



**Kit**

**Skills 6**

Reader

Kindergarten

Kindergarten

Skills 6

**Kit**

**Reader**

## Table of Contents

# Kit

## Skills 6 Reader

Kit . . . . .	1
Kit and Stan . . . . .	11
Kit's Hats . . . . .	23
Kit's Cats . . . . .	33
Kit's Mom . . . . .	43
Kit's Pants . . . . .	51
Mumps . . . . .	57
Up . . . . .	63
Fast Fred . . . . .	71
Pausing Point (Stories for Assessment and Enrichment)	
Pip's Cats . . . . .	77
Vic Gets Lost . . . . .	85

ISBN 978-1-68391-012-1

© 2015 The Core Knowledge Foundation and its licensors  
[www.coreknowledge.org](http://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

# Kit



Kit can run.



Kit can skip.





Kit can flip and flop.

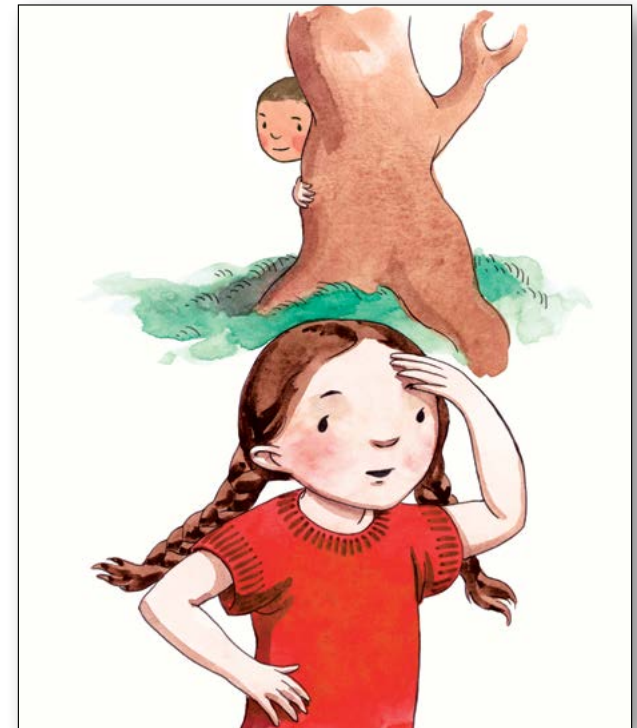


Kit can swim.





# Kit and Stan



Kit ran and hid.



Stan ran and got Kit.





Stan ran and hid.



Kit ran and got Stan.



Kit and Stan had fun.

