

**NOVEL/BOOK-LENGTH WORK (Fiction, Non-Fiction, Drama) PROPOSAL - Everything Sad is Untrue**

**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:

6th - 12th

**Section I**

To be filled out by requesting educator:

**Ia. REQUESTOR AND REVIEW TEAM INFORMATION**

School	RCHS	
Date	8/24/22	
Requesting Educator Name	Karen Whitney	
Requesting Educator Email	kwhitney1@dcsdk.12.org	
Novel Adoption School Process Manager Name	Jason Parker	
Novel Adoption School Process Manager Email	japarker@dcsdk12.org	
<b>Proposal Review Team Member</b>	<b>Reviewer's Name</b>	<b>Contact Information - email</b>
District Coordinator	Erin McConnell	emcconnell@dcsdk12.org
Colleague	Bryan Winkelman	bryan.winkelman@dcsdk12.org
Parent #1	Maura Williams	mwilliams@dclibraries.org
Parent #2	Mike Heene	mheene@adpay.com

**Ib. BOOK INFORMATION**

Title of proposed book	Everything Sad is Untrue
Author (s)	Daniel Nayeri
Publisher	Levine Querido (August 25, 2020)
Edition	hardcover

ISBN number	ISBN-10 : 1646140001 ISBN-13 : 978-1646140008
Copyright date	August 25, 2020
Course and/or subject area in which work will be used	English II Honors
Grade level(s)	9-12
Lexil Level Score (If you are unsure, please visit <a href="https://hub.lexile.com/fina-a-boo k/search">https://hub.lexile.com/fina-a-boo k/search</a> )	800L
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	9/6/2022
Date the book was communicated to the School Accountability Committee?	9/7/2022

**Ic. NOVEL DESCRIPTION**

*Everything Sad is Untrue* is a true story of Khosrou, a young boy in a new school in an unfamiliar country, recounting his family history and flight from their native Iran, through Italy, ultimately settling into the United States, juxtaposing it with stories, myths, and cultural traditions from their Persian heritage.

**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).*

Grade Level Expectation:

1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements

Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Use Key Ideas and Details to:

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)
- Analyze how complex characters (for example: those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)

Use Craft and Structure to:

- 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. (CCSS: RL.9-10.6)
- Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)
- 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. (CCSS: RL.9-10.6)

### 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:**

Grades 7-12 /\* Starred Review \*/ "A patchwork story is the shame of a refugee." It's with this refrain that 12-year-old Khosrou, known as Daniel to his skeptical Oklahoman classmates, tells "a version" of his life story. In the tradition of 1,001 Nights' Scheherazade, he gathers up the loose strands of his memory, weaving short personal vignettes into the Persian histories, myths, and legends that are his ancestry. The result is a winding series of digressions that takes the reader on a journey as intimate as it is epic, knitting together a tale of Daniel's youth in Iran, the perilous flight from home with his sister and mother, and their oppressive new beginning as refugees in Oklahoma. It's a story heavy with loss (of home, of his left-behind father, of innocence), light with humor and love (for his mother, the "unstoppable force"), rich in culture and language (and, somehow, never sentimental). Walking the line between fiction and non-, this is a kind of meta-memoir, a story about the stories that define us. It's a novel, narrated conversationally—and poetically—by a boy reaching for the truth in his fading youth. Nayeri challenges outright what young readers can handle, in form and content, but who can deny him when it's his own experience on display? He demands much of readers, but in return he gives them everything. A remarkable work that raises the literary bar in children's lit. -- Ronny Khuri (Reviewed 7/1/2020) (Booklist, vol 116, number 21, p6

