

Mrs. Murphy's Crows by Janice Boland

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link
<p>Alliteration Page 10</p>	<p>Attending to word ending, especially for tense <i>After reading first four pages: Let's think about when these things happened. Find the verbs/action words on pages 2 and 3. How do these words end? What does that tell you about "when"? Now look at the verbs/action words on Page 4. What has changed?</i> Discuss how endings of verbs indicate tense</p>	<p>Chart synonyms for swooped hungry</p>	<p>Expression: Using font size and punctuation as signals to vary expression-- Page 9: CAW! CAW! CAW!</p> <p>Pace: Page 10: Pausing after patterned part of text before reading the list that follows</p>	<p>Understand problem/solution structure of narrative <i>Read until you think you know what the problem is in the story.</i></p> <p>Coping with tense switch <i>When did the things happen on pages 2 and 3? What about page 4?</i></p> <p>Identifying introduction—incident—conclusion (general to specific) <i>Pages 2 and 3 were an introduction telling about every morning. Now you are going to find out about just one morning.</i></p>	<p>Analyze the shape of the text—introduction, detailed incident, conclusion (instead of just beginning, middle, end)—and how this can assist students in their writing</p>

Guided Reading Level: Fluent 1
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