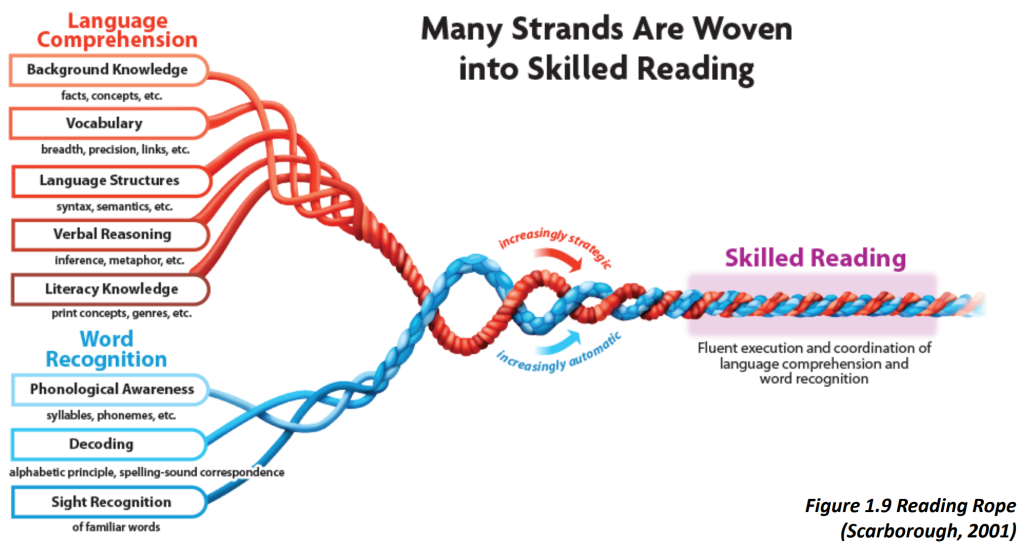
**Language Arts 1 A Structured Literacy Teacher Implementation Guide**

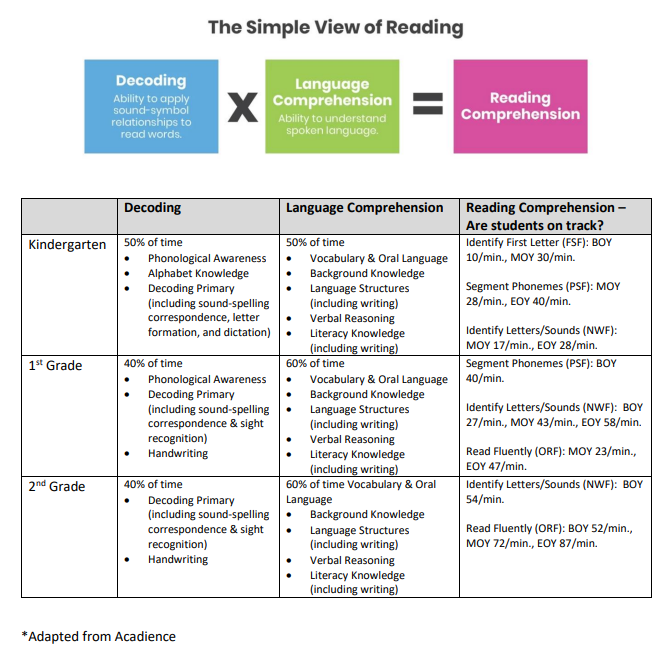
**Document Overview:** This implementation guide has been outlined based on the [K-5 Structured Literacy Companion](https://www.connexus.com/library/launch.aspx?id=99368) resource. It includes high-level information about Structured Literacy as well as detailed student learning information and Learning Coach and/or teacher instruction for each unit in Language Arts 1 A.

**Structured Literacy Components:**

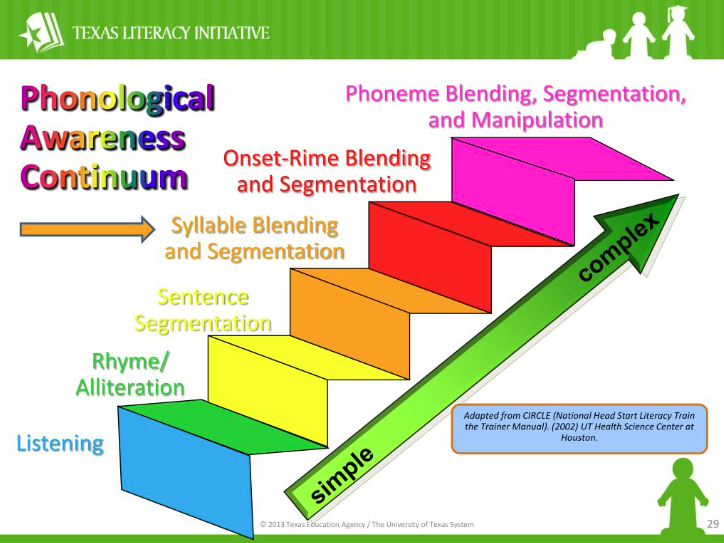
[](https://www.connectionsacademy.com/teacher-companion-site/ela-companion-site/ela-companion-site-sor/)

*\*Click on the image above for additional Science of Reading & Structured Literacy information on the Teacher Companion Site.*

**Literacy Framework:**



**Phonological Awareness Continuum:**

[](https://www.understood.org/en/articles/building-phonological-awareness-in-your-child?_sp=f4954afa-56e3-411d-8a98-f761c2b64260.1658075744853)

*\*Click on the image above for additional information and activities for Phonological Awareness from Understood®*

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* [At the Park](#AtthePark)
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* [Someone Special](#SomeoneSpecial)

**Unit: Adventures Near and Far**

In this unit, your student will be learning about places where people go.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with short *a*.
  + Read words with short *a* and read high-frequency words *does*, *not*, *school*, and *what*.
  + Blend words with short *a*.
  + Build words with short *a*
  + Build and blend words with short *a*.
* Language Comprehension Learning Goals for this unit:
  + Listen to a text to build comprehension and identify whether the text tells a story or gives information.
  + Identify singular nouns and matching verbs.
  + Identify the meaning of important reading terminology (e.g., words, letters, beginning of sentence, top of the page, bottom of the page).
  + Reread parts of a text in order to identify key details.
  + Use singular nouns with matching verbs in basic sentences when writing.
  + Identify the top, middle and bottom handwriting lines.
  + Answer questions about key details in a literary text.
  + Use singular nouns with matching verbs correctly in basic sentences when speaking.
  + Identify and trace vertical, horizontal, and curved lines.
  + Ask questions about key details in a literary text.
  + With support, read a book of choice.
  + Apply reading strategies to read a text fluently with accuracy.
  + Ask and answer questions about key details in a text.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 1: Adventures Near and Far | |
| Lesson 1 | **information** – tells about real people, places, or things  **noun** – a word that names a person, an animal, a place, or a thing  **plural** – describing more than one of something  **singular** – describing one of something  **story** – tells about something that happens that may not be real  **verb** – a word that names an action |
| Lesson 2 | **decide** – to choose what you are going to do  **details** – pieces of information  **noun** – a word that names a person, animal, place, or thing  **reread** – to read again  **singular** – describing one of something  **verb** – a word that names an action |
| Lesson 3 | **answer** – something you say or write when you are asked a question  **characters** – the made-up people in a story  **curved** – having a shape that is not straight  **details** – pieces of information  **noun** – a word that names a person, animal, place, or thing  **verb** – a word that names an action |
| Lesson 4 | **question** – something to ask to get information |
| Lesson 5 | **answer** – something you say or write when you are asked a question  **question** – something to ask to get information |

Synchronous Instruction:

* High Frequency Words: does, not, school, what
* Decoding Pattern: short a
* Spelling Words: had, man, sat, hat, ran, bag
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Near and Far – Lesson 1 Page 11.)

* + Decoding routine to use for unit: [ELA 1A Unit 1 Day 1 and 2 Short a](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3)
    - Day 1: [Slides](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3) 1-9
      * Phonological awareness, blending, segmenting, letter-sound correspondence
    - Day 2: Slides 10-31
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 32-50
      * Decoding pattern, write the letter Aa, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 4: Slides 44-55
      * high-frequency words, decodable texts, sentence dictation, alphabet practice (if needed)
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [My Cat Pat](https://www.connexus.com/library/launch.aspx?id=99153)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103198)
        + [Bag of Hats and Caps](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/35a_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds&mode=) section)
        + [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
      * Additional Decoding Resources
        + [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fDecodables%2fAdditional+Decoding+Resources%2f&category=Additional+Decoding+Resources) – none of these decodable texts have been presented in a routine to students.

