



Kindergarten 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"> <li>I can say the first, middle and ending sounds in three-phoneme (CVC) words.</li> <li>I can read high-frequency words by sight.</li> <li>I can ask and answer questions about details in a text.</li> <li>I can retell familiar stories and include key details.</li> <li>I can identify the characters, settings and major events in a story.</li> <li>I can use the correct question word when asking a question (who, what, when, where, why, how).</li> <li>I can identify all question words.</li> <li>I can add or substitute individual sounds in one-syllable words to make new words.</li> </ul>	<ul style="list-style-type: none"> <li>Who was the story about?</li> <li>Where does the story take place?</li> <li>What happens first in the story? Next? Last?</li> <li>What can you tell me about the setting (describe)?</li> <li>What is the problem in this story?</li> <li>What can you do when you get to a word you don't know?</li> <li>How do the characters feel in this story? How do you know?</li> <li>What is the same/ different about both stories/ texts (when comparing similar stories)?</li> <li>What do the illustrations help us learn about the story?</li> </ul>	<p><b>Academic</b></p> <p>story questions key detail retell beginning middle ending character setting illustration compare contrast question words consonant vowel long vowel sound sentence main topic informative writing opinion writing</p> <p><b>Oral Vocabulary</b></p> <p>chores contribute member organize accomplish citizen respect tidy necessary hailed natural resources create designs weave knowledge decide opinion</p>	<p><b>Unit Questions</b></p> <p>How do things change?</p> <p>How can new ideas help us?</p> <p><b>Discussion questions?</b></p> <p>How can you help out at home?</p> <p>What do good citizens do?</p> <p>How can things in nature be used to make new things?</p> <p>What can happen when we work together?</p> <p>In what ways are things alike? How are they different?</p> <p>What ideas can you suggest to protect the environment?</p> <p><b>Build Your Word Bank (Optional)</b></p> <p>out down will there two</p>

<ul style="list-style-type: none"> <li>• I can write a letter or letters for consonants and short- vowel sounds.</li> <li>• I can describe the relationship between illustrations and the story.</li> <li>• I can differentiate between short and long vowel sounds.</li> <li>• I can add describing words to basic sentences.</li> <li>• I can identify the main topic of a text and retell key details.</li> <li>• I can compare and contrast the experiences of characters in familiar stories.</li> <li>• I can capitalize the first word in a sentence and the pronoun I.</li> <li>• I can draw and write to compose informative texts (tell about a topic).</li> <li>• I can draw, write, or dictate opinion pieces about a book or topic.</li> </ul>		<p>ragged marvel grateful sort similar perfect endless experiment environment protect recycle wisely encourage</p> <p><b>Sight Words</b></p> <p>help too has play where look good who come does</p> <p><u>review:</u> I can the we see a like to and go you do my are with he is little she was for have of they said want here me this what</p>	<p>her one then new could place all that day long than his when which many them by some many then now way from people work about may or each other into more find over were know would wrote part only words first sound their</p>
---	--	--	--