



Can We Talk? Teacher Booktalks as an Influence on Intermediate Readers' Choice Reading Selections

(Reprinted with permission from Illinois Reading Council Journal, Vol. 53, No. 1, Winter 2024-2025)

Steven L. Layne

Wheaton College, Wheaton, Illinois

ABSTRACT

This study investigated the impact of booktalks on fifth-grade students' choice reading selections. The experimental design had 22 students in a treatment classroom where four booktalks across four distinct genres were delivered bi-weekly for an academic year (64 books in total) with opportunity for immediate check-out—three copies of each title were available. The same books in the same quantities were made available to students in the control classroom but no booktalks were provided to the students. Throughout the year, a growing positive climate of reading was observed in the treatment classroom with great excitement over the booktalks being demonstrated by the students who exhibited a strong desire to read the books. Observations and reporting from the control classroom did not yield a similar situation. A two-tailed t test showed a statistically significant difference in the circulation of book featured in booktalks in the treatment classroom over books simply displayed in the control classroom. Surveys indicated that the booktalks were particularly influential in the decisions made by fifth-grade students in the treatment classroom with regard to their reading.

KEYWORDS

booktalks;
reading
motivation;
student
engagement;
reading culture;
book circulation

The year was 1999, and something that would permanently change my professional life was about to happen. I never saw it coming, but I am forever grateful that it did. I was in Minnesota attending a literacy conference where, among many headliners, the sensational Gary Paulsen was speaking on his then-newest title *The Transall Saga*. It was, it seemed, just the kind of survival story his fans looked for him to supply . . . but not in the genre to which they were accustomed. This book was science fiction, and it sounded intriguing. I purchased it, and then I traveled home and began reading it at about 8:45 pm—finishing the book at 3:00 am! *That had not* been the plan. I was immeasurably grateful that school picture day was not upon us the next morning to highlight the dark rings under my eyes.

I arrived to my junior high school classroom in a fog and absentmindedly placed the hardcover copy of Paulsen's new title on the corner of my desk—not strategically—simply to set it out of the way as I got about the business of completing the kind of paperwork for the school office that leads people to crave the teaching profession. As my grade six students entered the room, the questions began as the book drew notice immediately: "Hey, what's this about? Did you read it yet? What did you think, Mr. Layne?" Long story short, by the time the bell rang, no student was seated; they were all forming a semicircle around my desk grabbing for the book as if the Holy Grail had just been identified and was in their possession. Being oblivious to the importance of what was happening, I clapped my hands and shooed them back to their desks. After all, there were important things to be

accomplished. This was a language arts classroom; I couldn't very well have us talking about books, right? (I had so much to learn.)

Later in the day, grade seven arrived, and it was a repeat performance. By noon, the librarian was hunting me down to ask why in the world I had not given her a courtesy warning that her book fortress would be coming under assault all morning long! It seemed every copy of *The Transall Saga* was checked out. She'd ordered everything she could get on interlibrary loan, but the waiting list of names suggested there were kids who wouldn't get a turn to read it by year's end. I was genuinely stunned . . . because I hadn't done anything. *Had I?* I pondered this throughout the lunch hour and then decided that perhaps I had done something—just not intentionally—but that thought led me to wonder what might happen if I decided to talk about this book *on purpose*, perhaps with a bit of dramatic flair?

Eighth-grade students arrived next and received the full treatment of me hyping the book and parading my bloodshot eyes for all to see. I raced toward the library as my class dismissed and watched through the computer lab windows as our tiny librarian's body disappeared from view amid a sea of gangly 8th graders waving their arms and frantically calling out for the book! It was the first time I had ever intentionally delivered a book chat in my class-room, and I had been teaching at the elementary and junior high level for 11 years. Yes, I had a lot to learn, but finally I was on the threshold of “getting the message.”

Booktalk History

Booktalks are, simply put, commercials for reading books. They are provided in hopes of igniting potential readers' interest in specific titles and galvanizing those readers to actually read a title they have heard “advertised” via the book-talk. Hudson (2016) identifies a booktalk as an “opportunity for a reader to share with other readers a book that he or she enjoyed” (p. 221) and points out that this happens in natural conversation with adults. It *does* happen in natural conversation with adults; however, I would argue that a healthy goal for literacy educators would be to see it happening in natural *instruction* with students.

