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<tr>
<th>DESCRIPTION</th>
<th>NAME</th>
<th>PRESENT</th>
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<tr>
<td>ENGLISH INSTRUCTIONAL LEADER</td>
<td>Deanna Jones (8) Fletcher MS <a href="mailto:djones@pausd.org">djones@pausd.org</a></td>
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<td>Kim Lohse (7) JLS MS <a href="mailto:klohse@pausd.org">klohse@pausd.org</a></td>
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<td>Brooke Tassa (6) Greene MS <a href="mailto:btassa@pausd.org">btassa@pausd.org</a></td>
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<td>Erin Chan (6) Greene MS <a href="mailto:echan@pausd.org">echan@pausd.org</a></td>
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<td>Kari Nygaard (8) JLS MS <a href="mailto:knygaard@pausd.org">knygaard@pausd.org</a></td>
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<td>Noel Woodward (7) Fletcher MS <a href="mailto:nwoodward@pausd.org">nwoodward@pausd.org</a></td>
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<td>Kelly Zalatimo (8) Greene MS <a href="mailto:kzalatimo@pausd.org">kzalatimo@pausd.org</a></td>
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**2020-21 MS ENGLISH LITERATURE SELECTION ADVISORY COMMITTEE**

**AGENDA & NOTES**

4/21/21; Virtual: [https://pausd.zoom.us/j/94766097557](https://pausd.zoom.us/j/94766097557); 4:10 – 7:00
| **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 | | |
| Arturo Garrido Gomez  
JLS student  
Arturo’s parent’s email: nallelygj@gmail.com | | |
| Fenton Zarlengo  
Fenton’s parent’s email: zarlengo@panix.com | Yes (40 min.) |
| **HS ENGLISH TEACHER** | Shaina Holdener  
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sholdener@pausd.org | Yes |
| **ELEMENTARY TEACHER/TOSA** | Laura Hull  
Elementary TOSA  
lhull@pausd.org | Yes |
| **SPECIAL EDUCATION REPRESENTATIVE** | Jenny Chin  
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| **ENGLISH LANGUAGE REPRESENTATIVE** | Jedd Bloom  
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jebloom@pausd.org | Yes |
| **TEACHER LIBRARIAN** | Kristen Lee  
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klee@pausd.org | Yes |
| **MS ADMINISTRATOR** | Ana Reyes  
Greene MS Dean  
areyes@pausd.org | |
| **DIRECTOR, SECONDARY ED** | Kathie Laurence  
District Office  
klauurence@pausd.org | Yes |
<table>
<thead>
<tr>
<th>AGENDA ITEM</th>
<th>NOTES</th>
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<tr>
<td>1. Welcome!</td>
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<td>2. Agenda Overview</td>
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<tr>
<td>3. Review Charge Statement</td>
<td>Select 2 pieces of core literature to be recommended for use in grades 6, 7, and 8 beginning in August 2021. Create a list of supplemental literature to be recommended for use in grades 6, 7, and 8 beginning in August 2021. Questions for 4/28: - Budget for core and supplemental literature? - Annual process for updating the supplemental lists?</td>
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<td>4. Understand Ballots</td>
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| 5. 6th-Grade Core Lit: Data, Discussion, Decision | Recap: 6th-Grade Reading Group’s Core Lit Recommendations - Keep D’Aulaires’ *Greek Myths* - High approval rating among middle schoolers. 72% positive or neutral [2019 survey] - Strong fit for interdisciplinary unit with 6th-grade HSS - Pilot *The Hero Next Door* Examine pilot evaluation data from *The Hero Next Door* - Big picture overview - Jigsaw: deeper dive into data - Group data presentations: - Room 1 – teacher standards, complexity, access – overwhelmingly the news is good. Standards – very good or excellent. Smaller approval ratings for determining the meaning of words and phrases. Hard to develop vocab lessons and have those ready to go. Could develop some lessons in the fall for teachers to use. Analyzing how a particular sentence fits into the overall structure – hard standard for teachers in general. Should take a look at developing that one further in the
fall, too. Some feedback – a teacher thought the stories were not rigorous enough. That said, the same teacher also said it might be a good thing for whole class instruction [that the stories were less rigorous]. Personally, I didn’t find the text completely easy. Probably a collection you will use at the beginning of the year. Use a more accessible text for a more difficult task

- Room 2 – also overwhelmingly positive. Looked at diversity for teachers. Diverse selection of genres, stories are very diverse, but the messages are mostly optimistic. Main negative comment – diverse identity of some characters seemed irrelevant. Could swap out a different background, gender, identity without losing anything of the plot.

- Room 3 – 100% positive on engagement and relevance [teacher responses]. Split 50/50 on teachers thinking the texts mirrored the identity of some or many of their students. 75% of teachers thought the text was a window into lives different than some of their students; 25% thought the text was a window into lives different than many of their students. 4 and 5s in style, voice, and tone being relevant and engaging. Brought up some current event topics. Students could easily relate to voice and tone. Overall very good or excellent. One person thought it was fair. 8% did not think it should be core. We assume that the person who didn’t want it to be core still said they would support the adoption.

- Room 4 – reading level for students. 188 students said it was just right. 170 said it was a little too easy. We talked about how if you are going to have a whole class read, just right and a little too easy is maybe a good thing. Rated very well for its diversity. “Home” and “Raina Madrid” – those are the two stories that connected with kids on diversity. Because those stories are the ones the teachers spent the most time on, that may have skewed the data. One student said, “Our classmates had a pretty easy time understanding the stories. Partly because the reading level was easy to comprehend what was the issue and the setting/context. If anyone had
any issues with the diversity, racial, or financial
problems in the stories they never said anything.
[My teacher] did a really good job explaining
more 'complicated' or sensitive issues about
racism to the class.”

