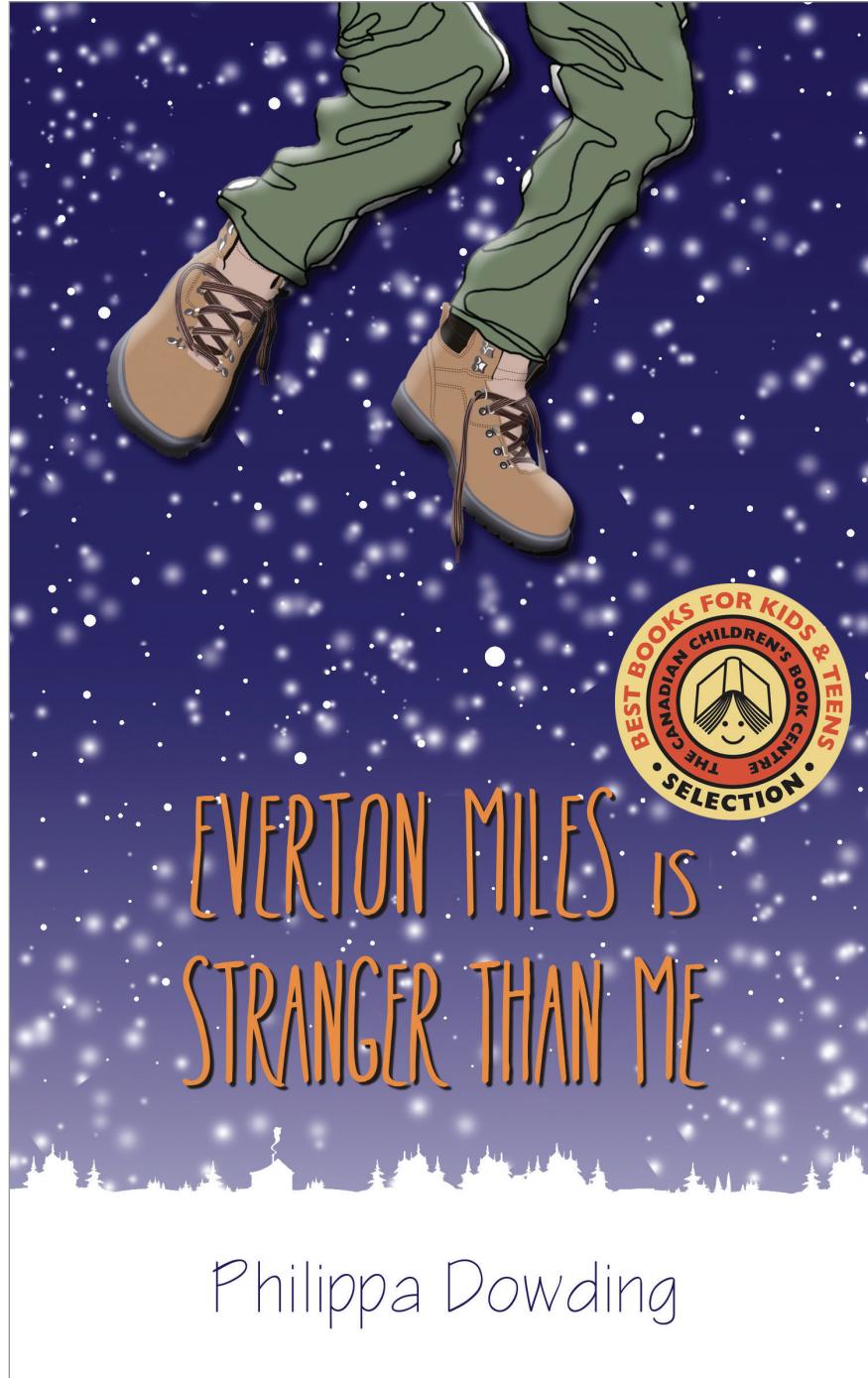


TEACHERS' GUIDE



By James Venn, OCT
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I. INTRODUCTION

BOOK SUMMARY

Gwendolyn Golden is a teenager living in Bass Creek, a small town in Ontario. She is also a Night Flyer, one of the few people in the world who can fly. It's an amazing gift, but it doesn't magically make her life easier. She still needs to cope with high school. She still needs to live down her own hot-headed reputation. She still needs to deal with her peers, like Martin Evells, who used to be her friend, and Shelley Norman, who might dislike Gwen just as much as Gwen dislikes Shelley. She still has to help her mother manage her unruly twin siblings, even if that means attending family therapy.

Then Everton Miles, another teenage Night Flyer, comes to live in Gwen's town, and all sorts of things start changing around her. She's about to learn so much more about her community's connection to the enigmatic, bottle-hoarding hermit, Mr. McGillies. And who is the dark-winged, golden-eyed stranger, leaving cornhusk dolls for her to find? What does he want?

ABOUT THE AUTHOR

Philippa Dowding is an award-winning children's author, magazine copywriter, poet, and musician. Her work has appeared in *Zoomer Magazine*, *Macleans*, *Chatelaine*, *Today's Parent*, *Canada's History*, *Taddle Creek*, *Middle Shelf Magazine*, the *Adirondack Review*, the *Literary Review of Canada*, and others. Philippa lives in Toronto with her family.

In 2013, Philippa's book *The Gargoyle at the Gates* was named a White Raven Book by the International Youth Library in Munich. In 2017, *Myles and the Monster Outside* won the OLA Silver Birch Express Honour Book Award.

Other children's titles Philippa has published are the Lost Gargoyle series (*The Gargoyle in My Yard*, *The Gargoyle Overhead*, and *The Gargoyle at the Gates*) and the Weird Stories Gone Wrong series (*Jake and the Giant Hand*, *Myles and the Monster Outside*, and *Carter and the Curious Maze*). Her newest titles, *Alex and the Other* and *Oculum*, are being published in 2018.

THEMES

COMMUNITY AND ISOLATION

The central theme of *Everton Miles Is Stranger Than Me* is community. Humans need communities and are most healthy and happy when part of communities. Gwendolyn Golden might not agree with this. At the start of the novel, Gwen is resolutely independent and literally flying alone. As the story progresses we see that, while Gwen has a small core group of people she cares about — her family, Jez, Mrs. Forest — she is very guarded against the larger town and school communities. Gwen maintains these attitudinal barriers to protect herself, but as a result cuts herself off from community members who could help her grow and heal. At times, she even shuts out the

people close to her. As the novel progresses circumstances encourage Gwen to develop and trust her relationships with others enough to face her long-standing grief and to develop as a person. At the end of the story Gwen has developed friendships, and has integrated into her school and town in a much more thorough way. She learns how to be a source of support for other people, like Everton. Consequently, she also learns to be open with her own feelings and is able to address her own grief.

