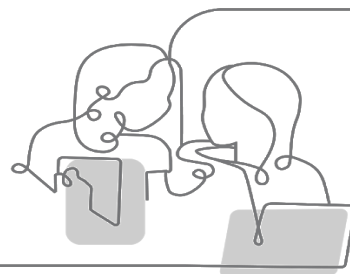


Amplify.

K-2 Small Group Instruction and Remediation

Participant Activity Guide



Session Objectives and Agenda Overview

Objectives

Participants will be able to:

- Utilize an outcomedriven model to identify and plan for instructional supports (during Small Group instruction).
- Examine how basic early literacy skills contribute to comprehension.
- Explore how explicit instruction in the code can “fill” students’ early literacy gaps and support comprehension.
- Analyze Benchmark Assessment data to identify key areas of strengths and opportunities for improvement.
- Develop instructional plans for Tier 2 intervention groups using the *Assessment and Remediation Guide*.

Agenda

Opening

Review Suite of CKLA Skills Assessment

Engage in Assessment Protocol

- Step 1: Review Benchmark Assessments, Scoring Guidelines, and Placement Criteria
- Step 2: Gather Student Data
- Step 3: Determine Student Need
 - Score and Analyze Student Responses
 - Record Student Responses
- Step 4: Develop Action Plan
- Step 5: Develop Reteach Plan
- Step 6: Revisit and Reflect on Action Plan

Workshop Classroom Data

Reflection and Closing

Assessment Match

Directions: Match the assessment description to the correct assessment (see the example below).

Check for Understanding

- In-the-moment observations
- Program includes recording sheets

Benchmark Assessments

- Monitor in lesson progress
- Align to primary focus objectives
- Check on whole class

Formative Assessments

- Align to primary focus objective
- Provide feedback to teacher and students
- Individual check on students

Unit Assessments

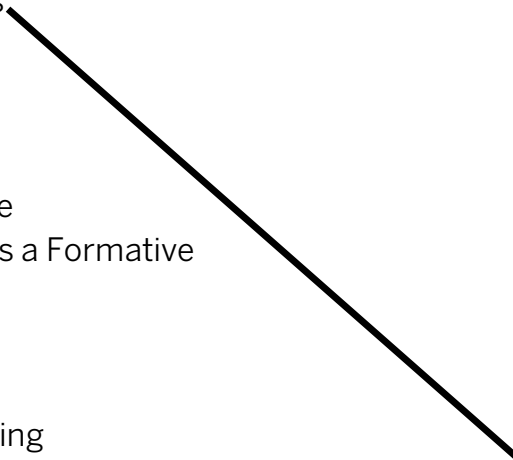
- Student responses to lesson questioning

Activity Book Page
(often identified as a Formative
Assessment)

- BOY, MOY, and EOY
- Identify Skill gaps
- BOY - used for readiness
- MOY and EOY - assess content taught

Teacher Questioning

- Assess content taught in unit
- Individual student progress



Small Group Instruction Protocol

Six Steps	Additional Notes
1. Review Benchmark Assessment, Scoring Guidelines, and Placement Criteria	
2. Gather Student Data	
3. Determine Student Need <ul style="list-style-type: none"> • Score and Analyze Student Responses • Record Student Responses 	
4. Develop Action Plan	
5. Develop Reteach Plan	
6. Revisit and Reflect on Action Plan	

Step 1: Review Benchmark Assessment, Scoring Guidelines, and Placement Criteria

Assessment Title (i.e. Word Recognition, Reading Comprehension, Letter Names, etc.)	Guiding Questions	Responses
	What skills are being assessed on the assessment?	
	How are the skills being assessed?	
	How do the scoring guidelines support this analysis of student data?	
Assessment Title	Guiding Questions	Responses
	What skills are being assessed on the assessment?	
	How are the skills being assessed?	
	How do the scoring guidelines support this analysis of student data?	
Assessment Title	Guiding Questions	Responses
	What skills are being assessed on the assessment?	
	How are the skills being assessed?	
	How do the scoring guidelines support this analysis of student data?	

