

No Dogs Allowed by Suzanne Hardin

| Phonemic Awareness  | Phonics   | Vocabulary  | Fluency, Expression, Pace   | Comprehension  | Reading/Writing Link  |
|---|---|---|---|--|---|
| <p>Onomatopoeia :</p> <ul style="list-style-type: none"> <li>• “tweeeet” p.8</li> <li>• “jingle” p.12</li> </ul> <p>Words with “ea” giving the long e sound:</p> <ul style="list-style-type: none"> <li>• beach p.2, 4, 10</li> <li>• read p.4, 11</li> <li>• seagulls p.6</li> <li>• cream p.12</li> </ul> | <p>Past tense verbs that encourage readers to attend to –ed pattern:</p> <ul style="list-style-type: none"> <li>• allowed p.3</li> <li>• played p.4</li> <li>• jumped p.5</li> <li>• chased p.7</li> <li>• pointed p.8</li> </ul> | <p>Topic-specific vocabulary included in book:</p> <ul style="list-style-type: none"> <li>• beach p.2</li> <li>• water p.5</li> <li>• seagulls p.6</li> <li>• sand p.7</li> <li>• lifeguard p.8</li> </ul> <p>Group discussion of other topic-specific vocabulary seen in illustrations, but not mentioned in text: Ocean, sea, salt water, dune, waves, sand castle, crab, fish, sun bathe, etc.</p> | <p>Maintain fluency of story with return sweep/second sentence starting on new line: p.3, 4, 8.</p> | <p>Use illustrations to infer and gain more meaning than is provided in text.</p> <p>Understand the function of an ellipse (...) p.11 and how authors use this technique to signal an ending or major change in a story.</p> | <p>Students can write their own stories about mischievous dogs they have encountered, or they can continue the story with the ending provided. (What happens when Max and Toby get ice cream from the truck?)</p> |

Guided Reading Level: Early 2  
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