Welcome!

Thanks for being here.
Agenda

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

Goals:

- Recap and update by grade level:
  - Core Lit decisions & rationale
  - What progress has been made since December?
- Back to work:
  - Finish (?) Supplemental Menus
  - Discuss next steps
Special Welcome

Kari Nygaard - 8th-grade JLS teacher

Kelly Zalatimo - 8th-grade Greene teacher

Kathie Laurence - Director of Secondary Ed
<table>
<thead>
<tr>
<th>6th Grade:</th>
<th>7th Grade:</th>
<th>8th Grade:</th>
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<tbody>
<tr>
<td>Jim Meininger</td>
<td>Hart Walsh</td>
<td>Shaina Holdener</td>
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<tr>
<td>Erin Chan</td>
<td>Maia Lin</td>
<td>Deanna Jones</td>
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<tr>
<td>Laura Hull</td>
<td>Noel Woodward</td>
<td>Jedd Bloom</td>
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<td>Ana Reyes</td>
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<td>Olivia Souter</td>
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<td>Brooke Tassa</td>
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<td>Ander Lucia</td>
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<td>Fenton Zarlengo</td>
<td>Jenny Chin</td>
<td>Jen Valero</td>
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<td>Shala Howell</td>
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<td>Iva Reid</td>
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<td>Arturo Garrido Gomez</td>
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<td>Kari Nygaard</td>
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<td>Kathie Laurence</td>
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<td>Kristen Lee</td>
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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
Recap & Update by Grade Level
Core Lit Decisions & Rationale

6th Grade

Keep D’Aulaires’ *Greek Myths*

Pilot *Hero Next Door* as likely 2nd core lit text

Here to explain the 6th-grade group’s thinking:

Jim and Erin
Keeping D’Aulaires’ *Greek Myths*

**Students:**
- Previously stated high approval among sixth graders
- Rick Riordan’s assorted Greek hero/myth series remains hugely popular
- Checks the fantasy box in student survey

**Teachers:**
- Beautiful fit for interdisciplinary units with social studies
- Enables us to teach traditional literature/non-fiction (1962) as well as exposure to liberal arts base
- Provides rigor through vocabulary, context, and theme
- Variety of projects already developed at sites including Hero’s Journey, plays, artwork
Piloting *The Hero Next Door*

This book was chosen because...

- it responds to the student request for diversity
  - Race, gender, ability, class, family configuration, religion
  - Positive representation in everyday situations
- the short story format is more flexible for teachers
- it includes a wide variety of genres and formats (fantasy, realistic fiction, graphic novel, science fiction, historical fiction)
- it is representative of kids who have various challenges (abilities, academic, social...) introducing students to a broad spectrum of societal problems without giving easy answers
- the authors are diverse, current, popular authors whose work student (and teachers) can explore further
Content Connections

Connections Between D’Aulaires and Hero:

- What does it mean to be a hero in Ancient Greece and what does it mean to be a hero today?
- Huge heroic acts in mythology and small, everyday acts of heroism

Connections to Other Content:

- Were historical figures heroic? How did they impact their civilizations? (DBQs, Alexander the Great, Hammurabi, Ashoka, Hatshepsut ...)
**Progress Since December**

<table>
<thead>
<tr>
<th>Release Day for teachers to plan <em>Hero</em> pilot: Jan. 28</th>
<th><em>Hero</em> distributed to students:</th>
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<tbody>
<tr>
<td></td>
<td>❖ Fletcher: Feb. 10</td>
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<tr>
<td></td>
<td>❖ Greene: Feb. 3</td>
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<td></td>
<td>❖ JLS: Feb. 5</td>
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Pilots have begun/will soon begin
# Piloting 6th-Grade Teachers

<table>
<thead>
<tr>
<th>Fletcher</th>
<th>Greene</th>
<th>JLS</th>
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<tbody>
<tr>
<td>Joanne</td>
<td>Hart</td>
<td>Katie</td>
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<tr>
<td>Suganath</td>
<td>Erin</td>
<td>Hayley</td>
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<tr>
<td>Shari</td>
<td>Bryson</td>
<td>Ashley</td>
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<td>Brooke</td>
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<td></td>
<td>Kevin</td>
<td>Jim</td>
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### Overview of Pilot

| February - March | Before pilot, a message went home to inform parents  
|                 | **Piloting of stories from *The Hero Next Door***  
|                 | After pilot, parents have opportunity to complete survey  
|                 | After pilot, students complete pilot evaluation form  
|                 | After pilot, teachers complete pilot evaluation form (by 3/31) |
Which stories are being piloted?

