

## OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

### LOCATION

**Building(s):** OBMS

**Classes/Grade Level(s):** grade 6

### ABOUT THE BOOK

**Selection Title/Author:** New Kid by Jerry Craft

**Genre:** realistic fiction / graphic novel

**Lexile Reading Level:** GN320

**Total number of pages:** 256

<p><b>Book Summary</b> (abbreviated, bulleted list or link to a book summary)</p> <p>Seventh grader Jordan Banks loves nothing more than drawing cartoons about his life. But instead of sending him to the art school of his dreams, his parents enroll him in a prestigious private school known for its academics, where Jordan is one of the few kids of color in his entire grade.</p> <p>As he makes the daily trip from his Washington Heights apartment to the upscale Riverdale Academy Day School, Jordan soon finds himself torn between two worlds—and not really fitting into either one. Can Jordan learn to navigate his new school culture while keeping his neighborhood friends and staying true to himself?</p>	<p><b>Potentially Objectionable Content</b> (list all categories and at least one example, referenced with a page or chapter number)</p> <p>Violence - Two students engage in pushing p. 200-201</p>
<p><b>Book Reviews (1-2 link(s))</b> <i>Note: teacher is not responsible for broken links</i></p> <p>Review from <a href="#">Common Sense Media</a></p> <p>Review from <a href="#">Kirkus Review</a></p>	

### ABOUT THE CLASS

**Rationale for the Literature Selection (in addition to standards):** (To be completed by the teacher or team)



This book will be used for a unit in which students will practice skills such as determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (RL 6.4). Students will analyze how a particular scene or stanza fits into the overall structure of a text and how it contributes to the development of the theme, setting and plot (RL 6.5). Students will also analyze how point of view develops across a text (RL 6.6). Additionally, students will compare the text to different genres, including memoirs, short stories and poems, in terms of how the texts address themes about the struggle to embrace our differences (RL 6.9).

**The Ohio Department of Education ELA Standards (list priority standards *only* and abbreviations of the main ideas of the priority standards) [Link to Ohio's ELA Standards](#)**

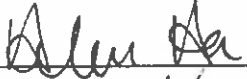



1. RL/RI 6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning (RI - and technical meaning) ; analyze the impact of a specific words choice on meaning and tone
2. RL 6.5 - Analyze how a particular sentence, chapter, scene, or overall stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
3. RL/RI 6.6 - Explain how an author develops the point of view of the narrator or speaker in a text. / Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
4. RL 6.9 - compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

## ALTERNATIVE TEXTS

**What alternative texts would allow students to meet the same objectives? (1-2 texts, title/author; Note: these texts must also have lit. reviews forms associated with their selection)**

1. Freak the Mighty by Rodman Philbrick
2. All the Broken Pieces by Ann E. Burg

## SIGNATURES (embedded jpegs of authentic signatures are fine OR download/print form and obtain traditional signatures)

Teacher:  Date: 3/10/22  
Department Chair:  Date: 3/10/22  
Building Principal:  Date: 3/14/22  
District Curriculum Administrator:  Date: 3/14/22