One of the earliest and most well-known touchstones in the history of booktalks grew out of the early 1900s' publisher-fueled interest in the children's market, which resulted in the creation of entire juvenile divisions in publishing. The additional focus on children's books in the publishing industry led public libraries to create private spaces such as children's rooms, and this added attention on children's books fueled the decision of Margaret Edwards, a librarian at the Enoch Pratt Free Library in Baltimore, Maryland, to begin training her librarians in the art of booktalks. Her “trainings” were thorough and are among the first, and arguably the most famous, seminal moments in the history of booktalks (Braverman, 1979). Of course, others since then have offered tutelage in the art of delivering booktalks (Batchelor & Cassidy, 2019; Bodart, 1985; Langemack, 2003); however, the overall research regarding the *effectiveness* of booktalks is sparse, and this fact may account for the lack of practice instruction-ally in schools. In regular informal surveys of practitioners at large professional development gatherings totaling thousands of teachers, I have had less than 20 who have stated that they regularly provide booktalks to students; and since I taught for 11 years without ever providing a booktalk to my own students, I can hardly be surprised. I *can* say that once I knew better, I did better.

Level (1982) was one of the first to gather empirical evidence to investigate the effect booktalks have on book circulation in the school library. She discovered that the *frequency* of books checked out was impacted when students heard booktalks. Her findings related to the impact of booktalks on circulation were consistently supported in other studies (Bodart, 1985; Braeder, 1984; Clower, 2010; Nollen, 1992; Reeder, 1991; Riesterer, 2002).

Bodart's (1985) research studied booktalks over a three-month period from October of 1984 through January of 1985 with four groups of 9th-grade students and evidenced a dramatic increase in circulation. Fourteen titles that were booktalked had circulated only 33 times in the year prior to the study as opposed to 356 times during the year of the study.

Clower (2010) also reported an increase in titles that had not been circulating once she began delivering booktalks on those titles during a four-week study with 2nd graders. In fact, 68% of students hearing a booktalk on titles previously not circulating were interested in checking out one or more of the titles that very day. In addition, Clower reported waitlists being created the day of the booktalks with names being added to the lists for up to three weeks following them. Over the past two decades, researchers have continued, on occasion, to offer support for the inclusion of booktalks into the instructional day. Marinak and Gambrell (2016) encouraged teachers to talk about books in class so that students might enjoy reading, and Wozniak (2011) anchored a program to increase voluntary reading in 6th grade by using book-talks. More recently, Fisher and Frey (2018) included booktalks as one of four crucial factors in a successful intervention model designed to increase reading volume in K-6 classrooms, and we know that volume is a significant component in literacy skill development (National Center for Education Statistics [NCES], 2010). Internationally, work to promote reading engagement in Australian (Merga, 2020) and Swedish (Schmidt, 2020) schools included booktalks as an influential component; however, the focus in these studies was more heavily centered on the teacher librarian role than that of the classroom teacher.

Overview of Study

This study used an experimental design calling for a book flood in two 5th-grade classrooms across an entire school year. An equal number of titles crossing four distinct genres and the exact same titles arrived in each classroom on the same day. Eight different titles (3 copies of each) appeared in these classrooms in September, October, November, January, February, March, and April, and four different titles (3 copies of each) in December and in May; thus, these 5th graders were exposed to 64 titles across the span of a school year. In the control classroom, these books were displayed on a shelf at the front of the classroom to allow students to become aware of them, and the control teacher identified them as new additions to the classroom library—available for immediate checkout. In the treatment classroom, the same books appeared on the shelf at the front of the classroom on the same day as they did in the control classroom; however, the teacher delivered booktalks on these titles before allowing students to check them out.

Whereas the studies mentioned previously primarily measured data in a very limited timeframe, often between six and 18 weeks, this study differed significantly by considering treatment and data over an entire school year. In addition to circulation data, which has been the most frequent factor considered by other researchers, this study included qualitative components, including observations with field notes of the actual booktalks, surveys of students, and interviews

with the treatment and control teachers. Wozniak (2011) crossed genres with intentionality as part of her study of booktalks—a discriminating factor when compared with other research—and this study followed suit, though with only four focus genres as opposed to her six. Most importantly, though, this study differed from previous research by attempting to look at the impact on student motivation to read when booktalks are implemented systematically as part of the instructional curriculum by the classroom teacher. The following research question guided the work: “What role do bi-weekly booktalks play in influencing 5th-grade students’ choice reading selections?”

