

NOVEL/BOOK-LENGTH WORK (Fiction, Non-Fiction, Drama) PROPOSAL - Monday's Not Coming

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 - 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@dcsdk12.org	
Novel Adoption School Process Manager Name	Jason Parker	
Novel Adoption School Process Manager Email	japarker@dcsdk12.org	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Tracie King	tking@dcsdk12.org
Colleague	Elizabeth Romito	emromito@dcsdk12.org
Parent #1	Suzanne Gray	rusjgray@gmail.com
Parent #2	Amy Neira	amy_neira@yahoo.com

Ib. BOOK INFORMATION

Title of proposed book	Monday's Not Coming
Author (s)	Tiffany D Jackson
Publisher	Katherine Tegen Book, an imprint Harper Collins Publishers
Edition	Paperback

ISBN number	ISBN-10 : 0062422685 ISBN-13 : 978-0062422682
Copyright date	2018
Course and/or subject area in which work will be used	English II / English II H
Grade level(s)	9-12
Lexil Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-boo k/search)	HL620L
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

Monday's Not Coming is a mystery about a missing teen, Monday Charles, and her friend's quest to discover the truth. In the process of searching for Monday, Claudia learns some dark truths about Monday's family. Claudia also learns that there is little urgency from the adults in her life to find Monday and she is often dismissed or not believed, adding to her bewilderment about her friend's disappearance. Claudia learns a great deal about the systems that govern her life, about making her voice heard and about not giving up until she has the truth.

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).

Monday's Not Coming is a fictional account of a missing girl and her friend's search to discover what happened to her. Could be paired with nonfiction shorter texts on a similar topic. Students will be able to identify and discuss significance of literary elements, shift in tone, author's style and themes.

RW H1.2.1 Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.

Use Key Ideas and Details to:

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

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)

Use Craft and Structure to:

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)

Use Range of Reading and Complexity of Text to:

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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 (March 15, 2018 (Vol. 114, No. 14))

Grades 9-12. In her sophomore effort (*Allegedly*, 2017), Jackson offers up a suspenseful new mystery. Claudia and Monday have been friends since childhood. When Claudia returns from summer vacation, Monday isn't at school, and she's not returning calls. No one seems to know where she is. Claudia knows something is wrong, but what reason would anyone have to lie about Monday's whereabouts? Jackson hits all the right notes in this compelling mystery. Claudia has a strong voice that will resonate; she struggles with bullying, dyslexia, loss, and the pains of growing up. The plot weaves through time, slowly piecing together clues, until the painful truth is revealed. Jackson doesn't hold anything back when it comes to the pain of abuse and the ramifications of turning a blind eye. This is a powerful and emotional novel that is gripping and heartbreaking and hits upon serious topics. It's a frank, devastating read filled with real and flawed characters, and it's a story that needs to be read.

Review #2

Booklist (March 15, 2018 (Vol. 114, No. 14))

Grades 9-12. In her sophomore effort (*Allegedly*, 2017), Jackson offers up a suspenseful new mystery. Claudia and Monday have been friends since childhood. When Claudia returns from summer vacation, Monday isn't at school, and she's not returning calls. No one seems to know where she is. Claudia knows something is wrong, but what reason would anyone have to lie about Monday's whereabouts? Jackson hits all the right notes in this compelling mystery. Claudia has a strong voice that will resonate; she struggles with bullying, dyslexia, loss, and the pains of growing up. The plot weaves through time, slowly piecing together clues, until the painful truth is revealed. Jackson doesn't hold anything back when it comes to the pain of abuse and the ramifications of turning a blind eye. This is a powerful and emotional novel that is gripping and heartbreaking and hits upon serious topics. It's a frank, devastating read filled with real and flawed characters, and it's a story that needs to be read.

Review #3

Kirkus Reviews (April 1, 2018)

Washington, D.C., eighth-graders Claudia Coleman and her best (and only) friend, Monday Charles, were inseparable, often mistaken for twins—until the day Monday disappeared. Brown-skinned with kinky hair, the girls had each other's backs, and Claudia relied on Monday in ways no one else knew. But when Monday doesn't show up for the first day of school with no warning or explanation, Claudia becomes worried. After a week goes by, Claudia begins a search for her Monday without much help from the adults around her. Claudia refuses to give up on Monday like she thinks everyone else has: How can a young girl just disappear and have no one look for her? The plot unfolds in nonchronological order, a technique that risks having the story feel clumsy at times. Despite a resolution that reads as somewhat anticlimactic and a narrator who is sometimes as naïve as she is skeptical, the draw of this novel, which was inspired by actual events, lies in its interwoven themes of the effects of gentrification, especially on black residents whose connections, culture, and community become afterthoughts in the face of capitalism; mental illness in the black community; and biases around the value of missing children, black girls in particular. Secrets and how silence often causes more harm than we can imagine are also addressed. A tragic and heartbreaking tale of love, loss, grief, growth, and perseverance. (Fiction. 13-adult)

