

Contents



TEACHER GUIDE

• Assessment Rubric	4
• How Is Our Literature Kit™ Organized?	5
• Graphic Organizers	6
• Bloom's Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story	8
• Vocabulary	9



STUDENT HANDOUTS

• Spotlight on Jerry Craft	10
• Chapter Questions	
<i>Chapters 1-2</i>	11
<i>Chapter 3</i>	14
<i>Chapters 4-5</i>	17
<i>Chapter 6</i>	20
<i>Chapters 7-8</i>	23
<i>Chapter 9</i>	26
<i>Chapter 10</i>	29
<i>Chapters 11-12</i>	32
<i>Chapter 13</i>	35
<i>Chapter 14</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS.....

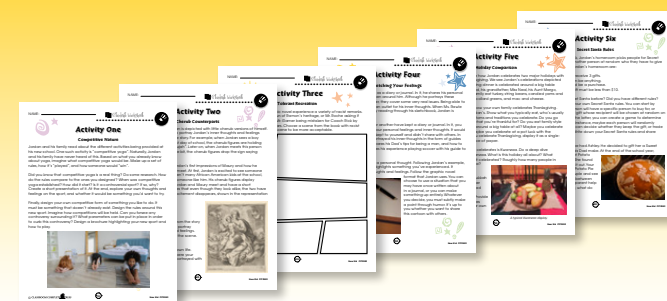
✓ 6 BONUS Activity Pages!

Download additional worksheets for your students

Go to our website: www.classroomcompletepress.com/bonus

- Enter item CC2552
- Enter pass code CC2552D for Activity Pages

FREE!





Jerry Craft

Jerry Craft was born on January 22, 1963 in Harlem, New York. He grew up in nearby Washington Heights. He went to the Fieldston School, receiving a private "Ivy League" education.

In 1984 he graduated from the School of Visual Arts with a Bachelor of Fine Arts (BFA) degree in advertising. With this he worked as a copywriter for twelve years. After this he stepped into the world of comic books and graphic novels while working for Marvel and Harvey Comics. Before writing and illustrating his first graphic novel, Craft was the Editorial Director for the *Sports Illustrated for Kids* website.

In 2019, Craft's debut graphic novel, *New Kid*, won the Kirkus Prize in the "Young Readers Literature" category. In 2020, it went on to win the John Newbery Medal, becoming the first graphic novel to do so. At the same time, his novel won the Coretta Scott King award. Craft is only the second person to have ever won both awards in the same year.



In other areas, Craft has worked for the *American Diabetes Association* and helped in the fight against childhood obesity with the *American Council for Fitness and Nutrition*. In addition, he has worked with *Donate Life*

America to raise awareness of organ and tissue donation, as well as support the *DC Campaign to Prevent Teenage Pregnancy*. Throughout these endeavors, Craft has earned several awards in recognition.

Did You Know?

- Created the comic strip *Mama's Boyz*.
- Has won the African American Literary Award many times for his comic strip.
- Is the co-founder of the Schomburg Center's Annual Black Comic Book Festival.

Chapters Four to Five

Answer the questions in complete sentences.

1. In Chapter 3, Alex asks Jordan if he's into graphic novels, which Jordan answers that he doesn't know a lot about them. Predict whether you think Jordan will get into graphic novels.

2. At the end of Chapter 3, we get a sense that Jordan is struggling between his old and new life. This is depicted with the artwork for Chapter 4. Do you think this struggle will continue and he'll have to choose a side?

Vocabulary

Complete each sentence with a word from the list.

chameleon	exhausted	production	financial
concussion	casting	offensive	slaughtered

1. Jason had very little sleep and was _____ the next morning.
2. There was a _____ call for young boys and girls to star in a cereal commercial.
3. The high ticket sales at the box office meant the movie was a _____ success.
4. Megan is known to be a _____ because she changes her personality to mimic whoever she's with.
5. The football team was _____ by the end of the game.
6. After the fall, Annabelle had a minor _____.
7. The Lee family was excited to see the latest _____ on Broadway.
8. Kyle found the comments to be _____.

