

Night Walk by Ann Kenny

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link
<p>Onomatopoeia Clip, clop</p>		<p>Extending vocabulary <i>What is another way of saying following?</i></p>	<p>Clusters of words that go together <i>Mama and I (who) went for a walk (what happened) to the store (where) last night (when)</i></p> <p>Adjusting expression to match words that represent the sounds they make: Clip, clop</p>	<p>Attending to text detail and using illustrations only as secondary confirming cue <i>Look at the text first. What is it describing or telling you about? Now look at the illustration and see if the illustrator is telling the same story as the author.</i></p> <p>Understanding recount as telling about an incident in detail and sequence <i>When we describe when and what happened in sequence, it is called a recount. A recount is writing it exactly as it happened. It tells who was there, what happened, where, and when. We know what happened first, what happened next, and what happened at the end.</i></p>	<p>Choose a short incident common to students in the group and help them plan and write a recount and evaluate it against the basic elements of a recount.</p> <p>Writing openings that tell who, what, where, and when in one sentence.</p>

Guided Reading Level: Early 3
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