

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:

6th & up

Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Castle View High School	
Date	12-8-22	
Requesting Educator Name	Natasha McCall	
Requesting Educator Email	nmccall@dcsdk12.org	
Novel Adoption School Process Manager Name	Jordi Owens	
Novel Adoption School Process Manager Email	jowens1@dcsdk12.org	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Debra Yarcho	dyarcho@dcsdk12.org
Colleague	Michael Schneider	mfschneider@dcsdk12.org
Parent #1	Laura Finney	coloradofinney@gmail.com
Parent #2	Pamela Herre	melakay@theherres.com
Parent #3	Phil Mares	phillipmares@gmail.com

Ib. BOOK INFORMATION

Title of proposed book	Skeleton Creek
Author (s)	Patrick Carman
Publisher	Scholastic

Edition	
ISBN number	978-0-545-07566-4
Copyright date	2009
Course and/or subject area in which work will be used	English
Grade level(s)	9th-12th
Lexil Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-boo k/search)	830L
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	2/6-2/20/2023
Date the book was communicated to the School Accountability Committee?	2/1/2023

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 story by Patrick Carman takes place in both journal and web/video form. Ryan writes about his haunted town and *the dredge*. He communicates with his best friend Sarah, whom he is forbidden to see, through the film messages she posts on her password-protected website, and each video's password alludes to an Edgar Allen Poe short story. All students will benefit from this interactive novel and be able to connect the content of this novel to classroom instruction around narrative writing or various forms of literary analysis and devices.

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).

Ninth / Tenth Grade Band, Standard 2. Reading for All Purposes

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

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

Use Key Ideas and Details to

i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text. (CCSS: RL.9-10.1)

ii. 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)

iii. 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)-*Students will be able to make text-to-text connections, and apply and identify how characters motivations/conflicts build over the course of the text.*

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension and make effective choices for meaning or style when writing and speaking.

3. Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts

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

Kirkus Reviews Issue: Dec. 1, 2008, Review Posted Online: May 20, 2010

Mischance befalls 15-year-old Ryan as he investigates the shadowed past of his small Oregon town, leaving him with a broken leg and the threat of a cross-country move if he attempts to contact his best friend and fellow investigator, Sarah. After disabling the monitoring software on his computer, Ryan and Sarah continue to communicate through surreptitious videos. Ryan's faux-journal entries are meticulously faux-printed on faux-lined paper, with faux-printouts pasted in; this text narrative is interrupted by instructions to visit the book's website, where increasingly esoteric passwords unlock the appropriate videos. More gimmick than narrative necessity, the videos crackle with annoyingly fake static. Inspired by the interactive thread used in *Cathy's Book* (by Sean Stewart and Jordan Weisman, 2006), Carman's storytelling is not sufficiently compelling to motivate readers to continually break the narrative to look at digital content. The printed ending builds the suspense, but readers will be disappointed by the final video message, which cheapens the genuine mystery with a cliffhanger ending. Carman's style holds some promise for readers who can get past the contrivance. (*Mystery*. 10-14)

<https://www.kirkusreviews.com/book-reviews/patrick-carman/skeleton-creek/>

Review #2

Publishers Weekly

In a much-anticipated "multi-platform" mystery, Carman (the Land of Elyon series) tells of two small-town teens who go looking for trouble in an abandoned dredge once used to find gold. Presented as the journal of 15-year-old Ryan, the book is produced on ruled paper and in a font resembling handwriting; Ryan unfolds the details of the recent accident that has left him laid up with a broken leg. Periodically, Ryan receives e-mails from Sarah, his fellow sleuth, who is still hunting down clues about ghostly sightings at the dredge, and, armed with a video camera, is posting her findings on a Web site. (Readers can access the site with the passwords in the book.) The premise is more intriguing than the execution. Clues come slowly and don't keep the reader guessing so much as perplexed: Sarah's brief clips are just as much hair-twirling musings as plot-thickeners. Readers should know in advance what the otherwise enticing package does not make clear: this is the first in a series, and anyone expecting that it will end on anything but a cliff-hanger will be disappointed. Ages 9–12. (Jan.)

<https://www.publishersweekly.com/9780545075664>

Review #3

School Library Journal (March 1, 2009)

Gr 6 Up-Ryan McCray and Sarah Fincher wonder how Skeleton Creek, OR, received its name. Research takes them on a nighttime expedition to a mechanical dredge, where Ryan breaks his leg. The teens think the dredge is haunted by Joe Bush, a miner killed there. The book is interspersed with Sarah's videos, which can be accessed on the Internet. The mystery remains to be solved; sequels are guaranteed. Plot weaknesses mitigate the teen appeal of the Internet tie-in concept. The book's central flaw: it is not scary. Ryan's narration should provide creepy immediacy, but his constant insistence that he is petrified never plays out in the story. The book ramps up and peters out, without a climax or resolution of the mystery. The repetitive musings hold the pace to a slow walk, and Carman relies on contrivance to keep adults at bay. Another reason it lags is the lack of synergy between Ryan and Sarah, even though they are supposedly best friends. They communicate only via electronic means (their parents have forbidden their friendship), and their individual findings don't dovetail into one coherent storyline. Even if one stops to watch Sarah's videos, there seem to be missing pieces of information that make the plot hard to follow.

