

The binding creaked like an old wicker chair. Then came another sound. At first it was like a gentle wisp of wind, the kind that rustles the leaves in the large oak tree behind the house. But then it changed pitch, and he knew it wasn't the kind of sound the wind makes.

It was the kind of sound a human makes.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RL.6.1

What is the author telling the reader in this passage? What language is used to convey that idea? What can the reader infer is going to happen next?

"WHAT DO YOU WANT NOW?"

His answer came instantly as one of the images on the page began a startling transformation. The steel gray ink warmed to a soft pink and then to a bright red. At the same time it began to pulsate like a glowing ember.

Determine a theme or central idea of a text and how it is conveyed through particular details.

CCSS.ELA-Literacy.RL.6.2

What underlying theme of the story does this segment address?
How does it differ from other examples of the same theme?
Why is it important to the overall story?

Gina wanted to run after him and pull him back, but her legs felt like they were bound in plaster. Even if she could, she didn't think it would do any good; Nathan was in some kind of trance, possessed even, mumbling strange things in that creepy voice.

Describe how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-Literacy.RL.6.3

Why is this segment important to the overall plot?
How does it change Nathan?
How does it change Gina?

Fear gripped him and he exploded into a desperate run, using every bit of energy he could muster. But moments later, over his own labored breathing, he heard the sound of wings once more, matching him step for step. He was quickly losing ground...

Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings.

CCSS.ELA-Literacy.RL.6.4

What emotion is Nathan feeling? What specific words did the author use to convey this emotion? How does the author's choice of words impact the tone of the story?

He was just about to close the book when something extraordinary happened. If he hadn't seen it with his own eyes, he'd never believe such a thing could happen.

The page turned all by itself.

Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.

CCSS.ELA-Literacy.RL.6.5

How does this sentence contribute to the theme of the book?
Why is it important to the development of Nathan's character?
How does it impact the plot?

Compare and contrast the experience of reading a story to viewing a live version of the text, including contrasting what they "see" when reading the text to what they perceive when they watch.

CCSS.ELA-Literacy.RL.6.7

FIELD TRIP

Set up a field trip to a nearby town to see firsthand examples of Gothic architecture as described in the book. Common structures for viewing such elements include churches, libraries, courthouses, railroad stations, and homes built in the mid 1800s.

Halfway down the second page she stopped writing.

"Wait...a...minute."

She stared at the page, her eyes wide.

"I don't believe it."

That's when the pencil fell out of her hand.

Explain how an author develops the point of view of the narrator or speaker in a text.

CCSS.ELA-Literacy.RL.6.6

What language does the author use to change Gina's point of view? How is this developed as the rest of the story unfolds? Why is this important to Gina's overall character development?