

Secondary Core Literature

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Purpose

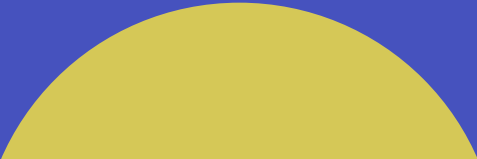
- Define secondary core literature
- Introduce CVUSD LCAP Goal and metrics related to “diverse core literature”.
- Provide an overview of the core literature approval process.
- Provide information regarding diverse core titles that have been approved and related professional development.
- Share next steps

Secondary Core Literature

- Literature selections that are aligned to the California state English/Language Arts content standards (reading, writing, speaking, and listening)
- Used as part of the core curriculum for English Language Arts
- Taught in whole group setting
- Text selections are articulated by grade level

BP 6161.1: Selection & Evaluation of Instructional Materials

“The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect society’s diversity, and enhance the use of multiple teaching strategies and technologies.”

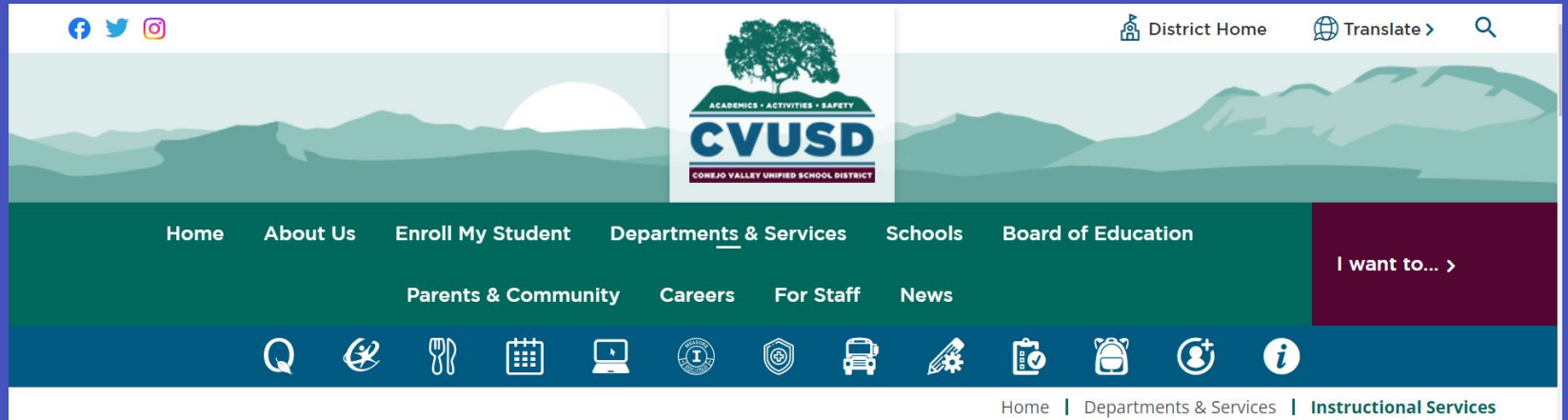


CVUSD LCAP Goal and Metric

Goal 1: Implement targeted actions and services that support positive student outcomes. (Student focused)

<u>Metric</u>	<u>2020-21 Baseline</u>	<u>Desired Outcome for 2023-24</u>
<i>Number of Core Literature Titles</i>	As of the 2020-2021 school year, middle school has 7 such diverse titles, and high school has 16 such diverse titles.	Increase core literature titles by a minimum of 1 title per school year in each grade-span (i.e. high school, middle school)

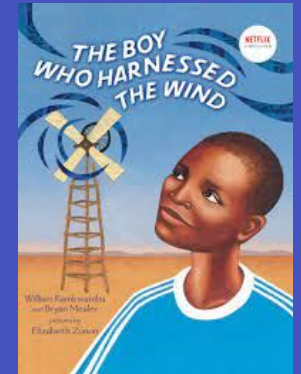
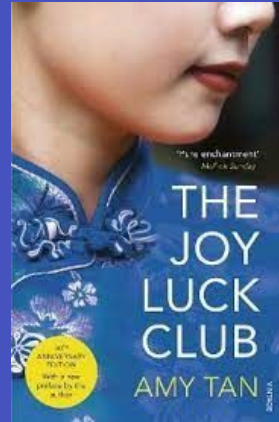
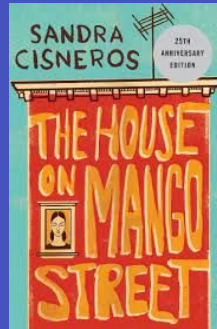
Core Literature Adoption Process



