



OLETANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OBLMS

Classes/Grade Level(s): 7th Grade

ABOUT THE BOOK

Selection Title/Author: The Red Pencil by Andrea Davis Pinkney

Genre: Historical Fiction, novels in verse

Lexile Reading Level: 620

Total number of pages: 309 pages

Book Summary

Finally, Amira is twelve. Old enough to wear a *toob*, old enough for new responsibilities. And maybe old enough to go to school in Nyala--Amira's one true dream.

But life in her peaceful Sudanese village is shattered when the Janjaweed arrive. The terrifying attackers ravage the town and unleash unspeakable horrors. After she loses nearly everything, Amira needs to dig deep within herself to find the strength to make the long journey--on foot--to safety at a refugee camp. Her days are tough at the camp, until the gift of a simple red pencil opens her mind--and all kinds of possibilities.

Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)

Violence and/or abuse of any kind

- Ameera's parents warn her about the Janjaweed. Later, the militants attack her village, killing her father and her sheep. Another boy's parents are killed, and his neck is burned. Pg 110-120

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

[Kirkus Reviews](#)

[New York Times](#)

ABOUT THE CLASS

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

This book is being used by the ELA tutor as part of a series of small group lessons to improve reading comprehension, vocabulary, and writing skills. Students will complete a packet of Commonlit and Newsela readings related to the historical context of this novel, and after



completing the packet for background knowledge, they will read the novel. After completing the novel they will work on writing skills and response to literature.

This book has been selected because of its structure and genre. First, it is written in prose, which means that it is more accessible for struggling and/or reluctant readers. Second, it is historical fiction, so it requires building background knowledge. To fully understand the novel, students must interact with related non-fiction texts as well, which will strengthen their comprehension skills.

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](#)

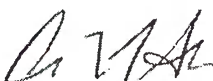



1. RL.6.2 Analyze literary text development. B. Incorporate a theme and story details into an objective summary of the text.
2. RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
3. RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from 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. Inside out and Back Again by Thanhha Lai
2. All the Broken Pieces by Ann E. Burg

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

Teacher:  Date: 1/3/24
Department Chair:  Date: 12-18-23
Building Principal:  Date: 12/18/23
District Curriculum Administrator:  Date: 1/4/23