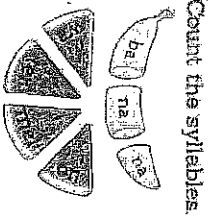


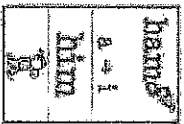
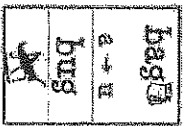
Demonstrates understanding of spoken words, syllables, and sounds.

Successful readers have strong phonemic awareness. This means they can hear differences and similarities in words. These skills include:

- * rhyming words
- * listening for each individual sound in a words
- * pushing sounds together to make a word
- * pulling sounds out of a word while pushing a new sound in to make a new word
- * listening for syllables in multi-syllable words



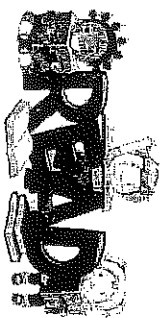
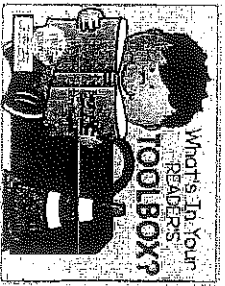
Count the syllables.



Applies grade level reading strategies.

With all of this in mind, these are the reading behaviors and strategies I will be working on with your child:

- * Recognizes when it doesn't make sense
- * Tries a new sound for a spelling
- * Says the sounds and looks all the way through the word, left to right.
- * Reads multi-syllable words one piece at a time.
- * Rereads to make it smoother/to make sense.



Learning Goals for Your Developing Reader

Dear Families,

I wanted to share some information about the First Grade literacy standards to help you understand all that your child is working on to reach his or her fullest potential as a reader this year.

The bolded sentences share the learning standard, or target, and below it, I've defined what it looks like for First Grade.

These are all end of the year goals and we work on them each day. If you have any questions, I'm happy to answer them.

Uses decoding skills to read words.

In order to decode a words, students must be able to:

- * Say the sound for each spelling
- * Blend those sounds together

Our English Language is unique in the following ways.

Students are explicitly taught these concepts so they can navigate reading natural text.

* Some spellings can represent more than one sound.

For example, the sound for "a" in cat is different than the sound for "a" in cake. It's the same letter, but we say a different sound.

* Each sound can be spelled in many ways.

For example, the sound /u/ is spelled with "u" in fun, but with "a" in was. It's the same sound, but we spell it with a different letter.

* 1, 2, 3, or 4 letters can represent the spelling of the sound.

For example, the sound /igh/ is spelled with one letter in like but three letters in night.

I begin with teaching the most common sound for each letter. We read decodable books, meaning the words in the book require students to say the most common sound for each letter. Then students move to more natural text that requires knowledge of the three concepts above.

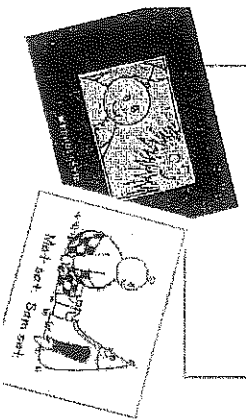
Decodable Books

Sample text:
Cat can mop.



Common Books (Natural Text)

Sample text:
The cat was lost at night.



Reads common high-frequency words.

Our First Grade word list has 50+ words. I introduce a few of these each week and we practice reading them by saying a sound for each spelling in the word and blending them together. They are called high frequency words because they are so common in text that students will see them often. Because students read them so often, quite quickly, they will not need to "sound them out" but will build automaticity with them and read them "by sight."

| | | |
|---------|--------|-------|
| about | after | away |
| before | blue | boy |
| brother | brown | come |
| does | eat | eight |
| father | first | five |
| four | good | great |
| green | happy | learn |
| listen | me | most |
| mother | never | once |
| one | people | play |
| put | school | seven |
| should | small | talk |
| teacher | their | three |
| today | took | two |
| use | very | where |
| who | why | write |
| yellow | your | |