



## OLETANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

### LOCATION

Building(s): OBMS

Classes/Grade Level(s): grade 6

### ABOUT THE BOOK

Selection Title/Author: All the Broken Pieces by Ann E. Burg

Genre: novel in verse/historical fiction

Lexile Reading Level: HL 680

Total number of pages: 240

<p><b>Book Summary (abbreviated, bulleted list or link to a book summary)</b></p> <p>Matt Pin would like to forget: war torn Vietnam, bombs that fell like dead crows, and the terrible secret he left behind. But now that he is living with a caring adoptive family in the United States, he finds himself forced to confront his past. And that means choosing between silence and candor, blame and forgiveness, fear and freedom. By turns harrowing, dreamlike, sad, and triumphant, this searing debut novel, written in lucid verse, reveals an unforgettable perspective on the lasting impact of war and the healing power of love.</p>	<p><b>Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)</b></p> <p>Some xenophobic comments about a character of Asian descent (p. 42, 112) "hey frog-face, where'd you learn to play baseball, in the rice paddy?"</p> <p>Mention of a weapon and blood on "someone's torn up face" (p. 97)</p> <p>Some violent war images (p. 127) "I see their faces everywhere, he says, / I hear their screamin' and their cryin' / Help me. I don't want to die."</p>
<p><b>Book Reviews (1-2 link(s))</b> <i>Note: teacher is not responsible for broken links</i></p> <p>Review from <a href="#">Kirkus Review</a></p> <p>Review from <a href="#">Common Sense Media</a></p>	

### ABOUT THE CLASS

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



This book will be used for a unit focusing on embracing differences in which students will practice skills such as determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (RL 6.4). Students will analyze how a particular scene or stanza fits into the overall structure of a text and how it contributes to the development of the theme, setting and plot (RL 6.5). Students will also analyze how point of view develops across a text (RL 6.6). Additionally, students will compare the text to different genres, including memoirs, short stories and poems, in terms of how the texts address themes about the struggle to embrace our differences (RL 6.9).

**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/RI 6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning (RI - and technical meaning) ; analyze the impact of a specific words choice on meaning and tone
2. RL 6.5 - Analyze how a particular sentence, chapter, scene, or overall stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
3. RL/RI 6.6 - Explain how an author develops the point of view of the narrator or speaker in a text. / Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
4. RL 6.9 - compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

## ALTERNATIVE TEXTS

**What alternative texts would allow students to meet the same objectives? (Title/author)**

1. Freak the Mighty by Rodman Philbrick
2. New Kid by Jerry Craft

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

Teacher: Allen Ha Date: 3/14/22  
Department Chair: Kathleen Baker Date: 3/14/22  
Building Principal: Megan Pagel Date: 3/14/22  
District Curriculum Administrator: [Signature] Date: 3/14/22