Amplify.
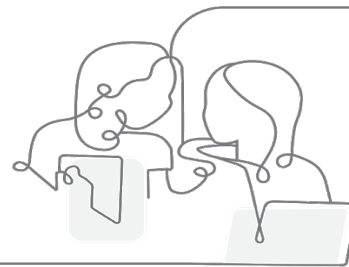
CKLA Knowledge Strand Initial Training

Grades K-2
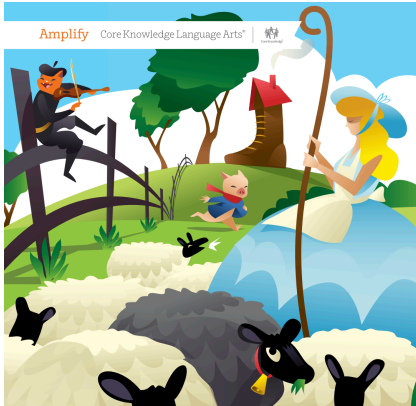
Name: _____

Knowledge Partners

Directions: Fill in the name of a different teacher <u>at the same grade level as you</u> in each of the four boxes below. You will work with these partners throughout the session.

Nursery Rhymes Name: _____	**Fables** Name: _____
Tall Tales Name: _____	**Early Asian Civilizations** Name: _____

Agenda and Objectives

Agenda
- Welcome
- The Why
- Teacher Guide Introduction
- Knowledge Strand
    - Guiding Principles
    - Lesson Components
- Amending Instruction Resources
- Knowledge Strand
    - Domain Planning
    - Daily Lesson Internalization
    - Lesson Practice
- Closing

Objectives
- Identify key 'look fors' and practice implementation of critical components and routines in Knowledge lessons
- Define the CKLA design principles behind the Knowledge Strand
- Utilize the CKLA planning process for Knowledge instruction

Quick Write

What implications does the importance of background knowledge in reading comprehension have for students?

CKLA Design Principles: Knowledge Strand

1. A read-aloud lesson format designed to support language skills is critical to later reading comprehension.

CKLA Read-Alouds are highly responsive to the reading and language research, as well as applied research on teaching and learning. The structure of the Read-Aloud lessons reflects an emphasis on oral language development through vocabulary work, question asking and answering, open-ended discussions, and integration of oral and written language. Indeed, the Read-Aloud structure emphasizes talk before, during and after the reading, which is consistent with most effective Read-Aloud programs. By hearing and discussing complex texts that the teacher reads aloud, students practice sophisticated conversations using an ever-expanding vocabulary.

2. CKLA systematically builds knowledge.

Becoming a critical and strategic reader depends on having a wide breadth of knowledge and related vocabulary. A child might be able to decode a word but that does not mean the child can infer its meaning. Children must have prior experience with a word to have clarity when reading it. Building knowledge to establish strong comprehension is the core premise of CKLA's Knowledge Strand. During Knowledge lessons, literary and informational teacher Read-Alouds are organized into domains across history, the arts, and science. The domains in the Knowledge Strand were designed to fit the heavily researched and tested Core Knowledge sequence. Content is ordered so that new domains build upon the content and vocabulary in previous domains, both within and across grade levels.

3. A knowledge-oriented approach to read-alouds builds vocabulary and supports comprehension skills development, both of which are critical to later reading comprehension.

CKLA's two-strand approach, based on reading research, ensures that students are both building skills and building the background knowledge in content and vocabulary necessary to comprehend what they read. If students are not building their language comprehension ability in the early grades, their reading scores are likely to begin to fall in Grade 4 and later. Pre-reading activities are focused on prior knowledge built from previous instruction. This review works to set a purpose for learning, extending skills and knowledge in a coherent and connected manner. Comprehension strategies are taught within the context of the text itself.

Students will be asked literal, inferential, and evaluative comprehension questions, responding to what they've read and finding evidence to support their understanding during class discussions and when completing accompanying comprehension activities.

$2 Summary

Write a $2 summary with each word being worth 10 cents.

Knowledge Guiding Principles
Knowledge Lesson Structure

Section	Components	Notes
Introducing the Read-Aloud	What have we already learned?	
	Where are we?	
Read-Aloud	Purpose for Listening	
	Read-Aloud Text	
	Comprehension Questions	
	Word Work	
Application	Application Activity	

Important Points to Remember: Knowledge Guiding Principles

- The Read-Aloud lesson format is designed to support listening comprehension skills, which are critical to later reading comprehension.

- CKLA systematically builds knowledge.

