

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

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 - 8th
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Sagewood Middle School	
Date	July 2022	
Requesting Educator Name	Jeanne Johnson	
Requesting Educator Email	jjohnson8@dcsdk12.org	
Novel Adoption School Process Manager Name		
Novel Adoption School Process Manager Email		
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Elyse Rhodes	evrhodes@dcsdk12.org
Colleague	Jessi Ullery	jlullery@dcsdk12.org
Parent #1	Shannon Mueller	Shannon.mueller99@gmail.com
Parent #2	Amy McCluskie	amy.mccluskie@gmail.com

Ib. BOOK INFORMATION

Title of proposed book	OCDaniel
Author (s)	Wesley King
Publisher	Simon & Schuster/Paula Wiseman Books
Edition	Reprint edition (April 11, 2017)

ISBN number	978-1481455329
Copyright date	2016
Course and/or subject area in which work will be used	Middle School English Language Arts (specifically co-taught)
Grade level(s)	6th-8th
Lexil Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-boo k/search)	560L
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	Oct. 12-Oct. 27
Date the book was communicated to the School Accountability Committee?	August 28, 2022 (spoke to SAC directly before process was initiated)

Ic. NOVEL DESCRIPTION

OCDaniel is a story about a middle school boy who has OCD but is unaware of it. He is comfortably the football team's waterboy until the kicker gets hurt and Daniel must sub for him and lead his team to state victory. Along the way, he makes friends with the school's most infamous misfit as she tries to solve her dad's "murder."

This story relates to middle schoolers not only because of the setting but because of Daniel's personal struggles. Many middle schoolers experience anxiety, sadness, and isolation without understanding their feelings or reactions until someone points them out or helps them process in a healthy manner. OCDaniel eventually learns that he has OCD (even his parents were unsure despite their assumptions) and his friends and trusted adults make him feel accepted, loved, and confident, which is all that middle schoolers yearn for. This book reads quickly but includes many opportunities for making connections and inferences and asking questions.

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 novel meets the above standards and skills in various ways:

1. It encourages students to Read for All Purposes.
 - a. Understanding how literary elements work together (the effect of characterization on plot, for example) is extremely comprehensible with this story, for the story itself is engaging and the linguistic complexity is geared towards 7th graders.
 - b. Vocabulary acquisition plays a major role in our classroom, and the majority of the words students learn can be found in *OCDaniel*, like but not limited to “dwindle,” “agitate,” “preposterous”, “resent”, and “incredulous” (all 7th grade site words). Knowing this words immediately helps students discuss context beyond definition and thereby lead to author’s purpose and character motivation.
2. It makes Writing and Comprehension accessible to all students.
 - a. Writing is always easier when students comprehend a text, for they know what they want to say and have the evidence to support it. In our class we teach RACER (RACE on steroids), so students will have ample opportunities to experience the writing process in order to write an organized piece of writing.
 - b. We will provide student choice when elaborating on this novel upon its completion. They can continue the story or analyze the story-- both of which cater to creative and expository writing standards and outcomes.
3. It promotes active listening and Inquiry and Design
 - a. This summer my co-teacher and I attended the AVID conference in Denver, and we are very eager to implement the strategies learned into this unit. Many of these strategies teach and focus on academic discussion, active listening, and student-generated answers based on their own curiosity and comprehension of the novel.
 - b. Students will work collaborative throughout this novel which requires them to participate in reciprocal learning and the inquiry process.

Most importantly, this novel hooks reluctant readers so much so that they are willing to dive into the story and do all of the reading strategies the art of reading comprehension asks. In short, students find joy in reading and realize they CAN read and CAN comprehend and CAN write about what they have learned.

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, 2016 (Vol. 112, No. 13))

Grades 5-8. As the backup kicker on his football team, 13-year-old Daniel spends his time watching from the bench. Socially, he is an onlooker as well. But soon Sara, an ostracized girl at school, breaks through his shyness by demanding help with investigating her father's possible murder. It seems heartless to refuse, though logically (and later, legally) he should. As tension mounts, his anxiety level rises, and "The Routine" he is compelled to follow at bedtime grows longer and more burdensome. Daniel knows that he is different, but he suffers alone and in silence. It's a revelation when Sara offers him information on obsessive-compulsive disorder and a path toward coping with it. A brief, appended author's note dispels common misconceptions about OCD and calls Daniel "an almost autobiographical representation of myself at that age." King creates convincing characters and writes engaging dialogue, and whether or not readers identify fully with Daniel, they will see parts of themselves in this vulnerable protagonist. Clues dropped in the first part of the book may lead readers to expect a conventional sort of happy ending, but the story's conclusion is more complex and satisfying. Written from Daniel's point of view, this perceptive first-person narrative is sometimes painful, sometimes amusing, and always rewarding.

