



CLASSROOM LIBRARY CHECKLIST

While there is no right way to organize a classroom library, use this checklist to evaluate your collection and its use.

YES	NO	STATEMENT
		1. Is there a minimum of 8 to 15 books per student?
		2. Is 1 new book per student added each year?
		3. Do the materials reflect the range of reading levels represented in the classroom, so that all students can find books that are appropriate to their independent reading level?
		4. Does the library contain a variety of materials: books, magazines, catalogs, listening center with books-on-tape, computer and computer software, art supplies and writing paper to respond to reading, etc?
		5. Is there a balance between the fiction and non-fiction books?
		6. Do the books represent a wide variety of genres and types: picture books, chapter books, poetry, folktales, joke books, historical fiction, mystery, science fiction, fantasy, biography, classics, series, multicultural, nonfiction, etc.?
		7. Are the books selected for their quality and reader appeal, both in interest and reading level?
		8. Are the books attractive and in good condition?
		9. Are there multiple copies of popular titles, so that students can read books together?
		10. Have at least 40% of the books been published in the last 5 to 10 years?
		11. Do the books reflect cultural and linguistic diversity?
		12. Do the students have voice in recommending books for the collection?
		13. Are the materials accessible to the students?
		14. Are the books categorized and arranged in a logical and clear manner: authors, genre, themes, series, topics, new books, read-alouds, award winners, etc.?
		15. Is there easy-to-read and highly visible signage to aid the students in finding materials?
		16. Does the organization and signage invite browsing and use?
		17. Are most of the books arranged with their covers facing outward?
		18. Does the organization promote the reading of different genres, authors, and types of materials?
		19. Is there a display area to highlight books and other materials and are the displays changed frequently?
		20. Is there a management system for checking out materials and monitoring their return?
		21. Is the classroom library weeded of old, tattered, and worn books on a regular basis?
		22. Is the classroom library located in one area of the room or are the reading materials and reading areas dispersed throughout the room?
		23. Are the reading areas defined with rugs or furniture arrangements?
		24. Is there an area set aside for quiet reading?
		25. Does the quiet reading area provide alternative seating: beanbag pillows, soft cushions, rocking or easy chair, sofa, loft, etc.?
		26. Are the students encouraged to use the classroom library throughout the school day?
		27. Are students provided chunks of time to read for a variety of purposes throughout the school day: for pleasure, for information, to perform a task?