GENREIFYING

Increase circulation of fiction section

Children’s Book Festival | April 2019

Elizabeth Simmons, Staff Officer III
Office of Elementary Education and Reading
Library and Reading Fair
VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals

FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas

2. Every Student Graduates from High School and is Ready for College and Career

3. Every Child Has Access to a High-Quality Early Childhood Program

4. Every School Has Effective Teachers and Leaders

5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6. Every School and District is Rated “C” or Higher
To create collaborative relationships between school librarians and classroom teachers which transforms the school library program into a support system that strengthens the curriculum by bridging the informational literacy gap.
The AASL National School Library Standards encourage learners to:

**INQUIRE**
- Formulate questions
- Seek knowledge
- Use evidence
- Share knowledge
- Provide feedback
- Make informed decisions
- Plan an investigation
- Connect to prior knowledge

**INCLUDE**
- Interact with others
- Engage in discussion and debate
- Consider multiple viewpoints
- Analyze point of view
- Reflect on own perspective
- Recognize contributions of others

**COLLABORATE**
- Involve diverse perspectives
- Solicit feedback from others
- Participate in discussions
- Solve problems as a group
- Learn from others
- Connect to shared knowledge

**CURATE**
- Gather information
- Determine need for information
- Choose sources carefully
- Use a variety of sources
- Question accuracy of information
- Organize information

**EXPLORE**
- Read, write, and curate
- Reflect and ask questions
- Express curiosity
- Engage in self-reflection
- Be open to feedback
- Persist in discovery
- Strategically solve problems

**ENGAGE**
- Apply info and resources to learning
- Use information ethically
- Evaluate information
- Avoid plagiarism
- Share information
- Practice internet safety
OVERVIEW

WHAT IS GENREFICATION?
“Genrefying” means organizing books by subject, category, or genre so that patrons can find materials that interest them.

Organizing the fiction collection by genres allows budgets to be spent on books that are being actually read by students.
“For students who are STRUGGLING READERS or having trouble connecting to the ENGLISH LANGUAGE, the sense of familiarity genres afford, allowing students to “anticipate” plots and giving them, “CONFIDENCE, STAMINA, AND SATISFACTION” as they connect with books, is another benefit to organizing a fiction collection by genre.”

Christy Minton, “Genrefying a High School Library: A Detailed Planning Document”
When thinking about reading success, contributing factors may not only be an increase in the quantity of reading, but also improvement in the **QUALITY OF THE READING EXPERIENCE**. Where organizing books by reading levels allows teachers to make sure students are reading on level, organizing the fiction collection by genres allows students to read books that are on their **READING AND INTEREST LEVELS**.
ACTION PLAN
HOW TO ORGANIZE
CHOICE #1: RESHELVING FICTION COLLECTION

1. Shelve the books in alphabetical order by author's last name OR

2. Shelve the books by genre in alphabetical order by author's last name
CHOICE #2: SPINE LABELS

1. Call numbers that reflect the genre (e.g., ADV F SMI - Adventure Fiction) OR

2. Genre fiction call numbers with genre sticker
<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>TIME FRAME</th>
<th>TEAM</th>
<th>BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procure/Create Genre Spine Labels and Signs</td>
<td>30 days</td>
<td>Librarian</td>
<td>$150.00</td>
</tr>
<tr>
<td>Organizing Books by Genre</td>
<td>3 months</td>
<td>Librarian and English teachers</td>
<td>$0.00</td>
</tr>
<tr>
<td>Creating Sublocations</td>
<td>15 days</td>
<td>Librarian</td>
<td>$0.00</td>
</tr>
<tr>
<td>Labeling &amp; Scanning Copies to Set Sublocations</td>
<td>3 months</td>
<td>Librarian and students workers</td>
<td>$0.00</td>
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</tbody>
</table>
LABELS AND SIGNAGE

- Procure sufficient number of spine labels for books
  - Pre-printed labels available from vendors OR
  - Colored Dot Labels OR
  - Colored Tape
- Customize genre labels
- Procure sufficient quantity clear cover labels if not using colored tape
- Create signs to match labels
ORGANIZING BY GENRE

● Options if you will **NOT** be re-shelving books by genre (only labeling):
  ○ Create genre lists by searching subjects/keywords in automated system (e.g. adventure fiction)
  ○ Label books one at a time and return to current shelf location

