

## OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

### LOCATION

Building(s): OBKMS

Classes/Grade Level(s): ELA/7th grade

### ABOUT THE BOOK

Selection Title/Author: Amari and Night Brothers

Genre: Fantasy

Lexile Reading Level: 700

Total number of pages: 416

**Book Summary (abbreviated, bulleted list or link to a book summary)**

Amari Peters has never stopped believing her missing brother, Quinton, is alive. Not even when the police told her otherwise, or when she got in trouble for standing up to bullies who said he was gone for good.

So when she finds a ticking briefcase in his closet, containing a nomination for a summer tryout at the Bureau of Supernatural Affairs, she's certain the secretive organization holds the key to locating Quinton—if only she can wrap her head around the idea of magicians, fairies, aliens, and other supernatural creatures all being real.

**Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)**

Drinking/smoking: mentions of cigarette/cigar (pgs. 52 & 59)

Sex: n/a

Language: n/a

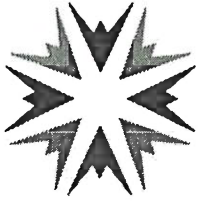
Violence: moderate racism and classism, supernatural or fantasy-related fights

Other trauma inducing content: This book deals with moderate social class and racial tensions. While not being the main or primary focus of the book, these topics can be troublesome for some readers.

\*Should be noted this book contains fantastical and supernatural content, which can be troublesome for students sensitive to stories of suspense and thrill. Characters are consistently interacting with creatures and the realms of fantasy.\*

**Book Reviews (1-2 link(s))** Note: teacher is not responsible for broken links

Kirkus Review



## 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 fantasy in which students will use as a supplemental text to analyze the development of theme over the course of the text, as well as its use of figurative language in order to recognize how it advances storytelling and deepens meaning, reinforcing authentic student writing.

**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](#)

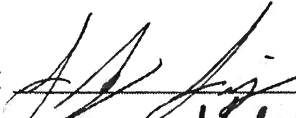

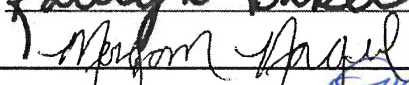
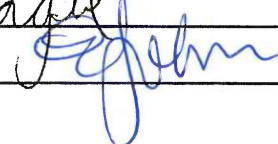
1. RL.7.2 – Determine a theme of a text and analyze its development over the course of the text
2. W.7.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
3. L.7.5 – Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

## 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 Girl Who Drank the Moon by Kelly Barnhill
2. Harry Potter and the Sorcerer's Stone

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

Teacher:  Date: 10/14/24  
Department Chair:  Date: 10/14/24  
Building Principal:  Date: 10/14/24  
District Curriculum Administrator:  Date: 10/15/24