Review #2

**School Library Journal:**

*/\* Starred Review \*/* Gr 4–8—Nayeri weaves stories within stories in this fictionalized account of his formative years. He shares layers of rich information about life in Iran, refugee camps, and his experiences as an immigrant in the United States during the late 20th century. The themes of family, love, and truth are as strong as those of faith, endurance, memory, and storytelling as Khosrou (also known as Daniel) tries to tell the tales of his beautiful, complicated life and family. Nayeri provides clues about other characters without overexplaining them. Tough issues are discussed, particularly domestic violence, bullying, and life as a refugee and an immigrant, but there is levity, too. Khosrou's thoughts on Manwich sloppy joe sauce, using toilets in the U.S., and his father's overindulgence in Twinkies all lighten this tale. Without being didactic, the text communicates the universality of the human experience and the lack of empathy shown by some, not all, of those he encounters in the U.S. and in the refugee environments. The strongest developed characters are Daniel and his mother; however, readers experience varying levels of complexities of other characters like Daniel's father, stepfather, sister, teacher, and his friends (and enemies). VERDICT At once beautiful and painful, this timely story is highly recommended for middle grade readers.—Hilary Writt, formerly at Sullivan Univ., Lexington, KY --Hilary Writt (Reviewed 07/01/2020) (School Library Journal, vol 66, issue 7, p60)

Review #3

**Publishers Weekly:**

*/\* Starred Review \*/* Marked by a distinctive voice—a straightforward mix of confiding, slyly humorous, and un sentimentally sorrowful—Nayeri's (Straw House, Wood House, Brick House, Blow) impressive autobiographical novel is narrated by 12-year-old Khosrou, known as Daniel, who models himself after the legendary Scheherazade. The chapterless "patchwork story" follows Daniel through his dreamlike early childhood in Iran, a year in an Italian refugee camp with his sister and "unstoppable" mother (but without his larger-than-life father, who chose to stay behind), and their eventual asylum in Oklahoma. The text moves nimbly back and forth in time, depicting with equal vividness ancient Persian tales (a jasmine-scented village with saffron fields, courtyards, and fountains), family history (a legendary ancestral doctor), and the challenges of navigating life as an outsider in "a land of concrete and weathermen." Interspersed with his experiences is the narrator's accumulated wisdom on a broad range of subjects—cultural differences in bathroom habits, the creation of Persian rugs, the roots of today's conflicts between Shiites and Sunnis—which help establish Daniel's identity as a knowledgeable, thoughtful storyteller. Mesmerizing and hard-hitting at once, this work of personal mythology is a rare treasure of a book. Ages 10–up. Agent: Joanna Volpe, New Leaf Literary. (Aug.) --Staff (Reviewed 06/15/2020) (Publishers Weekly, vol 267, issue 24, p)

**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) 6-12	Y	There is nothing inappropriate in the text for high school students.
requires parent permission for students to read the book?	N	Text is written for young adults, therefore no parent permission required
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students can make connections to growing up, to their knowledge of history, of myths and stories to explain life, and challenges of being an outsider.
actively engages students through the text	Y	Many myths and stories are interwoven into the text allowing students to not only engage with the characters, but also with a variety of stories.
Gives an opportunity for all students to access	Y	Yes - writing is not too challenging and variety of stories allow for many ways for students to access the text.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	Diverse perspectives and ideas are presented in meaningful ways.
<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)**

