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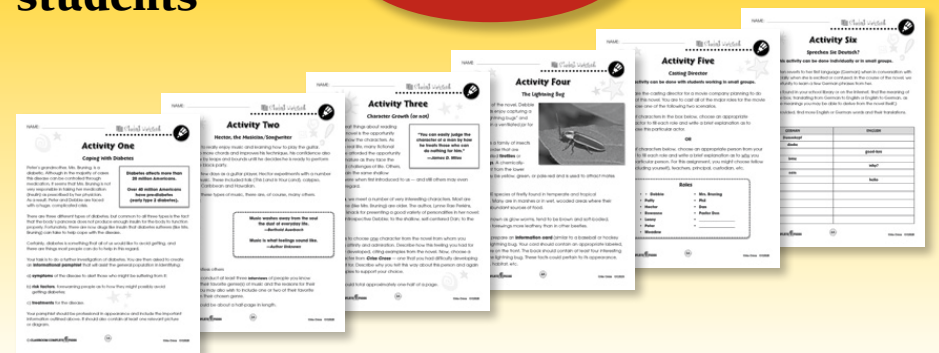
## EASY MARKING™ ANSWER KEY .....

## GRAPHIC ORGANIZERS .....

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# Lynne Rae Perkins

**"T** heir secrets inadvertently sidestepped each other, unaware, like blindfolded elephants crossing the tiny room."

— Lynne Rae Perkins (*Criss Cross*)



Lynne Rae Perkins was born in 1956 in Cheswick, Pennsylvania, a small town outside Pittsburgh. She and her husband, Bill Perkins, have two children, Lucy and Frank.

Lynne Rae Perkins attended the Pennsylvania State University, where she received a B.F.A. in printmaking. Later, she graduated from the University of Wisconsin with a M.F.A.

Encouraged by Greenwillow Books art director Ava Weiss, Perkins had her first book, *Home Lovely*, published by Greenwillow in 1995.

Lynne Rae and her husband, Bill, moved to the woods of Michigan and lived in a house that was only reachable by climbing 104 steps. It was this house that inspired her second picture book, *Clouds for Dinner*.

In 1999, *All Alone in the Universe*, a novel about best friends growing up, was published. This novel has been honored as an ALA Notable Children's Book, a Bulletin Blue Ribbon (*The*

*Bulletin of the Center for Children's Books*) and ALA Booklist "Top 10 First Novels".

Perkins' next two picture books were tales involving animals: *The Broken Cat* (2002), and *Snow Music* (2003).

Lynne Rae's novel, *Criss Cross*, was awarded the prestigious Newbery Medal in 2006.

### Did You Know?

- Her sister Cathie, taught her to read at the age of four.
- Lynne Rae Perkins started out as an illustrator before she became a writer. Her previous jobs included picture framer, drawing instructor, and graphic designer.
- *Criss Cross* is a sequel to Perkins' 2002 novel, *All Alone in the Universe*.



# Chapters Four to Seven

Answer the questions in complete sentences.

1. Why do you think clothing styles are so important to many people? How important are they to you?  
\_\_\_\_\_
2. As people pass through their pre-teens and then their teens, they often find that they begin to grow apart from friends that they have been close to all their lives. What are some of the reasons why this might occur?  
\_\_\_\_\_

### Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

|    |               |              |   |
|----|---------------|--------------|---|
| 1  | hoist         | engaging     | A |
| 2  | chivalrous    | inaccessible | B |
| 3  | inadvertently | frustrate    | C |
| 4  | winsome       | gallant      | D |
| 5  | camouflage    | subconscious | E |
| 6  | impenetrable  | astute       | F |
| 7  | subliminal    | lift         | G |
| 8  | exasperate    | obscure      | H |
| 9  | ulterior      | aromatic     | I |
| 10 | scrutinize    | accidentally | J |
| 11 | pungent       | examine      | K |
| 12 | perceptive    | hidden       | L |



# Chapters Eight to Eleven

1. Fill in each blank with the correct word from the chapters.

- a) Fixing the leaking \_\_\_\_\_ filled Debbie with a sense of satisfaction.
- b) Hector already knew Bob Schimpf, who had been Hector's pack leader when he was a \_\_\_\_\_ Scout.
- c) Dan Persik was a well-known \_\_\_\_\_ player.
- d) Hector figured that Pastor Don had not completely given up his dream of being a \_\_\_\_\_ star.
- e) Hector claims to have been named after the leader of a \_\_\_\_\_ band.

2. Complete each sentence with a word from the list.

Patty      Russell      Meadow      Debbie      Mary

- a) The two young girls in Hector's guitar class were named Robin and \_\_\_\_\_.
- b) When Pastor Don completed his solo, it was evident that \_\_\_\_\_ thought it was *delightful*.
- c) At one point, \_\_\_\_\_ stopped playing the guitar and joined in the singing of "This Land is Your Land" exclusively.
- d) \_\_\_\_\_ wished she was taller.
- e) \_\_\_\_\_ briefly considered the thought of one day being a plumber.



# Chapters Twenty to Twenty-three

Answer each question with a complete sentence.

1. Why did Hector make sure to tell Meadow about the Seldem Days parade out of earshot of Pastor Don?  
\_\_\_\_\_
2. Describe how Lenny got his truck started when the battery was dead.  
\_\_\_\_\_
3. What was it that frustrated Lenny after they were initially successful in getting the truck started?  
\_\_\_\_\_
4. Debbie spends some time reflecting on what it would have been like to have lived during the time in which *Wuthering Heights* was set. List two advantages she thinks of for living in the present time.  
\_\_\_\_\_
5. In Chapter 23, why did Debbie look away suddenly when her eyes met Phil's?  
\_\_\_\_\_
6. Hector asks Debbie whether she prefers listening to people talk about movies or listening to people try to remember what they dreamed. Which do you prefer and why?  
\_\_\_\_\_

### Journaling Prompt

Imagine you are one of the characters featured in these chapters. Create a journal entry describing your feelings with regard to one other character in the story.



