

Meeting Squawky by John Christopher Fine

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link
	<p>Using syllables to decode multi-syllable words.</p> <p>Recognizing and using root words to decode multi-syllable words</p>	<p>Using context and in-text definitions to understand vocabulary</p> <p>marine biologist pollution laboratory cormorant</p> <p>abundant gorge</p>	<p>Adjusting pace to match shifts in text—informational vs. narrative</p>	<p>Selecting factual information embedded in narrative text (P. 4-8) <i>Identify where the author has written narrative and where the author has embedded factual details about cormorants.</i></p> <p>Selecting and determining critical information <i>What have you learned about cormorants? What notes would you take about the factual detail?</i></p> <p><i>How is the story line evolving? What is the plot? Conflict?</i></p>	<p>Writing captions for photographs (pp. 10-11) The caption could tell a story or provide factual information on how cormorants fish.</p> <p>Summarizing important details <i>Retell facts you have learned about cormorants by creating an informational poster or diagram</i></p> <p>Using author's example of narrative texts with facts in personal writing <i>Select a topic (or rewrite a previously written story or informational piece) to tell a story with facts embedded in the text.</i></p>

Guided Reading Level: Fluent 3