



Unit 5

Teacher Guide

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



Core Knowledge®

GRADE 1



Unit 5

Teacher Guide

Skills Strand
GRADE 1

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Unit 5

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

Alignment Chart for Unit 5		Lesson																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Reading Standards for Literature: Grade 1																							
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	✓		✓		✓		✓	✓	✓		✓	✓	✓			✓		✓		✓	✓	
Craft and Structure																							
STD RL.1.6	Identify who is telling the story at various points in a text.																						
CKLA Goal(s)	Identify who is telling the story at various points in a fiction text 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	✓		✓		✓	✓	✓	✓	✓		✓	✓	✓	✓		✓		✓	✓	✓	✓	
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)		✓		✓		✓				✓		✓	✓									

Lesson

Alignment Chart for Unit 5

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
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		✓					✓														✓	
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.1.3d	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		✓					✓														✓	
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	✓	✓	✓		✓					✓		✓	✓									

Lesson

Alignment Chart for Unit 5

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
STD RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.																						
CKLA Goal(s)	Read and/or write Tricky Words: <i>how, picture, stagecoach</i>	✓							✓	✓					✓						✓		
Fluency																							
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.																						
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught, with purpose and understanding	✓		✓		✓				✓	✓		✓	✓	✓			✓		✓		✓	✓
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							✓								✓					✓		
STD RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																						
CKLA Goal(s)	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary	✓		✓		✓	✓			✓	✓		✓	✓	✓	✓		✓		✓	✓	✓	✓
Additional CKLA Goals																							
CKLA Goal(s)	Read and write words in which 'g' > /g/ as in <i>got</i> or /j/ as in <i>gem</i>								✓	✓													
Writing Standards: Grade 1																							
Text Types and Purposes																							
STD W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.																						
CKLA Goal(s)	Plan, draft, and edit an opinion piece in which they introduce the topic or the name of the fiction or nonfiction/informational text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure															✓	✓	✓	✓				

Alignment Chart for Unit 5

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Production and Distribution of Writing																							
STD W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.																						
CKLA Goal(s)	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed																		✓				
STD W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.																						
CKLA Goal(s)	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers																		✓				
Speaking and Listening Standards: Grade 1																							
Presentation of Knowledge and Ideas																							
STD SL.1.6	Produce complete sentences when appropriate to task and situation.																						
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)	Identify common and proper nouns																						✓
STD L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home</i> ; <i>Today I walk home</i> ; <i>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)	Use adjectives orally and in own writing																		✓		✓		✓

Lesson

Alignment Chart for Unit 5

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
STD L.1.1i	Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i>).																						
CKLA Goal(s)	Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</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			✓		✓					✓					✓					✓		
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	✓				✓	✓				✓	✓				✓	✓				✓		
	Spell and write high-frequency Tricky Words	✓				✓	✓				✓	✓				✓	✓				✓		
STD L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.																						
CKLA Goal(s)	Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge (e.g., write <i>bote</i> for <i>boat</i> , <i>sum</i> for <i>some</i> , <i>hunee</i> for <i>honey</i> , etc.)																	✓					

Lesson

Alignment Chart for Unit 5

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
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.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.																						
CKLA Goal(s)	Use sentence-level context as a clue to the meaning of a word or phrase					✓							✓				✓						✓
STD L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.																						
CKLA Goal(s)	Use frequently occurring affixes as a clue to the meaning of a word											✓	✓										
STD L.1.4c	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).																						
CKLA Goal(s)	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>)	✓		✓		✓						✓	✓										✓
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>)																						
Additional CKLA Goals																							
	Orally produce sounds represented by spellings											✓						✓					



