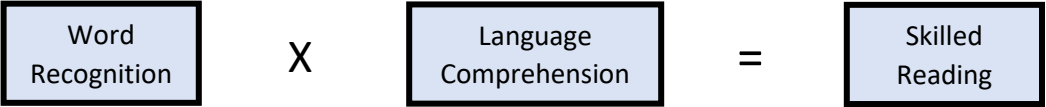


First Grade CKLA Curriculum Mapping Document

Welcome to the First Grade CKLA Curriculum Mapping Document. This document contains the main ideas being taught in each skill and knowledge units along with links to a wide variety of resources and tips to help make the planning and teaching of CKLA effective and efficient. Both Skills and Knowledge are vital for the creation of Skilled Readers. Think of the Simple View of Reading...



Skills and Knowledge together create skilled readers when considering why each strand must be taught. Per Amplify CKLA, “the Skills Strand is meant to build students’ decoding skills (WR), while the Knowledge Strand is meant to build students’ language comprehension ability (LC) by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. It is important to understand that both strands are crucial for reading comprehension in later grades. You may feel the decoding skills taught in the Skills Strand are more important to teach in the early grades, and certainly this is the area where you can expect to have the most immediate impact, but it is important that you not neglect language comprehension ability. Remember, it takes many years to build up enough vocabulary and general knowledge to understand a wide range of printed materials. The building of background knowledge needs to begin in kindergarten (if not before) and continue throughout the elementary and middle school years.”

A few things to consider with the SKILLS Strands:

- Skills Strands include instruction in phonological awareness, phonics, grammar, writing, comprehension, and fluency. These skills are all taught to grade level mastery in SKILLS. Most grades will come from the Skills Strand. Skills is based on a cyclical review. This means that topics are introduced at a review or beginner level and revisited throughout subsequent units increasing the level of rigor until standards mastery is achieved.
- Spelling Trees need to be used as a visual to aid students learning advanced code in second grade. These can be individual, displayed on the walls for all to use, or can be a sound wall.
- Pausing Points contain additional practice for students. These do not have to be used at the end of the unit. The lessons can be utilized at any point where students need extra practice with skills previously taught.
- Additional Support sections found at the end of lessons contain many games, activities, and workbook pages that can be used during small group time as well as independent work during progress monitoring and other assessments
- Be sure to have structures in place for independent reading and re-reading of decodable text. Students need to be in text daily to build stamina as well as fluency and automaticity.
- Not every student needs small group instruction daily. CKLA is designed for Tier I instruction to take place whole group. Students who are struggling to grasp the concept or who need additional support are to be pulled for small group, scaffolded instruction at the Tier I level.
- PowerPoint Presentations can enhance whole group instruction by engaging students. Presentation slides need to be vetted against the Teacher’s Guide to ensure that all information found in the slides pertains to Alabama standards. Teacher’s Guides need to be present during teaching.
- The Course of Study is the minimum of what students should be exposed to through teaching. CKLA contains a few phonics skills that are introduced in grade levels earlier than the standards require. These skills will be taught as CKLA has them paced but will not be graded.
- Please limit the number of workbook pages being completed by students. Most pages are intended to be completed independently while a teacher conducts small group instruction. Please consider the amount of time and effort needed to get students to use workbook pages versus what the outcome of completing the pages would be. They can always be completed whole group on the teacher’s screen/board if needed.
- Phonics instruction is strategic and systematic. **Encoding** however is not emphasized strongly enough. For that component of the lesson, please refer to the **Encoding Word List** found under the Resource column for additional words, phrases and sentences that can be used throughout each lesson for encoding/dictation practice.

A few things to consider with KNOWLEDGE Strands:

- Knowledge Units differ from Skills Units in that all information in Knowledge is intended to be exposure to skills and cultural literacy as well as, building both background knowledge and vocabulary. Most concepts are taught through the lens of prompting and supporting, guidance from adults and peers, and oral language development.
- Standards taught in the Knowledge Units are introduced with heavy prompting and supporting while developing an understanding. Those same standards will be revisited in later units at higher levels of rigor with more complex text.
- Writing in the Knowledge Units is a guided process. Most writing takes place in a shared or teacher-led process. Students work with peers and adults to edit and revise their independent thoughts in a variety of writing pieces.

- Vocabulary is a main area of focus in the Knowledge Units. Vocabulary instruction goes beyond just memorization of terms and recall. Students will interact with definitions and discuss multiple meanings, shades of meaning, and morphology of words, along with the definition and usage.
- Vocabulary standards are taught through the literature used in the units as well as through the provided PDF vocabulary lessons in the CKLA Teacher Hub. These lessons must be taught to meet state standards.
- The Application section of Knowledge Unit Lessons is critical to meeting standards. This piece should be prioritized in planning. Items such as image cards are required and, at times provide the link from the lesson to the standard.
- When students are absent for multiple days in a row, focus on making up the work missed in the Skills Units. Students will continue to work through Knowledge Units with the rest of the class. There is not a need to go back and reteach missed Knowledge lessons.
- Knowledge tends to be heavy in informational text and Skills tends to focus more on literary text.

Grading:

All standards must be taught but make certain that the priority standards listed on the Kindergarten Standards Based Report Card have been reviewed. The alignment guide found in the rubric will provide some guidance on what types of assessment pieces and lessons can provide solid evidence of standards level. Conversation with the literacy specialist in the building will be critical to determine graded pieces to ensure that all teachers are consistently grading.

Reading Common Assessments	Language Arts Common Assessments
Cold Read Comprehension Assessments *completed within 30 minutes*	End of Unit Grammar Tests
End of Unit Comprehension Tests	Published Writing
	Encoding/Morphology Assessments
	Vocabulary Tests

Resources in the Mapping Document (Links located in each Skills Unit):

- [CKLA Scope and Sequence](#): Breaks down each Skills Unit into the specific skills taught in all major components
- [Parent Encoding/Decoding Letter](#): Explains to parents the difference between encoding/decoding and traditional spelling tests
- [Assessment and Remediation Guide](#): CKLA provides this resource as additional support in phonics for students who are struggling with whole group instruction. Lessons here can be used as additional Tier I or Tier II resources. Word lists, phrases, games, worksheets and decodable text can all be found in the ARG
- [Fluency Supplement](#): Another CKLA resource that provides a variety of additional text by unit to supplement the student readers
- [K-3 Encoding/Decoding Progressions](#): These documents illustrate the vertical alignment from kindergarten to third grade in the area of phonics and writing.
- [Encoding Word Lists](#): Lists of words, phrases, and sentences that are to be used to meet the encoding standards included with each lesson
- [Phoneme-Grapheme Mapping Grid](#): A visual tool for students who need scaffolding with segmenting and encoding words. See LETRS Volume 1 for additional information.
- [LETRS Phonics Lesson Plan and Template](#): A visual for the structured phonics lesson
- [Lexile Level Ranges](#): A guide for determining the appropriate Lexile level for a passage if using text from ReadWorks or other resources. Passages need to be near the 50% for the beginning of the year during first semester, near the 50% for the middle of the year during the 3rd nine weeks, and near the 50% for the end of the year during the 4th nine weeks.
- [Vocabulary PDF Lessons](#): These are additional vocabulary lessons that must be taught to meet the mastery of standards. **These are located in the Knowledge Units**

First Grade CKLA Skills Mapping Document

1st 9 Weeks: August 8- October 10

Skills Units Covered: 1: Explicit Grade Level Instruction w/ Mastery Expected: Assessments in: Decoding, Encoding, Grammar, Writing, Comprehension

