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EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

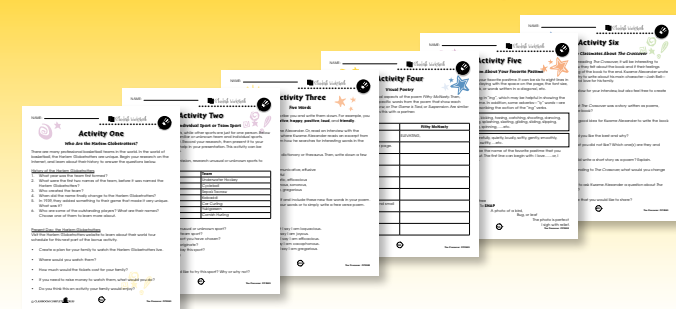
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Kwame Alexander

Kwame Alexander was born on August 21, 1968 in Manhattan, New York. He has one brother and two sisters. Like him, his parents and siblings are involved in some form of the arts such as modeling, writing, photography, music, and entertainment. Similar to his main character, Josh, one of his parents worked at one of his schools. Kwame Alexander and his wife have two daughters. One works in criminal justice and the other enjoys being in musical theatre. He has been writing for over 20 years.



Even from a young age, Kwame loved poetry. As an adult, he discovered that he could encourage reluctant readers to enjoy reading when sports themes were written in poetry. He loves all types of poetry and that's the reason such a variety of forms of poetry are found in *The Crossover*. He wanted to write a book about all the things that were important to him as a 12-year-old: sports, family, relationships, and a first crush. So, each of these are featured in *The Crossover*. By writing it in poetry, he felt that it was the ideal way to show the pulse, energy, and movement of basketball.

When he visits schools, he likes to show the teachers and students that poetry is both fun and cool. He has received numerous awards

for his books. He has written poetry books for adults, stories for children that feature animal characters, and books for teens. Kwame is featured in several short online videos, interviews, and a TED Talk titled, "The Power of Yes."

Did You Know?

- **The Crossover was rejected over 20 times before it was published. He was told that no boys would want to read about sports in poetry.**
- **He joined his first march, with his father, at the age of 12 to rally for equality for Black people.**
- **He wrote a play when he was at college that was performed at a conference for students across the United States.**



Part Two: Chapters Seventeen to Thirty-three

(From "First Quarter": "pa-tel-lar ten-di-ni-tis" to "Basketball Rule #1")

Answer the questions in complete sentences.

- Which part of your house is an area where you are not allowed to go into?

- What do you predict the twins will do with the information they learned from the letters?

Vocabulary

Complete each sentence with a word from the list.

ceases crimson	nonstop Tarheel	limitations oozing	amateurs mocking
-------------------	--------------------	-----------------------	---------------------

- _____ are just learning a skill.
- A _____ is someone from North Carolina.
- Chocolate is _____ out of this doughnut.
- Even the birds seemed to be _____ the terrible day I had.
- It is so very quiet once the fire alarm _____.
- The fire alarm rings _____ until it is turned off by an official.
- "Do you know your strengths and _____?" asked Coach.
- This color is not simply red, neither is it burgundy, nor poppy red, but it is a deep purplish red, called _____.



Part Three: Chapters Seventeen to Twenty-seven

(From "Second Quarter": "Second-Person" to "Before")

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

- T F** a) Spending time with his twin brother is not something Josh misses.
- T F** b) Josh's dad left his driver's license in his jacket at home.
- T F** c) The officer does not Google Josh's dad's name to identify him.
- T F** d) The officer discovers that Josh's dad is "Da Man".
- T F** e) Although he doesn't want to, the officer gives Josh's dad a ticket.
- T F** f) Josh's dad autographs a Krispy Kreme napkin.

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

- a) Finally, at half time, Coach decided to allow Josh to play.
- b) Josh plans to have a talk with JB, but that rainy morning JB gets a ride with his girlfriend and her dad.
- c) Arriving late, Josh slips in the mud. He has to clean up, then sit and wait on the bench.
- d) Josh walks to the library alone to get the book, *The Giver*.
- e) Josh is late to the game because an officer noticed his dad's taillight was out.
- f) Once practice is finished, Josh walks home by himself.