Kindergarten General Groupings Guidance

If a student knows 26 letter sounds, they are in group 1.

If a student knows 13-25 letter sounds, they are in group 2.

If a student knows 0-12 letter sounds, they are in group 3.

Core Knowledge Language Arts K–2 Experience

Kindergarten Units 1 and 2 Purely Oral Phonemic Awareness Units 3–5 One-to-one letter-sound correspondences, CVC words with “short” vowel sounds like <i>cat, dog, bed</i> Unit 6 Consonant Clusters, CCVC words like <i>flag</i> , CVCC words like <i>dust</i> , CCVCC words like <i>blast</i>		
Unit 7 Consonant sounds written with digraph spellings, e.g., ‘sh’, ‘ch’, ‘th’, ‘ng’	Grade 1	
Units 8 and 9 Tricky Words, double-letter spellings like ‘ss’, ‘ff’, ‘ck’	Unit 1 Review of CVC, CCVC, CVCC, CCVCC words; Tricky Words	
Unit 10 Basic code spellings for /ee/ spelled ‘ee’, /ae/ spelled ‘a_e’, /oe/ spelled ‘o_e’, /ie/ spelled ‘i_e’, and /ue/ spelled ‘u_e’; Tricky Words	Unit 2 Basic code spellings for /ee/ spelled ‘ee’, /ae/ spelled ‘a_e’, /oe/ spelled ‘o_e’, /ie/ spelled ‘i_e’, and /ue/ spelled ‘u_e’; Tricky Words	
	Unit 3 Basic code spellings for vowel sounds /oo/, /ou/, /oi/, and /aw/; Tricky Words	
	Unit 4 Basic code spellings for r-controlled vowel sounds (/er/, /ar/, /or/), past-tense endings, two-syllable words; Tricky Words	Grade 2
	Unit 5 Common spelling alternatives for consonant sounds, e.g., ‘tch’ for /ch/, ‘g’ for /j/, ‘wr’ for /r/; Tricky Words	Unit 1 Review of basic code spellings for /a/, /i/, /e/, /o/, /u/ and all consonant sounds; spelling alternatives for /s/, /j/, /w/, /r/, /n/; tricky spellings ‘c’, ‘g’, ‘n’
	Unit 6 Common spelling alternatives for consonant sounds, e.g., ‘c’ for /s/, ‘kn’ for /n/, ‘wh’ for /wh/	Unit 2 Review of basic code spellings for /ae/, /ee/, /ie/, /oe/, /ue/, /oo/, /ou/, /oi/, /er/, /or/, /ar/; spelling alternatives for /ee/, /ou/, /oi/
	Unit 7 Spelling alternatives for long vowel sounds, e.g., ‘ai’ and ‘ay’ for /ae/, and ‘oa’ for /oe/	Unit 3 Spelling alternatives for /ae/, /oe/, /ie/, /ue/, and /aw/; tricky spellings ‘a’, ‘o’, ‘i’
		Unit 4 Spelling alternatives for: /er/, /i/, /ie/, /oe/, /ee/, and /aw/; tricky spellings ‘e’, ‘ow’
		Unit 5 Spelling alternatives for /u/ and /ə/, tricky spellings ‘a’, ‘e’, ‘o’, ‘o_e’, and ‘ou’
		Unit 6 Spelling alternatives for /er/, /o/, /ə/, /k/, /f/

Step 3: Determine Student Need

3a: Score and Analyze Student Responses

Directions: Review the assessment questions listed below and complete the analysis chart.

