April SW Reading Gr.1 Poetry

Content Area: **English**
Course(s):
Time Period: **April**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

DESCRIPTION

The poet Julia Cunningham says, "Poetry is, to me, a place to be. Walk with your words into these secret, mysterious, and magic places where poems lead you." Poetry is a rich and engaging genre that invites readers to study and appreciate the beauty and functions of language. It awakens their sense of the many extraordinary things they can notice in their everyday world. The genre of poetry allows readers to create new and surprising images while also uncovering meaning and exploring emotions. Through the use of rhyme, imagery, and figurative language, readers are exposed to literary devices that remain in our thoughts and create opportunities for reflection and celebration. Poetry offers something for readers of all ages and interests, and it exercises all of our imaginations. What greater joy can young readers experience than discovering something new about themselves, or their world, through reading? Poetry does this. It is the natural bridge between cognitive learning and personal expression.

Enduring Understandings

Students will: ■ Discover the richness of the genre of poetry; ■ Interpret a variety of poems; ■ Demonstrate understanding of the organization and basic features of print; ■ Use personal schema and textual evidence to make predictions and connections; ■ Ask questions to help clarify thinking and deepen understanding; ■ Use strategies before, during, and after reading to enhance comprehension of poetry; ■ Apply self-monitoring skills and strategies to determine the meaning of important vocabulary; ■ Listen for rhythm, rhyme, and patterns; ■ Continue to work on fluency; ■ Apply self-monitoring skills; ■ Analyze poems for a variety of literary elements, including elements of structure, figurative language, and other crafting techniques; ■ Deepen their understanding of author’s purpose as it relates to the genre; ■ Interpret words and phrases as they are used in a poem in order to notice and/or discuss how these words and phrases shape meaning and enhance tone; ■ Recognize qualities that enhance poetry, such as shared observations of the world, messages that are revealed, and opportunities to infer purpose and inspiration; and ■ Uncover themes and big ideas within and across poems through synthesizing thoughts and ideas.

The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening. They define the skills and understandings that students must demonstrate at the end of each grade level.

Essential Questions

What is poetry?

How do we read poetry?

What can we learn from reading poetry?

Instructional Strategies & Learning Activities

Poetry

Grade 1 Overview Interactive Read-Aloud and Shared Reading Lessons

Lesson 1: The Possibilities of Poetry uses all of the mentor texts from the unit.

Rationale: Curiosity and excitement peak as readers ask the question, “What are the possibilities of poetry?” Students will be introduced to the genre of poetry by exploring and discovering what poets write about, considering how poets organize their books or collections, and noticing the similarities and differences among the unit books.

Common Core State Standards: RL.1.5, SL.1.1, RL.1.1, RL.1.4, RL.1.7, SL.1.4, SL.1.6, L.1.6, RF.1.1, RF.1.3, RF.1.4

Skills and Strategies: Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 2: Why Do Poems Look the Way They Do? uses Did You See What I Saw? Poems About School by Kay Winters.

Rationale: Poets make many decisions when writing so that their poems “look” a certain way. Readers use these decisions to help them read and understand poems. Students will consider line breaks, white space, layout, and punctuation in order to attend to the fluency and meaning of poems and how the poet intended the poem to be read.

Common Core State Standards: RL.1.10, SL.1.1, RL.1.1, RL.1.4, RL.1.7, SL.1.4, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 3: It’s Time to Rhyme uses Good Books, Good Times! by Lee Bennett Hopkins (Ed.).

Rationale: Poets use the sounds of words to enhance the meaning of their poems. This helps readers understand and appreciate what poems are about while also enjoying the rhythm. By comparing free verse and rhyming poetry, students will recognize that rhyme is a technique that poets use in order to create patterns of rhythm, link words and ideas, or create a certain sound in their poems.

Common Core State Standards: RL.1.4, SL.1.1, SL.1.2, RF.1.3, RF.1.4, RL.1.1, RL.1.7, SL.1.4, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Reading Foundational Skills: Print Concepts and Features, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: More Rhyming Time! uses The Bill Martin Jr. Big Book of Poetry by Bill Martin, Jr. (Ed.).

