



SHELL
EDUCATION

Great
Works

Instructional Guides
for Literature

Last Stop on Market Street

Matt de la Peña



Table of contents

How to Use This Literature Guide	4
Theme Thoughts	4
Vocabulary	5
Analyzing the Literature	6
Reader Response	6
Guided Close Reading	6
Making Connections	7
Language Learning	7
Story Elements	7
Culminating Activity	8
Comprehension Assessment	8
Response to Literature	8
Correlation to the Standards	8
Purpose and Intent of Standards	8
How to Find Standards Correlations	8
Standards Correlation Chart	9
TESOL and WIDA Standards	10
About the Author—Matt de la Peña	11
Possible Texts for Text Comparisons	11
Book Summary of <i>Last Stop on Market Street</i>	12
Cross-Curricular Connection	12
Possible Texts for Text Sets	12
Teacher Plans and Student Pages	13
Pre-Reading Theme Thoughts	13
Section 1: Story Overview	14
Section 2: Meet Nana and CJ	23
Section 3: The Setting	32
Section 4: Meet the Bus Riders	41
Section 5: Wonderful Wording	50
Post-Reading Activities	59
Post-Reading Theme Thoughts	59
Culminating Activity: Seeing Beauty	60
Comprehension Assessment	64
Response to Literature: Creating Beauty	66
Writing Paper	69
Answer Key	70

Vocabulary Overview

Key words and phrases from this section are provided below with definitions and sentences about how the words are used in the story. Introduce and discuss these important vocabulary words with students. If you think these words or other words in the story warrant more time devoted to them, there are suggestions in the introduction for other vocabulary activities (page 5).

Word	Definition	Sentence about Text
patter	strike repeatedly	CJ and Nana see the rain patter on the car window.
creaked	made a squeaking sound	The bus creaks to a stop.
lurched	made a sudden movement forward	The bus lurches forward.
fact	true piece of information	The blind man says it is a fact that some people watch the world with their ears.
fine	very good or nice	Nana wears fine perfume.
swirled	passed in a whirling motion	The sunset colors swirl .
surrounded	enclosed on all sides	CJ feels surrounded by dirt.
familiar	frequently seen or experienced	CJ spots familiar faces.

Name _____

Vocabulary Activity

Directions: Write the vocabulary word that best matches the clue.

Words from the Story

patter	creaked	fact	familiar	swirled
--------	---------	------	----------	---------

1. This is the sound an old floor might have made.

2. This is the way the water moved in the toilet.

3. This is the sound little feet make when they run.

4. This is something that is true.

5. This describes something you are used to.

Guided close Reading

Closely reread from when Nana and CJ get off the bus to the end of the story.

Directions: Think about these questions. In the space below, write ideas or draw pictures as you think. Be ready to share your answers.

❶ What does CJ see in the sky above the soup kitchen?

❷ Describe what CJ sees just after he wonders how Nana can find so much beauty.

❸ What evidence is there that tells why CJ is glad they came?

Story Elements—character

Directions: Think about the two characters below. Write what Nana wanted CJ to learn from each character.

blind man with the spotted dog



the man with the guitar

