

Appendix A: The Care and Feeding of a Classroom Library

THE SMALL THREE-SHELF, PARTICLEBOARD BOOKCASE that I started with the first year I taught is still a part of my classroom, but it has been relegated to holding archived lesson plans and *The Reading Teacher* journals. The shelves began to bow from holding book tubs a few years ago, and like an old swaybacked horse, it has been put out to pasture. I won't get rid of that shabby, cheap bookcase until it collapses. On days when I despair that I am not accomplishing much with students, that pitiful bookcase reminds me of how far I have come.

When my school, Trinity Meadows Intermediate, opened in 2006, teachers raced to move into their classrooms while construction was still under way. Installing phones in the classrooms, one technician wandered into the office, confused: "Hey, do you want a phone in that library back there?" It took the office staff a few moments to realize that the technician meant my classroom.

To say that my classroom is overflowing with books now would be an understatement. There is no library corner. The whole room is a library corner. My students are literally surrounded by books (see Figure A.1). In fact, we have so many books in the library that all of the large sets of books for share-reading and our after-school book club are shoved in a closet across the hall. When a guest came to my

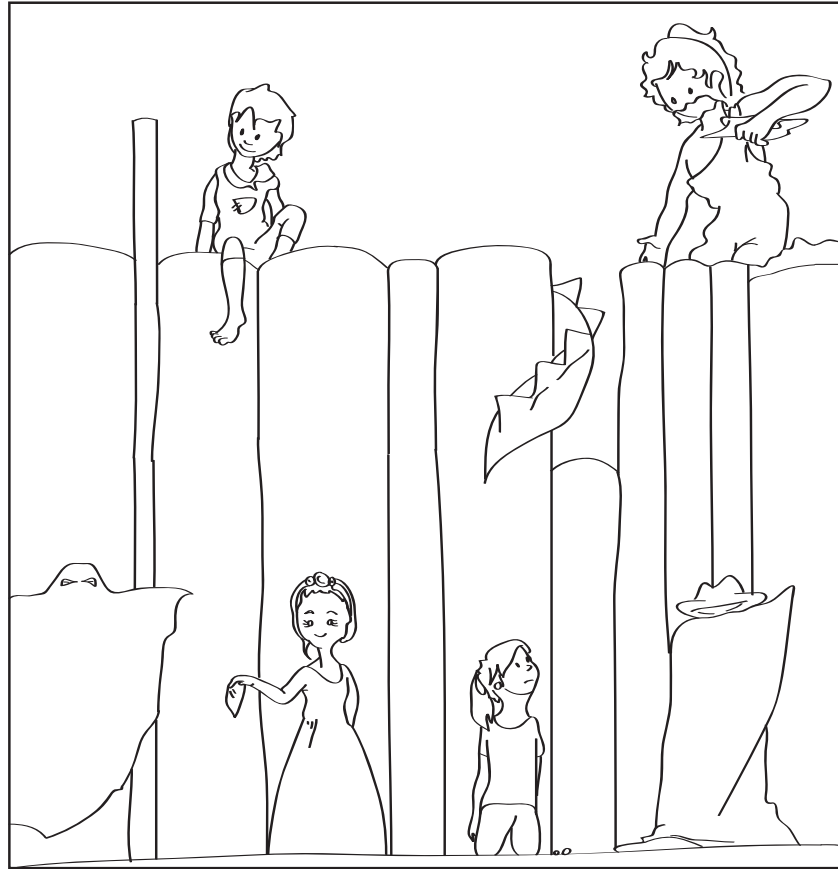


FIGURE A.1: *Our Classroom Library*
Source: Hope Myers, grade 6.

classroom for a visit, my students and I stuffed several crates of books into cabinets in the workroom across the hall because there was no room under my computer table for them. I felt as if I were hiding dirty laundry from my mother-in-law, afraid that my guest would not understand our need to have piles of books all over the place.