Skills 1 (35 days)

Standards	Phonics/Phonological Awareness	Language Arts	Comprehension	Resources/Common Assessments	Teacher Tips/Important
<p><u>Recurring</u> R2</p> <p><u>Oral Language</u> 1,2,3,4,5</p> <p><u>Phonemic Awareness</u> 6d, 6g *Supplement with Heggerty</p> <p><u>Phonics</u> 7a, 7b, 7c, 7f, 7o</p> <p><u>Fluency</u> 8, 9, 9a, 10</p> <p><u>Vocabulary</u> 12a</p> <p><u>Comprehension</u> 17, 22, 23b</p> <p><u>Writing</u> 31, 31a, 31c, 31d 31i, 31j, 31k, 31l 32a, 32c, 32d ,32g 32h, 32i</p>	<p><u>PA</u> Oral Blending and Segmenting of sounds (included in the daily warm-ups)</p> <p><u>Decoding</u> 5 short vowel sounds, 25 consonant sounds including consonant digraphs ch, sh, th, ck, differentiate sister sounds (s/z, th/th), vowel discrimination (e/i), double consonant letters (bb, dd, ff, gg, ll, mm, ss, cc, nn, pp, rr, tt, zz,) c vs. k,</p> <p>Daily Letter Naming/ Sound Drills Directions for Letter Drills.docx</p> <p>Chaining Exercises (use pocket chart and letter cards)</p> <p>Pop It Out Activities</p> <p>Tricky Words a, l, no, so, of, is, all, some, from, word, are, were, have, one, once, to, do, two, who, the, said, says, was, when, where, why, what, which, here, and there (Review of Kindergarten Tricky Words)</p>	<p><u>Grammar</u> Nouns</p> <p><u>Writing</u> No specific writing skills indicated in CKLA Skills 1.</p> <p><u>Handwriting:</u> Capital and Lower-Case Letters</p> <p><i>Use directions for handwriting found on TE pages 25, 37, 57, 69, 128, 138, 159, 172, 183, 198, 219</i></p> <p>Morphology: When teaching nouns in this unit, introduce inflectional ending –s to show more than one.</p>	<p>Answer questions about stories in written form.</p> <p>Sequence Story Events</p> <p>Key Details</p>	<p>Placement Overview Assessments: Lessons 6-10 Word Recognition Assessment Independent Story Reading Assessment “Gwen’s Hens” (graded) Pseudoword Reading Assessment Code Knowledge Diagnostic Assessment Letter Name Assessment Placement Assessment Information.docx *Each assessment has directions. Use data charts and interpretation guides found in your teacher manual pages 77-82, 104-108, 389-398 NOT FOR A GRADE (except for Gwen’s Hens)</p> <p>Additional Cold Read Assessments: Sam’s Pets Gwen’s Hens (from Placement Overview Assessment) Skills were taught in Kindergarten</p> <p>Progress Monitoring: Decoding ONLY given to Tier II students (or kids needing to be brought to the PST team) as monitoring of skills being taught. Lessons: 4, 13,16, 17, 20, 25 *materials are in the back of TE</p> <p>Grammar Assessments: End of Unit Grammar Assessment Skills 1 End of Unit Grammar Assessment.docx</p> <p>Encoding Assessments: <i>Review K/CVC Encoding:</i> Skills 1 Mid Unit CVC Review Encoding Quiz.docx</p> <p>End of Unit Assessments: Cold Read:</p>	<p>Skills 3 introduces spelling lists and tests. CKLA Spelling Lists are NOT to be used at all. Encoding assessments will take the place of this. OMIT ALL spelling lists introduction/review/assessment sections of lessons.</p> <p>Teacher’s Editions (TE) need to be used in planning and during the instruction. Slides are fine to guide a lesson, but manuals should be being used as well. Check out the following pages in each Skills unit TE as background or important information:</p> <ul style="list-style-type: none">Skills 1 Introduction: pages 1-8Lesson IntroductionsAppendix A: pages and Appendix C: pages <p>To meet ENCODING standards, additional practice is needed with segmenting and writing the sounds they hear. use materials to phoneme-grapheme map out the words. Under Resources, you will find a document that contains a collection of wiggle words/phrases and extra words from the end of each lesson to use with encoding. There will also be page numbers that correspond with the Skills Unit in the ARG that is linked in the resources.</p> <p><u>Tricky Words In CKLA</u> The term Tricky Word refers to a word that cannot be sounded out using the letter-sound correspondences that students have been taught so far. In other words, the word is not pronounced quite the way you would expect based on the letters in its printed form. Please read Teacher Edition pages 11 and 12 for information on how to effectively teach Tricky Words.</p> <p><u>Additional Support Pages</u> At the end of each lesson, your TE provides a variety of extra activities to support students. There are activities for phonological awareness, phonics, tricky words, fluency, and comprehension.</p> <p><u>Decodable Readers:</u> Some of the stories in the readers are known as “Demonstration Stories”. It is meant for the teacher to model specific reading and grammar skills. Read TE pages 206 and 207 to read how to effectively use demonstration stories. In future lessons, be sure to read the section that explains how to use the reader for that</p>

	<p>Encoding Practice 5 short vowel sounds, 25 consonant sounds (CVC words) including consonant digraphs ch, sh, th, ck, sister sounds (s/z, th/th), vowel discrimination (e/i), double consonant letters (bb, dd, ff, gg, ll, mm, ss, cc, nn, pp, rr, tt, zz,), c vs. k</p> <p>1st Grade Skills 1 Encoding Word-Phrase-Sentence List.docx</p>			<p>CR In the Cab.pdf Use this version instead of the one in the workbook.</p> <p>End of Unit Encoding: Lesson 30 Dictation Assessment *It is not expected that students master double letter consonants or ck at this point. Do not count off if spelling is phonetic for double consonant and ck. Words from TE page 333 will be added to this assessment (“Words with sand with consonant digraphs”). Do not count off for ck. Encoding-Dictation 30.docx</p> <p>Resources: 1st Grade Skills 1 Encoding Word-Phrase-Sentence List.docx Skills 1 ARG.pdf Skills 1 Student Activity Book.pdf Skills 1 Teacher Edition.pdf Snapshots Decodable Reader.pdf 1st Grade Individual Code Charts.pdf 1st Grade Skills Scope and Sequence.pdf Independent Reading Facilitation Guide.pdf K-5 Text Complexity and Genre Guide.pdf K-3 Decoding Progression K-3 Encoding Progression Phoneme-Grapheme Mapping Grid Lexile Level Ranges</p>	<p>day’s lesson. There are often directions listed for how the story is to be read: teacher read aloud, small group, partner reading, or independent reading.</p> <p><u>Warm- Ups</u> Be sure to teach the warm-up activities daily.</p> <p><u>Additional Tips:</u> Kindergarten students learned punctuation marks, so this unit is a review with sentence writing. You may want to add in lessons explaining punctuation as you are reading connected text. There is a lesson in this unit that briefly mentions the question mark. However, you may want to take the time to talk about periods and exclamation marks as well as students encounter them in text. There is also a lesson where quotation marks are briefly introduced. This does not need to be taught to mastery.</p>
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2nd 9 Weeks: October 15-December 20

Skills Units Covered: 2, 3: Explicit Grade Level Instruction w/ Mastery Expected: Assessments in: Decoding, Encoding, Grammar, Writing, Comprehension

Skills 2 (20 days)

