



## OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

### LOCATION

Building(s): OBMS

Classes/Grade Level(s): grade 6

### ABOUT THE BOOK

Selection Title/Author: *El Deafo* by Cece Bell

Genre: memoir / nonfiction / graphic novel

Lexile Reading Level: GN420

Total number of pages: 248

<p><b>Book Summary</b> (abbreviated, bulleted list or link to a book summary)</p> <p>Starting at a new school is scary, especially with a giant hearing aid strapped to your chest! At her old school, everyone in Cece's class was deaf. Here, she's different. She's sure the kids are staring at the Phonic Ear, the powerful aid that will help her hear her teacher. Too bad it also seems certain to repel potential friends.</p> <p>Then Cece makes a startling discovery. With the Phonic Ear she can hear her teacher not just in the classroom but anywhere her teacher is in the school—in the hallway . . . in the teacher's lounge . . . in the bathroom! This is power. Maybe even superpower! Cece is on her way to becoming <i>El Deafo</i>, Listener for All. But the funny thing about being a superhero is that it's just another way of feeling different . . . and lonely.</p>	<p><b>Potentially Objectionable Content</b> (list all categories and at least one example, referenced with a page or chapter number)</p> <p>Drinking/smoking: minor mentions of the adults in the book smoking a cigarette and having a glass of wine. Pg. 279 wine is mentioned in a journal entry</p> <p>Sex: NONE</p> <p>Language: NONE</p> <p>Violence: NONE</p> <p>Other trauma inducing content: NONE</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></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 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](#)**

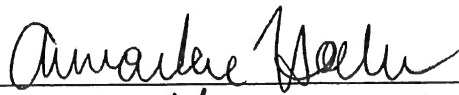

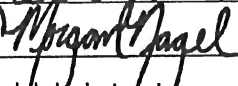
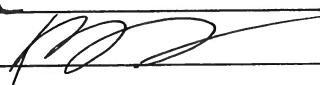
1. RI 6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. RI 6.2 - Analyze informational text development.
3. RI 6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
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. Four Perfect Pebbles by Lila Perl
2. I Am Seal Team Six by Howard E. Wasdin

## 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: 1/11/23