

Dogs at School by Suzanne Hardin

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link
<p>R-controlled vowels:</p> <ul style="list-style-type: none"> <li>• yard p.3</li> <li>• pictures p.7</li> <li>• curled p.8</li> <li>• early, after p.9</li> <li>• afternoon p.10</li> </ul>	<p>Verbs with added -ed (no change to base word):</p> <ul style="list-style-type: none"> <li>• painted p.7</li> <li>• curled p.8</li> <li>• asked p.10</li> </ul> <p>Verbs with added -ed (change to base word)</p> <ul style="list-style-type: none"> <li>• cried p.11</li> </ul>	<p>Topic-specific vocabulary included in book:</p> <ul style="list-style-type: none"> <li>• school yard p.3</li> <li>• classroom p.5</li> <li>• bus p.9</li> <li>• principal</li> </ul> <p>Group discussion of other topic-specific vocabulary seen in illustrations, but not mentioned in text: Playground, cafeteria, teacher/instructor, desk, easel, choir, etc.</p>	<p>Maintain fluency of story with return sweep/second sentence starting on new line: p.3, 4, 9, 10, 12</p> <p>Read character dialogue with appropriate emphasis indicating understanding</p>	<p>Use illustrations to infer and gain more meaning than is provided in text.</p> <p>Identify and understand how authors and illustrators include humor in writing.</p> <p>Maintain understanding of the pronouns used and to whom they refer.</p>	<p>Students can write their own stories about mischievous dogs they have encountered.</p>

Guided Reading Level: Early 4  
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