

CKLA Implementation Matrix - 2nd Edition

	Program Principles	Program Components	Planning and Pacing	Instructional Practice	Assessment
Innovation	<ul style="list-style-type: none">• P1., P2., & P4. Adapt instruction based on knowledge of the design principles to vary teaching and learning.• P3. Extend knowledge of the program's design principles by examining the CKLA research guide.	<ul style="list-style-type: none">• C1. Find and use teaching materials from other sources that enhance or extend learning in particular units or domains.• C2. Find or create additional student materials, such as domain-related reading materials or graphic organizers, to create varied opportunities for learning.	<ul style="list-style-type: none">• PP1. Year-long and unit plans are regularly monitored to track progress and adjustments to the plan are made as needed.• PP2. Fluent with routines and able to modify or adapt based on student need.• PP3. Adapt lesson format(s) to meet student need.• PP4. Reflect on effectiveness of adapted instructional time to plan future units/lessons.	<ul style="list-style-type: none">• IP1. Enhance daily instruction with additional resources or instructional practices.• IP2. Align instruction to additional objectives, including across content areas.• IP3a. Amend instruction using various methods to meet student need.• IP3b. Modify or create student groupings for a variety of purposes (more/less support; strategic groups, collaborative learning, etc.)• IP4. Use a wide range of student engagement strategies during daily instruction.	<ul style="list-style-type: none">• A1. Use multiple points of assessment data, within and outside the program, to monitor learning.• A2. Adjustments to teaching are made based on evidence of student learning.• A3. Assessments are analyzed for evidence of effective teaching (self-reflection).• A4. Teachers and students are involved in the assessment process.
Full Operation	<ul style="list-style-type: none">• P1. Implement all segments of Skills Strand lessons to ensure instruction is structured and systematic. (Grades K–2)• P2. Implement all segments of the Knowledge Strand lessons to foster continuous knowledge-building, word acquisition, oral language and writing skills. (Grades K–2)• P3. Explain how the principles of the program's design are reflected in lessons and units.• P4. Implement all segments of the Integrated Strand. (Grades 3–5)	<ul style="list-style-type: none">• C1. Incorporate additional program materials as needed, including the Assessment and Remediation Guide, Fluency Packets.• C2. Provide additional program materials to students as needed, including materials from the ARG and Fluency Packets.	<ul style="list-style-type: none">• PP1. Year-long and unit plans are occasionally monitored to track progress.• PP2. Prior to teaching, practice routines within lesson segments.• PP3. Explain how different skills are built across lessons and units.• PP4. Adapt instructional time to focus on key areas of student need.	<ul style="list-style-type: none">• IP1. Use the teacher guide daily, understanding how and when to be flexible with instructional supports (sidebars, question/answer, discussion, etc).• IP2. Ensure daily instruction stays targeted at the primary focus objectives.• IP3a. Use suggestions from the program to amend instruction.• IP3b. Use suggestions from the program to group students.• IP4. Regularly employ student engagement strategies from the program.	<ul style="list-style-type: none">• A1. Employ a variety of program assessment methods and types.• A2. Begin to select program assessments for specific purposes.• A3. Program assessments are analyzed for evidence of learning specifically related to the primary focus objective.
Initial Implementation	<ul style="list-style-type: none">• P1. Describe the key design elements of the Skills Strand: sounds first approach; most frequent and least ambiguous sounds/ spellings; oral language skills (blending, segmenting) that underlie parallel reading and writing skills. (Grades K–2)• P2. Describe the key design elements of the Knowledge Strand : Read-alouds to support speaking and listening skills; time on topic to foster vocabulary and knowledge building; maximize student practice. (Grades K–2)• P3. Identify the key design elements within the lessons and units.• P4. Describe the key design elements of the Integrated Strand. (Grades 3–5)	<ul style="list-style-type: none">• C1. Incorporate additional program materials as needed, including the Assessment and Remediation Guide, Supplemental Guide, Fluency Packets.• C2. Provide additional program materials to students as needed, including materials from the ARG and Fluency Packets.	<ul style="list-style-type: none">• PP1. Year-long and unit plans are occasionally monitored to track progress.• PP2. Prior to teaching, practice routines within lesson segments.• PP3. Explain how different skills are built across lessons and units.• PP4. Adapt instructional time to focus on key areas of student need.	<ul style="list-style-type: none">• IP1. Utilize the teacher guide as the main instructional resource.• IP2. Identify instructional elements within the lesson that support the lesson objective.• IP3a. Describe various ways to amend instruction from within the program.• IP3b. Describe how different student grouping strategies are used within the program• IP4. Identify a variety of student engagement strategies within the program.	<ul style="list-style-type: none">• A1. Employ some program assessment methods or types regularly.• A2. Identify each of the different types of assessment in the program.
Foundational Knowledge	<ul style="list-style-type: none">• P1. Describe the purpose of the Skills Strand. (Grades K–2)• P2. Describe the purpose of the Knowledge Strand. (Grades K–2)• P3. Describe how skills and knowledge are built within and across grades (horizontal and vertical articulation).• P4. Describe how skills and knowledge continue to build within the Integrated strand. (Grades 3–5)	<ul style="list-style-type: none">• C1. Identify the main teacher materials used in daily instruction, both physical and digital (TGs, Flip Books, Image Cards, Letter Cards, Spelling Cards, Media Files, etc.).• C2. Identify the main student materials used daily (Student Readers, Acitivity Books, Student code sheets, Chaining Folders).	<ul style="list-style-type: none">• PP1. Identify tools that support year-long and unit planning• PP2. Identify resources to aide in lesson planning (table of contents, alignment charts, core lesson, etc.)• PP3. Explain the importance of suggested instructional minutes per day.	<ul style="list-style-type: none">• IP1. Understand that the teacher guide is the main instructional resource.• IP2. Explain the difference between primary and secondary objectives.• IP3. Describe how different student grouping structures are built in CKLA. (take from IP3b.- from Initial Implementation)• IP4. List basic strategies for student engagement	<ul style="list-style-type: none">• A1. Understand the different assessment types and methods (What different methods are in the CKLA program?)• A2. Describe when each assessment type is used and why (When are the different assessment types used and why?)