

BCSCR



Building Communities that
Support Children's Reading

Sorta Like a Rock Star

by Matthew Quick

New Mexico and Colorado
Grades 9 - 10



SORTA
LIKE A
ROCK
STAR

a novel by

MATTHEW QUICK

Contents

Sorta Like a Rock Star

Synopsis & Standards	1	-	1a
High Level Questions	2	-	2f
Vocabulary Introduction	3		
Vocabulary	3a		
Using Choice Boards	4		
Choice Board – Sorta Like a Rock Star	4a		
Choice Board Template	4b		
Character Analysis Explanation	5	-	5a
Character Analysis Chart	5b		
Extension Activities	6	-	6b

Synopsis

Sorta Like a Rock Star



Amber Appleton lives in a bus. Ever since her mom's boyfriend kicked them out, Amber, her mom, and her totally loyal dog, Bobby Big Boy (aka Thrice B) have been camped out in the back of Hello Yellow (the school bus her mom drives). But Amber, the self-proclaimed princess of hope and girl of unyielding optimism, refuses to sweat the bad stuff. Instead, she focuses on bettering the lives of her alcoholic mother and her quirky circle of friends: a glass-ceiling-breaking single mother raising a son diagnosed with autism; Father Chee and The Korean Divas for Christ (soul-singing ESL students); a nihilist octogenarian; a video-game-playing gang of outcasts; and a haiku-writing war vet. But then a fatal tragedy threatens Amber's optimism—and her way of life. Can Amber continue to be the princess of hope?

New Mexico & Colorado College and Career State Standards

- RL.9-10.1:** I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2** I can determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3** I can analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.9-10.4** I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.9-10.5** I can analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RI.9-10.3** I can analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9-10.6** I can determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

- W.9-10.1** I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant, and sufficient evidence.
- W.9-10.3** I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.4** I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9-10.6** I use technology to produce, publish, and display information flexibly and dynamically.
- W.9-10.7** I conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.9** I draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.9-10.4** I can present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-10.5** I can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.



High Level Questions

Sorta Like a Rock Star

Part One: Feel the Pain

1. What are ten positive character traits Amber exhibits?
2. Analyze Amber's life in Chapters 1 & 2. How is her life different from yours? How is it the same?
3. In the beginning chapters, the author chooses crass language with Amber's dialogue. Why do you think the author chose to do so?
4. Why are "Amber-and-her-mom" moments important to Amber? What purpose do they serve?
5. In Chapter 1, Amber reveals, "Here's the number-seven all-time Amber-and-her-mom moment" (12). Why might this memory be significant for Amber? Use textual evidence.
6. In Chapter 3, Amber tells why, in the fifth grade, she was held back. Write a character analysis of Amber's mom. In your opinion, should parents be held accountable for their child's attendance.
7. Genuine friendship can be difficult to find, yet Amber has found that in The Five. List friendship dynamics they share. Why are these dynamics essential to an authentic friendship?
8. Amber recounts how the football players treat people who are different. At one point in the story she tells us that the football team isn't very good because they are, "too busy being morons" (6). In your opinion, why should people in leadership roles, such as football players, be a positive influence in their school community?
9. Amber reveals that the special education department thinks that Ricky should interact with the student body more. She goes on to say, "Great idea, special education people who have no idea how evil the student body can be to special people like Ricky Roberts" (44). Compare the ways Ricky is treated to how special education students are treated in your school.

