Sample Pages from

Teacher Created Materials

Created by Teachers for Teachers and Students

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www.tcmpub.com/administrators/correlations
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Collection Components

The following components are included in this collection:

**Professional Development Resource**
*Culturally and Linguistically Responsive Teaching and Learning, Second Edition* is included to provide a complete introduction to CLR.

**Interactive Read-Aloud Texts and Lessons**
Five lesson plans with one copy of each culturally authentic title

**Shared Reading Texts and Lessons**
Five lesson plans with six copies of each nonfiction title

**Management Guide**
Easy-to-use teacher resource supports best practices in culturally and linguistically responsive instruction and literacy instruction

**Digital Resources**
Digital resources may be accessed through the Teacher Created Materials website (see page 43). The following digital resources are provided to support instruction:

- eBooks of titles published by Teacher Created Materials
- Audiobooks of titles published by Teacher Created Materials
- Student activity pages
- Discussion rubrics
Collection Components (cont.)

About the Books

The following texts are included in this collection. For a complete overview of each title, including CLR themes addressed, see the first page of each lesson.

Lexile® levels and Fountas and Pinnell Guided Reading Levels are listed below for reference only. The titles provided in this collection are not meant to match students’ independent reading levels. The lessons are designed for teachers to lead students in modeled and shared reading activities with the books.

<table>
<thead>
<tr>
<th>Title</th>
<th>Responsiveness Level</th>
<th>Lexile® Level</th>
<th>Guided Reading* Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literature</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As Brave As You</td>
<td>Culturally Authentic</td>
<td>750L</td>
<td>X</td>
</tr>
<tr>
<td>Stef Soto, Taco Queen</td>
<td>Culturally Authentic</td>
<td>780L</td>
<td>N/A</td>
</tr>
<tr>
<td>The Blossoming Universe of Violet Diamond</td>
<td>Culturally Authentic</td>
<td>670L</td>
<td>T</td>
</tr>
<tr>
<td>The Great Wall of Lucy Wu</td>
<td>Culturally Authentic</td>
<td>700L</td>
<td>W</td>
</tr>
<tr>
<td>The Red Pencil</td>
<td>Culturally Authentic</td>
<td>620L</td>
<td>Q</td>
</tr>
<tr>
<td><strong>Informational Texts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benjamin Banneker: Self-Made Man</td>
<td>Culturally Generic</td>
<td>600L</td>
<td>T</td>
</tr>
<tr>
<td>Fantastic Kids: Malala Yousafzai</td>
<td>Culturally Generic</td>
<td>720L</td>
<td>X</td>
</tr>
<tr>
<td>Sitting Bull: Eagles Cannot Be Crows</td>
<td>Culturally Generic</td>
<td>680L</td>
<td>U</td>
</tr>
<tr>
<td>Sports for All: The Impact of Title IX</td>
<td>Culturally Generic</td>
<td>880L</td>
<td>X</td>
</tr>
<tr>
<td>Women’s Suffrage</td>
<td>Culturally Generic</td>
<td>730L</td>
<td>V</td>
</tr>
</tbody>
</table>

*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.
Teaching a Lesson

Overview
The overview page includes learning objectives, a completed Rings of Culture diagram, and a list of CLR themes addressed in the title. (Note: Only the Rings of Culture of focus are identified in the lesson.)

Before Reading
Students are engaged in activities to access prior knowledge and build excitement for the book. Vocabulary activities focus on either Tier II or Tier III vocabulary terms.

During Reading
Teachers implement literacy and discussion protocols that focus on validating and affirming cultural behaviors and building and bridging toward school-culture norms.

After Reading
Students are able to synthesize their learning through a culminating discussion and multiple options for responding to the text, including writing prompts and comprehension activities.

Student Activity Sheets
Literacy and VABB objectives are supported with vocabulary activities, comprehension activities, and Culture Connections.

Assessment
Suggestions for informal assessment as well as a discussion rubric are provided for assessing student progress toward lesson objectives.
How to Use This Collection

Instructional Settings and Lesson Pacing

The books provided in this collection vary in length, so instructional time will also vary. The books and lessons need not be taught in any particular order and can be used throughout the school year to support instruction within the standards and/or units of study.

