

*Good Morning
&
Welcome!*

Instructional Materials Parent Book Review
ASPIRE Academy English Course Texts
Grades 6-12
May 18, 2022



Overview

- District engaged in an instructional material review process last December
 - Novel Selection for grades 6-12 (not AP or ASPIRE)
 - Library Books
 - Instructional Resources
- This process informed next steps for spring semester and today's meeting
- **Note:** Instructional resources and library books are reviewed differently and with a different process.



Introduction to the Team

Dr. Julie Leslie, Director of Advanced Academics

Dr. Holly Ray, Director of English Language Arts & Literacy

Addison Elliot, Director of Communication

Sara Hartsfield, Administrative Asst. for Dir of AA & Director of Interventions

Gypsy Mishoe, Advanced Academics District Liaison

Jane Rose, AP teacher and ELAR Department Learning Leader (GHS)

Dr. Cheryl Taliaferro, ASPIRE Academy District Liaison



Today's Objectives

Parents and community members will...

- ★ Learn how this list of texts was created
- ★ Learn how we incorporated community feedback to improve our process
- ★ Become familiar with titles GCISD has put on our list for ASPIRE courses, grades 6-12
- ★ Briefly examine the essay questions from released College Board AP English exams
- ★ Provide feedback about these titles



Instructional Resources [EF(LOCAL)]

EF(LEGAL) & EF(LOCAL)

- ★ Parental access
- ★ Surveys
- ★ Controversial issues
- ★ Challenged resources
- ★ Guiding principles

GCISD's website

1. www.gcisd.net
2. Our District
3. Board Policies Online
4. Type policy in search bar
 - a. EF (LOCAL)
5. Choose Word or PDF



Instructional Resources [EF(LOCAL)]

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. What follows are relevant items to today's presentation:

The Board shall rely on District professional staff to select and acquire instructional resources that:

- ★ Enrich and support the curriculum...
- ★ Stimulate growth, enjoyment of reading, literary appreciation...
- ★ Represent many ethnic, religious, and cultural groups and their contributions to the national heritage...



Instructional Resources [EF(LOCAL)]

In the selection of instructional resources, professional staff shall ensure that the resources:

- ★ Support and are consistent with the general educational goals of the state and District...
- ★ Meet high standards for artistic quality and/or literary style, authenticity, educational significance, factual content...
- ★ Are appropriate for the subject area and for the age, ability level, learning styles, and social and emotional development of the students...
- ★ Are designed to help students gain an awareness of our pluralistic society.
- ★ Are viewed as a whole and are not excluded because of isolated passages or illustrations, language, and the like, being taken out of context.



The Data for Each Text

Fall Semester

- ★ All secondary on-level and advanced ELAR courses
- ★ Scholarly review
- ★ Awards book and/or author received
- ★ Goodreads and Common Sense Media, if available
- ★ Student voice, if available
- ★ AP Exam appearances

Spring Semester

- ★ AP English Courses (11th and 12th Grades)
- ★ All secondary ASPIRE English Courses
- ★ Purpose ~ to create a baseline list of novels, non-fiction titles, plays, & epic poems

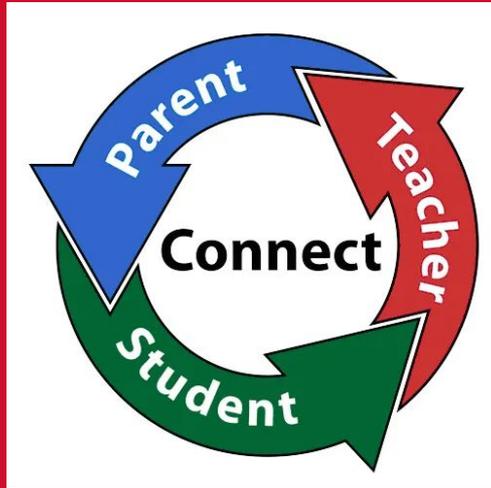


Adjustments to District Process Based on Community Feedback

- ★ Expanded data points for each title considered
 - Mature content with page numbers
 - Added a rationale for each title
 - Included TEKS and/or College Board Standards
- ★ Added additional review process involving variety of District personnel
- ★ Added evening meetings
- ★ Parents received an email that included the titles for each grade level before today's meeting



Next Steps



- ★ Repeat the process starting in the fall to possibly include:
 - Additional book club options
 - Additional titles brought forward after curriculum work this summer
 - Additional titles to reflect new staff members' suggestions
- ★ Annual process



A Closer Look

- ★ Five books will have an additional review process due to inconsistent data
 - *Brave New World* (ASPIRE)
 - *Go Tell It On the Mountain* (AP)
 - *Invisible Man* (ASPIRE)
 - *Monster* (ASPIRE, advanced, and on-level)
 - *Native Son* (AP)
- ★ Committee review



Whole Class & Book Club Texts

Book Club

- ★ Students select a book from a list of district-approved titles and then form groups during class to discuss their selected book. The teacher rotates between groups to facilitate discussion.

