

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Social Studies	
<b>Unit:</b> Skills 1	<input checked="" type="checkbox"/> <b>Essential</b> <input type="checkbox"/> <b>Important</b> <input type="checkbox"/> <b>Compact</b>
<b>Big Idea:</b> This skills unit provides a review of the sounds and spellings taught in the CKLA Kindergarten curriculum. Students are introduced to Tricky Spellings (spellings that can be sounded more than one way) and Tricky Words (words that cannot be sounded out using the letter-sound correspondences taught so far).	
<b>PA Core Content Standards/Anchors (or National Standards):</b> <b>CC.1.1.1.B:</b> Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence. <b>CC.1.1.1.C:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. <b>CC.1.1.1.D:</b> Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words. <b>CC.1.1.1.E:</b> Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>CC.1.3.1.K:</b> Read and comprehend literature on grade level, reading independently and proficiently.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What grade level phonics and word analysis skills are used to decode words?</li> <li>• How do you read fluently, accurately, and with expression to understand simple texts?</li> </ul>	<b>Understandings:</b> Students will know that... <ul style="list-style-type: none"> <li>• Students read the decodable reader “Snap Shots” to practice fluency.</li> <li>• The stories (chapters) in the reader are told from Beth’s point of view. Beth is a young girl who travels to the United Kingdom to visit friends.</li> <li>• Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Phonics and Word Recognitio</li> </ul>	<b>Do/Skills:</b> Students will be able to... <ul style="list-style-type: none"> <li>• Identify 5 short vowel sounds and 25 consonant/consonant digraph sounds.</li> <li>• Spell words with double-letter spellings.</li> <li>• Identify Tricky Spellings ‘th’ &gt;/th/, /th/ and ‘s’ pronounced /s/ or /z/.</li> <li>• Consonant digraphs (‘ch’, ‘sh’, ‘th’, ‘ng’).</li> <li>• Identify Tricky Words (review from K).</li> <li>• Read stories in the decodable Reader.</li> <li>• Beginning-of-the-Year Placement Assessment.</li> <li>• Answer story questions.</li> </ul>

**Vocabulary:**

- Lesson vocabulary words in teacher's manual

**Core Resources:**

- CKLA student workbook
- CKLA decodable reader

**Common Assessment(s):**

- CKLA Unit Assessments

**Supplemental Resources:**

- Sound wall
- Spelling trees
- CKLA code charts

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Science and Social Studies	
<b>Unit:</b> Skills 2	<input checked="" type="checkbox"/> <b>Essential</b> <input type="checkbox"/> <b>Important</b> <input type="checkbox"/> <b>Compact</b>
<p><b>Big Idea:</b> This skills unit introduces five vowel sounds and the most common (or least ambiguous) spelling for each sound. Students learn to read and write words with separated digraphs (such as a and e in cake). The unit also includes grammar lessons on nouns (including proper nouns) as well as practice with new Tricky Words.</p>	
<p><b>PA Core Content Standards/Anchors (or National Standards):</b></p> <p><b>CC.1.1.1.B:</b> Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence.</p> <p><b>CC.1.1.1.C:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</p> <p><b>CC.1.1.1.D:</b> Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words.</p> <p><b>CC.1.1.1.E:</b> Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>CC.1.3.1.K:</b> Read and comprehend literature on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.1.F:</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How are grade level phonics and word analysis skills applied to decode words?</li> <li>• How are texts read with accuracy and fluency to support comprehension?</li> <li>• How can questions be asked and answered to confirm understanding of a text read aloud?</li> <li>• How can clarification be requested if something that was presented orally is not understood?</li> <li>• How are words and phrases acquired through conversations and reading to make connections between words?</li> </ul>	<p><b>Understandings:</b></p> <p>Students will know that...</p> <ul style="list-style-type: none"> <li>• Students read the decodable Reader “Gran” to practice fluency.</li> <li>• The stories follow the character Gran, a well traveled grandmother who visits her grandchildren, Josh and Jen.</li> <li>• Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"><li>● Phonics and Word Recognition</li></ul>	<p><b><u>Do/Skills:</u></b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"><li>● Read and write long vowel sounds, including separated vowel digraphs (CVCe words)</li><li>● Identify and use common and proper nouns</li><li>● Identify and spell Tricky Words he, she, we, be, me, we, they, their, my, by, you, your</li><li>● Spell dictated words</li></ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"><li>● Lesson vocabulary words in teacher's manual</li></ul>	<p><b><u>Core Resources:</u></b></p> <ul style="list-style-type: none"><li>● CKLA student workbook</li><li>● CKLA decodable reader</li></ul>
<p><b><u>Common Assessment(s):</u></b></p> <ul style="list-style-type: none"><li>● CKLA Unit Assessments</li></ul>	<p><b><u>Supplemental Resources:</u></b></p> <ul style="list-style-type: none"><li>● Sound wall</li><li>● Spelling trees</li><li>● CKLA code charts</li></ul>

