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 at teachers' disposal.

Providing multiple means of representation.

CKLA provides multiple means of presenting 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.

- Flip book images in Knowledge help make concepts explicit and connect to the text.

- Background knowledge is activated or supplied daily, and a range of graphic organizers and other tools are used to promote understanding and activation. New ideas are often conveyed initially through familiar contexts, particularly in the early Knowledge domains.

- Explicit prompts are provided for every step in the learning process. This can be used by the teacher at their discretion, but the instructions in the Teacher Guide—when used in their entirety—provide highly scaffolded instruction.

- 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.** For example, Wiggle Cards in Skills allow students to demonstrate their decoding ability through a range of fun physical movements.

- **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 in skills 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 the Knowledge Strand 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.** Writing projects in CKLA involve a series of steps that begin with an understanding of organizing information and resources into appropriately presented material. These writing projects have additional supports in sidebars to help students with a range of needs.

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. The careful presentation of decodable Readers achieves the same end: Students become confident and enthusiastic readers by encountering texts of the right level of challenge.

- **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 K–2 for work to be published and shared with the outside world.

- **Opportunity for conversation.** Students are developed into respectful, 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 is 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.

Supporting Students with Disabilities

Students with disabilities vary considerably and can often be challenged to achieve at or above grade level. The strategies used 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 previous section on Universal Access for additional supports.

Additional Instruction

Resources are provided to offer students additional time to learn and practice new tasks, including:

- **Additional Support Lessons.** Thirty minutes of additional instruction is provided at the end of each Skills lesson.

- **Assessment and Remediation Guide.** This can be used for additional lessons that support students who need extra practice or remediation on Foundational Skills and comprehension.

In addition, CKLA lessons can be adapted to be delivered during the school day, with more or fewer breaks. Activities such as Wiggle Cards are provided to give students variety in instruction and prevent frustration during long tasks.
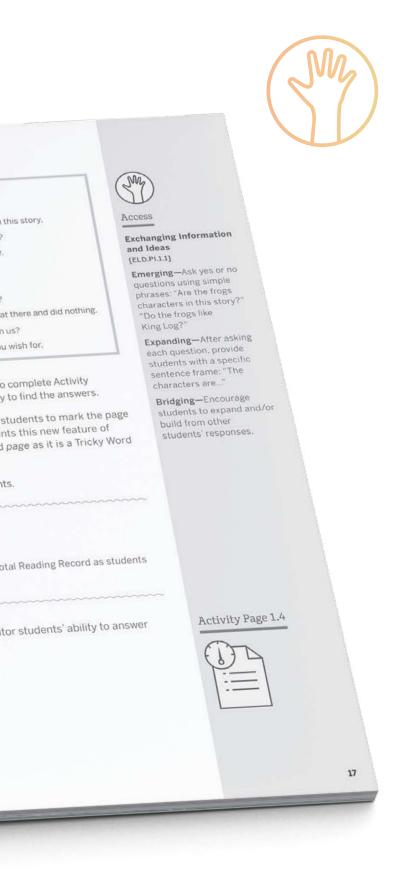
Student Grouping

- The Skills Strand provides small group settings for reading and comprehension. This provides the teacher with an opportunity to assist students who require additional support.

- Supports and other sidebars within lessons provide instruction for additional small group, individual, and partner settings with scaffolds to support understanding. Universal Access suggestions in the Advanced Preparation section of lessons often provide recommendations for these settings.

- The Knowledge Strand provides guidance on how to group students at the teacher's discretion and in response to need.

- The Assessment and Remediation Guide also provides explicit guidelines for grouping students according to the skills for which they need support. It provides alternate teaching strategies and reteaching guidance to ensure that students receive the instruction they need to solidify their foundational skills and advance.

Instructional support and student response

- There are a large range of supports, additional scaffolds, and activities throughout the lessons that are suitable for a wide range of learners with different needs. They include language, comprehension, writing, speaking and listening, and other scaffolds. Some of these can be incorporated into core instruction, while others are more suitable for specific groups of students.

- Assessments, including checks for understanding and formative assessments, should be used to allocate students to groups and give them the relevant supports within the lesson. They should also be used to assign students to additional practice and instruction from the Additional Supports, Assessment and Remediation Guide, and activities/scaffolds within sidebars.

- Student responses can be varied by allowing oral responses rather than written, shared written responses, or teacher support (this is often described in the sidebars within lessons).

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

The image on the left shows a photograph of an open booklet page displaying the following partial text:

...this story.
...?
...?.

...?
...at there and did nothing.
...n us?
...ou wish for.

...o complete Activity
...y to find the answers.

...students to mark the page
...nts this new feature of
...d page as it is a Tricky Word

...nts.

...otal Reading Record as students

...tor students' ability to answer

Access

Exchanging Information and Ideas
[ELD.PI.1.1]

Emerging—Ask yes or no questions using simple phrases: "Are the frogs characters in this story?" "Do the frogs like King Log?"

Expanding—After asking each question, provide students with a specific sentence frame: "The characters are..."

Bridging—Encourage students to expand and/or build from other students' responses.

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Integrated ELD

English Language Learners (ELLs) of varying levels of proficiency are supported through the language acquisition strategies integrated in each lesson of both the Skills and Knowledge strands.

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 and 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."

- Expressive language demands, such as providing sentence frames and allowing questions to be yes/no instead of open-ended.

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

The sound-first approach permits students to focus first on the sounds in words. They then make the translation to how that sound is represented in the English alphabet, while truly interacting with phonemes that might be unfamiliar to them. The most frequent and "sound-friendly" spellings are taught first along with Tricky Words that might be also be unfamiliar or hard to sound out. Teachers explicitly instruct students in each new grammar skill. The teacher defines the grammar skill and models it. Students then take part in oral and written exercises in the Skills Strand to ensure the skills are solidly understood.