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**Culturally Authentic and  
Responsive Texts  
Grade 7**

**This sample includes the following:**

**Management Guide** (5 pages)

**Text Card** (2 pages)

**Lesson Plan** (13 pages)

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# Culturally Authentic and Responsive Texts

A Collection Curated by  
Dr. Sharroky Hollie

## Management Guide

Grade  
**7**

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# Collection Components

The following components are included in this collection:

## Thematic Units

There are four thematic units: Self-Identity, Rites of Passage, Community Matters, and a Culminating Unit.

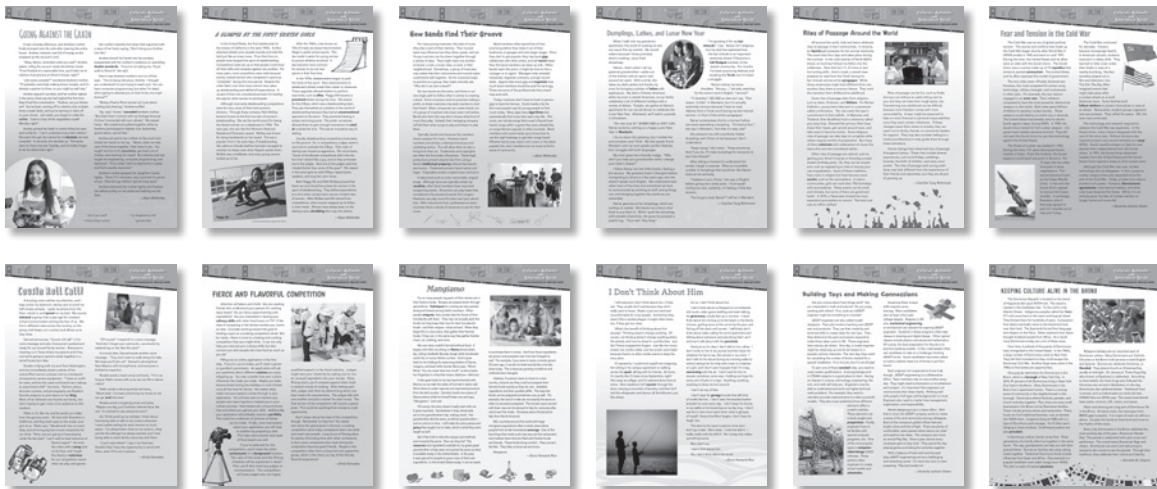
## Interactive Read-Aloud Texts

Each thematic unit includes one culturally authentic title.



## Shared Reading Texts Cards

Each thematic unit includes three text cards. There are six copies of each card.



## Teacher's Guides

Each thematic unit includes a Teacher's Guide with lessons to teach each of the interactive read-aloud texts as well as the Shared Reading Text Cards.

## Management Guide

This easy-to-use teacher resource supports best practices in culturally and linguistically responsive instruction and literacy instruction.

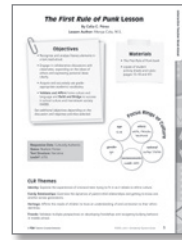
## Professional Development Resource

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

# Teaching Interactive Read-Aloud Lessons

## Overview

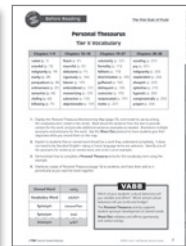
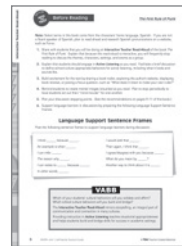
The overview page includes learning objectives, a completed Rings of Culture diagram, and a list of CLR themes addressed in the text. **(Note:** Only the Rings of Culture of focus are identified in the lesson.)



## Before Reading



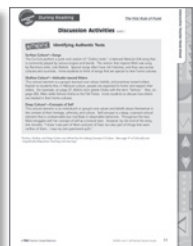
Students are engaged in activities to access prior knowledge and build excitement for the book. Vocabulary activities focus on Tier II vocabulary terms.



## During Reading



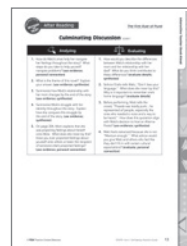
Teachers implement literacy and discussion protocols that focus on validating and affirming cultural behaviors and building and bridging toward school-culture norms.



## After Reading

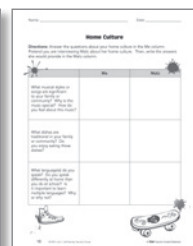


Students are able to synthesize their learning through a culminating discussion and multiple options for responding to the text, including writing prompts and comprehension activities.



## 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.

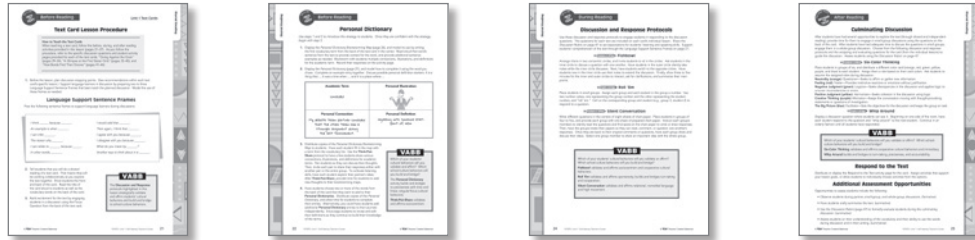


# Teaching Shared Reading Lessons

Each Teacher's Guide contains one Text Card Lesson Procedure and three Text Card Lessons.

