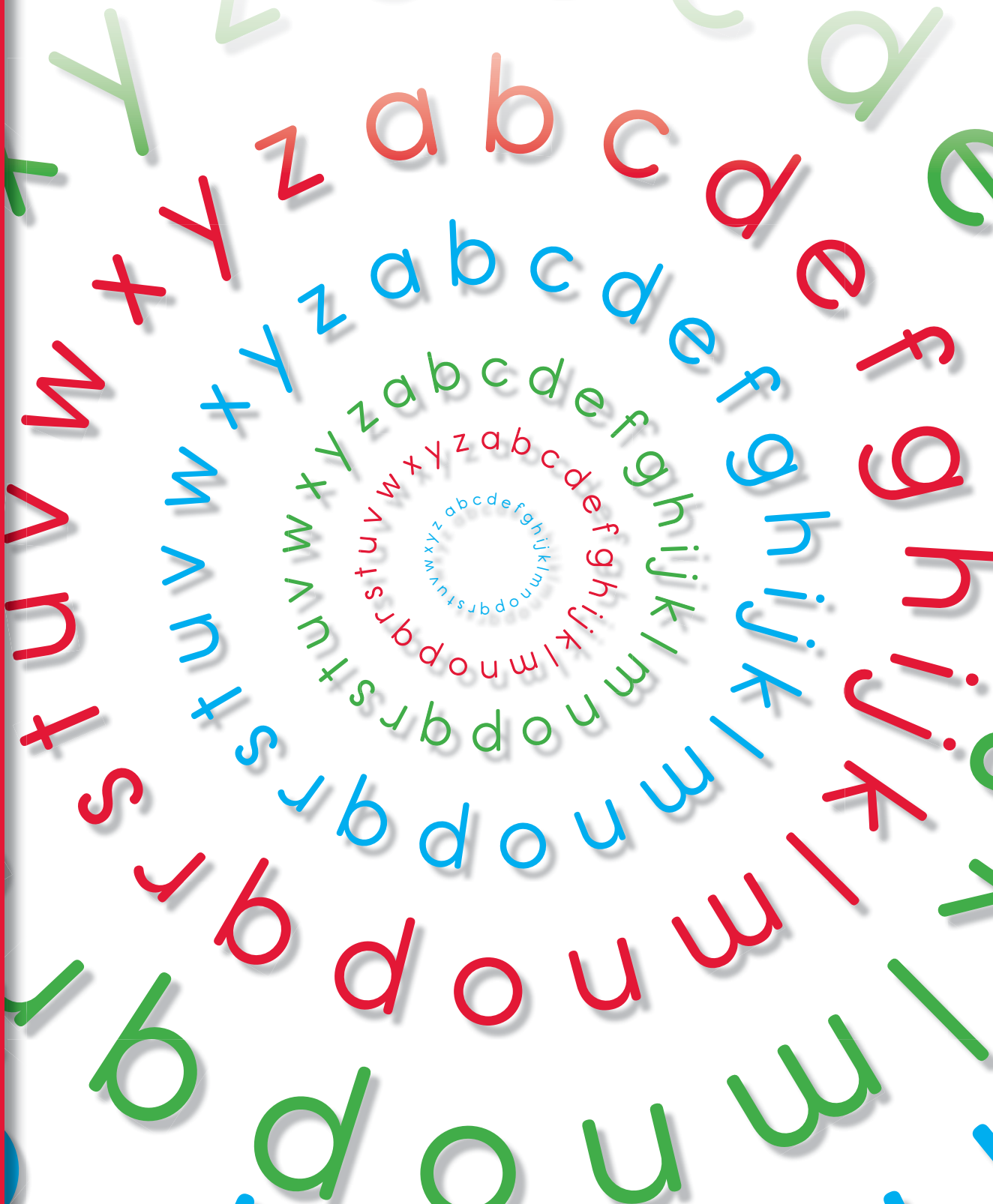
New York State Common Core

K grade

ELA & Literacy Curriculum

Unit 1

Teacher Guide



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

Core Knowledge®

KINDERGARTEN



Unit 1
Teacher Guide

Skills Strand
KINDERGARTEN

Core Knowledge Language Arts®
New York Edition

Core Knowledge®

Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

to Share — to copy, distribute and transmit the work
to Remix — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

http://creativecommons.org/licenses/by-nc-sa/3.0/

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Table of Contents

Unit 1

Teacher Guide

Alignment Chart for Unit 1 v

Introduction to Unit 1 1

Lesson 1: Awareness of Noises; Prewriting Skills 9

Lesson 2: Awareness of Noises; Prewriting Skills: Vertical Line 13

Lesson 3: Awareness of Noises; Prewriting Skills 18

Lesson 4: Awareness of Noises; Prewriting Skills: Horizontal Line; Blending Pretest 23

Lesson 5: Awareness of Noises and Words; Prewriting Skills: Circle 31

Lesson 6: Awareness of Noises and Words; Prewriting Skills: Writing Strokes Pretest 36

Lesson 7: Awareness of Noises and Words; Prewriting Skills: Diagonal Line 47

Lesson 8: Awareness of Noises and Words; Prewriting Skills: Square 51

Lesson 9: Awareness of Words; Prewriting Skills: Triangle. 55

Lesson 10: Awareness of Words; Prewriting Skills; Unit 1 Assessment 59

Pausing Point 67

Appendices

- **A:** About This Program 77
- **B:** Kindergarten Scope and Sequence 87
- **C:** Components of Program 90

Teacher Resources 95

Workbook Answer Key 98

Alignment Chart for Unit 1

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

Alignment Chart for Unit 1		Lessons									
		1	2	3	4	5	6	7	8	9	10
Reading Standards for Foundational Skills: Kindergarten											
Print Concepts											
STD RF.K.1a	Follow words from left to right, top to bottom, and page by page.										
CKLA Goal(s)	Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back)					✓					
	Establish bodily and spatial awareness	✓	✓	✓							
Phonological Awareness											
STD RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).										
CKLA Goal(s)	Identify environmental sounds				✓	✓					
	Count the number of environmental sounds heard (e.g., clapping, rhythm band instruments)	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Identify whether environmental sounds are the same or different	✓	✓								
	Segment spoken sentences into words					✓					
Presentation of Knowledge and Ideas											
STD SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.										
CKLA Goal(s)	Speak audibly and express thoughts, feelings, and ideas clearly					✓					
Language Standards: Kindergarten											
Conventions of Standard English											
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.										
STD L.K.1a	Print many lowercase letters.										
CKLA Goal(s)	Hold a writing utensil with a tripod (or pincer) grip and make marks on paper					✓					

© 2013 Core Knowledge Foundation

Alignment Chart for Unit 1

		Lessons									
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
STD L.K.1e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).										
CKLA Goal(s)	Use spatial words: *there*, *here*; *in*, *on*; *in front of*, *behind*; *at the top of*, *at the bottom of*; *under*, *over*; *above*, *below*; *next to*, *in the middle of*; *near*, *far*; *inside*, *outside*; *around*, *between*; *up*, *down*; *high*, *low*; *left*, *right*; *front*, *back*		✓	✓	✓	✓	✓	✓	✓	✓	

✓ 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.

© 2013 Core Knowledge Foundation

Introduction to Unit 1

Welcome

Dear Kindergarten Teacher,

Welcome to the Core Knowledge Language Arts program (CKLA)! CKLA is divided into two strands: a Skills Strand and a Listening & Learning Strand. You are currently reading the Introduction to Unit 1 of the Skills Strand.

Some key aspects of the Skills Strand of CKLA are listed below. (To learn more about the two strands of CKLA and the rationale for this setup, please consult Appendix A at the end of this unit.)

- CKLA focuses on *sounds*, or *phonemes*, as the primary organizing principle of the program, rather than *letters*.
- CKLA includes phonics instruction, but the instruction differs from the sort of phonics usually taught in the United States in that it begins with *sounds* and then attaches those sounds to spellings. In a typical phonics lesson in the United States, the teacher writes the letter 'm' on the board and says, "This is the letter 'em'. It says /m/." As a teacher using this program, you will be asked to present your lessons in a different way. You will be asked to begin with the sound. At the beginning of the lesson you will tell the class: "Today's sound is /m/." You will then lead the class in some engaging oral language exercises that will allow students to say and hear the sound /m/. Once students are familiar with the sound, you will show them how to draw a "picture of the sound." You will write the letter 'm' on the board and explain this is how we make a picture of the /m/ sound.
- CKLA uses a synthetic phonics approach which teaches students to read by blending through the word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- CKLA begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds which can be spelled several different ways. The system is kept simple at first and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- CKLA avoids letter names in the early lessons of Kindergarten, because the importance for reading is not the letter names but the sound values the letters stand for. To read the word *cat*, it is essential to know /k/ /a/ /t/, not "see aay tee."

© 2013 Core Knowledge Foundation

Week One				
Day 1 (Lesson 1)	**Day 2 (Lesson 2)**	**Day 3 (Lesson 3)**	**Day 4 (Lesson 4)**	**Day 5 (Lesson 5)**
Counting with Fingers (10 min.)	Counting with Fingers (5 min.)	Counting with Fingers (5 min.)	Counting with Fingers (5 min.)	Counting with Fingers (5 min.)
Knocking and Counting (10 min.) Same or Different? (10 min.)	Knocking and Counting (10 min.) Same or Different? (10 min.)	What Did You Hear? (10 min.) How Many Noises? (10 min.)	What Did You Hear? (10 min.) How Many Noises? (10 min.)	How Many Noises? (10 min.)
Greeting (10 min.)	Greeting (5 min.)	Greeting (5 min.)	Greeting (5 min.)	Hearing Words in Phrases and Sentences (10 min.)
Follow Me (5 min.)	Follow Me (10 min.)	Follow Me (10 min.)	Reviewing the Tripod Grip (5 min.)	Greeting (5 min.)
Drawing on a Vertical Surface (15 min.)	Finger Introduction (5 min.) Introducing the Tripod Grip (5 min.)	Reviewing the Tripod Grip (5 min.)	Drawing Horizontal Lines on a Vertical Surface (10 min.) Horizontal Line Practice (15 min.)	Making Vertical Lines, Horizontal Lines, and Circles with Playdough (10 min.)
	Drawing Vertical Lines on a Vertical Surface (10 min.)	Vertical Line Practice (15 min.)	Blending Pretest	Drawing Circles to the Left on a Vertical Surface (10 min.)
				Tracking Practice (10 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)**
Counting with Fingers (5 min.)	Counting with Fingers (5 min.)	Counting with Fingers (5 min.) What is This? (5 min.)	Counting with Fingers (5 min.)	Counting with Fingers (5 min.) What is This? (5 min.)
How Many Noises? (10 min.)	Stepping Forward for Noises (10 min.)	Stepping Forward for Noises (10 min.)	Stepping Forward for Words (10 min.) Circle the Cubes (10 min.)	Hearing Words in Phrases and Sentences (10 min.) Stepping Forward for Words (10 min.)
Hearing Words in Phrases and Sentences (10 min.)	Teacher-Student Echo (10 min.)	Teacher-Student Echo (10 min.)	Making Circles and Triangles with Playdough (10 min.)	Unit 1 Assessment (30 min.)
Writing Strokes Pretest (20 min.)	Drawing Diagonal Lines on a Vertical Surface (10 min.) Diagonal Line Practice (15 min.)	Drawing Squares on a Vertical Surface (15 min.) Reviewing Vertical and Horizontal Lines (15 min.)	Drawing Triangles on a Vertical Surface (10 min.) Reviewing Circles and Diagonal Lines (15 min.)	
Circle to the Left Practice (15 min.)	Tracking Practice (10 min.)			
60 min.	60 min.	60 min.	60 min.	60 min.

© 2013 Core Knowledge Foundation

Skills Strand Components

Here is a list of the components you will use as you teach the Skills Strand:

- Teacher Guide (one for each unit)
- Workbook (one copy per student per unit)
- Blending Picture Cards (one set per classroom)
- Large Cards (one set per classroom)
- Chaining Folder and Small Cards (one set per student)
- Decodable Reader (one copy per student per unit, Units 6–10)
- Big Book (one for each unit, Units 4–8)
- Media Disk (one for each unit, Units 4–10)
- Sound Posters and Sound Cards
- *Assessment and Remediation Guide*

Please note only the Teacher Guide and Workbook are used in Unit 1. The other materials listed above will be introduced gradually throughout the year. For more detailed descriptions of these components, see Appendix C in this Teacher Guide. (Some teachers find it helpful to keep one unused copy of the Student Workbook in order to make copies for extra practice.)

Additional Materials Needed in Unit 1

Some additional materials (most typically available in Kindergarten classrooms) are needed for specific lessons of Unit 1. These materials are always listed in the At a Glance chart at the beginning of each lesson. For your convenience, a complete list of additional materials is included here. The number in parentheses indicates the first lesson in which the materials are used:

- Rhythm band instruments or other objects that make sounds (1)
- Beanbags, small balls, or other small objects, one per student (1)
- Chart paper (1)
- Broken crayons for all students (Please see explanation regarding the use of crayon pieces in Lesson 1, Drawing Time.) (1)
- Small stickers, any type (2)
- Mats, one per student; may be a placemat, construction paper; see directions in Lesson 3 (3)
- Counting cubes, 4 per student; if cubes are not available other markers or manipulatives may be used (3)
- Stamp and ink pad (3)
- Rough or silky textured glove (4)

© 2013 Core Knowledge Foundation

- Playdough or other modeling compound (5)
- Peel and stick red dots (3)
- Peel and stick green stars (3)

In order to remain within the given time frames, it is essential for teachers to prepare all materials ahead of time, giving thought to their distribution and collection.

Primary Goals of Unit 1

In many ways, Units 1 and 2 are the most important of the Kindergarten Skills Strand units. Units 1 and 2 lay the groundwork for teaching students to read and write, which you will begin to do in Unit 3.

Unit 1 has three main purposes. The first purpose is to increase students' awareness of environmental noises and words within sentences. Paying attention to environmental noises and to words within sentences prepares students to pay attention to sounds within words. The ability to hear sounds (i.e., phonemes) is crucial for writing; when we write a word, we essentially write one symbol (either a single- or multiple-letter spelling) for each sound in the word. For this reason, it is important to begin to increase students' awareness of the sounds they hear.

The second purpose of Unit 1 is to teach students to draw a number of writing strokes used to create letters (e.g., horizontal lines, vertical lines, circles, etc.). As students learn to draw these writing strokes, their fine motor skills will increase and they will begin to master the tripod grip. This will prepare students to write letters in Unit 3.

The third purpose of Unit 1 is to teach students the meanings of various position words (e.g., *right*, *left*, *top*, *bottom*, etc.). In Unit 3, students will begin to read and write. Reading and writing are done from left to right and top to bottom, so it will be helpful if students are able to identify the left side, right side, top, and bottom of a page. Additionally, when teaching students to write letters, you will use position words. Finally, you will often use position words when explaining worksheets to students.

Please note at the end of Unit 1, you will assess students' ability to:

- draw a horizontal line, a vertical line, a diagonal line, and a circle;
- understand the position words *right*, *left*, *top*, *middle*, and *bottom*; and
- discriminate words.

We recommend looking over the assessment in Lesson 10 before teaching Unit 1 in order to understand the level of mastery expected of students.

© 2013 Core Knowledge Foundation

Is Unit 1 Necessary for All Students?

Students enter Kindergarten classrooms with a wide range of experiences making them more or less ready for Kindergarten instruction. Some students may have attended preschool; others may not. Some students may have had picture books read aloud to them on a regular basis while, again, others may not. As noted earlier, the activities included in Units 1 and 2, while seemingly simple, lay a critical foundation for the reading instruction in later units. The time spent practicing these skills at the start of the year is time well spent as it will enable students to approach the early reading activities with success. We strongly suggest you start instruction for your entire class with Unit 1 and not be tempted to skip these lessons.

If you believe students in your Kindergarten classroom have entered school particularly well prepared, you may want to administer the Unit 1 Student Performance Task Assessment, as described in Lesson 10, to all students during the first day or two of school. There are a total of 14 items on this assessment. If all students in your classroom answer at least 12 of 14 items correctly, with no more than 1 item missed per section (A, B, or C), you might consider starting instruction with Unit 2. You should not consider skipping Unit 1, however, under any other circumstances, even if just a few students perform below this benchmark. Instruction in the early units of the CKLA Kindergarten program (Units 1–4) is explicitly designed to be implemented as whole group instruction. Based on extensive experience in field testing this program, we have found this approach to be the most effective and efficient way to ensure the reading success of all students.

Format of the Unit 1 Lessons

Lesson objectives are listed at the beginning of each lesson. Following the objectives is an At a Glance chart listing the exercises in the lesson, the materials needed for each exercise, and the amount of time allotted to each exercise. The lesson's exercises follow the At a Glance chart. Sidebars are printed alongside many of the exercises. These often list Pausing Point activities that can be used to give students additional practice with a target skill.

Each Unit 1 lesson is divided equally between auditory exercises and prewriting exercises. The auditory exercises are intended to increase students' awareness of environmental noises and/or words, and the prewriting exercises are intended to prepare students to write letters, words, and sentences. The At a Glance chart at the beginning of each exercise has icons to help you distinguish the two parts of each lesson: auditory exercises are marked by an ear icon and prewriting exercises are marked by a hand icon.

For the handwriting activities in the early CKLA Kindergarten units, we strongly recommend that all students use crayons. For all handwriting, in fact, we prefer students use small or broken crayons. While this may sound odd, these smaller stubs increase the likelihood of students grasping the writing utensil with the preferred tripod or quadropod grip. Furthermore, writing with crayons provides students with increased sensory input as they

© 2013 Core Knowledge Foundation

practice writing. This is because crayon wax has greater resistance to paper than graphite or ink. The push-pull motion will strengthen finger and hand muscles, permitting students greater control and endurance when writing.

Projection System

Throughout this unit and others, whenever the lesson suggests that the teacher model the completion of a worksheet, you should choose the most convenient and effective method of reproducing and displaying the worksheet for all to see. This may include making a transparency of the worksheet and using an overhead projector, scanning the page and projecting it on a Smart Board, using a document camera, or writing the worksheet exercises on chart paper or a white board.

Take-Home Material

To encourage family member involvement and to maximize student exposure to the material, we have included a number of take-home worksheets. These worksheets are optional. Should you choose to use them, please distribute these worksheets to students and instruct them to take the worksheet to a family member. At your discretion, take-home material may also be used in the classroom for extension activities and work stations.

Pretests

You will administer a blending pretest in Lesson 4 and a writing strokes pretest in Lesson 6. Instructions for administering and scoring the pretests are included in the lessons. The purpose of the pretests is strictly to establish a baseline for every student.

CKLA has been designed to be suitable for the majority of Kindergarten students. Thus, these pretests are not meant to identify students who are not ready for the Kindergarten sequence. They are intended to help you determine what students already know and establish benchmarks against which you can document students' progress.

⑩ Student Performance Task Assessment

All units in CKLA will typically include an end-of-unit assessment, as well as multiple opportunities for other observation and evaluation throughout the unit. We strongly recommend that you start an assessment portfolio for each student. Beginning with this unit collect various examples of the student's work, as well as more formal assessments. Remember to include the date on any work you place in this portfolio.

Major assessments are indicated in this Teacher Guide by a circle with the number 10 inside it, like the one shown beside the word "Student" at the beginning of this subsection. The 10 is a reference to the Tens system of assessment which you can use, if you wish, as a way of recording the results of the assessments. If you would like to learn more about the Tens system of assessment, please consult Appendix C at the end of this Teacher Guide.

© 2013 Core Knowledge Foundation

In addition to these major assessments, there are many additional opportunities to assess students. Almost every exercise or worksheet represents an opportunity to assess students and increase your awareness of skills they have mastered, and skills which need additional work. We encourage you to use assessment to systematically guide instruction.

In Lesson 10, you will assess students' ability to:

- draw a horizontal line, a vertical line, a diagonal line, and a circle;
- understand the position words *left*, *right*, *top*, *middle*, and *bottom*; and
- discriminate words.

Instructions for administering and scoring the assessment are included in Lesson 10.

Pausing Point

The 10 lessons of this unit are followed by a Pausing Point, which is comprised of a number of supplemental exercises. You should stop at the Pausing Point if the unit assessment indicates students are having trouble with any of the Unit 1 objectives. Please note the Pausing Point exercises are organized by the unit objectives they satisfy.

Pausing Point exercises can also be used before you reach the end of the unit. Opportunities for using the Pausing Point exercises are identified in the sidebars.

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at http://www.coreknowledge.org/AR-GK-U1. Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

Time Management

You should use the time allotments listed in the At a Glance chart (and listed throughout the lesson) to guide you as you teach the lesson. For example, in Lesson 8, you should try to spend about 10 minutes on the "Teacher-Student Echo" exercise. You may find that 10 minutes is enough time to teach all of the sentences listed in the lesson plan, or you may find you can only get through half of them.

If you are forced to choose, it is better to leave out a few items in each exercise than it is to teach one exercise in full and omit other exercises. In other words, *your primary goal should be to teach all of the exercises in the lesson rather than to teach every item in every exercise.*

© 2013 Core Knowledge Foundation

Appendices

This brief introduction covers the most basic information about Unit 1. If you would like to learn more about the philosophy behind the program, the Tens system of scoring, and other aspects of the program, we strongly encourage you to consult the appendices at the end of this volume.