Chapter Nine

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Jordan forgot all about Kirk until he came over.
- T F b) Jordan's mom is glad that Jordan and Kirk are "hanging out" again.
- T F c) Drew is "pepper steak".
- T F d) Liam wears beat-up shoes.
- T F e) Kirsten is eager to meet Jordan.
- T F f) Liam used to be closer friends with Maury.

2. Number the events from 1 to 6 in the order they occurred in this Chapter.

- a) Jordan learns the auditorium at school is named after Liam's grandfather.
- b) Kirk comes over to Jordan's house.
- c) Jordan's dad saves his soul.
- d) Kirk and Jordan play video games.
- e) Jordan's dad takes him over to Liam's house.
- f) Jordan meets Grayson and Kirsten.



Chapters Eleven to Twelve

Answer each question with a complete sentence.

1. What piece of gossip does Ashley share with the boys? What causes this event?

2. What callback to an earlier issue does Jordan recall in his Public Service Announcement cartoon?

3. Describe the confrontation between Andy and Drew. What are Andy's points in support of his actions?

4. Describe the confrontation between Andy and Drew. What are Drew's points against Andy's actions?

5. After the fight between Drew and Andy, Jordan gets overwhelmed with everything that's been bothering him and he stands up for his friend. What are all the things he lists that have become "too much" for him?

Journaling Prompt

In Chapter Twelve, Andy once again makes jokes about Ramon's heritage. He gets called out by Drew. Andy's excuse is that he was only joking and that Ramon and him are "cool". However, you can tell by Ramon's body language and expressions that he's not cool with this. The confrontation between Andy and Drew escalate to the point where someone gets hurt. How would you have approached this situation if you were in Drew's shoes? Is there a better way to confront a bully?



Chapter 6

Two Faces of Ms. Rawle

At the beginning of Chapter 6, Andy calls Drew "dawg" in homeroom. Ms. Rawle doesn't say anything to Andy, even though you can see with his body language that it was not said in fun. A bit later, Drew calls Jordan "dawg" after they share a heart-to-heart in the hall. Their body language is clearly different as they are smiling and sharing a fist bump. However, Ms. Rawle's reaction is much different.

She chooses to single out Drew, first by calling him by the wrong name, and stating that it isn't nice for him to call Jordan "dog". She says "He's a human being, NOT a dog." In Ms. Rawle's eyes, it's okay for Andy to call someone "dawg"—or how she hears it, "dog"—but it isn't okay for Drew to do the same. Why does she treat Andy differently from Drew?

This situation escalates quickly as Drew defends himself and points out the double standard to Ms. Rawle. He also asks that she apologize for continuously calling him by the wrong name. Re-write this scene to reflect a more civil discussion.



Chapter 8

Book Recommendations

Maury and Drew each have an interaction with Miss Brickner at the Book Fair. Miss Brickner recommends the book *The Mean Streets of South Uptown: A Gritty Tale of Survival* to Maury, saying that he will identify with the protagonist, describing him as " (suffering) so much, growing up in poverty without a father". Maury respectfully disagrees, saying his "dad is the CEO of a fortune 500 company". Miss Brickner moves on to recommend the book to Drew.

