

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 novel section) with pertinent policies regarding novel selection and adoption.

FOR DISTRICT USE ONLY FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS:	6th and up
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Rocky Heights Middle School	
Date	11/10/23	
Requesting Educator Name	Amy Tempel	
Requesting Educator Email	astempel1@dcsdk12.org	
Novel Adoption School Process Manager Name	Amy Tempel	
Novel Adoption School Process Manager Email	astempel1@dcsdk12.org	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Rob Thelen	rthelen@dcsdk12.org
Colleague	Lauren Brockett	lbrockett@dcsdk12.org
Parent #1	Elizabeth Hays	haysej@me.com
Parent #2	Michelle Hynes Dawson	michelle.hynesdawson@gmail.com

Ib. BOOK INFORMATION

Title of the proposed book	The Miracle Worker - Play Script
Author (s)	William Gibson
Publisher	Scribner
Edition	2008 - paperback edition

ISBN number	978-1-41659084-2
Copyright date	1956, 2008
Course and/or subject area in which work will be used	ELA
Grade level(s)	6th
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.)	January 8-19, 2024
Date the book was communicated to the School Accountability Committee?	December 4, 2023

Ic. NOVEL DESCRIPTION

This play script will be used with our 6th-grade students in connection with the StudySync curriculum.

Unit 5 - Making Your Mark

With compassion, humor, and dramatic tension, *The Miracle Worker* explores the volatile relationship between a lonely teacher and her headstrong charge. Trapped in a secret, silent world, unable to communicate, young Helen is violent and spoiled, and treated by her family as subhuman.

Id. ALIGNMENT WITH DCSD'S CURRICULUM

Reading for All Purposes

RW.6.2.1

Analyze literary elements within different types of literature to make meaning.

Evidence Outcome: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen and watch. (CCSS: RL.6.7)

Colorado Essential Skill: Apply knowledge to set goals, make informed decisions and transfer to new contexts.

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

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

Review #2

Review #3

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)

Amy Tempel

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	6+	This play is appropriate for middle and high school students. Grades 6-12
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	Creates compassion for those who have disabilities and the struggles they endure.
actively engages students through the text	Y	This story is written as a play. Background knowledge of the story needs to be taught so that this “play” version is understandable. The purpose and format of a play need to be taught so students know the difference between verbal and silent parts. Best use would be for extended learning after the original story has been taught.
Gives an opportunity for all students to access	Y	Without background knowledge of play format, all readers will struggle. Other versions of this story could be read concurrently to allow diversity for all reading levels.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Story is available in print, audiobook and Ebook, but will not necessarily follow the exact “play” format. ELL and SSN students may be able to make connections about struggling with communication between their peers.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Iib. EVALUATION of Book (to be completed by District Coordinator) Rob Thelan

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	I do believe this book is appropriate for 6th grade students. Because this book is written through a historical lens, it will be important for teachers to frontload schema and content specific vocabulary.
requires parent permission for students to read the book?	N	I do not believe this book requires parent permission to be read by a 6th grade student.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This play does an excellent job of portraying the importance of overcoming tremendous life obstacles through perseverance and persistence. It also connects wonderfully to social studies and understanding the impact of historical events.
actively engages students through the text	Y	I found this play to be very engaging and the mode of theatrical writing allows a wide array of readers to access the content created by William Gibson.
Gives an opportunity for all students to access	Y	Yes, as shared above, I believe readers both on and below grade level can access and comprehend this play.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Yes this book does contribute to an inclusive culture by displaying the struggles and triumphs from one that had multiple disabilities.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Iic. EVALUATION of Book (to be completed by a colleague) Lauren Brockett

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	6+	
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	
actively engages students through the text	Y	
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	
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IId. EVALUATION of Book (to be completed by Parent #1)

Elizabeth Hays

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	Definitely appropriate for 7th grade +, may be a bit advanced for 6th, reading level wise.
requires parent permission for students to read the book?	N	No inappropriate or questionable content in my opinion. Use of the word “Negro” may need additional explanation and context.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Great opportunity for discussion about disabilities, and “differently abled” individuals. Also, presents a great opportunity for students to explore empathy.
actively engages students through the text	Y	I found it very engaging. I usually wouldn’t choose a play to read but this was very interesting and a great read.
Gives an opportunity for all students to access	?	I’m not sure what this means, but I do think this is appropriate and accessible for all 7th grade and reading level individuals.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Highly recommend! I would be delighted to have my 7th grade child read this book. Overall, it was very engaging and it seems like it would be a great book to launch many valuable lessons, both in a literary sense and a real world sense.

Iie. EVALUATION of Book (to be completed by Parent #2) Michelle Hynes Dawson

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y 6+	The book uses simple language and explores themes suitable for middle school.
requires parent permission for students to read the book?	N	There are no sensitive issues or anything political or religious.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The novel is set in the 1880's, exploring disabilities and hardships that are not handled the same today. Also, the male relations are different.
actively engages students through the text	Y	The clear stage direction keeps the reader engaged. Also, the switching from present to Annie's past is intriguing.
Gives an opportunity for all students to access	Y	The play uses simple language, is clear with play directions and is not too long.
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)@rob
PK/K			AT,LB,EH,MHD, RT
1			AT,LB,EH,MHD, RT
2			AT,LB,EH,MHD, RT
3			AT,LB,EH,MHD, RT
4			AT,LB,EH,MHD, RT
5			AT,LB,EH,MHD, RT
6	AT,LB,EH,MHD, RT		
7	AT,LB,EH,MHD, RT		
8	AT,LB,EH,MHD, RT		
9	AT,LB,EH,MHD, RT		
10	AT,LB,EH,MHD, RT		
11	AT,LB,EH,MHD, RT		
12	AT,LB,EH,MHD, RT		

SECTION V: Signatures/Approvals

Va.

Does the evaluating <i>Educator</i> recommend adoption of this book?	YES	NO
Date <u>Feb 26 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature <u>Amy Tempel</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Vb.

Does the evaluating <i>Colleague</i> recommend adoption of this book?	YES	NO
Date <u>Feb 26 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Lauren Brackett</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Vc.

Does the evaluating <i>Parent #1</i> recommend adoption of this book?	YES	NO
Date <u>Feb 26 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Elizabeth Hays</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Vd.

Does the evaluating <i>Parent (#2)</i> recommend adoption of this book?	YES	NO
Date <u>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Michelle Hynes-Dawson</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Ve.

Does the evaluating educator's <i>Administrator</i> recommend adoption of this book?	YES	NO
Date <u>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Chris Cooke</u>		

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>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Coordinator Signature <u>Robert Thelen</u>		

Vg.

Does the <i>Director of Library Programming</i> support adoption of this book?	YES	NO
Date <u>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Director of Library Programming Signature <u>Tracie King</u>		

Vh.

Does the <i>DCSD Cabinet Member</i> support adoption of this book?	YES	NO
Date <u>Feb 28 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		