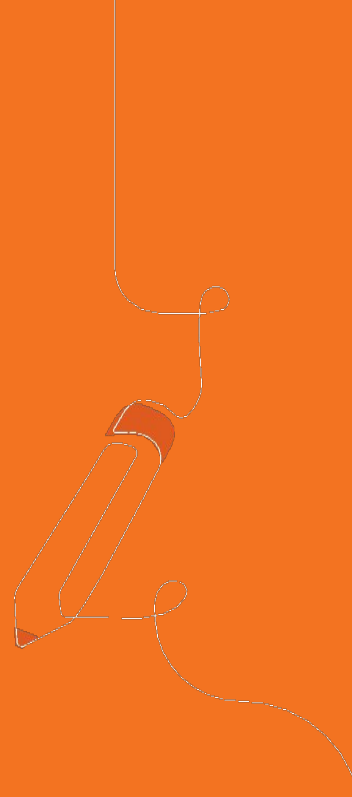


# CKLA Enhancements to Improve Instruction



# New Program Structure

<b>K</b>	Knowledge	60 min.	Skills	60 min.
<b>1</b>	Knowledge	60 min.	Skills	60 min.
<b>2</b>	Knowledge	60 min.	Skills	60 min.
<b>3</b>	Integrated			120 min.
<b>4</b>	Integrated			90 min.
<b>5</b>	Integrated			90 min.

# New Exterior Design



K-2 Foundational Skills Strand



K-2 Knowledge Strand



3-5 Integrated Strand

# Re-illustrated Skills Readers K-2

GRADE  
K



GRADE  
1



GRADE  
2



# New Interior Design

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Grade 1 | Skills 3

## Contents

### Introduction

#### Lesson 1 Basic Code: Introduce /oo/ > 'oo'

Foundational Skills (30 min.)

- Minimal Pairs /oo/ and /ue/
- Introduce the Spelling /oo/ > 'oo'
- Practice /oo/ > 'oo'

#### Lesson 2 Tricky Word and Writing: Introduce

Foundational Skills (15 min.)

- Sound/Spelling Review
- Introduce Tricky Word: *Because*

Language (10 min.)

- Dictation with Words

Writing (10 min.)

- Fiction

#### Lesson 3 Writing: Draft a Fictional Narrative

Foundational Skills (10 min.)

- Review the Sound /oo/ > 'oo'

Reading (25 min.)

- Introduce the Story
- Read "The Two Dogs"

#### Lesson 4 Writing: Edit a Fictional Narrative

Foundational Skills (5 min.)

- Warm-Up: Review Short Vowel Sounds

Reading (25 min.)

- Reread "The Two Dogs"

#### Lesson 5 Assessment and Basic Code: Spelling

Language (15 min.)

- Spelling Assessment

Foundational Skills (45 min.)

- Tricky Word Review
- Introduce the Sound /oo/
- Introduce the Spelling /oo/
- Practice /oo/ > 'oo'

### LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Warm-Up: Short Vowel Sounds Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	Clipboard, Paper
Review Tricky Words: Tricky Word Wall (Word Recognition)	Whole Group	15 min.	Tricky Word Wall
Rhyming Words: Make a Rhyme (Phonological Awareness)	Whole Group	15 min.	None
<b>Reading</b>			
Differentiated Instruction	Small Group	20 min.	Clipboard, Paper
<b>Take-Home Material</b>			
Take-Home Story: "Sam's Pets"			Clipboard, Paper

### ADVANCE PREPARATION

#### Foundational Skills

##### Digital Component 5.1

- Create an enlarged version of Activity Page 5.2 (Digital Component 5.1) to display for Practice /ae/ > 'a\_e', 'a'; 'ai', and 'ay', or use the digital version.

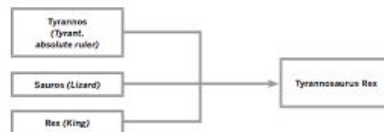
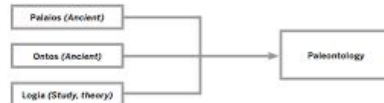
#### Universal Access

- Bring in and/or use images of words for Practice /a/ words for *chain, clay, gray, hay, stake, sail, train, tray*.
- Bring in and/or use images of words for use for Teaching *cork, cook, fern, card*.