Kindergarten BOY Pre-Assessments

Unit 1: Blending PreTest

NAME: _____
DATE: _____

4.1

Assessment

Blending Pretest

Scoring Sheet

Examples: /m/ ... /e/ (me) /s/ ... /a/ ... /d/ (sad)

1. /s/ ... /ae/ (say) _____
2. /n/ ... /oe/ (no) _____
3. /f/ ... /i/ ... /sh/ (fish) _____
4. /s/ ... /u/ ... /n/ (sun) _____
5. /s/ ... /i/ ... /t/ (sit) _____
6. /m/ ... /a/ ... /t/ (mat) _____
7. /t/ ... /e/ ... /n/ (ten) _____
8. /b/ ... /a/ ... /d/ (bad) _____
9. /f/ ... /i/ ... /p/ (flip) _____
10. /sh/ ... /i/ ... /p/ (ship) _____

Notes:

Interpretation:

8 or more correct: Strong

5-7 correct: Fair to Good

4 or fewer: Weak

Total Correct: _____

Skills 1

9

What skill is the correct response assessing?

If the students chose a distractor, what does that response indicate?

Grade 1 BOY Assessment

Beginning of the Year Benchmark: Word Recognition Assessment

NAME: _____

DATE: _____

6.1

Assessment

1. met man mat bat

2. zip zap sip vat

3. cut cot got gut

4. pet vet vat fat

5. rot rob rod red

6. fox fix fax fan

7. spill grab stop spit

8. clip drip drop drum

9. cabs dogs crabs crust

10. flint flag print flap

What skill is the correct response assessing?

If the students chose a distractor, what does that response indicate?

Grade 2 BOY Assessment

Grade 2 Beginning of the Year Benchmark Assessment: Reading Comprehension

NAME: _____

DATE: _____

6.1 Assessment

Snacks



Six kids sat and had a snack.

Rob had six fish sticks.

Bud had ham.

Beth had a bag of chips and a glass of milk.

Rich had fish sticks and figs.

Jill had a hot dog.

Sam had six eggs.

Sam got sick.

The rest of the kids did not.

Skills 1

NAME: _____

DATE: _____

6.2 Assessment

Snacks

1. What was Bud's snack?
 - A. fish sticks
 - B. chips and milk
 - C. ham
2. What was Sam's snack?
 - A. eggs
 - B. fish sticks
 - C. ham
3. What was Beth's snack?
 - A. chips and milk
 - B. fish sticks and figs
 - C. a hot dog
4. Which kid had chips?
 - A. Beth
 - B. Rob
 - C. Bud

Skills 1

25

What skill is the correct response assessing?

If the students chose a distractor, what does that response indicate?

Action Plan Tracker

Action Plan Details				Implementation Follow-Up Status	
Students	Skill Gap	Intervention Strategy	Lesson Plans Created?	Lesson Plan Implemented? Yes/No	Students Achieving Skill Gap After Reteaching

Assessment and Remediation Guide (ARG) Video Notes

Topic	Notes
Purpose of Guide	
Skills Taught	
Location	
Organization	
Other	

Small Group Instructional Plan

1. Establish area(s) of weakness with unit assessment data and/or within lessons
2. Confirm the earliest point of code knowledge weakness
3. Plan for instruction according to the level of instructional need: <ul style="list-style-type: none"> • Guided reinforcement • Explicit reteaching • Comprehensive reteaching
4. Administer progress monitoring assessment

Level of Instructional Need

Directions: In your *ARG*, identify the section on level of instructional need. Read the section and complete the chart below.

Level of Instructional Need	Description and Lesson Format
Guided reinforcement	
Explicit reteaching	
Comprehensive reteaching	

ARG Small Group Lesson Plan-Lesson Components

Directions: As each section is explained, **highlight** key words to remember in each section.

