

GUIDED READING PROGRAM

Text Types



These are the cards that go with Level V of the Guided Reading Program: Text Types.
There is one card for each book in the level, as follows:

- **The Bad Beginning (A Series of Unfortunate Events)**
- **Black Star, Bright Dawn**
- **The Capture (Guardians of Ga'hoole)**
- **The Cats in Krasinski Square**
- **Double-Dare to Be Scared: Another Thirteen Chilling Tales**
- **Ghostopolis**
- **Heat**
- **Lewis Carroll's Alice in Wonderland**
- **Sojourner Truth: Ain't I a Woman?**
- **The Titanic**

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 **SCHOLASTIC**

ITEM S-HT5-31988-9



The Bad Beginning (A Series of Unfortunate Events)

**GUIDED
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Text Types

Summary & Standard

When the Baudelaire children are orphaned after a fire, they are sent to live with their Uncle Olaf, whose only desire is to manipulate them out of their inheritance. Students will read for personal fulfillment.

Author: Lemony Snicket

Genre: Adventure

Text Type: Series Book

Word Count: 250+

Theme/Idea: overcoming adversity;
using cleverness to overcome evil

Making Connections: Text to Text

Discuss well-known literary villains with whom students are familiar. Have them describe the characteristics of each villain and why the villain is important to the story.

Then discuss those stories that have orphans as main characters. Point out that orphans no longer have parents to protect them and must find clever ways to help themselves. Tell students that in this book, three orphans, the Baudelaire siblings, must overcome the evil intentions of the villain, Count Olaf.

For more about the series, see <http://www.lemonysnicket.com>.

Vocabulary

Essential Words: abominably, despicable, grotesque, notorious, perused, predicament

Related Words for Discussion: antagonize, conflicting, convince, evidence, persuade

Genre/Text Type

Adventure/Series Book Remind students that an adventure is a made-up story with characters involved in exciting and often risky situations. In this series book, students get to know characters they can then follow in other stories.

Supportive Book Features

Text This series book uses descriptive details and fast-paced action to engage students from beginning to end. Eerie illustrations support the text. The author's letter at the end introduces *The Reptile Room*, the next book in the series.

Content The story's theme, children who must overcome clueless or scheming adults, will most likely be a familiar one. Ongoing suspense motivates readers to keep going to find out what happens next.

Praise students for specific use of "Behaviors to Notice and Support" on page 117 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Complex sentence structures and text-heavy pages may be intimidating to some students.

Vocabulary The book uses an abundance of advanced vocabulary, staying in character with the speech patterns of the narrator. On some pages of the book, the narrator himself defines the more difficult vocabulary. Students may need assistance with the meanings of idioms and some descriptions.

ELL Bridge

To help students understand the characters in the story, help them analyze the story's main characters. Make a four-column chart, and label the columns *Name of Character*, *Appearance*, *Words*, and *Actions*. As a character is introduced, guide students to add specific details to the columns next to the character's name under the appropriate category.

LEVEL V



SCHOLASTIC

Developing Comprehension

Thinking Within the Text

Have students retell the unfortunate events that the children faced. Ask: *What skills do the children use to solve their dilemma?* (Klaus does research, and Violet invents and figures out a way to trick Count Olaf.)

Thinking Beyond the Text

Discuss the characterization of Count Olaf in the book. Ask: *Did the writer give the Count any positive traits? Would the book have been different if the Count were a good person in some ways?* Draw connections to other villains in books and films. Have students think of villains whose characters are more complex.

Thinking About the Text

Explain that throughout the book, the narrator scoffs at readers and dares them to give up on the book. Discuss how this mocking tone actually makes the book funny and entices the reader to continue. Have students compare this book to traditional fairy tales that have happy endings.

Understanding Characters

Remind students that characters can be described by their appearance, but their words and actions help readers understand why characters act and think in a certain way. Say:

- On page 22, the children see Count Olaf for the first time. What is it about his appearance that makes him sound like a sinister character? (wheezy whisper, tall, thin, stained gray suit, unshaven, shiny eyes)
- On page 23, what does Count Olaf say that hints at the possibility that he may be after the children's fortune? (He doesn't have as fine a mansion as their parents; their money could be used to fix up his place.)
- On pages 46–47, how do Count Olaf's actions reveal his feelings for Sunny? (He seems to enjoy scaring a baby; he does not care about Sunny and puts her in danger.)

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Using Synonyms

Remind students that words with similar meanings are called synonyms.

- Read aloud page 114 and find the word *draperies*. Say: *I am unfamiliar with this word, but as I read I can look for synonyms that may help me understand its meaning. At the top of the page, I see the word curtains. I know what curtains are. I think that draperies is a synonym for curtains.*
- Repeat with *horrendous*, *monstrous*, and *dreadful* on page 149.

Developing Fluency

Model reading a passage of dialogue, using proper phrasing, pacing, and expression. Have students choral-read the passage in the same way.

Oral Language/Conversation

Talk About Persuasion Discuss why it can be difficult to convince adults of the truth. What do young people have to keep in mind when talking with adults?

Extending Meaning Through Writing

- Have students write a review of the book, using details to support their opinions. (**Persuasive**)
- Have students write fact cards about the book's characters and events. (**Expository**)

Connecting to Everyday Literacy

In the story, the children see banks with names like the *Trustworthy Bank* and *Faithful Savings and Loan*. Point out that loaded words, like the ones in these names, attempt to influence our opinion of a business or place. To connect students to real-world persuasive text, have them review an advertisement for a product and list the loaded words they find. Ask: *How do these ads influence your opinion?* For other persuasive text to review, go to http://www.crayola.com/products/splash/color_explosion/index.cfm?n_id=57. Discuss the persuasive language used in the ads.

Black Star, Bright Dawn



Summary & Standard

Through competing in the Iditarod, an Eskimo teen, Bright Dawn, learns to make her own decisions and become her own person, independent from her parents. Students will read to better understand the various cultures of the United States and the world.

Author: Scott O'Dell
Genre: Realistic Fiction
Text Type: Novel

Word Count: 250+
Theme/Idea: finding independence;
growing up by facing life's challenges

Making Connections: Text to World

Explain that the book students will read is about a girl who races in the Iditarod. Provide background about the Iditarod, explaining its history and how it celebrates the importance of sled dogs to the people of Alaska.

