

Amplify.

Program Guide

Grades K–5



Core Knowledge Language Arts



Core Knowledge®

K–5 Program Guide

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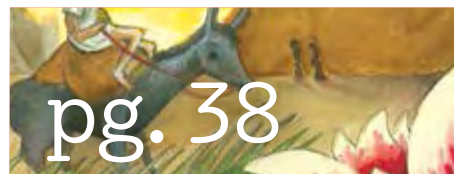
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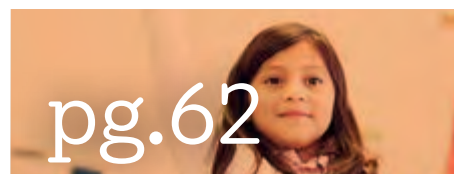
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How To Use This Program Guide

The Program Guide is a guide to understanding and using CKLA by answering two core questions:

1. WHY CKLA?

- Our history and philosophy
- How we meet the CCSS
- How and why CKLA is different from other programs

2. WHAT is CKLA?

- How to use both the physical and online materials
- How to navigate strands, units, domains, and lessons
- How to effectively adapt CKLA to your needs

We strongly recommend reading the CKLA Program Guide in its entirety before you begin teaching CKLA. We also hope it will be a consistent reference as you teach—placing daily and moment-by-moment activity in a larger context, within and across grades.

Our Research Guide (**The CKLA Curriculum: Links to Research on Teaching and Learning**) is a companion to this Program Guide. It explains and provides access to the large and comprehensive body of research behind CKLA. CKLA was created from a thorough study of validated and high-quality research in English Language Arts instruction, including but not limited to print and phonological awareness, phonics and word recognition, reading fluency, prosody, vocabulary, and background knowledge.

You can find the Research Guide and the Program Guide online at ckla.amplify.com. Again, we recommend reading them in full before beginning to teach CKLA. The guides provide additional reasoning and explain CKLA's structure, routines, and lessons.

The authors of CKLA are fully committed to closing the achievement gap by creating a world-class curriculum that makes all students college and career ready. If you have any suggestions or concerns about the material, we hope you will contact us at amplify.com/support/form. We also frequently hold focus groups and other sessions with teachers and other program users to help improve CKLA. If you are interested in taking part or in testing new material with your class, please do let us know.

In Kindergarten, Grade 1, Grade 2, and Grade 3, CKLA is divided into two strands:



SKILLS

The Skills Strand provides comprehensive instruction in foundational reading skills, such as phonological awareness, phonics, and word recognition, language skills including conventions of English, spelling, and grammar, as well as reading comprehension and writing instruction. It is divided into units at each grade level.



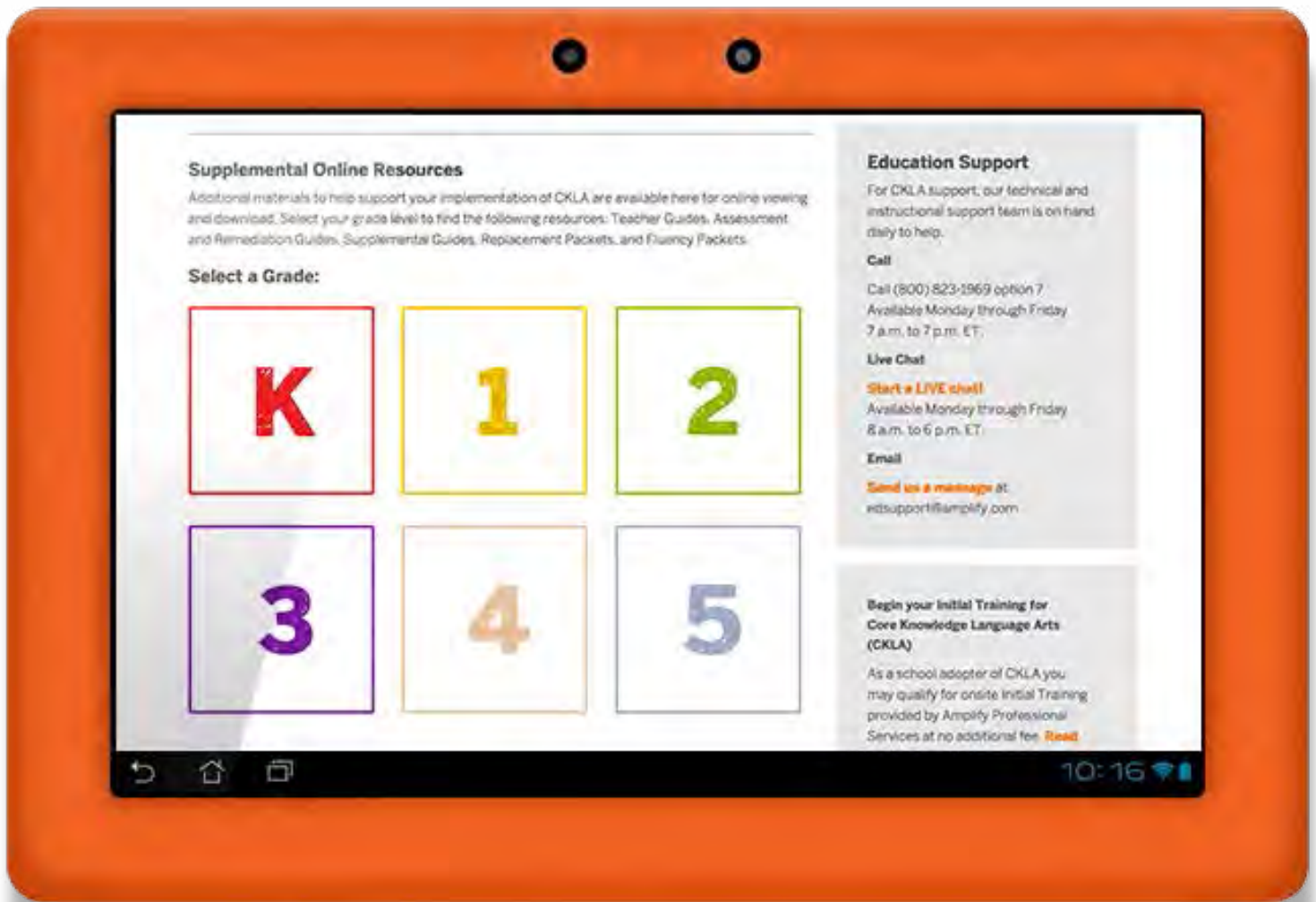
LISTENING & LEARNING

The Listening & Learning Strand is centered around complex narrative and informational read-aloud texts. The Listening & Learning Strand focuses on background knowledge and vocabulary acquisition, analysis of complex text, and speaking and listening. It is divided into domains at each grade level.

Each Skills Strand Unit and Listening & Learning Strand Domain has a corresponding Teacher Guide that provides lesson-by-lesson guidance for successfully delivering that unit or domain to every student.



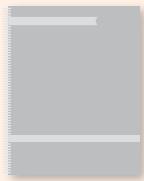
In 4th and 5th grades, decoding will have become sufficiently automatic and fluent to allow for integrated instruction. While there are still Read-Alouds (oral literacy continues to outstrip reading literacy at this age), the focus is increasingly on student reading of complex text. Teachers will also see increasing reliance on independent, partner, and small group work for students.



The Core Components: Grades K–3

The next pages outline the components you will receive in print and digitally as part of CKLA. It is important to read all of the student materials as well as the teacher materials—they are core to instruction.

Print Component Description: Listening & Learning Strand



Teacher Guides

K 1 2 3

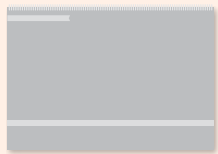
These contain outlines and comprehensive guidance for 180 days of instruction. Each guide represents one Listening & Learning Domain.



Workbooks

K 1 2 3

These contain Worksheets for students to complete as part of the lessons and as take-home material. Worksheets for the first six domains are found in one Activity Book; Worksheets for the remaining domains are found in the other.



Flip Books

K 1 2 3

These large books contain images that accompany the Teacher Guide. The images are in sequential order. Each image is identified by the unique image marker, corresponding with the lesson and order of appearance in the Teacher Guide.

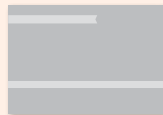


Image Cards

K 1 2 3

These are smaller-sized images used to support instruction.

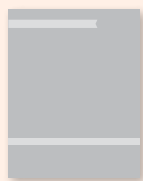
Print Component Description: Skills Strand



Teacher Guides

K 1 2 3

These contain outlines and comprehensive guidance for 180 days of instruction. Each guide represents one Skills Unit.



Workbooks

K 1 2 3

These contain Worksheets for students to complete as part of the lessons. There is an Activity Book for each unit.



Readers

K 1 2 3

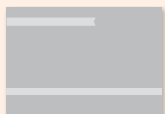
These readers contain decodable text aligned to the sequence of phonics instruction for students to read. In Kindergarten, there is an additional pre-decodable reader that combines rebus pictures with high-frequency words.



Big Books

K 1

These are exact replicas of the Student Readers, but larger, and are used for demonstration stories.



Large Letter Cards

K 1

These cards are used for teaching and reviewing sounds and spellings.



Sound Posters and Cards

K

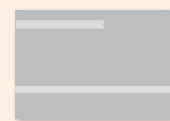
These display code knowledge on the walls of your classroom when you are teaching it for the first time.



Spelling Cards

1 2

These are used to supplement teaching instruction during decoding and encoding lessons in the Skills Strand throughout G1 and G2.



Blending Picture Cards

K

These cards depict images of various objects for teachers to display 2–3 at a time, prior to segmenting the phonemes of the words represented by the cards.



Chaining Folder

K

Students use these folders to practice building words by arranging small letter cards on them to spell the words.



Small Letter Card Box

K

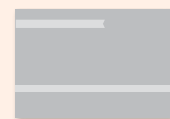
These cards are used in tandem with the Chaining Folders.



Consonant and Vowel Code Flip Books

1 2

These are used with Spelling Cards to learn or review sound/spelling correspondences.

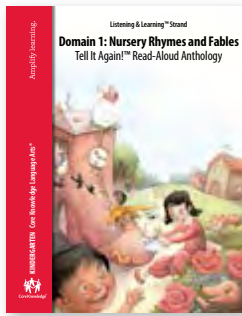


Individual Code Chart

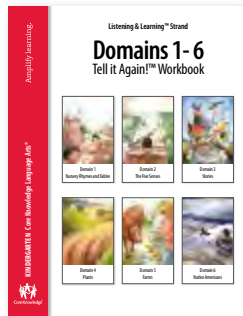
1 2

Students use this chart to record the consonant and vowel sound/spelling correspondences they have learned.

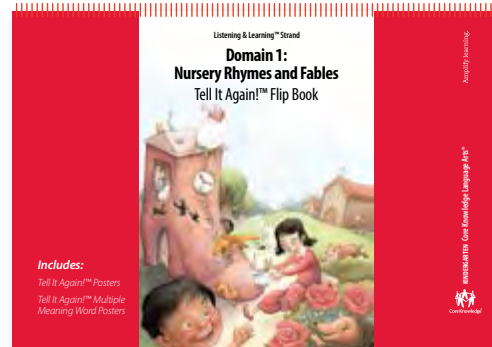
Listening & Learning Strand



Teacher Guides **12** **T**



Workbooks **2** **S**



Flip Books **12** **T**

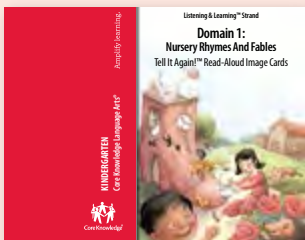


Image Card Sets **12** **T**

Digital Component Portal



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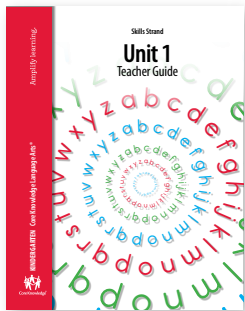
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Key

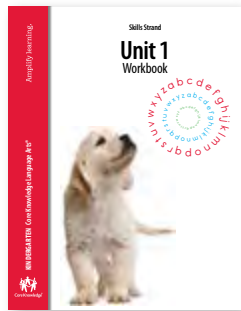
- #** Quantity
- T** Teacher Component
- S** Student Component

The Core Components | Kindergarten (continued)

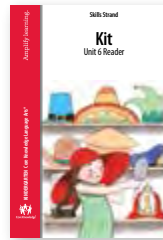
Skills Strand



Teacher Guides **10** **T**



Workbooks **10** **S**



Readers **5** **S**



Big Books **5** **T**



Sound Cards **1** **T**



Sound Posters **1** **T**



Large Letter Cards **1** **T**



Blending Picture Cards **1** **T**



Chaining Folder **1** **T**



Small Letter Card Box **1** **T**

Digital Component Portal



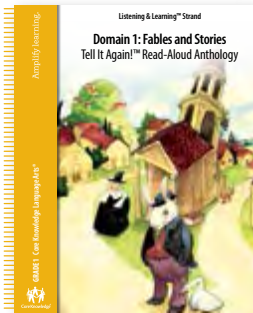
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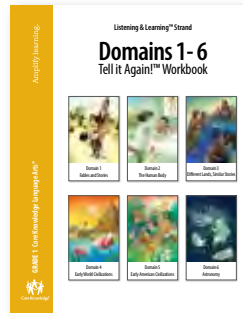
- #** Quantity
- T** Teacher Component
- S** Student Component

Listening & Learning Strand



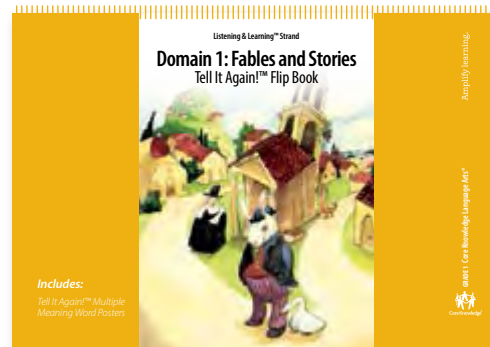
Teacher Guides

11 T



Workbooks

2 S



Flip Books

11 T

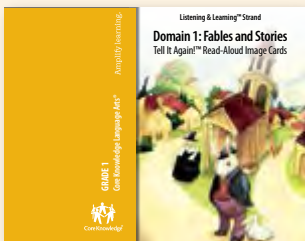


Image Card Sets

11 T

Digital Component Portal



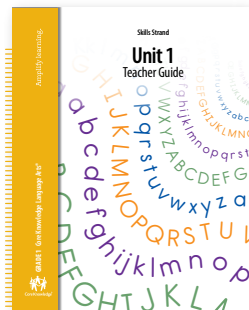
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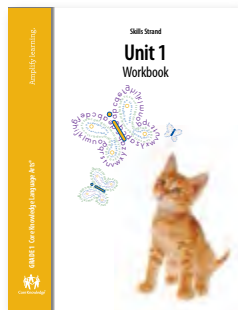
- # Quantity
- T Teacher Component
- S Student Component

Skills Strand



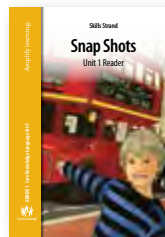
Teacher Guides

7 T



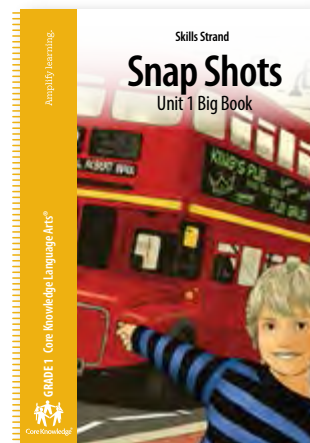
Workbooks

7 S



Readers

7 S



Big Books

3 T



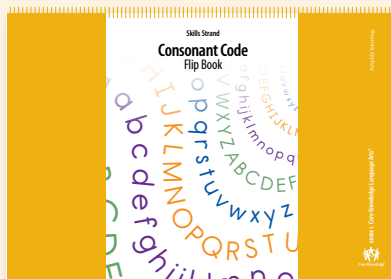
Spelling Cards

1 T

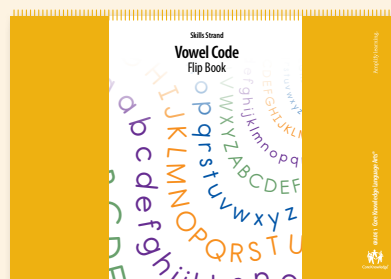


Large Letter Cards

1 T

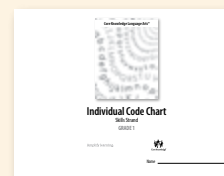


Consonant Code Flip Book



Vowel Code Flip Book

1 S



Individual Code Chart

1 T

Digital Component Portal



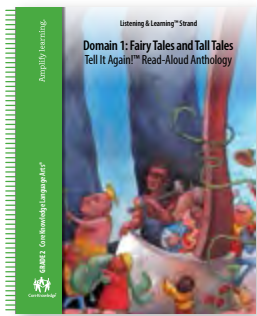
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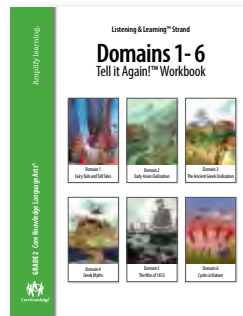
Key

- # Quantity
- T Teacher Component
- S Student Component

Listening & Learning Strand



Teacher Guides **12** **T**



Workbooks **2** **S**



Flip Books **12** **T**

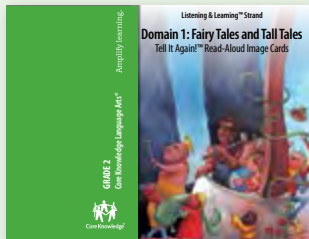


Image Card Sets **11** **T**

Digital Component Portal



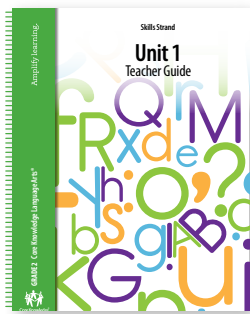
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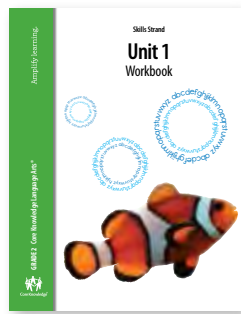
Key

- #** Quantity
- T** Teacher Component
- S** Student Component

Skills Strand



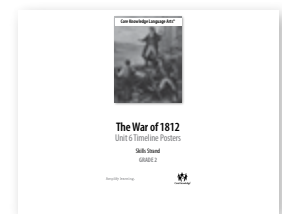
Teacher Guides **6** **T**



Workbooks **6** **S**



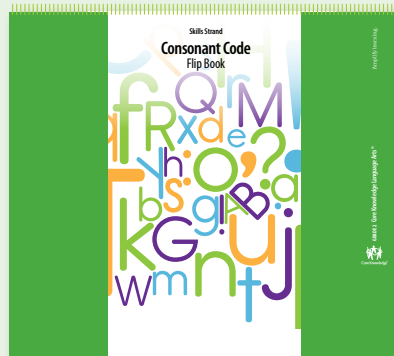
Readers **6** **S**



Timeline Cards **1** **T**



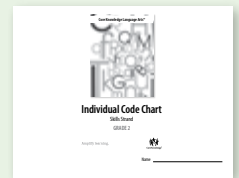
Spelling Cards **1** **T**



Consonant Code Flip Book **1** **T**



Vowel Code Flip Book **1** **T**



Individual Code Chart **1** **T**

Digital Component Portal



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Please see page 14 for a complete list of digital components.

