

2016

A selective annotated list of reading promotion events recommended for elementary students

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A selective annotated list of reading promotion events recommended for elementary students

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Abstract

Students who are not afforded with the opportunity to read for pleasure often become students who choose not to read once the required reward-based reading system is removed (Pavonetti et al., 2002). Although anecdotal ideas for reading promotion are often shared in email, blogs, and journals, teacher librarians would benefit from a clear annotated list of reading promotion events designed to help them select a wide variety of events to create a planned sequence of events throughout the school year to best meet a variety of school and community needs.

The research based project is an annotated list of 31 pleasure reading promotional events designed to support teacher librarians in choosing reading promotion events to meet the needs of students in kindergarten through sixth grade. Events were selected for inclusion based upon the following criteria: the primary audience were students kindergarten through sixth grade; events were free or very low cost; events were not tied to extrinsic rewards (e.g. tokens), but could include literacy related rewards (e.g. books); and events could be implemented in one day or launched in one day with future follow up lessons and/or discussions.

New or experienced teacher librarians can use this list of 31 reading promotion events to incorporate events into their curriculum. Events were selectively chosen to only include events that could be implemented in one day's time or launched in one day to allow for practicality. Therefore, choosing at least two events per month is a goal the researcher would encourage all readers of this project to adopt.

A SELECTIVE ANNOTATED LIST OF READING PROMOTION EVENTS
RECOMMENDED FOR ELEMENTARY STUDENTS

A Graduate Research Project
Submitted to the
Division of School Library Studies
Department of Curriculum and Instruction
In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts
UNIVERSITY OF NORTHERN IOWA

by
Nicole Nadine Guldager
December 2015

This Project by: Nicole N. Guldager

Titled: A SELECTIVE ANNOTATED LIST OF READING PROMOTION EVENTS
RECOMMENDED FOR ELEMENTARY STUDENTS

has been approved as meeting the research requirement for the
Degree of Master of Arts.

Date Approved

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ABSTRACT

Students who are not afforded with the opportunity to read for pleasure often become students who choose not to read once the required reward-based reading system is removed (Pavonetti et al., 2002). Although anecdotal ideas for reading promotion are often shared in email, blogs, and journals, teacher librarians would benefit from a clear annotated list of reading promotion events designed to help them select a wide variety of events to create a planned sequence of events throughout the school year to best meet a variety of school and community needs.

The research based project is an annotated list of 31 pleasure reading promotional events designed to support teacher librarians in choosing reading promotion events to meet the needs of students in kindergarten through sixth grade. Events were selected for inclusion based upon the following criteria: the primary audience were students kindergarten through sixth grade; events were free or very low cost; events were not tied to extrinsic rewards (e.g. tokens), but could include literacy related rewards (e.g. books); and events could be implemented in one day or launched in one day with future follow up lessons and/or discussions.

New or experienced teacher librarians can use this list of 31 reading promotion events to incorporate events into their curriculum. Events were selectively chosen to only include events that could be implemented in one day's time or launched in one day to allow for practicality. Therefore, choosing at least two events per month is a goal the researcher would encourage all readers of this project to adopt.

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CHAPTER 1

INTRODUCTION

“Why do we have to check out books? We’re done with Reading Counts, so what’s the point?” Almost every day I hear these questions from middle school students who have graduated from the Scholastic Reading Counts program. After years of being directed by their Reading Counts level, their Reading Counts point goal, and their Reading Counts year-end reward, the concept of reading for pleasure is foreign to some. Reading Counts is implemented in a highly restrictive manner that has controlled elementary students’ reading choices, student library visits, library book purchases, and book promotions.

Problem Statement

According the American Association of School Librarians Position Statement on the Value of Independent Reading in the School Library Program (AASL, 2007), to become lifelong readers, students must have the following:

- access to current, quality, high interest, and extensive collections of books and other print materials in their school libraries, classrooms, and public libraries;
- contact with adults who read regularly and widely and who serve as positive reading role models;
- certified school librarians and classroom teachers who demonstrate their enthusiasm for reading by reading aloud and booktalking;
- time during the school day dedicated to reading for pleasure, information, and exploration;

- opportunities specifically designed to engage young people in reading;
- schools that create an environment where independent reading is valued, promoted, and encouraged; and
- opportunities that involve caregivers, parents and other family members in reading. (para. 4)

According to the AASL (1999) reading for pleasure increases reading proficiency, better communication skills and the ability to process information. Students need opportunity to read for enjoyment, but often students are not afforded that opportunity. Although it is understood that reading for pleasure has several benefits, exactly how to promote reading for enjoyment is rarely discussed in current school librarian journals. Teacher librarians can play an important role in both allowing time for reading for enjoyment and by administering reading promotion events that encourage reading for pleasure.

Sanacore (1999) concluded that free choice in reading develops a self-determination and ownership to all readers. Likewise Krashen (2004) found students who choose what they read and have an informal environment in which to read tend to be more motivated, read more, and show greater language and literacy development.

It is clear that students need time, resources, and support from teachers and the other adults in their lives to provide them the opportunity to read for pleasure. Providing students with reading for pleasure promotional events is one way to achieve that goal, but a clear annotated guide to a variety of reading promotional events has not been located. Teacher librarians implement pleasure reading promotion events to provide reading

opportunities that meet their school and community's needs. With a variety of events designed to meet the needs of students and their families, teacher librarians can promote reading for enjoyment in ways that will encourage students to become lifelong readers. Reading promotion events that provide and encourage students to read for pleasure benefit all involved: parents, classroom teachers, teacher librarians, and especially students.

Summary of Problem Statement

Students who are not afforded with the opportunity to read for pleasure often become students who choose not to read once the required reward-based reading system is removed. Although anecdotal ideas are often shared in emails, blogs, and journals, teacher librarians would benefit from a clear annotated list of reading promotion events designed to help them select a wide variety of events to best meet a variety of school and community needs.

Purpose

The purpose of this project is to create an annotated list of pleasure reading promotional events designed to support teacher librarians in choosing reading promotion events for kindergarten through sixth grade students. Events included must be free or very low cost, may not be tied to extrinsic rewards (e.g. tokens), but may include literacy related rewards (e.g. books), and may be implemented in one day or launched in one day with future follow up lessons and/or discussions.

Research Questions

1. What free or low cost reading promotion events are available to teacher librarians?
2. What organizational structure will make this project accessible to teacher librarians?

