# EQUIPPED:

An Introduction to the Book List for ALL

August 2020
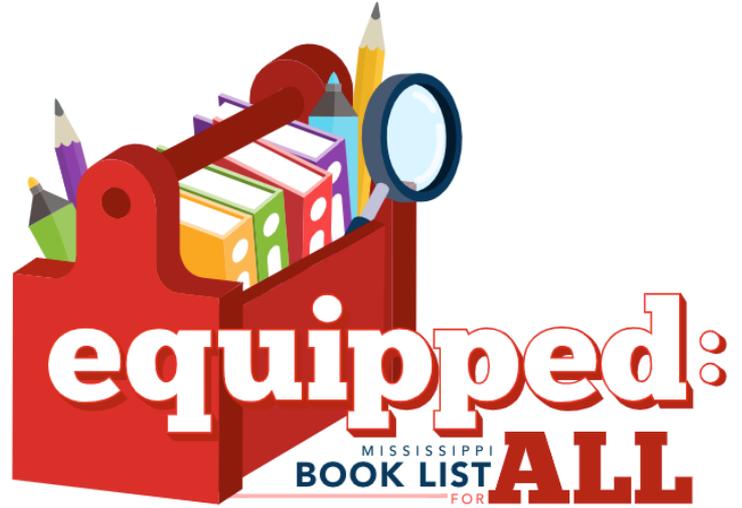
MISSISSIPPI DEPARTMENT OF EDUCATION

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School Library Specialist
Office of Elementary Education and Reading

Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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State Board of Education Goals   STRATEGIC PLAN

1 ALL Students Proficient and Showing Growth in All Assessed Areas

2 EVERY Student Graduates from High School and is Ready for College and Career

3 EVERY Child Has Access to a High-Quality Early Childhood Program

4 EVERY School Has Effective Teachers and Leaders

5 EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 EVERY School and District is Rated "C" or Higher

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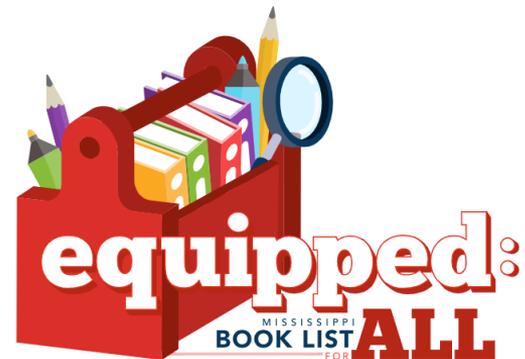
INTRODUCTION

Introduction: *5th-12th Grade Equipped Booklists*
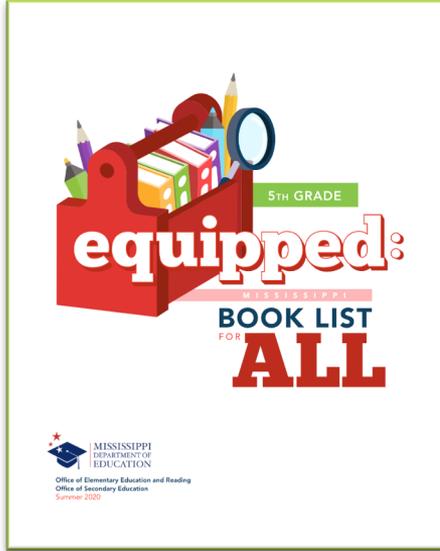

Fiction titles: 24
Nonfiction titles: 15

Fiction titles: 23
Nonfiction titles: 15
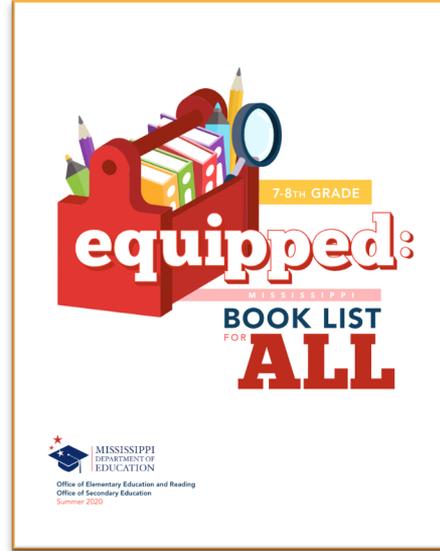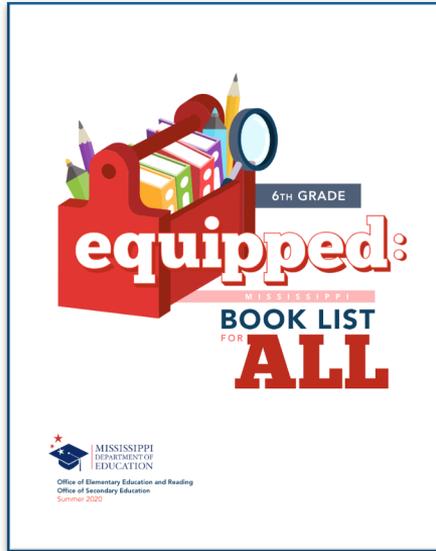
Fiction titles: 36
Nonfiction titles: 36