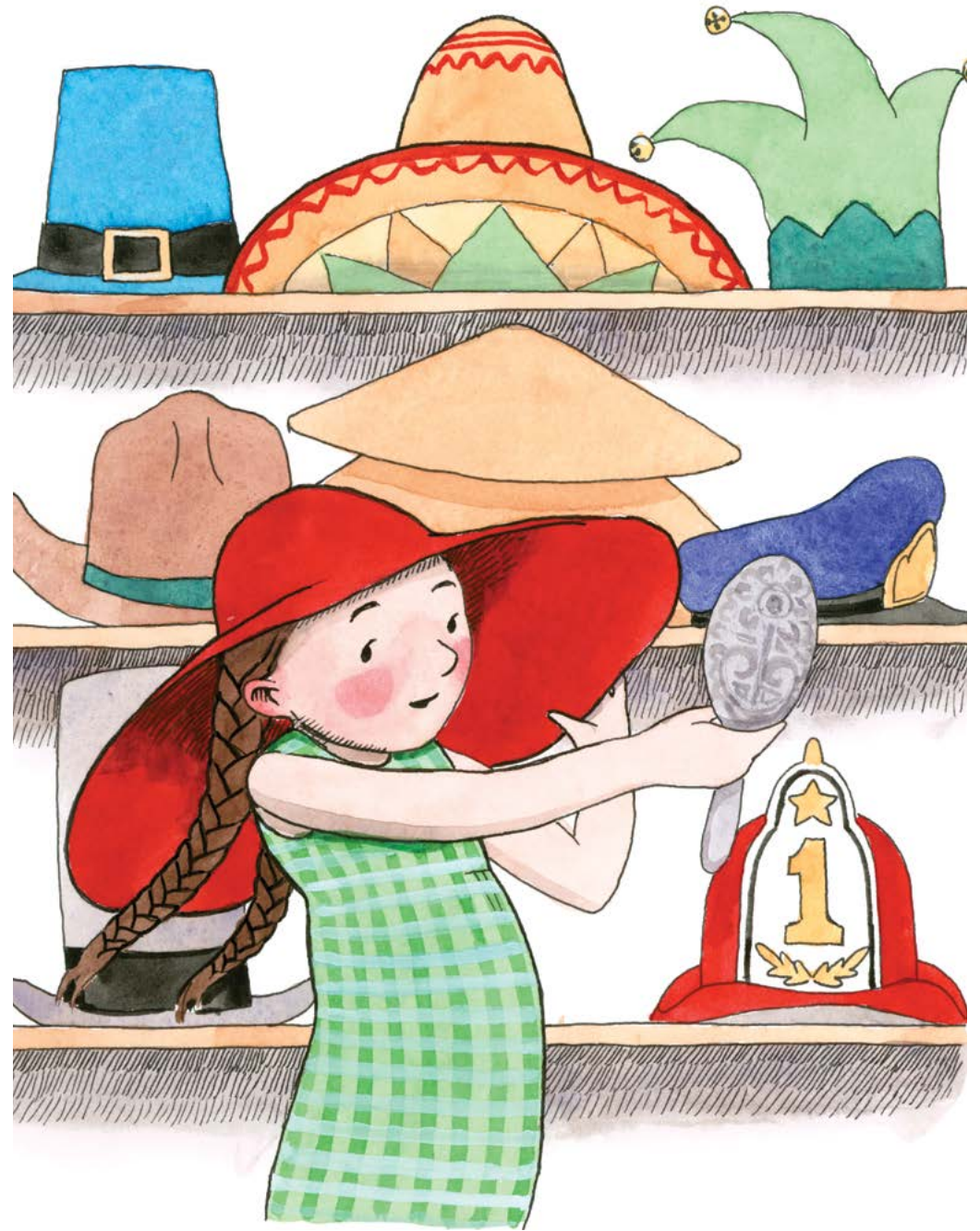




# Kit's Hats



Kit has hats.



Kit has big hats.



Kit has flat hats.





Kit has fun hats.



# Kit's Cats





Kit has cats.



Kit's cats run fast.



Kit's cats lap up milk.





Kit's cats jump up on Kit's bed.



# Kit's Mom





Kit's mom gets up at six.





Kit's mom gets dad up.  
Kit's mom gets Kit up.



Kit's mom gets dad fed.  
Kit's mom gets Kit fed.  
Kit's mom gets Kit's pets fed.





# Kit's Pants



Kit had red pants.  
Kit's pants got lost at camp.



Kit's mom got mad at Kit.  
Kit's mom can't stand lost  
pants.



# Mumps





Kit has mumps.

Kit is in bed.

Kit can't get up.



Kit can't run and jump.

Kit can't skip and hop.

Kit is sad.



# Up





Kit gets up on top.

Kit helps Max get up.





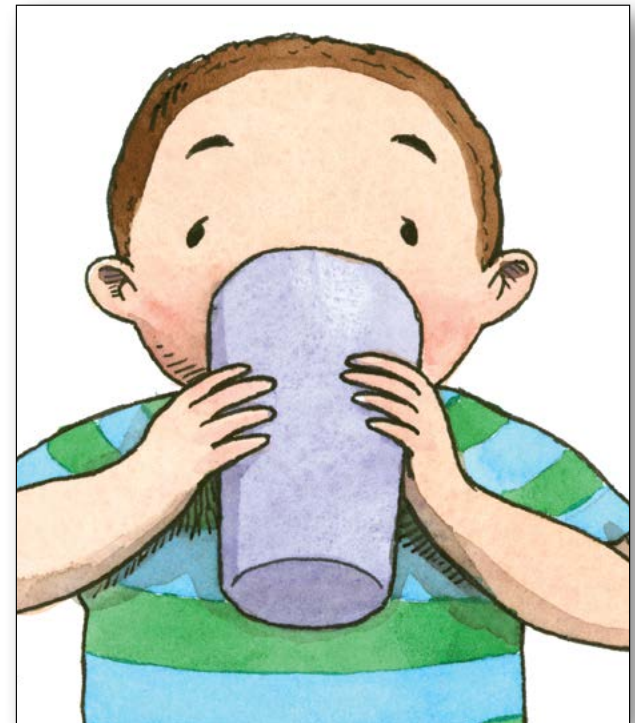
Max helps Jen get up.  
Jen helps Kent get up.



Kent helps Ted get up.  
Ted helps Peg get up.



# Fast Fred





Kit's pal Fred gulps his milk.  
Fast Fred gulps and gulps.  
Fred gets milk on his desk.  
Fred gets milk on his pants.





Fred gets milk on Kit.

Kit gets mad at Fred.

“Stop it, Fred!”



# Pip's Cats



Pip is Kit's pal.  
Pip has six cats.



Pip's cats got in mud.

Pip's cats left mud on his rug.





Pip's mom got mad.