Part Four: Chapters Eighteen to Thirty-five

(From "Third Quarter": "Uh-oh" to "At Noon, in the Gym, with Dad")

Answer each question with a complete sentence.

- Josh hears panting coming from Mom and Dad's room. Describe what he finds.

- Is there evidence that shows whether or not Josh's dad is seeing a doctor? Explain.

- List four facts Josh learns about Miss Sweet Tea when she comes over for dinner.

- At the game, when Josh notices his parents have left the bleachers, he looks at his brother on the court. JB is staring at him like they've both just seen another ghost. What do you think this means?

- Coach has a conversation with Josh. He shares advice, wisdom and life experience. What does he share?

- Describe what Miss Sweet Tea, JB and Josh did to assist during the medical emergency at the Rec.

Journaling Prompt

Pretend that you are Miss Sweet Tea, Josh or JB. Write a first-person account about the medical emergency with Dad. How do you respond and what are you feeling? Is there anything more you can do?



Part 3: Chapters 1 to 16

Heart Healthy Foods vs Unhealthy Heart Foods

Research foods that are heart healthy foods. Then, research foods that are unhealthy heart foods. Choose a visual method to represent your data and information. This can be a graph, chart or a diagram. Label the information, add a title and a key.



Part 3: Chapters 17 to 27 to Part 4: Chapters 1 to 17

Write Two Poems About You!

Poem # 1 Tip-ping Point	Poem # 2 Fast Break
Review the poem, <i>Tip-ping Point</i> in Part 3: Chapters 17 to 27. <ul style="list-style-type: none"> It is free verse. It does not rhyme. It has four stanzas or verses. The first stanza provides a definition of a tipping point. 	Review the poem, <i>Fast Break</i> in Part 4: Chapters 1 to 17. <ul style="list-style-type: none"> It has some rhyming words. It has some repeating words. Many verbs end in 'ing'. It features various font sizes. The words are unusually placed.
Next <ul style="list-style-type: none"> What is your tipping point? Can you think of two or three ways you might reach your tipping point? Each one becomes a separate stanza. 	Next <ul style="list-style-type: none"> Choose some verbs/action words that describe you. Add 'ing' to these verbs (rhyme). Choose what words you'd like to repeat.
Now: Write it! <ul style="list-style-type: none"> Make a first draft/rough copy of a poem about your tipping points. Read it. Check for errors. Do edits. Write your final draft. 	Now: Write it! <ul style="list-style-type: none"> Choose how you will write the words on the page. Choose where you will place them. Read it. Check for errors. Do edits. Write your final draft.