Fiction titles: 64
Nonfiction titles: 63
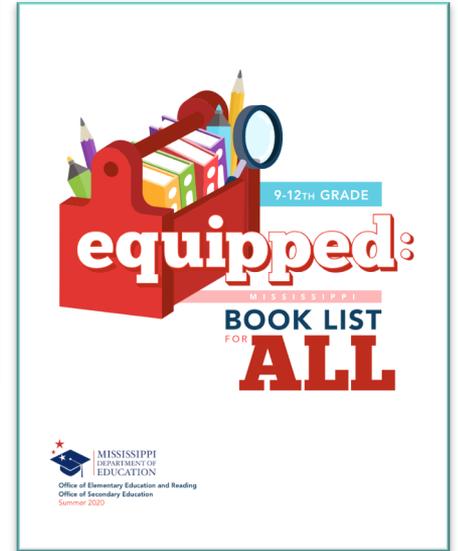
Mississippi strives to develop students that are not only college and career ready but also **CULTURALLY** ready.

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.

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To ensure this list truly represented **VARIOUS** backgrounds, cultures, and beliefs, a **DIVERSE** group was required in order to collaborate and create this project.

The group consisted of teachers, librarians, literacy coaches, and administrators.

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, while **WINDOWS** apply to texts that allow students to look out into life experiences different from their own. **SLIDING GLASS** doors refer to texts that encourage students to walk through and move forward, acting to change the narrative.

METHODOLOGY
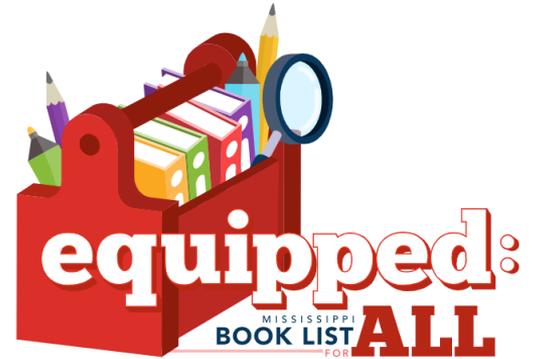
The books identified in this list were not chosen at random; to appear on this list, a title had to meet **SPECIFIC CRITERIA** as outlined by a rubric developed by a team composed of a librarian, literacy personnel, a college professor, and a high school English teacher.

The specific components of the rubric helped the team identify whether a chosen text contained:

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

Methodology: *Final Rubric*

This panel then reviewed each text thoroughly, using a **SECOND RUBRIC** to rate each title on the following criteria:

- Publication date
- Availability in different languages or graphic novel format
- Award-winning text
- Contained and appropriately represented diversity
- Appropriate for the suggested grade

The team used **RESOURCES** such as Novelist, We Need Diverse Books, and Common Sense Media to help identify potential titles.

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
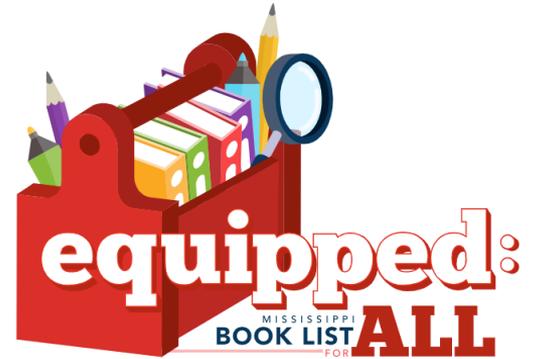
Lexile vs Literacy: *Lexile Levels*

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.

However, the scores **DO NOT** reflect factors such as maturity of themes, content, and language.

