

LIFT

LIFT [6]

- Careers/Vocations
- Fine Arts
- Futuristic/Science Fiction
- Plays
- Thrillers

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Introduction

A New Level of Accessible Text for Teens

Saddleback's *Teen Emergent Reader Libraries*® and *Teen Early Fluency Libraries*® offer a unique way to entice the most struggling middle and high school students to read. These highly engaging fiction and nonfiction books feature mature, relevant topics that teens will want to read about. To make the books accessible to all teens, they are written at emergent and beginning reader levels. To distinguish the books as teenage material, they are a substantial 48–80 pages in length. While the emergent level books are supported by full-color, riveting photographs on every page, the books in the *Teen Early Fluency Libraries*® gradually phase out photographs in the fiction books to reflect increased reading independence and maturity. Grouped by genre, with five genres per level, these books offer middle and high school teachers the solution for differentiating instruction while still teaching grade-level content and meeting state and district standards.

Research-Based: The Importance of Reading for Pleasure

Today's teens are growing up in a media-dominated world. They text, chat, and post online using mobile devices and computers. They navigate advertisements and visual messages throughout the day. But many of them do not read for pleasure. Studies show that independent reading decreases during the adolescent years. This is especially true for struggling readers. The National Endowment for the Arts' Annual Arts Basic Survey in 2015 showed that more than half of American adults read no books for pleasure in the prior year (NEA, 2016). Statistics from the U.S. Department of Labor's annual American Time Use Survey confirm this, showing that teens and young adults ages 15–24 spent an average of 8 minutes per day on voluntary reading in 2016, nearly 60 percent less than the average American (BLS, 2017).

Daily reading is closely associated with better reading and writing skills. The U.S. Department of Education's National Center for Education Statistics aligns test results with frequency of activities such as reading for pleasure and found that students who read daily perform better on reading and writing tests across the board. Studies have also shown that reading for pleasure impacts social skills and economic success in adult life (Clark & Rumbold, 2006).

The Issue for Struggling Readers

Given that independent reading is strongly correlated to improved social and economic success in adulthood, promoting opportunities for teens to read books of their own choosing makes sense in today's classrooms. But for the most struggling readers, motivating them to read a book after years of failure and frustration can be a major challenge. Studies show that functional illiteracy is a likely issue for as many as 20 percent of teens and has been for some time (Walberg, 1983). That means there are many high school students who are still emergent or beginning readers. Yet the books available at these readability levels are generally geared for preschool- and kindergarten-age children. For teens, who usually prefer to be as similar to their peers as possible, these “baby” books can be demotivating and embarrassing.

The Solution

The *Teen Emergent Reader Libraries*® and *Teen Early Fluency Libraries*® have been developed to solve the issue of motivating the most struggling teen readers to pick up a book and start reading. Written at emergent and beginning reader levels, the books offer mature, teen-centric storylines that entice teens to read. Formatted as 48- to 80-page books, these fiction and nonfiction selections look similar to other teen novels and feature photographs to reflect a contemporary, age-appropriate tone. In addition, each book is supported by a lesson plan, guided reading questions, a reproducible comprehension activity, and a quiz. The books combined with the instructional support provide the perfect solution for today's teacher who has to differentiate instruction to meet the needs of all learners while teaching on-grade-level concepts.

Level Six–*Lift*

The Level Six books are written for beginning teen readers who are increasing their reading fluency. These books are written at 2.6–3.0 readability levels and have Lexiles of HL310L–HL390L. Written by a team of young adult authors, the 20 books represent five genres:

Careers/ Vocations	Fine Arts	Futuristic/ Science Fiction	Plays	Thrillers
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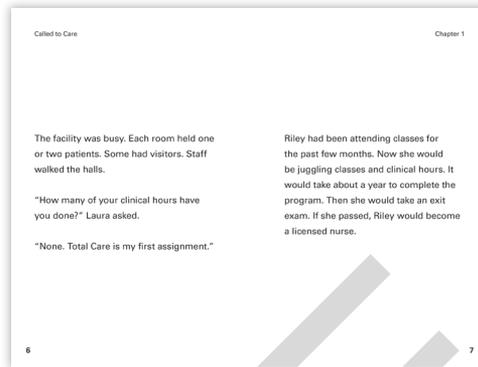
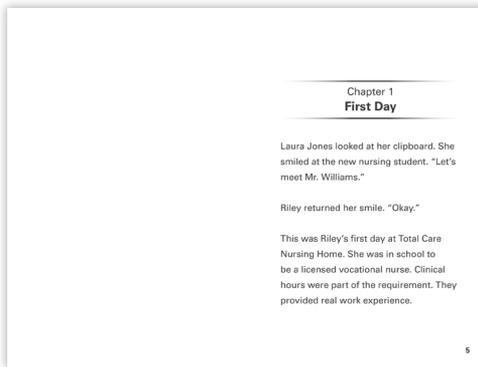
Within each genre, there are three fiction books and one nonfiction book. This mix allows teachers to build prior knowledge using the nonfiction book as the entry point into the genre and/or to structure a comparison/contrast discussion and writing activities. This mix also helps satisfy state standards requirements for fiction and nonfiction reading selections.

Focus on Fluency

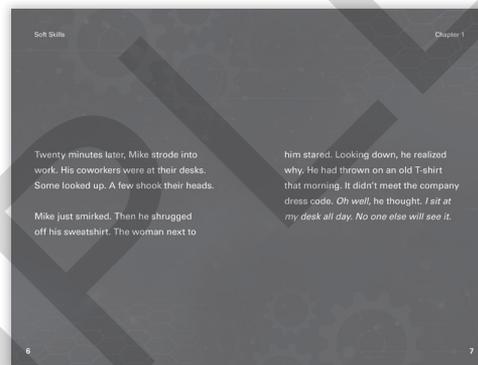
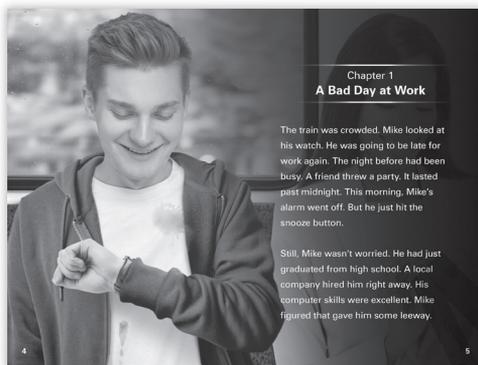
The *Teen Emergent Reader Libraries*®, or TERL, have been carefully developed to help students improve their reading step by step. Each level increases readability by half a grade level. Sentence and word length gradually increase. Paragraphs are introduced in Level Three.

By the time students approach a second-grade readability level, they have a handle on many of the basic reading skills. But they often need to increase their fluency so that text flows and makes more sense. Fluency is closely tied to comprehension.

This is the focus of the *Teen Early Fluency Libraries*®, or TEFL. Book lengths have been increased, so there is more practice for readers who are gaining confidence and building their vocabulary. Instead of photos on each page as in the first three levels of TERL, photos appear less frequently in the TEFL collections. *Soar*, the first level of TEFL, has photos every few pages in the fiction and every other spread in the nonfiction. *Rise* has a photo only at the beginning of each chapter in the fiction and on every other spread in the nonfiction. *Lift* has no photo support in the fiction while maintaining photos on every other spread in the nonfiction. Like their peers who are reading on level, teens will encounter many pages with text only.



Called to Care Interior Samples



Soft Skills Interior Samples

Unlike earlier levels of TERC and TEFL, key words and phrases are not highlighted on each spread of the *Lift* books. This is an intentional step up in the maturity of the books and more closely reflects on-grade-level text.

Intended Audience

Because *Lift* is written at second to third grade reading levels, it is well suited for a variety of teen audiences, including:

- Middle and high school students struggling to read
- Students with learning differences
- Students with special needs
- English learners, including newcomers

To better meet the needs of this diverse population, this teacher's guide offers some suggested ideas for differentiation on pages 11 and 12.

Instructional Support Components

This guide contains instructional support for each book.

GENRE OVERVIEW AND LESSON PLAN
(one for each book): Use these pages to introduce and discuss the genres in this set. Lessons are appropriate for whole class or small group instruction.

GUIDED READING QUESTIONS
(one for each book): Use these pages after the initial reading of the book. These questions allow for a deeper rereading of the book and an exploration of the book's issues and character dynamics. Questions are appropriate for whole class, small group, or individual instruction.