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Science and Social Studies	
<b>Unit:</b> Skills 3	<input checked="" type="checkbox"/> <b>Essential</b> <input type="checkbox"/> <b>Important</b> <input type="checkbox"/> <b>Compact</b>
<b>Big Idea:</b> This skills unit introduces students to five vowel sounds and the most common spelling for each sound, five new Tricky Words, and the Tricky Spelling “oo.” Grammar exercises focus on identifying verbs and verb tense (regular present, past, and future). Students begin formal instruction in the writing process with a focus on narrative writing.	
<b>PA Core Content Standards/Anchors (or National Standards):</b> <b>CC.1.1.1.B:</b> Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence. <b>CC.1.1.1.C:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words. <b>CC.1.1.1.D:</b> Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words. <b>CC.1.1.1.E:</b> Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>CC.1.3.1.K:</b> Read and comprehend literature on grade level, reading independently and proficiently.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do we apply phonics and word analysis skills in decoding words?</li> <li>• How do we read with accuracy and fluency to support comprehension?</li> </ul>	<b>Understandings:</b> Students will know that... <ul style="list-style-type: none"> <li>• Students read the decodable Reader “Fables” to practice fluency.</li> <li>• The Reader has versions of famous fables, most of which are attributable to the ancient Greek storyteller Aesop.</li> <li>• Fables are special types of stories that teach important lessons or morals.</li> <li>• Fables often feature talking animals as main characters.</li> <li>• Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Phonics and Word Recognition</li> </ul>	<b>Do/Skills:</b> Students will be able to... <ul style="list-style-type: none"> <li>• Read and write words with vowel sounds /oo/, /oo/, /ou/, /oi/, /aw/</li> <li>• Distinguish between similar vowel sounds /ue/, /oo/, /oo/ and /u/</li> <li>• Identify and spell Tricky Words should, could, would, down, because</li> <li>• Spell grade-level words correctly: weekly spelling tests begin</li> <li>• Identify and use verbs and verb tenses</li> <li>• Use the writing process to compose a narrative</li> </ul>

**Vocabulary:**

- Lesson vocabulary words in teacher's manual

**Core Resources:**

- CKLA student workbook
- CKLA decodable reader

**Common Assessment(s):**

- CKLA Unit Assessments

**Supplemental Resources:**

- Sound wall
- Spelling trees
- CKLA code charts

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Science and Social Studies	
<b>Unit:</b> Skills 4	<input checked="" type="checkbox"/> <b>Essential</b> <input type="checkbox"/> <b>Important</b> <input type="checkbox"/> <b>Compact</b>
<p><b>Big Idea:</b> This skills unit introduces the most common (or least ambiguous) spellings for r-controlled vowel sounds. Students learn the concept of a syllable and practice with two-syllable words. Students are introduced to past-tense verb forms ending with –ed as they continue to work with nouns and verbs in phrases. Students are introduced to adjectives and they practice descriptive writing.</p>	
<p><b>PA Core Content Standards/Anchors (or National Standards):</b></p> <p><b>CC.1.1.1.C:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</p> <p><b>CC.1.1.1.D:</b> Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words.</p> <p><b>CC.1.1.1.E:</b> Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>CC.1.2.1.A:</b> Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>CC.1.2.1.C:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>CC.1.2.1.E:</b> Use various text features and search tools to locate key facts or information in a text.</p> <p><b>CC.1.3.1.K:</b> Read and comprehend literature on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.1.R:</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How and why do we use rules/conventions of spelling and language?</li> <li>• How do we apply phonics and word analysis skills in decoding words?</li> <li>• How do we read with accuracy and fluency to support comprehension?</li> </ul>	<p><b>Understandings:</b></p> <p>Students will know that...</p> <ul style="list-style-type: none"> <li>• Students read the decodable Reader “The Green Fern Zoo” to practice fluency.</li> <li>• The main character is fictional, but the information in the book is factual.</li> <li>• Informational text features such as headings and a picture glossary are introduced.</li> <li>• Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Phonics and Word Recognition</li> </ul>	<p><b><u>Do/Skills:</u></b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Read and write words with r-controlled vowels</li> <li>• Review long vowel spellings, including digraphs</li> <li>• Identify and use contractions</li> <li>• Spell grade-level words correctly</li> <li>• Divide multi-syllable words into parts</li> <li>• Read and spell Tricky Words today, yesterday, tomorrow</li> <li>• Read and write past tense verbs with -ed</li> <li>• Compose descriptive writing pieces</li> <li>• Mid-Year Assessment</li> </ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Lesson vocabulary words in teacher’s manual</li> <li>• Also, vocabulary words in decodable glossary</li> </ul>	<p><b><u>Core Resources:</u></b></p> <ul style="list-style-type: none"> <li>• CKLA student workbook</li> <li>• CKLA decodable reader</li> </ul>
<p><b><u>Common Assessment(s):</u></b></p> <ul style="list-style-type: none"> <li>• CKLA Unit Assessments</li> </ul>	<p><b><u>Supplemental Resources:</u></b></p>