The importance of community for individuals is also exemplified through other characters in *Everton Miles Is Stranger Than Me*, all of whom provide a web of mutual support. Mr. McGillies is initially presented as a hermit. Through the course of the book we discover that he is deeply integrated into the town community, and is both honoured and respected. When he falls ill, members of the community step forward to help him, honour his contributions by continuing his bottle collection, and establish the bottle garden.

Dr. Parks and the therapy program are shown to be a functional and effective way for the community to help individuals. Dr. Parks is eventually revealed to be a full member of the community, too, whose nephew shares classes with Gwen. The high school Principal, Mr. Skinty (who initially seems distant and somewhat hostile, especially in comparison to Mrs. Abernathy), is the stakeholder who takes action to help both Shelley Norman (by calling the Children's Aid Society and getting Shelley into foster care) and Gwen (by insisting she attend therapy before returning to school).

In contrast, the Rogue Spirit Flyer Abilith demonstrates the cost of isolating oneself. Having transgressed against Spirit Flyer law, he exists in a state of exile. He is represented as lonely and pitiable. But he is also arrogant, maladapted, impulsive, and dangerous. He refuses to take responsibility for how his actions affect others, and acts on whims. When the book takes place, his loneliness is driving him to take further actions harmful to others (like kidnapping Gwen). When he is captured, he tries to represent himself in the best light possible. But it is impossible to believe him, because he has no community who will vouch for him, and his actions have left no room to extend trust to him.

EMPATHY

Empathy is the action of understanding, being aware, and of vicariously experiencing the thoughts, feelings, and experiences of another person (Merriam Webster Dictionary). In *Everton Miles Is Stranger Than Me*, Gwen's character grows and changes as she develops the capacity for empathy. Her reading *The Adventures of Huckleberry Finn* twice is an exercise in empathy development, because, as Dr. Parks points out, she is able to see herself in the character of Huck. Gwen feels empathy for her sister, Christine, when she recognizes how similar Christine's anger is to the bewildered anger Gwen experienced at the same age. She is able to empathize with Everton when he talks about his parents' death. She is able to reach a point of détente with Shelley, recognizing that they share a similar anger. She is able to deal with Martin's crush on her in an appropriate and empathetic way, maintaining their friendship. She is able to advocate for mercy for Abilith, recognizing that his isolation and suffering are real. Finally, she is able to go see Mr. McGillies, for his sake.

SELF-EXPRESSION AND SELF-CONTROL

Self-identity, which was the central theme of *The Strange Gift of Gwendolyn Golden*, continues to be a theme in *Everton Miles Is Stranger Than Me*. Gwendolyn has developed some idea of who she is and wants to be before the beginning of *Everton Miles*. In this book she learns to recognize how her actions impact others, and how to maintain appropriate self-control as a result. Gwen makes several mistakes in this regard, most notably her ongoing discomfort with Mr. McGillies (partly because of his eccentricity, then for his illness and need, then because of Gwen's knowledge of his role in her father's death), which causes Gwen to avoid him. Gwen recognizes early on that she is acting unfairly, but still takes time to develop the perspective that allows her to meet him.

Everton also struggles with the need to learn self-restraint. His impulsivity has hindered his schooling and led to his moving to Bass Creek. In contrast to both Everton and Gwen, who are learning how to balance self-expression and self-control, Abilith has no restraint and almost unlimited power. He is all expression and no control. Chris and Christine provide another contrast. They are "spectacularly twinned." Their confused sense of self leads them to experience difficulty in expressing themselves individually when absent from each other.

II. PRE-READING ACTIVITIES

AUTHOR STUDY

Have students work in small groups, and visit Philippa Dowding's website:

pdowding.com/index.html

Ask students to prepare a one page information sheet about Philippa Dowding, her books, and her career.

CLASS BULLETIN BOARD

Dedicate one bulletin board in your classroom to student work about the book *Everton Miles Is Stranger Than Me* for the length of the novel study. Post student work to it, as well as related materials.

CONTEMPORARY FANTASY INVESTIGATION

Everton Miles Is Stranger Than Me is a good example of the contemporary fantasy subgenre, also called modern fantasy. Contemporary fantasy is set in the present day and in the real world. It has some fantastic elements, like flying people, which remain hidden or unknown to most people. It is distinguished from horror writing by the overall tone, which tends to emphasize joy or wonder.

Lead the class in creating an anchor chart, distinguishing the characteristics of contemporary fantasy as a genre.

When students are finished, share some of the ideas from three or four points along the line and have students return to their seats.

NOVEL IN AN HOUR

Because *Everton Miles Is Stranger Than Me* is divided into short chapters, it is possible to use the Novel in an Hour reading strategy, to study it in-class.

When using Novel in an Hour, the teacher assigns individuals or groups of students specific chapters to read. The whole class should read the first few chapters, to allow for a common understanding of the main characters, setting, and initial problems.

Students are then responsible for presenting summaries of their chapters to the class.

If you use the Novel in an Hour approach, consider assigning four chapters at a time to each student group, so that each group can make use of the chapter response pages in this teacher's guide to help them engage with the text.

STAND ON THE LINE

Share the quote that appears on the book's back cover with the class:

I wander around like any normal paranoid, self-absorbed teenager. Do we all think we're being chased by deadly entities, I wonder? Probably, but how many of us actually are?

In order to prime students to consider the theme of self-absorption versus empathy while they read, have students conduct the following activity. Ask students to form an opinion about paranoid, self-absorbed teenagers. Are teenagers paranoid and self-absorbed: yes or no? Give students enough time to form an opinion and to prepare several reasons that support their opinion.

Have the students form themselves into a line in the classroom, from the most strongly held "no" to the most strongly held "yes."

III. CHAPTER SUMMARIES

THE NIGHT FLYER'S HANDBOOK (PAGES 7–10)

This is the text of the abridged version of the *Night Flyer's Handbook*, a fictional book that Gwendolyn Golden read in the prequel to *Everton Miles Is Stranger than Me*, titled *The Strange Gift of Gwendolyn Golden*. The Handbook explains what a Night Flyer is, what Mentors and Watchers are, and some other details about their world.