COMPREHENSION ACTIVITY
(one for each book): Use these pages to monitor comprehension and build reading skills. Activities are appropriate for paired or independent work.

BOOK LESSON PLAN
(one for each book): Use these pages to introduce the books, to teach or review specific reading skills, and to introduce any special vocabulary in the books. Lessons are appropriate for whole class, small group, or individual instruction.

BOOK QUIZ
(one for each book): Use these pages to assess comprehension. Quizzes are a mix of multiple-choice questions and one short-answer question.

Implementation Options

Lift is intended as a supplemental set of books for classroom use. The lesson plans and guided reading questions in this guide are designed for use with a whole class, small groups, or individual students. Here are some options for implementation:

- Display the books as part of a classroom library and allow students to self-select titles. Use the reproducible activity and quiz for each book to monitor comprehension.
- Form small groups for genre exploration. Assign two or more books from a genre set to each small group. Use the genre overviews and lesson plans to introduce each genre. As each group completes a book, use the guided reading questions to spur discussion and to check comprehension. Have the groups complete a presentation on how the books represent the genre they are exploring. Use the reproducible activities and quizzes for the books to monitor comprehension.
- Use selected titles for intervention with teens reading below level. Assign a specific title to a group, and use the lesson plan in this guide to introduce the book and teach any special vocabulary. Have the students read the book independently or as part of a small group. Use the guided reading questions after the first read to build comprehension and encourage discussion about the book. Then assign the reproducible activity. Students may work independently or in pairs. Use the quiz to assess comprehension.

Bureau of Labor Statistics. "American Time Use Survey." 2017.

Clark, C. & Rumbold, K. "Reading for Pleasure: A Research Overview." National Literacy Trust, 2006.

Cullinan, B. E. "Independent Reading and School Achievement." American Association of School Librarians, 2000.

National Endowment for the Arts. "Annual Arts Basic Survey." 2016.

Walberg, H.J. "Scientific Literacy and Economic Productivity in International Perspective." *Daedalus*, 112, 1–28. 1983.

Book Overview Chart

Book	Fiction/ Nonfiction	Theme	Readability Level	Lexile Level	Word Count
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Careers/Vocations

Called to Care	F	finding one's calling; the importance of empathy on the job	2.7	HL330L	2899
Cease and Desist	F	teen entrepreneurship; dealing with copyright issues	3.0	HL350L	2655
May I Take Your Order?	F	working in the fast food industry; customer service put to the test	3.0	HL340L	2809
Soft Skills	NF	behaviors and attitudes that all employers value	3.0	HL330L	2829

Fine Arts

Photo Ready	F	dealing with self-image issues; family relationships	2.9	HL370L	2900
Raw Talent	F	the power of art to heal after a loss	2.7	HL370L	2899
Tragic History	F	medieval architecture and a ghostly encounter	2.8	HL390L	2835
Dale Chihuly: Glass Artist	NF	the life of a groundbreaking and inspirational artist	3.0	HL310L	2889

Futuristic/Science Fiction

Liquid Gold	F	societal inequities in a post-apocalyptic future	2.7	HL350L	2899
Oz	F	an ethical dilemma while exploring a new planet	3.0	HL340L	2889
The Panel	F	free will versus safety and order in a futuristic society	3.0	HL390L	2897
Terraforming	NF	creating future homes in space	3.0	HL340L	2888

Plays

Graduation	F	hopes and fears as the end of high school approaches	2.8	N/A*	2899
Jury Duty	F	learning about civic responsibility	3.0	N/A*	2618
Saying Goodbye	F	shared grief over the loss of a loved one	2.7	N/A*	2863
The Making of <i>Hamilton</i>	NF	behind the scenes of a Broadway hit	3.0	HL320L	2869

* NOTE: Lexile levels are not calculated for plays.