**Unit: At the Park**

In this unit, your student will be learning about different places people go, including the park, and they will read about adventures that can happen along the way.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with a short *i*.
  + Read words with short *i* and read high-frequency words: *be* and *come*.
  + Blend words with a short *i*.
  + Build words with a short *i*.
  + Blend and build words with a short *i*.
* Language Comprehension Learning Goals for this unit:
  + Listen to a text to build comprehension and identify whether the text tells a story or gives information.
  + Identify plural nouns and matching verbs.
  + Recognize capitalization at the beginning of a sentence as a distinguishing feature of a sentence.
  + Think aloud to identify and retell the beginning of a story.
  + Use singular nouns with matching verbs in basic sentences when writing.
  + Identify and practice writing capital *L* and lowercase *l*.
  + Identify and retell the middle of a story.
  + Use plural nouns with matching verbs in basic sentences when speaking.
  + Identify and practice writing capital *T* and lowercase *t*.
  + Identify and retell the ending of a story.
  + With support, read a book of choice.
  + Apply the think-aloud strategy to retell the beginning, middle, or end of a story.
  + Define sequence and retell stories sequentially, including key details.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 2: At the Park | |
| Lesson 1 | **capital letter** – an uppercase letter  **information** – things that are known or true  **noun** – a word that names a person, animal, place, or thing  **plural** – describing more than one of something  **sentence** – a group of words that tells a complete thought  **story** – words and pictures that tell about things that happen  **verb** – a word that names an action |
| Lesson 2 | **beginning of a story** – the first part of a story  **character** – a person, animal, or thing that acts in a story  **noun** – a word that names a person, animal, place, or thing  **plural** – describing more than one of something  **retell** – to tell again  **think aloud** – say what you are thinking out loud  **verb** – a word that names an action |
| Lesson 3 | **character** – a person, animal, or thing that acts in a story  **middle of a story** – the part of a story that tells what happens  **noun** – a word that names a person, an animal, a place, or a thing  **problem** – something that needs to be fixed or worked out  **retell** – to tell again  **solutions** – ways to fix a problem  **solve** – to fix or figure out  **verb** – a word that names an action |
| Lesson 4 | **beginning of a story** – the first part of a story  **end of a story** – the last part of a story  **middle of a story** – the part of a story that tells what happens  **retell** – to tell again |
| Lesson 5 | **event** – something that happens in a story  **retell** – to tell again  **sequence** – the order in which something happens |

Synchronous Instruction:

* High Frequency Words: be, come
* Decoding Pattern: short i
* Spelling Words: win, pin, fin, sit, lit, big
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in At the Park – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1A Unit 2 Day 1 and 2 Short i](https://docs.google.com/presentation/d/1-OibvVV0w90Nw6OphuWEDSZce35B5d_T/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
    - Day 1: [Slides](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3) 1-8
      * Phonological awareness, blending, segmenting, letter-sound correspondence
    - Day 2: Slides 9-29
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 30-47
      * Decoding pattern, write the letter Ii, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 4: Slides 42-52
      * high-frequency words, decodable texts, sentence dictation, alphabet practice (if needed)
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [A Hat for Pip](https://www.connexus.com/library/launch.aspx?id=99164)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103199)
        + [Gil and His Pig](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/36a_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds&mode=) section)
        + [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
      * Additional Decoding Resources
        + [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fDecodables%2fAdditional+Decoding+Resources%2f&category=Additional+Decoding+Resources) – none of these decodable texts have been presented in a routine to students.

**Unit: Surprising Things Can Happen**

In this unit, your student will be learning about unexpected events that occur when the characters visit certain places.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with short *o*.
  + Read words with short *o* and read high-frequency words: *good*, *they*, and *pull*.
  + Blend words with short *o*.
  + Build words with short *o*.
  + Blend and build words with short *o*.
* Language Comprehension Learning Goals for this unit:
  + Listen to a text to build comprehension and identify whether the text tells a story or gives information.
  + Identify common nouns.
  + Recognize ending punctuation of a sentence as a distinguishing feature of a sentence.
  + Differentiate between illustrations and words in a story and visualize important parts of the story.
  + Identify proper nouns.
  + Identify and practice writing capital *I* and lowercase *i*.
  + Identify basic story elements such as characters, settings, and events.
  + Identify possessive nouns.
  + Identify and practice writing question marks.
  + Make predictions and describe plot/events in a story using illustrations from the story.
  + With support, read a book of choice.
  + Apply an understanding of nouns to identify common nouns, proper nouns, and possessive nouns.
  + Describe events in a story using words from the story.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 3: Surprising Things Can Happen | |
| Lesson 1 | **common noun** – a noun that names any person, animal, place, or thing  **end mark** – a mark that shows a sentence is finished  **information** – tells about real people, places, or things  **noun** – a word that names a person, an animal, a place, or a thing  **period** – an end mark that shows a sentence tells something  **question mark** – an end mark that shows a sentence asks something  **story** – tells about something that happens |
| Lesson 2 | **characters** – people or animals in a story  **common noun** – a noun that names any person, animal, place, or thing  **details** – important pieces of information  **illustration** – the picture in a book  **noun** – a word that names a person, an animal, a place, or a thing  **proper noun** – a noun that names a special person, animal, place, or thing  **setting** – where a story takes place |
| Lesson 3 | **character** – a person or animal in a story  **details** – pieces of information in a story  **event** – something that happens in a story  **noun** – a word that names a person, an animal, a place, or a thing  **possessive noun** – a noun that shows that a person, an animal, or a thing owns or has something  **setting** – where a story takes place |
| Lesson 4 | **common nouns** – nouns that name any person, animal, place, or thing  **details** – pieces of information in a story  **illustrations** – the pictures in a story  **nouns** – words that name a person, an animal, a place, or a thing  **possessive nouns** – nouns that show that a person, animal, or thing owns or has something  **proper nouns** – nouns that name special people, animals, places, or things |
| Lesson 5 | **events** – the things that happen in a story  **reason** – why you think something is true |

Synchronous Instruction:

* High Frequency Words: good, they, pull
* Decoding Pattern: short o
* Spelling Words: hot, pot, not, nod, job, mom
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Surprising Things Can Happen – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1A Unit 3 Day 1 and 2 Short o](https://docs.google.com/presentation/d/1-u5lECPaDD1mOPq3oNEw2M0lXyC__MDE/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
    - Day 1: [Slides](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3) 1-8
      * Phonological awareness, blending, segmenting, letter-sound correspondence
    - Day 2: Slides 9-30
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 31-50
      * Decoding pattern, write the letter Oo, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 4: Slides 44-55
      * high-frequency words, decodable texts, sentence dictation, alphabet practice (if needed)
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [Good Dog Dot!](https://www.connexus.com/library/launch.aspx?id=99155)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103200)
        + [It's Hot!](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/37a_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds&mode=) section)
        + [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
      * Additional Decoding Resources
        + [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fDecodables%2fAdditional+Decoding+Resources%2f&category=Additional+Decoding+Resources) – none of these decodable texts have been presented in a routine to students.

**Unit: Watching Animals**

In this unit, your student will be learning about characters who go places and observe the behavior of animals.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with *l* blends.
  + Read words with *l* blends and read the high-frequency words *fun*, *make*, and *too*.
  + Blend words with *l* blends.
  + Build words with *l* blends.
* Language Comprehension Learning Goals for this unit:
  + Listen to a text to build comprehension and identify whether the text tells a story or gives information.
  + Use common nouns when writing and speaking.
  + Demonstrate book orientation knowledge by holding a book correctly.
  + Identify and describe characters and settings in the story using key details.
  + Use proper nouns when writing and speaking.
  + Identify and practice writing capital *F* and lowercase *f*.
  + Identify and describe events in the story using key details.
  + Use possessive nouns when writing and speaking.
  + Identify and practice writing periods and exclamation points.
  + Use key details to make inferences and draw conclusions in texts.
  + Create an independent reading project on a book of your choosing.
  + With support, read a book of their choice.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 4: Watching Animals | |
| Lesson 1 | **common noun** – a noun that names any person, animal, place, or thing  **event** – something that happens in a story  **facts** – things that are true  **information** – tells about real people, places, or things  **noun** – a word that names a person, an animal, a place, or a thing  **story** – tells about something that happens that may not be real |
| Lesson 2 | **characters** – people or animals in a story  **common noun** – a noun that names any person, animal, place, or thing  **describe** – use details to tell who or what something is like  **proper noun** – a noun that names a special person, animal, place, or thing  **setting** – where a story takes place |
| Lesson 3 | **events** – things that happen in a story  **possessive noun** – a noun that shows that a person, an animal, or a thing owns or has something |
| Lesson 4 | **clues** – pieces of information that help answer a question  **details** – pieces of information in a story  **plan** – think about how to do something  **project** – an activity to show understanding |

Synchronous Instruction:

* High Frequency Words: fun, make, too
* Decoding Pattern: consonants: l blends
* Spelling Words: sled, clap, flat, plug, slip, plan
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Surprising Things Can Happen – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1A Unit 4 Day 1 and 2 Blends l](https://docs.google.com/presentation/d/1P-sp5k6WgDFMtvk2W5OlJhPNAfNseFlt/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
    - Day 1: [Slides](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3) 1-8
      * Phonological awareness, blending, segmenting, letter-sound correspondence
    - Day 2: Slides 9-30
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 31-47
      * Decoding pattern, write the letter Ll, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 4: Slides 43-54
      * high-frequency words, decodable texts, sentence dictation, alphabet practice (if needed)
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [My Flag](https://www.connexus.com/library/launch.aspx?id=99151)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103201)
        + [The Fox and the Red Hen](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/41a_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds&mode=) section)
        + [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
      * Additional Decoding Resources
        + [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fDecodables%2fAdditional+Decoding+Resources%2f&category=Additional+Decoding+Resources) – none of these decodable texts have been presented in a routine to students.