Key

- #** Quantity
- T** Teacher Component
- S** Student Component

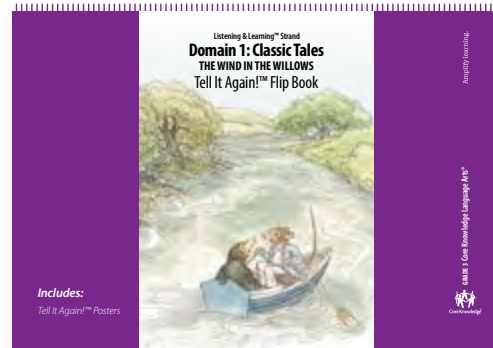
Listening & Learning Strand



Teacher Guides 12 T



Workbooks 2 S



Flip Books 12 T

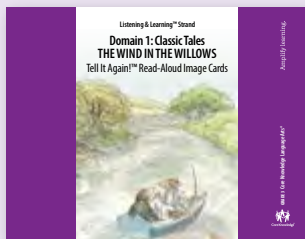


Image Card Sets 11 T

Digital Component Portal



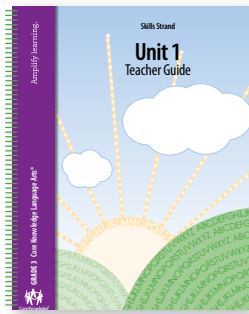
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Please see page 14 for a complete list of digital components.

Key

- # Quantity
- T Teacher Component
- S Student Component

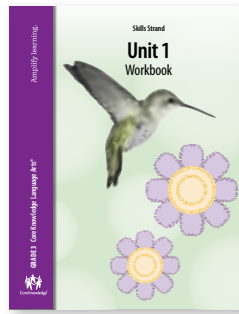
Skills Strand



Teacher Guides

6

T



Workbooks

6

S



Readers

6

S

Digital Component Portal



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Please see page 14 for a complete list of digital components.

Key

- # Quantity
- T Teacher Component
- S Student Component

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The Digital Component Portal contains all the above materials in digital form.

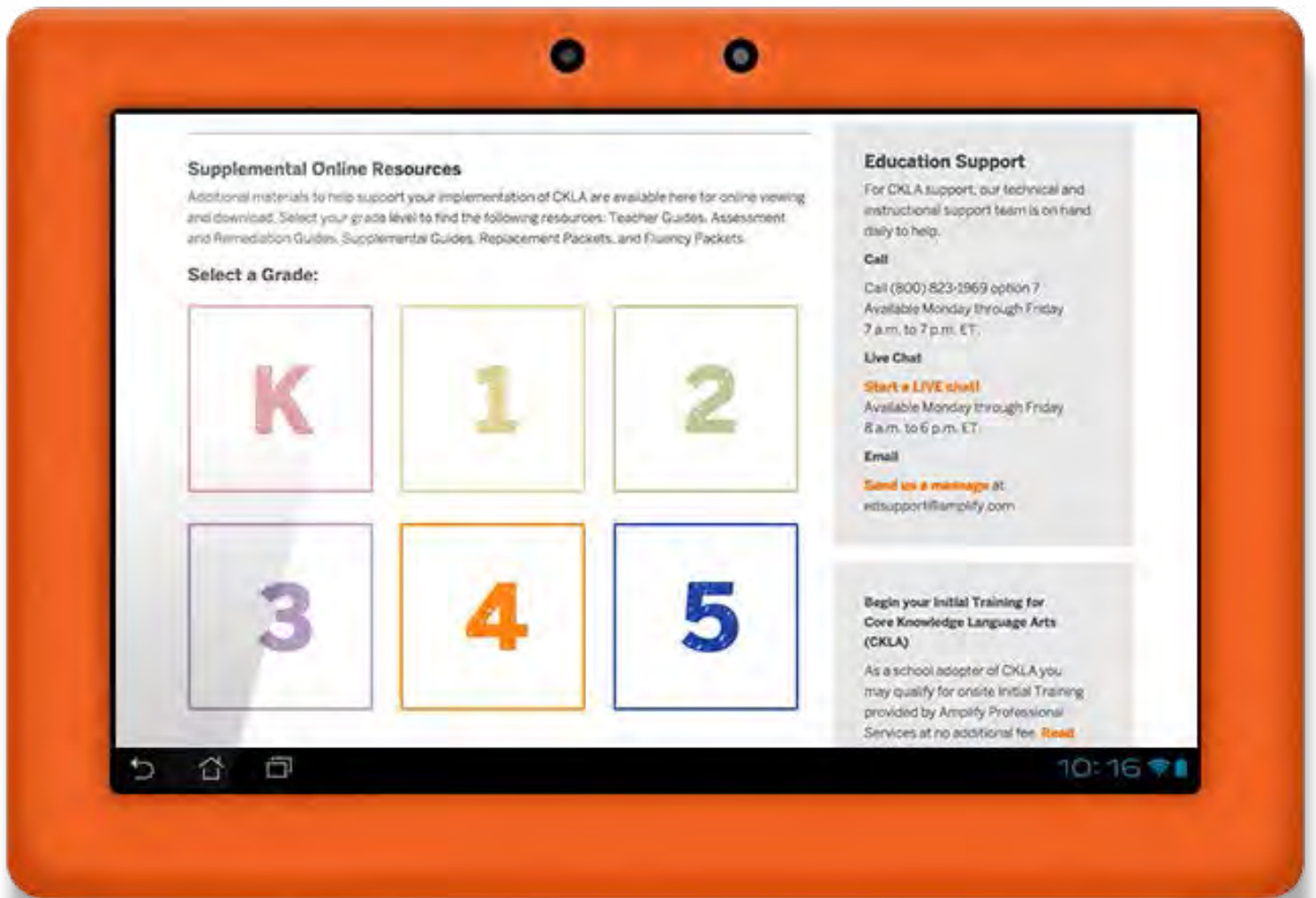
You can also access through the Resource Site:

- **Projectable Media Files**—For use during lessons, teachers can project these images onto a screen for the class.
- **Supplemental Guides**—For use in supporting students who struggle with language acquisition by providing modified Read-Aloud texts and additional guidance on instruction of Tier 2 and Tier 3 vocabulary.
- **Assessment and Remediation Guide**—Designed to be used to provide targeted remedial instruction to students who are struggling with foundational skills.



- Additional Resources including the Core Knowledge Language Arts Research Guide, Contrastive Language Charts, and Writing Exemplars are found in the Components and Resources sections of the website.





The Core Components: Grades 4–5

The next pages outline the components you will receive in print and digitally as part of CKLA. It is important to read all of the student materials as well as the teacher materials—they are core to instruction.

Component Description



Teacher Guides

4 5

These contain outlines and comprehensive guidance for 180 days of instruction. Each guide represents one unit of instruction.



Activity Books

4 5

These contain Activity Pages for students to complete as part of the lessons. There is an Activity Book for each of the units and Quests.



Readers

4 5

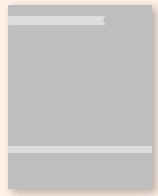
These contain the key texts for instruction.



Decoding and Encoding Supplement

4 5

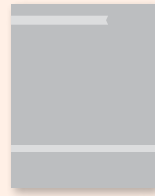
This digital guide has resources for students who need extra practice, remediation, or support in their instruction.



Student Poet's Journal

4 5

The Poet's Journal combines poems, activities for students, and creative space for writing.



Student Writer's Journal

4

The Writer's Journal combines poems, activities for students, and creative space for writing.

Single Strand



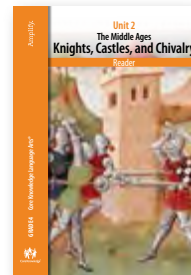
Teacher Guides

8 T



Activity Books

6 S



Readers

6 S



Student Poet's Journal

1 S



Student Writer's Journal

1 S

Digital Component Portal



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Please see page 22 for a complete list of digital components.

Key

- # Quantity
- T Teacher Component
- S Student Component

Quest



Eureka! Student Inventor

Students must save the game show Eureka! by working in teams, combining research, writing, and presenting skills to become “master inventors.”

Digital Component Portal



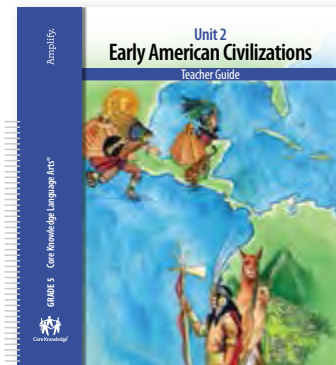
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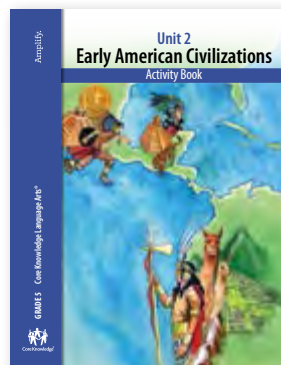
Key

- # Quantity
- T Teacher Component
- S Student Component

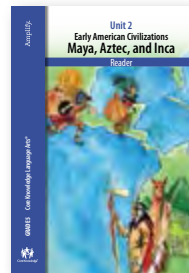
Single Strand



Teacher Guides **9** **T**



Activity Books **8** **S**



Readers **8** **S**



Student Poet's Journal **1** **S**

Digital Component Portal



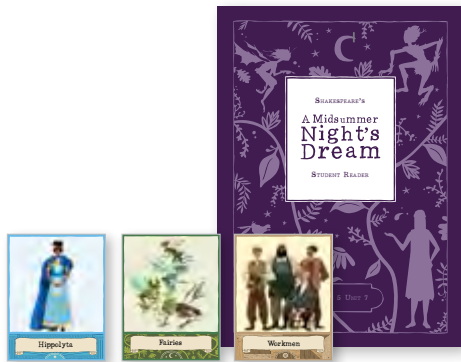
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Please see page 22 for a complete list of digital components.

Key

- #** Quantity
- T** Teacher Component
- S** Student Component

Quest



A Midsummer Night's Dream

Students are immersed in the mystery and magic of Shakespeare's comedy, analyzing character and language and bringing the play to life.

Digital Component Portal



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Please see page 22 for a complete list of digital components.

Key

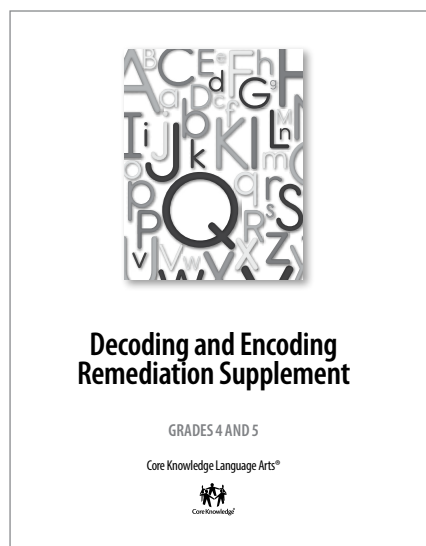
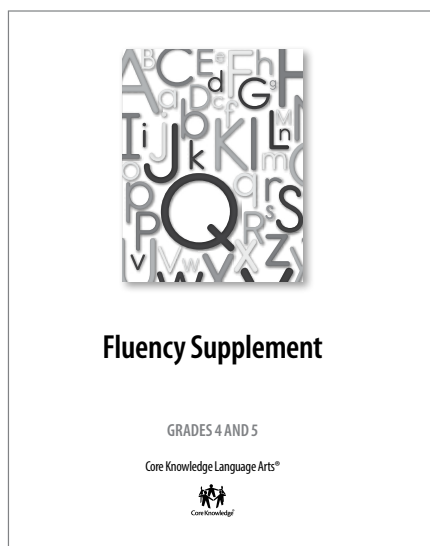
- # Quantity
- T Teacher Component
- S Student Component

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The Digital Components Portal contains all the above materials in digital form.

You can also access through the Resource Site:

- **Projectable Media Files**—For use during lessons, teachers can project these images onto a screen for the class.
- **Decoding and Encoding Remediation Supplement**—Designed to be used to provide targeted remedial instruction to students who are struggling with foundational skills.



- **Fluency Packets**—Additional practice for fluency and expression.
- **Quest Components**—Interactive multimedia material for Core Quests
- **Multimedia**—Video and audio for specific units.



How and Why This Program Came into Being



Our mission, which has been the driving force behind the Core Knowledge Foundation for three decades, is to provide educational excellence and equity for all children. CKLA was created to help fulfill that mission.



Our Mission

Our mission, which has been the driving force behind the Core Knowledge Foundation for three decades, is to provide *educational excellence and equality for all children*. CKLA was created to help fulfill that mission.

The foundation’s research and insights—including its unique knowledge sequence—was “foundational”¹ to the development of the Common Core State Standards.

A high proportion of students do not successfully transition from the early to the later elementary grades. In one study, 67% of fourth graders failed to reach proficient national standards.² In the same report, 33% of all fourth graders did not reach basic standards, and 54% of Hispanic students and 58% of African American students did not reach basic standards.

Too many students from all backgrounds are falling short, and there is a clear and obvious fairness gap as children living in poverty lag behind.

Often those students appear to be doing fine in early grades but then struggle in later elementary. The mission of the authors of this program, through CKLA, is to give students the preparation in the early grades that research shows is critical and which will become manifest in the later grades.

Increasing bodies of research identify that students must not only learn to decode in the earliest grades but must build up the background knowledge, vocabulary, and analytical skills that allow them to access and understand complex texts in late elementary school and beyond (please see our Research Guide for more details). That is the core of our philosophy.

1. Interview with David Coleman, architect of the CCSS (Politico Magazine, “The Politico 50: #8 David Coleman & E.D. Hirsch”).

2. National Assessment of Educational Progress (NAEP) based on the Mapping State Proficiency Standards Onto the NAEP Scales: Variation and Change in State Standards for Reading and Mathematics, 2005-2009 report published in 2011 by the National Center for Educational Statistics (NCES) and written by experts with the American Institutes for Research (AIR).

Our Philosophy

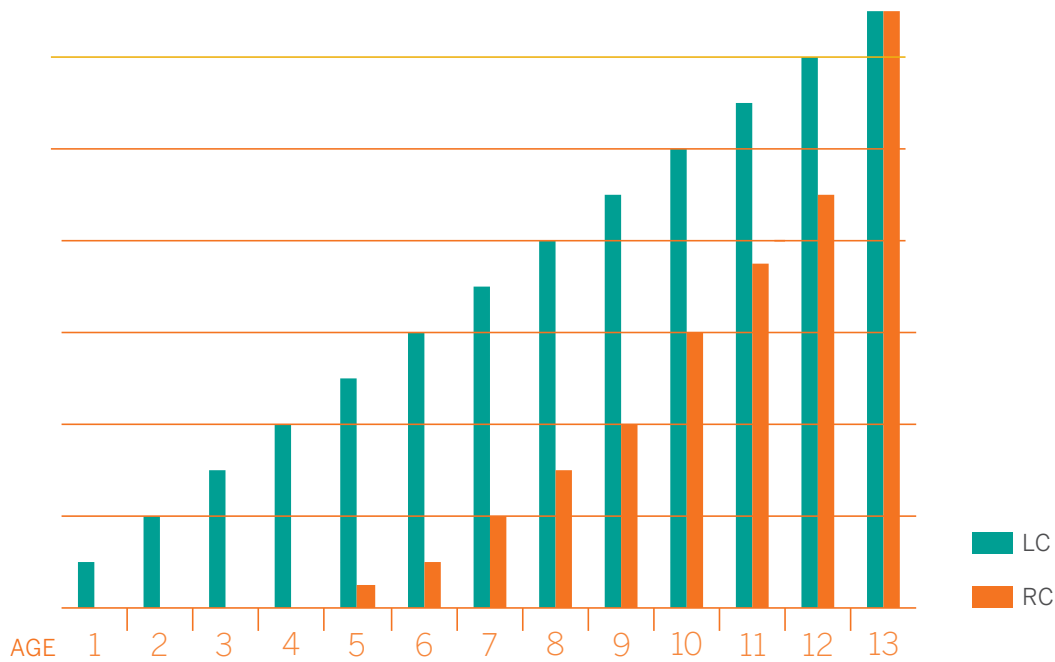
We believe that we will close the third-grade reading gap and make students college and career ready only by preparing them to encounter complex written text in Kindergarten (and earlier). That requires systematic exposure to knowledge-rich content, often above grade level, so that students can develop the necessary vocabulary and connections to understand new, unfamiliar texts.

