

**Middle School English Literature  
Selection Advisory Committee:  
8th-Grade Reading Group**

**2/10/21**

# Welcome!

Thanks for being here.



# Agenda

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

## Goals:

- ❑ Review norms & expectations
- ❑ Overview of 8th-grade English units by school
- ❑ Back to Work:
  - ❑ Tidy up the supplemental menu
  - ❑ Discuss the reading you've done for today
  - ❑ Identify titles to read for March
- ❑ Teachers: Help prepare *Twelve Angry Men* slide for 2/17

# Scavenger Hunt

Quick! You have 1 minute to find a largish red object and a largish green object in your environs. Go!



## Yes or No?

- Have you ever lived in another state?
- Have you ever ridden on a motorcycle?
- Have you ever participated in a beauty contest?
- Have you ever had nightmares about being muted on zoom?

# **Review Group Norms & Expectations**

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# Norms & Expectations

## NORMS:

- Be transparent: Speak publicly.
- Have the courage to speak your truth.
- Assume positive intent. Be aware of your impact.
- Keep the student experience front and center.
- Examine what we say, so it doesn't lead to bias.

## WORK EXPECTATIONS:

- Work towards a solution.
- Before the end of the meeting, clarify tasks/to do's for next time.
- Take ideas back to sites and gather reactions from sites to bring back to Committee.
- Majority rules.
- Look for quality literature and a rich social experience.

## Proposed Addition:

**Calling People In:** Developing racial and equity awareness is a lifelong journey that we are all on together. It is important to recognize that where you are in your journey may not be where someone else is in theirs. When someone missteps, we encourage you to **call them in, with kindness and care**, in order to support everyone's individual growth.

Call People In with respect and kindness. Receive Being Called In in the same spirit .



# Overview of 8th-Grade English Curriculum

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# Fletcher Year-Long Overview

*The House on Mango Street*: **Big Ideas**: racism, poverty and misogyny. **Skills**: Literary devices, characterization, perspective

**Narrative Unit**: **Big Ideas**: Storytelling and its power **Skills**: Theme, Elements of narrative writing

**“Flowers for Algernon”** **Big Ideas**: disability rights and the implications of quantifying intelligence. **Skills**: Argument writing, Socratic Seminar

**“The Most Dangerous Game”**: **Big Ideas**: Tropes in media (heroes and villains) **Skills**: Reading comprehension, compare/contrast

*The Adventures of Tom Sawyer* **Big Ideas**: ageism, stereotypes. **Skills**: word choice, irony

*Twelve Angry Men* **Big Ideas**: classism, bias, the criminal justice system **Skills**: debate and research

**Graduation Speeches** **Big Ideas**: reflecting on one’s learning **Skills**: rhetorical triangle, elements of speechcraft

*Twelfth Night*/Shakespeare **Big Ideas**: feminism and social mobility **Skills**: reading comprehension

# Greene's 8th-Grade English Course Overview

## Units:

Narrative Writing and/or Informative Writing

Literary Analysis (with short stories, Survival theme, *Whirligig*)--texts vary

Justice (*Twelve Angry Men* + nonfiction resources + justice book groups)

Ethics ("Flowers for Algernon")

Poetry

# JLS's 8th-Grade English Course Overview

- Informative/Explanatory Writing
  - Cisneros' *The House on Mango Street*, Fleischman's *Whirligig*, short stories, Choose Your Own Adventure project
- Argumentative Writing
  - Keyes' "Flowers for Algernon" — Ethics
  - Nonfiction mini units
- Narrative Writing
  - Fiction
  - Nonfiction
- Poetry
  - Stand-alone or integrated
- Rose's *Twelve Angry Men*
  - Informative/Explanatory Writing or Argumentative Writing — Bias, Justice

**Year-long Essential Q:** How can writing be used to effect change in an individual, a community, and the world?

# JLS's 8th-Grade Connections Overview

- The Native American Experience (variety of short texts + a Socratic Seminar discussion)
- The New Nation (America's founding documents; joint unit with History)
- Argumentative Writing ("Flowers for Algernon" + a Socratic Seminar discussion)
- Civil War (*Narrative of the Life of Frederick Douglass*; joint unit with History)
- *Twelve Angry Men* (part of an Implicit Bias mini-unit with History)

\* Students also design and execute year-long independent study R.O.P.E. projects, with a culminating presentation night in early May.