Limitations

This project will be limited to free or very low cost reading promotion events that encourage free reading in elementary aged students and can be implemented in one day's time or launched in one day with future follow up lessons and/or discussions; subscription-based reward programs or events costing more than \$25.00 to implement will not be included. Due to the comprehensiveness of this list, the researcher will depend on reviews from fellow teacher librarians, other professionals, and teacher librarian blogs, websites, and listservs to validate the effectiveness of the events.

CHAPTER 2

LITERATURE REVIEW

The purpose of this project is to create a document that will assist elementary teacher librarians in creating effective reading promotion events to encourage independent reading. Prior research related to this topic fell into the following categories: understanding independent reading motivation and attitude, perspectives of independent reading, and reading promotion programming.

Understanding Independent Reading Motivation and Attitude

Understanding student attitude and motivation regarding independent reading in both academic and recreational settings is information that can guide the development of reading promotion programming. Gettys and Fowler (1996) collected data on 740 students in grades 1-5 at an urban elementary school by using The Elementary Reading Attitude Survey as a pre- and post test, developed by McKenna and Kear (1990). The researchers first collected data to establish a baseline of students' attitudes toward reading in both recreational and educational settings and then used that information to determine if the students' attitude in both recreational and academic settings changed between grades levels as well as over time. After pre-tests were administered, teachers attended an inservice to learn how to implement a literature-based basal series that included several reading activities and then spent several months using it in their classrooms. Post-test findings suggested that teachers who helped their students see reading as a pleasurable activity through daily sustained silent reading, home reading projects, cross-age reading, and shared reading experiences played an important role in shaping

positive reading attitudes. With the help of classroom teachers, reading promotion programs can be designed to promote reading as a satisfying activity.

Whereas Gettys and Fowler studied attitude, McGeown, Norgate and Warhurst (2012) studied intrinsic and extrinsic reading motivation among very good and very poor readers. They tested 1811 children aged seven to 13 years using a standardized reading test to identify the reading abilities of the top 10% and bottom 10%. The study determined that students with high reading abilities had higher intrinsic motivation, while students with low reading skills had lower intrinsic motivation. Extrinsic motivation was not significantly associated with their reading skill. The study found that regardless of the skill level, all students were extrinsically motivated by recognition. Gettys and Fowler emphasized the importance of reading effort, "It is important to consider that recognition of ability is not the only way that children can be praised; commending effort also provides recognition to the child" (p. 320). Understanding what motivates students is useful information for planning reading promotion programs.

Continuing study in the area of motivation, Ciampa (2012) investigated if the eBook reading experience motivated eight first grade students to read independently. Over the course of 15 weeks the students each had ten 25-minute sessions with an eBook software program. Qualitative data from the students, parents and teachers were collected through questionnaires, interviews, observations and field notes. The results showed that beginning reader's motivation to read was enhanced through the use of electronic books, and their effort and participation in literacy activities increased. This study acknowledged that digital children's literature is not a satisfactory replacement for

adults reading printed books to children, but that online reading programs offer skill practice with immediate feedback that is appealing to beginning readers in an alternative way. Once the students were motivated to read, their attention span and engagement increased. Offering reading promotion programs that provide students a variety of reading options, such as eBooks, helps keep students motivated and engaged in reading.

Perspectives on Independent Reading

Studying teachers' perspectives on independent reading can shape how schools view their role in promoting independent reading. Sanden (2012) observed eight highly effective classroom teachers, as described by their building principals, to gather information on classroom teacher perspectives and practices of independent reading. Teachers included in the study were first-grade through fifth-grade teachers who taught in elementary schools of various sizes located in urban, suburban, and rural districts in the northwestern United States. Students were from diverse socioeconomic and cultural backgrounds. Sanden observed each teacher's classroom practices for several days over a six-month period. The observations provided the researcher with insight into how highly effective teachers' knowledge and beliefs regarding the use of independent reading compared with actual classroom practice. Although each teacher believed students should be provided with choices in regard to their reading material, they felt responsible for providing ongoing assistance in areas such as monitoring student choices, teaching independent reading behaviors, and maintaining a focus on student growth. The result is *guided* independent reading instead of what others might consider true independent reading.

Continuing study in the area of independent reading, Carey, Howard, and Leftwich (2012) studied how to improve elementary students' engagement during independent reading. The study took place in two suburban schools within a single school district located in the Midwestern United States. Off-task reading behaviors of 32 fourth-grade students and 26 seventh-grade science students were documented using a Student Questionnaire, Reading Disengagement Checklist, Parent Questionnaire, Teacher Questionnaire, and a Journaling Framework. Over a 10 week period, researchers implemented teacher conferencing, teacher modeling, student choice, and vocabulary development strategies to encourage student engagement during independent reading. After 10 weeks, there was a 12% increase in students who reported to love reading independently. The data also revealed that off-task reading behaviors, such as staring at books and flipping through pages decreased from pre- to post- documentation.

In a similar study focusing on student engagement during independent reading, Hall, Hendrick, and Williams (2014) studied how student choice can improve student involvement in reading. The study was conducted over a four-week period and involved 21 third-grade students in a school in the southeastern United States. Prior to the study, the classroom teacher offered strategies for reading and comprehension during independent reading and required students to choose books that were on their level, which was determined by their scores on the Developmental Reading Assessment 2 (DRA2) and their Lexile ranking. During the study students were offered book choices that related to their personal interests, students were offered an iPod Shuffle downloaded with relaxing classical music, and at the end of each independent reading time, students

were offered a chance to engage in book talks. Through pre and post study observations and interviews with students and teachers it was determined that choice during independent reading positively affected students' reading involvement. Given the findings of this study, classroom teacher, parents, and teacher librarians can empower students as learners by providing choices.

Promoting Reading Through Programs and Settings

Understanding how reading promotion programs affect student achievement, attitude, and motivation can help guide schools in creating effective programming. Pavonetti, Brimmer, and Cipiulewski (2002) studied the lasting effects of the reading habits of 1,536 middle school students who were exposed to the Accelerated Reader® reading program in their elementary grades (through fifth grade). The study included students from 10 different middle schools in one exurban and two suburban school districts. All students attended the same district while in elementary school. While some of the elementary school buildings subscribed to Accelerated Reader®, some did not. One district required middle school students to participate in Accelerated Reader®, while the other two districts did not use Accelerated Reader®. During October of the students' seventh grade year, Title Recognition Test surveys were administered to determine differences in the amount of reading done by students who were exposed to Accelerated Reader® through fifth grade and those who have not been exposed to Accelerated Reader®.

