

**RECOMMENDATION FOR ADOPTION**  
(Optional – This assessment may be linked to 4B.J)

**Performance Standard 1C.J**

Students will survey the books they have read and select one to present to their high school’s English Department for adoption as a classroom text. The recommendation will include the student’s reasons for adopting the book accordingly:

- *Developing an explanation:* include reasons for recommending the book.
- *Reviewing content:* support the content review with references from the text; report references accurately.
- *Defining audience:* define individuals or groups; describe links between text and audience.
- *Supporting issues:* support with references from the text.

**Procedures**

1. ***In order to comprehend a broad range of reading materials (1C)***, students should experience sufficient learning opportunities to develop the following:
  - Use preview questions and predictions to guide reading across complex materials and confirm or deny predictions.
  - Use topic, theme, organizational pattern, context, and point of view to guide interpretation.
  - Analyze and defend an interpretation of text by integrating interpretation with text-based support.
  - Summarize and make generalizations from content and relate them to the purpose of the material.
  - Synthesize key points and supporting detail to form conclusions.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will be familiar with literary analysis techniques, book reviews, and the purpose of the recommendation.
4. Students will have discussed the criteria for the selection of books.
5. Each student will select a book which he/she can review.
6. Each student will review the book’s content, making notes on the theme, purpose for writing, setting, character(s), conflicts, plot, intended audience, etc.
7. Each student will write an explanation of why that book should be included in the English Department’s list of required classroom readings.
8. (OPTIONAL, may assess this part with 4B – Stage J, Speaking) Each student may present his/her analysis to the class to argue for adding the book to the curriculum. (At the teacher’s discretion this presentation may be made in small group discussion format if several students want to recommend the same book.)
9. Evaluate each student’s performance using the rubric. Add each student’s scores to determine the performance level.

**Examples of Student Work follow**

**Time Requirements**

- One class period

**Resources**

- Books selected from class or personal reading
- Writing materials, including available technology
- Recommendation for Adoption Rubric

## RECOMMENDATION FOR ADOPTION

### Classroom Novel Adoption Form

Book Title:

Author:

Publisher and Date:

#### **Reasons for Inclusion:**

Your analysis of the book and your recommendation for its adoption as a supplemental text for reading in an underclass English program should include the following parts:

**PART ONE:** Please describe your reasons for recommending this book. Include all relevant information about the author's purpose for writing, character development, setting, conflicts, development of the plot, and any other points you think should be considered when the department looks at this book.

**PART TWO:** Please identify any special group or individuals who might find this book particularly interesting or helpful (e.g., students experiencing peer pressure, alcohol problems). Explain what the book says to those individuals and why it is a good source of information for them to read.

**PART THREE:** Please describe particular issues (e.g., social, political, racial, ethnic) that appear in the book and the author's treatment of those issues and explain why the study of each issue is valuable to students.

## RECOMMENDATION FOR ADOPTION

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds      15 - 16 total points
- Meets         11 - 14 total points
- Approaches   7 -10 total points
- Begins         4 - 6 total points

	<b>Explanation</b>	<b>Content Review</b>	<b>Audience</b>	<b>Issues</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• The explanation includes six or more specific reasons for recommending the book.</li> </ul>	<ul style="list-style-type: none"> <li>• The content review is consistently supported with references from the text.</li> <li>• All references are reported accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals or groups clearly defined.</li> <li>• Links between text and audience are clearly described</li> </ul>	<ul style="list-style-type: none"> <li>• All issues identified are supported with specific references from the text.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• The explanation includes four or five specific reasons for recommending the book.</li> </ul>	<ul style="list-style-type: none"> <li>• The content review is usually supported with references from the text.</li> <li>• Most references are reported accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals or groups clearly defined.</li> <li>• At least one link between text and audience is clearly described.</li> <li>• One or more links may be vaguely described.</li> </ul>	<ul style="list-style-type: none"> <li>• Most issues identified are supported with specific references from the text.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The explanation includes two or three specific reasons for recommending the book.</li> </ul>	<ul style="list-style-type: none"> <li>• The content review is occasionally supported with references from the text.</li> <li>• Some references are reported accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals or groups generally defined.</li> <li>• Links between text and audience attempted but not clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Some issues identified are supported with specific references from the text.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The explanation includes no or one specific reason for recommending the book.</li> </ul>	<ul style="list-style-type: none"> <li>• The content review is rarely supported with references from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals or groups not defined.</li> <li>• Links between text and audience not clear.</li> <li style="text-align: center;">OR</li> <li>• Links missing.</li> </ul>	<ul style="list-style-type: none"> <li>• Few or no issues identified are supported with specific references from the text.</li> </ul>
<b>Score</b>				

Nora Roberts

Jove Book, 2000

I would like to recommend the book Carolina Moon to be included on the recommended reading list for the Iroquois West High School reading program. This book is a good reading supplement for High School age students, especially those who experience problems with sexual abuse, death of a good friend, and/or overcoming all odds. Overall it is a very good novel.

Tory developed a great deal over from her childhood. She overcame the abuse and loss of a friend and flourishing by opening a very successful women's boutique type store. The story took place in a small town in South Carolina. The book started out with Hope's death already happening, then going back to before her death and going through their two lives, then progressing to Tory's marriage with Cade, Hope's brother. The main conflict is about finding out who's the actual murderer of Hope, later out to be Hannibal, Tory's father. Tory attacked Hannibal after finding this out and was attempting to kill him when Cade came a stopped it all so Hannibal could get arrested and go to prison for a life sentence.

I believe this book would appeal to those who enjoy suspenseful books. It would also appeal to those who have dealt with sexual abuse or abuse for that matter at all. Also it would appeal to those who are grieving the death of a close friend, sibling, or relative. I also believe it would be inspiration to those who are in a tight spot right now and need help getting out as Tory did, then being successful and who can walk around standing tall

"Meets" (page 2)

and being proud knowing that she overcame all odds. This book covers all those fields and is very interesting.

Carolina Moon went into great detail on sexual abuse and the death of a close friend. Nora Roberts, the author, dealt with those two issues with great precision. Although the book was very sad about how Tory was abused, then going into her best friend dying and for her to find out that it was her father who committed the crime, made for a perfect suspenseful novel. I believe it would be very important and beneficial for those experiencing any problems like these to read this book. This would be valuable to students who would like to overcome odds and flourish.