Pacing Suggestions for Interactive Read-Aloud Lessons

In his book, In Defense of Read-Aloud (2015), Steven L. Layne offers the following tips for successful planning and pacing of read-aloud instructional time for longer books:

- Take time to launch the read-aloud to ensure that students are fully engaged. When beginning a book, you might have a longer read-aloud session, or read multiple times throughout the day. Once students are hooked, a routine of reading aloud 10–20 minutes per day can be established.

- Be mindful of when you begin a read-aloud. Do not start a book on a Friday or just before a school vacation.

- After launching a read-aloud book, keep the momentum going. Set a regular reading schedule that students can depend on. Avoid canceling read-aloud time.

Pacing Suggestions for Shared Reading Lessons

The following pacing suggestion spans five instructional days and requires approximately 30–45 minutes per day.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Reading Activity and Personal Dictionary</td>
<td>During Reading Activity</td>
<td>During Reading Activity</td>
<td>Response to Text Activities</td>
<td>Culminating Discussion and Assessment</td>
</tr>
</tbody>
</table>
## CLR Toolbox Checklist

Use the checklist to keep track of the CLR activities that you use in your classroom and/or identify activities to add to your teaching repertoire. This list is not exhaustive, but provides a foundation for building your toolbox. The activities are organized by each of the four CLR Instructional Areas—classroom management, academic vocabulary, academic literacy, and academic language, and then divided into three levels—basic (minimal planning), advanced (intentional planning), and premium (involved planning).

Activities that involve movement are noted with (M). Traditional activities are noted with (T). All noted page numbers or chapters refer to Culturally and Linguistically Responsive Teaching and Learning, Second Edition, provided as part of this collection. Not all of the listed activities are described or implemented in this resource.

### Classroom Management

#### Attention Signals

<table>
<thead>
<tr>
<th>Traditional (examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Countdown (5, 4, 3, 2, 1)</td>
</tr>
<tr>
<td>• Lights Off and On</td>
</tr>
<tr>
<td>• Hands Raised</td>
</tr>
</tbody>
</table>

#### Call and Response (pages 242–243)

| • Listen-Up |
| • Bring It—Back |
| • When I Move You Move—Just Like That |
| • Repeating Hand Claps/Beats |

### Academic Literacy

#### Read-Alouds

<table>
<thead>
<tr>
<th>Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Buddy Reading</td>
</tr>
<tr>
<td>• Choral Reading</td>
</tr>
<tr>
<td>• Echo Reading</td>
</tr>
<tr>
<td>• Fill in the Blank Reading</td>
</tr>
<tr>
<td>• Teacher Read-Aloud (T)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Jump-In Reading</td>
</tr>
<tr>
<td>• Train Reading—Proficient Readers Only (T)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Premium</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fade In/Fade Out</td>
</tr>
<tr>
<td>• Radio Reading</td>
</tr>
<tr>
<td>• Tag Reading (M)</td>
</tr>
</tbody>
</table>

### Classroom Management

#### Discussion Protocols

<table>
<thead>
<tr>
<th>Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Partner Share</td>
</tr>
<tr>
<td>• Round Robin</td>
</tr>
<tr>
<td>• Think-Pair-Share</td>
</tr>
<tr>
<td>• Turn and Talk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Corners (M)</td>
</tr>
<tr>
<td>• Give One/Get One (M)</td>
</tr>
<tr>
<td>• I Got This!</td>
</tr>
<tr>
<td>• Campfire Discussion</td>
</tr>
<tr>
<td>• Find Somebody Who... (M)</td>
</tr>
<tr>
<td>• Huddle (M)</td>
</tr>
<tr>
<td>• Musical Shares (M)</td>
</tr>
<tr>
<td>• Numbered Heads</td>
</tr>
<tr>
<td>• Merry-Go-Round</td>
</tr>
<tr>
<td>• One-Three-Six (M)</td>
</tr>
<tr>
<td>• Post Your Thoughts</td>
</tr>
<tr>
<td>• Silent Appointment (M)</td>
</tr>
<tr>
<td>• Snowballs (M)</td>
</tr>
<tr>
<td>• Tea Party/Meet-n-Greet (M)</td>
</tr>
<tr>
<td>• Thinking on Feet (M)</td>
</tr>
<tr>
<td>• Who’s the Stray? (M)</td>
</tr>
<tr>
<td>• Put Your Two Cents In</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Premium</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Answer Chairs (M)</td>
</tr>
<tr>
<td>• Carousel Brainstorm (M)</td>
</tr>
<tr>
<td>• Fishbowl</td>
</tr>
<tr>
<td>• Graffiti Brainstorm (M)</td>
</tr>
<tr>
<td>• Inner-Outer Circle (M)</td>
</tr>
<tr>
<td>• Yesterday’s Headlines</td>
</tr>
<tr>
<td>• Send a Problem</td>
</tr>
<tr>
<td>• Silent Conversations</td>
</tr>
<tr>
<td>• Stop and Scribble (M)</td>
</tr>
<tr>
<td>• Turning Wheels (M)</td>
</tr>
</tbody>
</table>
### CLR Toolbox Checklist (cont.)

