

Grade 1 CKLA Skills

Beginning-of-Year Remediation Plans

General Needs & Options

Placement

Needs

Plans

Where/ What

| General Needs & Options | | Unit 1 Assessment & Remediation Guide | | | | | | | |
|--|--|---|--|--|---|--|--|---|--|
| Outstanding | Strong | Adequate | Adequate | Adequate | Somewhat Adequate | Questionable | Questionable | Questionable | |
| Group 1A | Group 1B | Group 2A | Group 2B | Group 2C | Group 2D | Group 3A | Group 3B | Group 3C | |
| 18 or more on Word Recognition <u>and</u> 4 or more on "Gwen's Hens" | 18 or more on Word Recognition <u>and</u> 3 or less on "Gwen's Hens" <u>and</u> 27 or more on Pseudoword Reading | 18 or more on Word Recognition <u>and</u> 3 or less on "Gwen's Hens" <u>and</u> 21-26 on Pseudoword Reading <u>and</u> 28 or more on Code Knowledge | 18 or more on Word Recognition <u>and</u> 3 or less on "Gwen's Hens" <u>and</u> 20 or less on Pseudoword Reading <u>and</u> 28 or more on Code Knowledge | 17 or less on Word Recognition <u>and</u> 27 or more on Pseudoword Reading | 17 or less on Word Recognition <u>and</u> 21-26 on Pseudoword Reading <u>and</u> 28 or more on Code Knowledge | 18 or more on Word Recognition <u>and</u> 3 or less on "Gwen's Hens" <u>and</u> 20 or less on Pseudoword Reading <u>and</u> 27 or less on Code Knowledge | 17 or less on Word Recognition <u>and</u> 20 or less on Pseudoword Reading <u>and</u> 28 or more on Code Knowledge | 17 or less on Word Recognition <u>and</u> 20 or less on Pseudoword Reading <u>and</u> 27 or less on Code Knowledge | |
| Extra practice with fluent reading | Need additional practice reading continuous text fluently; encourage rereading of Unit 2 reader stories | Provide targeted small group remediation in the specific letter-sound correspondences misread on the Pseudoword Test | Provide targeted small group remediation in the specific letter-sound correspondences misread on the Pseudoword Test, as well as blending | Provide targeted small group remediation in the specific letter-sound correspondences misread on the Pseudoword Test | | Comprehensive review of all material from the Unit 1 Assessment & Remediation Guide needed (or Kindergarten Units 4-8) | | | |
| Extra Practice: Fluency & Comprehension • Fluency: Two Voice Stories • Comprehension of Unit 1 Reader Stories | | Review & Practice: Phonics, Blending, & Tricky Words Unit 1 Assessment & Remediation Guide Extra Practice: Comprehension, Tricky Words, and/or Fluency Unit 1 Pausing Point Activities | | | | Comprehensive Review: Letter-Sound Correspondences Kindergarten Skills, Unit 4, 5, or 6 Pausing Point or ARG Activities | | | |
| Grade 1 Unit 1 Assessment and Remediation Guide: • Fluency: Two Voice Stories (p. 208) • Comprehension of Unit 1 Reader stories (p. 226) | | Unit 1 Pausing Point activities: • Blend and Segment Words • Distinguish Similar Sounds • Recognize and Isolate the Sounds Reviewed in Unit 1 • Recognize the Spellings Reviewed in Unit 1 • Write the Spellings Reviewed in Unit 1 • Distinguish the Spellings 'c', 'k', and 'ck' for the Sound /k/ • Read One-Syllable Words • Read Phrases • Write One-Syllable Words • Write Sentences • Read Tricky Words • Write Tricky Words • Tricky Word Practice • Read Decodable Stories • Answer Story Questions • Sequence the Events in a Story • Identify Nouns That Name People or Things • Know Letter Names • Know Alphabetical Order • Use Punctuation Marks | | | | Grade 1 Unit 1 Assessment and Remediation Guide: • Unit 1 Tricky Word Review (ARG p. 250 on): worksheets for every word, then word cards for use with Sorts, Bingo, Race to the Top, and Memory (265) • Noun Review (p. 272 on) • Grammar Practice (p. 280) | | Kindergarten Unit 4: Letter-Sound Correspondences Kindergarten Unit 5: CVC Short Sounds & Spellings: • Sound /b/ Spelled 'b' • Sound /l/ Spelled 'l' • Sound /r/ Spelled 'r' . • Sound /u/ Spelled 'u' • Sound /w/ Spelled 'w' • Sound /j/ Spelled 'j' . • Sound /y/ Spelled 'y' • Sound Combination /x/ Spelled 'x' • Spelling Alternative for /k/ Spelled 'k' | |

