

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

Proposal Request Information

Prior to filling out this form, please read the [Novel Adoption Proposal Checklist](#) (scroll down to the novel section) with pertinent policies regarding novel selection and adoption.

FOR DISTRICT USE ONLY FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS:	8th and up
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Mesa Middle School	
Date	11/10/23	
Requesting Educator Name	Erin Gilbert	
Requesting Educator Email	elgilbert@dcsdk12.org	
Novel Adoption School Process Manager Name	Joy Yehle	
Novel Adoption School Process Manager Email	jyehle1@dcsdk12.org	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Tracie King	tking@dcsdk12.org
Colleague	Katy Baccam	kbaccam1@dcsdk12.org
Parent #1	Deborah Myers	deborahmyers17@gmail.com
Parent #2	Cameron Carblom	clearblom@gmail.com

Ib. BOOK INFORMATION

Title of proposed book	Ten Days in a Mad House: A Story of the Intrepid Reporter
Author (s)	Nellie Bly
Publisher	Dover Publications, Inc.
Edition	1st in republished work

ISBN number	0486835448
Copyright date	2019 - Original work published in 1887
Course and/or subject area in which work will be used	ELA
Grade level(s)	8th
Lexil Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-boo k/search)	N/A
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	Nov. 15, 2023
Date the book was communicated to the School Accountability Committee?	Nov. 30, 2023

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.

This book will be used with our 8th-grade students in connection with the Study Sync curriculum.
Unit 1 - Everyone Loves a Mystery

In 1887 Nellie Bly faked insanity and spent 10 days in an insane asylum so she could report on the conditions. The conditions were horrendous at best. There were beatings, cold baths in the same water as all the other "prisoners", inedible food, extreme cold conditions, and the list goes on and on.

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).

Reading Standards (CCSS 8.RL.1, 8.RL.2, 8.RL.3, 8.RI.1, 8.RI.2, 8.RI.3):

- Students can analyze the development of central ideas and themes (8.RL.1).
- They can examine how characters, events, and ideas interact and develop over the course of the text (8.RL.2).
- "Ten Days in a Mad-House" provides opportunities for students to evaluate the structure and development of the author's point of view (8.RL.3).
- In the realm of informational text, students can cite textual evidence, determine central ideas, and analyze the development of ideas over the course of the text (8.RI.1, 8.RI.2, 8.RI.3).

Writing Standards (CCSS 8.W.1, 8.W.2, 8.W.3, 8.W.4, 8.W.5, 8.W.6, 8.W.7, 8.W.8, 8.W.9):

- Writing assignments can focus on developing arguments, claims, and counterclaims using clear reasoning and evidence (8.W.1).
- Students can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information (8.W.2).
- They can use narrative techniques to develop real or imagined experiences or events (8.W.3).
- Analyzing and reflecting on the author's choices in structure and point of view, students can craft their own writing with effective techniques and organization (8.W.4, 8.W.5, 8.W.6).
- The book's content may inspire students to engage in research projects, integrating information from multiple sources (8.W.7).
- Writing assignments can involve conducting short research projects, gathering relevant information, and drawing evidence from literary or informational texts (8.W.8).
- Students can use various technology resources to publish their work and collaborate with peers (8.W.6).

Listening Standards (CCSS 8.SL.1, 8.SL.2, 8.SL.3):

- Classroom discussions centered around the book can help students engage effectively in a range of collaborative discussions (8.SL.1).
- They can build on others' ideas and express their own clearly in response to prompts (8.SL.2).
- Presenting information with appropriate tone and volume, students can adapt their speech to a variety of contexts and tasks (8.SL.3).

