




K-2 ELA Collab Day



hi





**8/31/22 Session
1**

Team Building

2 truths

1 lie

Glow/Grow
Amplify!

4:48

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- Ensure teachers are aware of district guidance for implementing CKLA Amplify within the current ELA Framework
- Attain collaborative feedback on sight words, alignment, and teaching strategies and use feedback to drive common practices within Quarter 1
- All teachers feel comfortable finding digital resources and using the CKLA digital platform
- All teachers feel confident in executing CKLA Amplify within the first quarter with efficacy
- To gain an understanding of how to administer upcoming Amplify assessments and how we will be using the data to guide instruction

Agenda

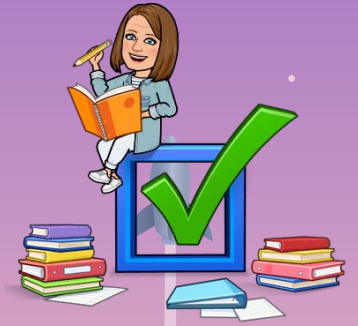
1. Review of Digital Materials
2. Sight Words Discussion
3. Assessment Discussion and Decision Making
4. Mapping out Q1 dates on Calendar
5. Reading A-Z sign in
6. Time to Collab & Plan
7. Reflect back on goals- what do we need more support with?



Materials:

1. Teacher Guide
2. Scope and Sequence Grade 2
3. Student Workbook
4. Code Chart
5. Sound Cards
6. Assessment Spreadsheets
7. Dictation Journal=notebook
8. Index cards

* add this Google Folder



Sight Word Discussion

- ★ We will continue to use our district [Sight Word List](#) as one of our quarters 2 and 4 reading assessments.
- ★ Explicit instructional time will not be taken away from Amplify to teach these words.
- ★ Here is a [list](#) of sight word implementation ideas for your classroom and at home.



Overview of Assessments

Skills 1

Assessment Type	Lessons
Placement Assessment	Lessons 6-10
Spelling Assessment	Lesson 15
Spelling Assessment	Lesson 20
End of the Unit Assessment	Lesson 22 (p. 241)

Skills 2

Assessment Type	Lessons
Spelling Assessment	Lesson 5
Spelling Assessment	Lesson 10
Spelling Assessment	Lesson 15
End of the Unit Assessment	Lesson 16

Administering Placement Assessment

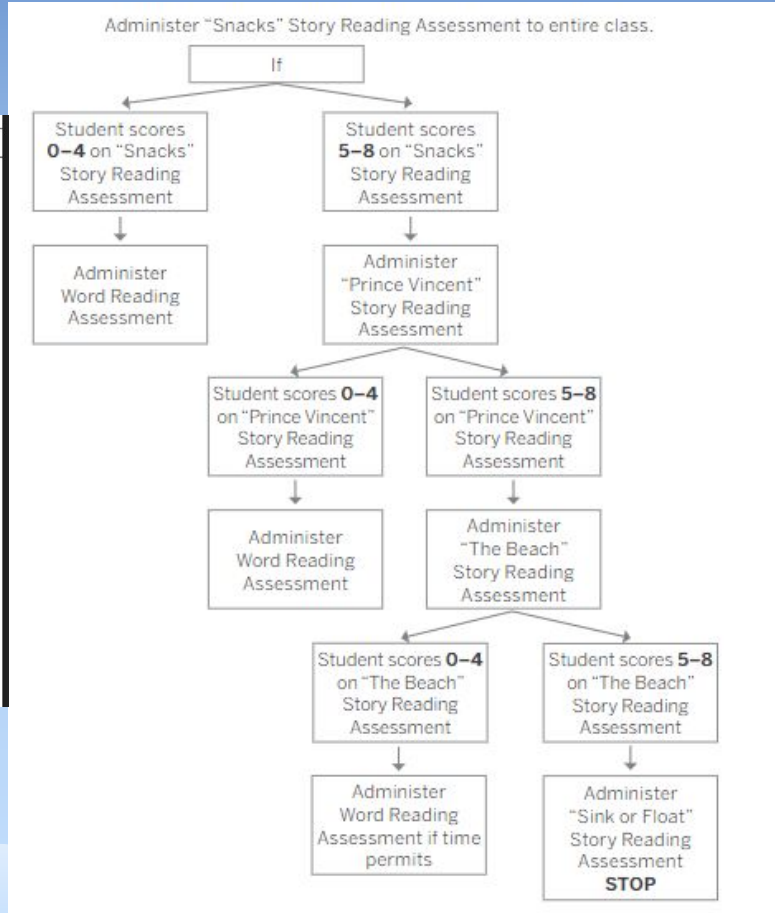
Lessons 6-10

NAME: _____ DATE: _____ 6.1 Assessment

Snacks



Six kids sat and had a snack.
 Rob had six fish sticks.
 Bud had ham.
 Beth had a bag of chips and a glass of milk.
 Rich had fish sticks and figs.
 Jill had a hot dog.
 Sam had six eggs.
 Sam got sick.
 The rest of the kids did not.



NAME: _____ DATE: _____ 7.1 Assessment

Word Reading Assessment Recording Sheet

		Words Correct	Cumulative Words Correct
CVC words w/ single-letter spellings	1. cat ___ hot ___ run ___ jet ___ wax ___		
	2. zip ___ kid ___ bad ___ fog ___ hum ___		
	3. man ___ vet ___ tip ___ yes ___ lip ___	___/15	___/15
CCVC, CVCC, CCVCC consonant clusters	4. brag ___ grab ___ stop ___ spit ___ flap ___		
	5. drip ___ clip ___ dust ___ send ___ left ___		
	6. taps ___ dogs ___ crust ___ print ___ crabs ___	___/15	___/30
Consonant digraphs	7. that ___ song ___ thin ___ fill ___ shed ___		
	8. chap ___ sack ___ mess ___ stuff ___ quiz ___	___/10	___/40
	9. the ___ to ___ a ___ of ___ was ___		
Tricky Words	10. you ___ said ___ they ___ would ___ are ___		
	11. have ___ who ___ one ___ from ___ there ___		
	12. were ___ two ___ your ___ their ___ any ___	___/20	___/60
Vowel digraphs, diphthongs, and r-controlled	13. name ___ fine ___ cheek ___ home ___ cute ___		
	14. loud ___ back ___ oil ___ soon ___ law ___		
	15. her ___ fork ___ card ___ filled ___ helped ___	___/15	___/75
Spelling at. for consonant sounds	16. whip ___ cent ___ honk ___ germ ___ dance ___		
	17. large ___ knot ___ rise ___ serve ___ ick ___	___/10	___/85
More spelling at. for long vowel sounds	18. sold ___ we ___ snow ___ aim ___ fight ___		
	19. funny ___ reach ___ fry ___ may ___ ski ___		
	20. bunnies ___ making ___ blind ___ Pate ___ road ___	___/15	___/100
More spelling at. for schwa vowel sounds	21. along ___ work ___ mother ___ more ___ done ___		
	22. apple ___ action ___ hurt ___ animal ___ bird ___	___/10	___/110
More spelling at. for vowel sounds	23. wall ___ now ___ push ___ head ___ fault ___		
	24. new ___ unit ___ boy ___ early ___ student ___	___/10	___/120

Assessment Practices

★ Scores will be reported on a spreadsheet that looks like this:



							Baseline Assessment Lessons 6-10		Spelling Test	Spelling Test	End of Unit Assessment
	School	Grade	Teacher	Student ID	Last Name	First Name	Word Recognition score	Passage Level <small>*indicate text student stopped at</small>	Lesson 15 (0/10)	Lesson 20 (0/10)	Lesson 22
1											
2											
3											
4											
5											
6											
7											
8											
9											

Spelling Assessments

LESSON

15

ASSESSMENT AND REVIEW

Spelling Assessment and Tricky Spelling 'c'

PRIMARY FOCUS OF LESSON

Language (Spelling)
Students will spell dictated one- and two-syllable words with short vowel patterns and the Tricky Word she.

Foundational Skills
Students will read words with the tricky spelling 'c' > /k/ or /s/.
Students will sort and write words with 'c' > /k/ and 'c' > /s/.

Reading
Students will read "The Snack Mix" aloud in a small group, with the teacher or with a partner, with increased accuracy, rate, and expression.

FORMATIVE ASSESSMENT

Activity Page 15.1 Spelling Assessment

Observation Anecdotal Reading Record
"The Snack Mix" (Group 2)

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	☐ Activity Page 15.1
Foundational Skills			
Review Tricky Spelling 'c'	Whole Group	15 min.	☐ Consonant Code Flip Book ☐ Spelling Card for 'c' > /s/ (cent) ☐ tape ☐ Individual Code Chart ☐ red markers
Practice Tricky Spelling 'c'	Whole Group	10 min.	☐ Activity Page 15.2
Reading			
Introduce the Story	Whole Group	5 min.	☐ <i>The Cat Bandit</i>
Reread "The Snack Mix"	Small Group/ Partner	15 min.	

Start Lesson

15M

Lesson 15: Spelling Assessment and Tricky Spelling Language

Primary Focus: Students will spell dictated one- and two-syllable words with short vowel patterns and the Tricky Word she.

SPELLING ASSESSMENT

- Remind students this is the one time during the week that they will not be allowed to consult their Individual Code Chart.
- Before beginning, make sure students have Activity Page 15.1 in front of them.
- Tell students they are to write the word you say.
- Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write the word. Repeat the procedure with each of the remaining words.

1. box	6. think
2. she	7. shelf
3. picnic	8. sprang
4. wish	9. drift
5. bandit	10. munch



End of Unit Assessment Skills 1

ASSESSMENT

End-of-Unit Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read the Tricky Words *there, said, says, and word*.

Students will listen to dictated words and select the correct word from a list of four printed words with similar spellings.

Language (Grammar, Spelling)

Students will add the correct ending punctuation to complete sentences, and also add *-ing* to words with short vowels following learned spelling patterns.

Reading

Students will read "The Catfish" independently, and will answer written multiple-choice and short answer questions about key details in the text.

