

In-Depth Newspaper Coverage: Beyond the Cover
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Beyond THE Cover

AN IN-DEPTH ON READING

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Cover graphic by
Kylie Krajicek

With a new school improvement goal and Read Across America week right around the corner, we thought this was the perfect opportunity to write an in-depth featuring one of our favorite hobbies: reading. Especially at the high school level, our busy schedules and ever-consuming technologies often cause a decrease in our reading, but it is no less important for teens or adults than it is for children. So hopefully these stories will reinforce existing reading habits and spark some new motivation for those that have strayed away from the written word. Either way, we hope you enjoy **READING** these stories!

-The journalism staff

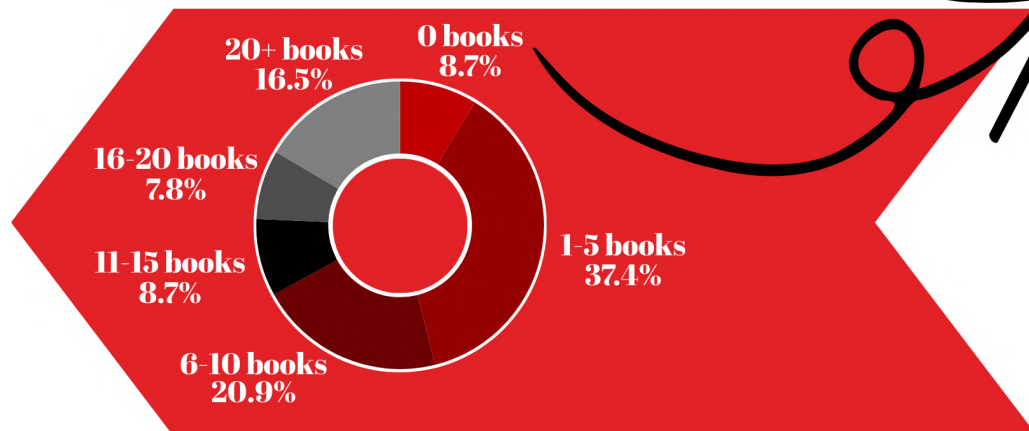
2025-2026 CHIEFTAIN TIMES STAFF

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The Chieftain Times Staff welcomes letters to the editor and comments or concerns about our coverage. Please submit them to advisor Ginger Eikmeier at geikmeier@yutanps.org. All items must be signed and appropriate.

Chieftain reading habits

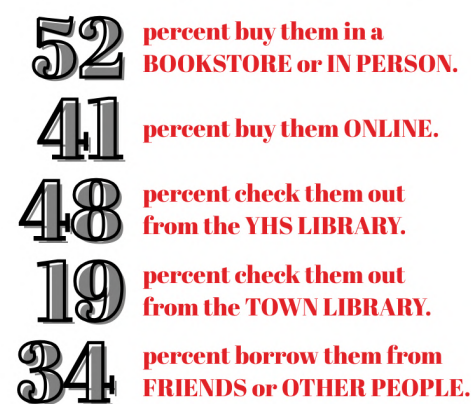
How many books did you read last year?



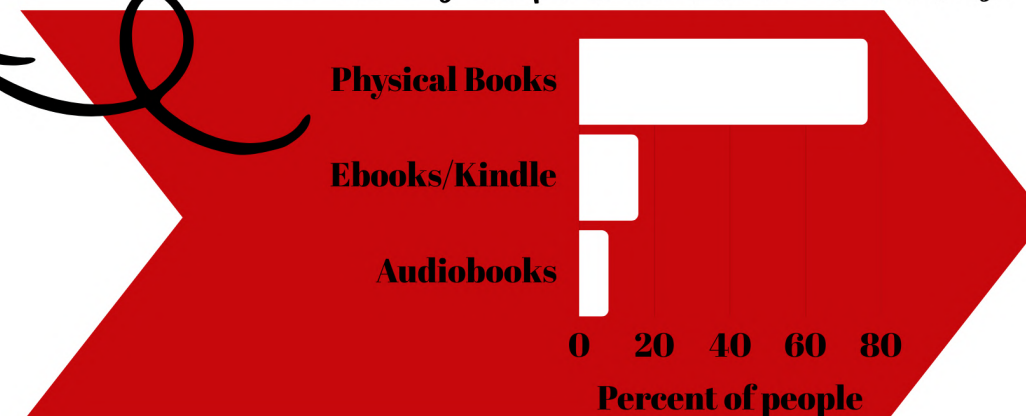
Why didn't you read?



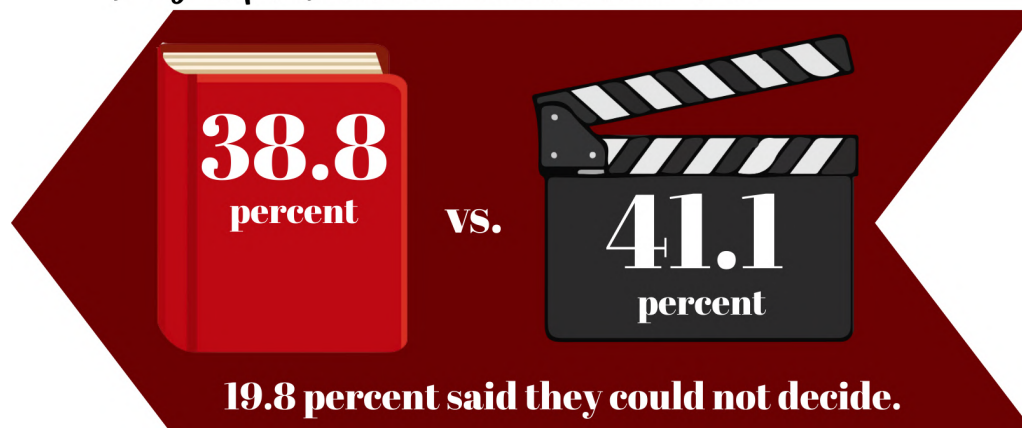
Where do you get your books?



