



**FEDERAL WAY
PUBLIC SCHOOLS**

**Novel Placement on Secondary Approved Reading List
Request for Consideration 2020-2021**

Instructions: Completed Form must be submitted to the Teaching For Learning Department. All components must be completed electronically—only signatures and dates may be handwritten (in pen).

A. General Information

Submitted By: _____ Date: _____ Building: _____

- 1. Title of the Novel: _____ ISBN: _____
- 2. Author: _____ Copyright Date: _____
- 3. Grade Level(s): _____
- 4. Course for which the novel will be used: _____
- 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)
- 6. 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): _____

B. Novel Information and Details

- 1. 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).
- 2. What Priority Standards are being addressed with the use of this novel? Please list both the Priority Standard number and descriptor.
- 3. Provide a minimum of two reviews of the novel, citing the sources and providing direct links if cited from a website.
 - 1. Review Content:
 - Source: _____
 - Website Link (if applicable): _____
 - 2. Review Content:
 - Source: _____
 - Website Link (if applicable): _____
- 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

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IMCC Vote: Yes _____ Yes (with reservation) _____ No _____

IMCC Recommendation: Approval Denial Approval with Restrictions: _____

IMCC Facilitator Signature: _____ Date: _____

Final Superintendent and School Board Decision: Approval as Recommended Denial

Review Content:

Source:

Website Link (if applicable):

5. List any nominations or awards the novel has received:
6. List any book bans that apply to this novel, if any:
7. 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
<i>Example:</i> 115	<i>Frequent use of expletives (word). No other use of profanity in the material.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. 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?
2. Why would this novel be a better fit than an already approved title?

C. Curriculum and Instruction

Complete the following sections with regard to how the novel will be used in the course for which it is requested.

1. What are the enduring understandings, significant concepts, and essential questions relevant to this novel?

2. Assessment: What assessment task(s) will allow students the opportunity to respond to the essential questions and meet the relevant Priority Standards?
3. What learning experiences will you provide to guide students through the text?
4. What formative assessment and differentiation/extension strategies will be used to support student learning during the use of this novel?
5. What alternative options for meeting Priority Standards will be provided for students/families who opt-out of reading this particular novel?

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		
10		
11		
12		
13		
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: %

D. 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	<ul style="list-style-type: none"> <input type="radio"/> Organization: Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail <input type="radio"/> Use of Graphics: If used, illustrations or graphics are essential for understanding the meaning of the text 	<ul style="list-style-type: none"> <input type="radio"/> Organization: May include subplots, time shifts and more complex characters <input type="radio"/> Use of Graphics: If used, illustrations or graphics support or extend the meaning of the text 	<ul style="list-style-type: none"> <input type="radio"/> Organization: May have two or more storylines and occasionally be difficult to predict <input type="radio"/> Use of Graphics: If used, a range of illustrations or graphics support selected parts of the text 	<ul style="list-style-type: none"> <input type="radio"/> Organization: Is clear, chronological or easy to predict <input type="radio"/> 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	<ul style="list-style-type: none"> <input type="radio"/> Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading <input type="radio"/> Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts 	<ul style="list-style-type: none"> <input type="radio"/> Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic <input type="radio"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> <input type="radio"/> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning <input type="radio"/> Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic <input type="radio"/> Sentence Structure: Primarily simple and compound sentences, with some complex constructions 	<ul style="list-style-type: none"> <input type="radio"/> Conventionality: Explicit, literal, straightforward, easy to understand <input type="radio"/> Vocabulary: Contemporary, familiar, conversational language <input type="radio"/> Sentence Structure: Mainly simple sentences
MEANING	<ul style="list-style-type: none"> <input type="radio"/> 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 	<ul style="list-style-type: none"> <input type="radio"/> 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 	<ul style="list-style-type: none"> <input type="radio"/> Meaning: Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety 	<ul style="list-style-type: none"> <input type="radio"/> Meaning: One level of meaning; theme is obvious and revealed early in the text.
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader <input type="radio"/> Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers <input type="radio"/> Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores several themes; experiences portrayed are common to many readers <input type="radio"/> Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers <input type="radio"/> Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements

Complexity Band Level (provide range):

Lexile or Other Quantitative Measure of the Text:

E. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Males and females are represented as central characters in the text and illustrations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Males and females are shown performing similar work in related fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People are referred to by their names and roles as often as they are referred to as someone's spouse, parent or sibling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stereotyping language such as "women chatting/men discussing" is avoided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biographical or historical materials include a variety of male and female contributions to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Groups which include males and females are referred to in neutral languages such as people, mail carriers, firefighters, or legislators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Score					
Additional Comments:					

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minorities are represented as central characters in text and illustrations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minority characters are shown in a variety of lifestyles in active, decision-making, and leadership roles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials provide an opportunity for a variety of racial, ethnic, and cultural perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The vocabulary of racism is avoided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stereotyping language is avoided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biographical or historical materials include minority characters and their discoveries and contributions to society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One religion is not perceived as superior to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oversimplified generalizations about different religions are avoided in text and illustrations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Score					
Additional Comments:					

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Qualities of character such as leadership, imagination, courage, and integrity are distributed among non-handicapped persons and persons with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-handicapped persons and persons with disabilities are represented as central characters in text and illustrations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-handicapped persons and persons with disabilities are shown performing similar work in related fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-handicapped persons and persons with disabilities are shown working and playing together as colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persons with disabilities are referred to by their names and roles rather than their disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biographical and historical materials include contributions to society by persons with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Score					
Additional Comments:					

Socio-Economic Status					
Standard	3	2	1	0	N/A

	Standard is clearly articulated or inferred.	Standard is present, but limited in presentation and/or explanation.	Limited presentation of standard.	Standard is not present.	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oversimplified generalizations about social classes and groups are avoided in text and illustrations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All individuals are judged by their strength of character rather than their socio-economic status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Characters are described by their behaviors, beliefs, and values rather than unnecessary socio-economic descriptors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributions of individuals are valued for their benefit to all peoples of society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials provide an opportunity for dialogue which considers a variety of socio-economic perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Score					
Additional Comments:					

Family					
Standard	3	2	1	0	N/A

	Standard is clearly articulated or inferred.	Standard is present, but limited in presentation and/or explanation.	Limited presentation of standard.	Standard is not present.	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A variety of life experiences are depicted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People of all groups are depicted in a variety of clothing and with a variety of eating habits and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Males and females are depicted in non-traditional as well as traditional roles in the family, at work, in leisure activities, and in attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Score					
Additional Comments:					

F. 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

Building Signatures Required from the Submitting School

1. Originator of Request (Required)
Name: _____
Signature: _____
Date: _____
2. Content Department Head (If applicable)
Name: _____
Signature: _____
Date: _____
3. Program Coordinator (If applicable)
Name: _____
Signature: _____
Date: _____
4. Principal (If originated at school level)
Name: _____
Signature: _____
Date: _____

Teaching for Learning Signatures

5. Content Facilitator (Required)
Name: _____
Signature: _____
Date: _____
6. TFL Director (Required)
Name: _____
Signature: _____
Date: _____
7. Executive Director of Scholar Learning,
Academic Programs, and Staff Development
(Required)
Name: Dr. Melissa Spencer
Signature: _____
Date: _____
8. Chief Academic Officer (Required)
Name: Marla Newton
Signature: _____
Date: _____

For TFL Department Use Only:

Final recommendation is for

Approval

Denial