Books Everywhere You Look

Plastic bookcases full of fiction line the walls and wrap around the entire room. These shelves contain rows and rows of plastic shoe boxes. I buy these from discount stores when bins are on sale for a

dollar apiece and leave the lids at the store. Each book bin contains books, covers facing out. Since our class reading requirements are based on genres, the books are grouped that way. I order the books according to the popularity of genres. The bins start with realistic fiction, then fantasy and historical fiction, then science fiction, mystery, traditional literature, and, finally, poetry. Every few bins sports a computer-generated bookplate with the genre on it as a guide for students who are looking for books.

The bins are numbered, and every book has a sticker on the cover to match the one on the respective bin. The stickers make it possible for students to reshelve books on their own. Each bin is alphabetical—roughly speaking—within its own genre. If there are not enough books for a particular letter of the alphabet to fill up a bin, one holds several letters. When the bin gets full, I add another bin with the same number, and put the overflow books into it. This way, I do not have to renumber all the books whenever our library expands. We have over 100 bins in the class library now.

Milk crates full of nonfiction are stacked on the floor, with science titles in one; history titles in a second; general nonfiction, including how-to books and advice titles in a third; and biographies, autobiographies, and memoirs in a fourth.

Hardcover books don't fit well in plastic shoe boxes; wider than the bin and too heavy, they tip the bins over. One tall wooden bookcase by the windows holds all of the hardcovers in rows two books deep. This bookcase is not in any order, and students cannot see the covers, but I have to make this concession in order to fit all of the books into it. There are a few students who prefer discovering books pulled at random from a bookshelf. I suppose this crazy-quilt assortment meets that need.

One large bookcase by the door holds dictionaries, thesauri, atlases, and other reference books for writing and social studies. The cabinet at the bottom of this shelf holds audiotapes, headphones, and the cataloguing supplies our class librarians and I need to run the library.

Each student in my classes, as well as other library guests, keeps a library card in a file box. When readers check out a book, they record the title, then check off the book when they return it. I use the same cards that librarians use in book pockets for recording due dates. They are available from a library supply company.

As we get more books, I take more personal items or books on pedagogy home to make more room. (Let's not go into my book situation there!) I hide teaching manuals and ancillaries for textbooks away in cabinets behind my desk. I still use them, but I don't want them to take precedence over the books I read with students. Books we will read together; picture books I use to model lessons; delicate, easily damaged books like our Robert Sabuda pop-ups; and novelty books like *Dragonology* and *Egyptology* I keep behind my desk in built-in shelves.

Acquiring Books

I have purchased every book in our class library with my own money. I cringe a bit admitting that, but I have my reasons. There is not enough money available in school budgets for teachers to develop such extensive libraries. (I talk to many teachers who claim they cannot implement a free-choice reading program in their classroom because they don't have enough books.)

There are personal reasons for me to amass my own collection, too. I am a bit free with my book loans, passing out books to former students, siblings of students, and other teachers, some not even at my school. I have the freedom to do this because these books are mine, and I can loan my books to anyone I want to. If the books in my room were school property, I would never do this, of course. If they were, it would take herculean efforts for me to keep track of the number of books I loan out, and I just cannot devote this much effort to tracking every single book in my room. Yes, books wander off, some for years, but a lot of them wander

back. Books from former students wash up in my school mailbox, literary messages-in-a-bottle, with notes apologizing for keeping the books for so long tucked inside.

Furthermore, if I were to change campuses, my library would go with me. No matter what materials I lacked at the new school, I could do without as long as I had my library. This was the case when I changed schools in 2006. I did not have textbooks on the first day of school, but it did not matter; I had my books.

I am not advocating that you purchase books for your own class library, but all teachers spend money on their classroom at one time or another. I never invested in decorations for my classroom; the windows don't have curtains, and there are no motivational posters papering the walls. I chide my students to pick up every pencil they find in the hall so we can have more books!

I do, however, employ methods for getting books that stretch every dollar. I scrounge books from book swaps, discount bookstores, and sales. I often purchase books from garage sales, where books are not big sellers. I frequently walk away with a box of books by offering the seller a few dollars to take the box away. I cull out the books that are worth adding to the library, and take the rest to a book swap later. My students and I buy books from book order companies, who give the ordering teacher points toward purchasing new books. Instead of holiday and teacher appreciation gifts, I encourage students to donate a book to the class library. Students bring me books that they or their siblings don't want anymore, too. I honor the benefactors by designing a computer-generated bookplate with the student's name and the year they were in my class on it.