What is your preferred form of reading?



Do you prefer the book or the movie?



Information on both pages was collected by a survey sent to Yutan High School students and staff on Jan. 26, 2026. A total of 116 responses were recorded. Infographics created by Ashtyn Anderson.

Most popular genres



Editorial: *Reaping the rewards of reading*

Why all students can benefit from *reading more*

By Nicole Wacker

When wondering how students can improve their well-being and academic success, usually we would focus on grades, homework and tests—but we miss the most important tool we already have: reading. Reading has a deeper purpose than just a project in English class; it's an important skill that helps students in their everyday lives. Because of this, every student at Yutan High School and beyond should be not only reading in class but also making time in their daily routine to read.

Most students don't actually realize how reading outside class influences their academic success. Research from the National Institute for Literacy says that reading skills are connected to higher academic success across all subjects. As Concordia University points out, reading a history book, following instructions in science or solving a word problem in math are all skills that need the practice of reading. Students who read daily also perform better on standardized tests because they better comprehend instructions and questions.

"Reading outside of school, just for fun, it really helps you improve your comprehension and just understanding of what you're reading, which is also a huge benefit when it comes to school with learning through reading and test taking and understanding what you're reading," one Yutan senior said.

Reading also guides students to amplify their vocabulary and improve their writing skills. The more a student is exposed to different words and sentence structures, the more assertive they become when answering homework questions or writing essays. According to the American Psychological Association, students who regularly read develop a profound increase in vocabulary compared to those who do not. Vocabulary isn't the only benefit of reading, however; it allows students to store important information they wouldn't have found without picking up a book.

"I think that reading also exposes you to a wide variety of general information you might not otherwise find out, including a lot of words and vocabulary that help you improve your general understanding of the world, opens the students to new worlds, builds mental

stamina and focus and expands the students' knowledge and vocabulary, strengthening their overall understanding of the world," one Yutan teacher said.

Beyond just academics, reading provides benefits that go outside the classroom. Reading can decrease stress, provide an escape from real life and improve focus skills. A research study from Sussex found that reading for a minimum of six minutes a day can decrease stress levels up to 68 percent. With our students always surrounded by phones, screens and social media, reading presents to students a healthy way to relax.

respectful and better awareness of their peers in school. This new encounter allows students to experience different perspectives in books that teach them about new cultures, situations and ideas without ever stepping outside the classroom.

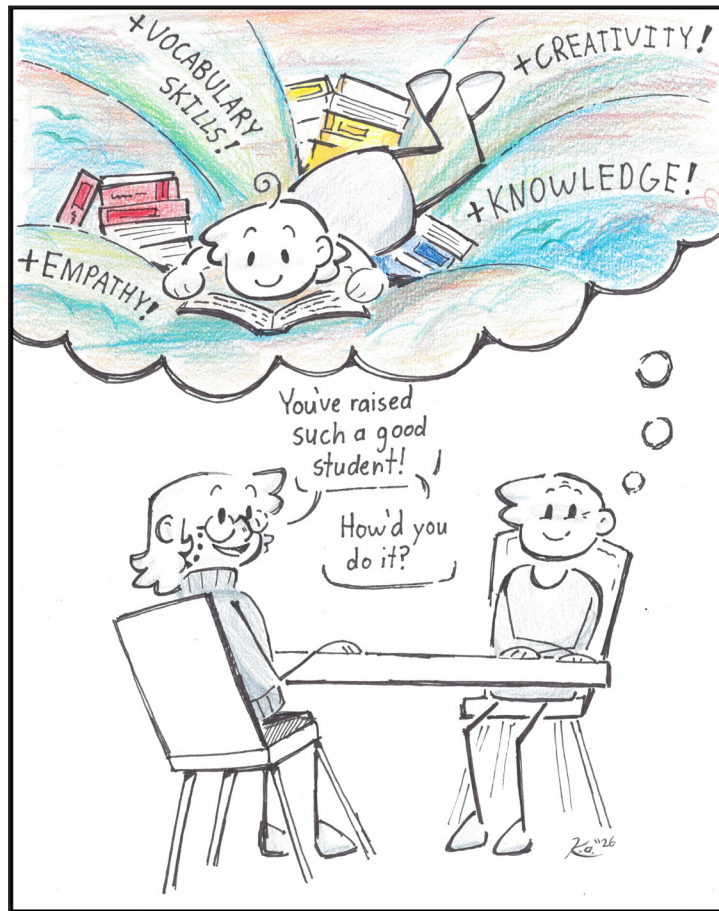
"I know WAY more about the world, history and people in general than I would if I didn't read. I feel like a lot of the problems we have in society are because people don't understand history or try to understand the problems of others, and reading helps with that so much," another Yutan teacher said.