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 5 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: Segmenting and Blending Two-Syllable Words (5 min.)	Warm-Up: Sound Dictation (5 min.)	Reviewing the Sound: Sound Riddles for /k/ (5 min.)	Spelling Assessment (15 min.)
Grammar: Plural Nouns (15 min.)	Tricky Word: <i>how</i> (5 min.)	Reviewing the Sound: Sister Sounds /b/ and /p/ (10 min.)	Reviewing the Spelling Alternatives: Spellings for /k/ (30 min.)	Reviewing the Spelling Alternative: Spellings for /k/ & Root Words (20 min.)
Reviewing the Sound for /p/: Complete the Sentences (5 min.)	Grammar: Plural Nouns (25 min.)	Reviewing the Spelling Alternatives: Spellings for /b/ & Root Words (25 min.)	Small Group: "In the Cave" (25 min.)	Grammar: Statements and Questions (25 min.)
Reviewing the Spelling Alternatives: Spellings for /p/ (5 min.)	Whole Group Reading: "A Letter From Kate" (20 min.)	Grammar: Statements and Questions (20 min.)		
Concept Review: Root Words (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.)	Warm-Up: Segmenting & Blending Two-Syllable Words (5 min.)	Warm-Up: Tricky Word cards (5 min.)	Warm-Up: Plural Review (15 min.)	Spelling Assessment (15 min.)
Reviewing the Sound: Sound Riddles for /ch/ (5 min.)	Reviewing Spelling Alternatives: Spellings for /g/ (10 min.)	Introducing the Spelling Alternatives: Spellings for /j/ (30 min.)	Introducing the Tricky Spelling 'g' (30 min.)	Reviewing the Spellings: Spelling Tree Review & Baseball Game (25 min.)
Introducing the Spelling Alternatives: Spellings for /ch/ and Fill in the Blank (20 min.)	Grammar: Statements & Questions (20 min.)	Partner Reading: "You Never Can Tell" (25 min.)	Small Group: "The Offer" (25 min.)	Small Group: "The Campsite" (20 min.)
Small Group: "The Coin Shop" (20 min.)	Partner Reading: Reread "The Coin Shop" (25 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: The <i>-ed</i> Dance (5 min.)	Reviewing the Sound: Hearing Initial Sounds for /f/ (5 min.)	Warm-Up: Minimal Pairs /f/ and /v/ (5 min.)	Spelling Assessment (15 min.)
Reviewing the Sound: Tongue Twister for /t/ (5 min.)	Reviewing the Sound: Sister Sounds /t/ & /d/ (10 min.)	Reviewing the Spelling Alternatives: Spellings for /f/ (20 min.)	Introducing the Spelling Alternatives: Spellings for /v/ and Fill in the Blanks (20 min.)	Opinion Writing: Introduction (30 min.)
Reviewing the Spelling Alternatives: Spellings for /t/ (20 min.)	Reviewing the Spelling Alternatives: Spellings for /d/ (20 min.)	Grammar: Statements, Questions, and Exclamations (10 min.)	Grammar: Statements, Questions, and Exclamations (10 min.)	Partner Reading: Reread "The Hike" (15 min.)
Grammar: Statements, Questions, and Exclamations (20 min.)	Small Group: "Jack's Tale" (25 min.)	Small Group: "The Visit" (25 min.)	Tricky Words: Tricky Word Cards (5 min.)	
			Small Group: "The Hike" (20 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)
Spelling: Introduce Spelling Words (10 min.)	Warm-Up: Spelling Tree Review (10 min.)	Warm-Up: Sound Dictation (10 min.)	Warm-Up: Sentence Building (10 min.)	Spelling Assessment (15 min.)
Reviewing and Introducing the Spelling Alternatives: The /r/ sound (25 min.)	Opinion Writing: Planning and Drafting Independently (30 min.)	Grammar: Sentence Building (15 min.)	Reviewing the Sound: Minimal Pairs for /r/ and /l/ (10 min.)	Break: Wiggle Cards (5 min.)
Opinion Writing: Planning & Drafting as a Class (25 min.)	Break: Wiggle Cards (5 min.)	Opinion Writing: Editing (35 min.)	Spelling Alternatives: Spellings for /l/ (20 min.)	Tricky Words: Tricky Word Review (5 min.)
	Small Group: "Bone Man" (20 min.)		Partner Reading: Reread "The Bone Man" (20 min.)	Grammar: Adjective Review (10 min.)
				Partner Reading: Reread "Two Good Things and One Bad Thing" (25 min.)
(60 min.)	(60 min.)	(60 min.)	(60 min.)	(60 min.)

