



Kay and Martez

Grade 1

Skills 7

Kay and Martez

Reader

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Table of Contents
Kay and Martez
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Martez, Martez, Martez	2
Dinner with Kay	8
The Red Dish.	14
In the Mail.	22
The Holiday	26
Better than the Best	32
The Long Cab Ride	36
The Vote	44
Mister Gomez	50
A House in the Clouds.	58
The Market	66
A Rainforest Ride.	72
The Dive	76
At the Airport.	80



Martez, Martez, Martez

Kay's dad checks Kay's plate.

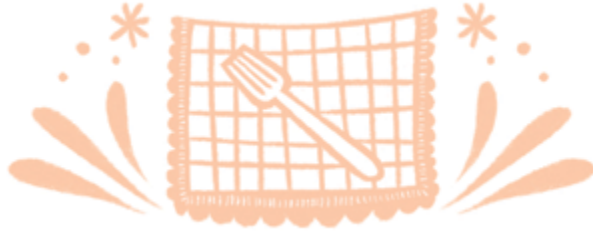
“Kay,” he says, “have some of your coleslaw! Food is not free!”

Kay smiles. “Food is not free” is something her dad says a lot. He is a man who likes to save as much cash as he can. He hates **paying** for food that ends up in the trash.

Kay cuts her pork chop and lifts a bite of it into the **air**.







“Martez likes pork chops,” **Kay** says. “But he hates coleslaw.”

Kay pops the bite of pork chop in her mouth. Then she says, “Martez likes to **play** hopscotch and draw pictures with **crayons**.”

After a bit, she adds, “Martez can run the fastest on the **playground**.”

“Martez, Martez, Martez!” says **Kay**’s dad. “Who is this Martez?”

“He’s my pal.”







“Is Martez in your class?” asks **Kay**’s mom.

Kay nods.

“Is he nice?”

“He is the best!”

“So should we invite Martez to visit us for dinner?”

“Yes!” says **Kay** with a shout. “Can we invite him tomorrow?”





Dinner with Kay

The next day, Martez visits Kay's house for dinner. Kay's mom serves corn on the cob.

Martez tells Kay's mom, "I like this corn a lot! You are a good cook!"

"Thank you!" says Kay's mom.





“I got the corn on sale!” **Kay**’s dad brags. **Kay**’s dad smiles. He is proud to think that he got good corn for such a good price.

Martez says, “This corn is so sweet. You are a good shopper.”





After dinner, **Kay** and Martez run outside. They splash in the pool and **play** tag.

While doing the dishes, **Kay's** mom says, "What a nice kid that Martez is!"

"Yes," says **Kay's** dad. "And he ate all of the food on his plate!"

When **playtime** is finished, Martez runs inside to thank **Kay's** mom and dad for dinner.

Then he asks, "Can **Kay** have dinner at our house tomorrow?"

Kay's mom and dad **say** she can. They like Martez.



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.”



Martez points at his dad and says, “My dad likes hot peppers.”

His dad smiles and nods.

Martez asks **Kay**, “Do you like hot peppers?”

Kay shrugs. She has never had hot peppers.

Kay has some food from the green dish. She likes it a lot. She says, “Could I have some from the red dish?”

“You can, but it’s hot, hot, hot!” says Martez. “We have a **saying** in our house: *He is a brave man who has food from Dad’s red dish!*”

“Brave or perhaps foolish!” says his mom.



Kay is brave—or perhaps foolish. She takes a bite of the peppers from the red dish. Martez looks at her. His mom and dad look, too.

“Do you like it?” asks Martez.

Kay’s face starts to get red. She yells, “Hot!”

Her face gets redder and redder.

Martez sees that **Kay** is in **pain**. He brings her ice cubes. **Kay** stuffs some in her mouth and lets them melt. The ice cubes help cool down her mouth.





“Ug!” **Kay** says, sitting back from her plate. “Those peppers in the red dish are too hot for me! I need to stick to the green dish.”

“Still,” Martez says, “today you joined the club.”

“What club?”

“The I-ate-from-Dad’s-red-dish-and-am-still-living-to-tell-the-tale club!” says Martez.

Martez and his mom and dad all smile. They like **Kay**.





In the Mail

In the summer, Martez takes a trip to Mexico with his mom and dad. He sends **Kay** a card with a picture of a place in Mexico on it.

The card says, “**Kay**, I am on a trip with my mom and dad. It is fun, but I miss you. I can’t **wait** to get back so we can **play**.” Then there are some words that **Kay** can’t make out.

“Mom!” Kay says, “Martez wrote me this card, but I can’t make out the last part.”

Kay’s mom looks at the card. She smiles. “That’s Spanish. Lots of Mexicans write in Spanish.”



“Why do they write in Spanish?” **Kay** asks.

“Well, you see, **way** back in the past, men from **Spain** came to **Mexico**. Because the men from **Spain** spoke and wrote Spanish, the Mexicans began to talk and write in Spanish, too. And that is why, to this **day**, lots of Mexicans still talk and write in Spanish.”

“But what do the words **say**?”

“Let me see,” says **Kay**’s mom. “I took a Spanish class. Martez says, ‘You are my best pal. See you soon!’”

Kay hugs the card and shouts, “Martez is the best!”



The Holiday

When Martez gets back from his trip, he invites **Kay** to visit him at home.

When **Kay** steps in, she sees lots of singing and dancing. There is a flag with green, white, and red stripes pinned up in the living room.

“What’s up?” **Kay** asks.

Martez explains, “Today is September 16. It is a big holiday for Mexicans.”