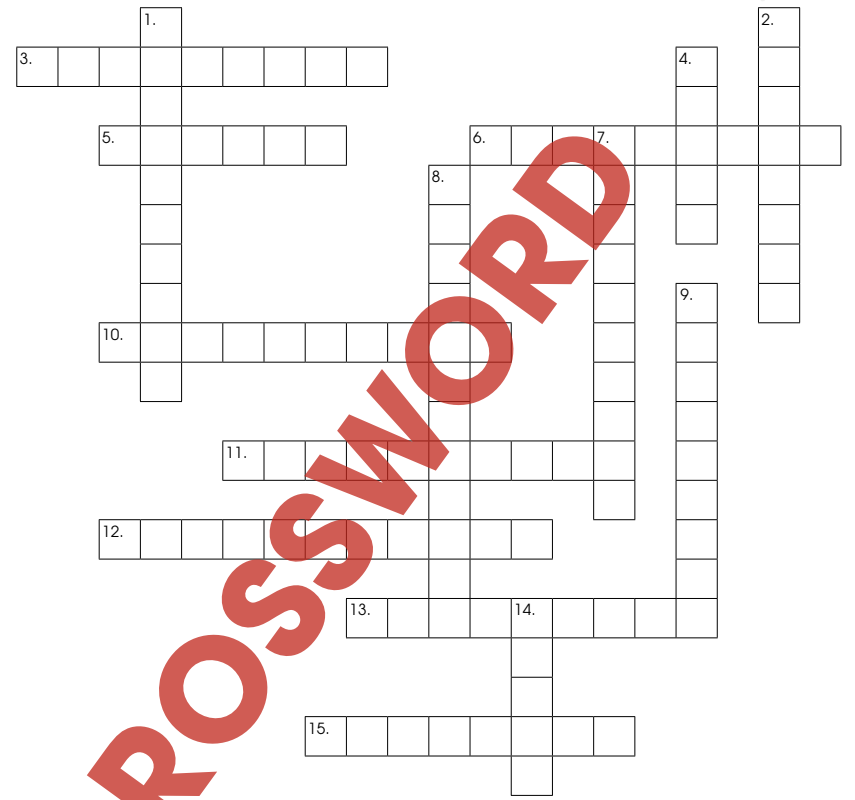
Miss Brickner is "judging kids by the covers of their books" as Jordan illustrates in his sketchbook. This means that Miss Brickner is recommending books to students based on how they look rather than what their interests are. By now you know a little bit about Maury and Drew. Choose one and find a book to recommend to them. Make sure to read the description of the book so that it matches with their interests. Explain why you chose the book.



Chapter Six

Vocabulary

- accepting
- aggressive
- apologized
- associate
- civil
- compliment
- corporate
- defend
- deserved
- escalated
- frustrating
- generation
- minority
- partnerships
- slang



Across

- 3. Allowing something to happen and making peace with it.
- 5. To stick up for someone or something.
- 6. This argument really _____.
- 10. To say something nice to someone.
- 11. To be violent towards someone or something.
- 12. "I find opening a stuck lid very _____."
- 13. "Jeff is my work _____."
- 15. A smaller group of people.

Down

- 1. Once every _____.
- 2. She _____ to win the prize.
- 4. The kids all used _____ words.
- 7. To say you're sorry.
- 8. Two or more people working together.
- 9. "My mom works at a _____ office."
- 14. Marriage is a _____ union.