Whole Class Read

- ★ All students read this title as a whole class selection. A discussion about the text is facilitated by the teacher.
 - Parents always have the option to ask the teacher to provide an alternate text for his or her student. [Board Policy: EF \(LOCAL\)](#)



The Data We've Collected

- ★ Professional literary review of each text
- ★ Awards the text and/or author received
- ★ Reviews
 - Goodreads
 - Common Sense Media, if available
- ★ AP language or literature exam appearances
- ★ If the text has appeared on the ALA Challenged Books or State Rep. Matt Krause's List
- ★ Rationale
- ★ Student voice, if available
- ★ Page numbers for mature content



AP English Language & Composition Exam

("AP Lang") - Typically 11th grade

Section I: Multiple Choice

- ★ 45 questions; 1 hour; 45% of exam score
 - 23-25 reading questions that ask students to read/analyze nonfiction texts
 - 20-22 writing questions that ask students to "read like a writer to consider revisions"

Section II: Free Response

- ★ 3 questions: 2 hours, 15 minutes; 55% of exam score
 - **Synthesis Question** (6-7 texts provided; students compose an argument using 3)
 - **Rhetorical Analysis**: Students read a nonfiction text and analyze writer's language choices and how they contribute to meaning/purpose of the text
 - **Argument**: Students create an evidence-based argument that responds to a given topic



AP Lang Argument Question

May 2021

Many people spend long hours trying to achieve perfection in their personal lives. Similarly, people often demand perfection from others, creating expectations that may be challenging to live up to. In contrast, some people think perfection is not attainable or desirable.

Write an essay that argues your position on the value of striving for perfection.

All essay prompts may be found at

<https://apcentral.collegeboard.org/courses/ap-english-language-and-composition/exam/past-exam-questions>

Source: collegeboard.org



AP English Literature & Composition Exam

("AP Lit") - Typically 12th grade

Section I: Multiple Choice

- ★ 45 questions; 1 hour; 45% of exam score
 - Includes 5 sets of questions with 8-13 questions/set
 - Each set is preceded by a passage of prose fiction, drama, or poetry of varying difficulty

Section II: Free Response

- ★ 3 questions: 2 hours; 55% of exam score
- ★ Students write essays that respond to 3 free-response prompts from these categories:
 - Literary analysis of a given poem
 - Literary analysis of a given passage of prose fiction (may include drama)
 - Analysis that examines a specific concept, issue, or element. In responding to Question 3, students should select a work of fiction that is appropriate to the question and is similar in quality to those they read in AP class(es).



AP Lit Question 3

May 2021

In many works of fiction, houses take on symbolic importance. Such houses may be literal house or unconventional ones (e.g., hotels, hospitals, monasteries, or boats).

Either from your own reading or from the list below, choose a work of fiction in which a literal or unconventional house serves as a significant symbol. Then, in a well-written essay, analyze how this house contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

All essay prompts can be found at

<https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition/exam/past-exam-questions>.

Source: collegeboard.org



ASPIRE English Considerations for Differentiation

- ★ 100% of students meet the college readiness benchmark for reading by the time they leave middle school.
- ★ ASPIRE students need texts that are intellectually challenging so that reading skills continue to develop.
- ★ Content appropriate for students' psychological development is also needed.
- ★ In addition to TEKS, the Parallel Curriculum Model, the Depth & Complexity framework, and NAGC/TEA standards for gifted programming guide ASPIRE curriculum development.



ASPIRE AP English Differentiation Process

- ★ AP skills begin to be introduced in middle school.
- ★ AP is not GT.
- ★ Advanced Academics Curriculum Evaluation System (AACES) developed by TEA to evaluate AP course descriptions against gifted standards
- ★ 33 standards in AACES
 - 14 content standards
 - 10 process standards
 - 6 product standards
 - 3 affect standards
- ★ Standards that are deficient in the AP course descriptions are intentionally added into ASPIRE AP English classes.

So what does that actually look like?



ASPIRE AP English Language Differentiation in Practice

- ★ Opportunities to tie readings to personal college and career objectives and interests via rhetorical analysis of choice readings
 - memoir
 - nonfiction book that makes an argument
 - columnist
 - disciplinary text
- ★ Opportunities to publish writings aligned with independent reading choices
 - narrative essay
 - argument essay
 - op ed
- ★ Alignment of some texts with ASPIRE AP U.S. History (and ASPIRE AP U.S. Government)



ASPIRE AP English Literature Differentiation in Practice

- ★ Anchor text followed by choice readings in every unit
- ★ Professional practices
 - intertextuality
 - theoretical lenses: New Criticism (which is how AP Exam is largely framed) plus others, such as psychoanalytical, archetypal/mythic, historical, and reader response
- ★ Selections chosen to appeal to STEM-oriented students, as possible



AP Exam Station

- ★ Copies of AP Language free response questions from 3 different years
- ★ Copies of AP Literature free response questions from 3 different years
- ★ 2022 Statement from the College Board “What AP Stands For”
- ★ Most Frequently Cited Books in the AP Lit. Exam 1970-2014 (for Question 3)
- ★ Copies of the Course and Exam Description (CED) for AP Lang. and AP Lit.



What's on the Table

- ★ QR code for all of the book's information
 - “I support this text with no reservations.”
 - “I support this text with some reservations.”
 - “I do not support this text.”
 - Comments
 - Preponderance of evidence utilized to inform our decisions

- ★ Hard copies of the literary criticism in its entirety (summary on the Google form)
- ★ Copies of student voice information, if available
- ★ 3-6 hard copies of the book



Nuts and Bolts

- ★ Books are organized by grade level.
- ★ Suggestion: Begin with your child's grade level for next year.
 - You're welcome to review books from other grade levels.
- ★ Please talk in hushed tones so people can concentrate. :)
- ★ We are here to answer questions and help while you are reading.
- ★ Lunch is at noon.



Questions about the process?

**Thank you for taking the time to attend at
such a busy time of year. :)**