Grade 1 CKLA Skills

Beginning-of-Year Remediation Plans

Possible Intervention Outline

6 Weeks, September-October

| 1A | 1B | 2A | 2B | 2C | 2D | 3A | 3B | 3C |
|--|----|--|----|--|----|---|----|----|
| Grade 1, Unit 1 A.R.G. Tricky Words (Flashcards & Bingo) Fluency (Two-Voice Texts) | | Grade 1, Unit 1 A.R.G. Tricky Words (so, no, a, l, to, of, all, some) Blending & Segmenting Practice | | Kindergarten, Unit 6 Lessons & Pausing Points Blends (tr, st, fr, cl, dr, pl) | | Kindergarten, Unit 4 A.R.G. Phonological Awareness (Target Phonemes /n/, /h/, /s/, /f/, /v/, /z/, /p/, and /e/) | | |
| Grade 1, Unit 1 A.R.G. Tricky Words (Flashcards & Bingo) Fluency (Story Scripts) | | Grade 1, Unit 1 A.R.G. Tricky Words (no, says, is, two, who, do) Blending & Segmenting Practice | | Kindergarten, Unit 6 Lessons & Pausing Points Blends (tr, st, fr, cl, dr, pl) | | Kindergarten, Unit 4 A.R.G. Phonics (Read and Spell with n, h, s, f, v, z, p, e) | | |
| Grade 1, Unit 1 A.R.G. Tricky Words (Flashcards & Bingo) Fluency (Two-Voice Texts) | | Grade 1, Unit 1 A.R.G. Tricky Words (said, says, was, when, which, where, why, what) Digraphs (ch, sh, th, ng, qu) | | Kindergarten, Unit 6 A.R.G. Ending Blends (mp, st, sk, nd) | | Kindergarten, Unit 4 A.R.G. Phonics (Segmenting Phonemes in CVC, CVCC Words) | | |
| Grade 1, Unit 1 A.R.G. Tricky Words (Flashcards & Bingo) Fluency (Story Scripts) | | Grade 1, Unit 1 A.R.G. & Pausing Points Tricky Words (review all) Digraphs (review all) | | Kindergarten, Unit 6 A.R.G. Spelling CCVC, CVCC Words | | Kindergarten, Unit 4 A.R.G. Phonics (CVC Words with /a/, /e/, /i/, /o/) | | |
| Grade 1, Unit 1 A.R.G. Tricky Words (Flashcards & Bingo) Fluency (Two-Voice Texts) | | Grade 1, Unit 1 A.R.G. & Pausing Points Tricky Words (review all) Digraphs (review all) | | Kindergarten, Unit 7 A.R.G. Initial or Final Digraphs (ch, sh, th, qu, ng) | | Tricky Words (so, no, a, l, to, of, all, some) CVC Words (chaining, segmenting, blending) | | |
| Grade 1, Unit 1 A.R.G. Tricky Words (Flashcards & Bingo) Fluency (Story Scripts) | | Grade 1, Unit 1 A.R.G. Tricky Words (review all) | | Kindergarten, Unit 7 A.R.G. Initial or Final Digraphs (ch, sh, th, qu, ng) | | Tricky Words (no, says, is, two, who, do) CVC Words (chaining, segmenting, blending) | | |

Grade 1 CKLA Skills

Beginning-of-Year Remediation Plans

Planning for Intervention

| Extra Practice: Fluency & Comprehension | | Intervention: Word Reading | | | Intervention: Code Knowledge | | |
|---|---|--|--|---|--|--|---|
| Group 1A Group 1B | These students did not have gaps and can use extra practice to (1) strengthen automatic decoding and (2) discuss what they have read. | Group 2A Group 2B Group 2C Group 2D Group 3B | | | Group 3A Group 3C WC 1 WC 2 | | |
| | | These students were not missing as much code knowledge; their main challenge was in pseudoword reading. Analyze Pseudoword Scoring Sheet (workbook 7.3) to determine earliest point of weakness. Practice with the sounds in isolation as well as blending and segmenting words. | | | These students need code knowledge. Analyze Code Knowledge Diagnostic to determine specific letter-sounds to remediate. If possible, determine if the problem is not knowing the sound, struggling to recognize and isolate the sounds, or struggling to read and write the sounds in words. | | |
| | | | | | | | |
| | | | | | | | |
| Fluency Grade 1, Unit 1 A.R.G. | | CVC Words | Consonant Clusters | Consonant Digraphs | Letter Sounds | Isolating Sounds | Decoding & Encoding |
| <ul style="list-style-type: none"> Two Voices Stories, p. 208 Fluency & Comprehension Progress Monitoring (1-4), p. 182 | | Grade 1, Unit 1 A.R.G. Progress Monitoring 1 & 2: CVC Words (p. 43-4) Progress Monitoring 13 & 14: CVC Pseudowords (p. 55-6) • Consonants: <i>c, m, g, t, d</i> • Short vowels: <i>a, o, i</i> | Kindergarten, Unit 6 A.R.G. Section I and Section II Initial or Final Clusters (e.g., <i>tr-, fl-, sp-, -st-, -nd-, -lt</i>) | Kindergarten, Unit 6 A.R.G. Section I and Section II Initial or Final Digraphs (e.g., <i>ch, sh, th, th, qu, ng</i>) | Kindergarten, Unit 3 A.R.G. Phonological Awareness (/m/, /a/, /t/, /d/, /o/, /k/, /g/, and /i/) | Kindergarten, Unit 3 Pausing Point Read Two- and Three-Sound Words | Kindergarten, Unit 3 A.R.G. Phonics: Read & Spell (m, a, t, d, o, k, g, i) |
| Comprehension Grade 1, Unit 1 A.R.G. | | Grade 1, Unit 1 A.R.G. Progress Monitoring 3 & 4: CVC Words (p. 45-6) Progress Monitoring 15 & 16: CVC Pseudowords (p. 57-8) • Consonants: <i>n, h, s, f, v, z, p</i> • Short vowels: <i>e</i> | Kindergarten, Unit 6 Pausing Point • Blend Three-, Four-, and Five-Sound Words • Read Four- and Five-Sound Words Containing Consonant Clusters | Grade 1, Unit 1 A.R.G. Progress Monitoring 9 & 10: Words with Digraphs (p. 51-2) • <i>ch, sh, th, th, qu, ng</i> | Kindergarten, Unit 4 A.R.G. Phonological Awareness (/n/, /h/, /s/, /f/, /v/, /z/, /p/, and /e/) | Kindergarten, Unit 4 Pausing Point Recognize & Isolate the Sounds | Kindergarten, Unit 4 A.R.G. Phonics: Read & Spell (n, h, s, f, v, z, p, e) |
| Tricky Words Grade 1, Unit 1 A.R.G. | | Grade 1, Unit 1 A.R.G. Progress Monitoring 5 & 6: CVC Words (p. 47-8) Progress Monitoring 17 & 18: CVC Pseudowords (p. 59-60) • Consonants: <i>b, l, r, w, j, y, x, k</i> • Short vowels: <i>u</i> | Grade 1, Unit 1 A.R.G. Progress Monitoring 7: CCVC, CCVCC, CVCC (p. 49) • <i>sp, tr, pl, sn, ft, gr, st, bl, mp</i> Progress Monitoring 8: CCVC, CCVCC, CVCC (p. 50) • <i>the above clusters plus nt, sw, cr, sc, cl</i> | Grade 1, Unit 1 A.R.G. Progress Monitoring 11 & 12: Double-Letter Spellings (p. 53-4) • <i>ck, ff, zz, ss, ll</i> | Kindergarten, Unit 5 A.R.G. Phonological Awareness (/b/, /l/, /r/, /u/, /w/, /j/, /y/, and /x/) | Kindergarten, Unit 5 Pausing Point Recognize the Spellings Taught in Unit 5; Read Two- and Three-Sound Words | Kindergarten, Unit 5 A.R.G. Phonics: Read & Spell (b, l, r, u, w, j, y, x) |