Recent research by the National Association of Educational Progress (NAEP) showed a wide achievement gap that grew between fourth, eighth, and twelfth grades. There has been virtually no improvement in vocabulary in schools between NAEP measurements in 2009 and 2013.

The Simple View of Reading

To read, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. Students who cannot decode the words on the page will not be able to achieve reading comprehension, no matter how much oral language is understood. But decoding the words on the page is still no guarantee of reading comprehension. Attempting to read sentences, but not understanding while reading aloud, makes it unlikely that understanding will occur during independent reading.

Reading experts often quote “the simple view of reading.” This philosophy, associated with reading researchers Philip Gough and William Tunmer, expresses this combination of decoding skills and language comprehension ability.



Listening comprehension outpaces reading comprehension in the early years.

—T.G. Sticht, 1974

It is the coupling of rigorous decoding and skills instruction with research-based knowledge instruction that makes CKLA unique. This is why, in its early grades, CKLA has an unusual two-strand structure—**Skills** and **Listening & Learning**.

$$R = D \cdot C$$

Students need both decoding and language comprehension; however, it is hard to learn both simultaneously. The initial cognitive load of decoding text leaves little

cognitive attention or energy for mastering knowledge and complex vocabulary. The two often interfere with each other.

This creates a challenge. We know that exposure to complex texts in their earliest years is critical. However, this is precisely the time when students' limited decoding skills make this most challenging.

In addition, numerous studies show that students' listening comprehension far outpaces reading comprehension at this stage and beyond. Knowledge and vocabulary can be taught more rapidly and efficiently through oral instruction in the early grades in addition to the opportunities encountered in reading text.

That is why CKLA separates the Skills Strand (which focuses on Foundational Skills in reading and writing) from the Listening & Learning Strand (which builds knowledge, comprehension, and vocabulary, including through oral instruction).

The Skills Strand is built upon a large research base including studies by the National Reading Panel and others (see the Research Guide for more information). The Listening & Learning Strand combines research on comprehension and vocabulary with a unique knowledge sequence. This sequence governs the subjects and orders of the domains and units in K–5.

The CKLA Knowledge Sequence has been developed over decades. Its key insight is that informational texts should be presented to students in a sequenced, coherent manner to build a broad foundation of knowledge. The sequence was developed in consultation with almost 200 specialists from across the educational sector including, but not limited to, teachers, principals, district officials, and research scientists.

The sequence has been tested in a number of studies since its inception—including a study in the state of Oklahoma, a Johns Hopkins study of a number of schools using the sequence, and a three-year study of an early incarnation of CKLA. All showed substantial and measurable gains in student performance.

This content-rich approach is not only suitable for students with English as a first language but also for ELL students who need content-based instruction to maximize the speed of second language learning.³

Although the strands are separate, each offering 60 minutes of daily instruction, it is very important that they both be part of a language arts program. Together,

they make a complete ELA program. Neither will prepare students fully for later elementary school without the other. Our Independent Reading program forms a bridge between the strands—providing engaging, content-rich books that connect to the domains but allow students to choose their own path of discovery after they have been exposed to a broad base of knowledge in the regular program.

History of CKLA to Date

The original manifestation of CKLA was created for two reasons. First, to help educators tackle the challenges described above. Second, because after advising on the Common Core State Standards, the authors received increasing demands to fill a gap in high-quality Common Core materials. For example, New York State’s Common Core initiative commissioned CKLA as its K–3 ELA program (called Engage New York). Louisiana, after a rigorous review of all Common Core programs, marked CKLA alone as having high-quality skills instruction.

Since then, CKLA has been in a constant process of review and refinement.

Principles of CKLA K–3 Instruction

CKLA is designed around the following principles:

1. Explicit Foundational Skills and language instruction

The CCSS call for students to read complex texts and conduct complex analysis, particularly in Grades 3–5. In K–2, CKLA ensures students learn to read words automatically and effortlessly. Explicit instruction in the spelling patterns of the English language transitions students from spending an

3. Brinton, Snow, & Wesche, 1989; Grabe & Stoller, 1997; Alexander, Kulikowich, & Jetton, 1994; Krapp, Hidi, & Renninger, 1992.

excess of mental energy on decoding⁴ (learning to read) to fluent automaticity so they can focus on comprehension and analysis (reading to learn).

CKLA's Skills Strand designs children's reading experiences to maximize their practice in newly taught spelling-sound patterns. This is achieved in three ways:

- **Organization of instruction.** CKLA teaches the most frequent spelling patterns first in order to maximize the words children can read and move them into engaging, well-written, decodable texts halfway through Kindergarten. The program uses a unique database built for this purpose.
- **Systematic coverage.** Students who master both the Basic and Advanced Code taught in CKLA will have all the decoding skills necessary to succeed. The lessons are designed to teach print and phonological awareness, sound-letter patterns (or spelling patterns), decoding and encoding (both in explicit, scaffolded lessons and with engaging decodable texts), writing mechanics, and writing structure and processes for 60 minutes each day.
- **Decodable Readers.** Our decodable Readers are written by successful children's authors. They are uniquely designed to provide children intensive practice with the code while reading simple but compelling and authentic stories for the first time. This introduces them to the elements of plot, character, and story.

A decodable Reader can only be "decodable" on the basis of the precise skills that have been taught. If students have not been exposed to the relevant code, the Reader is not decodable. Our Readers are built according to our program and the code students have been introduced to.

Through the Skills Strand, students achieve complete coverage of the Reading Standards for Foundational Skills in the CCSS.

The Skills Strand also offers consistent, explicit language instruction. Students learn and apply the conventions of English grammar, punctuation, and spelling, practicing orally and in writing. The Readers in the Skills Strand allow students to encounter rules in context, while writing tasks are designed to help students apply their knowledge.

2. Maximizing vocabulary acquisition through contextualized, content-based, and constant exposure.

The average 6-year-old knows 6,000 words; the average high school graduate knows 40,000 words. Between Grades 3 and 12, children learn approximately 3,000 words a year. Not all of these words are known equally well and most of these words are never taught; they are inferred through multiple exposures.

Words related to different bodies of knowledge (i.e., domain-specific vocabulary such as photosynthesis and couplet) and academic words that apply to many topics are both necessary for building a strong vocabulary. Everyday conversations contain few of these words. Varied and complex texts on a wide range of topics are necessary to provide children the multiple exposures they need to build their vocabulary.

The Listening & Learning Strand is designed to provide this. Read-Alouds of carefully sequenced texts are a powerful way to build young children's vocabulary because they provide multiple exposures to words and the ideas they represent. This concept is at the heart of the Listening & Learning Strand.

4. Just, Carpenter, & Keller, 1996; Vellutino et al., 2007.

The teacher’s role is central to vocabulary acquisition. By reading above-grade-level texts and fostering structured and informal discussions, students become accustomed to using complex vocabulary naturally. These conversations facilitate the development of an internal web of vocabulary that forms a foundation for later acquisition. We continue learning words throughout our lives by linking to vocabulary we already understand. The coherent and systematic sequence of Listening & Learning Domains gives students a mental encyclopedia of vocabulary and understanding they can access and build upon forever.⁵

3. Building Background knowledge for strong comprehension.

Becoming a critical and strategic reader depends on having a wide breadth of knowledge and related vocabulary. One of the key insights from cognitive science, including from UVA cognitive scientist, professor, and CKF board member Daniel Willingham, is that comprehension isn’t a transferable skill that can be applied equally well to any text. A child might be able to decode a word but that does not mean the child can infer its meaning. Children must have prior experience with a word to have clarity when reading it.⁶

Building knowledge to establish strong comprehension is the core premise of CKLA’s Listening & Learning Strand. During Listening & Learning lessons, literary and informational teacher Read-Alouds are organized into domains across history, the arts, and science.

The number and frequency of Read-Alouds is an unusual characteristic of CKLA. It is important because students’ listening comprehension far exceeds reading comprehension during elementary school. While students are learning to decode, the Read-Alouds provide students with above-grade-level content and

vocabulary. When students are fluent readers, they can then recognize and understand these words and ideas in complex texts.

There are 11–12 domains a year and each one immerses students for weeks in content, academic language, and core vocabulary. Children gain deep exposure to topics such as nursery rhymes and fables; seasons and weather; and presidents and American symbols.

The domains in the Listening & Learning Strand were designed to fit the heavily researched and tested Core Knowledge Sequence. Content is ordered so that new domains build upon the content and vocabulary in previous domains, both within and across grade levels.

The result is children with unusually broad knowledge of literature, science, social studies, and the arts. They also have the ability to comprehend increasingly complex ideas and texts; to make connections and inferences; and to engage in lengthy discussions of the works they hear read aloud.

4. Fostering “wonderful conversationalists”

Those who have tried versions of CKLA have offered consistent feedback: The program develops “wonderful conversationalists.” By discussing engaging, content-rich texts, students develop the ability to present, debate, and build upon one another’s responses. Their excitement when mastering content fosters intense curiosity.

The Read-Aloud structure is important to this mastery. Until the end of middle school, student listening comprehension is stronger than reading comprehension. By hearing and discussing complex texts that the teacher reads aloud, students practice sophisticated conversations using an ever-expanding vocabulary. At the same time, in the Skills

5. Cunningham, 2005; Scarborough & Dobrich, 1994.

6. Dickinson, Golinkoff, & Hirsch-Pasek, 2010; Kintsch, 1994; Neuman & Celano, 2006; Scarborough, Neuman, & Dickinson, 2009.

Strand students learn to discuss and describe text they have read directly—integrating speaking and listening with the development of their reading and writing skills. This ensures students become practiced and confident in all modes of communication.⁷

5. Building analysis and expression in reading and writing.

The core of the CCSS is the ability to read and write in response to increasingly complex texts. Students in CKLA get daily exposure to these texts through the Readers in the Skills Strand and the Read-Alouds in the Listening & Learning Strand.

In the Skills Strand, students rapidly move from the mechanics of reading to engaging with Big Books. These build fluency in Print Concepts and word recognition in order to quickly transfer them into quality decodable Readers. Halfway through Kindergarten, students are receiving daily reading instruction with our engaging decodable Readers.

While the Readers are decodable, this does not mean they lack complexity. Textual complexity combines qualitative and quantitative factors, and the challenge the Readers pose increases substantially in content, length, and vocabulary as students progress through the grades. Please see our section on textual complexity later in this guide for more information.

In daily reading instruction, students are asked in discussion and through short-answer written responses to answer text-dependent literal, evaluative, and inferential questions about literary and informational texts. Students return to the same passages multiple times for deeper analysis, ensuring complete coverage of the CCSS.

Writing instruction is integrated with reading instruction. The Skills Strand not only teaches writing mechanics and processes but requires a range of written responses to texts. These range from short-answer, opinion, and evaluative responses to text, to longer multiday writing projects. In the Listening & Learning Strand, students complete frequent writing projects, combining textual analysis and creativity based on the rich content they are encountering.

Principles of CKLA 4–5 Instruction

CKLA instruction in 4th and 5th grades is designed around the following principles:

1. Analysis and expression in reading and writing

The CCSS call on students to read and write in response to increasingly complex texts. Students in CKLA get daily exposure to these texts.

There is a strong emphasis on informational as well as literary texts: informational texts build upon previous domains in earlier grades, asking students to delve into a topic with increasing focus and complexity.

Writing instruction is integrated with reading instruction, and varies from rapid daily writing (e.g., in journals) to single-sitting writing prompts, to long projects taught and implemented over multiple sittings.

Students in 4th and 5th grade will also be offered flexible writing “quests.” These are immersive, digital instructional experiences that are designed to build a culture of frequent, enjoyable, low-stakes writing.

7. Goswami, Ziegler, Dalton, & Schneider, 2003, p. 273.

2. Fostering “wonderful conversationalists”

CKLA teachers frequently observe that the program helps students become great conversationalists. In 4th and 5th grades speaking and listening activities become substantially more varied and complex. Students are asked to deliver complex presentations, engage in class debates, develop acting performances from texts, deliver accusations from detective stories, and more.

3. Explicit Language Instruction

The units in 4th and 5th grades offer explicit language instruction with full coverage of the CCSS. Students learn and apply the conventions of English grammar, punctuation and spelling: practicing in explicit instruction and practicing through targeted practice activities and through daily writing activities.

4. Rich variety of texts and contexts

As students enter late elementary school, the variety of texts they encounter increases. Students in 4th and 5th grades will continue to read specially commissioned, knowledge-rich texts from children’s authors, for example on civilizations across the world in the Middle Ages, and the histories of Native Americans.

They will also read an increasing number of classics and encounter a variety of original source material. For example students in 4th and 5th grade will complete units on poetry (containing diverse, contemporary poems and well-known classics): *The House on Mango Street*, *Treasure Island*, and *Midsummer Night’s Dream*. Students also read articles from a range of sources to write opinion pieces and use both fiction and nonfiction as inspirations to craft increasingly long and complex narratives of their own.

As described in more detail later in the Program Guide, the

4th and 5th grade units also include Quests, which provide a range of immersive narratives and contexts for students to work with complex texts in unique ways.

5. Maximizing vocabulary acquisition through contextualized, content-based, and constant exposure

The average six-year-old knows 6,000 words; the average high school graduate knows 40,000 words. Between third and twelfth grades, children learn about 3,000 words a year. Not all of these words are known equally well and most of these words are never taught. They are inferred through multiple exposures.

Words related to different bodies of knowledge and academic words that apply to many topics are both necessary for building a strong vocabulary. Everyday conversations contain few of these words. Varied and complex texts on a wide range of topics are necessary to provide the multiple exposures they need to build their vocabulary.

In 4th and 5th grades the teacher remains central to vocabulary acquisition—fostering structured and informal discussions and helping students become accustomed to using complex vocabulary in a scaffolded and supported context. These conversations are combined with increasingly independent exposure to complex text.

This combination allows students to build up an internal web of vocabulary which has both a common foundation and is unique to the individual. We continue learning words throughout our lives by linking to vocabulary we already understand. The coherent and systematic sequence of knowledge domains gives student a mental encyclopedia of vocabulary and understanding they can access and build upon throughout their lives.⁸

6. Continuing to build background knowledge for strong comprehension

Becoming a critical and strategic reader depends on having a wide breadth of knowledge and related vocabulary. One of the key insights from cognitive science, including from UVA cognitive scientist and professor Daniel Willingham, also a CKF Board member, is that comprehension isn't a transferable skill that can be applied equally well to any text. A child might be able to decode a word, but that does not mean the child can infer its meaning. Children must have prior experience with a word to have clarity when reading it.⁹

Students who have received K–3 CKLA instruction will have received a broad base of content knowledge by 3rd grade. The unique Core Knowledge sequence continues in 4th and 5th grades to build upon that base. Core Connections descriptions in the introduction to Units describe how this information builds.

The result is children with unusually broad knowledge of literature, science, social studies, and the arts, as well as the ability to comprehend increasingly complex ideas and texts, to make connections and inferences, and to engage in extended discussions of the works they are reading or hearing read aloud.

In later elementary, there is an increasing emphasis on small group, partner, and individual reading of knowledge-rich informational and literary texts. By the end of 5th grade, Read-Alouds are only used in a highly targeted fashion: as entry into texts and reinforcement of particular ideas.

Creating Literate Individuals

The structure and design of the CKLA program aligns fully with these goals. Below is a brief explanation of how CKLA prepares students to demonstrate the capacities of literate individuals.

They demonstrate independence.

CKLA's gradual release approach to both foundational skills and content knowledge ensures that students progress with confidence as they become increasingly literate. In Skills, students read and analyze Readers with increasing independence through K–3. In Listening & Learning, the demands on student responses and conversation increases over time.

In 4th and 5th grades, students are expected to show increasing independence as they read, analyze, and discuss texts. Answers become more ambiguous and open to interpretation—for example in the Poetry units in 4th and 5th grade. Debate and discussion is welcomed and emphasized in a range of activities.

Writing also becomes increasingly independent. While there is a consistent emphasis in using textual evidence and learned literary devices, the range of potential answers and the possibilities of self-expression increase enormously as students become increasingly sophisticated readers and writers.

They build strong content knowledge.

CKLA is an unprecedentedly rich knowledge-based program. The Listening & Learning Domains engage student interest, increase their vocabulary, and inspire them to share what they've learned with their peers and home community. These are essential ingredients in CKLA's success.

