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Teachers Reflect on their Experience As Readers: The Literacy Club Luncheon

[Carolyn S. Andrews-Beck](#), *Southern Illinois University*

[James Rycik](#), *South Euclid-Lyndhurst City Schools, Lyndhurst Ohio*

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Abstract

Just as teachers who write are best able to act as guides for less experienced writers (Graves, 1983; Murray, 1985; Calkins, 1991; Atwell, 1985), teachers who see them selves as readers - who are aware of the requirements and strategies of the reader's role - are best able to guide young readers (Smith, 1982; Bleich, 1985; Hansen, 1987). For this reason, it is important for teachers to keep their membership in the "literacy club" (Smith, 1985) current by attending regular meetings.

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