#### Academic Literacy

**Literacy Strategies**

**Basic**
- Drawing Conclusions
- Graphic Organizers
- It Says, I Say, and So
- K-W-L Charts
- Picture the Feeling
- Picture Walk
- Retelling
- Save the Last Word for Me
- Three Things

**Advanced**
- Anticipation Reaction Guide
- Chalk Talk
- Hot Seat
- Mindstreaming
- Reading Tea Party (M)
- Say Something
- Sixty-Second Radio Spot
- Story Maps
- Team-Pair-Solo

**Premium**
- I-Chart
- Language Experience Approach
- Logographics
- Quiz-Quiz-Trade
- Sketch to Stretch
- Reader’s Theater
- Six-Color Thinking
- 10 Questions

#### Academic Vocabulary

**Introducing Words**

**Basic**
- Cloze Activity
- Tiering Words (Chapter 5)
- Vocabulary Slides
- Word Splash

**Advanced**
- Affix Organizer
- Line Up/Shades of Meaning
- Personal Dictionary
- Personal Thesaurus
- Synonym Shout Out

**Practice/Reinforcement**

**Basic**
- And the Question Is?
- Cloudy or Clear
- Example/Non-Example Organizer
- Memory Match

**Advanced**
- A Wordy Conversation
- Hot Seat
- Snowballs (M)
- Talk a Mile a Minute

**Premium**
- Indisputable or Refutable?
- Jeopardy
- Loopy
- Shabooya Roll Call

#### Academic Language

**Basic**
- #BeYou Moments
- Home Language or School Language?
- Linguistic Feature Match

**Advanced**
- Code Switching/Contrastive Analysis (Chapter 11)
- Identify the Feature
- Linguistic Feature Tic-Tac-Toe
- Linguistic Feature Tea Party (M)
- Sentence Lifting

**Premium**
- Linguistic Feature Jeopardy
- Peer Conferencing
- Academic Language
- Reverse Code Switching
Interactive Read-Aloud Lesson

The Blossoming Universe of Violet Diamond

Lesson Author
Lydia McClanahan, MLIS

By Brenda Woods

Consultant
Sharroky Hollie, Ph.D.
The Center for Culturally Responsive Teaching and Learning

Publishing Credits
Rachelle Cracchiolo, M.S.Ed.
Publisher
Conni Medina, M.A.Ed.
Managing Editor
Aubrie Nielsen, M.S.Ed.
Content Director
Véronique Bos
Creative Director
Robin Erickson
Art Director
Christina Hin, M.A.T.
Editor
Fabiola Sepulveda
Graphic Designer
Jordan Smith
Assistant Editor

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© 2007 Teachers of English to Speakers of Other Languages, Inc. (TESOL)
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Respond to the Text

Options for responding to the text are provided below. Choose activities that support your lesson goals, or offer differentiated choices for students to respond to the text.

**Picture the Feeling Postcard Activity**

Have students complete *Picture the Feeling Postcard Activity* (page 15). Complete Postcard from Seattle after Chapter 16 and Postcard from Los Angeles after Chapter 43.

**Writing Prompts**

Have students respond to one of the prompts below:

- Violet travels to Seattle and Los Angeles and experiences a culture shock. Explore the different cultures in your city, and compare them to those of Seattle and Los Angeles.

- Pretend you are a character in the novel as Violet’s friend or family member. Summarize three examples of how Violet struggles with her identity, and describe how you would respond to her in first-person point of view.