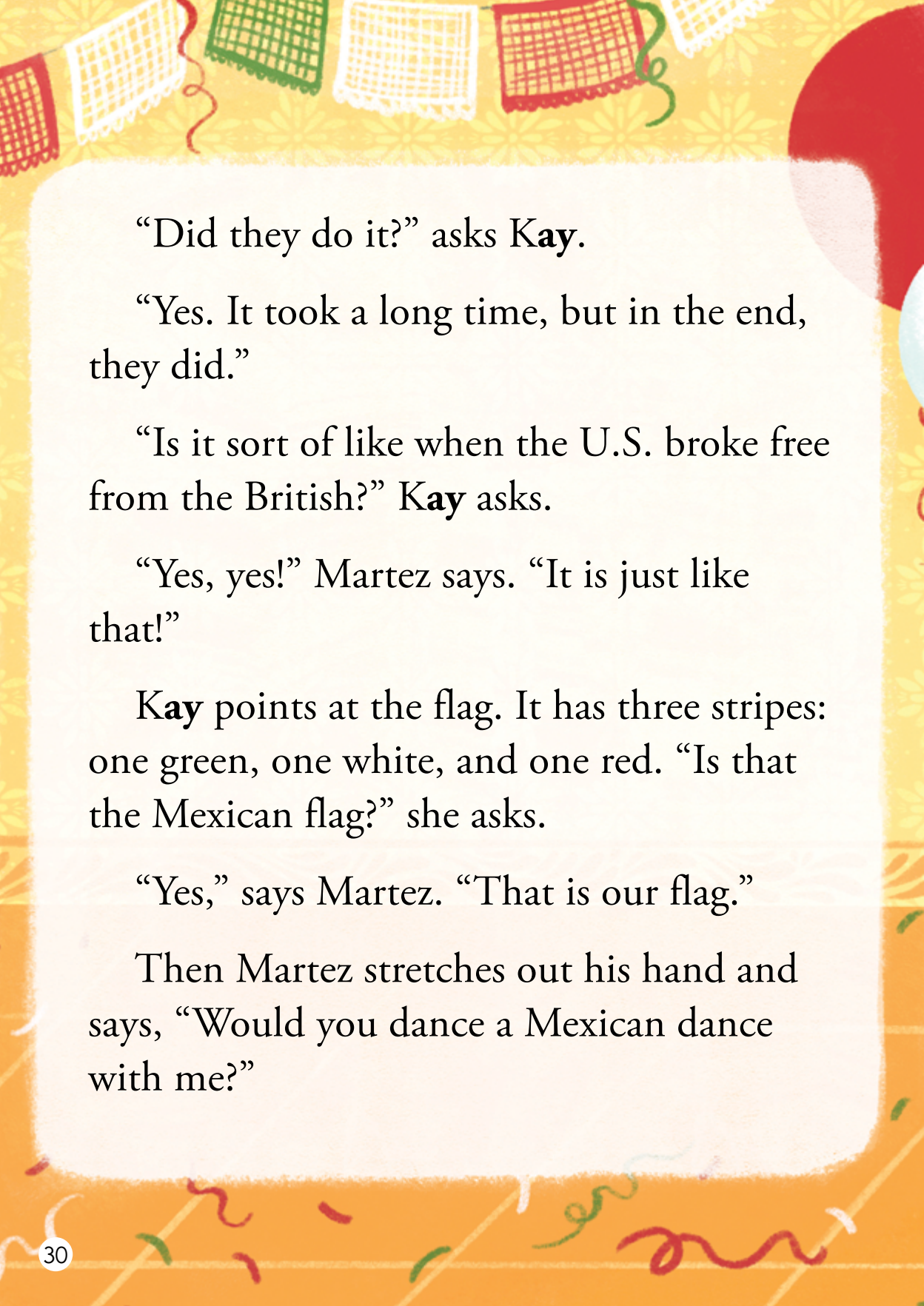
“On this day,” Martez explains, “we pay tribute to a man who helped set Mexico free from the Spanish. You see, for a long time, the Spanish were in charge in Mexico. All of the land in Mexico was theirs. They could tell Mexicans what to do. They made the Mexicans do all of the hard jobs. Then one man got tired of it and set out to make things better.”

Martez points at a picture and says, “This is the man who started it all. His name was Hidalgo. He made a speech. He said the Mexicans should be free from the Spanish.”





HIDALGO



“Did they do it?” asks **Kay**.

“Yes. It took a long time, but in the end, they did.”

“Is it sort of like when the U.S. broke free from the British?” **Kay** asks.

“Yes, yes!” Martez says. “It is just like that!”

Kay points at the flag. It has three stripes: one green, one white, and one red. “Is that the Mexican flag?” she asks.

“Yes,” says Martez. “That is our flag.”

Then Martez stretches out his hand and says, “Would you dance a Mexican dance with me?”





Better than the Best

Kay has started to spend a lot of time with Martez.

She has started to use some Spanish words, too.

When her dad spoons rice onto her plate one **day**, **Kay** says, “Gracias.” Then she explains that *gracias* is Spanish for *thank you*.

Kay’s mom says, “**Kay**, would you like to have a chance to use those Spanish words of yours in Mexico?”

“Are you kidding?” **Kay** exclaims. “That would be the best!”

GRACIAS





“Well, your dad and I have planned a trip to Mexico.”

Kay shouts, “Yippee!”

Kay’s mom has a big smile on her face. She says, “How would you like to bring Martez with you on the trip?”

Kay’s jaw drops. “If Martez is on the trip, that would be better than the best!” she says.

Her mom adds, “MarteZ just needs to ask his mom and dad.”

Kay jumps up and shouts, “I can’t **wait** to tell Martez!”





The Long Cab Ride

Kay and Martez just got to Mexico with Kay's mom and dad. They are at the airport. They are looking for a cab that will take them to the place where they are staying.

Kay's dad waves his hand and gets a cab.





A man jumps out of a cab and shouts, “Greetings! I’m Carlos. Where can I drive you on this fine **day**?”

