

SCORE PRESS

The Dream Series TEACHER'S RESOURCE GUIDE

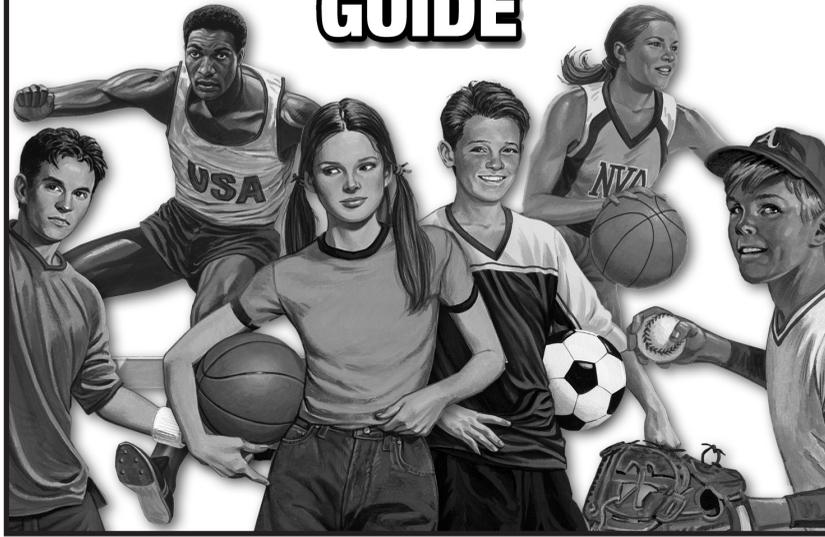


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Dear Educator,

Welcome to the Scobre Press *Dream Series* Teacher's Resource Guide! With the help of educators around the country – and using the most recent research available – we have created two distinct Teacher's Resource Guides (one for our *Dream Series* fiction titles, another for our *Future Stars Series* nonfiction titles), encompassing a new Scobre Press Reading Program and based on effective methods. In this guide, you will find several resources focused on targeting student needs and developing student accountability of their learning, as well as tips for tailoring teaching methods to meet students at their distinct levels to optimize literacy development. Components of the reading program outlined in this guide include a Pre-/Post-Test, strategies for improving independent reading, critical feedback models, formative assessments to aid in the monitoring of student progress, writing prompts to encourage critical thinking and real-world application, and numerous reproducible organizational tools that encourage students to question their texts and set goals in their learning.

Scobre Press is committed to providing educators with tools such as these to equip them for the challenges they face as they strive to increase literacy acquisition among their students. The proven reading practices and strategies employed in the Scobre Press Reading Program are specifically devised for the advancement of student literacy.

According to D.W. Moore et al:

“Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imagination so they can create a world of the future” (1999).

Undeniably, there is a growing need for literacy instruction to continue beyond the elementary years – instruction that is adapted to more complex forms of literacy as students near adulthood and are increasingly exposed to information. Scobre Press has created a reading program to supplement these literacy needs and give students the training necessary to perform competitively in their adult worlds. This program is expressly devised to provide multiple opportunities for students to lead conversations, set goals, respond to their reading, problem-solve, monitor their learning, and apply textual information to a larger world. **The goal of the Scobre Press Reading Program is to develop proficient readers who think critically, make meaning from text, and own their learning.** This guide, coupled with other current resources that are proving effective in your classroom, will help scaffold instruction for striving readers as they become proficient readers.

At its core, Scobre Press is rooted in the belief that students need to be regularly engaged with high-interest books in order to improve reading proficiency. Furthermore, we believe that high-interest is a matter of personal taste. True high-interest books are chosen by the individual reader. By creating each book in the Scobre Press Classroom Library at two different reading levels, we have helped facilitate student choice – allowing students to choose books based on their interests, not simply their reading levels. We furthered this idea by designing Teacher's Resource Guides that allow instructors to teach specific reading strategies to their entire class while students read a variety of Scobre Press books at different reading levels. The goal is to create a learning environment in which students at various reading levels, with differing interests, may be guided uniformly by the same program – one reading program for all *Dream Series* books!

Books used in teaching reading comprehension strategies must be written within the “domain” of today's student. A “domain” broadly encompasses the student's world and his/her understanding of that world. Each book in the Scobre Press Classroom Library takes place in the domain of modern students – our fiction books are all written in the first-person perspective of a young person as he/she chases down a dream. The peer narrators speak the kids' language, keeping them in their comfort zone. Whether learning core reading comprehension strategies, improving vocabulary, or relating text to their own worlds, students must be in their comfort zone in order to effectively and efficiently interact with text.

Most states' high-stakes reading tests require students to read a selection and respond in writing, citing text to support their thoughts and opinions. This guide, and the accompanying reproducible organizational tools, will help students develop the ability and confidence to make assertions about text and back those assertions up with specific textual references. Research has shown that the habitual use of the core reading strategies (predicting, inferring, questioning, and summarizing and synthesizing, along with Graphic Organizers) directly and positively impacts reading test scores. The reading program outlined in this Teacher's Resource Guide has been designed to incorporate these core strategies and raise your students' test scores!

As a teacher, you have undoubtedly assigned independent reading in your classroom. And, undoubtedly, you have had students raise their hands upon finishing their reading and shout “I'm done” enthusiastically. Some of these same students often give vague

and unclear answers when asked about what they have comprehended. In some cases, they are completely lost – the reason being, they are simply reading the words and not interacting with the text. We've actually heard students say things like: "I don't know what it was about. I was concentrating on reading the words."

Reading is the construction of meaning – it is much more than the sum of a group of words. "Teaching children which thinking strategies are used by proficient readers and helping them use those strategies independently creates the core of teaching reading" (Keene & Zimmerman, 1997). If there is no meaning constructed in the mind of the reader, then he/she is not truly reading at all. Many students can read the words on the page, but are making no connections to the text. They aren't visualizing what they are reading, they aren't making personal connections to the text, they aren't making predictions and updating those predictions throughout their reading, and they aren't asking questions and attempting to answer those questions as they read.

In an effort to more effectively teach students these skills, this guide offers independent reading strategies, employing the core elements that yield reading comprehension. This component of our program allows students to read independently while an instructor scaffolds their learning with activities designed to help them habitually interact with text – eventually doing so without any prompting. This process can be compared to being a coach of a sports team. As a coach, you wouldn't simply hand your athletes a ball and instruct them to play. Rather, you would begin by modeling a set of skills. Next, you would have the players practice those skills, stopping them when necessary. Finally, you would let them play on their own. The process should be the same with reading. Handing your students books without teaching them the skills – the core reading strategies – will not help them to become better readers. The activities in this guide are intended as a scaffold to help struggling students attain the habits of proficient readers. In addition, formative assessments and pre-/post-testing are invaluable tools for monitoring student progress toward true independent reading proficiency.

Through this guide and reading program, we hope to demonstrate our dedication to your class as we participate in each student's journey toward literacy and the love of reading. Our aim in designing, developing, and implementing this program has been to provide materials that students will find engaging and relevant, and that cause them to think critically. Scobre Press will continue to offer pertinent topics in our books, written about young people like your students, in the hope of increasing the literacy of our youth. We are committed to assisting readers by leveling our materials and continually providing the most current and innovative tools in reading education. Further, we are committed to assisting and supporting teachers with our Teacher's Resource Guides and professional development opportunities.

The improvement of adolescent literacy should be the goal that directs all reading education. Our books and approaches to literacy acquisition can be used with existing basal programs and in content area classrooms across the country. It is our hope that our Teacher's Resource Guides will provide pathways to increase student achievement and prepare your students to read and write at a competitive level as they enter their adult world.

Thank you for your continued hard work. We hope our guide, reading program, and books motivate your students to become great readers and fall in love with reading!

Yours truly,



Scott Blumenthal, President/Co-Founder
Scobre Press Corporation



Brett Hodus, CEO/Co-Founder
Scobre Press Corporation

★ Differentiated Instruction! ★

Helping students select books that match their interest *and* reading ability can be difficult.

This was the motivation behind the creation of our multi-level and multi-topic fiction and nonfiction libraries (with every title available at two distinct reading levels). Our books are leveled according to the most up-to-date standards. Please use the following chart to help you determine which books, at which level, meet the needs of each student in your classroom.

| Basal Level | Letter Level | Lexile Level | AR Level | DRA Level |
|-------------|--------------|--------------|----------|-----------|
| Grade 3 | N, O, P | 500L-700L | 3.0-3.9 | 34, 38 |
| Grade 4 | Q, R | 650L-850L | 4.0-4.9 | 40, 44 |
| Grade 5 | S, T, U | 750L-950L | 5.0-5.9 | 50 |
| Grade 6 | V, W, X | 850L-1050L | 6.0-6.9 | 60, 70 |
| Grade 7 | Y | 950L-1075L | 7.0-7.9 | 80 |



“High/low books that teens can relate to!”



Accelerated Reader quizzes are available at:
www.renlearn.com



The Scobre Press Leveling Chart



Fiction: From Motocross to Microphones

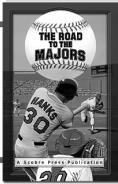
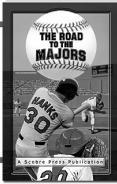
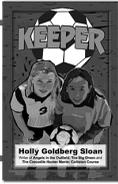
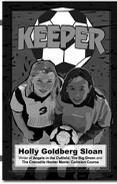
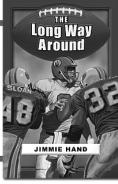
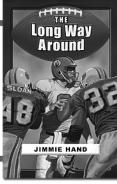
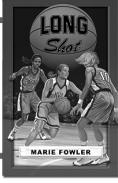
The *Dream Series* fiction books are award-winning novels that light a spark – inspiring young people to read by catering to their interests. The journeys our main characters take are as unique as the journeys each student in your class is taking in his or her life.

The books take place in school hallways, on football fields, in midair at the neighborhood skate park, in Iowa cornfields on a dirt bike, in front of a computer screen, in center field at the ballpark, in the barrel of a wave in the Pacific Ocean, on the top of the highest mountain in Wyoming, on stage in front of 50,000 people, on a first date, staring at a blank canvas, on the 18th green, in the boxing ring, on the ice, on the pitcher’s mound, with four seconds left on the clock at half court, and anywhere else where kids dream big dreams.

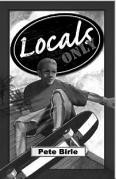
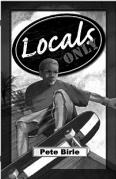
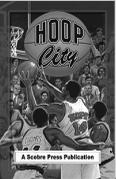
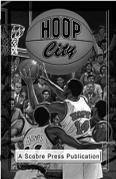
“High-interest, dual-leveled page-turners about the lives of fictional teenagers.”

| THE DREAM SERIES | | FICTION | | |
|--------------------|---------------------|---------------------|---|----------------------|
| Home Run | | TOUCHDOWN | | |
| TITLE | EDITION | EDITION | CHARACTER ISSUES | TOPICS |
| Heat on the Street | reading level 4 (Q) | reading level 6 (V) | Alcohol & Drugs, Avoiding Gangs, Second Chances | Gangs, FBI, Brooklyn |
| Motocross Brother | reading level 3 (P) | reading level 5 (U) | Divorce, Anger Management, Bullying | Motocross |
| Emerald | reading level 3 (N) | reading level 5 (T) | Peer Pressure, Positive Self Image, Friendship | Music, Pop Star |
| Fighting El Fuego | reading level 4 (Q) | reading level 7 (Y) | Anger Management | Boxing |

Home Run TOUCHDOWN

| TITLE | EDITION | EDITION | CHARACTER ISSUES | TOPICS |
|------------------------|---|---------------------------|---|--|
| The Road to the Majors |  | reading level 3 (P) |  | reading level 6 (X) Perseverance Baseball |
| The Ride |  | reading level 3 (P) |  | reading level 5 (U) Divorce, Bullying, Life Transitions Snowboarding |
| Keeper |  | reading level 3 (N) |  | reading level 5 (T) Overcoming Fear Soccer |
| The Long Way Around |  | reading level 4 (P) |  | reading level 6 (V) Redemption, Second Chances Football |
| The Green |  | reading level 3 (P) |  | reading level 5 (U) Obesity, Peer Pressure Golf |
| Hockey Dreams |  | reading level 3 (N) |  | reading level 5 (T) Bullying, Perseverance Hockey |
| Long Shot |  | reading level 3 (O) |  | reading level 5 (U) Self-Confidence, Perseverance Basketball |
| Chasing the King |  | reading level 3 (O) |  | reading level 6 (W) Life Transitions Soccer |

The Scobre Press Leveling Chart

| THE DREAM SERIES | | FICTION | |
|----------------------|---|---|---|
| Home Run | | TOUCHDOWN | |
| TITLE | EDITION | EDITION | CHARACTER ISSUES TOPICS |
| Locals Only |  reading level 3 (N) |  reading level 5 (T) | Alcohol, Life Transitions Skateboarding |
| Hoop City |  reading level 3 (N) |  reading level 5 (T) | Peer Pressure, Consequences Basketball |
| Safe at Home |  reading level 3 (O) |  reading level 5 (W) | Family, Dealing with Death Softball |
| The Kid From Courage |  reading level 3 (O) |  reading level 6 (W) | Perseverance Tennis |
| The Highest Stand |  reading level 4 (Q) |  reading level 7 (Y) | Bullying Track |



Also available from Scobre Press:
THE FUTURE STARS SERIES NONFICTION!
www.scobre.com

Program Overview

Fiction

The Scobre Press Classroom Library is an independent reading program for grades 4-10 that combines engaging topics, leveled materials, reading strategies, and multiple assessments to increase the reading abilities of adolescents. The Scobre Press Classroom Library contains 32 high-interest fiction and nonfiction books, each available at two distinct reading levels.

Scobre Program Purposes

- **To engage** – *Students are drawn to Scobre books because of their titles, covers, and real-world interest*
- **To be relevant** – *Topics and content that are covered are age-appropriate and have real-life connections*
- **To think critically** – *Leading conversations, questioning, and responding to writing prompts assist the students with their thinking processes*

The Scobre Press Classroom Library is intended to supplement the literacy needs of secondary schools. The Scobre Press Reading Program outlined in this guide provides multiple opportunities for students to be engaged in their reading by asking students to lead conversations, set goals, respond to their reading, problem-solve, monitor their learning, and provide real-time applications of their learning.

Scobre’s goal is to develop proficient readers who *think critically, make meaning from text, and own their learning.*

How to Use the Program

Check!

- 1. Prepare copies of the **Pre-Test** (page 19-26).
- 2. Schedule and administer the **Pre-Test** and the **Proficient Reader Survey** (page 58), top portion only.
- 3. Score the **Pre-Test** using the attached **Scoring Guide**.
- 4. Analyze the **Pre-Test** with class group – or teacher can individually analyze.
- 5. Assist students in preparation of their individual **Student Folders**:
 - Book Pass* (page 31)
 - Student Tracker – Strategies, Independent Reading* (page 32-33)
 - Reading Response Log / Book Tracker* (page 34)
 - Goal Sheet* (page 36)
 - Proficient Reader Survey* (page 58)
- 6. Prepare **Teacher Binder**:
 - Teacher Tracker – one sheet per student* (page 43)
 - Class Record Sheet* (page 44)
 - Schedule for Critical Conversations* (page 41)
- 7. Introduce the **Scobre Press Book Collection** to students:
 - Gallery Walk* (page 28)
 - Book Pass* (page 31)
 - 50 Words a Day* (page 28)
- 8. Begin the **Program (“The Work”)** outlined by this guide (page 12).
- 9. **Monitor the progress of students throughout the Program** using:
 - Tools from Student Folders and Teacher Binder*
 - Cycle of Feedback* (page 40)
 - Formative Assessments* (page 51)
 - Graphic Organizers* (page 64)
- 10. Administer **supplemental independent reading activities**:
 - Strong Character Identifier* (page 77-78)
 - Reading Comprehension Questions & Answers* (page 79)
 - Vocabulary Tracker* (page 139-140)
- 11. Periodically support the progress of students through the **Collection of Evidence** (page 63).
- 12. At the end of term, schedule and administer the **Post-Test** (page 19-26).
- 13. Administer the **Proficient Reader Survey** (page 58), bottom portion included, to track attitude changes.
- 14. Score the **Post-Test** using the attached **Scoring Guide** to determine student progress in the Program.

TOOL BOX for the *Scobre Press Reading Program*

| TOOL NAME | LOCATION |
|---|--------------------------------|
| <i>Pre-Test (Post-Test)</i> | Section 1 (page 19-26) |
| <i>Vocabulary Score Card</i> | Section 1 (page 24-26) |
| <i>Book Pass</i> | Section 2 (page 31) |
| <i>Student Tracker – Strategies</i> | Section 2 (page 32) |
| <i>Student Tracker – Independent Reading</i> | Section 2 (page 33) |
| <i>Reading Response Log / Book Tracker</i> | Section 2 (page 34) |
| <i>Goal Sheet</i> | Section 2 (page 36) |
| <i>Cycle of Feedback</i> | Section 3 (page 40) |
| <i>Schedule for Critical Conversations</i> | Section 3 (page 41) |
| <i>Teacher Tracker – Reading Progress – Individual Students</i> | Section 3 (page 43) |
| <i>Class Record Sheet</i> | Section 3 (page 44) |
| <i>Prediction Guide</i> | Section 3 (page 46) |
| <i>Anticipation / Reaction Guide</i> | Section 3 (page 47-48) |
| <i>Alphabox – Student Word Wall</i> | Section 3 (page 49) |
| <i>Frustration Model</i> | Section 3 (page 50) |
| <i>Exit Slip</i> | Section 4 (page 56) |
| <i>Quick Jot</i> | Section 4 (page 57) |
| <i>Proficient Reader Survey</i> | Section 4 (page 58) |
| <i>Text Frames – Fiction</i> | Section 4 (page 59) |
| <i>Collection of Evidence</i> | Section 5 (page 63) |
| <i>Graphic Organizers</i> | Section 6 (page 66-71) |
| <i>Strong Character Identifier</i> | Section 7 (page 77-78) |
| <i>Vocabulary Tracker</i> | Appendix (page 139-140) |

THE WORK

The development of critical thinking is integral to “**The Work**” suggested in the Scobre program. Students are encouraged to think critically by participating in assessments and activities prior to, during, and after reading. By leading conversations, students uncover connections between the content of a Scobre book and the world in which they live. As a result, students gain a better understanding of how knowledge is interwoven among many disciplines rather than sequential fields of thought.



Almost all elements outlined in this guide are essential components of **The Work** in the Scobre program. However, Scobre has also included a number of optional “tips” that teachers may wish to employ in their classrooms to broaden the reading experience and deepen students’ understanding. These nonessential additions to the Scobre program will be highlighted throughout the guide by the symbol to the left.

► Step 1: Establish a Baseline

Pre-Test

(page 19-26)

Pre-Test – The purpose of the Scobre Press Pre-Test is to establish baseline information for both teacher and student use. The Pre-Test provides teachers and students with indicators of how well students can read and respond to a selection, how they utilize and apply core reading strategies, and what texts may be appropriate for their reading levels. The Pre-Test includes the use of Graphic Organizers, vocabulary knowledge, and a Cloze (fill-in-the-blank) Reading Assessment. See **Section 1** (page 14) of this guide for the Pre-Test/Post-Test, an explanation of the strategies, and additional resources.

See the attached **Scoring Guide** for Pre-/Post-Test scoring information and a tool for measuring student achievement in the Scobre Press Reading Program.

► Step 2: Read Independently

Reading independently offers students multiple opportunities to practice, apply, and acquire reading skills and strategies. Acquisition of these skills leads to increased vocabulary, fluency, and general knowledge. See **Section 2** (page 27) for suggestions on tracking student progress and monitoring independent reading, as well as techniques for acquainting students with the reading materials Scobre Press provides.

► Step 3: Monitor Progress

Observe

Teacher observation of students’ reading and writing progress is essential. Observation provides teachers with the opportunity to document how students react to text – prior to reading, during reading, and after reading. Further, observation provides teachers with the information necessary to administer feedback to students – a key component in nurturing reading proficiency and reinforcing student accountability of learning. See **Section 3** (page 37) for more specific details related to observation protocols.

Participate in Critical Conversations

The most powerful single modification that enhances student achievement is feedback (Hattie, 1991). Scobre recommends that students and teachers participate in one-on-one conversations on a regularly scheduled basis regarding their work. See **Section 3** (page 37) for the Cycle of Feedback, suggested approaches, and critical questions to ask your students.

► Step 4: Use and Respond to Formative Assessments

Formative assessments – Tools that aid the ongoing monitoring of student performance toward a goal provide the information needed to adjust teaching and enhance student learning by helping both teachers and students determine their next steps in the learning process. See **Section 4** (page 51) for sample formative assessments and a schedule for their use.

► **Step 5: Develop and Defend Conclusions**

Students need to be able to ask questions and relate information in the text to the real world, backing up their conclusions with evidence. The establishment of links between what the text says and what students already know enables students to develop and defend conclusions. Scobre recognizes this skill as a top priority for students who will one day compete in the global marketplace as readers, writers, and thinkers. See **Section 5** (page 60) for additional information.

► **Step 6: Real-World Applications**

Integral to the Scobre program is students' ability to apply real-world connections to their reading. Included in this guide are sample comprehension questions and writing prompts that foster ways in which students can think and write about their reading related to real-world context. Graphic Organizers help readers frame their thinking (recognize what is important and relevant). See **Section 6** (page 64) for structures that support this thinking.

How Does Scobre's Process Work?

1. Establish a baseline and determine students' strengths and weaknesses in the effective application of reading strategies.
2. Share this information with students and help them become knowledgeable about their own skill levels and abilities.
3. Select books from the Scobre collection based upon interest, reading level, and strategies.
4. Extend the Pre-Test process by having students complete engaging formative assessments at the conclusion of each book.
5. Chart and reflect on progress to help students stay focused on goals.
6. Select the next round of books based on progress and goals.
7. Repeat process.



Section 1

Pre-Test, Background, and Explanation of Approach

The purpose of the Scobre Press Pre-Test is to establish baseline information for both teacher and student use. The Pre-Test provides teachers and students with indicators of how well students can read and respond to a selection, how they utilize and apply core reading strategies, and what texts may be appropriate for their reading levels. The Pre-Test includes the use of Graphic Organizers, vocabulary knowledge, and a Cloze (fill-in-the-blank) reading assessment.

Upon completion of the program, students should retake the Pre-Test to demonstrate their progress in the program. This Post-Test will provide level-of-achievement data, and will exhibit students' use of the proficient reader habits and core reading strategies outlined by this guide. The Pre-/Post-Test can be scored using the **Scoring Guide**, which accompanies this Teacher's Resource Guide.

TOOLS USED IN SECTION 1

Pre-/Post-Test _____ page 19-26
Vocabulary Score Card _____ page 24-26

(See the attached **Scoring Guide** for Pre-/Post-Test scoring information and a tool for measuring overall student achievement in the Scobre Press Reading Program.)

Background

Why should teachers pre-test students before they read books from the Scobre collection?

Pre-Tests provide a diagnosis of reading proficiency, identify areas of concern, and match reader to text. By obtaining this information and background knowledge of individual students, teachers will be able to more effectively provide the level and type of instruction needed to improve skills in a purposeful and focused manner.

Why is this approach different from traditional instructional models?

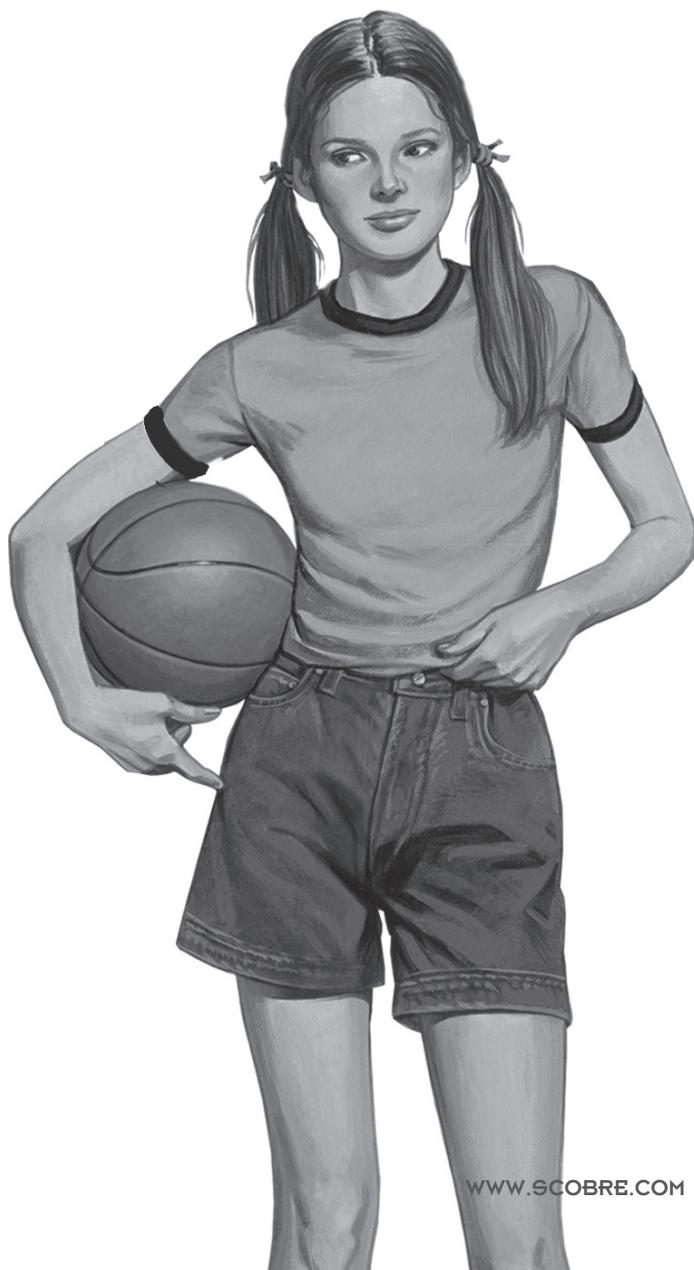
Teaching educators to use a number of instructional strategies in their classrooms is not enough. The goal must be to embed effective strategies *during* instruction so students might learn and be able to use these same strategies on their own, as a matter of course, in their quest to unlock meaning from print.

Scobre emphasizes which reading strategies?

- Predicting
- Inferring
- Questioning
- Synthesizing & Summarizing
- Graphic Organizers and tools to frame critical thinking

Far too many adolescents do not automatically pause and make predictions prior to and while reading, nor are they able to provide evidence from text – coupled with their own knowledge – to make meaning. Most adolescent readers cannot organize different parts of printed material to bolster their comprehension. Neither can they summarize content into a single word or short phrase, or question content at higher levels. Finally, most students are not able to quickly jot down their thoughts while reading and place those ideas into a “thinking organizer” that can be developed and used for future reference.

When students are able to recognize and adopt such strategies, they will have a heightened sense of where they are, where they want to go, and how they might get there. In short, students will become aware of and engaged in their own learning.



An Explanation of the Strategies

Scobre emphasizes using strategy instruction to assist students in unlocking meaning while reading text and to encourage them to make strategic thinking a part of their learning schema. While there are many reading strategies available for students to use, Scobre has chosen the following as integral components in this program.

- ▶ **Predicting** helps readers activate their prior knowledge – connecting the new material such as illustrations, pictures, title, and plot to something they already know. The illustrations, pictures, title, and plot will provide a clue so readers can wonder what might happen. Predictions can be confirmed and justified once the reader has completed the text.
- ▶ **Inferring** helps readers take information from the text and add their own ideas to the story. Readers make predictions, draw conclusions, and then make judgments. Their responses will not be found in the text.
- ▶ **Questioning** helps readers make meaning from literature by promoting critical thinking about what is being read. Questions can be generated by the reader, a peer, and the teacher. Learning how to pose questions helps the reader to better understand the meaning behind what the author is trying to share.

▶ **Synthesizing & Summarizing** help readers put information together, much like putting a jigsaw puzzle together. As readers engage in the text, details about the story and information are given by the author. The reader then identifies what is important and thinks about how to organize the information and make it fit into what is already known.

▶ **Graphic Organizers** help readers frame and organize their learning into a visual representation. The purpose of Graphic Organizers is to help students simplify information learned and to assist their critical thinking skills.



An Explanation of the Pre-Test

Why examine whether a student knows how to use strategies to unlock meaning when reading, writing, thinking, or speaking?

A strategy is a tool, plan, or method used for accomplishing a task. The explicit teaching of strategies will help students learn how and when to use strategies, identify personally effective strategies, and encourage them to use strategies as a part of their learning behaviors.

The following information will provide an explanation of the strategies used in each part of the Pre-Test. After Pre-Tests are scored, a teacher-student analysis of the Pre-Test results should be conducted to clarify the strategies for the student, and to provide the baseline information necessary to direct teachers and students as they begin the program.

The attached **Scoring Guide** provides scoring information for the Pre-/Post-Test and a tool for comparing students' Pre-Test results at the beginning of the program with their Post-Test results after completing the program. This achievement data will be useful in assessing the effectiveness of the Scobre Press Reading Program in your classroom.

Part One – Strategy Use: Fiction

The first part of the Pre-Test involves looking at pictures and using the strategies of predicting, inferring, questioning, and summarizing and synthesizing. Its purpose is to find out if students are able to draw upon strategies by themselves in order to respond.

Questions/Strategies

1. "As you look..." / **Questioning**
2. "What might be..." / **Inferring**
3. "What is happening..." / **Summarizing**
4. "What might be..." / **Synthesizing**
5. "If you were the illustrator..." / **Predicting**

If students respond correctly to all five questions (see the Scoring Guide), a review of the strategies in large group may be all that is necessary.

If students miss any of the questions by responding with an answer that does not fit the picture, the teacher will work with the whole group, small group, or individuals to determine which areas students already use as a matter of course and which strategies they need to focus on to improve and build their skills.

Part Two – Strategy Use: Nonfiction

The second part of the Pre-Test involves looking at graphs to determine if students can use predicting, inferring, questioning, and summarizing and synthesizing in response to nonfiction.

Questions/Strategies

1. "What is the first thing..." / **Inferring**
2. "As you look at this graph..." / **Questioning**
3. "What information..." / **Summarizing**
4. "Based on the information..." / **Predicting**
5. "What changes would you make..." / **Synthesizing**

If students respond correctly to all five questions (see the Scoring Guide), a review of the strategies in large group may be all that is necessary.

If students miss any of the questions by responding with something that did not fit the graph, the teacher will work with the whole group, small group, or individuals to determine which areas students already use as a matter of course and which strategies they need to focus on to improve and build their skills.

Section 1 – Pre-Test, Background, and Explanation of Approach

Part Three – Cloze Reading Assessment

The purpose of the Cloze Reading Assessment is to identify students' knowledge and understanding of the reading process, to determine which cueing systems readers are employing to construct meaning from print, to assess students' vocabularies, to encourage students to monitor for meaning while reading, and to encourage students to think critically about text. A word bank is included to assist students with their choices.

Grade student responses to the Cloze Reading Assessment by referring to the text from each Scobre Press book (page numbers are given on the Pre-Test form). Students who score in the mid-to-low percentile range for the Cloze Reading Assessment will meet with the teacher in small groups or individually to determine which strategies they need to focus on to improve or build their skills. (Use the Scoring Guide to determine student score percentages.)

- 60% or better – Ready to begin the program
- 40%-60% – Needs to recognize problem areas
- 0%-40% – Needs instruction on problem areas

Part Four – The Use of Graphic Organizers

The purposes of assessing whether or not students can construct meaning using a Graphic Organizer are the following: a) to find out how well students can engage with text; b) to scaffold their understanding of the text into a structured format; and c) to assist their thinking. By viewing students' responses to the Graphic Organizers and Pre-Test information, the teacher will be able to ascertain the following:

1. Is the student able to sort information?
 2. Can the student analyze the relationship between old and new information?
 3. Is the student able to think about the information in different ways?
-

Part Five – The Use of Vocabulary

Good vocabulary instruction is based on extensive and intensive reading experiences in which word-level awareness is nurtured and extended through discussion, modeling, and wide exposure to a diversity of richly written texts. In quality vocabulary instruction, the focus is on words that are interesting and/or have relationships to one another (Hoyt, 2004). The Scobre program utilizes such words. The vocabulary in the Pre-Test provides words taken from the Scobre Press collection.

The purpose of the Vocabulary Score Card is to give the teacher and student an indicator of which words the student might know and understand, as well as those words that might present difficulty for the individual student in the Scobre program. Students who are not familiar with 30 or more of the vocabulary words used in the Pre-Test would benefit greatly from direct vocabulary instruction prior to their reading of the Scobre materials.

Vocabulary: Explicit and Intentional Focus



Explicit and **intentional** teaching of vocabulary is recommended. Scobre encourages students to become vocabulary investigators, collecting interesting and important words. This collection of words can be easily charted in the **Alphabox** – see **Section 3** (page 37). Additionally, Scobre suggests that teachers choose three to five words from each story and place them on a Word Wall located in the classroom prior to beginning the program. Teachers and students can actively use these words in their speaking, reading, and writing. Individual and small group instruction on vocabulary strategies would also benefit student vocabulary acquisition. **Section 6** (page 64) offers additional ways to work with students.

Also see the Appendix (page 79) of this resource guide for vocabulary lists specific to each *Dream Series* title.

Name: _____

Date: _____

PART ONE: Strategy Use – Fiction

Directions: Select one picture below that you connect with in some way and/or that you understand the best. Circle the picture.



Think about and respond to the following questions about the picture you chose.