- CKLA Knowledge lessons are structured to support students in comprehending a Read-Aloud that is written two grade levels higher than their current grade level.

Knowledge: Lesson Components
Introducing the Read-Aloud

Video Notes

As you watch the *Introducing the Read-Aloud* video, please respond to the following questions:

1. Which design principle(s) is/are demonstrated in this lesson component? Circle the principle(s) below.

   - A read-aloud lesson format designed to support language skills is critical to later reading comprehension.
   - CKLA systematically builds knowledge.
   - A knowledge-oriented approach to read-alouds builds vocabulary and supports comprehension skills development, both of which are critical to later reading comprehension.

   How do you know?

2. How will this component help set students up for success in comprehending the *Read-Aloud?*

Important Points to Remember: Introducing the Read-Aloud

- The *Introducing the Read Aloud* component of the lesson will help to activate students' background knowledge to better understand the text.

- The *Introducing the Read-Aloud* component will also provide students with essential background information and vocabulary needed to comprehend the text.

Knowledge: Lesson Components
Read-Aloud

Video Notes

As you watch the *Read-Aloud* video, please respond to the following questions:

1. Which design principle(s) is/are demonstrated in this lesson component? Circle the principle(s) below.

    - A read-aloud lesson format designed to support language skills is critical to later reading comprehension.
    - CKLA systematically builds knowledge.
    - A knowledge-oriented approach to read-alouds builds vocabulary and supports comprehension skills development, both of which are critical to later reading comprehension.

    How do you know?

2. How did the teacher keep the students engaged in the Read-Aloud? What else could the teacher have done to engage students?

Important Points to Remember: Read-Aloud
- *Read-Alouds* should be read as written and quickly paced to keep students' attention.
- Use a variety of quick discussion techniques for comprehension questions during the *Read-Aloud.*
- Add costumes, artifacts and digital media to bring *Read-Alouds* to life!
- The goal of the *Read-Aloud* is to expose students to new content. Students are not expected to fully master content after one text, but rather build an understanding through multiple texts.

Kindergarten Read-Aloud Practice Lesson

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Lesson 1A: Roses Are Red

Read-Aloud

(20ᴍ)

Speaking and Listening: Students will use descriptive words to recall details of a nursery rhyme.
[SL.K.2]

Language: Students will demonstrate an understanding of the Tier 2 word *sweet*.
[L.K.5c]

PURPOSE FOR LISTENING

- Listen carefully to find out exactly what things are red and what things are blue in the nursery rhyme.

"ROSES ARE RED" (5 MIN)

Show image 1A-1: Red roses and blue violets
Roses are red,
Violets are blue,
Sugar is **sweet**,
And so are you.

READ IT AGAIN

[Reread the rhyme with the Guided Listening Support.]

Show image 1A-1: Red roses and blue violets
Roses are red, *Roses are flowers.*
Violets are blue, *Violets are flowers also.*
Sugar is sweet, *Sweet is how sugar tastes.*
And so are you.

10

Knowledge 1   Nursery Rhymes and Fables
10

ECHO TECHNIQUE

- Teach students the echo technique.

- I am going to say the first line of "Roses Are Red." Then I will stop and give you a chance to echo the words. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

- Compliment students for doing this correctly, which means they were listening carefully.

- If time permits, you may move to leaving out key words such as *red* and *blue* for students to fill in, or you may have half of the class say one line and the other half say the next line. Playful repetition will help students learn the rhyme.

- Reciting nursery rhymes is a fun transition activity that can be used throughout the day.

Check for Understanding

One-Word Answer: What is the red flower in the nursery rhyme called? *(rose)*

What is the blue flower in the nursery rhyme called? *(violet)*

Support

Show image 1A-1 again. Ask students which flowers in the image are roses, and which are violets. Ask students how they know.

Lesson 1B: Ring Around the Rosie

Read-Aloud

(15M)

Reading: Students will use descriptive words to recall details of a nursery rhyme.
[RL.K.2]

Language: Students will demonstrate understanding of the multiple meaning word *ring*.
[L.K.5c]

PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what the nursery rhyme tells the children to do.

"RING AROUND THE ROSIE" (5 MIN)

Show image 1B-1: Children playing "Ring Around the Rosie"
Ring around the rosie,
A pocket full of posies;
Ashes, ashes,
We all fall down.

READ IT AGAIN

[Reread the rhyme with the Guided Listening Support.]

Support

A ring can also be a type of jewelry worn on the finger.

