

GUIDED READING PROGRAM

Text Types



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

- **Colonial Times: 1600–1700**
- **The Dodgeball Chronicles (Knights of the Lunch Table)**
- **It Only Looks Easy**
- **Life in the Oceans: Animals, People, Plants**
- **Mudshark**
- **Sir Arthur Conan Doyle's The Red-Headed League**
- **Smile**
- **Tracker**
- **The Word Eater**
- **The Wright 3**

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 **SCHOLASTIC**

ITEM S-HT5-31980-3



Colonial Times: 1600–1700



Summary & Standard

This picture book presents information about life in early colonial America, as well as details about interactions between European settlers and Native Americans. Students will read literature from and about a wide range of historical periods and perspectives.

Author: Joy Masoff

Genre: Informational Text

Text Type: Picture Book

Word Count: 250+

Theme/Idea: adapting in a new place;
understanding colonial American history

Making Connections: Text to World

Students will likely have some knowledge of colonial American history. Ask them to share what they know about the arrival of European settlers in the Americas. Help students identify the countries European settlers came from, pointing out these countries on a map.

As students read, ask them to note the new things they learn about colonial America. Discuss with students the relationship between the colonists and Native Americans.

For more information about colonial America, see http://www.americaslibrary.gov/jb/colonial/jb_colonial_subj.html.

Vocabulary

Essential Words: bleakness, brutally, decent, exploit, potions, prehistoric, servitude

Related Words for Discussion: heritage, oral, tradition

Genre/Text Type

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

Supportive Book Features

Text The book is composed of spreads, each addressing a specific topic laid out in a magazine format. Within each spread, discrete text boxes offer interesting side notes. Color photographs from living history museums illustrate details and information. The book includes a table of contents, index, and list of links related to American history.

Content Most students will be familiar with aspects of the history of colonial America, and should enjoy learning about history through the book's unusual presentation of topics. Point out text boxes titled "Surprising History" that share facts students are less likely to know.

Praise students for specific use of "Behaviors to Notice and Support" on page 115 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some students may find it difficult to follow the flow of text given the number of images and text boxes on a spread. Tell students to read the main text on a page before reading the text boxes.

Vocabulary Students will encounter some period-specific vocabulary in their reading. Tell students to look for context clues that clarify unfamiliar terms.

ELL Bridge

Because students may be unfamiliar with the European colonization of the Americas, explain how Europeans first arrived on the continents. Discuss the relationship between the settlers and the Native Americans. As you relate general details about colonial history, share images and point out locations on a map. Make sure that students understand the term *colonize*.

Developing Comprehension

Thinking Within the Text

Help students identify the main ideas on each spread or within each block of text. For example, have students follow along as you read aloud the paragraph under the heading "Where Three Continents Collided" on page 5. Ask: *What is the most important idea in this paragraph? What details support this idea?*

Thinking Beyond the Text

Have students read pages 32–33. Ask them whether they were surprised to learn the true stories of John Smith, Pocahontas, and Squanto. Challenge students to think about how legends come into being and how history passes from one generation to the next. Ask: *Why is there more than one version of some historical events?*

Thinking About the Text

Ask students to think about what the many features add to the book. Select a spread as an example and ask: *What does the title tell you about the information on these pages? Why are there subheads? Why is some information in separate boxes?*

Understanding Cause and Effect

Explain that events in American history are based on cause-and-effect relationships. For example, harsh conditions in Europe caused many people to set out for a new life in the Americas (page 6).

- Have students turn to page 13 and read the paragraph under "A Deadly Trade." Ask: *What caused so many Native Americans to die when the European settlers arrived?*
- Have students read pages 38–39. Ask: *Why is American English made up of so many words from other languages? Why is adopting different ways of doing things part of the "American way"?*
- Organize students in pairs, and challenge them to identify other cause-and-effect relationships in the text.

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

Possessives

Remind students that the possessive of most singular nouns is formed by adding 's. For plural nouns ending in s, adding only an apostrophe forms the possessive. Tell students that these rules apply to common and proper nouns.

- Have students turn to page 5 and find the word *Europeans'* in the paragraph under "Where Three Continents Collided." Ask students whether this word is a common or proper noun, whether it is singular or plural, and what the object is that the Europeans possess (boats).
- Have students repeat this activity with the word *America's* in the first paragraph on page 7.

Developing Fluency

Have students turn to page 5 and follow along as you read aloud the paragraphs under "The Best and Worst of Times." Model appropriate phrasing based on punctuation. Then have students read the passage aloud with you.

Oral Language/Conversation

Talk About History Challenge students to discuss how we learn about history. Ask: *How do we know what life was like in colonial America?*

Extending Meaning Through Writing

- Have students write a diary entry from the perspective of a colonial child. (**Journal**)
- Ask students to write an essay explaining the greatest hardship, in their opinion, that early settlers faced. (**Persuasive**)

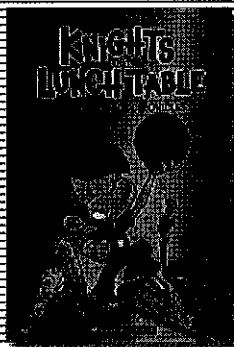
Connecting to Everyday Literacy

Explain that primary sources are witnesses' records of events, such as the quotations on pages 42–43. Historical documents from a given time period are also primary sources. To link students to real-world expository text in the form of a primary source, share a copy of the Mayflower Compact. For more examples of primary source documents, go to <http://www.histarch.uiuc.edu/plymouth/texts.html>.

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The Dodgeball Chronicles (Knights of the Lunch Table)

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

At his new school, Artie King opens a locker that no one else has ever been able to open, leading to a do-or-die dodgeball game against the Horde, the school bullies. Everyone mistakenly believes that Artie is a dodgeball legend. Students will distinguish fantasy from reality.

Author: Frank Cammuso

Genre: Fantasy

Text Type: Graphic Novel

Word Count: 250+

Theme/Idea: finding help from unexpected sources; discovering weakness in bullies

LEVEL 1

Making Connections: Text to Text

Many students may be familiar with the story *The Sword in the Stone* or have seen the movie of the same name. They may also know of King Arthur and the Knights of the Round Table. Talk about how the young Arthur of legend becomes king after pulling a sword out of a stone.

Review the different characters in the King Arthur legends, including Merlin, Wart, Guinevere, and Morgan la Fey. Explain that the book they are about to read parallels the King Arthur story, but its setting is contemporary.