The results of this study indicated that students who did not have Accelerated Reader® in elementary school were reading more than the students who came from

elementary schools that did have Accelerated Reader®. Although this study did not examine the factors such as reading ability or school and home environment that could have explained the study's results further, the results are helpful to the teacher librarian who may be considering using Accelerated Reader® as part of a reading promotion program (Pavonetti et al., 2002).

When planning reading promotion programs in the school library, another equally important area to consider is summer reading clubs held at public libraries. Justice et al. (2013) studied who participated in summer reading clubs as well as why they participated. The study focused on children (ages birth to 17 years) who enrolled in five branches of a large urban Midwest community's public library system's well-established 2011 summer reading club. After participants registered for the summer reading club, caretakers of 246 children ages birth to seven year and 480 youth between the ages of eight and 17 years were asked to complete a questionnaire. The questionnaire examined the following characteristics: demographics, home environment, and motivation for participating. The results of this study indicated that the children and youth involved in this study like reading or being read to, understand the importance of improving their reading skills, and believe reading is important. The majority of participants resided in homes that valued education and had a primary caregiver that had high expectations for their future. Participants chose to enroll in the summer reading club because they understood the importance of reading and the fact that reading over the summer would be advantageous to their education – not due to the extrinsic motivators that were offered for their participation. Finally, the study states, “Consequently, the findings suggest that

provision of special rewards and materials to participants – such as prizes and certificates – may not be particularly crucial for attracting children and youth to summer reading clubs” (p. 335).

In addition to understanding why young people participate and/or enjoy reading promotion programs, one must also understand why some students do not partake in reading programs. Mathers and Stern (2012) studied how reading beliefs differed between elementary students and their middle and high school counterparts, the reason for their beliefs, and how they could use the students’ sources of motivation to alter the reading setting to promote reading for pleasure. The study took place in a small urban district located in the northeastern United States. Of the 160 participants, 53 were third grade students, 59 were seventh grade students and 48 were eleventh grade students. Students anonymously completed a short questionnaire that contained six questions that required “yes” or “no” responses, such as “Is reading important?” and “Do you like to read?” The second part of the questionnaire asked student to explain the reasons for their answers.

Mathers and Stern’s (2012) results indicated that all ages of students understood the importance of reading even if they did not like to read and that “choice” and “personal interest” determined whether reading was pleasurable. Older students reported having less free time to read for pleasure both in school and out of school. The researchers used student responses to hypothesize that time set aside in the school in a comfortable area, such a coffeehouse type setting within the school to provide comfortable furniture, appetizing drinks, popular books and magazines, and

conversations with friends would help convince them that reading is not only important, but pleasurable.

Summary

Many studies have been conducted relating to the effectiveness of reading promotion programs to encourage independent reading for pleasure. Studies show that intrinsic motivation, more so than extrinsic motivation (Justice et al., 2013; McGeown et al., 2012; Pavonetti et al., 2002), along with teachers who value and model reading for pleasure (Carey et al., 2012; Gettys & Fowler, 1996) can help students understand that reading is not only valuable, but can also be an enjoyable way to spend one's free time (Mathers & Stern, 2012). While extrinsic rewards can temporarily increase motivation, the long-term effects do not indicate lasting effects on students' reading habits (Pavonetti et al., 2002). Although many studies indicate students' ability to understand the short and long term importance of reading (Hall et al., 2014; Mathers & Stern, 2012), often students only see reading as pleasurable if they are able to read books that are interesting to them, in a variety of formats (Ciampa, 2012), and not dictated by curriculum or teacher directed (Hall et al., 2014). The current project will further examine reading promotion events to determine programs that teacher librarians can implement to encourage students to read for pleasure.

CHAPTER 3

METHODOLOGY

Research suggests that students who read for pleasure understand that reading is not only valuable, but enjoyable, yet often students are not afforded to opportunity to read outside their school's strict leveled reading program guidelines. The purpose of this project is to create an annotated list of pleasure reading promotional events designed to support teacher librarians in choosing reading promotion events for students in kindergarten through the sixth grade. Events included must be free or very low cost, may not be tied to extrinsic rewards (e.g. tokens), but may include literacy related rewards (e.g. books), and may be implemented in one day or launched in one day with future follow up lessons and/or discussions.

Description

This project is an online annotated list of reading for pleasure promotion events for teacher librarians to implement. The overall organization of the list is by suggested month of implementation, September through May. The summaries are written in paragraph form. Each entry is formatted consistently to enable ease of use by teacher librarians. Below the title of the reading promotion event, the entry lists items in the following order: the intended grade of audience, the anticipated budget, suggested month of implementation, and the Internet link and/or text citation. Following this list for each entry, the researcher wrote an annotation that includes a brief history and description of the event.

Procedure

As the researcher, I conducted a search for reading promotion events in a variety of sources: professional books about reader's advisory or reading guidance and promotion; professional journals; practitioner and professional association websites; blogs; and forums. Selected events met the following criteria: the primary audience was students kindergarten through sixth grade; events were free or very low cost; events were not tied to extrinsic rewards (e.g. tokens), but could include literacy related rewards (e.g. books); and events could be implemented in one day or launched in one day with future follow up lessons and/or discussions.

Phase One of the search included a review of professional books about booktalking, reader's advisory, reading guidance, and book promotion. Professional books were located through a search of local library catalogs of the University of Northern Iowa library and Youth Collection and the Area Education Agency 267. I used variations of the following keywords: reader's advisory, booktalks, booktalking, reading guidance, reader guidance, book promotion, reading promotion, book clubs, reading events, library events, reading motivation, book displays, book trailers, book character activities, reading programs, library programs, and reading celebrations. I generated an initial list of professional titles to review at the three libraries. As I reviewed these titles, I also browsed titles of other professional books on nearby shelves. I skimmed the preface or introductory information or any specific chapters about reading events, promotions, or motivation. The final list of professional titles consulted is in Appendix A.

Next I used Ebsco's Library Literature and Information Science Full Text database to search for journal articles for reading guidance and event ideas using a similar set of keywords that were used to search for books. As I encountered new events, I added them to the initial list of reading promotional events in Appendix B.

Following the search for books and journals, I searched the Internet using a similar set of keywords that were used to search for books. I searched on professional association websites as well as teacher librarian blogs and websites. I also accessed teacher librarian listservs, searching archived posts for teacher librarian recommendations. If new events were discovered, I added them to the initial list in Appendix B.