10. Father Chee is a positive authority in Amber's life. She declares, "And I had been praying for a chance to make a difference in the lives of people who needed it most, because that's really all I want to do with my life—help people who need it..." (52). How might Amber's philosophy help her in her current home environment?
11. Chapter six begins with Amber stating, "When I arrive home, Ricky is still doing math problems..." (64). She uses the word *home* to describe Donna and Ricky's house. Why do you think she considers their house her home? What characteristics make a home?
12. Donna, Amber, and The Five are about to attend the school board's meeting in order to defend Franks' job. Donna calls Amber upstairs and gives her a little pep-talk. She asks, "Those boys downstairs, would they be doing what we are about to do tonight if you weren't around to lead them" (69)? How might Amber's influence over her peers differ from Lex Pinkston's?
13. On page 88, Amber gives the "all-time-Amber-and-her-mom-moment number four. Compare it with number seven. What elements do both memories have in common?
14. At the end of chapter 7, Amber exposes, "What I wouldn't do to be in a bed tonight" (90). How does Amber have so much hope for such a hopeless situation? How might people who find themselves in similar situations find hope?
15. In your opinion, why did Matthew Quick title Part *One Feel the Pain*? What would you have titled it?
16. Why does Amber feel the need to hide her homelessness? What does this reveal about Amber?
17. At first, Amber was mad that Private Jackson did not want a relationship with her, and then she was sad until she thought up a plan to send him a Haiku a day. Why is it so important for Amber to have relationships with people who are not her age? Why are most of these individuals male?
18. Amber discloses regarding Private Jackson, "To this day, if I ask Jackson any questions about his past or his family...he usually says...'There is no past,' or 'I am here in the present'" (143). Compare Jackson's outlook on life to Mr. Franks'. In your opinion, why did the author choose to make these men have similar views?
19. Amber asks Private Jackson if she can have a hug. He says a handshake will do, so Amber holds his hand as long as Jackson will let her. Mr. Franks had a similar incident with Amber. What might Amber get out of making other men uncomfortable?
20. Amber's mother is missing. Predict what will happen to Amber and her mother.

Part Two: Freak Scene

1. Part Two begins with the author giving us a glimpse of another side to Lex Pinkston's character. He enters into Mr. Franks' room in order to apologize, yet Amber does not let him off as easily as Mr. Franks. Knowing what you know so far of Lex, should he get a second chance? Write about a time that you gave someone a second chance for friendship. What made this second chance a success or a disaster?
2. Amber is upset that Franks does not give her creds for saving his job. She asks him, "Aren't you worried about the vote" (99)? Mr. Franks responds, "It's of this world" (99). What is he indicating?
3. As soon as he responds *it's of this world*, Amber talks of his wife being really mad that Amber showed up to his house, and then says, "She doesn't really think I'm in love with you does she? Why can't I hug you, Franks? Just once (99)? Why might Amber be so persistent in hugging Franks? Why might this be controversial in today's society?
4. Amber finally explodes at Mr. Franks because he is not responding to the gesture she made at the school board meeting. She tells Mr. Franks that he would have gotten fired if it were not for her. Mr. Franks responds, "Why did you really go to the school board meeting, Amber" (107)? Why might the reason be for Amber attending the meeting? Cite textual evidence.
5. Amber volunteers at the Methodist Retirement Home, and has a duel with Joan of Old. After winning the contest, Joan of Old admits, "Do you know that you are the only person who has ever made me smile since my Lawrence died back in '82" (120)? Why did the author create JOO's character to interact with Amber's in this way? How does Joo's character help to develop Amber's character?
6. JOO quotes from Nietzsche, "Simply by being compelled to keep constantly on his guard, a man may grow so weak as to be unable any longer to defend himself" (121). What meaning does this quote have? The author uses Nietzsche's quote as a foreshadowing of events to come. With this quote in mind, predict Amber's future.
7. Amber recounts Amber-and-her-mom moment number three. She reveals, "I wanted to light up my mother's face like the circus did" (124). Given what you know of Amber's mom, why was Amber's mom not able to "light up" where Amber was concerned?
8. Amber is reflecting on her life to this point. She says, "I'm just an interesting blip in people's lives—an amusing footnote" (124). What does she mean? Why does Amber doubt herself?

9. Amber finds out where Private Jackson lives after he sends her a Haiku. He reveals, "Dogs are better than people. I have a dog. That's all I need. Dogs are easy. People are complicated" (135). Why might Private Jackson feel this way? Given your life experiences, why do you agree or disagree?
10. After Amber begs her mom to eat, her mother vomits, and Amber is left to clean it. Afterwards, her mother staggers off to get something for her stomach from the drug store, but Amber has a feeling she is getting more alcohol. How do her mother's actions damage their relationship? Why doesn't Amber stop her? Use textual evidence.
11. Amber's mother is missing, and Amber has to confess to her mother's alcoholism, their living situation, and her mother's string of boyfriends. What is Amber's frame of mind right now?
12. Amber, Father Chee, and Donna are looking for Amber's mom. Amber reveals, "She was always trying to find a man with an apartment so we'd have a home" (163). How might Amber's mom have provided a home without depending on a man? What was stopping her from providing Amber a better way of life?

