Students at the Center: Supporting all Learners with CKLA

Participant Packet

Name: _______________________________________________________

Core Knowledge Language Arts (CKLA)
Objectives

Participants will be able to:

- Describe the variety of supports for all learners in CKLA by:
  - Using assessments to determine student need
  - Using lesson-embedded supports to determine student mastery of objectives
  - Exploring the variety of supports that CKLA provides to enhance learning for all students.

Agenda

- Introduction
- CKLA Assessment Overview
- Skills: Formative Assessment Process
- Skills: End-of-Unit Assessment Process
- Listening & Learning: Domain Assessment Process
- Skills and Listening & Learning: Supporting the Needs of All Learners
- Closing
## Assessment Notes

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<th>Assessment for learning (formative)</th>
<th>Assessment of learning (summative)</th>
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Lesson 4

Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- Distinguish fiction from informational text (RL.1.5)
- Ask and answer questions, orally and/or in writing, about the informational text “Things That Swim,” requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently (RI.1.1)
- Identify the main topic and retell key details of a nonfiction/informational text read independently (RI.1.2)
- Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently (RI.1.4)
- Identify and use text features, such as the table of contents, to locate information in a nonfiction/informational text (RI.1.5)
- Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- Orally produce single-syllable words with featured vowel digraphs by blending the sounds (RF.1.2b)
- Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- Segment and blend phonemes to form one syllable words (RF.1.2d)
- Read one-syllable words spelled with the vowel digraph ‘ar’ /ar/ and then write each word under its corresponding picture (RF.1.3b)
- Read r-controlled vowel sounds spelled with digraph teams (RF.1.3c)
- Read vowel sounds spelled with vowel digraph teams (RF.1.3c)
- Read and understand decodable text in the story “Things That Swim” that incorporates the letter-sound correspondences taught in one-syllable words, with purpose and understanding (RF.1.4a)
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- Build simple and compound sentences orally in response to prompts (L.1.1j)
- Capitalize dates (L.1.2a)
- Use commas in dates (L.1.2c)
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<th>At a Glance</th>
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<th>Materials</th>
<th>Minutes</th>
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<tr>
<td>Introducing the Sound</td>
<td>Hearing Medial Sounds</td>
<td>Vowel Code Flip Book; Spelling Card for 'ar' &gt; /ar/ (car); Individual Code Chart; blue markers</td>
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<td>Introducing the Spellings</td>
<td>Teacher Modeling</td>
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<td>15</td>
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<td>Writing the Spelling/Matching</td>
<td>Worksheet 4.1</td>
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<tr>
<td>Reading Time</td>
<td>Whole Group: “Things That Swim”</td>
<td>The Green Fern Zoo</td>
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<tr>
<td>Take-Home Material</td>
<td>The /er/ and /ar/ Sounds</td>
<td>Worksheet 4.2</td>
<td></td>
</tr>
</tbody>
</table>

**Introducing the Sound**

**10 minutes**

### Hearing Medial Sounds

- Tell students that today’s sound is /ar/ as in car.
- Have students say the /ar/ sound several times, stretching it out.
- Ask students to repeat a number of words that have the /ar/ sound at the beginning: ark, arm, art, arch.
- Ask students to repeat a number of words that have the /ar/ sound in the middle: fam, hard, cart, mark, lark.
- Ask students to repeat a number of words that have the /ar/ sound at the end: car, jar, far, star, tar.
- Tell students that you are going to say a number of words. Some of the words will have /ar/ as the middle sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word that contains the /ar/ sound.

1. park  7. book
2. kid    8. chart
3. cart   9. yard
4. bat    10. fern
5. march  11. harsh
6. shark  12. herd

*If students need additional practice with ‘ar’ > /ar/, you may use Pausing Point exercises under “Recognize and Isolate the Sounds Taught in Unit 4” and “Distinguish Similar Sounds,” as well as the Assessment and Remediation Guide.*
**Introducing the Spelling**

**Teacher Modeling**

*Note:* We recommend that in today’s lesson you continue the chart of digraphs taught in this unit. As you introduce each new digraph, add a new line and list two or three example words. Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the At a Glance section.

