



K-2 Program Guide

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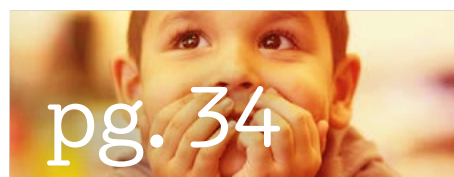
Table of Contents

Welcome to Core Knowledge Language Arts	2
How to Use the Teacher Guides	4
The Core Components	14
The Digital Components	22



How and Why This Program Came into Being

Our Mission	26
Our Philosophy	26
The Simple View of Reading	26
The History of CKLA	28
Principles of CKLA K–2 Instruction	29
Creating Literate Individuals	32



How CKLA Meets or Exceeds the Common Core State Standards

CKLA and the CCSS	36
Foundational Skills	39
Content Knowledge	41
Language Development	43
Effective Expression	44
Summary of CKLA and the CCSS	47



How the Strands Work Instructionally

Teaching the Skills and Knowledge Strands	52
Pacing and Instructional Timing	52
Planning Effective Instruction	57
The Knowledge Strand	58
The Skills Strand	58
Instructional Models Used in CKLA K–2	59



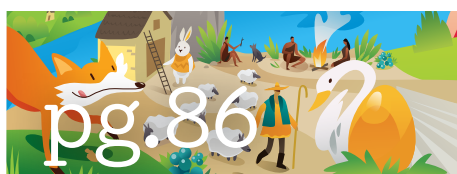
More About...

Reading	62
Foundational Skills	69
Writing	75



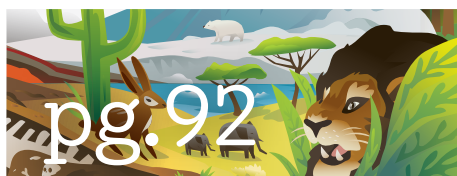
Amending Instruction

Assessment	80
Feedback	80
Differentiation	81
Student Enrichment	83
Tracking Student Progress	83
Rubrics, Portfolios, and Journals	85



Supporting a Range of Learners

Universal Access	88
Supporting Students with Disabilities	89



English Language Development

Integrated ELD	94
Designated ELD: Language Studio	95



Beyond the Traditional Classroom

Supporting Combination Classes	100
Half-Day Kindergarten	103
Connecting School and Home	103
Cross-Curricular Connections	104



Welcome to Core
Knowledge Language Arts

This Program Guide is a guide to understanding and using Core Knowledge Language Arts (CKLA) by answering two core questions:

1. WHY CKLA?

- Our history and philosophy
- How we meet or exceed the Common Core State Standards
- How and why CKLA is different from other programs

2. WHAT is CKLA?

- How to use both the core and online materials
- How to navigate strands, units/domains, and lessons
- How to effectively adapt CKLA to your needs

We strongly recommend reading this Program Guide in its entirety before you begin teaching CKLA. We also hope it will be a consistent reference as you teach—placing daily and moment-by-moment activities in their larger context, within and across grades.

The Research Guide (The CKLA Curriculum: Links to Research on Teaching and Learning) is a companion to this Program Guide. It explains and provides access to the large and comprehensive body of research behind CKLA. CKLA was created from a thorough study of validated and high-quality research in English Language Arts instruction including but not limited to print and phonological awareness, phonics and word recognition, reading fluency, prosody, vocabulary, and background knowledge.

The authors of CKLA are fully committed to closing the achievement gap by creating a world-class curriculum that makes all students college and career ready. If you have any suggestions or concerns about the material, we hope you will contact us at edsupport@amplify.com. We also frequently hold focus groups and other sessions with teachers and other program users to help improve CKLA. If you are interested in taking part, or in testing new material with your class, please do let us know.

You can find the Research Guide and the K–2 and Grades 3–5 Program Guides online at ckla.amplify.com.



How to Use the Teacher Guides

Each Skills unit and Knowledge domain has a corresponding Teacher Guide. The Teacher Guide provides lesson-by-lesson guidance for successfully delivering CKLA to every student.

In Kindergarten, Grade 1, and Grade 2, CKLA is divided into two strands:



The Skills Strand provides comprehensive instruction in foundational reading skills, such as phonological awareness, phonics, and word recognition; language skills, including conventions of English, spelling, and grammar; reading comprehension; and writing instruction.



The Knowledge Strand is centered around complex narrative and informational read-aloud texts. The Knowledge Strand focuses on background knowledge and vocabulary acquisition, analysis of complex text, and speaking and listening.



Kindergarten–Grade 2: Icon Key

Activity



Activity Page

Students are given activities as part of the core lesson. They complete these on the corresponding activity pages.



Formative Assessment Activity Page

Activity page designed to give teachers daily information on student performance to allow for amendment of instruction.

Component



Image Cards



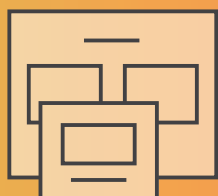
Flip Book



Blending Picture Cards



Code Materials



Sound Posters and Cards



Large Letter Cards

Alert



Segment Time

Minutes of instruction required for this part of the lesson.



Check for Understanding

Quick checks of whether students have mastered the key content and skills in the lesson so far.



Access Support

Support for English language learners to access grade-level content.



Formative Assessment Activity

Designed to give teachers daily information on student performance to allow for amendment of instruction.

CKLA Teacher Guides are organized into helpful sections.

Kindergarten | Skills 10

Contents

Common Core Alignment

ix

Introduction

1

11

Lesson 1 Basic Code: Introduce /ee/ → 'ee'

Foundational Skills (40 min)

- Warm-Up: Segmenting and Sound/Spelling Review
- Introduce the Sound: Hear Medial Sounds
- Introduce the Spelling: /ee/ > 'ee'
- Meet the Spelling Activity Page

Reading (20 min)

- Introduce the Reader
- Introduce the Story
- Read "Scott and Lee"

25

Lesson 2 Basic Code: Review /ee/ → 'ee'

Foundational Skills (25 min)

- Warm-Up: Tricky Word Review
- Practice: Complete the Sentences

Reading (35 min)

- Read "Scott and Lee"
- Review "Scott and Lee"

33

Lesson 3 Tricky Words: Introduce He, She, and We

Foundational Skills (40 min)

- Warm-Up: Segmenting and Sound/Spelling Review
- Pop-Out Chaining
- Tricky Words: *He, She, We*

Reading (20 min)

- Read "Red Ants"

46

Lesson 4 Review: Basic Code and Tricky Words

Foundational Skills (25 min)

- Warm-Up: Tricky Word Review
- Dictation with Words

Reading (35 min)

- Read "Red Ants"
- Review "Red Ants"

Table of Contents

iii

1. Table of Contents

An overview of the content of the unit. It is the best place to look for a quick but informative overview of each lesson.

2. Introduction and Alignment Charts

Provide specific information that is important in teaching the unit. The alignment charts show both primary and secondary standards covered in each lesson.

L.1.1a		#	Primary Standard																							
Print all upper- and lowercase letters.																										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
27	28	29	30	31	32																					

Secondary Standard

3. Primary Instruction

Each lesson has comprehensive guidance for the teacher, including background information, primary focus objectives, lists of materials, annotations, suggestions on how to present content, estimated instructional time, checks for understanding, and formative assessments. Lessons also provide point-of-use differentiation including Support, Challenge, and Access supports for ELLs.

4. Unit Assessment

Each unit has an assessment that measures students' mastery of content, so teachers can respond appropriately, providing additional challenges, remediation, or support to students.

5. Remediation and Pausing Point Activities

In the **Skills Strand**, every lesson concludes with an Additional Support section of recommendations for 30 minutes of extended instruction and activities, directly aligned to the skills taught during primary instruction.

In the **Knowledge Strand**, the separate Language Studio Teacher Guides serve a similar purpose: they provide 30 minutes of additional instruction and activities to reinforce the language skills and knowledge taught in primary instruction.

Beyond these immediate, lesson-by-lesson supports, Pausing Points in both strands provide opportunities and suggestions to evaluate student understanding and offer additional instruction, practice, and remediation.

An Assessment and Remediation Guide (ARG) is also provided online for the Skills Strand. Given the wide range of decoding abilities often present in a class, this resource provides teachers with additional progress monitoring assessments to determine whether students have gaps in their knowledge of phonics, with additional mini-lessons and activities for remediation.

6. Teacher Resources

At the end of each Teacher Guide, you will find resources to help you teach the unit. These are referenced in the table of contents and in the appropriate lessons.

7. Appendices

Many Skills units also include appendices to provide further detailed background information about CKLA and its instructional approach.

Each lesson follows a similar structure.

LESSON

2

Overview of Lesson

1. Primary Focus and Standards

This shows the main purpose of each activity and the standard it covers. (Secondary standards are reflected in the Alignment Chart at the beginning of the Teacher Guide.)

2. Formative Assessments

Formative Assessments are highlighted at the start of the lesson for easy review and access. They are used to track whether students are mastering the primary focus objectives.

WRITING

Planning a Fictional Narrative

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally produce sounds represented by spellings.

[RF.1.3; ELD.P.III.Using Foundational Literacy Skills]

Students will read and write the Tricky Word *because*.

[RF.1.3g; ELD.P.III.Using Foundational Literacy Skills]

Language

Students will segment and blend phonemes during dictation to form one-syllable words with the sound /oo/ spelled 'oo'.

[L.1.2e; ELD.P.III.Using Foundational Literacy Skills]

Writing

Students will plan a narrative retelling of the fable "King Log and King Crane."

[RL.1.3, W.1.3; ELD.PI.1.3]

FORMATIVE ASSESSMENT

Dictation with Words

Dictation

[L.1.2e; ELD.P.III.Using Foundational Literacy Skills]

Activity Page 2.1

"King Log and King Crane" Story Map

[RL.1.3, W.1.3; ELD.PI.1.3]

LESSON AT A GLANCE

	Time	Grouping	Materials
Foundational Skills (15 min.)			
Spelling Review (Phonics)	10 min.	Whole Group	<input type="checkbox"/> Large Cards for 20 spellings, including 'i', 'e', 'a', 'u', 'o', 'oo'
Tricky Word Card (Word Recognition)	5 min.	Whole Group	<input type="checkbox"/> One blank index card per student <input type="checkbox"/> Yellow index card for Tricky Word <i>because</i>
Language (10 min.)			
Dictation with Words (Spelling)	10 min.	Whole Group	<input type="checkbox"/> Pencils <input type="checkbox"/> Paper
Writing (35 min.)			
Fictional Narrative: Planning	35 min.	Whole Group	<input type="checkbox"/> Writing Process Chart <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Transparency or chart paper copy of Activity Page 2.1
Take-Home Material			
King Log and King Crane			<input type="checkbox"/> Activity Page 2.2

ADVANCE PREPARATION**Foundational Skills**

- Gather 20 Large Letter Cards including 'i', 'e', 'a', 'u', 'o', 'oo'.

Writing

- Make plans to display the digital version (**Digital Component 2.1**) or copy the writing process chart found at the end of this lesson on chart paper. You can either draw the icons or make enlarged copies of the icons and attach them to the chart paper.
- Prepare to display the digital version (**Digital Component 2.2**) or make a chart paper copy of Activity Book Page 2.1.

Universal Access

- Bring in pictures of the first six dictation words: *moon*, *spoon*, *zoo*, *boots*, *room*, and *broom*.

3. Lesson at a Glance

The Lesson at a Glance outlines the activities for each lesson segment, the time, grouping, and materials needed. Skills lessons include lesson segments addressing Foundational Skills, Language, Reading, and Writing. Each Knowledge lesson is organized into the following segments: Introducing the Read-Aloud, Presenting the Read-Aloud—which includes discussion questions and vocabulary work—and Application.

Advance Preparation

This section summarizes the resources and information necessary to prepare for the lesson. It includes:

- 1. Segment-specific suggestions**
- 2. Additional resources or materials**
- 3. Digital Components**
- 4. Universal Access recommendations**
These strategies go beyond instructional material to support the needs of all students.
- 5. Notes to Teacher**
This section includes additional information that a teacher may need to effectively teach the lesson.

Each lesson content page follows a similar structure.

Additional Supports and Differentiation

1. Access

These are integrated ELD supports in each lesson segment for English learners. The supports are specific to students' mastery of the primary focus objectives and are aligned to the standards indicated in the lesson overview.

2. Support and Challenge

Lesson segments include Support and Challenge suggestions that provide assistance or opportunities for more advanced work toward the goal of the segment.



Reading

Interacting in Meaningful Ways [ELD PI.1.11]

Emerging—Tell how you would feel if your toy was broken. Use the frame: "When ___ I felt ___."

Expanding—Encourage students to explain how Josh feels when he finds out his bug glass is broken, and provide an experience from their own life to support their answer. "Josh might feel ___ because when ___, I felt ___."

Bridging—Ask students to discuss how Jen feels about breaking Josh's bug glass, with detailed text evidence and background knowledge to support their opinion.

Support

Provide students with a magnifying glass and small objects to look at through the glass. Discuss what happens when using the magnifying glass, and how it would help Josh to look at bugs.

Page 38

- **...the ants snack, as well.** Why do you think Gran wants to make the ants a snack?
- **...big stone in back.** Why is Jen putting snacks on a stone? Who is the snack for?

Page 40

- **...Josh to the stone.** What do you think they will find at the stone? Let's keep reading to find out.
- **...take a peek!** Is Josh mad anymore? Did Gran's plan work?

Wrap Up

- Today you will guide students in summarizing the story. Please discuss the first two questions with them, and then use the guidelines to help them summarize the story.

Discussion Questions on "The Bug Glass"

1. Were there any parts of the story that were confusing to you?
 - » Answers may vary.
2. Were your predictions correct?
 - » Answers may vary.

Now we will give a summary of today's story. When we summarize, we retell just the most important parts of the story, and not every single detail.

- A summary tells the characters of the story—who was in the story—and the main events.
- Think, what happened first in the story "The Bug Glass?" (Jen says to Gran that Josh is mad. Jen broke his bug glass.)
- After Gran makes the snack, what happens? (Jen puts the snack on the stone; Josh eats a snack.)
- How does the story end? (Jen takes Josh to see the stone. He looks at the ants through the bug glass and they are eating the snack. He is happy.)
- Once you've completed the summary together, ask students to share the summary of the story with a partner.

Small Group “The Bug Glass”

Note: Please remember to alternate the groups that you meet with during small group time. Remember that it is important for you to hear your students read on a regular basis.

- Distribute Activity Page 10.1, explain that it has questions about the story “The Bug Glass”
- Have students reread the story in their Student Readers and answer the questions. You may choose to have students work independently, with partners, or in a small group with you for added support.
- Remind students to answer the questions by using complete sentences.
- **Group 1:** Ask students to complete the activity page on their own or with a partner. If some students finish early, they can illustrate one of the word or phrases from earlier stories. Write several words or phrases on a chart paper prior to starting reading.
- **Group 2:** Work with these students to reread the story and answer the questions. You may also use activities from the additional support section to practice any of the digraph spellings thus far.



Check for Understanding

- Correct Activity Page 10.1, noting students who may need extra support with inferring meaning from text evidence. Keep track of students' scores in your gradebook.

End Lesson

Take-Home Material

- Have students take home Activity Page 10.2 to practice reading words with digraph spellings.



Formative Assessment

Collect and evaluate Activity Page 10.1 “The Bug Glass” story questions to monitor growth.

Student Reader: “The Bug Glass”



Activity Page 10.1



Challenge

Students can write about a time they broke something belonging to someone else, or about a time someone broke something belonging to them. Encourage them to include how that made them feel, what they did to fix the problem, and how the other person felt.

Components and Instruction

Lessons include detailed point-by-point instruction for each segment of the lesson, including reference to components needed and suggestions for grouping students.

Assessments

1. Checks for Understanding

Checks for Understanding are quick formative assessments to determine if students are ready to move on with the rest of the lesson. These are marked with a specific icon at the point of instruction.

2. Formative Assessments

Each lesson has a variety of Formative Assessments. These are marked with a specific icon at the point of instruction.



The Core Components

Component Description: Knowledge Strand



Teacher Guides

K 1 2

These contain outlines and comprehensive guidance for 180 days of instruction. Each guide represents one Knowledge domain.



Activity Books

K 1 2

These contain activity pages for students to complete as part of the lessons and as take-home material. Activity pages for the first six domains are found in one Activity Book; Activity pages for the remaining domains are found in the other.



Flip Books

K 1 2

These large books contain images that accompany the Teacher Guide. The images are in sequential order. Each image is identified by the unique image marker, corresponding with the lesson and order of appearance in the Teacher Guide.

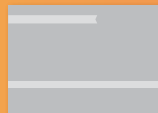


Image Cards

K 1 2

These are smaller-sized images used to support instruction.

Component Description: Skills Strand



Teacher Guides

K 1 2

These contain outlines and comprehensive guidance for 180 days of instruction. Each guide represents one Skills unit.



Activity Books

K 1 2

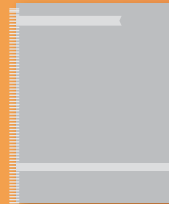
These contain activity pages for students to complete as part of the lessons. There is an Activity Book for each Skills unit.



Readers

K 1 2

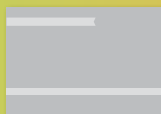
These readers contain decodable text aligned to the sequence of phonics instruction. In Kindergarten, an additional pre-decodable Picture Reader combines rebus pictures with high frequency words.



Big Books

K 1

These are large-version replicas of the Student Readers that are used for demonstration stories.



Large Letter Cards

K 1

These cards are used for teaching and reviewing sounds and spellings.



Sound Posters and Cards

K

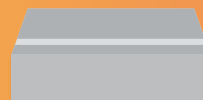
These are used to display code knowledge when a sound is introduced for the first time.



Chaining Folder

K

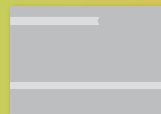
Students use these folders to practice building words by arranging Small Letter Cards on them to spell the words.



Small Letter Cards

K

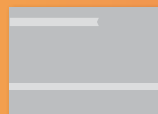
These cards are used in tandem with the Chaining Folders.



Blending Picture Cards

K

These cards depict images of various objects and are used to support instruction during early oral blending lessons.



Individual Code Chart

1 2

Students use this chart to record the consonant and vowel sound/spelling correspondences they have learned.



Consonant and Vowel Code Flip Books

1 2

These are used with Spelling Cards to learn or review sound/spelling correspondences.



Spelling Cards

1 2

These are used to supplement teaching instruction during decoding and encoding lessons.

