

SNOHOMISH SCHOOL DISTRICT NO. 201
TEACHING AND LEARNING

Request for Literary Works (Novels, Plays, Poetry, Short Stories)

This form serves as a summary and recommendation to the Instructional Materials Committee. Send this form and a copy of the proposed instructional material to the Teaching and Learning Department at least two weeks prior to the date of the presentation to the Curriculum Materials Committee. Please send a copy of the literary work for parents/community members to peruse.

Task Force or Source of the Request: _____
Task Force Chair or Principal: _____

Description of Literary Work:

Title: _____
Author(s): _____
Publisher: _____ Publication Date: _____
Grade level and content/course for which the proposed material is being considered:

Rationale for Proposing Literary Work:

Describe where and how this proposed material will be incorporated and used in the adopted curriculum (relevance to essential learnings, outcomes, enrichment, remediation, etc.)

Other Literary Works Reviewed and Evaluated: (Please list title, author(s), publisher, copyright date, and reason for rejection.)

Task Force Chair: _____ Date: _____

(Attach other pages as needed.)

This form is intended to be filled out by teachers who will be expected to teach literature selections.

Title: _____ **Author:** _____ **Evaluator:** _____

Estimated Readability: at grade level above grade level below grade level

Method used to determine readability: _____

Intended Audience: For Grade(s) _____ **agree** **disagree**

- | | | | | | |
|---|---|---|---|---|---|
| 1. The language is appropriate to the emotional maturity and cognitive level of students. | 5 | 4 | 3 | 2 | 1 |
| 2. The content is appropriate to the emotional maturity and cognitive level of students. | 5 | 4 | 3 | 2 | 1 |
| 3. The content appeals to the interests of female students. | 5 | 4 | 3 | 2 | 1 |
| 4. The content appeals to the interest of male students. | 5 | 4 | 3 | 2 | 1 |
| 5. The content appeals to a wide range of cultural groups. | 5 | 4 | 3 | 2 | 1 |

Literary Merit:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Point of view reflects insight into the complexity of the human condition. | 5 | 4 | 3 | 2 | 1 |
| 2. Characters and situations broaden students’ experience and understanding of the world. | 5 | 4 | 3 | 2 | 1 |
| 3. The plot and themes provide opportunities to stimulate creative and critical thinking. | 5 | 4 | 3 | 2 | 1 |
| 4. The book is stylistically rich. | 5 | 4 | 3 | 2 | 1 |

Curriculum Connections:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The book supports the broader goals of the course. | 5 | 4 | 3 | 2 | 1 |
| 2. The book aligns with specific learning targets of the course. | 5 | 4 | 3 | 2 | 1 |
| 3. The book fits in the larger district curriculum framework. | 5 | 4 | 3 | 2 | 1 |

Book Descriptors: Check all applicable descriptors.

Possible Users

- Lit Circles
- Classroom Library
- Whole Class
- Cross Curricular
- ELL
- Special Ed

Genre

- Adventure
- Contemporary
- Historical
- SciFi/Fantasy
- Biography/Memoir
- Mystery/Suspense

Humor

- Short Story Collection
- Graphic Novel
- Poetry
- Non-Fiction
- Horror

Perspective

- Multi-cultural
- International
- Regional
- Local

Reasons for Recommendation

Reasons for Non-Recommendation

The Snohomish School District is piloting instructional materials. As part of the review process, we would like you to examine the materials with your student and respond to the following:

Title: _____ **Author:** _____ **Evaluator:** _____

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Method used to determine readability: _____

Intended Audience: For Grade(s) _____ **agree** **disagree**

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