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Science and Social Studies	
<b>Unit:</b> Skills 5	<input checked="" type="checkbox"/> <b>Essential</b> <input type="checkbox"/> <b>Important</b> <input type="checkbox"/> <b>Compact</b>
<p><b>Big Idea:</b> In this skills unit, the students begin learning spelling alternatives that make up the advanced code. They practice making nouns plural and changing spelling when adding suffixes. In grammar, students identify sentence types (statements, questions, and exclamations) and practice creating longer sentences. They plan, draft, and edit a letter in which they express their opinions to the main character of the Student Reader.</p>	
<p><b>PA Core Content Standards/Anchors (or National Standards):</b></p> <p><b>CC.1.1.1.C:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</p> <p><b>CC.1.1.1.D:</b> Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words.</p> <p><b>CC.1.1.1.E:</b> Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>CC.1.3.1.K:</b> Read and comprehend literature on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.1.G:</b> Write opinion pieces on familiar topics.</p> <p><b>CC.1.4.1.H:</b> Form an opinion by choosing among given topics.</p> <p><b>CC.1.4.1.I:</b> Support the opinion with reasons related to the opinion.</p> <p><b>CC.1.4.1.J:</b> Create an organizational structure that includes reasons and provides some sense of closure. <b>CC.1.4.1.K:</b> Use a variety of words and phrases.</p> <p><b>CC.1.4.1.L:</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</p> <p><b>CC.1.4.1.R:</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.</p> <p><b>CC.1.5.1.G:</b> Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do we apply phonics and word analysis skills in decoding words?</li> <li>• How do we use standard English when speaking?</li> <li>• How and why do we use rules/conventions of spelling and language?</li> </ul>	<p><b>Understandings:</b></p> <p>Students will know that...</p> <ul style="list-style-type: none"> <li>• Students read the decodable Reader “Kate’s Book” to practice fluency.</li> <li>• The Reader tells the story of a girl named Kate who writes a book about her summer vacation. The premise is that students are reading the book that Kate wrote, which her grandmother also illustrated.</li> <li>• Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Phonics and Word Recognition</li> </ul>	<p><b><u>Do/Skills:</u></b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Segment and blend two-syllable words</li> <li>• Read and write spelling alternatives for /ch/, /j/, /v/, and /r/</li> <li>• Review single and double-letter consonants • Form plural nouns by adding -s, -es</li> <li>• Write words with suffixes -ed or -ing</li> <li>• Spell grade-level words correctly S6 Identify and write different sentence types</li> <li>• Use the writing process to compose a letter expressing an opinion</li> </ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Lesson vocabulary words in teacher's manual</li> </ul>	<p><b><u>Core Resources:</u></b></p> <ul style="list-style-type: none"> <li>• CKLA student workbook</li> <li>• CKLA decodable reader</li> </ul>
<p><b><u>Common Assessment(s):</u></b></p> <ul style="list-style-type: none"> <li>• CKLA Unit Assessments</li> </ul>	<p><b><u>Supplemental Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Sound wall</li> <li>• Spelling trees</li> <li>• CKLA code charts</li> </ul>