Thrillers

The Crows	F	supernatural messages; coping with a loved one's disappearance	2.7	HL340L	2899
Good Fortune?	F	a fight for survival at sea	2.6	HL330L	2900
Heat	F	making a difficult decision after witnessing a crime	2.7	HL330L	2899
Thrill Rides	NF	the science behind adrenaline-inducing theme park rides	3.0	HL390L	2714

Program Progress Chart

LIFT [6]

Name _____

Book	Date Read	Guided Reading Questions Completed	Activity Sheet Score	Quiz Score	Comments
Careers/Vocations					
Called to Care				/5	
Cease and Desist				/5	
May I Take Your Order?				/5	
Soft Skills ^{NE}				/5	
Fine Arts					
Photo Ready				/5	
Raw Talent				/5	
Tragic History				/5	
Dale Chihuly: Glass Artist ^{NE}				/5	
Futuristic/Science Fiction					
Liquid Gold				/5	
Oz				/5	
The Panel				/5	
Terraforming ^{NE}				/5	
Plays					
Graduation				/5	
Jury Duty				/5	
Saying Goodbye				/5	
The Making of Hamilton ^{NE}				/5	
Thrillers					
The Crows				/5	
Good Fortune?				/5	
Heat				/5	
Thrill Rides ^{NE}				/5	

Genre: Futuristic/Science Fiction

Description

Part of being human is a curiosity about the unknown, including what the future holds. Writers of futuristic and science fiction explore the myriad of possibilities that might occur and the ethical dilemmas that could result. Concepts as varied as space exploration, post-apocalyptic survival, and artificial intelligence are all typical topics. This genre appeals to readers not only because of the interesting settings and story lines but also because of the thought-provoking questions raised. The three fiction books in this set feature characters facing moral dilemmas in futuristic societies. The nonfiction book explores terraforming—the concept of transforming another planet or moon to make it habitable for humans. Young adults today face daunting questions about the state of Earth, and the books in this set will encourage them to think about both the possibilities and moral challenges of the future.

Overview of Books



Survival in a
Post-Apocalyptic Future



Searching for
the Perfect Planet



Free Will versus
Safety and Order



Creating Future
Homes in Space

Introducing This Genre

Write the term *science fiction* on the board. Explain that these types of stories often deal with advanced technology, space travel, or alien encounters. As a class, brainstorm a list of books, movies, and TV shows in this genre. Write the word *futuristic* on the board. Point out that futuristic fiction often contains a message about the direction in which society is headed. Discuss how the genres of science fiction and futuristic fiction are closely related.

Show students the covers and titles of the four books in this set and have them predict what types of settings and situations will be portrayed. Encourage them to ask themselves questions as they read such as: *Could the events described become reality? What moral issues are raised about the way society is structured?* Point out that there will be different reactions and opinions within the class and that this will lead to thoughtful discussion.

Partner Share

Write these three terms on the board: *setting*, *character*, and *technology*. Have students draw a sketch for each of these terms in the context of a futuristic/science fiction book. Assign partners and have students spend a few minutes sharing their drawings. Ask them to brainstorm stories they might create with the drawings.

Synopsis

This book explores the issues caused by societal inequities in a post-apocalyptic setting. Inhabitants of a future Earth devastated by climate change have separated into two groups. Those with wealth live inside air-conditioned high-rise buildings. Those without have been left to scavenge outside in the sweltering heat. A chance for change comes when a young girl from inside a wealthy enclave sneaks out and sees with her own eyes how those on the outside are forced to live.



Preparing to Read

Show students the cover of the book. Read them the following preview:

On an Earth ravaged by climate change, Jewel and her friends struggle to exist outdoors while the wealthy live inside air-conditioned buildings. One night, Jewel finds a resource that is as valuable as gold. Will a chance meeting reveal her secret and upend her life?

Have students turn to a partner and discuss what they think will happen in this book based on the cover and preview. Then ask for volunteers to share their ideas with the class.

Reading Skill

Draw a Venn diagram on the board. Ask students if they have ever used this type of graphic organizer to compare and contrast two people, places, or things. Label one side of the diagram *Earth* and the other side *Venus*. As a class, fill in a few of the planets' differences and similarities. For example, Earth is the third planet from the sun, whereas Venus is the second planet from the sun. Earth has oxygen in the atmosphere, whereas Venus has poisonous gases. They are both rocky planets, and they both orbit the sun. Discuss why placing this information in a Venn diagram is helpful. Tell students that as they read, they will learn about two groups of people, the Unders and those who live in the Icicles. Have them look for details about how each group lives on a futuristic version of planet Earth.

