



OLETANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OBMS

Classes/Grade Level(s): grade 7

ABOUT THE BOOK

Selection Title/Author: *Rebound* by Kwame Alexander

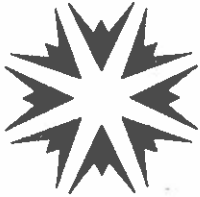
Genre: novel in verse / realistic fiction

Lexile Reading Level: 780

Total number of pages: 432

<p>Book Summary (abbreviated, bulleted list or link to a book summary)</p> <p>Before Josh and Jordan Bell were streaking up and down the court, their father was learning his own moves. Chuck Bell takes center stage as readers get a glimpse of his childhood and how he became the jazz music worshipping, basketball star his sons look up to.</p> <p><i>Rebound</i> goes back in time to visit the childhood of Chuck "Da Man" Bell during one pivotal summer when young Charlie is sent to stay with his grandparents where he discovers basketball and learns more about his family's past.</p>	<p>Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)</p> <p>Drinking/smoking: mentions weed/a character gets arrested for possession - pg. 365 "a.k.a. We're both getting / handcuffed / for possession / of Marijuana"</p> <p>Sex: not present</p> <p>Language: not present</p> <p>Violence: characters fight which results in the police chasing after them with their guns drawn - 361-364 "Piercing sirens / scorch / my ears / and I see / real guns / pointed directly / at me / and Skinny."</p> <p>Other trauma inducing content: death of a parent - "Because I heard him drop the pan on the floor / Because he said his chest hurt and he dropped to the floor / Because his eyes were rolling like pinballs / Because I dialed 9-1-1 but kept pressing the wrong numbers"</p>
<p>Book Reviews (1-2 link(s)) Note: teacher is not responsible for broken links Review from Common Sense Media</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 genre study of free verse, structure of poetry, and use of figurative language. Identification of effective themes will also be included in the study.

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 7.2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text.
2. RL 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
3. RL 7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

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. Before the Ever After by Jacqueline Woodson
2. Booked by Kwame Alexander

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

Teacher:  Date: 3/15/22
Department Chair:  Date: 3/15/22
Building Principal:  Date: 3/15/22
District Curriculum Administrator:  Date: 3/22/22