Despite all the benefits of reading, a large number of students avoid reading unless it's a required material. Packed schedules, no motivation or the urge to scroll on technology can cause the act of picking up a book to feel like a chore instead of a choice. However, making time for just 10 minutes of reading daily can make a huge impact. From a novel, magazine or comic book, numerous studies such as Pan Macmillan have shown that short daily reading sessions can improve comprehension and focus over time.

Teachers and staff can also push reading by offering more opportunities for choice reading and introducing new library resources, such as lounge chairs. Educational research shows that when students are given an option in what they read, their engagement and enjoyment significantly increase. Reading challenges, book clubs and class discussions can help make reading a more social experience, rather than a personal one. In Yutan, teachers could also implement free reading time during Chieftain Time. This push from teachers and staff can better lead students to a life where

reading is enjoyable.

Overall, reading is a skill that helps students create success academically, mentally and emotionally. By inserting reading into our everyday lives, we can improve our learning, better prepare ourselves for the future and reduce stress. Studies consistently illustrate that lifelong readers have a higher chance of succeeding in academics and creating and maintaining good mental well-being. Reading may seem like a small habit, but its impact is great—and it's something we can all take part in, one chapter at a time.



Cartoon by Ksenia Bradford

"Reading helps me rewind after a long day because it helps me escape into a different world," one Yutan sophomore said.

Reading also builds empathy and understanding. Research from Science magazine suggests that reading fiction enhances the reader's ability to understand others' beliefs and viewpoints. Seeing life from another person's mind allows the students to better understand people who are different from them. This can lead to a more

Always aiming for improvement

Yutan adopts new school reading goal

By Emmy Tederman

Normally, students are asked to set goals for themselves to improve during the school year. However, schools also have to improve themselves by setting specific goals that are measured in a five-year cycle as part of the school improvement process. One main goal the Yutan school district recently set is to improve reading.

"Our first goal is by the spring of 2029, all students will have increased their reading comprehension and application of informational text as measured by K-8 students meeting or exceeding grade level expectations as measured by NWEA (MAP testing) and the second part of that is Pre-ACT and ACT students meeting benchmarks," high school principal Stefanie Novotny said. "Our second goal is by the spring of 2029, students in grades third through twelfth will increase their sense of belonging by 5 percent as measured by a spring and fall climate survey annually."

Improving reading has been a long-time goal of the district, but administrators wanted to make this cycle's goal more distinct.

"We tried to make it a little bit more specific rather than just reading, so there's still a reading focus with the informational text, but we wanted our goals to be more specific and measurable," Novotny said.

To decide how to narrow the goal, a team of elementary teachers, high school teachers, counselors and administrators talked with Yutan's Education Service Unit (ESU) to look at data.

"We worked with our ESU2 and their data steward, and he put together a data dashboard for us. So it had all of our demographics, our teacher information, all of our district assessments, Fastbridge, Pre-ACT and ACT. So this allowed us to look at just the different

areas that we were excelling in and areas where growth was needed," Novotny said.

One teacher that helped define this goal was English teacher Alyssa Hansen, who is part of the Multi-Tiered System of Supports (MTSS) team.

"So schools have to create a goal that they work towards every five years just to make sure that we're working towards something," Hansen said. "So MTSS looked at that data and then came up with an idea for a specific reading goal using informative texts and then a behavior goal focused on a sense of belonging for kids."

Yutan Public Schools' School Improvement Goal

By the Spring of 2029, all students will have increased their reading, comprehension and application of informational text, as measured by:

- a) K-8 students meeting or exceeding grade-level expectations as measured by NWEA
- b) Pre-ACT and ACT students meeting benchmarks

While it was a smaller group that determined the district goal, all staff is involved in making that goal happen.

"So in this district, we have six school improvement teams that are made up of all of our certified staff members. This model is very teacher driven so that everyone has a voice and can contribute. So it's not just the administration telling the teachers what to do, we want everyone to be a part of it," Novotny said.

One step the English department has already taken toward this goal is adopting

a new curriculum, Into Literature.

"So the new curriculum has purposeful informational texts placed in it. And so having that informational text in there gives kids an opportunity to read it, and I don't have to go find it because it is in our textbook," Hansen said.

While it was an adjustment for the English department, they have seen some benefits of the new curriculum.

"I love every novel that I teach and so when we got the new curriculum and I had to replace some novels, that made me a little nervous about it," Hansen said. "In general, it's been really good, and it's been good to have an area of focus and to try some new things and see that there's some better ways to do things than I've been doing them."

Because the district's goal is informational reading, however, it's something every content area can take part in.

"It's been a learning opportunity for me as a secondary teacher who does not have a lot of background in reading skills for students. My training was in education in general and then very science specific. So I've definitely leaned on my colleagues to help with strategies and implementing just common language between the English department and science department when we are analyzing text for evidence or information," science teacher Leslie Heise said.

There are still many steps the district will take toward the goal, but they want the message to students to be the importance of improvement.

"Whether you are a high or a low student, you should still improve and grow from the beginning of the year all the way through the end of the year. That's why our students take assessments," Novotny said. "We want them to give their best effort and then we use this data to help inform our teaching and learning."

KEEP CALM, READ ON

Reading Appreciation offers busy students time to read

By Maddie Fenn

Between academics and extracurriculars, students' lives can be packed with a busy schedule. Unfortunately, this leaves students who love to read with little to no free time to do so. However, Yutan offers a class called Reading Appreciation, where students have dedicated time to read books they are interested in.