Vocabulary Lesson

This book includes a few words that are at a higher level than the rest of the book but are necessary for communicating the content. Teach these words before students read the story. Write each word on the board. If appropriate, have the students write each word on an index card and then trace the letters as they say the word.

canteen a small water container

clan a group of people with common interests

mole a small burrowing animal

ration a set amount of goods officially allowed during a time of shortage

sweltering uncomfortably hot

Have students work with partners or in small groups to come up with sentences using each of the vocabulary words. Then ask them to share their sentences with the class.

Guided Reading Questions

PAGES 5–7 Where did Jewel live? (underground in a burrow in an old soccer stadium) When did she come out? (after the sun set)

PAGES 8 AND 9 What was life like for the survivors on this post-apocalyptic Earth? (It was hot, clean water was scarce, cities were gone, and most plants and animals were dead.)

PAGES 10 AND 11 How was society organized? (There were two groups of people—the rich who lived in the Icicles and the poor known as Unders. The Icicle leaders made the rules.)

PAGES 12–16 Why did Lin and Marc rarely leave the stadium with their kids? (They were not supposed to have more than one child.) What do you think of that rule? (Responses will vary.)

PAGES 17–21 What did Jewel know about life inside the Icicles? (The kids there ate three meals a day and went to school.) How do you think that made her feel? (Responses will vary.)

PAGES 22–25 What did the guard refer to as “liquid gold” and why? (the water in the reservoir because clean water was precious)

PAGES 26–28 What were the risks of anyone finding out what Jewel was doing? (people fighting over the water source and the Icicle leaders locking Jewel up)

PAGES 29–31 What were the clues that the girl Jewel met was not an Under? (Her dress was smooth and shiny, and her boots had no holes.)

PAGES 32 AND 33 How did Jewel help the girl from the Icicle? (She told her how to react to the mangy dog and scared the dog away.)

PAGES 34–37 Why had Jess snuck out? (She was curious, and her best friend had dared her.)

PAGES 38–40 What did Jess reveal about her mother? (She was an Icicle leader.)

PAGES 41–43 What did Jess say about cars? (They were toxic.) Do you think there will be a time when cars will be obsolete? (Responses will vary.)

PAGES 44–49 How did Jess and her friends feel about their society? (They did not like the division between the rich and the poor.)

PAGES 50–54 What happened to Amber? (She hit her head and needed stitches.) Why couldn't they take her to a doctor? (The Unders only had a black market for medicine.)

PAGES 55–60 What did Jess give them and why? (her boots so they could trade them to get help for Amber)

PAGES 61–69 What was different about the water rations? (They were doubled.) Why were changes being made? (because Jess and her friends lobbied for change)

PAGES 70–72 How did the risk Jewel took pay off? (Responses will vary.)

OVERALL QUESTIONS How do you think life will be different for both groups from now on? (Responses will vary.)

How do you think Jess got the support she needed to make changes? (Responses will vary.)

