



Gran

Reader

Grade 1

Skills 2

Grade 1

Skills 2

Gran

Reader

Table of Contents

Gran

Skills 2 Reader

Gran's Trips 2

The Pet 10

Wong 14

Where Is Wong? 18

The Swim Meet 26

At the Reef 30

The Bug Glass 36

The Tape 42

Fuzz and Mel 46

The Sweet Shop 56

King and Queen 60

The Trip West 70

ISBN 978-1-68391-023-7

© 2015 The Core Knowledge Foundation and its licensors
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts and CKLA are trademarks
of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for
illustrative and educational purposes and are the property of their
respective owners. References herein should not be regarded as
affecting the validity of said trademarks and trade names.

Printed in the USA
02 LSCOW 2017

Saved by the Bells. 78

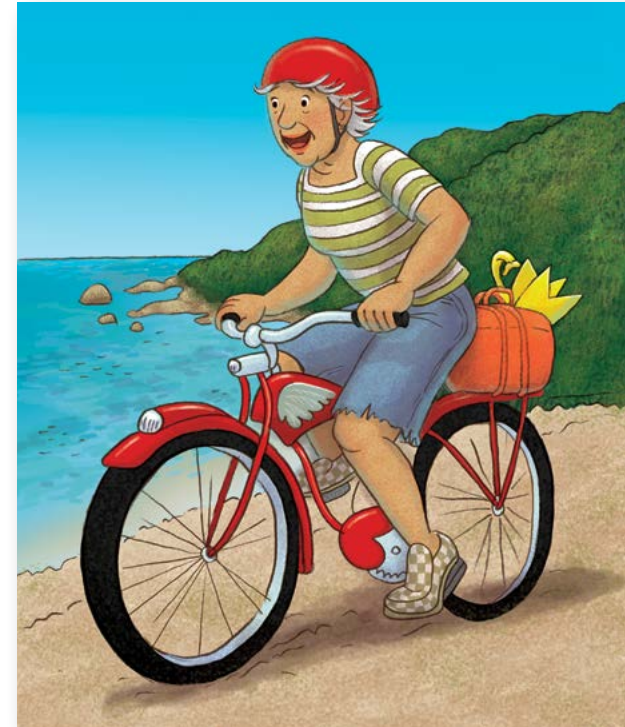
Pausing Point (Stories for Assessment and Enrichment)

Splash Dogs 82

Tex and Rex 88

Gran's Mud Run 94

Gran's Trip Home 100



Gran's Trips

"When will Gran get here?"

Josh asks.

Jen shrugs.

Just then, Josh and Jen **see** a cab on the **street**.

"Gran is here!" Jen yells.

When Gran steps from the cab, Josh and Jen run up to get a hug.



“Was the trip fun?” Josh asks.

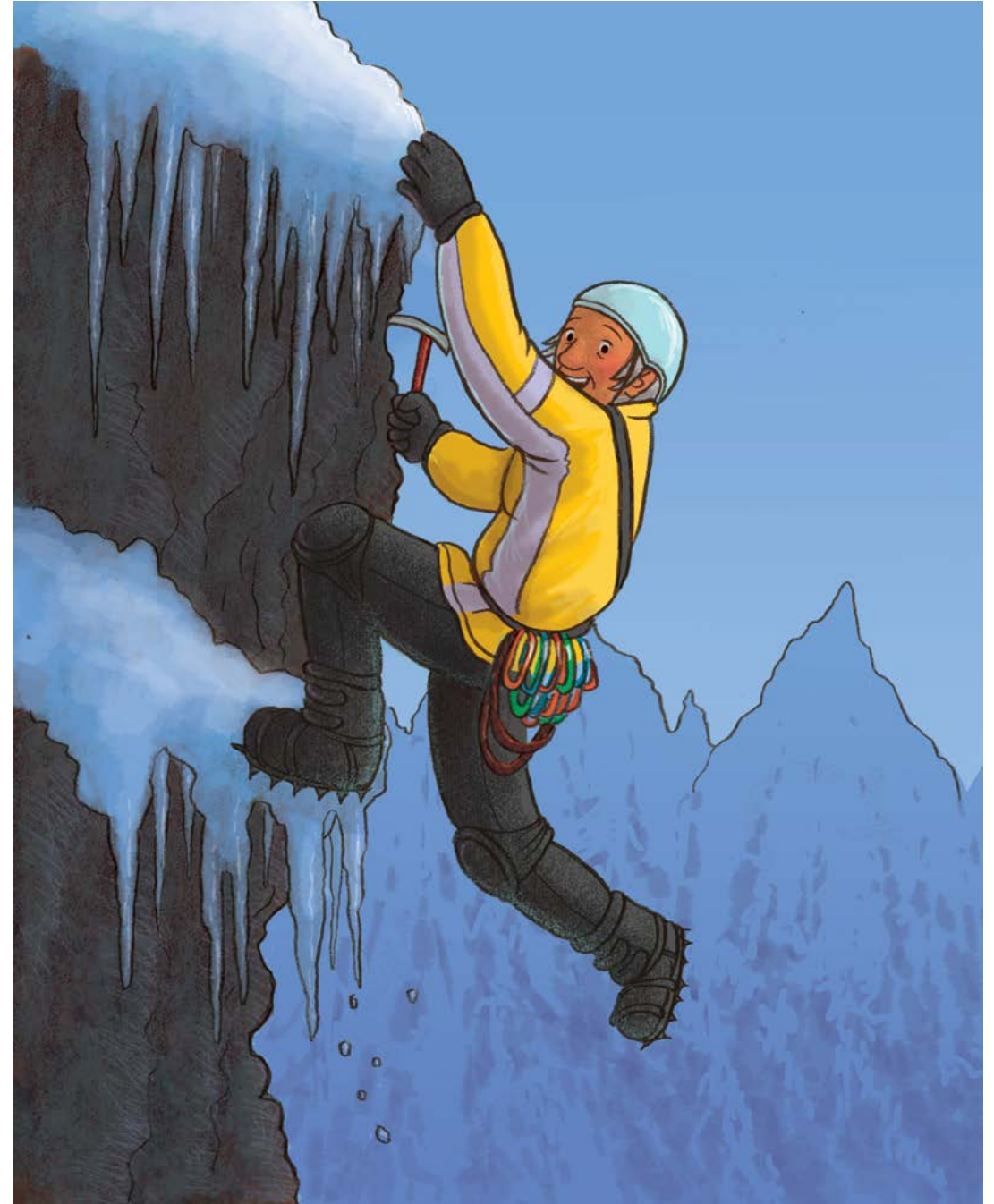
“Which one?” Gran asks. “I went on **three** trips!”

“Where to?” asks Josh.

“One was to the Swiss Alps,” says Gran. “In the Alps, there were steep cliffs. I went up to the top of one cliff, but it was slick. I fell and had to cling to the rocks!”

“No!” says Jen.

“Yes!” says Gran. “Here is a snap shot.”



“What was the next trip?” Josh asks.

“I went to Hong Kong,” says Gran.

“What is in Hong Kong?”

“Lots of stuff,” says Gran. “In Hong Kong I met a man who sings and has wings on his back.”

“No!” says Josh.

“Yes!” says Gran. “Here is a snap shot.”



“What was the last trip?” asks Jen.

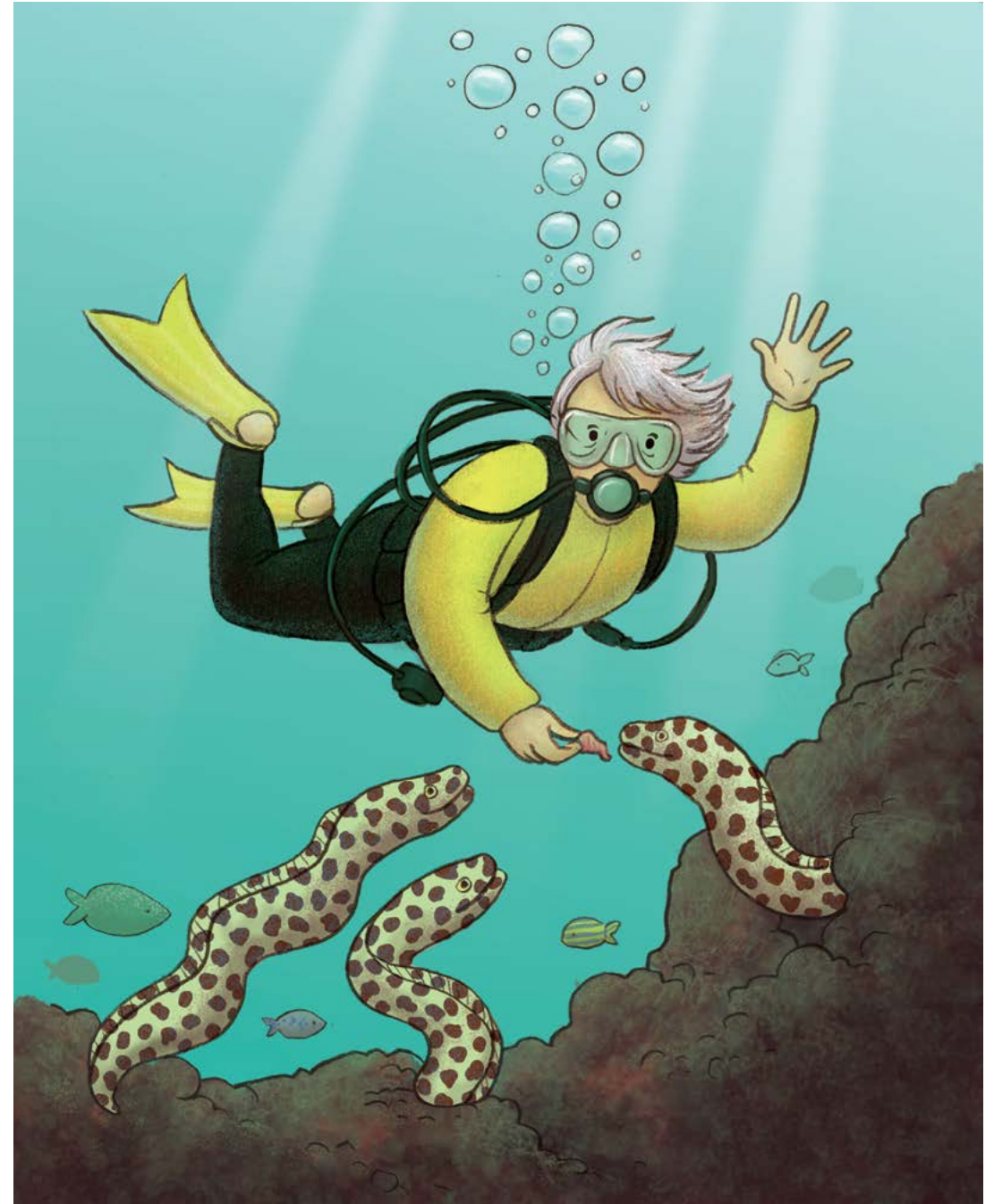
“I went to the gulf to swim with the **eels** and **feed** the fish,” says Gran.

“No!” says Jen.

“Yes!” says Gran. “Here is a snap shot.”

“Which trip was the best?” Josh asks.

“This one!” Gran says. “The one where I get to **see** Josh and Jen!”



The Pet

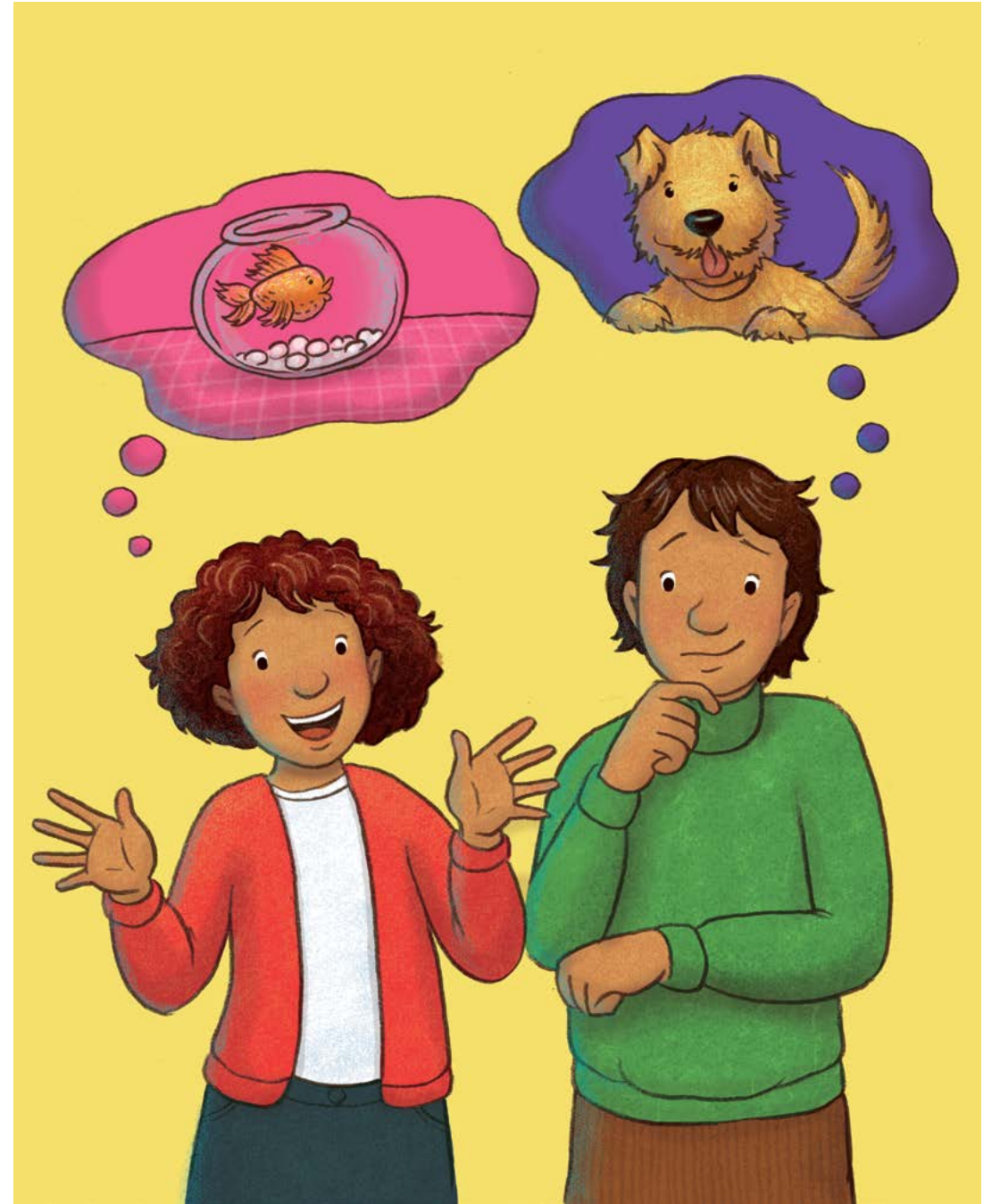
Gran says, “When I was in Hong Kong, I got a pet.”

“What can it be?” asks Jen. “Is it a fish?”

“No,” says Gran.

“Is it a dog?” asks Josh.

“No,” says Gran.



“Is this pet big?” asks Josh.

“Well,” says Gran, “he is not big, but he is long.”

“Has he got teeth?” asks Josh.

“He has fangs!” says Gran.

“What are fangs?” asks Jen.

Just then, the bell rings.

Gran says, “That must be him!”



Wong

Jen yells, “Gran, there is a man here with a big crate.”

Gran says, “It must be Wong!”

“Who?” asks Jen.

“The pet I got in Hong Kong,” says Gran.

“Is Wong from Hong Kong?” asks Jen.

“Yep!” says Gran.

“But what is this Wong?” asks Josh.

