



ADMINISTRATIVE PROCEDURE

GUIDELINES FOR SELECTION OF READ-ALOUD BOOKS

6180.4

Procedure No.

September 1, 1999

Date

- I. **PURPOSE:** To explain the procedure for selecting read-aloud books for elementary school classrooms.
- II. **BACKGROUND:** Daily read-aloud is a powerful approach for promoting story enjoyment, literature appreciation, language development, vocabulary and listening skills, background knowledge, and a model of good reading. Teachers should select a wide variety of literature to read aloud. Exposure to many different types of literary genres and nonfiction enhances each student's depth of knowledge about a range of topics. The opportunity to hear literary language structures, different from natural language structures, is critical to becoming an effective reader and writer. Reading aloud each day is part of a balanced literacy program.
- III. **PROCEDURES:** Selection of material to be used in elementary classrooms as teacher read-alouds should be contained in the listing for media center approved materials or be on a list of approved materials for a specific content area. Not all media center books are appropriate for classroom read-alouds. Teachers should always pre-read the book prior to using it in the classroom.
 - A. Teachers need to be sensitive to the following issues when selecting the best book to read aloud:
 1. Is the content of a book grade-level appropriate? The term, content, includes conceptual level, language sophistication, density of text, and illustrations.
 2. Is there anything about the book that would be offensive to some students in my classroom?
 3. Does the book contain information that reflects stereotypical reference to race, ethnicity, gender, religion, socioeconomic status, or individuals with disabilities?
 4. Am I imposing my personal values on students in my classroom through the selection of a particular read-aloud book?
 - B. The following texts should not be used as classroom read-alouds:
 1. Books with inappropriate language;
 2. Books with any reference to sex education issues;
 3. Books with extreme or explicit violent episodes;
 4. Books with reference to the supernatural (i.e., devils); and
 5. Books that reflect a particular religious belief.



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- C. If a teacher is undecided about whether a book is appropriate to use as a classroom read-aloud, the principal should be responsible for making the final determination.
- D. An enormous number of books are in print and available for teachers to select. A good rule of thumb is: when in doubt, select another book!
- IV. **RELATED PROCEDURES:** None.
- VI. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** The Division of Instruction will be responsible for updating this procedure, as needed.
- VII. **CANCELLATIONS AND SUPERSEDES:** None. This is a new Administrative Procedure.
- VIII. **EFFECTIVE DATE:** September 1, 1999.

Approved by:
Iris T. Metts
Superintendent of Schools

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