For additional teaching ideas and resources about King Arthur, see http://encyclopedia.kids.net.au/page/ki/King_Arthur.

Vocabulary

Essential Words: achievement, allegiance, combination, horde, legend, valiant, victory

Related Words for Discussion: bullies, conniving, discipline, dodgeball, forfeit

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 The comic book format will be familiar to many students and easy to access. Make sure they know that in a graphic novel the narrative is told through the illustrations.

Vocabulary Most of the vocabulary is on level or understandable in context. Review with students any slang words they may not understand such as *gripes*, *gee*, and *chills*.

Praise students for specific use of "Behaviors to Notice and Support" on page 115 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students who are not used to the graphic novel format may have difficulty tracking the dialogue. Explain that in a panel illustration the dialogue goes from left to right and then down. Point out that the dialogue balloons point to the speaker or someone speaking but not pictured.

Content For students who are unfamiliar with the stories of King Arthur, some of the references may be puzzling. Help students understand the connection between Artie King and King Arthur, locker 001 XCL and the sword in the stone, Mr. Merlyn the science teacher and Merlin the magician, and Hadrian's Mall and Hadrian's Wall.

ELL Bridge

Have students use the illustrations to tell portions of the story to a partner. Encourage students to keep a list of difficult words such as *subverting* (page 30), *mercenary* (page 76), *miscreants* (page 79), and *scourge* (page 124). Provide a dictionary and demonstrate how to use it. Have students pronounce each word and read the definition. Then talk about its use in the sentence in the story.

Developing Comprehension

Thinking Within the Text

Review with students the conflicts that Artie faces in the story with the principal, Joe, his sister, and his lie about being a dodgeball legend in his old school. Discuss how these conflicts are resolved in the end. Ask students what role the locker plays in resolving Artie's conflicts.

Thinking Beyond the Text

Talk with students about the references to the King Arthur legend that appear throughout the book. Challenge students to search for them by looking at character names and places, at story events, and in dialogue. Then discuss them as a group.

Thinking About the Text

Review with students that a graphic novel tells a story through illustrations. Talk about some of the elements the author uses to fill in what would be narrative in a traditional novel. Note the use of large print sound words such as *wham* and *tweet*.

Understanding Cause and Effect

Review with students that an effect is what happens and a cause is what makes it happen. Point out that an effect may have more than one cause and that more than one effect may come from one cause. Tell students that understanding causes and effects will help them connect story events. Ask:

- What causes Artie to tell Percy that he was a dodgeball legend at his old school? What effects does this lie later have?
- What effects does Artie opening the locker have on the students?
- What is the cause of Artie's dodgeball team being called *The Knights*?

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

Homonyms

Remind students that homonyms are words that sound alike but have different spellings and meanings. Provide an example, such as *there*, *they're*, and *their*.

- Read aloud the dialogue on page 63. Point out Artie's confusion when Gwen said the team should be called the *Knights*. Write *nights* and *knights*.
- Then write the following words and have students find homonyms in the book: *knew* (*new*, page 9); *hoard* (*horde*, page 15); *coarse* (*course*, page 19); *beet* (*beat*, page 51); *write* (*right*, page 52). Add any others students find. Talk about the meanings of the words.

Developing Fluency

Model reading aloud with expression a section of the book with dialogue from different characters, such as on pages 74 and 75. Then have students practice reading the section with a partner.

Oral Language/Conversation

Talk About Bullies Review that Joe and his Horde are bullies. Talk about what a bully is and the ways to deal with bullies.

Extending Meaning Through Writing

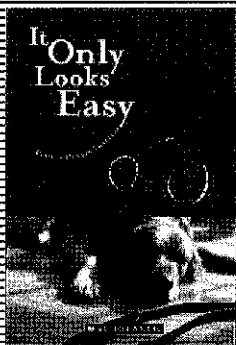
- Have students list items they think would be the most helpful to find in a locker like Artie King's locker. (**List**)
- Invite students to write a sports report on the big dodgeball game, giving a play-by-play description of the action. (**Narrative**)

Connecting to Everyday Literacy

Review that the central event in the story is the dodgeball game. Ask students what they know about dodgeball. Ask: *How do you play the game? How do you win?* To link students to real-world procedural text, show them directions on how to play dodgeball. For more examples of procedural text, go to <http://www.funandgames.org/games/GameDodgeball.htm>.

It Only Looks Easy

**GUIDED
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PROGRAM**
Text Types



Summary & Standard

When the bicycle that Kat impulsively borrows is stolen, she must set things right. She examines other people's lives and discovers that no one's life is as easy as it looks. Students will appropriately identify the theme or author's message in a grade-level appropriate text.

Author: Pamela Curtis Swallow

Genre: Realistic Fiction

Text Type: Chapter Book

Word Count: 250+

Theme/Idea: things are not always as they appear; shedding a bad reputation

LEVEL 1

Making Connections: Text to Self

Discuss with students how people form opinions about one another's character. Invite students to share some examples of times when they have changed their initial opinion about someone.

Explain that in the book, the main character, Kat, changes the way others see her by committing a thoughtless act. While trying to convince people that she is not a thief, she comes to understand new things about some people in her life and the reasons why they act as they do.

For a list of quotations about reputations to discuss, see <http://www.quotationspage.com/subjects/reputation>.

Vocabulary

Essential Words: confess, impetuous, impulsive, intentional, sympathy

Related Words for Discussion: character, consequences, impression, integrity, reputation

Genre/Text Type

Realistic Fiction/Chapter Book Remind students that realistic fiction is a made-up story with characters and situations that could exist in real life. The reader learns more about the story as each chapter unfolds.

Supportive Book Features

Text The book is divided into numbered chapters. A flourish symbol indicates a change of scene or passage of time. The first-person narration is conversational and easy to follow.

Content The book has a contemporary setting, so students will be able to relate to Kat's life and her problems. They may also empathize with Kat's feelings about her injured dog and the experience of starting a new school year.

Praise students for specific use of "Behaviors to Notice and Support" on page 115 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Point out the boldface text treatment throughout the book that indicates text from other sources, such as notes. Students may be confused by the book's present-tense narration. Discuss the book's tense before students start to read.

Vocabulary Some vocabulary terms, such as *senile dementia* on page 55 and *cannibalizing* on page 129, may be difficult for readers to understand. Remind them to search for context clues in the surrounding text. They may also need to consult a dictionary to find out the meanings of unfamiliar words.