Caring for Books

When making new additions to the library, there are a few things that must be done to the books before they are available for checkout by students. I stamp every book with my name in two

places, once inside the cover and once on the outside edge of the pages. I purchased a self-inking stamp from an office supply store for \$15. It lasted five years before I had to get it re-inked. Based on the number of books that find their way back to me from the hall, the school library, and other classrooms, the money for this stamp was well spent.

The majority of our books are paperbacks because they are more affordable, but they do not hold up well. In order to extend the life of the library collection, I cover almost every new or used paperback with clear Con-Tact shelf paper, which you can purchase from a big box or discount store such as Wal-Mart. I trim the edges into flaps and fold them around the corners of the book the same way you would cover a textbook with a paper book cover. The vinyl strengthens and protects the book cover from creasing, tearing, and spills. Library supply catalogs sell rigid plastic adhesive-backed covers, but they are expensive, and for classroom use, they're not significantly better than the vinyl. Covering the books is labor-intensive, so I weigh the cost of the book against the labor and material cost of covering it. If I spent less than a dollar on the book, I just stamp it and put it in the library.

I teach my students how to take care of books. I talk to them about propping books open on the spines, describing how the glue breaks and the pages fall out after a while. I also ask them not to dog-ear books by folding the corners over to mark their place, encouraging them to use a bookmark instead. I used to purchase cute little bookmarks from library supply catalogs, but I decided that was a waste of money. My students often personalize their homemade bookmarks, made from index cards or Post-its, with their names or comments about reading—another tiny way to move reading toward their choices instead of mine.

I do not run the checkout or check-in for our library. In the early days of the year, I explain to students that the freedom to choose books and enjoy such a vast library means they have

to take responsibility for keeping the library in shape. When we are choosing class jobs for the year, I pick two or three students from each class to serve as class librarians. The class librarians keep the library organized: applying stickers, stamping, and shelving new books. The librarians also make recommendations and serve as guides, helping their classmates find books when I am busy with other students. All students check out and reshelve their own books.

I am constantly digging in the library—helping students find books and pulling books for recommendations during conferences—but every month or so, I spend some time really looking at the library. Which books are in need of repair? Which books don't seem to get checked out? Unread books are an opportunity for a book pass or a book commercial that will expose them to more readers. Which books have I overlooked when making suggestions to children? Which books should be culled due to damage or long use? I also wipe down the books and the bins with antibacterial wipes every now and then. This job is too gross to expect the class librarians to do, and I want to scrutinize our collection. The library withstands heavy use, and that means a lot of hands come into contact with the books.

Which Books Make the Cut?

How to set up a library like ours may be of some use or interest to you, but the nuts and bolts of library care are secondary to the library questions “Which books do you recommend?” and “What are some of the books that your students like to read?” Although I endorse any student-selected reading material, I am extremely selective about which titles I stock in the classroom library. Space is limited, and I prefer to use the space we have to offer a wide variety of books. In addition, it is my responsibility, not just as a teacher but as a more knowledgeable reader, to lead my students to books

that are rich with good writing and well-regarded by reviewers or other readers.

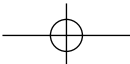
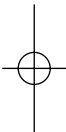
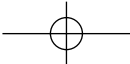
If students' tastes run toward books that have dubious literary merit, they can find these on their own; I cannot pander to their tastes by filling our library with junky books. Is the writing good, or is it schlock? Does the book have interesting social themes, historical information, or language? Award winners, beloved favorites, and books by acclaimed authors dominate our collection. We have few movie, television show, or video game tie-ins in our library; the same goes for series that are basically the same book over and over. I also limit the number of books that reflect popular trends or that are time-sensitive titles like books of lists. The books in our library need to last a long time, and ephemeral pop trends or titles with a short shelf life are luxuries.