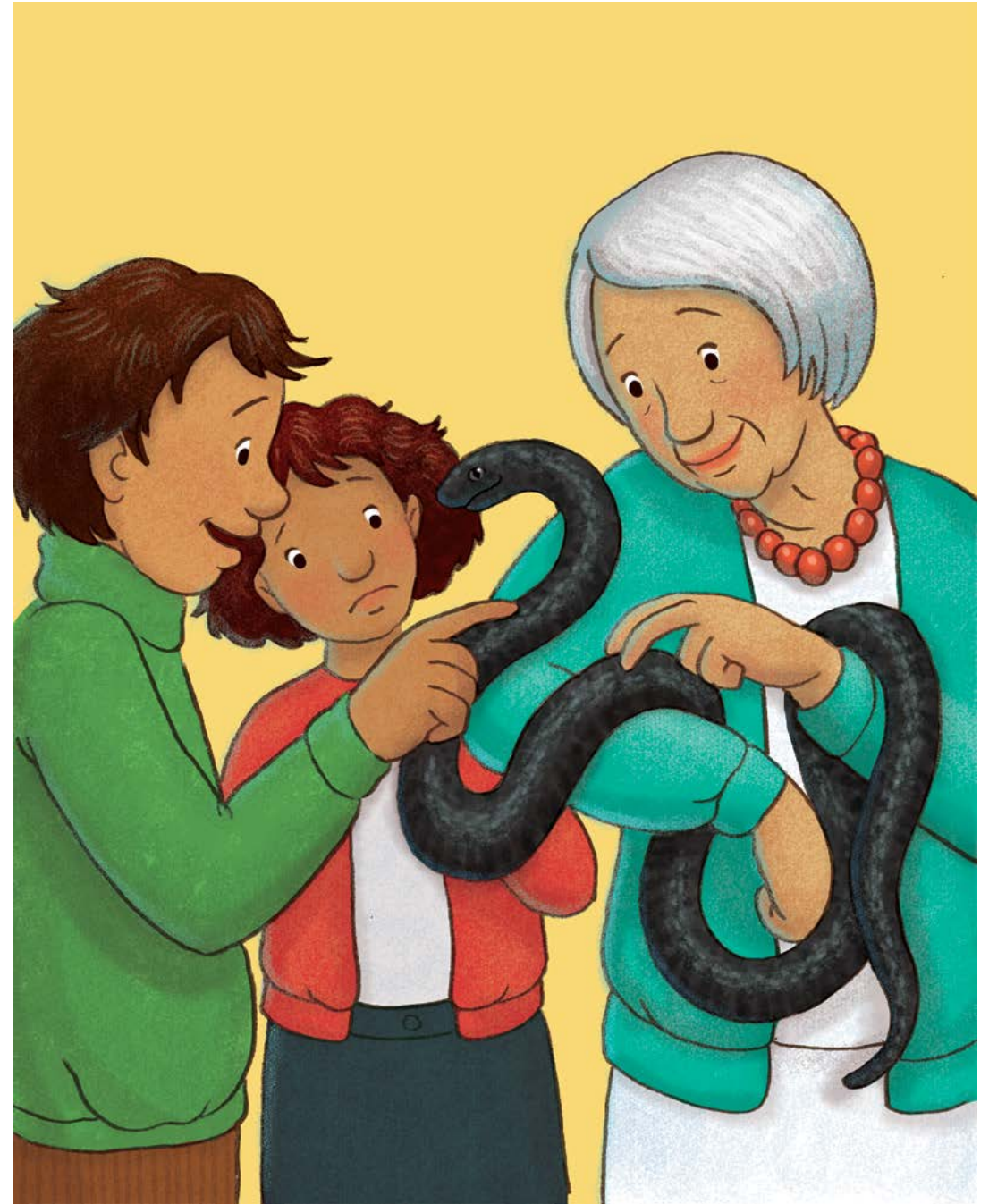


Gran **takes** the lid off the **crate** and lifts up a long, black **snake**.

“**Sweet!**” says Josh. “Wong is a **snake!**”

“**Eek!**” Jen yells. “I am **scared** of **snakes!**”

Gran says, “Wong is a **safe** **snake**. There are snakes that can kill us, but Wong is not one of them. This is a **snake** we can pet.”

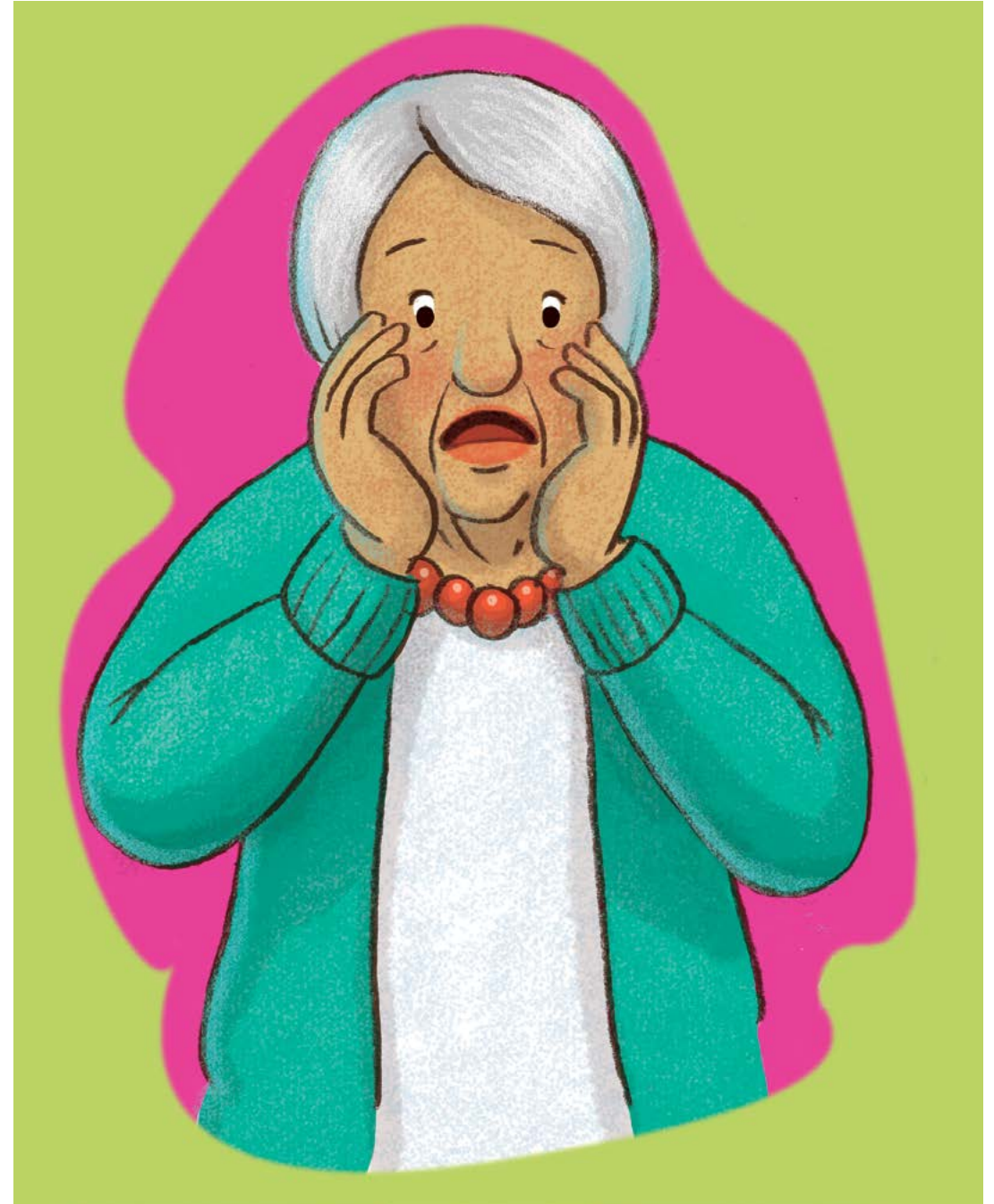


Where Is Wong?

“Help!” Gran yells.

“What is it?” says Jen.

“Wong is not in his **crate!**” says Gran. “Where is he?”



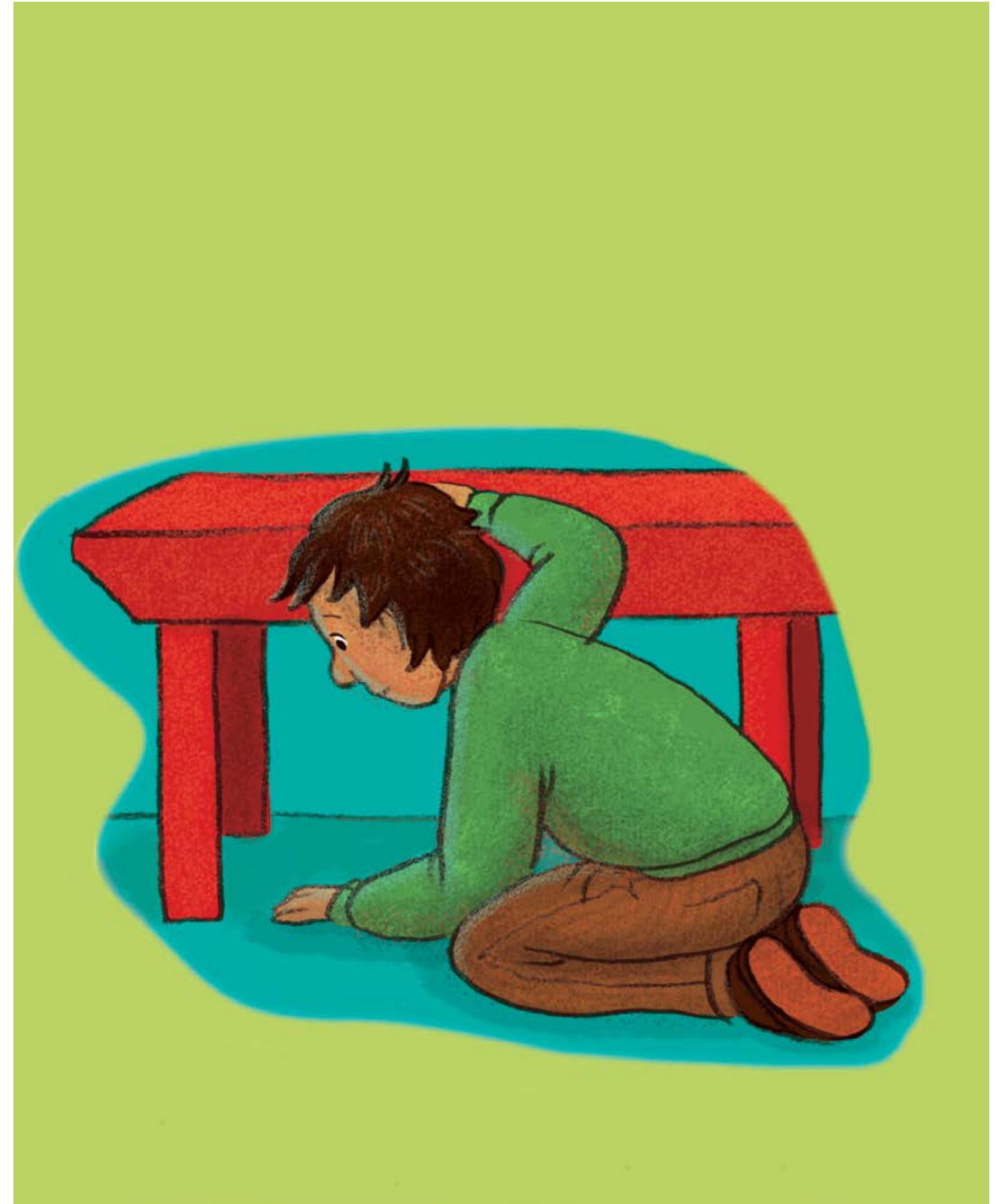
Jen checks the pots and pans.

“He is not in here!” she yells.
“Check in the den.”



Josh checks the den.

“He is not in here,” he yells. “I bet he went back to Hong Kong!”



Just then, Wong **peeks** up from a big **vase**.

“There he is!” says Josh.

Gran runs to Wong and picks him up. She pets the **snake**. She is glad to **see** him.



The Swim Meet

Josh and Jen **like** to swim. They **take** Gran to **their** swim **meet**.

Jen **lines** up in **lane** five.

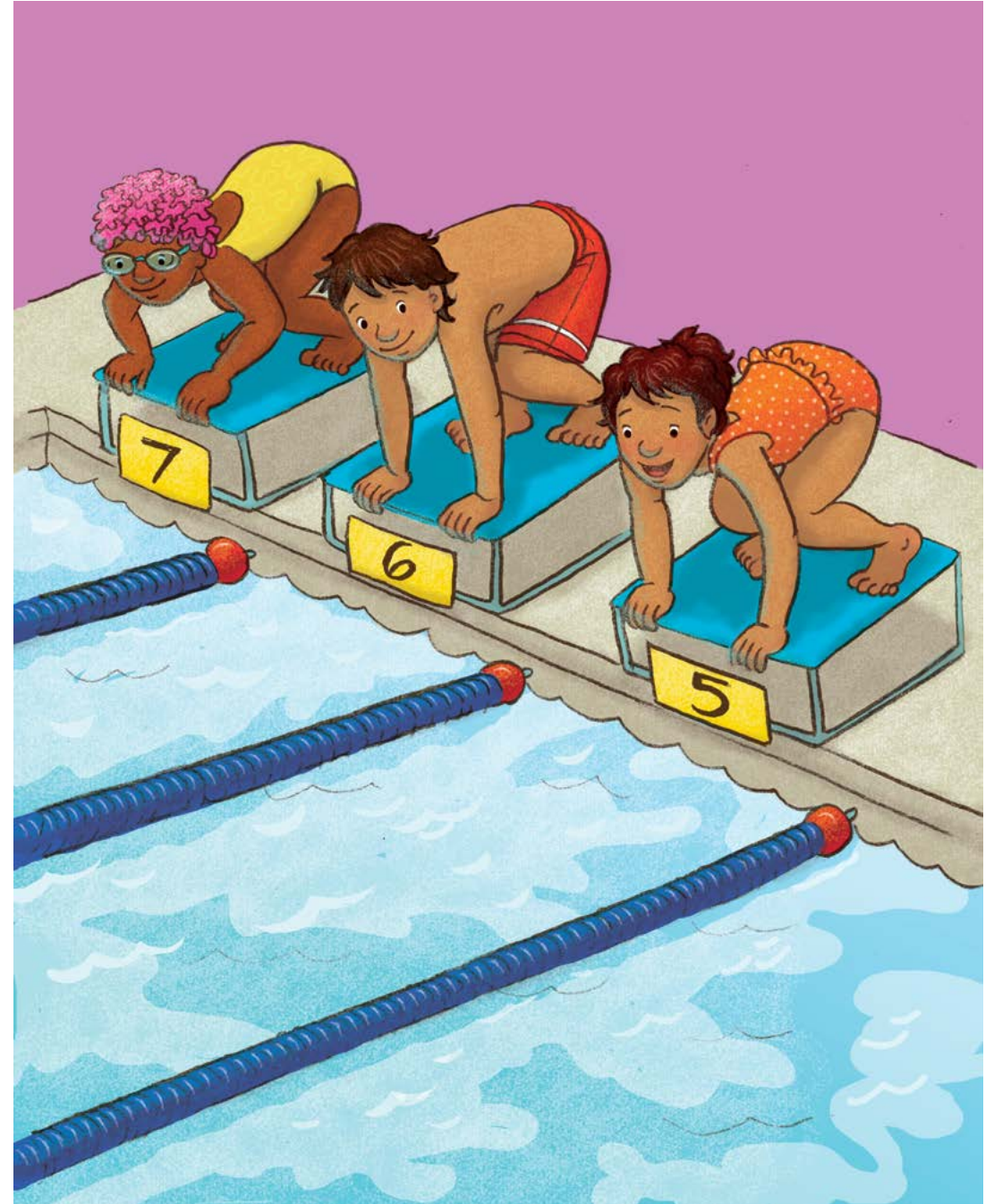
Josh **lines** up in **lane** six.

The kids **are** up on the blocks.

Then **there** is a **beep**.

All the kids **dive** in. Splash!

