

<b>Title</b>		<b>ESL Cycle</b>	<b>ESL Yes</b>	<b>ELA Yes</b>
<b>Author</b>	<b>Quebec/Canada</b>	<b>ELA Cycle</b>	<b>ESL Maybe</b>	<b>ELA Maybe</b>
<b>Readers</b>			<b>ESL No</b>	<b>ELA No</b>

**Selection criteria for the Quebec Reading Connection site:** Each book has been chosen with care, and considered both for its qualities and its ability to stand 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.

<b>Points to be analyzed</b>	<b>Notes and explanations</b>
<p><b>Language, style</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The language used is interesting, rich and colourful.</li> <li><input type="checkbox"/> The terminology is appropriate for the intended audience</li> <li><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.</li> <li><input type="checkbox"/> The language may lend itself to reading aloud.</li> <li><input type="checkbox"/> When features such as narration, dialogue, information, description or poetry are used, they are congruent with the style of the book.</li> <li><input type="checkbox"/> The tone, register, and level of humour suit the style of book, and the intended audience.</li> <li><input type="checkbox"/> Non-fiction written as story (with factual information accompanying)</li> <li><input type="checkbox"/> Reference oriented non-fiction</li> </ul>	<p><i>* Careful attention is paid to levels of 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"> <li>• A rich text can be appreciated by both lower level and higher level readers.</li> <li>• If the use of colloquialisms, slang or dialect is appropriate to the characters or story, this fact is noted in a comment, and a keyword under “levels of language” indicates this.</li> <li>• If a non-standard use of language is judged to be unjustified or abusive, the book is not selected.</li> </ul>
<p><b>Story or narrative / Non-fiction content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In fiction, the story is coherent, engaging and told in a credible manner.</li> <li><input type="checkbox"/> Whether the story is told in a linear or circular fashion or using flashback, it makes sense.</li> <li><input type="checkbox"/> The text and illustrations hold up to repeated readings.</li> <li><input type="checkbox"/> In poetry, careful attention has been paid to the choice of words, rhythms and sounds.</li> <li><input type="checkbox"/> In non-fiction, the organization of content, division into sections, and/or indexing tools are relevant and consistent.</li> </ul>	<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 an imaginary world (whether realistic or fantastic).</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>

Adapted from [http://www.livresouverts.qc.ca/Documents/LO-Criteres\\_de\\_selection.pdf](http://www.livresouverts.qc.ca/Documents/LO-Criteres_de_selection.pdf) by the QRC team.

Working document, October 2016, MEES

Points to be analyzed	Notes and explanations
<b>Subjects, themes and points of view</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Subjects, themes and points of view are interesting to school-age readers, opening new horizons or enriching familiar realities.</li> <li><input type="checkbox"/> Subjects, themes and points of view are consistent, rich, and meaningful and never underestimate the student’s intelligence.</li> <li><input type="checkbox"/> Non-fiction texts include only accurate information.</li> <li><input type="checkbox"/> Information is current.</li> </ul>	<ul style="list-style-type: none"> <li>* <i>Subjects that are linked to the Broad areas of learning of the Quebec Education Program (QEP) are considered in priority.</i></li> <li>* <i>Subjects are treated in such a way that invites students to discuss, ask questions, make comparisons and encourage critical thinking (inquiry process).</i></li> <li>* <i>Subjects are treated in an original and positive manner.</i></li> <li>* <i>Books are assessed for the overall accuracy of their information. Important omissions or errors result in the books’ rejection.</i></li> </ul> <p><i>Note: Students are encouraged to compare and criticize sources of information.</i></p>
<b>Values presented</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> In fiction or non-fiction, the values presented respect the intelligence, sensitivity, curiosity, differences and creativity of young readers, as well as their ability to reflect and learn.</li> <li><input type="checkbox"/> Respect for physical, intellectual, ethnic, religious, socioeconomic, and age differences are integral to the meaning of the story.</li> <li><input type="checkbox"/> Representations are free of stereotypes in image or text, and represent the diversity of students today.</li> </ul>	<ul style="list-style-type: none"> <li>* <i>Stereotypes presented for the sake of disputing them may be present but should be noted in the description of the book.</i></li> <li>* <i>Books with gratuitous violence will be rejected, 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></li> <li>* <i>Non-fiction texts must encourage the pursuit of knowledge and the exploration of a variety of points of view.</i></li> </ul>
<b>Illustrations and page layout</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> In fiction or in non-fiction, illustrations (drawings, photos, diagrams, graphs, etc.) and page layout are interesting and meaningful, and serve to complete, enrich or supplement the text, content and organization of ideas.</li> <li><input type="checkbox"/> If illustrations are an integral part of the work, visual or graphic qualities are important to consider.</li> <li><input type="checkbox"/> The layout of texts and of visual elements contributes to a good understanding of the content and is suitable to the story.</li> </ul>	<ul style="list-style-type: none"> <li>* <i>Originality in illustrations and in visual presentation is strongly considered when choosing books.</i></li> <li>* <i>Illustrations should feed discussion and enrich understanding of the text.</i></li> <li>* <i>Books with a large number of visual clichés and discriminatory stereotypes are rejected.</i></li> <li>* <i>The illustrations should contribute to the style, story narrative, subject, point of view, or values of the text.</i></li> <li>* <i>The choice of font or letter size should serve the purpose of the text.</i></li> </ul>

Points to be analyzed	Notes and explanations
<b>Material aspects</b>	
<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.	* Overall qualities must justify the purchase of any book, whether expensive or not.
<b>Pedagogy and classroom applications</b>	
The book can be used for <ul style="list-style-type: none"> <li><input type="checkbox"/> talking (e.g. discussion, response, dramatising)</li> <li><input type="checkbox"/> creating (e.g. a product or visual representation, making a story map, 3-D replica of setting, science experiments etc)</li> <li><input type="checkbox"/> writing (e.g. response, narrative structure)</li> <li><input type="checkbox"/> learning (e.g. literary forms, subject area)</li> <li><input type="checkbox"/> genre studies</li> <li><input type="checkbox"/> referencing (e.g. response, information resources)</li> <li><input type="checkbox"/> exploration of ideas, concepts, themes (e.g. inquiry project)</li> <li><input type="checkbox"/> classroom reading (e.g. author study)</li> <li><input type="checkbox"/> independent reading (e.g. reading for pleasure, whether nonfiction or fiction)</li> </ul>	The book lends itself to a variety of purposes, for example (but not limited to) <ul style="list-style-type: none"> <li>• mapping words, story or subject</li> <li>• acting as mentor text</li> <li>• developing language</li> <li>• using specific reading strategies</li> <li>• exploring literary conventions</li> <li>• identifying structures and features of texts</li> <li>• serving as a companion book or complementary text</li> <li>• developing imagination and creativity</li> <li>• engaging, motivating, and inspiring</li> </ul>
<b>Keywords, themes or genres</b> (corresponding to the Broad Areas of Learning , Cross-curricular Competencies, and Subject Areas of the Quebec Education Program)	
<b>Comments and/or overall evaluation of text</b>	

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