

Equipped Book List

How to use the tools and resources

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MISSISSIPPI
DEPARTMENT OF
EDUCATION

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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

EVERY School Has Effective Teachers and Leaders

4



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

5



EVERY School and District is Rated “C” or Higher

6



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



Children without basic literacy skills when they enter school are **3-4 times** more likely to drop out later.



Reading to a child in an interactive style raises his or her IQ by over **6 points**.



15 minutes per day of independent reading can equal **1 million+** words in a year.



Daily reading to children puts them almost **1 year** ahead of those who are not being read to.



Children who read 3,000 words per day will be in the **top 2%** of standardized tests.



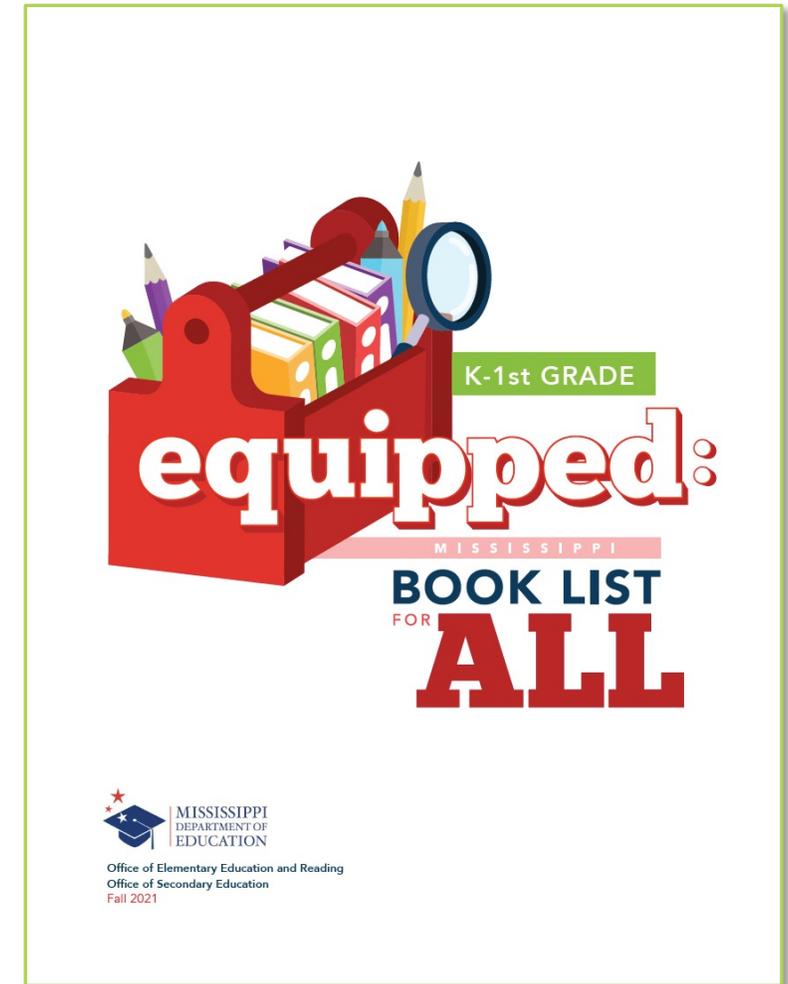
Introduction

MS Equipped Book List for All



Books have the power to shape culture in big and small ways, and authors, illustrators, and publishers serve as gatekeepers.

It is the job of teachers and school librarians to ensure students have access to books that act as “mirrors, windows, and sliding glass doors.”



Text Sets

MS Equipped Book List for All



CREATING TEXT SETS
TEMPLATE

Text sets are collections of resources from different genres, media, and levels of reading difficulty that are designed to be supportive of the learning of readers with a range of experiences and interests. A text set collection focuses on one concept or topic and can include multiple genres such as books, charts and maps, informational pamphlets, poetry and songs, photographs, non-fiction books, almanacs, or encyclopedias.

BOOK TITLE _____

AUTHOR _____

GRADE LEVEL _____ TOPIC _____

TEXT SET SUMMARY

MS CCR Standards www.mde.k12.org/QAE/college-and-career-readiness-standards Cross-Content Standards Connection

Anchor Text _____ Elements of the Unit/Lesson Plan
How do the resources connect to the standards or to the lesson plan?

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Adult Intellectual Prep Resources <small>Include below any resources to support teacher intellectual preparation around this topic. What might we, as adults, need to know about this topic to meaningfully engage students?</small>	Elements of the Unit/Lesson Plan <small>How do the resources connect to the standards or to the lesson plan?</small>
Text Set Resources <small>Include between 4 and 7 resources per text set. Each text set should include at least one multimedia resource (e.g., interactive website, video, photograph). Consider how you will obtain each resource in the set to support students' working from the least complex texts to the most complex texts.</small>	Elements of the Unit/Lesson Plan <small>How do the resources connect to the standards or to the lesson plan?</small>
1 _____	
2 _____	
3 _____	
4 _____	
5 _____	
6 _____	
7 _____	
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Lesson Plan Prep

What do you as the teacher know about this topic? What are some resources that are meaningful to the student?



Text Set Connection

Include between 4 and 7 resources per text set. How do these resources connect to the lesson plan?

Resource Description

- Include title, author, and a brief description of the resources
- Type of resource (ex. Book, website)
- Genre
- Lexile
- Available in other languages

Additional Information on Each Resource in the Set

Consider carefully how non-dominant identities are highlighted throughout the text or resource (including representation of culture, race, gender, sexual orientation and/or abilities). Also, consider whether those identities are employed in an authentic and relevant way, or whether this resource includes harmful stereotypes, generalizations, non-authentic stories, or discriminatory content.