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) Karen Whitney

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following 9-12 grade level(s)	Y	Reading age : 13+ years, from customers\ Grade level : 8 - 12 There is some language, an alcohol and drug reference, abuse/domestic violence, but all dealt with in a way that could lead to deeper analysis and productive class discussions
requires parent permission for students to read the book?	N	This is rated for 13+ on Amazon and 14+ on common sense media
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students can make connections about growing up, being a teen, friendships, family relationships/dynamics, etc. This story may also help give them a window into something they have not experienced and help them empathize with others who have.
actively engages students through the text	Y	There is mystery and suspense, excellent character development and dialogue. Very engaging.
Gives an opportunity for all students to access	Y	The reading level is age appropriate and all students can connect or find meaning in some way from this text.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	This book supports diverse voices and authors. It shows a variety of perspectives in the text - youth, adult, teacher, law enforcement, etc., and promotes diversity of perspective and thought.
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) 9-12	Y	
requires parent permission for students to read the book?	N	There is some language, an alcohol and drug reference, abuse/domestic violence, but all dealt with in a way that promotes deep and relevant discussion.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The theme is heavy but will allow deep conversation and exploration into things they may have or haven't experienced. I think this book could help teens empathize with the main character and what she is going through thus helping them in their relationships with their peers.
actively engages students through the text	Y	This is a highly engaging book.
Gives an opportunity for all students to access	Y	
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	The book definitely supports diversity of authors and perspectives.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IIc. EVALUATION of Book (to be completed by a colleague) Elizabeth Romito

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)		9-12
requires parent permission for students to read the book?		I do not see a reason
allows students to create meaning and make relevant connections to other knowledge and experience		Definitely- it would also be of high interest for students.
actively engages students through the text		100%- I actually sent a copy to my sister and she loved it.
Gives an opportunity for all students to access		Yes- reading is easy enough yet challenging in these and character development
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?		Yes- I think the student interest would span to all levels of learners and keep their interest and promote discussion
Recommend novel for adoption		<input checked="" type="checkbox"/> xYes <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 following grade level(s)	Y	At the beginning, we meet a 14 year old black girl and her experiences as she grows are age appropriate.
requires parent permission for students to read the book?	N	The author presents tough issues in a way that although still heartbreaking are not graphic.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Teens will be able to relate to some of the school related issues of bullying, learning disabilities and friendships but also expand their perspectives seeing it through the lens of black teens in a neighborhood and family that may not be quite like their own.
actively engages students through the text	Y	Yes this is a gripping page turner.
Gives an opportunity for all students to access	Y	Yes, many students will see pieces of themselves in the text.
Recommend novel for adoption	<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 following grade level(s)	Y	The main character, a 14 year old black girl, is experiencing life without her best friend. The book illustrates the challenges of losing her to an abusive household.
requires parent permission for students to read the book?	N	Mature issues are presented at an age appropriate level.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	A learning lesson to always speak up when one feels there is something wrong. Puts forth the impact of bullying, adults making mistakes, not always fitting in, friendships and differences in communities.
actively engages students through the text	Y	A story of hope - keeps you turning pages, wondering how a child could go “missing” for so long and the real life struggles of losing someone.
Gives an opportunity for all students to access	Y	A high school student, at any level of reading, can relate to the issues, a character and understand the challenges people go through with their own personal experiences that are presented in this book.
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			
7			
8			
9	KW, tk		
10	KW, tk		
11	KW,tk		
12	KW,tk		

IIIb. CIA PROCESS REVIEW

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

SECTION IV: District Level Process Review

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

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 24 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>Elizabeth Rowito</u>		

Vc.

Does the evaluating <i>Parent #1</i> recommend adoption of this book?	YES	NO
Date <u>Oct 26 2022</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#1) Signature <u>Suzanne Gray</u>		

Vd.

Does the evaluating <i>Parent (#2)</i> recommend adoption of this book?	YES	NO
Date <u>Oct 26 2022</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#2) Signature <u>Amy Neira</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 Kearny</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>Oct 26 2022</u>	<input checked="" type="checkbox"/>	
District Coordinator Signature <u>Tracie King</u>		

Vg.

Does the CIA Director support adoption of this book?	YES	NO
Date <u>Oct 26 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 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		