FORMATIVE ASSESSMENT

Activity Page 22.1	Dictation Identification Assessment
Activity Page 22.2, 22.3	Skills Assessment
Activity Page 22.4	Comprehension Assessment
Activity Page 22.5	Spelling Assessment

22

Student Performance Assessment

- 1 In Lesson 22, you will be prompted to administer a multipart end-of-unit assessment. Students will be asked to independently read a new story in *The Cat Bandit* and then answer written comprehension questions about the selection.
- 2 During the Dictation Identification Assessment, students will be asked to look at several words on the designated activity page and then circle the written word which matches the spoken word you say. The distractors included represent frequent sound/spelling confusions.
- 3 Additional activity pages will be used to assess students' skill in adding suffixes to root words and in correctly punctuating sentences.

Lesson 22 Assessment: End-of-Unit Assessment

241

Foundational Skills (20 min.)

- Tricky Words: *There, Says, Word*
- Dictation Identification Assessment

Language (20 min.)

- Skills Assessment
- Spelling Assessment

Reading (20 min.)

- Comprehension Assessment

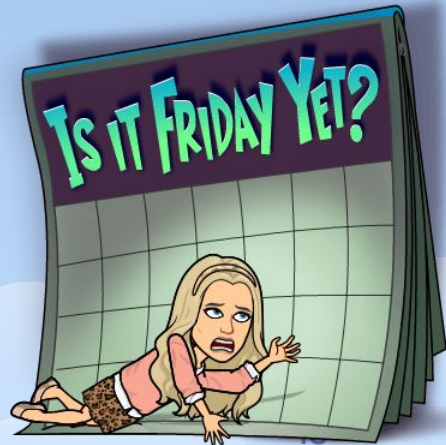
TEST



[link to Assessment and Remediation Guide](#)

Assessment Calendar

- ★ Glen Oaks [Assessment Calendar](#)
- ★ [Oak Ridge Assessment Calendar](#)



4:48

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Collab and Plan

- Break out by schools
- Finish lesson plans for quarter 1. The Quarter ends on October 21st
 - Remember to Block out time for data team meeting intervention plans (two 15 min periods)
- Make sure Lessons plans align with 2nd grade:
 - [Curriculum framework](#)
 - [Unit 1 ELA template](#)
 - [Assessment](#)



Reading A-Z Update

- ★ K-2 teachers have RAZ kids. Reading specialists have a joint account for the building
- ★ [Reading A-Z Login](#)
- ★ Check out this [RAZ Kids presentation](#) to learn more about this subscription and how to roster your students.
- ★ [Presentation](#)

Raz-Kids

Reading A-Z

Co-teaching discussion points

- How are you going to create your small groups?
 - Use of baseline data Initial Data to use when creating small groups
 - Fall i-ready, spelling inventory, skills 1 placement assessment
 - Keep your routines consistent, but groups fluid and flexible
- How will you manage small groups?
 - Find a system that works for you- consistency is key
 - ex . [Must Do/May Do](#) with small groups build in
 - Sample [ELA workshop model](#) with rotations
 - ***Timed slides with visuals are amazing management tools when creating structure to your ELA schedule
 - ****Keep independent work HIGH QUALITY/LOW PREP
 - I-ready Lessons, partner reading, amplify activity pages

Revisit Goals



- Do we feel confident implementing CKLA Amplify within the current ELA Framework?
- All teachers feel confident in executing CKLA Amplify within the first quarter with efficacy?
- Do we feel comfortable finding digital resources and using the CKLA digital platform?
- Do we feel more proficient in how the amplify assessments that will be administered, graded, and recorded?



Next Steps & How Can We Support You?

Tentative upcoming Collab Dates

- Q2 10/26
- Q3 12/16
- Q4 3/10

UP NEXT



hello



WELCOME BACK



10/26/22 Session 2



Agenda

1. **Norms, Goals, Agenda**
2. **Teacher Reflection/Observations (Krystina/Margaret)**
3. **Backwards Design (Katie ELA/ Margaret Amplify)**
 - a. **Assessments and Rubrics**
 - **Amplify - Margaret**
 - **Report card guidance/ rubrics**
 - **District Units**
 - **Report card guidance/ rubrics**
4. **Explore Lessons and what is essential for learning. Example from Skills 3.(Jola)**
5. **Writing (Jola)**
6. **Additional Information**
 - a. **Notating Collaborative Conversations- concerns document (Katie)**
 - b. **Additional Guidance Reiterated (Margaret & Krystina)**
 - i. Reiterate that Student Readers should not be looked over. This is where students are practicing foundational skills in context.
 - ii. Reading Comprehension that goes along with the Student Reader: This is another area that can be condensed or integrated, if the standards align with the ELA units. This can be determined throughout our collaboration days.

C. iready and CKLA connection (Jola/Katie)

Question & Answer Session

- **Goal:** To support teams with implementation and valuable feedback by hosting a CKLA Amplify representative to answer any questions you may have about the curriculum (e.g. research background, scope and sequence, digital components)
- If you have a question specific to the curriculum, please **write it on a post-it note.**
 - ▶ Questions are focused on the CKLA Amplify Curriculum (all other in-district questions can be asked throughout our collab day)
 - ▶ Questions target guiding our planning for today
 - ▶ Questions frame a collaborative, solution-oriented mindset

Agenda Overview

AGENDA



- 1) Norms
- 2) Goals
- 3) Question and Answer Session with Rep
- 4) Check in/Reflection
- 5) Overview of Skills 3
- 6) Lesson SpotLight
- 7) **Stretch Break**
- 8) District ELA Units 3 and 4 Overview
- 9) Breakout Session/Work Time
- 10) **Lunch**
- 11) CKLA and iReady
- 12) Checkin/Next Steps
- 13) Voice Concerns/Recommendations



Norms for today:



- 1) Bring a positive attitude and solution oriented mindset to today's discussions.
- 2) Support each other by actively listening and staying engaged.
- 3) Stay on topic and use time productively.
- 4) Be mindful of our voices and show respect for each other and those around us, especially when someone is speaking.

Goals for Today's Session

- Understand the importance of implementing Backwards Design in order to be knowledgeable on assessments and plan for instruction strategically.
- Explore and understand the upcoming lessons in Skills 3
- Identify important lessons in skills 3 and strategically plan for alignment
- Identify the connection of I-Ready and CKLA

GOALS



Let's check in with each other!

- What is going well?
- What do we need more support in?
- Any Advice For :
 - Time management
 - Student engagement
 - Subject integration



5:00



HOW ARE YOU DOING?

Let's look at Skill 3 in the Teacher Guide

Pages 1-6



Stage 1: What are the desired results?

In Skills 3 students will learn to:

- Decode and spell words with spelling alternatives for vowel sounds.
 - /ae/ spelled 'a_e' (*cake*), 'a' (*paper*), 'ai' (*wait*), 'ay' (*day*)
 - /oe/ spelled 'o_e' (*home*), 'o' (*open*), 'oa' (*boat*), 'oe' (*toe*)
 - /ie/ spelled 'i_e' (*bite*), 'i' (*biting*), 'ie' (*tie*)
 - /ue/ spelled 'ue' (*cue*), 'u_e' (*cute*), 'u' (*unit*)
 - /aw/ spelled 'aw' (*paw*), 'au' (*Paul*), 'augh' (*caught*)
- Identify tricky spellings for vowels o, a, i, and u
 - 'o' can be pronounced /o/ (*hop*) or /oe/ (*open*)
 - 'a' can be pronounced /a/ (*hat*) or /ae/ (*paper*)
 - 'i' can be pronounced /i/ (*it*) or /ie/ (*biting*)
 - 'u' can be pronounced /u/ (*but*) or /ue/ (*unit*)
- Identify common and proper nouns, antonyms, synonyms, and verbs **
grammar will not be assessed but lesson 20 spelling assessment will assess spelling and the ability to produce synonyms and antonyms for words.

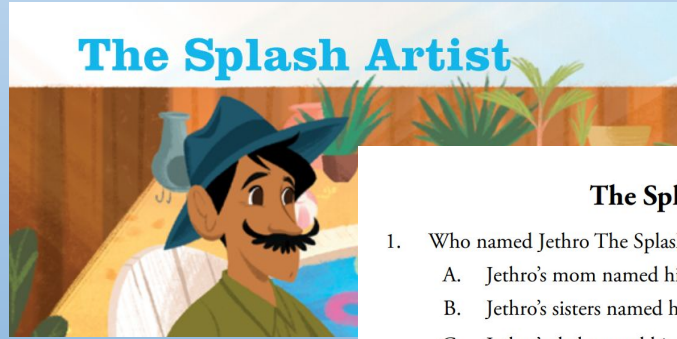


Stage 2: Evidence of Learning

End of Skills 3 Assessment

- Dictation Identification
- Lesson 20 spelling assessment (synonyms/antonyms)
- Decoding Assessment

****Results of assessments will help dictate use of pausing points.**



The Splash Artist 25.2 Assessment

1. Who named Jethro The Splash Artist?

- A. Jethro's mom named him The Splash Artist.
- B. Jethro's sisters named him The Splash Artist.
- C. Jethro's dad named him The Splash Artist.

2. Why is _____
The Spl _____

A. F	1. goes	gaze	go	Gus
B. F	2. bake	brook	beach	beat
	3. sell	sauce	shawl	saw
	4. caught	cup	cue	cute
	5. taught	coat	caught	daughter
	6. wait	white	wade	way

25.1 Assessment



HomesCycles in Nature

- Writing Standards:
 - W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
 - W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
 - W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

Process Piece Unit 3:

- What detail does the author give you to show that the shell is the best home for Hermit Crab

On-Demand Unit 4:

- Choose another life cycle to write about. Students can use books they have read.

Primary Focus: Personal Narrative

Students will complete a planning template for their personal narrative, will reference the Five Ws graphic to confirm that they have answered all the questions (who, what, where, when, why) in completing the planning template, and will write a draft of their personal narrative.

Students will follow along as the teacher reads the personal narrative “The Big Storm,” will read a Five Ws graphic explaining the elements of a good personal narrative, and will fill out a story map summarizing the story.

