

About these Templates

Intent

Within this document are four different weekly planning templates to accompany your work unpacking Core Knowledge Language Arts (CKLA) instructional materials. The variety of templates is to allow for differences across strands (Skills vs. Knowledge/Listening & Learning), grades, and editions (see below for more on this).

The major intent of templates like this is to facilitate **visualization of the flow of a lesson** and the **breadth of domains across a week**. Except for Knowledge (Listening & Learning for you first-edition folks), every single day in the CKLA world is different! Though practices recur, the structure of daily lessons can seem all over the place unless you have a notecatcher like this to ground you.

When you see the week as a whole, you can notice that no, Tuesday doesn't include any close reading whatsoever, but that's because it's the only lesson involving word work all week. And, since the lessons aren't predictably structured, you can use your completed plans as a cheat sheet (for activities but also TIMINGS!) rather than constantly referencing the teacher guide.

So what these templates are not intended to do on their own (though they can certainly accompany this work!) is to make sense of the pedagogy or help you adjust instructional practices within the lesson. I feel like those are part of a larger professional development/learning community approach. As a school leader, my first and most essential step is to help teachers know, solidly, what CKLA has intended for each learning block, and that's what these templates will help you to do.

But also - please reach out to me (below) if there's something in particular you want these templates to do! There are so many possibilities and I'd be glad to work on some with you!

Locked Cells

Most cells in this workbook are locked or protected, meaning you cannot click on them or edit them. This is mostly to prevent accidental deletion of formulas.

I also like locking and protecting sheets because then you can use **TAB** or the **ARROWS** to move quickly between fields. For example, I locked any white space (rows or columns) so that if you press the TAB button on your keyboard, it skips the empty column and goes right to the next field. You can use the up, down, left, and right arrows to move between cells too.

However, if you would like to have more customization ability, you can unprotect sheets by going to **Review --> Unprotect Sheet** and entering password **CKLA**.

First vs. Second Edition Guidance

Content might not have changed much between the first and second editions of CKLA (except where it does!), but some of the naming of section titles did.

Skills K-2:

If you're using first edition: You will probably want to use the **"SKILLS K-2"** format, though you might want to tweak the activity types if they don't match what you're seeing in the lesson overviews.

In first edition teacher guides, you have to go to each lesson to see details:

If you're using second edition: The **"SKILLS #2"** more clearly matches what you see in the teacher guide table of contents. There, the bold headings have been more generalized to include ONLY **Foundational Skills, Reading, Language, and Writing** (but I added **"Unit Assessment"** because I'd want to see that too).

In this template, I like that, by using the check boxes, you can arrange the flow of your lesson in whatever order you want. For example, you can have Foundational Skills isn't always first, for example.

At a Glance		
Warm-Up		
Listening to Words		
Fine Motor Skills		
Language (5 min.)	Foundational Skills (15 min.)	Reading (20 min.)
• Warm-Up: Noun Hunt	• Digraph Dictation • Introduce Tricky Word: You	• Introduce the Story • Read "The Sweet Shop"

Grades 3, 4, and 5:

This is the trickiest of them all to standardize. First of all, if you teach third grade, you have a huge change from first edition to second: the strands went from being separate (Skills strand, then Listening & Learning strand) to being integrated (as they are in fourth and fifth). **If you're using first edition in grade 3:** you might want to use the Skills and Knowledge separated templates, even though they say "K-2."

Then, the only reason **"GRADE 3," "GRADE 4,"** and **"GRADE 5"** are individual templates here is because I created a **drop-down menu for grade-specific standards** in each one.

Otherwise, they are identical.

HOWEVER, depending on where you like to look to do your planning, the titles on the left side may not match. To create the **"Gr 3-5 Example,"** I used the grade four **scope and sequence document**. This document has the headings **Text Analysis/Comprehension, Speaking and Listening, Language and Vocabulary,** and **Writing**. (So these are the headings in my template too.)

But - **if you are using second edition in grade 3,** the teacher guide headings are simplified down to **Reading, Speaking and Listening, Writing,** and **Language**, and **if you are using second edition in grades 4 or 5,** it's even simpler: **Reading, Writing,** and **Language**.

So - option 1 - use the **"GRADE 3," "GRADE 4,"** or **"GRADE 5"** template and keep or change the titles ...

Option 2 - use **"GRADES 3-5 #2,"** which allows for checkboxes to represent the flow of the lesson.