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Science and Social Studies	
<b>Unit:</b> Skills 6	<input checked="" type="checkbox"/> <b>Essential</b> <input type="checkbox"/> <b>Important</b> <input type="checkbox"/> <b>Compact</b>
<b>Big Idea:</b> In this skills unit, the students continue to work with several spelling alternatives for consonant sounds. Students review nouns and pronouns and learn to match pronouns to the nouns to which they refer. They plan, draft, and edit a personal narrative	
<b>PA Core Content Standards/Anchors (or National Standards):</b>	
<p><b>CC.1.1.1.C:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</p> <p><b>CC.1.1.1.D:</b> Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant digraphs, final-e, and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade-appropriate irregularly spelled words.</p> <p><b>CC.1.3.1.A:</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>CC.1.3.1.K:</b> Read and comprehend literature on grade level, reading independently and proficiently.</p> <p><b>CC.1.4.1.M:</b> Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.4.1.N:</b> Establish who and what the narrative will be about.</p> <p><b>CC.1.4.1.O:</b> Include thoughts and feelings to describe experiences and events.</p> <p><b>CC.1.4.1.P:</b> Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.</p> <p><b>CC.1.4.1.Q:</b> Use a variety of words and phrases.</p> <p><b>CC.1.4.1.R:</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.</p> <p><b>CC.1.4.1.W:</b> With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>CC.1.4.1.X:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do we apply phonics and word analysis skills in decoding words?</li> <li>• How and why do we use rules/conventions of spelling and language?</li> <li>• How do we retell stories including key details?</li> </ul>	<p><b>Understandings:</b></p> <p>Students will know that...</p> <ul style="list-style-type: none"> <li>• Students read the decodable Reader “Grace” to practice fluency.</li> <li>• The Reader is about a girl named Grace who lives on a farm in the Midwest.</li> <li>• The stories take us through her daily life on a farm and in the country.</li> <li>• Students answer comprehension questions</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"><li>● Phonics and Word Recognition</li></ul>	<p><b><u>Do/Skills:</u></b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"><li>● Segment and blend two-syllable words</li><li>● Read and write spelling alternatives for /s/, /n/, /ng/, /w/</li><li>● Spell grade-level words correctly</li><li>● Use past, present, and future verb tenses</li><li>● Build phrases and expand sentences using adjectives</li><li>● Match pronouns to antecedents</li><li>● Use the writing process to compose a personal narrative</li><li>● Unit Assessment</li></ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"><li>● Lesson vocabulary words in teacher's manual</li></ul>	<p><b><u>Core Resources:</u></b></p> <ul style="list-style-type: none"><li>● CKLA student workbook</li><li>● CKLA decodable reader</li></ul>
<p><b><u>Common Assessment(s):</u></b></p> <ul style="list-style-type: none"><li>● CKLA Unit Assessments</li></ul>	<p><b><u>Supplemental Resources:</u></b></p> <ul style="list-style-type: none"><li>● Sound wall</li><li>● Spelling trees</li><li>● CKLA code charts</li></ul>

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Science and Social Studies	
<b>Unit:</b> Skills 7	<input checked="" type="checkbox"/> <b>Essential</b> <input type="checkbox"/> <b>Important</b> <input type="checkbox"/> <b>Compact</b>
<p><b>Big Idea:</b> In this skills unit, the students continue to learn the advanced code, focusing on spelling alternatives for vowel sounds. In addition, students learn about the use of conjunctions and commas as well as noun-verb agreement in sentences. Students practice the writing process by planning, drafting, and editing an informative/explanatory text.</p>	
<p><b>PA Core Content Standards/Anchors (or National Standards):</b>  <b>CC.1.1.1.B:</b> Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence.  <b>CC.1.1.1.C:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single-syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Add or substitute individual sounds (phonemes) in one-syllable words to make new words.  <b>CC.1.3.1.A:</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.  <b>CC.1.3.1.K:</b> Read and comprehend literature on grade level, reading independently and proficiently.  <b>CC.1.4.1.A:</b> Write informative/ explanatory texts to examine a topic and convey ideas and information.  <b>CC.1.4.1.B:</b> Identify and write about one specific topic.  <b>CC.1.4.1.C:</b> Develop the topic with two or more facts.  <b>CC.1.4.1.D:</b> Group information and provide some sense of closure.  <b>CC.1.4.1.E:</b> Choose words and phrases for effect.  <b>CC.1.4.1.R:</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Capitalize dates and names of people. Use end punctuation; use commas in dates and words in series. Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do we apply phonics and word analysis skills in decoding words?</li> <li>• How and why do we use rules/conventions of spelling and language?</li> <li>• How do we retell stories including key details?</li> </ul>	<p><b>Understandings:</b>                  Students will know that...</p> <ul style="list-style-type: none"> <li>• The Reader focuses on a young girl, Kay, and her friend Martez, a Mexican-American boy. Kay, Martez, and Kay’s family go on a trip to Mexico.</li> <li>• The text incorporates Grade 1 history and geography topics from the CKLA Knowledge strand.</li> <li>• Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"><li>● Phonics and Word Recognition</li></ul>	<p><b><u>Do/Skills:</u></b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"><li>● Segment and blend two-syllable words</li><li>● Read and write spelling alternatives for /ae/, /oe/</li><li>● Spell grade-level words correctly</li><li>● Identify and use plural nouns</li><li>● Identify and use correct noun-verb agreement</li><li>● Write sentences using conjunctions</li><li>● Use the writing process to compose instructional writing</li><li>● End-of-the-Year Assessment</li></ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"><li>● Lesson vocabulary words in teacher's manual</li></ul>	<p><b><u>Core Resources:</u></b></p> <ul style="list-style-type: none"><li>● CKLA student workbook</li><li>● CKLA decodable reader</li></ul>
<p><b><u>Common Assessment(s):</u></b></p> <ul style="list-style-type: none"><li>● CKLA Unit Assessments</li></ul>	<p><b><u>Supplemental Resources:</u></b></p> <ul style="list-style-type: none"><li>● Sound wall</li><li>● Spelling trees</li><li>● CKLA code charts</li></ul>