

## The Classroom Library Checklist

**Directions:** Check the items that describe your current classroom library resources and practices related to independent reading.

<b>Classroom Library Environment</b>
<input type="checkbox"/> The classroom has a clearly designated, accessible, and inviting library space. <input type="checkbox"/> The classroom has several areas for students to read comfortably. <input type="checkbox"/> Classroom rituals and routines are established to support student self-management of independent reading. <input type="checkbox"/> The library area has room for 3 or 4 students to review and select texts.
<b>Classroom Library Content</b>
<input type="checkbox"/> I have at least 15 to 20 texts for each student. <input type="checkbox"/> There is a balance of fiction and informational texts. <input type="checkbox"/> The selection includes a range of genres and text structures. <input type="checkbox"/> The selection includes a range of levels that meet my students' needs. <input type="checkbox"/> There is a variety of high-quality texts that meet my students' ages, interests, and development. <input type="checkbox"/> Texts have characters and content that are relevant to students' background and the community. <input type="checkbox"/> Many texts support content the students are learning (math, science, social studies).
<b>Student Readiness and Self-Direction</b>
<input type="checkbox"/> Students have been explicitly taught strategies for self-selection. <input type="checkbox"/> Students have the stamina to read independently for up to 30 minutes. <input type="checkbox"/> Students have a book bin/box and a protocol for the content. <input type="checkbox"/> Students have a log or graph to record their reading and goals.
<b>Organization and Management</b>
<input type="checkbox"/> Shelves, bins, and containers display texts and promote self-selection. <input type="checkbox"/> Texts are organized in multiple ways (level, genre, picture or chapter book, favorite author). <input type="checkbox"/> Students know the organization system and use it effectively. <input type="checkbox"/> Anchor charts provide guidance for self-selection, book bin protocols, and exchanging texts. <input type="checkbox"/> A check-out and return system is in place and supports ongoing organization. <input type="checkbox"/> The collection includes a system to "weed" old or unused books and "feed" new books.
<b>Independent Reading and Conferencing</b>
<input type="checkbox"/> I have a conferring schedule to meet with students weekly or biweekly. <input type="checkbox"/> I have a process to collect data on my students' independent reading.  My conferring sessions include regular use of <input type="checkbox"/> Goal setting, which includes book choice, reading volume and/or pace, and reading a variety of genres. <input type="checkbox"/> A system to check strategy application. <input type="checkbox"/> Assessment of fluency and comprehension.

Source: From *Literacy Unleashed, Fostering Excellent Reading Instruction through Classroom Visits*, by B. Houck and S. Novak, in press, Alexandria, VA: ASCD. Copyright 2016 by ASCD.

Record your observations here.

### Data Results

Strengths	Limitations
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### Data Analysis:

1.

2.

3.