Using these professional tools, I generated an initial list of book promotion events and their components such as book talks, book trailers, book clubs, book displays, book lists of recommended titles, state (Iowa Children's Choice) promotions and voting, national book awards, author visits/skype author visits. Appendix B contains an initial list of book promotion events, in no particular order. As I searched, I kept basic notes about the events under consideration and the source(s) to locate further information.

Phase Two included a more thorough investigation of each event on my initial list to make sure each met the following criteria: the primary audience is students kindergarten through sixth grade; events included must be free or very low cost; events may not be tied to extrinsic rewards (e.g. tokens), but may include literacy related rewards (e.g. books); and events may be implemented in one day or launched in one day with future follow up lessons and/or discussions. Events that were mentioned in a

number of places, and events that were most practical to implement were given priority to be included in the final project, which is a selective list.

Events that were eliminated remain in Appendix B for reference for those who may be interested in other choices. Events selected for annotations are indicated in Appendix B with bold font.

In Phase Three of the project, I reviewed the list of selected events and organized it according to suggested month of implementation, beginning in January. Those events without a suggested month of implementation are listed first.

In Phase Four of the project, I created an annotation for each event selected for the guide. A brief history of the event precedes basic guidelines for implementation.

In Phase Five of the project, I gathered feedback about the format and structure of the annotated list. I asked several teacher librarians to look at the project and the structure in which it is organized and used their feedback to make improvements.

CHAPTER 4

THE PROJECT

A Selective Annotated List of Reading Promotion Events Recommended for Elementary Students

This project was completed as part of the researcher's final School Library Studies research project, as part of the paper titled, "A Selective Annotated List of Reading Promotion Events Recommended for Elementary Students." The project contains 31 reading promotion events to encourage free reading among elementary age students. Events included meet the following criteria: the primary audience is ages kindergarten through sixth grade; events are free or very low cost; events are not tied to extrinsic rewards (e.g. tokens), but may include literacy related rewards (e.g. books); and events may be implemented in one day or launched in one day with future follow up lessons and/or discussions.

New or experienced teacher librarians can use this list of 31 reading promotion events to incorporate events into their curriculum. Events were selectively chosen to only include events that could be implemented in one day's time or launched in one day to allow for practicality. Therefore, choosing at least two events per month is a goal the researcher would encourage all readers of this project to adopt.

The electronic version of this project can be viewed at:

<https://sites.google.com/a/uni.edu/drkarlakrueger/home/roles/teacher/promote-reading>.

Events for No Specific Month

Title: Nonfiction Monday

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: Monthly

Internet Link or Text Citation: <https://nonfictionmonday.wordpress.com/>

Bloggers encourage those who provide books to children to include non fiction titles by writing about nonfiction books for kids each Monday. Nonfiction Monday can be adopted to the school library by the teacher librarian booktalking nonfiction books on Mondays to students. Teacher librarians can display nonfiction books, bring books to the classroom to booktalk, or booktalk during students' scheduled library class times. This event could take place weekly, bi-weekly, or monthly.

September Events

Title: Talk Like a Pirate Day

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25

Suggested Month of Implementation: September

Internet Link or Text Citation: <http://talklikeapirate.com/juniorpirates.html>

Talk Like A Pirate Day is an original concept created by John Baur and Mark Summers in 2002. It is celebrated on September 19. Although originally intended for adults, the above website contains links to songs, games, books selections and much more for Junior Pirates. Teacher Librarians can use this day each September to encourage pirate vocabulary (selectively), invite students to wear pirate gear and choose a pirate name, play pirate mad libs, and browse the display of books highlighting known pirates of the past, modern day pirates, along with books with sea adventure themes.

Title: International Literacy Day

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25

Suggested Month of Implementation: September

Internet Link or Text Citation: <http://internationalliteracyday.org/>

International Literacy Day is celebrated each September and gives adults and children the chance to rediscover the joys of reading while raising awareness for those who do not have access to education. Teacher Librarians can connect with classroom around the world to engage in a book club or discussion, read aloud and display books by teacher's authors, encourage students to dress as their favorite author or character, and invite

respected members of the community to a school wide assembly to talk to the students about the importance of literacy to all school age children across the world.

Title: Library Card Sign Up Month

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: September

Internet Link or Text Citation:

<http://www.ala.org/conferenceevents/celebrationweeks/card>

Library Card Sign-up Month is celebrated by local libraries each September as a way to encourage community members to see what the library can offer them. If the school and local public library are within walking distance, the teacher librarian can collaborate with the librarian to give tours of the children's area, hand out library card sign up information, and help promote the local library's programming. Additionally, the teacher librarian can invite the public librarian in to the school to read to the students periodically during their scheduled school library visits, as well as share upcoming events in the public library.

Title: International Dot Day

Intended Grade of Audience: K-6

Anticipated Budget: \$0

Suggested Month of Implementation: September 15

Internet Link or Text Citation: <http://www.thedotclub.org/dotday/>

Inspired by Peter H. Reynolds' *The Dot*, International Dot Day has grown to over 120 countries whose teachers are inspiring their students to make their mark by trusting their own abilities, like the book's main character learns to do. Teacher librarians can read this book to students and then participate in a number of activities outlined in the free educator's handbook provided on the website. The library collection's copy of Peter H. Reynold's book can be displayed along with the other books he has written or illustrated.

Title: Banned Book Week

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: September-October

Internet Link or Text Citation: <http://www.bannedbooksweek.org/>

<http://www.ala.org/bbooks/frequentlychallengedbooks/top100>

Launched in 1982, Banned Book Week was created in response to a large number of books being challenged in libraries, bookstores, and schools. Students can learn about the freedom to read, discuss why books are challenged and the implications of banning

them, and the teacher librarian can read aloud from a favorite challenged or banned book. A display of challenged and banned books can be displayed for the students to explore.

October Events

Title: Read for the Record

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: October

Internet Link or Text Citation: <http://www.jstart.org/campaigns/read-for-the-record>

Jumpstart is a national early education organization that trains community members and college students to serve preschool children in low-income neighborhoods. Jumpstart provides a curriculum to help children develop language and literacy skills to be ready for kindergarten. In 2005 Jumpstart started their global campaign *Read for the Record* to support the importance of building children's love for learning. Each October children and adults worldwide participate in the world's largest shared reading experience by reading the preselected title in an effort to break the world reading record for the most people reading the same book on the same day. Teacher librarians can schedule read aloud times with classes or get multiple copies of the book so several classrooms can have their own read aloud sessions. This could also be used to introduce the Guinness Book of World Records and fuel discussions about world records more generally.

