

# Yearlong Teacher Resources

## Teacher Guide

GRADE 4

Core Knowledge Language Arts®



Core Knowledge®

Copyright © 2014 Core Knowledge Foundation  
**[www.coreknowledge.org](http://www.coreknowledge.org)**

All Rights Reserved.

Core Knowledge Language Arts is a trademark  
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.

# Yearlong Teacher Resources

---

In this section you will find resources you will use throughout the year.

- Individual Code Chart
- Anecdotal Reading Records
- Tens Recording Chart and Tens Conversion Chart
- Using Chunking to Decode Multisyllabic Words
- Sound and Spelling of Schwa



# Individual Code Chart

/p/

p



pot

pp



napping

/b/

b



bat

bb



rubbing

/t/

t



top

tt



sitting

ed



asked

/d/

d



dot

ed



filled

dd



add

/k/

c



cat

k



kid

ck



black

ch



school

cc



hiccup

/g/

g



gift

gg



egg

gu



guess

gh



ghost

/ch/

ch



chin

tch



itch

# Individual Code Chart



g

gem

j

jump

ge

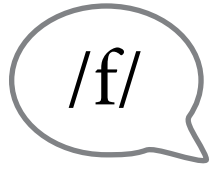
fringe

dge

judge

dg

judging



f

fit

ff

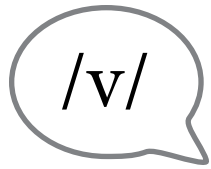
stuff

ph

phone

gh

tough

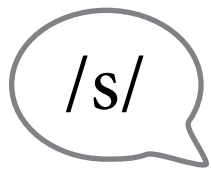


v

vet

ve

twelve



s

sun

c

cent

ss

dress

ce

prince

se

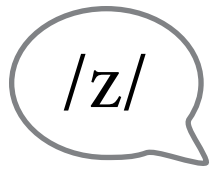
rinse

st

whistle

sc

scent



s

dogs

z

zip

se

pause

zz

buzz

ze

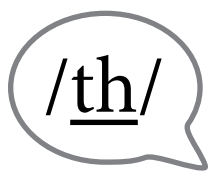
bronze



th

thin

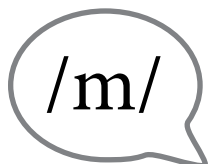
# Individual Code Chart



th



them



m



mad

mm

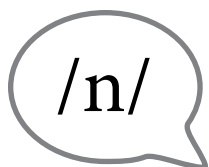


swimming

mb



thumb



n



nut

nn



running

kn

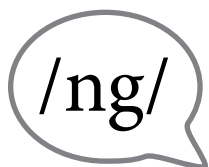


knock

gn



sign



ng

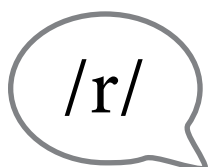


sing

n



pink



r



red

rr

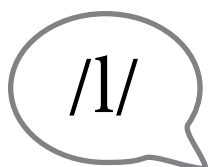


ferret

wr



wrist



l

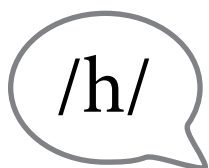


lip

ll



bell



h



hot

# Individual Code Chart

/w/

w



wet

wh



when

/y/

y



yes

/x/

x



tax

/sh/

sh



shop

ch



chef

/qu/

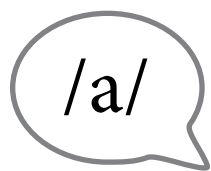
qu



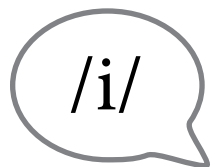
quit



# Individual Code Chart

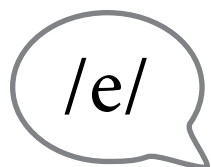


a  
hat



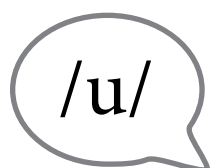
i  
it

y  
myth



e  
pet

ea  
head



u  
but

o  
son

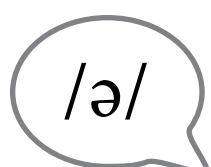
o\_e  
come

ou  
touch



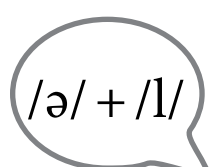
o  
hop

a  
lava



a  
about

e  
debate



al  
animal

le  
apple

el  
travel

ul  
awful

il  
pencil

# Individual Code Chart

/ae/

a

paper

a\_e

cake

ai

wait

ay

day

ey

hey

eigh

weight

ea

great

/ee/

y

funny

e

me

i

ski

ea

beach

ee

bee

ie

cookie

ey

key

e\_e

Pete

/ie/

i

biting

i\_e

bite

y

try

ie

tie

igh

night

/oe/

o

open

o\_e

home

ow

snow

oa

boat

oe

toe

/ue/

u

unit

u\_e

cute

ue

cue

