



OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OSMS

Classes/Grade Level(s): 6th Grade

ABOUT THE BOOK

Selection Title/Author: All the Ways Home by Elsie Chapman

Genre: Realistic Fiction

Lexile Reading Level: 860

Total number of pages: 224

Book Summary

Sometimes, home isn't where you expect to find it. After losing his mom in a fatal car crash, Kaede Hirano--now living with a grandfather who is more stranger than family--developed anger issues and spent his last year of middle school acting out. Best-friendless and critically in danger repeating the seventh grade, Kaede is given a summer assignment: write an essay about what home means to him, which will be even tougher now that he's on his way to Japan to reconnect with his estranged father and older half-brother. Still, if there's a chance Kaede can finally build a new family from an old one, he's willing to try. But building new relationships isn't as easy as destroying his old ones, and one last desperate act will change the way Kaede sees everyone--including himself. This is a book about what home means to us--and that there are many different correct answers.

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

- Ch 16 the main character describes how he set a house on fire in a flashback- he was trying to get back at the man who hit and killed his mother in a car accident.
- Ch 24 the main character recalls when he slammed his friend's head into the wall at hockey after he mistook what his friend said to him.
- The violence in the story is related to the young boy's healing journey after the grief of losing his mother- he realizes the error of his ways throughout the story and recognizes the need to make amends.

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

From Horn Book:

Intermediate, Middle School: Traveling often reallgns a person's worldview, and such is the case with twelve-year-old Kaede Hirano, a Japanese Canadian boy from Vancouver. His



parents divorced nine years ago, and his father moved to Tokyo, taking Shoma, Kaede's half-brother, with him. Kaede hasn't seen them for so long they have become "only as real as the characters I saw on TV." Kaede's mother was killed recently in a car accident, and now Kaede feels like a "stuck gear, just spinning and going nowhere." For a school assignment, Kaede begins keeping a journal on the topic of home; it becomes his constant companion when he travels to Tokyo to spend the summer with his father and Shoma. Chapman effectively alternates Kaede's first-person narrative with letters he writes in his journal to his deceased mother, his father, his friend Jory, and his school counselor. By summer's end, Kaede's journal has become "thick with tickets and photos and writing, with everything else that felt right"—and his world has, indeed, been realigned to include a new understanding of home. A novel rich with the sensory details of life in Tokyo and the complexities of a young boy finding his way.

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 in 6th grade ELA as part of a cross-content ELA and social studies project on the 5 themes of geography, culture, and modern countries in the Eastern Hemisphere. Students will read the novel, and then research the country featured in the novel in preparation for sharing what they've learned with the class. They will research the elements of the country's culture and then they will evaluate the presentation of that culture in the novel they read.

This book has been selected because of its setting and genre. First, it is set in a modern day country in the Eastern Hemisphere, and second, it is a realistic fiction novel that allows students to learn about a culture by reading a story set in that culture. In addition to the culture of the country, students will be asked to describe the 5 themes of geography in relation to that specific country, and to evaluate whether the book's author accurately and fully portrayed the culture.

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](#)

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2 Analyze literary text development. B. Incorporate a theme and story details into an objective summary of the text.
- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

ALTERNATIVE TEXTS



What alternative texts would allow students to meet the same objectives?

1. Middle School: Escape to Australia by James Patterson
2. Rickshaw Girl by Mitali Perkins

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

Teacher: CLL Date: 9/13/25
Department Chair: Valerie Biogony Date: 9.2.25
Building Principal: S. Smith Date: 9.11.25
District Curriculum Administrator: Glenn Ford Date: 9/24/25