Show image 1B-1: Children playing "Ring Around the Rosie"
Ring around the rosie, *Ring means to make a circle around.*
A pocket full of posies; *Posies are flowers.*
Ashes, ashes, *Ashes are what is left when something burns.*
We all fall down.

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ECHO TECHNIQUE

- I am going to say the first line of "Ring Around the Rosie." Then I will stop and give you a chance to echo the words. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

- Compliment students for doing this correctly, which means that they were listening carefully.

Check for Understanding

Sit Down/Stand Up: Rhyming words like "rosie" and "posie" make the nursery rhyme fun to sing or say. *(stand up)*

Actions like joining hands and falling down help us remember the rhyme. *(stand up)*

This rhyme uses colors to help us imagine what the flowers look like. *(sit down)*

COMPREHENSION QUESTIONS (5 MIN)

If students have difficulty responding to questions, reread pertinent lines of the nursery rhyme and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Literal** What does the nursery rhyme describe the children as doing? *(falling down)*

2. **Inferential** What are posies? *(a small bunch of flowers)*

3. **Literal** Where does the nursery rhyme say the posies are? *(in the pockets)*

4. **Evaluative** What do "Roses Are Red" and "Ring Around the Rosie" have in common? *(Answers may vary, but both are about flowers. The second rhyme is different because it has actions and a tune.)*

Support

Show image 1A-1 again. Ask students what they see in the picture, reinforcing that *posies* is another word for *flowers*.

Reading

Exchanging Information and Ideas

Entering/Emerging
Ask students yes/no questions about the similarities and differences between the two nursery rhymes.

Transitioning/Expanding
Encourage students to build on what was said about the two nursery rhymes.

Bridging
Challenge students to say something more about what their classmates have said about the two nursery rhymes.

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Speaking and Listening

Listening Actively

Entering/Emerging
Ask students simple yes/no questions (e.g., "Does the shepherd boy feel lonely while tending the sheep?")

Transitioning/Expanding
Provide students with a specific sentence frame (e.g., "The shepherd boy feels lonely because....")

Bridging
Encourage students to use key words from the story in complete sentences (e.g., "The shepherd boy feels lonely while tending the tending the sheep because he doesn't have anyone to keep him company, or talk to.")

Support

Here, *company* means to have someone to talk to. But *company* can also mean a business. What do you think is the shepherd boy's plan to get some company?
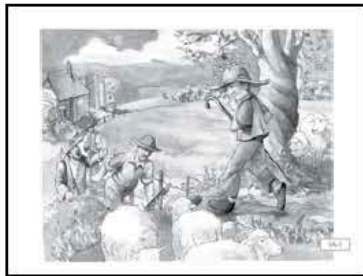

Lesson 1: The Boy Who Cried Wolf

Read-Aloud

(30M)

Reading: Students will identify the characters, setting, plot, and moral of a fable. **[RL.1.3]**

Language: Students will demonstrate an understanding of the word *startled*. **[L.1.5, L.1.5c]**

PURPOSE FOR LISTENING

- Tell students to listen carefully to learn the moral, or lesson, of the story.

"THE BOY WHO CRIED WOLF" (10 MIN)

Show image 1A-1: Shepherd boy chuckling
There was once a young **shepherd** boy who **tended** his sheep at the foot of a mountain near a dark forest. *The shepherd boy tended, or took care of, the sheep.* It was lonely for him watching the sheep all day. No one was near, except for three farmers he could sometimes see working in the fields in the valley below. *How does the shepherd boy feel about tending the sheep? Why might he feel lonely?*

One day the boy thought of a plan that would help him get a little **company** and have some fun.

He ran down toward the valley crying, "Wolf! Wolf!"

The men ran to meet him, and after they found out there was no wolf after all, one man remained to talk with the boy awhile. *If there really wasn't a wolf, why would the boy cry out, "Wolf! Wolf!"?*

The boy enjoyed the company so much that a few days later he tried the same **prank** again, and again the men ran to help him. *A prank is a trick. Why does the shepherd boy play the prank again?*

A few days later, a real wolf came from the forest and began to steal the sheep. The **startled** *or surprised* boy ran toward the valley, and more loudly than ever he cried, "Wolf! Wolf!" *Do you think the men will come and help the shepherd boy? Why or why not?*

But the men, who had been fooled twice before, thought that the boy was tricking them again. So no one came to help the boy save his sheep. *How do you think the shepherd boy feels now?*

Moral: If you often don't tell the truth, people won't believe you even when you are telling the truth. [Have students echo the moral and then discuss its meaning. Remind students that this read-aloud was short because fables are short.]

Support

Point out Greece on a world map.