Teacher Resources

At the end of each unit, you will find a section titled, "Teacher Resources." In this section, we have included assorted forms and charts which may be useful.

© 2013 Core Knowledge Foundation

Lesson 1

Emergent Reading and Writing Skills

☑ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ **Segment spoken sentences into words by counting fingers** (RF.K.2)
- ✓ **Count the number of environmental sounds heard as the teacher varies the number of knocks on a desk** (RF.K.2)
- ✓ **Identify whether environmental sounds are the same or different using a variety of common classroom objects** (RF.K.2)
- ✓ **Demonstrate understanding of directionality by extending the right hand to greet others** (RF.K.1a)
- ✓ **Establish bodily and spatial awareness by moving an object to various positions around the body** (RF.K.1a)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons** (L.K.1a)

At a Glance		Exercise	Materials	Minutes
	Warm-Up	**Counting with Fingers**		10
	Listening to Environmental Noises	**Knocking and Counting**		10
		Same or Different?	musical instruments or classroom objects	10
	Left/Right Discrimination	**Greeting**		10
	Spatial and Bodily Awareness	**Follow Me**	one beanbag, foam ball, or small object per student	5
	Drawing Time	**Drawing on a Vertical Surface**	crayons; chart paper	15
	Take-Home Material	**CKLA Overview**	Worksheet 1.1	*

© 2013 Core Knowledge Foundation

Warm-Up — *10 minutes*

Counting with Fingers

Note: In this exercise students will practice counting to 10 using their fingers. This task is important because it visually emphasizes that a word (*one*, *two*, etc.) is an individual entity that can be represented, in this case, with fingers. This exercise will be repeated at the beginning of each lesson in Unit 1. If you find that counting to 10 is too difficult for students at this point, have them count to five and increase to 10 when students are ready.

- Count from one to 10, lifting one finger for each number as you count.
- Have students repeat after you.

Listening to Environmental Noises — *20 minutes*

Knocking and Counting — 10 *minutes*

If students need additional practice discriminating noises, you may use the Pausing Point exercise "Listening Walk" and the activities in Unit 1, Section I of the *Assessment and Remediation Guide*.

Note: This exercise is important because it requires students to distinguish discrete noises (in this case, knocks). This is similar to distinguishing discrete sounds in spoken words. The ability to distinguish sounds is a prerequisite for writing; to write a word, you must know how many sounds are in the word so you can write a spelling for each sound.

- Tell students to listen and watch as you knock on your desk.
- Knock on your desk one to three times with your right hand. As you knock, raise one finger on your left hand for each knock, starting with your thumb. (To students, you should appear to be lifting your fingers from left to right.)
- Repeat the knocks at a slower pace, having students raise one finger for each knock (ideally from left to right, but do not dwell on this).
- Have students hold up their hands, indicating with their raised fingers how many times you knocked.
- Repeat several times, varying the number of knocks.

Same or Different? — 10 *minutes*

For this exercise, students need to know the meanings of the terms *same* and *different*. Make two noises that are the same and tell students two noises that sound alike are the *same*. Make two noises that are different and tell students two noises that do not sound alike are *different*.

Note: This exercise familiarizes students with the sources of noises and helps them to discriminate between them.

- Gather various rhythm instruments or classroom objects which make distinctive noises; e.g., stapler, pencil sharpener, scissors, etc.
- Familiarize students with the instruments or objects and the noises they make by naming them and producing the noises.
- Make two noises and ask students whether the noises were the same or different.
- If students are successful, repeat with the instruments or objects now hidden from view.

© 2013 Core Knowledge Foundation

Left/Right Discrimination — *10 minutes*

Greeting

Please be aware that greeting a person by shaking his or her hand and looking him or her in the eyes is not a universal social tradition. Additionally, please note this exercise may be difficult for autistic students.

If students need additional work on left/right discrimination, you may use the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

Note: Shaking hands teaches American social skills. Additionally, a firm grip develops hand awareness and increases muscle tone in the hand, which is useful for writing. Finally, this exercise familiarizes students with their right hands (and with the concept of "right" in general). This knowledge will be beneficial when students are taught to read and write from left to right.

- Tell students when we greet a person we shake the person's right hand.
- Greet one student after the other by saying hello, looking him or her in the eyes, and firmly shaking his or her right hand.
- Say, "Hello, _____. We greet others by shaking their right hand. I'm using my right hand to shake your right hand."
- Encourage students to greet you properly, "Hello, _____. I'm using my right hand to shake your right hand."

Spatial and Bodily Awareness — *5 minutes*

Follow Me

A squishy object gives students plenty of sensory feedback as they move the object in space. If possible, have students use a soft object for this exercise.

If students need additional work on gross motor skills, you may use any of the Pausing Point activities listed under "Gross Motor Activities."

If students need additional practice with position words, you may use the Pausing Point exercise "The Grand Old Duke of York" and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

Note: This exercise familiarizes students with position words, which you will use when teaching letter forms and when teaching the directionality of reading and writing (top to bottom/left to right). It also develops gross motor skills.

- Give each student a beanbag, foam ball, or another small object.
- Have students stand about an arm's length apart.
- Stand with your back to students and tell them to do what you do.
- Make sure to emphasize the position words *top*, *bottom*, *over*, *under*, *right*, *other side*, and *around* by saying what you are doing.
- You should do the following actions in order before varying the game:
  - Move the ball to the **top** of your head.
  - Lift up your foot and move the ball down to the **bottom** of your foot.
  - Raise your arm sideways and move the ball **over** your arm.
  - Raise your arm sideways and move the ball **under** your arm.
  - Move the ball to the **right** of your body.
  - Move the ball to the **other side** of your body.
  - Move the ball **around** your legs.

  Note: The position word *left* is avoided here to emphasize the right hand and right side of the body.

© 2013 Core Knowledge Foundation

Drawing Time — *15 minutes*

Drawing on a Vertical Surface

If students need additional practice drawing on a vertical surface, you may use the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

Note: In this exercise students will learn to control movement at the shoulder, elbow, wrist, and fingers to make marks on paper with small crayons. The small size of the crayons encourages the pincer grasp, which leads into the efficient tripod grip. The tripod grip will be taught in the next lesson.

- Set up drawing paper on an easel or some other large, vertical surface at a height students can reach.
- Provide students with small pieces of crayon.
- Have students draw on the vertical surface. Encourage a range of motion, from large movements made at the shoulder and elbows to small movements made at the wrists and fingers.

Take-Home Material

CKLA Overview

- Have students give Worksheet 1.1 to a family member.

© 2013 Core Knowledge Foundation

Lesson 2

Emergent Reading and Writing Skills

☑ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ **Segment spoken sentences into words by counting fingers** (RF.K.2)
- ✓ **Count the number of environmental sounds heard as the teacher varies the number of knocks on a desk** (RF.K.2)
- ✓ **Identify whether environmental sounds are the same or different using a variety of common classroom objects** (RF.K.2)
- ✓ **Demonstrate understanding of directionality by extending the right hand to greet others** (RF.K.1a)
- ✓ **Establish bodily and spatial awareness by moving an object to various positions around the body** (RF.K.1a)
- ✓ **Use spatial words while practicing writing strokes in the air and on paper** (L.K.1e)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons** (L.K.1a)

At a Glance		Exercise	Materials	Minutes
	Warm-Up	**Counting with Fingers**		5
	***Listening to Environmental Noises***	**Knocking and Counting**		10
		Same or Different?	musical instruments or classroom objects	10
	Left/Right Discrimination	**Greeting**	small stickers	5
	Spatial and Bodily Awareness	**Follow Me**	one beanbag, foam ball, or small object per student	10
	***Finger/Hand Awareness***	**Finger Introduction**		5
		Introducing the Tripod Grip	crayons	5
	Drawing Time	**Drawing Vertical Lines on a Vertical Surface**	crayons; chart paper	10
	Take-Home Material	**Vertical Line Practice**	Worksheet 2.1	*

© 2013 Core Knowledge Foundation

Warm-Up — **5** *minutes*

Counting with Fingers

- Count from one to 10, lifting one finger for each number as you count.
- Have students repeat after you.

Listening to Environmental Noises — **20** *minutes*

Knocking and Counting — **10** *minutes*

If students need additional practice discriminating noises, you may use the Pausing Point exercise "Listening Walk" and the activities in Unit 1, Section I of the *Assessment and Remediation Guide*.

- Tell students to listen and watch as you knock on your desk.
- Knock on your desk one to four times with your right hand. As you knock, raise one finger on your left hand for each knock, starting with your thumb. (To students, you should appear to be lifting your fingers from left to right.)
- Repeat the knocks at a slower pace, having students raise one finger for each knock (ideally from left to right, but, again, do not dwell on this).
- Have students hold up their hands, indicating with their raised fingers how many times you knocked.
- Repeat several times, varying the number of knocks.

Same or Different? — **10** *minutes*

- Gather various rhythm instruments or classroom objects that make distinctive noises.
- Familiarize students with the instruments or objects and the noises they make by naming them and producing the noises.
- Make two noises and ask students whether the noises were the same or different.
- Repeat until students have had significant practice.
- If students were successful, repeat with the instruments or objects hidden from view.
- Extension: Arrange a number of instruments or objects so students can see them. Have another set of these same instruments or objects hidden. Make the noise of an instrument or object out of view and ask students to identify the instrument or object making the same noise. Repeat and ask them to select an instrument or object making a different noise. You could also hand one instrument or object to each student and ask them to make the same noise or a different noise.

© 2013 Core Knowledge Foundation

Left/Right Discrimination — *5 minutes*

Greeting

If students need additional practice differentiating their hands, you may use the Pausing Point exercise "Left/Right Hand Discrimination."

- Greet one student after the other by saying hello, looking him or her in the eyes, and firmly shaking his or her right hand.
- Say, "Hello, _____. We greet others by shaking their right hands. I'm using my right hand to shake your right hand."
- Encourage students to greet you properly: "Hello, _____. I'm using my right hand to shake your right hand."
- After shaking each student's right hand, place a small sticker on it to remind him or her which side is the right side.
- Tell students, "What's left is left."

Spatial and Bodily Awareness — *10 minutes*

Follow Me

If students' need additional gross motor skills practice, you may use any of the Pausing Point activities listed under "Gross Motor Activities" and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

If students need additional practice with position words, you may use the Pausing Point exercise "The Grand Old Duke of York" or the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

- Give each student a beanbag, foam ball, or other small object.
- Have students stand about an arm's length apart.
- Stand with your back to students and tell them to do what you do.
- Make sure to emphasize the position words *top*, *bottom*, *over*, *under*, *right*, *other side*, and *around* by saying what you are doing.
- You should do the following actions in order before varying the game:
  - Move the ball to the **top** of your head.
  - Lift up your foot and move the ball down to the **bottom** of your foot.
  - Raise your arm sideways and move the ball **over** your arm.
  - Raise your arm sideways and move the ball **under** your arm.
  - Move the ball to the **right** of your body.
  - Move the ball to the **other side** of your body.
  - Move the ball **around** your legs.
- Extension: As students master position words, increase the length of your statements and make them more explicit. For example, say, "Move the ball to the middle of your right arm, under your elbow." To make this an excellent oral language exercise, have students say what they are doing.

© 2013 Core Knowledge Foundation

Finger/Hand Awareness — *10 minutes*

Finger Introduction — *5 minutes*

Note: This exercise is important because knowing finger names is useful for learning the tripod grip.

- Raise your thumb, and tell students you are holding up your thumb.
- Raise each of your remaining fingers (one at a time), and tell students what they are called (*pointer* or *index finger*, *middle finger*, *ring finger*, *pinkie*).
- Tell students to touch their thumbs to the tips of their other fingers. This movement is called finger-thumb opposition and develops finger awareness.
- Tell students to repeat after you, pretending their thumbs are greeting each of their fingers.
  - Touch your thumb to your pointer finger, and say, "Hello, pointer finger! Hello, thumb!"
  - Touch your thumb to your middle finger, and say, "Hello, middle finger! Hello, thumb!"
  - Touch your thumb to your ring finger, and say, "Hello, ring finger! Hello, thumb!"
  - Touch your thumb to your pinkie, and say, "Hello, pinkie! Hello, thumb!"
- Extension: Sing the song "Where Is Thumbkin?" (to the tune of "Frère Jacques").

Having students practice finger-thumb opposition (touching the thumb to each finger) is a great way to prepare students for the tripod grip. When students begin writing, you may have them practice finger-thumb opposition for 30 seconds before asking them to pick up a writing utensil.

Where Is Thumbkin?

"Where is thumbkin?" (hands behind back)

"Where is thumbkin?" (hands behind back)

"Here I am." (bring left thumb from behind back)

"Here I am." (bring right thumb from behind back)

"How are you today, sir?" (wiggle left thumb)

"Very well, I thank you." (wiggle right thumb)

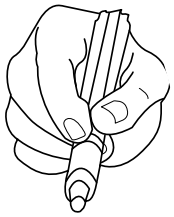
"Run away." (move left hand behind back)

"Run away." (move right hand behind back)

(Repeat four times, replacing "thumbkin" with "pointer finger," then "middle finger," then "ring finger," and then "pinkie.")

© 2013 Core Knowledge Foundation

Introducing the Tripod Grip *5 minutes*



Tripod Grip

To increase students' hand-eye coordination and exercise their pincer muscles, have them move water from one test tube to another using an eyedropper. Colored water will keep students engaged and provide a chance to teach color names.

Note: The standard writing grip is the *tripod grip*. The tripod grip is made by pinching the base of a writing utensil with the thumb and pointer finger and resting the shaft of the writing utensil on the tip of the middle finger.

- Provide each student with a small piece of crayon.
- Model the tripod grip for students.
- Have students use the tripod grip to hold their crayons.
- Circulate, correcting grips. (It is important that students learn the correct way to hold a writing utensil because a proper grip ensures efficient, smooth, and tension-free handwriting.)

Note: Some students might use the thumb, pointer finger, and middle finger to pinch the crayon. The crayon then rests on the tip of the ring finger. This alternate grip, called the *quadropod grip*, is fine as well.

Drawing Time *10 minutes*

Drawing Vertical Lines on a Vertical Surface

If students have trouble drawing vertical lines, you may draw stars on the paper to indicate where they should start each vertical line. Tell students to "start at the star." If necessary, draw dots to indicate end points, and tell students to "stop at the dot."

If students need additional practice with vertical lines, you may use the Pausing Point exercise "Tray Tracing" and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

Note: Drawing vertical lines will prepare students to write the letters 'a', 'b', 'd', 'h', 'i', 'k', 'l', 'm', 'n', 'p', 'q', 'r', 't', and 'u'.

- Tape multiple pieces of chart paper to the wall at a height students can reach.
- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Draw a vertical line on the board. Explain to students a vertical line is a straight line that goes up and down; when we draw a vertical line, we start at the top and finish at the bottom.
- Invite students to trace vertical lines on their desks (or in the air) with their fingers.
- Have students draw vertical lines on the chart paper.
- Circulate, correcting grips and assisting students in drawing vertical lines.

Take-Home Material

Vertical Line Practice

- Have students give Worksheet 2.1 to a family member.

© 2013 Core Knowledge Foundation

Lesson 3

Emergent Reading and Writing Skills

☑ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ **Segment spoken sentences into words by counting fingers** (RF.K.2)
- ✓ **Segment spoken sentences into words by moving cubes** (RF.K.2)
- ✓ **Identify environmental sounds using a variety of classroom objects** (RF.K.2)
- ✓ **Count the number of environmental sounds heard using a variety of classroom objects** (RF.K.2)
- ✓ **Demonstrate understanding of directionality by placing cubes on a mat from left to right and by extending the right hand to greet others** (RF.K.1a)
- ✓ **Establish bodily and spatial awareness by moving an object to various positions around the body** (RF.K.1a)
- ✓ **Use spatial words while practicing writing strokes in the air and on paper** (L.K.1e)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons** (L.K.1a)

At a Glance		Exercise	Materials	Minutes
	Warm-Up	**Counting with Fingers**		5
	***Listening to Environmental Noises***	**What Did You Hear?**	musical instruments or classroom objects	10
		How Many Noises?	musical instruments or classroom objects; red dots and green star stickers; cubes (two per student); small mats (one per student)	10
	***Left/Right Discrimination***	**Greeting**	stamp & ink pad or stickers	5
	Spatial and Bodily Awareness	**Follow Me**	one beanbag, foam ball, or small object per student	10
	Finger/Hand Awareness	**Reviewing the Tripod Grip**	crayons	5
	Drawing Time	**Vertical Line Practice**	Worksheet 3.1; crayons; projection system	15
	Take-Home Material	**Strengthening Fine Motor Skills**	Worksheet 3.2	*

© 2013 Core Knowledge Foundation

Advance Preparation

Gather various rhythm instruments or objects and prepare the mats for students by placing a green start star on the left side of each mat and a red dot on the right. See illustration. It might also be helpful if students had a green star on their left hands and a red dot on their right hands.

Warm-Up — *5 minutes*

Counting with Fingers

- Count from one to 10, lifting one finger for each number as you count.
- Have students repeat after you.

Listening to Environmental Noises — *20 minutes*

What Did You Hear? — 10 *minutes*

If students need additional practice discriminating noises, you may use the Pausing Point exercise "Listening Walk" and the activities in Unit 1, Section I of the *Assessment and Remediation Guide*.

If students need additional practice identifying the sources of noises, you may use the Pausing Point exercises "Tick-Tock, Find the Clock," "Listening Walk," and "Find the Animal."

If students need additional practice recreating noise sequences, you may use the Pausing Point exercise "Clap the Pattern."

Note: In this exercise students will learn to identify noise sequences. This will prepare them for a future exercise in which they have to identify words in phrases. Students will also identify the sources of noises by naming the objects making the noises. This will prepare them to associate a sound with a letter.

- Gather various rhythm instruments or classroom objects and familiarize students with them by naming and producing a noise with the selected items.
- Hide the instruments or objects from view and have students identify them by the noises they make. Students should name the instruments or objects.
- Make the noises of two instruments or objects, one after the other, with the instruments or objects hidden from view.
- Have a student name the two instruments or objects and use them to copy the noises in correct sequence.
- Repeat with several sequences of two noises until students have had significant practice.
- Extension: If you have two sets of instruments, place one set where students can see them. Play the instruments from the hidden set. Have a student play instruments in the same order you played the hidden instruments.

© 2013 Core Knowledge Foundation

How Many Noises? 10 *minutes*

Instead of using the mat, you may affix a magnetic strip to each of your cubes and demonstrate on the board. Or you may demonstrate by projecting the cubes using a projection system.

"Feeling the Noises" might be beneficial to some students. Instead of placing the cubes on the mat, let students place the cubes in their hands.

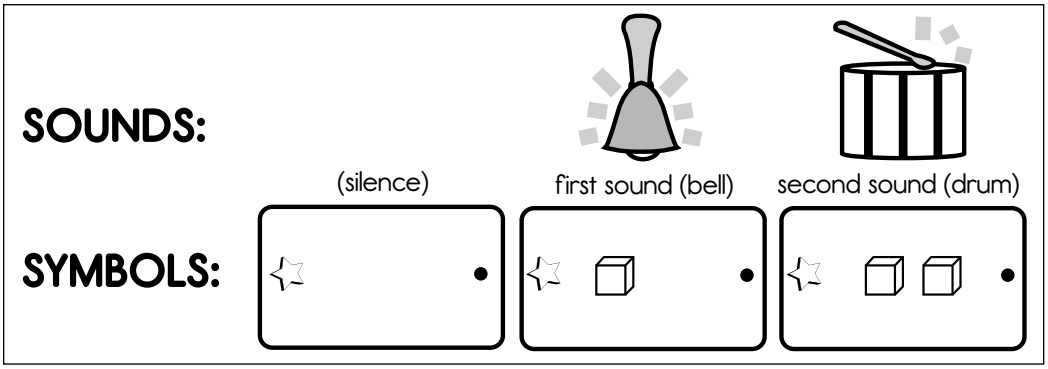
If students need additional practice counting sounds, you may use the activities in Unit 1, Section I of the *Assessment and Remediation Guide*.

If students need additional practice with left-to-right directionality, you may use the Pausing Point exercises "Tracing Lines" and "Color Strips" and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

Note: This exercise familiarizes students with noise sequences. They will represent a noise with an object by placing a cube on a mat for each noise they hear. This is similar to representing a sound with a letter. Placing the cubes left to right introduces the same directionality used when reading print.

- Place a mat and two cubes for all students to see.
- Make sure from the students' perspective, you appear to be placing the cubes from left to right.
- Select a student to come forward and make a noise using one instrument or object.
- Once the student has made a noise, move one cube forward on the mat.
- Clear your mat and ask another student to come forward and make two different noises. For each noise, slide a cube on your mat.
- Distribute one mat and two cubes to each student.
- For each noise they hear, students should place one cube on the mat.
- Tell students the green star on the mat means "Go!" or "Start!" and the red dot means "Stop!" They should always slide their first cube on the left side of the mat where the green star is located. They should place the second cube next to it, placing them in a line toward the red dot.

Note: Instead of sounding instruments or objects, you could have students move cubes according to knocks.