**Unit: Animals on Land and Sea**

In this unit, your student will be learning about land and sea animals.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with *r* and *s* blends.
  + Read words with *r* and *s* blends and the high-frequency words: *jump*, *move*, *run*, and *two*.
  + Blend words with *r* and *s* blends.
  + Build words with *r* and *s* blends.
* Language Comprehension Learning Goals for this unit:
  + Listen to a text to build comprehension and identify whether the text tells a story or gives information.
  + Capitalize dates when writing.
  + Identify the purpose of an informative essay and read an example with support.
  + Reread parts of a text in order to identify key details and define key vocabulary words.
  + Identify and practice writing *Ii* and *Ll*.
  + Define *topic* and identify the topic of a model informational essay.
  + Ask questions about key details in an informational text.
  + Capitalize the names of people and the pronoun *I* when writing.
  + Reread parts of informational texts to identify the sources and topic and write a sentence identifying the topic of the texts.
  + Answer questions about key details in an informational text.
  + Identify and practice writing *Tt* and *Ff*.
  + Define facts and identify examples of facts in an informative essay.
  + Select an informational text and identify key details.
  + Reread parts of informational texts to locate facts that relate to the topic, recording facts in a graphic organizer.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 5: Animals on Land and Sea | |
| Lesson 1 | **capital letter** – a letter that is uppercase, such as A, B, and C  **date** – a certain day of a month or a year  **facts** – things that are known or true  **information** – a group of things that are known or true  **information text** – writing that gives true facts  **proper nouns** – words that name special people, animals, places, or things |
| Lesson 2 | **detail** – an important piece of information  **information text** – writing that gives true facts  **reread** – to read again  **topic** – what an information text is about |
| Lesson 3 | **capital letter** – a letter that is uppercase, such as A, B, or C  **drawings** – pictures made with pencil, pen, or crayon  **photographs** – pictures made with a camera  **proper nouns** – words that name special people, animals, places, or things  **question** – something to ask to get information  **title** – the name of a text  **topic** – what an information text is about |
| Lesson 4 | **facts** – true statement |
| Lesson 5 | **facts** – true statement  **topic** – what an information text is about  **decisions** – choices |

Synchronous Instruction:

* High Frequency Words: jump, run, two, move
* Decoding Pattern: consonants – s and r blends
* Spelling Words: snip, frog, spot, trap, drip, slim
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Animals on Land and Sea – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1A Unit 5 Day 1 and 2 Blends r s](https://docs.google.com/presentation/d/1c3FnVy2PYzNZWtsWXOWiYN39J9_shd4T/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
    - Day 1: [Slides](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3) 1-8
      * Phonological awareness, blending, segmenting, letter-sound correspondence
    - Day 2: Slides 9-31
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 32-51
      * Decoding pattern, write the letters Rr and Ss, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 4: Slides 44-56
      * high-frequency words, decodable texts, sentence dictation, alphabet practice (if needed)
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [Dogs and Frogs](https://www.connexus.com/library/launch.aspx?id=99158)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103202)
        + [The Frog and the Slug](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/41b_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds&mode=) section)
        + [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
      * Additional Decoding Resources
        + [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fDecodables%2fAdditional+Decoding+Resources%2f&category=Additional+Decoding+Resources) – none of these decodable texts have been presented in a routine to students.

**Unit: Turtles Are Special**

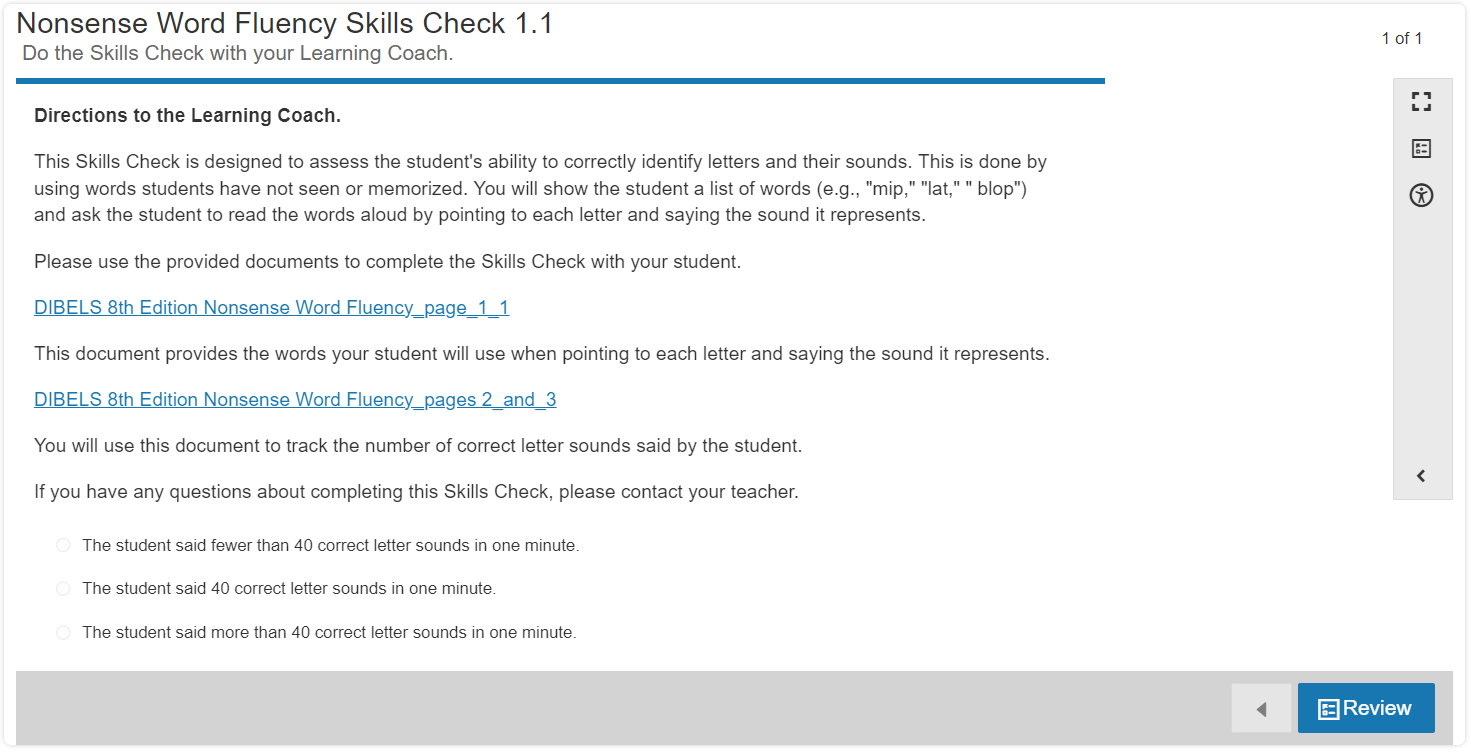
In this unit, your student will read information texts about sea turtles.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with short *e* spelled *e* and *ea*.
  + Read words with short *e* spelled *e* and *ea* and read high-frequency words: *again*, *help*, *new*, *there*, and *use*.
  + Blend words with short *e* spelled *e* and *ea*.
  + Build words with short *e* spelled *e* and *ea*.
* Language Comprehension Learning Goals for this unit:
  + Listen to a text to build comprehension and identify whether the text tells a story or gives information.
  + Identify the difference between a simple and a compound sentence.
  + Define *closure* and identify how the author closes a model informative essay.
  + Locate key words to identify the main topic of an information text.
  + Identify and practice writing circles and part circles.
  + Reread information texts and identify how authors provide a sense of closure when writing.
  + Identify information provided by words in an information text.
  + Identify examples of simple and compound sentences.
  + Review facts about a topic and compose sentences giving facts about the topic.
  + Identify what a retelling is and how retellings differ from summaries.
  + Identify and practice writing circle strokes in letters.
  + Review a topic sentence and sentences with supporting facts to compose an appropriate closing sentence.
  + Retell the key details of an information text.
  + Review an informative essay to check that it includes a topic sentence, facts about the main idea, and a closure, adding to the draft as necessary.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 6: Turtles Are Special | |
| Lesson 1 | **beginning sentence** – the first sentence in an information text  **closing sentence** – the last sentence in an information text  **compound sentence** – a sentence that tells two complete thoughts  **facts** – things that are known or true  **information** – a group of things that are known or true  **sentence** – a group of words that tells a complete thought  **simple sentence** – a sentence that tells one complete thought |
| Lesson 2 | **closing sentence** – the last sentence in an information text  **details** – important pieces of information  **facts** – things that are true  **topic** – who or what an information text is about |
| Lesson 3 | **beginning sentence** – the first sentence in an information text  **details** – important pieces of information  **facts** – things that are true  **facts** – true statements  **topic** – who or what an information text is about |
| Lesson 4 | **details** – important pieces of information  **ending sentence** – the last sentence in an information text  **facts** – true statements  **retell** – to tell again a story or information text that was read  **retelling** – telling again a story or information text that was read  **summarize** – to tell the main ideas of an information text or a story  **topic** – what an information text is about |
| Lesson 5 | **beginning sentence** – the first sentence in an information text  **closing sentence** – the last sentence in an information text  **details** – important pieces of information  **facts** – true statements  **retell** – to tell again  **topic** – who or what an information text is about |

