

**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:	5th 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	9/17/2021	
Requesting Educator	Amy Tempel (Teacher Librarian)	
Email address	astempel1@dcsdk12.org	
Phone number	303-387-3430	
<b>Proposal Review Team Member</b>	<b>Reviewer's Name</b>	<b>Contact Information - email</b>
District Coordinator	Erin McConnell	emcconnell@dcsdk12.org
Colleague	Lynn Legg (8th grade, LA)	lalegg@dcsdk12.org
Parent #1	Renee Carson	reneejcarson13@gmail.com
Parent #2	Sabrina Pham	vanthanhpham@gmail.com

**Ib. BOOK INFORMATION**

Title of proposed book	Brown Girl Dreaming
Author (s)	Jacqueline Woodson
Publisher	Nancy Paulsen Books, an imprint of Penguin Group (USA)
Edition	1st
ISBN number	9780147515827
Copyright date	2014

Course and/or subject area in which work will be used	Language Arts, Social Studies
Grade level(s)	8th and above
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	March 1 <sup>st</sup> – March 22 <sup>nd</sup> 2021 And September 19th - October 1st 2021
Date the book was communicated to the School Accountability Committee?	September 20th, 2021

**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 is a memoir written in verse about Jacqueline Woodson and her experiences growing up. This novel supports several different curriculum objectives including; Diversity, Racial Discrimination, Civil Rights and Women's Studies. It also touches on the social emotional issues involved with bullying and overcoming adversity. Brown Girl Dreaming is a short novel in verse that offers students the experience of reading a non-traditional text as well as opening the dialogue to Civil Rights issues unfamiliar to them.*

Jacqueline Woodson is the 2018-2019 National Ambassador for Young People's Literature  
A New York Times Bestseller and National Book Award Winner

Jacqueline Woodson, the acclaimed author of Another Brooklyn, tells the moving story of her childhood in mesmerizing verse.

Raised in South Carolina and New York, Woodson always felt halfway home in each place. In vivid poems, she shares what it was like to grow up as an African American in the 1960s and 1970s, living with the remnants of Jim Crow and her growing awareness of the Civil Rights movement. Touching and powerful, each poem is both accessible and emotionally charged, each line a glimpse into a child's soul as she searches for her place in the world. Woodson's eloquent poetry also reflects the joy of finding her voice through writing stories, despite the fact that she struggled with reading as a child. Her love of stories inspired her and stayed with her, creating the first sparks of the gifted writer she was to become.

A National Book Award Winner

A Newbery Honor Book

A Coretta Scott King Award Winner

## **Id. ALIGNMENT WITH DCSD'S CURRICULUM**

### **Colorado Content Standards:**

Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

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3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

### **Grade Level Expectation:**

1. Analyze and evaluate literary elements and an author's choices to understand literary text.

*Academic Context and Connections*

### **Colorado Essential Skills:**

Look for and value in different perspectives expressed by others. (Personal Skills, Adaptability/Flexibility)

### **Prepared Graduates:**

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

### **Academic Context and Connections**

### **Colorado Essential Skills:**

Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)

Plan and evaluate complex solutions to global challenges that are appropriate to their contexts using multiple

disciplinary perspectives (such as cultural, historical, and scientific). (Civic/Interpersonal Skills, Global/Cultural Awareness)

Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)

**21st Century Skills:**

Critical Thinking and Reasoning: Students must read a wide variety of texts reflecting the human experience in order to:

- Create a claim
- Argue their claim
- Justify their reasoning
- Make inferences
- Problem solve
- Understand various human experiences in order to compare/contrast; self-reflect; understand multifaceted topics

**Collaboration skills:**

Students must be able to:

- Read, write, and communicate with a variety of people regarding a variety of experiences
- Work in peer groups to foster understandings, mediate opposing perspectives, contribute ideas, speak with purpose, understand and apply knowledge of culture, and seek others' ideas.

**Self Direction:**

Students must be able to:

- Read, write, and communicate independently using metacognitive skills in order to reflect on one's learning and awareness of others

**Invention:**

Students must have a broad understanding of various cultures and human experiences in order to:

- Apply new ways to solve problems
- Create multi-genre representations to explain ideas and apply them in new ways

**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

*School Library Journal (July 1, 2014)*

Gr 4-7-"I am born in Ohio but the stories of South Carolina already run like rivers through my veins" writes Woodson as she begins her mesmerizing journey through her early years. She was born in Columbus, Ohio in 1963, "as the South explodes" into a war for civil rights and was raised in South Carolina and then New York. Her perspective on the volatile era in which she grew up is thoughtfully expressed in powerfully effective verse, (Martin Luther King is ready to march on Washington; Malcom X speaks about revolution; Rosa Parks refuses to give up her seat only seven years earlier and three years have passed since Ruby Bridges walks into an all-white school). She experienced firsthand the acute differences in how the "colored" were treated in the North and South. "After the night falls and it is safe for brown people to leave the South without getting stopped and sometimes beaten and always questioned; We board the Greyhound bus bound for Ohio." She related her difficulties with reading as a child and living in the shadow of her brilliant older sister, though she never abandoned her dream of becoming a writer. With exquisite metaphorical verse Woodson weaves a patchwork of her life experience, from her supportive, loving maternal grandparents, her mother's insistence on good grammar, to the lifetime friend she meets in New York, that covers readers with a warmth and sensitivity no child should miss. This should be on every library shelf.-D. Maria LaRocco, Cuyahoga Public Library, Strongsville, OH (c) Copyright 2014. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

