# 2020-21 MS ENGLISH LITERATURE SELECTION ADVISORY COMMITTEE:
## 8TH-GRADE READING GROUP
### AGENDA & NOTES
1/20/21; Virtual: https://pausd.zoom.us/j/94766097557; 4:00 – 6:00

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<tr>
<th>DESCRIPTION</th>
<th>NAME</th>
<th>PRESENT</th>
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<tbody>
<tr>
<td>ENGLISH INSTRUCTIONAL LEADER</td>
<td>Deanna Jones (8) &lt;br&gt;Fletcher MS &lt;br&gt;<a href="mailto:djones@pausd.org">djones@pausd.org</a></td>
<td>Yes</td>
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<td>Kim Lohse (7) &lt;br&gt;JLS MS &lt;br&gt;<a href="mailto:klohse@pausd.org">klohse@pausd.org</a></td>
<td>Yes</td>
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<td>Brooke Tassa (6) &lt;br&gt;Greene MS &lt;br&gt;<a href="mailto:btassa@pausd.org">btassa@pausd.org</a></td>
<td>Yes</td>
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<td>MS ENGLISH TEACHER</td>
<td>Ander Lucia (8) &lt;br&gt;Fletcher MS &lt;br&gt;<a href="mailto:alucia@pausd.org">alucia@pausd.org</a></td>
<td>Yes</td>
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<td>Kari Nygaard (8) &lt;br&gt;JLS MS &lt;br&gt;<a href="mailto:knygaard@pausd.org">knygaard@pausd.org</a></td>
<td>Yes</td>
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<td>Jennifer Valero (8) &lt;br&gt;JLS MS &lt;br&gt;<a href="mailto:jvalero@pausd.org">jvalero@pausd.org</a></td>
<td>Yes</td>
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<td>Kelly Zalatimo (8) &lt;br&gt;Greene MS &lt;br&gt;<a href="mailto:kzalatimo@pausd.org">kzalatimo@pausd.org</a></td>
<td>Yes</td>
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<td>PARENT REPRESENTATIVE</td>
<td>Iva Reid &lt;br&gt;JLS parent &lt;br&gt;<a href="mailto:izreid@gmail.com">izreid@gmail.com</a></td>
<td>Yes (4:40 and on)</td>
</tr>
<tr>
<td>STUDENT REPRESENTATIVE</td>
<td>Olivia Souter &lt;br&gt;Fletcher student &lt;br&gt;Olivia’s parent’s email: <a href="mailto:souter98@sbcglobal.net">souter98@sbcglobal.net</a></td>
<td>Yes</td>
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<td>HS ENGLISH TEACHER</td>
<td>Shaina Holdener &lt;br&gt;Gunn HS &lt;br&gt;<a href="mailto:sholdener@pausd.org">sholdener@pausd.org</a></td>
<td>Yes</td>
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<td>ENGLISH LANGUAGE REPRESENTATIVE</td>
<td>Jedd Bloom &lt;br&gt;Greene MS &lt;br&gt;<a href="mailto:jebloom@pausd.org">jebloom@pausd.org</a></td>
<td>Yes</td>
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<td>TEACHER LIBRARIAN</td>
<td>Kristen Lee &lt;br&gt;Fletcher MS &lt;br&gt;<a href="mailto:klee@pausd.org">klee@pausd.org</a></td>
<td>Yes</td>
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<td>AGENDA ITEM</td>
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<td>1. Welcome!</td>
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<td>2. Public Observers</td>
<td>All meetings are open to the public</td>
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| 3. Agenda Overview                         | 5 goals:  
  - Become re-acquainted  
  - Review thinking and process of last 18 months  
  - Establish new norms and expectations  
  - Return to book lists and identify titles to read for next time  
  - Leave with a clear idea of what to do for Feb.                                                                                   |
| 4. Introductions                            | Remember: you are representing yourself and your constituent groups. Keep your constituencies informed about what we are doing here and inform us about what your constituencies are thinking |
| 5. Review Big Picture Thinking to Date      | ☐ Committee’s Charge  
   Process governed by BP and AR 6161.1  
   Two products: a recommendation for 2 core lit texts (read in their entirety by all the students in a grade) and a recommendation for a supplemental menu (teacher/course-alike team choice)  
   ☐ Guiding Questions  
   English teachers came up with these at JMS in April, 2019 Questions have informed our vetting tool (Committee-developed in fall of last year) and topics we have explored as a Committee (e.g. Common Core Shift presentation that the ILs did last fall, Literary Nonfiction presentation that librarian did in fall of this school year)  
   ☐ MS student survey: brief refresher  
   September 2019; 1833 responses (~68% of all of our MSers at the time). Key takeaways (see slideshow).  
   ☐ Q and A                                                                                                                                 |