## Text Card Lesson Procedure

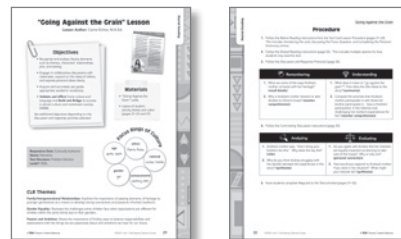
This lesson explains the procedure for teaching all three text cards. It is used in conjunction with each Text Card Lesson.



## Text Card Lessons

Each teacher's guide includes three Text Card Lessons. Each lesson contains:

- an overview page that includes learning objectives, a completed Rings of Culture diagram, and a list of CLR themes addressed in the text card
- activities to engage students in accessing prior knowledge and building excitement for the text
- specific questions for students to discuss during and after they read the text card

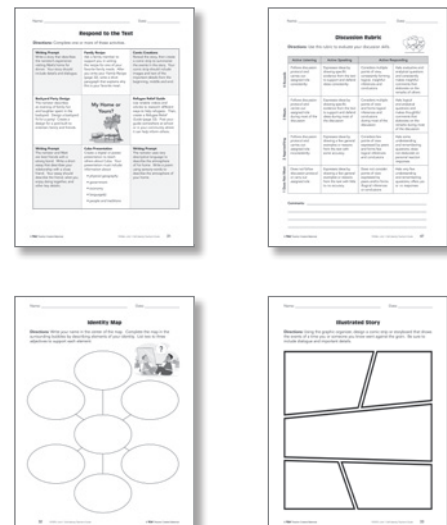


## Assessment

A variety of informal assessments as well as a discussion rubric are provided for assessing student progress toward lesson objectives. Assign activities that support your lesson goals, or have students individually choose activities from the options provided.

## Student Activity Sheets

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



## A GLIMPSE AT THE FIRST SKATER GIRLS

In the United States, the first skateboards hit the streets of California in the early 1950s. Surfers attached wheels onto wooden boards and rode the land just like an ocean wave. From that time on, people have enjoyed the sport of skateboarding. Competitions were set up so that people could show off their skills and compete against one another. For many years, most competitors were male because society viewed women who competed in sports as “unladylike” during this time period. Despite this unfair label, over time many women have taken up skateboarding and defied all expectations. A couple of them are considered pioneers for leading the way for other women to participate.

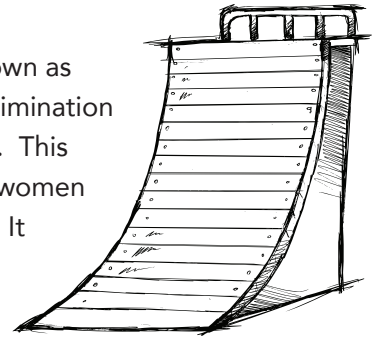
Although most early skateboarding competitions were for men, some of them had women’s divisions. Through these contests, Patti McGee became known as the first true star of women’s skateboarding. She set the world record for being the fastest woman on a skateboard in 1964. The next year, she won the first Women’s National Skateboard Champion award. McGee was known for doing handstands on her board. This was a popular trick in the early days of skateboarding. Her platinum-blond beehive hairstyle managed to maintain its shape even when flipped upside down. McGee was a trailblazer, and many young women looked up to her.



Peggy Oki

Entertainment Pictures/Alamy Stock Photo

After the 1960s, a law known as *Title IX* made sex-based discrimination illegal in public school sports. This law made it easier for young women to pursue athletics at school. It also became more common for women to try out new sports in their free time.



In the 1970s, skateboarders began to push the limits of the sport. New advancements to skateboard wheels made them easier to maneuver. These upgrades allowed skaters to perform new tricks, such as **ollies**. Peggy Oki became a **prominent** skater during this time. Oki skated for the Z-Boys, which was a skateboarding team. They saw themselves as outsiders in the world of skateboarding because they had an **unconventional** approach to the sport. They practiced skating in empty swimming pools. The pools’ curvatures allowed them to gain enough momentum to **catch air** outside the rims. This was an innovative way of skating.

Usually, skateboarding competitions took place on flat ground. So, in competitions, judges weren’t sure how to evaluate the Z-Boys. Their style of skating was viewed as aggressive. Oki remembers, “Some of the [female competitors] didn’t like the fact that I skated like a guy, and so they protested me to the judges. And one of the judges said that I skated better than some of the guys!” Oki skated in the same garb as male Z-Boys: ripped jeans, sneakers, and long hair worn loose.

Both Peggy Oki and Patti McGee proved that there can and should be a place for women in the sport of skateboarding. They defied expectations at a time when society had a narrow-minded view of women. After McGee and Oki retired from competitions, other women stepped up to follow in their tracks. Women have always been on the skating scene, **shredding** their way into history.