ELL Bridge

To help students understand story elements such as character, ask them simple questions that focus on content. For example, *What are some ways that Grace's mother is involved in Grace's life? How does Grace annoy her classmates? Why is Grace worried about not doing well in math? Why does Kat agree to tutor Grace?* Have students point out text passages that support their responses.

Developing Comprehension

Thinking Within the Text

Have students identify the clues provided early in the book that indicate the identity of the true bicycle thief. Then discuss how Kat's actions affect the way the truth comes out.

Thinking Beyond the Text

Lead a discussion about how Kat's reputation changes over the course of the book and the actions she takes to save it. Ask students to give examples of the different ways various characters think of her. Invite students to consider how they shape their own reputations and how other people think of them.

Thinking About the Text

Have students notice how the author creates voices for each character. For example, many words in the dialogue (*huuuuge* on page 2 or *so-o-o* on page 40) are italicized and/or spelled with several vowels for emphasis. Ask students to read the first four paragraphs on page 85. Then have them analyze the effectiveness of the single words in quotation marks and in parentheses to help them visualize the scene and better understand Grace's character.

Understanding Theme

Remind students that a theme is an important message or idea that an author wants readers to understand. A theme emerges from the story's action and character development. Use these questions to help students explore what the author wants us to understand about people's lives.

- *In the beginning, how does Kat feel about Grace, Dennis Boyle, and Mrs. Lawrence? How does the way she interacts with and judges each of these characters change by the end of the story? Why does she change?*
- *Grace struggles to do everything and believes that Kat has an easier life. What do you think Kat means when she says, "It only looks easy from the outside"? How does this relate to the theme of 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

Figurative Language: Onomatopoeia

Remind students that authors use figurative language to create mental pictures for readers. Onomatopoeia is the use of words whose sound suggests the meaning. Help students understand the author's use of onomatopoeia and invite them to find examples as they read.

- Page 9: Kat says everything might be great in life *and then wham, slam, sneak attack*. Ask: *How do the words wham and slam help the reader understand how it feels when something bad happens suddenly?* Page 11: Dennis *rattle-thwacks open the phone booth door*. Ask: *What does this description tell you about how Dennis opens the door?*

Developing Fluency

Model reading with expression a passage that contains the dialogue of several characters, such as pages 100–102. Then have small groups practice reading the passage with expression.

Oral Language/Conversation

Talk About Reputations Discuss qualities associated with good or bad reputations and how your feelings about someone might change.

Extending Meaning Through Writing

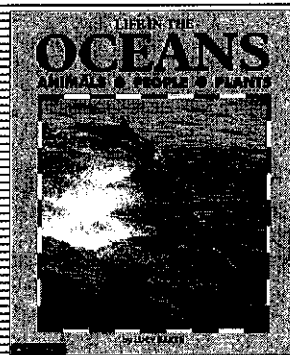
- Have students write a paragraph describing Kat's personality. (**Descriptive**)
- Have students write a letter from Dennis to Kat, retelling part of the story from his perspective. (**Narrative**)

Connecting to Everyday Literacy

In the story, Kat depends on Dr. Goldstein, a veterinarian, to save her dog, Cheddar. Discuss what things Dr. Goldstein did for Cheddar. To link students to real-world expository text, share an article or book about the work of veterinarians. For more information on veterinarians, go to http://www.avma.org/animal_health/brochures/veterinarian/veterinarian_brochure.pdf.

Life in the Oceans: Animals, People, Plants

**GUIDED
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Text Types



Summary & Standard

Oceans cover two-thirds of the world's surface, providing a home for plants and animals. The fishing industry and pollution threaten the oceans, even though people rely on them. Students will read to refine their understanding of how texts work across a variety of genres.

Authors: Lucy Baker

Genre: Informational Text

Text Type: Picture Book

Word Count: 250+

Theme/Idea: learning about oceans;
identifying marine plants and animals

LEVEL 1

Making Connections: Text to World

If you live near an ocean, students may have first-hand experience with the plants and animals that live in or near the sea. Others may have visited an ocean or perhaps read about or viewed movies about an ocean.

Extend the real-world connection by asking about individual experiences students may have had. Gear your questions to the background of your students. Ask: *Can you name one of the oceans of the world?*

For more information about oceans, see <http://www.noaa.gov/ocean.html>.

Vocabulary

Essential Words: continents, currents, environments, marine, oceans, plankton, pollutants, resources

Related Words for Discussion: conservation, devastate, extinction, harvested, population, threaten, toxic

Genre/Text Type

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

Supportive Book Features

Text The Contents on page 3 gives an overview. The text is organized into chapters with titles from the Contents that cover various aspects of the oceans. Captions help explain pictures. Other facts are boxed in and bulleted, providing succinct information.

Vocabulary There are many content-related vocabulary words. Some may be unfamiliar to students. Many of the words are either defined within the text or in the glossary. Photographs and illustrations also help with word meaning.

Praise students for specific use of "Behaviors to Notice and Support" on page 115 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text As students become familiar with text on pages 4–23, the pattern abruptly changes. At this point, there is a five-page folktale from Fiji about a shark in the Pacific Ocean. Discuss this difference in text structure. There is also a true/false quiz on page 29.

Content The content of this book contains information that students may be encountering for the first time, such as all the different sea life that exists, currents, tides, and how the oceans become polluted and overfished by people.

ELL Bridge

Have students use the colorful photographs and illustrations in the book to help them understand and verbalize what they see. Read the captions aloud to students. Then have them add any information they observe about the color, shape, action, or other details that they see.

Developing Comprehension

Thinking Within the Text

Go through the book, chapter-by-chapter, and ask students to give some important facts they learned in each section.

Thinking Beyond the Text

Have students think about how their understanding of the ocean has changed after reading the book. Ask: *What surprised you about the ocean? Is there anything you thought was true about the ocean and found out wasn't true? Which topic from the book would you like to know more about?*

Thinking About the Text

Direct students to the folktale they read on pages 24–28. Ask: *Why do you think the author included this tale?* Lead students to see that the author might have wanted to include a story about what people thought years ago before they knew facts about the ocean.

Identifying Main Idea and Supporting Details

Remind students that the main idea is the most important idea of a paragraph or section. Supporting details give more information about the main idea.

- Have students look at the first chapter of the book on page 4. Ask: *What is the main idea of this chapter?* (Possible answer: The oceans are the oldest and largest living environments.) *What are some supporting details?* (Oceans cover two-thirds of the world's surface; mountains, volcanoes, plateaus, and trenches lie beneath the oceans; an assortment of plants and animals lives in these waters.)
- Continue with each chapter of the book and ask questions about the main idea and supporting details.