Grade 1 CKLA Skills
Beginning-of-Year Remediation Plans

Code Knowledge Diagnostic Test (First 5 Lines)
Annotated with Corresponding Remediation Materials

Code Knowledge Diagnostic Test

| | | | | | |
|----|---|---|---|---|---|
| 1. | m | s | f | v | z |
| 2. | r | l | n | e | u |
| 3. | I | o | a | t | y |
| 4. | d | g | h | j | k |
| 5. | b | p | c | w | x |

| m t d k g a o i | | |
|--|---|--|
| Kindergarten Unit 3 <i>Assessment & Remediation Guide</i> Section I, Phonological Awareness | Kindergarten Unit 3 <i>Assessment & Remediation Guide</i> Section 2, Phonics | Grade 1 Unit 1 <i>Assessment & Remediation Guide</i> Progress Monitoring 1, 2, 13, 14 |
| n h s f v z p e | | |
| Kindergarten Unit 4 <i>Assessment & Remediation Guide</i> Section I, Phonological Awareness | Kindergarten Unit 4 <i>Assessment & Remediation Guide</i> Section 2, Phonics | Grade 1 Unit 1 <i>Assessment & Remediation Guide</i> Progress Monitoring 3, 4, 15, 16 |
| b l r w j y x k u | | |
| Kindergarten Unit 5 <i>Assessment & Remediation Guide</i> Section I, Phonological Awareness | Kindergarten Unit 5 <i>Assessment & Remediation Guide</i> Section 2, Phonics | Grade 1 Unit 1 <i>Assessment & Remediation Guide</i> Progress Monitoring 7, 8, 17, 18 |

