

Read Aloud Book Selection Checklist

Adapted From:

- <http://www.taraconference.org/handouts2006/freemansDeveloping%20ReadingProficiencyfor%20Englishlanguage%20learners.htm> By: Yvonne S. Freeman and David E. Freeman
- Hetherington, A. (1985). Assessing the suitability of reading materials for ESL students. *TESL Canada Journal*, 3, 37-52.

Question	Check
Are the materials authentic? Authentic materials are written to inform or entertain, not to teach a grammar point or a letter-sound correspondence.	
Is the language of the text natural? When there are only a few words on a page, do these limited-text books sound like real language, something people really say? If the book was translated, how good is the translation?	
Is the language level appropriate for my student? Think about the language descriptor levels and where approximately your student is. Try to pick texts that are more challenging than your student can read independently, but comprehensible with your assistance. Think also about the number of difficult vocabulary words and sentence structures used. Make sure the language is at a level that will be accessible to your student.	
Is the text predictable? (If not, you may need to build background knowledge to help make the text predictable for your student) <ul style="list-style-type: none"> • For emergent readers – Books are more predictable when they follow certain patterns (repetitive, cumulative) or include certain devices (rhyme, rhythm, alliteration) • For developing readers - Books are more predictable when students are familiar with text structures (beginning, middle, end), (problem-solution), (main idea, details, examples, etc.) and books are more predictable when students are familiar with text features (headings, subheadings, maps, labels, graphs, tables, indexes, etc.) 	
Is there a good text-picture match? A good match provides nonlinguistic visual cues and has the pictures in a predictable place in the text.	
Are the materials interesting and/or imaginative? Interesting, imaginative texts engage students – things about your student’s interests in particular.	
Do the situations and characters in the book represent the experiences and background of your student? Culturally relevant texts engage students and will help your student participate in a discussion with you about the text.	
Is the content age-appropriate and meaningful to my student?	
Is the book cognitively demanding? Student’s language levels will not always match their cognitive abilities. Be sure to help your student develop language and higher-order thinking skills as you work on this intervention.	
Is this book a good fit with the other books you’ve read? Be sure to pick a variety of books (fiction and non-fiction) from different genres and authors, but try to make as many connections between the different texts as possible.	
Is this book or text passage the right length for my student?	
Can this text be a pre-view or review of a text that has been or will be used in class? Talk with your CT and decide if you should use this time to prepare the student to be more successful with texts encountered in class.	
Does the book lend itself to a curriculum theme?	
Does my student have or can I provide the necessary background knowledge for comprehension?	
Is the level of abstractness appropriate?	
Is the text complete in itself? Or has the author assumed a lot of information and inferencing skills?	
Does the book match the student’s needs and/or educational goals?	
Does the book lend itself to a follow-up activity?	