Knowledge Strand



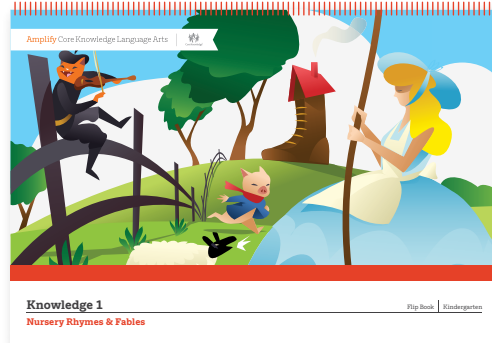
Teacher Guides

12 T



Activity Books

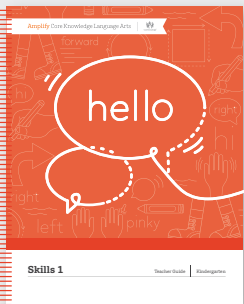
2 S



Flip Books

12 T

Skills Strand



Teacher Guides

10 T



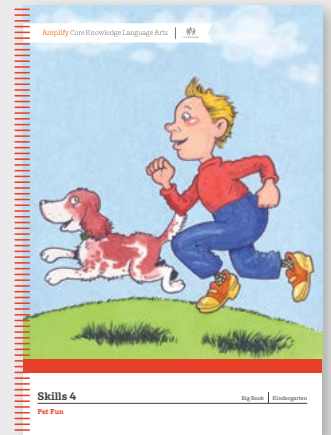
Activity Books

10 S



Readers

5 S



Big Books

5 T

Language Studio



Teacher Guides

3 T



Activity Books

3 S



Program Guide

1 T

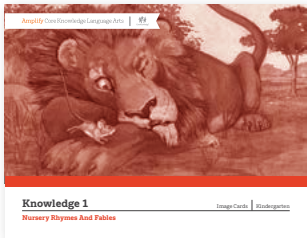


Image Card Sets 12 T



Sound Cards 1 T



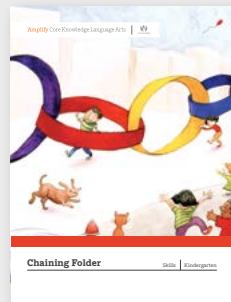
Sound Posters 1 T



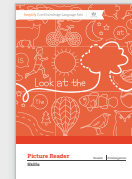
Large Letter Cards 1 T



Blending Picture Cards 1 T



Chaining Folder 1 S



Picture Reader 1 S



Small Letter Cards 1 T

Digital Component Portal



ckla.amplify.com

Please see page 22 for a complete list of digital components.

Key

- # Quantity
- T Teacher Component
- S Student Component

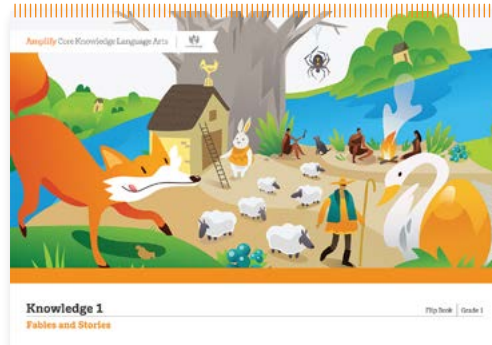
Knowledge Strand



Teacher Guides **11** **T**

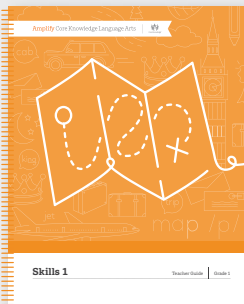


Activity Books **2** **S**



Flip Books **11** **T**

Skills Strand



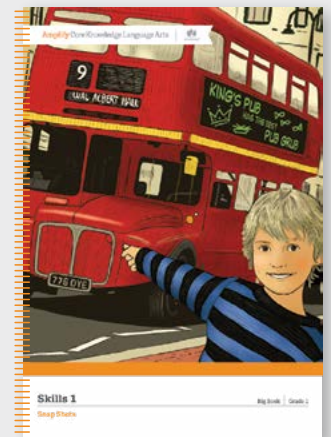
Teacher Guides **7** **T**



Activity Books **7** **S**



Readers **7** **S**



Big Books **3** **T**

Language Studio



Teacher Guides **3** **T**



Activity Books **3** **S**



Program Guide **1** **T**



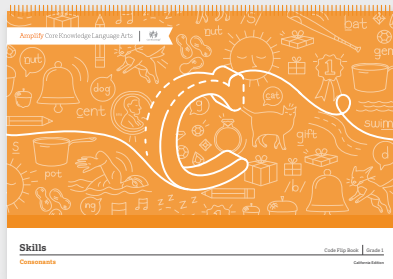
Image Card Sets 11 T



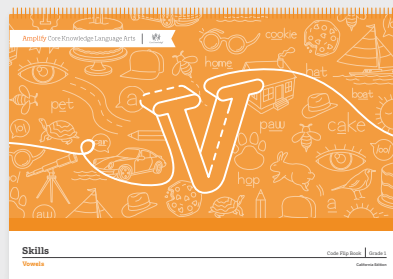
Spelling Cards 1 T



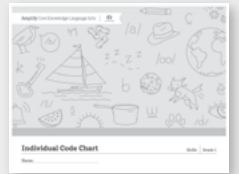
Large Letter Cards 1 T



Consonant Code Flip Book 1 S



Vowel Code Flip Book 1 S



Individual Code Chart 1 S

Digital Component Portal



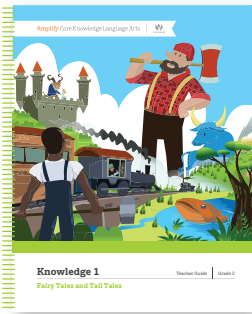
ckla.amplify.com

Please see page 22 for a complete list of digital components.

Key

- # Quantity
- T Teacher Component
- S Student Component

Knowledge Strand



Teacher Guides

12 T



Activity Books

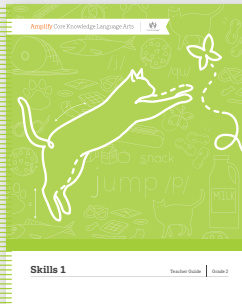
2 S



Flip Books

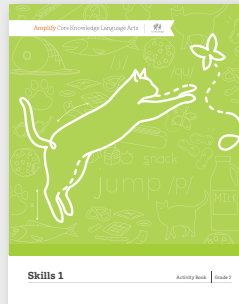
12 T

Skills Strand



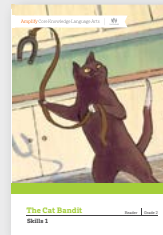
Teacher Guides

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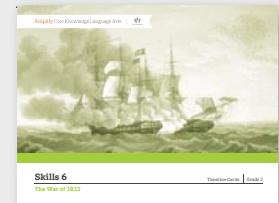
Activity Books

6 S



Readers

6 S



Timeline Cards

1 T

Language Studio



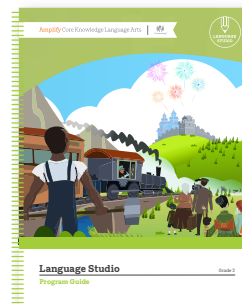
Teacher Guides

3 T



Activity Books

3 S



Program Guide

1 T

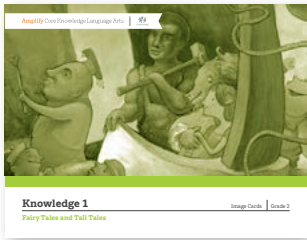


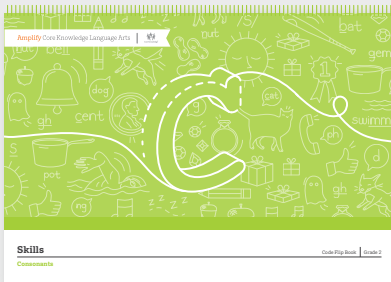
Image Card Sets

11 T



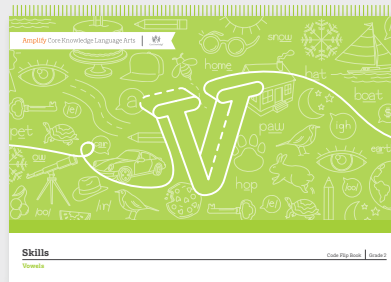
Spelling Cards

1 T



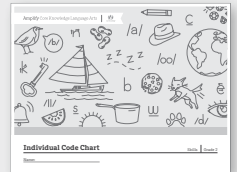
Consonant Code Flip Book

1 T



Vowel Code Flip Book

1 T



Individual Code Chart

1 S

Digital Component Portal



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Please see page 22 for a complete list of digital components.

Key

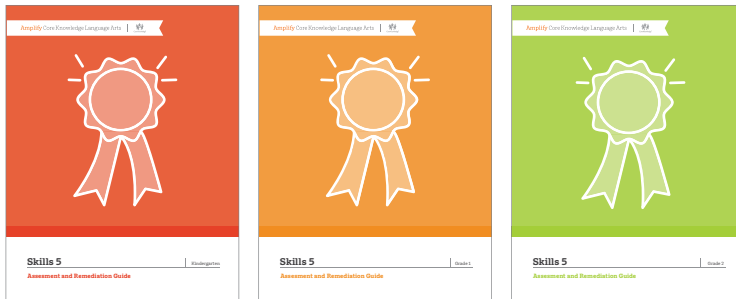
- # Quantity
- T Teacher Component
- S Student Component

ckla.amplify.com

The Digital Component Portal contains all core components in digital form.

You can also access through the Resource Site:

- **Projectable Media Files**—For use during lessons, teachers can project these images onto a screen for the class.
- **Assessment and Remediation Guide**—Designed to be used to provide targeted remedial instruction for specific foundational skills.



- **Writing Studio** - Writing Studio provides fifty-six mini-lessons per grade that build on the deep content knowledge developed in CKLA primary instruction, using it as a springboard for students to strengthen and practice their writing skills.
- Additional Resources including the Core Knowledge Language Arts Resource Guide, Contrastive Language Charts, and Writing Exemplars are found in the Resources section of the website.

COMPONENTS

QUESTS

READING

ASSESSMENT

RESOURCES

SELECT A GRADE:

K

1

2

3

4

5

Explore CKLA

Core Knowledge Language Arts (CKLA) reflects what expert educators, cognitive scientists and the



How and Why This Program Came into Being



Our mission, which has been the driving force behind the Core Knowledge Foundation for three decades, is to provide educational excellence and equity for all children. CKLA was created to help fulfill that mission.



Our Mission

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A high proportion of students do not successfully transition from the early to the later elementary grades. In one study, 67% of fourth graders failed to reach proficient national standards.¹ In the same report, 33% of all fourth graders did not reach basic standards, and 54% of Hispanic students and 58% of African American students did not reach basic standards.

Too many students from all backgrounds are falling short, and there is a clear and obvious fairness gap as children living in poverty lag behind.

Often those students appear to be doing fine in early grades but then struggle in later elementary. The mission of the authors of this program is to give students the preparation in the early grades that research shows is critical and which will become manifest in the later grades.

Our Philosophy

We believe that we will close the third grade reading gap and make students college and career ready only by preparing them to encounter complex written text in Kindergarten (and earlier). That requires systematic exposure to knowledge-rich content, often above grade level, so that students can develop the necessary vocabulary and connections to understand new, unfamiliar texts.

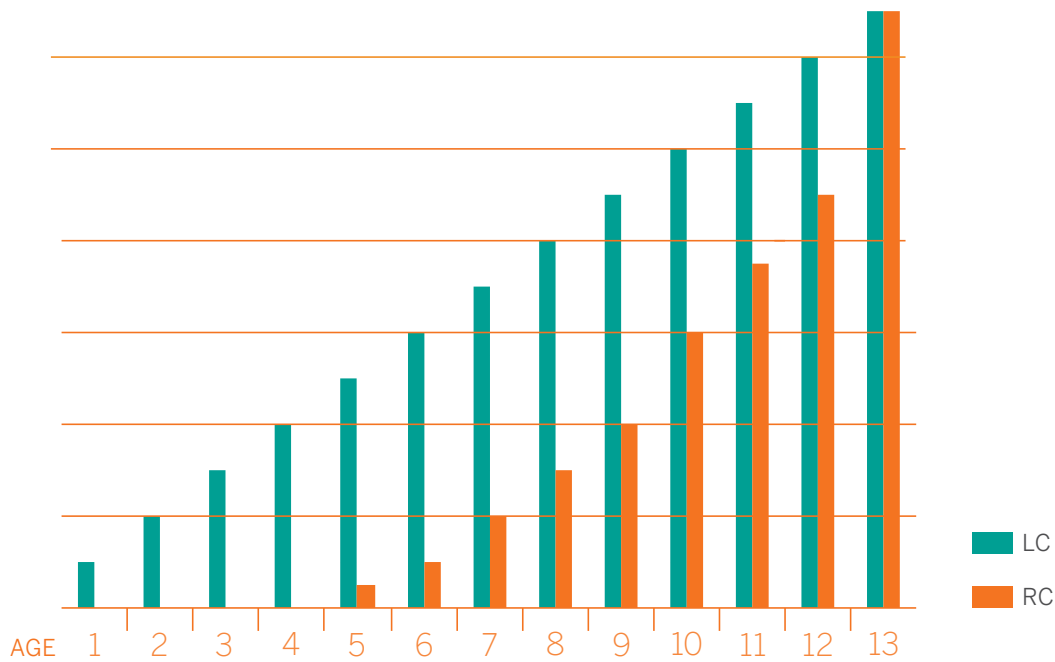
Increasing bodies of research identify that students must not only learn to decode in the earliest grades but must build up the background knowledge, vocabulary, and analytical skills that allow them to access and understand complex texts in late elementary school and beyond (see the Research Guide for more details). That is the core of our philosophy.

The Simple View of Reading

To read, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. Students who cannot decode the words on the page will not be able to achieve reading comprehension, no matter how much oral language is understood. But decoding the words on the page is still no guarantee of reading comprehension. Attempting to read sentences but not understanding while reading aloud makes it unlikely that understanding will occur during independent reading.

Reading experts often refer to “the simple view of reading.” This philosophy, associated with reading researchers Philip Gough and William Tunmer, expresses this combination of decoding skills and language comprehension ability.

1. National Assessment of Educational Progress (NAEP) based on the Mapping State Proficiency Standards Onto the NAEP Scales: Variation and Change in State Standards for Reading and Mathematics, 2005-2009 report published in 2011 by the National Center for Educational Statistics (NCES) and written by experts with the American Institutes for Research (AIR).



Listening comprehension outpaces reading comprehension in the early years.

—T.G. Sticht, 1974

It is the coupling of rigorous decoding and skills instruction with research-based knowledge instruction that makes CKLA unique. This is why, in its early grades, CKLA has a two-strand structure—**Skills** and **Knowledge**.

$$R = D \cdot C$$

Students need both decoding and language comprehension; however, it is hard to learn both simultaneously. The initial cognitive load of decoding text leaves little cognitive attention or energy for mastering

knowledge and complex vocabulary. The two often interfere with each other.

This creates a challenge. We know that exposure to complex texts in their earliest years is critical. However, this is precisely the time when students' limited decoding skills make this most challenging.

In addition, numerous studies show that students' listening comprehension far outpaces reading comprehension at this stage and beyond. Knowledge and vocabulary can be taught more rapidly and efficiently through oral instruction in the early grades.

That is why CKLA separates the Skills Strand (which focuses on foundational skills in reading and writing) from the Knowledge Strand (which builds knowledge, comprehension, and vocabulary, including through oral instruction).

The Skills Strand is built upon a large research base including the National Reading Panel and others (see the Research Guide for more information). The Knowledge Strand combines research on comprehension and vocabulary with a unique knowledge sequence. This sequence defines the subject of the domains taught in K–2 and their order.

The CKLA Knowledge Sequence has been developed over decades. Its key insight is that informational texts should be presented to students in a sequenced, coherent manner to build a broad foundation of knowledge. The sequence was developed in consultation with almost 200 specialists from across the educational sector including, but not limited to, teachers, principals, district officials, and research scientists.

The sequence has been tested in a number of studies since its inception—including a study in the state of Oklahoma, a Johns Hopkins study of a number of schools using the sequence, and a three-year study of an early incarnation of CKLA. All showed substantial and measurable gains in student performance.

This content-rich approach is not only suitable for students with English as a first language but also for English language learners (ELLs) who need content-based instruction to maximize the speed of second language learning.²

Although the strands are separate, each offering 60 minutes of daily instruction, it is very important that

they both be part of a language arts program. Together, they make a complete ELA program. Neither will prepare students fully for later elementary without the other.

The History of CKLA

The original manifestation of CKLA was created for two reasons. First, to help educators tackle the challenges just described. Second, because after advising on the Common Core State Standards, the authors received increasing demands to fulfill a need for high-quality common core materials. For example, New York state's common core initiative commissioned CKLA as its K–2 ELA program (called Engage New York). Louisiana, after a rigorous review of all common core programs, marked CKLA alone as having high-quality skills instruction.

Since then, CKLA has been in a constant process of review and refinement. The foundation's research and insights—including its unique Knowledge Sequence—were “foundational” to the development of the Common Core State Standards.³ Because the CCSS were built on an identical research and concept base as CKLA, CKLA has a unique philosophical and practical alignment with the standards.

The foundation's research and insights—including its unique Knowledge Sequence—were foundational to the development of the Common Core State Standards.

2. Brinton, Snow, & Wesche, 1989; Grabe & Stoller, 1997; Alexander, Kulikowich, & Jetton, 1994; Krapp, Hidi, & Renninger, 1992.

3. Interview with David Coleman, architect of the Common Core State Standards (Politico Magazine, “The Politico 50; #8 David Coleman & E.D. Hirsch”).

Principles of CKLA K–2 Instruction

CKLA is designed around the following principles:

1. Explicit foundational skills and language instruction

The CCSS call for students to read complex texts and conduct complex analysis, particularly in Grades 3–5. In K–2, CKLA ensures students learn to read words automatically and effortlessly. Explicit instruction in the spelling patterns of the English language transitions students from spending an excess of mental energy on decoding⁴ (learning to read) to fluent automaticity so they can focus on comprehension and analysis (reading to learn).

CKLA's Skills Strand designs reading experiences to maximize practice in newly taught sound spellings. This is achieved in three ways:

- **Organization of instruction.** CKLA teaches the most frequent sound spellings first in order to maximize the words students can read and move them into engaging, well-written, decodable texts halfway through Kindergarten. The program uses a unique database built for this purpose.
- **Systematic coverage.** Students who master both the Basic and Advanced Code taught in CKLA will have all the decoding skills necessary to succeed. The lessons are designed to teach print and phonological awareness, sound-letter patterns (or sound spellings), decoding and encoding (both in explicit, scaffolded lessons and with engaging decodable texts), writing mechanics, and writing structure and processes for 60 minutes each day.