Grade 2 CKLA Skills

Beginning-of-Year Remediation Plans

| General Needs & Options | | | | | | | | |
|--|---|--|---|--|---|--|---|---|
| Placement Needs Plans Where/ What | Outstanding | Strong | Adequate or Strong | Adequate | Adequate | Somewhat Adequate | Questionable | Inadequate |
| | Group 1A | Group 1B | Group 2A | Group 2B | Group 2C | Group 2D | Group 3A | Group 3B |
| | 7 or more correct on "Sink or Float" and 105 or more correct on Word Reading in Isolation Assessment | 0–4 correct on "Sink or Float," 6 or more correct on "The Beach," and 100 or more correct on Word Reading in Isolation Assessment | 0–4 correct on "The Beach" and 6 or more correct on "Prince Vincent," and 60–80 correct on Word Reading in Isolation Assessment | 6 or more correct on "The Beach," 6 or more correct on "Prince Vincent," and 80–100 correct on Word Reading in Isolation Assessment | 5 or more correct on "Prince Vincent" and 5 or more correct on "Snacks," and 60 or more correct on Word Reading in Isolation Assessment | 0–4 correct on "Prince Vincent" and 5 or more correct on "Snacks," and 60 or more correct on Word Reading in Isolation Assessment | 5 or more correct on "Snacks" and 30 or less correct on Word Reading in Isolation Assessment | 0–4 Correct on "Snacks" and 30 or less correct on Word Reading in Isolation Assessment |
| | Extra practice with fluent reading | Need additional practice reading continuous text fluently; encourage rereading of Unit 2 reader stories | Provide <u>targeted small-group remediation</u> for the specific sounds misread on the Word Reading in Isolation Assessment | | Provide <u>targeted small-group remediation</u> for the specific letter-sound correspondences misread on the Word Reading in Isolation Assessment | | Comprehensive review of all material from the Grade 2 Unit 1 Assessment and Remediation Guide | |
| | Extra Practice: Fluency Grade 1 Stories for Two Voices & Play Parts | | Review & Practice: Letter-Sound Correspondences (Spelling Alternatives) Unit 1 Pausing Point Activities and/or Grade 2 Assessment & Remediation Guide for Unit 1 | | | | Comprehensive Review: Letter-Sound Correspondences (Basic Code Spellings) Grade 2 Assessment & Remediation Guide for Unit 1 | |
| Grade 2 Fluency Packet Grade 1, Unit 6 Assessment & Remediation Guide: • Warm-ups: Silly Voices (p. 88) • Fluency: Two Voice Stories (p. 109-126) • Fluency: Play Parts | | | Grade 2, Unit 1 Pausing Point activities (p. 154 of Unit 1 Teachers' Guide): • One-Syllable Words • More Work with Digraphs • Two-Syllable Words • Tricky Spellings • Spelling Alternatives • Tricky Words • Grammar • Capitalization and Punctuation | | Grade 2 Assessment and Remediation Guide: Section I (Unit 1): • One-Syllable Short Vowel Words and Past Tense with –ed; Basic High-Frequency Words Section II (Unit 1): • Two-Syllable Short Vowel Words: Closed Syllables | | | Grade 2 Assessment and Remediation Guide: Section I (Unit 1): • One-Syllable Short Vowel Words and Past Tense with –ed; Basic High-Frequency Words Section II (Unit 1): • Two-Syllable Short Vowel Words: Closed Syllables Grade 1 Assessment and Remediation Guide: Unit 1: • CVC and CVC Pseudowords • Consonant Clusters • Consonant Digraphs |

*Determine earliest point of need from Word Reading in Isolation Assessment:

| | | | |
|---------------|---|-----------------|---|
| Lines 1–3 | CVC words with short vowel spellings | Lines 16 and 17 | words with spelling alternatives for consonant sounds |
| Lines 4–6 | words made up of short vowel spellings containing common consonant clusters | Lines 18–20 | words with common vowel spelling alternatives for long vowel sounds |
| Lines 7 and 8 | words made up of short vowel spellings containing common consonant digraphs | Lines 21 and 22 | words that include /ə/ |
| Lines 9-12 | Tricky Words | Lines 23 and 24 | words with more spelling alternatives for vowel sounds |
| Lines 13–15 | words with vowel digraphs, diphthongs and r-controlled vowels | | |

Grade 2 CKLA Skills
Beginning-of-Year Remediation Plans

Possible Intervention Outline

6 Weeks, September-October

| Group 1A | Group 1B | Group 2A | Group 2B | Group 2C | Group 2D | Group 3A | Group 3B |
|--|----------|---|----------|--|----------|---|----------|
| Extra Practice: Fluency <i>Grade 1 Stories for Two Voices & Play Parts; Grade 2 Fluency Packet</i> | | Review & Practice: Specific Sounds Review & Practice: Letter-Sound Correspondences <i>Unit 1 Pausing Point Activities and/or Grade 2 Assessment & Remediation Guide for Unit 1</i> | | | | Comprehensive Review: Letter-Sound Correspondences <i>Grade 2 Assessment & Remediation Guide for Unit 1</i> | |
| <i>Grade 1, Unit 6 A.R.G.</i> Fluency (<i>Accuracy</i> ; Practice with Grade 1, Unit 6 Stories) | | <i>Grade 2, Unit 1 Pausing Points</i> Tricky Words Digraphs | | <i>Grade 2, Unit 1 A.R.G.</i> Phonics (CVCC and CCVC) | | <i>Grade 2, Unit 1 A.R.G.</i> Phonics (CVC) | |
| <i>Grade 1, Unit 6 A.R.G.</i> Fluency (<i>Pace</i> ; Practice with Grade 1, Unit 6 Stories) | | <i>Grade 2, Unit 1 Pausing Points</i> Tricky Words Digraphs | | <i>Grade 2, Unit 1 A.R.G.</i> Phonics (CVC, CVCC, and CCVC Oral Reading) | | <i>Grade 2, Unit 1 A.R.G.</i> Phonics (CVC) | |
| <i>Grade 1, Unit 6 A.R.G.</i> Fluency (<i>Phrasing</i> ; Assessment) | | <i>Grade 2, Unit 1 Pausing Points</i> Tricky Words Spelling Alternatives | | <i>Grade 2, Unit 1 A.R.G.</i> Phonics (CVC, CVCC, and CCVC Oral Reading) | | <i>Grade 2, Unit 1 A.R.G.</i> Phonics (CVCC and CCVC) | |
| Fluency (<i>Punctuation & Expression</i> ; Practice with Other Texts) | | <i>Grade 1, Unit 6 A.R.G.</i> Fluency (<i>Accuracy</i> ; Practice with Grade 1, Unit 6 Stories) | | <i>Grade 2, Unit 1 A.R.G.</i> Phonics (CVCC and CCVC with -ed) | | <i>Grade 2, Unit 1 A.R.G.</i> Phonics (CVCC and CCVC) | |
| Fluency (Assessment/Performance) <i>Grade 2, Unit 1 A.R.G.</i> Tricky Words (Flashcards & Bingo) | | <i>Grade 1, Unit 6 A.R.G.</i> Fluency (<i>Pace</i> ; Practice with Grade 1, Unit 6 Stories) | | <i>Grade 2, Unit 1 A.R.G.</i> Tricky Words | | <i>Grade 2, Unit 1 A.R.G.</i> Phonics (CVC, CVCC, and CCVC Oral Reading) | |
| <i>Grade 2, Unit 1 A.R.G.</i> Tricky Words (Flashcards & Bingo) | | <i>Grade 1, Unit 6 A.R.G.</i> Fluency (<i>Phrasing</i> ; Assessment) | | <i>Grade 2, Unit 1 A.R.G.</i> Tricky Words | | <i>Grade 2, Unit 1 A.R.G.</i> Tricky Words | |

