Core Knowledge Language Arts

K-2
Skills Strand

General Overview
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.

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 grade K.

Mirrors

- Handheld mirrors allow students to see what the mouth does when it says a sound.

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 TG will prompt you to mount the poster for that sound on the wall of the classroom, along with the spelling card representing the basic code spelling, e.g., the ‘m’ spelling for /m/. The TG will also prompt you to post the spelling cards for spelling alternatives when they are taught. We suggest that 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 up 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.

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 the 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 where the small cards can be stored between lessons.

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 pass out small cards for the 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.
Lesson Structure

The lessons in the program are laid out in the Teacher Guides. There are 150 lessons in each grade.

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

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 suggested time allotted to each exercise.

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 section below.
**Tens Scores**

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

Here is how the Tens system of assessment works. Raw scores are converted to numbers between 0 and 10 using the Tens Conversion Chart (printed at the end of this appendix). To use the chart to determine a student’s Tens score, first locate the number of answers that the student got right (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 at the end of this appendix). To do this, list the students’ names in the first row and the various exercises in the first column. Record a student’s Ten 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 a sense of who is doing well. This is because all of the scores are comparable. By simply running your eye down a student’s scores, you can form a reliable estimate as to how the student is doing.

We hope that you will calculate Tens scores for your students each time that you encounter an exercise that is marked with a Tens icon. Note that many exercises that are not marked with a Tens icon are also suitable for calculating Tens scores. Please feel free to calculate as many Tens scores as you see fit.

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 tutoring session. Often this will be enough to get the student back on track. If a student continues to post low Tens scores for a prolonged period of time, despite tutoring, that student may need pull-out instruction, preferably using a tutorial program with a sound-to-symbol orientation. Contact the Core Knowledge Foundation for recommendations.

**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 work your way through 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 run through all of the sentences listed in the lesson plan, or you may find that you can only get through half of them.
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Teacher Guide

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### Alignment Chart for Unit 9

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

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<th>Reading Standards for Literature: Kindergarten</th>
<th>Key Ideas and Details</th>
<th>CKLA Goal(s)</th>
<th>Lesson</th>
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</thead>
<tbody>
<tr>
<td>STD RL.K.1 With prompting and support, ask and answer questions about key details in a text.</td>
<td>With prompting and support, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a fiction text</td>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23</td>
</tr>
<tr>
<td>CKLA Goal(s) With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently</td>
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<td></td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td>STD RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</td>
<td>With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently</td>
<td></td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
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<tr>
<td>Craft and Structure</td>
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<tr>
<td>STD RL.K.4 Ask and answer questions about unknown words in a text.</td>
<td>With prompting and support, ask and answer questions about unknown words and phrases from a fiction text that has been read independently</td>
<td></td>
<td>✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td>Lesson</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
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<tr>
<td>STD RL.K.7</td>
<td>With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CKLA Goal(s)</td>
<td>With prompting and support, describe illustrations from a fiction text read independently, using the illustrations to check and support comprehension of the story</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
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<tr>
<td>STD RL.K.10</td>
<td>Actively engage in group reading activities with purpose and understanding.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>CKLA Goal(s)</td>
<td>Read aloud in a group, with a partner, or alone at least 15 minutes each day</td>
<td>✓</td>
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<tr>
<td><strong>Reading Standards for Informational Text: Kindergarten</strong></td>
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<td><strong>Reading Standards for Foundational Skills: Kindergarten</strong></td>
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<td><strong>Print Concepts</strong></td>
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<tr>
<td>STD RF.K.1d</td>
<td>Recognize and name all upper- and lowercase letters of the alphabet.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CKLA Goal(s)</td>
<td>Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>Phonological Awareness</strong></td>
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<tr>
<td>STD RF.K.2d</td>
<td>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words* (This does not include CVCs ending with /l/, /r/, or /x/).</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>CKLA Goal(s)</td>
<td>Orally blend sounds to form words, e.g., given the sounds /k/ /a/ /t/, blend to make cat</td>
<td>✓</td>
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</table>
# Alignment Chart for Unit 9

