Middle School English Literature Selection Advisory Committee

10/16/19
Good Afternoon!

Please sign in, pick up your red folder, and grab some dinner.
(Re-)Introductions

Please tell us your name, the school you are affiliated with, and your role on this committee.
A copy of the agenda is in your folder.

The purpose of our work today:

- Revisit a few things from last time
- Reflect on the results of our student survey
- Become familiar with TeachingBooks & consider how we might use it in our work
- Work in our Reading Groups to begin vetting grade-level titles

Approve or edit the agenda?
Revisiting our last meeting...
**Big Picture: Our Process - Year 1**

**Current PAUSD Lit:**
- PAUSD Core + Supplemental Texts
- Additional titles teachers are using
- Book Closet

**Vetting Tool + Conversation in Reading Groups**

**Stage 1: September - December**

- 6th: Revised PAUSD Lit List
- 7th: Revised PAUSD Lit List
- 8th: Revised PAUSD Lit List
Big Picture: Our Process - Year 1

(Ulimited) Young Adult Literature
Awards lists, book lists, reviews, teacher - recommendations

Vetting Tool +
Conversation in Reading Groups

6th: Pool of Possible New Titles
7th: Pool of Possible New Titles
8th: Pool of Possible New Titles

Stage 2: January - April
Big Picture: Our Process - Year 1

6th: Revised PAUSD Lit List

7th: Revised PAUSD Lit List

8th: Revised PAUSD Lit List

6th: Pool of Possible New Titles

7th: Pool of Possible New Titles

8th: Pool of Possible New Titles

6th: Bigger pool of Titles to be considered for Core and Supp'l

7th: Bigger pool of Titles to be considered for Core and Supp'l

8th: Bigger pool of Titles to be considered for Core and Supp'l

Stage 3: May
Big Picture: Our Process - Year 2

6th: Bigger pool of Titles to be considered for Core and Supp’l

7th: Bigger pool of Titles to be considered for Core and Supp’l

8th: Bigger pool of Titles to be considered for Core and Supp’l

Comp. Vetting Tool + Possible Pilots + Lots of discussion

6th: Core 1 and Core 2

6th: Supplemental

6th: No, thanks.

7th: Core 1 and Core 2

7th: Supplemental

7th: No, thanks.

8th: Core 1 and Core 2

8th: Supplemental

8th: No, thanks.
Three Main Shifts in ELA/Literacy

1. Regular practice with complex text and its academic language

2. Reading, writing and speaking grounded in evidence from text — both literary and informational

3. Building knowledge through content-rich nonfiction
## Guiding Questions

<table>
<thead>
<tr>
<th>CCSS and ELA/ELD Framework</th>
<th>Which elements of the CA CCSS and the ELA/ELD Framework could be addressed through reading this text?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Complexity</td>
<td>Does this text present a grade-level appropriate challenge for students? Consider qualitative and quantitative measures of text complexity as well as reader and task considerations.</td>
</tr>
<tr>
<td>Access and Support</td>
<td>What tools are available to provide access and support to students reading this text on their own?</td>
</tr>
<tr>
<td>Diversity</td>
<td>Whose voices does the text include? Whose voices does it exclude or relegate to minor roles? Consider race, ethnicity, gender, class, age, ability, religion, place, immigration status, or LGBTQ+ identity.</td>
</tr>
<tr>
<td>Genre, Culture, and Time Periods</td>
<td>What genre(s), culture(s), and time period(s) is represented by this text? Does it tie into other content-area standards?</td>
</tr>
<tr>
<td>Relevance and Engagement</td>
<td>Is this text relevant to students’ lives and will it engage students?</td>
</tr>
</tbody>
</table>
Revised the vetting tool

Became familiar with grade-level lists

Started to split up the work & got organized

Felt partially excited & partially intimidated
Reflecting on the student survey...
A copy of the survey slideshow is in your folder.

Our middle school students took a survey in September.

Followed by Discussion and/or Q and A.
Becoming familiar with Teaching Books
TeachingBooks is a digital platform that can be used to make and share booklists (such as the Current PAUSD Lit List). These lists can be filtered by various factors: diversity, genre, awards, etc.
10-Minute Break

When we come back, please sit with your reading groups!

6th-Grade Team: Liz Lewis, Fenton Zarlengo, Jim Meininger, Erin Chan, Laura Hull, Ana Reyes, Naina Sodhi

7th-Grade Team: Hart Walsh, Tony Escandon, Lauren Hahn, Maia Lin, Tiffany Genasci, Kristen Lee, Noel Woodward

8th-Grade Teams: Jen Coluzzi, Jaime Veitch, Shaina Holdener, Deanna Jones, Kindel Launer, Elli Sandis, Olivia Souter, Sophia Husain
Work in Reading Groups
Revised PAUSD Literature Lists

- Some of you emailed me corrections to the list » Thank you!
- Where to find the corrected lists:
  - Paper copy with edits in red
  - Our shared folder:
    - Resources
    - PDFs
    - Live spreadsheet with “vetted” column
Getting Organized:

- Make sure you are clear on how you are splitting up your list. Who will read and vet which titles?
- How will you keep track of which titles have been vetted and which have not?
- Are you planning on using TeachingBooks?
- How are you going to space the work out, keeping in mind that we (ideally) want to be done vetting current PAUSD lit by the end of our December meeting?
- What homework do you want to give yourself for Nov. 20th?
Work Time: Now → 6:40
Homework for Nov. 20

- Reading groups, please tell us how much progress you made tonight and what homework (if any) you elected to give yourselves!

- Share any ideas that might help the other groups

- How do you feel about our December “deadline” for completing the PAUSD list?
Agenda Items for Next Meeting

November 20, 2019, from 4:00–7:00

- Emily Style’s “Curriculum as Window and Mirror”
- Work Time: Reading groups continue to vet current PAUSD texts
- Other?
Closure: Whip Around

What's on your mind?
Last thoughts?
Suggestions?
Thank you and good night!

Please return your folders.

You are welcome to take any handouts you would like. Otherwise, they will just stay in your folder for you for next time.