

Shadow Lands

Level 1: Thirst



Teacher's Guide and Comprehension Questions

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About the Series

Shadow Lands is for students ages 11–18+ who are reading at our Reading Levels 1, 2, and 3. The reading levels correlate roughly with first, second, and third grade reading levels; however, the *Shadow Lands* books give older students and adult struggling readers an edgier, higher-interest reading experience.

Each set of five *Shadow Lands* books (one set per level):

- has carefully leveled text based on the most common words in the English language.
- has highly cohesive text. Figurative language and idioms are minimized.
- aligns with the requirements of the Common Core State Standards.

Shadow Lands is the second of our *Read Up!* series. In these Level 1, 2, and 3 books, students are encouraged to enjoy similar themes as they “read up” through the series. Vampires, witches, and demon hunters provide suspense and engagement for readers who enjoy fantasy and supernatural books.

For additional information on Levels 2 and 3, see www.highnoonbooks.com.

The Common Core Connection

The Common Core State Standards (CCSS) set requirements for K–12 students in the areas of English Language Arts and Mathematics. They identify the knowledge and skills students need to be ready for college and careers. Although struggling readers may not be able to meet certain grade-level criteria, the standards emphasize promoting “a culture of high expectations for all students.”

With this in mind, we have developed Teacher’s Guide questions for every chapter of every book and aligned them to the CCSS (Reading Standards for Literature). While the *Shadow Lands* books are at Reading Levels 1, 2, and 3, their content is aimed at readers age 11 and up. Because of this, we have correlated our comprehension questions to the CCSS that we feel are most appropriate for our readers. We focus on the main standards each question meets.

You as the teacher are the best judge of your students’ capabilities. If you have students who can meet higher-level standards than those we have listed, we encourage you to compose your own questions to maximize their progress through the standards. The full text of the standards can be found at <http://www.corestandards.org>.

Understanding the CCSS Coding Method

Standards are coded as follows in our correlations:

RL = Reading–Literature

K/1/2, etc. = grade level

1/2/3, etc. = standard number

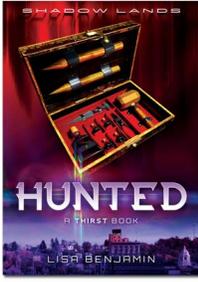
Example: RL.4.2 = Reading–Literature, grade 4, standard 2

Shadow Lands

Level 1: Thirst

The five Level 1 Student Books focus on two vampires, Lilly and David, who live in the Shadow Lands. Each book contains a different plot about their struggle to fit in at a high school where no one knows who—or *what*—they really are.

When your students have finished reading a chapter, you can assess comprehension using the Teacher's Guide questions. An Answer Key with CCSS correlations follows.



Level 1 THIRST: *Hunted*

Comprehension Questions

Chapter 1: The War of 1812

1. What year is it when the story starts?
2. How did Lilly change when she became a vampire?
3. Who is James Branch?

Chapter 2: Hunted

1. Look at the picture on page 7. Then think about what you have read so far. Why does Lilly say she could teach the class?
2. Ana was David's girlfriend before he became a vampire. Why can't they be together any more?
3. Why does Lilly walk out of class without talking to Mr. B? What does she say that tells you how she feels?

Chapter 3: Kill or Be Killed

1. In this chapter, Lilly and David get mad at each other. Why?
2. Why does Lilly say they must kill vampire hunters?
3. What makes Lilly think the vampire hunter wants to kill her and David?

Chapter 4: The Hunter's Kit

1. What makes David think the red car is Mr. B's car?

2. Lilly and David find a vampire kit in Mr. B's car. What happens to it?
3. Why do you think Lilly tells David to stay away from the forest?

Chapter 5: In the Forest

1. Why does Lilly call Mr. B a killer?
2. Mr. B sees that his vampire kit is gone. How does this change his plans?
3. What does Mr. B drop when he runs away?

Chapter 6: At the Graveyard

1. Why does Lilly go to the graveyard?
2. Who wrote the book that Mr. B dropped?
3. What does Lilly learn from the book Mr. B dropped?

Chapter 7: The Hunter Returns

1. At the end of the story, Lilly gives Mr. B a chance to run away. Why does he run?
2. How does Lilly feel when she reads the diary?
3. Compare how Lilly felt about Mr. B at the beginning of the book to how she feels at the end.