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<thead>
<tr>
<th>Lesson</th>
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<tbody>
<tr>
<td>STD RF.K.2e</td>
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<tr>
<td>CKLA Goal(s)</td>
<td>Add or substitute phonemes to spoken one-syllable words</td>
<td>✓</td>
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## Phonics and Word Recognition

| STD RF.K.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| STD RF.K.3a | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. |

| CKLA Goal(s) | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant 'b','bb'>/b/; 'd','dd'>/d/; 'f','ff'>/f/; 'g','gg'>/g/; 'h'>/h/; 'j'>/j/; 'c','k','ck','cc'>/k/; 'l','ll'>/l/; 'm','mm'>/m/; 'n','nn'>/n/; 'p','pp'>/p/; 'r','rr'>/r/; 's','ss'>/s/; 't','tt'>/t/; 'v'>/v/; 'w'>/w/; 'x'>/x/; 'y'>/y/; 'z','zz','s'>/z/; 'ch'>/ch/; 'sh'>/sh/; 'th'>/th/ (thin); 'th'>/th/ (then); 'qu'>/qu/; 'ng','n'>/ng |

| STD RF.K.3b | Associate the long and short sounds with common spellings (graphemes) for the five major vowels. |
| STD RF.K.3c | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). |

| CKLA Goal(s) | Read high-frequency words identified as Tricky Words: **Unit 8**: the, a, of, all, one, from, was **Unit 9**: word, to, I, no, when, where, why, what, which, so, once, said, says, are, were, here, there **Unit 10**: he, she, we, be, me, they, their, my, by, you, your |

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<tr>
<th>Fluency</th>
<th>Lesson</th>
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<tr>
<td>STD RF.K.4</td>
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<tr>
<td>Read emergent-reader texts with purpose and understanding.</td>
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<tr>
<td>CKLA Goal(s)</td>
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<tr>
<td>Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding</td>
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<tr>
<td>Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary</td>
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</table>

| 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 upper- and lowercase letters. |        |
| CKLA Goal(s)                  |        |
| Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form |        |
| STD L.K.2                     |        |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |        |
| STD L.K.2b                    |        |
| Recognize and name end punctuation. |        |
| CKLA Goal(s)                  |        |
| Name and use commas and end punctuation while reading orally |        |
### Alignment Chart for Unit 9

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<tbody>
<tr>
<td>STD L.K.2c</td>
<td>Write a letter or letters for most consonant and short vowel sounds (phonemes).</td>
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<tr>
<td>CKLA Goal(s)</td>
<td>Recognize, isolate, and write the spellings for short vowel sounds</td>
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<tr>
<td>CKLA Goal(s)</td>
<td>Recognize, isolate, and write single letter, double letter, and digraph spellings for consonant sounds</td>
<td>✓</td>
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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.
Introduction to Unit 9

This unit does not introduce any new letter-sound correspondences. However, it does introduce the uppercase letters having a different shape than the lowercase letters as well as seventeen additional Tricky Words. It also introduces story questions worksheets, which contain questions on the stories in the Reader.

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<tr>
<td>Lesson 1: Oral Blending and Sound/Spelling Review (10 min.)</td>
<td>Lesson 2: Today’s Tricky Words: why, to (10 min.)</td>
<td>Lesson 3: Tricky Word Flashcard Review and Sound/Spelling Review (10 min.)</td>
<td>Lesson 4: Tricky Word Flashcard Review and Sound/Spelling Review (10 min.)</td>
<td>Lesson 5: Oral Blending and Sound/Spelling Review (10 min.)</td>
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<tr>
<td>Tricky Words: when, word (10 min.)</td>
<td>Tricky Word Practice (15 min.)</td>
<td>Uppercase Letter Review (5 min.)</td>
<td>Uppercase Letter Sprints (15 min.)</td>
<td>Today’s Tricky Words: where, no, I (15 min.)</td>
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<tr>
<td>Introduction to Uppercase Letters (10 min.)</td>
<td>“The Bad Crab” (20 min.)</td>
<td>Today’s Letters: E, F, G, H (10 min.)</td>
<td>“Ann’s Dress” (20 min.)</td>
<td>Circle and Copy (15 min.)</td>
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<tr>
<td>Handwriting Uppercase Letters (20 min.)</td>
<td>“Ann’s Dress” (20 min.)</td>
<td>60 min.</td>
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### Week Two