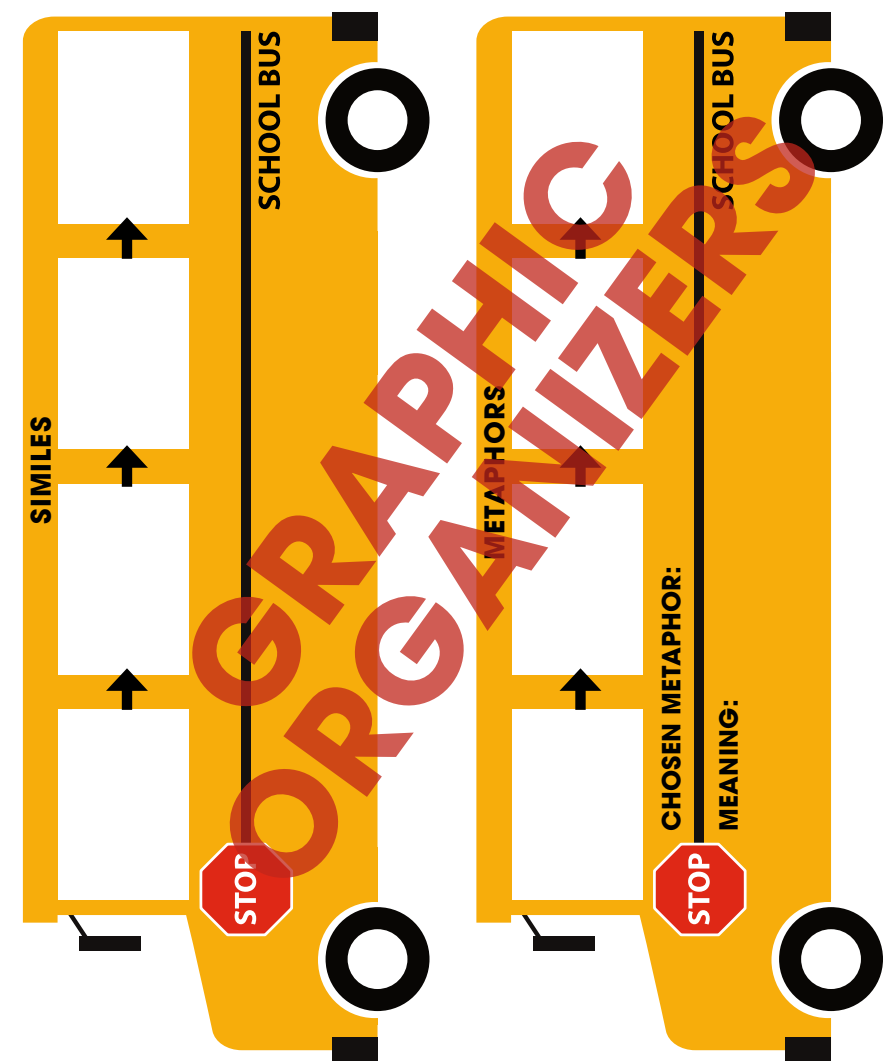
Comprehension Quiz

- 8. Compare Jordan and Liam and how they are both naïve about each other. 2
- 9. Who's the "three horsemen of the apocalypse"? Why are they called this? 4
- 10. What is Alexandra's secret? Why does she wear a puppet on her hand? 3
- 11. Why does Drew invite Alexandra to join him and Jordan on a walk? 2
- 12. What was Andy's report in math class about? 2
- 13. Describe one difference between mainstream book heroes and African American book heroes, according to Jordan. 2
- 14. The end of the story introduces a double meaning to the title "New Kid". Explain the two meanings. 2

SUBTOTAL: /17

Metaphorically Speaking

Go back through the graphic novel and list all the metaphors and similes that appear. Choose one of the metaphors and identify its meaning.



NAME: _____

After You Read 



Chapters One to Two

Answer each question with a complete sentence or short paragraph.

- Jordan's dad—Chuck—says Jordan's new school doesn't seem to have much "diversity". What do you think he means by this? How can you tell?

- Describe what Jordan draws in his sketchbook while getting ready for his first day at his new school. What do you think he is feeling based on this?

- According to Jordan, what are the 3 steps to shaking hands?

- Why does Jordan hide in the car when Kenny, Kirk and Carlos walk by?

- Instead of using words, the author uses images to describe how Jordan is feeling on his first day of school. Give an example of this from this Section.

- Why do the sophomore boys call Maury, "Maury-O"? What does it mean?

Journaling Prompt

At the very start of the story, Jordan shares his feelings about falling without a parachute. He mentions that when he was younger, he wished that he could be superman so that he could fly instead of fall. He goes on to say how silly that is now. Was there a time when you were younger when you wished something that you would find silly now? Is there something now that you would wish for, even if you find it silly?

1.

By "diversity", Chuck means that there isn't a variety of people that go to Jordan's school, for example, by race. We can tell this because as he says it, he is looking at the faces of some kids that go to the school on the website.

2.

Jordan draws an image that represents Back to School. He shows kids running away from classic school items disguised as monsters. Answers will vary.

3.

Step 1, only use your right hand. Step 2, always look each other in the eye. Step 3, the firmer your grip, the more people will respect you.

4.

Answers will vary, but may include: Jordan may be embarrassed to be seen in the car, for fear of being looked at differently.

5.

After being dropped off by Liam's dad, Jordan sees an African American pulling up. He is shown with a smiley face emoji. When he realizes the man is a chauffeur dropping off a white girl, his emoji changes to a sad face.

6.

Liam tells Jordan that they call Maury, "Maury-O" because it rhymes with "Oreo". Jordan understands this to mean that Maury is black on the outside but white on the inside. It alludes that Maury does not act stereotypically to the way

13

1.

Answers will vary.

2.

Answers will vary, but may include: Andy is assuming that Jordan will like Mr. Garner simply because they look alike. It's based on nothing else. This shows that we may see more racist remarks from Andy in the upcoming chapters.