● Options if you **WILL** be re-shelving books by genre:
  ○ Remove **all** books from shelves and categorize in piles for labeling and scanning into automated system to set sub-locations
  ○ Remove books from shelves **one genre at a time** and categorize in piles for labeling and scanning into automated system to set sub-locations
  ○ Plan labeling/scanning dates by individual genre
CREATING SUBLOCATIONS

● Scan **ONE** book from each genre (search by Barcode)
● Open the Copy record and Edit Copy
● Beside Sublocation, click Other to add a genre/subject location
● This genre/subject will now appear in Sublocation drop-down menu when ready to scan books
Recommend assembly line procedure with 2-3 people
- Place spine labels above or below the Call # spine label
- Cover with clear label cover
- Assemble a team; invite students & staff to help
- Books should be shelved alphabetically within the genre
PROMOTION AND ANALYZE

- Make the unveiling a celebration! Share the news via social media
- Create genre spotlights on school library website
- Gather and share anecdotal evidence:
  - Gather student/teacher reactions, quotes, testimonials (video, audio)
  - Share via social media
- Automated System Reports:
  - Report for identifying copies with missing Sublocations
  - Circulation reports comparing same time frames pre/post genrefication
Weed the collection first. You’ll find that you will end up purchasing books to fill the gaps in series or enlarge a genre.

If the library is limited on shelving, then weeding is necessary to be able to make space for books to be organized by genres. Genrefication takes up more shelving than an A-Z layout.

If all of your collection is not in the automated system, then it will make the process even harder.

If your schedule does not allow for you to complete other library administrative tasks, then it might be a project to do over the summer break.
Survey your students and teachers to see if genrefying the fiction collection is something that they want. There is no reason to tackle this if it is not what your patrons want.

This does not override your responsibility to work with your students and teachers.

Do not use so many spine labels that students cannot read the title of the book.

Training documents and sessions should be available to help students and teachers with the new layout of the fiction collection.
GENRES

UNIVERSAL THEMES
DESCRIPTION A genre of fiction in which action is the key element, overshadowing characters, theme and setting. The conflict in an adventure story is often the main character against nature.

SUBGENRES Survival

EXAMPLE *Resonance* by Dianne Wilson
Animal Fiction is a type of fiction in which the story, characters, plot, the end, all involve animals. Mostly an animal fiction would be entirely based on Animals, human characters may form important components of the story.

**Example**  *A Bear Sat on My Porch Today* by Jane Yolen
A classic is a book accepted as being exemplary or noteworthy, for example through an imprimatur such as being listed in a list of great books, or through a reader's personal opinion.

**Example** 1984 by George Orwell
CALL NUMBER DYS FIC (AUTHOR’S LAST NAME)

DESCRIPTION A dystopia is a society characterized by a focus on that which is contrary to the author's ethos, such as mass poverty, public mistrust and suspicion, a police state or oppression.

EXAMPLE *Birthmarked* by Caragh M. O’Brien
CALL NUMBER FAN FIC (AUTHOR’S LAST NAME)

DESCRIPTION Fantasy is the forming of mental images with strange or other worldly settings or characters; fiction which invites suspension of reality.

SUBGENRES Fairy Tales, Folklore, High Fantasy, Magic, Mythology, Paranormal

EXAMPLE Ash Princess by Laura Sebastian
CALL NUMBER GN FIC (AUTHOR’S LAST NAME)

DESCRIPTION Graphic novels present stories using visual frames to support dialogue. Graphic novels differ from comics in that they deal with character growth and development as well as develop challenging thematic concepts.

EXAMPLE *Chavo the Invisible* by Lee Nordling
CALL NUMBER HIST FIC (AUTHOR’S LAST NAME)

DESCRIPTION A fictional story set in a recognizable period of history. As well as telling the stories of ordinary people’s lives, historical fiction may involve political or social events of the time.

SUBGENRES Westerns

EXAMPLE Bright We Burn by Kiersten White
DESCRIPTION Horror is an overwhelming and painful feeling caused by literature that is frightfully shocking, terrifying, or revolting. Fiction in which events evoke a feeling of dread in both the characters and the reader.