**Nonsense Word Fluency Check in Lesson 5**

* Learning Coaches are asked to facilitate the assessment with their student.
* Learning Coaches are provided this [DIBELS](https://cite-media.pearson.com/legacy_paths/e3f4dbdf-06eb-4207-a040-ee3d11ce71b0/DIBELS%208th%20Edition%20Nonsense%20Word%20Fluency_pages%202_and_3.pdf) document within the Skills Check Assessment.
* Students need [THIS DOCUMENT](https://cite-media.pearson.com/legacy_paths/e3b4f446-6279-47f2-bc51-b5efdc2eaa7b/DIBELS%208th%20Edition%20Nonsense%20Word%20Fluency_page_1_1.pdf) in order to complete the assessment.
* For additional details about how to administer the Nonsense Word Fluency (NWF) assessment in order to support Learning Coaches, please see pages 65-68 of the [DIBELS 8 Administration and Scoring Guide](https://dibels.uoregon.edu/sites/default/files/2024-01/dibels8_admin_scoring_guide.pdf).
* Here is a screenshot of the assessment:



Synchronous Instruction:

* High Frequency Words: again, help, new, there, use
* Decoding Pattern: vowels- short e: e, ea
* Spelling Words: get, fed, yes, step, head, bread
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Turtles are Special – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1A Unit 6 Day 1 and 2 Short e](https://docs.google.com/presentation/d/1z7pn78NxwCqbFJ1Ts_h57nY3g_KdA3lL/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
    - Day 1: [Slides](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3) 1-8
      * Phonological awareness, blending, segmenting, letter-sound correspondence
    - Day 2: Slides 9-34
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 35-55
      * Decoding pattern, write the letter Ee, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 4: Slides 47-60
      * high-frequency words, decodable texts, sentence dictation alphabet practice (if needed)
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [Ben and Jet](https://www.connexus.com/library/launch.aspx?id=99163)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103203)
        + [Fred and the Tent](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/40b_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds&mode=) section)
        + [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
      * Additional Decoding Resources
        + [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fDecodables%2fAdditional+Decoding+Resources%2f&category=Additional+Decoding+Resources) – none of these decodable texts have been presented in a routine to students.

**Unit: Helpful Hands!**

In this unit, your student will read information texts about sea turtles.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with short *e* spelled *e* and *ea*.
  + Read words with short *e* spelled *e* and *ea* and read high-frequency words: *again*, *help*, *new*, *there*, and *use*.
  + Build words with short *e* spelled *e* and *ea*.
* Language Comprehension Learning Goals for this unit:
  + Listen to a text to build comprehension and identify whether the text tells a story or gives information.
  + Identify the difference between a simple and a compound sentence.
  + Define *closure* and identify how the author closes a model informative essay.
  + Locate key words to identify the main topic of an information text.
  + Identify and practice writing circles and part circles.
  + Reread information texts and identify how authors provide a sense of closure when writing.
  + Identify information provided by words in an information text.
  + Identify examples of simple and compound sentences.
  + Identify and practice writing circle strokes in letters.
  + Review a topic sentence and sentences with supporting facts to compose an appropriate closing sentence.
  + Retell the key details of an information text.
  + Review an informative essay to check that it includes a topic sentence, facts about the main idea, and a closure, adding to the draft as necessary.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 7: Helpful Hands! | |
| Lesson 1 | **end mark** – a mark that shows a sentence is finished  **exclamation mark** – an end mark that shows a strong feeling  **facts** – things that are true  **information** – tells about real people, places, or things  **period** – an end mark that shows a sentence tells something  **question mark** – an end mark that shows a sentence asks something  **story** – tells about something that happens that may not be real |
| Lesson 2 | **clues** – pieces of information that help you answer a question  **end mark** – a mark that shows a sentence is finished  **exclamation mark** – an end mark that shows strong feeling  **period** – an end mark that shows a sentence tells something  **question mark** – an end mark that shows a sentence asks something  **reread** – to read again  **topic** – what a book that gives information is mostly about |
| Lesson 3 | **details** – important pieces of information  **end mark** – a mark that shows a sentence is finished  **exclamation mark** – an end mark that shows strong feeling  **illustrations** – the pictures in a book  **period** – an end mark that shows a sentence tells something  **photos** – pictures taken with a camera  **question mark** – an end mark that shows a sentence asks something |
| Lesson 4 | **summarize** – use your own words to tell what a book is about  **topic** – what a book is mostly about |
| Lesson 5 | **details** – important pieces of information  **summarize** – to tell the main ideas of an information text or a story  **topic** – what a book is mostly about |

Synchronous Instruction:

* High Frequency Words: could, live, one, then, three
* Decoding Pattern: vowel – short u and FLSZ rule
* Spelling Words: hug, mud, cut, hum, jug, stub
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Helpful Hands! – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1A Unit 7 Day 1 and 2 Short u and FLSZ rule](https://docs.google.com/presentation/d/1wPMIraHGgmCtNR34WURw8pKM0kq2DDtv/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
    - Day 1: [Slides](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3) 1-8
      * Phonological awareness, blending, segmenting, letter-sound correspondence
    - Day 2: Slides 9-36
      * Decoding pattern, write the letter Uu, letter-sound correspondence, **FLSZ spelling rule**, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 37-52
      * Decoding pattern, write the letter Uu, letter-sound correspondence, **FLSZ** **spelling rule**, spelling words
    - Day 4: Slides 53-67
      * high-frequency words, decodable texts, sentence dictation, alphabet practice (if needed)
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Review FLSZ spelling rule
      * Decodable texts from this unit:
        + [Three Cubs](https://www.connexus.com/library/launch.aspx?id=99137)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103204)
        + [Cub and Pup](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/39a_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds&mode=) section)
        + [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
      * Additional Decoding Resources
        + [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fDecodables%2fAdditional+Decoding+Resources%2f&category=Additional+Decoding+Resources) – none of these decodable texts have been presented in a routine to students.

**Unit: Amazing Bodies**

In this unit, your student will be learning information about how animals use their body parts.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with consonant blends (for example -*le* words).
  + Read words with consonant blends and the high-frequency words *eat*, *no*, *of*, *under*, and *who*.
  + Blend words with consonant blends (for example -*le* words).
  + Build words with consonant blends.
* Language Comprehension Learning Goals for this unit:
  + Listen to a text to build comprehension and identify whether the text tells a story or gives information.
  + Identify and produce simple interrogative and exclamatory sentences.
  + Revise the draft of an informative essay, adding appropriate vocabulary, as needed.
  + Think-aloud to identify the connection between two pieces of information in an informational text.
  + Identify and practice writing capital *C*.
  + Edit the draft of an informative essay.
  + Identify and describe the connection between two ideas in an informational text.
  + Identify and produce simple declarative and imperative sentences.
  + Use a variety of digital tools to publish an informative essay, with guidance and support as needed.
  + Identify and describe the connection between two events in an information text.
  + Add a visual display to an informative essay and present the essay.
  + Identify and practice writing lowercase *c*.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 8: Amazing Bodies | |
| Lesson 1 | **exclamation** – a sentence that shows strong feeling  **information** – tells about real people, places, or things  **punctuation mark** – a symbol that divides part of a sentence  **question** – a sentence that asks for an answer  **revise** – reread what you write and make changes  **story** – tells about something that happens that may not be real |
| Lesson 2 | **detail** – an important piece of information  **edit** – read what you write and fix mistakes  **facts** – things that are true  **information** – tells about real people, places, or things  **topic** – who or what an information text is about |
| Lesson 3 | **brainstorm** – think of many different ideas for doing something  **command** – a sentence that tells someone to do something  **idea** – information about something  **publish** – make a final copy and share it with others  **statement** – a sentence that tells something  **topic** – who or what an information text is about |
| Lesson 4 | **event** – something that happens in a text  **present** – tell about a text as people listen  **topic** – who or what an information text is about |

Synchronous Instruction:

* High Frequency Words: eat, no, of, under, who
* Decoding Pattern: consonants: -le blends
* Spelling Words: candle, handle, puddle, bubble, wiggle, tumble
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Amazing Bodies – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1A Unit 8 Day 1 and 2 Blends -le](https://docs.google.com/presentation/d/1WavfZWXtH_ZkITgn1wNEKqkAkQkJwAm4/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
    - Day 1: [Slides](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3) 1-7
      * Phonological awareness, blending, segmenting, letter-sound correspondence
    - Day 2: Slides 8-29
      * Decoding pattern, high-frequency words, decodable texts
    - Day 3: Slides 30-42
      * Decoding pattern, letter-sound correspondence, **syllabication (new)**, decodable texts
    - Day 4: Slides 39-47
      * **Syllabication (new)**, decodable texts, sentence dictation, alphabet practice (if needed)
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [The Puddle](https://www.connexus.com/library/launch.aspx?id=99139)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103205)
        + [Maple Fudge](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/75_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds&mode=) section)
        + [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
      * Additional Decoding Resources
        + [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fDecodables%2fAdditional+Decoding+Resources%2f&category=Additional+Decoding+Resources) – none of these decodable texts have been presented in a routine to students.