8. Cunningham, 2005; Scarborough & Dobrich, 1994

9. Dickinson, Golinkoff, & Hirsch-Pasek, 2010; Kintsch, 1994; Neuman & Celano, 2006; Scarborough, Neuman, & Dickinson, 2009

They respond to the varying demands of audience, task, purpose, and discipline.

In CKLA, students learn to communicate both orally and in writing with multiple audiences and with purposes as diverse as performing a stage play, relating events in their own lives, and summarizing and presenting elements of a literary text. Through regular practice in daily classroom discussions, writing, and group or partner work, students learn to make the transitions between audience, task, purpose, and discipline fluidly and early. This ensures these habits are firmly rooted as they enter the higher grades.

They comprehend as well as critique.

CKLA students are asked to answer literal but also evaluative and inferential questions about the texts they encounter. In the Listening & Learning strand, they become active, curious, and discerning participants, expressing their own views while remaining rooted in the text.

All of our units are based around key texts, and students are expected to refer to these texts consistently and coherently in their writing and discussions. Arguments must be founded in a clear understanding and analysis of text.

They value evidence.

Students in CKLA always start with the text. They are required to cite evidence for their opinions and answers, which is reinforced daily. Through collaborative and formal discussion, students learn to both build upon and challenge others' evidence.

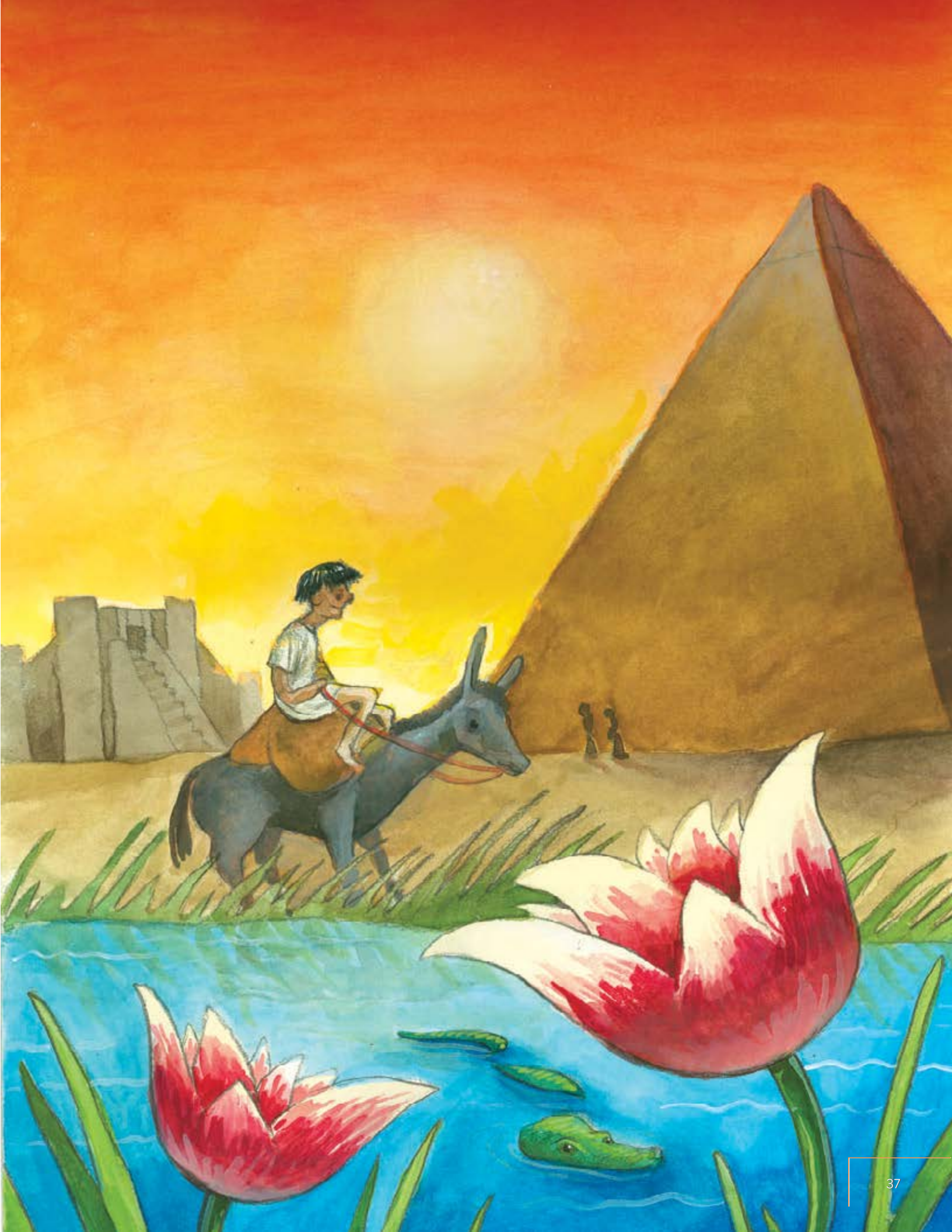
They use technology and digital media strategically and capably.

In CKLA, students are exposed to a wide variety of technology and media and are taught to apply the same critical reading strategies they use for text across

all platforms. This approach ensures that students can be literate in any media paradigm to which they are exposed.

They come to understand other perspectives and cultures.

One of the advantages of our knowledge-rich program is that students have a deep appreciation and understanding of the history and cultures of people across the world. They learn about people's differences but also about their universality. Our aim is to instill cultural literacy so that students can interface with a diverse and complex world.



How the K–3 Strands Work Instructionally





This chapter outlines the structure of the two strands, and provides information on how to effectively prepare and teach the 60 minutes of Skills and the 60 minutes of Listening & Learning each day.

Teaching the Skills and Listening & Learning Strand

In Kindergarten through Grade 3, CKLA contains two Strands: the Listening & Learning Strand and the Skills Strand.

The Skills Strand provides comprehensive instruction in foundational reading skills, such as phonological awareness, phonics, and word recognition, language skills including conventions of English, spelling, and grammar, as well as reading comprehension and writing instruction.

The Listening & Learning Strand teaches background knowledge, comprehension, vocabulary, analysis of complex text, and Speaking and Listening.

Our Independent Reading program forms a third “strand.” It bridges Listening & Learning and Skills by providing a wide reading selection that is linked to the Listening & Learning domains, but is broader in content and range of difficulty. You will find more guidance on the Independent Reading program later in this guide.

Pacing and Instructional Timing

Each day in the instructional year is made up of:

- 60 minutes of Listening & Learning instruction
- 60 minutes of Skills instruction
- Flexible time (we suggest a minimum of 20 minutes, a few times a week) for additional independent or group reading. More guidance on this can be found later in the Program Guide.

Listening & Learning Pacing

Grade K	
Listening & Learning Strand	Instructional Days
1 Nursery Rhymes and Fables	16
2 The Five Senses	12
3 Stories	14
4 Plants	15
5 Farms	13
6 Native Americans	12
7 Kings and Queens	12
8 Seasons and Weather	12
9 Columbus and the Pilgrims	13
10 Colonial Towns	14
11 Taking Care of the Earth	14
12 Presidents and American Symbols	13
Grade K Total Days	160

Grade 1	
Listening & Learning Strand	Instructional Days
1 Fables and Stories	14
2 The Human Body	14
3 Different Lands, Similar Stories	13
4 Early World Civilizations	21
5 Early American Civilizations	15
6 Astronomy	13
7 The History of the Earth	12
8 Animals and Habitats	13
9 Fairy Tales	13

Grade 1	
Listening & Learning Strand	Instructional Days
10 A New Nation: American Independence	16
11 Frontier Explorers	15
Grade 1 Total Days	159

Grade 2	
Listening & Learning Strand	Instructional Days
1 Fairy Tales and Tall Tales	12
2 Early Asian Civilizations	18
3 The Ancient Greek Civilization	16
4 Greek Myths	14
5 The War of 1812	12
6 Cycles in Nature: Building Blocks and Nutrition	13
7 Westward Expansion	13
8 Insects	12
9 The U.S. Civil War	15
10 The Human Body	13
11 Immigration	14
12 Fighting for a Cause	13
Grade 2 Total Days	165

Grade 3	
Listening & Learning Strand	Instructional Days
1 Classic Tales: The Wind in the Willows	15
2 Animal Classification	15
3 The Human Body: Systems and Senses	15
4 The Ancient Roman Civilization	20
5 Light and Sound	15
6 The Viking Age	10
7 Astronomy: Our Solar System and Beyond	20
8 Native Americans: Regions and Cultures	10
9 Early Explorations of North America	15
10 Colonial America	15
11 Ecology	10
Grade 3 Total Days	160

Teachers may choose from a variety of recommended activities designed to reinforce domain content and skills on Pausing Point Days, which are included in most units.

Skills Pacing

Grade K	
Skills Strand	Instructional Days
Unit 1	10
Unit 2	10
Unit 3	14
Unit 4	15
Unit 5	16
Unit 6	15
Unit 7	17
Unit 8	20
Unit 9	23
Unit 10	29
Grade K Total Days	169

Grade 1	
Skills Strand	Instructional Days
Unit 1	32
Unit 2	19
Unit 3	19
Unit 4	24
Unit 5	22
Unit 6	25
Unit 7	20
Grade 1 Total Days	161

Grade 2	
Skills Strand	Instructional Days
Unit 1	22
Unit 2	16
Unit 3	25
Unit 4	25
Unit 5	25
Unit 6	40
Grade 2 Total Days	153

Grade 3	
Skills Strand	Instructional Days
Unit 1	15
Unit 2	15
Unit 3	15
Unit 4	20
Unit 5	15
Unit 6	10
Unit 7	15
Unit 8	10
Unit 9	15
Unit 10	15
Unit 11	10
Grade 3 Total Days	160

Planning Effective Instruction—Skills and Listening & Learning

CKLA is a tightly integrated program that builds intentionally over time. Skills and knowledge introduced in one lesson and unit are built upon in the next and later units. This document and the introduction in the Teacher Guides are important preparation before teaching a new unit or domain.

The CKLA Teacher Guides support instructional planning in a range of ways. These have been divided below into areas that are essential for delivering the lesson effectively, and those which are extremely helpful but optional.

Before you teach a unit or domain you should:

- Read the introduction.
- Review the Alignment Chart.
- Review where Pausing Points occur and their content.
- Review the Domain Review in Listening & Learning.
- Read all assessments.

Before you teach a lesson we believe it is essential that you:

- Review the activities, their timing, and sequence, in the Lesson at a Glance at the beginning of each lesson.
- Review the objectives of each segment described at the beginning of each lesson.
- Decide how to assign groups and partners for appropriate activities.

- Review supports and challenges or the lesson found in sidebars at the point of instruction. Based on your students' knowledge and skills, decide which if any to include in the regular lesson, and which, if any, to use with specific students who need support or challenge.
- If you have time, review the worksheets students will complete in the course of the lesson.

The Listening & Learning Strand

Domain and Lesson Structure

There is often a tension in instruction between routine and variety. CKLA resolves that tension by providing highly structured lessons, within which the form of content and activities vary substantially.

- Domain structure. Listening & Learning Domains, while introducing new and exciting content, follow a consistent structure that allows students to build upon prior knowledge both before and within the Listening & Learning Domain.

Students begin each domain reviewing prior knowledge from earlier units, activating their existing understanding and previewing vocabulary, concepts, and other information in the lessons.

Students then review the previous day before learning new domain content in each lesson, testing their growing comprehension through a range of literal, evaluative, and inferential questions that increase in content and skill difficulty. Each set of domain content is accompanied by specific vocabulary activities (Word Work). Finally students apply the content they have learned through a rich variety

of speaking and listening and writing activities. This is usually where individual student work can be assessed and reviewed.

Teaching CKLA

The Listening & Learning Strand lessons each teach, through lesson objectives, clear Common Core standards.

Conversation and Understanding within the Listening & Learning Strand

The Listening & Learning Strand is built around class discussion of complex Read-Aloud text. There are therefore daily opportunities for students to participate in collaborative conversations and follow rules for discussions.

Through instructional routines such as Think-Pair-Share, students are introduced to formal rules for discussion that they extend into increasingly long exchanges. Some additional ways to enhance student adherence to rules for discussion include:

- Have a poster in the classroom that reminds students of the rules of discussion, for example:

Think before you speak.

Share your thoughts and **Listen** carefully to others.

Wait until the other person has finished before speaking.

Agree or **Disagree** with **Respect**

Ask questions if you do not understand.

- Create rules as a class.

Alternatively you could brainstorm with students on what they believe a good discussion looks like. Turn these into mindmaps, and then simple rules, that are posted on classroom walls. When necessary, use posted rules for

students to identify where they may have deviated from the rules.

- Create a confident and supportive environment.

It is important to regularly model appreciation for student questions and comments, particularly when they are asking for clarification or seeking understanding. When students have asked a question you may wish to:

- Repeat the question, and explain why you think it is interesting.
- Ask other students to explain why this is a good question.
- Ask other students to build upon previous questions.

Teachers should look for the following signs that rules are being successfully followed:

- Only one student at a time is speaking.
- Other students are looking at the speaker.
- Responses are engaged but not shouted.
- Responses are positive.
- Students seem eager to ask and answer questions in a class setting.
- Students build upon others' comments.

Instructional Routines such as Think-Pair-Share are an important way of teaching students to build upon each others' comments before sharing as a class. These are provided throughout the Listening & Learning Strand, and are built up so that by the end of 2nd grade, students can discuss complex content over multiple turns.

You can help students in a number of additional ways, for example:

- Conference and give real-time feedback. As students discuss, circulate in the room, choosing new pairs each time. Listen to student discussions and provide feedback, for example, “That was an interesting detail your partner noticed. Can you think of other details that you noticed to add to theirs?”
- Print out pages with interconnected blocks on them. As students discuss, ask them to fill in each block with a point they or their partner made (these can be simple words or phrases, or pictures to remind them of the point). If students make a point that is connected to their partner, they should fill in a block that is connected to the previous one.
- Model discussions, with a student or with another adult, that build upon each other. Also show a discussion that is disconnected, and ask students to compare and contrast these conversations.

Teachers should look for the following signs that discussions are being successfully built upon:

- Only one student at a time is speaking.
- Other students are looking at the speaker.
- Students refer to the same part of the Read-Aloud and/or facts as their partners in their responses.
- Students note their agreement or disagreement with the previous student’s point.
- Nodding or respectful shaking of the head.
- Students make positive comments about their partner’s points.
- Students ask questions for clarification.

- Students ask and answer questions about key details in the text.

Students should feel able in a pair, small group, and whole class setting to ask questions and request clarification. The rules and supports described above should support that environment.

Throughout the Listening & Learning lessons you should note:

- Who asked a question?
- Who answered a question?
- Was there a disconnect between questions asked during class discussion, and understanding shown through the application portion of the lesson?
- Are questions engaged in the Read-Aloud and content of the lesson?

You can enhance student comfort by:

- Showing enthusiasm for questions.
- Describing what is interesting about the question, and asking other students to do the same.
- Using a Think-Aloud to ask questions of the text, and demonstrate your own desire for clarification or understanding.
- Creating more partner or small-group environments for students to ask and answer questions.

You should make sure that students continue to be directed to the Read-Aloud text. Remind students of this by asking students:

- “What in the Read-Aloud text made you ask that question?”
- “Can you think of a detail in the Read-Aloud text that might help answer that question?” or “What evidence does the text provide that is helpful here?”

- “What do you think the author could tell us next that would help us understand the answer to that question?”
- “What have we learned from the Read-Alouds in previous lessons that relates to that question?”

Modelling and Think-Alouds can again be used to support text-based thinking.

- Use grammatically correct, complete sentences with acquired vocabulary and distinguish between different modes of speaking.

Through daily classroom discussion, students have the opportunity to reinforce what they have learned in the Skills Strand, and the implicit instruction from listening to high quality Read-Aloud text and teacher conversation.

As students discuss, provide feedback to support their use of correct language, for example, by asking:

- “That’s a great answer. Could you say it again in a complete sentence for me?”
- “That’s a very interesting point. What word did we hear today in the Read-Aloud that we could use to describe that point?”
- “Who can give the same information but using different words?”

Note: The Speaking and Listening, as well as Language standards, of the CCSS may prompt some teachers to wonder how to provide effective feedback if students make a grammatical error in speaking. Research suggest that best practice in such circumstances is to simply repeat the student’s statement or question, modeling grammatically correct usage, without explicitly pointing out to the student that he has made an error; likewise, do not ask the student to repeat the correct formulation.

You should also encourage students to use academic and domain specific (Tier 2 and Tier 3) language encountered in the current and earlier domains in their speech. With older students, you may wish to create posters of common academic words around the classroom as you encounter them for students to use as supports. For younger and ELL students, you may want to add pictures or illustrations, when possible.

Use the structure of Guided Listening Supports to help scaffold use of sentences (for example for the question, “What is the name of the body system that processes the food that you eat?” students should be encouraged to answer, “The name of the body system that processes the food that you eat is the digestive system.”)

You may also wish to create a range of scenarios for students to answer specific questions (for example, “I want you to answer this question as if I were your best friend.” “Now I want you to imagine you’re speaking to a room of 100 people who paid to hear you.”

Deciphering Words in the Listening & Learning Strand

Students will frequently encounter unfamiliar words, particularly in the Listening & Learning Strand Read-Alouds. Context clues, inflections, and morphological clues can be used to help students decipher these words.

As a teacher, you should support student identification of these clues, including with the following methods.

