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acknowledgments:

To ensure this list truly represented various backgrounds, cultures, and beliefs, a diverse group was required in order to collaborate and create this project. We would like to thank the following team members for their work.

From the Mississippi Department of Education, we would like to acknowledge:

- Amy Baker
- Jasmine Bell
- Natalie Breithaupt
- Coretta Doss
- Sandra Elliott
- Aimee Hawkins
- Molly Henderson
- Nicole Hunter
- Stephanie Mollett
- Tiffany Nickleberry
- Kimberly Petermann
- Kasey Rather
- LaTondra Robinson
- Christine Spell
- Missaha Thompson
- Melanie Watkins
- Delphony Williams

We would also like to extend thanks to the various groups of Mississippi public school teachers, librarians, and administrators who assisted us in both rating and identifying the final titles chosen for this list and for providing feedback throughout the development process. Thanks to their assistance with this project, we are confident that we are providing Mississippi educators, parents, and students with a resource that will equip them to be college, career, and culturally ready.
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introduction:

“Words are not just words. They are the nexus-the interface-between communication and thought. When we read, it is through words that we build, refine, and modify our knowledge” Marilyn Jager Adams (2009, p. 180).

Mississippi strives to develop students that are not only college and career ready but also culturally ready. This resource intends to equip educators to make purposeful instructional decisions around the Mississippi College- and Career-Readiness standards while promoting literacy that acknowledges a variety of text types. This resource also provides students with texts that will serve as “mirrors, windows, and sliding glass doors.” Mirrors refer to texts where students can see themselves in the characters and events, while windows apply to texts that allow students to look out into the larger world and experience cultures, life experiences, and communities different from their own. Sliding glass doors refer to texts that not only introduce students to stories different from their own but encourage them to walk through and move forward, acting in an attempt to change the narrative.

For students to become well-rounded readers, they need to engage with high-quality, rigorous texts that represent varying cultures, genres, and facets of the human experience.

Through a collaborative process, Mississippi teachers, administrators, parents, and librarians contributed to the creation of this list; consideration of individual texts and their potential for intertextuality through pairing was a factor in title selection.

The opportunities and applications for this resource are varied; therefore, teacher guidance and review are essential to providing students with appropriate and balanced reading choices that will ultimately foster increased independent reading and stamina.

While appropriate within the context of the text, titles may contain language and content that may require additional conversations. Administrators, teachers, and families should make informed decisions regarding text selections, and if a text for consideration is not familiar, please review the book first.

methodology:

The books identified in this list were not chosen at random; to appear on this list, a title had to meet specific criteria as outlined by a rubric developed by a team composed of a librarian, literacy personnel, a college professor, and a high school English teacher. The specific components of the rubric helped the team identify whether a chosen text contained:

- Appropriate grade-level complexity,
- A balance of diverse characters, cultures, perspectives, orientations, races, and ages, and
- Relativity to the Mississippi College- and Career-Readiness Standards.

The formal rubric used in the book-identification process can be found in the appendices of this document.

In addition, the team made the decision to focus on identifying newer texts in the hope that the themes and characters would be more relatable. While newer texts were a priority, the team also recognized the importance of classic texts and made attempts to present traditional titles in newer formats, such as graphic novels, to make these texts appealing to the modern student. The team used resources such as the Magnolia book list, Novelist, We Need Diverse Books, and Common Sense Media to help identify potential titles. A minimum of thirty-six fiction and thirty-six nonfiction titles were selected for each grade with the intention of narrowing down the list and potentially pairing titles.

Selected texts were then presented to a panel composed of Mississippi educators and parents, including public school teachers, librarians, administrators, and literacy coaches. This panel then reviewed each text thoroughly, using a second rubric to rate each title on the following criteria:

- Publication date (newer texts received higher scores),
- Whether the text was available in bilingual or graphic novel formats,
- Whether the text was an award winner,
- Whether the text contained diversity, and if the diverse group or culture was appropriately represented (texts were scored higher if the author of the text belonged to the same diverse group), and
- Whether or not the text was appropriate for the suggested grade due to language and content presented in the text.

CULTURAL RESPONSIVENESS is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.
As the panel reviewed each text, they also provided their reasoning as to why a text should or should not remain on the final list based on their various experiences and potential interactions with the texts in their own classrooms, buildings, and homes.

The final list presented in this document offers Mississippi teachers, parents, and students with titles that are fresh, approachable, diverse, and directly linked to multiple Mississippi College-and Career-Readiness Standards. In addition, most titles are also recipients of one or more book awards, including the Coretta Scott King Award, the Newbery and Caldecott awards, the Magnolia Book Awards, or the YALSA and ALA awards.
lexile vs. literacy:

Students and books are assigned a score on the Lexile scale, in which lower scores reflect easier readability for books and lower reading ability for students. The Lexile framework uses quantitative methods, based on individual words and sentence lengths to produce scores. However, the scores do not reflect factors such as maturity of themes, content, and language. According to the Lexile website, there is no direct correspondence between a specific Lexile measure and a specific grade level. Within any grade, there will be a range of readers and a range of reading materials in school libraries.