1. As you look at this picture, what question comes to mind?

2. What might be the title of this cartoon?

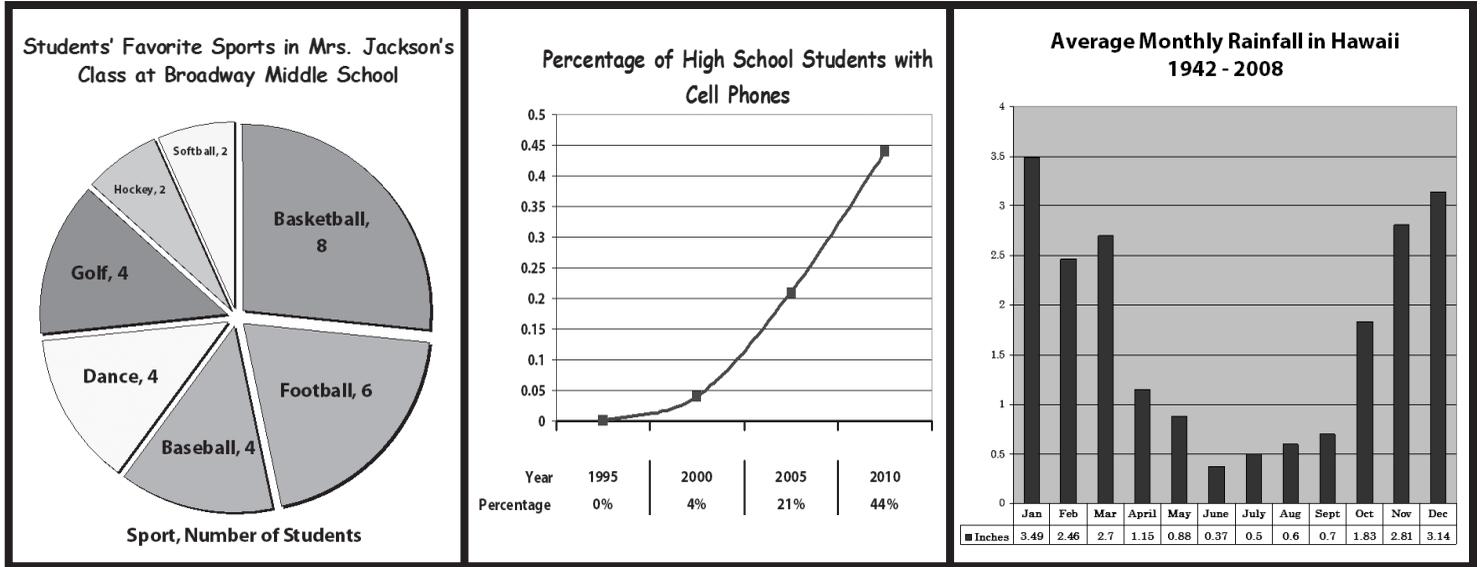
3. What is happening in this picture?

4. What might be one word to explain the picture?

5. If you were the illustrator of the picture, what might be the next picture you would draw?

PART TWO: Strategy Use – Nonfiction

Directions: Select one of the graphs below which you can derive meaning from and/or that you connect with in some way. Circle the graph. Then answer the following questions using information from your chosen graph.



1. What is the first thing you notice when you look at the graph?

2. As you look at this graph, what question comes to mind?

3. What information does the graph want you to think about?

4. Based on the information that is shown in the graph, what additional information might you need to think about?

5. What changes would you make to the graph to include this additional information?

PART THREE: Cloze Reading Assessment

NONFICTION – *LIVE MUSIC* (Touchdown Edition, page 41-42)

Directions:

1. Read the passage all the way through without attempting to fill in any blanks.
2. Reread the passage and fill in blanks to the best of your ability using the Word Bank below.

A songwriter is a storyteller who communicates through words and music. Ozzie is certainly not _____ in transforming a private _____ into some unforgettable lyrics. _____ classic songs were similarly _____. One that comes to _____ is “The Sound of _____,” written by Paul Simon, _____ performed by the duo _____ & Garfunkel. Proving that good music _____ timeless, this beautiful and _____ song – which was written _____ than 40 years ago – _____ one of Ozzie’s all-time _____. As he says, “_____ grabs onto your emotions _____ doesn’t let go.”

Every _____ approaches his craft differently. _____ doesn’t stick to any _____ particular formula. Sometimes he _____ out with the lyrics, _____ other times with the _____. He likes to try _____ different chord progressions on _____ guitar and sing along _____ them. The idea is _____ find a good melody _____ match the rhythm of _____ song.

Some ideas pan _____ quickly, while others can _____ months, or even years _____ come to life. “_____ My Own” began with _____ chorus, and the rest _____ the song just flowed _____ of Ozzie, probably because _____ all the emotion surrounding _____. On the other hand, _____ talks about a song _____ been struggling with for _____ than a year, which _____ still a work in _____.

“It’s a story, but _____ feel like I’ve only _____ part of the story. _____ the song won’t be _____ until I have more _____ experience. Then I can write about _____.”

As for Isaac, his _____ as a songwriter has _____ blossomed. He’s been writing _____ for years, but it took time until he was comfortable showing his work to others. According to Brandi, “Isaac was always kinda freaked out about having us use his lyrics because he’s such a perfectionist.”

| Word Bank | | | | | | | |
|---|------------|----------|-----------|-------|------|-----|------|
| (Use all words in the Word Bank. Words may be used more than once.) | | | | | | | |
| Silence | talent | inspired | favorites | lived | with | I | to |
| alone | songwriter | mind | Ozzie | take | out | and | the |
| complete | music | matter | poignant | | his | So | it |
| Many | recently | more | progress | | On | is | one |
| life | starts | lyrics | Simon | | he | of | he’s |

SCOBRE PRESS PRE-TEST

FICTION – HOOP CITY (Touchdown Edition, page 52-53)

Directions:

1. Read the passage all the way through without attempting to fill in any blanks.
2. Reread the passage and fill in blanks to the best of your ability using the Word Bank below.

I now knew where Mike was. I ran past two _____ who were questioning a _____ witness. I stepped over _____ pile of broken glass. _____ right hand pushed the _____ open, and I passed _____. When I looked down, _____ saw a face that _____ like my own. “_____ my God! Mike!” I _____, hovering over my brother’s _____. He’d been shot.

Mike _____ still on the floor, _____ conscious. “C’mon Mike,” _____ squeezed his hand, feeling _____ in return. “Let’s go, _____, fight! Don’t leave me. _____, Mike!”

An instant later, _____ were pushing me out _____ the way and placing _____ onto a stretcher. _____ stuck him with needles _____ gave him oxygen. Before _____ knew it, the ambulance _____ speeding away toward the _____ with both of us _____.

Mike was tied to _____ that I’d only seen _____ the movies. Something was _____ his mouth and blood-_____ towels covered his wounds. _____ everything had been hooked _____ him, I shuffled behind _____ few of the paramedics _____ stood above my brother. _____ reached down and grabbed _____ hand. “I’m still here _____ – still right here. Don’t _____, I need you. Fight, _____!” His eyes moved around _____ circles like he was _____ for something. Finally, they _____ mine. “I need you.”

I _____ over at the screen _____ his barely beating heart. _____ squeezed his hand a _____ tighter. What if Mike _____? How could I go _____ living without my wing-man? _____ next morning we were _____ to be leaving for UNY. We’d stayed out of trouble right until the last moments.

Word Bank

(Use all words in the Word Bank. Words may be used more than once.)

| | | | | | | | |
|------------|------------|----------|-----------|---------|-------|-----|------|
| through | female | hospital | little | nothing | After | and | on |
| supposed | door | inside | died | Hope | My | Oh | They |
| screamed | soaked | looked | Fight | looking | into | was | |
| found | leave | machines | policemen | | of | a | |
| body | paramedics | lay | bro | | in | The | |
| monitoring | Mike | barely | another | | I | his | |

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SCOBRE PRESS PRE-TEST

PART FOUR: Graphic Organizers

Graphic Organizers help us to do just what their name implies: organize information using a chart, graph, or picture. In other words, they help us to sort out details so we can figure out what's important.

Directions: Read the excerpt below from the Scobre Press book *The Kid from Courage*. After reading, choose a Graphic Organizer below and use it as a model to outline your thoughts about the text on a separate sheet of paper.

He (Johnny) came from a broken home. He used to cut classes on a regular basis. He appeared in Juvenile Court twice before his thirteenth birthday. Yet, as sixteen-year-old tennis prodigy Johnny Matthews capped off an undefeated summer by easily marching through the Southern California Sectionals last week, people were whispering that he just might be the future of American tennis.

This likeable youngster stands six feet two inches tall, relying on every inch to unleash his large cannonball serve. Coupled with fluid, elegant ground strokes, it adds up to a total package. And don't let his dynamic personality and impish grin fool you – this kid is ferocious on the court, demolishing hapless opponents with merciless precision.

| T Chart | |
|--|--|
| List 3 things you know about Johnny from the text. | What does each one make you think about? |
| Who is Johnny? | |

| | |
|----------------|----------------------|
| Looks Like... | Good at... |
| | |
| Feels like... | School habits are... |
| Who is Johnny? | |

| Venn Diagram | |
|-----------------------------------|-------------------------------|
| Describe what Johnny likes to do. | Describe what you like to do. |
| | |

SCOBRE PRESS PRE-TEST

PART FIVE: Vocabulary Score Card

Directions for Part A: Using the guidelines below, mark an X in the appropriate box on the Score Card to rate your understanding of each word.

Select from the following choices:

1. I do not know the word.
2. I have heard the word used before.
3. I know the word and its meaning.

| WORD | I do not know the word. | I have heard the word used before. | I know the word and its meaning. |
|-------------|-------------------------|------------------------------------|----------------------------------|
| Afflicted: | | | |
| Anonymous: | | | |
| Arena: | | | |
| Atmosphere: | | | |
| Beloved: | | | |
| Burden: | | | |
| Capable: | | | |
| Cautious: | | | |
| Coward: | | | |
| Descent: | | | |
| Dim: | | | |
| Disruptive: | | | |
| Eager: | | | |
| Etched: | | | |
| Fame: | | | |
| Feeble: | | | |
| Gestured: | | | |
| Grace: | | | |

SCOBRE PRESS PRE-TEST

| WORD | I do not know the word. | I have heard the word used before. | I know the word and its meaning. |
|--------------|-------------------------|------------------------------------|----------------------------------|
| Gravitate: | | | |
| Humbly: | | | |
| Inspired: | | | |
| Interact: | | | |
| Jolted: | | | |
| Knack: | | | |
| Klutz: | | | |
| Lofty: | | | |
| Loyal: | | | |
| Mainstream: | | | |
| Motivate: | | | |
| Natural: | | | |
| Neighbor: | | | |
| Observe: | | | |
| Outgoing: | | | |
| Patent: | | | |
| Preparation: | | | |
| Promote: | | | |
| Resource: | | | |
| Routine: | | | |
| Seek: | | | |
| Smug: | | | |
| Strategy: | | | |
| Sturdy: | | | |
| Tone: | | | |
| Topsoil: | | | |
| Unique: | | | |

SCOBRE PRESS PRE-TEST

| WORD | I do not know the word. | I have heard the word used before. | I know the word and its meaning. |
|-------------|-------------------------|------------------------------------|----------------------------------|
| Void: | | | |
| Wardrobe: | | | |
| Worthy: | | | |
| Zero: | | | |

Directions for Part B: Select five words that you marked with an X for “I know the word and its meaning.” Write down each word and its meaning in the spaces provided.

1. _____ : _____

2. _____ : _____

3. _____ : _____

4. _____ : _____

5. _____ : _____

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Section 2

Independent Reading

Independent reading is the reading students do by themselves. Independent reading involves choice, practice of strategies, time, and goal-setting. Prior to beginning work in the Scobre program, an explanation and practice of the following procedures would greatly benefit students:

1. How to access their books
2. How to use reading time purposefully
3. How to make their thinking visible in their Student Folders
4. How proficient readers read

TOOLS USED IN SECTION 2

| | |
|---|---------|
| Book Pass _____ | page 31 |
| Student Tracker – Strategies _____ | page 32 |
| Student Tracker – Independent Reading _____ | page 33 |
| Reading Response Log / Book Tracker _____ | page 34 |
| Goal Sheet _____ | page 36 |

Section 2 – Independent Reading

Getting Acquainted with the Books

Independent reading should provide students multiple layers of choice and opportunities to select their own books. Scobre suggests the following ways for acquainting students with the fiction books in their library:

► Gallery Walk

Books are visible around the classroom – ledges, counter-tops, bookshelves. Students spend two to three minutes walking around the room, picking up books, reading the back cover of the book, and looking at illustrations to help determine which book in the collection to read first.

► Book Pass

Book Pass (page 31)

Each student is given a book and a **Book Pass** (book selection card). The teacher directs students to read the back cover, look at illustrations, perhaps read a few pages, and jot down quick information on their Book Pass to determine whether or not they would like to read that book. After one minute, students pass the books to the right and begin this process with their second Scobre book. Note: Scobre suggests that teachers spend about **one week** familiarizing the students with the books in the collection. Five to eight books can be viewed in one period of time, and then the process can be repeated throughout the week until students have one Book Pass for every Scobre Press book.

► 50 Words a Day

Each day during the first two weeks of school, the teacher randomly selects a book from the Scobre collection. The

teacher reads about 50 words from the book aloud, pausing while reading to allow students the opportunity to think about the text. While listening, students write on a sticky note whether this book is of interest. Names need to be on each sticky note, as these can be hung in the room under the caption: “I’m interested in...”



Independent Resources, Tools, and Activities

The following tools, located in this section, should also be added to the **Student Folders**. The teacher can use these tools to assist with encouraging students in independent reading:

Student Tracker – Strategies

(page 32)

Student Tracker – Strategies: Students utilize this tool to periodically monitor their progress with using reading strategies to unlock meaning. Scobre suggests that this tool be completed by students *once every two months*.

Student Tracker – Independent Reading

(page 33)

Student Tracker – Independent Reading: This independent reading rubric allows students to evaluate: whether or not they are focusing when reading, their reading behavior, their comprehension, the vocabulary they learn, and their organizational skills. Scobre suggests that this tool be completed by the student *once a month*.

Reading Response Log / Book Tracker

(page 34)

Reading Response Log / Book Tracker: As students complete their daily reading, they will write their responses in the spaces provided on this tool. Scobre suggests that this tool be used *on a daily basis* in conjunction with other daily **The Work** options.

Goal Sheet

(page 36)

Goal Sheet: Setting realistic reading goals will provide a sense of direction and accomplishment for the student. Each student will complete a **Goal Sheet** after the **Pre-Test**. Students will be asked to monitor their accomplishments toward reaching their goals *on a weekly basis*. Additional goals may be added each week as well.



Suggestions for Independent Reading Activities



During the independent reading time, students are working solitarily. The activities below could be led by the teacher after reading so students have opportunities to “share” items with the class.

- Students select words from their books that are new to them. Go around the room and have students share their words. Students may write their words down and place them on the classroom Word Wall.
- Students select words that “speak to them.” These may be words that are very visual or that have some connection with the student.
- Students draw an image that illustrates the story.
- Students write a question to one of the book’s characters.
- Find out who in the class has started to read a new book. Ask them how they chose that book from the Scobre Press collection.
- Students put the titles of three books on the board. The teacher reads a short selection from each of these books. Based on the reading, students guess the title.
- Students jot a quick note to the author after reading.

(B. Hampton, 2010)



Reproducible Book Passes

**● This Book Pass ●
Belongs to:**

Name of Book: _____

Author: _____

Has a connection to my life?
Yes No

Can I picture the characters?
Yes No

Can I visualize the setting?
Yes No

My interest level: _____
High Low

I want to read more of this book!
Yes No

**● This Book Pass ●
Belongs to:**

Name of Book: _____

Author: _____

Has a connection to my life?
Yes No

Can I picture the characters?
Yes No

Can I visualize the setting?
Yes No

My interest level: _____
High Low

I want to read more of this book!
Yes No

**● This Book Pass ●
Belongs to:**

Name of Book: _____

Author: _____

Has a connection to my life?
Yes No

Can I picture the characters?
Yes No

Can I visualize the setting?
Yes No

My interest level: _____
High Low

I want to read more of this book!
Yes No

Name: _____

Date: _____

Student Tracker – Strategies

Directions: In each column, mark the appropriate strategies with an X. Briefly explain how you are using each strategy you choose in the boxes you've marked.

| Reading Strategies | I understand and can use these reading strategies according to my Pre-Test. | One strategy that I am using when reading is... | One strategy that I am using when reading is... | One strategy that I am using when reading is... |
|--------------------------|---|---|---|---|
| Background Knowledge | | | | |
| Questioning | | | | |
| Predicting | | | | |
| Synthesizing | | | | |
| Inferring | | | | |
| Summarizing | | | | |
| Retelling and Reflecting | | | | |
| My Own Strategy | | | | |

Student Ownership of Learning

Monitoring My Progress

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Name: _____

Date: _____

Student Tracker – Independent Reading

Directions: Choose a box from each row that best reflects the way you read. Write that box’s number (found at the top) in the “Student Score” column to the right. At the bottom, add up these numbers in your “Student Score” column and write the total in the space provided. Later, your teacher will score you.

| | 1 | 2 | 3 | 4 | Student Score | Teacher |
|-------------------------|---|--|--|---|----------------------|----------------|
| Focus | I did not read at all. | I read part of the time. | I read most of the time. | I read the entire time. | | |
| | I was looking around the room, unable to be focused. | I distracted the readers around me by talking to myself and not staying in my space. | I respected my reading time and was able to focus most of the time. | I respected my reading time and the time of other readers. | | |
| Reading Behavior | I pretended to read. | I read too fast. | I read at an even pace. | I read and monitored meaning while I read. | | |
| Comprehension | I did not understand what I was reading. | I was unable to pause and think to help me better understand. | I was able to go back and reread when it did not make sense. | I reread and jotted down notes and questions when I did not understand. | | |
| | I was unable to make any personal connection with the text. | I was able to make some connections while reading. | I did make personal connections with the text. | Not only did I personally connect to the text, but I was also able to apply my connections to the real world. | | |
| Vocabulary | I had great difficulty with the vocabulary. | I skipped over the words that I did not know. | I tried to use some vocabulary strategies. | I was able to decode and think about the word in the sentence when I came across words I didn't know. | | |
| Recording | I did not record books I read. | I recorded some books in my reading log. | I recorded most of the books I read in my log and reflected on most of them. | I tracked, recorded, and responded to books that I read in independent reading. | | |

Totals: _____

Student Ownership of Learning

Monitoring My Progress

Name: _____

Reading Response Log / Book Tracker

Directions: Fill out one row of the Reading Response Log at the end of every reading session. Give each row a session number by writing "1, 2, 3" and so on in the first column.

| Session | Title | Author | Start Page | End Page | Date | I wondered... I questioned... I learned... I am reminded... I thought... How does this relate to me? |
|----------------|--------------|---------------|-------------------|-----------------|-------------|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
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| | | | | | | |

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Goal Sheet Directions

Directions for the Teacher: Distribute one **Goal Sheet** (page 36) to each student upon completion of the **Pre-Test**. Based on each student's Pre-Test results, students then formulate and list their goals. Scobre suggests the teacher and students together create one or two goals during the initial leading conversation.

SAMPLE GOALS:

| Goal Number | Goal | Tool to Be Used | Goal Date | Evidence of Accomplishment | Date of Evidence |
|-------------|-----------------------------|---|------------------------|---|------------------|
| 1. | Learn to use Venn Diagrams. | Graphic Organizers (page 66-71) | Two weeks 3/17/2011 | After reading Chapter 3 in <i>Hoop City</i> , I talked about the similarities and differences of the characters using a Venn Diagram. | 3/29/2011 |
| 2. | Read one book in one month. | Reading Response Log / Book Tracker (page 34) | Two weeks 3/17/2011 | Exits Slips (page 56), Reading Response Log / Book Tracker | 4/17/2011 |

Name: _____

Goal Sheet

Directions: Set several goals for yourself to accomplish during this program. Follow examples from your teacher on how to fill out this sheet.

| Goal Number | Goal | Tool to Be Used | Goal Date | Evidence of Accomplishment | Date of Evidence |
|--------------------|-------------|------------------------|------------------|-----------------------------------|-------------------------|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |
| 8. | | | | | |

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Section 3

Monitoring Progress

It is essential that teachers monitor the reading and writing progress of their students. Observation provides teachers with the opportunity to document how students react to text – prior to reading, during reading, and after reading. It also provides teachers with the understanding necessary to target specific student needs by adjusting the program to provide the optimal learning conditions for the class. *Student* observation (and tracking) of their own development gives them a sense of accountability in their learning, promoting independent thinking and achievement. Lastly, observation allows teachers the opportunity to provide students with feedback – the most powerful element in a student's learning process. Observation, tailoring education to fit students' needs, and feedback are the key components to scaffolding proficient readers.

TOOLS USED IN SECTION 3

| | |
|--|------------|
| Schedule for Critical Conversations _____ | page 41 |
| Teacher Tracker – Reading Progress – Individual Students _____ | page 43 |
| Class Record Sheet _____ | page 44 |
| Prediction Guide _____ | page 46 |
| Anticipation / Reaction Guide _____ | page 47-48 |
| Alphabox – Student Word Wall _____ | page 49 |
| Framer Model _____ | page 50 |

Section 3 – Monitoring Progress

Observation

Purpose: Teachers have three main reasons for observing students:

1. To form specific decisions about a student or a group of students
2. To guide their own instructional planning and subsequent activities with students
3. To monitor the progress of students over time

Teacher Tools

The Scobre program provides two tools for **teachers** to observe students as they read:

**Teacher Tracker –
Reading Progress –
Individual Students**
(page 43)

Teacher Tracker – Reading Progress – Individual Students: A tool to track the *individual* progress of students.

Class Record Sheet
(page 44)

Class Record Sheet: A tool to track the *class* progress with reading strategies.

Student Accountability

In addition to teachers monitoring the progress of students over time, Scobre suggests that students be held accountable for their part in the learning process. By giving students a part to play in their learning development, students are held accountable for their progress and become more engaged in their learning, provided teachers demonstrate the initial tools and strategies for reaching the students' learning goals. See **Section 2** (page 27) for the **Student Tracker – Strategies** and **Student Tracker – Independent Reading**.

► Pre-Reading

Prior to reading, students can predict what might happen next in their text. Students can share their predictions with a partner or respond to the **Prediction Guide** found in this section. An **Anticipation / Reaction Guide** is also included, which students may use before and during reading.

Prediction Guide
(page 46)

**Anticipation / Reaction
Guide**
(page 47-48)

► Front-Loading Vocabulary

Scobre suggests using the **Vocabulary Score Card** (page 24-26), suggested Graphic Organizers, and teacher examples of what vocabulary words mean prior to students beginning to read their books.



► Goal-Setting

Students should have a clear idea of what they should focus on while reading. Refer to **Section 2** for the **Goal Sheet** (page 36) and **Reading Response Log / Book Tracker** (page 34) to assist with this focus.

Encouraging Proficient Reader Habits

► Tailoring Education to Meet Student Needs: *Independent/Instructional/Frustration Levels*

Proficient readers develop their habits through both guidance and practice reading appropriate materials. The Scobre Press Classroom Library is written at two different reading levels so teachers can match reader to text. The reading skill levels outlined below are useful in helping teachers determine whether a student is reading the appropriate materials for his/her reading level, and whether or not assistance is needed from the teacher.

- **Independent-Level Performance** – Student demonstrates very good speed and accuracy on a task or set of tasks. *Assistance is not appropriate.*
- **Instructional-Level Performance** – Student demonstrates fair speed and accuracy that improves notably with skilled assistance – that is, with scaffolding. *The task or set of tasks are appropriate for instructional situations where skilled assistance is available.*
- **Frustration-Level Performance** – Student demonstrates poor speed or accuracy. *The task or set of tasks are not appropriate.*

► Use of Text Frames

Text Frames – Fiction (page 59)

Providing tools to assist students in their thinking and their responses to text helps to ensure comprehension

and gives students an opportunity to monitor their own progress. Scobre includes Text Frames for student use and Graphic Organizers to guide students to make meaning from print the way proficient readers make meaning habitually. Refer to **Section 4** (page 51) for **Text Frames**. For more Graphic Organizers, see **Section 6** (page 64).

► Multiple Uses of Strategies

The five core reading strategies used by proficient readers are **predicting, inferring, questioning, and synthesizing & summarizing**, reinforced by the use of **Graphic Organizers** and tools to frame critical thinking. As students practice these strategies using the tools from this guide, the teacher can monitor their progress toward habitual use of the core reading strategies.

► Teacher Read Aloud/ Think Aloud



A “read aloud” is a planned oral reading of one of Scobre’s books. The teacher reads the book, pausing to think out loud, sharing the strategies he or she is using to deepen comprehension of the text – predicting, inferring, questioning, and summarizing/synthesizing – as he/she reads. Students observe this model of proficient reading and are able to mimic the use of reading strategies on their own as they practice proficient reader habits.

► Leading Conversations

Teachers and students participate in conversations focused on the tools that students are using throughout the Scobre program. During conversations, teachers are able to observe students practicing their proficient reader habits in real time. Refer to the **Schedule for Critical Conversations** (page 41) for guidelines on leading conversations with students about their progress using the core reading strategies.

Section 3 – Monitoring Progress

Communicating Student Progress

Classrooms across the country are being asked to collect achievement data on students to determine if an increase in student achievement is attained. To accomplish this task and set priority goals, teachers need **tools** to track student achievement. Additionally, these “trackers” provide supporting evidence as to whether students are meeting the performance standards, which teachers are responsible for in their teaching. The reasons for tracking, quite simply, are to make sure students are learning, to identify students who need additional help, and to adjust a teacher’s lesson plan to meet the diverse needs of the classroom. The Scobre program provides a variety of ways to monitor (“track”) student progress on an ongoing basis.

Teacher Reflection

To ensure that students are reaching their maximum potentials, teachers should routinely reflect on their practices by asking *themselves* critical questions such as these:

- Are students making appropriate progress in the Scobre program?
- What are the current levels of performance?
- Based on how the students are performing, the instructional adjustments necessary are...
- As a result of working in the Scobre program, how has reading proficiency improved for students in the class?

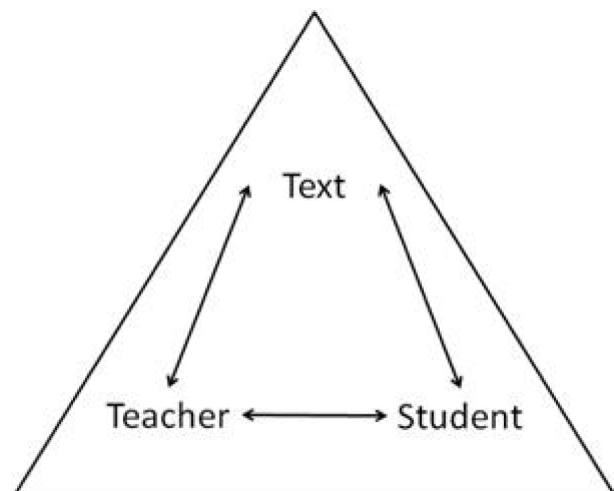
Use the attached **Scoring Guide** to track student achievement over the course of the Scobre program.

Participate in Critical Conversations

Cycle of Feedback

Scobre Press encourages teachers to provide a **Cycle of Feedback** in response to students’ reading, writing,

and thinking. “The most powerful single modification that enhances student achievement is feedback,” according to research by John Hattie (1991). M. Kay Alderman finds dialogue between students and teachers to be essential for goal-setting and for identifying specific learning strategies for students (1999). The **Cycle of Feedback** is a non-negotiable element of educational development, which means that as a part of the program, Scobre recommends that students and teachers participate in one-on-one conversations on a routine basis.



Scobre’s Cycle of Feedback includes the following:

- **Questioning by the teacher – or “Teacher Talk”**
- **Peer review of written material in the Student Folders**
- **Student reflection**

Scobre invites teachers to participate in regularly scheduled two- to three-minute conversations with students about **The Work**. During this quick conversation, teachers clarify goals and suggest indicators of success and evidence that support the students’ overall progress. According to Rick Stiggins (DeFour & Stiggins 2009), when students can define a goal, choose appropriate strategies for accomplishing the goal, put a plan together for success, and then confidently evaluate their performance against the goal, they become independent, critical thinkers. Questions by teachers might take the following into consideration:

- **Approaches to learning**
- **Specific reading strategies to focus on**
- **Decisions about how to monitor progress**

Schedule for Critical Conversations

Scobre suggests the following schedule for critical conversations. Teachers should use these conversations to monitor student progress, administer feedback, assist students with their goals, and track student progress on their **Class Record Sheet** and **Teacher Tracker – Reading Progress – Individual Students**.

Note: Teachers may initiate discussions with students using the following prompts with the entire class, small groups, or individual students. The **Student Folder**, which contains the **Reading Response Log / Book Tracker**, the **Student Tracker – Independent Reading**, and the **Goal Sheet**, would provide useful information for these conversations.

| | Student Behaviors | Teacher Prompts | Student Prompts |
|--|--|--|--|
| <p style="text-align: center;">Conversation #1 Week One</p> | <ul style="list-style-type: none"> • Students begin reading text from Scobre. • Students complete the Reading Response Log. • Students fill out the Goal Sheet. | <ul style="list-style-type: none"> • Teacher uses the Class Record Sheet to monitor student progress. • Teacher has a one-on-one with each student this week about his/her goals. | <ul style="list-style-type: none"> • I feel... • I'm concerned about... • My goals are... • The vocabulary that gave me trouble was... |
| <p style="text-align: center;">Conversation #2 Week Two</p> | <ul style="list-style-type: none"> • Students continue reading text from Scobre. • Students complete the Reading Response Log. • Students monitor their progress on goals. | <p>Teacher continues to monitor student progress.</p> <p>Conversation:</p> <ul style="list-style-type: none"> • What are you thinking about? • What are you concerned about? • What are you hoping to understand? | <ul style="list-style-type: none"> • I'm thinking about... • I'm concerned about... • I'm hoping that... • The progress I made on my goals this week was... |
| <p style="text-align: center;">Conversation #3 Week Three</p> | <ul style="list-style-type: none"> • Students continue reading text from Scobre. • Students complete the Reading Response Log. • Students monitor their progress on goals. | <p>Teacher continues to monitor student progress.</p> <p>Conversation:</p> <ul style="list-style-type: none"> • As a result of this reading... • A real-world application might be... • What might have happened if... | <ul style="list-style-type: none"> • A strategy I use while reading is... • This reading reminded me of... • Something that interests me about this reading is... • The progress I made on my goals this week was... |
| <p style="text-align: center;">Conversation #4 Week Four</p> | <ul style="list-style-type: none"> • Students continue reading text from Scobre. • Students complete the Reading Response Log. • Students monitor their progress on goals. | <p>Teacher continues to monitor student progress.</p> <p>Conversation:</p> <ul style="list-style-type: none"> • Has our conversation challenged and reinforced your ideas and questions? • How might we work together to continue this level of thinking? | <ul style="list-style-type: none"> • The strategies I am able to use are... • Something I'm having trouble with is... • I'm hoping that... • The progress I made on my goals this week was... |

Section 3 – Monitoring Progress

Peer Review

“Peer assessment is uniquely valuable because students may accept criticism of their work from one another that they would not take seriously if the remarks were offered by a teacher. Peer work is also valuable because the interchange will be the language that students themselves naturally use and because students learn by taking the roles of teachers and examiners of others” (Black, Harrison, Lee, Marshall & William, 2004). Scobre suggests that teachers partner students with one another for a discussion of their work. This student-to-student conversation can be held once during a quarter. The conversation would provide an opportunity for students to showcase their work with evidence, listen and learn, and create avenues for meaningful **Work** feedback.

Student Reflection

Scobre provides multiple opportunities for student reflection. The **Quick Jot** (page 57), the **Reading Response Log** (page 34), **Exit Slips** (page 56), and **Graphic Organizers** (page 66-71) are provided to encourage critical thinking about **The Work**.

Suggested Vocabulary Protocols

Words serve different purposes when we read, write, and speak them. A reader needs to recognize words and assign meanings to them, and a writer and a speaker must choose words to convey ideas. A person with a limited vocabulary will have difficulty expressing and understanding ideas.

The key to successful vocabulary instruction builds upon students’ background knowledge and makes explicit the connections between new vocabulary words and what students already know. The following activities provide strategies for increasing these connections:

Vocabulary Score Card

(page 24-26)

Do I know the word? Have I heard the word before? Am I

able to say the word and use it in a sentence? Can I use another word in its place as I am reading? Scobre suggests intentional instruction regarding these questions to allow the practice to become automatic. Proficient readers automatically respond to these questions.

Alphabox – Student Word Wall

(page 49)

An ABC template is included for students to use. As students read, they can create their own Word Wall in the following ways:

- Write words that are new to them
- Write words that are related to the theme in the story
- Write words that caused difficulty during the reading

Frayer Model

(page 50)

Includes the word, characteristics of the word, its definition, and examples/non-examples of its use. A template is included for students to use on the indicated page.

Also see the **Appendix** (page 79) of this guide for vocabulary lists specific to each *Dream Series* title. Use these lists with the **Vocabulary Tracker** (page 139-140).

tip!

Prior to teaching vocabulary, Scobre suggests teachers use the following questions, adapted from Linda Hoyt’s work, to reflect on vocabulary practices:

- How important is vocabulary in your classroom? Are words present everywhere? Is there a list with suggestions on what to do when a student comes to a word he/she does not understand?
- How does the teacher demonstrate that words are important? Is there a word of the day/week?
- How are strategies for exploring words practiced and modeled?
- Have the students been intentionally taught which tools are available to them for word learning?