- **Decodable Readers.** CKLA decodable Readers are written by successful children's authors. They are uniquely designed to provide intensive practice with the CKLA code while reading simple but compelling and authentic stories for the first time. This introduces them to the elements of plot, character, and story.

A Reader can only be “decodable” on the basis of the precise skills that have been taught. If students have not yet been exposed to the relevant code, the Reader is not decodable. CKLA Readers are built according to the program and the code students have been introduced to.

Through the Skills Strand, students achieve complete coverage of the Reading Standards for Foundational Skills in the CCSS.

The Skills Strand also offers consistent, explicit language instruction. Students learn and apply the conventions of English grammar, punctuation, and spelling, practicing orally and in writing. The Readers in the Skills Strand allow students to encounter rules in context, while writing tasks are designed to help students apply their knowledge.

2. Maximizing vocabulary acquisition through contextualized, content-based, and constant exposure

The average six-year-old knows 6,000 words; the average high school graduate knows 40,000 words. Between Grades 3 and 12, children learn approximately 3,000 words a year. Not all of these words are known equally well, and most of these words are never taught; they are inferred through multiple exposures.

Words related to different bodies of knowledge (e.g., domain-specific vocabulary such as *photosynthesis* and

4. Just, Carpenter, & Keller, 1996; Vellutino et al., 2007.

couplet) and academic words that apply to many topics are both necessary for building a strong vocabulary. Everyday conversations contain few of these words. Varied and complex texts on a wide range of topics are necessary to provide the multiple exposures students need to build their vocabulary.

The Knowledge Strand is designed to provide this. Read-Alouds of carefully sequenced texts are a powerful way to build vocabulary because they provide multiple exposures to words and the ideas they represent. This concept is at the heart of the Knowledge Strand.

The teacher's role is central to vocabulary acquisition. By reading above-grade-level texts and fostering structured and informal discussions, students become accustomed to using complex vocabulary naturally. These conversations facilitate the development of an internal web of vocabulary that forms a foundation for later acquisition. We continue learning words throughout our lives by linking to vocabulary we already understand. The coherent and systematic sequence of Knowledge domains gives students a mental encyclopedia of vocabulary and understanding they can access and build upon forever.⁵

3. Building background knowledge for strong comprehension

Becoming a critical and strategic reader depends on having a wide breadth of knowledge and related vocabulary. One of the key insights from cognitive science, including from UVA cognitive scientist, professor, and CKF board member Daniel Willingham, is that comprehension is not a transferable skill that can be applied equally well to any text. A child might be able to decode a word but that does not mean the child can infer its meaning. Children must have prior experience with a word to have clarity when reading it.⁶

Building knowledge to establish strong comprehension is the core premise of CKLA's Knowledge Strand. During Knowledge lessons, literary and informational teacher Read-Alouds are organized into domains across social studies, the arts, and science.

The number and frequency of Read-Alouds is a unique characteristic of CKLA. It is important because students' listening comprehension far exceeds reading comprehension during elementary school. While students are learning to decode, the Read-Alouds provide students with above-grade-level content and vocabulary. When students become fluent readers, they will then recognize and understand these words and ideas in complex texts.

There are eleven or twelve domains a year and each one immerses students for weeks in content, academic language, and core vocabulary. Students gain deep exposure to topics such as nursery rhymes and fables; seasons and weather; and presidents and American symbols.

The domains in the Knowledge Strand were designed to fit the heavily researched and tested Core Knowledge Sequence. Content is ordered so that new domains build upon the content and vocabulary in previous domains, both within and across grade levels.

The result is that students develop vast background knowledge of literature, science, social studies, and the arts. They also have the ability to comprehend increasingly complex ideas and texts; to make connections and inferences; and to engage in lengthy discussions of the works they hear read aloud.

5. Cunningham, 2005; Scarborough & Dobrich, 1994.

6. Dickinson, Golinkoff, & Hirsch-Pasek, 2010; Kintsch, 1994; Neuman & Celano, 2006; Scarborough, Neuman, & Dickinson, 2009.

4. Fostering “wonderful conversationalists”

Those who have tried versions of CKLA have offered consistent feedback: The program develops “wonderful conversationalists.” By discussing engaging, content-rich texts, students develop the ability to present, debate, and build upon one another’s responses. Their excitement when mastering content fosters intense curiosity, which can be expressed in our Independent Reading program.

The Read-Aloud structure is important to this mastery. Until the end of middle school, student listening comprehension is stronger than reading comprehension. By hearing and discussing complex texts that the teacher reads aloud, students practice sophisticated conversations using an ever-expanding vocabulary. At the same time, in the Skills Strand students learn to discuss and describe text they have read directly—integrating speaking and listening with the development of their reading and writing skills. This ensures students become practiced and confident in all modes of communication.⁷

5. Building analysis and expression in reading and writing

The core of the CCSS is the ability to read and write in response to increasingly complex texts. Students in CKLA get daily exposure to these texts through the Readers in the Skills Strand and the Read-Alouds in the Knowledge Strand.

In the Skills Strand, students rapidly move from the mechanics of reading to engaging with Big Books. These build fluency in print concepts and word recognition in order to quickly transfer them into quality decodable Readers. Halfway through Kindergarten, students are receiving daily reading instruction with engaging decodable Readers.

While the Readers are decodable, this does not mean they lack complexity. Textual complexity combines qualitative and quantitative factors, and the challenge of Readers increases substantially in content, length, and vocabulary as students progress through the grades. Please see the section on textual complexity later in this guide for more information.

In daily reading instruction, students are asked in discussion and through short-answer written responses to answer text-dependent literal, evaluative, and inferential questions about literary and informational texts. Students return to the same passages multiple times for deeper analysis, ensuring complete coverage of the CCSS.

Writing instruction is integrated with reading instruction. The Skills Strand not only teaches writing mechanics and processes but requires a range of written responses to texts. These range from short-answer, opinion, and evaluative responses to text, to longer multi-day writing projects. In the Knowledge Strand, students complete frequent writing projects, combining textual analysis and creativity based on the rich content they are encountering.

7. Goswami, Ziegler, Dalton, & Schneider, 2003, p. 273.

Creating Literate Individuals

The structure and design of the CKLA program prepares students to demonstrate the capacities of literate individuals. Students learn to read, listen, and view for information, inspiration, and pleasure. They develop the ability to communicate knowledgeably, confidently, and responsively.

They demonstrate independence.

CKLA's gradual release approach to both foundational skills and content knowledge ensures that students progress with confidence as they become increasingly literate. In Skills, students read and analyze text with increasing independence through K–2. In Knowledge, the demands on student responses and discussion increase over time.

They build strong content knowledge.

CKLA is an unprecedentedly rich knowledge-based program. The Knowledge domains engage student interest, increase their vocabulary, and inspire them to share what they've learned with their peers and home community. These are essential ingredients in CKLA's success.

They respond to the varying demands of audience, task, purpose, and discipline.

In CKLA, students learn to communicate both orally and in writing with multiple audiences and with purposes as diverse as performing a stage play, relating events in their own lives, and summarizing and presenting elements of a literary text. Through regular practice in daily classroom discussions, writing, and group or partner work, students learn to make the transitions between audience, task, purpose, and discipline fluidly and early. This ensures these habits are firmly rooted as they enter the higher grades.

They comprehend as well as critique.

CKLA students are asked to answer not only literal but also evaluative and inferential questions about the texts they encounter. In the Knowledge Strand, they become active, curious, and discerning participants, expressing their own views while remaining rooted in the text.

They value evidence.

Students in CKLA always start with the text. They are required to cite evidence for their opinions and answers, which is reinforced daily. Through collaborative and formal discussion, students learn to both build upon and challenge others' evidence.

They use technology and digital media strategically and capably.

In CKLA, students are exposed to a wide variety of technology and media and are taught to apply the same critical reading strategies they use for text across all platforms. This approach ensures that students can be literate in any media paradigm to which they are exposed.

They come to understand other perspectives and cultures.

One of the advantages of CKLA's knowledge-rich program is that students have a deep appreciation and understanding of the history and cultures of people across the world. They learn about people's differences but also about their universality. CKLA aims to instill cultural literacy so that students can engage and interact with a diverse and complex world.



How CKLA Meets or Exceeds the Common Core State Standards



This section outlines how CKLA meets—and exceeds—the Common Core State Standards.

CKLA and the CCSS

CKLA’s two-strand approach to reading instruction is based on the premise that students cannot critically examine a text if they cannot decode its words. Meanwhile, if mental energy is devoted to decoding (as is the case in the earliest grades), it is difficult to simultaneously evaluate the meaning of the text. CKLA features decodable readers in the Skills Strand and complex text through Read-Alouds in the Knowledge Strand.

- **Foundational Skills and decoding.** Acquisition of the Foundational Skills of literacy—print concepts, phonological awareness, phonics and word recognition, and fluency—is crucial for literary achievement. For students to learn independently and express themselves through written language, they must first develop facility with the alphabetic code. Students acquire these Foundational Skills through systematic instruction and ample opportunities for practice.
- **Content Knowledge acquisition.** Decoding alone is not enough to fully understand a text. Students must have a web of knowledge and vocabulary to draw upon to learn about new ideas and concepts. The CKLA Knowledge Strand provides this through Read-Aloud texts covering a variety of domains. Over time, this gives students the best possible preparation to encounter and analyze new texts.

Reading

CKLA addresses CCSS reading standards through Skills reading lesson segments and throughout primary instruction in the Knowledge Strand.

- **Key ideas and details.** Students are asked to determine the themes and main ideas in text; identify key literary elements such as plot, setting, and character in literary texts; and recognize concepts and conventions in informational text. They retell stories, including fables and folktales from diverse cultures, and demonstrate understanding of the central message, lesson, or moral. Questions are provided to prompt students to discuss and question the text. These begin with simple literal questions and increase in quantity and complexity through the early grades.
- **Craft and structure.** As they are exposed to a wider range of text types, students learn to identify and explain differences between literary and informational texts, and to distinguish between information provided by images or charts and information supplied in the text. Students also learn to recognize and use various text features, including tables of contents, headings, and glossaries in informational text.
- **Integration of knowledge and ideas.** The Knowledge Strand allows students to closely evaluate and respond to above-grade-level complex text as a Read-Aloud. As students progress through the early grades, they are asked to demonstrate literal, evaluative, and inferential comprehension of the text. They extend and apply new knowledge through participation in meaningful application activities, either later in the lesson, domain, or year.

- **Range of reading and level of text complexity.** Beginning in Kindergarten Unit 4 of the Skills Strand, students are introduced to decodable readers, first through teacher modeling using Big Books and then through their own Student Readers. From this point on, reading activities build in complexity, as does textual complexity. Students answer literal, inferential, and evaluative questions about the text they read. They often return to a story or chapter for further close reading.

Writing

CCSS writing standards are a natural extension of reading standards. In CKLA, students express understanding of text through persuasive, informative, and narrative writing.

- **Text types and purposes.** Writing activities, including both short- and long-term projects, are present in all of the Knowledge Strand domains. Students start in Kindergarten with a familiar activity, such as drawing, to introduce them to expression from textual information. They rapidly move to using a range of graphic organizers, engaging in shared writing projects, and then progressing to individual writing work. Each form of writing is explicitly taught over a series of lessons that gradually prepare students to be more independent in their writing. Projects in Kindergarten include describing events and personal stories. In Grade 1 writing projects students write informational text, opinion statements, personal letters, and recount narratives through writing. By Grade 2, writing becomes increasingly complex.
- **Production and distribution of writing.** Students are led through a process of developing sophisticated and effective writing. In Grade 1, students are introduced to a writing process involving planning, drafting, and editing text. Publishing is added as a formal step in Grade 2. Writing is frequently revised and edited to strengthen. These techniques are applied to descriptive writing, fictional and personal narratives, opinion pieces, instructional writing, research, and more.
- **Research to build and present knowledge.** In the Skills Strand from late Kindergarten onward, students answer comprehension questions about text in writing. In first grade, they are introduced to a clear writing process that involves planning, drafting, and editing. This allows students to evaluate the information they wish to communicate; communicate clearly to a specific audience for a specific purpose; and understand the importance of revising their written work. In Grades 1 and 2, students use this process in a wide range of writing projects, including research projects and informative, narrative, and persuasive writing.

Speaking and Listening

Development of Speaking and Listening skills is closely related to student mastery of vocabulary, grammar, usage, and mechanics. Speaking and Listening standards often correspond with writing standards as a means of demonstrating understanding clearly, logically, and expressively using information from text. CKLA addresses these in both the Skills and Knowledge Strands.

Discussion and questioning are part of the daily routine in the Knowledge Strand. Students identify their prior knowledge, ask questions to expand their understanding, and state their feelings and opinions on a text by providing evidence. Students link events described in the text with their own. Students are also required to paraphrase and summarize read-aloud texts to evaluate the information and narratives they hear.

- **Comprehension and collaboration.** Comprehension requires the ability to interact and understand the information and opinions others provide. This is done by reading and understanding text but also by listening to peer and adult conversations. Through CKLA students are introduced to different modes of discussion and are required to follow agreed-upon rules for listening, responding, and building upon others' views. Over time, conversations are held over six or more turns, preparing students for complex debates and exchanges.
- **Presentation of knowledge and ideas.** Partner, small group, and whole class discussions are used throughout Skills instruction. Students are asked to read text, discuss its meaning, and ask appropriate questions. In Wrap-Up activities, students are often asked to make complex inferences from text and/or to summarize it in a clear and coherent fashion.

Language

Through the elementary grades, the aim of CKLA is to foster linguistically literate individuals who—through written and oral expression—express sophisticated opinions and facts with nuance. All students benefit from this instruction. In addition, Language Studio provides thirty minutes of designated ELD instruction daily for English language learners. CKLA features both explicit and implicit language instruction.

- **Conventions of standard English.** Grammar instruction, including both morphology and syntax, is taught explicitly within the Skills Strand. This includes understanding the different parts of speech and using them correctly orally and in writing; analyzing and creating correct sentences (e.g., identifying and correcting run-on sentences); and adding appropriate details, including adjectives and adverbs. The Alignment Charts at the beginning of each Teacher

Guide contain detailed guidance on the language skills taught in the unit. Punctuation, capitalization, and spelling are also taught explicitly. Skills lessons are divided into Foundational Skills, Language, Reading, and Writing so teachers can identify when there is explicit language instruction. Language instruction is explicitly reinforced with Syntactic Awareness Activities, based in context, in most units of the Knowledge Strand.

- **Vocabulary acquisition and use.** Throughout CKLA, students are encouraged to participate in discussions, engage in debates, and describe texts in a range of formal and informal contexts. Writing also covers a range of scenarios. These provide opportunities for students to identify the difference between various forms of language and discourse, and for teachers to determine student mastery and understanding. Daily Checks for Understanding and Formative Assessments provide targeted opportunities for teachers to assess these skills. Though language is seldom the focus of the assessments in the Knowledge Strand, written and oral exit passes give the teacher an opportunity to catch and correct misunderstanding.
- **Knowledge of language.** Students in K–2 CKLA are given multiple opportunities to learn and use language in its nuanced forms. In early Kindergarten, this can consist of learning multiple-meaning words that link to Tier 1 vocabulary, with which they are already familiar. They are also introduced to phrases and sayings, and to the uses and differences of literal and figurative language.



Foundational Skills

The CKLA Skills Strand is a heavily research-based program designed to provide high-quality Foundational Skills instruction. Each Skills lesson is dedicated to print concepts, phonological awareness, and phonics and word recognition. The Research Guide (available online) details the rationale for the CKLA approach to foundational skills instruction. Several important elements include:

- **Decoding and encoding.** CKLA teaches decoding and encoding reading and writing in tandem as inverse processes. Writing involves making “pictures,” or letter symbols, of sounds; reading involves translating those pictures back into sounds and blending the sounds to make words.
- **Explicit teaching of letter-sound correspondences.** CKLA teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in K–2.
- **A systematic phonics approach.** CKLA uses a systematic phonics approach that teaches students to read by blending all through the word. It is a sound-first approach where the most frequent sounds and sound-spellings are taught first to access text more rapidly. As further explained in the Research Guide, this is an accelerated approach to phonics.
- **Focus on phonemes.** CKLA focuses on sounds, or phonemes, rather than letters as the primary organizing principle of the program. This approach to phonics instruction may differ from how many teachers have previously taught phonics. In CKLA phonics instruction students are first introduced to the sound (for example, /m/) and participate in interactive, engaging oral language exercises in which they repeatedly say and hear the sound /m/. Once students are familiar with the sound, they learn to “draw a picture” of the sound (the letter ‘m’). CKLA consistently focuses on the phoneme, or single sound, and not on larger units. Students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes such as *-ick* and initial clusters such as *st-* are not taught as units but as combinations.
- **Staircase of complexity.** CKLA uses a unique database that indexes every word in the English language and determines the most frequent spelling patterns. CKLA introduces the most frequent spelling patterns first in order to maximize the words students can read and move them into engaging, well-written, decodable texts halfway through Kindergarten. As students automatize reading and writing, CKLA presents spelling alternatives for those sounds that can be spelled several different ways. Students begin reading words and stories that are regular before tackling words and

stories that are unduly complicated with a variety of spelling alternatives. Irregular Tricky Words are taught explicitly before students encounter them. Skills writing instruction asks students to use words that can be blended and spelled in accordance with the letter-sound correspondences taught.

- **Deliberate, consistent practice.** CKLA includes words, phrases, and stories to read and activity pages to complete that allow for focused, distributed practice working with the letter-sound correspondences students have been taught.

The Basic Code

In Skills instruction, students learn how the 26 letters (graphemes) of the alphabet are used in various combinations to represent 44 sounds (phonemes). There are approximately 150 different spellings for these sounds.

Students first learn the Basic Code spelling for each of the 44 phonemes. The Basic Code spelling for a sound is usually the most common, or least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and as a result success, in decoding words with these spellings. Basic Code spellings may be single letters such as:

/a/ > 'a'

/e/ > 'e'

/b/ > 'b'

/m/ > 'm'

Basic Code spellings may also include digraphs (two letters that represent a single sound) such as:

/ee/ > 'ee'

/oi/ > 'oy'

/ow/ > 'ou'

/sh/ > 'sh'

/th/ > 'th'

Other Basic Code spellings include separated digraphs, such as:

/ae/ > 'a_e'

/oe/ > 'o_e'



Content Knowledge

To be college and career ready, students must be culturally literate—not just about their culture but about the world. The Knowledge Strand teaches new concepts and content every few weeks, consistently linking to previously acquired understanding. Domains cover world and US history, science, literature, music, and arts.

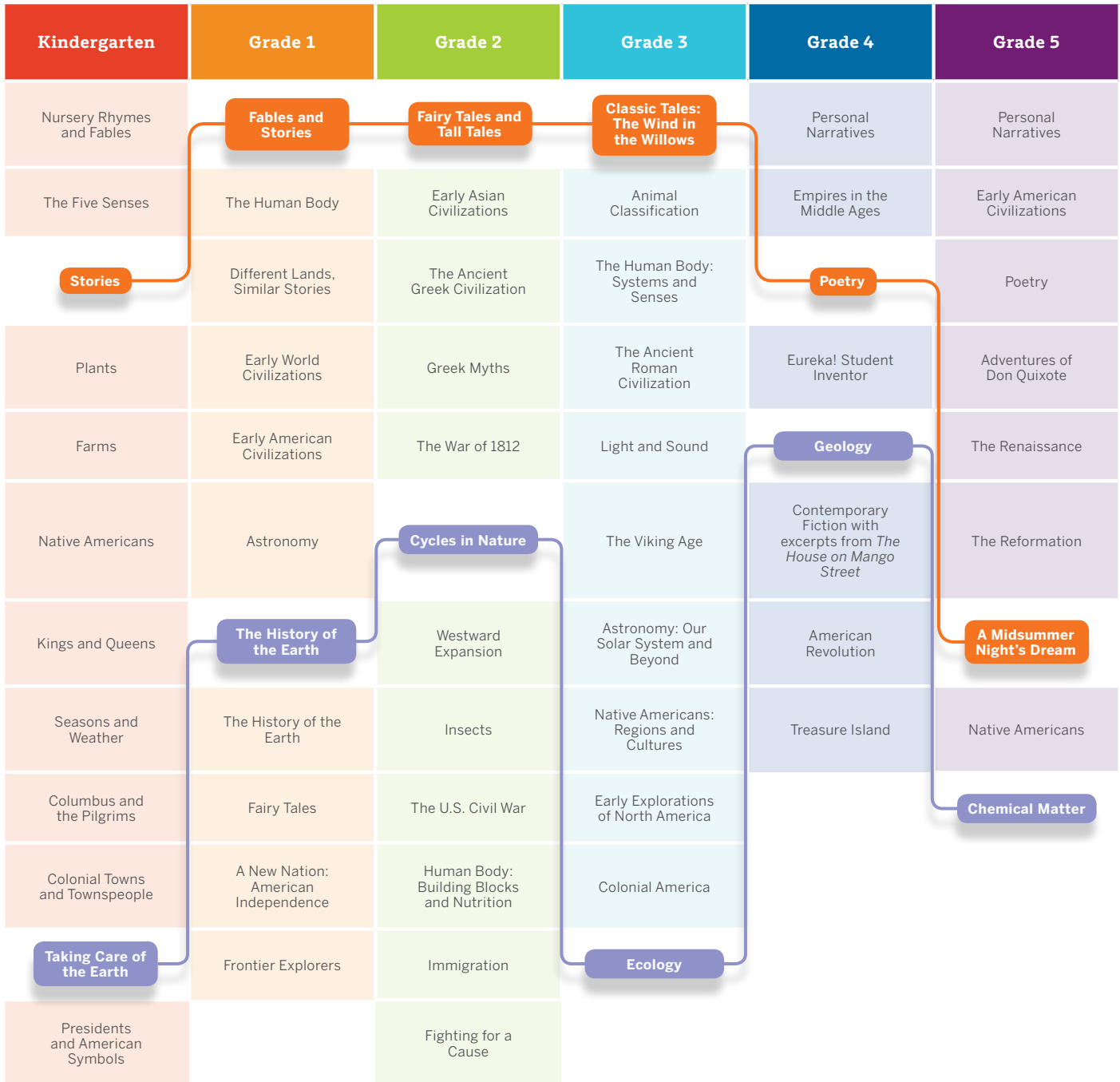
The CKLA Knowledge Sequence

CKLA is built upon a coherent Knowledge Sequence resulting from years of research and consultation with content experts, educators, cognitive scientists, and others. The sequence is designed to build upon earlier content so that students become generally knowledgeable in the early grades and are able to rely on a robust web of prior knowledge when encountering new complex texts and material in later grades.

- Immersing students in specific domains.** In the Knowledge Strand, students spend several weeks at a time learning about a topic in science, social studies, history, literature, etc. Knowledge about the topic is built over weeks, using a diverse range of speaking and listening, writing, and reading activities, resulting in repeated exposure to vocabulary and ideas.
- Progressive complexity.** Domains increase in the complexity of language, content, and the demands on student responses within and across grades.
- Building upon prior knowledge.** The diagram on the following page illustrates how students build upon knowledge in prior domains. For example, students return to learning about Native Americans on several occasions, learning about different aspects of their history, arts, and culture. In science, they move from learning about the five senses to understanding the human body's complexity.
- Bridge to independent study.** CKLA strives to foster lifelong learners. The Knowledge Strand builds a broad base of understanding while also creating engagement. As students master content knowledge, their expressions become more sophisticated.

Knowledge Sequence

The Knowledge Strand teaches new concepts and content every few weeks, consistently linking to previously acquired understanding. This chart illustrates two examples of how students who study CKLA in Grades K–2 will continue to build coherent, sequenced background knowledge in Grades 3–5.





Language Development

Vocabulary Use and Acquisition

CKLA takes a multifaceted approach to vocabulary development. Vocabulary is carefully chosen according to the specific domain (Tier 3), appropriate and transferable academic vocabulary for textual analysis and writing (Tier 2), and links to decoding and encoding instruction (Tier 1).

- **Complex vocabulary learned implicitly in context.** Through the Knowledge Strand, students are exposed to above-grade-level Read-Alouds on a daily basis. These allow students to encounter, use, and practice domain-specific vocabulary on a topic over several weeks. Academic vocabulary is also learned implicitly, with opportunities and instructions to use Tier 2 vocabulary throughout the lessons. This vocabulary instruction is comparable to students' experience when first learning language—when they absorb information from adults and peers through listening, discussion, and repetition. The difference is that the vocabulary is Tier 3 and Tier 2, not Tier 1. Through Read-Alouds, students develop a broad, deep, and flexible vocabulary that they are comfortable using in context. This gives them an enormous advantage in reading complex texts and writing with precision and detail. In addition to using their expanding vocabulary, students are given specific and general opportunities to use academic English in complete sentences to further solidify syntactic connections.
- **Learning language and decoding simultaneously.** In the Skills Strand from Grade 1, students learn both regularly and irregularly spelled words, covering Tier 1, 2, and 3 vocabularies. They read and use these in writing to analyze text in their Readers. Students, therefore, naturally move from learning to make sounds orally to creating words using those sounds; and then to using and recognizing them in text explicitly as well as in the context of their Readers and Activity Books, to encoding them themselves.
- **Targeted and active vocabulary instruction.** Within the Skills Strand, new vocabulary is actively previewed and discussed before it is encountered. Students have a structured environment within which to clarify, discuss, and ask questions about new vocabulary. Within the Knowledge Strand, Word Work—daily short activities around new domain-specific vocabulary—provides additional explicit teaching. There are also frequent activities, such as brainstorming connections to domain-specific vocabulary and presentations using academic vocabulary, designed so that students consciously use new vocabulary and connect it to other concepts and ideas they have already learned.

- **Word consciousness and word play.** CKLA has a wide range of activities for students that are designed to foster word consciousness and the flexibility of word use. These strategies include the appropriate use of context and recognizing word parts, including affixes, root words, and word categories.
- **Independent word-learning strategies.** In Grade 2, students are taught formal dictionary skills. They are also encouraged to apply that formal morphology knowledge to deciphering the meaning of new words in new contexts.

CKLA provides a number of ways to track and assess student vocabulary acquisition and use.

- **Vocabulary introductions and charts.** In the Skills Strand, before each new chapter is read, the teacher previews and discusses vocabulary encountered in the Skills Readers.
- **Speaking and Listening and Writing activities.** Daily discussion and writing activities in both the Skills and Knowledge Strands provide opportunities to check for correct use of language in context.
- **Daily assessments.** The Checks for Understanding in every lesson are opportunities for teachers to listen to student responses and adjust appropriately. Formative Assessments (also in every lesson) provide more formal opportunities to read student work or listen to student responses.



Effective Expression

Students use concepts and techniques they learn in Foundational Skills and Language in their discussions and writing. For example, by the end of Grade 2, they will have written every sound in English; they will have used appropriate linking words such as *because* or *and* in their writing and conversation; they will have used domain-specific and academic vocabulary from previous units to express sophisticated ideas; and they will have added appropriate details to their writing while showing correct construction of sentences.

Daily text-based discussions. Students engage in daily discussions of both the text they read in the Skills Strand and the Read-Alouds in the Knowledge Strand. There are also frequent opportunities to answer questions through writing prompts. Continued focus on discussions encourages all students to ask and answer questions in the *Who? What? When? Where? How?* categories, orally and/or in writing. These assignments require direct references to the text and an understanding of the details and/or facts within a Read-Aloud. They also require recognition of cause/effect relationships by referring directly to the text. Those discussions modes vary including:

- **Independent writing and drawing.** The Skills Activity Books feature short-answer writing responses to text. These range from literal, evaluative, and inferential questions to opinion-based, informative, and explanatory writing. Students are also encouraged to use drawing as a form of effective expression and as preparation for conversation.
- **Partner discussion.** Partner discussions are used in both the Skills and Knowledge Strands. These range from informal discussions to rules-based formal discussions. Think-Pair-Share and its variants are used frequently as a collaborative discussion technique. The focus is to help students stay on topic, build on the remarks of others, and link their comments to evidence in the text.
- **Small group discussion.** CKLA provides multiple opportunities for small group instruction and expression. In many cases, teachers work intensively with one small group while others conduct discussions independently. In Knowledge, grouping varies according to teacher preference and student need.
- **Whole group discussion.** In both the Knowledge and Skills Strands, whole group discussions take place daily. These discussions provide ample opportunity for students to learn the rules of respectful and constructive academic discussion, while also providing students the opportunity to learn from their peers.

Presentation skills. In Kindergarten, students are given games and activities designed to develop their presentation skills. During K–2, there are opportunities for numerous presentations on content in a range of individual and shared contexts. Self, peer, and teacher review is built into this process. By Grade 2, students are able to give complex presentations. For example, they rehearse and perform poems, stories, and plays for an audience; recount a personal experience with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences; create audio recordings of songs; write and present a persuasive speech; and recount events in texts with appropriate clarifications and details.

Additional Support

CKLA was developed with the firm belief that all students can become fluent and sophisticated speakers of English. The program offers a range of additional support and practice to provide access to academic and domain-specific language taught in primary instruction. The intent is to develop culturally and linguistically unique students who fully participate in learning. Many of these techniques are helpful for all students in the earliest grades. Review these supports before each lesson to determine whether any would be beneficial to incorporate into primary instruction.

- **Draw on background knowledge.** Within the Knowledge Strand, Read-Alouds are often introduced by linking them to both background knowledge learned in previous domains and to students' own background knowledge. Students' own culturally specific background knowledge is also very important.

- **Model and focus on comprehension.** Modeling is important throughout the Skills and Knowledge Strands. To enhance access for English learners and other students, the teacher is given supports with a clear focus on reading comprehension and writing so that language acquisition does not become the sole focus.
- **Vocabulary and grammar.** Please see the Language section for how this is supported and addressed. It is important to remember these supports are crucial for successful vocabulary acquisition and use.
- **Discussions.** As explained previously, discussions in a range of settings are central to Skills and Knowledge primary instruction. Supports and additional instruction enhance and extend these discussions, helping students with structure, rules of discourse, and appropriate expression.
- **Reading and rereading.** In Skills lessons, students often return to the same text multiple times to further their understanding. Language Studio, Assessment and Remediation Guides, and Additional Support segments provide additional opportunities for rereading and exposure to complex language.
- **Use of appropriate tools.** All students are introduced to a range of graphic organizers, charts, and other tools, particularly in the Knowledge Strand. Embedded supports offer tools that can be used to enhance understanding among students who need additional scaffolding.
- **Scaffolded writing.** Supports, particularly Access supports, provide additional scaffolds for writing (including sentence frames and starters), opportunities to complete writing tasks with adults or peers, prewriting discussions, and tools to choose language appropriately.

These techniques do not represent the entirety of CKLA's content and strategy for supporting a range of learners. For structural and detailed information on differentiation, remediation, practice, and additional support, see *How the Strands Work Instructionally and Supporting a Range of Learners*.

Summary of CKLA and the CCSS

This table represents a general progression of skills across grade levels. It does not replace the detailed standards alignment charts located in the Teacher Guides. Refer to the Knowledge Sequence chart for an illustration of how content knowledge builds over time. The complete CKLA Scope and Sequence is available at ckla.amplify.com.

Skills			
	Kindergarten	Grade 1	Grade 2
Reading Comprehension	Students answer literal, evaluative, and inferential story questions; halfway through Kindergarten, move from Big Books to decodable Student Readers.	Students answer literal, evaluative, and inferential questions, including textual citations, and read with increasing independence and expression of individual interpretation of text.	Students answer literal, evaluative, and inferential story questions.
Writing	Students answer story-based questions in writing.	Students are introduced to the Plan-Draft-Edit writing process and practice this in a range of writing tasks; additional brief writing opportunities to summarize texts, express opinions, and link personal perception to textual description.	Projects include formal writing opportunities over multiple sittings. For example, a student may write a report or change the ending to stories.
Speaking and Listening	Students engage in a range of whole group, small group, and partner discussions about text.	Students engage in a range of whole group, small group, and partner discussions about text.	Students engage in a range of whole group, small group, and partner discussions about text.
Language	Explicit instruction to introduce vocabulary and discuss before reading and introduce Tricky Words to support decoding. Instruction includes attention to the conventions of standard English including use of question words, prepositions and plural nouns in oral speech, as well as capitalization and end punctuation in writing.	Explicit instruction to introduce vocabulary and discuss before reading; written responses require increasing use of new vocabulary learned; and discussion requires use of words in context. Explicit grammar instruction using parts of speech, such as nouns and verbs, and different forms of sentences, tenses, and punctuation.	Explicit instruction to introduce vocabulary and discuss before reading; written responses rely on increasingly nuanced use of new vocabulary learned; discussion requires use of words in context in a range of settings. Explicit grammar instruction includes subjects and predicates, sentence expansion with adjectives and adverbs, and more advanced punctuation.
Foundational Skills	Students begin with awareness of sounds, then practice blending those sounds into words; Basic Code consonant sounds and spellings, as well as short vowel sound-spelling and long vowel sound-spellings, are taught in Kindergarten.	Students review Basic Code sound-spellings and begin to learn Advanced Code spelling alternatives (different ways to spell the 44 phonemes).	Students continue to learn additional Advanced Code spelling alternatives as well as the tools needed to decode more challenging multisyllable words; increasing emphasis on developing fluency, automaticity, and prosody in reading more complex texts.

Knowledge			
	Kindergarten	Grade 1	Grade 2
Reading Comprehension	Students ask and answer questions about complex texts from Read-Alouds, including <i>Why?</i> questions that require recognizing cause/effect.	Students ask and answer questions about texts that increase in difficulty; identify story elements and characteristics (e.g., morals and personification in fables); retell stories to demonstrate understanding; and link illustrations and text for greater comprehension.	Students predict events using prior knowledge and understanding; answer increasingly complex inferential and deductive questions about increasingly complex literary and informational text; and complete more challenging comprehension tasks, including identifying evidence to support an author’s point of view and comparing and contrasting characters’ experiences.
Writing	Students use a range of tools to describe and convey meaning, including class charts and timelines; and participate in a range of writing projects, including writing correspondence, personal stories, new story endings, and event descriptions.	Students use a range of tools to describe and convey meaning, including class charts, timelines, journals, and individual charts; and participate in a range of writing projects, including writing fairy tales, captions, story sequences, and correspondence.	Students use a range of tools to describe and convey meaning, including research notes, individual journals, and class books; and participate in a range of writing projects, including writing nonfiction, myths, fictional narratives, and descriptive paragraphs, as well as writing from a character’s perspective and taking notes for research and understanding.
Speaking and Listening	Students engage in a range of whole group, small group, and partner discussions about text; and demonstrate understanding through oral descriptions and use of narrative language.	Students engage in a range of whole group, small group, and partner discussions about text with increased focus and duration.	Students engage in a range of whole group, small group, and partner discussions for longer periods of time, with a focus on idea flow and logical, evidence-based arguments with a textual focus.

Knowledge			
	Kindergarten	Grade 1	Grade 2
Language	<p>Students identify real-life connections between words and their use; identify new meanings for familiar words and apply them accurately; and use synonyms and antonyms to demonstrate vocabulary understanding.</p> <p>Students use frequently occurring nouns and verbs and answer questions in complete sentences; produce and expand sentences in shared language, moving from familiar contexts to text-based scenarios; and ask appropriate questions, such as <i>Where?</i> questions.</p> <p>Lessons have increasing requirement to use words and phrases acquired through conversations and texts together; introduce common sayings; and include explicit Word Work activities to accompany implicit vocabulary instruction through Read-Alouds.</p>	<p>Students become increasingly sophisticated in identifying antonyms and using context clues; and present increasing confidence using words acquired in conversation about text.</p> <p>Students increasingly use Tier 2 and Tier 3 vocabulary to express thoughts and explain events; and increasingly use conjunctions and pronouns to express more complex thoughts correctly. Sentences become more complex, orally and in writing.</p>	<p>Students explore different descriptive words to convey sophisticated meanings; more frequently alter words in discussion and writing to reflect correct use in sentences (e.g., tense); and use knowledge of individual words to predict the meaning of compound words.</p> <p>Students express increasingly complex thoughts through appropriate use of language and correct sentences; use more complex nouns, verbs, adverbs, and adjectives correctly and appropriately; adapt sentences to context, both orally and in writing; and distinguish shades of meaning among closely related verbs and use them appropriately.</p> <p>Lessons increasingly challenge students to determine meanings of unknown words and their use.</p>

How the Strands Work Instructionally



plane /ae/

bike

/ee/



This section outlines the structure of the two strands, and provides information on how to effectively prepare and teach 60 minutes of Skills and 60 minutes of Knowledge each day.

Teaching the Skills and Knowledge Strands

In Kindergarten through Grade 2, CKLA contains two strands: the Knowledge Strand and the Skills Strand.

The **Skills Strand** provides comprehensive instruction in foundational reading skills, such as phonological awareness, phonics, and word recognition, language skills including conventions of English, spelling, and grammar, as well as reading comprehension and writing instruction.

The **Knowledge Strand** teaches background knowledge, comprehension, vocabulary, analysis of complex text, and speaking and listening skills.

Pacing and Instructional Timing

Each day consists of 120 minutes of CKLA instruction, which includes:

- 60 minutes of Skills instruction
- 60 minutes of Knowledge instruction
- A flexible amount of additional independent or group reading time. (A minimum of 20 minutes a few times a week is suggested.) More guidance on this can be found later in the Program Guide.
- The charts on the following pages illustrate how the instructional year is structured for CKLA K–2.

Knowledge Strand

Kindergarten	
Knowledge Domain	Instructional Days (Pausing Point Days)*
1 Nursery Rhymes and Fables	16 (1)
2 The Five Senses	12 (1)
3 Stories	14 (1)
4 Plants	17 (2)
5 Farms	15 (2)
6 Native Americans	14 (2)
7 Kings and Queens	14 (2)
8 Seasons and Weather	15 (3)
9 Columbus and the Pilgrims	15 (2)
10 Colonial Towns and Townspeople	16 (2)
11 Taking Care of the Earth	16 (2)
12 Presidents and American Symbols	16 (3)
Kindergarten Total	180

Grade 1	
Knowledge Domain	Instructional Days (Pausing Point Days)*
1 Fables and Stories	16 (2)
2 The Human Body	16 (2)
3 Different Lands, Similar Stories	15 (2)
4 Early World Civilizations	23 (3)
5 Early American Civilizations	17 (2)
6 Astronomy	15 (2)
7 The History of the Earth	14 (2)

* Teachers may choose from a variety of recommended activities designed to reinforce domain content and skills on Pausing Point days.

Grade 1	
Knowledge Domain	Instructional Days (Pausing Point Days)*
8 Animals and Habitats	15 (2)
9 Fairy Tales	15 (2)
10 A New Nation: American Independence	18 (2)
11 Frontier Explorers	17 (2)
Grade 1 Total	181

Grade 2	
Knowledge Domain	Instructional Days (Pausing Point Days)*
1 Fairy Tales and Tall Tales	12 (1)
2 Early Asian Civilizations	18 (1)
3 The Ancient Greek Civilization	17 (2)
4 Greek Myths	15 (2)
5 The War of 1812	13 (2)
6 Cycles in Nature	14 (2)
7 Westward Expansion	14 (2)
8 Insects	12 (1)
9 The U.S. Civil War	16 (2)
10 The Human Body: Building Blocks and Nutrition	15 (2)
11 Immigration	17 (3)
12 Fighting for a Cause	17 (2)
Grade 2 Total	180

* Teachers may choose from a variety of recommended activities designed to reinforce domain content and skills on Pausing Point days.

Skills Strand

Kindergarten		
Skills Unit	Reader	Instructional Days (Pausing Point Days)*
1		10 (2–3)
2		10 (2–3)
3		14 (2–3)
4	Pet Fun (Big Book only)	15 (2–3)
5	Ox and Man (Big Book only)	16 (2–3)
6	Kit (Big Book only)	17 (2–3)
7	Seth (Big Book only)	17 (2–3)
8	Sam (Big Book only)	20 (2–3)
9	Zack and Ann (Student Reader only)	23 (2–3)
10	Scott (Student Reader only)	29 (2–3)
Kindergarten Total		191–201

Grade 1		
Skills Unit	Reader	Instructional Days (Pausing Point Days)*
1	Snap Shots (with Big Book)	32 (2–3)
2	Gran (with Big Book)	19 (2–3)
3	Fables (with Big Book)	19 (2–3)
4	The Green Fern Zoo	28 (2–3)
5	Kate's Book	22 (2–3)
6	Grace	25 (2–3)
7	Kay and Martez	21 (2–3)
Grade 1 Total		180–187

* Teachers may choose from a variety of recommended activities designed to reinforce domain content and skills on Pausing Point days.

Grade 2		
Skills Unit	Reader	Instructional Days (Pausing Point Days)*
1	The Cat Bandit	22 (4–5)
2	Bedtime Tales	16 (4–5)
3	Kids Excel	25 (4–5)
4	The Job Hunt	25 (4–5)
5	Sir Gus	30 (5–6)
6	The War of 1812	36 (5–6)
Grade 2 Total		180–186

* Teachers may choose from a variety of recommended activities designed to reinforce domain content and skills on Pausing Point days.

Planning Effective Instruction

CKLA is a tightly integrated program that builds intentionally over time. Skills and knowledge introduced in one lesson and unit are built upon in the next and later lessons and units. This document and the introduction in the Teacher Guides provide valuable information before teaching a new unit or domain.

The CKLA Teacher Guides support instructional planning in a range of ways. These have been divided below into those that are essential for delivering the lesson effectively, and those which are extremely helpful but optional.

Before every unit or domain:

- Read the introduction.
- Review the Alignment Chart.
- Review where Pausing Points occur and their content.
- Review the Domain Review. (Knowledge)
- Read all assessments.

Before every lesson:

- Review the activities, their timing, and sequence in the Lesson at a Glance at the beginning of each lesson.
- Read the Primary Focus of each segment and associated Formative Assessments described at the beginning of each lesson.

- Read the Advance Preparation section including the Universal Access recommendations following the Lesson at a Glance, and prepare materials accordingly.
- Decide how to assign groups and partners for appropriate activities. Grouping suggestions are found in the Lesson at a Glance.
- Review the Formative Assessments and Checks for Understanding found in the segments of the lesson.
- Read Support, Challenge, and Access items for the lesson found in sidebars at the point of instruction. Based on your students' knowledge and skills, decide which, if any, to include in the regular lesson, and which, if any, to use with specific students who need support or enrichment.

Recommended before each lesson:

- Review activity pages students will complete in the course of the lesson.
- Review Additional Support activities for assessment and remediation at the end of Skills lessons.
- Where relevant, review Language Studio lessons for English Language Development.

The Knowledge Strand

Domain Structure

There is a delicate balance between routine and variety in instruction. CKLA maintains that balance by providing highly structured lessons, within which the form of content and activities varies substantially.

Knowledge domains, while introducing new and engaging content, follow a consistent structure that allows students to build upon prior knowledge both before and within the domain.

Students begin each domain reviewing prior knowledge from earlier units, activating their existing understanding and previewing vocabulary, concepts, and other information in the lessons.

Lesson Structure

All Knowledge lessons follow the same structure:

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Word Work
- Application

Students begin each lesson with a review of the new content from the previous lesson, testing their growing comprehension through a range of literal, evaluative, and inferential questions that increase in content and skill difficulty. Each Read-Aloud is accompanied by specific vocabulary activities (Word Work). Finally students apply the content they learned through a rich variety of speaking and listening and writing activities. This is usually where individual student work can be assessed and reviewed.

The Skills Strand

Unit Structure

In the earliest Kindergarten Skills units, students are introduced to a range of prerequisite Foundational and Language Skills, which are reinforced through recurring, distributive practice. They quickly transition to reading and writing simple CVC words so that by midway through the year, they are able to read simple stories. As students move from Kindergarten into Grades 1 and 2, they continue to build stronger decoding and word recognition skills, reading increasingly longer and more challenging texts, as well as honing their formal writing skills.

Lesson Structure

All Skills lessons include some or all of the following segments:

- Foundational Skills
- Language
- Reading
- Writing
- Speaking and Listening (integrated into the above segments)
- Additional Support

Unlike in the Knowledge Strand, there is not the same structure for the lesson every day, but elements are ordered consistently. The precise timing and activities within each lesson are reflective of the skills being taught, and whether they are new exposure or practice.

Instructional Models Used in CKLA K–2

CKLA employs a large range of instructional models. Some of the most common are described here.

The lessons in Skills and Knowledge, as written, provide a blueprint for instruction. Teachers should use their own expertise and knowledge of their classroom to teach CKLA lessons appropriately. The instructions in the Teacher Guide can be followed as a minute-by-minute guide, but there are multiple opportunities for variation, particularly using suggested supports for differentiation and grouping.

- **Direct instruction.** Teachers are often asked to engage in direct instruction, particularly when new concepts, foundational skills, and content are introduced.
- **Collaborative learning.** Students work together on shared goals in the majority of CKLA lessons. Small group and partner activities and discussions are used in short and longer sessions. Over time, students learn to engage in discussions over multiple turns and periods. These range from structured occasions such as Think-Pair-Share and Turn and Talk, to interactive activities where students work together on complex long-term projects, to more informal collaborative work.

Collaboration in small groups allows for differentiation based on student need. Teachers should use a range of strategies, sometimes grouping students of the same comprehension level into the same group, and at other times mixing those with a higher comprehension with those who are at different levels.

Extension activities within the Pausing Points provide a large range of additional collaborative learning opportunities. These include large group activities such as rehearsing and performing Read-Alouds, plays, and other literary works in front of an audience (in Knowledge).

- **Research and project-based learning.** During the Application segment of the Knowledge Strand lessons, students are scaffolded to collectively research and integrate content within and across different domains and grade levels. For example in Kindergarten, as part of the Seasons and Weather domain, students collectively keep a weather diary based on daily weather observations. In Grade 2, students complete a “Classroom Observation Board” throughout the Cycles in Nature domain. Pausing Point activities often offer suggestions for project based learning and research. In Grade 1, students assume the role of a reporter and write news articles about historical events such as the Boston Tea Party, Paul Revere’s ride, or the writing of the Declaration of Independence. In the Skills Strand students prepare individual research papers related to the War of 1812 in Grade 2.

More About...



This section provides additional important information relating to CKLA and the Common Core State Standards.

Reading

Level of Text Complexity

Quantitative Text Complexity

As explained earlier in this program guide, CKLA takes a two-part approach to reading:

- Building comprehension, knowledge, and vocabulary through above grade-level Read-Alouds
- Building Foundational Skills, language, and close reading skills through decodable Readers

One of the unique features of CKLA is the intensity of its use of Read-Aloud text, because of the compelling research about the difference between listening and reading comprehension throughout elementary grade levels. Our picture of text complexity is therefore twofold:

- Students are given texts which are in the appropriate grade-level range and which are decodable.
- Students are given texts which are substantially above grade-level, with which they engage orally.

Grade Level	Skills Readers Lexile Range (Reading Complexity)	Knowledge Read-Alouds Lexile Range (Listening Complexity)
Kindergarten	310–450L	760–990L
Grade 1	400–610L	770–1020L
Grade 2	430–660L	780–1060L

It is important to note that the Skills Readers are carefully constructed to increase in decoding complexity, while being written by successful children’s authors to maintain engagement and literary value.

Qualitative Text Complexity

Qualitative Text Complexity requires a range of judgments, some of which are by necessity subjective (which is more complex, *Anna Karenina* or *War and Peace*? Descartes or Aristotle?). Below we have set out some of the ways in which text complexity qualitatively builds through Grades K–2. Many of the common dimensions of qualitative textual complexity become more obvious in Grades 3–5.

Language Conventionality and Clarity

Students in Kindergarten are given written and Read-Aloud texts that focus mostly on literal language in clear prose. The context and language is contemporary or timeless, and there are a limited number of academic and domain-specific words introduced.

By Grade 2, this changes dramatically. Domains such as *The Human Body* introduce large numbers of complex, domain-specific concepts and terms. For example students learn about the *esophagus* and about *circulation* of blood. They are asked to use a range of academic vocabulary, such as *observations* and *systems*. The language of the Read-Alouds is less conversational, and more academic. Within literary read-alouds sayings, phrases, and figurative meanings are increasingly common.

The same is true in the Skills Strand. The *Sir Gus* and *The War of 1812* Readers use less familiar and more academic language. For example, students engage in a series of close reading lessons where they comprehend and analyze the American national anthem. This requires familiarity and understanding of archaic and unusual language presented in rare and ambiguous forms, as well as a need to call on content knowledge about the War of 1812 (which they will have already received in part through the Knowledge Strand).

Range of Reading

As students progress through Grades K–2, the context of the literary texts they encounter changes substantially. For example:

- Students begin Kindergarten with highly familiar literary topics—nursery rhymes and common fairy tales. The context is clearly fantastical. Meanwhile in the Skills Strand, students in Kindergarten use Readers that cover relatively simple topics, such as fictional tales about different families. The themes are also simple, and do not require students to think through multiple perspectives outside their own and contain direct explanations of character thoughts and feelings.
- By Grade 2, students are encountering much less familiar literary topics in the Knowledge Strand. Greek myths require an understanding of a different context and time, as well as surrounding background knowledge. The experiences of the characters vary wildly from students' own. The morals are often complex. Within Skills, students are reading about much more sophisticated themes. For example they read about Sir Gus, which requires them to understand hierarchies between new characters in new situations and times, and different perceptions of events. There is more sophisticated humor in this text, again requiring an ability to see multiple perspectives.

Content and Domain Knowledge

The Knowledge Sequence, which underpins the Knowledge Strand, introduces consecutively more complex topics through its domains. Knowledge domains build within and across grade levels to build cumulative, coherent knowledge so students reach the upper elementary grades with the content knowledge to understand increasingly

complex texts. This begins in Kindergarten with subjects that are somewhat familiar, which allows students to draw on common experiences. For example:

- The first informational domain of Kindergarten is *The Five Senses*. This domain allows students to draw from their own experiences and conversations as they learn more about the five senses. This is also true of the early Skills Readers.
- A late domain of Grade 2 is *The Human Body*. This domain explicitly builds upon what students learned and understood in previous exposure in Kindergarten and in Grade 1, but the content and vocabulary is more abstract and complex. Students must comprehend content that requires them to link daily experiences to complex unseen processes. Prior knowledge is important. Extensive, discipline-specific content knowledge is required and provided. The same is true of the late Skills Readers. For example, at the end of Grade 2 students are required to read and understand a complex Reader about the War of 1812.

Demands and Structure of Texts

Both the length and structure of texts increase in complexity during K–2. Students begin Skills instruction with simple Big Books before progressing to increasingly long decodable Readers. By the end of Grade 2 those readers are 130 pages (read a chapter at a time). Literary texts become increasingly complex in both style and clarity, and informational texts increasingly require students to analyze images and integrate information to understand historical events and science concepts.

Within the Knowledge Strand, textual structures also increase in complexity. Early Read-Alouds provide familiar stories that are clear and chronological. By the end of K–2, the length and complexity of the Read-Alouds change, as does the structure of individual texts (e.g., the move between chronological and biographical chapters).

Reader Characteristics and Task Demands

CKLA is designed to provide a steady gradient of text complexity and task demand as students progress through the grades. For example, students in Kindergarten will focus mostly on literal understanding of text, while by Grade 2 inferential and evaluative questions are core to both the Knowledge and Skills strands. Similarly, the writing demands move from simple phrase or one-word answers to questions to multi-paragraph essays and writing over multiple sittings and lessons.

The intent of CKLA primary instruction and Language Studio is to give all students access to grade-level content, with a focus on understanding and reading increasingly complex text. Surrounding this are:

- Language Studio lessons providing modified Read-Alouds when appropriate, which still convey the same knowledge content, while adding more scaffolding to ensure comprehension.
- Read-Alouds in addition to texts students read themselves, offering students additional support and a unique structure.

Diversity

The CKLA curriculum represents a broad array of cultures and societies, representative of the diverse backgrounds and experiences of students. The program covers world and American history—including Native Americans, Early American Civilizations (Maya, Aztecs, Inca), Early World Civilizations (Mesopotamia and Ancient Egypt), Early Asian Civilizations (India and China), and the Ancient Greek Civilization—and explores narrative texts from a host of authors from diverse backgrounds.

CKLA is dedicated to helping students establish the foundational knowledge and skills in Academic English they will need as they move toward college and career readiness. It is essential that students are able to both respect their own backgrounds and experiences and

confidently communicate and work with peers from around the world. A depth and breadth of knowledge is required to fully grasp the importance of diversity to human history and current affairs. In this way, students learn the real value of diversity—the myriad ways in which different civilizations, now and throughout history, have scientifically, politically, and artistically enriched each other.

Literary texts help students develop an appreciation for diverse cultures. For example, in the *Different Lands, Similar Stories* domain, students identify similarities and differences in stories like Little Red Riding Hood from Germany, Hu Gu Po from China, and Tselane from Botswana.

The Knowledge Strand devotes a substantial amount of time to American history. By introducing core concepts early and then gradually building more detailed knowledge, CKLA enables students to understand that the United States is a nation whose best qualities emerge from its diverse people and their shared devotion to democracy. While Kindergarten domains introduce Native Americans, Columbus, and America's founding, by the end of Grade 2 students learn a great deal about America's struggle to extend the principles of liberty and equality of opportunity to all people.

The *Fighting for a Cause* domain, which comes at the end of Grade 2, enables students to reconcile the gap between the most troubled times in our history and the principles set forth in the Declaration of Independence and the Constitution. This domain builds on *Presidents and American Symbols* from Kindergarten, *A New Nation* from Grade 1, and *The US Civil War* from earlier in Grade 2 and shows that determined people can bring America closer to making its principles reality for all people.

Balance of Literary and Informational Texts

Kindergarten		
	Literary Instructional Days	Informational Instructional Days
Knowledge Domain	Read-Alouds	Read-Alouds
1 Nursery Rhymes and Fables	12	
2 The Five Senses	1	7
3 Stories	10	
4 Plants	2	9
5 Farms	1	8
6 Native Americans	2	6
7 Kings and Queens	6	2
8 Seasons and Weather	1	7
9 Columbus and the Pilgrims		9
10 Colonial Towns and Townspeople	3	7
11 Taking Care of the Earth		10
12 Presidents and American Symbols	1	8
Subtotal	39	73
Skills Unit	Lessons	Lessons
6 Kit	14	
7 Seth	9	
8 Sam	19	
9 Zack and Ann	19	
10 Scott	26	
Subtotal	87	
TOTAL	126	73
Percent	63%	37%

Grade 1		
	Literary Instructional Days	Informational Instructional Days
Knowledge Domain	Read-Alouds	Read-Alouds
1 Fables and Stories	10	
2 The Human Body		10
3 Different Lands, Similar Stories	9	
4 Early World Civilizations	1	15
5 Early American Civilizations	1	10
6 Astronomy	0.5	8.5
7 The History of the Earth		8
8 Animals and Habitats		9
9 Fairy Tales	9	
10 A New Nation	1.5	10.5
11 Frontier Explorers		11
Subtotal	32	82
Skills Unit	Lessons	Lessons
1 Snapshots	11	
2 Gran	17	
3 Fables	15	
4 Green Fern Zoo		17
5 Kate's Book	16	
6 Grace	19	
7 Kay and Martez	19	
Subtotal	97	17
TOTAL	129	99
Percent	57%	43%

Grade 2		
	Literary Instructional Days	Informational Instructional Days
Knowledge Domain	Read-Alouds	Read-Alouds
1 Fairy Tales and Tall Tales	8	
2 Early Asian Civilizations	3	11
3 The Ancient Greek Civilization	2	10
4 Greek Myths		
5 The War of 1812		8
6 Cycles in Nature		9
7 Westward Expansion		9
8 Insects		8
9 The US Civil War		11
10 The Human Body: Building Blocks and Nutrition		9
11 Immigration		10
12 Fighting for a Cause		9
Subtotal	23	94
Skills Unit	Lessons	Lessons
1 The Cat Bandit	19	
2 Bedtime Tales	10	
3 Kids Excel		16
4 The Job Hunt	17	
5 Sir Gus	21	
6 The War of 1812		26
Subtotal	67	42
TOTAL	90	136
Percent	40%	60%

Cultivating a Reading Culture

Students should be encouraged to read independently in the classroom and at the library. In addition, they should learn it is acceptable to independently read anywhere they feel at ease. CKLA recommends at least thirty minutes of literacy time at least twice a week.

In-Class Engagement

Engagement with content fuels students' desires to learn. Teachers are encouraged to build time for engagement within in-class reading with activities such as book talks and sharing, discussion circles, one-on-one conferencing, writing (book reviews, to the author, in journals, etc.) and multisensory experiences (recording audio, videos, acting).

Home Component

Creating time and space for reading outside the classroom is essential to students' development. The reading experience is extended to students' lives outside the classroom by frequent, teacher-initiated communication with parents and guardians regarding the content students read and by suggesting discussion topics at home. Take-home letters that include student reading goals involve parents and guardians in the process.

Bridging the In and Out of Class Experience

Teachers bring content knowledge students have gained outside the classroom back to the classroom and share their new knowledge by:

- Engaging in classroom or small group discussions about new knowledge gained from conversations or what they have read outside the classroom.
- Creating Knowledge graphics to hang in the classroom.
- Encouraging students to start conversations about what they have read outside class.

Foundational Skills

Decoding

The decodable Student Readers have been carefully constructed to provide students with recurring, distributed practice in reading stories that use decodable words. It is important to understand the manner in which the terms *decodable* and *non-decodable* are used in CKLA. A word is considered non-decodable until all the letter-sound correspondences a student needs to read and spell the word have been learned.

For example, the word *cat* is considered decodable after students have learned /k/ spelled 'c', /a/ spelled 'a', and /t/ spelled 't', which is early in the CKLA sequence of instruction. The word *cheap* is considered decodable when students have learned /ch/ spelled 'ch', /ee/ spelled 'ea', and /p/ spelled 'p', which is later in the CKLA sequence of instruction.

It is important to understand that no word is inherently decodable or non-decodable. We cannot say that *cat* is a decodable word and *dog* is not unless we also refer to a specific sequence of instruction and say where students are in that sequence of instruction. A word that becomes decodable in the early lessons of one program might not be decodable until much later

in another program. A word that is not decodable in one lesson of CKLA might become decodable later in the year or perhaps in the very next lesson.

The stories in the Unit 6 and Unit 7 Student Readers are 100% decodable, meaning they only use words comprised of letter-sound correspondences that have been explicitly taught. High-frequency, non-decodable words (called Tricky Words in CKLA) are gradually interspersed in the Unit 8–10 Student Readers. It is important to note that these high-frequency, non-decodable words are also explicitly taught to ensure student success. In other words, all words students are asked to read as part of the stories are readily decoded and read, either because they are composed entirely of letter-sound correspondences students have been taught or because they are Tricky Words that have been taught.



Code Knowledge

The last page of each Reader summarizes the code knowledge that is assumed at the beginning of the Reader (i.e., the code knowledge that has been taught in previous units), as well as identifies new code knowledge introduced in the current unit, noting the first story in which these new skills are practiced.

New spellings taught in the unit are printed in bold throughout the stories in the Reader to cue students' attention to newly taught skills.

While the stories in the early Readers are simple, Kindergartners find them highly engaging because the Readers use a "chapter book" approach with stories that focus on a recurring set of characters in each Reader.

Lunch Trades

Dave checks his lunch bag. "No!" he fumes. "It's ham. I ate ham all week! Will you trade, Ling?"

"I'll trade my hot dog," Ling says, "but not my chips. Will you trade your lunch, Scott?"

"I will trade," Scott says, "but you will not like what Mom gave me."

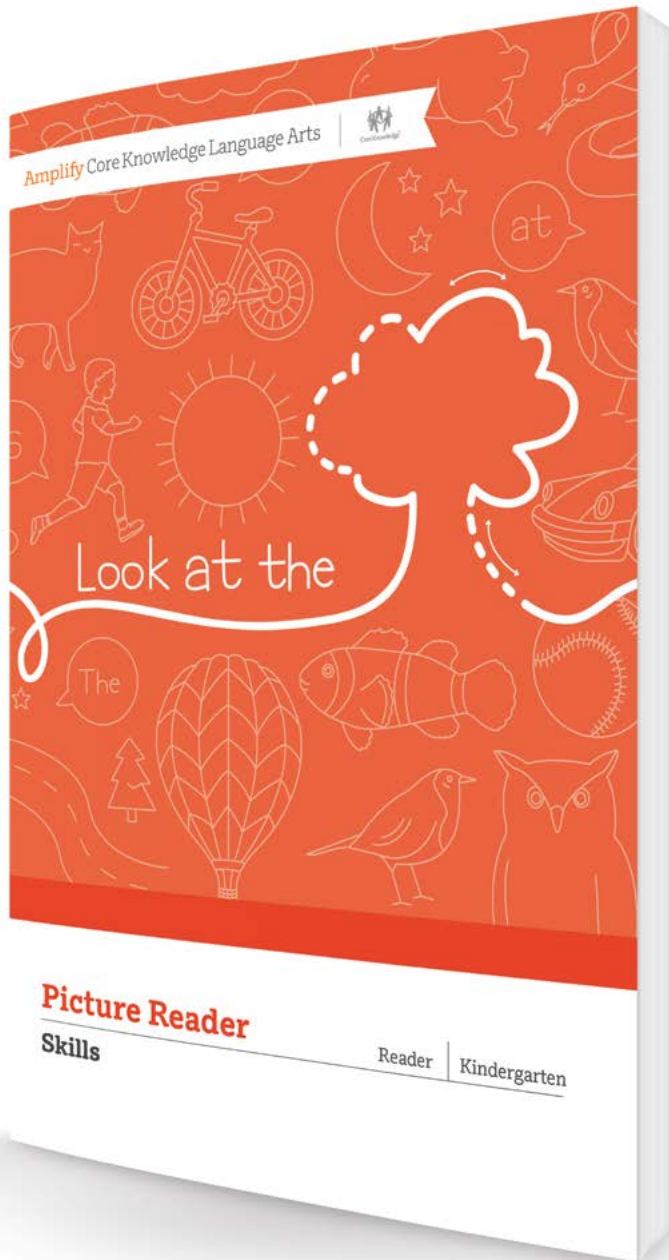


Code Knowledge assumed at the beginning of this Reader:

Vowel Sounds and Spellings:	Consonant Sounds and Spellings:	Capital Letters:
/i/ as in <i>skijm</i> /e/ as in <i>bed</i> /a/ as in <i>tap</i> /u/ as in <i>up</i> /o/ as in <i>flap</i>	/m/ as in <i>rim</i> /t/ as in <i>got</i> /d/ as in <i>dip</i> /k/ as in <i>cot, kid</i> /g/ as in <i>log</i> /n/ as in <i>pen</i> /h/ as in <i>ham</i> /s/ as in <i>sit</i> /f/ as in <i>fat</i> /v/ as in <i>vet</i> /z/ as in <i>zip</i> /p/ as in <i>tip</i> /b/ as in <i>bus</i> /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> consonant clusters	All Tricky Words: a, all, are, blue, down, from, here, I, little, look, no, once, one, out, said, says, so, the, there, three, to, two, was, were, what, where, which, why, yellow

Code Knowledge added gradually in the unit for this Reader:

- Beginning with “Scott and Lee”: the sound /ee/ spelled ‘ee’
- Beginning with “Red Ants”: Tricky Words he, she, and we
- Beginning with “The Bees”: Tricky Words be and me
- Beginning with “Cake and Grapes”: the sound /ae/ spelled ‘a_e’, Tricky Words they and their
- Beginning with “A Fine Hike”: the sound /ie/ spelled ‘i_e’
- Beginning with “The Bike Ride”: Tricky Word my
- Beginning with “The Plane Ride”: Tricky Word by
- Beginning with “The Gift”: the sound /oe/ spelled ‘o_e’
- Beginning with “In the Pet Shop”: the sound /ue/ spelled ‘u_e’, Tricky Words you and you’re



Pre-Decodable Picture Reader

A separate Picture Reader, featuring illustrated rebus images and high-frequency words selected from the Dolch Sight and Fry Instant Word Lists, is used to gradually introduce important high-frequency words (called Tricky Words in CKLA) in a highly controlled manner over the course of instruction in Units 3–8 of Kindergarten. Related activity pages and take-home mini books provide additional practice and reinforcement.

Each page in the Picture Reader has a limited amount of text coupled with colorful rebus images presented in a highly predictable, repetitive format to ensure success. Students work with only a few pages from the 121-page Picture Reader at a time.

The highly scaffolded approach for introducing high-frequency Tricky Words early in students' Kindergarten reading experience reduces the level of cognitive demand so students can focus solely on remembering the Tricky Word(s) without also being called upon to make use of the code knowledge they have learned to decode other words in the text. Starting in Unit 8, these same Tricky Words are gradually incorporated into the decodable stories of the Student Readers, posing a greater, but now accessible, challenge for students.

High-Frequency Words

At the end of Kindergarten Unit 3, students will be able to read seven words from the Dolch Sight Word List and seven words from the Fry Instant Word List. By the end of Unit 10, students should be able to read a total of 116 Dolch Sight Words and 129 Fry Instant Words.

Kindergarten						
	Dolch Sight Words			Fry Instant Words		
	Tricky Words	Decodable Words	Total	Tricky Words	Decodable Words	Total
Unit 3	one, two, three	am, at, did, it	7	one, two, three	at, did, got, it	7
Unit 4	a, the	an, and, can, get, had, him, hot, if, in, its, not, on, sit, ten	16	a, the	an, and, can, get, had, him, if, in, its, man, men, not, on, set, sit	17
Unit 5	blue, look, yellow	big, but, cut, let, ran, red, run, six, up, us, yes	14	look	big, but, cut, let, run, up, us	8
Unit 6	are, I, little	as, ask, best, fast, has, help, his, is, its, jump, just, must, stop, went	17	are, I, little	as, ask, end, hand, has, help, his, is, its, just, land, last, left, list, must, nest, plant, stop, went	22
Unit 7	out, down, of	with, that, this, them, wish, sing, long, much, bring	12	out, down, of	with, that, this, then, them, than, long, such, much, thing, song	14
Unit 8	all, from, funny, was	black, off, pick, small, tell, well, will	11	all, from, funny, was	add, back, miss, off, small, spell, still, tell, well, will	14
Unit 9	here, no, once, said, so, there, to, were, what, when, where, which, why	n/a	13	here, no, once, said, so, there, to, were, what, when, where, which, why, word	n/a	14
Unit 10	be, by, he, me, my, she, their, they, we, you, your	ate, came, five, gave, green, keep, like, made, make, ride, see, sleep, take, those, use	26	be, by, he, me, my, she, their, they, we, you, your	came, close, feet, home, keep, like, life, line, made, make, mile, name, need, same, see, seem, side, state, take, those, time, trees, use	34
			116	130		

Fluency

CKLA develops fluent readers in K–2, supporting them to read increasingly complex texts in later elementary and beyond. The decodable readers—by carefully scaffolding the words students encounter—help students read fluently, with purpose and understanding. Take-home materials designed to be read in the home environment with support, strengthen student fluency.

Fluency Packets in Grade 2 contain poetry, fiction, nonfiction, and Readers' Theater selections that provide opportunities for students to practice reading with fluency and expression. At the beginning of each week, teachers select relevant passages and model reading the selection aloud. Students then take the texts home to practice reading aloud throughout the week. By the end of the week, students read individually or through a choral read to demonstrate fluency. Guidelines are offered for this routine to foster respectful, responsive listeners and confident readers.

Finally, CKLA's emphasis on background knowledge helps develop fluent readers by giving them recognition of and understanding of a wide range of vocabulary and contexts, thereby supporting reading with understanding.

Writing

Writing mechanics—including handwriting and spelling—are taught in the Skills Strand. They are crucial background to the forms of writing required by the Common Core as well as, in the case of spelling, supporting the decoding/encoding process students learn in K–2.

Forms of Writing

By the end of Grade 2, students will have gained significant practice in **narrative**, **opinion/argumentative**, and **informational/explanatory** forms of writing. These activities are mostly found within the Knowledge Strand and can be seen in the writing trajectory within this section. They are often taught explicitly within the Skills Strand before being encountered in the Knowledge Strand.

As well as creating these texts, students practice the skills that inform them. For example, they practice sequencing events from the beginning, middle, and end of complex texts. They illustrate texts with accompanying sentences and practice writing for short periods on a regular basis.

Graphic organizers, timelines, and other tools provide essential support to students learning about text and idea organization; these can be found throughout the Knowledge Strand. Group writing projects, such as the creation of a weather diary in Kindergarten, or drafting paragraphs as a class, also form essential scaffolding for more independent writing.

The Skills Strand, while focusing on the skills and mechanics of writing, contains very regular writing activities. Text-based questions are increasingly answered in writing, with a focus on complete evidence-based

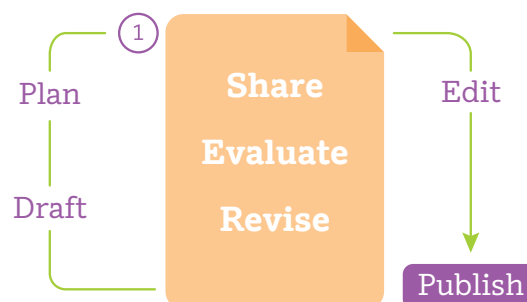
sentences. Short opinion and explanatory pieces are woven into these activities. Students also engage in longer writing projects—for example writing a report within the unit on the War of 1812 over a number of lessons.

The Writing Process

Beginning in Grade 1, students are introduced to the CKLA writing process of Plan-Draft-Edit (which is later extended to Plan-Draft-Edit-Publish). This is practiced in both the Skills and Knowledge Strands for a large variety of writing projects:

- **Plan.** Analyze text and other sources forensically. Draw upon background knowledge from CKLA and elsewhere. Consider textual organization and appropriate content.
- **Draft.** Clearly organize writing, appropriately referencing content. Add and incorporate details in their writing (including descriptive details).
- **Edit.** Through self-feedback, peer-review and teacher-review, students revise their work and strengthen it within a positive and constructive environment.
- **Publish.** See the fruits of their labors with selected writing assignments—with opportunities to hang work in the classroom, share with family, and have the satisfaction of having completed a writing project from start to finish.

The Writing Process



Writing Studio

Students gain additional writing instruction and practice in the Writing Studio Program. Writing Studio builds on the deep content knowledge developed in CKLA primary instruction, using it as a springboard for students to strengthen and practice their writing skills. Writing Studio instruction covers all grade-level Common Core standards for writing.

Each grade level in Writing Studio consists of seven units, two devoted to each CCSS text type (narrative, informative, and opinion) and a culminating unit in which students are presented with a problem and asked, with appropriate guidance and scaffolding, to write a suitable response. For example, students in Kindergarten consider what would make their family members most interested in the American presidents: a story about a president, a biography of a president, or an opinion about the student's favorite president.

Writing Studio units offer a clear progression through the text types in each grade. Grades K–2 introduce and establish the key elements of each text type, allowing students to gain comfort and confidence writing narratives, opinions, and informative texts. This enables students to practice thinking about content in different ways, offering more depth and breadth to their understanding of core content and of the writing text types.

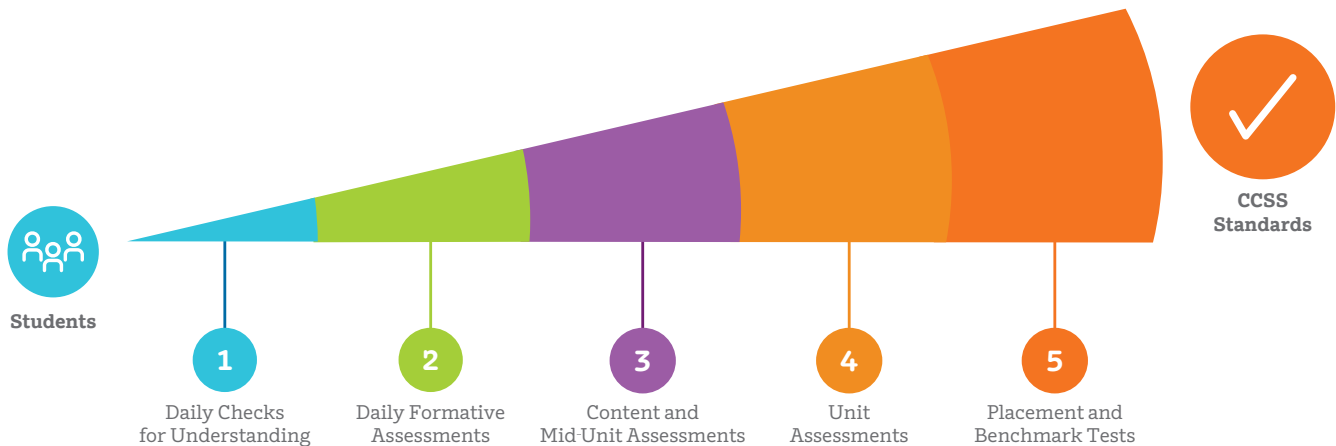


Amending Instruction



This section is designed to help teachers adapt and differentiate according to the range of students in the classroom, and their minute-by-minute needs.





Assessment

CKLA has a progression of moment-by-moment to benchmark assessments as indicated in the diagram.

Checks for Understanding are designed to allow you to adjust instruction within the context of the lesson. Formative Assessments range from in-the-moment adaption to opportunities for individual, small group, and whole class reteach and review. Checks for Understanding and Formative Assessments also provide information to decide whether additional supports and practice (found at the end of the lesson and in the additional guides) are appropriate.

Mid-unit, end-of-unit, and benchmark assessments should be used to direct remediation, Pausing Point days, and to differentiate instruction.

Feedback

Regular, consistent feedback from a variety of sources is crucial to successful learning. Our assessment cycle is a vital input to allow appropriate feedback to students, but it is not the only mechanism in the program.

- **Teacher feedback.** As well as information from assessments, the following elements provide regular opportunities for appropriate feedback to students:
 - **Teacher questioning.** In Knowledge and Skills, guided reading and guided listening supports are designed to test student comprehension and map to the primary focus of lessons. It is important that different students respond to the questions in each consecutive lesson; this allows feedback on misconceptions of language, comprehension, and inference.
 - **Wrap-Up questions and Checks for Understanding.** Wrap-up and comprehension questions at the end of lessons are particularly useful in testing comprehension and providing targeted feedback and rereading. Checks for Understanding are also designed for this purpose.

- o **Writing feedback.** The writing process is built upon planning, drafting, editing, and publishing (Grade 2). Each of these allows the opportunity to review and assess student work. Between drafting and editing students are asked to share or self-check, evaluate, and revise; this is an opportunity for the teacher to provide feedback which the student then enacts independently or with others.
- o **Student work.** Foundational Skills and Language exercises move from whole class participation to individual work in student Activity Books for a particular skill. Oral prompts in the former allow for reteaching where necessary, while review of individual work allows more formal action on the part of the teacher.
- **Peer-to-peer feedback.** Peer feedback is also an important part of CKLA; it includes:
 - o **Structured partner and small group discussions.** Peer-review activities involve students asking each other questions and providing feedback to each other that strengthens their knowledge. Peer review is conducted in one-on-one, small group, or full class discussions.
 - o **Collaborative projects.** Joint work is also used to help students reinforce and practice together. Access supports in the sidebars of lessons often provide further opportunities for partner or small group collaborative work.
- **Self-correction.** Students are given ample opportunity to correct their own work. For example, students frequently complete Skills activities in their Activity Books, either individually, in pairs, or in small groups. Whole group discussion and instruction then provides a structure within which students mark corrections and changes in their work, allowing teachers to see a visual representation of their learning process and gaps.

Differentiation

Assessment and feedback give the necessary inputs to differentiate instruction effectively, from informal and minute-by-minute opportunities to lessons designed to remediate, enrich, and offer targeted practice.

You will find differentiation in the following forms throughout the year:

- **Grouping.** Lessons provide regular small group and partnering opportunities. These can be arranged based on class needs.
- **Access, Support, and Challenge.** Within lessons, supports are provided in sidebars next to daily instruction. These are designed to give students in-the-minute support to access activities. When advance preparation is required, this is flagged at the beginning of the lesson. Reading and Writing activities will usually have specific supports, many of which are designed to support reading comprehension and effective expression in writing. The Universal Access section of Advance Preparation gives additional guidance.

The Primary Focus and Formative Assessment listed in the Lesson Overview and at the beginning of each lesson segment identifies which ELD standards are addressed by the Access supports.
- **Additional Support.** Each Skills lesson has additional instruction that targets the Primary Focus standards of the lesson. This is found at the end of each lesson and should be used for day-to-day practice and remediation.
- **Pausing Points.** Pausing Point days include several days' worth of enrichment and remediation instruction. A large range of activities can be found in student Activity Books, and guidance in the Pausing Point section of Teacher Guides. In the Skills Strand, additional stories/Reader chapters are included for use during Pausing Points as the teacher chooses—for additional enrichment, practice, or assessment.

- **Language Studio.** Language Studio lessons help students access the core content—please see the Language Studio section of this Program Guide for more information.
- **Assessment and Remediation Guide (ARG).** The unit-by-unit ARGs found online contain large volumes of remediation activities covering Phonological Awareness, Phonics, and Fluency and Comprehension. The ARGs are very comprehensive and provide dozens of hours of potential additional instruction per unit.

Using the Assessment and Remediation Guides

The ARGs parallel the Skills Strand by following a developmental progression in phonological awareness, phonics, fluency and comprehension, and early writing.

The Skills units build incrementally, meaning that mastery of the skills taught in earlier units is assumed and therefore a prerequisite for success in later units. Students without adequate mastery of the initial skills will face increasing challenges with each new unit if they attempt to progress.

The starting point for the ARG is the benchmark assessments provided within CKLA. Teachers can then address weaknesses as they proceed through multiple units of the ARG. Teachers can refer to the grade-level scope and sequence to provide a strategy for honing skills in the correct sequential order when students have multiple gaps.

Planning instruction with the ARG is guided by:

- Observation of student performance during instruction.
- Student scores on performance assessments throughout the units.

- Progress monitoring assessments from the Assessment and Remediation Guide.

A step-by-step approach to using the ARG

Step 1: Teachers should decide if the additional supports found at the end of each lesson are sufficient for remediation. If not, use the ARG to find additional remediation instruction.

Step 2: In the Grades K and 1 ARG, teachers use the Cross Reference chart and Determining Student Need flow charts provided for each component (e.g., phonological awareness, phonics, writing) within the units to determine student level of instructional need.

- The Cross Reference chart helps teachers consider student performance to plan how to maximize Pausing Points. Instructional activities are organized by unit objectives.
- The Determining Student Need flow charts allow determinations based on how a student specifically struggles, and support the student using the swiftest method for correcting that specific flaw.

Step 3: Use the determination of a student's level of instructional need to choose a corresponding lesson structure within the ARG, along with specific content. The three Levels of Instructional Need are:

- **Guided Reinforcement Lesson Structure.** The Guided Reinforcement Lesson Structure provides assistance for how to use only the supported practice elements from the Lesson Templates. This structure provides an abbreviated lesson geared for reinforcing developing skills not yet mastered.

- **Explicit Reteaching Lesson Structure.** The Explicit Reteaching Lesson Structure aligns with the Lesson Templates. This structure provides a more complete lesson geared toward explicit instruction for selected unit objectives.
- **Comprehensive Reteaching Lesson Structure.** The Comprehensive Reteaching Lesson Structure also aligns with the Lesson Templates. This structure provides more instructional time allowing for integration of activities from multiple sections when multiple unit objectives are targets for remediation.

Step 4: Teachers use ongoing evaluation of student instructional performance and progress monitoring to facilitate decisions about student progress or ongoing remediation needs.

Student Enrichment

CKLA provides multiple opportunities for challenge, and enrichment, including:

- **Challenge Sidebars.** Provides stretching questions and activities throughout the lesson.
- **Application Activities.** Pausing Point days include additional activities for excelling students.
- There are also daily opportunities to allow students to delve more deeply into the material. Lessons in the Knowledge Strand offer opportunities for independent and small group research that can be extended by asking for alternative sources or deeper analysis.

Writing tasks provide almost limitless opportunities for extension. Feedback from the teacher, peers, and self-reflection provide students opportunities to strengthen their writing. For example advanced students can be encouraged to:

- Use more complex and unusual descriptive vocabulary
- Incorporate figurative language into their writing
- Write multiclaue sentences with more complex joining words
- Create longer or richer opinion, explanatory, and narrative pieces
- Evaluate the use of informational textual characteristics and use in their own writing (e.g., headers, bullets)

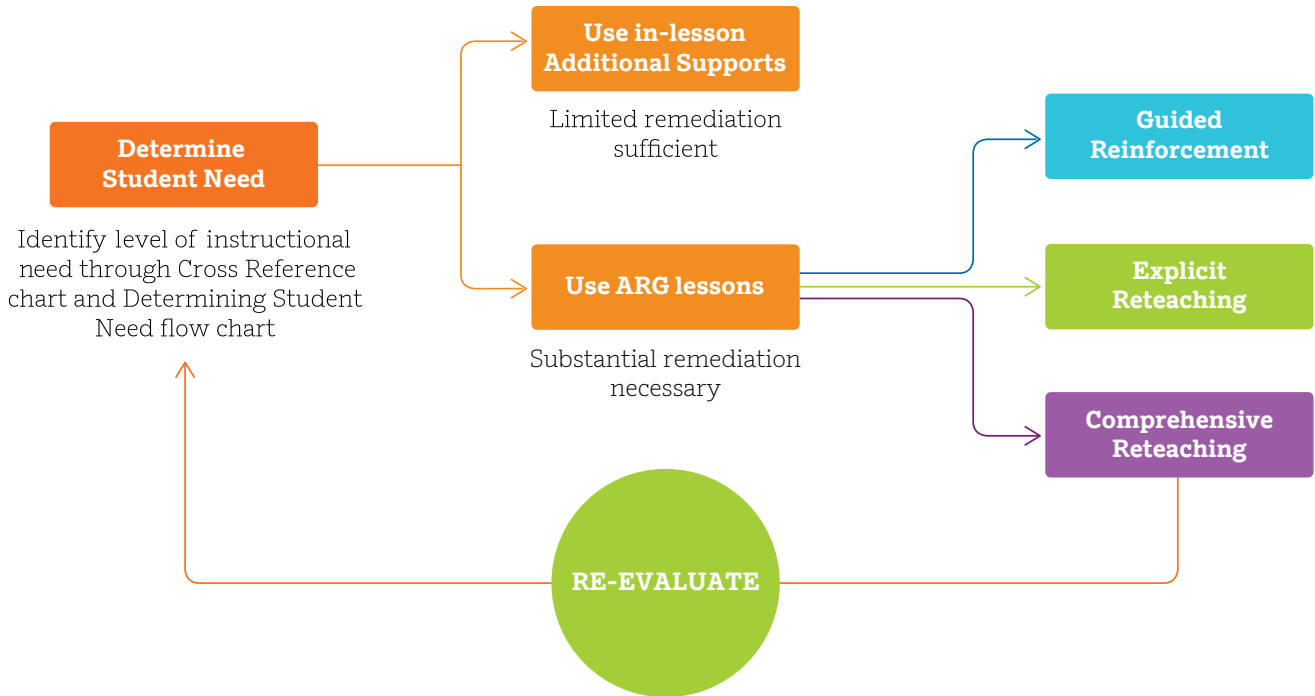
Tracking Student Progress

CKLA provides a range of ways to track student progress, many of which are found in the Teacher Resources section of the Teacher Guides.

Ongoing tracking

- **Student Progress Record.** This form may be used against a large range of student activities to track how students are progressing over time and compared with others in the class.
- **Anecdotal Reading Records.** It is important to listen to students read individually on a regular basis; Skills lessons provide daily opportunities for this. Use the Anecdotal Reading Records to record and track student progress.

Skills Strand: Cycle of Student Evaluation and Support



Mid- and end-of-unit assessments

There are a range of formal assessment opportunities found within units, including but not limited to:

- Spelling Assessments
- Word Recognition Assessments
- Story Comprehension Assessments
- Fluency Assessments

Some, like spelling assessments, are held weekly. Others are held at the middle and end of the unit.

These assessments are accompanied by directions and support for analysis of errors. They are also accompanied by assessment charts to record student progress.

Benchmark assessments

Students studying CKLA will complete three benchmark assessments in the Skills Strand—Beginning of Year, Middle of Year, and End of Year. Students are offered different assessments according to their performance in prior stages.

Flow charts and placement planning and tracking sheets are provided with the benchmark assessments to support teacher recording of student standard and progress.

Rubrics, Portfolios, and Journals

There are a number of other tools that support teachers in providing specific feedback to students and monitoring and tracking student progress over time. These tools can be used broadly and flexibly across grades or very specifically for targeted instruction purposes.

- **Rubrics:** Generic grade-level rubrics are provided in the appendix for each of the writing genres (e.g., narrative, opinion/argumentative, and informational/explanatory) as well as for Speaking and Listening standards related to collaborative conversations and presentations. Specific rubrics related to a particular instructional activity are contained within individual units.
- **Portfolios:** The use of unit-long and year-long portfolios is encouraged to allow teachers, students, and parents a record of growth throughout a particular unit or across the year. Portfolios should include relevant work samples that demonstrate a range of student work.
- **Journals:** Journals can be used for a variety of purposes to extend learning and as a record of student learning throughout the unit of year. Consider using journals for vocabulary, extended writing responses, or student choice writing activities.

Supporting a Range of Learners



This section is designed to further outline the tools provided by CKLA to support the range of learners in a classroom.



Universal Access

Teachers employ a wide range of strategies that go beyond instructional material to support students in the classroom. CKLA is designed to support those strategies. The section on Amending Instruction supports Universal Access and can be used for a wide variety of students, including English language learners.

Below is a brief description of some of the additional tools at teachers' disposal.

Providing multiple means of representation.

CKLA provides multiple means of presenting content to maximize student understanding. This includes, but is not limited to:

- Digital component files that allow for a range of presentations of images and text to support learning.
- Clarification on language is found throughout the program. For example, sidebars include support on transition words and syntax, and illustrations are suggested or provided to help students understand the concepts they are learning.
- Flip book images in Knowledge help make concepts explicit and connect to the text.
- Background knowledge is activated or supplied daily, and a range of graphic organizers and other tools are used to promote understanding and activation. New ideas are often conveyed initially through familiar contexts, particularly in the early Knowledge domains.
- Explicit prompts are provided for every step in the learning process. This can be used by the teacher at their discretion, but the instructions in the Teacher Guide—when used in their entirety—provide highly scaffolded instruction.
- Sentence frames and starters support English learners in writing and speaking tasks, supporting students' language production.

Providing multiple means of action and expression to provide students with options for navigating and demonstrating learning.

CKLA provides a range of methods for all students, including ELLs to navigate and demonstrate learning. This includes, but is not limited to:

- **Physical actions.** For example, Wiggle Cards in Skills allow students to demonstrate their decoding ability through a range of fun physical movements.
- **A range of methods for response.** Students are given a wide range of response methods in lessons, including oral responses, shared class responses, individual written responses, and small group work. Small groups are structured in skills to allow students who need help to be given targeted support, and sidebars provide further advice on how to work with individuals, pairs, and small groups.
- **Appropriate tools for composition and problem solving.** Graphic organizers and tools such as timelines are used throughout the Knowledge Strand to help students place information in the appropriate context and understand concepts in a range of ways.
- **Varied scaffolding.** Support sidebars often provide additional scaffolding to support student activity. It is also important to note that the core lessons, as written, provide a high degree of scaffolding that can be lessened for more advanced students.

- **Managing information and resources.** Writing projects in CKLA involve a series of steps that begin with an understanding of organizing information and resources into appropriately presented material. These writing projects have additional supports in sidebars to help students with a range of needs.
- **Feedback.** There is a range of mechanisms for teacher feedback (including, but not limited to, checks for understanding, formative assessments, wrap-up questions, and writing assignments), peer feedback, and self-checks within CKLA.

Providing multiple means of engagement to tap individual learners’ interests, challenge them appropriately, and motivate them to learn.

CKLA provides a range of methods to tap into and maintain learners’ interests. One of the most important is the engagement of the Knowledge domains. Students studying CKLA become active and absorbed conversationalists as they feel their knowledge grow—and with it their confidence. The careful presentation of decodable Readers achieves the same end: Students become confident and enthusiastic readers by encountering texts of the right level of challenge.

- **Providing home and community audiences for student work.** Students are frequently given take-home work to practice with family members. There are also opportunities in K–2 for work to be published and shared with the outside world.
- **Opportunity for conversation.** Students are developed into respectful, active conversationalists within CKLA. Routines such as Think-Pair-Share as well as methods for sharing oral responses and writing are used to develop a safe and supportive environment for students.
- **Collaboration and communication.** The wide range of whole-class tasks, but also the multiple opportunities for small group and partner work, are designed to help students become productive collaborators.

Supporting Students with Disabilities

Students with disabilities vary considerably and can often be challenged to achieve at or above grade level. The strategies used must therefore vary according to the assessment of the individual student’s needs. The section below outlines some of the ways CKLA supports that adaptation. Please also see the previous section on Universal Access for additional supports.

Additional Instruction

Resources are provided to offer students additional time to learn and practice new tasks, including:

- **Additional Support Lessons.** Thirty minutes of additional instruction is provided at the end of each Skills lesson.
- **Assessment and Remediation Guide.** This can be used for additional lessons that support students who need extra practice or remediation on Foundational Skills and comprehension.

In addition, CKLA lessons can be adapted to be delivered during the school day, with more or fewer breaks. Activities such as Wiggle Cards are provided to give students variety in instruction and prevent frustration during long tasks.

Student Grouping

- The Skills Strand provides small group settings for reading and comprehension. This provides the teacher with an opportunity to assist students who require additional support.
- Supports and other sidebars within lessons provide instruction for additional small group, individual, and partner settings with scaffolds to support understanding. Universal Access suggestions in the Advanced Preparation section of lessons often provide recommendations for these settings.
- The Knowledge Strand provides guidance on how to group students at the teacher's discretion and in response to need.
- The Assessment and Remediation Guide also provides explicit guidelines for grouping students according to the skills for which they need support. It provides alternate teaching strategies and reteaching guidance to ensure that students receive the instruction they need to solidify their foundational skills and advance.

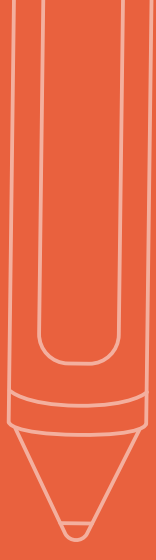
Instructional support and student response

- There are a large range of supports, additional scaffolds, and activities throughout the lessons that are suitable for a wide range of learners with different needs. They include language, comprehension, writing, speaking and listening, and other scaffolds. Some of these can be incorporated into core instruction, while others are more suitable for specific groups of students.

- Assessments, including checks for understanding and formative assessments, should be used to allocate students to groups and give them the relevant supports within the lesson. They should also be used to assign students to additional practice and instruction from the Additional Supports, Assessment and Remediation Guide, and activities/scaffolds within sidebars.
- Student responses can be varied by allowing oral responses rather than written, shared written responses, or teacher support (this is often described in the sidebars within lessons).

In addition, while CKLA has been designed to support classrooms with a full range of technological resources, activities and lessons are designed to be highly compatible with the use of multiple platforms and media, including word processors and other communication devices.

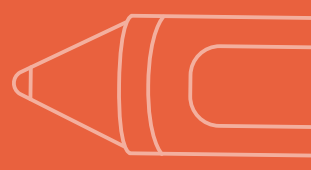
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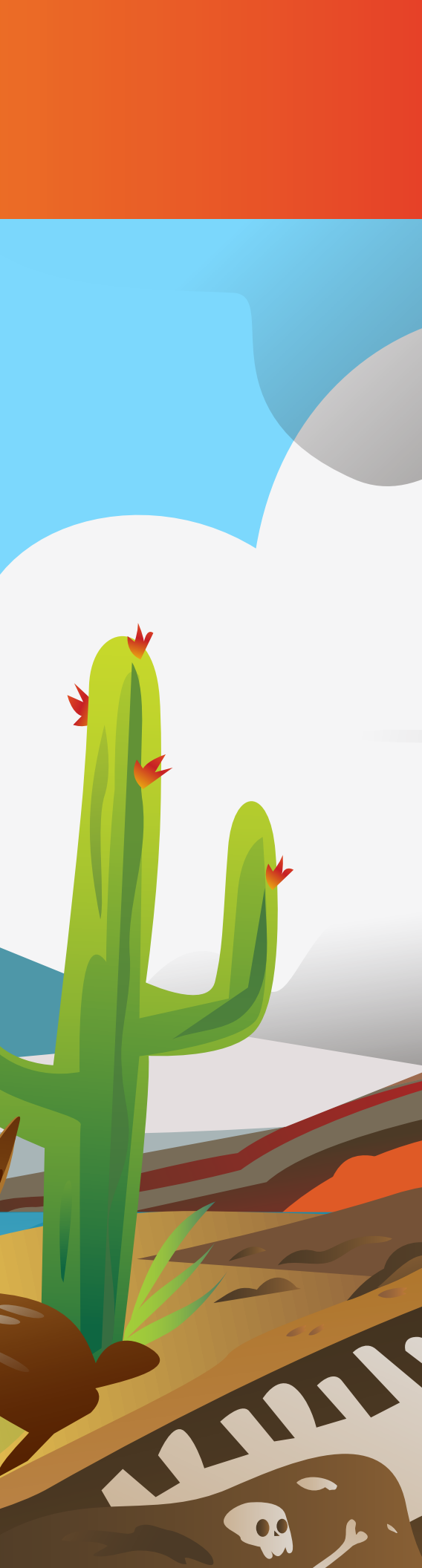
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English Language Development



This section provides information specifically for English language learners. CKLA provides a range of instruction and support for these students, as outlined in the following pages.





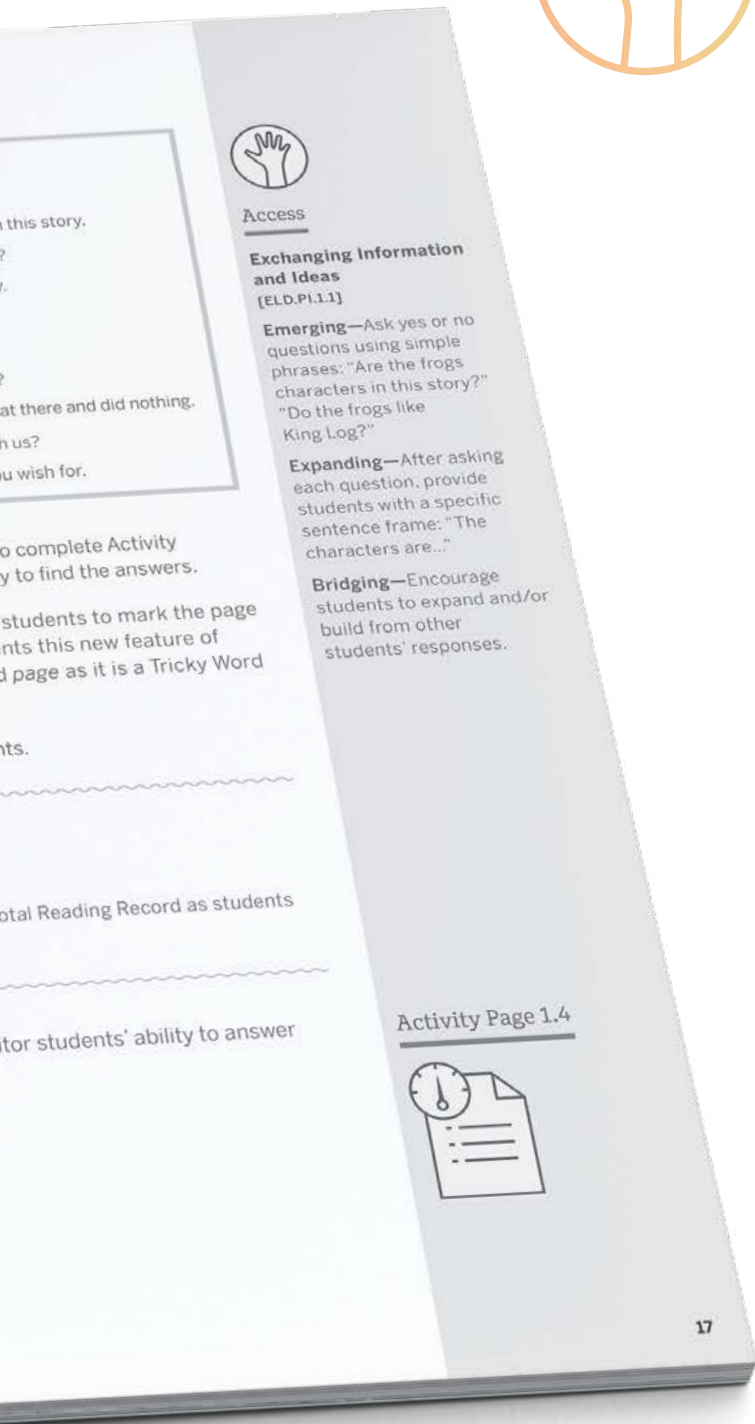
Integrated ELD

English Language Learners (ELLs) of varying levels of proficiency are supported through the language acquisition strategies integrated in each lesson of both the Skills and Knowledge strands.

Access supports provide further guidance to educators seeking to meet the specific needs of ELLs by helping them adjust the pacing of instruction, providing more specific guidance and explicit instruction for Tier 2 (broadly academic) and Tier 3 (domain-specific) vocabulary words, and offering deeper support for syntactic awareness. They also feature instructional tools to adjust:

- Required modes of participation. Examples include using visual supports or receptive approaches for checking comprehension, and explicit references to “Academic English.”
- Expressive language demands, such as providing sentence frames and allowing questions to be yes/no instead of open-ended.
- Timing/immediacy of support that students receive during Read-Alouds, such as use of pictures or props, and explicit attention to vocabulary.

The sound-first approach permits students to focus first on the sounds in words. They then make the translation to how that sound is represented in the English alphabet, while truly interacting with phonemes that might be unfamiliar to them. The most frequent and “sound-friendly” spellings are taught first along with Tricky Words that might be also be unfamiliar or hard to sound out. Teachers explicitly instruct students in each new grammar skill. The teacher defines the grammar skill and models it. Students then take part in oral and written exercises in the Skills Strand to ensure the skills are solidly understood.



Designated ELD: Language Studio

Language Studio is the English Language Development companion for CKLA. Language Studio includes daily 30-minute designated ELD lessons to help English Language Learners (ELLs) successfully access the core content in the Knowledge domains. Language Studio lessons preview or reinforce language and content so that ELLs of all proficiency levels are able to access grade-level content as they develop academic English and effective expression across domains.

Program Overview

ELLs meaningfully engage with language and the wider world as they actively participate in hands-on activities, collaborative conversations, multimedia presentations, and interactive exercises. These lessons not only grant ELLs access to core content, but also promote English proficiency development as they advance across the language proficiency spectrum.

Language Studio helps prepare ELLs to participate in a range of academic exercises as they build academic English and ultimately achieve literacy by engaging in activities that provide opportunities to listen, read, speak, and write every day.

Every Language Studio lesson segment focuses on one of the following Language Domains.

- **Listening.** Students participate in a variety of collaborative conversations about grade-level topics and texts.
- **Reading.** Language Studio enables ELLs to engage with the same range of text level and complexity as their grade-level peers during primary instruction.
- **Speaking.** Language Studio provides multiple opportunities for ELLs to acquire and demonstrate command of standard English grammar conventions and usage.
- **Writing.** Students use a combination of drawing, dictating, and writing to compose a range of texts and participate in a variety of shared research writing projects to build and present content knowledge.

Lesson Features

Language Studio provides lesson-by-lesson designated ELD instruction to accompany and support every primary instruction lesson in the Knowledge Strand. Each 30-minute Language Studio lesson is divided into segments that focus on explicit instruction to support student proficiency in the primary focus objectives stated in the Lesson Overview. Language Studio lessons also feature:

- **Features of Academic Language.** Every Language Studio lesson includes a summary of the linguistic complexity (discourse), language forms and functions, and tiered vocabulary addressed in the lesson.
- **Language Proficiency Assessment.** Every Language Studio lesson provides opportunities to evaluate individual student proficiency levels in one or more of the Language Domains (Listening, Reading, Speaking, Writing). The tasks provide ELLs the opportunity to demonstrate specific skills in relation to a continuum of proficiency or standards, and serve as informal performance-based assessments.

FEATURES OF ACADEMIC LANGUAGE

Features of Academic Language

This table summarizes the specific Features of Academic Language that are introduced or addressed in the lesson (discourse features, language forms and functions, and vocabulary).

Discourse Features		
<ul style="list-style-type: none"> • Present a choral song and chant about the muscular system. • Expand sentences using adjectives. 		
Language Forms and Functions		
I see the _____ system. I know it is the _____ system because		
The _____ girl is sitting down. / The _____ man is wearing a _____ T-shirt. / She has _____ hair. / She is wearing a _____ dress.		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
muscular system	voluntary/involuntary	heart large/tiny muscles



LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K5L2
Activity Name	Story Summary
Proficiency Levels	
Entering	Student retells an event from the story by answering a simple wh- question with prompting and support.
Emerging	Student retells an event from the story by answering a simple wh- question.
Transitioning	Student retells a simple sequence of events, repeating modeled sentences when necessary.
Expanding	Student retells a simple sequence of events.
Bridging	Student retells a more complex sequence of events from the story by asking and answering questions about images from the story.

Language Proficiency Assessment

Activities that may be used to identify students' language proficiency level along a continuum of proficiency (Entering, Emerging, Transitioning, Expanding and Bridging).

Language Studio fully correlates with the WIDA Standards Framework and the English Language Proficiency Standards (ELPA21). See ckla.amplify.com for additional information and documentation.

Beyond the Traditional Classroom



2

This section outlines how CKLA can be used outside traditional K–5 classes.



Supporting Combination Classes

Combination classrooms are those in which students of a similar age are taught together under a single teacher. Proponents of alternative grouping approaches maintain that multi-grade or multi-age grouping is better “aligned with children’s natural groupings and learning tendencies” (Ong, Allison, & Haladyna, 2000). While multiage or combination classes may provide students with social and learning environments in which they can progress at their own pace, they present unique implementation challenges to teachers and administrators. Additional challenges are posed by the testing requirements set forth by the No Child Left Behind Act and the very specific grade-level expectations outlined in the CCSS (Mariano & Kirby, 2009).

While there are pros and cons of multiage/combination classes, all classrooms that employ this structure are likely to be comprised of students of different ability levels. CKLA readily supports combination classes within two broad grade groups: Grades K–2 and Grades 3–5.

There are common themes across the domains in Grades K–2 and in Grades 3–5 which facilitate teachers’ efforts to combine different grade levels in one classroom. For example, the theme of wildlife spans across the following domains in Grades K, 1, and 2: *Farms, Animals and Habitats*, and *Insects*. Instruction can begin by introducing the theme of animals and have this be the focus of all learning activities for the whole class. The aim is to create maximum variety in the learning activities over the course of the thematic unit so that students in different grades or levels will need to work as a whole class, in small groups, in pairs, and sometimes independently. Students should have opportunities to interact with the teacher, peers, and others outside the classroom.

Teachers can combine and adapt elements of CKLA daily lessons at each individual grade level in each domain/theme. They enjoy a significant degree of flexibility in using materials across grades, as well as the timing of pausing points and domain reviews; they are also likely to increase the frequency with which they use domain assessments and culminating activities (or variations thereof).

Regardless of the combination of grades being taught, lesson planning can be divided into before, during, and after the lesson activities. Before the lesson, the teacher should scan all the available materials on a given domain/theme across grade levels, select a method of presentation (e.g., text, activity sheets, etc.), and determine whether certain students who are advanced or are particularly interested in the topic could serve as peer tutors. During the lesson, the teacher will need to present the core materials to all students, supervise group work, and/or monitor individual practice sessions. After the lesson, the teacher should evaluate the lesson and determine what type and level of supports will be needed for beginner students and reflect on how certain things worked while others did not so improvements may be made to future lessons.

Several decisions to make when planning a lesson for multi-grade classroom include:

- Which part of instruction requires teacher’s personal attention and which part would merit working closely with one grade or level
- What stage of learning requires independent work versus small-group work
- Which activities can be managed with peer tutors
- Which activities can foster greater collaboration among students independent of the teacher (UNESCO, 2013)

These approaches can be combined in different ways depending on the purpose of the lesson and the classroom situation, as well as the background, learning styles, abilities, and capacities of individual students in the class. Some ideas for teaching combination classes:

- Certain skills or contents are suitable to be taught to all of the students together (e.g., background information about a text).
- The teacher may decide on a particular time period during class when she works with one grade level while others work independently.
- Common elements/content may be taught to all students, and followed up with differentiated tasks and activities depending on grade/ability.
- Advanced students may sometimes be left alone to explore and gather information independently; the teacher may have different expectations for their learning outcomes.
- Peer tutoring across ages and grades has been found to be beneficial for all students involved. It provides reinforcement and review for advanced students; the sequence of questions posed by peer tutors helps scaffold learning for beginner students (Kunsch, Jitendra, & Sood, 2007).

Sample Lesson Outline for Combination Classes

Grades: K–2	Theme: Animals, Plants, Wildlife Habitats	Notes
Learning outcomes	<p>By the end of the lesson, students will have:</p> <ul style="list-style-type: none"> • Identified different types of animals and plants that are found along with the animals (farm animals, animals in the desert, insects) • Read aloud “What is a Habitat?” as a class and answer questions that require literal recall, understanding, and interpretation • Described places where animals live, such as farms, forests, alleys, etc. 	
Activity 1 Whole class	<p>Introduce the new lesson on Animals/Farms/Habitats.</p> <ul style="list-style-type: none"> • Have students name different types of animals and plants they have seen or heard about. • Have students describe how the animals survive in the different places in which they live. • Read aloud “What is a Habitat?” 	
Activity 2 Small mixed-ability groups & individuals	<p>Divide the class into mixed-ability groups.</p> <ul style="list-style-type: none"> • Each group examines a different habitat. • Each team member shares observations about the habitat. • Questions for their discussion may include: <ul style="list-style-type: none"> o What animals use this habitat? o What else is found in this habitat? o How would it feel to be in this habitat? <p>Each group completes a drawing or a chart that has some information about a given habitat.</p>	<p>Image of different habitats, one per group (not all of these may be assigned):</p> <ul style="list-style-type: none"> • Farm • Forest • Desert • Grassland • Wetland • Ocean • Arctic
Activity 3 Whole class	<p>Hang up the drawings/charts with information about different habitats.</p> <p>Ask students to look at each drawing/chart and see if there are other things they would add about any of the habitats.</p> <p>Ask students about what they notice as similarities across the habitats.</p>	

Half-day Kindergarten

Many schools offer only half-day programs in Kindergarten. Generally these programs are about 2½ hours (150 minutes) of instruction. Normally, Kindergarten CKLA requires 110 instructional minutes daily—50 minutes for the Knowledge Strand and 60 minutes for Skills. Schools with a half-day program should continue to teach the full Skills Strand daily for 60 minutes, but alternate teaching the Knowledge Strand for only 30 minutes some days and only 15 minutes on alternating days. This allows these Kindergarten classes to have roughly 60–75 minutes for math, centers, and other activities.

Connecting School and Home

It is important for a child's development that education continue at home and that family members are involved. In this regard students are regularly given take-home letters that reinforce main lesson objectives and demonstrate vocabulary and knowledge content.

Family members can reinforce those lessons and have quality discussions with their children. They can also become actively involved with spelling and vocabulary lessons. Children learn best through repetition. When family members know what words their children just gained access to in school, they can assist in the learning process.

Family members are often surprised by the depth of content knowledge and what their children are learning about the world around them, even in Kindergarten. Having enriching experiences and discussions because of an expanded understanding of the world outside the classroom is a huge factor in CKLA's success. Family

members are also encouraged to read to their children to continue providing additional content knowledge that falls within the categories of the CKLA domains. Helpful lists of specific resources are easily found on the website, and family members are also encouraged to use the Internet and public library to gain access to further information. Short lists are also provided to family members in take-home letters in the Knowledge Strand.

Students then return to the classroom and teachers can make time to engage in small group or classroom discussions about new information that students have learned at home. It is also important for students to make connections to lessons with their experiences or with their imagination, and time is allocated in lessons for students to make these connections, either orally or in writing.

By emphasizing that CKLA specifically teaches standard English for the express purpose of helping in school and creating college and career readiness, teachers and family members become allies and students gain confidence in two positive nurturing environments—home and the classroom.

Also important is an encouragement on the part of teachers for students to read at home to develop their areas of personal interest and to develop a true love of reading. Family members can help children make selections, share their own personal favorites from their childhood, ensure there is time allocated during the day and week at home for independent reading, and discuss the books with them after reading.

Cross-Curricular Connections

CKLA takes an interdisciplinary approach toward content, establishing foundational reading skills while maximizing student engagement and interest. The program is designed to give students a breadth and depth of content in history/social studies, science, and the arts that builds knowledge and vocabulary by keeping students engaged and curious. The Knowledge Strand exposes students to a series of carefully sequenced, increasingly complex texts organized around rich domains of knowledge related to history, geography, science, world cultures and societies, and the arts.

Students stay on a single domain for two to three weeks of instruction. This approach allows for the immersion needed to acquire new vocabulary as well as to gain an understanding of the content. Both within and across grades, content builds, allowing all students to gradually learn to comprehend increasingly complex texts and conceptual knowledge. CKLA provides high-quality texts that are written to fully engage students. The texts were written by children's authors specifically for the program and are original, authentic, and engaging fiction and nonfiction texts. The Knowledge Strand supports students' acquisition of the concepts and vocabulary needed to be successful with fiction and nonfiction texts in later grades.

The amount of nonfiction gradually increases, reaching the 50-50 balance of fiction and nonfiction by Grade 3. In CKLA, this balance is achieved throughout the day, not just in the Language Arts block. The CCSS suggests that reading should occur in all subjects.

The specific sequence of the domains in the Knowledge Strand is not intended to just teach students content knowledge, but also lays the groundwork for cross-curricular connections.

Terminology learned in the *Plants* and *Farms* domains in Kindergarten, for instance, will lend itself well to some of the science and social studies domains in Grade 1. Most of the domains work together in this regard and give context and meaning to not just vocabulary but entire concepts that, once fully comprehended, will lead to a greater understanding across the disciplines.

This design is intentional and meant to produce and stimulate individual confidence and group discussion, as well as maintain high interest levels in all of the different disciplines.

References for Supporting Combination Classes

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Core Knowledge Language Arts

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