



Unit 6

Teacher Guide

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



Core Knowledge®

GRADE 1



Unit 6

Teacher Guide

Skills Strand
GRADE 1

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Unit 6

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

Alignment Chart for Unit 6										Lesson																		
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																										

Alignment Chart for Unit 6

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
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)	✓			✓						✓						✓		✓				✓		✓	
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)							✓					✓											✓		
STD RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.																								
CKLA Goal(s)							✓					✓		✓									✓		
STD RF.1.3f	Read words with inflectional endings.																								
CKLA Goal(s)										✓					✓						✓				
STD RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.																								
CKLA Goal(s)											✓						✓								
CKLA Goal(s)												✓						✓							
	Unit 6: cow																								

Alignment Chart for Unit 6

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
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)						✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
STD RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.																								
CKLA Goal(s)								✓										✓							
STD RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary																								
CKLA Goal(s)						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Additional CKLA Goals																									
CKLA Goal(s)	✓	✓	✓	✓	✓	✓		✓										✓							
	Read and write words in which 'c' > /k/ as in <i>cat</i> or /s/ as in <i>cent</i> ; 'g' > /g/ as in <i>got</i> or /j/ as in <i>gem</i> ; 'n' > /n/ as in <i>nap</i> or /ng/ as in <i>pink</i>																								

Alignment Chart for Unit 6

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
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Writing Standards: Grade 1

Text Types and Purposes

STD W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.																								
CKLA Goal(s)	✓	✓	✓	✓	✓																				

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)				✓																					
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)				✓																					

Alignment Chart for Unit 6

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
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)	✓		✓	✓	✓																				
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)																									
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)																									
STD L.1.1b	Use common, proper, and possessive nouns.																								
CKLA Goal(s)							✓	✓	✓				✓							✓					
STD L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).																								
CKLA Goal(s)							✓		✓			✓	✓							✓		✓			
STD L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).																								
CKLA Goal(s)																					✓				

Alignment Chart for Unit 6		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
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.1.1i	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																									



Alignment Chart for Unit 6

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
STD L.1.2c	Use commas in dates and to separate single words in a series.																								
CKLA Goal(s)					✓		✓		✓						✓				✓						
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.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.																								
CKLA Goal(s)															✓										
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)										✓										✓					

Alignment Chart for Unit 6

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
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		✓	✓	✓	✓		✓																			
Identify the correct spelling when given a sound				✓														✓	✓							



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 6 Introduction

Week One				
Day (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Spelling: Introduce Spelling Words (15 min.)	Introducing the Tricky Spelling: The Tricky Spelling 'c' (10 min.)	Warm-Up: Speedy Sound Hunt (10 min.)	Introducing the Spelling Alternatives: Spellings for /s/ (10 min.)	Spelling: Spelling Assessment (15 min.)
Introducing the Spelling Alternatives: Spellings for /s/ (10 min.)	Introducing the Tricky Spelling: Tricky Spelling Practice (15 min.)	Reviewing the Tricky Spelling: Word Sort with Tricky Spelling 'c' (10 min.)	Introducing the Spelling Alternatives: Leaf Sort (15 min.)	Writing: Edit and Publish Personal Narratives (45 min.)
Introducing the Spelling Alternative: Spelling Tree for /s/ (10 min.)	Writing: Planning a Class Personal Narrative (35 min.)	Writing: Draft a Class Personal Narrative (40 min.)	Writing: Planning and Drafting Student Personal Narratives (35 min.)	
Writing: Introduction to Writing Personal Narratives (25 min.)	Take-Home Material: Planning Letter	Take-Home Material: Planning Letter	Take-Home Material: Word Sort	
Take-Home Material: Spelling Words				
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 and Blending Two-Syllable Words (15 min.)	Warm Up: Building Sentences (15 min.)	Warm Up: Building Phrases with Adjectives and Building Sentences with Prepositions (15 min.)	Spelling: Spelling Assessment (15 min.)
Practice: Tricky Spelling 'c' (10 min.)	Grammar: Nouns and Pronouns (20 min.)	Review: Tricky Spelling 'g' (10 min.)	Grammar: Nouns and Pronouns (20 min.)	Introducing the Spelling Alternatives: Spellings for /n/ (5 min.)
Practice: Spelling Alternatives for /s/ (10 min.)	Small Group Reading: The Picnic by the River (25 min.)	Review: Spelling Alternatives for /j/ (10 min.)	Small Group Reading: "Ants" (25 min.)	Introducing the Spelling Alternative: Spelling Tree for /n/ (15 min.)
Whole Group Reading: Mister Spencer and the Rabbits (25 min.)	Take-Home Material: "Mister Spencer and the Rabbits"	Small Group: Reread "The Picnic by the River" (25 min.)	Take-Home Material: Count the Sounds	Small Group Reading: "The Band" (25 min.)
Take-Home Material: Spelling Words				Take-Home Material: Word Sort
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
Spelling: Introduce Spelling Words (15 min.)	Warm-Up: Pronoun Review Card Sort (15 min.)	Warm-Up: Segmenting and Blending Two-Syllable Words (15 min.)	Warm-Up: Segmenting and Blending Two-Syllable Words (15 min.)	Spelling: Spelling Assessment (15 min.)
Practice: Word Sort/ Label the Picture (25 min.)	Reviewing Tricky Words: Tricky Word Story (20 min.)	Grammar: Nouns and Pronouns (20 min.)	Grammar: Building Sentences with Adjectives and Prepositions (20 min.)	Grammar: Plural Noun Review (20 min.)
Small Group Reading: "The Yard Sale" (20 min.)	Small Group Reading: "The Storm" (25 min.)	Small Group Reading: "Dark Clouds and Wind" (25 min.)	Small Group Reading: "In the Storm Shelter" (25 min.)	Partner Reading: "The Visit" (25 min.)
Take-Home Material: Spelling Words		Take-Home Material: "The Band"		
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 (15 min.)	Warm-Up: Tricky Word Review (15 min.)	Warm-Up: Speedy Sound Hunt (15 min.)	Warm-Up: Building Phrases with Adjectives and Building Sentences with Adjectives and Prepositions (20 min.)	Spelling: Spelling Assessment (15 min.)
Introducing the Spelling Alternatives: Spellings for /w/ (5 min.)	Dictation: Sound Dictation (20 min.)	Introducing the Spelling Alternatives: Spellings for /ng/ (5 min.)	Introducing the Tricky Spelling: Tricky Spelling 'n' (5 min.)	Grammar: Pronoun Review (20 min.)
Introducing the Spelling Alternatives: Spelling Tree for /w/ (15 min.)	Partner Reading: "Supper" (25 min.)	Introducing the Spelling Alternatives: Spelling Tree for /ng/ (15 min.)	Introducing the Tricky Spelling: Tricky Spelling Practice (15 min.)	Partner Reading: "The Frog Jumping Contest" (25 min.)
Small Group Reading: "The Soccer Game" (25 min.)		Small Group Reading: "Grace the Performer" (25 min.)	Small Group: Reread "Grace the Performer" (25 min.)	
Take-Home Material: Spelling Words		Take-Home Material: "The Visit"		
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: Present, Past, and Future Tense Review (15 min.)	Warm-Up: Pronoun Review Card Sort (15 min.)	Warm-Up: Segmenting and Blending Two-Syllable Words (15 min.)	Unit Assessment: Word Recognition (25 min.)	Unit Assessment: Story Comprehension (25 min.)
Grammar: Root Words and Endings (20 min.)	Dictation: Dictation with Vowel Digraphs (20 min.)	Small Group: Label the Picture/Count the Sounds (20 min.)	Break: Wiggle Cards (10 min.)	Break: Wiggle Cards (10 min.)
Small Group Reading: "The Spinning Wheel" (25 min.)	Small Group Reading: "Buster the Pig" (25 min.)	Small Group Reading: "Whisper" (25 min.)	Small Group Reading: "The Harvest" (25 min.)	Small Group Reading: "The Harvest Marvel" (25 min.)
Take-Home Material: "The Frog Jumping Contest"		Take-Home Material: "Pronoun Practice"		
60 min.	60 min.	60 min.	60 min.	60 min.

