



Unit 4

Teacher Guide

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



Core Knowledge®

GRADE 1



Unit 4

Teacher Guide

Skills Strand
GRADE 1

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Unit 4

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

Alignment Chart for Unit 4		Lesson																											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26–28		
Reading Standards for Literature: Grade 1																													
Craft and Structure																													
STD RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.																												
CKLA Goal(s)	Distinguish fiction from informational texts that are read independently	✓			✓																								
Reading Standards for Informational Text: Grade 1																													
Key Ideas and Details																													
STD RI.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 nonfiction/informational text read independently	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓					✓		✓						✓	
STD RI.1.2	Identify the main topic and retell key details of a text.																												
CKLA Goal(s)	Identify the main topic and retell key details of a nonfiction/informational text read independently				✓			✓	✓	✓										✓									
STD RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.																												
CKLA Goal(s)	Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational text read independently																					✓							

Alignment Chart for Unit 4

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26–28		
Craft and Structure																													
STD RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.																												
CKLA Goal(s)	Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently	✓		✓				✓			✓		✓		✓		✓			✓		✓							
STD RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.																												
CKLA Goal(s)	Identify and use text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a nonfiction/informational text	✓	✓	✓									✓																
STD RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.																												
CKLA Goal(s)	Distinguish between information provided by pictures or other illustrations and information provided by the words in a nonfiction/informational text read independently									✓													✓						
Integration of Knowledge and Ideas																													
STD RI.1.7	Use the illustrations and details in a text to describe its key ideas.																												
CKLA Goal(s)	Use illustrations and details in a nonfiction/informational text read independently to describe its key ideas	✓								✓														✓					

Alignment Chart for Unit 4

Lesson

Alignment Chart for Unit 4																											
Range of Reading and Level of Text Complexity																											
STD RI.1.10	With prompting and support, read informational texts appropriately complex for Grade 1.																										
CKLA Goal(s)	Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational 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, ending punctuation)																										
																			✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).																										
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.																										
CKLA Goal(s)	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																										
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment Chart for Unit 4

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26–28
Phonics and Word Recognition																											
STD RF:1.3	Know and apply grade-level phonics and word analysis skills in decoding words.																										
STD RF:1.3b	Decode regularly spelled one-syllable words.																										
CKLA Goal(s)	Read and/or write one-syllable words that include the 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 vowel digraph teams, such as /ae/ spelled ‘a_e’, ‘ai’, ‘ay’; /ie/ spelled ‘i_e’	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RF:1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.																										
CKLA Goal(s)	State that every syllable must have a vowel sound							✓	✓	✓	✓				✓												
	Identify the number of syllables, i.e., vowel sounds, in spoken and written words							✓	✓	✓	✓				✓												
STD RF:1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables																										
CKLA Goal(s)	Read and/or write two-syllable words composed of the following syllable types: closed syllables; magic ‘e’ syllables; vowel digraph syllables; r-controlled syllables; and open syllables							✓	✓	✓	✓				✓												
STD RF:1.3f	Read words with inflectional endings.																										
CKLA Goal(s)	Read words with the following inflectional endings: plural nouns ending in –s or –es; present tense verbs ending in –s, –es, or –ing; past tense verbs ending in –ed								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment Chart for Unit 4

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STD RF.1.3g		Recognize and read grade-appropriate irregularly spelled words.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
CKLA Goal(s)		Read and/or write Tricky Words: Unit 4: <i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, today, yesterday, tomorrow</i>																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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STD RF.1.4		Read with sufficient accuracy and fluency to support comprehension.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
STD RF.1.4a		Read grade-level text with purpose and understanding.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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Lesson

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Alignment Chart for Unit 4

Lesson

Alignment Chart for Unit 4																											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26–28		
Speaking and Listening Standards: Grade 1																											
Presentation of Knowledge and Ideas																											
STD SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.																										
CKLA Goal(s)	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly																										
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																										
	Identify common and proper nouns																										
STD L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).																										
CKLA Goal(s)	Use personal, possessive, and indefinite pronouns orally and in own writing																										