Extend the real-world connection by discussing some of the qualities needed by an Iditarod racer, such as bravery, strong teamwork, and good sportsmanship. Help students think of other athletic events or life challenges that require people to possess these same qualities. For additional teaching resources about the Iditarod, see <http://www.iditarod.com>.

Vocabulary

Essential Words: advice, buffeted, faith, igloo, superstitions, tallow, translated, treacherous

Related Words for Discussion: challenge, mature, perseverance, sportsmanship

Genre/Text Type

Realistic Fiction/Novel Remind students that realistic fiction is a made-up story with characters and situations that could exist in real life. The longer length of this novel allows for broader storytelling.

Supportive Book Features

Text At the beginning of the book, the dedication explains what the Iditarod is, and a map of Alaska showing the course of this race helps readers grasp its far-reaching distance. The text is divided into a series of short chapters.

Vocabulary Most of the vocabulary will be easy for students to comprehend; the unfamiliar terms specific to dog sledding or Eskimo culture can be deciphered through the use of context clues.

Praise students for specific use of "Behaviors to Notice and Support" on page 117 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some sentences are long and complex, with many clauses full of descriptive details. Tell students to read these sentences in meaningful phrases and try to stop and visualize the action or setting being described before reading further.

Content Some students may be disturbed by the description of Bartok's hand injury or when the characters are stranded on ice floes. Eskimo beliefs and stories included in the narrative may be unfamiliar or confusing to readers. Remind students to read about other cultures with an open mind and relish broadening their outlook.

ELL Bridge

Discuss the journey Bright Dawn takes while racing the Iditarod. Display the map at the front of the book and ask students to trace the route from place to place. Using a sequence-of-events graphic organizer, work with students to summarize and record a few of the adventures that Bright Dawn has in different places along the route. Then have students work with a partner to retell in order a few of these events.

Developing Comprehension

Thinking Within the Text

Have students summarize the emotional journeys that both Bright Dawn and her father, Bartok, take during the course of the book. Ask them to describe Bartok's fear, where it comes from, and how and why he faces it.

Thinking Beyond the Text

Have students discuss the role that listening (or not listening) to Oteg's advice for racing the Iditarod plays in changing Bright Dawn's feelings about herself. Ask: *How does Oteg help Bright Dawn run the race? When and why does she decide to run the race her own way? How does she feel about this decision? Do you think Bright Dawn had the qualities needed to compete in the Iditarod?*

Thinking About the Text

Point out places in the text where characters discuss Eskimo beliefs or tell Eskimo stories. Ask: *How does this information help you understand Eskimo culture better?* Have students discuss how including details about Eskimo culture helps the reader understand what the text means when it says that Bright Dawn and the other Eskimo children are caught between two worlds.

Visualizing

Tell students that when readers visualize, they create pictures in their minds of how the characters look and sound. Demonstrate with students the way visualizing can help them better understand the text. Read aloud or have a student read aloud pages 71–73.

- Ask: *How would the bull moose look in this scene? How would the sled dogs sound? What descriptive words did the author use to help you visualize the scene?*

Ask students to describe their favorite scene from the book. Have them tell how they can visualize what is happening. Ask them to pick out words that help them visualize the scene. For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Understanding Idioms

Remind students that some expressions are not meant to be taken literally. Point out that using everyday language helps characters sound realistic and makes the narration believable.

- Have students turn to page 102 and read the seventh paragraph. Ask them what *wrestle with my conscience* means and whether they have ever heard someone say this. Invite students to find and explain other examples of idioms in the story. Examples include *kept at him* on page 27 and *moon over* on page 76.

Developing Fluency

Invite student pairs to read a small section of the book aloud to each other. Encourage peer response. Circulate to provide feedback.

Oral Language/Conversation

Talk About Challenges Discuss how facing a challenge like racing the Iditarod can help a person grow and develop new strengths.

Extending Meaning Through Writing

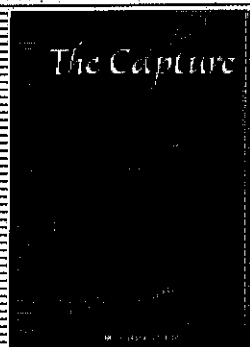
- Have students write a short story about what it feels like to race the Iditarod. **(Narrative)**
- Have students make a copy of the map at the beginning of the book and label it with key events from the story. **(Graphic Aid)**

Connecting to Everyday Literacy

Newspaper reporters write many articles about exciting events like the Iditarod. To link students to real-world expository text, share a news article with them. Have students discuss the event the article covers and how the article is written. Why is this event newsworthy? What information and details does the reporter include? For more news article samples, go to <http://www.jhuapl.edu/education/elementary/newspapercourse/samplenewspapers/samples.htm>.

The Capture (Guardians of Ga'hoole)

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Summary & Standard

Renegade owls snatch a young owlet, Soren, from his family. As Soren and his friend Gylfie plan their escape, they learn that the renegades intend to conquer all of the owl kingdoms. Students will comprehend basic plots of a variety of fiction genres.

Author: Kathryn Lasky

Word Count: 250+

Genre: Fantasy

Themes/Ideas: thinking for yourself; believing in yourself

Text Type: Series Book

Making Connections: Text to Text

Point out to students that this is the first book in a series titled the *Guardians of Ga'hoole*. They can find a listing of the other titles on the first page of the book.

Students may have read other fantasy novels or seen movies about fantastical subjects. Some aspects of this book may be familiar to students, such as the animals' ability to talk. Others might be new to them. Discuss what elements make the novel a fantasy. Compare these elements to the ones found in other books and movies.

For information about real owls to compare with characters in the book, see <http://www.allaboutbirds.org/NetCommunity/Page.aspx?pid=1189>.

Vocabulary

Essential Words: deceptive, ferocious, humility, indulgence, renegade, sublime, vital

Related Words for Discussion: docile, individuality, oppress

Genre/Text Type

Fantasy/Series Book Remind students that a fantasy is a story that could not happen in the real world. In this series book, students get to know characters they can then follow in other stories.

ELL Bridge

Point students to a selection of dialogue from the story, such as the exchange between Soren and Gylfie on the bottom half of page 46. Review the conventions of dialogue with students, identifying and explaining the different punctuation marks. Students may need support in determining which character is speaking when dialogue tags such as *Soren said* are absent.

