

## **NCTE Book Rationale Template - Annotated for Rationale Readers**

*Book rationales are intended to help teachers save time; learn about new texts; prepare to add books to their curriculum, classroom, or library; prepare for or respond to book challenges; and deepen their teaching practice by utilizing the work of colleagues. Each rationale has been created and reviewed by educators.*

*As always, an essential component of book choice is the professional and personal understanding a teacher has about individual students or classrooms and their knowledge, experience, and needs. The information in this rationale should be considered as a whole, not by individual sections.*

### **Information about the Book**

**Section title:** Title, Author, Publisher, and Year

**Annotation for rationale readers:** This information helps you to find the book and/or identify which version of the book was used by the rationale writer.

**Target Grade Level and Audience; Reading Level; Lexile Measure**

*Reading level and Lexile measure in particular may be relevant to teachers required to include this information as part of their curriculum development or district requirements. These indicators are not meant to be prescriptive or considered in isolation.*

**Plot or Book Summary; Author Information; Genre(s); Format; and Themes, Awards, Reviews**

*The plot summary can give a sense of what the book is about, saving you time; however, it is always best to read the book in full before teaching it in a classroom setting. The other information provides important context for how the book has been received in professional circles. Information about the author may also be included here.*

### **Details for Classroom Use**

**Potential for Challenge**

*This list is intended to help teachers identify as many potential reasons for challenge as possible. It should be considered not in isolation but in conjunction with the rest of the rationale, which provides additional relevant information.*

**Ways the Book Is Valuable to the Curriculum, Classroom, School Library, and/or Students**

*This section provides insights from a fellow educator about the value of this book to readers. It can be used in conjunction with the other rationale sections to choose books to use, decide how and where to use them, advocate for their inclusion at your school, or defend against a challenge.*

### **Standards Connections**

*This list is not exhaustive but should provide inspiration for potential standards connections that apply to ways the book could be incorporated in your own school environment. The writer has used their own state standards or a widely used set of standards such as the Common Core State Standards as an example. Please note that many standards can achieve similar goals. These standards may be for the English language arts, the sciences, social studies, or some combination of these subjects (i.e., they have cross-disciplinary potential).*

### **Suggested Teaching Approaches**

*These teaching approaches are curated or created by the writer as examples of ways to teach the text in your own classroom. Use them as they are or adapt them for your classroom and students' needs.*

### **Alternative and Paired Texts**

*Alternative texts are meant for situations in which a student or their family requests to be opted out of the chosen text. All students and parents have the right to make this request on an individual basis. Their reasoning may include family norms, religious or political viewpoints, or personal discomfort with or opposition to elements such as a text's themes, ideas, characters, language, or situations.*

*An alternative text is not meant as a one-to-one substitute for the original, and some reading, learning, or cultural experiences will be lost by selecting an alternative. Paired texts, on the other hand, can be used in full or in part to help students make deeper connections to the texts' ideas, themes, styles, and other elements. Whenever possible, it is recommended that an educator read any selected alternative or paired text to ensure a good fit for your students and circumstances.*

### **Additional Resources**

*These resources are meant to help teachers learn more about the text, support their students, or enrich their own understanding of topics broached by the text. They can be used as supplementary material for students, as part of the teacher's preparation, or in any other ways that might be useful.*

*This template was updated in 2025 and approved by the Committee Against Censorship.*



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