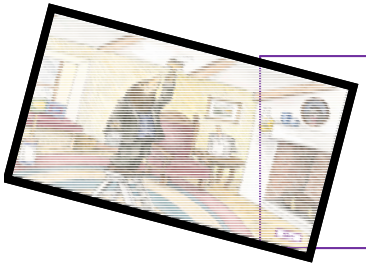
Providing Tailored K-5 Reading Instruction Using the Core Knowledge Language Arts (CKLA) Assessment and Remediation Guide (ARG)

Core Knowledge Language Arts (CKLA) is the adopted K-5 ELA curriculum



Background

Literacy Intervention and Remediation

Literacy intervention for young readers is a top priority in the SSD.

We believe:

- **Struggling readers must be identified as soon as possible,**
- **Literacy intervention must then be delivered as swiftly as possible,**
- **Literacy intervention must be customized to every learner and adapt with progress,**
- **Instructional modification and progress monitoring must be automated so that teachers can stay focused on core literacy blocks and instruction,**
- **Data must be frequent, meaningful and actionable,**
- **Teachers must remain in the equation, capable of observing and responding to readers in real time,**
- ***All* third graders must read at grade level as an essential step toward increasing the number of children who are career and college ready.**

The following slides follows the GW kindergarten class that was first administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in 2012 to the present:

School: GREYWOLF ELEMEN
Grade: Kindergarten
Year: 2012-2013

School Overview

DIBELSnet

DIBELS Next

	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	56% (n = 46) 12% (n = 10) 32% (n = 26)	58% (n = 49) 27% (n = 23) 15% (n = 13)	52% (n = 44) 35% (n = 30) 13% (n = 11)
Number of Students =	82	85	85
Average =	31.9	131.1	129.4
Standard Deviation =	25.9	50.5	43.7
Score Range =	0 to 107	20 to 309	41 to 274

School: GREYWOLF ELEMEN
Grade: First Grade
Year: 2013-2014

School Overview

DIBELSnet

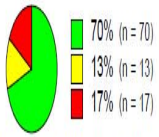
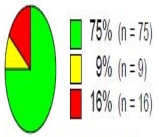
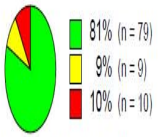
DIBELS Next

	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	45% (n = 41) 12% (n = 11) 43% (n = 39)	76% (n = 63) 12% (n = 10) 12% (n = 10)	72% (n = 63) 18% (n = 16) 10% (n = 9)
Number of Students =	91	83	88
Average =	115.3	198.6	202.3
Standard Deviation =	47	95.8	78.2
Score Range =	12 to 275	13 to 426	15 to 344

School: GREYWOLF ELEMEN
Grade: Second Grade
Year: 2014-2015

School Overview

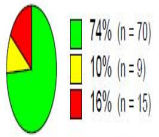
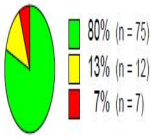
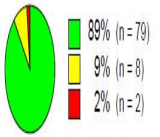
DIBELS Next

	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score			
	 70% (n = 70) 13% (n = 13) 17% (n = 17)	 75% (n = 75) 9% (n = 9) 16% (n = 16)	 81% (n = 79) 9% (n = 9) 10% (n = 10)
Number of Students =	100	100	98
Average =	187.6	245.8	299.9
Standard Deviation =	80.8	90.1	81.2
Score Range =	9 to 338	16 to 426	87 to 475

School: GREYWOLF ELEMEN
Grade: Third Grade
Year: 2015-2016

School Overview

DIBELS Next

	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score			
	 74% (n = 70) 10% (n = 9) 16% (n = 15)	 80% (n = 75) 13% (n = 12) 7% (n = 7)	 89% (n = 79) 9% (n = 8) 2% (n = 2)
Number of Students =	94	94	89
Average =	301.2	364.9	444.9
Standard Deviation =	108.7	101.9	88.7
Score Range =	64 to 530	111 to 622	226 to 658

This slide shows the growth with our 1st full day Kindergarten class using CKLA (ARG) and how they are doing mid-year 1st grade 2017:

School: GREYWOLF ELEMEN
Grade: Kindergarten
Year: 2015-2016

School Overview

DIBELS Next

	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	52% (n = 42) 19% (n = 15) 30% (n = 24)	57% (n = 48) 27% (n = 23) 15% (n = 13)	89% (n = 70) 9% (n = 7) 3% (n = 2)
Number of Students =	81	84	79
Average =	29.6	136.4	156.8
Standard Deviation =	24.2	47.4	40.9
Score Range =	0 to 125	40 to 262	58 to 274

School: GREYWOLF ELEMEN
Grade: First Grade
Year: 2016-2017

School Overview

DIBELS Next

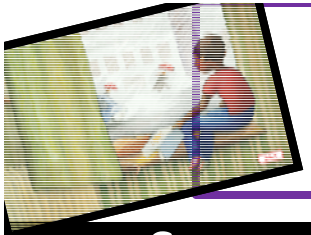
	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	73% (n = 61) 12% (n = 10) 14% (n = 12)	86% (n = 70) 10% (n = 8) 4% (n = 3)	0% (n = 0) 0% (n = 0) 0% (n = 0)
Number of Students =	83	81	0
Average =	141.7	232.3	
Standard Deviation =	45.5	93.7	
Score Range =	50 to 269	64 to 418	

CKLA Three Pillars Overview

1. Listening and Learning Strand

2. Skills Strand (in grades 4 & 5 the strands are combined)

3. Additional Support Strand- Dynamic time to meet needs of students/round out curriculum: fill-in holes, reinforce, stretch and enrich (small group instruction /literacy centers)



Pillar 1: The Listening & Learning Strand

Supporting Language and Knowledge Development through Shared Interactive Reading

- **Complex text- above what they can read on their own**
- **Word work – focused, text-based vocabulary study**
- **Building knowledge with text sets on rich, relevant topics**
- **Build knowledge of concepts**

It is important to note:

***All* students participate in the Listening & Learning sessions on grade level, regardless of their decoding skills.**

Limited decoding skills will not prevent the student from learning from read-alouds, discussions…

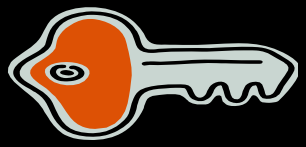
The goal is for *all* students to be exposed to the vocabulary, content, and language in the read-alouds texts at their grade level.

Pillar 2: The Skills Strand

- **Reading and writing are taught in tandem, reinforcing each other.**
- **Decodable readers are 100% decodable—made up entirely of words and sounds the students have been taught.**

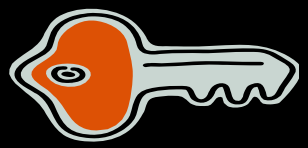
Pillar 2: The Skills Strand

(Foundation Skills)



"While there are many competencies required to be a successful reader able to comprehend, analyze, and synthesize what one reads, one of the key prerequisite components is the ability to automatically apply knowledge of the English letter-sound correspondences when reading unfamiliar text."

ARG



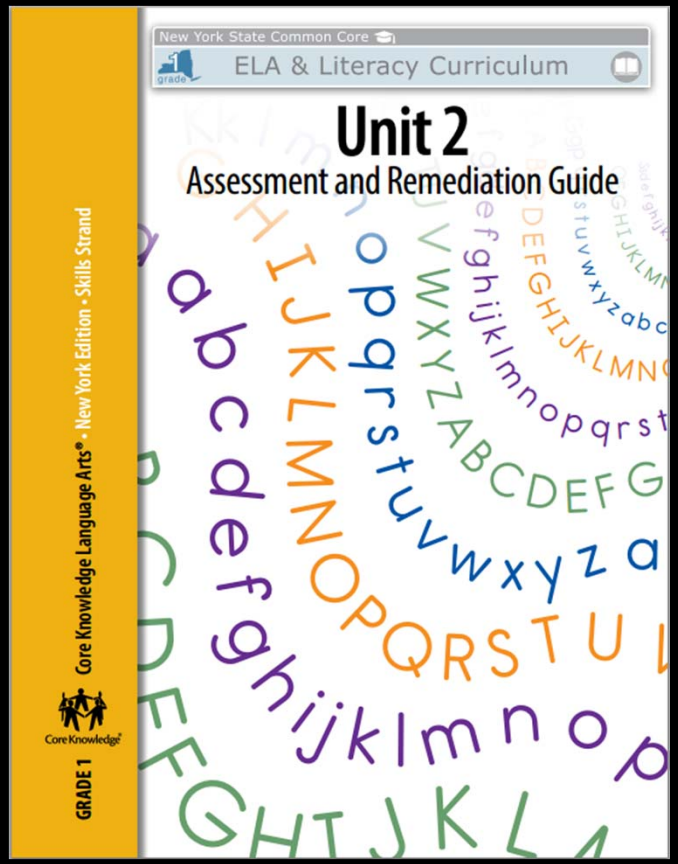
Pillar 3:Additional Support

Dynamic time to meet needs of all students and round out curriculum

Targeted Instruction:

ARG

What is the role of the CKLA ARG in literacy instruction?



