2019-21 MS ENGLISH LITERATURE SELECTION ADVISORY COMMITTEE
AGENDA & NOTES

9/25/19; District Office – Room A; 4:00 to 7:00 pm

DESCRIPTION	NAME	PRESENT
ENGLISH INSTRUCTIONAL LEADER	Deanna Jones (8) Fletcher MS djones@pausd.org	Yes
	Hart Walsh (7) Greene MS hwalsh@pausd.org	Yes
	Jen Coluzzi (8) JL Stanford MS jcoluzzi@pausd.org	Yes (left 5:30)
MS ENGLISH TEACHER	Erin Chan (6) Greene MS echan@pausd.org	Yes
	Liz Lewis (6) JL Stanford MS elewis@pausd.org	
	Jim Meininger (6) JL Stanford MS jmeininger@pausd.org	
	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	Yes
PARENT REPRESENTATIVE	Lauren Hahn Fletcher parent hahnlauren@gmail.com	Yes (left 6:00)
	Naina Sodhi Greene parent nainas@gmail.com	Yes
	TBD JLS parent	

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	Yes (left 6:00)
ELEMENTARY TEACHER/TOSA	Laura Hull Elementary TOSA lhull@pausd.org	Yes
SPECIAL EDUCATION REPRESENTATIVE	Tiffany Genasci Greene MS tgenasci@pausd.org	Yes (left 5:20)
ENGLISH LANGUAGE REPRESENTATIVE	Elli Sandis JLS MS esandis@pausd.org	
TEACHER LIBRARIAN	Kristen Lee Fletcher MS klee@pausd.org	Yes
MS ADMINISTRATOR	Ana Reyes Greene MS Dean areyes@pausd.org	
MS ADMINISTRATOR	Sid Haro JLS MS Assistant Principal sharo@pausd.org	
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 and Thank You	☐ Sign in ☐ Folders ☐ Dinner
2. Public Observers	☐ This meeting – and all future meetings – is open to the public. ☐ Observers of the MS Literature Selection Advisory Committee may submit their questions, concerns, and observations in writing via the observer form or via email to Karen Logue or Judy Nishiyama. ☐ Meeting notices, agendas, and notes will be posted on the district webpage.
3. Introductions	☐ Introductions ☐ Finding Common Ground: Ice Breaker
4. Meeting Norms	☐ Approve or edit meeting norms o Approved!
5. Approve the Agenda	☐ Approve or edit the agenda o Approved!
6. Charge to the Committee	☐ Review the Committee's Charge ☐ Review AR 6161.1
7. Big Picture: Our Process in Years 1 and 2	
8. Logistics for Year	☐ Review Timeline ☐ Review Committee Membership & Meetings

9. Building Background: Shifts in English Language Arts	☐ MS ILs present on some of the major shifts with the Common Core State Standards (2010)
	☐ Discussion and/or Q and A:
	   o Have we seen any changes based on the CCSS?
	   o What we teach in HS has changed significantly. AP Lang – complex informational text as a fundamental skill across subject areas
	   o At Gunn there is an elective class, reading between the lines, which some students choose
	   o At Paly, all courses beyond 10th are elective. We do have AP Lit left. AP Lang is a year-long class and scoring a 3 or better allows students to opt out of Freshman English.
	   o MS – we are more intentional with incorporating nonfiction literature into curriculum
	   o Focus on finding textual evidence and using it in writing is new
	   o 70/30 split – nonfiction/fiction for grades 9-12; 55/45 split in MS. Paly library has expanded nonfiction selection. MS libraries have less nonfiction
	   o Should one of our core lit texts be nonfiction?
	   o Greek myths – only nonfiction core text currently; Anne Frank is read widely but not currently core
	   o In Elementary, we use TC and alternate between fiction and nonfiction. Third graders are writing literary essays now. They are taught to find evidence. The work is harder now
	   o Sounds like it's been beneficial?
	   o Appreciated the piece about analyzing/providing evidence before having an opinion.
	   o Question: features of complex text. Less narrative or mixes structures – what does this mean?
	   o Reading an informational text that includes infographs, for example. Writing that doesn't follow a narrative arc. Informational texts can begin with a plot device
	   o Mixing structures – compare/contrast, problem solving, anecdote, typically we teach 5 nonfiction structures and

	one text may contain many of these structures. ○ Eulogy for a fallen soldier in Afghanistan – cultural piece, shifts in structure within the eulogy, can make the text complex. Background knowledge plays into complexity. Shifts in structure incorporating graphics ○
10. Guiding Questions	

