

2019-21 MS ENGLISH LITERATURE SELECTION ADVISORY COMMITTEE
AGENDA & NOTES
 11/20/19; District Office – Room A; 4:00 to 7:00 pm

DESCRIPTION	NAME	PRESENT
ENGLISH INSTRUCTIONAL LEADER	Deanna Jones (8) Fletcher MS djones@pausd.org	
	Hart Walsh (7) Greene MS hwalsh@pausd.org	Yes
	Jen Coluzzi (8) JL Stanford MS jcoluzzi@pausd.org	
MS ENGLISH TEACHER	Erin Chan (6) Greene MS echan@pausd.org	Yes
	Liz Lewis (6) JL Stanford MS elewis@pausd.org	Yes
	Jim Meininger (6) JL Stanford MS jmeininger@pausd.org	Yes
	Tony Escandon (7) Fletcher MS tescandon@pausd.org	Yes
	Noel Woodward (8) Fletcher MS nwoodward@pausd.org	Yes
	Jaime Veitch (8) Greene MS jveitch@pausd.org	
PARENT REPRESENTATIVE	Lauren Hahn Fletcher parent hahnlauren@gmail.com	
	Naina Sodhi Greene parent nainas@gmail.com	Yes
	Sophia Husain JLS parent Heysophia@hotmail.com	

STUDENT REPRESENTATIVE	Olivia Souter Fletcher student Olivia's parent's email: souter98@sbcglobal.net	Yes
	Maia Lin Greene student Maia's parent's email: clarissa.shen@gmail.com ; Jamesplin@gmail.com	Yes
	Fenton Zarlengo JLS student Fenton's parent's email: zarlengo@panix.com	Yes
HS ENGLISH TEACHER	Shaina Holdener Gunn HS sholdener@pausd.org	Yes
	Kindel Launer Paly HS klauner@pausd.org	
ELEMENTARY TEACHER/TOSA	Laura Hull Elementary TOSA lhull@pausd.org	Yes
SPECIAL EDUCATION REPRESENTATIVE	Tiffany Genasci Greene MS tgenasci@pausd.org	
ENGLISH LANGUAGE REPRESENTATIVE	Elli Sandis JLS MS esandis@pausd.org	
TEACHER LIBRARIAN	Kristen Lee Fletcher MS klee@pausd.org	Yes (left 6:00)
MS ADMINISTRATOR	Ana Reyes Greene MS Dean areyes@pausd.org	Yes
ASSISTANT SUPERINTENDENT, SECONDARY	Sharon Ofek District Office sofek@pausd.org	
FACILITATOR, TOSA	Karen Logue District Office klogue@pausd.org	Yes

AGENDA ITEM	NOTES
1. Welcome → Please sit with your reading group!	<input type="checkbox"/> Sign in <input type="checkbox"/> Folders <input type="checkbox"/> Dinner
2. <i>Since Last We Met...</i>	
3. Approve the agenda	<input type="checkbox"/> Approve or edit the agenda Approved.
4. Briefly revisit key ideas from October's meeting	<input type="checkbox"/> Student survey results – takeaways Recapped student survey results from last meeting.
5. Build background: Emily Style's "Curriculum as Window and Mirror"	<input type="checkbox"/> Read article <input type="checkbox"/> Save the Last Word for Me – small group text discussion protocol <input type="checkbox"/> Whole group discussion: "Curriculum as Window and Mirror" <ul style="list-style-type: none"> - Students have their comfort zones; they go to genres and characters that don't push them to think outside of their comfort zone - We should be showcasing other cultures and nationalities and things students wouldn't necessarily pick up their own - Passage on p. 4 "Shared humanity" – students said they wanted fantasy in survey, and really what we learn from fantasy is humanity. Genre doesn't matter as much if we focus on the shared humanity - Related to that, so many characters in fantasy are the outsiders, so many of our students identify with the outsider, the one who doesn't fit in - Thinking about the <i>White Fragility</i> book club that some of us are in. Unique manifestations of the human spirit. Unconscious bias – thinking of ourselves in the middle of the map. As we try to help students of color, they will achieve more when they see themselves in books, be more engaged. It will help all of us with our unconscious bias - The idea that we are going to be colorblind or only focus on similarities will not create the best classroom environment; we need to point out that every experience is different - As we are looking at new curricula, with the idea of more windows and with the request for more diversity [student survey], that will be a challenge – finding the right literature for us to reflect the diversity of windows out there, at a grade-level appropriate range - Narrowing down the books to the right ones - Sixth-grade classroom, the maturity/understanding is diverse - Much greater range of books now. When I was growing up, there were no books that had

