



COVER QUIZ DISTRACTOR GUIDE FOR COMIC CRAZE!

Graphic novels are a spin on traditional comic books. Instead of featuring superheroes, they often feature realistic, relatable characters and stories. These books are growing in popularity as people start to see the value in the stories they tell.

Cover Quiz Answer Key

1. D
2. D
3. B
4. C
5. A
6. D
7. Answers will vary. See page 4.

Question Distribution by Standard

Key Ideas and Details

Read for Detail, Explain Connections, Identify Cause and Effect (RI.1, RI.2, RI.3)

Q2, Q3, Q6

Craft and Structure

Define Words and Phrases, Identify Point of View (RI.4, RI.5, RI.6)

Q1, Q5

Integration of Knowledge and Ideas

Identify Claims and Evidence (RI.7, RI.8, RI.9)

Q4

Writing

Informative Writing (W.2)

Q7

Identify Point of View Mini-Lesson (RI.6)

Even though most news articles are written to provide information and not to persuade, all authors have a point of view, as well as ideas they want to convey. An author's point of view influences what he or she chooses to include in a story. Start by sharing words that have similar meanings but different connotations, such as curious and nosy, or unique and peculiar. Then have students read through a text and pick out words, phrases, or facts that seem to show how the author feels about a topic. You may want to use the reproducible "A Unique Point of View," which can be found at timeforkids.com under Teaching Resources. Have students share the details they picked out, and ask them to explain their reasoning.

Alternate Question Stems

- What does the author want you to understand about the topic?
- What view is the author trying to get across?
- How does [insert person from the story] feel about the topic?
- Which statement would the author most likely agree with?

1. Define Words and Phrases (RI.3.4; RI.4.4)

The headline deck refers to a “new wave” of graphic novels. What does this phrase mean?

- A. going back to how things were done in the past
- B. an undiscovered feature of the ocean is the subject of the books
- C. the way people greet each other in these books
- D. a trend that is different from the past

DISTRACTOR ANALYSIS

- A. This is the opposite of what *new wave* means.
- B. This is a literal interpretation. There is no evidence in the text to suggest this.
- C. This is not the definition of *wave* as it is used in this context.
- D. **Correct answer:** *Graphic novels are making people rethink comics.*

2. Read for Detail (RI.3.1, RI.4.1)

Which of the following are *not* traditional to comics?

- A. humorous situations
- B. pictures
- C. superheroes
- D. realistic stories

DISTRACTOR ANALYSIS

- A. Comics are often funny. See paragraph 1.
- B. Comics have always contained artwork.
- C. Comics were often about superheroes. See paragraph 2.
- D. **Correct answer:** *These are a feature of today’s graphic novels.*

3. Explain Connections (RI.3.3; RI.4.3)

How does *Smile* connect to Telgemeier’s experiences as a child?

- A. Strangers always complimented her smile.
- B. She had braces and dental surgery.
- C. She was kind to others, always making them smile.
- D. She started drawing comics when she was 10.

DISTRACTOR ANALYSIS

- A. There is no evidence in the article to suggest this.
- B. **Correct answer:** *The book is about Telgemeier’s middle school experiences with braces and dental surgery. See paragraph 3.*
- C. There is no evidence in the article to suggest this.
- D. This is true, but it does not tell how the story relates to her experiences.

4. Identify Claims and Evidence (RI.3.8; RI.4.8)

Which of the following facts from the article *best* supports that there is a demand for graphic novels?

- A. *Smile* became a Number 1 best-seller.
- B. Comics have been around from the 19th century.
- C. Sales of graphic novels for kids and teens jumped by more than 50%.
- D. Sales of printed books across all categories increased 1%.

DISTRACTOR ANALYSIS

- A. This refers to a particular graphic novel.
- B. This does not mention graphic novels, nor their current popularity.
- C. **Correct answer: The increase in sales is caused by the demand for graphic novels.**
- D. This fact, by itself, describes the sales of all printed books, not just graphic novels.

5. Identify Point of View (RI.3.6, RI.4.6)

Which of the following most likely describes the author’s opinion of graphic novels?

- A. She thinks they’re impactful.
- B. She thinks they’re unsuccessful.
- C. She’s discouraged by graphic novels.
- D. She’s disinterested in them.

DISTRACTOR ANALYSIS

- A. **Correct answer: In every section of the article, she mentions the positive impact that graphic novels have had.**
- B. This is the opposite of what the article reveals.
- C. There is no evidence in the text to suggest this.
- D. The specific facts presented and authors interviewed, and the comic strip, demonstrate that she became interested in them when she found out that graphic novels could be about real life.

6. Identify Cause and Effect (RI.3.3; RI.4.3)

Some adults disapproved of children reading graphic novels because they believed graphic novels were

- A. too difficult for kids to follow.
- B. too popular.
- C. not interesting to kids.
- D. lacking in educational value.

DISTRACTOR ANALYSIS

- A. There is no evidence in the text to suggest this.
- B. There is no evidence in the text to suggest this.
- C. The publishing industry doubted that kids would be interested in graphic novels about real life, but there’s no evidence about the views of adults outside the publishing industry on real-life topics.
- D. **Correct answer: They did not see how much imagination, vocabulary, and storytelling go into the creation and comprehension of a graphic novel.**

7. Informative Writing (W.3.2; W.4.2)

Explain the reasons why Shay Maunz decided to focus on this topic. Use evidence from the text to support your answer.

Response must contain at least two of the following details:

- Information concerning what graphic novels are and some misconceptions about them
- An explanation of the potential value of graphic novels
- An explanation of the history and growth of graphic novels

Open-Ended Grading Rubric

4 Exceeds Expectations	<input type="checkbox"/> Response effectively answers all parts of the question. <input type="checkbox"/> Response is clear and organized into paragraphs. <input type="checkbox"/> Response provides a developed explanation and text evidence.
3 Meets Expectations	<input type="checkbox"/> Response mostly answers the question and stays on task. <input type="checkbox"/> Response is clear and mostly organized. <input type="checkbox"/> Response is developed and provides an explanation or relevant evidence.
2 Approaching Expectations	<input type="checkbox"/> Response answers part, but not all of, the question or may get off task. <input type="checkbox"/> Response is clear but may not be fully organized. <input type="checkbox"/> Response may have a partial explanation but no evidence is provided.
1 Below Expectations	<input type="checkbox"/> Response is minimally aligned to the task. <input type="checkbox"/> Response is somewhat clear but is not organized. <input type="checkbox"/> Response has little reasoning or evidence.
0 Far Below Expectations	<input type="checkbox"/> Response is not appropriate to the task. <input type="checkbox"/> Response is unclear and has no organization. <input type="checkbox"/> Response has no reasoning or evidence.
Teacher's Comments:	
	M/C ___/6 OE ___/4