**Text Analysis Toolkit:**

*Selecting and Analyzing Texts for*

*Complexity and Cultural Relevance Toolkit*

This toolkit is designed to support you, teachers, and educators, as you prepare to use texts with students in the classroom. It stresses the importance of careful analysis of texts both for complexity and cultural relevance. You’ll be asked to think carefully about your identity, the students in your classroom, and the qualities of text itself. The resources here may support your process of text selection, or it may be embedded into your lesson preparation process for pre-selected texts (with or without instructional materials). You will be asked to consider the identities of yourself and your students, analyze the text with multiple lenses, and consider implications for use. You’ll look at each text as it stands alone, but should also think about how the text fits into the unit or module you are teaching. Please note that “texts” could refer to a wide variety of materials-including books, virtual texts, or multimodal resources-and be used across text genres and content areas.

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Note:

Student Achievement Partners is currently using this resource alongside educators and plans to make revisions to the toolkit in summer/fall 2021.

**Toolkit Guiding Principles**

* Know yourself and know your students
* Every student deserves culturally relevant pedagogy and grade-level complex texts
* Centering students who have been historically, or who are currently, marginalized benefits all students[[1]](#footnote-1)
* Engage students in rich and meaningful conversations about texts and topics, with a commitment to do no harm[[2]](#footnote-2)



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### **Know Yourself, Know Your Students**

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| *“We teach who we are. This is what can make our practice so powerful—even transformative—but also potentially dangerous. We bring all of our identities—and the experiences that informed them—into our teaching. So we have to interrogate the ways in which these experiences have shaped our practices and our relationships with kids.”*  Tricia Ebarvia[[3]](#footnote-3)  This resource supports your continued reflection about yourself and the students in your class. You may want to add additional questions, revise your thinking, and revisit this resource over time as you learn more about yourself and your students. | |  | | --- | | **Stop & Consider**  *Don’t presume students’ identity markers - do the work to get to know them.*  *Take care to work against the assumption that because you share an identity marker with a student, you can connect with their specific experiences.* | |

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| **Who am I?**   * What identities do you bring[[4]](#footnote-4) to the classroom community? How did these identities impact your experience in the classroom growing up? How do they impact the way you read and teach today? * For the grade level and students you work with, which identities or topics make you most comfortable or most uncomfortable? How are you working to learn more about identities or topics that are uncomfortable for you, and how to engage students without doing harm?[[5]](#footnote-5) * How do you define student success in your classroom?[[6]](#footnote-6) Does your definition exclusively focus on access and achievement? * How are you working to build trust and belonging between yourself and students, and among students? Where is this going well, and where are you experiencing challenges? |

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| **Who are the students in the class I serve?**  What do you know about students’ individual:   |  |  |  |  | | --- | --- | --- | --- | | histories | identities[[7]](#footnote-7) | home language(s) | cultures | | interests | assets | preferred ways of working | preferred ways of interacting with teachers & students |   For each of the above:   * How do you know those things (e.g., assumption or student/family self-reported)? * How do you leverage that knowledge in instruction? * So far this school year who has been centered in classroom texts/experiences (though your own text selection or through the units/modules you are teaching)? Who has been marginalized or left out?   *Noting that all people hold bias, challenge yourself to consider what biases you hold about the various identities of the students you serve.* How are you continuously reflecting on and working against those biases?  How do you engage with or involve families and/or the community? What do you know about families’ needs and hopes for their students’ experiences in school?  *For additional resources to support your reflection see the* [*Resource Roundup*](#_heading=h.3j2qqm3)*.* |

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### *"Teachers are people too. If we’ve been influenced by our own backgrounds and experiences and if we’ve never seen excellence among certain groups of kids, it’s really hard to tell us, “You’ve got to believe this kid can be excellent.” There’s a fair amount of unlearning that teachers have to do about who is capable."*

### Gloria Ladson-Billings[[8]](#footnote-8)

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### **Read & Reflect**

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| *"I constantly ask myself, out of all of the texts in the world, why do I want to put this text in front of my students?"*  *-Alfred Tatum[[9]](#footnote-9)*  Before reading a book with students, read to yourself the full text you are considering (or the text included in your instructional materials you are required to teach), all the way through from start to finish. | |  | | --- | | **Stop & Consider**  *Remember your default lenses are going to be based on your own identities and experiences.*  *As you read and reflect, consider how pieces of your own identity and your biases are impacting your thinking. What are your default lenses? How can you learn more to push beyond those?* | |

As you read, note to yourself:

* **Key ideas** in this text, and whether the ideas, perspectives, and/or content are **close to or far away from your own experiences** or understandings.
* Places where you **pause or have a personal reaction** to something in the text.

After reading, consider potential rationales for reading or not reading this textthrough the lenses of the three tenets of culturally relevant pedagogy: Academic Success. Cultural Competence, and Critical Consciousness (Ladson-Billings, 1995)[[10]](#footnote-10).

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| **Why Read this Text with These Students?** | | |
| Considering  **Academic Success**  *The intellect students gain as a result of classroom instruction and learning* | Considering **Cultural Competence**  *The ability to help students appreciate and celebrate their cultures of origin while gaining knowledge of and fluency in at least one other culture* | Considering **Critical Consciousness**  *Developing critical consciousness through which students challenge the status quo of the current social order* |
| Does this text create opportunities for students to build academic skills and language through grade-level text and standards-aligned questions/tasks?  What are students learning about by engaging with this text? Will this text build knowledge about a topic, perspective, or event in the world?  Will this text connect to content knowledge that is important to the wider unit or module under study? | What cultural identities does this text address? Does this text help students to learn about piece(s) of their own identities that you are aware of, or of others (in the class or broader world)?  Does this text show reflections of joy, agency, creativity, or resilience of characters (real or fictional) of non-dominant or historically marginalized identities (ethnicity, nationality, family structure, differing abilities, gender, sexual orientation, etc.)?  Does this text provide opportunities for multilingual learners to leverage their home language and/or funds of knowledge[[11]](#footnote-11)? | Is this text authentic in representation? (For example, told by an author of the same background/ experience of the primary character or topic?[[12]](#footnote-12) )  Does this text connect to current events that matter to students and their world?  Does this text explore issues of power, equity, justice, or injustice?  Can this text be used to spark critical conversation?  Can students contribute to this conversation based on their lived experiences or does the text offer an entry point? |

### *"According to the original formulation (Ladson-Billings, 1995), culturally relevant pedagogy rests on three propositions: academic achievement/student learning, cultural competence, and socio-political/ critical consciousness. Any iteration that does not reflect all three of these propositions cannot be said to be culturally relevant pedagogy."[[13]](#footnote-13)*

### Gloria Ladson Billings

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| **Identify the Quantitative Level of the Text** | |
| A [Lexile measurement](https://hub.lexile.com/find-a-book/search)[[14]](#footnote-14), or [other quantitative tool](https://docs.google.com/gview?url=https%3A%2F%2Fachievethecore.org%2Fcontent%2Fupload%2FCCSS_Grade_Bands_and_Quantitative_Measures%2520updated%25202015.pdf&embedded=true), is one piece of information to gauge a text's overall complexity. This computer-generated numerical value is based on features such as sentence length and vocabulary complexity and is one way of ensuring that your students are regularly interacting with rich reading material. Though there are many potential purposes for using texts with students, and you may choose to use less complex texts at times for a specific purpose, all students need regular access to complex texts, academic language, critical thinking, and cultural knowledge.  \*In grades PK-2, look to select texts for read-aloud that are in the 2-3 or 4-5 grade band. | |  |  | | --- | --- | | Grade Band | Lexile Ranges | | PK - 2 Read-Aloud\* | 420 - 1010 L | | 2-3 | 420 - 820 L | | 4-5 | 740-1010 L | | 6-8 | 925-1185 L | | 9-10 | 1050-1335 L | | 11-12 | 1185-1385 L | |

