

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

12/16/20; 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 | |
| | Kim Lohse (7) JLS MS klohse@pausd.org | Yes |
| | Brooke Tassa (6) Greene MS btassa@pausd.org | Yes |
| 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 | |
| | Jim Meininger (6) JLS MS jmeininger@pausd.org | Yes (4:30-6:00) |
| | Hart Walsh (6) Greene MS hwalsh@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 | |

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| | Iva Reid JLS parent izreid@gmail.com | Yes |
| STUDENT REPRESENTATIVE | Olivia Souter Fletcher student Olivia's parent's email: souter98@sbcglobal.net | Yes |
| | Maia Lin Greene student Maia's parent's email: clarissa.shen@gmail.com ; Jamesplin@gmail.com | |
| | Arturo Garrido Gomez JLS student Arturo's parent's email: nallelygi@gmail.com | Yes |
| | Fenton Zarlengo Fenton's parent's email: zarlengo@panix.com | |
| 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 |

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| | klogue@pausd.org | |
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| AGENDA ITEM | NOTES |
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| 1. Welcome back! | |
| 2. Agenda Overview | |
| 3. Recap Key Decisions & Share Survey Responses | <ul style="list-style-type: none"> <input type="checkbox"/> Recap of what the Committee decided on 12/8: <ul style="list-style-type: none"> ○ 6th Grade: <ul style="list-style-type: none"> - Keep D'Aulaires' <i>Greek Myths</i> - Pilot <i>Hero Next Door</i> as possible second core text ○ 7th Grade: <ul style="list-style-type: none"> - Decided on <i>Flying Lessons</i> as one core text - Torn between <i>Outsiders</i> and <i>Booked</i>. Asking 7th-grade teachers to read both, discuss, and vote. ○ 8th Grade: <ul style="list-style-type: none"> - Keep <i>Twelve Angry Men</i> - Requested opportunity to revisit last week's decision to pilot <i>Hate U Give</i> <input type="checkbox"/> 6th-grade teacher survey results: How many teachers are committed to piloting? <ul style="list-style-type: none"> ○ 13 (3 at Fletcher, 5 at Greene, 5 at JLS) <input type="checkbox"/> 6th-grade next steps <ul style="list-style-type: none"> ○ Teachers have digital access to <i>Hero</i> as of 12/16 ○ Karen is ordering books. Hopefully arrive early/mid-January ○ Will need to be numbered/barcoded and distributed ○ Pilot planning release day Jan. 28 <input type="checkbox"/> 7th-grade teacher survey results: How many teachers need <i>Booked</i>? <ul style="list-style-type: none"> ○ 6 <input type="checkbox"/> 7th-grade next steps: <ul style="list-style-type: none"> ○ Librarians are ordering books to be sent home to teachers ○ 7th-grade teachers will read <i>Booked</i> by Jan. 29, discuss it and <i>Outsiders</i> in course-alike teams ○ Vote by Feb. 12 <input type="checkbox"/> 8th-grade next steps: <ul style="list-style-type: none"> ○ Revisiting decision to pilot <i>Hate U Give</i> tonight ○ No surveys/emails have gone out to 8th-grade teachers |

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| | <ul style="list-style-type: none"> ○ No books ordered |
| 4. Overview of Second Semester Plan & Meeting Schedule | <ul style="list-style-type: none"> <input type="checkbox"/> Share updated plan and meeting schedule <input type="checkbox"/> Q and A |
| 5. Reading Groups: Work Time | <ul style="list-style-type: none"> <input type="checkbox"/> 6th & 7th-Grade Task: <ul style="list-style-type: none"> ○ <i>If necessary</i>: Finish vetting ○ Work on supplemental menu ○ Categorize menu ○ Consider publication <input type="checkbox"/> 8th-Grade Task: <ul style="list-style-type: none"> ○ Revisit decision about core lit and piloting ○ Decide on route forward (3 options): <ul style="list-style-type: none"> - Option 1: Finalize core lit contenders tonight; pilot moves forward as planned in winter/early spring - Option 2: continue to read and vet in second semester. If no pilot needed, group can submit its recommendation to Committee in April - Option 3: continue to read and vet in second semester. If pilot needed, extend process by 6 months. <input type="checkbox"/> Notes from 8th-grade Reading Group Work Time <ul style="list-style-type: none"> ○ Greene IL reports perspective of Greene 8th-grade English teachers: <ul style="list-style-type: none"> - Prefer <i>Hate U Give</i> as supplemental text, rather than core - Would mean 2 core texts in one unit - Powerful text, but can be used as supplemental - Some parents object to language, police depiction ○ Gunn HS Rep reports perspective of Gunn Department: <ul style="list-style-type: none"> - Supportive of the <i>Hate U Give</i> as one of the core texts - Lots of buy-in with book - 8th grade old enough to discuss topics in book. Kids can handle a lot more than we give them credit for. - Could relate really well to some of the texts read in 9th/10th - Do teachers or students feel uncomfortable? ○ JLS 8th-grade teacher rep reports perspective of JLS 8th-grade English teachers: |

