



## OLETANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

### LOCATION

**Building(s):** OBMS

**Classes/Grade Level(s):** grade 6

### ABOUT THE BOOK

**Selection Title/Author:** Out of My Mind by Sharon Draper

**Genre:** realistic fiction

**Lexile Reading Level:** 700

**Total number of pages:** 256

<p><b>Book Summary (abbreviated, bulleted list or link to a book summary)</b></p> <p>Eleven-year-old Melody is not like most people. She can't walk. She can't talk. She can't write. All because she has cerebral palsy. But she also has a photographic memory; she can remember every detail of everything she has ever experienced. She's the smartest kid in her whole school, but NO ONE knows it. Most people—her teachers, her doctors, her classmates—dismiss her as mentally challenged because she can't tell them otherwise. But Melody refuses to be defined by her disability. And she's determined to let everyone know it...somehow.</p>	<p><b>Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)</b></p> <p>The word "retarded" is used often, sometimes as a part of a medical discussion, and sometimes as an insult.</p> <p>The novel contains verbal and social exclusion &amp; bullying throughout.</p> <p>There are also a few descriptions of the narrator's inability to use the restroom by herself and her classmates' need to wear diapers. Pages 274-276 contain an upsetting event in which a child is hit by a car.</p>
<p><b>Book Reviews (1-2 link(s))</b> <i>Note: teacher is not responsible for broken links</i> Review from <a href="#">Common Sense Media</a> Review from <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)

This book will be used for a unit in which students will practice skills such as determining the meaning of words and phrases as they are used in a text, including figurative and connotative



meanings (RL 6.4). Students will analyze how a particular scene or stanza fits into the overall structure of a text and how it contributes to the development of the theme, setting and plot (RL 6.5). Students will also analyze how point of view develops across a text (RL 6.6). Additionally, students will compare the text to different genres, including memoirs, short stories and poems, in terms of how the texts address themes about the struggle to embrace our differences (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](#)**



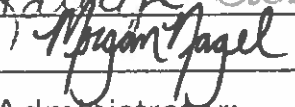

1. RL/RI 6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning (RI - and technical meaning) ; analyze the impact of a specific words choice on meaning and tone
2. RL 6.5 - Analyze how a particular sentence, chapter, scene, or overall stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
3. RL/RI 6.6 - Explain how an author develops the point of view of the narrator or speaker in a text. / Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
4. RL 6.9 - compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

## 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. Starfish by Lisa Fipps
2. Forget Me Not by Ellie Terry

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

Teacher:  Date: 3/10/22  
Department Chair:  Date: 3/10/22  
Building Principal:  Date: 3/14/22  
District Curriculum Administrator:  Date: 3/14/22