



## Summary

**In the Fast Lane: Rusty Wallace** is a biography about Rusty Wallace and his determination to become one of the greatest drivers in NASCAR history.

Vocabulary	Comprehension Strategy	Genre Study	Text Features
championship NASCAR rookie stock car	Using prior knowledge to understand text, Determining important supporting details	Text structure: Description, Organization	table of contents    headings photographs        captions text boxes            timeline glossary                index bold glossary words

### Standards: Language Arts

- Uses reading skills and strategies to understand a variety of informational texts – biography
- Knows the defining characteristics of a variety of informational texts
- Uses the various parts of the book to located information
- Understands structural patterns or organization in informational texts

Kendall, J. S., & Marzano, R. J. (2004). *Content knowledge: A compendium of standards and benchmarks for K-12 education*. Aurora, CO: Mid-continent Research for Education and Learning (McREL). Online database: [www.mcrel.org/standards-benchmarks/](http://www.mcrel.org/standards-benchmarks/)

### Text Introduction and Reading

#### Vocabulary Building and Background Knowledge:

Read the title as students look at the cover. Ask students if they are familiar with Rusty Wallace or car racing. Scaffold a discussion that builds on the background knowledge of students and introduces them to the vocabulary words. Ask students to examine the glossary on page 23.

Discussion questions:

- Read the definition for *stock car*. How is it different from a car you might see on the street?
- What does the acronym *NASCAR* mean?
- Read the definition for *rookie*. If I am a *rookie* tennis player, how long have I been playing tennis?
- What does it mean to become a champion? Read the definition for *championship* in the glossary. How do you become a champion in race car driving?

#### Genre Study and Text Features:

State that **In the Fast Lane: Rusty Wallace** is a biography. Ask if any students know what type of information they can expect to find in a biography. Then highlight genre characteristics and text features that will support students in reading the text.

Highlight prompts:

- Throughout the book you can find text boxes and photo captions. Why is it important to read both?
- Sometimes a timeline is included in a biography. Skim the book to see if you can locate one. How can reading a timeline help you to understand a person's life?

#### Reading the Book:

Have students read the book independently or with a partner.

### Comprehension Questions

After students have completed reading **In the Fast Lane: Rusty Wallace** gather students together for a discussion based on the questions below or assign students to answer the questions independently or with a partner.

- What personality traits in Rusty Wallace do you most admire? Why?
- What can we learn from the way that he built his racing career? How can you apply that to your own life?

### BLM: Extension Activity

Students may complete the graphic organizer on the next page to identify why they would or would not like to be a race car driver.



**Sadlier-Oxford**

A Division of William H. Sadlier, Inc.  
1-800-221-5175

[www.sadlier-oxford.com](http://www.sadlier-oxford.com)

Copyright © by William H. Sadlier, Inc. All rights reserved.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Do I want to be a Race Car Driver?**

Directions: Rusty Wallace's dream was to be a race car driver. Think about whether or not you would like to become a race car driver. Fill out the graphic organizer using details from the text to support reasons why you would or would not want to be a champion race car driver.

Circle the statement that best describes how you feel:

Yes, I would like to be a champion race car driver.      No, I would not like to be a champion race car driver.

Reason 1.

Reason 2.

Reason 3.

Reason 4.