Currently, the class is taught by English teacher Nealy Freeman, who has taught this type of class for nine years over the course of her career.

"I think the structure of this class is really open so that students can have the time to read a book that they want, or they also have time to work on something else if they need to. We really just read books, and giving that time to do that is kind of a blessing for students who really enjoy reading," Freeman said.

Students complete projects inspired by their books, and this is another way students are given freedom.

"We do weekly discussions; they do book projects, like Capri (Woster) right now is doing a poster for her book," Freeman said. "You have to write at least four essays over books over the course of the year, but they have a menu board so they can actually choose what they would like, from AR quizzes to vocabulary work."

The independence the class offers in choosing assignments and which books

to read is what makes the class so enjoyable among students.

"I really like being able to choose my own books because when you can choose, you can do whatever you like the best. Also, the projects can be anything like writing or drawing, so it is pretty fun," freshman Capri Woster said.

The class wasn't always structured this way, though; in fact, it used to be called Modern Literature and was a core class for seniors. This was changed roughly 10 years ago to make the required senior English classes more consistent, though the name wasn't changed until this school year.

"We made the switch that seniors then would have their two regular English classes, and Modern Literature became an elective, and it's been passed from teacher to teacher over the years based on who has room in their schedule. So, each of us in the English department has taught the class before," English teacher Ginger Eikmeier said.

Because the class became an elective, the overall requirements of the class needed to change.

"In the past several years, we've taken the class in that direction where we really focus on letting the students choose the books they're reading," Eikmeier said. "They still have to demonstrate that they're comprehending what they're reading. They still have to think about what they're reading. They still have to do projects about what they're reading, but it gives them more autonomy."

Due to the amount of time to read and freedom the class provides, students who have no time to read but love to do it, such as senior Addi Smith, were eager to take the class.

"I took Reading Appreciation class because I wanted a class where I could just dedicate my time to reading because last year it was hard finding time during school," Smith said. "I got into different book series and I really wanted to read it, and you know, get really into the book.

And I felt like at school I had no time to read it. So then I was like, 'Oh, I have a class for that.'"

Not only does the class give students benefits within the class, but Reading Appreciation also benefits students outside of class.

"Personally, I saw improvements on reading sections of tests because I could understand the questions better because I knew how to read and look at the text," said sophomore Charlie Tasich, who took the class last year.

Gaining new or improving reading skills is another benefit of taking the class. Even students who don't prefer to read will walk away with valuable lessons.



Senior Addi Smith reads "A Good Girl's Guide to Murder" during Reading Appreciation. Not only can students choose books from the teacher's library, but they can bring their own book or kindle to read from. (Maddie Fenn)

"I would encourage a kid who doesn't necessarily like reading or isn't a big reader to take this class," Freeman said. "A person who doesn't read any books over the course of the year will instead read 12 books, and that's an insane amount of words, it's a lot of pages, it's a lot of experience."

Regardless of what it has been called or how it has changed over the years, taking this elective gives busy students the opportunity to finally be able to read.

"Even if you don't like reading, you should take this class," Smith said. "When I read, it's like escaping to a whole new world, and this class allows me to do that. I'm so glad I had the opportunity to take a class like this."

READERS AND LEADERS

Jacobs encourages reading with AR competition

BY ADDI JONES

Teachers are always trying to find ways to get students to read, not just in class but on their own. A common incentive used at the elementary level is Accelerated Reader, which became a fun competition for the sixth graders each year.

"Accelerated Reader (most teachers call it AR) is a school reading program designed to help students practice and improve their reading comprehension. Students read books that match their reading level and then take short quizzes to check their understanding," sixth grade teacher Trent Jacobs said. "The program also helps teachers monitor student progress and make sure students are choosing books that are not too easy and not too difficult."



Eighth grader Ella Eikmeier reads a book during her free time. Eikmeier's favorite genre to read is fantasy. (Morgan Long)

In 2017, both sixth grade classrooms made AR more competitive by creating a leaderboard for students who earned more than 100 AR points throughout the year. These points are scored with quizzes that typically earn 10 to 20 points per book.

"I wanted to recognize students in a positive way for reading a lot during the school year. I display the leaderboard in my classroom and really hype it up, which motivates students to compete

and work toward earning more points," Jacobs said.

Because this competition has been happening for nine years, the students in grades 7-12 remember that it helped motivate them to continue reading.

"AR gave me more of a drive to read because it made reading more competitive," said eighth grader Emma Long, who is third on the leaderboard with 431.6 AR points.

Not only did it motivate students who didn't read a lot before sixth grade, but it also motivated students who consistently read before they were introduced to AR.

"I was really competitive, and I really wanted to be at the top of the leaderboard. Reading was kind of what I was known for, and I liked that it pushed me and gave me goals," said eighth grader Kate Hoellen, who is first on the leaderboard with 1,126.1 points.

Students who started reading more because of AR also noticed that their grades were improving.

"I didn't read a lot before sixth grade, and I think reading helped me get smarter because I wasn't really smart in fifth grade," said eighth grader Ella Eikmeier, who is second on the leaderboard with 480.8 AR points.

After a few years, students at the top of the leaderboard still feel proud of their accomplishment.