Level 1 THIRST: *Hunted*

Answer Key and CCSS Correlations

Chapter 1: The War of 1812

1. **What year is it when the story starts?** (It is the year 1812.)

RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

2. **How did Lilly change when she became a vampire?** (Her face changed. Her eyes turned red, her teeth grew pointed and sharp, and she bit into a man’s neck and drank his blood.)

RL.1.3: Describe characters, settings, and major events in a story, using key details.

3. **Who is James Branch?** (James Branch is a soldier. He is a friend of the man Lilly drank blood from and killed.)

RL.1.3: Describe characters, settings, and major events in a story, using key details.

Chapter 2: Hunted

1. **Look at the picture on page 7. Then think about what you have read so far. Why does Lilly say she could teach the class?** (Lilly lived through the war of 1812. That’s what the teacher is talking about in the picture. Lilly thinks she knows more about that war than the teacher does, because she was there at the time.)

RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2. **Ana was David’s girlfriend before he became a vampire. Why can’t they be together any more?** (David can’t be with Ana because he wants to bite her. Ana might be afraid of him if she knew that he was a vampire.)

RL.1.3: Describe characters, settings, and major events in a story, using key details.

3. **Why does Lilly walk out of class without talking to Mr. B? What does she say that tells you how she feels?** (She walks out because she doesn’t like him. As she says, “I don’t like Mr. B...I don’t know why. There’s something about him...”)

RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Chapter 3: Kill or Be Killed

1. **In this chapter, Lilly and David get mad at each other. Why?** (They get mad because Lilly has killed before, and wants to kill the vampire hunter. David doesn't want to kill anyone.)

RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

2. **Why does Lilly say they must kill vampire hunters?** (Lilly says that the vampire hunter will kill her and David if they don't kill the hunter first.)

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3. **What makes Lilly think the vampire hunter wants to kill her and David?** (He already tried, with a sharp stake that missed Lilly.)

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Chapter 4: The Vampire Kit

1. **What makes David think the red car is Mr. B's car?** (Mr. B's coat is in the car, and his last name starts with a "B," as does the car owner's last name.)

RL.2.1: Ask and answer such questions as *who*, *what*, *when*, *where*, *why*, and *how* to demonstrate understanding of key details in a text.

2. **Lilly and David find a vampire kit in Mr. B's car. What happens to it?** (Lilly asks David to hide it. He does).

RL.2.1: Ask and answer such questions as *who*, *what*, *when*, *where*, *why*, and *how* to demonstrate understanding of key details in a text.

3. **Why do you think Lilly tells David to stay away from the forest?** (David doesn't want Lilly to kill Mr. B. Lilly doesn't want David to see her kill him, and she wants to make sure David doesn't stop her.)

RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a discussion.

Chapter 5: In the Forest

1. **Why does Lilly call Mr. B a killer?** (Lilly knew Mr. B had killed David with his car.)

RL.2.1: Ask and answer such questions as *who*, *what*, *when*, *where*, *why*, and *how* to demonstrate understanding of key details in a text.

2. **Mr. B sees that his vampire kit is gone. How does this change his plans?** (Instead of killing Lilly and David, he runs away.)

RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

3. **What does Mr. B drop when he runs away?** (He drops a small book.)

RL.2.1: Ask and answer such questions as *who*, *what*, *when*, *where*, *why*, and *how* to demonstrate understanding of key details in a text.

Chapter 6: At the Graveyard

1. **Why does Lilly go to the graveyard?** (Lilly's brother is buried in the graveyard and she misses him.)

RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot.)

2. **Who wrote the book that Mr. B dropped?** (James Branch, who was a soldier in the war of 1812.)

RL.2.1: Ask and answer such questions as *who*, *what*, *when*, *where*, *why*, and *how* to demonstrate understanding of key details in a text.

3. **What does Lilly learn from the book Mr. B dropped?** ("James Branch" is both the writer's name and Mr. B's name; the writer was fighting in the war of 1812; the writer saw Lilly drink his friend's blood.)

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Chapter 7: The Hunter Returns

1. **At the end of the story, Lilly gives Mr. B a chance to run away. Why does he run?** (He doesn't have his knife. He doesn't have his stakes. He doesn't have his hunter's kit.)