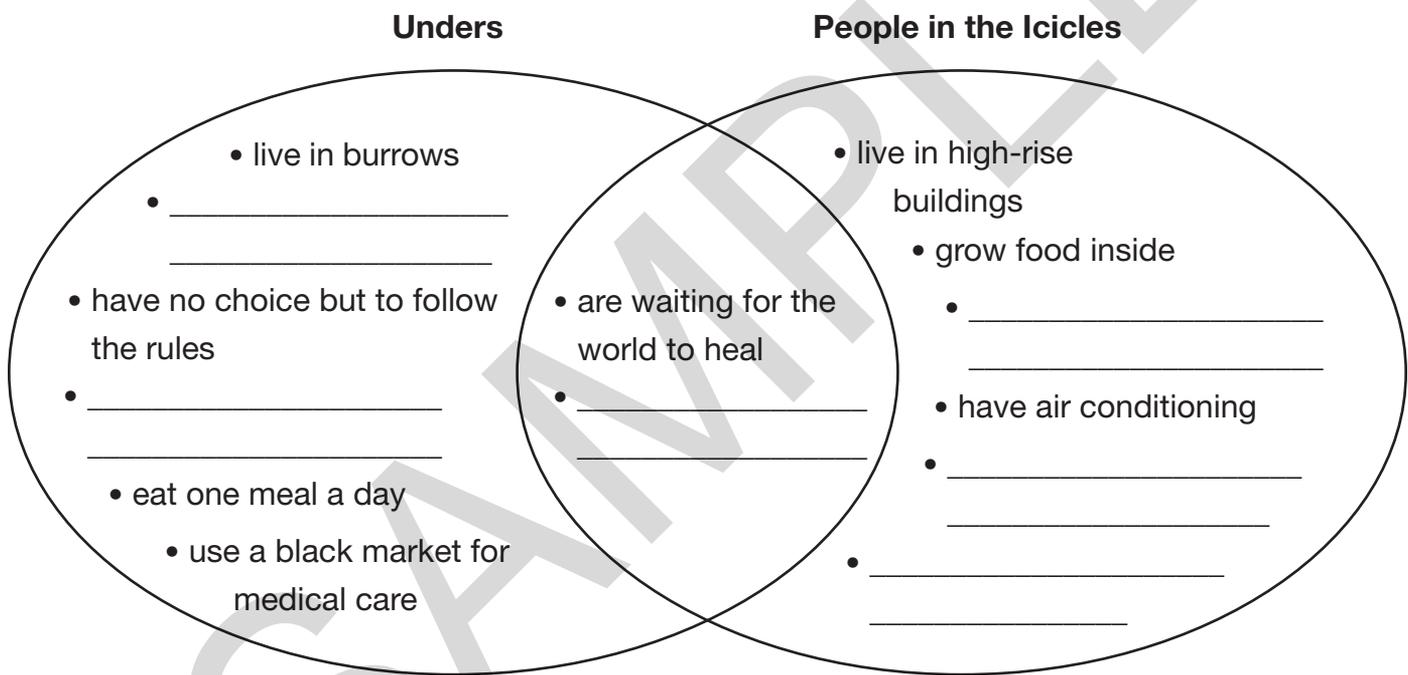
How likely do you think a future like the one described is? (Responses will vary.)

Name _____ Date _____

Compare and Contrast

DIRECTIONS: Fill in the Venn diagram below with the missing phrases from the box.

have access to doctors	are allowed to have only one child
are allowed daily rations	have leaders who make the rules
eat three meals a day	live outside in sweltering heat



DIRECTIONS: Draw pictures to symbolize the differences between the lifestyles of the two groups.

Life for the Unders	Life in the Icicles

Name _____ Date _____

Comprehension Quiz

DIRECTIONS: Read the question. Then fill in the circle next to the correct answer.

1. Why did the Unders live in burrows?

- A. They were looking for water.
- B. The people in the Icicles ordered them to live there.
- C. It was too hot to live above ground.
- D. The burrows were a good place to hide from authorities.

2. Why didn't Jewel want other Unders to know about the reservoir she found?

- A. It would cause fighting.
- B. She was greedy.
- C. It was barely enough for Marc's family.
- D. She wanted to trade it for other goods.

3. Why had Jess snuck out of the Icicle?

- A. She was running away.
- B. She was curious.
- C. She wanted a better life.
- D. She was looking for water.

4. Which of these things did Jess know before meeting Jewel?

- A. The Unders had no access to doctors.
- B. Kids in the Under clans were hungry.
- C. There was a reservoir under the park.
- D. The Unders' kids did not go to school.

DIRECTIONS: Answer the question below. Use complete sentences.

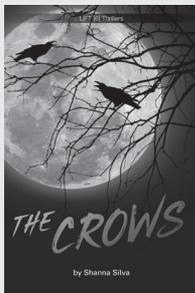
5. How did the meeting between Jewel and Jess make a difference?

Genre: Thrillers

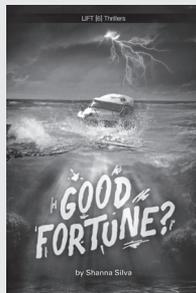
Description

Many people enjoy the tension, anxiety, and fear that a suspenseful thriller provides. Books and films in this genre appeal to those who like the rush of adrenaline that can come from a well-written action scene or an unexpected plot twist. The element of unpredictability means a reader or viewer is never quite sure what will happen next. The three fiction books in this set explore different aspects of the thriller genre, from the supernatural to action-adventure and crime. The nonfiction book looks at the attraction of thrill rides and the mechanics behind them as well as how ride designers continually try to add elements that will keep riders coming back for more.

