OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OOMS

Classes/Grade Level(s): 6/7

ABOUT THE BOOK

Selection Title/Author: The Benefits of Being an Octopus by Ann Braden

Genre: Realistic Fiction

Lexile Reading Level: 770

Total number of pages: 258

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)**
Zoey is a seventh grader in rural Vermont. Her mother works a low-wage job and the family is impoverished. Zoey must care for her three younger siblings, there often isn't enough food to eat, and her clothes are almost never clean. Completing homework is often impossible. On top of all this, they live with her mother's boyfriend, Lenny, who is moody and sometimes mean. Zoey knows that if she could be like an octopus, her favorite animal, she would be better able to handle all these demands, as well as camouflage herself when necessary.	Violence Example - Someone fires shots in a school parking lot near students. After the gun incident, students argue about whether guns are good or bad.

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

https://www.goodreads.com/en/book/show/35890044-the-benefits-of-being-an-octopus

https://www.slj.com/review/the-benefits-of-being-an-octopus

ABOUT THE CLASS

Rationale for the Literature Selection (in addition to standards): (To be completed by the teacher or team)
We use this book because it is a heartwarming, engaging story that explores cultural divides around class/money. Many positive themes and good plot points can be explored and studied.

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. Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.
2. Determine a theme of a text and analyze its development over the course of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

ALTERNATIVE TEXTS

What alternative texts would allow students to meet the same objectives? (Title/author)
1. Fish in a Tree
2. Forget me Not

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

Teacher: Date: 3/9/22

Department Chair: Date: 3/9/22

Building Principal: Date: 3/9/22

District Curriculum Administrator: Elaine Ford Date: 9/5/25