Ie. **RECOMMENDATIONS - Professional Reviews are not available for this title**

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

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Review #2

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Review #3

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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	It opens up lines of communications about how genders were treated in the workplace in addition to how mental illness is viewed now compared to years ago.
requires parent permission for students to read the book?	N	Nothing is considered over PG. Violence that is referenced is glossed over.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	It opens up lines of communications about how genders were treated in the workplace in addition to how mental illness is viewed now compared to years ago.
actively engages students through the text	Y	The language has been updated. With some of the older phrases, it presents an opportunity for students to research meaning in the context of history and society.
Gives an opportunity for all students to access	Y	The text is a lower level Lexile. With differentiated supports, students can grasp unfamiliar phrases. It is also a short novel.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	At the core of it, gender equity is a focus, therefore, it opens up conversations about an inclusivity and society.
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	
requires parent permission for students to read the book?	N	
allows students to create meaning and make relevant connections to other knowledge and experience	Y/N	Students can make a connection to women’s rights over a hundred years ago and the struggle of marginalized groups.
actively engages students through the text	Y	The concept of insane asylums will be new to most students and they should find the topic interesting.
Gives an opportunity for all students to access	N	The book is not available in e-book or audiobook format from our vendors for students who may need support.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes since the book is part of our StudySync program. <input type="checkbox"/> No	

**Iic. EVALUATION of Book (to be completed by a colleague)-
Completed by Katy Baccam 12/13/23**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	8-12	This book is written in a very informative, journalistic style. It provides students with information on the treatment of women in insane asylums. There is nothing overly graphic described. However, it would be most appropriate for older students in grades 8-12 due to the poor treatment of the patients and the importance of understanding the time period.
requires parent permission for students to read the book?	N	Nothing graphic, inappropriate, or controversial. The journalistic style helps the reader to understand the facts of the situation of the time.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students can make connections to women’s rights over time and to people in powerful positions not listening to marginalized groups
actively engages students through the text	Y	Many students do not know about insane asylums or have a limited view from movies and will find this topic interesting.
Gives an opportunity for all students to access	Y	
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	All students can learn from this novel. This book does not contain any material that discriminates against any student.
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	7-12
requires parent permission for students to read the book?	N	I would recommend letting the families know ahead of time that there is some disturbing content regarding treatment of patients, but it is not graphic or sexual in nature.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	There are a lot of parts of the novel that the students could connect to: being hungry or having poor food options, being cold, not feeling listened to, violence/negelect from caregivers. Understanding hardships through someone else’s eyes leads to a greater understanding of people in general.
actively engages students through the text	Y	The book keeps the interest of the reader in a language understood by most levels. I wanted to find out how the author was going to escape the mad house.
Gives an opportunity for all students to access	Y	This book is available both in the library and can be accessed through audiobook 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	
requires parent permission for students to read the book?	N	As a parent I do not see the need for permission for my student to read this book
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The events in this book can be related to current times and how and why change has occurred. Also relating the necessity for the main character to go into the asylum undercover and unknown.
actively engages students through the text	Y	
Gives an opportunity for all students to access	Y	The text didn't seem to have vocabulary that would be too challenging, yet written to be interesting enough for advanced readers too.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <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			tk, EG,
1			tk, EG,
2			tk, EG,
3			tk, EG,
4			tk, EG,
5			tk, EG,
6			tk, EG
7			tk, EG
8	tk, EG		
9	tk, EG		
10	tk, EG		
11	tk, EG		
12	tk, EG		

SECTION V: Signatures/Approvals

Va.

Does the evaluating <i>Educator</i> recommend adoption of this book?	YES	NO
Date <u>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature <u>Erin Gilbert</u>		

Vb.

Does the evaluating <i>Colleague</i> recommend adoption of this book?	YES	NO
Date <u>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Katy Baacam</u>		

Vc.

Does the evaluating <i>Parent #1</i> recommend adoption of this book?	YES	NO
Date <u>Mar 01 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Deborah Myers</u>		

Vd.

Does the evaluating <i>Parent (#2)</i> recommend adoption of this book?	YES	NO
Date <u>Mar 01 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Cameron Carlblom</u>		

Ve.

Does the evaluating educator's Administrator recommend adoption of this book?	YES	NO
Date <u>Mar 04 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Jarod Nicholson</u>		

Vf.

Does the District Coordinator certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>Mar 06 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Coordinator Signature <u>Tracie King</u>		

Vg.

Does the Director of Library Programming support adoption of this book?	YES	NO
Date <u>Mar 06 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Director of Library Programming Signature <u>Tracie King</u>		

Vh.

Does the DCSD Cabinet Member support adoption of this book?	YES	NO
Date <u>Mar 06 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DCSD Cabinet Member Signature <u>Matt Reynolds</u>		

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		