1. **General Information**

Submitted By: Click here to enter text. Date: Click here to enter a date. Building: Choose an item.

1. Title of the Novel: Click here to enter text. ISBN: Click here to enter text.
2. Author: Click here to enter text. Copyright Date: Click here to enter text.
3. Grade Level(s): Click here to enter text.
4. Course for which the novel will be used: Click here to enter text.
5. This novel is considered:

[ ]  Core Instructional Materials (required reading for all students in the course)

[ ]  Supplemental (will be optional reading for students in the course)

1. Is this novel to be used within a specific program?
[ ]  Yes [ ]  No

If Yes, please indicate which program(s):
[ ]  AP [ ]  Cambridge [ ]  IB [ ]  Other (please specify): Click here to enter text.

1. **Novel Information and Details**
2. Provide a one-paragraph synopsis of the book, to be later included on the secondary book list (see http://www.fwps.org/cms/lib010/WA01919399/Centricity/Domain/787/Booklist-MS-2014-15-for-Website.pdf for examples).

Click here to enter text.

1. What Priority Standards are being addressed with the use of this novel? Please list both the Priority Standard number and descriptor.

Click here to enter text.

1. Provide a minimum of two reviews of the novel, citing the sources and providing direct links if cited from a website.
2. Review Content: Click here to enter text.
Source: Click here to enter text.
Website Link (if applicable): Click here to enter text.
3. Review Content: Click here to enter text.
Source: Click here to enter text.
Website Link (if applicable): Click here to enter text.
4. Provide a minimum of one criticism of the novel, citing the source and providing direct links if cited from a website. If no criticism can be found, please include one more novel review
Review Content: Click here to enter text.
Source: Click here to enter text.
Website Link (if applicable): Click here to enter text.
5. List any nominations or awards the novel has received:
Click here to enter text.
6. List any book bans that apply to this novel, if any:

Click here to enter text.

1. List instances of potential discrimination, racial or gender bias, profanity, gratuitous sex, or violence and check all that are applicable on the table below:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Page(s)** | **Description/Example** | **Discrimination** | **Racial Bias** | **Gender Bias** | **Profanity** | **Gratuitous Sex** | **Gratuitous Violence** |
| *Example:**115* | *Frequent use of expletives (word). No other use of profanity in the material.* |[ ] [ ] [ ] [x] [ ] [ ]
|  |  |[ ] [ ] [ ] [ ] [ ] [ ]
|  |  |[ ] [ ] [ ] [ ] [ ] [ ]
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|  |  |[ ] [ ] [ ] [ ] [ ] [ ]

1. Are there existing approved titles which also speak to the topic, ideas, or theme and address the same Priority Standards?

[ ]  No

[ ]  Yes

If Yes, please answer the following questions:

1. What are the other titles?
Click here to enter text.
2. Why would this novel be a better fit than an already approved title?

Click here to enter text.

1. **Curriculum and Instruction**Complete the following sections with regard to how the novel will be used in the course for which it is requested.
2. What are the enduring understandings, significant concepts, and essential questions relevant to this novel?

Click here to enter text.

1. Assessment: What assessment task(s) will allow students the opportunity to respond to the essential questions and meet the relevant Priority Standards?

Click here to enter text.

1. What learning experiences will you provide to guide students through the text?

Click here to enter text.

1. What formative assessment and differentiation/extension strategies will be used to support student learning during the use of this novel?

Click here to enter text.

1. What alternative options for meeting Priority Standards will be provided for students/families who opt-out of reading this particular novel?

Click here to enter text.

Please complete the following table and calculate the percent of standards explicitly addressed in the curriculum. Add rows as needed for additional standards.

|  |  |  |
| --- | --- | --- |
| **Standard** | **Sample Page Numbers) in the Text** | **Brief description of how the cited sample addresses the standard** |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
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| 14 |  |  |
| 15 |  |  |
| 16 |  |  |
| 17 |  |  |
| 18 |  |  |
| 19 |  |  |
| 20 |  |  |

Calculate the percentage of standards aligned by dividing the number of standards explicitly addressed in the curriculum/text by the total number of standards for the course.

