

Cakewalk by Candy Grant Helms

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link
<p>-ing verb ending:</p> <ul style="list-style-type: none"> <li>• Doing, pointing p.6</li> <li>• Walking, having p.8</li> <li>• Spinning, clicking, snapping, leaping p.10</li> </ul> <p>-ed verb ending:</p> <ul style="list-style-type: none"> <li>• Marched, clapped p.5</li> <li>• Strutted, skipped pgs.6-7</li> <li>• Clapped, laughed p.8</li> <li>• Paraded, reached, wanted pgs.10-11</li> <li>• Locked, pranced, faced, grabbed, cheered, passed p.13</li> <li>• Shared pgs. 14-15</li> </ul>	<p>Verbs with added -ing/-ed (no change to base word):</p> <ul style="list-style-type: none"> <li>• Marched p.5</li> <li>• Doing, pointing p.6</li> <li>• Walking, laughed p.8</li> <li>• Clicking, leaping, reached, wanted pgs.10-11</li> <li>• Locked, cheered, passed p.13</li> </ul> <p>Verbs with added suffix (doubled end consonant on base word):</p> <ul style="list-style-type: none"> <li>• Clapped p.5</li> <li>• Strutted. Skipped pgs.6-7</li> <li>• Clapped p.8</li> <li>• Spinning, snapping p.10</li> <li>• Grabbed p.13</li> </ul> <p>Verbs with added suffix (dropped silent e on base word):</p> <ul style="list-style-type: none"> <li>• Having p.8</li> <li>• Paraded p.10</li> <li>• Pranced, faced p.13</li> <li>• Shared pgs. 14-15</li> </ul>	<p>Movement vocabulary:</p> <ul style="list-style-type: none"> <li>• Marched p.5</li> <li>• Strutted p.6</li> <li>• Paraded, clicking p.10</li> <li>• Locked arms, pranced p.13</li> </ul> <p>Understand the multiple meanings of “share” on pgs. 14-15</p>	<p>Distinguish the differences in emphasis when sentences are punctuated with periods, exclamation points, and question marks.</p> <p>Read character dialogue with appropriate emphasis indicating understanding</p> <p>Read sentences of varying lengths with appropriate phrasing and emphasis.</p>	<p>Identify and understand possible themes in this narrative: heritage, traditions, culture.</p> <p>Identify and understand techniques used to show sequence and time passage – first, next, then, etc.</p>	<p>Practice including strong, specific action verbs in own writing to describe a detailed account of an event.</p> <p>Write a personal narrative with a similar theme as the story.</p>

Guided Reading Level: Fluent 1  
M