

**2021-22 MS ENGLISH LITERATURE SELECTION ADVISORY COMMITTEE:  
AGENDA & NOTES**

9/7/21; Virtual: <https://pausd.zoom.us/j/97394841772>; 4:00 – 7:00

DESCRIPTION	NAME	PRESENT
<b>ENGLISH INSTRUCTIONAL LEADER</b>	Deanna Jones (6, 8) Fletcher MS <a href="mailto:djones@pausd.org">djones@pausd.org</a>	<b>Yes</b>
	Erin Chan (6) Greene MS <a href="mailto:echan@pausd.org">echan@pausd.org</a>	<b>Yes</b>
	Renee Johnson (7) – IL JLS MS <a href="mailto:rjohnson@pausd.org">rjohnson@pausd.org</a>	<b>Yes</b>
<b>MS ENGLISH TEACHER</b>	Ander Lucia (8) Fletcher MS <a href="mailto:alucia@pausd.org">alucia@pausd.org</a>	<b>Yes</b>
	Jaime Veitch (8) Greene MS <a href="mailto:jveitch@pausd.org">jveitch@pausd.org</a>	<b>Yes</b>
	Kari Nygaard (8) JLS MS <a href="mailto:knygaard@pausd.org">knygaard@pausd.org</a>	<b>Yes</b>
	Tanner Ziegelman (6-8) Fletcher MS <a href="mailto:tziegelman@pausd.org">tziegelman@pausd.org</a>	<b>Yes</b>
	Kelly Zalatimo (8) Greene MS <a href="mailto:kzalatimo@pausd.org">kzalatimo@pausd.org</a>	<b>Yes</b>
	Jennifer Valero (8, Writing Workshop) JLS MS <a href="mailto:jvalero@pausd.org">jvalero@pausd.org</a>	<b>Yes</b>
<b>HS ENGLISH TEACHER</b>	Shaina Holdener Gunn HS <a href="mailto:sholdener@pausd.org">sholdener@pausd.org</a>	<b>Yes</b>
	<i>TBD</i> Paly HS	
<b>PARENT REPRESENTATIVE</b>	Kenny Ligda Fletcher parent <a href="mailto:kenligda@stanford.edu">kenligda@stanford.edu</a>	<b>Yes</b>

	Fiona Wang Greene parent <a href="mailto:fiona.wangyingying@gmail.com">fiona.wangyingying@gmail.com</a>	Yes
	Kathryn Schroeder JLS parent <a href="mailto:kthrschrdr@gmail.com">kthrschrdr@gmail.com</a>	Yes
<b>STUDENT REPRESENTATIVE</b>	Rain Chlala-Lubbe Fletcher student Rain's parent's email: <a href="mailto:jlubbe@pausd.org">jlubbe@pausd.org</a> ; <a href="mailto:neda.chlala@gmail.com">neda.chlala@gmail.com</a>	Yes
	Maia Lin Greene student Maia's parent's email: <a href="mailto:clarissa.shen@gmail.com">clarissa.shen@gmail.com</a> ; <a href="mailto:Jamesplin@gmail.com">Jamesplin@gmail.com</a>	
	Motoko Iwata JLS student Motoko's parent's email: <a href="mailto:ms4mmus@gmail.com">ms4mmus@gmail.com</a> ; <a href="mailto:masanaoiwata@gmail.com">masanaoiwata@gmail.com</a>	Yes
<b>SPECIAL EDUCATION REPRESENTATIVE</b>	Jenny Chin JLS MS <a href="mailto:jchin@pausd.org">jchin@pausd.org</a>	Yes
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<b>TEACHER LIBRARIAN</b>	Kristen Lee Fletcher MS <a href="mailto:klee@pausd.org">klee@pausd.org</a>	Yes
<b>MS ADMINISTRATOR</b>	Brooke Tassa Greene MS Assistant Principal <a href="mailto:areyes@pausd.org">areyes@pausd.org</a>	Yes
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<b>AGENDA ITEM</b>	<b>NOTES</b>
1. Welcome!	

