



Our Students. Their Moment.

Core Knowledge English Language Arts

Grades K-2: Skills Strand



A New Approach to ELA Instruction: Two Keys to Reading

- Two instructional strands:
 - “Skills” Strand
 - “Listening and Learning” Strand
-
- Decoding (Skills) + Language Comprehension (Listening and Learning through Read-Alouds) provides students with the two keys needed to translate letters into words **AND** make sense of what they decode.

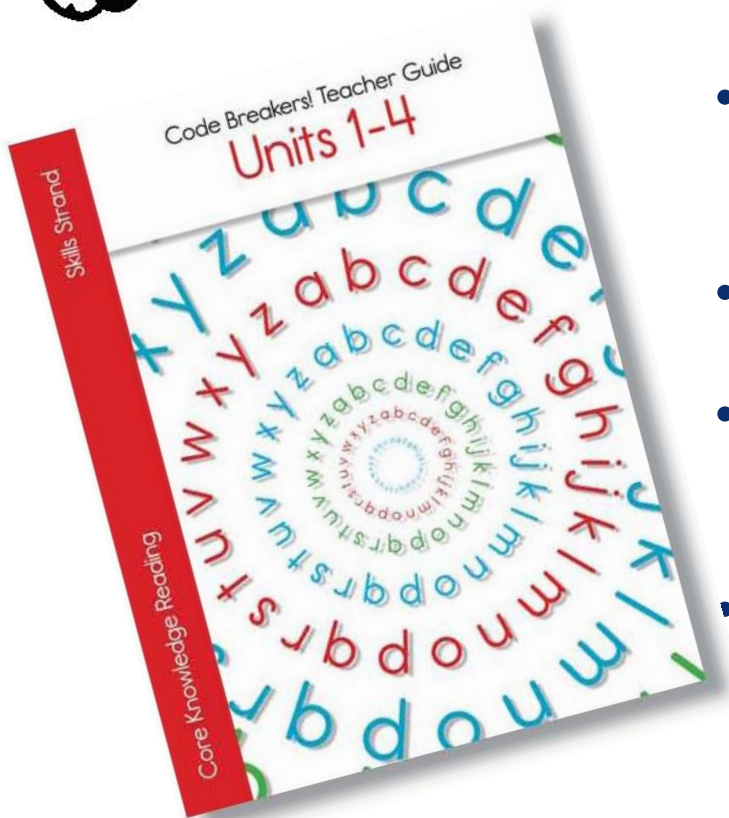


Decoding Skills

First Key



• **These are taught in the Skills Strand of Core Knowledge Language Arts:**



- Focus on systematic, explicit instruction in synthetic phonics
- Sound to letter instruction
- Reading and writing taught in tandem, as inverse procedures
- Repeated oral reading of 100% decodable text to build fluency

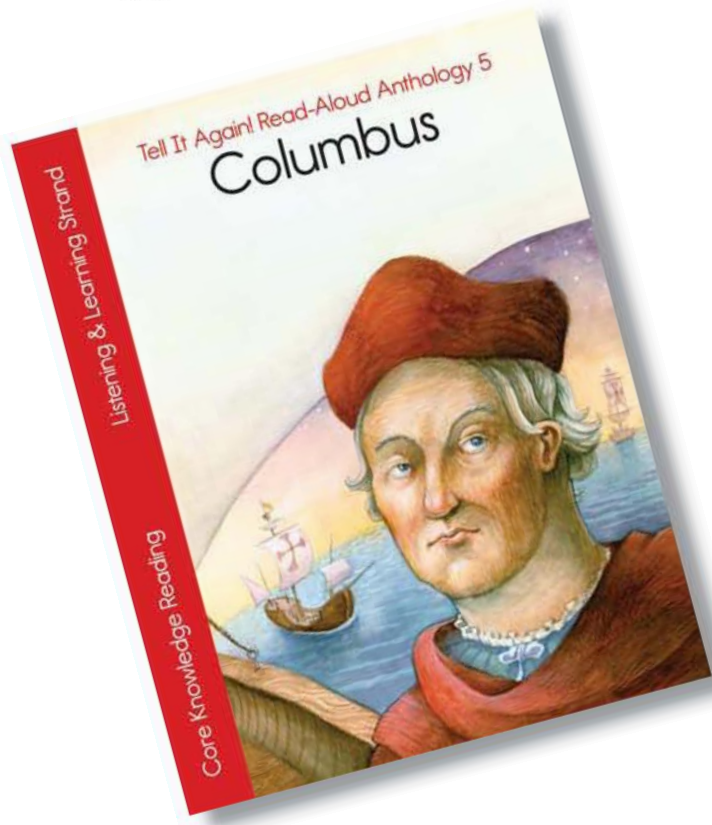
Language Comprehension

Second Key



•These are taught in the **Listening and Learning Strand of Core Knowledge Language Arts:**

- Carefully sequenced oral read-alouds grouped into topically unified domains
- Read-Alouds include fiction and informational selections
- Focus on listening comprehension and text-based oral conversation
- Extension activities that incorporate drawing, dictation, and writing



I. Why Listening and Learning?



Students HEAR read aloud a balance of informational and fictional texts



Cross-curricular instruction with domain-specific texts on science, history, & the arts read aloud



Read-Aloud text complexity (L&L)
Phonemic & syntactic complexity (SKILLS)



Oral conversations around a common text



Drawing and dictating, leading to short written works with increasing details.



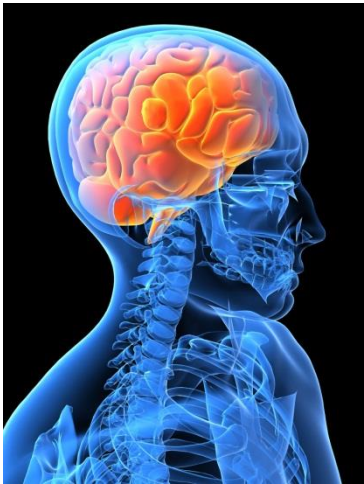
Oral exposure, through Read-Alouds to academic and domain-specific vocabulary

PLUS explicit, sequential, phonics instruction that begins orally

When Reading is Automatic

[For expert readers] The component processes of reading (for example, identifying letters) are never conscious. The word ‘pants’ ends up in consciousness, but the mental processes necessary to arrive at the conclusion that the word is pants do not.