CHAPTERS 1–4 (PAGES 11–25)

Gwendolyn Golden is flying around town the night before she begins high school. She passes the cabin of Mr. McGillies, a local hermit who is also her Watcher. She investigates a cornhusk doll lying on the ground below her. As she does so, a dark, winged figure steps out of the corn fields. Gwen sees the figure and immediately flies home.

The next day, Gwen navigates her first day of high school, which is isolating and awkward. She envies her friend Jez, who seems more naturally comfortable in high school. She considers telling Jez about the winged figure, but does not. She sees Shelley Norman, whom Gwen mutually dislikes. She also sees Martin Evells, with whom she has a painful history.

Gwen returns home, where she finds her mother and her twin siblings. Her mother is the only parent, as her father died years before in mysterious circumstances. The twins are screaming, having spent the day in separate classrooms for the first time. Gwen also finds an invitation from Mrs. Forest, her Mentor, to meet a new schoolmate.

CHAPTERS 5–8 (PAGES 26–38)

Gwendolyn goes to the Float Boat, the candy store/dessert shop that the Forests own. She meets with Mrs. Forest and Everton Miles, a Night Flyer boy who Gwen first met at the midsummer Night Flyer celebration. Everton and his brother have recently moved to Gwen's town. Mrs. Forest gives Gwen an unabridged edition of the *Night Flyer's Handbook*. Gwen then walks with Everton, to show him the town. Everton shows off by crowing outside a window and Gwen scolds him. Everton takes Gwen to meet his brother, Emerson, at Emerson's new mechanic shop.

Later, Gwen goes flying. She sees the dark, winged figure once again, in the same location. When he vanishes, Gwen investigates the spot where he stood and finds a dark feather, which immediately burns to ash. Everton Miles then steps out of the corn, in the same spot the figure had been standing. They talk about Mr. McGillies, who Everton has heard of. Everton provides a cryptic warning. When he flies away, Gwen thinks she may have seen a shimmer of feathers near him.

CHAPTERS 9–12 (PAGES 39–54)

At school Gwendolyn talks to Jez about Everton. When she points him out, Gwen realizes that Everton is standing with his arm around Shelley Norman, which upsets her. In science class, Gwendolyn chooses to sit next to Martin Evells, which is awkward. Gwen is then called to the office, where her siblings are waiting, bloodied. They have been brought over from their own school because of their poor behaviour, so Gwen must take them home for the day. Gwen is both sympathetic to and disturbed by their plight, seeing some of her own anger issues reflected in theirs. At home she finds her mother and the elementary school principal, Mrs. Abernathy, discussing the twins. Mrs. Abernathy is adamant that the twins be kept in separate classes, to learn how to be apart from each other. She also wants the twins to attend play-based family therapy.

CHAPTERS 13–16 (PAGES 55–77)

Gwen begins reading the *Night Flyer's Handbook* and learns about the early history of Night Flyers, when they were often persecuted as "monsters." The book includes several pictures by a fictional medieval artist, T. Bosch, and notes by a fictional scholar, Professor Gertrude L. Lisquith. It also includes information about a "Rogue Spirit Flyer, Abilith." Gwen recognizes the dark figure she has been seeing as Abilith.

At school, Gwen begins pottery class with Jez, which requires her to wear Shelley's old smock. Gwen notes that Jez has some natural talent with clay, while she herself does not. That night, Gwen goes flying with Everton. They see Mr. McGillies and Martin together, which surprises Gwen. They look at Mr. McGillies's bottle pile. Gwen prevents Everton from pranking Mr. McGillies, and is then further surprised when Mr. McGillies comes back outside to warn off the "Rogue" and his "feathers of fire," confirming the Rogue's presence. Everton immediately flies them away. When they pause, Everton introduces Gwen to Celestine, his Spirit Flyer friend. Everton has been hunting for the Rogue with Celestine. Gwen surprises them by announcing that she has actually seen the Rogue. Celestine warns Gwen to be careful before they escort her home.

CHAPTERS 17–20 (PAGES 78–99)

Gwendolyn takes the twins to learn how to deliver papers, as they are taking over Gwen's paper route. Gwen reads *The Adventures of Huckleberry Finn* and worries about the Rogue. Gwen goes with her mother and the twins to their first family therapy appointment, but refuses to engage and storms out when Dr. Parks asks her about her father.

At school, Gwen continues to see Everton with Shelley. In science, Martin proposes Gwen meet him at the Float Boat, to clear the air between them. Gwen agrees, and with Jez's encouragement, goes. Gwen meets Everton, who warns her not to go near Mr. McGillies's cabin with Martin. At the Float Boat Martin apologizes for his mother's rumour-mongering, his own abandonment of Gwen after the death of her father, and the dreadful first kiss from the previous summer. Martin invites Gwen to go with him to see Mr. McGillies, and Gwen agrees. On the way, Gwen shows Martin her flying and the Rogue appears and stands menacingly behind Martin, copying his motions.

CHAPTERS 21–24 (PAGES 100–18)

Gwendolyn flies down, grabs Martin, and runs with him to Mr. McGillies's cabin, where they meet Everton. Everton, Martin, Shelley, and the gym teacher Miss Moreau, along with others, have converted the bottle pile into a garden of bottle sculptures. They have also been helping care for Mr. McGillies, who is sick. When Everton and Martin show Gwen the new bottle garden, the Rogue grabs Gwen and takes her away to a lake landscape that is "his." The Rogue confirms that he is the Abilith from the handbook. Abilith tries to convince Gwen that he is not bad, only different from other Spirit Flyers, and therefore persecuted. He claims he has brought her to show her the "truth" about the death of her father. Gwen refuses, but Abilith persists and she agrees. Abilith shows her a vision of her father helping Mr. McGillies to escape the monstrous cloud called "the Shade," dying in the process. The vision upsets Gwen.

A host of Spirit Flyers arrive, disrupting Abilith's place and attacking him. Celestine takes Gwen back to the bottle garden. Martin and Everton take Gwen home, and Everton explains to Martin what is happening. Gwen carries on with her life, now struggling to cope with the new knowledge about Mr. McGillies and her father's death, which she finds difficult to process. Meeting Miss Moreau, Gwen talks with her about the bottle garden and learns that Mr. McGillies was an award-winning, internationally known sculptor.

CHAPTERS 25–28 (PAGES 119–48)

Several weeks pass. Gwen continues to struggle in her classes and grows closer to Martin, who offers to tutor her in science. In gym, she smashes a volleyball into Shelley's face, and she and Shelley fight. Gwen and Shelley are suspended. During her suspension, Gwen re-reads *Huckleberry Finn*, and feels estranged from her life. She reflects that she should talk with Jez, but does not.