Challenge

Students may use Activity Page 1.1 to fill in the Story Map independently.

Support

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images.

Support

Display a picture of a mountain and valley to show students the setting of the story.

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Lesson 1: The Fisherman and His Wife

Read-Aloud

(30M)

Reading: Students will make predictions about a character in "The Fisherman and His Wife."
[RL.2.3]

Language: Students will demonstrate an understanding of the Tier 2 word *displeases.*
[L.2.5, L.2.5a]

PURPOSE FOR LISTENING

- Remind students that fairy tales often feature a royal character and/or one with supernatural or magical powers. Ask students to predict what type of magical powers the character in this story will have, and whether there will be a royal character. Tell students to listen to see if their predictions are correct.

"THE FISHERMAN AND HIS WIFE" (15 MIN)

Show image 1A-2: The fisherman with a fish on the line

Once there was a fisherman who lived with his wife in a little, old, run-down hut by the sea. *[Point to the hut on the hill.]* Every day the fisherman went down to the sea to fish.

One day, as the fisherman sat looking into the clear, shining water, he felt a strong tug on his line. He pulled and pulled with all his **might,** *or strength,* until, at last, out flopped a large golden fish. Then, all of a sudden, the fish spoke.

"Please let me go," said the fish. "I am not an ordinary fish. I am an **enchanted** prince. Put me back in the water and let me live!" *The fish says he is actually a prince under a magic spell. Do you think the fish is really an enchanted prince?*

"Swim away!" said the fisherman. "I would not eat a fish that can talk!"

At the end of the day, the fisherman went back to his wife in the little, old, run-down hut.

Show image 1A-3 The fisherman arriving home

"Didn't you catch anything today?" she asked.

"No," said the fisherman. "I did catch one fish, but he told me he was an enchanted prince and asked me to throw him back, so I did."

"You fool!" said the wife. "That was a magic fish! You should have asked him for something."

"Like what?" said the fisherman.

"Go back and ask him to change this dinky hut into a **charming** cottage." Charming *means very pleasing. Why does the wife wish for a charming cottage?*

The fisherman did not want to go, but he did not want to argue with his wife, either. So he made his way back to the sea.

When he arrived, the water was no longer clear and shining. It was dull and greenish.

Show image 1A-4: The fisherman and the cottage
The fisherman called:

"Hear me, please, oh magic fish.

My wife has sent me with a wish."

The fish swam up to the surface and asked, "What does she want?"

"She says she wants to live in a charming cottage," said the fisherman.

"Go home," said the fish. "She has her cottage." *Do you think the wife will really have a charming cottage? Do you think the fish minds granting the wish?*

The fisherman went home. Sure enough, there was his wife, standing in the doorway of a charming cottage. The cottage had a little front yard, with a

garden and some chickens and a goose pecking at the ground. Inside there was a living room, a kitchen, a dining room, and a bedroom. *[Point to the charming cottage, and then show image 1A-2 and point to the hut.] In what ways is the cottage better?*

"Wonderful!" said the fisherman. "This is sure to make you very happy!"

The fisherman's wife was happy—for about a week.

Show image 1A-5: The fisherman's wife
Then she said, "Husband, I am tired of this tiny little cottage. I want to live in a big stone castle. Go and ask the fish to give us a castle."

"But, wife," said the fisherman. "He has just given us this cottage. If I go back again so soon, he may be angry with me."

"Go and ask!" said the wife.

The fisherman shook his head and mumbled to himself, "It's not right." But he did as he was told. *Why does the fisherman think his wife's new wish is not right?*

Show image 1A-6: The fisherman on the dock
When he reached the sea, the water had turned from dull green to dark purple and gray. *[Point to the sea.]* The fisherman called:

"Hear me, please, oh magic fish.

My wife has sent me with a wish."

When the fish swam up, the fisherman said, "My wife wishes to live in a big stone castle."

"Go home," said the fish. "You will find her in a castle." *How do you think the fish feels about granting this wish?*

Show image 1A-7: The fisherman's stone castle

When the fisherman got back, he could hardly believe his eyes. The charming cottage had been replaced by a large stone castle. A servant unrolled a drawbridge for him. The fisherman went across the bridge and into the castle, where he found two servants sweeping a smooth marble floor. The walls were covered with beautiful tapestries. Crystal chandeliers hung from the ceilings. His wife stood in the center of the room, next to a table piled high with delicious foods.
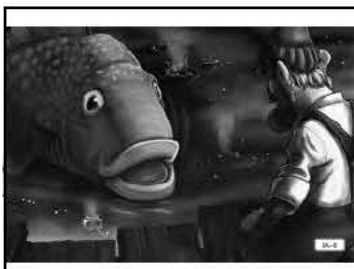
"Now, indeed, you will be content," said the fisherman to his wife. *Do you think the fisherman's wife will be content, or happy?*

And she was—until the next morning.

