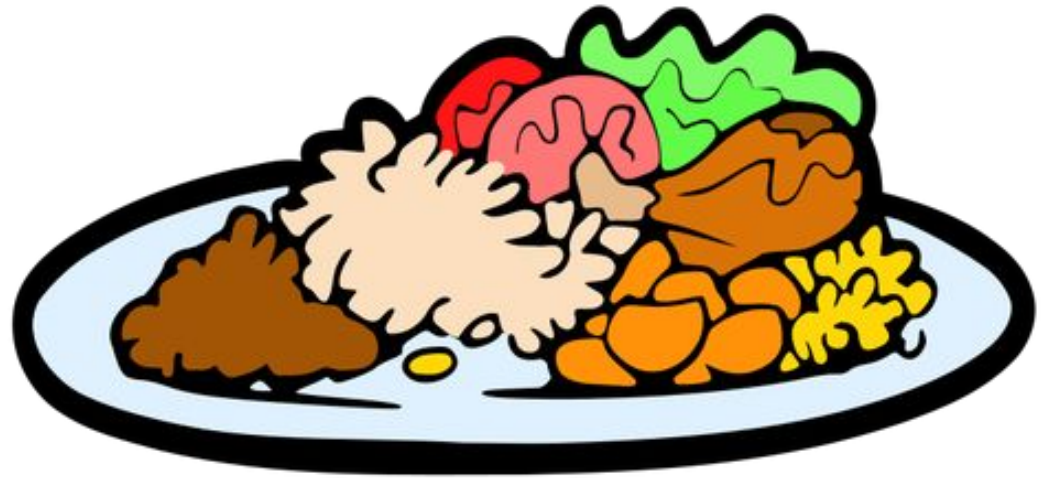


Middle School English Literature Selection Advisory Committee

11/20/19

Please sit with your reading group.

Make sure you have signed in, picked up your red folder, and grabbed some dinner.



Since Last We Met...

Since last we met, life has been like what book, movie or song title?

1. Brief think time!
2. Take turns sharing answers in your group.



Agenda

A copy of the agenda is in your folder.

The purpose of our work today:

- ❑ Revisit a few takeaways from last time
- ❑ Build background: “Curriculum as Window and Mirror”
- ❑ Decide on two process questions
- ❑ Work in our Reading Groups to continue vetting grade-level titles

Approve or edit the agenda?

Revisiting our last meeting...

Student Survey: Takeaways

- 51% “liked” or “loved” D’Aulaires’ *Greek Myths* and 65% “liked” or “loved” *The Outsiders*
- Students would like new books to include characters of different races & ethnicities, different social classes, and different ages
- Students would like more fantasy, realistic fiction, and graphic novels

Student Survey: Takeaways

- Students would like autobiographies, biographies, and narrative nonfiction
- Students would like books connected to Art and Music, Design & Engineering, Technology, Sports and Wellness
- Access to paper books remains important.

Building Common Background...

Emily Style's "Curriculum as Window and Mirror"

A copy of the article is in your folder.

- First published in the Oak Knoll School monograph, *Listening for All Voices* (1988)
- Distributed more widely in the journal *Social Science Record* (1996)
- Analysis of the limitations of a culturally one-sided curriculum

Save the Last Word for Me

1. **Read and respond to the article**
 - a. Mark 2-3 sentences that stand out to you
 - b. Jot notes - Why you chose this quote, what it means to you, reminds you of ...
2. **Divide into groups of 3 and discuss the article**
 - a. *A* reads their quote.
 - b. *B* and *C* discuss the quote - What do they think it means? Why do they think these words might be important?
 - c. After a few minutes, *A* shares why they picked the quote, thus having “the last word.”
 - d. Repeat with *B* and *C* sharing.

DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp

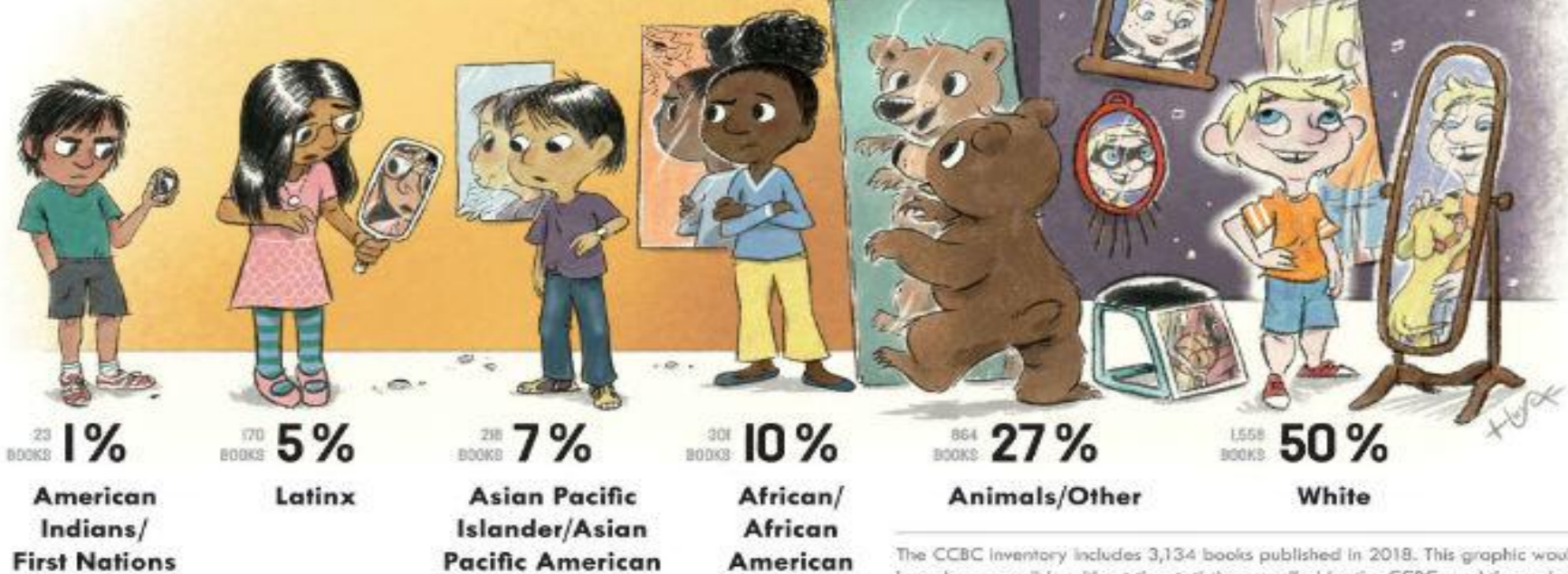


Illustration by David Huyck, in consultation with Sarah Park Dahlen
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The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Haring, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

Guiding Questions

CCSS and ELA/ELD Framework	Which elements of the CA CCSS and the ELA/ELD Framework could be addressed through reading this text?
Text Complexity	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.
Access and Support	What tools are available to provide access and support to students reading this text on their own?
Diversity	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.
Genre, Culture, and Time Periods	What genre(s), culture(s), and time period(s) is represented by this text? Does it tie into other content-area standards?
Relevance and Engagement	Is this text relevant to students' lives and will it engage students?

10-Minute Break



Making Decisions...

Two Questions from Last Time:

1. What should we do about books that are appropriate for younger readers (K-5)?
 - a. Leave on supplemental list?
 - b. Take off supplemental list?
2. What should we do about dated books that we can't find anywhere?

Work in Reading Groups

Revised PAUSD Lit Lists & Other Items

See our shared folder:

- Resources:
 - Spreadsheet PDFs
 - Live spreadsheet with “vetted” column
 - Vetting Tool link
 - TeachingBooks link



Getting Organized:

Remember: the goal is to vet all the books on your list

- Make sure you are clear on how you are splitting up your list. Who will read and vet which titles?
- How are you keeping track of which titles have been vetted and which have not?
- Are there any books where a second opinion would be helpful?

Work Time: Now → 6:45

**Breakout
Rooms:**

Room C

Lounge

Room E
(after 6:00)



Wrapping Up: “State of the Group”

Reading groups, select a speaker to tell us:

- What progress you made tonight
- What you still need to accomplish
- Any ideas or questions that might help others
- How you feel about our December “deadline” for completing the PAUSD list

Agenda Items for Next Meeting

December 18, 2019, from 4:00-7:00

- Work Time: Reading groups finish (?) vetting current PAUSD texts
- Other?
- Do we need full three hours?

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.

