

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:	9th and up
---	------------

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	Vanessa Moussou	
Requesting Educator Email	vmoussou@dcsdk12.org	
Novel Adoption School Process Manager Name	Kim Cox	
Novel Adoption School Process Manager Email	kkcox@dcsdk12.org	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Tracie King	tking@dcsdk12.org
Colleague	Kim Cox	kkcox@dcsdk12.org
Parent #1	Sarah Scott	sarahscottcnm@gmail.com
Parent #2	Ros Geraci	aussieros68@yahoo.com

Ib. BOOK INFORMATION

Title of proposed book	Solito: A Memoir
Author (s)	Javier Zamora
Publisher	Hogarth
Edition	1st

ISBN number	978-0-593-49808-8
Copyright date	2023
Course and/or subject area in which work will be used	English
Grade level(s)	10-12
Lexile Level Score (If you are unsure, please visit: https://hub.lexile.com/find-a-book/search)	
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.

Solito is a narrative memoir that follows the journey of a nine year old El Salvadorian boy as he travels via a Coyote to seek refuge, and finally be reunited with his mother and father in the USA. The book is a raw recount of the reality that many immigrants seeking to be reunited with their families face; full of hopeful highs and frightening lows. Not only does this novel recount the entire experience through the eyes of our most vulnerable population, our children, readers also become engrossed in the warm family dynamic of a collectivist culture, and the competitive grief and happiness that overcomes a young boy leaving behind all he's ever know in hopes of a wonderful life ahead, full of opportunity.

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 book aligns with the overall collective English Language Arts mission to help students understand diverse cultures, employ empathy and step into the lives of others to become overall better global citizens. *Solito* offers direct insight into a commonly debated topic- immigration- and gives a diverse perspective, allowing students an alternate perspective to a common narrative. One journalist states it best when he writes, “*Solito* is the kind of narrative that manages to bring a huge debate down to a very personal space, bridging the gap between the unique and the universal in ways that make both look like one and the same.” (Iglesias 2022)

Students reading *Solito* will:

CCSS.ELA-LITERACY.RI.9-10.10

By the end of grade 9, **read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently**, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

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 (November 1, 2022 (Online))

This wrenching, thrilling memoir by poet Zamora (*Unaccompanied*, 2017) looks back at the grueling and sometimes surprisingly exhilarating two months in 1999 during which Zamora, then nine years old, attempted to illegally migrate from El Salvador to the U.S. His parents had already fled for California several years earlier as a result of civil war in El Salvador; Zamora was left behind with his grandparents in a small town. When his parents raised enough money for him to be taken across the border by “coyotes,” Zamora set off in the company of six strangers who quickly became his surrogate family. The author writes in the present tense and sticks scrupulously to the point of view of his child self, who is as scared of using a flush toilet as of making a dangerous ocean trip on an overloaded boat, and who, though often lonely, unhappy, and in pain, also relishes the adventure of new experiences. “Staying at a motel. Check. Using a fancy bathroom. Check,” he thinks with satisfaction. Unlike the author and the reader, who are constantly aware of just how much danger the boy faces, the young narrator is caught up in his day-to-day activities, always thinking he will be reunited with his parents

in a matter of days. Title to the contrary, the boy is not solito: he's part of a group of fellow migrants who, though they've never met him before, ensure his survival under conditions from which he almost certainly would have otherwise died. The adult writer's gratitude to these people is palpable. Readers will come away with a visceral knowledge of the ordeals faced by those who attempt to cross the border into the U.S.

Review #2

Kirkus Reviews starred (August 1, 2022)

