

**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:	6th & up
---	----------

**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	
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	Kelly Mihalik	kmihalik@dcsdk12.org
Colleague	Annie Collopy	acollopy@dcsdk12.org
Parent #1	Erica Westphal	eroushwestphal@gmail.com
Parent #2	Amanda Lasry	amanda_lasry@yahoo.com

**Ib. BOOK INFORMATION**

Title of proposed book	Same Sun Here
Author (s)	Silas House & Neela Vaswani
Publisher	Candlewick Press
Edition	1st
ISBN number	978-0-7636-6451-0
Copyright date	2013

Course and/or subject area in which work will be used	Language Arts
Grade level(s)	6th and above
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	September 19th thru October 1st, 2021
Date the book was communicated to the School Accountability Committee?	September 19th, 2021

**Ic. NOVEL DESCRIPTION**

An Indian girl who has emigrated to New York City and a coal miner's son from Kentucky seem unlikely kindred spirits—yet that is what pen pals Meena Joshi and River Dean Justice quickly discover about themselves. Underneath their surface differences, they have so much in common: families trying to get by in hard times, fathers working away from home, grandmothers who mean the world to them, an interest in social action, and even faithful dogs. Funny, sometimes testy, and always lively, their letters powerfully capture one momentous year in the lives of two friends who live far apart but are growing up beneath the same sun.

**Nautilus Book Award Winner**--We look for exceptional literary contributions to spiritual growth, green values & sustainability, high-level wellness, responsible leadership and positive social change & social justice, as well as to the worlds of art, creativity and inspirational reading for children, teens and young adults.

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

**Colorado LA Standard 2- Reading for all purposes**

- Analyze literary elements in different types of literature to make meaning
- Understanding how language functions in different contexts

In addition to reading standards, students will write expository (explanatory) paragraphs analyzing character, theme, and conflict.

*Topics:*

*Diversity, Equity & Inclusion*

**Immigrants & Refugees**

Immigrants and refugees are people who move from their home countries to a new country. Immigrants independently decide to relocate, while refugees are forced to relocate because of threats of persecution and/or the consequences of war. Each group contributes to their new country in various ways while lifting up their culture to enrich their new communities.

## **People & Places**

What common features do the people, places, and things on our planet share? Discover the similarities and differences in the geography, language, government, customs, and religion that make up our global communities and build connections across our planet.

*Topics:*

*Social & Emotional Learning*

## **Character Education**

Teaches core values such as morals, virtues, manners, citizenship and behavior.

## **Identity**

A character's unique traits that define who they are and distinguish their character.

## **Relationship Skills**

Establishing and maintaining healthy and rewarding relationships with diverse individuals and groups.

## **Social Awareness**

To understand and see from the perspective of diverse backgrounds and cultures while understanding social and ethical norms for behavior.

## **CO Standard 2- Reading for all purposes**

- Analyze literary elements in different types of literature to make meaning
- Understanding how language functions in different contexts

In addition to reading standards, students will write expository (explanatory) paragraphs analyzing character, theme, and conflict.

**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

*Booklist (March 1, 2012 (Vol. 108, No. 13))*

Grades 5-8. Written by two authors, this epistolary novel about two pen pals combines two richly detailed, separate stories while showing the essential connections shared between the young people. Born in India, Meena, 12, lives in a one-bedroom apartment in Chinatown, New York. While preparing for the citizenship exam, her mother works as a nanny, and her father searches for work elsewhere, only returning home one weekend a month. In rural Kentucky, River, 12, faces hardship when his coal-miner father loses his job and has to move far away, and his depressed mother barely gets out of bed. His support is Mamaw, his half-Cherokee grandmother, who is a passionate local environmental activist. Through e-mails, and occasional snail mails, both kids help each other through painful family tensions and struggles, and both suffer community prejudice as "hillbillies and immigrants looking for a handout." Readers will be held by the kids' challenges, along with the warm bond they share.