<table>
<thead>
<tr>
<th>Day 1 (Lesson 6)</th>
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<th>Day 3 (Lesson 8)</th>
<th>Day 4 (Lesson 9)</th>
<th>Day 5 (Lesson 10)</th>
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<tbody>
<tr>
<td>Handwriting Worksheet (15 min.)</td>
<td>Today's Tricky Words: what, so (10 min.)</td>
<td>Large Card Chaining (20 min.)</td>
<td>Complete the Sentences (15 min.)</td>
<td>Today's Tricky Word: which (5 min.)</td>
</tr>
<tr>
<td>“Zach Gets a Pet” (20 min.)</td>
<td>Who Can Show Me? (10 min.)</td>
<td>Letter Dictation (15 min.)</td>
<td>“On The Mat” (20 min.)</td>
<td>Flash Card Review (5 min.)</td>
</tr>
<tr>
<td>Handwriting Worksheet (20 min.)</td>
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<td></td>
<td>Handwriting Worksheet (15 min.)</td>
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</table>

60 min. | 60 min. | 60 min. | 60 min. | 60 min. |

### WEEK THREE

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<tbody>
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<td>Flash Card Review (5 min.)</td>
<td>Handwriting Worksheet (15 min.)</td>
<td>Tricky Word Practice (25 min.)</td>
<td>Caps Worksheet (15 min.)</td>
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</tr>
<tr>
<td>Today’s Tricky Word: once (10 min.)</td>
<td>“The Tent” (20 min.)</td>
<td>“A Gift from Mom” (20 min.)</td>
<td>“A Gift from Mom” (20 min.)</td>
<td>Mark the Sentence (15 min.)</td>
</tr>
<tr>
<td>“Fix That Ship” (20 min.)</td>
<td>Story Questions Worksheet: “The Tent” (15 min.)</td>
<td>Story Questions Worksheet: “A Gift from Mom” (15 min.)</td>
<td></td>
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</tr>
<tr>
<td>Story Questions Worksheet: “Fix That Ship” (15 min.)</td>
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</table>

60 min. | 60 min. | 60 min. | 60 min. | 60 min. |
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<thead>
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<th>Day 4 (Lesson 19)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Lesson 16: Tricky Word Review (5 min.)</td>
<td>Lesson 17: Today’s Tricky Words: here, there (10 min.)</td>
<td>Lesson 18: Tricky Word Review (10 min.)</td>
<td>Lesson 19: Punctuation Marks (10 min.) Punctuation Worksheet (15 min.)</td>
<td>Lesson 20: Oral Blending and Sound/Spelling Review (10 min.)</td>
</tr>
<tr>
<td>Today’s Tricky Words: are, were (15 min.)</td>
<td>Tricky Word Practice: here, there (15 min.)</td>
<td>Dictation with Phrases (15 min.)</td>
<td>“Spot’s Bath” (20 min.)</td>
<td>Completing Questions (15 min.) Circle and Copy (15 min.)</td>
</tr>
<tr>
<td>“Bug and Frog” (20 min.)</td>
<td>“Swing That Net” (20 min.)</td>
<td>Complete the Sentences (15 min.)</td>
<td>Story Questions Worksheet: “Spot’s Bath” (15 min.)</td>
<td>“The Pots and Pans Band” (20 min.)</td>
</tr>
<tr>
<td>Story Questions Worksheet: “Bug and Frog” (20 min.)</td>
<td>Story Questions Worksheet: “Swing That Net” (15 min.)</td>
<td>“Spot’s Bath” (20 min.)</td>
<td></td>
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</tr>
<tr>
<td>60 min.</td>
<td>60 min.</td>
<td>60 min.</td>
<td>60 min.</td>
<td>60 min.</td>
</tr>
</tbody>
</table>

### WEEK FIVE

<table>
<thead>
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<th>Day 3 (Lesson 23)</th>
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</thead>
<tbody>
<tr>
<td>Uppercase Letters Worksheet (15 min.)</td>
<td>Yes/No Questions (15 min.)</td>
<td>Mark the Sentence (15 min.)</td>
</tr>
<tr>
<td>“The Pots and Pans Band” (20 min.)</td>
<td>“When It’s Hot” (20 min.)</td>
<td>“Ann’s Hat Box” (20 min.)</td>
</tr>
<tr>
<td>Story Questions Worksheet: “The Pots and Pans Band” (15 min.)</td>
<td>Story Questions Worksheet: “When It’s Hot” (15 min.)</td>
<td>Story Questions Worksheet: “Ann’s Hat Box” (15 min.)</td>
</tr>
<tr>
<td>60 min.</td>
<td>60 min.</td>
<td>60 min.</td>
</tr>
</tbody>
</table>