	<ul style="list-style-type: none"> characters like me. - Instead of trying to choose one diversity type to focus on, published short story collections or making our own collection would give us lots of windows and mirrors - Could we include titles from around the world in making the anthology on our own
10-Minute Break	
6. Make Decisions	<ul style="list-style-type: none"> <input type="checkbox"/> Books that are appropriate for younger readers or older readers (rather than for grades 6-8): <ul style="list-style-type: none"> o Inappropriate books/older reader books – need to be vetted in order for us to figure out that they are inappropriate o Younger books – K-5 <ul style="list-style-type: none"> - The group would like a section on the supplemental list for high-quality literature for grades 4-5 - Reasons for this include: some difficult topics might be better covered in easier books; accounting for varying reading levels; giving options in book clubs/lit circles - Other: <ul style="list-style-type: none"> • If we vet a book that is appropriate for a younger grade band and want to keep it, put the (younger) grade band in the notes on the Vetting Tool (<i>NOTE: Space for Notes has been added to vetting tool</i>) • Can we get a list of books that are used as read-aloud books in grades 4-5? <i>Elementary TOSA volunteered to get this list</i> • We need a process to update the supplemental list easily and frequently. <input type="checkbox"/> Books that we can't find anywhere? <ul style="list-style-type: none"> - Books that can't be found/obtained and haven't been reprinted: <ul style="list-style-type: none"> • Can be removed from the list without vetting - Books that are dated because of content (but still in print): <ul style="list-style-type: none"> • Vet this category
7. Reading Groups: Work Time	<ul style="list-style-type: none"> <input type="checkbox"/> Revised PAUSD Literature Lists & Other Resources <input type="checkbox"/> Get organized <input type="checkbox"/> Read & Vet <p style="color: red;">Groups worked on reading and vetting in groups</p>
8. Reading Groups: Wrap Up	<ul style="list-style-type: none"> <input type="checkbox"/> Progress and Next Steps: <ul style="list-style-type: none"> o 8th grade group: <ul style="list-style-type: none"> - Discussed recommendations with each other - Might have 9-10 books still unread by December deadline (depending on what absent group members accomplished) [NOTE: only two group members present at this meeting] - What to do about EL books on list? Would like input of EL representative on Committee o 7th grade group: <ul style="list-style-type: none"> - Discussed recommendations with each other and with other groups - December deadline – on target to finish

	<ul style="list-style-type: none"> - Books that are labeled JLS Connections: JLS teachers could maybe vet these. Facilitator will contact JLS Connections teachers to ask about vetting (by Feb.) o 6th grade group: <ul style="list-style-type: none"> - Ready for December deadline - Lots of progress!
9. Agenda Items for Next Meeting	<input type="checkbox"/> Dec. 18 <ul style="list-style-type: none"> o Reading group work time: Finish vetting current PAUSD Literature o Other? <ul style="list-style-type: none"> - Information/discussion about vetting New Titles - Limit time to 2 hours since right before break
10. Thank you and good-bye!	<input type="checkbox"/> Take any handouts you would like to keep <input type="checkbox"/> Please <u>return</u> your folders! ☺

Next Meeting: Wednesday, December 18, 4:00-7:00
District Office – Room A