The document contains a list of standard review criteria for reading selection content in high school American literature textbooks. The criteria are as follows:

- A universe that rewards virtue and punishes vice and where good and evil are not moral equivalents, with solutions to problems.
- Constructive plotlines that do not dwell on pessimism, despair, death, dying, or suicide.
- Behavioral role-models that demonstrate civility, sensitivity, humaneness, and non-destructiveness to self or others.
- Generally positive attitudes toward, and relationships among, children, parents, and other adults.
- Sensitive treatment of benefits to children of strong, stable, two-parent families of married male and female.
- Greater stress on America's European literary, religious, and cultural heritage compared to that from other regions.
- Equal criticism, if any, of white and non-white cultures, and of Christian and non-Christian civilizations.
- Equal respect for the ethical concerns of religious groups (e.g., no swearing) as to the ethnic concerns of racial groups (e.g., no disrespecting epithets).
- As much note of intra-group conflict as of inter-group strife.
- Diverse views on current controversial issues, if and when raised (e.g., "global warming," feminism, naturalistic origins myths like evolution).
- No sensational violence, offensive language or illustrations, occultism, or LGBTQ deviance (e.g., self-styled polymorphs or subjective transgenders).
- No pattern of pejoratives demonizing one group and superlatives lionizing another.
- No politically-correct stereotypes of oppressors and/or victims by race, class, religion, party, or gender.
- Standard spelling, correct grammar, and grade-level appropriate English vocabulary.

Anthologize proportional representative selections from pre-1865 figures, sources, eras, and genres, for perspective and balance in American literary history with a course content mid-point no later than 1865:

- John Smith
- Thomas Jefferson
- William Bradford
- The Federalist
- John Winthrop
- Philip Freneau
- Edward Taylor
- Washington Irving
- Cotton Mather
- James Fenimore Cooper
- Samuel Sewall
- Edgar Allen Poe
- Mary Rowlandson
- William Cullen Bryant
- William Byrd
- Henry W. Longfellow
- Jonathan Edwards
- John Greenleaf Whittier
- Benjamin Franklin
- Oliver Wendell Holmes
- Thomas Paine
- James Russell Lowell

Base coverage on contemporaries' relative esteem of various authors' works, as well as on modern editors' and critics' opinions (9 pages on Olaudah Equiano but nothing from The Federalist, or 8 pages of Emily Dickinson and half a page of Longfellow, anti-intellectually panders to special-interest pressure groups).

Present contrasting primary-source views on major literary movements and figures (e.g., Hawthorne on transcendentalism; Emerson and Lowell on Thoreau).

Support "the free enterprise system ... patriotism and ... the basic democratic values of our state and national heritage" (Texas Education Code Section 28.002[h]).

Texas rules for this course detail student skills to develop, but give no guidance on content of reading selections. From our 58 years of experience reviewing such texts, this checklist powers fair rankings. No unaccountable authors/editors.