There are no adult fiction books in the library, either, even though some of my sixth graders could read them. Eric read Robert Louis Stevenson's horror classic *Dr. Jekyll and Mr. Hyde*, and then moved on to Michael Crichton's adventures *Jurassic Park* and *The Lost World*. Michelle is slowly making her way through her mother's favorite, *Jane Eyre*. I support advanced readers as much as my developing ones, but I am careful about the line between support and providing adult reading materials to eleven-year-olds. Just because a gifted reader can read more advanced texts does not mean that they are emotionally ready for adult themes and issues. This is not my decision to make; it is a parent's decision. Gifted readers should read fiction close to their age level and nonfiction at their advanced reading level (Halsted, 2002). In keeping with this principle, I have gathered college textbooks and adult nonfiction texts on a variety of topics of interest to my students, but I limit the fiction offerings to what is age-appropriate.

The majority of the book choices for our library grow from my own reading experiences and continual recommendations from my network of teachers, librarians, friends, and students. I try to

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read every book before I place it in the library. Reading a book every few days over summers and holidays, and one book a week during the school year, I rack up about a hundred books a year. Occasionally, I will add an unread book to the library, but only if I have read something else by the author. And I add it to my reading list as soon as possible.



Appendix B: Ultimate Library List

I COULD USE my diverse knowledge of books to create a list for you that would make a killer library. Lord knows a bibliophile like me could spend blissful hours composing it. (It would be an extreme version of the desert island-game!) But in keeping with my beliefs that my students run the reading show in every way possible, I have asked them to create a list for you of the books every teacher, grades five through eight, should have in their class library. I tried to set one hundred books as an arbitrary number for the list, but my students kept those titles coming! Because this list reflects the interests and tastes of real students today, you may not see your favorite authors or treasured books here. Remember item 10 in Pennac's *The Rights of the Reader*: the right not to defend your tastes.

These books are the books the children like to read, not those that a teacher chose for them. I made no attempt to balance reading levels, genres, or topics. The third column of the table indicates titles that have a sequel or are the first in a series. You could expand your library by adding the subsequent titles. Once your students are hooked on a series, they will want to read the rest.

Ultimate Library List (grouped by genre; alphabetical by author)

Title	Author	Sequel or Series?
<i>Realistic Fiction</i>		
Nothing But The Truth	Avi	
Hope Was Here	Bauer, Joan	
Rules of the Road	Bauer, Joan	Yes
Tangerine	Bloor, Edward	
Frindle	Clements, Andrew	
School Story	Clements, Andrew	
The Chocolate War	Cormier, Robert	Yes
Walk Two Moons	Creech, Sharon	
Chasing Redbird	Creech, Sharon	
Seedfolks	Fleischman, Paul	
The Clique	Harrison, Lisi	Yes
The View from Saturday	Konigsburg, E. L.	
The Outcasts of 19 Schuyler Place	Konigsburg, E. L.	
Silent to the Bone	Konigsburg, E. L.	
The Sixth Grade Nickname Game	Korman, Gordon	
Son of the Mob	Korman, Gordon	Yes
Jeremy Fink and the Meaning of Life	Mass, Wendy	
Tripping Over the Lunch Lady	Mercado, Nancy	
Hatchet	Paulsen, Gary	Yes

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Title	Author	Sequel or Series?
The Boy Who Saved Baseball	Ritter, John	
The Schwa Was Here	Shusterman, Neal	
Peak	Smith, Roland	
Drums, Girls, and Dangerous Pie	Sonnenblick, Jordan	
Maniac Magee	Spinelli, Jerry	
Loser	Spinelli, Jerry	
Wringer	Spinelli, Jerry	
Stargirl	Spinelli, Jerry	Yes
Surviving the Applewhites	Tolan, Stephanie	
Each Little Bird That Sings	Wiles, Deborah	
Love, Ruby Lavender	Wiles, Deborah	
<i>Fantasy</i>		
The Word Eater	Amato, Mary	
The Underneath	Appelt, Kathi	
Artemis Fowl	Colfer, Eoin	Yes
Gregor the Overlander	Collins, Suzanne	Yes
The Sea of Trolls	Farmer, Nancy	Yes
The Thief Lord	Funke, Cornelia	
Inkheart	Funke, Cornelia	Yes
Princess Academy	Hale, Shannon	
Children of the Lamp	Kerr, P. B.	Yes