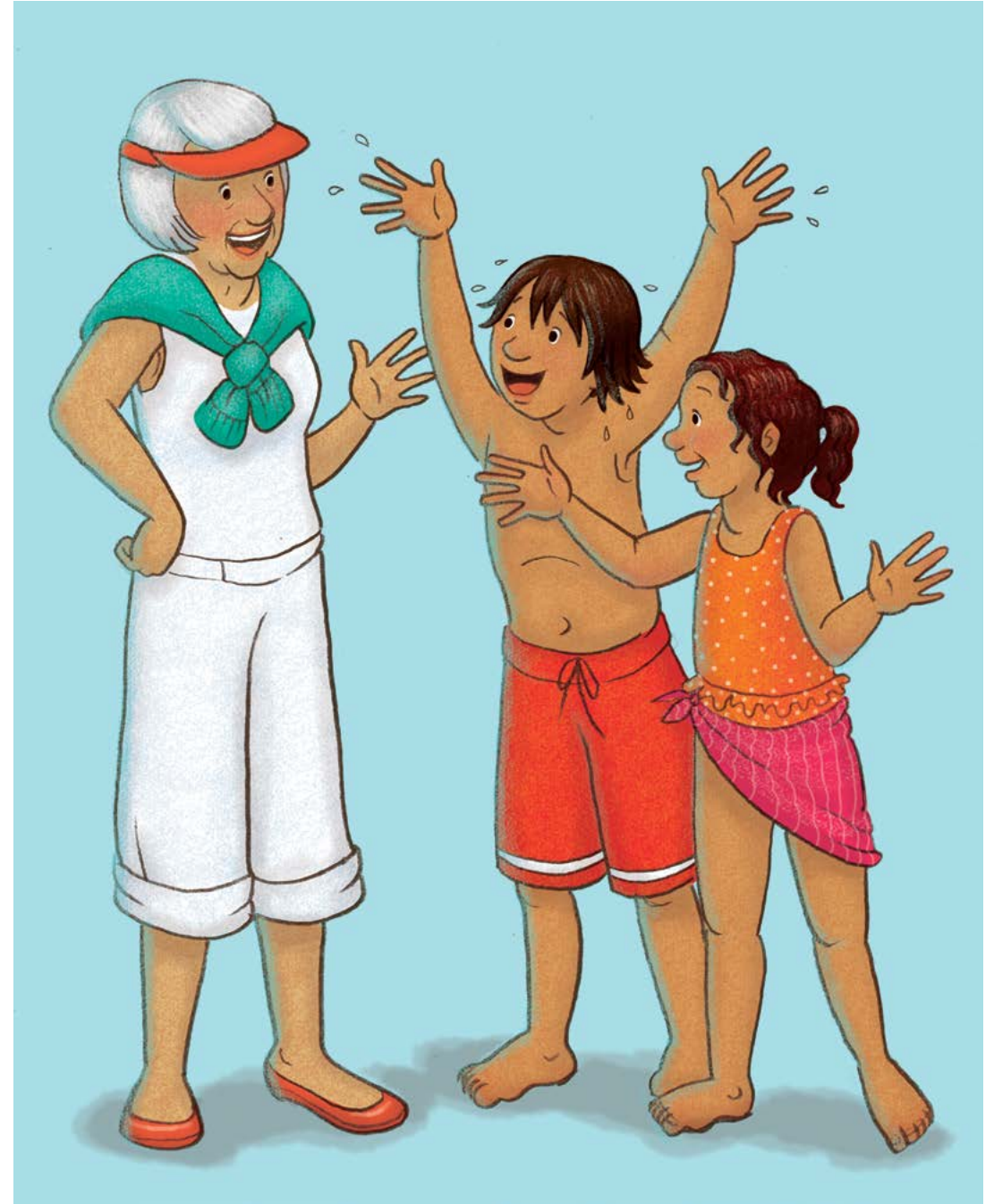
“Swim!” yells Gran. “Swim fast!”



Josh and Jen swim as fast as they can. They swim and swim. In no time, they make it to the end.

“Did Josh win?” asks Gran. “Did Jen win?”

Josh and Jen wave and smile. They did not win, but they had a lot of fun!

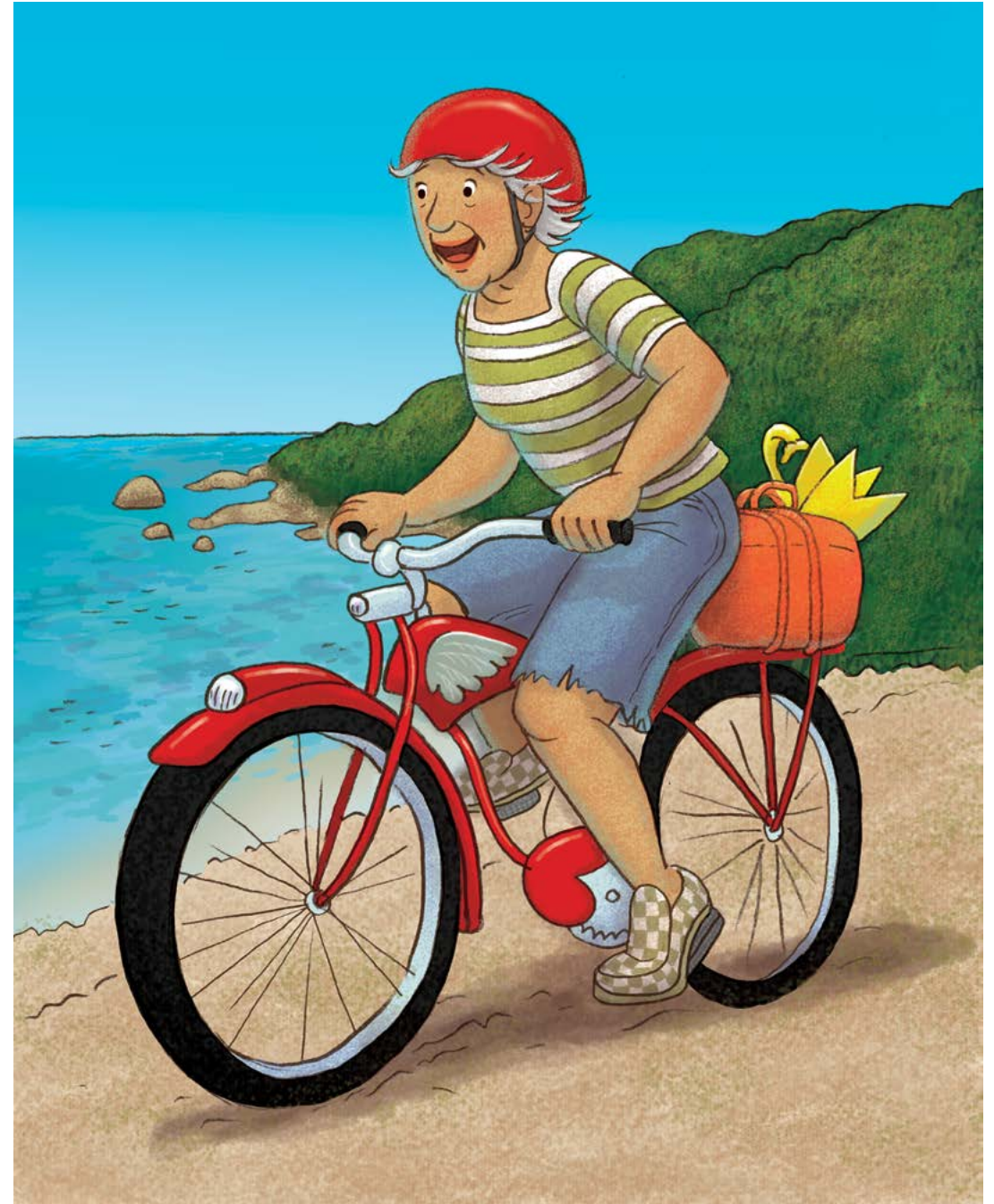


At the Reef

Josh asks Gran what it was like when she went to the reef.

“Well,” Gran says, “it was a lot of fun! I **made** a plan to **meet** my pal **Mike**. I had to **ride** my **bike** **nine** miles to the **reef** to **meet** **Mike**.”

“That is a long **ride**!” says Jen.



“When I got there I went on a **dive** to **see** the fish and the **eels**.”

“With **Mike**?” Josh asks.

“No,” Gran says. “**Mike** did not **dive** with me. He went to hang **glide**.”

“Did he **like** it?” Jen asks.

“Not so much,” Gran says with a **smile**.

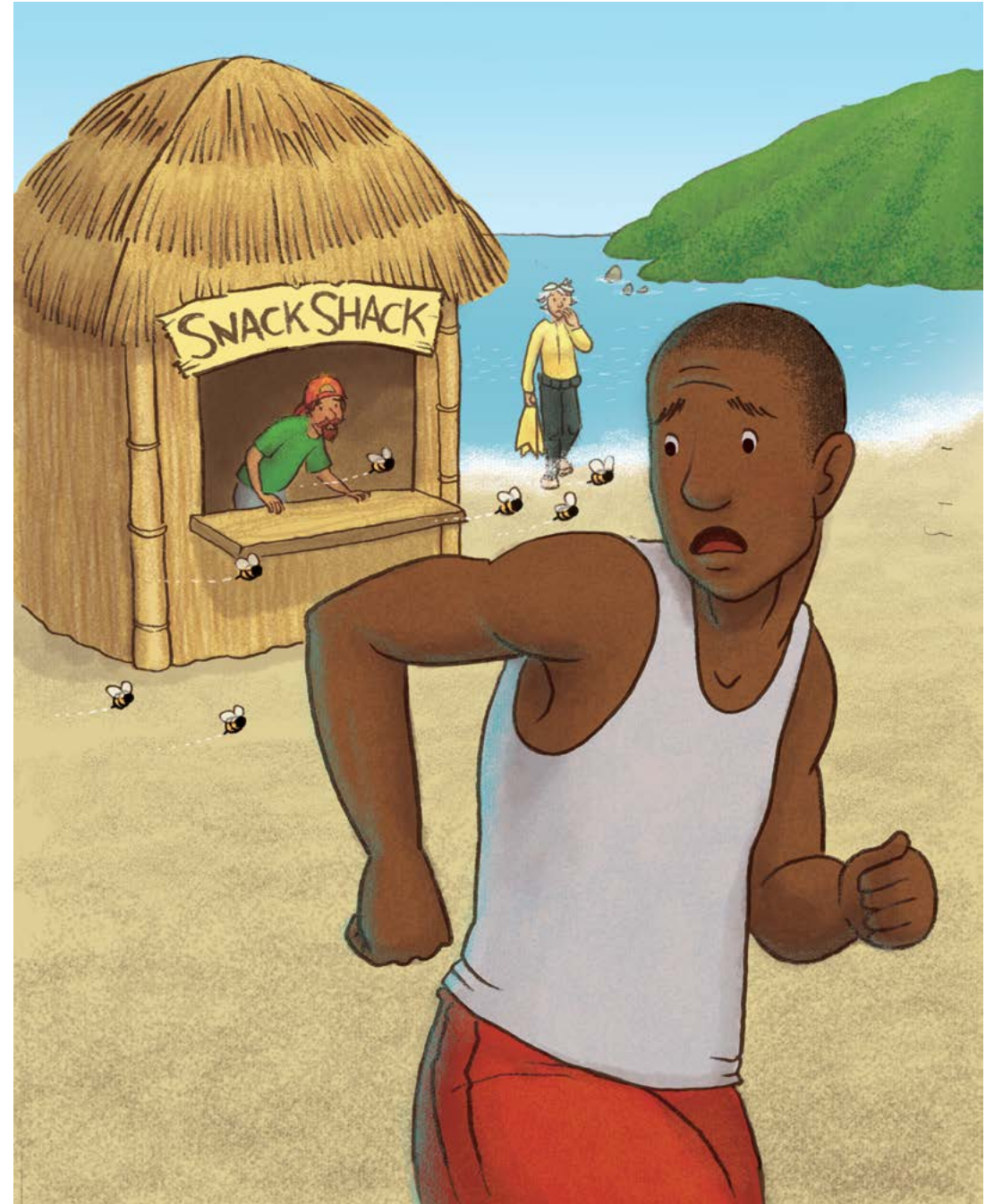
“Why not?” asks Josh. “It must **be** lots of fun to hang **glide**.”



“Did he crash?” asks Jen.

“No, no,” says Gran, “but he did have a bad time. When it was time to land, he hit a hive of bees! He got stung ten times.”

“Yikes!” says Jen.



The Bug Glass

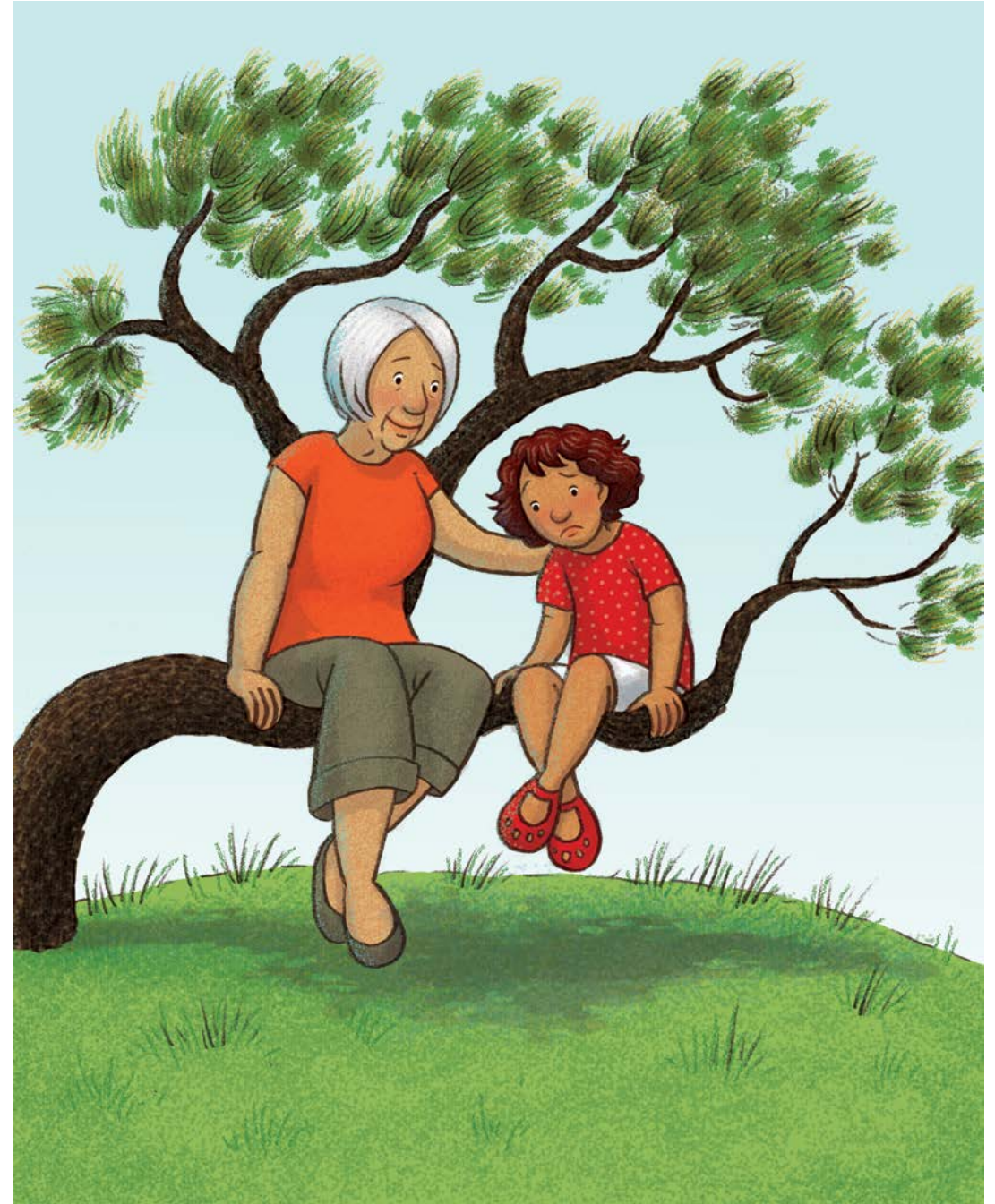
“Gran,” Jen says, “Josh is mad at me.”

“Why is he mad?” Gran asks.

“I **broke** his bug glass.”

“What is a bug glass?”

“A bug glass is something that lets him **see** bugs and ants up **close**.”



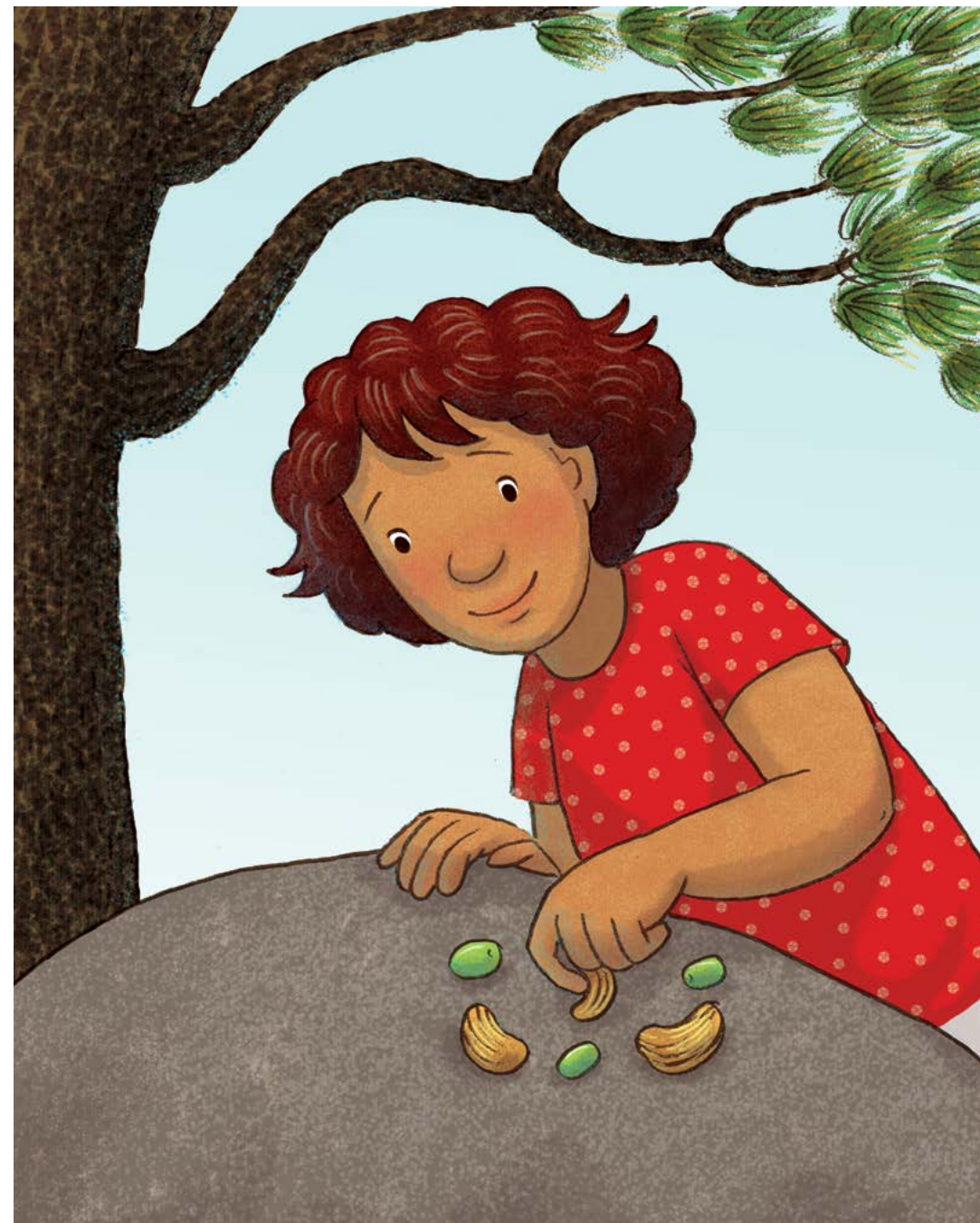
Gran checks the bug glass.

“It is not so bad,” she says. “We can fix it with some **tape**.”

“Josh will still be mad,” Jen says.

“We can **make** him a snack,” says Gran. “And we can **make** the ants a snack, as well.”

Gran hands Jen some chips and **grapes**. “Here,” she says, “Set **those** on the big **stone** in back.”

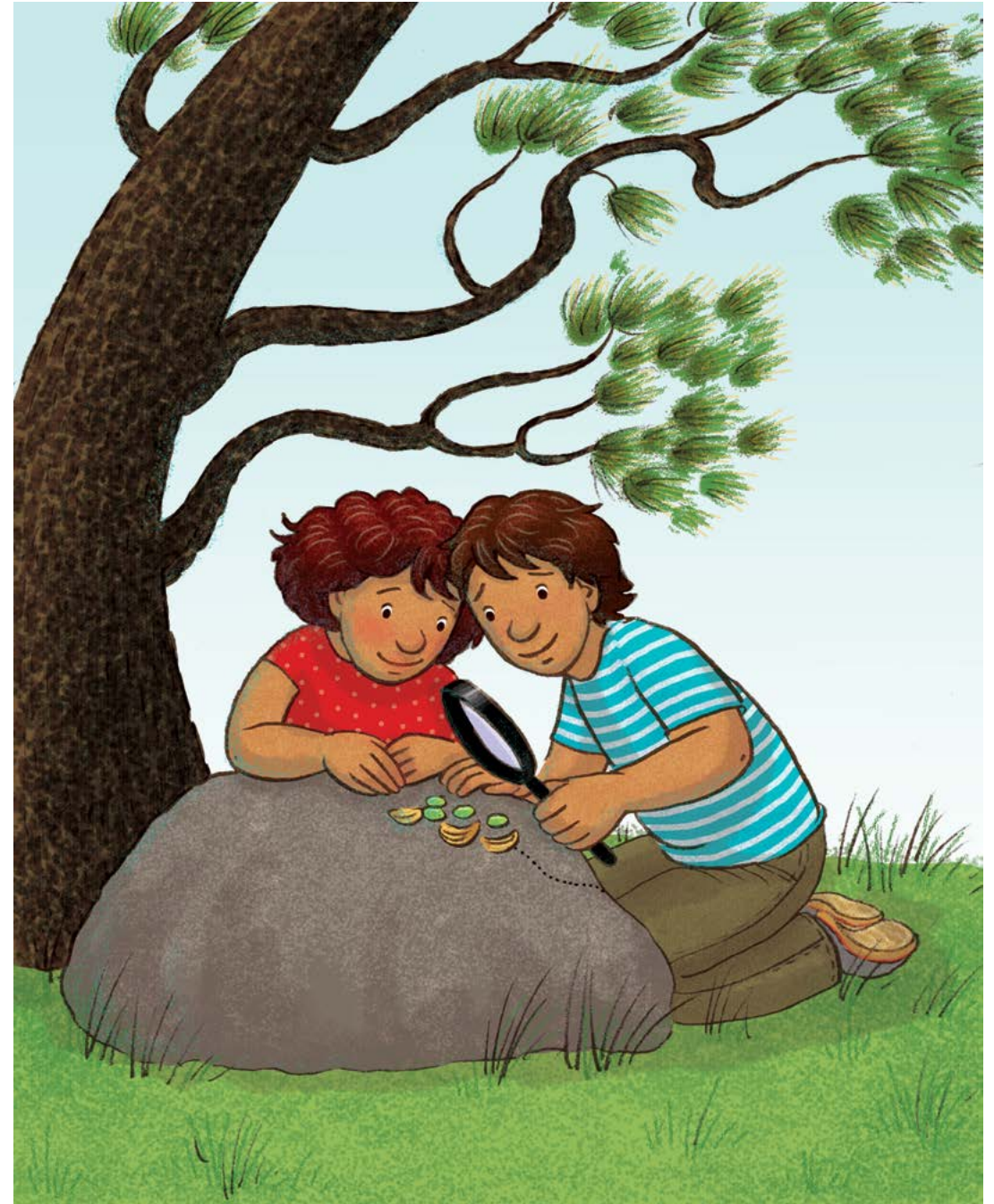


Gran yells, “Snack time!”

Josh runs in and grabs a snack. Gran lets him munch on it. Then she says, “Jen, take Josh to the stone.”

Jen grabs Josh by the hand and takes him to the stone. He sees his bug glass. Then he sees a bunch of ants. He picks up the glass and stares at the ants.

Josh smiles. “The ants like those chips!” he says. He hands Jen the glass. “Here!” he says, “Take a peek!”



The Tape

“Gran,” Jen asks, “what is that?”

“This is a **tape** deck,” Gran says. “And in it is a **tape** with some songs sung by my gran.”

On the **tape** Gran’s gran sings a jazz song. At the end she sings “Pip! Pip! Ting a ling a ling!”

“I **like** **those** **notes** she sings at the end!” says Jen.

“So do I!” says Gran.



“Gran,” says Jen, “we can act **like** we are in the band and sing the song!”

“OK,” says Gran. “Run and get a dress. I will grab **those** **shades** I **like**.”

Gran and Jen dress up. Then they sing the song. At the end they sing, “Pip, pip! Ting a ling a ling!”



Fuzz and Mel

The kids are in bed, but they can not sleep.

“Gran!” Josh yells.

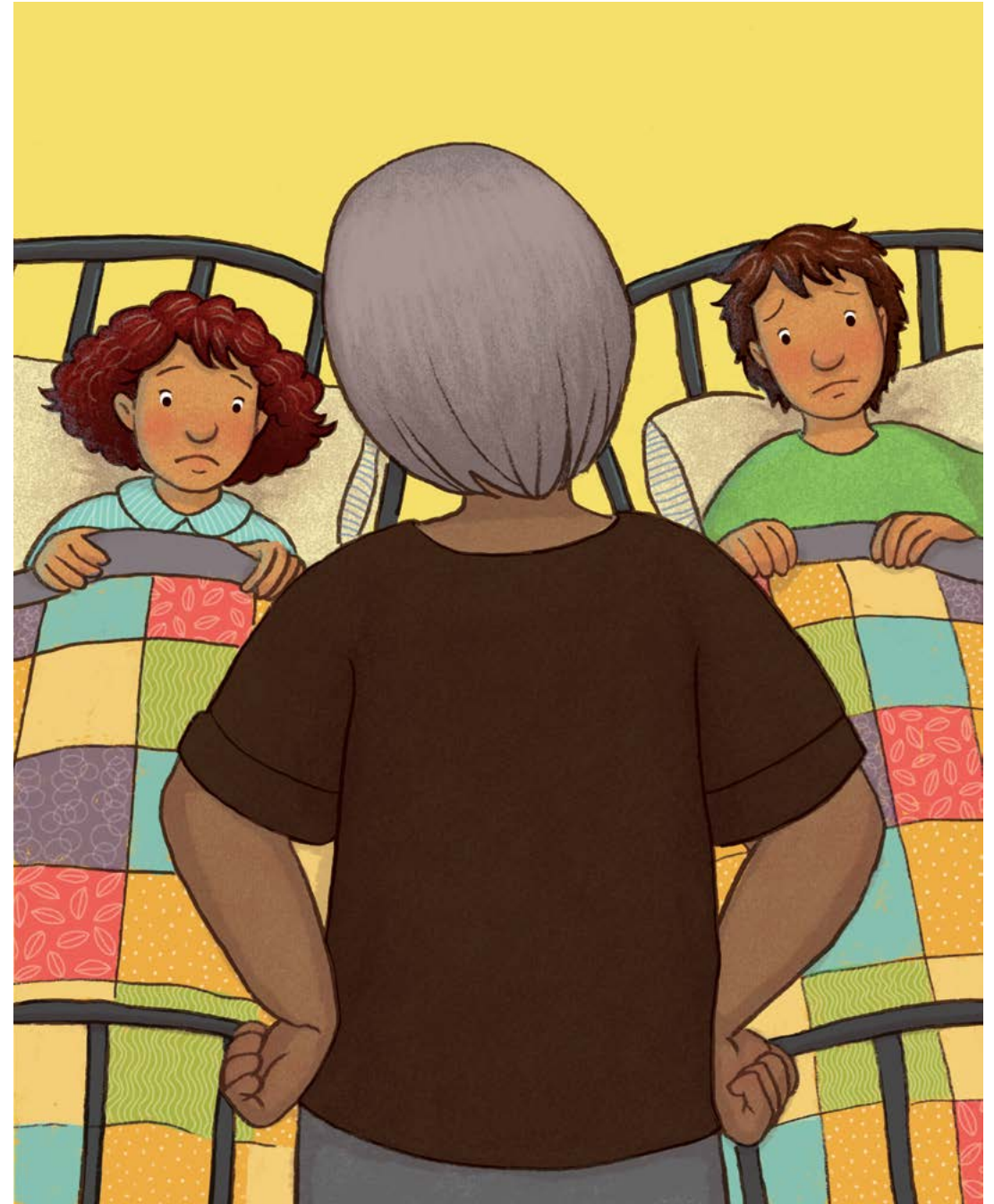
Gran peeks in and asks, “What is it?”

“We can not sleep!” says Josh.

“We can not sleep.”

“Tell us a tale!” says Jen.

“OK,” says Gran. “This is the tale of Fuzz and Mel.”



Once there were two cats named Fuzz and Mel.

Fuzz was a cute cat who did his best to be safe at all times. Mel was a brave cat who had a fast plane.

“Fuzz!” Mel said, “We can take a ride in my plane!”

“Um,” Fuzz said, “well . . . the thing is . . . I like to be safe . . . and I am not . . .”

“It is safe,” Mel said. “Jump in!”



The **plane** went up, up, up.

A duck **came** up next to the **plane**.

“What a swell duck!” said Fuzz.
“And what a swell **plane** ride!
Why was I so **scared** of a **plane**
ride?”



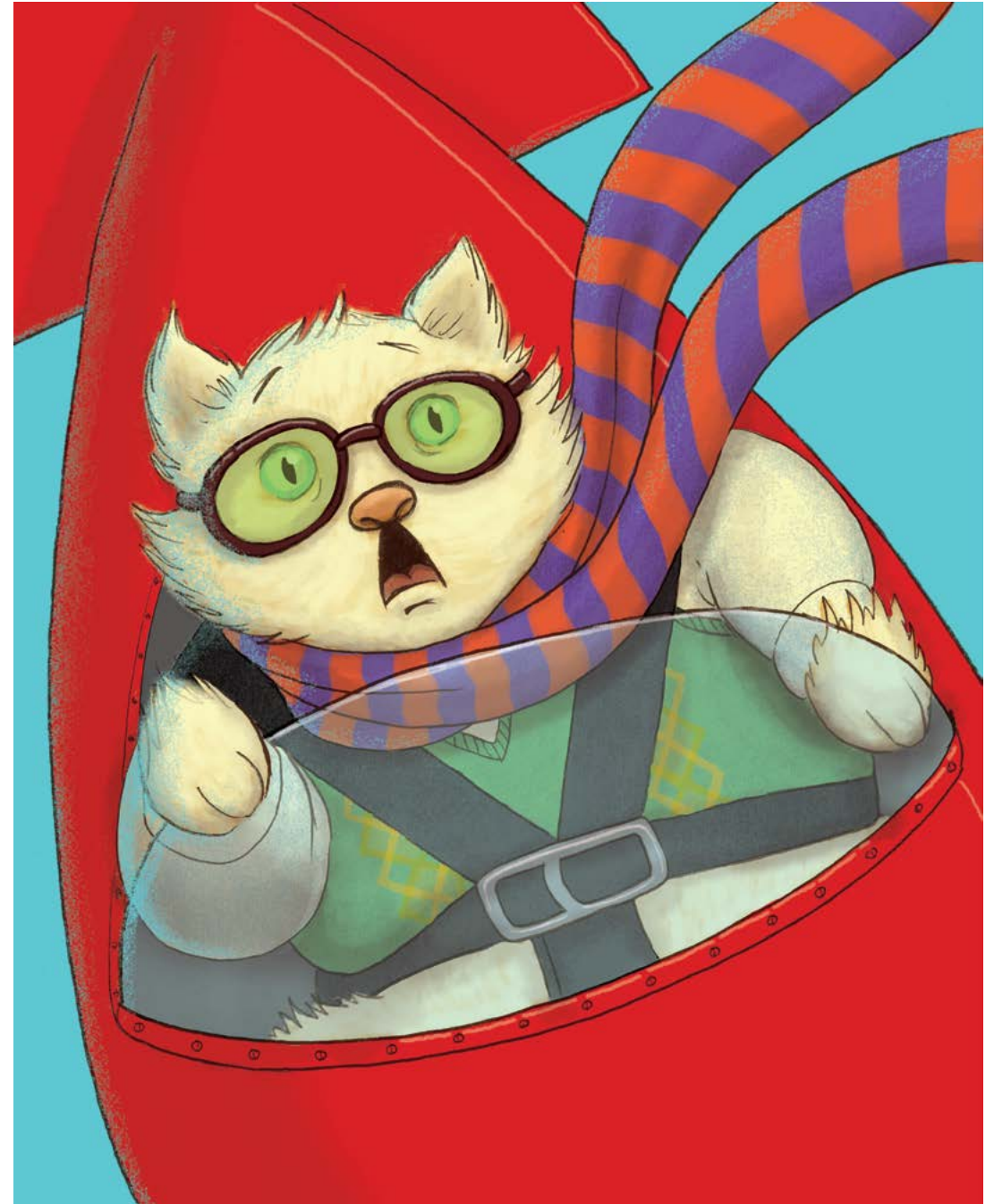
Just then, Mel **made** the **plane** zip from side to **side**.