Alignment Chart for Unit 4

Lesson


Alignment Chart for Unit 4																											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26–28
STD L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).																										
CKLA Goal(s)	Use regular present-, past-, and/or future-tense verbs correctly orally and in own writing									✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.1.1f	Use frequently occurring adjectives.																										
CKLA Goal(s)	Identify and use adjectives orally and in own writing																	✓	✓								✓
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 own 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.1.2a	Capitalize dates and names of people.																										
CKLA Goal(s)	Capitalize dates and names of people	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
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.1.2c	Use commas in dates and to separate single words in a series.																										
CKLA Goal(s)	Use commas in dates and to separate single words in a series	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

Alignment Chart for Unit 4

Lesson

Alignment Chart for Unit 4																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26–28
STD L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.																									
CKLA Goal(s)	✓				✓					✓					✓					✓						
					✓					✓					✓											
STD L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.																									
CKLA Goal(s)	✓				✓					✓					✓					✓						
					✓					✓					✓											
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.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.																									
CKLA Goal(s)									✓	✓	✓		✓	✓					✓							
STD L.1.4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).																									
CKLA Goal(s)								✓	✓	✓	✓		✓	✓		✓	✓		✓	✓		✓		✓		✓
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., because).																									
CKLA Goal(s)																										

Alignment Chart for Unit 4		Lesson																											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26–28		
Additional CKLA Goals																													
Orally produce sounds represented by spellings	✓	✓	✓			✓						✓																✓	
Use an apostrophe to form contractions and frequently occurring possessives		✓	✓			✓																							
Identify the correct spelling when given a sound using the Individual Code Chart			✓																										
Share writing with peers																										✓			

 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.



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.