**Vowel Code Flip Book**

1. ‘ar’ > /ar/ (car) Vowel Code Flip Book p. 17

- Tell students that you are going to show them how to write the /ar/ sound.
- Write ‘ar’ on the handwriting guidelines and explain that the two letters work together as a team to stand for the /ar/ sound. Model writing the spelling two or three more times.
- Explain that the sound /ar/ is not the same as the sound /a/ followed by the sound /r/.
- Have the class listen carefully to the difference between the vowel sounds in the following word pairs: tap — tar, cat — car, bad — bar, fat — far.
- Turn to **Vowel Code Flip Book page 17**. Show students the Spelling Card for ‘ar’ > /ar/ (car). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Have students turn to **Individual Code Chart page 5**. Have them trace the code information for ‘ar’ > /ar/ in blue. Remind students that this is in blue because it includes a vowel sound with a consonant.
- Tell students that whenever the spelling ‘ar’ appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

**Writing the Spelling/Matching**

- Distribute Worksheet 4.1.
- Remind students that they should write the date under their names on the worksheet. Model for students how to write the date, reminding them to capitalize proper nouns and emphasizing where to place commas.
- Write the spelling for /ar/ on the board and describe the motions as you write.
- Remind students that ‘ar’ is a letter team.
- Tell students to say the sound of each letter team and single-letter spelling that they write.
• Have students look at the back of the worksheet.
• Explain that for each word there are two pictures. Tell students to write each word under its matching picture. Have students work with a partner to name each picture and print the word under the matching picture.
• Review the worksheet as a class.
• Remember: You can refer to the digraph ‘ar’ by its sound or by the letter names. Continue to encourage students to say the sounds of the individual spellings as they write the words.

Reading Time

Whole Group: “Things That Swim”

Introducing the Story

• Ask students to look at the table of contents, find the second story, and tell you the title. (“Things That Swim”) Ask students, “What types of things might you expect to see in today’s story?”
• Tell students that so far, they have read stories that are made-up, meaning they were created from someone’s imagination. Remind students that the stories in the Fables Reader were made-up and called fiction. The Green Fern Zoo is a made-up place, as is Vern, the main character. However, the information about the different types of animals in this Reader is all true. We call these types of stories informational text.

Previewing the Spellings

• Please preview the following spellings before reading today’s story:

<table>
<thead>
<tr>
<th>‘ar’ &gt; /ar/</th>
<th>‘ou’ &gt; /ou/</th>
<th>Tricky Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>mark</td>
<td>mouth</td>
<td>be•cause</td>
</tr>
<tr>
<td>shark</td>
<td>trout</td>
<td>here</td>
</tr>
<tr>
<td>smart</td>
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</tbody>
</table>

Previewing the Vocabulary

• Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.
1. **creeks**—streams of water (smaller than rivers)
2. **bed of a creek**—the bottom of a creek that is made up of sand and rocks
3. **wee**—small
4. **reef**—a ridge of sand or a chain of rocks underwater in the ocean
5. **fins**—parts of a fish that help it move along in the water (Show students the picture of the shark on page 7 and point out the fin.)
6. **gills**—parts of a fish that allow it to breathe (Show students the picture of the shark on page 7 and point out the gills.)
7. **squid**—a type of animal that lives and swims in the ocean

**Purpose for Reading**

- Explain to students that they can identify the main topic of today’s story by asking themselves what the story is about. Often, the title will tell us the topic of the story, or what the story is about.
- Tell students that they should read today’s story to learn the names of the different types of animals that you can see swimming at the Green Fern Zoo.