**Warm-Up**

In the first part of the Warm-Up, students will either practice blending two-syllable words or review previously taught Tricky Words. In the second part of the Warm-Up, students will practice letter-sound correspondences for sounds and spellings taught.
Uppercase Letters

In previous units, students were only asked to decode uppercase letters closely resembling the corresponding lowercase letters (C, F, J, K, M, O, P, S, T, U, V, W). In this unit, students are introduced to the remaining uppercase letters, many of which differ from the lowercase equivalents. Students are also given opportunities to practice writing all of the uppercase letters. For each letter, you will model the writing strokes on the board. Students will then practice tracing and copying letters on worksheets, as they did with the lowercase letters. The goal of this unit is for students to be able to recognize uppercase letters and convert them into sounds while reading. It is not overly concerning if students cannot consistently write uppercase letters by the end of this unit. They will practice writing them in Unit 10.

Tricky Words

In this unit, you will introduce seventeen more Tricky Words. All of these words are high-frequency words having sounds that cannot be blended using the letter-sound correspondences students have been taught. The Tricky Words introduced in this unit are: when, word, why, to, where, no, I, what, which, so, once, said, says, are, were, here, and there. All ‘wh’ question words are included here with the exception of who; it will be introduced in first grade.

Only a few of these Tricky Words are completely irregular. Most of them have some letters pronounced and written just as one would expect. With each word, we encourage you to teach the parts of each Tricky Word which are regular and can be blended and which parts are not regular and must simply be remembered.

Once a Tricky Word has been introduced, it is included in the stories and in other materials. In both the Reader and the Workbook the tricky parts of the Tricky Words are underlined in gray. We continue to underline the tricky parts of a word until it has appeared twenty times in the Reader. In the Unit 9 Reader you will notice some Tricky Words from the previous unit are still underlined. These words did not occur twenty times in the previous Reader.

Decodable Reader: Zack and Ann

The decodable Reader for this unit is Zack and Ann.

There are many kinds of reading that can be done with the decodable Readers in this program. As they are 100 percent decodable, there is almost no wrong way to use them, provided the stories are assigned in tandem with the lessons. You may use the Readers for partner reading, group reading, silent reading, and many other kinds of reading. We make specific recommendations in the Teacher Guide. For example, we recommend you allow students to reread a number of the stories. The National Reading Panel (2000) found repeated oral reading has a positive impact on student achievement. However, we understand you need to customize the instruction to meet the needs of your class. As you do this, please remember the small groups you create for reading or skills work should be both flexible and fluid.
Beginning in this unit, you will no longer be encouraged to present the stories as Demonstration Stories before students read them. There is no Big Book provided for this unit or for the following unit.

If you feel the need to present a particular story as a Demonstration Story, (particularly for struggling students) you may still do so, even without a Big Book. Simply use the media disk for Zack and Ann in tandem with a projection system.

We have provided a number of discussion questions for each story. You may use these to discuss the story after students have read the new story.

We encourage you to clarify unknown vocabulary for students and point out newly-taught material before students read each story. Please continue to observe student performance.

In addition to unknown vocabulary, punctuation marks become increasingly important as part of the reading process. Periods, commas, question marks, and exclamation points have been identified and the learning process is ongoing. The apostrophe is used in this unit to denote ownership (e.g., possessive) and it is also used in contractions. At this point in Kindergarten, it is sufficient to identify the apostrophe used in a contraction in simple terms. Students need to be aware of the linguistic capability to shorten two words into one word using the apostrophe.

**Story Questions Worksheets**

Beginning with the first story in Zack and Ann there is a Story Questions Worksheet for each story in the Reader. The Story Questions Worksheets contain simple questions about the stories. Students will be asked to print their answers on handwriting guidelines or make a selection from a set of multiple-choice answers. On the early worksheets, students may answer using single words or phrases. As students become more experienced, encourage them to answer in complete sentences using the question stem.

Keep in mind, students have only partial knowledge of the spellings for vowel sounds. (They have learned a spelling for five of the eighteen vowel sounds.) This means while answering questions students may want to write words with sounds for which they have not yet learned a spelling. We have tried to minimize the chances of this happening by asking questions which can be answered using the words in the stories. We also encourage you to accept all phonetically plausible spellings without correction. For example, at this stage, you should accept hed as a logical (though incorrect) spelling for head and rist as a logical spelling for wrist.
Worksheet Instructions

Please note, beginning in this unit, the directions on some worksheets will be replaced by 100 percent decodable student instructions. We give decodable instructions whenever it is possible to do so.

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.

Student Performance Task Assessment

At the end of this unit, we ask you to administer a Student Performance Task Assessment to students individually. This task assesses their ability to read five sentences. These sentences contain most of the Tricky Words taught in this unit.
Lesson 1

✓ 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.

✓ Orally blend sounds to form words, e.g., given the sounds /k/ . . ./a/ . . ./t/, blend to make cat (RF.K.2d)
✓ Add or substitute phonemes to spoken one-syllable words (RF.K.2e)
✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant (RF.K.3a)
✓ Read high-frequency words identified as Tricky Words: when, word (RF.K.3c)
✓ Recognize and name the 26 letters of the alphabet in their upper- and lowercase forms (RF.K.1d)
✓ Trace, copy, and write from memory the letters of the alphabet accurately in upper- and lowercase form (L.K.1a)

At a Glance

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<th>Exercise</th>
<th>Materials</th>
<th>Minutes</th>
</tr>
</thead>
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<td>Oral Blending and Sound/Spelling Review</td>
<td>Large Cards for 20 spellings taught</td>
<td>10</td>
</tr>
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<td>Today’s Tricky Words: when, word</td>
<td>board</td>
<td>10</td>
</tr>
<tr>
<td>Introduction to Uppercase Letters</td>
<td>board</td>
<td>10</td>
</tr>
<tr>
<td>Today’s Letters: A, B, C, D</td>
<td>board</td>
<td>10</td>
</tr>
<tr>
<td>Handwriting Uppercase Letters</td>
<td>pencils; Worksheet 1.1; projection system</td>
<td>20</td>
</tr>
<tr>
<td>Writing and Tricky Word Practice</td>
<td>Worksheet 1.2</td>
<td>*</td>
</tr>
</tbody>
</table>

Advanced Preparation

Write the following sentence on the board: “Then Stan and Cal ran up the ramp.”
**Oral Blending and Sound/Spelling Review**

In Part A of the Unit 9 Warm-Up, students will either practice blending the sounds in two-syllable words or review Tricky Words. (In this lesson, they will practice blending.) In Part B, you will review digraphs, spelling alternatives, and other spellings taught using Large Cards.

**Part A**

In this unit, we return to the finger motions used to reinforce blending in the earlier part of the program. In this fine motor exercise, each sound is represented by a tap of the thumb to one of the other fingers. For example, for the word *black*, you would tap your thumb and forefinger together for the /b/ sound, your thumb and middle finger for the /l/ sound, your thumb and ring finger for the /a/ sound, and your thumb and pinkie for the /k/ sound. When all individual sounds have been made, symbolize the blending of the sounds by forming a fist.

- Tell students you will say sounds for them to blend into words.
- Say the first word in a segmented fashion, marking each sound with a finger tap. Start with a thumb-forefinger tap.
- Say the blended word and form a fist.
- Repeat and have students tap and blend the sounds in the word.

1. (4) /b/ /e/ /t/ /er/ > better
2. (4) /b/ /u/ /t/ /er/> butter
3. (4) /m/ /u/ /t/ /er/> mutter
4. (4) /m/ /u/ /th/ /er/> mother
5. (3) /u/ /th/ /er/> other
6. (4) /p/ /ae/ /p/ /er/> paper
7. (4) /m/ /ar/ /k/> mark
8. (4) /s/ /e/ /n/ /t/> sent
9. (4) /p/ /e/ /n/ /z/> pens
10. (4) /s/ /t/ /i/ /k/> stick

**Part B**

- Review the Large Cards and/or Sound Posters for twenty spellings previously taught, including digraphs and spelling alternatives.
- Hold up the first Large Card.
- Have students say the sound represented on the card. If the spelling is a letter team, students should also name the letters.
- Continue with the remaining cards.
Introducing the Tricky Words

Tricky Words: when, word

• Remind students most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called Tricky Words.