**Unit: Alike and Different**

In this unit, your student will learn how animals are alike and different. Your student will see how some animals have pouches, pads, plumes, or plates. They will also see how some animals may look alike but are different.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with *th, sh,* and *-ng*.
  + Read words with *th, sh,* and *-ng* and read the high-frequency words *all, call, day, her,* and *want*.
  + Blend words with *th, sh,* and *-ng*.
  + Build words with *th, sh,* and *-ng*.
* Language Comprehension Learning Goals for this unit:
  + Listen to a text to build comprehension and identify whether the text tells a story or gives information.
  + Define past verb tense.
  + Use context to confirm word recognition, rereading as necessary.
  + Make and correct or confirm predictions using text features such as headings, glossaries, and illustrations in information texts.
  + Identify examples of past verb tense.
  + Identify and practice writing capital *D* and lowercase *d*.
  + Identify how headings, table of contents, and glossaries are used in informational texts.
  + Use verbs to convey a sense of past when writing and speaking.
  + Identify and practice writing capital *E* and lowercase *e*.
  + Identify what electronic menus and icons are, and identify how they are used in information texts.
  + With support, read a book of choice.
  + Apply reading strategies to read a text fluently with accuracy.
  + Identify and describe how text features are used in information texts.
  + Vocabulary:

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| --- | --- |
| Unit 9: Alike and Different | |
| Lesson 1 | **facts** – things that are known or true  **information** – tells about real people, places, or things  **past** – a time that has already happened  **story** – tells about something that happens that may not be real  **verb** – a word that names an action |
| Lesson 2 | **heading** – the title of a chapter or section  **past** – a time that has already happened  **predict** – to use clues to guess what will happen next  **reread** – to read again  **title** – the name of a book  **verb** – a word that names an action |
| Lesson 3 | **glossary** – a list of hard words and their meanings  **heading** – the title of a chapter or section  **past** – a time that has already happened  **table of contents** – a list of the sections of a book with page numbers  **verb** – a word that names an action |
| Lesson 4 | **headings** – the titles of chapters or sections  **icons** – pictures on a screen that stand for different things  **menu** – a list of choices  **table of contents** – a list of the sections of a book with page numbers |
| Lesson 5 | **caption** – words that tell about a picture  **glossary** – a list of hard words and their meanings  **headings** – the titles of chapters or sections  **key words** – important words in a text  **table of contents** – a list of the sections of a book with page numbers |

Synchronous Instruction:

* High Frequency Words: all, call, day, her want
* Decoding Pattern: Digraphs: sh, th, -ng
* Spelling Words: dish, she, this, sing, thing, with
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Alike and Different – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1A Unit 9 Day 1 and 2 Digraphs: sh th -ng](https://docs.google.com/presentation/d/1L91oBglm2kPf3O2WXzWKkJKSXShbXbu-/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
    - Day 1: [Slides](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3) 1-8
      * Phonological awareness, blending, segmenting, letter-sound correspondence
    - Day 2: Slides 9-38
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 39-57
      * Decoding pattern, letter-sound correspondence, spelling words, syllabication
    - Day 4: Slides 58-72
      * high-frequency words, decodable texts, sentence dictation alphabet practice (if needed)
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [The All-Day Job](https://www.connexus.com/library/launch.aspx?id=99146)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103206)
        + [The Ship](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/45_Decodable_UFLIFoundations.pdf) (not in decoding routine)
        + [King and Ash Sing](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/51_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds&mode=) section)
        + [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
      * Additional Decoding Resources
        + [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fDecodables%2fAdditional+Decoding+Resources%2f&category=Additional+Decoding+Resources) – none of these decodable texts have been presented in a routine to students.

**Unit: Moving All Around**

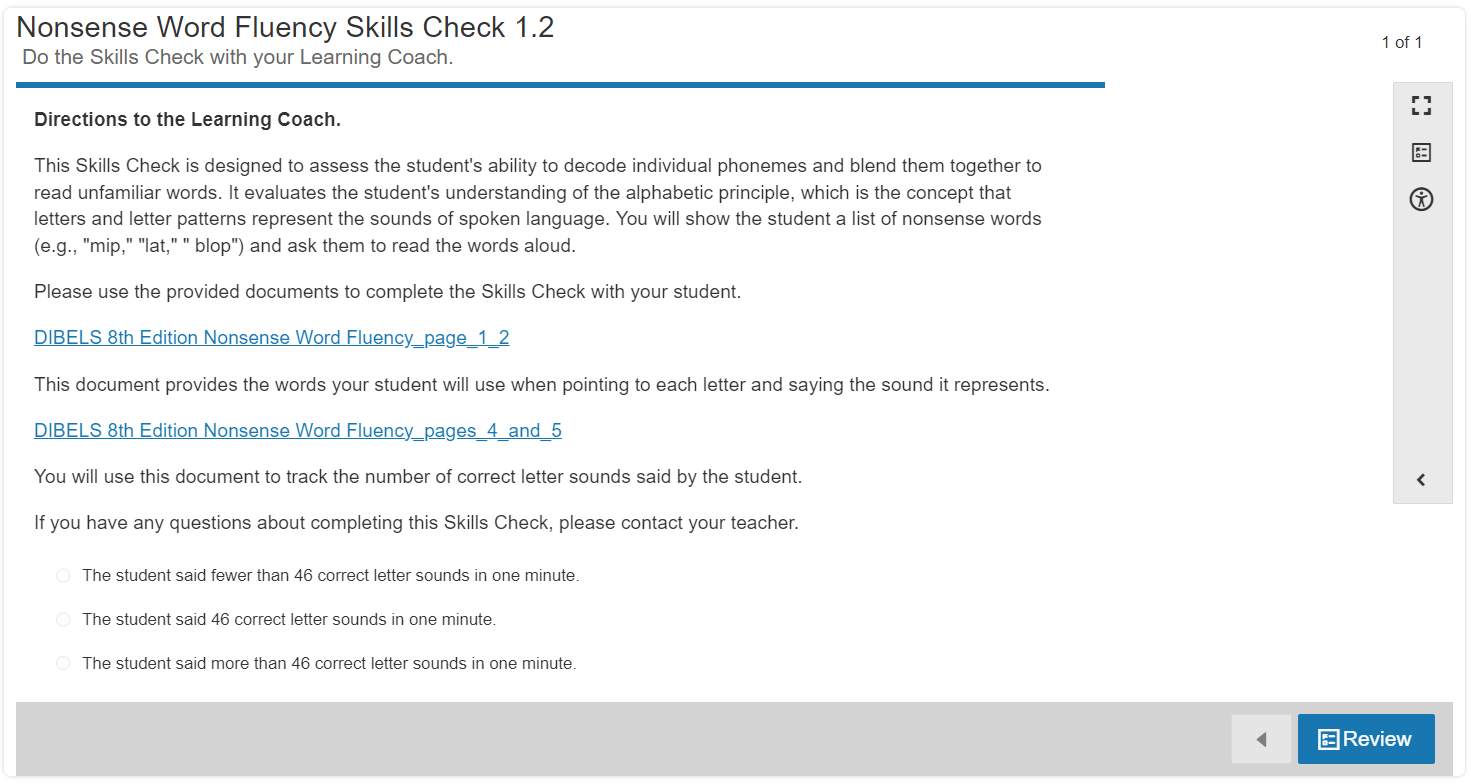
In this unit, your student will learn about the different ways that animals move.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with *ch*, *-tch*, *wh*, and *ph*.
  + Read words with *ch*, *-tch*, *wh*, and *ph* and read the high-frequency words *around*, *by*, *many*, *place*, and *walk*.
  + Blend words with *ch*, *-tch*, *wh*, and *ph*.
  + Build words with *ch*, *-tch*, *wh*, and *ph*.
* Language Comprehension Learning Goals for this unit:
  + Listen to a text to build comprehension and identify whether the text tells a story or gives information.
  + Define present verb tense.
  + Use context to confirm word understanding, rereading as necessary.
  + Make predictions about how text features can share key facts and information in information texts.
  + Identify examples of present verb tense.
  + Identify and practice writing *Oo* and *Cc*.
  + Use headings and the table of contents to locate key facts or information in an information text.
  + Use verbs to convey a sense of present when speaking and writing.
  + Identify and practice writing *Dd* and *Ee*.
  + Use glossaries and bold print to locate key facts or information in information texts.
  + With support, read a book of choice.
  + Write a summary of the text and bold key words.
  + Use electronic menus and icons to locate key facts and information in digital texts.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 10: Moving All Around | |
| Lesson 1 | **clues** – information that helps you understand something or solve a problem  **facts** – things that are known or true  **information** – tells about real people, places, or things  **past** – a time that has already happened  **story** – tells about something that happens that may not be real  **verb** – a word that names an action |
| Lesson 2 | **brainstorm** – to come up with ideas  **captions** – words that tell about pictures  **glossary** – a list of hard words and their meanings  **headings** – the titles of chapters or sections  **key words** – important words in a text  **predict** – to use clues to guess what will happen  **title** – the name of a book  **verb** – a word that names an action |
| Lesson 3 | **headings** – the titles of chapters or sections  **table of contents** – a list of the sections of a book with page numbers  **verb** – a word that names an action |
| Lesson 4 | **bold print** – thick, dark letters  **glossary** – a list of hard words and their meanings |
| Lesson 5 | **glossary** – a list of hard words and their meanings  **icons** – pictures on a screen that stand for different things  **internet** – a place where you can find information on a computer  **menu** – a list of choices  **table of contents** – a list of the sections of a book with page numbers |

