

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](#) with pertinent policies regarding novel selection and adoption.

FOR DISTRICT USE ONLY FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS:	4th and Up
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Ranch View	
Date	9/3/2021	
Requesting Educator	Erin Isley	
Email address	ecisley@dcsdk12.org	
Phone number	303-482-6681	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Jennifer Gaffney	jgaffney@dcsdk12.org
Colleague	Daniel Grant	dgrant1@dcsdk12.org
Parent #1	Heather Burkhardt	hburkhardt@dcsdk12.org
Parent #2	Lisa Wilkesheski	lisa.wilkesheski@gmail.com

Ib. BOOK INFORMATION

Title of proposed book	The Science of Breakable Things
Author (s)	Tae Keller
Publisher	Random House
Edition	1st
ISBN number	9781524715694
Copyright date	2018

Course and/or subject area in which work will be used	Language Arts, Science, and for 7th grade SEL work schoolwide
Grade level(s)	Grades 4 & up
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	September 30 - October 15, 2021
Date the book was communicated to the School Accountability Committee?	September 27, 2021

Ic. NOVEL DESCRIPTION

Natalie is a middle school student whose mother is struggling with depression. Natalie believes she can help her mom overcome depression if she wins prize money from an egg drop competition. With this money she plans to take her family to visit a rare flower that her botanist mother loves almost as much as life. While attempting to create the perfect egg drop container, Natalie forms connections with peers, emphasizing the importance of friendship and how one's culture helps form identity.

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 For all Purposes, Standard 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

7th Grade Level Expectation: 1. Analyze the connections between interrelated literary elements to understand literary texts.

Evidence Outcomes

Students Can: a. Use Key Ideas and Details to:

- *i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)*

The Science of Breakable Things will provide students with ample practice on this standard as they will have the opportunity to make inferences about the character's actions based on plot, dialogue, and indirect characterization used throughout the novel.

- *ii. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2)*

This novel is rich in character growth and lessons and will provide students with the opportunity to

create relevant themes that apply not only to the story, but to other universal experiences and perhaps their own lives. Students will be able to track the main character's growth by summarizing the story in order to analyze how he develops throughout the text.

- *iii. Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)*

The author's use of story elements and literary techniques such as characterization, plot, foreshadowing, dialogue, setting, imagery, and figurative language will provide students with countless avenues to analyze the construction of an effective story.

CDE Comprehensive Health Standards

7th grade: Develop healthy self-management skills to prevent and manage stress.

8th grade: Analyze internal and external factors that influence mental and emotional health.

Ie. RECOMMENDATIONS

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

Booklist starred (December 15, 2017 (Vol. 114, No. 8))

Grades 4-7. For fans of *The Thing about Jellyfish* (2015) comes a clever debut combining science with a tough topic. Natalie's hashtag-loving seventh-grade science teacher, Mr. Neely, encourages his students to tackle long-term projects using the scientific method, which is how Natalie and her BFF Twig enter the classic egg-drop contest. But Natalie is also undertaking a more personal science experiment, trying to bring her botanist mother out of depression. She's convinced the \$500 prize for Operation Egg will provide the funds to fly Mom to New Mexico to see the Cobalt Blue Orchid, a flower that thrives in the harshest conditions, and everything will go back to normal again. Along with a plot that includes several experiments and diagrams, Keller crafts a winning story full of heart and action that balances the weighty subject of a child dealing with a parent's depression. Natalie is a well-rounded, complex character whose two parents, in a rarity for middle-grade fiction, have story arcs all their own. Part Korean on her father's side, Natalie yearns for a deeper connection to her Korean heritage. Aside from the obvious connection to STEM, Keller's layered, accessible story has offers beautifully crafted metaphors, a theme of mending old friendships and creating new ones, and an empowering teacher to a variety of readers. A moving story about fragility and rebirth.

Review #2

Kirkus Reviews starred (December 15, 2017)