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### **Analyze and Reflect**

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| *“We do not learn from experience…we learn from reflecting on experience.”*  *John Dewey*  The questions in the table below are meant to provide opportunities to reflect more deeply on the complexity and cultural relevance of a text, with your students and instructional goals in mind.[[15]](#footnote-15)  Answers to questions in the table below are not all inherently good or bad, but should support your ability to plan for meaningful tasks when using a text with your students, or considering additional needs for your classroom for future planning. If you are new to analyzing texts for the four elements of qualitative complexity (knowledge demands, structure demands, meaning/purpose demands, language demands) or would like additional support, engaging with these rubrics for qualitative complexity is recommended: [literary text rubric](https://docs.google.com/gview?url=https%3A%2F%2Fachievethecore.org%2Fcontent%2Fupload%2FSCASS_Text_Complexity_Qualitative_Measures_Lit_Rubric_2.8.pdf&embedded=true) or [informational text rubric](https://docs.google.com/gview?url=https%3A%2F%2Fachievethecore.org%2Fcontent%2Fupload%2FSCASS_Info_Text_Complexity_Qualitative_Measures_Info_Rubric_2.8.pdf&embedded=true). | |  | | --- | | **Stop & Consider**  *Be sure to consider whether the text is authentically representing the topic, setting, and/or characters. Often, inauthentic or inaccurate representation stems from texts that are written or illustrated by outsiders to the topic or perspective shared. Texts that contain harmful stereotypes should not be used with students. Using texts that reinforce dominant lenses should be carefully considered, including addressing opportunities to build students' critical consciousness over time by examining these representations.*  *To learn more, see:* [*Guide for Selecting Anti-Bias Children's Books, Social Justice Books.*](https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/) | |

**Culturally Relevant Text Analysis Tool**

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| **Considering**  **Qualitative Text Complexity** | Considering Tenets of Culturally Relevant Pedagogy (Dr. Gloria Ladson-Billings) | | |
| Considering  **Academic Success**  *The intellect students gain as a result of classroom instruction and learning* | Considering **Cultural Competence**  *The ability to help students appreciate and celebrate their cultures of origin while gaining knowledge of and fluency in at least one other culture* | Considering **Critical Consciousness**  *Developing critical consciousness through which students challenge the status quo of the current social order* |
| Meaning & Purpose | Literary texts: Are there multiple levels/layers of meaning, or one single level?  Informational texts: Is there an explicitly stated purpose, or is the purpose implicit, hidden, or obscure? | What messages are students receiving about the identities, cultures, activities, and places included in this text? Do these messages reinforce harmful stereotypes/dominant ways of thinking, or disrupt them? | Whose perspective is presumed or centered in the text?  Does this text help students to act as change agents? |
| Structure | How complex is the structure of the text (e.g., consider narration, sequencing, organization, and relationship between text and graphics?)  Does this text follow the convention of common genres?  What is the relationship between text and graphics? Do graphics or pictures directly support the text, or do they provide new information/understanding? | Do the graphics/illustrations in this text connect to or have the potential to expand students' notions of self or others? | Is the visual imagery authentic in representation?  Does this text uphold dominant representations of certain genres (e.g., European fairy tales) or disrupt those notions? |
| Knowledge | Does this text contain content, topics, or perspectives that will contribute to students' wide range of knowledge?  What existing knowledge is presumed by this text? Consider: subject matter, allusions to other texts, life experiences and literary/cultural knowledge.  Does this text have single or multiple themes?  Does this text have single or multiple perspectives? | What are students learning about themselves or others from this text?  For which students does this text provide opportunities to leverage their existing funds of knowledge and language resources? For which students might this text build new knowledge of others and the world? | Does this text offer an opportunity to center historically marginalized identities, experiences, and/or knowledge?  If doing so, does this text highlight the joy, agency, and/or brilliance of historically marginalized people - or does it contribute to singular narratives of oppression? |
| Language | Is the language clear or intentionally ambiguous?  Is the language literal or figurative/ironic?  Does the text include sentences with rich vocabulary, complex syntax, or other elements of [“juicy sentences”?](https://achievethecore.org/content/upload/Juicy%20Sentence%20Guidance.pdf)[[16]](#footnote-16) | Is the language likely to be familiar to students, contemporary, and/or in language that represents the spoken language of students in the classroom? Or is it archaic, domain-specific, or otherwise likely to be unfamiliar? | Is language used authentic in representation?  Does language used assume a given background of the reader? Does language mimic patterns of bias (such as language that is ableist, includes stereotypes, or reinforces gender norms) or dominant lenses? Does language generalize groups of people? |

