



1st Grade Reading
3rd 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 |
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| <ul style="list-style-type: none"> I can read and spell some irregularly spelled words. I can use final _e and common vowel teams to represent long vowel sounds. I can listen to or read a text and answer questions about the characters, setting, and plot. I can retell a story including key details. I can describe characters in a story using key details from the story. I can describe the setting of a story using key details from the text. I can identify who the narrator of a story is at different parts in the story. I can describe the relationship between the illustrations and the text. I can describe what happens in two stories/ texts and compare similarities and | <ul style="list-style-type: none"> Is this a book that tells a story or gives information? How do you know? What are the parts of this book? Who is telling this story? Is the person telling the story one of the characters? How do you know? Who is this story about? What is this story mostly about? How do you know? Who are the characters? How is the information in the pictures the same or different as the information in words? What do the illustrations in this book tell us about the words? | <p>Academic consonant vowel short vowel capital (uppercase) decode retell describe key detail category character setting plot major events order informational text final _e vowel team verb past present future informative writing noun verb context clues</p> <p>Oral Vocabulary Words schedule immediately weekend calendar occasion assist bloom grasped spied sprout</p> | <p>Unit Question What can happen over time? What animals do you know about? What are they like?</p> <p>Discussion questions? What is a folktale? How is life different than it was long ago? How do we get our food? How do animals' bodies help them? How do animals help each other? How do animals survive in nature? What insects do you know about? How are they alike and different? How do people work with animals?</p> <p>Sight Words away now</p> |

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| <p>differences in each story.</p> <ul style="list-style-type: none"> • I can use comprehension strategies to read different types of text. • I can identify the main idea and key details of a text. • I can read first grade informational texts. • I can use text features to answer questions about the main topic. • I can use commas in dates and to separate single words in a series. • I can add -s,-es, -ed, -ing to the end of a word and still read it. • I know when to add -s, -es, -ed, or -ing to the end of a word. • I can correctly identify past, present, and future forms of verbs. • I can write informative/explanatory texts and name a topic, supply some facts about the topic, and provide some sense of closure. • I can identify the difference between singular and plural nouns. • I can match the noun with the correct form of the verb. • I can use vocabulary strategies (context clues) to determine the meaning of unknown words in a text. • I can determine the meaning of a word based on its usage. | <ul style="list-style-type: none"> • Why did the author choose this picture? • What can you learn from the illustrations? • How do we know the character feels happy, sad, angry? • How would you describe the setting (using details from the text)? • What were the major events in the story (in order)? • What is the same about both stories/ texts? What is different? (when comparing similar stories/ texts) • What can you do when you get to a word you don't know? | <p>eventually foolish hero take timid century past present future entertainment delicious nutritious responsibility enormous delighted feature appearance determined predicament relief special splendid behavior beneficial dominant instinct endangered partner danger communicate provide superior survive wilderness search seek different flutter imitate resemble protect beautiful fancy advice career remarkable soothe trust clever signal</p> | <p>some today way why green grow pretty should together water any from happy once so upon ago boy girl how old people after buy done every soon work about animal carry eight give our because blue into or other small find food more over start warm caught flew know laugh listen were found hard near woman would write</p> |
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