

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
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Castle View High School	
Date	1/5/23	
Requesting Educator Name	Michael Schneider	
Requesting Educator Email	mfschneider@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	Tracie King	tking@dcsdk12.org
Colleague	Robert Sutterer	rwsutterer@dcsdk12.org
Parent #1	Shelly Mares	mkmares@dcsdk12.org
Parent #2	Phil Mares	phillipmares@gmail.com

Ib. BOOK INFORMATION

Title of proposed book	Dear Martin
Author (s)	Nic Stone
Publisher	Randon House
Edition	

ISBN number	ISBN 978-1-101-93949-9
Copyright date	10/17/2017
Course and/or subject area in which work will be used	English
Grade level(s)	9th
Lexil Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-boo-k/search)	720
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	2/1/2023 - 2/14/2023
Date the book was communicated to the School Accountability Committee?	2/1/2023

Ic. NOVEL DESCRIPTION

This novel follows a high school student as he struggles with his identity and his place in the world after he is arrested and accused of a crime he did not commit.

As one of a few black students (and the only full scholarship student we meet in the novel), he struggles with fitting in either community - the urban environment he was raised in and the affluent environment where he attends school in order to escape.

In the aftermath of his arrest, he begins to write a journal -in the form of letters to Dr. Martin Luther King - expressing how difficult it is to live his message. In the journal, we hear his unedited voice as he navigates both his communities and his attempt to live an authentic life.

Id. ALIGNMENT WITH DCSD'S CURRICULUM

Please write a detailed description of how the novel **aligns with 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)

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

Booklist starred (August 2017 (Vol. 113, No. 22))

Grades 9-12. Perhaps a bright young man who is fourth in his graduating class, captain of the debate team, and on his way to an Ivy League school shouldn't have too many worries. But Justyce McAllister's grades have no influence on the police officer who handcuffs him while he's trying to help his inebriated ex-girlfriend. The African American teen is shocked and angered when the officer is cleared of all charges, and so he turns to the written work of Martin Luther King Jr. for direction, inspiration, and therapy. He presents a simple question to the late civil rights leader: "What would you do, Martin?" After Justyce witnesses the fatal shooting of his best friend by an off-duty officer, and his name is negatively spread through the media, he begins to withdraw from friends and family, only finding solace in his teacher, new girlfriend, and his continued ruminative letter writing to Dr. King. Stone's debut confronts the reality of police brutality, misconduct, and fatal shootings in the U.S., using an authentic voice to accurately portray the struggle of self-exploration teens like Justyce experience every day. Teens, librarians, and teachers alike will find this book a godsend in assisting discussions about dealing with police, as well as the philosophical underpinnings of King's work. Vivid and powerful.

Review #2

Kirkus Reviews (August 15, 2017)

In this roller-coaster ride of a debut, the author summons the popular legacy of Martin Luther King Jr. to respond to the recent tragic violence befalling unarmed black men and boys. Seventeen-year-old black high school senior Justyce McAllister, a full-scholarship student at the virtually all-white Braselton Prep, is the focus. After a bloody run-in with the police when they take his good deed for malice, Justyce seeks meaning in a series of letters with his “homie” Dr. King. He writes, “I thought if I made sure to be an upstanding member of society, I’d be exempt from the stuff THOSE black guys deal with, you know?” While he’s ranked fourth in his graduating class and well-positioned for the Ivy League, Justyce is coming to terms with the fact that there’s not as much that separates him from “THOSE black guys” as he’d like to believe. Despite this, Stone seems to position Justyce and his best friend as the decidedly well-mannered black children who are deserving of readers’ sympathies. They are not those gangsters that can be found in Justyce’s neighborhood. There’s nuance to be found for sure, but not enough to upset the dominant narrative. What if they weren’t the successful kids? While the novel intentionally leaves more questions than it attempts to answer, there are layers that still remain between the lines. Though constrained, the work nevertheless stands apart in a literature that too often finds it hard to look hard truths in the face. Take interest and ask questions. (Fiction. 14-18)

Review #3

Kirkus Reviews (August 15, 2017)