Left/Right Discrimination 5 *minutes*

Greeting

Instead of greeting each student yourself, you could have students greet each other.

- Greet one student after the other by saying hello, looking him or her in the eyes, and firmly shaking his or her right hand.
- Say, "Hello, _____. We greet others by shaking their right hands. I'm using my right hand to shake your right hand."

© 2013 Core Knowledge Foundation

If students need additional practice differentiating their hands, you may use the Pausing Point exercise "Left/Right Hand Discrimination" and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

- Encourage students to greet you properly: "Hello, _____. I'm using my right hand to shake your right hand."
- After shaking each student's right hand, place a stamp or sticker on it to remind them which side is the right side.
- Tell students, "What's left is left."

Spatial and Bodily Awareness ***10*** *minutes*

Follow Me

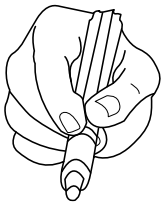
If students' are struggling with gross motor skills, you may use any of the Pausing Point activities listed under "Gross Motor Activities."

If students need additional practice with position words, you may use the Pausing Point exercise "The Grand Old Duke of York" and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

- Give each student a beanbag, foam ball, or another small object.
- Have students stand about an arm's length apart.
- Stand with your back to students and tell them to do what you do. Turn your head around to monitor the class. If another adult is in the room, have him or her demonstrate the motions.
- Make sure to emphasize the position words *top*, *bottom*, *over*, *under*, *right*, *left*, and *around* by saying what you are doing.
- You should do the following actions, in order, before varying the game:
  - Move the ball to the **top** of your head.
  - Lift up your foot and move the ball down to the **bottom** of your foot.
  - Raise your arm sideways and move the ball **over** your arm.
  - Raise your arm sideways and move the ball **under** your arm.
  - Move the ball to the **right** of your body.
  - Move the ball to the **left** of your body.
  - Move the ball **around** your legs.

Finger/Hand Awareness ***5*** *minutes*

Reviewing the Tripod Grip



Tripod Grip

If students need additional practice using the tripod grip, you may use the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

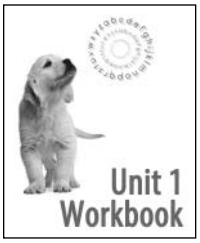
- Provide each student with a small piece of crayon.
- Model the tripod grip for students. (The tripod grip is made by pinching the base of a writing utensil with the thumb and pointer finger and resting the shaft of the writing utensil on the tip of the middle finger.)
- Have students use the tripod grip to hold their crayons.
- Circulate, correcting grips.

  Note: Some students might use the thumb, pointer finger, and middle finger to pinch the crayon. The crayon then rests on the tip of the ring finger. This alternate grip, called the *quadropod grip*, is fine as well.

© 2013 Core Knowledge Foundation

Drawing Time — **15** *minutes*

Vertical Line Practice



Worksheet 3.1

If students need additional practice with vertical lines, you may use the Pausing Point exercise "Tray Tracing" and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

Please select the most convenient and effective method of displaying the worksheet for all students to see. This may include making a transparency of the worksheet and using an overhead projector, or a smart board, document camera, chart paper, etc.

Note: When students are writing at their desks, the bottom of their feet should touch the floor, their feet should be parallel, and their backs should be straight. Before asking students to write, have them shake their arms above their heads and stamp their feet. This will ensure that their posture is suitable for writing.

- Distribute and display Worksheet 3.1 using a projection system.
- Tell students the worksheet shows a bird in a cage, but the cage is missing its bars.
- Tell students you are going to add bars to the cage so the bird cannot fly away. They should do the same on their worksheets.
- Show students how to add bars to the cage by tracing the dotted lines. As you draw, tell students you are adding bars to the cage by drawing vertical lines from top to bottom, starting at the stars.
- Continue demonstrating (providing guided practice) until students are ready to work independently.
- Tell students once they have finished the front of the worksheet, they should complete the back of the worksheet.
- If students finish early, they may color the pictures and/or draw a picture containing at least one vertical line.

Take-Home Material

Strengthening Fine Motor Skills

- Have students give Worksheet 3.2 to a family member.

© 2013 Core Knowledge Foundation

Lesson 4

Emergent Reading and Writing Skills

☑ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ **Segment spoken sentences into words by counting fingers** (RF.K.2)
- ✓ **Identify environmental sounds using a variety of common classroom objects** (RF.K. 2)
- ✓ **Count the number of environmental sounds heard using a variety of classroom objects** (RF.K.2)
- ✓ **Segment spoken sentences into words by moving cubes** (RF.K.2)
- ✓ **Demonstrate understanding of directionality by extending the right hand to greet others** (RF.K.1a)
- ✓ **Use spatial words while practicing writing strokes in the air and on paper** (L.K.1e)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons** (L.K.1a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Counting with Fingers**		5
Listening to Environmental Noises	**What Did You Hear?**	musical instruments or classroom objects	10
	How Many Noises?	musical instruments or classroom objects; cubes (three per student); small mats (one per student)	10
Left/Right Discrimination	**Greeting**	rough or silky glove	5
Finger/Hand Awareness	**Reviewing the Tripod Grip**	crayons	5
Drawing Time	**Drawing Horizontal Lines on a Vertical Surface**	crayons; chart paper	10
	Horizontal Line Practice	Worksheets 4.1, 4.2; crayons; projection system	15
Pretest	**Blending Pretest**		*
Take-Home Material	**Horizontal Line Practice**	Worksheet 4.3	*

© 2013 Core Knowledge Foundation

Note to Teacher

During this lesson, you will begin administering a blending subtest to students individually. You will be able to administer the test to a few students during this lesson, but you will continue to administer it to other students in subsequent lessons. This blending pretest assesses ability to take isolated oral sounds and combine them to form a word. Blending ability is highly correlated with early reading ability; this test is being administered now to establish a baseline for each student. You will administer the pretest to one student at a time, while the remainder of the class completes Worksheet 4.2 or other work you deem appropriate. Display and demonstrate how to complete Worksheet 4.2 for the entire class and then pull aside one student at a time for the blending pretest.

A sample scoring sheet for the blending pretest is printed at the end of this lesson. Individual scoring sheets for each student are included in the Student Workbooks. Remove Worksheet 4.1 from each student's workbook prior to administering the test. Sit close to the student so he or she can clearly hear you and see your mouth. Tell the student you are going to say some sounds slowly. The student should listen to all of the sounds; when you finish, the student should try to say the sounds "fast" or "all together" so he or she is saying a real word. Explain that you can only say the sounds one time, so students must watch and listen carefully. Demonstrate using the examples. Say the sounds in a segmented fashion, pausing for about one second between sounds, e.g., /m/.../ee/. Then say *me*. Demonstrate again with /s/…/a/…/d/, *sad,* then administer the test items. If the student misses the first five items, you may discontinue the test. Score each student's overall performance. The correct answer for each item is given in the parentheses. Give one point for each correct answer and zero points for an incorrect answer. At the beginning of Kindergarten, any score greater than zero is a good outcome. A score of five or more is very good. Such a score indicates the student can hear discrete sounds and can blend them to make a word. Since blending is one of the key skills required for reading (along with knowing letter-sound correspondences), students who do well on this pretest are likely to learn to read quickly. On the other hand, students who cannot blend may struggle with reading—at least in the initial phases. These students may need additional support in order to learn to blend successfully. You will want to keep a close eye on them during the first several units of Kindergarten.

We strongly recommend creating an assessment portfolio for each student and storing his or her assessments (including pretests) in it. Throughout the year, you can refer to the folders to see how students are progressing.

© 2013 Core Knowledge Foundation

Warm-Up — *5 minutes*

Counting with Fingers

- Count from one to 10, lifting one finger for each number as you count.
- Have students repeat after you.

Listening to Environmental Noises — *20 minutes*

What Did You Hear? — 10 *minutes*

If students need additional practice identifying the sources of noises, you may use the Pausing Point exercises "Tick-Tock, Find the Clock," "Listening Walk," and "Find the Animal" and the activities in Unit 1, Section I of the *Assessment and Remediation Guide*.

If students need additional practice recreating noise sequences, you may use the Pausing Point exercise "Clap the Pattern."

- Gather various rhythm instruments or classroom objects and review them for students by naming and making a noise with them.
- Hide the instruments or objects from view and have students identify them by the noises they make. Students should respond with the names of the instruments or objects.
- Make the noises of two instruments or objects, one after the other, with the instruments or objects hidden from view.
- Have a student name the two instruments or objects and use the instruments to produce noises in correct sequence.
- Repeat with several noise sequences of up to three noises until students have had significant practice.

  Note: For more student involvement, have the student who correctly identifies the instruments or objects make the next set of noises.

How Many Noises? — 10 *minutes*

If you have a tuning fork, you may wish to sound it and place it on each student's hand. This will allow students to actually feel the vibrations that result in the noise.

If students need additional practice with left-to-right directionality, you may use the Pausing Point exercises "Tracing Lines" and "Color Strips" and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

- Gather various rhythm instruments or classroom objects and place a mat and three cubes for students to see.
- Make sure that, from the students' perspective, you appear to be placing the cubes from left to right.
- Select a student to come forward and make a noise using one instrument or object.
- Once the student has made a noise, move one cube forward on the mat.
- Clear your mat and ask a student to come forward and make up to three noises. For each noise, slide a cube on your mat.
- Distribute one mat and three cubes to each student.
- For each noise students hear, they should place one cube on the mat.
- Repeat with several noise sequences of up to three noises.

  Note: One fun way to clear the mat is to brush off the cubes while making a *whoosh* sound.

© 2013 Core Knowledge Foundation

Left/Right Discrimination — **5** *minutes*

Greeting

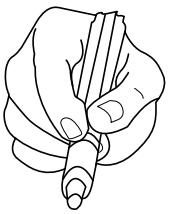
The rough or silky glove stimulates students' sense of touch.

If students need additional practice differentiating their hands, you may use the Pausing Point exercise "Left/Right Hand Discrimination."

- Today, wear some sort of **rough or silky glove** to shake students' right hands.
- Greet one student after the other by saying hello, looking him or her in the eyes, and firmly shaking his or her right hand.
- Say, "Hello, _____. We greet others by shaking their right hands. I'm using my right hand to shake your right hand."
- Encourage students to greet you properly: "Hello, _____. I'm using my right hand to shake your right hand."
- After shaking each student's right hand, ask the student how the glove feels. Is it rough? Is it silky?
- Ask, "What's left?" (The left hand!)

Finger/Hand Awareness — **5** *minutes*

Reviewing the Tripod Grip



Tripod Grip

If students need additional practice using the tripod grip, you may use the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

- Provide each student with a small piece of crayon.
- Model the tripod grip for students. (The tripod grip is made by pinching the base of a writing utensil with the thumb and pointer finger and resting the shaft of the writing utensil on the tip of the middle finger.)
- Have students use the tripod grip to hold their crayons.
- Circulate, correcting grips.

  Note: Some students might use the thumb, pointer finger, and middle finger to pinch the crayon. The crayon then rests on the tip of the ring finger. This alternate grip, called the *quadropod grip*, is fine as well.

© 2013 Core Knowledge Foundation

Drawing Time — **25** *minutes*

Drawing Horizontal Lines on a Vertical Surface — **10** *minutes*

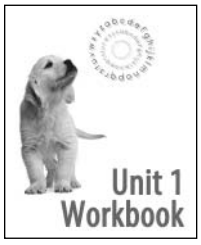
Note: Drawing horizontal lines will prepare students to write the letters 'e', 'f', 't', and 'z'.

- Tape multiple pieces of chart paper to the wall at a height students can reach.
- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Draw a horizontal line on the board. Explain to students that a horizontal line is a straight line that goes from side to side; to draw a horizontal line, start on the left and finish on the right.
- Invite students to trace horizontal lines on their desks (or in the air) with their fingers.
- Have students draw horizontal lines on the chart paper.
- Circulate, correcting grips and assisting students in drawing horizontal lines.
- Remind students how to draw a vertical line.
- Have students draw vertical lines on the chart paper.
- Then have them alternate horizontal and vertical lines on the chart paper.
- Extension: Have two students draw two long horizontal lines on a piece of chart paper. Have the other students draw short vertical lines across the two horizontal lines. The students have created train tracks! If there is time, students may draw trains on the track.

If students have trouble drawing horizontal lines, you can draw stars on the paper to indicate where they should start each horizontal line. Tell students to "start at the star." If necessary, draw dots to indicate end points, and tell students to "stop at the dot."

If students need additional practice with horizontal lines, you may use the Pausing Point exercise "Tray Tracing" and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

Horizontal Line Practice — **15** *minutes*



Worksheets 4.1, 4.2

Note: When students are writing at their desks, the bottoms of their feet should touch the floor, their feet should be parallel, and their backs should be straight. Before asking students to write, have them shake their arms above their heads and stamp their feet. This will ensure their posture is suitable for writing.

- Distribute and display Worksheet 4.2 using your preferred projection system.
- Explain to students that the worksheet shows a student and a ladder, but the ladder is missing its steps.
- Tell students you are going to add steps to the ladder so the student can reach the top. They should do the same on their worksheets.
- Show students how to add steps to the ladder by tracing the dotted lines. As you draw, explain that you are adding steps to the ladder by drawing **horizontal lines from left to right**, starting at the stars.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

© 2013 Core Knowledge Foundation

- Tell students once they have finished the front of the worksheet, they should complete the back of the worksheet.
- If students finish early, they may color the picture and/or draw a picture containing at least one horizontal line.

Pretest

Blending Pretest

- If students are able to work independently, administer the blending pretest (Worksheet 4.1) to individual students. If they are not, look for other opportunities to administer the pretest.

Take-Home Material

Horizontal Line Practice

- Have students give Worksheet 4.3 to a family member.

© 2013 Core Knowledge Foundation

Name_____

Date _____

Blending Pretest

Scoring Sheet

Examples: /m/ . . . /ee/—me /s/ . . . /a/ . . . /d/—sad

1. /s/ . . . /ae/ (say) _____
2. /n/ . . . /oe/ (no) _____
3. /f/ . . . /i/ . . . /sh/ (fish) _____
4. /s/ . . . /u/ . . . /n/ (sun) _____
5. /s/ . . . /i/ . . . /t/ (sit) _____
6. /m/ . . . /a/ . . . /t/ (mat) _____
7. /t/ . . . /e/ . . . /n/ (ten) _____
8. /b/ . . . /a/ . . . /d/ (bad) _____
9. /f/ . . . /l/ . . . /i/ . . . /p/ (flip) _____
10. /sh/ . . . /i/ . . . /p/ (ship) _____

Notes:

Interpretation:

8 or more correct: Strong

5–7 correct: Fair to Good

4 or fewer: Weak

Total Correct:_____

© 2013 Core Knowledge Foundation

Class Record Sheet: Blending

Name	say	no	fish	sun	sit	mat	ten	bad	flip	ship	Total

© 2013 Core Knowledge Foundation

Lesson 5

Emergent Reading and Writing Skills

☑ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ **Segment spoken sentences into words by counting fingers** (RF.K.2)
- ✓ **Count the number of environmental sounds heard using a variety of classroom objects** (RF.K.2)
- ✓ **Segment spoken sentences into words by moving cubes for every word spoken** (RF.K.2)
- ✓ **Demonstrate understanding of directionality by manipulating cubes right to left and by extending the right hand to greet others** (RF.K.1a)
- ✓ **Demonstrate understanding of directionality by manipulating playdough** (L.K.1a)
- ✓ **Use spatial words while practicing writing strokes in the air and on paper** (L.K.1e)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons** (L.K.1a)
- ✓ **Demonstrate understanding of directionality by tracking pictures from left to right** (RF.K.1a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Counting with Fingers**		5
Listening to Environmental Noises	**How Many Noises?**	musical instruments or classroom objects; cubes (three per student); small mats (one per student)	10
Listening to Words	**Hearing Words in Phrases and Sentences**	cubes (three per student); small mats (one per student)	10
Left/Right Discrimination	**Greeting**	small red dot stickers	5
Fine Motor Skills	**Making Vertical Lines, Horizontal Lines, and Circles with Playdough**	playdough	10
Drawing Time	**Drawing Circles to the Left on a Vertical Surface**	crayons; chart paper	10
Tracking from Left to Right and Top to Bottom	**Tracking Practice**	Worksheet 5.1	10
Take-Home Material	**Circle Practice**	Worksheet 5.2	*

© 2013 Core Knowledge Foundation

Warm-Up — **5** *minutes*

Counting with Fingers

- Count from one to 10, lifting one finger for each number as you count.
- Have students repeat after you.

Listening to Environmental Noises — **10** *minutes*

How Many Noises?

If students need additional practice discriminating noises, you may use the Pausing Point exercise "Listening Walk" and the activities in Unit 1, Section I of the *Assessment and Remediation Guide*.

If students need additional practice with left-to-right directionality, you may use the Pausing Point exercises "Tracing Lines" and "Color Strips" and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

- Gather various rhythm instruments or classroom objects and give one mat and three cubes to each student.
- Explain that for each noise they hear, they should place one cube on the mat.
- Make the noise of one instrument or object and have students move one cube forward on the mat.
- Have students clear their mats.
- Repeat this process several times, making up to three noises.

Listening to Words — **10** *minutes*

Hearing Words in Phrases and Sentences

If students need additional practice in awareness of words, you may use the Pausing Point exercise "Grocery Shopping" and the activities in Unit 1, Section II of the *Assessment and Remediation Guide*.

If students need additional practice representing words with objects, you may use the Pausing Point exercise "Counting with Cubes."

If students need additional practice with left-to-right directionality, you may use the Pausing Point exercises "Tracing Lines" and "Color Strips."

Note: In this exercise students move away from environmental noises and learn to break phrases and sentences into words. This process sets the stage for breaking words into sounds. Students will learn this skill in Unit 2. Placing the cubes from left to right reinforces the directionality used in reading. Again, students will represent a noise, in this case a word, with an object (cube). This will prepare them to associate a sound with a sound picture or letter.

- Position your mat and cubes so students can see them.
- Explain to the class that phrases and sentences are made up of words. Tell the class you want them to try to hear the individual words in the phrases and sentences you are going to say.
- Say, "Hit the ball." twice—the first time at a normal speaking pace and the second time with an exaggerated pause between the words. Count the words with your fingers.
- Say the phrase a third time and move one cube onto the mat for each word you speak, counting the words with your fingers as you go.

© 2013 Core Knowledge Foundation

- Make sure from the students' perspective, you appear to be placing the cubes from left to right.
- Ask an individual student to move the cubes and count the words.
- Distribute one mat and three cubes to each student.
- Complete the remaining phrases and sentences, or create your own using the names of students in your class, such as "Susan's red shirt." Make sure to only use phrases and sentences with three words.

You may wish to have students clap out the words in each sentence, or you may wish to have them use a gross motor movement for each word. For example, you could have them stomp their feet or touch their noses.

1. Hit the ball.
2. a cold day
3. He hugs Mom.
4. Chocolate is sweet.
5. Dogs can bark.
6. Cats can purr.

Left/Right Discrimination — *5 minutes*

Greeting

If students need additional practice differentiating their hands, you may use the Pausing Point exercise "Left/Right Hand Discrimination."

- Greet one student after the other by saying hello, looking him or her in the eyes, and firmly shaking his or her right hand.
- Say, "Hello, _____. We greet others by shaking their right hands. I'm using my right hand to shake your right hand."
- Encourage students to greet you properly: "Hello, _____. I'm using my right hand to shake your right hand."
- After shaking each student's right hand, place a red dot sticker on his or her right hand.
- Ask, "What's left?" The left hand.

Fine Motor Skills — *10 minutes*

Making Vertical Lines, Horizontal Lines, and Circles with Playdough

If students need additional practice with fine motor skills, you may use any of the Pausing Point "Fine Motor Activities" and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

Note: This exercise is designed to strengthen fine motor muscles and reinforce the concept of vertical and horizontal lines. It also introduces students to circles.

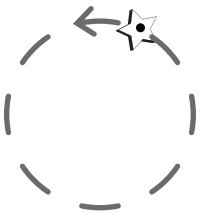
- Provide each student with a piece of playdough. Keep a piece for yourself, too.
- Using the playdough, show students how to make a line: roll the playdough into a ball, and then place the ball on a flat surface and roll it into a line.
- Explain to students that you can make a vertical line by positioning the line vertically and a horizontal line by positioning the line horizontally.
- Have students make vertical and horizontal lines using playdough.

© 2013 Core Knowledge Foundation

- Demonstrate forming a playdough line into a circle.
- Have students make playdough circles.

Drawing Time — *10 minutes*

Drawing Circles to the Left on a Vertical Surface



If students have trouble drawing circles, you can draw stars on the paper to indicate where they should start each circle. Draw a dot inside of each star to indicate where students should stop each circle. Tell students circles are special because they start and stop at the same spot. Instruct students to "start at the star and stop at the dot."

If students need additional practice with circles, you may use the Pausing Point exercise "Tray Tracing" and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

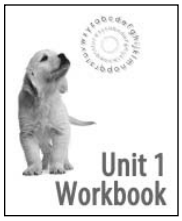
Note: Drawing circles to the left will prepare students to write the letters 'a', 'c', 'd', 'e', 'g', 'o', and 'q'.