"It feels rewarding to be recognized for the effort I've put into reading and knowing that other kids get to see my name up there," Long said.

While the competition started good habits, it becomes harder to find that time now that the students are busier and it's not tracked.

"I still read, but I probably don't read as much now because it doesn't really matter if we read or if we don't



Eighth graders Kate Hoellen and Emma Long read their books after finishing their homework in JH Writing. Hoellen's favorite genre is historical fiction, and Long's favorite genre is realistic fiction. (Ginger Eikmeier)

read because it's not required," Eikmeier said. "But I read a ton more now than I did in fifth grade."

Although students find it hard to make time to read, they still think it is beneficial.

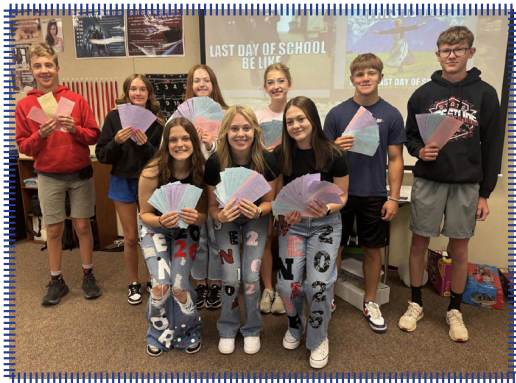
"Usually, when you read, you see new words, which expand your vocabulary and help you gain more information about the topic that you're reading about," Eikmeier said.

Hoellen agrees that there are many benefits that come from reading.

"You learn a lot about a lot of different things, which is a really vague statement, but you learn about humans and how they act and relationships and dynamics between people in the world around you," Hoellen said.

Overall, Jacobs hopes these benefits of reading encourage students to continue reading long after the competition is over.

"The ultimate goal of Accelerated Reading for me is to help students become lifelong readers who genuinely enjoy reading. Hopefully, it builds strong comprehension skills, confidence and reading independence," Jacobs said. "Ultimately, it is not just about earning points but about fostering a lasting love for reading that continues beyond the classroom."



Then-freshman Charlie Tasich (far right) stands with his Modern Literature classmates showing off their bookmarks at the end of the spring 2025 semester. Each bookmark represented a book read during the semester. (Ginger Eikmeier)

BEHIND THE BOOKS

LIBRARY STAFF SHARES THEIR LOVE FOR READING

By Jada Reed

As many people dive into a book, it serves as an escape from their everyday lives and a chance to relieve stress from the day. Students can take a break and choose a book that they will enjoy at the library. Trying to find a book they will fall in love with can be a struggle, but it becomes easier when they get help from the library staff.

“Just by reading books, we can expand our knowledge about the world,” preK-12 media specialist Shannon Coleman said. “You can just read a book to kind of escape from your everyday, stressful, day-to-day life.”

Coleman has been the media specialist at both Yutan Elementary and High School for 18 years, and her job is much more than just helping students choose books.

“I’m in charge of the circulation guidelines at each building, the collection development at each building, documenting all the fines, lost books, all the book purchases and collaborating with teachers on any projects they want help with,” Coleman said.

Not only does Coleman work in the library, but she also handles technology.

“I help with organizing the Chromebooks and getting them ready for the kids every year, I help students and staff problem-solve technology issues and I work in the Google Admin to help create the Google emails for new students coming into our district,” Coleman said.

Although being a media specialist comes with a lot of duties, Coleman loves her job.

“I feel like I have the best job ever because I work at both buildings and I get to see preschool kids all the way through sixth

grade, and I get to come up here, and even though I don’t teach all the high schoolers, I get to see them all in their classes and working,” Coleman said.

Another reason Coleman appreciates her job is the connections she is able to make with the students.

“It’s pretty cool to see [the high schoolers] graduating when I’ve gotten to teach them all the way down from preschool,” Coleman said. “I don’t think anybody else gets to do that in the district besides me.”

Coleman also enjoys making displays for the library to highlight different books students might want to try out.

“My favorite displays we do are probably the Christmas one, where we have all the new Christmas books up on the main display, and then another one of our favorites is seniors’ favorite books,” Coleman said.

These displays aren’t just about books, but they are also about showing appreciation to groups that may not get as much recognition.

“We like to recognize the fine arts, so we’ll have a bunch of choir and band pictures up on the display where we normally have our main displays and then get some art from Mrs. Portis’ students and display that in our library,” Coleman said.

Setting up these displays is a lot of work, which is why Coleman is grateful she has help from the library paraprofessional, Maleah Johnson, who has held this title for three years.

“We have displays for major holidays, and our biggest is probably Christmas because we display a lot of new books at that time,” Johnson said. “Valentine’s is also fun because we do a display with all pink and red books.”

Not only does Johnson help with these displays, but she also completes other tasks to help keep the library going smoothly.

“I assist Mrs. Coleman by handling most of the library circulation and checking in and out books. I also process new books into the library, do book displays and inventory,” Johnson said.

Another task that both Coleman and Johnson work on together is organizing the library books.

“At the high school, we organize them by genre, kind of like a bookstore,” Coleman said. “We have the non-fiction area by the Dewey Decimal Number, and then we have a tiny reference section because reference really isn’t used that much anymore.”

Organizing the books can be stressful, but Johnson enjoys getting to help students find the books they will enjoy and seeing the benefits of reading firsthand.

