

# **Middle School English Literature Selection Advisory Committee**

**11/10/20**

# Welcome!

Nice to see you all again!

Please make sure that  
you are in “gallery view”  
when the screenshare  
stops.



# Special Welcome

Hello, Gunn and Paly  
students!

Thanks for joining us  
tonight!



# Agenda

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

## **Goals for our work:**

- ❑ Revisit MS Student Survey
- ❑ Hear from HS Students
- ❑ Work in Reading Groups to determine core lit candidates for each grade level and to create/categorize supplemental menus
- ❑ Share progress with Committee
- ❑ Optional Work Hour for Teachers

# Revisit MS Student Survey

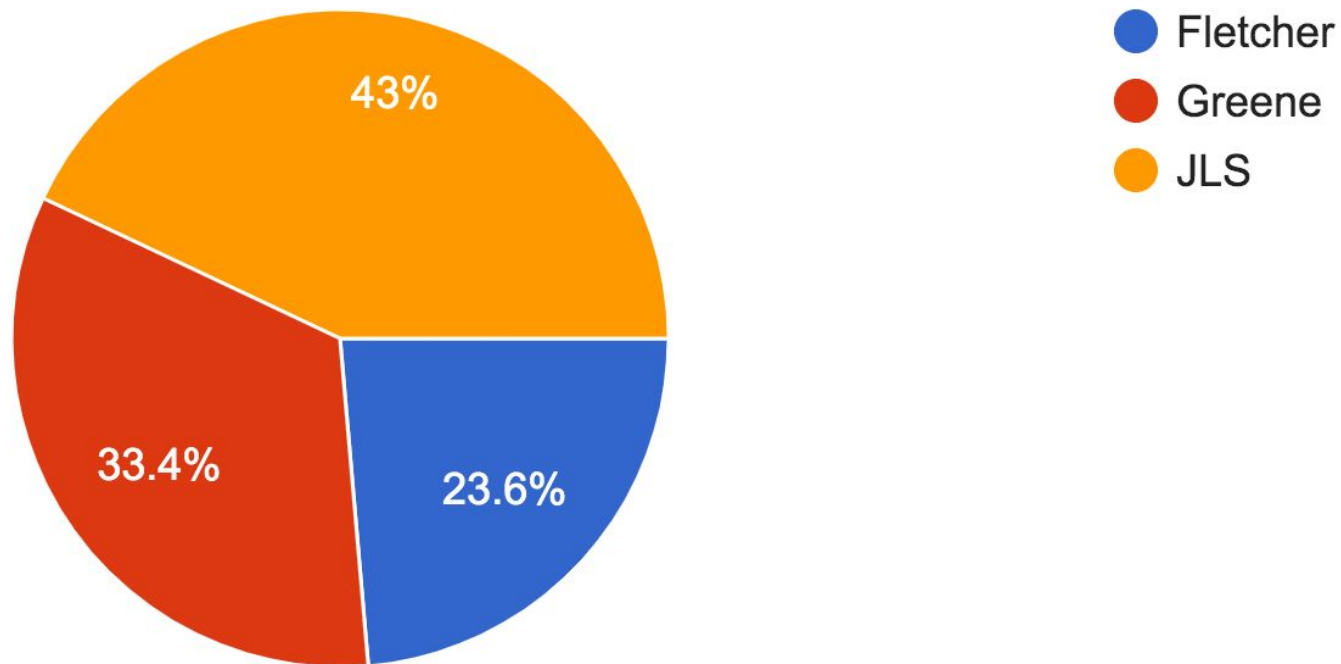
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## Guiding Questions

