



Unit 2

Teacher Guide

Core Knowledge Language Arts® • New York Edition • Skills Strand



Core Knowledge®

GRADE 1



Unit 2

Teacher Guide

Skills Strand
GRADE 1

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Unit 2

The following chart demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Unit 2		Lesson																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Key Ideas and Details																				
STD RL.1.1	Ask and answer questions about key details in a text.																			
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction text read independently	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓		✓		✓		
STD RL.1.3	Describe characters, settings, and major events in a story, using key details.																			
CKLA Goal(s)	Use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓		✓		✓		
Integration of Knowledge and Ideas																				
STD RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.																			
CKLA Goal(s)	Talk about the illustrations and details from a fiction text read independently, to describe its characters, setting, or events	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓		
Range of Reading and Level of Text Complexity																				
STD RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for Grade 1.																			
CKLA Goal(s)	Read (with a partner or alone) and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓		✓		✓		
Reading Standards for Foundational Skills: Grade 1																				
Print Concepts																				
STD RF.1.1	Demonstrate understanding of the organization and basic features of print.																			
STD RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).																			
CKLA Goal(s)	Recognize the distinguishing features of a sentence (e.g., first word capitalization, punctuation)	✓	✓		✓			✓					✓			✓				

Alignment Chart for Unit 2

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
STD RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).																			
STD RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.																			
CKLA Goal(s)	Distinguish long from short vowel sounds in spoken single-syllable words	✓														✓				
STD RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.																			
CKLA Goal(s)	Orally produce single syllable words with various vowel and consonant sounds by blending the sounds		✓																	
STD RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.																			
STD RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).																			
CKLA Goal(s)	Segment and blend phonemes to form one-syllable words	✓	✓	✓	✓	✓			✓	✓		✓	✓							
Phonics and Word Recognition																				
STD RF.1.3b	Decode regularly spelled one-syllable words																			
CKLA Goal(s)	Read and/or write one-syllable words that include letter-sound correspondences taught																			
STD RF.1.3c	Know final –e and common vowel team conventions for representing long vowel sounds.																			
CKLA Goal(s)	Read and/or write long vowel sounds spelled with the following vowel digraph teams: /ae/ spelled ‘a_e’, ‘ai,’ ‘ay’ /ie/ spelled ‘i_e’ /ue/ spelled ‘u_e’ /oe/ spelled ‘o_e’, ‘oa’ /ee/ spelled ‘ee’	✓		✓			✓		✓				✓							
STD RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.																			
CKLA Goal(s)	Read and/or write Tricky Words: Unit 2: <i>he, she, we, be, me, they, their, my, by, you, your</i>		✓			✓		✓			✓	✓			✓	✓	✓	✓		
Fluency																				
STD RF.1.4a	Read grade-level text with purpose and understanding.																			
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught, with purpose and understanding	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓				✓		

Alignment Chart for Unit 2

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
STD RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings																			
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught, with increased accuracy, appropriate rate, and expression on successive readings			✓						✓					✓	✓	✓			✓
Speaking and Listening Standards: Grade 1																				
Presentation of Knowledge and Ideas																				
STD SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.																			
CKLA Goal(s)	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings				✓															
STD SL.1.6	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language Standards 1 and 3 on page 36 for specific expectations.)																			
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation																			✓
Language Standards: Grade 1																				
Conventions of Standard English																				
STD L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																			
STD L.1.1a	Print all upper- and lowercase letters.																			
CKLA Goal(s)	Write from memory the letters of the alphabet accurately in upper- and lowercase form																			✓
STD L.1.1b	Use common, proper, and possessive nouns.																			
CKLA Goal(s)	Use common, proper, and possessive nouns orally and in own writing																			✓
CKLA Goal(s)	Identify common and proper nouns		✓		✓				✓	✓		✓		✓					✓	
STD L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).																			
CKLA Goal(s)	Use personal, possessive, and indefinite pronouns orally and in own writing																			✓
STD L.1.1f	Use frequently occurring adjectives.																			
CKLA Goal(s)	Use adjectives orally and in own writing	✓		✓	✓				✓				✓	✓						

