

CKLA K-5 Instructional Pacing Guidance

**Every child deserves the opportunity
to become a proficient reader and writer.**



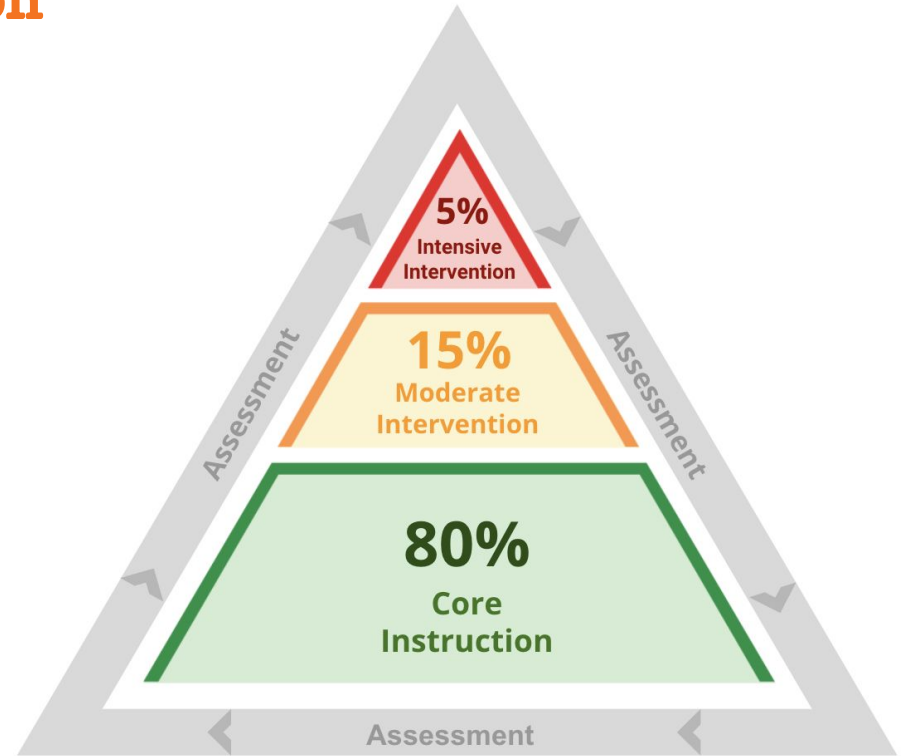
What does the **research** say about student achievement?

- ❑ According to NAEP 2022, approximately 67% of Grade 4 students are not reading proficiently.
- ❑ Evidence shows that, if students are not on track at the end of Grade 1, they will struggle to get on track even with intervention.
- ❑ Evidence shows that, if students are not reading on grade level at the end of Grade 3, they will struggle in school and are at risk of becoming high school dropouts.
- ❑ Quality and quantity of instruction are both necessary factors for student achievement.



Core Instruction = Prevention

A healthy literacy system
utilizes grade-level
core instruction to
PREVENT
the need for intervention.



Literacy instruction must explicitly support students in developing two areas: language comprehension and word recognition.

Scarborough (2001) has outlined the skills and knowledge needed in both areas and has illustrated how they develop and integrate over time.

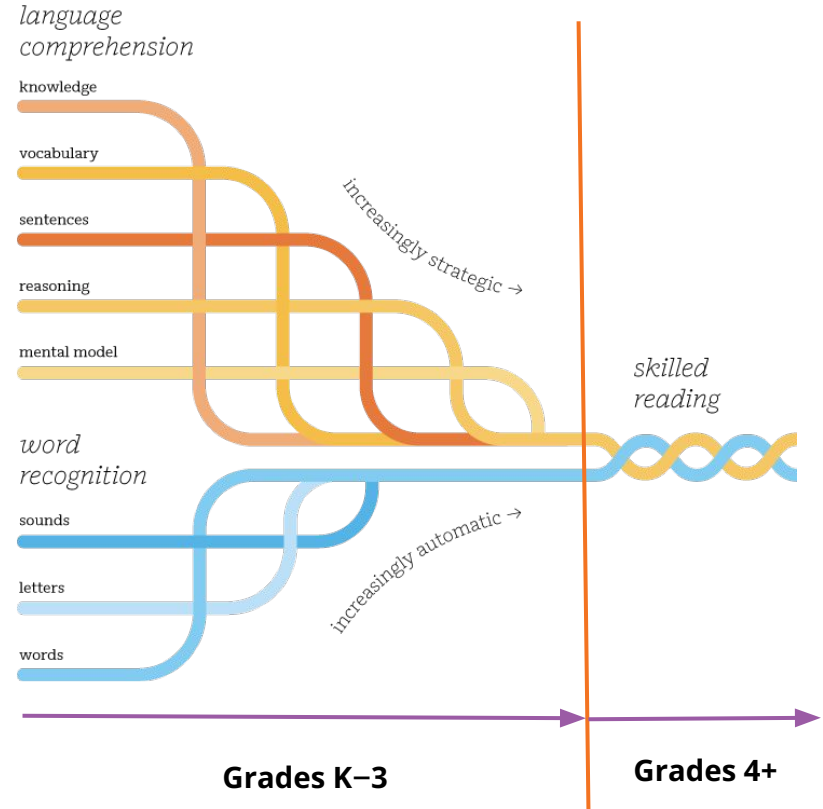
In Grades K—3, building the literacy foundation is critical, and instruction must include all the component elements.