November Events

Title: International Game Day

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: November

Internet Link or Text Citation: <http://igd.ala.org/>

Every year on the third Saturday of November, libraries around the world come together to celebrate International Games Day (IGD), an event run by volunteers from the American Library Association, the Australian Library and Information Association, and Nordic Game Day. By celebrating IGD in the school library, a teacher librarian will raise awareness about gaming in the library, engage with their students in a different way, and bring together gamers in the library who might otherwise not collaborate. The event can include games of all kinds, including tabletop board games, video games, card games, and more. Also, the event has the potential to bring in students who wouldn't typically visit the library. Books on card games, magic tricks, Lego building, and Minecraft should be displayed for patrons.

Title: World Kindness Day

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: November

Internet Link or Text Citation:

<https://www.randomactsofkindness.org/lesson-plans-pilot-program>

The Random Act of Kindness Foundation sponsors World Kindness Day each November to encourage acts of kindness. Students can use this special day to visit a local care facility to read to the residents or if a local facility does not exist, record themselves reading books and share the recordings with the facility. As an alternative, local retired and elderly community members could be invited to the school and paired with students or groups of students to share books together. In preparation to World Kindness Day, the teacher librarian can read books with the topic of kindness, such as *The Mitten Tree* by Candace Christiansen, display books that highlight characters showing kindness, and encourage other kindness related activities, such as having students create Kindness Cards that are given to others when acts of kindness are observed.

Title: Picture Book Month

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: November

Internet Link or Text Citation: <http://picturebookmonth.com/>

Each November countries around the world celebrate the printed picture books by participating in Picture Book Month. Using the website to provide students with a vast array of activities, teacher librarians can promote this event to all ages of students. Suggestions include keeping a running total of picture books checked out, skyping with a picture book author, having local celebrities or administration read their favorite picture books to students, and displaying picture books throughout the month of November.

December Events

Title: Bake Cookies Day

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: December

Internet Link or Text Citation:

<https://www.daysoftheyear.com/days/bake-cookies-day/>

People of different nationalities and religions often celebrate their faith, their families, and their traditions in the month of December in their own unique ways, but often baking

cookies is a common theme no matter what the nationality or religion. One way to unite the different cultures of students is to celebrate National Bake Cookies Day, which is celebrated each December 18. During the days leading up to National Bake Cookies Day, the teacher librarian can discuss the history of cookies, invite students to bring in copies of their family's favorite recipes to share, discuss the different traditions involved with baking cookies, and display the library collection of children's cookbooks, along picture books and fiction titles with baking or cookie themes.

Title: Letters About Literature

Intended Grade of Audience: 4-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: December

Internet Link or Text Citation: <http://www.read.gov/letters/>

Started in 1992, Letters about Literature is an annual writing contest for readers grades 4-12. Students choose a book or poem about which they have strong feelings, reflect on how the author's work changed their view of the world or how and why they are different than before they read the work, and write a reflective letter to the author (dead or alive) on how their work changed them or led them to think differently. Letters are sent to and become the property of Center for the Book in the Library of Congress. Winners are announced in mid-April, with winners being recognized during presentations in May and June. Although the deadline for submission for grades 4-6 is mid January, teacher librarians should introduce this contest to students in December to ensure students have time to write quality pieces or work for submission. This can be a time for teacher librarians to display books that may inspire students to reflect on past readings and encourage students to read titles that lead students to deeper thinking along with books that inspire students to make positive changes in themselves and the world around them.

Title: National Christmas Card Day

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25

Suggested Month of Implementation: December

Internet Link or Text Citation:

<http://www.cute-calendar.com/event/christmas-card-day/16963.html>

http://www.teachingbooks.net/author_collection.cgi?id=54&mid=213

Celebrated each December 9 to honor Sir Henry Cole (1818-1874) of England, who first created the commercial Christmas Card in 1843, National Christmas Card Day is a time teacher librarians can celebrate the act of card making by exploring the pop-up books by Robert Sabuda and learning how to create their own pop-up card. Using the provided link, teacher librarians can show students the art of creating a Robert Sabuda pop up book

and then then follow up with students creating their own pop up card, through the directions on the author's personal website. Sharing the author's pop-up holiday and winter themed titles, such as *Winter's Tale*, *The Night Before Christmas*, and *Cookie Count: A Tasty Pop-up* can inspire students to not only read, but to create.

January Events

Title: Multicultural Children's Book Day

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25

Suggested Month of Implementation: January

Internet Link or Text Citation:

<http://multiculturalchildrensbookday.com/our-programs/mccbd-2016-classroom-reading-challenge/>

January 27, 2016, will be the first annual Multicultural Children's Book Day (MCBD). This day will be set aside to raise awareness of children's books that celebrate diversity and to get more of them into classrooms and libraries. Teacher librarians can encourage classroom teachers to use the website to sign up for the MCBD reading challenge and be given a free multicultural book for their classroom library for completing the challenge, sponsored by Jr. Library Guild. Teacher librarians can Skype with authors of multicultural books, display books that feature characters of different ethnicities, and read aloud from those same books.

Title: Theodor Seuss Geisel Award

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00 for Award winning title, higher if honor books are purchased

Suggested Month of Implementation: January

Internet or Text Citation:

<http://www.ala.org/alsc/awardsgrants/bookmedia/geiselaward>

The Geisel Award, named for the children's author Theodor Geisel, was established in 2004 and first presented in 2006. The Geisel Award is given annually in January during the American Library Association's midwinter meeting conference to the author(s) and illustrator(s) of the most distinguished American book for beginning readers published in English in the United States during the preceding year. Teacher Librarians can read and display past award and honor books, highlighting additional books by the authors and illustrators.

Title: Iowa's Children's Choice Award

Intended Grade of Audience: 3-6

Anticipated Budget: \$140 to \$200 for purchase of 20+ Iowa Children's Choice titles through ICC identified vendor, Perfection Learning. Available Spring/Summer through Iowa Association of School Librarians' (IASL) website.