Fuzz did not **like** that. It did not **feel safe** to him.

Then Mel **made** the **plane** **dive**.

“ZZZZZZZZZZZZZZ!” went the **plane** as it **dove**.

“Stop!” said Fuzz, as he held on to the **side** of the **plane**. “Not **safe!** Not **safe!**”



Mel set the **plane** back on the land.

Fuzz felt sick. He had the **shakes**.

“Ug,” he said. “That’s the last **time** I **ride** in a **plane** with Mel.”



The Sweet Shop

“Gran,” Josh asks, “did you have a job when you were a kid?”

“I did,” says Gran. “My dad had a **sweet** shop and I had a job in the shop.”

“Did you get to **make** sweets?”

“Yes,” says Gran. “I got to **make** milk shakes, **cakes**, and gum drops.”

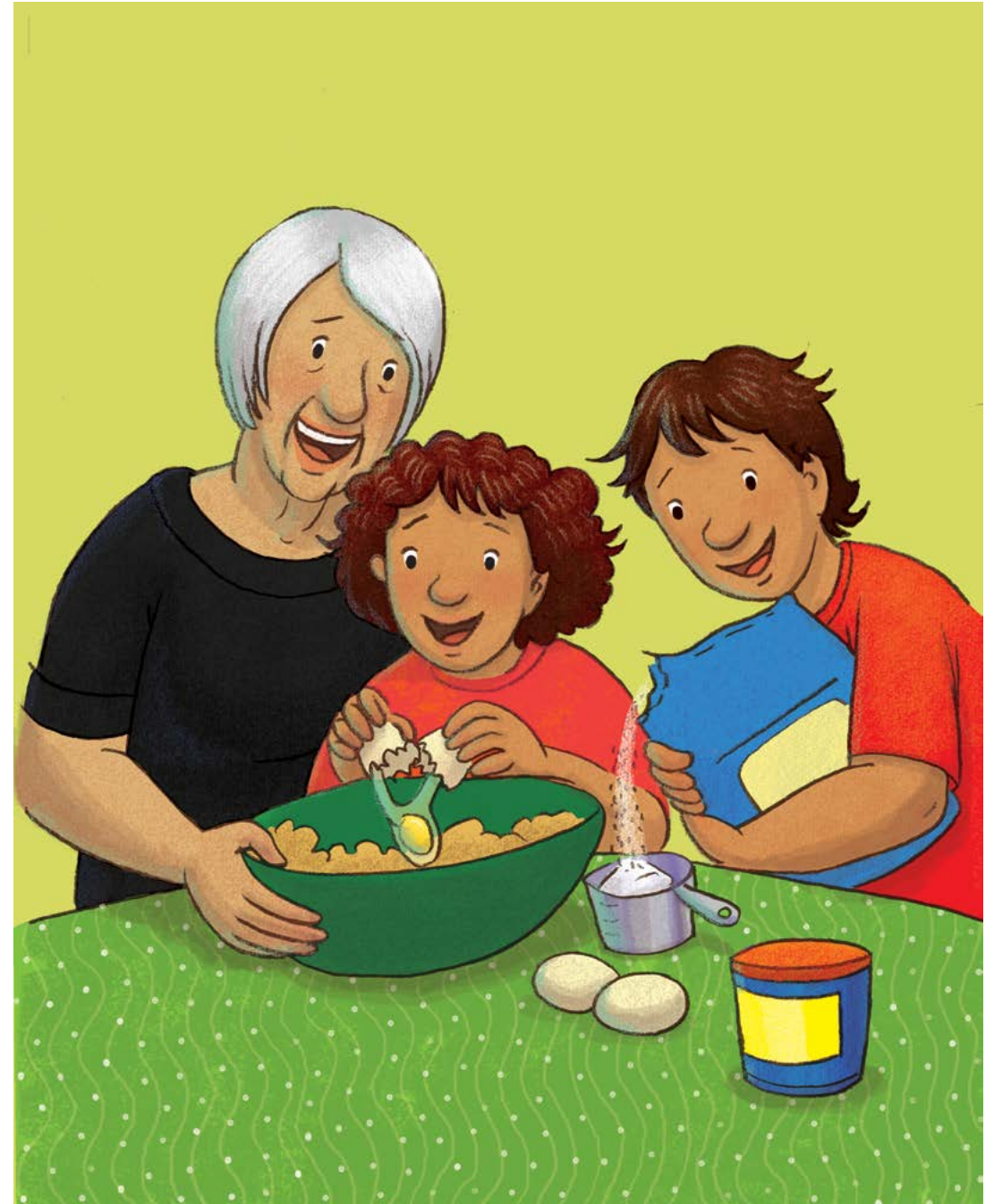


“Was it fun?” Josh asks.

“Some of it was fun,” says Gran. “But it was not all fun and **games**. I had to sweep and pick up. And I had to wipe off the **cake case**.”

“Can you still **make** cakes?” asks Jen.

“You bet I can!” says Gran. “Do you want to **make** one?”



King and Queen

“Gran,” Josh says, “will you tell us a **tale**?”

“Yes!” says Jen. “Tell the one where you had to **scare** off the mad hog!”

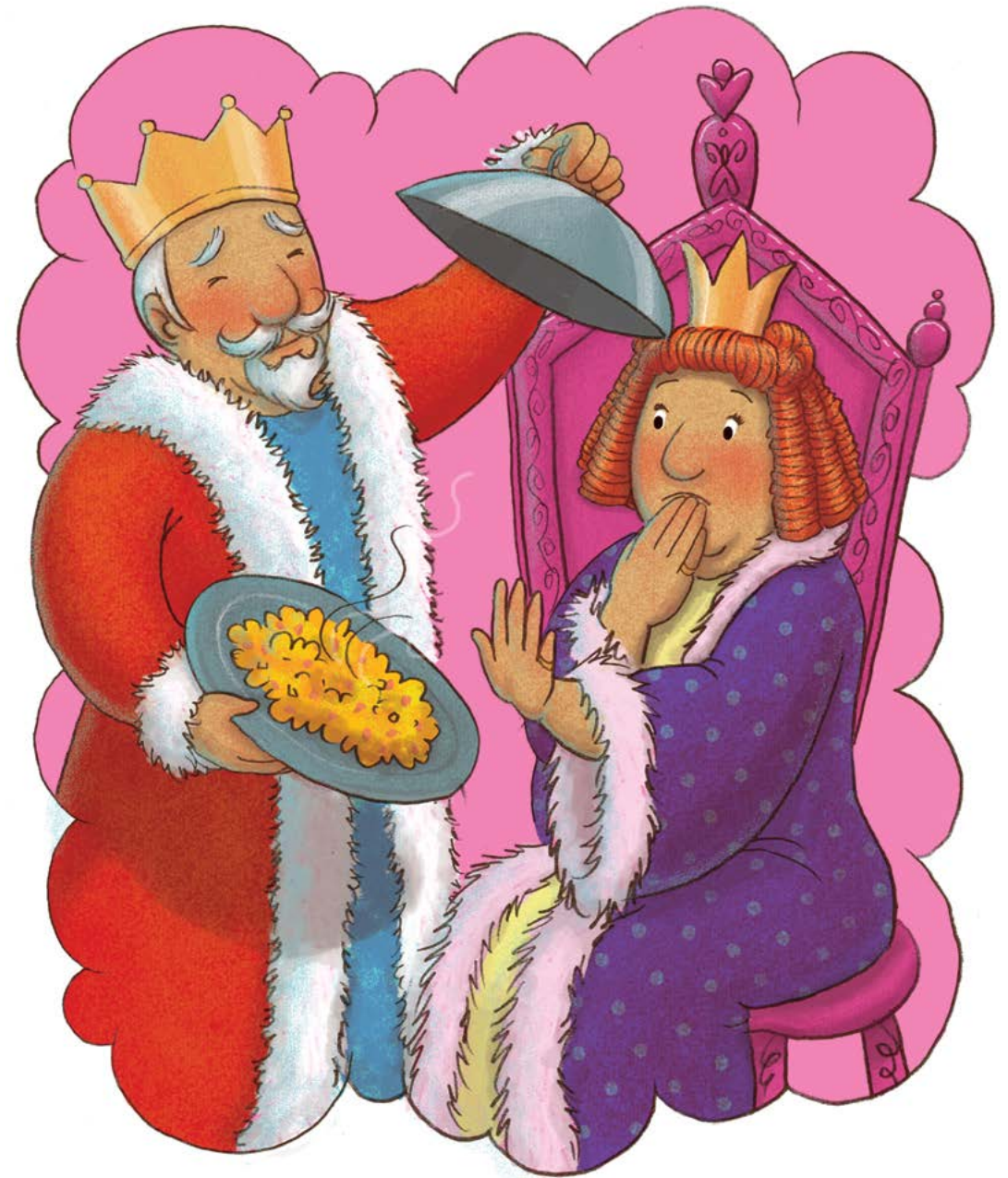
“No!” says Josh. “Tell the one where you were on that ship in the wind and **waves**!”

“I will tell you a **tale** I made up,” says Gran. “This is a **tale** of a king and his **queen**.”



Once there was a queen who felt sad. All she did was sulk and mope.

The king felt sad that his **wife** was so sad. He **made** eggs to cheer up the **queen**. But the **queen** said the eggs had a bad smell.



The king **made** a **cake**. But the **queen** did not **like** it.

The king **made** gum drops. But the **queen** did not **like** them.

By this **time**, the king was not sad. He was mad. He went back to the **stove** and **made** a pot of **green** slop.



“There!” the king said. “This slop is not fit to **feed** to pigs! The **queen** will **hate** it. But so what?”

The king **piled** some slop on a **plate**. Then he **gave** the **plate** to the **queen**.

The **queen** had a **bite**.

“Mmmm!” she said. “This is the best!”



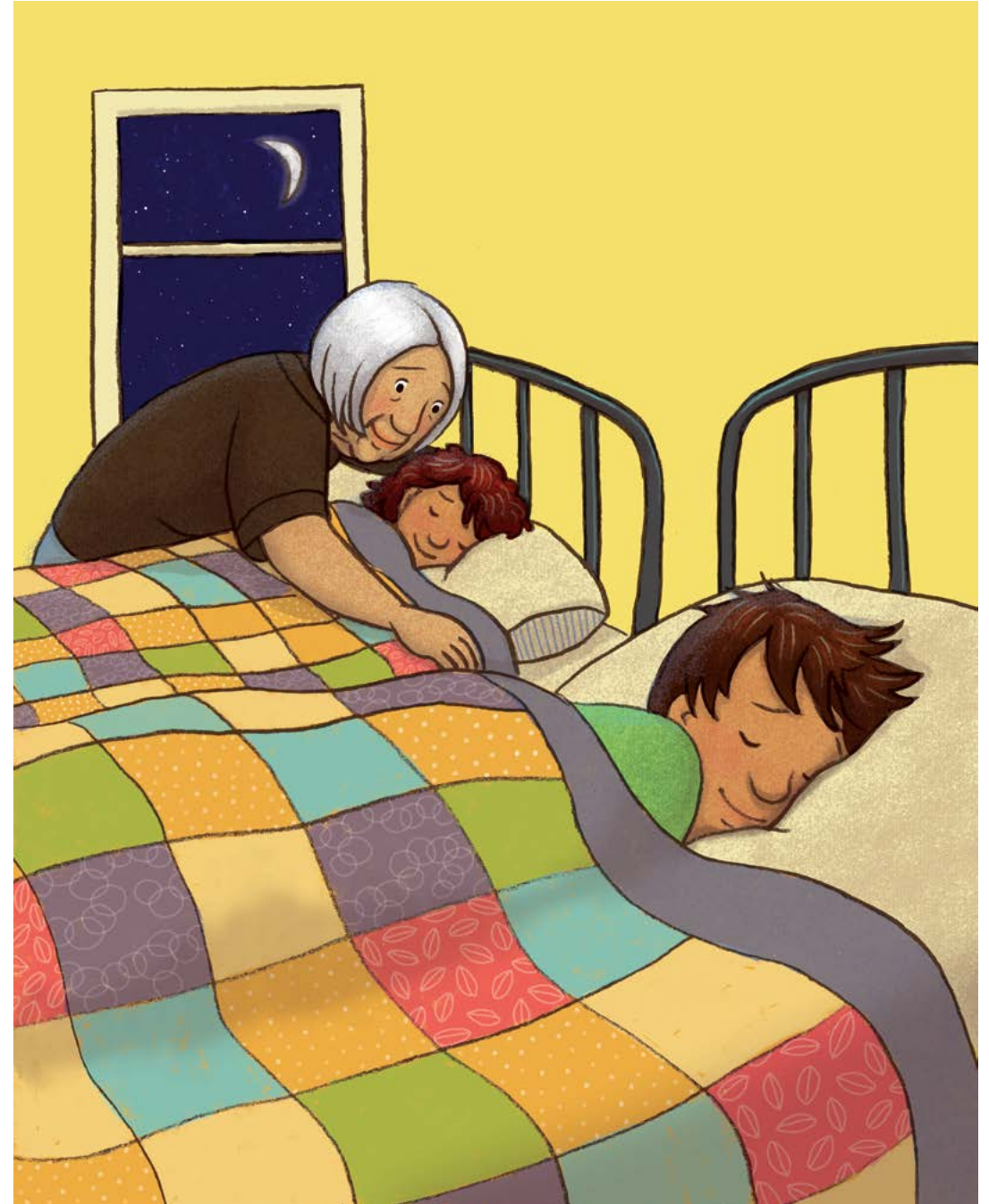
“Did she like the green slop?”
Jen asks.

“Yep!” says Gran.

“That was an odd tale!” says
Jen.

“Odd but fun!” says Josh.

Gran tucks the kids in. Then
Josh and Jen drift off to sleep.



The Trip West

“I have made plans to take a trip,” says Gran. “My pal Tex has a ranch in the West. It will be a lot of fun!”

Gran smiles, but Josh and Jen are sad.

“We will miss you!” says Jen.

“What will we do here?” says Josh.



“Well,” says Gran, “What if you kids **came** on the trip with me? Your mom and dad said I can **take** you with me.”

“Yes!” the kids yell. “**Take** us with you! **Take** us with you!”

Josh and Jen pack their bags. They get in a cab with Gran. Then they get on a **plane**.

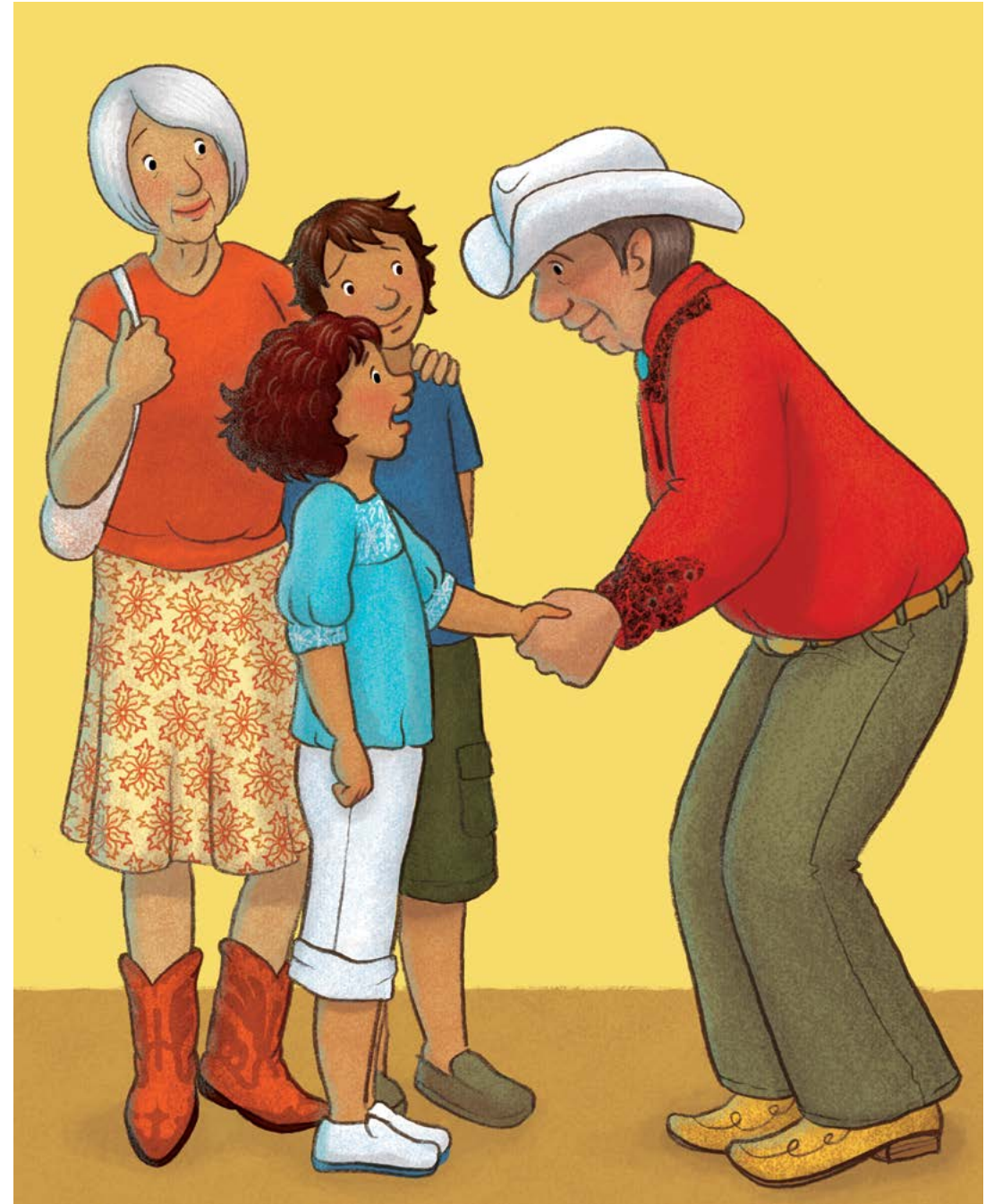


“Will we be **safe** on this **plane**?”
Jen asks.

“Yes,” says Gran. “This will be a **safe plane ride**, not **like** the one Fuzz had with Mel.”

When the **plane** lands, Gran rents a van and **drives** the kids to the ranch.

Tex is there to **greet** them. He is a big man with a big hat. He **shakes** hands with Josh and Jen. Then he hugs Gran.



At the ranch there is a **mule** with packs on his back and bells on his neck.

“That is Sam,” says Tex. “He has all the camp stuff in his pack.”

“Will we get to camp?” asks Jen.

Tex nods. “Yup. He has your tent on his back!”

Josh and Jen run to Sam. They pet the **mule**. Sam **shakes** and his bells ring.

The kids **smile**.



Saved by the Bells

Josh, Jen, and Gran hike off to the camp site with Sam the mule.

“I will meet you there!” Tex yells.

When they get to the camp site, Josh hangs Sam’s rope on a tree.

The camp site is close to a cave. Gran and the kids peek in the cave.

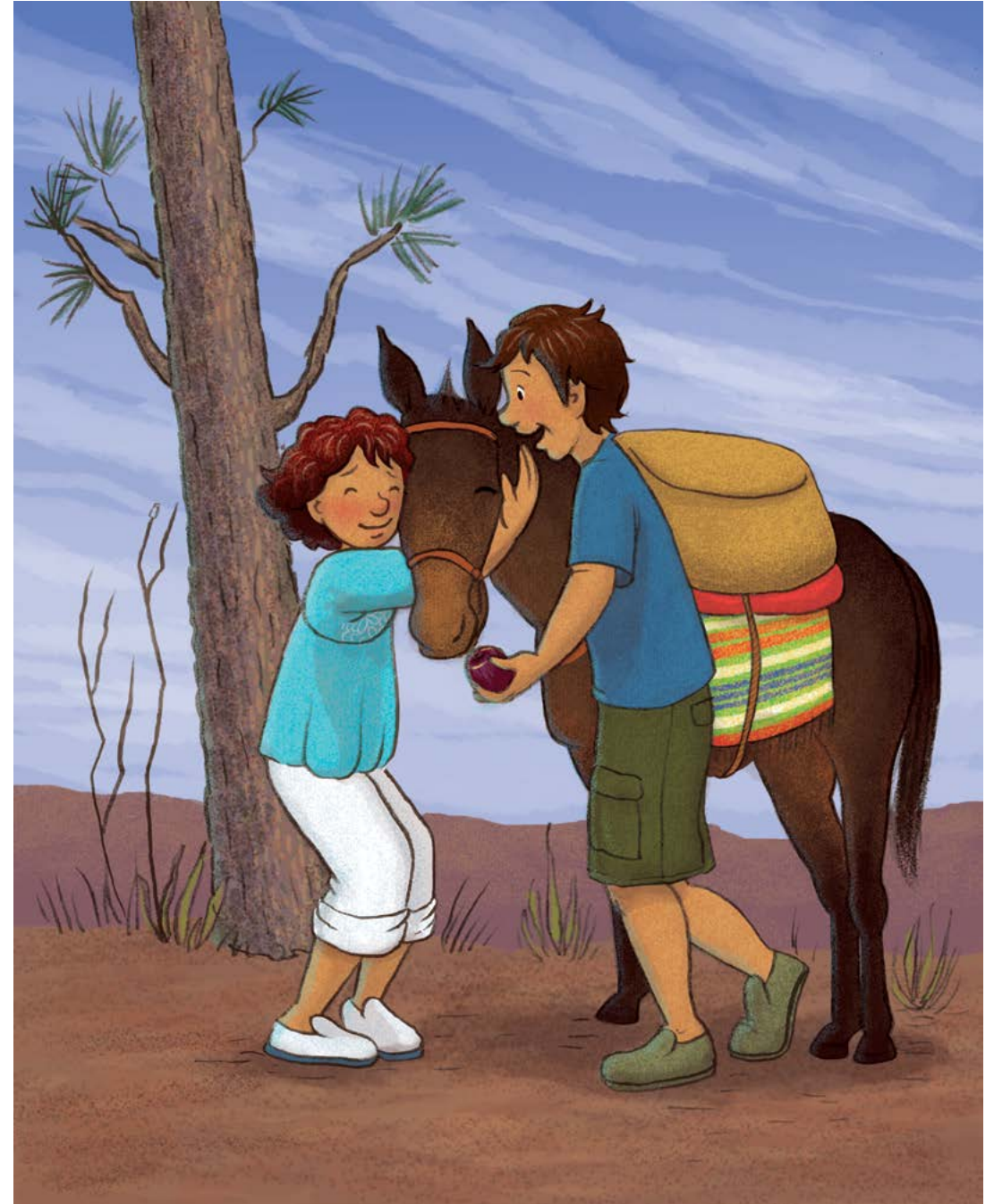
Drip. Drip. The cave is damp and dim. No sun shines in the cave.



Josh, Jen, and Gran hike **deep** in the **cave**. They get lost. They are a bit **scared**, but just then Sam's bells ring.

Sam's bells help them get back to the camp **site**.

When they get back, Jen hugs the **mule** and says, "Sam, you and your bells **saved** us!"



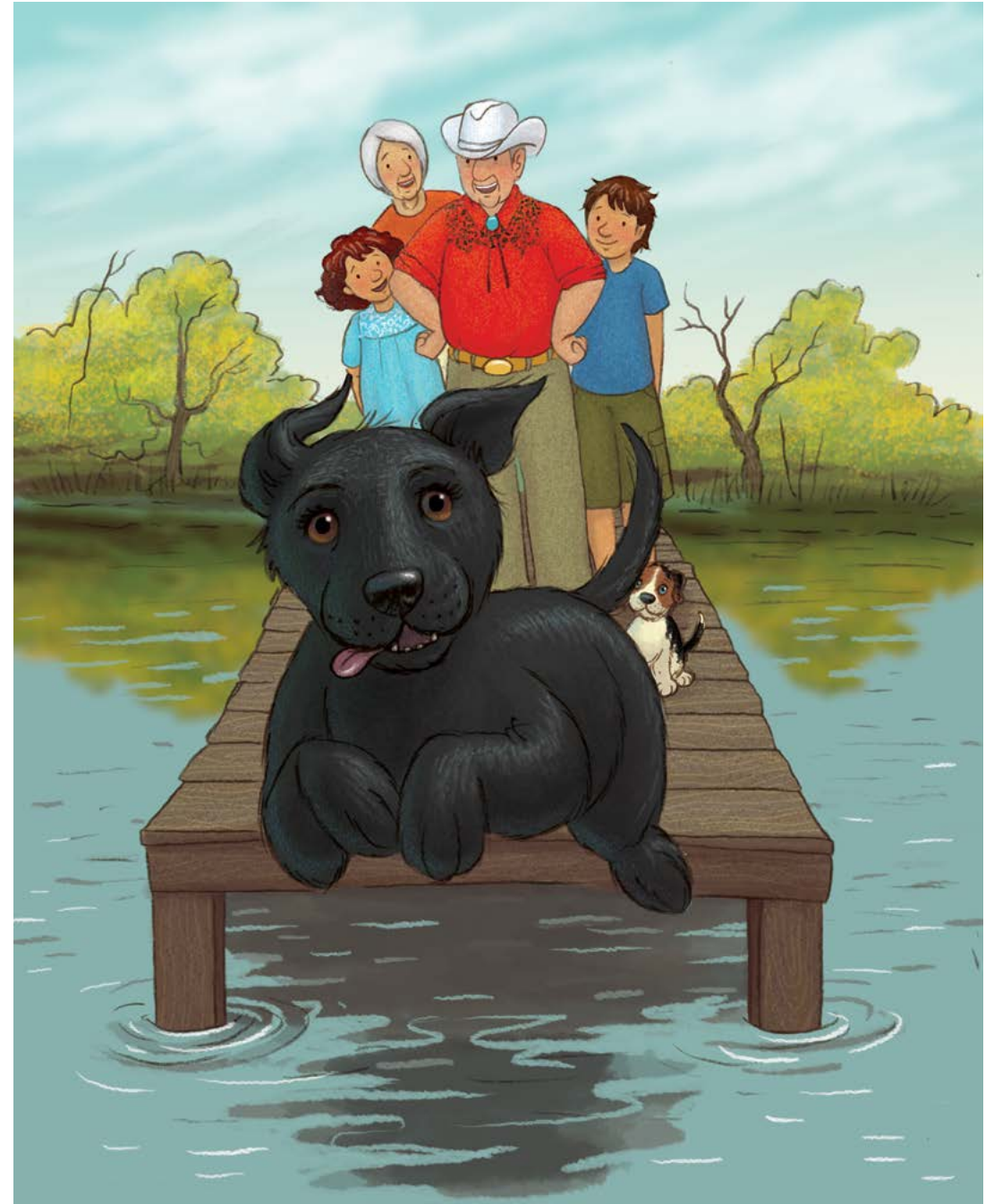
Splash Dogs

Tex **takes** Gran and the kids to **meet** his dogs, Buck and Pup. Buck is a big black dog. Pup is just a pup.

“We can **take** them to the **lake** so you can **see** their tricks,” says Tex.

At the **lake**, Tex grabs a stick. “Here, Buck!” he yells.

Tex chucks the stick in the **lake**. Buck runs to the end of the dock and jumps. Splash! Buck swims to the stick and brings it back.



“Can Pup jump?” Jen asks.

“Well,” Tex says, “he can swim, but he has not **made** a jump yet. Let us **see** if we can get him to jump.”

Tex **takes** a stick and chucks it on the land. Pup runs and gets it. Tex pats him on the back.

Next, Tex **takes** a stick and chucks it in the **lake**. The dogs run off, but Pup skids to a stop at the end of the dock. Buck jumps in and gets the stick.



“This **time**,” Tex says, “**keep** a hand on Buck and **see** if Pup will jump.”

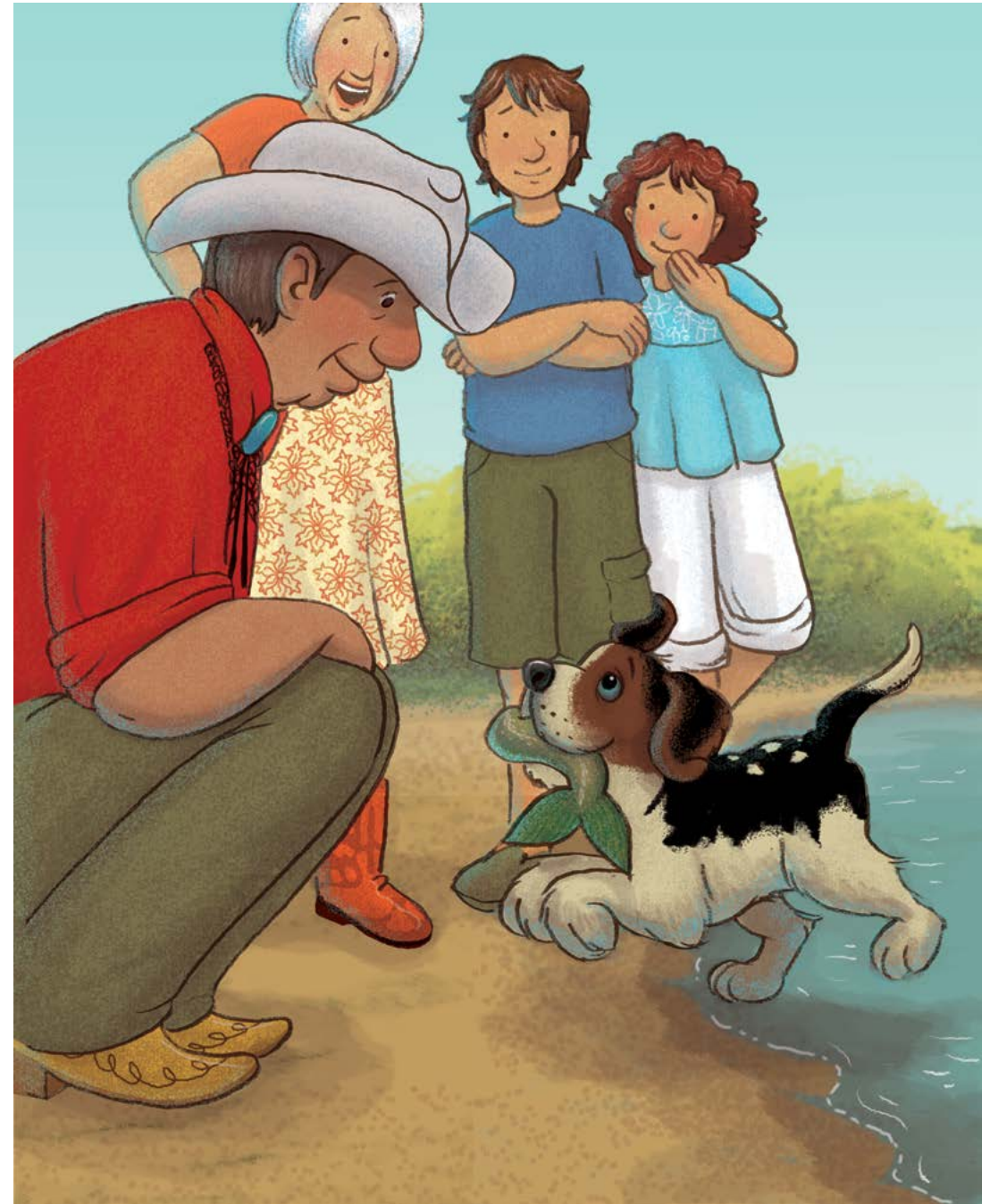
Gran grabs Buck and hugs him. Tex chucks the stick in the **lake**. This **time**, Pup runs and **makes** the jump. Splash!

Josh and Jen **cheer** and clap.

Pup pops up and swims back to the land. But what has he got in his **teeth**?

“Is that the stick?” Josh asks.

“No!” yells Jen. “Pup has a fish!”