Especially important in Grades K—3 is the development of foundational skills. This requires instruction in phonemic awareness and phonics with enough practice for students to gain automaticity (fluency) in their word skills.

Typically, developing students integrate language comprehension and word recognition around Grades 3 and 4 (Catts, 2018).

The elements of early reading

(Scarborough, 2001)



How does the instruction in foundational skills work?

Systematic

Instruction includes a plan of what to teach (scope) and in what order (sequence).

The plan must outline all the skills to be taught (scope).

The plan must outline what skills are taught in what grades (sequence).

The plan must outline the order of the skills within each grade (sequence).

Explicit

Instruction should focus on critical content, broken into small chunks.

Step-by-step guidance should include teacher modeling, supported practice, and independent practice.

Students should have many opportunities to actively engage.

Feedback should be immediate.

Cumulative

Students should have opportunities to review previously taught skills before learning new skills.

Instruction must build from less complex to more complex skills.

Practice should be distributed across lessons and should include multiple skills for deep learning that can be generalized.

Students cannot miss a part of the plan.

How does the instruction to **develop academic knowledge work?**

Knowledge

Broad background knowledge is essential for reading comprehension and writing composition.

While general knowledge is helpful, students must develop the knowledge of school, which includes science, social studies, and literature.

Building academic knowledge takes time and can be achieved using read-aloud texts.

Vocabulary

Students begin Kindergarten with a range of experiences, leading to a range of vocabulary.

Vocabulary is highly correlated with reading comprehension—the more words you know, the better you comprehend.

Growing vocabularies require frequent exposure to words in context along with explicit instruction.

Usage

Oral language is highly predictive of later reading comprehension.

Students need opportunities to talk about what they are learning and to use their growing vocabularies.

Academic language is more complex than everyday language and does not develop without explicit support and exposure.

Start early to support later success.

What to remember when **planning and pacing literacy instruction**

The National Reading Panel recommends a **minimum of a 90-minute reading block**.

In 2018, [Education Northwest](#) released a policy brief reaffirming that recommendation.

When reducing or removing content in Grades K—5, you must consider the individual needs of classrooms, and the students within those classrooms, to ensure that **everyone has the opportunity** to learn the critical skills required for reading and writing successfully.

To develop proficiency, students need lots of practice to overlearn skills for automaticity. When they lack automaticity, comprehension is at risk.

Building confident and capable readers requires prioritizing literacy instruction in the primary grades—kids don't love to do things that they don't do well.



CHOOSE WISELY

K-5 Pacing Support: Lesson Level



Tips to support lesson pacing

✓	Know the lesson	<ul style="list-style-type: none">❑ Review the primary focus objectives to determine which skills students need to master to be successful with the grade-level requirements.
✓	Plan your pace	<ul style="list-style-type: none">❑ Use the time recommendations in the Lesson at a Glance chart and the time stamps noted throughout the lesson to keep the segments on track.
✓	Modify the schedule	<ul style="list-style-type: none">❑ Look for opportunities to relocate Whole Group, Independent, or Partner activities to another part of the day.
✓	Keep moving	<ul style="list-style-type: none">❑ Prioritize items that support student mastery. When students show mastery, move on.

Let's look at each tip in more detail.



Know the lesson

The Lesson at a Glance chart can be found in the Teacher Guide at the start of each lesson. This chart lists the lesson's instructional activities and the materials needed for each activity.

Tips for pacing:

- ❑ Review the lesson to determine the intended learning goals for each component, including how the component will set students up for success.
- ❑ Prepare the materials needed for the lesson in advance to avoid using instructional time.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Review Chapter 1	Whole Group	5 min.	<input type="checkbox"/> Answer Key for Activity Page 1.4 <input type="checkbox"/> Activity Pages 1.3, 1.4, 2.1
Introduce Chapter 2	Whole Group	5 min.	<input type="checkbox"/> <i>The Road to Independence</i> <input type="checkbox"/> Timeline I
Read "Trouble Is Brewing"	Whole Group	25 min.	
Discuss the Chapter and Wrap-Up	Whole Group	5 min.	
Word Work: <i>Boycott</i>	Whole Group	5 min.	
Language (30 min.)			
Grammar: Review Commas	Whole Group Partners	15 min.	<input type="checkbox"/> Commas Poster <input type="checkbox"/> Activity Page 2.2
Morphology: Introduce Root <i>port</i>	Whole Group	15 min.	<input type="checkbox"/> Activity Page 2.3



Know the lesson

Each lesson in the Teacher Guide begins with a list of primary focus objectives (PFOs) that support students in building literacy skills.