Supportive Book Features

Text To help students visualize the setting and characters, the book includes a map and illustrations of the significant characters. A list of character descriptions is at the end.

Content The story includes similes and descriptive language that help students visualize what they read. Point out and discuss similes, such as the one on page 161: *A metallic needle...like a blade over the library*. Ask: *How does this help you understand what you read?*

Praise children for specific use of "Behaviors to Notice and Support" on page 117 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The story contains a good deal of dialogue, and students must carefully track which character is speaking. Help students decipher quotations within quotations, such as when Gylfie quotes Unk (page 50).

Vocabulary The author invents a number of terms, such as *moon blinking*, *newing*, and *dwenking*. Encourage students to use context clues to decipher these terms. Students may also need to read ahead to find explanations. For example, the term *moon blinking* is introduced on page 43 and explained on page 46.

LEVEL V

Developing Comprehension

Thinking Within the Text

To help students keep track of the plot, ask them to summarize important events. You may wish to have students develop a time line that outlines what happens to Soren.

Thinking Beyond the Text

Point out that though the story is a fantasy, the author includes factual information about different types of owls, owl digestion, and flight feathers. Explain to students that authors of fiction often consult reliable sources to find accurate information. Discuss how including real facts helps readers relate to the story.

Thinking About the Text

Remind students that when a story's narrator is not a character in the story, the author is using third-person point of view. The narrator may reveal the thoughts and feelings of different characters. Read the last paragraph on page 156 to students, and ask them to identify which character's thoughts the narrator describes.

Making Predictions

Review with students that effective readers use their own prior knowledge to make predictions as they read. Remind students that they should keep their predictions in mind and confirm or revise them as they read on.

- Have students pause after they read the exchange between Soren, Mrs. Plithiver, and Kludd on pages 18–20. Ask: *What do you think happened to Mrs. Plithiver? How did Soren fall from the nest?*
- Ask students to pause after reading the end of Chapter Six. Have them think about their predictions. Ask: *Have your predictions about Mrs. Plithiver or Soren changed?*
- After students finish reading page 190, ask whether their predictions were correct.
- Guide students to repeat the above process at other key moments throughout the story.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Context Clues

Remind students that when they see an unfamiliar word, they can often use context clues found in the phrases and sentences around the word.

- Read aloud the sentence containing the word *flourish* on page 166. Explain how other parts of the sentence (*plunges, twists, swoops, and loops*) help the reader understand that *flourish* means “a bold gesture or action.”

Developing Fluency

Have students practice fluently reading sections of dialogue. Have small groups choose a section of dialogue from Chapter Twenty-Two, each student reading the part of a character or the narrator with proper expression.

Oral Language/Conversation

Talk About Oppression Discuss how the owls at St. Aggie's oppress the owlets and keep them docile. Ask: *Why are questions forbidden?*

Extending Meaning Through Writing

- Ask students to write a review of the book. Suggest that they introduce the main characters and the conflict, and explain why they would or would not recommend the book. (**Persuasive**)
- Have students write their own legend about the owls of Ga'hoole. Suggest that they blend details from the story with their own original ideas. (**Narrative**)

Connecting to Everyday Literacy

The author incorporates many factual details about owls and other animals into the story. To link students to real-world expository text, share a feature article from a nature magazine or a guide to owls. Have students identify facts and discuss how the writer might have gathered the information. For more examples of expository text, go to <http://nationalzoo.si.edu/animals>.

The Cats in Krasinski Square



Summary & Standard

When a young Jewish girl's plan to smuggle food into the Warsaw Ghetto is in danger, she uses cats to help her complete her mission. Students will read a variety of genres to better understand various aspects of the human experience.

Author: Karen Hesse

Genre: Historical Fiction

Text Type: Free Verse

Word Count: 250+

Theme/Idea: displaying courage in trying times; helping others

Making Connections: Text to World

Ask students what they know about World War II, the Nazis, and the Holocaust. Explain that before the war, Jewish residents of many European countries were crammed together in sections of cities called ghettos. Living conditions inside ghetto walls were appalling. Extend the real-world connection by telling students that during this period of history there were courageous people who helped others in need. Explain that students will read a story about some of those people.

For information about life in the ghettos before and during World War II, see <http://fcit.usf.edu/HOLOCAUST/timeline/ghettos.htm>.

Vocabulary

Essential Words: chaos, furrowing, smuggle

Related Words for Discussion: compassion, courage, ghetto, hero, risk, sacrifice

Genre/Text Type

Historical Fiction/Free Verse Remind students that historical fiction is a made-up story based on real people and events. Remind students that free verse is unrhymed poetry that has no specific pattern.

Supportive Book Features

Text Illustrations support the text. The Historical Note at the back of the book provides in-depth information about the Warsaw Ghetto. Have students read this page before reading the story.

Vocabulary Most of the words will be familiar to students. Help students read people's names, and suggest they use context clues for unfamiliar words such as *satchels* on page 10. (Note: Book pages are not numbered. Page 1 is the title page.)

Praise students for specific use of "Behaviors to Notice and Support" on page 117 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may not be familiar with free verse. Explain that free verse is a type of poetry with no set pattern or rhyme, but it flows rhythmically. Tell students to think about the rhythm of the language on each page.

Content Students should understand that the narrator had escaped from the Warsaw Ghetto. (See page 8.) Explain that the Germans required Jews to identify themselves as Jews by wearing a yellow six-pointed star on their clothing. Explain what the Gestapo was and why it was feared.

ELL Bridge

Encourage students to write questions on self-stick notes as they read. Have them attach each note to the corresponding page of the book. When finished reading, have students read their questions aloud. Attach each question to a chart. With the group, discuss each question and come up with an answer. Write answers on the chart beside the question.