Unit 4 Introduction

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Spelling: Introduce Spelling Words (15 min.)	Warm-Up: Vowel Spellings Review (5 min.)	Warm-Up: Speedy Sound Hunt (10 min.)	Introducing the Sound: Hearing Medial Sounds (10 min.)	Spelling: Spelling Assessment (15 min.)
Introducing the Sound: Sound Riddles (15 min.)	Reviewing the Sound: Tongue Twister/Word Sort (20 min.)	Practice: Writing the Spellings/Fill in the Blanks (20 min.)	Introducing the Spellings: Teacher Modeling/ Writing the Spelling/ Matching (30 min.)	Reviewing the Sound: Hearing Medial Sounds (10 min.)
Introducing the Spelling: Teacher Modeling/ Writing the Spelling/ Matching (30 min.)	Grammar: Contractions (10 min.)	Grammar: Contractions (10 min.)	Whole Group Reading Time: “Things That Swim” (20 min.)	Dictation: Dictation with Words (15 min.)
	Whole Group Reading Time: “Meet Vern” (25 min.)	Small Group Reading Time: Reread “Meet Vern” (20 min.)		Small Group Reading Time: Reread “Things That Swim” (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)
Spelling: Introduce Spelling Words (15 min.)	Concept Introduction: Introducing Two-Syllable Words (15 min.)	Two-Syllable Words: Practice with Two-Syllable Words (20 min.)	Practice: Two-Syllable Words (15 min.)	Spelling: Spelling Assessment (20 min.)
Warm-Up: Vowel Spellings Review (10 min.)	Introducing the Sound: Minimal Pairs (10 min.)	Tricky Words: Tricky Word Practice and Tricky Word Cards (20 min.)	Dictation: Dictation with Words (15 min.)	Chaining: Teacher Chaining with Two-Syllable Words (15 min.)
Practice: Writing the Spellings/Fill in the Blanks (15 min.)	Break: Wiggle Cards (5 min.)	Small Group Reading Time: “Chimps” (20 min.)	Grammar: Identifying Nouns and Verbs (10 min.)	Whole Group Reading Time: “Mandrills” (25 min.)
Break: Wiggle Cards (5 min.)	Introducing the Spelling: Teacher Modeling/ Writing the Spelling/ Matching (30 min.)		Small Group Reading Time: Reread “Chimps” (20 min.)	
Grammar: Contractions (15 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)
Spelling: Introduce Spelling Words (15 min.)	Warm-Up: Vowel Spellings Review (10 min.)	Grammar: Past, Present, Future/Verb Tenses/ Past-Tense Marker Pronounced /ed/, /d/, /t/ (40 min.)	Practice: Clapping and Reading Two-Syllable Words (15 min.)	Spelling: Spelling Assessment (15 min.)
Warm-Up: Verb Identification—Present and Past Tense (10 min.)	Grammar: Identifying Nouns and Verbs (15 min.)	Small Group Reading Time: “Big Cats” (20 min.)	Practice: Vowel Sounds/ Yes or No? (20 min.)	Chaining: Large Card Chaining (10 min.)
Chaining: Teacher Chaining with Two-Syllable Words (15 min.)	Break: Wiggle Cards (5 min.)		Break: Wiggle Cards (5 min.)	Partner Reading: “Groundhogs” (35 min.)
Break: Wiggle Cards (5 min.)	Small Group Reading Time: “Things with Wings” (30 min.)		Small Group Reading Time: Reread “Big Cats” (20 min.)	
Dictation: Dictation Identification (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)	Day 20 (Lesson 20)
Warm-Up: Verb Identification (10 min.)	Warm-Up: Using Adjectives (15 min.)	Warm-Up: Past-, Present-, and Future-Tense Verb Identification (10 min.)	Warm-Up: The ‘ed’ Dance (10 min.)	Spelling: Spelling Assessment (15 min.)
Spelling: The ‘ed’ Dance and Spelling Words (15 min.)	Grammar: Identifying Nouns and Verbs (20 min.)	Grammar: Using Adjectives (15 min.)	Grammar: Word Sort with Past-Tense Verbs (20 min.)	Practice: Vowel Discrimination Game/ Word Box (20 min.)
Whole Group Reading Time: “The Reptile Room” (35 min.)	Small Group Reading Time: Reread “The Reptile Room” (25 min.)	Chaining: Teacher Chaining/Large Card Chaining (35 min.)	Partner Reading: “Termites” (30 min.)	Descriptive Writing: Planning (25 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Five				
Day 21 (Lesson 21)	Day 22 (Lesson 22)	Day 23 (Lesson 23)	Day 24 (Lesson 24)	Day 25 (Lesson 25)
Warm-Up: The ‘ed’ Dance (10 min.)	Warm-Up: I’m Thinking of . . . (10 min.)	Warm-Up: I’m Thinking of . . . (10 min.)	Warm-Up: Past, Present, and Future Tense Review (10 min.)	Assessment: Dictation/ Grammar (Will Vary)
Descriptive Writing: Drafting (30 min.)	Descriptive Writing: Planning and Research Using Informational Text (30 min.)	Descriptive Writing: Drafting (30 min.)	Descriptive Writing: Editing (30 min.)	Small Group: Read Stories/Review Writing (Will Vary)
Small Group Reading Time: “River Otters” (20 min.)	Grammar: The ‘ed’ Dance and Past-Tense Marker (20 min.)	Small Group Reading Time: “Cranes and Spoonbills” (20 min.)	Review: Baseball Game (20 min.)	
60 min.	60 min.	60 min.	60 min.	(Will Vary)

Week Six		
Day 26 (Lesson 26)	Day 27 (Lesson 27)	Day 28 (Lesson 28)
Mid-Year Assessment: Reading Comprehension and Word Reading in Isolation (Will Vary)	Mid-Year Assessment: Reading Comprehension and Word Reading in Isolation (Will Vary)	Mid-Year Assessment: Reading Comprehension and Word Reading in Isolation (Will Vary)
(Will Vary)	(Will Vary)	(Will Vary)

The Spelling Cards for the /r/-controlled vowel sounds are printed in blue, and students will outline the Spelling Cards in their Individual Code Charts with blue markers. This signals that these sound-spellings differ as the /r/ sound, which is a consonant with certain vowel-like qualities, combines with the vowel sounds that precede it to create something new and different. The /er/ sound in *her* is certainly not the same as /e/ + /r/. It is a single, distinctive sound. The same is true of /ar/ as in *car*; it is not the same as /a/ + /r/. Similarly, the sound /or/ differs markedly from /o/ + /r/.