A middle school story in which parental depression manifests itself in absence. Natalie's vivacious botanist mother (who's white) has retreated from life, leaving her therapist husband (who's biracial) and daughter to fill the gaping hole she has left. With the help of an egg-drop contest and a scientific-method project, Natalie explores breakable things and the nurturing of hope. Narrating in first-person, the mixed-race seventh-grader (1/4 Korean and 3/4 white) is drawn to her mother's book, titled *How to Grow A Miracle*. It reminds her of when her mother was excited by science and questions and life. With a STEM-inspired chapter framework and illustrated with Neonakis' scientific drawings, Keller's debut novel uses the scientific method to unpack the

complex emotions depression can cause. Momentum builds over nine months as Natalie observes, questions, researches, experiments, and analyzes clues to her mother's state of mind. Providing support and some comic relief are her two sidekicks, Dari (a smart Indian immigrant boy) and Twig (Natalie's wealthy, white best friend). The diversity of the characters provides identity and interest, not issue or plotline. Tension peaks at the egg-drop contest, as the three friends plan to use the prize winnings to bring Natalie's mother back to life with a gift of a rare cobalt blue orchid. Paralleling their scientific progress, Natalie reluctantly experiences her first visits to talk therapy, slowly opening like a tight bloom. A compassionate glimpse of mental illness accessible to a broad audience. (Fiction. 10-14)

Review #3

School Library Journal (January 1, 2018)

Gr 4-6-Seventh-grader Natalie is sometimes annoyed, but oftentimes amused by her enthusiastic science teacher, Mr. Neely, who encourages his students to ask questions and use the scientific method to solve problems. This is all well and good for Natalie, but the only question the tween is interested in lately is why has her mother stopped caring about her and why she cannot seem to get out of bed. Her mother is a botanist who discovered a rare cobalt blue orchid, a miracle of a flower that survives in a toxic environment in New Mexico. So Natalie is somewhat ambivalent when Mr. Neely encourages her to enter an "egg drop contest"-not exactly her top priority-until she hears about the substantial prize money. Natalie is determined to win so that she can replace the now-dead orchid and give her mother the joy she needs. As she tries to navigate the problem of keeping the fragile egg safe during a fall, she begins to feel the cracks in her own life as her mother's depression affects her more deeply. Natalie's reluctance to acknowledge her own feelings and ask painful questions keeps her from really engaging with her friends and fellow "egg drop" teammates. Natalie learns that, as with the egg, people, too, are fragile and need support and padding to break their falls. VERDICT An emotional story that explores parental depression with realism and empathy.-Patricia Feriano, Montgomery County Public Schools, MD © Copyright 2018. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc.

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) Erin Isley

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	There is no questionable content.
requires parent permission for students to read the book?	N	The book is grade level appropriate.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students are able to connect with the struggles of friendship and family that the main character experiences.
actively engages students through the text	Y	Humor and visuals are infused throughout the book, making the content engaging.
facilitates learning that has long-term significance	Y	Aligning with the scientific practices brought up throughout the books, the theme of trial and error is one that all students can learn from.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes x <input type="checkbox"/> No	

Iib. EVALUATION of Book (to be completed by District Coordinator-Jennifer Gaffney)

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	The book has multiple starred middle grade reviews and does not contain any inappropriate content.
requires parent permission for students to read the book?	N	Even though depression is a heavy topic, the author covers it in a very age-appropriate way. The book is professionally reviewed and recommended for elementary school, so parent permission is not necessary at the upper elementary & middle school level.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The book does a great job connecting the lessons Natalie learns in her science class (such as using the Scientific Method) to life. It also covers many social, emotional and psychological topics students and their families and friends could be experiencing.
actively engages students through the text	Y	Even though she is going through a difficult time in her life, Natalie’s narration still shows her sense of humor which will make the book an “enjoyable” read for students. The various diagrams and illustrations, along with the chapter titles and footnotes, are also creative ways the author makes the book more accessible and engaging for readers.
facilitates learning that has long-term significance	Y	This book really shows how both learning and life can be hard (and messy!) It’s through making mistakes that we learn, and working through hardships that we grow. Mr. Neely gives many tips for becoming a “scientist” (which, if thought about and followed, can help kids become better students.) More importantly, the book helps readers empathize with those living with depression and will, hopefully, also encourage them to seek help for themselves or someone they care about if needed.
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	Connections can be made between this book and different topics in various subjects, and particularly aligns with <i>Colorado Academic Standards</i> in Reading, Writing & Communicating, Science and Comprehensive Health.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IIc. EVALUATION of Book (to be completed by a colleague) - Daniel Grant

