

Coyote Plants a Peach Tree by Mary L. Brown

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link
<p>Letter patterns giving the same sound (long e)–</p> <ul style="list-style-type: none"> • Coyote, Peach, Tree (title) • Coyote, peach p.2 • Seed, meet, seedling, green, leaves pgs.4-5 • Seasons, peach, tree, leaves p.6 • Tree, bees each peach p.8-9 • Peaches, green, each, juicy pgs.10-11 • Deer, peaches p.12 • Evening, tree, she, juicy, peach pgs.14-15 • Coyote, peach p.16 	<p>Compound words:</p> <ul style="list-style-type: none"> • Sunlight p.4 • Moonlight p.12 <p>Use chunking, syllables, and base words/affixes to decode unknown words</p>	<p>Horticulture-specific vocabulary:</p> <ul style="list-style-type: none"> • pit p.3,4,16 • seed, root, shoot p.4 • seedling, sapling, buds p.5 • blossoms, nectar p.8 • petals, flower p.9 	<p>Read sentences of varying lengths with appropriate phrasing and emphasis.</p> <p>Apply phrasing with use of prepositions</p> <p>Attend to commas in extended length sentences to maintain fluency pgs. 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16.</p>	<p>Identify and understand the reasoning behind the author’s use of an ellipse (p.16)</p> <p>Identify the characteristics of a circle-plot structure narrative. Compare to a more traditional problem/solution plot structure.</p> <p>Identify and understand techniques used to show sequence and time passage –</p> <ul style="list-style-type: none"> • One day... p.2 • In the spring... p.4 • As the seasons passed...; Each autumn... p.6 • In winter... p.7 • In the spring... p.8 • At first...; As each day passed p.10 • In the moonlight... p.12 • One evening... p.14 <p>Understand and use the cross-section illustration on p.4</p>	<p>Create a flow chart or other graphic organizer using the plant-related vocab to summarize the life cycle of a fruit tree.</p> <p>Write a narrative that follows the circle plot structure.</p>

Guided Reading Level: Fluent 1