Kindergarten Reading
2nd 9 Weeks Parent Syllabus

Listed below are learning targets your child will be expected to understand and perform. Also included is the vocabulary that will be used in the classroom both verbally and in writing. Questions are included to prompt discussions between you and your child.

I can statements	Questions to ask while you are reading with your child	Vocabulary	Questions about what we are learning
● I can name taught uppercase and lowercase letters. ● I can recognize and produce rhyming words. ● I can count, blend and segment syllables in spoken words. ● I can say the first, middle and ending sounds in three-phoneme (CVC) words. ● I can say the sound for each consonant. ● I can read high-frequency words by sight. ● I can blend and segment the onset and rime of one-syllable spoken words. ● I can ask and answer questions about details in a text.	● Who was the story about? ● Where does the story take place? ● What happens first in the story? Next? Last? ● What can you tell me about the setting (describe)? ● What is this story mostly about? ● How do the characters feel in this story? How do you know? ● What can you learn from this book? ● What did you learn from the illustrations? ● How are the story and the picture connected?	**Academic** story question key detail retell beginning middle ending character setting illustration main topic uppercase lowercase syllable rhyme vowel consonant capital Sentence punctuation question words **Oral Vocabulary Words** rule cooperate guard prank responsible listen volume exclaimed chat familiar routine neighborhood	**Unit Questions** What can you learn by going to different places? What do you know about the people and places in your neighborhood? What kinds of things can you find growing in nature? **Discussion questions** What rules do we follow in different places? What are the different sounds we hear? What places do you go to during the week? What do people use to do their jobs? Who are your neighbors? How can people help to make your community better? What do living things need to grow? How do living things change as they grow?

● I can retell familiar stories and include key details. ● I can identify the characters, settings and major events in a story. ● I can identify the main topic of a text and retell key details. ● I can write uppercase and lowercase letters. ● I can write a letter or letters for consonants and short- vowel sounds. ● I can tell the difference between words that are spelled similarly, by saying the sounds of the letters that are different. (tad, tab) ● I can capitalize the first word in a sentence and the pronoun I. ● I can describe the relationship between illustrations and the story. ● I can write and speak in complete sentences. ● I can add describing words to basic sentences. ● I can recognize the different types of end punctuation. ● I can use interrogatives (question words) to ask questions. ● I can ask and answer questions about		local intelligent volunteer equipment uniform utensils expect remained cultures appreciate proud tradition prefer community improve harvest quarrel confused require plant harmful soak crowd develop amazing enormous imagine content fresh delicious beneath raise special **Sight Words** to and go you do my are with he <u>review:</u> I can the we see a like	What kinds of things grow on a farm? **Build Your Word Bank (Optional)** out down will there two her one then new could place all that day long than his when which many them

unknown words in a text. ● I can name the author and illustrator of a text and define their role. ● I can sort common objects into categories.			