



Unit 7

Teacher Guide

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



Core Knowledge®

GRADE 1



Unit 7

Teacher Guide

Skills Strand

GRADE 1

Core Knowledge Language Arts®
New York Edition



Core Knowledge®

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Alignment Chart for Unit 7

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

Alignment Chart for Unit 7		Lesson																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Integration of Knowledge and Ideas																						
STD RL.1.9	Compare and contrast the adventures and experiences of characters in stories.																					
CKLA Goal(s)	Compare and contrast the adventures and experiences of characters in fiction texts read independently							✓					✓									
Range of Reading and Level of Text Complexity																						
STD RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for Grade 1.																					
CKLA Goal(s)	Read (with a partner or alone) and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Standards for Foundational Skills: Grade 1																						
Phonological Awareness																						
STD RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).																					
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	✓	✓			✓							✓	✓								

Lesson

Alignment Chart for Unit 7

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
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			✓					✓													
STD RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.																					
CKLA Goal(s)	Read and/or write Tricky Words: <i>Mexico, talk, gracias, Carlos, Gomez, Hidalgo</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		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

Alignment Chart for Unit 7

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Writing Standards: Grade 1																						
Text Types and Purposes																						
STD W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.																					
CKLA Goal(s)	Plan, draft, and edit an informative/explanatory text that includes mention of a topic, some facts about the topic, and some sense of closure													✓	✓	✓	✓	✓				
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																	✓				
Speaking and Listening Standards: Grade 1																						
Presentation of Knowledge and Ideas																						
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			✓																		

Lesson

Alignment Chart for Unit 7

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
STD L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).																					
CKLA Goal(s)	Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>)				✓		✓												✓			
STD L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).																					
CKLA Goal(s)	Use personal, possessive, and indefinite pronouns orally and in own writing																					
STD L.1.1e	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.1.1g	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).																					
CKLA Goal(s)	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, 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, a, this, that</i>) orally and in writing																					
STD L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.																					
CKLA Goal(s)	Build simple and compound declarative, interrogative, and exclamatory sentences orally in response to prompts				✓				✓				✓	✓					✓			
STD L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																					
STD L.1.2b	Use end punctuation for sentences.																					
CKLA Goal(s)	Identify and use end punctuation, including periods, question marks, and exclamation points in writing									✓	✓											
STD L.1.2c	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 7

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
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.)																					
Vocabulary Acquisition and Use																						
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>)																					



