

**NOVEL/BOOK-LENGTH WORK (Fiction, Non-Fiction, Drama) PROPOSAL**

**Proposal Request Information**

Prior to filling out this form, please read the [Novel Adoption Proposal Checklist](#) (scroll down to novel section) with pertinent policies regarding novel selection and adoption.

FOR DISTRICT USE ONLY FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS:	8th and up
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**Section I**

To be filled out by requesting educator:

**Ia. REQUESTOR AND REVIEW TEAM INFORMATION**

School	Mountain Vista High School	
Date	1/22/24	
Requesting Educator Name	Jory Hastings	
Requesting Educator Email	jhastings@dcsdk12.org	
Novel Adoption School Process Manager Name	Kim Cox	
Novel Adoption School Process Manager Email	kkcox@dcsdk12.org	
<b>Proposal Review Team Member</b>	<b>Reviewer's Name</b>	<b>Contact Information - email</b>
District Coordinator	Tracie King	tking@dcsdk12.org
Colleague	Natalie Barnard	nmbarnard@dcsdk12.org
Parent #1	Nicole Harwood	neharwood@gmail.com
Parent #2	Adan Trevino	adan.r.trevino@gmail.com

**Ib. BOOK INFORMATION**

Title of proposed book	The Marrow Thieves
Author (s)	Cherie Dimaline
Publisher	Dancing Cat Books, an imprint of Cormorant Books, Inc.
Edition	1st

ISBN number	978-1-77086-486-3
Copyright date	2017
Course and/or subject area in which work will be used	English
Grade level(s)	8-12
Lexile Level Score (If you are unsure, please visit: <a href="https://hub.lexile.com/find-a-book/search">https://hub.lexile.com/find-a-book/search</a> )	810L
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	1/29/2024 - 3/8/2024
Date the book was communicated to the School Accountability Committee?	2/14/2024

**Ic. NOVEL DESCRIPTION**

Please write a brief description of the novel in your own words and how it relates to the content and age group of students using this proposed book.

The Marrow Thieves by Cherie Dimeline is a dystopian “coming of age” novel focusing on the main character, Frenchie, who is from the Métis tribe in Canada. In this futuristic world, a virus has infected North America; people can no longer dream. It is discovered that Indigenous people have dreams stored in their bone marrow, and governments in North America (Canada and the United States) set up systems to extract their bone marrow, which inevitably kills them. Indigenous people are hunted and captured to be placed in these facilities to extract the marrow. Frenchie is on the run to avoid capture and has been separated from his parents and brother. He comes upon a group of teenagers and two elders who have created a new family to protect each other and travel to a safe place. Along the way, the teenagers learn more about their heritage and Indigenous culture that they had become disconnected from before the outbreak. They share stories and experiences along the way as they work together to find a safe place to live.

This book relates to the age group of 14-18 as the main characters in the story are within this age group. The characters are dealing with normal teenage issues in the dystopian world where they have to face danger and peril. The perspective in the book switches to other characters from Frenchie, which allows multiple stories to be told. Teenagers are drawn to the dystopian genre of literature, and it is one of the most popular genres in this age group. This is an important text for

content as it presents Indigenous characters and perspectives in a modern setting. It allows the reader to begin to understand aspects of this culture, which is commonly absent from literature read today. This text could be included in both world and American literature.

#### **Id. ALIGNMENT WITH DCSD'S CURRICULUM**

Please write a detailed description of how the novel **aligns to DCSD's Curriculum - Colorado Academic Standards (CAS) and Essential Skills:**

*(Please cite the specific CAS Grade Level Expectations and if applicable, the Evidence Outcomes (EOs) the novel will help address).*

This text would support the CAS in Reading, Writing, and Communicating 9-10 Band Standard 2: Reading for All Purposes. Within this band, it supports standard 3: **Read a wide variety of literary texts to build knowledge and to understand the human experience better.** This novel presents an Indigenous author's voice and Indigenous characters that add a wider range for students to experience literature and expand the human experience to include Indigenous culture. Within this standard, this novel could address these outcomes:

**CCSS: RL.9-10.1:** Citing strong textual evidence to support analysis as well as drawing inferences. The text has rich quotes and textual evidence to help students support this learning.