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>PROFICIENT LEXILE LEVELS</th>
<th>ADVANCED LEXILE LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>700-1000</td>
<td>1001-1700+</td>
</tr>
<tr>
<td>Grade 6</td>
<td>800-1050</td>
<td>1051-1700+</td>
</tr>
<tr>
<td>Grade 7</td>
<td>850-1100</td>
<td>1101-1700+</td>
</tr>
<tr>
<td>Grade 8</td>
<td>900-1150</td>
<td>1151-1700+</td>
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<tr>
<td>Grade 9</td>
<td>1000-1200</td>
<td>1201-1700+</td>
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<td>Grade 10</td>
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<td>1251-1700+</td>
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<tr>
<td>Grade 11</td>
<td>1050-1300</td>
<td>1301-1700+</td>
</tr>
<tr>
<td>Grade 12</td>
<td>1050-1300</td>
<td>1301-1700+</td>
</tr>
</tbody>
</table>

Fiction and nonfiction books help students to understand the world around them and what they might be going through. Independent reading or student choice reading helps encourage children to enjoy reading on their own to improve comprehension, vocabulary, and fluency. When students have an opportunity to choose fiction or nonfiction reading materials, students have ownership in their education and make reading a priority.

Benefits of student choice reading:

- Engagement increases
- Stronger reading skills are developed
- Students are more actively involved in learning
- Students are more excited to share what they learn
- Build skills for future learning

graphic novels:

How Graphic Novels Can Turn Struggling or Reluctant Readers into STRONG READERS

Reading novels that support the College-and Career-Readiness Standards is important, but students cannot become lifelong readers if they do not open those books. As educators, we should encourage our students to read, even if the book has pictures.

There are several benefits to using Graphic Novels in English Language Arts (ELA) classrooms:

1. **RICH IN TEXT**
   Even though there is not much text to a graphic novel, they are still telling stories using dialogue and making students analyze what they see and comprehend. Every single graphic novel varies in the amount of text it has and how it is presented, but they are each their own ELA lesson.

2. **DIVERSITY**
   Graphic novels are diverse with a vast collection of characters that ALL students can respond to or react to. Representation matters for equipping ALL students to be culturally ready. It helps students determine how they connect with characters, settings, and cultures within what they read or see.

3. **BRIDGE BOOKS**
   Graphic novels will vary in terms of complexity. This format can be used as scaffolding where students can increase the reading level or confidence and move into more complex texts.

4. **GATEWAY LITERATURE:** Graphic novels can be used as a gateway that moves kids to those bigger and better novels that educators want students to read. Graphic novels engage students first and get them hooked, and then teachers can move students to more grade-level text.

**RESOURCE**  https://www.upperelementarysnapshots.com/2018/06/graphic-novels-rethinking-your.html
Using Graphic Novels with English Learners (EL)

Graphic Novels can be essential to ELs as they can benefit from the clues that the pictures can provide to reinforce the story's meaning, enhancing comprehension, and vocabulary. These types of literature can be used as high-quality supplemental instruction in all content areas. Additionally, graphic novels can help reinforce concepts in ELA, including plot structure and character development.

Here are four ways that graphic novels can benefit ELs:

1. **FIGURATIVE LANGUAGE**
   The illustrated panels of graphic novels provide visual information that gives helpful context to idioms, metaphors, and other figures of speech.

2. **COMPLEX, AGE-APPROPRIATE INTERESTS**
   Graphic novels support well-developed plots, storylines, and characters, so they can be used to teach complicated subjects that are appropriate for older students.

3. **PUNCTUATION AND EMPHASIS**
   The dialogue used in graphic novels uses frequent punctuation and the bolding of key terms to demonstrate how a phrase would be said aloud. The accompanying illustrations give additional visual clues to how dialogue should be read.

4. **UNFAMILIAR CULTURAL NORMS**
   Unlike text-only passages, the visuals show characters’ facial expressions, gestures, and positions to help reinforce cultural values and social issues.