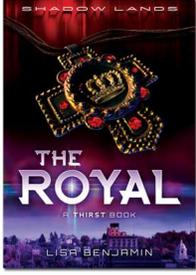
RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. **How does Lilly feel when she reads the diary?** (She feels sad because she misses her brother but probably also feels happy to read about him and his friends.)

RL.2.3 Describe how characters in a story respond to major events and challenges.

3. **Compare how Lilly felt about Mr. B at the beginning of the book to how she feels about him at the end.** (At the beginning Lilly wanted to kill Mr. B, but at the end she let him go free. She understood that he hadn't known all the facts about her and that he'd wanted to kill her because he thought she had killed his ancestor's friend.)

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.



Level 1 THIRST: *The Royal*

Comprehension Questions

Chapter 1: Lunch Time!

1. Why were David and Lilly in the Dark Forest during lunch?
2. Compare how Lilly bites the man in the forest to how she bites herself.
3. Why is Lilly faster than David?

Chapter 2: David's Plan

1. What is David's plan?
2. Why doesn't Lilly like David's plan?
3. When is David's first race?

Chapter 3: First Race

1. Why don't David and Eric like each other?
2. Why does David get mad at Ana and Eric?
3. David wins the race by running too fast. How does Lilly fix David's mistake?

Chapter 4: The Royal

1. What does the picture on page 19 show?

2. Who are the Royals?
3. What are the three vampire rules?

Chapter 5: Fix This!

1. Prince Victor hurts David and is mean to Lilly. Why?
2. Why is the name of this chapter “Fix This!”?
3. What will Prince Victor do to David and Lilly if they don’t fix their mistake?

Chapter 6: The County Cup

1. How will David fix his mistake?
2. Who wins the race?
3. Does David’s plan work? Why or why not?

Chapter 7: The Royal Returns

1. How long does Victor give David to fix the mistake?
2. What lie did David tell the reporter? Why did he lie?
3. Why do you think Victor said, “You two would be dead if it were my choice”?

Level 1 THIRST: The Royal

Answer Key and CCSS Correlations

Chapter 1: Lunch Time!

1. **Why were David and Lilly in the Dark Forest during lunch?** (They were hungry, and looking for people to drink.)

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. **Compare how Lilly bites the man in the forest to how she bites herself.** (Lilly bit the man in the forest in the neck to drink his blood. Lilly bit herself in the finger to help heal the man.)

RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

3. **Why is Lilly faster than David?** (She is 200 years old. Vampires get stronger and faster each year of their lives.)

RL.2.1: Ask and answer such questions as who, what, when where, why, and how to demonstrate understanding of key details in a text.

Chapter 2: David's Plan

1. **What is David's plan?** (He plans to join the track team. He will run fast, but not too fast.)

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

2. **Why doesn't Lilly like David's plan?** (She doesn't think it will work. Too many things could go wrong and bad things happen when vampires act like people. She has a bad feeling.)

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

3. **When is David's first race?** (In one week.)

RL.2.1: Ask and answer such questions as *who*, *what*, *when where*, *why*, and *how* to demonstrate understanding of key details in a text.

Chapter 3: First Race

1. **Why don't David and Eric like each other?** (They both like Ana.)

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

2. **Why does David get mad at Ana and Eric?** (Ana cheers for Eric, not David. Eric smiles at Ana.)

RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

3. **David wins the race by running too fast. How does Lilly fix David's mistake?** (She makes all the people watching forget what they had seen.)

RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Chapter 4: The Royal

1. **What does the picture on page 19 show?** (The picture shows Lilly, David, and Jason. Jason is smiling and holding up his phone. David and Lilly are looking worried. The phone video shows David running very fast.)

RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2. **Who are the Royals?** (They are the leaders of the vampires. They are a king, a queen, and a prince named Victor.)

RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

3. **What are the three vampire rules?** (Don't fall in love with a human. Don't kill other vampires. Don't let any people find out you're a vampire.)

RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Chapter 5: Fix This!

1. **Prince Victor hurts David and is mean to Lilly. Why?** (Prince Victor is mad at David for breaking the rules, and mad at Lilly for letting David break the rules.)

RL.1.9: Compare and contrast the adventures and experiences of characters in stories.

2. **Why is the name of this chapter “Fix This!”?** (Accept all answers that demonstrate an understanding of the central themes of the text.)

RL.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 judgements.