—Alyxx Meléndez

# A GLIMPSE AT THE FIRST SKATER GIRLS



## ESSENTIAL QUESTION

Where do I fit in? Do I fit in?

### Defining

- **catch air**—to make a jump in the air (especially on a skateboard or snowboard)
- **ollies**—short jumps on a skateboard
- **prominent**—widely known
- **shredding**—(slang) skateboarding, surfing, or snowboarding in a highly skilled way
- **unconventional**—not conforming to what is normally done

### Discussing

1. When other female skaters said Peggy Oki skated “like a guy,” what do you think they meant? How do gender roles affect the way athletes are expected to perform?
2. How do Patti McGee and Peggy Oki’s different skating and fashion styles reflect their personalities?
3. How has the sport of skateboarding evolved over time?
4. Skateboarding is a hobby that usually takes place off school campuses. But skaters are still known as skaters within school halls. How do your after-school activities influence your identity when you are in school?

## FOCUS QUESTION

How can our interests have an effect on our lives?

### Writing

Stereotypes can be harmful to people. They may be negative or make unfair assumptions about others. Write about how female athletes break stereotypes. Explain how they break stereotypes during their training and performance in extreme sports.

### Creating

Skateboarders often decorate their boards themselves. They might use custom grip tape, painted designs, or stickers. On a sheet of paper, draw outlines of the top and bottom of a skateboard. Then, design both sides to show off your personality and sense of style. You can draw pictures to fill in the board or create a collage from magazine or newspaper images.



## Text Card Lesson Procedure

### How to Teach the Text Cards

When teaching a text card, follow the before, during, and after reading activities provided in this lesson (pages 21–27). As you follow the procedure, refer to the specific discussion questions and student activity pages provided for each of the text cards: “Going Against the Grain” (pages 29–34), “A Glimpse at the First Skater Girls” (pages 35–40), and “How Bands Find Their Groove” (pages 41–46).

1. Before the lesson, plan discussion stopping points. (See recommendations within each text card’s specific lesson.) Support language learners in discussion by preparing two to three Language Support Sentence Frames that best match the planned discussion. Model the use of these frames as needed.

## Language Support Sentence Frames

Post the following sentence frames to support language learners during discussions.

*I think \_\_\_\_\_ because \_\_\_\_\_.*

*I would add that \_\_\_\_\_.*

*An example is when \_\_\_\_\_.*

*Then again, I think that \_\_\_\_\_.*

*I can infer \_\_\_\_\_.*

*I agree with you because \_\_\_\_\_.*

*The reason why \_\_\_\_\_.*

*I disagree with you because \_\_\_\_\_.*

*I can relate to \_\_\_\_\_ because \_\_\_\_\_.*

*What do you mean by \_\_\_\_\_?*

*In other words, \_\_\_\_\_.*

*Another way to think about it is \_\_\_\_\_.*

2. Tell students that you will do a shared reading of a text card. That means they will be working collaboratively as you explore the text together. Show students the front and back of the card. Read the title of the card aloud to students as well as the Essential Question and vocabulary words on the back of the card.
3. Build excitement for the text by engaging students in a discussion using the Focus Question from the back of the text card.

### **VABB**

The **Discussion and Response** protocols highlighted in this lesson strategically validate and affirm students’ cultural behaviors and build and bridge to school-culture behaviors.




## Before Reading

# Personal Dictionary

Use steps 1 and 2 to introduce this strategy to students. Once they are confident with the strategy, begin with step 3.

1. Display the *Personal Dictionary Brainstorming Map* (page 26), and model its use by writing the first vocabulary term from the back of the text card in the center. Read aloud that word's sentence from the text to provide context for the word, and provide additional sentence examples as needed. Brainstorm with students multiple connections, illustrations, and definitions for the academic term. Record their responses on the activity page.
2. Display the *Personal Dictionary* (page 27), and model how to complete it using the word you chose. Complete an example entry together. Discuss possible personal definition starters: *It is a thing that...*, *It was a time when...*, and *It is a place where...*

<p style="text-align: center;"><b>Academic Term</b></p> <p style="text-align: center;">conceded</p>	<p style="text-align: center;"><b>Personal Illustration</b></p> 
<p style="text-align: center;"><b>Personal Connection</b></p> <p style="text-align: center;">My debate team partner conceded that the other team had a stronger argument during the last tournament.</p>	<p style="text-align: center;"><b>Personal Definition</b></p> <p style="text-align: center;">agreeing with someone else's point of view</p>

3. Distribute copies of the *Personal Dictionary Brainstorming Map* to students. Have each student fill in the map with a term from the vocabulary list. Use the **Think-Pair-Share** protocol to have a few students share various connections, illustrations, and definitions for academic terms. Pair students so they can discuss their thoughts. Then, invite each pair to share their responses either with another pair or the entire group. To cultivate listening skills, have each student explain their partner's ideas. After **Think-Pair-Share**, provide time for students to add new thoughts to their brainstorming maps.
4. Have students choose two or more of the words from the back of the card that they want to add to their **Personal Dictionaries**. Distribute copies of the *Personal Dictionary*, and allow time for students to complete their entries. Alternatively, you could have students add additional **Personal Dictionary** entries to their journals independently. Encourage students to revise and edit their definitions as they continue to build their knowledge of the terms.

## VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

The **Personal Dictionary** activity builds and bridges to preciseness with time and linear, singular-focus cultural behaviors.

**Think-Pair-Share** validates and affirms sociocentrism.



## Shared Reading

Plan to conduct multiple readings of the text over a few days. Choose from the protocols summarized here to engage students in shared reading. Remember to have students discuss the Essential and Focus Questions as you read or pose the questions provided in each card's lesson.

### VA Validate & Affirm Jump-In Reading

Begin reading aloud as students follow along. Students choose when they would like to “jump in” and take a turn reading aloud. Students can take turns jumping in throughout the reading.

### VA Validate & Affirm Buddy Reading

Assign proficient readers with readers who are less proficient as partners reread the text together.

### BB Build & Bridge Independent Reading

Provide students the opportunity to reread the text independently or with partners.

## VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

**Jump-In Reading** validates and affirms cooperative cultural behaviors and language variety.

**Buddy Reading** validates and affirms cooperative cultural behaviors.

## AUTHENTIC

### Analyzing Cultural Responsiveness

When reading texts, it is important for students to analyze them for cultural bias. Have students explore the following questions:

- Can we find out more about the author? Do they have any connection to the cultures disclosed in the book?
- Are any cultures represented negatively or inaccurately? Are any cultures underrepresented or omitted?
- Are the facts accurate? Do they match up with your knowledge and other sources of information?
- Is the information current? Has anything changed since the text was published?
- What could be added to this text to increase its cultural authenticity?



## Discussion and Response Protocols

Use these discussion and response protocols to engage students in responding to the discussion questions. The questions for each text are included on each card's individual lesson. Share the *Discussion Rubric* on page 47 to set expectations for students' listening and speaking skills. Support students' comprehension of the text through the Language Support Sentence Frames on page 21.

### VA Validate & Affirm Fishbowl

Arrange chairs in two concentric circles, and invite students to sit in the circles. Ask students in the inner circle to discuss a question with one another. Have students in the outer circle silently take notes while the inner circle discusses. Next, have students switch to the opposite circles. Have students now in the inner circle use their notes to extend the discussion. Finally, allow three to five minutes for the inner and outer circles to interact, ask for clarifications, and summarize their main points.

### BB Build & Bridge Roll 'Em

Place students in small groups. Assign each group and each student in the group a number. Use two number cubes, one representing the group number and the other representing the student number, and "roll 'em." Call on the corresponding group and student (e.g., group 3, student 2) to respond to a question.

### VA Validate & Affirm Silent Conversation

Write different questions in the centers of eight sheets of chart paper. Place students in groups of four to five, and provide each group with one sheet of prepared chart paper. Instruct each group's members to silently read the questions and find spots on the chart paper to write or draw responses. Then, have the groups rotate their papers so they can read, comment, or question one another's responses. Once they are back to their original comments or questions, have each group share and discuss their ideas. Select one group member to share an important idea with the whole group.

## VABB

Which of your students' cultural behaviors will you validate or affirm?  
Which school-culture behaviors will you build and bridge?

**Fishbowl** validates and affirms sociocentrism and cooperative cultural behaviors.

**Roll 'Em** validates and affirms spontaneity; builds and bridges turn-taking and cooperation.

**Silent Conversation** validates and affirms relational, nonverbal language and high movement.

## Culminating Discussion

After students have had several opportunities to explore the text (through shared and independent reading), provide time for them to engage in small-group discussions using the questions on the back of the card. After students have had adequate time to discuss the questions in small groups, engage them in a whole-group discussion. Choose from the following discussion and response protocols and the analyzing and evaluating questions for the card (from the individual lessons) to guide the discussion. Assess students using the *Discussion Rubric* on page 47.

### VA Validate & Affirm Six-Color Thinking

Place students in groups of six, and distribute a different color card (orange, red, green, yellow, purple, and blue) to each student. Assign them a role based on their card colors. Ask students to assume the assigned roles during discussion.

**Neutrality (orange):** Questioner—Seeks to affirm or gather new information.

**Feeling (red):** Feeler—Provides instinctive reactions or emotions without justification.

**Negative Judgment (green):** Logician—Seeks discrepancies in the discussion and applies logic to uncover inconsistencies or errors.

**Positive Judgment (yellow):** Harmonizer—Seeks cohesion in the discussion using logic.

**Creative Thinking (purple):** Motivator—Keeps the conversation moving with thought-provoking statements or questions of investigation.

**The Big Picture (blue):** Facilitator—Sets the objectives for the discussion and keeps the group on task.

### BB Build & Bridge Whip Around

Display a discussion question where students can see it. Beginning on one side of the room, have each student respond to the question and “whip around” to the next student. Continue in an orderly fashion until all students have responded.

## VABB

Which of your students’ cultural behaviors will you validate or affirm? Which school-culture behaviors will you build and bridge?

**Six-Color Thinking** validates and affirms cooperative cultural behaviors and immediacy.

**Whip Around** builds and bridges to turn-taking, preciseness, and accountability.

## Respond to the Text

Distribute or display the *Respond to the Text* activity page for the card. Assign activities that support your lesson goals, or allow students to individually choose activities from the options.