Grade 2 CKLA Skills
Beginning-of-Year Remediation Plans

Word Reading in Isolation Assessment (First Lines)
Annotated with Corresponding Remediation Materials

Word Reading Test Record Sheet

| | | | | | | | Words Correct | Cumulative Words Correct | |
|--|-----|------------|------------|-------------|--------------|--------------|------------------|--------------------------------|---|
| CVC words w/ single-letter | 1. | cat _____ | hot _____ | run _____ | jet _____ | wax _____ | | | 11 or fewer correct: <ul style="list-style-type: none"> Gr. K Unit 3-5 Gr. 1 ARG Unit 1 (CVC) Gr. 2 ARG Unit 1, (I-A: CVC and CVC Plurals) |
| | 2. | zip _____ | kid _____ | bad _____ | fog _____ | hum _____ | | | |
| | 3. | man _____ | vet _____ | fig _____ | yes _____ | lip _____ | _____/15 | _____/15 | |
| CCVC, CVCC, CCVCC consonant clusters | 4. | brag _____ | grab _____ | stop _____ | spit _____ | flap _____ | | | 11 or fewer correct: <ul style="list-style-type: none"> Gr. 1 ARG Unit 1 (Consonant Clusters) Gr. 2 ARG Unit 1, (I-B,C,D: CVCC and CCVC and Simple Consonant Spelling Alternatives) |
| | 5. | drip _____ | clip _____ | dust _____ | send _____ | left _____ | | | |
| | 6. | taps _____ | dogs _____ | crust _____ | print _____ | crabs _____ | _____/15 | _____/30 | |
| Consonant digraphs | 7. | that _____ | song _____ | thin _____ | fill _____ | shed _____ | | | 6 or fewer correct: <ul style="list-style-type: none"> Gr. 1 ARG Unit 1 (Consonant Digraphs) Gr. 2 ARG Unit 1, (I-A: CVC and CVC Plurals) |
| | 8. | chop _____ | sack _____ | mess _____ | stuff _____ | quiz _____ | _____/10 | _____/40 | |
| Tricky Words | 9. | the _____ | to _____ | a _____ | of _____ | was _____ | | | |
| | 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 _____ | book _____ | oil _____ | soon _____ | law _____ | | | |
| | 15. | her _____ | fork _____ | card _____ | filled _____ | helped _____ | _____/15 | _____/75 | |

