

OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OBMS

Classes/Grade Level(s): grade 6

ABOUT THE BOOK

Selection Title/Author: **Courage to Soar by Simone Biles**

Genre: memoir / nonfiction

Lexile Reading Level: 990

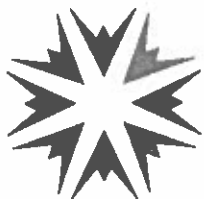
Total number of pages: 256

Book Summary (abbreviated, bulleted list or link to a book summary)	Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)
<p>Simone Biles' entrance into the world of gymnastics may have started on a field trip in her hometown of Spring, Texas, but her God-given talent, along with drive to succeed no matter the obstacle, are what brought her to the national spotlight during the Olympic Games and have catapulted her ever since—including 25 World Championship medals. But there is more to Simone than her accomplishments.</p>	<p>Drinking/smoking: mentions drugs in relationship to Simone's biological mother - pg. 35 "We never did go back to live with Shanon, because she kept failing her drug tests."</p> <p>Sex: NONE</p> <p>Language: NONE</p> <p>Violence: A student struggled to deal with his anxiety and lashed out at Simone. pg. 93 "Brandon ran after me, waving his pocketknife, but I was faster than he was."</p> <p>Other trauma inducing content: Simone discusses topics like body images, ADHD, dealing with a drug-addicted parent, foster care, adoption, death and the high-stress world of competitive gymnastics.</p>

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

Review from [Common Sense Media](#)

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 focusing on an individual's story and how their differences cause them to deal with struggles that they have to overcome in order to be successful. The book will be the focal point of student discussions, ultimately resulting in a narrative writing where students will focus on their own struggles they have had to overcome.

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 6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. RI 6.2 - Analyze informational text development.
3. RI 6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
4. RI 6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
5. RI 6.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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. El Deafo by Cece Bell
2. Four Perfect Pebbles by Lila Perl

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

Teacher: Amanda Hahn Date: 4/26/22
Department Chair: Katelin Baker Date: 4/26/22
Building Principal: Myra Nagel Date: 4/26/22
District Curriculum Administrator: [Signature] Date: 4/28/22