**RESOURCE**  https://www.lexialearning.com/blog/4-surprising-ways-comics-and-graphic-novels-can-benefit-english-language-learners-
understanding the book lists:

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Author (Publication Date)</th>
<th>Book Cover</th>
<th>Type of Text</th>
<th>Grade Level(s)</th>
</tr>
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<tbody>
<tr>
<td>Amina’s Voice</td>
<td>By: Hena Khan (2018)</td>
<td></td>
<td>fiction</td>
<td>5TH GRADE</td>
</tr>
<tr>
<td></td>
<td>A Pakistani American Muslim girl struggles to stay true to her family’s vibrant culture while simultaneously blending in at school after tragedy strikes her community. 197pgs</td>
<td>LEXILE: 800L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brendan Buckley’s Universe and Everything in It</td>
<td>By: Sundee T. Fraizer (2007)</td>
<td></td>
<td>fiction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brendan, a biracial ten-year-old, applies his scientific problem-solving ability and newfound interest in rocks and minerals to connect with his white grandfather, and to learn why he and Brendan’s mother are estranged. 198pgs</td>
<td>LEXILE: 630L</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LEXILE CODES**

- **BILINGUAL FORMAT**: a book that is available in multiple languages
- **DIGITAL FORMAT**: a book that is available as an audio book or an ebook
- **FICTION**: literature that describes imaginary events and people
- **GRAPHIC NOVEL (GN)**: a book written in comic-strip format
- **LEXILE (L)**: a measurement of the reading level of a text
- **NONFICTION**: writing that is based on facts, real events or people, such as biography or history
- **STEAM**: an approach to teaching that includes Science, Technology, Engineering, the Arts, and Mathematics as access points for guiding student inquiry

**LENGEND**

- Award Winner
- Bilingual Format(s) Available
- Curriculum Connection: Social Studies
- Curriculum Connection: STEAM and Health Sciences
- Graphic Novel Format Available
- Digital Format Available

**AD – ADULT DIRECTED**: Better when read aloud to a student rather than having the student read independently

**GN – GRAPHIC NOVEL**: Graphic novels or comic books

**HL – HIGH-LOW**: Content to engage older students who need materials that are less complex and at a lower reading level

**NA – NOT AVAILABLE**: Lexile level has not been assigned to the text

**NC – NON-CONFORMING**: Good for high-ability readers who still need age-appropriate content
fiction:
BOOK LIST
Amina’s Voice  
By: Hena Khan (2018)  
A Pakistani American Muslim girl struggles to stay true to her family’s vibrant culture while simultaneously blending in at school after tragedy strikes her community. 197pgs  
LEXILE: 800L  

Brendan Buckley’s Universe and Everything in It  
By: Sundee T. Fraizer (2007)  
Brendan, a biracial ten-year-old, applies his scientific problem-solving ability and newfound interest in rocks and minerals to connect with his white grandfather, and to learn why he and Brendan’s mother are estranged. 198pgs  
LEXILE: 630L  

As Brave as You  
By: Jason Reynolds (2016)  
Two brothers, Genie and Ernie, leave New York to spend a summer with their blind grandfather. 224pgs  
LEXILE: 750L  

Bud, Not Buddy  
By: Christopher Paul Curtis (2002)  
Times are tough in 1936 in Flint, Michigan, but Bud, a motherless ten-year-old boy, is on a quest to find his father. And nothing will stop him! 288pgs  
LEXILE: 960L  

Baseball in April and Other Stories  
By: Gary Soto (1990)  
The Mexican American author, Gary Soto, draws on his own experience of growing up in California’s Central Valley in this finely crafted collection of eleven short stories that reveal big themes in the small events of daily life. 111pgs  
LEXILE: 830L  

Crenshaw  
By: Katherine Applegate (2017)  
A gentle reminder of a child’s resilience that can soften difficult situations through imagination and truth. 272pgs  
LEXILE: 540L  

The Blossoming Universe of Violet Diamond  
By: Brenda Woods (2015)  
A biracial girl finally gets the chance to meet the African American side of her family. 222pgs  
LEXILE: 670L  

El Deafo  
By: Cece Bell (2014)  
This graphic novel focuses on the hearing loss of one young girl. El Deafo is her super alter-ego that helps her understand that differences can also be superpowers. 248pgs  
LEXILE: GN420L
Esperanza Rising
By: Pam Muñoz Ryan (2016)
Thirteen-year-old Esperanza and her mother are forced to flee Mexico after her father’s sudden death. This fall from a life of privilege to a life of poverty in the 1930s showcases the transformation of this young teen. 262pgs
LEXILE: 750L

Island of the Blue Dolphins
By: Scott O’Dell (1960)
This work of historical fiction is based on the life of an American Indian woman who spent 18 years in isolation on San Nicolas Island, one of eight Channel Islands off the coast of Southern California. 192pgs
LEXILE: 1000L

Fever, 1793
By: Laurie Halse Anderson (2002)
At her feverish mother’s insistence, Mattie flees the city with her grandfather, but she soon discovers that the sickness is everywhere, and Mattie must learn quickly how to survive in a city turned frantic with disease. 272pgs
LEXILE: 580L

Investigating the Scientific Method with Max Axiom, Super Scientist
By: Donald B. Lemke (2008)
In graphic novel format, this book follows the adventures of Max Axiom as he explains the scientific method. 32pgs
LEXILE: GN760L

