

## Olentangy Local School District Literature Selection Review

Teacher:	Klein	School:	OLMS
Book Title:	Crack In The Line	Genre:	Science Fiction
Author:	Michael Lawrence	Pages:	336
Publisher:	Greenwillow Books	Copyright:	2004

*In a brief rationale, please provide the following information relative to the book you would like added to the school's book collection for classroom use. You may attach additional pages as needed.*

**Book Summary and summary citation:** (suggested resources include book flap summaries, review summaries from publisher, book vendors, etc.)

The mystery has begun

Alaric

It's been two years since his mother died in a terrible train crash, and Alaric's life continues to unravel. He and his father are barely on speaking terms, and Withern Rise, their Victorian mansion, is in shambles. Trapped at home during a blizzard, Alaric stumbles into a parallel world; a reality in which his mother is still alive. There's only one problem ... someone else is living his life.

Naia

Naia tries not to dwell on the horrible accident two years ago that nearly took her mother away.

Now that life with her parents in Withern Rise has returned to normal, Naia thinks the worst is behind her. But during a freak snowstorm she's confronted by a stranger. Why does this boy look like her? Why does he have the same thoughts? The same memories? Who is he?

Alaric's and Naia's discovery of each other sets off an electrifying chain of events. And as their lives - and lifelines - entwine, the two teenagers uncover a truth with the power to rearrange, or even erase, their very existence.

**Provide an instructional rationale for the use of this title, including specific reference to the OLSD curriculum map(s):** (Curriculum maps may be referenced by grade/course and indicator number or curriculum maps with indicators highlighted may be attached to this form)

Indicators: 1. Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot. 2. Analyze the features of the setting and their importance in a text.

3. Identify the main and \_\_\_\_\_  
Benchmarks: A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas. C. Make meaning through asking and responding to a variety of questions related to text. D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.

Indicators: 1. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems. 2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text. 3. Make critical comparisons across texts, noting author's style as well as

- literal and implied content of text. 4. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions. 5. Select, create and use graphic organizers to interpret textual information.
6. Answer literal, inferential, evaluative questions-- medium amounts of profanity and violence

**Include two professional reviews of this title:** (a suggested list of resources for identifying professional reviews is shown below. Reviews may be “cut and pasted” (with citation) into the form or printed reviews may be attached to the form)

Review #1

From School Library Journal

Grade 7-10—Alaric and Naia, both 16, have nearly identical lives in parallel worlds. Their parents, their house, and their circumstances are the same, with one major difference. Alaric's mother was killed in a train wreck, while Naia's mother survived. This story of alternate realities raises questions about how one's life might be changed forever by a certain turn of events. Alaric's home is dreary, dirty, and joyless and he misses his mother terribly. Naia lives in a world of light and privilege, with a clean, nicely furnished house and two loving parents. Through an association with a tree in the garden of their mutual home, the two teenagers travel back and forth from one world to the other. Working together, they try to make sense of what has happened to them and why. This is a very engaging tale at the outset. Lawrence vividly describes the same house under radically different circumstances and it becomes the focal point of the story. The dialogue contains some British slang and humor but is not difficult to follow. Ultimately Alaric and Naia trade places irreversibly, so that it is now Naia who is motherless. Readers may be left wondering what all this means, but will need to wait for the next volume in the series for a possible explanation.—Bruce Anne Shook, Mendenhall Middle School, Greensboro, NC

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Review #2

Alaric meets another version of himself in an intriguing story of multiple universes. Alaric lives with his father in Withern Rise, their decrepit family home. The two have lived barren and dysfunctional lives since the death of Alaric's mother two years before. Magic brings Alaric to a world almost like his own--but not quite. His counterpart is Naia, a girl very like himself. Withern Rise is the same, and the teens look as similar as two people can, but Naia's mother is alive. In this universe, she survived the accident that left her with a 50/50 chance to live. What separated the two universes? The 50% chance of survival? The chance that Alaric/Naia would be a boy instead of a girl? A choice made generations earlier? Convoluted but compelling, this moving tale dwells on life, grief, and choices. (Fiction. YA)

**What alternate text(s) could also fulfill the instructional requirements?**

Title: **Adoration of Jenna Fox**

Author: **Mary Pearson**

Title: **Unwind**

Author: **Neal Shusterman**

Title:

Author:

Title:

Author:

Title:

Author:

Title:

Author:

**Document any potentially controversial content:**

**Keeping in mind the age, academic level, and maturity of the intended reader, what is the suggested classroom use: (check all that apply)**

Gifted/Accelerated  Regular  At Risk

**GRADE LEVEL(S):** 6 7 8 9 10 11 12

**Reading level of this title (if applicable):** 13+

**Date Submitted to Department Chair:** 1/17/12

**Suggested Professional Literary Review Sources:**

School Library Journal

Horn Book

Bulletin of the Center for Children's Books

VOYA (Voice of Youth Advocates)

Library Journal

Book Links

Publisher's Weekly

Booklist

Kirkus Review

Wilson Library Catalog

English Journal (and other resources of the National Council of Teachers of English)

The Reading Teacher (International Reading Association)

Literature for Today's Young Adults