### ADVANCE PREPARATION

#### Reading

- Write a definition of *setting* on the board/chart paper: "The time and place of the story," (where, when, and under what circumstances)
- Prepare the following poster on scientific definition. Alternatively, you may access a digital version of this in the digital components for this unit.



#### Writing

- You may wish to provide some objects for students to describe (for example, ask them to pick objects out of a bag without showing their partners), instead of asking them to describe any object from their memory.
- This activity may be extended further into science lessons; for example, giving the opportunity to measure the mass of objects.

#### Speaking and Listening

- Review the Geology content, which was taught in Grade 4 of CKLA and is found excerpted in student activity books. You may access a digital version of this in the digital components for this unit and in the Teacher Resources in this Teacher Guide.
- Ensure there is space on the board/chart paper to list literary and informational characteristics of texts. Please keep this on the board for the following lesson.

# Streamlined Teacher Planning

## Grade 1 | Skills 3 Contents



<b>Introduction</b>	1	
<b>Lesson 1 Basic Code: Introduce /oo/ &gt; 'oo'</b>	9	
<b>Foundational Skills (30 min.)</b> <ul style="list-style-type: none"> <li>Minimal Pairs /oo/ and /ou/</li> <li>Introduce the Spelling /oo/ &gt; 'oo'</li> <li>Practice /oo/ &gt; 'oo'</li> </ul>	<b>Reading (20 min.)</b> <ul style="list-style-type: none"> <li>Introduce the Reader and Story</li> <li>Read "King Log and King Crane"</li> </ul>	<b>Language (10 min.)</b> <ul style="list-style-type: none"> <li>Introduce Spelling Words</li> </ul>
<b>Lesson 2 Tricky Word and Writing: Introduce: Because; Plan a Fictional Narrative</b>	23	
<b>Foundational Skills (15 min.)</b> <ul style="list-style-type: none"> <li>Sound/Spelling Review</li> <li>Introduce Tricky Word: Because</li> </ul>	<b>Language (10 min.)</b> <ul style="list-style-type: none"> <li>Dictation with Words</li> </ul>	<b>Writing (35 min.)</b> <ul style="list-style-type: none"> <li>Fictional Narrative: Plan</li> </ul>
<b>Lesson 3 Writing: Draft a Fictional Narrative</b>	36	
<b>Foundational Skills (10 min.)</b> <ul style="list-style-type: none"> <li>Review the Sound /oo/ &gt; 'oo'</li> </ul>	<b>Reading (25 min.)</b> <ul style="list-style-type: none"> <li>Introduce the Story</li> <li>Read "The Two Dogs"</li> </ul>	<b>Writing (25 min.)</b> <ul style="list-style-type: none"> <li>Fictional Narrative: Write a Draft</li> </ul>
<b>Lesson 4 Writing: Edit a Fictional Narrative</b>	49	
<b>Foundational Skills (5 min.)</b> <ul style="list-style-type: none"> <li>Warm-Up: Review Short Vowel Sounds</li> </ul>	<b>Reading (25 min.)</b> <ul style="list-style-type: none"> <li>Reread "The Two Dogs"</li> </ul>	<b>Writing (30 min.)</b> <ul style="list-style-type: none"> <li>Fictional Narrative: Edit a Draft</li> </ul>
<b>Lesson 5 Assessment and Basic Code: Spelling Assessment and Introduce /oo/ &gt; 'oo'</b>	60	
<b>Language (15 min.)</b> <ul style="list-style-type: none"> <li>Spelling Assessment</li> </ul>	<b>Foundational Skills (45 min.)</b> <ul style="list-style-type: none"> <li>Tricky Word Review</li> <li>Introduce the Sound /oo/</li> <li>Introduce the Spelling /oo/ &gt; 'oo'</li> <li>Practice /oo/ &gt; 'oo'</li> </ul>	

