



1st Grade Reading
4th 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
<ul style="list-style-type: none"> • I can use final _e and common vowel teams to represent long vowel sounds. • I can use decoding strategies to figure out unknown words. • I can read and spell some irregularly spelled words. • I can 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 explain the difference between books that tell stories and books that provide information. • I can identify who the narrator of a story is at different parts in the story. 	<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? • What clue tells you this book is fiction or nonfiction? • Who is telling this story? • Is the person telling the story one of the characters? How do you know? • Who is this story about? • Who are the characters? • What do the characters learn in the story? • How would you describe the setting (using details from the text)? • What were the major events in the story (in order)? 	<p>Academic consonant vowel short vowel long vowel decode retell describe key detail phrase character setting plot major events order informational text poem final _e vowel team main topic central message text features narrator opinion writing conjunction sentence declarative exclamatory imperative interrogative adjective pronouns</p> <p>Oral Vocabulary Words distinguish classify organize</p>	<p>Unit Question How can we make sense of the world around us?</p> <p>How does teamwork help us?</p> <p>Discussion questions? How can we classify and categorize things?</p> <p>What can you see in the sky?</p> <p>What can you see in the sky?</p> <p>What inventions do you know about?</p> <p>What sounds can you hear? How are they made?</p> <p>How do things get built?</p> <p>How can we work together to make our lives better?</p> <p>Who helps you?</p> <p>How can weather affect us?</p>

<ul style="list-style-type: none"> • I can describe the relationship between the illustrations and the text. • I can describe what happens in two stories/ texts and compare similarities and differences in each story. • I can use comprehension strategies to read different types of text. • I can identify the main idea or central message and key details of a text. • I can read first grade informational texts. • I can use clues from text to identify words and phrases that appeal to the senses. • I can use text features to answer questions about the main topic. • I can describe how the author gives reasons in the text to support specific points. • I can use frequently occurring conjunctions to join words and sentences. • I can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. • I can write opinion pieces and introduce the topic or name the book I am writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • I know when to add -s, -es, -ed, or -ing to the end of a word. • I can use frequently occurring adjectives in 	<ul style="list-style-type: none"> • 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? • Why did the author choose this picture? • What can you learn from the illustrations? • How do we know the character feels happy, sad, angry? • What is the same about both stories/ texts? What is different? (when comparing similar stories/ texts) • What is this story mostly about? How do you know? • What important points does the author make? • How does the author support his/ her reasons? • What can you do when you get to a word you don't know? 	<p>entire startled trouble whole certain observe remained thoughtful vast leaped stretched complicated curious device imagine improve idea unusual distract nervous senses squeaky volume suddenly scrambled contented intend marvelous project structure balance section fair conflict shift risk argument demand emergency decision distance inspire respect swiftly accept often creative cycle frigid predict scorching country gathers ancient drama effort movement tradition difficult</p>	<p>What traditions do you know about?</p> <p>Why do we celebrate holidays?</p> <p>Sight Words</p> <p>four large none only put round another climb full great poor through began better guess learn right sure color early instead nothing oh thought above build fall knew money toward answer brought busy door enough eyes brother father friend love mother picture been children month question their year before front heard push</p>
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<p>sentences when writing.</p> <ul style="list-style-type: none">• I can determine and/or select the appropriate adjective.• I can apply syllabication rules to decode syllables in a word and identify vowel sounds.• I can use vocabulary strategies (context clues) to determine the meaning of unknown words in a text.• I can correctly use personal, possessive, and indefinite pronouns (I, me, they, their, anyone, anything).		<p>nobody design display pride purpose represent nation unite</p>	<p>tomorrow your favorite few gone surprise wonder young</p>
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