**CCSS: RL.9-10.2:** Determine a theme or central idea and analyze in detail its development over the course of the text. This text has several strong central themes, including family, coming-of-age, human nature, history and language, and identity.

**CCSS: RL.9-10.3:** Analyze how complex characters develop over the course of the text and advance the plot or theme. This text has multiple complex characters and the author changes perspectives in order to allow readers to develop each character and their backstory. Students could utilize this text to build skills on characterization and connection to a theme.

**CCSS: RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, analyze the impact on meaning and tone, and sense of time and space. This text introduces different words from Indigenous culture intermixed that will help students build their context skills and connection with tone and plot.

**CCSS: RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events, and manipulate time create effects such as mystery, tension, and surprise. This text has elements of multiple character plot lines and flashbacks, which add to the tension within the conflict and surprise in the plot. These elements will help students understand the complexity of these techniques.

**CCSS: RL.9-10.6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. This text offers the perspective of the Indigenous culture that is widespread throughout North America. This particular book focuses on the Indigenous tribes in Canada. There are limited options of representation of these cultures in high school literature, and this text would help add this perspective to world literature.

**Ie. RECOMMENDATIONS**

Three recommendations, referrals or reviews must be included. Please use professional reviews (reviews from the School Library Journal, Kirkus, Booklist, Publisher’s weekly etc.). The District Library Media Center will be happy to direct you to these sources. List the sources of the reviews below and attach copies of all reviews.

**Review #1**

*Booklist starred (March 1, 2018 (Online))*

Grades 8-11. Sixteen-year-old Frances “Frenchie” Dusome, one of a dwindling number of Métis, and his “found” family try to survive on the run from the Recruiters, whites who are capturing First Nations members to harvest their bone marrow and sell it as a remedy for the lost ability to dream. This dystopian novel is rich in atmosphere and texture, from the measured cadence that suggests the rhythms of ritual storytelling, to slang that situates it in a postapocalyptic North America, to the spare yet evocative descriptions of the effects of power and carelessness on the environment. It is a story told by an insider, for insiders, but done so well that even those on the outside gain some degree of understanding by reading it. Dimaline never depends on theatrics or gore to expose the callous and horrific problem at the root of her plot; rather, her details convey the matter-of-fact nature of cruelty, and her characters express the consequences. A subtext to the plot casts a spotlight on the effects of co-opting bits and pieces of a culture without fully understanding how they fit into a seamless whole: How long can we borrow or steal from others without losing ourselves in the process? Put this book, written by a Canadian First Nations author, in your library, and make it known.

**Review #2**

*Kirkus Reviews starred (July 15, 2017)*

In an apocalyptic future Canada, Indigenous people have been forced to live on the run to avoid capture by the Recruiters, government military agents who kidnap Indians and confine them to facilities called “schools.” Orphan Frenchie (Métis) is rescued from the Recruiters by Miigwans (Anishnaabe) along with a small band of other Indians from different nations, most young and each with a tragic story. Miigwans leads the group north to find others, holding on to the belief of safety in numbers. Five years later, Frenchie is now 16, and the bonded travelers have protected one another, strengthened by their loyalty and will to persevere as a people. They must stay forever on alert, just a breath away from capture by the Recruiters or by other Indians who act as their agents. Miigwans reveals that the government has been kidnapping Indians to extract their bone marrow, scientists believing that the key to restoring dreaming to white people is found within their DNA. Frenchie later learns that the truth is even more horrifying. The landscape of North America has been completely altered by climate change, rising oceans having eliminated coastlines and the Great Lakes having been destroyed by pollution and busted oil pipelines. Though the presence of the women in the story is downplayed, Miigwans is a true hero; in him Dimaline creates a character of tremendous emotional depth and tenderness, connecting readers with the complexity and compassion of Indigenous people. A dystopian world that is all too real and that has much to say about our own. (Science fiction. 14-adult)