Rationale: Rhyme is a technique that poets use to create patterns of music. These patterns link words and ideas and create a certain sound in poems. Students will examine different poems and recognize that these patterns can be different in each poem. They will learn that the music that the patterns create helps readers know how to read each poem.

Common Core State Standards: RF.1.3, RF.1.4, RL.1.1, RL.1.4, RL.1.7, RL.1.10, SL.1.1, SL.1.2, SL.1.4, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: It's All About the Sound uses One Big Rain: Poems for Rainy Days by Rita Gray (Ed.), Our Big Home: An Earth Poem by Linda Glaser, and In the Wild by David Elliott.

Rationale: The sounds that are included in poetry enable readers to understand the ideas and messages the poets share while also enhancing the tone of the poems. Students will discover how readers gain an understanding of poems by recognizing onomatopoeia, alliteration, and repetition as features or examples of figurative language that help convey the sound and tone of a poem.

Common Core State Standards: SL.1.1, SL.1.3, RL.1.1, RL.1.4, RL.1.7, RL.1.10, SL.1.4, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Fun With Sound – Onomatopoeia! uses One Big Rain: Poems for Rainy Days by Rita Gray (Ed.) and The Bill Martin Jr. Big Book of Poetry by Bill Martin, Jr. (Ed.).

Rationale: Onomatopoeia is a poetic device that writers use to create sounds for common actions and things in their lives. These words that represent sounds draw readers in and make them participate in the action. Onomatopoeia helps readers connect with poems on a personal level. Students will examine and recognize that onomatopoeia includes words that are common, as well as completely invented.

Common Core State Standards: RL.1.4, RL.1.10, RL.1.1, RL.1.7, SL.1.1, SL.1.3, SL.1.4, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Poems Make Pictures in Our Minds uses The Bill Martin Jr. Big Book of Poetry by Bill Martin, Jr. (Ed.) and One Big Rain: Poems for Rainy Days by Rita Gray (Ed.).

Rationale: Poets observe the world around them and reveal the beauty of the things they observe by using

descriptive details that appeal to our senses. Readers of poetry recognize how sensory images and details allow for clear understanding or gaining deeper meanings. Students will use the sensory images and details found in poems to help them visualize what poets are trying to convey.

Common Core State Standards: RL.1.7, RL.1.1, RL.1.4, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding

Lesson 8: When I Close My Eyes . . . uses The Bill Martin Jr. Big Book of Poetry by Bill Martin, Jr. (Ed.).

Rationale: Imagery creates opportunities for readers to create mental pictures and envision a poet's message. Students will learn how to use mental pictures to assist them with understanding the meaning of poems.

Common Core State Standards: RL.1.4, SL.1.2, SL.1.3, RL.1.1, RL.1.7, RL.1.10, SL.1.4, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding

Lesson 9: What's the Big Idea? uses The Bill Martin Jr. Big Book of Poetry by Bill Martin, Jr. (Ed.).

Rationale: Poets consider many things before they decide on the "big idea" for their poems. They determine these ideas by thinking about their observations, inspirations, emotions, personal experiences, and noticings. Readers connect these big ideas to their own thoughts, feelings, and experiences. Students will investigate and explore the purpose and inspiration for the poems they read and use clues to help identify the big ideas.

Common Core State Standards: RL.1.1, RL.1.4, RL.1.7, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Speaking to Communicate, Listening and Responding

Lesson 10: Investigating Inspiration uses The Bill Martin Jr. Big Book of Poetry by Bill Martin, Jr. (Ed.).
Rationale: Poets can find inspiration in everyday things and use poetry as a vehicle to communicate thoughts, feelings, and ideas. Students will recognize that readers connect with poetry by finding themselves and their lives inside of a poem.

Common Core State Standards: RL.1.1, RL.1.4, RL.1.7, RL.1.10, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.6

Skills and Strategies: Using Schema, Speaking to Communicate, Listening and Responding

Lesson 11: Discovering Mood and Feeling uses Did You See What I Saw? Poems About School by Kay Winters.