Student Name: _____

Teacher Tracker – Reading Progress – Individual Students

Purpose: For **TEACHER** use in tracking reading behaviors while students are engaged in independent reading. Scobre suggests this tool be used when conferring with individual students about their reading progress during critical conversations.

| Observations | Date: | Date: | Date: | Date: |
|--|--------------|--------------|--------------|--------------|
| Using reading time purposefully | | | | |
| Interactions with text <ul style="list-style-type: none"> • Jotting notes • Using Graphic Organizers | | | | |
| Ability to focus while reading | | | | |
| Ability to pause, think, and reflect while reading | | | | |
| Highlighting text to unlock meaning | | | | |
| Interacting with peers about their reading | | | | |
| Utilizing vocabulary learned | | | | |
| Engaging in strategy use <ul style="list-style-type: none"> • Predicting • Inferring • Questioning • Summarizing • Synthesizing | | | | |

Prediction Guide Directions

Directions for the Teacher:

1. Choose a selection of pages from a particular Scobre Press title to use as a focus.
2. Before class meets, fill in the “**STATEMENT**” column of the **Prediction Guide** with your own predictions about the focus text.
3. When class meets, distribute copies of the **Prediction Guide** that you’ve filled in, and read aloud to the students one or two pages leading up to the focus text.
4. Ask students to think about what might happen next in the text. Students will assess your statements on the **Prediction Guide** by writing checks or minuses in the “**ME**” column to show whether or not they believe the statements will prove true.
5. When students finish assessing the prediction statements, read aloud or assign the focus text.
6. As students read/listen to the text, they will compare the prediction statements to the text and put a check or minus in the “**AUTHOR**” column of the **Prediction Guide** to show whether the prediction statements are true.
7. Students then change the incorrect prediction statements to make them agree with the text/author.

SAMPLE STATEMENTS:

| ME (√ or -) | AUTHOR (√ or -) | STATEMENT | PAGE |
|-----------------------|---------------------------|--|-------------|
| | | John quits school and ignores the advice of his teammates. | |
| | | John scores the winning goal. | |
| | | Courage is an attribute John demonstrates. | |

Name: _____

Book: _____ Author: _____ Date: _____



Anticipation / Reaction Guide

- Step 1:** Write the title of the chapter you are about to read in the appropriate space.
- Step 2:** Look at the title of the chapter. Think about the title and what the chapter might be about. Write your prediction in the “**My Notes**” column.
- Step 3:** Read the chapter.
- Step 4:** After reading, confirm your prediction (was it correct?) by writing T, F, or ? in the “**My Notes**” column.
- Step 5:** Write a supporting sentence from the book to show why you chose T, F, or ?. Make sure to write the number of the page where you found this sentence.

| | | |
|-----------------|------------------|-----------------------|
| T = TRUE | F = FALSE | ? = DON'T KNOW |
|-----------------|------------------|-----------------------|

| | | My Notes |
|----------------------|------------------------------|-----------------|
| CHAPTER _____ | PREDICTION : | |
| | T/F/? : | |
| | SUPPORTING SENTENCE : | Page #: |
| CHAPTER _____ | PREDICTION : | |
| | T/F/? : | |
| | SUPPORTING SENTENCE : | Page #: |
| CHAPTER _____ | PREDICTION : | |
| | T/F/? : | |
| | SUPPORTING SENTENCE : | Page #: |
| CHAPTER _____ | PREDICTION : | |
| | T/F/? : | |
| | SUPPORTING SENTENCE : | Page #: |

Anticipation / Reaction Guide

| | | |
|-----------------|------------------|-----------------------|
| T = TRUE | F = FALSE | ? = DON'T KNOW |
|-----------------|------------------|-----------------------|

| | | | My Notes |
|------------------|------------------------------|---------|-----------------|
| CHAPTER _ | PREDICTION : | | |
| | T/F/? : | | |
| | SUPPORTING SENTENCE : | Page #: | |
| CHAPTER _ | PREDICTION : | | |
| | T/F/? : | | |
| | SUPPORTING SENTENCE : | Page #: | |
| CHAPTER _ | PREDICTION : | | |
| | T/F/? : | | |
| | SUPPORTING SENTENCE : | Page #: | |
| CHAPTER _ | PREDICTION : | | |
| | T/F/? : | | |
| | SUPPORTING SENTENCE : | Page #: | |
| CHAPTER _ | PREDICTION : | | |
| | T/F/? : | | |
| | SUPPORTING SENTENCE : | Page #: | |
| CHAPTER _ | PREDICTION : | | |
| | T/F/? : | | |
| | SUPPORTING SENTENCE : | Page #: | |

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Photocopy additional pages as needed.

Name: _____

Book: _____ Author: _____ Date: _____



Alphabox – Student Word Wall

Directions: Fill in the **Alphabox** with words from your book that are new to you, that are related to the theme of the book, or that you have a connection to in some way.

Purpose: To explore and become familiar with words in the text while making personal connections.

| | | | |
|------------|------------|--------------|--------------|
| A-B | C-D | E-F | G-H |
| I-J | K-L | M-N | O-P |
| Q-R | S-T | U-V-W | X-Y-Z |

Name: _____

Date: _____

Frayer Model

Directions: Choose a word from your text that is new to you, or with which you have a connection, and fill in the spaces below.

Purpose: To deepen understanding of text by examining words from both narrow and broad views.

| | | | |
|------------------------|-------------|---------------------|--|
| Characteristics | | Definition | |
| | WORD | | |
| Examples | | Non-examples | |
| | | | |

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Section 4

Assessment Approach

Scobre's approach to assessment involves several organizational tools that engage students in the ongoing process of practicing reading proficiency.

Formative assessments are tools (such as Graphic Organizers, items in the Student Folders, the Pre-/Post-Test, etc.) that aid the ongoing monitoring of student performance toward a goal. They provide the information needed to adjust teaching and enhance student learning by helping both teachers and students determine their next steps in the learning process. This section details the assessments offered by the Scobre Press Reading Program in this guide and provides a schedule for using them.

TOOLS USED IN SECTION 4

| | |
|--------------------------------|---------|
| Exit Slip _____ | page 56 |
| Quick Jot _____ | page 57 |
| Proficient Reader Survey _____ | page 58 |
| Text Frames – Fiction _____ | page 59 |

Section 4 – Assessment Approach

Formative Assessments

In order to provide critical feedback to students concerning their learning, teachers should employ the following formative assessments: ( = Tool appears in this section.)

| Formative Assessments | Location |
|--|-------------------------------|
| Schedule for Critical Conversations | Section 3 (page 41) |
| Exit Slips – The teacher will pass out an Exit Slip <i>once per week</i> . As students complete their reading, they have a choice to either complete one of the Exit Slip shapes or respond in their Reading Response Log / Book Tracker (page 34). | Section 4 (page 56) |
| Quick Jots – The teacher may use this tool periodically to aid students with their writing and/or response to text. | Section 4 (page 57) |
| Pre-Test | Section 1 (page 19-26) |
| Text Frames – Fiction – Text Frames assist students with their understanding and summarization of what they read in the Scobre collection. Teachers may distribute this tool for student completion <i>after they finish each book</i> as yet another way to monitor comprehension. | Section 4 (page 59) |

Students will use the following formative assessments to monitor their *own* progress:

| Formative Assessments | Location |
|--|----------------------------|
| Student Tracker – Strategies | Section 2 (page 32) |
| Student Tracker – Independent Reading | Section 2 (page 33) |
| Reading Response Log / Book Tracker | Section 2 (page 34) |
| Goal Sheet | Section 2 (page 36) |
| Proficient Reader Survey | Section 4 (page 58) |

How and When Will Formative Assessments Be Used?

Scobre encourages teachers and students to use formative assessments according to the following schedule:

Step One : Before School Starts

Teacher Binder: Prepare a binder for these tools and additional records:

| Teacher Binder Contents | Location |
|--|---------------------|
| Teacher Tracker – Reading Progress – Individual Students | Section 3 (page 43) |
| Class Record Sheet for the monitoring of core strategy use and documenting of Critical Conversations | Section 3 (page 44) |
| Schedule for Critical Conversations – Sample questions to help guide Cycle of Feedback conversations with students | Section 3 (page 41) |

Step Two : First Week of School

| Step Two | Location |
|---|------------------------|
| Pre-Test – Plan for the entire class to take the Pre-Test to determine foundational skill levels. | Section 1 (page 19-26) |
| Proficient Reader Survey – Provide an opportunity for all students to complete this survey to develop baseline information about attitudes and self-concepts. | Section 4 (page 58) |

Step Three : Ongoing Use

Student Folders: Students monitor their progress by completing, updating, and reflecting on the following “trackers”:

| Student Folder Contents | Location |
|---------------------------------------|---------------------|
| Student Tracker – Strategies | Section 2 (page 32) |
| Student Tracker – Independent Reading | Section 2 (page 33) |
| Reading Response Log / Book Tracker | Section 2 (page 34) |
| Goal Sheet | Section 2 (page 36) |

Step Four : Ongoing Process

Critical Conversations*: Teacher has one-on-one, prescribed conversations with each student to monitor progress and give focused, constructive feedback.

| Critical Conversations | Location |
|-------------------------------------|---------------------|
| Class Record Sheet | Section 3 (page 44) |
| Goal Sheet | Section 2 (page 36) |
| Schedule for Critical Conversations | Section 3 (page 41) |

*A cornerstone of Scobre’s program for developing proficient readers

Step Five : End of Grading Period

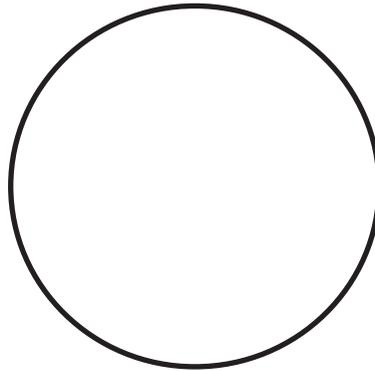
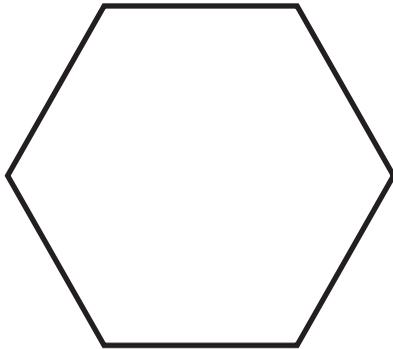
| Step Five | Location |
|--|-------------------------------|
| Post-Test – Repeat Pre-Test to determine improvement in skill levels. Score using the Scoring Guide . | Section 1 (page 19-26) |
| Proficient Reader Survey – Repeat survey to identify growth in attitudes and self-concepts. | Section 4 (page 58) |

Name: _____

Book: _____ Author: _____ Date: _____

Exit Slip

Directions for Part One: Choose a shape and write around the chosen shape something new you learned from your reading.



Directions for Part Two: Write one question you have from your reading around the question mark OR write one “ah-ha” moment you had during your reading around the exclamation mark.



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Quick Jot – A One-Minute Writing Prompt

Purpose: The Quick Jot can be used as a daily writing prompt. Distribute index cards or ask students to use a half sheet of paper to write their answers.

Directions: Give students the last few minutes of the class period to respond to one or two of the following prompts. The Quick Jot could be used on a given day in lieu of the **Exit Slip** (page 56) or the **Reading Response Log / Book Tracker** (page 34). The Quick Jot is yet another way for students to practice thinking, responding, and writing in a coherent fashion.

- If I were a character in this story, I would...
- If I could give one piece of advice to any character in this story, it would be...
- What might a character in this story dream about? Describe the dream with multiple vocabulary words learned from this story.
- The best lesson I learned in this story was...
- Write five things you'd like the character to do after the book.
- How would you help the character solve the big problem he/she is facing in the story? What advice would you give to him/her?
- If this book were written 20 years in the future, what would the setting be like?
- Write about an event in your life that has caused a change in you.
- In the story, I was most angry when...
- In the story, I was most surprised when...
- In the story, I was most excited when...
- In the story, I was most sad when...
- If you could redesign the setting for the story, where might it take place? What would it look like? In what time period would it occur?
- How might you change the plot of the story? Use as many details as possible.
- If you and the character from this story could have a real-time / real-world adventure, where might you go? What would you do?
- If the character in this story were given \$100,000 to give away and could not spend any of it on him/herself, what should he/she do with the money?
- The qualities that make a book good are...
- Relate the problem in the story to something local – at your home, in the local news, in your state, about your friends, at school.

Name: _____

Date: _____

Proficient Reader Survey

Directions: For each line, circle the number that best represents you and your feelings.

| In this class, I feel... | | |
|---------------------------------|---------------------------------------|----------------------------|
| Important | <-----1-----2-----3-----4-----5-----> | Ignored |
| Comfortable | <-----1-----2-----3-----4-----5-----> | Uncomfortable |
| Involved in the work | <-----1-----2-----3-----4-----5-----> | Restless/Bored |
| Part of a team | <-----1-----2-----3-----4-----5-----> | Alone |
| Like I can be successful | <-----1-----2-----3-----4-----5-----> | Like I won't be successful |

| I know that I am a proficient reader! | | |
|--|---------------------------------------|------------|
| Not yet – but I will be! | <-----1-----2-----3-----4-----5-----> | I'm there! |

Complete this section at the end of the grading period, after the Post-Test. It will not be completed at the beginning of the year.

| Our work has generally been... | | |
|---------------------------------------|---------------------------------------|---------------------------------|
| Thought-provoking | <-----1-----2-----3-----4-----5-----> | Dull |
| Effective in helping me learn | <-----1-----2-----3-----4-----5-----> | Ineffective in helping me learn |
| Too fast | <-----1-----2-----3-----4-----5-----> | Too slow |
| Too easy | <-----1-----2-----3-----4-----5-----> | Too hard |
| Too much the same | <-----1-----2-----3-----4-----5-----> | Too unpredictable |
| Really interesting | <-----1-----2-----3-----4-----5-----> | Boring |

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Name: _____

Book: _____ Author: _____ Date: _____



Text Frames – Fiction

Story Summary with One Character

The story is about _____.
_____ is an important character in the story.
_____ tried to _____.

The story ends when _____.

Important Idea or Plot

In this story, the problem starts when _____.
_____ . After that, _____.

Next, _____ . Then, _____ .
_____ . The problem is finally solved when _____ .
_____ . The story ends _____ .

Setting

This story takes place _____ .
I know this because the author uses the words “ _____ ”.

Other clues that show when/where the story takes place are _____ .

Character Analysis

_____ is an important character in our story.
_____ is important because _____ .

Once, s/he _____ .
Another time, _____ .
because _____ .

Character Comparison

_____ and _____ are two characters in our story.
_____ is _____ .
while _____ is _____ .
For instance, _____ tries to _____ .
and _____ tries to _____ .
_____ learns a lesson when _____ .

(Adapted from B. Armbruster, T. Anderson, J. Ostertag)

Section 5

Develop and Defend Conclusions

Students need to be able to ask questions and relate information in the text to the real world. The establishment of links between what the text says and what students already know enables students to develop and defend conclusions. Scobre recognizes this skill as a top priority for students who will one day compete in the global marketplace as readers, writers, and thinkers.

TOOLS USED IN SECTION 5

Collection of Evidence _____ page 63

Collection of Evidence

Students and teachers who read, think, and respond in the Scobre program are encouraged to collect evidence of student learning. The Scobre program is composed of three central and critical questions that guide students in their work. These questions assist in focusing the learner:

| Question | Answer |
|-----------------------|--|
| Where am I going? | Students should use the Goal Sheet (page 36) to respond to this question. |
| How am I doing? | Students should participate in the Cycle of Feedback (page 40) to respond to this question. |
| What's the next step? | Students should participate in the Cycle of Feedback (page 40) to answer this question. |

Student Tasks

► Step 1

Students choose the most important aspects of **The Work** to provide evidence of what they are doing and what they will do next.

► Step 2

Collection of Evidence

(page 63)

Students respond to the **Collection of Evidence** questions:

- Where am I going?
- How am I doing?
- What's the next step?

► Step 3

Observing their work, students pull artifacts from their Student Folders related to the questions listed above. These questions and artifacts provide a systematic way for the students to converse with their teacher or peers about their progress and goals.

The students' pieces of evidence and ability to defend and draw conclusions from their work provide justification for where they are going to go next in the program. This process aids the students in understanding which areas of **The Work** are most important for them and encourages them to view their work as continually moving forward and demonstrating progress. As the teacher or peers listen to a student's work, they may provide additional questions, affirm their thinking, and/or praise the student's accomplishments. Scobre suggests this be done on a *quarterly basis* with all students.



Tips on Teaching Students How to Collect Evidence and Assess Their Work

- Teacher defines self-assessment for students (e.g., “judging the quality of your work”).
- Teacher provides examples of artifacts for students to use from their **Student Folders** as evidence.
- Teacher discusses the benefits of self-assessment:
 - Students understand expectations.
 - Students understand how their effort impacts their **Work**.
 - Students are aware of and can communicate literacy strengths and weaknesses.
- Teacher addresses how these benefits relate to the real world, both at the beginning of the discussion and periodically throughout the semester.
- Teacher provides examples of the thinking that goes into self-assessment.
- Teacher provides multiple opportunities for brief use of assessment tools. Teacher creates several short self-assessment opportunities for students. These opportunities may involve looking at the following items from the Scobre program:

| Tools/Resources | Location |
|--|-------------------------------|
| <i>Exit Slips</i> | Section 4 (page 56) |
| <i>Quick Jots</i> | Section 4 (page 57) |
| <i>Reading Response Log / Book Tracker</i> | Section 2 (page 34) |
| <i>Student Tracker – Strategies</i> | Section 2 (page 32) |
| <i>Student Tracker – Independent Reading</i> | Section 2 (page 33) |
| <i>Alphabox – Student Word Wall</i> | Section 3 (page 49) |
| <i>Graphic Organizers</i> | Section 6 (page 66-71) |

Teachers should expect a range of reactions from their students as they help them become better at collecting evidence and looking at their work.

Note: Literature shows that involving students in their own assessment increases academic performance, metacognitive and self-critical skills, and motivation. Students who are involved in the collection of evidence and the assessment of the evidence tend to know what is expected of them, understand that their results are the effect of their effort, and have more accurate views of their own strengths and weaknesses. In the 21st century, the shift from the model of the teacher as “the owner of the knowledge and the data” toward a model that empowers students to be responsible for their own learning is very important. (Ruble, 2010)

Name: _____

Date: _____

Collection of Evidence

Directions: Use this worksheet to respond to the questions about your progress in the program. Listen to examples from your teacher to help you answer the questions.

| Question | My Thoughts... |
|------------------------------|-----------------------|
| Where am I going? | |
| How am I doing? | |
| What's the next step? | |

Section 6

Real-World Applications

Integral to the Scobre program is a student's ability to apply real-world connections to his/her reading. Included in this section are writing prompts and Graphic Organizers that foster ways in which students can think and write about their reading related to a real-world context.

There are two main purposes for providing students with opportunities for applying their reading to the real world:

1. Real-world application is a way for students to develop a process of thinking about how reading directly applies to their everyday lives.
2. Real-world application provides opportunities for students to question their ways of thinking.

TOOLS USED IN SECTION 6

| | |
|---------------------------------|-------------------|
| Graphic Organizers _____ | page 66-71 |
| T Chart _____ | page 66 |
| Venn Diagram _____ | page 67 |
| Character Summary _____ | page 68 |
| Asking Questions _____ | page 69 |
| Making Connections _____ | page 70 |
| Internet Research _____ | page 71 |

Section 6 – Real-World Applications

Tools

After reading a book, Scobre suggests students focus their thinking on the possible central theme or problem the author presented. Located in this section are **Graphic Organizers** to aid students in the representation of their knowledge.

Graphic Organizers

(page 66-71)

The purposes of using Graphic Organizers include:

- Finding out how well the student engages with text
- Scaffolding the student's understanding of the text into a structured format
- Fostering critical thinking

As students utilize Graphic Organizers, the teacher will be able to ascertain the following:

- Is the student able to sort information?
- Can the student analyze the relationship between old and new information?
- Is the student able to think about the information in different ways?

Text-to-World

The following questions provide opportunities for students to respond to the reading in real time with direct, real-world applications:



- What does this text remind me of in the real world?
- How is this text similar to things that happen in the real world?
- How is this text different from things that happen in the real world?
- How might I connect the reading to the world around me?

Scobre encourages teachers to lead a conversation centered on one of the above questions after students have finished their book.



Name: _____

Book: _____ Author: _____ Date: _____

Directions: Write about the connections that you have with your book by filling in the chart below. In the bottom box, summarize your connections to the book into one sentence.

T Chart

| Quote three sentences from the book with which you have a connection. | For each sentence, explain why you have that connection. |
|---|--|
| | |
| | |
| | |

Summarize your connections to this book into one sentence:

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Name: _____

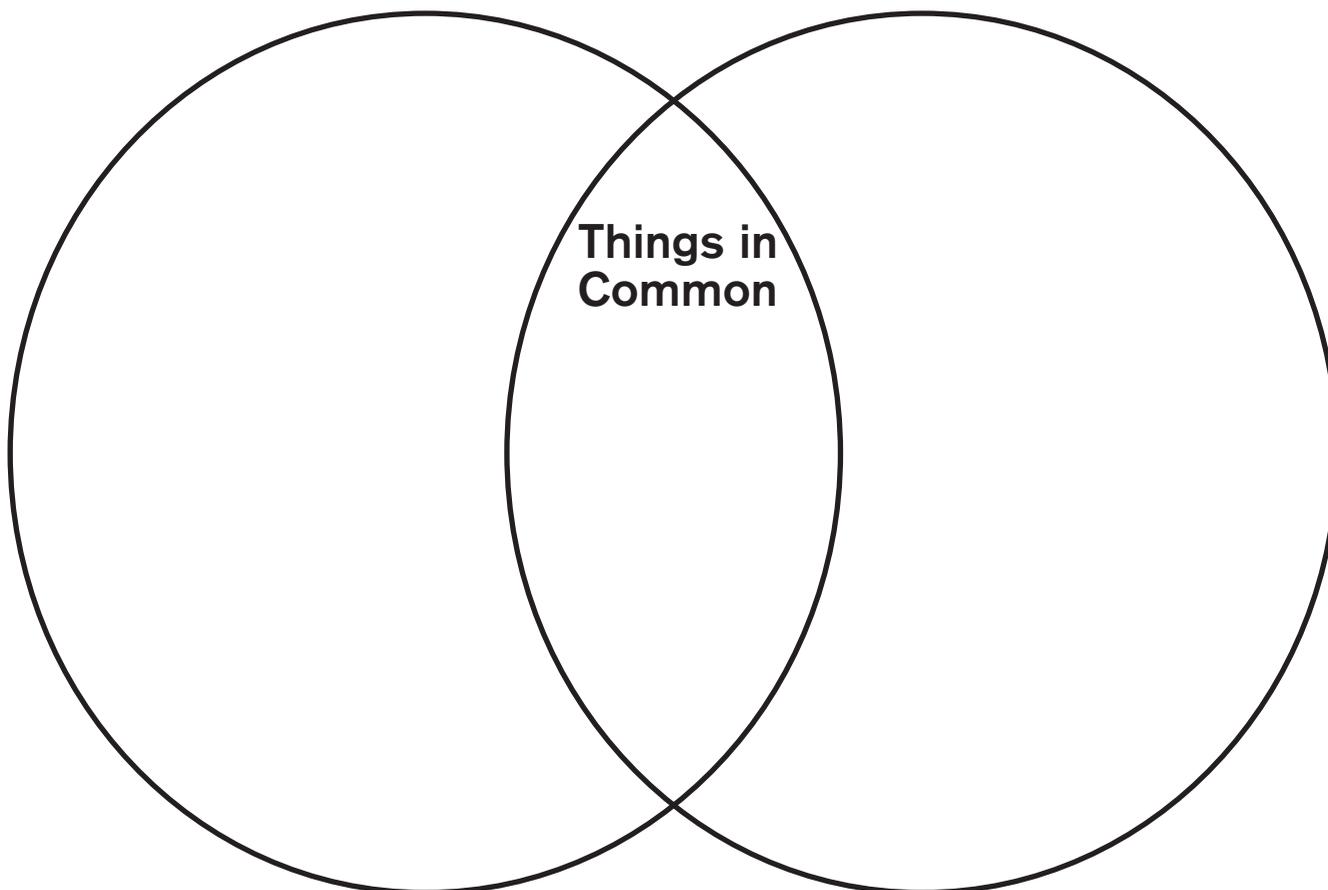
Book: _____ Author: _____ Date: _____

Directions: Choose two subjects from the text (characters, sports, goals, etc.) and compare and contrast them using the Venn Diagram below.

Venn Diagram

Subject 1

Subject 2



Name: _____

Book: _____ Author: _____ Date: _____

Directions: Choose a character from your book and write about their characteristics. Write your character's name in the middle circle and in the box at the bottom. Answer the question in the bottom box ("Who is [your character]?") by summarizing what you wrote in the other four boxes.

Character Summary

| | |
|----------------|----------------------|
| Looks like... | Good at... |
| Character Name | |
| Feels... | School habits are... |

Who is _____ ?
Character Name

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Name: _____

Book: _____ Author: _____ Date: _____



Asking Questions

Before you read, be sure to fill out the top box in the left column. In this box, you should write down a question you are wondering about related to the book. In the top box in the middle column, be sure to write down the reason this question came into your mind. What made you wonder what you wondered? Leave the top box in the right column blank until you can answer your question during reading.

During the reading of your Scobre Press book, stop each time something you read makes you wonder something. In the left column, write down each question that comes to your mind about the book. In the middle column, write down what in the text led you to wonder what you wondered. As you read, your questions should be answered. Record what you found out about your questions in the right column.

| Before you start reading, what do you wonder? | Why? | What did you find out when you read the book? |
|--|-------------|--|
| As you read, what are you wondering about? | Why? | What did you find out as you continued to read? |
| | | |
| | | |
| | | |

Name: _____

Book: _____ Author: _____ Date: _____

Making Connections

Directions: During the reading of your Scobre Press book, stop each time something you read reminds you of something else. It can be something in your life, something in another book, or something you know about the world. In the column on the left side, write down the sentences and page numbers of what you read that reminded you of something. In the column on the right side, write down what the sentences reminded you of and why.

| What did you read? | What did it remind you of? Why? |
|---------------------------|--|
| Page #: | |

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Photocopy additional pages as needed.

Name: _____

Date: _____

Internet Research

BACKGROUND

What is the title of the Scobre Press book you read?

Who is the author?

What is the full name of the main character in the book you read?

What is the main topic of your book?

INTERNET RESEARCH

Think of someone famous, from the past or present, who you think is similar in some way to the main character in the book you just read. This person could be an athlete, a movie star, a scientist, an explorer, an artist, a musician, etc.

Once you have thought of this person, use the Internet to answer the following questions. **HINT:** You might want to start by going to **www.google.com** and typing in the name of the person you chose.

What is the full name of the person you chose?

What is his/her birth date?

Where was he/she born?

What is his/her greatest accomplishment?

What are the five most interesting things you learned about him/her?

ESSAY: How is this person similar to the main character of the book you read? How is he/she different?

PRESENTATION: Be prepared to present your project to your class.

Section 7

Character Education

Scobre Press books were created specifically to target character issues and to teach young people how to handle difficult situations using strong character. Scobre books teach strong character to readers by showing, not telling. Each book in the Scobre Press Classroom Library has been built around a character issue. Furthermore, these books are all told in the first-person perspective of a young person chasing down a dream while overcoming personal obstacles – the same obstacles facing students today.

Rather than teaching kids about character in the ways many character education programs on the market try to – by listing character issues and asking kids to make choices in hypothetical situations – Scobre introduces students to an admirable character, a kid just like them. Through reading about this kid and seeing what he/she goes through and how he/she deals admirably with adversity, students naturally learn about character.

Scobre recommends that teachers explore strong character during their progress with the other sections of this guide. This section presents several tips on how to address character education in the classroom.

TOOLS USED IN SECTION 7

Strong Character Identifier _____ page 77-78

Character Education Cheat Sheet

Each book in the Scobre Press Classroom Library incorporates character education elements. The titles focus on a variety of character issues, such as bullying, anger management, and perseverance. The following questions can be used to enhance group discussions relating to the character education topics touched on in Scobre Press books.

(Hint: Take a look at the chart on page 5-8 of this guide to see which character issues relate to which book. This exercise should be done in groups after reading a Scobre Press book. Be sure to ask students about *how* the topic related to the book they read.)

Perseverance/Hard Work:

What is perseverance and how does it relate to achieving your goals? Why is hard work usually rewarded? How does hard work relate to competition?

Self-Confidence/Positive Self-Image:

Where does self-confidence come from? How can confidence help you be successful? What is a positive self-image?

Obesity:

Eating healthy and exercising are great ways to stay healthy. What are some health issues related to being overweight? (For example: Heart issues, diabetes, etc.)

Fitting In:

Do you think fitting in is important? Is it hard to fit in? Why or why not?

Choices:

We all face difficult choices every day. What are some of those choices? What are the consequences of making bad choices?

Setting Goals:

When trying to reach a destination, you need to know how to get there first. How does this relate to setting goals for your life?

Consequences:

Every action taken in life has a consequence. What does this mean? Why is it so important to think about the consequences of EVERY action you take, no matter how small?

Anger Management:

What does anger management do? What are some strategies that can be used to control your anger? Why does anger need to be controlled? What can happen if it's not controlled?

(Continued on next page)

Section 7 – Character Education



Bullying:

True or false: Often, those who bully others feel bad about themselves. What are some ways to deal with a bully? Can you bully someone without touching him/her?

Divorce:

Some marriages end in divorce. This is a sad part of life that has nothing to do with the actions of the children of divorced parents. Who can young people talk to about their feelings?

Peer Pressure:

What is peer pressure? Why do you think people pressure each other into doing things?

Friendship/Family:

Name some characteristics of a good friend. (For example: loyalty.) Are these characteristics the same for family members?

Redemption/Second Chances:

We all make mistakes, but the way we react to those mistakes is what defines us. What does this mean and how does it relate to redemption?

Alcohol and Drugs:

How can alcohol and drugs ruin your life? How can you avoid alcohol and drugs? What should you do if a friend is using alcohol or drugs?

Life Transitions:

Life changes all the time. Why is dealing with change so difficult? Does it help to talk to someone about these changes? Who can you talk to?



Before Reading

The following instructions are designed to get your students thinking about both the book they will read and character. Scobre Press wants to get them excited about literature, but also to familiarize them with the concept of “strong character.”

Goal: Students will learn about strong character and begin to think about the book they are going to read.

- A. Have each student choose a Scobre Press book to read. (If targeting a specific issue, refer to the chart on page 5-8 of this guide for specific character information.) See page 28 for ideas about how to introduce Scobre Press books to your class.
- B. Initiate a group discussion and have a few students volunteer to tell their classmates what they think their book might be about and why. Choose three or four students to share information.
- C. Introduce the concept of “strong character” to your class. Ask students to give examples of strong character. These examples might be something they read, something they saw on television, something personal, or something they know about the world. Go around the room until you are satisfied with the list of strong character examples. Then ask students how peer pressure can affect strong character.
- D. Distribute the **Strong Character Identifier**, located on page 77-78 of this section. The instructions are clearly written on the top. Still, be sure to go over these instructions. Students will record examples of strong character throughout the book they are reading. They will also record examples of when strong character is NOT exhibited. Be sure students are clear about how to fill out their **Strong Character Identifier**.



Section 7 – Character Education



During Reading

As your students are reading, they should be noticing examples of strong character. They should also be noticing examples of when strong character is not exhibited.

Goal: Students will interact with the text as they read and learn how to identify displays of strong character.

Strong Character Identifier

(page 77-78)

With the **Strong Character Identifier**, students will read the text and record the appropriate insights onto the form. Students should not be recording information every second. They should not be taking notes on every single page. They should simply be jotting things down often enough so that they never stop interacting with the text. Circulate among the students while they are working independently to ensure that they “get it.”



After Reading

To extend their thinking, students must have the opportunity to share their independent work. When verbalizing their thinking, they are reinforcing the knowledge they have attained. A great way to assist students in this process is through book discussions and writing exercises.

Goal: To further extend and deepen students’ understanding of strong character.

Scobre has provided **three** options for teachers to choose from to initiate character education book discussions and/or writing exercises after students have read a Scobre Press book.

- A. Students who have read the same book will meet and discuss the book. They will discuss what they liked and didn’t like about the book. They will share the content of their **Strong Character Identifiers** with one another. In this way, they will be reinforcing the new information to one another through cooperative learning.
- B. Students who have read different books will share a summary about the book they read to pique the interest of other students in their group. They will also talk about “strong character” and how it came into play in their book. Their goal is to “sell” their classmates on reading that particular book and to explain to them how strong character was or was not displayed in the book.
- C. Students will write an essay about the different ways strong character was or was not displayed in the book they just read. They will cite examples from the text and from their personal experiences. Referring to their essays, students will make short presentations to their classmates about what they learned regarding strong character in the book they read.

Name: _____

Book: _____ Author: _____ Date: _____



Strong Character Identifier

Strong character is acted out by a person as he/she makes difficult choices when facing difficult situations. A person with strong character thinks about his/her actions carefully, keeping in mind his/her own safety, his/her own feelings, and the feelings of other people.

As you read your Scobre Press book, write down examples of people in the book displaying strong character in the column on the left side. In the middle column, write down examples of people not displaying strong character. In the column on the right side of the page, explain why the example you gave was or was *not* an instance of strong character being displayed.

| When was strong character displayed? | When was strong character NOT displayed? | Why is/isn't this an example of strong character? |
|---|---|--|
| | | |
| | | |
| | | |
| | | |

(Continued on next page)

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Strong Character Identifier

| When was strong character displayed? | When was strong character NOT displayed? | Why is/isn't this an example of strong character? |
|---|---|--|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

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Appendix:

Vocabulary and Reading Comprehension Questions & Answers

Supplementary to the Scobre Press Reading Program outlined in this guide, this appendix contains reading comprehension questions and answers, and vocabulary lists specific to each of the *Dream Series* books.



THE DREAM SERIES

| | |
|------------------------|-----|
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| The Road to the Majors | 97 |
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| Keeper | 103 |
| The Long Way Around | 106 |
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| Hockey Dreams | 113 |
| Long Shot | 116 |
| Chasing the King | 119 |
| Locals Only | 122 |
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| Safe at Home | 129 |
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| The Highest Stand | 136 |

TOOLS USED IN APPENDIX

Vocabulary Tracker _____ page 139-140

Appendix – Vocabulary and Reading Comprehension

What is included in this appendix?

This appendix contains materials specific to each *Dream Series* title. For every title, there exists the following:

- I. **Reading Comprehension Questions & Answers**
- II. **Two Vocabulary Lists** (one for the lower-level edition of the book, one for the higher-level edition)
- III. **Vocabulary Tracker:** This tool allows students to keep track of the vocabulary words in their chosen text. Use this worksheet alongside any Scobre Press title, utilizing the vocabulary lists supplied in this appendix.

