As we are waiting for people, please make sure:

- Your camera is on
- You rename yourself as follows:
  - First and last name
  - Role on the committee: IL, MS Teacher, HS Teacher, Parent, Student, Special Education Rep, English Language Rep, Teacher Librarian, Administrator, or Public Observer
Welcome!

Thanks for being here.
Public Observers

- All our meetings are open to the public
- Observers may submit their questions, concerns, and observations in writing via the observer form
- Meeting notices, agendas, and notes are posted on the district webpage:

https://www.pausd.org/about-us/committees-task-force/ms-literature-selection
Agenda

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

Goals:
- Get acquainted
- Understand our charge
- Clarify progress to date and timeline for year
- View *Twelve Angry Men* student survey results
- Discuss & vote on core lit candidates
- Discuss anthologies & any other titles
- Work on supplemental menu
Introductions
Introductions: New & Old Members

Please tell us your preferred name, the school you are affiliated with, and your role/roles on this committee.

Hi!
In Breakout Rooms:

Get Acquainted

In *Pages & Co.: The Bookwanderers*, Tilly Pages discovers that she has the ability to wander into any story she chooses. If you had this ability, which book would you choose to visit?
A copy of the Committee Membership is in our shared folder.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH INSTRUCTIONAL LEADER</td>
<td>Deanna Jones (6, 8) - IL Fletcher MS</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:djones@pausd.org">djones@pausd.org</a></td>
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<tr>
<td></td>
<td>Erin Chan (6) - IL Greene MS</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:echan@pausd.org">echan@pausd.org</a></td>
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<tr>
<td></td>
<td>Renee Johnson (7) – IL JLS MS</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:rjohnson@pausd.org">rjohnson@pausd.org</a></td>
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<tr>
<td>MS ENGLISH TEACHER</td>
<td>Ander Lucia (8) - Fletcher MS</td>
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<td></td>
<td><a href="mailto:alucia@pausd.org">alucia@pausd.org</a></td>
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<td></td>
<td>Jaime Veitch (8) – Greene MS</td>
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<td></td>
<td><a href="mailto:jveitch@pausd.org">jveitch@pausd.org</a></td>
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<td>Kari Nygaard (8) – JLS MS</td>
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<td></td>
<td><a href="mailto:knygaard@pausd.org">knygaard@pausd.org</a></td>
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<td>Tanner Ziegelman (6-8) - Fletcher MS</td>
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<td></td>
<td><a href="mailto:tziegelman@pausd.org">tziegelman@pausd.org</a></td>
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<td></td>
<td>Kelly Zalatimo (8) – Greene MS</td>
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<td><a href="mailto:kzalatimo@pausd.org">kzalatimo@pausd.org</a></td>
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<td></td>
<td>Jennifer Valero (8, Writing Workshop)</td>
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<td></td>
<td>JLS MS</td>
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<tr>
<td></td>
<td><a href="mailto:jvalero@pausd.org">jvalero@pausd.org</a></td>
</tr>
<tr>
<td>HIS ENGLISH TEACHER</td>
<td>Shainia Holdener – Gunn HS</td>
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<td><a href="mailto:sholdener@pausd.org">sholdener@pausd.org</a></td>
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<td>TBD – Paly HS</td>
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<tr>
<td>PARENT REPRESENTATIVE</td>
<td>Kenny Ligda – Fletcher parent</td>
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<tr>
<td></td>
<td><a href="mailto:kenligda@stanford.edu">kenligda@stanford.edu</a></td>
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<td>Fiona Wang – Greene parent</td>
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<tr>
<td></td>
<td><a href="mailto:fiona.wang@gmail.com">fiona.wang@gmail.com</a></td>
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<td>Kathryn Schroeder – JLS parent</td>
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<td></td>
<td><a href="mailto:jschroeder@gmail.com">jschroeder@gmail.com</a></td>
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Our Charge
Committee’s Charge

A copy of the updated Charge Statement is in our shared folder.

