

# Utah

## Instructional Strategies and Routines



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# Introduction

This guide includes instructional strategies and routines specifically designed to enhance instruction in literacy and align with Utah’s English Language Arts Core Standards. Teachers may incorporate these routines throughout the Amplify Core Knowledge Language Arts (CKLA) program, providing ample opportunities for guided and independent practice.

Each routine includes the following:

**CKLA Connection:** suggested moments within the program when teachers may use the routine

**Introduce:** information that teachers may use to explain or introduce concepts

**Model:** routines for modeling each concept or skill

**Practice:** activities for students to practice the skill or concept, in groups or independently

These routines, along with the program’s daily core instruction, will help all students master Utah Core Standards.



# Grade 1

## Phonological Awareness

**1.10** Instruction includes deleting a syllable of a given word and saying the remaining syllable.

**CKLA Connection:** Use this routine during Skills lessons starting in Unit 4, which focuses on multisyllabic words. The routine was designed to integrate seamlessly into a Foundational Skills warm-up or wrap-up, an Additional Support segment, or a Pausing Point.

**Introduce:** Tell students that they are going to delete syllables, or parts of words, and say aloud the part of the word that remains. Sometimes a whole new word remains, as in compound words, and other times just one or more syllables that don't add up to a separate word remain.

**Model:** Display a picture of a cupcake.

**Say:** "This is a (pause between syllables) *cup•cake*." Repeat the sounds slowly and have students repeat with you.

**Say:** "*Cupcake* has two syllables: *cup* and *cake*."

**Say:** "If we take away the syllable *cup*, what syllable is left?" (*cake*)

**Say:** "*Cupcake* is a compound word because it has two words that create a new word when put together."

**Say:** "We can use this process with other words that have more than one syllable." Show a picture of an elephant.

**Say:** "This is an (pause between syllables) *el•e•phant*. We can chunk the syllables to help us blend the word." Repeat the sounds slowly again, pausing at each syllable.

**Say:** "If we take away the syllable *phant*, what is left?" (*el•e*)

Repeat the activity with *melting*, *runner*, *chopping*, *broomstick*, *baseball*.

**Group practice:** Have students practice deleting syllables in the words *afternoon* and *untrue* using the routine you modeled.

**Independent practice:** Have students work with a partner and ask them to delete syllables in *backyard*, *cooking*, *uncomfortable*. Circulate around the classroom to listen to them practice.

## Phonological Awareness

**1.16** Progresses from identifying or distinguishing the positions of sounds in words to producing the sound and adding, deleting, and changing selected sounds.

**1.18** Instruction includes manipulating (deleting, adding, and substituting) phonemes from a word to build new single-syllable words (e.g., word chaining).

**CKLA Connection:** Use this routine when teaching one-syllable spoken words, before showing students letter cards. This activity would work well as a warm-up to regular chaining activities.

**Introduce:** Explain to students that they are going to practice adding, deleting, and substituting sounds in words. For example, adding the sound /k/ to the beginning of the word *at* makes the word *cat*. Deleting, or taking away, the sound /p/ from the beginning of *pin* makes the word *in*. Substituting sounds, or changing one sound for another, can also make a new word. Substituting /o/ for /e/ in the middle of the word *stop* changes the word to *step*.

**Model:** Point out that sounds can be added, deleted, or substituted at the beginning, middle, or end of a word.

**Say:** “Let’s try adding, deleting, and substituting phonemes using the word *an*. The sounds in *an* are /a/ /n/. I can add the /p/ sound to the beginning of the word *an* to make the word *pan*.” Have students repeat each sound and then say the word with you.

**Say:** “I can delete the /p/ sound to change *pan* back to *an*.” Have students repeat each sound and then say the word with you.

**Say:** “Was the sound I changed at the beginning, middle, or end of the word?” (*beginning*)

**Say:** “I can substitute, or change, the /a/ sound for /i/ in *an* to make the word *in*.” Have students repeat each sound and then say the word with you.

**Say:** “Was the sound I changed at the beginning, middle, or end of the word?” (*beginning*)

**Say:** “We can change many phonemes to make new words. Let’s start with *tap*. Substitute /g/ for the ending /p/ to make *tag*.” Have students repeat each word with you.

**Say:** “Now let’s change just one sound in the word *tag* to make a new word. Which sound could we change and what would the new word be?” Make sure students name the position of the sound being changed, the sounds that are changing, and the new word that is created. (*Answers will vary, but could include tog, tug, tap, tam, gag, bag, etc.*)

# Grade 1

## Phonological Awareness (continued)

**1.16** Progresses from identifying or distinguishing the positions of sounds in words to producing the sound and adding, deleting, and changing selected sounds.