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| **Stop & Consider:**  *Now that you have thoroughly analyzed the text, are there things you need to reflect on or learn more about before engaging students with this text? How can you hold yourself accountable for preparing to engage students in a way that does no harm?* |

### **Text-Based Planning**

*"Criticality calls for teachers to connect their teaching to the human condition and to frame their teaching practices in response to the social and uneven times in which we live."*

Dr. Gholdy Muhammad[[17]](#footnote-17)

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| This section of the toolkit will support your thinking about designing or making use of questions and tasks to support using this text with your readers. This kind of instructional planning is intended to occur over multiple reads with rich and/or complex texts. You may use these questions to internalize and adapt your instructional materials, or to begin lesson planning yourself if you aren’t using prescribed curriculum. Note that not all questions may be applicable for each text under study. | |  | | --- | | **Stop & Consider**  *Consider which types of tasks you gravitate towards, and which you hold less space for. How will you ensure that, over time, you are developing academic success, cultural competence, AND critical consciousness?* | |

**Planning Culturally Relevant Tasks and Experiences for Your Students**

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| **Phases of Instruction** | Considering Tenets of Culturally Relevant Pedagogy (Dr. Gloria Ladson-Billings) | | |
| **Considering**  **Academic Success**  *The intellect students gain as a result of classroom instruction and learning* | **Considering Cultural Competence**  *The ability to help students appreciate and celebrate their cultures of origin while gaining knowledge of and fluency in at least one other culture* | **Considering Critical Consciousness**  *Developing critical consciousness through which students challenge the status quo of the current social order* |
| Phase 1: Setting the stage  Pre-Reading Activities | Before reading using the text, how do you plan to tell students any learning goal(s) you will focus on while reading the text and/or what key academic questions they should be able to answer after reading? | Before reading, what opportunities will you give students to share their knowledge or connections to the text’s topic? | Before reading, what overarching critical question will you ask students/want students to be able to answer by the end of the text that will help them to understand power relations in society that connect to the text (e.g., How have civil rights activists across the world changed the lives of different people?)? |
| Phase 2: Supported and Structured Experiences with the Text | What text-dependent questions will you use throughout the text that allow students to demonstrate their understanding of concepts/themes, key details, and target vocabulary?  What questions and/or tasks will you engage students in during each reading of this text? | What questions will you use throughout the text that allow students to demonstrate their understanding of the culture(s) depicted in the text (e.g., defining cultural phrases or vocabulary words and discussing the nuances of the words)?  What questions will you ask during and after the text reading that help to build upon students’ skills and experiences while helping them to bridge cultural connections between their culture(s) and the culture(s) depicted in the text? | What questions will you use throughout the text that allow students to demonstrate their understanding of power relations in society that connect to the text (e.g., defining terms used in society to describe immigration status such as citizens, residents, non-immigrants and undocumented and the nuances of these words)?  What questions will you ask during and after the text reading that help students to identify, criticize, and challenge the various social forces that produce inequality and oppression in the text and make connections to current society? |
| Phase 3: Making the connection | After reading/rereading the text, what activities will allow students to make connections and demonstrate their new understandings and knowledge through discussion, writing, play, and/or creating? | After reading the text, what extension activities and additional resources can be used to help students recognize and honor their own cultural beliefs and practices, while making connections to the cultural beliefs and practices in the text? | After reading the text, what extension activities and additional resources can be used to help students gain in-depth knowledge and understanding of the world presented in the text while helping them to make connections between various social and political contradictions? |

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| |  | | --- | | **Important note for mode of instruction**  *What is the format of instruction (consider, for example: face to face or virtual, whole group/small group/partnerships, making use of instructional technology, etc.)? How will you use that format to support students as they engage in text-based tasks?*  *How will you make decisions about the ways in which students engage with the text and tasks? Will all students have access to the text? Will all students have a chance to discuss, write, or interact digitally with the tasks?* | | *“All instruction is culturally responsive. The question is: To which culture is it currently oriented?”*  *Gloria Ladson-Billings* |