• Remind students, even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.

Tricky Word: when

• Tell students some of the Tricky Words they will learn today and in the next few lessons are words we use to ask questions.

• Write the Tricky Word when on the board and ask students how they would pronounce it by blending. (They may say /w/ /h/ /e/ /n/.)

• Tell students we actually pronounce this word /w/ /e/ /n/ as in, “When does school start?”

• Circle the letter ‘e’ and explain it is pronounced just as one would expect, as /e/.

• Circle the letter ‘n’ and explain it is also pronounced just as one would expect, as /n/.

• Underline the letters ‘w’ and ‘h’ and explain these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /w/ /h/, but these two letters work together to stand for the /w/ sound.

• Tell students when reading when, they have to remember to pronounce the letters ‘w’ ‘h’ as /w/ in the word when.

• Tell students as they write when, they have to remember to spell the /w/ sound with the two letters ‘w’ ‘h’.

Tricky Word: word

• Write the Tricky Word word on the board and ask students how they would pronounce it by blending. (They may say /w/ /o/ /r/ /d/.)

• Tell students we actually pronounce this word /w/ /er/ /d/ as in, “What word is this?”

• Circle the letter ‘w’ and explain it is pronounced just as one would expect, as /w/.

• Circle the letter ‘d’ and explain it is also pronounced just as one would expect, as /d/.

• Underline the letters ‘o’ and ‘r’ and explain these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /o/ /r/, but these two letters work together to stand
for the /er/ sound.

- Tell students when reading word, they have to remember to pronounce the letters ‘o’ ‘r’ as /er/.
- Tell students when writing word, they have to remember to spell the /er/ sound with the letters ‘o’ ‘r’.

### Introducing the Uppercase Letters

**Introduction to Uppercase Letters**

- Tell students for the next few lessons they will be learning about uppercase letters.
- Explain that each letter in the alphabet has two types of letters. The large type is called the uppercase or capital letter and the small type is called the lowercase or small letter.
- Remind students they have been working mostly with the lowercase letters, but they have seen some uppercase letters, for example, ‘K’ as in Kit and ‘S’ as in Sam.
- Explain that we use uppercase letters for the first letter in a person’s name and for the first letter of the first word in a sentence.
- Refer to the sentence you wrote on the board for Advance Preparation.
- Underline the uppercase letters.
- Ask students to explain why some words are capitalized.
- Tell students some uppercase letters look just like the lowercase letters. The uppercase ‘S’ and the lowercase ‘s’ look the same, but the uppercase letter is bigger. The same is true for the uppercase ‘C’ and the lowercase ‘c’.
- Tell students some uppercase letters have a different shape than their lowercase partners. Students will learn to recognize and write several uppercase letters over the next few lessons.

### Today’s Letters: A, B, C and D

- Tell students you are going to show them how to write uppercase letters for the first four letters of the alphabet, ‘A’, ‘B’, ‘C’, and ‘D’.
- Write a lowercase ‘a’.
- Ask students to name the letter and point out this is a lowercase ‘a’. Also point out the letter is written completely below the dotted line.
- Write an uppercase ‘A’ next to the lowercase ‘a’, describing what you are doing using the phrases provided below.
- Tell students the uppercase letter ‘A’ starts at the top line. It touches both the top line and the bottom line. All uppercase letters stretch from the top line to the bottom line.
- Point out uppercase ‘A’ has a very different shape than the lowercase ‘a’.
- Model writing the ‘A’ two or three times, using the writing stroke cues.
- Have students write the uppercase and lowercase letters, ‘A’ and ‘a’ in the air with a pointed finger while saying whether the letter is uppercase or lowercase.
- Repeat these steps for ‘B’, ‘C’, and ‘D’, pointing out which uppercase letter looks more or less like the lowercase letter (‘C’) and which ones do not (‘B’ and ‘D’).