1. Context Clues

Within the Listening & Learning lessons, students use context clues to identify unfamiliar words. You may wish to use the following prompts more regularly:

- What is happening in this text?*
- What happened before the word was used?*
- What happened after the word was used?*

You may also wish to use multiple choice possibilities to support student identification.

2. Other forms of clues can include:

- Root words and affixes (see below)
- Contrast. Can students identify words such as “unlike” to help them understand unfamiliar words?
- Cause and effect. Is the word used to explain something?
- Definitions. For example, “mammals have hair.”
- Inflections and morphological clues

You may wish to put the following poster in the classroom to prompt class discussion when unfamiliar words are heard.

- o *-ed* Something has already happened
- o *-s* there is more than one of these (one duck, twenty ducks)
- o *-re* do again (refill to fill something up again)
- o *-un* not (unhappy—not happy)
- o *-pre* before (preview—look at before [before you view])
- o *-ful* full of (painful—full of pain)
- o *-less* without (painless—without pain)

The Skills Strand

Unit and Lesson Structure

In the earliest Kindergarten Skills units, students are introduced to a range of prerequisite Foundational and Language Skills, which are reinforced through recurring, distributive practice. They quickly transition to reading and writing simple CVC words so that midway through the year, they are able to read simple stories. As students move from Kindergarten into first, second, and third grade, they continue to build stronger decoding and word recognition skills, reading increasingly longer and more challenging texts, as well as honing their formal writing skills.

- Lesson structure. All Skills lessons contain some or all of the following elements:
 - o Foundational Skills
 - o Language
 - o Reading
 - o Writing
 - o Speaking and Listening
 - o Additional Supports

The precise timing and activities within each lesson are a function of the skills being taught, and whether they are new exposure or practice.

Teaching CKLA—A Sample Unit

Because of this variation, we have provided illustrative details of a unit below (unit 7 of Kindergarten). The intent of this is not as a blueprint for the entire Skills Strand, but to show how different elements within a Skills unit are taught.

Reminder: the Alignment Chart at the beginning of each unit is a useful device to see the range of skills taught within the lesson.

Foundational Skills

Unit 7 introduces students in Kindergarten to digraphs. Students are introduced to six new consonant sounds and their sound spellings, all of which generally require two letters instead of one. This is a substantial increase in complexity for students, and a challenge for beginning readers.

Digraphs in this unit are set in bold type in workbooks, Readers, and Big Books to help students recognize digraphs and treat them as single graphemes. The teacher reinforces this by underlining or circling digraphs whenever represented on the board or elsewhere.

As well as explicit teaching there are ten-minute exercises every day in Unit 7 to practice using the new sounds and sound spellings. The first half of the unit has exercises focusing on segmenting words with consonant clusters. The second half of the unit has exercises focusing on practicing letter-sound correspondences.

Language

This unit primarily teaches and reinforces language in the context of Foundational Skills and Reading. Students practice writing letters for phonemes, and spell simple words phonetically by drawing on new knowledge of sound-letter relationships. In Reading, they explicitly recognize appropriate punctuation and capitalization.

Reading

Students begin this unit practicing with the previous reader, *Kim*. They are then introduced to a new decodable reader, *Seth*, a simple chapter book about a boy named Seth, his family, pet, and several adventures. While the

chapters provide an opportunity for students to read independently, applying the foundational skills they have learned, the focus is always on ensuring that students understand what they are reading. Discussion questions are included for each chapter.

In this unit, students are encouraged and expected to answer in complete sentences. This is an appropriate opportunity to simultaneously develop student Speaking and Listening skills (please see below).

Writing

Writing in this Skills unit focuses mostly on mechanics—students will respond to story questions in writing in later Kindergarten skills units. You can read the writing trajectories on page 79 for more detail.

Note: The Listening & Learning Domains contain a range of shared writing projects. Students will be doing these concurrently with this Skills unit. Please do read the Listening & Learning lessons (particularly Domain 7: Kings and Queens) to understand what students will be doing for the other half of daily ELA instruction.

Speaking and Listening

Speaking and Listening is taught in context within this unit, and predominantly through reading of text. Students are given a range of whole class, small group, and partner opportunities to converse.

In particular, this unit develops students' ability to participate in collaborative conversations, confirm understanding of orally presented text, and ask and answer questions for help, information, or clarification. In

discussion of the Reader, it is important to focus not only on the content of student answers, but their presentation, and in particular:

- audibility, clarity, and confidence
- use of correct sentence structure

Student work: There are approximately 100 pages of exercises in student workbooks for this unit, including 19 Pausing Point activities. The majority of these focus on digraphs: including word recognition, writing mechanics, and writing practice. This is in addition to whole-class work and practice.

Assessments

The core assessment for this unit assesses Foundational Skills:

- Part 1 is required for all students. This assessment directs the teacher to pronounce 10 one-syllable CVC words. Students are to circle the word on their Worksheet.
- Part 2 requires the teacher to assess students individually if they scored 7 or fewer points on Part 1. Each student reads from a set of ten words printed on separate cards.

Assessment guidance and recording sheets are provided for the Teacher within the Teacher Guide.

The assessment is introduced in Lesson 11, and can be conducted with different students over Lessons 11–17. Pausing Point activities are provided for other students during this period to allow the teacher to concentrate on individual assessment.

There is also an optional Reading assessment—four additional chapters have been provided from the Reader Seth to be used to test comprehension and fluency.

These assessments are in addition to the daily assessment opportunities provided by the lessons. Recording charts are also provided for these daily assessments.

Skills build-up in K–3

Please see the Appendices in the Unit 1 Teacher Guides in K–3 for an overview of the yearly scope and sequence for each grade level to understand how skills build across the grade year and grade levels.

Instructional Models Used in Skills and Listening & Learning

A large range of instructional models are employed within CKLA. The below is an outline of some of the most common.

It is also important to note that the lessons in Skills and Listening & Learning, as written, provide a very tight blueprint for potential instruction. Teachers will, and should, use their own expertise and knowledge of their classrooms to teach CKLA's lessons appropriately. The instructions in the guide can be followed as a minute-by-minute guide, but there are also multiple opportunities for variation.

- **Direct instruction.** Teachers are often asked to engage in direct instruction in CKLA, particularly when new concepts, foundational skills, and content is introduced. Direct instruction can be used to teach complex tasks, such as constructing an argument and using digital sources to find information, and it is well suited to teaching discrete skills, such as cursive writing, forming possessives, and using quotation marks. It is a particularly effective model with students who are experiencing difficulty.

- **Collaborative learning.** Students work together on shared goals in the majority of CKLA lessons. Small group and partner activities and discussions are used in short and longer sessions. Over time, students learn to engage in discussions over multiple turns and periods. These range from structured occasions such as Think-Pair-Share and Turn and Talk, to interactive activities where students work together on complex long-term projects, to more informal collaborative work.

Collaboration in small groups allows for differentiation based on student need. Teachers should use a range of strategies, sometimes grouping students of the same comprehension level into the same group, and at other times mixing those with a higher comprehension with those that are struggling.

Extension activities within the Listening & Learning Pausing Points provide a large range of additional collaborative learning opportunities. These include large group activities such as rehearsing and performing Read-Alouds, plays, and other literary works in front of an audience.

- **Research and Project-Based learning.** During the application portion of the Listening & Learning Strand lessons, students are scaffolded to collectively research and integrate content within and across different domains and grade levels. For example, in Kindergarten Domain 8, Seasons and Weather, students collectively keep a weather diary, based on daily weather observations. In Grade 2, Domain 6, Cycles in Nature, the teacher is prompted to create a “Classroom Observation Board” at the beginning of the domain. Applications in different lessons ask students to observe naturally occurring cycles, such as the current appearance of plants and trees in their area in light of the given season, as well as cycles that are simulated through experiments, such as the water cycle. In all instances, post their collective observations for display and discussion. Pausing Point suggestions often offer

suggestions for project based learning and research. In Grade 1, Domain 10, *A New Nation*, groups of students are asked to assume the role of a reporter present at the time and to write news articles about historical events such as the Boston Tea Party, Paul Revere’s Ride, or Writing the Declaration of Independence.

Research is also found in the Skills Strand: for example in Grade 2, students prepare individual research papers related to the War of 1812.

How the Grade 4 and Grade 5 Units Work Instructionally





This chapter outlines the structure of the units, and provides information on how to effectively prepare and teach the 90 minutes of 4th and 5th grade instruction each day.



Pacing and Instructional Timing

In 4th and 5th grades, each day is made up of 90 minutes of instruction.

The charts below show how the year is structured, for 4th and 5th grades, including the topics covered.

4th Grade Sequence		
Unit	Lessons	Total Instructional Days
Personal Narratives (includes Beginning-of-Year Assessment)	15	22
Middle Ages	15	19
Poetry	12	15
Islamic Empires	15	19
Eureka! Student Inventor	10	10
Geology	15	19
American Revolution	17	21
Treasure Island (includes End-of-Year Assessment)	19	26
Collections		2
TOTAL	118	153

5th Grade Sequence		
Unit	Lessons	Total Instructional Days
Beginning-of-Year Assessment		3
Personal Narratives	10	17
Early American Civilizations	15	19
Poetry	12	15
Contemporary Fiction	10	10
Adventures of Don Quixote	15	19
Renaissance	19	23
Reformation	10	14
Midsummer Night's Dream	15	15
Native Americans	15	24
End-of-Year Assessment (built into Native Americans)		0
Collections		2
TOTAL	13	158

Planning Effective Instruction

CKLA is a tightly integrated program that builds intentionally over time. Skills and knowledge introduced in one lesson and unit are built upon in the next and later units. This document and the introductions in the Teacher Guides are important preparation before teaching a new unit or domain.

The CKLA Teacher Guides support instructional planning in a range of ways. These have been divided below into areas that are essential for delivering the lesson effectively, and those which are extremely helpful but optional.

Before you teach a unit you should:

- Read the introduction.
- Review the Alignment Chart.
- Review where Pausing Points occur and their content.
- Read all assessments.

Before you teach a lesson we believe it is essential that you:

- Review the activities, their timing, and sequence, in the **Lesson at a Glance** at the beginning of each lesson
- Review the **Primary Focus** of each lesson
- Read the **Advance Preparation** section and prepare materials accordingly
- Decide how to assign groups and partners for appropriate activities.
- Review Supports and Challenges. Based on your students' knowledge and skills, decide which if any to include in the regular lesson, and which, if any, to use with specific students who need support or challenge

If you have time we also recommend you:

- Read the **Activity Pages** students will complete in the course of the lesson.
- Consider whether additional activities in the **Decoding and Encoding Supplement** should be utilized for students who may need additional support.

Routine: Instructional Day

Lessons take 90 minutes each and are broken into:

- Reading
- Writing
- Grammar
- Morphology

The precise ordering and time of lesson segments vary: instruction emerges from the text, rather than being imposed on it, and this creates a natural variety in routine and activities.

Core Quests

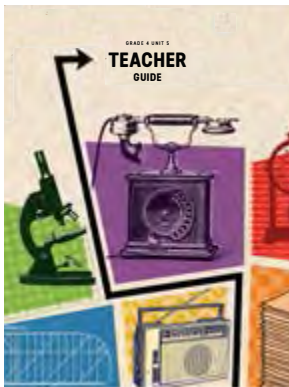
Core Quests are immersive, narrative driven units that form close reading adventures. There is one Quest each in 4th and 5th grade.

During Core Quests, students read complex literary and informational texts and consistently demonstrate their ability to find evidence and use it appropriately. They write routinely over the course of the Quest in opinion, informational, and narrative modes, adjusting style for the task and audience indicated. Quests often focus on Common Core standards, particularly for Speaking and Listening, which often receive lower priority in other units. Beyond this, Quests are deliberately varied. Each aims to

immerse students in a new world, with new content and challenges. Quests are also more flexible than other units. CKLA includes suggestions for how teachers can vary Quest activities to suit the needs of his/her classroom.

Grade 4: Eureka!: Student Inventor

(10 instructional days)



With strong links to the NGSS science and engineering standards, *Eureka! Student Inventor* places students as contestants on the bizarre and exciting reality TV game show of the same name. Students learn that the show is in danger of cancellation due to several problems that arose during the previous season. Students

are divided into teams (labs) and complete activities and challenges both in groups and individually. Guided by inventor-judges—Jacques Cousteau, Hedy Lamarr, Thomas Edison, and George Washington Carver—and a host (the teacher), contestants learn about the process of invention through examples and experiments. Throughout the Quest, the judges will “interact” with students through videos and notes. The teacher’s role as host is crucial in creating and maintaining the game-show “world.”

Students read a range of texts about inventors, inventions, and the process of creation, eventually becoming inventors themselves. Students analyze objects and situations in the world around them, identify problems and create evidence-based solutions. They also observe and communicate through writing and speaking to persuade others of their opinions. They practice informative and opinion writing, close reading, speaking and listening, and work in teams with defined roles and agreed-upon rules.

They pitch an invention in front of an audience. This will help them continue to develop their expression skills. After

receiving feedback they make improvements to the invention over the course of the quest.

Grade 5: Midsummer Night’s Dream

(15 instructional days)



While most Quests place students in a new immersive world, with *A Midsummer Night’s Dream* the world has already been created. Students spend 15 days with the mystery and magic of the Athenian Woods, the formality of the Court, and the chaotic humor of the Rustics.

This Quest, created in partnership with the prestigious Folger Shakespeare Library, treats Shakespeare’s great comedy *A Midsummer Night’s Dream* as both literature and a living text for interpretation and performance. Over the course of the Quest students will read, write, act, direct, design, and watch *A Midsummer Night’s Dream*.

Students are asked to think about scenes through the frames of character action:

- What a character wants
- What stands in his or her way
- What he or she will do to achieve it

And character traits:

- What a character’s actions tell us about him or her
- What adjectives we would use to describe this character

Students explore Shakespeare’s brilliant and inventive language through fun activities. They engage in close

reading, creative writing, and theater activities to enhance their understanding of the play and engage their imaginations. They improve their skills in reading, writing, and speaking and listening.

By the end of the Quest students will know the story and major characters of *A Midsummer Night's Dream*, be able to explain how Shakespeare was and is performed, and have a strong set of tools to decipher Shakespeare's plays (and many other challenging and unfamiliar texts) in print or performance.

Instructional Models Used in CKLA 4–5

A large range of instructional models is employed within CKLA. The below is an outline of some of the most common.

- **Direct instruction.** Teachers are often asked to engage in direct instruction in CKLA, particularly when new concepts and content are introduced. Direct instruction is often a useful strategy to teach complex tasks, including constructing an argument and using digital sources. It is also often appropriate in teaching discrete skills, such as cursive writing and punctuation usage. It often effective with struggling students.
- **Collaborative learning.** Students work together on shared goals in the majority of CKLA lessons. Small group and partner activities and discussions are used in short and longer sessions. Over time, students learn to engage in discussions over multiple turns and periods.

Collaboration in small groups allows for differentiation based on student need. Teachers should use a range of strategies—sometimes employing students of the same comprehension level into the same group, and at other times mixing those with a higher comprehension with those that are struggling.

Extension activities within the Pausing Points provide a large range of additional collaborative learning opportunities. These include large group activities such as rehearsing and performing Read-Alouds, plays, and other literary works in front of an audience.

- **Research and Project-Based learning.** Grades 4 and 5 include a number of research and other long projects (these can be identified in the scope and sequence and Alignment Charts for each unit). During this time, students can identify areas where they still have questions or want to know more and use online, classroom library, or other resources to conduct research.

For example students will conduct research on:

- The Classical Age in Baghdad in 4th grade
- Fossil Creation in 5th grade

Extension opportunities are often provided to allow teachers to adapt instruction to the resources available in their classroom and library.

More About...



This chapter provides additional important information relating to the CCSS for those wishing to implement CKLA.

More About...Reading

Text Complexity

Quantitative Text Complexity

As explained earlier in this program guide, CKLA takes a three-part approach to reading:

- Building comprehension, knowledge, and vocabulary through above grade-level Read-Alouds
- Building Foundational Skills, language, and close reading through decodable Readers
- Reinforcing and extending knowledge and reading skills through Independent Reading

One of the unusual features of CKLA is the intensity of its use of Read-Aloud text in Grades K–3 because of the compelling research about the difference between listening and reading comprehension throughout elementary.

Our picture of text complexity is therefore threefold:

- Students are given texts that are in the appropriate grade-level range and decodable.
- Students are given texts that are substantially above grade-level, with which they engage orally.

In 4th and 5th grades, students are exclusively reading grade-level complex text that increases in challenge from the beginning to the end of the grade.

The chart below shows the lexile range of texts in 4th and 5th grades. Please note that some text (such as poetry) does not contain lexiles. Lexiles for each unit can be found on the covers of the Readers.

Grade Level	Readers Lexile Ranges (Reading Complexity)	Listening & Learning Read-Alouds Lexile Ranges (Listening Complexity)
Kindergarten	310–450L	760–990L
Grade 1	400–610L	770–1020L
Grade 2	430–660L	780–1060L
Grade 3	580–820L	800–1100L
Grade 4	770–1100L	N/A
Grade 5	880–1010L	N/A

It is important to note that the Skills Readers are very carefully constructed to increase in decoding complexity, while being written by successful children’s authors to maintain engagement and literary value.

Qualitative Text Complexity

Qualitative Text Complexity requires a range of judgments, some of which are by necessity subjective (which is more complex, *Anna Karenina* or *War and Peace*? Descartes or Aristotle?). Below we have set out some of the ways in which text complexity qualitatively builds through K–3. Many of the common dimensions of qualitative textual complexity become more obvious in Grades 4–5.

Language Conventionality and Clarity

Students in Kindergarten are given written and Read-Aloud text that focus mostly on literal language in clear prose. The context and language is contemporary or timeless, and there are a limited number of academic and domain-specific words introduced.

By third grade, this has changed dramatically. Domains such as *The Human Body* introduce large numbers of complex, domain-specific concepts and terms. For example students learn about the *esophagus* and about *circulation* of blood. They are asked to use a range of academic vocabulary, such as *observations*

and *systems*. The language of the Read-Alouds is less conversational, and more academic. Within literary Read-Alouds, sayings, phrases, and figurative meanings are increasingly common. In third grade, students are exposed to increased academic and domain-specific vocabulary, but helped in absorbing that language through the continued use of Read-Alouds.

The same is true in the Skills Strand. In the second grade, the *Sir Gus* and the *War of 1812* Readers use less familiar and more academic language. For example, students engage in a series of close reading lessons where they comprehend and analyze the American National Anthem. This requires familiarity and understanding of archaic and unusual language presented in rare and ambiguous forms, as well as a need to call on content knowledge about the War of 1812 (which they will have already received in part through the Listening & Learning Strand).

In 4th and 5th grade, the language demands of texts increases. Students spend significantly longer considering the precise use of words, including figurative and ambiguous phrasing, starting with the first unit (*Personal Narrative*). The poetry units in 4th and 5th grades expose students to poems that range from highly complex, archaic language, to seemingly simple but ironic text (such as William Carlos Williams's "This is Just to Say"). By 5th grade, students are prepared to tackle Shakespeare, in the unit on *A Midsummer Night's Dream*.

Informational texts, too, increase in complexity of language. The level of academic and domain-specific language increases. For example in learning about the medieval period in both western Europe and the Middle East, students encounter large amounts of new domain-specific vocabulary, related to unfamiliar ideas.

Levels of meaning

In 4th and 5th grades, students are exposed to texts that are increasingly open to multiple interpretations and have many layers of meaning. For example in the 4th grade Poetry units, students are asked to distinguish between the

literal and figurative interpretations of Langston Hughes's "Harlem." In learning about the Sherman Alexie poem, "Why We Play Basketball," in the same unit, students think about the various meanings in a poem describing emerging anger. Different lines of the poem reinforce multiple meanings, and close and repeated reading is required to give a plausible interpretation.

Knowledge Demands

As students progress through K–3, the context of the literary texts they encounter changes substantially. For example:

- Students begin Kindergarten with highly familiar literary topics—nursery rhymes and common fairy tales. The context is clearly fantastical. Meanwhile in the Skills Strand, students in Kindergarten use Readers that cover relatively simple topics, such as fictional tales about different families. The themes are also simple, and do not require students to think through multiple perspectives outside their own.
- As students progress, they encounter less familiar literary topics in the Listening & Learning Strand. Greek myths require an understanding of a different context and time, as well as surrounding background knowledge. The experiences of the characters vary wildly from students' own. The morals are often complex. Within Skills, students are reading about much more sophisticated themes. For example they read about *Sir Gus*, which requires them to understand hierarchies between new characters in new situations and time, and different perceptions of events. There is more sophisticated humor in this text, again requiring an ability to see multiple perspectives.

By 3rd grade, students will already have encountered literary texts that move beyond their own life experiences and familiarity. These demands increase in 4th and 5th grades. Texts with sophisticated and multiple themes are introduced (the opposition between parents and children, but also love and loss in *Midsummer Night's Dream*; aspiration and the desire to escape in order to return in *The*

House on Mango Street, the difference between academic and sensory knowledge in Walt Whitman’s poem “When I heard The Learn’d Astronomer”). Students encounter characters with perspectives and interests entirely different to their own—such as Oberon and Puck or Don Quixote—and whose own point of view shifts during the text, for example, Esperanza in *The House on Mango Street* and Michael Massimino in “A View of the Earth.” By the end of 5th grade, students must think through the unreliability of the narrator’s perception as they consider Amy’s attempt to find the culprit in *The Badlands Sleuth*.

Content/Discipline Knowledge

The knowledge sequence, which underpins the Listening & Learning Strand, introduces consecutively more complex topics through its domains. Listening & Learning domains build within and across grade levels to build a broad foundation of knowledge so that as students reach the upper elementary grades they already possess the foundation to understand increasingly complex texts. Students begin in Kindergarten with subjects that are somewhat familiar, which allows students to draw on common experiences. For example:

- The first informational text of Kindergarten—Domain 2—is The Five Senses. This allows students to reference themselves and conversations they are likely to have had in their home and peer environment as they learn more. This is also true of the early Skills Readers.
- A late domain of Grade 2—Domain 10—is the Human Body. This clearly and explicitly builds upon what students have learned and understood in their first informational exposure in Kindergarten and in Grade 1, but the content and vocabulary is much more abstract and complex. Students must understand content that requires them to link daily experiences to complex unseen processes. Prior knowledge is important. Extensive, discipline-specific content knowledge is required and provided. The same is true of the late Skills Readers. For example, toward the end of Grade 2 students are required to read and understand a long Reader about the War of 1812.

- By third grade, students will be exposed to extensive, specialized discipline-specific knowledge in such domains as the systems and senses of the human body, ancient history, astronomy and precolonial and colonial American history, and will apply that knowledge in a range of contexts.

By 3rd grade, students will already have been exposed to extensive, specialized discipline-specific knowledge, and will have applied that knowledge in a range of contexts. This continues, with increasingly technical or complex text in 4th and 5th grades. By the end of 5th grade, students are asked to reference a range of texts to show an integrated understanding of specific concepts.

Structure

Both the length and structure of texts increase in complexity during K–3. Students start Skills instruction with simple Big Books, before progressing to increasingly long decodable Readers. By the end of third grade, those Readers are much longer (they are read a chapter at a time). The use of images also changes—whereas they illustrate stories in earlier units, by the end of Grade 2 they provide sophisticated information that is essential to comprehension and not provided textually (e.g., period paintings of Francis Scott Key’s experiences). The length and complexity of texts increase further in third grade, with students increasingly required to analyze graphics and integrate information to understand scientific concepts or historical events.

Within the Listening & Learning Strand, textual structures also change. Early Read-Alouds provide clear stories that are individual and chronological. By the end of K–3, the length and complexity of the Read-Alouds change, as does the subject of individual chapters (e.g., the move between chronological and biographical chapters).

Reader Characteristics and Task Demands

CKLA is designed to provide a steady gradient of text complexity and task demand as students progress through the grades. For example, students in Kindergarten will focus mostly on literal understanding of text, while by second

grade, inferential and evaluative questions are core to both the Listening & Learning and Skills strands. Similarly, the writing demands move from simple phrase or one-word answers to questions to multiparagraph essays and writing over multiple sittings and lessons.

Reading Lesson Types

Whole Group: For a whole-group reading lesson, you will provide reading instruction to the whole class. In general, you will introduce the chapter, review what students have already learned (when appropriate), preview chapter vocabulary, and establish a purpose for reading. Then, you will guide students' reading by focusing on small chunks of text. Using guided reading supports, you will briefly engage students in discussion and reference images, captions, and other text features throughout the lesson. Guided reading supports in bullets are intended to guide you in facilitating discussion. You may choose to have students read silently or aloud. After reading, you will have the opportunity to check students' comprehension of the text using oral discussion questions, written activity page items, or some combination of the two. Please review completed activity pages, preferably with student involvement, to assess and monitor students' comprehension and to provide rapid clarification and feedback.

Small Group: For a small-group reading lesson, you will divide the class into two small groups. Small Group 1 should include students who need extra scaffolding and support to read and comprehend the text. You will provide instruction to this group using the same procedures as a whole-group reading lesson. In addition, you will provide support as students complete an activity page, either during reading or afterward. There are many advantages to using this approach with a smaller number of students, including more frequent opportunities for each student to be actively engaged and to respond orally. This allows you to provide immediate corrective feedback and instruction for individual students. Small Group 2 should include students who are capable of reading and comprehending the text without guided support. These students may work

as a small group, as partners, or independently to read the chapter, discuss it with others in Small Group 2, and then complete an activity page. Over the course of the year, students may move from one group to the other, depending on individual students' needs.

After reading, you will call students together as a class to briefly discuss the chapter and wrap up the lesson. Because students in Small Group 2 will complete the activity page independently, you should make arrangements to ensure they have completed it correctly. You might choose to collect the pages and correct them individually, provide an answer key for students to check their own or a partner's completed activity page, or confer with students individually or as a group at a later time.

Partner: For a partner-reading lesson, you will pair students to read and discuss the chapter. You may wish to use any or all of the following pairings at different times: strong readers with readers who need more support; readers of similar skill levels; or English language learners with native speakers. The way you pair students should change throughout the year. You will explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on. Students can ask their partner for help to sound out or define words as necessary. You may wish to adjust this structure as students' needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners. Students will complete an activity page with their partners either during or after reading. You will call students back together as a class after reading to discuss the chapter and the activity page.

Close Reading: The CCSS emphasize the practice of close reading, including asking text-dependent questions worthy of students' time to answer. Explicit instructions are included for utilizing a close reading approach with particular excerpts of chapters from the Reader. These lessons are carefully crafted to focus students' reading to derive deeper meaning through close examination of the text. As in other reading lessons, guided reading

supports in bullets are intended to guide you in facilitating discussion and should not be read verbatim to students.

The guided reading supports in close reading are intended to provide this focus and are labeled as follows:

- VOC indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- SYN indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- COMP indicates questions or comments that focus on students' understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- LIT indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect, such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

Eliciting Students' Responses in Close Reading

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.

- Following a question, have all students provide a written response before one student responds orally.

Note: Close reading lessons present excellent opportunities to ensure that English learners and other students who need additional support fully comprehend a reading selection.

Read-Aloud: In 4th and 5th grades, listening comprehension still often exceeds reading comprehension for many students. As a result, students benefit from hearing text read aloud by a fluent and experienced reader. Struggling readers, in particular, may benefit from hearing text read aloud as they follow along in the Reader. In a typical Read-Aloud lesson, you will introduce the chapter, review what students have already learned (when appropriate), preview chapter vocabulary, and establish a purpose for reading. Then you will read the chapter aloud while students follow along in the Reader, using guided reading supports to ask questions, discuss vocabulary, and/or highlight important aspects of the text. You will also help students attend to images, captions, and other text features. As in other reading lessons, guided reading supports in bullets are intended to guide you in facilitating discussion and should not be read verbatim to students. After reading, you will have the opportunity to check students' comprehension of the text using oral discussion questions, written activity page items, or some combination of the two. Please review completed activity pages, preferably with student involvement, to assess and monitor students' comprehension and to provide rapid clarification and feedback.

Text-Dependent Questions

Comprehension Questions

There are three main types of questions students encounter in the majority of the 4th- and 5th-grade units.

Literal questions assess students' recall of key details from the text. These are text-dependent questions that require students to paraphrase and/or refer back to the portion of the text where the specific answer is provided. Literal questions generally address Reading Standards for Literature and Informational Text.

Inferential questions ask students to infer information from the text and to think critically. These are also text-dependent, but require students to summarize and/or refer back to the portions of the text that lead to and support the inference they are making. These questions generally address Reading Standards for Literature and Informational Texts.

Evaluative questions ask students to build on what they have learned from the text using analytical and application skills, often to form an opinion or make a judgment. These questions are also text-dependent, but require students to paraphrase and/or refer back to the portion(s) of the text that substantiate the argument they are making or the opinion they are offering. Evaluative questions might ask students to:

- Compare and contrast the point of view from which different stories are narrated.
- Compare and contrast firsthand and secondhand accounts of the same event or topic.
- Identify how reasons support specific points in a text.
- Compare and contrast the treatment of similar themes and topics across different types of literature.
- Integrate information from two texts on the same topic.
- Analyze a variety of illustrations, photos, graphics, and other visual elements.

More About... Foundational Skills

Foundational Skills: Scope and Sequence

For the K–3 Skills Scope and Sequence please see the Appendices in Unit 1 of the Teacher Guides for Kindergarten, first grade, second grade, and third grade.

Foundational Skills: Decoding

As illustrated in the tables on the following pages, the decodable Student Readers have been carefully constructed to provide students with recurring, distributed practice in reading stories that use decodable words. It is important to understand the manner in which the terms decodable and non-decodable are used in CKLA. A word is considered non-decodable until all the letter-sound correspondences a student needs to read and spell the word have been learned.

For example, the word *cat* is considered decodable after students have learned /k/ spelled 'c', /a/ spelled 'a', and /t/ spelled 't', which is early in the CKLA sequence of instruction. The word *cheap* is considered decodable when students have learned /ch/ spelled 'ch', /ee/ spelled 'ea', and /p/ spelled 'p', which is later in the CKLA sequence of instruction.

It is important to understand that no word is inherently decodable or non-decodable. You cannot say that *cat* is a decodable word and *dog* is not unless you also refer to a specific sequence of instruction and say where you are in that sequence of instruction. A word that becomes decodable in the early lessons of one program might not be decodable until much later in another program. A word that is not decodable in one lesson of CKLA might become decodable later in the year or perhaps in the very next lesson.

The stories in the Unit 6 Student Reader and Unit 7 Student Reader are 100% decodable, meaning they only use words comprised of letter-sound correspondences that have been explicitly taught. High-frequency, non-decodable words (called Tricky Words in CKLA) are gradually interspersed in the Unit 8–10 Student Readers. It is important to note that these high-frequency, non-decodable words are also explicitly taught to ensure student success. In other words, all words students are asked to read as part of the stories are readily decoded and read, either because they are composed entirely of letter-sound correspondences students have been taught or because they are Tricky Words that have been taught.

The last page of each Reader summarizes the code knowledge that is assumed at the beginning of the Reader (i.e., the code knowledge that has been taught in previous units), as well as identifies new code knowledge introduced in the current unit, noting the first story in which these new skills are practiced.

New spellings taught in the unit are printed in bold throughout the stories in the Reader to cue students' attention to newly taught skills.

While the stories in the early Readers are simple, Kindergartners find them highly engaging because the Readers use a “chapter book” approach with stories that focus on a recurring set of characters in each Reader.

The tables on the following pages summarize the manner in which the K–2 Student Readers employ decodable text. Each chapter is the equivalent of what are typically considered “decodable books.”

The table below illustrates how the Kindergarten Student Readers have been carefully constructed to provide students with recurring, distributed practice in reading texts that use decodable words.

Kindergarten									
Unit	Reader	Number of Chapters	Sound-Spellings Taught Prior to this Unit ----- Known by End of Unit	Total Number of Words	Total Number of Decodable Words	Total Number of High-Frequency Words	% of Decodable Words	% of High-Frequency Non-Decodable Words	Lexile Rating
1	(No Reader)	-	0						
2	(No Reader)	-	0						
3	(No Reader)	-	0 ----- 8						
4	Pet Fun (Big Book)	-	8 ----- 16	44 ----- 0	44	0	100%	0	-
5	Ox and Man (Big Book)	-	16 ----- 26	29 ----- 0	29	0	100%	0	-
6	Kit	11	26 ----- 27	282	282	0	100%	0	330L
7	Seth	10	27 ----- 32	402	402	0	100%	0	450L
8	Sam	13	32 ----- 38	1,171	974	197	83%	17%	360L
9	Zack & Ann	16	38 ----- 38	1,599	1,220	379	76%	24%	310L
10	Scott	21	38 ----- 43	2,145	1,537	608	72%	28%	400L
Totals/ Average		71	43	5,672	4,488	1,184	90%	10%	310L-450L

The table below illustrates how the Grade 1 Student Readers have been carefully constructed to provide students with recurring, distributed practice in reading texts that use decodable words.

Grade 1									
Unit	Reader	Number of Chapters	Sound-Spellings Taught Prior to this Unit ----- Known by End of Unit	Total Number of Words	Total Number of Decodable Words	Total Number of High-Frequency Words	% of Decodable Words	% of High-Frequency Non-Decodable Words	Lexile Rating
1	Snapshots	16	0 ----- 43	1,562	1,199	363	77%	23%	450L
2	Gran	17	43 ----- 48	2,779	2,084	695	75%	25%	400L
3	Fables	12	48 ----- 53	2,109	1,468	641	70%	30%	480L
4	Green Fern Zoo	14	53 ----- 56	2,153	1,667	486	77%	23%	610L
5	Kate's Book	17	56 ----- 64	4,082	2,872	1,210	70%	30%	540L
6	Grace	20	64 ----- 70	4,894	3,830	1,064	78%	22%	560L
7	Kay and Martez	14	70 ----- 73	3,181	2,429	752	76%	24%	580L
Totals/ Average		110	73	20,760	15,549	5,211	75%	25%	400L–610L

The table below illustrates how the Grade 2 Student Readers have been carefully constructed to provide students with recurring, distributed practice in reading texts that use decodable words.

