

# Orange and Purple Readers



# What does “Orange” mean?

- Orange-level readers have a favorite series and/or authors
- Can name a book s/he has finished in at least two genres AND
- Can define (without thinking) a few academic vocabulary words in any piece of text.

# What are we working on in orange?

- Orange readers are working to expand their proficiency and comfort in **new genres** such as: Historical Fiction, Realistic Fiction, Biography, Poetry, etc.
- Or readers are still focusing on academic **vocabulary, figurative language** in context, and word parts (greek/latin roots...)
- Or readers should be reading an Or **chapter book** or its equivalent **each week**.

# Orange text looks like:

## **b**LACKMAIL

LIKE MOST OF HIS FRIENDS at school, Angel had an older, mean brother who pushed him around and played dirty tricks on him. One time his brother, Javier, nicknamed "Little Weasel" because he had a long, skinny neck, stuck Angel's bike up in the tree. With the help of his *uto loco* friends, all laughing and spitting sunflower seeds, Weasel hauled the bike to the top of the palm tree that stood in front of their pink stucco house.

"Get it down, Weasel!" Angel screamed, fists clenched and upper lip quivering from anger.

Another time, when Angel was real young, just out of the stroller, Little Weasel purposefully lost him at the Fresno Fair. Weasel snuck away on noiseless Air Jordans, and when Angel turned around, his face sticky with cotton candy, his brother was out of sight. Tears welled up in Angel's eyes and his mouth pulled down like a fish's. He wandered through hordes of people, crying, "Weasel, where are you?", a torrent of tears sprinkling his cotton candy. When Angel stopped a woman and asked if she had seen Weasel, she pointed to a tall white building and said, "Check the farm animals."

There had been other tricks. Early one summer morning, Angel had gone out to get the newspaper, and when he returned, shooting the rubber band at their cat, Pleitos, the front door clicked shut and Weasel's laughing cara appeared at the window. Angel was locked out, with only his pajama bottoms on.

# What level comes next? Purple!

- A Purple-level reader can identify at least six genres. S/he can use genre as a cueing system to predict what kind of text it is and therefore put some limits as to what the reader can expect to find there.
- A Purple reader approaches each new genre with a different set of expectations, questions, and needs.

# What are Purple Readers working on?

- Understand **how authors use structure/form/genre to organize and communicate ideas**
- Compare and contrast texts in different forms or genres to discuss the author's approach to similar themes and topics
- Continuing to work with academic vocabulary and figurative language at the Purple level

# Purple text looks like:

## CHAPTER ONE

Dodging low tree branches, leaping over dips and cracks in the sidewalk, Cody Carter ran harder and faster down Chimney Rock than he had ever run in his entire life. Someone was chasing him and quickly closing the short gap that lay between them.

The person yelled something, but fear and his own loud gasping for breath blocked Cody's ears, and he couldn't make out what was said. The only words that bounced through his brain were his: *I'm only thirteen years old. I'm too young to die.*

Ahead of him lay San Felipe, with cars backed up, waiting for the stoplight to change. In the nearest lane was a blue and white cop car, and Cody aimed for it, knocking on the passenger-side window. As he stared into the wide, surprised eyes of the uniformed policeman behind the wheel, Cody managed to croak, "Help!"

walked around the front of his sedan. He placed a firm hand on Cody's arm. "Are you okay?"

Cody twisted to look over his shoulder. His cousin Hayden Norton had drifted back and was standing behind some of the solid, broad-limbed oak trees that lined the street. Hayden's buddy Bradley Lee was with him. They were both at least five inches taller than Cody, even though they were all the same age and in the same grade at school.

Hayden and Brad watched Cody warily, practically sniffing the air like a couple of dogs as they waited to see what would happen next. But Hayden's other sidekick, Eddie Todd, shorter and even sneakier, was quietly edging his way back along the street. It was just like Eddie to leave the others, Cody thought. If there was going to be trouble, Eddie wouldn't be in it, even though he probably started it.

"Those guys want to kill me," Cody told the officer. He straightened, able now to breathe more easily.

The officer smiled. "Take a poke at you, maybe, but are you really sure they want to kill you?"

The humor in his voice made Cody flinch. "They do," he insisted. "They said they were going to drag me back to school and stick my head in a toilet. Drowning somebody is killing them, isn't it?"

# How can you help at home?

- Read with your child 30-45 minutes a day. You can break it up in segments and even between caregivers and siblings.
- Make reading a fun time! Under a blanket, to a family pet, with a flashlight, with a snack, etc.
- Keep books all over the house and in the car so there is always access.
- Lead by example! Invite your child to sit next to you and read to themselves as you read to yourself.



# Bookshelf

- Bookshelf can be accessed in any modern web browser at <http://www.schoolpace.com/bookshelf/>.
- You can also download the Bookshelf app for iPhone, iPod Touch, or iPad. You can search for “American Reading Bookshelf” in the [App Store](#).
- Your child’s teacher may have already sent home the log in and password. If not just send them an email requesting it.

# Questions

## **Questions or concerns?**

If you have multiple children, don't forget to pick up more materials from the levels that you missed! They are located at tables outside of building 2 near the stairs.