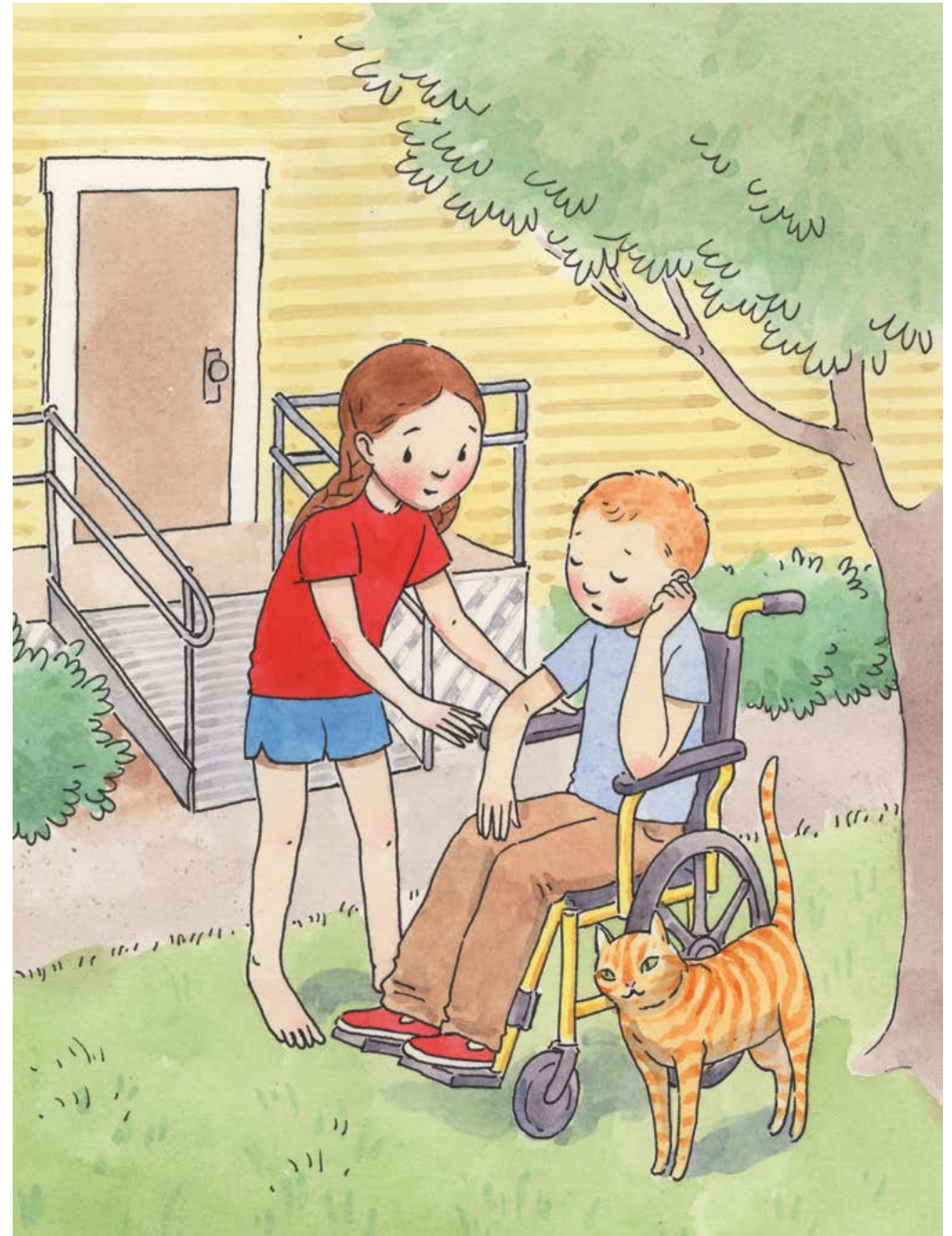


# Vic Gets Lost



Pip's cat Vic got lost.

Pip felt sad.



Kit ran and got Vic.  
Kit set Vic on Pip's lap.  
Pip felt glad.





### 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](http://www.coreknowledge.org)



### Code Knowledge assumed at the beginning of this Reader:

VOWEL SOUNDS AND SPELLINGS:	CONSONANT SOUNDS AND SPELLINGS:	CAPITAL LETTERS:
/i/ as in <i>skijm</i>	/m/ as in <i>rim</i>	C, F, J, K, M, P, S, T, V
/e/ as in <i>bed</i>	/t/ as in <i>got</i>	
/a/ as in <i>tap</i>	/d/ as in <i>dip</i>	
/u/ as in <i>up</i>	/k/ as in <i>cot</i> , <i>kid</i>	OTHER:
/o/ as in <i>flap</i>	/g/ as in <i>log</i>	
	/n/ as in <i>pen</i>	• Four- and five-letter words
	/h/ as in <i>ham</i>	• 's (for possession)
	/s/ as in <i>sit</i>	• 't (contraction)
	/f/ as in <i>fat</i>	• Punctuation (period, comma, exclamation point)
	/v/ as in <i>vet</i>	
	/z/ as in <i>zip</i>	TRICKY WORDS:
	/p/ as in <i>tip</i>	
	/b/ as in <i>bus</i>	a, blue, look, one, the, three, two, yellow
	/l/ as in <i>lamp</i>	
	/r/ as in <i>rip</i>	
	/w/ as in <i>wet</i>	
	/j/ as in <i>jog</i>	
	/y/ as in <i>yes</i>	
	/x/ as in <i>box</i>	

### Code Knowledge added gradually in the unit for this Reader:

- Beginning with “Kit”: consonant clusters such as ‘sk’, ‘fl’, ‘sw’, etc.
- Beginning with “Kit’s Hats”: /z/ as in *has*

# 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.



## **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**

Matt Davis, Julianne K. Munson

## **Illustrators and Image Sources**

All illustrations by Kristin Kwan

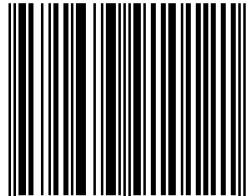




Center for  
Early Reading  
Amplify.

[ckla.amplify.com](http://ckla.amplify.com)

ISBN 9781683910121



9 781683 910121