Grade 2									
Unit	Reader	Number of Chapters	Sound-Spellings Taught Prior to this Unit ----- Known by End of Unit	Total Number of Words	Total Number of Decodable Words	Total Number of High-Frequency Words	% of Decodable Words	% of High-Frequency Non-Decodable Words	Lexile Rating
1	The Cat Bandit	8	0 ----- 58	1,335	891	444	67%	33%	480L
2	Bedtime Tales	10	58 ----- 71	3,887	2,507	1,380	65%	35%	430L
3	Kids Excel	20	71 ----- 84	8,198	5,576	2,622	68%	32%	510L
4	The Job Hunt	18	84 ----- 97	7,495	5,012	2,483	67%	33%	470L
5	Sir Gus	18	97 ----- 113	7,940	5,515	2,425	70%	30%	660L
6	The War of 1812	15	113 ----- 118	8,183	5,799	2,384	71%	29%	580L
Totals/ Average		89	118	37,038	25,300	11,738	68%	32%	430L–660L

Foundational Skills: High-Frequency Words

The highly scaffolded approach for introducing high-frequency Tricky Words early in students' Kindergarten reading experience reduces the level of cognitive demand so students can focus solely on remembering the Tricky Word(s) without also being called upon to make use of the code knowledge they have learned to decode other words in the text. Starting in Unit 8, these same Tricky Words are gradually incorporated into the decodable stories of the Student Readers, posing a greater, but now accessible, challenge for students.

The following charts depict the units in which specific high-frequency words from both the Dolch and Fry Lists are learned:

Unit 3

At the end of Unit 3, students be able to read **seven words** from the **Dolch Sight Word List** and **seven words** from the **Fry Instant Word List**.

At the end of Unit 3:

	Dolch Words	Fry Words
Tricky Words	one, two, three	one, two, three
Decodable Words	am, at, did, it	at, did, got, it

Unit 4

At the beginning of Unit 4:

	Dolch Words	Fry Words
Tricky Words	one, two, three	one, two, three
Decodable Words	am, at, did, it	at, did, got, it

By the end of this unit, students should be able to read the following new words from each of these respective lists, representing a total **24 Dolch Words** and **24 Fry Words**.

	Dolch Words	Fry Words
Tricky Words	a, the	a, the
Decodable Words	an, and, can, get, had, him, hot, if, in, its, not, on, sit, ten	an, and, can, get, had, him, if, in, its, man, men, not, on, set, sit

Unit 5

As of the beginning of this unit, students should be able to read **23 words** from the **Dolch Sight Word List** (Preprimer–Grade 2) and **24 words** from **Fry's Instant Words List** (first 300 words), as follows:

At the beginning of Unit 5:

	Dolch Words	Fry Words
Tricky Words	a, the, one, two, three	a, the, one, two, three
Decodable Words	am, an, and, at, can, did, get, had, him, hot, if, in, it, its, not, on, sit, ten	an, and, at, did, can, get, got, had, him, if, in, it, its, man, men, not, on, set, sit

By the end of this unit, students should be able to read the following new words from each of these respective lists, representing a total **37 Dolch Words** and **32 Fry Words**.

At the end of Unit 5:

	Dolch Words	Fry Words
Tricky Words	blue, look, yellow	look
Decodable Words	big, but, cut, let, ran, red, run, six, up, us, yes	big, but, cut, let, run, up, us

Unit 6

As of the beginning of this unit, students should be able to read **36 words** from the **Dolch Sight Word List** (Preprimer–Grade 2) and **31 words** from **Fry's Instant Words List** (first 300 words), as follows:

At the beginning of Unit 6:

	Dolch Words	Fry Words
Tricky Words	a, blue, look, one, the, three, two, yellow	a, look, one, the, two, three
Decodable Words	am, an, at, and, big, but, can, cut, did, get, had, him, hot, if, in, it, let, not, on, ran, red, run, sit, six, ten, up, us, yes	an, and, at, big, but, can, cut, did, get, got, had, him, if, in, it, let, man, men, not, on, run, set, sit, up, us

By the end of this unit, students should be able to read the following new words from each of these respective lists, representing a total **53 Dolch Words** and **53 Fry Words**.

At the end of Unit 6:

	Dolch Words	Fry Words
Tricky Words	are, I, little	are, I, little
Decodable Words	as, ask, best, fast, has, help, his, is, its, jump, just, must, stop, went	as, ask, end, hand, has, help, his, is, its, just, land, last, left, list, must, nest, plant, stop, went

Unit 7

At the beginning of Unit 7:

	Dolch Words	Fry Words
Tricky Words	a, are, blue, I, little, look, one, the, three, two, yellow	a, are, I, little, look, one, the, three, two

Decodable Words	am, an, and, as, ask, at, best, big, but, can, cut, did, fast, get, had, has, help, him, his, hot, if, in, is, it, its, jump, just, let, must, not, on, ran, red, run, sit, six, stop, ten, up, us, went, yes	an, and, as, ask, at, big, but, can, cut, did, end, get, got, had, hand, has, help, him, his, if, in, is, it, its, just, land, last, left, let, list, man, men, must, nest, not, on, plant, run, set, sit, stop, up, us, went
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At the end of Unit 7:

	Dolch Words	Fry Words
Tricky Words	down, of, out	down, of, out
Decodable Words	bring, long, much, sing, that, them, then, this, wish, with	long, much, song, such, than, that, them, then, thing, this, with

Unit 8

At the beginning of Unit 8:

	Dolch Words	Fry Words
Tricky Words	a, are, blue, down, I, little, look, one, out, of, the, three, two, yellow	a, are, down, I, little, look, one, the, three, two, out, of
Decodable Words	am, an, and, as, ask, at, best, big, bring, but, can, cut, did, fast, get, had, has, help, him, his, hot, if, in, is, it, its, jump, just, let, long, much, must, not, on, ran, red, run, sing, sit, six, stop, ten, that, them, then, this, up, us, went, wish, with, yes	an, and, as, ask, at, big, but, can, cut, did, end, get, got, had, hand, has, help, him, his, if, in, is, it, its, just, land, last, left, let, list, long, man, men, much, must, nest, not, on, plant, run, set, sit, song, stop, such, than, that, them, then, thing, this, up, us, went, with

At the end of Unit 8:

	Dolch Words	Fry Words
Tricky Words	all, from, funny, was	all, from, funny, was
Decodable Words	black, off, pick, small, tell, well, will	add, back, miss, off, small, spell, still, tell, well, will

*Once students finish the Picture Reader in Unit 8, Tricky Words continue to be taught in Units 9–10 in the context of the Student Readers.

Unit 9

At the beginning of Unit 9:

	Dolch Words	Fry Words
Tricky Words	a, all, are, blue, down, from, funny, I, little, look, one, out, of, the, three, two, was, yellow	a, all, are, down, from, funny, I, little, look, of, one, out, the, three, two, was
Decodable Words	am, an, and, as, ask, at, best, big, black, bring, but, can, cut, did, fast, get, had, has, help, him, his, hot, if, in, is, it, its, jump, just, let, long, much, must, not, off, on, pick, ran, red, run, sing, sit, six, small, stop, tell, ten, that, them, then, this, up, us, well, went, will, wish, with, yes	an, add, and, as, ask, at, back, big, but, can, cut, did, end, get, got, had, hand, has, help, him, his, if, in, is, it, its, just, land, last, left, let, list, long, man, men, miss, much, must, nest, not, off, on, plant, run, set, sit, small, song, spell, still, stop, such, tell, than, that, them, then, thing, this, up, us, well, went, will, with

At the end of Unit 9:

	Dolch Words	Fry Words
Tricky Words	here, no, once, said, so, there, to, were, what, when, where, which, why	here, no, once, said, so, there, to were, what, when, where, which, why, word
Decodable Words	n/a	n/a

Unit 10

As of the beginning of this unit, students should be able to read **90 words** from the **Dolch Sight Word List** (Preprimer–Grade 2) and **95 words** from **Fry’s Instant Words List** (first 300 words), as follows:

At the beginning of Unit 10:

	Dolch Words	Fry Words
Tricky Words	a, all, are, blue, down, from, funny, here, I, little, look, no, once, one, out, of, said, so, the, there, three, to, two, was, were, what, when, where, which, why, yellow	a, all, are, down, from, funny, here, I, little, look, no, of, once, one, out, said, so, the, there, three, to, two, was, were, what, when, where, which, why, word
Decodable Words	am, an, and, as, ask, at, best, big, black, bring, but, can, cut, did, fast, get, had, has, help, him, his, hot, if, in, is, it, its, jump, just, let, long, much, must, not, off, on, pick, ran, red, run, sing, sit, six, small, stop, tell, ten, that, them, then, this, up, us, well, went, will, wish, with, yes	an, add, and, as, ask, at, back, big, but, can, cut, did, end, get, got, had, hand, has, help, him, his, if, in, is, it, its, just, land, last, left, let, list, long, man, men, miss, much, must, nest, not, off, on, plant, run, set, sit, small, spell, still, stop, such, tell, than, that, them, then, thing, song this, up, us, well, went, will, with

By the end of this unit, students should be able to read the following new words from each of these respective lists, representing a total **116 Dolch Words** and **129 Fry Words**.

By the end of Unit 10:

	New Dolch Words	New Fry Words
Tricky Words	be, by, he, me, my, she, their, they, we, you, your	be, by, he, me, my, she, their, they, we, you, your
Decodable Words	ate, came, five, gave, green, keep, like, made, make, ride, see, sleep, take, those, use	came, close, feet, home, keep, like, life, line, made, make, mile, name, need, same, see, seem, side, state, those, trees, use, take, time,

Fluency

CKLA develops fluent readers in K–3, supporting them to read increasingly complex texts in later elementary and beyond. The decodable readers—by carefully scaffolding the words students encounter—help students read fluently, with purpose and understanding. Take-home materials designed to be read in the home environment with support, strengthen student fluency.

Fluency Packets in third grade contain poetry, fiction, nonfiction, and Readers’ Theater selections provide opportunities for students to practice reading with fluency and expression. At the beginning of each week, teachers select relevant passages and model reading the selection aloud. Students then take the texts home to practice reading aloud throughout the week. By the end of the week, students read individually or through a choral read to demonstrate fluency. Guidelines are offered for this routine to foster respectful, responsive listeners and confident readers.

Our Independent Reading program can also be used to support fluency with a wide selection of authentic, engaging texts students may read alone, in groups, or with substantial adult support.

Finally, CKLA’s emphasis on background knowledge helps develop fluent readers by giving them recognition of and understanding of a wide range of vocabulary and contexts, thereby supporting reading with understanding.

More About...Writing

Writing Mechanics—including handwriting and spelling—are taught in the Skills Strand. They are crucial background to the forms of writing required by the Common Core as well as, in the case of spelling, supporting the decoding/encoding process students learn in K–3.

Forms of Writing

By the end of third grade, students will have gained significant practice in **narrative**, **opinion/argumentative**, and **informational/explanatory** forms of writing. These activities are mostly found within the Listening & Learning Strand and can be seen in the writing trajectory within this section. They are often taught explicitly within the Skills Strand before being encountered in the Listening & Learning Strand.

As well as creating these texts, students practice the skills that inform them. For example, they practice sequencing events from the beginning, middle, and end of complex texts. They illustrate texts with accompanying sentences and practice writing for short periods on a regular basis.

Graphic organizers, timelines, and other tools provide essential support to students learning about text and idea organization; these can be found throughout the Listening & Learning Strand. Group writing projects, such as the creation of a weather diary in Kindergarten, or drafting paragraphs as a class, also form essential scaffolding for more independent writing.

The Skills Strand, while focusing on the skills and mechanics of writing, contains very regular writing activities. Text-based questions are increasingly answered in writing, with a focus on complete evidence-based sentences. Short opinion and explanatory pieces are woven into these activities. Students also engage in longer writing projects—for example writing a report within the unit on the war of 1812 over a number of lessons.

Writing Process

Beginning in Grade 1, students are introduced to the K–3 CKLA writing process of Plan-Draft-Edit (which is later extended to Plan-Draft-Edit-Publish). This is practiced in both the Skills and Listening & Learning strands for a large variety of writing projects:

- **Plan.** Analyze text and other sources forensically. Draw upon background knowledge from CKLA and elsewhere. Consider textual organization and appropriate content.
- **Draft.** Clearly organize writing, appropriately referencing content. Add and incorporate details in their writing (including descriptive details).
- **Edit.** Through self-feedback, peer-review and teacher-review, students revise their work and strengthen it within a positive and constructive environment.
- **Publish.** See the fruits of their labors with selected writing assignments—with opportunities to hang work in the classroom, share with family, and have the satisfaction of having completed a writing project from start to finish.

Writing Trajectory

Kindergarten – Listening & Learning		
Oral / Written Expression		
Early Listening & Learning Units 1–4	Mid Listening & Learning Units 5–8	Late Listening & Learning Units 9–12
<p>Draw a Related Image or Illustrate Read-Aloud</p> <p>Present information by using a combination of drawing, dictating, and writing</p> <p>Class Book</p> <p>Retelling Story Class Chart</p> <p>Class Timeline</p> <p>Story Sequence</p>	<p>Draw and Label a Related Image or Illustrate Read-Aloud</p> <p>Present information by using a combination of drawing, dictating, and writing</p> <p>Class Book Retelling Story</p> <p>Class Chart</p> <p>Class KWL Journal</p> <p>Personal Stories</p>	<p>Draw a Related Image or Illustrate Read-Aloud with Accompanying Sentence</p> <p>Present information by using a combination of drawing, dictating, and writing</p> <p>With guidance and support, add details to strengthen drawing or writing, as needed</p> <p>Class Chart</p> <p>Class Book Class Timeline—Write (describe) an event</p> <p>Participate in a class research project by creating a daily weather diary</p>

Grade 1 – Listening & Learning

Oral / Written Expression

Early Listening & Learning Units 1–4	Mid Listening & Learning Units 5–8	Late Listening & Learning Units 9–11
<p>Draw a Related Image, Diagram, or Illustrate Read-Aloud with Accompanying Sentence</p> <p>Revise a story orally or in writing by changing the ending</p> <p>Draw pictures, dictate, or write simple sentences to represent details or information from a story, including information about at least one character, the setting, and the beginning, middle, or end of the fable</p> <p>Write, tell, and/or draw an original fable with characters, setting, and plot, including a beginning, middle, and end</p> <p>With guidance and support from adults, explore a variety of digital tools to produce and publish a class book</p> <p>Make personal connections, in writing, between the way students live in the present and the way people lived in the story</p> <p>Class Chart</p> <p>Class Timeline—Write (describe) an event</p>	<p>Draw a Related Image, Diagram, or Illustrate Read-Aloud with Accompanying Sentence</p> <p>Write and illustrate important details about the Read-Aloud topic</p> <p>Informative Piece: Draft an informative text that presents information learned in the Read-Aloud</p> <p>Class Chart</p> <p>Class Book</p> <p>Class Timeline—Write (describe) an event</p> <p>Class Journal Entry</p>	<p>Rewrite the Story</p> <p>Write a book retelling the story</p> <p>Write and illustrate a unique fairy tale with characters, settings, problems, solutions, and endings</p> <p>With guidance and support from adults, explore a variety of digital tools to produce and publish writing</p> <p>Explanatory Piece: Plan and draft an informative/explanatory text that presents information from the Read-Aloud</p> <p>Draw and write sentences about a person they honor, explaining which characteristics you honor most, and supply reasons for their opinions</p> <p>Make personal connections to Lewis and Clark's journals by creating journals of their own</p> <p>Class Chart</p> <p>Individual Chart</p> <p>Writing Prompt</p> <p>Write a Caption</p>

Grade 2 – Listening & Learning

Oral / Written Expression

Early Listening & Learning Units 1–4	Mid Listening & Learning Units 5–8	Late Listening & Learning Units 9–12
<p>Rewrite and illustrate a tale using new characters and a different setting</p> <p>Draw pictures, dictate, or write simple sentences to represent details or information from a Read-Aloud</p> <p>With guidance and support from adults and peers, focus on information presented in the Read-Aloud and strengthen writing as needed by revising and editing</p> <p>Informative Piece: Plan, draft, and edit an informative text that presents information from the Read-Aloud</p> <p>Persuasive Piece: Write a persuasive piece that expresses and supports opinions</p> <p>Narrative: Create an original narrative about someone living in the time of ancient Greece with characters, and a beginning, middle, and an end</p> <p>Strengthen writing as needed by revising and editing</p> <p>Narrative: Plan, draft, and edit a narrative, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings</p> <p>Class Chart</p> <p>Individual Chart</p> <p>Write a Paragraph</p>	<p>Informational Writing on the Topic</p> <p>Write simple sentences to represent details or information from the story</p> <p>Persuasive: Plan, write, and present a persuasive speech</p> <p>Research: Participate in a shared research project about the topic</p> <p>Informational: Write an informational paragraph explaining the topic</p> <p>Strengthen writing as needed by revising and editing</p> <p>Informative Piece: Plan, draft, and edit an informative text that presents information from the text</p> <p>Class Chart</p> <p>Narrative Paragraph</p> <p>Write a New Ending</p> <p>Write a Myth</p> <p>Write a Fictional Narrative</p>	<p>Write simple sentences to represent details or information from the text</p> <p>Informational: Write about the differences between the Union and the Confederacy as part of the Civil War</p> <p>As a class, plan and draft a narrative letter</p> <p>With guidance and support from adults and peers, focus on writing a letter and strengthen it as needed by revising and editing</p> <p>Poetry: Plan, draft, and edit a free verse poem in which an opinion is provided</p> <p>Class Book</p> <p>Writing Prompt</p> <p>Research Notes</p> <p>Write from the Character’s Perspective</p>

