

Gargoyles on Guard by Amy Allison

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link
<p>Alliteration (pp. 13, 14, 15)</p>	<p>Integrating cues to decode unfamiliar vocabulary <i>The title contains a word that may be unfamiliar in both what it says and what it means. First of all, let's decode it. How many syllables does it have? Join those. How can we check that we have decoded it correctly? (Refer to the pronunciation guide.)</i></p>	<p>Synonyms for demons (p. 4)</p> <p>New vocabulary <i>What new words did you learn as you read the book? Which of those might you use? How will you remember them?</i></p>	<p>Adjusting reading pace to cope with unfamiliar content and structures while maintaining fluency <i>How did the author's style and the content influence the way you read this?</i></p> <p>Using punctuation to aid fluency and comprehension (p. 7) <i>What do you notice about the words on either side of the second comma on this page? What do you think this comma says to you as a reader?</i></p>	<p>Integrating cues to comprehend unfamiliar vocabulary <i>Let's use the cover illustrations to work out the probable meaning for "gargoyles" in this book. What dominates the illustrations? Where do you think they are? Are they something added to buildings today? Where could we check our predictions? Where might the author or publisher give us extra information?</i></p> <p><i>Now let's think about why the author included "on guard" in the title? How does that fit with what we now know about gargoyles?</i></p> <p>Coping with tense changes</p>	<p><i>What did you learn from the author that you might find helpful in your writing?</i></p>

Guided Reading Level: Fluent 3

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