Supporting a
Range of Learners

Universal Access

Teachers employ a wide range of strategies that go beyond instructional material to support students in the classroom. CKLA is designed to support those strategies. The section on Amending Instruction supports Universal Access and can be used for a wide variety of students, including English language learners.

Below is a brief description of some of the additional tools provided.

Providing multiple means of representation

CKLA offers multiple means of representing content to maximize student understanding. This includes, but is not limited to:

Digital component files that allow for a range of presentations of images and text to support learning.

Clarification on language is found throughout the program. For example, sidebars include support on transition words and syntax, and illustrations are suggested or provided to help students understand the concepts they are learning.

Images used during instruction connect to the text and support comprehension.

A range of graphic organizers and other tools promote the activation of background knowledge. New ideas are often conveyed initially through familiar contexts.

Sentence frames and starters support English learners in writing and speaking tasks, supporting students' language production.

Providing multiple means of action and expression to provide students with options for navigating and demonstrating learning

CKLA provides a range of methods for all students, including ELLs to navigate and demonstrate learning. This includes, but is not limited to:

Physical actions. Students take part in Quests that involve physically moving around the classroom, such as simulating Viking travel (Grade 3), taking part in a game show environment and making a product pitch (Grade 4), or acting out scenes from plays (Grade 5).

A range of methods for response. Students are given a wide range of response methods in lessons, including oral responses, shared class responses, individual written responses, and small group work. Small groups are structured to allow students who need help to be given targeted support, and sidebars provide further advice on how to work with individuals, pairs and small groups.

Appropriate tools for composition and problem solving. Graphic organizers and tools such as timelines are used throughout to help students place information in the appropriate context and understand concepts in a range of ways.

Varied scaffolding. Support sidebars often provide additional scaffolding to support student activity. It is also important to note that the core lessons, as written, provide a high degree of scaffolding that can be lessened for more advanced students.

Managing information and resources. Sidebars offer additional support to help students assemble and organize the information and materials they will need to succeed in writing projects.

Providing multiple means of engagement to tap individual learners' interests, challenge them appropriately, and motivate them to learn

CKLA provides a range of methods to tap into and maintain learners' interests. One of the most important is the engagement of the knowledge domains. Students studying CKLA become active and absorbed conversationalists as they feel their knowledge grow—and with it their confidence.

Providing home and community audiences for student work. Students are frequently given take-home work to practice with family members. There are also opportunities in Grades 3–5 for work to be published and shared with the outside world.

Students develop into active conversationalists within CKLA. Routines such as Think-Pair-Share, as well as methods for sharing oral responses and writing, are used to develop a safe and supportive environment for students.

Collaboration and communication. The wide range of whole-class tasks, but also the multiple opportunities for small group and partner work, are designed to help students become productive collaborators.

Feedback. There are a range of mechanisms for teacher feedback (including, but not limited to Checks for Understanding, Formative Assessments, Wrap-Up questions, and writing assignments), peer feedback, and self-checks within CKLA. Please see the Feedback section in Amending Instruction for more details.

Supporting Students with Disabilities

Students with disabilities vary enormously and can often be challenged to achieve at or above grade level. Instructional strategies must therefore vary according to the assessment of the individual student's needs. The section below outlines some of the ways CKLA supports that adaptation. Please also see the section above on Universal Access for additional appropriate supports.

Additional Instruction

Pausing Points. These provide additional instructional time to review, reteach, and differentiate instruction on new skills and knowledge taught in each unit.

Assessment and Remediation Guide/Encoding and Decoding Supplement. These can be used for additional lessons that support students who need extra practice or remediation on foundational skills and comprehension.

There are a large range of additional supports, scaffolds, and activities throughout the lessons that are suitable for a wide range of learners with different needs. They include supports for language, comprehension, writing, speaking and listening, and other scaffolds.

In addition, our lessons can be adapted to be delivered over the school day, with more or fewer breaks. Activities are designed to give students variety in instruction and prevent frustration during long tasks.

Student Grouping

Supports and other sidebars within lessons provide instruction for additional small group, individual, and partner settings with scaffolds to support understanding. Universal Access material in the Advance Preparation section of lessons often provides help with these settings.

Teacher Guides provide guidance on how to flexibly group students at the teacher's discretion and in response to need.

The Decoding and Encoding Supplement also provides specific advice for grouping students according to the skills for which they need support. It also offers alternate teaching strategies and reteaching guidance to ensure that students receive the instruction they need to solidify their foundational skills and move forward.

Assessments, including Checks for Understanding and Formative Assessments, should be used to allocate students to groups and give the relevant supports within the lesson. They should also be used to assign students additional practice and instruction from the Additional Supports, Assessment and Remediation Guide, and activities/scaffolds within sidebars.

In addition, while CKLA has been designed to support classrooms with a full range of technologies, activities and lessons are designed to be highly compatible with the use of multiple platforms and media, including word processors and other communication devices.

Integrated ELD

English Language Learners (ELLs) of varying levels of proficiency are supported through the language acquisition strategies integrated in each lesson of the Grades 3–5 units.

In addition, Access supports provide further guidance to educators seeking to meet the specific needs of ELLs by helping them adjust the pacing of instruction, providing more specific guidance on explicit instruction for Tier 2 (broadly academic) and Tier 3 (domain-specific) vocabulary words, and offering deeper support for syntactic awareness. They also feature instructional tools to adjust:

Required modes of participation. Examples include using visual supports or receptive approaches for checking comprehension and explicit references to Academic English.

Language supports, such as sentence frames and starters, are provided to scaffold language production tasks.

Timing/immediacy of support that students receive during Read-Alouds, such as use of pictures or props, and explicit attention to vocabulary.