Products:

● A recommendation for **two core literature texts** in grade 8 and a recommendation for a **menu of supplemental literature** in grade 8, no later than Spring Semester 2022 to the Board of Education. The recommendation is to include a written rationale for the selection(s) in comparison to those not chosen on the finalist list.
A copy of the “Conflict of Interest” section of AR 6161.1 is in our shared folder.
Progress to Date & Timeline
Moving Forward
MS Literature Committee’s Work, 2019-2021

Read & vetted PAUSD literature

- Started with 208 titles.
- Pared list down to 140 books.

Fall 2019

Read & began vetting new YA literature

- Used awards lists, books lists, reviews, and teacher & librarian recommendations.

Spring 2020

Continued to read & vet YA literature

- Read and vetted 54 new titles in 6th, 56 in 7th, and 41 in 8th.

Fall 2020

December 2020

- Decided on core lit short lists in 6th and 7th. Decided on more time in 8th.

April/May 2021

Board Recommendation & Adoption

- New core & sup’l literature adopted in 6th and 7th.

- Decided to pilot in 6th; to use teacher advisory vote & student focus group in 7th; and to keep reading and vetting in 8th.
# April-May, 2021: Recommendation & Adoption

<table>
<thead>
<tr>
<th>Grade</th>
<th>Core Title #1</th>
<th>Core Title #2</th>
<th>Supp’l Lists</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
<td><em>The Outsiders</em> (1967)</td>
<td><em>Flying Lessons &amp; Other Stories</em> (2017)</td>
<td>PAUSD 7th-Grade Supplemental Literature List,</td>
</tr>
<tr>
<td>8th</td>
<td><em>Twelve Angry Men</em> (1955)</td>
<td></td>
<td><em>Draft in process!</em></td>
</tr>
</tbody>
</table>
**Meeting Schedule, 2021-22**

A copy of this year’s Meeting Schedule was emailed to you & is in our shared folder.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues. Sept. 7</td>
<td>4 pm to 7 pm</td>
<td>• Status: What did we accomplish last year and where did we leave off? Where are we going this year? Timeline, process, and logistics • Read, vet, and discuss core candidates • Work on supplemental menu</td>
</tr>
<tr>
<td>Wed. Sept. 29</td>
<td>4 pm to 7 pm</td>
<td>• Continue to read, vet, and discuss core candidates • Finalize short list of core candidates (for October decision) • Consider how best to collect 8th-grade teacher feedback on short list (survey, others?) • Work on supplemental menu</td>
</tr>
<tr>
<td>Wed. Oct. 20</td>
<td>4 pm to 7 pm</td>
<td>• Share 8th-grade teacher feedback • Decide on core list finalist(s) (max 3 books) • Determine whether pilot(s) is/are admissible: o If pilot(s) is/are admissible, consider pilot plans • If pilot(s) is/are not admissible, consider how best to collect student feedback on finalist(s) • Work on supplemental menu</td>
</tr>
<tr>
<td>Mon. Nov. 29</td>
<td>8:30 am – 3:00 pm</td>
<td>• Release Day for Piloting Teachers (Committee not included) – if needed • Pilot overview, including data collection • Pilot expectations • Unit planning time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Display pilot materials at the District Office and at each Middle School (physically or virtually). December – March: Potential pilots take place. Committee welcome to observe lessons.</td>
</tr>
<tr>
<td>Tues. Jan. 25</td>
<td>4 pm to 7 pm</td>
<td>• Overview of data collection for pilot (teacher and student evaluation forms are shared) • Update on pilot(s) progress • Work on supplemental menu. Can supplemental menu be finalized? If not, pick focus group to finish work and decide on dates for focus group to meet.</td>
</tr>
<tr>
<td>TBD – likely 1/31 or 2/7</td>
<td>8:30 am – 3:00 pm</td>
<td>• Release Day for Piloting Teachers (Committee not included) – if needed • Data collection • Unit planning time</td>
</tr>
<tr>
<td>Wed. Apr. 20</td>
<td>4 pm to 7 pm</td>
<td>• Teacher, student, and parent input on the pilot(s) is collected by March 30 • Committee reviews pilot reports • Committee makes recommendation: o Option 1: Recommend texts for adoption: • Two core literature texts • Menu of supplemental literature • Option 2: Recommend further reading and/or new pilots, plan reading and/or new pilots</td>
</tr>
<tr>
<td>Wed. Apr. 27</td>
<td>4 pm to 6 pm</td>
<td>• Committee finalizes Board enclosures. Documents and slides</td>
</tr>
<tr>
<td>May TBD</td>
<td></td>
<td>Board presentation (Committee not expected to participate)</td>
</tr>
</tbody>
</table>
Questions/Thoughts?
Core Lit Title #1: *Twelve Angry Men*
What did you think of Reginald Rose's Twelve Angry Men?