## Additional Assessment Opportunities

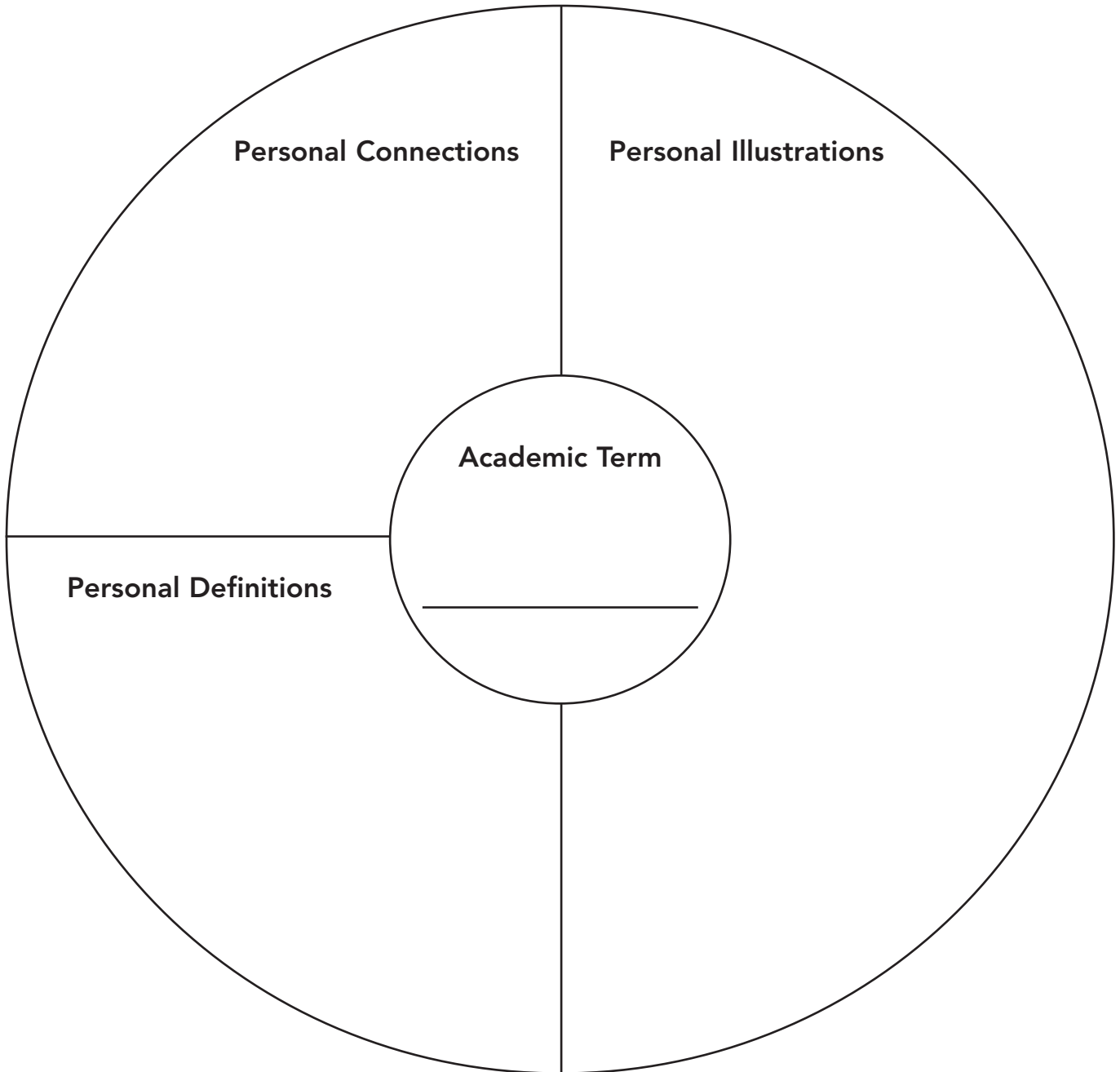
Opportunities to assess students include the following:

- Observe students during partner, small-group, and whole-group discussions. (formative)
- Have students orally summarize the text. (summative)
- Use the *Discussion Rubric* (page 47) to formally evaluate students during the culminating discussion. (summative)
- Assess students on their understanding of the vocabulary and their ability to use the words during discussion and in their writing. (summative)

# Personal Dictionary Brainstorming Map



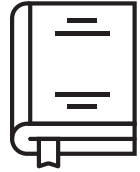
**Directions:** Brainstorm personal connections, illustrations, and definitions for the academic term. Circle your best connection, illustration, and definition to record in your Personal Dictionary.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Personal Dictionary



**Directions:** Create a Personal Dictionary using the vocabulary terms for the lesson.

<b>Academic Term</b>	<b>Personal Illustration</b>
<b>Personal Connection</b>	<b>Personal Definition</b>

<b>Academic Term</b>	<b>Personal Illustration</b>
<b>Personal Connection</b>	<b>Personal Definition</b>

# "A Glimpse at the First Skater Girls" Lesson

Lesson Author: Carrie Eicher, M.A.Ed.



## Objectives

- Read and comprehend informational texts.
- Engage in collaborative discussions with classmates, expand on the ideas of others, and express 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).