Review #2

*School Library Journal (April 1, 2012)*

Gr 4-7-This tender and breathtakingly honest story about unlikely friendships and finding common ground will captivate readers. Writing beautifully in alternating voices, the authors introduce readers to Meena, a 12-year-old girl who recently immigrated with her family from Mussoorie, India, to New York City; and River, who lives with his mother and environmentalist grandmother in rural Kentucky. The 2008 U.S. presidential election serves as a momentous historical backdrop as the two youngsters become pen pals, bonding over shared experiences (deep relationships with their grandmothers, fathers who work away from home, and an abiding love of dogs), and opening each other's eyes to the vast cultural and social differences between them. As they navigate tragedy and confusion in their lives-Meena grieves over her grandmother's death and an environmental disaster wreaks havoc on River's community-the preteens find solace in one another. At one point they wonderingly speculate about a possible telepathic connection ("I believe I heard you say, 'River Dean Justice! It's me, Meena.' So I think we do have telepathy."). In an era when social media permeates every area of our lives, Meena and River's old-fashioned camaraderie through letters feels refreshing and true. While the conclusion seems slightly unfinished, audiences will revel in this lovely story about a boy and girl who are not so different from one another after all.-Lalitha Nataraj, Escondido Public Library, CA

Review #3

*Kirkus Reviews (January 15, 2012)*

A very modern cross-cultural story narrated by way of an old-fashioned pen-pal correspondence. Meena, a new immigrant from India, lives in an illegal sublet in downtown Manhattan. River, who is of Irish extraction with a little Cherokee thrown in, resides in rural Kentucky. But their core experiences--living in the lower economic realm of the 99 percent, taking inspiration from their wise, nature-loving grandmothers, having fathers who work away from home and mothers who long for their husbands--are the same. During the course of the story, River becomes an environmental activist like his grandmother, trying to end a coal-mining technique that is polluting his community. Meena joins her school's drama club, becomes more Americanized and mourns the death of the beloved grandmother she left behind in India. The protagonists, who have clear individual voices, are an adult's dream--polite, literate, studious and hardworking--but kids should like them as well and identify with their struggles. In time, they become each other's best friend and sounding board, supplying understanding and

honest feedback. Because it's a slice of life, a textured, life-ways comparison, there's not a lot of narrative drive, and some arid patches may cause readers' attention to flag. Nonetheless, a finely detailed depiction of two separate worlds that demonstrates a deep well of shared humanity. (Fiction. 9-13)

**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 Tempel

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	Appropriate for grade 6 and above. Interest level is grades 5-8 and reading level is 5.2
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	Both main characters are 12 years of age and because one is a boy and the other a girl, all students in a 6th grade class should be able to relate to their conversations.
actively engages students through the text	Y	The story is told in a first person point of view which is different from other realistic fiction writing students may be used to. A variety of real-world vocabulary is prevalent throughout the book.
facilitates learning that has long-term significance	Y	Establishing and maintaining healthy relationships with diverse individuals is a skill that will help students throughout their entire lives.
<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)**

**Kelly Mihalik**

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	6th grade and up
requires parent permission for students to read the book?	N	There is some language, including slurs based on sexuality.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The content and topics discussed by the penpals are relevant for middle school students and no doubt relates to experiences they are going through at this age.
actively engages students through the text	Y	The topics addressed cause the readers to reflect on their own beliefs and attitudes. The text is written in a way that is engaging for middle schoolers in both word choice and content.
facilitates learning that has long-term significance	Y	This book gives readers an opportunity to reflect on their own experiences and biases and compare them to the experiences and biases of a boy from Kentucky and girl from India/New York
aligns with <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	The novel does align with the Colorado Academic Standards
<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) Annie Collopy**

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	6-8.
requires parent permission for students to read the book?	N	This book is middle school/young adult fiction.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This book exposes students to different settings, cultures, and experiences than their daily lives. The perspective of immigrants in NYC juxtapositions to rural Kentucky, while demonstrating different cultures.
actively engages students through the text	Y	There are two narrators from diverse backgrounds.. This will connect to both boys and girls to read from both perspectives.
facilitates learning that has long-term significance	Y	The characters, setting, and plot of this book will help facilitate long term connections.
aligns with <a href="#">proposed connections</a> to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	Reading for a variety of purposes and audiences; using literary terms/devices in literature; understanding point of view; understanding theme
<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) Erica Westphal**