Spelling Alternatives

In this unit you will continue the work you began in the last unit by introducing or reviewing a number of spelling alternatives for consonant sounds.

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

- /s/ spelled 's', 'ss' (review); **'c', 'ce', and 'se' (new)**
- /z/ spelled 'z', 's', 'zz' (review)
- /m/ spelled 'm' and 'mm' (review)
- /n/ spelled 'n', 'nn' (review), and **'kn' (new)**
- /ng/ spelled 'ng' (review) and **'n' (new)**
- /w/ spelled 'w' (review) and **'wh' (new)**

Note that, as was the case in the last unit, several of the spellings covered in this unit are review items. There is actually relatively little new code knowledge taught in this unit.

Note also that the sounds have once again been arranged by place of articulation so that the sister sounds /s/ and /z/ are taught consecutively and the three nasal sounds (/m/, /n/, /ng/) are taught as a group. This may be helpful because these are the sounds students are most likely to confuse.

In this unit students will also learn that the spelling 'c' stands for /k/ as in *cat* or /s/ as in *cent*, and the spelling 'n' stands for /n/ as in *nap* or /ng/ as in *pink*. Both 'c' and 'n' are tricky spellings because they stand for more than one sound.

Spelling Alternatives Lessons and Tricky Spelling Lessons

Most of the lessons in this unit are devoted to introducing common spelling alternatives for sounds that students already know. Two lessons are tricky spelling lessons in which students will learn to use probability strategies and context clues to self-correct their reading of words that contain the ambiguous spellings 'n' and 'c'. In CKLA we teach decoding and encoding as connected processes. In Spelling Alternative lessons the primary direction is from sound to print, reviewing sounds, and introducing new spellings. In Tricky Spelling lessons the primary direction is from print to sound, reading words, and determining the pronunciation of 'c' or 'n'.

Warm-Ups

Some Warm-Ups in this unit review grammar concepts with students. One such Warm-Up is building phrases with adjectives. In this Warm-Up you will model adding three adjectives to a noun, one at a time, with the goal of creating specific and concrete mental images. For example, you will say the word *ball*, then the phrase “red ball,” then the phrase “round, red ball,” and finally the phrase “big, round, red ball.” Encourage students to create mental images of these phrases.

Students will practice identifying nouns and verb tenses. Students will also practice expanding sentences by adding prepositions to provide more detail and provide a clearer mental image of the action in the sentence.

In addition, students will continue to orally practice letter-sound correspondences, using the Individual Code Charts. Please choose the spellings that students need to practice the most.

Other Warm-Ups provide students the opportunity to review segmenting and blending two-syllable words, using the three-step method of blending/segmenting one syllable at a time.

There are a few lessons in this unit that do not have a Warm-Up (e.g., the writing lessons and spelling lessons).

Small Group Work

In this unit we continue to provide explicit instructions on how to integrate small group work. Small group work is signaled by a star in a dark circle. We generally suggest exercises for two groups, assuming that Group 1 consists of students who need more support and Group 2 of students who can work independently. Of course, you may subdivide your class further. We typically suggest small group work either during story reading time or during worksheet work. You will have the choice to (1) have both groups work on the same skill with the independent group working on their own while the other group receives guidance from you or (2) reteach/reinforce a skill that you feel needs to be practiced more with Group 1. For reteaching/reinforcing skills please reuse material from relevant lessons and consult the Unit 6 Pausing Point for additional exercises and worksheets. Please keep in mind that you do not have to use the small group configuration every time that we suggest it and that you can adapt other lessons so that they contain small group work.

