



OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OBKMS

Classes/Grade Level(s): grade 6

ABOUT THE BOOK

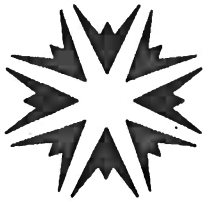
Selection Title/Author: *Girl, Stolen* by April Henry

Genre: Mystery & Suspense

Lexile Reading Level: HL700L

Total number of pages: 224

<p>Book Summary (abbreviated, bulleted list or link to a book summary)</p> <p>Cheyenne, a blind sixteen year-old, is kidnapped and held for ransom; she must outwit her captors to get out alive.</p> <p>Sixteen year-old Cheyenne Wilder is sleeping in the back of a car while her mom fills her prescription at the pharmacy. Before Cheyenne realizes what's happening, their car is being stolen--with her inside! Griffin hadn't meant to kidnap Cheyenne, all he needed to do was steal a car for the others.</p> <p>But once Griffin's dad finds out that Cheyenne's father is the president of a powerful corporation, everything changes—now there's a reason to keep her. What Griffin doesn't know is that Cheyenne is not only sick with pneumonia, she is blind. How will Cheyenne survive this nightmare, and if she does, at what price?</p>	<p>Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)</p> <p>Drinking/smoking: characters reference previous drug use - "It reminded him of parties he had been to, people so drugged or drunk they were lost in their own." pg. 20</p> <p>Sex: NA</p> <p>Language: alcoholic father uses language when intoxicated and other minor words - "Who the hell are you?" pg. 3 "...were always agreeing with him, saying damn straight!" pg. 43 Griffin (main character) "When I first woke up I was pretty pissed off." pg. 173</p> <p>Violence: Character is kidnapped and experiences abuse - "I'm out here trying to help you, not kill you" pg. 173 "The blow had hit her forehead..." p.37</p> <p>Other trauma inducing content:</p>
<p>Book Reviews (1-2 link(s)) <i>Note: teacher is not responsible for broken links</i> <u>Kirkus Review</u></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 as a genre study of mystery in which students will practice skills such as analyzing how the plot unfolds and how characters respond as the plot moves toward a resolution. (RL 6.3)

Additionally, students will compare the text to several mystery short stories in terms of how the texts address the mystery topic. (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 6.3 Students will analyze how plot elements are connected and how the characters change or develop based on the episodes.
2. RL 6.9 Students will examine how texts in the mystery genre are similar in structure. Students will examine the similarities and differences in how the author chooses to develop the mystery.

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. The Face on the Milk Carton
2. Insignificant Events in the Life of a Cactus

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

Teacher: Amarah Ache Date: 3/20/23
Department Chair: Katelyn Baker Date: 3/20/23
Building Principal: Myron Meyer Date: 3/20/23
District Curriculum Administrator: [Signature] Date: 3/21/23