- Tape multiple pieces of chart paper to the wall at a height students can reach.
- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Give each student a small piece of crayon.
- Draw a circle to the left on the board. Explain to students that when we draw a circle to the left, we start near the top and move to the left.
- Invite students to trace circles to the left on their desks (or in the air) with their fingers.
- Have students draw circles to the left on the chart paper.
- Circulate, correcting grips and assisting students in drawing circles to the left.
- Extension: Invite students to name some objects that are circle shaped, e.g., cookies, soccer balls, oranges, plates, the moon, etc. Have students draw something that is circle shaped.

© 2013 Core Knowledge Foundation

Tracking from Left to Right and Top to Bottom — **10** *minutes*

Tracking Practice



Worksheet 5.1

Note: This worksheet teaches students left-to-right tracking, which is crucial for reading and writing. It is also an excellent whole group oral exercise.

To help students with left-to-right directionality, you may wish to have them color each star green and have them add a red stop dot to the end of each row.

- Distribute Worksheet 5.1.
- Tell students to place their pointer fingers on the first star.
- Ask students, "What is the next picture?"
- Once the class has provided the correct answer (a bird), ask students to place their pointer fingers on the bird.
- Repeat with each of the remaining pictures in the first row.
- Complete the items in the second, third, and fourth rows in the same fashion as the first row. Then complete the back of the worksheet.

If students need additional tracking practice, you may use the Pausing Point exercises "Tracing Lines" and "Color Strips" and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

Take-Home Material

Circle Practice

- Have students give Worksheet 5.2 to a family member.

© 2013 Core Knowledge Foundation

Lesson 6

Emergent Reading and Writing Skills Student Performance Task Assessment

☑ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ **Segment spoken sentences into words by counting fingers** (RF.K.2)
- ✓ **Count the number of environmental sounds heard using a variety of classroom objects** (RF.K.2)
- ✓ **Segment spoken sentences into words by moving a cube for every word spoken** (RF.K.2)
- ✓ **Demonstrate understanding of directionality by placing cubes on a mat from left to right** (RF.K.1a)
- ✓ **Use spatial words while practicing writing strokes on paper** (L.K.1e)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons** (L.K.1a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Counting with Fingers**		5
Listening to Environmental Noises	**How Many Noises?**	musical instruments or classroom objects; cubes (four per student); small mats (one per student)	10
Listening to Words	**Hearing Words in Phrases and Sentences**	cubes (four per student); small mats (one per student)	10
Pretest	**Writing Strokes Pretest**	Worksheets 6.1, 6.2; crayons	20
Drawing Time	**Circle to the Left Practice**	Worksheet 6.3; crayons; projection system	15
Take-Home Material	**Increasing Sound and Word Awareness**	Worksheet 6.4	*

Note to Teacher

Continue to administer the blending pretest (from Lesson 4) to individual students while the class is completing Worksheet 6.3 or doing other work you deem appropriate.

© 2013 Core Knowledge Foundation

Students will also take a writing strokes pretest during this lesson. This pretest assesses fine motor skills and prewriting abilities. The results will indicate which students are almost ready to begin writing letters and which students may need extra support over the course of this and the following unit. This pretest is to be administered to the entire class as a group.

Collect the completed pretests, and evaluate them using the scoring guide provided at the end of this lesson. Students who receive a "Progressing" or "Ready" evaluation for most of the strokes are probably ready to attempt to write letters, a task introduced in Unit 3. Handwriting will improve as students practice drawing the strokes covered in Units 1 and 2. Students who receive a "Not Yet Ready" evaluation on several of the strokes will probably need additional support as they work through the fine motor exercises and writing stroke exercises in Units 1 and 2. These students will need to improve significantly during Units 1 and 2 in order to succeed in Unit 3 and beyond. You may want to encourage the families of these students to practice the activities on Worksheet 3.2 from Lesson 3.

Keep the results of this test in your assessment portfolio.

Warm-Up — **5** *minutes*

Counting with Fingers

- Count from one to 10, lifting one finger for each number as you count.
- Have students repeat after you.

Listening to Environmental Noises — **10** *minutes*

How Many Noises?

- Gather various rhythm instruments or classroom objects and distribute one mat and four cubes to each student.
- For each noise students hear, they should place one cube on the mat.
- Make one noise and have students move one cube forward on the mat.
- Have students clear their mats.
- Repeat this process several times, making up to four noises.
- Make sure students line up the cubes from left to right.

If students need additional practice discriminating noises, you may use the Pausing Point exercise "Listening Walk" and the activities in Unit 1, Section I of the *Assessment and Remediation Guide*.

If students need additional practice with left-to-right directionality, you may use the Pausing Point exercises "Tracing Lines" and "Color Strips" and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

© 2013 Core Knowledge Foundation

Listening to Words — *10 minutes*

Hearing Words in Phrases and Sentences

Additional practice in awareness of words can be found in the Pausing Point exercise, "Grocery Shopping."

If students need additional practice representing words with objects, you may use the Pausing Point exercise "Counting with Cubes" and the activities in Unit 1, Section II of the *Assessment and Remediation Guide*.

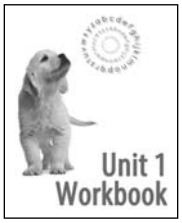
- Position your mat and cubes so students can see them.
- Tell the class you want them to learn to hear the individual words in the phrases and sentences you are going to say.
- Say, "the green plant," twice—the first time at a normal speaking pace and the second time with an exaggerated pause between the words. Count the words with your fingers.
- Say the phrase a third time and move one cube onto the mat for each word you speak, counting the words with your fingers as you go.
- Make sure from the students' perspective, you appear to be placing the cubes from left to right.
- Ask an individual student to move the cubes and count the words.
- Distribute one mat and four cubes to each student.
- Complete the remaining phrases and sentences, or create your own using the names of students in your class.

  Note: The examples below contain three or four words. Start with three-word phrases and sentences and extend to four words.

1. the green plant
2. Practice makes perfect.
3. The sun is hot.
4. A car goes fast.
5. Red is a color.
6. A phone can ring.

Pretest — *20 minutes*

Writing Strokes Pretest



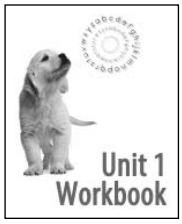
Worksheets 6.1, 6.2

- Distribute Worksheets 6.1 and 6.2.
- Provide each student with a small piece of crayon.
- Instruct students to copy each stroke in the box provided. (Feel free to demonstrate on the board using strokes not being tested, e.g., a triangle, a square, a heart, etc.)

© 2013 Core Knowledge Foundation

Drawing Time — **15** *minutes*

Circle to the Left Practice



Worksheet 6.3

Note: When students are writing at their desks, the bottoms of their feet should touch the floor, their feet should be parallel, and their backs should be straight. Before asking students to write, have them shake their arms above their heads and stamp their feet. This will ensure their posture is suitable for writing.

- Distribute and display Worksheet 6.3.
- Explain to students the worksheet shows some snowmen, but each snowman is missing three snowballs.
- Tell students you are going to add three snowballs to each snowman. They should do the same on their worksheets.
- Show students how to add snowballs to one of the snowmen by tracing the dotted circles. As you draw, explain you are adding snowballs to the snowman by drawing circles to the left, starting at the stars.
- Continue demonstrating (providing guided practice) until you feel students are ready to work independently.
- Tell students once they have finished the front of the worksheet, they should complete the back of the worksheet.
- If students finish early, they may color the pictures and/or draw a picture containing at least one circle.

If students need additional practice with circles, you may use the Pausing Point exercise "Tray Tracing" and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

Take-Home Material

Increasing Sound and Word Awareness

- Have students give Worksheet 6.4 to a family member.

© 2013 Core Knowledge Foundation

Writing Strokes Scoring Guide:

Rate each student's attempt to copy each writing stroke as Not Yet Ready (NYR), Progressing (P), or Ready (R).

Not Yet Ready (NYR): No attempt or mark on paper whatsoever.

Progressing (P):

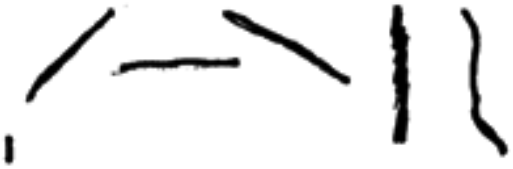


Ready (R):

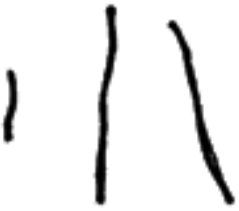


NYR: No attempt or mark on paper whatsoever.

P:



R:





NYR: No attempt or mark on paper whatsoever.

P:

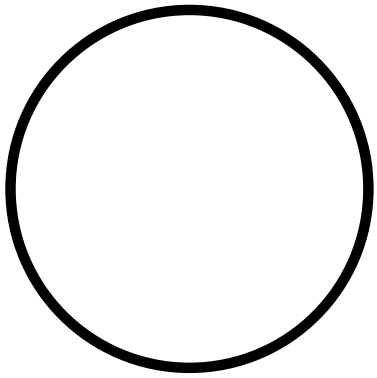
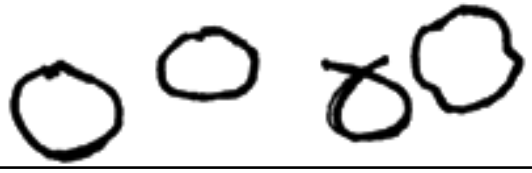
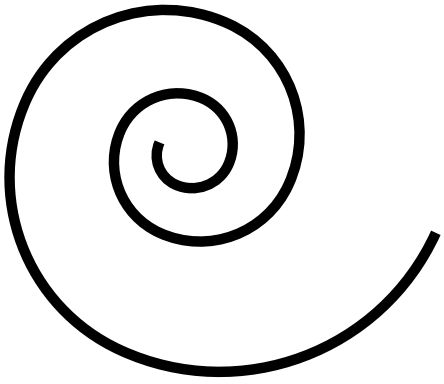
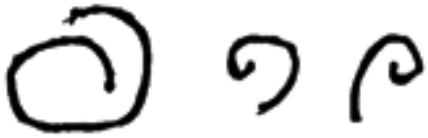
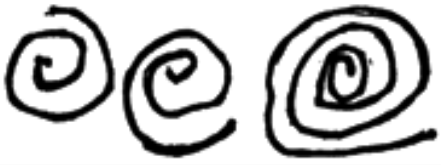
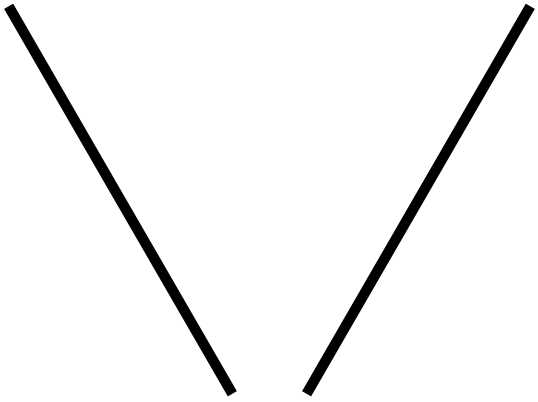
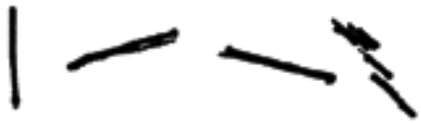
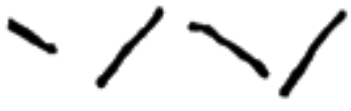


R:



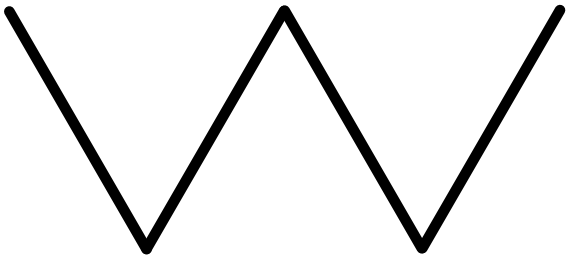
© 2013 Core Knowledge Foundation

Writing Strokes Scoring Guide Continued

	NYR:  P:  R: 
	NYR:  P:  R: 
	NYR:  P:  R: 

© 2013 Core Knowledge Foundation

Writing Strokes Scoring Guide Continued



NYR:

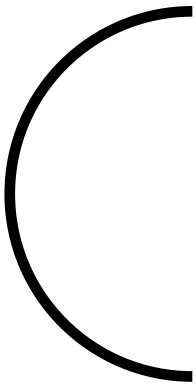


P:



R:





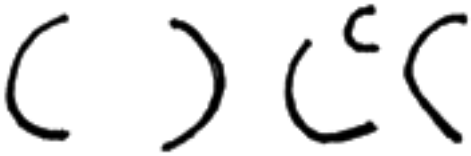
NYR:

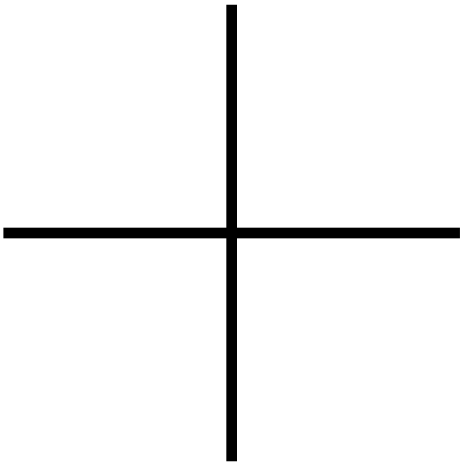


P:

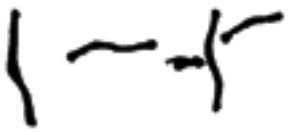


R:





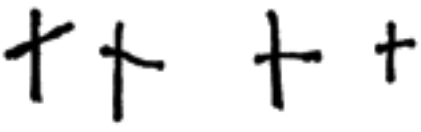
NYR:



P:

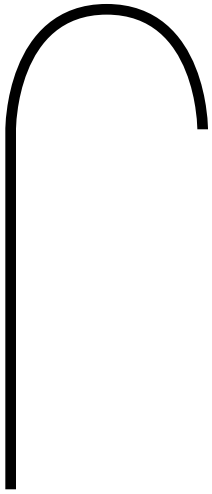
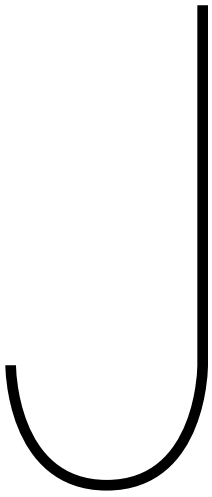
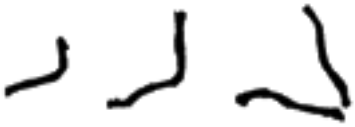
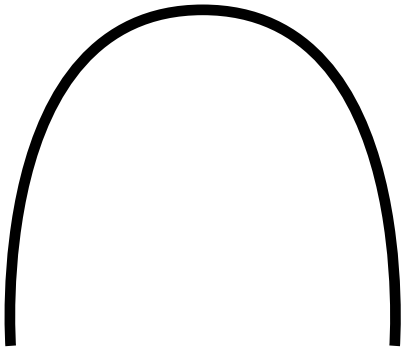
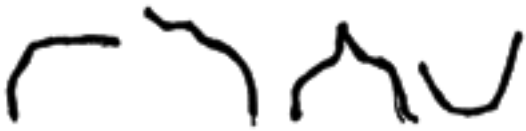


R:



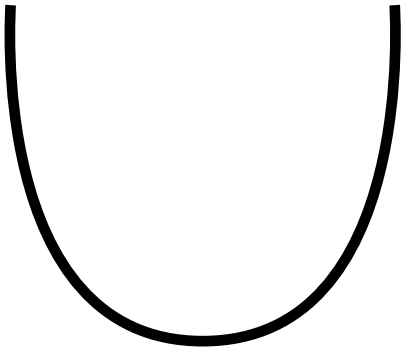
© 2013 Core Knowledge Foundation

Writing Strokes Scoring Guide Continued

	NYR:  P:  R: 
	NYR:  P:  R: 
	NYR:  P:  R: 

© 2013 Core Knowledge Foundation

Writing Strokes Scoring Guide Continued



NYR:



P:



R:





NYR:

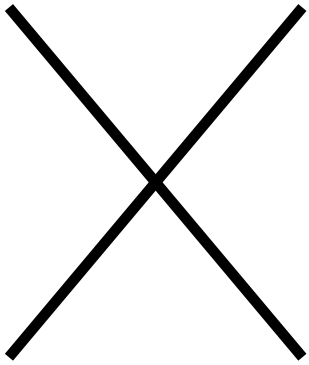


P:

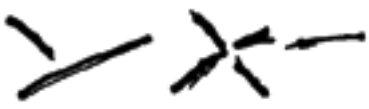


R:

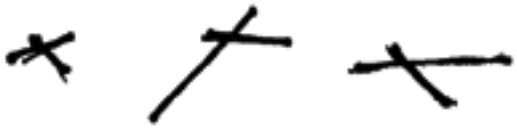




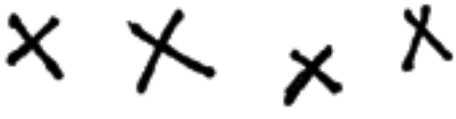
NYR:



P:

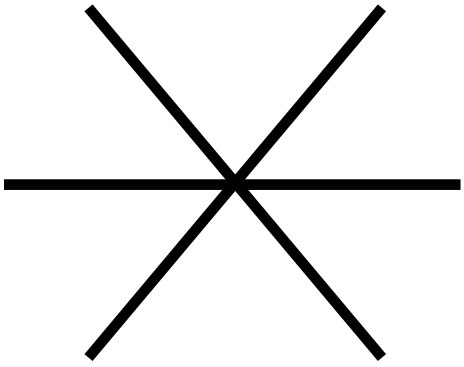


R:



© 2013 Core Knowledge Foundation

Writing Strokes Scoring Guide Continued



NYR:



P:



R:



Assign the following points for each rating:

NYR	0
P	0.5
R	1

Interpretation:

12 or more points	Strong
8–11 points	Good to Fair
7 or fewer points	Weak

Note: Students will continue to practice Writing Strokes throughout Units 1 and 2 and should demonstrate progress by the end of Unit 2.

© 2013 Core Knowledge Foundation

Writing Strokes: Class Summary Sheet

																				Name
																				horizontal line
																				vertical line
																				dot
																				circle
																				spiral
																				diagonal lines
																				zigzag
																				moon
																				plus sign
																				cane
																				hook
																				hump
																				cup
																				wavy line
																				X
																				star
																				Total

© 2013 Core Knowledge Foundation

Lesson 7

Emergent Reading and Writing Skills

☑ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ **Segment spoken sentences into words by counting fingers** (RF.K.2)
- ✓ **Count the number of environmental sounds heard, stepping forward each time a sound is produced** (RF.K.2)
- ✓ **Segment spoken sentences into words by clapping hands** (RF.K.2)
- ✓ **Use spatial words while practicing writing strokes in the air and on paper** (L.K.1e)
- ✓ **Demonstrate understanding of directionality by tracking pictures from left to right** (RF.K.1a)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons** (L.K.1a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Counting with Fingers**		5
Listening to Environmental Noises	**Stepping Forward for Noises**	musical instruments or classroom objects	10
Listening to Words	**Teacher-Student Echo**		10
Drawing Time	**Drawing Diagonal Lines on a Vertical Surface**	crayons; chart paper	10
	Diagonal Line Practice	Worksheet 7.1; crayons; projection system	15
Tracking from Left to Right and Top to Bottom	**Tracking Practice**	Worksheet 7.2; crayons	10
Take-Home Material	**Diagonal Line Practice**	Worksheet 7.3	*

Note to Teacher

Continue to administer the blending pretest (from Lesson 4) to individual students while the class is completing Worksheet 7.1 or doing other work you deem appropriate.

© 2013 Core Knowledge Foundation

Warm-Up — **5** *minutes*

Counting with Fingers

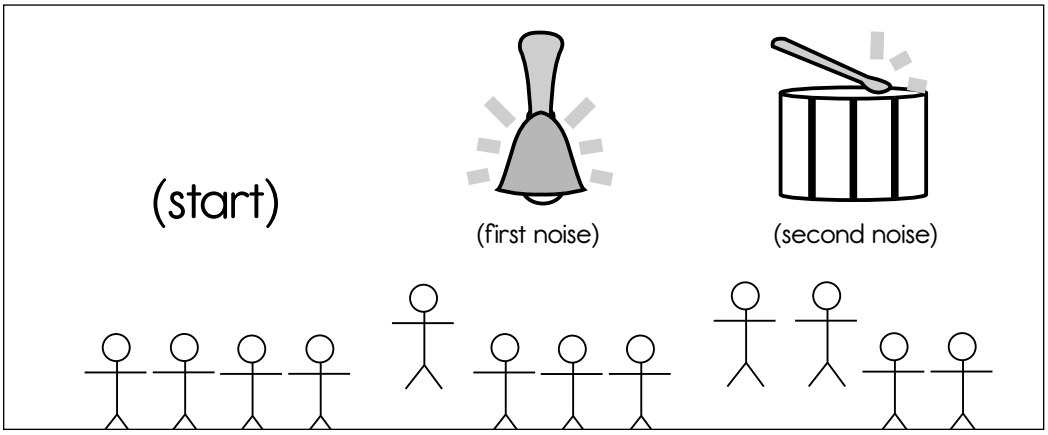
- Count from one to 10, lifting one finger for each number as you count.
- Have students repeat after you.