### **Resource Roundup**

**Reflecting on and engaging in critical conversations about race, identity, and bias**:

📖 Read: [Understanding Oppression](https://drive.google.com/file/d/1Y6tL2qIi51ipWFTiWNeMABPXTeMHHHPa/view), Leticia Nieto and Margot F. Boyer

📖 Read: [Understanding Implicit Bias: What Educators Should Know"](https://www.aft.org/sites/default/files/ae_winter2015staats.pdf), Cherly Staats

💭 Reflect: [Implicit Association Test (IAT)](https://implicit.harvard.edu/implicit/takeatest.html), Project Implicit

👥 Engage with Peers: [Bias Toolkit](https://blog.unbounded.org/bias-toolkit/), UnboundEd

👥 Engage with Peers: [Protocol Overview](https://iel.org/sites/default/files/G10-courageous-conversation-protocol-overview.pdf), Courageous Conversations

💭 Reflect: [Let’s Talk, Facilitating Critical Conversations with Students, Learning for Justice](https://www.learningforjustice.org/sites/default/files/2019-12/TT-Lets-Talk-December-2019.pdf)

**Getting to know your students**:

📖 Read: [Listening to Students](https://www.edutopia.org/blog/listening-to-students-elena-aguilar), Elena Eguilar

👥 Engage: [Student-Facing Surveys](https://www.panoramaed.com/resources), Panorama Education

👥 Engage: [Identity Charts](https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts), Facing History and Ourselves

**Culturally relevant pedagogy, as defined by Dr. Gloria Ladson-Billings:**

📖 Read: [But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy](https://nationalequityproject.files.wordpress.com/2012/03/ladson-billings_1995.pdf) (1995)

📖 Read: [Toward a Theory of Culturally Relevant Pedagogy](http://lmcreadinglist.pbworks.com/f/Ladson-Billings%20%281995%29.pdf) (1995)

▶️ Watch or 📖 Read: [Rethinking Intervention with Dr. Gloria-Ladson Billings](https://instructionpartners.org/2020/08/07/dr-gloria-ladson-billings/), Instruction Partners (2020)

**Text complexity and considerations for text selection and use with students:**

📖 Read: [Windows, Mirrors, and Sliding Glass Doors](https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf), Rudine Sims Bishop

📖 Read: [Navigating Complex Text: What Students Need to Know and What to Teach](https://www.lexialearning.com/resources/white-papers/navigating-complex-text-what-students-need-know-and-what-teach), Lexia Learning

📖 Read: [What Does Text Complexity Mean for English Learners and Language Minority Students?](https://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf), Lily Wong Fillmore & Charles J. Fillmore

📖 Read: [Placing Text at the Center of the Standards-Aligned ELA Classroom](https://achievethecore.org/page/3185/placing-text-at-the-center-of-the-standards-aligned-ela-classroom), Meredith Liben and Sue Pimentel

📖 Read: [Stories Matter: The Complexity of Cultural Authenticity in Children’s Literature](https://files.eric.ed.gov/fulltext/ED480339.pdf), Fox, Dana L., Ed.; Short, Kathy G., Ed.

📖 Read: [Cultivating Genius: How to Select Culturally and Historically Responsive Text](https://www.scholastic.com/teachers/teaching-tools/articles/professional-development/cultivating-genius-how-select-culturally-historically-responsive-text.html), Dr. Gholdy Muhammad

👥 Engage: [Supporting all Learners with Complex Texts](https://docs.google.com/gview?url=https%3A%2F%2Fachievethecore.org%2Faligned%2Fwp-content%2Fuploads%2F2016%2F08%2FSupporting-All-Learners-with-Complex-Text-1.pdf&embedded=true), Achieve the Core