Alignment Chart for Unit 2

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
STD L.1.1g	Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>).																			
CKLA Goal(s)	Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>) orally and in writing										✓									
STD L.1.1h	Use determiners (e.g., articles, demonstratives).																			
CKLA Goal(s)	Use determiners (e.g., <i>the</i> , <i>a</i> , <i>this</i> , <i>that</i>) orally and in writing										✓									
STD L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.																			
CKLA Goal(s)	Build simple and compound declarative, interrogative, and exclamatory sentences orally in response to prompts	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓		✓		✓		
STD L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																			
STD L.1.2b	Use end punctuation for sentences.																			
CKLA Goal(s)	Identify and use end punctuation, including periods, question marks, and exclamation points, in writing	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓		✓		✓		
STD L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.																			
CKLA Goal(s)	Spell and write one-syllable words using the letter-sound correspondences taught in Grade 1, using the Individual Code Chart as needed										✓									
CKLA Goal(s)	Spell and write high-frequency Tricky Words										✓									
Vocabulary Acquisition and Use																				
STD L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.																			
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).																			
CKLA Goal(s)	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)										✓									



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.

Introduction to Unit 2

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Warm-Up: Flip Book Review (10 min)	Warm-Up: Noun Identification and Sound/ Spelling Review (10 min)	Introducing the Sound: The New Sound (10 min)	Warm-Up: Noun Identification (5 min)	Chaining: Pop-Out Chaining (10 min)
Introducing the Sound: Hearing Medial Sounds (5 min)	Chaining: Teacher Chaining (10 min)	Introducing the Spelling: Teacher Modeling; Digraph Dictation (30 min)	Chaining: Pop-Out Chaining (15 min)	Tricky Words: Tricky Word Cards (10 min)
Introducing the Spelling: Teacher Modeling (10 min)	Grammar: Identifying Proper Nouns (10 min)	Small Group: Reread “Gran’s Trips” or “The Pet” (20 min)	Demonstration Story: “Wong from Hong Kong” (20 min)	Whole Group Reading Time: “Where is Wong?” (25 min)
Small Group: Writing the Spellings and Word Box (10 min)	Tricky Words: Tricky Word Cards (10 min)		Small Group: “Wong from Hong Kong” (20 min)	Small Group: “Where is Wong?” (15 min)
Demonstration Story: “Gran’s Trips” (25 min)	Demonstration Story: “The Pet” (20 min)			
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
Introducing the Sound: Hearing Medial Sounds (5 min)	Warm-Up: Identifying Proper Nouns (5 min)	Chaining: Pop-Out Chaining (10 min)	Warm-Up: Individual Code Chart and Noun Review (10 min)	Warm-Up: Speedy Sound Hunt (5 min)
Introducing the Spelling: Teacher Modeling; Digraph Dictation (35 min)	Wiggle Cards (5 min)	Introducing the Sound: Hearing Medial Sound (10 min)	Grammar: Noun Hunt (10 min)	Tricky Words: Tricky Word Cards (10 min)
Partner Reading: “The Swim Meet” (20 min)	Tricky Word Baseball Game (15 min)	Introducing the Spelling: Teacher Modeling; Digraph Dictation (40 min)	Chaining: Pop-Out Chaining (10 min)	Teacher Demonstration: “Bug Glass” (20 min)
	Teacher Demonstration: “At the Reef” (15 min)		Small Group: Rereading from <i>Gran</i> (30 min)	Small Group: “Bug Glass” (25 min)
	Reread: “At the Reef” (20 min)			
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day 13 (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
Grammar: Identifying Nouns That Name Places (5 min)	Introducing the Sound: Hearing Medial Sounds (10 min)	Warm-Up: Noun Hunt (5 min)	Warm-Up: Wiggle Cards (5 min)	Tricky Words: Tricky Word Cards (10 min)
Chaining: Pop-Out Chaining (15 min)	Introducing the Spelling: Teacher Modeling; Digraph Dictation (25 min)	Digraph Dictation (10 min)	Tricky Words: Tricky Word Cards (5 min)	Teacher Demonstration: “King and Queen” (25 min)
Review of Tricky Words (10 min)	Teacher Demonstration: “Fuzz and Mel” (25 min)	Partner Reading: “The Sweet Shop” (20 min)	Tricky Word Baseball Game (20 min)	Small Group: Review Spellings, Tricky Words, and Grammar (25 min)
Small Group: Word Sort (15 min)		Small Group: Reading and Writing Words with Separated Digraphs (25 min)	Small Group: Rereading from <i>Gran</i> (30 min)	
Partner Reading: “The Tape” (15 min)				
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four			
Day 16 (Lesson 16)	Day 17 (Lesson 17)	Day 18 (Lesson 18)	Day 19 (Lesson 19)
Warm-Up: Tricky Word Spelling Bee (10 min)	Warm-Up: Noun Identification (5 min)	Assessment: Reading Digraphs and Spellings (will vary)	Warm-Up: Identifying Nouns (5 min)
Small Group: Review Spellings, Tricky Words, and Grammar; rereading from <i>Gran</i> (50 min)	Partner Reading: “The Trip West” (25 min)	Wiggle Cards	Assessment: Grammar
	Wiggle Cards (5 min)	Assessment: Comprehension (will vary)	Small Group: Rereading Stories from <i>Gran</i>
	Small Group: Review Spellings, Tricky Words, and Grammar (25 min)		
60 min.	60 min.	60 min.	60 min.