Listening to Environmental Noises — **10** *minutes*

Stepping Forward for Noises

To help the class with left-to-right directionality, place a large green "start star" to the left of the line of students and a large red "stop dot" to the right.

- Gather various rhythm instruments or classroom objects which produce noises.
- Select four students and have them line up facing the class.
- Make noise sequences with up to four noises. Have one student step forward for each noise.
- Make sure students step forward from left to right.
- Repeat until all class members have had a turn.



Listening to Words — **10** *minutes*

Teacher-Student Echo

Additional practice with awareness of words may be found in the Pausing Point exercise "Grocery Shopping."

If students need additional practice representing words with movements, you may use the Pausing Point exercises "Leap Frog" and "Head, Shoulders, Knees, and Toes" and the activities in Unit 1, Section II of the *Assessment and Remediation Guide*.

Note: This exercise will help students develop the skills needed to break phrases and sentences into words.

- Say a phrase or sentence, clap for each word, and then signal the number of claps with your fingers.
- Have the class or a student repeat the phrase or sentence and clap for each word.

© 2013 Core Knowledge Foundation

- Complete the remaining phrases and sentences or create your own using the names of students or other things familiar to students (events, places, etc.).

  Note: The examples below contain three to five one-syllable words. Start with three-word phrases and sentences and then extend to five words.

1. the big cat	6. We are in class.
2. the small house	7. The girls can clap.
3. I love you.	8. The desks are all clear.
4. It is hot.	9. The books are all here.
5. We can play games.	10. The room is so clean.

Drawing Time — *25 minutes*

Drawing Diagonal Lines on a Vertical Surface — 10 *minutes*

If students have trouble drawing diagonal lines, you can draw stars on the paper to indicate where they should start each diagonal line. Tell students to "start at the star." If necessary, draw dots to indicate end points, and tell students to "stop at the dot."

If students need additional practice with diagonal lines, you may use the Pausing Point exercise "Tray Tracing" and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

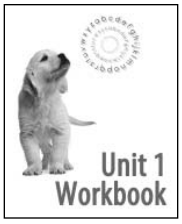


Note: Drawing diagonal lines will prepare students to write the letters 'k', 'v', 'w', 'x', 'y', and 'z'.

- Tape multiple pieces of chart paper to the wall at a height students can reach.
- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Give each student a small piece of crayon.
- Draw a diagonal line from top to bottom and left to right on the board. Explain to students that a diagonal line is a slanted line; we can draw a diagonal line by starting at the top left and finishing at the bottom right.
- Ask students to trace diagonal lines from top to bottom and left to right on their desks (or in the air) with their fingers.
- Have students draw diagonal lines from top to bottom and left to right on the chart paper.
- Draw a diagonal line from top to bottom and right to left on the board. Tell students a diagonal line can also be drawn by starting at the top right and finishing at the bottom left.
- Ask students to trace diagonal lines from top to bottom and right to left on their desks (or in the air) with their fingers.
- Have students draw diagonal lines from top to bottom and right to left on the chart paper.
- Circulate, correcting grips and assisting students as they draw diagonal lines.
- Extension: Ask students to find vertical, horizontal, and diagonal lines in the classroom.

© 2013 Core Knowledge Foundation

Diagonal Line Practice — 15 *minutes*



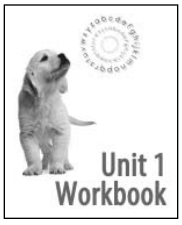
Worksheet 7.1

Note: When students are writing at their desks, the bottoms of their feet should touch the floor, their feet should be parallel, and their backs should be straight. Before asking students to write, have them shake their arms above their heads and stamp their feet. This will ensure their posture is suitable for writing.

- Distribute and display Worksheet 7.1.
- Explain to students the worksheet shows some houses, but each house is missing its roof.
- Tell students you are going to add a roof to each house. They should do the same on their worksheets.
- Show students how to add a roof to each house by tracing the dotted lines. As you draw, explain that you are adding a roof to each house by drawing one diagonal line from top to bottom and right to left and another diagonal line from top to bottom and left to right, starting at the star.
- Continue demonstrating (providing guided practice) until students are ready to work independently.
- Tell students once they have finished the front of the worksheet, they should complete the back of the worksheet.
- If students finish early, they may color the pictures and/or draw a picture containing at least one diagonal line.

Tracking from Left to Right and Top to Bottom — *10 minutes*

Tracking Practice



Worksheet 7.2

If students need additional tracking practice, you may use the Pausing Point exercises "Tracing Lines" and "Color Strips" and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

- Distribute Worksheet 7.2.
- Tell students to place their pointer fingers on the first star.
- Ask students, "What is the next picture?"
- Once the class has provided the correct answer (a mouse), tell students to place their pointer fingers on the mouse.
- Repeat with each of the remaining pictures in the first row.
- Complete the items in the second, third, and fourth rows in the same fashion as the first row. Complete the rows on the back of the worksheet.

© 2013 Core Knowledge Foundation

Take-Home Material

Diagonal Line Practice

- Have students give Worksheet 7.3 to a family member.

© 2013 Core Knowledge Foundation

Lesson 8

Emergent Reading and Writing Skills

☑ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ **Segment spoken sentences into words by counting fingers** (RF.K.2)
- ✓ **Count the number of environmental sounds heard, stepping forward each time a sound is produced** (RF.K.2)
- ✓ **Segment sentences into words by clapping for each word spoken** (RF.K.2)
- ✓ **Use spatial words while practicing writing strokes in the air and on paper** (L.K.1e)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons** (L.K.1a)

At a Glance		Exercise	Materials	Minutes
	Warm-Up	**Counting with Fingers**		5
		What is This?	crayons; chart paper	5
	Listening to Environmental Noises	**Stepping Forward for Noises**	muscial instruments or classroom objects	10
	Listening to Words	**Teacher-Student Echo**		10
	Drawing Time	**Drawing Squares on a Vertical Surface**	crayons; chart paper	15
		Reviewing Vertical and Horizontal Lines	Worksheet 8.1; crayons; projection system	15

Note to Teacher

Continue administering the blending pretest (from Lesson 4) to individual students while the class is completing Worksheet 8.1 or doing other work you deem appropriate.

© 2013 Core Knowledge Foundation

Warm-Up — **10** *minutes*

Counting with Fingers — **5** *minutes*

- Count from one to ten, lifting one finger for each number as you count.
- Have students repeat after you.

What Is This? — **5** *minutes*

- Draw a vertical line on chart paper, and ask students to identify it.
- Repeat with a horizontal line, a circle, a diagonal line from top to bottom and left to right, and a diagonal line from top to bottom and right to left.

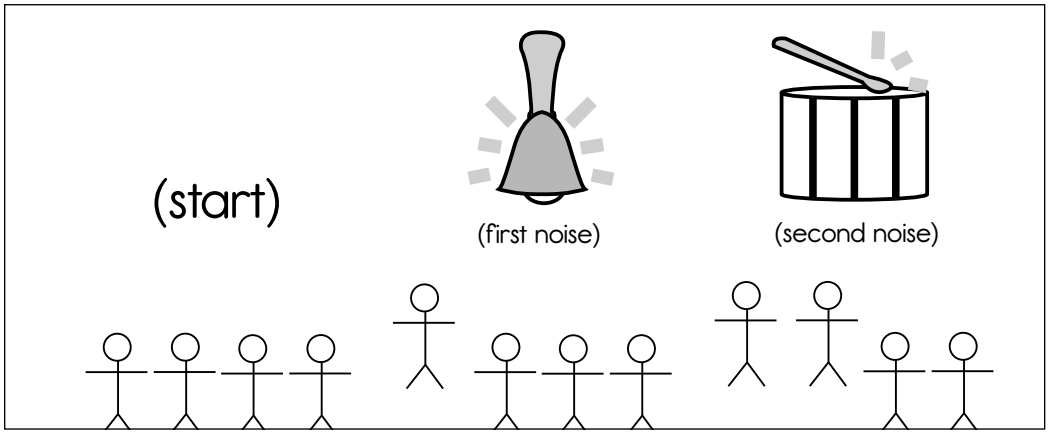
  Note: Students should simply answer "diagonal line" for both diagonal lines.

Listening to Environmental Noises — **10** *minutes*

Stepping Forward for Noises

If students need additional practice with left-to-right directionality, you may use the Pausing Point exercises "Tracing Lines" and "Color Strips" and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

- Gather various instruments or objects which make noises.
- Select four students and have them line up facing the class.
- Make one to four noises with the instruments or objects. Have one student step forward for each noise.
- Make sure students step forward from left to right.
- Repeat until students have had significant practice.



© 2013 Core Knowledge Foundation

Listening to Words — *10 minutes*

Teacher-Student Echo

If students need additional practice representing words with movements, you may use the Pausing Point exercises "Leap Frog" and "Head, Shoulders, Knees, and Toes" and the activities in Unit 1, Section II of the *Assessment and Remediation Guide*.

One way to increase students' attention span for language is by having them memorize nursery rhymes, e.g., "Jack Be Nimble."

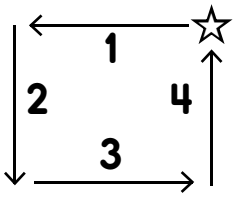
- Say a sentence, clap for each word, and then signal the number of claps with your fingers.
- Have the class or a student repeat the sentence and clap for each word.
- Complete the remaining sentences or create your own sentences with classroom examples.

Note: The examples below contain three to six words. Start with three-word phrases and sentences and then extend to six words.

1. Dogs are pets.
2. Milk is white.
3. I like cats and dogs.
4. One, two, three, look at me.
5. We eat lunch in the room.

Drawing Time — *30 minutes*

Drawing Squares on a Vertical Surface — 15 minutes



If students have trouble drawing squares, you can draw stars on the paper to indicate where they should start each square. Draw a dot inside of each star. Tell students squares start and stop at the same spot. Instruct students to "Start at the star and stop at the dot." If students need even more support, draw a dot for each of the remaining three corners and tell students to "Turn at each dot."

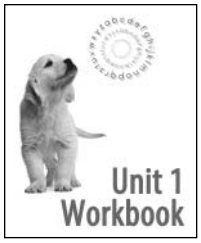
If students need additional practice with squares, you may use the Pausing Point exercise "Tray Tracing" and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

Note: This exercise is important because understanding that writing strokes can be combined to create a shape is similar to understanding that writing strokes can be combined to create a letter.

- Tape multiple pieces of chart paper to the wall at a height students can reach.
- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Give each student a small piece of crayon.
- Draw a square on the board, starting at its upper right corner. Explain to students a square is made up of four lines: a horizontal line, then a vertical line, then another horizontal line, and then another vertical line. Encourage students to draw these squares without picking up their crayons (as shown).
- Ask students to trace squares on their desks or in the air with their fingers.
- Have students draw squares on the chart paper.
- Circulate, correcting grips and assisting students as they draw squares.
- Extension: Ask students to name some objects that are the shape of a square, e.g., boxes, windows, tiles, etc. Have students draw something that is in the shape of a square.

© 2013 Core Knowledge Foundation

Reviewing Vertical and Horizontal Lines 15 *minutes*



Worksheet 8.1

Note: When students are writing at their desks, the bottom of their feet should touch the floor, their feet should be parallel, and their backs should be straight. Before asking students to write, have them shake their arms above their heads and stamp their feet. This will ensure their posture is suitable for writing.

- Distribute and display Worksheet 8.1.
- Explain to students that the front of the worksheet has four hats and four people.
- Tell students you are going to draw a line from each hat to the person below. They should do the same on their worksheets.
- Show students how to trace the dotted lines. As you draw, tell students you are connecting each hat to its owner by drawing a vertical line from top to bottom, starting at the star.
- Have students turn Worksheet 8.1 over.
- Display the back of Worksheet 8.1.
- Explain to students that the back of the worksheet has five animals and five homes.
- Tell students you are going to draw a line from each animal on the left to its home on the right. They should do the same on their worksheets.
- Show students how to trace the dotted lines. As you draw, tell students you are connecting each animal to its home by drawing a horizontal line from left to right, starting at the star.
- Continue demonstrating (providing guided practice) until you feel students are ready to work independently.
- Students finishing early, may color the pictures and/or draw a picture containing at least one vertical line and at least one horizontal line if time permits.

© 2013 Core Knowledge Foundation

Lesson 9

Emergent Reading and Writing Skills

☑ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ **Segment spoken sentences into words by counting fingers** (RF.K.2)
- ✓ **Count the number of environmental sounds heard, stepping forward each time a sound is produced** (RF.K.2)
- ✓ **Segment spoken sentences into words by stepping forward for each word in a phrase or sentence** (RF.K.2)
- ✓ **Demonstate understanding of directionality by stepping forward from left to right** (RF.K.1a)
- ✓ **Demonstrate understanding of directionality by manipulating playdough** (RF.K.1a)
- ✓ **Use spatial words while practicing writing strokes in the air and on paper** (L.K.1e)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons** (L.K.1a)

At a Glance		Exercise	Materials	Minutes
	Warm-Up	**Counting with Fingers**		5
	Listening to Words	**Stepping Forward for Words**		10
		Circle the Cubes	Worksheet 9.1; crayons; projection system	10
	Fine Motor Skills	**Making Circles and Triangles with Playdough**	playdough	10
	Drawing Time	**Drawing Triangles on a Vertical Surface**	crayons; chart paper	10
		Reviewing Circles and Diagonal Lines	Worksheet 9.2; crayons; projection system	15
	Take-Home Material	**Understanding Position Words**	Worksheet 9.3	*

Note to Teacher

Continue to administer the blending pretest (from Lesson 4) to individual students while the class is completing other work you deem appropriate.

© 2013 Core Knowledge Foundation

Warm-Up — **5** *minutes*

Counting with Fingers

- Count from one to 10, lifting one finger for each number as you count.
- Have students repeat after you.

Listening to Words — **20** *minutes*

Stepping Forward for Words — **10** *minutes*

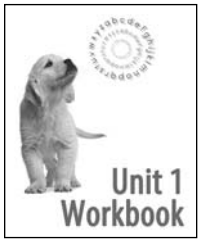
To help the class with left-to-right directionality, place a large green "start dot" to the left of the line of students and a large red "stop dot" to the right.

If students need additional practice with left-to-right directionality, you may use the Pausing Point exercises "Tracing Lines" and "Color Strips" and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

- Select six students and have them line up facing the class.
- Have students count from one to six from left to right, each student stepping forward as he or she says his or her number. Repeat until the students can do this fluently.
- Say the first sentence, counting the number of words with your fingers.
- Repeat the sentence and have students step forward from left to right. One student steps forward for each word.
- Select another six students and repeat the process with the next sentence.
- Continue until all students have had a turn.

1. The black cat is a friend.
2. The sad cat is not black.
3. A cat sat on the rug.
4. The small gray cat is glad.
5. Gray and black cats are fun.
6. The cats are in the box.

Circle the Cubes — **10** *minutes*



Worksheet 9.1

If students are struggling with awareness of words, you may use the Pausing Point exercise "Grocery Shopping" and the activities in Unit 1, Section II of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 9.1 and provide each student with a small piece of crayon.
- Tell students you are going to say a sentence and they should indicate how many words are in the sentence by circling a cube on Worksheet 9.1 for each word.
- Ask students to look at the first row of cubes.
- Slowly say the first sentence from the following box. Model the activity and have students do the same on their worksheets.
- Complete the remaining sentences.

1. Mike is tall.
2. She laughed.
3. I like hot days.
4. The flower grew.

© 2013 Core Knowledge Foundation

Motor Skills — *10 minutes*

Making Circles and Triangles with Playdough

If students are struggling with fine motor skills, you may use the Pausing Point exercise "Fine Motor Activities" and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

- Provide each student with a piece of playdough.
- Using the playdough, show students how to make a line: roll the playdough into a ball, and then place the ball on a flat surface and roll it into a line.
- Have students make their own playdough lines.
- Demonstrate forming a playdough line into a circle.
- Have students make playdough circles.
- Demonstrate combining three playdough lines to make a triangle.
- Have students make playdough triangles.

Drawing Time — *25 minutes*

Drawing Triangles on a Vertical Surface — 10 *minutes*

If students have trouble drawing triangles, you may draw stars on the paper to indicate where they should start each triangle. Draw a dot inside of each star to indicate where students should stop each triangle. Tell students triangles start and stop at the same spot. Instruct students to "start at the star and stop at the dot." If students need even more support, draw a small triangle for each of the remaining two corners and tell students to "turn at the triangles."

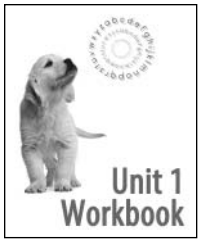
Note: This exercise is important because understanding that writing strokes can be combined to create a shape is similar to understanding that writing strokes can be combined to create a letter.

- Tape multiple pieces of chart paper to the wall at a height students can reach.
- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Give each student a small piece of crayon.
- Draw a triangle on the board. Explain to students a triangle is made up of three lines: a diagonal line, a horizontal line, and another diagonal line.
- Ask students to trace triangles on their desks (or in the air) with their fingers.
- Have students draw triangles on the chart paper.
- Circulate, correcting grips and assisting students as they draw triangles.

© 2013 Core Knowledge Foundation

Reviewing Circles and Diagonal Lines

15 *minutes*



Worksheet 9.2

Note: When students are writing at their desks, the bottoms of their feet should touch the floor, their feet should be parallel, and their backs should be straight. Before asking students to write, have them shake their arms above their heads and stamp their feet. This will ensure their posture is suitable for writing.

- Distribute and display Worksheet 9.2.
- Explain to students that the front of the worksheet has six cars and six garages, but the cars cannot enter the garages because there are no driveways.
- Tell students you are going to draw a circular driveway for each car. They should do the same on their worksheets.
- Show students how to trace the dotted circles. As you draw, tell students you are giving each car a driveway by drawing a circle to the left.
- Display the back of Worksheet 9.2.
- Explain to students that the back of the worksheet has four animals and four homes.
- Tell students you are going to draw a line from each animal to its home. They should do the same on their worksheets.
- Show students how to trace the dotted lines. As you draw, explain that you are connecting each animal to its home by drawing a diagonal line, starting at the star.
- Continue demonstrating (guided practice) until students are ready to work independently.
- If students finish early, they may color the pictures and/or draw a picture containing at least one circle and at least one diagonal line if time permits.

If students need additional practice with triangles, circles, or diagonal lines, you may use the Pausing Point exercise "Tray Tracing" and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

Take-Home Material

Understanding Position Words

- Have students give Worksheet 9.3 to a family member.

© 2013 Core Knowledge Foundation

Lesson 10

Student Performance Task Assessment

☑ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ **Segment spoken sentences into words by counting fingers** (RF.K.2)
- ✓ **Segment sentences into words by counting and moving cubes for each word spoken** (RF.K.2)
- ✓ **Demonstrate understanding of directionality by stepping forward from left to right** (RF.K.1a)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons** (L.K.1a)

At a Glance		Exercise	Materials	Minutes
	***Warm-Up***	**Counting with Fingers**		5
		What is This?	crayons; chart paper	5
	Listening to Words	**Hearing Words in Phrases and Sentences**	cubes (five per student); small mats (one per student)	10
		Stepping Forward for Words		10
	***Student Performance Task Assessment***	**Unit 1 Student Performance Task Assessment**	Worksheets 10.1, 10.2; crayons	30
	Take-Home Material	**Tracking Practice**	Worksheet 10.3	*

Note to Teacher

This is the last lesson in Unit 1. During this lesson, you will assess students to ascertain their understanding of the material presented in Unit 1.

Worksheets 10.1 and 10.2 are assessment worksheets. The front of Worksheet 10.1 evaluates students' ability to draw a vertical line, a horizontal line, a circle, a diagonal line from top to bottom and left to right, and a diagonal line from top to bottom and right to left. The back of Worksheet 10.1 tests students' understanding of the position words *left*, *right*, *top*, *middle*, and *bottom*. Worksheet 10.2 assesses students' ability to hear separate words in sentences.

Collect the completed worksheets, and record a "writing strokes" score and a "position words" score on the back of Worksheet 10.1. Record a "word discrimination" score on the front of Worksheet 10.2.

© 2013 Core Knowledge Foundation

When evaluating the front of Worksheet 10.1, please refer to the Writing Strokes Scoring Guide located at the end of Lesson 6. If a student's writing stroke falls into the "Not Yet Ready" category, mark it wrong.

When evaluating the back of Worksheet 10.1, check to see if the *left* box is colored green, the *right* box is colored red, the *top* box is colored yellow, the *middle* box is colored orange, and the *bottom* box is colored blue. If a box is the wrong color or if it is not colored, mark it wrong.

When evaluating Worksheet 10.2, check to see if *two cubes* are circled for item 1, *four cubes* are circled for item 2, *three cubes* are circled for item 3, and *four cubes* are circled for item 4.

Interpretation and Analysis

There are 14 items in the Unit 1 assessment. Students who miss three items or less overall are performing well. However, a score of 2 or less in any one section (Part One, Two, or Three) may be an indication students would benefit from additional practice in the given area.