Review #2

Kirkus Reviews (February 15, 2016)

In a departure from his previous book, *The Incredible Space Raiders from Space* (2015), King offers the story of an "eccentric thirteen-year-old social oddity" who desperately wants to be normal. Exhausted by the excruciating nightly Routine that keeps him from sleep for hours and his daily efforts to conceal his obsession with numbers, Daniel Leigh believes he is crazy. Otherwise, Daniel is a typical eighth-grade white boy. He's desperate to fit in, to make his father proud, and to win the affections of the most beautiful and popular girl in school, in this case Raya Singh. When Daniel (backup kicker and water boy) is plucked from the sidelines of the football field, he's given a shot at making those dreams come true. Then something strange happens. Sara Melvern, who hasn't spoken once in the eight years he's known her, invites him to help her solve the mystery of her father's disappearance, and Daniel realizes that sometimes dreams aren't all they're cracked up to be. Daniel's narration is charming, funny, and occasionally heartbreaking, and a secondary cast of well-developed characters keeps the plot moving. Everything works, save for periodic excerpts of Daniel's writing, which are more distracting than helpful. Part coming-of-age, part mystery, and part middle-grade social-problem novel, Daniel's story will resonate with a broad spectrum of readers. (Fiction. 8-13)

Review #3

Publishers Weekly (January 18, 2016)

King (*The Incredible Space Raiders from Space!*) offers a candid and memorable account of life with OCD, inspired by his own experience with the anxiety disorder. Thirteen-year-old Daniel Leigh, a wryly funny narrator, has a popular best friend, a crush on a classmate, and a spot on the football team as backup kicker. But he also has a secret that is making him miserable: he is plagued by "Zaps," his name for the triggers—such as an unlucky number or the wrong number of steps—that create a flood of horrible feelings that can only be quelled by certain actions such as flicking a light switch repeatedly. Writing is an outlet for Daniel, and excerpts from the novel he's working on are interspersed throughout. When Sara, a selectively mute school outcast, suddenly begins to speak to him, she draws him into a potential murder mystery and becomes the first person to see and understand his struggle. Daniel's pain and confusion at what he comes to realize is OCD is memorably portrayed in this moving story of self-acceptance. Ages 8-12. Agent: Brianne Johnson, Writers House. (Apr.) © 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) Jeanne Johnson

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	not only are there vocab words students will have learned, but the theme of acceptance and self-confidence connects to many stories in our core curriculum-- StudySync. The character is relatable, and the language and sentence structure are simple and appropriate for middle schoolers.
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	Middle school is rich with emotions, acceptance, and budding friendships. This book explores the struggles that come with these experiences and the benefits when students have found the right people and have embraced their own individualities.
actively engages students through the text	Y	We used this book as an option for Book Club last year and 35 students chose to read this one. Some of the students had never read a full book before and they could not put it down. They could also empathize with Daniel, the main character, even if they had never had or have heard of OCD. Students found the vocab words they learned and asked about many more.
Gives an opportunity for all students to access	Y	In Book Club, students worked together to analyze and discuss the novel. In class, we would read the book aloud, chunk chapters, and level questioning, as this book provides many opportunities to reflect and connect. Every student would have a book to read, as well.
Is in alignment with Board File ADB on Education Equity , AND	Y	This book is rich with diversity-- personality, conflict resolution, friendships, and emotions. Throughout the book, Daniel and other main characters struggle with

contributes to an inclusive culture for all students?		acceptance and public opinion, which are two major themes middle schoolers navigate. Daniel and another classmate come from two different socio-economic and family backgrounds, which help the two bond and become friends by the end of the novel.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IIb. EVALUATION of Book (to be completed by District Coordinator) Elyse Rhodes