Part Three: Puke and Cry

1. "...so I'm sure you know all of the gruesome, unreal, sadistic, and childhood-ending details..." (113). What does Amber mean by childhood-ending details?
2. "For some things there are no explanations—no reasons, and so, when these things happen, there is nothing to talk about really" (113).
3. Amber is going with Donna and Father Chee to identify the body. She says, "Maybe I want to know, just so I won't be wondering for the rest of my life—like I do with Dad" (170). What are the effects of an absent parent on children? What strategies would benefit Amber with the loss of her mother and absent father?
4. The killer of Amber's mom was caught. "He admits to doing what he did, but his lawyer stresses that the whole thing was random, and accident even, because my mother's killer went off his medications" (174). Why do you, or why do you not think a person should be held accountable for his/her actions, even if they are mentally ill and choose to not take his/her medications.
5. In the beginning of Chapter 15, we see Amber's character change. Cite 3 ways you see her change. Use textual evidence.
6. Read Chapter 16. Why, in your opinion, does the author give this sentence its own chapter?
7. Father Chee's character goes from a static to dynamic character. Prove or disprove using textual evidence.
8. Why doesn't Donna honor Amber's request to burn all cards and flower arrangements?
9. Read Chapter 20. Notice how the author writes the description of Mrs. Redman. Why, in your opinion does he give each sentence its own line?
10. Sometimes when bad things happen, people withdraw from others, not wanting to be bothered. In Chapter 20, cite evidence that shows the reader that Amber does want people to care.
11. Amber's dog, Thrice B, is a character in this novel. For what is Thrice B a metaphor?
12. Read Chapter 28. What does Haiku mean to you?
13. In Chapter 29 Old Man Linder visits Amber. She asks him, "How can anyone have hope after something like that" (211)? How does one regain hope after a tragedy?

14. Later in Chapter 29 Amber states, “I can’t be what he needs me to be anymore. In fact, I was never really who he wanted me to be—I was a fake” (211). Why does Amber feel this way?
15. Read Chapter 30. Write your own Haiku from Private Jackson’s point of view.
16. Read Chapter 32. Write your own Haiku about the sun.
17. Throughout Part Three, Amber asks Father Chee many questions, and he answers with, “I don’t know.” Why does he choose to not answer?
18. Read Chapter 41. Cite textual evidence of how some of Amber’s questions are now being answered. What is changing Amber? What did Father Chee reveal that caused Amber to begin change?
19. In Chapter 44, Father Chee apologizes for putting pressure on Amber. He tells her that he is finished visiting unless she asks him to. Father Chee does not show up the next day and Amber reveals, “...I am equal parts surprised, angry, and sad” (246). Why does she feel this way?
20. Amber finally leaves the house because of BBB. One might deduce that Thrice B saved her life. Where is the irony in this?
21. Donna offers to pay for BBB’s surgery and Amber refuses. Amber discloses, “...taking responsibility for BBB has sort of become symbolic to me after all that has happened: it’s one of the few things that I can control...” (262). Choice is a form of control in one’s life. Since Amber’s mom was murdered, how have Amber’s choices controlled her relationships?
22. In the beginning of the novel, up to Chapter 24, Private Jackson is a static character. Use textual evidence that shows Private Jackson becoming a dynamic character.
23. Part Three ends with a climax, the turning point in the story. Cite textual evidence that supports the turning point.