We recommend you use the Record Sheet for Unit 1 Assessment found at the end of this lesson to record every student's performance on each section. Once this Record Sheet is complete, you should be able to scan it quickly to determine whether there are groups of students who might benefit from additional practice in a given area. There are numerous activities included in the Unit 1 Pausing Point that may be used to provide additional practice if there are students who would benefit from more practice. In this case, we recommend that you pause—no more than one week—before continuing to Unit 2. If there are only one or two specific students who seem to be experiencing difficulty, you may decide to continue to Unit 2 without pausing. Be sure to look for opportunities to work with these individual students one-on-one to provide additional practice in weak areas.

If students perform poorly on Part One, provide additional practice, especially Pausing Point Sections "Develop Fine Motor Skills" and "Draw/Trace." You may also use the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

If students perform poorly on Part Two, provide additional practice from Pausing Point sections "Develop an Understanding of Directionality," "Develop Bodily and Spatial Awareness," and "Recognize Position Words." You may also use the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

If students perform poorly on Part Three, provide additional practice using various activities included in the Pausing Point. You may also use the activities in Unit 1, Sections I and II of the *Assessment and Remediation Guide*.

There have only been three lessons since the writing strokes pretest was given, so it is quite likely some students will not show a great deal of

© 2013 Core Knowledge Foundation

improvement. Students will continue to work on writing strokes throughout Unit 2. The assessment at the end of that unit will offer another indication of handwriting skills.

Keep the results of this assessment in the students' assessment portfolios.

Warm-Up — *10 minutes*

Counting with Fingers — *5 minutes*

- Count from one to 10, lifting one finger for each number as you count.
- Have students repeat after you.

What is This? — *5 minutes*

- Draw a vertical line on chart paper, and ask students to identify it.
- Repeat with a horizontal line, a circle, a diagonal line from top to bottom and left to right, and a diagonal line from top to bottom and right to left.

  Note: Students should simply answer "diagonal line" for both diagonal lines.

Listening to Words — *20 minutes*

Hearing Words in Phrases and Sentences — *10 minutes*

If students are struggling with awareness of words, you may use the Pausing Point exercise "Grocery Shopping" and the activities in Unit 1, Section II of the *Assessment and Remediation Guide*.

If students need additional practice representing words with objects, you may use the Pausing Point exercise "Counting with Cubes" and the activities in Unit 1, Section II of the *Assessment and Remediation Guide*.

If students need additional practice with left-to-right directionality, you may use the Pausing Point exercises "Tracing Lines" and "Color Strips" and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

- Position your mat and cubes so students can see them.
- Tell the class you want them to try to hear the individual words in some sentences you are going to say.
- Say, "We sit on chairs," twice—the first time at a normal speaking pace and the second time with an exaggerated pause between the words.
- Say the sentence a third time and move one cube onto the mat for each word you speak, counting the words.
- Make sure from the students' perspective, you appear to be placing the cubes from left to right.
- Ask an individual student to move the cubes and count the words.
- Give each student a small mat and five cubes.
- Complete the remaining sentences or create your own sentences.

  Note: The examples below contain four to five words. Start with four-word sentences and extend to five words.

1. We sit on chairs.
2. The plant has leaves.
3. Each girl has five grapes.
4. The boys like to swing.
5. Pears and plums are fruit.
6. I eat hotdogs for lunch.

© 2013 Core Knowledge Foundation

Stepping Forward for Words — 10 *minutes*

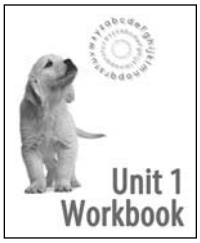
If students need additional practice representing words with movements, you may use the Pausing Point exercises "Leap Frog" and "Head, Shoulders, Knees, and Toes" and the activities in Unit 1, Section II of the *Assessment and Remediation Guide*.

- Select six students and have them line up facing the class.
- Have students count from one to six from left to right, each student stepping forward as he or she says his or her number. Repeat until students can do this fluently.
- Say the first sentence, counting the number of words with your fingers.
- Repeat the sentence and have students step forward from left to right. One student steps forward for each word.
- Select another six students and repeat the process with the next sentence.
- Continue until all students have had their turn.

1. Birds can sing and lay eggs.
2. Cats like to play and purr.
3. Dogs like to bark and lick.
4. Cats run up trees really fast.
5. Cows eat grass and give milk.
6. Some bears like to eat bugs.

Student Performance Task Assessment — *30 minutes*

⑩ Unit 1 Student Performance Task Assessment



Worksheet 10.1

Part One

- Distribute Worksheet 10.1.
- Provide each student with a green crayon, a red crayon, a yellow crayon, an orange crayon, and a blue crayon.
- Instruct students to copy each shape on the front of the worksheet.

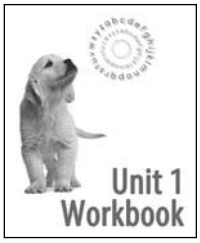
Part Two

- Once students have completed the front of the worksheet, have them turn Worksheet 10.1 over.
- Hold up a green crayon, and tell students to quickly color the box on the **left** green.
- Wait for students to finish coloring.
- Hold up a red crayon, and tell students to quickly color the box on the **right** red.
- Wait for students to finish coloring.
- Hold up a yellow crayon, and tell students to quickly color the **top** box yellow.
- Wait for students to finish coloring.
- Hold up an orange crayon, and tell students to quickly color the **middle** box orange.
- Wait for students to finish coloring.

© 2013 Core Knowledge Foundation

- Hold up a blue crayon, and tell students to quickly color the **bottom** box blue.
- Wait for students to finish coloring and collect papers.

Part Three



Worksheet 10.2

- Distribute Worksheet 10.2.
- Tell students you are going to say a sentence. Explain to students they should indicate how many words are in the sentence by circling a cube for each word.
- Direct students' attention to the first row of cubes.
- Slowly say the first sentence from the following box. Tell students to circle a cube for each word in the sentence.
- If necessary, repeat the sentence.
- Complete the activity using the remaining sentences.

1. I smiled.
2. They found a bug.
3. He has toys.
4. She has a cat.

Take-Home Material

Tracking Practice

- Have students give Worksheet 10.3 to a family member.

© 2013 Core Knowledge Foundation

Record Sheet for Unit 1 Assessment

Name	Part One	Part Two	Part Three	Notes

© 2013 Core Knowledge Foundation

Students Needing Additional Instruction at the End of Unit 1

A. Students who scored 2 or less on Part One	B. Students who scored 2 or less on Part Two	C. Students who scored 2 or less on Part Three

© 2013 Core Knowledge Foundation

Next Steps

For students in Column A

- Provide practice from the following Pausing Point sections:
  - Draw/Trace
  - Develop Fine Motor Skills
- Additional practice activities may also be found in Unit 1, Section IV of the *Assessment and Remediation Guide*.

For students in Column B

- Provide practice from the following Pausing Point sections:
  - Develop an Understanding of Directionality
  - Develop Bodily and Spatial Awareness
  - Recognize Position Words
- Additional practice activities may also be found in Unit 1, Section III of the *Assessment and Remediation Guide*.

For students in Column C

- Provide practice from the following Pausing Point sections:
  - Develop Awareness of Noises
  - Discriminate Noises
  - Represent a Word with a Movement/Object
- Additional practice activities may also be found in Unit 1, Sections I and II of the *Assessment and Remediation Guide*.

© 2013 Core Knowledge Foundation

Unit 1 Pausing Point

With the conclusion of Unit 1, if a significant number of students are having difficulty with any of the objectives, pause here and spend additional days reviewing the material presented in this unit. You may have students complete any combination of the exercises listed below, in any order. The exercises are listed under the unit objectives they satisfy. Procedures are not reprinted for exercises included in the Unit 1 lessons. Instead, we simply list the lessons where these exercises can be found. Exercises not included in the Unit 1 lessons, however, have procedures printed here.

If individual students are having trouble with specific skills, you can provide pullout instruction and/or targeted homework assignments.

Pausing Point Topic Guide

Develop Awareness of Noises

Knocking and Counting	Lessons 1, 2
Same or Different?	Lessons 1, 2
What Did You Hear?	Lessons 3, 4
How Many Noises?	Lessons 3–6
Stepping Forward for Noises	Lessons 7, 8

Discriminate Noises

Knocking and Counting	Lessons 1, 2
Same or Different?	Lessons 1, 2
What Did You Hear?	Lessons 3, 4
How Many Noises?	Lessons 3–6
Stepping Forward for Noises	Lessons 7, 8
Listening Walk	Page 71

Identify the Source of a Noise

What Did You Hear?	Lessons 3, 4
Tick-Tock, Find the Clock	Page 71
Find the Animal	Page 71

Recreate a Noise Sequence

What Did You Hear?	Lessons 3, 4
Clap the Pattern	Page 72

Represent a Noise with a Movement/Object

Knocking and Counting	Lessons 1, 2
How Many Noises?	Lessons 3–6

© 2013 Core Knowledge Foundation

Stepping Forward for Noises	Lessons 7, 8

Develop Awareness of Words

Hearing Words in Phrases and Sentences	Lessons 5, 6, 10
Teacher-Student Echo	Lessons 7, 8
Stepping Forward for Words	Lessons 9, 10
Grocery Shopping	Page 72

Represent a Word With a Movement/Object

Counting with Fingers	Lessons 1–10
Hearing Words in Phrases and Sentences	Lessons 5, 6, 10
Teacher-Student Echo	Lessons 7, 8
Stepping Forward for Words	Lessons 9, 10
Counting with Cubes	Page 73
Leap Frog	Page 73
Head, Shoulders, Knees, and Toes	Page 74

Develop an Understanding of Directionality/Track from Left to Right and Top to Bottom

Counting with Fingers	Lessons 1–10
How Many Noises?	Lessons 3–6
Stepping Forward for Noises	Lessons 7, 8
Hearing Words in Phrases and Sentences	Lessons 5, 6, 10
Stepping Forward for Words	Lessons 9, 10
Greeting	Lessons 1–5
Left/Right Hand Discrimination	Page 75, Worksheet PP1
Tracking Practice	Page 75, Worksheets 5.1, 7.2
Tracing Lines	Page 75, Worksheet 4.2
Color Strips	Page 75

Develop Fine Motor Skills

Fine Motor Activities	Page 75
Playdough Shapes	Page 75

Develop Bodily and Spatial Awareness

Follow Me	Lessons 1–3
Gross Motor Activities	Page 76

Recognize Position Words

Follow Me	Lessons 1–3
The Grand Old Duke of York	Page 76

© 2013 Core Knowledge Foundation

Identify Shapes

What is This?	Lessons 8, 10

Draw/Trace

Drawing on a Vertical Surface	Page 77
Drawing on a Horizontal Surface	Page 77
Coloring Sheets	Worksheets PP2, PP3, PP4, PP5
Tracing and Copying Shapes	Worksheet PP6
Tracing Lines	Worksheet PP6
Tray Tracing	Page 77

Develop Awareness of Noises

Knocking and Counting

- See Lessons 1 and 2.

Same or Different?

- See Lessons 1 and 2.

What Did You Hear?

- See Lessons 3 and 4.

How Many Noises?

- See Lessons 3–6.

Stepping Forward for Noises

- See Lessons 7 and 8.

Discriminate Noises

Knocking and Counting

- See Lessons 1 and 2.

Same or Different?

- See Lessons 1 and 2.

What Did You Hear?

- See Lessons 3 and 4.

How Many Noises?

- See Lessons 3–6.

© 2013 Core Knowledge Foundation

Stepping Forward for Noises

- See Lessons 7 and 8.

Listening Walk

You can introduce this exercise by reading "The Listening Walk" (by Paul Showers) to the class.

Note: This is an excellent transition exercise. You may use this exercise when the class is outside or walking to and from the classroom.

- Take a walk with students.
- Tell students to raise their hands and wait to be called on if they would like to identify a noise they hear.
- Call on students to share.

  Note: If you like, you can adapt the question-and-answer structure found in *"Brown Bear, Brown Bear, What Do You See?"* For example, "Brandon, Brandon, what do you hear?" Answer: "I hear a bird chirping in my ear."
- Extension: Have students point to the sources of the sounds they hear.
- After the walk, ask students which noise they heard first/last and which noise was the quietest/loudest.
- Extension: Have students draw something they heard during the walk. Make a class book with the drawings.

Identify the Source of a Noise

What Did You Hear?

- See Lessons 3 and 4.

Tick-Tock, Find the Clock

- Let students listen to the noise made by a kitchen timer or a wind-up toy.
- Have students close their eyes.
- Hide the object somewhere in the classroom.
- Have students open their eyes.
- Ask a student to locate the object by "following its sound."
- Once the student has found the object, let him or her hide it.

Find the Animal

- Have the class sit in a circle.
- Select one student to sit blindfolded in the center of the circle.
- Select a second student to go somewhere in the classroom and make an animal sound.

© 2013 Core Knowledge Foundation

- Ask the blindfolded student what animal his or her classmate is pretending to be and point to the location of the sound.
- After the blindfolded student gives the correct answers, he or she becomes the next animal impersonator and a new student moves to the center of the circle.

Recreate a Noise Sequence

What Did You Hear?

- See Lessons 3 and 4.

Clap the Pattern

- Tell students you are going to clap out a pattern for them to repeat.
- Start with one or two claps, and gradually increase to five claps.
- Variation: Have students clap their knees, head, etc.

Represent a Noise with a Movement/Object

Knocking and Counting

- See Lessons 1 and 2.

How Many Noises?

- See Lessons 3–6.

Stepping Forward for Noises

- See Lessons 7 and 8.

Develop Awareness of Words

Hearing Words in Phrases and Sentences

- See Lessons 5, 6, and 10.

Teacher-Student Echo

- See Lessons 7 and 8.

Stepping Forward for Words

- See Lessons 9 and 10.

Grocery Shopping

- Gather five pictures of items that can be purchased at a grocery store.
- Have the class identify each item.

© 2013 Core Knowledge Foundation

- Display one of the pictures, and tell the class, "Tonight, I am going to buy [name of item] from the grocery store."
- Have students repeat the sentence.
- Display a second picture alongside the first, and tell the class, "Tonight, I am going to buy [name of first item] and [name of second item] from the grocery store."
- Have students repeat the sentence.
- Continue until all five pictures are displayed and all five items are included in the sentence.
- Remove the pictures and see if students can repeat the final sentence without the picture clues.
- Extension: Use this exercise to strengthen counting skills by having students count the items.

Represent a Word with a Movement/Object

Counting with Fingers

- See Lessons 1–10.

Hearing Words in Phrases and Sentences

- See Lessons 5, 6, and 10.

Teacher-Student Echo

- See Lessons 7 and 8.

Stepping Forward for Words

- See Lessons 9 and 10.

Counting with Cubes

- Give each student a mat and 10 cubes.
- Have each student position his or her mat with the green star on the left and the red dot on the right.
- Have students count from one to 10, placing one cube on their mat for each number.

  Note: Students should place each cube between the green star and the red dot, with each additional cube getting closer and closer to the red dot.)

Leap Frog

- Make three "lily pads" out of construction paper.
- Place the three lily pads in a row on the floor. You may wish to tape the lily pads in place.

© 2013 Core Knowledge Foundation

- Say a three-word sentence and have a student jump on the first pad for the first word, the second pad for the second word, and the third pad for the third word.
- If students are ready for longer sentences, tape down as many as five lily pads and say sentences containing up to five words.
- Variation: Instead of having students jump from lily pad to lily pad, have them jump on a hopscotch board.

Head, Shoulders, Knees, and Toes

- Sing the song "Head, Shoulders, Knees, and Toes" as a class.
- Each time you say the name of a body part, touch that body part.
- Sing the song a second time, increasing the tempo.

> Head, shoulders, knees, and toes
> Knees and toes
> Head, shoulders, knees, and toes
> Knees and toes
> Eyes and ears and mouth and nose
> Head, shoulders, knees, and toes
> Knees and toes

Develop an Understanding of Directionality/Track from Left to Right and Top to Bottom

Counting with Fingers

- See Lessons 1–10.

How Many Noises?

- See Lessons 3–6.

Stepping Forward for Noises

- See Lessons 7 and 8.

Hearing Words in Phrases and Sentences

- See Lessons 5, 6, and 10.

Stepping Forward for Words

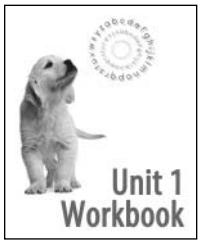
- See Lessons 9 and 10.

© 2013 Core Knowledge Foundation

Greeting

- See Lessons 1–5.

Left/Right Hand Discrimination



Worksheet PP1

- Distribute Worksheet PP1.
- Provide each student with a red and a green crayon.
- Tell students to place their hands on top of the hands on the worksheet.
- Have students determine which hand is the left hand and which hand is the right hand.
- Tell students to color the left hand green and the right hand red.
- If time permits, students may decorate the hands with patterns.

Tracking Practice

- See Lessons 4, 5, and 7

Tracing Lines

- Draw a horizontal line, a vertical line, and a diagonal line on a sheet of paper.
- Give each student a photocopy of the sheet and a small piece of crayon.
- Tell students to trace each line from left to right. (If necessary, model this on the board.)

  Note: You can place a green "start star" on the left of each sheet and a red "stop dot" on the right to help students with left-to-right directionality.

Color Strips

- Give each student a strip of paper that has a row of colored dots on it. The dot on the far left should be green and the dot on the far right should be red. Between the green and red dots, place dots of other colors. The colors need to be in the same order on all student strips.
- Tell students you are going to say the names of the colors on the strip from left to right. Students should touch each color as you say its name.
- Say the color names from left to right.
- Repeat multiple times.

Develop Fine Motor Skills

Fine Motor Activities

- The following activities are excellent for strengthening fine motor skills: building with blocks, pouring water from a pitcher to a cup, cutting and pasting, hole punching, stringing beads onto thread, lacing hole-punched cards.

© 2013 Core Knowledge Foundation

Playdough Shapes

- Have students use playdough to make the strokes and shapes covered in Unit 1.

Develop Bodily and Spatial Awareness

Follow Me

- See Lessons 1–3.

Gross Motor Activities

- The following activities are excellent for strengthening gross motor skills: throwing a ball overhand, hopping on one foot, playing tag, kicking a ball, marching, dancing to a song.

Recognize Position Words

Follow Me

- See Lessons 1–3.

The Grand Old Duke of York

- Recite the following poem, emphasizing the position words *up*, *top*, and *down*.
- As you recite the poem, invite the class to act it out.

> The grand old Duke of York,
> He had ten thousand men.
> He marched them up to the top of the hill,
> And he marched them down again.
> When they were up, they were up.
> And when they were down, they were down.
> And when they were only halfway up,
> They were neither up nor down.

Identify Shapes

What is This?

- See Lessons 8 and 10.
- Variation: Have students take turns drawing shapes on the board for the class to identify.

© 2013 Core Knowledge Foundation

Draw/Trace

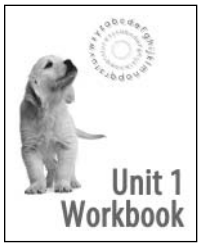
Drawing on a Vertical Surface

- Have students draw vertical lines (see Lesson 2), horizontal lines (see Lesson 4), circles (see Lesson 5), diagonal lines (see Lesson 7), squares (see Lesson 8), or triangles (see Lesson 9) on pieces of chart paper which have been affixed to the wall.

Drawing on a Horizontal Surface

- Have students sit at their desks and draw vertical lines (see Lesson 2), horizontal lines (see Lesson 4), circles (see Lesson 5), diagonal lines (see Lesson 7), squares (see Lesson 8), or triangles (see Lesson 9) on sheets of paper.

Coloring Sheets

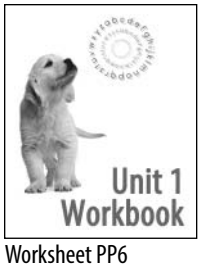


Worksheets PP2, PP3, PP4, PP5

If you prefer, you may have students draw and color their own pictures.

- Distribute Worksheet PP2, PP3, PP4, or PP5.
- Provide students with crayons.
- Instruct students to outline the figure several times using different colored crayons. Students may decorate the figure using the strokes they have learned in this unit if time permits.
- Extension: Have students decorate the figure with specific patterns of writing strokes.

Tracing and Copying Shapes



Worksheet PP6

- Distribute Worksheet PP6.
- Provide each student with a small piece of crayon.
- Have students trace and draw each shape.

Tracing Lines

- See Tracing and Copying Shapes.

Tray Tracing

- Give each student a shallow tray containing sand or rice.
- Have students trace any of the Unit 1 shapes in the sand or rice.

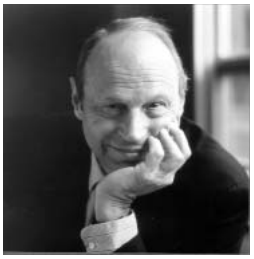
© 2013 Core Knowledge Foundation

Appendix A: About This Program

The Core Knowledge Language Arts Program

The Core Knowledge Language Arts program is unlike most reading programs with which you are familiar. It has been developed by the Core Knowledge Foundation, a non-profit, non-partisan educational foundation based in Charlottesville, Virginia. The foundation's mission is *to offer all children a better chance in life and create a fairer and more literate society by educating America's youth in a solid, specific, sequenced, and shared curriculum*. This program is an attempt to realize that mission. Specifically, the program aims to combine excellent decoding instruction with frequent reading-aloud in order to ensure that students can translate letters into words and make sense of the words they are decoding.

