



Articulated Purpose for the Text Selection Process Whole Class Reads and Book Clubs

In Richardson ISD, we aim to provide both engaging and complex texts that will help our students develop lifelong literacy skills and habits. As students matriculate through grade levels, text complexity increases with more challenging vocabulary, sophisticated sentence structures, nuanced text features, and cognitively demanding content.

Grade level teachers evaluate and determine texts needed to support the RISD curriculum. Texts are analyzed for alignment of the text to the Texas Essential Knowledge and Skills (TEKS), including the specific skills, concepts, and content taught within each unit as well as text complexity, reading level, and appropriateness of the text to student age and development.

- Whole Class Reads (often referred to as anchor texts) are intended for use by an entire grade level or class.
- Book Club Texts (or Literature Circles) are intended for core curriculum use but provide students a choice among several texts.

The review process outlined below applies to texts that students are asked to read in their entirety as part of class assignments. Considerations for novels, plays, and long nonfiction texts that may be used as whole group instruction or as a student's choice among several book club text options are subject to the following review process.

Process for Determining Titles for the Instructional Purpose of Using Whole Class Reads & Book Clubs

When exercising expertise and professional judgment to determine eligible titles for student use, teachers and grade level teams are to make the following considerations:

Part I: Screener Considerations (to be completed prior to part II)

1. Have the TEKS rooting the study of a text (either as a whole class read or book club) been determined?
 - a. If yes, see question 2.
 - b. If no, the text is not eligible for this use.
2. Does the text provide students with ample opportunities to learn and practice those specifically determined skills and processes at the level of rigor appropriate for the grade level?
 - a. If yes, see question 3.
 - b. If no, the text is not eligible for this use.
3. Has someone on your grade level team (may also include your IC or LITE) read the text in its entirety?
 - a. If yes, see question 4
 - b. If no, the text is not yet eligible for this use.
4. Is the content developmentally age appropriate for the grade level?
 - a. If yes, see question 5
 - b. If no, the text is not eligible for this use.
5. Has your PLC, including the IC and LITE, reached consensus in the consideration of the use of the title?
 - a. If yes, the text is eligible for this use.
 - b. If no, the text is not eligible for this use.

Note: The discretion of the campus principal and/or Reading Language Arts director may be consulted at any point when completing this screener (consultation with the RLA director does not equate to district endorsement or approval).

Part II: Due Diligence of Professional Judgment (to be completed after determining eligible title(s) for instructional use using the screener in part I)

1. What is the timeline for using eligible text(s) and in which unit?
2. Which TEKS will be taught using this text? What skills/thinking processes (with explanation and rationale)?
3. What is the purpose for using this text? What is its overall merit in relation to your instructional purpose?
4. Are there any sensitive or controversial aspects in the text? If yes, how will you handle those?
5. What is the timeline for using eligible text(s) and in which unit?
6. Which TEKS will be taught using this text? What skills/thinking processes (with explanation and rationale)?
7. What is the purpose for using this text? What is its overall merit in relation to your instructional purpose?
8. Are there any sensitive or controversial aspects in the text? If yes, how will you handle those?
9. How does the text honor and reflect student differences that are present in our classroom and/ or district?
10. What makes the titles interesting or engaging to this group of students?
11. What do the professional reviews say? See LITE for help accessing library journals.
 - a. Note: Common Sense, Amazon, and Good Reads may be initially considered, but professional library journals are to be consulted as more relevant and credible educational review sources
https://bit.ly/RISD_LibraryCatalog
12. What alternatives are you offering to students - choice, opt out, or alternate title selections? How will that be communicated?
13. How will students access the text? (online, audio, etc)