- Room 5 – access and relevance for students.
  Students reported accessing the text in multiple
ways. 40% used audio. Whole lot of other ways;
lots of opportunities for kids to access the text.
10% of students said they didn’t see themselves
in the texts, but when we flipped to windows
almost 95% saw windows. Lots of opportunity
that we saw mirrored in the students’ comments.
More than 90% thought the way Hero Next Door
was written was okay, interesting, or very
interesting. “Home” and “Raina Madrid” – ones
many teachers spent time on. Nice for teachers
to rigorously teach more of the stories. Open
response – lots of kids had more than one
favorite; connecting very personally. Lot of
students were reflecting on the literary merit.

- Room 6 – we had the last section for kids and
parents. Overall, we saw positive responses.
Majority thought this was a good choice - of
parents, too. Lot of similar points came up.
Folks enjoyed the variety of perspectives and
diversity aspects. One of the more common
complaints – book was boring. These same
people seemed to think teachers in general
should not pick books for students. Some people
said vocab wasn’t challenging. 9 out of 16
parents said it was just right in terms of rigor for
their child. Even if reading was straight-forward,
many were still challenged by the task they were
given. Texts as a vehicle for practicing skills.
Extra enrichment could be good for these kids.
Digging into story versus rushing through.

☐ Closing comments:
  - Appreciated that one of stories featured an
    autistic character.

☐ Vote on 6th-grade core lit recommendations:
  ☐ 20 to 0:  vote to recommend D’Aulaires and Hero Next
            Door
  ☐ Results:
6. 7th-Grade Core Lit: Data, Discussion, Decision

- Recap: 7th-Grade Reading Group’s Core Lit Recommendations
  - Keep *The Outsiders*
  - High approval rating among middle schoolers. 83% positive or neutral response to book in 2019 survey
  - Historical significance of book as early example of YA literature
  - Use focus group data to help evaluate *Flying Lessons & Other Stories*

- Examine student focus group data from *Flying Lessons*
  - Big picture overview
  - Jigsaw: deeper dive into data
  - Group data presentations:
    - Room 1 – most kids liked it. Overall it was at the right level or too easy. Volunteer group of kids who like to read – may color results. Lots you can do with the text that is more complex. If the reading feels too easy, you can make the task harder. Most kids thought the reading included enough diversity.
    - Room 2 – agree that the results were skewed towards kids who like reading. Diversity box was successfully checked. More unique cultural perspectives. Liked the way diversity was talked about in the student comments - every story was represented as valuable in some way. One student called out micro-aggressions in a way that resonated with them.
Room 4 – 14 out of 20 said good representation of mirrors, students found the text very relevant. Focus students from Fletcher were mainly library club members, so it may be easy for them. That’s who we had easy access to. Student response [that resonated with group]: “Being an LGBTQ+ teen myself, I thought "Secret Samantha" was a cute and relatable short story.” Also, “They were all moving and touching, but they didn't just outwardly say their message: it took some time to figure out what they actually meant. But I think they were just so heartbreaking and motivational at the same time.” Lots of good adjectives in student comments

Room 5 – if this is paired with the Outsiders, it’s important to balance out the representation in Outsiders with more varied representation [which this collection has]

Closing comments

Teacher comment – wondering about reading level. We were noting that yes, they did say it was a little too easy or easy, but when it came to providing comments, we saw the word confused or confusion a fair number of times. Teacher instruction may be necessary.

Teacher comment – one student said the message was not as overt. More thinking needed to get to the message.

Vote on 7th-grade core lit recommendations:

- 17 to 2 recommend re-adopting Outsiders
- 18 to 1 recommend adopting Flying Lessons

Results:
7. **6th and 7th-Grade Supplemental Menus:** Last Look, Revisions, Decision

- Recap: 6th and 7th-Grade Reading Groups’ Supplemental Menu Recommendations
- Jigsaw: last look at menus
- Group presentations:
  - Room 1 – pass!
  - Room 2 – pass!
  - Room 3 – On 6th-grade list, change two titles to pink b/c we want to add them to 8th grade, too:
    - *Hunger Games* (used at Greene in 8th and 6th at JLS)
    - *Trevor Noah’s Born a Crime*
  - Room 4 – 6th grade: *Circuit* (should be fiction), *Inside Out and Back Again* (should be fiction)
  - Room 5 – pass
  - Room 6 – seventh-grade – change slash to comma (LGBTQ, mental health) *Lily and Dunkin*

- Noticing for *Circuit* – seventh says historical fiction. Cross-reference all books on multiple menus and check that genre is consistent.
- Note: facilitator will make suggested changes.
- Vote on 6th and 7th-grade supplemental menu recommendations
- 19 to 0 vote to recommend the 6th and 7th-grade supplemental lists

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8. **Agenda Items for Next Meeting**

- Wednesday, Apr. 28, 4:10-6:10
  - Committee finalizes Board presentation
  - Committee familiarizes itself with materials in Board packet and offers feedback if needed
  - Possibly: time for teachers to begin discussing implementation ideas
  - Board presentation is on May 11.
welcome to attend.

9. Thank you and good-bye!

Next Meeting:
Wednesday, April 28, 4:10-6:10
Virtual: https://pausd.zoom.us/j/94766097557