As the sun rose, the fisherman's wife poked her husband in the side and said, "Husband, get up. Go to the fish at once and tell him that I wish to be queen of all the land."

"Heavens!" cried the fisherman. "I can't ask for that!" *Does the fisherman want to ask the fish for another wish?*

"Go and ask him!" said his wife.

Show image 1A-8: The fisherman and the fish

The dejected fisherman walked to the sea. Dejected *means sad. Why do you think the fisherman is sad?* The water was black. It bubbled and gave off a foul smell. *[Point to the sea.] If the sea was foul-smelling, did it smell good?*

The fisherman **hesitated**, *or waited,* and then called:

"Hear me, please, oh magic fish.

My wife has sent me with a wish."

The fish swam up and asked, "Now what does she want?"

With his head hung low, the fisherman said, "My wife wishes to be queen of all the land."

"Go home," said the fish. "She is already queen."

The fisherman went home and found that the castle had grown even larger. It had tall stone turrets on each corner and a crimson flag flapping in the wind. Two sentries in suits of armor stood at the door. *Do you think the wife will be satisfied now that she is a queen?*

Show image 1A-9: The fisherman's wife on a throne

They escorted the fisherman inside, where he found his wife sitting on a high throne studded with diamonds. She wore a long silk dress and a golden crown. In her hand she held a scepter studded with rubies. On one side of her stood barons, dukes, and duchesses. On the other side stood a line of ladies-in-waiting, each one shorter than the one before.

"So," said the fisherman, "now you are queen."

"Indeed," said his wife haughtily. Haughtily *means rudely and proudly.*

"Well, then," said the fisherman. "I suppose there is nothing more to wish for." *Do you think the wife will agree that there is nothing more to wish for?*

But that very evening, as the sun went down and the moon began to rise in the sky, the fisherman's wife sent for her husband. *What do you think the wife will ask for? Would you grant her another wish if you were the fish?*

Show image 1A-10: The queen makes another wish

"Husband!" she bellowed, "it **displeases** me that the sun and moon will not rise and set at my command. *If something pleases you, it makes you happy. So, what does* displeases *mean?* Go to the fish and tell him I must have the power to make the sun and the moon rise and set whenever I choose. See that it is done immediately!"

The fisherman walked back to the sea. *If you were the fisherman, would you want to make another visit to the sea?* He felt sick all over, and his knees knocked together nervously. At the seaside, thunder roared and lightning flashed. Huge dark waves crashed on the shore. The fisherman had to shout:

"Hear me, please, oh magic fish.

My wife has sent me with a wish."

The fish swam up and asked, "What does she want?"

The fisherman replied, "My wife wants the power to make the sun and the moon rise and set whenever she chooses." *Do you think the fish will grant this wish?*

Show image 1A-11: The wife back in the hut
The fish only said, "Go home." And so he did. *Do you think the fish has granted the woman's wish?* There, he found his wife sitting in the old, run-down hut. And there they live to this very day.

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Knowledge: Lesson Components
Read-Aloud: Comprehension Questions

Video Notes:

As you watch the *Read-Aloud: Comprehension Questions* video, please take notes on the following questions:

- What discussion techniques does the teacher use? How do these engage her students?

- What additional discussion techniques could the teacher employ to further engage her students?

Important Points to Remember: Comprehension Questions

- Discussion after the *Read-Aloud* is intended to aid students in their comprehension of the key components of the text.

- Use a variety of student engagement strategies to increase student-to-student discourse during discussion, such as Think-Pair-Share, small group discussion and Socratic Seminar.

- Comprehension questions include a variety of literal, inferential and evaluative questions.

Knowledge: Lesson Components
Word Work

WORD WORK: CURIOUS (5 MIN)

1. In the read-aloud you heard, "After a few days, the emperor grew curious to see the cloth."

2. Say the word *curious* with me.

3. *Curious* means having a desire to learn more about something.

4. Reed was very curious about the bug on his front door; it had a purple body and bright orange legs.

5. Have you ever been curious about something or seen an animal that was curious about something? Try to use the word *curious* when you describe it and tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I was once curious about . . ."]

6. What's the word we've been talking about?

Use a Discussion activity for follow-up. Turn to your partner and talk about something that you might be curious about. Be sure to use the word *curious* in your discussion.