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

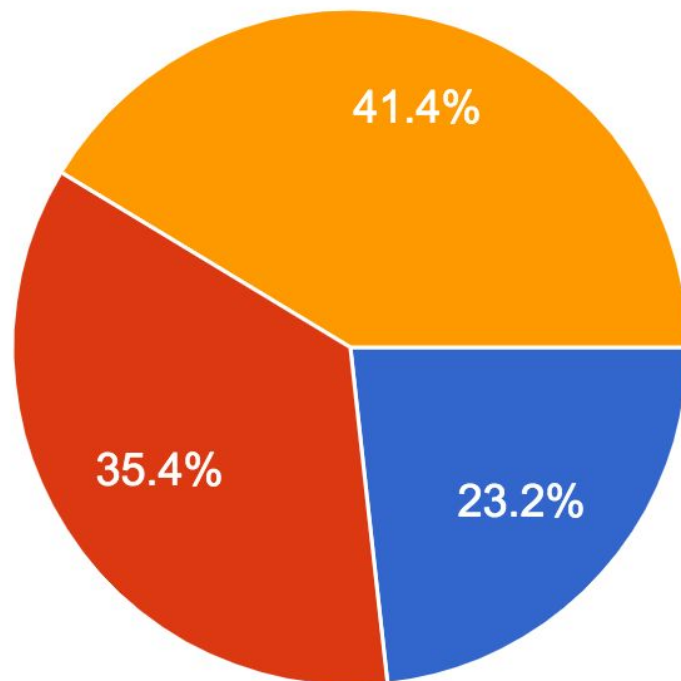
# My school:

1,833 responses



# My current grade:

1,833 responses



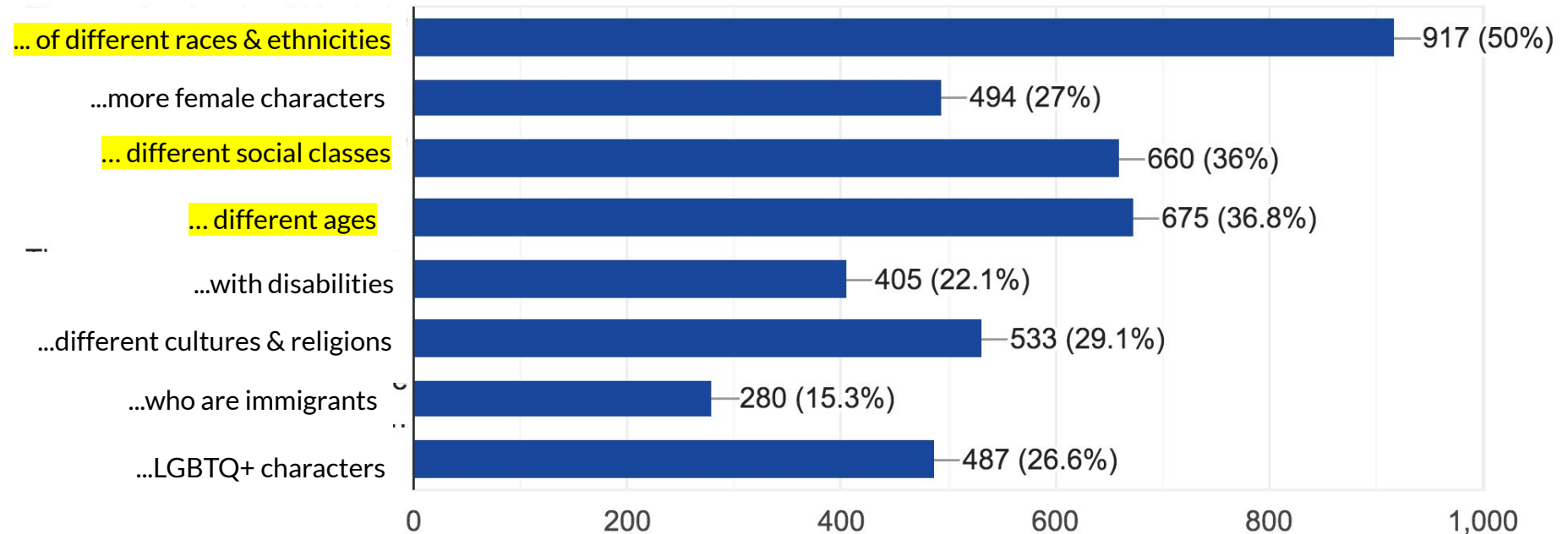


# Student Survey: Core Lit Takeaways

- **D'Aulaires' *Greek Myths*:** 51% of seventh graders “liked” or “loved” it and 21% were “neutral”
- ***The Outsiders*:** 65% of eighth graders “liked” or “loved” it and 18% were “neutral”
- ***Twelve Angry Men*:** Eighth graders were not asked for their opinion due to survey timing

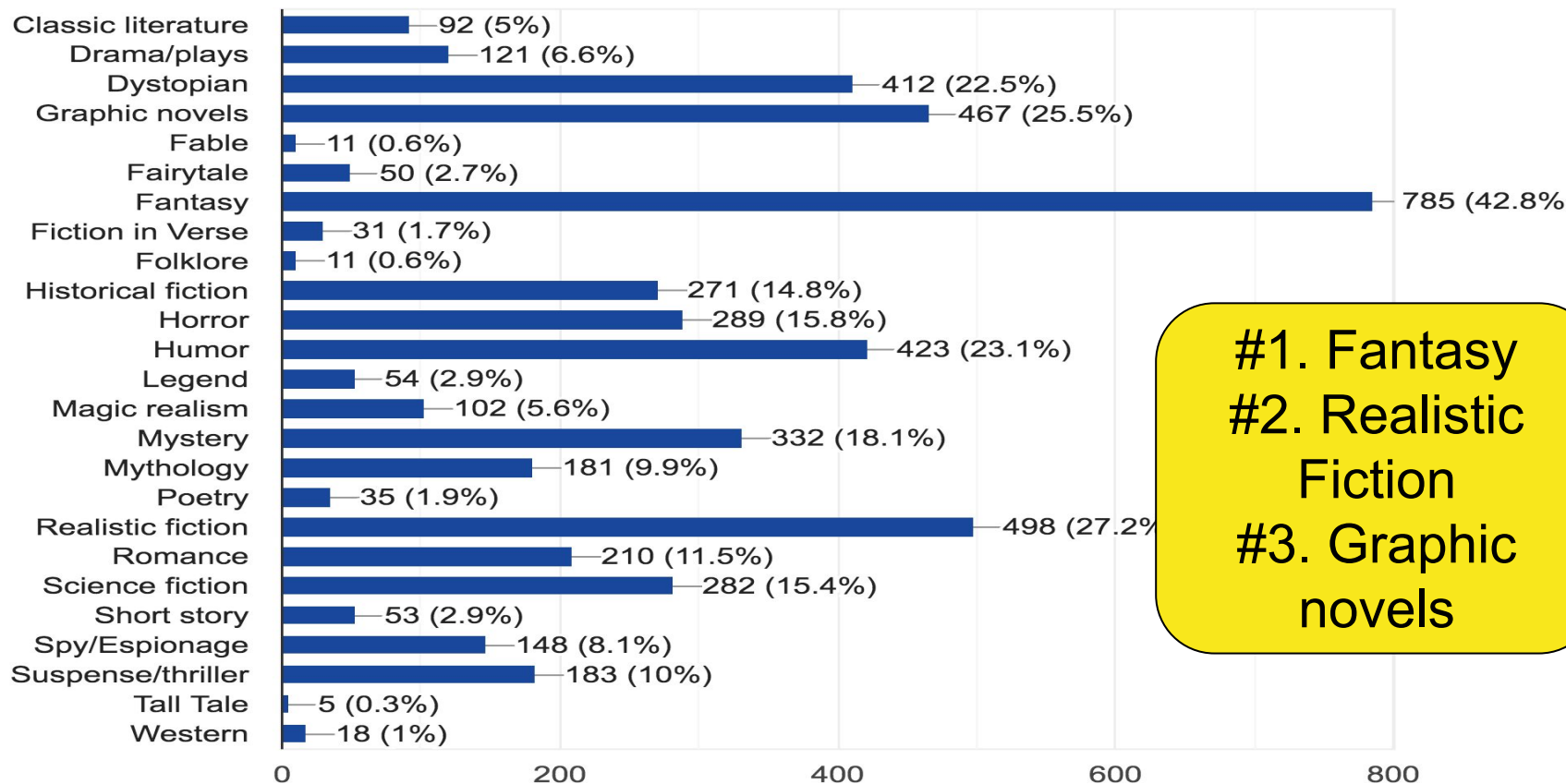
We would like to make sure the new literature includes diverse perspectives.  
Which of the following categories are most important for you?

