

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	Cimarron Middle School	
Date	11/10/23	
Requesting Educator Name	Jessica Ranalletta	
Requesting Educator Email	jranalletta@dcsdk12.org	
Novel Adoption School Process Manager Name	Carol Oliver	
Novel Adoption School Process Manager Email	coliver@dcsdk12.org	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Elyse Rhodes	evrhodes@dcsdk12.org
Colleague	Nicole Martin	nicole.martin@dcsdk12.org
Parent #1	Kirsten Levisay	levisayk@yahoo.com
Parent #2	Tracie Jones	traciejones35@gmail.com

Ib. BOOK INFORMATION

Title of the proposed book	The other side of the sky: a memoir
Author (s)	Ahmadi, Farah
Publisher	Simon Spotlight Entertainment

Edition	2005
ISBN number	141691837X
Copyright date	2005
Course and/or subject area in which work will be used	ELA
Grade level(s)	7th
Lexile Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-book/search)	850L
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	11/28/2023
Date the book was communicated to the School Accountability Committee?	11/18/2023

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 novel will be used with our 7th-grade students in connection with the Study Sync curriculum. Unit 5 - Test of Time

Farah Ahmedi recounts her heartbreaking journey from war-torn Kabul to America in her *New York Times* bestselling inspirational memoir.

Farah Ahmedi's "poignant tale of survival" (*Chicago Tribune*) chronicles her journey from war to peace. Equal parts tragedy and hope, determination, and daring, Ahmedi's memoir delivers a remarkably vivid portrait of her girlhood in Kabul, where the sound of gunfire and the sight of falling bombs shaped her life and stole her family. She herself narrowly escapes death when she steps on a land mine. Eventually, the war forces her to flee, first over the mountains to refugee camps across the border, and finally to America. Ahmedi proves that even in the direst circumstances, not only can the human heart endure, it can thrive. *The Other Side of the Sky* is "a remarkable journey" (*Chicago Sun-Times*), and Farah Ahmedi inspires us all.

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 outcome addressed with this novel is RI.7.1

Evidence Outcomes for RI.7.1 include using key ideas and details to, "Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text."

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

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	This book is appropriate for students in 7th grade.
requires parent permission for students to read the book?	N	Parent permission is not required for students to read the book.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The story is of Farah Ahmedi’s journey through her early life and adolescent stages. Students in 7th grade will be able to make connections to their experiences at the same age.
actively engages students through the text	Y	The novel is very much presented in true, “story” fashion that will be easy for students to follow along with.
Gives an opportunity for all students to access	Y	Every student can access this novel as it can be presented in hardcopy, electronically, or audio format.
Is it in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	This novel shares experiences with readers that highlights life outside of our own experiences. Allowing for students to access this material increases understanding to perspectives outside their own.
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	This book does not require parent permission.
allows students to create meaning and make relevant connections to other knowledge and experience.	Y	Farah Ahmedi was born in Kabul, Afghanistan. Her country is at war and the Taliban is a major threat. Her father and her siblings are killed by a bomb and when she is just 7 years old, she steps on a landmine and loses her leg. She is separated from her mother and becomes a refugee, ultimately arriving in the USA. There are so many timely topics in this memoir and so many ways that students can connect their life experiences with Farah's.
actively engages students through the text.	Y	This novel was born from a contest that <i>Good Morning America</i> hosted asking its audience to submit essays about lived experiences. Farah submitted her essay and because her story of survival was so engaging and compelling, she won the contest and was able to share her story of resiliency and hope with readers. Students will be moved by her story.
Gives an opportunity for all students to access.	Y	This book is available as a hard copy, an eBook, and as an audiobook.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Farah Ahmedi was born in Afghanistan and because of the war in her country, she became a refugee and then immigrated to America. At age seven, she stepped on a landmine and as a result had to have her leg amputated. She currently lives in Illinois with her husband and children. She runs a foundation that helps other amputees and is active in an international group that helps to clear minefields around the world.
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