**Nonsense Word Fluency Check in Lesson 5**

* Learning Coaches are asked to facilitate the assessment with their student.
* Learning Coaches are provided this [DIBELS](https://cite-media.pearson.com/legacy_paths/a7a7d08e-1521-400a-a5ed-19f2d116bfd6/DIBELS%208th%20Edition%20Nonsense%20Word%20Fluency_pages_4_and_5.pdf) document within the Skills Check Assessment.
* Students need [THIS DOCUMENT](https://cite-media.pearson.com/legacy_paths/ac984323-3890-4ed1-807c-6003f335355a/DIBELS%208th%20Edition%20Nonsense%20Word%20Fluency_page_1_2.pdf) in order to complete the assessment.
* For additional details about how to administer the Nonsense Word Fluency (NWF) assessment in order to support Learning Coaches, please see pages 65-68 of the [DIBELS 8 Administration and Scoring Guide](https://dibels.uoregon.edu/sites/default/files/2024-01/dibels8_admin_scoring_guide.pdf).
* Here is a screenshot of the assessment:



Synchronous Instruction:

* High Frequency Words: around, by, many, place, walk
* Decoding Pattern: Digraphs: ch, wh, ph; Trigraph: -tch
* Spelling Words: chin, itch, match, graph, who, which
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Moving All Around– Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1A Unit 10 Day 1 and 2 Digraphs ch.wh.ph Trigraph -tch](https://docs.google.com/presentation/d/1JfwjV9gqRYfwLjU5pG69mFlmAcNpFEuW/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
    - Day 1: [Slides](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3) 1-9
      * Phonological awareness, blending, segmenting, letter-sound correspondence
    - Day 2: Slides 10-39
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 40-58
      * Decoding pattern, letter-sound correspondence, spelling words, syllabication
    - Day 4: Slides 59-73
      * high-frequency words, decodable texts, sentence dictation alphabet practice (if needed)
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [Bug Walk](https://www.connexus.com/library/launch.aspx?id=99160)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103207)
        + [Chips and Dip](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/48_Decodable_UFLIFoundations.pdf) (not in decoding routine)
        + [On a Whim](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/50_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds&mode=) section)
        + [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
      * Additional Decoding Resources
        + [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fDecodables%2fAdditional+Decoding+Resources%2f&category=Additional+Decoding+Resources) – none of these decodable texts have been presented in a routine to students.

**Unit: Hide and Seek**

In this unit, your student will learn about how different animals use color to help them survive.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with long *a*.
  + Read words with long *a* and read high-frequency words *away*, *now*, *some*, *today*, *way*, and *why*.
  + Blend words with long *a*.
  + Build words with long *a*.
* Language Comprehension Learning Goals for this unit:
  + Listen to a text to build comprehension and identify whether the text tells a story or gives information.
  + Define future tense.
  + Use context to self-correct word recognition, rereading as necessary.
  + Determine the author’s purpose for writing in order to compare two texts on the same topic.
  + Identify examples of future-tense verbs.
  + Identify and trace slanted lines.
  + Compare the illustrations in two texts on the same topic to find basic similarities.
  + Use verbs to convey a sense of future when speaking and writing.
  + Identify and practice writing uppercase *A* and lowercase *a*.
  + Compare the descriptions in two texts on the same topic in order to find basic similarities.
  + With support, read a book of choice.
  + Identify question words (*who, what, where, when, why, how*), and ask questions about a text.
  + Compare the procedures in two texts on the same topic in order to find basic similarities.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 11: Hide and Seek | |
| Lesson 1 | **facts** – things that are true  **information** – tells about real people, places, or things  **story** – tells about something that happens that may not be real  **verb** – a word that names an action |
| Lesson 2 | **compare** – tell how things are the same or different  **purpose** – why an author writes a book  **verb** – a word that names an action  **slanted** – not straight up and down or across |
| Lesson 3 | **verb** – a word that names an action |
| Lesson 4 | **compare** – tell how things are the same or different  **describe** – use details to tell what something is like  **punctuation** – marks, like periods and commas, used in writing to help make the meaning clear |
| Lesson 5 | **compare** – tell how things are the same or different |

Synchronous Instruction:

* High Frequency Words: away, now, some, today, way, why
* Decoding Pattern: vowels: long a: ay, ai, a-e
* Spelling Words: play, game, rain, stay, wait, late
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Hide and Seek – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1A Unit 11 Day 1 and 2 Vowels - Long a a.ay.ai.a-e](https://docs.google.com/presentation/d/1qx1_ZBxSOhXCzguVQmIkmO8xPSjSZcdi/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
    - Day 1: [Slides](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3) 1-10
      * Phonological awareness, blending, segmenting, letter-sound correspondence
    - Day 2: Slides 11-35
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 36-59
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, syllabication
    - Day 4: Slides 60-66
      * decodable texts, sentence dictation, alphabet practice (if needed)
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [The Game](https://www.connexus.com/library/launch.aspx?id=99143)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103215)
        + [Sunday Fun](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/84_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds&mode=) section)
        + [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
      * Additional Decoding Resources
        + [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fDecodables%2fAdditional+Decoding+Resources%2f&category=Additional+Decoding+Resources) – none of these decodable texts have been presented in a routine to students.

**Unit: Animal Features**

In this unit, your student will be learning about animal features, or their characteristics.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with long *i*.
  + Read words with long *i* and read the high-frequency words *green, grow, pretty, should, together,* and *water*.
  + Blend words with long *i*.
  + Build words with long *i*.
* Language Comprehension Learning Goals for this unit:
  + Listen to a text to build comprehension and identify whether the text tells a story or gives information.
  + Identify types of tenses: past, present, and future.
  + Use context to self-correct word understanding, rereading as necessary.
  + Compare the illustrations in two texts on the same topic to find basic differences.
  + Write sentences with past, present, and future tenses.
  + Identify and practice writing capital *V* and lowercase *v*.
  + Compare the descriptions in two texts on the same topic in order to find basic differences.
  + Speak sentences with past, present, and future tenses.
  + Identify and practice writing capital *Y* and lowercase *y*.
  + Compare the procedure in two texts on the same topic in order to find basic differences.
  + Use a question stem to create a question about a text.
  + With support, read a book of choice.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 12: Animal Features | |
| Lesson 1 | **clues** – information that helps you understand something or solve a problem  **facts** – things that are true  **information** – tells about real people, places, or things  **story** – tells about something that happens that may not be real  **verb** – a word that names an action |
| Lesson 2 | **compare** – tell how things are the same or different  **topic** – what a book is mostly about  **verb** – a word that names an action |
| Lesson 3 | **compare** – tell how things are the same or different  **opinion** – what a person thinks or feels about something  **reasons** – why a person thinks something is true  **verb** – a word that names an action |
| Lesson 4 | **compare** – tell how things are the same or different |

Synchronous Instruction:

* High Frequency Words: green, grow, pretty, should, together, water
* Decoding Pattern: Vowels: long i: i-e, igh, y, ie
* Spelling Words: smile, high, try, tie, hide, light
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Animal Features – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1A Unit 12 Day 1 and 2 Long i: igh\_y\_i-e\_ie](https://docs.google.com/presentation/d/1aSh1EI8vJ3eFFXbYqw3fw_ks6uawR83J/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
    - Day 1: [Slides](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3) 1-10
      * Phonological awareness, blending, segmenting, letter-sound correspondence
    - Day 2: Slides 11-34
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 35-55
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, syllabication
    - Day 4: Slides 46-62
      * high-frequency words, syllabication, decodable texts, sentence dictation, alphabet practice (if needed)
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [A Pretty Sight](https://www.connexus.com/library/launch.aspx?id=99166)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103216)
        + [Kites for Sale](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/55_Decodable_UFLIFoundations.pdf) (not in decoding routine)
        + [The Right Job](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/87_Decodable_UFLIFoundations.pdf) (not in decoding routine)
        + [Plane Race](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/73_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds&mode=) section)
        + [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
      * Additional Decoding Resources
        + [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fDecodables%2fAdditional+Decoding+Resources%2f&category=Additional+Decoding+Resources) – none of these decodable texts have been presented in a routine to students.