Tips for pacing:

- ❑ Review the PFOs of each component and determine where the PFO is taught and assessed in the lesson.

Example: Reading segment

- ❑ Before teaching, annotate (e.g., using sticky notes, highlighting, writing brief notes) the Read-Aloud or Reader selection for key parts of the text that correspond to the PFO.
- ❑ When teaching, use the annotations to support students in mastering the PFOs.

PRIMARY FOCUS OF LESSON

Reading

Students will identify the Sons of Liberty, describe their rebellious acts in Boston, and explain their significance based on specific information found in lesson text.

Grammar

Students will practice correct use of commas in dates, places, and items in a series when recalling details about the American Revolution.

Morphology

Students will use the root *port* as a clue to the meaning of words relevant to the American Revolution and use these words correctly in sentences.

Identify the Sons of Liberty

took place in Boston, Massachusetts. There, angry crowds took their frustration out on tax collectors.

A new group of protestors formed in Boston in response to the Stamp Act. The group met under a tree that they called the **Liberty Tree**. They made public speeches against taxes and the British government. They cried, “No taxation without representation!” This group became known as the Sons of Liberty.

Eventually, after much protest, the British government decided



Know the lesson

The CKLA Lesson Internalization sheet provides guidance on ways to customize the lesson to meet students' learning needs. It can be found on the PD Library.

Tips for pacing:

- Prioritize which questions to ask during the lesson to support students in mastering the PFOs.
- Use question response types strategically to support pacing, such as quick call-and-response questions, Think-Pair-Share, whole-group discussions, or written responses.
- Prioritize which sidebar supports to use during the lesson to help students with their learning needs.

CKLA 3-5 Integrated Strand Lesson Internalization

Review the Lesson	
1	Review the <i>Primary Focus Objective(s)</i> and aligned grade level requirements. Identify how the <i>Primary Focus Objectives</i> build toward student success with the grade level requirements. (Use <i>Teacher Guide, Lesson Introduction</i> .)
2	Complete the <i>Formative Assessment</i> (found within the lesson) and record the: <ul style="list-style-type: none"> • Alignment between the <i>Formative Assessment</i> and the <i>Primary Focus Objective</i> • Literacy skill(s), knowledge and/or vocabulary students will need to be successful on the <i>Formative Assessment</i>
3	Complete the <i>Check for Understanding</i> (found within the lesson) and record: <ul style="list-style-type: none"> • Alignment between the <i>Formative Assessment</i> and the <i>Primary Focus Objective</i> • Literacy skill(s), knowledge and/or vocabulary students will need to be successful on the <i>Formative Assessment</i>
Dive into the Lesson	
4	Read each lesson component and reflect: <ul style="list-style-type: none"> • How will this component set students up for success with the <i>Primary Focus Objective(s)</i>, <i>CFU</i> and/or the <i>Formative Assessment</i>? • What student engagement strategies are included with each component? • What materials will be needed for each component?
Customize the Lesson – If you're ready and feel comfortable...	
5	Review the <i>Writing, Language, Reading and Speaking & Listening</i> lesson components. What possible misconceptions might students have during these components? How do you plan to address these misconceptions?
6	Review the <i>Reading</i> and/or <i>Speaking & Listening</i> lesson component and determine what makes the text complex (text structure, language features, purpose, knowledge demands), using the text complexity rubrics attached to the document. <ul style="list-style-type: none"> • Prioritize which sidebar supports/questions to use during the lesson component. <ul style="list-style-type: none"> • Consider which supports/questions will support students in mastering the <i>Primary Focus Objective(s)</i>, <i>CFU</i>, <i>Formative Assessment</i> and/or unlocking what makes the text complex. • Determine the discussion format students will use to respond to the questions (e.g. Think-Pair-Share, Small Group discussion, Socratic Seminar, Call and Response, etc.)
7	What additional engagement might you incorporate during all components of the lesson? (e.g. call and response, kinesthetic movements, props, artifacts, multimedia, etc.)



Know the lesson

Strengthen: Focus Training: Pacing is a one-hour remote professional development session that offers guidance on pacing. This session is led by a skilled Amplify Professional Learning Specialist and provides participants with tips to ensure appropriate lesson pacing. Participants will also have the opportunity to plan pacing for an upcoming lesson. Contact your Amplify representative for details.