Vocabulary Tracker

(page 139-140)

How do I use this appendix?

Use this appendix at any point during your progress with the other sections of this guide. This appendix is meant to be supplemental to the other materials presented in this guide and has no prescribed formula. Use it to deepen your students' comprehension of the text.

Reading comprehension questions can be given to students as they complete each chapter of their book or after they have finished an entire book. To achieve optimal comprehension of the text, students should be allowed to discuss their answers among their peers or with an educator. In this way, students are not merely copying words from the text and putting them on paper. By sharing their knowledge of a text in discussions, they are formulating their own ideas and demonstrating their understanding of the text in their conversation.

Use the **answers** supplied in this appendix to correct and assess student responses to the **reading comprehension questions**.

Vocabulary lists address the most difficult words in a student's chosen text. In this appendix, you will find a vocabulary list page for every *Dream Series* title. Students should use the vocabulary lists particular to their text (and reading level) while filling in the **Vocabulary Tracker** located on page 139-140 of this appendix. Photocopy the Vocabulary Tracker for your students to use when reading their chosen text. While reading, students will be able to impact their own understanding of their book by recognizing the words they know and researching the words with which they are unfamiliar.

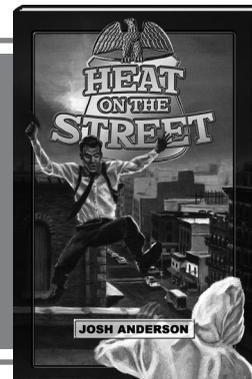


NOTE: For all fiction books (*The Dream Series*), the reading comprehension questions appear in the back of the actual book.

| | |
|------------------------|---------|
| Heat on the Street | 81 |
| Motocross Brother | 86 |
| Emerald | 90 |
| Fighting El Fuego | 94 |
| The Road to the Majors | 97 |
| The Ride | 100 |
| Keeper | 103 |
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| Vocabulary Tracker | 139-140 |

Heat on the Street

Discussion Questions & Answers



► Chapter 1:

Who is Tim O'Rourke? (Tim O'Rourke is Bobby's partner. He is a veteran FBI agent.)

The main character, Bobby Cortez, is a young FBI agent, but he didn't take the typical path to get there.

What did he do before he became an FBI agent?

(Bobby used to be a high school teacher and a track coach in Buffalo, New York.)

Tim and Bobby discover a body in the Skypoint Theater; how did they know to go there?

(They went there because Bobby got an anonymous tip about the place. Tim was surprised that Bobby got a tip on his first week on the job.)

ESSAY

Tim likes to do everything "by the book," but Bobby likes to do things his own way. What is good about doing something your own way, and what is bad about it? When do you do things your own way, and when do you do them by the book?

► Chapter 2:

Why did Tim not tell the director that Bobby had run after the suspect by himself? (Tim didn't tell the director that Bobby had run off by himself because he believes that partners have to be able to trust one another. He says that, no matter what, "You don't rat on your partner!")

Who are the Tigres? (The Tigres are the members of a gang that used to be small, but has grown in the last couple of years. They live in the Skypoint neighborhood, are very violent, and make their money by selling drugs.)

Why does McDowell want Bobby to work on this case?

(McDowell wants Bobby to work on this case because he knows that Bobby is familiar with the area, and with the Tigres. Also, he knows that Bobby knows the man who is the head of the Tigres.)

ESSAY

Bobby wants to be an FBI agent to help protect kids from gangs. If you were an FBI agent, what would you want to do, and why?

► Chapter 3:

Who are Jorge and Raffy, and what are they like? (Jorge and Raffy are Bobby's two best childhood friends. Jorge is big and tall, but he skips when he's excited. Raffy is skinny and small, but smart. His parents are very strict.)

Bobby, Jorge, and Raffy don't have enough money to ride the Cyclone; what is Bobby's plan? (Bobby's plan is that they should hide in the park until it closes, and then ride the roller coaster after everyone else has left.)

Chapter 3 ends with the line: "Unfortunately, nothing ever stays the same." What does this mean? Why does the chapter end this way? (Bobby's 13-year-old summer was very happy and innocent, and he and his two friends had fun together. The last line suggests that soon after this summer something would change, and everything wouldn't be perfect anymore. The chapter ends this way to hint at what is coming next.)

ESSAY

Who are your best friends? What do you do together? Do you do different things with different people?

► Chapter 4:

Now that Bobby and his friends are freshmen in high school, what has changed? Why is hanging out on the "L," the street where gangs often hang out, different for them? (Jorge has made friends with some of the Tigres, so the members of other gangs leave them alone.)

What does Jorge want Bobby to do that Bobby doesn't want to do? Why does Jorge want to do this? (Jorge wants Bobby to help him steal from the store Mamacita's. Jorge wants to steal from the store because it will make him seem cooler to the Tigres. He wants them to respect him.)

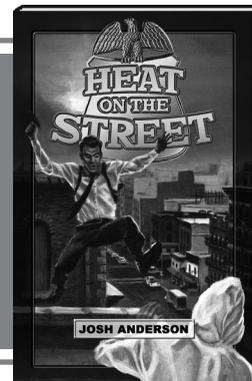
How do the three friends escape from Alfred when he is chasing them? (They hide in trash cans.)

ESSAY

What is happening between Raffy and Jorge? Are they still friends? What has changed?

Heat on the Street

Discussion Questions & Answers



► Chapter 5:

What is “The Crib,” and why does Jorge take Bobby there? (The Crib is where the Tigres hang out. Jorge takes Bobby there so they can hide from the cops for a while.)

How does Bobby feel when they are inside The Crib? What does he think about the Tigres? (He is nervous and uncomfortable, because they are drinking and smoking, but at the same time they seem kind of cool to him because they are independent and there aren't any adults around. He feels out of place and like he doesn't belong there.)

Why is Bobby surprised when Jorge shows Guapo the cash he stole from Mamacita's? (Bobby is surprised because he didn't know that Jorge was going to steal money. He thought he was just stealing some candy and drinks.)

ESSAY

Why do you think kids like Bobby want to be in gangs? What makes it seem cool? What are the drawbacks?

► Chapter 6:

Who is Officer Kenyon? Why does Bobby think she is there? Why is she really there? (Officer Kenyon is Bobby's father's girlfriend, and she is there because Bobby's dad wants to introduce them, but Bobby thinks she is there to arrest him for stealing from Mamacita's.)

According to Guapo, what is the reason that Bobby was not arrested for helping Jorge steal from Mamacita's? (Guapo tells Bobby that he was not arrested because Montezuma made sure that no one would tell the police any information. He made sure that the Tigres would be loyal to one another, and not give up any of the other Tigres.)

What do the Tigres want from Bobby? (The Tigres want Bobby to join their gang. Guapo says that Bobby owes them because they kept the police from finding out that he helped Jorge steal.)

ESSAY

In Chapter 6, Bobby was initiated into the Tigres. What kind of things are the Tigres going to expect from him? What groups are you a member of? What kind of things are expected of you by that group?

► Chapter 7:

The title of Chapter 7 is “Two Bobbys.” What does this mean? Who are the two Bobbys? (Bobby's dad doesn't know that he is a Tigre, so when he is around his dad, he is still just a good high school kid, but then when he is around the Tigres, he is Trece the Tigre.)

Why does Raffy say that he doesn't want Bobby to hang out with him anymore? (Raffy doesn't want to be associated with the Tigres in any way. He is afraid of the gangs and doesn't want to be connected with them in any way. Bobby is a Tigre now, so Raffy no longer wants to be around him.)

What happens between Bobby and his dad when they go to the Mets game? What do they talk about? (Bobby's dad asks him why he's been acting so strangely for the past few months. Bobby wants to tell him the truth, and he almost does, but then he decides not to.)

ESSAY

Bobby feels bad for keeping things from his dad. Have you or has anyone you know ever kept something from your/their parents? What was it? How did you/they feel and what happened?

► Chapter 8:

How does Bobby feel about the upcoming fight with the Aviators? (Bobby is nervous. He has never been in a fight before. He is also confused because he doesn't really know what the fight is about.)

What does Bobby realize as he and the Tigres are walking toward the place where they are going to meet the Aviators for the fight? (He realizes that he doesn't really want to be a Tigre. He realizes that they are really just a group of misguided teens.)

What does Bobby decide to do? (He decides to hide while they fight.)

ESSAY

Bobby decides that his dreams of college and track are more important than being in the gang. What dreams and goals do you have? How important are they to you?

► **Chapter 9:**

How is Bobby's life in Buffalo different from his life in Brooklyn? (Although he misses Brooklyn, Bobby loves living in Buffalo because he gets to do lots of things outdoors like skiing, snowboarding, and kayaking. He also gets to visit cities like Toronto and Montreal. He does very well in school, and especially likes his class on criminology.)

What is Hogan's Alley? (Hogan's Alley is an FBI training facility. It is a whole fake city set up just to train FBI agents.)

What are two subjects the FBI agents had to be trained in? (Answers will vary but may include: behavioral science, law, interviewing and interrogation techniques, ethics, investigation, and forensic science.)

ESSAY

Bobby says that it felt very different being initiated into the FBI than it did when he was initiated into the Tigres. In what ways do you think he felt differently? Why do you think he felt this way?

► **Chapter 10:**

Why do you think Bobby felt like being an FBI agent was what he "was always meant to do"? (During his first week on the job, Bobby was called back to the neighborhood he grew up in, the place where he had been pulled into the gang world as a teenager. Now, he had the ability to protect the kids who, like himself, were threatened by the gangs. Without his earlier gang experiences, he might not have become an FBI agent.)

What was important about the rubber bands that Bobby pointed out at the crime scene? (From his time in the gang, Bobby knew that the rubber bands were used to tie up rolls of cash, and were often put in the same bag with drugs that were being transported.)

What do Bobby and Tim think was the reason for the murder? Why do they think they painted Mordida Feroz on the wall? (Bobby and Tim think that the victim tried to steal money from the Tigres, but they chased him through the park – which was how he got mud on his shoes – and dragged him into the theater to kill him. They sent another gang member back later to paint Mordida Feroz on the wall so that people would know that the Tigres were responsible, and that they wouldn't allow people to steal from them.)

ESSAY

What do you think of their detective work? Does it sound like a logical explanation for the crime? In what ways does the evidence support or refute their conclusion? What other possible explanations can you think of?

► **Chapter 11:**

When people bought drugs from the Tigres, they had to pay their money to the dealer and then get a beeper number. Then, someone would call them to arrange a delivery. Why did they have this system? (They had this system so that no Tigre ever got caught with drugs on him. If they were caught with drugs on them, they would be sent to jail.)

Why does Tim want to follow the Tigre for a couple of blocks before they pick him up? (Tim wants to follow him first so that he can make sure that no other Tigres see him talking to them. He knows that a Tigre could be hurt or killed for talking to the police.)

What is Raffy's nickname, and why do they call him that? (They call him Espectro because he is like a ghost. He is hard to find, and "off the grid.")

ESSAY

Bobby grew up in Skypoint, surrounded by gangs, while Tim grew up in the suburbs. What kind of area did you grow up in, and how has it influenced you and your views on the world?

► **Chapter 12:**

Why do they decide to let Guapo go? (They let Guapo go because they don't want Raffy to get suspicious when he hears that Guapo hasn't been around for a while. They are hoping that Raffy will call Guapo so that they can trace the call and find out where he is.)

How did the gang members know that Guapo had talked to the police? (Tim and Bobby were not very careful when they went to Guapo's apartment. His neighbors saw them, as well as some kids playing out front. One of them told the other Tigres that Guapo had talked to the police.)

At the end of Chapter 12, Guapo gets picked up by an ambulance, and Bobby and Tim are left in the park to think about their situation. How has their situation changed since the beginning of the chapter? Is it better or worse? (Their situation is worse. They have lost their lead, Guapo, and are no closer to finding Raffy than before.)

ESSAY

Who is your favorite character? Why?

Heat on the Street

Discussion Questions & Answers



► Chapter 13:

How did McDowell react when Tim and Bobby told him about how badly their plan had worked out? (He was surprisingly calm. He is understanding, but he says that he is going to have to take them off of the case, because it is time for the NYPD to come in.)

What happens to put Tim and Bobby back on Raffy's trail? (Bobby gets another anonymous tip. It tells him where Raffy will be, and when. So, McDowell gives them one more chance to catch Raffy.)

Where does Bobby catch up to Raffy? (He catches up to him in a tunnel.)

ESSAY

Were you surprised that Jorge was the one sending Bobby the anonymous tips? Why or why not? What other books and movies do you know that have twist endings?

► Chapter 14:

What does Bobby do with his first paycheck from the FBI? (He uses some of it to pay back Mamacita's. He repays the \$320 that he and Raffy stole.)

Who does Bobby bring to visit his dad? (Bobby finds Patrice, his dad's old girlfriend, at the 138th precinct and convinces her to come with him to visit his dad.)

At the end, Bobby says he feels like he could truly leave his past behind him. Why does he feel like this? (He feels like he can leave his past behind him because he has fixed all of the wrongs that he caused when he was a Tigre as a kid. He is bringing Patrice and his dad back together, has caught Raffy, and has repaid Alfred from Mamacita's.)

ESSAY

What will you do with your first paycheck? Why?

Heat on the Street

Vocabulary Words



Heat on the Street, Home Run Edition

Chapter 1:
anonymous
abandoned
heritage

Chapter 2:
deceiving
scowled
probation

Chapter 3:
steep
hunched
satisfaction

Chapter 4:
desperately
muttered
debate

Chapter 5:
approached
projecting
presence

Chapter 6:
brief
version
mischievous

Chapter 7:
suspiciously
sacrificing
invincible

Chapter 8:
expression
tension
triumphantly

Chapter 9:
international
diverse
integrity

Chapter 10:
classified
abandoned
paranoid

Chapter 11:
cautious
translated
arrogance

Chapter 12:
analysis
fascinated
confidential

Chapter 13:
formal
permanently
monitor

Heat on the Street, Touchdown Edition

Chapter 1:
swagger
deserted
sarcastically

Chapter 2:
mandatory
coordinated
gestured

Chapter 3:
extension
deflated
pried

Chapter 4:
dismissive
adrenaline
pedestrian

Chapter 5:
hesitated
imposing
DNA

Chapter 6:
determined
incident
revealing

Chapter 7:
repercussions
intense
polluting

Chapter 8:
contain
grasped
scowl

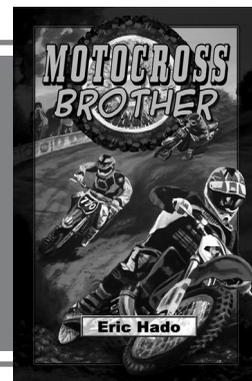
Chapter 9:
criminology
uncompromising
interrogation

Chapter 10:
ironically
thoroughly
preserved

Chapter 11:
skeptically
overachiever
lenient

Chapter 12:
access
interjected
ferocious

Chapter 13:
diminutive
stealthily
gestured



Motocross Brother

Discussion Questions & Answers

► Chapter 1:

What goes on at the Jensen Dairy Farm? (At the edge of the Jensen Dairy Farm property, there is a motocross track. Races are held there weekly. The riders are all over 18, and they are some of the best in the area.)

When Jason returns home from watching the races, what is sitting on top of the kitchen table? (When Jason comes home, he sees an airplane ticket on the kitchen table. It is a one-way ticket from Sacramento to Des Moines, Iowa.)

When was the last time Jason had been to Iowa? What happened on that trip? (The last time Jason went to Iowa was five years ago, when he was 8 years old. The trip was not a good one because Jason's father basically ignored him and seemed more interested in drinking beer. Jason left the house crying and hasn't seen his father since.)

ESSAY

How does Jason feel about his father? From what you know about Jason and his family, do you think Jason going to Iowa is a good idea? Explain your answer.

► Chapter 2:

What does Jason do at Bob's Burgers that makes John laugh? (At Bob's Burgers, Jason mimics the "buzz" sound of the french-fry timer. This confuses the woman behind the counter, and she thinks Jason's sound is really the timer.)

What does Jason discover while looking around John's bedroom? (While looking around John's bedroom, Jason notices that John is also a motocross fan. John has posters and model motorcycles. In fact, his whole room is covered in motocross stuff.)

What is Jason counting as he sits by the side of the road? (As he sits by the side of the road, Jason counts tractor trailers. He counts 203 of them.)

ESSAY

Jason feels upset and overwhelmed in the barn with his half-brother. What sets him off? If you were in Jason's shoes, would you react in a similar way? Explain your answer.

► Chapter 3:

What dangerous stunt does Jason perform? What lie does Jason tell about the noise against the house? (Jason dangerously jumps off the roof into the swimming pool. When his father asks him about the noise, Jason lies and says that the noise was

the sound of the ball hitting the side of the house.)

How does Jason's father punish him for the lies he has told? (Jason's father punishes him by making Jason jump over a bale of hay 50 times for each lie he told.)

What is the difference between the ways that Jason's father and mother punish him? (When punishing Jason, his father is extremely calm and forces Jason to own up to what he has done wrong. Then he calls for a punishment that is "easy, fast, and memorable." His mother punishes him differently because she and Jason both end up getting angry and yelling at each other. Eventually, a punishment is settled upon, but nothing is ever really resolved.)

ESSAY

Why do you think Jason lies? When his father calls him out on these lies, what is Jason's reaction? Have you ever been caught in a lie, or caught someone you know in a lie? Describe the situation.

► Chapter 4:

At the beginning of this chapter, Jason is lying in bed unable to sleep. What question does he ask John after he wakes him up? What is John's answer? (Jason asks John, "What's it like to race motocross?" John answers, "Fun." When Jason keeps bugging him, John tells Jason that they can ride together tomorrow.)

Why did Jason think that the motorcycle was broken before John convinced him otherwise? (He thought it was broken because he was unable to get it started. Also, he assumed it was an inferior bike because John had recently gotten a new one.)

What does John compare a motorcycle to so that Jason understands how to ride better? (John compares a motorcycle to a mountain bike. He says the legs are like the engine and the gear box is like the gears of the bike.)

ESSAY

Describe what you learned about how a motorcycle works. Try to use three of following terms in your answer: brake, choke, throttle, neutral, and gear box.

► Chapter 5:

What word does Jason use four times to get his mother to agree to let him race motocross? (Jason says the word "please" four times before his mother agrees to let him race.)

What does Jason do when Steve Simpson laughs at him and

says, “Last is last, loser”? Is this reaction abnormal for Jason? (When Steve Simpson laughs at him, Jason takes a deep breath and walks away. This reaction is abnormal for Jason. Although he could have acted on his violent thoughts, this time his usually hot temper is kept in check.)

What does their dad tell John and Jason at the end of this chapter that gets them excited? (He tells John and Jason that they will be able to make a motocross track in the backyard.)

ESSAY

“I no longer resented John for being the one who grew up with Dad. I accepted our situation for what it was – imperfect.” What does this quote mean? Do you think accepting an imperfect situation is a good thing to do? Explain your answer.

► **Chapter 6:**

What does Jason do to provoke Steve Simpson at Mega-Mart? (At Mega-Mart, Jason provokes Steve Simpson by comparing him to a dumb football player who wears cowboy boots in a movie. He even taunts him by asking for his autograph.)

How does Jason fight back when Steve Simpson grabs him by the shirt and looks ready to punch him? (When Steve Simpson grabs him by the shirt, Jason pushes Steve’s thumb out of its normal position. Since this hurts Steve, Jason is momentarily in control.)

Why do the security guards tackle Steve Simpson as he runs out of the store? (The security guards tackle Steve Simpson because Jason mimics the security system announcement. This makes it look as if Steve is running out the store and shoplifting.)

ESSAY

After the events that take place in Mega-Mart, Jason and Steve Simpson are officially enemies. Do you think Jason is right to provoke Steve after he had been hurt by him at the track? What do you think will happen next?

► **Chapter 7:**

What does Jason throw to John that freaks him out? (Jason throws a dead mouse to John and says, “Catch!”)

Who does Jason think is his number one fan? What regret does he have regarding this person? (Jason thinks his number one fan is his mother. He regrets not being nice enough to her and always giving her such a hard time. Jason makes up his mind to change his behavior when he gets home.)

What element of motocross racing is John helping Jason master on their basic backyard track? (Jason is having a tough time mastering turns on his motorcycle, and John teaches him how to turn smoother and faster.)

ESSAY

In this chapter, Jason says that he has changed since coming to Iowa. How has he changed? Explain your answer using details from the first seven chapters.

► **Chapter 8:**

When Jason realizes that he is actually driving a real tractor, which two people come to his mind right away? (When Jason starts driving the tractor, he realizes that he wishes his mother and Big Joe were there to see him.)

In this chapter, Jason’s father makes him “stop the tractor” at one point. Why? (Jason’s father makes him stop the tractor after Jason asks him why he left Jason and his mother.)

What is Jason’s father’s explanation for why he left Jason and his mother? (Jason’s father explains that he and Jason’s mother were very different and were not able to have a happy life together. He says that he and Jason’s mother got married very young, and really didn’t know each other that well before that.)

ESSAY

The reasons behind two people getting divorced are never simple. Jason’s father gives Jason many reasons why things didn’t work out between him and Jason’s mother. Do you know anybody that has gotten a divorce? Why are divorces so difficult on families?

► **Chapter 9:**

Describe the big-triple jump. (The big-triple jump is off a hill into which giant steps have been cut. Riders go up a big ramp, high up into the air, and land on one of the three steps.)

What kind of motorcycle does Steve Simpson ride? (Steve Simpson rides a blue Yamaha.)

“My brain said slow down, and stay under control. But my emotions wouldn’t let me hear it.” Explain this quote, as it relates to Jason and Steve Simpson. (Jason says this quote. He knows that he should try to race safely, since he is still so new to motorcycles. However, he has a score to settle with Steve Simpson. Jason’s emotions want to make sure that Steve Simpson will not beat him, and Jason knows this will be his goal in the race.)

ESSAY

“Practice makes perfect” is a common expression. In this chapter, through practice, Jason begins making improvements out on the track. Do you think this saying only applies to sports? Have you ever practiced hard and improved at something? Explain.

► **Chapter 10:**

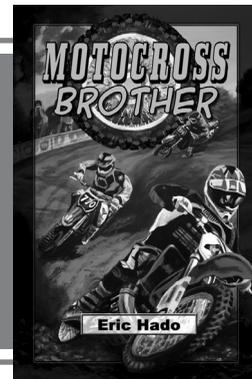
Jason’s dad tells him, “You have to make your own luck.” What does this mean? (Making your own luck means that one should be smart and think ahead instead of just relying on luck.)

What rider rolled right over one of the fallen bikes? How did this make Jason feel? (Number 10, Steve Simpson, rolled right over one of the fallen bikes.)

What causes Jason to fall during the race? (Steve Simpson crashes his back wheel into Jason’s front tire. This causes Jason to fall during the race.)

Motocross Brother

Discussion Questions & Answers



ESSAY

Why does Jason attack Steve Simpson? What do you think would have been a better way for Jason to handle the situation without fighting?

► Chapter 11:

Why does Jason get angry at his dad when he tells Jason to keep his mouth shut and pick up his bike? (When Jason's dad tells him this, Jason feels as if he has been abandoned by his dad all over again.)

What does Jason notice while he is watching the high school-aged motocross racers? (When Jason is watching the high school-aged motocross racers, he notices that one of the riders does exactly what Steve Simpson did to him. He also notices that there is no fight afterwards.)

Who is Mr. Ford? Why is he standing next to Jason's dad's truck waiting to talk to Jason? (Mr. Ford is the owner of the motocross track. He is standing next to the truck because he wants to hear Jason's side of the story.)

ESSAY

There is some discussion in this chapter about whether or not Steve deserves to get jumped. Jason's father says, "Whether he deserved it or not is a different question, Jas. You asked if you should have hit him, not whether he deserved it. The answer to that question is no." What do you think he means by that?

► Chapter 12:

What gift does Jason's dad give him in this chapter? (His dad gives Jason John's old motorcycle, the one Jason has been riding all summer.)

Describe the cave that John and Jason hide in during the storm. (The cave opening is about the size of two garbage cans. The cave itself goes back about 8 feet and gradually becomes narrower. Inside, the cave is cold, but the boys are safe from the dangerous tornado.)

What happens to the river? (The river is sucked up almost completely dry by the tornado.)

ESSAY

Do you think a river can really be sucked dry by a tornado? Go online and see if you can find any information about rivers being sucked dry by tornados. Describe what you found out.

► Chapter 13:

At the end of their phone conversation, Jason's mother gives a "confused laugh." Why do you think she is confused? (Jason's mother most likely gives a confused laugh because Jason says, "It'll be good to see George." She isn't sure if Jason is serious because she doesn't yet know how much Jason has changed and grown.)

Why does Jason feel bad about taking the bet with Steve? (After Jason takes the bet with Steve, he regrets it because he wants to enjoy the race. He knows that with money on the line, it could get ugly.)

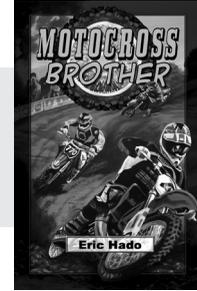
What does Jason do when he realizes that John has fallen and might be injured by an incoming motorcycle? (When Jason realizes that John might be injured by another motorcycle, he turns his bike around and lets another rider know that he needs to pick another lane. Because of Jason protecting John, and endangering his own place in the race, John does not get hurt and is helped to get off the track.)

ESSAY

After reading this book, in what ways do you think you and Jason are similar? Different? Do you think Jason had really changed? Why or why not?

Motocross Brother

Vocabulary Words



Motocross Brother, Home Run Edition

Chapter 1:
promoter
suburb
determined

Chapter 2:
awkward
landmark
horsepower

Chapter 3:
pride
contagious
sarcastic

Chapter 4:
puzzled
fundamentals
bond

Chapter 5:
imperfect
anxious
battered

Chapter 6:
errands
activated
inmates

Chapter 7:
homesick
corny
gradually

Chapter 8:
pivot
topsoil
overcome

Chapter 9:
helplessly
incident
enabled

Chapter 10:
tactic
panic
willpower

Chapter 11:
abandons
banned
confrontation

Chapter 12:
current
riverbed
spooky

Chapter 13:
cocky
bucked
visualized

Motocross Brother, Touchdown Edition

Chapter 1:
predictably
theatrics
scolded

Chapter 2:
stern
stammered
illuminating

Chapter 3:
pleaded
contagious
chaos

Chapter 4:
outburst
confessing
channeled

Chapter 5:
resented
acceleration
abruptly

Chapter 6:
rummaged
taunted
instinctively

Chapter 7:
retaliated
blankly
reassure

Chapter 8:
vague
quivered
steely

Chapter 9:
subtle
notorious
mischievously

Chapter 10:
tactic
technique
consumed

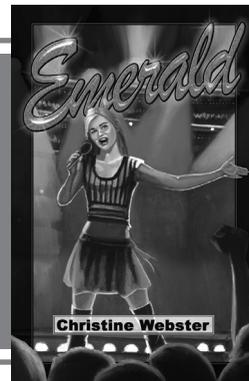
Chapter 11:
accusation
smug
endearing

Chapter 12:
fierce
pleading
disbelief

Chapter 13:
ritual
reckless
instincts

Emerald

Discussion Questions & Answers



► Chapter 1:

What does the title of this chapter refer to? (The title of this chapter refers to the fact that in the waiting room of Silver Note Records, there are a bunch of near perfect blonde girls.)

What city does Emerald live in? What county? What state? (Emerald lives in the city of Anaheim, in Orange County, California.)

What advice does Emerald receive at the audition with Silver Note Records? (At the audition with Silver Note Records, Emerald is told, “Dye your hair and update your look.”)

ESSAY

At the end of this chapter, Emerald decides to quit singing. Why do you think she makes this decision? What would you do if you were in her situation? Do you think a singer should be judged on his/her appearance? Explain.

► Chapter 2:

How did Emerald and Emma end up becoming friends? (Emma and Emerald became friends in the second grade when Emma was new to the school. They were both in a spelling bee and bored. Emerald rolled her eyes, and Emma licked the chalkboard. Emerald started laughing, they got sent to the hall, and the two have been friends ever since.)

Who is Rikki Wells?

(Rikki Wells is the lead singer of Neighborhood Tribe. Emerald has his poster up on her wall.)

Why does Emerald get upset and leave the music store? (When Emerald enters the music store, she sees all the famous musicians' CDs and is ashamed that she had ever thought she could be a famous pop star. She then gets very upset and leaves the store.)

ESSAY

Have you ever heard the expression “when opportunity knocks”? What do you think the expression means? Describe a time in your life when “opportunity knocked.” What did you do with this opportunity?

► Chapter 3:

What does Emerald buy at the pharmacy? What does her mother buy at the hardware store? (Emerald buys a box of blonde hair dye at the pharmacy. Her mother buys hooks to hang paintings.)

Describe the daydream Emerald is having while in the bathtub. (Emerald has a daydream in which she is singing in front of 50,000 fans who scream her name. She dances and sings onstage. Additionally, she is blonde.)

Although Emerald doesn't win the California Idol competition, something good happens for her career that day. What is it? (After the competition, Nelly Fox, Rikki Wells's agent, says that she wants to represent Emerald. Nelly asks for an appointment so she can meet with Emerald and her parents.)

ESSAY

“Living in a beauty-obsessed world is really hard.” What do you think this quote means? Do you think you live in a beauty-obsessed world? Why or why not? How would you feel about being judged based on your looks?

► Chapter 4:

Who are the two guys in the elevator with Emerald? (The two guys in the elevator with Emerald are AJ and Mr. Big Time, who are well-known rappers.)

What does Emerald do when she finds out that Dynamite Records thinks she is their next singing sensation? (Right after Emerald is told that Dynamite Records thinks she is their new singing sensation, Emerald faints and blacks out.)

Who comes into the office at the end of the meeting? What is he doing there? (At the end of the meeting, Rikki Wells comes into the office. He is there to see Nelly about an event.)

ESSAY

The title of this chapter is “Great Expectations.” Do you have great expectations of yourself? Why do you think it is important to have “great expectations”? What do you expect of yourself in the future? What do your family and friends expect of you?

► Chapter 5:

Why doesn't Emerald tell Emma about her date with Rikki? (Emerald doesn't tell Emma about her date with Rikki first of all because she is going to have to cancel plans with Emma to go out with Rikki. Also, Emerald is afraid that Emma might want to go on the date with her.)

Describe the room where the photo shoot takes place.

(The photo shoot takes place in a warehouse near the Burbank airport. The warehouse is enormous, simple, and neat. It is divided into sections for hairdressing, makeup, clothing, and the actual photo shoot.)

What does Emerald's makeup look like after Julia is finished with her? (After Julia is finished with Emerald's makeup, Emerald looks as if she is hardly wearing any makeup at all because such neutral colors are on her face.)

ESSAY

Describe a time when you kept a secret from a friend, or lied to a friend. Why do you think secrets and lies have a negative impact on friendships? Do you think there is ever a time when keeping a secret or telling a lie can be a good thing? Explain.

► **Chapter 6:**

Who is Ashley Wilson? (Ashley Wilson is on the cheerleading squad and has a locker right next to Emerald. Since elementary school, Ashley has picked on Emerald, and she tries to embarrass Emerald whenever she can.)

How does Emerald end up accidentally telling Emma about her date with Rikki? (Emerald ends up accidentally telling Emma about her date with Rikki while she is talking to Ashley. Emerald wants to brag a bit while Ashley is being mean to her, so she tells Ashley all about her photo shoot and her date with Rikki. Emma is right there and is very surprised about this revelation.)

Emerald sends out a photograph on her cell phone during dinner. Who is in the photograph? Who does she send it to? (Emerald sends out a photograph on her cell phone of her and Rikki at dinner. She sends it to her friends Hope, Emma, Megan, and Tamara.)

ESSAY

Describe Emerald's date with Rikki. How does he react to fans who ask for his autograph? What does Emerald think about this reaction? While you were reading this, how did it make you feel about Rikki?

► **Chapter 7:**

Why does Nelly call during Thanksgiving dinner? (Nelly calls during Thanksgiving dinner to tell Emerald that she and Dynamite Records feel that Emerald should go on tour as soon as possible. Nelly also calls because Dynamite Records wants Emerald to start a strict fitness routine so she can lose some weight.)

What does Emerald figure out about the photo of her on the cover of *Teen People* magazine? (Emerald figures out that the photo of her on the cover of the magazine was taken when she was angry and her button popped off her pants. Emerald does not like the picture because it looks as if she is mad at the world.)

What does Tamara tell Emerald that makes her feel better about the photograph? (Tamara cheers up Emerald when she says, "Yeah, who wants to see a picture of another happy-go-lucky pop star, looking perfect? That's boring. This is so cool. Plus, your music is edgy, so you should look a little edgy." This makes Emerald feel a lot better.)

ESSAY

Nelly tells Emerald that she is going to have to take a leave of absence from school, and see a tutor daily. How does this make Emerald feel? What other sacrifices does Emerald have to make? Do you think being a star sounds like fun, hard work, or both? Would you be willing to sacrifice seeing your friends every day at school to go on tour?

► **Chapter 8:**

Describe the studio where Emerald records her debut single. What is the name of Emerald's debut single? (The studio where Emerald records her debut single is a large room that is divided into two sections by a wall of sound-proof glass. The people from Dynamite Records stay on one side, while Emerald goes to the other side of the glass to record. The name of Emerald's single is "Black Sunshine.")

Where does Dynamite Records send Emerald for her weekend off? Who does she take with her? (Dynamite Records sends Emerald to the White Horse Hotel in Santa Barbara. She decides to take her mom with her.)

What gifts does Emerald buy for her family and friends? (When shopping, Emerald buys her parents a new computer and her brother an Xbox 360. For Hope, Tamara, and Megan she buys three new cell phones. She also buys Emma a BlackBerry, some clothes, and a brand-new digital camera that Emerald knows she wants.)