11. Reading Groups: Breakout	❑ Reading Group assignments
	❑ Introduction to Vetting Tool & discussion
	    ○ Suggestion to make some questions mandatory
	    ○ Suggestion to link awards question to a description of each award.
	    ○ Suggestion to cut Seuss award
	    ○ Suggestion to expand #6 to include NY Times bestsellers and starred reviews
	    ○ Suggestion to change #19 to a scale question (1-5) and or a yes, somewhat, no
	    ○ Suggestion to include the word "or" rather than "and"
	    ○ Suggestion to change the answers for 23 and 24 to many, some, none
	    ○ Suggestion to cut #25
	    ○ Suggestion to add other access tools to #26 and to add "not sure" as an answer
	❑ Current PAUSD Literature List & discussion:
	❑ **8th Grade:**
	    ○ Short stories not listed
	    ○ Lots of realistic fiction, overwhelmingly realistic fiction
	    ○ Lots of novels that no one in the group knew
	    ○ Island of the Blue Dolphins – from 4/5th grade?
	    ○ Could some of these be "easier" options from lit circles?
	❑ **7th Grade:**
	    ○ Anne Frank – yes
	    ○ Arabian Nights – no's and questions
	    ○ Berlin Boxing Club – yes and q
	    ○ Bronz Masquerade – no
	    ○ Canterbury Tales – no
	    ○ Children of the River - ?
	    ○ Daniel Half Human – yes
	    ○ Dragonwings - ?
	    ○ Ella Minnow - ?
	    ○ Farewell to Manzanar – yes
	    ○ Golden Compass – 8th
	    ○ Number the stars – yes
	    ○ House of the Scorpion – 8th
	    ○ Julius Caesar – no
	    ○ Midsummer nights dream – no
	    ○ Milkweed – yes
	    ○ More books related to WWII, connections to A. Frank, but not so many books related to other units
	    ○ None of those books are currently being taught at all the sites
	    ○ Lots of historical fiction
	    ○ Lots of medieval stuff
	❑ **6th Grade:**
	    ○ Lots of realistic fiction
	    ○ Not many are being taught at JLS
	    ○ Lot of titles were purchased for library 20 years ago and were good then

	o More recent options?
	o
	❒ Reading Groups organize themselves & figure out how to spend their time at the next meeting
	❒ 6th Grade:
	    o Crossed off the ones that someone has read
	    o Claimed titles from the remaining list
	❒ 7th:
	    o What have we not read yet/read enough?
	    o Tony – 3 books
	    o Maia – 2 books
	    o Hart – 14 books
	    o Lauren – 1 book
	    o Sid – 1 book
	    o Kristen – 3 books
	    o Noel – 2 books
	❒ 8th grade:
	    o We are going to partner read several texts
	    o Marked ones that had been read recently by more than one member, would like work time for vetting
	    o Each person has 2 books to read

12. Agenda Items for Next Meeting	❒ Oct. 16
	    o Teaching Books presentation
	    o Student survey results
	    o Calibrating our use of the vetting tool – reading group decision
	    o Reading group work time: time to fill out vetting tool (1.5 hours?)
	    o Other?
	       - List for 6th grade is really long (vetting until December; work time every meeting)
	    -

13. Closure – Whip Around	❒ What is on your mind at this juncture? Any last thoughts? Suggestions?
14. Thank you and good-bye!	❒ Take any handouts you would like to keep ❒ Please <u>return</u> your folders! ☺

==Next Meeting==: Wednesday, October 16, 4:00-7:00
                       District Office – Room A