Survey Responses

708 responses

- Never read it or teacher did not get to it: 46.9%
- I loved reading Twelve Angry Men: 19.2%
- I liked reading Twelve Angry Men: 8.3%
- I was neutral about reading Twelve Angry Men: 22.7%
- I didn't really care for Twelve Angry Men: 3.4%
- I hated reading Twelve Angry Men: 0.7%
- I am new to PAUSD and did not read...: 0.1%
- I'm what you could say "neutral" about...: 0.6%
Survey Responses

Had you read Twelve Angry Men previously (before eighth grade)?
708 responses

98% No
Survey Responses

Had you seen the movie version of Twelve Angry Men previously (before eighth grade)?

708 responses

94.9% No
Survey Responses

Is there anything you would like to tell us about your experiences reading _Twelve Angry Men_?

Student responses linked here
Discuss Core Lit Candidates
What Constitutes a Good Core Candidate?

8th-Grade Curriculum:

Themes

Topics

Units
What are we doing during this part of the meeting?

We will:

- Remind ourselves of the books that we identified last year as possible core lit contenders & review some of our thoughts about them
- Have an opportunity to bring up new thoughts
- Move ever closer to deciding what our core lit finalists are going to be → decision at our October meeting
Sample Ballot

1. Should Pet stay in the running as a core lit contender? (Single Choice) *
   - Yes, Pet should stay in the running as a core lit contender until our next meeting.
   - No, let's move Pet to our supplemental list.
   - No, Pet shouldn't be a core lit contender nor should it be on our supplemental list.

One vote/committee member
Majority rules
Norms

- Be transparent: Speak publicly.
- Have the courage to speak your truth.
- Assume positive intent. Be aware of your impact.
- Keep the student experience front and center.
- Examine what we say, so it doesn’t lead to bias.
- Call people in with respect and kindness. Receive “being called in” in the same spirit.
SLJ: Grade 7+. The only world Jam has ever known is that of Lucille, a town where the angels have ostensibly banished the monsters and dismantled the structures that allowed monsters and monstrous deeds to pervade. Lucille is a post-prison, post-school shooting, post-police brutality society. A society where someone like Jam, a selectively mute transgender teen, can live with complete acceptance, support, and love.
**Pet by Akwaeke Emezi**

**PROS**

- Representation of underrepresented communities
- Lots of layers to the book: can be read as a fantasy or as social commentary
- Checks boxes on student survey: fantasy, student of color, LGBTQ+
- Jam just gets to exist. No struggle or trauma. Part of a loving family.
- Language and layers give teachers a lot to work with
- Springboard for thinking forward – what does a positive society look like?

**COMMENTS/QUESTIONS**

- Is this topnotch literature?
- Is it too simple? Just a hunt?
- Is there enough character development?

Any new thoughts or questions? Any feedback from departments?
SLJ: Gr 7 Up—Magnificently crafted, Acevedo's bildungsroman in verse is a stunning account of a teen girl's path to poetry. Sophomore Xiomara Batista is simultaneously invisible and hyper visible at home, school, and in her largely Dominican community in Harlem—her body is "unhide-able" she tells readers early on, yet she bristles at how others project their desires, insecurities, failures, patriarchal attitudes toward her.
Poet X by Elizabeth Acevedo

PROS

- Written in verse, clear climax and resolution
- Members mentioned being able to relate to struggles of faith, processing life through writing, finding sanctuary in the written word, struggle with sexuality
- Positive portrayal of relationships and sexuality
- Good to talk about more mature topics within the structure of a class
- Beautifully written; a number of readers said they “loved” this book

COMMENTS/QUESTIONS

- Content: Too mature? Relatable?
- Would this mainly be a window for students, rather than a mirror?
- Language?

Any new thoughts or questions? Any feedback from departments?
SLJ: Gr 8 Up—After Starr and her childhood friend Khalil, both black, leave a party together, they are pulled over by a white police officer, who kills Khalil. The sole witness to the homicide, Starr must testify before a grand jury that will decide whether to indict the cop, and she's terrified, especially as emotions run high.
**The Hate U Give by Angie Thomas**

**PROS**
- Upraise voices that have historically been silenced
- Bold choice - having everyone grapple with this text. A mandate to address complicated issues, systemic racism
- An opportunity to make change/look at curriculum in a new way
- Positive representation of underrepresented communities
- Deep dive on racism is important, timely and relevant
- Good to do full-length novel before moving on to HS

**COMMENTS/QUESTIONS**
- Concern about trauma: don’t want the black experience to be primarily about trauma
- *Hate U Give* included in extensive justice unit as one book choice out of many currently
- Offering *Hate U Give* as part of a menu of choices allows for different reading levels, multi-faceted exploration of systemic racism
- Teaching *Stamped* in 8th. Opportunity to bring in other African-American literature
- Language?
- Too long for whole-class text?
Feedback from Public Observers

Feedback from May 19, 2021 meeting

Feedback is being read now as much of it pertains to *The Hate U Give*

Facilitators will read feedback from public observers, anonymizing it to the extent possible

Committee listens

Any other comments or thoughts?
SLJ: Gr 7 Up—In the wake of the 1941 attack on Pearl Harbor, 120,000 Japanese Americans were rounded up, incarcerated in camps, and stripped of freedoms... Among them was future television star and political activist Takei, who as a child was imprisoned along with his family by the U.S. government. Takei, joined by writers Eisinger and Scott, tells a powerful, somewhat nonlinear story spanning 80 years of U.S. history, starting right after Executive Order 9066 was enacted in 1942.
They Called Us Enemy by George Takei

PROS

- Beautiful artwork
- Represents a part of American history that is often overlooked
- Representation of Asian Americans and Takei is active in LGBTQ+ community
- Majority of our students are Asian
- Very accessible for our students
- Teachers could pull in current events when teaching book
- Has advantage of older person reflecting back, so several historical moments get filled in/explained

COMMENTS/QUESTIONS

- Too short?
- Parent perception of having a graphic novel as core?
- How to teach graphic novel with fidelity within the standards we have?
- Would we need to teach a lot of history to make book understandable to students?
- Wish there had been more of a connection to what is currently happening
SLJ: Gr 7 Up—Fourteen teens form a bond growing up together in California. They go to school, work hard to be good kids in their community, and try their best to find happiness in various hobbies. American-born, they are of Japanese descent, and surrounded by people who do not trust their right to be in the U.S. World War II turns their already strained lives upside down. Taken and forced into desolate internment camps, these young kids must rally together as racism threatens to tear them apart.
**We Are Not Free: Fishbowl and Q & A**

**Fishbowl participants:**

**Discuss:** Is this text a good core lit candidate?

Please monitor your speaking time, so everyone has a chance to be heard.

**Fishbowl observers:**

**Consider:** Does this text sound like a good core lit candidate?

Save your questions/comments for brief Q and A after each discussion.
We Are Not Free by Traci Chee

Fishbowl Participants:
   Deanna
   Kathie

Would anyone else like to join?