Standards	Phonics/Phonological Awareness	Language Arts	Comprehension	Resources/Common Assessments	Teacher Tips/Important
<p><u>Recurring</u> R2</p> <p><u>Oral Language</u> 1,2,3,4,5</p> <p><u>Phonemic Awareness</u> 6d, 6g *Supplement with Heggerty</p> <p><u>Phonics</u> 7b, 7f, 7h</p> <p><u>Fluency</u> 10</p> <p><u>Vocabulary</u> 12a</p> <p><u>Comprehension</u> 21, 22, 23a, 23b,</p> <p><u>Writing</u> 31f, 31e</p>	<p><u>PA</u> Blend and Segment Words</p> <p>Recognize and Isolate Sounds</p> <p>Daily Sound/Spelling Drill</p> <p><u>Decoding</u> ee, a_e, i_e, o_e, u_e</p> <p>Pop Out Chaining Teacher Chaining</p> <p><u>Tricky Words</u> Lesson 2 <i>he, she, be, me, we</i> Lesson 5 <i>they, their</i> Lesson 10 <i>my, by</i> Lesson 13/14 <i>you, your</i></p> <p><u>Encoding Practice</u> ee, a_e, i_e, o_e, u_e</p>	<p><u>Grammar:</u> Nouns</p> <p><u>Writing:</u> No specific writing unit indicated in CKLA Skills 2.</p> <p>Supplement with practice handwriting and basic sentence writing (not found in CKLA).</p> <p>CKLA Writing Strokes .pdf</p> <p><u>Morphology:</u></p> <p>When teaching nouns in this unit, introduce inflectional ending –s to show more than one.</p>	<p>Answer questions about literal, inferential, and evaluative questions about key details, characters, and main events of the story.</p>	<p><u>Additional Cold Read Assessments:</u> Tex and Rex Cold Read.pdf</p> <p><u>Progress Monitoring: Decoding</u> ONLY given to Tier II students (or kids needing to be brought to the PST team) as monitoring of skills being taught. Lessons: 5, 10,15 *materials are in the back of TE</p> <p><u>Encoding Assessments:</u> Skills 2 Mid Unit Encoding Quiz.docx</p> <p><u>End of Unit Assessments:</u> <u>Encoding:</u> COMING SOON <u>Word Recognition:</u> 18.1 <u>Cold Read:</u> Saved by the Bells, 18.2 *add questions <u>Grammar:</u> Nouns, 19.1</p> <p>Resources: Skills 2 Resource Guide.docx Skills 2 ARG.pdf Skills 2 Encoding List Skills 2 Digital Components.pdf Skills 2 Student Workbook.pdf Skills 4 Reader- Gran.pdf Grade 1 Scope and Sequence.docx 1st Grade Individual Code Charts.pdf Independent Reading Facilitation Guide.pdf K-5 Text Complexity and Genre Guide.pdf K-3 Decoding Progression K-3 Encoding Progression Phoneme-Grapheme Mapping Grid Lexile Level Ranges</p>	<p>CKLA Spelling Lists are NOT to be used at all. Encoding assessments will take the place of this. OMIT ALL spelling lists introduction/review/assessment sections of lessons.</p> <p>Teacher’s Editions (TE) need to be used in planning and during the instruction. Slides are fine to guide a lesson, but manuals should be being used as well. Check out the following pages in each Skills unit TE as background or important information:</p> <ul style="list-style-type: none">Skills 2 Introduction: pages 1-8Lesson Introductions <p><u>Additional Support</u> Be sure to utilize the Additional Support pages in your Teacher Edition. At the end of each lesson, there are activities meant to enhance lessons and provide multiple opportunities for practice.</p> <p><u>Pausing Points</u> Use pages TE pages 208-243 for even more ideas for additional support. You do not have to wait for a pausing point to do the activities listed on these pages.</p> <p><u>Progress Monitoring Options</u> CKLA provides several opportunities for you to check the progress of your Tier 2 and Tier 3 students. In this unit, you can progress monitor using the following:</p> <ul style="list-style-type: none">Decoding: Lesson 5, 10, 15Tricky Words: Beginning and End of Unit, TE pgs. 254-257

Skills 3 (20 days)					
Standards	Phonics/Phonological Awareness	Language Arts	Comprehension	Resources/Common Assessments	Teacher Tips/Important
<u>Recurring</u> R2 <u>Oral Language</u> 1,2,3,4,5 <u>Phonemic Awareness</u> 6d, 6g *Supplement with Heggerty <u>Phonics</u> 7b, 7f, 7h <u>Fluency</u> 10 <u>Vocabulary</u> <u>Comprehension</u> 1, 5, 8, 9a, 10, 21, 22, 26 <u>Writing</u> 31b, 31e, 31f, 31k, 31l	<u>PA</u> Blend and Segment Words Recognize and Isolate Sounds <u>Decoding</u> /oo/ (soon), /oo/ (look), /ou/ (shout), /oi/ (oil), /aw/ (paw) Review of short vowels, differentiating between short and long o Push and Say (additional support pages) Chaining (directions are in Lesson 5) <u>Encoding Practice</u> With prompting and support, encode words with common vowel teams (oo, ou, oi, oy, aw) <u>Tricky Words</u> could, should, would, down, because	<u>Grammar:</u> Verb Identification and Verb Tenses <u>Writing:</u> Narrative Writing Morphology: When teaching verbs and verb tenses, be sure to teach –s meaning it is happening now and –ed meaning it happened in the past.	Answer questions about literal, inferential, and evaluative questions about key details including the moral/life lesson, characters, and main events of the story.	<u>Additional Cold Read Assessments:</u> Cold Read The Moon Skills 3.pdf <u>Progress Monitoring: Decoding</u> ONLY given to Tier II students (or kids needing to be brought to the PST team) as monitoring of skills being taught. Lessons: 7, 13, 16, *materials are in the back of TE <u>Encoding Assessments:</u> COMING SOON <u>Writing:</u> Narrative Writing Editing Checklist, TE page 257 (Language) <u>End of Unit Assessments</u> Word Recognition- 19.1 (Reading) Comprehension- 19.2 (Reading) Encoding: Skills 3 Encoding Assessment.docx Grammar- Skills 3 End of Unit Grammar Assessment.docx <u>Resources:</u> Skills 3 Encoding List.docx Skills 3 Digital Components.pdf Skills 3 Student Workbook.pdf Skills 3 Teacher Edition.pdf Skills 3 ARG.pdf Grade 1 Scope and Sequence.docx 1st Grade Individual Code Charts.pdf Independent Reading Facilitation Guide.pdf K-5 Text Complexity and Genre Guide.pdf K-3 Decoding Progression K-3 Encoding Progression Phoneme-Grapheme Mapping Grid Lexile Level Ranges	CKLA Spelling Lists are NOT to be used at all. Encoding assessments will take the place of this. OMIT ALL spelling lists introduction/review/assessment sections of lessons. Teacher’s Editions (TE) need to be used in planning and during the instruction. Slides are fine to guide a lesson, but manuals should be being used as well. Check out the following pages in each Skills unit TE as background or important information: <ul style="list-style-type: none"> • Skills 3 Introduction: TE pages 1-8 • Lesson Introductions (found at the beginning of each lesson) • Appendix A: pages and Appendix C: pages Be sure to utilize the Additional Support pages in your Teacher Edition. Each lesson provides additional support ideas to enhance lessons and provide multiple opportunities for practice. TE pages 271-308 Use TE pages 216-237 for even more ideas for additional support. You do not have to wait for a pausing point to do the activities listed on these pages. Directions for phrases and wiggle cards are given in Lesson 1. <u>Tricky Word Assessment:</u> Beginning and End of Unit 3 TE page 247-250