SUBGENRES Ghost Stories, Zombie

EXAMPLE Campfire by Shawn Sarles
CALL NUMBER  HUM FIC (AUTHOR’S LAST NAME)

DESCRIPTION  Humor is the faculty of perceiving what is amusing or comical. Fiction full of fun, fancy, and excitement which meant to entertain. This genre of literature can actually be seen and contained within all genres.

EXAMPLE  Caveboy is Bored by Sudipta Bardhan-Quallen

Good for elementary and/or middle school libraries
CALL NUMBER MIL FIC (AUTHOR’S LAST NAME)

DESCRIPTION Military fiction mainly deals with military operations, adventures, memoirs etc. by country's military wing - army, air force or navy. Military fiction may have an angle of civilian intelligence agencies but the majority of plot revolves around military operations or situations.

EXAMPLE Camp Valor by Scott McEwen
**CALL NUMBER** MYS FIC (AUTHOR’S LAST NAME)

**DESCRIPTION** A form of narration in which one or more elements remain unknown or unexplained until the end of the story. The modern mystery story contains elements of the serious novel: a convincing account of a character’s struggle with various physical and psychological obstacles in an effort to achieve his goal, good characterization and sound motivation.

**SUBGENRES** Crime, Disasters, Thriller

**EXAMPLE** *One of Us is Lying* by Karen M. McManus
Realistic Fiction is a story that can actually happen and is true to real life.

Example: *The Fault in Our Stars* by John Green
**CALL NUMBER** ROM FIC (AUTHOR’S LAST NAME)

**DESCRIPTION** A book that focuses on the romance between two primary characters as its main focus.

**EXAMPLE** *The Elite* by Kiera Cass
Call Number SCI FIC (Author’s Last Name)

Description Science Fiction is a story based on impact of potential science, either actual or imagined. Science fiction is one of the genres of literature that is set in the future or on other planets.

Subgenres Steampunk, Superheroes, Time Travel

Example Champion by Marie Lu
DESCRIPTION Books in the sports fiction genre are made up of stories where a sport has an impact on the plot or main character. The story could be about a coach who struggles with life and finds peace and comfort when he’s with the team and the game.

EXAMPLE *The Big Field* by Mike Lupica
CATALOGING

GENRES & SUBLOCATIONS
Call numbers are constructed of a **PREFIX** (if applicable), a Dewey Decimal Classification number **DDC**, and a **CUTTER**.

Some call numbers use another designated classification besides a **DDC** number. These include Biography **BIO**, Emerging Readers **ER**, Fiction **FIC**, and Story Collections **SC**.
Prefix and no DDC #  FIC WILSON

Genrefied Prefix and no DDC #  ADV FIC WILSON

(ADV FIC lets the reader know that this is a title in the ADVENTURE FICTION section)
When updating MARC records with genre, Follett recommends using copy level fields (852 tags in the MARC format) to identify genre locations in specific sites.

In Follett Destiny, customers have successfully used sublocation or prefixes on a Call Number and categories - all copy-level fields - to denote genre-shelving locations.

Destiny recommends that customers use sublocation and/or categories to represent school-level genre locations.

Sublocation is shown in search results, and categories can be used for usage statistics reporting.
● Mackin will take the library’s MARC record export and match it by Title/ISBN against the internal master genre lists for fiction titles to identify possible matches.

● Mackin will then provide the librarian with an Excel spreadsheet of the titles that matched with a column indicating the genre that have been assigned as the dominant genre.