3. **What will Prince Victor do to David and Lilly if they don’t fix their mistake?** (He will kill them.)

RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Chapter 6: The County Cup

1. **How will David fix his mistake?** (He will run in the County Cup. He will run slowly, like people run.)

RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

2. **Who wins the race?** (Eric wins the race.)

RL.1.1: Ask and answer questions about key details in a text.

3. **Does David’s plan work? Why or why not?** (No, it’s doesn’t. People think he’s had a bad day, but that he will be fast again.)

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Chapter 7: The Royal Returns

1. **How long does Victor give David to fix the mistake?** (He gives him one hour.)

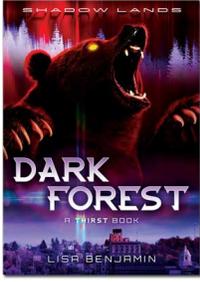
RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

2. **What lie did David tell the reporter? Why did he lie?** (David told the reporter that the video was fake. He lied to save Lilly’s life.)

RL.2.3: Describe how characters in a story respond to major events and challenges.

3. **Why do you think Victor said, “You two would be dead if it were my choice”?** (Victor is a violent vampire who likes to hurt and kill others, and he doesn’t like that Lilly and David are acting like people.)

RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.



Level 1 THIRST: *Dark Forest*

Comprehension Questions

Chapter 1: Morning

1. Look at the picture on page 3. What is Lilly doing?
2. Why is Lilly training David?
3. Why can't David catch Lilly when they jump through trees?

Chapter 2: The Girl

1. How did Eric find the sick girl?
2. What are the first words the sick girl says? What do they tell you about her?
3. Lilly thinks something bad is going to happen. What might it be?

Chapter 3: You Will Forget

1. What happens when the nurse touches the sick girl's arm?
2. Lilly doesn't want to call 911. Why do you think that is?
3. Lilly figures out the sick girl's secret. What is it?

Chapter 4: In the Forest

1. How does Lilly know that the sick girl is a witch?

2. David thinks he knows how the sick girl got hurt. How?
3. What magic is in this chapter?

Chapter 5: The River

1. How do the witches try to stop David and Lilly from crossing the river?
2. Why do the witches want to hurt Lilly and David?
3. Why doesn't the river hurt the sick girl?

Chapter 6: The Other Side

1. Why can't Lilly and David see the witches' house?
2. What made the noise that David and Lilly hear in the bushes?
3. David gets his neck broken. Do you think he's dead? Explain.

Chapter 7: Vampires and Witches

1. How do the sick girl and the boy know each other?
2. Vampires and witches don't like each other. Does David like Tamsin? How can you tell?
3. Do you want to read more about James and Tamsin? Why or why not?

Level 1 THIRST: *Dark Forest*

Answer Key and CCSS Correlations

Chapter 1: Morning

1. **Look at the picture on page 3. What is Lilly doing?** (Lilly is jumping to another tree; she is teaching David how to jump high.)

RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.

2. **Why is Lilly training David?** (She wants him to be a better vampire.)

RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

3. **Why can't David catch Lilly when they jump through trees?** (David is a new vampire, and Lilly is an old vampire. Old vampires are stronger and faster than new vampires.)

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Chapter 2: The Girl

1. **How did Eric find the sick girl?** (He was taking a shortcut through the Dark Forest and found her there.)

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

2. **What are the first words the sick girl says? What do they tell you about her?** (She says, "Where am I?" which tells us that either she isn't where she is supposed to be; or maybe she has amnesia.)

RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

3. **Lilly thinks something bad is going to happen. What might it be?** (Accept all answers that demonstrate an understanding of Lilly and who she is.)

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Chapter 3: You Will Forget

1. **What happens when the nurse touches the sick girl's arm?** (The sick girl shouts and the nurse flies into the air and hits the wall.)

RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

2. **Lilly doesn't want to call 911. Why do you think that is?** (She realized that the girl had super-human powers and she didn't want humans to be involved in what was happening.)

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3. **Lilly figures out the sick girl's secret. What is it?** (The sick girl is a witch.)

RL.1.3: Describe characters, settings, and major events in a story, using key details.

Chapter 4: In the Forest

1. **How does Lilly know that the sick girl is a witch?** (Lilly is 200 years old. She's old enough to have met witches before, and she knows what they are like.)

RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

2. **David thinks he knows how the sick girl got hurt. How?** (David and Lilly were throwing rocks in the forest that morning. David thinks that he either hit the girl with one of the rocks, or that he hit a tree branch that fell onto the girl and hurt her.)

RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

3. **What magic is in this chapter?** (The birds and snakes that attacked Lilly and David in this chapter were magical.)

RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Chapter 5: The River

1. **How do the witches try to stop David and Lilly from crossing the river?** (They make a huge wall of water rush down the river to knock them off the rocks.)

RL.2.1: Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

2. **Why do the witches want to hurt Lilly and David?** (The witches want to hurt Lilly and David because they're vampires. Vampires and witches don't like each other.)

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3. **Why doesn't the river hurt the sick girl?** (The witches made the river hurt Lilly and David because they are vampires. The witches didn't want to hurt the sick girl because she is a witch.)

RL.2.1: Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

Chapter 6: The Other Side

1. **Why can't Lilly and David see the witches' house?** (Witches use magic to hide their homes from vampires and humans. They do it to stay safe.)

RL.1.3: Describe characters, settings, and major events in a story, using key details.

2. **What made the noise that David and Lilly hear in the bushes?** (A magical bear.)

RL.2.1: Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

3. **David gets his neck broken. Do you think he's dead? Explain.** (Accept all reasonable answers. Students might say that he's not dead because vampires can only be killed in certain ways, and a broken neck is not one of the ways.)

RL.5.2: Determine a theme of a story, drama, or poem from details in the text.

Chapter 7: Vampires and Witches

1. **How do the sick girl and the boy know each other?** (They know each other because they are twins; they are witches.)

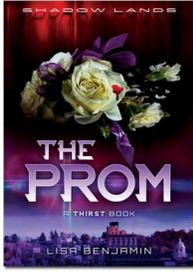
RL.2.1: Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

2. **Vampires and witches don't like each other. Does David like Tamsin? How can you tell?** (Yes, he does. He's really nice to her and helps her get home.)

RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

3. **Do you want to read more about James and Tamsin? Why or why not?** (Students will probably want to read more if they like the fantasy/witches genre. If you have it, show students Level 2 in the Read Up! Shadow Lands Series, *Coven*, and tell them that James and Tamsin are characters in this series.)

RL.5.2: Determine a theme of a story, drama, or poem from details in the text.



Level 1 THIRST: *The Prom*

Comprehension Questions

Chapter 1: What Is Prom?

1. Why does Lilly want David to take off his sunglasses? Why doesn't David want to take them off?
2. Why doesn't Lilly know what Prom is?
3. Look at the picture on page 4. What does the boy in the bunny suit want?

Chapter 2: The Past Is Past

1. What does Ana's necklace make David want to do? Why?
2. Ana thinks that David is different now. How?
3. Look at page 11. Which sentence tells you how David is feeling in the picture on page 10?

Chapter 3: Let's Eat!

1. Where do Lilly and David hide to wait for people to walk by?
2. What happens when Lilly and David look with red eyes at people?
3. Why will the boy and girl be tired the rest of the day?

Chapter 4: Cupcakes

1. Jason gives Lilly cupcakes with words on them. What do they say?
2. Look at the picture on page 20. How do you think Jason feels? How does Lilly feel?
3. On page 21 David says “Ana?” and moves close to her. Why do you think he does that?

Chapter 5: Flowers

1. Why does Lilly think that David and Ana can't be friends?
2. What happened when David saw Ana holding the roses?
3. How did Lilly try to help David?

Chapter 6: Problems and a Plan

1. Who is Ana going to Prom with? Who is David going to Prom with?
2. Why can't Lilly understand why David is so mad?
3. What do you think David is going to do?

Chapter 7: The Big Night

1. Why does Eric walk back to his car?
2. How does Lilly fix David's mistake?
3. Compare what David was like before he was a vampire to what he is like now.

Level 1 THIRST: *The Prom*

Answer Key and CCSS Correlations

Chapter 1: What Is Prom?

1. **Why does Lilly want David to take off his sunglasses? Why doesn't David want to take them off?** (Lilly wants David to take off his sunglasses because they make him look different. David doesn't want to take them off because the sun hurts him.)

RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

2. **Why doesn't Lilly know what Prom is?** (There was no such thing as Prom when she last went to a dance 200 years ago.)