<b>The proposed novel...</b>	<b>Y/N</b>	<b>Examples/Justification</b> Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	Felt that the reading level and topics discussed via the pen pal letters were appropriate for 6th graders. The way in which the heavier issues were discussed came from a standpoint of curiosity of the characters and educating about different cultures between friends.
requires parent permission for students to read the book?	N	None of the topics discussed seemed inappropriate for 6th grade students.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The characters feel very relatable and involve preteens living their lives with family and friends, with some experiences being similar to middle school kids everywhere.
actively engages students through the text	Y	I loved the format of the book, with the characters connecting through letters. The book covered many themes relevant to middle schoolers (fitting in, music, school, and family issues), but also discussed racism, politics, poverty, and cultural differences.
facilitates learning that has long-term significance	Y	Many of the issues presented in the book facilitates learning that has long term significance. The exchange of letters between kids of very different cultural backgrounds and geographic locations and their developing friendship despite very different life circumstances is a good example of being open to friendships with individuals that are from very different backgrounds. Liked the exposure to life as an immigrant family facing poverty and economic insecurity.
<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)**

Amanda Lasry

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	
requires parent permission for students to read the book?	N	I did not find any content to be controversial.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The main character’s communication with each other reveals that people from different backgrounds can have many similarities.
actively engages students through the text	Y	
facilitates learning that has long-term significance	Y	A beautiful story that teaches acceptance even through differences.
<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			
1			
2			
3			
4			
5			
6	KM AST		
7	KM AST		
8	KM AST		
9	KM AST		
10	KM AST		
11	KM AST		
12	KM 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 25 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 25 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Annie Collopy</u>		

**Vc.**

Does the evaluating <b>Parent #1</b> recommend adoption of this book?	YES	NO
Date <u>Oct 25 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Erica Westphal</u>		

**Vd.**

Does the evaluating <b>Parent (#2)</b> recommend adoption of this book?	YES	NO
Date <u>Oct 25 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Amanda Lasry</u>		

**Ve.**

Does the evaluating educator's <b>Administrator</b> recommend adoption of this book?	YES	NO
Date <u>Oct 25 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 26 2021</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Coordinator Signature <u>Kelly Mihalik</u>		

**Vg.**

Does the <b>CIA Director</b> support adoption of this book?	YES	NO
Date <u>Oct 26 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

<b>Title</b>	Same Sun Here Novel Adoption
<b>File Name</b>	Novel Adoption [Same Sun Here].pdf
<b>Document ID</b>	ca8484c635e44357afb170ea13db77cf
<b>Fingerprint</b>	24b20d50cfa504065459688c02cd2d35
<b>Status</b>	Completed

## Document History

<b>Document Created</b>	Document Created by Tracie King (tracie.king@dcsdk12.org) Fingerprint: 24b20d50cfa504065459688c02cd2d35	Oct 25 2021 02:41PM America/Denver
<b>Document Sent</b>	Document Sent to Amy Tempel (astempel1@dcsdk12.org)	Oct 25 2021 02:41PM America/Denver
<b>Document Viewed</b>	Document Viewed by Amy Tempel (astempel1@dcsdk12.org) IP: 66.85.41.49	Oct 25 2021 02:52PM America/Denver
<b>Document Viewed</b>	Document Viewed by Amy Tempel (astempel1@dcsdk12.org) IP: 54.225.86.253	Oct 25 2021 02:52PM America/Denver
<b>Document Signed</b>	Document Signed by Amy Tempel (astempel1@dcsdk12.org) IP: 66.85.41.49	Oct 25 2021 02:52PM America/Denver
<b>Document Sent</b>	Document Sent to Annie Collopy (acollopy@dcsdk12.org)	Oct 25 2021 02:53PM America/Denver
<b>Document Viewed</b>	Document Viewed by Annie Collopy (acollopy@dcsdk12.org) IP: 66.85.41.49	Oct 25 2021 02:58PM America/Denver
<b>Document Viewed</b>	Document Viewed by Annie Collopy (acollopy@dcsdk12.org) IP: 18.209.199.242	Oct 25 2021 02:58PM America/Denver