Everton visits with Celestine and another Spirit Flyer who is also going to protect Gwen from Abilith. Gwen goes with Everton for a drive. He tells her that Shelley also has a difficult life, and the Children's Aid Society has now placed her in foster care. Gwen tells him about the vision Abilith showed her, crying for the first time since seeing the vision. Everton shares with Gwen his own personal tragedy. His parents were both killed in a car crash by a drunk driver when he was in grade five.

Gwen learns that in order to return to school, she will have to attend two therapy sessions with Dr. Parks. She fights with her mother. Martin brings more homework and tells Gwen about his friendship with Mr. McGillies, who has now been taken to hospital. He tells her that Mr. McGillies had once been a national chess champion. Gwen, Jez, Martin, and Everton hang out. Gwen finally tells Jez about the various troubles, including the Rogue, that she has been dealing with. Gwen goes to her first therapy session, which is easier than she expects it to be. She and Dr. Parks talk about books and about seeing oneself or others reflected in books.

CHAPTERS 29–32 (PAGES 149–67)

Everton brings Gwen out to see the finished bottle garden in moonlight. They talk about school, friends, absent parents, and Mr. McGillies, who is out of hospital but staying at the men's shelter. Gwen returns to school. She has her second appointment with Dr. Parks, and learns that her classmate Jeffrey is his nephew. Dr. Parks shows Gwen a drawing Christine made of herself flying. Dr. Parks draws Gwen into a conversation about her positive memories of her father, which leads Gwen to cry but then to experience a flood of positive memories, some new, after which Gwen feels "lighter."

At school Gwen sees Shelley, who seems to be doing better. She has a personal success in pottery class, and receives a Christmas card from Martin. When she and Jez open it, they realize that Martin still has feelings for Gwen. Gwen realizes she now has feelings for Everton.

Over the holidays Gwen gets her first phone, and finishes reading the handbook. Gwen and Mrs. Forest speculate about the Spirit Flyers. They may have written the handbook, they seem to protect Night Flyers, but it's not clear why. They failed to protect Gwen's father, so they must have some limits. Martin arrives to collect bottles. Gwen thanks him for the card, and learns that while Mr. McGillies is sick, Martin has taken over his weekly collection of bottles, which Mr. McGillies did to collect money for the local men's shelter. Gwen agrees to help, then goes with Martin to see a movie, as friends.

CHAPTERS 33–36 (PAGES 168 –82)

The new school term begins. Gwen takes her twin siblings to their regular therapy sessions with Dr. Parks. At their last session she runs into Shelley Norman and their interaction is civil. Gwen, Jez, Martin, and Everton continue to hang out together regularly. When Gwen visits the Float Boat with the twins, Mrs. Forest passes on a message from Martin and Everton that there is a surprise at the cabin. Gwen, accompanied by Celestine, goes out to visit the cabin, where there is a new sculpture, a bottle tree. Abilith appears, having tricked Martin, Everton and Celestine into the woods to look for each other. Gwen refuses to go with Abilith and he loses his temper. Martin and Everton come running back and they and Celestine try to intervene. Abilith sets fire to Mr. McGillies's house, and abducts both Everton and Gwen.

Gwen wakes up in a bubble world made by Abilith, trapped in the body of a dragon. She discovers Everton locked in a nearby cage, but is unable to communicate with him because of her changed form. Gwen keeps her distance to avoid scaring or eating him.

CHAPTERS 37–40 (PAGES 183–207)

Gwen wakes up in a series of different monstrous bodies in Abilith's bubble world. Abilith only provides food for Everton, so Gwen is always hungry, and tempted by Everton's presence but unable to talk to him. Eventually Abilith returns, restores Gwen's human form, and releases Everton. Gwen accuses Abilith of being a liar, and he loses his temper again. Abilith splits his world and Gwen and Everton fall into a void. The fall lasts

a long time. Eventually the Shade arrives and chases them. The Shade catches Everton. Gwen flies into the Shade to rescue him. She manages to locate Everton and they are able to summon Celestine. Celestine arrives, the Shade is dispersed, and the souls within it, including Gwen's father, are set free. Celestine carries Gwen and Everton away.

Gwen, Everton, and Celestine arrive in the ring of trees the Night Flyer community uses for special occasions. They are met by Mrs. Forest and Emerson, who inform them it is still the same day. Other Spirit Flyers arrive with a captive, Abilith. The Spirit Flyers ask Gwen if she would like them to destroy Abilith. Gwen and Everton refuse the responsibility of deciding Abilith's fate. Abilith attempts to justify himself by explaining that the crime for which he was cast out by the Spirit Flyer community was loving a human. Abilith fathered a child, Mirandel, and took her away. He tried to take Gwendolyn because she reminded him of Mirandel. Abilith reveals that all Night Flyers are the descendants of Rogue Spirit Flyers, like himself. The lead Spirit Flyer denies that Abilith had any unselfish motives in these actions. The Spirit Flyers agree to take responsibility for imprisoning Abilith and depart.

CHAPTERS 41–44 (PAGES 208–28)

Emerson drives them to Gwen's home. Martin arrives to find Gwen and Everton eating. He informs them that after they vanished he called the fire department. Mr. McGillies's cabin burnt down, but the bottle garden is intact. Gwen and Everton tell him about their experience, and the next day all three inform Jez. They continue to hang out through the rest of the school year.

After the school year ends Gwen and Everton spend time flying. Gwen visits Mr. McGillies in the hospital. Gwen tells Mr. McGillies that she has made peace with her knowledge of his role in her father's death. At Midsummer Gwen has a birthday party in the bottle garden, which the town is now conserving as a community park.

Gwen flies to the ring of trees where she meets the other Night Flyers from the area, as well as Gwen's mother, the twins, Martin, and Jez, brought blindfolded by Spirit Flyers to witness Gwen's final choice. (All Night Flyers must choose whether they will stay Night Flyers or be earthbound forever.) Gwen chooses to stay a Night Flyer. Everton, Jez, and Martin agree to be her new Watchers. Gwen discovers that her sister will also be a Night Flyer. Finally, Celestine gives Gwendolyn a gift, one of her own feathers, "adopting" her.

IV. CHAPTER RESPONSE SHEETS AND VOCABULARY SHEETS

CHAPTER RESPONSE ACTIVITIES 1

CHAPTERS 1–4 (PAGES 11–25)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use **Vocabulary Building 1** to investigate specific vocabulary words.