# Individual Code Chart



oo



soon

u



student

u\_e



tune

ew



new

ue



blue

ou



soup

ui



fruit

o

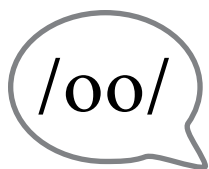


do

o\_e



move



oo

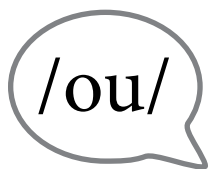


look

u



push



ou

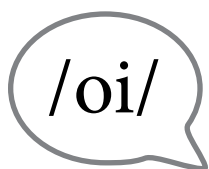


shout

ow



now



oi



oil

oy



toy



au



Paul

aw



paw

al



wall

ough



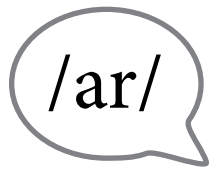
bought

augh



caught

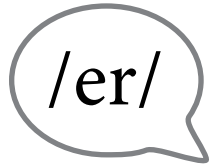
# Individual Code Chart



ar



car



er



her

or



work

ur



hurt

ar



dollar

ir

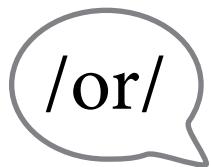


bird

ear



earth



or



for

ore



more

ar



war

our



four

oar



roar

oor



door

## Anecdotal Reading Records

Week of: \_\_\_\_\_

This template is for recording anecdotal notes about students' reading abilities. You can record things such as: (1) repeated trouble with specific sound-spelling correspondences; (2) difficulty with certain digraphs/letter teams; (3) inability to segment isolated words; and (4) progress with specific skills.

Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:

## Scoring Using a Tens Chart

### *Tens Assessment*

Assessment in CKLA is intended to be frequent and ongoing, with an eye toward identifying problems early. The goal of many of the exercises in the program is to make student achievement visible or audible. When a student completes an activity page, he is leaving visible marks, allowing you to assess his skills. When a student responds orally, she is producing audible signals, allowing you to make similar judgments about skills.

In order to monitor student progress and facilitate the early identification of students who are struggling, we strongly recommend that you use some system of assessment and recordkeeping. You may want to consider using the Tens system described below.

With the Tens system of assessment, raw scores i.e., number of answers correct, are converted to numbers between 0 and 10 using the Tens Conversion Chart (which follows this section). A 10 indicates excellent performance, a 1 indicates very poor performance, and a 0 indicates no performance.

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.<sup>1</sup>

Tens scores are recorded on a simple grid, called a Tens Recording Chart, where the students' names are listed in the vertical columns and the various exercises are listed in the horizontal rows. (A blank Tens Recording Chart follows and can be copied as needed.) 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.

By simply running your eye along the row where a particular student's scores are recorded, you can form a reliable estimate as to how the student is doing. If Janella's scores are 8, 9, 10, 7, 9, 10, you can feel confident she is learning the material. If Nathan's scores are 2, 3, 5, 1, 3, 2, you can be sure he is struggling.