The harrowing journey of a 9-year-old Salvadoran boy through Guatemala and Mexico to rejoin his parents in the U.S. Being the child of migrants is not unusual in the small town of La Herradura, El Salvador, where Zamora's relatives regularly disappeared with the local coyote, Don Dago, to try their luck gaining entry into the U.S. When Zamora was 5, his mother left to join his father, who had left when he was 1, in America. The author opens his engaging narrative in 1999: Don Dago has agreed that the boy is ready for the trip to join his family. At the time, Zamora was living with his grandparents and aunts and excelling in school. He was overjoyed at the prospect of reuniting with his parents yet unaware of the many dangers of the arduous trek. Zamora traveled within a small, tightknit group of migrants through Guatemala, Mexico, and the Sonoran Desert. The author, now a poet who has been both a Stegner and Radcliffe fellow, meticulously re-creates his tense, traumatic journey, creating a page-turning narrative that reads like fiction. Sprinkling Spanish words and phrases throughout, Zamora fashions fully fleshed portraits of his fellow travelers—e.g., a protective mother and her daughter and a variety of men who assumed leadership responsibilities—as they navigated buses and boats, packing into a single room in motels, passing through checkpoints (not always successfully), and walking for days in the desert with little food or water. Along the way, the migrants, most of them desperately trying to reach their families in the U.S., also had to learn Mexican words and change their accents in order to remain inconspicuous and avoid the dreaded La Migra, which “has helicopters. They have trucks. They have binoculars that can see in the dark. I want our own helicopter to fight against La Migra. To shoot those bad gringos making us scared.” Beautifully wrought work that renders the migrant experience into a vivid, immediately accessible portrayal.

Review #3

Publishers Weekly starred (May 23, 2022)

Poet Zamora (Unaccompanied) presents an immensely moving story of desperation and hardship in this account of his childhood migration from El Salvador to the U.S. To reunite with his parents—who left during the Salvadoran Civil War—nine-year-old Zamora was forced to rely on the help of coyotes to get to America in 1999. But, as he relates in affecting detail, the voyage for his group was perilous and trust was a rare commodity. What was supposed to be an easy two-week trip became a two-month nightmare pocked with seedy characters, days spent locked in various hideouts before moving, and a never-ending stream of promises shattered. Between dangerous marches through the desert and being caught at the U.S. border multiple times, Zamora's group was forced to depend on one another for survival. The surrogate family they formed offered Zamora respite from the despair, and he transforms the experience into a stirring portrait of the power of human connection. Rendering the end of their journey in a final heartbreaking scene, Zamora writes, “I can feel my heart in my stomach... I close my eyes and take a long sniff. Their sweat, the smell of loroco and masa, is faint, but it's them.” This sheds an urgent and compassionate light on the human lives caught in an ongoing humanitarian crisis. (Sept.) © Copyright PWxyz, LLC. All rights reserved.

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 following grade level(s)	Y	The book opens up readers to the world and mind of an immigrant adolescent, who’s only wish is to experience the culture and world that most American students know by default. It aids to build perspective and offers a narrative that diverts from the typical immigration narrative, allowing readers to truly experience the journey. Readers are forced to reflect and understand the fear and hope that many migrants face as they work to reunite with their loved ones. This book humanizes the many, many lives that seek to make America their home.
requires parent permission for students to read the book?	N	This book touches on some sensitive topics and has sparse language flagged, but it does not need parental permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Javier tells his story in a first person narrative, so readers are placed into his mind as he dissects experiences and scenarios. When he was left feeling lonely and scared, the reader feels that too. This book is excellent at building empathy, while also referring to common experiences of being an adolescent.
actively engages students through the text	Y	The book is told in a timeline, which creates a sense of being along the journey rather than broken up inot chapters or sections. So, beyond the content being relative to high school readers- they are also placed within the narrative to experience the plethora of emotions throughout.
Gives an opportunity for all students to access	Y	Very accessible reading both content (bolsterd well with context throughout) and reading level. The

