

## Approved for use in 8<sup>th</sup> Grade English

### Summary of the Work:

*From the publisher*

Twelve-year-old Ana Rosa is a blossoming writer growing up in the Dominican Republic, a country where words are feared. Yet there is so much inspiration all around her -- watching her brother search for a future, learning to dance and to love, and finding out what it means to be part of a community -- that Ana Rosa must write it all down. As she struggles to find her own voice and a way to make it heard, Ana Rosa realizes the power of her words to transform the world around her -- and to transcend the most unthinkable of tragedies.

### Professional Reviews and/or Critical Essays:

*From Publishers Weekly*

In finely wrought chapters that at times read more like a collection of related short stories than a novel, Joseph (Jump Up Time) presents slices from the life of Ana Rosa just as she is about to turn 13. Through the heroine's poetry and recollections, readers gain a rare intimate view of life in the Dominican Republic. Ana Rosa dreams of becoming a writer even though no one but the president writes books; she learns to dance the merengue by listening to the rhythms of her beloved ocean; and the love of her older brother, Guario, comforts her through many difficulties. The author's portraits of Ana Rosa and her family are studies in spare language; the chapters often grow out of one central image such as the gri gri tree where Ana Rosa keeps watch over her village and gets ideas for her writing, giving the novel the feel of an extended prose poem. The brevity of the chapters showcases Joseph's gift for metaphoric language (e.g., her description of Ana Rosa's first crush: "My dark eyes trailed him like a line of hot soot wherever he went"). When the easy rhythms of the girl's island life abruptly change due to two major events, the author develops these cataclysms so subtly that readers may not feel the impact as fully as other events, such as the heroine's unrequited love. Still, it's a testimony to the power of Joseph's writing that the developments readers will empathize with most are those of greatest importance to her winning heroine. Ages 8-12

\* Print resources are available from the library media center and libraries in the district. Contact any library media specialist to view the scholarly sources.

\* Scholarly reviews are also available online through Books in Print and Gale. Contact the library media specialist to obtain username and password information to access the subscription database of full-text reviews.

### Rationale:

This text is to be used in a literature circle setting, where students will choose to read this text among others on and about Latin America. Students will research the history, culture, customs, music, art, architecture, etc. of the setting of this novel. They will discuss the text, its issues, and present on the book and their research to the rest of the class.

### Noted Distinction:

#### Awards:

2001: [Jane Addams Children's Book Award](#)

2000: [Americas Book Award](#)

#### Expert Picks:

[ALA's "Best" Lists: 2001](#)

[The Best, Notable & Recommended for 2003](#)

[Notable Books for a Global Society 2001](#)

[Young Adult Library Services Association Popular Paperbacks for Young Adults 2003](#)

#### Readability:

- Lexile Score: 840L
- Readability Level:

#### Learning Resources Guidelines:

- The novel meets the Learning Resources Guidelines.

#### Standard Alignment:

##### Literature:

Content Standard 1—Students construct meaning as they comprehend, interpret, analyze and respond to literary works.

Content Standard 2—Students recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works.

Content Standard 3—Students reflect upon their literary experiences and purposefully select from a range of works.

Content Standard 4—Students interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.

Content Standard 5—Students use literary works to enrich personal experience and to connect to the broader world of ideas, concepts and issues.

##### Writing:

Content Standard 1—Students write clearly and effectively.

Content Standard 2—Students apply a range of skills and strategies in the writing process.

Content Standard 3—Students evaluate and reflect on their growth as writers.

Content Standard 4—Students write for a variety of purposes and audiences.

	<p>Content Standard 5—Students recognize the structures of various forms and apply these characteristics to their own writing.</p> <p>Content Standard 6—Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.</p> <p><b>Reading:</b></p> <p>Content Standard 1—Students construct meaning as they comprehend, interpret, and respond to what they read.</p> <p>Content Standard 2—Students apply a range of skills and strategies to read.</p> <p>Content Standard 3—Students set goals, monitor, and evaluate their progress in reading.</p> <p>Content Standard 4—Students select, read, and respond to print and nonprint material for a variety of purposes.</p> <p>Content Standard 5—Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.</p> <p><b>Speaking:</b></p> <p>Standard 1—Students demonstrate knowledge and understanding of the communication process.</p> <p>Content Standard 2—Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.</p> <p>Content Standard 3—Students apply a range of skills and strategies to speaking and listening.</p> <p>Content Standard 4—Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.</p> <p><b>Approval:</b></p> <p><b>Submitted to Committee:</b></p> <p><b>Approved for Adoption:</b></p>
<p><b>Notes on the Text:</b></p> <p><i>(The best way to evaluate and understand a novel is to personally read the book in its entirety.)</i></p> <p>This is a personal story, a deep story. It is a book that begs the discussion of metaphor and poetics in prose, which are deep topics. It is also based in a historical time period in a country most students know nothing about. I believe this would be a good book to use in class for a group that has good, deep discussions, is slower for other reasons, or one that is willing to expand and add a couple of the optional texts. Good book, nothing objectionable in the content.</p>	<p><b>Connection to the Curriculum:</b></p> <p>Please see rationale.</p>
<p><b>Additional Connections:</b></p> <p><i>(AP, Honors, Essential/Applied, Dramas, Films, etc.)</i></p>	