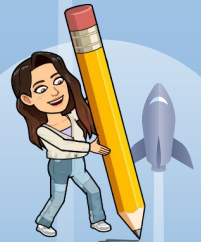
Writing process: drafting and revising

Writing is not included in the Unit Assessment.

Title:	
Characters	Setting
Plot	
Beginning	
Middle	
End	

Decision: Stick to writing in the ELA Unit. Skip the CKLA Amplify writing lessons.

Reason: Narrative was in unit 1 & 2. Q2 focuses on Research Simulations. Does not align to ELA Units and is not assessed in CKLA end of Unit assessment



Identifying and spelling synonyms & antonyms

End of Unit assessment where spelling test will be taken from lesson 20

Lesson 20 Assessment: Spelling Assessment		
Language (15 min.) <ul style="list-style-type: none">Spelling Assessment	Foundational Skills (20 min.) <ul style="list-style-type: none">Introduce /aw/ > 'augh'Spelling Tree	Reading (25 min.) <ul style="list-style-type: none">Close Read "The Dispute"
Lesson 21 Writing: Elements of a Personal Narrative		
Foundational Skills (15 min.) <ul style="list-style-type: none">Review /aw/ > 'aw', 'au', and 'augh'	Writing (45 min.) <ul style="list-style-type: none">Introduce Personal NarrativesWrap-Up	Skipping
Lesson 22 Writing: Plan and Draft a Personal Narrative		
Language (20 min.) <ul style="list-style-type: none">Nouns and Action Verbs	Writing (40 min.) <ul style="list-style-type: none">Plan a Personal NarrativeDraft a Personal Narrative	Skipping
Lesson 23 Writing: Plan and Draft a Personal Narrative		
Language (20 min.) <ul style="list-style-type: none">Action Verbs	Writing (40 min.) <ul style="list-style-type: none">Plan and Draft a Personal Narrative	Skipping
Lesson 24 Writing: Edit a Personal Narrative		
Writing (60 min.) <ul style="list-style-type: none">Edit and Revise a Personal Narrative	Skipping	
Lesson 25 Unit Assessment: Dictation Identification, Reading Comprehension, and Grammar		

Planning strategically: Move Spelling Assessment to be with lesson 25. Teach more in dept lesson on synonyms and antonyms with 4 days gained back, reteach/reinforce any patterns taught in skills 3. Give assessment according to original timeline

WRITING



Stage 3: Schedule and Plan Instruction that aligns with assessments and goals

Prioritize	Condense/Cut	Skip
<ul style="list-style-type: none">● Foundational Skills Lessons	<ul style="list-style-type: none">● Reading Lessons **look for opportunities for standard integration● Language (Grammar)	<ul style="list-style-type: none">● Writing (does not align with ELA units)

FOCUS



Lesson spotlight

Activity Page 6.1 & 6.2
(page 29)



6.1 Objective: Students will read and answer yes/no questions featuring words with /ae/ sound/ spelling and will read pair of words with /a/ and /ae/ patterns and will determine if the spelling produce identical sounds.

Activity Page 6.1, 6.2 Yes or No?/Same or Different?

SOUND/SPELLINGS REVIEW (15 MIN.)

Small Group

Group 1: Work with students needing extra help with the /ae/ sound to complete Activity Page 6.1 and/or 6.2. You may also use the Spelling Trees to show students words with these spellings and practice reading words aloud.

Group 2: Have students complete Activity Page 6.1 and/or 6.2 independently.

NAME: _____

DATE: _____

6.1

Activity Page

Yes or No?

1. Can a dog shake its tail? _____
2. Can a raisin sing? _____
3. Do airplanes eat hay? _____
4. Can you braid your hair? _____
5. Does three make a pair? _____

the questions. On the last two lines, have students create their own

Lesson 6.2 and 5.3 spotlight

Lesson 5.3 objective:

Students will read words with /ae/ > 'ai', 'ay'. 'A_e' and 'a' and will write words with these features to answer questions



Page 27 of Student Activity Book
Page 64 of Teacher Guide

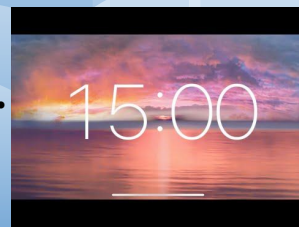
Lesson 6.2 objective:

Students will read and answer yes/no questions featuring words with /ae/ sound/spelling and will read pair of words with /a/ and /ae/ patterns and will determine if the spelling produce identical sounds.

Page 31 of Student Activity Book
Page 73 of Teacher Guide

Read through the Teacher Guide and Student Activity Book. Knowing the objective and end goal for the students. How would you modify this activity to be more meaningful.

Work with a partner on the activity you were assigned and complete this [document](#) as a group.



Debrief between schools



Q2

District Units

Homes & Cycles in Nature



Unit 3 Homes: Literature

- Homes [Unit Template](#)
- Homes [Unit Assessment & Rubric](#)
- Homes Process Piece
 - **GLEN OAKS:** What details does the author give to show that the city is the best home for the city kid or the suburb is the best home for the suburb kid?
 - **OAK RIDGE:** What detail does the author give you to show that the shell is the best home for Hermit Crab?

HOMES



Unit 4 Cycles in Nature: Informational

- Cycles in Nature [Unit Template](#)
- Cycles in Nature [Unit Assessment & Rubric](#)
- Cycles in Nature On Demand
 - Choose another lifecycle to write about. Students can use books they have read.

LIFE CYCLES



Sample Schedule

2A

8:40- 9:00	Whole Group Amplify
9:00-9:10	Whole Group Reading
9:10- 10:10	Rotations
10:10-10:20	Whole Group Writing
10:20-10:35	Independent Writing

Small groups



Rotation 4



Team 1



Mrs. Mirus



Team 2



Computers



Team 3



Mrs. Benchekroun



Team 4



Independent Work



Breakout Session



Task:

- ❑ Map out ELA/ Amplify on Assessment Calendar
- ❑ **Include:**
 - priority standards for each week
 - pacing for process piece and unit assessments

[Glen Oaks
Calendar](#)

[Oak Ridge
Calendar](#)

You will have until
lunchtime to plan
with your team.

Why Student Readers (skills 3 *Kids Excel*) should not be looked over

- Tied to an essential skill and standard
- Gain exposure and background knowledge
- Vocabulary exposure
- Where students have the opportunity to practice foundational skills in context
- Opportunity for close reading [Skills 3 lesson 1](#)



Preview Core Vocabulary

- Preview the following vocabulary with students before reading the story.

jot—v., to write something down quickly (3)

Example: I could only jot Mom a quick note because I was late for the bus.

inspires—v., produces a positive feeling and/or sets a good example (3)

Example: You can inspire your little brother to do his homework if you always do yours.

effect—n., the result of something (3)

Example: The effect of regularly brushing your teeth is having no cavities when you visit the dentist.

Discussion Questions for “A Letter from the Publisher”

1. **Inferential.** What is *Kids Excel*?
 - » *Kids Excel* is a magazine about kids who are good at things.
2. **Literal.** Who is the publisher?
 - » The publisher is Mark Deeds.
3. **Inferential.** What does it mean to publish something?
 - » To publish something means to print it.
4. **Literal.** Mr. Deeds visits with kids who excel at things. What are some of the activities at which the kids excel?
 - » The kids excel at skipping rocks, math, and sports like swimming or jumping rope.

Suggestion: If crunched for time, skip or substitute Q2 and 3.

Focus on 3.1 ask and answer questions- allow students to ask their own questions

Sayings and Phrases

fine form—peak performance (8)

Example: The quarterback was in fine form when he threw five touchdowns in one game.

took a shot—gave a try, did your best (10)

Example: It never hurts to take a shot when you have the chance to do something new.

a good sport—someone who has good manners in a competition (12)

Example: It is as important to be a good sport when you win as it is when you lose.

- Point out that there are captions printed below some of the images. Captions are words and/or phrases that tell what is happening in the image. Tell students that captions can also help them understand the story or text.
- Ask a student to read the caption under the first image in the story, “Carlos Lopez spelling in the air.” Ask students how the caption relates to the image.

Lesson			
Text from Reader	Vocabulary Instruction	Text-Dependent Questions	Responses
The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	After any targeted vocabulary has been defined and/or discussed, ask the text-based question. Begin with a “winnable” question that will help orient students to the text. The sequence of questions should build a gradual understanding of the key details of the text. Questions should focus on a word, phrase, sentence, or paragraph.	Answers should refer to the text. Multiple responses may be provided using different pieces of evidence. Inferences must be grounded logically in the text.
Page 14 How did Gail Day get to be so good at spelling? Was she born to spell? Were her parents spelling champs? Did they start training Gail to spell when she was just a babe? Nope. I went to West Beach to meet Gail and her parents a week after the bee. Gail’s parents met me in the driveway.	born to spell —implies someone has a natural ability to do something without any training or instruction in the skill champ —a shorter version of the word <i>champion</i> . A champ is someone who excels at a specific skill and has won first place in contests. driveway —a private road connecting a street to a home	What does Mark wonder about Gail Day before interviewing her family?	Mark wonders if Gail Day was born to spell.

Primary Focus: Students will read “Born to Spell?” with purpose and understanding, and will close read the text by answering text dependent questions, discussing Tier 2 vocabulary, and discussing difficult passages from the text.

CKLA and I-READY CORRELATIONS

CKLA–The Skills Strand provides comprehensive instruction in foundational reading skills, such as phonological awareness, phonics and word recognition, fluency, language skills (including conventions of English, spelling, and grammar), as well as reading comprehension and writing instruction.

i-Ready- The i-Ready Diagnostic is divided into domains, or groups of related skills. Domain in Diagnostic reports include:

- Phonics—Vocabulary—Literature—Informational—High Frequency



Phonological Awareness
(Tested out vs. Max Score)

Both CKLA and Amplify are building and assessing decoding skills.





PROGRAMS & APPS



Gallery Pictures of “Spelling Trees”
[Link](#)

Tools



Administrator
Reports



CKLA Hub



Student Home



Teacher Home



Professional Learning



Other Resources



CKLA Professional
Learning



Help

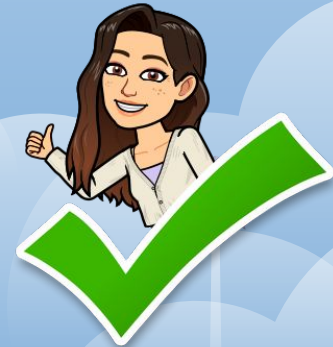


Image gallery

What does a CKLA classroom look like?

Check-in on Today's Goals

- ❑ Understand the importance of implementing Backwards Design in order to be knowledgeable on assessments and plan for instruction strategically.
- ❑ Explore and understand the upcoming lessons in Skills 3
- ❑ Identify important lessons in skills 3 and strategically plan for alignment
- ❑ Feel confident in district unit templates and assessments for reading and writing
- ❑ Identify the connection of iredy and CKLA



Next Steps & How Can We Support You?

- Visit each other's classrooms for ideas/support.
Interested?
- Team Planning Day and Co-Teacher Planning
- Tentative upcoming Collab Dates
 - Q3 12/06
 - Q4 3/10

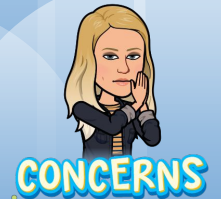
UP NEXT



**Voice your concerns and
recommendations on your
school's concerns document.**

**Please add comments for:
Amplify, ELA, and Writing.**

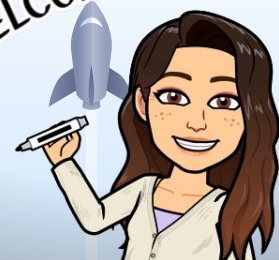
[Oak Ridge](#) & [Glen Oaks](#)



hello



WELCOME BACK



12/6 /22 Session 3



Presentation Outline

1. Walking through upcoming skills and backwards plan
2. Writing Overlap or integration Discussions and Guidance:
 - a. [2nd Grade Writing Document](#)
3. Curriculum Maps & Scope/Sequence
4. (Discussing and Updating Assessment, Report Card, and Rubric Guidance Document [2nd Grade](#))
5. Discussing and Updating Pacing Calendars:
 - a. [2nd Grade](#)
6. Observations/Modeling:

Share positive noticings from walkthroughs
7. (Team Leaders) Notating Collaborative Conversations
 - a. Revisit these [K-2 Dollab Day internal notes](#), make sure to add to them.



Agenda

1. Norms, Goals & Highlights
2. Backward design (Amplify)
3. Writing Discussion
4. Begin Backward design (ELA)
5. Lunch/ Travel 11:18- 12:00
6. Continue planning for ELA
7. Closing



Norms for today:



- 1) Bring a positive attitude and solution oriented mindset to today's discussions.
- 2) Support each other by actively listening and staying engaged.
- 3) Stay on topic and use time productively.
- 4) Be mindful of our voices and show respect for each other and those around us, especially when someone is speaking.

Goals for Today's Session

Session 1

- Implement Backwards Design to plan for instruction for Amplify.
 - Curriculum Map and Scope and Sequence
 - Explore and understand the upcoming lessons in Skills 4
 - Identify important lessons in skills 4 and strategically plan
 - Plan out lessons on Team Calendar.

Session 2

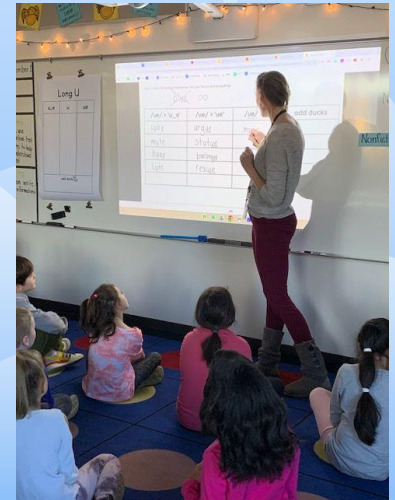
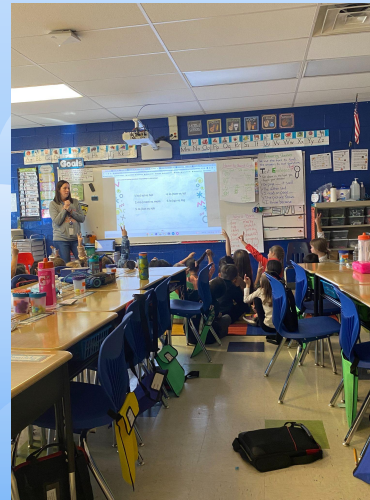
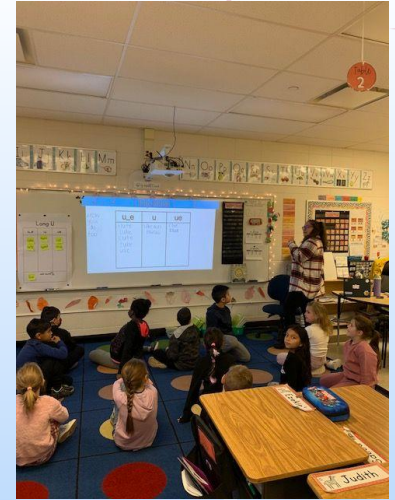
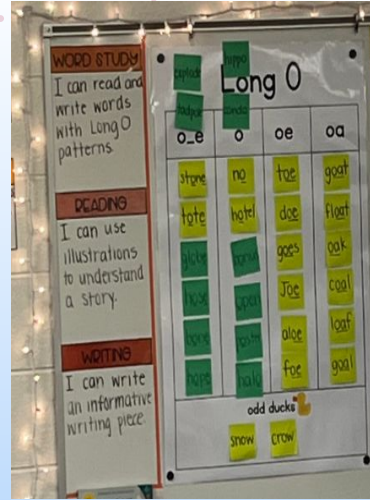
- Implement Backwards Design to plan for instruction for ELA Units.
 - Review District website for weekly plans.
 - Plan lessons, strategies, and formative assessments.
 - Plan out lessons on Team Calendar.

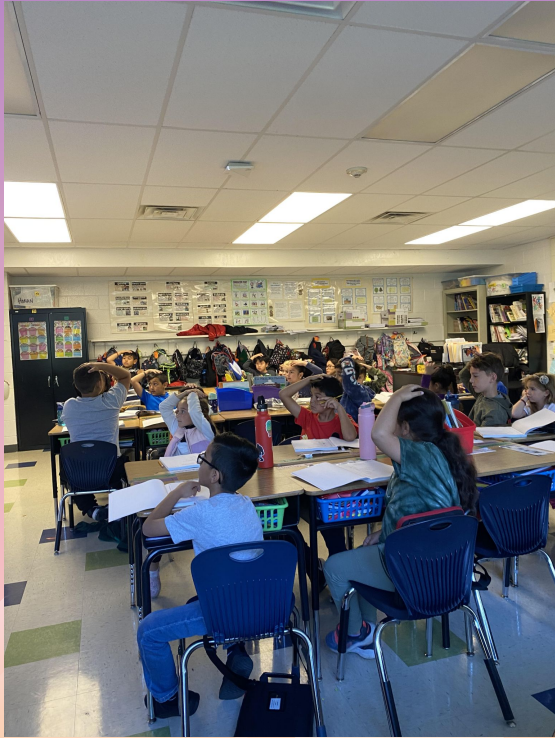
GOALS



Highlights

- Student engagement
- Established Routines
- TPR
- Small groups
- Sound charts
- Sound finger taps
- CKLA hub resources:online reader





Student readers with comprehension questions



Collaboration Day



Collaboration Day

Session 1- Amplify



Amplify Curriculum Scope and Sequence

Skills 4

- Read through the Scope and Sequence
- High level overview on Assessments & Rubrics
 - Spelling assessments lesson 5, 10, 15 & 20
 - Unit Assessments lessons 22-23
- Amplify Writing rationale

Lesson Exploration

With a partner, look through lessons in Skills 4

using:

- Teacher guide
- Student activity book
- Scope and Sequence



Share out noticing



Amplify Online Resources for Quarter 3

Programs



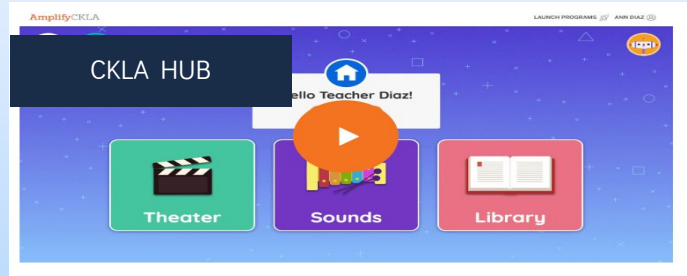
CKLA



CKLA
Teacher
Resource
Site



Science



Professional Learning

The Amplify CKLA Professional Development site offers a wide range of professional resources to meet the unique needs of teachers and instructional leaders across different stages of learning.

[Learn More](#)

[Launch Site](#)

- Lesson videos
- Image gallery
- Checklists
- Writing samples

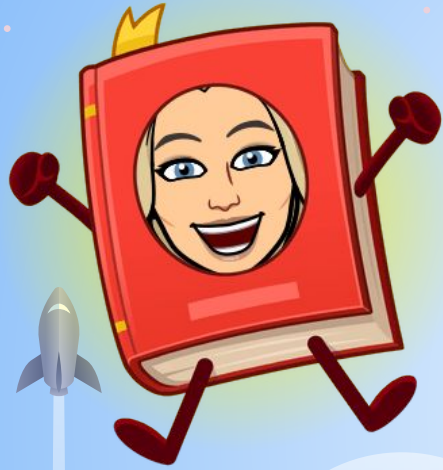
Pacing Calendar- Amplify Only

Oak Ridge
Glen Oaks



CALENDAR





Session 2

ELA Units



Cycles of Nature Informational Writing

Practice Piece: “From Pit to Peach” Describe Peach Life Cycle

On Demand: Students choose a book they have read from the life cycle library to describe

Informational Rubric focuses on introduction, transitions, paragraph organization/sequence, elaboration, and conclusion. Writing SAMPLE/anchor chart



Considerations for next year:

- Consistency across grade levels- what are current practices across buildings for this on demand? On Demand practice needs to match the rigor of the rubric. Giving students a blank sheet of paper allows for students to really show what they understand about the writing process.
- Keep booklet/ 4 squares for process piece but transition to essay format for on demand
- Use #5 as our on demand? Complete #5 as a pre-write activity. Use 4 square organizer the following day to write a paragraph (introduction, body (facts, details, definitions, conclusion))

INFORMATIONAL WRITING

Title → **The Life Cycle of a Butterfly**

Topic Sentence

tells reader what they will learn about

Facts → transition words

shows order (first, next, last, finally)

details

provides more information about facts

definition

tell the meaning of special words

Conclusion →

Butterflies are beautiful insects, but they are not born looking like that. I am going to tell you all about the life cycle of a butterfly.