Is this text a good core lit candidate?
We Are Not Free by Traci Chee

Fishbowl Observers:

Any questions/comments?
### Summary Chart

#### 8th Grade Possible Core Candidates Starred Reviews/Other Considerations

<table>
<thead>
<tr>
<th>Booklist</th>
<th>Bulletin of the Center for Children’s Books</th>
<th>Horn Book</th>
<th>Kirkus</th>
<th>Publisher’s Weekly</th>
<th>Library Journal/SLJ</th>
<th>VOYA/YALSA</th>
<th>Coretta Scott King/Newbery/Printz/Pura Belpre/Stonewall</th>
<th>Other Award</th>
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<tr>
<td>✓</td>
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<td>Stonewall Honor</td>
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<td>✓</td>
<td>Printz Award/Pura Belpre</td>
<td></td>
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</table>
Closing Comments:

Further considerations before voting?
Vote on Core Lit Candidates
Decision Time: Which Candidates Should Stay in the Running?

1. Should Pet stay in the running as a core lit contender? (Single Choice) *
   - Yes, Pet should stay in the running as a core lit contender until our next meeting.
   - No, let's move Pet to our supplemental list.
   - No, Pet shouldn't be a core lit contender nor should it be on our supplemental list.

One vote/committee member
Majority rules
Any Questions Thus Far?
Discuss Anthologies
Helpful Resources

Find and open the Resource Repository:

- MS Anthologies Starred Reviews list
- 8th Grade Core & Supplemental Lists Organizer
SLJ: Gr 8 Up–An anthology designed to showcase underrepresented voices in short stories. The formula is simple: A story, followed by a multi-paragraph explanation by the author, and last, Pan or Suma dissect the strategies the author used. Thus, readers are simultaneously entertained and educated. The 13 engaging and original stories in a variety of genres range from a strained relationship between mother and daughter in Tanya Aydelott's "Flight" to the end of the world in Joanna Truman's "Glow."
Fishbowl Participants:
Kelly
Ander
Kristen

Would anyone else like to join?

Do we still think this text is a good supplemental text or does it rise to the level of core?
Foreshadow: Stories to Celebrate the Magic of Reading and Writing YA edited by Emily Pan and Nova Ren Suma

Fishbowl Observers:

Any questions/comments?
SLJ: Gr 8 Up—This collection of speculative fiction featuring LGBTQIA+ protagonists and characters of color includes contributions by Libba Bray, V.E. Schwab, Kwame Mbalia, Nic Stone, and others. Some of the standout stories: A young warrior fighting to become the consort of the kingdom's ruler is drawn to one of her fellow combatants instead; to save her two mothers, a young Latina seeks an audience with a trans prince; a Black colonist aboard a spaceship is determined to take some of his history with him; a brown-skinned genie is summoned by a girl living in a research station in the clouds of Venus (...
Universe of Wishes edited by Dhonielle Clayton

Fishbowl Participants:
Kelly
Jen
Brooke

Would anyone else like to join?

Do we still think this text is a good supplemental text or does it rise to the level of core?
Fishbowl Observers:

Any questions/comments?
Recap: What is our decision on these two anthologies?
Bring Forward Other Ideas
Share - Other Ideas?

If you have read anything else that possibly rises to the level of core, please share!

- If it sounds like a good candidate to the group, we’ll need to read it for next time.
Identify Titles to Read for September 29

Record your decisions in the 8th Grade: Core & Supplemental Lists:

1. Are there any Core Lit Candidates that you need to read?
2. Have any new titles risen to the level of core tonight that you need to read (anthologies, other books)?
3. Do any of these titles need to be vetted and are you willing to do it?

We’ll share plans in a moment!
Supplemental Menu
Helpful Resources

Find and open the Resource Repository:

- 8th Grade Core & Supplemental Lists Organizer
Tidy Up the Supplemental Menu

With the time remaining:

- Starred titles: *Long Walk to Water*
- Pink titles: *Hey, Kiddo*
- Titles marked in orange: Decide whether we are keeping these or not
To Do’s

For September 29, please:

- Read any Core Lit Candidates that you signed up for
- Read & vet any new book/anthology that you selected
- Collect department feedback on Core Lit Candidates, especially from any 8th-grade colleagues who are not on our Committee:
  - Use Department Feedback form to record feedback
Thank You and Good Night!

Thank you so much for participating tonight!