

**2020-21 MS ENGLISH LITERATURE SELECTION ADVISORY COMMITTEE
AGENDA & NOTES**

12/8/20; Virtual: <https://pausd.zoom.us/j/94766097557>; 4:00 – 6:00

DESCRIPTION	NAME	PRESENT
ENGLISH INSTRUCTIONAL LEADER	Deanna Jones (8) Fletcher MS djones@pausd.org	Yes
	Kim Lohse (7) JLS MS klohse@pausd.org	Yes
	Brooke Tassa (6) Greene MS btassa@pausd.org	
MS ENGLISH TEACHER	Erin Chan (6) Greene MS echan@pausd.org	Yes
	Jennifer Coluzzi (8) JLS MS jcoluzzi@pausd.org	Yes
	Liz Lewis (7) JLS MS elewis@pausd.org	Yes (4:30-6:00)
	Ander Lucia (8) Fletcher MS alucia@pausd.org	Yes
	Jim Meininger (6) JLS MS jmeininger@pausd.org	Yes
	Hart Walsh (6) Greene MS hw Walsh@pausd.org	Yes
	Noel Woodward (7) Fletcher MS nwoodward@pausd.org	Yes
PARENT REPRESENTATIVE	Shala Howell Fletcher parent shalahowell@gmail.com	Yes
	TBD Greene parent	

	Iva Reid JLS parent izreid@gmail.com	Yes
STUDENT REPRESENTATIVE	Olivia Souter Fletcher student Olivia's parent's email: souter98@sbcglobal.net	Yes (5:00-6:00)
	Maia Lin Greene student Maia's parent's email: clarissa.shen@gmail.com ; Jamesplin@gmail.com	Yes (5:45-6:00)
	Arturo Garrido Gomez JLS student Arturo's parent's email: nallelygi@gmail.com	
	Fenton Zarlengo Fenton's parent's email: zarlengo@panix.com	Yes (4:30-6:00)
HS ENGLISH TEACHER	Shaina Holdener Gunn HS sholdener@pausd.org	Yes
ELEMENTARY TEACHER/TOSA	Laura Hull Elementary TOSA lhull@pausd.org	Yes
SPECIAL EDUCATION REPRESENTATIVE	Jenny Chin JLS MS jchin@pausd.org	Yes
ENGLISH LANGUAGE REPRESENTATIVE	Jedd Bloom Greene MS jebloom@pausd.org	Yes
TEACHER LIBRARIAN	Kristen Lee Fletcher MS klee@pausd.org	Yes
MS ADMINISTRATOR	Ana Reyes Greene MS Dean areyes@pausd.org	
DIRECTOR, SECONDARY ED	Kathie Laurence District Office klaurence@pausd.org	
ASSISTANT SUPERINTENDENT, SECONDARY	Sharon Ofek District Office sofek@pausd.org	
FACILITATOR, TOSA	Karen Logue District Office	Yes

	klogue@pausd.org	
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AGENDA ITEM	NOTES
1. Welcome back!	
2. Agenda Overview	
3. Reading Groups: Breakout #1	<ul style="list-style-type: none"> <input type="checkbox"/> Task: <ul style="list-style-type: none"> ○ Finalize Core Lit titles. ○ Use graphic organizer with added column for School Literary Journal. ○ Notice now binding question about the pilot decisions – with realistic participation agreements for members of committee. ○ Reach a decision about piloting <input type="checkbox"/> Debrief: <input type="checkbox"/> 6th grade: Choices/Genre: Nonfiction: keep <i>D'Aulaires' Book of Greek Myths</i>. Long history of use at PAUSD and ties to HSS. Kids are engaged with the stories. <i>Hero Next Door</i>: collection of short stories. Has focus on authors/characters with diverse experiences and backgrounds. Lots of different genres in collection: historical fiction, fantasy, etc. <input type="checkbox"/> 6th Piloting decision: would <i>like</i> to pilot to see that kids really like it. Suggesting a super-easy plan. Perhaps we could use a couple of stories for the lit essay unit. Kids can pick one story to write this literary essay about. This would show us how complicated the characters and themes are and see if it has mirrors/windows and kids feel comfortable writing about it. <input type="checkbox"/> 7th grade: <i>Flying Lessons</i>, edited by a founder of “we need diverse books” with mirrors/windows and lots of voices including LGBTQ. Second book is not decided. <i>Outsiders</i> is older/white but very popular with the kids. Kids very engaged. Comparing it with <i>Booked</i>, which is a well written sports book in verse. <input type="checkbox"/> Piloting Proposal: don't feel comfortable choosing with those two, but ask that all 7th English grade teachers read both and give feedback. Can probably read in a couple of hours (they've already read the <i>Outsiders</i>). Want to ask the teachers to vote. <input type="checkbox"/> <i>They Call Us Enemy, Refugee, Other Words for Home,</i>

New Kid are supplementals.