Developing Comprehension

Thinking Within the Text

Have students discuss why the cats were such an important part of the story. Ask: *What did the narrator learn from them that turned out to be crucial for the story? How did their distracting the Gestapo allow the plan to succeed?*

Thinking Beyond the Text

Discuss the sacrifices that people make and risks they take to further a cause. Ask students why they think Mira and her friends and younger sister went to such great lengths to help the people in the ghetto. Ask: *What might have happened had the Gestapo caught them?*

Thinking About the Text

Remind students that the book is written in free verse. Point out how the text on page 3 uses few words and rhythm to create a distinct image and mood. Have students read page 6 and notice how the text evokes an emotional response. Ask: *Why do you think the author chose to write the story in free verse?*

Identifying Point of View

Review with students that the point of view in a story is the perspective from which an author presents the actions and characters. When one main character tells what happens, it is called first-person point of view. That person is called the narrator. Ask:

- *Who is telling the story?* (the girl in the illustrations) *How do you know?* (She uses *I*, *my*, *we*.) *Do we ever learn her name?* (no)
- *On pages 8–9, what information does the narrator give readers about herself? On page 10, what information does she give about Mira, her sister?*
- *How would this story be different if it were told from Mira's point of view—or from the point of view of the narrator's friend Michal, who lives in the ghetto?*

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Personification

Remind students that personification is a type of figurative language in which the writer gives a human quality to an animal, idea, or object.

- Have students read the last sentence on page 13. Explain that the phrase *room dances with light* is an example of personification. Ask what these words mean. Discuss why the author used this phrase instead of saying “the room is bright.”
- Have students find *words float from my lips* (page 17) and *music...floats in the air* (page 28). Discuss how personification creates a distinct, rich visual picture.

Developing Fluency

Model fluent reading of a passage from the book so that students can hear the rhythm and flow of the language, stressing appropriate pauses. Then have partners read to each other to try to capture the rhythm.

Oral Language/Conversation

Talk About Heroes Ask what it takes to be a hero. Discuss everyday actions that might be considered heroic.

Extending Meaning Through Writing

- Have students write a journal entry from the point of view of Michal, describing what happened after the food was smuggled inside the Warsaw Ghetto. (**Journal**)
- Many other Europeans helped Jews during the Holocaust. Ask students to research one person and write about how he or she helped. (**Expository**)

Connecting to Everyday Literacy

The story takes place during World War II. To link students to expository text about the war, read an article from an encyclopedia or history text about the main events of the war. For more expository text, go to http://www.bbc.co.uk/history/worldwars/wwtwo/ww2_summary_01.shtml. Share the information from the summary time line.

Double-Dare to Be Scared: Another Thirteen Chilling Tales



Summary & Standard

A collection of spooky tales ranges from silly to scary as the author weaves tales of ghostly happenings, frightful accidents, and lurking monsters. Students will distinguish fantasy from reality.

Author: Robert D. San Souci
Genre: Mystery
Text Type: Short Stories

Word Count: 250+
Theme/Idea: being afraid of the unknown; separating reality from fantasy

Making Connections: Text to Text

Ask students to discuss reading, hearing, and watching scary stories. Ask: *What kinds of stories are the scariest? Why? Do you think it is scariest to read, hear, or watch scary tales? Why?*

Extend the connection by pointing out that people from all cultures and times have enjoyed stories of ghosts, monsters, and strange happenings. Ask: *Why do you think people like these tales?*

For additional teaching ideas and resources, see the list of scary story titles at <http://www.sonomalibrary.org/booklists/KidsScaryStories.html>.

Vocabulary

Essential Words: abruptly, detect, intrigued, linger, provoke, pursuit, reluctance

Related Words for Discussion: humorous, imagination, mistaken, terrified

Genre/Text Type

Mystery/Short Stories Remind students that a mystery story is a story about a puzzling event. In each of the short stories in this collection, mysterious new characters and situations are introduced.

Supportive Book Features

Text The stories are short with engaging plots. A few black-and-white drawings add to the suspense of the stories.

Vocabulary The author uses familiar vocabulary and popular slang to make the book comprehensible and easy to read. For more difficult words, including Spanish and French words and phrases, coach students to use context clues to determine meaning.

Praise students for specific use of “Behaviors to Notice and Support” on page 117 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The text is dense with only a few illustrations to offer the eyes relief. The small font size might cause difficulties in following the text.

Content Though most students will enjoy the mysterious or scary stories, the complexity of mysterious happenings and fanciful situations and characters may challenge some readers. If needed, help students use story maps to keep track of events as they unfold.

ELL Bridge

Use pictures to help students identify with settings and objects that are critical to understanding the particular tales. For example, show a picture of a camping scene before reading *Campfire Tale*. Help students identify objects such as a tent and campfire. Use this step before each tale.

Developing Comprehension

Thinking Within the Text

Have small groups of students work together. Ask each to choose one of the stories to retell. Have group members identify elements of the stories that are similar.

Thinking Beyond the Text

Ask students to identify the frightening aspects of each story. Discuss how they felt after reading each story. Say: *Most people do not like experiencing scary or unknown things in real life. Why can it be enjoyable to read about these scary and unknown things instead?* (It's fun to have the experience of being scared but know that you will return to your safe world when the story is over.)

Thinking About the Text

Explain that authors of mysteries weave clues into their stories. This helps readers make predictions about what may happen next. Revisit *Circus Dreams*. Help students see that the shadow in Chaz's dream, the disappearance of the three boys, and the scratching sound all foreshadowed what happened to Billy. Guide students in finding examples of clues and foreshadowing in other tales in the book.

Identifying Reality and Fantasy

Mention that these spooky mystery stories include many things that could not happen in real life.

- Have students recall *Rosalie*. Ask: *What in this story could not happen in real life?* (A clock could not jump off the wall. A girl could not come back from the dead to play with a living girl.) Point out that to make the story believable, and therefore scary, the author also included a lot of details that could happen. *What are examples of reality in the story?* (A dog could bark without the family knowing why. Sisters could argue.)
- Have students find examples of fantasy and reality in other stories in the book.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Similes

Remind students that a simile uses *like* or *as* to compare two things. Similes help readers understand what the author is describing.

- Discuss examples, such as *spinning like a trapped creature* (page 19). Ask: *What is being compared?* (DeWayne's action to the movement of a trapped animal) *How is DeWayne's action similar to that of a trapped creature? How do you think DeWayne feels?*

Developing Fluency

Model fluent reading of a suspenseful passage, using proper phrasing and expression. Have students choral-read the section with you and then choose other suspenseful passages to read aloud.