Compound words are divided into syllables between the two words. Examples: *week-end*, *foot-ball*.

New Sounds and Spellings

In this unit you will introduce the sounds that are sometimes called the /r/-controlled vowel sounds and the most common (or least ambiguous) spelling for each sound:

- /er/ spelled 'er' as in *her*
- /ar/ spelled 'ar' as in *car*
- /or/ spelled 'or' as in *for*

Vowel Sounds with /r/

In CKLA, we classify the sounds /er/ as in *her*, /ar/ as in *car*, and /or/ as in *for* as r-controlled vowel sounds rather than vowel + consonant combinations. We treat /er/, /ar/, and /or/ as discrete phonemes in this program. These sounds are the result of co-articulation between the /r/ sound and the preceding vowel sound. You may wish to give students a general sense that the /r/ sound has a tendency to change preceding vowel sounds. They may need to try some vowel + 'r' words different ways in order to determine the correct pronunciation.

Two-Syllable Words

In this unit you will introduce the concept of a syllable to students. So far, students have encountered only single-syllable words in their Readers. To read single-syllable words successfully, they needed only to recognize the sound-spelling patterns that they had been taught and then decode the words using this knowledge. Reading multi-syllable words presents an additional challenge. As a fluent adult reader, it may seem as if you simply read multi-syllable words as a "whole" or single unit. However, this is only because you have had extensive practice with many multi-syllable words that are now very familiar to you. Think about an instance in which you have encountered unfamiliar multi-syllable words and the process you may have used to try to figure out how to read and say the word: you likely tried to read parts or syllables of the word, one at a time.

This is precisely the manner in which CKLA will teach students to read longer and longer multi-syllable words. In order to do so successfully, students must be able to chunk multi-syllable words into parts. As is the case with all skills taught in CKLA, we will introduce this practice in a very scaffolded way initially. Only after much practice and success will students be expected to chunk and read multi-syllable words on their own.

Students will be taught that every syllable has a vowel sound. Attention to syllables begins with oral practice first. Students are asked to listen to words pronounced orally by the teacher, taking note of the number of vowel sounds heard in a word. They are asked to clap the number of vowel sounds/syllables heard in a word as a way of segmenting the syllables. The first words presented orally are two-syllable compound words. A compound word by its very structure is easily recognizable as a word with two parts or syllables since each part is also a semantically meaningful unit or word.

After oral syllabification practice, students are next introduced to written compound words. We do not yet expect students to chunk or group the syllables of these words on their own as they attempt to read them. So instead, we break the written compound word into easily distinguishable parts.

The multi-syllable words that students encounter in their Reader and Workbook in this unit will be divided between syllables with a dot. When writing multi-syllable words on the board, you should also use the dot as a syllable break. This dot serves as an early cue for students who are just beginning to read multi-syllable words. The dot will be omitted in later Grade 1 units and students will be expected to chunk words on their own.

After practice with compound words, students will be introduced to other types of two-syllable words. They will encounter two-syllable words that consist of a root word and a grammatical suffix (e.g., *-ing*, *-ed*) or a root word with a word formation suffix (e.g., *-less*, *-er*). As was the case with compound words, a root word is a semantically meaningful unit that is easily recognizable as a distinct part or syllable. When written, these two-syllable words will also be divided into parts with a dot. Most students find chunking and decoding two-syllable words consisting of root words and suffixes relatively easy.

A slightly greater challenge is presented by two-syllable words that do not have easily discernible semantic units or syllables. Two-syllable words of this type presented in this unit generally are divided into syllables as noted in the sidebar and are carefully controlled to provide a gradual introduction to the decoding of these more challenging words.