RL.1.3: Describe characters, settings, and major events in a story, using key details.

3. **Look at the picture on page 4. What does the boy in the bunny suit want?** (He wants the girl he's giving flowers to to go to Prom with him.)

RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Chapter 2: The Past Is Past

1. **What does Ana's necklace make David want to do? Why?** (It makes him want to bite her neck because it looks like a drop of blood, and he's a vampire.)

RL.2.3: Describe how characters in a story respond to major events and challenges.

2. **Ana thinks that David is different now. How?** (He acts like he doesn't want to talk to her or be with her. He's pale. He wears sunglasses all the time.)

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3. **Look at page 11. Which sentence tells you how David is feeling in the picture on page 10?** ("David wanted to rip Eric's heart out.")

RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Chapter 3: Let's Eat!

1. **Where do Lilly and David hide to wait for people to walk by?** (They hide behind a huge tree.)

RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

2. **What happens when Lilly and David look with red eyes at people?** (The people get still; they can't move or make a sound.)

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3. **Why will the boy and girl be tired the rest of the day?** (They will be tired because Lilly and David drank their blood.)

RL.1.1: Ask and answer questions about key details in a text.

Chapter 4: Cupcakes

1. **Jason gives Lilly cupcakes with words on them. What do they say?** (The cupcakes say, "Will you go to Prom with me?")

RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. **Look at the picture on page 20. How do you think Jason feels? How does Lilly feel?** (Jason looks a little worried but hopeful; Lilly looks surprised and amused, like she can't believe he's asking.)

RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.

3. **On page 21 David says "Ana?" and moves close to her. Why do you think he does that?** (Accept all answers that demonstrate an understanding of the character's feelings and thoughts.)

RL.1.3: Describe characters, settings, and major events in a story, using key details.

Chapter 5: Flowers

1. **Why does Lilly think that David and Ana can't be friends?** (Lilly thinks that David likes Ana too much to only be friends with her.)

RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2. **What happened when David saw Ana holding the roses?** (His teeth got pointed, his eyes turned red, and he wanted to bite Ana’s throat and rip out Eric’s heart.)

RL.2.3: Describe how characters in a story respond to major events and challenges.

3. **How did Lilly try to help David?** (She told him to fix his teeth and eyes.)

RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Chapter 6: Problems and a Plan

1. **Who is Ana going to Prom with? Who is David going to Prom with?** (Ana is going to Prom with Eric, and David is going with Lilly.)

RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

2. **Why can’t Lilly understand why David is so mad?** (She has been a vampire for too long to understand “people” problems.)

RL.4.2: Determine a theme of a story, drama, or poem from details in the text.

3. **What do you think David is going to do?** (Accept all answers that demonstrate an understanding of David’s feelings and thoughts.)

RL.2.3: Describe how characters in a story respond to major events and challenges.

Chapter 7: The Big Night

1. **Why does Eric walk back to his car?** (Eric walks back to his car because he forgot the flowers he got for Ana.)

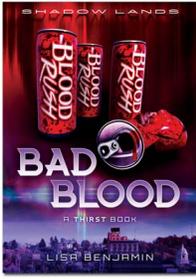
RL.1.3: Describe characters, settings, and major events in a story, using key details.

2. **How does Lilly fix David’s mistake?** (Lilly fixes David’s mistake by making Eric and Ana forget what they saw, and what David said and did.)

RL.2.3: Describe how characters in a story respond to major events and challenges.

3. **Compare what David was like before he was a vampire to what he is like now.** (Before David was a vampire he was nice. Now that he's a vampire, he wants to kill people when he gets mad.)

RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).



Level 1 THIRST: *Bad Blood*

Comprehension Questions

Chapter 1: Blood Rush

1. Why was David looking on the computer for websites about vampires?
2. What did David think about the first few websites he found about vampires?
3. Why did David want to try Blood Rush? What did he do to get it?

Chapter 2: The Box

1. Why doesn't David tell his sister what is in the box?
2. Does David like Blood Rush? How can you tell?
3. At the end of the chapter David chooses between two things he doesn't like. What are the two things?

Chapter 3: Changes

1. Why won't David go to the Dark Forest with Lilly?
2. Look at page 15. Why does Lilly think she can tell David what to do? What does she say that shows that?
3. How is David changing?