ESSAY

Emma is upset with Emerald for blowing her off and leaving her waiting at the movies all alone. Do you think Emma is right to be upset, or do you think she is overreacting? What do you think will happen next in their relationship? Describe a time when you have been blown off by someone you care about. How did it feel?

► **Chapter 9:**

Who is DJ Shade E? What happens during Emerald's interview with him on Power 100.7? (DJ Shade E is a radio host who interviews celebrities and is known for being very harsh. During the interview, DJ Shade E asks Emerald personal questions about Rikki Wells, dyeing her hair, and her views on image. Emerald struggles, and eventually Nelly helps her out a bit. The worst part is when DJ Shade E opens the lines for callers. She has a few negative callers and then no one else calls.)

What does Emerald see that upsets her when she is at the movies with her friends? (When Emerald is at the movies with her friends, she sees a magazine cover with a picture of her and Rikki and a rip down the middle. To the side is a picture of Rikki hugging a model. The caption reads, "Has Emerald Been Dumped?")

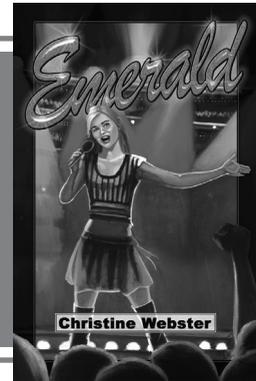
What happens at the music store? (When Emerald enters the music store, she realizes that the radio is playing her song, "Black Sunshine.")

ESSAY

When Emerald hears "Black Sunshine" being played on the radio at the music store, she feels as though she has finally arrived. What does it mean to "arrive"? What is Emma's reaction to this? How do her other friends react? If you wrote a song, what would you call it?

Emerald

Discussion Questions & Answers



► Chapter 10:

What is Emerald doing at the mall? (Emerald is at the mall doing her first official public appearance since the release of her CD. The event is a signing, where people purchase the CD and can talk to Emerald.)

Why was Emerald “uneasy” and a bit intimidated by the photos that Dynamite Records set up at the mall? (Emerald is uneasy and intimidated because the photos don’t look like her. They have been airbrushed. Also, she is wearing another skimpy outfit that she is uncomfortable in.)

Why is it lucky that Emerald decides to put away 10 CDs for her friends and family? (It is lucky that Emerald decides to put away CDs for her friends and family because within an hour of the signing, all of the CD boxes are empty.)

ESSAY

Emerald steps u and gains experience on stage by singing at this event. Why do you think experience is so important? Can you think of any other activity where experience would be helpful? What does stepping up mean? Have you ever stepped up? Explain.

► Chapter 11:

What does Rikki tell Emerald when she confronts him about the magazine photo of him and the model? (When Emerald confronts Rikki about the magazine photo, he gives Emerald a speech about people trying to get him in trouble. He says that he hardly knows the model and that she was just standing there when the photographer took the picture.)

Describe the confrontation between Nelly and Emerald during breakfast in Sacramento. (In Sacramento, Nelly is in a suite with Emerald. Nelly listens in to a conversation Emerald is having with Rikki. Nelly tells Emerald that she should wear the things Rikki wants her to and that Emerald always has to keep up the image of a star. She says Emerald can’t dress like a slob. Emerald gets angry and tells Nelly she is the star and can dress however she wants.)

How does Emerald feel as she listens to Tamara, Megan, Hope, and Emma talk about school and their lives? (As Emerald hears her friends talking about school and their lives, she realizes that she misses everyone and misses being normal.)

ESSAY

Emerald and Emma have had their issues since Emerald signed her recording contract. Describe their shaky friendship using the following words: jealousy, secrets, lies, selfish, sensitive, and understanding.

► Chapter 12:

Describe Emerald’s tour bus. (Emerald’s tour bus is a custom-built, shiny purple and green bus. The bus is very luxurious, and has expensive electronics and a fridge full of her favorite food and drinks. The bathroom has all her favorite products in it, and her room has a queen bed with silk sheets.)

Where does Emerald ask the bus driver to swing by, before leaving her hometown? What does Nelly think of this?

(Emerald asks the bus driver to swing by her neighborhood before they leave. Emerald wants to go by her high school. Nelly thinks this is a bad idea because they are working and not supposed to be having fun.)

Who is Rikki hanging out with at the party when Emerald arrives? (When Emerald arrives at the party, Rikki is hanging out with Jocasta, another teen singer.)

ESSAY

What happens at the party that leads Emerald to ask herself, “How did I let myself become like this?” After scrubbing the makeup from her face in the bathroom, Emerald meets Mallory, Jocasta’s best friend. How does this meeting make her feel about the way she treated Emma?

► Chapter 13:

How does Sylvia Neveal end up as Emerald’s agent on the same night that Emerald fires Nelly? (Emerald calls her mom, and she rescues Emerald. A friend of her mom’s friend recommends Sylvia, and just a little later that night, Emerald signs a contract to work with her.)

Who is the song “You and Me is Two” written about? When was this song written? (The song is about Emerald and Emma. Emma wrote the song only a week before she performs it.)

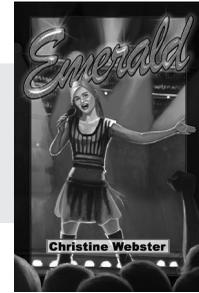
How does Emerald get Emma to come back on stage with her for the encore? (Emerald pulls Emma back on stage, telling her that she is never going to leave her out again. Even though Emma is scared, she learns parts of a dance from Emerald’s dancers, and later says it was the most fun she has ever had.)

ESSAY

Now that you are finished, what do you think happens next? Write an essay that describes the sequel to this book.

Emerald

Vocabulary Words



Emerald, Home Run Edition

Chapter 1:
audition
expression
benefit

Chapter 2:
grumbled
swaying
privacy

Chapter 3:
recognize
gasp
tempo

Chapter 4:
ridiculous
magnificent
humiliated

Chapter 5:
terrified
exposed
pampered

Chapter 6:
tension
guilt
gorgeous

Chapter 7:
exhausted
hesitation
mayhem

Chapter 8:
browsed
envious
awkward

Chapter 9:
harsh
complimentary
debut

Chapter 10:
insecure
sarcastically
husky

Chapter 11:
generate
hesitation
revealing

Chapter 12:
luxurious
motivated
resentful

Chapter 13:
confessed
encore
rant

Emerald, Touchdown Edition

Chapter 1:
unique
intimidating
assessment

Chapter 2:
burst
cruised
temperamental

Chapter 3:
ignition
contract
gaping

Chapter 4:
genre
rectified
renegotiated

Chapter 5:
overwhelmed
fantastically
neutral

Chapter 6:
shrill
sophisticated
fidgeting

Chapter 7:
predictably
psyched
alleviate

Chapter 8:
preparation
emphasis
unauthentic

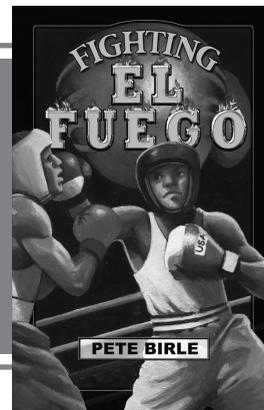
Chapter 9:
prodded
aggressiveness
choreographed

Chapter 10:
nurturing
lurched
fidgeting

Chapter 11:
confronted
chaperoning
admiration

Chapter 12:
bittersweet
repetitive
pseudo

Chapter 13:
anticipation
enveloped
pleadingly



Fighting El Fuego

Discussion Questions & Answers

► Chapter 1:

What is shadowboxing? (Shadowboxing is the act of throwing punches at an imaginary opponent. According to Paco, this is the best way to warm up for a fight.)

Why do boxers put Vaseline on their faces before and during a fight? (Vaseline is used by boxers so that their opponent's gloves slip and slide off of their face, helping to avoid major impact.)

Does a boxer need to control his/her emotions during a fight? Explain. (Yes. Paco learns this lesson the hard way. When he becomes emotional, he throws an overwhelming amount of wild punches that rarely land. He also disregards his defense when he gets angry.)

► Chapters 2-3:

Paco is bilingual. What does bilingual mean? How did he become bilingual? (Bilingual defines one's ability to speak two different languages. Paco's parents always spoke Spanish with him at home, so he learned the language by way of their conversations. Paco learned to speak English by watching television and speaking English with his brother.)

Who is Butchie LaManna? (Butchie LaManna is the eighth grade bully at Paco's school.)

Why did Paco's parents send him to St. Joe's? (Paco's parents sent Paco to St. Joe's with the hope that the school's discipline and special attention would help Paco control his anger and stay out of trouble.)

► Chapter 4:

Who is Adriana Colon? (Dr. Adriana Colon is a psychologist in Rock River. Paco's anger management problems earn him a visit to her office.)

What do the Spanish words "El Fuego" mean? ("El Fuego" in Spanish means "The Fire" in English.)

What does Dr. Colon insist that Paco should purchase to calm his anger problem? (Dr. Colon believes that Paco should buy a punching bag.)

► Chapter 5:

What was the deal Mr. Felix Castillo and Paco made when Paco came into the gym looking for a punching bag? (Mr. Castillo offered Paco a punching bag, free of charge, if he was willing to paint one of the walls at his gym.)

Why did Paco continue to pound the punching bag after he struck it the first time? (Paco enjoyed the loud sound of his fist hitting the punching bag. He wanted to hear that sound again and again.)

Why did Paco finally decide to take boxing lessons from El Buho? (Paco decided to take lessons from El Buho because he wanted to experience the sensation of punching the bag again. He also wanted to be taught the correct way to punch, since he was feeling pain in his wrists, knuckles, and shoulder. Paco also wanted to get his dad and Dr. Colon off his back.)

► Chapter 6:

What character traits did Paco's dad think his son would learn from boxing? (He thought that Paco would learn discipline, dedication, and self-control.)

Why was Paco nervous about adjusting to the rules of boxing? (Paco had been fighting without rules for his entire life. Now, Paco would have to abide by the rules of boxing while learning to control his fury.)

Where did El Buho tell Paco he'd eventually end up if he didn't find a way to control his rage? (El Buho told Paco that his anger would land him behind bars.)

► Chapter 7:

When El Buho took Paco away from the gym, where did they go? (El Buho took Paco to the State Correctional Institution at Graterford.)

What did the prisoners call the block of prison cells that lined the main hallway? (The two-story block of prison cells was nicknamed "Broadway.")

Who did Paco see as he was leaving prison? What difference did he notice in this person's appearance? (Paco saw his brother, JoJo. Paco noticed that his brother looked much bigger than he had when he'd left for prison four years ago.)

► **Chapter 8:**

Why did JoJo rip up all of the letters that he wrote for Paco? (JoJo was so ashamed of what he had done that he started to question whether he actually deserved a family.)

Why did JoJo encourage Paco to continue boxing? (JoJo explained to Paco that the biggest mistake he made was not getting involved in anything. JoJo encouraged Paco to stick with boxing as a means to solve his anger management issues.)

What scene in this chapter shows that Paco has begun to tame “El Fuego”? (Paco is able to shake Elmer Burmedez’s hand a few days after they fought. This makes him aware that he is making progress in taming “El Fuego.”)

► **Chapters 9-10:**

What two rules did El Buho give Paco for his day off from boxing? (El Buho told Paco to spend time with his family and have his mom make him a steak and “tostones.”)

What did Paco learn in “Boxing 101”? (El Buho was the teacher of Paco’s “Boxing 101” class, and he taught the basics of boxing.)

How did Paco react to adversity during his bout with David Godwin? (After Godwin popped him on the chin, the fire inside of Paco burned out of control. He unleashed a series of wild “swing and miss” punches. Paco’s emotions had once again gotten the best of him, and he lost the fight.)

► **Chapters 11-12:**

How did Paco feel about his actions as he reflected upon his fight with David Godwin? (Paco felt awful and was embarrassed by his actions. He was disappointed in himself. He knew that he would have to control his temper to reach his potential as a boxer.)

Why did El Buho think that Paco needed to learn to dance in the ring? (El Buho believed that footwork was a key to the success of a boxer. El Buho wanted Paco to avoid another incident like the Godwin fight. If Paco was quick with his feet, he’d be able to attack and defend at any time.)

Who did Paco defeat for his first victory? (Paco defeated Virgilio Ortiz for his first victory.)

► **Chapter 13:**

Why is this chapter titled “Putting Out the Fire”? (Chapter 13 is titled “Putting Out the Fire” because that is exactly what Paco does. Instead of losing control of the fight with Anthony Watts, Paco dances his way out of trouble. He calmly pushes aside his demons, defeating Watts and keeping “El Fuego” under control.)

Why did Paco watch the other boxers train when he was in the gym? (Paco studied the other boxers in the gym and took mental notes on things that worked. Paco then applied these techniques in the ring.)

Who is Anthony Watts? How many losses did he have before he fought Paco? (Anthony Watts was an undefeated fighter from Philadelphia.)

► **Chapters 14-15:**

How did El Buho get his nickname? (El Buho was given his nickname by a newspaper reporter, who wrote that Felix Castillo’s fighting technique resembled “an owl peaking out from behind his gloves.” “El Buho” translated into English is “The Owl.”)

Why was the crowd cheering for Antoine Lydell during his bout with Paco? (The crowd was cheering because they believed that Antoine Lydell had the chance to knock out his opponent. The crowd wanted to see a knockout.)

Why didn’t JoJo tell Paco when he was scheduled to be released from prison? (JoJo wanted to surprise Paco. He certainly did shock his younger brother when he showed up before Paco’s bout with Sergio Campos.)



Fighting El Fuego

Vocabulary Words



Fighting El Fuego, Home Run Edition

Chapter 1:
headgear
amateur
arena

Chapter 2:
troublemaker
scrawny
crazed

Chapter 3:
disrespect
drastic
disowned

Chapter 4:
grief
immediately
sarcastically

Chapter 5:
sportsmanship
vicious
inhabited

Chapter 6:
passion
brilliant
unwritten

Chapter 7:
brawny
deafening
attire

Chapter 8:
soundproof
eternity
seasoned

Chapter 9:
retaliation
deviant
obsessed

Chapter 10:
technique
frenzy
composure

Chapter 11:
depressed
backfire
sync

Chapter 12:
relentless
desperation
summoned

Chapter 13:
legendary
intimidate
exploit

Chapter 14:
southpaw
conserve
barrage

Chapter 15:
unanimous
muscled
ultimate

Fighting El Fuego, Touchdown Edition

Chapter 1:
serenity
adrenaline
ignited

Chapter 2:
consequences
impulse
fury

Chapter 3:
devoid
nourishment
forsaken

Chapter 4:
stylish
defect
sympathetic

Chapter 5:
piercing
chiseled
chaos

Chapter 6:
accommodated
exertion
retribution

Chapter 7:
vulgar
dredge
incarcerated

Chapter 8:
sullen
sheepishly
pummeled

Chapter 9:
agitated
telltale
turmoil

Chapter 10:
tribulations
mandate
semblance

Chapter 11:
sanctioned
infuriated
tenacity

Chapter 12:
recourse
handiwork
parole

Chapter 13:
prestigious
thunderous
gusto

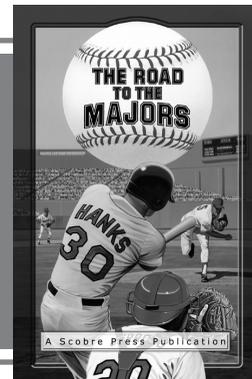
Chapter 14:
intuition
purists
furrowed

Chapter 15:
uncharacteristically
entourage
coursing

Reading Comprehension Questions & Answers

The Road to the Majors

Discussion Questions & Answers

► **Chapter 1:**

Why did the normal chatter stop “assignment day”?

(“Assignment day” is the day Minor League baseball players are assigned to a particular team. This day made every player nervous, so it silenced the chatter.)

What did Jimmy notice about the ocean in Florida as compared with the water in Southern California? (Jimmy was used to surfing in clear blue water in Southern California. Yet, in Florida, the water was a murky shade of brown. The brown ocean also made it difficult for Jimmy to judge the depth of the water.)

(*TOUCHDOWN EDITION QUESTION)

Describe the early morning stretch and catch. What was the purpose of this activity? (The players would line up across from one another and toss the baseball back and forth during the stretch and catch. The purpose of this activity was to get loose and ready.)

What does the title of this chapter, “Up, Down, or Out?”, refer to? (This title refers to what team a Minor Leaguer was assigned to during Spring Training. He could move up, down, or out of the six team system.)

► **Chapter 2:**

Who were the “Tidal Waves”? (The Tidal Waves were an elite soccer team in the San Diego area.)

Why was Coach Custis upset with Jimmy’s first goal? (Coach Custis was upset with Jimmy’s first goal, because Jimmy never looked to pass the ball to any of his teammates.)

Name two possible reasons as to why Jimmy thought he’d been cut from the Tidal Waves. (Jimmy thought he could have helped his chances by passing more. He countered this thought by thinking that he could have been more aggressive. Jimmy was confused and searching for answers.)

► **Chapter 3:**

What was Jimmy nervous about when he began to think about going to school at Bayside? (Jimmy was nervous that the guys from Bayside wouldn’t like him because he was from Oceantown. He was also scared about being at a new school with no friends.)

Why did Jimmy decide to peg Silvano? (He was afraid of what Tony Garrett would do to him if he didn’t. He wanted to be a part of the team and knew that this would ensure that the bully would no longer haze him.)

Can you think of a time in your life when you refused to take the “easy way out”? (This question is rooted in students’ personal experiences.)

► **Chapter 4:**

What did Jimmy realize when he touched the ocean’s floor?

(Jimmy realized which way was up, and he was able to swim to the ocean’s surface and catch his breath.)

(*TOUCHDOWN EDITION QUESTION)

Who is the first person to ever call Jimmy a ballplayer?

(Nick Erickson is the first person to call Jimmy a ballplayer.)

According to Jimmy, what was his “greatest weapon” against Nick when they spoke about the possibility of being professional baseball players? (His greatest weapon was logic.)

Who is the “umbrella man” and who did he work for?

(The “umbrella man” is Roger Davie, a baseball scout who worked for Seattle.)

► **Chapter 5:**

Why did Jimmy desperately want to play in the Connie Mack League or the Area Code games? (All the top players in Southern California competed in these leagues. Either league would be a great platform for Jimmy to be noticed by scouts and coaches.)

Why did Roger want to play basketball with Jimmy? (Roger thought that if he could see Jimmy compete in a game of basketball, he would be able to better gauge how good of an athlete he was.)

Why was the SDU letter so important to Jimmy? (This was the first letter that he had received from a college interested in his baseball talents. The letter was from the school he had always dreamed of attending.)

► **Chapter 6:**

How was “Big Boned” Lionel Strone tipping off his pitches?

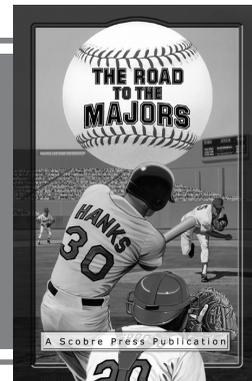
(When Lionel was going to throw a fastball, he would simply wind up and throw. When he threw an off-speed pitch like a curveball, he would play with the ball in his glove first.)

Why did Jimmy originally feel inclined to play baseball at Pacific? (After his home run at Blaine Field, Jimmy felt that he had to go to the school that showed the most interest in him. That school was Pacific.)

What made Jimmy change his mind about enrolling at Pacific? (Coach Diaz called him up and offered him a spot on the San Diego University baseball team. He accepted and began school at SDU in the fall.)

The Road to the Majors

Discussion Questions & Answers



► Chapter 7:

Why is this chapter titled “Digging a Hole”? (During the Hawaii tournament, Jimmy dug himself a hole in the eyes of his coach.)

What news did Jimmy receive when he went back to confront Coach Jessup about not being on the traveling roster to Hawaii? (Jimmy finds out that Coach had rethought his original decision, and Jimmy would be traveling with the team to Hawaii after all.)

Why were the fans in Hawaii clapping sarcastically at Jimmy? (They were clapping at Jimmy because he made four errors in one inning.)

► Chapter 8:

In this chapter, what does it mean to be on “the wrong side of the fence”? (Jimmy showed up at the College Championship Series, despite not being on the traveling list. His teammates were wearing uniforms, while Jimmy stood behind the backstop, on the “wrong side of the fence.”)

Why did Jimmy refuse to step over the chalked lines at Rockport Stadium? (Jimmy wouldn't step onto the field without wearing a Sharks uniform. To step between the lines, he'd have to return to Rockport Stadium as a player.)

When Jimmy spoke with Coach Horn, why did he second-guess his decision to attend SDU? (If Jimmy had gone to Pacific, he might have been playing third base, rather than sitting in the dugout cheering on his teammates.)

► Chapter 9:

What turned Jimmy's plans of starting at third base upside down? (The Sharks acquired a new shortstop, Desmond Samuel. This meant that one more player would be competing for a starting position on the left side of the infield.)

To break out of his terrible slump, Jimmy tried a number of things. Name at least two. (He took extra batting practice, slept with his baseball bat, changed his pre-game and post-game routine, ate chicken instead of pasta before games, and asked his brothers for help.)

What are some things that Jimmy loves about baseball? Name at least two. (Jimmy loves the one-on-one showdown between the batter and the pitcher, the smell of fresh oil in his glove, the look of his dirtied brown uniform after a game, the sound of a collision at home plate, and the helmet slaps and the baseball jive in the dugout.)

► Chapter 10:

What did Jimmy discover when he clicked onto the Major League Baseball website? (Jimmy discovered that he had not been

selected in Major League Baseball's draft.)

Why was Jimmy considering quitting the game of baseball? (The game of baseball was hurting him too much.)

Why did Jimmy have options beyond baseball? (Jimmy had options beyond baseball because he had a college education.)

► Chapter 11:

What is “gorilla ball” and which team used this tactic? (Gorilla ball is the style of baseball that Louisiana College played. This term defines their ability to hit home run after home run.)

Why was Jimmy so surprised to get the steal sign from Coach Jessup? (Jimmy was surprised to get the steal sign because he was standing on third base. The steal sign would mean that Jimmy would be stealing home plate, a risky play that was rarely successful.)

Why did Jimmy pause before he crossed the chalked line at Rockport Stadium? (He paused to appreciate the moment. He had accomplished his goal and made it back to the field he visited as a spectator three years earlier.)

► Chapter 12:

What does the title “Baseball, Without the Perks” refer to? (This title is about the difficult lifestyle in the Minor Leagues. Baseball without the perks refers to playing baseball in these difficult circumstances.)

Beyond the tough pitching, what was another reason that Jimmy struggled early on in Kissimmee? (Jimmy had a difficult time adjusting to the heat and the empty stands of the Florida League.)

Why was Double-A considered such an important step toward the Major Leagues? (When a player reaches the Double-A level, he is considered a real Major League prospect.)

► Chapter 13:

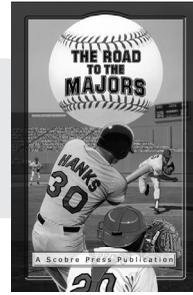
Why did Jimmy feel uncomfortable about being acknowledged in front of the Amarillo crowd? (Jimmy wanted the crowd to acknowledge the entire team, not just him.)

Why was Jimmy so thrilled to have new cleats waiting for him in his locker in Dallas? (Jimmy always wore old beat-up cleats throughout his career in college and in the Minors. Now that he was a Major Leaguer, he would wear brand-new cleats all the time.)

Why was Jimmy amazed about the baseballs that the Major Leaguers used for batting practice? (Jimmy couldn't believe that new baseballs were being used for batting practice in the Major Leagues.)

The Road to the Majors

Vocabulary Words



The Road to the Majors, Home Run Edition

Chapter 1:
grueling
competition
progressed

Chapter 2:
passion
hazed
monstrous

Chapter 3:
frightened
stereotype
steadily

Chapter 4:
logic
plotting
obsessed

Chapter 5:
outmatched
emblem
lingo

Chapter 6:
theories
hesitate
stunned

Chapter 7:
intimidated
mishandle
ricocheted

Chapter 8:
reputation
genuinely
pact

Chapter 9:
desperately
rambling
anxiety

Chapter 10:
quest
image
scrubby

Chapter 11:
regained
torment
angling

Chapter 12:
sheepish
perks
determined

Chapter 13:
surge
uproar
promotion

The Road to the Majors, Touchdown Edition

Chapter 1:
unkempt
etiquette
stolid

Chapter 2:
hordes
prevalent
repertoire

Chapter 3:
mesmerized
perseverance
malicious

Chapter 4:
paraphernalia
pandemonium
shunned

Chapter 5:
measly
frantically
storied

Chapter 6:
prestigious
adorned
subdued

Chapter 7:
facet
jeer
tirade

Chapter 8:
valuables
culprit
console

Chapter 9:
radiated
disposition
alleviated

Chapter 10:
subsided
ironically
lofty

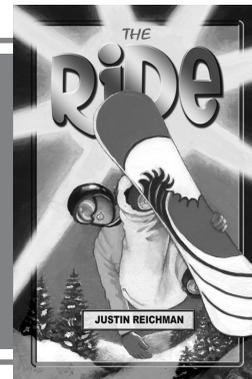
Chapter 11:
insubordination
daunting
delirium

Chapter 12:
shoddy
dividends
boundless

Chapter 13:
bashful
elated
epitome

The Ride

Discussion Questions & Answers



► Chapter 1:

What is the “Big Chill”? Why did Cece feel so comfortable at the top of the “Big Chill”? (The “Big Chill” was the most difficult run on Rockville Mountain. Cece had been down this course so many times that she felt at ease, despite the difficulty.)

What sight caused Cece to move off-line and wipe out during the last heat? (Cece saw someone dressed as a gorilla. The gorilla was wearing a clown wig. This distraction caused Cece to fall.)

Who was inside the gorilla suit? (Mad Marty, who also happened to be Cece’s father.)

► Chapter 2:

Why didn’t Cece want people outside of Rockville to read the article that featured Rockville Mountain? (Cece thought that tourists would begin flocking to Rockville Mountain after reading the article. She liked that the mountain was quiet and wanted to keep it that way.)

Why do most kids think Cece is lucky that Mad Marty is her father? (Most kids think that Cece is lucky because Mad Marty is a celebrity, of sorts.)

Who are Cece’s two best friends? (Cece’s two best friends are Sally Peterson and Oscar the Wonder Poodle.)

► Chapters 3-4:

How did Cece feel about the possibility of moving to Los Angeles? (Cece was not pleased about moving to Los Angeles. In fact, she thought the idea sounded “terrible.”)

Where do Sally and Cece meet when they need to talk about important stuff? (Sally and Cece meet at Homestead Park to discuss important issues. The two of them frequently sit on the swings and talk.)

What is Big Bison? What did Cece think about her snowboarding future after she called Big Bison? (Big Bison is a mountain located three hours from Los Angeles. After Cece called Big Bison, she began to think that her snowboarding career was in jeopardy.)

► Chapters 5-6:

What are Cece’s Three Special Things? (Cece’s Three Special Things are a pair of eyeglasses, an orange covered in plastic, and a framed picture of her parents at their wedding.)

What was in Cece’s “Just in Case” box? Why did she call that box her “Just in Case” box? (Cece kept her snowboarding gear in her “Just in Case” box. She named it the “Just in Case” box because she was going to bring all of her snowboarding gear to California just in case she was able to continue snowboarding.)

What was Sally’s “going-away” present for Cece? (Sally gave Cece a pack of Mr. Fatty Waves Surf Wax. The wax was for a surfboard.)

► Chapters 7-8:

Why did Cece immediately feel comfortable with Mrs. Blossom? (Cece felt comfortable with Mrs. Blossom because she was young and talked like a kid. She was really nice, too.)

How did Cece know Hershel’s name before he even said a word to her? (Cece noticed that Hershel’s name was stitched into his collared shirt.)

Who followed Cece into the girls’ bathroom when she was upset? How did this person know exactly how Cece was feeling? (Hershel followed Cece into the girls’ bathroom. Hershel had been picked on as a newcomer as well, so he understood what Cece was going through.)

► Chapters 9-10:

Where did Cece’s dad take her after she had a bad day at school? (Cece’s father took her to the ocean at Dolly Parton State Park after her bad day at school.)

What good news did Mrs. Blossom have for Cece when she saw her at the beach? (She informed her about the Surf Club at school and encouraged Cece to join.)

What does Hershel call robotic monkeys? (Hershel refers to robotic monkeys as “chimpanpleases.” He thinks that the robotic monkey is the future of the pet industry.)

► **Chapters 11-12:**

Why was Hershel laughing when Cece told him that her foam board might be broken? (Hershel found it comical because he knew that a foam board was basically unbreakable. He knew that Cece's board was fine, despite what she said.)

Why didn't Cece tell her mom the truth about her time in Los Angeles? (Cece didn't want her mom to know that she was unhappy in Los Angeles. She figured that if she could convince her mom that she liked Los Angeles, her mom might be more likely to join the family sooner.)

What did Cece think of the fake snow at Big Bison? (Cece was not very impressed with the fake snow at Big Bison. In fact, she claimed that the "fake stuff wasn't half as good as real snow.")

► **Chapters 13-14:**

Why was Cece paranoid when her dad called her "Cece" instead of "Chili"? (Cece knew, from experience, that the only time her dad referred to her as "Cece" was when something was wrong.)

Why did Cece feel like she was "sleepwalking" through life? (Cece said "she couldn't feel anything" and that she "wasn't happy or sad or even hungry." She was unaffected by her life and associated that lack of feeling with the act of sleepwalking.)

When does Cece "wake up" in Chapter 14? (Before school one day, Cece decides to run outside and jump in the pool. She is awakened the instant she hits the water.)

► **Chapters 15-16:**

What animals did Cece actually see when she thought that sharks were swimming around her? (In reality, Cece was swimming with dolphins. Her first hint that she was surrounded by dolphins was when she noticed the blowholes on the nearby animals.)

What good news did Hershel share with Cece during lunch? (Hershel informed Cece that Mrs. Blossom had entered their Surf Club in the Super Wave Junior Championships.)

What does Cece discover about the best way to deal with bullies? (In her dealings with Portia, Cece figures out that the best way to deal with bullies is to stand up to them.)

► **Chapters 17-18:**

According to Hershel, why is he always busy with various experiments? (Hershel is so excited about trying new things that he can't help himself. That's why he stays busy with numerous experiments.)

When did Cece become "officially hooked" on the sport of surfing? (Cece was hooked on surfing after she rode her first wave at Dolly Parton State Park.)

What did Cece eventually realize about Jake? (Cece began to realize that Jake was a jerk when she saw him give a helpless fifth-grader a wedgie. Jake was a male version of the often-cruel Portia.)

► **Chapters 19-20:**

What did Sally think about Cece's home in Los Angeles? (Sally loved Cece's home in Los Angeles. Sally couldn't believe that Cece didn't love Los Angeles. Sally called her house "the coolest place in the world!")

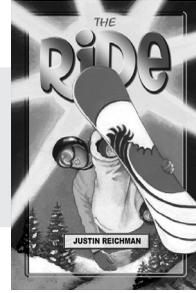
How did Sally "curse" Portia? How did Sally learn this technique? (Sally cursed Portia by making a circle with her left hand and then followed that with three claps. Sally saw this technique on television.)

What item became Cece's fourth Special Thing? (The trophy for finishing in fourth place at the Super Wave Championships became Cece's fourth Special Thing.)



The Ride

Vocabulary Words



The Ride, Home Run Edition

Chapter 1:
psyched
obstacle
childish

Chapter 2:
tourists
determined
admire

Chapters 3-4:
convince
miserable
blurred

Chapters 5-6:
heaving
spare
admit

Chapters 7-8:
adverbs
panic
dazzled

Chapters 9-10:
jolt
clones
glimpses

Chapters 11-12:
encounter
determination
navigate

Chapters 13-14:
dreaded
muffled
permanent

Chapters 15-16:
soothing
reputation
ceramic

Chapters 17-18:
inexperienced
forcefully
realization

Chapters 19-20:
graceful
sync
delight

The Ride, Touchdown Edition

Chapter 1:
resistance
bearings
insincere

Chapter 2:
obsessed
driven
rugged

Chapters 3-4:
hushed
wincing
hideous

Chapters 5-6:
precise
suburban
towering

Chapters 7-8:
agony
arguably
mischievously

Chapters 9-10:
genuinely
mesmerized
monitoring

Chapters 11-12:
aquatic
sophisticated
sluggish

Chapters 13-14:
rejuvenate
vague
perspective

Chapters 15-16:
classified
stupendous
abstract

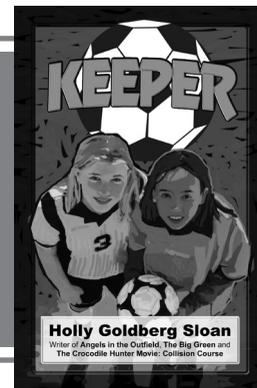
Chapters 17-18:
sacred
mobility
tormenting

Chapters 19-20:
lunar
epic
legit

Reading Comprehension Questions & Answers

Keeper

Discussion Questions & Answers

► **Chapters 1-3:**

After reading Chapter 1, what can you interpret about Sasha's friendship with Courtney? Her relationship with Nammy? (Courtney and Sasha are best friends. Nammy is like a mother to Sasha, and she enjoys Nammy's company.)

Sasha is an expert on scary things. Explain. (Sasha is an expert on scary things because she's afraid of almost everything.)

Why does Nammy own three automatic cat box cleaners and not even one cat? (Nammy is addicted to the Home Shopping Channel. Nammy has a tendency to buy certain items despite the fact that there is no real need for these purchases.)

► **Chapters 4-6:**

From what you know about Courtney's personality, would you think she would be successful in the science fair? Use examples from the text to back your choice. (Yes. Earlier in the text, we learn that Courtney is the kind of person who collects squirrels and baby birds when they fall out of trees and then feeds them sugar water. When she decides to grow shrimp in water with different levels of salt for the science fair, it seems plausible that she will be successful.)

Why did Sasha go along with Courtney's attempt to have her try out for the basketball team? (Sasha agreed to try out because she was confident that she wouldn't make the team.)