Oral Language/Conversation

Scary Situations Have partners tell each other about a time that they were scared of something that turned out not to be scary at all.

Extending Meaning Through Writing

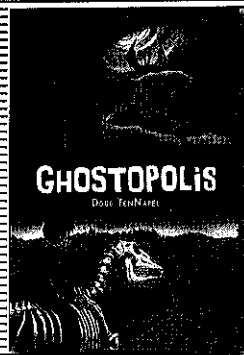
- Ask students to write a paragraph describing a scary setting. (**Descriptive**)
- Have each student write a review of the tale he or she thought was most frightening. Ask students to explain the reasons for their selection. (**Persuasive**)

Connecting to Everyday Literacy

Point out that scary stories are popular among many people. Explain that readers often rely on other people's reviews of books in order to help them decide whether or not to read a certain mystery. To link students to real-world persuasive text, show them a book review. Talk about the language the writer uses to try to persuade the reader to read the book. For more persuasive text, go to <http://www.timeforkids.com>. Type in "book reviews" and have students read selected reviews. Point out the persuasive language in the review.

Ghostopolis

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

When Garth is mistakenly transported to the afterlife, he finds unexpected allies and enemies in his search for a way home. Students will read a wide variety of grade-level-appropriate classic and contemporary literature.

Author: Doug TenNapel
Genre: Fantasy
Text Type: Graphic Novel

Word Count: 250+
Theme/Idea: facing your fears; fighting against evil

Making Connections: Text to Text

Discuss what students know about graphic novels or comic books. Discuss the differences between graphic novels, text stories, and movies. Extend the connection to other texts by inviting students to describe fantasy tales that involve supernatural subjects, characters, settings, or events. Ask: *What do these kinds of stories have in common? What makes them scary? What helps you visualize the fantasy elements of the stories?* For additional teaching resources and ideas, see http://www2.scholastic.com/content/collateral_resources/pdf/g/Scholastic_GraphixPages01.pdf.

Vocabulary

Essential Words: disease, ghost, nightmare, physics, survivor

Related Words for Discussion: afterlife, creepy, imagination, supernatural

Genre/Text Type

Fantasy/Graphic Novel Remind students that a fantasy is a story that could not happen in the real world. The illustrations and their use in the storyline add to the story's fantastical and often surreal quality.

Supportive Book Features

Text Students will most likely be familiar with the graphic format. The graphic treatments of the story will make it easy for students to visualize the characters and the actions.

Vocabulary Students will be familiar with most of the vocabulary. Context and picture clues will help them figure out story-specific words, such as *chronoplasmere* on page 39.

Praise students for specific use of "Behaviors to Notice and Support" on page 117 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Point out that some portions of the story flow with little or no text at all, such as pages 27–37. Students must look closely at the illustrations to understand what is happening. Encourage students to describe in detail what is going on in each graphic panel.

Content This fantasy features supernatural characters, settings, and events, which may be difficult for students to relate to. Suggest that students apply what they know about real relationships to the fantastical characters and situations as they read.

ELL Bridge

Use passages from the graphic novel to help students practice using gestures and pantomime to convey meaning. For example, have them read aloud and act out a series of panels, such as those on pages 50–54. After students perform with a partner or a small group, encourage them to describe the scene they have depicted.

LEVEL V

Informal Language

Remind students that sometimes a writer uses slang and other kinds of informal, or everyday, speech to make the characters sound like real people. Context can help a reader understand words.

- Have students turn to page 31 and find the word *Gotcha*. Ask what the slang word means. (Got you) Ask: *What does the use of slang tell you?* (The character is in an informal situation; he is reacting to something instead of speaking to someone formally.)
- Have students locate other informal speech that Garth and Frank use and discuss its meaning.

Have students select a series of panels and present them as a Readers' Theater. Encourage students to use appropriate expression for each character's dialogue.

Oral Language/Conversation

Talk About Supernatural Tales. Ask: *Why do readers enjoy ghost stories? Why do people like being scared sometimes?*

Have students discuss how the characters, setting, and plot contribute to the supernatural nature of this graphic novel. Ask: *Why is a graphic novel an effective text type for a fantasy tale? What advantages does a graphic novel have over a chapter book when the story is a fantasy?*

Extending Meaning Through Writing

Help students understand that setting—the place and time in which a story occurs—is an important element in *Ghostopolis*.

- Have students describe the setting of *Ghostopolis*. Ask: *What details does the artist use to help readers understand the setting?*
- Ask: *What mood does the setting help create in the story?*
- Have students discuss how the visuals contribute to the story's mood. Encourage them to point out specific graphic panels as examples.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

Connecting to Everyday Literacy

Point out that before reading a book, students often read book reviews that may encourage or discourage them from reading it. To link students to real-world persuasive text, share a children's book review. Note the persuasive language in the text. For more persuasive text, read excerpts from reviews of *Ghostopolis* at <http://www2.scholastic.com/browse/book.jsp?id=1313833>.



Summary & Standard

Michael Arroyo dreams of going to the Little League World Series. When an opposing team questions whether Michael is too old to play, Michael fears that his secret will come out. In this novel, students will relate prior knowledge to what is read and use it to aid comprehension.

Author: Mike Lupica
Genre: Realistic Fiction
Text Type: Novel

Word Count: 250+
Theme/Idea: desire to immigrate;
consequences of dishonesty

Making Connections: Text to World

Most students will have prior knowledge about the game of baseball. Discuss the game's rules for students who aren't as familiar with the game.

Extend the real-world connection by talking about how little league baseball differs from professional baseball, including the pitching distance to home plate (little league: 46 ft.; major league: 60 ft. 6 in.), the distance between bases (little league: 60 ft.; major league: 90 ft.), and the difference in the bat length and type (little league bat: 33 in.; major league bat: 42 in.; aluminum bats allowed in little league, not in major league).

For additional information on the author and his writings, see <http://www.mikelupicabooks.com>.

Vocabulary

Essential Words: agile, compassion, foster, orphan, pennants, regulation, ricocheted, sprinter

Related Words for Discussion: belonging, immigration, trust, truthfulness

Genre/Text Type

Realistic Fiction/Novel Remind students that realistic fiction is a made-up story with characters and situations that could exist in real life. The longer length of this novel allows for broader storytelling.