**Unit: Special People and Special Things**

In this unit, your student will learn about doing things with people who are important to them.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with soft *c*, soft *g*, and *dge*.
  + Read words with soft *c*, soft *g*, and *dge* and read these high-frequency words: *any*, *from*, *happy*, *once*, *so*, and *upon*.
  + Blend words with soft *c*, soft *g*, and *dge*.
  + Build words with soft *c*, soft *g*, and *dge*.
* Language Comprehension Learning Goals for this unit:
  + Listen to a text to build comprehension and identify whether the text tells a story or gives information.
  + Identify and use personal and possessive pronouns when writing (for example, capitalizing the pronoun *I*) and speaking.
  + Define *narrative* and identify features of a narrative such as the characters, setting, and sequence of events.
  + Make predictions about a text using information about the author and illustrator.
  + Identify and practice writing capital *W*.
  + Make a list of topics for a narrative and discuss the options with your partner.
  + Define *narrator* and describe the role of a narrator in telling a story.
  + Identify and use indefinite pronouns when writing and speaking.
  + Place two or more events from a model narrative in the proper sequence.
  + Identify who is telling the story at two points in a literary text.
  + Identify and practice writing lowercase *w*.
  + Identify two or more events related to a narrative topic and write sentences that sequence them correctly.
  + Identify who is telling the story at various points in a literary text.
  + Expand a narrative by including some details regarding what happened.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 13: Special People and Special Things | |
| Lesson 1 | **author** – a person who writes  **characters** – the people or animals that a story is about  **facts** – things that are known or true  **information** – tells about real people, places, or things  **narrative** – a story with a beginning, a middle, and an end  **noun** – names a person, an animal, a place, or a thing  **pronoun** – a word that can take the place of a noun  **setting** – where a story takes place  **story** – tells about something that happens that may not be real |
| Lesson 2 | **author** – a person who writes  **predict** – to use clues to guess what will happen  **title** – the name of a book  **topic** – what a story is about |
| Lesson 3 | **author** – a person who writes  **character** – a person or animal in a story  **definite pronoun** – a pronoun that names a specific person or thing  **events** – things that happen in a story  **indefinite pronoun** – a pronoun that does not name a specific person or thing  **media** – ways information is shared  **narrator** – someone who tells a story  **noun** – a word that names a person, an animal, a place, or a thing  **pronoun** – a word that can take the place of a noun |
| Lesson 4 | **characters** – people or animals in a story  **media** – the ways information is shared  **narrator** – someone who tells a story  **topic** – what a story is about |
| Lesson 5 | **character** – a person or animal in a story  **detail** – words that tell more about people, places, and things  **events** – things that happen in a story  **narrator** – someone who tells a story  **outside narrator** – someone who tells a story but is not a character in the story |

Synchronous Instruction:

* High Frequency Words: any, from, happy, once, so, upon
* Decoding Pattern: Consonants: soft c, g; trigraph: -dge
* Spelling Words: page, cent, face, nice, edge, space
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Special People and Special Things – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1A Unit 1 Day 1 and 2 Short a](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3)
    - Day 1: [Slides](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3) 1-10
      * Phonological awareness, blending, segmenting, letter-sound correspondence
    - Day 2: Slides 10-39
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 40-56
      * Decoding pattern, letter-sound correspondence, spelling words, syllabication
    - Day 4: Slides 48-63
      * Spelling words, syllabication, decodable texts, sentence dictation, alphabet practice (if needed)
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [The Lost Hat](https://www.connexus.com/library/launch.aspx?id=99141)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103218)
        + [Pete's Pet Snake](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/61_Decodable_UFLIFoundations.pdf) (not in decoding routine)
        + [The Mice Can Race](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/60-_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds&mode=) section)
        + [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
      * Additional Decoding Resources
        + [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fDecodables%2fAdditional+Decoding+Resources%2f&category=Additional+Decoding+Resources) – none of these decodable texts have been presented in a routine to students.

**Unit: Things We Treasure**

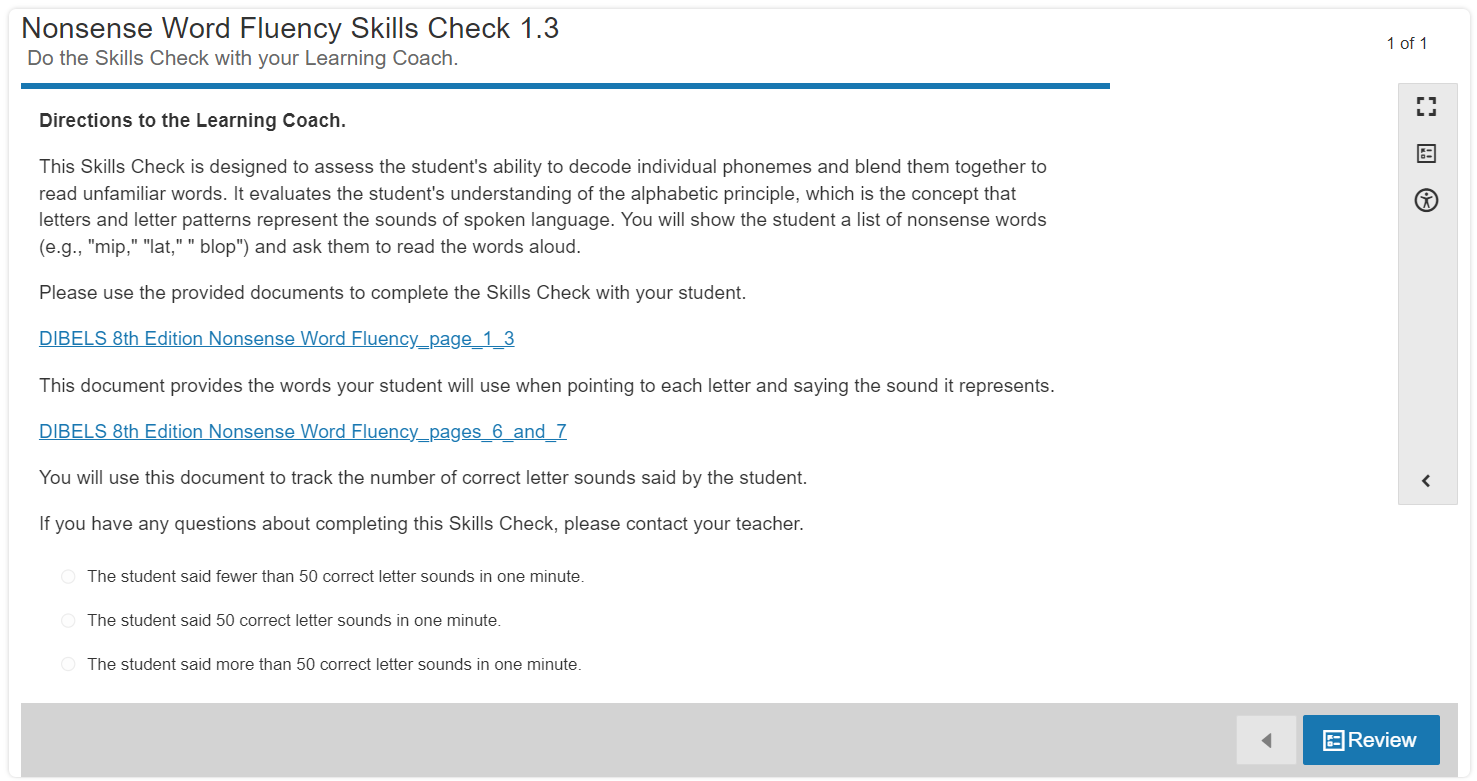
In this unit, your student will learn about things that are loved. One story tells about an elephant that discovers its shadow! The other story tells about a child who treasures his blanket.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with long *o,* long *u* and long *e.*
  + Read words with long *o,* long *u* and long *e* and read the high-frequency words *ago, boy, girl, now, old,* and *people.*
  + Blend words with long *o,* long *u* and long *e.*
* Language Comprehension Learning Goals for this unit:
  + Listen to a text to build comprehension and identify whether the text tells a story or gives information.
  + Define the different shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) when writing or speaking.
  + Define temporal words and identify temporal words used to signal event order in narrative writing.
  + Activate prior knowledge to identify feeling words and the five senses.
  + Identify and practice writing capital *N.*
  + Use temporal words to signal event order when writing a narrative.
  + Identify words and phrases in stories that suggest feelings.
  + Act out different shades of meaning among verbs differing in manner.
  + Provide some sense of closure when writing a narrative.
  + Identify words and phrases in stories that suggest feelings and appeal to the senses.
  + Review a narrative to check that it includes characters, a setting, sequenced events, and a closure, adding to the draft as necessary.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 14: Things We Treasure | |
| Lesson 1 | **events** – things that happen in a story  **information** – tells about real people, places, or things  **story** – tells about something that happens that may not be real  **verb** – a word that names an action |
| Lesson 2 | **characters** – people or animals in a story  **event** – what happens in a story  **feeling words** – words that tell us how we feel  **five senses** – see, hear, touch, smell, and taste  **story** – tells about something that happens that may not be real |
| Lesson 3 | **character** – a person or animal in a story  **ending** – the last part of a story  **feeling words** – words that tell us how we feel  **story** – tells about something that happens that may not be real  **verb** – a word that names an action |
| Lesson 4 | **characters** – people or animals in a story  **describe** – use details to tell who or what something is like  **ending** – the last part of a story  **events** – things that happen in a story  **five senses** – see, hear, touch, smell, and taste |
| Lesson 5 | **character** – people or animals in a story  **clues** – pieces of information that help answer a question  **decisions** – choices  **ending** – the last part of a story  **events** – things that happen in a story  **feeling words** – words that tell us how we feel  **five senses** – see, hear, touch, smell, and taste  **setting** – where a story takes place |