Rationale: Poets create poems that convey mood and feeling. Readers ask questions and make connections in order to help them understand the mood and feeling of poems. Students will recognize that good readers use

the strategies of asking questions and making connections to help them discover and deepen their understanding of the mood and feeling of the poems they read.

Common Core State Standards: RL.1.4, RL.1.1, RL.1.7, SL.1.1, SL.1.2, SL.1.4, SL.1.6, L.1.6

Skills and Strategies: Using Schema, Questioning, Making Inferences, Speaking to Communicate, Listening and Responding

Lesson 12: Exploring Emotions uses Did You See What I Saw? Poems About School by Kay Winters.

Rationale: The words that poets use often engage readers in the exploration of emotions. Students will recognize the value of the genre of poetry by appreciating and enjoying the language and emotions that the words of poems evoke.

Common Core State Standards: RL.1.4, RL.1.1, RL.1.7, RL.1.10, SL.1.1, SL.1.2, SL.1.4, SL.1.6, L.1.6

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Listening and Responding

Mini-Lessons Lesson 1: The “Extra” in Extraordinary uses In the Wild by David Elliott.

Rationale: Poets can look at objects that seem quite ordinary and then creatively express or present them in extraordinary ways. This helps readers connect with the poem and visualize and appreciate the word choices the poet has included. Students will think about the word choices that poets include and visualize how they can take something ordinary and use language to make it sound or appear extraordinary.

Common Core State Standards: RL.1.4, RL.1.7, RL.1.1, RL.1.10, RI.1.2, SL.1.1, SL.1.2, SL.1.4, SL.1.6, L.1.1, L.1.2, L.1.6, RF.1.3, RF.1.4, W.1.5

Skills and Strategies: Using Schema, Visualizing, Making Inferences, Finding Word Meaning (Vocabulary), Engaging in Discussion/Collaborating

Lesson 2: Extra, Extra, Read All About It! uses Our Big Home: An Earth Poem by Linda Glaser.

Rationale: Readers of poetry use what they know about story elements to find the plot in a poem, locate the main idea, and identify the overall theme. Students will identify the important messages and overall themes of the poems they read by using the elements of a story and the main idea to help them.

Common Core State Standards: RL.1.3, RL.1.4, RL.1.5, RL.1.1, RL.1.7, RL.1.10, RI.1.2, SL.1.4, SL.1.6, L.1.1, L.1.2, L.1.6, RF.1.3, RF.1.4, W.1.5

Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Speaking to Communicate

Lesson 3: Wait a Minute! What’s Going on Here? uses The Bill Martin Jr. Big Book of Poetry by Bill Martin, Jr. (Ed.).

Rationale: Readers stop and think about their reading and know what to do when they don't understand what's going on. Students will identify the parts of poems that are confusing or unclear to them and will practice using fix-up strategies to assist them with better understanding.

Common Core State Standards: RF.1.3, RF.1.4, RL.1.1, RL.1.4, RL.1.7, RL.1.10, SL.1.4, SL.1.6, L.1.1, L.1.2, L.1.6, W.1.5

Skills and Strategies: Monitoring and Repairing Comprehension, Engaging in Discussion/Collaborating

Lesson 4: Features That Add Meaning uses "Fireflies" by Georgia Heard from the Poetry Shared Texts.

Rationale: Readers know to stop and look at illustrations, text features, and layout in order to help them understand what they are reading. These are the clues that poets provide to express their ideas and help us understand the meaning of their poems. Students will use these print features or clues that the poets provide to help them make meaning and gain a clearer understanding of the poems they read.

Common Core State Standards: RL.1.4, RL.1.1, RL.1.7, RL.1.10, SL.1.4, SL.1.6, L.1.1, L.1.2, L.1.6, RF.1.3, RF.1.4, W.1.5

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Synthesizing, Monitoring and Repairing Comprehension, Engaging in Discussion/Collaborating

Lesson 5: Thinking and Wondering About Themes uses Our Big Home: An Earth Poem by Linda Glaser.