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 7 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: Spelling Tree (10 min.)	Warm-Up: Nouns and Verbs (10 min.)	Warm-Up: Building Sentences with Conjunctions (15 min.)	Spelling: Spelling Assessment (15 min.)
Introducing the Spelling Alternatives: Spellings for /æ/ (20 min.)	Chaining (10 min.)	Grammar Review: Plural Noun Review (20 min.)	Grammar: Noun-Verb Agreement (20 min.)	Review: Match the Pictures (20 min.)
Break: Wiggle Cards (5 min.)	Practice: Word Sort (20 min.)	Small Group Reading Time: Reread “Martez, Martez, Martez” (30 min.)	Small Group Reading Time: “Dinner with Kay” (25 min.)	Small Group Reading Time: “The Red Dish” (25 min.)
Practicing the Spelling Alternatives (20 min.)	Whole Group Reading Time: “Martez, Martez, Martez” (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 and Blending Two-Syllable Words (15 min.)	Warm-Up: Building Sentences with Conjunctions (15 min.)	Warm-Up: Tricky Word Story (15 min.)	Spelling: Spelling Assessment (15 min.)
Grammar: Noun-Verb Agreement (20 min.)	Grammar: Commas in a Series (20 min.)	Grammar: Root Words and Endings Review (20 min.)	Grammar: Punctuation Review (20 min.)	Grammar: Punctuation Practice (20 min.)
Small Group Reading Time: Reread “The Red Dish” (25 min.)	Partner Reading Time: “In the Mail” (25 min.)	Small Group Reading Time: “The Holiday” (25 min.)	Partner Reading Time: “Better Than the Best” (25 min.)	Small Group Reading Time: “The Long Cab Ride” (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: Building Sentences with Conjunctions (15 min.)	Whole Group Reading Time: “Mister Gomez” (25 min.)	Instructional Writing: Sequencing Steps (35 min.)	Spelling: Spelling Assessment (15 min.)
Introduce the Spelling Alternative: Spellings for /oe/ (10 min.)	Practice: Word Box (20 min.)	Writing: Instructional Writing (35 min.)	Small Group Reading Time: “A House in the Clouds” (25 min.)	Instructional Writing: Giving Good Oral Instructions (20 min.)
Spelling Tree for /oe/ (10 min.)	Small Group Reading Time: “The Vote” (25 min.)			Small Group Reading Time: Reread “A House in the Clouds” (25 min.)
Small Group Reading Time: Reread “The Long Cab Ride” (25 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)
Instructional Writing: Planning and Drafting (40 min.)	Instructional Writing: Editing and Publishing (35 min.)	Warm-Up: Building Sentences with Conjunctions (15 min.)	End-of-Year Assessment: Silent Reading Comprehension, Section 1 (30 min.)	End-of-Year Assessment: Fluency (30 min.)
Partner Reading Time: "The Market" (20 min.)	Small Group Reading Time: "A Rainforest Ride" (25 min.)	Grammar: Commas in a Series (20 min.)	Break: Wiggle Cards (10 min.)	Break: Wiggle Cards (10 min.)
		Small Group Reading Time: Reread "A Rainforest Ride" (25 min.)	Small Group Reading Time: "The Dive" (20 min.)	Small Group Reading Time: "At the Airport" (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Five
Day 21 (Lesson 21)
End-of-Year Assessment: Reading in Isolation (Will Vary)
Break: Wiggle Cards (10 min.)
(Will Vary)

Vowel Spellings

In this unit, you will continue to teach the advanced code, but you will now turn from spelling alternatives for consonant sounds to spelling alternatives for vowel sounds.

Vowel spellings are the trickiest part of the English spelling code. Most vowel sounds can be spelled several different ways. This means that vowel sounds are hard to spell. For example, to spell the sound /ae/, a student has to not only be able to hear the /ae/ sound but also select the correct spelling from several alternatives.

It is no wonder that many students struggle to decode vowel spellings when reading—and struggle even more mightily to spell vowel sounds when writing. The difficulty is embedded in the English writing system. However, we believe that the orderly and systematic way in which the vowel spellings are introduced in this unit and in later grades will help students cope with the complexity of English vowel spellings and lead to significantly stronger reading and spelling skills.

Spelling Alternatives

In this unit we focus on two of the so-called “long” vowel sounds, /ae/ and /oe/. Students will review the basic code spelling for each sound and then learn common spelling alternatives:

- /ae/ spelled ‘a_e’ (review), ‘ai’, ‘ay’ (new)
- /oe/ spelled ‘o_e’ (review), ‘oa’ (new)

Only the most common alternatives are taught in Grade 1. Other spelling alternatives will be taught in Grade 2. **Please note that the Vowel Code Flip Book and Individual Code Charts do not reflect the vowel spelling alternatives taught in Unit 7. We have provided Worksheets 1.2 and 11.2 to supplement the Vowel Code Flip Book and Individual Code Charts in Unit 7. We recommend that you place these worksheets in page protectors, as you did in the previous units, so that students can easily refer to them along with their Individual Code Charts.**

In the past, you may have taught students the well-known jingle, “When two vowels go walking, the first one does the talking.” You may be tempted to use that jingle here to explain why *way* and *wait* are pronounced /ae/ and why *boat* is pronounced /oe/. However, we hope that you will avoid this saying. This rule is actually very unreliable. It is wrong almost as often as it is right. In addition, the rule treats vowels as letters, like ‘a’ and ‘o’, when, in fact, in CKLA, vowels are sounds. Finally, the walking-talking rule teaches children that they only need to pay attention to the first letter in a digraph spelling. That can cause students to misread words such as *now*, *head*, and *cookie*. For digraphs, one has to keep in mind that both letters work together to stand for the vowel sound.

