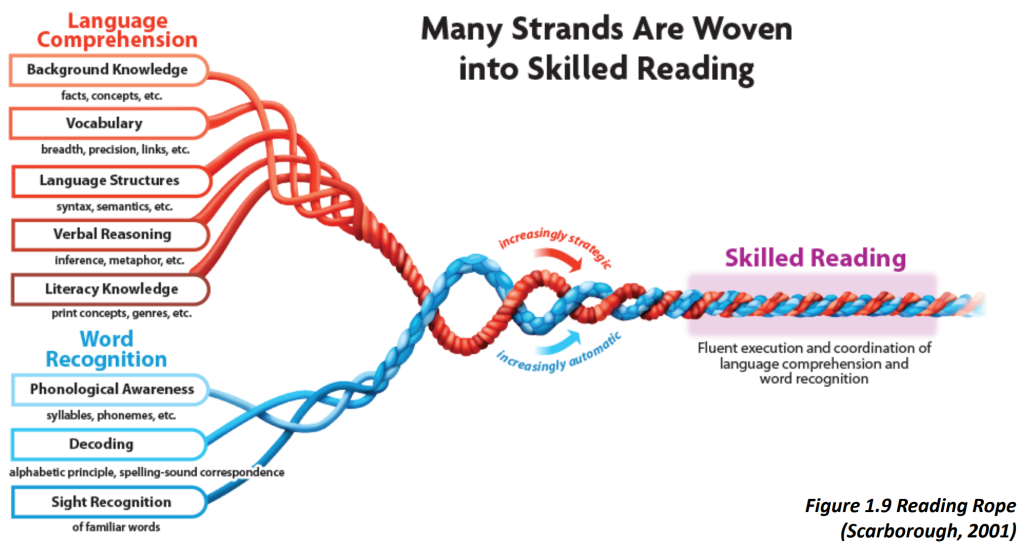
**Language Arts 1 B Structured Literacy Teacher Implementation Guide**

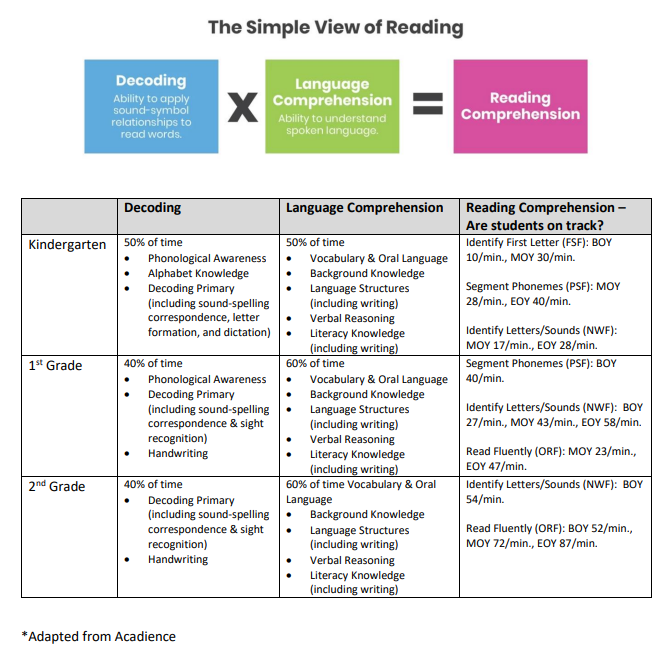
**Document Overview:** This implementation guide has been outlined based on the [K-5 Structured Literacy Companion](https://www.connexus.com/library/launch.aspx?id=99368) resource. It includes high-level information about Structured Literacy as well as detailed student learning information and Learning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

**Structured Literacy Components:**

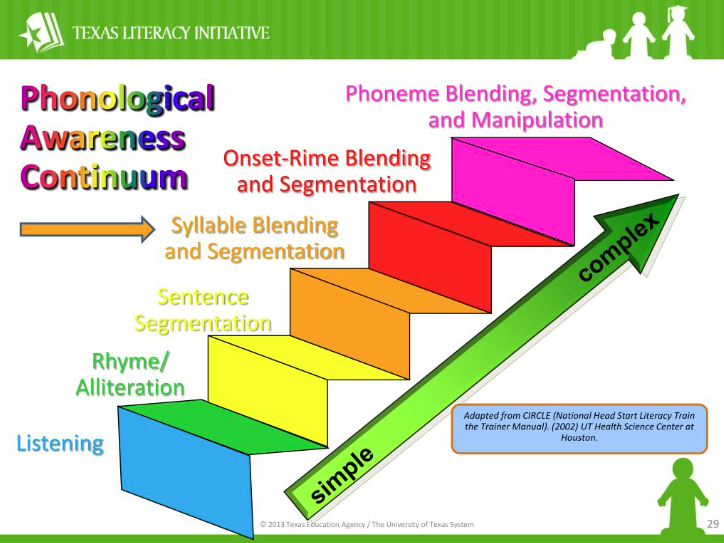
[](https://www.connectionsacademy.com/teacher-companion-site/ela-companion-site/ela-companion-site-sor/)

*\*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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**Unit: Long Ago**

In this unit, your student will examine some ways the world was different long ago.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with long *e*.
  + Isolate and produce initial sounds (phonemes) in spoken single-syllable words.
  + Read words with long *e* and the high-frequency words *about, animal, carry, eight, give,* and *our*.
  + Blend words with long *e*.
  + Build words with long *e*.
  + Consult print and multimedia resources to check and correct spelling of words with 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.
  + Identify the purpose of conjunctions and examples of conjunctions.
  + Ask questions to help determine the meaning of words and phrases in an informational text.
  + Use frequently occurring conjunctions (e.g., *and, but, or, so, because*) when speaking.
  + Identify and practice writing capital *S*.
  + Ask questions to help clarify the meaning of words and phrases in an informational text.
  + Use frequently occurring conjunctions (e.g., *and, but, or, so, because*) when writing.
  + Identify and practice writing lowercase *s*.
  + Answer questions to help determine the meaning of words and phrases in an informational text.
  + With support, read a book of choice.
  + Apply reading strategies to read a text fluently with accuracy.
  + Answer questions to help clarify the meaning of words and phrases in an informational text.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 1: Long Ago | |
| 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 |
| Lesson 2 | **problem** – something that needs to be fixed or worked out  **question** – something to ask to get information |
| Lesson 3 | **question** – something to ask to get information |
| Lesson 4 | **answer** – something you say or write when you are asked a question  **phrase** – a group of words |
| Lesson 5 | **dictionary** – a listing of words in alphabetical order that gives the spelling and meanings of words |

Synchronous Instruction:

* High Frequency Words: about, animal, carry, eight, give, our
* Decoding Pattern: Vowels: long e, ee, ea
* Spelling Words: team, deep, eat, seed, leaf, tree
* Custom Assessment (Sample Work) for consideration: be, need, eat, seat; Feed the dog a treat.
* 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 Long Ago – Lesson 1 Page 11.)

