

Here's What You'll Get in the Miss Smith's Incredible Storybook Super Pack

3 Comprehension Strategy Lesson Plans and Practice Pages

Author's Purpose Lesson Plan

Identifying the Author's Purpose

Miss Smith's Incredible Storybook
By: Michael Garland
Grade Level: 1 / Guided Reading Level: H

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Summary

It's the first day of school and Zack has a brand new teacher. Miss Smith has spiky orange hair and wears a black leather jacket. But that's not all. Miss Smith also has a magic storybook. Whenever Miss Smith reads from the book, the characters magically come to life and pop right off the pages. Unfortunately, this book can be dangerous if it falls into the wrong hands and when Principal Rittenrotten has to fill in for Miss Smith one morning, the book explodes with characters coming to life. Soon the school is overrun with Galadocks and the Three Beas along with all of their storybook friends!

Link to What You Know

- Do you enjoy story time?
- What are your favorite types of stories?
- How does your teacher make story time fun?

Important Words to Know and Understand

Fairy Tale - A story, usually for children, about elves, goblins, dragons, fairies, or other magical creatures

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you are confused

Why Readers Identify the Author's Purpose While Reading

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to persuade you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to inform you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to entertain you.

©BookPages.com

Guided Reading Level

Activate Prior Knowledge

Author's Purpose Lesson Plan

Identifying the Author's Purpose

Miss Smith's Incredible Storybook
By: Michael Garland
Grade Level: 1 / Guided Reading Level: H

3
Identify the Author's Purpose While Reading

- Think about what the author is trying to tell you or make you think about
- Use the book to persuade, inform, or entertain you?

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Cover - Why do you think the author chose to include so many storybook characters on the cover of this book?

Page 8 - Why do you think the author used the school as the setting of this story?

Page 8 - Why do you think the author chose to write about storybook characters? What makes you think that?

Page 18 - What is the message that the author is trying to tell you in this story?

Page 20 - Why do you think the author wanted the storybook characters to meet each other? What is the author trying to tell you about your imagination?

4
Notice the Work You Did While Reading

- Talk
- Reflect
- Write

Time to Reflect

Think - Michael Garland is the author of *Miss Smith's Incredible Storybook*. What was her purpose for writing this book? Did she write the book to persuade, inform, or entertain you? How do you know?

Talk - Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about what you learned while reading *Miss Smith's Incredible Storybook*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Miss Smith's Incredible Storybook*. (Remember to include examples from the book!)

©BookPages.com

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Retelling and Summarizing

Miss Smith's Incredible Storybook
By: Michael Garland
Grade Level: 1 / Guided Reading Level: H

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Retell and Summarize While Reading

- Think about the most important events that happened in the story. Write them down.
- Write a short summary of the story.

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you are confused

3
Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 1 - Who are the two main characters? Give a description of each.

Page 3 - What is the main setting of the story so far?

Page 13 - What was the problem in the story? How did the characters solve it?

Page 25 - How did Miss Smith solve the problem in the story?

4
Notice the Work You Did While Reading

- Talk
- Reflect
- Write

Time to Reflect

Think - What type of information did you use when you retold and summarized *Miss Smith's Incredible Storybook*? Did you use the most important events that happened in the story? How did you know which events were the most important? How did you know which events were the most important? How did you know which events were the most important?

Talk - Tell your reading partner about your favorite part of the book. What was the most interesting part of the book? How did you know which part was the most interesting? How did you know which part was the most interesting?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Miss Smith's Incredible Storybook*. (Remember to include examples from the book!)

©BookPages.com

Retelling and Summarizing

Visualizing

Answer Key for Retelling and Summarizing with Miss Smith's Incredible Storybook

Page 1: Who are the two main characters? Give a description of each.

Page 3: What is the main setting of the story so far?

Page 13: What was the problem in the story? How did the characters solve it?

Page 25: How did Miss Smith solve the problem in the story?