“Books help broaden vocabulary and



Library paraprofessional Maleah Johnson checks out a book to a student. Johnson’s favorite genre to read is historical true crime. (Jada Reed)

are a good way for kids to learn without necessarily feeling like they’re learning,” Johnson said. “Books can also provide a much-needed escape from everyday life, and it’s fun to picture different characters or settings in your own mind.”

Students also recognize these benefits, which draw them to reading so much.

“Some benefits of students reading are that when there is free time, they aren’t wasting their time just waiting,” junior Gage Kolc said. “Another benefit is that it keeps the brain active and helps the imagination.”

Kolc gets many of his books from the high school library and has checked out the second most books this year.

“When I am choosing a book, I usually look by myself, but I sometimes get recommended some by Mrs. Johnson,” Kolc said.

Seventh grader Korbin Karloff is currently leading the school in the number of books checked out so far this year, with 55, and to check out the books he reads, he also gets help from Johnson.

“I usually check out a book every month, and if I can’t find a book, she takes me to where the book I am looking for is,” Karloff said.

Karloff continues going to the library to check out books since he has experienced the benefits firsthand.

“A benefit of reading is that it is a way to spend your time, and you get to read cliffhangers that keep you entertained,” Karloff said.

Behind all these student-seen benefits is the library staff, who truly believes that books make the world a better place.

“I love to talk about books with the kids,” Johnson said. “I try to read a lot of books that the kids read, which makes them fun to discuss.”



OPENING A NEW CHAPTER

YUTAN TEACHERS COME TOGETHER FOR BOOK CLUB



By Audrey Dieckman

Most people think of reading as an individual activity, but when reading and friends are brought together, an opportunity to discuss, read more and catch up with friends is created. This is what several Yutan High School staff members have done with their teacher book club.

“Sometimes as an adult, you need a reason to get together, and so it’s a good excuse to carve out some time that maybe otherwise you wouldn’t,” art teacher Sarah Portis said. “So it gets me reading, and it gets me to get together with my coworkers.”

The book club started shortly after Covid when Portis had the idea to begin something to bring the teachers closer together.

“It was just a way that we could get back together and connect and talk and something to look forward to,” Portis said.

During the book club meetings, the teachers meet at one member’s house, catch up on everyday life and discuss the previous reads. They attempt to meet regularly, but sometimes life gets in the way.

“We try to meet once a month, but that usually doesn’t happen,” math and health teacher Kassie Trevarrow said. “We maybe meet once every two months, and we’ll pick two books to read. Then, it’s usually at someone’s house, and we have snacks and then talk about the book and then pick new books and then yap about lots of other stuff in between.”

When the teachers do meet, they discuss the contents of the book, analyze characters and themes and express personal opinions on the

storyline together. They attempt to read the books in time, but that might not happen every time.

“I love that the group is low-pressure; everyone reads at whatever pace their life dictates at the time! No judgments, just good company!” former FCS and health teacher Chris Feller said.

Even if books might not be the subject the whole time, many members agree that it is an enjoyable reason to meet up with friends.

“Sometimes we don’t talk a lot about books at all, but it’s a good excuse for us to hang out,” Trevarrow said.

The book club also gives previous staff members a way to relate with their former coworkers, which is the case for Feller, who retired last year.

“I really enjoy my fellow teachers, and book club is a way to stay connected,” Feller said.

Over the course of this school year, the teachers have explored many different genres throughout the books they read, the most recent being “Wild Dark Shores,” “My Friends,” “Nobody’s Girl,” “We Are All Guilty Here” and “The Frozen River.” When they choose a book to read for the next meeting, the teachers all contribute suggestions, or they go to a site like Reese’s Book Club to decide on different recommendations.

“We all throw out different ideas,” Portis said. “So, we’ve read some autobiographies and then different types of fiction. It just really varies.”

Because of the newfound exploration of genres, the book club has encouraged some of the members to open books they aren’t

drawn to right away.

“Book club has impacted me because it helps me read books that maybe I necessarily wouldn’t have chosen for myself, so it’s kind of expanding what I read,” Trevarrow said. “[It] definitely makes me read different things that I wouldn’t normally pick.”

One additional positive from the book club for the teachers is the opportunity to connect with others around them outside the book club group.

“Being a big reader lately, I have also connected with some students about different books, and we recommend things to read to each other, so it’s also really cool that I have a book club that connects me to teachers, but I also am connecting with students about the different books that I read,” Trevarrow said.

Overall, the teachers agree that their book club has been a great experience to meet with friends, talk and simply to read more.

“Whether it’s a few pages a night or 20 minutes listening in the car, we are choosing to do something good just for ourselves,” Portis said. “We are getting lost in stories that give us a different perspective on life, stories that remind us to be grateful, stories that inspire us to be better humans... It also reminds us to carve out some time to nurture our friendships, which in turn, nurtures ourselves.”