* + Decoding routine to use for unit: [ELA 1B Unit 1 Day 1 and 2 Long e.ee.ea](https://docs.google.com/presentation/d/1StFCT6Jf7IOBDPezdvmxZb4wD2f2jHna/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 10-34
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 35-50
      * Decoding pattern, letter-sound correspondence
    - Day 4: Slides 51-65
      * syllabication, 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 New Place](https://www.connexus.com/library/launch.aspx?id=99167)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103222)
        + [Deep in the Green Forest](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/85_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: One Thing Can Have Many Uses**

In this unit, your student will discover the many ways that people can use one object or material.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with long *o*.
  + Isolate and pronounce medial vowel sounds (phonemes) in spoken single-syllable words.
  + Read words with long *o* and read high-frequency words: *because, blue, into, or, other, small.*
  + Blend and build words with long *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 the purpose of articles and examples (*a, an, the*).
  + Locate key words to identify the main topic of an informational text.
  + Identify the purpose of demonstratives and examples of them (e.g., *this, that, these, those*)
  + Identify and practice writing capital *M* and capital B.
  + Identify information provided by words in an informational text.
  + Use articles and demonstratives when writing and speaking.
  + Identify and practice writing lowercase *m* and lowercase b.
  + Identify what a retelling is and how retellings differ from summaries.
  + Apply the think-aloud strategy to retell part of a text.
  + With support, read a book of choice.
  + Retell the key details of an informational text.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 2: One Thing Can Have Many Uses | |
| Lesson 1 | **article** – a small word that often comes before a noun  **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 | **key words** – important words in a text  **noun** – a word that names a person, an animal, a place, or a thing  **topic** – who or what an information text is about |
| Lesson 3 | **article** – a small word that often comes before a noun  **details** – important pieces of information  **facts** – things that are true  **noun** – a word that names a person, an animal, a place, or a thing  **topic** – who or what an information text is about |
| Lesson 4 | **details** – important pieces of information  **retell** – to tell again  **retelling** – the telling again of a story or information text that was read  **summary** – the main ideas of an information text or a story  **topic** – who or what an information text is about |
| Lesson 5 | **details** – important pieces of information  **retell** – to tell again  **retelling** – the telling again of a story or information text that was read  **topic** – who or what an information text is about |

Synchronous Instruction:

* High Frequency Words: because, blue, into, or, other, small
* Decoding Pattern: Vowels: long o, oa, ow
* Spelling Words: boat, load, row, soap, slow, grow
* Custom Assessment (Sample Work) for consideration: no, boat, show, glow; I will go get my coat.
* 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 One Thing Can Have Many Uses – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1B Unit 2 Day 1 and 2 Long o.oa.ow](https://docs.google.com/presentation/d/1bGMDKdjp6ZfPpaG0JVBxvmnvygLdxyTQ/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 10-35
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 36-50
      * Decoding pattern, letter-sound correspondence, spelling words
    - Day 4: Slides 51-65
      * syllabication, 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:
        + [At the Coast](https://www.connexus.com/library/launch.aspx?id=99165)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103223)
        + [A Trip to the Coast](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/86_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: Changes Over Time**

In this unit, your student will discover that there are many different types of the same kind of animal.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with long *u*.
  + Isolate and pronounce final sounds (phonemes) in spoken single-syllable words.
  + Read words with long *u* and read the high-frequency words *find, food, more, over, start,* and *warm*.
  + Blend and build words with long *u*.
* 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 of a preposition and identify the meaning of each of the most frequently occurring prepositions (e.g. *during, beyond, toward*).
  + Reread to identify the main topic of an informational text.
  + Identify the meaning of each of the most frequently occurring prepositions (e.g., *during, beyond, toward*).
  + Identify and practice writing capital *H*.
  + Identify information provided by pictures and illustrations in an informational text.
  + Use frequently occurring prepositions (e.g., *during, beyond, toward*) when writing and speaking.
  + Identify and practice writing lowercase *h*.
  + Identify steps and strategies needed to summarize an informational text.
  + Compose a response to a discussion question and practice reading your response with appropriate volume and enunciation to a group.
  + With support, read a book of choice.
  + Summarize an informational text using the information provided by pictures and illustrations.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 3: Changes Over Time | |
| Lesson 1 | **author** – a person who writes  **facts** – things that are true  **information** – tells about real people, places, or things  **preposition** – a word that tells where or when something happens  **story** – tells about something that happens that may not be real |
| Lesson 2 | **preposition** – a word that tells where or when something happens  **reread** – to read again  **topic** – who or what an information text is about |
| Lesson 3 | **details** – important pieces of information  **illustrations** – the pictures in a book  **photos** – pictures taken with a camera  **preposition** – a word that tells where or when something happens  **topic** – who or what an information text is about |
| Lesson 4 | **details** – important pieces of information  **heading** – the title of a chapter or section  **summarize** – to tell the main ideas of an information text or a story  **topic** – who or what an information text is about |
| Lesson 5 | **details** – important pieces of information  **illustrations** – the pictures in a book  **media** – ways that people communicate  **photos** – pictures taken with a camera  **summarize** – to tell the main ideas of an information text or a story  **summarized** – told the main ideas of an information text or a story  **summary** – a short telling of the main ideas of a text |

Synchronous Instruction:

* High Frequency Words: find, food, more, over, start, warm
* Decoding Pattern: Vowels: long u, u-e, ue
* Spelling Words: tune, use, cube, glue, cute, June
* Custom Assessment (Sample Work) for consideration: tune, use, cube, glue, cute, June
* 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 Changes Over Time – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1B Unit 3 Day 1 and 2 Long u.ue.u-e](https://docs.google.com/presentation/d/10pJmLf3HNfpyJeX2dbw3iwZRcNEw17Af/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 10-35
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 36-50
      * Decoding pattern, letter-sound correspondence, spelling words
    - Day 4: Slides 51-65
      * syllabication, 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:
        + [Sue the Mule](https://www.connexus.com/library/launch.aspx?id=99147)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103224)
        + [June's Flute](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/58_Decodable_UFLIFoundations.pdf) (not in decoding routine)
        + [Firefighters](https://www.beyonddecodables.com/post/long-vowel-words-firefighters) (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: People Change and Grow**

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 *y* and *ey*.
  + Segment spoken single-syllable words into their complete sequence of individual sounds.
  + Read words with *y* and *ey* and read high-frequency words: *caught*, *flew*, *know*, *laugh*, *listen*, and *were*.
  + Build and blend words with *y* and *ey*.
* 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.
  + Produce simple interrogative and exclamatory sentences.
  + Think aloud to identify the connection between two pieces of information or ideas in an information text.
  + Produce simple declarative and imperative sentences.
  + Identify and practice writing capital *K*.
  + Identify the connection between two individuals in an information text.
  + Produce complex interrogative, exclamatory, declarative, and imperative sentences.
  + Identify and practice writing lowercase *k*.
  + Describe the connection between two individuals in an information text.
  + Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.
  + With support, read a book of choice.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 4: People Change and Grow | |
| Lesson 1 | **characters** – people or animals in a story  **events** – things that happen in a story  **exclamation** – a sentence that shows a strong feeling  **facts** – things that are true  **information** – tells about real people, places, or things  **question** – a sentence that asks for information  **simple sentence** – a sentence that tells one complete thought  **story** – tells about people, places, or things that may not be real |
| Lesson 2 | **details** – important pieces of information  **command** – a sentence that tells someone to do something  **simple sentence** – a sentence that tells one complete thought  **statement** – a sentence that tells something |
| Lesson 3 | **command** – a sentence that tells someone to do something  **compound sentence** – a sentence that tells two complete thoughts  **details** – important pieces of information  **exclamation** – a sentence that shows a strong feeling  **question** – a sentence that asks for information  **simple sentence** – a sentence that tells one complete thought  **statement** – a sentence that tells something |
| Lesson 4 | **details** – important pieces of information  **simple sentence** – a sentence that tells one complete thought |
| Lesson 5 | **compound sentence** – a sentence that tells two complete thoughts |

Synchronous Instruction:

* High Frequency Words: caught, flew, know, laugh, listen, were
* Decoding Pattern: consonants: Vowels: long e, y, ey
* Spelling Words: bunny, monkey, candy, honey, baby, key
* Custom Assessment (Sample Work) for consideration: candy, handy, bunny, sunny; The bunny is funny.
* 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 People Change and Grow – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1B Unit 4 Day 1 and 2 Long e.y.ey](https://docs.google.com/presentation/d/1VkRHDvNbotZdD3gQV5iD_d1wpM46ZAu1/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 8-32
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 33-46
      * Decoding pattern, letter-sound correspondence, spelling words
    - Day 4: Slides 47-61
      * syllabication, 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=99154)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103225)
        + [Lily's Puppy](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/74_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: Discover a Good Friend**

In this unit, your student will discover that when they give someone a chance, they could find a new friend.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with *r*-controlled vowels *ar*.
  + Read words with *r*-controlled vowel *ar* and read high-frequency words: *found, hard, near, woman, would,* and *write*.
  + Blend words with the *r*-controlled vowel *ar*.
  + Build words with the *r*-controlled vowel *ar*.
* 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 what affixes are and how they are used.
  + Define *opinion*, and read examples of opinion essays (print and multimedia sources) with support.
  + Reread parts of a text to identify key details and act out major events.
  + Identify and practice writing capital *Q.*
  + Identify an opinion in an opinion essay.
  + Answer questions about key details in a literary text.
  + Identify words that contain frequently occurring affixes (*-s, -es, -ing, -ed, un-, re-, dis-*) in writing.
  + Read a prompt and form an opinion about the prompt.
  + Select a literary text of choice and ask questions about key details in a literary text to lead an exploration.
  + Identify and practice writing lowercase *q*.
  + Name the book an opinion essay was written about and identify the topic sentence where the author introduced the opinion and name of the book.
  + Use key details to determine the main idea of a literary text.
  + Write a topic sentence where an opinion and the name of the book is stated.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 5: Discover a Good Friend | |
| Lesson 1 | **fact** – a true statement  **facts** – things that are true  **information** – tells about real people, places, or things  **opinion** – what a person thinks or feels about something  **opinion text** – a text that tells a writer’s feelings about something  **story** – tells about something that happens that may not be real |
| Lesson 2 | **answer** – something you say or write when you are asked a question  **detail** – an important piece of information  **major event** – an important thing that happens in a story  **opinion** – what a person thinks or feels about something  **opinion text** – a text that tells a writer’s feelings about something  **question** – something to ask to get information  **reread** – to read again |
| Lesson 3 | **answer** – something you say or write when you are asked a question  **details** – important pieces of information  **opinion** – what a person thinks or feels about something  **opinion text** – a text that tells a writer’s feelings about something  **question** – something to ask to get information |
| Lesson 4 | **decide** – to choose  **details** – important pieces of information  **explore** – to find out more about something  **question** – something to ask to get information  **topic sentence** – a sentence that tells the writer’s opinion and what it is about |
| Lesson 5 | **details** – important pieces of information  **main idea** – the most important idea that tells what a story is about  **topic sentence** – a sentence that tells the writer’s opinion and what it is about |

Synchronous Instruction:

* High Frequency Words: found, near, woman, would, write
* Decoding Pattern: Vowels: r-controlled ar
* Spelling Words: car, dark, barn, yard, part, arm
* Custom Assessment (Sample Work) for consideration: star, far, cart, charm; The car did not start.
* 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 Discover a Good Friend – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1B Unit 5 Day 1 and 2 r-controlled words.ar](https://docs.google.com/presentation/d/1J5C8eOVuZ92bPXS8qiqbdCXtoTapjcLE/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 10-31
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 32-43
      * Decoding pattern, letter-sound correspondence, spelling words
    - Day 4: Slides 44-58
      * syllabication, 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 Old Woman](https://www.connexus.com/library/launch.aspx?id=99140)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103227)
        + [The Garden](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/77_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 That You Care**

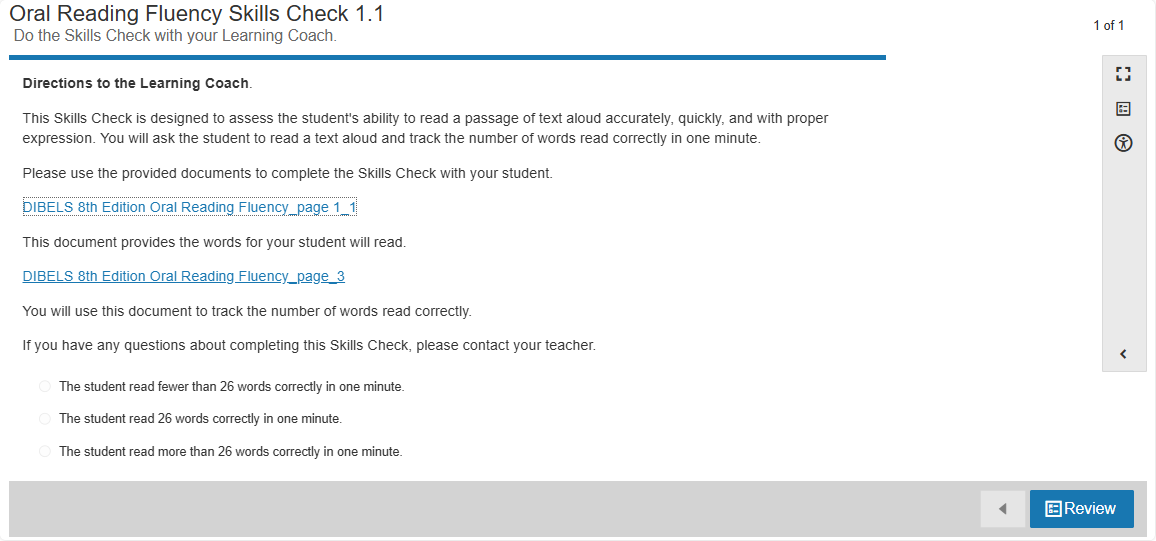
In this unit, your student will discover the different ways that people show a friend that they care.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with the *r*-controlled vowels *er, ir, ur,* and *or*.
  + Read words with the *r*-controlled vowels *er, ir, ur,* and *or* and read high-frequency words: *four, large, none, only, put, round*
  + Blend words with the *r*-controlled vowel *er, ir, ur,* and *or*.
  + Build words with the *r*-controlled vowel *er, ir, ur,* and *or*.
* 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.
  + Determine the meaning of unknown words using frequently occurring affixes (*-s, -es, -ing, -ed, un-, re-, dis-*) as a clue to the meaning of the word
  + Define *reason* and identify reasons that support an opinion in an opinion essay.
  + Determine importance to define the central message (theme) of a story.
  + Identify and practice writing capital *J*.
  + Compose sentences with reasons for the opinion when writing an opinion piece.
  + Using key details, identify the central message of a story to demonstrate understanding.
  + Determine the meaning of multiple-meaning words using frequently occurring affixes (*-s, -es, -ing, -ed, un-, re-, dis-*) as a clue to the meaning of a word.
  + Examine ways to provide closure in an opinion essay and identify how a model opinion essay provides closure.
  + Define the lesson of a story.
  + Identify and practice writing lowercase *j*.
  + Provide some sense of closure when writing an opinion piece.
  + Identify the lesson of a story to demonstrate understanding.
  + Review an opinion essay to check that it includes a topic sentence with the story name, reasons, and a closure, adding to the draft as necessary.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 6: Show That You Care | |
| Lesson 1 | **author** – a person who writes  **events** – things that happen in a story  **information** – tells about real people, places, or things  **reason** – statement that explains an opinion  **story** – tells about something that happens that may not be real |
| Lesson 2 | **central messag**e – the idea or lesson the author wants a reader to learn  **details** – important pieces of information  **reasons** – statements that explain an opinion |
| Lesson 3 | **central message** – the idea or lesson the author wants a reader to learn  **closing sentence** – the last sentence in an opinion text  **details** – important pieces of information |
| Lesson 4 | **central message** – the idea or lesson the author wants a reader to learn  **closing sentence** – the last sentence in an opinion text  **details** – important pieces of information |
| Lesson 5 | **closing sentence** – the last sentence in an opinion text  **opinion** – what a person thinks or feels about something  **reasons** – why a writer feels a certain way about a text or topic  **topic sentence** – a sentence that tells the writer’s opinion and what it is about |