**1.18** Instruction includes manipulating (deleting, adding, and substituting) phonemes from a word to build new single-syllable words (e.g., word chaining).

**Group practice:** Call on students as you repeat the first part of the routine with the word *at* (*mat*, *map*).

**Independent practice:** Listen one-on-one as students continue practicing adding, deleting, and substituting phonemes in words. Be sure to ask about the positions of the sounds. Have students start with *it* and make new words, such as *sit*, *sip*, *lip*, *lit*, *bit*, and *bat*.





## Grade 2

### Phonological Awareness

**1.19** Instruction includes deleting initial and final sounds in a word to make a new word, including blends.

**CKLA Connection:** Use this routine when teaching chaining words with up to five or six phonemes. Before you show the printed letters in the chaining activities, use these oral routines to reinforce phonological awareness.

**Introduce:** Explain to students that they are going to practice deleting sounds in words. For example, deleting, or taking away, the sound /p/ at the beginning of the word *pout* makes the word *out*. Another example is taking away the sound /n/ from the end of the word *shown* to make the word *show*.

**Model:** Point out that sounds can be deleted from the beginning, middle, or end of a word.

**Say:** “Let’s try deleting a sound from the beginning of a word. I can delete the /k/ in *crust* to make the word *rust*.”

Continue to practice with the following words: *rant/ant*, *mice/ice*, *drink/rink*, *black/lack*. Also have students practice deleting the initial blends, such as removing /c/ /r/ from *crow* to make *owe*. Some examples will make nonsense words. Have students repeat each sound and then say the word with you.

**Say:** “Let’s try deleting a sound from the end of a word. I can delete the /t/ sound from the end of the word *treat* to make *tree*.”

Continue to practice with the following words: *card/car*, *pink/pin*, *looked/look*, *beach/bee*, *mold/mole*. Also practice removing final blends, such as removing /n/ /d/ from *stand* to make *sta*. Some examples will make nonsense words. Have students repeat each sound and then say the word with you.

**Group practice:** Call on students as you repeat the routine with other words, such as *cream*, *spring*, *trap*, *chick*, and *mask*. Practice deleting both the initial or final sounds in the words.

**Independent practice:** Listen as students continue to practice deleting sounds in words, such as *blink*, *brink*, *clank*, *plank*, and *mash*. Ensure that they are identifying how to correctly delete sounds at the beginning or end of the words, including blends.

## Speaking and Listening

**2.SL.1b** Seek other's opinions or thoughts and identify other's perspectives.

**CKLA Connection:** You may use this routine whenever students are discussing their opinions about a text. In Knowledge Domain 1, for example, students are often asked to give their opinions about literary Read-Alouds. This routine fits in that context.

**Introduce:** Tell students that when they discuss their opinions about texts they should be able to identify each speaker's opinion and to explain what the speaker said that revealed their opinion. Explain that it's important to seek out one another's opinions to begin to understand different perspectives.

Make sure that students understand the difference between opinion and perspective.

**Say:** "An opinion is what you think or believe about something—Pizza is the most delicious food in the world. It's my favorite! Perspective is how you see things based on your experiences—Pizza reminds me of parties with friends and family."

**Model:** Have students listen to you speak about a topic and determine your overall opinion of it.

**Say:** "Today I'm going to talk about going to the beach. I really enjoy going to the beach in the summertime. I love to swim and to float on a raft in the waves. It's also fun to dig holes in the sand and make sandcastles. I especially like it when big waves come onto the beach and I have to try to protect the sandcastle I made! The only thing I don't like about the beach is that sometimes it's just too hot—but usually drinking something cold or jumping back into the water helps!"

**Ask:** "What would you say is my opinion of the beach?" (*positive*) "How do you know?" (*Accept all responses.*)

**Say:** "Yes, I have a very positive opinion of the beach! One way you know is that I said early on that 'I really enjoy going to the beach.' That's a good clue that I like the beach, because if I didn't, I wouldn't say I enjoy it! I also used phrases like 'I love to swim' and 'It's also fun.' Those are good reasons to think I like the beach too. You don't say you love doing something if you don't like it very much!"

**Ask:** "What did I say was a problem with the beach?" (*It can be too hot.*)

## Grade 2

### Speaking and Listening (continued)

**2.SL.1b** Seek other’s opinions or thoughts and identify other’s perspectives.

**Say:** “That’s right, I said it can get too hot sometimes. Does that change my overall opinion of the beach? Not very much because I have a solution: drink something cold or get back in the water. Opinions don’t have to be all positive or all negative, but you can see that my opinion of the beach is almost all positive.”

