

## Olentangy Local School District Literature Selection Review

Teacher: Cherubino

School: LMS

Book Title: Greenglass House

Genre: Mystery

Author: Kate Milford

Pages: 400

Publisher: HMH Books for Young Readers

Copyright: 2016

*In a brief rationale, please provide the following information relative to the book you would like added to the school's book collection for classroom use. You may attach additional pages as needed.*

**Book Summary and Summary Citation:** It's wintertime at Greenglass House. The creaky smuggler's inn is always quiet during this season, and twelve-year-old Milo, the innkeepers' adopted son, plans to spend his holidays relaxing. But on the first icy night of vacation, out of nowhere, the guest bell rings. Then rings again. And again. Soon Milo's home is bursting with odd, secretive guests, each one bearing a strange story that is somehow connected to the rambling old house. As objects go missing and tempers flare, Milo and Meddy, the cook's daughter, must decipher clues and untangle the web of deepening mysteries to discover the truth about Greenglass House—and themselves. (Publisher) National Book Award Nominee. Winner of the Edgar Award for Best Juvenile Mystery.

**Provide an instructional rationale for the use of this title, including specific reference to the OLSD curriculum blueprints and/or State 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. a. Determine a theme of a text and how it is conveyed through particular details. 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.

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.

RL.6.5 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.

**Include two professional review of this title:** (a suggested list of resources for identifying professional reviews is shown below. Reviews may be "cut and pasted" (with citation) into the form or printed reviews may be attached to the form). Reviews should suggest an appropriate grade-level or grade-band.

### Review #1

Twelve-year-old Milo's Christmas looks ruined when five eccentric guests arrive at his parents' inn on the first day of vacation. But his new friend Meddy has other ideas, and soon the pair is investigating a series of thefts and creating alter egos based on the role-playing game Odd Trails. Milo's new persona allows him to imagine his Chinese birth family without the guilt he usually feels toward his loving adoptive parents when he does so. The mysteries surrounding the guests

and their connections to the inn unravel slowly, but Milo—with his resentment of the unexpected, his growing empathy, and his quick powers of deduction—is a well-drawn protagonist. Likewise, the fictional port of Nagspeake, whose daring smugglers face off against ruthless customs agents, makes for a unique and cozy setting, where Milo’s parents’ inn provides a refuge for “runners,” as the smugglers call themselves. The legends and folktales Milford (The Broken Lands) creates add to Nagspeake’s charm and gently prepare the ground for a fantasy twist. Ages 10–14. Author’s agent: Barry Goldblatt, Barry Goldblatt Literary. (Aug.) *Publishers Weekly*

#### Review #2

When his parents' hotel fills up with a variety of unexpected guests just days before Christmas, Milo is caught up in mysterious goings-on. The inn, hospitable to smugglers and named for its colored glass windows, sits on cliffs above the river Skidwreck. With the holiday interrupted by the demands of guests iced in by wintry weather, Milo finds both purpose and distraction in a role-playing game introduced by his new young friend, Meddy, and in a book of folklore given to him by a guest. A ghost story, a love story, a story of fabled relics and the tale of a legendary smuggler intertwine while Milo, in his game persona, finds longed-for skills and strengths. Each guest seeks a secret treasure in the old house, while Milo, out of loyalty to his adoptive parents, hardly dares name his own secret quest: to know more about his Chinese heritage. Milford's storytelling is splendid. Stories within the story are rich and layered; clues are generously offered; even the badly behaved visitors seem fairly good-humored until the worst reveals true perfidy at the last; the many threads of the tale all tie up. Milo's world seems comfortably contemporary; the current history of his parallel world is mostly background that's revealed at the close. An abundantly diverting mystery seasoned with mild fantasy and just a little steampunk. (Mystery/fantasy. 10-14) *Kirkus Reviews*

#### **What alternate text(s) could also fulfill the instructional requirements?**

Title: The Westing Game Author: Ellen Raskin

Title: Author:

Title: Author:

#### **Document any potentially controversial content:**

**Keeping in mind the age, academic level, and maturity of the intended reader, what is the suggested classroom use: (check all that apply)**

X Gifted/Accelerated      X Regular      X At Risk

**GRADE LEVEL(S):** 6 X    7 X    8 X    9     10     11     12

**Reading Level of this Title (if applicable):** 800 Lexile

#### **Suggested Professional Literacy Review Sources:**

School Library Journal  
Horn Book  
Bulletin of the Center for Children's Books  
VOYA (Voice of Youth Advocates)  
Library Journal  
Book Links  
Publisher's Weekly  
Booklist  
Kirkus Review  
Wilson Library Catalog  
English Journal (and other resources of the National Council of Teachers of English)  
The Reading Teacher (International Reading Association)  
Literature for Today's Young Adults

**Signatures:**

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Department Head:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Building Administrator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Curriculum Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_