

Middle School English Literature Selection Advisory Committee

10/21/20

Welcome!

Nice to see you all again!

Please make sure your first name is visible & that you are in “gallery view” when the screenshare stops.



Special Welcome: More New Members

Please tell us your name,
the school you are affiliated
with, and your role/roles on
this committee



Housekeeping

Stipend

No chat » but we'll
pause for questions

Representation



Agenda

A copy of the agenda was emailed to you on Monday & is in our shared folder.

Goals for our work:

- ☐ Revisit the Role of Nonfiction in the Common Core
- ☐ Gather Inspiration for New Nonfiction Titles
- ☐ Work in Reading Groups
- ☐ Take a Temperature Check: Candidates for Core
- ☐ Optional Work Hour for Teachers

Revisit the Role of Nonfiction in the Common Core

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?

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 the text**
3. **Building knowledge through content-rich nonfiction**

Why Make This Shift Towards Nonfiction?

Moss and
Newton (2002)

*Types of Literature Included in Basal
Readers: Total Percent of Selections*

0

Fiction

Information

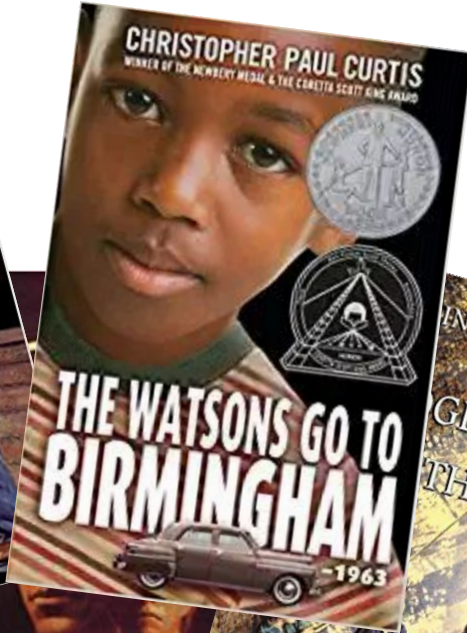
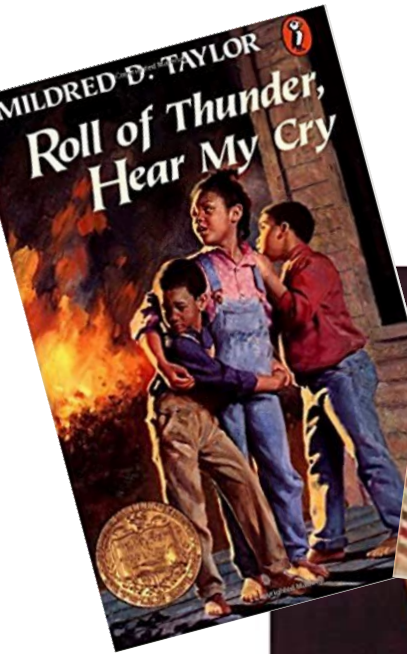
Biography

Poetry

Play

A whole lot of...

And not a
whole lot of...



Distribution of Literary & Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Range of Text Types for Grades 6-12

Students apply the reading standards to the following text types:

Literature			Informational Text
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels.	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. CA	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. CA	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.

What is Literary Nonfiction?

- Employs literary techniques to report on persons, places, and events
- Creative nonfiction
- Personal essays, speeches, opinion pieces, essays, biographies, memoirs, historical and scientific accounts, travel writing, nature writing, sports writing, ...

Examples

Grade	Informational Texts: Literary Nonfiction
6–8	<ul style="list-style-type: none"><li data-bbox="484 383 1734 511">○ “Letter on Thomas Jefferson” by John Adams (1776)<li data-bbox="484 521 1715 649">○ <i>Narrative of the Life of Frederick Douglass</i> by Frederick Douglass (1845)<li data-bbox="484 660 1657 788">○ “Blood, Toil, Tears and Sweat: Address to Parliament” by Winston Churchill (1940)<li data-bbox="484 799 1729 864">○ <i>Travels with Charley</i> by John Steinbeck (1962)

Any Questions Thus Far?



