

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:	7th and up
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Sagewood Middle School	
Date	11-10-23	
Requesting Educator Name	Graig MacHendrie	
Requesting Educator Email	dgmachendrie@dcsdk12.org	
Novel Adoption School Process Manager Name	Graig MacHendrie	
Novel Adoption School Process Manager Email	dgmachendrie@dcsdk12.org	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Elyse Rhodes	evrhodes@dcsdk12.org
Colleague	Kaitlin Ochs	kochs1@dcsdk12.org
Parent #1	Brittany Fouts	foutsfamily311@msn.com
Parent #2	Jessica Baer	jmillerbaer@gmail.com

Ib. BOOK INFORMATION

Title of the proposed book	We Beat the Street: how a friendship pact helped us succeed
Author (s)	Davis, Sampson
Publisher	Puffin Books
Edition	1st

ISBN number	0142406279
Copyright date	2005
Course and/or subject area in which work will be used	ELA
Grade level(s)	7th
Lexil Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-book/search)	860L
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	Posted book in the library on February 5, 2024 Posted book on website on February 8, 2024 (Parent Central book Adoptions)
Date the book was communicated to the School Accountability Committee?	Email sent on February 8, 2024

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 novel will be used with our 7th-grade students in connection with the Study Sync curriculum. Unit 3 - Chasing the Impossible

Growing up on the rough streets of Newark, New Jersey, Rameck, George, and Sampson could easily have followed their childhood friends into drug dealing, gangs, and prison. But when a presentation at their school made the three boys aware of the opportunities available to them in the medical and dental professions, they made a pact among themselves that they would become doctors. It took a lot of determination—and a lot of support from one another—but despite all the hardships along the way, the three succeeded. Retold with the help of an award-winning author, this younger adaptation of the adult hit novel *The Pact* is a hard-hitting, powerful, and inspirational book that will speak to young readers everywhere.

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).

This book aligns with DCSD’s Priority Standards from the CCSS 7th grade Standard 2- Reading for all purposes particularly for students to be able to summarize and evaluate to show understanding of informational texts. The evidence outcomes addressed with this novel are RI.7.4 and RI.7.6.

Evidence Outcomes for RI.7.4 include using craft and structure to, “Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.”

Evidence Outcomes for RI.7.6 include using craft and structure to, “ determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.”

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 (April 1, 2005 (Vol. 101, No. 15))

cpg1252 Gr. 7-10. "What started out as three boys skipping class turned out to be the most significant experience of our lives," says George Jenkins, who, together with Sampson Davis and Rameck Hunt, made a teenage pact to leave their impoverished New Jersey neighborhood, attend medical school, and become doctors. Author Sharon Draper helped shape chapters, written in the third person, describing each doctor's challenging childhood experiences, including a parent's drug addiction, forays into crime, and succeeding in an

environment that made "failing equal to being cool." Following each story, passages written in the doctors' own words offer advice and strategies and acknowledge the help received along the way. This information is directed straight to young people growing up in similar circumstances, but all readers will be riveted by the profoundly inspirational stories and personal, intimate voices that frankly discuss big mistakes and complicated emotions, including "survivor guilt" for choosing a different path from friends and family.

Review #2

Publishers Weekly (April 4, 2005)

The authors of the adult bestseller *The Pact* here redirect their story for a younger audience. The three young doctors from Newark, N.J., reflect upon the seminal moments, people and relationships from early childhood to graduation that led them to choose medicine over the street (even though the boys "[didn't] even know anybody who went to college"). Each chapter begins with a childhood incident, followed by the doctor's narrative about what that event meant to his future. The authors honestly portray both their successes and failures, including flirting with crime. In one, Rameck Hunt, then in 11th grade, and some old friends (whom his mother called "thugs") beat a homeless man for smoking on school property, until he was critically injured; after Rameck's release from a weekend in a detention center, he resolves to focus on his future. George Jenkins's memory of his first trip to the dentist seeds the early passion that would grow into his own vocation in dentistry. The doctors show how their pact to stick together and support each other through college and medical school helped them achieve their goals. Throughout, the three stay true to themselves, such as when, in a summer pre-med program at Seton Hall, Sampson Davis defends wearing baggy jeans and sweats in a hospital: "If I live in the hood, and I work in the hood, then my patients will think I'm dressed appropriately, don't you think?" Readers searching for role models should find much to cheer and emulate here. Ages 10-up.

Review #3

School Library Journal (May 1, 2005)

Gr 7 - The Three Doctors, as the subjects of this inspirational book call both themselves and their nonprofit foundation, grew up in a tough neighborhood in Newark, NJ. Draper tells an epiphanic story featuring each of the young men by turn, followed by his comments on how a single event affected him across time. Davis, for instance, remembers the hospital where he later became an emergency-medicine physician as the same one where his foot was treated after an incident when he was six. Hunt recalls first meeting Sampson and Jenkins in ninth grade. Jenkins tells of the friends' success at moving from high school to college. Draper adds dialogue and evokes the pivotal moment in each vignette as though it were a scene in one of her realistic novels. The book takes the young men through college and medical school and into their careers. While Jenkins seems relatively calm and serious from the beginning, Hunt found himself in trouble right into medical school. Davis had trouble getting an emergency medicine internship and then found himself back in his Newark neighborhood, right where he knew he'd be serving his hometown. The writing here, whether Draper's or the doctors', is simple and accessible and there is plenty of action for reluctant readers. More advanced readers may want to read *The Pact* (Riverside, 2002), the Three Doctors' joint autobiography for adults.

