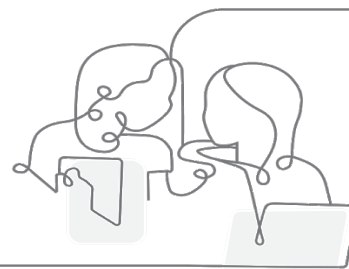


Amplify.

CKLA Enhancing Planning & Practice

Grades K-2



Name: _____

CKLA Skills Unit Planning Template

Grade: _____ Skills Unit Number: _____

Unit Introduction: Read through the Unit Introduction and respond to the questions below.

1	<p>What foundational skills will students have to master to be successful in this unit?</p> <p>(e.g. the sound /m/ is spelled 'm', read and comprehend text containing the /m/ > 'm' sound-spelling correspondence, etc.)</p>	
2	<p>What does the introduction tell us to consider when teaching the unit?</p> <p>(e.g. tips on how to pronounce the two sounds that the 'th' spelling makes, tips on how to teach students to decode multisyllabic words, etc.)</p>	
3	<p>What additional materials are needed for the implementation of this unit?</p> <p>(e.g. pocket chart, index cards, world map, kitchen timer, etc.)</p>	

Teacher Resources: Review the *Teacher Resources* section at the end of the *Teacher Guide* and respond to the question below.

4	<p>What additional materials are provided in the <i>Teacher Resources</i> section of the <i>Teacher Guide</i>?</p> <p>(e.g. assessment analysis tools, pedagogical support, Activity Book answer key, etc.)</p>	
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(Continued on next page)


Pausing Point: Read through the Pausing Point activities and respond to the questions below.

5	<p>Thinking about possible student misconceptions, which Pausing Point activities do you anticipate having to complete? Why?</p> <p>(e.g. Students often struggle with differentiating the /i/ and /e/ sounds, so I anticipate having to complete the “Hear Medial Sounds” activity.)</p>	
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Yearly Scope and Sequence: Read through Unit 1 Appendix B and respond to the questions below.

6	<p>How does this unit fit into the scope and sequence of learning? What will students learn in the unit before this unit? What will students learn in the unit after?</p> <p>(e.g. Students will learn long vowel sound-spelling correspondences in the previous unit. In this unit, students will learn vowel diagraphs, which are more complex pieces of the code, and in the next unit, students will learn the even more complex sound-spelling correspondences for r-controlled vowels. In this unit students will learn how to write fictional narratives. In the next unit students will build their writing knowledge to learn the new genre of descriptive writing. etc.)</p>	Sound-spelling correspondences
		Reading
		Writing (if applicable)
		Grammar (if applicable)
		Routines (e.g. chaining, dictation, etc.)

Skills Lesson Internalization

Review the Lesson	
1	Review the <i>Primary Focus Objective(s)</i> and aligned standards. Identify how the <i>Primary Focus Objective(s)</i> build toward student success with standards. (Use <i>Teacher Guide, Lesson Introduction</i> .)
2	Complete the <i>Formative Assessments</i> identified on the first page of the lesson, including: <ul style="list-style-type: none"> The <i>Student Activity Book</i> page. Record what foundational skills students will need to demonstrate on the page. (Use <i>Student Activity Book</i>.) The <i>Student Reader</i> chapter (if applicable). Read the chapter and record what sound-spelling correspondences students will need to master to be successful with the chapter. (Use last page of <i>Student Reader</i>.) 
3	Complete the <i>Check for Understanding</i> and record what foundational skills students will need to demonstrate to be successful on the <i>CFU</i> . (Found within the lesson.)
Dive into the Lesson	
4	Review the <i>At-A-Glance Chart</i> : <ul style="list-style-type: none"> What is the intended learning of each component? (e.g. phonics, phonemic awareness) How will this component set students up for success with the <i>Check for Understanding</i> and/or the <i>Formative Assessment</i>?
5	Review each lesson component within the lesson and reflect: <ul style="list-style-type: none"> What student engagement strategies are included with each component? What materials will be needed for each component?
Customize the Lesson – If you're ready and feel comfortable....	
6	For lesson components that do not contain a <i>CFU</i> , what strategies and opportunities will you use to check for understanding? What will count as acceptable performance?
7	How will you group your students for the lesson? (e.g. students who have already mastered the sound-spelling correspondence will complete a different activity, strategic partnerships, etc.)
8	What possible misconceptions might students have during the lesson? How do you plan to address these? (e.g. air flow, tongue placement for sounds, etc.)
9	What additional engagement strategies might you incorporate during the lesson? (e.g. call and response, kinesthetic movement, turn and talk, etc.)
10	Where in the room will you execute each lesson segment?

Skills Lesson Visual

Knowledge Lesson Internalization

Review the Lesson	
1	Review the <i>Primary Focus Objective(s)</i> and aligned standards. Identify how the <i>Primary Focus Objectives</i> build toward student success with the standards. (Use <i>Teacher Guide, Lesson Introduction</i> .)
2	Complete the <i>Formative Assessment/Exit Pass</i> (found on the first page of the lesson) and <i>Check for Understanding</i> (found within the lesson) and record what literacy skills, knowledge and/or vocabulary students will need to demonstrate on each of those components.
Dive into the Lesson	
3	<p>Read each lesson component (<i>Introducing the Read-Aloud, Read-Aloud</i> and <i>Application</i>) and reflect:</p> <ul style="list-style-type: none"> • How will this component set students up for success with the <i>Primary Focus Objective(s)</i>, <i>CFU</i> and/or the <i>Formative Assessment/Exit Pass</i>? • What student engagement strategies are included with each component? • What materials will be needed for each component?
Customize the Lesson – If you're ready and feel comfortable...	
4	<p>Review the <i>Read-Aloud</i> and prioritize which sidebar supports/questions to use during the Read-Aloud.</p> <ul style="list-style-type: none"> • Consider which supports/questions will support students in mastering the <i>Primary Focus Objective(s)</i>, <i>CFU</i>, <i>Formative Assessment/Exit Pass</i> and/or <i>Application Activity</i>.
5	<p>Review the <i>Discussion Questions</i> and:</p> <ul style="list-style-type: none"> • Prioritize which questions to ask after the <i>Read-Aloud</i>. <ul style="list-style-type: none"> ◦ Consider which questions will support students in mastering the <i>Primary Focus Objective(s)</i>, <i>CFU</i>, <i>Formative Assessment/Exit Pass</i> and/or completing the <i>Application Activity</i>. • Determine the discussion format students will use to respond to the questions. (e.g. Think-Pair-Share, Small Group discussion, Socratic Seminar, Call and Response, etc.)
6	What possible misconceptions might students have during the lesson? How do you plan to address these?
7	What additional engagement strategies might you incorporate during the lesson? (e.g. call and response, kinesthetic movements, props, artifacts, multimedia, etc.)
8	<p>Plan for the <i>Application Activity</i>.</p> <ul style="list-style-type: none"> • Consider how the <i>Application Activity</i> provides students with the opportunity to extend their learning from the lesson and domain. • Determine how you will execute the activity.

CKLA Planning Practices: Elevator Speech

(Who)

(What)

(When)

(What)

(Why)

Example: Teachers should prepare for teaching Skills and Knowledge lessons before the unit/domain begins by completing a unit/domain planning template, so that they have a strong understanding of the unit/domain's goals before they begin instruction.

Example: Teachers should also prepare for Skills and Knowledge daily lessons before the lesson by internalizing the lesson using the CKLA guide, so that they are prepared to teach and customize the lesson to meet their students' needs.

Foundational Skills Terminology

Foundational Skill	Definition
Print Concepts	The ability to recognize and distinguish certain features of print, such as differentiating between words and moving left to right across the page
Phonological Awareness	The ability to identify and manipulate larger parts of spoken language
Phonemic Awareness	The ability to hear, identify and manipulate individual phonemes in spoken words (part of phonological awareness)
Phonics	The system of letter-sound relationships that is the foundation for decoding words
Word Recognition	The ability to recognize written words correctly and virtually effortlessly
Fluency	The ability to read text accurately and quickly with automaticity

Chaining Video Guide

1. What foundational skill(s) do you see the students practicing? (Please circle.)
 - a. Print concepts
 - b. Phonological Awareness
 - c. Phonemic Awareness
 - d. Phonics
 - e. Word Recognition
 - f. Fluency

How do you know?

2. What type of *Chaining* did you see in the video? How do you know?

Chaining: Important Points to Remember

- *Chaining* allows students to practice decoding or encoding words (phonics) that contain the focus sound-spelling correspondence with the lesson.
- *Chaining Folders* and *Spelling Cards* are only used in Grade K.
- Systematic practice and reinforcement of code-related skills is necessary for building automaticity.

Spelling Trees Video Guide

1. What foundational skill(s) do you see the students practicing? (Please circle.)
 - a. Print concepts
 - b. Phonological Awareness
 - c. Phonemic Awareness
 - d. Phonics
 - e. Word Recognition
 - f. Fluency

How do you know?

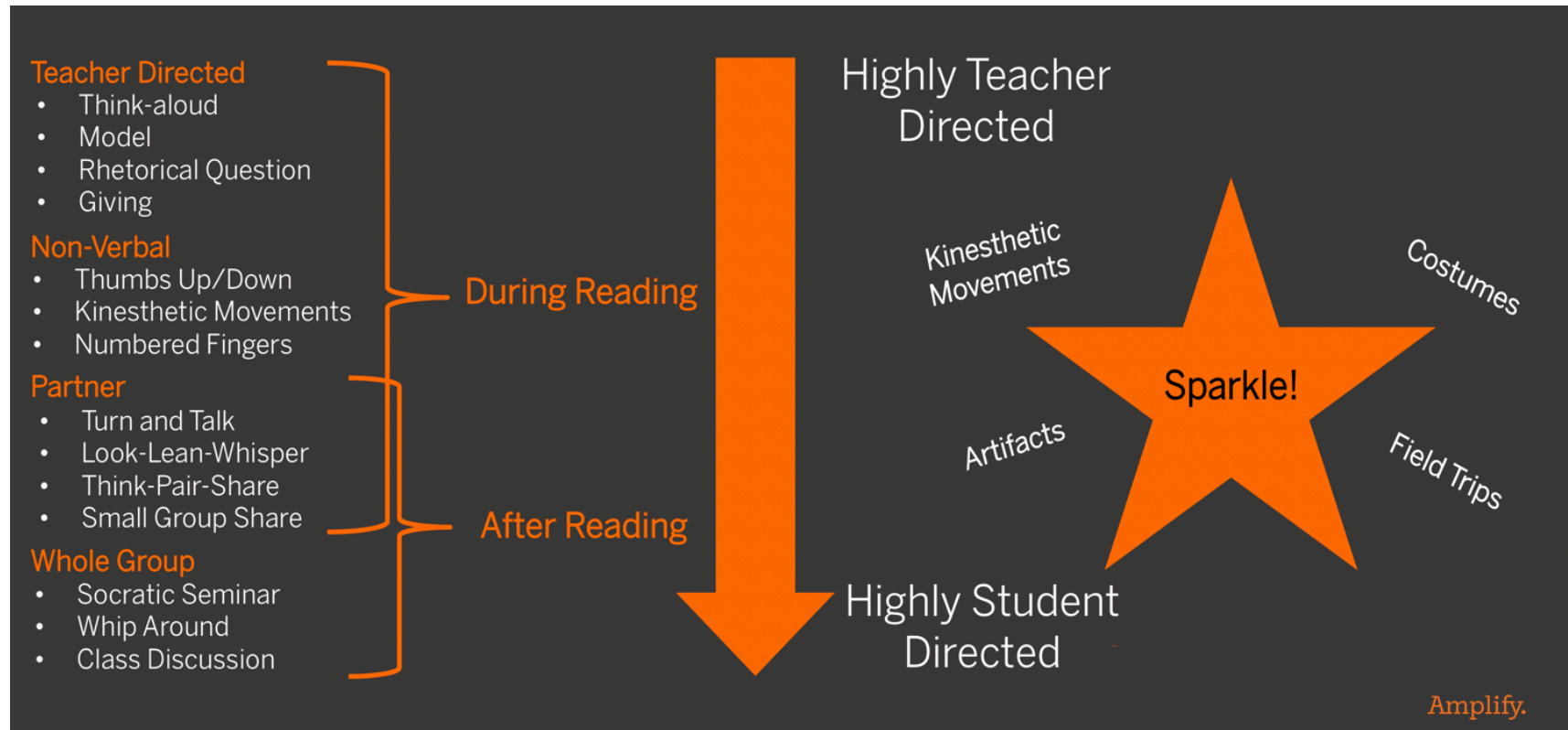
2. What materials did you see the teacher and students using?

3. (For Kindergarten teachers) How does the instruction students receive in Kindergarten prepare them for success with the Spelling Trees?

Spelling Trees: Important Points to Remember

- *Spelling Trees* allow students to visualize multiple spellings for one sound.
- The length of the *Spelling Tree* branches corresponds to the *Power Bar*. (i.e. The longer the branch, the more frequent the spelling.)
- *Spelling Trees* are used in Grades 1 and 2.

Student Engagement Strategies



Lesson 2: The Maya: Journey to Baakal

Read-Aloud



Reading: Students will identify and explain important aspects of the religion of the ancient Maya.

[RI.1.2]

Language: Students will demonstrate an understanding of the word *thrilled*.

[L.1.5, L.1.5c]

PURPOSE FOR LISTENING

- Explain to students that today they will be hearing another story about Kanal and his family; this time they will be going on a trip. Tell students to listen to find out where Kanal and his family will be going on their trip and why they go there.

Support

Display the Characters Chart from Lesson 1 to help students recall the names and relationships of the characters in the images.

Avoid confusion around characters to distract from understanding

"THE MAYA: JOURNEY TO BAAKAL" (15 MIN)



Show image 2A-1: The hurricane passes

Luckily, although the winds of the hurricane were very noisy, the storm did not damage Kanal's home very much at all. A week after the hurricane, Tun announced to his family, "This was the largest crop of maize our field has ever given to us. The god of maize has been good to our people. [You should have already studied

explain important aspects of the religion

polytheism in Mesopotamia and ancient Egypt. Explain to students that the Maya also believed in many gods that controlled different things in nature.] Your mother and I have decided that all of us should go to Baakal [/bak*al/] for the Festival of the First Star to thank him! Baakal is a city that is far away. Now that we have enough food, I want to offer thanks at the great temple for the good things the gods have done for us." A temple is a building used to honor a god or gods. Who are they going to thank at Baakal? (god of maize)



Show image 2A-2: Kanal's family excited about the journey

Well, you can imagine the excitement. Kanal's sister, Ikal, couldn't stay still. She kept rushing back and forth between her father and mother, hugging each of them. Their mother, Chanil

call and response "God of _____"



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Have students answer using a sentence frame (e.g., "I think the children have never seen a plain before because...").

Transitioning/Expanding

Encourage students to respond by agreeing or disagreeing with what the previous student said (e.g., "I agree with..."). Then have students offer their opinion using a sentence frame (e.g., "I think the children have never seen a plain before because...").

Bridging

Have students agree or disagree with what the previous student said (e.g., "I agree with...") and follow up with their own opinion.

Challenge

What is so special about Baakal? Compare the scale of the city in image 2A-6 with the homes in which Kanal and his family live, as shown in image 2A-4.



Show image 2A-5: The wide plain

At about noon on the third day, the river brought them out from among the trees onto an enormous, flat **plain**. [Here, plain means a large, flat area of land. Plain can also be used to describe something as simple or clear.] Kanal, Pik, and Ikal had never seen such a giant space without forest covering it. The two fathers, knowing this, stopped paddling so the young people could just stare.

Why do you think that the children had never seen a plain before? (They live in the rainforest where there are lots of trees and other plants growing close together.) Tun told them, "Many rivers flow into this plain and right through it. On the far side, some of them join into a mighty river that flows all the way to the Great Water!" By this he meant the ocean, which none of them had ever seen.

They resumed their paddling, and a few hours later, Zuk called out in excitement, "Look! Baakal!" He pointed off in the distance, and the others strained to see what he saw.

They could just make out high, bright red towers. They were all **thrilled**, or very excited, but to Tun, the best part of the moment was hearing the excitement in his brother's voice, for Zuk rarely let himself get excited.



Show image 2A-6: Arriving in Baakal

A few more hours brought them to the very edge of the great city. As they came closer, more and more canoes and other boats crowded onto the river from other streams and tributaries—that is, smaller rivers that joined into the big one. By the time they reached Baakal, the water was covered with people

in boats, and there were just as many people approaching on nearby roads.

Why do you think there are other people in boats everywhere? (Answers may vary but should include that there is a festival or that this is a big city.)

Baakal was everything their parents had said it was. Pik called back over his shoulder to Kanal, "I can hardly wait to see it all."

Chanil, Kanal's mother, laughed. "We will be lucky to see even a part of it; there is so much to see."

Look -
lean -
whisper
Teacher
think
aloud

Tun, grabbing the end of the canoe as he waded through the water toward the shore, said, "Tomorrow we will see the greatest towers for ourselves. Then you will truly know the wonder of Baakal!"

COMPREHENSION QUESTIONS (10 MIN)

Support

Here, *wonder* means the thing(s) that cause admiration. So "the wonder of Baakal" means the things that make Baakal a great city. *Wonder* can also mean to want to know something.

Check for Understanding



Recall: Why did Kanal and his family travel to the Mayan city of Baakal? *(to thank the god of maize for a good harvest of maize this year; to attend the Festival of the First Star)* **Small Group**

Support

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images.

1. **Literal** How did Kanal and his family travel to the Mayan city of Baakal? *(in canoes, along the river)* **Look-Lean-Whisper**
- **Literal** How long did it take for them to reach Baakal? *(a long time, three days)*

Eliminate if short on time

X Inferential Where did they stay as they were traveling? *(with relatives in villages along the way)* How did they find food along the way? *(Their relatives shared food with them.)*

X Inferential Was extended family an important part of Mayan culture? *(yes)* How do you know? *(Answers may vary, but should include examples of how families depended on each other when they needed help.)*

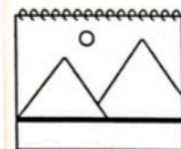
Show image 2A-1: The hurricane passes

Reread this portion of the accompanying text:

Tun announced to his family, "This was the largest crop of maize our field has ever given to us. The god of maize has been good to our people. Your mother and I have decided that all of us should go to Baakal for the Festival of the First Star to thank him! Now that we have enough food, I want to offer thanks at the great temple for the good things the gods have done for us."

3. **Inferential** *Think Pair Share:* What do we learn about the Maya through this passage? *(they have many gods, gave thanks for blessings, had temples and festivals)* **Socratic Seminar**

Flip Book 2A-1



Application Activity: Scope and Sequence

Lesson	What is the Application Activity asking students to do? (i.e. What is the intended purpose of the activity?)	How does this Application Activity extend the <i>Primary Focus Objective</i> of the lesson and/or unit goals?	If there are two Application Activities and you are limited on time, which one would you prioritize and why?
1			
2			
3			
4			
5			
6			

7			
8			
9			
10			

3-2-1 Organizer

3

things you learned in the session:

2

outstanding questions:

1

sentence summarizing what the session was about:

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- Enhancing Planning & Practice, K-2 Teachers (½ Day Onsite)
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- Data-Driven Instructional Planning, K-2 Teachers (½ Day Onsite)
- Small Group Instruction & Remediation, K-2 Teachers (½ Day Onsite)
- Writing, K-2 Teachers (½ Day Onsite)

3-5 Teachers

- Enhancing Planning & Practice, 3-5 Teachers (½ Day Onsite)
- Enhancing Planning & Practice, 3-5 Teachers (½ Day Remote)
- Data-Driven Instructional Planning, 3-5 Teachers (½ Day Onsite)
- Small Group Instruction & Remediation, 3-5 Teachers (½ Day Onsite)
- Writing, 3-5 Teachers (½ Day Onsite)

K-5 Teachers

- Enhancing Planning & Instruction for English Language Learners, K-5 Teachers (½ Day Onsite)
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Session Survey

<https://www.surveymonkey.com/r/CKLAAstrengthening>