**Assessment Opportunities**

Opportunities to assess students include the following:

- Observe students during partner, small-group, and whole-group discussions. (formative)

- Have students orally summarize the text. (summative)

- Use the *Discussion Rubric* (page 17) to formally evaluate students during the culminating discussion. (summative)

- Assess students on their understanding of the Tier II vocabulary and their ability to use the words during discussion and in their writing. (summative)

**Culture Connection**

Have students read the Newsela article “Growing Up Multiracial in Seattle” (newsela.com/read/seattle-multiracial-diversity/id/20977). Use Culture Connection (page 16) to plan a response to the given prompt.
Picture the Feeling Postcard Activity

Directions: Imagine you are sending a postcard to someone letting them know about what is going on in Violet’s life. The image(s) should represent/illustrate the mental images from the parts of texts you selected as meaningful or significant. On the left side of the postcard, draw the image(s), and on the right side of the postcard, write a few sentences expressing the feelings from the picture(s).

Postcard from Seattle

<table>
<thead>
<tr>
<th>Image(s)</th>
<th>Sentences expressing feelings from the picture(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Postcard from Los Angeles

<table>
<thead>
<tr>
<th>Image(s)</th>
<th>Sentences expressing feelings from the picture(s)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Culture Connection

Directions: Use the space below to gather evidence from The Blossoming Universe of Violet Diamond and the Newsela article “Growing Up Multiracial in Seattle” to answer the following question: What assumptions are made about biracial or multiracial people? Include three details from each source.
Objectives

- Read and comprehend informational texts.
- Engage in collaborative discussions with classmates, expanding on the ideas of others and expressing personal ideas clearly.
- Acquire and accurately use grade-appropriate academic vocabulary.
- Validate and Affirm home culture and language, and Build and Bridge to success in school culture and mainstream society (VABB).

Set additional objectives depending on the discussion and response activities selected.

Materials

- Benjamin Banneker: Self-Made Man books
- copies of student activity sheets and rubric (pages 9–13)

Responsive Dots Analysis: Culturally Generic
Genre: Informational Biography
Text Structure: Sequence of Events
Lexile®: 660L
Guided Reading Level: T

Focus Rings of Culture

gender
boy/man

national
United States

socioeconomic
working class

CLR Themes

Overcoming: Examines how Banneker became well-known despite little schooling and poor upbringing

Initiative: Banneker was self-taught, took the initiative to learn and better his life

Passion and Ambition: Shows how Banneker’s passion for math and science led him to publish an almanac about astronomy
**Discussion and Response Protocols**

Use discussion and response protocols to engage students in responding to the discussion questions. Use the Discussion Rubric on page 13 to set expectations for students’ listening and speaking skills.

- **VA Validate & Affirm**  **Turn and Talk**
  Pose a question and have students **Turn and Talk** to share a comment or discuss their thoughts.

- **BB Build & Bridge**  **Somebody Who**
  Use a random identifier (such as birthdays in summer, wearing green, or having only one sibling), and invite the identified students to stand. Once everyone identified is standing, ask the standing students to share out their responses to a question below.

<table>
<thead>
<tr>
<th>VABB</th>
<th>Which of your students’ cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Turn and Talk validates and affirms sociocentrism.</td>
</tr>
<tr>
<td></td>
<td>Somebody Who builds and bridges to taking turns.</td>
</tr>
</tbody>
</table>

**Discussion Questions**

**Remembering**

- After page 4: What did Banneker enjoy as a child?  *(monitor comprehension)*
- After page 6: What was the role of an indentured servant?  *(monitor comprehension)*
- After page 9: What do the Quakers believe? What are they against?  *(monitor comprehension; use evidence)*
- After page 15: What were the effects of the Ellicott family buying land near Banneker? What are almanacs?  *(synthesize; determine meaning)*
- After page 16: What is involved in surveying land?  *(synthesize; use evidence)*

**Understanding**

- After page 5: Why did Banneker feel the need to prove himself?  *(infer)*
- After page 7: Why was Banneker born free?  *(monitor comprehension)*
- After page 11: Explain how Banneker had a mechanical mind. How did his interests contribute to his invention?  *(determine meaning; infer; use evidence)*
- After page 13: How did Banneker gain the respect of scholars?  *(infer)*
- After page 22: How did Banneker demonstrate the values of the Enlightenment? Why do you think he believed in the Enlightenment?  *(determine meaning; use evidence; personal connection)*
- After page 23: Was abolishing slavery important to Thomas Jefferson? How do you know?  *(infer; use evidence)*
- After page 25: What might have been the cause of the fire that burned down Banneker’s home?  *(infer; synthesize)*
Describing Map

Directions: What were four of Benjamin Banneker’s greatest accomplishments? Record these accomplishments in each circle, citing specific descriptions and evidence from the text.