3–5 Program Guide

3-5 Program Guide

Amplify Core Knowledge Language Arts

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How the Units Work Instructionally

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Supporting a Range of Learners

Amending Instruction

Beyond the Traditional Classroom

Welcome to Core Knowledge Language Arts

The Program Guide is a guide to understanding and using Core Knowledge Language Arts (CKLA) that answers two core questions:
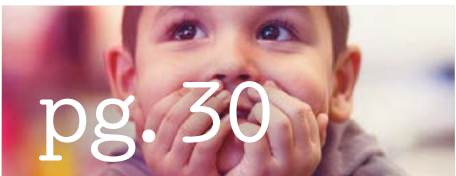
1. **WHY CKLA?** CKLA's approach and structure:
   - Our history and philosophy
   - How we meet or exceed the Common Core State Standards
   - How, and why, CKLA is different from other programs

2. **WHAT is CKLA?** Helping educators use the program effectively and seamlessly:
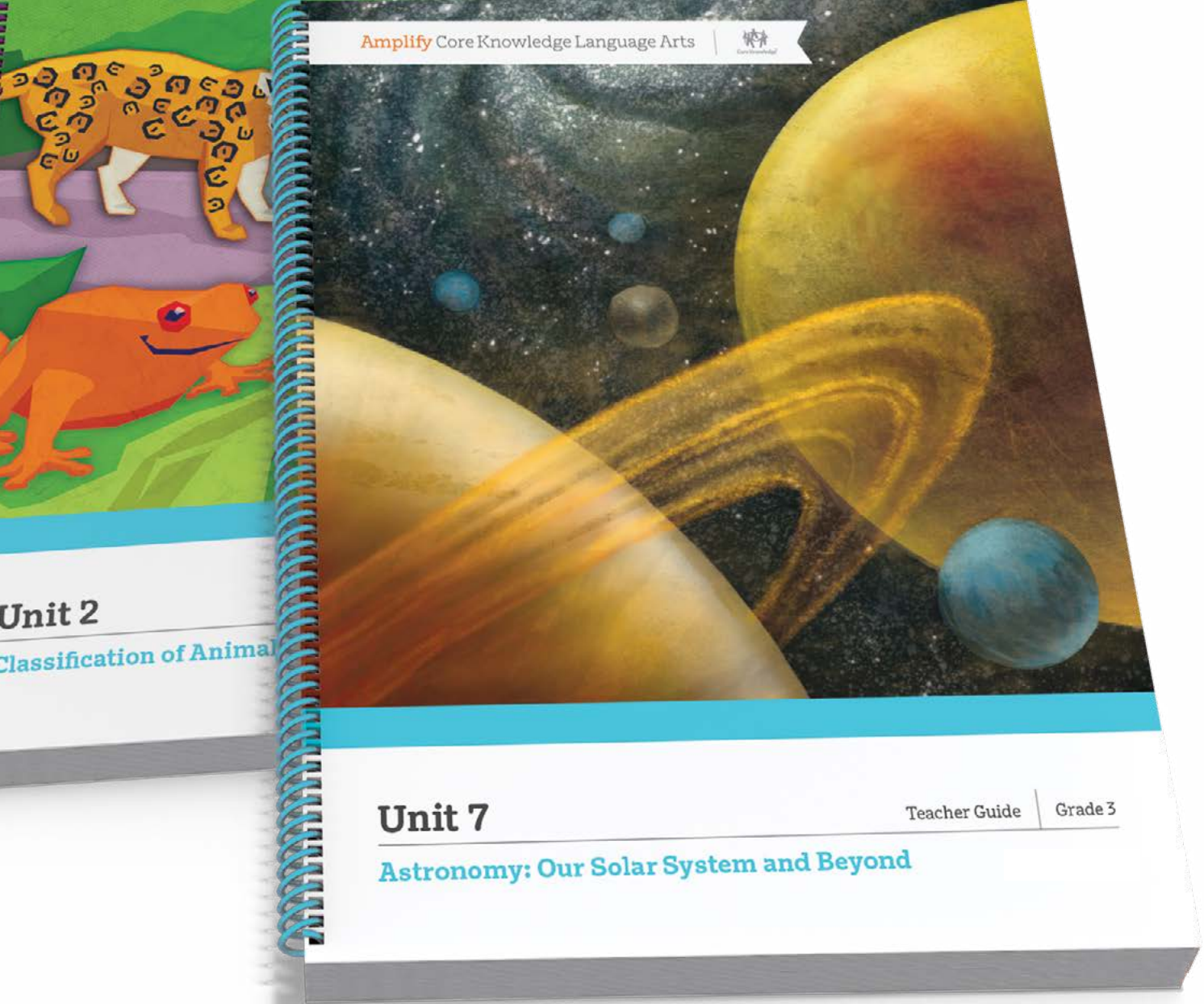   - How to use the materials both in the box and online
   - How to navigate strands, units/domains, and lessons
   - How to effectively adapt CKLA to your needs

We strongly recommend reading the Program Guide in its entirety before you begin teaching CKLA. We also hope it will be a consistent reference as you teach—placing daily and moment-by-moment activity in a larger context, within and across grades.

Our Research Guide (The CKLA Curriculum: Links to Research on Teaching and Learning) serves as a companion to this Program Guide. It explains and provides access to the large and comprehensive body of research behind CKLA. CKLA was created from a thorough study of validated and high-quality research in English Language Arts instruction including but not limited to print and phonological awareness, phonics and word recognition, reading fluency, prosody, vocabulary and background knowledge.

You can find the Research Guide and the K–2 and 3–5 Program Guides online at ckla.amplify.com. Again, we recommend reading them in full before beginning to teach CKLA. The guides provide additional reasoning and explain CKLA's structure, routines, and lessons.

The authors of CKLA are fully committed to closing the achievement gap by creating a world-class curriculum—one that makes all students college- and career-ready. We know that work is never done. If you have any suggestions or concerns about the material, we hope you will contact us at edsupport@amplify.com. We also frequently hold focus groups and other sessions with teachers and other users of the program to help us improve. If you are interested in taking part or in testing new material with your class please let us know.

Unit 2
Classification of Animal

Unit 7 | Teacher Guide | Grade 3

Astronomy: Our Solar System and Beyond

How to Use the Teacher Guides

In Grades 3–5 CKLA is organized around integrated units of instruction. Many units have a single key literary or informational text, while others offer a collection of key texts connected by a domain or genre. These continue to build knowledge and skills from the K–2 curriculum, with integrated instruction.

Grades 3–5:
Icon Key

Activity

Activity Page

Students are given activities as part of the core lesson. They complete these on the corresponding activity pages.

Formative Assessment Activity Page

Activity page designed to give teachers daily information on student performance to allow for amendment of instruction.

Alert

30M

Segment Time

Minutes of instruction required for this part of the lesson.

Check for Understanding

Quick checks that students have mastered the key content and skills in the lesson so far.

Access Support

Support for English Language Learners to access grade-level content.

Formative Assessment Activity

Designed to give teachers daily information on student performance to allow for amendment of instruction.

Students who have studied CKLA in K–2 will have been taught through separate Skills and Knowledge Strands. The Skills Strand focuses on the fundamentals of print and phonological awareness, phonics and word recognition (sound/letter patterns for decoding and encoding and high frequency words), fluent reading with comprehension, writing mechanics, structure, and processes. The Knowledge Strand focuses on complex narrative and informational Read-Aloud texts, teaching oral language development (listening and speaking), oral analysis of complex text, knowledge and vocabulary acquisition, as well as shared and independent written responses to the content of Read-Alouds.

By Grade 3, decoding will have become sufficiently automatic and fluent to allow for integrated instruction. While there are still Read-Alouds (oral literacy continues to outstrip reading literacy at this age), the focus is increasingly on student reading of complex text. Teachers will also see increasing reliance on independent, partner, and small group work for students.

CKLA Teacher Guides are organized into helpful sections.

Grade 5 | Unit 8

Contents

NATIVE AMERICANS

1. Table of Contents

The Table of Contents gives an overview of the content of the unit. It is the best place to look for a quick but informative overview of each lesson.

2. Introduction and Alignment Charts

Teacher Guide Introductions are designed to give specific information that is important in teaching the unit. The Alignment Charts show both primary and secondary standards covered in each lesson.

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.5.1]

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14

\# Primary Standard

\# Secondary Standard

3. Primary Instruction

Each lesson has comprehensive guidance for the teacher, including background information, primary focus objectives, lists of materials, annotations, suggestions on how to present content, estimated instructional time, Checks for Understanding, and Formative Assessments.

The core lessons also contain in-the-moment differentiation, including Access supports for ELLs, Support, and Challenge.

4. Unit Assessment

Each unit has an assessment that will help measure students' mastery of content and will allow teachers to respond appropriately, providing additional challenges, remediation, or support to students.

5. Remediation and Pausing Point Activities

In addition to in-lesson differentiation, Pausing Point Activities and Days give teachers time to evaluate student understanding and offer additional instruction, practice, and remediation.

An Assessment and Remediation Guide (ARG) is also provided online. Given the wide range of decoding abilities often present in a class, this resource provides teachers with additional progress monitoring assessments to determine whether students have gaps in their knowledge of phonics, with additional mini-lessons and activities for remediation.

6. Teacher Resources

At the end of each Teacher Guide you will find resources to help you teach the unit. These are referenced in the Table of Contents and in the lessons for which they are appropriate. Some units also include appendices to provide further detailed background information about CKLA and its instructional approach.

Each lesson follows the same structure.

1

A Changing World

1. Primary Focus and Standards
This shows the main purpose of each activity, and the standard it covers. (Secondary standards are reflected in the Alignment Chart at the beginning of the Teacher Guide.)

2. Formative Assessments
Formative Assessments are highlighted at the start of the lesson for easy review and access. They are used to track whether students are mastering the primary focus objectives.

PRIMARY FOCUS OF LESSON

Core Connections
Students will determine the meaning of words and phrases from text to infer the regions in which Native American tribes lived. **[RI.5.4; ELD.PI.5.6]**

Reading
Students will use details from the text to comprehend it explicitly, and to draw inferences about the impact European settlers and explorers had on the lives of Native Americans. **[RI.5.1; ELD.PI.5.6]**

FORMATIVE ASSESSMENT

Activity Page 1.3	**Excerpt from "A Long and Winding Road"** Label the map and determine the meaning of specific words in a text. **[RI.5.4; ELD.PI.5.6]**
Word Sort	**Word Sort** Using information from the text, categorize the Native American resources by region of the United States. **[RI.5.1; ELD.PI.5.6]**

LESSON AT A GLANCE

	Grouping	Time	Materials
Core Connections (45 min.)			
Review Prior Knowledge	Whole Group	10 min.	❏ U.S. Regions Map
Match Geographic Images	Whole Group	10 min.	❏ Geographic Regions Images 1–4
Making Inferences	Whole Group; Partner	20 min.	❏ Activity Page 1.1 ❏ Native American Culture Images 1–4
Lesson Wrap-Up	Whole Group	5 min.	
Reading (45 min.)			
Introduce the Reader	Whole Group	5 min.	❏ *A Changing Landscape*
Preview Core Vocabulary	Whole Group	5 min.	❏ U.S. Regions Map
Read Aloud Chapter 1	Whole Group	15 min.	❏ Activity Page 1.2
Chapter Discussion	Whole Group	10 min.	❏ Word Sort Chart
Word Work: *Tension*	Whole Group	5 min.	
Formative Assessment: Word Sort	Independent	5 min.	
Take-Home Material			
Reading	Independent		❏ Activity Pages 1.3, 1.4 ❏ Fluency Supplement selection (optional)

ADVANCE PREPARATION

Core Connections

• Prepare and display an enlarged version of the U.S. Regions Map and Geographic Region Images located in the Teacher Resources by drawing a line or placing a string running from each of the four regions and connecting to its respective image (Image 1 to the Northeast; Image 2 to the Great Plains; Image 3 to the Pacific Northwest; Image 4 to the Southwest). Display ONLY the map and the lines at this point; you will place each image at the end of its proper line during the Core Connections activity.

3. Lesson at a Glance

The Lesson at a Glance shows the activities for each lesson segment, along with the time, grouping, and materials needed. Lessons may include lesson segments addressing Foundational Skills, Language, Reading, Writing, and Speaking and Listening.

Advance Preparation

This section summarizes the resources and information necessary to prepare for the lesson. It includes:

1. **Segment by Segment Guidance**
2. **Links to Resources**
3. **Digital Components**
4. **Universal Access Guidance**
   These strategies go beyond instructional material to support the needs of all students.
5. **Additional Notes**
   This section includes additional information that a teacher may need to teach the lesson.

Each lesson content page follows a similar structure.

Support and Challenge
Lesson segments include Support and Challenge suggestions that provide assistance or opportunities for more advanced work toward the goal of the segment.

Activity Page 16.1

Support

Create a small group comprising of who completed Activity Page 16.1 for homework. Work with those students to provide feedback on their diary entries before they begin revising to expand their biographies.

Activity Page 17.2

Access
These are integrated ELD supports in each lesson segment for ELLs. The supports align to the Primary Focus statements and are specific to student mastery of these objectives.

Writing
Writing
Informational Texts
[ELD.PI.5.10a]

Emerging—Provide 1:1 prompting and support for students while revising their biographies. Consider providing sentence or paragraph frames for students to use when expanding their ideas.

Expanding—Have students practice their expanded ideas orally prior to writing them. Provide a bank of

- Think aloud to guide students to refer back to the Reader to write two or three expansion sentences about Florence, Michelangelo, and Leonardo. Remind them to refer to the Reader and write sentences that relate to Raphael.

  ◦ expanded information about Florence (throughout the Reader): great place for an artist to live, learn, and work; Renaissance movement thrived there; many great artists lived and worked there; many famous works were created and remain there today; Medici family was powerful and a great patron of the arts there

  ◦ expanded information about Michelangelo and Leonardo (pages 23–26, 32–35): Leonardo's use of natural human figures (e.g., The Baptism of Christ) and his use of perspective (e.g., The Last Supper); Michelangelo's use of natural human figures (e.g., Pietà)

- Summarize by having students explain what you did as a whole group to create potential revisions for the biography of Raphael. Listen for students noticing that they added facts and concrete details to the paragraph.

REVISE TO EXPAND TEXTS (35 MIN.)

- Return completed Activity Page 16.1 to students who finished during the previous lesson.
- Have students turn to Activity Page 17.2, their own biography drafts, and their diary entry drafts.
- Tell students to start by reading through their writing and circling details they could expand upon.
- Once they have circled the details they feel are important or interesting, tell students to choose three details to expand upon, using Activity Page 17.2. Remind them to think about whether each detail relates to the artist they wrote about. This thinking will help them choose which details are worth expanding. Remind students that they can expand their ideas using facts, definitions, concrete details, quotations, or other information and examples related to the details they want to expand upon.

Check for Understanding

Circulate and check in with students as they work. If necessary, help students find relevant information in the Reader for each detail they have chosen to expand upon. If necessary, remind students to expand their ideas by using facts, definitions, concrete details, quotations, or other information and examples related to the topic.

SHARE TO EVALUATE TEXTS (20 MIN.)

- As students complete the detail expansion portion of Activity Page 17.2, pair them to share their biography writing with each other.
- Tell students they may read each other's writing silently or take turns reading aloud.
- Explain that they should give each other at least one compliment and ask at least one question to help the writer evaluate his or her own writing. Remind students that they should be giving feedback to their partners based on expanding ideas and details in his or her writing.
- After sharing, students should complete the rest of Activity Page 17.2 by:
  - taking notes from the discussion with their partner
  - referring to the Biography Rubric on Activity Page SR.4 to evaluate their own writing
  - recording two revision goals
- Have students continue working on revising their draft based on their revision goals.

LESSON WRAP-UP (10 MIN.)

- Have a few students share a revision goal and explain what they did or plan to do to address it.
- **Feedback.** Point out when and how student revision goals connect to the Biography Rubric.
- Collect Activity Page 17.2 to review and monitor student progress. Written feedback may include comments such as:
  - This is a great detail to expand because it helps you understand more about the artist's life.
  - Nice job using information from the Reader to compose your expansion sentences.
  - I don't know how this connects to your artist. Can you explain how it connects? If not, you might not want to include this expansion.
  - The information I put in a box might not be true. It is logical, but it wasn't in the Reader. Try rewriting the sentence by sticking to information you know is true.

transitional words and phrases for students to choose from to support them in organizing their writing.

Bridging—Provide support for revising their biographies as needed.

Activity Page SR.4

Support

Once all students have been paired to share their writing, work individually with students who would benefit from working closely with you for the remainder of the lesson.

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Lesson Guidance and Links to Activity Book Content

This is the bulk of the lesson. Lesson guidance includes take-home materials and instructions that enhance communication with the family and provide additional practice of the skills and content taught in class.

Assessments

Checks for Understanding
Checks for Understanding are quick Formative Assessments to determine if students are ready to move on with the rest of the lesson. These are marked with a special icon in the text.

Note: Formative Assessments are also found on many lesson pages.

The Core Components

Component Description

Teacher Guides ③ ④ ⑤

These contain outlines and comprehensive guidance for 180 days of instruction. Each guide represents one unit of instruction.

Readers ③ ④ ⑤

These contain the key texts for instruction.

Spelling Cards ③

These are used to supplement teaching instruction. Printed front and back, one side of the card shows the sound and the other side shows three things: the top shows the spelling; the bottom, a sample word containing the spelling; and the middle, a power bar. The power bar indicates how common this spelling is for the sound it represents.

Student Poet's Journal ④ ⑤

The Poet's Journal combines poems, activities for students, and creative space for writing.

Cursive Activity Book ③ ④

These activity pages correspond to the cursive instruction in Grades 3 and 4, providing many engaging opportunities for students to work toward, and achieve, legible and fluid cursive penmanship.

Activity Books ③ ④ ⑤

These contain activity pages for students to complete as part of the lessons. There is an Activity Book for each of the units and Quests.

Image Cards ③

These are smaller-sized images used to support instruction.

Assessment and Remediation Guide ③

This digital guide has several resources for students who need extra practice, remediation, or support in their instruction.

Decoding and Encoding Supplement ④ ⑤

This digital guide has resources for students who need extra practice, remediation, or support in their instruction.

Student Writer's Journal ④

The Writer's Journal combines literature, activities for students, and creative space for writing.

Writing Studio ③ ④ ⑤

This online resource offers students additional instruction and practice writing each CCSS type. Each grade contains fifty-six mini-lessons aligned to grade-level CCSS writing standards.

Single Strand
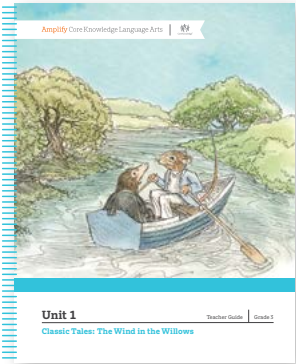
Teacher Guides 11 T

Activity Books 11 S
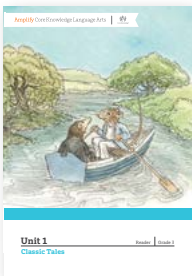
Readers 11 S

Image Card Sets 8 T

Spelling Cards 1 T
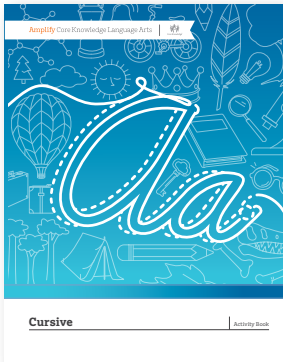
Cursive Activity Book 1 S

Quests for the Core™

Far From Home: A Viking's Journey

A five-lesson Reading, Writing, and Speaking and Listening experience. Students are immersed in history, acting out the adventures of the Vikings and discussing the details of Norse society.

Digital Component Portal

ckla.amplify.com

Please see page 20 for a complete list of digital components.

Key

#	Quantity
T	Teacher Component
S	Student Component

Single Strand

Teacher Guides 8 T
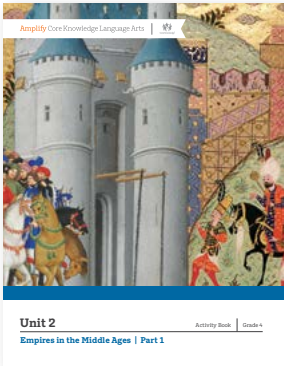
Activity Books 6 S

Readers 6 S

Student Poet's Journal 1 S

Student Writer's Journal 1 S
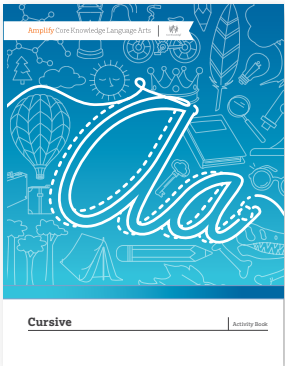
Cursive Activity Book 1 S

Quests for the Core™

The Contraption

A multi-unit Writing and Speaking and Listening experience. Students interact with a strange device that is fueled by their writing. The class establishes a regular writing routine over many weeks.

Eureka! Student Inventor

Students must save the game show Eureka! by working in teams, combining research, writing, and presenting skills to become "master inventors."

Digital Component Portal

ckla.amplify.com

Key

#	Quantity
T	Teacher Component
S	Student Component

Single Strand

Teacher Guides 9 T

Activity Books 8 S

Readers 8 S

Student Poet's Journal 1 S

Quests for the Core™

The Robot

A multi-unit Writing and Speaking and Listening experience. Students interact with a classroom pet that can learn and grow using their writing. The class establishes a regular writing routine over many weeks.

A Midsummer Night's Dream

Students are immersed in the mystery and magic of Shakespeare's comedy, analyzing character and language and bringing the play to life.

Digital Component Portal

ckla.amplify.com

Please see page 20 for a complete list of digital components.

Key

#	Quantity
T	Teacher Component
S	Student Component

ckla.amplify.com

The Digital Components Portal contains all the print materials in digital form.

You can also access through the resource site:

- **Projectable Media Files** - For use during lessons, teachers can project these images onto a screen for the class.

- **Assessment Remediation Guide and Decoding and Encoding Supplement** - Designed to be used to provide targeted remedial instruction to students who are struggling with foundational skills.

Amplify Core Knowledge Language Arts

Units 1-11   Grade 3
Assesment and Remediation Guide

Amplify Core Knowledge Language Arts

Decoding and Encoding Supplement   Grades 4-5
Assesment and Remediation Guide
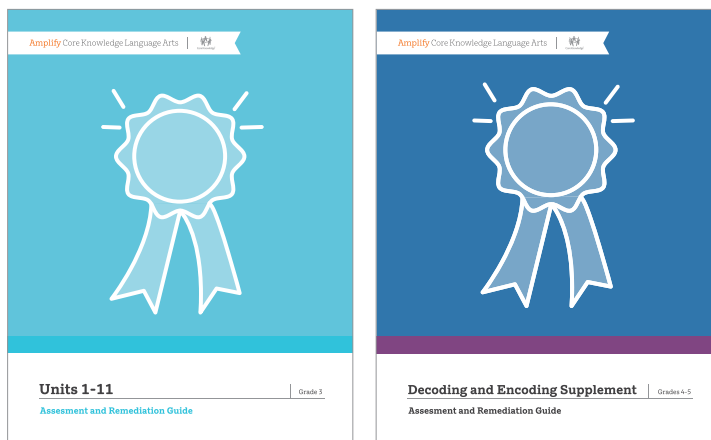
- **Fluency Packets** - Additional practice for fluency and expression.

- **Quest Apps** - One for each of Grades 3-5.

- **Multimedia** - Video and audio for specific units.

- **WRITING STUDIO**
- **Writing Studio** - Writing Studio provides fifty-six mini-lessons per grade that build on the deep content knowledge developed in CKLA primary instruction, using it as a springboard for students to strengthen and practice their writing skills.
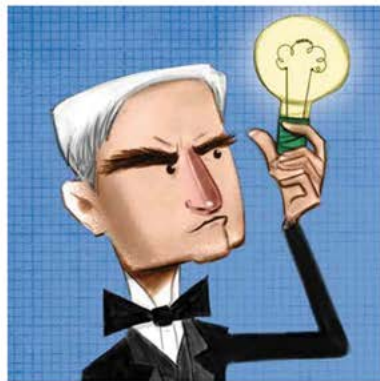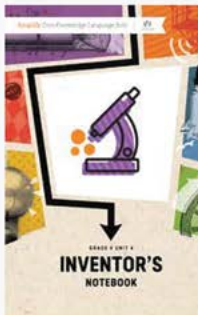
Our mission, which has been the driving force behind the Core Knowledge Foundation for three decades, is to provide educational excellence and equity for all children. CKLA was created to help fulfill that mission.

Our Mission

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A high proportion of students do not successfully transition from the early to the later elementary grades. In one study, 67% of 4th graders failed to reach proficient national standards.[1] In the same report, 33% of all 4th graders did not reach basic standards, and 54% of Hispanic students and 58% of African American students did not reach basic standards.

Too many students from all backgrounds are falling short, and there is a clear and obvious fairness gap as children living in poverty lag behind. Often those students appear to be doing fine in early grades, but then struggle in later elementary.

Our Philosophy

Our philosophy is that we can only close the reading gap and make students "college and career ready" by preparing students to encounter complex, written text from Kindergarten (and earlier). That requires systematic exposure to knowledge-rich content, often above grade level, so that students can develop the necessary vocabulary and connections to understand new, unfamiliar texts.

To read, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If students cannot decode the words on the page, they will not be able to achieve

reading comprehension, no matter how much oral language they can understand. But decoding the words on the page is still no guarantee of reading comprehension. If students attempts to read sentences they could not understand if they were read aloud, then it is unlikely that they will understand them during independent reading either.

In K–2, CKLA students have been given strong foundational skills and language instruction, along with background knowledge, vocabulary, and analytical skills. By Grade 3, when students encounter increasingly complex text and are asked to grapple with those texts in more challenging ways, they will have received the base of content knowledge and foundational skills they need.

> In Grades 3–5 students move fluidly between reading, writing, speaking and listening, and language activities.

In Grades 3–5 students move fluidly between reading, writing, speaking and listening, and language activities. Through these activities students continue to build background knowledge, with an increasing emphasis on individual and small group interaction with complex text.

The History of CKLA

The original manifestation of CKLA was created for two reasons. First, to help educators tackle the challenges described above. Second, because after advising on the Common Core State Standards, the authors received increasing demands to fill a gap in high quality Common

1. National Assessment of Educational Progress (NAEP) based on the Mapping State Proficiency Standards Onto the NAEP Scales: Variation and Change in State Standards for Reading and Mathematics, 2005-2009 report published in 2011 by the National Center for Educational Statistics (NCES) and written by experts with the American Institutes for Research (AIR).

Core materials. For example, Engage New York, New York state's Common Core initiative, commissioned CKLA as its K–2 ELA program.[2] Louisiana, after a rigorous review of all Common Core programs, marked CKLA alone as having high-quality skills instruction.

Since then, CKLA has been in a constant process of review and refinement. Because the CCSS were built on an identical research and concept base as CKLA, we have a unique philosophical and practical alignment with the standards.

Principles of CKLA 3–5 Instruction

CKLA in Grades 3–5 is designed around the following principles:

1. Analysis and expression in reading and writing

The core of the CCSS is the ability to read and write in response to increasingly complex texts. Students in CKLA get daily exposure to these texts.

In daily reading instruction students are asked, both in discussion and through short and longer-answer written responses, to answer text-dependent literal, evaluative, and inferential questions about literary and informational texts. Students return to the same passages multiple times for deeper analysis, ensuring complete coverage of the CCSS. There is a strong emphasis on informational as well as literary texts: informational texts build upon previous domains in earlier grades, asking students to delve into a topic with increasing focus and complexity.

Writing instruction is integrated with reading instruction, and varies between rapid daily writing (e.g. in journals), single-sitting writing prompts, and long projects taught and implemented over multiple sittings.

Students in Grades 4 and 5 will also be offered flexible writing Quests. These are immersive, digital instructional experiences that are designed to build a culture of frequent, enjoyable, low-stakes writing.

2. Fostering "wonderful conversationalists"

Those who have tried versions of CKLA have offered consistent feedback—the program develops "wonderful conversationalists." By discussing engaging, content-rich texts, students develop the ability to present, debate, and build upon each others' responses. Their excitement in mastering content fosters intense curiosity.

Speaking and Listening activities in Grade 3 focus on engagement with Read-Alouds: students hear and discuss complex texts that the teacher reads aloud, encountering and practicing sophisticated conversations using an ever-expanding vocabulary.

Through Grades 3–5, Speaking and Listening activities become substantially more varied and complex. Students are asked to deliver complex presentations, engage in class debates, develop acting performances from texts, and pitch new inventions.

3. Explicit language instruction

The units in Grades 3–5 offer explicit language instruction with full coverage of the CCSS. Students learn and apply the conventions of English grammar, punctuation, and spelling through explicit instruction, targeted practice activities, and daily writing.

2. No 3rd–5th grade curriculum existed at this time.

4. Rich variety of texts and contexts

As students enter late elementary, the variety of texts they encounter increases. Students in Grades 3–5 will continue to read specially commissioned, knowledge-rich texts from children's authors, for example on civilizations across the world in the Middle Ages, and the histories of Native Americans.

They will also read an increasing number of classics and encounter a variety of original source material. For example students in Grades 4 and 5 will complete units on poetry (containing diverse, contemporary poems and well-known classics), *The House on Mango Street*, *Treasure Island*, and *A Midsummer Night's Dream*. They will read articles from a range of sources to write opinion pieces, and they will use these inspirations to craft increasingly long and complex texts of their own.

Quests are also introduced in Grades 3–5, providing a range of immersive narratives and contexts for students to work with complex texts in unique ways.

5. Maximizing vocabulary acquisition through contextualized, content-based, and constant exposure

The average six-year-old knows six thousand words; the average high school graduate knows forty thousand words. Between 3rd and 12th grades, children learn about three thousand words a year. Not all of these words are known equally well, and most of these words are never taught. They are inferred through multiple exposures.

Words related to discrete bodies of knowledge and academic words that apply to many topics are both necessary for building a strong vocabulary. Everyday conversations contain few of these words. Varied and complex texts on a wide range of topics are necessary to provide students with the multiple exposures they need to build their vocabulary.

In Grades 3–5 the teacher remains central to vocabulary acquisition, fostering structured and informal discussions and helping students become accustomed to using complex vocabulary in a scaffolded and supported context. These conversations are combined with increasingly independent exposure to complex text.

This combination allows students to build up an internal web of vocabulary which has a common foundation but is unique to the individual. We continue learning words throughout our lives by linking to vocabulary we already understand. The coherent and systematic sequence of knowledge domains gives students a mental encyclopedia of vocabulary and understanding they can access and build upon throughout their lives.[3]

6. Continuing to build background knowledge for strong comprehension

Becoming a critical and strategic reader depends on having a wide breadth of knowledge and related vocabulary. One of the key insights from cognitive science, including from UVA cognitive scientist and professor Daniel Willingham, also a CKF Board member, is that comprehension is not a transferable skill that can be applied equally well to any text. A child might be able to decode a word, but that does not mean the child can infer its meaning. Children must have prior experience with a word to have clarity when reading it.[4]

3. Cunningham, 2005; Scarborough & Dobrich, 1994
4. Dickinson, Golinkoff, & Hirsch-Pasek, 2010; Kintsch, 1994; Neuman & Celano, 2006; Scarborough, Neuman, & Dickinson, 2009

Students who have received Grades K–2 CKLA instruction will have received a broad base of content knowledge by Grade 3. The unique Core Knowledge Sequence in Grades 3–5 builds upon that base. Core Connections descriptions in the introduction to each unit describe this accumulation of knowledge.

The result is children with unusually broad knowledge of literature, science, social studies, and the arts, as well as the ability to comprehend increasingly complex ideas and texts, to make connections and inferences, and to engage in extended discussions of the works they are reading or hearing read aloud.

Read-Alouds are still used frequently in Grade 3, and to a more limited extent in Grades 4 and 5. The number and frequency of Read-Alouds is a unique characteristic of CKLA. It is important because students' listening comprehension far exceeds reading comprehension throughout elementary school.

In later elementary, there is an increasing emphasis on small group, partner, and individual reading of knowledge-rich informational and literary texts. By the end of Grade 5, Read-Alouds are only used in a highly targeted fashion: as entry into texts and reinforcement of particular ideas.

Creating Literate Individuals

Below is a brief explanation of how CKLA prepares students to demonstrate the capacities of literate individuals.

Students demonstrate independence.

In Grades 3–5 students are expected to show increasing independence as they read, analyze, and discuss texts. Texts become more ambiguous and open to interpretation—for example in the *Poetry* units in Grades 4 and 5. Debate and discussion is welcomed and emphasized in a range of activities.

Writing also becomes increasingly independent. While there is a consistent emphasis on using textual evidence and learned literary devices, the range of potential answers and the possibilities of self-expression increase enormously as students become more sophisticated readers and writers.

Students build a strong base of content knowledge.

CKLA has an unprecedentedly rich knowledge-based program. The unit topics engage students' interest, increase their vocabulary, and inspire them to share what they've learned with their peers and home community. These are essential ingredients in CKLA's success.

Students respond to the varying demands of audience, task, purpose, and discipline.

In CKLA, students learn to communicate both orally and in writing with multiple audiences and with purposes as diverse as reconstructing major historical events, dramatizing text, summarizing or paraphrasing events for specific audiences, and demonstrating the products of group collaborations.

Through regular practice in daily classroom discussions, writing, and peer work, students learn to make the transitions between audience, task, purpose, and discipline fluidly.

Students comprehend as well as critique.

CKLA students are asked to answer literal, evaluative, and inferential questions about the texts they encounter, and they frequently return to texts for close reading to achieve greater comprehension. All of our units are based around key texts, and students are expected to refer to these texts consistently and coherently in their writing and discussions. Arguments must be founded in a clear understanding and analysis of text.

Students value evidence.

Students in CKLA always start with the text. They are required to cite evidence for their opinions and answers. By collaborative and formal discussion, students learn to both build upon and challenge others' evidence.

Students use technology and digital media strategically and capably.

In CKLA, students are exposed to a wide variety of technology and media and are taught to apply the same critical reading strategies they use for text across all platforms. This approach ensures that students can be literate in any media paradigm to which they are exposed. They are also given multiple opportunities to create using those same platforms.

Students come to understand other perspectives and cultures.

One of the advantages of CKLA's knowledge-rich program is that students develop a deep appreciation and understanding of the history and cultures of people across the world. They learn about their differences, but also about their universality. CKLA aims to instill cultural literacy and foster students who can interact and engage with a diverse and complex world.

How CKLA Meets or Exceeds the Common Core State Standards

This section outlines how CKLA meets—and exceeds the Common Core State Standards.
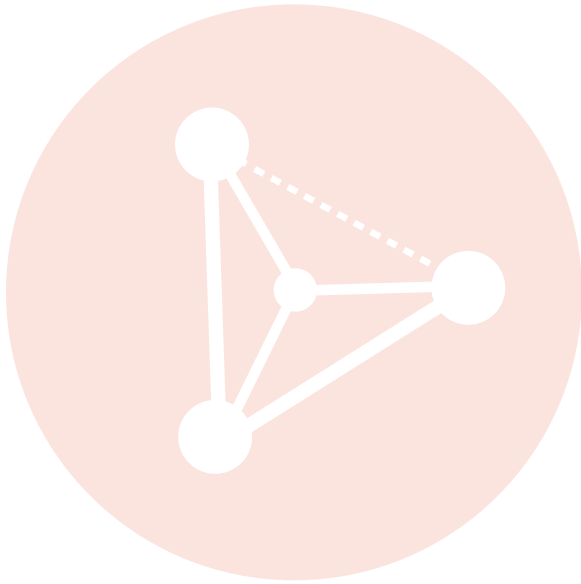
Reading Comprehension

Reading Comprehension is a core element of daily instruction in CKLA from Kindergarten through Grade 5. This section explains how comprehension is woven into reading, writing, and speaking and listening in CKLA Grades 3–5.

In Grades 3–5, students read progressively more complex text and make more sophisticated inferences from them. Most instructional days include reading comprehension activities.

- **Literal and inferential comprehension.** Students in Grades 3–5 are asked to answer literal, evaluative, and inferential questions on all the texts they read and listen to. These are marked clearly in the Teacher Guides.

- **Determining the themes and main ideas in texts.** Students are frequently asked to summarize the main ideas in texts and other media. For example, in the *Light and Sound* unit in Grade 3, students watch a video, "How Light Travels," and summarize its main idea. As they progress through the grades, they are introduced to more abstract or ambiguous themes and ideas. For example, in lessons on *The House on Mango Street,* students are asked to consider how the theme of aspiration is explored in a range of vignettes. In *A Midsummer Night's Dream* they are taught to analyze Shakespeare's language and distinguish between detail and the main thrust of characters' speech and intent.

- **Explaining the key components of literary and informational text.** Students in Grades 3–5 of CKLA are introduced to a wide range of literary and informational texts. They are taught to understand, analyze, and apply the literary elements and informational components they discover. For example, in the Grade 4 *Geology* unit, students analyze an informational pamphlet and use it to create their own. The last unit of Grade 5, *Chemical Matters,* contains literary and informational elements simultaneously. Students use this to synthesize their understanding of different kinds of text, audience, and purpose.

- **Author's choice of language and structure.** Throughout CKLA, but particularly in the close reading lessons, students are asked to consider the precise choices that have been made in texts and the effect these have. This varies from precise analysis with clear correct answers (such as the use of particular technical terms) to more subtle interpretations (such as the use of literary devices in poems and plays).

- **Integrating different presentations of information.** In later elementary grades, students become more sophisticated in their evidence-based analysis and critique of information. By the end of Grade 5 they are able to synthesize information from visual, scientific, and textual sources to show understanding of key concepts and to use a range of articles and literary texts to speak credibly in debate.

Writing

CKLA writing instruction is a natural extension of the reading. It requires students to express the meaning in text through opinion, informative, and narrative writing. In Grades 3–5 students become increasingly sophisticated writers, using an ever-broader vocabulary to convey thoughts and meaning with precise language and a clear understanding of audience and purpose.

- **Opinion Writing.** From Grade 3, students are given increasing practice and instruction in writing opinions using clear evidence, analysis, and reasoning from complex text. In Grade 3 for example, students study sample opinion texts then plan, outline, draft, and revise their own opinion essays. In Grades 4–5 students are given highly scaffolded, explicit instruction in opinion writing (for example in the *Middle Ages* unit) and also write flexible and shorter pieces (for example an opinion piece on how the protagonist's point of view affects perception of a character).

- **Narrative writing.** A number of units in Grades 3–5 have a particular focus on narrative writing (although narrative writing is not found exclusively in these units). For example the *Personal Narratives* units in Grades 4–5 orient students to the characteristics of personal narrative and give students opportunities to create their own narratives. In the *Poetry* and

Contemporary Fiction units students are given opportunities to craft their own poems and narratives throughout the unit, and specially created journals allow them to continue their creative writing outside of core lesson time. In addition the Grades 4–5 writing Quests create an immersive multimedia environment that develops students' narrative writing with frequent sharing and feedback.

- **Informative writing.** Informative writing projects, including extended projects, are found throughout Grades 3–5. For example in Grade 3 the *Light and Sound* unit includes a multiday research and informative writing project where students publish a newspaper article about a great invention. A year later, in the Grade 4 *Geology* unit, students are asked to analyze and then create an informative pamphlet on relevant scientific content, considering how to organize their content appropriately. In Grade 5, students practice researching, summarizing key information, and producing informative text on the great achievements in Baghdad's Classical Age.

The Writing Studio Program offers additional support and instruction for student writing. This program uses a gradual release model to guide students through writing multiple essays within each CCSS text type (narrative, informative, and opinion). Students build on the deep content knowledge developed in CKLA primary instruction, using it as a springboard to strengthen and practice their writing skills and approaching writing and reading as interconnected tasks. Throughout Writing Studio. students learn to consider thoughtfully not only how to produce each text type but also the crucial ability to select which text type is most appropriate for a particular audience and writing opportunity.

Speaking and Listening

Speaking and listening is heavily related to student mastery of vocabulary, grammar, usage, and mechanics, as outlined in the section on Language Development.

Speaking and listening skills also connect to writing as a way of expressing meaning clearly, logically, and expressively using information from text. CKLA develops these speaking and listening skills in a range of ways.

- **Discussing text.** Partner, small group, and whole class discussions are used throughout Grades 3–5. Students are asked to read text, discuss its meaning, and ask appropriate questions. In Wrap-Up activities, students are often asked to make complex inferences from text and/or to summarize it in a clear and coherent fashion.

- **Presentations.** Presentation opportunities are built into many units in Grades 3–5. For example, students present on the chemical changes that allow fossils to emerge, they deliver group presentations on research they have done on the Middle Ages, and they make a case for a suspect's guilt in a detective story. In the final unit of Grade 5, a number of speaking and listening rubrics are provided to help students analyze their own performances; these can be used in other units as well.

- **Acting and reciting.** Students are asked to recreate text through acting or reciting with meaning and purpose. In *A Midsummer Night's Dream,* they often act out portions of Shakespeare's play. In *Contemporary Fiction,* acting is used as a tool to demonstrate reading comprehension and develop students' oral presentation skills. In *Poetry*, reading aloud is used to analyze meter and meaning.

- **Understanding the rules of discourse.** Meaning making requires students to interact and understand the information and opinions others provide. This is done through reading and understanding text and through conversations with peers and adults. Through CKLA students are introduced to different modes of discussion and are required to follow agreed-upon rules for listening, responding, and building upon others' views.

Supporting All Students

- **Drawing on background knowledge.** The units in Grades 3–5 build upon domains in K–2, using our unique knowledge sequence. Prior background knowledge is deliberately activated in new units, and there are also opportunities to use students' own cultural backgrounds and understanding.

- **Modeling and focusing on meaning making.** Teacher modeling is found throughout the units. To enhance access for ELLs and other students, the teacher is given supports with a clear focus on reading comprehension and writing, so that language acquisition does not become the sole focus.

- **Vocabulary and grammar.** Please see the Language section for details on how vocabulary and grammar are supported and addressed. It is important to remember these supports are important for successful meaning making.

Note: The information above does not represent the entirety of CKLA's support for a range of learners. For structural and more detailed information on differentiation, remediation, practice, and other support please read the sections on Supporting a Range of Learners.

- **Discussions.** As explained above, discussions in a range of settings are central to the units. Supports and additional instruction enhance and extend these discussions, giving students help in structure, rules of discourse, and appropriate expression.

- **Reading and rereading.** Students often return to the same text multiple times to further their understanding, including in specific close reading lessons.

- **Use of appropriate tools.** All students are introduced to a range of graphic organizers, charts, and other tools. Embedded supports offer tools that can be used to enhance understanding among students who need additional scaffolding.

- **Scaffolded writing.** Supports, particularly ELD supports, provide additional scaffolds for writing, including sentence frames and starters, opportunities to complete writing tasks with adults or peers, pre-writing discussions, and tools to assist students in choosing language appropriately.

Review these supports before teaching each lesson to decide if any should be incorporated into core teaching.

Language Development

By Grade 3, students in CKLA will have been exposed to a broad base of Tier 2 and Tier 3 vocabulary and taught the core rules and mechanisms of standard and academic English. Instruction in Grades 3–5 builds on this base to give students an ever broader and deeper vocabulary and a more sophisticated understanding of grammar and morphology.

Vocabulary

CKLA takes a multifaceted approach to vocabulary development. Vocabulary is carefully chosen according to domains of knowledge (Tier 3 vocabulary) and appropriate and transferable academic vocabulary for textual analysis and writing (Tier 2 vocabulary).

- **Complex vocabulary learned implicitly in context.** In Grade 3, students in CKLA are exposed to above grade-level Read-Alouds daily. These allow students to encounter, use, and practice domain-specific vocabulary on a topic over several weeks. Academic vocabulary is also learned implicitly, with opportunities and instructions to use Tier 2 vocabulary throughout the lessons. Much of this vocabulary is then encountered in written text in the Grade 3 Readers. By Grades 4 and 5, students gain most of their vocabulary through reading complex texts. Again, they encounter new academic and domain-specific vocabulary in context through knowledge-rich, engaging texts.

- **Targeted and active vocabulary instruction.** Word Work gives students the opportunity to preview, learn, and discuss new vocabulary. Students are given a structured environment within which to clarify, discuss, and ask questions about new words.

- **Word consciousness and word play.** CKLA provides students with a wide range of activities that are designed to foster word consciousness and the flexibility of word use. These strategies include the appropriate use of context and recognizing word parts (including affixes, root words, and word categories).

- **Independent word-learning strategies.** Throughout Grades 3–5, students are taught and asked to use formal dictionary skills. They are also encouraged to apply their formal morphology instruction to deciphering the meaning of new words in new contexts.

CKLA has a number of ways for teachers to track and assess vocabulary acquisition.

- **Vocabulary introductions and charts.** Before each new chapter is read, the teacher previews and discusses vocabulary encountered in the student Readers.

- **Assessments of domain-specific and academic vocabulary.** CKLA deliberately teaches both Tier 3 and Tier 2 vocabulary on a daily basis. These are then assessed through end-of-domain assessments, which require recognition and understanding of learned vocabulary in a new context.

- **Speaking and Listening and Writing activities.** Daily discussion and writing activities allow the teacher to check for the correct use of language in context.

- **Daily assessments.** Checks for Understanding, found in every lesson, are often opportunities for teachers to listen to student responses and make appropriate adjustments. Formative Assessments, also found in every lesson, provide more formal opportunities to read student work or listen to student responses.

Language

CKLA contains explicit and implicit language instruction.

- **Explicit language instruction.** Grammar instruction, including both morphology and syntax, is taught explicitly in Grades 3–5, with full coverage of the CCSS. This includes understanding the different parts of speech and using them correctly orally and in writing; analyzing and creating correct sentences; and adding appropriate details, including adjectives and adverbs. The alignment charts at the beginning of each Teacher Guide give detailed guidance on the language skills taught in the unit. Punctuation, capitalization, and spelling are also taught explicitly.

- **Implicit language instruction.** Throughout CKLA students are encouraged to participate in discussions, engage in debates, and describe texts in a range of formal and informal contexts. Writing also covers a range of scenarios providing opportunities for students to identify different forms of language and discourse and for teachers to determine student mastery and understanding. Daily Checks for Understanding and Formative Assessments provide targeted opportunities for teachers to assess these skills.

- **Language nuance.** Students in Grades 3-5 are given multiple opportunities to learn and use language in its nuanced forms. Multiple-meaning words, literal and figurative uses of language, and phrases and sayings are common examples in our lessons.

Language for ELD and Universal Access

A range of supports and additional practice are provided in the program to provide access to academic and domain-specific language taught in the core lessons.

Cognates

Spanish cognates are provided in parentheses and italics next to vocabulary words in most units. These are important opportunities to help students access prior vocabulary as they learn new English words.

For additional information on ELD and Universal Access please read the sections on How the Units Work Instructionally, ELD, and Supporting a Range of Learners.

Effective Expression

Effective expression is inextricably tied to language development. You cannot effectively express yourself without having a rich vocabulary to draw upon, without understanding the appropriate structure of sentences, without knowing how to add relevant details, and without using language in a range of ways according to specific context (including formal and informal).

CKLA builds on language development to foster effective expression in multiple ways:

- **Daily text-based discussion.** Students engage in daily discussions of both text they read and text they hear. There are also frequent opportunities to answer questions through writing prompts. Continued focus on discussions encourages all students to ask and answer literal, evaluative, and inferential questions of increasing sophistication. These assignments require direct references to the text and understanding of the details

and/or facts within a Read-Aloud. They also require recognition of cause/effect relationships by referring directly to the text.

Those discussions vary in mode, including:

- o **Partner discussion.** Partner discussions are used in all of our units. These range from informal discussions to rules-based formal discussions. *Think-Pair-Share is used frequently as a collaborative discussion technique that focuses on helping students stay on topic, build on the remarks of others, and link their comments to evidence in the text.*

- o **Small group discussion.** CKLA provides multiple opportunities for small group instruction and expression.

- o **Whole class discussion.** Whole class discussion happens daily, providing ample opportunities for students to learn the rules of respectful and constructive academic discussion, while also giving students the chance to learn from their peers.

- **Presentation skills.** In Grades 3–5 students have multiple presentation opportunities, including practicing and performing poems and plays, practicing and assessing the audibility and clarity of their speaking, acting out literary texts to demonstrate understanding and presentation abilities, and making persuasive cases for their analysis of a range of texts.

- **Development of effective writing expression.**

In CKLA, students are led through a process of developing sophisticated and effective writing. In third grade they use a five-step writing process involving planning, drafting, revising, editing, and publishing text. In Grades 4–5, students expand this to a seven-step process that includes sharing and evaluating writing. Crucially, the process becomes less linear, and instead students move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.

- **Development of effective writing for specific purpose and audience.** The Writing Studio Program equips students to master writing as a communicative tool by training them how to determine which CCSS text type best fits a particular rhetorical opportunity. Students learn not just how to write informative, narrative, and persuasive texts but also how to know when to use each type. By helping students consider audience and purpose, Writing Studio endows them with the tools they need to tackle any writing opportunity successfully.

- **Progressive complexity.** Units increase in the complexity of language, content, and the demands on student responses through and across grades.

- **Building upon prior knowledge.** Students build upon knowledge in prior domains both within and across grade levels.

- **Bridge to independent study.** CKLA fosters lifelong learners, and it builds a base of broad understanding, while also creating excitement as students master content knowledge and become more sophisticated communicators.

Content Knowledge

To be college- and career-ready, students must be culturally literate—not just about their own culture, but about the world. CKLA is built upon a coherent knowledge sequence that is the result of years of research and consultation with content experts, educators, cognitive scientists, and others. The sequence is designed to build upon earlier content so that students become generally knowledgeable in the early grades and are able to rely on a robust web of prior knowledge when encountering new complex texts and material later in elementary school.

The CKLA Approach

- **Immersing students in specific domains.** Students spend several weeks at a time learning about science, social studies, history, literature, etc. Knowledge about the topic is built up over the weeks, with a diverse range of speaking and listening, writing, and reading activities. There is repeated exposure to new vocabulary and ideas.

Knowledge Sequence

CKLA teaches new concepts and content every few weeks, consistently linking to previously acquired understanding. This chart illustrates two examples of how students who study CKLA in Grades K–2 will continue to build coherent, sequenced background knowledge in Grades 3–5.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Nursery Rhymes and Fables	**Fables and Stories**	**Fairy Tales and Tall Tales**	**Classic Tales: The Wind in the Willows**	Personal Narratives	Personal Narratives
The Five Senses	The Human Body	Early Asian Civilizations	Animal Classification	Empires in the Middle Ages	Early American Civilizations
Stories	Different Lands, Similar Stories	The Ancient Greek Civilization	The Human Body: Systems and Senses	**Poetry**	Poetry
Plants	Early World Civilizations	Greek Myths	The Ancient Roman Civilization	Eureka! Student Inventor	Adventures of Don Quixote
Farms	Early American Civilizations	The War of 1812	Light and Sound	**Geology**	The Renaissance
Native Americans	Astronomy	**Cycles in Nature**	The Viking Age	Contemporary Fiction with excerpts from *The House on Mango Street*	The Reformation
Kings and Queens	**The History of the Earth**	Westward Expansion	Astronomy: Our Solar System and Beyond	American Revolution	**A Midsummer Night's Dream**
Seasons and Weather	The History of the Earth	Insects	Native Americans: Regions and Cultures	Treasure Island	Native Americans
Columbus and the Pilgrims	Fairy Tales	The U.S. Civil War	Early Explorations of North America		**Chemical Matter**
Colonial Towns and Townspeople	A New Nation: American Independence	Human Body: Building Blocks and Nutrition	Colonial America		
Taking Care of the Earth	Frontier Explorers	Immigration	**Ecology**		
Presidents and American Symbols		Fighting for a Cause			

- **Fluency Packets** (available online). The Fluency Packets consist of selections from a variety of genres, including poetry, folklore, fables, and other selections. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). You may choose and use the selections at your discretion in any order, though they are arranged by text type, then genre.

- **Decoding and Encoding Supplements.** In Grades 4 and 5 the Assessment and Remediation Guide is replaced by Decoding and Encoding Supplements. These resources are also intended for assessment, additional instruction, and remediation for code knowledge and fluency.

Foundational Skills

By Grade 3, CKLA has taught all of the basic and advanced coding skills. Students will continue to apply these skills daily, in decoding words and reading with accuracy and fluency.

Teachers with students who struggle with decoding skills by Grade 3 should use the following resources to support their students:

- **Assessment and Remediation Guide** (available online) for Grade 3. This contains over 1200 pages of assessment, instruction, and practice for students' specific needs in code knowledge and fluency.

This section outlines the structure of the units and provides information on how to effectively prepare and teach the 120 minutes of Grade 3 instruction and the 90 minutes of Grades 4 and 5 instruction each day.

Pacing and Instructional Timing

In Grade 3 each day consists of 120 minutes of CKLA instruction.

In Grades 4 and 5 each day is made up of 90 minutes of instruction. The writing Quest lessons in each grade, which are interspersed throughout the school year, constitute approximately ten days of additional instructional time.

The charts that follow show how the year is structured for Grades 3–5 and includes the topics covered.

Grade 3 Sequence

Unit	Lessons	Pausing Point Days	Total Instructional Days
Classic Tales: The Wind in the Willows (Including Beginning-of-Year Assessment)	15	0	15
Animal Classification	15	2	17
The Human Body: Systems and Senses	14	2	16
The Ancient Roman Civilization	15	2	17
Light and Sound	17	2	19
The Viking Age and Far From Home: A Viking's Quest (Including Middle-of-Year Assessment)	11	1	12
Astronomy: Our Solar System and Beyond	20	3	23
Native Americans: Regions and Cultures	13	2	15
Early Explorations of North America	14	2	16
Colonial America	16	3	19
Ecology (Including End-of-Year Assessment)	12	0	12
TOTAL	162	19	181

Grade 4 Sequence

Unit	Lessons	Pausing Point Days	Total Instructional Days
Personal Narratives	15	4	19
Beginning-of-Year Assessment			3
Empires in the Middle Ages	25	4	29
Poetry	15	3	18
Quest: Eureka! Student Inventor	10		10
Geology (Including Middle-of-Year Assessment)	15	4	19
Middle-of-Year Assessment			2

Grade 4 Sequence

Unit	Lessons	Pausing Point Days	Total Instructional Days
Contemporary Fiction	15	3	20
American Revolution	17	4	21
Treasure Island	19	4	26
The Contraption Quest			10
End-of-Year Assessment			3
TOTAL	129	26	180

Grade 5 Sequence

Unit	Lessons	Pausing Point Days	Total Instructional Days
Personal Narratives	15	4	19
Beginning-of-Year Assessment			3
Early American Civilizations	15	4	19
Poetry	13	2	15
Don Quixote	15	4	19
The Renaissance	19	4	23
The Reformation	10	4	14
Middle-of-Year Assessment			2
A Midsummer Night's Dream	15	0	15
Native Americans	15	4	19
Chemical Matter	15	4	19
End-of-Year Assessment			3
The Robot Quest			10
TOTAL	131	30	180

Planning Effective Instruction

CKLA is a tightly integrated program that builds intentionally over time. Skills and knowledge introduced in one lesson and unit are built upon in the next and later units. This document and the introduction in the Teacher Guides are important preparation before teaching a new unit.

The CKLA Teacher Guides support instructional planning in a range of ways. These have been divided below into areas that are essential for delivering the lesson effectively and those which are extremely helpful but optional.

Before you teach a unit you should:

- Read the introduction.

- Review the Alignment Chart.

- Review where Pausing Points occur and their content.

- Read all assessments.

Before you teach a lesson we believe it is essential that you:

- Review the activities, their timing, and sequence in the **Lesson at a Glance** at the beginning of each lesson.

- Review the **Primary Focus** of each segment and associated **Formative Assessments** described at the beginning of each lesson.

- Read the **Advance Preparation** section, including the **Universal Access** section, found after the **Lesson at a Glance**, and prepare materials accordingly.

- Decide how to assign groups and partners for appropriate activities. Grouping suggestions are found in the **Lesson at a Glance**.

- Review the **Formative Assessments** and **Checks for Understanding** found in the segments of the lesson.

- Review **Supports**, **Challenge**, and **Access** for the lesson found in sidebars at the point of instruction. Based on your students' knowledge and skills, decide which, if any, to include in the regular lesson, and which, if any, to use with specific students who need support or challenge.

If you have time we also recommend you:

- Read the **activity pages** students will complete in the course of the lesson.

- Consider whether additional activities in the **Assessment and Remediation Guide** or **Decoding and Encoding Supplement** should be utilized for students who may need additional support.

Routine: Instructional Day

Lessons each take 120 minutes of daily instruction in Grade 3 and 90 minutes of instruction in Grades 4 and 5.

Lessons are broken into:

- Reading

- Writing

- Speaking and Listening

- Language

The precise ordering and time of lesson segments vary: instruction emerges from the text, rather than being imposed on it, and this creates a natural variety in routine and activities.

Using Quests as Part of Instruction

Quests are a new element built into Grades 3–5. There are two forms of Quests:

- Core Quests. These are taught in the regular CKLA time slots and in many ways should be regarded like other units.

- Writing Quests. These can be used flexibly in addition to the core units to develop low-stakes writing in Grades 4 and 5.

Core Quests

Core Quests are immersive, narrative-driven units that form close reading adventures. There is one Core Quest each in Grades 3, 4, and 5.

During Core Quests, students read complex literary and informational texts and consistently demonstrate their ability to find evidence and use it appropriately. They write routinely over the course of the Quest in opinion, informational, and narrative modes, adjusting style for the task and audience. Quests often focus on standards in the CCSS that, in other units, can get lower priority, particularly the Speaking and Listening standards. Beyond this, Quests are deliberately varied. Each aims to immerse students in a new world, with new content and challenges. Quests are also more flexible than other units. CKLA has provided suggestions for how teachers can vary Quest activities to suit all classrooms.

Grade 3: Vikings
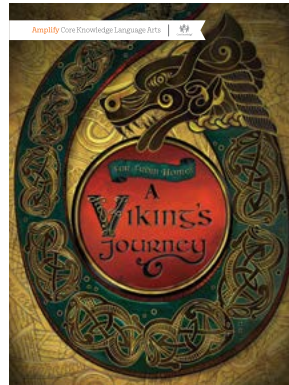
Using historical data on Viking travel, students take the roles of Vikings who have set sail with Leif Erikson to create the first Norse settlement in North America. But the class gets homesick and ventures back to Scandinavia. On the way, students meet numerous characters and learn about Viking society and traders, who tell them about other civilizations Vikings have reached or with whom they've traded. At the end of the Quest, the students land safely back in Scandinavia. There they build a town and, with the knowledge they've acquired over their journey, decide what is most important to Norse society.

Grade 4: Eureka! Student Inventor
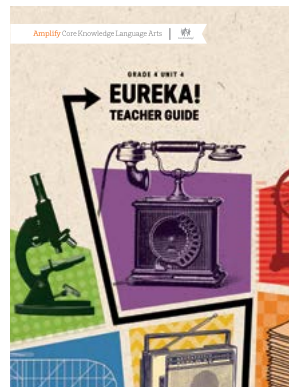
With strong links to the NGSS science and engineering standards, *Eureka! Student Inventor* places students as contestants on the bizarre and exciting reality TV game show of the same name. Students are divided into teams (labs) and complete activities and challenges both in groups and individually. Guided by puppet inventor-judges—Jacques Cousteau, Hedy Lamarr, Thomas Edison, and George Washington Carver—and a host (the teacher), contestants learn about the process of invention through examples and experiments. Throughout the Quest,

the judges will "interact" with students through videos and notes. The teacher's role as host is crucial in creating and maintaining the game-show "world."

Students read a range of texts about inventors, inventions, and the process of creation, eventually becoming inventors themselves. Students analyze objects and situations in the world around them, identify problems, and create evidence-based solutions. They also observe and communicate through writing and speaking to persuade others of their opinions. They practice informative and opinion writing, close reading, speaking and listening, and work in teams with defined roles and agreed-upon rules.

They pitch inventions in front of an audience and make improvements to their pitches and inventions based on feedback from the judges, teachers, and peers.

Grade 5: Midsummer Night's Dream
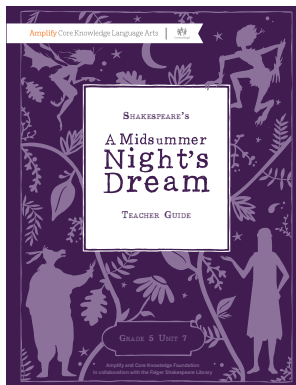
While most Quests place students in a new immersive world, with *A Midsummer Night's Dream* the world has already been created. Students spend 15 days with the mystery and magic of the Athenian woods, the formality of the court, and the chaotic humor of the rustics.

This Quest, created in partnership with the prestigious Folger Shakespeare Library, treats Shakespeare's great comedy *A Midsummer Night's Dream* as both literature and a living text for interpretation and performance. Over the course of the Quest students will read, write, act, direct, design, and watch *A Midsummer Night's Dream.*

Students are asked to think about scenes through the frames of the characters' actions and traits and consider such issues as:

- What a character wants

- What stands in his or her way

- What he or she will do to achieve it

- What a character's actions tell us about him or her

Students explore Shakespeare's brilliant and inventive language through fun activities. They engage in close reading, creative writing, and theater activities to enhance their understanding of the play and engage their imaginations. They improve their skills in reading, writing, and speaking and listening.

By the end of the Quest students will know the story and major characters of *A Midsummer Night's Dream,* be able to explain how Shakespeare was and is performed, and have a strong set of tools to decipher Shakespeare's plays (and many other challenging and unfamiliar texts) in print or performance.

Writing Quests

In addition to the core unit Quests, two writing Quests are provided with CKLA Grades 4 and 5. These Quests are important because they foster an environment of excitement and creativity in writing, forming a counterbalance to more formal instruction. These quests use a range of immersive digital resources to create a unique adventure for students and the class.

Grade 4: The Contraption
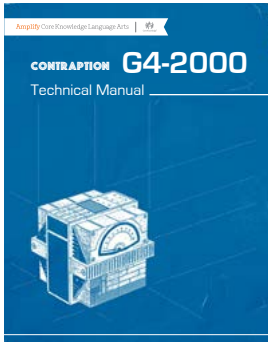
During this Quest students will observe, interact with, and follow the exploits of the Contraption, a mechanical device that appears one day in the classroom. In each lesson, students create pieces of writing that they can use to interact with the Contraption and solve its puzzles.

Over time, the metaphor of the Contraption becomes clear: it is a machine that functions through the written word, and only by composing descriptive and narrative writing can students communicate with their contraption and bring it to life.

Writing, sharing, feedback, and revision are key routines for the Contraption. Over four units of nine lessons each, students become confident and enthusiastic writers.

Grade 5: The Robot

The Robot is a continuation of 4th Grade's The Contraption, but with a new digital world requiring more expansive and descriptive writing. For example, in earlier grades, students might write, "I was sad." Now they are taught to write such phrases as, "Tears were rolling down my cheeks." By learning to expand on their own writing in such a fashion, students can communicate more fluently with their Robot and teach it to understand emotions.

Writing, sharing, feedback, and revision remain key routines. This Quest also has four units of nine lessons each.

Instructional Models Used in CKLA 3–5

CKLA employs a wide range of instructional models, several of which are described below.

- **Direct instruction.** Teachers are often asked to engage in direct instruction in CKLA, particularly when new concepts and content are introduced.

- **Collaborative learning.** Students work together on shared goals in the majority of CKLA lessons. Small group and partner activities and discussions are used in short and longer sessions. Over time, students learn to engage in discussions over multiple turns and periods. These range from structured occasions such as Think-Pair-Share and Turn and Talk, to interactive activities where students work together on complex long-term projects, to more informal collaborative work. Collaboration in small groups allows for differentiation based on student need. Teachers should use a range of strategies—sometimes assigning students of the same comprehension level into the same group, and at other times mixing students who are at different levels.

  Extension activities within the Pausing Points provide a large range of additional collaborative learning opportunities. These include large group activities such as rehearsing and performing Read-Alouds, plays, and other literary works in front of an audience.

- **Research and Project-Based learning.**
  Grades 3–5 include a number of research and other long projects (these can be identified in the scope and sequence and alignment charts for each unit). During this time, students can identify areas where they still have questions or want to know more and use the Internet, classroom library, or other resources to conduct research.

For example, students will conduct research on:

- Inventions in Grade 3

- Volcanoes in Grade 4

- Fossil creation in Grade 5

Extension opportunities are often provided to allow teachers to adapt instruction to the resources available in their classroom and library.

More About...

This section provides additional important information relating to the strands of the CCSS and CKLA.

Reading

Level of Text Complexity

Quantitative Text Complexity

By Grade 3 students are increasingly reading grade-level complex text independently. They also continue to be exposed to above-grade Read-Alouds. In Grades 4 and 5, students are exclusively reading grade-level complex text that increases in challenge from the beginning to the end of the grade.

The chart below shows the lexile range of texts and Read-Alouds in Grade 3, and texts in Grades 4 and 5. Please note that some text (such as poetry) does not contain lexiles. Lexiles for each unit can be found on the covers of the Readers.

Grade Level	Student Readers Lexile Range (Reading Complexity)
Grade 3	580–820L
Grade 4	770–1100L
Grade 5	880–1010L

Qualitative Text Complexity

Qualitative Text Complexity requires a range of judgments, some of which are by necessity subjective (Which is more complex, *Anna Karenina* or *War and Peace*? Descartes or Aristotle?). Below we have set out some of the ways in which text complexity qualitatively builds through Grades 3–5.

Levels of Meaning

In Grades 3–5 students are exposed to texts that are increasingly open to multiple interpretations and have many layers of meaning. For example in the Grade 4 *Poetry* unit, students are asked to distinguish between the literal and figurative interpretations of Langston Hughes's "Harlem." In learning about the Sherman Alexie poem, "Why We Play Basketball," in the same unit, students think about the various meanings in a poem that describes emerging anger. Different lines of the poem reinforce multiple meanings, and close and repeated reading opens up a variety of plausible interpretations.

Language Conventionality and Clarity

In Grade 3, students are still exposed to texts that are mostly literal and clear in their language. The form of writing is generally contemporary. As students show a marked increase in academic and domain-specific vocabulary from K–2, they are helped in absorbing that language through the continued use of Read-Alouds.

In Grades 4 and 5, the language demands of texts increases. Students spend significantly longer considering the precise use of words, including figurative and ambiguous phrasing, starting with the first unit (*Personal Narratives*). The *Poetry* units in Grades 4 and 5 expose students to poems that range from highly complex, archaic language, to seemingly simple but ironic texts such as William Carlos Williams's "This is Just to Say." By Grade 5, students are prepared to tackle Shakespeare, in the unit on *A Midsummer Night's Dream*.

Informational texts, too, increase in complexity of language. The level of academic and domain-specific language increases. For example in learning about the medieval period in both western Europe and the Middle East, students encounter large amounts of new domain-specific vocabulary, related to new content.

Range of Reading

By Grade 3, students will already have encountered literary texts that move beyond their own life experiences and familiarity. These demands increase in Grades 3–5. Texts with sophisticated and multiple themes are introduced (e.g., the opposition between parents and children, but also love and loss in *A Midsummer Night's Dream*; aspiration and the desire to escape in *The House on Mango Street*; and the difference between academic and sensory knowledge in Walt Whitman's poem "When I heard The Learn'd Astronomer"). Students encounter characters such as Oberon and Puck or Don Quixote, with perspectives and interests entirely different from their own and whose own points of view shifts during the text—for example Esperanza in *The House on Mango Street* and Michael Massimino in "A View of Earth." By the end of Grade 5 students must think through the unreliability of the narrator's perception as they consider Amy's attempt to find the culprit in *The Badlands Sleuth.*

Content and Domain Knowledge

One of the unique features of CKLA is its Knowledge Sequence, which provides cumulative, coherent knowledge building from Kindergarten through Grade 5. By Grade 3 students will already have been exposed to extensive, specialized discipline-specific knowledge, and will have applied that knowledge in a range of contexts. This continues, with increasingly technical or complex text, in Grades 3–5. Students are asked to learn about, understand, and call upon knowledge on topics as varied as astronomy, geology, chemistry, Viking and ancient Roman civilizations, medieval empires across Europe and the Middle East, early American civilizaitions, and Native Americans. By the end of Grade 5 , students are asked to reference a range of texts to show an integrated understanding of specific concepts.

Demands and Structure of Texts

Both the length and structure of texts increase in complexity during Grades 3–5. In informational text, students are increasingly required to analyze graphics and integrate information to understand scientific concepts or historical events. In literary texts, as described above, texts become increasingly varied in their style and clarity.

CKLA is designed to provide a steady gradient of text complexity and task demand as students progress through the grades. In Grade 3 students continue to apply their decoding skills and develop fluency, which prepares them to interpret increasingly sophisticated texts in Grades 4 and 5.

Diversity

CKLA's curriculum represents a broad array of cultures and societies, representative of the diverse backgrounds and experiences of students. The program covers world and American history—including early and modern Asian, African, Middle Eastern, Western, and Native American civilizations—and explores narrative texts from many famous authors of diverse backgrounds.

The program is dedicated to helping students establish the foundational knowledge and skills in academic English they will need as they move towards college and career readiness. It is essential that students are able to both respect their own backgrounds and experiences and confidently communicate and work with peers from around the world. A depth and breadth of knowledge is required to fully grasp the importance of diversity to human history and current affairs. In this way, students learn the real value of diversity—the myriad ways in which different civilizations, now and throughout history, have scientifically, politically, and artistically enriched each other.

Literary works help students develop an appreciation for diverse cultures and backgrounds. For example, in the Grade 4 *Personal Narratives* unit, students explore cause and effect through an analysis of a vignette from Condoleezza Rice's autobiography, and they experiment with figurative language, using as a mentor text several chapters from best-selling children's author (and disability advocate) Peg Kehret's memoir about her childhood struggle with polio. In Grade 5 the *Personal Narratives* texts include Rosa Parks's account of her lifelong battle for civil rights and poet Richard Blanco's poignant and humorous memoir of his childhood attempts to convince his Cuban-American family to celebrate a traditional American Thanksgiving. The *Poetry* units help students explore how one family approaches its Middle Eastern heritage (Naomi Shihab Nye's "My Father and the Figtree"), consider the Harlem Renaissance (Langston Hughes's "Harlem"), and interpret the role poets have played historically (Kshmendra's "Kavikanthabharana").

CKLA devotes a substantial amount of time to American history. By introducing core concepts early and then slowly building more detailed knowledge, CKLA enables students to understand that the United States is a nation whose best qualities emerge from its diverse people and their shared devotion to democracy. While the Kindergarten domains introduce Native Americans, Columbus, and America's founding, by the end of Grade 2 students know a great deal about America's struggle to extend the principles of liberty and equality of opportunity to all people, particularly through the Civil War era. This knowledge is enriched and expanded in the upper grades with additional units on early American civilizations, Native Americans, and the American Revolution.

Reading Lesson Types

Whole Group: For a whole-group reading lesson, you will provide reading instruction to the whole class. In general, you will introduce the chapter, review what students have already learned (when appropriate), preview chapter vocabulary, and establish a purpose for reading. Then, you will guide students' reading by focusing on small chunks of text. Using guided reading supports, you will briefly engage students in discussion and reference images, captions, and other text features throughout the lesson. Guided reading supports in bullets are suggestions to facilitate discussion, while teachers may choose to read aloud the unbulleted guided reading supports as written. You may choose to have students read silently or aloud. After reading, you will have the opportunity to check students' comprehension of the text using oral discussion questions, written activity page items, or some combination of the two. Please review completed activity pages, preferably with student involvement, to assess and monitor students' comprehension and to provide rapid clarification and feedback.

Small Group: For a small-group reading lesson, you will divide the class into two small groups. Small Group 1 should include students who need extra scaffolding and support to read and comprehend the text. You will provide instruction to this group using the same procedures as a whole-group reading lesson. In addition, you will provide support as students complete an activity page, either during reading or afterward. There are many advantages to using this approach with a smaller number of students, including more frequent opportunities for each student to be actively engaged and to respond orally. This allows you to provide immediate corrective feedback and instruction for individual students. Small Group 2 should include students who are capable of reading and comprehending the text without guided support. These students may work

as a small group, as partners, or independently to read the chapter, discuss it with others in Small Group 2, and then complete an activity page. Over the course of the year, students may move from one group to the other, depending on individual students' needs.

After reading, you will call students together as a class to briefly discuss the chapter and wrap up the lesson. Because students in Small Group 2 will complete the activity page independently, you should make arrangements to ensure they have completed it correctly. You might choose to collect the pages and correct them individually, provide an answer key for students to check their own or a partner's completed activity page, or confer with students individually or as a group at a later time.

Partner: For a partner-reading lesson, you will pair students to read and discuss the chapter. You may wish to use any or all of the following pairings at different times: strong readers with readers who need more support, readers of similar skill levels, or English Learners with native speakers. The way you pair students should change throughout the year. You will explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, then the other partner will read that page aloud, and so on. Students can ask their partner for help to sound out or define words as necessary. You may wish to adjust this structure as students' needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners. Students will also complete an activity page with their partners either during or after reading. You will call students back together as a class after reading to discuss the chapter and the activity page.

Close Reading: The CCSS emphasize the practice of close reading, including asking text-dependent questions worthy of students' time to answer. CKLA includes explicit instructions for utilizing a close reading approach with particular excerpts from the Readers. These lessons are carefully crafted to focus students' reading and help them derive deeper meaning through close examination of the text.

Selected guided reading supports in close reading are intended to provide this focus and are labeled as follows:

- VOC indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.

- SYN indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.

- COMP indicates questions or comments that focus on students' understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.

- LIT indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect, such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

Eliciting Students' Responses in Close Reading

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.

- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.

- Following a question, have all students provide a written response before one student responds.

Note: Close reading lessons present excellent opportunities to ensure that English Language Learners and other students who need additional support fully comprehend a reading selection.

Read-Aloud: In Grades 3–5, listening comprehension still often exceeds reading comprehension for many students. As a result, students benefit from hearing text read aloud by a fluent and experienced reader. Struggling readers, in particular, may benefit from hearing text read aloud as they follow along in the Reader. In a typical Read-Aloud lesson, you will introduce the chapter, review what students have already learned (when appropriate), preview chapter vocabulary, and establish a purpose for reading. Then you will read the chapter aloud while students follow along in the Reader, using guided reading supports to ask questions, discuss vocabulary, and/or highlight important aspects of the text. You will also help students attend to images, captions, and other text features. After reading, you will have the opportunity to check students' comprehension of the text using oral discussion questions, written activity page items, or some combination of the two. Please review completed activity pages, preferably with student involvement, to assess and monitor students' comprehension and to provide rapid clarification and feedback.

Text-Dependent Comprehension Questions

There are three main types of questions students encounter in the majority of the Grades 3–5 units.

Literal questions assess students' recall of key details from the text. These are text-dependent questions that require students to paraphrase and/or refer back to the portion of the text where the specific answer is provided.

Inferential questions ask students to infer information from the text and to think critically. These are also text-dependent, but require students to summarize and/or refer back to the portions of the text that lead to and support the inference they are making.

Evaluative questions ask students to build on what they have learned from the text using analytical and application skills, often to form an opinion or make a judgment. These questions are also text-dependent but require students to paraphrase and/or refer back to the portion(s) of the text that substantiate the argument they are making or the opinion they are offering. Evaluative questions might ask students to:

- Compare and contrast the point of view from which different stories are narrated.

- Compare and contrast firsthand and secondhand accounts of the same event or topic.

- Identify how reasons support specific points in a text.

- Compare and contrast the treatment of similar themes and topics across different types of literature.

- Integrate information from two texts on the same topic.

- Analyze a variety of illustrations, photos, graphics, and other visual elements.

Independent Reading

The Grades 3–5 units are a starting point for students to think about their interests and make connections. Students naturally gravitate towards topics that spark their interest, and connect concepts with topics specific to what they've learned in the classroom. This allows them to see familiar topics in a different way and make new connections.

Outside of the core instruction, teachers may want to set time aside for students to read independently, using books from their classroom or school library. Students should be encouraged to choose their own texts based on their interests to foster engagement and build reading stamina.

Teachers model the book selection process by engaging in class discussions so students can think about the process out loud and create a chart to refer to as they select their books. As students develop their text selection techniques over time they will need less support.

Reading Logs

With every student keeping a reading log, teachers can engage each student in a one-on-one-conference. During the conference teachers should direct students to critically think about their decisions and include this information in their reading logs, making them aware of:

- Where, when, and how long they are reading and how their environment affects their reading experience.

- How they are selecting books based on interest, content, and difficulty.

- How their decision affected their reading experience.

Teachers are encouraged to explicitly teach and work with students to set SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goals. For example: *I will read twenty pages of* The Secret Garden *by Friday*. These goals are SMART because they are:

Specific: Student has selected a specific book, *The Secret Garden.*

Measurable: Student will read twenty pages.

Achievable: Student has time to read twenty pages by Friday.

Relevant: Student enjoys reading fiction.

Time-bound: Student will complete reading by Friday.

When students set SMART goals, they can track those goals and feel a sense of accomplishment. In cases where they don't achieve the goal, they can make specific adjustments. The SMART goals enable students to challenge themselves to progress in an intelligent fashion specifically designed for each individual student.

In-Class Engagement

Engagement with independent reading content fuels students' desires to learn. Teachers are encouraged to always build time in class to engage with independent reading through activities such as book talks and sharing, discussion circles, one-on-one conferencing, creating knowledge graphics, writing (book reviews, letters to the author, in journals, etc.) and multisensory experiences (recording audio, videos, acting).

Home Component

Creating time and space for reading outside the classroom is essential to students' development. The reading experience is extended to students' lives outside the classroom by frequent, teacher-initiated communication with parents and guardians regarding the content students read and by suggesting discussion topics at home. Take-home letters that include student reading goals involve parents and guardians in the process.

Writing

Third grade includes five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the CKLA writing process expands to also include sharing and evaluating. In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally. (See Graham, Bollinger, Booth Olson, D'Aoust, MacArthur, McCutchen, & Olinghouse [2012] for additional research-based recommendations about writing in the elementary grades.)

The Writing Process
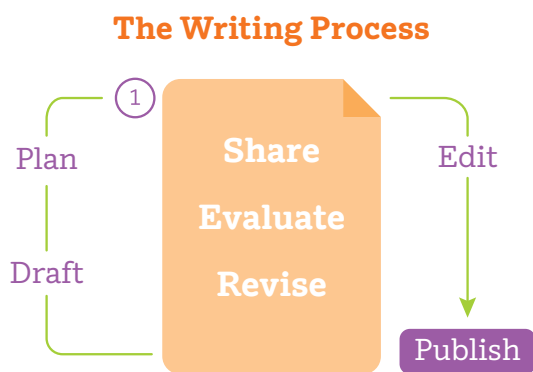
Writing lessons include multiple opportunities for peer collaboration and teacher scaffolding. Additionally, when students write, you should circulate around the room and check in with students to provide brief, targeted feedback.

In addition to specific writing lessons, there are numerous writing opportunities throughout the CKLA program. For example, students regularly engage in writing short answers in response to text-based questions. In these writing opportunities, students will focus on the use of evidence from the text and individual sentence construction.

Many of our literary units—for example, the *Poetry* units, *Contemporary Fiction,* and our core and writing Quests (*Eureka! Student Inventor, A Midsummer Night's Dream, The Contraption,* and *The Robot*) adopt a flexible, low-stakes writing model. These two models give students both the scaffolding and confidence to become fluid, expressive writers in all writing forms.

Students gain additional writing instruction and practice in the Writing Studio Program. Writing Studio builds on the deep content knowledge developed in CKLA primary instruction, using it as a springboard for students to strengthen and practice their writing skills. Writing Studio instruction covers all grade-level Common Core standards for writing.

Each grade level in Writing Studio consists of seven units, two devoted to each CCSS text type (narrative, informative, and opinion) and a culminating unit in which students are presented with a problem and asked, with appropriate guidance and scaffolding, to write a suitable response.

Writing Studio units offer a clear progression through the text types in each grade. Grade 3 instruction helps students explore a text type and domain knowledge introduced in primary instruction, and Grades 4 and 5 equip students to apply their domain knowledge and their deep familiarity with text types to write in several different ways about the same general subject. For example, in Grade 4, students write poems as part of the primary instruction for Unit 3, *Poetry*. In Writing Studio, students extend and apply that knowledge by composing informative texts explaining the elements of a poem. This enables students to practice

thinking about content in different ways, offering more depth and breadth to their understanding of core content and of the writing text types.

Cursive Instruction

Unit 1 of Grade 3 contains fourteen lessons of instruction in cursive writing. CKLA's cursive program covers the lower- and upper-case alphabets and, with the accompanying Cursive Activity Book, provides students with many opportunities to work toward, and achieve, legible and fluid cursive penmanship. The fourteen lessons are also included in the first unit of Grade 4 to provide both a solid introduction to fourth graders who are new to cursive and a timely refresher to more experienced students.

Although the cursive lessons are all contained in the Grade 3 and Grade 4 Unit 1 Teacher Guides, the lessons are not designed to be completed in the time allotted for those units. Rather, teachers should proceed at a pace that is right for their classes, allowing new students of cursive to become comfortable writing each letter or letter group before introducing new ones. Students reviewing cursive can sharpen their penmanship skills with periodic assignments from the Activity Book. Once students have learned all the letters, teachers are encouraged to have them practice by completing select writing assignments in cursive.

Speaking and Listening

CKLA aligns to the standards and expectations of the Common Core for speaking and listening by providing numerous opportunities to engage in rich, structured, text-based conversations in a variety of settings and group sizes. For example, during Read-Alouds, students engage with the text primarily by listening to their teacher read, then integrate and evaluate that information in discussions with their classmates. As another example, during writing lessons, students take turns presenting their writing to partners, small groups, or the whole class and follow those presentations with rich and constructive conversations about the writing.

There are a number of ways to promote and facilitate speaking and listening throughout the lessons. One method to engage all students in discussions and equalize accountability and opportunities for speaking and listening is to introduce a discussion question or topic, have students talk with a partner about the question, then select two or three sticks (preprinted with students' names) from a jar and have those students share their answers. Another method is to use an end-of-lesson check-in as an informal observation and accountability measure. To conduct the check-in, select a few students to answer a question, and then assign a score of zero, five, or ten (using the Tens Recording Chart located in the Teacher Resources section of the Teacher Guide) based on your evaluation of students' understanding of the lesson content and vocabulary.

In addition, there are a large number of specific speaking and listening projects in Grades 3–5, including presentations, academic discussions, and debates. These can be found in the table of contents in each Teacher Guide.

Important Note

Many of the routines described above are found in most, but not all, units. Some units—such as Quests—are designed to be more flexible and may deviate from the routines described above.

Language

Vocabulary

A primary goal of the CKLA program is to expose students to rich domain-specific vocabulary and general academic vocabulary. The texts and associated instructional materials within each unit have been crafted to provide repeated exposure to, and experiences with, selected vocabulary words embedded within domains of knowledge related to history, geography, science, culture, and the arts. Each domain-based unit spans approximately three weeks of instruction, during which students read a minimum of nine unique chapters. This approach allows for the domain immersion needed to acquire new vocabulary as well as breadth and depth of domain knowledge. Through repeated exposure to words in each unit, students implicitly gain a greater understanding of many different words. Implicit vocabulary learning is an efficient and effective way to build a broad, rich vocabulary base.

Although the primary mechanism for acquiring new vocabulary is through implicit vocabulary learning, each lesson also highlights a number of vocabulary words in a more explicit way. For example, one word in most lessons has been selected for closer study in a Word Work activity.

Whether vocabulary is introduced implicitly or explicitly, students have multiple opportunities to build their understanding of words and to generalize this understanding to new contexts (expanding their receptive vocabulary). As students progress through the unit, they may begin to use new vocabulary words in their speech and writing (expanding their expressive vocabulary). The more you model the use of new vocabulary when discussing each chapter, the more likely it is that students will try using these words as well.

The CCSS reference Beck, McKeown, and Kucan's (2002) three-tiered model for conceptualizing and categorizing vocabulary words. Tier 1 words, also called everyday speech words, typically do not pose a challenge for native speakers. As such, Tier 1 words are generally not the focus of explicit instruction for most students. Tier 2 words, also called general academic words, support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where applicable, general academic words are used throughout the unit, as they refer to all subjects—reading, writing, grammar, morphology, and spelling. They may appear in assessments, spelling lists, activity pages, and discussion questions, among other places.

Tier 2 academic vocabulary has been targeted for intentional focus in each unit. These words are listed and defined in the introduction to the units. Define academic vocabulary words for students and use them throughout the school day so students may experience multiple exposures to them.

Tier 3 words, also called domain-specific vocabulary, relate to the content domain of study. Domain-specific words occur less frequently than Tier 1 and Tier 2 words outside of domain-specific text, but they are critical to understanding unfamiliar domain content. Understanding domain-specific vocabulary contributes to building domain knowledge, which is important for understanding domain-specific text and concepts. Students in turn can use domain knowledge as background knowledge to build upon when encountering texts on similar topics.

Targeted core vocabulary appears in the Reader text and includes both academic (Tier 2) and domain-specific (Tier 3) words. These words appear in the Teacher Guide in each lesson as a sequential list to be previewed before students read the corresponding chapter. Each word is presented with its part of speech, its meaning, and, when applicable, other forms of the word that appear in the chapter. All

core vocabulary words, which also appear in the Reader and Teacher Guide glossaries, have been infused into the instruction and activities related to grammar, morphology, and spelling, when appropriate.

Multiple meaning words from the core vocabulary list, as well as sayings and phrases that appear in the chapter, are also noted. Given the challenges associated with comprehending multiple-meaning words and sayings and phrases, you may need to explain the meanings of these words and phrases.

When previewing vocabulary, particularly domain-specific vocabulary, it is important that you explain the word's meaning and how the word is used in context. Understanding both the meaning of the word and the way the word is used in the Reader context will help students build their vocabulary knowledge and help them recognize the word and its context in other texts.

Word Work

Immediately following most reading lessons, there is a five-minute activity called Word Work, based on the work of Beck, McKeown, and Kucan (2002). This activity allows for in-depth focus on a specific word from the Reader text. Students will review the word, its meaning, its part of speech, and an additional context for using the word. Finally, students will complete a follow-up activity to extend their understanding of the targeted word.

Grammar

Student results on the grammar section of the Beginning-of-Year Assessment will provide insight as to whether you will need to supplement the grammar lessons with additional practice.

Explicit grammar instruction is highlighted in the lessons and can be seen in the Table of Contents in the beginning of each unit.

Spelling

Spelling lessons and spelling assessments initially focus on words in isolation. This is an important aspect of a language arts program, and students should be expected to perform well on the spelling assessments. It is also important, however, to focus on spelling within the broader context of students' daily written work.

In the Grades 3–5 spelling lessons, students will continue to sound out unfamiliar words syllable by syllable. Please encourage students to generate logical, defensible spellings based on code knowledge rather than guessing.

If, within the context of spelling words, a student exhibits a code knowledge problem, that student may benefit from remediation using spelling lists from earlier grades to target specific letter-sound correspondences. If lack of code knowledge appears more pervasive and affects a student's reading and spelling, it may be necessary to provide additional code instruction outside of the 90 minute ELA instruction. The Assessment and Remediation Guide and the Encoding and Decoding Guide can be used for this purpose.

In most units' spelling lessons, students will practice spelling words related to the content of the Reader and words related to the morphology features taught. Each set of spelling words will consist of between ten and fifteen words. Although the words do not follow specific spelling patterns, you may detect certain gaps or misunderstandings in students' knowledge of the CKLA code through careful analysis of their spelling errors.

Pronunciation and Syllabication Chart

The following chart shows how pronunciation and syllabication information for the spelling words is presented in informational units. The first column lists the words. The second column breaks the words into decodable sounds based on the CKLA Code Knowledge approach to decoding words. The third column lists syllable types in each word.

This information is provided for your information so you can present these new, unfamiliar spelling words in a way that calls upon and reinforces the manner in which students were taught to decode and encode in the earlier grades.

As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word For example, you might note that the word fatal includes a schwa sound (/ə/) in the second syllable of the word (i.e., the second syllable is pronounced /təl/, but spelled 'tal') and then point out the 'al' spelling for /əl/.

Sample Chart

Word	CK Code	Syllable Type
easily	/ee*z ə*lee/	digraph*ə*open
greasy	/gree*see/	digraph*open
immobile	/im*moe* bl/	closed*open* consonant-le
imperfect	/im*per*fekt/	closed*r-controlled*
impossible	/im*pos*ə* bl/	closed*closed*ə* consonant-le
inflexible	/in*flex*ə* bl/	closed*closed*ə* consonant-le
insufficient	/in*sə*fish* nt/	closed*ə*closed* closed*
intolerable	/in*tol*er*ə* bl/	closed*closed*r-controlled*ə* consonant-le
loudly	/loud*lee/	digraph*open
noisy	/noi*zee/	digraph*open
tasty	/tae*stee/	open*open
temporarily	/tem*p ə*raer*ə*lee/	closed*ə*r-controlled*ə*open

Phonics

The sound-spelling notation is different in Grades 4 and 5 than in K–3. In Grades K–3, we noted each individual sound spelling within //. For example, the sound spellings for *costly* would be /k//o//s//t/*/l//ee/. In Grades 4 and 5, we use a sound-spelling notation that follows linguistic and dictionary conventions, making each notation easier to see and read. For example, the word costly is now notated as /kost*lee/.

Morphology

Morphology is defined as the study of word parts and how the parts provide clues to the meaning of words. Being familiar with word parts also facilitates decoding of multisyllable words. Throughout Grades 3–5, students will study word parts, such as prefixes, suffixes, and root words. Oral and written activities present opportunities to apply morphology skills.
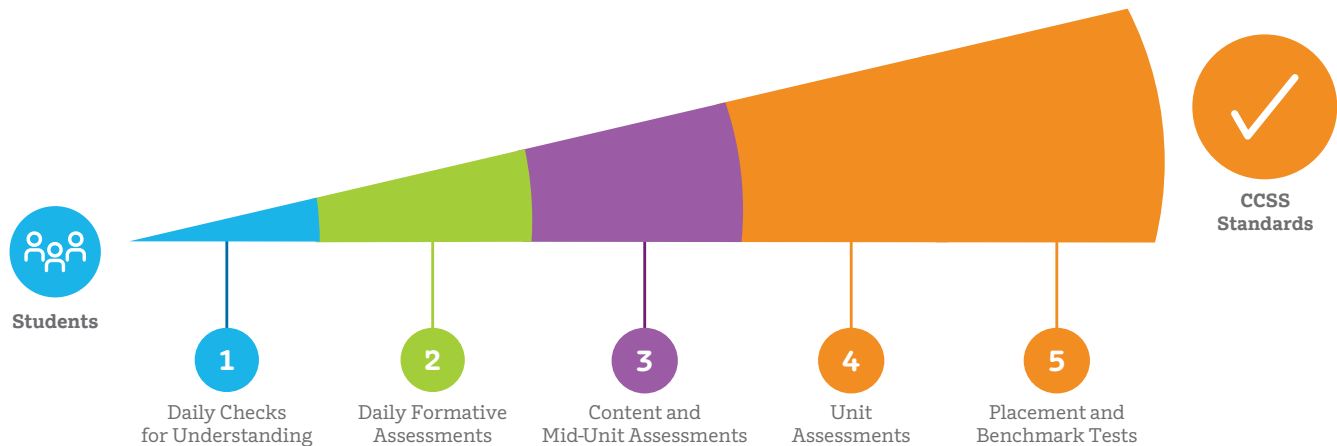
Amending Instruction

This section is designed to help teachers adapt and differentiate according to the range of students in the classroom, and their minute-by-minute needs.

| Students | 1 Daily Checks for Understanding | 2 Daily Formative Assessments | 3 Content and Mid-Unit Assessments | 4 Unit Assessments | 5 Placement and Benchmark Tests | CCSS Standards |

Assessment

CKLA has a progression of moment-by-moment to benchmark assessments as indicated below.

Checks for Understanding allow instruction to be amended within the context of the lesson as needed. Formative Assessments range from in-the-moment adaptation to opportunities for individual, small group, and whole class reteaching and review. Checks for Understanding and Formative Assessments also provide information to decide whether additional supports and practice (found at the end of the lesson and in the additional guides) are appropriate. Mid-unit, end-of-unit, and benchmark assessments should be used to direct remediation, Pausing Point days, and to differentiate instruction.

Feedback

Regular, consistent feedback from a variety of sources is crucial to successful learning. Our assessment cycle provides appropriate feedback to students, but it is also supplemented by additional feedback opportunities.

- **Teacher feedback.** In addition to assessment information, the following elements provide regular opportunities for appropriate feedback to students:

o **Teacher questioning.** Guided reading supports are designed to test student comprehension and map to the primary focus of lessons. It is important that different students respond to the questions in each consecutive lesson. This allows feedback on misconceptions of language, comprehension and inference.

o **Wrap-Up questions and Checks for Understanding.** Wrap-Up and comprehension questions at the end of lessons are particularly useful in testing comprehension and providing targeted feedback. Checks for Understanding are also designed for this purpose.

o **Writing feedback.** The multistep writing process provides the opportunity to review and assess student work. Between drafting and editing students are asked to share or self-check, evaluate, and revise; this is an opportunity for the teacher to provide feedback, which the student then enacts independently or with others. The Quests also provide opportunity for rapid feedback on student work in a low-stakes writing environment. Rubrics are provided to the teacher to support writing feedback.

o **Student work.** Students work increasingly individually in Grades 3–5, with large numbers of activities found in Activity Books, ranging from short answer questions to long projects. These can and should be used as frequent feedback and assessment opportunities. In Grades 4 and 5, writing assignments offer formal opportunities for students to discuss and revise their work.

- **Peer-to-peer feedback.** Peer feedback is also an important part of CKLA; it includes:

  o **Structured partner and small group discussions.** Peer-review activities involve students asking each other questions and providing feedback that strengthens their knowledge. Peer review is conducted within CKLA in one-on-one, small group, or whole class discussions.

  o **Collaborative projects.** Joint work is also used to help students reinforce and practice content and skills together. Access supports in the sidebars of lessons often provide further opportunities for partner or small group collaborative work.

  o **Peer strengthening.** Some lessons incorporate more formal peer feedback, including using rubrics for speaking and listening activities.

- **Self-correction.** Students are given ample opportunities to correct their own work. For example, students complete activity pages, either individually, in pairs, or in small groups. Whole group discussion and instruction then provide a structure within which students can correct and change their work, allowing teachers to see a visual representation of their learning process and gaps.

Differentiation

Assessment and feedback give the necessary input to differentiate instruction effectively, from informal and minute-by-minute opportunities to lessons designed to remediate, enrich, and offer targeted practice.

You will find differentiation in the following forms throughout the year:

- **Access, Support, and Challenge.** Within lessons, supports are provided in sidebars next to daily instruction. These are designed to give all students in-the-moment support to access activities. Where advance preparation is required, this is flagged at the beginning of the lesson. Reading and writing activities include supports designed to bolster reading comprehension and effective expression in writing. The Universal Access section of Advance Preparation gives additional guidance for supporting English language learners. In the Primary Focus and Formative Assessment sections at the beginning of each lesson you can see which ELD standards are addressed by Access supports.

- **Pausing Points.** Pausing Point days include several days' worth of enrichment and remediation instruction. Many units contain supplemental texts for student enrichment, practice, and evaluation on Pausing Point days.

- **Assessment and Remediation Guide (ARG), Encoding and Decoding Supplement, and Fluency Packets.** These, found online, contain large volumes of remediation activities covering phonological awareness, phonics, and fluency and comprehension. The ARG and Decoding and Encoding Guide are very comprehensive and provide dozens of hours of potential additional instruction.

- **Grouping.** Lessons provide regular small group and partnering opportunities. These can be arranged based on class needs.

- **Writing Studio.** This program allows students additional practice and scaffolded instruction in writing each CCSS text type.

Student Enrichment

CKLA provides multiple opportunities for challenge and enrichment, including:

- Challenge sidebars throughout the lessons providing stretching questions and activities.

- Pausing Point days include additional activities and more complex text for advanced students.

- Provide students with additional "above level" books for independent reading from the classroom or school library.

There are also daily opportunities to allow students to delve more deeply into the material. For example, some lessons offer opportunities for independent and small group research that can be extended by asking for alternative sources or deeper analysis.

Writing tasks provide almost limitless opportunities for extension. Feedback from the teacher, peers, and self-reflection provide students opportunities to strengthen their writing. For example, advanced students can be encouraged to:

- Use more complex and unusual descriptive vocabulary.

- Incorporate figurative language into their writing.

- Write multiclause sentences with more complex "joining" words.

- Create longer or richer opinion, informative, and narrative pieces.

- Evaluate the use of informational textual characteristics and use in their own writing (e.g. headers, bullets, charts, and maps).

Tracking Student Progress

CKLA provides a range of ways to track student progress, many of which are found in the Teacher Resources section of the Teacher Guides.

Ongoing tracking

- **Student Progress Record Form.** This form may be used against a large range of student activities to track how students are progressing over time and compared with others in the class.

Mid- and end-of-unit assessments

There are a range of formal assessment opportunities found within units, including but not limited to:

- Spelling Assessments

- Grammar and Morphology Assessments

- Reading Comprehension Assessments

- Writing Assessments

These assessments are accompanied by directions and support for analysis of performance. They are also accompanied by assessment charts to record student progress.

Benchmark assessments

Students complete three benchmark assessments in Grades 3–5—Beginning-of-Year, Middle-of-Year, and End-of-Year. Students should be offered additional support and remediation depending on their performance.

Rubrics, Portfolios, Journals, and Editing Checklists

There are a number of other tools that support teachers in providing specific feedback to students and monitoring and tracking student progress over time. These tools can be used broadly and flexibly across the grade or very specifically for targeted instruction purposes.

- **Rubrics:** Generic grade-level rubrics are provided in the appendix for each of the writing genres; narrative, opinion/argumentative, and informational/explanatory, as well as for Speaking and Listening standards related to collaborative conversations and presentations. Specific rubrics, related to a particular instructional activity, are contained within individual units. "Exemplary" to "Beginning" performance columns provide graduated descriptions for each criterion. The columns for "Strong," "Developing," and "Beginning" performance are shaded to help students initially attend to the description for "Exemplary" performance. Rubrics allow teachers and students to identify graduated steps for improvement when aspects of the writing do not meet all the criteria taught. To do this, teachers (and students) may highlight the language from each row that best describes student writing.

- **Portfolios:** The use of unit-long and year-long portfolios is encouraged to provide teachers, students, and parents a record of growth throughout a particular unit or across the year. Portfolios should include relevant work samples that demonstrate a range of student work.

- **Journals:** Journals can be used for a variety of purposes to extend learning and as a record of student learning throughout the unit of year. The Poet's Journal and Writer's Journal are particularly good resources for tracking student writing and can be used beyond the *Poetry* and *Contemporary Fiction* units.

- **Editing Checklists:** Editing checklists allow students and teachers to evaluate students' command of language conventions and writing mechanics within unit writing projects. They serve a different purpose than rubrics. Rubrics measure the extent to which students apply specific instructional criteria across a project or unit, whereas editing checklists measure the extent to which students apply English language conventions and general writing mechanics. Editing checklists should be used only after students have received the appropriate instructional support and opportunity to review their writing for that purpose. A sample editing checklist appears on the following page.

Sample Editing Checklist

Editing Checklist	Notes
MEANING Is correct grammar used? • Sentences are complete with subject and predicate. • Sentences are appropriate length (no run-ons). • The student has been supported with corrections for parts of speech, verb tense, and more complex sentence structures. • Linking words are used appropriately to convey compare and contrast.	
FORMAT Does the student use appropriate formatting for the piece of writing? • All paragraphs are indented. • Project title is on the front. • Each codex page has a heading. • Each page has an image with a caption. • There is a reference list on the back following the format taught.	
CAPITALS Is capitalization appropriately applied? • All sentences begin with a capital letter. • All proper nouns are capitalized.	
SPELLING Are all words spelled correctly? • All Core Knowledge code is spelled appropriately. • Taught spelling words and morphology are spelled accurately. • The student has been supported in identifying other misspellings to be looked up in reference sources as needed.	
PUNCTUATION Is punctuation appropriately applied? • All sentences have appropriate ending punctuation. • Commas, quotation marks, and apostrophes are all used correctly for the ways they have been taught. • Titles in the reference list are underlined or in italics.	

Supporting a
Range of Learners

This section further outlines the tools CKLA provides to support the range of learners in the classroom.

Universal Access

Teachers employ a wide range of strategies that go beyond instructional material to support students in the classroom. CKLA is designed to support those strategies. The section on Amending Instruction supports Universal Access and can be used for a wide variety of students, including English language learners.

Below is a brief description of some of the additional tools provided.

Providing multiple means of representation

CKLA offers multiple means of representing content to maximize student understanding. This includes, but is not limited to:

- Digital component files that allow for a range of presentations of images and text to support learning.

- Clarification on language is found throughout the program. For example, sidebars include support on transition words and syntax, and illustrations are suggested or provided to help students understand the concepts they are learning.

- Images used during instruction connect to the text and support comprehension.

- A range of graphic organizers and other tools promote the activation of background knowledge. New ideas are often conveyed initially through familiar contexts.

- Sentence frames and starters support English learners in writing and speaking tasks, supporting students' language production.

Providing multiple means of action and expression to provide students with options for navigating and demonstrating learning

CKLA provides a range of methods for all students, including ELLs to navigate and demonstrate learning. This includes, but is not limited to:

- **Physical actions.** Students take part in Quests that involve physically moving around the classroom, such as simulating Viking travel (Grade 3), taking part in a game show environment and making a product pitch (Grade 4), or acting out scenes from plays (Grade 5).

- **A range of methods for response.** Students are given a wide range of response methods in lessons, including oral responses, shared class responses, individual written responses, and small group work. Small groups are structured to allow students who need help to be given targeted support, and sidebars provide further advice on how to work with individuals, pairs and small groups.

- **Appropriate tools for composition and problem solving.** Graphic organizers and tools such as timelines are used throughout to help students place information in the appropriate context and understand concepts in a range of ways.

- **Varied scaffolding.** Support sidebars often provide additional scaffolding to support student activity. It is also important to note that the core lessons, as written, provide a high degree of scaffolding that can be lessened for more advanced students.

- **Managing information and resources.** Sidebars offer additional support to help students assemble and organize the information and materials they will need to succeed in writing projects.

Providing multiple means of engagement to tap individual learners' interests, challenge them appropriately, and motivate them to learn

CKLA provides a range of methods to tap into and maintain learners' interests. One of the most important is the engagement of the knowledge domains. Students studying CKLA become active and absorbed conversationalists as they feel their knowledge grow—and with it their confidence.

- **Providing home and community audiences for student work.** Students are frequently given take-home work to practice with family members. There are also opportunities in Grades 3–5 for work to be published and shared with the outside world.

- **Students develop into active conversationalists within CKLA.** Routines such as Think-Pair-Share, as well as methods for sharing oral responses and writing, are used to develop a safe and supportive environment for students.

- **Collaboration and communication.** The wide range of whole-class tasks, but also the multiple opportunities for small group and partner work, are designed to help students become productive collaborators.

- **Feedback.** There are a range of mechanisms for teacher feedback (including, but not limited to Checks for Understanding, Formative Assessments, Wrap-Up questions, and writing assignments), peer feedback, and self-checks within CKLA. Please see the Feedback section in Amending Instruction for more details.

Supporting Students with Disabilities

Students with disabilities vary enormously and can often be challenged to achieve at or above grade level. Instructional strategies must therefore vary according to the assessment of the individual student's needs. The section below outlines some of the ways CKLA supports that adaptation. Please also see the section above on Universal Access for additional appropriate supports.

Additional Instruction

- Pausing Points. These provide additional instructional time to review, reteach, and differentiate instruction on new skills and knowledge taught in each unit.

- Assessment and Remediation Guide/Encoding and Decoding Supplement. These can be used for additional lessons that support students who need extra practice or remediation on foundational skills and comprehension.

- There are a large range of additional supports, scaffolds, and activities throughout the lessons that are suitable for a wide range of learners with different needs. They include supports for language, comprehension, writing, speaking and listening, and other scaffolds.

In addition, our lessons can be adapted to be delivered over the school day, with more or fewer breaks. Activities are designed to give students variety in instruction and prevent frustration during long tasks.

Student Grouping

- Supports and other sidebars within lessons provide instruction for additional small group, individual, and partner settings with scaffolds to support understanding. Universal Access material in the Advance Preparation section of lessons often provides help with these settings.

- Teacher Guides provide guidance on how to flexibly group students at the teacher's discretion and in response to need.

- The Decoding and Encoding Supplement also provides specific advice for grouping students according to the skills for which they need support. It also offers alternate teaching strategies and reteaching guidance to ensure that students receive the instruction they need to solidify their foundational skills and move forward.

- Assessments, including Checks for Understanding and Formative Assessments, should be used to allocate students to groups and give the relevant supports within the lesson. They should also be used to assign students additional practice and instruction from the Additional Supports, Assessment and Remediation Guide, and activities/scaffolds within sidebars.

In addition, while CKLA has been designed to support classrooms with a full range of technologies, activities and lessons are designed to be highly compatible with the use of multiple platforms and media, including word processors and other communication devices.

Integrated ELD

English Language Learners (ELLs) of varying levels of proficiency are supported through the language acquisition strategies integrated in each lesson of the Grades 3–5 units.

In addition, Access supports provide further guidance to educators seeking to meet the specific needs of ELLs by helping them adjust the pacing of instruction, providing more specific guidance on explicit instruction for Tier 2 (broadly academic) and Tier 3 (domain-specific) vocabulary words, and offering deeper support for syntactic awareness. They also feature instructional tools to adjust:

- Required modes of participation. Examples include using visual supports or receptive approaches for checking comprehension and explicit references to Academic English.

- Language supports, such as sentence frames and starters, are provided to scaffold language production tasks.

- Timing/immediacy of support that students receive during Read-Alouds, such as use of pictures or props, and explicit attention to vocabulary.
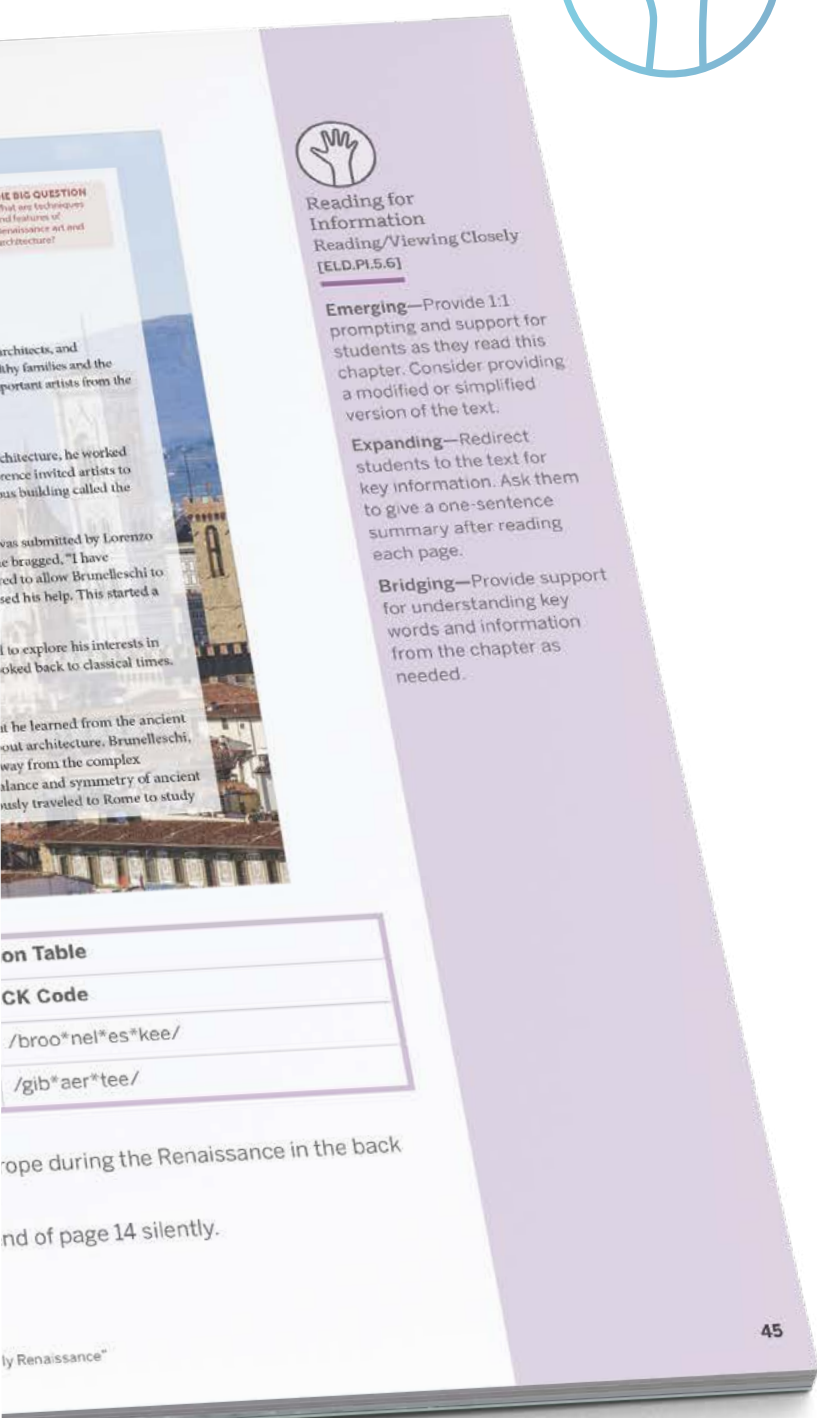
Beyond the
Traditional Classroom

This section outlines how CKLA can be used outside traditional K–5 classes, specifically in combination classes.

Supporting Combination Classes

Combination classrooms are those in which students of a similar age are taught together under a single teacher. Proponents of alternative grouping approaches maintain that multi-grade or multi-age grouping is better "aligned with children's natural groupings and learning tendencies" (Ong, Allison, & Haladyna, 2000). While multiage or combination classes may provide children with social and learning environments in which they can progress at their own pace, they present unique implementation challenges to teachers and administrators. Additional challenges are posed by federal and state testing requirements and the very specific grade-level expectations outlined in the CCSS (Mariano & Kirby, 2009).

While there are pros and cons of multiage/combination classes, all classrooms that employ this structure are likely to be comprised of students of different ability levels. CKLA readily supports combination classes within two broad grade groups: Grades K–2 and Grades 3–5.

There are common themes across the units and domains in Grades K–2 and in Grades 3–5 which facilitate teachers' efforts to combine different grade levels in one classroom. For example, the theme of wildlife spans across the following domains in Grades K–2: *Farms*, *Animals and Habitats*, and *Insects*. The teacher can start by concentrating on the theme of animals and have this be the focus of all learning activities for the whole class. The aim should be to create maximum variety in the learning activities over the course of the thematic unit so that students in different grades/levels will need to work as a whole class, in small groups, in pairs, and sometimes independently. Students should have opportunities to interact with the teacher, peers, and others outside of the classroom.

Teachers can combine and adapt elements of CKLA daily lessons at each individual grade level across content. They enjoy a significant degree of flexibility in using materials across grades, as well as the timing of Pausing Points and reviews; they are also likely to increase the frequency with which they use unit assessments and culminating activities (or variations thereof). Regardless of the combination of grades being taught, lesson planning can be divided into before, during, and after the lesson. Before the lesson, the teacher should scan all the available materials on a given content domain across grade levels, select a method of presentation (e.g., text, activity sheets, etc), and determine whether certain students who are advanced or are particularly interested in the topic could serve as peer tutors. During the lesson, the teacher will need to present the core materials to all students, supervise group work, and/or monitor individual practice sessions. After the lesson, the teacher should evaluate the lesson and determine what type and level of supports will be needed for beginner students and reflect on how certain things worked so that improvements may be made to future lessons.

Several decisions to make when planning a lesson for multi-grade classroom include:

- which part of instruction requires teacher's personal attention and which part would merit working closely with one grade or level

- what stage of learning requires independent work versus small-group work

- which activities can be managed with peer tutors

- which activities can foster greater collaboration among students independent of the teacher (UNESCO, 2013)

These approaches can be combined in different ways depending on the purpose of the lesson, the classroom situation, as well as the background, learning styles, abilities, and capacities of individual students in the class. Some ideas for teaching combination classes are offered here:

- Certain skills or contents are suitable to be taught to all of the students together (e.g., background information about a text).

- The teacher may decide on a particular time period during class to work with one grade level while others work independently.

- Common elements/content may be taught to all students and followed up with differentiated tasks and activities depending on grade/ability.

- Advanced students may sometimes be left alone to explore and gather information independently; the teacher may have different expectations for their learning outcomes.

- Peer-tutoring across ages and grades has been found to be beneficial for all students involved. It provides reinforcement and review for advanced students; the sequence of questions posed by peer tutors helps scaffold learning for beginner students (Kunsch, Jitendra, & Sood, 2007).

Grades: 3–5	Theme: The Ancient Roman Civilization, Middle Ages, Renaissance	Notes
Learning outcomes	• By the end of the lesson, students will have: • discussed the main characteristics/elements of a civilization and an empire. • labeled a map of the Mediterranean Region and modern day Europe. • learned how to refer to the time when ancient civilizations began in relation to present day and create a timeline of events. • read aloud "What is Rome?" as a class while examining photos of various aspects of the ancient Roman civilization and responded to questions that involve literal recall, drawing inferences, and evaluating textual evidence to support opinions.	
Activity 1 Whole class	• Introduce the lesson on civilization/the Roman Empire. • Ask students what a civilization is, what they know about it, examples of civilizations, and any inventions/accomplishments of these civilizations with which they are familiar. • Explain the time period during which ancient civilizations began, (BC/BCE) in relation to AD/CE. • Tell students about the important developments during the Roman Empire which they will study throughout the unit: e.g., growth of the Roman Empire until it became too large/challenging for one ruler, rise of Christianity and power of the church, importance of Latin, establishment of trade, laws, government, etc. • Have students identify Europe (and countries therein, notably Italy, Spain, France, England, Germany), Africa, the Mediterranean Sea, the Atlantic Ocean, and other bodies of water. • Read aloud "What is Rome?" and discuss several comprehension questions.	
Activity 2 Independent work followed by whole class share-out	• Pose two to three comprehension questions and have students answer them in writing, in complete sentences. Ask for volunteers to share their written responses. Have them explain how they arrived at their answers.	Different questions may be asked of students of different grade levels/ ability groups.
Activity 3 Small Groups and Whole Class (teacher works with 3rd graders while 4th and 5th graders work in pairs or in small groups, each of which includes at least one student from each grade)	• Work with 3rd graders to construct a timeline that will help them remember important events related to the ancient Roman civilization. • With 4th and 5th graders, use the Image Cards in the Teacher Resources section. Have each group/pair discuss the images and dates on the cards and sequence them in chronological order on a timeline.	
Activity 4 Whole class	• Ask students to post the timelines they completed on a class wall. • Review the timelines together and identify similarities and differences among timelines produced by different groups/pairs. • Check for understanding by having students explain what region of the world they will be studying and what events/developments they anticipate learning.	

Connecting School and Home

It is important for a child's development that education continue at home and that family members are involved. In this regard students are regularly given a Take-Home Letter that reinforces main lesson objectives and demonstrates vocabulary and knowledge content.

Family members can reinforce those lessons and have quality discussions with their children. They can also become actively involved with spelling and vocabulary lessons. Children learn best through repetition. When family members know what words their children just gained access to in school, they can assist in the learning process.

Family members are often surprised by the depth of content knowledge and what their children are learning about the world around them. Having enriching experiences and discussions because of an expanded understanding of the world outside of the classroom is a huge factor in CKLA's success. Family members are also encouraged to read to their children to continue providing additional content knowledge that falls within the categories of the CKLA domains. Helpful lists of specific resources are easily found on the website, and family members are also encouraged to use the Internet and public library to gain access to further resources.

Students then return to the classroom, and teachers can make time to engage in small group or classroom discussions about new information that students have learned at home. It is also important for students to make connections to lessons with their experiences or with their imagination, and time is allocated in lessons for students to make these connections, either orally or in writing.

There is a lot of diversity in the children that enter school. Rather than alienating families or children, CKLA respects the different forms of English spoken in the home. Students are not made to feel embarrassed if they do not typically speak in standard English. Rather, teachers acknowledge that the form of English spoken at home is indeed correct.

By emphasizing that CKLA specifically teaches standard English for the express purpose of helping in school and creating college- and career-readiness, teachers and family members become allies, and children gain confidence in two positive nurturing environments—home and the classroom. Students for whom English is a second language are often grouped in class together so they can speak in their home language and help each other develop comprehension of the current lesson.

Also important is encouragement on the part of teachers for students to read at home to develop their areas of personal interest and to develop a true love of reading. Family members can help children make selections, share their own personal favorites from their childhood, ensure there is time allocated during the week at home for independent reading, and discuss the books with them after reading.

Cross-Curricular Connections

CKLA takes an interdisciplinary approach toward content, establishing foundational reading skills while maximizing student engagement and interest. The program is designed to give students a breadth and depth of content in history/social studies, science, and the arts that builds knowledge and vocabulary by keeping students engaged and curious. The units, designed around the Knowledge Sequence,

expose students to a series of carefully sequenced, increasingly complex texts organized around rich domains of knowledge related to history, geography, science, world cultures and societies, and the arts.

Students stay on a single domain for two to three weeks of instruction. This approach allows for the immersion needed to acquire new vocabulary as well as understanding of the content. Content builds both within and across grades, allowing students to gradually learn to comprehend increasingly complex texts and conceptual knowledge. CKLA provides high-quality texts that are written to engage students fully. Some of these texts were written by children's authors specifically for the program and are original, authentic, and engaging fiction and nonfiction texts; others are carefully selected from classic literature. Each unit supports students' acquisition of the concepts and vocabulary needed to be successful with fiction and nonfiction texts later on.

The amount of nonfiction gradually increases, reaching at least 50% nonfiction by Grade 3. In CKLA, this balance is achieved throughout the day, not just in the Language Arts block. The CCSS suggests that reading should occur in all subjects.

Terminology learned in the Grade 4 *Geology* unit, for instance, will lend itself well to some of the science units. Most of the units work together in this regard and give context and meaning to not just vocabulary but entire concepts that, once fully comprehended, will lead to a greater understanding across the disciplines.

This design is intentional and meant to produce and stimulate individual confidence and group discussion, as well as maintain high interest levels in all of the different disciplines.

Core Knowledge Language Arts

Amplify Core Knowledge Language Arts

Core Knowledge®