First, a butterfly lands on a leaf and lays eggs. **Then**, the eggs hatch into tiny larvae. Larvae is another word for caterpillar. Caterpillars get very hungry and grow quickly because they eat as many leaves as they can. **Next**, the big caterpillar builds a house called a chrysalis. The chrysalis keeps the caterpillar safe as it goes through a big change. **Metamorphosis is what they call the process of changing from a caterpillar to a butterfly.** **Finally**, after about 1-4 weeks the chrysalis breaks open and a beautiful butterfly comes out.

In Conclusion, there are four stages of the butterfly life cycle.

	Reading Comprehension (Cycles in Nature On-Demand Only)	The writer taught readers information about a subject. Ideas, observations, and questions are included.
S T R U C T U R E	Introduction	The writer wrote a beginning that got readers ready to learn a lot of information about the subject.
	Transitions	The writer used words to show sequence such as <i>before</i> , <i>at</i> , <i>then</i> , and <i>later</i> . Words were used to show what did not fit such as <i>however</i> and <i>but</i> .
	Conclusion	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.
	Organization	The writer wrote about the topic in an organized/sequential way. The writer used paragraphs effectively, to separate what happened in each part.
	Craft	The writer tried to include the words that showed he/she was an expert on the subject.
	Elaboration (Text Evidence)	The writer wrote facts, definitions, details, and observations about the topic (text evidence) and explained some of them.
		<i>Writes on topic & adds details to strengthen writing</i>
		D E V E L O P M E N T



Unit 5 Poetry Literature (3 weeks)

- Poetry [Unit Template](#)
- Poetry [Unit Assessment & Rubric](#)
- Discuss writing for poetry unit



Unit 6 Memorable History Makers: Informational

- Memorable History Makers [Unit Template](#)
- Memorable History Makers [Article](#), [Unit Assessment](#), & [Rubric](#)

Process Piece

Write an opinion piece about why Abraham Lincoln was a memorable history maker. Use character traits and supports from text evidence

Craft: Write an ending that reminds readers of the opinion.

Language: Capitalize geographic names

On Demand

Students will choose a book to read/reread on their own (*it is OKAY if they read before*) and write about why that person is a memorable history maker.

*cannot write about Lincoln- already did for process piece [sample](#)

- Inquiry unit no longer required for this year.

BIOGRAPHIES



Travel + Lunch



Pacing Calendar-

ELA Units

Oak Ridge
Glen Oaks

Team Planning

Strategies/Interventions/Formatives

Review Goals for Today's Session

Session 1

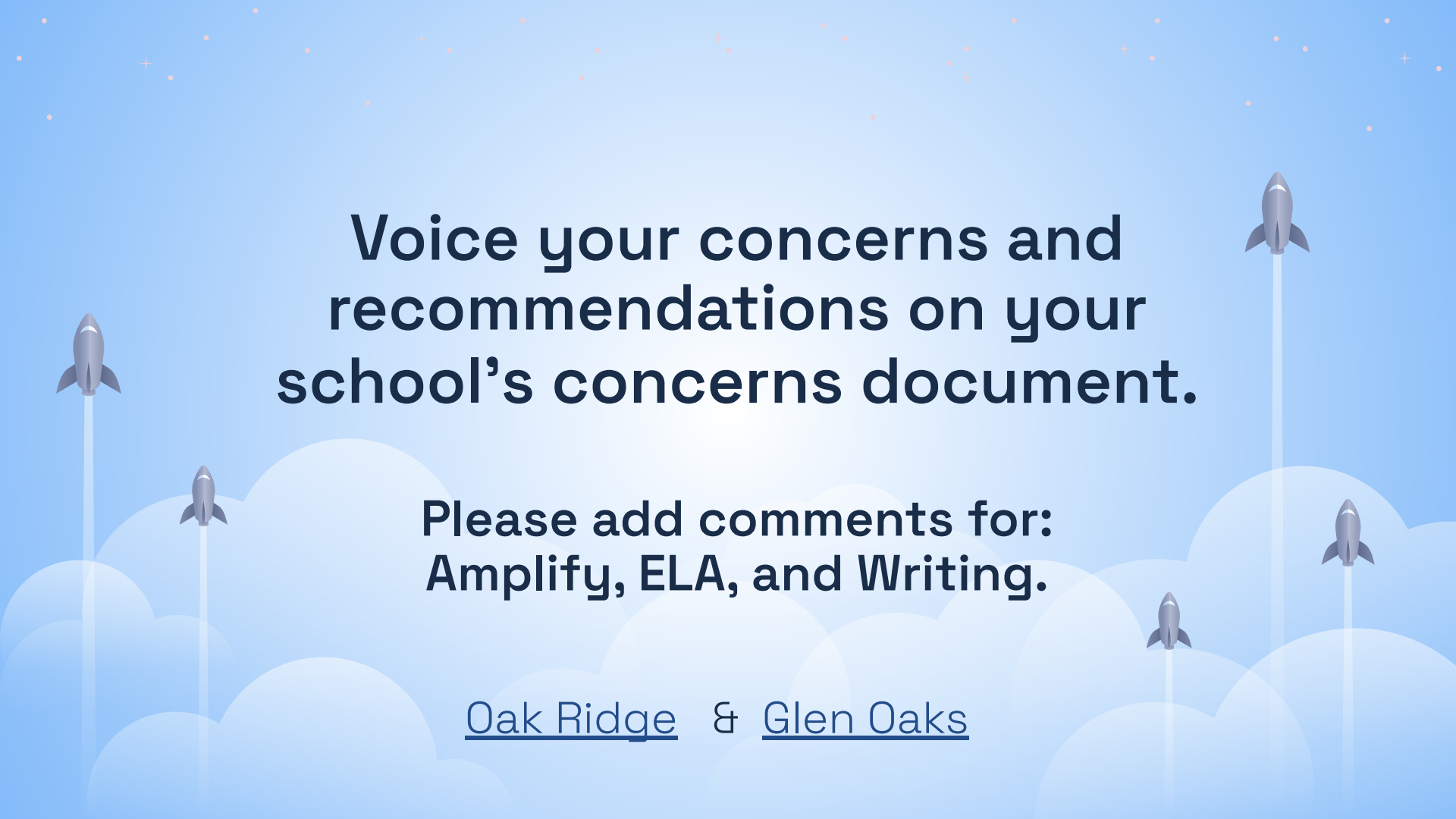
- Implement Backwards Design to plan for instruction for Amplify.
 - Curriculum Map and Scope and Sequence
 - Explore and understand the upcoming lessons in Skills 4
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Session 2

- Implement Backwards Design to plan for instruction for ELA Units.
 - Review District website for weekly plans.
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GOALS





**Voice your concerns and
recommendations on your
school's concerns document.**

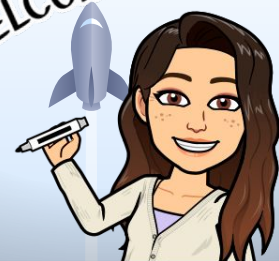
**Please add comments for:
Amplify, ELA, and Writing.**

[Oak Ridge](#) & [Glen Oaks](#)

hello



WELCOME BACK



3/10 /23

Session 4



Presentation Outline

- Review of norms (Margaret)
- Agenda (Krystina)
- Science of Reading
 - Savvas (2 articles)
 - Note Taking document
 - Anchor chart
- Backward design of Amplify (Margaret)
 - Read “Student Reader”
 - answer assessment questions
 - Assessments
 - Scope & Sequence
 - Calendar for Amplify
- Rubric for Amplify
- Backward design of ELA Units
 - Units
 - Calendar for ELA






Norms for today:

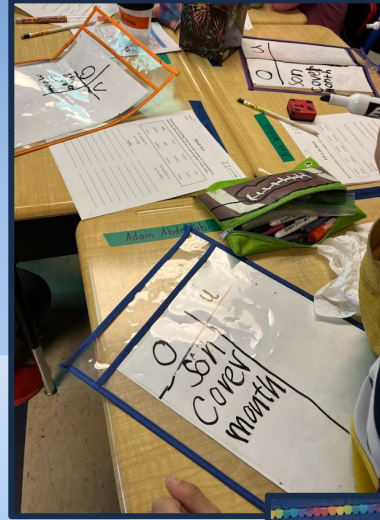
- 1) Bring a positive attitude and solution oriented mindset to today's discussions.
- 2) Support each other by actively listening and staying engaged.
- 3) Stay on topic and use time productively.
- 4) Be mindful of our voices and show respect for each other and those around us, especially when someone is speaking.

