| Vetting and Review Criteria (established by CCA | | | | | | | | | | |
|--|-----------------------------|-------------------------------------|---|---|--|--|--|--|--|--|
| Diversity: Exposes students to new ideas, pe Student Appeal: Variety of reading levels and | | | | | | | | | | |
| 2. Literary Merit: Awards, positive professional | reviews, compelli | ng characters, e | xemplary author | 's craft and story telling glish Language Arts skills specific to the unit of study | | | | | | |
| Augment to curricular Goals: The test match Student Navigation of Text, Topics, and Them | nes the unit focus | and can be use t sensitive? Is t | d to teach the Li he content age a | igners canguage Arts skills specific to the unit of study ppropriate? Can the book stand on its own without needing a lot of suppl | emental adult support? Will students understand what is going on? | | | | | |
| | | | | | | | | | | |
| Vetting Criteria CCAC Response Summary | % of Ratings of "Keep as | | % Ratings of "Concerns in this area | | | | | | | |
| Vetting Criteria CCAC Response Summary English 6 A Study of Community January 2021 | of "Keep as Selection" | % of Ratings of "Keep but | this area sufficient to | | | | | | | |
| | Adequately | may require | consider | Summary of Commentary | Action | | | | | |
| THE RESIDENCE OF THE AMERICAN PROPERTY. | Meets Cuteur. | SOVIESTINGE. | repurposing" | The topics in this book will appeal to many students and the characters are | | | | | | |
| | 1 | | | relatable. The book provides depth of thinking and includes positive messages. There is a lot of violence described in this book with prefix high | | | | | | |
| | 1 | | | level concepts around authority and life choices which can be discussed. Violence is portrayed through extremes of being sent to a boot camp." | | | | | | |
| | 1 | | | | | | | | | |
| Roof Camp by Todd Strasser | 90% | 10% | 0% | to be sent to a boot camp may need support. This test is accessible and students should be able to explore multiple skills. | Meets criteria. Available for use in the 20-21 book clubs. | | | | | |
| | | | | at an independent level with this text. The culture and customs could have been deeper and richer if the author was Muslim. Topics around builying, bias, and racism could be sensitive for some students. | Sent Clear. Allega to the 11 at 20 21 box Class. | | | | | |
| Borderline by Allan Stratton | 85% | 15% | 0% | | | | | | | |
| | | | | The author uses many different modes of communication to tell this story. This diverse literary approach helps make the book engaging and interesting. | Meets criteris. Available for use in the 20-21 book clubs. | | | | | |
| | 1 | | | | | | | | | |
| Dear Justyce by Nic Stone | 85% | 15% | 0% | strong language, domestic abuse, police misconduct, gang culture, and racial stancetypes. | | | | | | |
| | | | | This book addresses how different young people within a community use their varying skills and attitudes to help one another get through a crisis drought | Meets criteria. Available for use in the 20-21 book clubs. | | | | | |
| | 1 | | | | | | | | | |
| | 1 | | | situations) is timely and appropriate and begs the question: What decisions would you make when pushed to the brink? Book does make reference to | | | | | | |
| Dry by Neal Shusterman | 85% | 15% | 0% | prostitution, rape, gun violence, and near suicide. Told from the perspective of a Mexican-American high school student, many | Meets criteria. Available for use in the 20-21 book clubs. | | | | | |
| | 1 | | | students, especially Lantinx students, will connect with the challenges the | | | | | | |
| | 1 | | | characters face. This book will open opportunities for great discussion and learning about understanding trauma, culture differences, differences in | | | | | | |
| Gabi, A Girl in Pleces by Isabel Quintero | 100% | 0% | 0% | family dynamics, religion and expectations, and dealing with school peers. | Meets criteria. Available for use in the 20-21 book clubs. | | | | | |
| 1 | 1 | | | Accesible Sction featuring a gay student with anxiety, panic disorder, and agoraphobia, a different mental illness that lan't normally shown, which could be especially engaging to tensorers who may be oning through the same | serves universe. Assessable for use in the 20-21 book clubs. | | | | | |
| | 1 | | | be expectany engaging to seenagers who may be going strough the same lesues. The book includes many topics high school kids could relate to, ranging from streaming sci-fi series to friend drams to coming out to parents, | | | | | | |
| | 1 | | | ranging from streaming sci-fi series to triend drama to coming out to parents, family, and friends. Some characters wrestle with Christian values and peer | | | | | | |
| | 1 | | | pressure pertaining to sex, sexual orientation, and consent. Male character selects sexual advances due to religious convictions. Focus and positive | | | | | | |
| L | 70% | 4% | 20% | messaging centers friendship, healing, and mental health and explores the intersectionality of those concepts. | | | | | | |
| Highly Bogical Behavior by John Corey Whaley | 70% | -64 | 20% | trisensectionality of those concepts. This novel introduces an LGBTQ+ character without being heavy-handed or | Maste criteria. Acadishia for use in the 20,21 book clubs | | | | | |
| | | | | gratuitous. The degictions of grief, coming of age, etc. were realistic. | | | | | | |
| | | | | relatable, and age-appropriate. This book includes sensitive content including protently, sesuality, seen dirinkingchrugs, bulying, and implied rape (the main character does not quite understand it for what it is.) Due to the complex | | | | | | |
| | 1 | | | | | | | | | |
| N' Give You the Sun by Jandy Nelson | 90% | 10% | 0% | Spurative language, this book is a challenging read. The accessibility of the verse format as well as the well-developed characters. | Monte autoria. A milatra for con in the M. M. bend at the | | | | | |