Grade 3 CKLA
Beginning-of-Year Remediation Plans

General Needs & Options

| Strong Preparation for Grade 3 | | | Adequate Preparation for Grade 3 | | | | Minimal Preparation for Grade 3 | | | | | | | | | | | | | | | | |
|--|--|--|---|--|---|---|--|--|---|--|--|--|--|--|---|--|--|---|--|--|--|--|--|
| Outstanding | Strong | Strong | Adequate/ Strong | Adequate | Adequate | Somewhat Adequate | Questionable | Questionable | Inadequate | | | | | | | | | | | | | | |
| Group 1A | Group 1B | Group 1C | Group 2A | Group 2B | Group 2C | Group 2D | Group 3A | Group 3B | Group 3C | | | | | | | | | | | | | | |
| 5 or more correct on "Black Diamond," 60–70 words correct on lines 1–14 of the Word Reading in Isolation Assessment | 5 or more correct on "The Dog Show," 0–4 correct on "Black Diamond," 60–70 words correct on lines 1–14 of the WRIA | 5 or more correct on "The Dog Show," 0–4 correct on "Black Diamond," 49–59 words correct on lines 1–14 of the WRIA | 5 or more correct on "Moans at Midnight," 0–4 correct on "The Dog Show," 60–70 words correct on lines 1–14 of the WRIA | 5 or more correct on "Moans at Midnight," 0–4 correct on "The Dog Show," 49–59 words correct on lines 1–14 of the WRIA | 5 or more correct on "The Snake," 0–4 correct on "Moans at Midnight," 60–70 words correct on lines 1–14 of the WRIA | 5 or more correct on "The Snake," 0–4 correct on "Moans at Midnight," 49–59 words correct on lines 1–14 of the WRIA | 5 or more correct on "The Bug Hunt," 0–4 correct on "The Snake," 49–70 words correct on lines 1–14 of the WRIA | Wild Card group: Strong Comprehension & Poor Phonics or Poor Comprehension Adequate to Strong Phonics | 4 or less correct on "The Bug Hunt" and/or 48 or fewer words on the first 14 lines of the WRIA | | | | | | | | | | | | | | |
| Outstanding Comprehension Strong Phonics | Strong Comprehension Strong Phonics | Strong Comprehension Adequate Phonics | Adequate Comprehension Strong Phonics | Adequate Comprehension Adequate Phonics | Borderline Comprehension Strong Phonics | Borderline Comprehension Adequate Phonics | Poor Comprehension Adequate to Strong Phonics | | Poor to Adequate Comprehension Poor Phonics | | | | | | | | | | | | | | |
| Extra Practice: Fluency | | | Extra Practice: Phonics: <i>Spelling Alternatives</i> and/or Fluency | | | | Comprehensive Review: Phonics: <i>Basic Spellings</i> | | | | | | | | | | | | | | | | |
| Start with fluency | Start with fluency | Start with two-syllable words | Start with fluency | Start with two-syllable words | Start with fluency | Start with two-syllable words | Start with two-syllable words | Start with one-syllable words | | | | | | | | | | | | | | | |
| <i>Grade 3 Assessment & Remediation Guide: Practice Sentences and Stories for Oral Reading:</i> <ul style="list-style-type: none">VI-A: Spelling Alternatives 'o', 'ou', and 'o_e' > /u/VI-B: Spelling Alternatives 'a', 'e', 'al', 'il', 'el', 'le', and 'tion' > /e/VI-D: Stories: <i>Sir Gus</i>VII-I: Stories: <i>The War of 1812</i> | | | <i>Grade 3 Assessment & Remediation Guide sections:</i> <ul style="list-style-type: none">IV-B: Spelling Alternatives 'ai' and 'ay' > /ae/IV-D: Spelling Alternatives 'oa' and 'oe' > /oe/IV-F: Spelling Alternative 'ie' > /ie/IV-H: Spelling Alternative 'ue' > /ue/ | | | <i>Grade 3 Assessment & Remediation Guide: Practice Sentences and Stories for Oral Reading:</i> <ul style="list-style-type: none">III-D: Two-Syllable Words with Vowel Digraphs and R-Controlled VowelsIII-F: Stories: <i>Bedtime Tales</i>Section IV: Vowel Spelling Alternatives and Tricky Spellings | | | <i>"The Dog Show" also contains</i> <ul style="list-style-type: none">Unusual and rare spellings such as during, girl, section, wrinkles, Seattle, Spitz, only, example, four, fur <i>Grade 3 Assessment & Remediation Guide sections:</i> <ul style="list-style-type: none">V-B: Spelling Alternatives 'ir' and 'ur' > /er/V-C: Spelling Alternative 'y' > /i/V-D: Spelling Alternatives 'i', 'igh', and 'y' > /ie/V-E: Spelling Alternatives 'o' and 'ow' > /oe/V-F: Spelling Alternatives 'ee', 'y', 'ey', and 'ie' > /ee/V-G: Spelling Alternative 'al' > /aw/ | | | <i>Grade 3 Assessment & Remediation Guide sections:</i> <ul style="list-style-type: none">II-G: Stories: <i>The Cat Bandit</i>III-A: One-Syllable Words with Separated Digraphs (Magic E)III-B: More One-Syllable Vowel Digraphs and R-Controlled VowelsIII-D: Two-Syllable Words with Vowel Digraphs and R-Controlled Vowels | | | <i>"Moans at Midnight" also contains</i> <ul style="list-style-type: none">Common spelling alternatives for long vowel sounds <i>Grade 3 Assessment & Remediation Guide sections:</i> <ul style="list-style-type: none">IV-B: Spelling Alternatives 'ai' and 'ay' > /ae/IV-D: Spelling Alternatives 'oa' and 'oe' > /oe/IV-F: Spelling Alternative 'ie' > /ie/IV-H: Spelling Alternative 'ue' > /ue/ | | | <i>"The Snake" also contains</i> <ul style="list-style-type: none">Two-syllable wordsLong vowelsVowel digraphs (oo, oi, ou)R-controlled vowels (er, ar, or)Spelling alternatives for consonant sounds ('c' for /s/, 'tch') <i>Grade 3 Assessment & Remediation Guide sections:</i> <ul style="list-style-type: none">II-A, II-B: Closed SyllablesII-E: Consonant Spelling AlternativesIII-A: One-Syllable Words with Separated Digraphs (Magic E)III-B: More One-Syllable Vowel Digraphs and R-Controlled Vowels | | | <i>"The Bug Hunt" contains one-syllable word spellings:</i> <ul style="list-style-type: none">Short vowelsConsonants and double-letter consonantsConsonant digraphs (th) <i>Grade 3 Assessment & Remediation Guide sections:</i> <ul style="list-style-type: none">I-A: CVC and CVC PluralsI-B: CVCC and CCVC and Simple Consonant Spelling AlternativesI-C: CVC, CVCC, and CCVC Practice Sentences for Oral ReadingI-D: CVC, CVCC, and CCVC Stories for Oral Reading | | |

