



Language Studio

Kindergarten

Program Guide

Kindergarten

Program Guide



Table of Contents

pg. 2

Welcome to Language Studio

Program Overview	4
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pg. 10

The Components

Component Descriptions	12
Icon Key	14

pg. 16

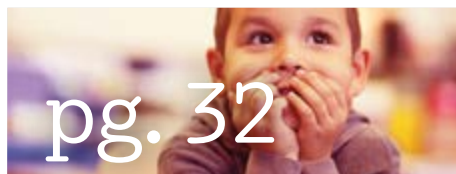
Lesson Facilitation

Lesson Overview	18
Lesson Segments	20
Instructional Strategies	23
The Core Connection	24
Keeping Pace with Primary Instruction	25

pg. 26

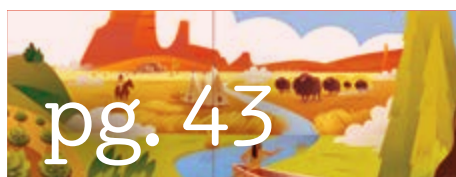
Differentiation

Features of Academic Language	28
Embedded Supports	30



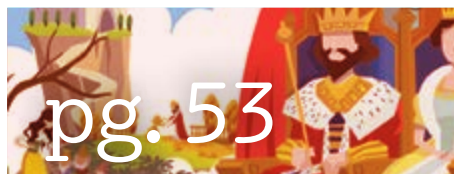
Assessment

Student Performance Assessment	34
Check for Understanding	35
Formative Assessment	36
Language Proficiency Assessment	37
Language Proficiency Recording Sheets	38
Research and References	40



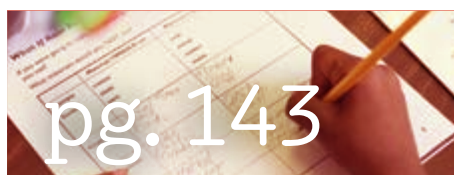
Teacher Resources

Formative Assessment Informal Observation Record Sheet	45
Language Proficiency Recording Sheets	46
Family Letter	50



Resource Pages

The Five Senses	55
Plants	59
Farms	71
Native Americans	79
Columbus and the Pilgrims	91
Colonial Towns and Townspeople	103
Taking Care of the Earth	127
Presidents and American Symbols	135



Activity Book Answer Key

Activity Book Answer Key	144
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Welcome to Language Studio



Language Studio is the designated English Language Development companion for Core Knowledge Language Arts (CKLA). Language Studio provides effective, targeted instruction to address the specific needs of English Language Learners (ELLs). Lessons preview or reinforce language and content introduced during Primary Instruction so that ELLs of all proficiency levels are able to access grade-level content knowledge as they develop academic English and effective expression across domains.



ELLs comprise a diverse student population in terms of language background, prior educational experiences, and background knowledge. Language Studio leverages this wealth of knowledge and provides differentiated instruction that enables ELLs to meet the demands of rigorous language learning standards.

English language learners meaningfully engage with language and the wider world as they actively participate in hands-on activities, collaborative conversations, multimedia presentations, and interactive exercises. These activities not only grant ELLs access to core content, but also promote English proficiency development as they move closer to the ultimate goal of fluency.

Program Overview

Language Studio empowers students to make connections between prior knowledge and new concepts, to build new mental schemas, and to reflect on their own ideas and language use. Making connections, while reflecting on language usage and higher-level thinking, helps ELLs learn a new language and acquire essential content knowledge simultaneously. These skills enable students to consciously make use of cognitive strategies and linguistic practices, while strengthening self-confidence, self-regulation, learning strategies, and purposeful use of language.

Foundational Skills

Development of foundational skills is essential to achieving literacy. These skills begin with Phonological Awareness, Phonics and Word Recognition, Print Concepts, and Fluency. In succeeding grade levels, students transition from learning basic code to advanced code and, finally, morphology.

Content Knowledge

Language Studio lessons present knowledge-rich content through interactive read-alouds, demonstrations, and discussions in a variety of domains from world and U.S. history, to science and nature, to poetry and literature. Informational text is presented in a sequenced, systematic manner to help build background knowledge, vocabulary, and analytical skills. This ensures that students develop content knowledge gradually, yet cumulatively, as they build literacy skills.

Making Meaning

Language Studio lessons are designed to guide students in constructing meaning through purposeful interaction with the text and with each other. Students are exposed to grade-level complex texts and tasks, coupled with strategies and support to ensure they successfully engage with, and work toward, meeting the demands of CKLA Primary Instruction.

Academic English

Language Studio features explicit instruction on general academic and domain-specific vocabulary that is necessary to engage with the text in CKLA domains. English Language Learners practice choosing language resources and producing various text and grammatical structures.

Effective Expression

Language Studio provides English Language Learners with ample opportunities and structure to communicate and collaborate in meaningful ways. Language Studio prompts ELLs to utilize their home language skills to become more successful in language learning. Students are encouraged to read and share background knowledge, or ask and answer questions, in their home language—both at home and in the classroom—whenever appropriate.

Language Domains

ELLs build academic English and ultimately achieve literacy by engaging in activities that provide opportunities to listen, read, speak, and write every day. All Language Studio lesson segments focus on one of these four Language Domains, which help prepare students to participate in a range of academic exercises.

Reading

Language Studio enables ELLs to engage with the same range of text level and complexity as their grade-level peers during Primary Instruction. Language Studio lessons prompt students to identify key ideas and details of a text, including the characters, settings, and major events. Students integrate knowledge and ideas to compare and contrast key details of texts or describe the relationship between illustrations and the text. ELLs gain familiarity with

text craft and structure as they develop strategies to define unknown words in a text and recognize common types of texts, including but not limited to poems, stories, and informational text.

Writing

Students use a combination of drawing, dictating, and writing to compose a range of texts and participate in a variety of shared research writing projects to build and present content knowledge. Students also have multiple opportunities to respond to questions and suggestions and add details to strengthen a writing piece. In later units, students are introduced to digital tools to produce and publish their writing.

Listening

Students participate in a variety of collaborative conversations about grade-level topics and texts. To demonstrate understanding of a text read aloud or information presented orally, students learn to ask and answer questions about key details and/or request clarification if something is not understood.

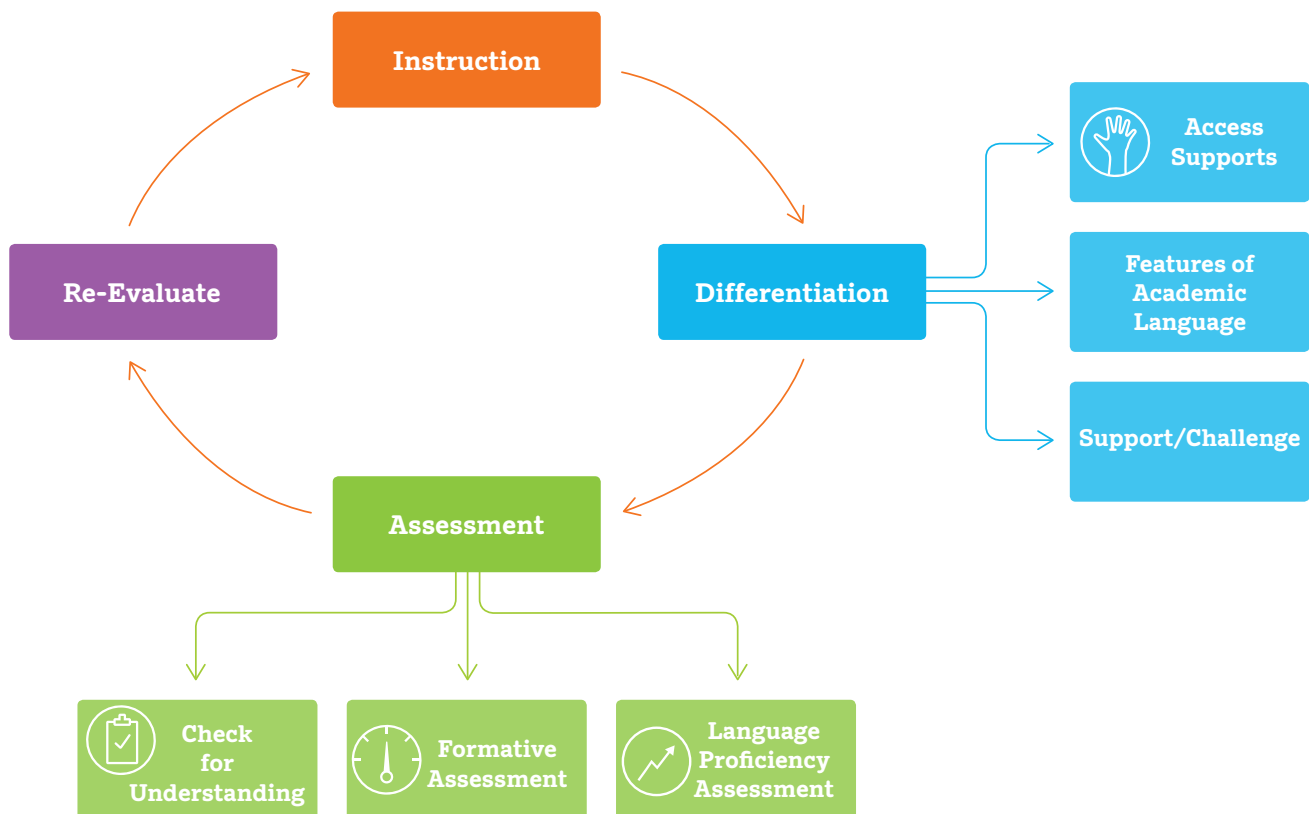
Speaking

Language Studio provides multiple opportunities for ELLs to acquire and demonstrate command of standard English grammar conventions and usage. Students learn strategies to determine or clarify the meaning of unknown or multiple-meaning words and phrases, and explore word relationships and nuances in word meanings. As students use words and phrases acquired through conversations, reading and being read to, and responding to texts, they gain confidence speaking audibly and expressing thoughts, ideas, and feelings clearly.

Differentiated Instruction

Language Studio is designed for designated ELD instruction to be delivered in small groups or one-on-one. Integrated supports enable ELLs to access grade-level content within the context of the Language Studio lesson. These tiered scaffolds support students of all proficiency levels as they develop critical language skills, such as reading comprehension and effective expression. Access supports are aligned with specific lesson objectives and unit assessments, and follow the progression of the lessons with clearly defined student outcomes.

Cycle of Student Evaluation and Support



The CKLA assessment and remediation cycle provides many opportunities for regular, consistent feedback.

Language Proficiency Levels

	STUDENTS WILL PROCESS	STUDENTS WILL PRODUCE
ENTERING	<ul style="list-style-type: none"> Single statements and questions Ideas within words, phrases, and chunks of language Simple grammatical construction Forms and patterns of common everyday speech and academic language General domain-specific words and academic vocabulary Everyday speech and familiar expressions 	<ul style="list-style-type: none"> Single words used to represent ideas Words, phrases, and chunks of language Simple grammatical construction Phrasal patterns associated with common speech and academic language General domain-specific words and academic vocabulary Everyday speech and familiar expressions
EMERGING	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details Compound grammatical constructions Repetitive phrasal and sentence patterns across domains General and some domain-specific content words and expressions Everyday speech and academic vocabulary across domains 	<ul style="list-style-type: none"> Phrases and short sentences Emerging expression of ideas Formulaic grammatical structure and variable use of conventions Repetitive phrasal and sentence patterns across domains General domain-related words and expressions Everyday speech and academic vocabulary across domains
TRANSITIONING	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas Compound, and some complex, grammatical constructions Sentence patterns across domains Specific domain-related content words and expressions Domain-related content words and expressions with common phrases and idioms 	<ul style="list-style-type: none"> Short and some expanded sentences with increasing complexity Expanded expression of one idea and evolving expression of multiple related ideas Repetitive grammatical structure with occasional variation and emerging use of conventions Sentence patterns across domains Specific domain-related content words and expressions Domain-related content words and expressions
EXPANDING	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas A variety of complex grammatical constructions Sentence patterns characteristic of particular domains or texts Specific and some technical domain-related language Domain-specific content words, expressions with multiple meanings, and common phrases and idioms 	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion A variety of grammatical structures and generally consistent use of conventions Sentence patterns characteristic of particular domains or texts Specific and some technical domain-related language Domain-specific content words, expressions with multiple meanings, and common phrases and idioms
BRIDGING	<ul style="list-style-type: none"> Rich, descriptive discourse with complex sentences Cohesive, organized related ideas Compound, complex grammatical constructions A broad range of sentence patterns characteristic of particular domains and text types Technical and abstract domain-related language Domain-related content words and expressions with shades of meaning 	<ul style="list-style-type: none"> Multiple complex sentences Cohesive, organized, and coherent expression of ideas A variety of grammatical constructions matched to purpose and consistent use of conventions A broad range of sentence patterns characteristic of particular domains and text types Technical and abstract domain-related language Content words and expressions with precise, domain-specific meaning



Language Studio Components

Components used to teach Language Studio:

- Teacher Guide (Volumes 1–3)
- Activity Book (one copy per student per volume)
- Flip Book*
- Image Cards*

Note: Primary Instruction materials, such as the Flip Book and Image Cards that accompany read-alouds, are used throughout Language Studio lessons. For more detailed descriptions of these and other components, see Section 1 in this Program Guide.

Diagnostic Tools and Assessments

Language Studio lessons provide targeted remediation, practice, and enrichment for English Language Learners. Each Language Studio lesson includes a variety of diagnostic tools and formative assessments to monitor student performance and progress in key areas, from in-lesson observations to performance tasks and language proficiency assessments. Careful attention to this information, collected on a daily basis, will identify students who may benefit from reteaching and/or additional practice with specific tasks.

Teacher Resources

Several useful materials are provided in the Teacher Resources section of this Program Guide:

- **Take-Home Letter** Students' home, school, and community experiences influence their language development. The Language Studio take-home letter explains and emphasizes the importance of the home/school connection in language development. (English and Spanish)
- **Language Proficiency Recording Sheets** provide a consistent method to track and monitor student progress and language proficiency levels. A separate recording sheet is included for each Language Domain: Listening, Reading, Speaking, and Writing. It is a good idea to make a copy for each student at the beginning of each domain or unit and note performance in each lesson a skill is assessed.
- **Formative Assessment Observation Records** can be used in activities in which informal observation is the primary mode of assessment. Make a copy for each student at the beginning of each domain or unit and note individual student performance and progress for each primary skill evaluated.
- **Resource Pages** include a variety of useful graphic organizers, activity pages, charts, and tables that may be used for display in small groups or copied and used individually for student activities.
- **Activity Book Answer Keys** are provided for activity pages in which a specific answer is desired. Activity pages that either are not completed by students or in which answers may vary are not included.

Additional Materials

Certain activities in Language Studio suggest the use of additional materials. These materials are noted in the Lesson at a Glance section and include commonly available classroom supplies (e.g., sticky notes, colored pencils, markers, index cards). Before teaching each lesson, be sure to review the Lesson at a Glance and the Advance Preparation sections for any necessary materials or preparation.

The Components



The next pages outline the components you will need for Language Studio instruction. It is important to read all of the student materials as well as the teacher materials—they are essential to instruction.



Component Descriptions

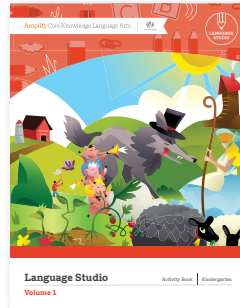
Language Studio Components



Teacher Guides

3 T

The Language Studio Teacher Guide provides lesson-by-lesson designated ELD instruction to accompany each CKLA domain. The Language Studio Teacher Guide comprises three separate volumes per grade level.



Activity Books

3 S

Each Language Studio Teacher Guide volume has a corresponding student activity book. The Language Studio Activity Book includes student activity pages that accompany specific Language Studio lessons. This is a student component (i.e., each student should have a Language Studio Activity Book).

Primary Instruction Materials Used in Language Studio

Because Language Studio is designed to complement the Primary Instruction in CKLA, many lessons refer to CKLA Primary Instruction materials. For example, domain-specific Flip Books are used to pre- or reteach certain concepts and vocabulary. This familiarity and repetition will promote development of content knowledge by encouraging acquisition of vocabulary and academic English.



Teacher Guides

12 T

Language Studio lessons directly align to content delivered in Primary Instruction. It may be helpful to preview each corresponding lesson in the Primary Instruction Teacher Guide to provide context.