The new books should include characters ...



# Which of the following genres of fiction would you most like?

1,833 responses



**#1. Fantasy**  
**#2. Realistic Fiction**  
**#3. Graphic novels**

# Student Survey: Further 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.

# Questions/Thoughts?



# Hear from HS Students

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# High School Panel



**Recorded:** November 3, 2020

What are the  
implications for our  
work as a Committee?

# Questions for our HS Panelists?





# **Work in Reading Groups**

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## 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

## 8th Grade:

Shaina Holdener

**Deanna Jones**

Jedd Bloom

Olivia Souter

Ander Lucia

Jen Coluzzi

Iva Reid

# Core & Supplemental Literature

Use graphic organizer to:

- Determine core lit titles
- Create/categorize supplemental menu

## Core Lit Candidates

**Goal:** Eventually, we will recommend two core lit titles for each grade level, which will be read in their entirety in that grade. Which books are your core lit candidates? Consider your [grade-level PAUSD Lit List](#) and the books you have been reading. Both lists are also at the bottom of this document.

Title	Author	Vetted? (Y/N)	Which group needs this title?
The Hero Next Door	ed. Olugbemisola Rhuday-Perkovich		Erin
Flying Lessons	ed. Ellen Oh	Y	Fenton, Jim, Erin
Look Both Ways	Jason Reynolds	Y	Jim, Erin
New Kid	Jerry Craft	Y	Liz (read), Krister
A to-be-determined nonfiction book?			
Other graphic novel?			

**Non-binding question:** Does your group think piloting any of these core lit texts is necessary?

## Supplemental Menu

**Goal:** We are also recommending a menu of supplemental literature for each grade level. Teachers can choose to incorporate titles from the supplemental menu into their classes. In order to make the supplemental menu useful for teachers, think about how your group could categorize titles. **Please add rows to this table as necessary to add titles to categories!**

Title	Author	Vetted? (Y/N)	Category(ies)
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# Supplemental Menu Organization: Examples

## The 50-Book Master List – UPENN

- Time period
- Nationality
- *Post-colonial, film studies*

## Comp Lit Undergrad – Princeton

- Genre (*Fiction; Poetry; Epic, Sacred Text, and Folktales; Drama; Nonfiction; Film & Other Visual Media*)

## Graduate Reading List – UCLA

- Time period
- Nationality
- Cultural area – Asian  
American, Chicana/o
- Genre: the Novel, Poetry

### Other ideas:

- Topical (Living through Change, The Holocaust...)

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

1. Work on Core and Supplemental Lists, using graphic organizer
  - a. Finished core lit lists ➤ Karen 12/1
2. Vet any remaining titles:
  - a. Unvetted PAUSD titles?
  - b. Unvetted new titles?
  - c. Extra people to vet core lit?



# Share Progress with Committee

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## Wrapping Up: “State of the Group”

Reading group leaders, please:

- Tell us what progress you made tonight
- Show us your current candidates for core & how you are organizing your supplemental menu

# Agenda Items for Next Meeting

Tuesday, Dec. 8, 2020, from 4:00–6:00/7:00?

- Share core lit titles with Karen by 12/1
- Consider vertical articulation of core lit titles 6th – 8th
- Reach a decision about piloting core lit titles
- Consider pilot plans & timing of release days
- Finish supplemental menus if necessary
- Other?



**Thank you and good  
night!**

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

**OR**