BELOW: FROM LEFT, KASSIE TREVARROW, SHANNON COLEMAN, NEALY FREEMAN, SARAH PORTIS, CHRIS FELLER AND GINGER EIKMEIER POSE WITH BOOKS THEY’VE READ OR LISTENED TO FOR BOOK CLUB. ALL SIX HAVE BEEN MEMBERS SINCE BOOK CLUB STARTED. (COURTESY PHOTOS)

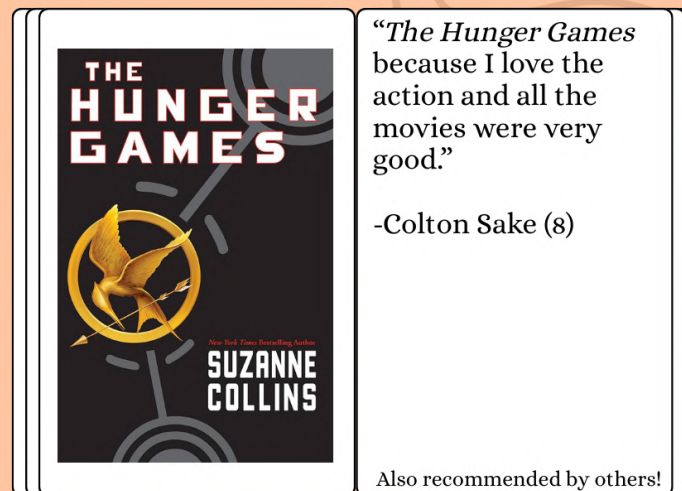


Media specialist Shannon Coleman sets up the library’s Black History Month book display. Coleman has been in education for 29 years and was an elementary math and science teacher before becoming a media specialist. (Ginger Eikmeier)



Reading Recommendations

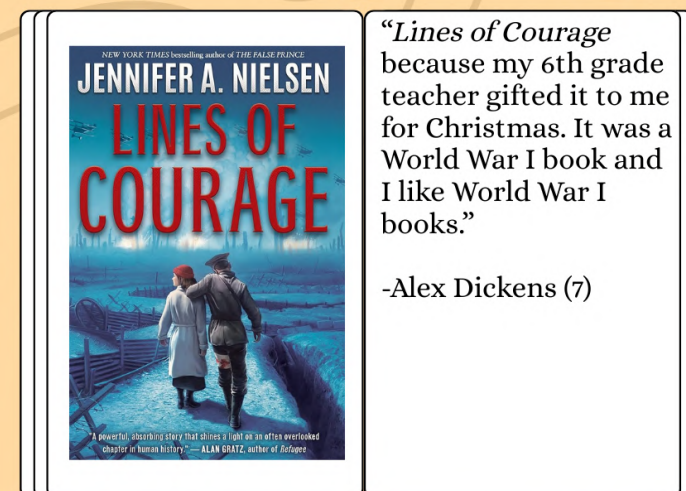
Yutan students and staff were asked to name their favorite book, and these were some of their responses!



"*The Hunger Games* because I love the action and all the movies were very good."

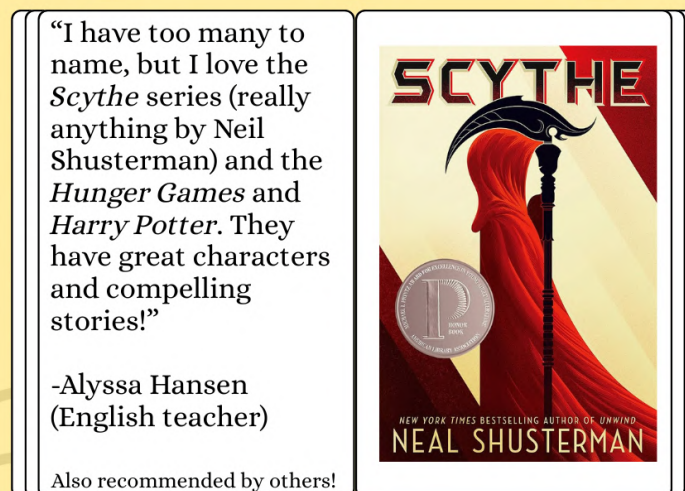
-Colton Sake (8)

Also recommended by others!



"*Lines of Courage* because my 6th grade teacher gifted it to me for Christmas. It was a World War I book and I like World War I books."

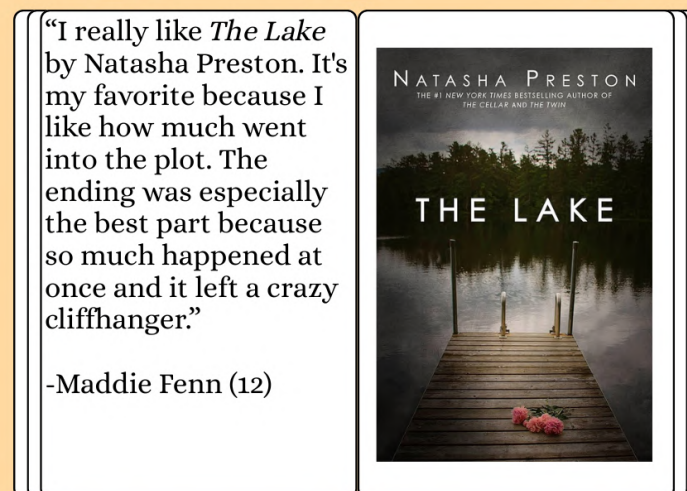
-Alex Dickens (7)



"I have too many to name, but I love the *Scythe* series (really anything by Neil Shusterman) and the *Hunger Games* and *Harry Potter*. They have great characters and compelling stories!"

