

# Selection Criteria



*Concepts and questions to consider while discussing a text's use for instructional purposes*

## Broad discussion points

1. Why use this work with a class at this time?
2. Will this work meet instructional objectives?
3. If problems of style, texture, tone, or theme arise for students who are reading this work, how will those problems be addressed?
4. If the instructional objectives are met, how will students benefit from having read and discussed this work?

## Consider...

- Overall purpose or theme
- Educational significance and/or contribution to the curriculum;
- Timeliness of permanence
- Importance of the subject matter
- Readability and Degree of potential user appeal
- Quality of the writing
- Reputation of the publisher/producer
- Reputation and significance of the author/artist/composer/producer, etc.

## Does the work...

- broaden students' understanding of social, historical, geographical and/or cultural diversity?
- have literary merit; effectiveness of literary style, plot, theme, and characterization?
- use language effectively and responsibly, and uses language that is essential to the work?
- elicit personal, thoughtful critical responses?
- provide motivating and challenging experiences suitable for the learner's age, ability and social maturity?
- develop sensitivity to and an understanding that reflects individual differences such as age, gender, ethnicity, religion, disability, class and political/social values?

*Compiled from Instructional Resource Policies from [CDE](#), [Chicago Public Schools](#), Los Angeles Unified School District, [The American Library Association](#), and [National Council of Teachers of English](#)*

## Selection Criteria Notes—Title:

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