**Percentage:** Click here to enter text.%

1. **Text Complexity**Find and attach a completed text complexity analysis for the novel online (preferred) or complete the analysis below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceedingly Complex** | **Very Complex** | **Moderately Complex** | **Slightly Complex** |
| **TEXT STRUCTURE** | * **Organization:** Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail
* **Use of Graphics:** If used, illustrations or graphics are essential for understanding the meaning of the text
 | * **Organization:** May include subplots, time shifts and more complex characters
* **Use of Graphics:** If used, illustrations or graphics support or extend the meaning of the text
 | * **Organization:** May have two or more storylines and occasionally be difficult to predict
* **Use of Graphics:** If used, a range of illustrations or graphics support selected parts of the text
 | * **Organization:** Is clear, chronological or easy to predict
* **Use of Graphics:** If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text
 |
| **LANGUAGE FEATURES** | * **Conventionality**: Dense and complex; contains abstract, ironic, and/or figurative language
* **Vocabulary:** Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading
* **Sentence Structure:** Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts
 | * **Conventionality**: Fairly complex; contains some abstract, ironic, and/or figurative language
* **Vocabulary:** Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic
* **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words
 | * **Conventionality**: Largely explicit and easy to understand with some occasions for more complex meaning
* **Vocabulary:** Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic
* **Sentence Structure:** Primarily simple and compound sentences, with some complex constructions
 | * **Conventionality**: Explicit, literal, straightforward, easy to understand
* **Vocabulary:** Contemporary, familiar, conversational language
* **Sentence Structure:** Mainly simple sentences
 |
| **MEANING** | * **Meaning:** Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text
 | * **Meaning:** Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text
 | * **Meaning:** Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety
 | * **Meaning:** One level of meaning; theme is obvious and revealed early in the text.
 |
| **KNOWLEDGE DEMANDS** | * **Life Experiences:** Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader
* **Intertextuality and Cultural Knowledge:** Many references or allusions to other texts or cultural elements
 | * **Life Experiences:** Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers
* **Intertextuality and Cultural Knowledge:** Some references or allusions to other texts or cultural elements
 | * **Life Experiences:** Explores several themes; experiences portrayed are common to many readers
* **Intertextuality and Cultural Knowledge:** Few references or allusions to other texts or cultural elements
 | * **Life Experiences:** Explores a single theme; experiences portrayed are everyday and common to most readers
* **Intertextuality and Cultural Knowledge:** No references or allusions to other texts or cultural elements
 |

**Complexity Band Level** (provide range): Click here to enter text.

**Lexile or Other Quantitative Measure of the Text**: Click here to enter text.

1. **Evaluation of Bias (Adapted from Appendix A of Washington Models for Evaluation of Bias Content in Instructional Materials)**Complete the following rubric for the novel with comments as needed. Please note that the N/A column is reserved for a text in which this particular category is not applicable in any way and would be used sparingly, if at all.

|  |
| --- |
| **Gender/Sex** |
| **Standard** | **3**Standard is clearly articulated or inferred. | **2**Standard is present, but limited in presentation and/or explanation. | **1**Limited presentation of standard. | **0**Standard is not present. | **N/A**Standard is not applicable to this text in any way. |
| Males and females reflect qualities such as leadership, intelligence, imagination and courage. |[ ] [ ] [ ] [ ] [ ]
| Males and females are represented as central characters in the text and illustrations. |[ ] [ ] [ ] [ ] [ ]
| Males and females are shown performing similar work in related fields. |[ ] [ ] [ ] [ ] [ ]
| People are referred to by their names and roles as often as they are referred to as someone’s spouse, parent or sibling. |[ ] [ ] [ ] [ ] [ ]
| Stereotyping language such as “women chatting/men discussing” is avoided. |[ ] [ ] [ ] [ ] [ ]
| Biographical or historical materials include a variety of male and female contributions to society. |[ ] [ ] [ ] [ ] [ ]
| Groups which include males and females are referred to in neutral languages such as people, mail carriers, firefighters, or legislators. |[ ] [ ] [ ] [ ] [ ]
| **Total Score** |
| **Additional Comments:**Click here to enter text. |

|  |
| --- |
| **Multicultural** |
| **Standard** | **3**Standard is clearly articulated or inferred. | **2**Standard is present, but limited in presentation and/or explanation. | **1**Limited presentation of standard. | **0**Standard is not present. | **N/A**Standard is not applicable to this text in any way. |
| Materials contain racial/ethnic balance in main characters and in illustrations. |[ ] [ ] [ ] [ ] [ ]
| Minorities are represented as central characters in text and illustrations. |[ ] [ ] [ ] [ ] [ ]
| Minority characters are shown in a variety of lifestyles in active, decision-making, and leadership roles. |[ ] [ ] [ ] [ ] [ ]
| Materials provide an opportunity for a variety of racial, ethnic, and cultural perspectives. |[ ] [ ] [ ] [ ] [ ]
| The vocabulary of racism is avoided. |[ ] [ ] [ ] [ ] [ ]
| Stereotyping language is avoided. |[ ] [ ] [ ] [ ] [ ]
| Biographical or historical materials include minority characters and their discoveries and contributions to society. |[ ] [ ] [ ] [ ] [ ]
| One religion is not perceived as superior to others. |[ ] [ ] [ ] [ ] [ ]
| Oversimplified generalizations about different religions are avoided in text and illustrations. |[ ] [ ] [ ] [ ] [ ]
| **Total Score** |
| **Additional Comments:**Click here to enter text. |

