

NOVEL/BOOK-LENGTH WORK (Fiction, Non-Fiction, Drama) PROPOSAL - Klara and the Sun

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:	9th - 12th
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	RCHS	
Date	8/24/22	
Requesting Educator Name	Karen Whitney	
Requesting Educator Email	kwhitney1@dcsdk12.org	
Novel Adoption School Process Manager Name	Jason Parker	
Novel Adoption School Process Manager Email	japarker@dcsdk12.org	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Laurie LaComb	Lauren.LaComb@dcsdk12.org
Colleague	Mark Bishop	mbishop3@dcsdk12.org
Parent #1	Mike Heene	mheene@adpay.com
Parent #2	Jennifer Chiu	jcchiu4273@gmail.com

Ib. BOOK INFORMATION

Title of proposed book	Klara and the Sun
Author (s)	Kazuo Ishiguro
Publisher	Vintage (March 1, 2022)
Edition	paperback

ISBN number	ISBN-10 : 0593311299 ISBN-13 : 978-0593311295
Copyright date	(March 1, 2022)
Course and/or subject area in which work will be used	English II
Grade level(s) adult title	9-12
Lexil Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-book/search)	Lexile Level not listed. Adult title recommend for young adults
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	9/6/22
Date the book was communicated to the School Accountability Committee?	9/7/22

Ic. NOVEL DESCRIPTION

Klara and the Sun is a dystopian novel set in a future in which parents purchase “Artificial Friends” for their children. The story follows Klara, an AF who watches the world go by from the window of her store while waiting to be chosen, offering her unique and poignant insights on what it means to be human and to be loved.

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).

Reading, Writing and Communicating

Grade Level Expectation:

1. Interpret and evaluate complex literature using various critical reading strategies.

Evidence Outcomes

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)

Grade Level Expectation:

3. Understand how language influences the comprehension of narrative, argumentative, and informational texts.

Evidence Outcomes

1. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.11-12.5)
 - Interpret figures of speech (for example: hyperbole, paradox) in context and analyze their role in the text. (CCSS: L.11-12.5a)
 - Analyze nuances in the meaning of words with similar denotations. (CCSS: L.11-12.5b)

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

Publishers Weekly starred (November 30, 2020)

Nobel laureate Ishiguro takes readers to a vaguely futuristic, technologically advanced setting reminiscent of his *Never Let Me Go* for a surprising parable about love, humanity, and science. Klara is an Artificial Friend (AF), a humanlike robot designed to be a child's companion. She spends her days watching humans from her perch in the AF store, fascinated by their emotions and hungry to learn enough to help her future owner. Klara, who is solar-powered, reveres the sun for the "nourishment" and upholds "him" as a godlike figure. Klara is eventually bought by teenager Josie and continues to learn about humans through her interactions with Josie's family and childhood friend. When Josie becomes seriously ill, Klara pleads with the sun to make her well again and confronts the boundary between service and sacrifice. While the climax lends a touch of fantasy, Klara's relationship with the sun, which is hidden at times by smog, touches on the consequences of environmental destruction. As with Ishiguro's other works, the rich inner reflections of his protagonists offer big takeaways, and Klara's quiet but astute observations of human nature land with profound gravity ("There was something very special, but it wasn't inside Josie. It was inside those who loved her," Klara says). This dazzling genre-bending work is a delight. (Mar.) © Copyright PWxyz, LLC. All rights reserved

Review #2

Booklist (January 1, 2021 (Vol. 117, No. 9))

With echoes of themes in his internationally lauded *Never Let Me Go* (2005)—that life can be manufactured, bartered, bought—Booker-ed, Nobel-ed, and knighted Ishiguro presents a bittersweet fable about the human heart as “[s]omething that makes each of us special and individual.” Or not. Klara is an AF, as in Artificial Friend. She is also “quite remarkable,” “has extraordinary observational ability,” and while she might not be the latest B3 model, her empathic skills are unparalleled. She’s delightedly chosen by 14-year-old Josie, who takes her home to live with Mother and Melania Housekeeper. Next door is Josie’s best friend, Rick, and his single mother. Klara integrates, routines settle. But Josie is ill, with an older sister who died too young. Desperate to save Josie, Mother covertly pushes science, Melania attempts bullish protection, and Rick promises true love. Klara, meanwhile, devises her own plan: a deal with the Sun, who’s already, miraculously, rescued Beggar Man and his dog. Sacrifices will be necessary. In Ishiguro’s near-future dystopia, Klara—appropriately monikered to suggest both clear and obvious—could prove to be the most human of all. **HIGH-DEMAND BACKSTORY:** Ishiguro is a big draw and his return to the mode of the mega-popular *Never Let Me Go* will generate particularly fervent reque

Review #3

Booklist (January 1, 2021 (Vol. 117, No. 9))