Answer Key for Identifying the Author's Purpose with Miss Smith's Incredible Storybook

Cover - Why do you think the author chose to include so many storybook characters on the cover of this book?

Page 8 - Why do you think the author used the school as the setting of this story?

Page 8 - Why do you think the author chose to write about storybook characters? What makes you think that?

Page 18 - What is the message that the author is trying to tell you in this story?

Page 20 - Why do you think the author wanted the storybook characters to meet each other? What is the author trying to tell you about your imagination?

Answer Key for Visualizing with Miss Smith's Incredible Storybook

Page 8 - Notice the way the author describes the action on the globe ship. Which word helped you visualize? Point to the words.

Page 18 - Notice the words "As the book passed from kid to kid, one character after another fell out of the pages." How do you picture this action in your mind or in the pages of the storybook? Are there any other words that are helping you visualize? Point to the words.

Page 20 - Notice the words the author uses to describe the way the characters return to the pages of the storybook. Do the pictures in your mind match the ones in the book? How are they the same? How are they different?

©BookPages.com

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement →

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

3 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and Summarizing

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know because...

What do you think author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Author's Purpose

Visualizing

Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Visualizing

Vocabulary Connections Resources

Vocabulary Connections
Miss Smith's Incredible Storybook
By: Michael Garland
Grade Level: 1 / Guided Reading Level: H

Important Words to Know and Understand in "Miss Smith's Incredible Storybook"

Chaos
Complete confusion and disorder

Class Clown
A student who frequently pokes fun or makes jokes and wise cracks

Fairy Tale
A story, usually for children, about elves, goblins, dragons, fairies, and other magical creatures

Swashbuckling
To act like a pirate in a play or a movie

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Miss Smith's Incredible Storybook Word List

Vocabulary Connections
Miss Smith's Incredible Storybook
By: Michael Garland
Grade Level: 1 / Guided Reading Level: H

Chaos	Class Clown	Fairy Tale
Swashbuckling		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections
Miss Smith's Incredible Storybook
By: Michael Garland
Grade Level: 1 / Guided Reading Level: H

Chaos	Class Clown	Fairy Tale
Complete confusion and disorder	A student who frequently pokes fun or makes jokes and wise cracks	A story, usually for children, about elves, goblins, dragons, fairies, or other magical creatures
Swashbuckling		
To act like a pirate in a play or a movie		

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
Miss Smith's Incredible Storybook
By: Michael Garland
Grade Level: 1 / Guided Reading Level: H

Chaos is a/an	Class Clown is a/an	Fairy Tale is a/an
noun verb adverb adjective	noun verb adverb adjective	noun verb adverb adjective
Definition of Chaos:	Definition of Class Clown:	Definition of Fairy Tale:
Chaos looks like this:	Class Clown looks like this:	Fairy Tale looks like this:
Chaos reminds me of:	Class Clown reminds me of:	Fairy Tale reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Word Games
with Words from Miss Smith's Incredible Storybook

Use the words in the word bank to fill in the blanks in the sentences below.

Word Bank
CHAOS
CLASS CLOWN
FAIRY TALE
SWASHBUCKLING

- The loss of electricity caused _____ throughout the city.
- Peter loves to do _____ in theater play.
- Cinderella is a beautiful _____.
- Our _____ always makes us laugh.

Directions: Read the word below each book. Then use the code to color the books.

Nouns = brown
Verbs = purple

Nouns = red
Verbs = purple

CHAOS CLASS CLOWN FAIRY TALE SWASHBUCKLING

Name: _____

Answer Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Connections
Miss Smith's Incredible Storybook
By: Michael Garland
Grade Level: 1 / Guided Reading Level: H

Miss Smith's Incredible Storybook
By Michael Garland

A new word that I learned in this book is: _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Personalized Vocabulary Bookmark

Vocabulary Connections
Name: _____

Directions:
1. Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPages.com

Vocabulary Word Extension Activities

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Miss Smith's Incredible Storybook
By: Michael Garland
Grade Level: 1 / Guided Reading Level: H

Word Work

Instructional Focus:
Double Consonants

Background:
When a word has a vowel followed by two of the same consonants in a row, the word is called a double consonant word.

