

Text Selection Protocol & Book Ordering Process

MPUSD

“Grade-level means that when equitable instruction is the focus, curriculum, texts, and other resources used by the teacher will be of high quality and will consistently match the cognitive complexity demanded by the standards of that particular grade. Real benefits and opportunities for growth come from bringing students to the work of their grade-level, and high-quality curricular materials adopted at the school level can help ensure success for any students with unfinished learning.

Grade-level learning is for all students to have access to, not just the students who we, as educators, deem ready.”

Robinson, Lacey. Justice Seekers: Pursuing Equity in the Details of Teaching and Learning. Jossey-Bass, John Wiley & Sons, Inc., 2023.

Purpose: The purpose of the text selection protocol & process is to support PLCs in coming to a consensus on grade-level texts to support implementation of standards while also analyzing the texts for opportunities and cautions that are present for culturally relevant content and instruction.

Book ordering process:

- PLCs identify initial book choices using the district adopted curriculum as well as the subject matter standard(s).
- PLC leads support PLC teams in finalizing their choice by using the literary texts qualitative analysis tool or the Informational text qualitative analysis tool to identify the complexity of the book choice.
- Based on the findings, the PLC will identify relevant opportunities and cautions for culturally relevant pedagogies; this might mean a text set needs to accompany the book choice or it might mean that the book choice needs to change to offer more, or less, complexity for our students.
- The PLC lead then communicates with the site Library Specialist and Assistant Principals the text choice(s) and quantity that the PLC is requesting to order.

Qualitative Analysis Tools:

- [Informational Text](#)
- [Literary Text](#)