

Routine/Approach	Purpose of the Routine/Approach
Skills Strand	
Letter formation steps/phrases K, 1	<ul style="list-style-type: none"> Helps students to understand directionality and position words Allows for consistent language across the grades
Oral blending & segmenting methods Including gestures K, 1	<ul style="list-style-type: none"> These routines help students practice their phonemic awareness skills, which are a prerequisite for phonics. The ability to distinguish sounds is a prerequisite for phonics/spelling; to write a word, you must know how many sounds are in the word so you can write a spelling for each sound; makes the blending process concrete and tangible for students
No spellings during oral activities Includes displaying spelling and discussing spellings. K, 1	<ul style="list-style-type: none"> These routines practice phonemic awareness skills. We want students to be confident in the sound before attaching it to a spelling. Sounds are the organizing principle of CKLA.
Individual Code Charts 1, 2 (grade 3 optional, but recommended)	<ul style="list-style-type: none"> These provide students with a resource to access to support independent decoding and encoding.
Focus on the phoneme/single sounds Onsets, rimes, consonant clusters, etc. are taught as combinations of phonemes rather than being taught as a unit. K, 1, 2	<ul style="list-style-type: none"> CKLA teaches all onsets, rimes and consonant clusters as individual phonemes, since those patterns all contain multiple sounds. CKLA teaches students automaticity with sound-spelling correspondences, starting with the most common, least ambiguous sounds. The goal is to make reading feel predictable to students, so everytime they see a 'b' it is pronounced /b/. They then learn more complex patterns. Diagrams, such as 'ch', 'th', and 'sh' are taught as a unit, since those spellings make one sound.
Tricky Words Nondecodable words, not sight words Including procedures for introducing tricky words, reviewing tricky words, tricky word wall K, 1, 2	<ul style="list-style-type: none"> Tricky words are taught as non-decodable words using the sound-spelling correspondences students have learned in a particular grade/time of year. Any word that can be decoded is not taught to be memorized. The research shows that students that focus on developing automaticity with the code experience more reading success than those who memorize many sight words.

<p>Chaining routine & methods Including chaining for reading, chaining for writing, student chaining, pocket chart chaining, large card chaining, teacher chaining, chaining folders, pop-out chaining K, 1, 2</p>	<ul style="list-style-type: none"> • CKLA emphasizes the importance of many practice opportunities after learning a new sound-spelling correspondence. • Chaining for reading allows students to practice decoding words containing the focus sound-spelling correspondence. • Chaining for spelling allows students to practice encoding words containing the focus sound-spelling correspondence.
<p>‘Introducing the Sound’ & ‘Introducing the Spelling’ procedures and routine Including the sounds-first approach, avoid using spellings/letter names during ‘Introducing the Sound’ segment K, 1, 2</p>	<ul style="list-style-type: none"> • CKLA builds off of the developmental trajectory that students use to learn to read. Students begin listening, then talking, then reading, then writing. Students must develop their phonemic awareness skills before developing their phonics skills. The sounds-first approach allows students to practice manipulating a sound before attaching it to a spelling.
<p>CKLA language Examples: “/a/ and /æ/” instead of “short/long vowel” Letter formation phrases “tricky words” instead of “sight words” “draw a picture of /k/”</p>	<ul style="list-style-type: none"> • Allows for a consistent experience for students across the grades
<p>Teach mouth formation and position when pronouncing sounds K, 1</p>	<ul style="list-style-type: none"> • Explicit teaching of sound pronunciation promotes students ability to decode each sound in a word correctly and therefore decode the word correctly
<p>Spelling trees 1, 2</p>	<ul style="list-style-type: none"> • Spelling trees provide a visual for students. The trees help students visualize multiple spellings for a single sound. Students can also see how common a particular spelling is, based on the length of the branches.
<p>Reading Lesson Types Including read-aloud, whole group reading, small group reading, partner reading, independent reading, close reading K, 1, 2, 3</p>	<ul style="list-style-type: none"> • Reading lesson types are strategically scaffolded across a unit to promote student success with a text.
<p>Knowledge Strand</p>	

Fluent and fluid reading of Read-Aloud text. Includes using quick-engagement techniques during the read-aloud K, 1, 2, 3	<ul style="list-style-type: none"> • CKLA recommends reading the Read-Aloud fluently. The texts are complex and so stopping too many times can inhibit students' ability to make meaning of the text. • CKLA recommends that teachers use quick engagement strategies during the reading of the text. After reading the text, students engage in a longer, more in-depth discussion to make meaning of the text.
Application Activities K, 1, 2, 3	<ul style="list-style-type: none"> • Application Activities are also designed with the developmental trajectory of student learning in mind. Students participate in activities where they act out portions of the text, draw about the text, write about the text, etc. • Application Activities have been sequenced to promote student success with the lesson objectives and the goals/standards/culminating tasks of the unit.
Real-Aloud text and comprehension questions are not displayed. K, 1, 2, 3	<ul style="list-style-type: none"> • CKLA is designed to promote student success with texts. Therefore, students are not asked to read texts that contain sound-spelling correspondences which have not yet been taught. • Read-Aloud texts are two grade levels above grade level in complexity. Students listening comprehension far outpaces their reading comprehension in the early grades. The purpose of the read-alouds is to expose students to topics, vocabulary and discussion at a highly complex level, so when they are able to decode the texts in the later grades, they will have the background knowledge, vocabulary, and skills to understand the texts.
Oral comprehension discussions K, 1, 2, 3	<ul style="list-style-type: none"> • Again, building off the developmental trajectory of student learning, we ask students to orally discuss the complex texts, so they are able to apply the reading skills they practiced during the text discussion (i.e. inferencing, summarizing, supporting responses with text evidence) to texts when reading independently.
Both Strands	
Lesson 'Check for Understandings' and Formative Assessments K, 1, 2, 3	<ul style="list-style-type: none"> • These provide the teacher feedback on student mastery towards the lesson primary focus objectives
Keep lessons aligned to the Primary Focus Objectives. (Not assigning a different standard to the lesson.)	<ul style="list-style-type: none"> • The lesson objectives are strategically sequenced to scaffold student mastery towards the unit goals/standards.

K, 1, 2, 3	
Deliver lessons in order K, 1, 2, 3	<ul style="list-style-type: none"> CKLA has been strategically designed to scaffold instruction towards student success with the end-of-unit goals, standards and culminating tasks.