Tool that provides:

- **Built-in high support scaffolds to differentiate Skills instruction,**
- **Support for tailoring a specific lesson,**
- **Support for small group,**
  - **time within the skills block,**
  - **support within pillar 3 (small group/center).**

What will teachers find in the ARG?

The ARG is a comprehensive guide for each skill :

Lesson Templates

Word /Chaining Lists

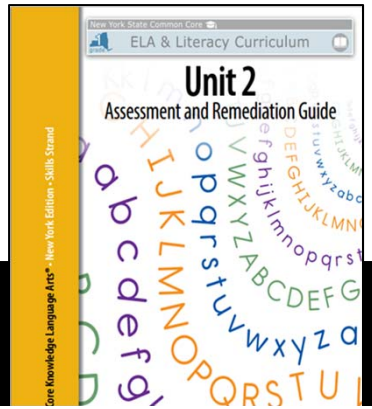
Activities for Reteaching

Practice Sentences and Stories for Oral Reading

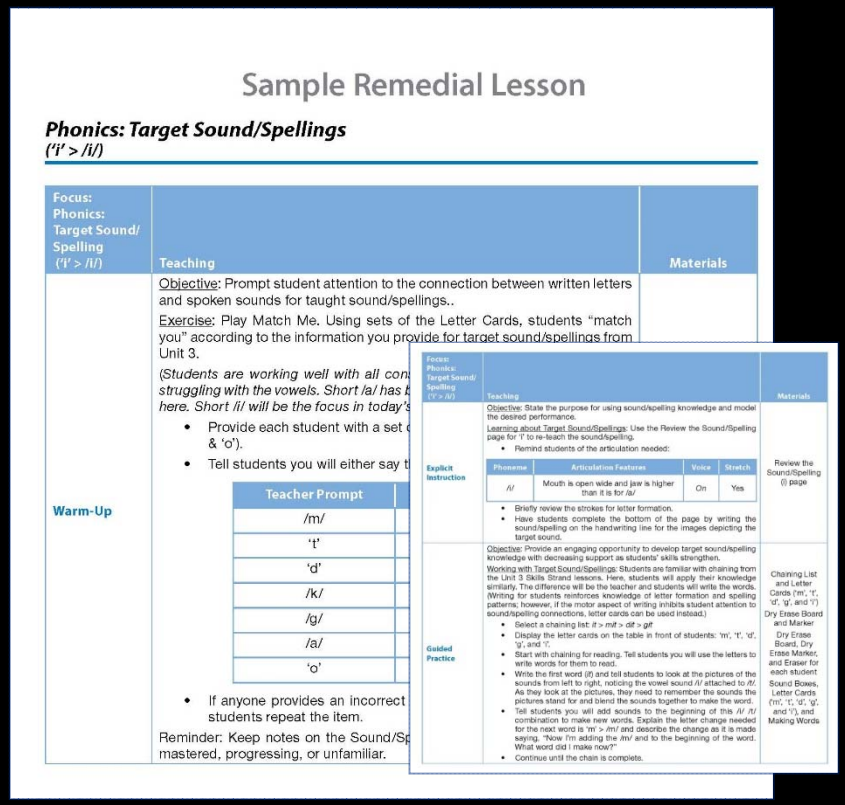
Games for Reinforcement

Progress Monitoring Assessments

Resources –End of Section Stories and Fluency Assessment



➢ Lesson Templates and Lesson Samples



Sample Remedial Lesson

Phonics: Target Sound/Spellings
('i' > /i/)

Focus: Phonics: Target Sound/ Spelling ('i' > /i/)	Teaching	Materials
Warm-Up	Objective: Prompt student attention to the connection between written letters and spoken sounds for taught sound/spellings.. Exercise: Play Match Me. Using sets of the Letter Cards, students "match you" according to the information you provide for target sound/spellings from Unit 3. *(Students are working well with all con… struggling with the vowels. Short /a/ has b… here. Short /i/ will be the focus in today's…* • Provide each student with a set … & 'o'). • Tell students you will either say t…	

Teacher Prompt
/m/
't'
'd'
/k/
/g/
/a/
'o'

• If anyone provides an incorrect … students repeat the item.

Reminder: Keep notes on the Sound/Sp… mastered, progressing, or unfamiliar.

Focus: Phonics: Target Sound/ Spelling ('i' > /i/)	Teaching	Materials
Explicit Instruction	Objective: State the purpose for using sound/spelling knowledge and model the desired performance. Learning about Target Sound/Spellings: Use the Review the Sound/Spelling page for 'i' to re-teach the sound/spelling. • Remind students of the articulation needed:	Review the Sound/Spelling (i) page

Phoneme	Articulation Features	Voice	Stretch
/i/	Mouth is open wide and jaw is higher than it is for /a/	On	Yes

• Briefly review the strokes for letter formation.
• Have students complete the bottom of the page by writing the sound/spelling on the handwriting line for the images depicting the target sound.

Guided Practice	Objective: Provide an engaging opportunity to develop target sound/spelling knowledge with decreasing support as students' skills strengthen. Working with Target Sound/Spellings: Students are familiar with chaining from the Unit 3 Skills Strand lessons. Here, students will apply their knowledge similarly. The difference will be the teacher and students will write the words. (Writing for students reinforces knowledge of letter formation and spelling patterns; however, if the motor aspect of writing inhibits student attention to sound/spelling connections, letter cards can be used instead.) • Select a chaining list: *it > mit > dit > git* • Display the letter cards on the table in front of students: 'm', 't', 'd', 'g', and 'i'. • Start with chaining for reading. Tell students you will use the letters to write words for them to read. • Write the first word (*it*) and tell students to look at the pictures of the sounds from left to right, noticing the vowel sound /i/ attached to /t/. As they look at the pictures, they need to remember the sounds the pictures stand for and blend the sounds together to make the word. • Tell students you will add sounds to the beginning of this /i/ /t/ combination to make new words. Explain the letter change needed for the next word is 'm' > /m/ and describe the change as it is made saying, "Now I'm adding the /m/ and to the beginning of the word. What word did I make now?" • Continue until the chain is complete.	Chaining List and Letter Cards ('m', 't', 'd', 'g', and 'i') Dry Erase Board and Marker Dry Erase Board, Dry Erase Marker, and Eraser for each student Sound Boxes, Letter Cards ('m', 't', 'd', 'g', and 'i'), and Making Words

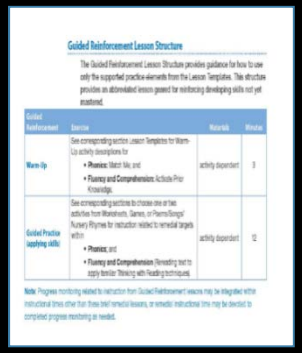
Templates & Lesson samples

- Guided reinforcement
- Explicit reteaching
- Comprehensive reteaching

What are the differences between the various remediation lessons supported by the ARG and the students that are best served by each type of lesson?

Models of Instruction

Guided Reinforcement



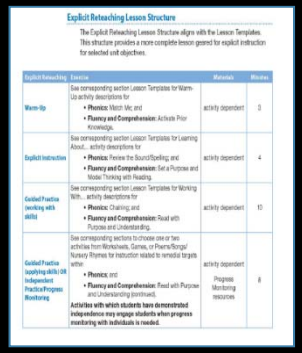
Guided Reinforcement Lesson Structure

The Guided Reinforcement Lesson Structure provides guidance 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.

Guided Reinforcement	Exercise	Materials	Minutes
Warm-Up	See corresponding section Lesson Templates for Warm-Up activity descriptions for • **Phonics:** Match Me; and • **Fluency and Comprehension:** Activate Prior Knowledge.	activity dependent	3
Guided Practice (applying skills)	See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/ Nursery Rhymes for instruction related to remedial targets within • **Phonics;** and • **Fluency and Comprehension** (Rereading text to apply familiar Thinking with Reading techniques).	activity dependent	12

Note: Progress monitoring related to instruction from Guided Reinforcement lessons may be integrated within instructional times other than these brief remedial lessons, or remedial instructional time may be devoted to completed progress monitoring as needed.

