



OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): Olen tangy Berlin High School

Classes/Grade Level(s): English 10 honors

ABOUT THE BOOK

Selection Title/Author: *How to Read Literature Like a Professor for Kids*; Thomas C. Foster

Genre: nonfiction/textbook

Lexile Reading Level: 820L

Total number of pages: 120

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

Thomas C. Foster outlines tropes, patterns, and symbols for readers to increase their depth of, and appreciation for, reading literary texts. He omits some more mature subject matter for this edition such as the chapters about sex and relationships as both symbols and plot points.

From Amazon:

Full text:

"The go-to bestselling guide to help young people navigate from a middle school book report to English Comp 101

In *How to Read Literature Like a Professor: For Kids*, New York Times bestselling author and professor Thomas C. Foster gives tweens the tools they need to become thoughtful readers.

With funny insights and a conversational style, he explains the way writers use symbol, metaphor, characterization, setting, plot, and other key techniques to make a story come to life.

From that very first middle school book

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

none



report to that first college course, kids need to be able to understand the layers of meaning in literature. Foster makes learning this important skill fun and exciting by using examples from *How the Grinch Stole Christmas* to *The Adventures of Huckleberry Finn*, from short stories and poems to movie scripts.

This go-to guide unlocks all the hidden secrets to reading, making it entertaining and satisfying."

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

<https://www.goodreads.com/book/show/16065553-how-to-read-literature-like-a-professor>

From School Library Journal:

Gr 6-9-This companion to the author's adult titles is geared toward young people who want to get a bit more out of J.K Rowling or Dr. Seuss. Foster uses both of these authors, along with Shakespeare and Homer (not Simpson), to illustrate various approaches to literature. He argues that there is really only one story, that of a journey or quest, and that it takes shape in many forms, in novels, plays, and poems. The book also delves into symbolism, irony, and the political and geographical aspects of literature. Readers will enjoy seeing Green Eggs and Ham from Foster's perspective of how food is often more than just a meal. Of course, he also touches on how the Bible, folk and fairy tales, and ancient literature form the basis of many of our favorite stories. His passion for literature is evident, and the text is readable and encouraging. While it would be a rare reader who would be familiar with every title the author cites, the arguments that he poses are solid and the examples are always apt. Students won't find literary research here, but they will find some valuable guidance on how to read critically and hopefully be inspired to read more widely.-Carol Fazioli, Barth Elementary School, Pottstown, PAa(c) Copyright 2011. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

ABOUT THE CLASS

Rationale for the Literature Selection (in addition to standards): Foster's book instructs readers, 10th graders in particular, for understanding many of the aspects of "implicit" symbols, content, and contexts in fiction. This text elucidates the concept of "author's intention" and further clarifies



many mysteries of fiction-reading for students, unlocking their potential to read more effectively and efficiently through his thorough teaching and use of textual, literary and cinematic examples. Foster's "For Kids" version discusses literary concepts that appear in literature but may not be explicit. The keys he offers to unlocking "implicit" text allows students who read this work opportunities to engage in higher-level constructs than if they were not exposed to his content. The modest allusions to titles as examples open up opportunities for readers to discuss literature from a truly erudite perspective.

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.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. RL.9-10.2 Analyze literary text development. a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the theme and relevant story elements.

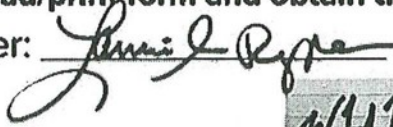
****Range of Reading and Level of Text Complexity:**

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.

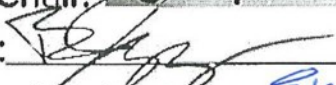
ALTERNATIVE TEXTS

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)
How to Read Novels Like a Professor by Thomas C. Foster.

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

Teacher:  Date: 9/17/2025

ELA Department Chair:  Date: 9/16/25

Building Principal:  Date: 9/17/25

District Curriculum Administrator: Elaine Ford Date: 9/18/25