Title	Author	Sequel or Series?
Guardians of Ga'Hoole: The Capture	Lasky, Kathryn	Yes
Ella Enchanted	Levine, Gail Carson	
The Lion, the Witch, and the Wardrobe	Lewis, C. S.	Yes
Twilight	Meyer, Stephenie	Yes
Eragon	Paolini, Christopher	Yes
The Lightning Thief	Riordan, Rick	Yes
Harry Potter and the Sorcerer's Stone	Rowling, J. K.	Yes
Midnighters	Westerfeld, Scott	Yes
The Warrior Heir	Chima, Cinda Williams	Yes
The Extraordinary Adventures of Alfred Kropp	Yancey, Rick	Yes
<i>Historical Fiction</i>		
Fever 1793	Anderson, Laurie Halse	
The True Confessions of Charlotte Doyle	Avi	
Crispin: The Cross of Lead	Avi	Yes
Sadako and the Thousand Paper Cranes	Coerr, Eleanor	
The Watsons Go to Birmingham—1963	Curtis, Christopher Paul	
Bud, Not Buddy	Curtis, Christopher Paul	
Catherine, Called Birdy	Cushman, Karen	
Stone Fox	Gardiner, John Reynolds	
Number the Stars	Lowry, Lois	

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Title	Author	Sequel or Series?
A Boy at War	Mazer, Harry	Yes
Kensuke's Kingdom	Morpurgo, Michael	
Private Peaceful	Morpurgo, Michael	
Soldier's Heart	Paulsen, Gary	
Where the Red Fern Grows	Rawls, Wilson	
Riding Freedom	Ryan, Pam Munoz	
Esperanza Rising	Ryan, Pam Munoz	
Under the Blood-Red Sun	Salisbury, Graham	
The Wednesday Wars	Schmidt, Gary	
Homeless Bird	Whelan, Gloria	
The Ravenmaster's Secret	Woodruff, Elvira	
Hiroshima	Yep, Laurence	
The Devil's Arithmetic	Yolen, Jane	
<i>Science Fiction</i>		
Things Not Seen	Clements, Andrew	
The Supernaturalist	Colfer, Eoin	
The Last Dog on Earth	Ehrenhaft, Daniel	
The House of the Scorpion	Farmer, Nancy	
The Ear, the Eye, and the Arm	Farmer, Nancy	
Among the Hidden	Haddix, Margaret Peterson	Yes
Double Identity	Haddix, Margaret Peterson	
Stormbreaker	Horowitz, Anthony	Yes

Title	Author	Sequel or Series?
The Giver	Lowry, Lois	Yes
The Beasties	Sleator, William	
Cryptid Hunter	Smith, Roland	
Uglies	Westerfeld, Scott	Yes
<i>Mystery</i>		
Chasing Vermeer	Balliet, Blue	Yes
Half-Moon Investigations	Colfer, Eoin	
The Face on the Milk Carton	Cooney, Caroline	Yes
Last Shot: A Final Four Mystery	Feinstein, John	
From the Mixed-Up Files of Mrs. Basil E. Frankweiler	Konigsburg, E. L.	
On the Run: Chasing the Falconers	Korman, Gordon	Yes
How to Disappear Completely and Never Be Found	Nickerson, Sara	
Sammy Keyes and the Hotel Thief	Van Draanen, Wendelin	Yes
<i>Traditional Literature</i>		
D'Aulaire's Book of Greek Myths	D'Aulaire, Ingri	
D'Aulaire's Book of Norse Myths	D'Aulaire, Ingri	
Myths and Legends	Horowitz, Anthony	
The Rough-Face Girl	Martin, Rafe	
The Outlaws of Sherwood	McKinley, Robin	
Beast	Napoli, Donna Jo	