Text Analysis/Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1 Reading Closely Students identify textual evidence and determine the implicit and explicit meanings of Roald Dahl's \"Little Red Riding Hood and the Wolf\" in small...	Read-Aloud and Discussion Students discuss the plot of Roald Dahl's \"Little Red Riding Hood and the Wolf\" in small...	Poetic Devices Students identify stanza, stanza break, line, and rhyme within \"Little Red Riding Hood and the Wolf\" [L.4.6.	
Lesson 8 Native Americans of the Northeast	Reading (45 min.) • Introducing the Reading • Independent Reading: \"Media and Film: The Forest Children\"	Speaking and Listening (50 min.) • Introducing the Read-Aloud • Read-Aloud: \"Native Americans of the Northeast\"	Writing (5 min.) • Journal Entry
Lesson 10 Rise of the Inca Empire	Language (15 min.) • Spelling Assessment	Reading (45 min.) • Introduce the Chapter • Small Group: Chapter 7 • Lesson Wrap-Up • Word Work: Litter	Language (20 min.) • Morphology: Suffixes -able and -ible

Knowledge K-2:

If you're using first edition: You're probably going, \"What's Knowledge?!\" It's what Listening & Learning was rebranded to in the second edition. The good news is that the content hasn't changed much, if at all. The three parts of the lesson are still there, though I think they're a bit buried in 1st edition.

If you're using second edition: This will very much match up with what you see. The only advice I would give in using this template is to go each section of the lesson for your details. They list all the objectives at the start of the lesson, but I find it more specific (and useful) to go to the start of each task.

Maggie @ Curriculum Joy

Store link:



My email (feel free to ask any questions!): m.dillier@gmail.com

<Grade> Skills Week <Number> <Week Dates>	Monday	Tuesday	Wednesday	Thursday	Friday
	Unit <#>	Unit <#>	Unit <#>	Unit <#>	Unit <#>
	Lesson <#>	Lesson <#>	Lesson <#>	Lesson <#>	Lesson <#>
Warm-Up					
Introducing Letter Names					
Reviewing the Letter Names					
Introducing the Spelling Alternative					
Reviewing the Spelling Alternative					
Chaining					
Dictation					
Teacher Demonstration					
Small-Group Reading Time					
Partner Reading-Reading Time					
Differentiated Instruction					
Take-Home Material					
Total Time					

Created from image found at

<https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/8249/Core%20Knowledge%20English%20Language%20Arts%20K-2-%20Skills%20Strand.pdf>

Kindergarten Skills	Monday	Tuesday	Wednesday	Thursday	Friday
	Unit 2	Unit 2	Unit 2	Unit 2	Unit 2
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Warm-Up	Oral Blending & Sound/Spelling Review (10 min.)	Oral Blending & Sound/Spelling Review (10 min.)	Oral Blending & Sound/Spelling Review (10 min.)	Oral Blending & Sound/Spelling Review (10 min.)	Oral Blending & 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 (20 min.)		
Dictation		Chaining Dictation (15 min.)		Beginning/End Recognition (10 min.)	
Teacher Demonstration	Demonstration Story: Kit (15 min.)	Demonstration Story: Kit and Stan (15 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					
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.

Grade <#> Skills
Teacher/Class: <Name>

Week <#>
<Week Dates>

Monday
Unit <#>
Lesson <#>
<Lesson Title>

Tuesday
Unit <#>
Lesson <#>
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Wednesday
Unit <#>
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Unit <#>
Lesson <#>
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- ### Reading
- ### Unit Assessment

Grade 1 Skills
Teacher/Class: Dillier

Week 10
November 2-6, 2020

Monday
Unit 2
Lesson 14
Tricky Word: Introduce <i>Your</i>

Tuesday
Unit 2
Lesson 15
Review: Tricky Words and Long and Short Vowels

Wednesday
Unit 2
Lesson 16
Review: Tricky Words and Long and Short Vowels

Thursday
Unit 2
Lesson 17
Review: Nouns and Tricky Words

Friday
Unit 2
Lesson 18
Unit Assessment: Word Recognition and Reading Comprehension

Foundational Skills
30 minutes
• Wiggle Cards • Introduce Tricky Word: Your • Tricky Word Baseball

Foundational Skills
10 minutes
• Tricky Word Cards

Foundational Skills
10 minutes
• Tricky Word Spelling Bee

Language
5 minutes
• Warm-Up: Noun Identification

Unit Assessment
30 minutes
• Word Recognition Assessment • Wiggle Cards Break

Foundational Skills
Language
Writing
Reading
Unit Assessment

Foundational Skills
Language
Writing
Reading
Unit Assessment

Foundational Skills
Language
Writing
Reading
Unit Assessment

Foundational Skills
Language
Writing
Reading
Unit Assessment

Foundational Skills
Language
Writing
Reading
Unit Assessment

Reading
30 minutes
• Reread Stories from <i>Gran</i>

Reading
25 minutes
• Introduce the Story • Teacher Demonstration: Read "King and Queen"