In the Teacher Guide, we typically mark only formal assessments as a Tens Assessment. We hope you will calculate Tens scores for students for each of these assessments. Note that many classroom and Activity Book exercises are not explicitly designated as a Tens Assessment opportunity, but are also suitable for calculating Tens scores.

There are two kinds of Tens scores: observational Tens scores and data-driven Tens Scores.

**Data-driven Tens scores** are based on the number of correct answers on an exercise or worksheet. To record this kind of Tens score, use the Tens Conversion Chart to convert a raw score into a Tens score.

**Observational Tens scores** are based on your observations during class. They are, necessarily, a bit less objective than the data-driven Tens scores. However, they are still valuable.

We suggest you use the following basic rubric for recording observational Tens scores.

9–10 Student appears to have excellent understanding

7–8 Student appears to have good understanding

5–6 Student appears to have basic understanding

3–4 Student appears to be having problems understanding

1–2 Student appears to be having serious problems understanding

0 Student appears to have no understanding/does not participate

If you do not observe a student, or if you were not able to make a determination of the student's performance, simply leave the cell blank.

\*Note: If you are accustomed to and prefer to use percentages, simply add a zero to each Tens score to obtain the percentage correct. For examples, a 10 is equivalent to 100%, a 5 is equivalent to 50%.





### Tens Conversion Chart

		Number Correct																																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
Number of Questions	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	5	6	6	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																
	21	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10															
	22	0	0	1	1	2	2	3	3	4	4	5	5	5	6	6	7	7	8	8	9	9	10	10														
	23	0	0	1	1	2	2	3	3	3	4	4	5	5	6	6	7	7	7	8	8	9	9	10	10													
	24	0	0	1	1	2	2	3	3	3	4	4	5	5	5	6	6	7	7	8	8	8	9	9	10	10												
	25	0	0	1	1	2	2	2	3	3	4	4	4	5	5	6	6	6	7	7	8	8	8	9	9	10	10											
	26	0	0	1	1	2	2	2	3	3	3	4	4	5	5	5	6	6	7	7	7	8	8	8	9	9	10	10										
	27	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	9	9	9	10	10									
	28	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	8	8	8	9	9	9	9	10	10							
	29	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	8	9	9	9	9	10	10						
	30	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	9	10	10					

Locate the number of correct answers the student produced in the top row and the number of items in the activity in the leftmost column. The cell where the column and the row converge indicates the Tens score. Using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 30, into a Tens score.

The Tens Conversion Chart was created to be used with activities that have a defined number of items (such as written assessments, end-of-unit assessments, and activity pages). However, you may use the Tens system to record informal observations, such as an end-of-lesson check-in, as well. You may want to use the following rubric to interpret observational Tens scores.

Tens Score	Result
8-10	Student likely has a strong understanding of content/skills.
5-7	Student may benefit from additional support.
0-4	Student may benefit from intensive support or remediation.

## Using Chunking to Decode Multisyllabic Words

Mastering the various letter-sound correspondences taught in CKLA will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllabic words. To this end, most students will benefit from additional instruction in learning to recognize, chunk, and read parts of words—syllables—as a way to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, we insert a small dot as a visual prompt or cue between the syllables (e.g., *sun·set*). This is done in both the Workbooks and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, CKLA introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., *cat·fish*, *cup·cake*, *pea·nut*, *drive·way*). For compound words, we place the dot between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *punt·ed*). Typically the dot is placed immediately before the suffix. However, for words that contain double-letter spellings for consonants, in CKLA, we typically place the divider after the double-letter spelling rather than between the two consonants (e.g., *batt·ed*, *bigg·er*, *bunn·y*). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units in CKLA since Kindergarten (‘nn’ > /n/, ‘mm’ > /m/, ‘tt’ > /t/, etc.) and it is preferable to be consistent in representing these spellings in the way students have been taught to process them (i.e., as whole entities for a sound). (Ultimately as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllabic words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify five different syllable types:

**Note:** Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a “short” vowel sound (e.g., /a/, /e/, /i/, /o/, /u/):** let, pad, rod, tin, fun, pic·nic, un·til
- **Vowel Digraph Syllables—always associated with two vowel letters that represent a unique vowel sound:** joint, speak, proud, play, coun·sel, be·low. (**The Magic ‘E’ Syllable (VCE)** can be considered a subtype of the Vowel Digraph Syllable. In this case, the letter ‘e’ at the end of a syllable affects the pronunciation of the vowel letter that precedes it, even though it is separated from the other vowel by a consonant letter. **The Magic ‘E’ syllable is always associated with a “long” vowel sound (/ae/, /ee/, /ie/, /oe/, /ue/):** cake, home, like, mule, Pete, mis·take, stam·pede)
- **R-Controlled Syllables:** art, curb, girl, fort, clerk, tur·nip, ar·tist, fe·ver
- **Open Syllables (V or CV)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** go, me, hi, a·pron, fi·nal, com·pre·hend
- **Consonant –LE Syllables (C –LE):** sim·ple, puz·zle, raf·fle, ca·ble, ri·fle

In CKLA, we think it is also helpful to designate one additional syllable type:

- **Schwa Syllables** *ben·e·fit, app·e·tite, a·bout, hos·pit·al, e·mo·tion*

**Note:** The consonant –LE syllable is also a schwa syllable, but we distinguish it separately because of the way this spelling is chunked when dividing words into syllables.

**To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the CKLA materials.** It is necessary, however, for students to become fluent readers of longer words in increasingly complex text. If they are able to visually parse certain spelling patterns as syllable chunks, they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in Kindergarten.

Two closed syllables in a word are divided as follows:

- When two different consonants stand between two vowels, the syllables are divided between the consonants, creating one or more closed syllables.

ad · mit	nap · kin	trum · pet
----------	-----------	------------

- For words that contain double-letter spellings for consonants, we typically place the divider after the double-letter spelling rather than between the consonants. As noted earlier, this is done because the double-letter spellings have been taught as single-spelling units in CKLA since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

traff · ic	muff · in	happ · en
------------	-----------	-----------

- When there are three consonants between two vowels, in general, the first consonant is divided so it goes with the first vowel and the other two consonants with the second vowel.

mon · ster	con · tract	pil · grim
------------	-------------	------------

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:

<b>magnet</b>	
mag	
	net
magnet	

In Grade 1, students encountered other two-syllable words with various combinations of the magic ‘E’ syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

tar · get	for · get	es · cape	ig · loo	scoun · drel	char · coal
-----------	-----------	-----------	----------	--------------	-------------

In Grade 2, students were introduced to more challenging multisyllabic words.

Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

- When only one consonant stands between two vowels, first divide the word in front of the consonant and then sound it out as an open syllable:

pu · pil	vi · rus	mo · ment
----------	----------	-----------

<b>unit</b>	
u	
	nit

However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before (i.e., the word must be in the student’s oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created:

cam · el	mel · on	pun · ish
----------	----------	-----------

<b>lemon</b>	
lem	
	on

In Grade 2, students were also introduced to consonant –LE syllables. Chunking these words into syllables is fairly straightforward.

- When a word ends in consonant –LE, we divide in front of the consonant, creating a first syllable that may be open, closed, or even r-controlled, depending on the other spellings in the words:

ban · gle	twin · kle	sta · ble	cra · dle	tur · tle
-----------	------------	-----------	-----------	-----------

<b>simple</b>	
sim	
	ple

In the later part of Grade 2, students were introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include ‘a’, ‘e’, ‘al’, ‘il’, ‘el’, and ‘tion’. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

- We divide syllables with a schwa sound in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

a · bout	de · pos · it	med · al	e · vil	nick · el	lo · tion
----------	---------------	----------	---------	-----------	-----------

As noted earlier, the consonant –LE syllable is actually a schwa syllable, but we identify it separately because of the way this spelling is chunked when dividing words into syllables.