2. Agenda Overview	
3. Introductions	<ul style="list-style-type: none"> <li>● Get acquainted</li> <li>● Committee membership</li> </ul>
4. Committee Charge	<ul style="list-style-type: none"> <li>● Review charge</li> <li>● Review conflict of interest</li> </ul>
5. Progress to Date & Timeline Moving Forward	<ul style="list-style-type: none"> <li>● Review committee’s work over past two years</li> <li>● Meeting schedule/timeline for this year: <ul style="list-style-type: none"> <li>○ October meeting: decide on core lit finalist(s)</li> </ul> </li> <li>● Q &amp; A</li> </ul>
6. Core Lit Title #1: <i>Twelve Angry Men</i>	<ul style="list-style-type: none"> <li>● View student survey results <ul style="list-style-type: none"> <li>○ 89% of students liked, loved or were neutral towards <i>Twelve Angry Men</i></li> <li>○ 98% of students had not read <i>Twelve Angry Men</i> previously</li> </ul> </li> </ul>
7. Discuss Core Lit Candidates	<ul style="list-style-type: none"> <li>○ What constitutes a good core candidate? <ul style="list-style-type: none"> <li>- Meets Guiding Questions, offers strong and varied windows &amp; mirrors, connects well with existing units, topics and themes in 8th-grade curriculum</li> </ul> </li> <li>○ Sample ballot</li> <li>○ Norms</li> <li>○ Review/discuss: <ul style="list-style-type: none"> <li>○ <b><i>Pet</i>: New thoughts/questions?</b></li> <li>○ Audiobook is fantastic</li> <li>○ Not too simple - multilayered book, the characterization is quite layered. There are many different ways that you can approach the book. Much to address with the perfect world - how do we get there? How do different people view the perfect world? Many, many positive reviews from professional organizations answers the question “Is the book too simple?”</li> <li>○ Love many things about this book. Love the length, love that it checks the fantasy box. Some of our students might wonder about the action, but there’s so much to connect to. Love that it’s written by a woman of color</li> <li>○ Represents the LGBTQ community, also like that the main character is mute. Hadn’t read a book like that before. Addressed modern-day issues in a very understandable way</li> <li>○ Found that all the texts have an array of strengths. Did find that compared to other texts - I liked that the <i>Hate U Give</i>, <i>Poet X</i> had more obvious connections to contemporary issues. <i>Pets</i> happens in a fantasy place, but it was nice that <i>We Are Not Free</i>, <i>They Called Us Enemy</i> are California literature. Found <i>Pet</i> a bit remote in that way, but also want to echo the</li> </ul> </li> </ul>

	<p>positives that a lot of other people have said</p> <ul style="list-style-type: none"><li>○ Brings up a lot of areas for connection. Appreciate how at the end there's this person who has behaved as a monster and the question is now what do you do with them. Gets students thinking in a future positive way, which other books don't. Potential for talking through what is next/future. Really powerful</li></ul> <p>○ <b>Poet X: New thoughts/questions?</b></p> <ul style="list-style-type: none"><li>○ Fantastic to teach over the summer. (Teacher) helped get non readers to read / rising 9th graders.</li><li>○ Teacher - like that it is a book in verse. That makes it an easier read / appreciate words more. Felt a bit mature for 8th graders.</li><li>○ Teacher - Used in summer school at Gunn. Excited non readers into reading. Does work at a high school level.</li><li>○ Student - liked LGBTQ+ influence; maybe too much.</li><li>○ Parent - liked diversity in socioeconomic levels / bilingualism</li><li>○ Parent - Read with son / language rich book / rich story that makes subject matter more safe.</li><li>○ Teacher - Used reviews to show the range for readers. Works better at the end of the year. Liked that it addressed body shaming / dress codes etc. It is very timely.</li></ul> <p>○ <b>The Hate U Give: New thoughts/questions?</b></p> <ul style="list-style-type: none"><li>○ Really loved this book (student). Watch the news every day and during covid I saw a lot that connects with book. I don't remember that there was language, not very impactful, I guess. Addressed current issues and could help students' thinking about how to make society a more inclusive place</li><li>○ Really like the book. Use it as a sup'l choice at Greene. My biggest concern is that it's really long (almost 500 pages) and students either read it or not. If it were core, we'd have to read it in class and that's a lot of instructional minutes. Not that complex of a text. Written at a 5th-grade level. There are other, more complex options out there</li><li>○ We've used this book at Greene for 5 years. It's been a popular choice. Some kids have already read it when they get to us. Having it as sup'l lets kids choose a different book. If it's sup'l, other teachers can still teach it as a whole class text, but we could use it at Greene as a sup'l text and students could choose to read it</li><li>○ Because we are in a pandemic and have had some police related traumas/other traumas, I'm wondering if we could have a counselor or SEL lens on some of</li></ul>
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these texts. Would we have trigger warnings? Would all teachers be able to teach it in the spring? This is a more mature text