Sound-Spelling Correspondences

In Unit 2, you will introduce five vowel sounds and the most common (or least ambiguous) spelling for each sound:

- /ee/ spelled ‘ee’ as in *seed*
- /ae/ spelled ‘a_e’ as in *cake*
- /ie/ spelled ‘i_e’ as in *line*
- /oe/ spelled ‘o_e’ as in *hope*
- /ue/ spelled ‘u_e’ as in *cube*

The digraph ‘ee’ and the separated digraphs were taught in Unit 10 of the Kindergarten curriculum, so some or all of this may be review for students.

If you prefer, you can also use the term *split digraph* or *letter team*.

Separated Digraphs

The 'ee' spelling for /ee/ is a vowel digraph similar to the consonant digraphs students have already learned ('ch', 'sh', 'ng', etc.). The spellings for the sounds /ae/, /ie/, /oe/, and /ue/ are also digraphs, but they are digraphs of a different sort. In CKLA we call them *separated digraphs*. The two letters are still working together (as a letter team) to stand for a single sound, but the letters are separated from each other by another spelling. The intervening spelling will always be a consonant spelling, and it will generally be a single-letter spelling as in *same*, *wide*, *tone*, and *cute*. There are a few words in English in which a consonant digraph stands between the two parts of the separated vowel digraph: *ache* is one example. These are not taught in Grade 1 of CKLA.

Strategy for Reading Separated Digraphs

Reading separated digraphs involves a significant departure from the left-to-right letter-sound decoding students have employed up to this point. Students have been taught to read from left to right, but in order to read words with separated digraphs, they need to begin scanning to the right and then glancing back again to the left.

Consider what is involved in reading the following three words to get a sense of what students are trying to accomplish: *ham*, *sham*, *shame*.

- To read *ham*, the reader needs to inspect each letter, remember which sound each letter represents, and then blend the three sounds together.
- To read *sham*, the reader must do all of these things, but must also recognize that 's' and 'h' are a letter team. The reader may need to discard a first impression that the word begins with two consonant sounds, /s/ followed by /h/.
- To read *shame*, the reader must perform all of the tasks mentioned above while also scanning ahead, spotting the letter 'e', connecting the letter 'e' to the letter 'a', and remembering that these letters stand for the /ae/ sound. When you add all of these things together, you have a complicated procedure that students must practice many times before it becomes automatic.