**Oral Reading 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/7deb88d8-d6b3-495e-9824-ce54412f6fe6/DIBELS%208th%20Edition%20Oral%20Reading%20Fluency_page_3.pdf) document within the Skills Check Assessment.
* Students need [THIS DOCUMENT](https://cite-media.pearson.com/legacy_paths/3590bac3-464b-4abe-87e0-a7179065d4eb/DIBELS%208th%20Edition%20Oral%20Reading%20Fluency_page%201_1.pdf) in order to complete the assessment.
* For additional details about how to administer the Oral Reading Fluency (ORF) assessment in order to support Learning Coaches, please see pages 76-78 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: four, large, none, only, put, round
* Decoding Pattern: Vowels: r-controlled er, ir, ur, or
* Spelling Words: bird, turn, her, shirt, curl, work
* Custom Assessment (Sample Work) for consideration: her, term, fern, bird, shirt; Her bird is on her shirt.
* 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 That You Care – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1B Unit 6 Day 1 and 2 r-controlled vowels. er.ir.ur.or](https://docs.google.com/presentation/d/15SJx_KhTjSPWzwsII9g3GM2YtJb_hTMe/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 10-33
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 34-46
      * Decoding pattern, letter-sound correspondence, spelling words
    - Day 4: Slides 47-61
      * syllabication, 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 Burst of Rain](https://www.connexus.com/library/launch.aspx?id=99145)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103228)
        + [A Turtle Can Surf](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/81_Decodable_UFLIFoundations.pdf) (not in decoding routine)
        + [The Worst Pet Ever](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/82_Decodable_UFLIFoundations.pdf) (not in decoding routine)
        + [Amber’s Birthday](https://www.beyonddecodables.com/post/long-vowel-words-amber-s-birthday) (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: Work and Play Together**

In this unit, your student will understand that friendship is more than just having fun with your friend. Friends also help each other out by working together to achieve a goal.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with the *r*-controlled vowels *or*, *ore*, and *oar*.
  + Decode regularly spelled one-syllable words.
  + Read words with *r*-controlled vowels *or*, *ore*, *oar* and read high-frequency words *another*, *climb*, *full*, *great*, *poor*, and *through*.
  + Blend and build words with the *r*-controlled vowels *or*, *ore*, and *oar*.
* 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 *root word*.
  + Identify story elements such as characters, setting, and events.
  + Identify frequently occurring root words (e.g., *look*, *help*, *jump*, *hop*, *play*, etc.) in writing.
  + Identify and practice writing capital *X* and lowercase *x*.
  + Describe characters in a story using illustrations and words from the story.
  + Explain what an inflection is and how it is used.
  + Identify and practice writing capital *Z* and lowercase *z*.
  + Describe the setting in a story using illustrations and words from the story.
  + Apply an understanding of root words to compose sentences using words with root words.
  + With support, read a book of choice.
  + Describe characters, setting, events using illustrations and words.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 7: Work and Play Together | |
| Lesson 1 | **decode** – use the sounds of letters to say and read a word  **information** – tells about real people, places, or things  **root word** – a word that has meaning and can stand alone  **story** – tells about something that happens that may not be real |
| Lesson 2 | **characters** – people or animals in a story  **events** – the things that happen in a story  **root word** – a word that has meaning and can stand alone  **setting** – where a story takes place |
| Lesson 3 | **characters** – people or animals in a story  **describe** – use details to tell who or what something is like  **details** – important pieces of information  **root word** – a word that has meaning and can stand alone |
| Lesson 4 | **describe** – use details to tell who or what something is like  **details** – important pieces of information  **root word** – a word that has meaning and can stand alone  **setting** – where a story takes place |
| Lesson 5 | **brainstorm** – come up with ideas  **characters** – people or animals in a story  **describe** – use details to tell who or what something is like  **details** – important pieces of information  **events** – things that happen in a story  **setting** – where a story takes place |

Synchronous Instruction:

* High Frequency Words: another, climb, full, great, poor, through
* Decoding Pattern: Vowels: r-controlled or, ore, oar
* Spelling Words: short, sore, board, storm, roar, more
* Custom Assessment (Sample Work) for consideration: or, for, tore, more; The dime is for the pet store.
* 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 Work and Play Together – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1B Unit 7 Day 1 and 2 r-controlled vowels or.ore.oar](https://docs.google.com/presentation/d/1VpBS1W9D4sSFONsPak9N2uqB3AVM9bIW/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 10-31
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 32-42
      * Decoding pattern, letter-sound correspondence, spelling words
    - Day 4: Slides 43-57
      * syllabication, 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:
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103229)
        + [Marvel at the Shore](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/78_Decodable_UFLIFoundations.pdf) (not in decoding routine)
        + [USA Sports Day](https://www.phonicbooks.com/content/uploads/USA-Sports-Day-mini-book-compressed.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: Friends Find Ways to Agree**

In this unit, your student will be learning about how friends make compromises in situations where they may disagree.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with the *r*-controlled vowels *air*, *are*, and *ear*.
  + Read words with the *r*-controlled vowels *air*, *are*, and *ear* and read the high-frequency words *began*, *better*, *guess*, *learn*, *right*, and *sure*.
  + Blend words with the *r*-controlled vowels *air*, *are*, and *ear*.
  + Blend and build words with the *r*-controlled vowels *air*, *are*, and *ear*.
* 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 inflectional forms (e.g., *looks, looked, looking*) of frequently occurring root words in writing.
  + Strengthen opinion writing by revising, with guidance and support from adults as needed.
  + Identify and describe characters in the story using key details and appropriate vocabulary.
  + Identify and practice writing number words for 1–5.
  + Strengthen opinion writing by editing, with guidance and support from adults as needed.
  + Identify and describe settings in the story using key details and appropriate vocabulary.
  + Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
  + Publish an opinion using digital tools, with guidance and support from adults as needed.
  + Identify and describe events in the story using key details and appropriate vocabulary.
  + Identify and practice writing numerals for 1–5.
  + Publish and present opinion writing, with guidance and support from adults as needed.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 8: Friends Find Ways to Agree | |
| Lesson 1 | **author** – a person who writes  **characters** – people or animals in a story  **information** – tells about real people, places, or things  **revise** – reread what you write and make changes  **root word** – a word that has meaning and can stand alone  **story** – tells about something that happens that may not be real |
| Lesson 2 | **characters** – people or animals in a story  **describe** – to use details to tell who or what something is like  **details** – important pieces of information  **edit** – read what you write and fix mistakes  **number words** – the names of numbers spelled out in letters |
| Lesson 3 | **describe** – use details to tell who or what something is like  **details** – important pieces of information  **publish** – make a final copy and share with others  **root word** – a word that has meaning and can stand alone  **setting** – where a story takes place |
| Lesson 4 | **describe** – use details to tell who or what something is like  **details** – important pieces of information  **events** – things that happen in a story  **present** – tell about a text as people listen  **publish** – make a final copy and share with others |

Synchronous Instruction:

* High Frequency Words: began, better, guess, learn, sure
* Decoding Pattern: Vowels: r-controlled air, are, ear
* Spelling Words: hair, stair, care, share, pear, wear
* Custom Assessment (Sample Work) for consideration: air, chair, care, share; Blair can share her chair.
* 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 Friends Find Ways to Agree – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1B Unit 8 Day 1 and 2 r-controlled vowels air.are.ear](https://docs.google.com/presentation/d/1Pnq1OjGafsL9yyjVJeYwNRuuNci2Y_Aq/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 10-31
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 32-42
      * Decoding pattern, letter-sound correspondence, spelling words
    - Day 4: Slides 43-57
      * syllabication, 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 First Day of School](https://www.connexus.com/library/launch.aspx?id=99157)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103230)
        + [A New Pair of Pants](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/112_Decodable_UFLIFoundations.pdf) (not in decoding routine)
        + [Nightmare Haircut](https://www.phonicbooks.com/content/uploads/USA-Nightmare-Haircut-mini-book-compressed.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: Dream It, Do It!**

In this unit, your student will understand the importance of having a dream and working to achieve it.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with *oi* and *oy*.
  + Read words with *oi* and *oy*, and read high-frequency words *color*, *early*, *instead*, *nothing*, *oh*, and *though*.
  + Blend words with *oi* and *oy*.
  + Blend and build words with *oi* and *oy*.
* 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 categories and sort words into categories (e.g., colors, clothing).
  + Identify the convention for representing long vowel sounds using final -*e*.
  + Reread poems to determine who is telling the story and identify basic elements of poetry (rhyme, rhythm, repetition, and alliteration).
  + Define words by category, using a print or electronic dictionary as necessary.
  + Identify and practice writing words for 6–10.
  + Identify and discuss rhymes with short vowels and long vowels in poems to read with voice inflection.
  + Define words by one or more key attributes.
  + Identify and practice writing numerals for 6–10.
  + Identify and discuss rhythm and repetition in poems.
  + Sort words into alphabetical order to the second letter, consulting sources such as glossaries and dictionaries as needed.
  + With support, read a book of choice.
  + Define *alliteration* and *onomatopoeia* and identify examples of both in poems.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 9: Dream It, Do It! | |
| Lesson 1 | **facts** – things that are true  **information** – tells about real people, places, or things  **poem** – writing that uses words in an interesting way to express feelings and tell a story  **stories** – tell about something that happens that may not be real |
| Lesson 2 | **decide** – to choose  **poem** – writing that uses words in an interesting way to express feelings and tell a story  **repeat** – to happen again and again  **reread** – to read again  **rhyme** – words that end with a similar sound  **rhythm** – a strong pattern of beats made by words |
| Lesson 3 | **poem** – writing that has short lines that are grouped together  **rhymes** – words that end with a similar sound  **stanzas** – groups of lines in a poem |
| Lesson 4 | **dictionary** – a list of words and their meanings, parts of speech, and other information  **glossary** – a list of hard words and their meanings  **repeat** – to happen again and again  **repetition** – use the same words or phrases again and again in a text  **rhythm** – a strong pattern of beats made by words |
| Lesson 5 | **poem** – writing that has short lines that are grouped together  **stanzas** – groups of lines in a poem |

Synchronous Instruction:

* High Frequency Words: color, early, instead, nothing, oh, though
* Decoding Pattern: Diphthongs: oi and oy
* Spelling Words: toy, joy, boy, join, soil, point
* Custom Assessment (Sample Work) for consideration: joy, toy, soil, foil; Did Joy point to the toy?
* 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 Dream It, Do It! – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1B Unit 9 Day 1 and 2 Dipthongs oi.oy](https://docs.google.com/presentation/d/1DGYFn0vu9XJoODw7bIMWTOy7geV3Kj1Y/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 10-33
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 34-53
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words
    - Day 4: Slides 54-62
      * syllabication, 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:
        + [Art Class](https://www.connexus.com/library/launch.aspx?id=99161)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103231)
        + [The Right Choice](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/95_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: The Wonders Outside**

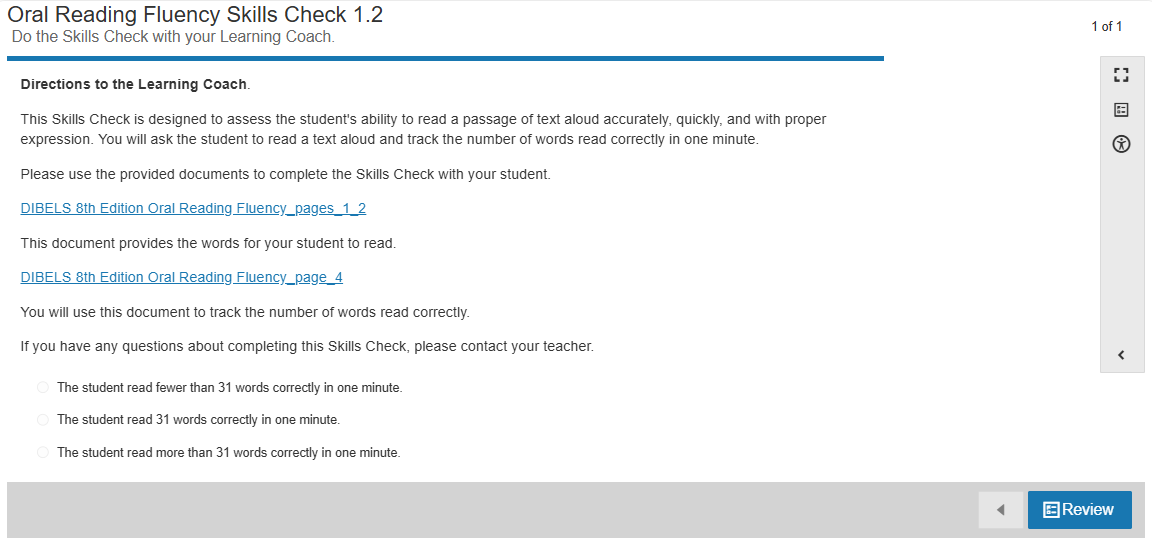
In this unit, your student will discover that stopping to appreciate things in nature makes the world more interesting.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with digraphs with the /oo/ sound.
  + Identify the conventions for representing long vowel sounds using common vowel teams (e.g., *ay*, *ai*, *oa*, *ou*, etc.).
  + Read words with digraphs with the /oo/ sound and read high-frequency words *above*, *build*, *fall*, *knew*, *money*, and *toward*.
  + Blend and build words with the /oo/ 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.
  + Define the different shades of meaning among adjectives differing in intensity (e.g., *large*, *gigantic*).
  + Think aloud to identify precise words used to describe characters and events in a poem.
  + Distinguish shades of meaning among adjectives differing in intensity by choosing them appropriately when writing and speaking.
  + Identify and practice writing *Aa*, *Vv*, *Yy*
  + Define similes and identify similes, words, and phrases in poems that suggest feelings.
  + Act out the different shades of meaning among adjectives differing in intensity.
  + Identify and practice writing *Ww*, *Nn*.
  + Identify words and phrases in poems that appeal to the senses.
  + Write a simple poem that addresses a topic, uses precise words to describe characters and events, and includes a feature such as rhyme, rhythms, or alliteration.
  + With support, read a book of choice.
  + Identify words and phrases in poems that suggest feelings or appeal to the senses.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 10: The Wonders Outside | |
| Lesson 1 | **adjective** – a word that describes a noun  **facts** – things that are true  **information** – tells about real people, places, or things  **poems** – writing that uses words in an interesting way to express feelings and tell a story  **stories** – tell about something that happens that may not be real |
| Lesson 2 | **adjective** – a word that describes a noun  **characters** – people or animals in a story or poem  **describe** – use details to tell who or what something is like  **events** – things that happen in a story or poem  **narrator** – the voice that tells a story or poem |
| Lesson 3 | **adjective** – a word that describes a noun  **compare** – tell how things are the same or different  **similes** – compare two different things using the word like or as |
| Lesson 4 | **character** – a person or animal in a story or poem  **describe** – use details to tell who or what something is like  **event** – something that happens in a story or poem  **recite** – to say out loud from memory  **rhyme** – words that end with a similar sound  **rhythm** – a strong pattern of beats made by words  **sensory words** – words that describe one of the five senses (seeing, hearing, touch, smell, or taste) |
| Lesson 5 | **sensory words** – words that describe one of the five senses (see, hear, feel, smell, or taste) |