Methodology

Participants

Subjects in this study were from two 5th-grade classrooms in one kindergarten through 5th-grade Midwestern suburban school. The school report card statistics identified the student characteristics as 79% low income, 49% English Learners, and 17% students with IEPs. Additionally, the population was reported as 68% Hispanic, 21% White, 5% Black, 2% Asian, and 6% two or more races. There were 22 student participants from the treatment classroom and 21 from the control classroom.

Two 5th-grade teachers voluntarily participated in the study, and pseudonyms will be used throughout this article in identifying them. The treatment classroom teacher, Mr. Baker, was in his sixth year of full-time teaching; and Ms. Jackson, the control group teacher, was in her second year of teaching.

Materials

Titles selected to be featured in booktalks in the treatment classroom or displayed in the control classroom were titles with which the treatment group teacher was familiar and which, in his experience teaching 5th grade for multiple years, were accessible to most students. In addition, the titles selected fell equally into four distinct categories: 16 each from the genres of fantasy, nonfiction, historical fiction, and realistic fiction (a list of the titles can be found in Appendix A). Students completed either a “Pre-Conference Form” (Treatment Group) or a “Book Update Form” (Control Group) weekly in both classrooms (Appendices B-E; Layne & Zulauf, 2015) to provide a window into many of the books they were reading and, more importantly, *why* they were selecting them.

Treatment Classroom

Mr. Baker delivered four booktalks (also referred to as book chats), one each from the genres of fantasy, nonfiction, historical fiction, and realistic fiction every two weeks beginning in September with the exception of the months of December and May when only one booktalk occurred as opposed to two. There were three copies of each title available, and all the titles were placed on the display shelf at the front of the classroom on the morning of a day when booktalks were to be delivered. In addition, Mr. Baker projected a large image of the book cover whenever he was talking about a specific title. Booktalks lasted between three to five minutes each, and Mr. Baker read an excerpt from two of the four titles in each “round” of booktalks. A random check-out order was created prior to each round of booktalks to allow for an equal distribution of opportunity for interested students to immediately check out a book.

Mr. Baker used reading conferences as a key component of his instruction, and he liked his students to come prepared for the discussion. His “Pre-Conference Forms” for fiction or nonfiction

(Appendices B & C) were adjusted to include booktalks as one of several choices from which students could select in answering the question: “Why did you select this title?”

Control Classroom

Prior to the start of the study, Ms. Jackson acknowledged that she had never delivered book-talks to her students and was not interested in doing so; however, she was very willing to receive a large quantity of free books for her classroom and was more than happy to participate in the study since she was not being asked to change her instruction. She placed the same titles and the same number of each on her front shelf on the days when Mr. Baker was delivering his booktalks. She had explained at the beginning of the year that a grant was providing her with new books for her classroom and, as they appeared, students would be able to immediately check them out. Each time new books appeared, she made mention of them but did not draw attention to them beyond that. They were presented as part of the classroom library but received some additional attention by being placed “front and center” on a shelf in the classroom for a few days. Ms. Jackson did not conduct reading conferences as part of her reading instruction, so her students completed weekly forms that were nearly identical to the “Pre-Conference Forms” logged by Mr. Baker’s students which provided a small window into her students’ reading choices.

Data Analysis and Findings

Records of book checkouts were kept by both teachers revealing 385 circulations of titles that had received a booktalk in the treatment classroom and 76 circulations of titles that had been only displayed but not talked about by the teacher in the control classroom. A two-tailed t test revealed a statistically significant difference in favor of the treatment: $p < 0.0001$.

“Pre-Conference Forms” were completed in the treatment classroom for a total of 137 titles that had been featured in a booktalk. Students identified the booktalk as the influential factor in their decision to read that specific title 132 out of 137 times (Figure 1). In the control classroom, “Book Update Forms” were completed for 32 of the titles that had been on display. Students identified the fact that the book had been on display at the front of the room as a factor in their decision to read that specific title 15 out of 32 times (Figure 2).

