When you walk around your school and visit your school website, what impression do you get of your school’s character? Is it proud of its sporting triumphs with a display case of trophies, or is the emphasis on art, the environment, religion? What about reading? Does anything indicate that reading is important at your school? This page lists ideas for things you might see or do to inspire a love of reading among staff (role models) and students.

**Displays in Foyers, Corridors, Principal’s Office and throughout the School**

**School Entrance Foyer**
* Establish a whole school focus on literacy (Mission/Vision)
* Signs on display about reading – i.e. slogans such as, “Kids Who Read Succeed,” pictures of children or leaders reading, or famous quotes about reading
* Notices of reading events – i.e. challenges or incentives in-school, visiting authors, book awards
* The principal’s recommended “book of the week”
* Promotion of the public library

**School Corridors and Notice Boards**
* Highlighting the Media Center or Library: Signs pointing to the Media Center/Library, footprints heading in that direction, opening hours, students on duty, etc.
* Library quiz of the week - come to the library to find the answers and enter a competition
* Student work about books – top student picks, art, writing inspired by books, reviews
* Information about new books coming to the library, and events coming up
* Quotes about reading, favorite opening lines of books, favorite characters

**The Principal’s Office**
* A sign to show that the principal thinks reading is important - quotes, favorite children’s books displayed, student work about reading, books for parents, etc.
* The principal reading during school-wide Sustained Silent Reading (SSR), which includes the students and all school staff reading, reading aloud to classrooms

**The Staff Room**
* Staff conversations about books that their children will read
* Information about teacher Book Clubs
* Professional reading about children’s books
* Information from the library, and promotion, about new, interesting, particular resources
* Notices promoting professional development on children’s / young adult (YA) literature

**The Media Center**
* The Media Center has a vast array of books and is the active hub of the school.
* A section of the Media Center houses leveled libraries for guided reading.
* Students have ample access to selecting books.
* The Media Specialist is a rich resource to teachers, students, and parents.

B. Houck & S. Novak, 2013
When you walk into the classrooms in your building, what impression do you get of each classroom’s character? Is it the teacher’s classroom or the students? Does the room feel like a place that invites learning and excitement? Is literacy valued? This page lists ideas for things you might see or do to inspire a love of reading within a classroom.

**The Classroom’s Physical Space**

* The walls of the room show that reading and writing are valued – i.e. student work is displayed and changed often, Anchor Charts and Bulletin Boards illustrate rituals and routines, Word Walls are an important part of learning, literacy areas are clearly labeled and used.
* Books are everywhere! There are more books than there are students! New books are displayed to generate interest. Book shelves are at a child’s level and offer a variety of fiction and informational text selections.
* The majority of the space is used for learning. (The teacher has designated a minimal area.)
* There are several comfortable places to read and write, providing choice.
* Literacy Work Stations offer opportunities to enhance and extend learning.
* The room is set up to allow for movement and easy transition from whole group, to small group, to independent time.

**The Classroom’s Practices, Culture, and Environment**

* Students know the rituals, routines, and responsibilities associated with literacy and learning.
* The Balanced Literacy Block is honored and offers 90-120 minutes daily of uninterrupted time.
* The teacher reads aloud every day.
* The teacher shares recommendations, discuss books, and encourage library visits.
* Students hear stories, talk about what they are reading and wish to read next, share recommendations, and use the library as a class and independently.
* Students discuss books, participate in book clubs and literature circles, have reading buddies, and serve as reading mentors.
* Independent Reading is part of the Balanced Literacy Block and 20-30 minutes is held sacred.
* There is time for students to read in addition to independent reading time – i.e. sustained silent reading, reading content related texts during other classes.
* Students have a variety of self-selected texts in their own book bag or bins and have books with them during “waiting times.”
* Projects and interesting assignments and work stations promote motivation to read and write.
* Students share their reading and writing with peers.
* Students are involved in assessment of their own learning.

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