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| **Classroom Library Considerations** |  |  |
|  | In reviewing the classroom library we noticed… | Our goal in this area is… |
| **Total number of books** in the classroom collection: Research recommends: 700 to 750 for primary classrooms and 400 books for upper grade classrooms… Fewer will work if collections are rotated frequently to provide variety and keep interest high. |  |  |
| Is there adequate coverage of the **full range of levels** represented by the readers in this classroom? Every reader in the classroom should be able to find a significant number of “easy” and “just right” books on a wide array of topics and genre. |  |  |
| How is the **fiction to nonfiction balance**? |  |  |
| Does the **fiction section** of the collection present a wide range of genre at many levels (realistic fiction, science fiction, historical fiction, fantasy, folk tale, fairy tale, series books, classics and contemporary selections, drama, poetry)? |  |  |
| Does the **nonfiction section** present a wide range of genre at many levels (procedure (how-to), description, explanation, persuasive, biography, magazines, brochures, field guides, menus,  |  |  |
| Are **enlarged texts** such as big books readily available for independent reading in primary classrooms. |  |  |
| Are **science and social studies** standards supported in books with huge kid appeal? |  |  |
| Does each learner have a **bag of independent reading books** that represent a range of genre (fiction and nonfiction) plus a solid core of “just right” books and books that build passion for the reader? |  |  |
| Are **book displays visually appealing**, inviting readers to explore, to read and to learn? |  |  |
| Do children have a chance to **rate or offer opinions** on the books they read from the classroom library? Do others read their reviews? |  |  |