Tex and Rex

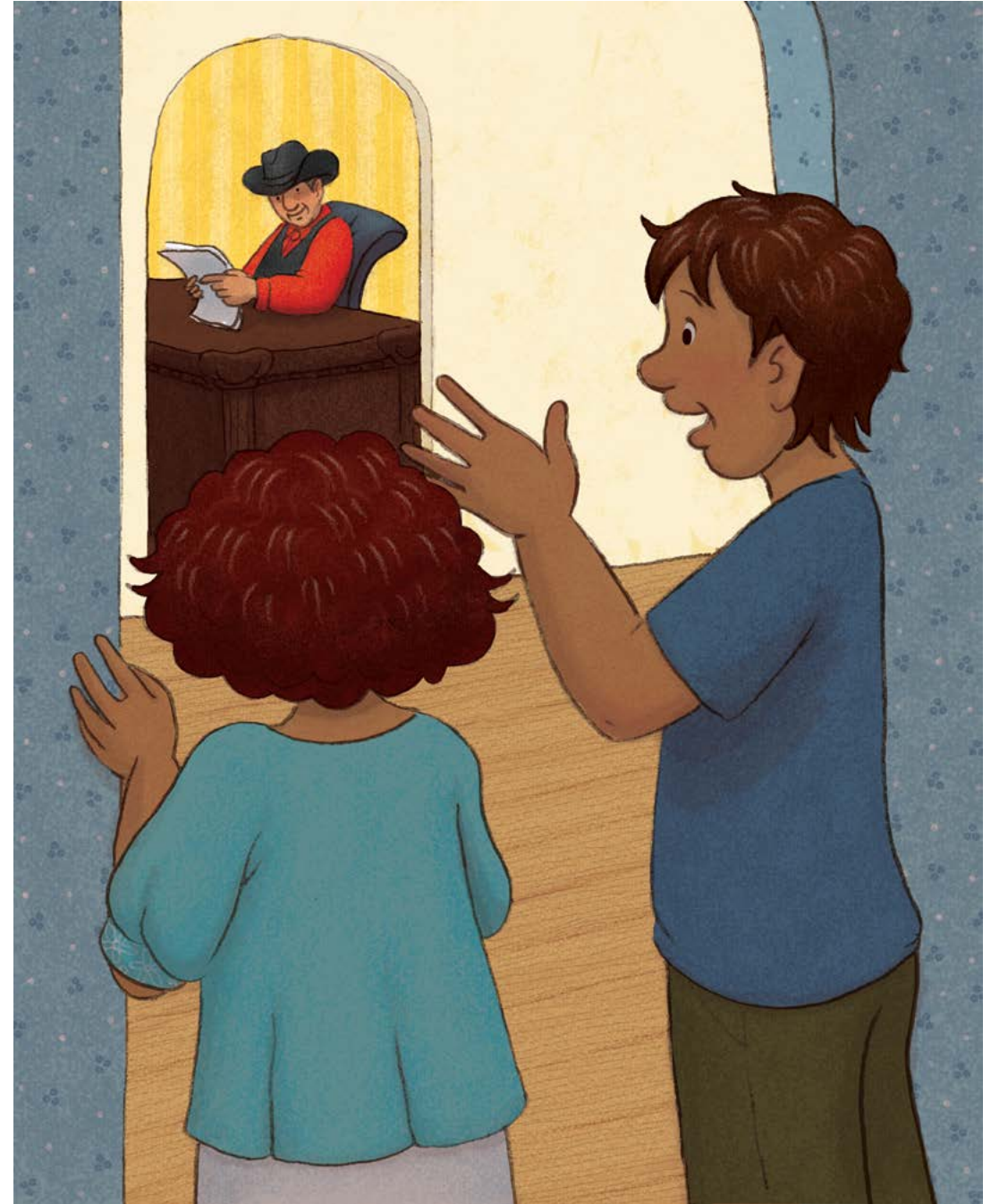
Josh and Jen **see** a man in the den. The man has a black hat.

“Tex!” says Jen.

The kids **smile** and **wave**. The man **waves** back.

“We were at the **creek!**” Jen yells. The man just **smiles**.

“There were **deer** tracks at the **creek!**” Josh yells. The man nods, but then he runs off.



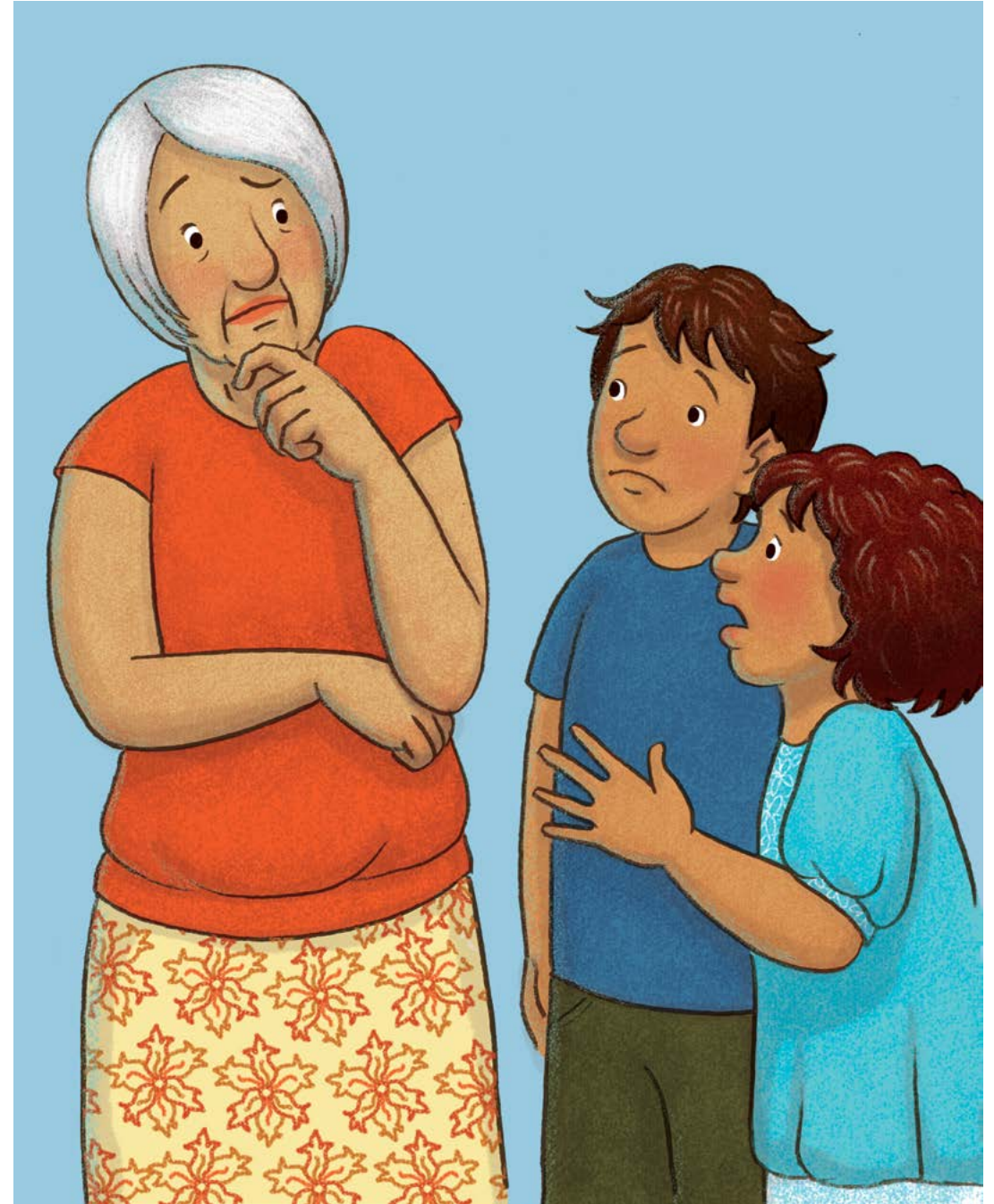
“Gran,” Jen asks, “is Tex mad at us?”

“Mad?” Gran asks. “Why?”

“He **seems** odd,” says Jen. “I said we went to the **creek** and he just **smiled**.”

“And I said there were **deer** tracks at the **creek** and all he did was nod,” says Josh.

“It was Tex, but he did not act **like** Tex,” says Jen.

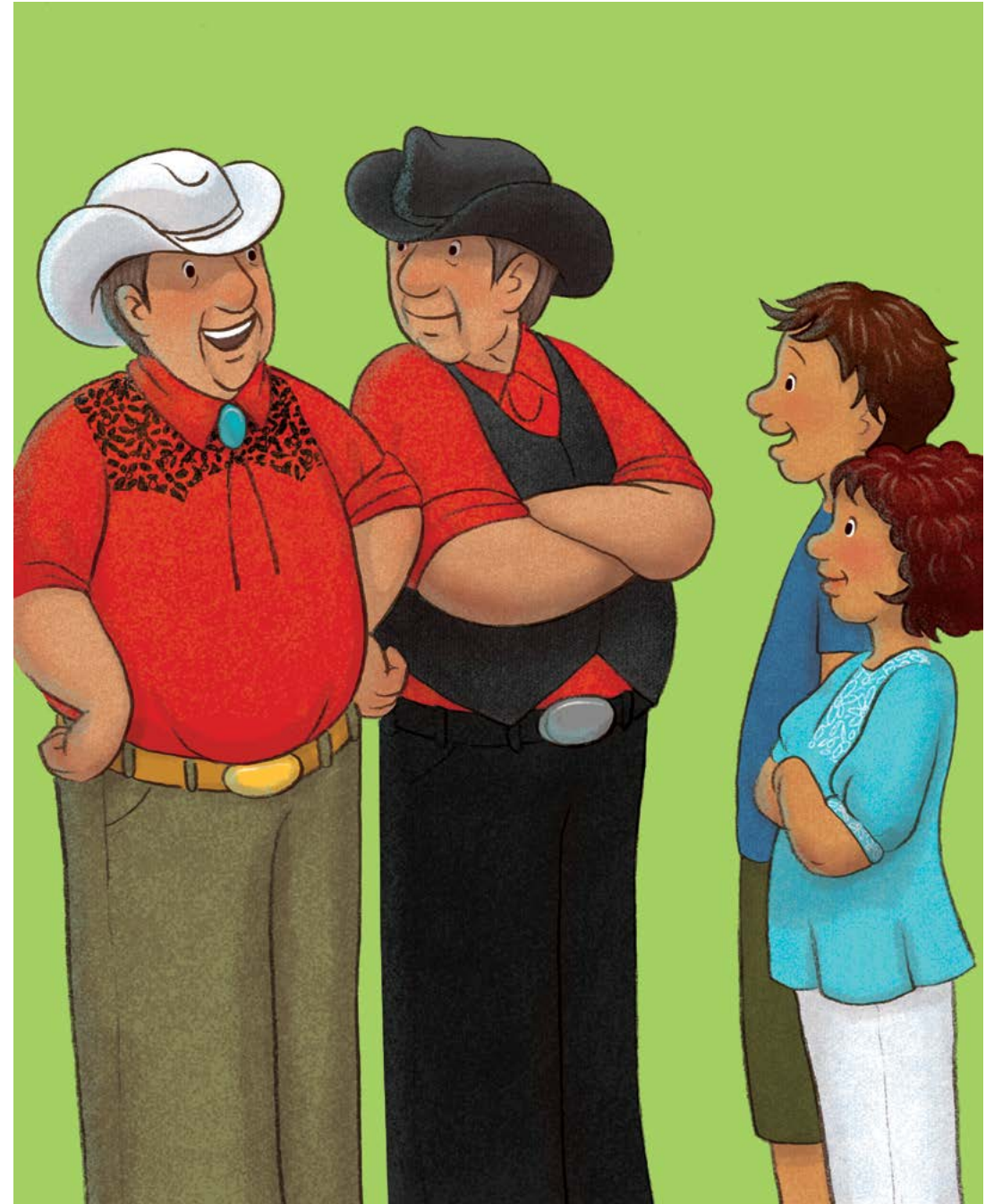


Just then, Gran grins. “We **need to take** a trip to the shed,” she says.

When Gran and the kids get to the shed, they **see** Tex. Then they **see** the man in the black hat.

Jen **stares** at Tex and says, “If you are Tex, then who is that?”

“Kids,” says Gran with a big **smile**, “**meet** Rex. Rex and Tex are twins!”



Gran's Mud Run

Gran, Tex, and the kids are at a track. Gran is all set to **drive** in a Mud Run. **Three** trucks are lined up **side** by **side**.

A man **waves** a flag and the trucks **take** off.

Gran is fast. She **drives** past the red truck and the black truck. She spins the **tires** and slings lots of mud on the black truck. Splat!

Josh and Jen **cheer**.

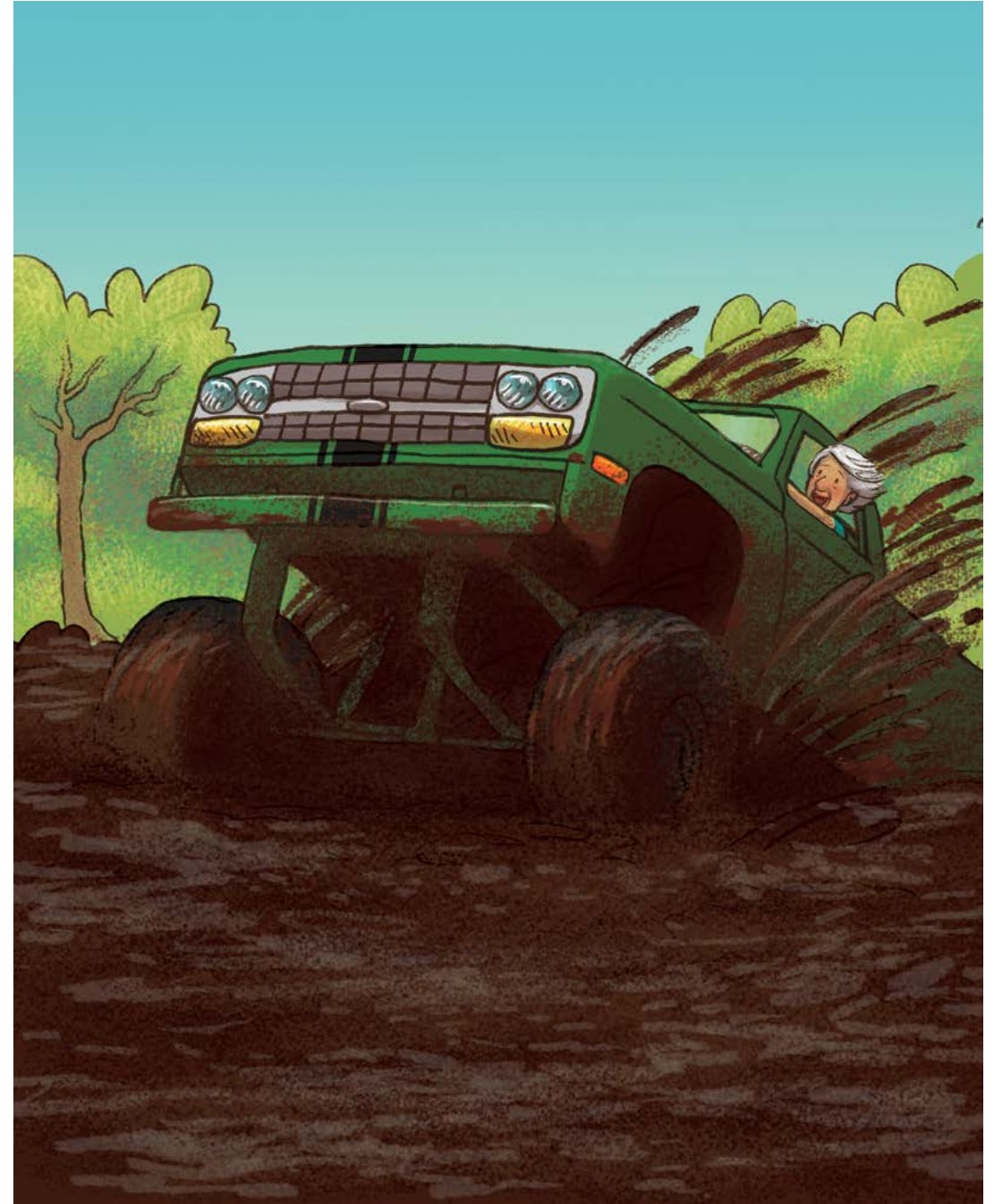


Gran drives **five** laps. Then she gets stuck in **de**ep mud.

The red truck **sp**eeds by. Then the black one zips past. Gran rocks the truck. It hops from the trench.

Gran steps on the gas. With **thr**ee laps left, she zips past the black truck.

With one lap left, Gran is just in back of the red truck. The red truck slings lots of mud on Gran's truck. Gran can not **see** much, but she steps on the gas.



The red truck and Gran's green truck cross the line side by side.