Review #2

*Library Media Connection (March/April 2015)*

Jacqueline Woodson is known for her novels; this is a novel in verse and her personal story. The book takes her from birth to fifth grade, although the Author's Note and Thankfuls fill in a bit more of the story. Woodson uses clear, evocative language to draw readers back to the 1960s and 1970s and into the racial and family issues she experienced. The poems cover her personal experiences with her grandparents, her brother's bout of lead poisoning, her struggles with reading, and her experience as a childhood member of the Jehovah's Witnesses, as well as the larger civil rights movement and African American experience. This is a beautifully crafted work that should be read for its own sake, but it also works well to meet Common Core Standards. Suzanne Libra, Teacher Librarian, Silver Hills Middle School and Alternative Campus, Westminster, Colorado [Editor's Note: Available in e-book format.] HIGHLY RECOMMENDED

Review #3

*Booklist starred (August 2014 (Vol. 110, No. 22))*

Grades 5-8. What is this book about? In an appended author's note, Woodson says it best: "my past, my people, my memories, my story." The resulting memoir in verse is a marvel, as it turns deeply felt remembrances of Woodson's preadolescent life into art, through memories of her homes in Ohio, South Carolina, and, finally, New York City, and of her friends and family. Small things—ice cream from the candy store, her grandfather's garden, fireflies in jelly jars—become large as she recalls them and translates them into words. She gives context to her life as she writes about racial discrimination, the civil rights movement, and, later, Black Power. But her focus is always on her family. Her earliest years are spent in Ohio, but after her parents separate, her mother moves her children to South Carolina to live with Woodson's beloved grandparents, and then to New York City, a place, Woodson recalls, "of gray rock, cold and treeless as a bad

dream.” But in time it, too, becomes home; she makes a best friend, Maria, and begins to dream of becoming a writer when she gets her first composition notebook and then discovers she has a talent for telling stories. Her mother cautions her not to write about her family, but, happily, many years later she has—and the result is both elegant and eloquent, a haunting book about memory that is itself altogether memorable.

**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 Temple**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	Interest level for this title is grades 5-8 and the reading level is 5.3
requires parent permission for students to read the book?	N	None needed
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This work of high quality writing can be used in collaboration with the 8th grade Social Studies curriculum. Students are encouraged to make connections with the characters and their experiences with real life events that occurred during this time in history.
actively engages students through the text	Y	This book is a biography told in the first-person point of view. This book is also written in verse, exposing students to different literary tools to read and understand the text.
facilitates learning that has long-term significance	Y	This book gives students the opportunity to build on their own knowledge of historical events and to better understand the human experience.
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**Iib. EVALUATION of Book (to be completed by District Coordinator) Erin McConnell**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	5-8th grade	This is readable by younger students, but the topics can be used for higher level discussions with older students (historical perspective, etc.)
requires parent permission for students to read the book?	No	None needed
allows students to create meaning and make relevant connections to other knowledge and experience	Yes	Allows students to experience a part of history through the eyes of a child with experiences they can relate to in their own childhood.
actively engages students through the text	Yes	Although it is non-fiction, the writing in verse is engaging and paints a colorful (true) story that students will enjoy reading.
facilitates learning that has long-term significance	Yes	This book provides insight into an important part of American history and helps students see the common experience that children of potentially different cultures have.
aligns with <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Yes	See table above completed by the teacher
<b>Recommend novel for adoption</b>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



**Iic. EVALUATION of Book (to be completed by a colleague) Lynn Legg**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	8th
requires parent permission for students to read the book?	N	Not needed
allows students to create meaning and make relevant connections to other knowledge and experience	Y	
actively engages students through the text	Y	This book is written in verse which is a different style of writing than students are usually exposed to.
facilitates learning that has long-term significance	Y	Touches on historical events that shaped the world at the time they occurred as well as the current world students live in.
aligns with <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	CO essential skills: Look for and value in different perspectives expressed by others
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

The proposed novel...	Y/N	<b>Examples/Justification</b> Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	Yes, excellent vocabulary and content for 8th grade
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	Yes, unique insight into a different time in this country.
actively engages students through the text	Y	Yes, written in verse with spectacular imagery.
facilitates learning that has long-term significance	Y	Yes, demonstrates the importance of understanding inequalities and fighting for what is fair.
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**Iie. EVALUATION of Book (to be completed by Parent #2)** Sabrina Pham

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	8th
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	
facilitates learning that has long-term significance	Y	
<b>Recommend novel for adoption</b>	<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			EM, AST
1			EM, AST
2			EM, AST
3			EM, AST
4			EM, AST
5	EM, AST		
6	EM, AST		
7	EM, AST		
8	EM, AST		
9	EM, AST		
10	EM, AST		
11	EM, AST		
12	EM, AST		

**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 <b>Educator</b> recommend adoption of this book?	YES	NO
Date <u>Oct 26 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature <u>Amy Tempel</u>		

**Vb.**

Does the evaluating <b>Colleague</b> recommend adoption of this book?	YES	NO
Date <u>Oct 26 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Lynn Legg</u>		

**Vc.**

Does the evaluating <b>Parent #1</b> 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>Renee Carson</u>		

**Vd.**

Does the evaluating <b>Parent (#2)</b> 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>van Pham</u>		

**Ve.**

Does the evaluating educator's <b>Administrator</b> recommend adoption of this book?	YES	NO
Date <u>Oct 27 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Chris Cooke</u>		

**Vf.**

Does the <b>District Coordinator</b> 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>Erin McConnell</u>		

**Vg.**

Does the <b>CIA Director</b> support adoption of this book?	YES	NO
Date <u>Oct 28 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>Corey 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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