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 novel is appropriate for grades 7-12.
requires parent permission for students to read the book?	N	This book should not require parental permission. There are situations and descriptions that are upsetting, but I don't believe permission is needed. Informing parents and students about the topics and descriptions should be considered.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This novel will allow students to discuss the text, analyze the various themes, and compare and contrast their lives with Farah. They'll also be able to make connections to events happening in the real world (immigration), other texts in the unit, and their own lives.
actively engages students through the text	Y	This novel is an exciting as well as heartbreaking read, and middle schoolers will be captivated. The story is compelling and flows easily. I don't think students realize the violence, intolerance, and brutal environment Farah and her mother endured in Afghanistan and how those experiences impacted their settling into life in the United States. Farah's unbelievable bravery will keep students reading in order to learn more.
Gives an opportunity for all students to access	Y	All students will be able to access this book: print, electronic copy, audiobook
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	It's important for our students to learn about and understand other cultures as well as view situations through different lenses. Additionally, since DCSD has students from various ethnicities and nationalities, this novel provides an opportunity for those kids to read about their ancestors and family. It's important for all students to feel represented in the literature the district provides.
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	This novel is appropriate for 7th grade in both reading level and content.
requires parent permission for students to read the book?	N	Permission should not be required.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The age she flees from Kabul to America lines up perfectly with the ages in middle school. This is a story of hard times, survival and perseverance. It's a story that should captivate students, where they can learn how other children their age live. It will hopefully give them perspective on their lives and the similarities/differences between their lives and others that are less fortunate.
actively engages students through the text	Y	This book is written from personal experience and brings the reader right into their life. You walk along her journey with her and it's a tough read at times. But then you are right there as she triumphs. Any student should find a connection in her story.
Gives an opportunity for all students to access	Y	All students should have access to the novel.
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	Farah’s story starts while she is a young child and goes until high school - sophomore or junior year. Students should be able to read her story and recognize the differences (or possibly similarities) to what she has had to endure in her short life. Children and adults hear about what is going on and what has gone on in the Middle East, but this first-hand account is eye opening and provides a more detailed look into what life is really like for people living there.
requires parent permission for students to read the book?	M	This is a tough one. Farah’s leg injury was tough for me to read. I have a queasy stomach when it comes to blood and medical procedures. There may be some students that will have a tough time reading that part. Thankfully, it’s not a very long portion of the book (just one chapter that goes in depth). Farah also discusses her relationship with God/Allah throughout the book. While I don’t think it’s any cause for concern, some parents might feel differently. I thought it was nice to hear her perspective and her reason for being able to get through such difficult circumstances. Not once is she coercive when she talks about her religion, just explanatory. So I wouldn’t think it would pose a problem.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	As stated above, students should be able to note differences and maybe similarities on the way things are here in America versus what it can be like to live in countries like Afghanistan or Pakistan in the Middle East. School is completely different over there as is the way they get around and what is acceptable when walking outside. They have different practices they must follow. I was unaware of some of these. The lengthy and taxing process to make it to America was intense. Listening to the news is different from reading this first-hand account, which each student should have the chance to do.
actively engages students through the text	Y	I was surprised how engaged I was reading this text. I was expecting it to be like Hidden Figures, but it reads more like a cohesive life story rather than a factual story. I really enjoyed the novel and found myself

		reading it much faster because I was so intrigued by Farah's story.
Gives an opportunity for all students to access	Y	Every student should be able to have access to this novel and be able to learn what life is like for people that have and are living in the Middle East. Farah says she wants American kids to reach out to kids from other countries because it's intimidating for kids like her to be the first to extend a hand. Hopefully this novel will help students to understand and take that first step.
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			ER JR
1			ER JR
2			ER JR
3			ER JR
4			ER JR
5			ER JR
6			ER JR
7	ER JR		
8	ER JR		
9	ER JR		
10	ER JR		
11	ER JR		
12	ER JR		

SECTION V: Signatures/Approvals

Va.

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

Vb.

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

Vc.

Does the evaluating Parent #1 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>Kirsten Levisay</u>		

Vd.

Does the evaluating Parent (#2) recommend adoption of this book?	YES	NO
Date <u>Feb 26 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Jace Jones</u>		

Ve.

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

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> District Coordinator Signature <u>Elyse Rhodes</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Vg.

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

Vh.

Does the <i>DCSD Cabinet Member</i> support adoption of this book?	YES	NO
Date <u>Feb 28 2024</u> DCSD Cabinet Member Signature <u>Matt Reynolds</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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		