Tips for pacing:

- Participate in the Pacing session to incorporate best practices on pacing during lesson planning.

The graphic features a dark background with the word "Amplify." in orange at the top right. Below it, the word "Pacing" is written in white, followed by "K-5 teachers" in a smaller white font. In the bottom left corner, there is a circular logo with a sunburst pattern and the text "PLPG CERTIFIED PROVIDER". On the right side, there is a white line-art illustration of three people sitting around a table, looking at a document together.



Plan your pace

The instructional block of time allotted for each lesson varies based on grade—60 minutes for Knowledge and Skills, respectively, in Kindergarten, Grade 1, and Grade 2; 120 minutes in Grade 3; and 90 minutes in Grades 4 and 5.

Refer to the Lesson at a Glance chart during lesson planning to understand the amount of time allotted to each lesson and its segments.

Tips for pacing:

- Identify the components or lesson segments in which you can tailor the timing.
- Tailor timing based on your knowledge of your students.
- Use routines to transition efficiently between activities.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Fables</i> Big Book
Read “The Hares and the Frogs”	Small Group/ Partner	15 min.	<input type="checkbox"/> <i>Fables</i> Reader <input type="checkbox"/> Activity Page 6.1
Writing			
Book Report: Plan and Write a Draft	Whole Group	30 min.	<input type="checkbox"/> Activity Pages 6.2, 6.3
Language (Spelling)			
Introduce Spelling Words	Whole Group	10 min.	
Take-Home Material			
Spelling Words			<input type="checkbox"/> Activity Page 6.4



Plan your pace

Refer to the Lesson at a Glance chart during lesson planning to see which activities that may be completed asynchronously.

Tips for pacing:

- ❑ Consider which components you may want to teach nonconsecutively outside of the instructional block.

Example: K-2 Knowledge Application segment

- ❑ A good stopping point could be after the Read-Aloud. It could be an opportunity to teach the Application segment nonconsecutively.

Teaching
asynchronously

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min	<input type="checkbox"/> plastic hoop <input type="checkbox"/> globe, examples of solids and liquids (optional) <input type="checkbox"/> Idea Web for the sun (optional)
Read-Aloud			
Purpose for Listening	Whole Group	30 min	<input type="checkbox"/> Idea Web for stars <input type="checkbox"/> Poster 2M (optional)
"Stars"			
Comprehension Questions			
Word Work: <i>Dusk</i>			
This is a good opportunity to take a break.			
Application			
Poetry Read-Aloud	Independent	20 min	<input type="checkbox"/> "Star Light, Star Bright" <input type="checkbox"/> "Twinkle, Twinkle, Little Star" <input type="checkbox"/> astronomy journals <input type="checkbox"/> Activity Page 3.1 (optional) <input type="checkbox"/> drawing and writing tools
Astronomy Journals			



Plan your pace

Time stamps are shown throughout the lesson to help keep the lesson on track.

Tips for pacing:

- ❑ Before starting the instructional activity, use the header information to take note of the time allotted for that segment.
- ❑ After teaching the lesson, reflect on the time spent on each segment and make adjustments, as needed, to stay on pace.

Lesson 6: "The Hares and the Frogs"

Reading



Primary Focus: Students will read the "The Hares and the Frogs" with purpose and understanding, and will answer literal, inferential, and evaluative questions about key details in the text, including the moral/life lesson.

INTRODUCE THE STORY (5 MIN.)

- Load the digital version of the story "The Hares and the Frogs" or use the *Fables Big Book*.
- Tell students that the title of today's story is "The Hares and the Frogs." Tell students that hares are also called jackrabbits. Hares look like rabbits and are very fast. They are a bit bigger than rabbits and build their homes above the ground.

READ "THE HARES AND THE FROGS" (15 MIN.)

Small Group

Group 2: Have students who are ready read the story with a partner. Tell them to complete Activity Page 6.1 with their partner when they have finished. Let them know that if they finish the story and activity page early, they should reread previous stories, but should not read ahead.

Group 1: Have students who need more guidance and feedback work with you, taking turns to read the story aloud. Then guide students in completing Activity Page 6.1.



Modify the schedule

The Lesson at a Glance chart also indicates the grouping structure of each segment.

Tips for pacing:

- Use the Lesson at a Glance chart to determine which Whole Group instruction segments may be moved to other parts of the day.

Example: Language segment

- Activities such as Grammar, Spelling, or Word Work may be well suited for other parts of the day (e.g., morning meeting).

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (15 min.)			
Perfect Verb Tense	Whole Group	15 min.	□ Activity Page 13.3
Writing (30 min.)			
Resolution			
Write Opinion Piece			

PERFECT VERB TENSE (15 MIN.)