3rd 9 Weeks: January 7-March 12					
Skills Units Covered: 4, 5 (Lessons 1-15) Explicit Grade Level Instruction w/ Mastery Expected: Assessments in: Decoding, Encoding, Grammar, Writing, Comprehension					
Skills 4 (30 days)					
Standards	Phonics/Phonological Awareness	Language Arts	Comprehension	Resources/Common Assessments	Teacher Tips/Important
<p><u>Recurring</u> R2</p> <p><u>Oral Language</u> 1,2,3,4,5</p> <p><u>Phonemic Awareness</u></p> <p>*Supplement with Heggerty</p> <p><u>Phonics</u> 7g, 7j, 7m</p> <p><u>Fluency</u> 10</p> <p><u>Vocabulary</u></p> <p><u>Comprehension</u></p> <p><u>Writing</u> 31g, 31m</p>	<p><u>Phonological Awareness:</u></p> <p><u>Phonics:</u> Vowel + r (er, ar, or) *supplement to teach ir, ur</p> <p>2 syllable words</p> <p>Review vowel digraphs</p> <p><u>Tricky Words:</u> because, today, yesterday, tomorrow, Monday, Tuesday, Wednesday, Thursday, Friday</p>	<p><u>Grammar:</u> Contractions</p> <p>Present, Past, and Future tense verbs</p> <p>Review nouns</p> <p><u>Writing:</u> Descriptive Writing Informative Writing</p> <p><u>Morphology:</u> Possessives are introduced. Be sure to differentiate between apostrophe ´s and inflectional ending s.</p> <p>When reviewing nouns and verbs, be sure to review –s as present tense, plural and –ed as past tense.</p>	<p>Answer questions about literal, inferential, and evaluative questions about key details, characters, setting</p>	<p><u>Additional Cold Read Assessments:</u> Deer Cold Read.pdf</p> <p><u>Grammar:</u> Mid Unit Assessment: 17.1</p> <p><u>Writing:</u> Published Informational Writing TE pages 337-341</p> <p><u>Progress Monitoring: Decoding</u> ONLY given to Tier II students (or kids needing to be brought to the PST team) as monitoring of skills being taught. Lessons: 8, 14, 20, 24 *materials are in the back of TE</p> <p><u>End of Unit Assessments</u> Lesson 25 Dictation/Encoding Assessment (ar, er, or) 25.1 Grammar Assessment (nouns, verbs, contractions, present, past, future tense verbs 26.1 Reading Comprehension Assessment “Amber the Bat” Word Reading in Isolation Assessment</p> <p><u>Resources:</u> Skills 4 Encoding List Skills 4 ARG.pdf Skills 4 Reader The Green Fern Zoo.pdf Skills 4 Teacher Edition.pdf Skills 4 Student Workbook.pdf Skills 4 Digital Components.pdf Grade 1 Scope and Sequence.docx 1st Grade Individual Code Charts.pdf Independent Reading Facilitation Guide.pdf K-5 Text Complexity and Genre Guide.pdf K-3 Decoding Progression K-3 Encoding Progression Phoneme-Grapheme Mapping Grid</p>	<p>CKLA Spelling Lists are NOT to be used at all. Encoding assessments will take the place of this. OMIT ALL spelling lists introduction/review/assessment sections of lessons.</p> <p>Teacher’s Editions (TE) need to be used in planning and during the instruction. Slides are fine to guide a lesson, but manuals should be being used as well. Check out the following pages in each Skills unit TE as background or important information:</p> <ul style="list-style-type: none"> Skills 3 Introduction: TE pages 1-8 Lesson Introductions (found at the beginning of each lesson) Appendix A: pages and Appendix C: pages <p>This unit focuses on the foundational phonics skill of r-controlled vowels. Standard 7g states that students will decode regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur. Therefore, you will need to add instruction to this unit for ir and ur. Note: For encoding (spelling), students may receive prompting and support for ar, er, ir, or, ur.</p> <p>Another foundational/phonics skill taught in this unit is two syllable words.</p> <p>As is the case with all skills taught in CKLA, this practice is introduced in a very scaffolded way initially. Only after much practice and success will students be expected to chunk and read multisyllable words on their own. Be sure to read the introduction pages, lesson notes, and the appendix (TE pages 427-431) to effectively teach this skill. This skill will be taught throughout the following units as well. The first step is oral syllabification practice. Students are not yet expected to chunk or group the syllables of these words on their own as they attempt to read them. The multisyllable words that students encounter in their Reader and Activity Book in this unit will be divided between syllables with a dot. When writing multisyllable words on the board/chart paper, 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 multisyllable words. The dot will be omitted in later Grade 1 units and students will be expected to chunk words on their own.</p>

Skills 5 (15 days)					
Standards	Phonics/Phonological Awareness	Language Arts	Comprehension	Resources/Common Assessments	Teacher Tips/Important
<u>Recurring</u> R2 <u>Oral Language</u> 1,2,3,4,5 <u>Phonemic Awareness</u> 6d *Supplement with Heggerty <u>Phonics</u> 7b, 7c, 7e, 7k, 8 <u>Fluency</u> 10 <u>Vocabulary</u> <u>Comprehension</u> 22 <u>Writing</u> 31a, 31c-h, 31m, 32c-e, 32g, 32i	Phonological Awareness: Segment and blend two syllable words Isolate and pronounce initial, medial, and final sounds Phonics: Review er, ar, and or /k/ spelled c, k, ck, and cc Double-letter spellings (bb, ff, ll, pp, ss, ck) /z/ spelled s spellings of /ed/ /ch/ spelled tch /j/ spelled ge /v/ spelled ve /r/ spelled wr Tricky Words: how picture coach	<u>Grammar:</u> Statements, Questions, Exclamations Adjectives Plural Nouns Punctuation Root Words with Inflectional Endings Past and Present Tense Verbs <u>Morphology</u> This is the first time, morphology is explicitly taught in CKLA. Lessons 1, 3 <u>Writing:</u> Letter Writing/Opinion	Answer questions about literal, inferential, and evaluative questions about key details, characters, setting, and plot.	Additional Cold Read Assessments: The Book Shop with Questions.pdf The Campsite Cold Read.pdf We Are TV Stars with Questions.pdf End of Unit Assessments Word Recognition: 22.1 Reading Comprehension- 22.3 The Scoop Encoding- Make end of unit assessment Grammar- 22.2 Plural Nouns, Verbs, Punctuation, Suffixes, and Adjectives Resources: Skills 5 Teacher Edition.pdf Skills 5 Student Workbook.pdf Skills 5 Digital Components.pdf Skills 5 Decodable Reader.pdf Grade 1 Scope and Sequence.docx 1st Grade Individual Code Charts.pdf Independent Reading Facilitation Guide.pdf K-5 Text Complexity and Genre Guide.pdf K-3 Decoding Progression K-3 Encoding Progression Phoneme-Grapheme Mapping Grid Lexile Level Ranges	<p>CKLA Spelling Lists are NOT to be used at all. Encoding assessments will take the place of this. OMIT ALL spelling lists introduction/review/assessment sections of lessons.</p> <p>Teacher’s Editions (TE) need to be used in planning and during the instruction. Slides are fine to guide a lesson, but manuals should be being used as well. Check out the following pages in each Skills unit TE as background or important information:</p> <ul style="list-style-type: none"> Skills 5 Introduction: TE pages 1-8- Be sure to read Root Word Spelling Changes When a Suffix is Added on page 4 Lesson Introductions (found at the beginning of each lesson) Appendix A: pages and Appendix C: pages <p>The use of spelling trees begins in this unit. Students will be asked to do word sorts to help create a visual of spelling patterns. This starts in Lesson 8.</p> <p>Be sure to utilize the Additional Support pages in your Teacher Edition. Each lesson provides additional support ideas to enhance lessons and provide multiple opportunities for practice. TE pages</p> <p><u>Tricky Word Assessment: (Optional)</u> Beginning and End of Unit 5 TE pages 311-316</p> <p>Standards: Read this document regarding Standards.docx</p>