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

Compound Words

Remind students that compound words are made up of two smaller words put together to make one word, such as seaweed.

- Write the following words from the book on the board: *coastline, seawater, whirlpool, underwater, zooplankton, fearsome, radioactive, and pipefish*.
- Read the words aloud together. Say: *Each of these words is made up of two smaller words*. Have volunteers draw a line to separate the two smaller words.

Developing Fluency

Model reading aloud a section from the book containing words that may be difficult for students to pronounce, such as the paragraphs on page 10. Have students practice reading the section with a partner, using correct pronunciation.

Oral Language/Conversation

Talk About Oceans Discuss how the behavior of people can affect the health of the oceans.

Extending Meaning Through Writing

- Have students write a fact book about oceans with information they find the most interesting. (**Expository**)
- Have students write a folktale about an animal that lives in the sea. (**Narrative**)

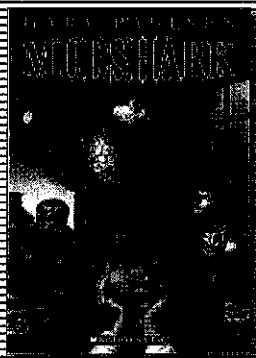
Connecting to Everyday Literacy

Remind students that the author included information about the importance of taking good care of the oceans. To link students to real-world persuasive text, show them essays written to convince people to stop polluting. For examples of persuasive text, go to <http://www.lastormwater.org/siteorg/residents/howucnhp.htm>.

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Mudshark

GUIDED READING PROGRAM Text Types



Summary & Standard

Lyle Williams uses his superior powers of observation to help him solve an array of mysteries, from a misplaced shoe to the disappearance of the school's erasers. Students will read for personal fulfillment.

Author: Gary Paulsen
Genre: Mystery
Text Type: Chapter Book

Word Count: 250+
Theme/Idea: solving problems; helping people see things in new ways

Making Connections: Text to Text

Encourage students to share what they know about mysteries from what they have read in books or have seen in the media. Invite students to briefly retell a few of these mysteries.

Extend the connection by pointing out that there are many kinds of mysteries. For example, some are suspenseful and some are humorous. *Ask: What are some things that all mysteries have?* (an unexplained event, a mystery solver, clues, a solution)

For more information about mystery stories, see <http://teacher.scholastic.com/writewit/mystery/tips.htm>.

Vocabulary

Essential Words: complicated, custodian, hazard, obscure, reeking, retrieve, salve

Related Words for Discussion: consequences, honesty, intention, protect, responsible, reveal

Genre/Text Type

Mystery/Chapter Book Remind students that a mystery is a story about a puzzling event. This mystery unfolds over several chapters, which adds to the suspense.

Supportive Book Features

Text The story is separated into short chapters, each beginning with an announcement from the school principal in boldface type.

Vocabulary Students will be familiar with most of the vocabulary. Context clues will help them grasp unfamiliar words.

Praise students for specific use of "Behaviors to Notice and Support" on page 115 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Many uses of dashes, ellipses, and parentheses appear in the text. Explain the different uses for the punctuation. (See pages 37 and 50–53 for examples.) Explain that when the author wants readers to see text that the characters in the book read, he sets it off on its own. (See pages 11, 27, and 80.)

Content Students will have to follow interconnected plots as Mudshark tries to solve major school mysteries as well as the minor problems of his classmates. Help students keep track of the problems and related events as they unfold.

ELL Bridge

Remind students that people think Mudshark is *cool*. Point out that *cool* is American slang and means that Mudshark is well-liked and admired. Help students retell or act out some of Mudshark's actions. Guide students in identifying what is *cool* about those actions.

LEVEL 1



SCHOLASTIC

Developing Comprehension

Thinking Within the Text

Have students collaborate to create a problem-solution chart reviewing the most important problems Mudshark solved and how he solved them. Ask students to use the chart to summarize the book orally.

Thinking Beyond the Text

Point out that Mudshark was very skilled at observing things around him and using his observations to solve problems. Have students think of other mystery stories they have read. Ask: *Who was the problem solver in that story? Give an example of a problem he or she has solved. How is the person similar to and different from Mudshark?*

Thinking About the Text

Discuss with students how a story unfolds through the principal's announcements at the beginning of each chapter. Have students talk about the characters and plot revealed in the announcements. Ask: *How does this story relate to the rest of the chapter material? (At first, the story told through the announcements is separate from what is happening with Mudshark. The plots connect when the principal asks Mudshark to help solve the mysteries.)*

Making Predictions

Explain that making predictions while reading helps readers better understand and be part of the story.

- Have students read page 22. Ask: *What predictions can you make about why Sparky is not moving? (He is dead.)*
- As students continue to read the rest of the chapter, ask: *Did the author provide any clues to the real answer? (No) Why do you think this is so? (He wanted to make the story funny by having the solution be something that was unpredictable.)*
- Have students continue to make and check their predictions as they read 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

Suffix -ion

Remind students that the suffix *-ion* means "the act of doing something." Point out that recognizing the word part can help students read unfamiliar words.

- Ask students to find *appreciation* on page 22 and identify the base word. (*appreciate*) Explain that *appreciation* is the act of appreciating someone or something.
- As students read, have them find other examples of words with the suffix *-ion*, such as *obsession* (page 2), *attention* (page 8), and *separation* (page 31). Discuss the meaning of each word.

Developing Fluency

Have students select a favorite section to read aloud to a partner. Remind students to read at a good pace, reading the text as they would say it.

Oral Language/Conversation

Talk About Choices Have small groups debate whether or not Mudshark did the right thing by not telling who stole the erasers.

Extending Meaning Through Writing

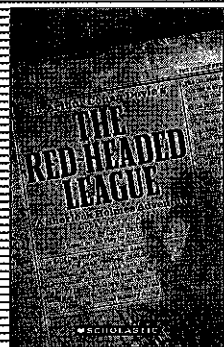
- Tell students to write a paragraph about a time when they or someone they know solved a mystery. (**Narrative**)
- Have students write an article for Mudshark's school newspaper telling how he solved the problem of the missing erasers. (**Expository**)

Connecting to Everyday Literacy

In the story, Betty Crimper thinks of health and beauty treatments and uses scientific procedures to see if they work. To link students to real-world procedural text, display steps for a science experiment. Read the steps and discuss the outcomes. For more procedural text, go to <http://pbskids.org/zoom/activities/sci/colorsplash.html>. Read through the directions together.

Sir Arthur Conan Doyle's The Red-Headed League

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

In this play adaptation of a Sir Arthur Conan Doyle short story, Sherlock Holmes discovers the clues that help him solve the mystery of the Red-Headed League. Students will read to refine their understanding of how texts work across a variety of genres.

Author: Caryn Hart

Genre: Mystery

Text Type: Play

Word Count: 250+

Theme/Idea: recognizing the importance of details; solving a mystery

Making Connections: Text to Text

Students will most likely be familiar with the main characters in this play—Sherlock Holmes and Doctor Watson. Ask students to share what they know about this team and to recall the plot of any books or movies they have seen about them.

Explain that many movies are scripted from existing books or short stories. Discuss how the descriptions and actions in a story become the narration or the visual part of a movie. Point out that in a play, the dialogue and action advance the plot without a lot of narrative background. For more information about the Sherlock Holmes series or its original author, go to <http://www.sherlockholmesonline.org/index.htm>.

Vocabulary

Essential Words: ascertained, descending, dissolved, eccentric, handsomely, ruse, singular

Related Words for Discussion: accidental, coincidence, phenomenon, simultaneous, uncanny

Genre/Text Type

Mystery/Play Remind students that a mystery is a story about a puzzling event. This play format includes real-world dialogue and stage directions.

Supportive Book Features

Text An introduction gives background about the play's author and characters. A list of characters helps students understand the role of each and the relationships among characters. The play structure helps students understand the setting, changes in scene, dialogue, and character actions.

Vocabulary Most of the words will be familiar to students. They may need help with words and terms used in 1890s London.

Praise students for specific use of "Behaviors to Notice and Support" on page 115 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may have trouble interpreting stage directions and distinguishing them from story details. Remind students not to read aloud text in parentheses, italics, or all capital letters.

Content Some students may be unfamiliar with the setting of the story—London in the 1890s. Show students real objects or photographs to help them understand what the clothing and the London setting of the 1890s would be like. Assist them in understanding words more commonly used in Holmes's era. Make sure students understand terms such as *daresay*, *handsomely*, and *ascertained*.

ELL Bridge

Use realia and modeling to help students understand different aspects of the play. Then model for students how to inject certain emotions into their lines, based on the script directions. Read a set of lines in a manner that indicates *noisily*, *nervously*, *quietly*, *confidently*, and so on, having students mimic your intonation and actions each time. You may wish to have students practice with partners.

LEVEL 1

Developing Comprehension

Thinking Within the Text

Have students summarize what happens in each scene. Then ask them to identify which details they recognized as clues and whether these clues were a part of the final solution.

Thinking Beyond the Text

Explain that stories about Sherlock Holmes have remained popular for more than 100 years.

Ask: *What is it about the character of Sherlock Holmes that makes him so popular? What do you like and dislike about him?*

Thinking About the Text

Have students review the lines of the narrators.

Ask: *What kind of information do these lines give the audience?* (background information, scene details, details about the characters) *Why do you think the author chose to spread the narration among three different characters?*

Understanding Plays

Remind students that a play is written with the intention of having it acted out on stage. Information in the script helps the director, actors, and stage crew prepare for a performance. Discuss these features:

- Acts in a play are like chapters in a book. Each scene is a different place of action in the story. Ask: *How does each act differ in this play? What are the different places of action (scenes) in the story?*
- A name in capital letters to the left of the lines indicates each speaker. Ask: *On page 10, how many people are speaking? (three) Through this dialogue, what do we learn is happening? (Holmes and Watson learn of Vincent Spaulding.)*
- Directions for the actors and stage crew are set in italics. Ask: *On pages 7–8, what can the audience learn from the directions for Wilson? (He has just arrived.) What actions are indicated at the bottom of the page? (Mrs. Hudson leaves first, then Wilson, who slams the door.)*

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

Recognizing Adverbs

Remind students that adverbs tell more about a verb, an adjective, or another adverb. Many adverbs that describe an action end in *-ly*.

- Point out *impatiently* on page 8. Explain that this adverb tells how Jabez knocks on the door. Pantomime knocking impatiently. Then explain that *softly* is another adverb. Pantomime knocking softly.
- Point out that adverbs in the script help actors know how to act or say their lines in a certain manner. Repeat with *noisily* (page 10), *confidently* (page 13), and *distractedly* (page 24).

Developing Fluency

Have small groups of students perform a scene as a Readers' Theater. Have them repeat the dialogue several times until their intonation, phrasing, and pacing mimics that of natural speech.

Oral Language/Conversation

Talk About Coincidence Discuss the idea of coincidences and whether seemingly unrelated events and details are usually connected.

Extending Meaning Through Writing

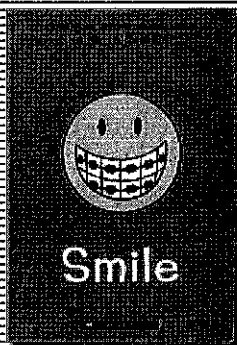
- Have students write a character analysis, telling about a character's appearance, personality, and motivations. (**Descriptive**)
- Have students rewrite a scene as a graphic novel, using illustrations to show details and speech balloons for dialogue. (**Narrative**)

Connecting to Everyday Literacy

In the play, Mr. Ross advertised for a particular person. His detailed description ensured that the right applicant was found. To link students to real-world expository text, show them employment ads, either from a newspaper or the Internet. Ask: *Which descriptions best describe the job? Why? How do the details help you?* For more examples of expository text about different careers, share the information at http://www.kids.gov/6_8/6_8_careers.shtml.

Smile

GUIDED READING PROGRAM Text Types



Summary & Standard

After a fall damages her front teeth, Raina endures the trials of junior high school as well as several attempts to repair her smile. Students will read a variety of genres to better understand various aspects of the human experience.

Author: Raina Telgemeier

Genre: Memoir

Text Type: Graphic Novel

Word Count: 250+

Theme/Idea: understanding true friendship; overcoming life's obstacles

LEVEL 1

Making Connections: Text to Self

Students may have their own experiences with dental procedures, including orthodontics. If they feel comfortable doing so, invite students to share experiences and point out the commonality of the experiences.

Remind students that everyone needs to take care of their teeth because they each have only one permanent set. Knowing what to do to prevent problems and what to do in the event of an emergency can help us save our teeth.

For information about dental care, see <http://www.adha.org/kidstuff/faqs.htm>.

Vocabulary

Essential Words: amicable, catastrophe, hilarious, humiliated, impression, overwhelmed, preoccupied

Related Words for Discussion: adverse, confidence, determination, intent, perseverance

Genre/Text Type

Memoir/Graphic Novel Remind students that in a memoir a person tells important details of his or her own life. The illustrations in a graphic novel and their use in the storyline add to the story's narrative.

Supportive Book Features

Text Students will find the comic-book style engaging and easy to follow. Detailed illustrations easily convey activities and emotions. Point out the various text treatments used to designate dialogue, character thoughts, onomatopoeia, and narration.

Vocabulary Students will be familiar with most vocabulary and can use context clues for more difficult words.

Praise students for specific use of "Behaviors to Notice and Support" on page 115 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The book does not have traditional chapters, but full-page graphics separate sections and serve as transition points. Point out where the author changes frames and backgrounds to denote the events of the earthquake and a dream sequence. Make sure students understand the sound words.

Content Despite the comic book presentation, some students may find the circumstances of Raina's accident and subsequent treatments upsetting. Point out that at the time, these events were upsetting for the author as well, but as an adult she can look back and smile.

ELL Bridge

Have students use the illustrations as prompts to summarize their favorite parts of the story. Pair students and have them take turns finding and retelling a favorite part to each other. Encourage partners to ask and answer questions about each summary.



SCHOLASTIC

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students retell the main events of the story. Ask: *What problems did Raina face during the course of the story? How was each problem solved?*

Thinking Beyond the Text

Explain that readers often relate to a story when they find they have something in common with the main characters. Invite students to discuss why many students can easily understand what Raina was facing. Ask: *What do her experiences teach us?*

Thinking About the Text

Explain that most of the story is about the results of Raina's fall, but the author includes other details, such as making and losing friends and fighting with siblings. Ask: *Why do you think the author includes these other storylines? How would the story be different if she had not?*

Making Inferences

Remind students that when readers make inferences, they use story details combined with their own experiences and knowledge to infer what is happening. Model making inferences:

- On page 93, Raina's grandmother has sent a box of peanut brittle, but Raina does not look happy at all. I know peanut brittle is hard and sticks to teeth. I recall that Raina was told to stay away from hard or sticky food. I can infer she is frowning and rolling her eyes because her grandmother's gift is something that she cannot eat.
- On page 125, Raina, alone in her room, opens a present that Sammy has given her. It is a Valentine's Day card and a box of candy in a heart-shaped box. When she notices that the price tag has been left on the candy, she cringes. Because I know price tags should be removed from gifts, even though she does not speak, I can infer by Raina's expression that she thinks this is a tactless thing to do.

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

Recognizing Slang

Remind students that slang is informal, nonstandard vocabulary that may be unique to a particular group. Slang is used in writing to make characters seem more real.

- Have students turn to page 108 and read each character's speech bubble in the center panel. Ask: *From the context, what messages do all these words express? (The speakers are impressed with the teeth.)*
- Have students find additional examples of slang on pages 122 and 135, telling what the words mean in each case.

Developing Fluency

Model reading aloud pages 24–26, using expression and intonation to reflect the personality of each character. Then have partners take turns rereading the pages in a similar way.

Oral Language/Conversation

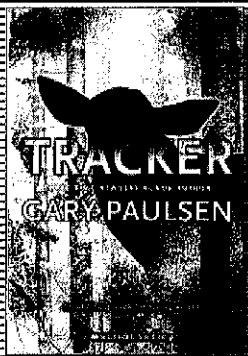
Talk About Perseverance Discuss people's character traits and techniques they use to help them persevere through difficult situations.

Extending Meaning Through Writing

- Have students write a free verse poem about Raina's experience fixing her teeth. (**Poem**)
- Have students make a time line that shows the main events and turning points of the story. (**Graphic Aid**)

Connecting to Everyday Literacy

On page 207, Raina and her friends complete a poster to advertise the school dance. Point out the graphics and information that is included to persuade students to attend. Ask: *How might the details persuade others to attend the dance?* For more examples of persuasive text, go to <http://www.scholastic.com/smile/index.htm>. Talk about which words or pictures in the ad might persuade someone to buy the book. Just for fun, students may want to follow the procedural text to create a *Smile* comic.



Summary & Standard

As thirteen-year-old John Borne tracks a deer alone in the Minnesota wilderness and thinks about his grandfather's illness and impending death, the hunt suddenly takes a turn. Students will read a variety of genres to better understand various aspects of the human experience.

Author: Gary Paulsen
Genre: Realistic Fiction
Text Type: Chapter Book

Word Count: 250+
Theme/Idea: coming to terms with loss; interacting with the natural world

Making Connections: Text to Self

Many students will relate to participating in a seasonal event with someone close. Ask: *What kind of things do you do each season with a relative or friend? What do you enjoy about it?*

Tell students that the story is about a boy, John, who had hunted deer every fall with his grandfather. This year, his grandfather is unable to hunt, so John is dealing with the loss of his grandfather's company and with the knowledge that his grandfather is terminally ill. Ask students to describe how they think John feels.

For information about children and grieving, see <http://childgrief.org/howtohelp.htm>.

Vocabulary

Essential Words: collapsed, compose, deliberate, distinguish, heaving, moisten, ritual, visualized

Related Words for Discussion: acceptance, denial, grief, mourn

Genre/Text Type

Realistic Fiction/Chapter Book Remind students that realistic fiction is a made-up story with characters and situations that could exist in real life. The story unfolds with each new chapter.

Supportive Book Features

Text The book is a manageable length, divided into twelve numbered chapters. Ample leading makes full pages of text manageable. Frequent dialogue helps move the story along.

Vocabulary Students will likely be familiar with most words they encounter. Encourage students to use context clues to decipher unfamiliar words, especially words related to the story's rural setting.

Praise students for specific use of "Behaviors to Notice and Support" on page 115 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Although the book is narrated in the third person and limited to one character's point of view, the character's direct thoughts are set in italics. Explain this use of italics to students.

Content Students might be unfamiliar with farm life and the rural setting of the book. As students read, encourage them to think about how their daily life and chores differ from John's. Also, the topics of death, grief, and loss may be uncomfortable for some students. Discuss how these aspects of the story relate to the key themes and the author's message.

ELL Bridge

Students will likely be unfamiliar with the vocabulary specific to the story's rural setting. Assemble a list of terms related to the setting, including *kerosene* (page 7); *cuds* (page 13); *silage*, *traces*, *stoneboat*, and *manure* (page 21); *granary* (page 22); and *bucks* and *tallow* (page 30). Share definitions of these terms and show relevant pictures if possible.

Developing Comprehension

Thinking Within the Text

Have students summarize the main events in the book. Ask: *Why do you think John's grandfather is proud that John touched a living deer?*

Thinking Beyond the Text

At the end of the book, John realizes that *death was a part of it all, a part of living. It was awful, a taking of life, but it happened to all things, as his grandfather said, would happen to John someday. Dying was just as much a part of Clay Borne as living* (page 89). Challenge students to explain John's observation in their own words.

Thinking About the Text

The author uses similes and metaphors to help readers understand John's feelings and experiences. Have students turn to the last paragraph on page 42 and identify the simile about hope. Ask: *Why does John think that his grandmother's having hope is like a drowning person holding a stick?* Encourage students to identify other similes and metaphors as they read.

Understanding Character

Point out that *Tracker* is told in the third-person limited point of view—the narrator reveals the thoughts and emotions of only one character. Because the story is told from John's point of view, readers learn a great deal about his character from his thoughts, feelings, and observations about his experiences.

- Have students turn to pages 12–13. Ask: *What do you learn about John on these pages? What does his enjoyment of chores tell you about him?*
- Ask students to read the last paragraph on page 18, which runs onto page 19. Ask: *What about hunting and killing deer does John dislike? What does this feeling tell you about him?*

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

Adverbs

Explain that adverbs can give more information about verbs, adjectives, or other adverbs.

- Write the following phrase from page 23 on the board: *The horses were huge and immensely strong.* Point out that the adverb *immensely* describes *strong*, an adjective. Remind students that adverbs may not always appear right next to the word they describe.
- Have students turn to page 43 and find the adverbs *slowly* and *carefully* in the fourth paragraph. Ask students to identify the verb these adverbs describe. (*sliding*)

Developing Fluency

Assign pages to partners to practice reading aloud and then present to the class, taking turns for each paragraph. Monitor phrasing and pacing.

Oral Language/Conversation

Talk About Losing a Loved One Discuss John's feelings about his grandfather. Ask: *What do you think John will miss most about his grandfather?*

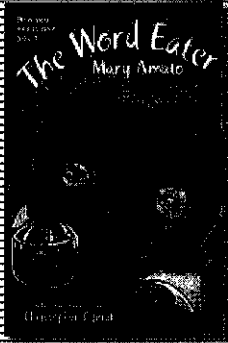
Extending Meaning Through Writing

- In the book, John composes short poems about the things he sees. Have students write a short poem describing a single moment in nature. (**Poem**)
- Ask students to write instructions for a chore that they do regularly. (**Procedural**)

Connecting to Everyday Literacy

The kind of deer referred to in the story is the white-tailed deer. To link students to real-life expository text, share an encyclopedia entry or a field guide entry about the white-tailed deer. Discuss where the animal lives, its diet, and how fast it can run. For additional expository text about white-tailed deer, go to www.dnr.state.wi.us/org/caer/ce/seek/critter/mammal/fawn.htm.

The Word Eater



Summary & Standard

Lerner Chase's worm Fip eats words instead of dirt. Each time Fip eats a word, that item disappears from the world, so Lerner must decide just how she will use this power. Students will read to refine their understanding of how texts work across a variety of genres.

Author: Mary Amato

Genre: Fantasy

Text Type: Chapter Book

Word Count: 250+

Theme/Idea: seeing the consequences of our actions

Making Connections: Text to Self

Students will likely have had experiences with trying to fit in, whether it is in a new school, with a new group of friends, on a new team or club, or in a new neighborhood. Invite students to share some of the strategies they used to fit in. Ask them to share what other people did to help them feel comfortable and welcome.

Extend the connection by explaining that a clique is a group that deliberately excludes other children. Some cliques require certain behaviors from members. Ask: *How can a group of friends or a club keep from becoming a clique?*

For more information about cliques, go to <http://kidshealth.org/kid/feeling/friend/clique.html>.

Vocabulary

Essential Words: bewilderment, hypothesize, nonchalantly, obnoxious, ominous, triumphant

Related Words for Discussion: alternative, consequences, intention, option, outcome

Genre/Text Type

Fantasy/Chapter Book Remind students that a fantasy is a story that could not happen in the real world. The story's fantastical elements are revealed as each chapter unfolds.

Supportive Book Features

Text Students will find the large, clear type and wide line spacing easy to read. Emails, Internet articles, newspaper clippings, and other text examples add visual interest.

Content Students will easily identify with the middle school personalities and situations in this book. The action is fast-paced and entertaining. Easy-to-follow dialogue moves the story along.

Praise students for specific use of "Behaviors to Notice and Support" on page 115 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may be confused by information on the calendar page that appears at the beginning of each chapter. Point out that each quotation is a twist on a real quotation, always using the word *worm* in some way.

Vocabulary Descriptive and more advanced vocabulary may be difficult for some students. Guide students to use context clues to understand more complex, multisyllabic words, such as *reincarnate* (page 131) and *bewilderment* (page 137). Have students use a dictionary if necessary.

ELL Bridge

To help students follow the story's many subplots, have them use cause-and-effect graphic organizers to track Lerner's and Fip's actions and what happens as a result. Explain that some causes have more than one effect. When Fip eats a word, write that action in the cause box. Then help students track what happens as a result. Explain that not only does an object disappear, but there is an additional effect unrelated to the problem Lerner is trying to solve.

Developing Comprehension

Thinking Within the Text

Have students retell the main events of the story, using the student articles on pages 144–151. Ask them to explain how each of these events connects to Lerner and Fip.

Thinking Beyond the Text

Point out that the plot centers around the MPOOE and the SLUGS. Discuss with students why Lerner wanted to join the MPOOE at the beginning but refused to start her own club by the end. Ask: *What is the difference between a clique and a club? What good purposes does either serve? How can each be harmful?*

Thinking About the Text

Point out how the author uses made-up words to add humor and help readers visualize the action. Ask students to explain how Fip's name came to be and how words like *skinned*, *ummy*, and *crunchly* add to the story.