Figure 1: Booktalks as an Influential Factor in Students’ Reading Selections

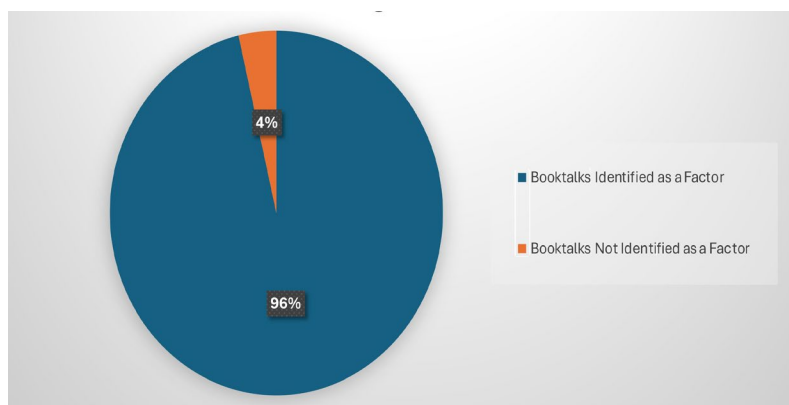
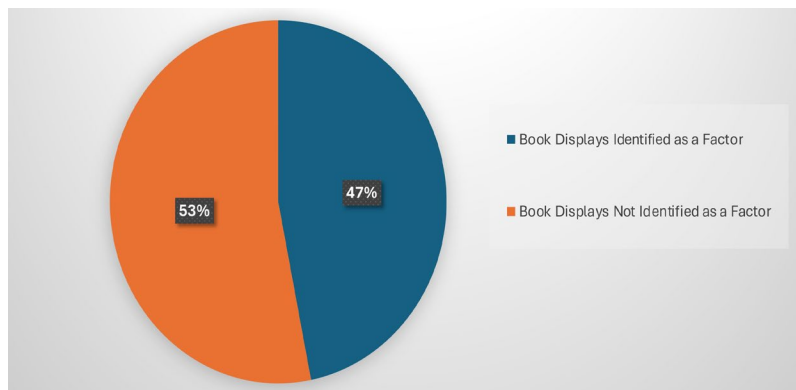


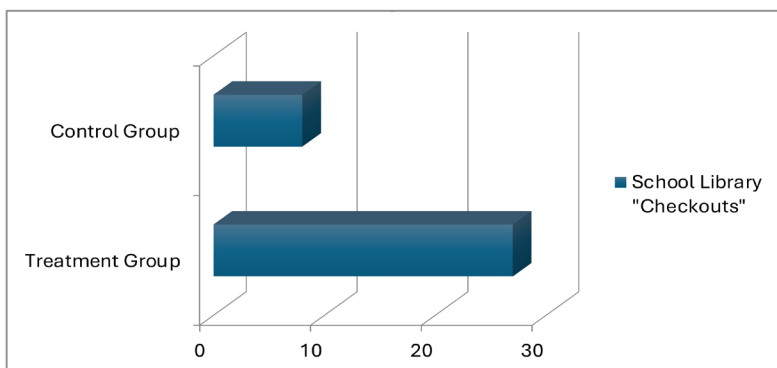
Figure 2: Book Displays as an Influential Factor in Students' Reading Selections



Other findings of interest came from interviewing the teachers. Mr. Baker expressed in his interview that by the third session of booktalks, which occurred in October, there was a palpable excitement as soon as students entered the room and saw the books on display—signaling that it was a day that they would hear booktalks. Coincidentally, this third session of booktalks was the first time that all 12 of the titles being featured that day were immediately checked out. Of the 16 sessions of booktalks provided throughout the year, nearly half resulted in every copy being checked out immediately. Ms. Jackson reported that there was little enthusiasm for the same new books being displayed on her front shelf every few weeks and very few checkouts.

Visits to the school library were also influenced by the booktalks as reported by the teacher of the treatment classroom. Mr. Baker stated that weekly trips to the school library became greatly anticipated by his students and that there were frequent requests for his book recommendations during these visits which had not happened in past years. Mr. Baker also reported that by the fourth month of the study, library visits were leading to students requesting impromptu book-talks from him about a variety of books in the school library. Ms. Jackson reported no change in her library visits throughout the year or from previous years. Additionally, it was noted that titles featured in booktalks were checked out of the school library 27 times throughout the course of the study; books on display in the control classroom were checked out of the school library eight times (Figure 3).

Figure 3: School Library Checkouts



Observations by the researcher were conducted in November, February, and May with the goal of noting that procedures were being adhered to in the manner agreed to by both the treatment and control group teachers. Both video and live observations revealed a clear discrepancy between cheers and excitement throughout the treatment classroom on the mornings new books were displayed on the shelf versus the control classroom where very few students walked up to look at the new books on the display shelf.

