

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

4/21/21; Virtual: <https://pausd.zoom.us/j/94766097557>; 4:10 – 7:00

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
MS ENGLISH TEACHER	Erin Chan (6) Greene MS echan@pausd.org	Yes
	Liz Lewis (7) JLS MS lewis@pausd.org	
	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 hw Walsh@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	
	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 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	Yes
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	
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!	
2. Agenda Overview	
3. Review Charge Statement	<p>Select 2 pieces of core literature to be recommended for use in grades 6, 7, and 8 beginning in August 2021</p> <p>Create a list of supplemental literature to be recommended for use in grades 6, 7, and 8 beginning in August 2021</p> <p>Questions for 4/28:</p> <ul style="list-style-type: none"> - Budget for core and supplemental literature? - Annual process for updating the supplemental lists?
4. Understand Ballots	
5. 6 th -Grade Core Lit: Data, Discussion, Decision	<ul style="list-style-type: none"> <input type="checkbox"/> Recap: 6th-Grade Reading Group's Core Lit Recommendations <ul style="list-style-type: none"> o Keep D'Aulaires' <i>Greek Myths</i> o High approval rating among middle schoolers. 72% positive or neutral [2019 survey] o Strong fit for interdisciplinary unit with 6th-grade HSS o Pilot <i>The Hero Next Door</i> <input type="checkbox"/> Examine pilot evaluation data from <i>The Hero Next Door</i> <ul style="list-style-type: none"> o Big picture overview o Jigsaw: deeper dive into data o Group data presentations: o 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.

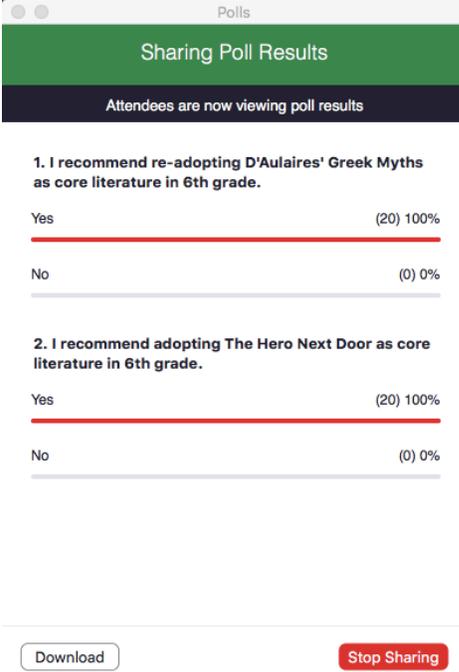
Closing comments:

- 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:

	 <p>The screenshot shows a poll interface with the following content:</p> <p>Sharing Poll Results Attendees are now viewing poll results</p> <p>1. I recommend re-adopting D'Aulaires' Greek Myths as core literature in 6th grade.</p> <table border="1"> <tr> <td>Yes</td> <td>(20) 100%</td> </tr> <tr> <td>No</td> <td>(0) 0%</td> </tr> </table> <p>2. I recommend adopting The Hero Next Door as core literature in 6th grade.</p> <table border="1"> <tr> <td>Yes</td> <td>(20) 100%</td> </tr> <tr> <td>No</td> <td>(0) 0%</td> </tr> </table> <p>Buttons: Download, Stop Sharing</p>	Yes	(20) 100%	No	(0) 0%	Yes	(20) 100%	No	(0) 0%
Yes	(20) 100%								
No	(0) 0%								
Yes	(20) 100%								
No	(0) 0%								
<p>6. 7th-Grade Core Lit: Data, Discussion, Decision</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Recap: 7th-Grade Reading Group's Core Lit Recommendations <ul style="list-style-type: none"> ○ Keep <i>The Outsiders</i> ○ 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 <i>Flying Lessons & Other Stories</i> <input type="checkbox"/> Examine student focus group data from <i>Flying Lessons</i> <ul style="list-style-type: none"> ○ Big picture overview ○ Jigsaw: deeper dive into data ○ Group data presentations: <ul style="list-style-type: none"> ○ 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. 								

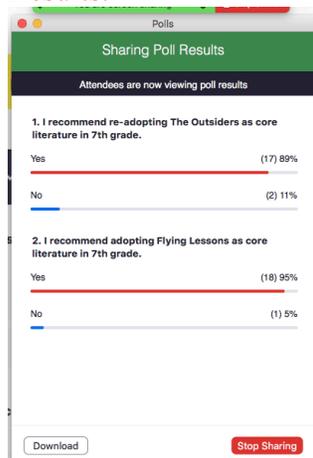
- Room 4 – 14 out of 20 said good representation of mirrors, students found the text very relevant. Focus students from Fletcher were mainly library club members, so it may be easy for them. That’s who we had easy access to. Student response [that resonated with group]: “Being an LGBTQ+ teen myself, 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.

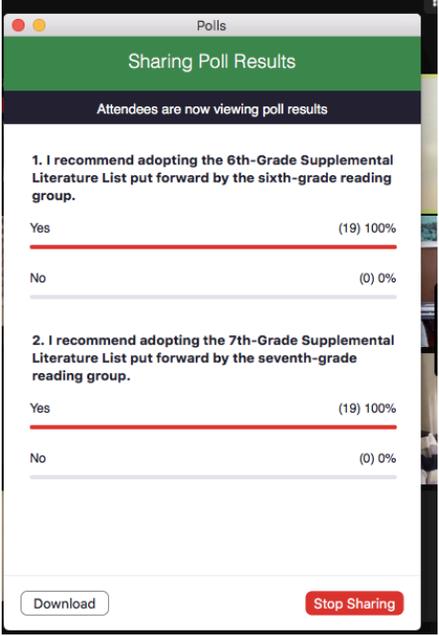
Vote on 7th-grade core lit recommendations:

- 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



8. Agenda Items for Next Meeting

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

	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>