– Willingham (2009), p. 112



Implications for Instruction

Unless decoding is automatic, there is little room left in your brain to think about meaning.

A guiding principle in the design of instruction for the foundation is an emphasis on building *automaticity*.



Lucille Ball Clip

<http://www.youtube.com/watch?v=kMZsDaTxaKo>

Scope and Sequence

Facilitate Learning through Practice with
Spelling Patterns

[Grade 1 Skills Map](#) [Grade 2 skills map](#)

[Kindergarten skills map](#)



Learning Patterns vs. Isolated Facts

- If a series of exceptions begin to follow a pattern it becomes easier to remember and easier to begin applying a rule in more automatic ways.
- When we can group ideas we begin removing some of the bottleneck of thinking that occurs when we must treat each thing—or each exception—individually.



Organizing learning around patterns provides practice with content that is supportive of learning.

Readers, Activities, and Workbooks

Facilitate Deep Practice through Skills
Materials




Deep Practice through Readers

Skills Strand

Reader Unit 6

DRAFT

Kit




Core Knowledge Reading

Skills Strand

Reader Unit 7

DRAFT

Seth



Kindergarten

Core Knowledge Reading

Skills Strand

Reader Unit 8

DRAFT

Sam



Kindergarten

Deep Practice with Class Activities

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Lesson 6

Objectives

- Blend three-, four-, and five-sound words
- Read four-sound words that contain initial or final consonant clusters
- Spell up to four-sound words with Spelling Cards
- Read decodable stories

Lesson Type

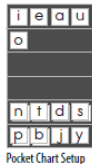
Reading

At a Glance	Exercise	Materials	Minutes
Warm-Up	Oral Blending and ABC Review	display size alphabet strip	10
Chaining	Student Chaining	Chaining Folders; pocket chart; Small Cards and pocket chart cards for 'l', 'e', 'a', 'u', 'o', 'n', 't', 'd', 's' (2), 'p', 'b' (2), 'j', 'y'	20
Practicing Reading	Wiggle Cards	cards for "spin," "jump," "snap," "clap," "grin," "bend," "skip," "trip"	10
Small Group-Reading Time	"Kit's Cats"	Kit Big Book and Reader	20
Take-Home Materials	Take-Home Story: "Kit and Stan"	Worksheet 21	*

Advance Preparation

Student Chaining

- Prepare the pocket chart and spelling cards as shown in the sidebar.



Wiggle Cards

- Write each of these words individually on index cards: *spin, jump, snap, clap, grin, bend, skip, trip*

Chaining



Chaining Folder



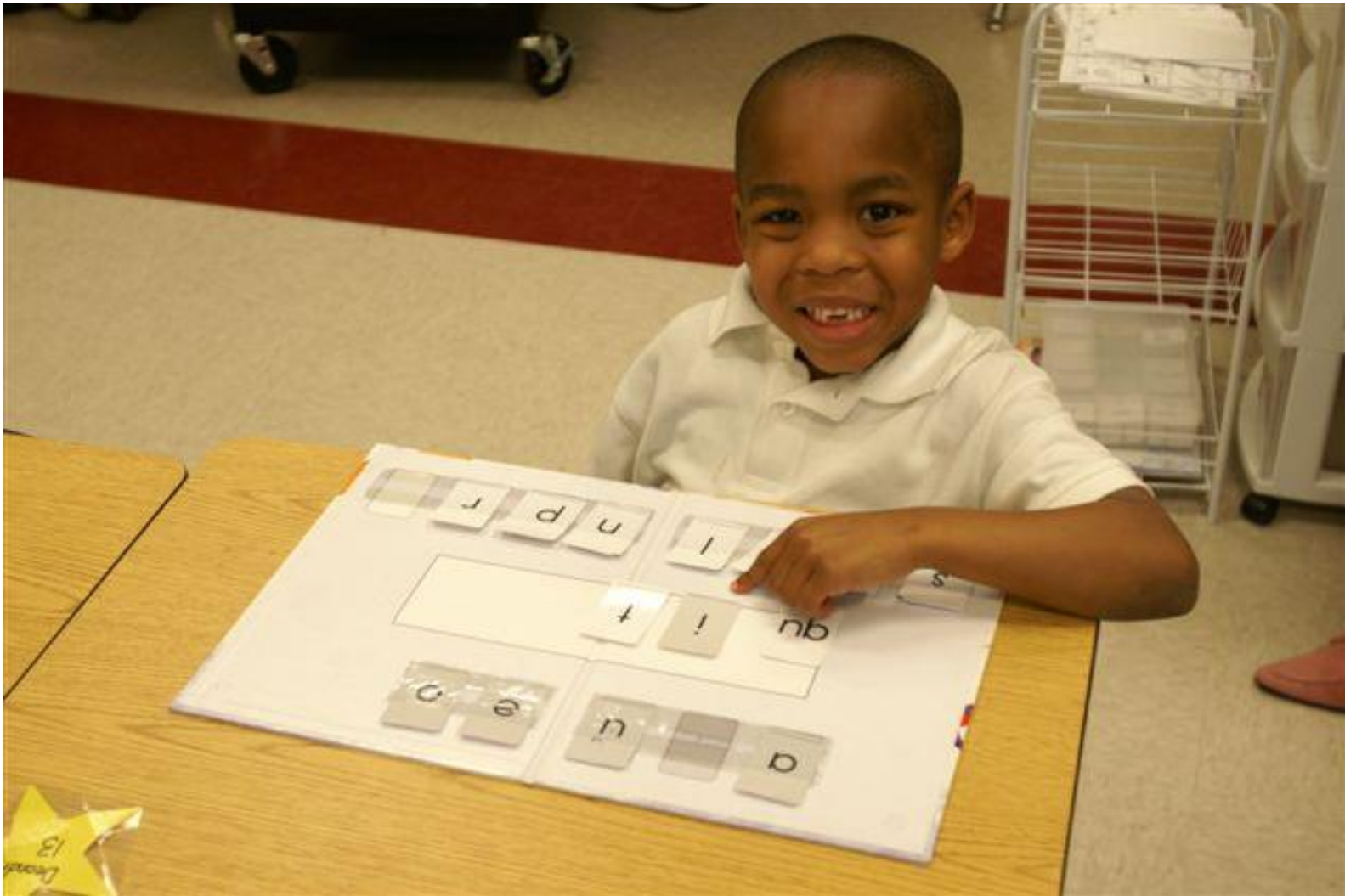
Pocket Chart Setup

For more student involvement, have a student use Large Cards to spell the words the other students