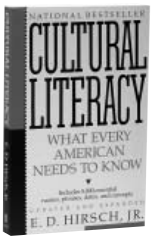
About Core Knowledge


E. D. Hirsch, Jr.

Core Knowledge was founded in the late 1980s by E. D. Hirsch, Jr., a professor at the University of Virginia. In the 1980s, Hirsch's research focused on the question of why one piece of writing is easier to read than another. As part of this research, he created two versions of the same passage for college students to read. One version was considered well written because it followed principles of clarity and style laid out in style books such as Strunk and White's *Elements of Style*. The other version did not follow those principles and was considered poorly written. Hirsch then asked a large number of college students to read the passages. He recorded the time it took them to read the passages and how well they were able to answer comprehension questions about the passages. He wanted to see if the well-written passages would be read more rapidly and understood more fully than the poorly written ones. He found that they were, but he also found another factor that was even more important for comprehension than the clarity of the writing. *He found that readers who possessed a wide base of background knowledge were able to make sense of a wide range of passages, whereas students who lacked this knowledge were not.*

Hirsch conducted his tests at the University of Virginia and a nearby community college. He found that students at the community college could decode well enough and could read and understand passages on everyday topics like roommates and manners. Many of the community college students struggled when the passages treated historical and scientific subjects. One passage on two Civil War generals, Ulysses S. Grant and Robert E. Lee, was especially difficult for many of them. It turned out that many of the community college students tested knew little about the Civil War. They did not know who Grant and Lee were, and, as a result, they struggled to make sense of the passage, even though they could decode the words *Grant* and *Lee*. Hirsch realized these students were struggling to make sense of the passages, even though their decoding skills were good. It was obvious, then, that reading comprehension required something more than just basic decoding skills.

© 2013 Core Knowledge Foundation



Cultural Literacy

Hirsch wrote about his insights in a 1987 bestseller, *Cultural Literacy*. He argued that full literacy requires not just decoding skills but also knowledge of words, concepts, persons, places, and ideas writers tend to take for granted. Schools must take the responsibility of imparting this body of knowledge, which Hirsch called "cultural literacy." Hirsch went on to found the Cultural Literacy Foundation in order to promote the teaching of cultural literacy in American elementary schools. The foundation later changed its name to the Core Knowledge Foundation (CKF), but its mission has never changed. CKF publishes curriculum materials for Pre-K through Grade 8, provides teacher training, and hosts conferences for educators teaching in Core Knowledge schools across the country.

The Core Knowledge Language Arts (CKLA) program is an early reading program based on the work of E. D. Hirsch. It combines his insights with 50 years of reading research, as summarized in the report of the National Reading Panel.

The Simple View of Reading

Hirsch's insight about the necessity of background knowledge has been confirmed in many experiments. Virtually everyone who writes about reading now recognizes that reading comprehension requires more than just decoding ability. Many reading researchers now subscribe to a view of reading that is known as "the simple view of reading." This view, which is associated with reading researchers Philip Gough and William Tunmer, holds that there are two chief elements that are crucially important to reading comprehension: *decoding skills* and *language comprehension ability*.

To achieve reading comprehension, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If the person cannot decode the words on the page, she will not be able to achieve reading comprehension, no matter how much oral language she can understand. Even if the person *can* decode the words on the page, that in and of itself is still no guarantee of reading comprehension (as Hirsch discovered in his experiments). If the sentences the person is attempting to read are sentences she could not understand if they were read aloud to her, then there is not much hope that she will understand them during independent reading.

Supporters of the simple view—and there are a growing number of them among reading researchers—argue that a person's reading comprehension ability can be predicted, with a high degree of accuracy, based on two basic measures. The first is a measure of decoding skills, e.g., a test of single-word reading or pseudoword reading. The second is a measure of listening comprehension. Researchers who hold to the simple view say, "Tell me a person's decoding ability, as ascertained by a word-reading task, and tell me that person's language comprehension ability, as ascertained by a listening comprehension task, and I can make a very accurate prediction of that person's reading comprehension ability." If the person is a rapid and accurate

© 2013 Core Knowledge Foundation

decoder and also able to understand a wide range of oral language—for instance, classroom presentations, news items on the radio or TV, books on tape, etc.—then it is a safe bet the person will also do well on tests of reading comprehension.

An interesting thing about the simple view of reading is that it can be expressed as an equation:

R = D x C

In this equation, each of the letters is a variable that stands for a specific skill:

R is a measure of reading comprehension ability.

D is a measure of decoding skills.

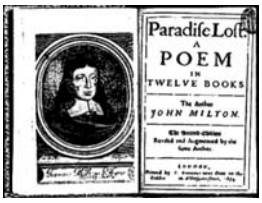
C is a measure of language comprehension ability as measured using a listening task.

Each of these skills can be quantified as a numerical value between 0 and 1, where zero stands for no ability whatsoever and 1 stands for perfect, not-to-be-improved-upon ability. Obviously most people have a skill level that falls somewhere between these two extremes.

The equation says that if you have some decoding ability (D > 0) and you also have some language comprehension ability (C > 0), you will probably also have some reading comprehension ability (R > 0). How much reading comprehension ability you have will depend on the exact values of D and C.

What does it mean to have no decoding ability (D = 0)? It means you cannot turn printed words back into spoken words. A person who cannot decode letters on a page cannot read. The person is illiterate.

What does it mean to have no language comprehension ability (C = 0)? Basically, it means you do not know the language, and you cannot understand any of it when you hear other people speaking or reading aloud in that language.



John Milton

It is not very common for a person to have decoding ability (D > 0) but not language comprehension ability (C = 0). Why would you learn to read and write a language you cannot understand? It does happen. One famous example involves the English poet John Milton, the author of *Paradise Lost* and other well-known poems. Milton went blind late in life. Since Braille had not yet been invented, this meant he could not read for himself. Nevertheless, Milton found a way to keep learning from books: he had friends and relatives read the books aloud for him. However, he was not always able to find a scholar who had the free time and the ability needed to read to him in Hebrew, Greek, Latin, and other ancient languages. The solution? Milton taught his daughters to decode these languages so they could read books in those languages aloud to him. Milton did not teach his daughters the actual languages—the thousands of words and tens of thousands of meanings. That would have been a difficult, time-consuming task. He only taught them the rules they would need to turn letters into sounds. Thus, his daughters acquired solid decoding skills for

© 2013 Core Knowledge Foundation

these languages (D > 0), but they would have scored a zero on any measure of language comprehension (C = 0). They could turn symbols into sounds, but they had no idea what the sounds meant. Milton, on the other hand, due to his blindness, had no functional decoding skills (D = 0). However, by virtue of his great learning, he was able to understand Hebrew, Latin, and Greek when they were read aloud to him (C > 0). Between Milton and his daughters, you might say, there was reading comprehension (R), but the younger generation brought the decoding skills (D) and the elderly poet brought the language comprehension (C).

The Milton example is an unusual one, but it is possible to give a less unusual one. A decent teacher can teach you to decode Russian letters (or the letters used in many other writing systems) in the course of a couple days of intensive work. Since you already know a lot about reading, all you would need to learn is which sound values the unfamiliar letters stand for. Once you learned that, you would be able to sound out most of the words in the language, but nobody would claim that you are *reading* Russian. You would have some rudimentary decoding skills (D > 0), but you would be lacking language comprehension (C = 0). You would be able to pronounce words, but you would not be able to make sense of them. Essentially, you would be doing what Milton's daughters did.

How These Ideas Inform This Program

Although this may seem very abstract and theoretical, there are two ideas here that are very important for reading instruction and for understanding this program. The first important idea is that reading comprehension depends crucially on both decoding skills (D) and language comprehension ability (C); the second is that language comprehension ability takes much longer to acquire than decoding skills.

Milton chose to teach his daughters decoding skills because he could teach those relatively quickly. It would have taken him much, much longer to build up their language comprehension abilities. Likewise, in the hypothetical example just given, a decent teacher could teach you to decode Russian print in a few days of intensive instruction, but he or she would need to keep working with you for many weeks—possibly even many years—to teach you enough Russian words and phrases to understand a movie, make sense of a radio report, or read a short story.

You are facing a similar situation as a teacher in the early grades. You want your students to learn to read. A crucial first step is to teach them decoding skills. Strong decoding skills can be taught to most young children over the course of Grades K–2. It takes longer to teach decoding skills to young children who are learning to read for the first time than it does to teach the same skills to adults who have already learned to read in another language, and it takes longer to teach decoding skills in English-speaking countries because English spelling is rather complex; but even so, most students can acquire basic decoding ability in the early grades. The children will continue to automatize their decoding skills, learn new spelling patterns, and build fluency for many more years, but the basics can be taught in Grades K–2.

© 2013 Core Knowledge Foundation

That is not the case with language comprehension ability. It is going to take you and your school system a long time to build up your students' language comprehension ability because this is not a job you can accomplish in the course of a single school year. Rather, language comprehension ability is acquired over many years. Your students began to develop a rudimentary ability to understand language even before they could speak and continued to increase their language comprehension abilities throughout the preschool years. They will make even more gains in your classroom and the classrooms they join after yours. With each new sentence they read or hear, and each new subject they study in school, they will be building up background knowledge, vocabulary, and cultural literacy, and thus increasing the range of materials they are equipped to understand; first orally and later via reading. The more you teach them and the more you expose them to, the more they will be able to understand. It takes a long time to build up the vocabulary and knowledge needed to make sense of most stories in a newspaper or magazine, but this buildup is crucial for your students' reading abilities: for no matter how good their decoding skills may be, they will not understand what they read unless they have the language comprehension ability to make sense of the words they decode.

The Core Knowledge Language Arts program includes two strands of instruction, and these strands correspond with the elements of reading isolated in the simple view of reading. The Skills Strand is meant to build students' decoding skills (D), while the Listening & Learning Strand is meant to build students' language comprehension ability (C) 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.

If students are not building their language comprehension ability in the early grades, their reading scores are likely to begin to begin to fall off in Grade 4 and later. This has been called the "fourth-grade slump," and it occurs because material assessed on reading tests changes over time. As students progress through the grades, test questions focus less on rudimentary decoding skills and more on comprehension—and comprehension depends on having sufficient vocabulary, background knowledge, and cultural literacy to understand the words you are decoding. Thus, the importance of language comprehension ability increases with time. A weakness in this area may not show up on tests in early grades, but it will show up in later elementary grades.

This has been well documented in research. In one very interesting study, researchers at the University of Kansas looked at measurements of reading comprehension (R), decoding/word recognition (D), and listening

© 2013 Core Knowledge Foundation

comprehension (C) for the same 570 students in second, fourth, and eighth grade. They found the two factors D and C accurately predicted R in each grade, but that C became more important, in the sense that it explained more of the variation among students over time. The measure of decoding (D) was extremely important in the second-grade results. Twenty-seven percent of the variance in reading comprehension in second grade could be explained by decoding skills (D) alone. Only 9 percent of the variance could be explained by listening comprehension (C) alone. By fourth grade, however, the measure of listening comprehension had begun to account for more variance: the unique contribution of C rose to 21 percent while the equivalent number for D fell. By eighth grade, fully 36 percent of the variance in reading comprehension scores could be explained with reference to the children's listening comprehension ability. The unique contribution of D sank even further. In other words, while reading comprehension depended on D and C at every stage, as the simple view would predict, C explained more and more of the variation among students as time went by. What this tells us is that, once the intricacies of decoding are mastered (and in English this takes some time), reading comprehension depends more and more heavily on language comprehension. Language comprehension depends on background knowledge, vocabulary, and cultural literacy.

If you understand Hirsch's insight into the importance of background knowledge, and you understand the simple view of reading, you can understand why this program has two strands of instruction, and why both strands are very important. The next several sections of this appendix will tell you about the Skills Strand of CKLA.

Two Misconceptions About Reading and Writing

The Skills Strand of CKLA teaches the mechanics of both reading and writing. It is based on the most current research on reading and writing, but at the same time it has been written in opposition to some ideas that have been very influential in elementary education in recent decades. Two of those ideas are:

- Learning to read and write is natural.
- Learning to read and write is easy.

Both of these ideas have great emotional appeal. Unfortunately, both of them are wrong.

Learning to Read and Write is Not Natural

Many scholars have argued that *spoken* language is natural for human beings. The cognitive scientist Stephen Pinker, for example, has argued that human beings have a *language instinct*, meaning that humans are born with an innate capacity for learning language. This may turn out to be true. It is at least a plausible theory since historians, linguists, and anthropologists have never found a human culture that does not use language. When something is universal, it may turn out to be natural.

© 2013 Core Knowledge Foundation

What is true of *oral* language is not necessarily true of *written* language. In fact, with written language, we know we are dealing with something that is not natural or innate because we know when and where writing was invented, and we know that, even today, not all languages have a system of writing. There are still hundreds of languages in the world that are spoken, but not written or read.

Ten thousand years ago this was the norm, rather than an exception. At that time, there were probably no human beings who knew how to read or write. According to the linguist Florian Coulmas, the idea of writing down language was probably developed independently by three ancient cultures: the Egyptians, the Phoenicians, and the Chinese. Each used a slightly different system, and the mechanisms these pioneers developed for recording speech then spread from one culture to another, evolving as they went. If these initial inventors had not come up with schemes for writing down speech, we might all be illiterate today.

Writing is many things. It is an *art* that can be taught and learned. It is an *invention*—one of the greatest inventions in human history. It is a *technology* enabling us to do things we could not do without it—a technology every bit as exciting and amazing as airplane flight or electric power. *But it is not natural.* The same is true of reading, which is simply the process of unpacking, or decoding, what somebody else has written.

Reading and writing are both highly *artificial*. We tend to recoil at that word. We have internalized the idea that *natural* is good and *artificial* is bad. Therefore, we think, reading must be natural. In fact, as the reading researcher Philip Gough has written, reading is a highly *unnatural* act.

The first step toward good reading and writing instruction is to understand that reading and writing are *artificial*—but not necessarily in a bad sense. We need to remind ourselves the word *artificial* derives from the word *art*. To say reading and writing are forms of art that had to be invented and need to be taught to children does not make reading and writing any less wonderful or important. On the contrary, it makes these things more wonderful and precious, and it also emphasizes the importance of your job as a teacher. There is no job more important than teaching young children the magnificent, valuable, and highly unnatural arts of reading and writing.

Learning to Read and Write is Not Easy

The second idea noted earlier, that learning to read and write is easy, is also mistaken. Reading and writing are complex behaviors, and they are more complex in English than in many other languages because English has a fairly complicated spelling system. In Spanish, for example, the relationships between letters and sounds are mostly one to one, meaning each sound is usually written with one spelling, and each spelling unit is usually pronounced one way. This is not the case in English. In order to read and write English with a high degree of accuracy, there is quite a lot that students need to learn.

As a way of demonstrating the complexity involved in learning to read and write in English, suppose we attempted to list all of the discrete bits of information a person needs to know in order to be able to read and write in English. As a

© 2013 Core Knowledge Foundation

starting point, we might begin with the 26 letters and argue that these are the 26 things one really needs to learn to read and write English. However, for each letter, one eventually needs to learn not only the letter shape but also the letter name (in order to be able to read abbreviations and initials). So that is 52 bits of information.

That is a good start, but we must not stop there. In English, all letters can be written in uppercase and lowercase forms, and the uppercase forms are not always the same as the lowercase forms. Compare B to b, D to d, H to h, R to r, Q to q. At least 16 uppercase letters have a slightly different form than the matching lowercase letters. So we must raise our estimate of the complexity of the English writing system to 68 bits of information.

We are not done yet. Students must also know the 44 sounds these letters stand for. That raises our estimate of the complexity to 112.

If there were a simple one-to-one relationship between letters and sounds, that might be a fairly good estimate of the complexity of the code. Unfortunately, the relationships between sounds and letters in English are quite complicated. The 44 sounds of English can be spelled many different ways. In our work on this program we have identified 150 spellings that are frequent enough to be worth teaching in the early grades. That boosts our estimate of the complexity of the code to 262.

In addition, students need to learn to track from left to right, to blend sounds into words (when reading), and segment words into sounds (when writing and spelling). They need to learn a handful of symbols used in writing, including the period, comma, exclamation point, question mark, quotation mark, and apostrophe. That raises our estimate of code complexity to about 270 bits of information.

We could boost the estimate even higher by adding Tricky Words and unusual spellings or by pointing out that there are many letters in English that can be pronounced different ways. We could also point out that reading a word like *thin* requires the students to group the first two letters and attach them to one sound, and reading a word like *cake* requires students to scan ahead, see the ‘e’, and realize it controls the pronunciation of the ‘a’ earlier.

Even without these additions it is clear that the English writing system is quite complicated.

The Problem with Whole Language

On a conservative estimate, there are 270 bits of knowledge a person needs to be able to read and write English. It is unwise to ask students to tackle all of this complexity at once and hope they will figure it out. Yet that is precisely what is done in so-called “Whole Language” approaches. Whole Language instruction is based on the assumption that learning to read is natural, and not difficult, so reading skills can be allowed to develop gradually, without much explicit instruction. Lots of students in Whole Language classrooms do manage to figure out the English writing system, but many others do not.

© 2013 Core Knowledge Foundation

Whole Language ideas have tremendous emotional appeal, but the Whole Language approach is actually a recipe for *leaving many children behind.* It is an especially risky strategy for disadvantaged children.

A much better strategy is to introduce the English spelling code explicitly, beginning with the easiest, least ambiguous, and most frequently used parts of the code and then adding complexity gradually. That is the central strategy on which this program is based.

The strategy adopted in this program is the same strategy that successful coaches use when teaching children a sport such as tennis. The successful coach does not ask students to learn "Whole Tennis" and soak up the necessary skills all at once by trying to hit all different kinds of shots the first day on the court. Instead, the successful coach teaches the student to hit a forehand ground stroke and provides lots of practice hitting forehands. Then the coach moves on to teach a backhand ground stroke, then a forehand volley, then a backhand volley, then a serve, then an overhead smash, then a drop shot, etc. With each element taught, the student becomes a stronger and more complete player. In the same way, this program begins by teaching the most common and least ambiguous spellings for sounds and then moves on to introduce the more complex parts of the writing system.

Key Aspects of the Skills Strand

Some key aspects of the Skills Strand of CKLA are listed below.

- CKLA teaches reading and writing in tandem, since they are inverse processes. English writing involves making pictures of sounds; reading involves translating those pictures back into sounds and blending the sounds to make words.
- CKLA rejects the Whole Language notion that exposure to rich language and lots of environmental print is sufficient to ensure mastery of the writing system.
- CKLA explicitly teaches letter-sound correspondences as opposed to leaving students to figure these out on their own or deduce them by analyzing familiar whole words (as in some forms of "analytic" phonics).
- CKLA focuses on *sounds*, or *phonemes*, as the primary organizing principle of the program, rather than *letters*.
- CKLA includes phonics instruction, but the instruction differs from the phonics usually taught in the United States in that it begins with *sounds* and then attaches those sounds to spellings. In a typical phonics lesson in the United States, the teacher writes the letter 'm' on the board and says, "This is the letter 'em'. It says /m/." As a teacher using this program, you will be asked to present your lessons in a different way. You will be asked to begin with the sound. At the beginning of the lesson you will tell the class: "Today's sound is /m/." You will lead the class in some engaging oral language exercises that will allow students to say and hear the sound /m/. Once students are familiar with the sound, you will show them how to draw a "picture of the sound." You will write the letter 'm' on the board and explain that this is how we make a picture of the /m/ sound.

© 2013 Core Knowledge Foundation

- CKLA focuses consistently on the phoneme, or single sound, and not on larger units; students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like *–ick* and initial clusters like *st–* are not taught as units but as combinations.
- CKLA uses a synthetic phonics approach that teaches students to read by blending through the whole word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- CKLA begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds that can be spelled several different ways. Thus, the system is kept simple at first and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- CKLA includes words, phrases, and stories for students to read and worksheets for them to complete that allow for focused, distributed practice working with the letter-sound correspondences students have been taught.
- CKLA does not require students to read words that go beyond the letter-sound correspondences they have been taught. In other words, all words students are asked to read as part of the program are decodable, either because they are composed entirely of letter-sound correspondences students have been taught or because they are Tricky Words that have been taught. This means students have a chance to begin reading words and stories that are completely decodable before tackling words and stories that are full of spelling alternatives.
- CKLA does not require students to write words that go beyond the letter-sound correspondences they have been taught. In other words, students are only asked to write words that can be spelled (at least plausibly if not always correctly) using the code knowledge they have been taught.
- CKLA avoids Tricky Words and exception words in the first part of Kindergarten, preferring to have students learn to read and write with regular words that can be blended and spelled in accordance with the letter-sound correspondences taught.
- CKLA avoids letter names in the early lessons of Kindergarten, because what is important for reading is not the letter name but the sound value the letter stands for. To read the word *cat*, it is essential to know /k/ /a/ /t/, not “see aay tee.”
- CKLA teaches lowercase letters first and introduces the uppercase letters later.