1	Text or Resource Description	Resource Type	Genre	Lexile (if applicable) ¹ On grade level? ²	Available in bilingual format? ³
2	Text or Resource Description	Resource Type	Genre	Lexile (if applicable) ¹ On grade level? ²	Available in bilingual format? ³
3	Text or Resource Description	Resource Type	Genre	Lexile (if applicable) ¹ On grade level? ²	Available in bilingual format? ³
4	Text or Resource Description	Resource Type	Genre	Lexile (if applicable) ¹ On grade level? ²	Available in bilingual format? ³

¹ If Lexile is unavailable, consider using a tool like (<https://sub.lexia.com/analyst>) to get an estimated Lexile level.

² Text complexity quantitative bands (<https://curriculum.illustrativemathematics.org/HS/2015.pdf>) for college- and career-ready aligned work. Texts included in text sets can represent a range of below, on, and above grade-level texts.

³ Note if resource is available in any other language(s), including closed captioning or translated version(s).

5	Text or Resource Description	Resource Type	Genre	Lexile (if applicable) ¹ On grade level? ²	Available in bilingual format? ³

6	Text or Resource Description	Resource Type	Genre	Lexile (if applicable) ¹ On grade level? ²	Available in bilingual format? ³

7	Text or Resource Description	Resource Type	Genre	Lexile (if applicable) ¹ On grade level? ²	Available in bilingual format? ³

Activities to Capture Knowledge and Vocabulary Growth Throughout the Set

Sample Writing Closing Tasks

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Resource Description



Activities and Vocabulary



Sample Writing Tasks

Evaluations

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BUILDING KNOWLEDGE BOOK LIST
EVALUATION

This evaluation tool will help teachers and librarians with their final selections for diversity, equity, and high-quality 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

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



Book Information



Publication, Lexile, and Additional Factors Rating

4 | 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.

5 | The book is directly connected to other Social Emotional MS CCR Standards.

Use the scale below.

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

6 | The book is directly connected to English Language Arts 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.

7 | 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.

TOTAL

Write at least two sentences why the book should be added to the classroom or school libraries and/or to instruction.

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Perspectives



Social Emotional MS CCRS



English MS CCRS



Other MS CCRS



Reason Why

SCHOOL/CLASSROOM LIBRARY COLLECTION QUESTIONNAIRE

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

1 The 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 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

A range of family structures and family configurations

Different socioeconomic backgrounds

Religious diversity

Main characters with disabilities

3 The 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

Are set in a different country or geographic setting (urban, rural, suburban) during the present time

Teach about immigration to the United States beyond the Ellis Island-narrative

Teach about Black/African-American contributions to the United States beyond the Civil Rights Movement

Feature diversity throughout the year, not just in heritage and observance months (e.g., Black History Month, Native American History Month)

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Librarians and teachers can use the questionnaire as a guide to analyze the school or classroom library to determine strengths and gaps in the collection.



Non-human main characters (e.g., talking trucks)



Perspectives



Locations/Cultures

4 The majority of books featuring people of color or different nationality/ethnicity people...		Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Are only about issues of race, prejudice, or discrimination						
Are only culturally specific (e.g., flags, food, festivals)						
Are only culturally neutral or contain incidental diversity						
Are non-authentic stories about a group of people						
Contain harmful stereotypes or discriminatory content about a group of people						
Contain inaccurate/outdated information or makes generalizations about a group of people						

5 The library contains multiple books that support...		Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
MS CCR English Standards						
MS CCR Social Studies Standards						
MS CCR Science Standards						
MS CCR Social Emotional Standards						

6 The library reflects...		Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The diversity of my students and the community in which we live (e.g., gender, race, family structure, language, culture, socioeconomic background, etc.)						

RESOURCE https://www.leeandlow.com/uploads/loaded_document/408/Classroom-Library-Questionnaire_FINAL.pdf

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Nationality/Ethnicity



MS CCRS Connection



School Community Connection

Other Resources

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BOOK INFORMATION AND SUPPORT MATERIALS



Lexile: Find a Book (Grades K - 12)
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 K - 12)
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.



Reading is Fundamental Educator Resources (Grades K - 12)
www.rif.org/literacy-central/educators
 Online support materials aligned to hundreds of children's book titles and much more.



Teaching Books (Grades K - 12)
www.teachingbooks.net
 An online database that can be used by teachers, students, librarians, and families to explore children's books and young adult literature and their authors.

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Book Information Support Materials

Teacher and Librarian Resources

EDUCATOR AND SCHOOL LIBRARIAN RESOURCES

Dia: Children's Book Day (Grades K - 8)
dia.ala.org

Dia is a nationally recognized initiative that emphasizes the importance of literacy for all children from all backgrounds. It is a daily commitment to linking children and their families to diverse books, languages, and cultures.

First Book: The Stories for All Project (Grades K - 12)
firstbook.org/the-need/the-stories-for-all-project

The Stories for All Project curates new, relevant, high-quality books representing diverse characters, voices, and life circumstances and makes them available and affordable to educators supporting kids in need.

Lexile Analyzer (Grades K - 12)
hub.lexile.com/analyzer

The Lexile Analyzer allows you to paste or type in text to receive a Lexile range and view text characteristics along with challenging words and their definitions. English and Spanish texts can be measured using this tool.

Lexile by Chapter Guides (Grades K - 12)
lexile.com/educators/tools-to-support-reading-at-school/tools-to-help-teach-a-book/lexile-chapter-guides

Just as 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)
lexile.com/educators/tools-to-support-reading-at-school/tools-to-help-teach-a-book/lexile-power-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.

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