Part Four: We're Not Alone

1. Amber goes back to school and tells Franks' class that she has a plan to raise money for Bobby Big Boy's surgery. Lex Pinkston says, "I'll give you money, I have some in the bank" (277). Why does Lex offer this to Amber?
2. Amber uses creativity, courage, and hard work to solve a problem instead of accepting money from others. In today's world, some people shy away from working for what they need. What characteristics does one need in order to provide for one's essentials through hard work?
3. Amber finds out that Old Man Linder is keeping hope alive by singing to his peers. How can people, who feel hopeless, keep hope alive?
4. Chapter 56 ends with Amber reflecting on her wishing Donna were her mom when her mother was alive. She is questioning if God was answering that wish. She says, "I wonder. I feel guilty" (308). Dictionary.com defines guilt as "a feeling of responsibility or remorse for some offense, crime, wrong, etc., whether real or imagined." How can a person overcome the feeling of guilt? How do you think Amber will handle her guilt?
5. Amber arrives at the auditorium and she starts to cry. "The first person in line is Private Jackson" (311). Why does this make Amber cry?
6. Joan of Old shares words of wisdom via a video. She quotes from Nietzsche, "We should consider every day lost on which we have not danced at least once. And we should call every truth false which was not accompanied by at least one laugh" (328). What does this quote mean to you? How does this quote relate to the theme?
7. Amber is recounting her all-time Amber-and-her-mom number-one moment, and remembers her mom saying, "Tell me that you won't live your life afraid, but will grow up and live a better life than your mother could ever imagine" (346). Use textual evidence that shows Amber is living her life without fear.
8. What role does humor play in Amber's life? Joan of Old tells Amber, "Laugh at yourself and others will always laugh with you" (328). What does she mean by this? Do you think Joan's statement is true?
9. Many people end up caring for Amber, and she showed us that relationships do matter. How will you foster positive relationships in your life?

Vocabulary Introduction

Sorta Like a Rock Star

A selection of vocabulary words are identified for each reading section. The vocabulary meanings are according to the context of the writings. You may want to either add to this list or decrease it depending on your students. You can decide whether to introduce vocabulary before reading the section, during, or after.

Vocabulary activities could include giving the word and definition, and then having the students give the definition in their own words, drawing a picture of what the particular word means to them, including a synonym/antonym, the part of speech, etc... The students may also write original sentences using the vocabulary words, finding the words on the pages and making a guess based on context clues.

Students may be quizzed on each section of words, assign them to write their own stories with vocabulary words, or play games to reinforce word meanings.



Vocabulary

Sorta Like a Rock Star

Part One: Feel the Pain pages 1-61

Word	Definition/Synonym
monogamous	faithful
omnipresent	ever-present
extenuating	justifying
emphatically	definitely
sardonic	ironic
pacifistic	opposition to violence or war
vigilante	a person who takes the law into his/her own hands

Part Two: Freak Scene pages 67-111

Word	Definition/Synonym
indiscriminately	universally; randomly
regaled	entertained
philosophical	scholarly; enlightened
Nietzsche	German philosopher
pessimism	hopelessness
indomitably	steadfastly; firmly
undaunted	fearless
meticulous	accurate

Part Three and Part Four 112-221

Word	Definition/Synonym
sadistic	brutal
eulogizing	praising; glorifying
sundry	various; diverse
feeble-minded	indecisive
sanctity	sacredness; holiness
fortuitous	accidental; unexpected
licentiously	extravagantly

Using Choice Boards



Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address the grade level specific Common Core State Standards and also learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

In order to support teachers, the choice boards developed for BSCBR are coded for specific CCSS standards.

Choice Board-SOLARS

Poetry plays an important part in SLARS. Choose five Haikus from the story and use various artistic media to create your analysis of the poetry. CCSS 9.RL.10	At the beginning of the novel, Amber is homeless and living on a school bus with her alcoholic mother. She has every reason to give up hope. Create a collage depicting all of the events that caused Amber to not give up hope. CCSS 9-10.W.1	At the end of the novel, the community showcases their talents in order to help Amber and Thrice B. Pretend you are going to be in a talent show. Showcase one or more of your talents. Share your talent with other students, or the class. CCSS 9-10.SL.4
Create a movie trailer for SLARS through the use of digital media. CCSS 9-10.SL.5	When Amber's mother falters, several adults emerge as parental figures. Which one of these characters plays the most important role in Amber's life? Cite strong and thorough textual evidence to support your answer. CCSS 9-10.RL.1	Amber revitalizes the Home of Old by creating a game show. Create a game show that you could possibly conduct at a Home Care facility, and present your game show to the class. CCSS 9-10.W.6
Volunteerism is one of Amber's passions. Research volunteering opportunities in your community and then create an action plan on how you would implement your experience. CCSS 9-10.W.7	Analyze Amber's character and show how she develops over the course of the novel, how she interacts with other characters, and how she advances the development of the theme. Creatively display the analysis through the use of technology. CCSS 9-10 RL.3	SLARS has many themes. Determine a theme found in SLARS and analyze in detail its development over the course of the novel, including how it emerges and is shaped and refined by specific details. CCSS 9-10.RL.2

Choice Board

Character Analysis Explanation

A strong character analysis will:

1. identify the type of character it is dealing with.
2. describe the character, using various measures as detailed below.
3. discuss the conflict in the story, particularly in regards to the character's place in it.