How to Steal a Dog
By: Barbara O’Connor (2007)
Georgina is homeless and living out of a car, so she plans an elaborate scheme to kidnap a dog in order to get the reward money. What happens next is the last thing she expected. 192pgs
LEXILE: 700L

Night on Fire
By: Ronald Kidd (2015)
Thirteen-year-old Billie Sims doesn’t think her hometown in Alabama should be segregated, but few of the town’s residents share her opinion. As the Civil Rights Movement spreads across the country, Billie can’t help but feel stuck—and helpless—in a stubborn town that does not realize the world is passing it by. 288pgs
LEXILE: 600L

Inside Out & Back Again
By: Thanhha Lai (2011)
In free-verse poems, ten-year-old Hà details her life in 1975 when her family leaves war-torn Vietnam to settle in Alabama. Her honest perspective makes her a memorable and powerful character. 288pgs
LEXILE: 800L

Number the Stars
By: Lois Lowry (1989)
In 1943, in German-occupied Denmark, ten-year-old Annemarie Johansen learns to be brave and courageous while helping a Jewish friend seek shelter from the Nazis. 137pgs
LEXILE: 670L
The Other Half of My Heart
By: Sundee T. Fraizer (2010)
Twin daughters of interracial parents, eleven-year-olds Keira and Minna have very different skin tones and personalities, but it is not until their grandmother enters them in the Miss Black Pearl Pre-Teen competition in North Carolina that red-haired and pale-skinned Minna realizes what life in their small town has been like for her more outgoing, darker-skinned sister. 296pgs
LEXILE: 750L

The Summer of the Swans
By: Betsy Byars (1970)
Sara's adolescent pains and problems seem to fade when her mentally handicapped brother, Charlie, disappears into the night. 144pgs
LEXILE: 830L

Rain is Not My Indian Name
By: Cynthia Leitich Smith (2001)
Tired of staying in seclusion since the death of her best friend, a fourteen-year-old Native American girl takes on a photographic assignment with her local newspaper to cover events at the Native American summer youth camp. 135pgs
LEXILE: 860L

Where the Mountain Meets the Moon
By: Grace Lin (2009)
Minli is on a journey to find the Old Man of the Moon to ask him to change her family’s fortune. Along the way, she encounters a cast of magical creatures as she seeks to find the ultimate answer. 304pgs
LEXILE: 810L

Wonder
By: R.J. Palacio (2012)
Auggie wants nothing more than to be treated as an ordinary kid—but his new classmates can’t get past his extraordinary face. Wonder begins from Auggie’s point of view but soon switches to include others; these perspectives converge in a portrait of one community’s struggle with empathy, compassion, and acceptance. 310pgs
LEXILE: 790L

Sounder
Sounder details the life of an unnamed, African-American boy living in the south during the Depression. When hard times fall on the family, the boy must be courageous and overcome major adversities. 128pgs
LEXILE: 900L

You Go First
By: Erin Entrada Kelly (2018)
Charlotte, twelve, and Ben, eleven, are highly-skilled competitors at online Scrabble and that connection helps both as they face family issues and the turmoil of middle school. 288pgs
LEXILE: 640L
nonfiction:
BOOK LIST
The Boy Who Harnessed the Wind
By: William Kamkwamba (2012)
William Kamkwamba details how he ignored naysayers and was able to bring electricity and running water to his desperately poor village in Africa when he built a makeshift windmill out of scrap metal and spare parts. (Picture book edition) 32pgs
LEXILE: 850L

Hana’s Suitcase
By: Karen Levin (2002)
Young Hana Brady’s happy life was turned upside down by the invasion of the Nazis. 111pgs
LEXILE: 730L

I Have a Dream
By: Martin Luther King, Jr. (1963)
On August 28, 1963, Martin Luther King gave one of the most powerful and memorable speeches in our nation’s history. His words, Kadir Nelson’s magnificent paintings, make for a book that provides an important introduction to our nation’s past. 32pgs
LEXILE: 1030L

Sadako and the Thousand Paper Cranes
By: Eleanor Coerr (1977)
Hospitalized with leukemia, a child in Hiroshima is inspired to fold paper cranes to verify the legend that her wish would be granted. 64pgs
LEXILE: 690L

Native American Heroes: Osceola, Tecumseh & Cochise
By: Ann McGovern (2013)
Osceola, Cochise, and Tecumseh are three Native American heroes who fought valiantly for their land and for their people. This book recounts each life while focusing on delicate topics such as violence and racism. 120pgs
LEXILE: 840L

Separate is Never Equal: Sylvia Mendez & Her Family’s Fight for Desegregation
By: Duncan Tonatiuh (2014)
Sylvia Mendez, an 8-year-old girl of Mexican and Puerto Rican heritage, played an instrumental role in Mendez v. Westminster, the 1946 desegregation case in California. 40pgs
LEXILE: AD870L