GRADE LEVEL	PROFICIENT LEXILE LEVELS	ADVANCED LEXILE LEVELS
Grade 5	700-1000	1001-1700+
Grade 6	800-1050	1051-1700+
Grade 7	850-1100	1101-1700+
Grade 8	900-1150	1151-1700+
Grade 9	1000-1200	1201-1700+
Grade 10	1025-1250	1251-1700+
Grade 11	1050-1300	1301-1700+
Grade 12	1050-1300	1301-1700+

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Lexile vs Literacy: *Fiction and Nonfiction*

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.

Lexile vs Literacy: *Student Choice Reading*

When students have an opportunity to **CHOOSE** fiction or nonfiction reading materials, students have ownership in their education and make reading a **PRIORITY**.

Lexile vs Literacy: *Student Choice Reading*

Benefits of student choice reading:

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

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UNDERSTANDING THE BOOKLIST
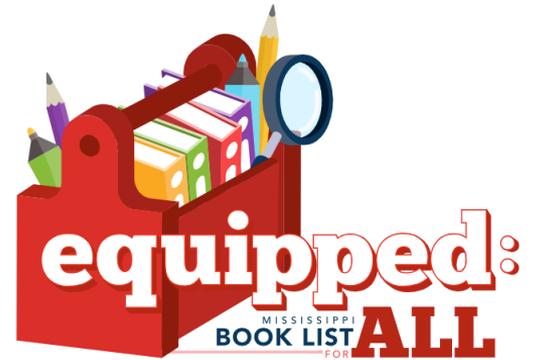
Understanding the Booklist: *Breakdown*

Book Title
Author (Publication Date)

Book Cover

Type of Text

Grade Level(s)

fiction   5TH GRADE

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

Lexile Level

Short Description
Page Count

Rubric Components

Understanding the Booklist: *Terms*

GLOSSARY OF TERMS

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

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Understanding the Booklist: *Legend*

LEGEND

- Award Winner
- Bilingual Format(s) Available
- Curriculum Connection: Social Studies
- Curriculum Connection: STEAM and Health Sciences
- Graphic Novel Format Available
- Digital Format Available
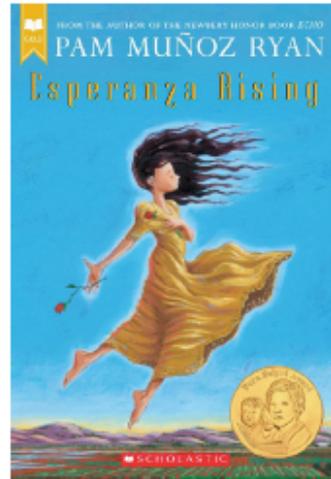
Esperanza Rising
By: Pam Muñoz Ryan (2016)

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

Award Winner

Available in various languages

Social Studies CCRS

Digital Format (e.g., ebook or audiobook)
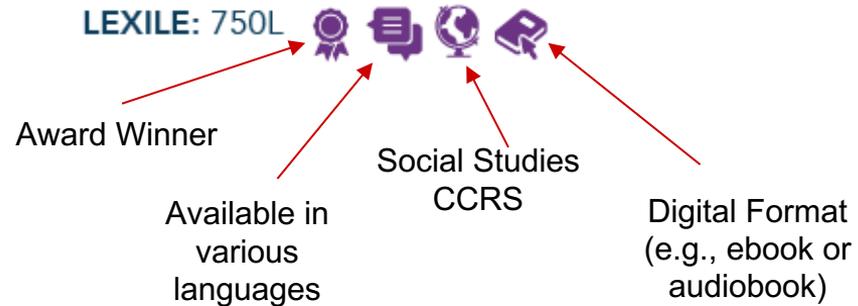
Understanding the Booklist: *Themes and Pairings*

MAIN THEME: Insights into the Immigration Experience

ANCHOR TEXT	FICTION PAIRINGS	NONFICTION PAIRINGS
Inside Out & Back Again By: Thanhha Lai LEXILE: 800L | *288pgs* | 2011	**Esperanza Rising*** By: Pam Muñoz Ryan LEXILE: 750L | *252pgs* | 2016 **Front Desk** By: Kelly Yang LEXILE: 640L | *298pgs* | 2018 **In the Year of The Boar and Jackie Robinson** By: Bette Bao Lord LEXILE: 730L | *176pgs* | 1984	**Stormy Seas: Stories of Young Boat Refugees*** By: Mary Beth Leatherdale LEXILE: 890L | *64pgs* | 2017