Teacher Resource Website

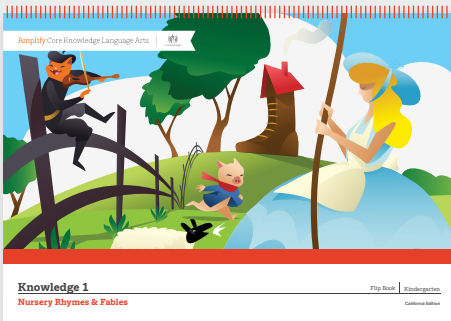
ckla.amplify.com

- **Digital Components** - Digital versions of the Flip Books and Image Cards required in Language Studio instruction are available online.
- **Assessment and Remediation Guide** - The Assessment & Remediation Guide provides additional instructional material for assessing, analyzing, and remediating specific foundational skills taught in CKLA. This comprehensive manual includes teacher resources, mini-lessons, and activities to assist students who may benefit from additional support or practice.



Key

- # Quantity
- T Teacher Component
- S Student Component



Flip Books

12 T

The oversized, spiral-bound books with lesson-specific images are used frequently in Language Studio lessons. [One per domain]

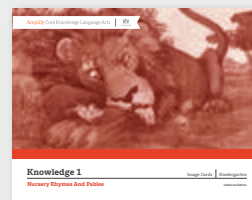


Image Cards

12 T

The set of personal-sized, domain-specific images may be used to support instruction in Language Studio. [One per domain]

Language Studio Components

- ☐ Language Studio Teacher Guide (three volumes)
- ☐ Language Studio Activity Book (one per volume/student)
- ☐ Domain Flip Books*
- ☐ Domain Image Cards*
- ☐ Domain Teacher Guides*

**Primary Instruction materials*



Icon Key

Activity Pages



Activity Page

An activity page is provided to practice a new skill or demonstrate knowledge that corresponds to this segment of the lesson.



Language Proficiency Assessment Activity Page

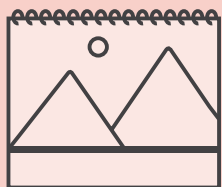
An activity page that corresponds to this lesson segment is provided to evaluate student language proficiency.



Formative Assessment Activity Page

An activity page that corresponds to this lesson segment is provided to measure student performance.

Components



Flip Book

Display the Flip Book image indicated at this point in the lesson.



Image Cards

The designated Image Cards from Primary Instruction are used in this segment of the lesson.

Alerts



Segment Time

Indicates the amount of time designated for this segment of the lesson.



Access Support

Additional support for students to access grade-level content, scaffolded for various proficiency levels.



Check for Understanding

A quick check-in to measure student understanding of content and skills relevant to the lesson objectives.



Formative Assessment Activity

An activity designed to measure student performance. Used to help plan for appropriate differentiation of instruction.



Language Proficiency Assessment Activity

An activity page that corresponds to this lesson segment is provided to evaluate student language proficiency.

Lesson Facilitation



Language Studio includes daily designated ELD lessons to help ELLs successfully access the core content in CKLA. This complementary approach aligns with Primary Instruction to support all language proficiency levels and facilitate successful differentiated instruction. It is important to note that Language Studio does not replace CKLA Primary Instruction, *it complements it*.

Daily lessons are divided into segments by Language Domain.

Lesson Overview

Each Language Studio lesson begins with a Lesson Overview, which includes the Primary Focus, Formative and/or Language Proficiency Assessments, and Lesson at a Glance.

1. Primary Focus

This lists the primary objective(s) of the lesson, by language domain.

2. Formative Assessment

Activities that may be used to assess mastery of the primary focus objectives.

3. Language Proficiency Assessment

Activities that may be used to identify students' language level along a continuum of proficiency (entering, emerging, transitioning, expanding, and bridging).

LESSON

8

TAKING CARE OF THE EARTH

Air Pollution

PRIMARY FOCUS OF LESSON

Writing

Students will draw and write about pollution.

Speaking

Students will distinguish between facts and opinions about air pollution.
Students will expand sentences about pollution.

FORMATIVE ASSESSMENT

Speaking

Expanding Sentences [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Taking Care of the Earth Book
[Activity Page 8.1S]

LESSON AT A GLANCE

	Time	Materials
Write About It		
Taking Care of the Earth Book	15 min.	<input type="checkbox"/> Images 7A-8, 7A-4, 7A-6 <input type="checkbox"/> Activity Page 8.1S <input type="checkbox"/> drawing tools <input type="checkbox"/> Language Proficiency Recording Sheet
Talk Time		
Air Pollution	10 min.	
Looking at Language		
Expanding Sentences	5 min.	<input type="checkbox"/> Image 7A-7 <input type="checkbox"/> additional Flip Book image <input type="checkbox"/> questions about Flip Book image

ADVANCE PREPARATION**Write About It**

- Prepare Activity Page 8.1S.

Note: Students will continue to work on this page during Lesson 9.

- Prepare Language Proficiency Recording Sheet for Writing.

Looking at Language

- Find an additional Flip Book image. Prepare questions that will elicit details about the image.

4. Lesson at a Glance

The Lesson at a Glance provides a brief visual summary of the content and sequence of the lesson segments, including designated time and materials.

Advance Preparation

Advance Preparation details any preparation that may be necessary before the lesson. This may include gathering materials or preparing to display Image Cards or Flip Books. Any pertinent Notes to Teacher are also provided in this section.



Lesson Segments

Each Language Studio lesson is divided into segments that focus on explicit instruction to support student proficiency in the primary focus objectives stated in the Lesson Overview.

Rewind

When learning new concepts and skills, ELLs benefit from frequent review and practice. This is especially effective when it involves opportunity for peer collaboration.

Rewind features brief, interactive tasks that review the primary goals of the previous primary instruction lesson. These lessons play an important role in strengthening students' understanding of recently acquired knowledge and skills.

Look Ahead

Previewing content and learning key vocabulary words prior to a lesson enables ELLs to develop or strengthen mental schemas into which they can map newly acquired knowledge. Engaging in discussions, making predictions, and asking questions about a topic prior to instruction helps ELLs build background knowledge that can enhance their understanding of the topic.

Look Ahead allows students to preview or prepare for upcoming lesson content and vocabulary. Activities may include making predictions, previewing key words, and drawing connections with students' prior experiences as well as their linguistic and cultural backgrounds.

Hands-On

Hands-On activities allow ELLs to engage with physical materials during the lesson.

Early learners benefit from focus on the structure and language of various text types and multi-modal learning experiences.

Focus on Text

Focus on Text provides students with the opportunity to learn to compare and contrast different text types (e.g., narrative, informational, opinion).

Vocabulary Building

Explicit vocabulary instruction is especially critical for ELLs because vocabulary plays the most important role in text complexity, and determines how likely students are to understand a text.

Vocabulary Building engages students in exercises that involve learning not only parts of speech and use of conjunctions, but also words with multiple meanings, academic language, and content-specific words.

Looking at Language

Looking at Language involves explicit grammar instruction that encourages students to take a close look at how language is formed at the sentence level and how individual words or phrases within a sentence fit into the text as a whole.

Talk Time

Students learn about language and culture through meaningful use and interaction. Classroom discussions with peers allow ELLs to practice exchanging information, offering opinions, negotiating with others, and adapting language to fit different contexts. This also helps develop social and academic language.

Talk Time provides students with opportunities to engage in collaborative academic conversations and practice using language for academic functions (e.g., asking questions or giving and supporting opinions).

On Stage

On Stage allows learners to present and listen to others' presentations. They may recount experiences, retell stories, or explain ideas from a given lesson.

Oral presentations are effective activities for developing both oral English language proficiency and communication skills. ELLs can practice speaking in English as they orally deliver information to an audience; classmates can practice listening for information and reflecting on the message they received.

Read About It

Read About It provides students with the opportunity to practice processing information presented orally and visually. This lesson segment addresses comprehension of texts being read aloud, in anticipation of learning to engage in classroom discussions about the meaning of texts.

ELLs need to engage with grade-level texts and establish an understanding by gathering facts and details, analyzing how details and ideas develop throughout texts, and making inferences, all while building content knowledge and vocabulary.

Write About It

Writing about a given topic and orally presenting information support development of essential language skills such as reading and comprehension. Writing in response to texts not only provides an opportunity to practice basic writing skills, but it also helps improve reading comprehension, enhance understanding of specific concepts, and build academic vocabulary.

Write About It supports the writing tasks that appear in Primary Instruction. These tasks are generally broken out to support ELLs as they incrementally arrive at a polished piece of writing.

Connections

Background knowledge is among the most significant factors that affect an ELL's ability to comprehend a given topic or text. Drawing upon students' cultural and linguistics knowledge, experiences, and background knowledge can facilitate and promote learning.

Connections introduces students to the organization and basic features of print. Students have frequent opportunities to engage in print concepts (e.g., follow words from left to right, top to bottom, and page by page) and identify significant components of a trade book (e.g., the cover, title page, author, illustrator).



Instructional Strategies

Several instructional strategies are embedded into every Language Studio lesson:

- ✓ Anticipation guides
- ✓ Modify speech
- ✓ Focus on key vocabulary
- ✓ Total Physical Response (TPR) (Students are given commands in English and respond with whole-body actions.)
- ✓ Visual aids
- ✓ Yes/no questions
- ✓ Expand on yes/no questions with expanding and bridging
- ✓ Students are given ample wait time to formulate an answer, or are asked to extend or build on a peer's response.
- ✓ Single word answers
- ✓ Cloze exercises (sentence frames/forms and functions)
- ✓ Expand on student's language/response
- ✓ Role play
- ✓ Model explicit language
- ✓ Facial and hand expressions
- ✓ Think-Pair-Share
- ✓ Graphic organizers (e.g., predicting, describing, explaining, defining)
- ✓ Brainstorming

The Core Connection

Student development of academic language and academic content knowledge are inter-related processes. Language Studio provides students with opportunities to apply the literacy skills they learn in Skills and the background knowledge they develop in Primary Instruction in a small group setting.

Foundational Skills and Background Knowledge

CKLA's complementary approaches are implemented across two instructional strands to provide the differentiated instruction that ELLs need.

Foundational Skills

Skills lessons provide comprehensive instruction in foundational reading skills, including phonological awareness, phonics and word recognition, and language skills such as conventions of English, spelling, and grammar, as well as reading comprehension and writing instruction. Skills lessons include integrated English language development features such as Universal Access, Access Supports, and Additional Support. **Because developing foundational skills is crucial for achieving literacy, it is especially important that students receive this segment of Primary Instruction every day.**

Primary Instruction

Primary Instruction is centered around complex narrative and informational read-aloud texts. This strand focuses on background knowledge and vocabulary acquisition, analysis of complex text, and speaking and listening. Language Studio provides the designated English language development to help students successfully access the core content in Primary Instruction. Language Studio is designed to accompany and aligns with the content in Primary Instruction. **ELLs should receive 30 minutes of additional instruction each day to ensure success in Primary Instruction.**




Keeping Pace with Primary Instruction

Language Studio provides lesson-by-lesson designated ELD instruction to accompany and support every primary instruction lesson in CKLA. Begin each Language Studio domain at the same time as the corresponding CKLA domain (e.g., Language Studio Farms Lesson 4 corresponds with the CKLA Farms Lesson 4). There are a total of 112 30-minute Language Studio lessons in Kindergarten.

Domain Name	Number of Lessons
1 Nursery Rhymes and Fables	12
2 The Five Senses	8
3 Stories	10
4 Plants	11
5 Farms	9
6 Native Americans	8
7 Kings and Queens	8
8 Seasons and Weather	8
9 Columbus and the Pilgrims	9
10 Colonial Towns and Townspeople	10
11 Taking Care of the Earth	10
12 Presidents and American Symbols	9
Total Lessons	112

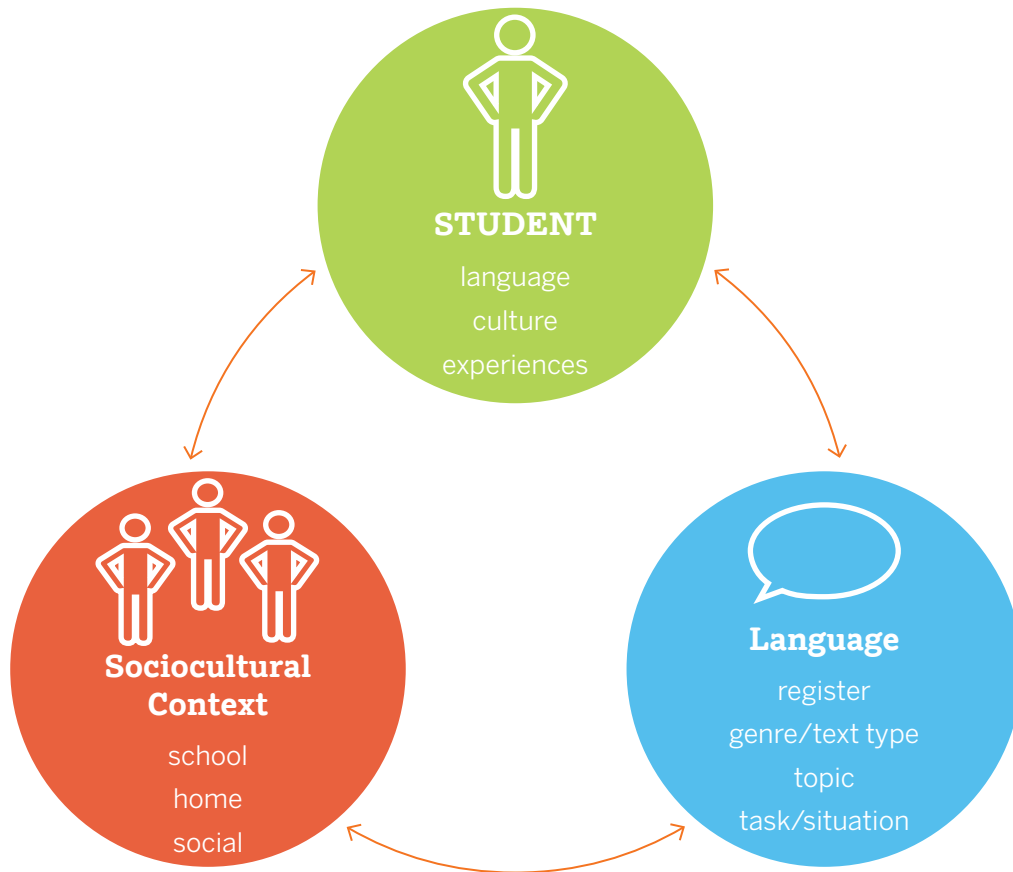
Differentiation





Language Studio provides multiple opportunities to support students as they advance across the language proficiency continuum.

Features of Academic Language



English Language Learners cannot develop academic language in isolation. The sociocultural context of word usage informs academic language development which, in turn, affects a student's ability to produce and understand oral and written communication.

Each Language Studio lesson includes a summary of the linguistic complexity, language forms and conventions, and tiered vocabulary usage addressed in the lesson.

Discourse Features

Discourse Features explains the linguistic complexity of the lesson and identifies how students will use language in interactive and meaningful ways. [Discourse Level]

Language Forms and Functions

Language Forms and Functions provides sentence starters and frames to help boost confidence in language proficiency as ELLs practice vocabulary in context, use academic words, stretch language production, and learn how to frame a response, comment, or question. [Language Level]

Vocabulary

Vocabulary identifies general academic and domain-specific words and phrases that are central to the lesson's theme or topic. It also calls out high-frequency everyday speech or multiple-meaning words used in the lesson. [Word Level]

Features of Academic Language

This table summarizes the specific Features of Academic Language that are introduced or addressed in the lesson (discourse features, language forms and functions, and vocabulary).

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Draw and write about pollution.
- Express opinions about air pollution.
- Expand sentences using details and prepositional phrases.

Language Forms and Functions

_____ pollution is . . .
(Air/Land/Water)

Offer and Support Opinion: I think air pollution is _____.

I think the best way to clean up air pollution is . . .

I think the best way to clean up air pollution is . . . because . . .

I see smog _____ the city that was created _____ exhaust _____ cars.
(over) (by) (from)

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
air pollution smog	harmful	cars

Start Lesson

Lesson 8: Air Pollution

Write About It



Primary Focus: Students will draw and write about pollution.

TAKING CARE OF THE EARTH BOOK (15 MIN.)



Show Image 7A-8: Factory smog

Today we heard an informational text, and the main topic was air pollution.

Ask: What are some facts we learned about air pollution?

» Air pollution is caused by people and produced by cars and factories.

Additional Supports and Differentiation

Support

Support sidebars include additional modifications to reinforce instructional support for ELLs.

Challenge

Challenge sidebars provide options to extend activities for students who may be ready for an additional challenge.

Support

Sentence starter:
"_____ (Air/Land/
Water) pollution is . . ."



Speaking Using Nouns and Noun Phrases

Entering/Emerging

Point to an object in the image and have students name it. Then say a detail or particular attribute about the object (e.g., small grain, fluffy chick) and have students echo.

Transitioning/Expanding

Invite students to point to an object in the image and help them think of details and attributes about that object. Then have them use a detail or attribute to create a sentence.

Bridging

Ask questions that build on each other and have students expand sentences by adding details.

Challenge

Students work with their partner to ask questions and expand their own sentences.

Embedded Supports

Support, Challenge, and Access supports focus on developing English language proficiency and content knowledge during instruction. Support and Challenge supports include suggestions for supporting or extending the instruction in a specific lesson segment. Access supports provide tiered instruction to support all levels of English language proficiency in relation to the lesson's primary focus objectives.

This allows in-lesson flexibility to address specific learning needs by suggesting ways to adjust the pacing of instruction, providing guidance on explicit instruction for academic and domain-specific vocabulary, and offering deeper support for syntactic awareness. Access supports also feature instructional tools to adjust:

- Required modes of participation, such as using visual supports or receptive approaches for checking comprehension, assignments given in home language, and explicit references to academic English.
- Expressive language demands, such as providing sentence frames and providing yes/no rather than open-ended questions.
- Timing/immediacy of support during the lesson, such as providing additional scaffolds, such as pictures or props, and explicit attention to vocabulary.

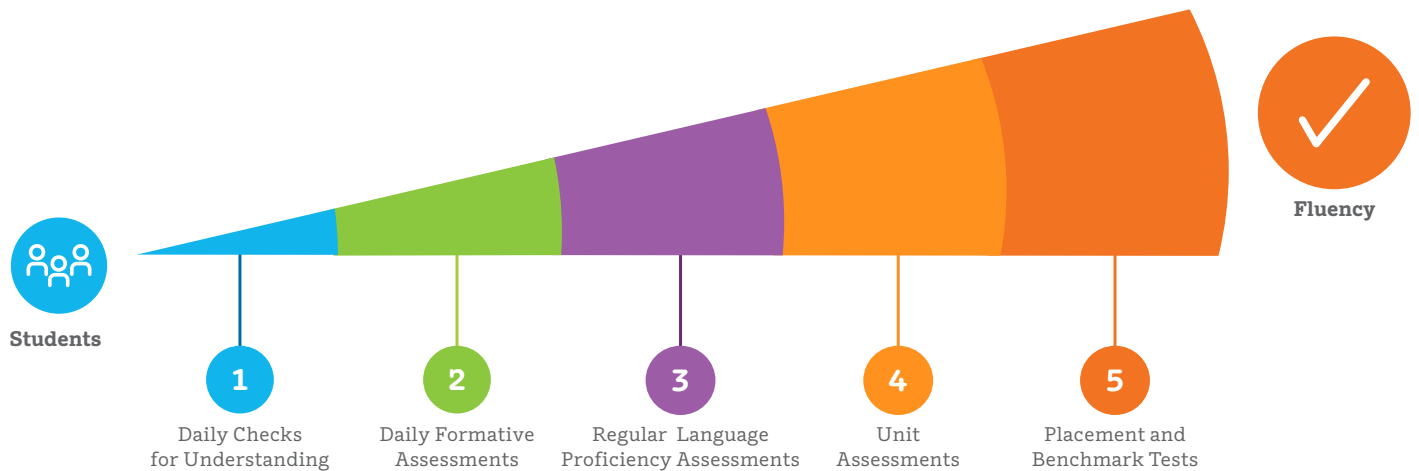


Assessment



Checks for Understanding and Formative Assessment provide information to help determine areas where additional support and practice are needed.

Student Performance Assessment



Checks for Understanding, Formative Assessments, and Informal Observation provide the information to seamlessly and effectively differentiate instruction.

Each Language Studio lesson segment includes a Formative Assessment and/or Language Proficiency Assessment to monitor individual student performance and track progress in the primary lesson objectives. Quick Checks for Understanding to evaluate student performance, as a group, are also designated throughout each lesson.

Careful attention to this information, collected on a daily basis, will make it possible to quickly determine which students may benefit from reteaching and/or more practice in particular areas. These assessment opportunities are clearly marked at the point of instruction at which they are suggested to be administered.

Domain-specific content assessments (Mid-Unit and Unit Assessments) and grade-level placement and/or benchmark tests (Beginning-of-Year and End-of-Year Assessments) for all students are included in Primary Instruction materials.



Check for Understanding

It is important to pause periodically to monitor student understanding and determine whether students are ready to move on with a particular concept. These exercises will identify areas within the context of the lesson where it might be helpful to adjust instruction. Checks for Understanding are often presented as oral peer collaboration exercises.

For partner grouping, such as with **Turn and Talk**, plan how to pair students before the lesson. For example, pair students with home language peers or emerging learners with mentors who are more secure in the specific objective. As students interact with a peer, make a point to listen to partner pairs to evaluate each student's level of understanding, and take the opportunity to correct any misconceptions.



Check for Understanding

I'm going to say some sentences using the word *rock*. Hold up one finger if my sentence tells about *rock* in picture one; two fingers if my sentence tells about *rock* in picture two; three fingers if my sentence tells about *rock* in picture three.

- Jarvis's cousin likes to listen to rock music. (3)
- Sofia has a big rock collection of more than fifty rocks. (1)
- Ly and Hsu took turns hopping onto the rock in the middle of the stream. (1)
- Candice loves it when her grandmother rocks her in her arms. (2)
- Rock music is sometimes played loudly. (3)
- The sailboat rocks back and forth on the sea. (2)



Formative Assessment

Each Language Studio domain includes several opportunities for Formative Assessment. Formative Assessments range from in-the-moment adaption to opportunities for individual, small group, and whole group reteach and review. These tasks are used to monitor the extent to which students are mastering the primary lesson objectives. Formative Assessments often include a corresponding activity page with prompts or questions that allow students to apply the primary knowledge or skills of the lesson.

Formative Assessments may also be a small group project or presentation that allows students to demonstrate proficiency and receive timely feedback. Student performance on these activities will provide a clear picture of individual progress and help identify whether and how to differentiate instruction.

Depending on group size, it may not be possible to observe every student during every lesson segment. The overall goal is to observe each student's performance in primary focus objectives at least once over the course of the domain. To record and track student performance, use an Observation Record like the one provided in Teacher Resources.



Formative Assessment

Expanding Sentences: I will call on some of you to share your sentence with the added detail or adjective.

- » Answers will vary, but could include sentences like the following:
 "The banana is yellow and sweet"; "The orange is orange and sour"; "The corn is yellow and crisp"; "The pear is green and grainy."



Language Proficiency Assessment

Students develop language proficiency in listening, speaking, reading, and writing interdependently, as well as at different rates and in unique ways. Several lesson segments designate opportunities to evaluate individual student proficiency levels in one or more of these Language Domains. These tasks provide students the opportunity to demonstrate specific skills in relation to a continuum of proficiency or standards and serve as informal performance-based assessments.



Retelling the Fable

After you have sequenced the pictures, retell the fable with a partner.

Note: Retelling can also be done in small groups or with home language peers.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate student’s language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Reading
Knowledge/Lesson	K1L11
Activity Name	Retelling the Fable
Proficiency Levels	
Entering	Student repeats key words from a story.
Emerging	Student identifies key words and phrases from a story with support.
Transitioning	Student retells events from a story with prompting and support.
Expanding	Student retells events from a story.
Bridging	Student retells the beginning, middle, and end of a story.

Language Proficiency Recording Sheets

To facilitate evaluation of student language proficiency, an Evaluation Tool is located at the end of each Language Proficiency Assessment exercise. This chart provides a brief description of what students at each proficiency level should be able to produce and often includes suggestions for additional support.

Use the Recording Sheets located in the back of this Program Guide to track and record student proficiency and note any specific areas of concern or success.

Note: See page 7 of the Welcome section for more information on Proficiency Levels.

As the primary goal of Language Studio is to move students toward fluency, it is essential to consistently monitor and track student progress. Before the start of each domain, prepare the Language Proficiency Recording Sheets provided in Teacher Resources, one for each student. Over the course of the domain, observe each student and note student performance. Use this record to gain valuable insight into gaps in individual language proficiency and determine the need for remediation and support.



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Kindergarten

Teacher Resources





Informal Observation

RECORDING SHEET

Student Name: _____ Domain: _____

Listening	Primary Focus:
	Comments:
Reading	Primary Focus:
	Comments:
Speaking	Primary Focus:
	Comments:
Writing	Primary Focus:
	Comments:

**RECORDING SHEET**

Student Name: _____

Activity	Proficiency Level	Comments
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	



Language Proficiency Reading

RECORDING SHEET

Student Name: _____

Activity	Proficiency Level	Comments
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	



RECORDING SHEET

Student Name: _____

Activity	Proficiency Level	Comments
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	



Language Proficiency Writing

RECORDING SHEET

Student Name: _____

Activity	Proficiency Level	Comments
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	



Dear Family Member,

This year we will use Language Studio for the English Language Development part of our instructional day.

Language Studio is a component of the Core Knowledge Language Arts curriculum. In Language Studio, each lesson focuses on developing and strengthening academic English language. Not only will Language Studio develop your child's academic English vocabulary, but it will also build his or her grade-level content knowledge to ensure success. Throughout the instruction your child will preview and reinforce language and content from the CKLA Primary Instruction.

Lessons will focus on reading, writing, listening, speaking, vocabulary, and grammar. Your child will actively engage with these lessons through hands-on opportunities, collaborative conversations, multimedia presentations, and interactive games.

Your child will advance his or her English proficiency levels and move closer to fluency. Language Studio will help students master standards and will teach your child to meaningfully engage with language and the wider world.

Although the primary goal of Language Studio is gaining English proficiency along with content knowledge, we know that students with strong skills in their home language fare better in language learning. One way to encourage a student's growth is to read and share with your child what you know about the subject he or she is learning about this year by asking and answering questions in your home language.



Estimado(a) familiar,

Durante este año utilizaremos Language Studio en nuestras actividades educativas para el desarrollo del idioma inglés.

Language Studio es un componente del programa de estudios de Core Knowledge Language Arts en el que cada lección se centra en desarrollar y fortalecer el nivel académico del idioma inglés. Con Language Studio su niño(a) no sólo desarrollará su nivel académico del idioma inglés, sino que además aumentará sus conocimientos con respecto al contenido de su grado para asegurar que tenga éxito. Durante las actividades pedagógicas, su niño(a) tendrá la oportunidad de ver anticipadamente y trabajar en una parte del programa de educación primaria de CKLA.

Las lecciones se centrarán en leer, escribir, escuchar, hablar y adquirir vocabulario y conocimientos de gramática. Su niño(a) participará activamente en estas lecciones a través de actividades prácticas, conversaciones colaborativas, presentaciones en multimedios y juegos interactivos.

Su niño(a) avanzará en su nivel de competencia en el idioma inglés y mejorará su fluidez. Language Studio ayudará a que los estudiantes dominen los estándares respectivos y le dará a su niño(a) la capacidad de interactuar en forma significativa con el idioma y con el mundo a su alrededor.

Si bien el propósito principal de Language Studio es lograr que los estudiantes adquieran un nivel de competencia en el idioma inglés, además de los conocimientos respectivos del contenido, sabemos que aquellos que tienen un conocimiento sólido del idioma que hablan en su casa tienen resultados mucho mejores aprendiendo otro idioma. Una forma de estimular el avance de los estudiantes es leer y compartir con su niño(a) todo lo que usted sabe acerca del tema que está estudiando este año, haciendo y contestando preguntas en el idioma que hablan en su casa.



Kindergarten

Resource Pages



Language Studio 2

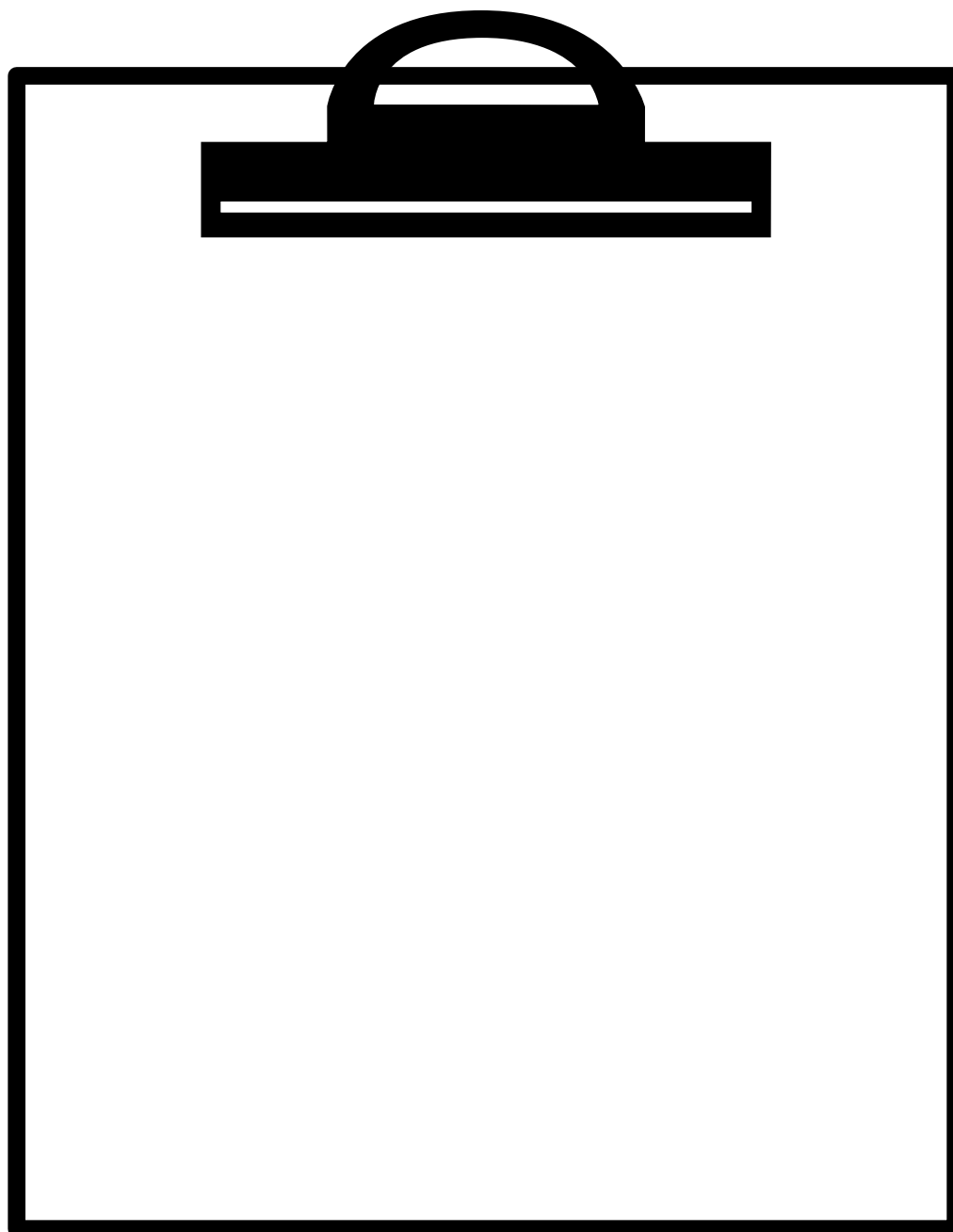
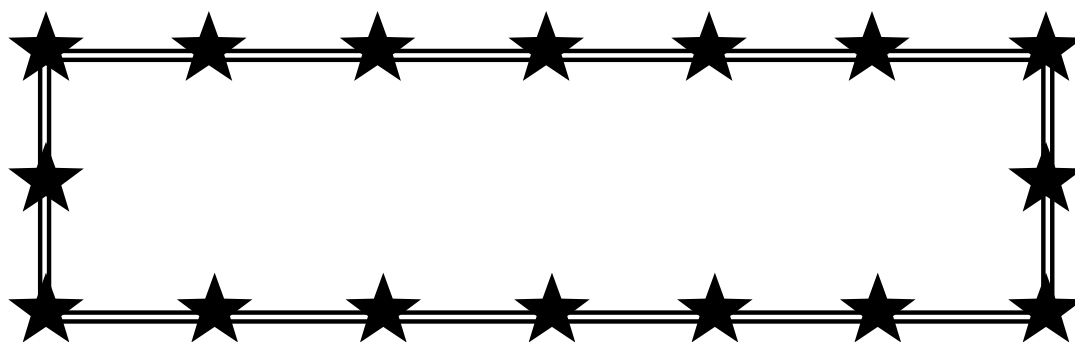
The Five Senses

Resource Pages



2.1S

(Viewing Guide)



Language Studio 4

Plants

Resource Pages





I'm a little flower
with petals bright.
I grow in gardens,
I'm such a sight.
Although I may be different,
My needs are the same:
food, air, sunshine, and the rain.



I'm a very tall tree,
I grow so high.
I live in forests
where bluebirds fly.
Although I may be different,
My needs are the same:
food, air, sunshine, and the rain.



I'm a prickly cactus,
with many spines.
I live in deserts
where the sun shines.
Although I may be different,
My needs are the same:
food, air, sunshine, and the rain.



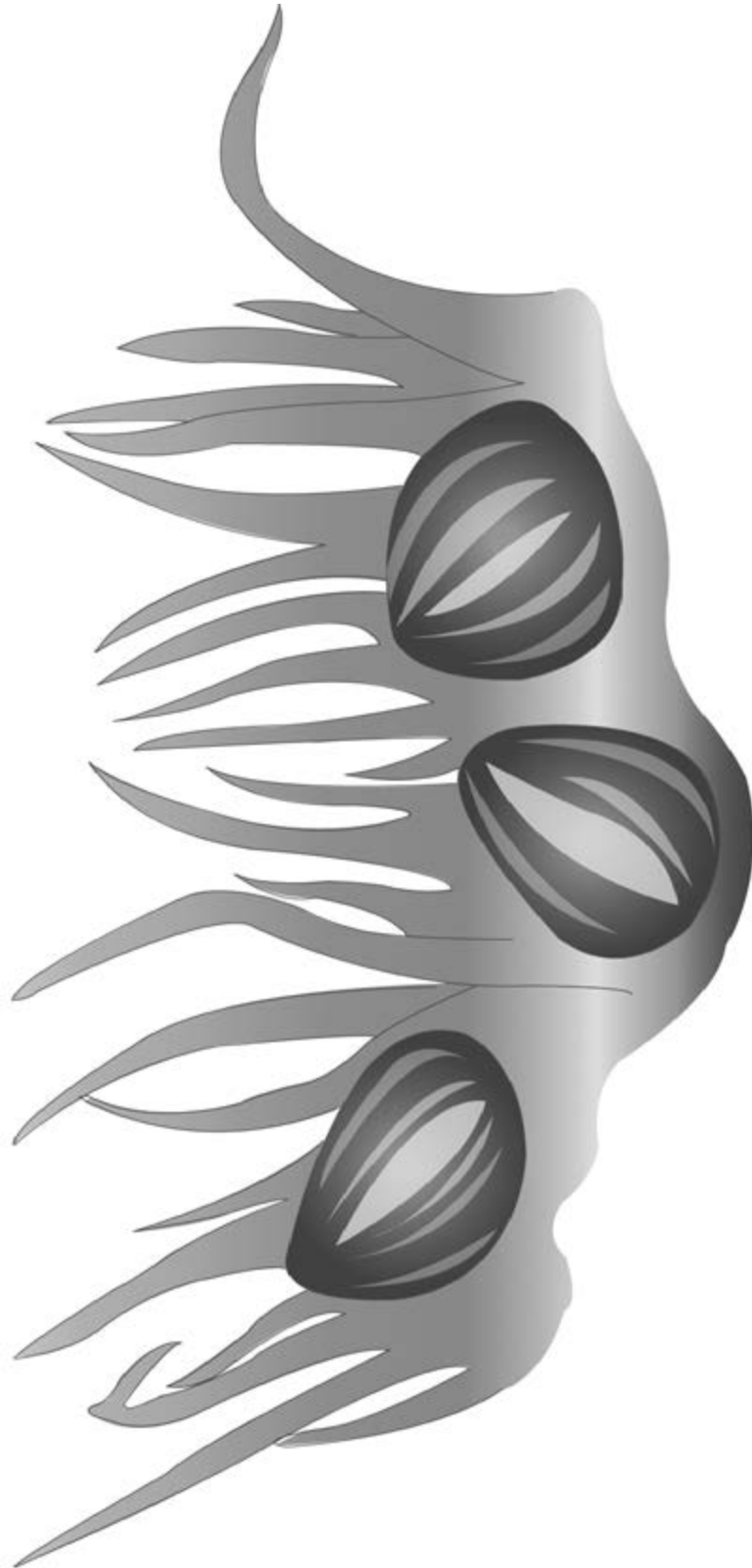
I'm a silky sea plant
with leaves like fins.

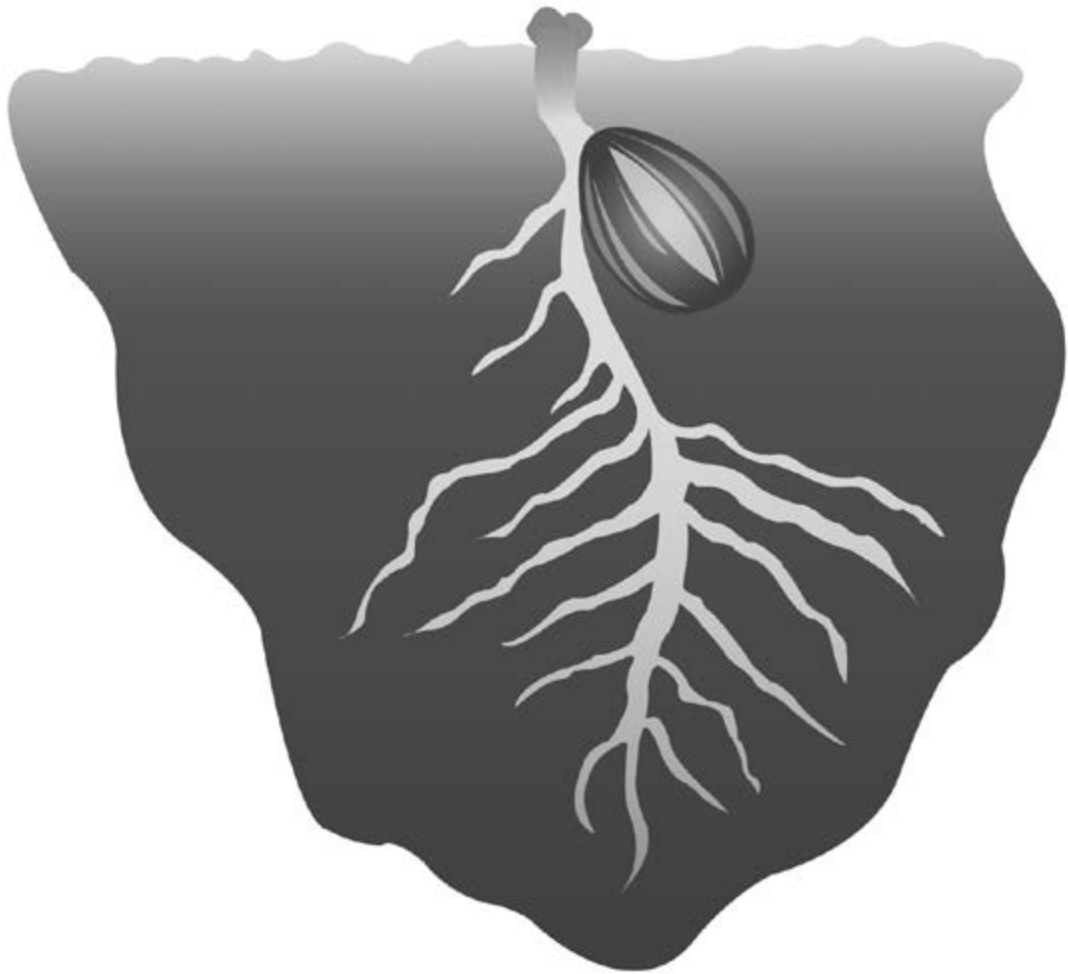
I'm underwater
where fish do swim.

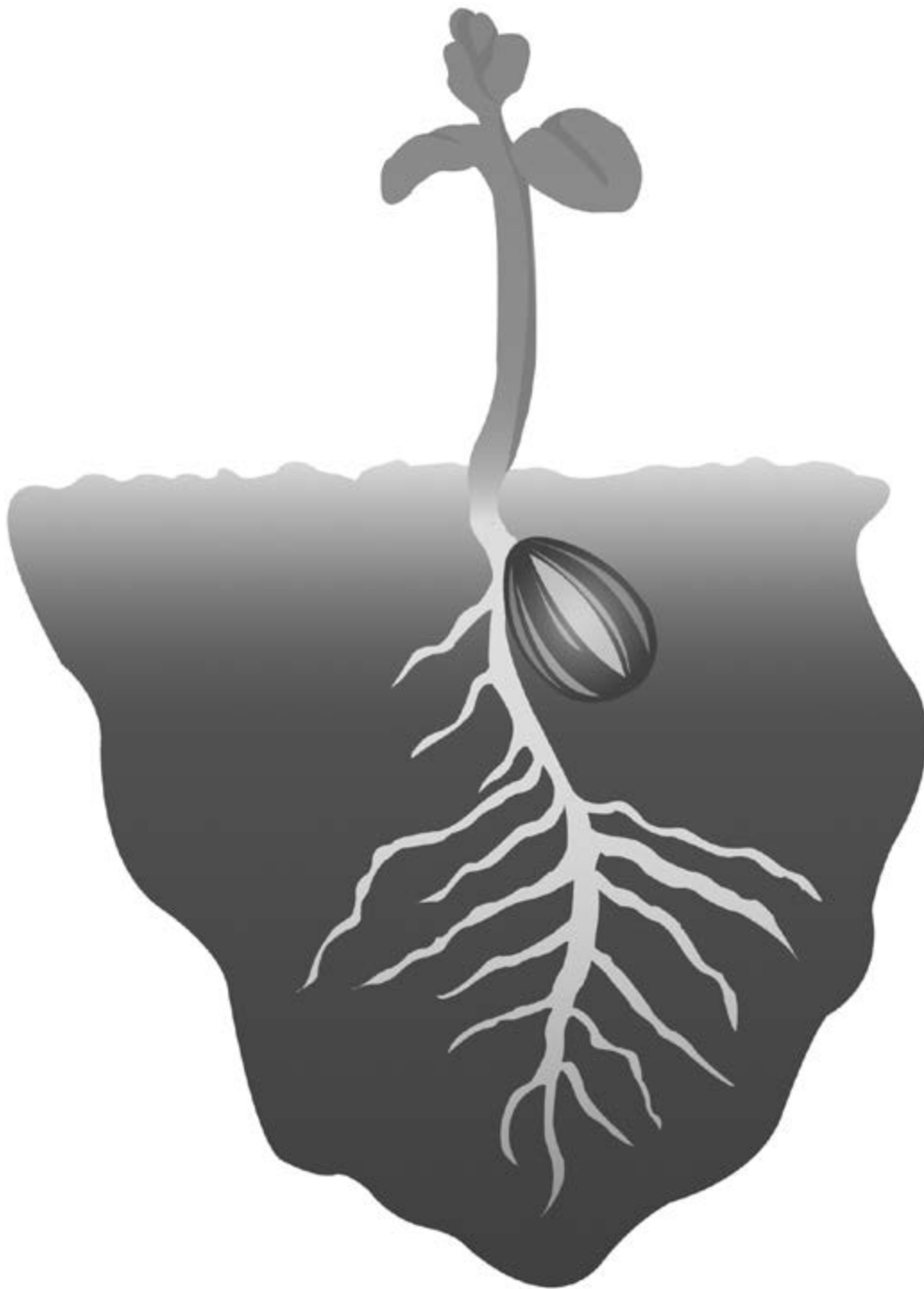
Although I may be different,
My needs are the same:
food, air, sunshine, and the rain.



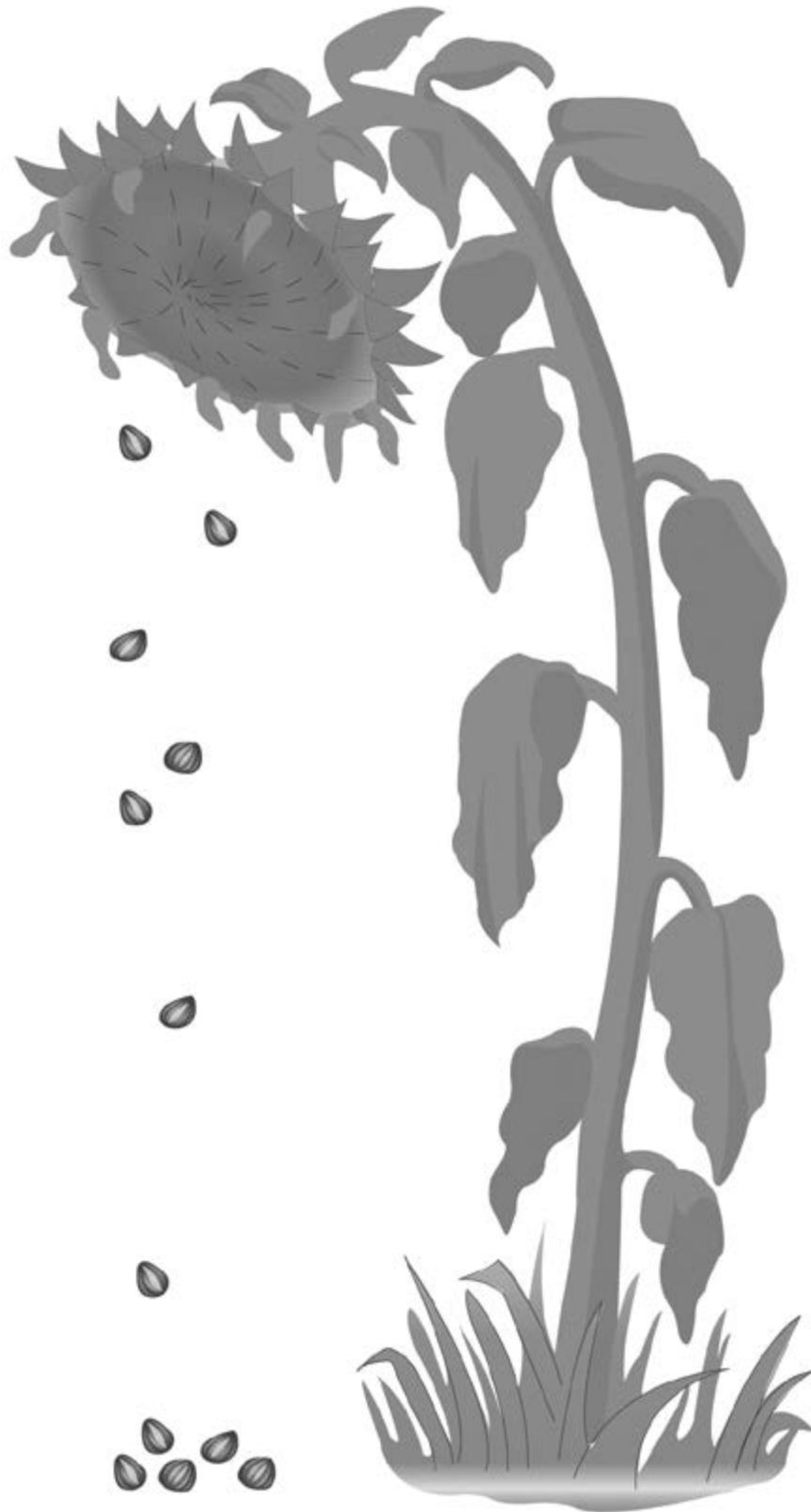
I'm a pretty houseplant,
Always there.
I live in your house,
I need your care.
Although I may be different,
My needs are the same:
food, air, sunshine, and the rain.











Language Studio 5

Farms

Resource Pages



Title: _____

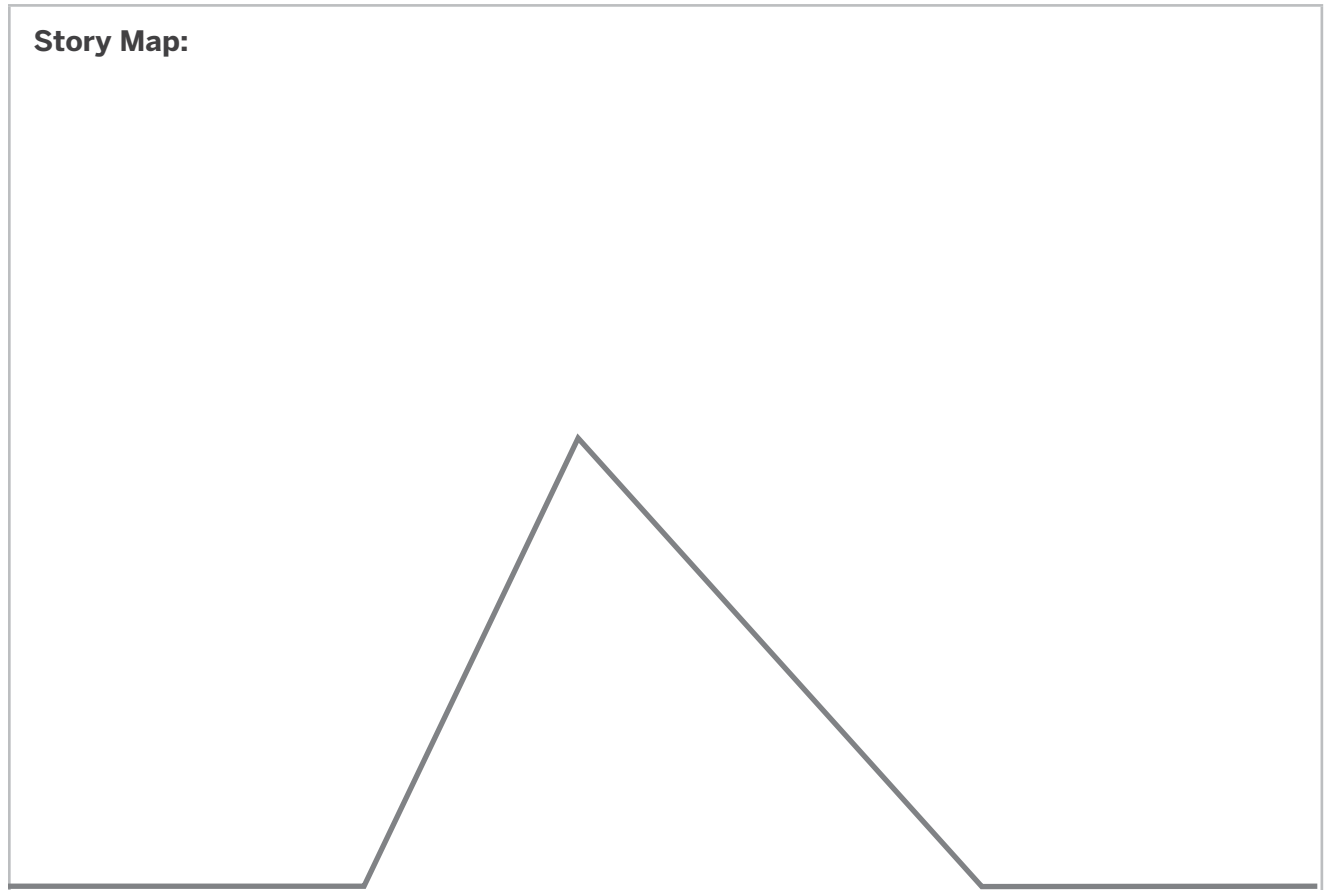
Author: _____ **Illustrator:** _____

Story Elements

Characters/Who:

Setting/Where & When:

Story Map:



On the Back: Draw/write about your favorite part of the story or what you learned from the story.

Topic: _____

Author: _____

Text Features

- | | |
|--|--|
| <input type="checkbox"/> Title | <input type="checkbox"/> Maps |
| <input type="checkbox"/> Headings | <input type="checkbox"/> Charts & Graphs |
| <input type="checkbox"/> Pictures & Captions | <input type="checkbox"/> Glossary |

Important Words

Word	Definition
1.	
2.	
3.	

Key Facts or Details

✓ 1.

✓ 2.

✓ 3.

✓ 4.

I WONDER... _____

On the Back: Draw/write about something you learned from the text.



Making Bread

Note: Be sure to check with your school's policy regarding food distribution and allergies.

You may wish to use your own bread recipe or use the following simple recipe.

You will need:

1 1/2 cup warm water

3 1/2 teaspoons dry yeast

1 1/2 teaspoon salt

2 teaspoons sugar

5 cups high-gluten flour (bread flour, not regular flour)

5 tablespoons extra-virgin olive oil (This will yield about three loaf pans of bread)

Directions:

Note: This can be done ahead of time, or you may wish to do this in front of the class while explaining the steps.

1. Place warm water in a warm mixing bowl and add yeast. (Tell students that yeast will make the dough rise or get bigger later.) Stir to dissolve and let stand 3 minutes.
2. Add salt and sugar and stir through.
3. Add flour and olive oil and mix using your hands until you can knead the dough without it sticking to your fingers.

Student Participation

1. Have students wash and dry hands. Powder their hands with flour.
2. Give each student a section of dough. Show students how to knead the dough. Then have students knead the dough until a firm, smooth ball is formed—about 15 minutes.
3. Place balls of dough on a lightly oiled baking sheet. (You may wish to write students' names on sticky notes to place next to their balls of dough). Cover the dough with a clean towel, and allow it to rise in a warm place until its size is doubled—about 1 hour. Have students observe what happened to their ball of dough.

Baking Instructions

1. Preheat oven to 375 degrees. Bake for about 15 minutes.



Language Studio 6

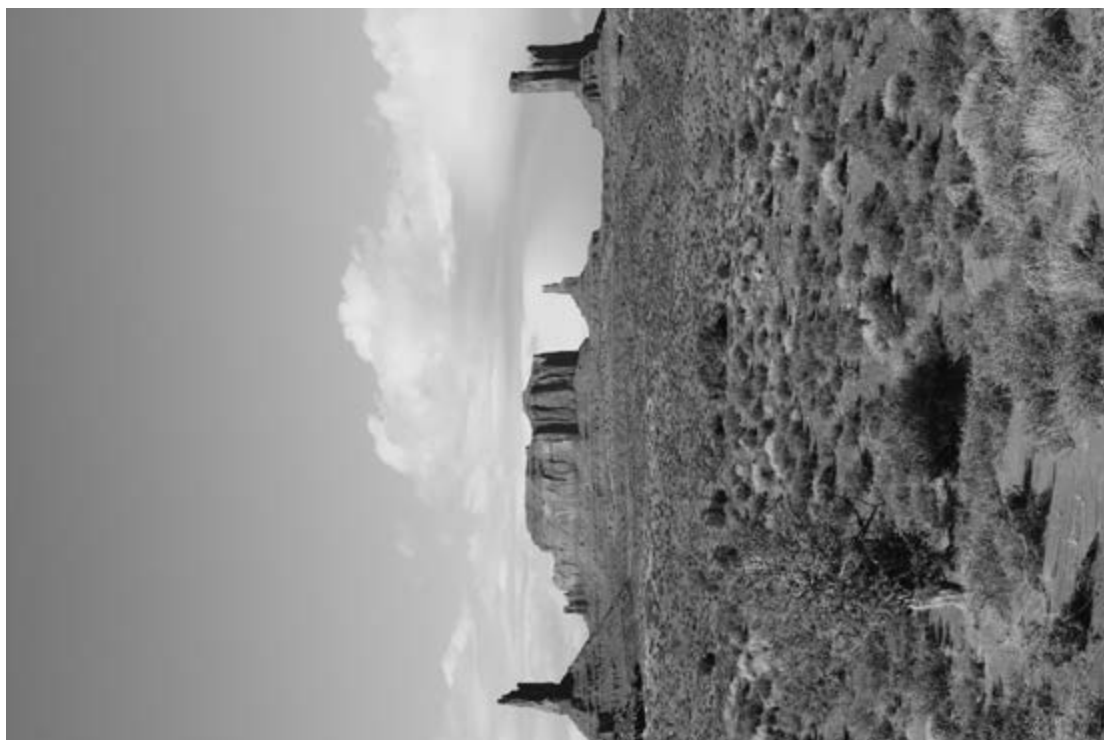
Native Americans

Resource Pages



6.1S

(Environment Photo Cards)





Lenape



Wampanoag



Lakota Sioux















Language Studio 9

Columbus and the Pilgrims

Resource Pages





The Indies in Asia had gold and spice.
The Indies in Asia had gold and spice.
But it was a distant land,
Miles and miles across the sand.
It was difficult to get the gold and spice!



Columbus made a plan to sail west.
Columbus made a plan to sail west.
The king of Spain thought it was neat,
So he gave him his own fleet
To search for riches in the east by sailing
west!



In 1492 Columbus sailed the ocean blue.
In 1492 Columbus sailed the ocean blue.
The Niña, Pinta, and his ship,
The Santa María made the trip.
In 1492 Columbus sailed the ocean blue.



Columbus thought he found the Indies.
Columbus thought he found the Indies.
He thought that he'd find gold,
But he had no luck, we're told.
Because he wasn't really in the Indies.

Somebody	
Wanted	
But	
So	
Then	





We are Separatists and we believe
That we should worship as we please.
But King James has ordered us to pray,
So we've decided to move away.



I am the *Mayflower*. I'm the ship
To take the Pilgrims on their trip.
They are sailing west to the colonies
So they can worship as they please.



We're the Wampanoag and we live here.
We helped the Pilgrims survive their first
year.
We taught them to plant crops, including
maize.
We shared a feast and all gave praise.

Wh- Question Chart	
Who	
What	
When	
Where	
Why	





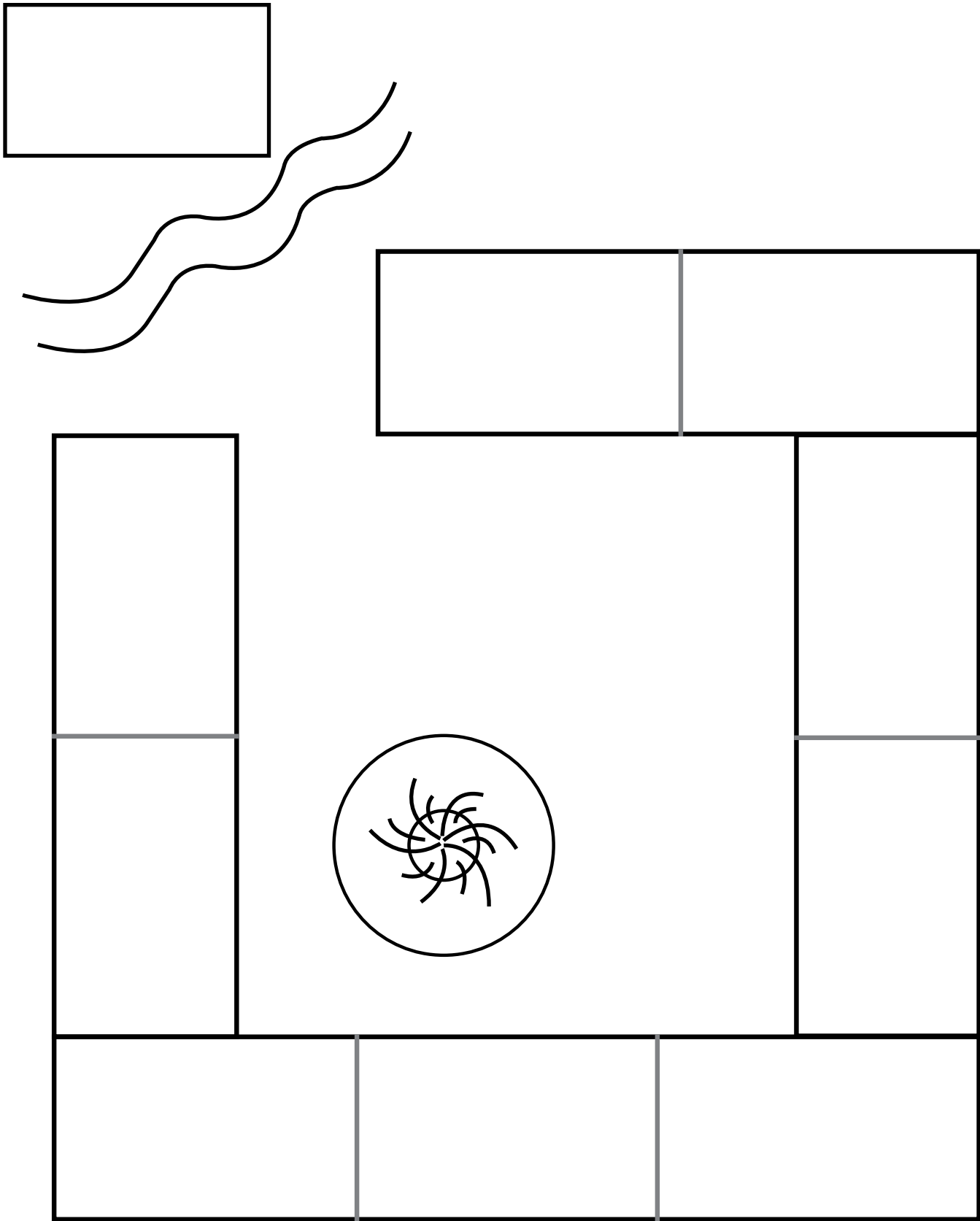
Language Studio 10

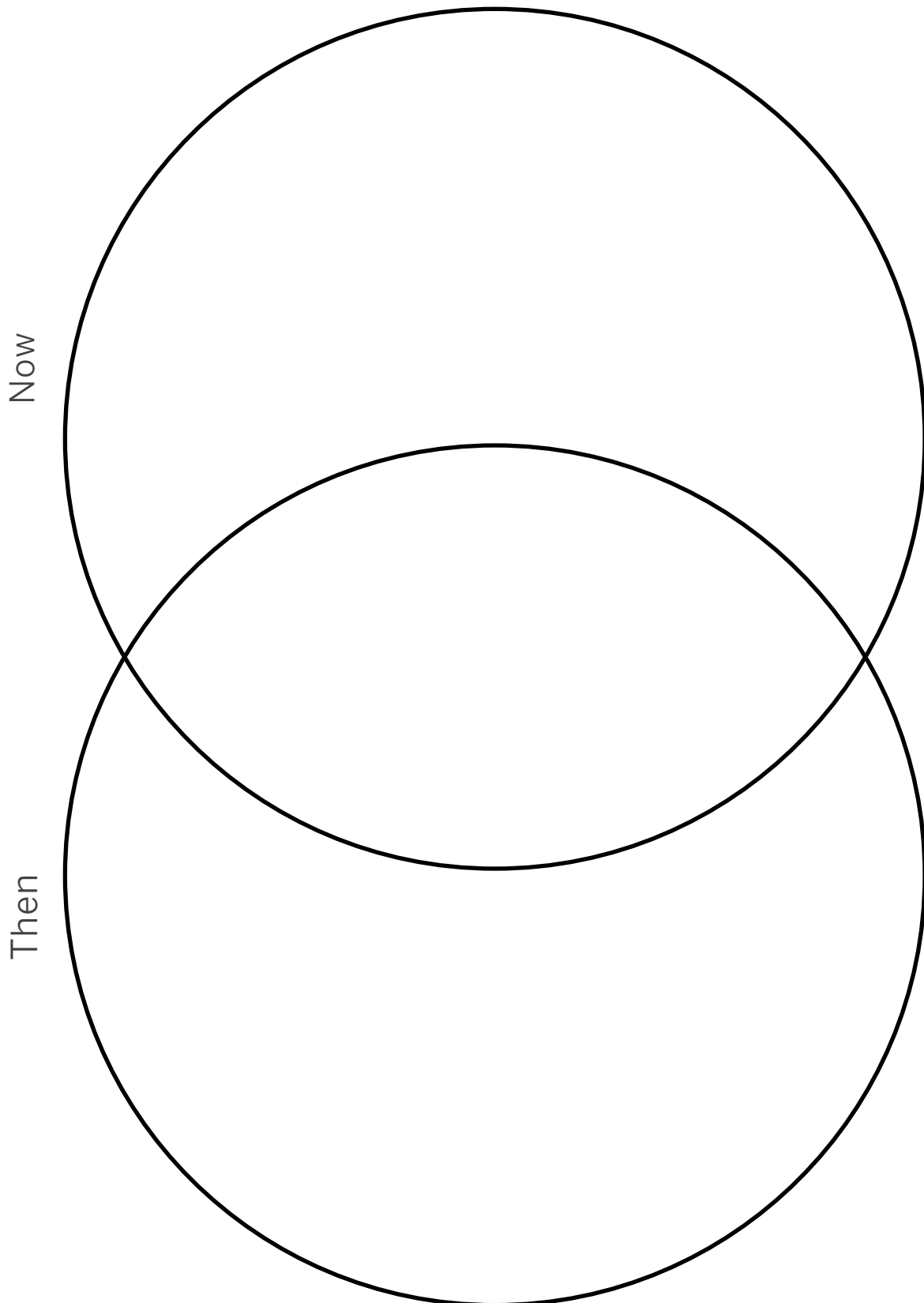
Colonial Towns and Townspeople

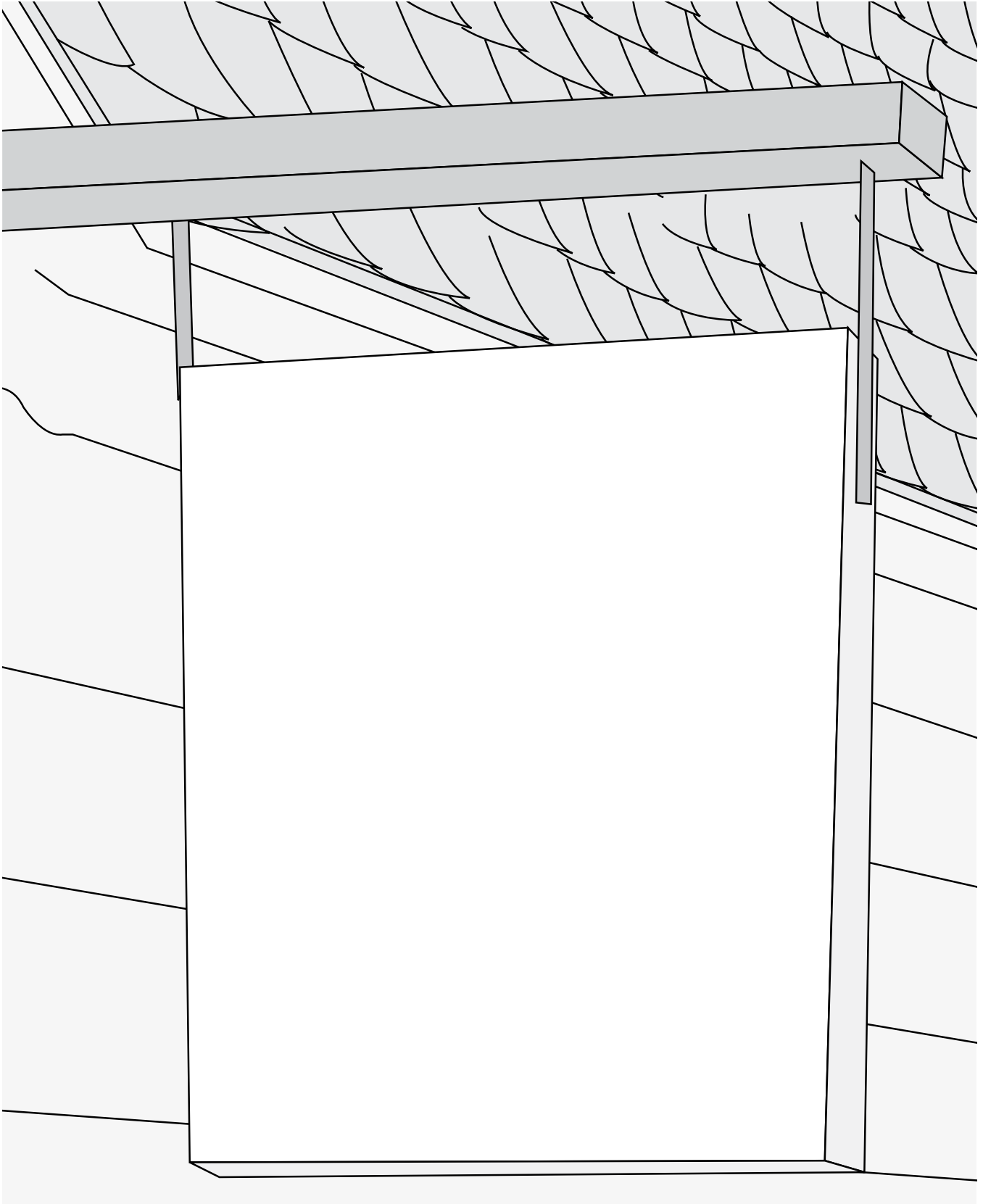
Resource Pages



Chores Chart	
Long Ago	Today
cut firewood feed chickens hang up laundry plow fields/plant crops feed farm animals make candles fetch water milk cows churn butter pick cotton shear sheep sew and weave	[students' sticky notes]



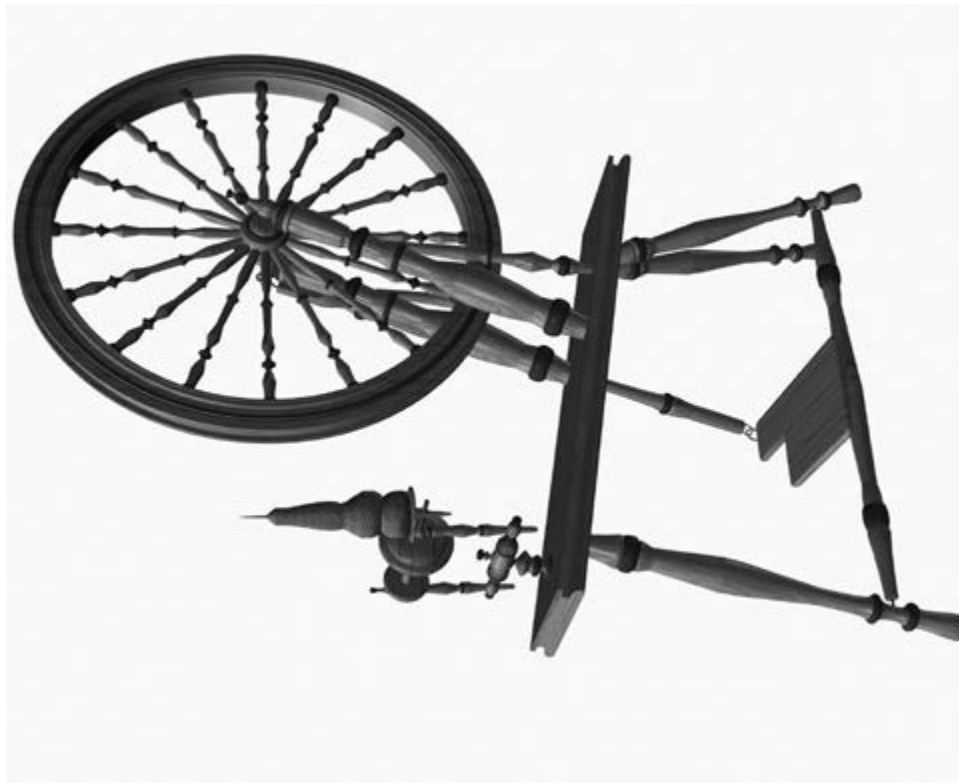










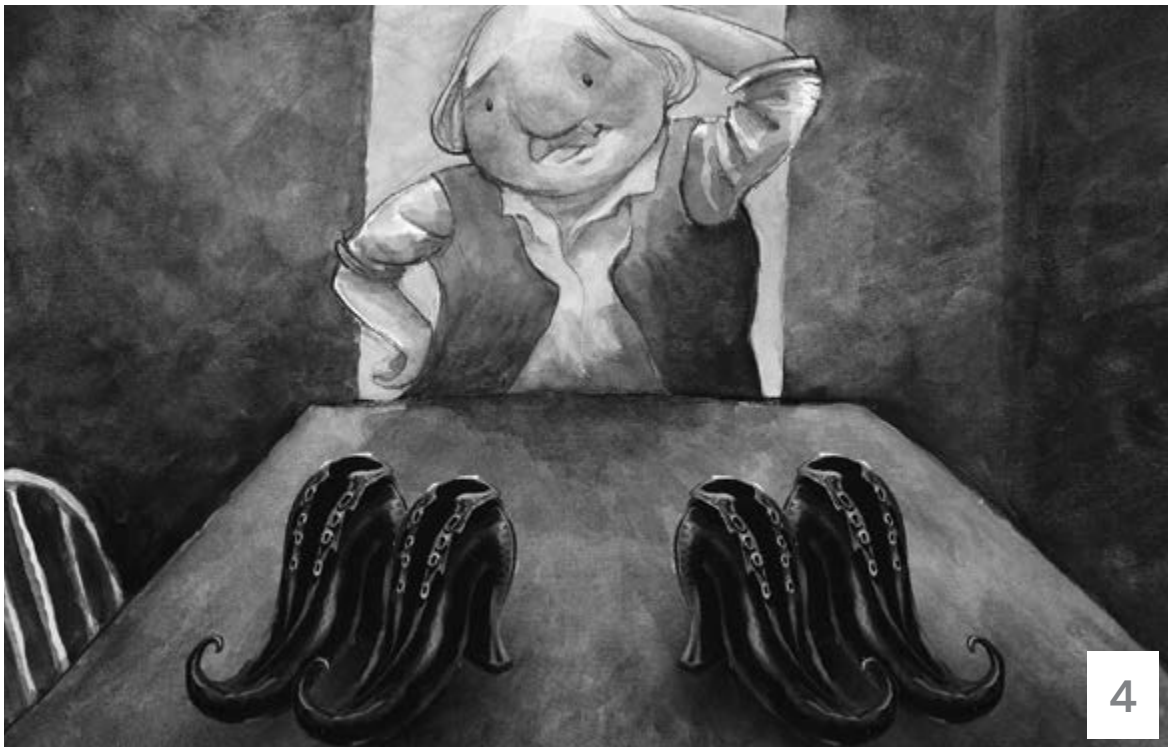












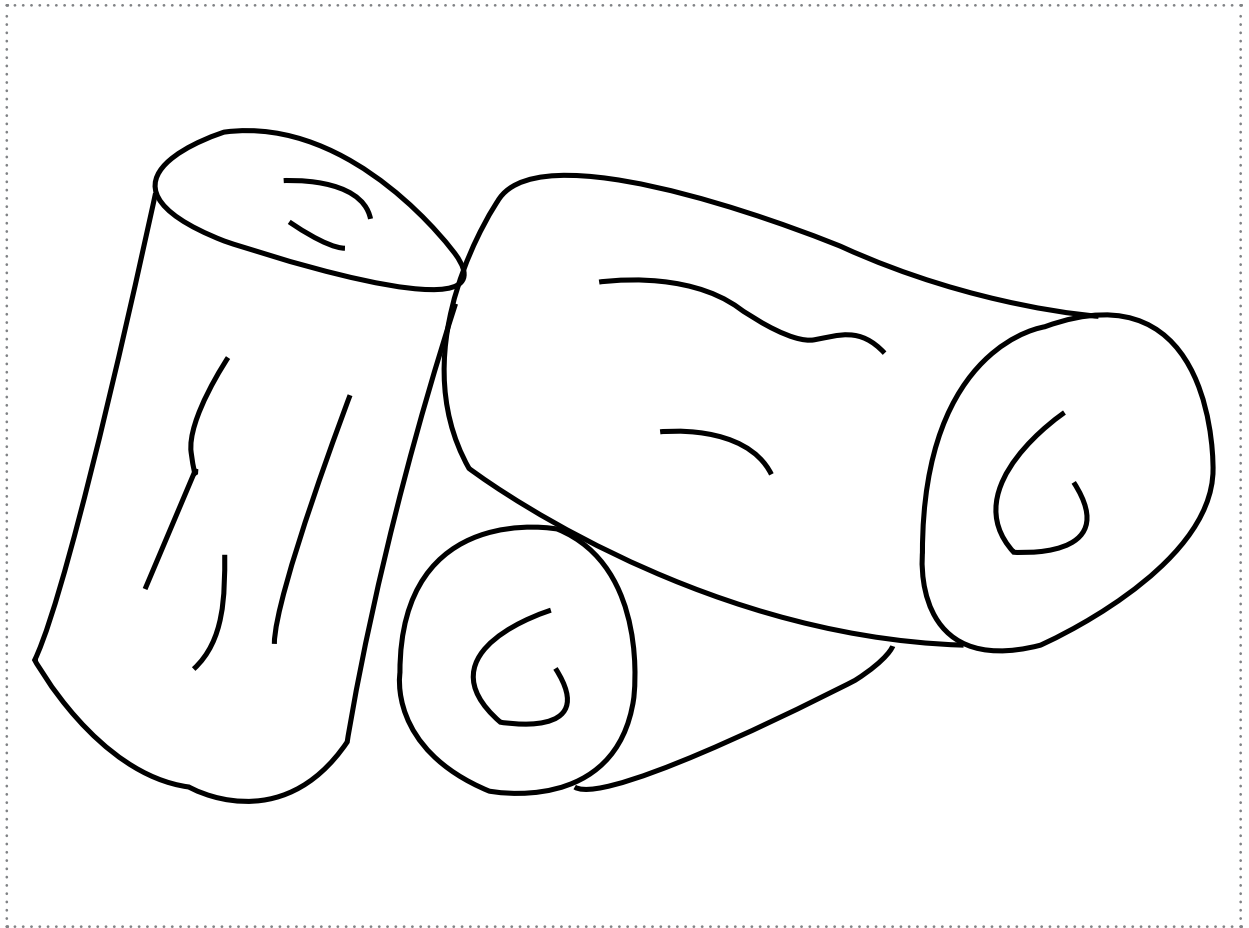


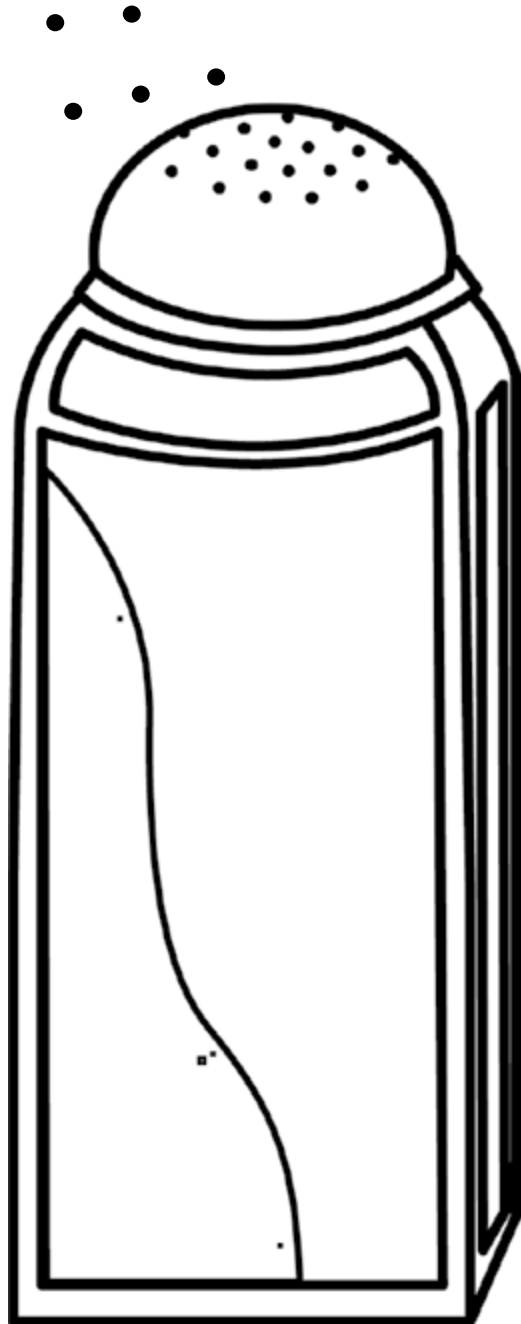


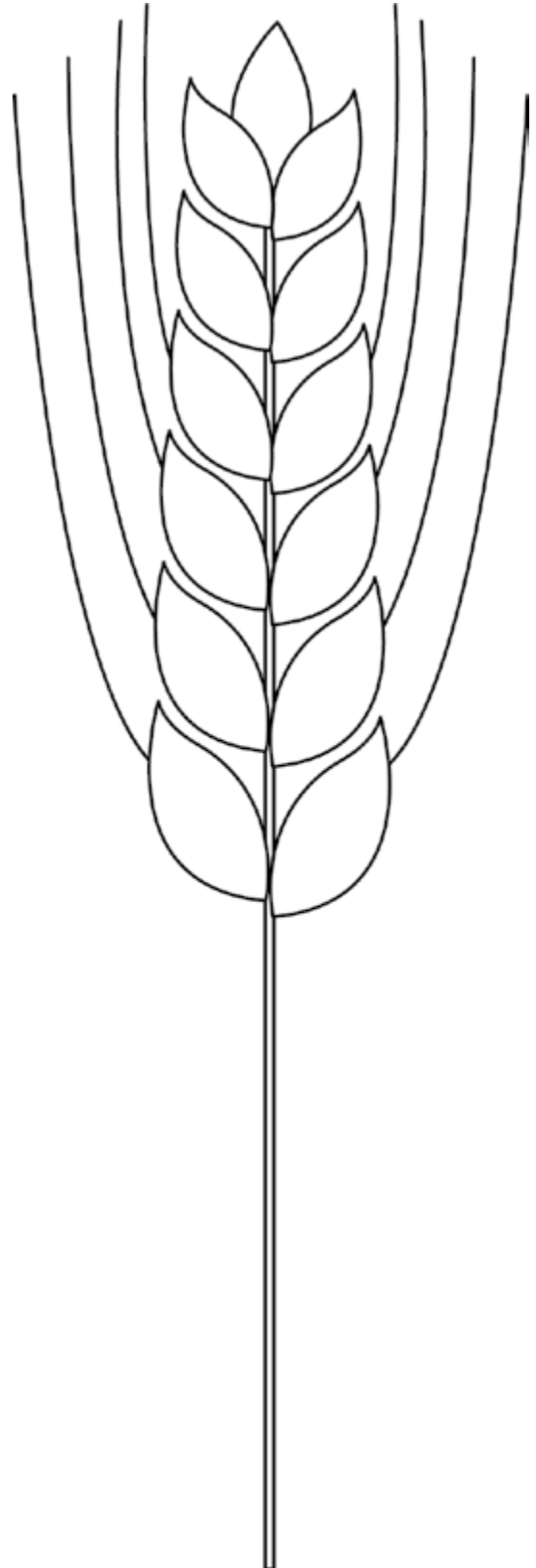
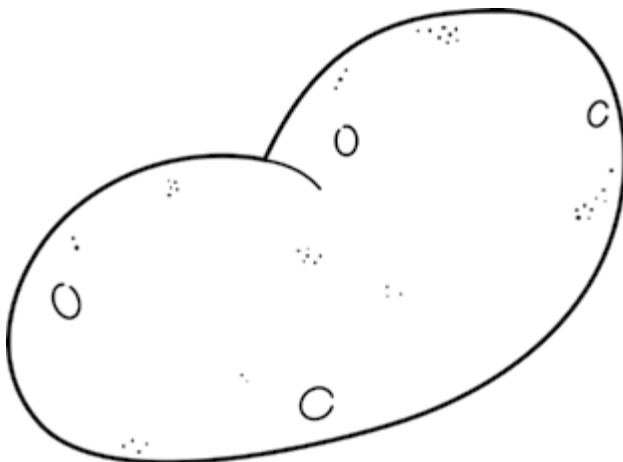


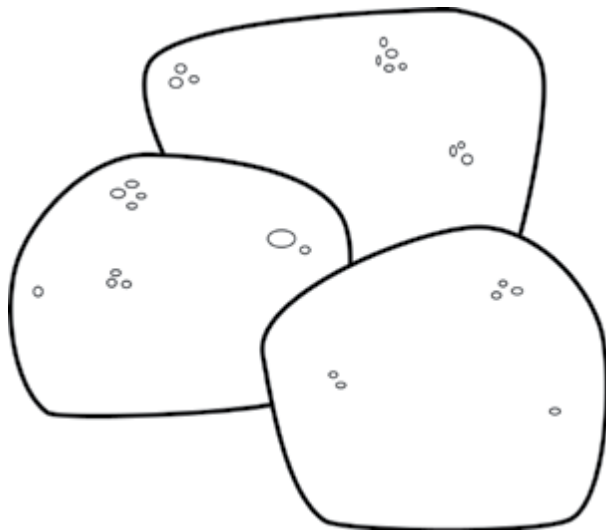
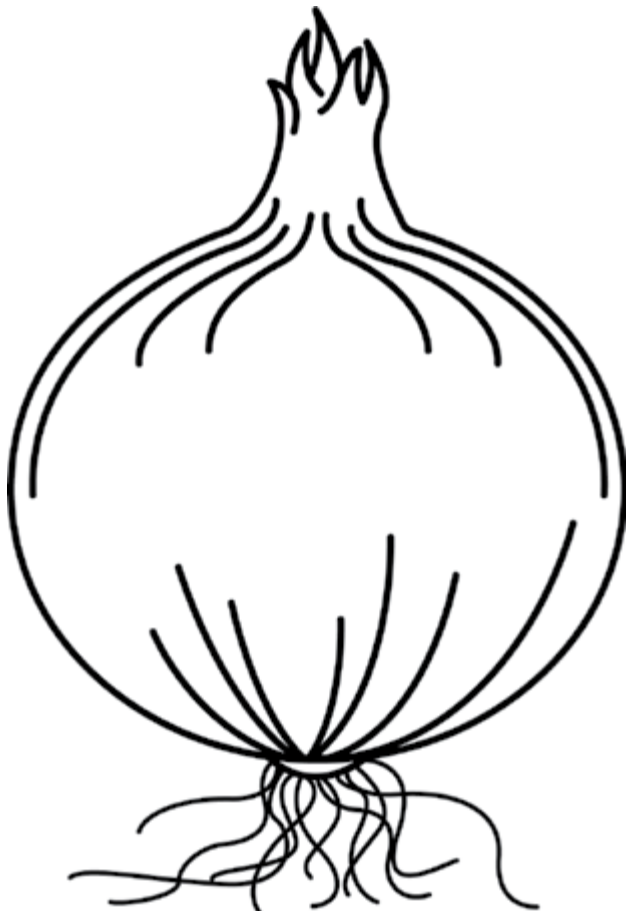












Language Studio 11

Taking Care of the Earth

Resource Pages



11.1S

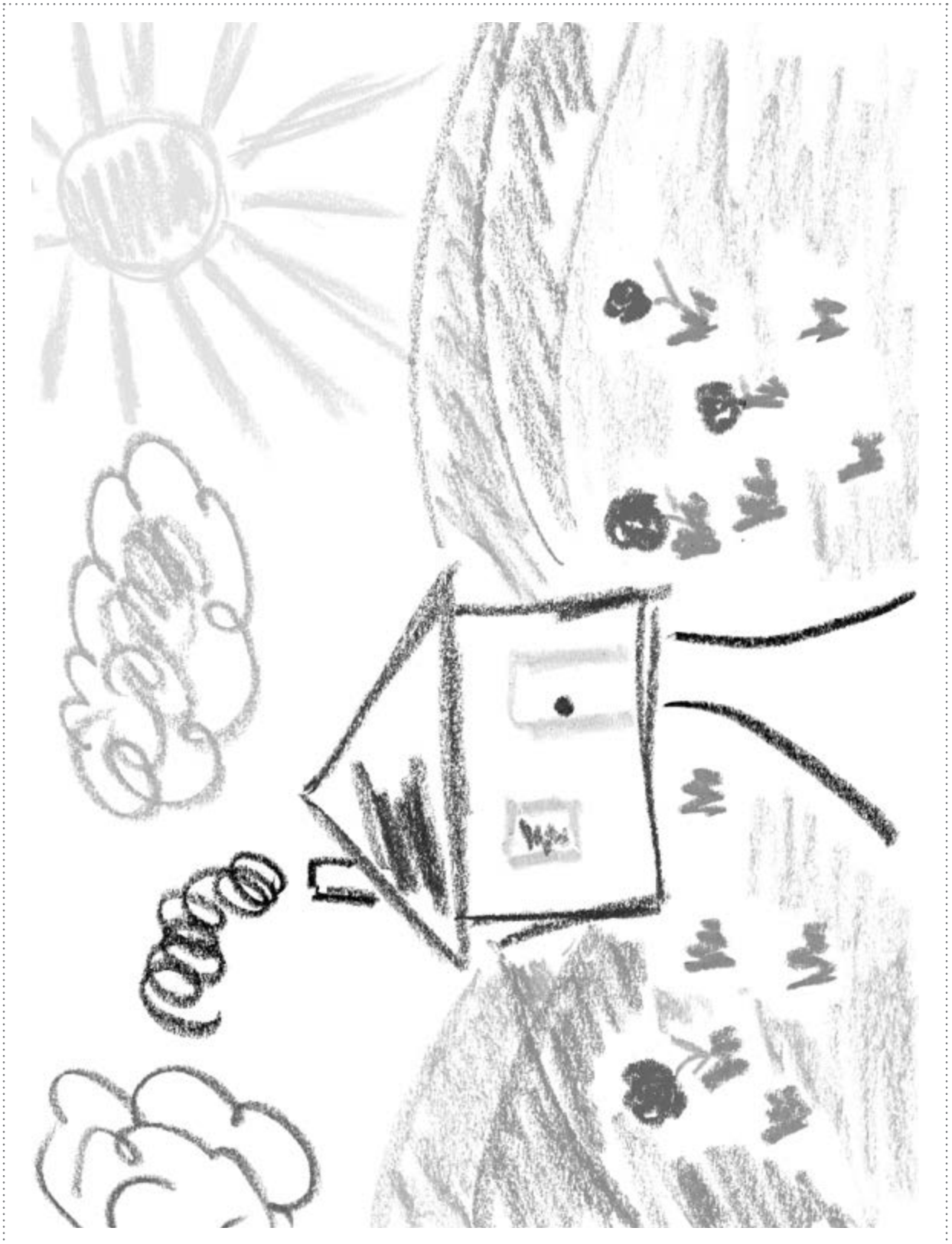
(Natural Resources)

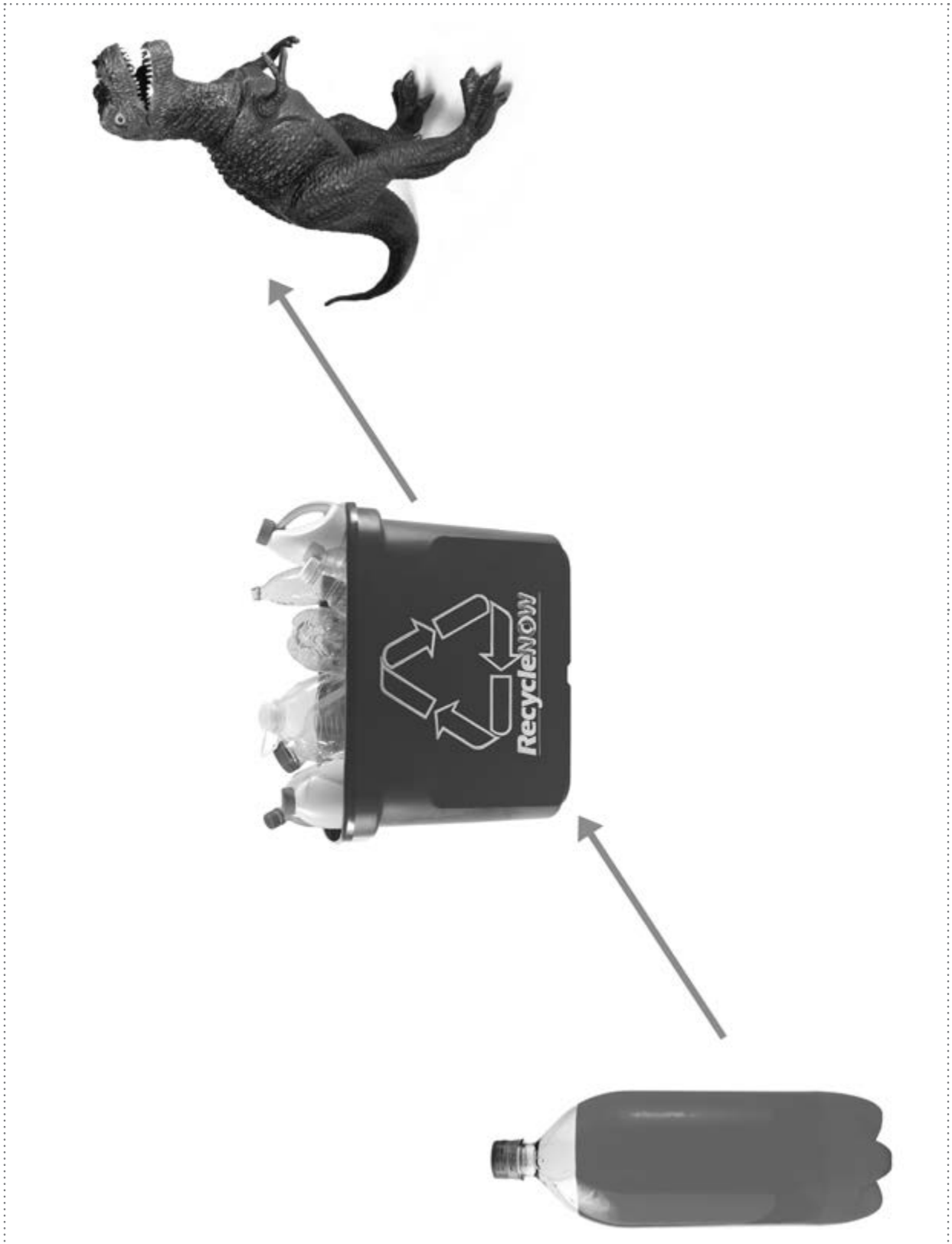












Language Studio 12

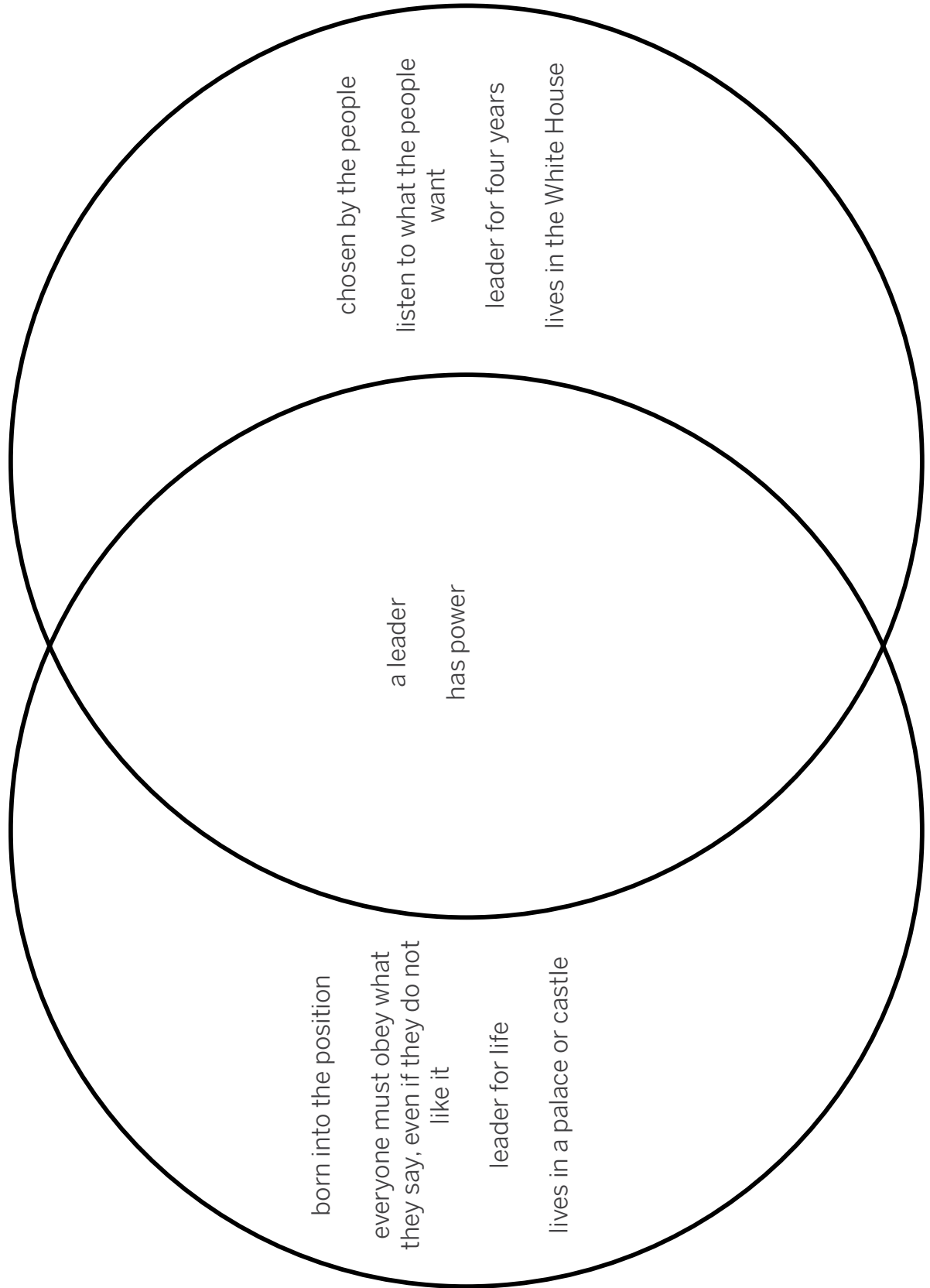
Presidents and American Symbols

Resource Pages



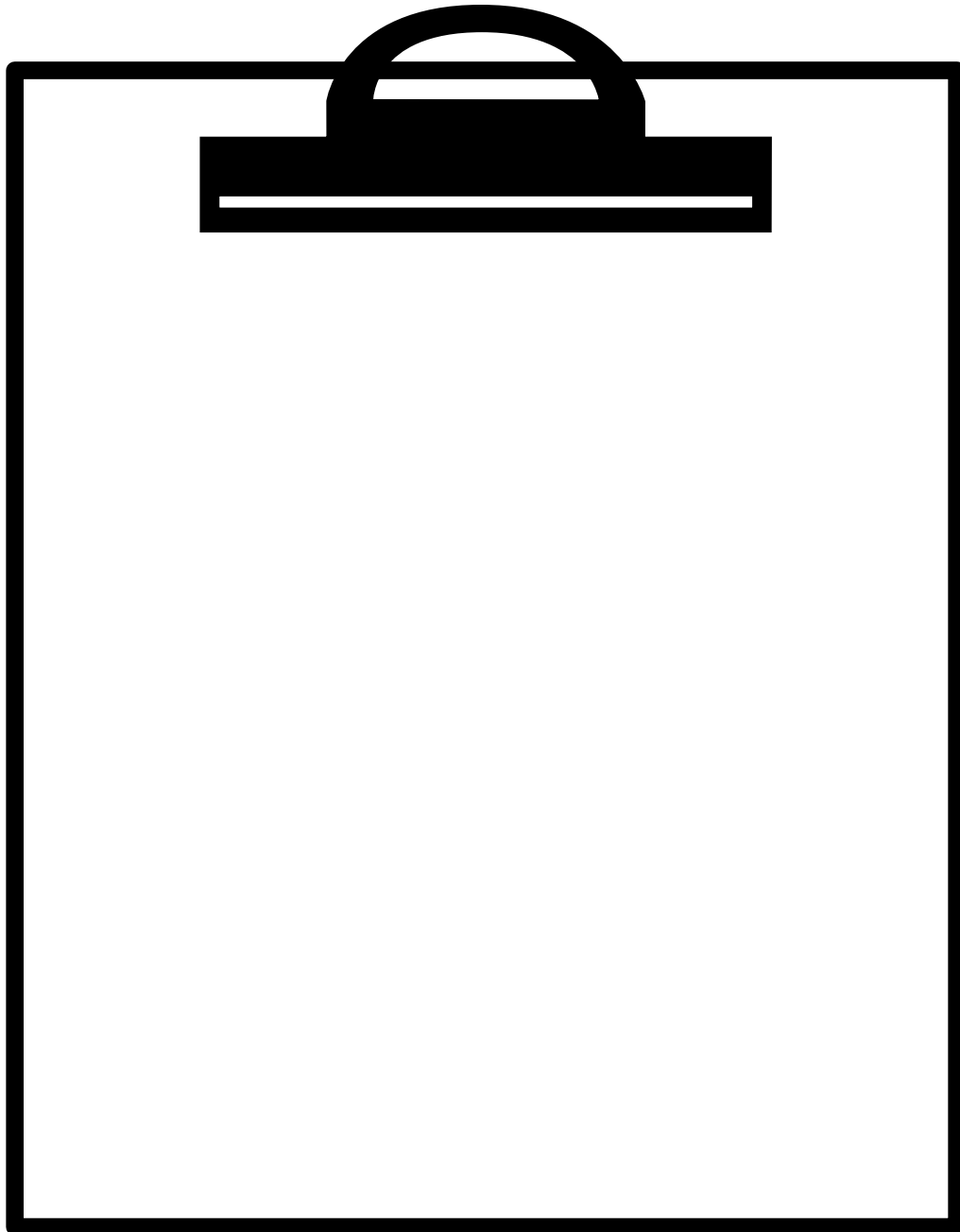
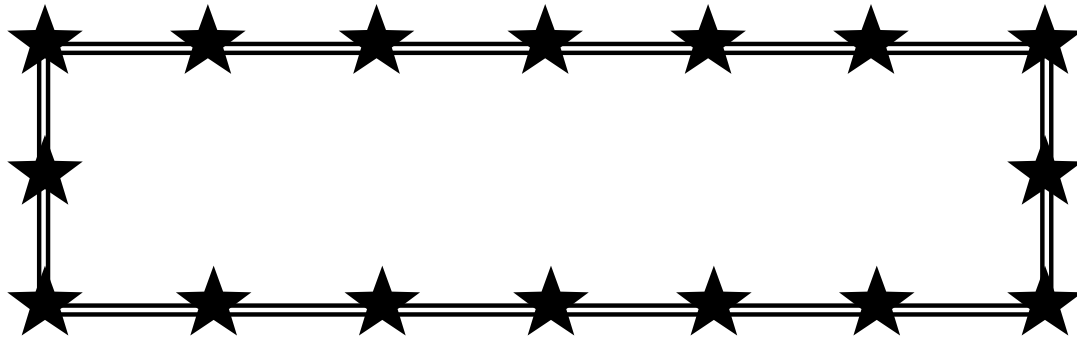
Presidents

Kings/Queens



12.2S

(Viewing Guide)











Kindergarten

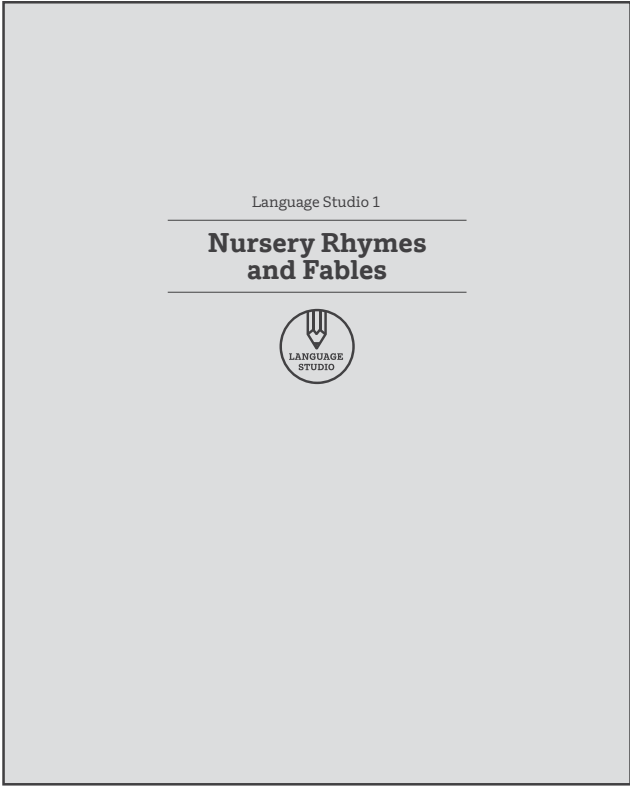
Activity Book Answer Key




What If Rain Bo
If you were going to make one following the
you use?
What materials would you NOT use?

Exomple	Materials I WOULD use	Materials I WOULD NOT use
Socks	cotton cloth yarn	metal wood plastic
Chair	metal wood plastic	rock's foam glass
phone	metal rubber wood	Paper Glas Cotton


Activity Book Answer Key




NAME: _____
DATE: _____


10.1S


ACTIVITY PAGE


LANGUAGE STUDIO 1: NURSERY RHYMES AND FABLES

Directions: These three pictures show events from "The Lion and the Mouse." Cut out the three pictures. Put the pictures in order to show the beginning, middle, and end of the fable. Glue or tape them in the correct order on another piece of paper.

1


2

3


NAME: _____
DATE: _____


11.1S


ACTIVITY PAGE


LANGUAGE STUDIO 1: NURSERY RHYMES AND FABLES

Directions: These three pictures show events from "The Hare and the Tortoise." Cut out the three pictures. Put the pictures in order to show the beginning, middle, and end of the fable. Glue or tape them in the correct order on another piece of paper.

1


2

3


NAME: _____
DATE: _____

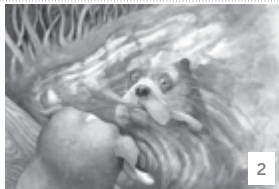
12.1S


ACTIVITY PAGE

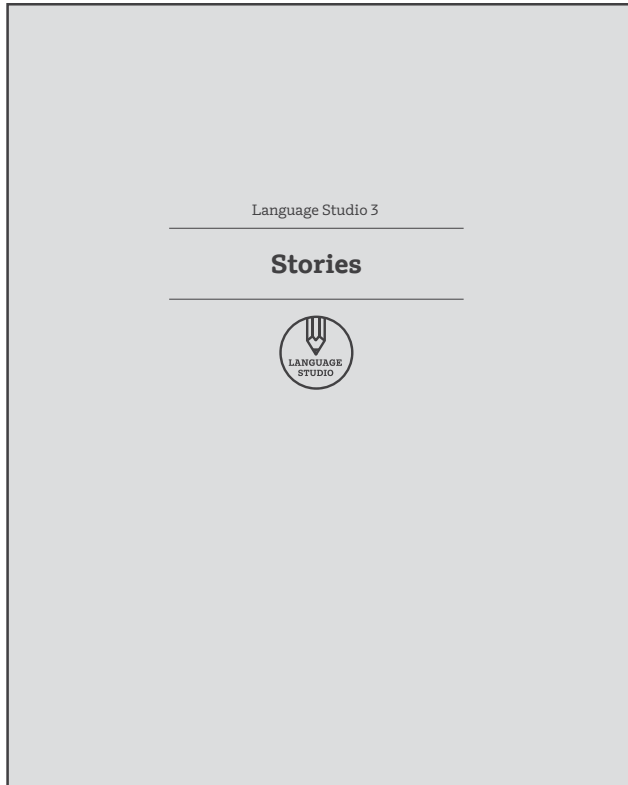
LANGUAGE STUDIO 1: NURSERY RHYMES AND FABLES

Directions: These three pictures show events from "The Dog and His Reflection." Cut out the three pictures. Put the pictures in order to show the beginning, middle, and end of the fable. Glue or tape them in the correct order on another piece of paper.

1

2

3



NAME: _____ DATE: _____

4.1S ACTIVITY PAGE

LANGUAGE STUDIO 3: STORIES

Directions: Cut out the four pictures. Arrange the pictures in order to show the proper sequence of events. Once they have been sequenced correctly, glue or tape the pictures onto a piece of paper.

NAME: _____ DATE: _____

5.2S ACTIVITY PAGE

LANGUAGE STUDIO 3: STORIES

Directions: Students draw or cut and paste images from the image bank onto the Character, Setting, Plot Map.

C

S

P

NAME: _____ DATE: _____

8.2S ACTIVITY PAGE

LANGUAGE STUDIO 3: STORIES

Directions: Students draw or cut and paste images from the image bank onto the Character, Setting, Plot Map.


C


S

P

Language Studio 4

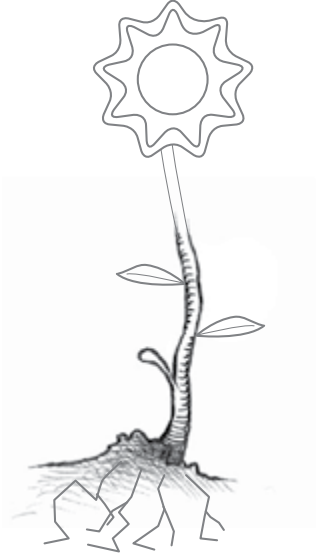
Plants



 NAME: _____ DATE: _____


2.3S ACTIVITY PAGE

LANGUAGE STUDIO 4: PLANTS



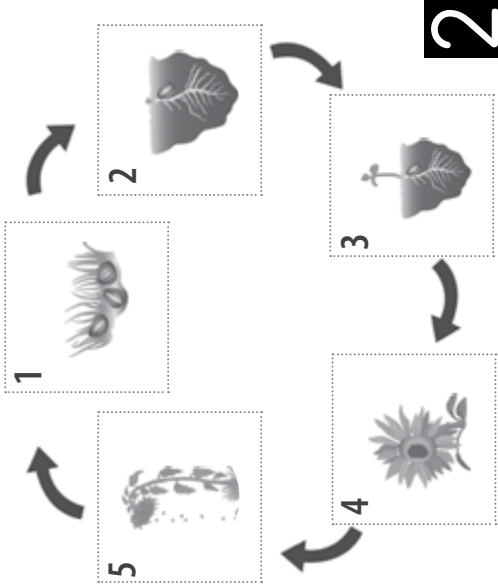
1

Directions: Complete the drawing of this plant. Add roots, leaves, a flower, and seeds.

 NAME: _____ DATE: _____


4.1S ACTIVITY PAGE

LANGUAGE STUDIO 4: PLANTS



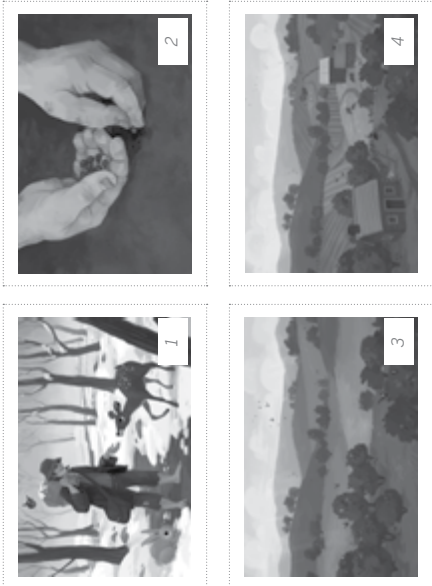
2

Directions: Draw or use images from Activity Page 4.2S to show the life cycle of a plant.

 NAME: _____ DATE: _____

7.1S ACTIVITY PAGE

LANGUAGE STUDIO 4: PLANTS




1

Directions: Cut out the images from the story "Johnny Appleseed" and arrange them in the correct order.

Language Studio 5

Farms







NAME: _____ DATE: _____

6.1S ACTIVITY PAGE

LANGUAGE STUDIO 5: FARMS

Directions: Listen to the sentence about a farm animal. Circle the farm animal the sentence is about.

<p>This animal makes the sound "baa, baa."</p>  <p>1.</p>	<p>The babies of this animal hatch out from an egg.</p>  <p>2.</p>	<p>The farmer shears this animal's wool.</p>  <p>3.</p>	<p>This animal wallows in the mud.</p>  <p>4.</p>
---	---	--	--




<p>This animal lives in a coop.</p>  <p>5.</p>	<p>The female is a hen, and the male is a rooster.</p>  <p>6.</p>	<p>A group of babies born from this animal is called a litter.</p>  <p>7.</p>	<p>This animal sometimes has twin babies.</p>  <p>8.</p>
---	--	--	---

NAME: _____ DATE: _____

7.1S ACTIVITY PAGE


LANGUAGE STUDIO 5: FARMS


Directions: Cut out the images from the story "The Little Red Hen" and arrange them in the correct order.

<p>1</p> 	<p>2</p> 	<p>3</p> 
--	--	--

Language Studio 7

Kings and Queens














NAME: _____DATE: _____

1.1S

ACTIVITY PAGE

LANGUAGE STUDIO 7: KINGS AND QUEENS

Everyday Life 	Royal Life 
	
	
	
	


NAME: _____DATE: _____


3.1S

ACTIVITY PAGE


LANGUAGE STUDIO 7: KINGS AND QUEENS


Directions: Cut out the images from the story "King Midas" and arrange them in the correct order.







1






2






3


NAME: _____DATE: _____

3.1S


ACTIVITY PAGE


LANGUAGE STUDIO 7: KINGS AND QUEENS







4





5





6


NAME: _____
DATE: _____
6.3S

ACTIVITY PAGE

LANGUAGE STUDIO 7: KINGS AND QUEENS

Directions: Cut out the images from the story "The Princess and the Pea" and arrange them in the correct order.



1



2



3


NAME: _____
DATE: _____
6.3S

(CONTINUED)

ACTIVITY PAGE

LANGUAGE STUDIO 7: KINGS AND QUEENS

4



5



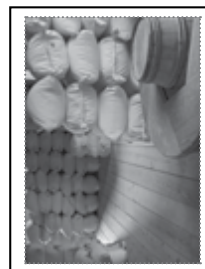
6

Language Studio 10

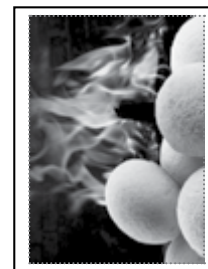
**Colonial Towns and
Townpeople**

NAME: _____
DATE: _____
3.2S

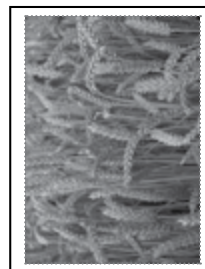
ACTIVITY PAGE

LANGUAGE STUDIO 10: COLONIAL TOWNS AND TOWNSPEOPLE

Next




Last



First



Then



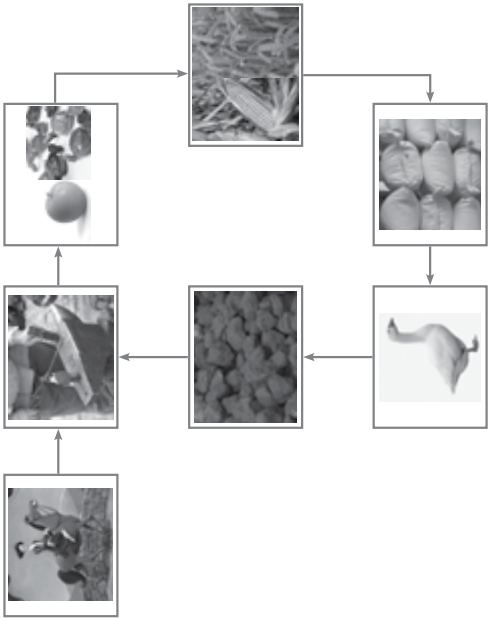
NAME: _____
DATE: _____

9.15

ACTIVITY PAGE

LANGUAGE STUDIO 10: COLONIAL TOWNS AND TOWNSPEOPLE

Directions: Cut out images related to "The Little Gray Pony" and paste them in the correct sequence on this story map.



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