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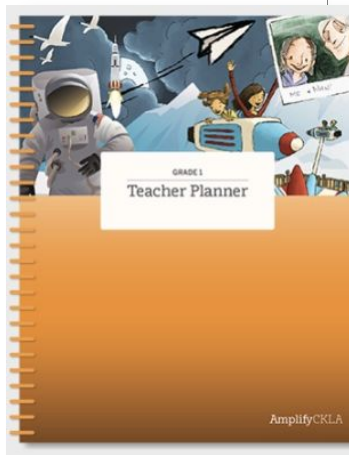
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### WEEK EIGHTEEN

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 25%;">Lesson 1</td><td style="width: 25%;">Skills 4</td><td style="width: 25%;">Lesson 2</td><td style="width: 25%;">Knowledge 5</td></tr> <tr><td>Lesson 2</td><td>Skills 4</td><td>Lesson 3</td><td>Knowledge 5</td></tr> <tr><td>Lesson 3</td><td>Skills 4</td><td>Lesson 4</td><td>Knowledge 5</td></tr> <tr><td>Lesson 4</td><td>Skills 4</td><td>Lesson 5</td><td>Knowledge 5</td></tr> <tr><td>Lesson 5</td><td>Skills 4</td><td>Lesson 6</td><td>Knowledge 5</td></tr> </table>	Lesson 1	Skills 4	Lesson 2	Knowledge 5	Lesson 2	Skills 4	Lesson 3	Knowledge 5	Lesson 3	Skills 4	Lesson 4	Knowledge 5	Lesson 4	Skills 4	Lesson 5	Knowledge 5	Lesson 5	Skills 4	Lesson 6	Knowledge 5	<p><b>Lesson 1 Basic Code: Introduce Two-Syllable Words and /oo/ &gt; 'oo'</b></p> <ul style="list-style-type: none"> <li>Identify vowels in single-syllable words; count onset sounds; distinguish between words</li> <li>Identify between sounds in oral word pairs</li> <li>Decode words and Tricky Words/or</li> <li>Learn sound-spelling /oo/ &gt; 'oo' orally; produce words</li> <li>Read one-syllable words with /oo/ &gt; 'oo'; write each word under corresponding picture</li> </ul> <p><b>Formative Assessment:</b> AP 7.1 RF.1.3a, RF.1.3a, RF.1.3b</p>	<p><b>Lesson 2 Tricky Words: Introduce: Today, Yesterday, and Tomorrow</b></p> <ul style="list-style-type: none"> <li>Decide single-syllable root words and affixes; orally compare words</li> <li>Read and write certain Tricky Words</li> <li>Read and write Tricky Words today, tomorrow, yesterday</li> <li>Read "Chang's" answer questions about text</li> </ul> <p><b>Formative Assessment:</b> AP 8.1, Observation RF.1.3a, L.1.4a, RF.1.3g, RF.1.4a, RF.1.1</p>
Lesson 1	Skills 4	Lesson 2	Knowledge 5																			
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Lesson 6	Skills 4	Lesson 7	Knowledge 5																			
Lesson 7	Skills 4	Lesson 8	Knowledge 5																			
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# New Lesson Structure

## Primary Focus Objectives with Aligned Formative Assessments

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**LESSON**

**1**

**SPELLING ALTERNATIVES AND WRITING 'C' → /S/**

## Introduction to Personal Narratives

**PRIMARY FOCUS OF LESSON**

**Foundational Skills**  
Students will review the basic code spelling for /s/ and orally produce the sound /s/ for the spelling 'c'. [RF.1.2; RF.1.3b; ELD.P.III.Phonics and Word Recognition]  
Students will read words with /s/ spelled as 's', 'ss', and 'c'. [RF.1.3b; ELD.P.III.Phonics and Word Recognition]

**Writing**  
Students will read the personal narrative "In the Cave" and analyze the elements of the story. [RL.1.3; W.1.3; ELD.PI.1.10]

**Language**  
Students will spell two-syllable words containing 'mm' > /m/, 'tt' > /t/, 'dd' > /d/, 'pp' > /p/, and the Tricky Word *their*. [L.1.2d; ELD.P.III.Phonics and Word Recognition]