**Identifying multicultural texts:**

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| [Social Justice Books](http://socialjusticebooks.org/booklists) | [We Need Diverse Books](http://diversebooks.org/resources/where-to-find-diverse-books) | [Lee & Low Books](https://thebrownbookshelf.com/) |
| [The Brown Bookshelf](https://thebrownbookshelf.com/) | [American Indian Children’s Literature](http://americanindianchildrensliterature.blogspot.com) | [Jane Addams Children’s Book Award](https://www.janeaddamschildrensbookaward.org/) |
| [Rainbow Book List](https://glbtrt.ala.org/rainbowbooks/) | [The Coretta Scott King Book Awards](http://www.ala.org/rt/emiert/cskbookawards/coretta-scott-king-book-awards-all-recipients-1970-present) | [Pura Belpré Award](http://www.ala.org/alsc/awardsgrants/bookmedia/belpre) |
| [Asian/Pacific American Award for Literature](https://www.apalaweb.org/awards/literature-awards/) | [Lectura Books - Award Winning Bilingual Children’s Books](https://www.lecturabooks.com/book-awards/) |  |

### Consider using the note catcher below, or a modified version to hold your thinking about a text as you analyze it with the toolkit.

### **Note Catcher**

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| Know Yourself, Know Your Students: |

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| Text: |

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| **Read and Reflect:** What are the key ideas in this text? Is the content of this text close to or far away from your personal experiences? Where did you pause and have reactions while reading? | | |
| **Lexile Level** if applicable | | |
| **Why Read this Text with These Students?** | | |
| Considering  **Academic Success**  *The intellect students gain as a result of classroom instruction and learning* | Considering **Cultural Competence**  *The ability to help students appreciate and celebrate their cultures of origin while gaining knowledge of and fluency in at least one other culture* | Considering **Critical Consciousness**  *Developing critical consciousness through which students challenge the status quo of the current social order* |
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**Culturally Relevant Text Analysis**

As needed, see [literary text rubric](https://docs.google.com/gview?url=https%3A%2F%2Fachievethecore.org%2Fcontent%2Fupload%2FSCASS_Text_Complexity_Qualitative_Measures_Lit_Rubric_2.8.pdf&embedded=true) or [informational text rubric](https://docs.google.com/gview?url=https%3A%2F%2Fachievethecore.org%2Fcontent%2Fupload%2FSCASS_Info_Text_Complexity_Qualitative_Measures_Info_Rubric_2.8.pdf&embedded=true).

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| Considering  Qualitative Text Complexity | Considering Tenets of Culturally Relevant Pedagogy (Dr. Gloria Ladson Billings) | | |
| Considering  **Academic Success**  *The intellect students gain as a result of classroom instruction and learning* | Considering **Cultural Competence**  *The ability to help students appreciate and celebrate their cultures of origin while gaining knowledge of and fluency in at least one other culture* | Considering **Critical Consciousness**  *Developing critical consciousness through which students challenge the status quo of the current social order* |
| Meaning & Purpose |  |  |  |
| Structure |  |  |  |
| Knowledge |  |  |  |
| Language |  |  |  |

**Planning for Your Students**

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| **Phases of Instruction** | Considering Tenets of Culturally Relevant Pedagogy (Dr. Gloria Ladson Billings) | | |
| **Considering**  **Academic Success**  *The intellect students gain as a result of classroom instruction and learning* | **Considering Cultural Competence**  *The ability to help students appreciate and celebrate their cultures of origin while gaining knowledge of and fluency in at least one other culture* | **Considering Critical Consciousness**  *Developing critical consciousness through which students challenge the status quo of the current social order* |
| Phase 1: Setting the stage  Pre-Reading Activities |  |  |  |
| Phase 2: Supported and Structured Experiences with the Text |  |  |  |
| Phase 3: Making the connection |  |  |  |

**Acknowledgements**

This toolkit was designed in close partnership with [Dr. Quintin Bostic](https://drquintinbostic.com/about). We extend our thanks to the educators and colleagues who continue to make this toolkit stronger through their feedback, in particular Lauren Acevedo, Derrick Carlson, Crystal Graham, Staci Intrilligator, Sheeba Jacob, Lakita Wilson, and Alisha Zucker.

