

Olentangy Local School District Literature Selection Review

Teacher: Biggam
School: OSMS
Book Title: *Seedfolks*
Genre: realistic fiction
Author: Paul Fleischman
Publisher: Harper Collins

Book Summary and Summary Citation:

<https://www.harpercollins.com/products/seedfolks-paul-fleischman?variant=32117739028514>
[lexile.com](https://www.lexile.com)

Provide an instructional rationale for the use of this title, including specific reference to the OLSD curriculum blueprints and/or State standards.

The use of multiple perspectives, themes of community, diversity, and inclusion make *Seedfolks* an excellent text for teaching how various elements of literature work together to create an overall theme and plot. The brief length of the entire book as well as each chapter make it appropriate for whole class use.

Specific District and Common Core Standards include (please include a link to the ELA Standards document and list the specific standards):

RL.7.2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text.

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Include two professional reviews of this title: (links to the reviews are fine; Common Sense Media should be used, if available)

[From Lexile.com](https://www.lexile.com)

"A beautiful, multicolored harvest. The message of diversity, people, and sensibility is universal, and beautifully cultivated by an author who has a green thumb with words."
-School Library Journal

"The story's quiet beauty unfurls effortlessly and lingers after the final page has been turned." -*Publishers Weekly*

"Each voice sings with the rhythm of culture and personality."
-Children's Book Review Magazine

What alternate text(s) could also fulfill the instructional requirements? (alternates should be previously reviewed texts or a new text needs a new review form)

The Lottery Rose
A Long Walk to Water

Document any potentially controversial content (clear, descriptive, accurate, and examples of a page number or two):

In the Maricela chapter, the character is a pregnant teen who does not want to be pregnant and wishes her baby would die. Toward the end of the chapter after working in the garden, she thinks about what it means to grow life and reconsiders. Other characters experience gun violence, loss of loved ones, and crime. The book also references struggles with homelessness and characters facing racial discrimination.

Keeping in mind the age, academic level, and maturity of the intended reader, what is the suggested classroom use: (check all that apply)

Gifted/Accelerated Regular At-Risk

GRADE LEVEL(S): (indicate the grade band or the grade level): 5-9

Reading Level of this Title (lexile level): 710L

Signatures:

Teacher: Valerie Biggam Date: 1/14/22

Department Head: Valerie Biggam Date: 1/14/22

Building Administrator: Christina Zeller CZeller Date: 1/14/22

Curriculum Supervisor: [Signature] Date: 1 | 20 | 22