Student Chaining

- Ask students to take out their Chaining Folders and arrange the Small Cards on the folder, with the letters that stand for vowel sounds along the top and the letters that stand for consonant sounds along the bottom.
- Collect the pictures of /x/ as in *box* and the pictures of /k/ as in *kid* from all students.
- Give each student two small cards showing a picture of the /s/ or /z/ sound (both spelled 's') and two small cards showing a picture of the /p/ sound.
- Make sure the students have cards for the following vowel spellings along the top of the folder: 'i', 'e', 'a', 'u', 'o'.
- Make sure the students have cards for the following consonant spellings along the bottom of the folder: 'n' (2), 't' (2), 'd' (2), 's' (2), 'p' (2), 'b' (2), 'j', 'y'.
- Review the letter-sound correspondences by pointing to a letter on the pocket chart and having students say the sound.
- Ask the students to spell *net* in the middle of their chaining folders, starting on the left side at the green dot. While the students are arranging cards, inspect as many chaining folders as you can.
- Ask a student to come to the pocket chart and spell the word *net*.
- If necessary, let students correct what they have spelled on their chaining folders.
- When students have spelled *net*, say, "If that is *net*, show me *bet*."

Students Build the Word



Legal Changes in Chaining Exercises

You can do these things:

- Add a sound: it > bit
- Delete a sound: hat > at
- Substitute a sound: hit > hot

Sample Chain:


it > hit > hot > hop > mop > map > mat > at


Deep Practice with Student Workbooks


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Dear Family Member,


This is a story your child has read at school. Encourage your child to read the story to you and talk about the game Kit and Stan are playing. If your child has difficulty with a word, encourage her to sound it out letter by letter. Note: There is more on the back.



Kit ran and hid. 

Stan ran and got Kit. 




Stan ran and hid. 




Kit ran and got Stan. 

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twig	spot	swim
stop	plug	grin

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Additional Activities

- Dictation With Words
- Dictation With Phrases
- Take-Home Stories
- Word Sort
- Label the Picture
- Story Question Worksheets
- Spelling worksheets
- Assessments
- Templates for Pausing Point Activities

Activity: Review Weeks-at-a-Glance

	Monday	Tuesday	Wednesday	Thursday	Friday
Week One	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Warm-Up	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)
Introducing Letter Names	Alphabet/Letter Names (15 min.)				
Reviewing the Letter Names		The Alphabet Song (5 min.)	The Alphabet Song (5 min.)		The Alphabet Song (5 min.)
Introducing the Spelling Alternative			The Spelling 's' pronounced /z/ Complete the Sentences (25 min.)		If your name starts with... (10 min.)
Reviewing the Spelling Alternative				The Sounds /s/ and /z/ in Plural Nouns and in Verbs Word Sort (30 min.)	
Chaining	Pocket Chart Chaining for Spelling (20 min.)		Pocket Chart Chaining for Reading (10 min.)		
Dictation		Chaining Dictation (15 min.)		Beginning/End Recognition (10 min.)	
Teacher Demonstration	Demonstration Story: Kit (15 min.)	Demonstration Story: Kit and Stan (10 min.)	Demonstration Story: Kit's Hats (10 min.)		Demonstration Story: Kit's Cats (10 min.)
Small Group-Reading Time					Kit's Cats (20 min.)
Partner Reading-Reading Time				Kit's Hats (20 min.)	
Differentiated Instruction		Small Group Work (20 min.)			
Take-Home Material	Spelling Worksheet		Demonstration Story: Kit	Label the Picture	Word Wheel Worksheet
Total Time	60 min.	60 min.	60 min.	60 min.	60 min.

The workbooks and readers work together to provide an intentional focus on *practice for automaticity and mastery.*



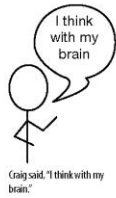
Session 7: How Is Writing Explicitly Taught within *CKLA-NY*

Grammar, Spelling, Handwriting, and
Content Knowledge within the Skills
Strand



Grammar

Grammar



II. Quotations

- Draw a stick figure on the board with a speech bubble. In the speech bubble write, "I think with my brain."
- Tell the students this is Craig.
- Have the students read what Craig is saying. ("I think with my brain.")
- Write the following sentence under the drawing, omitting the quotation marks: Craig said, I think with my brain.
- Ask the students what is missing from the sentence that tells us what Craig said. (quotation marks)
- Have a student add the quotation marks to the sentence.
- Ask the students what quotation marks mean. (They show what a person is saying).
- Erase "I think with my brain" from the speech bubble and write in: I like rain.
- Write the following sentence under the drawing, omitting the quotation marks: Craig said, I like rain.
- Have a student add the quotation marks to the sentence.
- Point out the capitalized word at the beginning of what Craig said and the period at the end.
- Repeat the procedure for the following sentences, having the students add the quotation marks:

1. Craig said, I'll do that later.
2. Craig said, I painted my room yesterday.

- Erase the stick figure.
- Explain to the students that sometimes the things people say come at the beginning of the sentence.
- To illustrate, write the following sentence on the board: "I'll do that later," said Craig.
- Ask the students what Craig said. (I'll do that later.)
- Point out the location of the comma. Explain that when the part that a person says comes first, the comma is written in the quotation marks.