It is worth noting that, in CKLA, two-syllable words that contain double-consonant spellings are divided after the double-letter spelling rather than between the two consonants (e.g., *batt-ed*, *bigg-er*, *bunn-y*). The division of words in this way differs from the manner in which these words are usually syllabicated in dictionaries, so teachers may initially find this odd. We do this, however, because the double-letter spellings have been taught as single spelling units in CKLA since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.) and we wish to be consistent in representing these spellings in the way that students have been taught to process them, e.g., as whole entities for a sound. (Ultimately as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt-ed* or *bat-ted*.)

In order to effectively teach students how to chunk multi-syllable words into decodable parts, it is imperative that you, as the teacher, be knowledgeable about the structure of the English language, including typical syllable types. Students can rely on the dots as syllable dividers in this unit and will not yet be required to chunk or segment two-syllable words on their own. It is important, however, that you understand how words are broken into syllables. We strongly recommend you thoroughly review the Appendix, "Using Chunking to Decode Multi-syllable Words" before teaching Lesson 7 of this unit.

Root words that end in a suffix are divided into syllables before the suffix.
Examples: *hunt-ing*,
point-ed, *harm-less*, *hunt-er*.

Two-syllable words in which two different consonants stand between two vowels divide between the consonants.
Examples: *or-bit*, *pic-nic*,
tar-get.

Two-syllable words in which three different consonants stand between two vowels generally divide so the first consonant goes with the first vowel and the other two consonants with the second vowel.
Examples: *pil-grim*,
mon-ster, *con-tract*.

The Past-Tense Marker

Students are introduced to past-tense verb forms ending with *-ed*. The letters ‘ed’ at the end of a regular verb indicate that the verb is in the past tense and describes something that has already occurred. These letters can be pronounced /d/ as in *rammed*, /t/ as in *marked*, or /ed/ as in *started*. The pronunciation is governed by the sound that precedes the past-tense ending. The whole system is very regular, though most of us are not aware of it.

The letters ‘ed’ are pronounced /d/ (a voiced sound) when they are attached to a root word that ends in a voiced sound (e.g., *seemed*, *signed*, *played*). They are pronounced /t/ (an unvoiced sound) when they are attached to a root word that ends in a voiceless sound (e.g., *kicked*, *ripped*, *sniffed*). They are pronounced /ed/ when they are attached to a root word that ends in /t/ or /d/ (e.g., *batted*, *sledded*, *started*).

It should also be noted that when creating the past tense of a verb in which the root already ends with an ‘e’, we do not add a second ‘e’.

smile	>	<i>smiled</i>	(not <i>smileed</i>)
bake	>	<i>baked</i>	(not <i>bakeed</i>)
skate	>	<i>skated</i>	(not <i>skateed</i>)

There is a certain ambiguity in words like *smiled* and *baked*. It is not completely clear what role the ‘e’ is playing in words like these. We might say any of the following:

- the ‘e’ is part of the spelling for the vowel sound (*smiled*);
- the ‘e’ is part of the *-ed* ending (*smiled*); or
- the ‘e’ is doing two “jobs”; it is part of the spelling for the vowel sound and part of the past-tense ending *-ed* (*smiled*).

We think the best approach with students is to say that the ‘e’ does two jobs. In *The Green Fern Zoo*, we bold the last two letters in words like *smiled* to show that the ‘e’ is part of the *-ed* ending, but we encourage you to tell students that the ‘e’ is also part of the spelling for the vowel sound.

Regarding pronunciation, words that have a final ‘e’ in the root form behave just like words that end in other letters. The past-tense ending is pronounced voiced /d/ when it is attached to a root word that ends in a voiced sound (e.g., *blamed*, *fined*), voiceless /t/ when it is attached to a root word that ends in a voiceless sound (e.g., *baked*, *escaped*), and /ed/ when it follows /d/ or /t/ (e.g., *skated*, *noted*). Notice that it is the previous sound that determines the pronunciation, not the letter.