-Caitlin Augusta, The Darien Library, CT Copyright 2009

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	9-12
requires parent permission for students to read the book?	N	No book is at grade level, and themes/topics build on students prior knowledge.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Each chapter is structured to the works of Edgar Allen Poe allowing students to make connections to texts, but with the psychology behind them. The main character is a teen who experiences similar feelings and conflicts of teens today.
actively engages students through the text	Y	Students read each chapter or section and then has to watch a video using a password which is related to Poe before reading the next section.
Gives an opportunity for all students to access	Y	Lexile and content, all students will be able to access the content and aligned skills associated with the novel.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	This novel is inclusive to ALL students.
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Iib. EVALUATION of Book (to be completed by District Coordinator) Debra Yarcho

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	6-12
requires parent permission for students to read the book?	N	I don't think there is anything that would require permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students are familiar with watching videos and will be able to connect to the text in this format.
actively engages students through the text	Y	The journal/diary style writing along with the Web videos will definitely engage students throughout the story. Students that enjoy horror/jump scares will be entertained and engaged.
Gives an opportunity for all students to access	Y	As long as students have access to a computer to access the Website. If teachers assign this for homework, they will need to ensure students can access the video portion from home.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IIc. EVALUATION of Book (Michael Schneider)

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	9-12 The language and lexile score make this appropriate for middle and high school students. It also appeals to those interested in horror or detective genre without any gratuitous scenes or language.
requires parent permission for students to read the book?	N	I found no topics, scenes, or language that should require any permission. The only question is the accompanying videos hosted online, so kids would need access to the internet (which should not be an issue)
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The nature of the narrative is mystery, so readers are tasked with using the text and accompanying videos to solve the mystery. Students will clearly use there understanding of the genre and past films and texts.
actively engages students through the text	Y	Due to the nature of the narrative and the use of videos, students will embrace the fun, and if like me, will want the next book in the series to continue the adventure
Gives an opportunity for all students to access	Y	Especially the videos which will help struggling readers to make connections - spoke as easy as helping the create the characters and scenes in their own heads while reading.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	There is nothing that conflicts with the policy. In fact, stuentns will see characters like themselves throughout the text.
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

IId. EVALUATION of Book (Pamela Herre)

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	good for middle school and high school. Themes were intriguing but not scary.
requires parent permission for students to read the book?	N	Seems perfectly grade appropriate. I can't think of anything that might be concerning to parents.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	
actively engages students through the text	Y	particularly in the diary-like format. Interesting and easy to follow.
Gives an opportunity for all students to access	Y	assuming all students have access to internet.
Recommend novel for adoption		Yes Yes Yes. C <input type="checkbox"/> No

IIe. EVALUATION of Book (Laura Finney)

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	9th-12th - could be more intense for readers younger than 9th grade as it contains themes of the supernatural.
requires parent permission for students to read the book?	N	I feel that the content isn't unusual for students in the age group above and I found nothing that would need parent permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The characters are relatable to today's teenagers, balancing the desire for independence and exploration, while testing parent rules.
actively engages students through the text	Y	The unique multimedia format maintains the reader's engagement through the blend of text, photos, and videos.
Gives an opportunity for all students to access	Y	No reason to believe this book isn't inclusive. Regarding accessibility, the videos would be accessible on phone or computer.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IId. EVALUATION of Book (Phil Mares)

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	9th - 12th
requires parent permission for students to read the book?	N	Did not read anything that would be concerning to a parent with a child in grades 9-12.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Characters are relatable and videos enhance the experience and excitement of the book.
actively engages students through the text	Y	Videos are a great way to keep the student engaged while encouraging you to read as well. Great for getting students engaged who do not like to read.
Gives an opportunity for all students to access	Y	Need internet access to watch videos.
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			DY NM
1			DY NM
2			DY NM
3			DY NM
4			DY NM
5			DY NM
6	DY NM		
7	DY NM		
8	DY NM		
9	NM, DY		
10	DY NM		
11	DY NM		
12	DY NM		

IIIb. CIA PROCESS REVIEW

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

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

SECTION V: Signatures/Approvals

Va.

Does the evaluating Educator recommend adoption of this book?	YES	NO
Date <u>Mar 21 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Educator Signature <u> <i>Natasha McCall</i> </u>		

Vb.

Does the evaluating Colleague recommend adoption of this book?	YES	NO
Date <u>Mar 21 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Colleague Signature <u> <i>Michael Schneider</i> </u>		

Vc.

Does the evaluating Parent #1 recommend adoption of this book?	YES	NO
Date <u>Mar 21 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#1) Signature <u> <i>Laura Finney</i> </u>		

Vd.

Does the evaluating Parent (#2) recommend adoption of this book?	YES	NO
Date <u>Mar 21 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#2) Signature <u> <i>Pamela Herre</i> </u>		

Ve.

Does the evaluating educator's Administrator recommend adoption of this book?	YES	NO
Date <u>Mar 21 2023</u>	<input checked="" type="checkbox"/>	
Administrator Signature <u> <i>Stephanie Morris</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 21 2023</u>	<input checked="" type="checkbox"/>	
District Coordinator Signature <u>Debra Yarcho</u>		

Vg.

Does the CIA Director support adoption of this book?	YES	NO
Date <u>Mar 21 2023</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 _____		
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		