**Oral Reading 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/fa3d75d7-a1d4-45b7-a05e-9d30f8488a1c/DIBELS%208th%20Edition%20Oral%20Reading%20Fluency_page_4.pdf) document within the Skills Check Assessment.
* Students need [THIS DOCUMENT](https://cite-media.pearson.com/legacy_paths/f72772d7-20e3-4380-8be6-ef06a2f32f6c/DIBELS%208th%20Edition%20Oral%20Reading%20Fluency_pages_1_2.pdf) in order to complete the assessment.
* For additional details about how to administer the Oral Reading Fluency (ORF) assessment in order to support Learning Coaches, please see pages 76-78 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: above, build, fall, knew, money, toward
* Decoding Pattern: Vowels: oo as in boot
* Spelling Words: soon, roof, cool, hoop, food, broom
* Custom Assessment (Sample Work) for consideration: root, food, moon, mood; It will be cool soon.
* 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 The Wonders Outside– Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1B Unit 10 Day 1 and 2 vowel team oo as in boot](https://docs.google.com/presentation/d/1_Pj6V20bPD2AvPJLBUosHNo4T00deb6k/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 10-31
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 32-41
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words
    - Day 4: Slides 42-56
      * syllabication, 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:
        + [Our New School](https://www.connexus.com/library/launch.aspx?id=99150)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103232)
        + [The Groom is Late!](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/90_Decodable_UFLIFoundations.pdf) (not in decoding routine)
        + [Cruise Ship Trip](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/91_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: Be Creative!**

In this unit, your student will be learning that sometimes it takes creative thinking to solve a problem.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with *a, aw, au, augh, al.*
  + Determine the number of syllables in a printed word.
  + Read words with *a, aw, au, augh, al,* and read the high-frequency words *answer, brought, busy, door, enough,* and *eyes*.
  + Blend and build words with *a, aw, au, augh, al*.
* 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.
  + Determine the meaning of unknown words and phrases using sentence-level context as a clue to the meaning of the word or phrase.
  + Activate prior knowledge to identify features of books that tell stories and books that give information.
  + Determine the meaning of multiple-meaning words and phrases using sentence-level context as a clue to the meaning of a word or phrase.
  + Identify and practice writing *Pp*, *Ss*, and *Mm*.
  + Ask questions to identify distinguishing characteristics of fairy tales, folktales, and myths from around the world.
  + Use sentence-level context as a clue to the meaning of a word or phrase.
  + Identify and practice writing *Hh, Kk,* and *Rr*.
  + Identify distinguishing characteristics of fables and nursery rhymes from around the world.
  + Identify and describe your favorite type of story: fable, nursery rhyme, folk tale, or informational text.
  + With support, read a book of choice.
  + Make predictions and correct or confirm predictions using characteristics of a genre (e.g., fairy tales, folk tales, nursery rhymes).
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 11: Be Creative! | |
| Lesson 1 | **author** – a person who writes  **illustrator** – the person who drew the pictures  **information** – tells about real people, places, or things  **photos** – pictures taken with a camera  **story** – tells about something that happens that may not be real  **syllable** – a word part with one vowel sound |
| Lesson 2 | **characters** – people or animals in a story  **details** – important pieces of information  **illustrator** – the person who draws the pictures |
| Lesson 3 | **characters** – people or animals in a story  **details** – important pieces of information |
| Lesson 4 | **details** – important pieces of information  **events** – what happens in a story  **setting** – where a story takes place |
| Lesson 5 | **events** – what happens in a story  **sequence** – the order in which something happens |

Synchronous Instruction:

* High Frequency Words: answer, brought, busy, door, enough, eyes
* Decoding Pattern: Vowels: short o: a, aw, au, augh, al
* Spelling Words: saw, yawn, pause, caught, walk, wash
* Custom Assessment (Sample Work) for consideration: paw, claw, yawn, fawn; I saw the fawn on the lawn.
* 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 Be Creative! – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1B Unit 11 Day 1 and 2 Vowels - short o.a.aw.au.augh.al](https://docs.google.com/presentation/d/1uKVIrtJzy0iu2O9LLJAUAcrZCI0SEE2f/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 10-33
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 34-46
      * Decoding pattern, letter-sound correspondence, spelling words
    - Day 4: Slides 47-54
      * syllabication, high-frequency words, decodable texts, sentence dictation
      * disregard slides 55-76
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [Dawn and the Fox](https://www.connexus.com/library/launch.aspx?id=99159)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103208)
        + [Trip to the Zoo](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/93_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: Something Better**

In this unit, your student will be learning about new and better things that can result if something is lost or taken away.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with silent letters: *wr*, *kn*, and *gn*.
  + Break two-syllable words following basic patterns into syllables to decode the words.
  + Read words with silent letters: *wr*, *kn*, and *gn* and read high-frequency words: *brother, father, friend, love, mother,* and *picture*.
  + Blend and build words with silent letters: *wr*, *kn*, and *gn*.
* 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 real-life connections between words and their use.
  + Make predictions using text structures (e.g., sequence, cause and effect, compare/contrast).
  + Use newly acquired vocabulary in new situations.
  + Identify and practice writing *Xx*, *Uu*.
  + Correct or confirm predictions using text structures (e.g., sequence, cause and effect, compare/contrast).
  + Use domain-appropriate vocabulary to communicate ideas in writing, with guidance and support as needed.
  + Identify and practice writing *Qq*, *Gg*.
  + Identify how the use of text structure (e.g., chronological, cause and effect) contributes to an author's purpose in a text.
  + With support, read a book of choice.
  + Describe your favorite type of book with relevant details, expressing ideas and feelings clearly.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 12: Something Better | |
| 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  **syllable** – a word part with one vowel sound |
| Lesson 2 | **answer** – something you say or write when you are asked a question  **clues** – pieces of information that help answer a question  **dictionary** – a book or program that tells the meaning of words  **predict** – to use clues to guess what will happen next  **prediction** – a guess about what will happen next  **question** – something to ask to get information  **text structure** – the way a story is told |
| Lesson 3 | **details** – important pieces of information  **prediction** – a guess about what will happen next |

Synchronous Instruction:

* High Frequency Words: brother, father, friend, love, mother, picture
* Decoding Pattern: Consonants: silent letters wr, kn, gn
* Spelling Words: brother, father, friend, love, mother, picture
* Custom Assessment (Sample Work) for consideration: knot, know, wrist, write; I know to write with my wrist.
* 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 Something Better – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1B Unit 12 Day 1 and 2 Silent letters wr.kn.gn](https://docs.google.com/presentation/d/1PxdIQ4YgKNHo87Eynf75Itb5rhLyHJpN/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 10-35
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 36-50
      * Decoding pattern, letter-sound correspondence, spelling words
    - Day 4: Slides 51-62
      * syllabication, high-frequency words, decodable texts, sentence dictation
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [Friends](https://www.connexus.com/library/launch.aspx?id=99156)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103209)
        + [Birdwatching](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/98_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: Something Everyone Can Use**

