



OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OBMS

Classes/Grade Level(s): grade 6

ABOUT THE BOOK

Selection Title/Author: **A Storm Too Soon** by Michael J. Tougias

Genre: memoir

Lexile Reading Level: 1090

Total number of pages: 272

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

When a forty-seven-foot sailboat disappears in the Gulf Stream during a disastrous storm, it leaves behind three weary sailors struggling to stay alive on a life raft in the throes of violent waves eighty feet tall. This middle-grade adaptation of an adult nonfiction book tells the story of the four intrepid Coast Guardsmen who braved the sea and this ruthless storm, hoping to rescue the stranded sailors.

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

Drinking/smoking:

"His background check turned up a DUI (driving under the influence of alcohol) charge, and the recruiter told him that the black mark on his record might be insurmountable." pg. 125

Sex: NONE

Language:

"From Avelsgard's perspective, all hell seems to be breaking loose out at sea." pg. 56

Violence:

Death (not all survived)

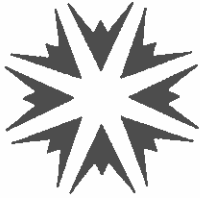
"The captain, JP, with nine broken ribs, is hypothermic and on the verge of death. However, he is a tough-minded character, having survived a difficult childhood;" pg. INTRODUCTION

Other trauma inducing content:

Pg. 191- "It's hard for those of us in a comfortable setting to fully understand the psychological trauma that has enveloped Ben..."

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

Review from [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 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](#)

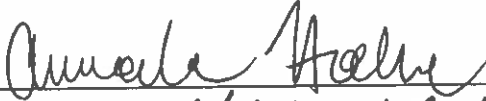



1. RI 6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. RI 6.2 - Analyze informational text development.
3. RI 6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
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. Courage to Soar by Simone Biles
2. El Deafo by Cece Bell

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

Teacher:  Date: 4/26/22
Department Chair:  Date: 4/26/22
Building Principal:  Date: 4/26/22
District Curriculum Administrator:  Date: 4/28/22