Important Points to Remember: Word Work

- *Word Work* activities are an opportunity for students to practice the correct use of a key vocabulary word.

- As much as possible, make this lesson component an opportunity for students to stand up and move around the room.

Application Activity

Somebody	
Wanted	
But	
So	
Then	

Kindergarten

Lesson 1B: Ring Around the Rosie
Application

(10ᴍ)

Reading: Students will identify characteristics of a nursery rhyme.
[RL.K.2]

ON STAGE

- Tell students that many nursery rhymes, like this one, are fun to act out. You may also want to remind students that this nursery rhyme is often sung.

- Stand up, form a large circle, and join hands. [This may be done inside or outside.] I am going to sing the rhyme this time. Walk around in a circle until you hear, "We all fall down!" When you hear these words, sit down gently and quickly.

- Repeat the rhyme and group actions, and invite students to join you in singing the nursery rhyme.

- Compliment students for doing this correctly, which means they were listening carefully.

Exit Pass

Students will draw a picture on a notecard to answer the following question: "How are 'Roses Are Red' and 'Ring Around the Rosie' similar?"

End of Lesson

Speaking and Listening

Presenting

Entering/Emerging
Have students act out big events, such as the men running to the shepherd, as indicated.

Transitioning/Expanding
Have students act out big actions and use facial expressions when indicated.

Bridging
Have students act out all actions and use facial expressions to show characters' feelings.

Lesson 1: The Boy Who Cried Wolf

Application

(20M)

Reading: Students will act out the main events of a fable.
[RL.1.2]

ON STAGE

- Tell students that you are going to read "The Boy Who Cried Wolf" again, and this time students will act out the fable. Ask students what characters will be needed. *(shepherd/shepherdess, men/women, wolf, sheep)* Designate students to be the various characters as you prepared in advance.

- Ask students what settings will be needed. *(grassy field for shepherd and sheep, another field for men)* Designate locations in the classroom for the two settings as you prepared in advance.

- Read the story and encourage "characters" to act out scenes in the story, such as the men running to the shepherd.

- Encourage students to use facial expressions to show how the characters are feeling, such as the shepherd being startled.

Check for Understanding

Turn and Talk: The moral of the story is "If you often don't tell the truth, people won't believe you even when you are telling the truth." Turn to a partner and talk about one thing you should do and one thing you shouldn't do so that people will always believe you. [Ask several students to share and record their answers on the board/chart paper.]

- Ask students to repeat the moral of the story, "If you often don't tell the truth, people won't believe you even when you are telling the truth."

Lesson 1: The Fisherman and His Wife
Application

(20ᴹ)

Writing: Students will change one element of "The Fisherman and His Wife" and describe how it changes the original text.
[W.2.8]

REWRITING THE READ-ALOUD (20 MIN)

- Explain that students will create their own version of "The Fisherman and His Wife."

- Display the enlarged version of Activity Page 1.1, and, as a class, identify the characters, setting, and plot (the wishes) of "The Fisherman and His Wife." Note: Save this for use during the Pausing Point.

- Tell students that they will create their own version of the story by changing one element of the story. For example, they can change the occupation of the fisherman, the setting, or his wife's wishes. They can also change the fish (enchanted prince) into any kind of creature they wish.

- Explain that in this new version, the wife will make only three wishes. Using Activity Page 1.1, have students rewrite the fairy tale, filling in the appropriate boxes with new characters, settings, and wishes.

Writing

Writing Literary Text

Entering/Emerging
Allow students to dictate the details of their story to an adult.

Transitioning/Expanding
Allow students to work collaboratively with an adult or peers to create the details of their story.

Bridging
Have students create the details of their story independently.

Check for Understanding

Turn and Talk: Turn to your partner and explain what element of the story you changed and how it changed the original story. Then have your partner describe the change he or she made, and how that changed the story.

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Knowledge: Lesson Components Six-Frame

Amplify.

CKLA Assessment Overview

Strand	Assessment	Purpose	How Data is Used
Knowledge	Formative Assessment	Identified at the beginning of the lesson, used to determine individual student and class progress towards mastery of identified primary focus objective(s)	• Informs future whole group instruction
	Checks for Understanding	Monitors individual student and class progress towards mastery of primary focus objectives	• Informs in-the-moment and future whole group instruction
	Exit Pass	Completed at the end of a lesson, used to determine individual student and class progress towards mastery of identified primary focus objective(s)	• Informs future whole group instruction
	Pausing Point	Assess all students' mastery of literacy skills, knowledge, and vocabulary covered in the first half of a domain	• Informs teacher choice of Pausing Point Activities • Can be used as a grade
	Domain Assessment	Assess all students' mastery of literacy skills, knowledge, and vocabulary covered in a domain	• Informs teacher choice of Culminating Activities • Can be used as a grade

The Knowledge Strand also contains *Support, Challenge* and *English Learner* sidebars. The Knowledge Strand does not contain additional activities for students.

