



OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OBKMS

Classes/Grade Level(s): ELA 6

ABOUT THE BOOK

Selection Title/Author: Ugly by Robert Hoge

Genre: memoir

Lexile Reading Level: 890

Total number of pages: 224

<p>Book Summary (abbreviated, bulleted list or link to a book summary) When Robert Hoge was born, he had a tumor the size of a tennis ball in the middle of his face and short, twisted legs. Surgeons removed the tumor and made him a new nose from one of his toes. Amazingly, he survived—with a face that would never be the same.</p> <p>Strangers stared at him, kids called him names, and adults could be cruel in their own ways. Everybody seemed to agree that Robert was "ugly." But Robert refused to let his face dictate his entire life. Then, when Robert came face to face with the biggest decision of his life, he followed his heart. This poignant memoir about overcoming bullying and thriving with disabilities shows that what makes us "ugly" also makes us who we are.</p>	<p>Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)</p> <p>Drinking/smoking: n/a</p> <p>Sex: n/a</p> <p>Language: n/a</p> <p>Violence: n/a</p> <p>Other trauma inducing content: Robert was bullied which may be triggering for students.</p>
<p>Book Reviews (1-2 link(s)) <i>Note: teacher is not responsible for broken links</i> Kirkus Review</p>	

ABOUT THE CLASS

Rationale for the Literature Selection (in addition to standards): (To be completed by the teacher or team)

Reading memoirs offers a rich opportunity to engage students with personal narratives that enhance their understanding of diverse perspectives and foster empathy. Integrating memoirs supports students in meeting several critical Common Core standards while fostering empathy and personal connection to the material. By engaging with memoirs, students not only enhance their comprehension and analytical skills but also develop a broader understanding of diverse human experiences, making literature relevant and impactful.



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 6.2 - Determine a theme of a text and how it is conveyed through particular details.
2. RI 6.2 - Determine a central idea of a text and how it is conveyed through particular details.
3. RI 6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
4. RL/RI 6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.
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.
6. RI 6.6 - Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.
7. RI 6.9 - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)

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. I am a Seal Team Six Warrior by Howard E. Wasdin and Stephen Templin
2. Sound of Silence by Myron Uhlberg

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

Teacher: Jordan Christley Date: 10/22
Department Chair: Kathleen Baker Date: 10/22
Building Principal: Angela Nagel Date: 10/22/24
District Curriculum Administrator: [Signature] Date: 11/5/24