Overview of Books



Messages
From Beyond



Mystery
at Sea



Witness
to a Crime



The Science
Behind the Screams

Introducing This Genre

Write the term *thrillers* on the board. Ask students what this term makes them think of. As a class, brainstorm movies, TV shows, and books that fit the thriller genre. Have students use this list to identify some common elements of thrillers. For example, they cause the reader to feel strong emotions, there is often tension, and unexpected twists occur. Point out that some people love the excitement of thrillers while others prefer to avoid this genre. Explain that amusement park thrill rides cause similar feelings. Some people line up for these attractions, and others refuse to ride them. Survey the class to see how many students enjoy thrill rides.

Show students the covers and titles of the four books in this set and have them predict what each story is about. Note that each of the fiction books is a different type of thriller. One has aspects of the supernatural. Another focuses on action-adventure. The third is a crime story. Ask students why these types of stories could all be considered thrillers. Tell students that the nonfiction book explores the thrill rides that many people enjoy at amusement parks. Encourage them to look for the common elements of thrillers as they read all four books.

Partner Share

As a class, brainstorm types of thrill rides. Assign partners and have students spend a few minutes talking about their experiences on these rides. They may share their favorite thrill ride and why they like it. For students who have never been on a thrill ride, ask them to imagine what one is like and share how it might affect them.

Synopsis

This nonfiction book explores the appeal and history of thrill rides as well as the science behind them. From their origins in 18th-century Russia, roller coasters have evolved into sophisticated machines that take thrill seekers on adrenaline-fueled journeys. Today's theme park designers use science and ingenuity to push the limits while making rides safe and enjoyable. Included in this book are a diagram showing how g-forces affect riders, a timeline tracing the history of roller coasters, and a map featuring noteworthy roller coasters around the world.



Preparing to Read

Show students the cover of the book. Read them the following preview:

Why do people line up for the tallest and most thrilling rides at a theme park? Find out what drives thrill seekers, learn about the history of roller coasters, and uncover how today's thrill rides are deliberately designed for extreme screams.

Have students turn to a partner and discuss what they know about thrill rides. Then ask volunteers to share their ideas with the class.

Reading Skill

Write the terms *main ideas* and *supporting details* on the board. Explain that main ideas are the most important concepts in a work. In nonfiction, these might be the titles of chapters. Details support the main ideas. Often, the subheads within a chapter help to identify supporting details. If possible, show students a science textbook. Discuss how chapter titles and subheads within the chapters work to organize the main ideas and supporting details of the book. Encourage students to look for main ideas and the details that support them as they read *Thrill Rides*.

Vocabulary Lesson

This book includes a few words that are at a higher level than the rest of the book but are necessary for communicating the content. Teach these words before students read the story. Write each word on the board. If appropriate, have the students write each word on an index card and then trace the letters as they say the word.

- addictive** causing a desire to do something repeatedly
- adrenaline** a stress hormone that makes your heart beat faster
- disorienting** confusing
- groove** a long, narrow space cut into a surface
- plummet** to drop straight down at a high rate of speed

Have students work with partners or in small groups to come up with sentences using each of the vocabulary words. Then ask them to share their sentences with the class.

Guided Reading Questions

PAGES 5–13 How do you feel about roller coasters? (Responses will vary.)

PAGES 14–17 How do the hormones adrenaline and dopamine affect people on thrill rides? (Adrenaline acts as a boost. Dopamine makes riders feel calm and happy.)

PAGES 18–21 What do the sensors used by thrill engineers track? (riders' emotions based on their facial expressions) Why is this helpful? (Designers can create appealing rides.)

PAGES 22–25 What must designers consider when building rides with huge drops? (gravity and the energy needed to pull cars up steep hills)

PAGES 26–31 How do g-forces affect people on thrill rides? (Positive g-forces push them against their seats as they go uphill, negative g-forces cause them to feel light and rise up, and lateral g-forces slam them into the person next to them while going around curves.)

PAGES 32–35 Where did the idea for roller coasters come from? (Russian Mountains) What were the problems with these? (They only worked in winter and could be dangerous.)

PAGES 36–39 What did Catherine the Great have built? (a ramp with tracks that wheeled carts ran in) Where did the idea spread to? (Paris, France)

PAGES 40–43 What was the problem with the first American roller coasters? (Some turns were too sharp. Many riders got whiplash. Others complained of shoulder pain.)

