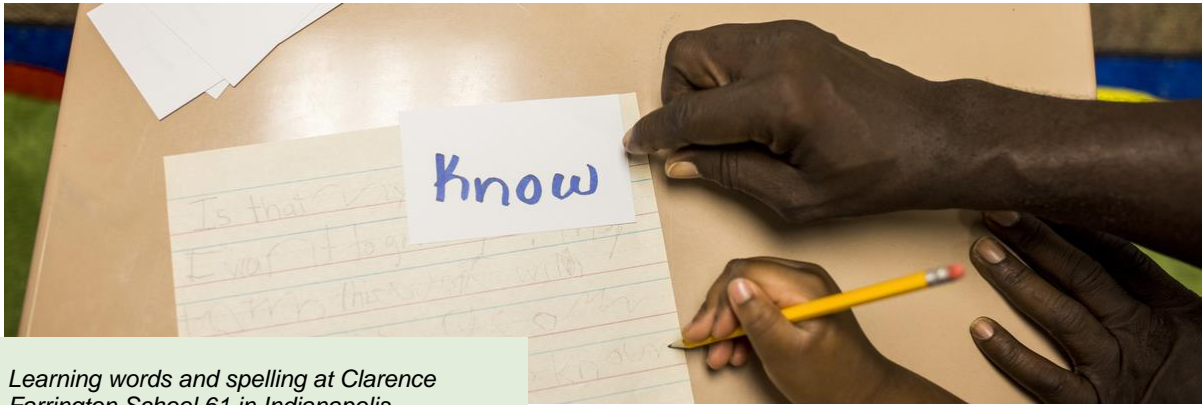




Summer School Literacy Curriculum Recommendations: CKLA

April 2021



Learning words and spelling at Clarence Farrington School 61 in Indianapolis.

Overview

The COVID-19 pandemic has caused unprecedented disruptions to student instruction and learning. Summer school, if thoughtfully structured, can be an opportunity to begin to recover some of that unfinished learning. The literacy curriculum recommendations outlined below can help focus teachers and students on the most critical content from the core curriculum that students will need to be successful going forward.

Summer School Literacy Curriculum Recommendations at a Glance

Below are TNTP's recommendations for using the Core Knowledge Language Arts (CKLA) curriculum during '20-21 summer school. These recommendations are based upon assumptions that summer school will prioritize students who may have significant skill gaps and are not yet meeting proficiency and that summer school will provide at minimum 2 hours of core literacy instruction per day plus an additional hour of RTI for 4-5 days per week for 4-6 weeks.

If you will be serving a different student population for more or less time, or your students have different academic needs than what is outlined here, you may need to adapt these recommendations for your circumstances.

Grade/Level	Focus Areas
K-2:	<p>Focus on both CKLA Skills and Knowledge during core instruction, with emphasis on Skills.</p> <ul style="list-style-type: none"> • At least 1 hour core instruction focused on the most critical foundational skills content from the grade that students are exiting • 1 hour of CKLA Knowledge focused instruction
3rd Grade	<p>Focus on CKLA Knowledge Instruction with reading foundational skills review.</p> <ul style="list-style-type: none"> • 1-1.5 hours instruction on 3rd grade CKLA Knowledge content • 0.5-1 hour instruction on 3rd grade CKLA Skills review content <p>1-hour RTI instruction targeting identified gaps, including any reading foundational skills gaps.</p>
4th – 5th Grade	<p>Focus on CKLA Knowledge Instruction with reading foundational skills review and fluency practice.</p> <ul style="list-style-type: none"> • 1 hour instruction on CKLA Knowledge instruction from the grade that students are exiting • 30 minutes instruction on 3rd grade CKLA Skills review content • 30 minutes fluency practice <p>1-hour RTI instruction targeting identified gaps, including any reading foundational skills gaps.</p>

Summer School Literacy Curriculum Recommendation Details by Grade Band

Attempt to get teachers to similar pacing points the spring prior to summer school.