Chapter 4: After School

1. What does David tell Ana about Blood Rush?
2. Why is Ana worried about David?
3. Compare how Ana feels about David at the start of the chapter to how she feels at the end of it.

Chapter 5: The Walk Home

1. How do we know that David is in a bad mood?
2. What happened to David at the end of the chapter? Why?
3. Look at the picture on page 27. What is David feeling? How can you tell?

Chapter 6: The Fight

1. David and Lilly got in a big fight. How did it end?
2. Look at page 34. What does David say that explains why he started drinking Blood Rush?
3. Why did David and Lilly clean up the street?

Chapter 7: Secrets

1. Why can't David let Lilly into his house?
2. Why does Lilly shut down the Blood Rush website?
3. Do you think Emily knows that her brother and Lilly are vampires? Explain.

Level 1 THIRST: *Bad Blood*

Answer Key and CCSS Correlations

Chapter 1: Blood Rush

1. **Why was David looking on the computer for websites about vampires?** (David is a new vampire. He is still learning how vampires act.)

RL.1.3: Describe characters, settings, and major events in a story, using key details.

2. **What did David think about the first websites he found about vampires?** (He laughed and thought they were silly. He knew they were wrong.)

RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

3. **Why did David want to try Blood Rush? What did he do to get it?** (He wanted to try it because he didn't want to drink blood from people anymore. He filled out an online form and ordered a case.)

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Chapter 2: The Box

1. **Why doesn't David tell his sister what is in the box?** (He can't tell her because he is a vampire, and she can't know his secret.)

RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

2. **Does David like Blood Rush? How can you tell?** (No, he doesn't like it. He hates the taste and spits it out.)

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

3. **At the end of the chapter, David chooses between two things he doesn't like. What are the two things?** (He chooses between hunting people to drink their blood and drinking Blood Rush.)

RL.2.3 Describe how characters in a story respond to major events and challenges.

Chapter 3: Changes

1. **Why won't David go to the Dark Forest with Lilly?** (He isn't hungry. He says that he has to finish his math chapter.)

RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

2. **Look at page 15. Why does Lilly think she can tell David what to do? What does she say that shows that?** (“I *can* tell you what to do! I made you a vampire. I’m your teacher.”)

RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

3. **How is David changing?** (He isn't hunting for blood, he's fighting with Lilly, he's getting mean.)

RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Chapter 4: After School

1. **What does David tell Ana about Blood Rush?** (He tells her that it's an energy drink.)

RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

2. **Why is Ana worried about David?** (He's acting different. He's pale, always angry, and is mean to her.)

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

3. **Compare how Ana feels about David at the start of the chapter to how she feels at the end of it.** (At the beginning of the chapter Ana is worried about David, but at the end of the chapter she is angry with him.)

RL.2.3 Describe how characters in a story respond to major events and challenges.

Chapter 5: The Walk Home

1. **How do we know that David is in a bad mood?** (He litters, he kicks trash cans, he jumps on cars, and he bends a light pole.)

RL.4.3: Describe in depth a character, setting, or event in a story or drama drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

2. **What happened to David at the end of the chapter? Why?** (David got pale and fell to the ground in the middle of the street.)

RL.2.3: Describe how characters in a story respond to major events and challenges.

3. **Look at the picture on page 27. What is David feeling? How can you tell?** (David is feeling wild. He is jumping on the car, and he looks out of control.)

RL.3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Chapter 6: The Fight

1. **David and Lilly got in a big fight. How did it end?** (Lilly kicked David hard in the stomach and he threw up the Blood Rush. After that, David was normal again.)

RL.2.3: Describe how characters in a story respond to major events and challenges.

4. **Look at page 34. What does David say that explains why he started drinking Blood Rush?** (“I wanted to stop hunting people,” David said sadly. “I thought this drink would help.”)

RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. **Why did David and Lilly clean up the street?** (They didn’t want people to see the mess David made.)

RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Chapter 7: Secrets

1. **Why can’t David let Lilly into his house?** (David is a vampire, and vampires can’t go into a house unless they’ve been invited by someone who’s not a vampire.)

RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

2. **Why does Lilly shut down the Blood Rush website?** (She wants to make sure that other vampires can’t order or drink it.)

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

3. **Do you think Emily knows that her brother and Lilly are vampires? Explain.** (Yes, because she invites Lilly in and says “I know a secret” at the end.)

RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.