Explicit Reteaching

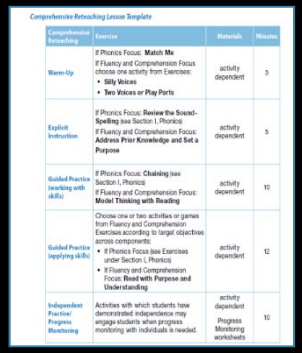


Explicit Reteaching Lesson Structure

The Explicit Reteaching Lesson Structure aligns with the Lesson Templates. This structure provides a more complete lesson geared for explicit instruction for selected unit objectives.

Explicit Reteaching	Exercise	Materials	Minutes
Warm-Up	See corresponding section Lesson Templates for Warm-Up activity descriptions for • **Phonics:** Match Me; and • **Fluency and Comprehension:** Activate Prior Knowledge.	activity dependent	3
Explicit Instruction	See corresponding section Lesson Templates for Learning About... activity descriptions for • **Phonics:** Review the Sound/Spelling; and • **Fluency and Comprehension:** Set a Purpose and Model Thinking with Reading.	activity dependent	4
Guided Practice (working with skills)	See corresponding section Lesson Templates for Working With... activity descriptions for • **Phonics:** Chaining; and • **Fluency and Comprehension:** Read with Purpose and Understanding.	activity dependent	10
Guided Practice (applying skills) OR Independent Practice/Progress Monitoring	See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/ Nursery Rhymes for instruction related to remedial targets within • **Phonics;** and • **Fluency and Comprehension:** Read with Purpose and Understanding (continued). **Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.**	activity dependent Progress Monitoring resources	8

Comprehensive Reteaching



Comprehensive Reteaching Lesson Template

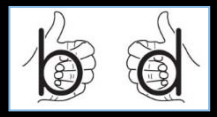
Comprehensive Reteaching	Exercise	Materials	Minutes
Warm-Up	If Phonics Focus: **Match Me** If Fluency and Comprehension Focus choose one activity from Exercises: • **Silly Voices** • **Two Voices or Play Parts**	activity dependent	5
Explicit Instruction	If Phonics Focus: **Review the Sound-Spelling** (see Section I, Phonics) If Fluency and Comprehension Focus: **Address Prior Knowledge and Set a Purpose**	activity dependent	5
Guided Practice (working with skills)	If Phonics Focus: **Chaining** (see Section I, Phonics) If Fluency and Comprehension Focus: **Model Thinking with Reading**	activity dependent	10
Guided Practice (applying skills)	Choose one or two activities or games from Fluency and Comprehension Exercises according to target objectives across components: • If Phonics Focus (see Exercises under Section I, Phonics • If Fluency and Comprehension Focus: **Read with Purpose and Understanding**	activity dependent	12
Independent Practice/ Progress Monitoring	Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	activity dependent Progress Monitoring worksheets	10

Guided Reinforcement Lessons

Guided Reinforcement Sample Remedial Lesson

Target: reversal with 'b', 'd', and 'p'

Guided Reinforcement	Exercise	Materials	Minutes
Warm-Up	Students have some lingering reversal issues with 'b', 'd', and 'p'. This is a normal occurrence for students at this level of development; however, addressing it may resolve the confusions more promptly. **Blending and Segmenting** Word List: *dad, dip, dab, did, pad, pod, pop, bad, bob, bed, bib, bud*	Word List(s)	3
Guided Practice (applying skills)	**Sound-Spellings: Push & Say** Word List: see Warm-Up (consonants: 'd', 'p', and 'b'; vowels: 'a', 'e', 'i', 'o', 'u') letter cards: The word *bed* presents an opportunity for learning a reference for 'b' and 'd'. *	Word List(s) (from Warm-Up) Push & Say Letter Card set and Sound Boxes page for each student	12



patching a hole

- **Short sequence of instruction allowing students to keep on pace**
- **Appropriate for:**
  - **On-grade level students with instructional gaps**
  - **Reteaching a skill**
  - **Small group time (within/outside of Skills block)**

Guided Reinforcement Lessons

Explicit Reteaching Lessons

Explicit Reteaching Sample Remedial Lesson

Target: final nasal consonant clusters

Explicit Reteaching	Exercise	Materials	Minutes
Warm-Up	**Match Me** Students have struggled to discriminate the nasal sounds /n/ and /m/ in final nasal consonant clusters in word building and spelling activities. Play "Match Me" with 'n' and 'm', and include review of short vowel sound-spellings with 'a', 'e', 'i', 'o', and 'u'.	Large Letter Cards: 'n', 'm', 'a', 'e', 'i', 'o', and 'u'	3
Explicit Instruction	**Review the Sound-Spelling** Review /n/ > 'n' and /m/ > 'm'	Grade 1 Code Flip Book Articulation Chart Word List(s)	4
Guided Practice (working with skills)	**Chaining** Chaining list targeting final nasal consonant clusters: cap > camp > lamp > lump > limp > lip > slip > sin > sink > pink > pin > pan > can (consonants: 'c', 'p', 'm', 'l', 's', 'n', 'k', and vowels: 'a', 'i', and 'u')	Chaining List dry erase board, marker, and eraser for teacher and each student	8
Guided Practice (applying skills) OR Independent Practice/ Progress Monitoring	**Making Words** Complete the Making Words (Consonant Cluster 'i') worksheet with the Making Words Extension Worksheet. Tell students the goal is to make as many *–ink* words as they can first, and then make as many other words as they can figure out.	Making Words (Consonant Cluster 'i') and Extension Worksheet for each student Consonant Cluster Word/Picture Cards	10
	Memory/Sound-Spelling: Progress Monitoring While student partners play Memory with Consonant Cluster Word/Picture Cards, complete Sound-Spelling Progress Monitoring	Word Cards and Record Sheets for Word Reading 7	

repair

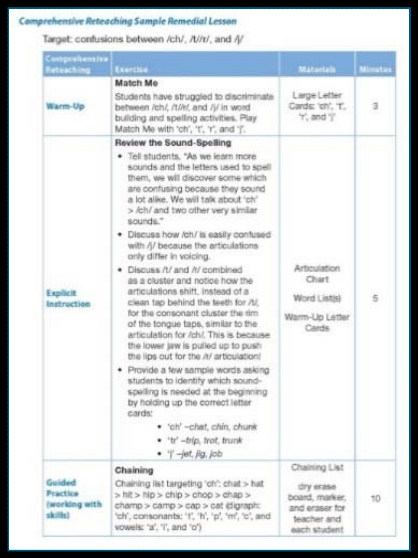
- **Explicit instruction in an area of literacy**
- **Committed time working with student(s)**

Appropriate for:

- **Below grade-level students**
- **Students who need some intervention to stay on track**
- **Best as intervention instruction**

Explicit Reteaching Lessons

Comprehensive Reteaching Lessons



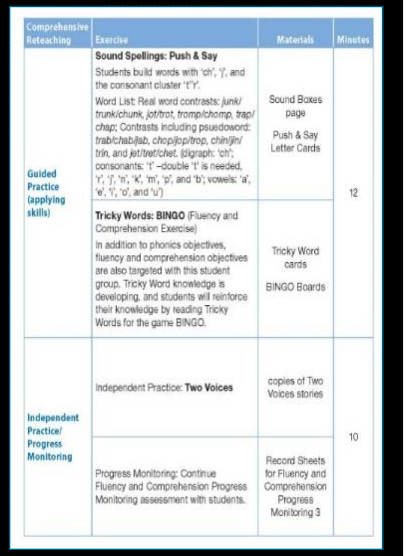
Comprehensive Reteaching Sample Remedial Lesson

Target: confusions between /ch/, /t//r/, and /j/

Comprehensive Reteaching	Exercise	Materials	Minutes
Warm-Up	**Match Me** Students have struggled to discriminate between /ch/, /t//r/, and /j/ in word building and spelling activities. Play Match Me with 'ch', 't', 'r', and 'j'.	Large Letter Cards: 'ch', 't', 'r', and 'j'	3