Students do not need to be aware of the patterns explained here, but they do need to learn to recognize words ending in *-ed* as past-tense verbs, and they need to understand that the letters ‘ed’ are pronounced differently in different words. Mastery will come with practice, and students will often find that their mouths will direct them to the correct pronunciation. Few children will read

baked as /b/ /ae/ /k/ /d/ because it is quite difficult to say a voiced /d/ after a voiceless /k/, and most will learn to set aside the pronunciation /b/ /ae/ /k/ /e/ /d/ since it sounds wrong.

Grammar

In addition to the past-tense marker *-ed*, students will continue to work with nouns and verbs in phrases, and be introduced to adjectives. Students will practice identifying and marking nouns, verbs, and adjectives. Verb tense and the concept of past, present, and future will be discussed.

Reader: *The Green Fern Zoo*

The Reader for Unit 4 is *The Green Fern Zoo*. The main character, Vern, introduces students to all different types of animals, from mandrills to puffins. While Vern is a fictional character, the information in the book is factual, making this an informational text.

There is no Big Book for this unit. If you feel that you need to demonstrate the stories to students, you can do one of the following: 1) use the Media Disk for this Reader, 2) copy the stories onto transparencies and project them, or 3) read from the Reader and let students follow along. You should continue to observe student performance, monitoring individual students and noting progress in the Anecdotal Reading Record. Each story is accompanied by a set of discussion questions. Please discuss these questions with students and encourage them to answer in complete sentences.

Story questions worksheets are included. Students will begin to write the date on their worksheets, paying attention to capitalization and the placement of commas. Students are asked to answer the questions on the worksheet using complete sentences, and rereading the stories is recommended.

After the sounds /er/, /ar/, and /or/ have been taught, students should be able to write a plausible spelling for almost any word. They will have been taught at least one way to write 43 of the 44 sounds in the English language. The only sound for which a spelling has not been introduced is the very rare consonant sound /zh/ as in *treasure* (which, for the time being, can be written as if it were /sh/). When assessing student performance on these worksheets, we encourage you to accept all phonetically plausible spellings without correction. For example, you should accept *berd* for *bird* and *snor* for *snore*.

Writing

We continue our writing lessons by teaching descriptive writing. Students will practice thinking about the five senses to describe objects, and they will then describe and write informational text about an animal from *The Green Fern Zoo*. You may wish to incorporate digital resources, such as video clips or informational websites, for students to use to gather more information about their animal. See the online resources referenced at the end of this introduction.

Students should be able to produce plausible spelling or spelling alternatives for nearly every sound in any word they want to write. Plausible, but not dictionary correct spelling, like *hunee* for *honey*, should be accepted at this point, though they can be corrected if written work is being prepared for “publication.”

Writing is one of the most tangible places to help students gauge their own progress. Students enjoy looking back at their writing from time to time throughout the year to see how much they have grown as writers. For this reason, we would like to suggest that you keep some type of student portfolio. In addition, this portfolio will enable you to quickly review each student’s writing and analyze areas in need of attention.

Here are some ideas that other teachers have used successfully in creating student portfolios:

- Allow each student to decorate a plain manila file folder. You keep the folders in a safe spot. Each time students write, you can file their work in their folder.
- Create a 3-ring binder for each child. Their writing can then be hole-punched and placed in the notebook.
- If you have access to a binder machine, you can bind a large number of white sheets of copy paper. Bind a piece of construction paper to the front and allow students to decorate it.
- Consult with other teachers in your school to see if there are other ideas that might work well for your class.

Take-Home Material

Many lessons include materials for students to take home and complete with a family member. These materials usually consist of either a worksheet or a take-home story from the Reader. The worksheets are meant to provide extra practice and reinforcement of skills that have already been taught in class. Rereading the take-home stories will provide additional opportunities to develop fluency.

Assessment Opportunities

Weekly spelling assessments are included in Unit 4. Each assessment is accompanied by a spelling analysis sheet. Use of this assessment and careful thought about students’ errors will give you insight into planning remediation of both decoding and encoding skills.

In addition, the Anecdotal Reading Record can allow you to make notes as you listen to each student read. It is important to listen to each student once or twice each week so that you can monitor progress. There is a mid-year assessment. If students struggle on these assessments, you should spend a few days reviewing before moving on, using the Pausing Point and/or the *Assessment and Remediation Guide*.