The following questions were posed to students in the treatment classroom through a survey at the conclusion of the study:

- *Have you ever had a classroom teacher who presented booktalks on a regular basis?* 22 out of 22 reported that no previous teachers had delivered booktalks.
- *Were you introduced to a book this year through booktalks that you might not have otherwise read?* 20 out of 22 students reported that booktalks had influenced their decision to read a title that they would not typically have selected.
- *Do you think you read more books this year than in past years as a result of hearing booktalks?* 21 out of 22 students indicated that they had read more books this year as a result of listening to booktalks.
- *Would you like it if future teachers presented book-talks on a regular basis?* 21 out of 22 students reported that they would like future teachers to deliver booktalks. The one student who reported not wanting future teachers to deliver book-talks wrote a note that said, “No, because I only like Mr. Baker’s booktalks.”

Discussion

The circulation data in this study supported that of many other studies which indicated that booktalks do increase circulation (Bodart, 1985; Braeder, 1984; Clower, 2010; Level, 1982; Nollen, 1992; Reeder, 1991; Riesterer, 2002). The yearlong dataset provided here reveals that books featured in booktalks in the treatment classroom were checked out more than five times when compared with checkouts from the control classroom where the same books were not only made available but featured on the same type of display shelf.

It is important to acknowledge that simply because a book was checked out does not mean that it was read nor that it was read completely. To avoid sensitizing the students to the goal of the research, it was decided that we would use the self-reported “Pre-Conference Forms” and “Book Update Forms” as a data source with the understanding that there would be clear gaps in their accuracy. For example, though students completed these forms weekly, it is entirely possible that some students read more than one book in a week or that a student finished a book on Tuesday and started another on Friday—and reported on the new Friday book, never mentioning the book finished on Tuesday. The primary advantage of the surveys was to provide information on if it appeared students were, in fact, reading the books they were checking out. Moreover, we were interested to see, on occasions when the forms revealed that books being read had been featured in booktalks, did students report that the booktalk was the influential factor in their decision to read the title. With more than 96% of the students from the treatment classroom reporting on these forms that the books they were reading had been featured in booktalks, there was clear evidence that, at least in the case of these specific titles, the books were being thoroughly read—and that hearing the booktalks was impactful.

The observational visits by the researcher consistently revealed a growing excitement about books and reading in the treatment classroom—a culture of reading was observed—and while causation

cannot be implied, common sense combined with interviews of both the treatment and the control teachers at the conclusion of the study made it clear that book chats played a role in developing a positive reading climate in the treatment classroom. In fact, during one of the observational visits, Mr. Baker was recording on a large piece of chart paper a list of “Things We Want New Kids to Know About Mr. B’s Classroom” when the researcher arrived. Students were energetically shouting out responses, and one of them said, “Book chats! We have to make sure the new kids moving here know that in this class you get book chats!” It would seem the answer to the research question, “What role do bi-weekly booktalks play in influencing 5th-grade students’ choice in reading selections?,” is that they play significant and impactful roles both in the book selections and, perhaps, in the desire to read.

Implications

The goal in conducting this research was to positively impact the students, the teachers, and, most importantly, the teaching community. For too long, booktalks have not been considered instruction. The hope is that research like this will convince teachers to no longer consider it an “extra.” Rather, it should be viewed as a valuable and important instructional component in the curriculum. More work is needed in this area for sure. Future researchers may look more carefully into the impact of specific genres on readers, on the “voice” of the booktalk in terms of how it is narratively delivered, and on whether the gender of the protagonist holds sway on different readers. A much larger sample size is needed to better inform us of the impact, but there is value in moving forward with research on booktalks.

Perhaps the most significant moment for this researcher came at the very end of the study in the final interview with the control classroom’s teacher, Ms. Jackson, who had been clear that she had no interest in delivering booktalks (making her the perfect control classroom teacher!). During her final interview, she asked if another study was to be done, could she *please* be the teacher delivering book chats to her students! “This has changed me,” she said. “When I see the excitement in Mr. Baker’s room over those books—all of his students reading with such excitement—and then compare that with my room . . . it’s just been really hard. I want better for my students.”

It would seem the old saying is true, in Ms. Jackson’s case at least: *When you know better, you do better*. Research that informs our practice helps us all do better.