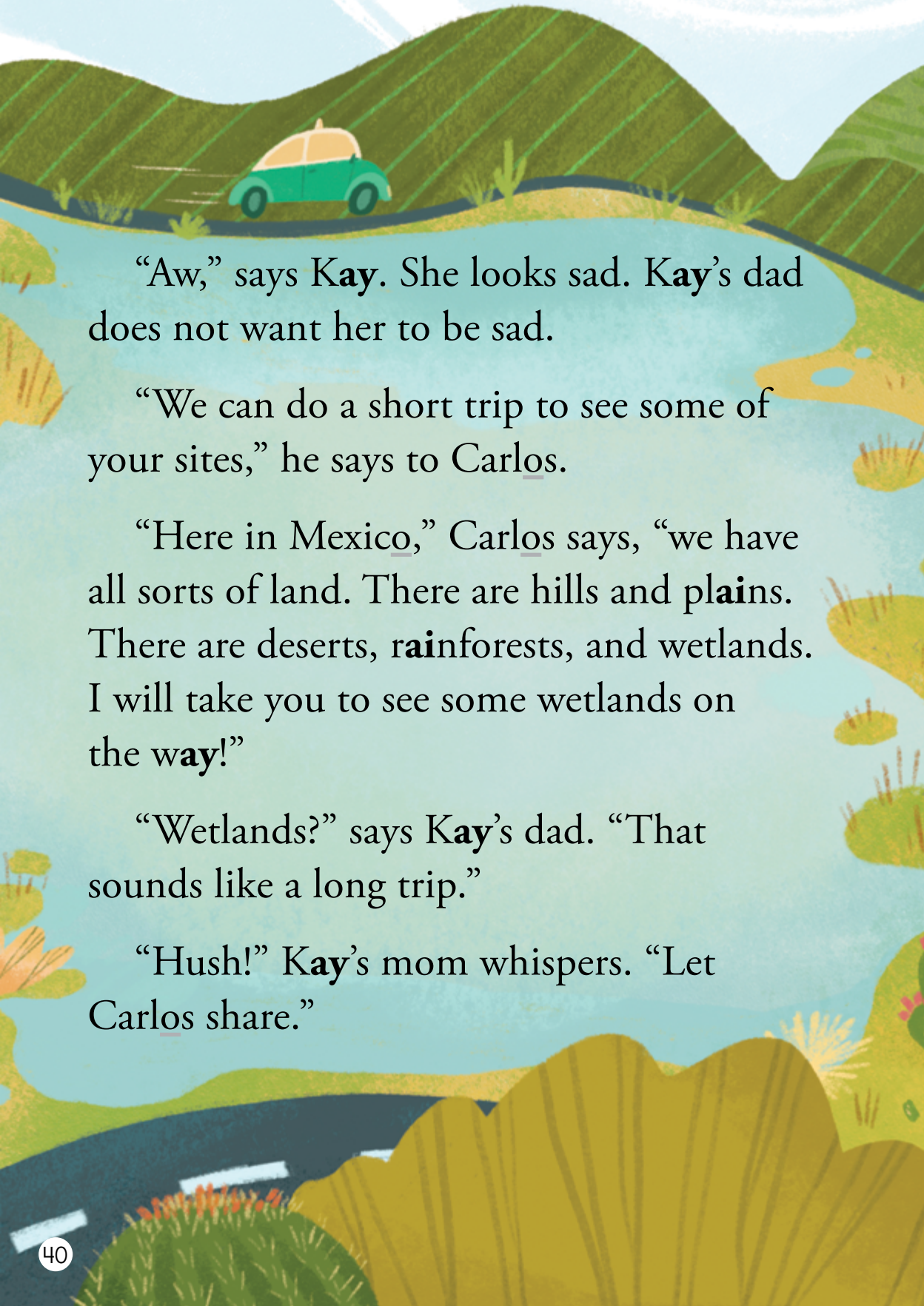
“To the inn,” says **Kay**’s dad.

Carlos steps on the gas. The cab picks up speed.

“I will take you to the inn,” Carlos says, “and on the **way** I will take you to see some nice sites here in Mexico. There are lots of nice sites on the **way**.”

“Thanks,” says **Kay**’s dad, “but we are tired from the trip. So you can just take us to where we are staying.”





“Aw,” says **Kay**. She looks sad. **Kay**’s dad does not want her to be sad.

“We can do a short trip to see some of your sites,” he says to **Carlos**.

“Here in **Mexico**,” **Carlos** says, “we have all sorts of land. There are hills and **plains**. There are deserts, **rainforests**, and wetlands. I will take you to see some wetlands on the **way**!”

“Wetlands?” says **Kay**’s dad. “That sounds like a long trip.”

“Hush!” **Kay**’s mom whispers. “Let **Carlos** share.”





Carlos waves his hands and describes things as he drives.

“On the left, you can see a soccer game. Soccer is a big sport in Mexico.”

“That is an Aztec shrine,” Carlos says.

“Here is a good place for shopping.”

“That is my mom’s house.”

At last, the cab zips up to the inn.

Carlos tells Kay’s dad the price of the cab ride. Kay’s dad is upset. It was a long ride, and he must pay a lot.

But Kay and Martez are glad. They talk and talk about the sites they saw.



HOTEL





The Vote



The next morning, **Kay**'s dad is still a bit upset that the cab ride cost **so** much. But **Kay**'s mom is not.

“I liked that cab ride **yesterday**,” she says. “I liked having someone in the car who could tell us what’s what.”

Kay says, “I liked that, too.”

Martez says, “Me too! My dad tells me stuff when we come. I always like it.”