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) 9-12	Y	Although topics are heavy, they are dealt with in an appropriate way for high school
requires parent permission for students to read the book?	N	Text is written for young adults so no content concerns
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Written from the perspective of a refugee living in Oklahoma and going to school, students will be able to relate to his experience even if it is not completely familiar
actively engages students through the text	Y	Entertaining anecdotes mixed with serious topics keep the reader engaged.
Gives an opportunity for all students to access	Y	The lexile level is very accessible, it is the structure of the text that may require some scaffolding for students.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	Provides a relevant and accessible way for students to relate to the experiences of a child refugee.
<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	Book is appropriate for high school students.
requires parent permission for students to read the book?	N	YA title intended for young adults.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Unique coming of age identity story with that high school students can relate to, even as they are exposed to a variety of cultural experiences and alternate mythologies that will be new.
actively engages students through the text	Y	Mixes different narrative structures, stories within stories, so it can be read in small “episodes” that all contribute to a larger theme.
Gives an opportunity for all students to access	Y	Story can be read at a variety of levels making it accessible to a variety of readers.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	Integrates diverse cultural experiences into a narrative that students of a variety of backgrounds can connect to and learn from.
<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	The interest level and reading level are appropriate for middle and high school students, so it would be absolutely fine for English II Honors. The protagonist is a middle schooler and the language and content will be accessible to teens.
requires parent permission for students to read the book?	N	There is nothing in this book that should require parent permission- no swear words, very little sex (one instance in a myth referring to a king “copulating”). There is some violence, including animal slaughter, domestic violence, and bullying, but again, the writing is age appropriate and the reality is that many kids experience violence in their daily lives in some way, and a book may be a safer way to process it than other mediums (or their real life).
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students who are not from Daniel’s culture will learn about his culture, and about his experience as a refugee. They can connect that with current events. Students who are from Daniel’s culture will be able to see themselves in a book and share some of their culture with their peers if they want to.
actively engages students through the text	Y	I feel like this book was very engaging- I enjoyed the voice, the Persian myths were interesting and new to me.
Gives an opportunity for all students to access	Y	I liked that the various natural breaks in the story (without having chapters) felt manageable and I would think teens will as well. The reading level and length are manageable.
<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	Appropriate for high school students
requires parent permission for students to read the book?	N	Not needed
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students can learn about another culture and connect it to their own identity and culture and reflect on similarities and differences.
actively engages students through the text	Y	Very engaging. Filled with interesting stories and myths to explain culture.
Gives an opportunity for all students to access	Y	Fairly easy reading level. All students will be able to access the text.
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <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			EM
1			EM
2			EM
3			EM
4			EM
5			EM
6	Kw EM		
7	Kw EM		
8	Kw EM		
9	Kw EM		
10	Kw EM		
11	Kw EM		
12	Kw EM		

**IIIb. CIA PROCESS REVIEW**

	District Coordinator
Sections I & II are complete.	EHM
Building administrator has reviewed the proposal.	EHM
The novel was on display at the school for two weeks.	EHM
Information about the novel was available on the district's and school's website for two weeks prior to being submitted to the district coordinator.	EHM
Information about the novel was shared with the School Advisory Council.	EHM

**SECTION IV: District Level Process Review**

**IV. DISTRICT LEVEL REVIEW** (to be completed by the Director CIA)

	CIA Director Initials
The novel adoption process has been followed.	ELM
The novel was displayed in the school that is making the request.	ELM
The novel was displayed on the district website prior to approval.	ELM
Notice was provided and the novel was available in the district office for two weeks prior to approval.	ELM
Does the District Coordinator and review team support adoption of this book?	ELM

**SECTION V: Signatures/Approvals**

**Va.**

Does the evaluating <i>Educator</i> recommend adoption of this book?	YES	NO
Date <u>Oct 25 2022</u>	<input checked="" type="checkbox"/>	
Evaluating Educator Signature <u>Karen Whitney</u>		

**Vb.**

Does the evaluating <i>Colleague</i> recommend adoption of this book?	YES	NO
Date <u>Oct 25 2022</u>	<input checked="" type="checkbox"/>	
Evaluating Colleague Signature <u>Bryan Winkelmann</u>		

**Vc.**

Does the evaluating <i>Parent #1</i> recommend adoption of this book?	YES	NO
Date <u>Oct 25 2022</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#1) Signature <u>Maura Williams</u>		

**Vd.**

Does the evaluating <i>Parent (#2)</i> recommend adoption of this book?	YES	NO
Date <u>Oct 25 2022</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#2) Signature <u>Mike Heene</u>		

**Ve.**

Does the evaluating educator's <i>Administrator</i> recommend adoption of this book?	YES	NO
Date <u>Oct 26 2022</u>	<input checked="" type="checkbox"/>	
Administrator Signature <u>Jeff Seary</u>		

**Vf.**

Does the <b>District Coordinator</b> certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>  06/16/2022  </u>	✓	
District Coordinator Signature <u>  Erin McEwenhell  </u>		

**Vg.**

Does the <b>CIA Director</b> support adoption of this book?	YES	NO
Date <u>  Oct 26 2022  </u>	✓	
CIA Director Signature <u>  Erica Mason  </u>		

**SECTION VI: Superintendent's Approval**

**SUPERINTENDENT'S APPROVAL**

Does the Superintendent approve adoption of this book?	YES	NO
Date <u>  Oct 27 2022  </u>	<input checked="" type="checkbox"/>	
Superintendent Signature <u>  Erin Kane  </u>		

**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		