

Instructional Materials Selection Guidance

If you are selecting texts outside of the curriculum, first read the text in its entirety, then consider the following:	
Your Why	Why are you selecting this text for instruction?
Representation	Students need to read a balance of books: books where they see themselves (mirrors), books where they see others and other worlds (windows), and books that call them to action or inspire them into other worlds (sliding glass doors). Diversity in texts matters. How does the text I've selected support mirrors, windows, or sliding glass doors? Is the text representing an authentic experience of the culture it is portraying?
Themes and Subject Matter	What subject matter or topics within the text might need to be frontloaded? What are some controversial ideas, language, themes, or events within the text that I need to consider? How will you explore the topics objectively and in a manner free from political bias?
Culminating Task	What am I going to ask students to do or produce as or after they read the text?
Background Knowledge	How will this text make my students better "read," knowledgeable, or well-rounded as a result of reading this text? Is this text building on other texts to create a "text set" or a topic of knowledge? Example: <i>The Immortal Life of Henrietta Lacks</i> builds background knowledge of: informed medical consent, cells, medical research, cancer, scientific consequences, racial inequity, and poverty.
Stakeholder Involvement (students, parents, administrators, community)	Are there stakeholders who might object to this text? How have stakeholders been involved? What communication was disseminated? What comparable text might be issued if there are objections? Have you given timely notice of the intent to read the text (minimum 2 weeks notice)?

Adapted from the [Dallas ISD Reading Language Arts Department Text Selection Guidance](#).