**Ask:** “What would you say about my perspective of the beach based on my experiences? How do you know?” (*Accept all answers.*)

**Say:** “Yes, my perspective is that the beach is a great place to visit because I have positive experiences there. I said, ‘I really love to swim and float in the waves,’ and I like to play in the sand because I said, ‘It’s also fun to dig holes in the sand and make sandcastles.’”

**Group practice:** Give students your opinion of another activity, such as cooking. Use words and phrases that make it clear your opinion of this activity is a positive one. Provide enough detail so that students can clearly identify your perspective of cooking. Have students identify your opinion, your perspective, and give at least one reason why they think so. Have students ask each other what they think about the same activity. Include conversation stems such as “What do you think about \_\_\_?”, “What is your opinion about \_\_\_?”, “What is your perspective on?” or “Do you agree or disagree with \_\_\_? Why?”

**Independent practice:** Have students work in pairs. Direct them to talk about a place they have both visited (e.g., park, beach, zoo). Have them take turns asking their partner for their opinion of the place and then identifying their partner’s perspective. Ask them to explain how they were able to identify their partner’s perspective. Have a few pairs share their partner’s opinion and perspective with the rest of the class.



## Grade 3

### Speaking and Listening

**3.SL.1b** Recognize that comments and claims may include two perspectives.

**CKLA Connection:** Use this routine any time students discuss perspective or share their opinions on a topic, such as in Unit 1, Lesson 2 or Unit 4, Lesson 9.

**Introduce:** Explain to students that people can have different perspectives regarding the same topic. Remind students that perspective is how you see things based on your experiences. A claim is a statement someone makes about a topic. For example, “Vacations on the beach are relaxing.”

**Say:** “In this lesson you will listen to comments and claims and will identify differing perspectives.”

**Model:** Share a claim that contains two perspectives about the same topic. You may use the example below or adapt it to include a claim or topic that students have recently discussed or learned.

**Say:** “I’m going to read a claim aloud. This person made a claim about a sport. I want you to think about the perspectives presented by this comment.”

Claim: “Unlike other sports, gymnastics requires speed, agility, strength, flexibility, and fearlessness. How many other sports require one to swing by their hands far above the ground, soar high into the air without a harness, and run at full speed towards a still object? There is no sport more challenging both physically and mentally than gymnastics.”

**Say:** “Remember that a perspective is how you see things based on your experiences. It tells what a person thinks about something. What perspective does this person have about gymnastics?”

Use chart paper or the board to write two different perspectives for this claim.

Give students time to generate perspectives based on the claim. Possible perspectives include: the person thinks gymnastics is the most difficult sport in the world, this person sees gymnastics as a sport that is mentally challenging, or this person thinks that gymnasts need to be brave to perform.

**Say:** “The person that made this claim clearly thinks that gymnastics is a difficult sport. Do you agree or disagree? Do you think other people would also agree or disagree? Remember that perspective is how you see things based on your experiences. In this claim, the person sees gymnastics as a sport that is very difficult, and thinks that gymnasts need to be brave and strong.”

## Speaking and Listening (continued)

**3.SL.1b** Recognize that comments and claims may include two perspectives.

**Group practice:** Have students come up with their own claim that has two or more perspectives. You may select a topic familiar to your students or use one of the topics below:

- the most delicious ice cream
- the best game in the world
- the most interesting animal

Give students time to develop and record their own perspectives on the topic. Then have students share their opinions in groups of three or four.

- Have students create a chart with the number of columns that matches the number of students in their group.
- While their peers are sharing, ask the listening students to record their peers' perspectives on their charts, in their own words.
- After each student has shared their perspective in the small group, have the group discuss the differences between their perspectives. Prompt students as needed with questions such as:
  - "What did \_\_\_ think about \_\_\_?"
  - "How was \_\_\_'s opinion different from \_\_\_'s?"
  - "What different reasons did they present?"
  - "Did anyone have the same perspective?"

**Independent practice:** Select two students to share their claims aloud with the class. Have students write a paragraph describing the claim and the differing perspectives they presented.

# Grade 3

## Reading

**3.R.2** Demonstrate mastery of age-appropriate phonological awareness skills.

**3.R.2a** Reversal of phonemes.

**3.R.2b** Phoneme chaining including addition, deletion, and substitution at all word positions (initial, final, and medial).

**CKLA Connection:** Use these routines to support students' phonological awareness, such as during foundational skills activities in Unit 1.

### Reversal

**Introduce:** Explain to students that they are going to practice reversing sounds in words. Remind them that each word is made up of individual sounds. Give an example, such as the word *man* being made of /m/ /a/ /n/.

**Model:** Point out that the beginning and ending sounds in some words can be reversed to make a new word.

**Say:** “*Tack* has the sounds /t/ /a/ /k/. If we switch the /k/ with the /t/, we get the spoken word *cat*.” Have students say the words with you, emphasizing the first and last sounds in both words: *tack* and *cat*. If needed, hold up your left hand to represent the /k/ in *cat* and hold up your right hand to represent the /t/ in *cat*.