To describe the character:

Consider the character's name and appearance.

- Is the author taking advantage of stereotypes? The hot-tempered redhead, the boring brunette, the playboy fraternity guy.
- Is the author going against stereotypes? The brilliant blonde, the socially adept professor, the rich but lazy immigrant.
- Is the author repeating a description of the character? If so, then it is important.
- Is their name significant? Is it a word that means something, like Honor or Hero? Does it come from a particular place or time and make reference to that? Scarlett, Beowulf.
- Appearance and visual attributes are usually far less important than other factors, unless it adds to the theme of the novel.

Consider if he/she a static (unchanging) or dynamic (changing) character. If the character has changed during the course of the story:

- Was the change gradual or rapid?
- Was it subtle or obvious?
- Are the changes significant to the story or are they a minor counterpoint?
- Are the changes believable or fantastic?
- What was his/her motivation to change?
- What situations or characters encouraged the change?
- How does the character learn from or deal with the change?

Consider how the author discloses the character:

- By what the character says or thinks.
- By what the character does.
- By what other characters say about him/her.
- By what the author says about him/her.
- The short form for this is STAR (says, thinks, acts, reacts).

Look for these things within the creation of the character:

psychological/personality traits

- Do these characteristics aid in the character being consistent (in character), believable, adequately motivated, and interesting?
- Do the characteristics of the character emphasize and focus on the character's role in the story's plot?

motivation

- Is the character ethical? Is he/she trying to do the right thing, but going about it in the wrong way?
- Is the motivation because of emotion (love, hate) or a decision (revenge, promotion)?

behavior /actions

- Does the character act in a certain way consistently? Or is the character erratic?
- Could one pluck the character from the story, put them in another story, and know how they would react?

relationships

- With other characters in the story
- How others see/react to him/her

strengths/virtues

- There are many different strengths and virtues.
- One strength/virtue is being good in trying times.
- Another strength/virtue is caring for family.
- Another strength/virtue is being smart.
- Most protagonists have more than one strength/virtue.

weaknesses/faults

- Weakness could be anything.

History/Background

- Sometimes a character analysis looks at the history of the individual character. Was that person mistreated? abused? well-loved? liked?
- Sometimes the history of the work matters more.

Character Analysis Chart SLARS

Analyze Amber and a character of your choice from the novel. Then write a comparative character analysis paper.

	Amber	
Psychological/ Personality Traits		
Motivation		
Behavior/Actions		
Relationships		
Strengths/Virtues		
Weaknesses/Faults		
History/Background		

Extension Activities

Sorta Like a Rock Star

Writing – Research: W.9-10.7-10

Students will conduct sustained research projects to answer question (including a self-generated question) or solve problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.9-10.7)

Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)

Students will draw evidence from literary or informational texts to support analysis, claims, reflection, and research. (W. 9-10. 9)

Possible Research Topics:

- **The State of Homelessness in America**
- **Autism**
- **Quality of Care in Nursing Homes**
- **Alcoholism**
- **Depression**
- **Bullying**
- **Inclusion Classes in Education**
- **Volunteerism**
- **The Grieving Process**
- **Mental Illness and the Justice System**
- **Community ELL Programs**
- **Relationships**
- **Animal Humane Society**
- **Extra-Curricular Cuts in Education**
- **Teacher Evaluations**
- **Students with Disabilities**

Writing – Narrative: W.9-10.3-6

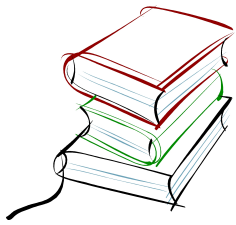
Students will compose narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Possible Narrative Topics