Agenda

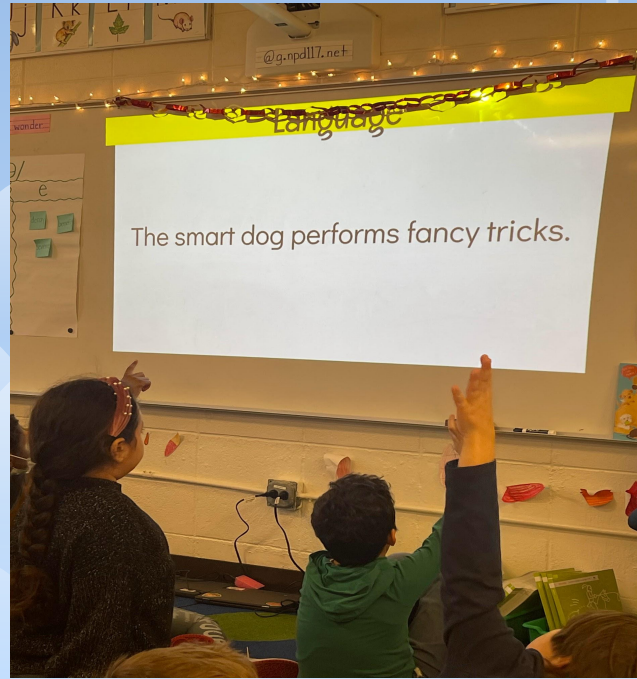
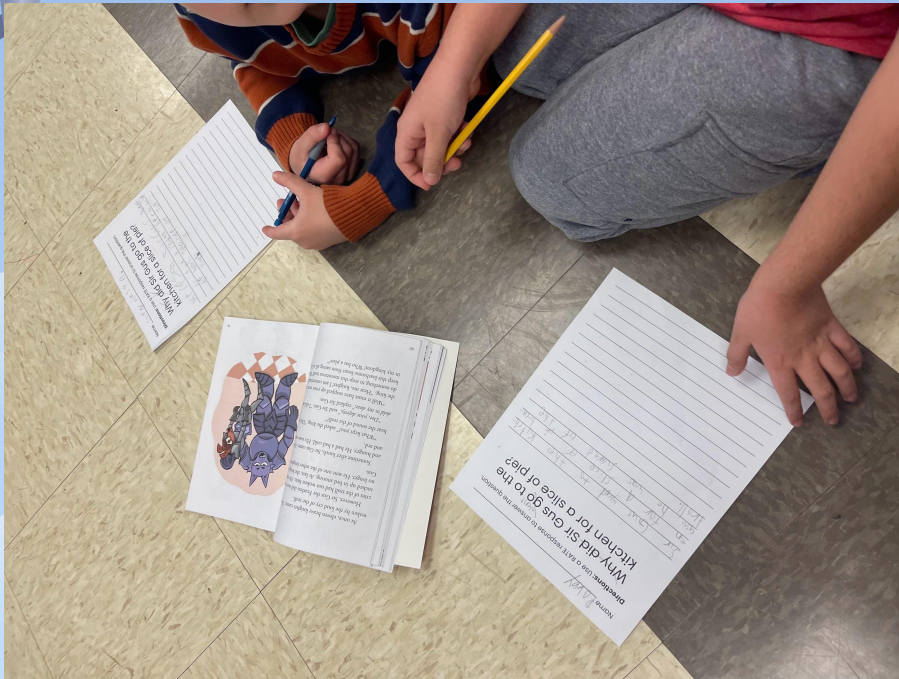


- 1)  Walkthrough Highlights
- 2) Science of Reading
- 3)  Backward Design of Amplify
- 4) Rubrics for Amplify
- 5) Backward Design of ELA Units
- 6) Proposed revisions to upcoming assessments
- 7) Lunch
- 8)  Planning instruction for upcoming units

Walk-through Observation Highlights



Walk-through Observation Highlights



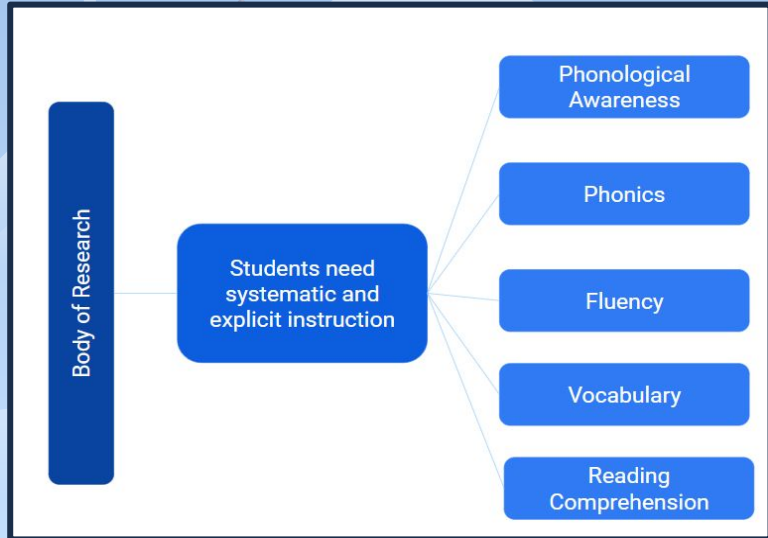
SCIENCE

of

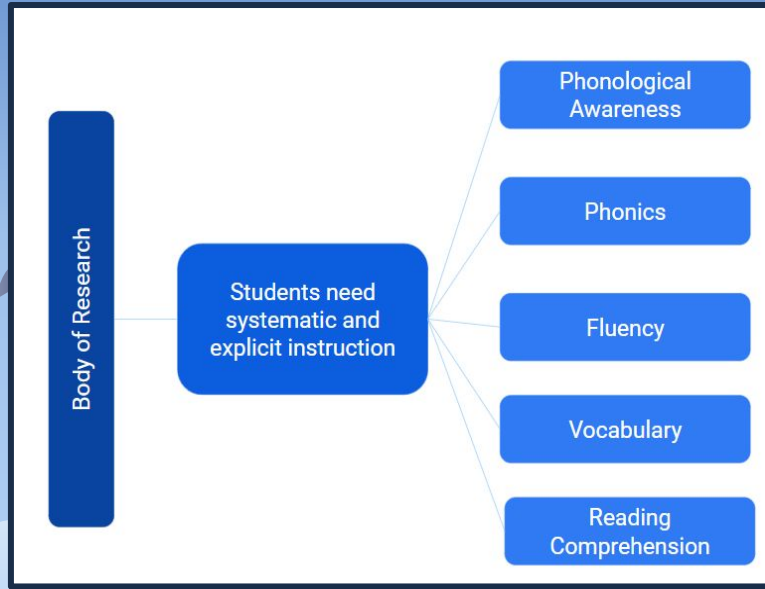
READING



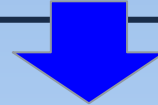
Research gathered over the past 40 years which gave us insight on how children learn to read. This body of research is called the science of reading. The results indicate that students need systematic, explicit instruction in **PA**, **phonics**, **fluency**, **vocab**, and **reading comprehension**.



“The Science of Reading is a guide that informs our decision making. We don’t teach the Science of Reading. We teach children. And we use the Science of Reading as a resource to guide our decisions.”

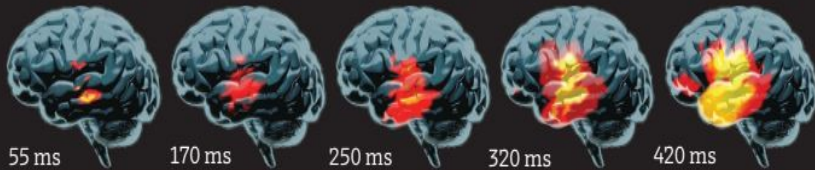


Independently Read The Science of Reading



When finished Reading Turn and Talk with a partner- 5 mins

- How are these ideas connected to what you already know?
- What new ideas broadened your thinking?
- What challenges or questions emerge for you?



Students are more successful when...

- Teachers understand the relationship between sounds of spoken language, and the letters, groups of letters, or syllables of written language
- This helps students decode or sound out a word
 - Rather than, guessing by using context
 - Guessing by using visual cues from pictures or illustrations



At Level I, the sentences will be longer and there will be some challenging multi-syllable words.

Crocodiles have long bodies and long tails that help them swim fast. They have webbed feet. Crocodiles use their webbed feet to make fast turns in the water. Their webbed feet also help crocodiles to walk in **shallow** water.



Students are more successful when...

- Teachers use direct and focused routines to break down broader ideas into smaller, more manageable units (such as a sound that a letter makes in a word) that students can use to build a solid foundation for more complex ideas
 - This helps teachers be explicit
 - Rather than, stopping on a word in a read aloud to teach a phonics skill and then moving on



Explicit Instruction

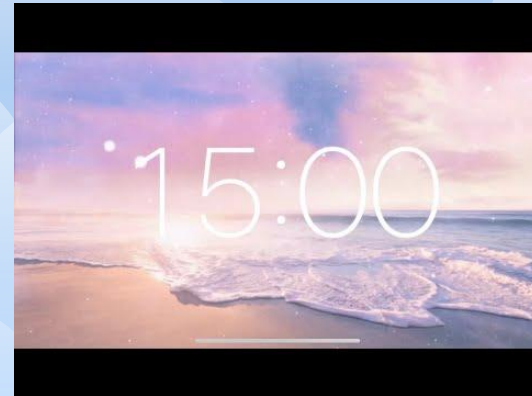
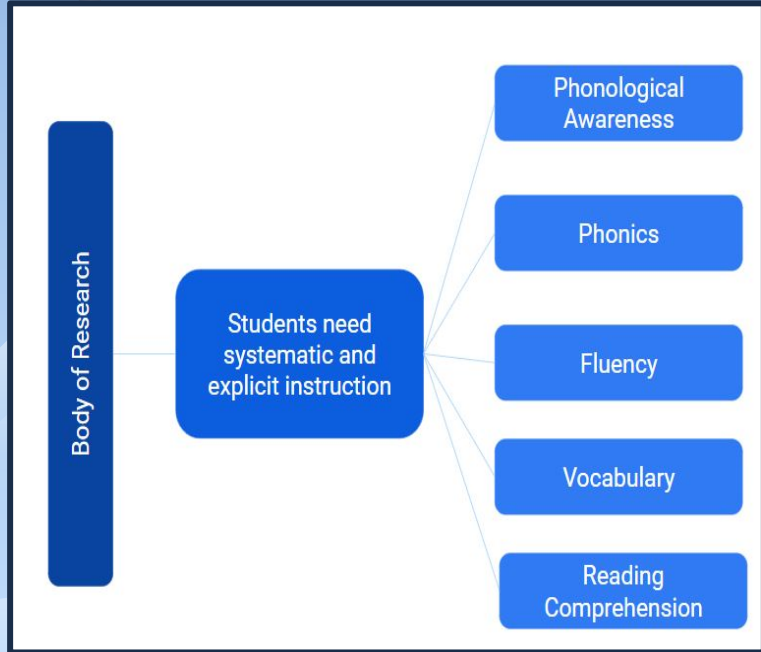
Is the secret sauce of
achieving success in
teaching reading



Knowledge is
POWER



The Science of Reading Learning Plan Note Catcher



Jigsaw



WHAT IS PHONOLOGICAL AWARENESS?

