Core Knowledge

English Language Arts

Grades K-2: Skills Strand
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 with Class Activities

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

<table>
<thead>
<tr>
<th>At a Glance</th>
<th>Exercise</th>
<th>Materials</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>Oral Blending and AllIC Review</td>
<td>display size alphabet strip</td>
<td>10</td>
</tr>
<tr>
<td>Practicing Reading</td>
<td>Wiggle Cards</td>
<td>cards for “spin,” “jump,” “snap,” “clap,” “gum,” “bend,” “skip,” “trip”</td>
<td>10</td>
</tr>
<tr>
<td>Small Group Reading Time</td>
<td>“Kit’s Cats”</td>
<td>Kit Big Book and Reader</td>
<td>20</td>
</tr>
<tr>
<td>Take-Home Materials</td>
<td>Take-Home Story: “Kit and Stan”</td>
<td>Worksheet 21</td>
<td>*</td>
</tr>
</tbody>
</table>

**Advance Preparation**

**Student Chaining**
- Prepare the pocket chart and spelling cards as shown in the sidebars.

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

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Chaining

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

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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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**

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

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

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Session 7: How Is Writing Explicitly Taught within CKLA–NY

Grammar, Spelling, Handwriting, and Content Knowledge within the Skills Strand
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.
• Worksheets are used for independent practice.

• Students can practice skills:

  Independently;
  With a partner;
  With the teacher.

Pat said, “I like drawing with crayons.”

1. Jen asked, Can you explain that to me?

2. I’m a fifth grader, said David.

3. Matt shouted, Hooray!

4. Hagen asked, Were you born in May?

5. It’s a hot day today, said Jane.

6. I have a stray cat, said Kay.
Grammar

Students apply the knowledge gained.

Students do a communicative task on the topic.
Grammar

“Mar-têz, Mar-têz, Mar-têz!” says Kay’s dad. “Who is this Mar-têz?”
“He is a kid from school.”
“Is he in your class?” asks Kay’s mom.
Kay nods.
“What sort of name is Mar-têz?”
“It’s a Mex-i-can name.”
“Is he a nice kid?”
“He is the best!”
“So should we in-vite this Mar-têz for dinner?”
“Yes!” says Kay with a shout. “Can we in-vite him to mor-row?”

Students practice the skill in context using skills readers.
There is no disconnect between what students have learned and how they use that knowledge.
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 begins with segmenting/sound spelling review.
Chaining reinforces spelling.
Students independently spell from dictation: words, phrases, sentences.
Spelling

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

• 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

Prewriting skills
Tripod grip
Proper writing position
Handwriting worksheets for letters and words in student workbooks
Handwriting

Class 2-211 Oct. 1, 2010
I think it was important to have paper because without paper, the can’t write.
Handwriting

Parent/Teacher Instructions: Have the student trace and copy the words and phrases. 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 -

My god I picked was Ares. He is the god of war. Ares is in the Spartan army. He fights the Persian army. He has a helmet to protect his head. He also has a shield to block people from defeating him. He is also the son of Zeus like all of the gods. He also lives on Mount Olympus.
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?
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

Introduction of text type.
Connection to previous text types.
Teacher models planning of piece with class.
Planning: Fictional Narratives

As a class:
Review of story elements;
Brainstorm ideas; and
Observe teacher modeling.
Drafting: Fictional Narrative

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

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

- 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.

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
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
Anchor Writing Standards
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
Dear Kate Skipper,

My name is [name redacted].

I am First Grader at Three Oaks Elementary School. I love your story The Scoop. It was cool when you could go on TV. Did you really go on TV? And it was funny when Roger Fletcher put the mike under Max's nose.

Love,

your friend [name redacted]
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.S.102
Class: 2-211 Supers March 9, 2011

I predict that the Union 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.
Questions only…
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

Videos of Common Core Lessons and the Shifts in Action
http://www.engageny.org/video-library