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Title	Author	Sequel or Series?
Bound	Napoli, Donna Jo	
Favorite Greek Myths	Osborne, Mary Pope	
The Once and Future King	White, T. H.	
Greyling	Yolen, Jane	
Here There Be Dragons	Yolen, Jane	Yes
<i>Poetry</i>		
Love That Dog	Creech, Sharon	
If You're Not Here, Please Raise Your Hand	Dakos, Kalli	
Joyful Noise	Fleischman, Paul	
Toasting Marshmallows	George, Kristine O'Connell	
I Never Said I Wasn't Difficult	Holbrook, Sara	
Dirty Laundry Pile: Poems in Different Voices	Janeczko, Paul	
The Headless Horseman Rides Tonight	Prelutsky, Jack	
For Laughing Out Loud	Prelutsky, Jack	
Where the Sidewalk Ends	Silverstein, Shel	
A Light in the Attic	Silverstein, Shel	
One of Those Hideous Books Where the Mother Dies	Sones, Sonya	
What My Mother Doesn't Know	Sones, Sonya	
<i>Biographies, Autobiographies, and Memoirs</i>		
Anne Frank: The Diary of a Young Girl	Frank, Anne	

Title	Author	Sequel or Series?
Helen Keller: A Photographic Story of a Life	Garrett, Leslie	Yes
The Tarantula in My Purse	George, Jean Craighead	
Water Buffalo Days: Growing Up in Vietnam	Huynh, Quang Nhuong and Tseng, Jean & Mou-sien	
Small Steps: The Year I Got Polio	Kehret, Peg	
Tree Shaker: The Story of Nelson Mandela	Keller, Bill	
How Angel Peterson Got His Name	Paulsen, Gary	
My Life in Dog Years	Paulsen, Gary	
Guts	Paulsen, Gary	
<i>Informational</i>		
Hitler Youth	Bartoletti, Susan	
World War II	DK Eyewitness Books	Yes
The Way Things Work	Macaulay, David	
Castle	Macaulay, David	Yes
Oh Rats! The Story of Rats and People	Marrin, Albert and Mordan, C. B.	
You Wouldn't Want to Be an Egyptian Mummy!	Stewart, David, Salariya, David, and Antram, David	Yes

Appendix C: Student Forms

READING INTEREST-A-LYZER[®]

Based on the Interest-A-Lyzer by Joseph S. Renzulli

Name _____ Grade _____ Age _____

1.) Are you currently reading a book for pleasure? YES NO

2.) Do you ever read a book for pleasure? YES NO

3.) When I read for pleasure, I pick the following (Check all that apply):

- | | | |
|---|--|--|
| <input type="checkbox"/> Novels/chapter books | <input type="checkbox"/> History books | <input type="checkbox"/> Picture books |
| <input type="checkbox"/> Newspapers | <input type="checkbox"/> Sports books | <input type="checkbox"/> Mystery books |
| <input type="checkbox"/> Poetry books | <input type="checkbox"/> Fantasy books | <input type="checkbox"/> Fiction books |
| <input type="checkbox"/> Cartoons/comic books | <input type="checkbox"/> Science books | <input type="checkbox"/> Biographies |
| <input type="checkbox"/> Humorous books | <input type="checkbox"/> Scary books | <input type="checkbox"/> Non-fiction books |
| <input type="checkbox"/> Magazines | <input type="checkbox"/> Poetry books | Other _____ |

4.) I am more likely to read a book for pleasure that:

- | | |
|--|---|
| <input type="checkbox"/> a teacher suggests | <input type="checkbox"/> my friend suggests |
| <input type="checkbox"/> a librarian suggests | <input type="checkbox"/> has won an award |
| <input type="checkbox"/> is by an author whose books I have read | <input type="checkbox"/> I just happened to see (hear about) in _____ |

5.) Three favorite books that I would take on a month-long trip are:

1. _____
2. _____
3. _____

6.) In the past week, I have read for at least half an hour (30 minutes):

- No days 1-2 days 3-4 days 6-7 days

7.) In the past month, I have read _____ book(s) for pleasure:

- No books 1 book 2 books 3 books More than 3 books

8.) My favorite time to read for pleasure is:

- | | |
|---|---|
| <input type="checkbox"/> Never | <input type="checkbox"/> In the morning before school |
| <input type="checkbox"/> During school | <input type="checkbox"/> During the midmorning |
| <input type="checkbox"/> Lunchtime | <input type="checkbox"/> After school |
| <input type="checkbox"/> In the evening | <input type="checkbox"/> Before falling asleep |
| <input type="checkbox"/> Whenever I can | <input type="checkbox"/> _____ |