RESOURCES
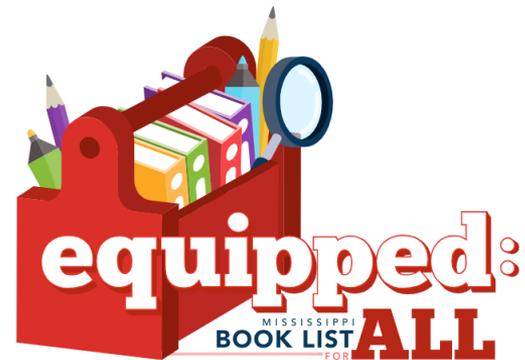
Resources:

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

1

Incorporating culturally-responsive novels and supportive learning materials	Elements of the Unit/Lesson Plan
Building strong personal voice in various diverse characteristics through novel selection	
Building strong personal voice in various diverse characteristics through high-quality learning materials that support the novel study	
Valuing various diverse characteristics habitually through novel studies, rather than on special occasions	

2

Developing student-centered learning by using a system of collaboration and communication	Elements of the Unit/Lesson Plan
Consistently combining individual and group efforts and accountability for task performance	
Creating classroom climates and opportunities for collaborative composing, revising, and editing tasks	
Using a system of peer response to encourage high-quality learning	

READING ASSIGNMENT
BOOK APPROVAL LETTER

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].

Resources:

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

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.

1 The school library contains multiple books that include...	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Non-human, anthropomorphic main characters (e.g., talking animals, talking trucks, talking vegetables, imaginary or science fiction creatures, etc.)					

2 The school library contains numerous books that include...	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Main characters of color or different nationality/ethnicity					
Main characters with different types of gender identity and gender expression					
Main characters with disabilities					

3 The school library contains numerous books that...	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Are written or illustrated by a person of color or of different nationality/ethnicity					
Feature a person of color or different nationality/ethnicity on the cover					
Feature contemporary diverse characters and storylines					
Feature a range of family structures and family configurations					
Are written or illustrated by a person of color or of different nationality/ethnicity					
Feature a person of color or different nationality/ethnicity on the cover					
Feature contemporary diverse characters and storylines					

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Resources: *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/

A complete suite of book-finding tools for librarians, teachers, and readers. Database contains book lists, curricular connections, and author read-alikes. See your school librarian for passcode.

Resources: *Virtual Reading Trackers*

Reading is Fundamental Reading Tracker (Grades 5 – 6)
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.
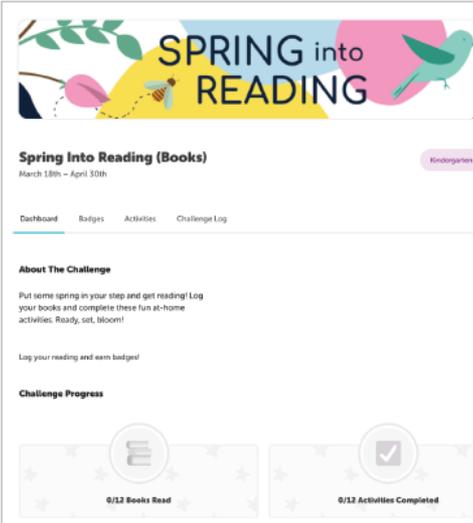
Beanbright Reading Tracker (Grades 5 – 12)
https://www.beanbright.com/

Beanbright helps facilitate reading challenges and gain more data on students' free-choice reading.
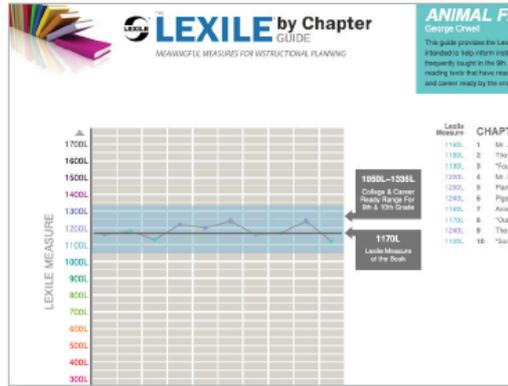
Lexile by Chapter Guides
(Grades 5 – 12)
https://lexile.com/educators/tools-to-support-reading-at-school/tools-to-help-teach-a-book/lexile-chapter-guides/

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)
https://lexile.com/educators/tools-to-support-reading-at-school/tools-to-help-teach-a-book/lexile-powerv-vocabulary-tool/

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.

Visit https://mdek12.org/OEER/Equipped-Booklist to download lists and other resources.

Contact Information

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mdek12.org