COMPREHENSION

1. What are Night Flyers, Mentors, and Watchers?
2. What strange event happens to Gwen the night before the start of school?
3. Why are the twins, Chris and Christine, acting up?

INFERENCE

1. Why do you think that Gwen keeps her encounter with the dark figure secret from Jez?
2. How do the students in class respond when Jeffrey Parks cries? What do you think the other students are feeling?
3. What should we infer about Shelley, based on her appearance?
4. What does it mean that Chris and Chrissie are “spectacularly twinned?” Why would their Principal want to separate them? Do you think this is a good or a bad idea? Justify your thinking.

CRITICAL LITERACY

How does the author develop the theme of “being alone” in these four chapters?

VOCABULARY BUILDING 1

CHAPTERS 1–4 (PAGES 11–25)

For each word in the table below, locate the sentence in *Everton Miles Is Stranger Than Me* where it was found. Find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
unaided	7		
flux	8		
facet	9		
discretion	10		
hermit	12		
mortification	14		
exposed	15		
sloppiness	19		
twinned	22		
inkling	22		

CHAPTER RESPONSE ACTIVITIES 2

CHAPTERS 5–8 (PAGES 26–38)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use **Vocabulary Building 2** to investigate specific vocabulary words.

COMPREHENSION

1. Who is Everton Miles, and why is he in Bass Creek?
2. What would Everton Miles like Gwen to do?

INFERENCE

1. What inferences can we make about the character of Everton Miles?
2. Does Gwen trust Everton? Should Gwen trust Everton?
3. Why do you think Gwen reaches for the black feather?

CRITICAL LITERACY

On page 37 Gwen reflects that she has not told Jez, Mrs. Forest or Everton about the dark figure. What can we understand about Gwen from this? What do you think the author believes Gwen should be doing? Use evidence from the text to justify your answer.

WRITER'S CRAFT

Reread chapters seven and eight. Draw a list of similarities between the dark stranger and Everton Miles. What does the author achieve by presenting these two characters in similar ways?

VOCABULARY BUILDING 2

CHAPTERS 5–8 (PAGES 26–38)

For each word in the table below, locate the sentence in *Everton Miles Is Stranger Than Me* where it was found. Find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
wafts	26		
unnervingly	27		
paragon	28		
unabridged	29		
jostles	31		
startle	31		
charm	32		
engulfs	33		
shimmer	38		
flurry	38		

CHAPTER RESPONSE ACTIVITIES 3

CHAPTERS 9–12 (PAGES 39–54)

CHAPTER SUMMARY

Record a 1 paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use **Vocabulary Building 3** to investigate specific vocabulary words.

COMPREHENSION

1. Why is Gwen flustered at school?
2. What crisis causes Gwen to take the twins home early?
3. Why does Mrs. Abernathy want to keep the twins in separate classrooms?

INFERENCE

1. On pages 41 and 42 Gwen describes a future scenario in which she chooses a seat at the front of the class and bonds with the science teacher, Mr. Tupperman. She sits next to Martin Evells instead, despite their shared history. Why do you think Gwen does this?
2. On page 49, Gwen tells us that “I finally understand the term heartsick.” Explain why heartsick is a good word to describe feeling empathy for another person. Use examples from the text.
3. How do the problems the twins are undergoing help us to understand Gwen’s character?

MAKING CONNECTIONS

Research the definitions of therapy and family therapy. What is this type of therapy for? How might this type of therapy help the twins?

WRITERS CRAFT

Write your own one-page story in which a character is heartsick over the pain another character experiences.

VOCABULARY BUILDING 3

CHAPTERS 9–12 (PAGES 39–54)

For each word in the table below, locate the sentence in *Everton Miles Is Stranger Than Me* where it was found. Find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
perks	39		
flustered	40		
chummy	42		
succumbs	46		
spitfire	46		
ante	50		
sway	53		
stricken	53		
benefit	54		
potential	54		

CHAPTER RESPONSE ACTIVITIES 4

CHAPTERS 13–16 (PAGES 55–77)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use **Vocabulary Building 4** to investigate specific vocabulary words.

COMPREHENSION

1. What does Gwen learn about the identity of the dark figure from the *Night Flyers Handbook*?
2. What surprises Gwen about Martin Evells, and why is this surprising?
3. Why is Everton Miles possibly stranger than Gwen?

INFERENCE

What predictions can you make based on the Legend of Mirandel and Abilith, on pages 59 and 60?

MAKING CONNECTIONS

1. What stories or legends are you reminded of by the information Gwen learns in the *Night Flyer's Handbook*?
2. *Your First Flight: A Night Flyer's Handbook (The Complete & Unabridged Version, Newly Updated)* is a fictional book. A book that only exists in the world of Philippa Dowding's fiction. Make a list of other fictional books. Can you remember or discover ten or more?

WRITER'S CRAFT

1. Why would the author want to create fictional books, artworks, and scholarship for her story? Create a list of reasons.
2. Create a fictional book cover for a new fictional book that might exist in Gwen's world.

VOCABULARY BUILDING 4

CHAPTERS 13–16 (PAGES 55–77)

For each word in the table below, locate the sentence in *Everton Miles Is Stranger Than Me* where it was found. Find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
fan	55		
misfortunes	56		
plummeting	58		
defiled	59		
shunned	59		
unsubstantiated	59/ 65		
solitary	63		
tethered	69		
lure	75		
companionship	76		

CHAPTER RESPONSE ACTIVITIES 5

CHAPTERS 17–20 (PAGES 78–99)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use **Vocabulary Building 5** to investigate specific vocabulary words.

COMPREHENSION

1. What action does Gwen take during the family therapy session?
2. What are the reasons that Martin Evells need to apologize to Gwen?

INFERENCE

1. What do you believe Gwen's reasons are for her behavior during the family therapy session?
2. Why do you think Gwen is so reluctant to go and meet Martin?

MAKING CONNECTIONS

1. What is the *The Adventures of Huckleberry Finn* about?
2. On page 79 Gwen considers herself like "any normal, paranoid, self-absorbed teenager." What does it mean to be self-absorbed?
3. Is self-absorption a central theme for this book? Justify your answer.

WRITER'S CRAFT

Explain how the author uses the Rogue's actions to show us his personal characteristics on page 99.