Grammar

The grammar lessons in this unit cover nouns and pronouns. You will introduce the pronouns *he*, *she*, *it*, *we*, *they*, *I*, and *you*. Students have been reading these words for many weeks, but at this point they will learn to match pronouns to the nouns to which they refer and vice versa.

Tricky Words

You will introduce one Tricky Word for this unit: *cow*. Students may be able to read this word on their own when they recognize it looks similar to the previously taught Tricky Word *how*.

Reader: *Grace*

The Reader for this unit is called *Grace*, and is about a girl named Grace who lives on a farm in the Midwest. The stories in this Reader take students through Grace's daily life on the farm and in the country.

The stories in this Reader are a bit longer, on average, than the stories in the previous Reader. We trust that many students will be ready for slightly longer stories as they begin to read more fluently. If you have very slow readers, they may not be able to do repeated readings of all the stories. You may wish to have slower readers read only some of the stories in the Reader, allowing them more time to spend on each story. This kind of picking and choosing will work well for this Reader since it is a collection of stories rather than a continuous narrative that carries on through a whole series of stories. Almost all of the stories in the Reader can stand alone. Please note that there is not always a new story in each lesson.

The stories in this Reader are printed in a new font. Up to this point, all student materials have been printed in a font that was selected because it looks a lot like the letters students are being taught to write and that features the single-story 'a' and single-story 'g'. Beginning in this Reader, we switch to a font that has the double-story 'a' and double-story 'g'. The new font is more like the fonts students will see in most trade books. In addition, the dot marking the division of syllables is removed. Should students need help reading multi-syllable words, remind them that each syllable may have several consonant sounds, but it will only have one vowel sound. You may review how to clap the syllables of a word, and the three-step method for reading multi-syllable words: they should first sound and blend the spellings in the first syllable, then sound and blend the spellings in the second syllable, and then put them together.

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.

Story Questions Worksheets

We continue to include a Story Questions worksheet for each story in the Reader. Most of these can be done as part of the main lesson.

Writing

In this unit you will introduce students to personal narratives. Students first explore the writing genre through excerpts of personal narratives. You will then work together with the class to plan and draft a class personal narrative of a shared class experience, such as a recent class field trip or school assembly.

We use a three-stage writing process in these lessons. First students plan, then they draft, and then they edit. You will be asked to draw attention to these steps as students work on these and subsequent kinds of writing. You are encouraged to have students publish their work using digital resources, as those resources are available.

Assessments

This unit includes two assessments.

The first assessment, in Lesson 24, assesses students' ability to read individual words that contain the spellings taught in this unit. It is a Word Recognition Assessment that allows you to assess students all at once. Students who score lower than 8 out of 10 probably need more practice with the spellings covered in this unit. We encourage you to analyze students' responses, noting which spellings still seem to be difficult for particular students or groups of students. Based on this information, group students and plan exercises that you will use to remediate. There are opportunities and suggestions for remediation in several lessons of the unit.

The second assessment, in Lesson 25, is also administered to the whole class at once but is more holistic. It is a Story Comprehension Assessment that assesses students' ability to read a story similar to the ones in the Reader and answer comprehension questions in a fixed period of time. If students take an inordinately long time to read the story or have difficulty answering the questions in the time allotted, we suggest that you meet individually with students and listen to them read the story a second time. For more details, see Lesson 25.

The purpose of both assessments is to help you determine which students are doing well with the program and which students need more practice reading words with particular spellings or connected text. Look for opportunities to have stronger students read or do lightly supervised work while you remediate with students who need additional support.

Additional Materials for Unit 6

Some additional materials are needed for specific lessons of Unit 6. 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.

- Sticky notes of two different colors; enough for each student (see Lesson 5)
- Index cards
- Chart paper
- Yellow, green, and brown paper for the Spelling Trees in Lessons 1, 10, 16, and 18
- Transparent, plastic page protectors, 1 per student starting in Lesson 4

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 6. 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 activities 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, make 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.

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-U6>. 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.