- This book is so important in its themes. I want to point out that Banned Books week is coming up and in the top 10 books that have been most banned, the *Hate U Give* is there, so is *Stamped*, *All American Boys*, and *George*. Really important for all of us to recognize. Very timely and interesting to note there is so much push-back. The lexile level for the *Hate U Give* is at a 590. Slightly lower than we might want for a core lit book
- Just one thing that I think is important - in looking at the novel, one of the prime functions for the novel is to bring together different sectors of society. This book brings together all kinds of communities in a very convincing and subtle way.
- **Listened to public observer comments from May 19 meeting**
- Clarifying question - where do these observer comments come from?
- Clarification - public observers are provided with a document in which to provide feedback. Feedback is sent to facilitator. Feedback is not anonymous
- Back to *The Hate U Give*: Lexile level is smaller/length is longer. Should we be considering if the length is longer, the lexile should be lower?
- General question - have we cleared that these texts aren't used at the HS level?
- HS rep - There is one teacher at Gunn who uses *Hate U Give* as a lit circle book. Someone at Gunn must have used it over the summer because we found a bunch of books when we came back in the fall. Don't think it'll become core literature anytime soon, but I do think there's some interest in both *Hate U Give* and *Poet X*. No sign of any committees to make these books official. It seems like teacher's own personal choices
- Heard some teachers might use it with *To Kill a Mockingbird*
- Thinking about "What is core lit?" - text is accessible in terms of Lexile level, longer narrative arc, there is a lot to dig into in terms of characterization...
- *Twelve Angry Men* is a core lit book. It is part of our justice unit. So is the *Hate U Give*, so it would mean having two core books in one unit, which would be a heavy load
- ***They Called Us Enemy*: New thoughts/questions?**
- Teacher - graphic novels are good. *New Kid* just won