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start on the top line.</td>
<td>Start on the top line.</td>
<td>Start just below the top line.</td>
<td>Start on the top line.</td>
</tr>
<tr>
<td>1. diagonal left (lift)</td>
<td>1. long line down (lift)</td>
<td>1. most of a circle to the left</td>
<td>1. long line down (lift)</td>
</tr>
<tr>
<td>2. diagonal right (lift)</td>
<td>2. half a circle to the right</td>
<td>3. half a circle to the right</td>
<td>2. half a circle to the right</td>
</tr>
<tr>
<td>3. line across</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Practice**

**Handwriting Uppercase Letters**

- Distribute and display Worksheet 1.1.
- Please note this is the first worksheet with decodable directions for students. The word caps is used for capitals because it is decodable. Have a student read the instructions to the class.
- Tell students another name for uppercase is capital. Caps is a short way to say and write capital.
- Show students how to trace the grey dotted letters and how to write the letters, using the black dots as starting points.
- At the bottom of the page, show students how to read, trace, and write the Tricky Words.
- Display the back of the worksheet, and ask students to identify the first uppercase letter.
- Ask students to locate the matching lowercase letter.
- Have students draw a line from the uppercase ‘A’ to the lowercase ‘a’, following your example.
- Continue demonstrating until students are ready to work independently.

**Take Home Material**
Writing and Tricky Word Practice

- Have students give Worksheet 1.2 to a family member.

## Code Knowledge

- Before today’s lesson: If students attempted to read 1,000 words in a trade book, on average, 414 of those words would be completely decodable.

- After today’s lesson: If students attempted to read 1,000 words in a trade book, on average, 418 of those words would be completely decodable.

- The statistics above do not take capital letters into account. Therefore, the increase in the statistics is due to the teaching of the Tricky Words *when* and *word*. In natural text, however, the ability to recognize uppercase letters does increase the number of words a student can decode.

- *When* is the 35th most common word in English.

- *Word* is one of the 300 most common words in English—and hard to avoid in a reading program.
Kindergarten Skills: Unit 9

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Zack and Ann
Unit 9 Reader

Skills Strand

KINDERGARTEN

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Zack and Ann
The Bad Crab

This is Zack Chang.

Zack is six.
This is Ann Chang.

Ann is ten.
Zack and Ann sit in the sun.
Mom and Dad sit with them.
Zack spots a crab on the sand.
The crab runs up.
Then it snaps at Zack’s leg.
Zack jumps up on the bench.
The bad crab snaps at Dad.
Dad lifts up his legs.
The bad crab snaps at Mom.
Mom kicks sand at the crab.
The bad crab runs off.
Ann jumps up and yells
at the kids on the next bench,
“Bad crab on the sand!
Pass the word!”
The kids on the next bench spot the crab and jump up.
The bad crab snaps at them.
Then it runs past them.
When it is past them, the kids yell,
“Bad crab on the sand!
Pass the word!”
Unit 9
Workbook
Skills Strand
KINDERGARTEN
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This workbook contains worksheets which accompany many of the lessons from the Teacher Guide for Unit 9. Each worksheet is identified by the lesson number in which it is used. The worksheets in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these worksheets to the students orally, using the instructions in the teacher guides. The workbook is a student component, which means each student should have a workbook.
Print the caps and the words.

A

B

C

D

word

when
Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.
Dear Family Member,

Your child is learning to write uppercase letters of the alphabet. Ask your child to practice naming and writing the following uppercase letters. All of these letters start at or near the top line. Then complete the back.

A

B

C

D
Have your child first read aloud the Tricky Words in the box. Then ask your child to read each sentence aloud, filling in the blank with a word from the box.

when  from  of

1. Sam has a box _______ gum.

2. Kit got chips _______ a shop.

3. _______ will Seth get his gifts?

4. Sam drank _______ the milk.

5. Kit can spell the _______ thing.

6. Seth _______ hot from running.
Directions: Have students copy and then write from memory each Tricky Word.
The Bad Crab

1. Is Zack six?
   - [ ] Zack is six.
   - [ ] Zack is not six.

2. Did the crab pinch Ann?
   - [ ] The crab did pinch Ann.
   - [ ] The crab did not pinch Ann.

3. Did Mom run from the crab?
   - [ ] Mom ran from the crab.
   - [ ] Mom did not run from the crab.

Directions: Have students reread the story and answer the questions.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Snap

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
pass the word

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Print the caps and the words.

E

F

G

H

to  to  to

why  why
Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

block
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Dear Family Member,

Ask your child to practice reading and writing the following Tricky Words.

- when
- word
- why
- to
- one
- from
- was
Dear Family Member,

Ask your child to practice naming and writing the uppercase letters. All of these letters start at or near the top line.

E
F
G
H