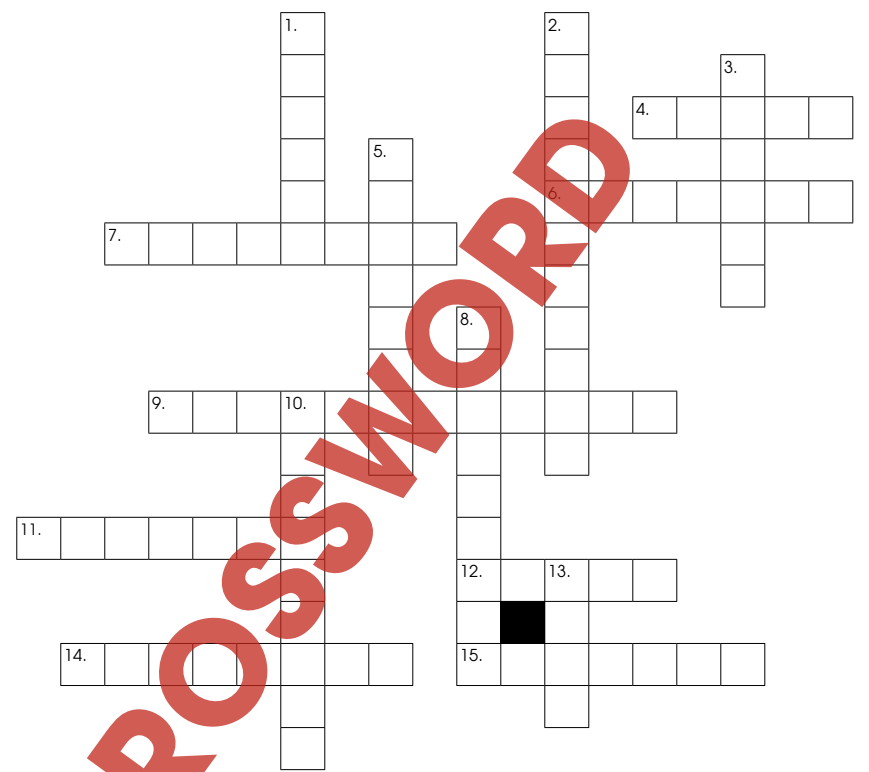


Part Two: Chapters Thirty-four to Forty-one

(From "First Quarter": "Having a mother" to "Gym class")

Vocabulary

- affect
- camaraderie
- concrete
- consisted
- disease
- education
- fainting
- genetic
- hypertension
- imbecile
- rescues
- risk
- stoop
- torso
- volume



Across	Down
4. Stairs so that one can enter a building.	1. To influence or make emotional.
6. To save from danger.	2. A mutual trust or friendship with people who spend time together.
7. To lose consciousness.	3. To make more or less, quantity.
9. High blood pressure.	5. Cement.
11. Hereditary, family genes or traits.	8. To be made of.
12. The main part of the human body. Doesn't include head, arms or legs.	10. Giving instructions.
14. A fool.	13. Possibility of loss or injury.
15. Something that changes how a body works.	



Comprehension Quiz

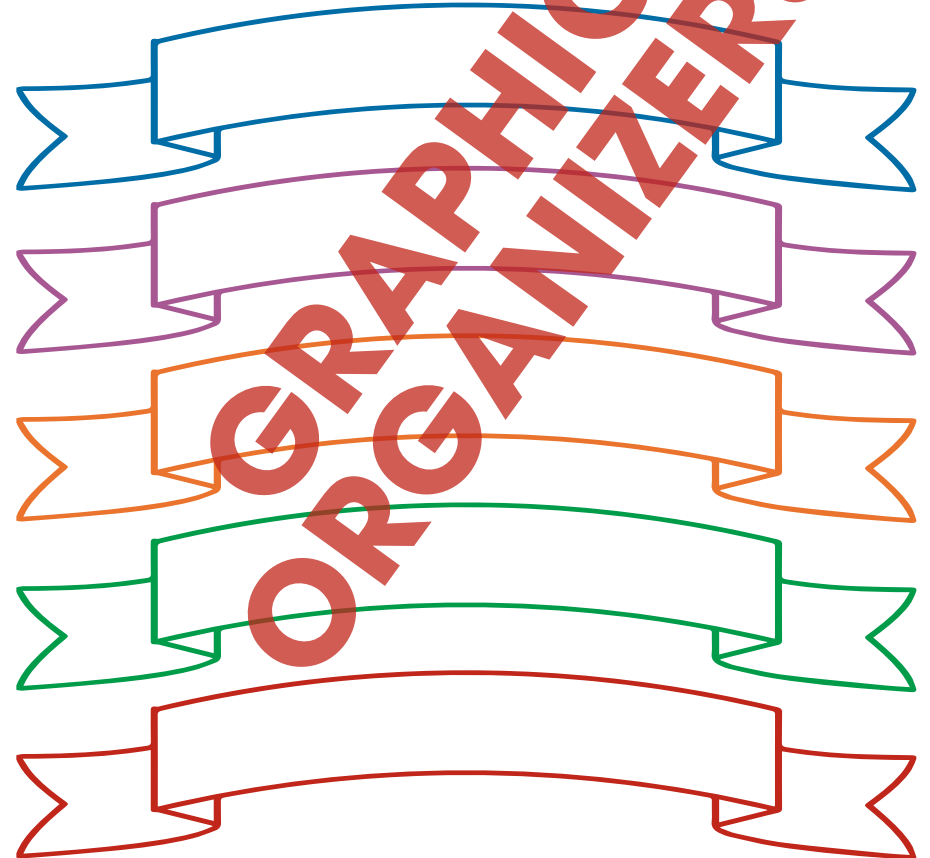
- Who is the new girl at school? Who becomes interested in her? 2
- Explain why the Bells only ate salad at Thanksgiving. Give three reasons. 3
- For one gym class, Josh had to work with a dummy. What was he learning? How did this help him later on? 2
- How can you tell their mom is worried about their dad? 4
- Describe how Josh feels about JB having a girlfriend. 4
- Josh is disciplined and removed from the team because of his behavior. What did he do? 2
- Describe the final chapter. 3