Reading
15 minutes
• Reread Stories from <i>Gran</i>

Reading
25 minutes
• Introduce the Story • Read "The Trip West"

Unit Assessment
30 minutes
• Reading Comprehension Assessment

Foundational Skills
Language
Writing
Reading
Unit Assessment

Foundational Skills
Language
Writing
Reading
Unit Assessment

Foundational Skills
Language
Writing
Reading
Unit Assessment

Foundational Skills
Language
Writing
Reading
Unit Assessment

Foundational Skills
Language
Writing
Reading
Unit Assessment

Foundational Skills
20 minutes
• Review Sound/Spellings, Tricky Words, and Noun Identification

Foundational Skills
25 minutes
• Review Sound/Spellings, Tricky Words, and Noun Identification

Foundational Skills
30 minutes
• Wiggle Cards • Review Sound/Spellings, Tricky Words, and Noun Identification

Foundational Skills
Language
Writing
Reading
Unit Assessment

Foundational Skills
Language
Writing
Reading
Unit Assessment

Foundational Skills
Language
Writing
Reading
Unit Assessment

Foundational Skills
Language
Writing
Reading
Unit Assessment

Foundational Skills
Language
Writing
Reading
Unit Assessment

Grade <#> Knowledge		Monday	Tuesday	Wednesday	Thursday	Friday
<Teacher/Class> Week <#> <Week Dates>	Domain: Lesson: Lesson/Text Title:	<Domain Number and Name> Lesson <#> <Lesson Title>	<Domain Number and Name> Lesson <#> <Lesson Title>	<Domain Number and Name> Lesson <#> <Lesson Title>	<Domain Number and Name> Lesson <#> <Lesson Title>	<Domain Number and Name> Lesson <#> <Lesson Title>
Introducing the Read-Aloud <i>10 minutes</i>	Objective for Introduction					
Read-Aloud <i>30 minutes</i>	Reading Objective					
	Purpose for Listening					
	Comprehension Questions					
	Word Work Objective					
	Word Work					
Application <i>20 minutes</i>	Objective for Application					
Total Time						

Grade 2 Knowledge		Monday	Tuesday	Wednesday	Thursday	Friday
Teacher: Dillier Week 30 April 6-9, 2020	Domain: Lesson: Lesson/Text Title:	Domain 12: Fighting for a Cause Lesson 1 People Who Fought for a Cause	Domain 12: Fighting for a Cause Lesson 2 Susan B. Anthony: An Advocate for Women's Rights	Domain 12: Fighting for a Cause Lesson 3 Eleanor Roosevelt: A Voice for Human Rights	Domain 12: Fighting for a Cause Lesson 4 Mary McLeod Bethune: A Dedicated Teacher	Domain 12: Fighting for a Cause Lesson 5 Jackie Robinson: Champion of Equality
Introducing the Read-Aloud 10 minutes	Objective for Introduction	Language: Students will review the various meanings of the words <i>fighting</i> and <i>cause</i> . [L.2.4]	Speaking and Listening: Students will review what they learned about Susan B. Anthony and the rights for which she fought. [SL.2.2]			
		Core Connections This domain is called "Fighting for a Cause." What do you think this title may mean?	What Have We Already Learned?			
		Image Preview	Image Preview			
Read-Aloud 30 minutes	Reading Objective	Reading: Students will describe the reasons the author gives to support the statement that the people in this domain made the world a fairer place. [RI.2.8]	Reading: Students will explain the connection between Susan B. Anthony and women's rights. [RI.2.3]			
	Purpose for Listening	Listen carefully for the reasons the author gives for the statement that the people in this domain "made the world a much fairer place."	Listen carefully to hear about the connection between Susan B. Anthony and women's rights.			
	Comprehension Questions	Inferential What are some of the civil rights guaranteed by the United States?	Evaluate: What is the connection between Susan B. Anthony and women's rights? Literal For what causes did Susan B. Anthony fight in her lifetime?			
		Inferential Why were certain groups of people excluded from certain rights throughout American history?	Inferential From an early age, Susan B. Anthony believed that everyone should have equal rights. Why did she feel this way?			
	Word Work Objective	Language: Students will demonstrate an understanding of the Tier 2 word <i>courage</i> . [L.2.5, L.2.5a]	Students will demonstrate an understanding of the Tier 3 word <i>ballots</i> . [L.2.5, L.2.5a]			
Word Work	<i>courage</i>	<i>ballots</i>				
Application 20 minutes	Objective for Application	Writing: Students will study the structure and form of free verse poetry. [W.2.1]	Writing: Students will write a free verse poem in which they express an opinion about Susan B. Anthony's achievements. [W.2.1]			
		Writing Free Verse	Timeline			
		Word Work: Achievement	Free-Verse Writing			
Total Time		80 min.	80 min.			

