



OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OBMS

Classes/Grade Level(s): grade 7

ABOUT THE BOOK

Selection Title/Author: Locomotion by Jacqueline Woodson

Genre: novel in verse / realistic fiction

Lexile Reading Level: NP (not prose)

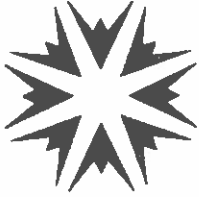
Total number of pages: 144

<p>Book Summary (abbreviated, bulleted list or link to a book summary)</p> <p>When Lonnie was seven years old, his parents died in a fire. Now he's eleven, and he still misses them terribly. And he misses his little sister, Lili, who was put into a different foster home because "not a lot of people want boys-not foster boys that ain't babies." But Lonnie hasn't given up. His foster mother, Miss Edna, is growing on him. She's already raised two sons and she seems to know what makes them tick. And his teacher, Ms. Marcus, is showing him ways to put his jumbled feelings on paper.</p>	<p>Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)</p> <p>Drinking/smoking: not present</p> <p>Sex: not present</p> <p>Language: not present</p> <p>Violence: not present</p> <p>Other trauma inducing content: parents die in fire - pg. 18 "When people ask how, I say / a fire took them...They just died, that's all. / A fire took their bodies / That's all"</p>
<p>Book Reviews (1-2 link(s)) <i>Note: teacher is not responsible for broken links</i></p> <p>Review from Common Sense Media</p> <p>Review from Kirkus Review</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 genre study of free verse, structure of poetry, and use of figurative language. Identification of effective themes will also be included in the study.



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](#)

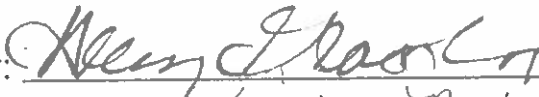

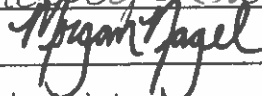

1. RL 7.2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text.
2. RL 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
3. RL 7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

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. Alone by Megan E. Freeman
2. Rebound by Kwame Alexander

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

Teacher:  Date: 3/15/22
Department Chair:  Date: 3/15/22
Building Principal:  Date: 3/15/22
District Curriculum Administrator:  Date: 3/22/22