- Great title for supplemental list for opt-in
- Concerned about language/profanity
- Wouldn't feel comfortable piloting without PD time
- Book is over 400 pages
- Reservations about language/content
- Content similar to *Twelve Angry Men*
- Teaching *Hate U Give* at the beginning would not be ideal, maturity-wise
- Student Perspective:
 - Important book
 - Lots of valuable lessons that don't just tie into racism/equality but also about being a good person to others
 - Understand the concerns, but also think it's worth it. If we sugarcoat the world, that's what kids will believe. Important to say this is how it is, to not gloss over it.
 - Kids can still grow and adapt; while kids are still able to communicate with and learn from others, it is important to open doors, windows, and mirrors for them.
 - Yes in short
- Parent Perspective:
 - Seen movie. What's interesting in terms of the content is kids have all lived through the BLM movement, content might not be as foreign to them
 - Not personally bothered about language
 - Thought about length for recalcitrant readers
- EL Teacher Perspective:
 - Frustrated to rethink the decision we made last week.
 - Understand that it felt rushed, but I interpreted the late arrival of the *Hate U Give* as a gift to us, something that felt relevant and engaging and checked all the boxes.
 - Overwhelmingly for it
 - I think we are straddling the fence: we say Black Lives Matter, we send our teachers to workshops, but when we have a book that emerges that truly embraces the movement, written by a talented black female author, we are unwilling to teach it
 - Don't agree with the justifications for not

teaching it.

- This is it. This is the moment.
 - Why create a literature committee made of students, parents, staff who aren't English teachers if in the end, they won't be listened to?
 - This is our moment – monumental text. Serving all students.
 - Our student [on the committee] testimony speaks for a lot of people when she says she grappled with it.
- ❑ Suggestion: Could pilot *The Hate U Give* as a way to solicit teacher/student feedback. Meanwhile, we continue to identify other texts that are options
- ALD: EL rep willing to pilot in ALD class
- ❑ Questions: EL 3 is English at JLS: could this class pilot?
- EL Rep: EL students need to be hooked into and engaged by content. *Hate U Give* is an “on ramp” to accessing really good literature.
 - Parent: like reading older text (*12 Angry Men*) with modern text (*Hate U Give*)
- ❑ Vote: Pilot *The Hate U Give* while continuing to meet to find other texts if the consensus after the pilot is no.
- Results: In favor: 6 (2 votes by text; 4 in person). Abstain/no vote: 1.
- ❑ Debrief: Reading groups report on progress:
- ❑ 6th grade:
- Close to done with supplemental menu
 - Added a column with Lexile levels. Going to add an explanation of Lexile levels, too
 - Started working on a lit circle list. Some of the books would be great as lit circles. We want to categorize books into the table at the bottom of the menu
 - Worried we accidentally dropped some books; will do another sweep of the entire list
 - Will keep vetting over winter break to add on books
 - *White Bird* and *Wolf Hollow* were recently added to the list
 - Teacher librarian – appears as a title; needs to be changed
- ❑ 7th grade:
- Created a heavy hitter list with the books that

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| | <ul style="list-style-type: none"> ○ were first possible core lit titles. ○ Also created lit circle categories and fit books into the categories: WWII; Gender/Identity; Refugees/Immigrants; Connections ○ Added Connections books to Connections category ○ Not sure what to do with non-categorized books <p><input type="checkbox"/> 8th grade:</p> <ul style="list-style-type: none"> ○ There was a conversation around whether or not to recommend the piloting of the <i>Hate U Give</i> ○ Lot of committee members really supported book ○ Lot of teachers were hesitant ○ Decided to move forward with piloting in true sense of word, to see what teachers and students think ○ At the same time, move forward with finding other titles in case the result of the pilot is not favorable <p><input type="checkbox"/> Q and A</p> <ul style="list-style-type: none"> ○ Idea: adding extra 1-hour session(s) to finish supplemental menus ○ Should format of supplemental menus be aligned with one another? |
| 6. Agenda Items for Next Meeting | <p><input type="checkbox"/> Wednesday, Feb. 17, 4:00-6:00</p> <ul style="list-style-type: none"> ○ Overview of data collection for pilot (pilot eval forms) ○ Update on 6th-grade pilot ○ Update on 7th-grade vote/core lit choice ○ Update on 8th-grade progress ○ Finish supplemental menus (if necessary) |
| 7. Thank you and good-bye! | |

Next Meeting:

Wednesday, February 17, 4:00-6:00

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