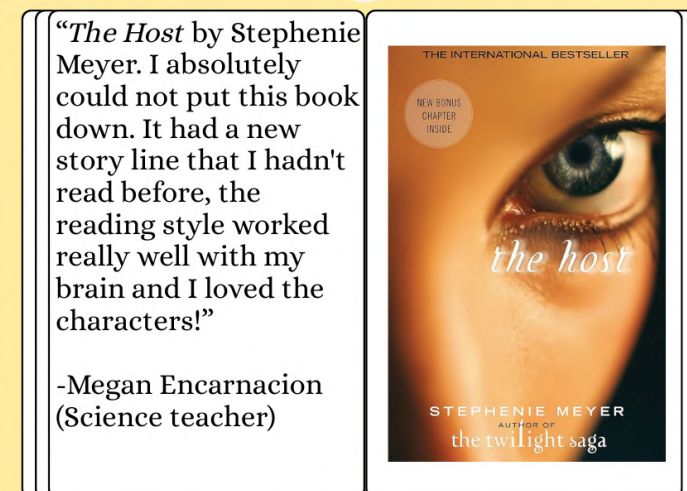
-Alyssa Hansen
(English teacher)

Also recommended by others!



"I really like *The Lake* by Natasha Preston. It's my favorite because I like how much went into the plot. The ending was especially the best part because so much happened at once and it left a crazy cliffhanger."

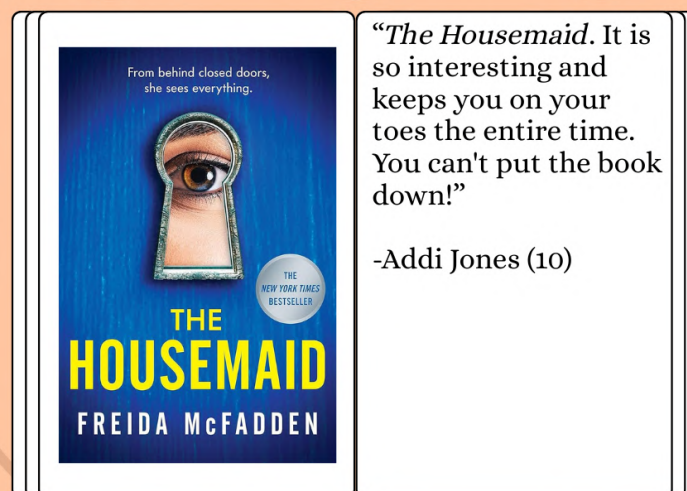
-Maddie Fenn (12)



"*The Host* by Stephenie Meyer. I absolutely could not put this book down. It had a new story line that I hadn't read before, the reading style worked really well with my brain and I loved the characters!"

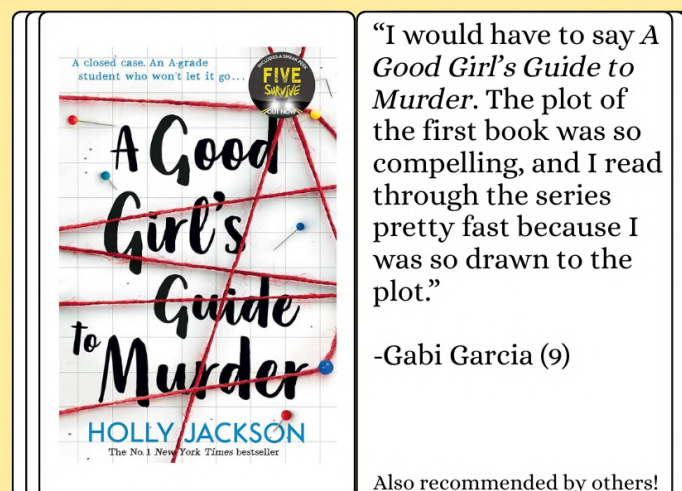
-Megan Encarnacion
(Science teacher)

Layout done by Halle Arlt



"*The Housemaid*. It is so interesting and keeps you on your toes the entire time. You can't put the book down!"

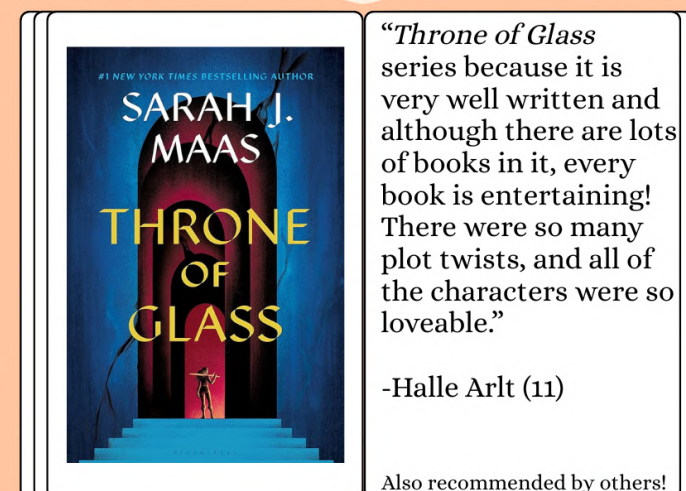
-Addi Jones (10)



"I would have to say *A Good Girl's Guide to Murder*. The plot of the first book was so compelling, and I read through the series pretty fast because I was so drawn to the plot."

-Gabi Garcia (9)

Also recommended by others!



"*Throne of Glass* series because it is very well written and although there are lots of books in it, every book is entertaining! There were so many plot twists, and all of the characters were so loveable."

-Halle Arlt (11)

Also recommended by others!