4th 9 Weeks: March 13-May 23

Skills Units Covered: 5 (Lesson 16-23), 6, 7: Explicit Grade Level Instruction w/ Mastery Expected: Assessments in: Decoding, Encoding, Grammar, Writing, Comprehension

Skills 5 (15 days)

Standards	Phonics/Phonological Awareness	Language Arts	Comprehension	Resources/Common Assessments	Teacher Tips/Important
<p><u>Recurring</u> R2</p> <p><u>Oral Language</u> 1,2,3,4,5</p> <p><u>Phonemic Awareness</u> 6d *Supplement with Heggerty</p> <p><u>Phonics</u> 7b, 7c, 7e, 7k, 8</p> <p><u>Fluency</u> 10</p> <p><u>Vocabulary</u></p> <p><u>Comprehension</u> 22</p> <p><u>Writing</u> 31a, 31c-h, 31m, 32c-e, 32g, 32i</p>	<p>Phonological Awareness: Segment and blend two syllable words</p> <p>Isolate and pronounce initial, medial, and final sounds</p> <p>Phonics: Review er, ar, and or</p> <p>/k/ spelled c, k, ck, and cc</p> <p>Double-letter spellings (bb, ff, ll, pp, ss, ck)</p> <p>/z/ spelled s</p> <p>spellings of /ed/</p> <p>/ch/ spelled tch</p> <p>/j/ spelled ge</p> <p>/v/ spelled ve</p> <p>/r/ spelled wr</p> <p>Tricky Words: how picture coach</p>	<p><u>Grammar:</u> Statements, Questions, Exclamations Adjectives Plural Nouns Punctuation Root Words with Inflectional Endings Past and Present Tense Verbs</p> <p><u>Writing:</u> Letter Writing/Opinion</p> <p><u>Morphology</u> This is the first time, morphology is explicitly taught in CKLA, Lessons 1, 3</p>	<p>Answer questions about literal, inferential, and evaluative questions about key details, characters, setting, and plot.</p>	<p>Additional Cold Read Assessments: The Book Shop with Questions.pdf The Campsite Cold Read.pdf We Are TV Stars with Questions.pdf</p> <p>Encoding Assessments: Skills 5 Encoding List.docx</p> <p>End of Unit Assessments Word Recognition: 22.1 Reading Comprehension- 22.3 The Scoop Grammar- 22.2 Plural Nouns, Verbs, Punctuation, Suffixes, and Adjectives</p> <p>Resources: Skills 5 Teacher Edition.pdf Skills 5 Student Workbook.pdf Skills 5 Digital Components.pdf Skills 5 Decodable Reader.pdf Grade 1 Scope and Sequence.docx 1st Grade Individual Code Charts.pdf Independent Reading Facilitation Guide.pdf K-5 Text Complexity and Genre Guide.pdf K-3 Decoding Progression K-3 Encoding Progression Phoneme-Grapheme Mapping Grid Lexile Level Ranges</p>	<p>CKLA Spelling Lists are NOT to be used at all. Encoding assessments will take the place of this. OMIT ALL spelling lists introduction/review/assessment sections of lessons.</p> <p>Teacher’s Editions (TE) need to be used in planning and during the instruction. Slides are fine to guide a lesson, but manuals should be being used as well. Check out the following pages in each Skills unit TE as background or important information:</p> <ul style="list-style-type: none">Skills 5 Introduction: TE pages 1-8- Be sure to read Root Word Spelling Changes When a Suffix is Added on page 4Lesson Introductions (found at the beginning of each lesson)Appendix A: pages and Appendix C: pages <p>The use of spelling trees begins in this unit. Students will be asked to do word sorts to help create a visual of spelling patterns. This starts in Lesson 8.</p> <p>Be sure to utilize the Additional Support pages in your Teacher Edition. Each lesson provides additional support ideas to enhance lessons and provide multiple opportunities for practice. TE pages</p> <p><u>Tricky Word Assessment: (Optional)</u> Beginning and End of Unit 5 TE pages 311-316</p> <p>Standards: Read this document regarding Standards.docx</p>

Skills 6 (15 days)					
Standards	Phonics/Phonological Awareness	Language Arts	Comprehension	Resources/Common Assessments	Teacher Tips/Important
<p><u>Recurring</u> R2, R4, R5</p> <p><u>Oral Language</u> 1,2,3,4,5</p> <p><u>Phonemic Awareness</u> *Supplement with Heggerty</p> <p><u>Phonics:</u> 7, 7.A-F, K, M, O</p> <p><u>Fluency</u> 8, 9, 9.A, 10</p> <p><u>Vocabulary</u> 11.A, 12.A-B</p> <p><u>Comprehension</u> 18, 22, 23.A, 25, 29.A</p> <p><u>Writing</u> 31, 31.A, F, G, K-M, 32, 32.B-E, H, 33, 34, 36, 38, 39, 40, 42.A, 43</p>	<p><u>Phonics:</u> /s/ spelled c, ce, se /n/ spelled kn, n, nn /w/ spelled w or wh /ng/ spelled ng or n n as /n/ or /ng/ c as /k/ or /s/ g as /g/ or /j/</p> <p><u>Tricky Words:</u> No new words</p>	<p><u>Grammar:</u> Pronouns Nouns Adjectives Prepositions Verb Tense Root Words</p> <p>Morphology Lesson 21, -ing and –ed</p> <p><u>Writing:</u> The writing process- instructional writing</p> <p>Answering questions in written form</p> <p>Dictation with phrases</p>	<p>Answer literal, evaluative, and inferential questions about key details</p> <p>Compare and contrast different parts of a story</p>	<p>Additional Cold Reads: Prince Gets a Pet- 25.1 and 25.2 25.1 and 25.2.pdf</p> <p>The Harvest Marvel- 25.3</p> <p>Encoding Assessments: Skills 6 Encoding List.docx</p> <p>Progress Monitoring: Decoding ONLY given to Tier II students (or kids needing to be brought to the PST team) as monitoring of skills being taught. Lessons: 5, 10, 20</p> <p>End of Unit Assessments: Reading Comprehension- 24.2 Decoding Assessment- 24.1</p> <p>Resources: Skills 6 ARG.pdf Skills 6 Teacher Edition.pdf Skills 6 Student Workbook.pdf Skills 6 Reader.pdf Skills 6 Digital Components.pdf Grade 1 Scope and Sequence.docx 1st Grade Individual Code Charts.pdf Independent Reading Facilitation Guide.pdf K-5 Text Complexity and Genre Guide.pdf K-3 Decoding Progression K-3 Encoding Progression Phoneme-Grapheme Mapping Grid Lexile Level Ranges</p>	<p>CKLA Spelling Lists are NOT to be used at all. Encoding assessments will take the place of this. OMIT ALL spelling lists introduction/review/assessment sections of lessons.</p> <p>Teacher’s Editions (TE) need to be used in planning and during the instruction. Slides are fine to guide a lesson, but manuals should be being used as well. Check out the following pages in each Skills unit TE as background or important information:</p> <ul style="list-style-type: none"> Skills 6 Introduction: TE pages 1-6. Be sure to read about spelling alternative lessons and tricky spelling lessons and the importance of these Lesson Introductions (found at the beginning of each lesson) Appendix A: pages and Appendix C: pages <p>Spelling trees continue to serve a purpose in this unit. Students are introduced to even more tricky/alternative spellings of sounds.</p> <p>Pay close attention to the reading sections of lessons where students begin to write short answers to different types of comprehension questions.</p> <p>Be sure to utilize the Additional Support pages in your Teacher Edition. Each lesson provides additional support ideas to enhance lessons and provide multiple opportunities for practice. TE pages</p> <p>Standards: 7c. Decode words with digraphs, trigraphs, and combinations, including digraphs ck , sh, th, ch , wh, ph, ng , trigraphs tch and dge, and combination qu</p> <p>7e. With prompting and support, decode words with the hard and soft sounds of c and g, in context and in isolation. Examples: c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y; g=/g/before a, o, u, or any consonant and g=/j/ before i, e, or y</p> <p>7k. With prompting and support, decode words with silent letter combinations. Examples: kn, wr, mb, gh, gn</p> <p>31a. Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables. Examples: /k/=k before i, e, or y as in kit; /k/= c before a, o, u, or any consonant as in cup, cat, cop; /k/= -ck after an accented short vowel as in duck, back, rock, pick, deck</p> <p>31d. Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters. Examples: sh, th, ch, wh, ng, ck</p>