Examples:

ff	dd	
different	middle	classroom
traffic	Freddie	princess
ruffled	suddenly	spilled
	skidded	

Materials and Preparation:

- A Copy of Miss Smith's
- Chart Paper
- Sorting Cards (1 set per student)
- Match Up Score Sheet
- Match Up Directions
- Double Up Word Work
- Optional - Word Defective
- Optional - 2 Colors of Ink

Step 1: Introduce the Focus of Word Work

Introduce Double Consonants

- Draw the students' attention to the chart paper.
- Explain that when a word has a vowel followed by two of the same consonants in a row, the word is called a double consonant. Double consonant words have short vowel sounds.
- Review the vowels and short vowel sounds.
- Write the word "different" in the first column on the chart paper below "ff". You may want to use a different colored marker to write the double consonant "ff".
- Write the word "classroom" in the third column on the chart paper below "ss". You may want to use a different colored marker to write the "ss".
- Ask the students to think of other words that follow the pattern. Allow students to turn and talk with a partner about the words they came up with or share with the class. Discuss any misconceptions if students share words that do not follow the pattern. Record words that do follow the pattern on the chart paper.

Step 2: Connect Word Work to Reading

Double Consonants in the Text

- Tell the students that the book they will be reading today has a lot of double consonant words.
- Show them page 9 of Miss Smith's Incredible Storybook. Tell the students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear a word that follows the pattern.
- After reading, ask the students to identify the double consonant words (**ff**): *different, class, traffic, announced, happen, grinned, princess, followed*. Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read Miss Smith's Incredible Storybook.

Examples of Double Consonants Found in the Text:

different	princess	halls
classroom	Freddie	title
middle	across	will
followed	popped	appeared
traffic	grinned	business
announced	getting	suddenly
called	spill	ruffled
glaves	spellbound	skidded

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Miss Smith's Incredible Storybook
By: Michael Garland
Grade Level: 1 / Guided Reading Level: H

Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Explain that the words on their cards are double consonant words from the book.
- Model how to Match Up.
- Divide students into pairs and allow them to play Match Up (refer to attached resources for directions).
- Monitor students and assess students' understanding while playing.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of Double Up Word Work.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for double consonants in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the Word Defective worksheet.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Independent Practice Page

Match Up
Student Directions

Materials:
Sorting Cards

Players:
2 or more

Directions:

- Write your name or initials on each of your sorting cards.
- Combine all of the players sorting cards to make one deck of cards.
- Place each card face down in front of all players.
- The first player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back face down.
- The second player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back over so that they are face down.
- Continue taking turns. Whoever has the most matches at the end of the game wins.

Tip: Place your sorting cards in even rows. Even rows make it easier to remember where the cards are.

Independent Word Work Practice | @BookPagez.com

Extension Activity

Word Defective: Double Consonants
Extension Activity

Directions:
Be a word detective!

Be on the lookout for double consonants while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work - Extension Activity | @BookPagez.com

Double Up
Word Work Practice Page

Directions:
Sort the words in the word bank into the correct columns. The first one has been done for you.

Word Bank

classroom	skidded	middle	getting	popped	followed
traffic	different	suddenly	called	title	spill
appear	princess	across	glaves		

ff	ss	dd
	classroom	


ll	pp	ff

Name: _____ Independent Word Work Practice | @BookPagez.com


Bonus Activity and Running Record Assessment

Name: _____ Date: _____


Directions:
In the book *Miss Smith's Incredible Storybook*, the students set the storybook characters free. The only way to put the characters back in the book is to finish each story. Now it's your turn. Complete each story below.