- An experience that led to renewed faith
- An encounter that changed your life
- An experience that left you disillusioned
- A significant misunderstanding
- A dangerous experience
- A moment of failure or success
- A frightening experience
- A memorable journey
- An encounter of someone or something you were afraid of
- A unique friendship
- Your bond between mother/father and child
- An occasion when you experienced rejection
- An occasion when you befriended an outcast
- An event that marked a turning point in your life
- A rebellious act
- A brush with death
- Two different versions of the same event
- An experience that altered your view of someone
- An imaginary encounter with a real person

Other Extension Activities:

- Scene Performance – Students will work in small groups and enact chapters from the novel. Switch up the chapters and students so everyone has the opportunity to perform.
- Fake Book <http://www.classtools.net/FB/home-page> - The students may use this site to create a web page that details the persons of the text. The students will choose images of actors, real people, historical images, primary source documents, etc... in order to portray the novel's characters, tone, theme, and style.
- Draw the Setting – Students will draw one of the descriptions of the setting in the text, or create a model of collage of the setting.
- Other Works – Students will read one of the author's other works and write a comparative paper discussing the similarities and differences in style, themes, and structure.
- Study Guide – Students will prepare a study guide for the class.
- Political cartoon – Choose a political cartoon regarding one or more of the novel's topics. Analyze the cartoon using the following resource:
http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf



BCSCR

Three Rivers Education Foundation

501 Airport Dr., Suite 209
Farmington, New Mexico 87401

Phone: 505-436-2548

Fax: 505-436-2553

Web: <http://bcscr.3riversed.org>

Building Communities that Support Children's Reading

Community-Based Components

- **Read Alongs:** Held at the schools, community centers, or community libraries for children 0-4 and 5-8.
- **Little Libraries:** Little Libraries will be placed in each community. A Little Library is a location where anyone may stop by and pick up a book (or two) and bring back another book to share if they have one.
- **Reading and Outreach:** Public service announcement (PSAs) placed in print and electronic media outlets, as well as brochures placed throughout the community.
- **Community Reading Nights:** One-hour reading blocks with follow-up discussions and book distribution for all community members of all ages.
- **School and Community-Based Tutoring:** Small group (3-4 students) tutoring will be offered at each targeted school, to over 12,000 students over 2 years.



School-Based Components

Regional coordinators will work with school administrators to determine critical areas for enhancing reading instruction in a particular school or district and to address professional development needs focused on literacy.

- **Book Distribution:** Class sets of books and instructional packets with multiple options per grade level are available for checkout.
- **Reading Achievement and Readiness:** Analysis of state standardized testing; reporting of assessment data.
- **Needs Assessment:** Collaboration with district personnel to identify areas of need for supporting student literacy development.

Parent-Based Components

- **Book Distribution:** Take home books with activity packets based on books for each reading component, for all age groups.
- **Monthly 'help your kids read' workshops:** Parent training will be held in each district on a monthly basis. Workshops will be broken down by age group (Pre-K, K-3, grades 4-6).
- **Understanding Your Child's Assessment Scores:** A 4th workshop will help parents understand what reading achievement scores mean and how they might support their child's reading success.

*Fully funded through a federal grant from
the Department of Education*

Grant award number S215G140114

Classroom Book Sets

Teachers have access to a variety of fiction and informational classroom book sets selected to address rigorous college and career readiness skills.

- **Materials available for K-3, 4-6, and 7-12:** Each set comes complete with high quality curriculum unit plans and additional resources appropriate for a specific grade level. For a complete list of books available, visit the bcscr.3riversed.org website. Select the 'Schools' tab and then the 'Unit Plans' link. All unit plans are available for free download.

Contact your regional BCSCR coordinator to schedule a time to utilize these resources with your students. Your coordinator will deliver the book set directly to your school site and retrieve the set 6-8 weeks later.

Project Goals

By the end of the funding period, in comparison to 2014 baseline:

- 40% of participating 4-year-old children will achieve significant gains in oral language skills;
- the percentage of 3rd-grade, 8th-grade, and high school students who meet or exceed proficiency of State reading or language arts assessments will increase by 15 percentage points;
- the percentage of parents who report reading with their children will increase by 25 percentage points; and
- 65% of teachers will indicate improvements in their reading instruction as a result of professional development as evidenced by school- and classroom-based assessments