- ❑ Piloting: have questions about piloting over zoom. Will we get the strongest input? Whole team pilot? Do we have enough money to buy all the books? Will there be release time to design a unit? Facilitator) Let's hold off on these details. Most of these questions have "yes".
- ❑ Facilitator) we have a short story collection for one set. Stuck between *Outsiders* and *Booked*. Yes, committee members really need more feedback from teachers.
- ❑ Facilitator) possible to ask the teachers to read *Booked* but it will affect the pilot decision due to pushing out our timeline. Question for the group: are we comfortable with having teachers weigh in on *Booked* but then there isn't an option to pilot.
- ❑ 7th-g. teacher) *Outsiders* is so successful, it is hard to put it aside. *Booked* and *Outsiders* are too similar to just go with those two. Need more teacher voices.
- ❑ Student) *Outsiders*: Read it and everyone had something to say. Kids love it. This is a lighter book than Anne Frank and the content was friendly. Change of pace. Concerns: author was 15 yr old, but this is cool to students and inspires us to write as well.
- ❑ 8th-grade teacher) HS Speakers who came to last meeting all mentioned their interest in *Outsiders* as well.
- ❑ 6th-grade teacher) *Outsiders* scored very high with students on surveys. Oddly timeless stories.
- ❑ Librarian) if people already on the committee have read *Outsiders* and *Booked* – can you weigh in now?

- ❑ **8th grade**: similar boat. Definite: Keep *12 Angry Men*. Kids love it, fairly updated. Option 2: *Hate You Give* – checks off many boxes and is popular. We need more time to say Yes to that through a pilot. Next steps might be a little rushed at this point. [Not being taught at Paly, so we can take away that concern]

- ❑ Facilitator: recap. 6th grade clear with pilot "light". 7th grade is clear on *Flying Lessons*. Then *Outsiders* or *Booked*. 8th grade: clear on *12 Angry Men*. Do you need more time in breakout rooms?
- ❑ Facilitator: Important to keep backwards planning in mind to get to the board presentation. Mindful of the time to prepare a pilot.
- ❑ Facilitator: would we be comfortable asking 7th grade teachers to choose between *Booked/Outsiders*. Sacrificing pilot and going to majority vote. Note: forced exposure. Get people copies and time. Committee needs to choose: pilot or teacher route.

- ❑ Another idea is to move forward with *Booked* and *Flying Lessons* for the pilot (not *Outsiders*) and then compare results.
- ❑ Vote: 7th-grade reading group: In favor of putting decision between *Outsiders* and *Booked* to teachers n=6. Pilot n=0
- ❑ Next steps: ILs will develop timeline for sharing the plan and getting the teachers a copy of the book for decisions.

- ❑ Facilitator: 8th grade: Decide next week, or keep meeting into January?
- ❑ 8th-grade teacher) Open to pilot *Hate you Give*. Has similar themes/ideas to *12 angry men*. Timely.
- ❑ Student) I have read *Hate You Give* and find it an incredible, real, genuine story. Isn't overly dramaticized but not sugar-coated either. Powerful way of writing and not common in books of this topic. Giving people the chance to teach it would be useful. Student anticipates kids/teachers will like it and learn a lot.
- ❑ Librarian) agrees!
- ❑ Parent) is there a need for a full length novel before moving onto HS. More support to a novel format in that grade level.
- ❑ 6th-grade teacher) Talked about this too during 6th grade, but reminder that teachers now have flexibility to teacher a favorite novel or lit groups.

- ❑ Facilitator: Consider vertical articulation
 - 6th: nonfiction myths/short story collection
 - 7th short story collection and a full length novel or a second full length novel with sports focus and book in verse.
 - Play for 12 angry men and Hate You Give
- ❑ 6th-grade teacher: complaint for 7th grade is that it is depressing/heavy. *Outsiders* also has violence. 7th grade wasn't good before for progression. With these changes, 8th grade will be more serious with deep thinking and more connections to world/social studies. These new choices for 7th grade are lighter and appreciated.
- ❑ 7th-grade teacher: 6th grade: cooperation, 7th grade navel gazing, 8th grade processing listening. This works better with development.