Rationale: Readers of poetry think about the themes and meanings of poems by reflecting upon what they are left to wonder about. Students will combine what they have read with their own personal ideas, questions, and reflections in order to synthesize, draw conclusions, and develop a deeper understanding of the themes that poets present in their poems.

Common Core State Standards: RL.1.2, RL.1.4, RL.1.1, RL.1.7, RL.1.10, SL.1.4, SL.1.6, L.1.1, L.1.2, L.1.6, RF.1.3, RF.1.4, W.1.5

Skills and Strategies: Using Schema, Questioning, Making Inferences, Synthesizing, Listening and Responding

Lesson 6: Comparing and Contrasting Poems uses One Big Rain: Poems for Rainy Days by Rita Gray (Ed.).

Rationale: Poets use different forms of poetry to present their ideas and observations. Haiku is a form of poetry that originated in Japan. It typically conveys vivid messages and describes seasons or things in nature. Students will recognize this form of poetry and think about its impact on the understanding or main idea of poems.

Common Core State Standards: RL.1.9, RL.1.1, RL.1.4, RL.1.7, RL.1.10, SL.1.4, SL.1.6, L.1.1, L.1.2, L.1.6, RF.1.3, RF.1.4, W.1.5

Skills and Strategies: Using Schema, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Integration of Career Readiness, Life Literacies, and Key Skills

Students will establish and follow rules, routines, and responsibilities throughout the year.

9.1.2.CAP	Career Awareness and Planning
9.4.2.CI	Creativity and Innovation
	Brainstorming can create new, innovative ideas.
	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT	Critical Thinking and Problem-solving
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.2	Explain the importance of respecting digital content of others.
	Individuals should practice safe behaviors when using the Internet.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
	Individuals from different cultures may have different points of view and experiences.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
	Digital tools and media resources provide access to vast stores of information that can be searched.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2	Create a document using a word processing application.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology and Design Integration

Students will interact with the Smartboard throughout the lessons. Students will explore and read texts on the Ipads through reading centers.

TECH.8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).

Interdisciplinary Connections

Interdiciplinary connections will occur with the mentor texts in social studies and science.

SCI.K-2.5.2.2	All students will understand that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science.
SCI.K-2.5.3.2	All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics.
SCI.K-2.5.4.2.C	Earth's composition is unique, is related to the origin of our solar system, and provides us with the raw resources needed to sustain life.
SCI.K-2.5.4.2.F	Earth's weather and climate systems are the result of complex interactions between land, ocean, ice, and atmosphere.
SCI.K-2.5.4.2.F.1	Observe and document daily weather conditions and discuss how the weather influences your activities for the day.
SCI.K-2.5.4.2.F.a	Current weather conditions include air movement, clouds, and precipitation. Weather conditions affect our daily lives.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Choices of personal reading texts will be leveled or matched to each students interest and comfort levels.

Modifications & Accommodations

IEP and 504 accommodations will be utilized.

Follow IEP accommodations and differentiate materials, project requirements as needed.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Additional Modifications and Accommodations used in this unit:

Benchmark Assessments

DRA

Aimsweb LAL three times a year

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Anecdotal notes

Assigned homework

Student participation

Independent group work/projects

Appendix

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Schoolwide, Inc. recommended assessments and rubrics

Guided Reading Groups

Running records

Fundation Assessments

Instructional Materials

Extensive Schoolwide leveled readers classroom library for choice reading.

Mentor Texts

Schoolwide, Inc. teaching materials and worksheets, graphic organizers

Standards

See as noted above

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.6	Identify who is telling the story at various points in a text.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
LA.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
LA.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
LA.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LA.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
LA.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.L.1.1.A	Print all upper- and lowercase letters.
LA.L.1.1.B	Use common, proper, and possessive nouns.

LA.L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
LA.L.1.1.E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
LA.L.1.1.F	Use frequently occurring adjectives.
LA.L.1.1.G	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
LA.L.1.2.B	Use end punctuation for sentences.
LA.L.1.2.C	Use commas in dates and to separate single words in a series.