**FORMATIVE ASSESSMENTS**

Activity Page 1.3      Story Map for "In the Cave"  
[RL.1.3; W.1.3; ELD.PI.1.10]

Lesson 1 Introduction to Personal Narratives

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### PRIMARY FOCUS OF LESSON

#### Foundational Skills

Students will review the basic code spelling for /s/ and orally produce the sound /s/ for the spelling 'c'. [RF.1.2; RF.1.3b; ELD.P.III.Phonics and Word Recognition]

Students will read words with /s/ spelled as 's', 'ss', and 'c':

[RF.1.3b; ELD.P.III.Phonics and Word Recognition]

#### Writing

Students will read the personal narrative "In the Cave" and analyze the elements of the story. [RL.1.3; W.1.3; ELD.PI.1.10]

#### Language

Students will spell two-syllable words containing 'mm' > /m/, 'tt' > /t/, 'dd' > /d/, 'pp' > /p/, and the Tricky Word *their*. [L.1.2d; ELD.P.III.Phonics and Word Recognition]

### FORMATIVE ASSESSMENTS

Activity Page 1.3

Story Map for "In the Cave"  
[RL.1.3; W.1.3; ELD.PI.1.10]

# New Lesson Structure

## Within Lesson Checks for Understanding

### ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN)



#### Seasons

- Discuss the seasons you experience in your area.
- Tell students that different people all over the world experience seasons in different ways, but that today you will focus on the Northern Hemisphere, where you live.
- Ask a student to point to your approximate location on the map.

#### Rotation and Revolution

- Have students sit in a circle around you.
- Prompt students to remember that Earth rotates on its axis, creating daytime and nighttime.
  - What is the word that describes how Earth rotates on its axis? (*rotation*)
- Stand in the center of students and hold a small object (like a paper plate) on top of your head to create a "sun hat" or hold a pointer.
- Tell students they are going to be little scientists and show you how Earth rotates on its axis.
- Then, tell students when they are facing you, they are facing the sun.



### Check for Understanding

**Show Me:** Have students stand and show you the rotation of the earth. Have a few students take turns showing you the revolution of the earth.



### Check for Understanding

**Think Pair Share:** How does the tilt of the earth affect the seasons you experience living in the Northern Hemisphere? (*Answers will vary based on location but should at least include that in the summer, days are longer which results in more sunlight and in winter, days are shorter which results in less sunlight.*)

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# Embedded In-Lesson Supports

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## Support

Make sure that students are referring back to the text as they look for each story element.



## Challenge

Ask individual students to explain how Kate's personal narrative answers the five "W" questions.



### Activity Page 1.2



### Activity Page 1.3



### Support

Make sure that students are referring back to the text as they look for each story element.

### Challenge

Ask individual students to explain how Kate's personal narrative answers the five "W" questions.

- Have students turn to Activity Page 1.2. Tell them that this is an example of a personal narrative from *Kate's Book*. It is a personal narrative because it was written by Kate about something that happened to her.
- Read the narrative aloud while students follow along.
- The purpose of reading "In the Cave" (and then using it with Activity Page 1.3) is to provide students with an example of a personal narrative.
- Explain that a personal narrative is different from a fictional story because it is not a made-up story, but it contains many of the same elements as a fictional story.
- It has a title; it has a setting—the event described took place in a particular place and at a certain time; it has characters who do things (one of whom is the author, or narrator, who is sharing the experience); and it has a plot, with a beginning, middle, and end.
- Explain that good stories answer these 5 "W" questions:

1. Who? This question asks about the characters in the story.
2. What? This question asks about the plot of the story: the beginning, middle, and end.
3. Where? This question asks about where the story takes place, which is part of the setting.
4. When? This question asks about the time of the story, which is also part of the setting (e.g., early morning, winter, last year, etc.).
5. Why? This question gives the reason for the character's actions: Why did the main character do whatever it was that they did? (Note that not all stories address Why? questions.)

- Tell students that these are good questions to ask themselves as they are thinking about writing a personal narrative or other story.
- Display a version of Activity Page 1.3 using an overhead projector or chart paper. Tell students that this is similar to the activity page they used when discussing fiction and planning fictional stories. Explain that they are going to use this activity page to analyze the personal narrative from *Kate's Book*, "In the Cave."
- Work with students to fill in the blanks on Activity Page 1.3 so that students have organized the story elements of "In the Cave."