Why doesn't Nammy have ice cream in the house anymore? (Sasha no longer eats anything on a stick. This eliminates many kinds of ice cream that come fastened to a stick. Sasha created this rule after "the fudgesicle incident." This incident led Nammy to keep ice cream out of the house; she said she didn't need the aggravation.)

► **Chapters 7-9:**

What reasons did Sasha give for being afraid of Courtney's older brother, Ned? (Sasha was afraid of Ned because he had a moustache forming on his upper lip and she was afraid of people with moustaches. Plus, Ned was the oldest guy she'd ever spoken to.)

Why did Sasha eventually try out for the soccer team? (Sasha thought she would try out for soccer and, once again, be cut. In the process, she would make Courtney happy and also "weasel out of gym class again.")

What was the one thing that Nammy owned that could possibly be considered a piece of athletic equipment? (Nammy owned a bowling ball that originally belonged to her fourth husband, Rayford.)

► **Chapters 10-12:**

Why did Nammy decide to donate "stuff" to the Salvation Army? (Sasha had been embarrassed by the fact that Ashley's mother donated stuff to the Salvation Army, while Nammy never donated a thing. She asked Nammy about this. Nammy thought about it and packed up two large garbage bags to give away.)

Who did Sasha blame for Nammy being brought to the police station? (Sasha blamed Ashley and her family for Nammy's run-in with the law.)

Why does Sasha feel like a spy at soccer tryouts?

(Sasha isn't at soccer tryouts for the same reason as the other girls. Sasha claims that "hiding her true feelings made her feel dangerous, like a risk-taker." She relates this danger and risk to the life of a spy.)

► **Chapters 13-15:**

What was the "only thing" that Sasha was good at? (Sasha was naturally gifted in the art of stretching. Because she didn't have any muscles, she could pretty much bend and extend her body in any direction.)

What sort of "miracle" did Sasha witness on the first day of tryouts? (Sasha witnessed the miracle of Otto, their very good-looking soccer coach.)

What was the only sport that Nammy understood? Why? (Nammy understood bowling because she bowled when she was younger, and her fourth husband, Rayford, had been in a league.)

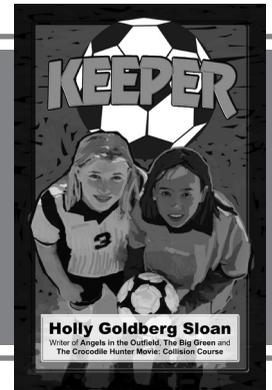
► **Chapters 16-18:**

Sasha had a funny way of showing that she was excited to make the soccer team. How did she show her emotions? (As soon as Sasha realized that she'd made the soccer team, she ran into the girls' bathroom and locked herself in an empty stall.)

Would Otto have been impressed by Sasha's eating habits? What did her daily breakfast consist of? (Otto would not have been impressed with Sasha's eating habits. Sasha's daily breakfast consisted of instant coffee and a small plate of marshmallows.)

Keeper

Discussion Questions & Answers



Why was Sasha excited when Otto told her that she would be the third string goalie? (Sasha was excited that she would be the third string goalie, because she would likely never have to step onto the field in an actual game.)

► **Chapters 19-21:**

Was Sasha a big fan of the mystery meat during lunch?

Explain. (No. Sasha describes the mystery meat as "...always swimming in a thick gray sauce. It smells like the dead leaves on the street that pile up in the gutter. I couldn't even look at it.")

Will Nammy pretty much eat anything? Explain. (According to Sasha, Nammy will eat anything. An example of something that Nammy eats is scrambled eggs and tuna fried with a can of chili.)

Who was Hilly Saunders? Why did Otto remind Sasha of her? (Hilly Saunders was a "new girl" that arrived at Sasha's school in the second grade. She had a purple birthmark on the side of her face. Initially, Sasha couldn't believe how weird it looked. After some time, though, Sasha no longer noticed her birthmark and stopped staring at it. Hilly reminded her of Otto because after a while, Sasha got used to seeing him every day and stopped staring.)

► **Chapters 22-24:**

How did Nammy show Sasha that she was excited about her making the soccer team? (Nammy started watching soccer on the Spanish channel and wore Sasha's high school colors wherever she went.)

What convinced the "cool guys" to start attending the girls' soccer games? (Alexandra was kicked during a game, and this fractured her foot. Once the cool guys realized that someone could break a bone, they were interested.)

According to Sasha, why was Franklin Middle School a scary place? (Sasha said that Franklin Middle School looked like a hospital or a factory. The new buildings were made of glass and metal. Sasha was afraid that the windows could shatter and hurt her.)

► **Chapters 25-27:**

Why was goaltending in direct contrast to Sasha's "natural instincts"? (Sasha was afraid of most everything. Her natural instinct was one of fear, and being a goalie is a fearless position.)

Why was Otto impressed by the way in which Sasha tended the goal, even though a shot never came her way during practice? What did her style of goaltending teach the team? (As a goalie, Sasha yelled at the top of her lungs at her team-

mates, hoping that they would keep the ball away from her and the goal. Otto thought Sasha's screaming was great, and he told the team they could learn from her strong communication skills.)

By competing in a sport, Sasha found herself to be a changed person. How did playing soccer change her? (Soccer changed Sasha physically because she could now kick a soccer ball half-way across the field and run a dozen laps without breathing differently. She was eating more, sleeping less, and having more energy. Soccer also gave Sasha mental and emotional confidence.)

► **Chapters 28-30:**

What eventually happened to Shawna in Chapter 28 that enabled Sasha to become the starting goalkeeper?

(Shawna had a severe asthma attack on the soccer field. Sasha replaced her as the starting goalkeeper.)

What was the "big surprise" waiting for Sasha on the morning of the game against Franklin? (That morning, Nammy had gone out of her way to prepare chocolate chip pancakes for Sasha.)

What does "Nagyon szepen Koszonom, Kosci" mean in Hungarian? (This phrase means "thank you so much, coach.")

► **Chapters 31-33:**

What clue did Sasha notice in all those hours of shagging balls in practice that helped her make the save on Ashley Aiken's final kick? (Sasha noticed that when a player takes a shot on goal, they usually look, if only for a fraction of a second, at the spot at which they are aiming.)

When Sasha stepped up to defend that final kick, she was overcoming her fears. Has there ever been a moment in your life when you overcame your fears? Explain. (Answers to this question are individual and rooted in a student's personal life and experiences.)

In the future, what was Sasha going to do to ease her fears when she was afraid of something? (The next time that Sasha was fearful, she was going to act like she was the "keeper." She was going to look for signs of what would happen, and most importantly, she wasn't going to quit.)

Keeper

Vocabulary Words



Keeper, Home Run Edition

Chapters 1-3:
terrorized
patent
shrill

Chapters 4-6:
tuberculosis
seized
pride

Chapters 7-8:
projectiles
masculine
deduction

Chapters 9-11:
practically
engineering
ancient

Chapters 12-14:
coated
abruptly
devoured

Chapters 15-17:
insistent
nutrition
potential

Chapters 18-20:
parlor
spiritual
loony

Chapters 21-23:
ore
beautician
competitor

Chapters 24-26:
agony
instincts
admiring

Chapters 27-29:
inspirational
dreaded
voodoo

Chapters 30-32:
convert
immigrate
beloved

Keeper, Touchdown Edition

Chapters 1-3:
disproportionate
lumbered
tactics

Chapters 4-6:
clone
toxic
cartilage

Chapters 7-8:
barbaric
bellowed
artifacts

Chapters 9-11:
pantomimed
defiantly
astronomy

Chapters 12-14:
jumpy
riveted
confines

Chapters 15-17:
inaugural
anomalies
hind

Chapters 18-20:
carbohydrates
affected
herring

Chapters 21-23:
surveillance
frizzy
forceps

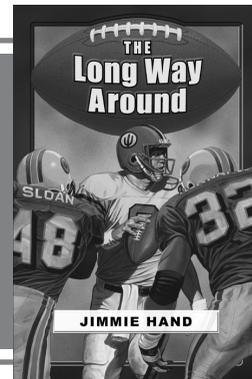
Chapters 24-26:
stroke
burrowing
rigid

Chapters 27-29:
irreparable
cowardly
flustered

Chapters 30-32:
constricted
revealed
feisty

The Long Way Around

Discussion Questions & Answers



► Chapter 1:

What emotions consumed Matt as his jail door slammed shut and he realized that his new living room was an 8-by-10-foot cell? (Sadness overcame him when the door of his prison cell closed behind him. The reality of his new life hit him hard when the door slammed shut.)

Who was number K763921 in the New Mexico State Prison? What number did this person formerly wear? (Matt Devon was prisoner K763921. As the former quarterback of his high school football team, he used to wear number 15 on his jersey.)

What did Matt tell Amy when he was forced to move to the state prison? (Matt told Amy not to come see him anymore, not to write him any more letters, and not to even think about him.)

► Chapter 2:

After Matt's mother passed away, why was he thinking about dropping out of high school? (Matt thought that he had to drop out of school when his mother passed away because he assumed that was the only way he could take care of Kenny. He didn't think he could uphold that responsibility without a full-time job.)

Where did Kenny want Matt to go to college? Why? (Kenny wanted Matt to go to Ohio State because of the Buckeyes' red and silver uniforms.)

Why was Matt overwhelmed with panic when he found Kenny, obviously sick, curled in a ball on his bed? (Matt was afraid because he didn't have the slightest idea about what to do when he found Kenny sick. He was "still a kid" himself.)

► Chapter 3:

Matt didn't like anything about his "new" life in prison, yet there were a few things in particular that he disliked above all else. Detail using examples from Chapter 3. (Matt disliked the fact that he was no longer able to spend time with Amy. He hadn't seen Amy's face or heard her voice in three years. Matt also didn't enjoy the fights or the terrible food that were a part of a prisoner's life.)

Why did Matt toss the ball underhand to another inmate, rather than showing off his arm, when he was presented with the choice? How were his actions influenced by the advice of his cellmate and friend, Al? (On Matt's first day in prison, Al told him, "Mind your own business and you'll get along." So when Matt was presented with the opportunity to show that he could really throw a football, he decided to toss the pigskin underhand.)

What did Matt originally think the reasoning was behind Amy sending him a letter on the University of New Mexico A&E stationery? In turn, what was the actual reason she sent him that New Mexico A&E envelope? (Matt thought that Amy realized he wasn't reading her letters, and that the stationery was a ploy to trick him into opening her mail. The real reason Amy sent the letter was that she'd contacted the football coach at A&E about Matt.)

► Chapter 4:

Who gave Matt hope as to the possibility of playing in the NFL? Explain. (Al gave Matt hope. He explained that if Matt was an exceptional quarterback in college, he might be able to open up the doors to the NFL.)

Who is Coach Copeland? Explain. (Coach Copeland is the head coach at New Mexico A&E. He believed in Matt and was not afraid to recruit him while he was still behind bars.)

Who was Bobby Moore? After Matt heard the reasoning behind Bobby's prison sentence, what lesson was reinforced? (Bobby Moore was a 19-year-old prisoner and former track star. He made a mistake and was arrested for being an accomplice in a crime. Matt saw how one mistake could cost someone everything.)

► Chapter 5:

After a few difficult moments as the "old man on campus," why did things become easier for Matt when he entered his dorm room? (When Matt entered his dorm room, there stood 22-year-old Toby Karvas. Having another "old" freshman in Matt's same situation eased his worries.)

What did Matt notice when he glanced at Coach Copeland's depth chart? What reasoning did Coach give for listing Matt as he did? (Matt noticed that he was listed as the number four quarterback on the chart. Coach said that "new guys always start at the bottom.")

What rule prevented Matt from making the leap straight from prison to the National Football League? (The rule stated that you weren't eligible to play in the National Football League as long as you were on parole.)

► **Chapter 6:**

Who was Matt's parole officer? How much control does a parole officer have over an ex-convict's life after prison? Cite examples from Chapter 6. (Ernie was Matt's parole officer. A parole officer has complete control of a person who is on parole. Matt had to ask Ernie every time he was going to leave the state of New Mexico.)

Describe Al's Place. Was the shop "something special"?

(Yes. Autographed pictures of stars hung on the walls. There were shelves loaded with autographed footballs, basketballs, and baseballs. Glass cases were filled with trading cards. There was a huge leather chair shaped like a baseball mitt, too.)

What was Matt's reaction when Billy peppered him with questions about his time in prison? (Matt didn't like talking about his time in prison. After constant badgering, Matt did share some stories with Billy. These stories made Billy never want to break the law.)

► **Chapter 7:**

According to Coach Copeland, what was the goal of the leapfrog drill? (Coach Copeland said, "Since we can't rip open your chests and measure the size of your hearts with a ruler, we measure it with leapfrogs.")

Detail a few bad quarterbacking habits that Matt had developed during his time away from football. (Matt was under-throwing his receivers, moving around too much, and throwing off of his back foot. He was also holding on to the football too long.)

Why did Coach Copeland allow Brent Barber to play quarterback in the second half against Central New Mexico?

(Central New Mexico was the worst team in A&E's conference. Coach Copeland could afford to play his backup quarterback in the second half.)

► **Chapter 8:**

What negative thoughts were hurting Matt's play on the field? (The loss to Crockett State was haunting him. He started playing football as if it were a life and death situation. The extra pressure hurt his play.)

Who is Sam Hanson? Explain. (Sam Hanson was a scout for the Edmonton Eskimos, a team in the Canadian Football League. He was in New Mexico to watch Matt play.)

How did Matt's criminal record adversely affect his standing with the teams that might have otherwise been interested in signing him to a professional contract? (Most teams assumed Matt would be a "problem player" because of his rap sheet. Matt started to realize the negative stereotypes that walked hand-in-hand with a criminal record.)

► **Chapter 9:**

What is "Cat Hill"? Where was "Cat Hill" located? ("Cat Hill" was located behind the scoreboard at New Mexico A&E. Before home playoff games, the entire team would run down Cat Hill onto the field.)

Why was the snowfall an advantage to Delaware?

(Delaware was a very strong defensive team. Poor weather would create a defensive game that would favor Delaware.)

What conclusion did the Delaware defense draw from Matt's act of licking his right hand when he stepped to the line of scrimmage? Was their assumption correct? Explain. (The Delaware defense assumed Matt would throw after he licked his right hand. This act caused the Saints to back up into pass coverage. Their assumption was proved incorrect when Matt handed the ball off to Sam.)

► **Chapter 10:**

Detail some of the differences between the rules in the National Football League and those used in the Canadian Football League. (The CFL field is 110 yards long, instead of 100 yards in the NFL. In the CFL, there are only three plays to gain a first down, instead of four in the NFL. There are 12 players on the field at once in the CFL, instead of 11 in the NFL. There is a three-minute warning in the CFL toward the end of each half, instead of the NFL's two-minute warning. In Canada, there are two football games per week, and in the NFL, there is only one.)

What aspect of the Canadian game was different for the receivers? (Receivers got a 10-yard running start before the ball was snapped in the CFL.)

What is the championship game of the Canadian Football League called? (The championship game of the CFL is the Grey Cup.)

► **Chapter 11:**

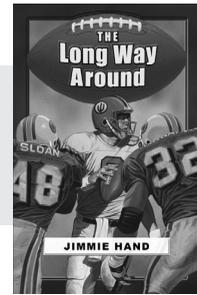
Beyond victory, why was Matt ecstatic after winning the Grey Cup championship? (The championship victory shifted the focus from Matt's checkered past to his achievements on the football field.)

Why was the decision to leave Canada and play in the National Football League such a trying one for Matt? (Playing for Edmonton was the greatest football experience of Matt's life. Yet, the pull of the NFL was strong, as it is considered the top football league in the world.)

Detail some of the reasons why Matt considered football to be "the greatest sport in the world." (Matt pointed to teamwork and progress as two of the reasons that he considered football to be the greatest of sports. He said, in football, "If one person breaks down, the machine breaks down.")

The Long Way Around

Vocabulary Words



The Long Way Around, Home Run Edition

Chapter 1:
humiliation
outskirts
gruff

Chapter 2:
loan
routine
appendix

Chapter 3:
stubborn
curiosity
agonizing

Chapter 4:
modestly
resembled
paroled

Chapter 5:
convict
fundamentals
vibe

Chapter 6:
chaos
precise
privilege

Chapter 7:
potential
desire
instincts

Chapter 8:
panic
exposure
undoubtedly

Chapter 9:
tradition
indicator
capture

Chapter 10:
limited
delight
humiliated

Chapter 11:
restrictions
inherited
triumph

The Long Way Around, Touchdown Edition

Chapter 1:
surreal
barren
skirmish

Chapter 2:
valedictorian
writhe
feigned

Chapter 3:
ironic
insistent
harbored

Chapter 4:
genuine
accomplice
remorse

Chapter 5:
outcast
dumbfounded
culminating

Chapter 6:
empathizing
divert
clamoring

Chapter 7:
diffuse
adorned
exuberant

Chapter 8:
knack
devised
havoc

Chapter 9:
inclement
droves
ploy

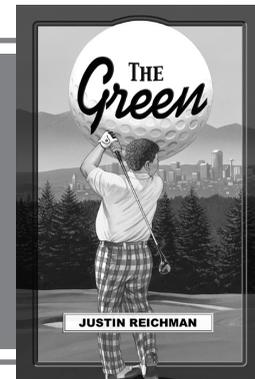
Chapter 10:
phenomenon
fortified
inquiries

Chapter 11:
jitters
groggy
penetrate

Reading Comprehension Questions & Answers

The Green

Discussion Questions & Answers

► **Chapter 1:**

Describe the Puyallup Fair. What is Jason's favorite thing about the fair? (The Puyallup Fair takes place each October in the rural town of Puyallup, a suburb an hour outside of Seattle. Jason's favorite thing is the Flight to Mars ride.)

What did Jason do to get kicked out of the Puyallup Fair? (Jason dressed up like an alien. Once he was inside the Flight to Mars, he hid behind a giant stuffed monster and scared two girls.)

According to Officer Armstrong, what did Jason do in addition to scaring a bunch of little girls? (Jason broke the robotic spider and the zombie Martian, toppled the toxic waste barrels, bent the track in two places, and set off the smoke alarm.)

► **Chapter 2:**

What was Jason's punishment for the prank he pulled on the Flight to Mars? (First, he was to write a 500-word letter to the family of the little girls he scared. He was also grounded, which meant no television, no video games, and no comic books. The third part, and the worst part of his punishment, was that he had to get a job at Whispering Canyon Country Club.)

According to Jason, why is it a funny picture to see him and Calvin walking down the street together? (Calvin and Jason are physical opposites. Calvin is tall, muscular, good-looking, and cool. Jason, on the other hand, is short, fat, and dresses weird.)

How does Jason get Mark Brotherton to stop yelling "Green's on the green"? (Jason gets Mark and the rest of the cool kids to stop yelling "Green's on the green" by making them laugh even harder. He pulls up his shirt and sticks a piece of lettuce on it.)

► **Chapter 3:**

Jason speaks to Eugene Jewel for the first time ever in this chapter. Describe Eugene. (Eugene stays after science class to talk to the teacher about mold. Sometimes in class, he'll start laughing or ask to be excused so he can check on the bugs he keeps in labeled jars in his locker. He moves like a robot, is about a foot taller than Jason, and is super skinny.)

According to Jason, what was the coolest thing about golf? (Driving the golf carts was the coolest thing about golf.)

Why did Eugene remind Jason of his aunt's golden retriever, Buttons? (Jason thought Eugene and Buttons were similar because when both of them were inside, they were very calm. When they got outside, they were totally different.)

► **Chapter 4:**

What were the two things that Jason noticed about Harvey right away? (What Jason noticed about Harvey right away was that he was very short and that he had a long beard.)

Harvey tells Jason that before he starts working at Whispering Canyon, he has to answer a question. What is that question? (Harvey asks Jason to look down the fairway and tell him what he sees.)

Describe the process by which Jason cleans golf balls with Phil. (Phil and Jason sit next to one another with a gigantic bucket of golf balls between them. They each have a little bucket filled with cleaning solution and a special rag called a chamois. Jason cleans the ball with cleaning solution using an old toothbrush. Then he dries the ball with the chamois before handing the ball to Phil for inspection.)

► **Chapter 5:**

Describe Mark Brotherton and Tommy Rigo. (Mark was by far the largest kid in school. He was like a bear that lifted weights and had a personal trainer. Tommy was one of the smallest guys in school. He was really hyper, with wild, shifty eyes. You could never tell what he was going to do next.)

What was in the plastic container that Eugene showed Jason? (The container was filled with a new kind of grass that Eugene had been working on with Harvey.)

Phil asks Jason to go on the back nine and look in the deep rough for lost balls. What does Phil say he will reward Jason with if he does a good job? (Phil tells Jason that if he does a good job, he will let him drive the ball-retrieving car on the driving range.)

► **Chapter 6:**

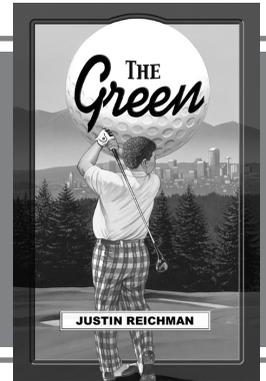
Describe the term "drive" as it relates to golf. What are the main goals when driving the ball? (The drive is your first shot off of the tee. The goal of a drive is to hit the ball straight and as far as you can away from the tee box and to land as close to the hole as possible.)

Why does Jason like hole 13? What happens if you mess up on 13? (Jason likes hole 13 because there is a huge pond next to the fairway. If you mess up on hole 13, you lose your ball in the pond and get a penalty.)

Jason finds a golf club in the pond and holds it in his hands. Has he ever held a golf club before? When? (Jason held a golf club in his hands once before when he was 7 years old and went out golfing with his dad.)

The Green

Discussion Questions & Answers



► Chapter 7:

Phil tells Jason that a platypus is not an animal. According to Phil, what is a platypus? Explain. (According to Phil, the platypus is actually a pet to alien children.)

Describe the first foursome that tees off when Jason is watching. What were the nicknames Jason gave each two-some? (The first foursome was a combination of two very different couples. Jason named one of the couples “The Twins” because they were both wearing the exact same clothing and even looked alike. He named the other twosome “The Pair of Pain” because they looked so upset.)

What were the conclusions Jason made about golf after watching people tee off for a few hours? (Jason thought that overall, people who look relaxed did much better than people who look nervous. He noticed that taking lots of practice swings doesn't help, and the faster you swing the club, the more likely you are to hit a bad shot. Golf pants are funny looking. People who look up early to watch their ball usually don't hit the ball very far. He also found out that if you look angry or distracted, you're going to hit a bad shot.)

► Chapter 8:

What does Jason see in front of him when he finally responds correctly to Harvey's question? (Jason sees a spot in the middle of the fairway about 180 yards from the spot where he and Harvey are standing. He sees the ball bouncing twice and rolling to a complete stop right on that spot.)

According to the author of a golf book Jason read, why does a golfer need to lift weights? (Weight conditioning for golf helps increase flexibility and balance.)

Name a few things that Jason and Eugene would do when they hung out together. (When Jason and Eugene hung out together, they had potato-growing competitions, they would climb trees, and they invented a game called The Sock.)

► Chapter 9:

According to Harvey, why is golf the hardest game in the world? (Harvey says that in any other game, there is a ball moving or an opponent moving, which forces you to react to that movement. In golf, there's no defense and no clock; there's just you and the ball and time to think, so your mind gets in the way.)

What is the Invitational Classic? What is the Youth Pairs Tournament? (The Invitational Classic is a golf tournament that travels around the country. The Youth Pairs Tournament is a youth tournament that is a part of the Invitational Classic.)

Why doesn't Eugene like to play golf in front of people? What happened when Harvey entered him in a tournament in Tacoma? (In the tournament Eugene played in Tacoma, he threw up on the first tee.)

► Chapter 10:

What disturbing sight did Jason see when he rounded the corner on hole seven when he was playing mini-golf with Eugene? (Calvin and Mark Brotherton were paired up with Sandie and Debbie Harris.)

According to Jason, why had this been the happiest six months of his life? (Jason found his first true friend, fell in love with the game of golf, and got pretty good at it, too. He was also starting to actually feel good about himself and lose some weight.)

What does Harvey say to Jason when he shows up to work after the mini-golf disaster? (Harvey tells him that he is fired from Whispering Canyon. He says he doesn't want Jason's negative energy on the golf course.)

► Chapter 11:

What were Jason's responsibilities at Dan's Sandwiches? (Jason cleaned the counters, handed out sandwiches, and sliced pickles.)

What is Eugene referring to when he tells Jason, “I saw you”? (Eugene is referring to when he saw Jason watching on as Mark Brotherton and Tommy Rigo smashed his glasses in front of the girls' bathroom.)

How does Jason stand up for Eugene and make things right between them? (Tommy came up behind Eugene and kneeled so that Mark could push him. But in a moment of bravery, Jason raced over to them and rescued Eugene, making fun of Mark and Tommy in the process.)

► **Chapter 12:**

What happened on Jason's first shot of the tournament?

(Jason's first shot flew off the tee at a 90-degree angle from the hole and landed in the fountain behind the clubhouse.)

What was Mark Brotherton doing when Jason stared over at him after Eugene nailed a 20-foot putt for birdie on the first hole?

(When Jason looked over at him, Mark Brotherton was kicking dirt at a squirrel.)

Why does Phil think that two of the young golfers are aliens?

(Phil thinks that the two golfers from Atlantic City are aliens because according to him, Atlantic City was the place where Harry Truman met with the aliens about the cardboard. Once Phil saw that the two boys were carrying their clubs in cardboard boxes, he was sure they were aliens.)

► **Chapter 13:**

While walking between holes at the Youth Pairs

Tournament, Jason and Eugene began to talk the way they used to. What did they talk about? (Eugene updated Jason on his lemon grass. They talked about resuming their sock tournament. Jason told Eugene about working at the deli and how he was approaching total mastery of slicing.)

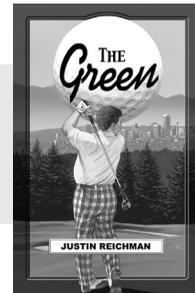
What injury did Eugene sustain when he barely averted the golf cart that was headed right for him? (Eugene sustained a mild ankle sprain.)

Why does Jason say that Phil hugged him when his final shot landed in the cup? (Jason thinks that Phil hugged him because he really suspected him of being an alien, and he was trying to distract him so that Patrick could get a hair sample.)



The Green

Vocabulary Words



The Green, Home Run Edition

Chapter 1:

absolute
praised
earshot

Chapter 2:

indefinitely
distaste
consequences

Chapter 3:

casually
categorize
talkative

Chapter 4:

awkwardly
dramatic
unsure

Chapter 5:

sidekick
tolerate
composed

Chapter 6:

convenient
complicated
retrieve

Chapter 7:

groomed
abruptly
distinct

Chapter 8:

scholarship
convinced
flexible

Chapter 9:

artificial
customary
appealing

Chapter 10:

coward
bloodshot
obligation

Chapter 11:

blankly
assumed
terrified

Chapter 12:

elevated
gallery
spectators

Chapter 13:

desperate
disbelief
bizarre

The Green, Touchdown Edition

Chapter 1:

unassuming
remotely
unnerving

Chapter 2:

entail
unsympathetic
correlation

Chapter 3:

startled
flog
horticulture

Chapter 4:

endeavor
intrigue
sanctions

Chapter 5:

prowess
interrogation
unwittingly

Chapter 6:

biological
hazard
definitively

Chapter 7:

physics
leverage
snide

Chapter 8:

regimen
excessive
biomechanical

Chapter 9:

phenomenon
impure
inevitably

Chapter 10:

medieval
belittling
aerodynamics

Chapter 11:

sanitation
commentator
emerged

Chapter 12:

delightful
gaze
awry

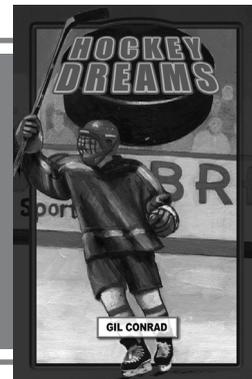
Chapter 13:

patent
accost
dastardly

Reading Comprehension Questions & Answers

Hockey Dreams

Discussion Questions & Answers

► **Chapter 1:**

Describe Wayne's first pair of skates. (They were black and white with blue laces. He first noticed the skates in the display window at a local sporting goods store.)

Which famous hockey player is Wayne named after? (He is named after Wayne Gretzky, who is considered to be the greatest hockey player of all time.)

What is the name of the ice rink that Wayne skates on for the first time? (The ice rink is named Mickey's Ice Arena.)

► **Chapter 2:**

Wayne brings his English book with him to science class.

Why did he mix up the two books? (Both of the books are yellow. In his haste to flee from the locker that he just broke, and in an attempt to be on time for class, Wayne snags the wrong yellow book.)

What was Wayne's nickname? Do you think he liked that nickname? Why or why not? (Wayne's nickname was "Little Wayne." Wayne didn't particularly like his nickname, because although he was small, he didn't enjoy being reminded of that fact.)

What did Wayne do once he realized that he was "past the point of no return"? (Once Wayne realized that Darius was his enemy and there was no longer anything that he could do to change that, he decided that he was going to get his hockey puck back. So, Wayne threw a handful of spaghetti and meatballs in Darius's face.)

► **Chapter 3:**

How much had Wayne grown during the past year? How does Wayne measure himself? (Wayne hadn't grown at all during the past year. He was still 4 feet 4 inches tall. He knew that he wasn't any taller because he stood with his back to the wall in his bedroom and marked his growth every year.)

What excuse did Ricky make up so that he wouldn't have to go to hockey tryouts? What was his real reason for not trying out? (Ricky claimed that he had injured his ankle. He was walking around with a limp to further convince Wayne that he was unable to attend hockey tryouts. The truth of the matter was that Ricky was scared of Darius.)

According to Coach Nielson, why didn't Wayne make the team? (Coach Nielson was worried that Wayne would get injured if he made the hockey team and competed against the older and bigger players.)

► **Chapter 4:**

In this chapter, Wayne steps onto the ice for the first time as a member of the Minnesota Elk. Which team is he playing against to open the season? (The Minnesota Elk are playing against the Chicago Firestorm.)

Name three jobs which Wayne was responsible for as the equipment manager. (Wayne was responsible for setting up the goals and filling the water bottles. He also had to get the pucks and sticks out. Wayne was told to be dressed in skates and pads every day, just in case the team needed an extra body.)

What were some of the "little hockey details" that Wayne started to write about in his notebook? (He wrote about who went for the big hit instead of playing solid defense. He also noted that most of the team's passes were a foot behind their targets.)

► **Chapter 5:**

How did Wayne's flu shot save his season? (The flu bug hit the hockey team hard. Coach Nielson added Wayne to the roster because he had gotten his flu shot and was healthy.)

What caused Wayne to fall during his run through the cones course? (As he lifted his stick to prepare himself for a shot, he lost his balance. Instead of stopping himself, Wayne tried to shoot while falling. He ended up missing the puck and dropping to the ice.)

What position did Wayne play the first time he stepped onto the ice against Plymouth? (Coach put Wayne in at right wing against Plymouth.)

► **Chapter 6:**

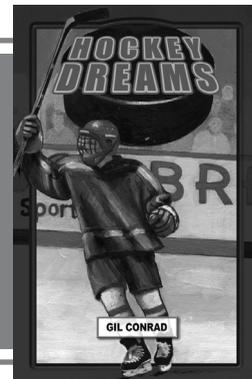
Who ended up being one of Wayne's closest friends on the team? Why was this surprising? (Javier became one of Wayne's closest friends. This was a surprising friendship because Javier had picked on Wayne during tryouts.)

Why did the team play worse when Darius returned? (Darius was mean to the other members of the team. Intimidated by Darius, the players forced the puck in to him every time they touched it. Since this was not good team hockey, the team suffered.)

Why does Darius thank Wayne near the end of this chapter? (Darius thanks Wayne for saving him from a blindsided check from a charging opponent. Wayne's unselfish play enables Darius to continue his attack on the opponent's goal. Darius eventually scores and is grateful to Wayne.)

Hockey Dreams

Discussion Questions & Answers



► Chapter 7:

How many assists did Wayne have during his eighth grade season? What award did he win that year? (Wayne tallied 26 assists during his eighth grade season. This stat “assisted” Wayne as he secured the Most Valuable Player award that year.)

What did Wayne think about when he felt bad about being short? (He thought back to what his dad had told him: “What you’ve got is this little body, Wayne. And a big heart. Do the best you can with what you’ve got.” That’s exactly what Wayne did.)

Wayne broke his leg during the first game of his senior season. Describe how it happened using your own words.

(Wayne made a dash to control a loose puck and became entangled with an opposing player. Wayne kicked the puck into the middle of the ice. As he followed through, another defender crashed into his leg, breaking it on impact.)

► Chapter 8:

Which bone did Wayne break? Why do you think this bone takes so long to heal? (Wayne broke his femur, which is the largest bone in the human body. Because the bone is so big, it took longer to heal.)

When Wayne gets his cast off, is he ready to play hockey again? Explain. (Wayne is not ready to play hockey again after his cast is removed. Despite the fact that he is rid of the cast, he still leaves the hospital on crutches.)

What happened when Wayne finally got back on the ice after his leg had healed? (Wayne attempted to move through the cone course the way he did before his injury. Unfortunately, he felt sharp pains in his leg, and was forced to stop skating.)

► Chapter 9:

What subject did Wayne major in during college? How did his major relate to his personal life? (Wayne majored in sports medicine while in college. Due to his injury, he was able to relate his personal life to his classroom studies.)

Every day Wayne hops off his bike and walks it up and down the steep hill near his dormitory. Why does he do this? What is he afraid of? (Wayne is fearful of another injury. While others race up and down the hill, Wayne refrains from such competition.)

Why do you think Jeff told Wayne about his eighth grade spelling bee? (Jeff is trying to encourage Wayne to try out for the college hockey team. His story about not “going for it” is a ploy to encourage Wayne to chase his dream again.)

► Chapter 10:

Who is Pete Mitchum? (Pete Mitchum is the assistant hockey coach at Minnesota College. He recruited Wayne to play for the Silver Snakes during Wayne’s junior year in high school.)

