

Grandpa's Candy Store by Lois Podoshen

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link
<p>Words with Long e sound:</p> <ul style="list-style-type: none"> • “candy” title, p.3 • “lollipops” p.4 • “cream” p.5 • “tree” pgs. 6,11 • “me” p.6 • “we” p.8 • “treat” pgs.9,12 • “sweet” p.9 • “sweetest” p. 12 	<p>Attend to initial, medial and final letters and patterns to predict and conform while decoding:</p> <ul style="list-style-type: none"> ○ lollipops p.4 ○ soda p.5 ○ planted p.7 ○ closed p.8 ○ sweet, treat p.9 ○ always p.11 ○ sweetest p.12 	<p>Topic related vocabulary:</p> <ul style="list-style-type: none"> ○ fig ○ lollipops ○ soda ○ treat <p>Superlative ending: “sweetest” p.12</p>	<p>Maintain sentence fluency and rhythm when return sweep is present: pgs. 4,6,9,11</p> <p>Maintain sentence fluency and rhythm when sentence is broken over two pages. Pgs. 8-9</p> <p>Attend to and use end punctuation to aid sentence fluency.</p>	<p>Understand function of quotation marks in dialogue.</p> <p>Understand the significance of the story’s ending. Why did the main character choose the fig over candy?</p> <p>Identify and understand possible themes in this narrative: special relationships, spending time with family, ...</p>	<p>Develop word lists of comparative descriptors to emphasize the superlative ending -est. (ex: sweet, sweeter, sweetest)</p> <p>Write personal narratives with the same theme as the book.</p>

Guided Reading Level: Early 2
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