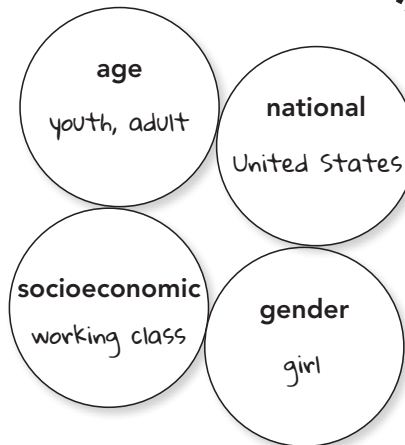
*Set additional objectives depending on the discussion and response activities selected.*

## Materials

- "A Glimpse at the First Skater Girls" cards
- copies of student activity sheets and rubric (pages 37–39 and 47)

**Responsive Dots:** Culturally Generic  
**Genre:** Informational  
**Text Structure:** Cause and Effect  
**Lexile®:** 950L

## FOCUS RINGS OF CULTURE



## CLR Themes

**Gender Equality:** Depicts the experiences of women who defied expectations and challenged gender stereotypes to participate in a sport they loved.



**Empowerment/Overcoming Challenges:** Presents stories of women fighting for their right to play sports regardless of gender stereotypes, limited funding, opportunities, enforcement, representation, and social pressure.

**Perseverance:** Describes being brave to fight for equality and pave the way for others to follow.





## Procedure

1. Follow the Before Reading instructions from the Text Card Lesson Procedure (pages 21–22). This includes introducing the card, discussing the Essential and Focus Questions, and completing the Personal Dictionary entries.
2. Follow the Shared Reading instructions (page 23). This includes multiple options for how students may read the text.
3. Follow the Discussion and Response Protocols (page 24).

 Remembering	 Understanding
<ol style="list-style-type: none"> <li>1. How did skateboarding start in the United States? (<b>recall details</b>)</li> <li>2. Why were most skateboarding competitors male when it first started? (<b>using evidence; monitor comprehension</b>)</li> </ol>	<ol style="list-style-type: none"> <li>1. What did the author mean when they said Patti McGee was a trailblazer? (<b>monitor comprehension</b>)</li> <li>2. How did the women mentioned in this text demonstrate bravery? (<b>use evidence; evaluate details</b>)</li> </ol>

4. Follow the Culminating Discussion instructions (page 25).

 Analyzing	 Evaluating
<ol style="list-style-type: none"> <li>1. How has Title IX impacted women's participation in sports today? (<b>use details; synthesize</b>)</li> <li>2. What was the author's purpose for the last sentence in the text? Why do you think they chose the word <i>shredding</i>? (<b>monitor comprehension; infer</b>)</li> </ol>	<ol style="list-style-type: none"> <li>1. How would you feel if you were Peggy Oki, a female, in a group called the Z-Boys? Would it bother you? Why or why not? (<b>personal connection</b>)</li> <li>2. Have you ever done or wanted to do something that went against gender stereotypes or assumed gender roles? Explain. (<b>personal connection</b>)</li> </ol>

5. Have students complete *Respond to the Text* activities (pages 37–39).

## Respond to the Text

**Directions:** Complete one or more of these activities.

<p><b>Who Has Inspired You?</b> Women like Peggy Oki, Wilma Rudolph, and Billie Jean King all fought for the right to play sports and have changed women's sports forever. They have inspired many others to follow in their footsteps. Who is someone who has inspired you to stand up for something you believe in? Write about how and why they inspired you.</p>	<p><b>Changemaker</b> Throughout history, people have found ways to lead important change efforts when they found something unfair, untrue, or, in some cases, harmful to other people. Research an important changemaker, like the women mentioned in the text. Create a display you can share with others about that person and the impact they made on our world.</p>	<p><b>Be Brave, Be You!</b> All the women mentioned in this text displayed bravery. Use <i>Be Brave, Be You!</i> (page 38) to create a storyboard, comic strip, or graphic novel about someone you know who has displayed bravery. Your project should include illustrations, diagrams, quotes, dialogue, and/or text that tells the reader about this person and how they have displayed bravery.</p>
<p><b>Defying Expectations</b> Despite being seen as unladylike at the time skateboarding began, women continued to participate in the sport and defied expectations. When was a time you defied someone's expectations of you? Write a short description of how you defied those expectations.</p>	<p style="text-align: center;"><b>"A Glimpse at the First Skater Girls"</b></p> 	<p><b>Let's Shred!</b> The Z-Boys were the first skateboarders to use swimming pools to practice skating and ended up creating a new style of skating called vert or vertical skating. Draw a skatepark that the Z-Boys may have used and that skateboarders today would want to go to.</p>
<p><b>Tricks and Tips</b> Have you ever learned to skateboard or learned some other sport where you had to learn new skills and tricks? Choose a sport or other activity you are good at, and use <i>Tricks and Tips</i> (page 39) to create a how-to brochure to teach someone else a few tricks and tips.</p>	<p><b>Famous Women in Sports</b> Many women have affected the world of sports by standing up and fighting for their rights to play. Research famous women in sports, and record a video about them, highlighting their sports and accomplishments.</p>	<p><b>Title IX</b> In 1972, Congress passed a law called Title IX, which protected girls and women from discrimination in schools, colleges, and universities. Do a search for videos about Title IX, and select one to write a report about.</p>