Syllable Breaks

In this unit, as in the last unit, we discontinue the use of the syllable divider to separate two-syllable words into smaller, more manageable chunks. Please refer to the Unit 6 Teacher Guide Appendix for further discussion of syllabification in English if students need ongoing scaffolding.

Small Group Work

In this unit, we will continue giving explicit instructions on how to integrate small group work. We generally suggest exercises for two groups, assuming that Group 1 consists of independent workers and Group 2 of students who need more support. Of course, you can subdivide your class further. We typically suggest small group work during story reading time. 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 2. For reteaching/reinforcing skills, please reuse material from relevant lessons, and consult the Unit 7 Pausing Point for additional exercises and worksheets. Please keep in mind that you do not have to use the small group configuration every time 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 several topics: the use of conjunctions and commas and noun-verb agreement in sentences. You will discuss the conjunctions *and*, *but*, and *or* and demonstrate how they are used in writing. You will also introduce commas as punctuation marks that separate items in a series.

Reader

The Reader for this unit is called *Kay and Martez*. It focuses on a young girl, Kay, and her friendship with a Mexican-American boy named Martez. In the second half of the Reader, Kay, Martez, and Kay's family go on a trip to Mexico. The stories incorporate Grade 1 history and geography topics from the Core Knowledge curriculum. Please note that there is not always a new story in each lesson.

Please read the stories before assigning them to students to determine any vocabulary that might be unknown to students. Words or phrases such as *zip line* are decodable, but may be challenging for some students.

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.

Writing

In this unit, you will introduce students to instructional writing. As in other units of Grade 1, we teach students a three-stage writing process. First students plan, then they draft, and then they edit. You will be asked to draw attention to these steps again as students work on these kinds of writing.

Assessments

An End-of-Year Assessment for students using the Core Knowledge Language Arts program for Grade 1 is provided. You should administer this year-end assessment even if students have not fully completed all units of the Grade 1 CKLA program.

If time permits, it would be ideal to administer the entire assessment to all students in your class. Administer the Reading Comprehension Assessment to all students. The story used in the Reading Comprehension Assessment will be completely decodable for students who have completed Unit 6. The assessment allows you to gauge students' independent reading proficiency and comprehension. It also allows you to do additional follow-up assessment for students who may be struggling. You will ask all students in the class to read a story called "Shark and Wee Fish" silently and to then answer a set of multiple-choice questions about the story.

The Fluency Assessment makes use of the same story, "Shark and Wee Fish," for assessment of reading accuracy and fluency. As you listen to individual students read the story aloud, you will make a running record and take a measurement of fluency. This section should be administered to all students who miss two or more of the seven questions on the Reading Comprehension Assessment.

The Word Reading in Isolation Assessment is a word-reading assessment designed to test students' ability to read the specific spellings taught or reviewed in Grade 1. Ideally, you should administer this section to all students. However, if time is limited, you may choose to administer this section only to those students to whom you administered the Fluency Assessment, or those students in your classroom who are most at risk.

We strongly encourage you to share the results of this assessment with all students' Grade 2 teachers. We have provided a summary sheet (Worksheet 19.3) for you that can be passed on to Grade 2 teachers with students' assessment information.

There are many opportunities for informal assessment throughout each Skills unit. You may choose to assign a given worksheet for individual, independent completion to use as an assessment. It may be helpful to use the Tens Conversion Chart and the Tens Recording Chart found in the Teacher

Resources section at the back of this Teacher Guide to collect and analyze all assessment data.

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 7. 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 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, and phrases are listed at the end of the spelling alternatives lessons.