# Embedded In-Lesson ELD Supports

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**Discussion Questions for "A Letter from Kate"**

- 1. Literal.** Who is the narrator of this story? Who is telling the story?
  - » Kate Skipper is the narrator telling the story.
- 2. Literal.** Who is Nan?
  - » Nan is Kate's grandmother.
- 3. Literal.** When did Kate stay with Nan?
  - » Kate stayed with Nan last summer.
- 4. Inferential.** Kate was sad at the beginning of the summer. Why did she feel this way?
  - » Kate was sad at the beginning of the summer because she thought it would be a boring summer.
- 5. Evaluative.** Kate said she ended up having a lot of fun. What types of things might she have done with Nan?
  - » Answers may vary.


 **Observation: Discussion Questions**

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, noting whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and/or cited evidence from the text.

• Ask students to complete Activity Page 2.2.

 **Activity Page 2.2: Story Questions**

Collect and review Activity Page 2.2 to monitor students' understanding of "A Letter from Kate."



 **Reading**

**Reading/Viewing Closely**  
**Entering/Emerging**  
Restate some of the discussion questions as yes/no questions (e.g., "Was Kate happy at the beginning of the summer?").

**Transitioning/Expanding**  
Provide sentence starters for student responses (e.g., "At the beginning of the summer, Kate felt...").

**Bridging**  
Encourage students to expand on their own and/or build from other students' responses.

**Activity Page 2.2**

Lesson 2 Introduce: How

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## Reading

### Reading/Viewing Closely

#### Entering/Emerging

Restate some of the discussion questions as yes/no questions (e.g., "Was Kate happy at the beginning of the summer?").

#### Transitioning/Expanding

Provide sentence starters for student responses (e.g., "At the beginning of the summer, Kate felt...").

#### Bridging

Encourage students to expand on their own and/or build from other students' responses.



## Speaking and Listening

### Selecting Language Resources

#### Entering/Emerging

Elicit short one-word answers from students (e.g., "Is our town in daytime or nighttime now?").

#### Transitioning/Expanding

Elicit more detail in students' answers (e.g., "Describe what is happening in our town now.").

#### Bridging

Elicit higher-level insights and comparisons (e.g., "How can you tell when it is daytime and when it is nighttime in our town?").

# Universal Access & Digital Components

## ADVANCE PREPARATION

### Foundational Skills

- Gather twenty Large Letter Cards including those in the Lesson at a Glance.

### Writing

#### ➤ Digital Component 2.1

- Prepare to display the writing process graphic found in Teacher Resources. You can either draw the icons or make enlarged copies of the icons and attach them to the board/chart paper. Alternatively, you may use the digital version (Digital Component 2.1).



#### ➤ Digital Component 2.2

- Create a blank version of the story map on Activity Page 2.1 (Digital Component 2.2) on the board/chart paper, or use the digital version.

### Universal Access

- Bring in pictures of the following words for Dictation with Words: *moon*, *spoon*, *zoo*, *boots*, *room*, and *broom*.

Lesson 2: Story Map for "King Log and King Crane" Digital Component 2.2

The Name of the Tale:	
Who? 	Where? 
What?	Once, there were . . .
	Next in the tale . . .
	At the end of the tale . . .