The ability to hear, identify, and manipulate sounds in spoken language. Phonological awareness focuses on sounds and not written letters.

All phonological awareness activities are done without looking at letters or writing!

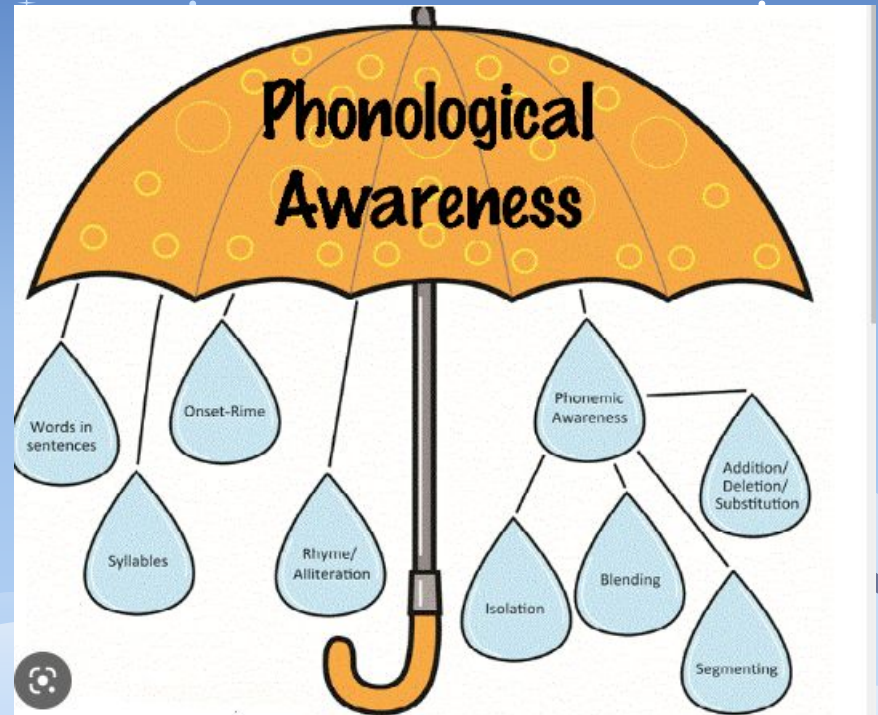
Phonological awareness skills involve manipulating sounds:

- blending sounds
- segmenting sounds
- adding sounds
- deleting sounds
- substituting sounds

Examples of phonological awareness activities:


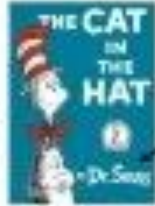
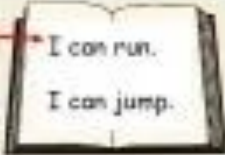
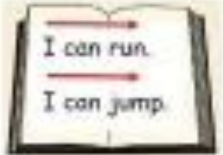
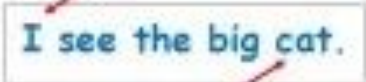


- identifying rhymes
- blending onset & rime
- splitting syllables
- deleting a syllable

Phonological awareness activities include manipulating sounds at the syllable, onset, rime, and phoneme level.



Phonemic Awareness | Phonological awareness

Print Concepts

 <p>Title and front cover</p>	 <p>Author</p>
<p>Start here</p> 	<p>Go this way</p> 
<p>First part</p> 	<p>Letters</p> 
<p>Last part</p>	<p>Words</p> 

● Connections and Next Steps



NEXT
STEPS



Skills 5 Overview

The sounds and spellings taught in this unit are:

- /u/ spelled 'u' (but), 'o' (son), 'ou' (touch), 'o_e' (come)
- /ə/ (also called the schwa sound) also spelled 'a' (about), 'e' (debate) |

in addition to the above sounds and spellings, two sound combinations and their spellings are also taught in this unit. They are:

- /ə/ + /l/ spelled 'al' (animal), 'il' (pencil), 'el' (travel), 'le' (apple)
- /sh/ + /ə/ + /n/ spelled 'tion' (action)



	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternatives for /u/: 'o', 'ou', 'o_e'	Introduce Adjectives Alphabetical Order	Spelling Words Introduction: <i>quickly, slowly, daddy, neatly, funny, happy, ugly, angry, pretty, jelly, empty, grumpy, chilly, mommy, alphabet*</i>	
Lesson 2	Spelling Alternative for /u/: 'o' Reading Comprehension: Fill in the Blank Whole Group Reading*			Word Writing: One- and Two-Syllable Words with 'u' or 'o' > *
Lesson 3	Spelling Alternative for /u/: 'o_e', 'ou' Partner Reading*	Adjectives		Word and Sentence Writing: Words with /u/ Sound Spelling *
Lesson 4	Close Reading *	Adjectives		Response to Text: Defining w
Lesson 5	Review: Spelling Alternatives for /u/ Partner Reading Reading Comprehension: Fill in the Blank, Multiple Choice		Spelling Assessment	Word Writing: Words with /u/ Sound Spelling (with Cues) Response to Text: Multi-Sentence Description
Lesson 6	Review: Spelling Alternatives for /u/ *	Subject and Predicate Alphabetical Order	Spelling Words Introduction: <i>knight, light, nearby, might, bright, trying, high, crying, sky, right, pry, drying, frightened, why, kingdom*</i>	Response to Text: Parts of Speech with Citation), Sentence or Story
Lesson 7	Spelling Alternatives for Schwa /ə/: 'a', 'e' Close Reading	Subject and Predicate		Response to Text: List, Sentences *
Lesson 8	Spelling Alternatives for /ə/: 'a', 'e' Whole Group Reading*		Dictation: One-, Two-, and Three-Syllable Words with /ə/ or /u/	Word Writing: One-, Two-, and Three-Syllable Words with /ə/ or /u/ Response to Text: Sentences, Parts of Speech
Lesson 9	Spelling Alternatives for /ə/: 'a', 'e' Small Group Partner Reading Reading Comprehension: Matching	Compound Subjects and Predicates Contractions		Response to Text: Summary Writing Words That Make Contractions *

E
X
P
O
S
E
+
I
N
T
E
G
R
A
T
E

S
K
I
P

Grammar **IS** an important aspect of supporting the science of reading. A strong grasp of grammar helps students understand the structure of language and how sentences are put together. Showing students how grammar is used in context (the way it's done with mentor sentences) helps students see the relevance of grammar to reading and writing.



Skills 5 Grammar



REVIEW

- including capitalization and punctuation
- use of apostrophes
- identification of nouns and verbs as parts of speech.

New concepts

- adjectives as a new part of speech
- verb tenses (present, past, and future),
- components of a sentence, subject and predicate

Skills 5 Assessments

Lesson	Type of Assessment	Grading information
5, 10, 15, 20	Spelling	FORMATIVE ASSESSMENTS: these assessments are not recorded in the gradebook but used to give teachers, students, and parents feedback on progress.
25	Spelling Assessment	Will be entered into data Spreadsheet and gradebook (for conventions)
26	Marching Orders Reader Assessment <ul style="list-style-type: none">• Sir Gus Reader• Rubric Skipping: Grammar Individual assessments	Will be entered into data Spreadsheet and gradebook under uses decoding strategies
27	Decoding Assessment	Will be entered into data Spreadsheet and gradebook (for uses decoding strategies)



Skills 6 Overview

Spelling Alternatives for Vowel Sounds

- /er/ > 'ar' (dollar)
- /er/ > 'or' (work)

Tricky Spellings for Vowel Sounds

- 'ea' > /e/ (head)
- 'i' > /ee/ (ski)
- 'a' > /o/ (lava)

Spelling Alternatives for Consonant Sounds

- /f/ > 'ph' (phone)
- /k/ > 'ch' (school)



Unit 6 (36–42 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternative for /f/: 'ph' Reading Comprehension: Fill in the Blank*	Review: Nouns, Adjectives, Verbs	Spelling Words Introduction: <i>noise, ferret, jolly, dolphin, night, whistle, ginger, graph, kneel, window, gentle, finish, wrinkle, western, margin, traffic, ripple, jungle, photo, Britain*</i>	Word Writing: Multi- Syllabic Words (with Cues)
Lesson 2	Whole Group Reading Spelling Alternative for /f/: 'ph' Reading Comprehension: Yes/No Questions, Fill in the Blank*			Word Writing: One-, Two-, and Three-Syllable Words (with Cues) *
Lesson 3	Whole Group Reading Tricky Spelling 'ea' > /e/ Reading Comprehension: Fill in the Blank			Word Writing: One- and Two-Syllable Words (with Cues)
Lesson 4	Whole Group Reading			
Lesson 5	Tricky Words: <i>Great Britain, Europe, native, Americans, signature, war</i> Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	
Lesson 6	Partner Reading* Reading Comprehension: Multiple Choice (with Citation) Spelling Alternatives for 'er'		Spelling Words Introduction: <i>after, birthday, burden, marker, informer, barber, swirling, furnace, parcel, organize, camera, thirteen, hamburger, ramparts, perform, difference, chirping, turtle, safari, war*</i>	
Lesson 7	Whole Group Reading	Introducing Adverbs		Sentence Writing: Adverbs
Lesson 8	Whole Group Reading* Spelling Alternatives for 'er': 'ar' and 'or'	Adverbs	*	
Lesson 9	Small Group Reading Reading Comprehension: True/False*	Adverbs		Response to Text: Speech *

S

K

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Skills 6 Grammar

ADVERBS

REVIEW

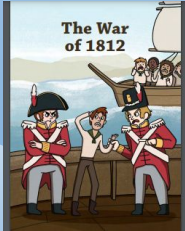
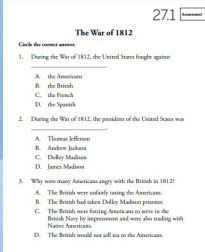
- common and proper nouns
- Subject and predicate
- present-, past-, and future-tense verbs

New concepts

- Adverbs as a new part of speech
- identify complete versus incomplete sentences
- identify and fix run-on sentences
- writing increasingly detailed sentences



Skills 6 Unit Assessments

Lesson	Type of Assessment	Grading information
Lesson 5 10, 15, 20, 25	<p>Spelling Assessment Includes challenge sentence All are out of 19 points.</p>	<p>★ These assessments are not recorded in the gradebook but used to give teachers, students, and parents feedback on progress.</p>
27	<p>Reader Assessment</p> <ul style="list-style-type: none"> • Assessment • End of Skills 6 Assessment Rubric <p>Skipping: Grammar Individual assessments</p> 	<p>Will be entered into data Spreadsheet and gradebook under uses decoding strategies.</p> 
30	<p>Spelling Assessment</p> <p>93</p>	<p>Will be entered into data Spreadsheet and gradebook (for conventions)</p>

FOCUS



Lesson Planning Guide

non-negotiable

Expose and
integrate

Skip

Foundational
Skills Lessons

Grammar

- Integrate into reading and writing mini-lessons
- Reinforce during shared/modeled writing and editing stage of writing

Writing

(does not align with ELA units)

**We are considering shifting the fairytales unit to align with skills 5 next year.*

TEST TIME!!!!

1. Paper, Scissors, Rock with your co-teacher
2. Winner picks which book they will read.
3. You will read your assigned book and then take the test linked below.
4. When you are done add your thoughts to the planning chart.
5. Discuss with your co-teacher

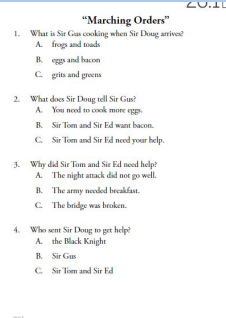


Teacher 1

READ



TAKE
TEST

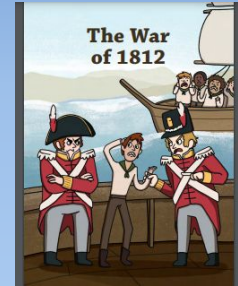


Check
your
answers
on rubric

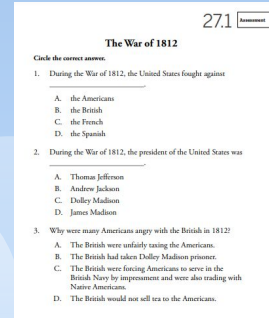
PLANNING
CONSIDERATIONS

Teacher 2

READ



TAKE
TEST



Check
your
answers
on rubric

PLANNING
CONSIDERATIONS

CKLA Amplify



Process

- **April Team day** we will meet as a team to look at and score:
 - CKLA components
 - i-Ready data 21-22 & 22-23 in PA, PH, HFW
- Individual anonymous yes/no vote. Votes will be counted at Team Day meeting
- Committee members will take vote back to Committee meeting **April 12**

Quarter 4

ELA Units: Save the Planet Fables/Fairy Tales



Unit 7 Save the Planet (3 weeks)



- **Save the Planet Unit Template**

- **Priority Standards:**

- RI 2.8 Describe how reasons support specific points the author makes in a text
- RI 2.9 Compare and contrast the most important points presented by two texts on the same topic.

- **Save the Planet Informational Assessment**

- **Text 1: Lean, Green School Machine**

- **Text 2: Scholastic News: Greenest School in America,**

- **Assessment, & Rubric**

- **Discuss writing for unit:**

- **Process piece: Revise and Edits Grade**
- **Process Piece Writing Prompt:**

- **What is the most important way to protect our planet? Why?**



Unit 8 Fables and Fairy Tales (5 weeks)

- Unit Template
- Unit Assessment & Rubric
 - The Grasshopper and the Ant/Little Red Hen
- Discuss writing for Unit & Rubric
 - Create an original fairy tale



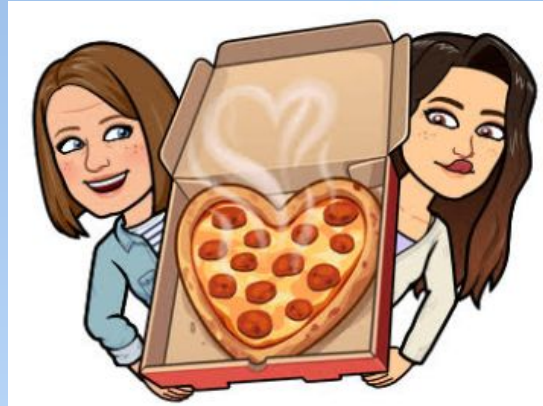
FAIRY
TALES



Quarter 4 Assessment Feedback

- Committee [Proposed Revisions](#) to Assessments/Rubrics
- During your planning time today you may add any revisions you would like to be considered for quarter 4 assessments.
 - The team leaders will review the requests and confer with Christine and Shadia before making any decisions.
 - You will be notified of approved changes before the new quarter begins.
 - ***Once the quarter begins we will not be accepting any requests for changes on either the assessments or rubric.***

Lunch



Be back at 12:00!!

Planning for Quarter 4:



1. Complete Team Calendar

- Map out Amplify Lessons and assessments
- Map out ELA units and assessments
- Include priority standards for each week

2. Week by Week Lesson Plans

- Amplify skills 5 and 6
- Quarter 4 ELA Units

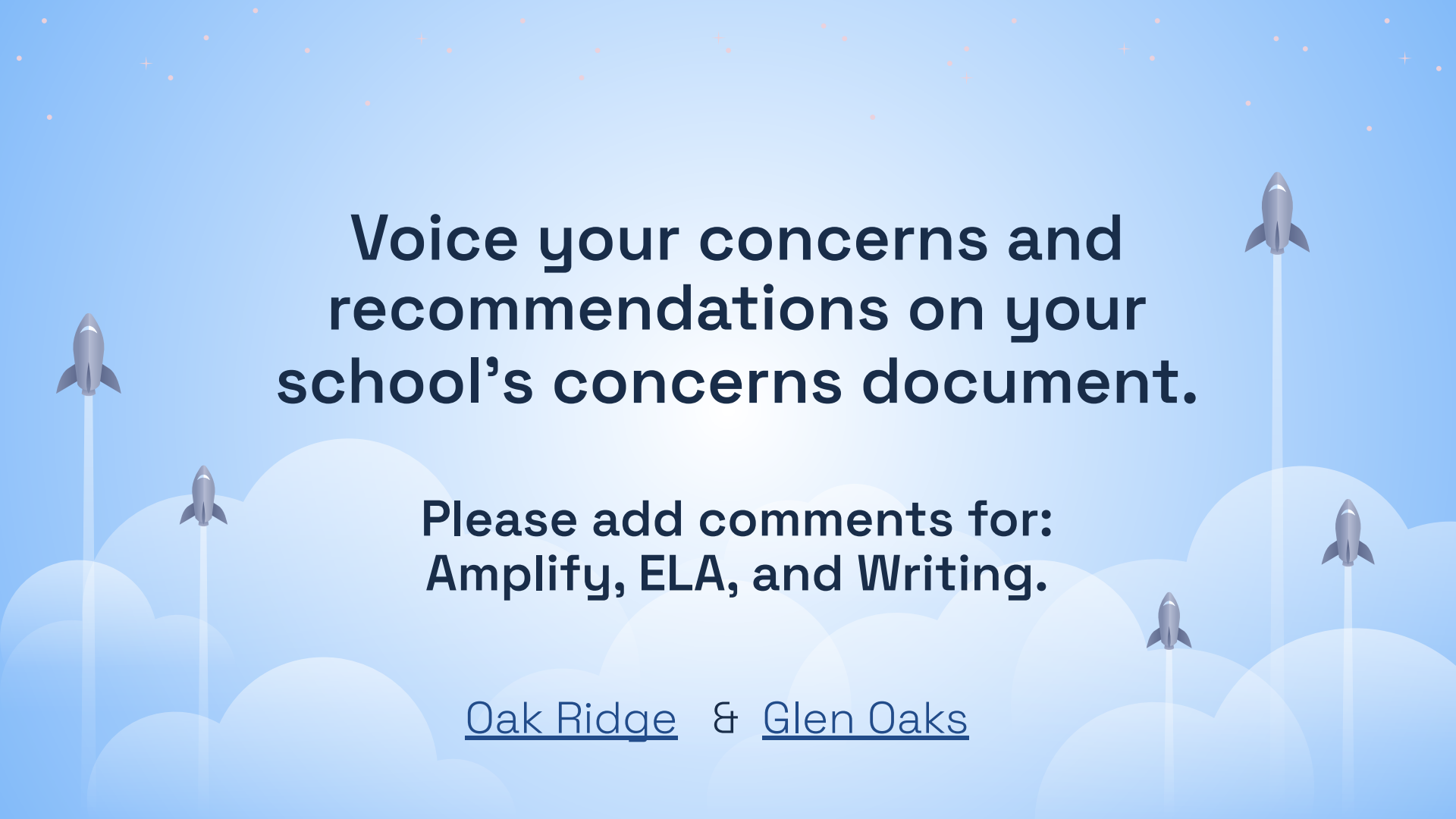
Links to documents you will need for planning

[Glen Oaks Calendar](#)

[Oak Ridge Calendar](#)

[District calendar](#)

[Amplify Assessment Document](#)



**Voice your concerns and
recommendations on your
school's concerns document.**

**Please add comments for:
Amplify, ELA, and Writing.**

[Oak Ridge](#) & [Glen Oaks](#)