- Finally, while students encountered some simple root words and affixes in Grade 1, throughout the entire year of Grade 3 instruction, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly.

pre · tend	non · sense	tri · cycle	re · peat	self · ish	sad · ness	help · less
------------	-------------	-------------	-----------	------------	------------	-------------

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten–Grade 3, with the ability to chunk multisyllabic words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

## Sound and Spelling of Schwa

In order to teach the concept of /ə/ well, you will need to first understand it yourself.

English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound linguists call schwa (/ə/). This happens in many English words. More than 3,000 of the 25,000 words in our database (about 13%) have at least one syllable in which the vowel sound is reduced to /ə/.

The exact pronunciation of /ə/ varies somewhat from word to word and also from region to region. In many words, and in many parts of the United States, /ə/ sounds very much like the sound /u/. For example, in the word *about*, the unstressed /ə/ sound in the first syllable sounds a great deal like /u/. In the word *America*, both the first and the last vowel sounds are unstressed, and both sound a great deal like /u/. In some regions of the United States, many speakers use an /u/-like /ə/ sound in words such as *along*, *balloon*, *debate*, *benefit*, and *telephone*.

However, for certain words, and/or for speakers in certain parts of the country, /ə/ may sound a little more like /i/. How do people in your region pronounce the word *benefit*? Do they pronounce the second vowel sound more like /u/ or /i/? What about *telephone*? Do people where you live say /t/ /e/ /l/ /u/ /f/ /oe/ /n/? Or does the spoken word sound more like /t/ /e/ /l/ /i/ /f/ /oe/ /n/? What about *debate*? Does the local pronunciation sound more like /d/ /u/ /b/ /ae/ /t/ or /d/ /i/ /b/ /ae/ /t/? Neither pronunciation is more correct than the other. These are all examples of natural variation or dialect. All of these examples contain a reduction to /ə/.

## Spelling the Schwa Sound

Words that contain the schwa sound represent a significant spelling challenge since there are so many possible spellings for this sound. Some of the most frequent spellings are listed below with sample words:

'a' *about, China, around, aloud, acquire*

'e' *benefit, decay, appetite, severe, Tennessee*

'al' *final, normal, hospital*

'le' *apple, table, crackle*

'el' *angel, chapel, nickel*

'ul' *awuful, consul*

'il' *penil, stencil, evil*

'ion' *emotion, determinotion, tension, revison*



## Core Knowledge Language Arts®

### Series Editor-In-Chief

E.D. Hirsch, Jr.

### President

Linda Bevilacqua

### Editorial Staff

Khara Turnbull, Editorial Director  
Sarah Zelinke, Lesson Development Director  
Rosie McCormick, Content Director  
Deborah Samley, Managing Editor  
  
Sara Hunt, Senior Editor  
Erin Kist, Senior Editor  
  
Angelica Blanchette, Associate Editor  
Laura Drummond, Associate Editor  
Liz Pettit, Associate Editor  
Kate Stephenson, Associate Editor  
Cate Whittington, Associate Editor

### Editorial-Design Coordination

Robin Blackshire, Director, Editorial-Design Coordination  
  
Mick Anderson, Senior Copy Editor  
Nathan Baker, Copy Editor  
Maggie Buchanan, Copy Editor  
Emma Earnst, Web Content Manager  
Lucinda Ewing, Copy Editor  
James Kendley, Revisions and Documentation Specialist

### Design and Graphics Staff

Scott Ritchie, Creative Director  
  
Liza Greene, Art Coordinator  
Liz Loewenstein, Print Production Artist  
Bridget Moriarty, Content Designer  
Lauren Pack, Content Designer  
Amy Siever, Print Production Artist

### Consulting Project Management Services

[ScribeConcepts.com](http://ScribeConcepts.com)