

## English Language Arts Standards-Reading: Literature-Grade 5

"I'll show him," she snarled. She folded her arms and started to pace again. "Thinks he can fool me... I know he's up to something...still obsessed with that stupid book...after he told me he'd..."

*Wait a minute.*

She stopped pacing.

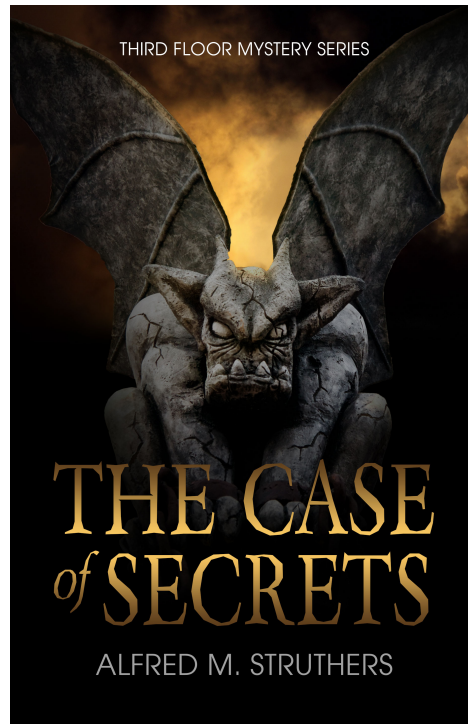
*That's it...the book!*

**Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-Literacy.RL.5.1)**  
*What is Gina feeling? What is she planning to do? What impact will it have on Nathan?*

With shaking hands he hurried over to the bookcase and shoved [the book] on the shelf, this time using both hands. That's when something very strange happened.

The book pushed back.

**Determine a theme of a story from details in the text, including how characters respond to challenges. (CCSS.ELA-Literacy.RL.5.2)**  
*Identify 3 different challenges that Nathan faces.  
What challenges does Gina face?*



Nathan stared at her with a dazed look on his face, as a faded memory came to life in his mind. It flickered through his memory like an old black and white film reel.

*Click-click-click.*

**Determine the meaning of words and phrases, including figurative language such as metaphors and simile. (CCSS.ELA-Literacy.RL.5.4)**  
*What is Nathan feeling?  
Why is it important to the story?  
Why did the author choose that specific language?*

"What's wrong?" he asked.  
"What's *wrong*?" she repeated.  
"I don't know what's going on here but you need to put that book back in the attic where you found it. Right away."  
"I tried to," he said, looking sheepishly at the floor, "but it wouldn't let me."  
"Wouldn't LET you?"  
It's...a...BOOK," she shouted.

**Explain how a series of chapters fit together to provide the overall structure of the story. (CCSS.ELA-Literacy.RL.5.5)**  
*How do different events in the early chapters influence the final outcome?  
What is the impact on Nathan?  
What is the impact on Gina?*

"YOU HAVE TO STOP," Nathan shouted, tugging on the back of the crane operator's shirt.  
"WHY?" he asked, turning slightly without giving Foster room to get by. He could see the look of desperation on Nathan's face.  
Something was really bothering the kid.

**Compare and contrast two or more characters drawing on specific details in the text. (CCSS.ELA-Literacy.RL.5.3)**  
*What events impact Nathan and Gina's relationship?  
What specific language does the author use to portray their different emotions?  
How does their relationship change?*

**Analyze how visual elements contribute to the meaning and tone of the text. CCSS.ELA-Literacy.RL.5.7**  
*What form of illustration did the author use for the chapter pages?  
Why did the author choose that method of illustration?  
What relevance does it have to the story?*

**Describe how a narrator's or speaker's point of view influences how events are described. (CCSS.ELA-Literacy.RL.5.6)**  
*What emotions are being displayed by Nathan?  
What language does he use to convey these emotions?  
How does his language impact the events in the story?*