● If librarians choose to alter call number to reflect genres, Mackin can produce new spine labels after changes have been made within the records.
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<tr>
<th>Title</th>
<th>Call#</th>
<th>Author</th>
<th>Publisher</th>
<th>ISBN</th>
<th>Series Title</th>
<th>Primary Genre</th>
<th>Secondary Genre</th>
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<td>What color is my world?: the lost history of African</td>
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<td>Abdul-Jabar, Kareem</td>
<td>Candlewick Press</td>
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<td>The night crossing</td>
<td>FIC AC</td>
<td>Ackerman, Karen</td>
<td>Knopf</td>
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<td>Ackerman, Karen</td>
<td>Bullseye Books</td>
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<td>Cam Jansen and the mystery at the monkey house</td>
<td>FIC AD</td>
<td>Adler, David A</td>
<td>Puffin Books</td>
<td>0141303609</td>
<td>CAM Jansen ADVENTURE : 10</td>
<td>Mystery/Suspense</td>
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<td>Samantha learns a lesson: a school story</td>
<td>FIC AD</td>
<td>Adler, Susan</td>
<td>Pleasant</td>
<td>0037295132</td>
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<td>My name is Marla Isabel</td>
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<td>Ada, Aima Flor</td>
<td>Aladdin Paperbacks</td>
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<td></td>
<td>Realistic</td>
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<td>Aladdin Paperbacks</td>
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<td>Adler, David A</td>
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<td>Viking</td>
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<td>Adler, David A</td>
<td>Viking</td>
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<td>Youn Hee &amp; me</td>
<td>FIC ADL</td>
<td>Adler, C S</td>
<td>Harcourt/Brace</td>
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<td>Realistic</td>
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<td>Little women, or, Meg, Jo, Beth and Amy</td>
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<td>Alcott, Louisa May</td>
<td>Little, Brown</td>
<td>0316303170</td>
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<td>Classics</td>
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<td>The House Gobblepenny</td>
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<td>Henry Holt</td>
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<td>Yearling</td>
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<td>Anderson, Laurie Halse</td>
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<td>VET VOLUNTEERS : 4</td>
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Want to download vendor information?
https://drive.google.com/drive/folders/1xOnWR8lO0- e59EHCHR1UzLRpUIkKA
cw?usp=sharing
● If call numbers are changed to match the genre, then running inventory, circulation, and collection analysis reports will be slightly different; however, the reports will yield much more helpful information.

● **Breaking the call numbers into fiction genres will help librarians see holes in the collection, what genre is most or least popular, and help with book purchasing funds.**

● Having the genre type set as a location will help break fiction inventory into smaller sections which can be done throughout the school year.
offers book-finding tools for librarians and readers which includes readers' advisory products and content that strengthen the connection between books, readers, and libraries
Each book description on Novelist includes the genre or subgenre. Librarians can use this to help decide how to catalog titles.
SUPPLIES

PROMOTING SUBLOCATIONS
COLORED DOTS

COLOR-CODED PAPER TAPE

GENRE LABELS
PROCESSING LABELS

TRANSPARENT COLORED TAPE

CLEAR SPINE LABEL COVERS
ADHESIVE REMOVER

BOOK EASELS

SIGN HOLDERS
RESEARCH

SUPPORTING THE CHANGE
● **Are Dewey's Days Numbered? Libraries Nationwide Are Ditching the Old Classification System** *(School Library Journal, October 2012)*

● **Libraries beyond Dewey: New Frontiers in the Organization of Information**

● **Dewey vs. Genre Shelving: The Conversation Continues Here** *(AASL Blog, February 2013)*

● **Genrefying a School Library** *(University of Rhode Island, April 2014)*
- Genrefying Your Collection? (Summary of Discussion Group, ALA Midwinter 2013)
- Genrefying the Fiction Section (Falmouth Elementary School Library, August 2013)
- Genre-fication (Tips and resources from school librarian/blogger Mrs. Readerpants, 2011-2013)
CLARIFICATION

DON’T MISUNDERSTAND
Books in a series **CAN** be organized by the series title and then in series order. Labels **CAN** be placed on book spines and/or information added to record. Please do not add so many labels to the spine of a book that a student cannot read the title.
SERIES WITH MULTIPLE AUTHORS

If there is a series that has multiple authors, then the series **CAN** be cataloged and organized by the name of the series.

For example: 39 Clues

**FIC CLU**
Nonfiction books are **NOT** to be genrefied. Dewey Decimal or Library of Congress are the **ONLY** acceptable ways to catalog and organize Nonfiction books according to the MS Public and Nonpublic School Library Monitoring Rubrics.
If you have special collections (Graphic Novels, MS, Biographies, etc.) in your library, then the call number SHOULD indicate that it is a special collection and spine label and system record SHOULD match.
In general, Reference Collections are becoming smaller due to available high-quality digital resources through MAGNOLIA. Elementary school libraries are still **REQUIRED** to have a core print Reference Collection to teach library skills.
Want to download presentation?
Go to mdek12.org/Library and search under SCHOOL LIBRARY PRESENTATIONS
To subscribe, send a message to esimmons@mde.k12.ms.us with “subscribe library” as the subject of the email.

Please include name, role, and name of school and district.
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