CKLA Skills Unit Planning Template

Grade: 1	**Unit Title: Skills 4**
Unit Introduction: Read through the Unit Introduction and respond to the questions below.	
What foundational skills will students have to master to be successful in this unit? (e.g. the sound /m/ is spelled 'm', read and comprehend text containing the /m/>'m' sound-spelling correspondence, etc.)	RF.1.3 - Read and write words with r-controlled vowels - Review long vowel spellings, including digraphs - Divide multi-syllable words into parts - Read and spell Tricky Words today, yesterday, tomorrow - Read and write past tense verbs with -ed L.1.1 - Identify and use contractions RF.1.4 - Read grade level text in the decodable reader (The Green Fern Zoo) with accuracy and automaticity RL.1.1 and WF.1.1 - Answer comprehension questions about key details of the text in complete sentences both orally and in writing W.1.2 and WF.1.1 - Compose descriptive writing pieces about animals
What does the introduction tell us to consider when teaching the unit? (e.g. tips on how to pronounce the two sounds that the 'th' spelling makes, tips on how to teach students to decode multisyllabic words, etc.)	Vowel Sounds with /r/ In CKLA™, the sounds /er/ as in her, /ar/ as in car, and /or/ as in for are classified as r-controlled vowel sounds rather than vowel + consonant combinations. In this program, /er/, /ar/, and /or/ are treated as discrete phonemes. These sounds are the result of co-articulation between the /r/ sound and the preceding vowel sound. You may wish to give students a general sense that the /r/

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	sound has a tendency to change preceding vowel sounds. They may need to try some vowel + ‘r’ words different ways in order to determine the correct pronunciation. Two-Syllable Words In this unit you will introduce the concept of a syllable. So far, students have encountered only single-syllable words in their Readers. To read single-syllable words successfully, they needed only to recognize the sound/spelling patterns that they have been taught and then decode the words using this knowledge. Reading multisyllable words presents an additional challenge. As a fluent adult reader, it may seem as if you simply read multisyllable words as a “whole” or single unit. However, this is only because you have had extensive practice with many multisyllable words that are now very familiar to you. Think about an instance in which you have encountered an unfamiliar multisyllable word and the process you may have used to try to figure out how to read and say the word: you likely tried to read parts or syllables of the word, one at a time. It is worth noting that, in CKLA, two-syllable words that contain double-consonant spellings are divided after the double-letter spelling rather than between the two consonants (e.g., batt·ed, bigg·er, bunn·y). The division of words in this way differs from the manner in which these words are usually syllabicated in dictionaries, so you may initially find this odd. This is done, however, because the double-letter spellings have been taught as single spelling units in CKLA since Kindergarten (‘nn’ > /n/, ‘mm’ > /m/, ‘tt’ > /t/, etc.) and it is best to be consistent in representing these spellings in the way that students have been taught to process them (e.g., as whole entities for a sound). Tricky Words In this unit, you will introduce three new Tricky Words that students will encounter in their Reader: today, yesterday, and tomorrow (Lesson 8). In addition, the names of the days of the week will also be introduced as Tricky Words in Spelling activities. Please be sure to add these words to the Tricky Word Wall.

What additional materials are needed for the implementation of this unit? (e.g. pocket chart, index cards, world map, kitchen timer, etc.)	• End of unit student performance assessment • Tricky Word (cards made) • Writing Process and Five Senses Chart, Editing Checklist • blue markers? one per student, white/yellow index cards for students?, small objects of different color/texture, puppet/stuffed animal? • G1 Skills 4 Student Cards (printable)
Teacher Resources: Review the Teacher Resources section at the end of the Teacher Guide and respond to the question below.	
What additional materials are provided in the Teacher Resources section of the Teacher Guide? (e.g. assessment analysis tools, pedagogical support, Activity Book answer key, etc.)	• assessment analysis tools • anecdotal/ observation record sheets • caregiver letters • writing process, 5 senses chart • planning template (trout) • editing checklist • additional support activity pages, answer keys, appendix multisyllable word chunking
Pausing Point: Read through the Pausing Point activities and respond to the question below.	
Thinking about possible student misconceptions, which Pausing Point activities do you anticipate having to complete? Why? (e.g. Students often struggle with differentiating the /i/ and /e/ sounds, so I anticipate having to complete the "Hear Medial Sounds" activity.)	• Recognize and Isolate the Sounds Taught in Unit 4 • Recognize and/or Write the Vowel Digraphs Taught in Skills 4 • Distinguish Similar Sounds • Read Words That Contain Vowel Digraphs • Write Words that Contain Vowel Digraphs • Read and/or Write Tricky Words • More Help with Spelling • Read and/or Write Two-Syllable Words • Read and/or Write Phrases or Sentences • Read Decodable Stories ○ Take-Home Stories

	○ Story Questions Activity Pages ● Identify Verbs in Phrases/Sentences ● More Help with Adjectives ● Understand Past, Present, and Future Tense ● Read and/or Write Past-Tense Verbs ● Understand that Sounds /t/ and /d/ Have Spelling Alternatives ● Identify Verbs in the Past and Present Tense
Yearly Scope and Sequence: Read through Appendix B and respond to the question below.	
How does this unit fit into the scope and sequence of learning? What will students learn in the unit before this unit? What will students learn in the unit after? (e.g. Students will learn long vowel sound-spelling correspondences in the previous unit. In this unit, students will learn vowel digraphs, which are more complex pieces of the code, and in the next unit, students will learn the even more complex sound-spelling correspondences for r controlled vowels. In this unit students will learn how to write fictional narratives. In the next unit students will build their writing knowledge to learn the new genre of descriptive writing. Etc.)	*Previous - Unit Skills 3* • Basic Code spellings for the vowel sounds /oo/, /oo/, /ou/, /oi/, and /aw/ • read two-syllable words • the Tricky Words should, would, because, could, down • reading decodable stories • answering questions about stories in written form • weekly spelling words and assessment • the writing process: fictional narratives
	Current - Unit Skills 4 • Basic Code spellings for the r-controlled vowel sounds (/er/, /ar/, /or/) • past-tense endings • read two-syllable words • chaining exercises • dictation identification

	• reading decodable stories • answering questions about stories in written form • the Tricky Words today, yesterday, tomorrow • weekly spelling words and assessment • the writing process: descriptive writing
	Future- Unit Skills 5 • common spelling alternatives for consonant sounds (e.g., ‘tch’ for /ch/, ‘g’ for /j/, ‘wr’ for /r/) • weekly spelling words and assessment • reading decodable stories • answering questions about stories in written form • chaining exercises • dictation identification • word sorts • the Tricky Words how, picture, coach • the writing process: opinion piece