# Any Questions, Thoughts, or New Ideas?



# **Back to Work: Book Lists and New Titles**

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# Online Resources

Find and open the Resource Repository:

- ➤ Shared folder “MS English Literature Advisory Committee 2019-21”
  - ➤ Subfolder “Resources”
- Link also in Chat



# Overview

Tidy up the Supplemental Menu		Whole Group
Discuss the reading you did for today	Small Group	Whole Group
Identify new titles to read for March	Small Group	Whole Group
Review "To Do's"		Whole Group

# All Together: Tidy Up the Supplemental Menu

- One supplemental title has not been vetted: *The 57 Bus*
- What about last 5 titles? Move to the Supplemental Menu?  
*Teacher*, *They Called Us Enemy*, *The Thief*, *Wolf Hollow*, *I Wish you All The Best*
- You'll be working on the supplemental menu next week.  
Consider:
  - SJL ratings
  - Categorization and organization of the menu

# 8th-Grade Reading Groups

<b>Room 1</b>	<b>Room 2</b>	<b>Room 3</b>	<b>Room 4</b>
Publishers Weekly, ALA Youth Media Awards, Best Fiction for Young Adults	California Young Reader, Coretta Scott King Awards, Great Graphic Novels	Printz Award, National Book Award, Newbery Medal, Schneider Family	Stonewall Awards, YALSA Award for Nonfiction, YALSA's Teens' Top Ten
Deanna Jones Kathie Laurence Iva Reid	Shaina Holdener Kari Nygaard Jen Valero	Jedd Bloom Kim Lohse Brooke Tassa	Kristen Lee Ander Lucia Olivia Souter Kelly Zalatimo

# Your Reading Group's 1st Task: Finish by 5:15'sh

Debrief the books you read. Take them one at a time and:

- Share feedback from your department or course-alike team.
- What was the vetting verdict: Yes or No? Core or Supplemental? Why?
- Add the book to either the “Core Candidates” list or the “Supplemental Menu”
- Be ready to share thoughts with the whole group. If a book is a core candidate, it will need to be read by other reading groups.

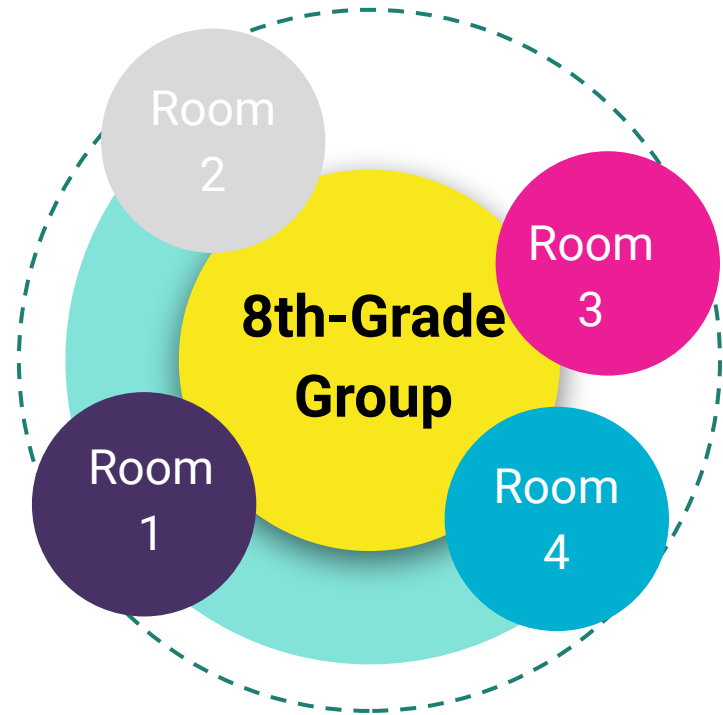
Remember: Record your decisions in the 8th Grade: Core & Supplemental Lists.

# All Together: Share Progress with the Whole Group

Which books did your group read?

Which titles did you add to the Core Candidates and which did you add to the Supplemental Menu?

- For Core Candidates, decide which group will read the book next.



## Your Reading Group's 2nd Task: Finish by 5:45'sh

1. Go back to 8th-grade book list and peruse your book lists once more
2. Pick which title(s) your group will read and vet before our Mar. 10 meeting, keeping any Core Candidates you just committed to in mind
3. Record your decisions in 8th Grade: Core & Supplemental Lists organizer
4. Be ready to debrief with the whole group

## All Together: Debrief

Which books did your group pick to read for Mar. 10?

Why?



# All Together: To Do's

For **Wednesday, Feb. 17,** 2021, 4:00–6:00, please:

- Be ready to work on Supplemental Menu (think about SLJ ratings, categorization & organization ahead of time)

For **Wednesday, Mar. 10,** 2021, 4:00–6:00, please:

- Read any Core Candidates from other groups that you signed up for
- Read & vet the book(s) your group selected
- Talk to your department and/or course-alike team about the books you are reading. Solicit their thoughts and tell them yours.
- Be ready to discuss your reading with the rest of the 8th-grade group.



**Teachers: Help Prepare Slide  
for Meeting Next Week**

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# Recapping Core Lit Decisions & Rationale

Each grade-level reading group is going to give a brief overview:

- What were the group's Core Lit decisions?
- What were the reasons behind these decisions?

8th Grade has 1 slide on *Twelve Angry Men*:

**Thank you!**