Gather Inspiration for New Nonfiction Titles

Narrative/Literary Nonfiction

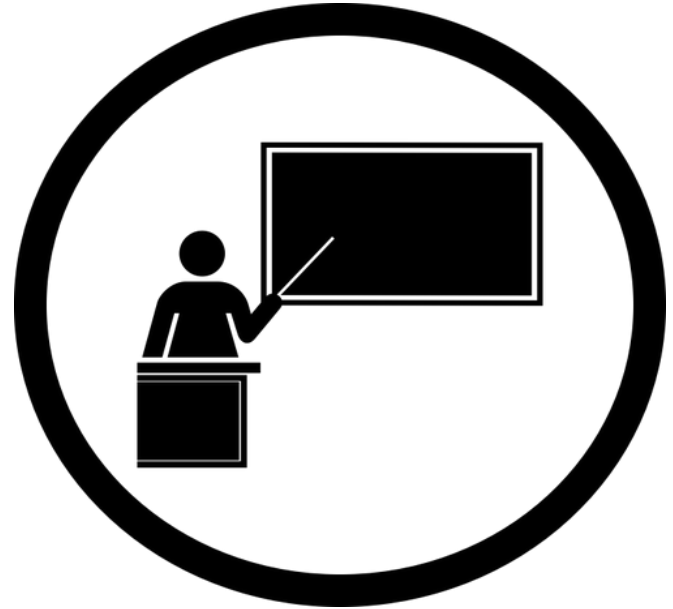
What are the implications for our work as a Committee?



Courtesy of
Kristen Lee,
Teacher
Librarian

Pause and Reflect

In groups of 3, please reflect on the implications of what you just heard for our work as a Lit Committee.



Note on the Range and Content of Student Reading

“Through wide and deep reading of **literature and literary nonfiction of steadily increasing sophistication**, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.”

Common Core State Standards, 46.

Work in Reading Groups

6th Grade:

Jim Meininger

Erin Chan

Laura Hull

Ana Reyes

Brooke Tassa

Fenton Zarlengo

Shala Howell

Arturo Garrido
Gomez

7th Grade:

Hart Walsh

Maia Lin

Kristen Lee

Noel Woodward

Kim Lohse

Liz Lewis

Jenny Chin

Kathleen Tarlow

8th Grade:

Shaina Holdener

Deanna Jones

Jedd Bloom

Olivia Souter

Ander Lucia

Jen Coluzzi

Iva Reid

Spreadsheet Reminders


PAUSD Lit and New Titles –
some books have not been
vetted

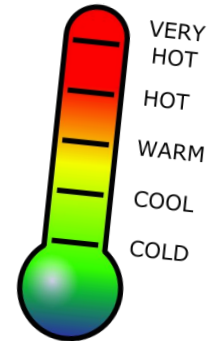
And, conversely...

Some books that have been
vetted have not been added to
the New Titles spreadsheet

Harry Denenberg	Not Vetted (Out of Print)	97804
David A Kelly	Not Vetted (Liz)- Y Sup	97803
Pam Muñoz Ryan	Vetted (Liz)- Y Sup	97804
Ruta Sepetys	Vetted (Ana)- N for 6th	97804
Francisco Jiménez	Vetted (Liz)- Y Sup	97806
Gary Paulsen	Sequel	97803
Gary Paulsen	Sequel	97803
Catherine Paterson	Vetted (Fenton) Y core	97800
Armstrong Sperry	Vetted (Liz)- Y Core/Sup	97806
Karen Cushman	Vetted (Jim)-Y Sup	97805
Jeanne DuPrau	Vetted (Jim)- Y Sup	97803
Jancy Osa	Not Vetted (Out of Print)	97803
Edgar Parin D'Aulaire, Ingri D'Aulaire	Vetted (Liz)- Y Core/Sup	97805
Henry Winterfeld	Not Vetted (Out of Print)	97801
Carole Wilkinson	Not Vetted (Hard to Get)	97814
Patricia MacLachlan	vetted (Fenton) Y (core)	97814
Alfred Lansing	Vetted (Jim)-Y Sup	97804
Pam Muñoz Ryan	Vetted (Liz)- Y Sup	97804
Vendelin Van Draanen	vetted (Fenton) Y Core	97803
Rodman Philbrick	Vetted (Jim)- Y Sup	97804
E.L. Konigsburg	Vetted (Jim)- Y Sup	97806
Jon Scieszka	Vetted (Liz)- Y Sup	97806
Gary Paulsen	Vetted (Liz)- Y Sup	97814

Goals for Work Period: Now - approx. 5:45

1. Reconnect 
2. Decide who will vet unvetted PAUSD titles
3. Decide who will vet unvetted new titles
4. Complete Temperature Check:
<https://tinyurl.com/corelit1>
5. Do some vetting



Take a Temperature Check: Candidates for Core

Wrapping Up: “State of the Group”

Reading group leaders, please:

- Tell us what progress you made tonight
- Show us your current candidates for core

Agenda Items for Next Meeting

Tuesday, Nov. 10, 2020, from 4:00–6:00/7:00?

- Panel Discussion (PAUSD HS students)
- Work Time: Reading groups continue to clean up spreadsheet & vet remaining titles
- Decision: Reading groups create a short list of possible core lit titles and a longer list of definitely supplemental titles. List is shared with other groups ahead of Dec. meeting
- Other?

**Thank you and good
night!**

**Stay for Optional
Hour of Reading &
Vetting**

OR