1. To learn more: see [Targeted Universalism: Policy and Practice - A primer](https://belonging.berkeley.edu/targeteduniversalism), [If You Want to Design at the Margins, Start with Yourself](https://medium.com/228accelerator/if-you-want-to-design-at-the-margins-start-with-yourself-ba4572e14981) and [An Intersectional Approach to Designing at the Margins](https://www.google.com/url?q=https://interactions.acm.org/archive/view/may-june-2018/an-intersectional-approach-to-designing-in-the-margins&sa=D&source=editors&ust=1622724417970000&usg=AOvVaw3OqizJA7-5inCbGI83a6zo) [↑](#footnote-ref-1)
2. ['Do No Harm': A Hippocratic Oath for Schools (Opinion) (edweek.org)](https://www.edweek.org/teaching-learning/opinion-do-no-harm-a-hippocratic-oath-for-schools/2014/09) [↑](#footnote-ref-2)
3. [We Teach Who We Are, Unpacking Our Identities](https://triciaebarvia.org/2018/07/27/we-teach-who-we-are-unpacking-our-identities/), Tricia Ebarvia [↑](#footnote-ref-3)
4. In considering identity, you might think about any of the following: ability, age, body type, ethnicity, gender, home language, immigration status, socio-economic status, race, religion, sexual orientation, socioeconomic status, or other considerations important to you. For more see: [Let’s Talk, Facilitating Critical Conversations with Students, Learning for Justice](https://www.learningforjustice.org/sites/default/files/2021-01/TT-Let-s-Talk-Publication-January-2020.pdf#page=8), pg. 6 [↑](#footnote-ref-4)
5. For more see: [Let’s Talk, Facilitating Critical Conversations with Students, Learning for Justice](https://www.learningforjustice.org/sites/default/files/2021-01/TT-Let-s-Talk-Publication-January-2020.pdf#page=9), pg. 7 [↑](#footnote-ref-5)
6. [Teaching for Equity and Excellence in Mathematics: A publication of TODOS Mathematics for All](https://www.todos-math.org/assets/documents/TEEMv1n1excerpt.pdf), Rochelle Gutiérrez, pg. 4 [↑](#footnote-ref-6)
7. See footnote 4 [↑](#footnote-ref-7)
8. [Dr. Gloria Ladson-Billings - Instruction Partners](https://instructionpartners.org/2020/08/07/dr-gloria-ladson-billings/) [↑](#footnote-ref-8)
9. Alfred Tatum, Reading for Their Life, p. 90 [↑](#footnote-ref-9)
10. Gloria Ladson-Billings, [But that’s just good teaching! The case for culturally relevant pedagogy](https://nationalequityproject.files.wordpress.com/2012/03/ladson-billings_1995.pdf) [↑](#footnote-ref-10)
11. Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: using a qualitative approach to connect homes and classrooms. Theory Into Practice, 31(2), 132-141. <https://education.ucsc.edu/ellisa/pdfs/Moll_Amanti_1992_Funds_of_Knowledge.pdf> [↑](#footnote-ref-11)
12. For more see: [#ownvoices FAQ](https://www.corinneduyvis.net/ownvoices/) by Corinne Duyvis and [Why We Need Diverse Books is No Longer Using the Term #Own Voices](https://diversebooks.org/why-we-need-diverse-books-is-no-longer-using-the-term-ownvoices/) by We Need Diverse Books [↑](#footnote-ref-12)
13. Ladson Billings, I'm Here for the Hard Re-Set: Post Pandemic Pedagogy to Preserve Our Culture, 2021 [↑](#footnote-ref-13)
14. Note that if you cannot find a quantitative score for the resource you are using, you can also type or cut and paste text into https://hub.lexile.com/analyzer for a Lexile range. [↑](#footnote-ref-14)
15. Note that while questions are categorized by elements of Gloria Ladson-Billings’ framework of culturally relevant pedagogy, that the implications for specific questions may not fit neatly or entirely within one place on the chart. [↑](#footnote-ref-15)
16. [Juicy Sentence Guidance](https://achievethecore.org/content/upload/Juicy%20Sentence%20Guidance.pdf), based on the work of Dr. Lily Wong Fillmore [↑](#footnote-ref-16)
17. [Author interview with Dr. Gholdy Muhammad](https://www.edweek.org/teaching-learning/opinion-author-interview-with-dr-gholdy-muhammad-cultivating-genius/2020/01), EdWeek [↑](#footnote-ref-17)