

2nd
Edition

Core Knowledge Language Arts®

CKLA™

Program Overview



Bring the World to Kids

Core Knowledge Language Arts (CKLA)

2nd Edition

Bring the World to Kids

CKLA for PreK–5 infuses authentic reading, writing, speaking, and listening experiences into each day of instruction, enabling every student to develop lasting comprehension and a lifelong love of reading.



Knowledge at the Center

Today's standards, taught in the context of content knowledge, to improve comprehension



Foundational Skills to Accelerate Fluency

Research-based instruction for proven results



Topics that Inspire Curiosity

Content that students love—in science, history, literature, culture, and the arts



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Build Knowledge within Grades

Students build on prior learning, applying their knowledge base and vocabulary to access new texts and content.

Why knowledge?

Research shows that reading comprehension increases with background knowledge of a topic. CKLA brings the world to kids so each student builds a knowledge base critical to success in college, career, and life.

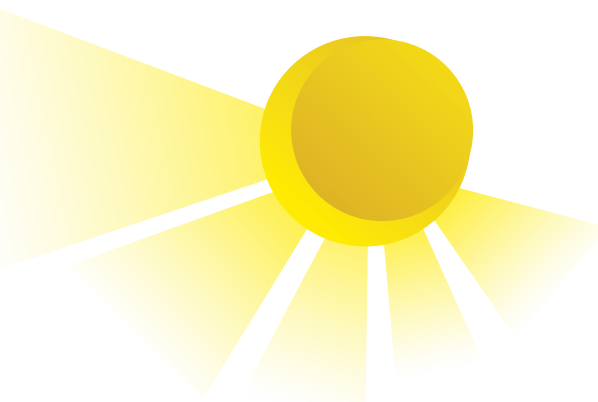


Seasons and Weather

Farms

Plants

K



Connect Knowledge across Grades

Students continue to expand their knowledge across grades through a coherent and intentional design.



K

Colonial Towns and Townspeople



2

Westward Expansion



4

American Revolution

By revisiting topics in increasing depth, CKLA reinforces comprehension and deepens students' interests.





Teach Today's Standards in the Context of Content Knowledge

Students build a lasting foundation of knowledge across diverse content areas while building literacy skills in rich, relevant contexts.

PreK

K

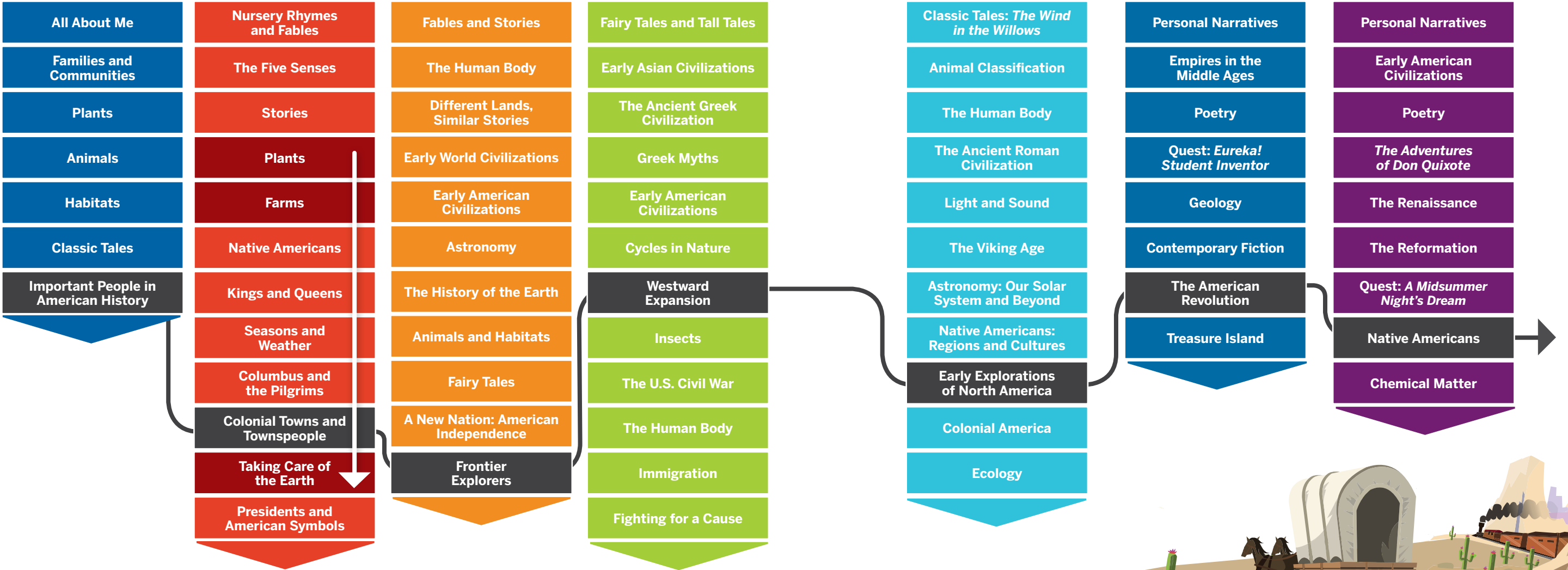
1

2

3

4

5



The CKLA Classroom

A unique structure allows every student to develop foundational skills and build knowledge for deep comprehension.



Grades K–2

Skills Strand



Learn to Read, Learn to Write

- Systematic phonics
- Connected reading and writing
- Grammar
- Spelling
- Writing process
- Vocabulary
- Handwriting

Knowledge Strand



Read to Learn, Write to Learn

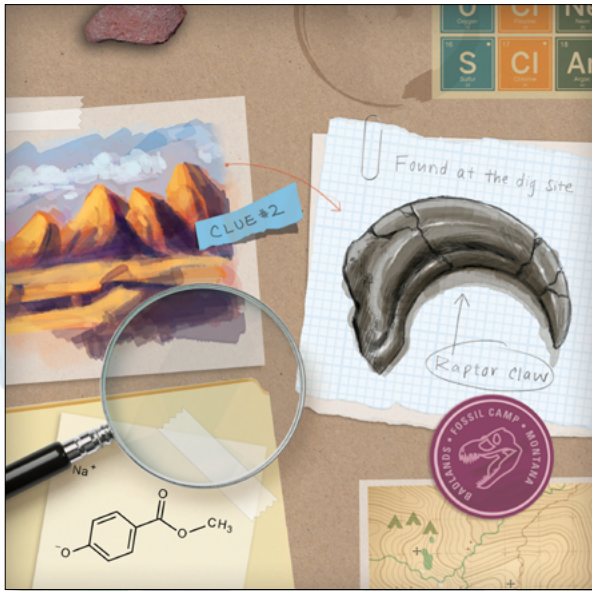
- Complex Read-Alouds
- Background knowledge
- Vocabulary
- Text-based discussion
- Writing

Did you know?

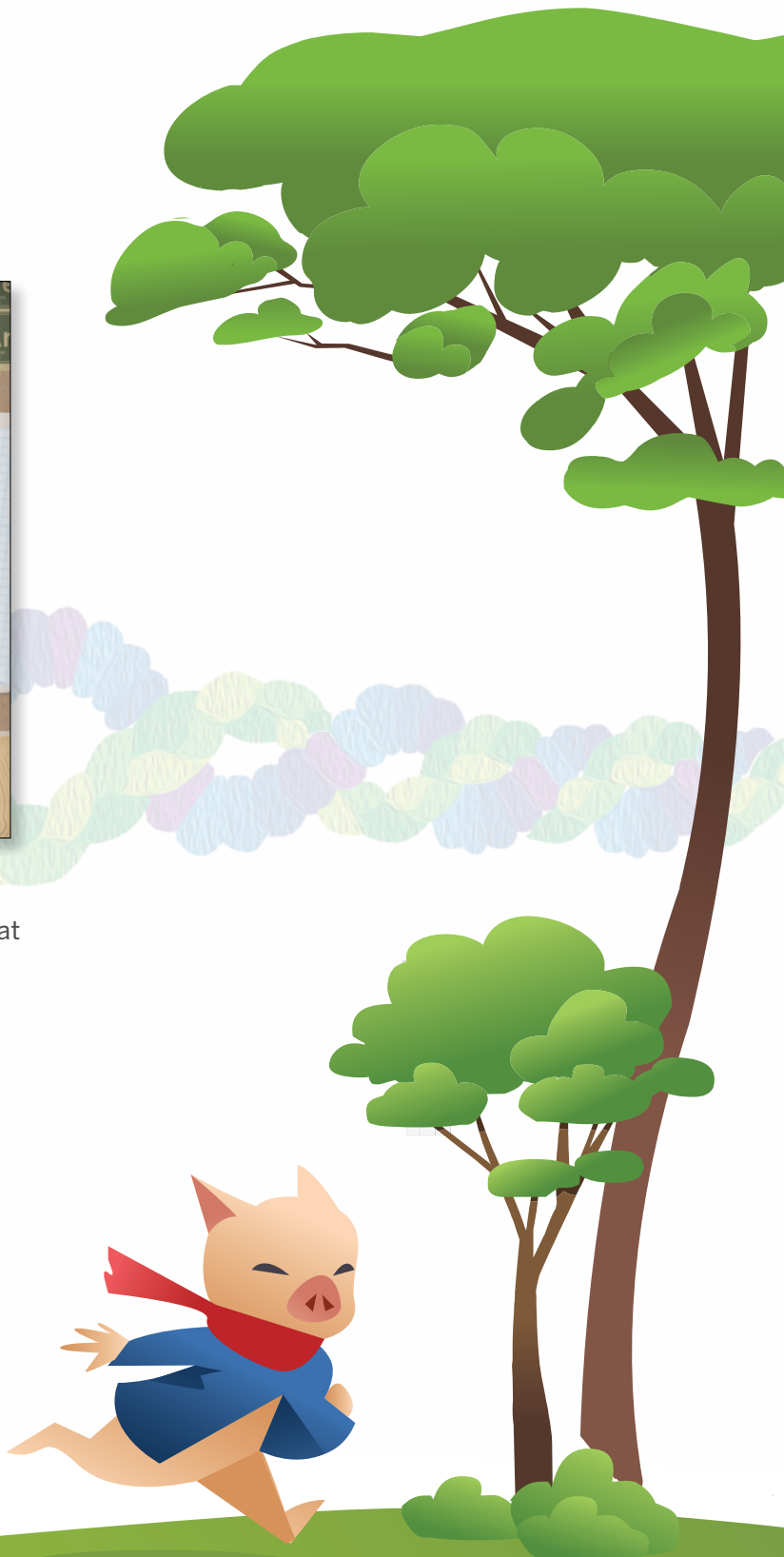
Listening comprehension outpaces reading comprehension until age thirteen. CKLA's two-strand approach ensures students build knowledge and vocabulary through appropriately complex Read-Alouds while still learning basic and advanced code.

Grades 3–5

Integrated, Content-Rich Instruction



Daily reading, writing, speaking, and listening practice integrated into content-driven units that develop knowledge and comprehension



CKLA's Knowledge-Building Approach

Grades K–2



Each Knowledge Domain:

Daily Lessons:

Review Prior Knowledge and Introduce the Topic



STEP 1 Setting the Stage

Lesson 2: The Earth and the Sun 15M

Introducing the Read-Aloud

Speaking and Listening: Students will distinguish between the earth's atmosphere and outer space. [SL.1.2]

WHAT HAVE WE ALREADY LEARNED? (5 MIN)

- Begin with a review of the previous lesson by asking students the following questions:
 - What do we call the first layer of the sky, the bubble of air that surrounds the earth? (*the atmosphere*)
 - What do we call a scientist who studies astronomy or space? (*an astronomer*)

Check for Understanding

Recall: What is the second layer of sky, beyond the atmosphere? (*outer space*)

- Name some objects that are in outer space. (*sun, moon, and stars*)
- Which of the objects in space—sun, moon, or stars—can be seen during the day? (*the sun and sometimes the moon*) Which can be seen at night? (*the moon and the stars*)
- Remind students that even though it is far away from the earth and looks smaller, the sun is actually much larger than the earth and provides the earth with light, heat, and energy.

Introducing the Read-Aloud

Students review knowledge from previous Read-Alouds and learn essential terms for the day's Read-Aloud.

STEP 2 Listening and Speaking

Lesson 2: The Earth and the Sun 25M

Read-Aloud

Reading: Students will identify what causes day and night. [RI.1.3]

Language: Students will demonstrate an understanding of the Tier 2 word *rotates*. [L.1.5d; SL.1.2]

PURPOSE

- Tell students that today they will learn about the sun and how it affects the earth.

“THE EARTH ROTATES”

COMPREHENSION QUESTIONS (10 MIN)

As students answer the following questions, add relevant information to the idea web for the sun.

1. Literal Describe what we see at sunrise each day. (*sun coming up over the horizon in the east*) Describe what we see at sunset each day. (*sun going down below the horizon in the west*)
2. Literal What do we call a large object in space that revolves around a star? (*a planet*) On which planet do we live? (*Earth*)
3. Literal If we look up in the sky at different times of the day, the sun is in many different places and looks like it has moved. Does the sun move around the earth? (*no*) What moves? (*the earth*)
 - Inferential When we are on the side of the earth facing the sun, is it day or night? (*day*) Is it day or night on the opposite side of the earth? (*night*) What causes night and day? (*the earth's rotation*)
 - Literal You also heard that the earth travels in a path around the sun, and that it takes one year to go all the way around the sun. What is this path?

WORD WORK: ROTATES (5 MIN)

1. In the read-aloud you heard, “Earth rotates, or spins, on its axis.”
2. Say the word *rotates* with me.
3. If something rotates, it spins.
4. A top rotates many times until it comes to a complete stop.
5. Can you think of an example of anything else that rotates? Try to use the word *rotates* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: “A _____ rotates when . . .”]

path from east to west. In the evening, the sun sets in the west. Ever so slowly, it gets lower in the sky and disappears below the horizon.

Interactive Read-Aloud

Students engage with the Read-Aloud through compelling visuals, discussion, Word Work, and comprehension questions.

STEP 3 Reading and Writing

Lesson 6: History of Space Exploration and Astronauts 20M

Application

Reading: Students will identify and write opinion statements. [W.1.1]

OPINION WRITING (10 MIN)

- Tell students that today they will write an opinion statement in their journal.
- Ask students if they know what an opinion is. Explain that an opinion is your personal view or belief (i.e., what you think about something).
- Give an example of an opinion (e.g., “I think dogs are the best pets.”). Explain to students that not everyone thinks dogs are the best pets; some people prefer cats or rabbits or other pets. So, saying dogs are the best pets is an opinion.

Check for Understanding

Thumbs Up/Thumbs Down: Are the following examples of opinions?

- There is a _____ at the front of the classroom. [Fill in the blank with something that applies.] (*thumbs down*)
- I think hot summer days are the best! (*thumbs up*)
- I need air to breathe. (*thumbs down*)
- Washing the car is the most fun chore. (*thumbs up*)
- Science is my favorite subject. (*thumbs up*)

Explain that when writing a longer text, such as a paragraph that states an opinion, the writer tells his or her opinion and then gives reasons for it.

For example, a writer might follow up her opinion, “I think dogs are the best pets,” with more information. For example, she might say, “I think dogs are

Application

Students apply the domain content to reading, writing, speaking, and listening activities.

Connected ELL Support to Build Academic English

Language Studio—CKLA's ELD companion—provides daily knowledge-rich support for English Language Learners through corresponding lessons aligned to **WIDA PRIME V2** and **ELPA21** frameworks.



A Classroom Full of Text, Image, and Discussion

Knowledge Strand components immerse students in daily interactive Read-Alouds to build oral and written comprehension.

Grades K–2



Knowledge Teacher Guides

Teacher Guides provide rigorous, standards-based lessons with comprehensive guidance for 180 days of content-rich instruction. Each guide represents one Knowledge Domain and contains all Read-Aloud text for the domain.



Knowledge Flip Books

Flip Books contain vibrant, high-quality images for the interactive Read-Aloud, bringing visual scaffolds to each lesson.



Knowledge Activity Books

Activity Books provide daily formative assessments and practice pages that support each lesson's objectives in reading, writing, speaking, and listening.



Knowledge Image Cards

Image Cards support the Read-Aloud and reading and writing activities.

Foundational Skills to Accelerate Fluency

Students move from explicit instruction to independent practice.

Grades K–2



- STEP 1

Receive explicit instruction in all forty-four sounds.
- STEP 2

Learn to write each sound.
- STEP 3

Practice reading each sound.
- STEP 4

Teachers target instruction to each student’s needs.

LESSON

1

BASIC CODE

Introduce /oo/ > ‘oo’

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will listen to and distinguish words with /oo/ and /ue/ vowel sounds in oral word pairs. [RF.1.2a; RF.1.2c]

Students will read and write one-syllable words spelled with the vowel digraph /oo/ > ‘oo’. [RF.1.3b]

Reading

Students will read the fable “King Log and King Crane” with purpose and understanding, and will answer literal, inferential, and evaluative questions about key details in the text, including the moral/life lesson. [RF.1.4a–c; L.1.2b]

Language (Spelling)

Students will read and spell the Tricky Word they and one-syllable words containing the following sound/spellings: /ee/ > ‘e’, /ee/ > ‘ee’, /oe/ > ‘o’, /e/ > ‘e’. [L.1.2d]

FORMATIVE ASSESSMENT

Activity Page 1.1

Write the Spelling/Word Box [RF.1.3b]

Observation

Anecdotal Reading Record “King Log and King Crane” [RF.1.4a–c]

Observation

Discussion Questions “King Log and King Crane” [L.1.2b]

Activity Page 1.2

Story Questions “King Log and King Crane” [RF.1.4a–c; L.1.2b]

oo

soon

NAME: _____

DATE: _____

1.1

Activity Page

oo oo

oo oo

soon soon

soon soon

loot loot

loot loot

room room

room room

Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the letters.

Skills 3

As time went by, the frogs came to see that King Log was tame. He did not bite. He did not run. He just sat there.

“King Log is not a strong king!” said one frog.

“I wish we had a strong king!”

“I do, too!”

“We must have a strong king!”

The frogs spoke to the gods. They said, “We ask you, the gods, to send us a strong king, and send him soon!”

6

Skills 3

Lesson 7: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Phrases and Wiggle Cards

Follow procedure outlined in Lesson 1.

1. a good mood

2. big rooms

3. two good cooks

4. Meet at noon.

5. Look it up.

6. Look at the moon.

7. in the woods

8. Make it soon.

9. in the books

10. Look at me.

MORE HELP WITH TRICKY SPELLING ‘OO’

Make Words

Note: Students may make words including a final ‘s’ (e.g., zooms or books).

Make one copy of Activity Page TR 7.1 (/oo/ and /oo/) for each student.

First, have students complete the /oo/ portion of the activity page (front), then have students complete the /oo/ (back) portion. If students only need additional practice with one of the sound/spellings, then provide only the related portion of the activity page.

Lesson 7 Tricky Spelling and Writing: Introduce ‘oo’ > /oo/ or /oo/ and Edit a Book Report

Lesson Structure:

- Warm-Up
- Explicit Instruction
- Model
- Group Practice
- Independent Practice
- Independent Application

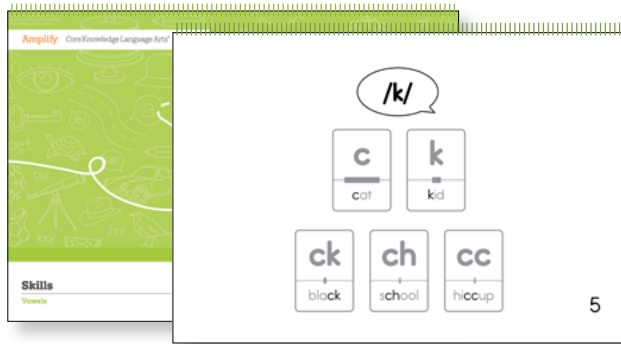
Explicit Foundational Skills Instruction

Interactive components move students quickly into practicing with text.



Skills Teacher Guides

Teacher Guides contain comprehensive guidance for 180 days of foundational skills instruction and additional targeted support. Each guide represents one Skills Unit.



Consonant and Vowel Code Flip Books

Code Flip Books work in tandem with Spelling Cards to teach and review sound-spelling correspondences.



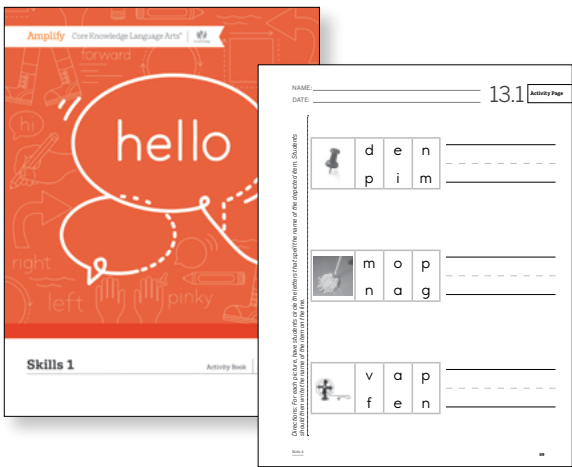
Blending Picture Cards

Blending Picture Cards depict images of various objects and are used to support instruction during early oral blending lessons.



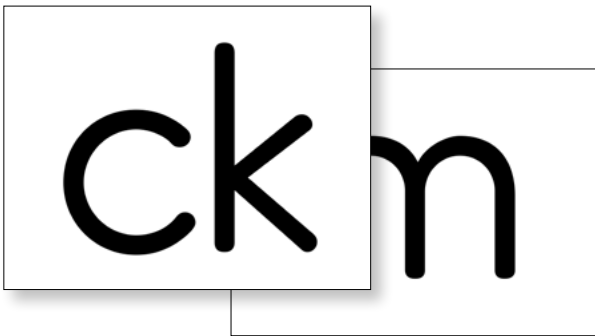
Spelling Cards

Spelling Cards supplement instruction during decoding and encoding lessons.



Skills Activity Books

Activity Books contain daily formative assessments and practice pages linked to each lesson's objectives. An Activity Book accompanies each Skills Unit.



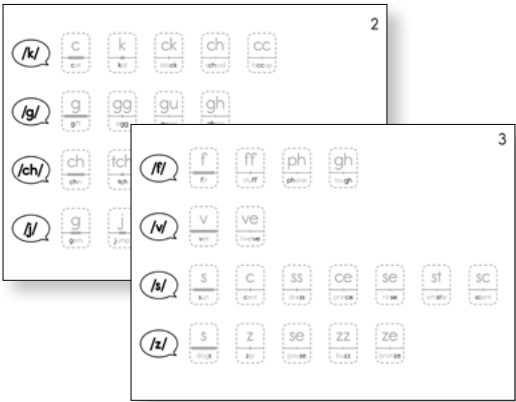
Large Letter Cards

Large Letter Cards are used for teaching and reviewing sounds and spellings.



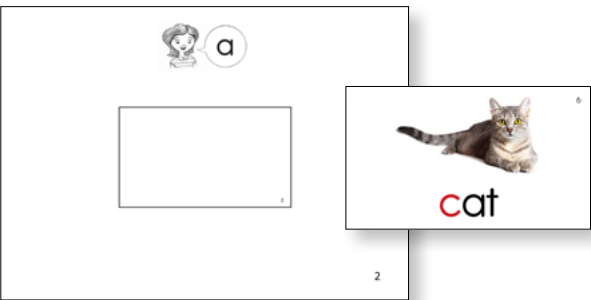
Big Books

Big Books are large replicas of Student Readers used to support instruction.



Individual Code Charts

Students use these charts to record the consonant and vowel sound-spelling correspondences they have learned.



Sound Posters and Cards

Sound Posters and Cards are used for teaching and reviewing sounds and spellings.



Student Readers

Engaging decodable chapter books allow students to immediately practice code they have just learned.



Chaining Folders and Small Letter Cards

Students use Chaining Folders to practice building words by manipulating Small Letter Cards.



Systematic Foundational Skills

A comprehensive scope and sequence ensures all students are set up for success from day one of Kindergarten.

Skill	K	1	2	3	4	5
Print Concepts						
Basic Features of Print	•	•				
Directionality	•	•				
Letter Recognition	•	•				
Features of a Sentence	•	•				
Phonological Awareness						
Rhyming Words	•					
Blending	•	•				
Phoneme Substitution	•	•				
Segmentation	•	•				
Initial/Medial/Final Sounds	•	•				
Phonics and Word Recognition						
Consonants	•	•	•			
Long and Short Vowels	•	•	•			
r-Controlled Vowels		•	•	•		
Diagraphs		•	•	•		
Diphthongs		•	•	•		
High-Frequency Words	•	•	•	•		
Spelling Alternatives		•	•	•		
Decoding Single-Syllable Words	•	•	•			
Decoding Two-Syllable Words		•	•			
Decoding Multisyllabic Words			•	•	•	•
Inflectional Endings		•	•	•	•	•
Prefixes and Suffixes			•	•	•	•
Derivational and Latin Suffixes				•	•	•
Root Words		•	•	•	•	•
Irregularly Spelled Words	•	•	•	•	•	•
Homonyms		•	•	•	•	•
Synonyms/Antonyms			•	•	•	•
Multiple Meaning Words	•	•	•	•	•	•

Skill	K	1	2	3	4	5
Grammar						
Singular/Plural Nouns	•	•	•	•	•	•
Proper Nouns		•	•	•	•	•
Pronouns	•	•	•	•	•	•
Verbs	•	•	•	•	•	•
Irregular Verbs			•	•	•	•
Verb: to be/to have			•	•	•	•
Verb Tense		•	•	•	•	•
Subject and Predicate			•	•	•	•
Adjectives		•	•	•	•	•
Adverbs			•	•	•	•
Contractions		•	•	•	•	•
Capitalization/Punctuation	•	•	•	•	•	•

Did you know?
CKLA teaches the most frequent sound-spellings first, maximizing the words students can read and write from day one.

Deepen Critical Thinking with Integrated Instruction

In Grades 3–5, students build reading, writing, speaking, and listening proficiency through content-driven units, with a focus on close reading and critical thinking.

Amplify Core Knowledge Language Arts®

Found at the dig site

Grade 5 | Unit 9

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CHEMICAL MATTER

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Chapter 1

Welcome to Fossil Camp!

THE BIG QUESTION

What is the "stuff" that makes up the universe?

"It's got to be over a hundred degrees out there," Amy muttered, staring through the windshield of the pickup. The badlands of eastern Montana shimmered in the heat under a pale, cloudless sky. Barren ridges of weathered rock towered above dry gullies and patches of stiff prairie grass. Amy aimed the air conditioner vent so it blew directly on her face. "I really don't like being hot."

"I'm afraid it's even hotter out at the fossil site," said Tess, swerving to avoid a pothole in the narrow dirt track. "Lately it's been over ninety degrees in the shade."

"Great!" thought Amy. She fanned herself with a paperback book. It was her favorite kind of book: a mystery featuring a clever detective. She had read most of it on the flight from Chicago and then finished it while she and Matt waited for Tess to pick them up at the small airport in Billings, Montana.

Amy glanced back at her twin brother. He was sandwiched between their two backpacks in the back seat, with a big grin on his freckled face. Last month, when Matt had learned about Fossil Camp, he'd burst into her room, waving the camp brochure. "We can actually dig for dinosaur fossils," he'd whooped. Amy had planned to spend her summer vacation at home, reading mysteries out on the breezy screened porch and drinking tall glasses of icy lemonade. But Matt had talked their parents into Fossil Camp—and Amy into coming with him. Now, sweltering in the heat, she was having second thoughts.

"What's Dr. Forester like?" Amy asked. She'd read in the brochure that Dr. Pam Forester was the paleontologist in charge of Fossil Camp.

Grades 3–5

Components

Each unit of instruction contains a Teacher Guide with integrated lessons anchored by rich texts. Students receive an Activity Book and a Student Reader for each unit.

Unit 7

American Revolution

Teacher Guide

Activity Book

Student Reader

Grades 3–5



Quests for the Core®

Immersive, narrative-driven units form uniquely engaging close reading experiences by blending print and digital resources for an unforgettable classroom experience.

GRADE 3

Far From Home: A Viking's Journey

GRADE 4

Eureka! Student Inventor

GRADE 5

A Midsummer Night's Dream

Writing Quests

Writing Quests provide regular writing opportunities with frequent sharing and feedback to help students focus on a topic and show strong details. Writing Quests feature a digital environment controlled by the teacher.

GRADE 4

The Contraption

GRADE 5

The Robot

Engaging Texts

Build in Complexity



GRADE
K



Scott
Skills 10

GRADE
1



Kay and Martez
Skills 7

GRADE
2



The War of 1812
Skills 6

GRADE
3



Unit 11
Introduction to Ecology

GRADE
4



Unit 8
Treasure Island

GRADE
5



Unit 9
The Badlands Sleuth:
The Case of the Missing Fossils

The kids can see lots of things from the plane.

"That's Big Lake!" says Scott. "But it's not so big from up here, is it? It seems like it's just a frog pond!"

"What's that?" Meg asks.

"That's a truck," says Scott.

"A truck?" says Meg. "But it's the size of a dot!"

Scott and Meg smile. It's fun to ride in a plane.

The Red Dish

The next day, Kay has dinner with Martez and his mom and dad. Martez's mom and dad are from Mexico.

They have a Mexican dish with peppers, corn, and rice all mixed up. There are two dishes of it sitting side by side. One dish is red. One is green.

"Are the two dishes the same?" Kay asks.

"Nope," says Martez with a smile. "The stuff in the red dish has lots of hot peppers. The stuff in the green dish has just green peppers, which are not as hot."

Even so, not a lot of people at the time could imagine that the United States could win. Today the United States is a strong nation. It has been around for many years. It has a strong army and navy. But that was not the case in 1812.

In 1812, the United States was not very old as a country. It had broken away from Great Britain only about 30 years before.

The United States had a different kind of government, too. At the time, most of the nations of Europe were **monarchies**. That means they were ruled by kings or queens. A king or queen would rule until he or she died. Then, in most cases, the oldest son would take over. The United States was not a monarchy. It did not have a king or queen. Instead, it had a president. The president was chosen by voters. He did not get to serve until he died. He served for four years. Then the voters got a chance to pick their president. If they voted for a different president, the old one had to step down.

In 1812, most people in the world felt that the American government had a very strange way of doing things. They were not sure that the system would last and that the United States would be able to survive.

What are all those bugs doing there? They are doing what all living things do: surviving. To survive, living things need food. The **nutrients** in food provide energy for the body. Without energy, the body stops. It's that simple!

What else are bugs and other living things doing besides eating? They are doing whatever it is they need to do in order to produce young. Plants make seeds. Mammals, such as squirrels and deer, give birth to live babies. Bugs and birds lay eggs.

Spiders make egg sacs like the one in this image. When the sac opens, hundreds of tiny baby spiders will run out. Most of them will be eaten by other bugs. Those that survive will grow to be hunters like their parents.

Living things also must develop ways to **protect** themselves from other things in the ecosystem. Squirrels build their nests high in trees, away from **predators**. Worms dig down into the soil. Snails and turtles have shells to **protect** them.

Unfortunately for squirrels, worms, snails, and turtles, these **defenses** do not always work. The **predators** that hunt and eat other animals for a living have sharp teeth and claws for catching their **prey**.

I found Dr. Livesey dining with Squire Trelawney. I told them everything that had happened and showed them the bundle I had retrieved from the sea chest. At first they were **stunned** and rather silent, but eventually they were able to think clearly, and we began to converse.

"Have you heard of this Captain Flint?" Dr. Livesey asked Squire Trelawney.

"Heard of him?" the squire cried. "Of course I have! Why, John Flint was the bloodthirstiest pirate that ever flew the Jolly Roger. In fact, Blackbeard was a child compared to Flint!"

"Well," said the doctor, "suppose this packet tells us where the old **buccaneer** hid his treasure. What would you do then, may I ask?"

"I would fit out a sailing ship in Bristol," the squire declared confidently. "I'd take you and Jim Hawkins along, and I would find that treasure, even if I had to search for an entire year!"

With that said, the doctor cut the bundle open. It contained two things: a book and a sealed paper. Printed on the first page of the book were the words: *Billy Bones, his account*. The next twenty pages were filled with dates, sums of money, and little crosses. One line read, "June 12th, 1745, seventy pounds, off Caracas." Next to this entry were six tiny crosses.



Tess nodded. "And no matter how much you stirred the—or—mixture in your cereal bowl, all the different types of matter wouldn't change. They would still have the same properties that they had before you mixed them together."

Kristal had added a spoonful of sugar to her tea and was stirring it in. "But mixing sugar into tea is different, right?"

"Not really," Tess said, "because what you are making there is a solution, which is actually a special type of mixture. Solutions are formed when one substance is mixed into another and **dissolves**. It might look like the sugar disappears, but it really just turns into particles so small you can't see them in the liquid."

"But if sweet tea is a mixture, you should be able to separate the tea from the sugar, and I don't see how you could do that," Matt said.

"Actually you could," Tess replied. "It wouldn't be as easy as picking raisins out of cereal. But if you let all the liquid evaporate, the sugar would be left behind as tiny crystals."

"That's like what happens when you go swimming in the ocean and don't rinse off afterwards," Daria added. "The seawater evaporates, leaving little crystals of salt on your skin."

"Seawater is a solution that has lots of things dissolved in it," Tess agreed, "but especially a lot of salt!"

"Here comes Dr. Forester," Julian said. Amy got the impression he had been waiting for her, and when she sat down, he asked again if she'd had any luck figuring out what kind of animal the small gully fossils had belonged to.

Dr. Forester shook her head, but she was smiling. "The more I look at those little bones, though, the more excited I become. One of the three new pieces we found yesterday was especially interesting. From its shape and texture, I am quite sure it's from a small dinosaur."

Amy shot a hard glance at Kristal, who started to shake her head but then nodded and coughed softly. "Um, Dr. Forester," she said, producing

Did you know?

CKLA Student Readers are written by successful children's authors and feature relevant stories, engaging characters, and exciting plots.

Connect Reading and Writing to Build Comprehension

In CKLA, close reading informs writing to develop great readers and writers.



Students practice different text types within the same unit, using rich content knowledge and texts as a springboard for informative/explanatory, opinion, and narrative writing.

Read



Amplify Core Knowledge Language Arts





Kate's Book

Skills 5

Discuss and Plan



NAME: _____

DATE: _____

17.2

Activity Page

Take a Stand and Tell Why (Plan)

Take a Stand on <i>Kate's Book</i>	
Describe <i>Kate's Book</i>	
Tell Why #1	
Tell Why #2	
End with a Zinger	

Write



NAME: _____

DATE: _____

17.3

Activity Page

Take a Stand and Tell Why (Draft)

Date: _____

Dear Kate,

Review and Edit



NAME: _____

DATE: _____

18.1

Activity Page

Check the Draft Step by Step

Step	Check?
Check that the date is there.	
Check that "Dear Kate" is there.	
Check that you took a stand on <i>Kate's Book</i> .	
Check that you described <i>Kate's Book</i> .	
Did you Tell Why #1 with be-cause?	
Did you Tell Why #2 with be-cause?	
Check that you ended the letter with a zinger.	
Check that you closed the letter and gave your name.	
Aa, Bb, Cc and ? . !	
Check that the words are spelled well.	

22

Amplify Core Knowledge Language Arts





Unit 8

Native Americans:
A Changing Landscape

Reader | Grade 5

NAME: _____

DATE: _____

3.5

ACTIVITY PAGE

Sample Persuasive Essay Organization Chart

Argument: This image best shows the relationship between Native Americans and the land because _____

Evidence 1:	Evidence 2:	Evidence 3:
→	→	
How Evidence Supports Argument	How Evidence Supports Argument	How Evidence Supports Argument

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 8 39

NAME: _____

DATE: _____

8.5

ACTIVITY PAGE

Plan a Descriptive Paragraph

Use the following chart to plan the second paragraph of your persuasive essay. Not all of the questions will apply to your image. Answer the questions that help you describe what you see in your image.

Image Title: _____			
Object(s) in image (list)	Shape(s)/Form(s)?	Color(s)?	How used?
People in image (list)	How old are they?	What are they wearing?	What are they doing?
Animals in image (list)	How do they look?	What are they doing?	
What can you infer from this image?			

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 8 105

23

Comprehensive Teacher Guides

Support the Whole Class

Measurable Objectives

Primary Focus Objectives for each lesson are standards-aligned, providing concrete goals.

Embedded Formative Assessments

Measure student progress toward mastery of standards-based objectives.

LESSON

1

A Changing World

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]

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]

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]

Word Sort

Word Sort Using information from the text, categorize the Native American resources by region of the United States. [RI.5.1]

LESSON AT A GLANCE

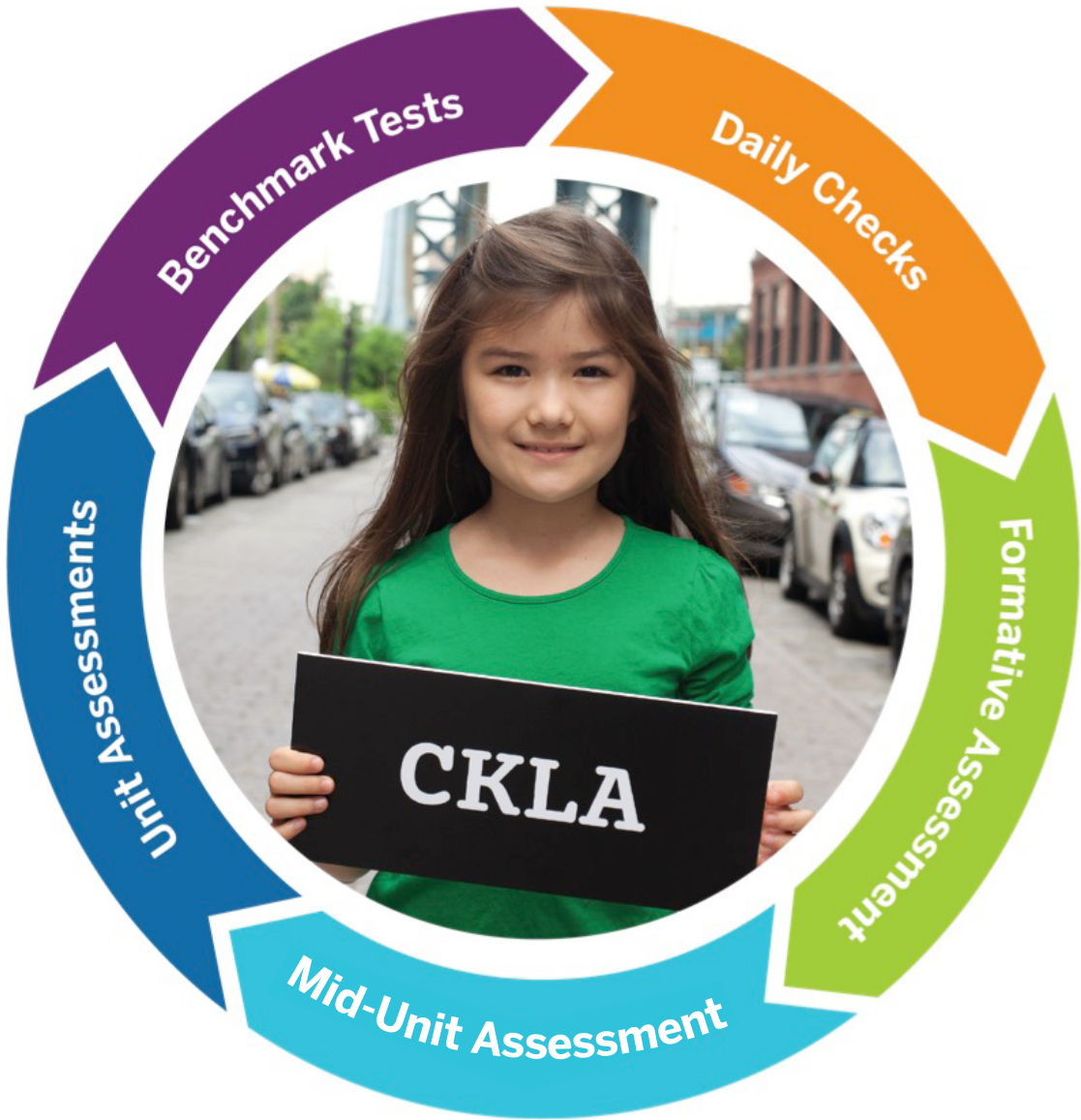
	Grouping	Time	Materials
Core Connections (45 min.)			
Review Prior Knowledge	Whole Group	10 min.	<input type="checkbox"/> US Regions Map <input type="checkbox"/> Geographic Regions Images 1–4 <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Native American Culture Images 1–4
Match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

Focused Lessons

Preview lesson segments, recommended instructional time, and required materials, including student take-home materials.



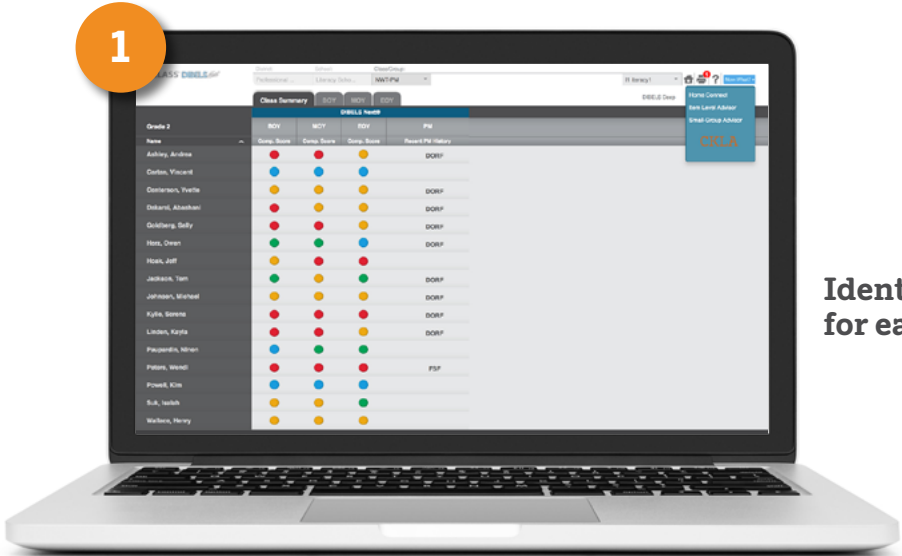
Target Instruction with Embedded Assessments



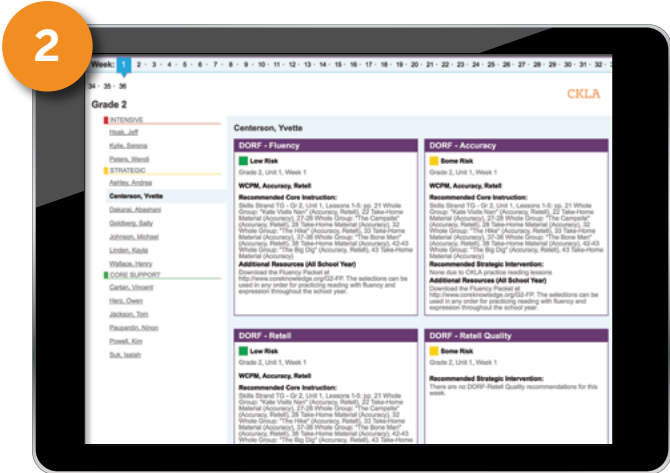
Connect Instruction and Assessment

With the [mCLASS®:DIBELS® Next CKLA Partner Edition](#), teachers can address the specific needs of their struggling readers by connecting results from Amplify's mCLASS:DIBELS Next assessment with timely instruction from CKLA.

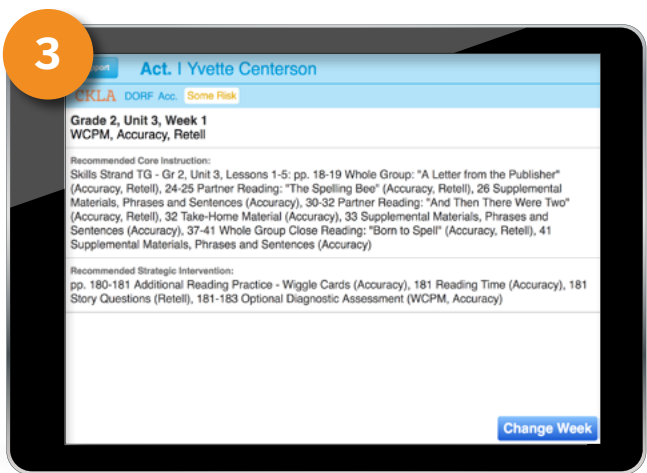
Teachers benefit from a complementary approach; mCLASS:DIBELS Next helps accurately identify risk levels and skill gaps and provides links to CKLA lessons that reinforce the literacy skills each student needs.



Identify risk levels for each student.



Evaluate students' skill gaps.



Receive personalized recommendations from CKLA instruction for each student.

Differentiate Instruction to the Needs of Each Student



Supports for English Language Learners

Differentiated supports in every lesson segment help teachers meet the needs of English Language Learners and move them to proficiency.



Reading Understanding Text Structure

Entering/Emerging
Prompt students to share their basic definition of a legend. (e.g., A legend is a type of story.)

Transitioning/Expanding
Encourage students to give an increasingly detailed definition with some examples that show their understanding of the organization of a legend.

Bridging
Extend students' knowledge of what a legend is to different legends they have heard before.

Image Card C.U4.L.1.1

The Mediterranean Region



Vocabulary Chart for "The Legend of Romulus and Remus"		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	empire historian legendary	taunt threat
Multiple-Meaning Core Vocabulary		threat
Sayings and Phrases	on the banks of the Tiber she-wolf take his crown from him	

INTRODUCING THE READING (5 MIN.)

- Review key information that students learned from yesterday's lesson using Image Card C.U4.L1.1 (The Mediterranean Region): The modern city of Rome is located in the country of Italy. Italy is mostly surrounded by the Mediterranean Sea. Rome is an ancient city that started out as just a few houses on the hills surrounding the Tiber River about 2,500 years ago.
- Ask, "Who can tell me what a legend is?"
 - Explain that a legend is a story about a person or an event from the past that is believed by many people to be true, but that cannot be proven to be absolutely true. Explain that some events and people in legends may also be greatly exaggerated, or described as larger and/or greater than they really were. Tell students that legends are stories that have been passed down orally or in writing and sometimes offer an explanation of how something came to be.
- On the board write:
 - Characters: heroes and exaggerated
 - Settings: real places and times
 - Plot (sequence of events): gives an explanation of how something came to be
 - Theme: or lesson (an important message)
- Have students turn to table of contents, locate "The Legend of Romulus and Remus," and turn to the first page of the chapter.

Unit 4



Digital Resources for Targeted Instruction and Extra Practice

- Grades K–3 Assessment and Remediation Guide
- Grades 2–5 Fluency Packets
- Grades 4–5 Decoding and Encoding Supplement

Chapter 2 The Legend of Romulus and Remus



We learned last time that Rome started as a small town and grew to become a big city. Then, it grew some more until it became a great **empire**. That's what **historians** tell us.

The Romans themselves have a story about how their city got started that they like to tell. They say that Rome was founded by twins who had been saved by a wolf.

The twins were named Romulus and Remus. They were the children of a woman named Rhea Silvia and the god Mars. Their mother loved them, but her brother, the king of Latium, did not. He saw the boys as a **threat**. He thought they might grow up and take his crown from him. The king told one of his servants to find the twins and drown them in the Tiber River.



The king of Latium told one of his servants to drown Romulus and Remus.

10

11

"THE LEGEND OF ROMULUS AND REMUS" (25 MIN.)

Pages 10–11

- Next to the title, point out to students they are reading Mrs. Teachwell's report about ancient Rome. Remind them in the last chapter, Mrs. Teachwell and her class decided they would take turns giving reports.
- Remind students that today's vocabulary words are in bold print throughout today's reading.
- Display the Chapter Vocabulary Chart or project digital Projection DP.U4.L2.1.

Support

Discuss legends the students may know like Robin Hood or Paul Bunyan. Identify the key features that make them legends.

Challenge

Have students research additional legends and identify the key features that make them legends.

Embedded Supports

Each lesson segment features embedded supports specific to the lesson content to help all students meet lesson objectives.

Challenge Opportunities

Challenge opportunities extend learning beyond the instructional goal, providing students with ample opportunities for enrichment.



Designated Support for English Language Learners



Grades K–2

Language Studio™ offers parallel knowledge-rich instruction to build vocabulary and English proficiency through:

- 1:1 correspondence between Language Studio and core lessons
- Scaffolds for five proficiency levels
- Progress monitoring to support ELLs in advancing confidently toward English proficiency

Support ELLs in Developing Academic English

FEATURES OF ACADEMIC LANGUAGE		
Discourse Features		
• Record the characteristics of fables that apply to the current fable. • Retell the beginning, middle, and end of the fable. • Write the moral of the fable.		
Language Forms and Functions		
"The Boy Who Cried Wolf" is/is not a fable because ... This image shows the beginning/middle/end of the fable. I know this because ... The moral of this fable is ...		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
fable moral personification plot	events	beginning/middle/end story

Features of Academic Language tools in each lesson provide teachers with guidance to support the vocabulary and language demands of the lesson.

Monitor Student Progress in Each Lesson

Evaluation Tool	
Language Domain	Writing
Knowledge/Lesson	K1 L7
Activity Name	Create Your Own Exaggeration
Proficiency Levels	
Entering	Student draws an exaggeration.
Emerging	Student draws and labels picture of exaggeration.
Transitioning	Student writes about exaggeration using a sentence frame.
Expanding	Student writes about exaggeration using complete sentences.
Bridging	Student writes using increasingly detailed sentences about exaggeration.

Language Studio's embedded progress-monitoring tool allows teachers to support each student individually.



Language Studio is correlated to WIDA PRIME V2's research-based framework.

Writing Extensions for All Students



Grades K–5

Writing Studio™, a companion program that builds on core instruction, allows students to refine their craft by focusing on the three key text types: informative/explanatory, narrative, opinion.

Authentic Writing Projects

Writing projects are grounded in rich content for deep engagement.

GRADE 1

Early American Civilizations

Students imagine traveling in a time machine to visit the Maya or the Aztecs: Which civilization would they travel to and why?

GRADE 3

Astronomy

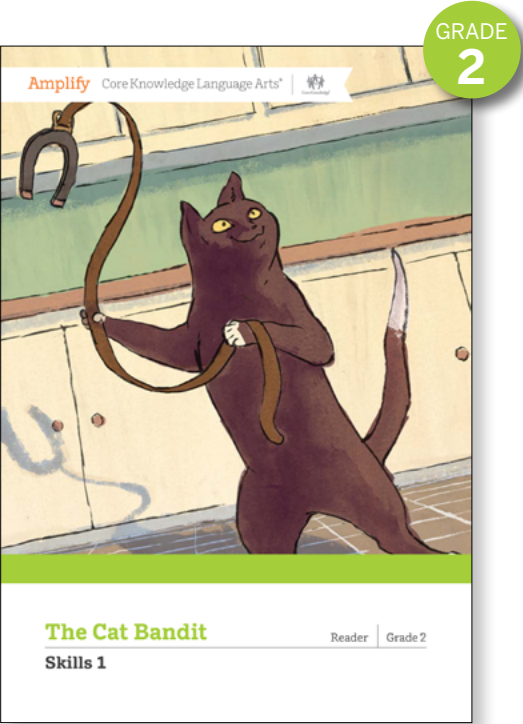
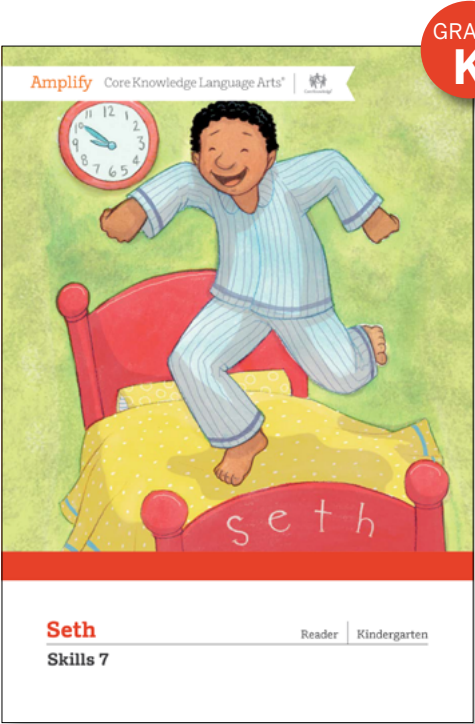
Students research and craft biographies of people or animals who traveled in space.



Spark Curiosity with Rich Texts

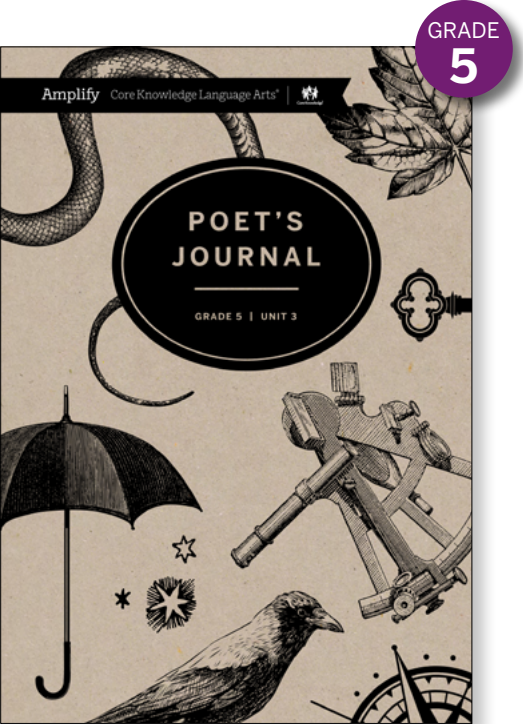
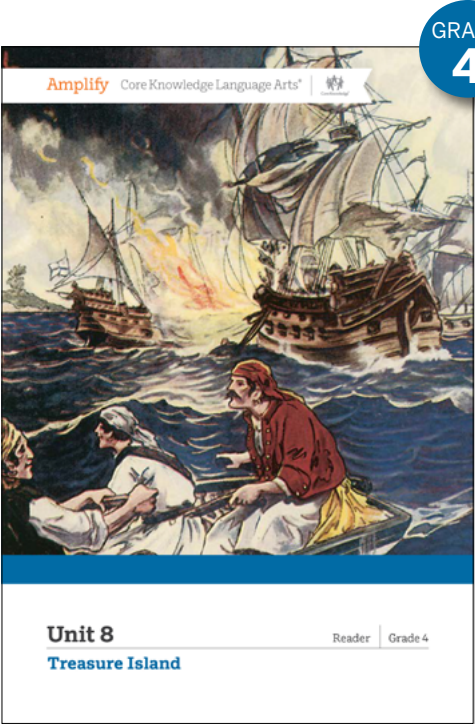
Grades K–2

Engaging decodable chapter books in Grades K–2 allow students to practice just-learned sound-spellings within an authentic reading experience that incorporates compelling plots and interesting characters.



Grades 3–5

Readers in Grades 3–5 develop close reading and other literacy skills through a selection of diverse, content-rich literary and informational texts.

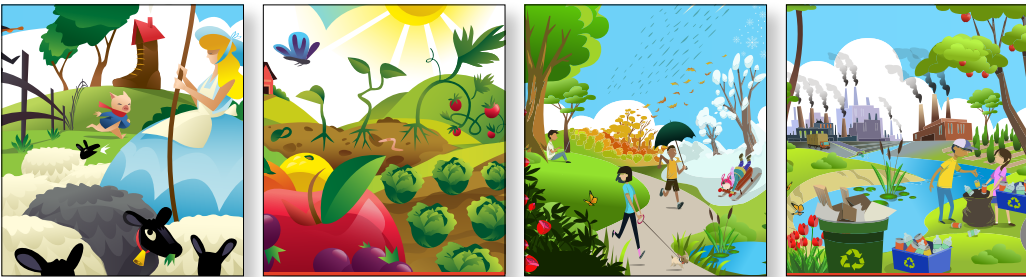


Leveled Classroom Libraries

The Amplify Knowledge Collection™ provides high-quality, supplemental texts that support the CKLA Knowledge Strand.

Grade K

- Titles for:**
- Nursery Rhymes and Fables
 - Plants
 - Seasons and Weather
 - Taking Care of the Earth



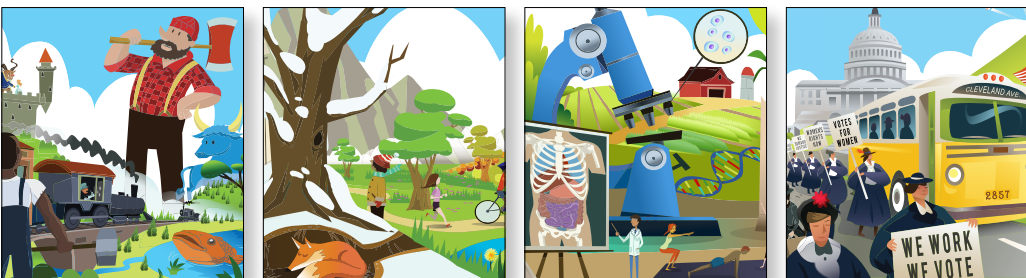
Grade 1

- Titles for:**
- Fables and Stories
 - The Human Body
 - Astronomy
 - The History of the Earth



Grade 2

- Titles for:**
- Fairy Tales and Tall Tales
 - Cycles in Nature
 - The Human Body
 - Fighting for a Cause



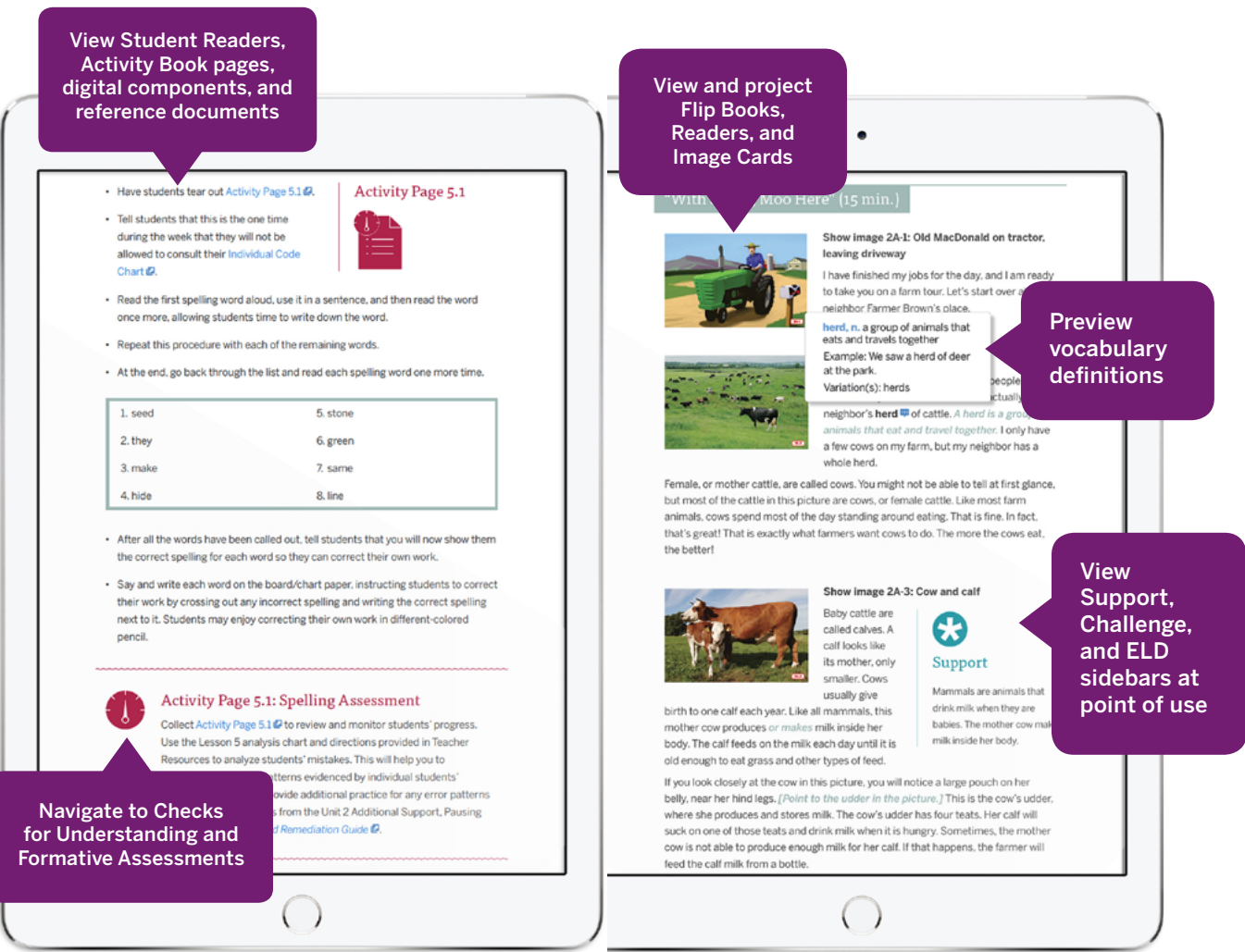
What's Included:

- Twelve distinct texts per domain
- Three levels of texts: below grade level, on grade level, and above grade level
- Six copies of each text
- 288 books per grade level



Teach CKLA with Digital Teacher Guides

Introducing CKLA Hybrid™



Save Instructional Time with CKLA's Digital Resources



Simplify Planning

- ✓ **Access anywhere, anytime**
across devices and browsers, online or offline
- ✓ **Customize resources**
make notes, link to custom activities or media, and keep it all year after year
- ✓ **Streamline planning**
navigate between units, lessons, and lesson activities, such as formative assessments, when planning

Enhance Instruction

- ✓ Access all CKLA instructional resources
- ✓ Navigate to formative assessments and key moments in the lesson
- ✓ View all student materials at point of use, including Activity Book pages, Reader pages, digital components, and more

Digital Resources Provide Instant Access to CKLA Instruction and Support, Including:

- PDFs of Teacher Guides, Readers, Projectable Flip Books, Image Cards, and digital components
- An interactive digital environment to deliver CKLA's Quests for the Core units
- CKLA's *Assessment and Remediation Guide* and hundreds of additional practice activities
- CKLA's scope and sequence, pacing guides, standards alignment charts, and other reference documents

CKLA Professional Learning and Support

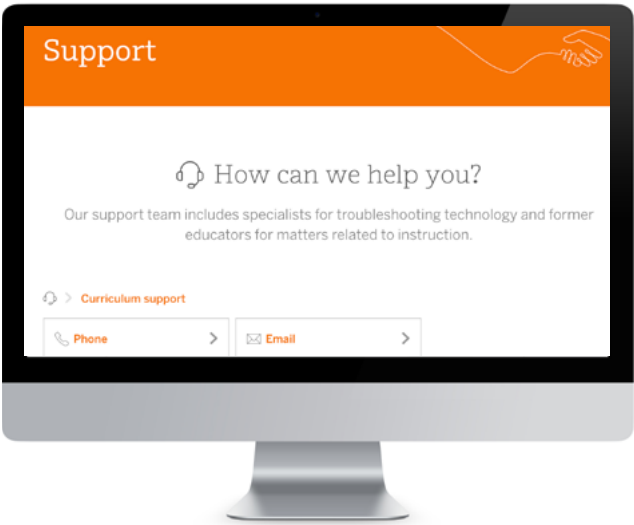
Amplify will work deeply with your school or district to support an effective, successful implementation.

Online Professional Development

Rationale Behind CKLA's Design Principles	Planning and Pacing Guidelines	Core Strategies for Student Engagement
Components Overview	Assessment Types Within CKLA	Student Grouping Within CKLA

Access online professional development anytime, anywhere. CKLA's interactive, self-paced tutorials help educators deepen their understanding of CKLA and refine their practice.

Amplify Support Services



Amplify Support provides unlimited, real-time instructional and technical support from experienced educators.

On-Site Professional Development



Professional development and year-long support packages are available for all implementations. We'll help you choose the right PD for your district or school.

Core Knowledge Language Arts[®]

Bring the World to Kids



We partner with thousands of schools and districts across the country. We would love to work with you!

Contact us at (800) 823-1969

amplify.com/CKLA

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