9.) When I read I like to: read one book read more than one book at a time10.) I like to receive books as presents. YES NO11.) I have a public library card. YES NO12.) I borrow books from the public library:

- | | | |
|---|---|--|
| <input type="checkbox"/> Once a week | <input type="checkbox"/> Twice a week | <input type="checkbox"/> A couple of times a month |
| <input type="checkbox"/> Every few months | <input type="checkbox"/> A few times a year | <input type="checkbox"/> Hardly ever |
| <input type="checkbox"/> Never | | |

13.) I borrow books from the school library:

- | | | |
|---|---|--|
| <input type="checkbox"/> Once a week | <input type="checkbox"/> Twice a week | <input type="checkbox"/> A couple of times a month |
| <input type="checkbox"/> Every few months | <input type="checkbox"/> A few times a year | <input type="checkbox"/> Hardly ever |
| <input type="checkbox"/> Never | | |

14.) The number of books I have at home:

- | | | |
|--------------------------------|--------------------------------|---------------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 0-9 | <input type="checkbox"/> 10-19 |
| <input type="checkbox"/> 20-29 | <input type="checkbox"/> 30-50 | <input type="checkbox"/> More than 50 |

15.) If I could meet any literary character (for example, Hermione from *Harry Potter* or the dog from *Because of Winn-Dixie*), I want to meet:

- _____
- _____

16.) The last three books that I have read are:

1. _____
2. _____
3. _____

17.) I would like to read a book about:

Source: Reis et al., 2005. "Reading Interest-A-Lyzer." Copyright © 2005 by Sally M. Reis. Based on the *Interest-A-Lyzer* by Joseph S. Renzulli.

Characteristics of Genre

The word *genre* means type or kind. We use genres as a system to classify books by their common characteristics.

Poetry

1. _____
2. _____
3. _____
4. _____

Traditional Literature

1. _____
2. _____
3. _____
4. _____

Fantasy

1. _____
2. _____
3. _____
4. _____

Science Fiction

1. _____
2. _____
3. _____
4. _____

Realistic Fiction

1. _____
2. _____
3. _____
4. _____

Historical Fiction

1. _____
2. _____
3. _____
4. _____

Mystery

1. _____
2. _____
3. _____
4. _____

Biography, Autobiography, Memoir

1. _____
2. _____
3. _____
4. _____

Informational

1. _____
2. _____
3. _____
4. _____

End-of-Year Reading Evaluation

Directions: Please answer the following questions in as much detail as possible. I want to read your honest thoughts and opinions about reading and the design of this class.

1. What is your attitude toward reading? Has this class changed your opinion? If so, how?

2. Estimate how many books you read *independently* last school year.

3. How many books did you read independently this year?
(Include all of the books that you read, even if they did not meet genre requirements.)

4. How do you feel about the amount of reading you did this year?

5. Did you meet your genre requirements? If not, explain.

6. What was the best book you read this year? Why?

7. Which topics, authors, series, books, etc., do you plan to read in the future?

8. What do you wish you had learned about reading this year that you did not?

9. What advice can you give readers in this class next year?

10. In the next section, put a check mark next to the elements of this class that have helped you as a reader. Circle the factor that was most important to you.

- | | |
|--------------------------------------|----------------------------------|
| Classroom library | Teacher who reads |
| School librarian/
library | Conversations with
classmates |
| Book commercials | Book club |
| Independent reading
time in class | Reading response
letters |
| Nightly reading time at
home | Read-alouds |
| Conferences | Book reviews |
| Other: _____ | |

11. If you were designing the layout of the classroom library and the checkout system, what would you do to make it easier for students to use?

12. If you could tell other adults such as librarians, teachers, or parents one thing about reading and kids that they do not know, what would it be?

13. What obstacles do you see that might prevent you from reading in the future?

14. If you could design your own genre requirements, what would that look like? You must put at least two books in each category.

- _____ Poetry
- _____ Traditional literature
- _____ Realistic fiction
- _____ Biography, autobiography, memoir
- _____ Historical fiction
- _____ Informational
- _____ Science fiction
- _____ Fantasy
- _____ Mystery
- _____ Reader's Choice:

15. What other changes or additions would you make to this class to help readers in the future?