Suggested Month of Implementation: January initially, then monthly

Internet Link or Text Citation:

<http://www.iasl-ia.org/p/iowa-childrens-choice-award.html>

Each spring Iowa 3rd through 6th grade students nominate books to be included in the following year's list of Iowa Children's Choice list of 15-25 books which is announced each January. The following spring, 3-6 grade students vote on which book they feel is the best, with the winner being announced at the annual Iowa Association of School Librarians spring conference. Each fall the teacher librarian should explain the process and promote the books by using bookmarks, displaying the poster, giving booktalks, showing book trailers, and sharing other resources. Throughout the school year the teacher librarian should check in with the students and remind them of the voting process and timeline. Voting typically closes in late March and voting information can be found at the link above.

Title: Newbery Medal winner books

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00 for Newbery Medal winner, higher if honor books are purchased

Suggested Month of Implementation: January initially, then monthly

Internet Link or Text Citation:

<http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberymedal>

The Newbery Medal is awarded annually in January by the American Library Association for the most distinguished American children's book published the previous year. In 1922, the Newbery Award became the first children's book award in the world. Books that are considered runners-ups are called Newbery Honor books. Teacher librarians can promote the reading of Newbery Medal winners as well as Newbery Honor books by displaying Newbery Medal and Honor books and poster of past titles, booktalking, showing book trailers, and providing bookmarks with titles.

Title: Caldecott Medal and Honor Books

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00 for Caldecott Medal winner, higher if honor books are purchased

Suggested Month of Implementation: January initially, then monthly

Internet Link or Text Citation:

<http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal>

Caldecott Medal and Honor books have been awarded since 1938 in honor of nineteenth-century English illustrator Randolph Caldecott. Caldecott Medal and Honor books are announced each January by the Association for Library Services for Children to the artist of the most distinguished American picture book for children. Teacher librarians can promote the reading of Caldecott Medal winners as well as Caldecott Honor books by displaying Caldecott Medal and Honor books and poster of past titles, booktalking, showing book trailers, and providing bookmarks with titles.

Title: Science Fiction Day

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: January

Internet Link or Text Citation:

<https://www.daysoftheyear.com/days/science-fiction-day/>

Science Fiction Day is celebrated on January 2 each year to correspond with the birthday of Isaac Asimov, a famous science fiction writer who is credited with writing or editing more than 500 books. Teacher librarians can discuss the genre of science fiction, display Isaac Asimov titles from their collection along with books by other other science fiction authors, and invite students to booktalk to their peers their favorite science fiction novels.

February Events

Title: Groundhog Job Shadow Day

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: February

Internet Link or Text Citation: http://www.educationworld.com/a_curr/curr050.shtml

Just as Punxsutawney Phil looks for his shadow on February 2, U.S workers often have “shadows” as they encourage youth to job shadow them to allow for an up-close look at what a “real job” is like and how their education plays a key role in their future.

Although Groundhog Job Shadow Day is set aside for students to go into the workplace, teacher librarians can celebrate this day by inviting local professionals into the library to talk about their jobs. Arranged prior, the teacher librarian can provide a wide selection of nonfiction books covering the careers to be discussed for students to peruse and borrow.

Title: Black History Month

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: February

Internet Link or Text Citation: <http://www.readingrockets.org/calendar/blackhistory>

Each February communities and schools recognize the history and contributions of African Americans by celebrating Black History Month. Teacher librarians can use this event to highlight African American authors, illustrators, and storytellers by displaying their books and listening to author interviews, showcasing books with strong African American characters, and creating a nonfiction display of influential people of African descent.

Title: Presidents' Day

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: February

Internet Link or Text Citation:

<http://www.scholastic.com/teachers/unit/presidents-day-everything-you-need>

Presidents' Day is a day to celebrate all U.S. presidents past and present, although it was originally established in 1885 in recognition of President George Washington.

Presidents' Day is an American holiday celebrated on the third Monday in February.

Teacher Librarians can encourage students to read nonfiction books about the presidents by displaying books from the collection, booktalking, and reading aloud to students.

Students can dress as their favorite president, make president related crafts in the library, and view a video highlighting our country's presidents as they browse for books.

March Events

Title: Read Across America

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: March

Internet Link or Text Citation:

<http://www.seussville.com/Educators/educatorReadAcrossAmerica.php>

Sponsored by the National Education Association, Read Across America Day is celebrated annually on March 2, Dr. Seuss's birthday. Students can be provided printed materials and online activities, read a variety of Dr. Seuss books, dress as their favorite character, and even eat Dr. Seuss inspired snacks. This event can be limited to March 2 or celebrated all week with the school participating in dress up days that correspond with Dr. Seuss books, such as inviting students to wear silly socks on the same day that a local celebrity, such as a business owner or the Mayor, reads *Fox in Socks*.

Title: World Read Aloud Day

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: March

Internet Link or Text Citation: <http://www.litworld.org/wrad/>

LitWorld was founded in 2007 by Executive Director Kim Allyn after she visited a community of extreme poverty in Kenya and saw first hand the desire of children to read and write. LitWorld is founded on the belief that literacy is a universal human right. In 2010 World Read Aloud Day was established to celebrate and promote literacy. As a way to promote World Read Aloud Day, teacher librarians can read aloud to students, pair older students with younger students for a time to read aloud to each other, invite community members to read aloud to students from their favorite childhood books, or read aloud with an author via Skype.

April Events

Title: School Library Month

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: April

Internet Link or Text Citation: <http://www.ala.org/aasl/slm>

Since 1985 every April the American Association of School Librarians' (AASL) encourages teacher librarians to create activities to promote their program as a way to celebrate the vital role that strong school library programs play in transforming learning. Teacher librarians can use this event to highlight their role by encouraging students to utilize the library for not only leisure reading, but as a place to collaborate on projects, conduct research, explore their interests, and ask questions. A wide variety of reference and nonfiction books can be displayed, a slide show could be created highlighting past and upcoming library events, new books can be highlighted, and collaboration evidence can be shown throughout the day as students browse for new selections.

Title: D. E. A. R. (Drop Everything and Read)

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: April

Internet Link or Text Citation: <http://www.dropeverythingandread.com/>

Originally celebrated nationwide on April 12 in honor of Beverly Cleary's birthday, who first wrote about D.E.A.R. in *Ramona Quimby, Age 8*, now D.E.A.R. is often celebrated the entire month of April. Teacher librarians can coordinate with their classroom

teachers to promote a daylong event by having students dress in comfortable clothing, bringing from home their pillows, blankets, and favorite books, and taking the entire day to listen to relaxing music, and read. Each hour a different genre or form of text can be introduced and new selections offered. To celebrate all month, the teacher librarian can encourage students to take time out of each day to D.E.A.R., bookmarks and posters can be made to remind students, students can be encouraged to record their time spent reading, and Beverly Cleary books can be given away as prizes.

