



## OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

### LOCATION

**Building(s):** OLHS

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

### ABOUT THE BOOK

**Selection Title/Author:** *Almost American Girl* by Robin Ha

**Genre:** Graphic Novel/Memoir

Lexile Reading Level:

**Total number of pages:** 228

<p><b>Book Summary</b> (abbreviated, bulleted list or link to a book summary)</p> <p>Condensed from the back cover: For as long as she can remember, it's been Robin and her mom against the world. Growing up as the only child of a single mother in Seoul, Korea, wasn't always easy, so when a vacation to visit friends in Huntsville, Alabama, unexpectedly becomes a permanent relocation—following her mother's announcement that she's getting married--Robin is devastated. Overnight, her life changes. She is dropped into a new school where she doesn't understand the language and struggles to keep up. At home, she doesn't fit in with her new stepfamily, and worst of all, she is furious with the one person she is closest to--her mother.</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>-Occasional swearing, including "hell," "bi---," and "(bull)s--t." (pgs. 68, 93, 146)</li><li>-Depictions of racist behavior from the main character's classmates. (pg. 65)</li><li>-College students drink alcohol. (pg. 220)</li></ul>
<p><b>Book Reviews (1-2 link(s))</b> <i>Note: teacher is not responsible for broken links</i></p> <p><u>From Kirkus Reviews</u> <u>From the School Library Journal</u></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](#)

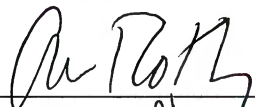
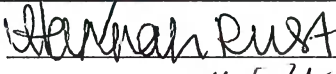


1. RI.9-10.6 Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.
2. RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which 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. *They Called Us Enemy* by George Takei
2. *Hey Kiddo* by Jarrett J. Krosoczka
3. *Honor Girl* by Maggie Thrash

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

Teacher:  Date: 2.29.24  
Department Chair:  Date: 02/29/24  
Building Principal:  Date: 3/12/24  
District Curriculum Administrator:  Date: 3/14/24