|  |
| --- |
| **Persons with Disabilities** |
| **Standard** | **3**Standard is clearly articulated or inferred. | **2**Standard is present, but limited in presentation and/or explanation. | **1**Limited presentation of standard. | **0**Standard is not present. | **N/A**Standard is not applicable to this text in any way. |
| People are sometimes portrayed as able‐bodied, healthy, ill, and having disabilities. |[ ] [ ] [ ] [ ] [ ]
| Qualities of character such as leadership, imagination, courage, and integrity are distributed among non-handicapped persons and persons with disabilities. |[ ] [ ] [ ] [ ] [ ]
| Non‐handicapped persons and persons with disabilities are represented as central characters in text and illustrations. |[ ] [ ] [ ] [ ] [ ]
| Non‐handicapped persons and persons with disabilities are shown performing similar work in related fields. |[ ] [ ] [ ] [ ] [ ]
| Non‐handicapped persons and persons with disabilities are shown working and playing together as colleagues. |[ ] [ ] [ ] [ ] [ ]
| Persons with disabilities are referred to by their names and roles rather than their disability. |[ ] [ ] [ ] [ ] [ ]
| Biographical and historical materials include contributions to society by persons with disabilities. |[ ] [ ] [ ] [ ] [ ]
| **Total Score** |
| **Additional Comments:**Click here to enter text. |

|  |
| --- |
| **Socio-Economic Status** |
| **Standard** | **3**Standard is clearly articulated or inferred. | **2**Standard is present, but limited in presentation and/or explanation. | **1**Limited presentation of standard. | **0**Standard is not present. | **N/A**Standard is not applicable to this text in any way. |
| Social class groupings portray all individuals in a variety of roles (positive and negative) and situations displaying positive and negative characteristics of integrity, humility, valor, and intelligence. |[ ] [ ] [ ] [ ] [ ]
| Oversimplified generalizations about social classes and groups are avoided in text and illustrations. |[ ] [ ] [ ] [ ] [ ]
| All individuals are judged by their strength of character rather than their socio‐economic status. |[ ] [ ] [ ] [ ] [ ]
| Characters are described by their behaviors, beliefs, and values rather than unnecessary socio‐economic descriptors. |[ ] [ ] [ ] [ ] [ ]
| Contributions of individuals are valued for their benefit to all peoples of society. |[ ] [ ] [ ] [ ] [ ]
| Materials provide an opportunity for dialogue which considers a variety of socio-economic perspectives. |[ ] [ ] [ ] [ ] [ ]
| **Total Score** |
| **Additional Comments:**Click here to enter text. |

|  |
| --- |
| **Family** |
| **Standard** | **3**Standard is clearly articulated or inferred. | **2**Standard is present, but limited in presentation and/or explanation. | **1**Limited presentation of standard. | **0**Standard is not present. | **N/A**Standard is not applicable to this text in any way. |
| In addition to the traditional nuclear family model, family groups are depicted in which there are single parents, adopted and foster children, step‐parents, same‐sex parents, and/or relatives living with the family. |[ ] [ ] [ ] [ ] [ ]
| A variety of life experiences are depicted. |[ ] [ ] [ ] [ ] [ ]
| People of all groups are depicted in a variety of clothing and with a variety of eating habits and activities. |[ ] [ ] [ ] [ ] [ ]
| Males and females are depicted in non‐traditional as well as traditional roles in the family, at work, in leisure activities, and in attitude. |[ ] [ ] [ ] [ ] [ ]
| **Total Score** |
| **Additional Comments:**Click here to enter text. |

1. **Required Signatures**

*Signatures indicate recommendation for approval of the novel. If recommendation is for denial of the novel, please note that in the signature space.*

Building Signatures Required from the Submitting School

1. Originator of Request (Required) Name: Click here to enter text.
 Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Principal (If originated at school level) Name: Click here to enter text.
 Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teaching for Learning Signatures

1. Content Facilitator (Required) Name: Click here to enter text.
 Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. TFL Director (Required) Name: Click here to enter text.
 Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Executive Director of Scholar Learning, Name: Erika Rudnicki
 Academic Programs, and Staff Development Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 (Required) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Chief Academic Officer (Required) Name: Dr. Melissa Spencer
 Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FOR OFFICE USE ONLY**

IMC Vote: Yes \_\_\_\_\_\_\_\_\_ Yes (with reservation) \_\_\_\_\_\_\_\_\_No \_\_\_\_\_\_\_\_\_

IMC Recommendation: [ ]  Approval [ ]  Denial [ ]  Approval with Restrictions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IMC Facilitator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Final Superintendent and School Board Decision: [ ]  Approval as Recommended [ ]  Denial