Grade 3 CKLA
Beginning-of-Year Remediation Plans

Possible Intervention Outline
6 Weeks, September-October

*All materials referenced are
found in the Grade 3 Assessment
& Remediation Guide*

| 1A, 1B | 1C | 2A | 2B | 2C | 2D | 3A (+ 3B) | 3C (+ 3B) |
|---|--|--|---|--|---|---|--|
| VI-A + VI-B: Spelling Alternatives 'o', 'ou', and 'o_e' > /u/; 'a', 'e', 'al', 'il', 'el', 'le', and 'tion' > /ə/ <i>(Fluency Focus)</i> VI-C: Spelling Alternatives ... Assessment <i>(Phonics Check)</i> | IV-B: Spelling Alternatives 'ai' and 'ay' > /ae/ IV-D: Spelling Alternatives 'oa' and 'oe' > /oe/ <i>(Phonics + Fluency Focus)</i> | III-D: Two-Syllable Words with Vowel Digraphs and R-Controlled Vowels (Fluency Focus) III-E: Two-Syllable Words ... Assessment (Phonics Check) | V-B: Spelling Alternatives 'ir' and 'ur' > /er/ V-C: Spelling Alternative 'y' > /i/ | II-G: Stories: The Cat Bandit (Fluency + Comprehension Focus) | IV-B: Spelling Alternatives 'ai' and 'ay' > /ae/ IV-C: Tricky Spelling 'a' > /a/ or /ae/ | II-A + II-B: Closed Syllables | I-A: CVC and CVC Plurals |
| VI-D: Stories: Sir Gus (Fluency + Comprehension Focus) VI-E: Fluency Assessment | IV-F: Spelling Alternative 'ie' > /ie/ IV-H: Spelling Alternative 'ue' > /ue/ <i>(Phonics + Fluency Focus)</i> | III-F: Stories: Bedtime Tales (Fluency + Comprehension Focus) III-G: Fluency Assessment | V-D: Spelling Alternatives 'i', 'igh', and 'y' > /ie/ V-E: Spelling Alternatives 'o' and 'ow' > /oe/ | III-A: One-Syllable Words with Separated Digraphs (Magic E) (Fluency Focus) | IV-D: Spelling Alternatives 'oa' and 'oe' > /oe/ IV-E: Tricky Spelling 'o' > /o/ or /oe/ | II-C: Two-Syllable Short Vowel Words Practice Sentences for Oral Reading II-D: Two-Syllable Short Vowel Words Assessment | I-B: CVCC and CCVC and Simple Consonant Spelling Alternatives |
| VII-B: Spelling Alternative 'ph' > /f/ VII-C: Spelling Alternative and Tricky Spelling 'ea' > /e/ <i>(Fluency Focus)</i> | IV-J: Spelling Alternatives 'aw', 'au', and 'augh' > /aw/ (Phonics + Fluency Focus) IV-K: Vowel Spelling Alternatives and Tricky Spellings Assessment (Phonics Check) | IV-L: Stories: Kids Excel (Fluency + Comprehension Focus) | V-F: Spelling Alternatives 'ee', 'y', 'ey', and 'ie' > /ee/ V-G: Spelling Alternative 'al' > /aw/ | III-B: More One-Syllable Vowel Digraphs and R-Controlled Vowels (Fluency Focus) III-C: One-Syllable Vowel Digraphs and R-Controlled Vowels Assessment (Phonics Check) | IV-F: Spelling Alternative 'ie' > /ie/ IV-G: Tricky Spelling 'i' > /i/ or /ie/ | II-E: Consonant Spelling Alternatives II-F: Consonant Spelling Alternatives Assessment | I-C + I-D: Practice Sentences and Stories for Oral Reading I-E: One-Syllable Short Vowel Words Assessment |
| VII-D: Spelling Alternatives 'ar' and 'or' > /er/ VII-E: Spelling Alternative and Tricky Spelling 'ch' > /k/ <i>(Fluency Focus)</i> | IV-L: Stories: Kids Excel (Fluency + Comprehension Focus) IV-M: Fluency Assessment | VI-A: Spelling Alternatives 'o', 'ou', and 'o_e' > /u/ <i>(Fluency Focus)</i> | V-H: Tricky Spelling 'y' > /yl, /eel, or /iel/ V-I: Tricky Spelling 'e' > /el or /ee/ | III-D: Two-Syllable Words with Vowel Digraphs and R-Controlled Vowels (Fluency Focus) III-E: Two-Syllable Words ... Assessment (Phonics Check) | IV-H: Spelling Alternative 'ue' > /ue/ IV-I: Tricky Spelling 'u' > /u/ or /ue/ | II-G: Stories: The Cat Bandit (Fluency + Comprehension Focus) | I-F: CVCC and CCVC with -ed I-G: CVCC and CCVC with -ed Assessment |
| VII-F: Spelling Alternative and Tricky Spelling 'i' > /ie/ VII-G: Spelling Alternatives 'ea' and 'a' > /a/ (Fluency Focus) VII-H: Assorted Spelling Alternatives and Tricky Spellings Assessment | VI-A + VI-B: Spelling Alternatives 'o', 'ou', and 'o_e' > /u/; 'a', 'e', 'al', 'il', 'el', 'le', and 'tion' > /ə/ <i>(Fluency Focus)</i> VI-C: Spelling Alternatives ... Assessment (Phonics Check) | VI-B: Spelling Alternatives 'a', 'e', 'al', 'il', 'el', 'le', and 'tion' > /ə/ <i>(Fluency Focus)</i> VI-C: Spelling Alternatives and Tricky Spellings Associated with /ə/ and /u/ Assessment (Phonics Check) | V-J: Tricky Spelling 'ow' > /ow/ or /oe/ V-M: Spelling Alternatives and Tricky Spellings Assessment | III-F: Stories: Bedtime Tales (Fluency + Comprehension Focus) III-G: Fluency Assessment | IV-J: Spelling Alternatives 'aw', 'au', and 'augh' > /aw/ | III-A: One-Syllable Words with Separated Digraphs (Magic E) | I-H: Basic High-Frequency Words I-I: Basic High-Frequency Words Assessment |
| VII-I: Stories: The War of 1812 (Fluency + Comprehension Focus) VII-J: Fluency Assessment | VI-D: Stories: Sir Gus (Fluency + Comprehension Focus) VI-E: Fluency Assessment | VI-D: Stories: Sir Gus (Fluency + Comprehension Focus) VI-E: Fluency Assessment | V-N: Stories: The Job Hunt V-O: Fluency Assessment | IV-L: Stories: Kids Excel (Fluency + Comprehension Focus) IV-M: Fluency Assessment | IV-K: Vowel Spelling Alternatives and Tricky Spellings Assessment IV-L: Stories: Kids Excel IV-M: Fluency Assessment | III-B: More One-Syllable Vowel Digraphs and R-Controlled Vowels | II-A: Closed Syllables |