Core Literature Lists

High School

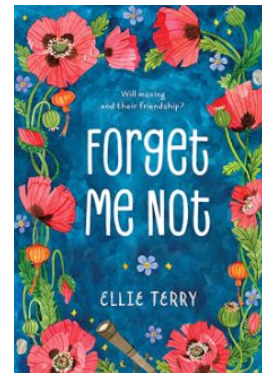
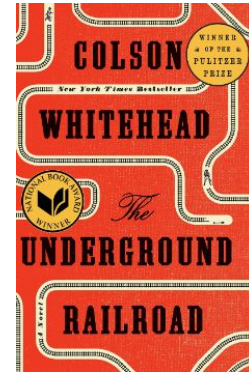
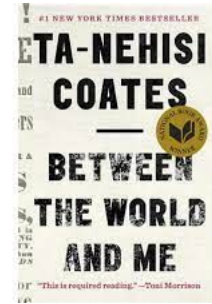
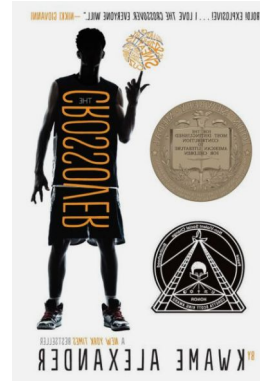
Middle School



Core Literature Selections Approved 2019-21

Titles:

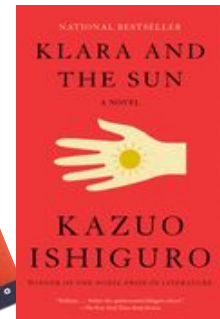
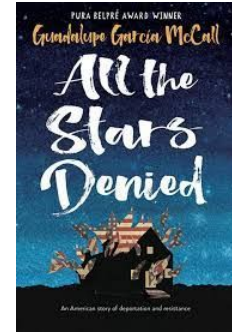
- *Crossover* by Kwame Alexander (6th)
- *Refugee* by Alan Gratz (8th)
- *Forget Me Not* by Ellie Terry (7th)
- *Just Mercy* by Bryan Stevenson (9th)
- *Underground Railroad* by Colson Whitehead (11th)
- *Between the World and Me* by Ta-Nehisi Coates (11th)



Core Literature Selections Approved 2021-22

Titles:

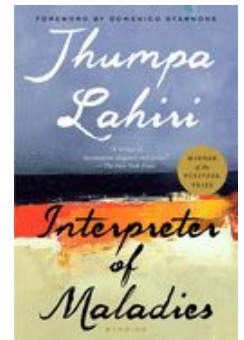
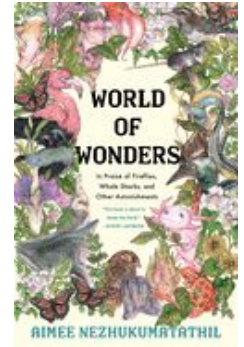
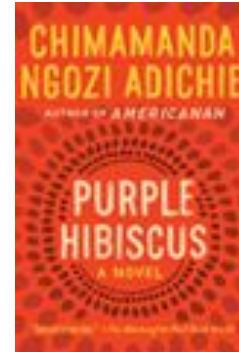
- *Esperanza Rising* by Pam Munoz Ryan (6th Grade)
- *All the Stars Denied* by Guadalupe Garcia McCall (7th Grade)
- *How Much of These Hills Is Gold* by C Pam Zhang (11th Grade)
- *Klara and the Sun* by Kazuo Ishiguro (10th Grade)
- *Kitchen* by Banana Yoshimoto (12th Grade)



Proposed Core Literature Selections for 2022-23

Titles:

- *When Stars are Scattered* by Victoria Jamieson & Omar Mohamed (7th Grade)
- *World of Wonders* by Aimee Nezukumatathi (11th Grade)
- *Purple Hibiscus* by Chimamanda Ngozi Adichie (10th Grade)
- *Interpreter of Maladies* by Jhumpa Lahiri (12th Grade)



Diversifying Core Literature

Summer of 2021:

- High school and middle school committees initiated strategic work to diversify core literature selections
- CVUSD's Equity Task Force provided support and input to the committees
- Summer work to develop library of resources and to create the "Required-Extended list"

Summer of 2022:

- Teachers continued to review and read diverse selections to bring forward
- Began developing units of study for the diverse core literature selections



READING DIVERSITY LITE (TEACHER'S EDITION): A TOOL FOR SELECTING DIVERSE TEXTS

Use this checklist to enhance reading diversity in your classroom.

Title _____ Author _____ Grade level _____ Lexile score _____

1. What voices does this text include in terms of race, ethnicity, gender, class, age, ability, religion, place, immigration status or LGBT identity? Do the identities or experiences of the author(s), illustrator(s), character(s), speaker(s) or narrator(s) contribute to students' diverse reading experiences? YES NO
2. Does this text accurately reflect lived experiences in terms of setting, characters, speakers, events, language and illustrations? YES NO
3. Consider the author's attitudes, beliefs and point of view. Do they promote inclusion and equality? YES NO
4. Does the content perpetuate or rely on stereotypes, generalizations or misrepresentations? (Note: A text may address a stereotype without relying on it.) YES NO
5. Consider the gaps and silences.
 - Are certain people or groups left out or given only a silent or insubstantial role? YES NO
 - Are certain questions or issues related to the topic omitted? YES NO
6. Does this text pair well with other texts that students encounter at school, home, in the media and through cultural transmission? YES NO
7. Consider the historical, social and cultural context in which the text was written. Is the text relevant now? YES NO
8. Does this text mirror the identities and experiences of my students? YES NO
9. Might this text be a window into the identities and experiences of people whose lives are different than my students' lives? YES NO
10. Does this text connect with the interests and concerns of my students? YES NO
11. Does this text relate to and build upon the knowledge my students bring with them? YES NO
12. Does this text work toward goals within the four domains of anti-bias education:
 - Identity:** Promote a healthy self-concept and exploration of identity YES NO
 - Diversity:** Foster intergroup understanding YES NO
 - Justice:** Raise awareness of prejudice and injustice YES NO
 - Action:** Motivate students to act by highlighting individual and collective struggles against injustice YES NO
13. How might this text motivate, engage or enable my students?

I will use this text in my instruction to [indicate task].

I will not use this text in my instruction because [indicate reason].

Rubric used
in the
selection of
diverse
texts



Professional Development

UCLA Center X - (De)Normalizing Literature development:

- Understanding the dimensions of culturally responsive teaching
- Understanding and differentiating text types for cultural responsiveness
- Developing a common understanding of student motivation
- Learning to select text and use current texts to validate, affirm, empower, and provide action for students to implement social justice behaviors
- Designing lesson plans and resources for selected texts

UCLA Center X Timeline

Spring 2022

1 cohort of 16 MS & HS English teachers participated in UCLA Center X

Summer 2022

1 cohort of 8 MS & HS English teachers participated in UCLA Center X

1 cohort of 12 MS & HS English teachers participated in UCLA Center X Advanced Institute

Spring 2023

1 cohort of 15 MS & HS English teachers participated in UCLA Center X

Summer 2023

1 cohort of 20 MS & HS English teachers participated in UCLA Center X

1 cohort for UCLA Center X Advanced Institute

Fall 2023

2 cohorts for UCLA Center X

Spring 2024

2 cohorts for UCLA Center X

Next Steps

- Parent/family previews and board approval process for proposed new titles
- Continue to provide required professional development to all secondary English teachers - UCLA Center X and Advanced Institutes
- Continue to seek feedback from stakeholder groups
- Continue to develop units for diverse literature selections.
- Identify and approve additional books per established LCAP goal/metric



**Questions, Comments,
or Feedback?**