The Three Bears
Goldilocks ran out of the house as fast as she could. Then the three bears _____



The Tortoise and the Hare
The turtle crossed the finish line first. Then the hare _____



The Three Little Pigs
The wolf fell down the chimney. Then the three little pigs _____



Little Red Riding Hood
Little Red Riding Hood said, "What big teeth you have!" Then the wolf _____

Extension Activity | ©BookPagez.com

Running Record

Title: Miss Smith's Incredible Storybook Guided Reading Text Level: H Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____ Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100 seconds read x 60) _____

Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 50% - 89% Accuracy
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual		
COUNT		INFORMATION USED
Page		E SC E MSV SC MSV
1	It was the first day of school. Zack was waiting for his teacher to arrive. Boring, boring... he thought. Why would this year be any different from the last one? Then the door swung open. "Good morning, class. My name is Miss Smith, and I am your new teacher.	
3	Miss Smith seemed very ... different from Zack's other teachers. But the day went along like every school day Zack could remember - until Miss Smith said, "It's story time." When she sat at her desk and started to read from the book she had brought with her, Zack couldn't believe his eyes. The storybook "...	

Analysis and Comments: _____

Tested By: _____ ©BookPagez.com

Bonus Extension Activity

Running Record Assessment

Complete Common Core Alignment

Common Core State Standards Correlation

Miss Smith's Incredible Storybook Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Miss Smith's Incredible Storybook" correlate with the following English Language Arts Common Core State Standards for first grade.

Reading and Summarizing Lesson Plan and Resources

Reading - Literature
RI.1 - Ask and answer questions about key details in text.
RI.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RI.3 - Describe characters, settings, and major events in a story using key details.
RI.7 - Use illustrations and details in a story to describe its characters, setting or events.
RI.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading - Foundational Skills
RF.1 - Demonstrate understanding of the organization of basic features of print.
RF.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Writing
W.1.2 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.4 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL.1.10 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language
L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).

Miss Smith's Incredible Storybook CCSS Alignment | ©BookPagez.com

Common Core State Standards Correlation

Miss Smith's Incredible Storybook Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Miss Smith's Incredible Storybook" correlate with the following English Language Arts Common Core State Standards for first grade.

Identifying the Author's Purpose Lesson Plan and Resources

Reading - Literature
RI.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RI.4 - Identify who's telling the story at various points in a text.
RI.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading - Foundational Skills
RF.1.1 - Demonstrate understanding of the organization of basic features of print.
RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Writing
W.1.2 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.4 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Language
L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).

Miss Smith's Incredible Storybook CCSS Alignment | ©BookPagez.com

Common Core State Standards Correlation

Miss Smith's Incredible Storybook Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Miss Smith's Incredible Storybook" correlate with the following English Language Arts Common Core State Standards for first grade.

Visualizing Lesson Plan and Resources

Reading - Literature
RI.4 - Identify who's telling the story or poems that suggest feeling or appeal to the senses.
RI.7 - Use illustrations and details in a story to describe its characters, setting or events.
RI.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading - Foundational Skills
RF.1 - Demonstrate understanding of the organization of basic features of print.
RF.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Writing
W.1.2 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.4 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language
L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).

Miss Smith's Incredible Storybook CCSS Alignment | ©BookPagez.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

Miss Smith's Incredible Storybook Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Miss Smith's Incredible Storybook" correlate with the following English Language Arts Common Core State Standards for first grade.

Vocabulary Lesson Plan and Resources

Language
L.1.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.4b - Identify real-life connections between words and their use (e.g. note places of home and one's school).
L.1.4c - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).

Miss Smith's Incredible Storybook CCSS Alignment | ©BookPagez.com

Common Core State Standards Correlation

Miss Smith's Incredible Storybook Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "Miss Smith's Incredible Storybook" correlate with the following English Language Arts Common Core State Standards for first grade.

Word Work Lesson Plan and Resources

Reading - Foundational Skills
RF.1.4 - Show and apply the grade-level phonics and word analysis skills in decoding words.
RF.1.4a - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Miss Smith's Incredible Storybook CCSS Alignment | ©BookPagez.com

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment