

NOVEL/BOOK-LENGTH WORK PROPOSAL (Fiction, Non-Fiction, Drama)

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 |
|---|------------|

Section I

To be filled out by Requesting Educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

| | | |
|---|------------------------|------------------------------------|
| School | MVHS | |
| Date | 8/28/24 | |
| Requesting Educator Name | Jory Hastings | |
| Requesting Educator Email | jhastings@dcsdk12.org | |
| Novel Adoption School Process Manager Name | Kim Cox | |
| Novel Adoption School Process Manager Email | kkcox@dcsdk12.org | |
| Proposal Review Team Member | Reviewer's Name | Contact Information - email |
| District Coordinator | Tracie King | tking@dcsdk12.org |
| Colleague | Natalie Barnard | nmbarnard@dcsdk12.org |
| Parent #1 | Sarah Scott | sarahscottenm@gmail.com |
| Parent #2 | Ros Geraci | aussieros68@yahoo.com |

Ib. BOOK INFORMATION

| | |
|------------------------|--------------------|
| Title of proposed book | One of Us is Lying |
| Author(s) | Karen McManus |
| Publisher | Delcorte Press |
| Edition | First Edition |

| | |
|--|--|
| ISBN number | 978-1-5247-1468-0 978-1-5247-1469-7 |
| Copyright date | 2017 |
| Course and/or subject area in which work will be used | English |
| Grade level(s) | 9th and up |
| Lexile Level Score (If you are unsure, please visit: https://hub.lexile.com/find-a-book/search) | 730 |
| Dates the book information was displayed at the school and posted on the school's website (2 week min.). | 9/5/24 - 10/4/24 |
| Date the book was communicated to the School Accountability Committee? | 9/11/24 |

Ic. NOVEL DESCRIPTION

Please write a brief description of the novel in your own words and how it relates to the content and age group of students using this proposed book.

One of Us is Lying is a murder mystery young adult novel. The story begins with a group of teenagers mysteriously sent to detention, and suddenly, one of the students dies. They are all investigated and accused of plotting to kill this student and being part of a murder plot. While police continue their investigation, these four students have to work together to solve the crime and clear their names. They must learn to trust each other and themselves as they untangle this mystery.

This novel is an excellent text for character development. Each character provides their point of view in the narration, and each chapter switches narration between characters. The characters develop through the plot points, which allows students to develop their analysis skills of plot and character. This text also focuses on young adults and high school setting; this makes the storyline and topics highly relatable and engaging for 9th and 10th grade. The shifting point of view will also create an appropriate challenge for this grade level to understand narration and point of view.

The genres of young adult and murder mystery are highly engaging for this age group, encouraging reading.

This novel has also won the Young Adult Library Services Association Teens' Top Selection award, the New York Times Bestseller award, and USA Today bestseller.

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).

Read a wide range of literary texts to build knowledge and to better understand the human experience.
Grade Level Expectation for 9th/10th

1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.

- 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)
- 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)
- Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)

This text connects young readers to the human experience as the protagonists of this text are their own age. This creates a deeper connection. This is a contemporary literary text to help them use their literary and rhetorical analysis skills. Students can use this text to cite evidence for analysis, determine a central theme and idea as it develops, and see character development through the central characters in the plot. Character development is one of the strongest elements within this literary text. The author structures this text differently as it shifts point of view while still staying in a chronological order, and students can evaluate this structure and form for pacing, flashbacks, and foreshadowing in the mystery genre. The elements of flashback, foreshadowing, time, setting, parallel plots, and point of view all contribute to the suspense and mystery.

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 (May 1, 2017 (Vol. 113, No. 17))

Grades 9-12. It's a murder mystery, Breakfast Club–style: five students from different social spheres walk into detention. Only four walk out. Simon, the outcast at the helm of the high school's brutal (and always true) gossip app has been murdered, and he had dirt on all four students in detention with him. Brainy good-girl Bronwyn knows she didn't kill Simon, and she doesn't think drug-dealing Nate, everyone's favorite suspect, did either. Simon knew something that could ruin homecoming princess Addy's perfect relationship, but Addy's always been so timid. And baseball superstar Cooper has a secret, but it's not what Simon said, and everyone knows Simon was never wrong. Trained by suspicion, the four team up to clear their names—and find the real killer—even as proving their innocence becomes increasingly more difficult. Told in alternating perspectives among the four, this is a fast-paced thriller with twists that might surprise even the most hardened mystery reader. An engaging, enticing look at the pressures of high school and the things that cause a person to lose control.

Review #2

School Library Journal (March 1, 2017)

Gr 8 Up-A smart, twisted, and unpredictable YA mystery that will have readers guessing until the very end. This debut novel follows four high school students thrown together in detention with the creator of their school's gossip app. All of them come out alive. The creator doesn't. And now they are all suspects in his murder. Each student takes a turn at narrating, and tension builds as secrets are revealed in a way that mirrors the gossip app. Who is telling the truth? Who is lying? McManus uses alternating viewpoints to tell the story. Each chapter is short and quick, which makes the plot move at a fast pace and will engage readers. At the beginning, keeping characters straight might be a tough task for some, but it is easy to understand the motives of each character, and they soon become easier to distinguish. This factor makes it hard to know who is guilty and who is innocent. VERDICT A strong selection for teens interested in contemporary YA mysteries and thrillers.-Caitlin Wilson, Brooklyn Public Library © Copyright 2017. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

Review #3

Kirkus Reviews (March 1, 2017)

Detention takes a dark turn when the student behind Bayview High's infamous app About That dies from a peanut allergy—and every witness has a different reason for wanting him gone. Although McManus' debut initially feels like a rehashing of *The Breakfast Club*, with five teens from disparate social circles brought together through detention, there is no bonding through library dance parties or atypical lipstick application. Instead, Bronwyn, Nate, Cooper, and Addy witness Simon collapse and ultimately die after taking a sip of water. When police discover the drink was laced with peanut oil—and that Simon was going to reveal life-ruining secrets about all four students on his gossip app the next day—they go from unfortunate witnesses to top murder suspects. With each teen (“brain,” “criminal,” “jock,” and “princess,” respectively; “walking teen-movie stereotypes,” as Simon says) narrating alternating chapters, the novel offers insights into common adolescent struggles—from the pressure to succeed to an alcoholic, out-of-work father—as well as an unlikely romance and opportunities for self-reflection as the investigation escalates. Although their suburban San Diego high school is a multicultural place, with the exception of Latina Bronwyn, the principal cast is white. Although the language and plot sometimes border on cliché, this fast-paced blend of *Gossip Girl*, *Pretty Little Liars*, and classic John Hughes will leave readers racing to the finish as they try to unravel the mystery on their own. (Thriller. 14-18)

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 | The lexile level is HL730L which places it at age 14-17 for reading. The main protagonists are high school age and it is written in the Young Adult genre. |
| Requires parent permission for students to read the book? | N | Limited bad language and sexual references. |
| Allows students to create meaning and make relevant connections to other knowledge and experience | Y | It's a great book for connection with character and plot development. The setting is very relatable to students since it is in high school, and the characters will be relatable. |
| Actively engages students through the text | Y | This is a highly engaging book. It is a New York Times Bestseller and is the first of three books in a trilogy. This will hopefully encourage students to read the next two books. |
| Gives an opportunity for all students to access | Y | This book is available in hardcover, paperback, audiobook, and Kindle version. |
| Is it in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students? | Y | This text aligns with the ADB on Education Equity. The characters in the novel exemplify inclusion between them. The characters also show different personalities that learn to work together, so many different students may identify with different characters, The book is available in audiobook as well which creates more access for students who may have disabilities or barriers to the printed text. |
| 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 is a young adult novel and all professional reviews support the age level that the book is being requested at. |
| Requires parent permission for students to read the book? | N | All reviews support the level the books is being requested at. |
| Allows students to create meaning and make relevant connections to other knowledge and experience | Y | It's a great book for connection with character and plot development. Students should be able to identify with one of the characters in the book. |
| Actively engages students through the text | Y | This is a highly engaging book. It has the appropriate reviews and will keep students guessing. The author is a master of twists and turns that the reader doesn't see coming. |
| Gives an opportunity for all students to access | Y | This book is available in hardcover, paperback, audiobook, and eBook format. |
| Is it in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students? | Y | The novel represents inclusion, with the characters working together. This models the idea of belonging. Characters are diverse in personality and interests but not individual identifications as a part of their character development. |
| Recommend novel for adoption | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |

Iic. EVALUATION of Book (to be completed by a colleague) Natalie Barnard

| The proposed novel... | Y/N | Examples/Justification Please be specific and give examples when applicable |
|--|--|---|
| Is appropriate for the following grade level(s) | yes | Kids love this book plus it is the start of a series and that is always terrific!! If a student enjoys this first one, perhaps they will want to read the second, and the third... |
| Requires parent permission for students to read the book? | no | There is nothing in this book that would require a parent to give permission, in my opinion. |
| Allows students to create meaning and make relevant connections to other knowledge and experience | yes | It is a book that involved high school students which makes it relatable. There are females and males, which adds to the relatability. |
| Actively engages students through the text | yes | It is a relatively easy read plus it involves a group of high school students so, because of that, it is relatable and something that students will read and put themselves into the position of the characters |
| Gives an opportunity for all students to access | yes | You can find it on audible, in books, chapters read on youtube - very accessible |
| Is it in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students? | yes | It is very inclusive as it is a story about all kinds of kids in a regular high school - truly a great book and an awesome series |
| Recommend novel for adoption | <input checked="" type="checkbox"/> Yes <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 | Yes, very appropriate as it is a book about high school students. |
| Requires parent permission for students to read the book? | N | No, there is no sensitive content. |
| Allows students to create meaning and make relevant connections to other knowledge and experience | Y | Yes- this novel provides students with the opportunity to consider how they would handle the situation should they ever be in it. |
| Actively engages students through the text | Y | Yes, this novel is easy to read and understand. |
| Gives an opportunity for all students to access | Y | Yes, this novel is available in many formats. |
| 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 | Yes. |
| Requires parent permission for students to read the book? | N | No. |
| Allows students to create meaning and make relevant connections to other knowledge and experience | Y | Yes, allows students to make connections to real life situations and has them question how they would handle this in real life. |
| Actively engages students through the text | Y | Yes, characters are interesting and very easy to follow along. |
| Gives an opportunity for all students to access | Y | yes. |
| Recommend novel for adoption | <input checked="" type="checkbox"/> Yes xx <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 | | | JH, tk |
| 1 | | | JH, tk |
| 2 | | | JH, tk |
| 3 | | | JH, tk |
| 4 | | | JH, tk |
| 5 | | | JH, tk |
| 6 | | | JH, tk |
| 7 | | | JH, tk |
| 8 | | | JH, tk |
| 9 | JH, tk | | |
| 10 | JH, tk | | |
| 11 | JH,tk | | |
| 12 | JH, tk | | |

SECTION V: Signatures/Approvals

Va.

| | | |
|--|-------------------------------------|--------------------------|
| Does the evaluating Educator recommend adoption of this book? | YES | NO |
| Date <u>Oct 07 2024</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Evaluating Educator Signature <u>Jary Hastings</u> | | |

Vb.

| | | |
|---|-------------------------------------|--------------------------|
| Does the evaluating Colleague recommend adoption of this book? | YES | NO |
| Date <u>Oct 09 2024</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Evaluating Colleague Signature <u>Natalie Barnard</u> | | |

Vc.

| | | |
|---|-------------------------------------|--------------------------|
| Does the evaluating Parent #1 recommend adoption of this book? | YES | NO |
| Date <u>Oct 10 2024</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Evaluating Parent (#1) Signature <u>Sarah Scott</u> | | |

Vd.

| | | |
|---|-------------------------------------|--------------------------|
| Does the evaluating Parent (#2) recommend adoption of this book? | YES | NO |
| Date <u>Oct 10 2024</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Evaluating Parent (#2) Signature <u>Ros Geraci</u> | | |

Ve.

| Does the evaluating educator's <i>Administrator</i> recommend adoption of this book? | YES | NO |
|--|-------------------------------------|--------------------------|
| Date <u>Oct 11 2024</u> | | |
| Administrator Signature <u>Marta McGovern</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Vf.

| Does the <i>District Coordinator</i> certify that the information on this form accurately reflects the process followed at the site. | YES | NO |
|--|-------------------------------------|--------------------------|
| Date <u>Oct 07 2024</u> | | |
| District Coordinator Signature <u>Tracie King</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Vg.

| Does the <i>Director of Library Programming</i> support adoption of this book? | YES | NO |
|--|-------------------------------------|--------------------------|
| Date <u>Oct 11 2024</u> | | |
| Director of Library Programming Signature <u>Tracie King</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Vh.

| Does the <i>DCSD Cabinet Member</i> support adoption of this book? | YES | NO |
|--|-------------------------------------|--------------------------|
| Date <u>Oct 11 2024</u> | | |
| DCSD Cabinet Member Signature <u>Matt Reynolds</u> | <input checked="" type="checkbox"/> | <input 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 | | |