Skills 7 (10 days)					
Standards	Phonics/Phonological Awareness	Language Arts	Comprehension	Resources/Common Assessments	Teacher Tips/Important
<u>Recurring</u> R2 <u>Oral Language</u> 1,2,3,4,5 <u>Phonemic Awareness</u> <u>Phonics</u> 7h, 7m <u>Fluency</u> 10 <u>Vocabulary</u> 12a, 12b, 16 <u>Comprehension</u> 21, 22 <u>Writing</u> 31f, 31m, 32, 33, 36	<u>Phonological Awareness:</u> Segment and Blend Two Syllable Words (not in 1 st Grade Standards) *Supplement with Heggerty <u>Phonics:</u> <i>Review:</i> long vowels spelled a_e and o_e /n/- kn /ng/-n /ch/- tch /r/- wr /a/- a <i>Introduce:</i> Spelling alternatives for /ae/- “ai, ay” /oe/- “oa” <u>Tricky Words:</u> Mexico, talk, Hidalgo, gracias, Carlos, Gomez, your*	<u>Grammar:</u> Conjunctions, commas, punctuation marks, verbs, common and proper nouns, singular and plural nouns, noun-verb agreement in sentences, root words with inflectional endings ed, ing <u>Morphology</u> <u>Lesson 8</u> <u>Writing:</u> Instructional Writing Opinion Writing	Read with purpose and understanding. Answer oral literal and inferential questions about key details in the story.	<u>Additional Cold Read Assessments:</u> <u>Encoding Assessments:</u> Skills 7 Mid Unit Encoding Assessment.docx Skills 7 End of Unit Encoding Assessment.docx <u>End of Unit Assessments</u> Silent Reading Comprehension Assessment, 19.1 and 19.2, 19.1 and 19.2.pdf Fluency Assessment 20.1 and 20.2 “Shark and Wee Fish” 20.1.pdf Word Reading in Isolation Assessment, 21.1 and 21.2 21.1.pdf Resources: Skills 7 ARG.pdf Skills 7 Teacher Edition.pdf Skills 7 Student Workbook.pdf Skills 7 Reader.pdf Skills 7 Digital Components.pdf Grade 1 Scope and Sequence.docx 1st Grade Individual Code Charts.pdf Independent Reading Facilitation Guide.pdf K-5 Text Complexity and Genre Guide.pdf K-3 Decoding Progression K-3 Encoding Progression Phoneme-Grapheme Mapping Grid Lexile Level Ranges	<p>CKLA Spelling Lists are NOT to be used at all. Encoding assessments will take the place of this. OMIT ALL spelling lists introduction/review/assessment sections of lessons.</p> <p>Teacher’s Editions (TE) need to be used in planning and during the instruction. Slides are fine to guide a lesson, but manuals should be being used as well. Check out the following pages in each Skills unit TE as background or important information:</p> <ul style="list-style-type: none"> Skills 7 Introduction: TE pages Lesson Introductions (found at the beginning of each lesson) Appendix A: pages and Appendix C: pages <p>Be sure to utilize the Additional Support pages in your Teacher Edition. Each lesson provides additional support ideas to enhance lessons and provide multiple opportunities for practice. TE pages</p> <p>Use TE pages for more ideas for additional support. You do not have to wait for a pausing point to do the activities listed on these pages.</p> <p>Decoding Standards: With prompting and support, decode words with common vowel team syllables, including ai, ay, oa</p> <p>Encoding Standards: With prompting and support, encode words with the common vowel teams and diphthongs. Examples: oa, ai, ay,</p> <p>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 with /ae/ and why boat is pronounced with /oe/. However, it is preferred that you 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 students 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 must keep in mind that both letters work together to stand for the vowel sound.</p>

Knowledge Strands Mapping

1st 9 Weeks: August 8- October 10

In order to cover ALL TOPICS...plan to cut 2 lessons per unit of your choice

Knowledge Unit 1: Fables and Stories (14 Lessons)

Standards	Comprehension Ideas	Vocabulary	Writing/Grammar	Resources
<u>Recurring:</u> R1, R3 <u>Comprehension:</u> 17, 18, 19, 22, 23, 23.A-B, 29, 27, 29, 29.A <u>Vocabulary:</u> 13 <u>Writing:</u> 32, 40	Story elements (character, plot, setting, and moral) Main events Summarizing Sequencing- Beginning/Middle/End Personification Retelling	<u>Vocabulary Instruction:</u> Teachers will plan to teach 2 words a week for each week the unit lasts using the daily routines below. Words can be selected from the pre-filled graphic organizers below or teachers can select their own words. If selecting different words, be sure they are Tier II words (meaning they can be generalized in other content areas). Daily Routines for Vocabulary Instruction CKLA Word Work Graphic Organizers for Unit 1 <u>Vocabulary Assessment:</u> Teachers will assess those words at the end of the unit using questions type from the Vocabulary Assessment Test Bank <u>CKLA PDF Vocabulary Lesson Topic:</u> Synonyms and Antonyms	<u>Writing:</u> Personification Illustrate a moral of a fable <u>Grammar:</u> Articles (a, the)	Knowledge 1 Vocab PDF Lexile Level Ranges Teacher's Edition Student Activity Book Image Cards FlipBook

Knowledge Unit 2: The Human Body (14 Lessons)

Standards	Comprehension Ideas	Vocabulary	Writing/Grammar	Resources
<u>Recurring:</u> R1, R5 <u>Comprehension:</u> 17, 21, 22, 23.B, 29.B <u>Vocabulary:</u> 11, 12, 12.C, 13, 16 <u>Writing:</u> 32.C, 33, 35, 38, 40	Ask and answer questions Key information Retelling	<u>Vocabulary Instruction:</u> Teachers will plan to teach 2 words a week for each week the unit lasts using the daily routines below. Words can be selected from the pre-filled graphic organizers below or teachers can select their own words. If selecting different words, be sure they are Tier II words (meaning they can be generalized in other content areas). Daily Routines for Vocabulary Instruction CKLA Word Work Graphic Organizers for Unit 2 <u>Vocabulary Assessment:</u> Teachers will assess those words at the end of the unit using questions type from the Vocabulary Assessment Test Bank	<u>Writing:</u> Topic sentences Informational writing Labeling an image	Lexile Level Ranges Teacher's Edition Student Activity Book Image Cards FlipBook

