



TIPS FOR BOOK SELECTION

Our programs strive to provide a wide selection of developmentally and culturally appropriate books for lunchtime reading. If you think a certain genre, topic, or level of book is missing from the book cart, please let your School Coordinator know. Also, you are welcome to bring in books from home or your local library. Here are some tips on book selection:

- ◆ **Choose books based on your student's listening level rather than their reading level.**
 - Children can comprehend what they hear at a higher level than what they read. Exposure to these more sophisticated books will increase their vocabulary and listening comprehension.
 - You will know a book is too easy if your student can read the book well independently, seems distracted, and/or appears bored.
 - It's always good to gradually **experiment with more advanced books**. You will know a book is too hard if your student's eyes glaze over, they are unusually distractible, and/or they aren't able to answer any of your questions along the way.*
 - Finding just the right level and type of book will take some **trial and error**. Seek support from your School Coordinator if you would like additional ideas. You will get better at this over time!
- ◆ **Reading sessions are more effective when volunteers guide book selection.**
 - Try presenting your student partner with **limited choice**. Before the session, select a few books that you think would be interesting to your student and at the appropriate level, and allow the student to choose between those. This strategy allows the student to participate in the process, but also ensures that you are able to select and read the best books.
 - Selecting books in advance gives volunteers more **control** over the discussion, maximizes student **exposure** to more complex texts, and makes sessions more **enjoyable** because mentors can share their interests and enthusiasm with their student. It also gives mentors a chance to preview a book to make sure it isn't beyond the intellectual, social, or emotional level of his or her student.

Read TO your student, rather than the other way around

When mentors do the reading,

- he or she can read more advanced material than the student would (listening level, not reading level), exposing the child to more complex vocabulary, background knowledge, and sentence structure.
- the student's listening comprehension is strengthened.
- more content is covered because the student isn't laboring over sounding out words.
- students are able to eat lunch more easily.
- students are allowed to relax and enjoy the story, creating a purely positive association with books in contrast to how they may feel about class or homework.

Best Ever Literacy Survival Tips: 5 Super Practical Ideas for Motivating Kids to Read More Challenging Text in the Age of CCSS! by Lori Oczkus. April 2013. International Reading Association. <http://www.reading.org>

Observation Rubric of Reading Motivation, "What Teachers Can Learn About Reading Motivation Through Conversations with Children" by K.M. Edmunds & K.L. Bauserman, 2006, *The Reading Teacher*, 59 (5), 414-424.
<http://www.reading.org/Libraries/engage/oczkus-observation-rubric.pdf>