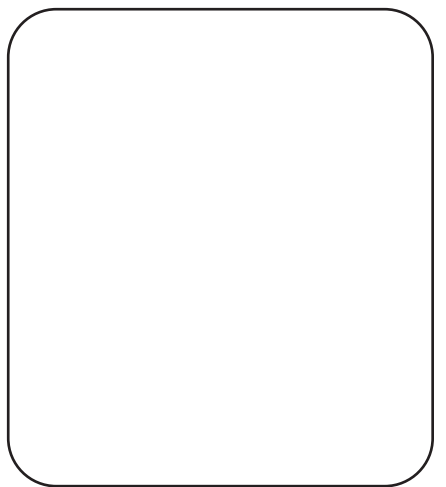
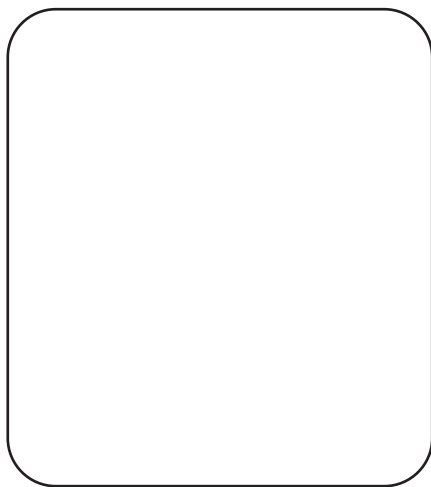
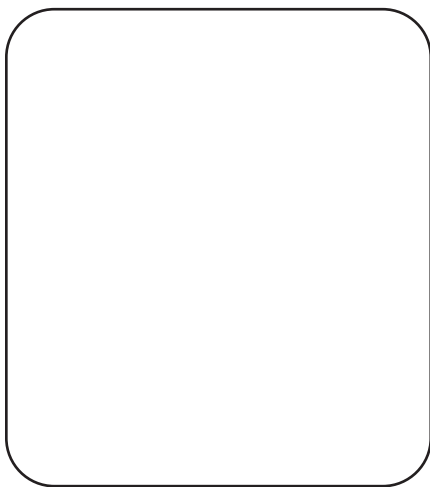
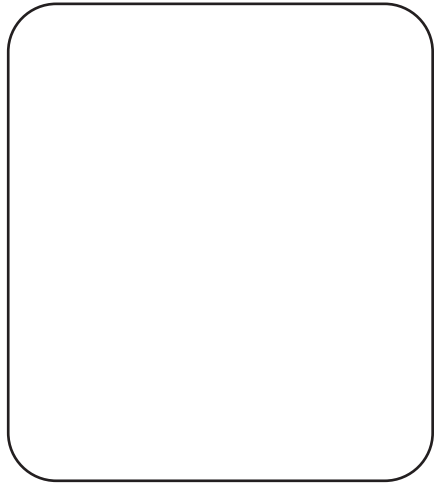
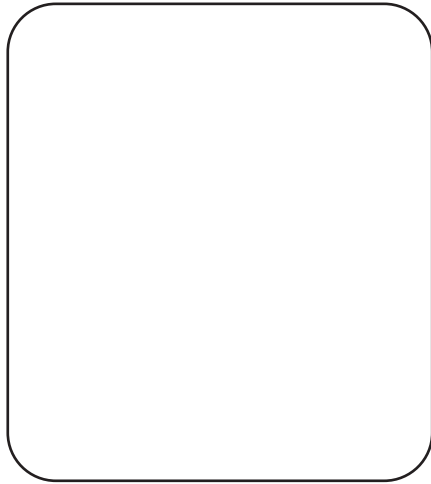
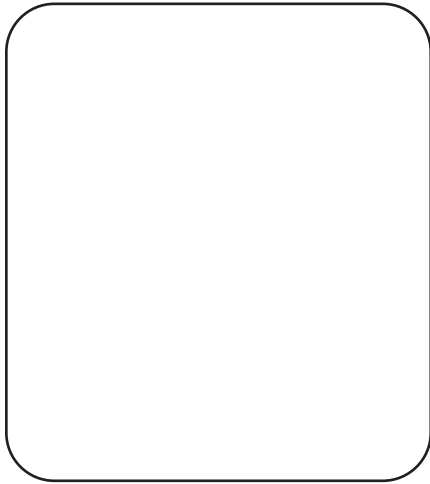
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Be Brave, Be You!