Review #3

*School Library Journal (December 1, 2017)*

Gr 8 Up-In a dystopian future, a young Métis boy, Frenchie, comes of age while fleeing capture. Along with a group of Indigenous young people and their leader, Miig, they resist the constant threat of being harvested for their dream-carrying bone marrow. Growing up on the run, Frenchie learns how to hunt, trap, and keep moving north to survive, but climate change has caused chaos and collapse around the world. The group must escape the Recruiters, who cause loved ones to disappear forever, and adapt to harsh conditions. Through "Story," told by Miig, the protagonist learns about history, his culture, and how precious they both are in a society that seeks to process his people like cattle. Fans of *Z for Zachariah* by Robert C. O'Brien and *The Chrysalids* by John Wyndham will enjoy this character-driven work of science fiction. Like those authors, Dimaline writes elegant prose that grabs the reader and carries them into this dark and passionate world. The author has created a rich work of postapocalyptic fiction without the dense exposition often found in the genre. VERDICT A riveting science fiction novel that is a must-buy for any library seeking to expand their teen collections.-Meaghan Nichols, Archaeological Research Associates, Ont. © Copyright 2017. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

**SECTION II: Review Team Information**

Each review team member will complete an individual section for a formal review of the book based on your stakeholder perspective. All members of the site review team **MUST read** the proposed novel/book **prior submission to the Curriculum, Instruction and Assessment Director.**

**IIa. EVALUATION of Book (to be completed by requesting educator)**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	Lexile.com has it at ages 14-18; Winner of the 2018 Amy Mathers Teen Book Award; Winner of the 2017 Governor General's Literary Award (Young People's Literature - Text)
requires parent permission for students to read the book?	N	Content is written for young adult audiences
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students can make connections with main protagonists as they are teenagers and struggling to discover their identities and who they want to be. Students can also connect to issues of global warming and climate change and how this may affect their environment and future.
actively engages students through the text	Y	While most of the book focuses on the main protagonist of Frenchie, it switches perspectives to share other characters' stories, which adds engagement and interest for students. Students also enjoy the dystopian setting of the book. The tone is young adult
Gives an opportunity for all students to access	Y	Book is available in print and audiobook. Audiobook is available on Sora and DC Library system. DC Library also has ebooks available. Amazon has paperback, audio, and ebook available.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	Text provides multiple elements of diversity with stories and knowledge of Indigenous people. This text would expand the district book list with more Native American voices in literature.
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**Iib. EVALUATION of Book (to be completed by District Coordinator) Tracie King**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	All reviews support the age level that we are seeking approval for.
requires parent permission for students to read the book?	N	
allows students to create meaning and make relevant connections to other knowledge and experience	Y	
actively engages students through the text	Y	The book is set in a dystopian world and will give students a lot of room to ask “what if” questions and even to explore things that have happened to Indigenous people in our current world, past and present
Gives an opportunity for all students to access	Y	This novel is available in ebook and audiobook format.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**Iic. EVALUATION of Book (to be completed by a colleague)**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	What I loved about this book is that it will appeal to both young ladies and young men. It is a book that reads like current times, even though it is in a fictional world - in a scientific fictional world. What else I love is that it will appeal to a diverse population of students and we need to start getting more of those books in the hands of our students. More on this below. It is very appropriate for high school readers - even some of our kids who resist reading will enjoy this book. I feel like it read very quickly so I bet they will feel the same.
requires parent permission for students to read the book?	N	I honestly don't see any reason for parents permission for this book - there is no subject matter that would cause any level of concern (speaking as a parent and a teacher both). I would have no problem if I found out my boys were reading this book
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Yes, I think that they will relate and I think that members of our diverse student body will definitely relate to the pages and the story of this book. I think the conversations that could happen with this book would be very interesting - lots of chances to talk about the "what ifs" in our world - "what if" this happened in our world? Why is only one section of our diverse world targeted? Ok, I'll stop but I think the discussions would be very rich in class.
actively engages students through the text	Y	I do believe this would actively engage students - both female and male. I also think that those who read it would be excited that there is a second book to dive into. This will hook readers, of all levels I think - 9th thru seniors as it is an easy but though provoking read.
Gives an opportunity for all students to access	Y	Yes, I found this on Youtube so they could listen to it, our District has it available in the libraries. Several teachers in the building who have read it - me included - have copies. I don't think that access is a hard thing to happen for the students. When I searched Amazon there are used copies available for as little as \$4.43.



Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	The diversity piece, the accessibility piece, all of the pieces truly are encompassed in this book for the readers.
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**IId. EVALUATION of Book (to be completed by Parent #1)**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	This follows a 16 year old boy. His perspective on the fictional world translates well into modern life. I think the book maintains its YA feel by not describing any of the violence in any graphic detail.
requires parent permission for students to read the book?	N	Nothing I felt was over the top that required a parents permission
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Even though this is fiction, I feel that it takes relevant current issues of power and racism.
actively engages students through the text	Y	
Gives an opportunity for all students to access	Y	
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**Iie. EVALUATION of Book (to be completed by Parent #2)**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	Story centers around a native teenage boy in the years following an event where they are constantly on the run. Although the book hints at the events that have taken place, specifics around what’s being done are not shared with the reader.
requires parent permission for students to read the book?	N	I don’t believe the imagery or details within the book are heavy enough to warrant a parent's permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Although this takes place in a fictional future, some of the themes involved can be compared to historical events.
actively engages students through the text	Y	Talks about coming of age issues relevant to the target age group as well as having to “act as an adult” based on the situations during that period of time
Gives an opportunity for all students to access	Y	
<b>Recommend novel for adoption</b>		<input checked="" type="checkbox"/> <del>Yes</del> <input type="checkbox"/> No

**SECTION III: Requestor/Educator & District Coordinator Level Process Review**

**IIIa. Grade Level Recommendations (to be collaborated on between Requesting Educator & District Coordinator based on recommendations made by the review team)**

Place initials in the columns indicating level of recommendation. Complete by initialing for every grade level indicated on the chart below. Please include justification if necessary for the level(s) of recommendation below the chart.

**Note: If approved by the Board of Education, this novel can be used by all educators in DCSD. Please consider the use of this book for all PK-12 grades, not just the grade or content you teach.**

Grade level	Recommended	Recommended: Requires parent notification and consent: The novel/book may contain some mature content and themes	Not Recommended: Content inappropriate for grade level(s)
PK/K			tk, jh
1			tk, jh
2			tk, jh
3			tk, jh
4			tk, jh
5			tk, jh
6			tk, jh
7			tk, jh
8	tk, jh		
9	tk, jh		
10	tk, jh		
11	tk, jh		
12	tk, jh		

**SECTION V: Signatures/Approvals**

**Va.**

Does the evaluating <b>Educator</b> recommend adoption of this book?	YES	NO
Date <u>Mar 07 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature <u>Jory Hastings</u>		

**Vb.**

Does the evaluating <b>Colleague</b> recommend adoption of this book?	YES	NO
Date <u>Mar 07 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Natalie Barnard</u>		

**Vc.**

Does the evaluating <b>Parent #1</b> recommend adoption of this book?	YES	NO
Date <u>Mar 08 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Nicole Harwood</u>		

**Vd.**

Does the evaluating <b>Parent (#2)</b> recommend adoption of this book?	YES	NO
Date <u>Mar 10 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Adau Trevino</u>		

**Ve.**

Does the evaluating educator's <i>Administrator</i> recommend adoption of this book?	YES	NO
Date <u>Mar 11 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Marta McGoveru</u>		

**Vf.**

Does the <i>District Coordinator</i> certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>Mar 11 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Coordinator Signature <u>Tracie King</u>		

**Vg.**

Does the <i>Director of Library Programming</i> support adoption of this book?	YES	NO
Date <u>Mar 11 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Director of Library Programming Signature <u>Tracie King</u>		

**Vh.**

Does the <i>DCSD Cabinet Member</i> support adoption of this book?	YES	NO
Date <u>Mar 11 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DCSD Cabinet Member Signature <u>Matt Reynolds</u>		

**SECTION VI: Superintendent's Approval**

**SUPERINTENDENT'S APPROVAL**

Does the Superintendent approve adoption of this book?	YES	NO
Date _____		
Superintendent Signature _____		

**SECTION VII: Board of Education Approval**

**BOARD OF EDUCATION APPROVAL**

Does the Board of Education approve adoption of this book?	YES	NO
Date _____		
Board of Education Signature _____		

**OFFICE USE**

	DATE	INITIALS
Approved novel list updated (including recommended grade level)		
Approved form with BOE signatures scanned to CIA folder on District server		