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) - Graig MacHendrie

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	This book is appropriate for 7th and 8th Graders
requires parent permission for students to read the book?	Maybe	There are definitely some mature concepts that the reader would be exposed to especially in regards to violence and drugs
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Kids can make connections to the experience of growing up and overcoming adversity. The books focus on friendships, relationships and working to achieve goals. These are all relatable concepts
actively engages students through the text	Y	Overall the story was engaging and easy to read. The narrative form of the book helps to keep the reader interested. The experiences of the men/boys are inspiring and thought provoking.
Gives an opportunity for all students to access	Y	It is available in different formats and the language and vocabulary are easy to follow
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	It follows the author's lives and helps students understand the trials some people in other cultures/places face while growing up.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Iib. EVALUATION of Book (to be completed by District Coordinator) Elyse Rhodes

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	This book is appropriate for grades 7-12.
requires parent permission for students to read the book?	N	No parent permission required.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Any student who has dreams of being something as an adult can connect to this story. No matter the life experiences a student has, they will be able to identify with the boys/men in this book because they are relatable - friends overcoming adversity because they are supportive of one another, working to achieve goals, dealing with situations that are a part of life (i.e. family relationships, racism, poverty, etc.).
actively engages students through the text	Y	The story is very inspirational and uplifting despite the challenges and hardships the boys faced growing up.
Gives an opportunity for all students to access	Y	This book is available as a hard copy and as an eBook. It is a YA version of the adult novel <i>The Pact</i> .
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	This book tells the story of three African American youths growing up in Newark, New Jersey and the challenges they faced in their neighborhood - gangs, violence, poverty, drug use, etc. The three boys make a pact to go to medical school together and become doctors. The book highlights the struggles these young men face and their ability to overcome these difficulties to become successful doctors.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Ic. EVALUATION of Book (to be completed by a colleague) – Kaitlin Ochs

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 believe the book can be appropriate for 7th or 8th grade with parent permission. Some of the themes are mature and sensitive, including drug use and addiction, violence and assault, incarceration, and rape*. I think it would be appropriate for older students (high school) to read without parent permission. *mentioned once, briefly, but not described
requires parent permission for students to read the book?	Y	I think parent permission would be appropriate for this book, to ensure that parents are aware of some of the mature themes in the book. If parents understand the goal and message of the book, I think most would be comfortable, but it would still be wise to make them aware ahead of time.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Despite describing experiences that most students in our district are unlikely to relate to directly, the underlying themes are relevant for all readers, such as academic commitment, achieving goals, friendship, and values.
actively engages students through the text	Y	This book is written for a younger audience, as it is narrative and contains understandable language and stories. There are also messages from the authors at the end of each chapter that provide direct advice for readers to implement in their own lives.
Gives an opportunity for all students to access	Y	The language of the book is accessible for a student reading level, and the plot is easy to follow.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	This book encourages students to learn from the experiences of the authors in order to achieve the best lives that they can. It also promotes diversity by giving students insight into cultural, social, and racial experiences that are likely different from their own.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	7th grade, 8th grade
requires parent permission for students to read the book?	Y	Yes due to references regarding drugs, violence and rape (no in-depth descriptions of these events but they are referenced a few times throughout the book)
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Yes-students should make connections that actions yield consequences and affect those around you.
actively engages students through the text	Y	Yes-each chapter is from a different person's POV throughout the years
Gives an opportunity for all students to access	Y	Yes
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

IIe. EVALUATION of Book (to be completed by Parent #2) - Jessica Baer

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 this book is geared towards 8th grade and high school students.
requires parent permission for students to read the book?	Y	If using this book in a middle school setting, I would suggest it requires parent permission due to the violence, drugs, and mature content. I would not require it in a high school setting since students are more mature by that age to handle the content.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This book gives students the opportunity to hear first hand what they may have only seen on tv or in the movies. Many students in our district won't be able to relate to the content from personal experience, but the message of perseverance and friendship is valuable.
actively engages students through the text	Y	The short chapters kept me engaged, but it was difficult jumping from each storyline and keeping track of which doctor had which experience. The short recaps written by each doctor at the end of the chapters give readers great insight and reflection opportunities.
Gives an opportunity for all students to access	Y	Yes, the vocabulary and writing style are appropriate for this grade level.
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 the 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			ER,GM
1			ER,GM
2			ER,GM
3			ER,GM
4			ER,GM
5			ER,GM
6			ER,GM
7	ER,GM		
8	ER,GM		
9	ER,GM		
10	ER,GM		
11	ER,GM		
12	ER,GM		

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><i>Sraig MacHendrie</i></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><i>Kaitlin Ochs</i></u>		

Vc.

Does the evaluating <i>Parent #1</i> recommend adoption of this book?	YES	NO
Date <u>Mar 08 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u><i>Brittney Fouts</i></u>		

Vd.

Does the evaluating <i>Parent (#2)</i> recommend adoption of this book?	YES	NO
Date <u>Mar 08 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u><i>Jessica Baer</i></u>		

Ve.

Does the evaluating educator's Administrator recommend adoption of this book?	YES	NO
Date <u>Mar 11 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Ben D'Ardenne</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 11 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Coordinator Signature <u>Elyse Rhodes</u>		

Vg.

Does the Director of Library Programming support adoption of this book?	YES	NO
Date <u>Mar 11 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 11 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		