Support

This activity may require additional instruction on topics such as timing and voice.

Support

Students may refer to the Story Map to determine the characters and settings.

Challenge

You may also have the characters create some of their own dialogue that goes along with the story.

Speaking and Listening

Presenting

Entering/Emerging
Have students act out big events, such as the men running to the shepherd, as indicated.

Transitioning/Expanding
Have students act out big actions and use facial expressions when indicated.

Bridging
Have students act out all actions and use facial expressions to show characters' feelings.

Lesson 1: The Boy Who Cried Wolf

Application

(20M)

Reading: Students will act out the main events of a fable. [RL.1.2]

ON STAGE

- Tell students that you are going to read "The Boy Who Cried Wolf" again, and this time students will act out the fable. Ask students what characters will be needed. *(shepherd/shepherdess, men/women, wolf, sheep)* Designate students to be the various characters as you prepared in advance.

- Ask students what settings will be needed. *(grassy field for shepherd and sheep, another field for men)* Designate locations in the classroom for the two settings as you prepared in advance.

- Read the story and encourage "characters" to act out scenes in the story, such as the men running to the shepherd.

- Encourage students to use facial expressions to show how the characters are feeling, such as the shepherd being startled.

Check for Understanding

Turn and Talk: The moral of the story is "If you often don't tell the truth, people won't believe you even when you are telling the truth." Turn to a partner and talk about one thing you should do and one thing you shouldn't do so that people will always believe you. [Ask several students to share and record their answers on the board/chart paper.]

- Ask students to repeat the moral of the story, "If you often don't tell the truth, people won't believe you even when you are telling the truth."

Knowledge 1 Fables and Stories

30

Amplify.

CKLA Knowledge Domain Planning Template

Grade_____	Domain Title _____
Domain Overview: Read through the Domain Introduction and respond to the questions below.	
Why is this domain important?	
What are 3-5 key takeaways students should have by the end of this domain?	
How does this domain fit into the sequence of learning for the year? How does it reinforce what has been taught in previous grades or prepare students for future grades?	

Domain Assessment: Read through the Domain Assessment in the Teacher Guide and respond to the questions below.	
What key content will students need to be successful on the Domain Assessment?	
What key vocabulary will students need to be successful on the Domain Assessment?	
What literacy skills will students need to be successful on the Domain Assessment?	

Knowledge Domain Visual

Knowledge Lesson Internalization

Review the Lesson	
1	Review the *Primary Focus Objective(s)* and aligned standards. Identify how the *Primary Focus Objectives* build toward student success with the standards. (Use *Teacher Guide, Lesson Introduction.*)
2	Complete the *Formative Assessment/Exit Pass* (found on the first page of the lesson) and *Check for Understanding* (found within the lesson) and record what literacy skills, knowledge and/or vocabulary students will need to demonstrate on each of those components.
Dive into the Lesson	
3	Read each lesson component (*Introducing the Read-Aloud, Read-Aloud* and *Application)* and reflect: • How will this component set students up for success with the *Primary Focus Objective(s)*, *CFU* and/or the *Formative Assessment/Exit Pass*? • What student engagement strategies are included with each component? • What materials will be needed for each component?
Customize the Lesson – If you're ready and feel comfortable...	
4	Review the *Read-Aloud* and prioritize which sidebar supports/questions to use during the Read-Aloud. • Consider which supports/questions will support students in mastering the *Primary Focus Objective(s), CFU, Formative Assessment/Exit Pass* and/or *Application Activity*.
5	Review the *Discussion Questions* and: • Prioritize which questions to ask after the *Read-Aloud*. o Consider which questions will support students in mastering the *Primary Focus Objective(s), CFU, Formative Assessment/Exit Pass* and/or completing the *Application Activity*. • Determine the discussion format students will use to respond to the questions. (e.g. Think-Pair-Share, Small Group discussion, Socratic Seminar, Call and Response, etc.)
6	What possible misconceptions might students have during the lesson? How do you plan to address these?
7	What additional engagement strategies might you incorporate during the lesson? (e.g. call and response, kinesthetic movements, props, artifacts, multimedia, etc.)
8	Plan for the *Application Activity*. • Consider how the *Application Activity* provides students with the opportunity to extend their learning from the lesson and domain. • Determine how you will execute the activity.