PAGES 44–47 What are wooden coasters known for? (being bumpy, loud creaking tracks)

PAGES 48–51 What are some advantages of steel coasters over wooden ones? (They are smoother and faster; there are more options in the design of the coaster and the cars.)

PAGES 52 AND 53 When did the Cyclone open at Coney Island? (1927)

PAGES 54–57 What are some elements of roller coasters? (height, drops, inversions)

PAGES 58–61 What is your reaction to the Las Vegas ride described? (Responses will vary.)

PAGES 62 AND 63 Which roller coasters would you like to ride? (Responses will vary.)

PAGES 64–67 How are thrill rides tested? (Engineers run tests with sandbags, dummies, and paid testers. Inspectors study the design and materials. Simulations are run.)

PAGES 68–71 What are the chances of being seriously injured on a roller coaster? (1 in 18 million)

PAGES 72–77 What are some advantages of adding virtual reality to existing rides? (It is safe and less expensive than building a new ride.) What are some disadvantages? (VR headsets take time to clean, some riders dislike them, and they don't always work.)

PAGES 78–80 Why are new thrill rides still being built? (to attract people to theme parks)

OVERALL QUESTIONS What is one main idea in this book? What are three details that support it? (Responses will vary.)

What are some of the best rides you have been on and why? (Responses will vary.)

If you could design a thrill ride, what would it be like and why? (Responses will vary.)

Name _____ Date _____

Main Ideas and Supporting Details

DIRECTIONS: Complete the chart using information from the book. Use chapter titles and subheads to help identify main ideas and supporting details.

Main Idea	Supporting Details
Thrill seekers are motivated in part by their body's reaction to fear.	<ul style="list-style-type: none"> • The brain reacts to danger and releases 1. _____. • When the danger is over, 2. _____ is released.
Gravity plays a part in ride design.	<ul style="list-style-type: none"> • Positive g-forces push riders 3. _____ as they go up a hill. • Negative g-forces make riders feel 4. _____ when they drop down. • Lateral g-forces 5. _____ people to one side of the car in a curve.
Thrill rides are designed with multiple 6. _____.	<ul style="list-style-type: none"> • 7. _____ are when riders go upside down. • Seats in 8. _____ roller coasters can rotate 360 degrees. • On a 9. _____ tower ride, people experience free fall.
The goal is to make rides that are as 10. _____ as possible.	<ul style="list-style-type: none"> • Many 11. _____ are run using sandbags, test dummies, and paid riders. • Safety 12. _____ help. • The 13. _____ used to build the ride are inspected. • Ride 14. _____ are trained.

Name _____ Date _____

Comprehension Quiz

DIRECTIONS: Read the question. Then fill in the circle next to the correct answer.**1. Why are riders' emotions tracked during a thrill ride?**

- A.** to see which elements riders enjoy most
- B.** to make sure no one has a heart attack
- C.** to make commercials that attract new riders
- D.** to provide online reviews for theme parks

2. What make riders feel pushed and pulled on thrill rides?

- A.** hormones
- B.** g-forces
- C.** wooden tracks
- D.** 4D effects

3. Which of these is a benefit of steel roller coasters?

- A.** They are flexible.
- B.** They have loud, creaky tracks.
- C.** They are bumpy and may jerk.
- D.** They have a smoother ride.

4. What is the biggest cause of injuries on roller coasters?

- A.** incomplete inspections
- B.** untrained operators
- C.** riders not following the rules
- D.** poor ride design

DIRECTIONS: Answer the question below. Use complete sentences.**5. Which thrill ride described in the book stood out to you most and why?**

LIFT

Careers/Vocations

- Called to Care
- Cease and Desist
- May I Take Your Order?
- Soft Skills 

Fine Arts

- Photo Ready
- Raw Talent
- Tragic History
- Dale Chihuly: Glass Artist 

Futuristic/Science Fiction

- Liquid Gold
- Oz
- The Panel
- Terraforming 

Plays

- Graduation
- Jury Duty
- Saying Goodbye
- The Making of *Hamilton* 

Thrillers

- The Crows
- Good Fortune?
- Heat
- Thrill Rides 