

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

2/17/21; 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	Yes (4:00-5:00)
MS ENGLISH TEACHER	Erin Chan (6) Greene MS echan@pausd.org	Yes
	Liz Lewis (7) JLS MS elewis@pausd.org	Yes (4:14-4:42)
	Ander Lucia (8) Fletcher MS alucia@pausd.org	Yes
	Jim Meininger (6) JLS MS jmeininger@pausd.org	Yes
	Kari Nygaard (8) JLS MS knygaard@pausd.org	Yes
	Jennifer Valero (8) JLS MS jvalero@pausd.org	Yes
	Hart Walsh (6) Greene MS hwalsh@pausd.org	Yes
	Noel Woodward (7) Fletcher MS nwoodward@pausd.org	Yes
	Kelly Zalatimo (8) Greene MS kzalatimo@pausd.org	Yes

PARENT REPRESENTATIVE	Shala Howell Fletcher parent shalahowell@gmail.com	Yes
	TBD Greene parent	
	Iva Reid JLS parent izreid@gmail.com	
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	Yes (4:16 – 5:33)
	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	
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	Yes
DIRECTOR, SECONDARY ED	Kathie Laurence District Office klaurence@pausd.org	Yes

ASSISTANT SUPERINTENDENT, SECONDARY	Sharon Ofek District Office sofek@pausd.org	
FACILITATOR, TOSA	Karen Logue District Office klogue@pausd.org	Yes

AGENDA ITEM	NOTES
1. Welcome back!	
2. Agenda Overview	
3. Special Welcome	3 new 8 th -grade reading group members: Kari, Kelly, and Kathie.
4. Recap and Update by Grade Level: Core Lit Decisions & Rationale and Progress Since December	<input type="checkbox"/> Grade 6 – see slides <ul style="list-style-type: none"> ○ Decisions & Rationale: Erin and Jim <ul style="list-style-type: none"> - <i>D’Aulaires Greek Myths</i> - <i>Hero Next Door</i> ○ Progress since December (Pilot update, data collection, etc.) ○ Question: Are there any stories by or about Asian-Americans in <i>The Hero Next Door</i>? ○ Ellen Oh has a story in the collection – “Everly’s Otherworldly Dilemma” ○ In “The Assist” by Linda Sue Park and Anna Dobbin, the four main characters: “Eddie was half Korean-American and half Irish, Daniel was half Jamaican and half African-American, James’s parents were from Iran, and Ben and his family had immigrated from Italy when he was a little kid.” <input type="checkbox"/> Grade 7 – see slides <ul style="list-style-type: none"> ○ Decisions & Rationale: Liz and Noel <ul style="list-style-type: none"> - <i>Outsiders</i> won vote - <i>Flying Lessons & Other Stories</i> ○ Progress since December (7th-grade vote, data collection, etc.) ○ Question: The vote wasn’t even close [8 to 1 for <i>Outsiders</i>]. Can the reading group explain why it picked <i>Booked</i>? ○ 7th-grade member: <i>Booked</i> has the sports connection kids said they wanted. Also, we were looking for something newer, contemporary to replace <i>Outsiders</i> ○ 7th-grade member: Not surprised by vote.

Outsiders is something teachers know and they know students love it. Students who don't typically read also love the book.

- 7th-grade member: We had a robust conversation in our course-alike about the two options [*Booked* and *Outsiders*]. *Booked* has the potential to reach a different kind of reader – for example, a student who loves rap since the book is written in verse. As urban as *Booked* is, it ends up being suburban. Also potential to be dated fast because of the language. With *Outsiders* we have more opportunities to teach different types of lessons. *Booked* doesn't hit as many themes or explore them in depth.
- Question: What do you mean about *Booked* being suburban?
- 7th-grade member: Doesn't seem like it explores any setting that is very different than Palo Alto. Not a story with enough windows outside of Palo Alto. As a professional poet, I really wanted a book in verse, but I'm okay with *Outsiders*.
- 7th-grade member: I'm the one who vetted *Outsiders* and said "no." But I'm not going to subvert the will of the group. I just hope that the supplemental list for 7th will be strong

□ Grade 8 – see slide

- Decisions & Rationale: Jen and Kelly
 - *Keeping Twelve Angry Men*
- Progress since December (8th-grade plan moving forward, etc.)
- Question: What happened to *The Hate U Give*?
- Answer: We reached an impasse in December. The majority of the Committee voted in favor of *The Hate U Give* as core lit. A majority of teachers had reservations. We sent out a survey to see who might be willing to pilot *The Hate U Give*. No one volunteered. Currently, *The Hate U Give* is on our core lit contender list. We are continuing to find core lit contenders. In April, we will hopefully decide what our finalists are and what we might want to pilot.
- Question: if I have feedback about *The Hate U Give* for the 8th-grade group, what should I do?
- Send to facilitator who will pass it on to 8th-grade group.
- Question: Can SS teachers use books off the supplemental menu for 8th-grade social studies?
- Answer [facilitator]: Not sure. Need to talk

	about that idea some more
5. Reading Group Work Time: Supplemental Menus	<ul style="list-style-type: none"> <input type="checkbox"/> Finish Supplemental Menus: <ul style="list-style-type: none"> ○ Vetting: Titles on menu need to have been vetted and given a “yes” ○ Adding new titles: Have additional titles come up since December that need to be added to menu? ○ Categorization and organization: Continue making menus user-friendly ○ SLJ ratings and Lexile Levels: Do these correspond to the span that you want your supplemental menu to cover? <input type="checkbox"/> Debrief: Reading groups report on progress <ul style="list-style-type: none"> ○ 6th: The first paragraph of D’Aulaires is offensive. We decided to create a slide to push out to 6th-grade teachers to address this paragraph. We also added some new books to our supplemental menu. We vetted the last 4 books on the menu. We need to finish the bottom part (Lit Circle topics) ○ 7th: We went through and categorized our books by topic. Trying to decide whether to trim some of the titles or not since some categories have more books than others ○ 8th: We were inspired by 6th and 7th. We organized titles into categories. We also went through each title and noted in orange whether it is being taught or not. We will decide by March whether titles are desired or not. We’re not quite done with that – maybe 8th-grade teachers can finish up? <input type="checkbox"/> Consider next steps <ul style="list-style-type: none"> ○ 6th and 7th will meet for optional meeting on 3/17 to finish menus. Facilitator will follow up
6. Agenda Items for Next Meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Wednesday, Apr. 21, 4:00-7:00 <ul style="list-style-type: none"> ○ Examine 6th-grade pilot data (student & teacher evaluation forms, parent surveys, etc.) ○ Examine 7th-grade data (optional student input forms, etc.) ○ Discuss and make recommendation for 6th and 7th grade ○ Draft Board report
7. Thank you and good-bye!	

Next Meeting:

Wednesday, April 21, 4:00-7:00

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