Week Five	
Lesson 21	Lesson 22
Warm-Up: Sound Dictation (10 min.)	Assessment: Word Recognition & Grammar (40 min.)
Reviewing Two-Syllable Words (25 min.)	Partner Reading: "The Scoop" (20 min.)
Partner Reading: "The Big Dig" (25 min.)	
(60 min.)	(60 min.)

Spelling Alternatives

In this unit you will begin teaching the spelling alternatives that make up the advanced code. Up to this point, students have mostly been learning the basic code. That is, they have learned one way to write each of the sounds in English, with the exception of /zh/. Thus far, they have learned only a handful of spelling alternatives:

- the 'k' spelling for /k/ as in *kite* (an alternative for 'c' as in *cat*)
- the double-letter spellings for consonant sounds ('ff' as in *stuff*, 'll' as in *bell*, 'ss' as in *dress*, 'ck' as in *black*, etc.)
- the 's' spelling for /z/ as in *is* and *dogs*
- the 'ed' spelling as a past-tense marker for /d/ as in *filled* and for /t/ as in *asked*

There are many more spelling alternatives to learn. In this unit and the next, we focus on spelling alternatives for consonant sounds. These are less numerous and also less frequently used than the spelling alternatives for vowel sounds, which will be addressed later in the CKLA sequence.

Note that the sounds have been organized and sequenced according to place of articulation so that sister sounds like /p/ and /b/ are taught on consecutive days. The unvoiced sound is taught first and the voiced sound is taught the following day. These groupings may be helpful because /p/ is the sound students are mostly likely to confuse with /b/, and vice versa. In some cases, sister sounds actually share spellings. For example, 'ed' is a spelling for both /d/ and /t/.

Here are the sounds and spellings that are either reviewed or introduced in this unit:

- /p/ spelled 'p' and 'pp' (review)
- /b/ spelled 'b' and 'bb' (review)
- /k/ spelled 'c', 'k', 'cc', and 'ck' (review)
- /g/ spelled 'g' and 'gg' (review)
- /ch/ spelled 'ch' (review) and **'tch' (new)**
- /j/ spelled 'j' (review), **'g', 'ge' (new)**
- /t/ spelled 't', 'tt', 'ed' (review)
- /d/ spelled 'd', 'dd', 'ed' (review)
- /f/ spelled 'f' and 'ff' (review)
- /v/ spelled 'v' (review) and **'ve' (new)**
- /r/ spelled 'r' (review) and **'wr' (new)**
- /l/ spelled 'l' and 'll' (review)

The majority of the spellings covered in this unit are review items. For example, we review consonant sounds that can be written with single- or double-letter spellings.

There is relatively little new code knowledge taught in this unit. That is deliberate. The hope is that this unit and the next one will give students a chance to ease into the world of spelling alternatives while they consolidate their knowledge of the basic code and have an opportunity to practice reading two-syllable words.

The Spelling Alternatives Lesson

Beginning in this unit and continuing until the end of the year, you will frequently teach what in CKLA is called the Spelling Alternatives Lesson. Each Spelling Alternatives Lesson begins with a note to the teacher. This note is meant to give you some background knowledge concerning the sound of the day and its spellings. A chart shows you which spellings for this sound are most common, and a list of bullet points identifies some common spelling patterns for the sound. The bulleted information is primarily for your information; there is no expectation that you will convey all of it to students. You might offer little bits of it, if and when occasions present themselves.

The first exercise in the lesson is usually an oral language exercise that involves hearing and saying the sound of the day. After students have had a chance to hear and say the sound, you will (1) review the basic code spelling, (2) review any spelling alternatives introduced previously, and (3) introduce any new spelling alternatives.