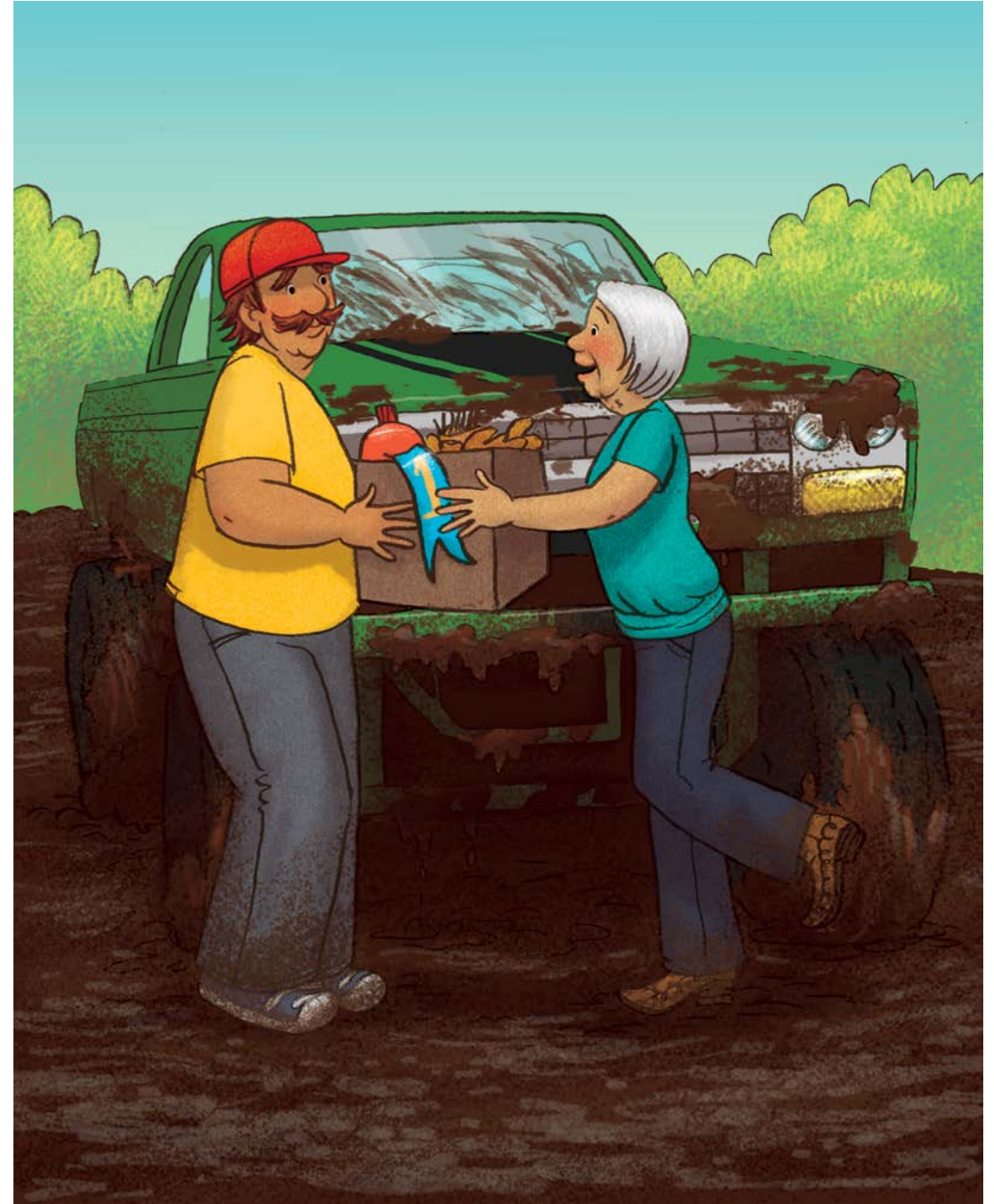
Gran hops from the truck and yells, "Did I win?"

"Yes!" the kids yell.

Gran wipes off some mud and asks, "What is my prize?"

A man runs up with the prize. He hands Gran a tire brush, a big box of rags, and some truck wax.

"Just what I need!" says Gran.



Gran's Trip Home

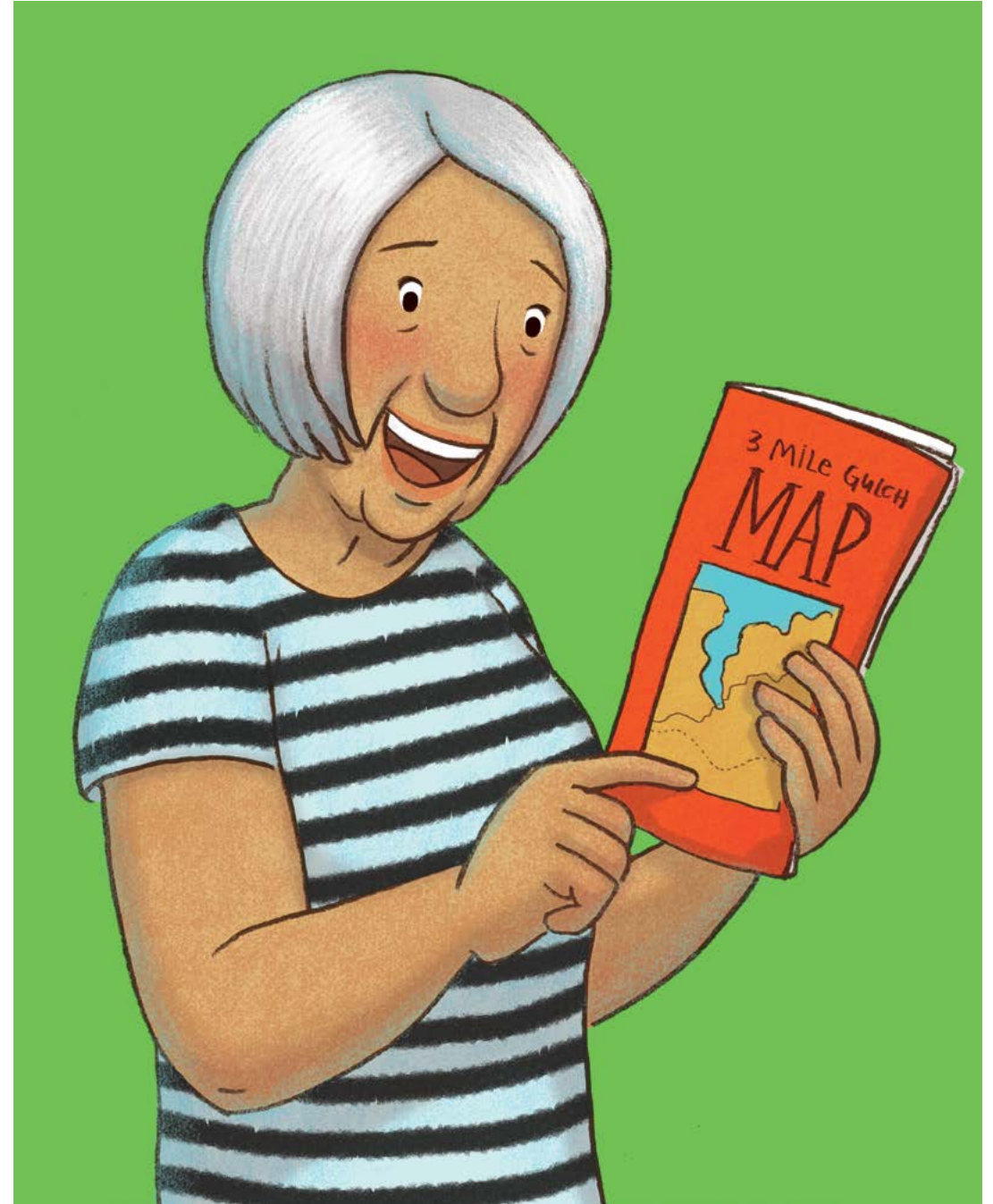
Gran hugs Josh and Jen.

“Tex will **take** you kids back in his truck,” she says.

“Will you **take** a bus?” Jen asks.

“**Nope**,” says Gran.

Gran **waves** a map. “This will get me **home**,” she says.



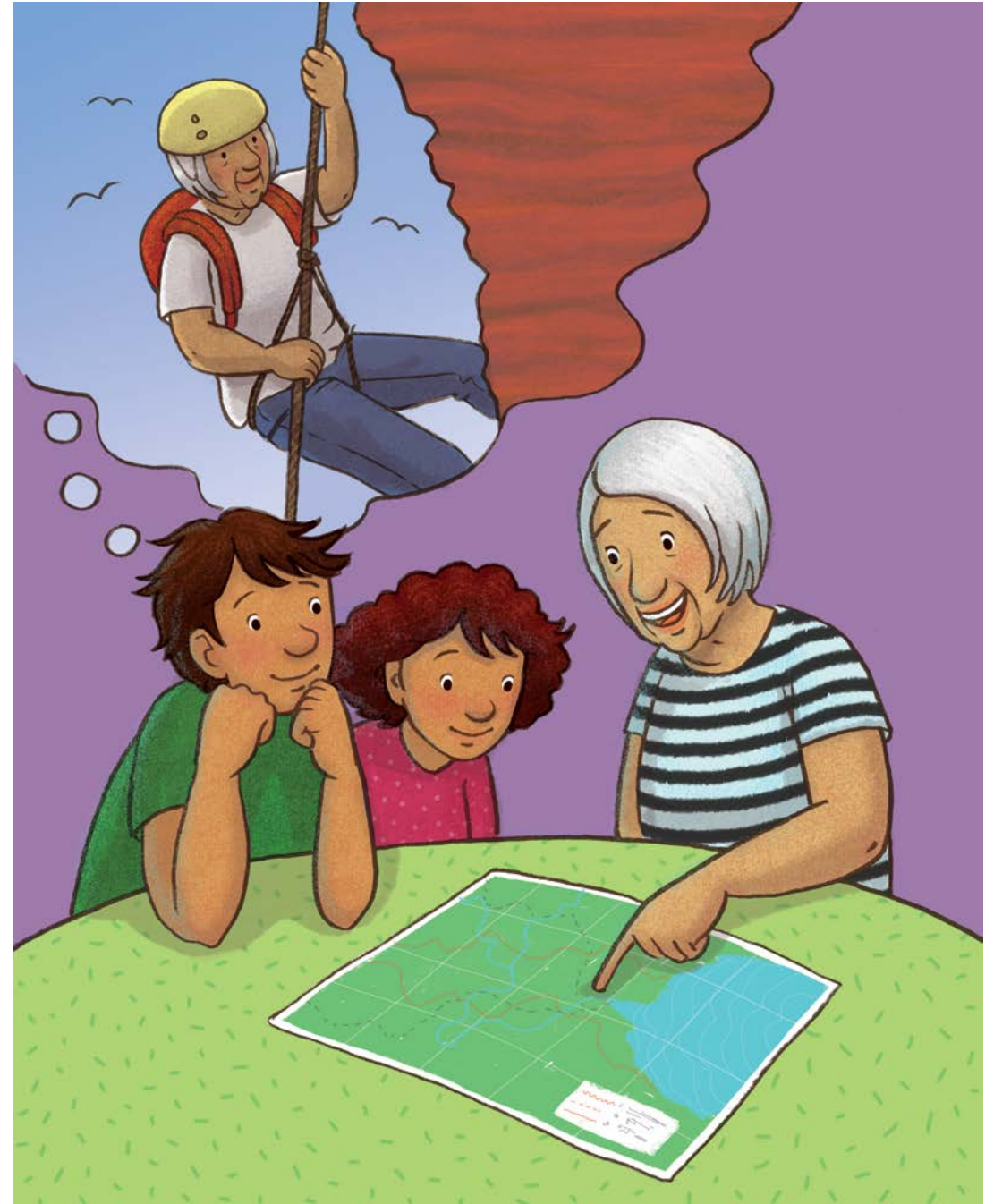
“See here?” she says. “We are here. I will ride my bike to Three Mile Gulch, which is here on my map. It will take me a week to get there.”

“A week!” says Josh.

Gran nods.

“I will use my rope to cross the gulch,” Gran says. “Then I will hike up to Pine Hill. It’s just nine miles.”

“Nine miles!” says Josh.



“Then I will be **close** to **home**,” says Gran. “It is just ten **miles** from Pine Hill to my **home**.”

“Ten **miles**!” says Jen.

“You kids have got one heck of a gran!” says Tex.

As Gran sets off, the kids **wave**.

Gran **waves** back. “See you in six **weeks**!” she yells.



Code Knowledge assumed at the beginning of this Reader:

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.

Visit us on the web at www.coreknowledge.org.



VOWEL SOUNDS AND SPELLINGS:

/i/ as in *skim*
 /e/ as in *bed*
 /a/ as in *tap*
 /u/ as in *up*
 /o/ as in *flop*

CONSONANT SOUNDS AND SPELLINGS:

/m/ as in *swm, swmming* /ch/ as in *chin*
 /t/ as in *bat, stting* /sh/ as in *shop*
 /d/ as in *bid, add* /th/ as in *thin*
 /k/ as in *cot, kid, hiccup, black* /th/ as in *then*
 /g/ as in *log, egg* /qu/ as in *quilt*
 /n/ as in *run, running* /ng/ as in *king*
 /h/ as in *ham*
 /s/ as in *sit, hiss*
 /f/ as in *fat, huff*
 /v/ as in *vet*
 /z/ as in *zip, buzz, dogs*
 /p/ as in *tip, napping*
 /b/ as in *rub, rubbing*
 /l/ as in *lamp, bell*
 /r/ as in *rip, ferret*
 /w/ as in *wet*
 /j/ as in *jog*
 /y/ as in *yes*
 /x/ as in *box*

OTHER:

- Punctuation (period, comma, quotation marks, question mark, exclamation point)

TRICKY WORDS:

the, who, once, to, do, two, are, have, were, one, a, I, no, so, of, is, all, some, from, word, said, says, was, when, why, where, what, which, here, there

Code Knowledge added gradually in the unit for this Reader:

- Beginning with “Gran’s Trips”: /ee/ as in *bee*
- Beginning with “The Pet”: Tricky Word *he*
- Beginning with “Wong”: /ae/ as in *cake*; Tricky Word *we*
- Beginning with “Where Is Wong?”: Tricky Word *she*
- Beginning with “The Swim Meet”: /ie/ as in *bite*; Tricky Words *they, their*
- Beginning with “The Tape”: /oe/ as in *home*; Tricky Words *my, by*
- Beginning with “Fuzz and Mel”: /ue/ as in *cute*
- Beginning with “The Sweet Shop”: Tricky Word *you*
- Beginning with “The Trip West”: Tricky Word *your*

Core Knowledge Language Arts Amplify.

Editorial Staff

Susan Lambert, Vice President, CKLA
Julie Weintraub, Senior Account Manager
Elizabeth Wade, PhD, Managing Curriculum Developer
Patricia Erno, Managing Curriculum Developer
Jamie Raade, Senior Curriculum Developer
Amber McWilliams, ELL Specialist
Christina Cox, Copy Editor
Julia Cantuaria, Associate Marketing Manager

Project Management

Matthew Ely, Director of Operations
Jennifer Skelley, Senior Producer
Leslie Johnson, Associate Project Manager

Design and Graphics Staff

Todd Rawson, Design Director
Julia Sverchuk, Creative Director
Erin O'Donnell, Senior Designer

Contributors

Ann Andrew, Desirée Beach, Leslie Beach, Brian Black, Stephanie Cooper, Tim Chi Ly, Nicole Crook, Stephen Currie, Kira Dykema, Carol Emerson, Jennifer Flewelling, Mairin Genova, Marc Goldsmith, Christina Gonzalez Vega, Stephanie Hamilton, Brooke Hudson, Carrie Hughes, Sara Hunt, Rowena Hymer, Jason Jacobs, Leslie Johnson, Annah Kessler, Debra Levitt, Bridget Looney, Christina Martinez, Sarah McClurg, Julie McGeorge, Evelyn Norman, Chris O'Flaherty, Cesar Parra, Leighann Pennington, Heather Perry, Tim Quiroz, Maureen Richel, Jessica Richardson, Carol Ronka, Laura Seal, Cynthia Shields, John Starr, Carmela Stricklett, Alison Tepper, Karen Venditti, Carri Waloven, Michelle Warner, Rachel Wolf

Center for
Early Reading
Amplify.

Core Knowledge Language Arts Core Knowledge Foundation

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

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.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

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



Core Knowledge®

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Writers

Kristy Dempsey

Illustrators and Image Sources

All illustrations by Apryl Stott