| DIRECTOR, SECONDARY ED                      | Kathie Laurence  
   District Office  
   klaurence@pausd.org | Yes |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| ASSISTANT SUPERINTENDENT, SECONDARY        | Sharon Ofek  
   District Office  
   sofek@pausd.org | Yes |
| FACILITATOR, TOSA                          | Karen Logue  
   District Office  
   klogue@pausd.org | Yes |
| 6. Review Work/Process to Date | □ Vetted current PAUSD lit  
 208 titles – core, supplemental, additional teacher-used books, old books in book closets. Cast wide net  
□ Vetted new titles  
Started January, 2020 and got interrupted in March. Continued in fall of this year (41+ titles in 8th)  
□ Consolidated and narrowed down choices  
Considered vertical articulation  
□ December decisions  
See slide 23  
□ Q and A  
Reminder from librarian: *Hero Next Door* and *Flying Lessons* are anthologies from We Need Diverse Books – diverse characters, authors, family constellations, diverse genres… |
| 7. Establish Group Norms and Expectations | □ December impasse  
See slide 26  
□ Compromise  
See slide 18  
Clarification: what exactly is a pilot?  
Not a marriage; more like a second or third date  
Part of piloting is collecting data from teachers and students  
Committee comes together after pilot to review data. If decision is not clear, committee can elect to pilot something else and to continue process  
Do need piloting teachers from all 3 schools  
□ Create new norms and expectations  
Listened to student perspective on impasse:  
Felt like committee’s work was rejected as “insufficient,” being told “no, try again”  
No problems with feedback in general, but problem with the feedback being anonymous  
Being told the topics were too hard/mature felt degrading  
Having these conversations (about police brutality, social justice, etc) – incredibly important to our age group. We have heard it before – want to have these conversations with other students/teachers |
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<th>8.</th>
<th>Re-Examine Books Lists and Identify New Titles to Read for February</th>
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| | □ Orientation to 8th-grade-specific awards lists  
| | See Resource Repository for book lists  
| | Purple color – books on several lists  
| | □ Divide up awards lists  
| | **Room #1:** Publishers Weekly, ALA Youth Media Awards, Best Fiction for Young Adults  
| | **Room #2:** California Young Reader, Coretta Scott King Awards, Great Graphic Novels  
| | **Room #3:** Printz Award, National Book Award, Newbery Medal, Schneider Family  
| | **Room #4:** Stonewall Awards, YALSA Award for Nonfiction, YALSA’s Teens’ Top Ten  
| | □ Identify titles to read and vet for next meeting  
| | See Resource Repository for 8th-grade graphic organizer  
| | □ Debrief with whole group  
| | **Question:** Long Way Down – rated okay for grade 8, but graphic novel is grades 9 and up. How do we feel about grade 9 and up?  
| | Librarian: don’t have 9 and up in library.  
| | Facilitator: recur to this question in Feb. |

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<th>Thank you and goodbye!</th>
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| | □ For Wed., Feb. 10, 4:00-6:00:  
| | ○ Read and vet books you selected  
| | ○ Talk to your department and/or course-alike team about the books you are reading. Solicit their thoughts and tell them yours |

**Next Meeting:**  
Wednesday, February 10, 4:00-6:00  
Virtual: [https://pausd.zoom.us/j/94766097557](https://pausd.zoom.us/j/94766097557)