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 feel that the novel encompasses the life of what many of our students go through. The book is written in a way that is appropriate for middle school students.
requires parent permission for students to read the book?	N	There is nothing that I found to be triggering when reading the book. I believe that it meets middle school reading standards.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	I appreciate how the book was linked to the scientific method. I believe that this makes it even more relevant for the middle school population.
actively engages students through the text	Y	The fact that the book is broken down into “Steps” and “Assignments” makes it relevant to students. Instead of having to read chapter by chapter, they can now look forward to what the next step is or what the next assignment is. I also think that they will enjoy the illustrations as they may help to explain scientific concepts.
facilitates learning that has long-term significance	Y	I feel that this book was very relatable to many students. I think that it emphasizes the importance of understanding others’ hidden battles. Just because things look okay doesn't mean they are. This is something that would be pertinent to many students.
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	This novel allows students to make connections between different elements in their studies. It also allows them the opportunity to analyze how the different “Steps” and “Assignments” relates to the student's life as she navigates the school year.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s) 7/8	Y	Yes this book is appropriate for middle grades. The language and content are all age appropriate.
requires parent permission for students to read the book?	N	There is nothing objectionable in the book and it is completely appropriate for middle grade readers.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	I liked how the book uses the backdrop of middle school science and an egg drop contest to deal with a hard topic like depression such as a parent's depression from the viewpoint of a child. It made it palatable and more interesting.
actively engages students through the text	Y	The story is fun and the main character Natalie is very likable. Her actions and internal dialogues are very believable and relatable.
facilitates learning that has long-term significance	Y	Mental health and families are very timely and significant topics that touch the lives of many students in long lasting ways.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes x <input type="checkbox"/> No	

Iie. EVALUATION of Book (to be completed by Parent #2) - Lisa Wilkesheski

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	The content and vocabulary is middle school appropriate.
requires parent permission for students to read the book?	N	This book would not require permission from parents before reading.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Having the book told through a middle schooler's perspective is a great way to draw in student readers. Having the story move through an egg drop science experiment with classmates/friends lightens up the serious topics discussed in this book. Also the issues and dynamics with friendships are relatable.
actively engages students through the text	Y	Again, being told from a middle schooler's point of view on real life issues is extremely engaging and relatable.
facilitates learning that has long-term significance	Y	Mental health issues are so important to discuss today with our students and they will carry these with them in their academic career.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

SECTION III: Requestor/Educator & District Coordinator Level Process Review- All

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			EI, JG
1			EI, JG
2			EI, JG
3			EI, JG
4	JG, EI		
5	JG, EI		
6	JG, EI		
7	JG, EI		
8	JG, EI		
9	JG, EI		
10	JG, EI		
11	JG, EI		
12	JG, EI		

IIIb. CIA PROCESS REVIEW

	District Coordinator
Sections I & II are complete.	tking
Building administrator has reviewed the proposal.	tking
The novel was on display at the school for two weeks.	tking
Information about the novel was available on the district's and school's website for two weeks prior to being submitted to the district coordinator.	tking
Information about the novel was shared with the School Advisory Council.	tking

SECTION IV: District Level Process Review

IV. DISTRICT LEVEL REVIEW (to be completed by the Director CIA)

	CIA Director Initials
The novel adoption process has been followed.	EM
The novel was displayed in the school that is making the request.	EM
The novel was displayed on the district website prior to approval.	EM
Notice was provided and the novel was available in the district office for two weeks prior to approval.	EM
Does the District Coordinator and review team support adoption of this book?	EM

SECTION V: Signatures/Approvals

Va.

Does the evaluating Educator recommend adoption of this book?	YES	NO
Date <u>Oct 25 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature <u>Erin Isley</u>		

Vb.

Does the evaluating Colleague recommend adoption of this book?	YES	NO
Date <u>Oct 27 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Daniel Grant</u>		

Vc.

Does the evaluating Parent #1 recommend adoption of this book?	YES	NO
Date <u>Oct 27 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Heather Burkhardt</u>		

Vd.

Does the evaluating Parent (#2) recommend adoption of this book?	YES	NO
Date <u>Oct 27 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Lisa Wilkesheski</u>		

Ve.

Does the evaluating educator's Administrator recommend adoption of this book?	YES	NO
Date <u>Oct 27 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Erin Kullo</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>Oct 27 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Coordinator Signature <u>Jennifer Gaffney</u>		

Vg.

Does the CIA Director support adoption of this book?	YES	NO
Date <u>Oct 27 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CIA Director Signature <u>Erica Mason</u>		

SECTION VI: Superintendent's Approval

SUPERINTENDENT'S APPROVAL

Does the Superintendent approve adoption of this book?	YES	NO
Date <u>Oct 28 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Superintendent Signature <u>Carey Wise</u>		

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		

Document Details

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File Name	Novel Adoption [The Science of Breakable Things] (1).pdf
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Fingerprint	27c0fb12a3a808e64fad15b812e56471
Status	Completed

Document History

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Document Sent	Document Sent to Erin Isley (ecisley@dcsdk12.org)	Oct 25 2021 02:58PM America/Denver
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