Title: Poetry Month

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: April

Internet Link or Text Citation: <https://www.poets.org/national-poetry-month/home>

National Poetry Month has been held every April since 1996 and was first introduced by the Academy of American Poets. The month is dedicated to celebrating poetry with events taking place in school classrooms, libraries, bookstores, and more. Teacher librarians can showcase the National Poetry Poster, Participate in the [Dear Poet Project](#) with students, celebrate [National Poem in Your Pocket Day](#), display books of Poetry, highlight authors of children's poetry such as Shel Silverstein, and have poetry readings throughout the month.

May Events

Title: Children's Book Week

Intended Grade of Audience: K-6

Anticipated Budget: \$0

Suggested Month of Implementation: May initially and then ongoing to promote the Children's Choice Book Award past and current winners

Internet Link or Text Citation: <http://www.bookweekonline.com/>

Since 1919, events are held nationwide to celebrate Children's Book Week, the longest-running national literacy initiative in country. Children's Book Week is administered by Every Child a Reader and Children's Book Council is an anchor sponsor. These same organizations created the Children's Choice awards to give children the opportunity to voice their opinions on books being written for them. Teacher librarians can download bookmarks and order posters to promote the week. Past Children's Choice Book Award winners can be displayed, booktalked, and book trailers shown to encourage students to read the titles. Winners are announced live during Children's Book Week and could be broadcast in the library students to watch.

Title: Star Wars Day

Intended Grade of Audience: K-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: May

Internet Link or Text Citation: <http://www.starwars.com/may-the-4th>

May Fourth has become the unofficial Star Wars holiday and is celebrated with the phrase, “May the Fourth Be With You!” Students can dress as their favorite Star Wars character, make Star Wars crafts, snacks, build with Star Wars Legos, and browse the selection of Star Wars, astronomy, and space books on display.

Title: Free Comic Book Day

Intended Grade of Audience: 3-6

Anticipated Budget: up to \$25.00

Suggested Month of Implementation: May

Internet Link or Text Citation: <http://www.freecomicbookday.com/Home/1/1/27/992>

Held the first Saturday in May each year, Free Comic Book Day is a day when independent comic book specialty shops around the world give away at least one free comic book to anyone who comes in their store. In the days leading up to Free Comic Book Day students can be introduced to the unique features of a comic book that appeal to both boys and girls as well as reluctant readers, shown examples of popular comics throughout the past century (a local collector could be invited), and given information about local shops participating in Free Comic Book Day.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Students who are not afforded with the opportunity to read for pleasure often become students who choose not to read once the required reward-based reading system is removed (Pavonetti et al., 2002). Although anecdotal ideas for reading promotion are often shared in email, blogs, and journals, teacher librarians would benefit from a clear annotated list of reading promotion events designed to help them select a wide variety of events to create a planned sequence of events throughout the school year to best meet a variety of school and community needs.

The research based project is an annotated list of 31 pleasure reading promotional events designed to support teacher librarians in choosing reading promotion events to meet the needs of students in kindergarten through sixth grade. Events were selected for inclusion based upon the following criteria: the primary audience were students kindergarten through sixth grade; events were free or very low cost; events were not tied to extrinsic rewards (e.g. tokens), but could include literacy related rewards (e.g. books); and events could be implemented in one day or launched in one day with future follow up lessons and/or discussions.

As the researcher, I consulted professional books, journals, and the Internet to search for reading promotion events. Events that met established criteria, as well events that were mentioned in a number of places, and events that were most practical to implement were given priority to be included in the final project, which was a selective list.

After analysis, 31 reading promotion events were compiled to create the annotated guide. The guide was organized by suggested month of event implementation or launch date in order to make it easier to navigate and utilize. I included enough information for a first year teacher librarian or experienced teacher librarians to understand the basic history and guidelines for each event without overwhelming the reader with details that are available on each event's website.

Conclusion

I found that there is a multitude of promotional reading events for children and adolescents. When the initial data collection stage was complete, I had compiled a list of 47 events for consideration (see Appendix B). After applying project limitation to the initial list of 47 reading promotion events, I narrowed the list to 31 events for inclusion in the annotated guide.

Interestingly, although I expected reading promotion events to be found in professional titles, I discovered that the consulted titles instead contained information such as how to give an effective booktalk and different ways to display books, rather than themed reading promotion events. Even though I previously understood the popularity of using the Internet to research, I was surprised to find each of the events on the initial list defined on the Internet using the set of terms described in Chapter 3 and not in the consulted professional titles or journals.

The researcher initially considered booktalking and guest readers as reading promotion events, but discovered both were best incorporated within several other themed events to make those events more meaningful. Likewise, although initially I

planned to include several reading promotions such as displaying classroom teachers' favorite titles or a bulletin board where students could write and display their own short book recommendations, I decided that those programs had little or no teacher librarian involvement and thus were considered to be more "passive" and would be best included in a future list of programs that only included passive programs to promote reading.

I wrote five reading promotion events' annotations that included the reading promotion title, anticipated budget, suggested month of implementation, website, and APA citation. These five annotations were then shared them with three current elementary teacher librarians, one recently retired K-12 teacher librarian, and one recently retired public librarian for feedback on organization style and content of annotations. I emailed the document and included the following questions:

1. What organizational change would you suggest to make this document easier for both new and experienced teacher librarians to use?
2. In each annotation, is there additional information you feel would inspire a new teacher librarian or experienced teacher librarian to try the reading promotion event or is there information you feel is unnecessary to successfully implement of the reading promotion event.

Although the five consulted librarians did not have suggestions for changing the organization of the guide, two expressed that keeping the annotations limited to one short paragraph was sufficient for the purpose of giving enough information for a teacher librarian to decide if the reading promotion event was appropriate for their schools'

setting. All five teacher librarians felt that including the APA citation was not necessary and could be removed.

Recommendations

Although this project is shared on the University of Northern Iowa's School Library Studies Google site, in the future the researcher could create a navigable website to not only make it more accessible, but also easier for the researcher to continue to add to the list of reading promotion events as more are discovered or existing ones are in need of replacement. Additionally, reading promotion events could be included that have little or no teacher librarian involvement, often referred to online as "passive programming."

New or experienced teacher librarians can use this list of 31 reading promotion events to incorporate events into their curriculum. Events were selectively chosen to only include events that could be implemented in one day's time or launched in one day to allow for practicality. Therefore, choosing at least two events per month is a goal the researcher would encourage all readers of this project to adopt.