Grade 3 – Listening & Learning

Oral / Written Expression

Early Listening & Learning Units 1–4	Mid Listening & Learning Units 5–8	Late Listening & Learning Units 9–11
<p>Categorize and organize facts about the topic and add to a log/journal</p> <p>Work in groups to create an alternate ending for the story</p> <p>Use a graphic organizer to brainstorm themes and examples of how characters demonstrate common themes</p> <p>Identify and use parts of a paragraph, including a topic sentence, supporting details, and a concluding statement, in an opinion piece</p> <p>Review Paragraphs</p> <p>Opinion Piece: Draft, revise, edit and finalize an opinion piece</p> <p>Take written notes on the text and sort information in to provided categories</p> <p>Conduct short research projects that build knowledge about the topic</p> <p>Informative Writing: Draft, revise, edit, and finalize an informative writing piece</p> <p>Narrative: Draft, revise, edit, and finalize a narrative piece</p> <p>Practice note-taking to summarize information from the Read-Aloud</p> <p>Prepare and publish a final copy</p>	<p>Categorize and organize facts about the topic and add to a log/journal</p> <p>Research: Conduct short research projects that build knowledge about the topic</p> <p>Informative Writing: Draft, revise, edit and finalize an informative writing piece</p> <p>Respond to a writing prompt by comparing and contrasting</p> <p>Respond to a writing prompt and describe what the main character’s life will be like in Iceland</p> <p>Biography: Draft, revise, edit and finalize a biography</p> <p>Categorize and organize facts about the topic and add to a log/journal</p> <p>Class Chart</p>	<p>Categorize and organize facts about the topic and add to a log/journal</p> <p>Class Chart</p> <p>Expressing own point of view regarding the connection between topics and add to log/journal</p> <p>Letter Writing: Write a letter from the first-person perspective of a child in colonial times</p> <p>Respond to a writing prompt</p> <p>Research: Conduct short research projects that build knowledge about the topic</p>

Kindergarten – Skills		
Writing Instruction: Sentences, Paragraphs, Genres		
Early Skills Units 1–3	Mid Skills Units 4–6	Late Skills Units 7–10
		Response to Text (Story Questions)

Grade 1 – Skills		
Writing Instruction: Sentences, Paragraphs, Genres		
Early Skills Units 1–3	Mid Skills Units 4–6	Late Skills Units 7–10
Sentence Building and Expansion Response to Text (Story Questions) Plan-Draft-Edit Process (Unit 3) Fictional Narrative: Retelling a Story (Unit 3) Book Report (Unit 3)	Sentence Building and Expansion Response to Text (Story Questions) Plan-Draft-Edit Process Descriptive Paragraph Using the Senses (Unit 4) Opinion Paragraph (Unit 5)	Sentence Building and Expansion Response to Text (Story Questions) Plan-Draft-Edit Process Personal Narratives (Unit 6) Explanatory Writing: Directions (Unit 7)

Grade 2 – Skills

Writing Instruction: Sentences, Paragraphs, Genres

Early Skills Units 1–3	Mid Skills Units 4–6	Late Skills Units 7–10
Response to Text (Story Questions) Plan-Draft-Edit Process Fictional Narrative: Retelling a Story (Unit 2) Book Report (Unit 2)	Response to Text (Story Questions) Plan-Draft-Edit Process Personal Narrative (Unit 3) Persuasive Letter (Unit 4)	Response to Text (Story Questions) Plan-Draft-Edit Process Fictional Narrative: New Story Endings (Unit 5) Note taking (Unit 6) Paragraph Construction—Topic Sentences and Details (Unit 6) Informational Research Paper (Unit 6)

Grade 3 – Skills

Writing Instruction: Sentences, Paragraphs, Genres

Early	Mid	Late
Write statements and questions Write paragraphs Answer unit-specific writing prompts	Write statements and questions Write paragraphs Answer unit-specific writing prompts	Write statements and questions Write paragraphs Answer unit-specific writing prompts Write a 5-paragraph research paper Written interview

Kindergarten – Skills		
Grammar		
Early Skills Units 1–3	Mid Skills Units 4–6	Late Skills Units 7–10
		Plural Marker 's' Commas and End Punctuation

Grade 1 – Skills		
Grammar		
Early Skills Units 1–3	Mid Skills Units 4–6	Late Skills Units 7–10
Common and Proper Nouns Verbs Present and Past Verb Tense	Plural Nouns Verbs Present, past, and future verb tenses Adjectives Statements, Questions, and Exclamations	Nouns and Pronouns Noun-Verb Agreement Conjunctions Commas Quotation Marks

Grade 2 – Skills

Grammar

Early Skills Units 1–3	Mid Skills Units 4–6	Late Skills Units 7–10
Sentence Punctuation & Capitalization (Review) Quotation Marks (Review) Plural Nouns (Review) Past Tense (Review) Contractions Antonyms	Common and Proper Nouns (Review) Irregular Plural Nouns Action Verbs To Be: Present and Past Tense Synonyms and Antonyms	Review Complete vs. Incomplete Sentences Run-On Sentences Subject and Predicate Adjectives Adverbs Changing Verb Tense

Grade 3 – Skills

Grammar

Early	Mid	Late
Review Nouns, Verbs, Adjectives Review Sentences, Fragments, Run-On Sentences Subject and Predicate (simple and compound) Subject Pronouns Review Verb Tenses Review “to be” and “to have” Review Paragraphs	Adverbs Complex Sentences Conjunctions Singular and Plural Possessive Nouns Possessive Pronouns	Linking Words Complex Sentences Comparative and Superlative Adjectives (regular and irregular) Comparative and Superlative Adverbs (regular and irregular) Pronoun Antecedent Subject and Object Pronouns

Kindergarten – Skills		
Spelling		
Early Skills Units 1–3	Mid Skills Units 4–6	Late Skills Units 7–10
		Dictation with words Dictation with phrases

Grade 1 – Skills		
Spelling		
Early Skills Units 1–3	Mid Skills Units 4–6	Late Skills Units 7–10
Dictation with words Weekly spelling lists and assessments of phonetically regular and irregular words	Dictation with words Tricky words that have been taught Dictation with phrases Weekly spelling lists and assessments of phonetically regular and irregular words	Tricky words that have been taught Dictation with words Dictation with phrases Weekly spelling lists and assessments of phonetically regular and irregular words

Grade 2 – Skills

Spelling

Early Skills Units 1–3	Mid Skills Units 4–6	Late Skills Units 7–10
Review Spelling and Tricky Spelling Dictation Review Past Tense <i>-ed</i> Weekly spelling lists and assessments of phonetically regular and irregular words	Review Spelling Alternatives Dictation Weekly spelling lists and assessments of phonetically regular and irregular words	Weekly spelling lists and assessments of phonetically regular and irregular words

Grade 3 – Skills

Spelling

Early	Mid	Late
Review Suffixes <i>-ed, -s, -es, -ing</i> Review Regular and Irregular Plurals Review R-Controlled words Weekly spelling lists and assessments of phonetically regular and irregular words	Review Spelling Alternatives Weekly spelling lists and assessments of phonetically regular and irregular words	Review Schwa Spellings Review Digraphs Weekly spelling lists and assessments of phonetically regular and irregular words

* Grade 3 spelling includes 20 multisyllabic words per week

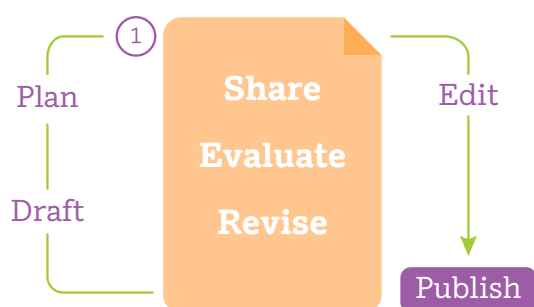
Kindergarten – Skills		
Handwriting		
Early Skills Units 1–3	Mid Skills Units 4–6	Late Skills Units 7–10
Fine Motor Skills and Writing Strokes	Lowercase Letters corresponding to taught sounds Words containing: <ul style="list-style-type: none"> • 2–3 sounds 	Lowercase letters continued Uppercase letters Words containing: <ul style="list-style-type: none"> • up to five sounds • digraphs • separated digraphs

Grade 1 – Skills		
Handwriting		
Early Skills Units 1–3	Mid Skills Units 4–5	Late Skills Units 6–7
Review letter writing Review digraph writing	Write statements and questions	

Writing in Grades 4 and 5

Beginning in Grade 4, the CKLA writing process includes the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In Grades 4 and 5, students move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally. (See Graham, Bollinger, Booth Olson, D'Aoust, MacArthur, McCutchen, & Olinghouse [2012], for additional research-based recommendations about writing in the elementary grades.)

The Writing Process



Writing lessons include multiple opportunities for peer collaboration and teacher scaffolding. Additionally, when students write, you should circulate around the room and check in with students to provide brief, targeted feedback.

In addition to specific writing lessons, there are numerous writing opportunities throughout the CKLA program. For example, students regularly engage in writing short answers in response to text-based questions. In these writing opportunities, students will focus on the use of evidence from the text and individual sentence construction.

Many CKLA literary units—for example the *Poetry Units*, *Contemporary Fiction* and our core quests (*Eureka* and *Midsummer Night's Dream*) adopt a flexible, low-stakes writing model. These two models give students both the scaffolding and confidence to become fluid, expressive writers in all writing forms.

More About... Speaking and Listening, and Language

Speaking and Listening

The CKLA program aligns to the standards and expectations of the CCSS-ELA for speaking and listening by providing numerous opportunities to engage in rich, structured, text-based conversations in a variety of settings and group sizes. For example, during Read-Aloud lessons, students engage with the text primarily by listening to their teacher read and then integrate and evaluate that information in discussions with their classmates. As another example, during writing lessons, students take turns presenting their writing to partners, small groups, or the whole class, and follow those presentations with rich and constructive conversations about the writing.

There are a number of ways to promote and facilitate speaking and listening throughout the lessons. One method to engage all students in discussions and equalize accountability and opportunities for speaking and listening is to introduce a discussion question or topic, have students talk with a partner about the question, then select two or three sticks (preprinted with students' names) from a jar and have those students share their answers. Another method is to use an end-of-lesson check-in as an informal observation and accountability measure. To conduct the check-in, select a few students to answer a question, and then assign a score of zero, five, or ten (using the Tens Recording Chart located in the Teacher Resources section of the Teacher Guide) based on your evaluation of students' understanding of the lesson content and vocabulary.

In addition, there are a large number of specific Speaking and Listening projects in 4th and 5th grades, including presentations, academic discussions and debates. These can be found in the table of contents in each Teacher Guide.

IMPORTANT NOTE

Many of the routines described above are found in most, but not all, units. Some units—such as *Quests*—are designed to be more flexible and may deviate from the routines described above.

For more guidance on Speaking and Listening and Language, please see the advice on conversational routines within “How the Strands Work.” This covers daily expectations in the standards such as building upon other students’ comments and using grammatically correct sentences when speaking.

Language

Vocabulary

A primary goal of the CKLA program is to expose students to rich domain-specific vocabulary and general academic vocabulary. The texts and associated instructional materials within each unit have been crafted to provide repeated exposure to and experiences with selected vocabulary words embedded within domains of knowledge related to history, geography, science, culture, and the arts. Each domain-based unit spans approximately three weeks of instruction, during which students read a minimum of nine unique chapters. This approach allows for the domain immersion needed to acquire new vocabulary as well as breadth and depth of domain knowledge. Through repeated exposure to words in each unit, students implicitly gain a greater understanding of many different words. Implicit vocabulary learning is an efficient and effective way to build a broad, rich vocabulary base.

Although the primary mechanism for acquiring new vocabulary is through implicit vocabulary learning, each lesson also highlights a number of vocabulary words in a more explicit way. For example, one word in most lessons has been selected for closer study in a *Word Work* activity.

Whether vocabulary is introduced implicitly or explicitly, students have multiple opportunities to build

their understanding of words and to generalize this understanding to new contexts (expanding their receptive vocabulary). As students progress through the unit, they may begin to use new vocabulary words in their speech and writing (expanding their expressive vocabulary). The more you model the use of new vocabulary when discussing each chapter, the more likely it is that students will try using these words as well.

The CCSS reference Beck, McKeown, and Kucan’s (2002) three-tiered model for conceptualizing and categorizing vocabulary words. Tier 1 words, also called everyday speech words, typically do not pose a challenge for native speakers. As such, Tier 1 words are generally not the focus of explicit instruction for most students. Tier 2 words, also called general academic words, support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where applicable, general academic words are used throughout the unit, as they refer to all subjects—reading, writing, grammar, morphology, and spelling. They may appear in assessments, spelling lists, activity pages, and discussion questions, among other places.

Specific academic (Tier 2) vocabulary has been targeted for intentional focus in each unit. These words are listed and defined in the introduction to the units. Define academic vocabulary words for students and use them throughout the school day so students may experience multiple exposures to them.

Tier 3 words, also called domain-specific words, relate to the content domain of study. Domain-specific words occur less frequently than Tier 1 and Tier 2 words outside of domain-specific text, but they are critical to understanding unfamiliar domain content. Understanding domain-specific vocabulary contributes to building domain knowledge, which is important for understanding domain-specific text and concepts. Students in turn can use domain knowledge as background knowledge to build upon when encountering texts on similar topics.

Targeted core vocabulary appears in the Reader text and includes both academic (Tier 2) and domain-specific (Tier 3) words. These words appear in each lesson as a sequential list to be previewed before students read the corresponding chapter. Each word is presented with its part of speech, its meaning, and, when applicable, other forms of the word that appear in the chapter. In addition, the first page on which the word appears in the Reader is noted. All core vocabulary words are bolded in their first occurrence in the Reader, and they appear in the glossary. Core vocabulary words have also been infused into the instruction and activities related to grammar, morphology, and spelling, when appropriate.

When previewing vocabulary, particularly domain-specific vocabulary, it is important that you explain the word's meaning and how the word is used in context. Understanding both the meaning of the word and the way the word is used in the Reader context will help students build their vocabulary knowledge and help them recognize the word and its context in other texts.

Word Work

Immediately following most reading lessons, there is a five-minute activity called Word Work, based on the work of Beck, McKeown, and Kucan (2002). This activity allows for in-depth focus on a specific word from the Reader text. Students will review the word, its meaning, its part of speech, and an additional context for using the word. Finally, students will complete a follow-up activity to extend their understanding of the targeted word.

Grammar

Student results on the grammar section of the Beginning-of-Year Assessment will provide insight as to whether you will need to supplement the Grade 4 grammar lessons with additional practice.

Explicit grammar instruction is highlighted in the lessons and can be seen in the table of contents in the beginning of each unit.

Spelling

Spelling lessons and spelling assessments initially focus on words in isolation. This is an important aspect of a language arts program, and students should be expected to perform well on the spelling assessments. It is also important, however, to focus on spelling within the broader context of students' daily written work.

In 4th- and 5th-grade spelling lessons, students will continue to sound out unfamiliar words syllable by syllable. Please encourage students to generate logical, defensible spellings based on code knowledge rather than guessing.

If, within the context of spelling words, a student exhibits a code knowledge problem, that student may benefit from remediation using spelling lists from earlier grades to target specific letter-sound correspondences. If lack of code knowledge appears more pervasive and affects a student's reading and spelling, it may be necessary to provide additional code instruction outside of the 90-minute ELA instruction. The Encoding and Decoding Remediation Guide, can be used for this purpose.

In most units' spelling lessons, students will practice spelling words related to the content of the Reader and words related to the morphology features taught. Each set of spelling words will consist of between 10 and 15 words. Although the words do not follow specific spelling patterns, you may detect certain gaps or misunderstandings in students' knowledge of the CKLA code through careful analysis of their spelling errors.

Pronunciation and Syllabication Chart

The following chart shows how pronunciation and syllabication information for the spelling words is presented in informational units. The first column lists the words. The second column breaks the words into decodable sounds based on the Core Knowledge code approach to decoding words. The third column lists syllable types in each word. This information is provided for your information so you can present these new, unfamiliar spelling words in a way that calls upon and reinforces the manner in which students were taught to decode and encode in the earlier grades.

As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word. For example, you might note that the word *fatal* includes a schwa sound (/./) in the second syllable of the word (i.e., the second syllable is pronounced /t.l/, but spelled 'tal') and then point out the 'al' spelling for /l/.

Sample Chart

Word	CK Code	Syllable Type
easily	/ee*zə*lee/	digraph*ə*open
greasy	/gree*see/	digraph*open
immobile	/im*moe*bəl/	closed*open*ə
imperfect	/im*per*fəkt/	closed*r-controlled*ə
impossible	/im*pos*ə*bəl/	closed*closed*ə*ə
inflexible	/in*flex*ə*bəl/	closed*closed*ə*ə
insufficient	/in*sə*fish*ənt/	closed*ə*closed*ə
intolerable	/in*tol*er*ə*bəl/	closed*closed*r-controlled*ə*ə
loudly	/loud*lee/	digraph*open
noisy	/noi*zee/	digraph*open
tasty	/tae*stee/	open*open
temporarily	/tem*pə*raer*ə*lee/	closed*ə*r-controlled*ə*open

Phonics

In Grades 4 and 5, we use a sound-spelling notation that follows linguistic and dictionary conventions, making each notation easy to see and read. For example, the word *costly* is now notated as /kost*lee/.

Morphology

Morphology is defined as the study of word parts and how the parts provide clues to the meaning of words.

Being familiar with word parts also facilitates decoding of multisyllable words. Throughout Grades 4 and 5, students will study word parts, such as prefixes, suffixes, and root words. Oral and written activities present opportunities to apply morphology skills.

Please see:

- Our online guidance on accessing Standard English
- The section on the theme of Language in the CKLA program.

Program Guide

Grades K–5

Amplify Core Knowledge Language Arts