Practice Future Perfect

- Display the perfect tense poster.
- Remind students that in the previous lesson they began investigating the perfect tense and looked at the past perfect tense
- Ask a student to read out the description of the future perfect tense from the poster (an action that will have been completed at some point in the future: "I will have solved four more cases by June.").
- Ask students to explain why the example sentence meets the rules laid out in the definition.
- Ask students to look at the sentences you prepared earlier on the board/chart paper. Working as a class, identify the order of the actions.
- In each case, ask students to identify the future perfect (highlighted) and make the connection that this was the action *preceding* a later action.
 - "The culprit will have escaped by the time we arrive." (first the culprit will escape, then we will arrive)
 - "The mystery will have been solved by tea time." (first the mystery will be solved, then it will be tea time)
 - "I will have grown old before you make up your mind!" (first I will get old, then you will make up your mind)
- Ask students to turn to Activity Pages 13.3 and work on the practice questions. They may take these home and complete.

Well suited for morning meeting



Modify the schedule

The Lesson at a Glance chart also indicates the grouping structure of each segment.

Tips for pacing:

- ❑ Use the Lesson at a Glance chart to determine which Whole Group instruction segments may be reconfigured to Small Group work.

Example: Foundational Skills segment

- ❑ Teacher-guided segments, such as Sound/Spelling review or Wiggle Cards, may be modified to Small Group work.

Example: Reading segment

- ❑ Reading segments may be modified by having a small group read with the teacher while the rest of the students read with a partner or independently.

Reconfigure to Small Group work

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Blending - Sound/Spelling Review	Whole Group	10 min.	❑ Large Letter Cards for twenty spellings taught
Wiggle Cards	Whole Group	15 min.	❑ Wiggle Cards

Mark the Sentenc

Differentiated Ins

Sound/Spelling Review

- Review the Large Letter Cards for the twenty spellings previously taught, including digraphs and spelling alternatives.
- Display the first Large Letter Card.
- Have students say the sound represented on the card and name the letter(s).
- Continue with the remaining cards.

Reading

Introduce the Story	Whole Group	5 min.	❑ <i>Kids Excel</i>
Read "Miss Baker"	Whole Group	10 min.	❑ <i>Kids Excel</i>

READ "MISS BAKER" (10 MIN.)

Whole Group

- Read "Miss Baker" as a group. You may choose a method of whole group reading that suits your students best (e.g., read-aloud, silent reading).
- If students finish early, they may illustrate one of the words or phrases on the board. Have students write a caption for their images.

Activity Page 6.3



Modify the schedule

The Lesson at a Glance chart also indicates the grouping structure of each segment.

Tips for pacing:

- ❑ Use the Lesson at a Glance chart to determine which Independent or Partner work segments may be completed alongside Small Group work.

Example: Language segment

- ❑ Segments accompanied by an activity page may be completed during Small Group time in a different instructional block or in another part of the day.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language			
Spelling Assessment	Independent	15 min.	❑ Activity Page 10.1
Punctuation Practice	Independent	20 min.	❑ Activity Page 10.2
Reading			
Introduce the Story	Whole Group	5 min.	❑ <i>Kay and Martez</i>
Read "The Long Cab Ride"	Small Group/ Partner	20 min.	

Complete
during Small
Group time

READ "THE LONG CAB RIDE" (20 MIN.)

Small Group

Group 2: Have students take turns reading "The Long Cab Ride" with a partner. Tell them if they finish early, they may copy and fix one of the sentences on the board/chart paper. If they have time, they may illustrate one of the items in the sentence.

Group 1: Meet with students needing additional support. Have students take turns reading small sections of "The Long Cab Ride" aloud. Support student understanding as needed.



Keep moving

The Read-Aloud and Reading segments build students' knowledge in content and vocabulary and support the development of their comprehension skills.

Tips for pacing:

- ❑ Identify areas in a lesson where components or segments may be shortened because students are showing mastery of the PFO.

Example: Read-Aloud comprehension questions

- ❑ Consider reducing the number of questions asked to save time.
- ❑ Focus on questions that best support the PFOs.

Remember to preserve a mix of question types (i.e., Literal, Inferential, Evaluative).

LESSON AT A GLANCE			
	Grouping	Time	Materials
Read-Aloud			
Purpose for Listening			
"The Pony Express"			
Comprehension Questions			
Word Work: <i>Endurance</i>			

COMPREHENSION QUESTIONS (10 MIN)	
1.	Inferential Why did three businessmen decide to start the Pony Express venture? (<i>They thought they could make money by delivering the mail to the West Coast faster than what had been done previously by stagecoach.</i>) Literal What was the Pony Express? (<i>an overland way to send mail from Missouri to California</i>)
	Literal Who carried the mail on the Pony Express, and how did they travel the route from Missouri to California? (<i>Young men carried the mail using horses as their means of transportation.</i>)
	Literal How did the Pony Express riders know where to go? (<i>They rode a set trail and used landmarks to guide them.</i>)
2.	Inferential Why were the young men who carried the mail required to be small? (<i>so the horses could go faster</i>) What special characteristics did the horses chosen for the Pony Express need? (<i>The horses had to be fast and have great endurance.</i>)
3.	Inferential Was the route for the Pony Express riders hazardous or safe? (<i>hazardous</i>) Why? (<i>unexpected and extreme weather, wild animals, rough landscape, horses could stumble and fall, etc.</i>)
4.	Literal How was mail carried along the Pony Express? Did one rider carry the mail the whole way? (<i>No, mail was carried relay-style, with riders taking certain legs, or sections, of the journey. The riders would pass off the mail to another rider at one of the many stations.</i>)
5.	Evaluative Was the Pony Express venture successful? (<i>The Pony Express was successful for eighteen months, or a year and a half.</i>) Why was the Pony Express only used for eighteen months? (<i>The telegraph line was completed and people could send messages across the country in a matter of minutes.</i>)



Keep moving

The Language segment in Grades 3—5 offers explicit language instruction to support students in the development of grammar skills.

Tips for pacing:

- Identify areas in a lesson where components or segments may be shortened because students are showing mastery of the PFO.

Example: Morphology

- Several examples are provided for Whole Group practice. Consider reducing the number of examples to save time.

LESSON AT A GLANCE

Language (30 min.)

Grammar: Modal Auxiliary Verbs	Whole Group	15 min.	<input type="checkbox"/> Subject-to-be Verb Agreement Poster <input type="checkbox"/> Modal Auxiliary Verbs Poster <input type="checkbox"/> Activity Page 2.2
Morphology: Introduce Root <i>bio</i>	Whole Group	15 min.	<input type="checkbox"/> Activity Page 2.3

Use what you need for Whole Group practice and save the rest for Small Group instruction.

- Continue in this manner for the remaining *bio* words, using the following chart as a guide.

Affixed Word	Meaning	Example Sentence
biodegradable	(adjective) able to be broken down naturally	Instead of putting them in the trash, I put <u>biodegradable</u> things like apple cores and banana peels in my compost pile to create mulch.
autobiography	(noun) a history of a person's own life	The soccer player wrote an <u>autobiography</u> about his life.
symbiotic	(adjective) having a dependent relationship that usually has positive benefits to both involved; sometimes only one of those in the relationship benefits	Honey bees and flowers have a <u>symbiotic</u> relationship; the bees get pollen from flowers to feed their young, and the flowers get pollinated so more flowers will bloom.
biosphere	(noun) the part of the world where life can be sustained	Earth's <u>biosphere</u> includes the sky where birds fly, the ocean where sea animals swim, and the land where people and other animals live.

K-5 Pacing Support: Unit Level



Tips to support unit pacing

✓	Know the unit	<input type="checkbox"/> Review the unit to determine which skills students must master to be successful in the unit. Prepare in advance to avoid using instructional time.
✓	Plan your pace	<input type="checkbox"/> Use the time recommendations in the Pacing Guide to keep the unit on track.
✓	Modify the schedule	<input type="checkbox"/> Look for opportunities to modify the schedule.
✓	Keep moving	<input type="checkbox"/> Prioritize items that support student mastery. When students show mastery, move on.

Let's look at each tip in more detail.



Know the unit

The CKLA Unit Planning Template is currently available on the PD Library. It provides guiding questions to support unit planning.

Tips for pacing:

- ❑ Use the CKLA Unit Planning Template to review the unit and determine which skills students must master to be successful in the unit.

CKLA Knowledge Unit Planning Template

Grade: _____ Domain Title: _____	
Domain Overview: Read through the Domain Introduction and respond to the questions below.	
Why is this domain important?	
What are 3-5 key takeaways students should have by the end of this domain?	
How does this domain fit into the sequence of learning for the year? How does it reinforce what has been taught in previous grades or prepare students for future grades?	



Know the unit

The Scope and Sequence for each grade can be found on the Teacher Resource site or the digital experience.

Tips for pacing:

- Use the Scope and Sequence to identify units that may support cross-curricular instruction in science or social studies.
- Use unit components (such as Read-Aloud/Reader selection, Activity Book pages, and formative assessments) from the identified unit(s) to supplement instruction in science or social studies lessons.

Cross-curricular connections

Core Knowledge Language Arts®
Scope and Sequence • Knowledge Strand • Grade 1

The Knowledge strand of the Core Knowledge Language Arts program is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. Through introducing, presenting, and discussing read-alouds in each domain, teachers build students' listening and reading comprehension and oral language skills.

Each Teacher Guide is comprised of daily lessons, culminating activities.

Each unit is comprised of:

- Lessons, including Reading, Writing, Grammar, Morphology, and Spelling activities.
- A Unit Assessment that evaluates students' reading comprehension, understanding and retention of academic and domain-specific vocabulary words, as well as the grammar and morphology skills targeted in the unit. A writing prompt is included, as is an optional fluency evaluation. The core content targeted in the domain is assessed in a separate Content Assessment. The results should guide review and enrichment offered during the end of unit Pausing Point.
- Pausing Points present opportunities to review, reinforce, or extend the content and skills taught.

Contents

- Unit 1: Personal Narratives (19 days)
- Unit 2: Empires in the Middle Ages, Parts 1 and 2 (29 days)
- Unit 3: Poetry (18 days)
- Unit 4: Eureka! Student Inventor (10 days)
- Unit 5: Geology (19 days)
- Unit 6: Contemporary Fiction (15 days)
- Unit 7: American Revolution (21 days)
- Unit 8: Treasure Island (26 days)

Unit 1: Personal Narratives (19 Days)

Reader: Personal Narratives

This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying and using the elements of the genre throughout the unit in writing a variety of their own personal narratives. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and writing strong introductions and conclusions. Examining the genre in this way will help students build their knowledge of descriptive writing. Some of the genre features are elements students may have studied in fiction-based units in earlier grades. This unit is unique, however, in that the authors of the narratives that students will read describe real events or experiences. Students make meaning from these texts by learning to read them critically and closely, improving their facility in literal comprehension and making text-based inferences. Moreover, examining and utilizing the features of the genre in composing works about their own lives should help students write with increased focus and clarity, and reflect on, as well as make meaning from, their own experiences.

NOTE: This unit also includes a Beginning-of-Year (BOY) assessment to help determine whether students have adequate preparation for Grade 4 CKLA instruction.

Table of Contents:

- Domain 1: Fables and Stories
- Domain 2: The Human Body
- Domain 3: Diverse Lands, Similar Stories
- Domain 4: Early World Civilizations
- Domain 5: Early American Civilizations
- Domain 6: Astronomy
- Domain 7: The History of the Earth
- Domain 8: Animals and Habitats
- Domain 9: Fairy Tales
- Domain 10: A New Nation: American Independence
- Domain 11: Frontier Explorers



Plan your pace

The Scope and Sequence and Pacing Guide for each grade can be found on the Teacher Resource site or the digital experience.

Tips for pacing:

- The Scope and Sequence and Pacing Guide provide an overview of the program and a guide to help keep the unit on track.

Grade 1 Pacing Guide

Week 1					Week 2					Week 3					Week 4					Week 5					Week 6				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Knowledge 1					PP					Knowledge 1					Knowledge 2					PP					Knowledge 2				
Skills 1																													

Week 7					Week 8					Week 9					Week 10					Week 11					Week 12				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
K 2					Knowledge 3					PP																			
S 1					PP																								

Week 13					Week 14				
1	2	3	4	5	1	2	3	4	5
PP					Knowledge 4				
Skills 3									

Week 19					Week 20									
1	2	3	4	5	1	2	3	4	5					
K 6					PP					Knowledge 6				
Skills 4														

Week 25					Week 26				
1	2	3	4	5	1	2	3	4	5
PP					Knowledge 8				
Skills 5									

Grade 4 Pacing Guide

Week 1					Week 2					Week 3					Week 4					Week 5					Week 6				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 1: Personal Narratives										PP					BOY					Unit 2: Middle Ages Part 1									
										* The Contraption Quest: Unit 1																			

Week 7					Week 8					Week 9					Week 10					Week 11					Week 12				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 2: Middle Ages Part 1					PP					Unit 2: Middle Ages Part 2					PP					Unit 3: Poetry									
										* The Contraption Quest: Unit 2																			

Week 13					Week 14					Week 15					Week 16					Week 17					Week 18				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 3: Poetry					PP					Unit 4: Eureka!					Unit 5: Geology														
					* The Contraption Quest: Unit 3										* The Contraption Quest: Unit 4														

Week 19					Week 20					Week 21					Week 22					Week 23					Week 24				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 5					PP					MOY					Unit 6: Contemporary Fiction with excerpts from The House on Mango Street					PP					Unit 7				

Week 25					Week 26					Week 27					Week 28					Week 29					Week 30				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 7: American Revolution										PP					Unit 8: Treasure Island														

Week 31					Week 32					Week 33				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 8					PP					EOY				



Modify the schedule

The Pacing Guide also highlights the amount of time allotted for benchmark assessments (i.e., Beginning-of-Year, Middle-of-Year, End-of-Year assessments).

Tips for pacing:

- ☐ You may choose to use an alternative source for benchmark assessments, if available from your school/district.

Example: Beginning-of-Year assessment

- ☐ Replacing CKLA's Beginning-of-Year assessment with an alternative source may shorten the allotted time for Unit 1.

Grade 4 Pacing Guide

Week 1					Week 2					Week 3					Week 4				Week 5					Week 6												
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Unit 1: Personal Narratives										PP				BOY			Unit 2: Middle Ages Part 1																			
										* The Contraption Quest: Unit 1																										
Week 7					Week 8					Week 9					Week 10					Week 11					Week 12											
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Unit 2: Middle Ages Part 1					PP					Unit 2: Middle Ages Part 2					PP					Unit 3: Poetry																
										* The Contraption Quest: Unit 2																										
Week 13					Week 14					Week 15					Week 16					Week 17					Week 18											
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Unit 3: Poetry					PP					Unit 4: Eureka!					Unit 5: Geology																					
										* The Contraption Quest: Unit 3					* The Contraption Quest: Unit 4																					
Week 19					Week 20					Week 21					Week 22					Week 23					Week 24											
1	2	3	4	5	1	2	3	4	5	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 5					PP					MOY			Unit 6: Contemporary Fiction with excerpts from The House on Mango Street					PP					Unit 7													
Week 25					Week 26					Week 27					Week 28					Week 29					Week 30											
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Unit 7: American Revolution										PP					Unit 8: Treasure Island																					
Week 31					Week 32					Week 33																										
1	2	3	4	5	1	2	3	4	5	4	5	1	2	3	4	5																				
Unit 8					PP					EOY																										



Keep moving

Each unit includes recommended days to pause from instruction to provide opportunities for remediation or enrichment activities.

Tips for pacing:

- Identify areas in a unit—such as Pausing Point (Grades K—5), Domain Review and/or Culminating Activities (Grades K—2), optional Writing Quests (Grades 4—5)—that may be shortened or skipped because students are showing mastery of skills.

Example: Pausing Point

- Consider trimming down the number of days of Pausing Point to save time.

Example: Writing Quests

- Consider skipping the optional Writing Quests in Grades 4 and 5 (i.e., The Contraction) to keep core instruction moving.

Grade 4 Pacing Guide

Week 1					Week 2					Week 3					Week 4					Week 5					Week 6				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 1: Personal Narratives															PP					BOY					Unit 2: Middle Ages Part 1				
															* The Contraction Quest: Unit 1														
Week 7					Week 8					Week 9					Week 10					Week 11					Week 12				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 2: Middle Ages Part 1					PP					Unit 2: Middle Ages Part 2					PP					Unit 3: Poetry									
															* The Contraction Quest: Unit 2														
Week 13					Week 14					Week 15					Week 16					Week 17					Week 18				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 3: Poetry					PP					Unit 4: Eureka!										Unit 5: Geology									
					* The Contraction Quest: Unit 3										* The Contraction Quest: Unit 4														
Week 19					Week 20					Week 21					Week 22					Week 23					Week 24				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 5					PP					MOY					Unit 6: Contemporary Fiction with excerpts from The House on Mango Street					PP					Unit 7				
Week 25					Week 26					Week 27					Week 28					Week 29					Week 30				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 7: American Revolution															PP					Unit 8: Treasure Island									
Week 31					Week 32					Week 33																			
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5															
Unit 8					PP					EOY																			



Keep moving

Refer to the Scope and Sequence for each grade to make decisions on unit implementation.

Tips for pacing:

- ❑ Consider which units are essential and which may be possible to skip based on student understanding, assessment data, and skills mastery.
- ❑ Consider omitting a unit based on content coverage in other subject areas, such as science and social studies. Ensure standards from omitted units are covered elsewhere.
- ❑ Consider using content from CKLA to support other subject areas. For example, add CKLA Read-Alouds during a social studies lesson.
- ❑ You may wish to use the chart on the right for recommendations.

Grade	Unit	Considerations
Kindergarten	Skills Unit 1 Skills Unit 2	Beginning-of-Year (BOY) assessments may indicate student mastery of prerequisite reading and writing skills, thus you may choose to skip parts of the units or the entire units.
Kindergarten	Skills Unit 10	In cases in which the full amount of time is not available, you may choose to teach part of the unit or skip the entire unit since the skills are taught in Grade 1, Skills Unit 1.
Grade 1	Skills Unit 1	BOY assessments may indicate student mastery of skills taught in Kindergarten, thus you may choose to skip part of the unit or the entire unit.
Grade 2	Skills Unit 1	Lessons 1–10 are a review of Grade 1. BOY assessments may indicate mastery of Grade 1 skills, thus you may choose to start the unit at Lesson 11.