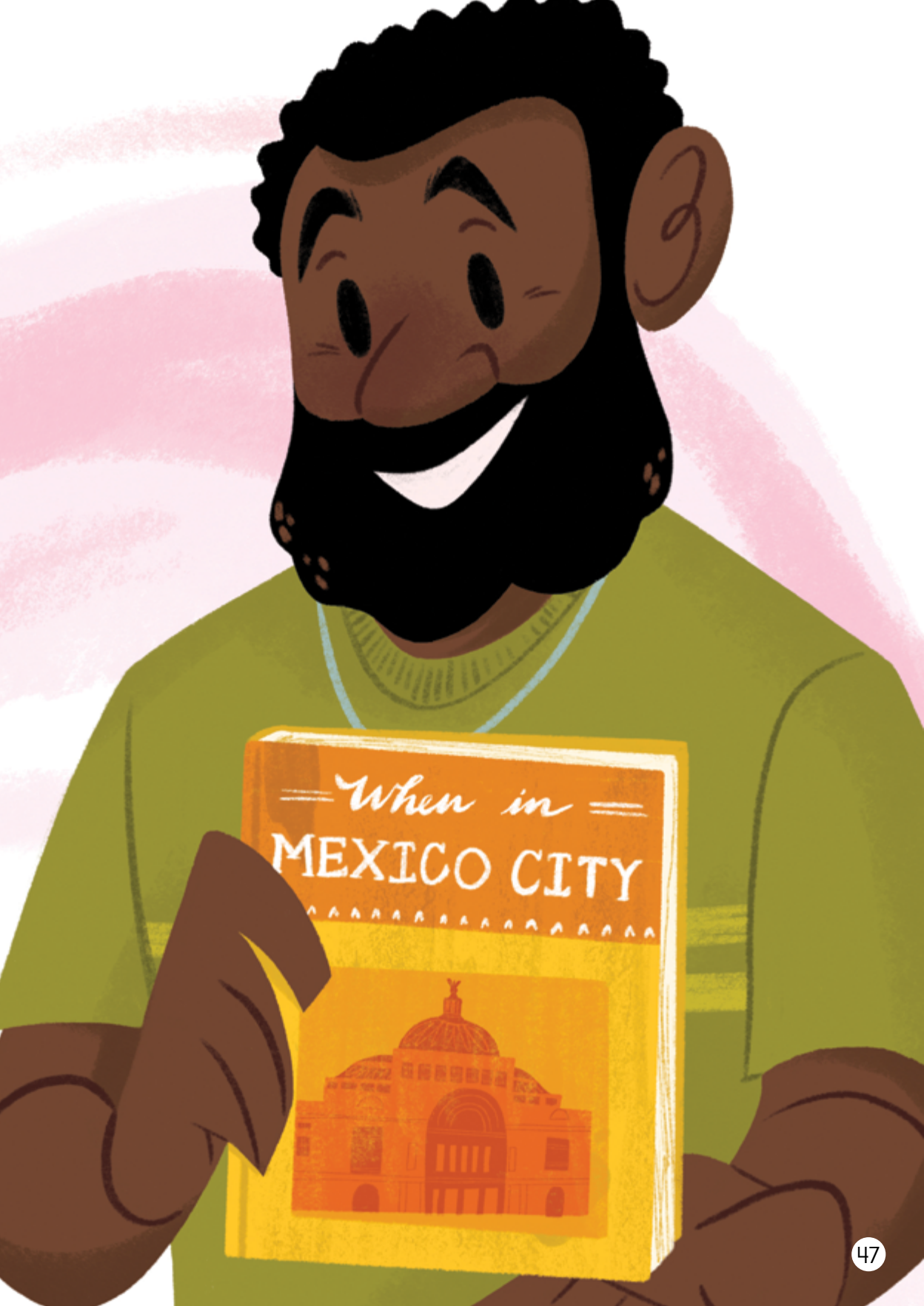




Kay's mom says, "I think we should hire someone who has a car and can tell us what there is to see down here in Mexico. The man at the desk gave me a name. He says this man—Mister Gomez is his name—has a car. If we hire him, he will drive us to see all of the best sites."

"But that will cost a lot!" says Kay's dad. "Why should we pay when we can see all the same sites by ourselves? Look, I got this book on Mexico in a use bookshop. It will tell us all of the same stuff that the man would tell us! And it has lots of pictures!"





— *When in* —
MEXICO CITY





“It’s not the same!” says **Kay**’s mom. “And that book of yours is out of date. Let’s have a vote. Who votes we hire Mister Gomez?”

Kay’s mom **raises** her hand at once. **Kay**’s hand shoots up fast, too. Martez **waits** a bit. Then he **raises** his hand as well.

“That’s three votes for Mister Gomez and one vote for your book,” **boasts** **Kay**’s mom.

Kay’s dad **groans**.





Mister Gomez

Mister Gomez is at the inn the next morning. He takes them outside and points to a stone with his cane.

“This stone has stood here for a long, long time,” Mister Gomez says. “It has stood here much longer than me. This stone is from the time of the Aztec Empire.”

“The what?” **K**ay asks.

“The Aztec Empire,” says Mister Gomez. “Back in the past, Aztec men cut stones like this one and stacked them up to make shrines to their gods.”



“Are the Aztecs still here?” **Kay** says.

“Not like before,” says Mister Gomez.
“One **day**, the Spanish came here. They were led by a man named Cortez. His **goal** was to take Mexico **away** from the Aztecs. That **way**, the Spanish would be in charge.”

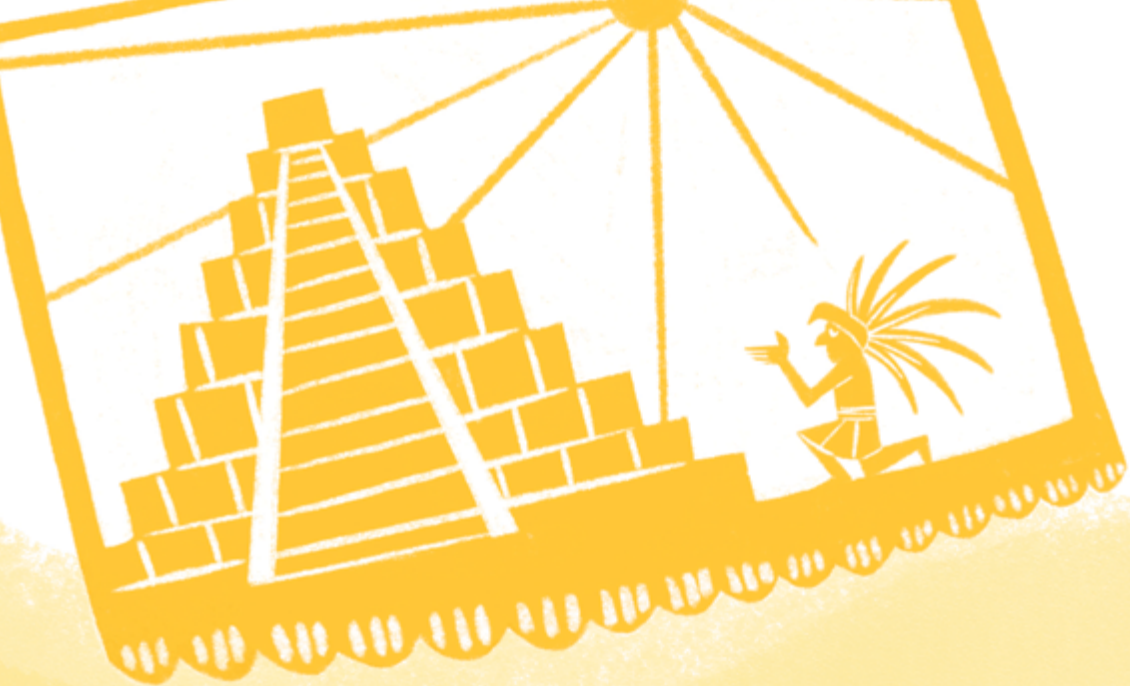
“That’s mean!” **Kay** says.

“Cortez and his men met the Aztecs on the spot where we are standing,” says Mister Gomez.

“The Aztec troops were brave, but they lost.”

Kay and Martez looked sad. Mister Gomez looked sad too.

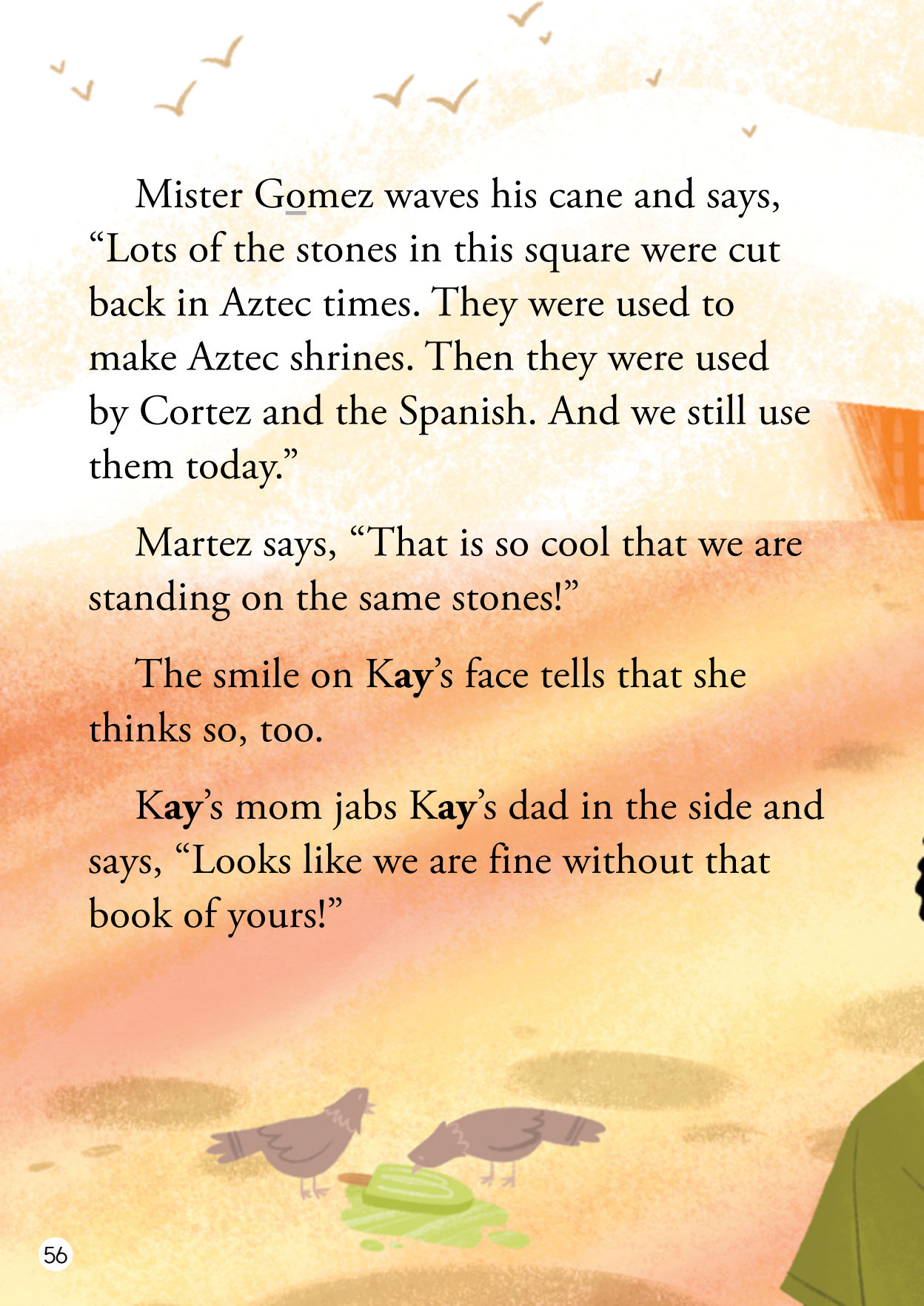




“Cortez and the Spanish did not respect the Aztecs. The Spanish knocked down the Aztec shrines and used the stones to make roads and streets and forts.”







Mister Gomez waves his cane and says, “Lots of the stones in this square were cut back in Aztec times. They were used to make Aztec shrines. Then they were used by Cortez and the Spanish. And we still use them today.”

Martez says, “That is so cool that we are standing on the same stones!”

The smile on **Kay**’s face tells that she thinks so, too.

Kay’s mom jabs **Kay**’s dad in the side and says, “Looks like we are fine without that book of yours!”