Marking and Pointing Tricks

One of the goals of this unit is to help students learn to see and process separated digraphs as single spelling units. Here are a few ideas about how you can do that.

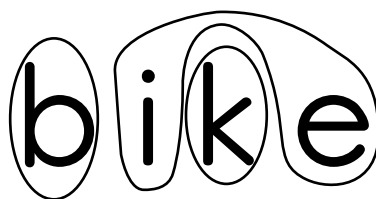
First of all, there are marking conventions that point out the connection between the letters. In the Teacher Guide we use a caret placed below the letters to show the connection between the letters of a separated digraph:

bike

Some teachers prefer to mark the connection with an arch over the top:



Students can be asked to circle the letters and letter teams that stand for individual sounds. They can make an amoeba-like shape that encompasses the 'i' and the 'e' in *bike*, like this:



You can also reinforce the connection by using a pointing trick. When pointing to single-letter spellings or normal digraphs (written with letters sounded side by side), use a single pointing finger. When you point to a split digraph, pop out a second finger to make a “V” sign, with one finger pointing at the first letter in the separated digraph and the other pointing at the final ‘e’.



Note that the split-finger “v” point looks very much like the caret used in the Teacher Guide. That is one reason why we prefer that style of notation.

We bold all five of the spellings taught in this unit, both in the Reader and the majority of the worksheets. The bolding in a word like **game** is intended to remind students that the ‘a’ and ‘e’ are working together. You should continue to monitor student performance and give extra support to students who need it.

Silent 'e' and Magic 'e'

In years past, you may have spoken of the 'e' in words like *name* or *note* as *silent 'e'*. Or you may have used the phrase *magic 'e'*. Of these two phrases, we very much prefer *magic 'e'*. There are some problems with telling students that some letters are silent. For one thing, if you think about it, *all letters are silent*. If they could speak, we would not have to read them and turn them back into sounds. Also, the phrase *silent letter* may lead some students to believe that only some letters in a word matter as far as determining the pronunciation of the word, while others have no purpose. In fact, the 'e' in *kite* is every bit as important in terms of determining pronunciation as the 'i'. Without the 'e', the word would be pronounced *kit*. All in all, *magic 'e'* seems to be a better way of capturing what the 'e' is doing in these spellings than *silent 'e'*. *We therefore encourage you to avoid teaching the concept of silent 'e' in this unit and silent letters in general*. In most cases, it is more useful to think of all of the letters in a word as representing a sound, either singly or in tandem with other letters. For example, in the word *light*, it is more useful to think of 'igh' as standing for /ie/ than to think of 'i' as standing for /ie/ and 'gh' as being "silent."

Individual Code Charts

Students will begin using the Individual Code Charts in Unit 2. These contain the same information as the Vowel Code Flip Books. As you teach new sound spelling correspondences, students will fill in the information in the Individual Code Charts. You can encourage students to use their own charts when reading and writing on their own.

Grammar

The grammar lessons in this unit focus on nouns, including proper nouns, and sentence building. Grammar is reviewed in some of the Warm-Ups as well. We encourage you to have students practice their noun identification skills whenever they are reading a story from the Reader of this unit.

Tricky Words

In this unit, we introduce eleven Tricky Words. All of these words are high-frequency words that cannot be pronounced accurately using blending and the letter-sound correspondences taught so far.

Lesson	Tricky Words Reviewed
2	he, she, be, me, we
5	they, their
10	my, by
14	you, your

Every Tricky Word has at least one tricky part. However, few of these words are completely irregular. For most of them, there are some parts that are pronounced and written just as one would expect, but there are other parts that are tricky and need to be memorized. With each word, we encourage you to make an

effort to point out which parts are regular and can be blended and which parts are not regular or contain spellings not yet taught. These parts must simply be remembered. Once a Tricky Word has been introduced in a lesson, it will be underlined in the Reader and on worksheets until it has occurred twenty times, as a signal that the word is tricky.