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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) 9-12	Y	It is an adult title, but recommended for young adults. The characters are young adults and there is really no objectionable material.
requires parent permission for students to read the book?	N	Dystopian novel. No language, sexual content or violence.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students can connect to the characters and experiences of growing up, friendships, family relationships, hope, what happens when people or ideas are left behind for new ideas.
actively engages students through the text	Y	Very engaging - teen main character.
Gives an opportunity for all students to access	Y	Students can find a variety of themes and characters with which to connect
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Diverse perspective and ideas. Written by a Japanese-British novelist.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	The content, language, and dystopian society is developmentally appropriate for a high school student.
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	Students will easily connect to the plot of this story and will be able to make connections with current social media and artificial friends (AF) in the book.
actively engages students through the text	Y	The main characters are within the same age group.
Gives an opportunity for all students to access	Y	
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	This story touches upon the very topics of equity, diversity, and inclusion. This book can provide a literary springboard for discourse around the very topics represented in this policy.
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	The novel is written at an adult level, though it remains very accessible to students; nearly no issues regarding language, sexuality, or violence that average readers would find offensive; positive message for all grade levels
requires parent permission for students to read the book?	N	Again, very little in this book would be considered offensive by any reasonably minded person; it is a story of great compassion and sincerity
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This novel not only provides much to think about intellectually (like the roles of technology and illness in our lives) but also emotionally. Students will make clear connections to the needs of characters in regards to their desire for love, compassion, and acceptance
actively engages students through the text	Y	The protagonist, though an AI, is an adolescent girl. The protagonist navigates a world of friends, cliques, parental strife, sickness, and technology. All of these issues feature prominently in the lives of our students. Additionally, it is written with a perfect pacing that will keep students engaged.
Gives an opportunity for all students to access	Y	Yes, the themes, characters, and writing style allow multiple access points for students
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Yes, it is a highly original story with universally applied themes. The author is of Japanese-British background and presents a world nearly anyone in the general public could appreciate. Nothing in the book is written in a way that would isolate or alienate certain readers.
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes – BISHOP RECOMMENDS 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	Interesting characters for this age group. Nothing inappropriate.
requires parent permission for students to read the book?	N	Appropriate for teens
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Thought provoking ideas about the future of AI and its impact on society. Students would be interested in this and make connections because it applies to their lives and their future.
actively engages students through the text	Y	Interesting characters and ideas. Many opportunities for discussion
Gives an opportunity for all students to access	Y	While this is an adult novel, the characters, ideas and writing is not too complex for teens.
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	Appropriate for HS level readers.
requires parent permission for students to read the book?	Y	No parent permission required. There is nothing objectionable in the novel for the reader.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Since one of the book’s main characters is a teenager, students will find similarities in experiences relevant and will find connections to themselves and their own lives. The novel has great references to the future and AI; which is also relevant to students today. Technology is a big part of kids' lives today and they can see a possibility of where it will be going in the future. Connections can be made throughout the book in regards to love, friendships, and more.
actively engages students through the text	Y	There is lots to discuss in this novel. Many talking points in regards to technology, the future, relationships, illness, and much more.
Gives an opportunity for all students to access	Y	The novel is an easy read. It focuses on relationships, empathy, kindness, friendship, illness, love, compassion and much more. Anyone can find a connection in this story.
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			
1			
2			
3			
4			
5			
6			
7			
8			
9	KW, LL		
10	KW, LL		
11	KW, LL		
12	KW, LL		

IIIb. CIA PROCESS REVIEW

	District Coordinator
Sections I & II are complete.	tk
Building administrator has reviewed the proposal.	tk
The novel was on display at the school for two weeks.	tk
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.	tk
Information about the novel was shared with the School Advisory Council.	tk

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.	ELM
The novel was displayed in the school that is making the request.	ELM
The novel was displayed on the district website prior to approval.	ELM
Notice was provided and the novel was available in the district office for two weeks prior to approval.	ELM
Does the District Coordinator and review team support adoption of this book?	ELM

SECTION V: Signatures/Approvals

Va.

Does the evaluating Educator recommend adoption of this book?	YES	NO
Date <u>Oct 24 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature <u>Karen Whitney</u>		

Vb.

Does the evaluating Colleague recommend adoption of this book?	YES	NO
Date <u>Oct 24 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Mark Bishop</u>		

Vc.

Does the evaluating Parent #1 recommend adoption of this book?	YES	NO
Date <u>Oct 24 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Mike Heene</u>		

Vd.

Does the evaluating Parent (#2) recommend adoption of this book?	YES	NO
Date <u>Oct 24 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Jennifer Chiu</u>		

Ve.

Does the evaluating educator's Administrator recommend adoption of this book?	YES	NO
Date <u>Oct 24 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Jeff Seary</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>Oct 25 2022</u> District Coordinator Signature <u>Laurie LaComb</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Vg.

Does the CIA Director support adoption of this book?	YES	NO
Date <u>Oct 25 2022</u> CIA Director Signature <u>Erica Mason</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 <u>Oct 28 2022</u> Superintendent Signature <u>Erin Kane</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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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