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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 The themes and characters will appeal to high school students.
requires parent permission for students to read the book?	N	While the subject matter, language, and themes are mature, nothing in this novel should require parental permission
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The plot of this novel mirrors continued news coverage in our communities, and the characters reflect the ages and situations of high school students. So each reader can connect the novel to their own circumstances and the current events.
actively engages students through the text	Y	As a text specifically written for young adults, the language, characters and plot lines should engage high school students.
Gives an opportunity for all students to access	Y	The lexile score makes this book accessible to most high school students, and the interest level will appeal as well.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Diverse characters with diverse views are present in this novel.
Recommend novel for adoption	<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 following grade level(s)	Y	This book is appropriate for high school students and has the professional reviews necessary.
requires parent permission for students to read the book?	N	Text is written for a young adult audience. There is some language and violence but nothing that would be too much for high school students.
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, current events, how life is different from others, and the challenges of being different.
actively engages students through the text	Y	This book is highly engaging and thought-provoking. Discussing the text should lead to rich discussions and foster empathy for several of the characters in the book.
Gives an opportunity for all students to access	Y	The book is at a level that most students can access and the book is available in an audio format too.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Diverse perspectives and ideas are present in a reasonable manner.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IIc. EVALUATION of Book (to be completed by a colleague) Bob Sutterer

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 acceptable for high school students
requires parent permission for students to read the book?	N	There is some use of potentially offensive language and sexual themes, but not at a graphic or excessive level.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Very much so. The connection of historical understanding of the Civil Rights Movement tied with contemporary struggles students have seen in the news recently will engage the students.
actively engages students through the text	Y	The colloquial style of language as well as the connections mentioned above will engage the students.
Gives an opportunity for all students to access	Y	The language, subject matter and organization are accessible.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Offers diverse perspectives on matters of current importance.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IId. EVALUATION of Book (to be completed by Parent #1) Shelly 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	Appropriate for 9-12.
requires parent permission for students to read the book?	N	There is profanity but it is not excessive. It is written for a young adult audience.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The character development is excellent providing a variety of characters for young adults to relate to. Students can make connections to being a teen in today's world, and historical connections that are relatable to today's issues with diversity and racism.
actively engages students through the text	Y	The text is engaging and easy to follow. It would allow for great classroom discussions because many the storyline and the characters are relatable no matter your background. I believe the students will see the various perspectives and have empathy for the characters.
Gives an opportunity for all students to access	Y	Accessible for others. This book is also available in audio format.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Iie. EVALUATION of Book (to be completed by Parent #2) 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	Yes. Appropriate for grades 9-12.
requires parent permission for students to read the book?	N	Caution for language and racist remarks but relevant to the story and not overused.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Yes. Is very relevant to today's events.
actively engages students through the text	Y	Good read and characters are relatable.
Gives an opportunity for all students to access	Y	No additional comments.
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			tk,mfs
1			tk,mfs
2			tk,mfs
3			tk,mfs
4			tk,mfs
5			tk,mfs
6			tk,mfs
7			tk,mfs
8			tk,mfs
9	tk,mfs		
10	Tk, mfs		
11	Tk, mfs		
12	Tk, mfs		

IIIb. CIA PROCESS REVIEW

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

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 10 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Educator Signature <u>Michael Schneider</u>		

Vb.

Does the evaluating Colleague recommend adoption of this book?	YES	NO
Date <u>Mar 10 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Colleague Signature <u>Robert Sutterer</u>		

Vc.

Does the evaluating Parent #1 recommend adoption of this book?	YES	NO
Date <u>Mar 10 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#1) Signature <u>Shelly Mares</u>		

Vd.

Does the evaluating Parent (#2) recommend adoption of this book?	YES	NO
Date <u>Mar 13 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#2) Signature <u>Phil Mares</u>		

Ve.

Does the evaluating educator's Administrator recommend adoption of this book?	YES	NO
Date <u>Mar 13 2023</u>	<input checked="" type="checkbox"/>	
Administrator Signature <u>Jeena Templeton</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 16 2023</u> District Coordinator Signature <u>Tracie King</u>	<input checked="" type="checkbox"/>	

Vg.

Does the CIA Director support adoption of this book?	YES	NO
Date <u>Mar 17 2023</u> CIA Director Signature <u>Erica Mason</u>	<input checked="" type="checkbox"/>	

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		