Vocabulary

1. G

2. A

3. E

4. J

5. C

6. B

7. I

8. F

9. H

10. D

14

1.

a) T

b) F

c) F

d) F

e) T

f) T

2.

a) 2

b) 6

c) 3

d) 5

e) 1

f) 4

15

1.

The regular seniors are represented by wolves. Juniors are foxes, sophomores are owls, and freshman are ants. Senior athletes are lions, while theatre kids are whatever lions eat. Dorky clubs are worms, and seventh and eighth graders are seen as toenail fungus.

2.

Andy assumes Ramon doesn't like the tacos at school because his mom's are a lot better. This comment upsets Ramon as he sighs and shows a sad face.

3.

First, Kirk sees Liam waving from the car that just dropped off Jordan. He seems alarmed then immediately walks away. Jordan seems embarrassed, and when Liam asks who that was, Jordan shrugs it off as "just a friend from the block"

First, Jordan's dad is wearing a tie, something he never does. When asked about it, he avoids the subject. Then, Jordan has to ask his dad if he wants to know about his day. Answers will vary.

5.

Based on his father's comment of "I miss him, too" and the solemn look the two share, it's assumed that his grandfather died recently.

16



- **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. **A)** 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.



Chapters Four to Five

Answer the questions in complete sentences.

1. In Chapter 3, Alex asks Jordan if he's into graphic novels, which Jordan answers that he doesn't know a lot about them. Predict whether you think Jordan will get into graphic novels.

2. At the end of Chapter 3, we get a sense that Jordan is struggling between his old and new life. This is depicted with the artwork for Chapter 4. Do you think this struggle will continue and he'll have to choose a side?

Vocabulary

Complete each sentence with a word from the list.

chameleon
concussion

exhausted
casting

production
offensive

financial
slaughtered

- Jason had very little sleep and was _____ the next morning.
- There was a _____ call for young boys and girls to star in a cereal commercial.
- The high ticket sales at the box office meant the movie was a _____ success.
- Megan is known to be a _____ because she changes her personality to mimic whoever she's with.
- The football team was _____ by the end of the game.
- After the fall, Annabelle had a minor _____.
- The Lee family was excited to see the latest _____ on Broadway.
- Kyle found the comments to be _____.



Chapter 6



Two Faces of Ms. Rawle

At the beginning of Chapter 6, Andy calls Drew “dawg” in homeroom. Ms. Rawle doesn’t say anything to Andy, even though you can see with his body language that it was not said in fun. A bit later, Drew calls Jordan “dawg” after they share a heart-to-heart in the hall. Their body language is clearly different as they are smiling and sharing a fist bump. However, Ms. Rawle’s reaction is much different.

She chooses to single out Drew, first by calling him by the wrong name, and stating that it isn’t nice for him to call Jordan “dog”. She says “He’s a human being, NOT a dog.” In Ms. Rawle’s eyes, it’s okay for Andy to call someone “dawg”—or how she hears it, “dog”—but it isn’t okay for Drew to do the same. Why does she treat Andy differently from Drew?

This situation escalates quickly as Drew defends himself and points out the double standard to Ms. Rawle. He also asks that she apologize for continuously calling him by the wrong name. Re-write this scene to reflect a more civil discussion.



Chapter 8



Book Recommendations

Maury and Drew each have an interaction with Miss Brickner at the Book Fair. Miss Brickner recommends the book *The Mean Streets of South Uptown: A Gritty Tale of Survival* to Maury, saying that he will identify with the protagonist, describing him as “(suffering) so much, growing up in poverty without a father”. Maury respectfully disagrees, saying his “dad is the CEO of a fortune 500 company”. Miss Brickner moves on to recommend the book to Drew.

Miss Brickner is “judging kids by the covers of their books” as Jordan illustrates in his sketchbook. This means that Miss Brickner is recommending books to students based on how they look rather than what their interests are. By now you know a little bit about Maury and Drew. Choose one and find a book to recommend to them. Make sure to read the description of the book so that it matches with their interests. Explain why you chose the book.

Metaphorically Speaking



Go back through the graphic novel and list all the metaphors and similes that appear. Choose one of the metaphors and identify its meaning.

SIMILES

SCHOOL BUS

STOP

METAPHORS

SCHOOL BUS

STOP

CHOSEN METAPHOR:

MEANING: