Introduction

Teacher Guide

GRADE 5

Core Knowledge Language Arts®

Core Knowledge®

Introduction

INTRODUCTION TO CKLA

Welcome

Dear Grade 5 Teacher,

Welcome to the Core Knowledge Language Arts (CKLA) program! This K–5 program has been carefully researched and designed to ensure that students acquire both the knowledge and skills foundation needed to become literate adults (i.e., college and career ready), as called for in the Common Core State Standards (CCSS-ELA).

Individuals familiar with Grades K–3 CKLA may recall that the program in these grade levels comprises two strands: the Skills Strand and the Listening & Learning Strand.

In Grades K–2, the two strands function autonomously. In the Skills Strand, students develop comprehensive decoding abilities through explicit, systematic instruction in phonics and hone spelling, grammar, and writing skills. In the Listening & Learning Strand, students are exposed daily to challenging, complex text through carefully sequenced domain-based read-alouds at a time when they are unable to read comparable text on their own. This approach ensures students are building much-needed oral language skills, as well as vocabulary and content knowledge.

In Grade 3, the Skills Strand texts and the Listening & Learning Strand read-alouds consistently complement one another in terms of domain-based content. By Grade 3, students who have received CKLA instruction typically have both the basic and advanced code knowledge needed to decode nearly all possible letter-sound correspondences in the English language. At this point, when students encounter words with spellings that may not have been taught explicitly, they should be able to analyze these words based on existing code knowledge and make inferences about words and phrases using the surrounding text. This decoding automaticity allows students to devote greater attention to comprehension, fluency, and continued vocabulary acquisition.

By Grades 4 and 5, students should be able to independently read increasingly complex text, as well as respond in writing to these same texts. Consequently, in Grades 4 and 5 CKLA, there are no longer two separate strands of instruction. Instead, the program includes a combination of features from both the Skills Strand and the Listening & Learning Strand. Each unit includes explicit instruction and practice in writing, grammar, morphology, spelling, and reading.

In addition, teacher and student material, and a detailed list of the Grades 4 and 5 units and the components included for each, are available online. You can find that information at CKLA.Amplify.com.

GRADE 5 CKLA

Components

The CKLA Grade 5 program includes the following components:

- Teacher Guide

- Reader (or Trade Book)

- Activity Book

- Quest for the Core™

- *Fluency Supplement* (online)

- digital components for each unit (online)

- *Decoding and Encoding Remediation Supplement* (online)

With a pocket folder, ensure that grade-appropriate writing paper and/or notebooks are readily available to students. You may also wish to provide each student with a pocket folder to transport homework throughout the school year.

Whenever a lesson suggests you display materials (such as an activity page), please choose the most convenient and effective method to reproduce and display the material. Some suggestions include making a transparency of the material and using an overhead projector; scanning the page and projecting it on an interactive, electronic surface; or writing the material on the board/chart paper. In addition, key charts and other display materials are included in the digital components for each unit.

Teacher Components

Teacher Guide

Each Teacher Guide includes daily lessons that provide detailed directions for comprehensive language arts instruction. Lessons, instruction, and exercises in the Teacher Guide should be taught in the order listed. The lessons also suggest group sizes for instruction and exercises (e.g., whole group, small group, partners, independent). You should use your discretion in following the grouping suggestions and consider students' needs.

Areas of Study

In addition to detailed reading instruction, lessons in the following areas of study are taught in Grade 5:

Writing: Writing instruction begins in Unit 1. It centers on a comprehensive writing process and focuses on writing increasingly complex sentences, composing coherent paragraphs, and writing for a variety of purposes that align with the CCSS-ELA. Teachers will address, define, and model core writing skills within the context of the writing pieces students complete for each unit. Targeted feedback is critical for developing students as writers. Therefore, guidance is given for providing targeted

feedback as teachers circulate and check in with students to support them during writing, respond to oral sharing, and write feedback on collected work.

Morphology: Explicit morphology instruction begins in Unit 2 and addresses reading and understanding words with common prefixes, suffixes, and Greek and Latin roots. Morphology instruction also addresses the meaning of various prefixes, suffixes, and roots. Knowledge of these prefixes, suffixes, and roots builds students' vocabulary and enhances their ability to read unfamiliar multisyllabic words.

Grammar: Specific grammar lessons and exercises begin in Unit 2 and address various speech and language-usage conventions (such as capitalization and punctuation) as identified in the CCSS-ELA. Knowledge of these specific grammar skills are then reinforced and applied in all writing exercises.

Spelling: Explicit spelling instruction begins in Unit 2. Weekly word lists and accompanying exercises focus on content words from the unit and words with morphological patterns taught in the unit. Each week concludes with a spelling assessment. The spelling exercises provide students with opportunities to practice applying knowledge of letter-sound correspondences learned in earlier grades. The weekly assessment can be a useful indication of which students may have gaps in code knowledge and require remediation.

Unit 1 lessons focus intensively on reading and writing to immerse students in CKLA routines as they return to school after summer break. Explicit instruction in morphology, grammar, and spelling, important in satisfying all aspects of the CCSS-ELA, starts in Unit 2.

Student Components

Reader

The Readers conform to standard readability criteria for Grade 5 as outlined by the CCSS-ELA. Each Reader includes core chapters for the lessons, as well as supplemental selections that may be used for enrichment. Teacher-directed lessons for the enrichment selections are not included in the Teacher Guide; please use these selections at your discretion, considering students' needs and the time available in your school day.

For some units, each student will receive a trade book instead of a Reader.

Activity Book

Every unit includes a consumable Activity Book. The exercises and pages in the Activity Book are used in different ways. Some pages are designed to be completed with your assistance, whereas others are intended to be completed independently, either in class or for homework. In addition to activity pages designed to reinforce skills, the Activity Book includes take-home excerpts of Reader chapters and take-home lists of spelling words. The Student Resources section at the back of each Activity Book includes materials students may use throughout the unit, such as a glossary.

The Teacher Guide of each unit provides explicit direction in each lesson as to when and how to use the activity pages. Please note that activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 5 the first will be numbered 5.1 and the second 5.2.

Individual Code Chart

To fully take advantage of the Individual Code Chart, it is important to understand the logic by which the various letter-sound correspondences have been grouped on the Individual Code Chart:

- Consonant sounds are grouped separately from vowel sounds.

- Consonant sounds that resemble one another are included on the same chart page. Example words are included.

- Please also note that the spellings for any given sound are arranged from the most frequent spelling for that sound to the least frequent spelling. Be sure to call this to students' attention, as it may be useful to know during spelling and writing when students are unsure of the exact spelling of a word. Encourage students to use the Individual Code Chart with its indication of the relative frequency of various spellings to either make an educated guess about the spelling of a sound in a word and/or look up the word in a dictionary.

Encourage students to use the Individual Code Chart whenever they are reading and/or writing throughout the day, not just during the language arts block. This reinforces the notion that the skills they are learning during language arts are meant to be applied whenever they are reading and writing.

Other Components

Quest for the Core™

Quest for the Core™ is a unique component introduced for the first time in Grades 4 and 5 CKLA. It provides an immersive team experience, with the right balance of close analysis and reading for pleasure to draw students into the curriculum.

Online and offline Quest tools that offer narrative-driven, multiday, game-like learning experiences include:

- primary print sources and companion readings of appropriate text complexity, chosen for a richness that rewards close reading;

- a Teacher Guide that helps teachers lead close reading, with writing assignments that drive evidence-based analysis;

- a digital PDF guide for the teacher; and/or

- student applications and multimedia components such as music tracks and videos where applicable.

Fluency Supplement (online)

Helping students achieve automaticity and fluency to improve reading comprehension is an important goal in CKLA Grade 5. The optional *Fluency Supplement*, consisting of poetry, folklore, fables, and other selections, is provided online at CoreKnowledge.org/CKLA-files and at CKLA.Amplify.com. 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.

There are sufficient selections so you may, if desired, use one selection per week for fluency practice. One possible approach is to copy and distribute a selection to students at the beginning of each week. You should model reading the selection aloud with prosody. Students would then take the selection home to practice reading aloud throughout the week with the expectation being that they be prepared to read the selection fluently and with prosody by the end of the week. At the end of the week, you would then select a few students to read the selection aloud, either individually, or chorally. This process allows you opportunities to hear different students read aloud each week. If you use this approach, you should establish audience guidelines for students. Some ideas for audience guidelines include:

- Listen respectfully to your classmates.

- Listen without talking.

- Give your classmate(s) a round of applause and sincere compliments on their reading (e.g., "I liked it when you...").

Decoding and Encoding Remediation Supplement (online)

As noted in the Welcome Letter, comprehensive, explicit, and systematic instruction in letter-sound correspondences (i.e., decoding and encoding) is provided in Grades K–2 CKLA. However, some students entering Grade 5 CKLA may not have had the benefit of that early instruction and may still struggle with decoding and/or encoding words. A Beginning-of-Year Assessment, included in Unit 1 and described later in this introduction, will aid you in determining whether students have adequate preparation for Grade 5 CKLA instruction.

As will be noted in the section on interpreting the Beginning-of-Year Assessment, **students with significantly below grade-level gaps in letter-sound knowledge require intensive decoding instruction on their level, ideally by a reading specialist, to bring them up to grade level.** *The Decoding and Encoding Remediation Supplement* is not intended for use with these students who are significantly below grade level. It is, however, designed to be used to provide targeted remedial instruction to students who may occasionally struggle with gaps in letter-sound knowledge, as evidenced by occasional problems in reading and/or spelling words or word parts. *The Decoding and Encoding Remediation Supplement* is found online at CoreKnowledge.org/CKLA-files and at CKLA.Amplify.com.

Core Connections

The Core Connections lesson in Lesson 1 of each unit provides a broad overview of relevant background knowledge for the unit. Considering prior knowledge needed for comprehension is consistent with the CCSS three-part model concerning text complexity (specifically with regard to the qualitative dimension of knowledge demands). Students who had CKLA in earlier grades have had exposure to this relevant background knowledge (see section titled Core Content Objectives Addressed in Core Knowledge Language Arts During Previous Grades). For those students, Core Connections will serve largely as a review of important related content. Students who did not have CKLA in earlier grades might not have prior knowledge of this related content. For those students, the Core Connections lesson provides foundational background knowledge about topics addressed in this unit.

Reading

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 core 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 brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. 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 story 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 language 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, and 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

Comprehension Questions

The lessons for each unit feature text-dependent comprehension questions aligning to the CCSS.

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. Literal questions generally address Reading Standards for Literature 1 (RL.5.1) and/or Reading Standards for Informational Text 1 (RI.5.1).

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. These questions generally address Reading Standards for Literature 2–5 (RL.5.2–RL.5.5) and/or Reading Standards for Informational Text 2–5 (RI.5.2–RI.5.5).

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:

- describe how a narrator's or speaker's point of view influences a description of events, addressing Reading Standards for Literature 6 (RL.5.6);

- compare and contrast firsthand and secondhand accounts of the same event or topic, addressing Reading Standards for Informational Text 6 (RI.5.6);

- identify how reasons support specific points in a text, addressing Reading Standards for Informational Text 8 (RI.5.8);

- compare and contrast stories in the same genre on their approaches to similar

themes and topics, addressing Reading Standards for Literature 9 (RL.5.9);

- integrate information from several texts on the same topic, addressing Reading Standards for Informational Text 9 (RI.5.9);

- analyze a variety of illustrations, photos, graphics, and other visual elements, addressing Reading Standards for Literature 7 (RL.5.7) or Reading Standards for Informational Text 7 (RI.5.7).

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 to four 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 per lesson 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.

Specific academic (Tier 2) vocabulary has been targeted for intentional focus in each unit. These words are listed and defined in Lesson 1 of each unit. They are underlined in lessons wherever they are included. Define academic vocabulary words

for students and to use them throughout the school day so students may experience multiple exposures to them. After the word list in Lesson 1 of each unit, there is a chart of applicable Spanish cognates. Providing Spanish cognates may support Spanish-speaking students in comprehending the words in English.

Tier 3 words, also called domain-specific words, 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 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. In addition, the first page on which the word appears in the Reader is noted. All core vocabulary words are bolded in their first occurrence in the Reader, and they appear in the glossary. Core vocabulary words have also been infused into the instruction and activities related to grammar, morphology, and spelling, when appropriate. In each lesson containing the first reading of a chapter, there is a vocabulary chart.

This chart appears immediately after the core vocabulary list. It categorizes core vocabulary into two tiers and lists any applicable Spanish cognates. Providing Spanish cognates may support Spanish-speaking students in comprehending the words in English.

In addition, the chart notes multiple-meaning words from the core vocabulary list and sayings and phrases that appear in the chapter. 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 each reading lesson, 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. This is intended to be a very brief exercise that adds to students' vocabulary knowledge.

Writing

During all classroom writing tasks, please encourage students to generate logical, defensible spellings based on code knowledge, rather than guessing. Students should refer to the Individual Code Chart (located in Yearlong Teacher Resources online and in Student Resources in the Activity Book), which lists spellings for each sound in the English language in order from most frequently used spelling to the least frequently used spelling.

Earlier grades in the CKLA program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the CKLA writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). 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

Plan ⟵

Plan ⟶ Draft ⟶ Share Evaluate Revise ⟶ Edit ⟶ Publish
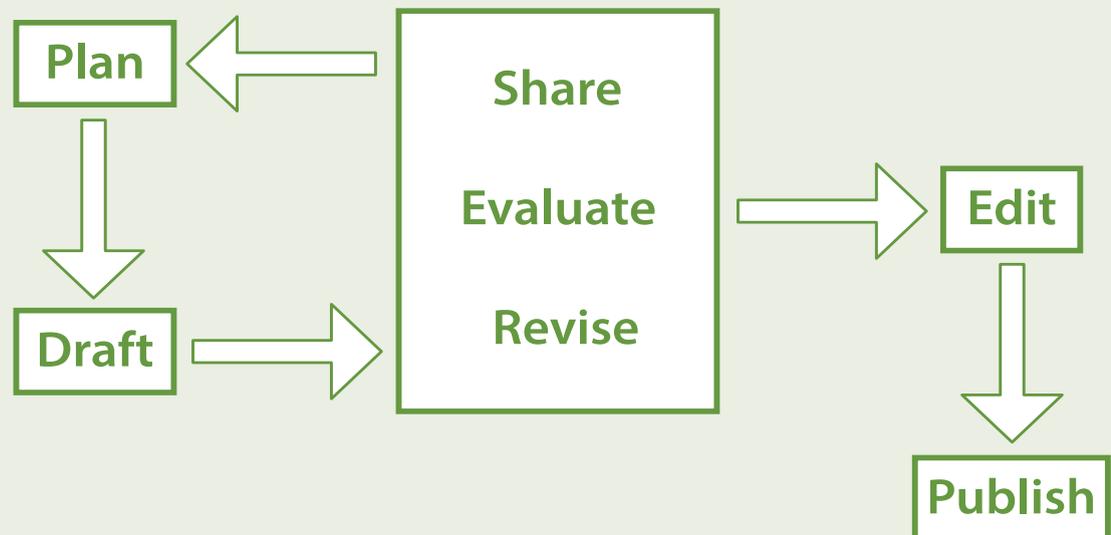
Writing lessons include multiple opportunities for peer collaboration and teacher scaffolding. Additionally, when students write, you should circulate around the room and check in with students to provide brief, targeted feedback.

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. Please encourage students to use the Individual Code Chart to spell challenging words while they engage in these writing activities.

Grammar

Students who had CKLA in earlier grades will have received instruction in the foundational grammar skills required for the grammar lessons in Grade 5. For those students, the grammar lessons in each unit are appropriately paced. Students who did not have CKLA in earlier grades might not have the appropriate skills to prepare them for these grammar lessons; those students will benefit from additional instruction from the CKLA Grade 3 Skills Strand materials and the CKLA Grade 4 grammar materials.

Initial lessons teach grammar skills in isolation to ensure students understand and master them. Later lessons integrate grammar skills with writing to ensure students master the skills in a broader context.

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 spelling assessments. It is also important, however, to focus on spelling within the broader context of students' daily written work.

In Grade 5 spelling lessons, students will continue to sound out unfamiliar words syllable by syllable; they may find the Individual Code Chart useful for this purpose. Please encourage students to generate logical, defensible spellings based on code knowledge rather than guessing.

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 Grade 5, students will study word parts, such as prefixes, suffixes, and root words.

Speaking and Listening

The CKLA Program aligns to the standards and expectations of the CCSS-ELA 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-aloud lessons, students engage with the text primarily by listening to their teacher read and then integrate and evaluate that information in discussions. 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 Yearlong Teacher Resources online) based on your evaluation of students' understanding of the lesson content and vocabulary.