Once you have introduced the spelling alternatives, you will ask students to do a word sort. Many of these word sorts take the form of Spelling Trees for each sound. The Spelling Trees are fantastic visual representations of the power bars for each spelling, as each branch represents a spelling for that sound and the length of each branch represents the frequency of that spelling. The words to be sorted will all contain the sound of the day, but some will have it spelled one way, and some will have it spelled another way. The students' task is to sort the words according to the spelling used for the target sound, and copy the words under the correct headings. During Spelling Tree activities, students will place word leaves on the correct branches of the Spelling Trees.

These sorting and copying exercises are powerful mechanisms for teaching spelling. Research has shown that copying a word by hand is one of the most effective ways—possibly the single most effective way—to learn to spell the word. The muscle movement involved in writing letters helps children remember the spelling. The sorting of words into spelling groups is also very helpful, as it helps students get a sense of which spellings are most common and also which ones are used in which situations. Most synthetic phonics programs that use these exercises report excellent performance on standardized spelling assessments.

Rules and Patterns Related to Spelling Alternatives

The note at the beginning of each Spelling Alternatives Lesson identifies some spelling patterns associated with a particular sound or sounds. It might state that a spelling is typically used, for example, at the beginning or end of a word, in two-syllable words, or after certain sounds. It is especially important that you as a teacher be aware of this predictable structure of the English language, though it is certainly not necessary for you to explicitly point out all of these patterns to students.

In addition, you should be familiar with the following guidelines and resulting spelling alternatives associated with the formation of plural nouns and root word changes when certain suffixes are added.

Formation of Plural Nouns

In this unit, you will explicitly introduce forming plural endings. Plural endings follow the same patterns as past-tense endings. The pronunciation varies from word to word in a predictable way, although most of us are not consciously aware of the pattern.

The ending *-s* is often used to indicate more than one of something (*nuts*, *dogs*). However, some words make plurals with *-es* (*dresses*, *blouses*). The ending 's' is generally pronounced as voiceless /s/ when it follows a voiceless sound as in *ships*, *hats*, *trucks*, *cuffs*, and *baths*. It is generally pronounced as voiced /z/ when it follows a voiced sound in *dogs*, *globs*, *beds*, *hens*, *shelves*, *bars*, *stings*, and *drums*. The ending *-es* is pronounced /ez/ and follows the sounds /sh/, /zh/, /j/, /s/, /z/, and /x/, as in *dishes*, *beaches*, *bridges*, *prizes*, *houses*, and *foxes*. Note that the addition of the plural marker *-es* turns a one-syllable word into a two-syllable word.

Irregular plural nouns, such as *children* and *men*, will not be taught in this unit. The emphasis for Unit 5 is to explicitly teach and help children to recognize the spelling pattern for regular plural nouns. Students are taught that if a word ends in 'sh', 'ch', 's', or 'x', they will add 'es' to make the word plural.

Root Word Spelling Changes When a Suffix is Added

We also explicitly teach patterns for root words and spelling changes. The rule of doubling-consonant spellings is explained and illustrated as a pattern, making it is easier to understand. You will teach students that if there is a short vowel word that ends in a single consonant, it will change to a double-letter spelling. For example, *chip* changes to *chipping* and *chipped*, *hug* turns to *hugging* and *hugged*, *rub* turns to *rubbing* and *rubbed*, and *mop* turns to *mopping* and *mopped*. Students will also see that there are words that do not follow this pattern due to the number of ending consonant sounds or type of vowel sound, such as in these examples: *hunt* > *hunted*, *cloud* > *clouded*, or *pinch* > *pinched*.

Along with these explicit lessons, students will practice reading these highly patterned English spellings on a regular basis. Readers are exposed to many

of the patterns as they read printed material and work with printed words. Students will not yet be taught how to add the suffix *-ing* to words with the magic ‘e’, such as *page* > *paging*.

When reading double-letter spellings for consonant sounds, you will find that most students will decode and read these words with ease; the challenge that students face occurs when they are spelling and writing words with suffixes. As students do word sorts and copy words containing the various spellings, as they hear the teacher say phrases like, “You spell the /p/ in *hopping* ‘pp’,” as they read the stories in the Readers, and as they process environmental print, they will begin to develop a better sense of which spellings to use when they are writing.