- Identify where teachers are currently in the curriculum.
- If pacing varies significantly within or between buildings, create a plan to get teachers to similar pacing points by end of year. Prioritize K-2 Skills pacing especially. For teachers who are behind, consider having them double up on skills lessons, and reduce knowledge lessons, to catch them up to their peers in time for summer school.

K-2: CKLA Skills and Knowledge During Core Instruction, with Emphasis on Skills

- Spend one hour of core instruction daily focused on Knowledge instruction and one hour focused on Skills instruction.
- If teachers have completed their CKLA curriculum...



- Spend at least one hour of core instruction daily on reading foundational skills instruction conducting a review of the most critical CKLA skills content *from the grade students are exiting* as outlined below in K-2 Summer Skills Scope & Sequence.
- Spend ~1 hour of core instruction daily on knowledge instruction *from the grade students are exiting* using content from [Core Knowledge History & Geography Units](#) or the [Core Knowledge Science Units](#)
- If teachers have not yet completed their CKLA curriculum...
 - Provide at least one hour of Skills instruction and approximately one hour of Knowledge instruction daily continuing from where teachers left off in the materials for both Knowledge and Skills.
 - For Skills, teachers should stop in the curriculum once they reach the Preview Units listed below that are not considered critical grade-level content. Once those units are reached, provide a review of critical K-2 literacy skills for the grade just completed (not rising into) as outlined in the summer Skills Scope & Sequence below.
 - For Knowledge, continue from where teachers left off in the curriculum. Once the full grade-level curriculum is complete, transition to knowledge instruction using content from [Core Knowledge History & Geography Units](#) or the [Core Knowledge Science Units](#).
- Use RTI time to focus on students' individual and small group gaps, particularly their reading foundational skills gaps (phonics, phonemic awareness, etc.). You might choose to prioritize the most critical CKLA reading foundational skills content from prior grades (e.g. exiting 2nd graders might need 1st grade skills content or Kindergarten content) using the Summer Skills Scope & Sequence outlined below or the Assessment Remediation Guide/ Amplify Intervention Toolkit. It is important to maintain use of core instructional materials for Tier 2.

3rd Grade: Knowledge Instruction with Reading Foundational Skills Review

- Spend 60-120 minutes of core instruction daily focused on Knowledge instruction and 0-60 minutes daily focused on Skills review and fluency practice.
- If teachers have completed their CKLA curriculum...
 - Spend ~60 minutes of core instruction daily on Knowledge instruction using 3rd grade content from [Core Knowledge History & Geography Units](#) or the [Core Knowledge Science Units](#). Teachers could also use CKLA novel studies or unused quests for this Knowledge content.
 - Spend 30 minutes of core instruction daily on reading foundational skills instruction using the 3rd Grade Skills Review Scope & Sequence outlined below.
 - If time allows, spend 30 minutes on Fluency practice daily using resources fluency resources like those listed below.
- If teachers have not yet completed their CKLA curriculum...
 - Spend 120 minutes of core instruction daily continuing from where teachers left off in the curriculum.
 - Once the full grade-level curriculum is complete, transition to ~60 minutes of knowledge instruction using content from [Core Knowledge History & Geography Units](#) or the [Core](#)



[Knowledge Science Units](#) as outlined in the step above. Teachers could also use CKLA novel studies or unused quests for this knowledge content. Spend 30 minutes of core instruction daily on reading foundational skills instruction using the 3rd Grade Skills Review Scope & Sequence outlined below.

- Use RTI time to focus on students' individual and small group gaps, particularly any reading foundational skills gaps (phonics, phonemic awareness, etc.). You might choose to prioritize the most critical CKLA reading foundational skills content from prior grades (e.g. exiting 3rd graders might need 2nd grade or 1st grade Skills content) using the Summer Skills Scope & Sequence outlined below or the Decoding and Encoding Remediation Supplement/ Amplify Intervention Toolkit. It is important to maintain use of core instructional materials for Tier 2. If desired, TNTP can provide 3-5 teachers with Reading Foundational Skills training prior to summer school.

4th-5th Grade: Knowledge Instruction with Reading Foundational Skills Review and Fluency Practice

- Spend 60-90 minutes of core instruction daily focused on knowledge building and 30-60 minutes focused on critical foundational skills review and fluency practice
- If teachers have completed their CKLA curriculum...
 - Spend ~60 minutes of core instruction daily on Knowledge instruction *from the grade students are exiting* using content from [Core Knowledge History & Geography Units](#) or the [Core Knowledge Science Units](#). Teachers could also use CKLA novel studies or unused quests for this Knowledge content.
 - Spend 30 minutes of core instruction daily on reading foundational skills instruction using the 3rd Grade Skills Review Scope & Sequence outlined below. If desired, TNTP can provide 3-5 teachers with Reading Foundational Skills training prior to summer school.
 - If time allows, spend 30 minutes on Fluency practice daily using resources fluency resources like those listed below.
- If teachers have not yet completed their CKLA curriculum...
 - Spend 90 minutes of core instruction daily continuing from where teachers left off in the curriculum.
 - Once the full grade-level curriculum is complete, transition to ~60 minutes of knowledge instruction using content [from Core Knowledge History & Geography Units](#) or the [Core Knowledge Science Units](#) as outlined in the step above. Teachers could also use CKLA novel studies or unused quests for this Knowledge content. Spend 30 minutes of core instruction daily on reading foundational skills instruction using the 3rd Grade Skills Review Scope & Sequence outlined below. If desired, TNTP can provide 3-5 teachers with Reading Foundational Skills training prior to summer school.
 - If time allows, spend 30 minutes on Fluency practice daily using resources fluency resources like those listed below.
- Use RTI time to focus on students' individual and small group gaps, particularly any reading foundational skills gaps they still have (phonics, phonemic awareness, etc.). You might choose to prioritize the most critical CKLA reading foundational skills content from prior grades (e.g. exiting 4th graders might need 2nd grade skills content or Kindergarten content) using the Summer Skills Scope & Sequence outlined below or the Decoding and Encoding Remediation Supplement/ Amplify Intervention Toolkit. It is important to maintain use of core instructional materials for Tier 2.



CKLA K-2 Skills Preview Units: Not Recommended for Summer School

The final units in the CKLA Skills Strand are a preview of content for the following year. Students do not need to engage in these units to be considered on grade-level and prepared for the next grade. Instead of prioritizing these Preview Units during Summer School, students – particularly those who may be behind – would benefit from a focused review of critical grade-level skills for the grade just completed (not rising into). Once these units have been reached, teachers should proceed to the content outlined in the K-2 Summer Skills Scope & Sequence below.

CKLA Skills Preview Units – Not Recommended for Summer School

Grade Kindergarten: Skills Units 9 & 10

As long as pacing moves students through Unit 8 by the end of Kindergarten, they will have covered all grade-level content.

Grade 1: Skills Unit 7

As long as pacing moves students through Unit 6 by the end of first grade, they will have covered all grade-level content. Even those who get to Unit 6 may be okay with some added support, as content from Units 6 repeats in second grade.

Grade 2: Skills Unit 6

As long as pacing moves students through Unit 5 by the end of second grade, they will have covered all grade-level content.

K-2 Summer Skills Scope & Sequence

TNTP is working to develop COVID Recovery Unit plans focused on critical grade-level foundational skills for each grade-level (K-2). These unit plans will feature review lessons pulled directly from the CKLA scope & sequence, targeting common gaps and critical pre-requisites for future learning.

Kindergarten COVID Recovery Unit Plan will likely include practice and review with the following critical skills:

- CVC word reading with short vowel sounds like cat, dog, bed
- Consonant clusters, CCVC words like flag, CVCC words like dust, CCVCC words like blast
- Consonant sounds written with digraph spelling (e.g., 'sh', 'ch', 'th', 'ng')

Grade 1 COVID Recovery Unit Plan will likely include practice and review with the following critical skills:

- Basic code spellings for long vowels (e.g., Magic E)
- Basic code spellings for other vowel sounds
- Basic code spellings for r-controlled vowels
- Spelling alternatives for consonant sounds
- Spelling alternatives for long vowels



Grade 2 COVID Recovery Unit Plan will likely include practice and review with the following critical skills:

- Advanced code spellings for /s/, /j/, /w/, /r/, /n/
- Advanced code spellings for /ee/, /ou/, /oi/
- Advanced code spellings for /ae/, /oe/, /ie/, /ue/, and /aw/
- Advanced code spellings for /er/, /i/, /ie/, /oe/, /ee/, and /aw/
- Advanced code spellings for /u/ and /ə/
- Advanced code spellings for /er/, /o/, /ə/, /k/, /f/
- One, two, and three-syllable words: read, write, and spell

Grade 3 COVID Recovery Unit Plan will likely include practice and review with the following critical skills:

- Multisyllabic words with short vowel sounds; long vowel sounds; consonant 'le'; r-controlled vowels.
- Spelling of regular and irregular plural nouns; Adding –s or –es to certain verb forms; Changing the letter 'f' to 'v' and adding the suffix –es to create the plural form
- Spelling patterns of r-controlled vowels
- Spelling patterns of the sound /ee/: 'ee', 'e', 'ea', 'ie', 'i', 'y', 'ey' and 'e_e'
- Spelling patterns of the sound /ae/: 'ay', 'ai', 'ea', 'a_e', 'a'
- Spelling patterns of the sound /k/: 'c', 'k', 'ck', 'ch', 'cc'
- Spelling patterns of the sound /s/: 's', 'c', 'ss', 'ce', 'se', 'st', 'sc'
- Spelling patterns of the sound /j/: 'g', 'j', 'ge', 'dge', 'dg'
- Spelling patterns of the sound /n/: 'nn', 'kn', 'gn'
- Words with /ə/ spelled 'a' and 'e' and those words with /ə/ spelled 'al,' 'le,' and 'el,' and /sh/ + /ə/ + /n/ spelled 'tion'
- Spelling patterns of the sound /ue/: 'u', 'u_e', and 'ue'
- Spelling patterns of the sound /oo/: 'oo', 'ew', 'o', and 'o_e'.
- Spelling patterns of the sound /f/: 'f', 'ff', 'ph', 'gh'
- Spelling patterns of the sound /oi/: 'oi' and 'oy'
- Spelling patterns of the sound /ou/: 'ou' and 'ow'

Alternatively, districts could use their End-of-Year CKLA Assessment results to create more targeted COVID Recovery Units that address the specific gaps identified with these assessments. TNTP can support this effort, if needed.



3-5 Recommended Science or History/Geography Units

If pacing has moved students through all of the Units in the CKLA integrated strand by the end of the school year, we recommend using Core Knowledge History and Geography and/or Science Units, Novel Studies or Quests to continue to the work of engaging students in grade-level text, evidence-based discussions, and evidence-based writing tasks that will deepen their literacy skills and build background knowledge and vocabulary.

The materials for the Core Knowledge History and Geography and/or Science Units are available for free on the Core Knowledge website. The Teacher Guide, Student Reader, and other materials can all be printed directly from the website or navigated digitally on a computer or iPad (PDF format). The Student Readers are also available for purchase as interactive eBooks. The eBooks have great features – students can choose to listen to a chapter read- aloud in English or Spanish, there are assessments for each book, along with a teacher dashboard so s/he can monitor the progress of each student, links to related video clips and other activities. Let your TNTP lead know if you are interested in eBook access, as we may be able to help negotiate a discount in price if many districts in the network express interest.

The following table contains a list of recommended units for each grade level.

Grade	Recommended Units	Rationale
Graduating Kindergarteners	CKSci Unit 2: Needs of Plants and Animals	<ul style="list-style-type: none">• Builds important background knowledge that will support success in Grade 1 Unit 9: Animals and Habitats• Builds important background knowledge that will support mastery of Grade 1 Science Standards (1.LS1, 1.LS2)
	CKHG Unit 4: The Mount Rushmore Presidents	<ul style="list-style-type: none">• Builds important background knowledge that will support success in Grade 1 Unit 10: A New Nation.• Builds important background knowledge that will support mastery of Grade 1 Social Studies Standards (1.15).
Graduating First Graders	CKSci Unit 5: Human Body Systems	<ul style="list-style-type: none">• Builds important background knowledge that will support success in Grade 2 Unit 10: The Human Body
	CKHG Unit 2: Mesopotamia	<ul style="list-style-type: none">• Builds important background knowledge that will support success in Grade 2 Unit 2: Early Asian Civilizations

Graduating Second Graders	CKSci Unit 2: Organisms and Their Habitats	<ul style="list-style-type: none"> Builds important background knowledge that will support success in Grade 3 Unit 2: Animal Classification Builds important background knowledge that will support mastery of Grade 3 Science Standards (3.LS1, 3.LS2, 3.LS4)
	CKHG Unit 5: Geography of the Americas	<ul style="list-style-type: none"> Builds important background knowledge that will support success in Grade 3 Unit 2: Animal Classification Builds important background knowledge that will support mastery of Grade 3 Science Standards (3.LS1, 3.LS2, 3.LS4)
Graduating Third Graders	CKSci: Habitats and Change	<ul style="list-style-type: none"> Builds important background knowledge that will support success in Grade 4 Unit 5: Geology. Builds important background knowledge that will support mastery of Grade 4 Science Standards (4.LS2, 4.LS4).
	CKHG Unit 7: The Thirteen Colonies	<ul style="list-style-type: none"> Builds important background knowledge that will support success in Grade 4 Unit 7: American Revolution
Graduating Fourth Graders	Novel Study	<ul style="list-style-type: none"> See info about novel studies below
	CKSci Unit 4: Processes that Shape the Earth	<ul style="list-style-type: none"> Builds important background knowledge that will support success in Grade 5 Unit 9: Chemical Matter. Builds important background knowledge that will support mastery of the Grade 5 Science Standards (5.PS1)
Graduating 5 th Graders	Novel Study	<ul style="list-style-type: none"> See info about novel studies below
	CKLA Unit 3: Modeling Earth's Systems	<ul style="list-style-type: none"> Builds important background knowledge that will support mastery of Grade 6 Science Standards

4-5 Novel Studies

If pacing has moved students through all of the Units in the CKLA integrated strand by the end of the school year, the Core Knowledge and/or Amplify Novel Studies are another great option to continue to the work of engaging students in grade-level text, evidence-based discussions, and evidence-based writing tasks that will deepen their literacy skills and build background knowledge and vocabulary.



Options available to Amplify users on the Amplify platform (note that these require purchasing of texts):

- Grade 3: Flora & Ulysses; Stella Diaz has Something to Say
- Grade 4: Hello, Universe; The Season of Styx Malone
- Grade 5: The Science of Breakable Things; You Don't Know Everything, Jilly P!

Options available to Amplify users AND CK Version 1 users on the Core Knowledge website (note that these require purchasing of texts):

- Grade 4: [Brown Girl Dreaming](#), [King Arthur and the Round Table](#)
- Grade 5: [They Call Me Guero](#), [The Science of Breakable Things](#)

Fluency Resources (Grades 2-5)

Setting aside small amounts of time in your daily instruction to practice reading fluency can make a huge difference for your students. Classroom strategies for increasing fluency can be employed using text passages that are currently a part of your existing curriculum or you may choose to supplement with other texts (see resources below).

- [CKLA Fluency Supplement](#) (4th & 5th Grade Ancillary Materials): The Fluency Supplement contains selections from a variety of genres for grades 4 and 5 to provide additional opportunities for students to practice reading with fluency and expression. The Supplement is available to both Amplify CKLA and Version 1 users.
- [Achieve the Core Fluency Packet for the 2-3 Grade Band](#): Forty passages that can be used to help students in Grades 2-3 build fluency.
- [Achieve the Core Fluency Packet for the 4-5 Grade Band](#): Forty passages that can be used to help students in Grades 4-5 build fluency.
- [Achieve the Core Weekly Reading Practice Routine](#): The activities in this weekly reading routine are designed to support growth in all three areas of reading fluency (accuracy, rate, and expression). Detailed guidance is given on how to implement the routine during in-person (or virtual synchronous learning), virtual asynchronous learning, or limited access/technology situations. See how and when to implement research-based activities such as model reading, choral reading, independent practice, and student performances to build fluency skills.
- [Hasbrouk and Tindal Fluency Norms](#): Quick reference chart help teachers identify readers who need fluency support, set goals, and track progress.

RTI Resources

Research suggests that the vast majority of students can and should master foundational skills, but that some students will need more time and practice. Our recommendation is that RTI time during summer school should

primarily focus on addressing foundational skills gaps identified in CKLA's end-of-year assessments. The following resources can support targeted remediation and reinforcement with critical foundational skills during Tier 2 instruction, ensuring continuity between the core classroom and supplemental instruction.

K-3:

- **COVID Recovery Unit Plans:** Based on identified student needs, teachers may wish to use the materials from the Summer School COVID Recovery Units from prior grades. For example, if CKLA end-of-year assessments suggest that Grade 1 students identified for Tier 2 instruction have not yet



mastered several Kindergarten skills, they may benefit from a systematic review of these skills using the Kindergarten COVID Recovery Unit during Tier 2 instruction.

- **Foundational Skills Boost:** Based on identified student needs, teachers may wish to use the materials from the Amplify Foundational Skills Boost from the grade-level or prior grade levels. The Foundational Skills Boost includes daily video instruction, teacher extensions, and reading practice targeted the skills from the last nine weeks of the previous school year. For example, the 1st Grade Foundational Skills Boost covers the short vowel sounds, rhyming, tricky words, double consonant spellings, and uppercase and lowercase letters taught in the last nine weeks of Kindergarten.
- **Assessment & Remediation Guide/ Amplify Intervention Toolkit:** These resources can be most helpful if students do not need comprehensive reteaching but require targeted reinforcement of skills from individual units. The Assessment and Remediation Guide follows a developmental progression for skills in the areas of phonics, fluency and comprehension, and early writing and parallels the grade-level Skills Units. The Guides include resources for planning instruction, teaching, and monitoring student progress. The Intervention Toolkit leverages the same resources but organizes them by skill area instead of mirroring the K-2 continuum. For example, all materials focused on complex spelling patterns are in one location.

Remember that it is important to address weaknesses from the earliest point in the K-2 continuum first. Mastery of the skills taught in earlier units is assumed and therefore a prerequisite for success in later units. Students who struggle to master earlier skills will face increasing challenges with each new unit if they progress without adequate mastery of previous unit objectives.

4-5:

- **COVID Recovery Unit Plans:** Based on identified student needs, teachers may wish to use the materials from the Summer School COVID Recovery Units from prior grades. For example, if CKLA end-of-year assessments suggest that Grade 4 students identified for Tier 2 instruction have not yet mastered several sound-spellings, they may benefit from a systematic review of these skills using the Grade 2 COVID Recovery Unit during Tier 2 instruction.
- **Decoding & Encoding Remediation Supplement:** This resource can be most helpful with students who have mastered some or most of the letter-sound correspondences in the English language, but who are not yet fluent readers because they lack specific decoding skills and/or have not had sufficient practice in reading decodable text. The Supplement includes lesson templates, word lists, activity pages, practice sentences and stories for oral reading, games, and assessments focused on specific code knowledge gaps.

While poor code knowledge is often at the root of many reading problems, it is important to note that some students may experience reading difficulty for other reasons. For example, students for whom English is a second language may have mastered the requisite decoding skills, but may not have a sufficient understanding of the meaning of English words to make sense of what they read. Problems of this nature will need to be addressed with other resources.



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