**Nonsense Word Fluency Check in Lesson 5**

* Learning Coaches are asked to facilitate the assessment with their student.
* Learning Coaches are provided this [DIBELS](https://cite-media.pearson.com/legacy_paths/0fc7c827-5cd2-4b05-838b-a2dc0bc30d5b/DIBELS%208th%20Edition%20Nonsense%20Word%20Fluency_pages_6_and_7.pdf) document within the Skills Check Assessment.
* Students need [THIS DOCUMENT](https://cite-media.pearson.com/legacy_paths/6d44c0e3-5797-42d4-9b5e-b120f600650b/DIBELS%208th%20Edition%20Nonsense%20Word%20Fluency_page_1_3.pdf) in order to complete the assessment.
* For additional details about how to administer the Nonsense Word Fluency (NWF) assessment in order to support Learning Coaches, please see pages 65-68 of the [DIBELS 8 Administration and Scoring Guide](https://dibels.uoregon.edu/sites/default/files/2024-01/dibels8_admin_scoring_guide.pdf).
* Here is a screenshot of the assessment:



Synchronous Instruction:

* High Frequency Words: ago, boy, girl, now, old, people
* Decoding Pattern: vowels – long o: o, o-e, long u: u-e
* Spelling Words: be, cone, rule, me, huge, so
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Things we Treasure – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1A Unit 14 Day 1 and 2 Vce: o-e\_u-e\_e-e](https://docs.google.com/presentation/d/1dgbtKTa6PTeCXxmnc0Lt7xgu391qU1K0/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
    - Day 1: [Slides](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3) 1-10
      * Phonological awareness, blending, segmenting, letter-sound correspondence
    - Day 2: Slides 11-39
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 40-65
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, syllabication
    - Day 4: Slides 55-73
      * high-frequency words, syllabication, decodable texts, sentence dictation, alphabet practice (if needed)
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [Pete and Eve](https://www.connexus.com/library/launch.aspx?id=99148)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=99148)
        + [The Drive Home](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/56_Decodable_UFLIFoundations.pdf) (not in decoding routine)
        + [A Trip to the Coast](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/56_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds&mode=) section)
        + [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
      * Additional Decoding Resources
        + [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fDecodables%2fAdditional+Decoding+Resources%2f&category=Additional+Decoding+Resources) – none of these decodable texts have been presented in a routine to students.

**Unit: Show You Care**

In this unit, your student will learn about characters who make things to show they care.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with /ů/ sound.
  + Read words with /ů/ sound and read high-frequency words *after, buy,* and *one*.
  + Blend words with /ů/ sound.
  + Build words with /ů/ sound.
* Language Comprehension Learning Goals for this unit:
  + Listen to a text to build comprehension and identify whether the text tells a story or gives information.
  + Identify the purpose and examples of adjectives.
  + Distinguish long from short vowel sounds in spoken single-syllable words.
  + Activate prior knowledge to define *adventure* and examples of adventures.
  + Identify and practice writing capital *G*.
  + Use frequently occurring adjectives when writing.
  + Use graphic organizers to compare the adventures of characters in stories to find similarities.
  + Use frequently occurring adjectives when speaking.
  + Identify and practice writing lowercase *g*.
  + Contrast the adventures of characters in stories to find differences.
  + Apply reading strategies to read a text fluently with expression.
  + With support, read a book of choice.
  + Compare and contrast the adventures of characters in stories to find similarities and differences.
  + Vocabulary:

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| Unit 15: Show You Care | |
| Lesson 1 | **adjectives** – words that describe a person, an animal, a place, or a thing  **events** – things that happen in a story  **facts** – things that are true  **information** – tells about real people, places, or things  **noun** – a word that names a person, animal, place, or thing  **story** – tells about something that happens that may not be real |
| Lesson 2 | **adjective** – a word that describes a person, an animal, a place, or a thing  **adventure** – an exciting trip or search for something; doing something you never did before  **events** – things that happen in a story |
| Lesson 3 | **adjective** – a word that describes a person, an animal, a place, or a thing  **adventure** – an exciting trip or search for something; doing something you never did before  **compare** – tell how things are the same or alike |
| Lesson 4 | **adventure** – an exciting trip or search for something; doing something you never did before  **contrast** – tell how things are different |
| Lesson 5 | **brainstorm** – to come up with ideas  **compare** – tell how things are the same  **contrast** – tell how things are different |

Synchronous Instruction:

* High Frequency Words: buy, after, one
* Decoding Pattern: vowels: oo as in wood- u, oo,ou
* Spelling Words: wool, foot, should, could, full, push
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Show You Care – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1A Unit 15 Day 1 and 2 Vowels u, as in pull and wool](https://docs.google.com/presentation/d/1Gks7l_2u26AOIiAz24n4gJee4OPSyuQx/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
    - Day 1: [Slides](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3) 1-10
      * Phonological awareness, blending, segmenting, letter-sound correspondence
    - Day 2: Slides 11-33
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 34-55
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 4: Slides 47-60
      * high-frequency words, decodable texts, sentence dictation, alphabet practice (if needed)
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [The Wood Pile](https://www.connexus.com/library/launch.aspx?id=99138)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=99138)
        + [Brooklyn's Reading Nook](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/89_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds&mode=) section)
        + [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
      * Additional Decoding Resources
        + [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fDecodables%2fAdditional+Decoding+Resources%2f&category=Additional+Decoding+Resources) – none of these decodable texts have been presented in a routine to students.

**Unit: Someone Special**

In this unit, your student will be learning about doing nice things for someone special.

* Word Recognition Learning Goals for this unit:
  + Identify and read words with *-ook* and *-ood*.
  + Read words with *-ook* and *-ood* and read high-frequency words: *every, soon,* and *work*.
  + Blend words with *-ook* and *-ood*.
  + Build words with *-ook* and *-ood*.
* Language Comprehension Learning Goals for this unit:
  + Listen to a text to build comprehension and identify whether the text tells a story or gives information.
  + Use words acquired through conversations and reading, including frequently occurring conjunctions to signal simple relationships.
  + Strengthen narrative writing by revising, with Learning Coach guidance and support as needed.
  + Activate prior knowledge to define experiences and examples of experiences.
  + Identify and practice writing capital *P*.
  + Strengthen narrative writing by editing, with Learning Coach guidance and support as needed.
  + Compare the experiences of characters in stories to find similarities.
  + Use phrases acquired through conversations and reading, including frequently occurring conjunctions to signal simple relationships.
  + Publish narrative writing, with Learning Coach guidance and support as needed.
  + Contrast the experiences of characters in stories to find differences.
  + Identify and practice writing lowercase *p*.
  + Publish narrative writing, with Learning Coach guidance and support as needed.
  + Vocabulary:

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| --- | --- |
| Unit 16: Someone Special | |
| Lesson 1 | **author** – a person who writes  **details** – words that tell more about people, places, or things  **facts** – things that are true  **information** – tells about real people, places, or things  **revise** – reread what you write and make changes  **story** – tells about something that happens that may not be real |
| Lesson 2 | **edit** – read what you write and fix mistakes  **experiences** – things you have done or that have happened to you |
| Lesson 3 | **compare** – tell how things are the same and different  **experiences** – things that you have done or have happened to you  **publish** – make a final copy and share it with others |
| Lesson 4 | **contrast** – tell how things are different  **experiences** – things you have done or that have happened to you  **publish** – make a final copy and share it with others |

Synchronous Instruction:

* High Frequency Words: every, soon, work
* Decoding Pattern: vowels: oo as in look
* Spelling Words: book, good, hood, look, stood, took
* Decoding routines from Pearson Curriculum– Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Someone Special– Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1A Unit 16 Day 1 and 2 Vowel oo as in look and hood](https://docs.google.com/presentation/d/1SzLoSHXFjBtLxbmaXXGu-hQmFXBLXQ6N/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
    - Day 1: [Slides](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3) 1-10
      * Phonological awareness, blending, segmenting, letter-sound correspondence
    - Day 2: Slides 11-32
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 33-57
      * Decoding pattern, letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
    - Day 4: Slides 49-62
      * high-frequency words, decodable texts, sentence dictation, alphabet practice (if needed)
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [The Cook Bakes Bread](https://www.connexus.com/library/launch.aspx?id=99144)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=99144)
        + [Brooklyn's Reading Nook](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/89_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * Read aloud (teacher selected or from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds&mode=) section)
        + [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
      * Additional Decoding Resources
        + [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fFirst+Grade%2fDecodables%2fAdditional+Decoding+Resources%2f&category=Additional+Decoding+Resources) – none of these decodable texts have been presented in a routine to students.

**Resources:**

[**Teacher Companion Site**](https://www.connectionsacademy.com/teacher-companion-site/ela-companion-site/) **– ELA Resources**