Grades 4 + 5 CKLA

Beginning-of-Year Remediation Plans

General Needs & Options

Using results of two beginning-of-year assessments (Word Reading and Fluency) plus three levels of proficiency to create nine approximate groupings. Reading Comprehension results are not considered here because those with outstanding scores are not likely to need Word Reading or Fluency intervention and those with low comprehension scores are likely to need Word Reading or Fluency intervention.

Word Reading

Below: 0 - 43
On: 44 - 51
Above: 52 - 65
words read correctly

Fluency

Below: 0 - 83
On: 84 - 118
Above: 119+
words correct per minute

Depending on actual

Word Reading results,

Start with:

Possible path

using the Decoding and Encoding Remediation Supplement

| | | | | | | | | |
|--|---|-------------------------------------|--|-------------------------------------|--|--|--|--|
| Above Level | Above Level | Above Level | On Level | On Level | On Level | Below Level | Below Level | Below Level |
| Above Level | On Level | Below Level | Above Level | On Level | Below Level | Above Level | On Level | Below Level |
| Fluency: Advanced Code | Fluency: Advanced Code | Fluency: Intermediate Code | Fluency: Advanced Code | Fluency: Intermediate Code | Fluency: Basic Code | Phonics: Intermediate Code | Phonics: Intermediate Code | Phonics: Basic Code |
| Provide two levels of fluency support: first, ensuring automaticity with word lists in the student's earliest point of Word Reading breakdown, then teaching fluency skills such as phrasing and prosody as students tackle Practice Phrases, Sentences, and Stories for Oral Reading in that level. | | | | | | Provide direct instruction in phonics (using the lessons, word lists, activity pages, games, and assessments). | | |
| Section 6: Spelling Alternatives and Tricky Spellings Associated with /u/ and /a/ | Section 5: Spelling Alternatives and Tricky Spellings | Section 3: Vowel Digraphs | Section 4: Vowel Alternatives and Tricky Spellings | Section 3: Vowel Digraphs | Section 1: One-Syllable Short Vowel Words, Past Tense with -ed, Basic High-Frequency Words | Section 2 or Section 3: Vowel Digraphs | Section 2: Two-Syllable Short Vowel Words: Closed Syllables, Consonant Spelling Alternatives | Section 1: One-Syllable Short Vowel Words, Past Tense with -ed, Basic High-Frequency Words |

The chart below shows an approximate path through learning code knowledge, from least to most complex. The CKLA Grades 4 and 5 Decoding and Encoding Remediation Supplement follows this progression.

| | Basic Code | | | | Intermediate Code | | | | | Advanced Code | | | | |
|---------------|--------------------------|------------------------------|----------------------------------|------------------------------|---|-----------------------------------|---------------------------------|---------------------------------------|---------------------------------------|----------------------------------|------------------------------------|--------------------------------------|------------------------------------|------------------------------------|
| Code | Basic | | | | Basic | Advanced | Basic | | | Advanced | | | | |
| Vowels | Short Vowels | | | | Short Vowels | | Vowel Digraphs: Magic E | Vowel Digraphs | Vowel Digraphs: R-Controlled | Vowel Alternatives: Long Vowels | Vowel Alternatives: Vowel Digraphs | Vowel Alternatives: Tricky Spellings | Vowel Alternatives: Schwa | Assorted Spelling Alternatives |
| Consonants | Single Consonants | Consonant Clusters | Consonant Digraphs | Double Consonants | All Basic Code Consonants | Consonant Spelling Alternatives | All Basic & Advanced Consonants | | | All Basic & Advanced Consonants | | | | Assorted Spelling Alternatives |
| Syllables | One-Syllable | | | | Two-Syllable | One- or Two-Syllable | One- or Two-Syllable | | | One- or Two-Syllable | One- or Two-Syllable | One- or Two-Syllable | Two-Syllable | One- or Two-Syllable |
| Example Words | man cot mom dig | blob skin dust tent | chip thank splash swing | glass fill odd fuzz | zigzag discuss children punish | gem dancing tense fishes | snake froze used theme | zoom footprint tinfoil growl | swerve teacher partner north | snail throat untie menu | crawl saucer swirled surf | might snow began funny | debate civil apple action | phrase stomach pizza wash |