- ❑ Facilitator: 6th grade decision. 7th grade has plan for second opinion. 8th grade: doesn't seem to have consensus. Can we hear from more members with a

	<p>plan to move forward with <i>Hate You Give</i> as second pilot choice. EL teacher: Yes, 8th-grade teacher: yes. 8th-grade teacher: yes.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Decision for 8th grade to pilot. <input type="checkbox"/> Facilitator: Voting to approve <i>Greek Myths</i> and <i>Hero Next Door</i> in 6th. <i>Flying Lessons</i> and either <i>Outsiders/Booked</i> in 7th. <i>12 Angry Men</i> and <i>Hate You Give</i> in 8th. <input type="checkbox"/> Facilitator: Launch the poll for official vote tally. <input type="checkbox"/> Vote 17 votes for yes. Zero for no. Zero abstain. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="font-size: small; background-color: #333; color: white; padding: 2px;">Attendees are now viewing questions 17 of 19 (89%) voted</p> <p>1. I vote to approve the core lit titles put forward by each reading group.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Yes</td> <td style="text-align: right;">(17) 100%</td> </tr> <tr> <td colspan="2"><hr style="border: 1px solid blue;"/></td> </tr> <tr> <td>No</td> <td style="text-align: right;">(0) 0%</td> </tr> <tr> <td colspan="2"><hr style="border: 1px solid gray;"/></td> </tr> <tr> <td>I abstain.</td> <td style="text-align: right;">(0) 0%</td> </tr> <tr> <td colspan="2"><hr style="border: 1px solid gray;"/></td> </tr> </table> </div> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Next Steps : Email comes out with decision and piloting opportunities (in 6th and 8th). Survey with commitments so that facilitator can order books. <input type="checkbox"/> Piloting details: ILs will discuss details this week. <input type="checkbox"/> We encourage everyone to talk to colleagues and get their feedback. Represent department. <input type="checkbox"/> Questions: 6th-grade teacher) Do we need physical copies of the book right now or can we post PDFs. Facilitator) Don't think we can do that. We will need to purchase physical copies. Perhaps there is a digital copy that we can purchase as well. Might be possible to rotate books across sites. <input type="checkbox"/> Issue is the pick up and access: We have curbside pick up/drop off and delivery service (parent permission). Teacher librarians do this already. When we own the digital copy, we can post. When we own a physical copy, it depends on the publisher rules. <input type="checkbox"/> 7th-grade teacher: in chat: What about overdrive for ebooks or audiobooks? 	Yes	(17) 100%	<hr style="border: 1px solid blue;"/>		No	(0) 0%	<hr style="border: 1px solid gray;"/>		I abstain.	(0) 0%	<hr style="border: 1px solid gray;"/>	
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<p>4. Reading Groups: Breakout #2</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Task: <ul style="list-style-type: none"> ○ <i>If necessary:</i> Finish vetting ○ Work on supplemental menu ○ Categorize menu 												
<p>5. Share Progress with Committee</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Reading Groups report on progress regarding supplemental menus <input type="checkbox"/> Debrief: Ways to categorize? Time do you need? 												

	<ul style="list-style-type: none"> ❑ Grade 6: Titles come from book clubs that are in use. Good to keep that book club organization. Also want alphabetical list. Need: 2 hours or lots of time. First pass is still in process, need to also revise. ❑ Grade 7: Adding one column for genre and one or two clues. “Historical fiction, WWII”. We highlighted in yellow the keepers. Going to remove the ones we don’t want. Timing: yes 2 hours. ❑ Grade 8: Have 5 more titles to discuss and need to categorize. Like the tagging idea. Need more time. ❑ Facilitator: when we have the supplemental menus we will upload to teaching books website. This will be a nice way to filter and view books. ❑ Question: Books available on teaching books website, do we need to do additional tagging. Facilitator: if we post the list somewhere as a PDF it would be good to have something easy and useful. OK to copy over the same tags from the site. ❑ Question: Can there be overlap between grades? New Kid is a cross over. K) we want to clean up this so that kids don’t end up reading same book in consecutive years. Let’s do menus and then go back to “fight it out”.
6. Agenda Items for Next Meeting	<ul style="list-style-type: none"> ❑ Wednesday, Dec. 16, 4:00-6:00 <ul style="list-style-type: none"> ○ Finish creating and categorizing supplemental menus (if necessary) ○ Overview of pilot plan & second semester ○ Conceivably (?) revise teacher pilot evaluation form <ul style="list-style-type: none"> - Unlikely to get to this due to needing so much time for supplemental menus ○ Other?
7. Thank you and good-bye!	

Next Meeting:

Wednesday, December 16, 4:00-6:00

Virtual: <https://pausd.zoom.us/j/94766097557>