Decodable Reader: *Gran*

The Reader of this unit is called *Gran*. It is about a well-traveled grandmother who visits her two grandchildren, Josh and Jen. We will ask you to present some of the stories in the Reader as demonstration stories. This will allow you to model the process of reading separated digraphs. Each story includes tips for introducing the story, and is accompanied by a set of discussion questions that are meant to be answered orally after the students have read the story. This will allow you to make sure that students have understood the story, and will also give them the chance to see if their predictions (if they made one prior to reading the story) have turned out to be correct.

When reviewing the discussion questions, please remember to encourage students to answer in complete sentences, and to identify which text part of the story supports their answer.

Story Questions Worksheets

Story questions worksheets are included for most stories. Students are asked to read the questions on the worksheet and to either print their answers in the space provided or check the correct answers in case of multiple-choice questions. Rereading the stories is recommended. You should encourage students to answer the questions using complete sentences. As you assess students' writing on the story questions worksheets, we encourage you to accept all phonetically plausible spellings. For example, you should, for the time being, accept *funnee* for *funny*, *wate* for *wait*, *nite* for *night*, and *bote* for *boat*, as students have not yet learned the spelling alternatives.

Take-Home Material

Many lessons include materials students can take home and complete with a family member. These materials usually consist of a worksheet or a take-home story from the Reader. The worksheets are meant to give students extra practice with concepts taught in the unit. Rereading the stories will help students develop fluency.

Additional Materials

In addition to the above classroom materials, teachers should ensure the following materials are readily available:

- White index cards (unruled)
- Yellow index cards (unruled)
- Thin-tipped green markers (one per student)

Student Performance Task Assessment

Toward the end of this unit, there is an assessment that consists of three worksheets. These evaluate mastery of the digraphs taught in this unit, noun identification, and reading comprehension. Use the results of this assessment to inform your instruction and grouping and to help you determine how best to use the Pausing Point exercises before advancing to Unit 3.

In order to track students' progress over the school year, we suggest that you create an individual assessment portfolio for each student and place his or her assessments and running records in it. This will allow you and the parents to see the progress students have made in the course of the year. It might also be helpful to have the portfolios travel with students from grade to grade. The progress students have made over the school year will then be even more apparent. You may wish to use the Anecdotal Reading Record provided for you in the Teacher Resources section at the back of this Teacher Guide to record students' reading progress.

Pausing Point

The exercises in the Pausing Point are a resource for you to use throughout the unit. They offer a variety of opportunities to practice the material covered in Unit 2. The exercises can be used to differentiate your instruction at any point in the unit. In addition to spending some time on the Pausing Point after your class has completed the entire unit, you can use the exercises as substitutions or extensions for exercises in a given lesson to reinforce one or more objectives. In the lessons, you will find references to relevant objectives in the Pausing Point. The exercises in the Pausing Point are ordered by unit objectives, which make it easy for you to find appropriate exercises.

It is important to note that the material at the Pausing Point, such as word lists and chains, contain all of the spellings taught in the unit. If you decide to use an exercise from the Pausing Point before you have reached the end of the unit, make sure to use chains and words that are decodable at the point at which you are in the unit. Decodable words, chains, and phrases are listed at the end of most lessons of Unit 2.

In the Pausing Point, we also provide handwriting worksheets. You may want to reproduce the handwriting sheets and use them for morning or seat work.

Additional material for evaluation and practice is included in the *Grade 1 Assessment and Remediation Guide*.

Assessment and Remediation Guide

A separate publication, the Assessment and Remediation Guide, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at <http://www.coreknowledge.org/AR-G1-U2>. Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.