Each new grammar skill is explicitly taught.

Teacher defines the grammar skill.

Use of the skill is modeled.

Oral and written class practice takes place.

Grammar

108.1

Name _____

Pat said, "I like draw·ing with cray·ons."

1. Jen asked, Can you ex·plain that to me?
2. I'm a fifth gra·der, said Da·vid.
3. Matt shout·ed, Hoo·ray!
4. Ha·gen asked, Were you born in May?
5. It's a hot day to·day, said Jane.
6. I have a stray cat, said Kay.

Parent/Teacher Instructions: Have the student add quotation marks to the sentences.

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Worksheet 108.1

- Worksheets are used for independent practice.
- Students can practice skills:

Independently;

With a partner;

With the teacher.

Grammar

This is Craig. Write a sentence starting what he said.



Craig said, _____

Worksheet 106.1
© 2010 Core Knowledge Foundation

Students apply the knowledge gained. Students do a communicative task on the topic.

Grammar

“Mar-tez, Mar-tez, Mar-tez!” says **Kay**’s dad.

“Who is this Mar-tez?”

“He is a kid from school.”

“Is he in your class?” asks **Kay**’s mom.

Kay nods.

“What sort of name is Mar-tez?”

“It’s a Mex-i-can name.”

“Is he a nice kid?”

“He is the best!”

“So should we in-vite this Mar-tez for dinner?”

“Yes!” says **Kay** with a shout. “Can we in-vite him to-morr-ow?”

Students practice the skill in context using skills readers.

There is no disconnect between what students have learned and how they use that knowledge.

Spelling

Lesson 1



Objectives

- Recognize the following spellings and produce the sounds they stand for: 'ur' > /er/ (*hurt*), 'ir' > /er/ (*bird*)
- Read high-frequency words

Lesson Type

Spelling Alternatives

At a Glance	Exercise	Materials	Minutes
Warm-Up	Introduce Spelling Words	Worksheet 1	10
Today's Spelling	Board Sort	board; Individual Code Chart; Vowel Flip Book; spelling cards for 'ur' > /er/ (<i>hurt</i>), 'ir' > /er/ (<i>bird</i>); blue markers; tape	10
	Spelling Tree	spelling tree templates; brown, green, and yellow paper; scissors; marker; tape	10
Review	High-Frequency Word Game	board; prepared index cards	10
Practice	/er/ Review: Yes or No?	Worksheet 3	20
Take-Home Material	Family Letter and Spelling Words	Worksheet 1	*

Advance Preparation

Today you will review the 'er' spelling for the /er/ sound, as well as introduce the 'ur' and 'ir' spellings for the /er/ sound. You will need to prepare a spelling tree for /er/; a template for leaves and odd ducks is provided for you at the end of this lesson. The tree should have four branches labeled 'er', 'ir', 'ur', and "odd ducks." Write the following words on leaves for the spelling tree: *clerk*, *fern*, *verb*, *first*, *shirt*, *birth*, *bird*, *girl*, *fur*, *hurt*, *church*.

Students learn to spell in an systematic way.

Students are introduced to spelling alternatives.

Students learn to decode the spellings while reading.

Then children work to choose the correct spelling in writing.

Spelling

Lesson 1



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Spelling begins with segmenting/sound spelling review.

Chaining reinforces spelling.

Students independently spell from dictation: words, phrases, sentences.

Spelling

Spelling Test 15 minutes

 **Student Spelling Test**

- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.
- The spelling words for this week are:

1. moon	9. cartoon
2. yawn	10. causes
3. spoiled	11. enjoy
4. hawk	12. vault
5. spool	13. cowboy
6. oil	14. coin
7. destroy	15. haunted
8. crawl	

- Direct students' attention to the lines on the bottom of the worksheet.
- Tell students to write the sentence "My sister likes horses." Slowly repeat this phrase twice.
- At the end, go back through the list and read each spelling word one more time.
- After all the words have been called out, tell students that you will now show them the correct spelling for each word so that they can correct their own work.
- Say and write each word on the blackboard, instructing students to correct their work by crossing out any incorrect spelling, copying and writing the correct spelling next to it.
- Continue through all the words and then go onto the sentence.

Note to Teacher

At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. You will find the spelling analysis sheet and directions at the end of this lesson. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

42 | Unit 4 | Lesson 5 © 2016 Core Knowledge Foundation

Spelling words are introduced in a warm up activity.

Spelling practice occurs through word sorts and other activities.

“Take Home” sheets list words for parental support.

Spelling

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Student name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	moon	yawn	spoiled	hawk	spool	oil	destroy	crawl	cartoon	causes	enjoy	vault	cowboy	coin	haunted

- Results are recorded on the spelling class template provided in TG.
- Data are used to analyze where students need help.
- Teachers provide targeted remediation in small, *flexible* groups.

Creative and Inventive Spellings

Students use spellings they have *learned*.

Teachers accept spellings that are *plausible*:

- “**Wate**” for wait, “**ade**” for aid
- “**Kat**” for cat
- “**Axp**” is not an acceptable spelling for “**dog**”

Handwriting

78A Name _____

Parent/Teacher Instructions: Have the student trace and copy the spellings and words. Encourage the student to say the sounds while writing the letters.

tch	tch	
tch		
match	match	
g	g	
g		
germ	germ	
ge	ge	
ge		
large	large	

Worksheet 78A © 2009 Core Knowledge Foundation

Prewriting skills

Tripod grip

Proper writing position

Handwriting worksheets

for letters and words in

student workbooks

Handwriting

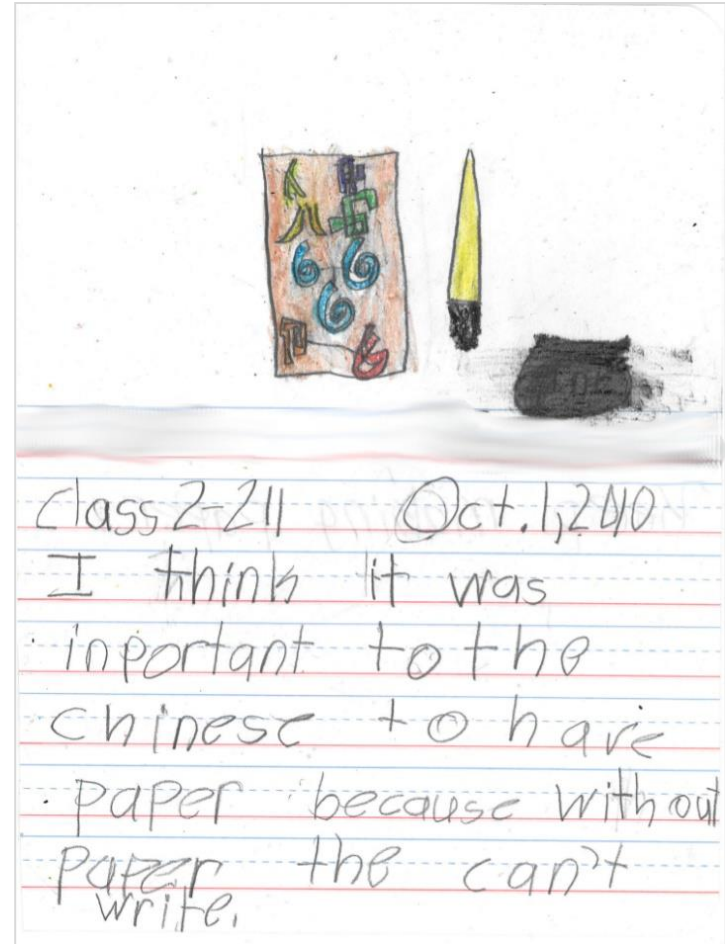
78A

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g		
germ	germ	
ge	ge	
ge		
large	large	

© 2009 Core Knowledge Foundation
Worksheet 78A



Handwriting

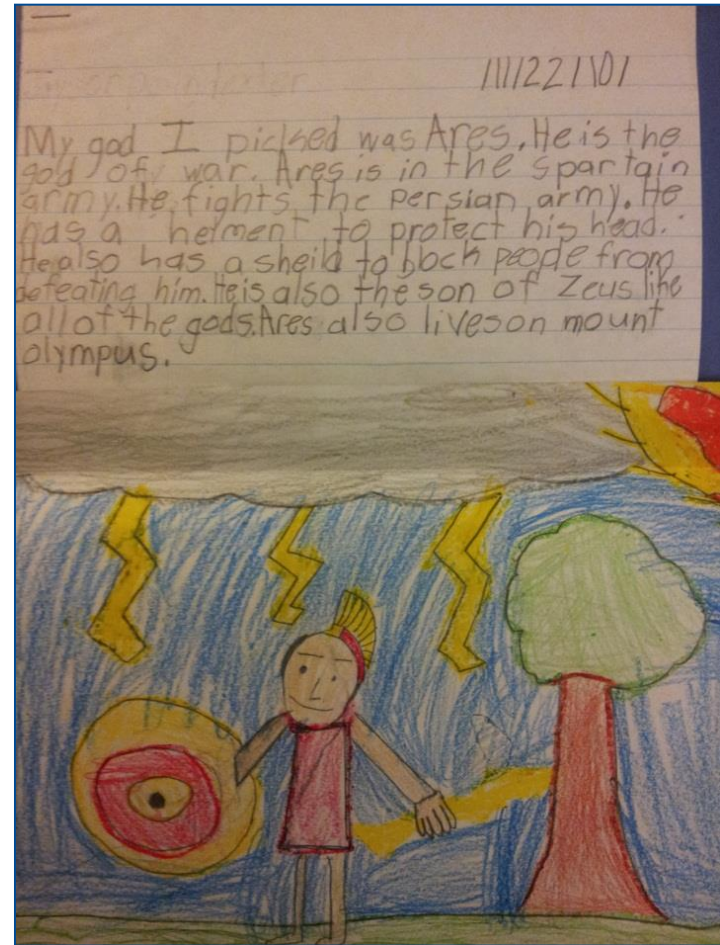
78A

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tch	tch	
tch		
match	match	
g	g	
g		
germ	germ	
ge	ge	
ge		
large	large	

Worksheet 78A
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Content: Skills Strand

115.3

Name _____

The Long Cab Ride

1. What were Kay, Mar-tez, and Kay's mom and dad waiting for at the airport?

2. What was the name of the cab man?

Parent/Teacher Instructions: Have the student reread the story and answer the questions.

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Worksheet 115.3



Parent/Teacher Instructions: Have the student write a question and a statement about the picture on the lines below.

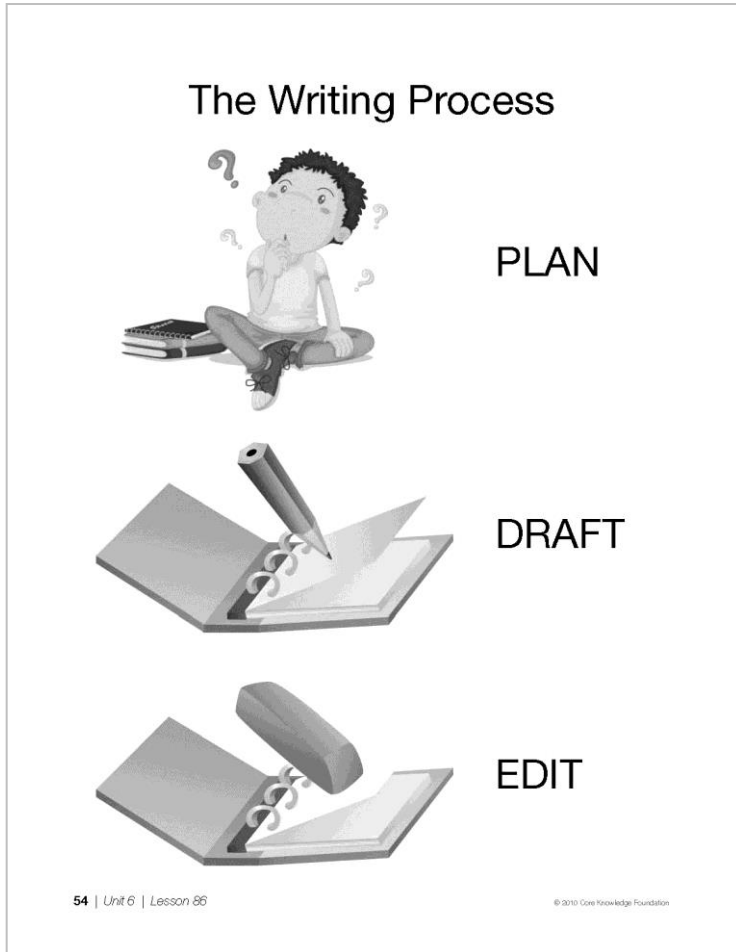
© 2009 Core Knowledge Foundation
Worksheet 69.2