- “Reina Madrid” (G anchor, JLS anchor, F anchor)
- “Home” (G anchor, F anchor, JLS choice)
- “The Assist” (G choice, JLS choice, F choice)
- “Girl’s Best Friend” (G choice, JLS choice, F choice)
- “Thrown” (G choice, JLS choice, F choice)
- “Everly’s Otherworldly Dilemma” (G choice, JLS anchor)
- “The Save” (JLS choice, F anchor)
- “Go Fish” (F choice)
- “One Wish” (F choice)
- “Los Abuelos” (F choice)

Which stories are not being piloted?

- “Minnows and Zombies”
- “Ellison’s Cornucopia”
- “Rescue”
**Hero Next Door Pilot: Which Focus?**

**Common Cross-Site Focus:**

6th-Grade Reading

**Standard for Literature:**

Determine a theme or central idea of a text and how it is conveyed through particular details
After Pilot: Data Collection

Short, optional community feedback form

Short, optional parent survey (for parents/guardians of piloting students)

In-class Student Pilot Evaluation Form – 21 questions

Lengthy Teacher Pilot Evaluation Form – Created using criteria from:

- Lit Committee Guiding Questions
- CCSS and ELA/ELD Framework
Committee Observations

You are welcome to observe lessons in piloting classrooms.

Please email piloting teachers directly and arrange for mutually-agreeable time.

See Resource Repository – Email Addresses
Any Questions Thus Far?
Grade 7
Core Lit Decisions & Rationale

7th Grade
Decided on *Flying Lessons & Other Stories*

Either *Outsiders* or *Booked*. 7th-grade teachers read both & voted.

Here to explain the 7th-grade group’s thinking:

Liz and Noel
Choosing *Flying Lessons & Other Stories*

We chose *Flying Lessons & Other Stories* because:
- Allows for “Windows and Mirrors” as the stories reflect different cultures, experiences, historical periods, etc.
  - Addresses need for more diverse literature in curriculum
- Many stories are “relatable” for students and short story format allows for accessibility for students
- Thematic potential of connecting stories or connecting stories with other adopted lit
- Gives instructional flexibility to teachers - jigsaw, literature circles, etc.
  - Many teachers already use short stories and can “pick and choose” from this new collection
- Ties well with 7th grade subject-focus of “identity”

Reasons that a pilot didn’t seem necessary:
- Meets requests of teacher input: Most teachers asked for a compilation, or a collection-style text
A Tough Choice: *Booked* versus *The Outsiders*

Both *Booked* and *The Outsiders* have advantages in the classroom:

**Booked:**
- “Mirrors” student experience
- Diversity - multi-racial perspectives/stereotype-defying characters
- Book in verse
- Thematic opportunities - identity
- Vocabulary and literature connections

**The Outsiders**
- Widely popular with 7th grade students - many remember years later
- Historical significance - The start of Y.A. literature
- Novel - First required novel study in Middle School
- Thematic opportunities - resonates with students
- “Window” into another time period and region
Connections between *Flying Lessons* and *The Outsiders*:

- Both tie to 7th Grade subject of “Identity” as well as staying true to oneself regardless of external pressures or influences
- Both feature characters finding out who they want to be in this world
- Many teachers already use *The Outsiders* to teach theme and character
- *Flying Lessons* also lends itself well to common theme and character study
Booked versus Outsiders: Results

My choice for core lit recommendation #2 is:
9 responses

- Booked by Kwame Alexander: 11.1%
- The Outsiders by S.E. Hinton: 88.9%
After reading both novels myself and having some students read both novels I think it would be a major mistake to select *Booked* over *The Outsiders*. *Booked* is a novel that adults think students will want to or should read, while *The Outsiders* is a book that students actually want to read. [...]

I work primarily with English learners and was surprised to see how connected some of the long term EL students felt with the characters in the book. *They, just like the greasers, felt disenfranchised and for the first time saw themselves in a novel.* While they didn't share the same ethnicity or race, they faced similar challenges. Long term ELs who mentioned hating reading were reading for the first time. [...] 