Tricky Spellings

As new spellings are introduced, some complexity is added to the reading process. Some of the spelling units that students have to process are ambiguous in the sense that they can stand for more than one sound. We call these ambiguous spellings “tricky spellings.” This concept is not entirely new. You taught the tricky spelling ‘oo’ in Unit 3, and students have also been reading words with the tricky spelling ‘s’, which can be pronounced /s/ or /z/.

The letter ‘g’ is a spelling that becomes “tricky” in this unit. Up to this point, students have only been asked to read words where ‘g’ is pronounced /g/. In this unit, students learn ‘g’ as a spelling for the /j/ sound as in *gem* and *germ*. This means that ‘g’ can be pronounced two ways. When students come across an unfamiliar word with a ‘g’ in it, they may need to “try it both ways” to determine the correct pronunciation. One way to talk about this is to say that there are two choices when they see the letter ‘g’. The first and more likely choice is /g/; the second choice, if the first one does not sound right, or does not make sense in context, is /j/.

After we introduce ‘g’ as a spelling for /j/, we include a tricky spelling exercise in which students are given structured practice pronouncing the tricky spelling both ways to determine the actual pronunciation of a word. For example, we might ask them to read a sentence like this: *One thing that can make us sick is germs.*

Students are asked to “try it both ways”: Is it /g/ /er/ /m/ /z/ or /j/ /er/ /m/ /z/? As they work to answer that question, students should be encouraged to make use of the surrounding context. Context clues have been oversold and emphasized too soon in much “whole language” reading instruction, but here is a case where the student really should use context and his or her knowledge of oral language to help determine the pronunciation. The word *sick* is an important clue that the pronunciation here is /j/ /er/ /m/ /z/, not /g/ /er/ /m/ /z/. This, however, will only help if the student has heard the word *germs* spoken and has a rough sense of what germs are. This is one of the reasons why CKLA places so much emphasis on oral language development.

Warm-Ups

In some of the Warm-Ups for Unit 5, you will ask students to continue practice from Unit 4 in orally segmenting and blending two-syllable words. For the last two words in these Warm-Ups, you will write the spellings on the board for students to practice reading.

In another frequent type of Warm-Up in this unit, you will dictate a variety of consonant sounds that have more than one possible spelling. Students will write the spellings and thus review and practice the letter-sound correspondences for consonant sounds.

Grammar

Students will learn about and practice changing nouns from singular to plural, as well as the way some root words change when adding the suffixes *-ing* and *-ed*. They will review nouns and verbs, including the identification and formation of present, past, and future tense.

Additional grammar topics covered in this unit are sentence types, parts of sentences, and sentence building. Students will practice identifying and creating statements, questions, and exclamations, both orally and in writing. They will also practice creating longer sentences.

Tricky Words

In this unit you will introduce the Tricky Words *how*, *picture*, and *stagecoach*. The vowel sound in *how* is tricky because the /ou/ sound is spelled 'ow'. In the word *picture*, the letters 'ture' constitute the tricky part. They are pronounced /cher/. The word *stagecoach* is introduced as a Tricky Word because it is used in one of the stories in the Reader. The tricky part is the vowel sound /oe/ spelled 'oa'. Please add the words *how*, *picture*, and *stagecoach* to your Tricky Word wall.

Decodable Reader: *Kate's Book*

The Reader for this unit is called *Kate's Book*. It follows a girl named Kate who has various adventures during her summer vacation and eventually writes a book about them. The premise is that students are reading the book that Kate wrote, which her grandmother also illustrated. At the end of the Reader, students are invited to write to Kate, c/o the Core Knowledge Foundation. Note that 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 as many individual students or reading groups as possible. Each story is accompanied by a set of discussion questions in the Teacher Guide. Please discuss these questions with students orally, and encourage them to answer in complete sentences.

