue* by Mackenzi Lee
         3. *They Both Die at the End* by Adam Silvera.
5. **Week 5 – Earth and Life Sciences (Science 9th and 10th grade) “Animal, Mineral, Vegetable?”**
   1. Nonfiction books pertaining to the Earth sciences and fiction books that have an earth of life science focus (9th grade Earth Science, 10th grade Biology)
      1. Examples include:
         1. *Nemesis* by Brandon Reichs
         2. *Earth: The Definitive Visual Guide* by James F. Luhr
         3. *Weird Sea Creatures* by Erich Hoyt.
6. **Week 6 - Genre Focus “Great Science Fiction”**
   1. Include multiple variations and sub-genres of science fiction: futuristic, dystopian, steampunk, robots, androids, aliens, space travel, time-travel, etc.
      1. Examples include:
         1. *Scythe* and *Thunderhead* By Neal Schusterman
         2. *Illuminae* by Amie Kaufman and Jay Kristoff
         3. *The Ghosts of Heaven* by Marcus Sedgwick.
7. **Week 7 – World Civilizations (11th grade World Civilizations) “Walk Like an Egyptian, or Mayan, or Persian…”**
   1. Nonfiction and Fiction books on ancient civilizations such as the Egypt, Mesopotamia, China, Persia, Roman, Phoenician, or Mayan/Incan.
      1. Examples include:
         1. *Saints* by Gene Luen Yang
         2. *The Roman Way* by Edith Hamilton
         3. *Cooking in Ancient Civilizations* by Cathy K. Kaufman.
8. **Week 8 - Challenged/Banned Books “Handle with Caution”**
   1. All pulled from ALA/AASL’s top Challenged/Banned lists. Labels should include the year(s) on the banned list, as well as the reason (theme or topic) the book was banned. Reasons include “adult situations, language, violent situations,” etc.
      1. Examples include:
         1. *Thirteen Reasons Why* by Jay Asher
         2. *Looking for Alaska* by John Green
         3. *Drama* by Raina Telgemeier
9. **Week 9 – Literature that inspired TV shows/Movies “There’s No Business Like Showbusiness”**
   1. Featuring diverse works from difference time periods, Shakespeare forward to today. For reference, labels should include the title of the show or movie the books inspired (if title differs from the book) and the year the media was released.
      1. Examples include:
         1. *Before I Fall* by Lauren Oliver
         2. *Confessions of a Teenage Drama Queen* by Dyan Sheldon
         3. *The Hate You Give* by Angie Thomas

**Collaboration:**

Utilizing the Cecil County curriculum and a collaborative relationships with teachers, I will meet with each subject level team during professional development flex time prior to the beginning of the academic school year to determine what areas on which to focus each odd week. The goal is to have themes coincide with specific units of instruction. This will allow students to select materials that tie directly into units of focus and interest.

**Technology Use:**

After each student is finished reading a book, they will scan the QR code on the book jacket to complete a quick Google Survey review for the book. This will include 1-5 star ratings for overall enjoyment, plot, and characters, as well as a comment box to add further thoughts. These ratings and comments will be used to help determine further selections for the mobile cart.

Once students have submitted the survey, they will receive five points. These points can be saved up and exchanged toward free books. These books will be purchased through Scholastic in cooperation with the PTO.

**Evaluative Assessment:**

Circulation numbers for the year prior to implementation of the book cart will be compared to the weekly circulation numbers once the book cart has circulated. These gross numbers should reflect a twenty percent increase in overall circulation.

It is fully expected that some week’s themes/certain books will be more popular than others. These trends should be noted and used to refine the plan for the next marking period. Multiple copies of popular books should be on hand. Because all students are given a public library card, it should be suggested that students visit the Rising Sun Public Library if additional copies are needed beyond those found in the school library.

As each student finishes a book, he or she will complete the Google exit survey. This will be privately submitted to the LMS, will be confidential, and will be used only for feedback to refine the program. Student ratings may be combined for a future “peer rating system” to be implemented in the 2021 school year.

Student library aides will be training on the set up and use of the cart. Once trained, they will be responsible for its care and use. These aides receive credit for their volunteer time with the library. Direct verbal feedback from library aides can be used to make adjustments in the number of books on the cart, subject matter requests, and themes.