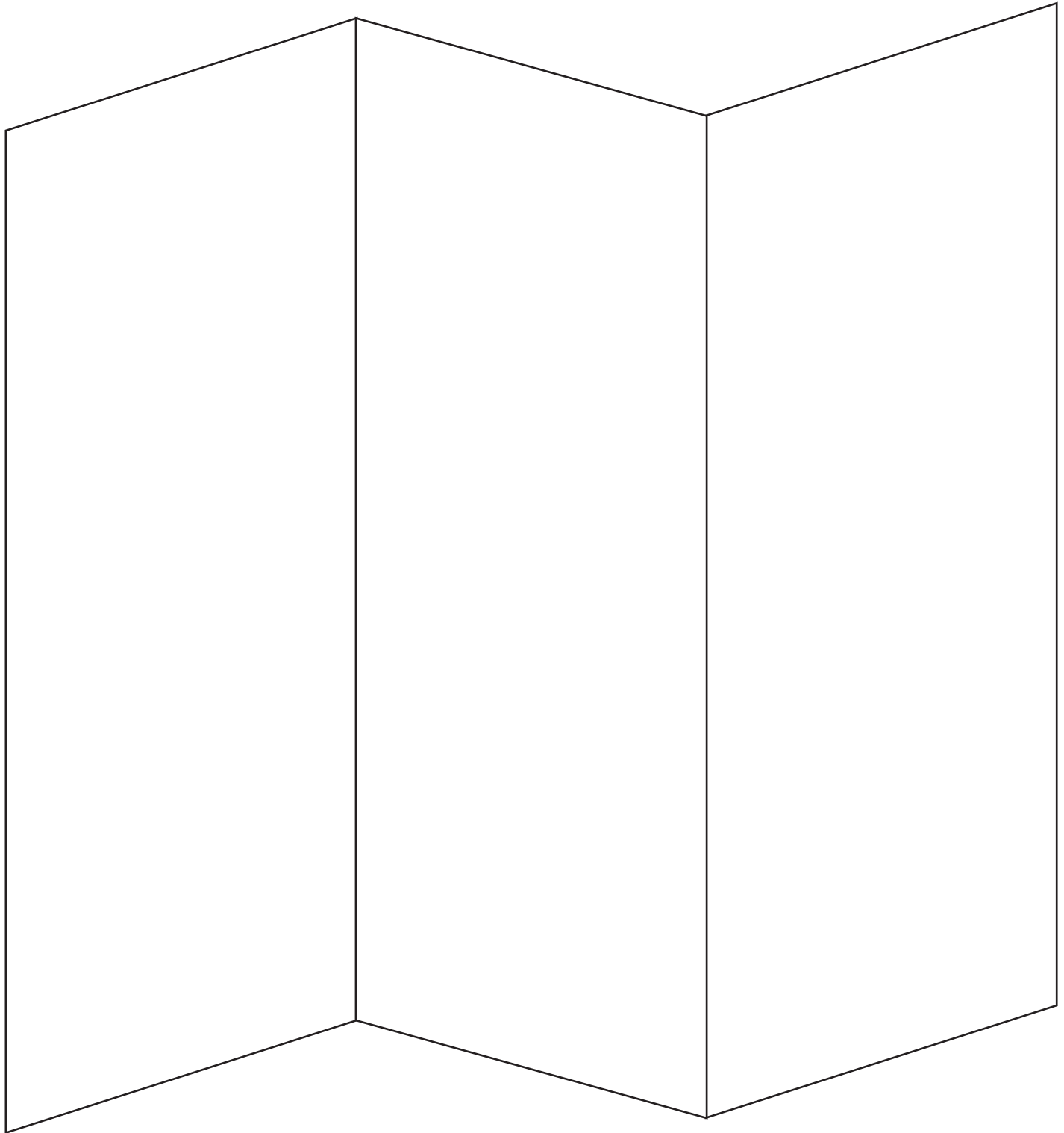
**Directions:** Create a storyboard, comic strip, or graphic novel about someone you know who has displayed bravery.

**Title:** \_\_\_\_\_



## Tricks and Tips

**Directions:** Choose a sport or other activity you are good at, and create a how-to brochure that will teach someone else a few tricks and tips. Be sure to list step-by-step instructions and include illustrations or diagrams to make it easy to follow.



## Answer Key

These answers are examples of how students may respond. Other student responses may also be accurate and acceptable.

### Remembering Questions (page 36)

1. Skateboards first hit the streets of California in the early 1950s. Surfers attached wheels onto wooden boards and rode the land just like an ocean wave.
2. Most competitors were male because, during this time, society viewed women who competed in sports as “unladylike.”

### Understanding Questions (page 36)

1. Patti McGee was the first woman to become a star competitor in skateboarding. She set the world record for being the fastest girl on a skateboard, and she won the first Woman’s National Skateboard Champion award.
2. Responses should recall specific details from the text. Examples could include joining a team of all men, fighting for women’s rights to play sports, dressing how they wanted, or leading the way for other women.

### Analyzing Questions (page 36)

1. Responses should include evidence that Title IX has made it easier for young women to pursue athletics at school.
2. A sample response could include that the author’s purpose was to bring a part of skateboarding culture (shredding) into the text with the use of that specific word.

### Evaluating Questions (page 36)

1. Sample answer: It would not bother me because I might feel especially talented for being included in a group named for “the boys.” It would feel cool to be part of a team regardless of gender.
2. Sample answer: I have done some things that go against gender stereotypes. There are some activities that are generally “for girls” that I enjoy.

### Be Brave, Be You! (page 38)

Projects should include illustrations and other text features that engage the reader and tell the story of someone displaying bravery.

### Tricks and Tips (page 39)

Brochures should clearly communicate the process of learning a new skill to the reader. Features should include step-by-step instructions, illustrations, photographs, diagrams, headings, labels, or other text features.