ELL Bridge

Show students how a graphic organizer can help them better comprehend story details. Have students use a character map to keep track of information they learn about Michael Arroyo as they read. Ask students to identify facts about Michael's living arrangements, his family and friends, his likes, and his secrets. Model how to record these on the character map. At the end of the story, have students use the map to describe the character of Michael Arroyo.

Supportive Book Features

Text Though the book is lengthy, most chapters and paragraphs are short, and the story is moved along by realistic dialogue. Have students look at the acknowledgment section to help them become aware of the research that often goes into a work of realistic fiction.

Vocabulary The text includes occasional use of Spanish words and phrases. Point out that all of these words and phrases are translated or explained within the text. If you have Spanish speakers in your classroom, they may enjoy helping others with pronunciation.

Praise students for specific use of "Behaviors to Notice and Support" on page 117 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text There are no illustrations, and the novel may seem long at first glance. However, the heavy use of dialogue helps with text flow. Assign the book in small chunks.

Content Much of the novel is a detailed description of baseball plays. This may be difficult to understand if a student is not familiar with baseball. It may help for students to act out some of the scenes by following the play-by-play descriptions.

Developing Comprehension

Thinking Within the Text

Have students discuss what they learned about Michael, Manny, Carlos, and Ellie. Ask students to recall key scenes that show how each character contributed to solving Michael's problem.

Thinking Beyond the Text

Discuss with students what Michael would like to do when he grows up. Ask: *What will Michael need to do to be good enough to play for the Yankees or another professional baseball team? Do you think he has what it takes to make it in the major leagues?*

Thinking About the Text

Have students notice how the author uses dialogue to move the story forward and tell you what a character is like. Ask students to read the dialogue on pages 47–53. Ask: *How does the dialogue move the story forward?* (Dialogue gives insight into characters so the reader can figure out the characters' moods and emotions.) Have students discuss what they learn about Ellie from the dialogue. (She's mysterious, evasive, loves baseball, and is funny.)

Understanding Character

Remind students that readers learn about characters by paying attention to what the characters say and do. Say:

- On pages 11–55, we read about Michael's love of baseball. What details show that baseball is important to Michael? How does it make him feel?
- On pages 54–56, 129–131, and 135–136, we learn that Ellie has a secret. What is Ellie's secret? Why does she have a secret? How does keeping secrets hurt Michael and Ellie?
- Use the text on pages 8–11 to tell what kind of a brother Carlos is to Michael.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Strong Action Verbs

Remind students that strong action verbs help the reader see and feel the action of events.

- Write on the board this sentence from page 43: *And without thinking about it he planted himself, wound up, and chucked the ball all the way out there, an even longer throw than he made to get the purse stealer.* Ask students to identify three strong action verbs and discuss how the verbs help them visualize the action. Have students find other strong action verbs in the book.

Developing Fluency

Have students practice reading sections of dialogue fluently. Tell pairs to choose a section from Chapter 13 and have each student read the part of one character with proper expression.

Oral Language/Conversation

Talk About Emigration Discuss the difficulties people have when they emigrate to a new country.

Extending Meaning Through Writing

- Have students write a script of an interview between a reporter and a winning pitcher after a game. (**Narrative**)
- Have students write a paragraph to explain which character they think was most helpful in solving Michael's problems. (**Expository**)

Connecting to Everyday Literacy

In the story, Justin does not play in a safe manner. Posters are sometimes used to remind people about how to play safely and safety rules to follow. To link students to real-world procedural text, share some safety posters. Ask: *What message is the poster teaching? Who is the poster aimed at?* For sample posters, go to <http://www.littleleague.org/learn/programs/asap/safetyposters.htm>.

Lewis Carroll's *Alice in Wonderland*



Summary & Standard

Alice enters a fantasy world full of unusual characters. Will she find her way back home in time for her birthday party, or will she lose her head to the Queen of Hearts? Students will distinguish fantasy from reality.

Author: Adapted by Anne Coulter Martens

Genre: Fantasy

Text Type: Play

Word Count: 250+

Theme/Idea: growing up;
thinking for oneself

LEVEL V

Making Connections: Text to Text

Many students will be familiar with *Alice in Wonderland*. Ask students to share what they recall about the story. Encourage them to discuss its elements of fantasy, including the strange setting and characters that do not act like real people or animals.

Extend the connection by telling students that they will be reading a dramatic adaptation of *Alice in Wonderland*. Point out that this is not the original text by Lewis Carroll. Explain that this version is intended for the stage and includes directions for the performers.

For the full text of *Alice in Wonderland*, including original illustrations, go to <http://www.cs.cmu.edu/~rgs/alice-table.html>.

Vocabulary

Essential Words: contradict, croquet, moral

Related Words for Discussion: creative, independent, question

Genre/Text Type

Fantasy/Play Remind students that a fantasy is a story that could not happen in the real world. The play format includes dialogue and stage directions.

Supportive Book Features

Text The spacing of the text allows readers to easily read the play's dialogue. Each speaker is clearly identified, and stage positions, directions, and properties are explained.

Content Students will likely be familiar with the iconic characters in this play. Humor and vivid descriptions will keep them engaged in the narrative.

Praise students for specific use of "Behaviors to Notice and Support" on page 117 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text There are no illustrations in the text, and some students may have difficulty visualizing the characters and setting. Encourage them to use the stage directions to visualize what is happening and point out that the play's production notes give detailed descriptions of how the characters and setting should look.

Vocabulary You may need to define some of the terms used in the stage directions, such as *languidly* (page 18) and *appalled* (page 86). When students read the scene with the Mad Hatter, you may want to explain that *mad* can mean "insane," as well as "angry."

ELL Bridge

Tell students that humor occurs in the play when figurative language is understood literally. Have students turn to page 20 and read the caterpillar's explanation for his blue color: *I'm in a blue mood, you know*. Explain what it means to feel blue. Point out the stage direction on page 21 that says blue lights may play on the caterpillar. Discuss the other colorful phrases the caterpillar uses on pages 21 and 22, such as *in a brown study*, *green with envy*, and *see red*.

Developing Comprehension

Thinking Within the Text

Ask students to name the characters Alice meets and the events that occur, in chronological order.

