

Title		ESL Cycle	ESL Yes	ELA Yes
Author	Quebec/Canada	ELA Cycle	ESL Maybe	ELA Maybe
Readers		Genre	ESL No	ELA No

Selection criteria for the Québec Reading Connection site: Each book has been chosen with care, and considered both for its qualities and its ability to stand in comparison with the entire collection of books selected. This rigorous process ensures the value and diversity of the recommended titles. The overall assessment of quality and pedagogical value applies to the book as a whole. Elements taken into consideration during the assessment are specified in the table below.

Points to be analyzed	Notes and explanations
<p>Language, style</p> <ul style="list-style-type: none"> <input type="checkbox"/> The language used is interesting, rich and evocative. <input type="checkbox"/> The terminology is appropriate for the intended audience <input type="checkbox"/> Vocabulary, syntax and organization of ideas work together to produce a high quality text that suits the subject presented, the message conveyed and the age of the readers. <input type="checkbox"/> The language may lend itself to reading aloud. <input type="checkbox"/> When features such as narration, dialogue, information, description or poetry are used, they are congruent with the style of the book. <input type="checkbox"/> The tone, register, and level of humour suit the style of book, and the intended audience. 	<p><i>* Careful attention is paid to the language used in the text and in dialogue and the quality of information, its clarity, and accuracy :</i></p> <ul style="list-style-type: none"> • A rich text can be appreciated by different types of readers. • Colloquialisms, slang or dialect can be present when appropriate to the characters or story. • If a non-standard use of language is judged to be unjustified or abusive, the book is not selected. • Books with gratuitous language will not be accepted, but obscenities uttered by a character in a given context could be present and will be noted in the comments.
<p>Story or narrative / Non-fiction content</p> <ul style="list-style-type: none"> <input type="checkbox"/> In fiction, the story is coherent, engaging and told in a credible manner. <input type="checkbox"/> Whether the story is told in a linear or circular fashion or using flashback, it makes sense. <input type="checkbox"/> The text and illustrations hold up to repeated readings. <input type="checkbox"/> In poetry, careful attention has been paid to the choice of words, rhythms and sounds. <input type="checkbox"/> In non-fiction, the organization of content, division into sections, and/or indexing tools are relevant and consistent. <input type="checkbox"/> Narrative non-fiction is told in an authentic and engaging manner (such as literary memoir). 	<p><i>* It is important that books selected not only reach multiple audiences, but also can be read in multiple ways to explore different ideas.</i></p> <p><i>* Careful attention is paid to the credibility of a story, the relevance of sequences of events, the roles and traits of characters and the logic of a real or imaginary world.</i></p> <p><i>* For non-fiction materials, special attention is paid to subtitles, tables of content, indexes, references, keys, captions, etc. The relevance of such elements facilitates the identification of information and point of view.</i></p>

