

Olentangy Local School District Literature Selection Review

Teacher:	Poliseno	School:	Orange Middle
Book Title:	April Morning	Genre:	Historical Fiction
Author:	Howard Fast	Pages:	208
Publisher:	Bantam	Copyright:	1961

In a brief rationale, please provide the following information relative to the book you would like added to the school's book collection for classroom use. You may attach additional pages as needed.

Book Summary and summary citation: (suggested resources include book flap summaries, review summaries from publisher, book vendors, etc.)

When you read this novel about April 19, 1775, you will see the British redcoats marching in a solid column through your town. Your hands will be sweating and you will shake a little as you grip your musket because never have you shot with the aim of killing a man. But you will shoot, and shoot again and again while your shoulder aches from your musket's kick and the tight, disciplined red column bleeds and wavers and breaks and you begin to shout at the top of your lungs because you are there, at the birth of freedom -- you're a veteran of the Battle of Lexington, and you've helped whip the King's best soldiers...

(www.amazon.com)

Provide an instructional rationale for the use of this title, including specific reference to the OLSD curriculum map(s): (Curriculum maps may be referenced by grade/course and indicator number or curriculum maps with indicators highlighted may be attached to this form)

April Morning connects with the American History content related to the American Revolution. It helps students understand the differing viewpoints of the war and how it changed/created our country.

Develop and apply strategies to comprehend and interpret text. What makes a strategic reader?

How do readers use strategies to understand various texts? Comprehension Strategies

5. Read purposefully and automatically, using comprehension and self-monitoring strategies. 10RPA,C

6. Demonstrate comprehension of print and electronic text by responding to questions (e.g. literal, inferential, evaluative and synthesizing). Gain and demonstrate a deeper understanding of human story by reading varieties of genre show does reading a variety of literature representing different authors, cultures and eras enhance the reader's

understanding of the human story?

How does the reader apply the reading process to a variety of genres to achieve deeper understanding?.10. Examine author's purpose and style.

10RALG

11. Determine purpose for reading and strategies needed for comprehension.

12. Compare and contrast literary elements in similar literary works.

13. Analyze plot , character, theme, point of view and setting in varied genres. 10RALA,B, 12RALA

14. Explain how sound devices enhance a literary text. 10RALF

Reading Applications Literary Reading Applications Informational

Differentiate sound symbol

correspondence, decode words and develop skills that lead to fluent, independent reading.

To acquire and effectively use new words in print and conversation through a language rich environment to increase comprehension.

Develop and apply strategies to comprehend and interpret text.

Use a variety of strategies to analyze and comprehend features of nonfiction.

Gain and demonstrate a deeper understanding of human story by reading varieties of genres.

How can recognizing words and reading with fluency help a reader and writer?

How do phonemic awareness, fluency and word recognition lead to independent reading and comprehension?

How are new words learned?

Why is it important to understand and use new words?

What makes a strategic reader?

How do readers use strategies to understand various texts?

How does text determine the application of reading strategies?

How does reading a variety of literature representing different authors, cultures and eras enhance the reader's understanding of the human story?

How does the reader apply the reading process to a variety of genres to achieve

deeper understanding?

Include two professional reviews of this title: (a suggested list of resources for identifying professional reviews is shown below. Reviews may be “cut and pasted” (with citation) into the form or printed reviews may be attached to the form)

Review #1

"Invites comparison with Crane's Red Badge Of Courage... I think this is an even better book." --
The New York Times

Review #2

After careful searching no other reviews were found.

What alternate text(s) could also fulfill the instructional requirements?

Title: **Johnny Tremain**

Author: **Esther Forbes**

Title:

Author:

Title:

Author:

Title:

Author:

Title:

Author:

Title:

Author:

Document any potentially controversial content:

4 pages with references to "damn;" 4 pages with references to "hell"

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): 6 7 8 9 10 11 12

Reading level of this title (if applicable): RL 6.1 IL 9+ LX 1050 as cited in PermaBound

Date Submitted to Department Chair: 5/12/07

Suggested Professional Literary Review Sources:

School Library Journal

Horn Book

Bulletin of the Center for Children's Books

VOYA (Voice of Youth Advocates)

Library Journal

Book Links

Publisher's Weekly

Booklist

Kirkus Review

Wilson Library Catalog

English Journal (and other resources of the National Council of Teachers of English)

The Reading Teacher (International Reading Association)

Literature for Today's Young Adults