References

- Batchelor, K. E., & Cassidy, R. (2019). The lost art of the book talk: What students want. *The Reading Teacher*, 73(2), 230-234. <https://doi.org/10.1002/trtr.1817>
- Bodart, J. (1987). *The effect of a booktalk presentation of selected titles on the attitude toward reading of senior high school students and on the circulation of these titles in the high school library* (Doctoral dissertation). Texas Woman’s University, Denton. Available from ProQuest Dissertations & Theses Global (303531758). <https://www.proquest.com/docview/303531758?sourcetype=Dissertations%20&%20The%20ses>
- Braeder, D. (1984). Booktalking: A survey of student reaction. *Canadian Library Journal*, 41(4), 211-215.

- Braverman, M. (1979). *Youth, society, and the public library*. American Library Association.
- Clower, N. E. (2010). *Using booktalks to increase the circulation of award-winning literature* (Master's thesis). University of Central Missouri, Warrensburg. Available from ProQuest Dissertations & Theses Global (750959296).
<https://www.proquest.com/docview/750959296?sourcetype=Dissertations%20&%20Theses>
- Fisher, D., & Frey, N. (2018). Raise reading volume through access, choice, discussion, and booktalks. *The Reading Teacher*, 72(1), 89-96. <https://doi.org/10.1002/trtr.1691>
- Hudson, A. K. (2016). Get them talking! Using student-led book talks in the primary grades. *The Reading Teacher*, 70(2), 221-225. <https://doi.org/10.1002/trtr.1494>
- Langemack, C. (2003). *The booktalker's bible: How to talk about the books you love to any audience*. Libraries Unlimited.
- Layne, S., & Zulauf, B. (2015, July). *Teacher book chats: An examination of motivational influence on intermediate-grade readers*. Paper session presented at the meeting of UK Literacy Association, Nottingham, UK.
- Level, J. S. (1982). Booktalk power—A locally based research study. *School Library Media Quarterly*, 10(2), 154-155.
- Marinak, B. A., & Gambrell, L. B. (2016). *No more reading for junk: Best practices for motivating readers*. Heinemann.
- Merga, M. K. (2020). “We talk books”: Teacher librarians promoting book discussion to foster reading engagement. *English in Australia*, 55(1), 22-33.
- National Center for Education Statistics (NCES). (2010). *Fast facts: Reading*.
<https://nces.ed.gov/fastfacts/display.asp?id=147>
- Nollen, T. D. (1992). *The effect of booktalks on the development of reading attitudes and the promotion of individual reading choices* (Doctoral dissertation). University of Nebraska, Lincoln. <https://digitalcommons.unl.edu/dissertations/AAI9225488/>
- Paulsen, G. (2011). *The Transall saga* (Reprint ed.). Delacorte Press.
- Reeder, G. M. (1991). *Effects of booktalks on adolescent reading attitudes* (Doctoral dissertation). University of Nebraska, Lincoln.
<https://digitalcommons.unl.edu/dissertations/AAI9129570/>
- Riesterer, L. (2002, November/December). Book talk them into reading. *The Book Report*, 8-9.
- Schmidt, C. (2020). Librarians' booktalks for children: An opportunity for widening reading practices? *Journal of Early Childhood Literacy*, 23(3), 470-492.
<https://doi.org/10.1177/1468798420964941>
- Wozniak, C. L. (2011). Reading and talking about books: A critical foundation for intervention. *Voices from the Middle*, 19(2), 17-21. <https://doi.org/10.58680/vm201118368>

Author

Steven L. Layne is a professor in the Department of Education at Wheaton College. Author of over 30 books, articles, chapters, and monologues, Dr. Layne lives with his wife in St. Charles, Illinois.

Appendix A

Fantasy

<i>Pi in the Sky</i>	Wendy Mass
<i>Tesla's Attic</i>	Neal Shusterman
<i>Flora & Ulysses</i>	Kate DiCamillo
<i>A Tale Dark & Grimm</i>	Adam Gidwitz
<i>Ghost Dog Secrets</i>	Peg Kehret
<i>Powerless</i>	Matthew Cody
<i>On the Day I Died</i>	Candace Fleming
<i>11 Birthdays</i>	Wendy Mass
<i>A Snicker of Magic</i>	Natalie Lloyd
<i>Bliss</i>	Kathryn Littlewood
<i>Rump</i>	Liesl Shurtliff
<i>The Indian in the Cupboard</i>	Lynn Reid Banks
<i>The Maze Runner</i>	James Dashner
<i>Full Tilt</i>	Neal Shusterman
<i>Running Out of Time</i>	Margaret Peterson Haddix
<i>The Dark Side of Nowhere</i>	Neal Shusterman