| | | | | | Sent Clear. Allega to the 11 at 20 21 box Class. | | | | | |
| | 1 | | | maybe the first time they've completed a book in a long time. While gun violence is a sensitive topic, this book lends itself to high school seniors | | | | | | |
| | | | | having the opportunity to see from different perspectives, practice having empathy for others, and dialogue with their peers about how everyone can | | | | | | |
| Long Way Down by Jason Reynolds | 95% | 5% | 0% | play a part in having a positive impact in their community. | | | | | | |
| | | | | Extremely compelling characterization and storytelling in this graphic novel should senial killer but is presented in a school appropriate way with shoresting at this that should appeal to most students. This book is the least | Conditional approval for 20-21 book clubs. Usage paused pending additional collaboration and support from LISO counselors re: bullying, mental illness, and criminal content. | | | | | |
| | | | | graphic story about a cannibal serial killer you're likely to run across, but the | content. | | | | | |
| | | | | test does contain several examples of builying, teen alcohol abuse, and the death of small animals. Readers should be aware the book is based on the | | | | | | |
| | | | | | | | | | | |
| My Friend Dahmer by John "Derf" Backderf | 67% | 22% | | school together. It is highly suggested that students read the whole book, especially the preface where the author sets the sone and makes it clear that he is not glorifying Dahmer. He specifically says he's a west-hed person. | | | | | | |
| The same of the part entropy | | 2.74 | | Through paying with 50's pop culture references that may not be understood. | Meets criteria. Available for use in the 20-21 book clubs. | | | | | |
| | 1 | | | students can connect with the characters and will relate to the virtual / tech world. The explicit language is scattered and brief. Readers could easily over | | | | | | |
| | 1 | | | world. The explicit language is scattered and brief. Readers could easily over lock it. This book includes a male masterbation scene with a virtual female that is purposeful in character development. It is where Wade, the main | | | | | | |
| Ready Player One by Ernest Cline | 85% | 15% | | character, discovers that digital relationships cannot replace real human relationships. This may be a valuable insight for our students. | | | | | | |
| and the state of t | | 1376 | | Immirration and refunes have been historically tough, metrovarial and | Meets criteria. Available for use in the 20-21 book clubs. | | | | | |
| | 1 | | | engaging topics, and through historical fiction students are able to see/experience what real secole have come through. This book weaves | | | | | | |
| | 1 | | | see/experience what real people have gone through. This book wasves together points of view from different time periods and different cultures and provides an opportunity to empathize with the characters' traumas in very | | | | | | |
| 1 | 1 | | | provides an opportunity to emplantuse with the characterist issumation is very difficult situations. There are opportunities to identify with a wide range of characters. Some historical support may be recessary for students. This | | | | | | |
| Refugee by Alan Gratz | 100% | 0% | 0% | | | | | | | |
| | | | | Empowering book that "takes on big topics like trauma, activism, and the importance of consent as it follows these minfiles. Grane. Exist and Brasins. | Conditional approval for 20-21 book clubs. Usage paused pending additional collaboration and support from LISD counselors re: sexual assault resources. | | | | | |
| | | | | who start a movement to end the rape culture at their small-town high school* (Commonsensemedia.on)) This book has sexual content and negative | The second secon | | | | | |
| | | | | stereotyping of men and Christians due to some characters' lived | | | | | | |
| | | | | experiences. The overall topic of the book is rape and how the victim did not get justice. This book includes characters from a multitude of backgrounds which gives plenty of perspective with a good overall message. Since this | | | | | | |
| | | | | | | | | | | |
| The Nowhere Girls by Arry Lynn Reed | 72% | 20% | 8% | mature enough to handle the content. | | | | | | |
| | 1 | | | This book does a good job of characterizing complexities of Native American relationships with whites, especially from a historical standpoint. Conflict | Meets criteria. Available for use in the 20-21 book clubs. | | | | | |
| | 1 | | | resolution and the healing process from bad situations is prevalent. There are some mature themes (including the affermath of a rape), but they are | | | | | | |
| The Round House by Louise Endrich | 80% | 20% | | handled in a sensitive manner. This book would mostly appeal to higher-level seaders due to the complexity of the author's style. | | | | | | |
| THE PLANS FRANK BY LASTER LISTED | - W/h | ~3 | - 12 | The content is researched in a sensitive manner that teaches the seader about | Meets criteria. Available for use in the 20-21 book clubs. | | | | | |
| The Linkkely Hero of Room 128 by Tenesa Toten | 100% | 9% | 0% | mental liness while engaging them through the narrative. It also gives students tools that may help the school climate, inclusivity, and empathy. | | | | | | |
| , , , , | | | | This this hains attained to in make sense of the world and find hone in | Meets criteria. Available for use in the 20-21 book clubs. | | | | | |
| | 1 | | | tomorrow. The book is written from the perspective of several different students, so the reader may see themselves or a friend in one or more of | | | | | | |
| | 1 | | | these characters. Though the content is sensitive (a school shooting), it is handled responsibly. Though the structure is complex. It is still resignable for | | | | | | |
| This is Where it Ends by Marieke Nijkamp | 100% | 0% | 0% | nost students. | | | | | | |
| | | | | | | | | | | |