In this unit, your student will be learning about certain things people use every day all over the world.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with three-letter blends: *scr*, *spl*, *spr*, *str*, *thr*, and *shr*.
  + Read words with three-letter blends: *scr*, *spl*, *spr*, *str*, *thr*, and *shr* and read high-frequency words *been*, *children*, *month*, *question*, *their*, and *year*.
  + Blend words with three-letter blends: *scr*, *spl*, *spr*, *str*, *thr*, and *shr*.
  + Build words with three-letter blends: *scr*, *spl*, *spr*, *str*, *thr*, and *shr*.
* 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 what commas are and how they are used.
  + Identify the purpose of "how to" books and read an example, with support.
  + Scan the text to identify topic sentences.
  + Practice writing with spacing between letters.
  + Brainstorm topics for "how to" books, consulting examples as needed.
  + Identify supporting points in informational texts.
  + Identify commas used in dates.
  + Identify the topic of a "how to" book.
  + Identify the reasons an author gives to support points in an informational text.
  + Write complete sentences with words spaced appropriately and sentences spaced appropriately.
  + Select the topic for a "how to" book.
  + Select an informational text to read and summarize, with prompting and support as needed.
  + Compose a topic sentence for a "how to" book introducing the topic.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 13: Something Everyone Can Use | |
| Lesson 1 | **comma** – a mark that separates words or numbers  **facts** – things that are true  **how-to text** – a text that tells how to do something  **information** – tells about real people, places, or things  **information text** – writing that gives true facts  **story** – tells about something that happens that may not be real |
| Lesson 2 | **how-to text** – a text that tells how to do something  **paragraph** – a group of sentences about the same topic  **title** – the name of a text  **topic** – what a text is about  **topic sentence** – the sentence that tells the main idea in a paragraph |
| Lesson 3 | **comma** – a mark that separates words or numbers  **date** – a certain day of a month or a year  **how-to text** – a text that tells how to do something  **main point** – the most important idea in a paragraph  **supporting points** – sentences that explain why the main point is true  **topic** – what a text is about  **topic sentence** – the sentence that tells the main idea in a paragraph |
| Lesson 4 | **author** – a person who writes  **how-to text** – a text that tells how to do something  **paragraph** – a group of sentences about the same topic  **reasons** – explain why something is true  **topic** – what a text is about  **topic sentence** – the sentence that tells the main idea in a paragraph |
| Lesson 5 | **main ideas** – the most important ideas that tell what a story is about  **summarize** – to tell the main ideas of an information text or a story  **topic sentence** – a sentence that tells what a text is about |

Synchronous Instruction:

* High Frequency Words: been, children, month, question, their, year
* Decoding Pattern: Consonants: 3 letter blends scr, spl, spr, str, thr, shr
* Spelling Words: screen, split, spring, strong, three, shrub
* Custom Assessment (Sample Work) for consideration: scribe, screen, split, string; We can splish and splash!
* 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 Something Everyone Can Use – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1B Unit 13 Day 1 and 2 Blends scr.spl.spr.str.thr.shr](https://docs.google.com/presentation/d/1zqbQbFe0-ipyM1z499QaFCujuQ8RXupv/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 10-35
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 36-50
      * Decoding pattern, letter-sound correspondence, spelling words
    - Day 4: Slides 51-62
      * syllabication, high-frequency words, decodable texts, sentence dictation
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [What Do We Do](https://www.connexus.com/library/launch.aspx?id=99136)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103210)
        + [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: Parts That Help**

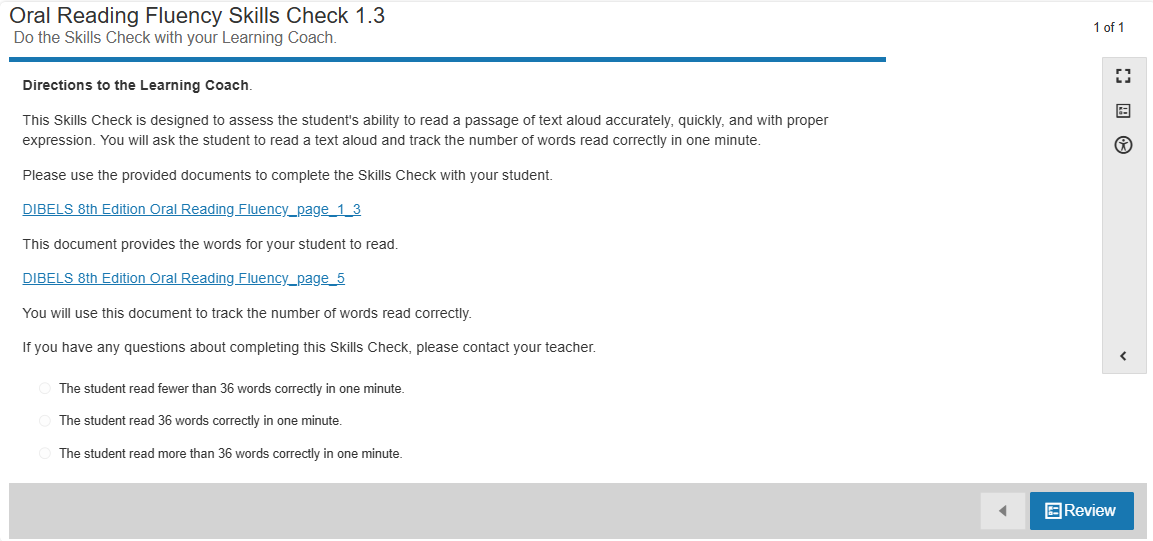
In this unit, your student will be learning about the parts of living things and how these parts help living things grow and live.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with *ou* and *ow.*
  + Read words with *ou* and *ow* and read high-frequency words: *before, front, heard, push, tomorrow,* and *your*.
  + Blend words with *ou* and *ow*.
  + Build words with *ou* and *ow*.
* 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 commas in dates when writing.
  + Define *sequence* and identify the sequence of instructions in a "how to" book.
  + Locate key words to describe the connection between two ideas or pieces of information in an information text.
  + Practice writing lowercase letters *a* to *m*.
  + Ask questions to select a topic for a "how to" book and complete a sequence chain by listing a sequence of instructions to plan a "how to" book.
  + Describe the connection between two events in an information text.
  + Identify commas used in a series and use commas to separate single words in a series when writing.
  + Add to a "how to" draft by composing sentences that describe the sequence of instructions.
  + Describe the connection between two individuals in an information text.
  + Practice writing lowercase letters *n* to *z*.
  + Review a topic sentence and sentences with instructional steps to compose an appropriate closing sentence for a "how to" book.
  + Activate prior knowledge and draw on previous experiences in order to make text-to-text, text-to-self, and text-to-environment connections
  + Review a "how to" book to check that it includes a topic sentence, sequence of instructions, and a closure, adding to the draft as necessary.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 14: Parts That Help | |
| Lesson 1 | **comma** – a mark that separates words or numbers  **date** – a certain day of a month or a year  **facts** – things that are true  **information** – tells about real people, places, or things  **sequence** – the order in which the steps in a how-to text are done  **story** – tells about something that happens that may not be real |
| Lesson 2 | **connection** – something that makes two or more things go together  **sequence** – the order in which the steps in a how-to text are done |
| Lesson 3 | **comma** – a mark that separates words or numbers  **connection** – something that makes two or more things go together  **details** – important pieces of information  **event** – something that happens in a text  **opinion** – what you think or feel about something  **topic** – who or what an information text is about |
| Lesson 4 | **closing sentence** – the last sentence in a how-to text  **connection** – something that makes two or more things go together  **details** – important pieces of information  **fact** – something that is true |
| Lesson 5 | **closing sentence** – the last sentence in a text  **connection** – something that makes two or more things go together  **sequence** – the order that the steps in a how-to text are done  **topic sentence** – a sentence that tells what a text is about |