Knowledge Unit 3: Different Lands, Similar Stories (7 Lessons)

Standards	Comprehension Ideas	Vocabulary	Writing/Grammar	Resources
<u>Recurring:</u> R1, R3 <u>Comprehension:</u> 17, 18, 22, 23, 23.A-B, 25, 26, 27, 29, 29.A <u>Vocabulary:</u> 11, 12.C, 13 <u>Writing:</u> 32, 32.C, 35, 40	Story elements of fairy tales Compare and contrast Main event Describing characters folklores Character actions	<u>Vocabulary Instruction:</u> Teachers will plan to teach 2 words a week for each week the unit lasts using the daily routines below. Words can be selected from the pre-filled graphic organizers below or teachers can select their own words. If selecting different words, be sure they are Tier II words (meaning they can be generalized in other content areas). Daily Routines for Vocabulary Instruction CKLA Word Work Graphic Organizers***COMING SOON! <u>Vocabulary Assessment:</u> Teachers will assess those words at the end of the unit using questions type from the Vocabulary Assessment Test Bank <u>CKLA PDF Vocabulary Lesson Topic: Context Clues</u>	<u>Writing:</u> Retelling Describing an event <u>Grammar:</u> Demonstratives: this, that, those, these	Knowledge 3 Vocab PDF Lexile Level Ranges Teacher's Edition Student Activity Book Image Cards FlipBook

2nd 9 Weeks: October 15-December 20				
Knowledge Unit 3: Different Lands, Similar Stories (6 Lessons)				
Standards	Comprehension Ideas	Vocabulary	Writing/Grammar	Resources
<u>Recurring:</u> R1, R3 <u>Comprehension:</u> 17, 18, 22, 23, 23.A-B, 25, 26, 27, 29, 29.A <u>Vocabulary:</u> 11, 12.C, 13 <u>Writing:</u> 32, 32.C, 35, 40	Story elements of fairy tales Compare and contrast Main event Describing characters folklores Character actions	<u>Vocabulary Instruction:</u> Teachers will plan to teach 2 words a week for each week the unit lasts using the daily routines below. Words can be selected from the pre-filled graphic organizers below or teachers can select their own words. If selecting different words, be sure they are Tier II words (meaning they can be generalized in other content areas). Daily Routines for Vocabulary Instruction CKLA Word Work Graphic Organizers***COMING SOON! <u>Vocabulary Assessment:</u> Teachers will assess those words at the end of the unit using questions type from the Vocabulary Assessment Test Bank <u>CKLA PDF Vocabulary Lesson Topic:</u> Context Clues	<u>Writing:</u> Retelling Describing an event <u>Grammar:</u> Demonstratives: this, that, those, these	Knowledge 3 Vocab PDF Lexile Level Ranges Teacher’s Edition Student Activity Book Image Cards FlipBook
Knowledge Unit 4: Early World Civilization (21 Lessons)				
Standards	Comprehension Ideas	Vocabulary	Writing/Grammar	Resources
<u>Recurring:</u> R1, R3 <u>Comprehension:</u> 17, 20, 21, 23.A, 24, 24.A, 27, 29.B-C <u>Vocabulary:</u> 11, 12.A, 12.C, 13, 14, 16 <u>Writing:</u> 32.C, 32.E, 33, 34, 35, 40	Timelines Setting Multiple meaning words Making predictions Key details	<u>Vocabulary Instruction:</u> Teachers will plan to teach 2 words a week for each week the unit lasts using the daily routines below. Words can be selected from the pre-filled graphic organizers below or teachers can select their own words. If selecting different words, be sure they are Tier II words (meaning they can be generalized in other content areas). Daily Routines for Vocabulary Instruction CKLA Word Work Graphic Organizers***COMING SOON! <u>Vocabulary Assessment:</u> Teachers will assess those words at the end of the unit using questions type from the Vocabulary Assessment Test Bank	<u>Writing:</u> Using graphic organizers <u>Grammar:</u> Subject pronouns	Lexile Level Ranges Teacher’s Edition Student Activity Book Image Cards FlipBook OMIT Lesson 16 and the Three World Religions Chart found in Lessons 13-16.
Knowledge Unit 5: Early American Civilization (15 Lessons)				
Standards	Comprehension Ideas	Vocabulary	Writing/Grammar	Resources
<u>Recurring:</u> R1, R3 <u>Comprehension:</u> 17, 20, 21, 23.A, 24, 24.A, 27, 29.B-C <u>Vocabulary:</u> 11, 12.A, 12.C, 13, 14, 16 <u>Writing:</u> 32.C, 32.E, 33, 34, 35, 40	Identify and explain Characteristics of folktales Sequencing Plot of a legend Compare and contrast Key details Text/images	<u>Vocabulary Instruction:</u> Teachers will plan to teach 2 words a week for each week the unit lasts using the daily routines below. Words can be selected from the pre-filled graphic organizers below or teachers can select their own words. If selecting different words, be sure they are Tier II words (meaning they can be generalized in other content areas). Daily Routines for Vocabulary Instruction CKLA Word Work Graphic Organizers***COMING SOON! <u>Vocabulary Assessment:</u> Teachers will assess those words at the end of the unit using questions type from the Vocabulary Assessment Test Bank <u>CKLA PDF Vocabulary Lesson Topic:</u> Abbreviations	<u>Writing:</u> Parts of a letter <u>Grammar:</u> Abbreviations	Knowledge 5 Vocab PDF Lexile Level Ranges Teacher’s Edition Student Activity Book Image Cards FlipBook