**Whole Group Reading**

- Read the story as a class, one page at a time, allowing students to take turns reading aloud. Encourage students to read with expression, and model this for them if necessary. The rest of the class should follow along in their Readers as a classmate reads aloud.
- At the end of page 6, ask students, “What contraction do you see on this page? (here’s) What two words are used to make the contraction here’s? (here is) Why do you think the wee fish run and hide from the reef shark?” (to avoid being eaten)

**Wrap-Up**

- Use the following discussion questions to guide your conversation about the story.
Discussion Questions on “Things That Swim”

1. Evaluative What is the main topic of today’s story? (The topic of today’s story is things, or animals, that swim at the zoo.)
2. Literal What types of animals are in today’s story? (The types of animals in today’s story are things that swim.)
3. Literal Name the fish described in today’s story. (The fish described in today’s story are trout and sharks.)
4. Literal Where would you find a trout? (You could find a trout in cool lakes and creeks.)
5. Inferential Why might a trout hide in the creek bed? (A trout might hide in the creek bed to keep from being eaten by other animals or caught by fishermen.)
6. Inferential Why does the reef shark like to be near reefs where there are a lot of fish? (The reef shark likes to be near reefs where there are a lot of fish because it is easy for them to find food.)
7. Evaluative How are trout and reef sharks similar? How are they different? (Trout and reef sharks are similar because they are both fish, have gills and fins, and swim. Trout and reef sharks are different because reef sharks live in the ocean and trout live in fresh water like lakes and streams.)

Take-Home Material

The /er/ and /ar/ Sounds

• Have students take home Worksheet 4.2 to practice with a family member.

Supplemental Materials

If you have students who work quickly, you may give them lists of words, chains, phrases, and sentences to read, dictate, copy, or illustrate. Students may also write silly sentences or stories with the words. These words, chains, phrases, and sentences can also be used in exercises that you choose from the Pausing Point.

• Newly decodable words:

1. car* 5. start* 9. chart 13. mark
2. far* 6. arm 10. dark 14. sharp
3. hard* 7. art 11. farm 15. star
4. part* 8. card 12. march 16. yard
• Chains:
  1. park > dark > shark > sharp > harp > harm > farm > arm > art > dart
  2. star > starch > start > tart > tarp > tar > car > carp > card > lard

• Phrases and sentences:
  1. stars and stripes
  2. arts and crafts
  3. sun, moon, and stars
  4. a babe in arms
  5. all bark and no bite
  6. Are there sharks in this lake?
  7. My dog barks all the time.
  8. Do not drop that jar!
  9. Mom adds milk to our cart.
 10. This costs an arm and a leg!

**Code Knowledge**

• Before today’s lesson: If the students read 1,000 words in a trade book, on average between 567 and 733 of those words would be completely decodable.

• After today’s lesson: If the students read 1,000 words in a trade book, on average between 575 and 741 of those words would be completely decodable.

• The students have now learned at least one way to write 42 of the 44 sounds in English.

• The sound /ar/ is the 36th most common sound in English and is found in approximately 3 percent of English words.

• The sound /ar/ is spelled ‘ar’ approximately 96 percent of the time.

• There are no major spelling alternatives for this sound.
Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the letters.

ar  ar
ar  ar
art  art
art  art
farm  farm
farm  farm
yarn  yarn
yarn
yarn
Print the words on the lines where they fit best.

1. arm

2. car

3. star

4. yarn

5. cart
## Formative Assessment Process: Skills

Unit: ___________ Lesson #: ______

<table>
<thead>
<tr>
<th>Step</th>
<th>Guiding Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What do we want each student to learn? <em>(Lesson Objectives)</em></td>
</tr>
<tr>
<td>2</td>
<td>How will we know what each student has learned? <em>(Formative Assessment)</em></td>
</tr>
<tr>
<td></td>
<td><em>For some lessons, not all lesson objectives are assessed.</em></td>
</tr>
<tr>
<td>3</td>
<td>How does instruction support all students’ success? <em>(Unit Introduction, At a Glance, Sidebar Notes)</em></td>
</tr>
</tbody>
</table>
| 4    | Examine student formative assessment results. What should your next steps for instruction be? *(Supplemental Materials, Pausing Points, ARG)*  