**Oral Reading 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/42121391-488a-48f7-ba76-81653a0d07eb/DIBELS%208th%20Edition%20Oral%20Reading%20Fluency_page_5.pdf) document within the Skills Check Assessment.
* Students need [THIS DOCUMENT](https://cite-media.pearson.com/legacy_paths/fd2fd206-2bb5-41f3-a452-71c649788436/DIBELS%208th%20Edition%20Oral%20Reading%20Fluency_page_1_3.pdf) in order to complete the assessment.
* For additional details about how to administer the Oral Reading Fluency (ORF) assessment in order to support Learning Coaches, please see pages 76-78 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: before, front, hear, push, tomorrow, your
* Decoding Pattern: Diphthongs: ow and ou
* Spelling Words: now, down, town, out, loud, south
* Custom Assessment (Sample Work) for consideration: before, front, hear, push, tomorrow, your
* 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 Parts that Help – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1B Unit 14 Day 1 and 2 Dipthongs ow.ou](https://docs.google.com/presentation/d/1_pVwpSTLvjx65FiCACAdsZl824w7U6a0/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 10-32
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 33-44
      * Decoding pattern, letter-sound correspondence, spelling words
    - Day 4: Slides 45-55
      * syllabication, high-frequency words, decodable texts, sentence dictation
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [The Lost Cow](https://www.connexus.com/library/launch.aspx?id=99142)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103211)
        + [Summer at the Farmhouse](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/96_Decodable_UFLIFoundations.pdf) (not in decoding routine)
        + [A New Coin](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/97_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: Using What You Know**

In this unit, your student will be learning about using what you know to make something useful.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with final -*e*.
  + Accurately decode unknown words that follow a predictable letter/sound relationship
  + Read words with final *-e* and read high-frequency words: *favorite, few, gone.*
  + Identify information provided by words in the text.
  + Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
  + Blend words with final -*e*.
  + Blend and build words with final -*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.
  + Spell untaught words phonetically when writing, drawing on phonemic awareness.
  + Think aloud to identify information provided by pictures in the text.
  + Spell untaught words phonetically when writing, drawing on spelling conventions.
  + Practice writing uppercase letters *A* to *M.*
  + Identify information provided by words in the text.
  + Practice writing uppercase letters *N* to *Z*.
  + Identify the differences between information provided by pictures and other illustrations, and information provided by words in an information text
  + Apply reading strategies to read a text fluently at an appropriate rate.
  + With support, read a book of choice.
  + Identify the evidence that supports the central idea in an information text.
  + Vocabulary:

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| --- | --- |
| Unit 15: Using What You Know | |
| Lesson 1 | **author** – a person who writes  **facts** – things that are true  **information** – tells about real people, places, or things  **story** – tells about something that happens that may not be real |
| Lesson 2 | **details** – important pieces of information  **illustrations** – pictures in a book that are drawn or painted  **information** – tells about real people, places, or things  **photos** – pictures taken with a camera |
| Lesson 3 | **details** – important pieces of information  **topic** – who or what an information text is about |
| Lesson 4 | **central idea** – the most important idea in a text  **details** – important pieces of information  **evidence** – details that support the central idea in a text |

Synchronous Instruction:

* High Frequency Words: favorite, few, gone
* Decoding Pattern: Vowels: final -e, a-e, e-e, i-e, u-e, o-e
* Spelling Words: bake, these, like, kite, note, flute
* 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 Using What You Know – Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1B Unit 15 Day 1 and 2 VCe review](https://docs.google.com/presentation/d/16m6Aq5jUyJY-tDH92nKiGCdrO91FO9ax/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 10-34
      * Decoding pattern, letter-sound correspondence, spelling words, high-frequency words, decodable texts
    - Day 3: Slides 35-49
      * Decoding pattern, letter-sound correspondence, spelling words
    - Day 4: Slides 50-60
      * syllabication, high-frequency words, decodable texts, sentence dictation
    - Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
      * Decodable texts from this unit:
        + [My Favorite](https://www.connexus.com/library/launch.aspx?id=99152)
        + [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103212)
        + [A Cake for Tess](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/59-_Decodable_UFLIFoundations.pdf) (not in decoding routine)
        + [June’s Bike Shop](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/62_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: All Parts Needed**

In this unit, your student will be learning about how all the parts of something are needed because they work together.

* Word Recognition Learning Goals for this unit:
  + Identify and spell words with inflectional endings, including *-ed, -ing,* and *-s, -es, -est*.
  + Read words with inflectional endings (including *-ed, -ing,* and *-s, -es, -est*) and read high-frequency words: *surprise, wonder,* and *young*.
  + Blend and build words with inflectional endings including *-ed, -ing,* and *-s, -es, -est*.
* 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 conventional spelling for words with common spelling patterns (e.g., CVCC, CVCe, *-er, -ir, -ur, or, oa, ore, oi, oy,* etc.) when writing.
  + Strengthen informative writing by editing, with guidance and support from adults as needed.
  + Scan the text to identify text features such as headings, tables of contents, glossaries, electronic menus, and icons and their purposes.
  + Select and write favorite words.
  + Strengthen informative writing by editing, with guidance and support from adults as needed.
  + Use headings, tables of contents, and glossaries to locate key facts or information in an informational text.
  + Use conventional spelling for frequently occurring irregular words (e.g., *very, two, work, put, through,* etc.) when writing.
  + Publish informative writing, with guidance and support from adults as needed.
  + Use an electronic menu and icons to locate key facts or information in a digital text.
  + Write your full name.
  + Publish and present informative writing, with guidance and support from adults as needed
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 16: All Parts Needed | |
| Lesson 1 | **author** – a person who writes  **facts** – things that are true  **information** – tells about real people, places, or things  **revise** – reread what you wrote and make changes  **story** – tells about something that happens that may not be real |
| Lesson 2 | **abbreviation** – letters that stand for a longer word or words  **edit** – read what you write and fix mistakes  **emoji** – an icon that expresses a feeling or idea  **favorite** – something liked the best  **glossary** – a list of hard words and their meanings  **heading** – the title of a chapter or section  **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 3 | **bold print** – thick, dark letters  **glossary** – a list of hard words and their meanings  **headings** – the titles of chapters or sections  **publish** – make a final copy and share with others  **table of contents** – a list of the sections of a book with page numbers |
| Lesson 4 | **bold print** – thick, dark letters  **glossary** – a list of hard words and their meanings  **icons** – pictures on a screen that stand for different things  **internet** – a computer network of information  **menu** – a list of choices  **present** – tell about a text as people listen  **publish** – make a final copy and share with others  **table of contents** – a list of the sections of a book with page numbers |

Synchronous Instruction:

* High Frequency Words: surprise, wonder, young
* Decoding Pattern: Suffixes: -ed, -ing, -s, -es, -est
* Spelling Words: waited, played, mixes, books, going, fastest
* 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 All Parts Needed– Lesson 1 Page 4.)

* + Decoding routine to use for unit: [ELA 1B Unit 16 Day 1 and 2 -ed.3 sounds for -ed](https://docs.google.com/presentation/d/1gElF1xlWPP8qYb77I6lojdat6T_YrStW/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
    - [Slides](https://docs.google.com/presentation/d/1U6fpFIYRS7lMQZ_AGxfqwodZfvQX7ZDT/edit#slide=id.p3) 1-12
      * Phonological awareness, letter-sound correspondence, decodable texts
    - Decodable texts from this unit:
      * [A Walk in the Woods](https://www.connexus.com/library/launch.aspx?id=99162)
      * [Phrase cued texts](https://docs.google.com/document/d/1yJeW2DMyd8I-Ipjg-rvCkcEVbDraAMPJ/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
      * [We Love Camp](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/65_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * [Trip to the Baseball Park](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/99_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**