



## OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

### LOCATION

Building(s): OLHS

Classes/Grade Level(s): 9, Honors 9

### ABOUT THE BOOK

Selection Title/Author: *Hey, Kiddo* by Jarrett J. Krosoczka

Genre: Graphic Novel

Lexile Reading Level: HL510L

Total number of pages: 320

<p><b>Book Summary</b> (abbreviated, bulleted list or link to a book summary)</p> <p>In <i>Hey, Kiddo</i>, Jarrett lives with his troubled single mom. When she's caught shoplifting and the two of them end up at the police station, the grandparents push for custody and raise Jarrett. His unreliable mom occasionally appears in his life unexpectedly, but she's largely absent, missing birthdays, holidays, and graduations. Though Jarrett craves her love, his grandparents eventually reveal to him that she's a heroin addict and often in jail. Despite his challenges, Jarrett actively develops his talent as an artist, and makes the most of the cards he's been dealt.</p> <p>(Common Sense Media)</p>	<p><b>Potentially Objectionable Content</b> (list all categories and at least one example, referenced with a page or chapter number)</p> <ul style="list-style-type: none"><li>• Discussions of drug use and overdose (throughout the text) (134)</li><li>• Coarse language (page 37)</li><li>• Underage drinking (239)</li></ul>
<p><b>Book Reviews (1-2 link(s))</b> Note: teacher is not responsible for broken links</p> <p><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)

Freshman students will be selecting a graphic novel to read during fourth quarter as a component of work with the course theme of identity, but more specifically to engage in an exploration of visual elements that contribute to the way a text communicates. We will be learning about the basic elements of rhetorical analysis, examining a text's message within a specific context and created by a rhetor using purposeful strategies of language and structure for a particular audience. Graphic novels will offer students an accessible opportunity to practice reading with this framework.

**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](#)


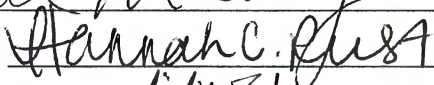


1. RI.9-10.6 Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.
2. RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

## 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. *Almost American Girl* by Robin Ha
2. *Honor Girl* by Maggie Thrash
3. *They Call Us Enemy* George Takei

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

Teacher:  Date: 02/29/24  
Department Chair:  Date: 02/29/24  
Building Principal:  Date: 3/12/24  
District Curriculum Administrator:  Date: 3/14/24