**Reflection:**

I found that coming up with an idea for this promotion was the easy part…but planning it out was a whole other ball of wax! As always with me, I have many grand ideas that don’t always translate well with the time and budget I’m allotted. With this promotion, I did try to keep these resources, as well as my own capabilities and limitations in mind.

I noticed when I observed in the secondary libraries, that there were fairly few students exploring the stacks. There were typically 3-4 aides at any given period (study hall), and classes only coming in with a teacher for class research. This brought to mind the problem of getting books into student hands. What better way to increase circulation than bringing the library to the students?

Specifically at Cecil County, we have fairly active PTO and Booster organizations. These organizations run all fundraisers and allot money to different groups at the school. It is my hope that the LMC (and its reading programs) will become one of those funded organizations. With that in mind, I set about setting the stage for reading incentives to go hand in hand with students reading the books!

I have been guilty in the past for taking out books and never cracking the cover. It happens. But I do want to present a carrot to the students for actually giving their books a chance! The Google Survey and the accumulation of “points” that can be cashed in toward either free books or school store merchandise (at our HS, the school store features mainly Rising Sun Tiger logo materials, supplies, and clothing) developed as a way to encourage student ownership for their reading.

Perhaps the most important component of this plan was developing the themes and examples for each week. In planning collaboratively with teachers, I had the permission of a McDaniel LMS colleague to use her Elkton high school curriculum map (our sister high school). This was especially helpful in developing specific topics to coincide with first marking period curriculum.

In identifying genres and topics for the LMS week focuses, I utilized Jennifer Shesman’s “Stages of Literary Appreciation” and “Trends in YA Literature” power points, as well as her “Literary Genres” Prezi.

In selecting the books for examples, I utilized multiple review sites, award lists, and Wilson’s Senior Core Collection “Most Highly Recommended” feature to search by subject and topics. It is essential that all books on the cart are of the utmost quality and draw if the plan is to be successful.

During forum feedback, I was asked about the ambitiousness of my timeline. I did pause to question if I was setting myself up for too much. Ultimately, I came to the decision to keep the timeline at a weekly schedule. I did this for two reasons. One, Cecil County stacks five professional development days at the beginning of the school year. Although meetings do comprise two of those days, the others are open to use within the classroom however needed. I plan to work on developing the first several week’s books lists over the summer and during those days so that all that is needed is to pull the books and stack them on the carts. The labels for under the books can be made online and printed. Print and Distribution at Cecil County will cut, laminate, and add Velcro to the back of each on my behalf, cutting my busy work time. The second reason I decided to keep the timeline at weekly was the contribution of the library aide program. These students are highly capable and eager. I wanted to not only utilize them to their full potential, but to give them some ownership of the project. My hope is that as the project progresses, these aides will begin to make suggestions for books to include and/or ways to improve.

In conclusion, yes, it’s ambitious. I do believe, however, that this plan can not only work in our high school setting, but will succeed beyond expectations!

**Appendix A: Cart**

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**Wayfair.com: Sandusky Double-Sided Sloped Cart $429.99**

<https://www.wayfair.com/commercial/pdp/sandusky-cabinets-double-sided-sloped-shelf-book-cart-sn1246.html>

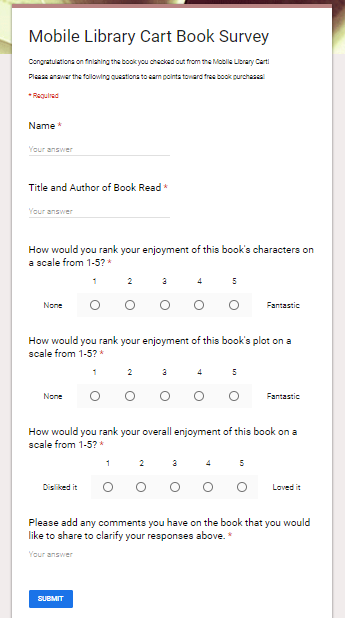
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**Amazon.com: REKATA Aluminum Bike Bell $7.99**

<https://www.amazon.com/REKATA-Aluminum-Bicycle-Adults-Colors/dp/B07FQJC4Q3/ref=sr_1_3?keywords=Bike+bell&qid=1556025610&s=gateway&sr=8-3>

**Appendix B:**

**Exit Survey for Books Read, QR code that links to the survey.**

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