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 protagonist, Daniel Leigh, is in Middle School (8th grade). This novel is appropriate for MS students.
requires parent permission for students to read the book?	N	No
allows students to create meaning and make relevant connections to other knowledge and experience	Y	It is important for students to learn empathy and accept that each individual is unique and different. This novel will help students to understand people with neurodiversity.
actively engages students through the text	Y	Students will engage with the daily Middle School relationships, how students interact with one another, and how they perceive others who are different from themselves. The book also includes a sports theme and a mystery.
Gives an opportunity for all students to access	Y	Students can read a hard copy of the text, read a digital copy, or listen to the audiobook. Books on Sora can be translated into various languages, and fonts and the background can be changed to meet student learning needs.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Includes numerous opportunities to incorporate Colorado State Standards and Essential Skills for Success in lessons related to the novel.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IIc. EVALUATION of Book (to be completed by a colleague) Jessi Ullery

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 is great for teaching empathy. It's real and very engaging which is what is needed to hook kids into reading.
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 book teaches students to have empathy towards others that are different from them. It gives a new perspective that is taught in a real and engaging way.
actively engages students through the text	Y	The book is full of action and will keep students on their toes.
Gives an opportunity for all students to access	Y	There will be opportunities for students to work in collaborative groups. Additionally, students will be given extra help if needed and information will be chunked and scaffolded.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	OCDaniel is chalked full of diversity and emotions that students at the middle school level deal with on a daily basis.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

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 is very intriguing and a great read for the grade level. The vocabulary is great!
requires parent permission for students to read the book?	N	It is a fun story for the student to talk to the parent about though!
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This book teaches ways to understand other people who are different than they are and to allow the reader to accept the differences they may have from other people.
actively engages students through the text	Y	It is a very engaging and intriguing story. A very exciting book.
Gives an opportunity for all students to access	Y	Many opportunities.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Ile. EVALUATION of Book (to be completed by Parent #2) Amy McCluskie

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	y	I think this book is engaging and relevant for their age
requires parent permission for students to read the book?	n	As a parent, I would want to know so that I can engage my child as they read it and have further conversations about the content. But that is on me as a parent to find out what they are learning.
allows students to create meaning and make relevant connections to other knowledge and experience	y	This book absolutely will connect to their own experiences, regardless of their background.
actively engages students through the text	y	The storytelling is captivating.
Gives an opportunity for all students to access	y	
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			
1			
2			
3			
4			
5			
6	JJ, ER		
7	JJ, ER		
8	JJ, ER		
9			
10			
11			
12			

IIIb. CIA PROCESS REVIEW

	District Coordinator
Sections I & II are complete.	ER
Building administrator has reviewed the proposal.	ER
The novel was on display at the school for two weeks.	ER
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.	ER
Information about the novel was shared with the School Advisory Council.	ER

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 28 2022</u>	<input checked="" type="checkbox"/>	
Evaluating Educator Signature <u>Jeanne Johnson</u>		

Vb.

Does the evaluating <i>Colleague</i> recommend adoption of this book?	YES	NO
Date <u>Oct 28 2022</u>	<input checked="" type="checkbox"/>	
Evaluating Colleague Signature <u>Jessi Ullery</u>		

Vc.

Does the evaluating <i>Parent #1</i> recommend adoption of this book?	YES	NO
Date <u>Oct 28 2022</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#1) Signature <u>Shaunou Mueller</u>		

Vd.

Does the evaluating <i>Parent (#2)</i> recommend adoption of this book?	YES	NO
Date <u>Oct 28 2022</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#2) Signature <u>Amy McCluskie</u>		

Ve.

Does the evaluating educator's <i>Administrator</i> recommend adoption of this book?	YES	NO
Date <u>Oct 28 2022</u>		

Administrator Signature <u>Ben D'Ardenue</u>	<input checked="" type="checkbox"/>	
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Vf.

Does the District Coordinator certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>Oct 31 2022</u>	<input checked="" type="checkbox"/>	
District Coordinator Signature <u>Elyse Rhodes</u>		

Vg.

Does the CIA Director support adoption of this book?	YES	NO
Date <u>Oct 31 2022</u>	<input checked="" type="checkbox"/>	
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 31 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 _____		