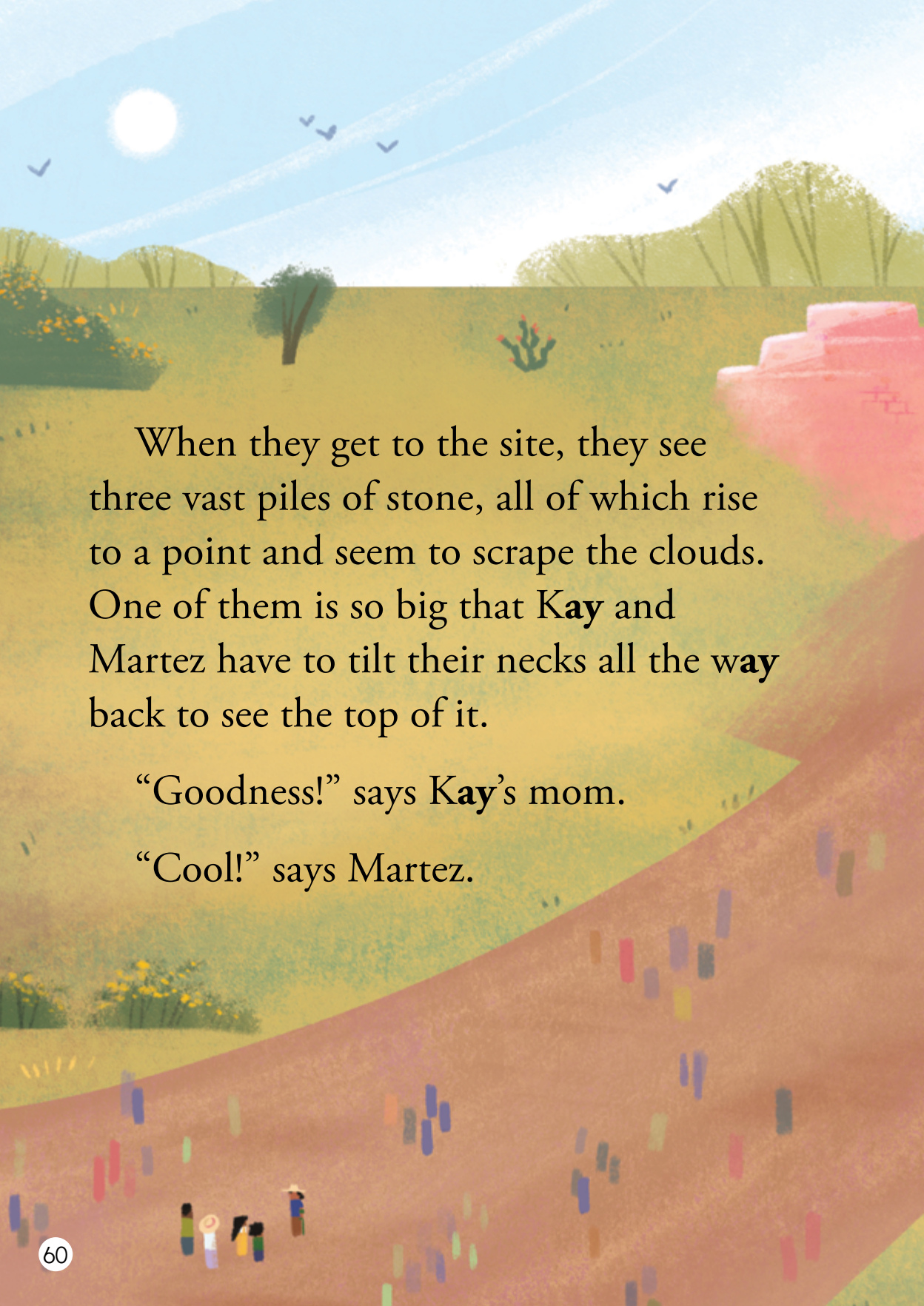
A House in the Clouds

The next day, Mister Gomez takes Martez, Kay, and Kay's mom and dad on a trip.

In the car, Mister Gomez says, "You will like this next place. The stones there have stood for much, much longer than the last stones."





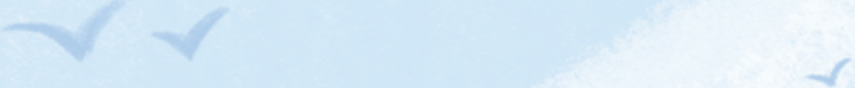
A vibrant, stylized illustration of a landscape. The sky is a clear blue with a bright white sun in the upper left, several small blue birds in flight, and two white contrails. The ground is a mix of green and yellow, with rolling hills, a cactus, and a large, tiered pink stone structure on the right. In the foreground, a reddish-brown slope leads down to a group of small, colorful figures. The overall style is soft and painterly.

When they get to the site, they see three vast piles of stone, all of which rise to a point and seem to scrape the clouds. One of them is so big that **Kay** and Martez have to tilt their necks all the way back to see the top of it.

“Goodness!” says **Kay**’s mom.

“Cool!” says Martez.





“Was this a shrine?” **Kay**’s mom asks.

“Yes,” says Mister Gomez.

“Is a shrine like a church?” **Kay** asks.

“In a way,” Mister Gomez says. “The Aztecs had lots of gods, but this was a shrine to just one.”

“My dad told me some of their gods last time we were in Mexico,” Martez says. “One was a snake god. One was a sun god. And one was a moon god.”

“Yes,” says Mister Gomez. “The shrines were set up way back in the past. No one can say why. But the Aztecs came here to offer gifts to their gods. This was an important place for them.”



“Can we get to the top of one of them?” asks **Kay**.

“Yes, you can,” says Mister **Gomez**, “if your mom and dad **say** it’s fine. But you must grab on to the rope.”

Kay and Martez make their **way** to the top.