VOCABULARY BUILDING 5

CHAPTERS 17–20 (PAGES 78–99)

For each word in the table below, locate the sentence in *Everton Miles Is Stranger Than Me* where it was found. Find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
trundle	78		
mythical	79		
strain	80		
commandeered	82		
corral	83		
impending	88		
lumpen	89		
current	93		
anguished	94		
self-revelation	95		

CHAPTER RESPONSE ACTIVITIES 6

CHAPTERS 21–24 (PAGES 100 –18)

CHAPTER SUMMARY

Record a 1 paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use **Vocabulary Building 6** to investigate specific vocabulary words.

COMPREHENSION

1. Why are Martin and Everton helping Mr. McGillies?
2. Where does Abilith take Gwen?
3. Does Abilith explain why he has kidnapped Gwen?
4. What pieces of new information does Gwen learn about Mr. McGillies?

INFERENCE

1. Why does Gwen find the new information she learns from Abilith upsetting?
2. Is Abilith trustworthy? Justify your answer with evidence from the text.
3. What is the purpose of the bottle garden?

WRITER'S CRAFT

We now know that Everton and Abilith are separate people. How did creating suspicion about their identities help to make this a more exciting story?

VOCABULARY BUILDING 6

CHAPTERS 21–24 (PAGES 100 –18)

For each word in the table below, locate the sentence in *Everton Miles Is Stranger Than Me* where it was found. Find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
earshot	101		
looming	102		
interlocking	104		
disrupt	107		
elegant	107		
sun-spangled	108		
miserable	109/ 110		
cowering	110		
irrelevant	113		
reluctantly	114		

CHAPTER RESPONSE ACTIVITIES 7

CHAPTERS 25– 28 (PAGES 119–48)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use **Vocabulary Building 7** to investigate specific vocabulary words.

COMPREHENSION

1. Explain why the fight between Gwen and Shelley occurs.
2. What does Gwen have to do to return to school?

INFERENCE

1. Gwen describes the volleyball hitting Shelley as accidental. Do you think it was accidental? Why or why not?
2. Why do you think Gwen feels comfortable talking to Everton?
3. Why do you think Dr. Parks has Gwen spend her first therapy session reading and talking about books?

MAKING CONNECTIONS

1. Explain why it is important that Gwen has finally told Jez and Everton what has been happening to her.
2. In what ways are Shelley and Gwen similar?
3. In what ways are Gwen and Everton similar?

VOCABULARY BUILDING 7

CHAPTERS 25–28 (PAGES 119–48)

For each word in the table below, locate the sentence in *Everton Miles Is Stranger Than Me* where it was found. Find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
tempt	119		
repels	121		
reflex	122		
prizefighters	122		
jammed	126/ 143		
appealing	131		
ward	135		
engrossed	138		
bewildered	144		
jarring	147		

CHAPTER RESPONSE ACTIVITIES 8

CHAPTERS 29–32 (PAGES 149–67)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use **Vocabulary Building 8** to investigate specific vocabulary words.

COMPREHENSION

1. What major victory does Gwen achieve in pottery class?
2. What problem does Martin present Gwen with, and how does she solve it?
3. What has Martin begun doing for Mr. McGillies and why?

INFERENCE

1. On page 155 Gwen says “I’m pretty sure that this is what I’ve been afraid of.” What does she mean?
2. How has Gwen’s attitude towards her therapist, Dr. Parks, changed?

MAKING CONNECTIONS

1. On page 151 Gwen compares the bottle garden to fairyland. What is fairyland and what is it like? Is there any other place in *Everton Miles Is Stranger Than Me* that is also like fairyland?
2. What do you think Spirit Flyers are? Explain your thinking.

WRITER’S CRAFT

In creating a world that has a magical race, the author had to think through many details. In particular, she had to consider the capabilities of Spirit Flyers and how they interact with humans. Create a new entry for the *Night Flyer’s Handbook*, “Enemies and Entities” chapter. Write a detailed entry for an entirely new magical species, also living in Gwen’s world.

VOCABULARY BUILDING 8

CHAPTERS 29– 32 (PAGES 149–67)

For each word in the table below, locate the sentence in *Everton Miles Is Stranger Than Me* where it was found. Find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
insistent	149		
blessing	153		
vivid	154		
cleanliness	157		
goblet	157		
fragile	157		
cradling	159		
flushed	159		
hoarded	166		
donated	166/ 167		

CHAPTER RESPONSE ACTIVITIES 9

CHAPTERS 33– 36 (PAGES 168–82)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use **Vocabulary Building 9** to investigate specific vocabulary words.

COMPREHENSION

1. What does Abilith do in order to get Gwen alone?
2. Describe the circumstances of Gwen and Everton's imprisonment.
3. On page 165 the author uses the phrase "starshot immortals." The author uses this description for Spirit Flyers several times over the course of the book. What do you think this phrase means?

INFERENCE

1. Why might Dr. Parks have wanted Shelley to meet Gwen at his office?
2. What can we infer about Abilith's character from his behaviour in these chapters?
3. Why do you think that Abilith changes Gwen into a non-speaking dragon?

MAKING CONNECTIONS

How is Shelley's father like Abilith?

CRITICAL LITERACY

On page 177 Gwen blames herself for Abilith's loss of temper, saying "I'm incredibly stupid. I've gone too far." Is Gwen really to blame? What do you think the author want us to understand about individual responsibility in group situations?

VOCABULARY BUILDING 9

CHAPTERS 33–36 (PAGES 168–82)

For each word or phrase in the table below, locate the sentence in *Everton Miles Is Stranger Than Me* where it was found. Find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
hooligans	168		
foster	169		
swerve	170		
marauding	170		
fallow	174		
form	176		
barren	178		
sulphurous	179/ 181		
talon	180		
bellowing	181		

CHAPTER RESPONSE ACTIVITIES 10

CHAPTERS 37– 40 (PAGES 183–207)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use **Vocabulary Building 10** to investigate specific vocabulary words.

COMPREHENSION

1. How did Gwen manage to escape from the Shade?
2. What was the misdeed that caused Abilith to be outcast from the Spirit Flyers?
3. What will happen to Abilith now?

INFERENCE

1. In chapter forty Gwen asks the Spirit Flyers not to let Abilith suffer, but also says, “No father can hurt us and say it is for love.” What are Gwen’s feelings about Abilith?
2. On page 197 Gwen thinks back to earlier moments in the story, and has a realization. What has Gwen learned about herself?

MAKING CONNECTIONS

How is Gwen and Everton’s imprisonment like, and unlike, the traditional story of Tam Lin?

