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!
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
<table>
<thead>
<tr>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS and ELA/ELD Framework</strong></td>
</tr>
<tr>
<td><strong>Text Complexity</strong></td>
</tr>
<tr>
<td><strong>Access and Support</strong></td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
</tr>
<tr>
<td><strong>Genre, Culture, and Time Periods</strong></td>
</tr>
<tr>
<td><strong>Relevance and Engagement</strong></td>
</tr>
</tbody>
</table>
My school:
1,833 responses

- 43% Fletcher
- 33.4% Greene
- 23.6% JLS
My current grade:

1,833 responses

- 6th: 23.2%
- 7th: 35.4%
- 8th: 41.4%
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...

- of different races & ethnicities: 917 (50%)
- more female characters: 494 (27%)
- different social classes: 660 (36%)
- different ages: 675 (36.8%)
- with disabilities: 405 (22.1%)
- different cultures & religions: 533 (29.1%)
- who are immigrants: 280 (15.3%)
- LGBTQ+ characters: 487 (26.6%)
Which of the following genres of fiction would you most like?

1,833 responses

1. Fantasy
2. Realistic Fiction
3. Graphic novels

- Classic literature: 92 (5%)
- Drama/plays: 121 (6.6%)
- Dystopian: 412 (22.5%)
- Graphic novels: 467 (25.5%)
- Fable: 11 (0.6%)
- Fairytale: 50 (2.7%)
- Fantasy: 785 (42.8%)
- Fiction in Verse: 31 (1.7%)
- Folklore: 11 (0.6%)
- Historical fiction: 271 (14.8%)
- Horror: 289 (15.8%)
- Humor: 423 (23.1%)
- Legend: 54 (2.9%)
- Magic realism: 102 (5.6%)
- Mystery: 332 (18.1%)
- Mythology: 181 (9.9%)
- Poetry: 35 (1.9%)
- Realistic fiction: 498 (27.2%)
- Romance: 210 (11.5%)
- Science fiction: 282 (15.4%)
- Short story: 53 (2.9%)
- Spy/Espionage: 148 (8.1%)
- Suspense/thriller: 183 (10%)
- Tall Tale: 5 (0.3%)
- Western: 18 (1%)
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
What are the implications for our work as a Committee?
Questions for our HS Panelists?
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  

8th Grade:  
Shaina Holdener  
Deanna Jones  
Jedd Bloom  
Olivia Souter  
Ander Lucia  
Jen Coluzzi  
Iva Reid
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 at that grade. Which books are your core lit candidates? Consider your grade-level PAUSD Lit List and the books that have been reading. Both lists are also at the bottom of this document.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Vetted? (Y/N)</th>
<th>Which group may use this title?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Hero Next Door</td>
<td>ed. Olugbemisola Rhuday-Perkovich</td>
<td></td>
<td>Erin</td>
</tr>
<tr>
<td>Flying Lessons</td>
<td>ed. Ellen Oh</td>
<td>Y</td>
<td>Fenton, Jim, Erin</td>
</tr>
<tr>
<td>Look Both Ways</td>
<td>Jason Reynolds</td>
<td>Y</td>
<td>Jim, Erin</td>
</tr>
<tr>
<td>New Kid</td>
<td>Jerry Craft</td>
<td>Y</td>
<td>Liz (read), Kristen</td>
</tr>
<tr>
<td>A to-be-determined nonfiction book?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other graphic novel?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 incorporate titles from the supplemental menu into their classes. In order to make the supplemental menu more useful for teachers, think about how your group could categorize titles. Please add rows to this table as necessary.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Vetted? (Y/N)</th>
<th>Category(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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...)
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
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!

OR

Stay for Optional Hour of Reading & Vetting