Title: Running Back Dreams Level: M ISBN: 978-1-4342-2781-2 Publisher: Stone Arch Books

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Book Introduction:** Have students look at the title and front cover. Talk about what they see. Ask if they’ve ever played or watched a football game. Look in the back of the book and read the section about running backs to give background knowledge about the game and Noah’s position.

**Chapter 1:** In this chapter, we meet Noah Hart, who is a football player for the Westfield Wildcats. Noah isn’t the best player on the team, but he loves reading about and learning football stats. Read to learn more about Noah and his team.

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

7-stats 8-convinced 12-smirk

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers infer character traits.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-Why does Noah think Jack Tyler won’t make it to the NFL?

-What happened when Noah was reading his magazine?

-Why didn’t Noah move to get out of the way?

-How did the Coach feel about Noah getting so muddy?

**Return to teaching point:** How would you describe Noah? Use details from the text to support your answer.

Writing Connection (optional):

Choose a word that you think describes Noah. Use details from the text to support your answer.

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**Chapter 2:** What happened in the last chapter? In this chapter, the game is over and all the players are in the locker room. The coach talks to Noah about not paying attention during the game. What do you think he’ll say to Noah?

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

16-misstep 16-offensive line 18-meaningless

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers predict what might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-What did coach say to Noah?

-How does coach think Noah can help the team?

-Do you think Noah will start paying attention during the games?

**Return to teaching point:** What do you think will happen in the next chapter? Use details from the text to support your answer.

Writing Connection (optional):

What do you think will happen in the next chapter? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 3:** What happened in the last chapter? In this chapter, Noah is at home. He starts talking to his friend Adam on the computer. Read to learn about their conversation.

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

19-glanced 20-fantasy football league 22-undefeated

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers predict what might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-What did Noah and Adam talk about?

-Do you think Noah will get kicked off the team?

-Why do you think Adam says he isn’t surprised Noah’s fantasy football team is undefeated?

**Return to teaching point:** What do you think will happen in the next chapter? Use details from the text to support your answer.

Writing Connection (optional):

What do you think will happen in the next chapter? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 4:** What happened in the last chapter? In this chapter, Noah is back at football practice. He’s showing Adam another football magazine, and his coach catches him not paying attention again. Read to see what the coach does.

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

24-goal line 26-stammering 28-wandering

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers predict what might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-What is Noah reading about?

-What is Noah supposed to be doing?

-How does his coach react?

-What play does Noah want the coach to use?

-Why do you think Noah gets bored at practice?

**Return to teaching point:** What do you think will happen in the next chapter? Use details from the text to support your answer.

Writing Connection (optional):

What do you think will happen in the next chapter? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 5:** What happened in the last chapter? In this chapter, the Wildcats have another game. Noah decides to track the stats of the game to keep his coach happy and also to keep himself focused on the game. Something happens in the game that effects Noah. Read to find out more.

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

31-defensive back 33-medics 34-sprained 35-second-string

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers predict what might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-Why is Noah keeping stats for his team? Do you think that is a good idea?

-What happened to Eric?

-What is Noah going to have to do?

-How do you think Noah will so when he has to play in the game?

**Return to teaching point:** What do you think will happen in the next chapter? Use details from the text to support your answer.

Writing Connection (optional):

What do you think will happen in the next chapter? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 6:** What happened in the last chapter? In this chapter, Noah is getting ready to play in the game because Eric is injured. What do you think will happen during the game?

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

36-huddle 38-blockers

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers predict what might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-Did Noah understand the play and what he was supposed to do?

-Why didn’t Noah follow the play?

-What happened to Noah?

-How did Noah’s teammates feel about him not following the play?

**Return to teaching point:** What do you think will happen in the next chapter? Use details from the text to support your answer.

Writing Connection (optional):

What do you think will happen in the next chapter? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 7:** What happened in the last chapter? In this chapter, Noah is still playing in the game. The team is running another play that requires Noah to run again. How do you think it will go this time? Read to find out.

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

43-yardage 46-turf 47-special teams

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers predict what might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-Does Noah know the play and what to do?

-Why doesn’t Noah follow the play?

-What happens after Noah decides to not follow the play?

-How is Noah feeling after the play? Use details from the text to support your answer.

**Return to teaching point:** What do you think will happen in the next chapter? Use details from the text to support your answer.

Writing Connection (optional):

What do you think will happen in the next chapter? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 8:** What happened in the last chapter? In this chapter, Coach French stops Noah to talk to him after the game. They have a conversation about Noah’s choices during the game and Coach gives him some advice. What do you think he says?

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

48-conference 49-scold 50-clobber

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers predict what might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-What do the coach and Noah talk about?

-What advice does the coach give Noah?

-Do you think Noah will follow his advice?

**Return to teaching point:** What do you think will happen in the next chapter? Use details from the text to support your answer.

Writing Connection (optional):

What do you think will happen in the next chapter? Use details from the text to support your answer.

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Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

**Chapter 9:** What happened in the last chapter? In this chapter, it is now the second half of the game. The Wildcats are losing. Noah is still playing in the game. Do you think he’ll help the team win or make more mistakes?

Words/Text Layout:

 \*New or important words (V)

 \*Unusual aspect of text layout (V)

56-receptions 62-end zone 63-expertise

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

 ***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers think about (infer) what lesson (theme) the author may be trying to teach them.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

 \*Discuss the story

 -clarify confusion, revisiting parts of the text that posed problems for readers

 -acknowledge partially correct responses, seeking to understand students’ perspectives

 \*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-Why does Noah want the quarterback to call a different play?

-Does the quarterback want to call the new play? Why not?

-How does the game end? What helped the team win?

**Return to teaching point:** What is the theme of the story? Use details from the text to support your answer.

Writing Connection (optional):

What is the theme of the story? Use details from the text to support your answer.