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APPENDIX A**LIST OF PROFESSIONAL SOURCES CONSULTED FOR PROJECT DEVELOPMENT**

- Baxter, K., & Dahl, M. (2005). *Gotcha covered!: More nonfiction booktalks to get kids excited about reading*. Westport, Connecticut: Libraries Unlimited.
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- Goldsmith, F. (2010). *The readers' advisory guide to graphic novels*. Chicago, Illinois: American Library Association.
- Mahood, K. (2006). *A passion for print promoting reading and books to teens*. Westport, Connecticut: Libraries Unlimited.
- Struckmeyer, A., & Hetzler, S. (2010). *DIY programming and book displays how to stretch your programming without stretching your budget and staff*. Santa Barbara, CA: Libraries Unlimited.
- Wichman, E. (2012). *Librarian's guide to passive programming easy and affordable activities for all ages*. Santa Barbara, CA: Libraries Unlimited, An imprint of ABC-CLIO, LLC.
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APPENDIX B

INITIAL LIST OF BOOK PROMOTION EVENTS

1. **Read for the Record:** <http://www.jstart.org/campaigns/read-for-the-record> (Oct.)
2. **Talk Like a Pirate Day:** <http://talklikeapirate.com/juniorpirates.html> (Sept.)
3. Book Parade Day
4. **International Literacy Day:** <http://internationalliteracyday.org/> (Sept.)
5. **Star Wars Day:** <http://www.starwars.com/may-the-4th> (May)
6. **Banned Book Week:** <http://www.bannedbooksweek.org/>
<http://www.bannedbooksweek.org/> (Sept.)
7. **Free Comic Book Day:**<http://www.freecomicbookday.com/Home/1/1/27/992>
(Nov.)
8. **International Game Day:** <http://igd.ala.org/> (Nov.)
9. Community Partners in Literacy Day (homemade): NO - incorporate into other programs.
10. **Read Across America:**
<http://www.seussville.com/Educators/educatorReadAcrossAmerica.php>
<http://www.nea.org/grants/886.htm> (March)
11. Character Counts - Collaborate with school guidance counselor to focus on one character a month or week, highlighting books that go along with the character trait. NO - no resources were located, although they could be created if desired.
12. **National Christmas Card Day:**
<http://www.cute-calendar.com/event/christmas-card-day/16963.html>
http://www.teachingbooks.net/author_collection.cgi?id=54&mid=213 (Dec.)
13. **World Kindness Day:**
<https://www.randomactsofkindness.org/lesson-plans-pilot-program> (Nov.)
14. Fall Into Reading Night - homemade - NO - no resources found, but could be created if desired.
15. Read-In Overnight (or maybe supper - 10 or later for upper grades)
16. Blankets, Breakfast, and books:
17. **International Dot Day:** <http://www.thedotclub.org/dotday/>
18. Virtual Field Trips - an event to highlight books that relate? NO, better as a collaborative effort between classroom teacher(s) and teacher librarian to go along with a unit of study.
19. Raising a Reader Day:
<http://www.raisingareader.org/site/PageNavigator/Programs/CoreProgram.html> -
NO - Too expensive
20. African American History Month: <http://www.africanamericanhistorymonth.gov/>

- NO - instead do Black History Month, as more primary resources were located
21. **Nonfiction Monday:** <https://nonfictionmonday.wordpress.com/>
 22. **Iowa Children's Choice Award:**
<http://www.iasl-ia.org/p/iowa-childrens-choice-award.html> (Jan.)
 23. **Newbery Medal Award:**
<http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberymedal> (Jan.)
 24. **Caldecott Medal Award:**
<http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal> (Jan.)
 25. **School Library Month:** <http://www.ala.org/aasl/slm> (April)
 26. **D.E.A.R.:** <http://www.dropeverythingandread.com/> (April)
 27. **Booktasting:**
http://www.mrs-lodges-library.com/2012/04/book-tasting/#.Vkv_NWSrQb0
 28. **Fiction Genre:**
http://www.mrs-lodges-library.com/2012/01/fiction-genre-reading-program/#.Vkv_xmSrQb0
 29. **Author's Birthdays:**
<http://lookingglassreview.com/books/authors-illustrators/birthdays>
 30. **Children's book Week:** <http://www.bookweekonline.com/> (May)
 31. **Children's Choice Book Awards:** <http://ccbookawards.com/> NO - Incorporated into Children's Book Week
 32. **Poem in Your Pocket Day:**
<https://www.poets.org/academy-american-poets/programs/national-poem-your-pocket-day> - Incorporate into Poetry Month
 33. **Poetry Month:** <https://www.poets.org/national-poetry-month/home> (April)
 34. **Library Card Sign Up Month:**
<http://www.ala.org/conferencesevents/celebrationweeks/card> (Sept.)
 35. **Picture Book Month:** <http://picturebookmonth.com/> (Nov.)
 36. **Geisel Award:** <http://www.ala.org/alsc/awardsgrants/bookmedia/geiselaward> (Jan.)
 37. **World Book Day:** <http://worldbookday.com/> NO - information tailored to those in England, although it could be altered to be more user friendly to librarians in the United States.
 38. **Pair older students up with younger students to read -** NO - not as a stand alone event, but incorporated into other events.
 39. **World Read Aloud Day:** <http://www.litworld.org/wrad/> (March)
 40. **Groundhog Job Shadow Day:**
http://www.educationworld.com/a_curr/curr050.shtml (Feb.)

41. **Black History Month:** <http://www.readingrockets.org/calendar/blackhistory> (Feb.)
42. **President's Day:**
<http://www.scholastic.com/teachers/unit/presidents-day-everything-you-need> (Feb.)
43. Genre of the Month - not finding much on other genres - **Science Fiction Day:**
<https://www.daysoftheyear.com/days/science-fiction-day/> (Jan.)
44. **National Baking Cookies Day:**
<https://www.daysoftheyear.com/days/bake-cookies-day/> (Dec.)
45. **Letters About Literature Day:** <http://www.read.gov/letters/> (Dec.)
46. National Library Week:
<http://www.ala.org/news/mediapresscenter/factsheets/nationallibraryweek> NO - it is includes public libraries and School Library Month focuses on school libraries.
47. **Multicultural Children's Book Day:**
<http://multiculturalchildrensbookday.com/our-programs/mccb-d-2016-classroom-reading-challenge/>

Note: Bolded titles are also included on the final list.