Thinking Beyond the Text

Have students turn to page 119 and read Cat's statement, *Once a child leaves Wonderland, there is never a way back*. Ask: *What do you think Cat means by this? What or where do you think Wonderland is?*

Thinking About the Text

Point out that throughout the play, Cat speaks directly to the audience. Have students reread Cat's speech on page 5. Ask: *Why do you think the author has Cat tell the audience what is about to happen?*

Understanding Dramatic Elements

Explain that a play's costumes, sets, properties (or "props"), lighting, and stage directions are elements particular to this text type. Also note that it is important for a play's director and actors to understand these elements so they know how to best perform the play.

- Have students read the production notes on pages 121–122. Explain that a *flat* is a piece of scenery made with a wooden frame and covered with a lightweight fabric or board. Ask: *How does the author suggest using flats to show the play's setting?*
- Invite students to discuss the author's comments on costumes on pages 121–122. Ask: *Do you like the suggestion for animal characters to wear caps with ears? Why? What do you think of dressing the caterpillar in a blue pillowcase? Would you choose different costumes for any of the characters?*
- Tell students to read the list of props on pages 123–124. Ask: *Do you think these props would be easy or difficult to find? Why? Why are props important to a play?*

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Homophones

Remind students that homophones are words that sound the same but that are spelled differently and have different meanings.

- Turn to page 33 and read aloud the exchange between Cat and Humpty. Point out the homophones *wait* and *weight*. Discuss how the homophones cause a misunderstanding between the characters.
- Challenge students to find the homophones on page 36 (*way*, *weigh*) and page 92 (*lesson*, *lessen*). Tell students that near homophones, or words that sound almost alike, are also used in the play to humorous effect. Point out *axis* and *axes* on page 29 and *Tortoise* and *taught us* on page 90.

Developing Fluency

Have students choose a scene from the play, assign roles, and read their characters' words with appropriate expression, phrasing, and intonation.

Oral Language/Conversation

Talk About Thinking for Yourself Talk about Cat's advice to Alice to start thinking for herself. Discuss the benefits of thinking independently.

Extending Meaning Through Writing

- Have students write a news story about Alice's trial. (**Expository**)
- Have students write an extension to the play that tells what happens after Alice leaves Wonderland and returns home. (**Narrative**)

Connecting to Everyday Literacy

Tell students that wearing a costume in a play adds to an actor's portrayal of a character. Then explain that a person usually needs to follow directions to make a costume. To link students to real-world procedural text, show them directions for making a costume. For examples of procedural text on making a costume, go to <http://www2.scholastic.com/browse/article.jsp?id=1178>.

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Sojourner Truth: Ain't I a Woman?

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

This biography of Sojourner Truth tells of her journey from being a slave to becoming a preacher, abolitionist, and activist. The book also tells about the conflicts and struggles that led to the Civil War. Students will read a variety of genres to better understand various aspects of the human experience.

Authors: Patricia C. McKissack and Fredrick McKissack

Genre: Biography

Text Type: Chapter Book

Word Count: 250+

Theme/Idea: acting on passionate convictions; dealing with tragedy as well as triumph

Making Connections: Text to World

Ask students what they know about the reasons for our country's Civil War in the 1860s. Discuss the opposition to slavery in the North that increased over several years and erupted in war. Extend the real-world connection by asking students what they know about Sojourner Truth, a former slave who became one of the most influential speakers against slavery and a supporter of women's rights. Discuss the term *abolitionist*.

For more information about abolitionists in the United States see <http://rmc.library.cornell.edu/abolitionism/narratives.htm>.

Vocabulary

Essential Words: abolitionists, convictions, drudgery, eloquence, emancipation, integrity, passionate, rebellions, reputation

Related Words for Discussion: equality, hypocrisy, inhumanity, persistence, prejudices, racism, sexism, sincerity, sympathizers

Genre/Text Type

Biography/Chapter Book Remind students that a biography tells the important details of a real person's life. The details of her life are revealed as each chapter unfolds.

ELL Bridge

Help students understand how the visuals and photographs relate to the biographical narrative. Point out that individual illustrations of documents and photos illustrate an event or a person that is described on the page or a facing page. Explain that these events or people affected Sojourner Truth's life in an important way. Have students look at the captions under each illustration or photo to identify what is being shown.

Supportive Book Features

Text The book is divided into Part I and Part II to focus on Sojourner Truth's early and later life. The story unfolds in chapters. Several features support the text, including primary-source pictures and quotes, an index, and a section that tells more about the people who knew Truth and shared her beliefs.

Content Sojourner Truth's life is told in sequence, so students should be able to follow how her life unfolded and the events that surrounded her.

Praise students for specific use of "Behaviors to Notice and Support" on page 117 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some students may find the density of text and the insertion of letters and quotes somewhat overwhelming. Point out that italicized sections set off from the regular text will be longer quotes, letters, or songs.

Vocabulary The language and vocabulary used in quotations from people who lived in the 19th century may be difficult for students to understand. Read the quotes aloud with students and discuss the meaning of words or phrases that students find difficult to comprehend.

LEVEL V

Developing Comprehension

Thinking Within the Text

Discuss with students the characteristics that made Sojourner Truth a strong woman who managed to survive great tragedy and hardship in her life. Talk about how she turned these tragedies into triumphs.

Thinking Beyond the Text

Remind students that Sojourner Truth was born Isabella Van Wagener, but changed her name. Discuss why she changed her name and how the meanings of the word *sojourner* and *truth* depicted her life from that point on.

Thinking About the Text

Review with students the different illustrations and photos the authors included in the book. Discuss how these photos and documents helped them understand a time period of great moral and political conflict in the United States. Ask students what documents or pictures provided them with information they did not know.

Identifying Fact and Opinion

Review with students that a fact is a statement that can be proven to be true or false, and that an opinion is a statement of belief or feeling that cannot be proven. Point out that the authors of the book not only give facts about Sojourner Truth's life, but also state opinions about people and events. Ask:

- Which of the following sentences is a fact, and which is an opinion?
"Mott felt women's suffrage was too radical to introduce so soon; she feared it might cost the women's movement valuable support." (opinion, page 93) "While Lincoln was a congressman, he had introduced a bill providing for the gradual emancipation of slaves in Washington, D.C." (fact, page 134)
- Find other examples in the book of sentences that state facts and sentences that give opinions. Tell what makes the sentences fact and what makes them opinion.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Difficult Words

Remind students that there are many strategies they can use to help them understand difficult words as they read.