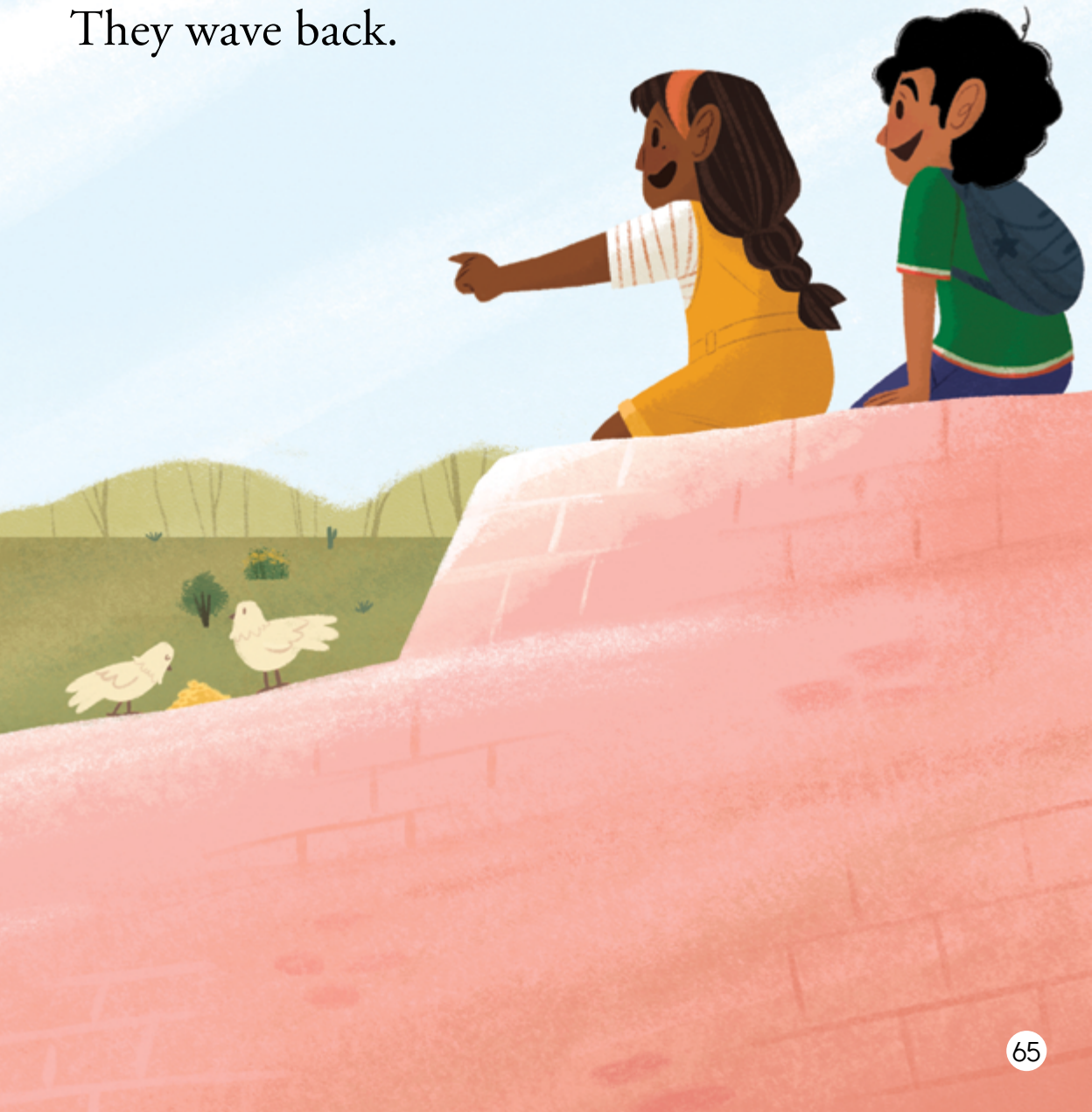
It takes them a long time to get there. From the top, they can see for miles and miles.



Martez yells, “**Kay** and I have a house in the clouds!”

Kay says, “Look! Mom and Dad look like bugs from up here!”

Kay waves her hands at her mom and dad. They wave back.



The Market

The next day, Kay, Martez, and Kay's mom and dad take a trip to a street market. Mister Gomez joins them.

At the market, all sorts of things are on sale. Some men are selling food. Some are selling arts and crafts. There are paintings and knickknacks and cloth stitched in fun patterns.





One man is selling masks made from wood.

Kay's mom spots a mask that she likes. It is a red mask with glitter.

“Good choice,” says Mister Gomez.
“Masks have been in Mexico a long time! The Aztecs had them too. This one is made from wood.”

“Why do people here make masks?” **Kay** says.

“Some are used for a dance on holidays,” says Martez.

“Yes!” says the man who is selling masks.
“I painted this one by hand for just that.”

He puts the red mask to his face and does some steps.

Kay and Martez cheer.



“That is fun,” says **Kay**’s mom. “I have to get it!”

But **Kay**’s dad looks at the price tag.

“That price is a lot,” he says. “We need to stick to our spending limit. See if you can get it for less.”

Martez and **Kay** both look sad.

“No, I will pay the full price!” says **Kay**’s mom. “This man did a lot of work on this mask.”

She pays the man. Now it is **Kay**’s dad who looks sad.

“But we have spent so much,” he says.

Kay’s mom puts her new mask on her face.

“Tell it to the mask,” she says.



A Rainforest Ride

The next **day**, they **say** farewell to Mister **Gomez**. **Kay**'s dad rents a car to take them to see the **rain**forest.

In the **rain**forest, it is hot and wet. A thick **layer** of trees blocks out part of the sun.

Kay's mom drives. **Kay**'s dad shares facts from his book.

As they drive, **Kay** spots a zip line that children can ride.





“Mom, Dad!” she yells. “Can we stop and ride the zip line? It looks like so much fun!”

Kay’s mom parks the car. The zip line runs from a tree house down to the ground.

“Is it safe?” Kay’s mom asks the man in charge.

“Yes,” says the man. “It’s safe. The children ride in a harness. And there is a net down there to catch them, just in case.”





Kay's mom thinks it looks safe. She **pays** the man and gets two tickets, one for **Kay** and one for Martez.

Martez gets belted into the harness. Then he rides the zip line. He shouts as he slides down the line.

Kay yells down, "Is it fun, Martez?"

Martez yells back, "It's the best!"

Kay gets belted in. She has a fun ride, too.



The Dive

Kay's dad drives to the **coast** of the Gulf of Mexico. For two **days**, the children **soak** up the sun and swim in the pool.

On **day** three, they dive in the Gulf of Mexico. They rent masks, fins, and tanks of **air**. Then a man brings them out to the dive site in a **boat**. The dive site is a reef where a Spanish ship sank.

They jump in and swim down. With their fins on, they can swim fast. With their masks on, they can see a long way down. They see fish and crabs. Martez spots a starfish.





Martez and Kay look for the Spanish ship. They swim down until they see it. They see fish swimming in and out of it. Then they swim back up.





At the Airport

The trip has ended. It is time to get back to the U.S.

Kay's dad drives to the **airport**. **Kay**'s mom **stays** with **Kay** and Martez while he drops off the car.

Kay and Martez **play** with an **airplane** and toss it in the **air**. It makes a big loop and glides down.





Kay's dad had fun on the trip, but he spent a lot of cash. He takes what is left of his Mexican cash and has it turned back into U.S. cash.

At the ticket counter, Kay's dad takes charge. He barks out orders.

"This way, Kay!"

"Stay close to me, Martez!"

"Children, get out your passports!"

The children get their passports out. Kay's mom gets hers out. But Kay's dad's is nowhere to be found.







Kay's dad unzips his bag to look for his passport. Soon he is digging in the bag, tossing things this way and that. At last, he sees his passport.