Nonfiction

<i>Bomb</i>	Steve Sheinkin
<i>Chasing Lincoln's Killer</i>	James Swanson
<i>Knucklehead</i>	Jon Scieszka
<i>Yellow Star</i>	Jennifer Roy
<i>The Boy on the Wooden Box</i>	Leon Leyson
<i>A Long Walk to Water</i>	Linda Sue Park
<i>Children of the Dust Bowl</i>	Jerry Stanley
<i>How They Croaked</i>	Georgia Bragg
<i>To Be a Slave</i>	Julius Lester
<i>Boy: Tales from Childhood</i>	Roald Dahl
<i>Phineas Gage: A Gruesome but True Story of Brain Science</i>	John Fleischman
<i>Lincoln's Grave Robbers</i>	Steve Sheinkin
<i>Small Steps: The Year I Got Polio</i>	Peg Kehret
<i>Unlikely Friendships: 47 Stories from the Animal Kingdom</i>	Jennifer S. Holland
<i>Disasters: Natural & Man-Made Disasters Throughout the Centuries</i>	Brenda Guiberson
<i>Dogs on Duty: Soldiers' Best Friends on the Battlefield and Beyond</i>	Dorothy Hinshaw Patent

Historical Fiction

<i>Breaking Stalin's Nose</i>	Eugene Yelchin
<i>Out of the Dust</i>	Karen Hesse
<i>Letters from Wolfie</i>	Patti Sherlock
<i>The Boy in the Striped Pajamas</i>	John Boyne
<i>The Boy Who Dared</i>	Susan Bartoletti
<i>Odette's Secrets</i>	Maryann Macdonald
<i>Fever 1793</i>	Laurie Halse Anderson
<i>The Green Glass Sea</i>	Ellen Klages
<i>Lions of Little Rock</i>	Kristin Levine
<i>War Horse</i>	Michael Morpurgo
<i>Bud, Not Buddy</i>	Christopher Paul Curtis
<i>Al Capone Does My Shirts</i>	Gennifer Choldenko
<i>Breathing Room</i>	Marsha Hayles
<i>My Brother Sam is Dead</i>	James & Christopher Collier
<i>Hope's Crossing</i>	Joan Elizabeth Goodman
<i>Number the Stars</i>	Lois Lowry

Realistic Fiction

<i>Wonder</i>	R. J. Palacio
<i>Rules of the Road</i>	Joan Bauer
<i>Harris and Me</i>	Gary Paulsen
<i>Notes from the Midnight Driver</i>	Jordan Sonnenblick
<i>Schooled</i>	Gordon Korman
<i>Crossing the Wire</i>	Will Hobbs
<i>The Odd Squad</i>	Michael Fry
<i>Secret Science Alliance</i>	Eleanor Davis
<i>Hatchet</i>	Gary Paulsen
<i>Make Lemonade</i>	Virginia Wolff
<i>A Series of Unfortunate Events #1</i>	Lemony Snicket
<i>Stargirl</i>	Jerry Spinelli
<i>Ungifted</i>	Gordon Korman
<i>Larger-than-Life Lara</i>	Dandi Daley Mackall
<i>The Fourth Stall</i>	Chris Rylander
<i>The Juvie Three</i>	Gordon Korman

Appendix B

Name: _____ Date: _____

Pre-Conference Form - FICTION

1. What is the title of your book and who is the author?

2. Why did you select this book? (Check all that apply.)

_____ Cover

_____ Popular Book Series

_____ Author

_____ Recommended by:

_____ Genre

(Name)

_____ Book Talk

_____ Other

3. What page are you on? _____

4. Who is the most important character so far?

5. How is this character like or not like you?

6. What is the biggest problem so far?

Appendix C

Name: _____ Date: _____

Pre-Conference Form - NONFICTION

1. What is the title of your book and who is the author?

2. Why did you select this book? (Check all that apply.)

_____ Cover

_____ Popular Book Series

_____ Author

_____ Recommended by:

_____ Genre

(Name)

_____ Book Talk

_____ Other

3. What page are you on? _____

4. What do you believe is the purpose of this book?

5. What is something that surprised you?

6. Change the title of this book to something you like better and explain your decision.