I really enjoyed reading *Booked* by Kwame Alexander and would be happy to teach it, but I think it would be more powerful as part of a lit circle option with other novels written in verse...which we would not be able to do if it is required as core. So, my vote is more to provide that flexibility. *The Outsiders* ... engages even my most reluctant readers. [...] 

It would have been nice to know what led the committee to choose *Booked* and what plans or resources would be put forward to create meaningful learning experiences with this text, especially since reading and teaching a book in verse is very different from a novel or poetry [...]

**Progress Since December**

<table>
<thead>
<tr>
<th>Teachers voted to keep <em>Outsiders.</em></th>
<th>Volunteer to re-vet?</th>
<th>Optional input on <em>Flying Lessons</em> is being/will be collected</th>
</tr>
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Next Steps: Data Collection

Short, optional community feedback form

Optional Student Input Form for *Flying Lessons* – 22 questions, very similar to Student Pilot Evaluation Form for *Hero*.

Feedback will be collected via:

- Library Book Clubs
- 7th-Grade Classrooms: Can 7th-grade teachers on the Committee help with this?
Any Questions Thus Far?
Grade 8
Here to explain the 8th-grade group’s thinking:

Jen and Kelly
Keeping *Twelve Angry Men*

**Teachers:**
- History of jury service (when women can serve, when non-whites can serve)
- Jury selection - the role of race in our justice system
- Drama - different genre
- Curriculum units built around this text are strong (social justice, justice system, nonfiction connections, book groups)
- Good fit for interdisciplinary units (history)

**Students:**
- Opportunity to learn about our justice system and the role of facts, bias, sympathy, privilege, prejudice
- HS Panel: found the text relevant and engaging (in spite of text’s age)
- Accessible for readers
- High engagement
- Good opportunity for debate for classes (death penalty)
- Not just learning skills, but students are learning new content and information
- Jury service - civic duty, working with others to find what’s true, challenging your own assumptions, trying to be fair (what does it mean to have justice?)
8th-Grade Plan

- Expanded 8th-grade group
- Expanded second semester meeting calendar
- Slowed down the process:
  - Continuing to read & vet new titles in order to identify additional Core Lit Contenders and supplemental texts
  - Pilots of 8th-grade finalist titles will happen in fall
### Progress Since December

<table>
<thead>
<tr>
<th>Jan. 20:</th>
<th>Feb. 10:</th>
<th>Future Meetings:</th>
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<tbody>
<tr>
<td>Divided up 8th-grade awards lists &amp; identified 12 new titles to read or re-read</td>
<td>Identified possible new core lit contenders: <em>Pet</em>, <em>Take the Mic</em>, <em>Port Chicago 50</em>, <em>This Land is Our Land</em>, <em>March Book 3</em>, <em>Poet X</em>. Identified 2 additional titles to read. Added onto supplemental menu.</td>
<td>March 10, March 31, April 13</td>
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Goal

Keep identifying Core Lit contenders.

By the end of the April 13th meeting (ideally), reach a decision on which titles to pilot in fall.
Any Questions Thus Far?
Back to Work: Supplemental Menus
Finish(?) Supplemental Menus (by 5:45)

In grade-level breakout rooms:

1. **Vetting**: Titles on the Supplemental Menu need to have been vetted and given a “yes.” Do any titles still need to be vetted?
2. **Adding New Titles**: Have any additional titles come up since December that need to be added to your menu?
3. **Categorization and Organization**: Figure out how to make your menu user-friendly. This includes considering its overall appearance.
4. **SLJ Ratings & Lexile Levels**: Do these correspond to the span that you want your Supplemental Menu to cover?
Debrief:

What progress did you make tonight on the supplemental menu?

How close is your supplemental menu to being “ready for the public”? 
Next Steps

Suggestion: Optional March meeting to finalize the menus

Smaller, self-selected group:

- Wednesday, 2/24, 4:00–5:30?
- Tuesday, 3/2, 4:00–5:30?
- Wednesday, 3/17, 4:00–5:30?

Who might be willing to participate? Strawpoll
Agenda Items for Next Meeting

Wednesday, Apr. 21, 2021, from 4:00–7:00

- Examine 6th-grade pilot data (student & teacher evaluation forms, parent surveys, etc.)
- Examine 7th-grade data (optional student input forms)
- Discuss & make recommendation for 6th and 7th grade
- Draft Board report
Thank you! Good night!