Little Leaders: Bold Women in Black History
By: Vashti Harrison (2017)
This book educates and inspires as it relates true stories of forty trailblazing black women in American history. 88pgs
LEXILE: 1050L

Mandela: From the Life of the South African Statesman
By: Floyd Cooper (1996)
This book captures the life of Nelson Mandela, born the son of a tribal chief, and one of the most prominent political figures of our time. 40pgs
LEXILE: 950L

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By: Floyd Cooper (1996)
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LEXILE: 950L
5th GRADE

**Shaking Things Up: 14 Young Women Who Changed the World**
By: Susan Hood (2018)
Fourteen inspiring young female rebels who broke down walls to pursue their interests, talents, and rights. 40pgs
LEXILE: NA

**The United States v. Jackie Robinson**
By: Sudipta Bardhan-Quallen (2018)
The true story of how Jackie Robinson battled against prejudice throughout his life. 36pgs
LEXILE: 820L

**Starstruck: The Cosmic Journey of Neil deGrasse Tyson**
By: Kathleen Krull (2018)
Neil's wondrous journey is traced from his first exposure to the marvels of the universe courtesy of the Hayden Planetarium at age nine to his role less than thirty years later as its director. 44pgs
LEXILE: 870L

**When Marian Sang**
By: Pam Munoz Ryan (2002)
Follow the life of Marian Anderson, extraordinary singer and the first African American to perform with the Metropolitan Opera, to see how her life and career brought about social change. 40pgs
LEXILE: 920L

**Stormy Seas: Stories of Young Boat Refugees**
By: Mary Beth Leatherdale (2017)
This book presents five true stories about young people who lived through the harrowing experience of setting sail in search of asylum. 64pgs
LEXILE: 890L

**We are the Ship: The Story of the Negro Baseball League**
By: Kadir Nelson (2008)
Read how the Negro Baseball League began, the impact of Jackie Robinson, and how players crossed over into major league baseball. 88pgs
LEXILE: 900L

**The Story of Ruby Bridges**
By: Robert Coles (1995)
Six-year-old Ruby Bridges confronted the hostility of segregationists when she became the first African American girl to integrate to Frantz Elementary School in New Orleans in 1960. 32pgs
LEXILE: AD800L
appendix a

THEMES & PAIRINGS
## MAIN THEME: Civil Rights

### SUB-THEME: Growing Up in the Middle of the Fight for Civil Rights

<table>
<thead>
<tr>
<th>ANCHOR TEXT</th>
<th>FICTION PAIRINGS</th>
<th>NONFICTION PAIRINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bud, Not Buddy</strong>&lt;br&gt;By: Christopher Paul Curtis&lt;br&gt;LEXILE: 960L</td>
<td><strong>Brown Girl Dreaming</strong>&lt;br&gt;By: Jacqueline Woodson&lt;br&gt;LEXILE: 990L</td>
<td><strong>This Child, Every Child</strong>&lt;br&gt;By: David Smith&lt;br&gt;LEXILE: 1020L</td>
</tr>
<tr>
<td></td>
<td><strong>Night on Fire</strong>&lt;br&gt;By: Ronald Kidd&lt;br&gt;LEXILE: 600L</td>
<td></td>
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<tr>
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<td><strong>P.S. Be Eleven</strong>&lt;br&gt;By: Rita Williams-Garcia&lt;br&gt;LEXILE: 770L</td>
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<tr>
<td></td>
<td><strong>The Watsons Go to Birmingham – 1963</strong>&lt;br&gt;By: Christopher Paul Curtis&lt;br&gt;LEXILE: 920L</td>
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### SUB-THEME: Equal Opportunities

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<th>ANCHOR TEXT</th>
<th>FICTION PAIRINGS</th>
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<tr>
<td><strong>When Marian Sang</strong>&lt;br&gt;By: Pam Munoz Ryan&lt;br&gt;LEXILE: 920L</td>
<td><strong>Ten: A Soccer Story</strong>&lt;br&gt;By: Shamini Flint&lt;br&gt;LEXILE: 770L</td>
<td><strong>The United States v. Jackie Robinson</strong>&lt;br&gt;By: Sudipta Bardhan-Quallen&lt;br&gt;LEXILE: 820L</td>
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<td></td>
<td><strong>Tofu Quilt</strong>&lt;br&gt;By: Ching Yeong Russell&lt;br&gt;LEXILE: 970L</td>
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### SUB-THEME: Education is a Civil Right

<table>
<thead>
<tr>
<th>ANCHOR TEXT</th>
<th>FICTION PAIRINGS</th>
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<td><strong>The Story of Ruby Bridges</strong>&lt;br&gt;By: Robert Coles&lt;br&gt;LEXILE: AD800L</td>
<td><strong>Malala: Activist for Girl’s Education</strong>&lt;br&gt;By: Raphaele Frier&lt;br&gt;LEXILE: 840L</td>
<td><strong>Separate is Never Equal: Sylvia Mendez &amp; Her Family’s Fight for Desegregation</strong>&lt;br&gt;By: Duncan Tonatiuh&lt;br&gt;LEXILE: AD870L</td>
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## Sub-theme: Famous Leaders in the Fight for Civil Rights