Points to be analyzed	Notes and explanations
<p>Subjects, themes and points of view</p> <ul style="list-style-type: none"> <input type="checkbox"/> Subjects, themes and points of view are interesting to readers, opening new horizons or enriching familiar realities. <input type="checkbox"/> Subjects, themes and points of view are consistent, rich, and meaningful and never underestimate the student’s intelligence. <input type="checkbox"/> Non-fiction texts include only accurate information. <input type="checkbox"/> Information is current. 	<ul style="list-style-type: none"> * <i>Subjects that could be linked to Quebec Education Program (QEP) are considered in priority.</i> * <i>Subjects are treated in such a way that invites students to discuss, ask questions, make comparisons and encourage critical thinking (e.g. inquiry projects such as ethnography and action research).</i> * <i>Subjects are treated in an original and positive manner.</i> * <i>Books are assessed for the overall accuracy of their information.</i> <p><i>Note: Students are encouraged to compare and criticize sources of information.</i></p>
<p>Values presented</p> <ul style="list-style-type: none"> <input type="checkbox"/> The values presented respect the intelligence, sensitivity, curiosity, differences and creativity of readers. <input type="checkbox"/> Students need to be able to see themselves in the text. Texts should offer mirrors and windows into diverse lived experiences. <input type="checkbox"/> Respect for physical, intellectual, ethnic, religious, socioeconomic, gender, and age are integral to the meaning of the story. <input type="checkbox"/> If stereotypes, in image or text, are present, they offer the potential for dialogue. 	<ul style="list-style-type: none"> * <i>Stereotypes presented for the sake of disputing them may be present but should be noted in the description of the book.</i> * <i>Books with gratuitous violence will not be accepted, but aggressive behaviour in context of a given character or situation may be present and will be noted in comments. (e.g. a bully who reforms, standing up to a bully)</i> * <i>Texts should encourage the pursuit of knowledge and the exploration of a variety of points of view.</i>
<p>Illustrations and page layout</p> <ul style="list-style-type: none"> <input type="checkbox"/> In fiction or in non-fiction, illustrations (drawings, photos, diagrams, graphs, etc.) and page layout are interesting and meaningful. <input type="checkbox"/> Other visual or graphic qualities (endpapers, fonts, text layout, panel arrangement, etc.) are important to consider. <input type="checkbox"/> Layout and visual elements serve to complete, enrich or supplement the text, content and organization of ideas. 	<ul style="list-style-type: none"> * <i>When choosing books, original illustrations and visuals are essential.</i> * <i>Illustrations should feed discussion and enrich understanding of the text.</i> * <i>Books with a large number of visual clichés and discriminatory stereotypes are not accepted.</i> * <i>The illustrations should contribute to the story narrative, subject, point of view, values or style of the text.</i> * <i>The choice of font or letter size should serve the purpose of the text.</i>
<p>Material aspects</p> <ul style="list-style-type: none"> <input type="checkbox"/> For all books, their general format, durability of binding and quality of paper are judged in relation to all other criteria and in relation to the cost per book. 	<ul style="list-style-type: none"> * <i>Overall qualities must justify the purchase of any book, whether expensive or not.</i>

Adapted from http://www.livresouverts.qc.ca/Documents/LO-Criteres_de_selection.pdf by the QRC team.

Points to be analyzed	Notes and explanations
Pedagogy and classroom applications	
<p>The book can be used for</p> <ul style="list-style-type: none"> <input type="checkbox"/> response <input type="checkbox"/> talking (e.g. discussion, response, performance) <input type="checkbox"/> writing (e.g. narrative, planning, reflective, explanatory, reports, expository) <input type="checkbox"/> creating (e.g. a written product or visual representation) <input type="checkbox"/> learning (e.g. modes, research) <input type="checkbox"/> genre studies (e.g. creative non-fiction, mystery, science fiction) <input type="checkbox"/> referencing (e.g. questions, information resources) <input type="checkbox"/> exploration of ideas, concepts, themes (e.g. response, inquiry project) <input type="checkbox"/> classroom reading (e.g. author study/immersion into text) <input type="checkbox"/> book club <input type="checkbox"/> reading for pleasure <input type="checkbox"/> addressing a specific need (e.g. sexuality, social justice) 	<p><i>The book lends itself to a variety of purposes, for example (but not limited to)</i></p> <ul style="list-style-type: none"> • <i>used as a model for writing (mentor text)</i> • <i>developing language</i> • <i>using specific reading strategies</i> • <i>exploring conventions of text</i> • <i>identifying structures, features, code and conventions</i> • <i>as a companion book or complementary text</i> • <i>developing imagination and creativity</i> • <i>engaging, motivating, and inspiring</i>
<p>Keywords, themes or genres (<i>corresponding to the Broad Areas of Learning , Cross-curricular Competencies, and Subject Areas of the Quebec Education Program</i>)</p>	<p>Companion Text Ideas</p>
<p>Comments and/or overall evaluation of text</p>	
<p>Teaching and Learning Contexts</p>	

The book has not been chosen for the reasons below.	Notes and explanations
<ul style="list-style-type: none"> <input type="checkbox"/> Inappropriate or poor language <input type="checkbox"/> Inappropriate subject <input type="checkbox"/> Inappropriate humour <input type="checkbox"/> Levelled book <input type="checkbox"/> Overly didactic <input type="checkbox"/> Pictures do not support book in any way <input type="checkbox"/> Better examples by the same author <input type="checkbox"/> Better examples on the same subject <input type="checkbox"/> Outdated/inaccurate information <input type="checkbox"/> Other reason (explain) 	