**Say:** “/k/ /a/ /t/” Move your hands so that your arms are crossed in front of you to represent the /k/ and /t/ sounds changing places.

**Say:** “/t/ /a/ /k/”

**Group practice:** Call on students as you repeat the routine with the words *safe/face*, *knife/fine*, and *park/carp*.

**Independent practice:** Have students work with a partner to reverse the initial and final sounds of *slack/class*, *pit/tip*, *top/pot*, and *net/ten*. The first student should say one word, and the second student should reverse the initial and final sounds. Circulate among students and ensure that they are reversing the sounds correctly.

### Phoneme Chaining

**Introduce:** Explain to students that they are going to practice adding, deleting, and substituting sounds in words. For example, adding the sound /t/ to the word *an* makes the word *tan*, but adding the sound /m/ to the word *an* makes the word *man*. The phonemes /t/ and /m/ make the words *tan* and *man* different from each other.

## Reading (continued)

**3.R.2** Demonstrate mastery of age-appropriate phonological awareness skills.

**3.R.2a** Reversal of phonemes.

**3.R.2b** Phoneme chaining including addition, deletion, and substitution at all word positions (initial, final, and medial).

### Addition

**Model:** Point out that sounds can be added to the beginning or end of a word.

**Say:** “I can add the sound /s/ to the word *and* to make the word *sand*, /s/ + *and*.” Have students repeat each sound and then say the word with you.

**Say:** “Let’s try adding a sound to the end of a word. I can add the sound /t/ to the end of the word *bell* to make the word *belt*, *bell* + /t/.” Have students repeat each sound and then say the word with you.

**Group practice:** Call on students as you repeat the routine with the words *at*, *in*, *bell*, *mud*, *play*, *fix*, and *write* and the phonemes /b/, /m/, /t/, /p/, /ed/, and /ing/.

**Independent practice:** Have students continue practicing adding sounds in words. Suggest that students start with the word *in* and add sounds to the beginning and end to make new words, such as *fin*, *tin*, *tint*, and *pin*.

### Deletion

**Model:** Point out that sounds can be deleted from the beginning, middle, or end of a word.

**Say:** “Let’s try deleting a sound from the beginning of a word. I can delete the /t/ from the word *train* to make the word *rain*.” Have students repeat each sound and then say the word with you.

**Say:** “I can delete a sound from the middle of a word to make a new word. If I delete the /n/ in the word *snail*, I can make the word *sail*. I can also delete the /s/ from the end of the word *talks* to make the word *talk*.” Have students repeat each sound and then say the word with you.

**Group practice:** Call on students to repeat the routine. Have them remove the initial sounds of *plate* (*late*) and *soak* (*oak*), the medial sound of *play* (*pay*), and the final sounds of *gifted* (*gift*) and *tend* (*ten*).

**Independent practice:** Have students continue to practice. Ask them to delete the initial sound from *sled* (*led*), the medial sound from *broom* (*boom*), and the final sound from *wind* (*win*).



## Grade 3

### Reading (continued)

**3.R.2** Demonstrate mastery of age-appropriate phonological awareness skills.

**3.R.2a** Reversal of phonemes.

**3.R.2b** Phoneme chaining including addition, deletion, and substitution at all word positions (initial, final, and medial).

#### Substitution

**Model:** Point out that sounds can be substituted in the beginning, middle, or end of a word.

**Say:** “The word *fin* has the sounds /f/ /i/ /n/. If we substitute the /f/ at the beginning of the word with /t/, then the word *fin* becomes *tin*.” Have students repeat each sound and then say each word with you.

**Say:** “Now let’s substitute sounds in the middle of a word. The word *tin* has the sounds /t/ /i/ /n/. If we substitute an /a/ for the /i/ in the middle of the word, then the word *tin* becomes *tan*.” Have students repeat each sound and then say each word with you.

**Say:** “Finally, let’s substitute sounds at the end of a word. The word *tan* has the sounds /t/ /a/ /n/. If we substitute the /n/ at the end of the word with /k/, then the word *tan* becomes *tack*.” Have students repeat each sound and then say each word with you.

**Group practice:** Call on students as you repeat the routine with the words *rug* (*bug, bag, ban*), *wit* (*sit, sat, sad*), and *band* (*land, bend, bent*).

**Independent practice:** Have students continue to practice substituting initial, medial, and final sounds in words, such as *bright* (*fright, brought, brine*). Circulate among students and ensure that they are identifying how to substitute sounds at the beginning, end, or middle of the word.



# Core Knowledge Language Arts

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#### Contributors

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