	<p>Newbery Award. Graphic Novels are actually literature.</p> <ul style="list-style-type: none"><li>○ Student - thought it is a great way to introduce a topic / being a graphic novel shouldn't cast it out. Could be used to connect to current Asian-American events. More appealing to students.</li><li>○ Teacher - Graphic novels are a real draw for non-readers. Text gives us an opportunity to understand the genre more</li><li>○ Teacher - loved the book / Takei does a great managing time in writing / flashbacks and flashforwards</li><li>○ Parent - question about criteria and framework / what is more important literature quality or topic? / I think it should be about the skills being taught by literature.</li><li>○ Teacher - Loved it and thought it was timely. Ties into US History / Who is seen as American? Positive to force students to slow down when reading graphic novels /</li><li>○ Student - strange to think that this actually happened in our state not that long ago. We need to remember so that it never happens again.</li><li>○ Teacher - I might approach the book as part of a unit to teach / Ted talks /</li><li>○ Teacher - Great for English Language Learners makes it more accessible for them.</li><li>○ Teacher - Students have asked for more graphic Novels / Local / fits into immigration debate going on now</li><li>○ Parent - graphic novel gives more choice for visual literacy /English Language Learners.</li><li>○ <b><i>We Are Not Free: Fishbowl &amp; Q and A</i></b></li><li>○ I'm on the fence with this novel. It took me a long time to read it, my interest waned with this novel. I struggled with the fact that there were 14 main characters and not one of them was openly LGBTQ. I also struggle with novels that talk about racism, because I notice this pattern of choosing characters who are angry about racism and linking them with violence and negativity and those who are more accepting of the status quo and linking them with positive characteristics. This book too. So many characters that students could relate to - appreciated that. On this topic I appreciated the Takei text a little more. Could see them in conversation with one another. I'm on the fence, struggled with some of the ways the characters were portrayed</li><li>○ Processing what was just said because I think it was fascinating and true. Covers so much of the same</li></ul>
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	<p>ground at Takei. Also found it hard to get through. You get more faster from Takei. The characters voicing all of these different perspectives might be inspiring for young writers. Great historical depth. Might be good for getting kids inside what was happening at the different detention centers. It is pretty long and I do have a few reservations</p> <ul style="list-style-type: none"> <li>○ I am on the fence. I like that there were many perspectives because Takei only had one. 14 might have been too many. Liked that they addressed more of the war front for Japanese-Americans, more romance. I guess it wasn't very inclusive - only one race, not many LGBTQ characters. Very confusing at the start who was who. 366 pages but felt longer. Whether it was better than <i>They Called Us Enemy</i> was debatable. On fence as well</li> <li>○ I enjoyed the book. I liked all the different perspectives and voices. Thought the audiobook was good, too, because they had many different actors reading. I liked the historical piece and the progression - started all together in the same neighborhood, but based on where they were/what they were forced to do, they ended up being divided against one another in a lot of ways.</li> <li>○ I don't recommend it. I got 3/4s of the way through and I just stopped. Couldn't get into it. So many characters. By the time I cared about someone, we were on to the next one. Hard to get a whole class into it. <i>They Called Us Enemy</i> did what this text was trying to do but better. Why choose this one? I would not recommend it</li> <li>○ When you have a book where you have to go back to the beginning and find the relationship, that's a no for me. I think it would be a great sup'l fit.</li> </ul>
<p>8. Vote on Core Lit Candidates</p>	<ul style="list-style-type: none"> <li>● Vote on each candidate: Should this text stay in the running as a core lit contender?</li> <li>● Results: <ul style="list-style-type: none"> <li>○ <b><i>Pet, Poet X, Hate U Give, They Called Us Enemy</i> - all stay in running as core</b></li> <li>○ <b><i>We Are Not Free</i> - move to sup'l</b></li> </ul> </li> </ul>

## Core Lit Vote, 9/7/21

Poll ended | 5 questions | 20 of 20 (100%) participa...

### 1. Should Pet stay in the running as a core lit contender? (Single Choice) \*

20/20 (100%) answered

Yes, Pet should stay in the running as a core lit contender until our next meeting. (18/20) 90%

No, let's move Pet to our supplemental list. (2/20) 10%

No, Pet shouldn't be a core lit contender nor should it be on our supplemental list. (0/20) 0%



### 2. Should Poet X stay in the running as a core lit contender? (Single Choice) \*

20/20 (100%) answered

Yes, Poet X should stay in the running as a core lit contender until our next meeting. (18/20) 90%

No, let's move Poet X to our supplemental list. (1/20) 5%

No, Poet X shouldn't be a core lit contender nor should it be on our supplemental list. (1/20) 5%



### 3. Should The Hate U Give stay in the running as a core lit contender? (Single Choice) \*

20/20 (100%) answered

Yes, The Hate U Give should stay in the running as a core lit contender until our next meeting. (10/20) 50%

No, let's move The Hate U Give to our supplemental list. (10/20) 50%

No, The Hate U Give shouldn't be a core lit contender nor should it be on our supplemental list. (0/20) 0%