How does Wayne feel about being called Little Wayne at this point in the book? (Wayne likes his nickname at this point. The nickname that once bothered him now reminds him of how hard he fought to be able to play hockey at Minnesota College.)

Which professional team drafted Wayne? Which round was he drafted in? (Wayne was drafted by his hometown team, the Minnesota Elk, in the second round of the NHL draft.)



Hockey Dreams

Vocabulary Words



Hockey Dreams, Home Run Edition

Chapter 1:
consent
sturdy
fanatics

Chapter 2:
proper
barreling
impression

Chapter 3:
incident
competition
anxiously

Chapter 4:
stubborn
privileges
spare

Chapter 5:
assumed
doubters
impress

Chapter 6:
sarcastic
outmatched
tension

Chapter 7:
showdown
strategy
fate

Chapter 8:
confessed
insisted
passionate

Chapter 9:
qualified
intramural
natural

Chapter 10:
admire
inspirational
chaos

Hockey Dreams, Touchdown Edition

Chapter 1:
grace
vivid
outskirts

Chapter 2:
adorned
obscure
infamous

Chapter 3:
feisty
feud
mandatory

Chapter 4:
boisterous
savored
potent

Chapter 5:
agility
brash
precision

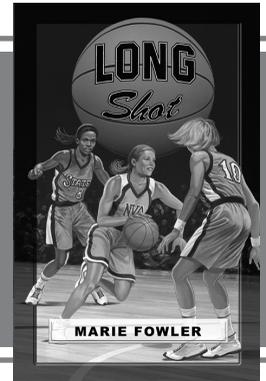
Chapter 6:
animosity
disarray
instinctively

Chapter 7:
regimen
notoriously
errant

Chapter 8:
illuminate
diminishing
simulate

Chapter 9:
purists
subtleties
palpable

Chapter 10:
ironically
foregoing
residual



Long Shot

Discussion Questions & Answers

► Chapter 1:

Name a few reasons why Brittany enjoyed playing point guard. (Brittany enjoyed playing point guard because she was the eyes and ears of her team. The choices she made dictated the outcome of the game. Brittany enjoyed being the person in charge of the fate of her team.)

Explain the differences between Brittany and Clarissa on the basketball court. (Clarissa is tall and plays center. She uses her height advantage to drop her hook shot over her opponents. Brittany is small and considers herself a “playmaker.”)

How did Brittany stumble upon her love of photography? (Most of Brittany’s early drawings of flowers lacked something, so she decided to take photographs of flowers and draw based on the photos. In the end, she found that it was not flowers or painting that she loved, but photography.)

► Chapter 2:

Who is Susan Ambler? Why doesn’t Brittany like her? (Susan Ambler is a stuck-up cheerleader who is disliked by every girl in school. Brittany dislikes the fact that her brother, Eric, is falling for Susan.)

How was Brittany’s concentration broken during tryouts? (Brittany loses her concentration when she notices Susan Ambler during tryouts.)

Why did the strongest aspect of Brittany’s game abandon her during tryouts? Name that aspect. (When Brittany saw Susan Ambler, she became rattled and missed all five of her free throws. This was normally the strongest aspect of her game.)

► Chapter 3:

What had Brittany done to prepare herself for her second year of junior varsity basketball tryouts? (Brittany played basketball every day during the summer after her freshman year. She also prepared herself for her second year of tryouts with push-ups, sit-ups, and weight training.)

Why did Brittany pay close attention to the game when she was on the bench? (Brittany viewed this bench time as a chance to dissect the game. The knowledge she gained would help her when it was her turn to play again.)

What did Brian give Brittany before the final cuts for the junior varsity team? Why? (Brian gave Brittany his “lucky” Washington quarter.)

► Chapter 4:

What conclusions did Brittany come to after watching her “team” from the bench during the first half of her sophomore year? (Brittany observed that the team was way too selfish on the court.)

Why did Brittany get the opportunity to start the game against Shenendoah? (Christine, the starting point guard, wasn’t at school for the first three periods on the day of the game. Coach Holt’s rule was that if you weren’t in school all day, you didn’t play.)

What thought cheered Brittany up after the game against Shenendoah in which she received a technical foul? (Brittany was cheered up by the thought of Brian and Susan Ambler breaking up.)

► Chapter 5:

When Brian and Brittany discuss their high school years, what realization do they make about why they never dated? (Although Brittany never realized it, her older brother, Eric, was overprotective of her. He made it clear to Brian that dating his little sister was off limits.)

What reasoning did Coach Jensen offer to Brittany as to why she would be better suited for another year of junior varsity? (Coach Jensen thought it would be better for Brittany to stay at a level where she would see a lot of playing time. Sitting on the bench for the varsity team would not help her develop.)

What routine does Brittany’s father follow when he is faced with a difficult decision? (When faced with a tough decision, Brittany’s father makes one list of the advantages and one of the disadvantages.)

► Chapter 6:

What changes did Brittany help induce in the overall play of Sandi Powers? (With some coaching from Brittany, Sandi became a well-rounded player, scoring when she was open and passing when she was covered.)

Why did Brittany have to wear a “visual appliance” after the game versus Madison? (A defender’s fingernail went into Brittany’s eye when they collided. The next day, the eye doctor insisted that she wear protective glasses for the rest of the season.)

Why did Brittany receive such wrath from her teammates before the big game? (During the Shenendoah game, Brittany played terribly. Because of this, the girls on the team thought that she should sit out the “big game.” They told her to make up an excuse as to why she wasn’t going to play, but Brittany wouldn’t do it.)

► **Chapter 7:**

Who is Marc Iaccone? (Marc Iaccone was Brittany's prom date.)

According to Brittany, what aspects of her game set her apart from other talented players across the country? (Brittany didn't think that any aspect of her game set her apart from other talented players across the country.)

Despite the reality that no colleges were making a fuss over Brittany Bristol, what recognition off the court marked Brittany as a success? (Brittany had done well on her SATs, and she had also achieved excellent grades in school. This meant that getting into a good college wouldn't be a problem.)

► **Chapter 8:**

Why did the "chemistry" in Northern Virginia's locker room begin to further deteriorate when Clarissa Jackson arrived? (The chemistry went downhill when Clarissa arrived because she took the place of a popular senior who'd started at power forward for the past two seasons.)

What did Clarissa do to try to bridge the gap between her and the rest of the Northern Virginia team? (Clarissa had the idea of making cookies and inviting the team over. She thought that if everyone got to know one another, things would change.)

Why were Brittany and the rest of the freshman class very much looking forward to their sophomore season? (They were looking forward to their sophomore season because five seniors would be graduating and two sophomores were transferring out. This meant that they would be a critical part of the team.)

► **Chapter 9:**

Why did Brittany enjoy her job working as a counselor at a basketball camp during the summer before her sophomore year? (Brittany liked this job because she got to play basketball every single day.)

Despite not being in the starting lineup, why did Brittany consider her sophomore season a success? (Brittany had a more important role on the team this year. She would sub in for about six minutes per game. As a team, UNV improved over her freshman year as well.)

Why did UNV's excitement wane when they walked onto the floor for their game against Southern Maryland? (UNV's excitement waned because Southern Maryland was a fantastic team. They were big, athletic, and mean looking. The Crabs were ranked seventh in the nation and were the highest-ranked team UNV had faced all year long.)

► **Chapter 10:**

How had Brittany misunderstood Sherry Sterling? What didn't Brittany know about Sherry's personal life? (For years, Brittany hated Sherry for what she thought were good reasons. She later found out that she'd misunderstood Sherry Sterling. She wasn't mean, she was sad. She wasn't rude either, she was just weighed down by responsibilities. And she wasn't a dirty player, she just had a lot more at stake.)

What situation put a damper on UNV's victory over Virginia Central? (Clarissa had injured her Achilles tendon. The girls knew that an injury like that could end Clarissa's season.)

How did UNV fare in the NCAA tournament during Brittany's junior season? (The girls made it to the Sweet Sixteen. No other UNV basketball team had ever made it that far.)

► **Chapter 11:**

Why did Brittany laugh when she hopped onto the motorcycle with the words "Blue Dog" written on the side? (Brittany laughed because when she was in New Orleans, she had seen a painting of a blue dog lost among bigger brown dogs. This blue dog reminded her of herself.)

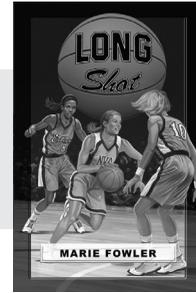
Why did Brittany have to give up her lucky quarter? (While Brittany's bag was stuck in a locker, time was running out and the plane was about to take off. The key wouldn't budge and Brian was sure that if he put another quarter in, the locker would open. So, Brittany gave up her lucky quarter.)

What in Brittany's life had changed when she stepped off the plane in Los Angeles? (When she stepped off the plane in Los Angeles, she had Brian, Sherry Sterling was her friend, she'd spent time in San Francisco, and her life had a clear focus.)



Long Shot

Vocabulary Words



Long Shot, Home Run Edition

Chapter 1:
confront
adored
splurge

Chapter 2:
errant
insisted
klutz

Chapter 3:
flustered
sarcastic
philosophy

Chapter 4:
delighted
adrenaline
mortified

Chapter 5:
fascinating
newfound
humiliation

Chapter 6:
schemes
endurance
discipline

Chapter 7:
navigate
gesture
nuisance

Chapter 8:
profile
mocked
intrude

Chapter 9:
devoted
blossoming
exotic

Chapter 10:
conscious
violation
panicked

Chapter 11:
coincidence
surpassed
fate

Long Shot, Touchdown Edition

Chapter 1:
dictated
devised
dutifully

Chapter 2:
definitive
inquired
comprised

Chapter 3:
ferocity
perusing
inconspicuous

Chapter 4:
disdainfully
incredulous
accustomed

Chapter 5:
knack
tuition
retort

Chapter 6:
chagrin
mercifully
discarded

Chapter 7:
heightened
fleeting
plea

Chapter 8:
clique
posturing
persistent

Chapter 9:
uttered
deliberately
undetected

Chapter 10:
distraught
reckoned
rite

Chapter 11:
flippantly
plight
prodded

Chasing the King

Discussion Questions & Answers



► Chapter 1:

What were some of Skids's immediate feelings when he heard the news that his family was moving to Brazil?

(Skids's first response was one of pure shock. He couldn't speak about the news with his parents, so he grabbed his soccer ball and left. Skids felt betrayed by his parents since they didn't give him any warning about the move to Brazil.)

Who is Pelé and what does Skids know about him?

(Pelé was the greatest soccer (futebol) player in Brazilian history and arguably the greatest player of all time. Over his career, Pelé would lead Brazil to three World Cup championships.)

What is a swerve ball? Why is this chapter titled "Swerve Ball"? (A swerve ball is a type of kick in which the player puts enough spin on the ball to make it curve in the air. The chapter is titled "Swerve Ball" because Skids's moving to Brazil is like a curveball in the game of life.)

► Chapter 2:

Name a pair of observations that Skids made during his first varsity soccer game. (Skids noticed that the players on the varsity soccer field were "enormous" as compared with others that he had competed against. He also commented that the stakes were higher at the varsity level.)

What were some of the reasons Kyle mentioned when discussing why he loved the game of soccer? (Kyle had a lot of reasons for loving soccer! Specifically, he talked about how many different skills each player needs and the passion of the fans. But Kyle's main reason for loving soccer was because of the teamwork the sport required.)

What deal did Skids make with his parents that affected his attitude about the pending move to Brazil? (Skids agreed not to complain about the move to Brazil as long as his parents let him finish his freshman year at Hilltop High School and play in the Florida Cup with Bayside United.)

► Chapter 3:

How did the move to Brazil continuously haunt Skids? (Skids was haunted by the eventual move to Brazil in a variety of ways. As he watched television, he came across Brazil playing soccer. Magazines and books about Brazil covered the living room. Additionally, his family was busy learning and speaking Portuguese.)

Why were Skids and his Hilltop High teammates more rattled than usual when they allowed the first goal against West Mission High School? (The Hilltop team was rattled because

Bones was the goalie for West Mission. Bones was averaging less than one goal per game, so scoring on him at all was going to be difficult.)

Do you believe that Skids's "tomfoolery" speech affected the outcome of the game against West Mission? Defend your position. (Yes. When West Mission scored a second goal, Skids realized that his team was playing tightly. Even though his speech turned into a joke and everybody gave him a good-natured teasing, it had the effect of loosening everyone up.)

► Chapter 4:

What was set to happen in Skids's life on June 26? (June 26 marked the day that Skids was set to move to Brazil.)

Why was Skids intent on scoring a goal in the game against Texas? Did his personal aspirations help or hurt the team? Explain. (Skids really wanted to score a goal against Texas to impress Mariana. His personal aspirations hurt the team since he ended up playing a bad game.)

How did Mariana assist the Bayside team in their victory over Texas? (Bayside was finally able to score against Texas only because Skids and Harwell decided to press forward on offense. Skids offered this advice to his coach at halftime during the Texas game, but actually he was repeating the insight that Mariana had given him.)

► Chapter 5:

What differences did Skids first notice between American and Brazilian soccer players? (The first difference Skids noticed was the incredible foot skills of the Brazilian players. Skids also noticed how much fun the Brazilians had while playing the game of soccer, whereas in America, soccer players were more serious.)

Cite the differences in seasons between the United States and Brazil. (The seasons are reversed in South America, thus summer in California is actually wintertime in Brazil and vice versa.)

In the Skidder family, who seemed to be the most affected by the move to Brazil? (The move to Brazil affected everyone in the Skidder family, but it probably was most difficult for Skids. Skids had just completed his first year in high school and was forced to leave close friends behind.)

Chasing the King

Discussion Questions & Answers



► Chapter 6:

Why was Skids excited to go camping with Mariana and her friends? (Skids was excited for a few reasons. First, he hadn't really made any friends in Brazil other than Mariana, so he was excited to meet her friends. Secondly, Skids knew he would be playing his favorite sport, soccer.)

Why was Skids so embarrassed when he learned that everyone in the car spoke English? (Skids was embarrassed because he had been saying things and asking questions about Mariana's friends that he thought they couldn't understand. So when Ricardo spoke in English, Skids was embarrassed, realizing his mistake.)

Why is this chapter titled "Escape"? (At the end of the chapter, Skids talks with his dad about their life in Brazil. His dad tells him that if living in Brazil is really too tough on him, the whole family can move back to San Francisco. It was Skids's big chance to "escape" Brazil.)

► Chapter 7:

Ricardo goes out of his way to make Skids feel welcome in Rio. Cite one example from Chapter 7 to show how Ricardo involves Skids in the Brazilian culture. (Ricardo first invites Skids to play soccer at the Palácio de Maria and then picks Skids for his team whenever he is captain. He also helps Skids with his Portuguese. Additionally, Ricardo pushed Skids to try out for the Botofogo Juniors.)

After Kyle and Bones left Brazil, why did Skids suddenly feel lucky to live where he did? (Skids suddenly felt lucky because Kyle and Bones reminded him that soccer wasn't as important in America as it was in Brazil. Skids could play his favorite sport every day in Brazil.)

Why do Ricardo and the Brazilians smile when they play futebol? (As Ricardo explains, Brazilians smile when they play futebol because futebol is a game that is meant to be fun.)

► Chapter 8:

Why were some of Skids's teammates bothered by the fact that he made the Botofogo Juniors team? (Skids's teammates had friends who wanted to play for the Botofogo Juniors and eventually the Brazilian National Team. Some felt that Skids was taking up a spot on the team that could have gone to a player who would one day represent Brazil in the World Cup.)

What did Skids notice from the sideline – in regards to the other team's goalie – that helped his team score a goal when he finally entered the game? (From the sideline, Skids

noticed that the opposing team's goalie would sometimes roll the ball slowly to his teammates without looking. He watched for the goalie to make this same mistake, and when he did, Skids stole the ball and assisted for the first goal of the game.)

What do the letters U.S.A.W.C. stand for? Why did Skids decide to write them down? (U.S.A.W.C. stands for United States of America World Cup. Skids wrote these letters down as a reminder of his goal to play for America in the World Cup.)

► Chapter 9:

Name a few reasons Skids felt that he had to play a solid game on May 22. (The game on May 22 was Skids's only chance to impress the coaches of Team U.S.A. in person. Without having played in America since he left, Skids didn't have the chance to show his skills to the American coaches until this day in May.)

What was the only thing Skids did on the soccer field that he ever regretted? What do you think made Skids do it?

(The only thing Skids regretted doing on the soccer field was the elbow he threw into Rube Jones's chin. With the American team trailing by a goal, Rube decided to tackle Skids. Skids retaliated and made a poor decision that cost his team the game.)

What is a red card in soccer? Why was Skids given the card in the game against the Under Twenty-One American team?

(A red card is the stiffest penalty in soccer, and if a player receives one, he/she is automatically ejected from the game. Skids was given a red card because elbowing Rube's chin was a violent play.)

► Chapters 10-11:

What revelation hit Skids as his flight back from the United States approached Brazil? (Skids had the feeling that he was returning home instead of just going back to Brazil. Before that, he'd always thought of America as home and Brazil as an extended trip.)

Who held Skids's soccer destiny in his hands?

(Coach Gregson, the coach of the United States National Soccer Team, held Skids's soccer destiny in hands. Coach Gregson's decision would determine whether or not Skids would be a member of the United States National Team.)

What colors did Mariana wear when Skids and Team U.S.A. competed against Brazil? Why did she wear these colors?

(Mariana was wearing the green and yellow colors of the Brazilian National Team jersey because she was a native of Brazil. Even though her boyfriend, Skids, played for Team U.S.A., Mariana was still going to cheer for Brazil.)

Chasing the King

Vocabulary Words



Chasing the King, Home Run Edition

Chapter 1:
betrayed
loyal
maturity

Chapter 2:
competition
toyed
metaphor

Chapter 3:
haunted
tomfoolery
desperate

Chapter 4:
miserably
sidetracked
visualized

Chapter 5:
natural
brilliant
assumed

Chapter 6:
maniac
redeem
gazed

Chapter 7:
fixture
fascinated
consoled

Chapter 8:
counterattack
shame
unachieved

Chapter 9:
fate
manhandling
unbearable

Chapters 10-11:
straightforward
collectively
intention

Chasing the King, Touchdown Edition

Chapter 1:
gleam
uneasy
culminating

Chapter 2:
corralled
sternly
gracious

Chapter 3:
knack
frenzied
conceded

Chapter 4:
array
candidly
chided

Chapter 5:
uprooted
profound
ferociously

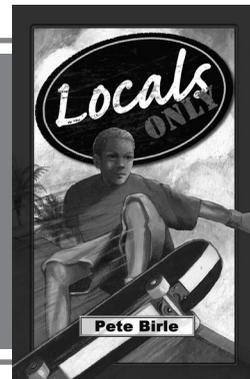
Chapter 6:
redeem
errant
intrigued

Chapter 7:
boisterous
diversions
coily

Chapter 8:
uncharted
ludicrous
preposterous

Chapter 9:
tattered
marveling
debris

Chapters 10-11:
revelation
burly
conceal



Locals Only

Discussion Questions & Answers

► Chapter 1:

What are a few of the responsibilities for a center-midfielder? (Center midfield is the playmaker's position. The center-midfielder has the ball most of the time. The position is usually reserved for the best and smartest athlete.)

Toby and Karl became best friends. What did they have in common? (Toby and Karl both enjoyed soccer. They were each the son of a military man. They were serious kids with similar haircuts and good manners. They aimed high in life.)

Why did Toby have a sense that something was wrong when he entered the house after soccer tryouts? (Usually, Toby's mom would have dinner on the stove and she'd be outside watering the flowers. Meanwhile, Toby's dad would be in his easy chair. Yet, no one was in their familiar spots on this day.)

► Chapter 2:

Why was Sebastian considered to be such a great surfing spot? (Sebastian is home to one of the most consistent surf breaks in the world. The great weather, nice scenery, and warm water make Sebastian a prime spot for surfing.)

What skateboarding maneuver did Alan Gelfand invent? (Alan Gelfand invented the ollie.)

Toby is called a "shubee" by Craig Pederson. What's a "shubee"? (A "shubee" is someone who dresses in surf clothes but has never actually tried surfing.)

► Chapter 3:

What was Toby's first job? What were some of his responsibilities at this job? (Toby's first job was as a fast-food employee at Dex's Snack Shack. Toby was responsible for filling cups with soda, scooping ice cream, and cleaning the counter.)

Why did Toby consider himself to be the "opposite of a skater"? How did his childhood help to enforce his negative view of skateboarding? (Toby believed that skateboarding was a sport for the kids who broke the rules. He considered himself to be the "opposite of a skater" because he followed instructions. He was a team player, through and through.)

When did Toby first realize that he was drawn to skateboarding? (When Toby rode his bike along the boardwalk, he always noticed a pair of skateboarders. After a few days, he started watching their moves closely. He soon realized that he was drawn to skateboarding in a powerful way.)

► Chapter 4:

According to Toby, did the term "Locals Only" apply at the skate park? Explain. (Toby didn't think that the term "Locals Only" applied at the skate park. The guys at the park encouraged Toby to try to ride, despite the fact that he didn't look, or talk, like them.)

Why was Craig willing to give Toby his board for Toby's first skate run? (Craig didn't want to see Toby fall because he was riding a sub-par skateboard. He told Toby that if he fell on his board, it wouldn't be the board's fault.)

What nickname did Grommet give Toby? Did Toby like the nickname? Why or why not? (Grommet gave Toby the nickname "Flyboy." Toby liked the name "Flyboy" because it sounded like a name assigned to someone in the Air Force.)

► Chapter 5:

Was Toby a "goofy-footed" rider on his skateboard? What does the phrase "goofy-footer" mean? (Yes. He skated with his right foot forward, and by definition this meant that he was a "goofy-footer.")

What did Toby realize during the exact same moment that he nailed the perfect ollie? (He realized that he was addicted to skateboarding.)

Why didn't Toby's father want him to hang out with the skateboarding crowd? (Toby's father insisted that skateboarders were the "kind of kids who don't join in." He believed the skateboarding crowd reflected a lifestyle of rebellion and that they didn't make a difference in the world.)

► Chapter 6:

According to Toby, why did Eddie mention the skateboarding prospect he was tracking in Melbourne? (Eddie was threatened by Craig's rise as a skateboarder. He mentioned a prospect in Melbourne to remind Craig that he had the final say-so about who made The Flight Deck team.)

Why was Craig confident that Eddie wouldn't leave him off The Flight Deck team? (Craig believed that his skateboarding skills could carry Eddie to a place where he wanted to go – "under the spotlight." Without Craig, there would be no recognition for The Flight Deck team, or for Eddie.)

What does Craig identify as the quickest path to becoming a professional skateboarder? (Craig said, "The quickest way to turn pro is to skate for The Flight Deck, compete in some local contests, and then get signed by one of the big boys.")

► **Chapter 7:**

Everything was moving along perfectly for Toby in Florida with one exception. Detail what was going wrong. (Toby couldn't handle the feeling of guilt he was experiencing after several weeks of hiding his skateboarding from his father.)

How did Toby's father eventually find out that Toby was skateboarding? (Toby's father left work early one day and secretly used a pair of binoculars to watch Toby skate.)

What did Toby's father notice about his son when he watched him skate for the first time? (He noticed that Toby refused to give up despite the fact that he failed at the kickflip numerous times. Toby's father was proud of his son for his willingness to continue and keep trying.)

► **Chapter 8:**

Why didn't Toby grow his hair longer to fit in better with the other skaters? (Toby refused to grow his hair out to further fit in with the skateboarding crew. He said, "I wouldn't be Flyboy if I didn't have a military cut.")

Why did Craig stop skating and hanging out with Hot Dog and Toby? (Eddie convinced Craig that if big skate companies saw Craig hanging out with Hot Dog and Toby, they would assume that Craig wasn't a big-time skateboarder. Eddie said, "If you hang out with amateurs, the big companies will ignore you.")

What skateboarding team did Craig and Eddie join? Why did they move to this team? (Craig and Eddie joined the Javelina Skateboard Company. Craig and Eddie wanted to skate professionally, and they considered the move to skating full-time to be a necessary step.)

► **Chapter 9:**

Why did Toby want to make The Flight Deck team so badly? (Toby wanted to be a part of the team so he could continue improving and skating with his friends.)

What reasoning did Craig give Toby as to why he was still hanging around with Eddie? (Craig wanted his skateboarding career to take off and thought that by associating himself with Eddie Rios, he would be on the fast track toward a professional skateboarding career.)

Why did Toby feel like an outsider, again, after his conversation with Craig? (Craig tells Toby, "You're not one of us. You never were." This leads Toby to wonder if he is still an outsider.)

► **Chapter 10:**

Who was now in charge of selecting The Flight Deck's roster? Why was this person so committed to this task? (The owner of The Flight Deck, Bud LaCross, was now in charge of selecting the team. His goal was to gain exposure for his logo, and his best chance at this exposure was at trophy presentations. So he needed to sign on the best skaters to be present at the awards ceremonies.)

What is the "Open"? Which skater did Dane and Toby want to compete against at the Open? (The Open is one of Florida's largest amateur skateboarding contests. Dane and Toby were excited to compete against their old friend, Craig.)

At this point in the book, what does Toby's father think of skateboarding? (Toby's father takes an interest in his son's new sport. He attends many of Toby's skateboarding events and starts reading Toby's skateboarding magazines, too. As it turns out, the colonel loves the freedom and excitement of skateboarding.)

► **Chapter 11:**

Why did the other skaters on The Flight Deck team look up to Toby? (They looked up to Toby because he worked hard and never gave up. These traits made him a leader on The Flight Deck team.)

What did Toby notice about Craig's condition when he saw him at the Orlando Open? (Toby noticed that Craig was drunk, again. He was slurring his words, his eyes were glassy, and he didn't look like he had his balance.)

What was Toby repeatedly telling himself as he prepared to skate in Orlando? (Toby kept telling himself, "No fear. No expectations. Have fun.")

► **Chapter 12:**

Why was Toby so angry with Eddie when he spoke with him at the hospital? (Toby was angry with Eddie because he knew that Eddie had provided Craig with the alcohol that led to his skateboarding accident. He was furious at Eddie for ruining Craig's chances and helping to put him in a life-threatening situation.)

As it turned out, what was the true reason that Eddie rushed to the hospital to visit Craig? (Eddie rushed to the hospital to cover up the fact that he had provided Craig with the beer that led to the accident.)

Why did Toby feel that Craig had been a good friend to him, despite Craig's recent mistakes? (Toby credits Craig as being the reason he wasn't miserable when he moved to Florida. Craig reached out to Toby and introduced him to skateboarding. Now, Toby considered skateboarding to be one of the best things in his life.)

► **Chapter 13:**

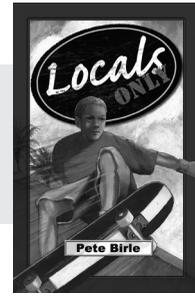
According to Toby, what did Craig's appearance, on crutches, at the skate park mean? (Craig's appearance signified that he was back. He was finished with Eddie Rios and the Javelina team. Hot Dog, Grommet, and Toby were a team again.)

Who is Fakie Fager? What job did he now have? (Fakie is a former pro skateboarder and a local skateboarding legend. He is now a rep for a skateboarding company, Swamp Skateboards.)

Why did Toby turn down Fakie's offer to skate for the Swamp team? (Toby's goal wasn't to become a sponsored skateboarder. He simply skated because he liked the sport and liked the opportunity to skate alongside friends.)

Locals Only

Vocabulary Words



Locals Only, Home Run Edition

Chapter 1:
competitiveness
reunite
briefing

Chapter 2:
neighboring
dismay
gravity

Chapter 3:
budding
upbringing
intensity

Chapter 4:
politics
artistic
strategy

Chapter 5:
confidence
appreciation
extension

Chapter 6:
disobeyed
confrontation
purposely

Chapter 7:
shaggy
binoculars
disservice

Chapter 8:
exposed
inseparable
puppeteer

Chapter 9:
abandoned
desperate
dramatic

Chapter 10:
zeroed
pesky
exhausted

Chapter 11:
essence
ultimately
exception

Chapter 12:
fractured
uneasily
miserable

Chapter 13:
fearlessness
acknowledgement
promote

Locals Only, Touchdown Edition

Chapter 1:
instinctively
mediocre
feigning

Chapter 2:
revolutionized
skepticism
unorthodox

Chapter 3:
rigorous
pinnacle
infatuated

Chapter 4:
mimicked
apparatus
individualism

Chapter 5:
fluidly
harnessing
definitive

Chapter 6:
pulsating
apparel
sponsorship

Chapter 7:
heightened
vantage
dishonorable

Chapter 8:
contradicted
stratosphere
reverberated

Chapter 9:
credibility
accentuate
cynically

Chapter 10:
notoriety
repertoire
cologne

Chapter 11:
spiraling
vengeance
miscalculated

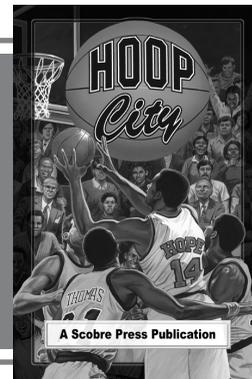
Chapter 12:
paralyzed
lingered
quivering

Chapter 13:
perpendicular
dumbfounded
fathom

Reading Comprehension Questions & Answers

Hoop City

Discussion Questions & Answers

► **Chapter 1:**

Why was Mike nervous about leaving Harlem? (Mike was nervous about leaving Harlem because it was his home and the only place that he'd ever known.)

Why didn't Tony go with his brother to the party? (Tony claimed that he had to pack to ready himself for UNY. In reality, he didn't want to hang out with Nick and Devon.)

What does the title of this chapter, "Fifteen Hours," refer to? (At 5 o'clock in the evening, Tony and Mike stood just 15 hours away from being in a dorm room at the University of New York.)

► **Chapter 2:**

Why did challenging Jason Helms to a game of one-on-one not seem like one of Tony's smarter ideas? (Jason used to dominate play at the Park. He was 5 inches taller and four years older than Tony. Plus, Jason had recently punched Tony in the face.)

Describe Tony's defensive theory about staring at his opponents' hips. (An offensive player isn't going to make a move to the basket unless his hips shift first. That is why Tony stared at Jason's hips as he lined up to play defense.)

At the end of the chapter, Tony says that he has "graduated." What does he mean by that? (Tony's graduation came when Jason referred to him as "Tony," not "Shorty." Tony also had graduated from the Park when Jason invited him to play at the Jungle courts.)

► **Chapter 3:**

What two things were east of 1st Avenue and 151st Street? (The only things east of 1st and 151st were Tony's and Mike's old school and trouble.)

What led Tony to falsely believe that he deserved special treatment when he showed up for high school tryouts? (Prior to the season, people all over New York City were talking about the Hope brothers. Tony let these words go straight to his head. He became cocky and arrogant, believing that he deserved special treatment.)

What does the chapter's title, "Locked Out," refer to? (Tony gets thrown off the high school team, and the door to the gym closes and locks behind him. "Locked Out" refers to him being "locked out" of the gym and "locked out" of his school basketball career.)

► **Chapter 4:**

Why was Tony surprised when Mike didn't look up at "Sweet Feet's" window? (Tony and Mike were Sweet Feet's biggest fans. They checked out his apartment every day on their walk home from school. So, when Mike walked by without a second glance, Tony was shocked.)

What occurred to Tony as he watched his old teammates practice through a crack in the door? (As he watched practice, Tony noticed his teammates slapping fives, bumping knuckles, laughing, and playing good basketball. The guys didn't seem to miss him.)

What kept Tony from apologizing to Coach Harris? (Tony's pride kept him from apologizing. He felt that Coach Harris had disrespected him and he was not about to apologize.)

► **Chapter 5:**

What statistic proved to Coach Harris that Tony was more than just a selfish player? (Tony's 10 assists per game during his sophomore season proved to Coach Harris that Tony was more than just a selfish player.)

What reasoning did Tony use in trying to persuade Mike not to go to the zoo? (Tony let his brother know that the state championship was two days away and if he was caught ditching class, he would not be allowed to compete. He reminded him that if Coach Harris found out, the guys would be in serious trouble.)

Why is this chapter titled "Skippin' Out"? ("Skippin' Out" refers to the fact that Mike and some of the guys skipped out on school to go to the zoo. This incident cost PS-44 the state championship.)

► **Chapter 6:**

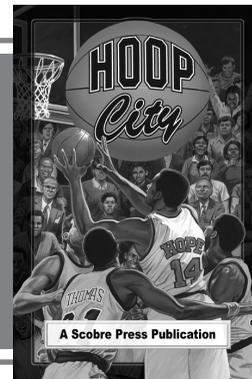
How did the head coach of UNY, Coach Collier, raise the stakes of the state championship? (This quote by Coach Collier further raised the stakes of an already important game: "I'm very interested in the state championship game this year because of the four guards that are involved. We'll see which pair's better this Thursday. We're gonna try and snag a pair of those kids and put them in a UNY uniform.")

Why did Tony dislike James Thomas? (In this chapter, James Thomas continued to direct trash talk at Tony. Tony disliked him because he never seemed to stop talking.)

Who was the best player on the court during the state championship game? Explain. (Mike was the best player on the floor during the state championship game. Despite a bruised knee, Mike managed to make eight straight shots. His heroics chopped the Brooklyn lead to one.)

Hoop City

Discussion Questions & Answers



► Chapter 7:

According to Tony, what was the only thing that kept the Hope family from falling apart? (Mom was the glue that kept the Hope family from falling apart.)

What reason does Mike give Tony for Mike's still being alive? (Mike claims he was given a second chance at life because his brother needed him.)

What seemed important to Tony as he sat in that hospital room? (Nothing seemed important to Tony anymore, not his dreams, basketball, or UNY.)

► Chapter 8:

Who is the "Farmer," and where is he from? (The "Farmer" is Josh Gibson. He is from a farm in Pennsylvania.)

What factors contributed to Tony wanting to leave UNY? (Tony was having trouble in school, and his test grades were far below average. Also, he had barely spoken to Josh while basketball had become a chore rather than a game. And during these most troubling moments of Tony's life, he was not able to turn to his brother.)