Assessment

Each unit includes a variety of assessment tools, including formal and informal assessments, formative and summative assessments, and progress-monitoring assessments targeting specific skills. The reading comprehension portion of the assessment is guided by the CCSS and Student Achievement Partners (AchievetheCore.org). It features text considered worthy of students' time to read and meets expectations for text complexity at Grade 5. The text also features core content and domain vocabulary from the unit that students can use to aid comprehension.

The reading comprehension questions are also aligned to the CCSS and are worthy of students' time to answer. Questions have been designed to require deep analysis of the text, rather than focusing on minor points. Thus, each question may address multiple standards. In general, the multiple choice questions address Reading standards and the constructed-response questions address Writing standards. To prepare students for other CCSS-aligned assessments, such as Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced assessments, some items replicate how technology may be incorporated in those assessments, using a paper and pencil format.

Differentiation of Instruction

Opportunities for differentiation of instruction feature prominently in the program. There are multiple suggestions for how to support and challenge students throughout the lessons. These optional questions, activities, and information are labeled Support

and Challenge. Please use these Support and Challenge opportunities to address the needs of your class and individual students.

Each unit also concludes with a Pausing Point for differentiation of instruction. (The unit overview indicates the duration of the Pausing Point.) The purpose of the Pausing Point is to provide opportunities for remediation and enrichment based on the results of the unit assessment and Tens scores from across the unit. You may wish to provide remediation or enrichment opportunities to individual students, small groups, or the whole class, based on students' needs.

Activity Book

Activity pages within the Activity Book provide additional practice for students, as well as opportunities for you to conduct formative assessments (e.g., using the Tens Conversion Chart for scoring student work, located in Yearlong Teacher Resources online). Students will complete some activity pages in class as part of lessons and other activity pages for homework. Homework is assigned regularly and takes various forms. For example, homework might involve studying and practicing spelling words, rereading chapters from the Reader with a specific purpose, practicing grammar or morphology skills, or practicing writing, among other activities. Whether students complete activity pages in class or at home, it is important that you review the answers to completed activity pages, preferably with students so they have feedback on their work.

This allows you to closely monitor each student's progress. The Activity Book includes a Student Resources section, which consists of items students will reference throughout the unit. Also, the Activity Book includes a copy of the glossary for reference when reading excerpts at home. In addition, for the first reading of each chapter, there is an activity page listing the core vocabulary words in that 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. Please encourage students to reference this page during the first reading of each chapter and to consult the glossary during subsequent readings.

Teacher Resources

There are a variety of valuable resources that you will need to refer to throughout the year. Information found in the Yearlong Teacher Resources section includes the following:

- Individual Code Chart

  - Encourage students to use the Individual Code Chart whenever they are reading and/or writing throughout the day, not just during the language arts block. This reinforces the notion that the skills they are learning during language arts are meant to be applied whenever they are reading and writing.

- Anecdotal Reading Records

  - This chart can be used for recording anecdotal notes about students' reading

abilities. You can record things such as: persistent difficulty with specific sound-spelling correspondences; difficulty with certain digraphs/letter teams; difficulty segmenting isolated words; and progress with specific skills.

- Tens Charts for scoring student work

  – These charts were created for use with assessments that have a defined number of items (such as written assessments, end-of-unit assessments, and activity pages). However, you may use the Tens system to record informal observations, such as an end-of-lesson check-in, as well.

- Using Chunking to Decode Multisyllabic Words

- Sound and Spelling of Schwa

Digital Components

In the Advance Preparation section of each lesson, you will be instructed to create various posters, charts, or graphic organizers for use during the lesson. Many of these items, along with other images, such as maps or diagrams, are also available as digital components at CoreKnowledge.org/CKLA-files and at CKLA.Amplify.com.

Decoding and Encoding Remediation Supplement

Foundational skills for decoding were explicitly taught in CKLA during Grades K–2 and are not taught or assessed as separate skills in Grade 5. A separate online publication, the *Decoding and Encoding Remediation Supplement*, provides further guidance in assessing, analyzing, and remediating specific skills related to decoding and letter-sound correspondences. This supplement can be found online at CoreKnowledge.org/CKLA-files and at CKLA.Amplify.com. Refer to this supplement for additional resources, mini-lessons, and activities to assist students who experience difficulty with decoding and letter-sound correspondences.

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Core Knowledge Language Arts®

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