



OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OBLMS

Classes/Grade Level(s): 6th Grade

ABOUT THE BOOK

Selection Title/Author: Inside out and Back Again by Thanhha Lai

Genre: Historical Fiction, novels in verse

Lexile Reading Level: 800

Total number of pages: 262 pages

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Book Summary (abbreviated, bulleted list or link to a book summary) For all the ten years of her life, Hà has only known Saigon: the thrills of its markets, the joy of its traditions, and the warmth of her friends close by. But now the Vietnam War has reached her home. Hà and her family are forced to flee as Saigon falls, and they board a ship headed toward hope. In America, Hà discovers the foreign world of Alabama: the coldness of its strangers, the dullness of its food . . . and the strength of her very own family.</p> | <p>Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number) Profanity</p> <ul style="list-style-type: none">• A bully calls Ha names and derides her with ethnic jokes, calling her “pancake face” pg 145-153 <p>Violence and/or abuse of any kind</p> <ul style="list-style-type: none">• Ha’s family is present at the fall of Saigon during the end of the Vietnam War. They flee by boat, but there are no explicit details about the violence. Pg 63-67• A boy at school teases Ha. He pokes her in the face and chest and pulls her arm hair. He follows her after school and threatens to beat her up. pg 145-153 |
| <p>Book Reviews (1-2 link(s)) <i>Note: teacher is not responsible for broken links</i> Kirkus Reviews L.A. Times</p> | |

ABOUT THE CLASS

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



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](#)

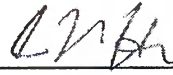



1. RL.6.2 Analyze literary text development. B. Incorporate a theme and story details into an objective summary of the text.
2. RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
3. RL.6.1 Cite textual evidence to support analysis 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. Audacity by Melanie Crowder
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: _____
District Curriculum Administrator:  Date: 1/5/23