© 2013 Core Knowledge Foundation

Appendix B: Kindergarten Scope and Sequence

Scope and Sequence of Kindergarten Skills Instruction

The Skills Strand for Kindergarten is divided into 10 units. In the course of these 10 units you will introduce 10 vowel sounds and 25 consonant sounds and teach students the most common, or least ambiguous, spelling for each sound. You will teach students to read words by blending through the word and to spell words by segmenting them into sounds and writing a spelling for each sound. You will lead the class in various chaining exercises that help build word decoding skills and supervise the completion of worksheets. Once students' word reading skills are strong, you will introduce them to book reading. In the later units you will introduce a handful of high-frequency Tricky Words that do not play by the rules.

Although the main focus in Kindergarten is to teach blending and the basic code, you will also introduce a small number of spelling alternatives—the 'c', 'k', and 'ck' spellings for /k/ (*cat*, *kit*, *black*), the 's' spelling for /z/ (*is*, *has*, *dogs*), a number of double-letter spellings for consonant sounds (*dress*, *sell*, *stuff*), and a few spellings for /d/ and /t/ in past-tense words (*played*, *walked*). We think you will be pleasantly surprised by how well your Kindergarten students are reading by the end of the year. This was a reaction we encountered many times when these materials were first piloted between 2007 and 2010.

The first two units set the stage for the eight that follow. In these two units you will teach students to hear words and phonemes in words. You will also teach students to hold a writing utensil (initially a crayon) and make marks on paper. The oral language and handwriting skills are presented separately in Units 1 and 2, but these two streams of instruction are combined beginning in Unit 3 when the students begin to use handwriting skills to make pictures of sounds (letters). In Unit 3, you will introduce eight sounds, and a single-letter spelling for each sound, e.g., /m/ spelled 'm', /a/ spelled 'a', /t/ spelled 't', etc. Students will learn to read and spell two- and three-letter words that can be constructed using these eight spellings. More sounds and single-letter spellings are introduced in Units 4 and 5. Students continue to read, spell, copy, and write words that can be made with the spellings they have learned.

The first story is presented in Big Book form at the end of Unit 4. There is another Big Book in Unit 5. By Unit 6, the students will be reading stories in Readers.

As you move through the sequence, students will learn more sounds and spellings and will begin to blend and read longer words. In Unit 6, they will learn to read consonant clusters in words like *spot* and *desk*; they will also learn the letter names. In Unit 7, they will learn consonant sounds written with digraphs like the 'ch' spelling for the /ch/ sound. In Unit 8, the first Tricky Words are introduced. More high-frequency Tricky Words are taught in Unit 9. Unit 10 covers the "long" vowel sounds, each with its basic code spelling. The outline below gives a more detailed breakdown of what is covered in each unit.

© 2013 Core Knowledge Foundation

Much of the instruction in the early units of Kindergarten is whole-group instruction. However, if some members of the class begin to fall behind, you may need to supplement the whole-group instruction and add one to three small-group sessions per week.

Unit 1

- phonological awareness (hearing environmental sounds, hearing words in phrases and sentences)
- prewriting skills (tripod grip, lines, circles, etc.)

Unit 2

- phonemic awareness (hearing sounds in words)
- oral blending of sounds, e.g., given /f/ . . . /i/ . . . /sh/, the student can blend the sounds to make the word *fish*
- prewriting skills

Unit 3

- first letter-sound correspondences: /m/ spelled 'm', /a/ spelled 'a', /t/ spelled 't', /d/ spelled 'd', /o/ spelled 'o', /k/ spelled 'c', /g/ spelled 'g', and /i/ spelled 'i'
- reading and writing one-syllable words containing up to three letters (VC and CVC words)
- word-building and chaining exercises

Unit 4

- more letter-sound correspondences: /n/ spelled 'n', /h/ spelled 'h', /s/ spelled 's', /f/ spelled 'f', /v/ spelled 'v', /z/ spelled 'z', /p/ spelled 'p', and /e/ spelled 'e'
- reading and writing one-syllable words containing up to three letters (VC and CVC words)
- reading short phrases
- first story (a phrase story in Big Book format)
- word-building and chaining exercises
- dictation exercises

Unit 5

- more letter sound-correspondences: /b/ spelled 'b', /l/ spelled 'l', /r/ spelled 'r', /u/ spelled 'u', /w/ spelled 'w', /j/ spelled 'j', /y/ spelled 'y', /x/ spelled 'x', and /k/ spelled 'k'
- reading and writing one-syllable words containing up to three letters (VC and CVC words)
- reading short phrases and sentences beginning with uppercase letters that look like the lowercase letters (C, F, K, M, O, P, S, T, U, V, W, X, Z)
- reading stories (a Big Book)

© 2013 Core Knowledge Foundation

- introduce punctuation (period)
- word-building and chaining exercises
- dictation exercises

Unit 6

- initial and final consonant clusters (e.g., *clip* and *task*)
- reading and writing one-syllable words containing up to five letters (CVCC, CCVC, CCVCC)
- /z/ spelled ‘s’; plural words ending in the letter ‘s’ sounded /s/ or /z/
- letter names and “The Alphabet Song”
- punctuation (period, question mark, exclamation point, comma, apostrophe, quotation marks)
- reading decodable stories

Unit 7

- consonant sounds spelled with digraphs: /ch/ spelled ‘ch’, /sh/ spelled ‘sh’, /th/ spelled ‘th’, /th/ spelled ‘th’, /qu/ spelled ‘qu’, and /ng/ spelled ‘ng’
- reading and writing one-syllable words containing up to seven letters
- reading decodable stories

Unit 8

- the Tricky Words *the, a*, *of*, *all*, *one*, *from*, and *was*
- double-letter spellings for consonant sounds: /b/ spelled ‘bb’, /d/ spelled ‘dd’, /f/ spelled ‘ff’, /g/ spelled ‘gg’, /k/ spelled ‘cc’ and ‘ck’, /l/ spelled ‘ll’, /m/ spelled ‘mm’, /n/ spelled ‘nn’, /p/ spelled ‘pp’, /r/ spelled ‘rr’, /s/ spelled ‘ss’, /t/ spelled ‘tt’, and /z/ spelled ‘zz’
- reading decodable stories

Unit 9

- the Tricky Words *word*, *to*, *I*, *no*, *when*, *where*, *why*, *what*, *which*, *so*, *once*, *said*, *says*, *are*, *were*, *here*, and *there*
- uppercase letters (A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, and Z)
- reading decodable stories
- answering questions about stories in written form

© 2013 Core Knowledge Foundation

Unit 10

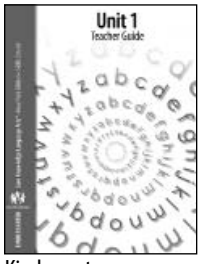
- letter-sound correspondences for the e-controlled vowels: /ee/ spelled 'ee', /ae/ spelled 'a_e', /ie/ spelled 'i_e', /oe/ spelled 'o_e', and /ue/ spelled 'u_e'
- the Tricky Words *he*, *she*, *we*, *be*, *me*, *they*, *their*, *my*, *by*, *you*, and *your*
- reading decodable stories
- answering questions about stories in written form
- Units 1–10 Comprehensive Student Performance Task Assessments

Appendix C: Components of Program

Components

The components for the Skills Strand for Kindergarten are as follows:

Teacher Guides



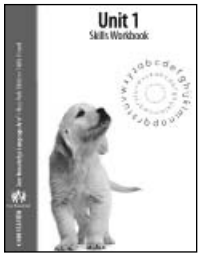
Kindergarten
Teacher Guide

- The Teacher Guides outline the lessons. There is one Teacher Guide for each unit.

Workbooks

- The Workbooks contain worksheets for students to complete as part of the lessons. There is one Workbook for each unit. When it is possible to include 100% decodable instructions, they are printed on the top of the worksheet. When it is not possible to do this, family member/teacher instructions are printed vertically along the left side. Each student should have a Workbook.

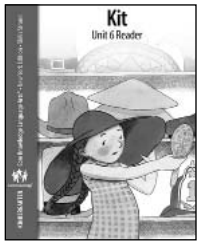
Readers



Kindergarten
Workbook

- The Readers contain 100% decodable texts for students to read in Units 6–10. There is a Reader for each of the units listed, and new spellings taught in the unit are printed in bold throughout the Reader to help students master new material. The last few stories in each Reader are stories for the Pausing Point, which can be either assigned or omitted depending on the needs of students in the class. Ideally, each student should have his or her own Reader. The Workbooks include take-home copies of each story for further practice.

Big Books



Kindergarten
Unit 6 Reader

- The Big Books are exact replicas of the readers, but larger. They can be used for "demonstration stories" as you model reading for students. In Kindergarten, the stories for Units 4 and 5 are available only in Big Books. The stories for Units 6, 7, and 8 are available in both Readers and Big Books.

© 2013 Core Knowledge Foundation

Media Disks

- The Media Disks allow you to present a Skills story as a demonstration story, using a computer and a projector or a Smartboard, instead of the Big Book. Using projection allows for much larger images and print size, but it requires some equipment. If you wish to use the media disk, you will need a computer with at least a 19-inch monitor, or a projector system, or a Smartboard. You can use either the Big Book or the Media Disk to present a demonstration story. Only a few Readers will be made available as Big Books; all of the Readers will be available on the Media Disks. In other words, if you want to present a story as a demonstration story, and there is no Big Book for your unit, you will need to use a computer projection system, or copy the story onto transparencies for display with an overhead projector.

Pocket Chart

- We expect that you have or can obtain a pocket chart for use in chaining exercises. We ask that you make letter cards out of index cards and use the cards to build words on the chart.



Pocket Chart

Large Cards

- This set of cards is used for teaching and reviewing sounds and spellings, especially during the Large Card Chaining exercise. The cards are used throughout Kindergarten.



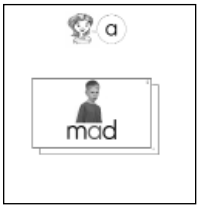
Large Cards

Mirrors

- Handheld mirrors allow students to see the shape of the mouth when a sound is produced. We expect that you have or can obtain a small handheld mirror for each student in your class.

Sound Posters

- The Sound Posters allow you to display code knowledge on the walls of your classroom as it is taught. When a sound is taught for the first time, the Teacher Guide will prompt you to mount the poster for that sound on the wall of the classroom, along with the Sound Card representing the basic code spelling, e.g., the 'm' spelling for /m/. The Teacher Guide will also prompt you to post the Sound Cards for spelling alternatives when they are taught. We suggest you post the vowel posters on one wall and the consonant posters on another to emphasize the differences between these two categories of sounds. The Sound Posters will be very useful for students as they begin to spell words on their own. If they are not sure how to spell the /k/ sound, they can look at the posters, find /k/ and see that four possibilities are 'c' as in *cat*, 'k' as in *kid*, 'cc' as in *soccer*, and 'ck' as in *clock*.



Sound Poster with Sound Card affixed

Chaining Folders

- Students use these folders to practice building words with Small Cards. The folders are used whenever the Teacher Guide calls for the Student Chaining or the Chain and Copy exercises. During Student Chaining you call out words and students arrange letter cards on their Chaining Folders to spell the words. Each student should have his or her own folder. The folder has pockets so the Small Cards can be stored between lessons.

© 2013 Core Knowledge Foundation

Small Cards

- These cards are to be used in tandem with the Chaining Folders just described. We suggest you keep the cards in envelopes or in an organizer or caddy. As new sounds and spellings are introduced, you can either distribute Small Cards for students to use during Student Chaining exercises, or change the cards before the lessons. Students will store their cards in the pockets of their Chaining Folders between lessons.

Assessment and Remediation Guide

- This resource guide consists of both assessment and remediation materials that go beyond the Pausing Point materials typically included at the end of each unit. The URL for the *Assessment and Remediation Guide* is given in the introduction of each unit. Selected materials may be printed and used for reteaching and/or additional practice for students who are experiencing difficulty.



Students using chaining folders

Lesson Structure

The lessons in the program are laid out in the Teacher Guides.

Each lesson begins with an Objectives header. This specifies the sounds, spellings, Tricky Words, and/or concepts students are expected to learn during the lesson. The focus here is generally on new letter-sound correspondences and new Tricky Words.

The At a Glance Chart gives an overview of the lesson. This chart lists the name of each exercise in the lesson along with the materials needed to teach that exercise and the time allotted to each exercise.

© 2013 Core Knowledge Foundation

The remainder of the lesson plan is devoted to a detailed description of the procedures for each of the exercises listed in the At a Glance chart.

Those exercises that represent good opportunities for assessment are marked with a Tens icon. For more on the Tens system of assessment, see the next section.

⑩ Tens Scores

In order to identify struggling students and keep track of student progress, we recommend you use the Tens system of assessment.

With the Tens system of assessment, raw scores are converted to numbers between 0 and 10 using the Tens Conversion Chart (printed in Teacher Resources section). To use the chart to determine a student's Tens score, first locate the number of answers the student answered correctly (along the top of the chart) and then locate the number of "test items" (along the left side of the chart). Next, find the square where the column with the correct number of answers and the row with the number of items meet. This square contains the student's Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 30, into a Tens score.

You may wish to record the students' Tens scores on the Tens Recording Chart (printed on the page after the Tens Conversion Chart). To do this, list the students' names in the first row and the various exercises in each column. Record a student's Tens score for a particular exercise in the square where the column with the student's name and the row with the exercise meet.

Once you have recorded a number of Tens scores, it will be very easy to get an overview of student progress because all of the scores are comparable.

We hope you will calculate Tens scores for students each time you encounter an exercise marked with a Tens icon. Note that many exercises not marked with a Tens icon are also suitable for calculating Tens scores.

If a student appears to be doing poorly, your first course of action should be to provide the student with more support, either during the regular period of instruction or during a small-group session. Often this will be enough to get the student back on track. If a student continues to post low Tens scores for a longer period of time, despite additional instruction, please refer to the *Assessment and Remediation Guide*.

To Learn More

To learn more about the program, visit the website:

www.coreknowledge.org/reading

To learn more about sounds, spellings, and the general approach to reading instruction used here, we highly recommend that you read and study Diane McGuinness, *Why Our Children Can't Read.*

© 2013 Core Knowledge Foundation

Teacher Resources

© 2013 Core Knowledge Foundation

Assessments

There are many opportunities for informal assessment throughout each Skills unit. You may choose to assign a given workbook page for individual, independent completion to use as an assessment. It may be useful to use the Tens Conversion Chart and the Tens Recording Chart to collect and analyze all assessment data.

Tens Conversion Chart

Number Correct

Number of Questions	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers along the top of the chart and the total number of questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score. You may choose to use the Tens Recording Chart following to provide an at-a-glance overview of student performance.

© 2013 Core Knowledge Foundation

Tens Recording Chart

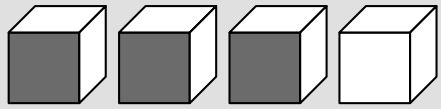
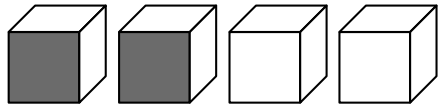
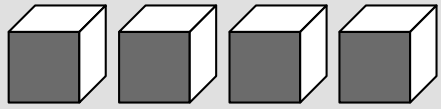
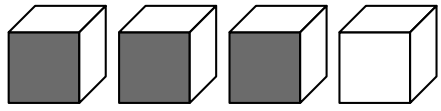
Use the following grid to record students' Tens scores. Refer to the previous page for the Tens Conversion Chart.

Name												

© 2013 Core Knowledge Foundation

Name _____ **9.1**

Directions: For each sentence, ask students to circle one cube for each word in the sentence read aloud.

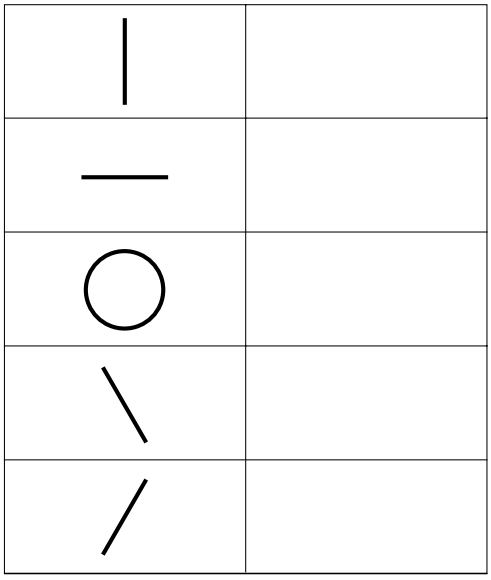
1. 
2. 
3. 
4. 

© 2013 Core Knowledge Foundation

Name _____ **10.1**

Part One

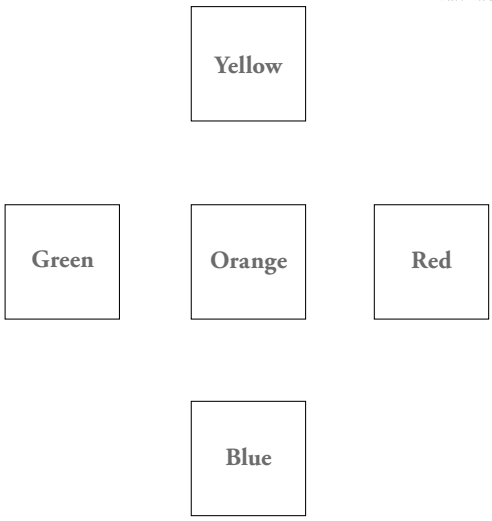
Directions: Ask students to copy each item.



© 2013 Core Knowledge Foundation

Part Two

Directions: Ask students to color the box on the left green, *the box on the right* red, *the top box* yellow, *the middle box* orange, *and the bottom box* blue.



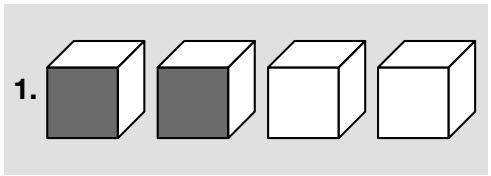
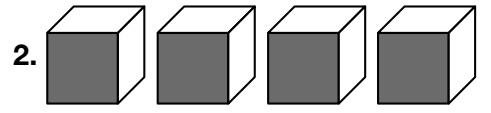
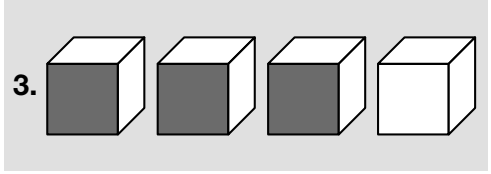
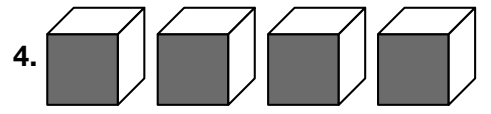
Part A, Writing Strokes Score: _____
Part B, Position Words Score: _____

© 2013 Core Knowledge Foundation

Name _____ **10.2**

Part Three

Directions: For each sentence, ask students to circle one cube for each word in the sentence read aloud.

1. 
2. 
3. 
4. 

Part C, Word Discrimination Score: _____

© 2013 Core Knowledge Foundation

© 2013 Core Knowledge Foundation

© 2013 Core Knowledge Foundation

Core Knowledge Language Arts

Series Editor-in-Chief
E. D. Hirsch, Jr.

President
Linda Bevilacqua

Editorial Staff
Carolyn Gosse, Senior Editor - Preschool
Khara Turnbull, Materials Development Manager
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson
Robin Blackshire
Maggie Buchanan
Paula Coyner
Sue Fulton
Sara Hunt
Erin Kist
Robin Luecke
Rosie McCormick
Cynthia Peng
Liz Pettit
Ellen Sadler
Deborah Samley
Diane Auger Smith
Sarah Zelinke

Design and Graphics Staff
Scott Ritchie, Creative Director

Kim Berrall
Michael Donegan
Liza Greene
Matt Leech
Bridget Moriarty
Lauren Pack

Consulting Project Management Services
ScribeConcepts.com

Additional Consulting Services
Ang Blanchette
Dorrit Green
Carolyn Pinkerton

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of these Materials

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.

Core Knowledge®

© 2013 Core Knowledge Foundation

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Illustrators and Image Sources

17: Core Knowledge Staff; 20: Core Knowledge Staff; 21: Core Knowledge Staff; 22: Shutterstock; 26: Core Knowledge Staff; 27: Shutterstock; 34: Core Knowledge Staff; 35: Shutterstock; 38: Shutterstock; 39: Shutterstock; 48: Core Knowledge Staff; 50: Shutterstock; 53: Core Knowledge Staff; 54: Core Knowledge Staff; 55: Shutterstock; 57: Shutterstock; 59: Shutterstock; 63: Shutterstock; 64: Shutterstock; 75: Shutterstock; 77: Shutterstock; 78: Photo by Timothy Greenfield-Sanders; 79: Core Knowledge Staff; 80: public domain; 91 (top): Core Knowledge Staff; 91 (middle): Shutterstock; 91 (bottom): Kristin Kwan; 92: Core Knowledge Staff; 93: Core Knowledge Staff

Regarding the Shutterstock items listed above, please note: No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content.

© 2013 Core Knowledge Foundation



Unit 1
Teacher Guide

Skills Strand
KINDERGARTEN

The Core Knowledge Foundation
www.coreknowledge.org