

**ADMINISTRATIVE REGULATION**  
Placentia-Yorba Linda Unified School District

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Instruction

6161.3 - AR

**INSTRUCTIONAL MATERIALS (CORE AND EXTENDED LITERATURE LIST)**

A. Purpose and Scope

To provide (1) a definition of Core and Extended Reading lists to clarify the use of texts placed on each list, (2) a delineation of appropriate text for grade and course levels (3) procedures for adding works to either list and for piloting a text, (4) criteria for the selection of texts to be placed on each list.

B. General

Given that the students in the Placentia-Yorba Linda Unified School District are educated under the state compulsory education laws, it is the philosophy of the district that students should be exposed to instructional material of the highest quality. The Core and Extended Reading Lists are designed to support and enhance the grade-level curriculum. Therefore, selections of works must align to district policies and standards for appropriateness of instructional materials. In order to determine the appropriateness of a work, evaluation of the selection must be based upon the entirety of content and not excerpts taken in isolation.

A primary resource for determining placement on the Core and Extended Reading Lists will be the California Department of Education Recommended Literature List. The Recommended Literature List is a single resource, providing a broad range of titles that serve as examples of the challenging and complex text that will help students prepare for and succeed in career and college. The titles listed illustrate the quality and complexity of literature which may be used to support the teaching of a variety of subjects. Works of fiction, nonfiction, poetry, and drama are included in this list to accommodate a variety of tastes, interests, and abilities.

The definitions for Core and Extended Reading are as follows:

1. Core Reading List

Core texts include those selections taught in a whole-group setting, which are given close reading and intensive consideration, and are likely to be an important stimulus for writing and discussion. The core list should contain works of compelling intellectual, social, or moral content.

2. Extended Reading List

Extended texts include works that a teacher may assign to individual students or small groups of students to read for homework or individual reading to supplement class work.

3. Course Level Designations

a) **Grade Level:** These courses contain curriculum and content intended to be taught at grade level. Associated terms include General Education or College Prep.

- b) Accelerated: These courses contain curriculum and content designed to be more complex than grade level courses or are intended to be taught at an accelerated pace. Associated terms include Honors, Gifted and Talented Education (GATE), Advanced Placement (AP) or International Baccalaureate (IB).

### C. Procedures

1. A standing Literature Review Committee will be formed annually. The committee will be composed of teachers, parents, and administrators. A posting will be initiated in September of each year by the directors of elementary and secondary education who will co-chair the Committee.
2. The charge of the Literature Review Committee will be to review and provide feedback to the Curriculum Committee on requested:
  - a) Additions of texts to the Core or Extended Reading lists.
  - b) Change texts from one list to the other.
3. The review process is designed to solicit community input in order to provide relevant and timely feedback to the Curriculum Committee as it considers making recommendations to the Board regarding additions to the Core and Extended Reading Lists.
  - a) Review Process
    - i. Teacher team (site, grade, level, or department) submits request for change in Core and Extended Reading Lists to site principal.
      - a. Teacher team commits to piloting and using it if approved.
      - b. Principal reviews and approves via the appropriate submission form to the Educational Services Department.
    - ii. Literature Review Committee Review
      - a. Teacher(s) present requested text to the Literature Review Committee with pacing guide aligned with standards.
      - b. Co-chairs assign text readers from Literature Review Committee.
        - i. Requesting teacher(s) are expected to join reading groups.
      - c. Text readers commit to reading entire text.
      - d. Text readers from Literature Review Committee hold Question and Answer session with requesting teacher(s) .
      - e. Text readers provide feedback to the co-chairs via appropriate forms.
      - f. Co-chairs of the Literature Review Committee compile feedback for Curriculum Committee.
    - iii. Curriculum Committee Review of Literature Review Committee Feedback
      - a. Curriculum Committee reviews process and feedback from Literature Review Committee.
      - b. Curriculum Committee makes recommendation to the Board to approve pilot.

- c. Board provided with Curriculum Committee recommendation and copies of the text, as requested.
    - d. Board considers approval for pilot.
  - iv. Pilot Process
    - a. Teachers notify parents of intent to pilot text and provide opt-out information.
    - b. Text is piloted and students and teachers provide feedback.
    - c. Educational Services compiles data and feedback from pilot.
  - v. Curriculum Committee Review of Classroom Pilot Feedback
    - a. Curriculum Committee reviews process and feedback from classroom pilot.
    - b. Curriculum Committee makes recommendation to the Board and text is placed on 30-day public review.
  - vi. Board Review of Pilot and 30 day Public Review Feedback
    - a. Board reviews pilot and 30 day public review feedback.
    - b. Board considers final approval for addition to Core and/or Extended Reading lists as appropriate.
    - c. Text is added to PYLUSD Core and Extended Reading List.
    - d. School Site(s) purchase text for use in classrooms.
- 4. Selection of works for the Core or Extended Reading List must be based upon the following criteria:
  - a) The work is grade-level appropriate in complexity and range for literature and informational text as delineated in the English Language Arts California Common Core State Standards and Appendix A.
  - b) The work meets each of the factors of text complexity for the corresponding grade levels according to the measures listed below:
    - i. Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands.
    - ii. Quantitative evaluation of the text: Readability measures and other scores of text complexity.
    - iii. Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed).
  - iv. Students (as appropriate for age) are able to apply the reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

## 1. Literature

- a. Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels.
- b. Drama: Includes classical through contemporary one-act and multi-act plays, both in written form and on film, and works by writers representing a broad range of literary periods and cultures.
- c. Poetry: Includes classical through contemporary works and the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics by writers representing a broad range of literary periods and cultures.

## 2. Informational Text

Literary Nonfiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience.

### a. All materials must:

- (i) be aligned to the content standards adopted by State Board of Education (SBE) and consistent with the content and cycles of the curriculum framework adopted by SBE,
- (ii) be accurate, objective, current, and suited to the differing needs and comprehension of district students at their respective grade levels (Education Code 60045) in content,
- (iii) be free of bias and demonstrate fairness of presentation and not reflect adversely upon persons because of any characteristic specified in law and Board Policy 0410 - Nondiscrimination in District Programs and Activities, nor contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 51501, 60044),
- (iv) be age/grade/subject appropriate,
- (v) be physically capable of withstanding the rigors of school use,
- (vi) meet the cultural characteristics and needs of students,
- (vii) be user friendly to staff,
- (viii) represent effective use of district funds, and
- (ix) meet the requirements of Education Code 60040-60043 for specific subject content, including, but not limited to:

#### A. Accurately portraying society's cultural and racial diversity, including:

- 1) The contributions of all genders in all types of roles, including professional, vocational, and executive roles.
- 2) The role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, and

members of other ethnic, cultural, religious, and socioeconomic groups to the total development of California and the United States.

- 3) The role and contributions of the entrepreneur and labor in the total development of California and the United States .
- B. Accurately portraying humanities place in ecological systems and the necessity for the protection of the environment.
- C. Accurately portraying the effects on the human system of the use of tobacco, alcohol, and narcotics, and restricted dangerous drugs as defined in Health and Safety Code 11032, and other dangerous substances.
- D. Encouraging thrift, fire prevention, and the humane treatment of animals and people.
- E. Requiring, when appropriate to the comprehension of students, that textbooks for social science, history, or civics classes contain the Declaration of Independence and the United States Constitution.

D. Responsible Administrative Unit

Educational Services-Assistant Superintendent of Educational Services

E. Approved by:

Dr. Olivia Yaung  
Responsible Division Head

1/17/24  
Date

Dr. Alex Cherniss  
Superintendent

1/17/24  
Date