

TEXT ADOPTION REQUEST  
2020F3

Instructional Materials Committee

Text Title *The Road*

Author Cormac McCarthy

Publisher Alfred A. Knopf

Copyright Date 2006

Course Title and Grade Level Junior English

This text is: New XXXX Replacing

(Title)

Number of Copies Needed 30

Unit Price \$8.74(paperback)

This text is intended for use during 2015-16

I have taken the following steps to determine the suitability of the above text:

(Yes ) 1. I have read it and found that it meets the criteria of the district Instructional Materials Committee, including criteria for the elimination of sex bias. This is a mandatory step.

(Yes ) 2. I have compared it with these other available texts: We have compared it with *Brave New World* and *1984*.

(Yes ) 3. I have compared review of it with review of these other available texts: While all of these are novels about a futuristic society, *The Road* is contemporary and more accessible for students.

(Yes ) 4. I have evaluated the reading level and found it averages about grade : 10

(No ) 5. I have used the text on a trial basis for about weeks, per district policy and the Curriculum Director's approval. I have not taught it yet; however, *The Road* is critically acclaimed and received the Pulitzer Prize in 2007. A brief Google search indicates that the book is being used in everything from 9<sup>th</sup> grade English to AP Literature. Furthermore, several of my students have read it on their own during choice reading in English 11 and have found it relevant as well as challenging/interesting.

( ) 6. Other

Text Selector Signature

Date: 12-3-15

Approval dates

Principal or Dept. Head

Date: 12-4-15

Instructional Materials Committee

Date:

Limitations:

Board of Directors Approval

Date:

Instructional Materials Committee  
Evaluation Form

Evaluated By: Annie Mongrain

Date: 11/6/15

Department: English

School: High School

Subject Area: English

Author: Cormac McCarthy

Title: *The Road*

Publisher: Alfred A. Knopf

Copyright Date: 2006

Reading Level (Use Fry Readability Graph): 8<sup>th</sup> grade

Use extra sheet or back if necessary.

1. Will this material be the basic text or will it supplement the basic text? If it is supplementary, what is your basic text?

This one of five texts that will be used in a Literature Circles unit. Students will show preference for which book they wish to read, and will be put in groups of five to six to read and discuss the same book. The other options provided will be *Zeitoun*, *The Help*, *A Long Way Gone*, and *The Absolutely True Diary of a Part-Time Indian*.

2. How did you become aware of this material? (Professional journals, salesman, publisher's catalog, know someone who has used it, used material before, etc.)

Heather read this book not long after its release and was captivated by the story, which follows a father and son in the aftermath of a global catastrophe. This novel has been critically acclaimed ever since its release in 2006. It has won many awards, including the Pulitzer Prize, and appears on many "must read" lists.

3. What other materials did you consider?

We also considered *1984* and *Brave New World* because they are futuristic novels as well.

4. In what ways is this material better than the other materials? (Text format, organization content, unbiased content concerning minorities and women, teacher's guide, workbooks, etc.)

This novel uses a language and style that is accessible for students. Its theme -- the power of love in the most desperate of times -- is timeless and important. Set in a futuristic post-apocalyptic world, it's the story of a father and son and how they face the worst possible life circumstances with bravery and

compassion for each other and the world that's left. The novel offers a challenging vision of the future but one that is not without hope.

5. How does this material fit the students learning objectives for the subject area?

One key learning objective in a Junior English class is to analyze literary elements, including theme, tone, and character development. This novel offers opportunities to practice literary analysis.

6. How does this material ensure continuity with the District's overall program?

One ELA/district goal is to help students to read in a variety of genres. By adding a futuristic/dystopian novel to our list of choices, we provide students an opportunity to read in a genre with which they may not have experience. We also expect that students who read this novel will be spurred to discussions of important contemporary issues: war, social conflict, and the environment.

Instructional Materials Committee Evaluation Form cont.

## 7. Bias content check list:

<u>Bias Content</u>	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Non-App.</u>
1. Presents more than one view point of controversial issues.					Non-App.
2. Presents minorities realistically.	Excellent				
3. Includes contributions of minority authors.					Non-App.
4. Presents non-stereotypic models		Good			
5. Facilitates the sharing of cultural differences.		Good			
6. Promotes the positive nature of differences	Excellent				
7. Includes the contributions, inventions, or discoveries of minorities.					Non-App.
8. Includes the contributions, inventions, or discoveries of women.					Non-App.
9. Presents minorities in a manner that promotes ethnic pride.		Good			
10. Facilitates an environment open to discovery and experimentation	Excellent				