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<td><strong>I Have a Dream</strong></td>
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<td><strong>Mandela: From the Life of the South African Statesman</strong></td>
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<td>By: Martin Luther King, Jr.</td>
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<td><strong>Native American Heroes: Osceola, Tecumseh &amp; Cochise</strong></td>
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<td><strong>Rain is Not My Indian Name</strong></td>
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| **MAIN THEME:** Insights into the Immigration Experience

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<td>By: Mary Beth Leatherdale</td>
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| **MAIN THEME:** The Histories and Legacies of Native Peoples

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<td>By: Cynthia Leitch Smith</td>
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## MAIN THEME: Animal Friends

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<td>2017</td>
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<tr>
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<td>Barbara O’Conner</td>
<td>700L</td>
<td>192</td>
<td>2007</td>
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<tr>
<td>The Leanin’ Dog</td>
<td>K.A. Nuzum</td>
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<td>830L</td>
<td>32</td>
<td>2009</td>
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<tr>
<td>Historical Animals: The Dogs, Cats, Horses, Goats, Rats, Dragons, Bears, Elephants, Rabbits, and Other Creatures That Changed the World</td>
<td>Julia Moberg</td>
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### NONFICTION PAIRINGS

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## MAIN THEME: Overcoming Disabilities

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<td>Wonder</td>
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<td>Betsy Byars</td>
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### NONFICTION PAIRINGS

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*Equipped Book List text
### MAIN THEME: Scientist, or Superhero?

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<td><strong>Investigating the Scientific Method with Max Axiom, Super Scientist</strong>&lt;br&gt;By: Donald B. Lemke&lt;br&gt;LEXILE: GN760L</td>
<td>Mary Anning’s Curiosity&lt;br&gt;By: Monica Kulling&lt;br&gt;LEXILE: 840L</td>
<td>The Boy Who Harnessed the Wind*&lt;br&gt;By: William Kamkwamba&lt;br&gt;LEXILE: 850L</td>
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<td></td>
<td>Counting on Katherine:&lt;br&gt;How Katherine Johnson Saved Apollo 13&lt;br&gt;By: Helaine Becker&lt;br&gt;LEXILE: 710L</td>
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<td></td>
<td></td>
<td>Starstruck: The Cosmic Journey of Neil deGrasse Tyson*&lt;br&gt;By: Kathleen Krull&lt;br&gt;LEXILE: 870L</td>
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### MAIN THEME: Stories from the Holocaust

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</thead>
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<tr>
<td><strong>Number the Stars</strong>&lt;br&gt;By: Lois Lowry&lt;br&gt;LEXILE: 670L</td>
<td>Hitler’s Canary&lt;br&gt;By: Sandi Toksvig&lt;br&gt;LEXILE: 810L</td>
<td>The Boys Who Challenged Hitler: Knud Pedersen and the Churchill Club&lt;br&gt;By: Phillip Hoose&lt;br&gt;LEXILE: 970L</td>
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<tr>
<td></td>
<td>137pgs</td>
<td>2007</td>
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<td></td>
<td></td>
<td>Hana’s Suitcase*&lt;br&gt;By: Karen Levin&lt;br&gt;LEXILE: 730L</td>
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<tr>
<td></td>
<td></td>
<td>Hidden Like Anne Frank: 14 True Stories of Survival&lt;br&gt;By: Marcel Prins and Peter Henk Steenhuis&lt;br&gt;LEXILE: 790L</td>
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*Equipped Book List text
appendix b

NOVEL STUDY CHECKLIST
CULTURALLY RESPONSIVE NOVEL STUDY
CHECKLIST

The following checklist will ensure that the proposed novel studies reflect a more culturally responsive nature as well as lead to more student-centered learning. Teachers will use the form to include the elements of the unit/lesson plan that support the indicators.

SUMMARY

Incorporating culturally-responsive novels and supportive learning materials

1. Building strong personal voice in various diverse characteristics through novel selection

2. Building strong personal voice in various diverse characteristics through high-quality learning materials that support the novel study

3. Valuing various diverse characteristics habitually through novel studies, rather than on special occasions

Developing student-centered learning by using a system of collaboration and communication

4. Consistently combining individual and group efforts and accountability for task performance

5. Creating classroom climates and opportunities for collaborative composing, revising, and editing tasks

6. Using a system of peer response to encourage high-quality learning
3 Utilizing cross-curricular topics to build on student learning

Using topics or subjects that connect across the grade-level curriculum

Connecting novels and supportive learning materials to enhance students’ learning experience

Analyzing how other diverse characteristics connect to other curriculum topics outside the novel study

List all resources that will be used for the novel study:
appendix c
READING ASSIGNMENT APPROVAL FORMS
Dear Parents/Guardians,

As part of the ________________ [school name] ________________ [class], each student is expected to read a novel related to ________________ [curriculum unit] from a list of pre-approved titles. They are responsible for reading the book and completing a series of assignments related to it for ________________ [time period], which includes ________________ [types of assignments/assessments].