Understanding Plot

Remind students that a story's plot is determined by the main events and how they unfold. A story has one main plot, but there may be subplots or minor story lines with problems and resolutions of their own. Say:

- *The main plot relates to Lerner and Fip. What is the main problem in the story? (Fip needs to eat words to live, but this makes the items disappear forever.)*
- *One subplot is the relationship between Bobby and his father. What is the problem and how is it resolved? (Bobby's father treats him badly, but Fip eats his "meanness," which then disappears.)*
- *Another subplot involves Lucia and Mack Industries. How is this subplot related to the main plot? (Fip eats words to make Mack's thumbtacks disappear, focusing attention on the factory, which uses illegal child labor.)*

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 is a type of figurative language that compares two different things using *like* or *as*.

- Have students read the fourth paragraph on page 102 and find the simile. Ask: *What two things are being compared? (Bobby's words to a red-hot electrical coil) How does this simile help you visualize how Bobby feels at this moment? (He is so angry his words are hot.)* Then have students find the simile on page 105 and repeat the questioning.

Developing Fluency

Using pages 33–36, model how to read dialogue to reflect characters' personalities and emotions. Then have small groups of students read the pages as a Readers Theater.

Oral Language/Conversation

Talk About Consequences Lead a discussion about how people's choices sometimes bring unintended consequences.

Extending Meaning Through Writing

- Have students write a newspaper article that might appear in the newly formed school newspaper. (**Expository**)
- Have students write a short story about a word they would like Fip to eat and the possible consequences. (**Narrative**)

Connecting to Everyday Literacy

In the story, Bobby searches the Internet for information about recent events. Remind students that to find specific information online, they must search by key word. To link students to real-world expository text, go to <http://www2.scholastic.com/browse/classmags.jsp?srcid=76>. Have students identify a current events topic that they are interested in and read the article. Discuss which key words in the article they might use to link to other expository texts.

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The Wright 3

GUIDED READING PROGRAM Text Types



Summary & Standard

In this mystery, three friends must find a way to save a famous house. They must also learn to trust one another as they uncover some extraordinary, and possibly dangerous, secrets. Students will read to refine their understanding of how texts work across a variety of genres.

Author: Blue Balliett

Genre: Mystery

Text Type: Novel

Word Count: 250+

Theme/Idea: noticing details; using strengths and talents to solve problems

Making Connections: Text to World

Students may be unfamiliar with the work of architect Frank Lloyd Wright. Explain that Wright lived from 1867–1959. He believed in designing buildings that were in harmony with their natural surroundings.

Characters in this story work to save a famous house designed by Wright called the Robie House. This is a real house that people can visit. Discuss why it would be important to try to preserve such a house if it were in danger of being taken down.

For information about Frank Lloyd Wright, go to http://www.franklloydwright.org/fllwf_web_091104/Home.html.

Vocabulary

Essential Words: coincidence, collaborative, condescending, illusion, optical, sacrilege, wistful

Related Words for Discussion: abstract, aesthetic, exhibit, expression, posterity

Genre/Text Type

Mystery/Novel Remind students that a mystery is a story about a puzzling event. The longer length of this novel allows for broader storytelling.

Supportive Book Features

Text Illustrations help the reader visualize what the author describes while also offering clues to the mystery. Encourage students to read the map key, the information about pentominoes, About the Artwork at the front of the book, and the Author's Note and Afterword at the end.

Vocabulary Though the author includes some challenging vocabulary, students can often use context clues to decipher meaning. Unfamiliarity with some words should not hinder overall comprehension.

Praise students for specific use of "Behaviors to Notice and Support" on page 115 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The text includes dialogue and complex sentences that students might find challenging. Review the conventions of dialogue with students. As necessary, guide students in analyzing difficult sentences.

Content The author includes references to mathematics, art, architecture, film, and literature. Some references, such as the use of Fibonacci numbers, are explained in the text. Provide reference resources for others.

ELL Bridge

Remind students of the conventions of mysteries and have them record clues as they read. Ask students to make a prediction about each clue. Have them return to their notes as they learn how the clue relates to the mystery or whether their prediction was accurate. You may wish to have students work in pairs to monitor each other's comprehension.

Developing Comprehension

Thinking Within the Text

Review the term *red herring* (page 176) with students. Tell students to record clues as they read and to mark those clues they think might be red herrings. Encourage students to add to their notes as they learn more about each clue.

Thinking Beyond the Text

Have students think about the buildings in their community. Ask: *What is your favorite building? Why?* Challenge students to think of ways they could persuade people to preserve the building if it were scheduled to be taken down.

Thinking About the Text

Remind students that figurative language creates a picture in the reader's mind by using similes, metaphors, and personification. Read the following sentence from pages 39–40: *Each had its own yellow tag in spring, and the Latin names bobbed and spun cheerfully until they disappeared beneath the leaves.* Ask: *How does personification help you picture the way the plant tags moved?* Ask students to identify other examples of figurative language in the text.

Understanding Point of View

Remind students that a story is told in third-person point of view when its narrator is outside the story. A third-person narrator often reveals the thoughts and feelings of different characters. In *The Wright 3*, the narrator usually reveals the thoughts and feelings of only one character at a time. Chapter 1, for example, shares the experience of the mason.

- Turn to the start of Chapter 5. Ask: *At the start of this chapter, to which character does the point of view shift? What new information do you learn as a result?*
- Challenge students to identify the next shift in point of view. (On page 39, the focus shifts from Petra to Calder.)

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

Latin Roots

Tell students that many words in English have Latin origins. Explain that knowing the meanings of some Latin roots will help them determine meanings of many unfamiliar words.

- Write the following sentence from page 44: *Could three collaborate?* Point out that the word *collaborate* contains the root *lab*, which means “work.” The word *collaborate* means “to work with others.”
- Have students use the root *salv* (“save”) to determine the meaning of *salvation* (page 11) and the root *div* (“divide”) to determine the meaning of *indivisible* (page 19).

Developing Fluency

Read aloud the quotation from Mrs. Sharpe in the middle of page 149. Pause at dashes to show how readers should respond to the punctuation. Have students read the passage softly to themselves while you circulate to provide feedback.

Oral Language/Conversation

Talk About the Definition of Art Remind students that the sixth graders believe a building can be a piece of art. Ask: *What is a work of art?*

Extending Meaning Through Writing

- Have students write a paragraph describing a building that they find beautiful. **(Descriptive)**
- Have students draw and label a map of their neighborhood similar to the map at the start of the book. **(Graphic Aid)**

Connecting to Everyday Literacy

During their demonstration to save the Robie House, Ms. Hussey's students give persuasive speeches. To link to real-world persuasive text, show students a letter to the editor or opinion piece. For more persuasive text, go to <http://www.philly.com/inquirer/opinion/101053974.html>. Read the argument for saving libraries in Philadelphia.

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