CRITICAL LITERACY

Compare and contrast Gwen and Abilith. How does the author use these two characters to make a point about community and isolation?

PERSONAL RESPONSE

Put yourself in Gwen’s shoes. What would you have wanted the Spirit Flyers to do with Abilith? Why?

VOCABULARY BUILDING 10

CHAPTERS 37–40 (PAGES 183–207)

For each word or phrase in the table below, locate the sentence in *Everton Miles Is Stranger Than Me* where it was found. Find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
spindly	183		
berserk	185		
loathing	186		
deviant	188		
outcast	188/ 202		
binding	190		
forsaken	197		
temperance	202		
misdeed	202		
rogue	204/ 205		

CHAPTER RESPONSE ACTIVITIES 11

CHAPTERS 41–44 (PAGES 208–28)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use **Vocabulary Building 11** to investigate specific vocabulary words.

COMPREHENSION

1. What does Gwen do to celebrate her birthday?
2. What does Christine do that surprises Gwen?

INFERENCE

Why do you think Gwen needed so long to be ready to see Mr. McGillies?

MAKING CONNECTIONS

How has Gwen’s relationship with her community changed over the course of the novel? Provide evidence from the text in your answer.

CRITICAL LITERACY

1. How does the author demonstrate the theme of empathy in these four chapters?
2. How does the author demonstrate the theme of community in these four chapters?

VOCABULARY BUILDING 11

CHAPTERS 41–44 (PAGES 208–28)

For each word or phrase in the table below, locate the sentence in *Everton Miles Is Stranger Than Me* where it was found. Find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
lingers	208		
stricken	209		
ecstatic	210		
cryptic	211		
rejuvenated	212		
sickbed	215		
evict	218		
accomplished	219		
overwhelmed	223		
relinquished	224		

V. POST-READING ACTIVITIES

DRAMA SCENE

Ask students to pick a chapter from *Everton Miles Is Stranger Than Me* to act out. Students should begin by creating a 1–2 page script, including any dialogue already present in the chapter, and adding any dialogue or narration required. Have students present their re-enactments in class.

FICTIONAL BOOK ASSIGNMENT

Ask students to create a new fictional history book for Bass Creek's public library.

The book should have a complete cover. The cover should include both text and illustrations. It should include author and title, publisher, a new summary, a new author biography, and two new quotes from other classmates about the book.

The book should contain the equivalent of 5–8 pages of text. Some topic ideas might be:

- The history of Night Flyers in Ontario
- The history of Night Flyers on Turtle Island
- Encounters with the Shade around the world

LONG ANSWER WRITTEN RESPONSE

Give students the Long Answer Written Response handout and have students write a long answer response to one of the following questions.

1. Why do people need empathy? Use evidence from the text *Everton Miles Is Stranger Than Me* to support your answer.
2. Is *Everton Miles Is Stranger Than Me* a story about learning self-control? Use evidence from the text to support your answer.
3. What does the author of *Everton Miles Is Stranger Than Me* think about isolation and community? Use evidence from the text to support your answer.
4. Explain how the author of *Everton Miles Is Stranger Than Me* uses fantastic elements in order to explore one of the following ideas: empathy, community, isolation, or self-control.

MAGICAL ABDUCTION STORIES

Ask students to independently research another story, myth, or legend that features people being taken away by magical beings (for example, Tam Lin, Rip Van Winkle, the Pied Piper of Hamlin, Peter Pan, the story of Liu Ch'en and Yuan Chao, etc.)

Have students use the Magical Abduction Stories T-chart worksheet to compare and contrast the abduction in *Everton Miles Is Stranger Than Me* with the abduction in the other story. Some elements to compare could be:

- Where is the person taken to?
- Is there an altered sense of time passing?
- Why is the person taken?
- Who is responsible?
- Are they able to go back? If so, how?
- What lesson or moral (if any) is taught in this story?

THE MYSTERIOUS STRANGER

In class, play the five-minute scene from the 1985 animated film *The Adventures of Mark Twain*, in which a group of children meet the Mysterious Stranger. (This clip can be found on YouTube or Vimeo by searching "Mark Twain" and "Mysterious Stranger.")

Hold a class discussion regarding the similarities and differences between the Mysterious Stranger and the portrayal of Abilith the Rogue Spirit Flyer.

Guiding questions to ask include:

- When the Mysterious Stranger breaks the castle, what are the children feeling? Why?
- What lesson about personal responsibility are these characters intended to communicate?
- How do we best avoid being an Abilith in our own lives?
- How do the filmmakers make the Mysterious Stranger unsettling? How does Philippa Dowding make Abilith unsettling?

Date: _____

Name: _____

Class: _____

EVERTON MILES IS STRANGER THAN ME **MAGICAL ABDUCTION STORIES**

Compare and contrast how the magical abductions are portrayed in *Everton Miles Is Stranger Than Me* with how magical abductions are portrayed in another story, myth, or legend.

<i>EVERTON MILES IS STRANGER THAN ME</i>	_____

Date: _____

Name: _____

Class: _____

***EVERTON MILES IS STRANGER THAN ME* LONG ANSWER RESPONSE**

Pick one of the following questions and write a 1–2 page answer.

1. Why is empathy important? Use evidence from the text *Everton Miles Is Stranger Than Me* to support your answer.
2. Is *Everton Miles Is Stranger Than Me* a story about learning self-control? Use evidence from the text to support your answer.
3. What does the author of *Everton Miles Is Stranger Than Me* think about being isolated and having community? Use evidence from the text to support your answer.
4. Explain how the author of *Everton Miles Is Stranger Than Me* uses fantastic elements to explore one of the following ideas: empathy, community, isolation, or self-control.