Session 8: How Does *CKLA-NY* Support the Writing Process?

A Familiar Approach



Three-Step Writing Process



Various text types are taught across the grades. For any one text type (e.g., fictional narrative), the writing process for that text type occurs over consecutive lessons.

Planning

Name _____ **55**

Persuasive Writing Plan

Kind of persuasive writing: _____ Letter _____

1. Opening Sentence:

2. Reason:

3. Reason:

Directions: Have students use this template to plan a persuasive letter.



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Unit 4 | Lesson 12 | 55

Introduction of text type.
Connection to previous text types.

Teacher models planning of piece with class.

Planning: Fictional Narratives

Title	
Cha·rac·ters 	Sett·ing 
Plot	Be·ginn·ing
	Midd·le
	End

34 | Unit 7 | Lesson 106 © 2019 Core Knowledge Foundation

As a class:

Review of story elements;

Brainstorm ideas; and

Observe teacher modeling.

Drafting: Fictional Narrative

Lesson 109



Objectives

- Draft a fictional narrative as a class.
- Read decodable stories or spell words with the spelling alternatives 'ai' and 'ay'.

Lesson Type
Writing

At a Glance	Exercise	Materials	Minutes
Writing	I. Writing a Fictional Narrative as a Class: Making a Draft	completed planning template from previous lesson; writing process chart; blank chart paper	40
Choose between the following exercises:			
Practicing Reading	II. "In the Mail"	Kay and Martez (reader), Story 109	20
Practice	II. Building Words	index cards with spellings listed in the lesson; pocket chart	20

Writing

I. Writing a Fictional Narrative as a Class: Making a Draft

- Note: In today's lesson you will write a draft of the story about the three bears visiting Goldilocks as a class. We encourage you to keep the story short and to write only a single paragraph.
- **Advance Preparation:** You will need the completed planning template for the class story about the three bears visiting Goldilocks, the writing process chart, and blank chart paper.

Reviewing the Plan

- Display the planning template for the class story that you completed in the previous lesson.
- Remind the students that during the last lesson, they worked together as a class to plan a fictional story about the three bears visiting Goldilocks. They used this planning template to write down their ideas.
- Pointing to the writing process chart, remind the students that planning is the first step in the writing process.
- Tell the students that now that the story has been planned, the next step is to write a draft of it. They will do this as a class— you will write the story as the students tell it orally.

As a class:
review of what was done in planning stage; students share ideas verbally; and teacher serves as scribe writing down the student's ideas.

Plan and Draft a Fictional Narrative Independently

Students:

Apply what they've learned.

Write another version of the story on their own.

Are reminded of the three- step writing process.

Can refer to brainstorming ideas.

Use *Story Elements* template for planning

Receive teacher support if they are not ready to write independently

Editing

123.1

Name _____

Ed·it·ing Check·list

1. Do I have a <u>ti·tle</u> ?	
2. Have I named and <u>de·scribed</u> the <u>cha·rac·ters</u> ?	
3. Have I <u>de·scribed</u> the <u>sett·ing</u> at the start?	
4. Do I have a plot with <ul style="list-style-type: none">• a <u>be·ginn·ing</u>?• a <u>midd·le</u>?• an end?	
5. Do all of my <u>sen·ten·ces</u> start with <u>upp·er·case</u> lett·ers?	
6. Do all of my <u>sen·ten·ces</u> end with a mark? (. ? or !)	

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Worksheet 123.1

Students volunteer to have their piece edited by the class.

Peers offer suggestions.

Teacher conferences with student.

Student self-assesses using checklist specific to text type.

Editing

the Milk

ther wuz a las namd jane

she tuk a bukt of milk to cell

jane fell don

she wuntd to by a dres she wantd to get a
pigg

jane wuz sad

the nd

- Students are taught how to edit.
- Editing is practiced as a class.
- Mr. Mowse asks for help.
- Students contribute to make his piece better.
- Students are taught editing conventions.

Summary of the Writing Process

Plan, Draft, Edit phases explicitly taught over consecutive lessons

Planning and Drafting- as a class, then independently

Text types taught across K-2 and all rely on this process

Allows for continued support and predictable learning as children progress in their knowledge of text types and complexity of writing