*If 100% of students demonstrated mastery on the formative assessment after the last day of instruction on that skill, what would your next steps be?*

*If some students demonstrated mastery on the formative assessment after the last day of instruction on that skill, what would your next steps be?*

*If no students demonstrated mastery on the formative assessment on the last day of instruction for that skill, what would your next steps be?*
## Analyzing End-of-Unit Assessments

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Record student responses in EOU assessment tracker</td>
</tr>
<tr>
<td>2</td>
<td>Analyze data for patterns</td>
</tr>
</tbody>
</table>
| 3    | Group students  
*List groups below:*  
| 4    | Determine appropriate Pausing Point activities  
*List the Pausing Point activities you will use for each group:*  

# Analyzing Domain Assessments

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyze data for patterns</td>
</tr>
</tbody>
</table>
| 2    | Group students (if necessary)  
*List groups below:*  
   |  
| 3    | Determine appropriate Culminating Activities  
*List chosen Culminating Activities below:*  
   |  

*Will you complete these CAs as a whole or small group?*

*How does the CA you chose address student misconceptions and/or the most important points of the domain?*
<table>
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<tr>
<th>Core Supports</th>
<th>Supplemental Supports</th>
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<tr>
<td>Core Support</td>
<td>CKLA Program Information</td>
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<tr>
<td>--------------</td>
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</tr>
<tr>
<td>Additional Support</td>
<td>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.</td>
</tr>
<tr>
<td>K Pre-Decodable Picture Reader</td>
<td>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.</td>
</tr>
<tr>
<td>Sidebars</td>
<td>Within lessons, supports are provided in sidebars next to daily instruction. These are designed to give students in-the-minute support to access activities. Where advance preparation is required, this is flagged at the beginning of the lesson. Reading and Writing activities will usually have specific reading supports, many of which are designed to support reading comprehension and effective expression in writing. Support and Challenge Sidebars: Lesson segments provide Support and Challenge suggestions that provide assistance or opportunities for more advanced work toward the goal of the segment Review supports, challenge, and access 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 challenge. Integrated ELD Sidebars- Emerging, Expanding, Bridging. These are integrated supports in each lesson segment for ELs and other students who may benefit from differentiation. The supports are specific to the students’ mastery of the CCSS standards for the lesson and are aligned to Primary Focus statements and the California ELD standards.</td>
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</table>
Grades K-2

Both the Skills and Knowledge Strand provide opportunities and suggestions to evaluate student understanding and offer additional instruction, practice, and remediation.

Knowledge: Pausing Point days are included to review, reinforce and/or extend the material taught thus far. A content assessment is provided, but not required. You may choose to do any of the activities in any order or combination. Or, you can create other activities that will help review, reinforce and extend the material.

Skills: An extensive listing of additional activities to teach and practice the unit skills can be found in the Pausing Point section included after the last lesson. It is strongly recommend that you pause for 2–3 days to provide targeted remediation for individual or groups of students in any areas in which they performed poorly on the end-of-unit assessment.

Grade 3

Pausing Point days are embedded into the instruction at appropriate points in the units. The Contents page identifies the Pausing Point. You may choose to continue to the next lesson and schedule the Pausing Point for another day in the unit sequence. Pausing Points can be used to focus on content understanding, spelling, grammar, morphology skills, or fluency.

On a Pausing Point day, activities are provided. You may do the activities in any order or combination.

Grades 4-5

In Grades 4-5 each unit is given a set number of Pausing Point days. These are identified in the introduction. The Teacher Guide does not embed the days within the instruction. The Teacher Guide provides pacing suggestions, but teachers should use the days to meet their student needs.

The Pausing Point section of the Teacher Guide includes remediation and enrichment opportunities. Directions and grouping suggestions are provided. A Mid-Unit and End-of-Unit Content Assessment (PP! and PP2) may be used, as a Pausing Point. Yet, these content assessments are not required.
### 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-Aloud, plays, and other literary works in front of an audience (in Knowledge).

### Project based:
During the Application segment of the Knowledge Strand lessons, instruction is 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.

### Universal Access
These strategies go beyond instructional material to support the needs of all students.

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.
Student Grouping

Lessons provide regular small group and partnering opportunities. These can be arranged based on class needs.

Whole Group: For a whole group-reading lesson, you will provide reading instruction to the whole class. In general, you will introduce the chapter, review what students have already learned (when appropriate), preview core vocabulary, and establish a purpose for reading. Then, you will guide students’ reading by focusing on small chunks of text. Using guided reading supports; you will briefly engage students in discussion, and reference images, captions, and other text features throughout the lesson. After reading, you will have the opportunity to check students’ comprehension of the text using oral discussion questions, written activity page items, or some combination of the two. Please review completed activity pages, preferably with student involvement, to assess and monitor students’ comprehension and to provide rapid clarification and feedback.

Small Group: For a small group-reading lesson, you will divide the class into two small groups. Small Group 1 should include students who need extra scaffolding and support in order to read and comprehend the text. You will provide instruction to this group using the same procedures as a whole group-reading lesson. In addition, you will provide support as students complete an activity page, either during reading or afterward. There are many advantages to using this approach with a smaller number of students, including more frequent opportunities for each student to be actively engaged and to respond orally. This allows you to provide immediate corrective feedback and instruction for individual students. Small Group 2 should include students who are capable of reading and comprehending the text without guided support. These students may work as a small group, as partners, or independently to read the chapter, discuss it with others in Small Group 2, and then complete an activity page. Over the course of the year, students may move from one group to the other, depending on individual students’ needs. After reading, you will call students together as a class to briefly discuss the story and wrap up the lesson. Because students in Small Group 2 will complete the activity page independently, you should make arrangements to ensure they have completed it correctly. You might choose to collect the pages and correct them individually; provide an answer key for students to check their own or a partner’s completed activity page; or confer with students individually or as a group at a later time.

Partner: For a partner-reading lesson, you will pair students to read and discuss the chapter. You may wish to use any or all of the following pairings at different times: strong readers with readers who need more support; readers of similar skill levels; or English learners with native speakers. The way you pair students should change throughout the year. You will explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on. Students can ask their partner for help to sound out or define words as necessary. You may wish to adjust this structure as students’ needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners. Students will complete an activity page with their partners either during or after reading. You will call students back together as a class after reading to discuss the chapter and the activity page.

Instructional Plan
<table>
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<tr>
<th>COMPREHENSIVE RETEACHING</th>
<th>EXERCISE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up</td>
<td>Warm-Up activities prepare students for instruction and focus student attention on following directions. A Warm-Up activity should begin each remedial instruction session regardless of the lesson template selected. Grade 1 Unit 1 ARG recommends the Phonics exercise; Match Me, and phonological awareness exercise, Blending and Segmenting, for the Warm-Up. These exercises activate foundational knowledge and abilities for reading and spelling.</td>
</tr>
<tr>
<td>Explicit Instruction</td>
<td>This section provides teacher-directed time to prepare students to engage with the instruction. A single objective should be the primary focus of any remedial instruction session.</td>
</tr>
<tr>
<td>Guided Practice (working with Skills)</td>
<td>Working with skills is a transition from teacher-directed Explicit Instruction into supported instructional time. The activities are completed with a high level of support and opportunity for immediate feedback.</td>
</tr>
<tr>
<td>Guided Practice (applying skills)</td>
<td>Applying skills provides a flexible opportunity for practice with other activities from the Exercises section.</td>
</tr>
<tr>
<td>Independent Practice/Progress Monitoring</td>
<td>Independent Practice/Progress Monitoring Time is allotted at the end of the lesson template for independent practice and/or progress monitoring. Independent practice time is an extension or repeat of previously completed activities with which students have demonstrated the ability to perform independently. As needed, this allows for integration of progress monitoring assessments.</td>
</tr>
</tbody>
</table>
**Lesson Template: Comprehensive Reteaching**

If a single remedial instruction session does not allow enough time to complete the Comprehensive Reteaching Lesson, then the instruction can be divided over two instructional sessions. A split lesson structure may look like this: **Session 1: 25 minutes and Session 2: 25 minutes**

<table>
<thead>
<tr>
<th>Lesson Section</th>
<th>Exercise</th>
<th>Minutes</th>
<th>Lesson Section</th>
<th>Exercise</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-up</strong></td>
<td>If Phonics Focus choose one of the following:</td>
<td></td>
<td><strong>Warm-up</strong></td>
<td>If Phonics Focus choose one of the following:</td>
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</tr>
<tr>
<td></td>
<td>• Match Me</td>
<td></td>
<td></td>
<td>• Match Me</td>
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<tr>
<td></td>
<td>• Blending and Segmenting</td>
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<td>• Blending and Segmenting</td>
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<td></td>
<td>If Fluency and Comprehension Focus choose one of the following:</td>
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<td></td>
<td>If Fluency and Comprehension Focus choose one of the following:</td>
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<tr>
<td></td>
<td>• Silly Voices</td>
<td>3</td>
<td></td>
<td>• Silly Voices</td>
<td>3</td>
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<td>• Two Voices</td>
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<td><strong>Explicit Instruction</strong></td>
<td>If Phonics Focus:</td>
<td>5</td>
<td><strong>Explicit Instruction</strong></td>
<td>If Phonics Focus:</td>
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<td></td>
<td>Review the Sound-Spelling</td>
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<td>If Fluency and Comprehension Focus:</td>
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<td></td>
<td>Address Prior Knowledge and Set a Purpose</td>
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<td><strong>Guided Practice</strong></td>
<td>If Phonics Focus:</td>
<td>10</td>
<td><strong>Guided Practice</strong></td>
<td>Continue with Guided Activity (applying skills) from Session 1</td>
<td>7</td>
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<tr>
<td>(working with skills)</td>
<td>Chaining</td>
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<td>(applying skills)</td>
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<td></td>
<td>If Fluency and Comprehension Focus:</td>
<td></td>
<td>(applying skills)</td>
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<td></td>
<td>Model Thinking with Reading</td>
<td></td>
<td>(applying skills)</td>
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<tr>
<td><strong>Start Guided Practice</strong></td>
<td>Choose one or two activities or games from Exercises sections according to target objectives across components:</td>
<td>7</td>
<td><strong>Independent Practice/ Progress Monitoring</strong></td>
<td>Independent Practice activities when progress monitoring with individuals is needed.</td>
<td>10</td>
</tr>
<tr>
<td>(applying skills)</td>
<td>If Phonics Focus (see Phonics Exercises)</td>
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<td>If Fluency and Comprehension Focus:</td>
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<td>Read with Purpose and Understanding</td>
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The fluency packet was created to accompany Core Knowledge Language Arts Grade materials. These additional text selections provide opportunities for students to practice reading with fluency and expression (prosody).

- **Grade 2** materials consist of poetry, fiction, and nonfiction, as well as Reader’s Theater selections.
- **Grade 3** materials consist of folklore, and fables.
- **Grades 4-5** materials consist of selections from a variety of genres including poetry, folklore, fables, and other selections.

The introduction gives advice to the use.

- **Grade 2**: The selections are grouped by unit to relate to the topics of each Grade 2 Skills unit reader. The selections within a given unit can be used in any order, though they are arranged in this packet according to word count, starting with the shortest selections.
- **Grade 3**: The selections can be used in any order, though they are arranged in this packet according to word count, starting with the shortest selections.
- **Grades 4-5**: You may choose and use the selections at your discretion in any order, though they are arranged by text type, then genre.

At the beginning of the week, the teacher should make sufficient copies of the week’s selection for each student. The teacher should take time to model reading the selection aloud to all students. Then, students take the selection home to practice reading aloud throughout the week. The expectation for all students should be that they are prepared to read the selection fluently and with prosody by Friday. At the end of the week, the teacher should select a few students to individually read the selection aloud. Teachers may also wish to have a few students choral read the selection. Be sure to provide opportunities for different students to read aloud each week. Audience guidelines for students are included.

In the Fluency Packet for **fourth and fifth grade**, included after each selection are several comprehension questions are included after each selection. These may be used to assess each student’s comprehension of the selection by asking him or her to respond orally to the questions one on one with you.

**Parent Letter (Same across all grades)**

**Dear Family Member,**

Throughout Grade 2, your child will be bringing home short text selections on a weekly basis to practice reading. Your child should read the selection aloud each night to help him/her become increasingly fluent and able to read without hesitation. We encourage you or another family member to read the selection aloud first to model reading with fluency and expression.

At the end of each week, your child may be called upon to practice reading the selection aloud in class.

Repeated readings of text help build reading fluency, which includes automatic word recognition, expression, accuracy, and speed. The goal of using these short text selections is to help your child continue to strengthen his/her reading skills.
“Castles in the Middle Ages”

Did you ever wonder where kings, queens, and knights of long ago lived? Most of them lived in castles which were forts!

A castle was made to protect people from enemies. The walls were very high. Most castles also had watch towers. These towers were taller than the walls so knights could see far across the land.

Many castles also had a moat. The moat was a very wide, deep ditch filled with water. The entrance into the castle was often a drawbridge over the moat. It could be moved up to become a door that could seal off the entrance to the castle.

These three parts of the castle helped protect the knights, the king and queen, and the people who lived near the castle. If an enemy was near, people from the villages came inside to be safe. This helped everyone inside stay safe and kept the enemies outside!

Word Count: 151 words
12. “Grandfather Frog Loses Heart” by Thornton W. Burgess (Adaptation)

*Look before you leap; the water may be deep.*

That is very good advice, but most people find that out when it is too late. Grandfather Frog did. He had heard that verse all his life. But Grandfather Frog seemed to have left all his wisdom behind him when he left the Smiling Pool to go out into the Great World. Grandfather Frog had been getting into scrapes ever since he started out on his foolish journey, and now here he was in still another. He had landed in it head first, with a great splash.

When he had seen the cool, sparkling water of the spring, he couldn’t wait another second to get into it. He was so hot and dry and thirsty and uncomfortable. Grandfather Frog didn’t look at all before he leapt. He just dove in with a great long jump. That water felt so good. For a few minutes he couldn’t think of anything else. Grandfather Frog just closed his eyes and floated there in pure happiness.

He opened his eyes to look around. Then he blinked them rapidly for a minute or so. He rubbed them to make sure that he saw things correctly. His heart seemed to sink way, way down towards his toes. “Chugarum,” exclaimed Grandfather Frog, “Chugarum.” And after that for a long time he didn’t say a word.

All around him rose perfectly straight smooth walls. He could look up and see a little of the blue sky right overhead and whispering leaves of trees and bushes. Over the edge of the smooth straight wall grasses were bending. But they were so far above his head. There wasn’t any place to climb out. Grandfather Frog was in a prison.

A long time ago, Farmer Brown had cleared away all the dirt around the spring. Then
### Core Supports
If you were asked to write a summary for the section we just completed what would you say?

### Fluency Packets
Capture 2-3 takeaways about Fluency Packets.

### Assessment and Remediation Guide/ Decoding and Encoding Remediation Supplement
How is this resource going to support my struggling readers?