Your rough draft is due on _____

Your good copy is due on _____

VI. ASSESSMENT TOOLS

EVERTON MILES IS STRANGER THAN ME ASSESSMENT RUBRIC¹

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
KNOWLEDGE AND UNDERSTANDING				
Knowledge of content	demonstrates limited knowledge of the content of <i>Everton Miles</i>	demonstrates some knowledge of the content of <i>Everton Miles</i>	demonstrates considerable knowledge of the content of <i>Everton Miles</i>	demonstrates thorough knowledge of the content of <i>Everton Miles</i>
Understanding of content	demonstrates limited understanding of the content of <i>Everton Miles</i>	demonstrates some understanding of the content of <i>Everton Miles</i>	demonstrates considerable understanding of the content of <i>Everton Miles</i>	demonstrates thorough understanding of the content of <i>Everton Miles</i>
THINKING				
Use of planning skills (such as creating a story map)	uses planning skills with little effectiveness to systematically investigate <i>Everton Miles</i>	uses planning skills with some effectiveness to systematically investigate <i>Everton Miles</i>	uses planning skills with considerable effectiveness to systematically investigate <i>Everton Miles</i>	uses planning skills with a high degree of effectiveness to systematically investigate <i>Everton Miles</i>
Use of processing skills (such as making an inference, or making a connection)	uses processing skills with limited effectiveness to explain ideas and concepts from <i>Everton Miles</i>	uses processing skills with some effectiveness to explain ideas and concepts from <i>Everton Miles</i>	uses processing skills with considerable effectiveness to explain ideas and concepts from <i>Everton Miles</i>	uses processing skills with a high degree of effectiveness to explain ideas and concepts from <i>Everton Miles</i>

¹Closely based on the Ontario Achievement Chart, Ontario Ministry of Education, *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. First Edition Covering Grades 1 to 12* (2010).

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Use of critical/creative thinking processes (such as determining the author's perspective, or creating a new cover design)	uses critical or creative processes with limited effectiveness to evaluate, synthesize, or extend ideas from <i>Everton Miles</i>	uses critical or creative processes with some effectiveness to evaluate, synthesize, or extend ideas from <i>Everton Miles</i>	uses critical or creative processes with considerable effectiveness to evaluate, synthesize, or extend ideas from <i>Everton Miles</i>	uses critical or creative processes with a high degree of effectiveness to evaluate, synthesize, or extend ideas from <i>Everton Miles</i>
COMMUNICATION				
Expression and organization of ideas and information (clear expression, logical organization) in oral, graphic, and written forms	organizes and expresses clear ideas and understandings about <i>Everton Miles</i> with limited effectiveness	organizes and expresses clear ideas and understandings about <i>Everton Miles</i> with some effectiveness	organizes and expresses clear ideas and understandings about <i>Everton Miles</i> with considerable effectiveness	organizes and expresses clear ideas and understandings about <i>Everton Miles</i> with a high degree of effectiveness
Consideration of and effective communication to specific audiences, for specific purposes, in oral, graphic, and written work	demonstrates limited effectiveness in communicating to specific audiences for specific purposes in oral, graphic, and written work about <i>Everton Miles</i>	demonstrates some effectiveness in communicating to specific audiences for specific purposes in oral, graphic, and written work about <i>Everton Miles</i>	demonstrates considerable effectiveness in communicating to specific audiences for specific purposes in oral, graphic, and written work about <i>Everton Miles</i>	demonstrates a high degree of effectiveness in communicating to specific audiences for specific purposes in oral, graphic, and written work about <i>Everton Miles</i>
Use of appropriate conventions, vocabulary, and terminology in oral, graphic, and written work	uses conventions, vocabulary, and terminology in their work discussing <i>Everton Miles</i> with limited effectiveness	uses conventions, vocabulary, and terminology in their work discussing <i>Everton Miles</i> with some effectiveness	uses conventions, vocabulary, and terminology in their work discussing <i>Everton Miles</i> with considerable effectiveness	uses conventions, vocabulary, and terminology in their work discussing <i>Everton Miles</i> with a high degree of effectiveness

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
APPLICATION				
Application of knowledge and skills in familiar contexts (such as writing a contemporary fantasy story or scene)	applies themes and writing techniques demonstrated in <i>Everton Miles</i> to their own writing with limited effectiveness	applies themes and writing techniques demonstrated in <i>Everton Miles</i> to their own writing with some effectiveness	applies themes and writing techniques demonstrated in <i>Everton Miles</i> to their own writing with considerable effectiveness	applies themes and writing techniques demonstrated in <i>Everton Miles</i> to their own writing with a high degree of effectiveness
Transfer of knowledge and skills (such as writing using techniques demonstrated in the original text)	transfers knowledge and skills to the study of <i>Everton Miles</i> (or from that study) with limited effectiveness	transfers knowledge and skills to the study of <i>Everton Miles</i> (or from that study) with some effectiveness	transfers knowledge and skills to the study of <i>Everton Miles</i> (or from that study) with considerable effectiveness	transfers knowledge and skills to the study of <i>Everton Miles</i> (or from that study) with a high degree of effectiveness
Making connections between various contexts (such as considering how other characters exemplify a range of “normal behaviours”)	makes connections within sections of <i>Everton Miles</i> , with other texts, to personal knowledge, and to the outside world with limited effectiveness	makes connections within sections of <i>Everton Miles</i> , with other texts, to personal knowledge, and to the outside world with some effectiveness	makes connections within sections of <i>Everton Miles</i> , with other texts, to personal knowledge, and to the outside world with considerable effectiveness	makes connections within sections of <i>Everton Miles</i> , with other texts, to personal knowledge, and to the outside world with a high degree of effectiveness

VI. ONTARIO CURRICULUM CONNECTIONS

FOR SECTION II: PRE-READING ACTIVITIES

LANGUAGE: K–8 CURRICULUM EXPECTATIONS

Oral Communication

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

Applies to: Contemporary Fantasy Investigation, Novel in an Hour, Stand on the Line

Reading

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Use knowledge of words and cueing systems to read fluently;

Applies to: Author Investigation, Contemporary Fantasy Investigation, Novel in an Hour

Writing

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

Applies to: Author Investigation

FOR SECTION IV: CHAPTER RESPONSE SHEETS

LANGUAGE: K–8 CURRICULUM EXPECTATIONS

Reading

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Use knowledge of words and cueing systems to read fluently;

Applies to: Chapter Summary Questions, Comprehension Questions, Inference Questions, Making Connections Questions, Critical Literacy Questions, Personal Response Questions, Writer's Craft Questions

Writing

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

Applies to: Writers Craft Questions

FOR SECTION IV: VOCABULARY BUILDING SHEETS

LANGUAGE: K–8 CURRICULUM EXPECTATIONS

Reading

1. Use knowledge of words and cueing systems to read fluently;

Applies to: Vocabulary Building Sheets

FOR SECTION V: POST-READING ACTIVITIES

LANGUAGE: K–8 CURRICULUM EXPECTATIONS

Oral Communication

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

Applies to: Drama Scene, The Mysterious Stranger

Reading

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Use knowledge of words and cueing systems to read fluently;

Applies to: Magical Abduction Stories, Long Answer Written Response

Writing

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

Applies to: Fictional Book Assignment, Long Answer Written Response

Media Studies

1. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

Applies to: The Mysterious Stranger