Additional Materials for Unit 4

Some additional materials are needed for specific lessons of Unit 4. These materials are always listed in the At a Glance chart at the beginning of each lesson. For your convenience, a complete list of additional materials is included here.

- Blank index cards (6 per student)
- Blank yellow index cards for Tricky Word wall (10)
- Chart paper
- Pocket chart

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 4, providing opportunities for remediation. In addition to spending some time on the Pausing Point after your class has completed the entire unit, you can use the exercises as extensions in a given lesson to reinforce one or more objectives. Throughout the lessons, you will find references to relevant objectives in the Pausing Point.

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-U4>. 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.

It is important to note that the material in the Pausing Point, such as word lists and chains, contains 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 in Unit 4.

Websites and Other Resources

Trout

1. BBC: Nature: Wildlife: Brown Trout
<http://www.bbc.co.uk/nature/animals>
2. EOL: Encyclopedia of Life: Rainbow Trout and Steelhead
<http://eol.org/pages/205250/overview>

Reef Shark

3. Defenders of Wildlife: Fact Sheet: Basic Facts About Sharks
<http://www.defenders.org/sharks/basic-facts>
4. EOL: Encyclopedia of Life: Caribbean Reef Shark
<http://eol.org/pages/845614/overview>

Chimps

5. National Geographic Kids: Creature Features: Chimpanzees
<http://kids.nationalgeographic.com/kids/animals/creaturefeature/chimpanzee/>
6. San Diego Zoo Animals: Mammals: Chimpanzee
<http://animals.sandiegozoo.org/animals/chimpanzee>
7. BBC: Nature: Wildlife: Chimpanzee
http://www.bbc.co.uk/nature/life/Common_Chimpanzee

Mandrills

8. San Diego Zoo Animals: Mammals: Mandrill
<http://animals.sandiegozoo.org/animals/mandrill>
9. BBC: Science and Nature: Animals: Wildfacts: Mandrill
<http://www.bbc.co.uk/nature/wildfacts/factfiles/232.shtml>

Puffins

10. National Geographic Kids: Creature Features: Atlantic Puffins
<http://kids.nationalgeographic.com/kids/animals/creaturefeature/atlanticpuffin>
11. BBC: Nature: Wildlife: Atlantic Puffin
http://www.bbc.co.uk/nature/life/Atlantic_Puffin

Finches

12. BBC: Nature: Wildlife: Goldfinches
<http://www.bbc.co.uk/nature/life/Carduelis>
13. BBC: Nature: Wildlife: Zebra Finch
http://www.bbc.co.uk/nature/life/Zebra_finch

River Otters

14. National Geographic Kids: Creature Features: River Otter
<http://kids.nationalgeographic.com/kids/animals/creaturefeature/river-otter>
15. San Diego Zoo Animals: Mammals: Otter
<http://animals.sandiegozoo.org/animals/otter>
16. BBC: Nature: Wildlife: Giant River Otter
http://www.bbc.co.uk/nature/life/Giant_Otter
17. BBC: Nature: Wildlife: North American River Otter
http://www.bbc.co.uk/nature/life/North_American_River_Otter

Websites for General Animal Research

18. BBC: Nature: Wildlife
<http://www.bbc.co.uk/nature/animals>
19. Biokids: Critter Catalog
<http://www.biokids.umich.edu/critters>
20. Defenders of Wildlife: Fact Sheet
<http://www.defenders.org>
21. EOL: Encyclopedia of Life
<http://eol.org>
22. National Geographic Kids: Creature Features
<http://kids.nationalgeographic.com/kids/animals/creaturefeature>
23. San Diego Zoo Animals: Mammals
<http://animals.sandiegozoo.org/animals>
24. Smithsonian National Museum of Natural History: North American Mammals: (available in Spanish)
<http://www.mnh.si.edu/mna>
25. Smithsonian National Zoological Park: Meet Our Animals
<http://nationalzoo.si.edu/Animals>