ADVANCE PREPARATION

Introducing the Read-Aloud

- Gather different collections of nursery rhymes, such as *Mother Goose*, to pass around the class. The school or local library may be a good resource.

Universal Access

- You may wish to have each student bring in a book of nursery rhymes, including storybooks in their home language, and display their favorite books in the classroom throughout this domain.

- If students do not own a copy of nursery rhymes, help them locate a copy from the school or local library. Each day, you may wish to have one or two students recite their favorite nursery rhyme so that, by the end of this domain, every student will have shared a nursery rhyme with the class.

Brainstorm *Nursery Rhymes* to bring to your class below:

First Grade Knowledge Make 'n Take: Domain 1, Lesson 1

Directions: Use the chart paper provided to create the story map below.

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare and display an enlarged version of the following story map. Alternatively, you may access a digital version in the digital components for this unit. A story map will be created for each story in this domain. You may wish to keep each displayed for students after it is created.

Title	
Character(s)	**Setting(s)**

Plot	**Beginning**
	Middle
	End

Lesson

- You may wish to display a world map in order to locate Greece.

Application

- Be prepared for students to perform "The Boy Who Cried Wolf." You may designate students to be the various characters—shepherd/shepherdess, wolf, sheep, men/women. You may include additional men/women and animals as characters to increase active participation. You may also designate areas of the classroom for each of the two settings—one field with sheep and shepherd and another field with men.

Second Grade Knowledge Make 'n Take: Domain 1, Lesson 1

Directions: Use the chart paper provided to create the story map below.

Core Connections

- Bring in several storybooks of popular fairy tales, especially those that may be familiar to students and fairy tales from different cultures.

Application

- Prepare and display an enlarged version of Activity Page 1.1. Alternatively, you may find a digital version in the digital components for this domain.
  Note: Save this chart for use during the Pausing Point for a comparison lesson.

Title		
Character(s)		**Setting(s)**

Plot	**Beginning**
	Middle
	End

Universal Access

- To make this story more interactive, have students repeat the fisherman's lines to the magic fish:

  Hear me, please, oh magic fish,

  My wife has sent me with a wish.

- Have students think of their own rhyming lines to say to the fish.
  Suggestions: Help students come up with lines that use the rhyming words *wife/life; more/before; here/fear;* or *knees/please.*

- Bring in another version of "The Fisherman and His Wife" to read aloud to the class.

CKLA Elevator Speech

_____

(Who)

_____

(What)

_____

(When)

_____

(What)

_____

(Why)

Example: The CKLA Knowledge Strand teaches develops students listening comprehension skills and background knowledge for 60 minutes per day using a variety of materials, so that students can independently comprehend texts on multiple topics.

Example: Teachers plan to use the CKLA Knowlege Strand for 60 minutes per day by reading the domain introduction and internalizing the daily lesson, in order to provide students with the background necessary to independently comprehend a wide range of texts.

Amplify Educational Support Team

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Strengthening Professional Development Opportunities:

Instructional Leaders
- Enhancing Observations for Instructional Leaders, K-5 (½ Day Onsite)
- Enhancing Observations for Instructional Leaders, K-5 (½ Day Remote)

K-2 Teachers
- Enhancing Planning & Practice, K-2 Teachers (½ Day Onsite)
- Enhancing Planning & Practice, K-2 Teachers (½ Day Remote)
- Data-Driven Instructional Planning, K-2 Teachers (½ Day Onsite)
- Small Group Instruction & Remediation, K-2 Teachers (½ Day Onsite)
- Writing, K-2 Teachers (½ Day Onsite)

3-5 Teachers
- Enhancing Planning & Practice, 3-5 Teachers (½ Day Onsite)
- Enhancing Planning & Practice, 3-5 Teachers (½ Day Remote)
- Data-Driven Instructional Planning, 3-5 Teachers (½ Day Onsite)
- Small Group Instruction & Remediation, 3-5 Teachers (½ Day Onsite)
- Writing, 3-5 Teachers (½ Day Onsite)

K-5 Teachers
- Enhancing Planning & Instruction for English Language Learners, K-5 Teachers (½ Day Onsite)
- Enhancing Planning & Instruction for Students with Special Needs, K-5 Teachers (½ Day Onsite)

Session Survey
https://www.surveymonkey.com/r/CKLAInitialTraining