<b>Document Signed</b>	Document Signed by Annie Collopy (acollopy@dcsdk12.org) IP: 66.85.41.49	Oct 25 2021 02:58PM America/Denver
<b>Document Sent</b>	Document Sent to Erica Westphal (eroushwestphal@gmail.com)	Oct 25 2021 02:58PM America/Denver
<b>Document Viewed</b>	Document Viewed by Erica Westphal (eroushwestphal@gmail.com) IP: 75.166.49.83	Oct 25 2021 03:27PM America/Denver
<b>Document Signed</b>	Document Signed by Erica Westphal (eroushwestphal@gmail.com) IP: 75.166.49.83	Oct 25 2021 03:30PM America/Denver
<b>Document Sent</b>	Document Sent to Amanda Lasry (amanda_lasry@yahoo.com)	Oct 25 2021 03:30PM America/Denver
<b>Document Viewed</b>	Document Viewed by Amanda Lasry (amanda_lasry@yahoo.com) IP: 73.78.6.98	Oct 25 2021 03:43PM America/Denver
<b>Document Signed</b>	Document Signed by Amanda Lasry (amanda_lasry@yahoo.com) IP: 73.78.6.98	Oct 25 2021 03:44PM America/Denver
<b>Document Sent</b>	Document Sent to Chris Cooke (christopher.cooke@dcsdk12.org)	Oct 25 2021 03:44PM America/Denver
<b>Document Viewed</b>	Document Viewed by Chris Cooke (christopher.cooke@dcsdk12.org) IP: 174.198.137.112	Oct 25 2021 04:03PM America/Denver
<b>Document Viewed</b>	Document Viewed by Chris Cooke (christopher.cooke@dcsdk12.org) IP: 3.221.54.59	Oct 25 2021 04:03PM America/Denver
<b>Document Viewed</b>	Document Viewed by Chris Cooke (christopher.cooke@dcsdk12.org) IP: 108.62.117.84	Oct 25 2021 04:05PM America/Denver
<b>Document Signed</b>	Document Signed by Chris Cooke (christopher.cooke@dcsdk12.org) IP: 174.198.137.112	Oct 25 2021 04:08PM America/Denver
<b>Document Sent</b>	Document Sent to Kelly Mihalik (kmihalik@dcsdk12.org)	Oct 25 2021 04:08PM America/Denver
<b>Document Viewed</b>	Document Viewed by Kelly Mihalik (kmihalik@dcsdk12.org) IP: 66.85.41.48	Oct 26 2021 12:07PM America/Denver

<b>Document Signed</b>	Document Signed by Kelly Mihalik (kmihalik@dcsdk12.org) IP: 66.85.41.48	Oct 26 2021 12:08PM America/Denver
<b>Document Sent</b>	Document Sent to Erica Mason (elmason@dcsdk12.org)	Oct 26 2021 12:08PM America/Denver
<b>Document Viewed</b>	Document Viewed by Erica Mason (elmason@dcsdk12.org) IP: 66.85.41.183	Oct 26 2021 01:15PM America/Denver
<b>Document Viewed</b>	Document Viewed by Erica Mason (elmason@dcsdk12.org) IP: 3.219.13.162	Oct 26 2021 01:15PM America/Denver
<b>Document Signed</b>	Document Signed by Erica Mason (elmason@dcsdk12.org) IP: 66.85.41.183	Oct 26 2021 01:15PM America/Denver
<b>Document Sent</b>	Document Sent to Corey Wise (cjwise@dcsdk12.org)	Oct 26 2021 01:15PM America/Denver
<b>Document Viewed</b>	Document Viewed by Corey Wise (cjwise@dcsdk12.org) IP: 174.198.135.34	Oct 26 2021 01:28PM America/Denver
<b>Document Viewed</b>	Document Viewed by Corey Wise (cjwise@dcsdk12.org) IP: 34.194.168.175	Oct 26 2021 01:28PM America/Denver
<b>Document Viewed</b>	Document Viewed by Corey Wise (cjwise@dcsdk12.org) IP: 108.62.50.40	Oct 26 2021 01:29PM America/Denver
<b>Document Viewed</b>	Document Viewed by Corey Wise (cjwise@dcsdk12.org) IP: 66.85.41.183	Oct 26 2021 01:50PM America/Denver
<b>Document Viewed</b>	Document Viewed by Corey Wise (cjwise@dcsdk12.org) IP: 66.85.41.183	Oct 28 2021 09:18AM America/Denver
<b>Document Viewed</b>	Document Viewed by Corey Wise (cjwise@dcsdk12.org) IP: 54.205.22.119	Oct 28 2021 09:19AM America/Denver
<b>Document Signed</b>	Document Signed by Corey Wise (cjwise@dcsdk12.org) IP: 66.85.41.183	Oct 28 2021 09:19AM America/Denver
<b>Document Completed</b>	This document has been completed. Fingerprint: 0aead8cade59c8c8df30fe7509618672	Oct 28 2021 09:19AM America/Denver