	<p>4. Should They Called Us Enemy stay in the running as a core lit contender? (Single Choice) *</p> <p>20/20 (100%) answered</p> <p>Yes, They Called Us Enemy should stay in the running as a core lit contender until our next meeting. (19/20) 95%</p> <p>No, let's move They Called Us Enemy to our supplemental list. (1/20) 5%</p> <p>No, They Called Us Enemy shouldn't be a core lit contender nor should it be on our supplemental list. (0/20) 0%</p> <p>5. Should We Are Not Free stay in the running as a core lit contender? (Single Choice) *</p> <p>20/20 (100%) answered</p> <p>Yes, We Are Not Free should stay in the running as a core lit contender until our next meeting. (1/20) 5%</p> <p>No, let's move We Are Not Free to our supplemental list. (16/20) 80%</p> <p>No, We Are Not Free shouldn't be a core lit contender nor should it be on our supplemental list. (3/20) 15%</p>
<p>9. Discuss Anthologies</p>	<p><b><i>Foreshadow: Stories to Celebrate the Magic of Reading and Writing YA: Fishbowl &amp; Q and A</i></b></p> <ul style="list-style-type: none"> <li>- Teacher - Thinks it should be supplementary - The Writing part is interesting / missing in its execution</li> <li>- Teacher - Great book to help writers / editors help you learn about how the stories were written.</li> <li>- <b>Decision to keep Foreshadow as sup'l</b></li> </ul> <p><b><i>Universe of Wishes: Fishbowl &amp; Q and A</i></b></p> <ul style="list-style-type: none"> <li>- Thought there was a lot of value in it, some beautifully written things, especially in terms of talking about the LGBTQ experience. Not as compelling as the first texts we discussed</li> <li>- Similar - a few stories that I thought were really good. It would be nice to not have to go to Bradbury every time for fantasy. I think some of our other core choices are better. I'd like to choose a few stories to use for sup'l</li> <li>- Agree that there were a few really strong stories - Cinderella retelling and Rapunzel retelling. Universe of wishes drew me in.</li> <li>- Thumbs up if we feel it should be added to other core books?</li> </ul>

	<ul style="list-style-type: none"> <li>- <b>Unanimously going to sup'l</b></li> <li>- Comment: really like 8th grade not picking an anthology since 6 and 7th did. Longer narrative arc.</li> </ul>
<p>10. Bring Forward Any Other Ideas</p>	<p><b>Other ideas?</b></p> <p><i>Ink Knows No Borders</i> - don't know if core or sup'l. Collection of poetry. Could see it as sup'l, too.</p> <ul style="list-style-type: none"> <li>- 3 eighth-grade teachers in favor of sup'l</li> <li>- <b>Decision to put on sup'l list</b></li> </ul> <p><i>Displacement</i> by Kiku Hughes - graphic novel and Japanese internment. Main character is lesbian, also fantastical because she is traveling through time. Half Asian and half Caucasian. I was thinking in place of <i>They Called Us Enemy</i> → We agreed to all read this one for next time. Kevin and Karen will deliver to JLS library.</p> <p><b>Later: Recommendation for <i>Displacement</i> retracted. SLJ rating is 6+ which seems too low for 8th-grade core</b></p> <p><i>The 57 Bus</i> - really interesting</p> <p>It would pose the same problem for us since we use it in our Justice Unit, so I would be in favor of sup'l.</p> <p><b>Decision to keep as sup'l</b></p> <p>Are there any science fiction/dystopian novels that have been considered beyond <i>Pet</i>? Read a few over the summer, but didn't think they rose to the level of core</p> <p>Identify titles to read for September 29 &amp; share plan with group:</p> <p><b>Group will read any of 4 core lit contenders they haven't read to date</b></p>
<p>11. Tidy Up the Supplemental Menu</p>	<ul style="list-style-type: none"> <li>● Starred titles</li> <li>● Pink titles</li> <li>● Orange titles: Decide whether to keep or not <ul style="list-style-type: none"> <li>○ Made it through all orange titles and made decisions about each one</li> </ul> </li> </ul>
<p>12. Thank you and good-bye!</p>	<p>For <b>September 29</b>:</p> <ul style="list-style-type: none"> <li>○ Read any Core Candidates that you signed up for</li> <li>○ Read &amp; vet any new book/anthology you selected</li> <li>○ Collect department feedback on Core Lit Candidates, especially from any 8<sup>th</sup>-grade colleagues who are not on Committee. Use <a href="#">Department Feedback</a> form.</li> </ul>

	<ul style="list-style-type: none"><li>▪ ILs will get Department Feedback</li></ul>
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**Next Meeting:** September 29, 4:00-7:00. Location *TBD*.