**Special Programming Recommendations for CKLA & Amplify ELA**

**DLI**

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| **GRADE** | **PLAN** | **REASONING/NOTES** |
| 1st & 2nd grades | Teach 1 skills lesson daily. Spread knowledge lessons across several days with remaining time in your literacy block.  | Students will receive less knowledge building but will have the skills needed to read. |
| 3rd grade | Teach 1 lesson **in its entirety** across 2 days. The teacher chooses where to break the lesson based on the end of literacy block time, but it should be completed on day 2. Start at Unit 1 and get through as many units as possible. | 3rd grade lessons have skills and knowledge lessons woven together and should not be pulled apart. The order and flow of the lesson should be maintained. |
| 4th & 5th grades | Teach 1 lesson **in its entirety** across 2 days. The teacher chooses where to break the lesson based on the end of literacy block time, but it should be completed on day 2. Start at Unit 1 and get through as many units as possible. Follow Morphology plan for 4th-6th grades. | Morpheme Magic and 6 syllable type lessons will be a bridge to support the accuracy needs of our students. This will be for 149 days of instruction.The order and flow of the lesson should be maintained. |
| 6th grade | Use the [Amplify ELA100-day plan](https://livedsdmail-my.sharepoint.com/%3Ab%3A/g/personal/amorales_dsdmail_net/ESS3Rg41qJJMnL26rUU89CoBZanHKRe1PowljQNG1WS1AQ?e=WusxKl) (Login, click on Materials, find Pacing: 100 Lesson Pathway) and use 1-2 days for each lesson depending on how many minutes the lesson takes. Lesson should taught and finished in its entirety by day 2. If they finish the year with more days, they could select other units or the additional flex units. Follow Morphology plan for 4th-6th grades. | Amplify ELA built the 100-day plan to accommodate all standards. Morpheme Magic and 6 syllable type lessons will be a bridge to support the accuracy needs of our students. This will be for 149 days of instruction.The order and flow of the lesson should be maintained. |

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**SPLITS**

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| **GRADE** | **PLAN** | **REASONING/NOTES** |
| 1st/2nd grade split (preferred over other grade level splits due to the way the curriculum is organized) | Put 2nd grade students who are working to gain accuracy and automaticity (focus on low accuracy proficiency in Acadience) in this class. Use the choice that best fits your profile:1. Teach entire class from first grade skills and knowledge curriculum.

\* Always Compare 1st and 2nd grade standards. Enrich the pieces of the 1st grade lesson for 2nd graders to meet their grade level standard.1. If there is another 1st or 2nd grade class, send students of that grade level to that class for the skills portion of lesson, while teaching the other grade in your room.
2. If there is a trusted, proficient TA, teach them how to teach from skills lesson. During the skills portion, the teacher teaches one grade level, while the TA teaches the other.
 | 1. Knowledge curriculum is built 2 grade levels above because students can comprehend more than they can decode. 1st grade knowledge curriculum is still a grade level above for them for second graders.
2. Time in the day. Skills and Knowledge lessons are 60 minutes each. We would prefer that students receive depth of experience with curriculum than to receive bits and pieces to accommodate both grade level curriculums.
3. 2nd graders building accuracy and automaticity will be taught these skills richly with 1st grade Skills lessons.
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| 2nd/3rd grade split**We caution against this grade level split combination because the curriculum is so different between these two grade levels.**  | Put 3rd grade students who are working to gain accuracy and automaticity (focus on low accuracy proficiency in Acadience) in this class. Use the choice that best fits your profile:1. Teach the entire class from 2nd grade skills and knowledge curriculum.

\*Always compare 2nd and 3rd grade standards. Enrich the pieces of the 2nd grade lesson for 3rd graders to meet their grade level standard.1. If there is another 2nd or 3rd grade class, send students of that grade level to that class for the literacy block, while teaching the other grade in your room.
 | 1. 2nd grade lessons have separate skills and knowledge lessons that are 60 minutes each. 3rd grade lessons weave skills and knowledge together. The skills shouldn't be separated from the knowledge lessons.
2. 3rd graders building accuracy and automaticity will benefit from the skills portion of the 2nd grade lesson.
3. CKLA lessons weave integral pieces together. They are not separate entities that can be pulled apart and taught in isolation, nor should they be. Picking and choosing from each grade level curriculum will not ensure the richness students should receive.
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| 3rd/4th grade split | Put 4th grade students who are working to gain accuracy and automaticity (focus on low accuracy proficiency in Acadience) in this class. Use the choice that best fits your profile:1. Teach the entire class from 3rd grade curriculum.

\*Compare 3rd and 4th grade standards. Enrich the pieces of the 3rd grade lesson for 4th graders to meet their grade level standard.1. If there is another 3rd or 4th grade class, send students of that grade level to that class for the literacy block, while teaching the other grade in your room.