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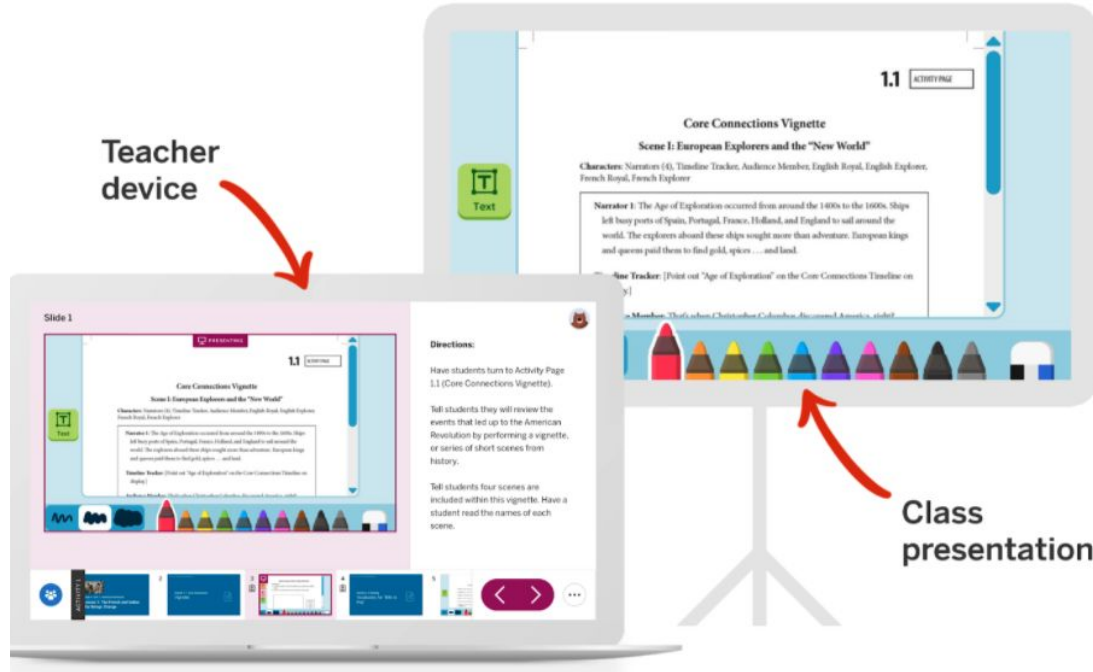
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# Interactive Classroom

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With the Amplify CKLA Interactive Classroom, it's **easier** and more **engaging** than ever to plan lessons, present digital content, and review student work.

# Introducing Amplify Caminos for Spanish literacy

- Built by a team of nationally recognized experts
- Developed with a bilingual team from across the Latin American and Hispanic diaspora
- Focus groups with classroom teachers, special education teachers, specialists, and administrators



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Spanish Language Arts

# Camino Conocimiento

Language  
Comprehension

- Authentic literature written by Spanish authors and poets from the U.S., Latin America, the Caribbean, and Spain
- Students' unique perspectives are reflected to build background knowledge
- Students are provided with windows to understanding other cultures and communities



# background knowledge

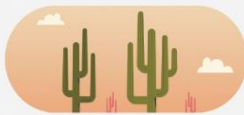
## Kindergarten



## Grade 1



## Grade 2



## Grade 3



## Grade 4



## Grade 5



### Cuentos

### Fábulas

### Mitos griegos

### Cuentos clásicos

### Ficción contemporánea

### Poesía

Rimas y fábulas infantiles/Nursery Rhymes and Fables

Los cinco sentidos/The Five Senses

Plantas/Plants

Granjas/Farms

Los nativos americanos/Native Americans

Reyes y reinas/Kings and Queens

Las estaciones y el tiempo/Seasons and Weather

Colón y los peregrinos/Columbus and the Pilgrims

Las colonias y sus habitantes/Colonial Towns and Townspeople

Cuidar el planeta Tierra/Taking Care of the Earth

Presidentes y símbolos de los Estados Unidos/  
Presidents and American Symbols

El cuerpo humano/The Human Body

Tierras diferentes, cuentos similares/  
Different Lands, Similar Stories

Antiguas civilizaciones del mundo/  
Early World Civilizations

Antiguas civilizaciones de América/  
Early American Civilizations

Astronomía/Astronomy

La historia de la Tierra/The History of the Earth

Los animales y sus hábitats./Animals and Habitats

Cuentos de hadas/Fairy Tales

Una nueva nación: la independencia  
de los Estados Unidos/A New Nation:  
American Independence

