ADMINISTRATIVE PROCEDURE

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<tr><td>GUIDELINES FOR SELECTION OF
READ-ALOUD TEXTS</td><td>6180.4
Procedure No.

July 8, 2019
Date</td></tr>
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I.   **PURPOSE:** To explain the procedure for selecting read-aloud books for elementary school classrooms.

II.   **BACKGROUND:** Reading aloud is an instructional tool in a balanced literacy program. 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. In addition to selecting a wide variety of texts, teachers should determine a purpose for reading before each 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.

III.   **DEFINITIONS**: "Read-aloud" is the practice of a teacher or designated reader orally reading a text with large or small groups. The intent is to model proficient reading and language, promote conversation, motivate, and extend comprehension and conceptual understandings.

IV.   **PROCEDURES:** Material to be used in elementary classrooms as teacher read-alouds should be contained in the media center specific content area approved lists. Not all media center books and texts are appropriate for classroom read-alouds. Teachers must always pre-read the book/text prior to using it in the classroom.

    A.   Teachers need to be sensitive to the following issues when selecting the best material to read aloud:

       1.   Is the content of the text grade appropriate? The term "content" includes conceptual level, language sophistication, and density of text.

       2.   Do readers at this grade level possess the necessary prior knowledge and experience regarding the topic and genre to access the material presented?

       3.   Are there any potentially concerning elements of content or theme that would be offensive to students or parents? Are there any potentially concerning elements of content or theme in the text that students or parents would find sensitive based on their backgrounds?

       4.   Does the text contain information that reflects stereotypical reference to race, ethnicity, gender, religion, socioeconomic status, or individuals with disabilities?

       5.   Are the teacher's personal values imposed on students in the classrooms through the selection of a particular text?

    B.   The following texts should not be used as classroom read-alouds:

       1.   Texts with inappropriate language;

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2. Texts with any reference to sex education issues;

3. Texts with extreme or explicit violent episodes;

4. Texts with reference to the supernatural (i.e., devils); and

5. Texts that reflect a particular religious belief.

C. If a teacher is undecided about whether a text is appropriate to use as a classroom read-aloud, the teacher should select another text from the number of texts available in the schools book room . When in doubt, select another text.

V. **MONITORING AND COMPLIANCE**: Read alouds are a component of the Elementary Reading/English Language Arts curriculum. School administrators shall monitor compliance with this procedure and implementation of the curriculum documents through informal observations.

VI. **RELATED PROCEDURES:** Administrative Procedure 6161, Textbooks; and Administrative Procedure 6180.3, Challenge or Contest By Parents of the Appropriateness of Instructional Materials for an Individual Student.

VII. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** This procedure originates with the Division of Academics, Elementary Reading English/Language Arts, and will be updated as required.

VIII. **CANCELLATIONS AND SUPERSEDURES:** This procedure cancels and supersedes the version dated September 1, 1999.

IX. **EFFECTIVE DATE:** July 8, 2019