## Chapters 1 to 7

### In the Rhododendrons

Debbie and Patty find a rhododendron patch to be the perfect secluded spot for changing their clothing. The name rhododendron is from the Greek language meaning "rose tree". There are over 1000 species in this family of woody plants, mostly with showy flowers.



Your task is to prepare an information card (much like a baseball or football card) for the Rhododendron plant. Your card should include a large colored picture on the front, and at least four interesting facts about the flower on the back. Topics might include typical appearance, cultivation, insects and disease, medicinal potential, toxicology (poison species), importance to specific world cultures.



## Chapters 8 to 15

### Haiku Poem

Debbie and Patty have a great deal of fun creating Haiku poems about students in their school.

**Haiku poems** have taken on many different forms over the years. Most, however, agree that the poem must be expressed in 17 syllables or less. A typical form is 3 lines of 5-7-5 syllables. The novel, *Criss Cross* provides many interesting examples.

Create at least two Haiku poems. You are free to choose any topic for your poems. Popular topics for haiku poems include nature and the five senses. If you choose to follow Debbie and Patty's example and create poems about people in your school, be sure that they would not hurt the feelings of the person about whom you are writing. You may wish to accompany your poem(s) with an illustration.



## Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

|           |           |              |            |               |
|-----------|-----------|--------------|------------|---------------|
| cinematic | gazebo    | impulse      | mechanical | scenario      |
| coalesce  | haphazard | irresistible | monolithic | sophisticated |
| exquisite | imperious | maneuver     | pedestrian | stabilize     |

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



## Comprehension Quiz

Answer each question in a complete sentence.

- What was the main reason for Rowanne inviting Hector to the coffee house?  
\_\_\_\_\_
- What habit did Lenny pick up early in the novel that disgusted some of his friends?  
\_\_\_\_\_
- Why did Debbie and Patty change clothes among the rhododendrons?  
\_\_\_\_\_
- From whom did Hector take guitar lessons?  
\_\_\_\_\_
- Whom did Hector wish to impress the most at guitar lessons? Who appeared to be his main competition?  
\_\_\_\_\_
- What special challenge did Lenny's dad's truck present to a new driver?  
\_\_\_\_\_
- What new and different place did Hector think would be great to show Meadow?  
\_\_\_\_\_

SUBTOTAL: /11

## Compare and Contrast Matrix

Compare and contrast two characters from the novel.

| Attributes for Comparison          | Character 1 | Character 2 |
|------------------------------------|-------------|-------------|
| 1. Physical or Character Attribute |             |             |
| 2. Physical or Character Attribute |             |             |
| 3. Physical or Character Attribute |             |             |

NAME: \_\_\_\_\_

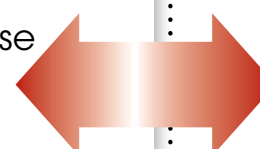
After You Read 



# Chapters Eight to Eleven

Answer each question with a complete sentence.

1. What made the instructions that came with the wrench almost useless?  
\_\_\_\_\_
2. What do you think motivated Pastor Don to give free guitar lessons? (Try to come up with two possible reasons.)  
\_\_\_\_\_  
\_\_\_\_\_
3. Some readers will find the title for Chapter 10 racist and offensive. The Arctic Inuit regard the name "Eskimo" (*eaters of raw meat*) as insulting and degrading. After considering the events described in this chapter, create a new title for it without using this offensive word.  
\_\_\_\_\_  
\_\_\_\_\_
4. Hector suggests four possible reasons as to why Pastor Don led off the lesson with a solo. What reason do you think is most correct? (You don't necessarily have to choose one of Hector's reasons.)  
\_\_\_\_\_  
\_\_\_\_\_
5. Investigate: When discussing names with the girls after his lesson, Hector is told that his name means "to bother people." Using resources in your school library or on the Internet, check this out. What is the meaning of the name **Hector**?  
\_\_\_\_\_  
\_\_\_\_\_
6. The author considers the song written by Hector in Chapter 11 to have a **universal theme**. What theme can you identify in these lyrics? List three additional universal themes which are popular in song lyrics.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



1.

They were written by someone who didn't understand English very well.

2.

Answers will vary (i.e. kindness; build church membership).

3.

Answers will vary.

4.

Answers will vary.

5.

It is Greek for "steadfast."

6.

Love/Romance. Jealousy; growing up; sacrifice; loneliness, etc.

## Vocabulary

### Across

2. Seldom
3. Patty
5. guitar
7. shards
9. incongruous
11. nun
12. smitten
14. sarcastic
15. Debbie
17. haiku

### Down

1. Hector
3. Persik
4. ravine
6. truck
7. scenario
8. instinct
10. combs
13. Rowanne
16. beat

1.

Answers will vary.

2.

Answers will vary.

1.

He let on to her that he had his dad's permission to give her a driving lesson.

2.

A song by The Mamas and Pappas. The ravine.

3.

Answers will vary (i.e. to keep the ravine clean to impress Meadow).

4.

That Hector take Meadow to the Taste-Freez for ice cream.

5.

Answers will vary.

6.

Debbie sat beside her and a boy on the bleachers and she could tell her friend wanted her to get lost.



# EASY MARKING ANSWER KEY



### Journaling Prompt

Imagine you are Meadow. What impression did you form of Hector following your brief meeting? Create a journal entry describing your initial meeting and the feelings you experienced as a result.

## Criss Cross

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.