Exploradores de la Frontera/Frontier Explorers

Cuentos de hadas y cuentos exagerados/Fairy Tales and Tall Tales

Antiguas civilizaciones de Asia/Early Asian Civilizations

La civilización griega antigua/The Ancient  
Greek Civilization

La guerra de 1812/The War of 1812

Los ciclos de la naturaleza/Cycles of Nature

La expansión hacia el oeste/Westward Expansion

Los insectos/Insects

La Guerra Civil de los Estados Unidos/The U.S. Civil War

El cuerpo humano: componentes básicos y nutrición/  
The Human Body: Building Blocks and Nutrition

La inmigración/Immigration

Luchar por una causa/Fighting for a Cause

La clasificación de los animales/Animal Classification

El cuerpo humano: sistemas y sentidos/The Human Body:  
Systems and Senses

La civilización romana antigua/The Ancient  
Roman Civilization

La luz y el sonido/Light and Sound

La era vikinga/The Viking Age

Astronomía: nuestro sistema solar y más allá/Astronomy:  
Our Solar System and Beyond

Los nativos americanos: regiones y culturas/  
Native Americans: Regions and Cultures

La exploración europea de América del Norte/  
Early Explorations of North America

La época colonial en los Estados Unidos/  
Colonial America

Ecología/Ecology

Narrativas personales/Personal Narratives

Los imperios en la Edad Media, parte 1 y Los imperios  
en la Edad Media, parte 2/Empires in the Middle  
Ages, Part 1 and Empires in the Middle Ages, Part 2

Poesía/Poetry

¡Eureka! El arte de la invención/

Ficción contemporánea con fragmentos de *La casa en Mango Street*/Contemporary Fiction with excerpts from *The House on Mango Street*

La Revolución estadounidense/  
The American Revolution

*La isla del tesoro*/Treasure Island

Narrativas personales/Personal Narratives

Las primeras civilizaciones americanas/  
Early American Civilizations

Las aventuras de Don Quijote/The Adventures of Don Quixote

El Renacimiento/The Renaissance

La Reforma/The Reformation

*Sueño de una noche de verano* de William Shakespeare/  
William Shakespeare's *A Midsummer Night's Dream*

Los nativos americanos/Native Americans

Química/Chemical Matter

# background knowledge

## Kindergarten



Rimas y fábulas infantiles/Nursery Rhymes and Fables

Los cinco sentidos/The Five Senses

## Plantas

Granjas/Farms

Los nativos americanos/Native Americans

Reyes y reinas/Kings and Queens

Las estaciones y el tiempo/Seasons and Weather

Colón y los peregrinos/Columbus and the Pilgrims

Las colonias y sus habitantes/Colonial Towns and Townspeople

Cuidar el planeta Tierra/Taking Care of the Earth

Presidentes y símbolos de los Estados Unidos/  
Presidents and American Symbols

## Grade 1



Fábulas y cuentos/Fables and Stories

El cuerpo humano/The Human Body

Tierras diferentes, cuentos similares/  
Different Lands, Similar Stories

Antiguas civilizaciones del mundo/  
Early World Civilizations

Antiguas civilizaciones de América/  
Early American Civilizations

## Astronomía

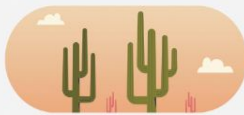
Los animales y sus hábitats/Animals and Habitats

Cuentos de hadas/Fairy Tales

Una nueva nación: la independencia  
de los Estados Unidos/A New Nation:  
American Independence

Exploradores de la Frontera/Frontier Explorers

## Grade 2



Cuentos de hadas y cuentos exagerados/Fairy Tales and Tall Tales

Antiguas civilizaciones de Asia/Early Asian Civilizations

La civilización griega antigua/The Ancient  
Greek Civilization

Mitos griegos/Greek Myths

La guerra de 1812/The War of 1812

## Ciclos de la naturaleza

Los insectos/Insects

La Guerra Civil de los Estados Unidos/The U.S. Civil War

El cuerpo humano: componentes básicos y nutrición/  
The Human Body: Building Blocks and Nutrition

La inmigración/Immigration

Luchar por una causa/Fighting for a Cause

## Grade 3



Cuentos clásicos: *El viento en los sauces*/  
Classic Tales: *The Wind in the Willows*