☐ Teacher Assigned Book: The primary objective of this assignment is to allow students to choose and read books that interest them that connect to the curriculum unit. We want your student to feel as though he or she is reading material that is interesting to him or her but is also challenging. However, because each parent/guardian feels differently about what is appropriate for their own child, ________________ [school name] requires all students to have their book approved first by you. Please see the attached document for a brief summary of each novel.

☐ Student Selected Book (from a list of pre-approved titles): The primary objective of this assignment is to allow students to exercise choice and read books that interest them while connecting to the curriculum unit. We want your student to feel as though he or she is reading material that is interesting to him or her but is also challenging. However, because each parent/guardian feels differently about what is appropriate for their own child, ________________ [school name] requires all students to have their book approved first by you. Please see the attached document for a brief summary of each novel.

When you are approving your student’s reading, please look it over to ensure that you feel the content of the novel is appropriate for your student. If you have objections, have your student choose another book; if the book was assigned, discuss the title with the teacher. Please have a discussion with your student about what types of books and topics you feel are appropriate and instruct them not to select books that contain topics or language that you would not want them to read. Once you have approved the book, please sign the attached book approval form.

If you have any questions about this project, please feel free to contact ________________ [teacher’s name] at ________________ [teacher’s contact information].
READING ASSIGNMENT
BOOK APPROVAL FORM

Student Name ____________________________________________________________

Book Title ______________________________________________________________

Author ___________________________ Number of Pages: ______

I, ________________________________, am aware that my child will be reading the above named book in connection with the curriculum unit during this nine weeks. I understand that this book was

☐ assigned by the teacher and that by signing this form, I give my student permission to read this book. I understand I am approving the content of this book, and the teacher will approve the book for level appropriateness.

☐ selected by my child and that by signing this form, I give my student permission to read this book. I understand I am approving the content of this book, and the teacher will approve the book for level appropriateness.

____________________________________  ______________________
Parent/Guardian Signature                 Date

____________________________________  ______________________
Teacher Signature                        Approval Date
appendix d

EVALUATION TOOLS
EQUITY BOOK LIST
EVALUATION

This evaluation tool will help teachers and librarians with their final selections for diversity, equity, and inclusion books for instruction and for student-choice reading.

| BOOK TITLE | | |
| AUTHOR | | |
| GRADE LEVEL | THEME/TOPIC |

1

Rate the book on its publication date.
Use the scale below.

1: 40 years or older
2: 30-39 years old
3: 20-29 years old
4: 10-19 years old
5: 10 years or newer

2

Rate the book based on the appropriateness of the Lexile Level.
Use the scale below.

1: Too easy/hard to read for grade level
2: Below grade level
3: At grade level
4: Above grade level

3

Rate the book based on the additional factors.
Use the scale below.

Additional factors: Award Winner, Bilingual Format, Graphic Novel Format, and Digital Format
1: One additional factor
2: Two additional factors
3: Three additional factors
4: Four additional factors
The book celebrates diverse characters and/or written by an author of color.  
Use the scale below.

1: Not diverse in terms of cultural, race, gender, sexual orientation, disability OR contains diversity but includes harmful stereotypes, generalizations, not-authentic stories, or discriminatory content about a group of people.  
2: Contains some diversity but may misrepresent or generalize a group of people.  
3: Explores diversity in an authentic and relevant way.  
4: Truly explores and celebrates the diversity.

The book is directly connected to English Language Arts MS College- and Career-Readiness (MS CCR) Standards.  
Use the scale below.

1: Vaguely connected to the English MS CCR standards.  
2: Closely connected to at least one English MS CCR standard.  
3: Closely connected to multiple English MS CCR standards.

The book is directly connected to other MS CCR Standards.  
Use the scale below.

1: Vaguely connected to other MS CCR standards.  
2: Closely connected to at least one other MS CCR standard.  
3: Closely connected to multiple other MS CCR standards.

Write at least two sentences why the book should be added to the classroom or school libraries and/or to instruction.
SCHOOL/CLASSROOM LIBRARY COLLECTION
DIVERSITY QUESTIONNAIRE

Use the following questions as a guide to analyze the library collection and determine where there are strengths and where there are gaps in diversity.