3rd 9 Weeks: January 7-March 12				
Knowledge Unit 6: Astronomy (11 Lessons)				
Standards	Comprehension Ideas	Vocabulary	Writing/Grammar	Resources
<u>Recurring:</u> R1, R3 <u>Comprehension:</u> 17, 20, 21, 23.A, 24, 24.A, 27, 29.B-C <u>Vocabulary:</u> 11, 12.A, 12.C, 13, 14, 16 <u>Writing:</u> 32.C, 32.E, 33, 34, 35, 40	Compare and contrast Nonfiction vs fiction	<u>Vocabulary Instruction:</u> Teachers will plan to teach 2 words a week for each week the unit lasts using the daily routines below. Words can be selected from the pre-filled graphic organizers below or teachers can select their own words. If selecting different words, be sure they are Tier II words (meaning they can be generalized in other content areas). Daily Routines for Vocabulary Instruction CKLA Word Work Graphic Organizers***COMING SOON! <u>Vocabulary Assessment:</u> Teachers will assess those words at the end of the unit using questions type from the Vocabulary Assessment Test Bank	<u>Writing:</u> Making observations Opinion statements <u>Grammar:</u> Phrases and meanings Conjunctions: because Possessive pronouns	Lexile Level Ranges Teacher’s Edition Student Activity Book Image Cards FlipBook
Knowledge Unit 7: The History of the Earth (12 Lessons)				
Standards	Comprehension Ideas	Vocabulary	Writing/Grammar	Resources
<u>Recurring:</u> R1, R3 <u>Comprehension:</u> 17, 20, 21, 23.A, 24, 24.A, 27, 29.B-C <u>Vocabulary:</u> 11, 12.A, 12.C, 13, 14, 16 <u>Writing:</u> 32.C, 32.E, 33, 34, 35, 40	Reading for information Main ideas Key details Nonfiction features	<u>Vocabulary Instruction:</u> Teachers will plan to teach 2 words a week for each week the unit lasts using the daily routines below. Words can be selected from the pre-filled graphic organizers below or teachers can select their own words. If selecting different words, be sure they are Tier II words (meaning they can be generalized in other content areas). Daily Routines for Vocabulary Instruction CKLA Word Work Graphic Organizers***COMING SOON! <u>Vocabulary Assessment:</u> Teachers will assess those words at the end of the unit using questions type from the Vocabulary Assessment Test Bank	<u>Writing:</u> Drawings with writing Writing a letter <u>Grammar:</u> Using graphic organizers	Lexile Level Ranges Teacher’s Edition Student Activity Book Image Cards FlipBook
Knowledge Unit 8: Animals and Habitats (13 Lessons)				
Standards	Comprehension Ideas	Vocabulary	Writing/Grammar	Resources
<u>Recurring:</u> R1, R3 <u>Comprehension:</u> 17, 20, 21, 23.A, 24, 24.A, 27, 29.B-C <u>Vocabulary:</u> 11, 12.A, 12.C, 13, 14, 16 <u>Writing:</u> 32.C, 32.E, 33, 34, 35, 40	Characteristics of the setting Nonfiction features	<u>Vocabulary Instruction:</u> Teachers will plan to teach 2 words a week for each week the unit lasts using the daily routines below. Words can be selected from the pre-filled graphic organizers below or teachers can select their own words. If selecting different words, be sure they are Tier II words (meaning they can be generalized in other content areas). Daily Routines for Vocabulary Instruction CKLA Word Work Graphic Organizers***COMING SOON! <u>Vocabulary Assessment:</u> Teachers will assess those words at the end of the unit using questions type from the Vocabulary Assessment Test Bank <u>CKLA PDF Vocabulary Lesson Topic:</u> Compound Words	<u>Writing:</u> Writing about habitats Using graphic organizers <u>Grammar:</u> Conjunction: but Phrases and meanings	Knowledge 8 Vocab PDF Lexile Level Ranges Teacher’s Edition Student Activity Book Image Cards FlipBook

Knowledge Unit 9: Fairy Tales (9 Lessons)				
Standards	Comprehension Ideas	Vocabulary	Writing/Grammar	Resources
<u>Recurring:</u> R1, R3 <u>Comprehension:</u> 17, 19, 20, 21, 22, 23.A, 24, 24.A, 27, 29.B-C <u>Vocabulary:</u> 11, 11.A, 12.A, 12.C, 13, 14, 16 <u>Writing:</u> 32.C, 32.E, 33, 34, 35, 40	Story elements Problem and solutions Retelling Predictions Sequencing	<u>Vocabulary Instruction:</u> Teachers will plan to teach 2 words a week for each week the unit lasts using the daily routines below. Words can be selected from the pre-filled graphic organizers below or teachers can select their own words. If selecting different words, be sure they are Tier II words (meaning they can be generalized in other content areas). Daily Routines for Vocabulary Instruction CKLA Word Work Graphic Organizers***COMING SOON! <u>Vocabulary Assessment:</u> Teachers will assess those words at the end of the unit using questions type from the Vocabulary Assessment Test Bank	<u>Writing:</u> Using graphic organizers Retelling stories Plan-Draft-Edit process	Lexile Level Ranges Teacher’s Edition Student Activity Book Image Cards FlipBook
4th 9 Weeks: March 13-May 23				
Knowledge Unit 9: Fairy Tales (4 Lessons)				
Standards	Comprehension Ideas	Vocabulary	Writing/Grammar	Resources
<u>Recurring:</u> R1, R3 <u>Comprehension:</u> 17, 19, 20, 21, 22, 23.A, 24, 24.A, 27, 29.B-C <u>Vocabulary:</u> 11, 11.A, 12.A, 12.C, 13, 14, 16 <u>Writing:</u> 32.C, 32.E, 33, 34, 35, 40	Story elements Problem and solutions Retelling Predictions Sequencing	<u>Vocabulary Instruction:</u> Teachers will plan to teach 2 words a week for each week the unit lasts using the daily routines below. Words can be selected from the pre-filled graphic organizers below or teachers can select their own words. If selecting different words, be sure they are Tier II words (meaning they can be generalized in other content areas). Daily Routines for Vocabulary Instruction CKLA Word Work Graphic Organizers***COMING SOON! <u>Vocabulary Assessment:</u> Teachers will assess those words at the end of the unit using questions type from the Vocabulary Assessment Test Bank	<u>Writing:</u> Using graphic organizers Retelling stories Plan-Draft-Edit process <u>Grammar:</u> Phrases and meanings Conjunction: so	Lexile Level Ranges Teacher’s Edition Student Activity Book Image Cards FlipBook
Knowledge Unit 10: A New Nation (14 Lessons)				
Standards	Comprehension Ideas	Vocabulary	Writing/Grammar	Resources
<u>Recurring:</u> R1, R3, R4, R5 <u>Comprehension:</u> 17, 19, 20, 21, 22, 23.A, 24, 24.A, 25, 27, 29.B-C <u>Vocabulary:</u> 11, 11.A, 12.A, 12.C, 13, 14, 16 <u>Writing:</u> 32.C, 32.E, 33, 34, 35, 39, 40	Sequencing Summarizing Key Events	<u>Vocabulary Instruction:</u> Teachers will plan to teach 2 words a week for each week the unit lasts using the daily routines below. Words can be selected from the pre-filled graphic organizers below or teachers can select their own words. If selecting different words, be sure they are Tier II words (meaning they can be generalized in other content areas). Daily Routines for Vocabulary Instruction CKLA Word Work Graphic Organizers***COMING SOON! <u>Vocabulary Assessment:</u> Teachers will assess those words at the end of the unit using questions type from the Vocabulary Assessment Test Bank <u>CKLA PDF Vocabulary Lesson Topic:</u> Alphabetizing	<u>Writing:</u> Planning informational writing Plan-Draft-Edit process <u>Grammar:</u> Phrases and meanings Action words: past, present, future	Knowledge 10 Vocab PDF Lexile Level Ranges Teacher’s Edition Student Activity Book Image Cards FlipBook

Knowledge Unit 11: Frontier Explorers (15 Lessons)				
Standards	Comprehension Ideas	Vocabulary	Writing/Grammar	Resources
<p><u>Recurring:</u> R1, R3, R4</p> <p><u>Comprehension:</u> 17, 18, 19, 20, 21, 22, 23.A, 24, 24.A, 27, 29.B</p> <p><u>Vocabulary:</u> 11, 11.A, 12.C, 13, 16</p> <p><u>Writing:</u> 32.A, 32.I, 35, 40, 43</p>	<p>Descriptions</p> <p>Sequential order</p> <p>Summarizing</p>	<p><u>Vocabulary Instruction:</u> Teachers will plan to teach 2 words a week for each week the unit lasts using the daily routines below. Words can be selected from the pre-filled graphic organizers below or teachers can select their own words. If selecting different words, be sure they are Tier II words (meaning they can be generalized in other content areas). Daily Routines for Vocabulary Instruction CKLA Word Work Graphic Organizers***COMING SOON!</p> <p><u>Vocabulary Assessment:</u> Teachers will assess those words at the end of the unit using questions type from the Vocabulary Assessment Test Bank</p>	<p><u>Writing:</u> Using graphic organizers Writing sentences</p> <p><u>Grammar:</u> Types of sentences</p>	<p>Lexile Level Ranges Teacher’s Edition Student Activity Book Image Cards FlipBook</p>