La clasificación de los animales/Animal Classification

El cuerpo humano: sistemas y sentidos/The Human Body:  
Systems and Senses

## La luz y el sonido

La luz y el sonido/Light and Sound

La era vikinga/The Viking Age

Astronomía: nuestro sistema solar y más allá/Astronomy:  
Our Solar System and Beyond

Los nativos americanos: regiones y culturas/  
Native Americans: Regions and Cultures

La exploración europea de América del Norte/  
Early Explorations of North America

La época colonial en los Estados Unidos/  
Colonial America

Ecología/Ecology

## Grade 4



Narrativas personales/Personal Narratives

Los imperios en la Edad Media, parte 1 y Los imperios  
en la Edad Media, parte 2/Empires in the Middle  
Ages, Part 1 and Empires in the Middle Ages, Part 2

Poesía/Poetry

¡Eureka! El arte de la invención/  
Eureka! The Art of Invention

Ficción contemporánea con fragmentos de *La casa en Mango Street*/Contemporary Fiction with  
excerpts from *The House on Mango Street*

La Revolución estadounidense/  
The American Revolution

*La isla del tesoro*/Treasure Island

## Geología

## Grade 5



Narrativas personales/Personal Narratives

Las primeras civilizaciones americanas/  
Early American Civilizations

Poesía/Poetry

*Las aventuras de Don Quijote*/The Adventures of  
Don Quixote

El Renacimiento/The Renaissance

La Reforma/The Reformation

*Sueño de una noche de verano* de William Shakespeare/  
William Shakespeare's *A Midsummer Night's Dream*

Los nativos americanos/Native Americans

## Química

Imagination



# Camino Lectoescritura

## Explicit, Systematic Foundational Skills

Word  
Recognition



BUILT ON  
THE  
Science  
OF  
Reading



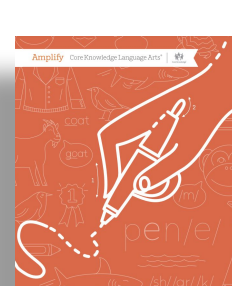
Explicit and systematic instruction of sounds



Teach the sound spelling and how to write it

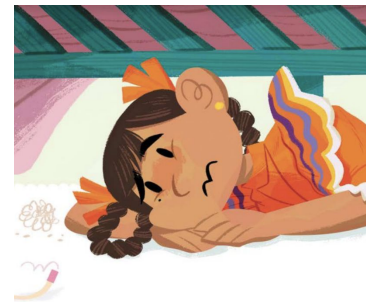


Deliberate practice in connected texts



Activity cards for letter and sound recognition:

- Card 1: i o u
- Card 2: a m a
- Card 3: b p t h c



—Mira debajo de tu cama —dijo Nico.  
Lisa miró debajo de su cama.  
Sus medias no estaban ahí.

**CÓDIGO BÁSICO**  
**Presentar /m/ > 'm'**

**ENFOQUE PRINCIPAL DE LA LECCIÓN**

**Destrezas fundamentales**  
Se espera que el estudiante demuestre y aplique conocimiento fonético al identificar y asociar los sonidos comunes que las letras representan. **TEKS SLA.K.2.B.1**

Se espera que el estudiante demuestre y aplique conocimiento fonético al usar la relación letra-sonido para decodificar palabras de una y dos sílabas, y palabras multisilábicas, incluyendo CV, VC, CCV, CVC, VCV, CVCV, CCVCV y CVCCV. **TEKS SLA.K.2.B.11**

**EVALUACIÓN FORMATIVA**

Observación	Registro de observación de combinación de sílabas <b>SLA.K.2.B.11</b>
Observación	Registro de observación letra-sonido <b>SLA.K.2.B.11</b>

Hojas de actividades 6.1.a y 6.1.b **Decodificar el sonido SLA.K.2.B.1**

Nombre: \_\_\_\_\_  
Fecha: \_\_\_\_\_ **5.1** [Página de actividades]

Tracing practice for letters: d, D, n, N

**Instrucciones:** Pide a los estudiantes que copien y tracen las letras. Los estudiantes deben decir los sonidos que las letras representan conforme las tracen.