What reasoning did Josh use in trying to convince Tony to stay at UNY? (Josh stressed that Tony had never given college a chance. He reminded him how he'd worked his entire life to earn a college scholarship. He asked Tony if he was ready to throw all of that away. Josh also let Tony in on a dream of his own and told him that he also wanted to play in the NBA. He claimed that this dream was possible only if Tony stayed at UNY.)

► Chapter 9:

Why did the Pitbull players smirk when Tony and Josh entered the game? (Tony and Josh had barely seen any playing time during the early part of their freshman season. The Pitbull players smirked when the freshmen were sent into the game because this meant that UNY had essentially given up.)

Who is "Philadelphia's finest"? Where is he from? ("Philadelphia's finest" is Leroy Hill, from Philadelphia.)

What does the chapter title "Stepping Into the Light" mean? ("Stepping Into the Light" refers to the moment when Tony and Josh entered the game against Trenton – and stepped into the spotlight.)

► Chapter 10:

Why were Tony and Josh nervous when they heard that there was a new head coach? (Tony and Josh were nervous because Coach Collier had assured them that they would both be in the starting line-up during their sophomore seasons. Now, with a new coach on board, Tony and Josh wondered if they were going to be back on the bench.)

Why was Coach Williams smiling after everyone helped Leroy clean the gym? (Coach Williams was smiling a proud smile because he saw the guys act like a team, not a group of individuals. A sense of unity had been established.)

According to Coach Williams, what does every great player need? (Coach Williams says that every great player needs a supreme amount of confidence, a swagger to his step. Before one becomes a great player, Coach says that one must first believe that he is a great player.)

► Chapter 11:

Why did Tony have a hard time recognizing Josh after he came back for his junior year at UNY? (During the summer, Josh added 25 pounds of muscle to his once skinny frame.)

Why was Tony upset with Josh during the Memphis State game? (Tony was disappointed that Josh was passing on open shots during the game against Memphis State.)

Why did Josh feel a sense of urgency to win the national championship during his junior season? (Josh claimed that their junior year was their last shot at a national championship. Leroy would graduate after this season, and Josh also had a feeling that Tony would declare himself eligible for the NBA Draft after his junior year.)

► Chapter 12:

Why was Tony having a hard time telling Coach Williams that he was leaving for the NBA? (Tony didn't want to disappoint his hero.)

What did Tony realize when he saw Coach come onto the court for their game of one-on-one? (Tony no longer was looking at Coach Williams. He had awoken "Sweet Feet." His easy smile had been replaced by a competitive glare.)

When “Sweet Feet” is dominating Tony, what memory is conjured up inside him? (As “Sweet Feet” toys with him, Tony remembers being a kid and watching Lamar make his opponents look silly. Tony swats and swipes at the ball, and he knows that he has become another embarrassed victim of “Sweet Feet.”)

► Chapter 13:

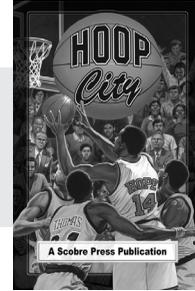
Why didn't Tony watch the draft in Miami? (Tony had planned on going to Miami to attend the draft, but the day before, Mike had undergone an emergency surgery on his wrist.)

Why did Tony feel for the kid who was overanxious while defending him? (The kid reminded Tony of a younger version of himself, and how he constantly tried to prove to the older guys that he belonged.)

Why did Mike initially refuse to watch Tony's game in person? What do you think led him to come anyway? (Mike said that he didn't want every camera in the arena to focus on him. Mike didn't want anyone to feel sorry for him. He also didn't want to take away attention from his brother on his special night. Eventually, Mike decided to show up. He wanted to show Tony that he could move again, and he wanted to be there to watch Tony realize his dream. He also knew that his brother needed him there.)



Hoop City Vocabulary Words



Hoop City, Home Run Edition

Chapter 1:
glided
startled
panicked

Chapter 2:
revealed
wisely
pride

Chapter 3:
hyena
deliberately
nonchalantly

Chapter 4:
viewpoints
tribute
bullied

Chapter 5:
assigned
darted
puzzled

Chapter 6:
hounded
strut
blanketing

Chapter 7:
invincible
paralyzed
welled

Chapter 8:
masked
tale
intensely

Chapter 9:
frantic
smirked
hounded

Chapter 10:
clutter
dim
swagger

Chapter 11:
rehabilitation
uncontested
clanked

Chapter 12:
presence
sternly
creaky

Chapter 13:
overanxious
wardrobe
mesmerized

Hoop City, Touchdown Edition

Chapter 1:
futilely
fraternal
stealthily

Chapter 2:
proposition
unorthodox
tactic

Chapter 3:
stakes
hooligan
monologue

Chapter 4:
tandem
trudged
wading

Chapter 5:
particles
puzzled
mockingly

Chapter 6:
adrenaline
authoritative
agony

Chapter 7:
ruckus
desperation
vital

Chapter 8:
sync
radiated
errant

Chapter 9:
rabid
miscue
ensuing

Chapter 10:
resembled
paranoia
engulfed

Chapter 11:
stimulated
exude
forego

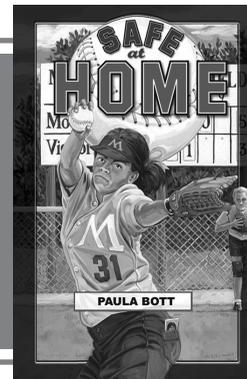
Chapter 12:
formulating
replica
inscribed

Chapter 13:
replenished
petrified
serene

Reading Comprehension Questions & Answers

Safe at Home

Discussion Questions & Answers

► **Chapter 1:**

Describe The Field. (The Field was a strip of grass located directly next to Selena's apartment. The 25-yard area was not well cared for. This rough surface included weeds that poked through the grass and big rocks that littered the area.)

Why weren't errors permitted in right field at The Field?

(If a ball got past the right fielder, the result could be a cracked windshield or a dented door. The right fielder had to be skilled enough to guard the parked cars from flying baseballs.)

Besides an automatic invitation to The Field, what was the greatest reward that Selena earned when she defeated Joe in the home run derby? (With a victory in the home run derby, Selena earned respect from everyone that played at The Field.)

► **Chapter 2:**

Why didn't Selena want to play softball with the girls?

(Selena considered herself to be an athlete. She didn't feel like hitting softballs that had pink stickers on them, and she wasn't looking forward to playing alongside anyone that did.)

Name one aspect of playing baseball with the boys that Selena didn't enjoy. (Selena didn't enjoy the social aspect of playing on an all-boys team.)

What was the team's reaction to Selena's amazing double play? How did this reaction make her feel? (The team ignored Selena's great play. Selena wasn't shocked by their reaction, though she was upset by it.)

► **Chapter 3:**

What are a few reasons Selena enjoyed the switch from baseball to softball? (First, Selena was able to trade in her baseball pants and long-sleeve jersey for cool mesh shorts and a cotton tank top. Plus, she fit in better on the girls' team.)

Why was Selena's mom so thrilled that Selena was enjoying her time on the softball team? (Selena's mom was concerned that Selena didn't have enough female friends. With the addition of softball to her life, that all changed and her mother was thrilled.)

What was Selena's nickname? How did she acquire such a nickname? (Selena's nickname was "Superestrella Cinderella," which means "Cinderella Superstar." She received this nickname because of the fancy bows she wore in her hair.)

► **Chapter 4:**

What did Selena's mom mean by the expression "when you get lemons, you make lemonade?" (This expression basically means that you should make the very best of what you are given. Rather than complain about a situation, Selena's mom told her children to turn bad situations into good ones by having the right attitude.)

Why did Selena sometimes feel unlucky that she was a girl?

(As a girl, Selena was expected to prefer dolls to baseball gloves and nice clothes to a baseball uniform. Yet, that wasn't the case. She envied her lazy brothers as they sat around while she prepared herself for the dance.)

What seemed important to Selena after her mother passed away? (Nothing. Selena felt lost without her mother by her side.)

► **Chapter 5:**

During this chapter, Selena reads 34 books in four weeks.

Why? (Selena was trying to win her school's "Readathon Challenge." The grand prize for winning was two tickets to a Scorpions game and a tour of Arizona Stadium.)

What was the "coolest" room that Selena has ever seen?

Describe this room. (The locker room at Arizona Stadium was the coolest room she had ever seen. There were four speakers playing music, gold plaques that honored the players, white jerseys with the players' names on them, gloves, boxes of cleats, and dozens of bats.)

Why did Selena select number 31 when Joe Valentine asked all the kids to pick a number between one and 100? (Number 31 was Joe Valentine's jersey number.)

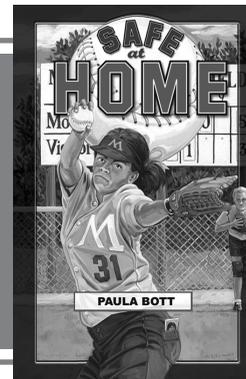
► **Chapter 6:**

When Selena returned to softball, what newly developed skill of hers shocked her teammates? (Selena's teammates were shocked by her new-found pitching skills. Beyond the accuracy of each pitch, Selena floored the girls with the velocity of her pitches.)

Why did Selena keep a picture of her mom in her back pocket when she took the mound? (Selena placed her mom's prayer card in her back pocket to ensure that her mother's spirit would remain alive and with her.)

Safe at Home

Discussion Questions & Answers



Who was Victoria Joyce? What achievement of Selena's grabbed her attention? (Victoria Joyce was a former college softball pitcher. Victoria heard about Selena's no-hitter from one of her players and it grabbed her attention.)

► Chapter 10:

What news did Coach Lebot deliver to Selena in Victoria's office? (Coach Jason Lebot informed Selena that she had been offered a softball scholarship to the College of the Pines.)

► Chapter 7:

What life experiences did Selena and Victoria share that further strengthened their bond? (Both Selena and Victoria lost a parent. Victoria experienced many of the same feelings of sorrow that Selena encountered.)

Give an example of how Coach Moody managed "by the book." (Coach Moody's style of managing was too conservative. For example, if a runner reached base with nobody out, she always instructed the next batter to bunt her along. Additionally, she always walked the clean-up batter if the count reached three balls and no strikes.)

How did the softball team do under Coach Moody's direction? (The softball team did not win a lot of games, nor did they have a lot of fun.)

► Chapter 8:

What is a quinceañera? (A quinceañera is the celebration of a Hispanic girl's entrance into womanhood. This occasion takes place when a young lady celebrates her 15th birthday.)

Why was Selena so excited about the news of the replacement softball coach? (Her close friend, Victoria Joyce, was about to become her softball coach.)

What "tool" helped Selena the most in dealing with the pressures of playing softball? (Her effective tool in dealing with the pressure of softball was her mom's prayer card.)

► Chapter 9:

How did Selena hurt her ankle? (Selena turned and injured her ankle while running a "suicide" race against LuAnn in the gym.)

What lesson about pitching did Selena learn during her ankle rehabilitation? (While sidelined with an ankle injury, Selena became aware of the fact that her legs were the key to pitching.)

Why did Selena refuse to wear her hair in bows, ribbons, or a ponytail after her mother died? (Her mom used to place those accessories in her hair for her. Without her mom, Selena decided to wear her hair down to preserve the memory of her mother.)

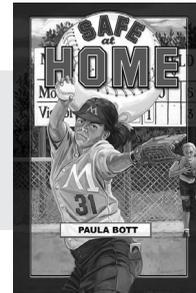
When was Selena's transformation to the sport of softball officially complete? (When Selena gripped a baseball, she realized that the object felt foreign in her hands. Right then, she realized that her transformation was complete.)

What did Selena leave beside her mother's tombstone when she visited the burial site? (Selena left behind the hair ribbon that she wore in the County Championship game, a copy of the newspaper article from that game, and the large ballpoint pen that she used to sign her softball scholarship right beside her mother's tombstone.)



Safe at Home

Vocabulary Words



Safe at Home, Home Run Edition

Chapter 1:
tolerated
bizarre
sportsmanship

Chapter 2:
instinct
obnoxious
awkward

Chapter 3:
priorities
drastically
reliable

Chapter 4:
custom
prefer
graceful

Chapter 5:
muffle
trance
declared

Chapter 6:
propelled
lunatics
credentials

Chapter 7:
wavered
presence
fragrance

Chapter 8:
symbolized
eagerly
transformation

Chapter 9:
whimpering
vanished
visualized

Chapter 10:
sulked
cherish
jolted

Safe at Home, Touchdown Edition

Chapter 1:
desolate
unfazed
endearing

Chapter 2:
tempered
constraints
inquisitively

Chapter 3:
mischievous
unmerciful
affirmation

Chapter 4:
luxury
permanency
radiant

Chapter 5:
recluse
excursion
instantaneously

Chapter 6:
eternity
agonizing
ascended

Chapter 7:
attaining
reckoned
equated

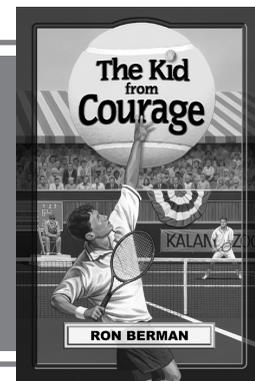
Chapter 8:
melodramatic
rendition
graciously

Chapter 9:
dwindling
heeding
obliged

Chapter 10:
sulked
interjected
preceded

The Kid from Courage

Discussion Questions & Answers



► Chapter 1:

Why is Bryan tempted to accept Jimmy's invitation to go to the football game? What is his reason for declining? (Bryan is only a freshman, and isn't often invited to hang out with sophomores. Bryan declines because he needs some extra practice.)

How did Bryan become interested in tennis? (Bryan was looking through his dad's old stuff when he found a racket and a can of balls. After hitting the ball against his garage door for a few hours, he was hooked.)

Who is Henry Johnson? Recount two of his colorful tennis stories. (Henry Johnson is an old man who hangs out at The Courts. One story he tells is about the time A.J. Bradford hit a serve at Wimbledon that was so fast that nobody even saw the ball as it whizzed by his opponent. Another tale recalls a doubles match in which Danny Crawford dealt with a trash-talking opponent by nailing him in the stomach with a topspin backhand.)

► Chapter 2:

What does a "bagel" mean in terms of tennis scoring? (A "bagel" means zero in the world of tennis scoring, as in 6-0.)

Who is Mike Scully? List some of his accomplishments. (Mike Scully is a 35-year-old former junior champion. His accomplishments include being ranked in the top 10 in the nation in the 18-and-under division when he was only 16 years old.)

What stroke of luck enables Bryan to squeak out a victory in his second-round match against Randy Kaplan? (The ball catches the tape twice, and Bryan rides the momentum to a three-set victory.)

► Chapter 3:

Ted Grover lives up to his reputation by pulling his usual antics at the end of the second set against Bryan. Detail Grover's actions and how they alter the outcome of the match. (Grover cheats Bryan on two key points. On the first point, Bryan's backhand lands on the line, but Grover claims that it was wide. Then, on set point, Grover calls Bryan's topspin lob out, even though it clearly hits the baseline.)

What happens when Bryan is dejectedly sitting by himself after his gut-wrenching defeat to Ted Grover? (Henry Johnson approaches him and starts a conversation.)

According to Mr. Johnson, Bryan needs to start from scratch with some of his strokes, even if he loses some matches in the process. Why does the Old Man Johnson think it's a mistake for juniors to be focused solely upon winning?

(Mr. Johnson thinks juniors are too focused on winning. They forget that they are still learning. He thinks it is more important to develop strokes and overcome weaknesses that might otherwise come back to haunt you.)

► Chapter 4:

In his response to Mr. Johnson's question, what does Bryan reveal about his goals in tennis? (Bryan tells Mr. Johnson that he wants to be invited to play national tournaments, and he admits that competing at Kalamazoo would be a dream come true.)

After Bryan loses his practice match to Jimmy, Bryan tells him that he has been working on his tennis with Mr. Johnson. What is Jimmy's reaction? (Jimmy jokingly claims that Bryan must have some major psychological problems. Jimmy also warns Bryan to be careful, noting that Bryan's tennis has been worse since he started working with Henry.)

Bryan impulsively asks Mr. Johnson to become his coach, even though he knows people will question his decision. Why is having Mr. Johnson as a coach such a huge gamble? (Bryan is a ranked junior who has been taking lessons from teaching pros for several years. A lot of time has passed since Mr. Johnson has coached a player, and it is questionable whether or not he still knows what he is doing.)

► Chapter 5:

In response to Bryan's question, what does Mr. Johnson say about how he became acquainted with Johnny Matthews? What does Mr. Johnson tell Bryan about Johnny's father? (Johnny would sneak off to hit balls against the wall at the Los Angeles Tennis Club when he was 13. Although Johnny's father was alive, he wasn't interested in taking care of his son.)

Detail the incident that caused the untimely death of Johnny Matthews. (At a roadside diner, some robbers came in with guns. Johnny tried to foil a kidnapping by jumping the two men, but one of the guns went off and killed him.)

According to Mr. Johnson, what similarities exist between Bryan and Johnny? (The way the two moved on the court was the same. Mr. Johnson also felt that the two approached the game similarly, with respect and dedication.)

► **Chapter 6:**

In Bryan's opinion, how did the intensity of playing tournaments compare to Henry's practice sessions? (Bryan says that Henry's practice sessions were much more difficult than actually playing in a tournament.)

Describe the professional sporting event that Bryan characterizes as one of the highlights of his summer. (At an exhibition match in Wichita, Kansas, Bryan is awestruck to witness the greatness of the pro players. Henry takes the opportunity to point out that the traits of famous pros are developed, not inherited at birth.)

On the first day of school, Bryan reflects on his trip to Los Angeles. What did he and his family do together? (Bryan spent two fun weeks with his dad in Los Angeles. In addition to sightseeing and visiting Henry's old tennis club, they went to the beach and took a hike in the mountains overlooking the city.)

► **Chapter 7:**

As he warms up with his nemesis, Ted Grover, Bryan realizes that there are many differences between this year's and last year's match. What are they? (Bryan's game has changed a lot in the past year. He now has Henry in his corner as well, which is a huge advantage. Grover is more reserved, as he knows he is playing an improved player. Also, Bryan is now stronger, more confident, and a full 6 feet tall.)

After defeating Ted Grover, Bryan gives a very personal and heartfelt gift to Henry. What is the gift? What is the significance of giving this present to Henry on this particular day? (It is a card that thanks Henry for all his wisdom, encouragement, and insight, and for being there for Bryan. This day was the one-year anniversary of their first encounter.)

What note does Bryan read during his match with Mike Scully? What change takes place as a result? (Henry had given him the note a few hours earlier. It consists of only eight words, "If you're afraid to lose, you can't win." Bryan responds by playing toe-to-toe with Mike Scully for the next hour and forcing him into a tiebreaker at 6-all.)

► **Chapter 8:**

Explain what the Missouri Valley Supers Circuit is, and what reward awaits the top six participants. (Bryan's section, the Missouri Valley Section, includes players from five states. The top six players, as chosen by committee, will have the opportunity to compete at the Super National Championship tournament in Kalamazoo.)

What leads to Mike Scully "pinch-hitting" for Henry as Bryan prepares for the Missouri Valley Supers Circuit? Why does Mike embrace the opportunity? (Henry gets the flu, which has him laid up at home. Mike takes on the job because he is thinking about becoming a coach anyway, and this will help him see if he likes it.)

In the match against Craig Schroeder, Bryan faces a difficult situation. What is that situation and how does Bryan handle it? (Bryan faces a match point! Bryan saves the match point, and relieved and inspired, he goes on a tear and wins the match in three sets.)

► **Chapter 9:**

Why was Bryan nervous when he arrived at the Wichita Tennis Club? (Bryan was nervous because he had been dreaming about this event for years. To finally be there was overwhelming.)

What life-altering event takes place on the very same day that Bryan is scoring his huge win over Segal? What does Bryan do when he receives the news? (Henry has suffered a major heart attack. When Bryan gets home and finds out, he rushes straight over to the hospital.)

List the six players that are endorsed by the selection committee. What is Henry's reaction? What little joke does Henry make about Ted Grover? (The list includes Cory Marshall, Billy Richardson, Ricky Segal, Eric Davis, Craig Schroeder, and Bryan Berry. Henry is very emotional, congratulating Bryan and then joking that "Ted Grover will be pleased to hear the good news.")

► **Chapter 10:**

What happens when Bryan is getting ready to leave the hospital? (As he is leaving, he realizes that he will likely never see Henry again. When Bryan turns around, the old man is staring right at him. Bryan rushes over to the bed and hugs his teacher.)

In Kalamazoo, when did Bryan's nerves finally calm? (Bryan's nerves calmed in the instant after Bryan's first serve of the tournament.)

An extraordinary experience occurs during Bryan's match with Joe Drucker. Describe this occurrence and explain what change takes place as a result. (On a very important point, Bryan can feel Henry's presence, inspiring him to chase down a ball that seems to be far out of reach. Bryan lunges at the ball and nails a topspin forehand right up the line. This is the greatest shot that has ever exploded off his racket! It makes Brian realize that even though Kalamazoo is the toughest, most prestigious junior tournament in America, he does indeed belong there.)

► **Chapter 11:**

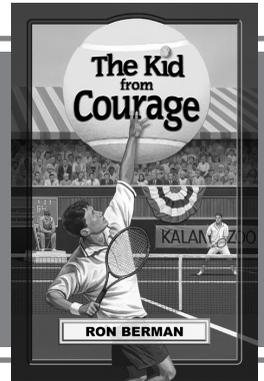
When Bryan finds himself losing to Eddie Binder, what strategy of Henry's does he employ, and what memory brings a smile to his face? (As Henry had suggested, Bryan switches up when confronted with a losing game plan. He starts easing up on his groundstrokes and going to heavy topspin instead. Bryan pictures Henry yelling at him. The memory brings a smile to Bryan's face.)

What story does Charley Morrison tell Bryan about Henry and a Hollywood movie producer? (Morrison tells Bryan a funny story about a Hollywood producer who offered to put Henry in the movies!)

According to Charley Morrison, what gift did Bryan give Henry? How does this awakening make Bryan feel about his friendship with Henry? (Morrison tells Bryan, "You gave him the greatest gift he could have ever asked for." The gift was allowing him to be a coach again. This realization makes their friendship even more special to Bryan.)

The Kid from Courage

Discussion Questions & Answers



► Chapter 12:

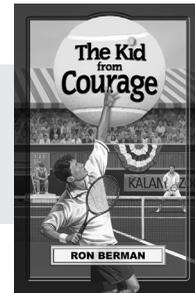
What do Bryan and Brandon do on Bryan's day off before the semifinals? (He and Brandon hang out at Stowe Stadium for a couple of hours, where Bryan has become something of a local celebrity.)

What had Charley Morrison done to pay tribute to Henry Johnson, which also contributes to the affection the crowd feels toward Bryan? (Charley Morrison wrote a story for the Kalamazoo Gazette, which he titled "From Courage to Kalamazoo." The story is about Bryan and his coach, Henry.)

While waiting for the trophy presentation to begin, what does Bryan see when he looks into the stands, and what thought immediately rushes to Bryan's mind? (Bryan sees his family. He realizes that only one thing could have made his victory more complete, and that was the presence of Henry. Bryan missed his coach, and thoughts of him immediately jumped to his mind.)

The Kid from Courage

Vocabulary Words



The Kid from Courage, Home Run Edition

Chapter 1:
priority
tempting
declare

Chapter 4:
glumly
bashing
conditioning

Chapter 7:
predictable
intimidate
remaining

Chapter 10:
level
assure
peaking

Chapter 2:
rude
activity
predicted

Chapter 5:
moist
legendary
cluttered

Chapter 8:
advance
gifted
elderly

Chapter 11:
clever
collapse
sip

Chapter 3:
accomplishment
outright
alarming

Chapter 6:
ultimate
overwhelming
advice

Chapter 9:
active
adjust
recovery

Chapter 12:
flashy
qualities
familiar

The Kid from Courage, Touchdown Edition

Chapter 1:
theatrics
disheveled
outlandish

Chapter 5:
subdued
solemn
scenario

Chapter 9:
blare
occurrence
severe

Chapter 13:
tranquil
audacity
elite

Chapter 2:
frigid
leisurely
chagrin

Chapter 6:
exterior
gist
remorse

Chapter 10:
intriguing
disruptive
ruthless

Chapter 14:
pesky
unorthodox
anecdotes

Chapter 3:
exceptional
uncharacteristic
demoralized

Chapter 7:
agitated
muster
linger

Chapter 11:
inimitable
intuition
caliber

Chapter 15:
valiantly
venerable
improbable

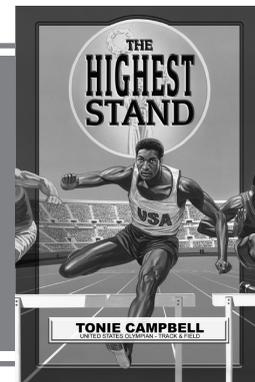
Chapter 4:
attire
indignation
uncharted

Chapter 8:
rigorous
excursion
enlightening

Chapter 12:
deficiency
employ
drab

The Highest Stand

Discussion Questions & Answers



► Chapter 1:

Who is Colin Beckham? Explain. (Colin Beckham is Great Britain's finest track star and the current world-record holder in the 110-meter high hurdles.)

Why did Howard and Jerry retire from backyard football?

(Howard and Jerry quit backyard football after Ike punched Jerry in the stomach. Ike's punch caused Jerry to throw up on Ike's shoe. When Howard tried help Jerry to his feet, Ike punched him in the head. The next day Howard and Jerry retired.)

Who is Ike "Spike" Gwynn? Would you say that he's a friendly competitor in a game of touch football? Explain.

(Ike is the biggest bully and the cruelest guy that Dede knows. Ike plays tackle football, even though the rule is two-hand touch. Ike is not a friendly competitor.)

► Chapter 2:

Why was Dede satisfied to have drawn "lane four" as his running lane in the Olympic race? Explain. (Lane four is traditionally considered the fast lane in track and field events.)

Dede could always tell how fast he was running because of one sound in particular. What was that sound? Explain. (The noise the wind made in his ears as he ran was the biggest clue. When he heard a "hurricane" in his ears he knew that he was moving quickly.)

According to Dede, what was even "cooler" than the fact that he stood up to the bullies? Explain. (Dede was more impressed that Carla Romero, his dream girl, put a hand on his shoulder. "Now that was cool," he said.)

► Chapter 3:

What weakness did Dede see in the young runners as they immediately fled to the temporary track for some last-minute practice? Explain. (Dede saw that these youngsters didn't trust themselves or their completed pre-race routines.)

What were some of the consequences of Dede's sticking up for himself in front of Ike? Explain. (In light of Dede's newfound popularity, Howard, Jerry, and he no longer spent time together.)

Was Carla, Dede's dream girl, impressed with the changed manner in which Dede treated Howard and Jerry? Explain. (Carla was not impressed with the way that Dede treated his old friends. In fact, she made a point to confront him after he pushed Howard and Jerry to the ground.)

► Chapter 4:

What was the result of Dede's mistake during one of his warm-up laps? Explain. (Dede's slight lapse of focus made him slow up too quickly. This caused a sudden burning sensation in the back of his thigh. Dede had injured his hamstring.)

How did Allen subtly bully Dede? Explain. (Allen didn't bully Dede with his fists. He pushed Dede around in other ways, such as not inviting him to a party or sitting at a bench with enough seats for everyone but Dede.)

How does Dede feel when he is not chosen for Mat's trip to the amusement park? Explain. (Dede feels terrible when his "new" best friend turns his back on him and invites five other friends to join him on his trip to the amusement park.)

► Chapter 5:

What was Dede's main concern and the last item on his "checklist" as he entered the starting blocks for his final race? Explain. (Dede was nervous that his injured left hamstring wouldn't respond and that he would be forced to run the race from behind.)

How important was Dede's first step in the overall scheme of the race? Explain. (The first step was crucial. Dede knew the exact number of inches that he wanted to extend himself for that first step (7 inches). If Dede missed the mark on step one, he would have to spend the entire race avoiding a crash.)

Though Dede hadn't spent much time thinking about his future, he knew (with certainty) that he eventually didn't want to do a few things. Name those careers. Explain. (He didn't want to talk on the phone, or work in a factory or a construction site, and he wanted nothing to do with plumbing or electricity. He disliked blood, so that eliminated being a doctor. He also didn't want to be a teacher or a lawyer.)

► Chapter 6:

In an Olympic race, what happens to a runner when he or she false starts for a second time? Explain. (Olympic rules state that a second false start is grounds for disqualification from the race.)

Why was Dede intrigued and pondering a tryout of his own when he showed up to watch Howard and Jerry compete for spots on the track team? Explain. (Dede's interest and curiosity were peaked when he saw the many people gathered to try out for the team.)

Name a pair of reasons that Coach Markham sent Dede to run hurdles when Dede didn't know which event to try out for. (Coach Markham decided that Dede didn't have the strength to throw shot put, nor did he have the body to run long-distance. He noticed Dede's long legs and decided that Dede was suited to be a hurdler.)

► Chapter 7:

Why was the third hurdle so important to Dede and his race strategy? (The third hurdle was when he would finally take a glance around at the competition.)

What was the "true" reason for Jerry wanting to quit the track team? What did he plan to use as his "fake" excuse for leaving the team? (Jerry wanted to quit the track team to join the drama club. He was planning on faking a foot injury, which would be his excuse for leaving the team.)

Why was Dede so excited that Carla was about to turn 16 years old? (Carla's dad made a rule that Carla couldn't date until she turned 16 years old. Now, Dede could finally ask Carla out on a real date.)

► Chapter 8:

To whom did Dede shift his attention as he approached the fourth hurdle? (Dede shifted his attention to the dangerous and highly skilled runners ahead of him, Colin Beckham and Boris Krazets.)

Why was Dede fidgeting nervously in his seat during the big test in Mr. Everett's math class? (Dede was nervous because he hadn't studied for the math test, and he knew that his grade would reflect this.)

When Dede arrived at his tutor's house, why was he suddenly convinced that he was going to become a great math student? (Dede's tutor turned out to be Carla. Dede knew from the moment Carla opened the door that he would become a great math student because he was going to enjoy learning from his new tutor.)

► Chapter 9:

Why was Dede nervous when he heard Vander Parks's hurdle snap? (When Dede heard the hurdle snap, he was nervous that Vander Parks could fall into his lane and ruin his chances of gold.)

How did Dede react to Coach Markham's hazing when he rejoined the team? How would he have reacted to such treatment when he was younger? (Dede was not flustered by Coach Markham's comments. He believed in himself, apologized, and asked for another chance. In his earlier years, Dede would have been intimidated.)

Why did Dede feel a sense of sadness when he stretched before his final race in high school? (Dede felt sad because he had not been offered a track scholarship by any colleges. This meant that the sport that had been a critical part of his life over the years was likely about to be over with this final race.)

► Chapter 10:

Describe Colin Beckham's unique finishing move at the conclusion of a race. (Because Colin realizes that the race is over when his shoulder crosses the line, he leans with his head and arms out of the way while firing his shoulders forward.)

According to Matsu, why did Dede feel strange during his first college victory? (Matsu claimed that when a runner runs beyond his or her capabilities, the sensation of such speed feels unlike anything that runner has ever felt.)

What skills are required to run a race with low hurdles? High hurdles? (The low hurdles require a competitor who has patience, strength, and long strides. The high hurdles demand such skills as quickness, speed, flexibility, and fast steps.)

► Chapter 11:

How did Dede fare in his first Olympic Games? (Dede made an early exit from his first Olympics.)

Was Dede satisfied with the race that he ran during the Olympics in Paris? Explain. (Colin Beckham won the race, but Dede was satisfied with his effort, realizing that "as good as I was that day, someone else was better.")

What is "the highest stand"? (The highest stand is where the gold medal winner stands after victory in a race. The highest stand is surrounded by two other stands where the silver and bronze medal winners stand for the medal presentation and ceremony.)

The Highest Stand

Vocabulary Words



The Highest Stand, Home Run Edition

Chapter 1:
determination
desire
speckled

Chapter 2:
rival
achieve
contagious

Chapter 3:
temporary
coward
torment

Chapter 4:
sheltered
reassure
meekly

Chapter 5:
dreading
instinctively
virtually

Chapter 6:
capacity
startled
technique

Chapter 7:
graced
seemingly
showboating

Chapter 8:
latched
resumed
consequences

Chapter 9:
fatigue
impatiently
critical

Chapter 10:
obstacle
stabilized
aging

Chapter 11:
awkward
marginal
emerge

The Highest Stand, Touchdown Edition

Chapter 1:
buffer
dutifully
advocate

Chapter 2:
complexion
nemesis
persona

Chapter 3:
haste
solitary
dispersed

Chapter 4:
basked
discarded
perplexed

Chapter 5:
detached
ambled
feeble

Chapter 6:
scarcely
surmised
geometrical

Chapter 7:
temptation
tendency
notorious

Chapter 8:
quagmire
synchronized
fiery

Chapter 9:
writhing
averted
insurmountable

Chapter 10:
impeccable
sinewy
inertly

Chapter 11:
vantage
phantom
solemnly

INSTRUCTIONS:

Using the vocabulary list for the Scobre Press book you are reading, fill out the following chart. (Hint: Every book in the Scobre Press Classroom Library has its own vocabulary list. Make sure you are using the list that goes along with the book you are reading.)

As you read each chapter of your book, stop when you locate a vocabulary word from the vocabulary list.

Write down that vocabulary word in the left-hand column of this chart.

In the middle column of this chart, write down what you think that word means.

Next, look up that word in a dictionary or on the Internet and write down the definition that you think best matches the way the author used the word in the book.

Repeat this step for every word on the vocabulary list.



Name: _____

Book: _____ Author: _____ Date: _____

Vocabulary Tracker

Directions: As you read your Scobre Press book, write down your book's vocabulary words in the column on the left side. In the middle column, write down what you think that vocabulary word means. In the column on the right side of the page, write down the actual definition of the word after finding that definition in a dictionary or on the Internet.

| Vocabulary word | I think it means... | I found out it means... |
|------------------------|----------------------------|--------------------------------|
| | | |
| | | |
| | | |
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| | | |

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Photocopy five per student, per book.

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