<table>
<thead>
<tr>
<th>The school library contains multiple books that include...</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-human, anthropomorph main characters (e.g., talking animals, talking trucks, talking vegetables, imaginary or science fiction creatures, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

<table>
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<th>The school library contains numerous books that include...</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main characters of color or different nationality/ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main characters with different types of gender identity and gender expression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main characters with disabilities</td>
<td></td>
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<th>Neither</th>
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<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are written or illustrated by a person of color or of different nationality/ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feature a person of color or different nationality/ethnicity on the cover</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feature contemporary diverse characters and storylines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feature a range of family structures and family configurations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Feature contemporary diverse characters and storylines</td>
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</table>
### The school library contains numerous books that...

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>Feature a range of family structures and family configurations</td>
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<tr>
<td>Feature characters with different types of gender identity and gender expression</td>
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<tr>
<td>Are set in a different country during the present time</td>
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<tr>
<td>Are reflective of my students’ cultures and heritages</td>
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<td>Explore different socioeconomic backgrounds</td>
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<tr>
<td>Explore religious diversity</td>
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<tr>
<td>Are set in different geographic settings (urban, rural, suburban)</td>
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<tr>
<td>Are written in languages meaningful to my students’ backgrounds or the community in which they live (e.g., Spanish, Chinese, Arabic)</td>
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<tr>
<td>Teach about immigration to the United States beyond the Ellis Island-narrative</td>
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<tr>
<td>Teach about Black/African-American contributions to the United States beyond the Civil Rights Movement</td>
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<tr>
<td>Feature diversity throughout the year, not just in heritage and observance months (e.g., Black History Month, Native American History Month)</td>
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### The majority of books featuring people of color or different nationality/ethnicity people...

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are only about issues of race, prejudice, or discrimination</td>
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<td>Are only culturally specific (e.g., flags, food, festivals)</td>
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<tr>
<td>Are only culturally neutral or contain incidental diversity</td>
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</table>
## The majority of books featuring people of color or different nationality/ethnicity...  

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>Contain harmful stereotypes about a group of people</td>
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<td>Contain inaccurate/outdated information about a group of people</td>
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<td>Contain generalizations about a group of people</td>
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<td>Contain misrepresentations of a group of people</td>
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<tr>
<td>Contain discriminatory content about a group of people</td>
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<tr>
<td>Non-authentic stories about a group of people</td>
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</table>

## The school library reflects...  

The diversity of my students and the community in which we live (e.g., gender, race, family structure, language, culture, socioeconomic background, etc.)
appendix e
RESOURCES TO SUPPORT STUDENT READING
BOOK INFORMATION AND SUPPORT MATERIALS

- **Lexile: Find a Book** *(Grades 5 – 12)*
  
  https://hub.lexile.com/find-a-book/search

  Search for books based on Lexile codes, which provides information on the book’s intended usage, or find books that are easy to decode or have a lot of patterning to help beginning readers.

- **Novelist: MAGNOLIA** *(Grades 5 – 12)*
  
  https://magnolia.msstate.edu/


- **Reading is Fundamental Educator Resources** *(Grades 5 – 12)*
  
  https://www.rif.org/literacy-central/educators

  Online support materials aligned to hundreds of children’s book titles and much more.
**READING TRACKERS**

- **Reading is Fundamental Reading Tracker** (Grades 5 – 6)  
  [https://www.rif.org/literacy-central/literacy-tracker](https://www.rif.org/literacy-central/literacy-tracker)

  Literacy Tracker Tool allows teachers to check in on students’ reading progress throughout the year and helps students find “just right” books to develop their skills.

- **Beanbright Reading Tracker** (Grades 5 – 12)  
  [https://www.beanbright.com/](https://www.beanbright.com/)

  Beanbright helps facilitate reading challenges and gain more data on students’ free-choice reading.
A Guide to Using Graphic Novels with Children and Teens (Grades 5 – 12)

Graphic novels are books written and illustrated in the style of a comic book. The format includes text, images, word balloons, sound effects, and panels. This guide will help teachers and school librarians learn how to incorporate graphic novels into classroom and library lesson plans.

Connect Your Students with Books (Grades 5 – 12)
https://lexile.com/educators/tools-to-support-reading-at-school/strategies-support-readers-level/connect-students-books/

Lexile provides information on connecting students with books at the right level of challenge.

Match Fishtank (Grades 5 – 12)
https://www.matchfishtank.org/curriculum/english-language-arts/

Through this site, teachers can explore and draw from full courses or individual units, lessons, or assessments. All the resources support rigorous, standards-driven instruction to support vocabulary, writing, and reading skills.

Lexile by Chapter Guides
(Grades 5 – 12)

Books vary in text complexity, chapters within each book can vary as well. When teaching a book in class, Lexile by Chapter Guides can help better plan instruction.
Lexile PowerV Vocabulary Tool
(Grades 5 – 12)

More than 125,000 books in Find a Book include a vocabulary tool that identifies up to 10 challenging words that are important for students to know.