Five Features of Teaching Writing in *CKLA*

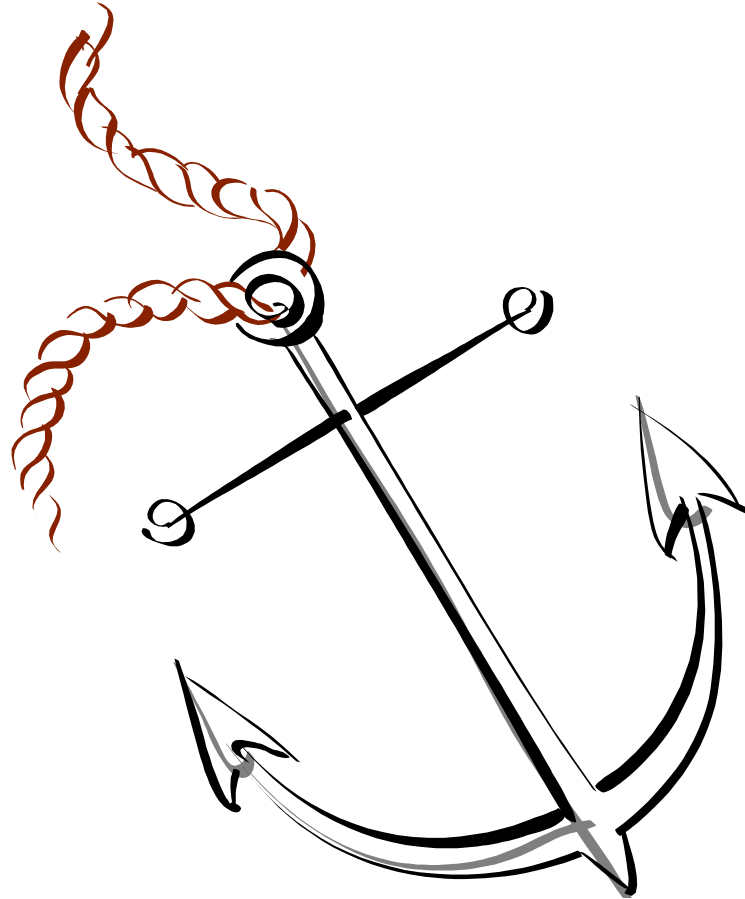
1. Carefully sequenced progression of skills that are **scaffolded, modeled, and taught in steps.**
2. Opportunities for instruction in group or partner setting prior to independent application.
3. Instruction is consistent, building automaticity.
4. Each lesson builds on previously taught skills.
5. Oral activities take place before written activities.

Session 9: *CKLA*, Writing, and the Common Core Standards

Examining Alignment



Anchor Standards for Writing



Kindergarten Writing Standards



Kindergarten

Dictation

Tracing, Copying

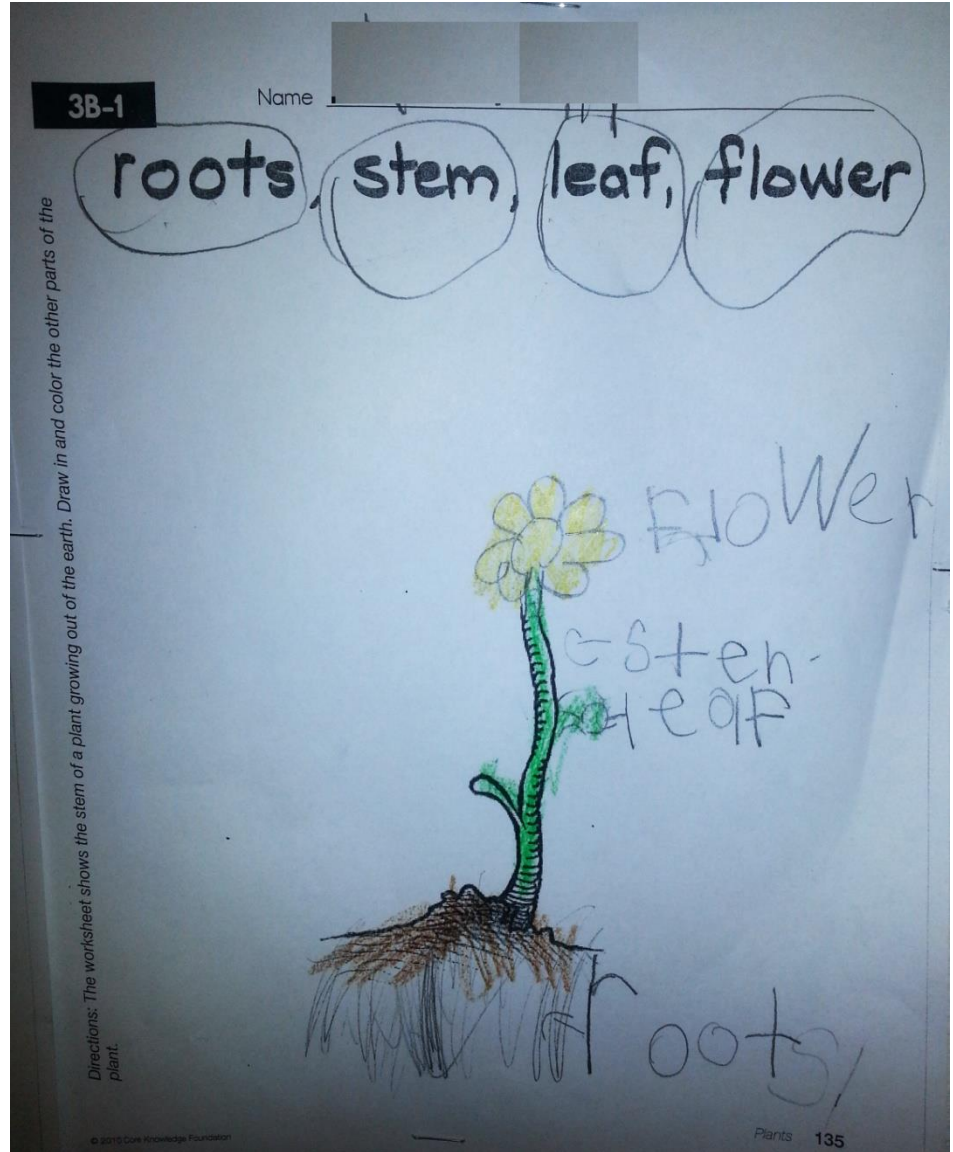
Shared writing (class charts, class stories and letters, class books, timelines, etc.)

Free writing

Drawing

Labeling

I Do: What Standards are Addressed?