SUBTOTAL: /20

A Tanka Poem

A Tanka is a Japanese poem that has five lines and 31 syllables. It does not rhyme. Instead, each line must have a set number of syllables. They are written about things in nature or emotions. Below is an example of this form of verse.

- Create your own Tanka of a holiday time with your family.
- Line 1: This Christmas was not (5 syllables)
 - Line 2: Merry, and I have not found (7 syllables)
 - Line 3: Joy in the new year (5 syllables)
 - Line 4: With Dad in the hospital (7 syllables)
 - Line 5: for nineteen days and counting (7 syllables)



NAME: _____

After You Read 



Part One: Chapters One to Eleven

(From "Warm-Up": "Dribbling" to "Basketball Rule #1")

Answer each question with a complete sentence or short paragraph.

1. Who gave Josh the nickname, Filthy McNasty? Did he like it at first? Why or why not?

2. How does Josh feel about his nickname now? Why?

3. Josh provides five unique reasons for having locks. What are they?

4. Does his brother have a favorite player? Explain.

5. What jobs do Josh's parents have?

6. Does Josh's mom go to all of their games? Explain.



Journaling Prompt

Write about a sport, hobby or an interest that you're good at. How old were you when you first began this sport, hobby or interest? How long have you been doing this particular interest? How did you get so good at it?

1.

Josh's dad gave him the nickname. At first, he didn't like it because kids made fun of him.

2.

He likes it now because in basketball, he and his nickname have become famous.

3.

5-His favorite rappers have locks. 4-He feels like a king with them. 3-No other teammate has locks. 2-People can tell him and Josh apart. 1-He watched a video of his dad and his locks looked like wings, he wanted some of his own.

4.

Yes, his brother has a favorite player. He has a lot of Michael Jordan merchandise, like a pair of Air Jordan's for every month.

5.

Josh's Dad doesn't have a job at the moment, except coaching their house/family. His mom is assistant school principal.

6.

Yes, JB says that their mom goes to all of their games.

13

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. D

2. I

3. F

4. A

5. H

6. J

7. B

8. C

9. G

10. E

14

1.

a) T

b) F

c) T

d) T

e) F

f) F

2.

a) 6

b) 1

c) 3

d) 5

e) 2

f) 4

15

1.

Answers will vary. Same: identical twins, love basketball, on same team. Different: Josh is 1 inch taller, has dreadlocks, JB is bald/short hair, Josh plays forward and JB shooting guard.

2.

His dad showed him how to do a soft crossover first to see if the opponent follows, then do a hard crossover.

3.

JB will cut off one lock of Josh's hair, while JB will have to moon the nerdy group of grade sixes.

4.

Josh loses the bet and JB accidentally cuts off five locks of hair instead of just one.

5.

You can't play sports in the jungle because there are cheetahs (cheaters).

6.

They find two letters, one offering their Dad a position with the Lakers and the other explaining the medical reason for their Dad never playing basketball again. Answers will vary, but may include: No they should not have looked at their dad's private lock box and letters.

16



The Crossover – Gr. 5-6

- **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.

NAME: _____



Part Two: Chapters Seventeen to Thirty-three

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Answer the questions in complete sentences.

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amateurs
mocking

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Part 3: Chapters 1 to 16



Heart Healthy Foods vs Unhealthy Heart Foods

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Part 3: Chapters 17 to 27 to Part 4: Chapters 1 to 17



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