Grade 4 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 <u>are</u> likely to need Word Reading or Fluency intervention.

Word Reading *Below: 0 - 43* *On: 44 - 51* *Above: 52 – 65* words read correctly	Above Level	Above Level	Above Level	On Level	On Level	On Level	Below Level	Below Level	Below Level
Fluency *Below: 0 – 83* *On: 84 - 118* *Above: 119+* words correct per minute	Above Level	On Level	Below Level	Above Level	On Level	Below Level	Above Level	On Level	Below Level
Depending on actual Word Reading results, **Start with:**	*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*
Possible path *using the Decoding and Encoding Remediation Supplement*	**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 /ə/	*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	b*l*ob *sk*in d*u*st *t*en*t*	*ch*ip *th*ank spla*sh* swing	gla*ss* fi*ll* o*dd* fu*zz*	zigzag discuss children punish	*g*em dan*c*ing ten*se* fishes	sn*ake* fr*o*ze *u*s*ed* th*eme*	z*oo*m f*oo*tprint tinf*oi*l gr*ow*l	sw*er*ve teach*er* p*ar*tner n*or*th	sn*ai*l thr*oa*t unt*ie* men*u*	cr*aw*l s*au*cer sw*ir*led s*ur*f	m*igh*t sn*ow* beg*a*n funn*y*	d*e*bate civil appl*e* ac*tio*n	*ph*rase stoma*ch* pi*zz*a wa*sh*

Grade 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	Above Level	Above Level	Above Level	On Level	On Level	On Level	Below Level	Below Level	Below Level
Fluency *Below: 0 – 99* *On: 100 - 138* *Above: 139+* words correct per minute	Above Level	On Level	Below Level	Above Level	On Level	Below Level	Above Level	On Level	Below Level
Depending on actual Word Reading results, **Start with:**	*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*
Possible path *using the Decoding and Encoding Remediation Supplement*	**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 /ə/	*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

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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	Consonant Clusters	Consonant Digraphs	Double Consonants	All Basic Code Consonants	Consonant Spelling Alternatives	All Basic & Advanced Consonants	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	One- or Two-Syllable	One- or Two-Syllable	Two-Syllable	One- or Two-Syllable
Example Words	*dot man mom*	*blob skin dust*	*chip thank splash*	*glass fill odd*	*zigzag discuss children punish*	*gem dancing tense fishes*	*snake froze used theme*	*zoom footprint tinfoil growl*	*swerve teacher partner north*	*snail throat hemline menu*	*saucer thirteen swirled surf*	*might snow began funny*	*debate civil apple action*	*phrase stomach pizza wash*

Grade 5 CKLA
Beginning-of-Year Remediation Plans

Possible Intervention Outline
6 Weeks, September-October

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/* (Fluency Focus) **VI-C:** *Spelling Alternatives …Assessment* (Phonics Check)	**IV-B:** *Spelling Alternatives 'ai' and 'ay' > /ae/* **IV-D:** *Spelling Alternatives 'oa' and 'oe' > /oe/* (Phonics + Fluency Focus)	**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/* (Phonics + Fluency Focus)	**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/* (Fluency Focus)	**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/* (Fluency Focus)	**IV-L:** *Stories: Kids Excel (Fluency + Comprehension Focus)* **IV-M:** *Fluency Assessment*	**VI-A:** *Spelling Alternatives 'o', 'ou', and 'o_e' > /u/ (Fluency Focus)*	**V-H:** *Tricky Spelling 'y' > /y/, /ee/, or /ie/* **V-I:** *Tricky Spelling 'e' > /e/ 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' > /ee/* **VII-G:** *Spelling Alternatives 'wa' and 'a' > /o/ (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/ (Fluency Focus)* **VI-C:** *Spelling Alternatives … Assessment* (Phonics Check)	**VI-B:** *Spelling Alternatives 'a', 'e', 'al', 'il', 'el', 'le', and 'tion' > /ə/ (Fluency Focus)* **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*