- Point out that one strategy is to look and think about the meaning of a base word. Have students apply this strategy to the words *persistence* (page 6) and *uncharacteristically* (page 31).
- Have students continue applying the strategy with *scandalous* (page 63), *management* (page 73), and *inspirational* (page 84).

Developing Fluency

Model reading a passage from the book that contains both narrative and dialogue. Reinforce the difference in reading each type of text. Then invite volunteers to read passages that contain narrative and dialogue.

Oral Language/Conversation

Talk About Prejudice Remind students that Sojourner Truth fought against racism and sexism. Discuss prejudices that people face today.

Extending Meaning Through Writing

- Encourage students to write a paragraph that tells what most impressed them about Sojourner Truth's life and character. (**Expository**)
- Invite students to review what Sojourner Truth put in her Book of Life, and then list what they would put in their own Book of Life. (**List**)

Connecting to Everyday Literacy

Sojourner Truth gave many speeches supporting women's rights and the end of slavery. Ask: *In what ways did her speeches influence people?* For a real-world connection, show students famous persuasive speeches from well-known people, such as Dr. Martin Luther King, Jr. To view Sojourner Truth's speeches and commentary, see <http://www.sojournertruth.org/Library/Speeches/Default.htm>.

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 Cover: Sojourner Truth

The Titanic



Summary & Standard

A large, splendid British ocean liner on its maiden voyage, the *Titanic* was believed to be unsinkable. Yet a series of human errors led to the loss of more than fifteen hundred lives. Students will read a variety of genres to better understand various aspects of the human experience.

Author: Deborah Kent

Genre: Informational Text

Text Type: Picture Book

Word Count: 250+

Theme/Idea: learning about the *Titanic*; studying historical documents

Making Connections: Text to World

Ask students whether they have heard of the *Titanic*. Have a brief discussion about the ship and what happened to it. Ask: *What do you know about the Titanic? What do you know about icebergs? How many people lost their lives when the ship went down?*

To expand the discussion, discuss why the story of the *Titanic* still interests people. Ask: *Why do people want to see movies and read books about the sinking of this ship?*

For more information about the *Titanic*, go to http://www.si.edu/encyclopedia_si/nmah/titanic.htm.

Vocabulary

Essential Words: casualties, disaster, doomed, exceeded, passengers, tragedy

Related Words for Discussion: caring, courage, heroism, self-centered, selfless

Genre/Text Type

Informational Text/Picture Book Remind students that informational texts give facts about a topic. This informational text includes photographs that help inform the reader.

Supportive Book Features

Text Illustrations and photographs with captions garner interest and help readers picture and understand the story. An index guides readers to specific topics.

Content The sinking of the *Titanic* is a high-interest story. Technical aspects of the ship are explained, and students will easily relate to the human aspects of the tragedy.

Praise students for specific use of "Behaviors to Notice and Support" on page 117 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some pages have text only; some paragraphs are long blocks of text. Tell students with less reading stamina to pace themselves and pause for breaks if necessary.

Vocabulary The vocabulary is largely on level, but some words may cause difficulty (e.g., *poignant, clarity, pathos*). Remind students to use context clues and then check their ideas in a dictionary.

LEVEL V

ELL Bridge

Pair more proficient speakers with less proficient speakers, and have partners read the book aloud together. Encourage them to discuss what they read. Have them write down five important words from the story, define each word, and use it in a sentence.

Developing Comprehension

Thinking Within the Text

Ask students to summarize what happened to the *Titanic*. Have them relate the important events in sequence. Display an example of a time line and have students complete their own time line to list the events mentioned in the book.

Thinking Beyond the Text

Have students discuss the importance of the story of the *Titanic*. Ask: *What can we learn from the sinking of the Titanic? If you had worked for the cruise line at the time of the disaster, what would you try to change about your ships and the way that sea voyages were carried out?*

Thinking About the Text

Point out that the author used quotes from survivors of the *Titanic*. Have students locate some of these quotes and read them aloud. Discuss the effect these quotes have on the telling of the story.

Understanding Cause and Effect

Remind students that a cause is the reason something happens. An effect is the event made to happen. Sometimes one effect has several causes. Make a cause-and-effect graphic organizer with the class. Write "the sinking of the *Titanic*" and draw a box labeled *Effect* around it. Ask:

- *What caused the Titanic to sink?* (It hit an iceberg.) Write this cause, box it and label it *Cause*, and draw an arrow from it to the *Effect* box.
- *Why did the Titanic hit the iceberg?* As students identify the various reasons, write and label each *Cause* with an arrow to the *Effect* box.
- *Why did the Titanic sink after it hit the iceberg?* As students identify the various reasons, write and label each *Cause* with an arrow to the *Effect* box.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Negative Prefixes

Remind students that a prefix is a word part added to the beginning of a base word. To determine the meaning of the new word, add the meaning of the prefix to the meaning of the base word.

- Write these prefixes on the board: *in-*, *im-*, *un-*. Explain that they all mean "not."
- List words from the text and have students define each by focusing on the base word and the prefix: *immovable*, *unsinkable*, *indestructible*, *undelivered*, *inconceivable*, *impossible*, *unmanned*, and *undisturbed*.

Developing Fluency

Have students take turns reading a page aloud. Explain that although the book is nonfiction, what is happening is intense, and they should read with appropriate expression.

Oral Language/Conversation

Talk About Human Response Discuss how different people reacted to the maritime disaster. Ask: *How do you think you would have reacted?*

Extending Meaning Through Writing

- Have students imagine that they were on the *Titanic* and survived. Ask them to write an account of the events and to describe their feelings. (**Narrative**)
- Read this quote: "The underwater wreck should be thought of as a memorial that ought to be left undisturbed." Ask students whether they agree or disagree with this statement and to explain why. (**Persuasive**)

Connecting to Everyday Literacy

On page 8, an advertisement for the *Titanic* is pictured. Explain that an advertisement is persuasive text. To link students to real-world persuasive text, show them an advertisement from a magazine. Ask what the ad is trying to persuade people to do. For historical examples of persuasive text, go to <http://library.duke.edu/digitalcollections/adaccess>.