Grade 1 Writing Standards



Grade One

Drawing with Sentence Writing

Word and Sentence Dictation

Instructional Writing (How to write instructions)

Descriptive Writing (How to write descriptions)

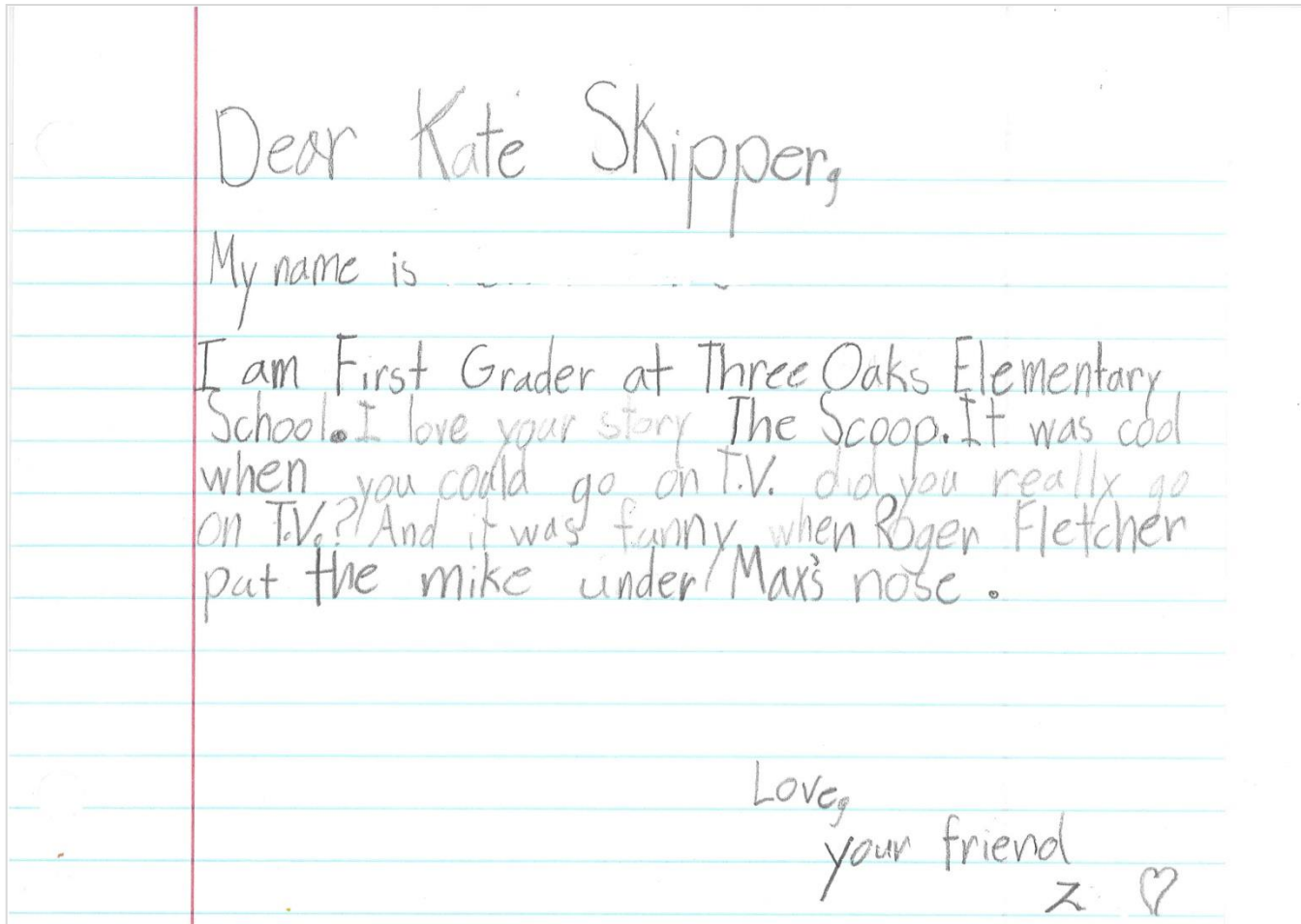
Fictional Narrative

Personal Narrative

Friendly letter

Opinion Paragraph/Persuasive Writing

We Do: What Writing Standards Are Addressed?



Grade 2 Writing Standards



Grade Two

Drawing and describing or labeling

Writing prompts

Fictional narrative

Narrative book report

Personal narratives

Friendly letter

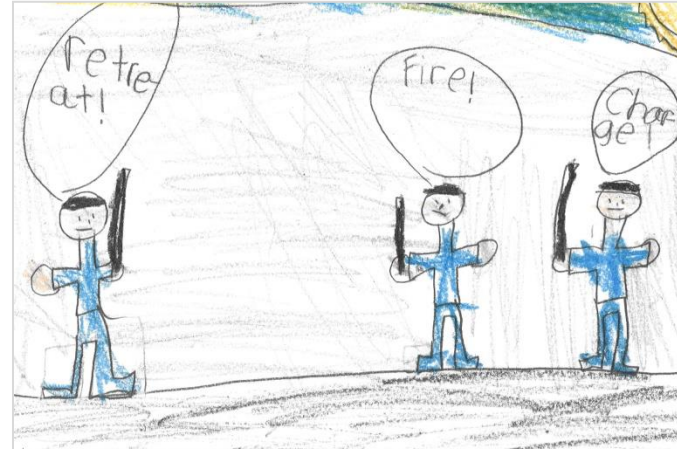
Instructional writing

Descriptive paragraphs

Persuasive writing

Note-taking

You Do: What Standards are Addressed?



C.5.102

Class: 2-211 ^{Super!} March 9, 2011

I predict that the Union ~~army~~ army will defeat the Confederate army. I think that the

Union army will defeat the Confederate army because

I think that the Union army is struggling really hard to defeat the Confederate army and to stop slavery from spreading around the world.

engage^{ny}

Our Students. Their Moment.

Questions only...



engage^{ny}

Our Students. Their Moment.

Thank You!



Important Resource Sites (Install Chrome)

Common Core Curriculum Materials K-12

<http://www.engageny.org/english-language-arts>

Power Points and Resources from Albany Training

<http://www.engageny.org/resource/network-team-institute-materials-november-26-29-2012>

Videos of Common Core Lessons and the Shifts in Action

<http://www.engageny.org/video-library>