Grade 3 CKLA		Monday	Tuesday	Wednesday	Thursday	Friday
Week <#>	Unit:	<Unit Number and Name>	<Unit Number and Name>	<Unit Number and Name>	<Unit Number and Name>	<Unit Number and Name>
<Week Dates>	Lesson:	<Lesson #>	<Lesson #>	<Lesson #>	<Lesson #>	<Lesson #>
Text Analysis & Comprehension	Time:					
	Standard:					
	Activity:					
Speaking & Listening	Time:					
	Standard:					
	Activity:					
Language & Vocabulary	Time:					
	Standard:					
	Activity:					
Writing	Time:					
	Standard:					
	Activity:					
Total Time						

Grade 4 CKLA		Monday	Tuesday	Wednesday	Thursday	Friday
Week <#>	Unit:	<Unit Number and Name>	<Unit Number and Name>	<Unit Number and Name>	<Unit Number and Name>	<Unit Number and Name>
<Week Dates>	Lesson:	<Lesson #>	<Lesson #>	<Lesson #>	<Lesson #>	<Lesson #>
Text Analysis & Comprehension	Time:					
	Standard:					
	Activity:					
Speaking & Listening	Time:					
	Standard:					
	Activity:					
Language & Vocabulary	Time:					
	Standard:					
	Activity:					
Writing	Time:					
	Standard:					
	Activity:					
Total Time						

Grade 5 CKLA		Monday	Tuesday	Wednesday	Thursday	Friday
Week <#>	Unit:	<Unit Number and Name>	<Unit Number and Name>	<Unit Number and Name>	<Unit Number and Name>	<Unit Number and Name>
<Week Dates>	Lesson:	<Lesson #>	<Lesson #>	<Lesson #>	<Lesson #>	<Lesson #>
Text Analysis & Comprehension	Time:					
	Standard:					
	Activity:					
Speaking & Listening	Time:					
	Standard:					
	Activity:					
Language & Vocabulary	Time:					
	Standard:					
	Activity:					
Writing	Time:					
	Standard:					
	Activity:					
Total Time						

Grade 4 CKLA		Monday	Tuesday	Wednesday	Thursday	Friday
Week 30	Unit:	Unit 4: Eureka! Student Inventor	Unit 4: Eureka! Student Inventor	Unit 4: Eureka! Student Inventor	Unit 4: Eureka! Student Inventor	Unit 4: Eureka! Student Inventor
April 6-9, 2020	Lesson:	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Text Analysis & Comprehension	Time:	15 min.	30 min.	20 min.		40 min.
	Standard:	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Speaking & Listening	Time:	20 min.		15 min.	20 min. / 20 min.	
	Standard:	SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.		SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
Language & Vocabulary	Time:			10 min.		
	Standard:			L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).		
Writing	Time:	20 min.	30 min.	20 min.	20 min.	25 min.
	Standard:	W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Activity:	Activity:	Learn From Last Season Students integrate ideas from two texts and speak knowledgeably on the best practices of collaboration.	Inventor Cards Students complete close reads of several inventor biographies and summarize, refer to details, and draw inferences from these texts.	Researching the Lightbulb: Invention Pitch Students read complex informational texts about major inventions and discuss their development and impact.	Pitches Students use their research to create an oral pitch for their lab's invention, including facts and details to support their argument. Invention Pitch: Lightning Round Students listen to presentations, take notes, and paraphrase what they have learned about each	Invention Breeds Invention; Timeline of Invention Students describe the chronology, causes, and effects of the Louis Braille's invention, in order to understand that "invention breeds invention." Reading and Dance Party Challenge Students read technical texts and interpret diagrams about simple machines.
	Total Time	55 min.	60 min.	65 min.	60 min.	65 min.

Grade <#> CKLA
Teacher/Class: <Name>

Week <#>
<Week Dates>

Monday
Unit <#>
Lesson <#>
<Lesson Title>

Tuesday
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Lesson <#>
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