“Here it is!” he says, with a sheepish look.

Martez, Kay, and her mom all smile. Kay's dad sometimes has a hard time keeping track of things.

“Dad,” Kay says, “maybe you should sit back and let Mom take charge for a while.”



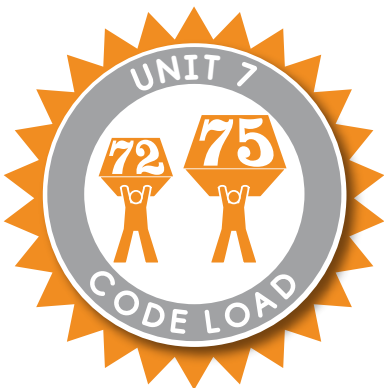
About this Book

This book has been created for use by students learning to read with the Core Knowledge Reading program. Readability levels are suitable for early readers. The book has also been carefully leveled in terms of its “code load,” or the number of spellings used in the stories.

The English writing system is complex. It uses more than 200 spellings to stand for 40-odd sounds. Many sounds can be spelled several different ways, and many spellings can be pronounced several different ways. This book has been designed to make early reading experiences simpler and more productive by using a subset of the available spellings. It uses *only* spellings students have been taught to sound out as part of their phonics lessons, plus a handful of Tricky Words, which have also been deliberately introduced in the lessons. This means the stories will be 100% decodable if they are assigned at the proper time.

As the students move through the program, they learn new spellings and the “code load” in the decodable Readers increases gradually. The code load graphic on this page indicates the number of spellings students are expected to know in order to read the first story of the book and the number of spellings students are expected to know in order to read the final stories in the book. The columns on the opposite page list the specific spellings and Tricky Words students are expected to recognize at the beginning of this Reader. The bullets at the bottom of the opposite page identify spellings, Tricky Words, and other topics that are introduced gradually in the unit this Reader accompanies.

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Code Knowledge assumed at the beginning of this Reader:

VOWEL SOUNDS AND SPELLINGS:

/i/ as in skim
/e/ as in bed
/a/ as in tap
/u/ as in up
/o/ as in flop
/ee/ as in bee
/ae/ as in cake
/ie/ as in bite
/oe/ as in home
/ue/ as in cute
/oo/ as in soon
/oo/ as in look
/ou/ as in shout
/oi/ as in oil
/aw/ as in paw
/ar/ as in car
/or/ as in for
/er/ as in her

CONSONANT SOUNDS AND SPELLINGS:

/m/ as in swim, swimming
/n/ as in run, running, knee
/t/ as in bat, batting, asked
/d/ as in bid, bidding, filled
/k/ as in cot, kid, rock, soccer
/g/ as in log, logging
/f/ as in fat, huff
/s/ as in sit, hiss, cinch, fence, house
/z/ as in zip, hums, buzz
/v/ as in vet, twelve
/p/ as in tip, tipping
/b/ as in rub, rubbing
/l/ as in lamp, fill
/r/ as in rip, ferret, wrist
/h/ as in ham
/w/ as in wet, while
/j/ as in jog, gem, fringe
/y/ as in yes
/x/ as in box
/ch/ as in chin, itch
/sh/ as in shop
/th/ as in then
/th/ as in thin

/ng/ as in king, hopk
/qu/ as in quit

OTHER:

- two- and three-syllable words
- punctuation
- contractions (*let's, here's, it's*)

TRICKY WORDS:

a, I, no, so, of, all, some, from, word, are, were, have, one, once, to, do, two, the, who, said, says, was, when, where, why, what, which, here, there, he, she, we, be, me, they, their, my, by, you, your, because, could, would, should, down, today, yesterday, tomorrow, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, how, picture, stagecoach, cow

Code Knowledge added gradually in the unit for this Reader:

- Beginning with “Martez, Martez, Martez”: /ae/ spelled ‘ay’ as in day and ‘ai’ as in wait
- Beginning with “The Red Dish”: Tricky Word *Mexico*
- Beginning with “In the Mail”: Tricky Word *talk*
- Beginning with “The Holiday”: Tricky Word *Hidalgo*
- Beginning with “Better than the Best”: Tricky Word *gracias*
- Beginning with “The Long Cab Ride”: /oe/ spelled ‘oa’ as in boat, Tricky Word *Carlos*
- Beginning with “The Vote”: Tricky Word *Gomez*



Meet the Illustrator



Emily Mendoza



I'm from California, and my favorite memory would be spending my weekends at Disneyland with my family! My favorite thing about illustrating *Kay and Martez* was being able to use all the bright colors and patterns from my culture. The biggest challenge was making sure to show what I love, and what many people love, about Mexican culture and Mexico. Illustrating this book took research, research, research! Mexico is a beautiful place with tons of history. And my advice to readers is to never stop learning about other cultures and places!



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General Manager K-8 ELA and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy, K-8 ELA

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Leslie Johnson, Associate Director, K-8 ELA

Thea Aguiar, Director of Special Projects, CKLA

Zara Chaudhury, Project Manager, K-8 ELA

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Contributors

Raghav Arumugan

Olioli Buika

Bill Cheng

Sherry Choi

Edel Ferri

Nicole Galuszka

Parker-Nia Gordon

Ken Harney

Molly Hensley

David Herubin

Isabel Hetrick

Ian Horst

Sara Hunt

Jagriti Khirwar

Julie Kim

Kristen Kirchner

James Mendez-Hodes

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Rosie McCormick

Cynthia Peng

Liz Pettit

Tonya Ronayne

Deborah Samley

Kate Stephenson

Elizabeth Wafler

James Walsh

Sarah Zelinke

Design and Graphics Staff

Kelsie Harman

Liz Loewenstein

Bridget Moriarty

Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist

Carolyn Pinkerton

Scott Ritchie

Kelina Summers

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Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

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Writers

Katy Duffield, Anna Kavalauskas, Mary Miller, Susannah Myers, Juliane Munson, Matt Davis

Illustrators and Image Sources

All illustrations by Emily Mendoza



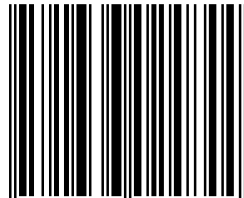
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