		references are accessible while also being knowledgeable.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	This book helps students to understand a diverse perspective while also leaving room for them to reflect, connect, and identify which ways it impacts their overall understanding of who they are within the context of their world.
Recommend novel for adoption		<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 following grade level(s)	Y	This book is written in the first-person perspective of a nine-year-old boy.
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	The topic is very relevant in today’s world and will allow students to learn about the experience of a child immigrating to the United States. I feel the journey will help foster deep and important conversations.
actively engages students through the text	Y	
Gives an opportunity for all students to access	Y	The book is available in multiple formats so it is easily accessible for all needs.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	This book introduces students to a diverse perspective which will help them reflect, connect, and identify which ways it impacts their overall understanding of who they are within the context of their world.
Recommend novel for adoption	<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 following grade level(s)	Y	This book is appropriate for grades 10-12
requires parent permission for students to read the book?	N	No, parent permission is not required. Because the point of view is from a 9 year old, the content is fine for high school students. There is some language based on what the 9 year old is hearing adults around him saying.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Immigration to the United States is a current and relevant topic that students know about through personal family situations, media, articles, and discussions at school and at home. This memoir allows students to see a personal account about a topic that they are already hearing/learning about. Because the journey is through the eyes of a 9 year old, the experiences and visualizations are very accessible to high school students because they can still easily remember what it was like to be an elementary aged child.
actively engages students through the text	Y	Students will become attached to the 9 year old boy in the book and will keep reading to see the outcome of his journey across multiple countries to try to reunite with his parents in the USA. Zamora paints very clear pictures that will allow students to visualize the journey and there will be an emotional investment.
Gives an opportunity for all students to access	Y	Students can access this memoir as a text or as an audio book narrated by the author himself.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	This memoir includes multiple aspects of identity diversity. It provides representation of multiple cultures and introduces students to life in El Salvador, Mexico, and the United States.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	This book is written in the first-person perspective of a nine-year-old boy, so is appropriate for students of that age and older
requires parent permission for students to read the book?	N	The few instances of language are appropriate in the context in which it is used, and again, from the perspective of a nine-year-old boy who is quite innocent.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Given current events, this novel is timely and provides a genuine and unique perspective from not only an immigrant but also a child immigrant.
actively engages students through the text	Y	Readers are compelled to keep reading to see how Javier’s journey progresses. I felt personally invested in making sure he safely arrived somewhere- either in the US or back in El Salvador- and reunited with his family.
Gives an opportunity for all students to access	Y	I don’t speak Spanish, but was able to discern enough words in the context of the story. A few times I looked up longer phrases and was able to remember the translation going forward as many of the Spanish phrases were repeated.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	It is definitely appropriate for students in 10-12 grade.
requires parent permission for students to read the book?	N	I don't believe parent permission is necessary as the language used in the book is that of a young child.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	I feel our students can relate to the topic, seeing as it is part of current events at the moment. It would also allow our students to learn more about other cultures and what they have to endure.
actively engages students through the text	Y	I feel that the story keeps you wanting to continue to read so that you can find out about Javier's journey.
Gives an opportunity for all students to access	Y	I believe the book is available in various formats for all students to read.
Recommend novel for adoption	<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			VEM,tk
1			VEM,tk
2			VEM,tk
3			VEM,tk
4			VEM,tk
5			VEM,tk
6			VEM,tk
7			VEM,tk
8			VEM,tk
9	VEM,tk		
10	VEM,tk		
11	VEM,tk		
12	VEM,tk		

SECTION V: Signatures/Approvals

Va.

Does the evaluating <i>Educator</i> recommend adoption of this book?	YES	NO
Date <u>Mar 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature <u>Vanessa Moussou</u>		

Vb.

Does the evaluating <i>Colleague</i> recommend adoption of this book?	YES	NO
Date <u>Mar 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Kim Cox</u>		

Vc.

Does the evaluating <i>Parent #1</i> recommend adoption of this book?	YES	NO
Date <u>Mar 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Sarah Scott</u>		

Vd.

Does the evaluating <i>Parent (#2)</i> recommend adoption of this book?	YES	NO
Date <u>Mar 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Ros Geraci</u>		

Ve.

Does the evaluating educator's Administrator recommend adoption of this book?	YES	NO
Date <u>Mar 28 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u><i>Marta McQuinn</i></u>		

Vf.

Does the District Coordinator certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>Mar 28 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Coordinator Signature <u><i>Tracie King</i></u>		

Vg.

Does the Director of Library Programming support adoption of this book?	YES	NO
Date <u>Mar 28 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Director of Library Programming Signature <u><i>Tracie King</i></u>		

Vh.

Does the DCSD Cabinet Member support adoption of this book?	YES	NO
Date <u>Mar 28 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DCSD Cabinet Member Signature <u><i>Matt Reynolds</i></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		