



OLETANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OBKMS

Classes/Grade Level(s): ELA 6

ABOUT THE BOOK

Selection Title/Author: **The Sound of Silence** by Myron Uhlberg

Genre: memoir

Lexile Reading Level: 920

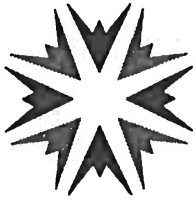
Total number of pages: 240

<p>Book Summary (abbreviated, bulleted list or link to a book summary)</p> <p>Myron Uhlberg was born the hearing son of two deaf parents at a time when American Sign Language was not well established and deaf people were often dismissed as being unintelligent. In this moving and eye-opening memoir, he recalls the daily difficulties and hidden joys of growing up as the intermediary between his parents' silent world and the world of the hearing.</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: <i>n/a</i></p> <p>Other trauma inducing content: <i>n/a</i></p>
<p>Book Reviews (1-2 link(s)) <i>Note: teacher is not responsible for broken links</i> <u>Kirkus review</u></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. Ugly by Robert Hoge

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

Teacher: Jordan Christiey Date: 10/22
Department Chair: Katelyn Baker Date: 10/22
Building Principal: Madison Hoge Date: 10/22/24
District Curriculum Administrator: [Signature] Date: 11/5/24