The stories in this Reader are a bit longer, on average, than the stories in the previous Reader. We have also begun increasing the amount of text associated with each picture. For students who require focused attention on decoding, we recommend that you have those students read the same story (or stories) repeatedly. Repeated reading has been shown to improve fluency. In some cases, it might also be useful to read the stories aloud to these students before they read them on their own. With this differentiated instruction, you will be able to keep the class working together and give students who are slower at decoding the kind of practice they need.

Story Questions Worksheets

Story Questions Worksheets are included for each story in the Reader. Some of the worksheets contain questions; others contain illustrations from the Reader. Students are asked to read the questions on the worksheet and answer in complete sentences. Because students have now learned one spelling for every sound in English, with the exception of /zh/, they should be able to produce a phonemically plausible spelling for any word in their oral vocabulary. It therefore makes sense to begin giving frequent writing assignments.

It is premature to expect or require dictionary-correct spelling. What you can, and should, expect is that the student will write down a plausible representation of each sound in the word he or she is trying to write. You should expect that he or she will write each sound with one of the spellings you have taught for that sound. Keep in mind, however, that just because students know that some words have /r/ spelled 'wr' does not mean they know that a particular word has that spelling. Students need to read a lot of words before they can be asked to spell most words correctly. When assessing student performance, we encourage you to accept all phonetically plausible spellings without correction.

Writing

In this unit, we continue formal instruction in the writing process by asking students to write a letter to Kate, expressing their personal opinion about their favorite parts of her book. Students will be encouraged to give reasons substantiating why a certain part is their favorite, citing examples from the text. All writing activities are presented in carefully scaffolded steps, modeled first by the teacher with the group, followed by additional student practice, with a gradual release of responsibility so that students learn how to plan, draft, and edit pieces of writing.

A note with regards to expectations regarding spelling accuracy is warranted. Although students will have learned many letter-sound spellings by the end of this unit, there are still quite a few spelling alternatives that remain to be taught in Grades 1 and 2. Students should be encouraged to use their existing code knowledge to spell and write the words they want to use. Plausible, but not dictionary-correct, spelling like *hunee* for *honey*, should be accepted at this point, though spelling can be corrected if written work is being prepared for “publication.”

Writing is one of the most tangible ways that teachers and students can gauge 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 your school has 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.

Assessment

There are multiple opportunities for formal and informal assessment throughout Unit 5. Weekly spelling lists and assessments are included in Unit 5. The spelling list words are made up of various letter-sound correspondences that have already been presented and taught for decoding purposes. Requiring students to practice and spell words with these same letter-sound correspondences provides additional reinforcement.

Student Workbooks include Take-Home letters with the list of words to be practiced in preparation for the end-of-week assessment. It is important to note that encoding (spelling) poses a far greater challenge for students than decoding (reading) the same letter-sound correspondences, so practice at home is important.

The Teacher Guide also includes a useful Spelling Analysis sheet for each test. Careful examination of students’ errors may provide insight for planning remediation of both decoding and encoding skills.

In addition, please continue to make systematic use of the Anecdotal Reading Record to make notes as you listen to each student read aloud. It is important to listen to each student read once or twice each week so that you can monitor progress.

There is also an End-of-Unit Assessment. This assessment assesses the sound-spellings and grammar taught in the unit. There is an analysis sheet provided to guide you in determining next steps for students based on their assessment results. If students struggle on these assessments, you may need to spend a few days reviewing before moving on, using the Pausing Point and/or the *Assessment and Remediation Guide*.

Additional Materials for Unit 5

Some additional materials are needed for specific lessons of Unit 5. 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 (3 per student)
- Blank yellow index cards for Tricky Word wall (3)
- Chart paper
- Yellow, green, and brown paper for the Spelling Trees in Lessons 4, 8, and 16
- Transparent, plastic page protectors, starting in Lesson 6 (1 per student)

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 5. The exercises can be used to differentiate your instruction. 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.

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, be sure to use chains and words that are decodable at the point at which you are in the unit. Decodable words, chains, phrases, and sentences are listed at the end of the spelling alternatives lessons in Unit 5.

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-U5>. 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.