Explicit Instruction	**Review the Sound-Spelling**
	• Tell students, "As we learn more sounds and the letters used to spell them, we will discover some which are confusing because they sound a lot alike. We will talk about 'ch' > /ch/ and two other very similar sounds."
	• Discuss how /ch/ is easily confused with /j/ because the articulations only differ in voicing.
	• Discuss /t/ and /r/ combined as a cluster and notice how the articulations shift. Instead of a clean tap behind the teeth for /t/, for the consonant cluster the rim of the tongue taps, similar to the articulation for /ch/. This is because the lower jaw is pulled up to push the lips out for the /r/ articulation!
	• Provide a few sample words asking students to identify which sound-spelling is needed at the beginning by holding up the correct letter cards:
	  • 'ch' –*chat, chin, chunk*
	  • 'tr' –*trip, trot, trunk*
	  • 'j' –*jet, jig, job*
		Articulation Chart
		Word List(s)
		Warm-Up Letter Cards
			5

Guided Practice (working with skills)	**Chaining** Chaining list targeting 'ch': chat > hat > hit > hip > chip > chop > chap > champ > camp > cap > cat (digraph: 'ch', consonants: 't', 'h', 'p', 'm', 'c', and vowels: 'a', 'i', and 'o')	Chaining List dry erase board, marker, and eraser for teacher and each student	10



Comprehensive Reteaching	Exercise	Materials	Minutes
Guided Practice (applying skills)	**Sound Spellings: Push & Say** Students build words with 'ch', 'j', and the consonant cluster 'tr'. Word List: Real word contrasts: *junk/trunk/chunk, jot/trot, tromp/chomp, trap/chap*; Contrasts including psuedoword: *trab/chab/jab, chop/jop/trop, chin/jin/trin,* and *jet/tret/chet*. (digraph: 'ch'; consonants: 't' –double 't' is needed, 'r', 'j', 'n', 'k', 'm', 'p', and 'b'; vowels: 'a', 'e', 'i', 'o', and 'u')	Sound Boxes page Push & Say Letter Cards	12
	Tricky Words: BINGO (Fluency and Comprehension Exercise) In addition to phonics objectives, fluency and comprehension objectives are also targeted with this student group. Tricky Word knowledge is developing, and students will reinforce their knowledge by reading Tricky Words for the game BINGO.	Tricky Word cards BINGO Boards	
Independent Practice/ Progress Monitoring	Independent Practice: **Two Voices**	copies of Two Voices stories	10
	Progress Monitoring: Continue Fluency and Comprehension Progress Monitoring assessment with students.	Record Sheets for Fluency and Comprehension Progress Monitoring 3	

Rebuilding

- **Explicit instruction across multiple literacy areas**
- **Significant committed time working with student(s)**
- **Appropriate for:**
- **Students with IEPs**
- **Students at least one grade level behind**
- **Can be used as a substitute for Teacher's Guide lesson**

Comprehensive Reteaching Lessons

➢ Word & Chaining Lists

Chaining Lists for Reading or Spelling

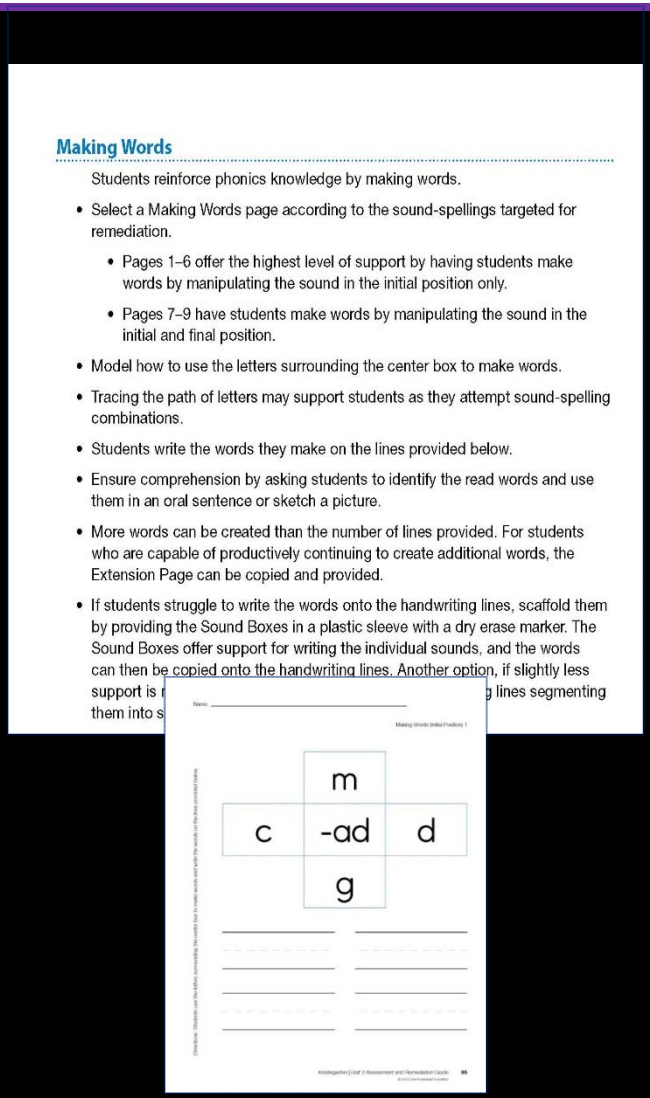
All chains are designed in such a way that if you reach the end and wish to continue you may simply repeat the chain.

Letter Cards Needed for Sound/ Spellings	'm' > /m/, 'a' > /a/, 't' > /t/, and 'd' > /d/	Adding 'o' > /o/, 'c' > /k/, and 'g' > /g/	Adding 'i' > /i/
Manipulating Initial Position Only	mat > at > tat > dat dad > mad > ad > tad dam > tam > mam > am	dog > cog > tog > mog > gog cot > tot > dot > mot > got	it > mit > dit > git
Manipulating Initial and Final Position Only	dad > mad > mat > at > ad > dad > mad at > mat > mad > dad > tad > ad dad > tad > mad > mat > at > ad > am > dam > mam > mad ad > at > mat > mad > tad > mad > dad > dam > am > tam > tad	tag > tad > dad > mad > mat > cat > gat > gag dad > dam > gam > cam > cat > mat > mad > tad tag > gag > gad > mad > tad > cad > cat > mat > mag mom > tom > tot > dot > cot > got > gom dod > dom > om > ot > mot > tot > dot cot > got > tot > dot > dog > tog > cog	dig > gig > mig > mid > did > dim > gim > gid > git > it > mit > mig dim > did > gid > gig > tig > dig > did > mid > tid > tim gig > tig > dig > did > dim > tim > mim > mit > dit > dig
Manipulating Initial, Medial, and Final Position	N/A, 'a' > /a/ is the only vowel in this category.	at > mat > cat > cot > dot > tot > tat cod > cot > cat > mat > mad > dad > cad ad > at > cat > cot > tot > dot > dated tag > tad > dad > ad > at > cat > cot > got > tot > tat dag > cag > ag > og > om > com > dom > gom > gam > gag at > cat > cot > got > dot > dog > gog > gag > gat am > ad > at > cat > cam > dam > dad > mad > mac > mat > mam cog > dog > dot > cot > cod > tod > tad > tag > gag > gat > cat > cot	dig > gig > gag > tag > tad > mad > dad > did > dim it > at > cat > mat > mad > dad > did > dig > dog > dot > dit it > at > mat > mad > mid > did > dig > gig > git gim > mim > mit > git > dit > dat > gat > gad > gid it > at > mat > cat > cot > dot > dit gag > tag > tad > dad > did > dig > dag at > mat > mad > mid > did > dad > dat dog > dot > got > tot > cot > cat > cot > cog tig > gid > gad > gam > gom > com > tom > tid mot > ot > og > ig > mig > mog ag > cag > dag > dat > dit > git > gat > gag dod > dom > om > im > mim > mit > mid > mod dim > dig > did > dad > mad > mat > cat > dat > dit got > dot > cot > cat > at > it > dit > dot tad > dad > mad > mid > did > dig > tig > tag

Practice mastery of letter-sound correspondences

Word & Chaining Lists

➢ Reteaching Activities



Making Words

Students reinforce phonics knowledge by making words.

- Select a Making Words page according to the sound-spellings targeted for remediation.
  - Pages 1–6 offer the highest level of support by having students make words by manipulating the sound in the initial position only.
  - Pages 7–9 have students make words by manipulating the sound in the initial and final position.
- Model how to use the letters surrounding the center box to make words.
- Tracing the path of letters may support students as they attempt sound-spelling combinations.
- Students write the words they make on the lines provided below.
- Ensure comprehension by asking students to identify the read words and use them in an oral sentence or sketch a picture.
- More words can be created than the number of lines provided. For students who are capable of productively continuing to create additional words, the Extension Page can be copied and provided.
- If students struggle to write the words onto the handwriting lines, scaffold them by providing the Sound Boxes in a plastic sleeve with a dry erase marker. The Sound Boxes offer support for writing the individual sounds, and the words can then be copied onto the handwriting lines. Another option, if slightly less support is r… …g lines segmenting them into s…

- **Facilitated by teacher**
- **Goal - strengthen and support instruction**
- **Activities vary:**
  - **familiar (from TG)**
  - **adapted**
  - **new**

Word Lists

Activity Pages

NAME: _____ **1.2.14** WORD LIST

DATE: _____

Mixed Review: Double Consonants

off	stuff	puff	staff
cliff	stiff	sniff	egg
buzz	fuzz	fizz	jazz
add	odd	mitt	mutt
butt	Matt	inn	fluff

NAME: _____ **1.2.20** ACTIVITY PAGE

DATE: _____

Count the sounds in each word, circle the spellings, and write the number of sounds in the box. Then, copy the word on the line.

1. cliff	4	cliff
2. tell		
3. press		
4. toss		
5. trash		
6. fluff		
7. bring		
8. this		
9. sing		
10. still		

Practice Sentences

Practice Stories

NAME: _____

DATE: _____

1.3.1 PRACTICE SENTENCES FOR ORAL READING

Practice Sentences

1. Grant trusts Brent.
2. Slim has milk left in his cup.
3. Fran has soft vests.
4. Fred has six frogs.
5. Trip can grab it.
6. Brad slept in his crib.
7. It is as soft as silk.
8. Stef got us fins and swim masks.

NAME: _____

DATE: _____

1.3.7 PRACTICE STORIES FOR ORAL READING

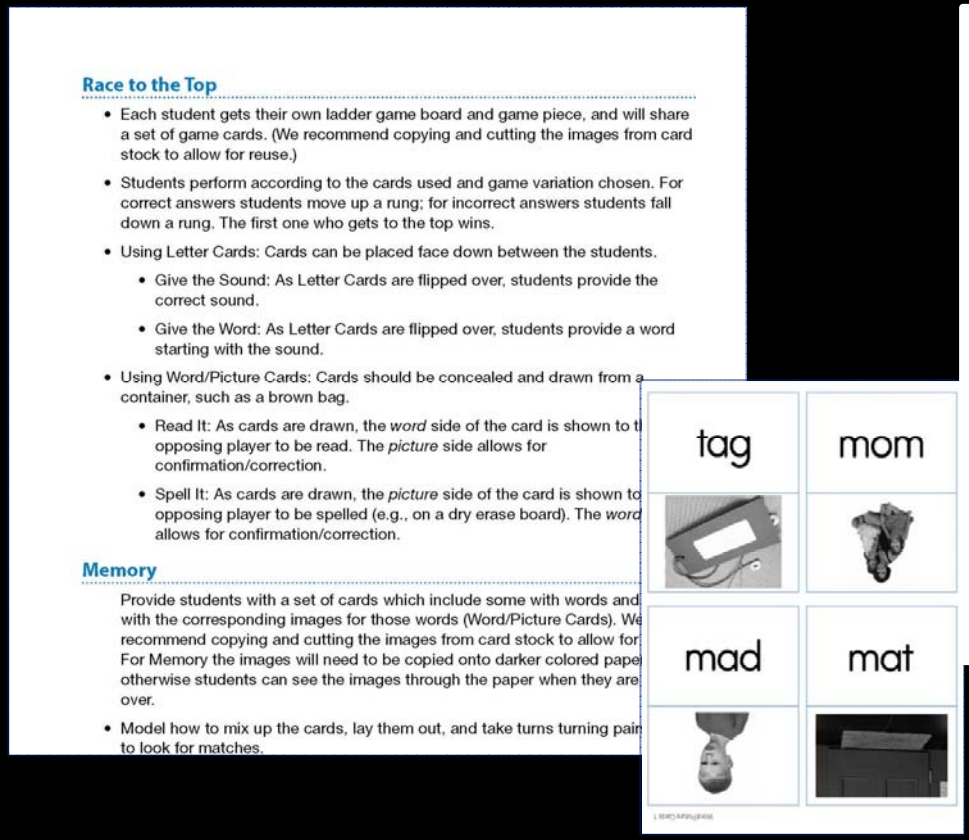
Sam at Camp

Sam's mom drops him at camp.

Sam's pal Chet is at camp. Chet and Sam can run fast.

Sam is glad camp is fun.

➢ Games for Reinforcement



Race to the Top

- Each student gets their own ladder game board and game piece, and will share a set of game cards. (We recommend copying and cutting the images from card stock to allow for reuse.)
- Students perform according to the cards used and game variation chosen. For correct answers students move up a rung; for incorrect answers students fall down a rung. The first one who gets to the top wins.
- Using Letter Cards: Cards can be placed face down between the students.
  - Give the Sound: As Letter Cards are flipped over, students provide the correct sound.
  - Give the Word: As Letter Cards are flipped over, students provide a word starting with the sound.
- Using Word/Picture Cards: Cards should be concealed and drawn from a container, such as a brown bag.
  - Read It: As cards are drawn, the *word* side of the card is shown to t opposing player to be read. The *picture* side allows for confirmation/correction.
  - Spell It: As cards are drawn, the *picture* side of the card is shown to opposing player to be spelled (e.g., on a dry erase board). The *word* allows for confirmation/correction.

Memory

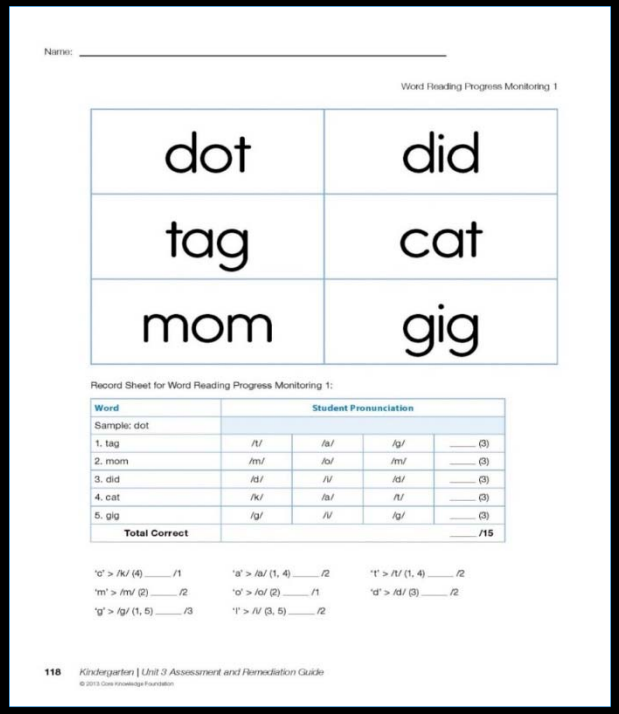
Provide students with a set of cards which include some with words and with the corresponding images for those words (Word/Picture Cards). We recommend copying and cutting the images from card stock to allow for For Memory the images will need to be copied onto darker colored pape otherwise students can see the images through the paper when they are over.

- Model how to mix up the cards, lay them out, and take turns turning pair to look for matches.

- **Skills aligned games are included to provide opportunities for students to practice**
  - **small group instruction**
  - **center work**

Games for Reinforcement

➢ Progress Monitoring Assessments



Name: _____

Word Reading Progress Monitoring 1

dot	did
tag	cat
mom	gig

Record Sheet for Word Reading Progress Monitoring 1:

Word	Student Pronunciation			
Sample: dot				
1. tag	/t/	/a/	/g/	____ (3)
2. mom	/m/	/o/	/m/	____ (3)
3. did	/d/	/i/	/d/	____ (3)
4. cat	/k/	/a/	/t/	____ (3)
5. gig	/g/	/i/	/g/	____ (3)
Total Correct				____ /15

'c' > /k/ (4) ____ /1 'a' > /a/ (1, 4) ____ /2 't' > /t/ (1, 4) ____ /2
'm' > /m/ (2) ____ /2 'o' > /o/ (2) ____ /1 'd' > /d/ (3) ____ /2
'g' > /g/ (1, 5) ____ /3 'i' > /i/ (3, 5) ____ /2

118 *Kindergarten | Unit 3 Assessment and Remediation Guide*

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Progress Monitoring Assessments

- **Monitor student progress on targeted skills**
- **Diagnostically inform instruction**
- **Contribute to student performance records**

Assessment

NAME: _____

DATE: _____

2.7.1 ASSESSMENT

Read the following words aloud to your teacher.

1. scratch	11. glance	21. knot
2. fence	12. Francis	22. dancing
3. wring	13. valve	23. kitchen
4. involve	14. hatching	24. whisk
5. whip	15. legend	25. fringe
6. logs	16. solve	26. wrench
7. dense	17. process	27. nonsense
8. knock	18. tense	28. wings
9. magic	19. wreck	29. knitting
10. cell	20. pins	30. whack

Score: _____ /30

Students who correctly read 24 out of 30 words have mastered this skill.

g: _____ /4 ge: _____ /1 c: _____ /5 ce: _____ /2 se: _____ /2

s: _____ /7 kn: _____ /3 tch: _____ /3 ve: _____ /3 wh: _____ /3

wr: _____ /3

Provide students with Activity Page 2.7.2 on the following page. Tell students that you are going to say a word and that they should write the word that they hear you say.

1. scratch	11. glance	21. knot
2. fence	12. Francis	22. dancing
3. wring	13. valve	23. kitchen
4. involve	14. hatching	24. whisk
5. whip	15. legend	25. fringe
6. logs	16. solve	26. wrench
7. dense	17. process	27. nonsense
8. knock	18. tense	28. wings
9. magic	19. wreck	29. knitting
10. cell	20. pins	30. whack

Analyze students' spelling errors to identify any patterns. Note that spelling mastery often lags behind the ability to read the same words.

NAME: _____

DATE: _____

2.7.2 ASSESSMENT

Spell the words on the following blanks.

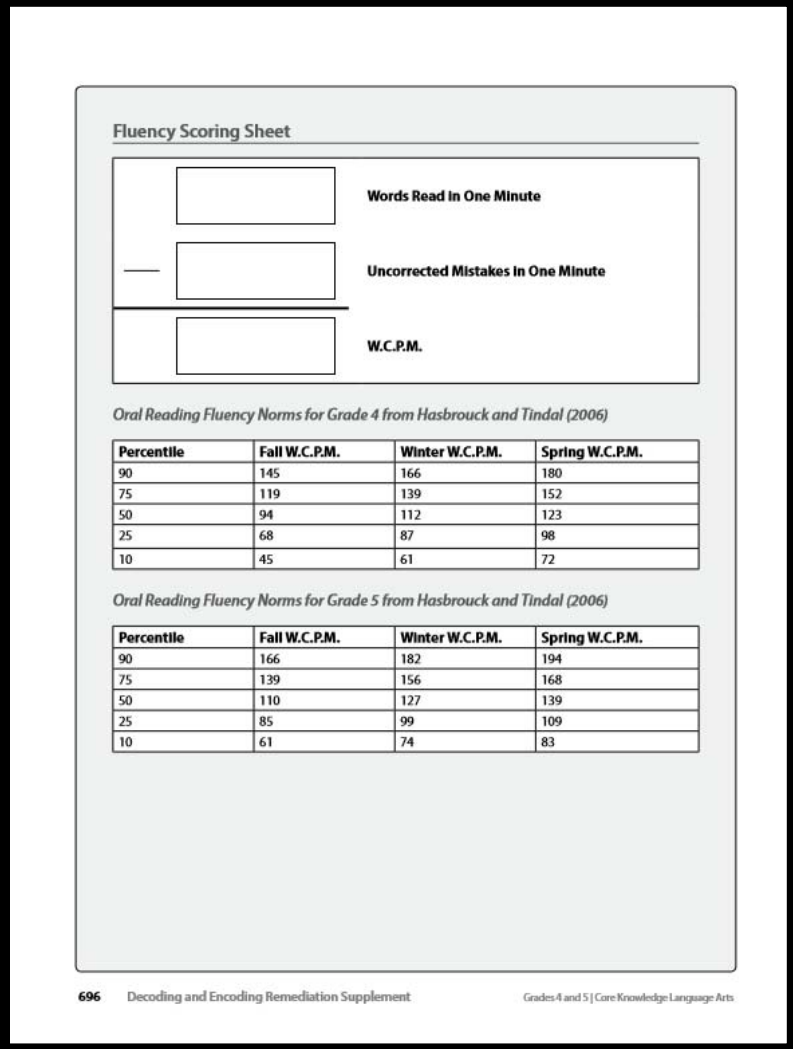
1. _____	11. _____	21. _____
2. _____	12. _____	22. _____
3. _____	13. _____	23. _____
4. _____	14. _____	24. _____
5. _____	15. _____	25. _____
6. _____	16. _____	26. _____
7. _____	17. _____	27. _____
8. _____	18. _____	28. _____
9. _____	19. _____	29. _____
10. _____	20. _____	30. _____

g: _____ /4 ge: _____ /1 c: _____ /5 ce: _____ /2 se: _____ /2

s: _____ /7 kn: _____ /3 tch: _____ /3 ve: _____ /3 wh: _____ /3

wr: _____ /3

Fluency Assessments



Fluency Scoring Sheet

Words Read in One Minute

— Uncorrected Mistakes in One Minute

W.C.P.M.

Oral Reading Fluency Norms for Grade 4 from Hasbrouck and Tindal (2006)

Percentile	Fall W.C.P.M.	Winter W.C.P.M.	Spring W.C.P.M.
90	145	166	180
75	119	139	152
50	94	112	123
25	68	87	98
10	45	61	72

Oral Reading Fluency Norms for Grade 5 from Hasbrouck and Tindal (2006)

Percentile	Fall W.C.P.M.	Winter W.C.P.M.	Spring W.C.P.M.
90	166	182	194
75	139	156	168
50	110	127	139
25	85	99	109
10	61	74	83

696 Decoding and Encoding Remediation Supplement Grades 4 and 5 | Core Knowledge Language Arts

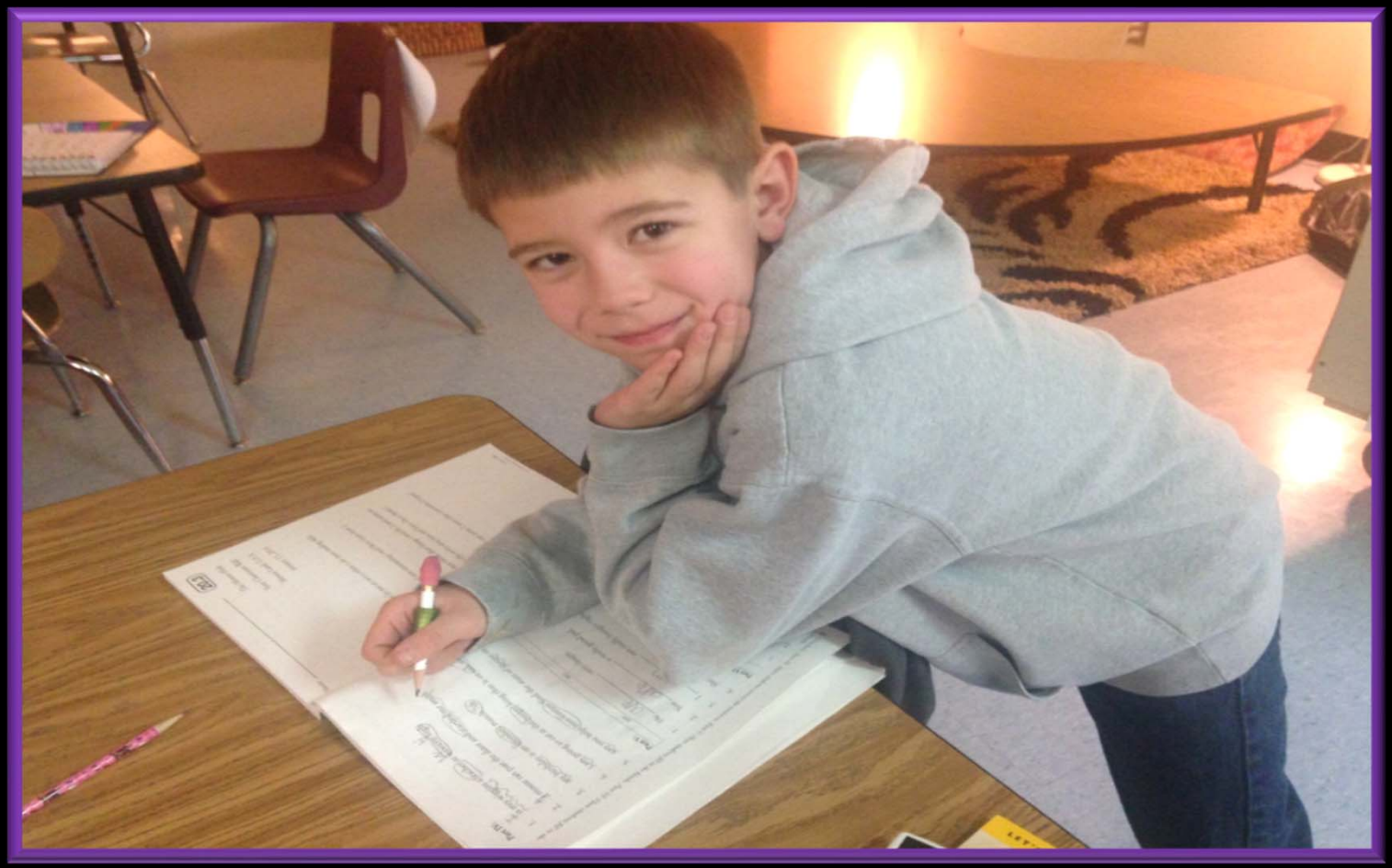
NATIONAL ORF NORMS

50th Percentiles Hasbrouck & Tindal (2006)

Grade	Fall wcpm	Winter wcpm	Spring wcpm
1		23	53
2	51	72	89
3	71	92	107
4	94	112	123
5	110	127	139
6	127	140	150
7	128	136	150
8	133	146	151

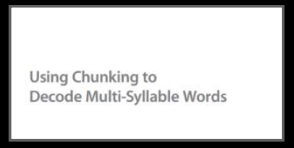
GREEN zone 10 or more to -4 YELLOW Zone -5 to -10 RED Zone > 10 below

Progress Monitoring Assessments

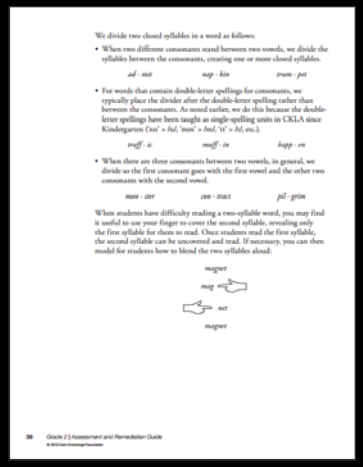


Fluency Assessments

➢ Resources


Using Chunking to
Decode Multi-Syllable Words

The Basic and Advanced Code
Understanding How Phonics is Taught in CKLA


We divide two closed syllables in a word as follows:

- When two different consonants stand between two vowels, we divide the syllables between the consonants, creating one or more closed syllables.

ad · mit *nap · kin* *trum · pet*

- For words that contain double-letter spellings for consonants, we typically place the divider after the double-letter spelling rather than between the consonants. As noted earlier, we do this because the double-letter spellings have been taught as single-spelling units in CKLA since Kindergarten ('ssi' > /sɪ/, 'mm' > /mɪ/, 'tt' > /tɪ/, etc.).

traff · ic *muff · in* *happ · en*

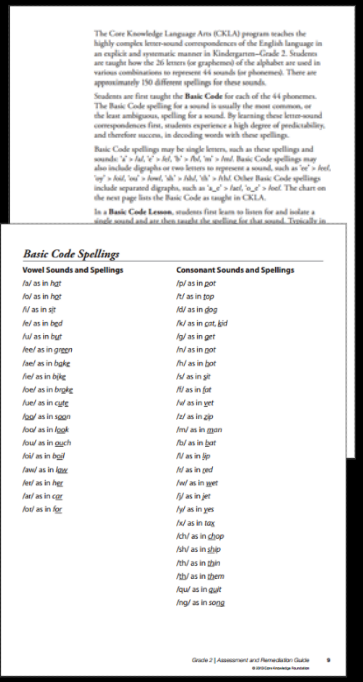
- When there are three consonants between two vowels, in general, we divide so the first consonant goes with the first vowel and the other two consonants with the second vowel.

mum · ster *cen · tract* *pil · grim*

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:

magnet
mag
net
magnet

38 Grade 2 | Assessment and Remediation Guide


The Core Knowledge Language Arts (CKLA) program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten–Grade 2. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the **Basic Code** for each of the 44 phonemes. The Basic Code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

Basic Code spellings may be single letters, such as these spellings and sounds: 'a' > /ɪ/, 'e' > /e/, 'b' > /b/, 'm' > /m/. Basic Code spellings may also include digraphs or two letters to represent a sound, such as 'ee' > /ee/, 'oy' > /oi/, 'ou' > /ow/, 'sh' > /sh/, 'th' > /th/. Other Basic Code spellings include separated digraphs, such as 'a_e' > /ae/, 'o_e' > /oe/. The chart on the next page lists the Basic Code as taught in CKLA.

In a **Basic Code Lesson**, students first learn to listen for and isolate a single sound and are then taught the spelling for that sound. Typically in

Basic Code Spellings

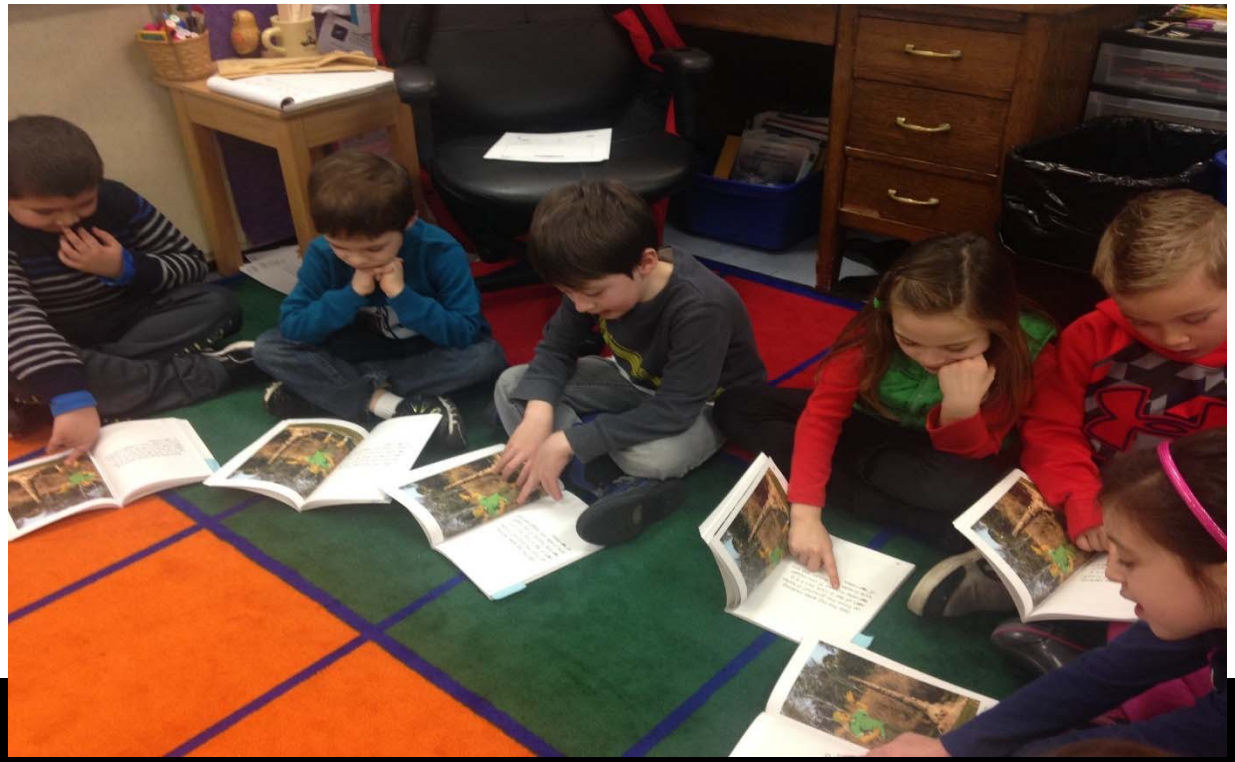
Vowel Sounds and Spellings	Consonant Sounds and Spellings
/ɪ/ as in *hat*	/p/ as in *pot*
/o/ as in *hot*	/t/ as in *top*
/i/ as in *sit*	/d/ as in *dog*
/e/ as in *bed*	/k/ as in *cat, kid*
/u/ as in *but*	/g/ as in *get*
/ee/ as in *green*	/n/ as in *not*
/ae/ as in *bake*	/h/ as in *hot*
/ie/ as in *bike*	/s/ as in *sit*
/oe/ as in *brake*	/f/ as in *fat*
/ue/ as in *cute*	/v/ as in *vet*
/oo/ as in *soon*	/z/ as in *zip*
/oo/ as in *look*	/m/ as in *man*
/ou/ as in *ouch*	/b/ as in *bat*
/oi/ as in *boil*	/l/ as in *lip*
/aw/ as in *law*	/r/ as in *red*
/er/ as in *her*	/w/ as in *wet*
/ar/ as in *car*	/j/ as in *jet*
/or/ as in *for*	/y/ as in *yes*
	/x/ as in *tax*
	/ch/ as in *chop*
	/sh/ as in *ship*
	/th/ as in *thin*
	/th/ as in *them*
	/qu/ as in *quit*
	/ng/ as in *song*

Grade 2 | Assessment and Remediation Guide 9

- **CKLA instructional aligned articles**
- **Comprehension Master Thinking with Reading Chart**
- **Sound articulation chart**
- **Decoding strategies**
- **Concepts of Print checklist**

Assessment is a prerequisite first step to helping struggling readers, we use multiple measures to diagnose students' areas of improvement

Utilize DIBELS, MAPS, iReady Assessment Data, CKLA Skills Unit Assessments, CKLA Domain Assessments, formative assessments, and anecdotes to diagnose students' areas of improvement.



We believe struggling readers must be identified as soon as possible

CKLA Skills Unit Assessments, *Eureka Math* End of Module Assessments, & SBA Interim Assessments 2016-17

September 2016

***CKLA* BOY (Skills Unit 1):** 1st, 2nd & 3rd (days 6-10) 4th (days 16 -18) 5th (days 11-13)

*4th unit 5 Quest, complete in June after 8
*5th unit 8 Quest, complete in June after unit 9

***Eureka Math* End Of Module Assessments:** k M1 11/2 1 M1 11/4 2 M1 9/16
3 M1 10/6 4 M1 10/6 5 M1 9/30

SBA Interim: (Possible Pretest for multiple measures)

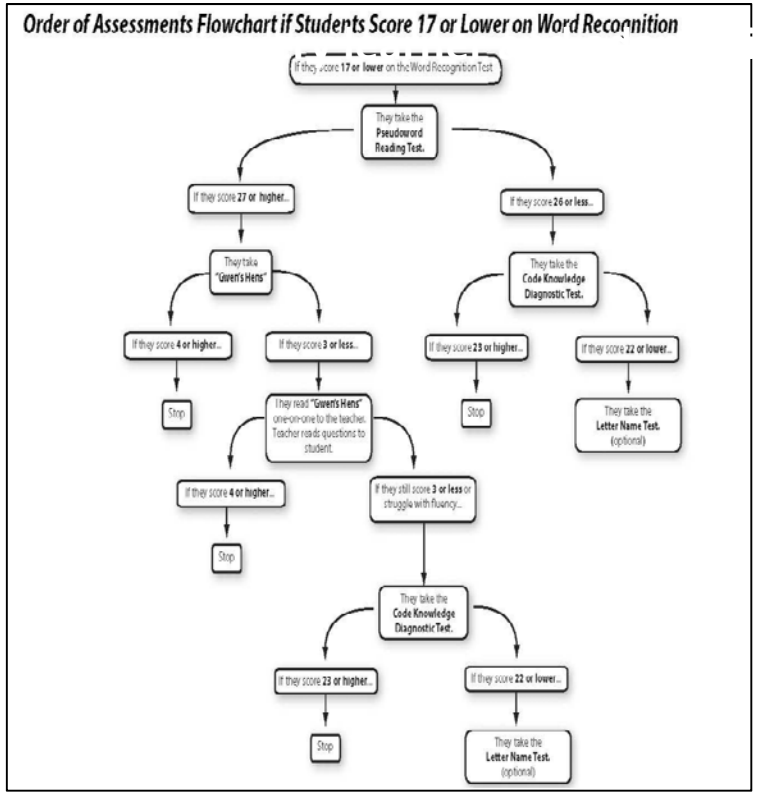
	Tue	Wed	Thu	Fri
		First Day of School DIBELS→	1 DIBELS→	2 DIBELS→
5 Labor Day	6 DIBELS→	7 DIBELS→	8 DIBELS→	9 CKLA BOY 1st, 2nd & 3rd DIBELS→
12 CKLA BOY 1st, 2nd & 3rd	13 CKLA BOY 1st, 2nd & 3rd	14 CKLA BOY 1st, 2nd & 3rd	15	16 CKLA BOY 5th 2 M1
19 CKLA BOY 5th	20 CKLA BOY 5th	21	22	23 CKLA BOY 4th th
26 CKLA BOY 4th	27 CKLA 4th	28	29	30 5 M1

8/24/2015

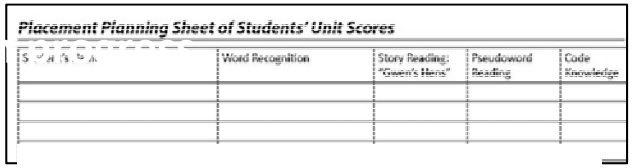
Step 1: Determining child's Needs

We believe Literacy intervention must then be delivered as swiftly as possible and must be customized to every learner.

Sample from Assessment Flowchart



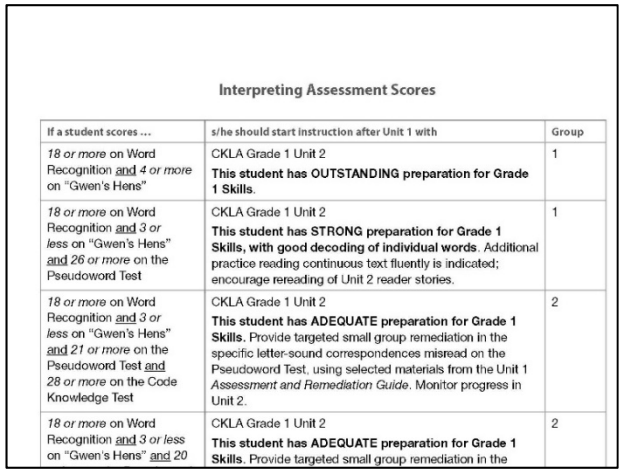
Class Summary Form



Placement Planning Sheet of Students' Unit Scores

	Word Recognition	Story Reading: "Gwen's Hens"	Pseudoword Reading	Code Knowledge

Interpretation Guidelines



Interpreting Assessment Scores

If a student scores ...	s/he should start instruction after Unit 1 with	Group
18 or more on Word Recognition and *4 or more* on "Gwen's Hens"	CKLA Grade 1 Unit 2 **This student has OUTSTANDING preparation for Grade 1 Skills.**	1
18 or more on Word Recognition and *3 or less* on "Gwen's Hens" and *26 or more* on the Pseudoword Test	CKLA Grade 1 Unit 2 **This student has STRONG preparation for Grade 1 Skills, with good decoding of individual words.** Additional practice reading continuous text fluently is indicated; encourage rereading of Unit 2 reader stories.	1
18 or more on Word Recognition and *3 or less* on "Gwen's Hens" and *21 or more* on the Pseudoword Test and *28 or more* on the Code Knowledge Test	CKLA Grade 1 Unit 2 **This student has ADEQUATE preparation for Grade 1 Skills.** Provide targeted small group remediation in the specific letter-sound correspondences misread on the Pseudoword Test, using selected materials from the Unit 1 *Assessment and Remediation Guide*. Monitor progress in Unit 2.	2
18 or more on Word Recognition and *3 or less* on "Gwen's Hens" and *20*	CKLA Grade 1 Unit 2 **This student has ADEQUATE preparation for Grade 1 Skills.** Provide targeted small group remediation in the	2

Planning Remediation

When assessment data and instructional performance signals a need for remediation:

1. **Go to the corresponding instructional point in the ARG.**
2. **Consider the students' level of instructional need and plan with the lesson structures accordingly.**
3. **Select exercises and prepare associated materials from the appropriate section(s) of the ARG.**
4. **Use progress monitoring assessments to inform decisions about student progress and/or ongoing remediation needs.**

We believe planning tailored instruction with the Assessment and Remediation Guide is the opportunity to make a difference in the lives of ALL our readers!!