OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): Olentangy Berlin Middle School
Classes/Grade Level(s): Integrated English Language Arts/8

ABOUT THE BOOK

Selection Title/Author: This is My America by Kim Johnson
Genre: Realistic Fiction
Lexile Reading Level: 640
Total number of pages: 416

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)
Kim Johnson's This Is My America is about a 17-year-old, African American girl in Texas named Tracy, who races the clock to get an appeal for her father on death row. Intensifying her family's crisis, a schoolmate is murdered and Tracy's brother, Jamal, is the prime suspect.	A couple and a teen girl are murdered. p.224 A teen gets a black eye in a fistfight. P. 236 A love triangle contributes to a violent crime between Angela, Jamal, and Chris. p. 329 There are several passionate romantic kisses, and it's ambiguous how far some characters go sexually. p. 108 Strong language includes "s--t," "f--k," "ass," and "damn." p. 116, 237-238 Teens get drunk, smoke weed, and smoke cigarettes at a high school party.(ambiguous, it is alluded to) p. 232

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

This is My America Kirkus Review



ABOUT THE CLASS

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

This novel was selected in order to connect students to current day issues that students may see on the nightly news through characters that are close to their age.

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.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. RL.8.2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. b. Incorporate a theme and its relationship to other story elements into an objective summary of the text.
3. RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
4. RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-totext, and text-to-world connections that deepen understanding of the text.

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. Brown Girl Dreaming by Jacqueline Woodson
2. Stamped: Racism, Antiracism and You by Jason Reynolds & Ibram X. Kendi

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

Teacher: Deanna Dennis Date: 12/20/24

ELA Department Chair: [signature] Date: 12-18-24

Building Principal: [signature] Date: 12/18/24

District Curriculum Administrator: [signature] Date: 1/24/25