NOTE: 3rd grade is allotted 120-minutes and 4th grade is allotted 105 minutes for ELA. Use the120 minutes for this split. | 1. 4th graders building accuracy and automaticity will benefit from the skills built into the 3rd grade lesson.
2. Because students in 4th grade are receiving skills instruction through 3rd grade curriculum, morpheme instruction plan is not needed.
3. The full 120 minutes is needed to teach 3rd grade CKLA.
4. CKLA lessons weave integral pieces together. They are not separate entities that can be pulled apart and taught in isolation, nor should they be. Picking and choosing from each grade level curriculum will not ensure the richness students should receive.
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| 4th/5th grade split | Put 5th grade students who are working to gain accuracy and automaticity (focus on low accuracy proficiency in Acadience) in this class. Use the choice that best fits your profile:1. Teach the entire class from 4th grade curriculum.

\*Compare 4th and 5th grade standards. Enrich the pieces of the 4th grade lesson for 5th graders to meet their grade level standard.1. If there is another 4th or 5th grade class, send students of that grade level to that class for the literacy block, while teaching the other grade in your room.

NOTE: Follow the district plan for teaching morphology. | 1. CKLA lessons weave integral pieces together. They are not separate entities that can be pulled apart and taught in isolation, nor should they be. Picking and choosing from each grade level curriculum will not ensure the richness students should receive.
2. All grades in 4th-6th grade follow the same Morphology lesson plan.
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| 5th/6th grade split | Put 6th grade students who are working to gain accuracy and automaticity (focus on low accuracy proficiency in Acadience) in this class. Use the choice that best fits your profile:1. Teach the entire class from 5th grade curriculum.

\*Compare 5th and 6th grade standards. Enrich the pieces of the 5th grade lesson for 6th graders to meet their grade level standard.1. If there is another 5th or 6th grade class, send students of that grade level to that class for the literacy block, while teaching the other grade in your room.

NOTE: Follow the district plan for teaching morphology. | 1. CKLA lessons weave integral pieces together. They are not separate entities that can be pulled apart and taught in isolation, nor should they be. Picking and choosing from each grade level curriculum will not ensure the richness students should receive.
2. All grades in 4th-6th grade follow the same Morphology lesson plan.
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**Special Programming Recommendations for CKLA & Amplify ELA**

**DEEP, MLL, LIA, SPED**

**DEEP 1-6**

* CKLA is a highly rigorous curriculum. Use grade level materials and go deep.
* Use the information in the sidebar of the teacher manual for Challenge.

**Multilingual Learners**

* K-5 grade:
	+ Frontload CKLA knowledge during WIN time using CKLA Language Studio. Skills don’t need frontloading because they are the foundational pieces.
	+ In both Skills and Knowledge, use the information in the sidebar of the teacher manual with the terms: *Entering/Emerging, Transitioning/Expanding, Bridging,* and *Support*.
* 6th grade:
	+ Differentiated scaffolds embedded within the differentiation section of the Lesson Overview and called out by the “plus” symbol.
	+ See [Amplify ELA Supports and Resources for Multilingual Learners](https://livedsdmail-my.sharepoint.com/%3Ab%3A/g/personal/amorales_dsdmail_net/EXFotPe4bM1JmvOhZhNvNuUBnezhLPdIBx4Knu15P8Nz5w?e=YxB15k)

**Latinos in Action During ELA Block**

* The goal of the LIA program is to give secondary students an opportunity to be mentors who can give positive encouragement to elementary students.
* Students shouldn’t be pulled for “tutoring” by LIA students. Instead, they should join the partner student for Tier 1 instruction.
* Coordinate with LIA teacher to select student partnerships
	+ Tier 1 whole group
		- Partnered with student acquiring English to give interpretation support.
		- Partnered with students scoring at or above grade level on Acadience to keep them focused on instruction or offer encouragement.
	+ Tier 1 small group or Intervention time
		- Join groups scoring at or above grade level on Acadience to keep them focused on instruction or offer encouragement.
* Preparation of LIA students for tutoring by secondary teacher & Federal Programs support
	+ How to support productive struggle.
	+ Teaching students engagement strategies teacher may be using.
* Things to note:
	+ Not all LIA students are bilingual.
	+ Of those who are bilingual, not all are proficient in writing.
	+ They are chosen for their academic achievement (2.0 grade point average and 90% attendance) and community service. They’re good kids.
	+ Though LIA tutors are labeled as tutors, they are not highly qualified paraprofessionals.
	+ Do not partner students who are too close in age or grade to promote professionalism amongst students.
	+ The best use is for connection between the secondary and elementary students.

**SPED**

* Use the information in the sidebar of the teacher manual labeled with the terms: *Entering/Emerging, Transitioning/Expanding, Bridging,* and *Support to* support SPED students in their Tier 1 learning.
* Refer to Special Education for interventions.
* CKLA used with students who have no accuracy or fluency issues.