OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OHMS

Classes/Grade Level(s): ELA 7

ABOUT THE BOOK

Selection Title/Author: *Rules* by Cynthia Lord

Lexile Reading Level: 670L, Realistic Fiction

Total number of pages: 208

Book Summary (abbreviated, bulleted list or link to a book summary)	**Potentially Objectionable Content (list all categories, quantifiers, and at least one example, referenced with a page or chapter number)**
• *Rules* follows 12-year-old Catherine, whose younger brother David has autism. • Catherine creates a list of "rules" for David to help him understand social situations and behave in ways she believes are acceptable. • Catherine struggles with the embarrassment and frustration she sometimes feels because of her brother's behavior while also loving and caring deeply about him. • After meeting Jason, a boy who communicates using a communication book, and Kristi, a new neighbor, Catherine begins to reconsider her ideas about friendship, acceptance, and what it means to be "normal." • The novel explores family relationships, friendship, empathy, disability, acceptance, and learning to see people for who they are.	**Profanity/ Language** –No significant profanity. The novel contains occasional mild name-calling and insensitive language related to disability. For example, on page 58, it says, "I hope he isn't saying things about me- especially not how I yelled at him, when he called David a retard on the bus." **Psychological trauma-** one example. On pg. 118, Jason says, "I. Wish. Die… I feel incomplete". **Bullying-** There are several examples of bullying dealing with disability. For example, on page pgs. 107-108, Ryan, the bully, finds out that David goes to occupational therapy and makes fun of him and intentionally tricks David into doing specific activities in front of peers, which triggers David.

Book Reviews (1-2 link(s)) *https://www.commonsensemedia.org/book-reviews/rules*
https://disabilityinkidlit.com/2015/04/12/review-rules-by-cynthia-lord/

ABOUT THE CLASS

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

Rules provides students with opportunities to analyze character development, plot development, and theme through the perspective of a young narrator. Catherine changes significantly throughout the novel as she learns to understand her brother and Jason in new ways. Students will use textual evidence to evaluate Catherine's actions, motivations, and changes throughout the story. They will ask questions, summarize, make inferences, and analyze how the characters' experiences contribute to the development of the novel's themes. *Rules* is a high quality book because it provides opportunities for students to discuss empathy, acceptance, friendship, family relationships, and understanding differences, which are essential lessons for middle schoolers.

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.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2 Analyze literary text development.

- RL.7.2.a. Determine a theme of a text and analyze its development over the course of the text.
- RL.7.2.b. Incorporate the development of a theme and other story details into an objective summary of the text.

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.6 Analyze how an author uses point of view to develop and contrast the perspectives of different characters or narrators in a text.

ALTERNATIVE TEXTS

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

1. *Restart* by Gordon Korman

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

Teacher: _____ Date: 9-3-26

Department Chair: _____ Date: 9-3-26

Building Principal: _____ Date: 9-3-26

District Curriculum Administrator: _____ Date: 9-8-26