EXERCISE	
Warm-Up	Warm-Up activities prepare students for instruction and focus student attention on following directions. A Warm-Up activity should begin each remedial instruction session regardless of the lesson template selected. These exercises activate foundational knowledge and abilities for reading and spelling.
Explicit Instruction	This section provides teacher-directed time to prepare students to engage with the instruction. A single objective should be the primary focus of any remedial instruction session.
Guided Practice (working with skills)	Working with skills is a transition from teacher-directed explicit Instruction into supported instructional time. The activities are completed with a high level of support and opportunity for immediate feedback.
Guided Practice (applying skills)	Applying skills provides a flexible opportunity for practice with other activities from the Exercises section. It is suggested to choose one or two activities or games from Exercises according to target objectives.
Independent Practice/Progress Monitoring	Time is allotted at the end of the lesson template for independent practice and/or progress monitoring. Independent practice time is an extension or repeat of previously completed activities with which students have demonstrated the ability to perform independently. This allows for the integration of progress monitoring assessments as needed.

Workshop Classroom Data

Step 1: Review CKLA Unit Assessments, Scoring Guidelines, and Placement Criteria

Guiding Questions	Responses
What skills are being assessed on the assessment?	
How are the skills being assessed?	
How do the scoring guidelines support this analysis of student data?	

Step 2: Gather Student Data

*Use student data that you brought to the session.

Step 3: Determine Student Need

Score and Analyze Student Responses: Item Analysis

Assessment Title	Guiding Questions	Responses
	What skill is the correct response assessing?	
	If students chose a distractor, what does that response indicate?	
Assessment Title	Guiding Questions	Responses
	What skill is the correct response assessing?	
	If students chose a distractor, what does that response indicate?	
Assessment Title	Guiding Questions	Responses
	What skill is the correct response assessing?	
	If students chose a distractor, what does that response indicate?	

Step 3: Determine Student Need

3b: Record Student Responses (Kindergarten)

[illegible]

UNIT 1 WRITING STROKES PRETEST CLASS SUMMARY SHEET

[illegible]

Teacher Resources

125

3b: Record Student Responses (Grade 1)

Note: Have students who score 3 or less on the Independent Story Reading Assessment retake the assessment one-on-one with you, reading the story aloud and answering comprehension questions orally.

[illegible]

3b: Record Student Responses (Grade 2)

Teacher Name _____

Date_

[illegible]

Step 4: Develop Action Plan

Action Plan Tracker					
Action Plan Details				Implementation Follow-Up Status	
Students	Skill Gap	Intervention Strategy	Lesson Plans Created?	Lesson Plan Implemented? Yes/No	Students Achieving Skill Gap After Reteaching

Step 5: Develop Reteach Plan

Kindergarten Letter-Sound: *ARG* Cheat Sheet

Teacher Resource

Reference the following chart to find the *ARG* lesson that corresponds to a specific letter-sound correspondence that students struggle with.

Unit	Letter- sound
Unit 3	m; a; t; d; o; c; g; i
Unit 4	n; h; s; f; v; z; p; e
Unit 5	b; l; r; u; w; j; y; x; k

Assessment and Remediation Guide: Flow Chart

Pre-test using section Assessment (optional)	↓
Teach lesson(s) using Word Lists; have students read Word List pages	↓
Provide practice with worksheets. Some worksheets may be done with teacher guidance; others, particularly towards the end of the worksheets, should be completed independently by students	↓
Ask students to read aloud the Practice Sentences and Stories	↓
Provide additional practice with Games	↓
Post-test using section Assessment of targeted letter-sound correspondences	↓
Ask students to read longer section Stories	↓
Give section Fluency Assessment (starting with Section III)	↓

Step 5: Develop Reteach Plan

Small Group Lesson Plan

Intervention Group _____ Skill Focus _____

Focus	Teaching	Materials
Warm-Up		
Explicit Instruction		
Guided Practice (working with skills / applying skills)		
Independent Practice / Progress Monitoring		

Small Group Lesson Plan

Intervention Group _____ Skill Focus _____

Focus	Teaching	Materials
Warm-Up		
Explicit Instruction		
Guided Practice (working with skills / applying skills)		
Independent Practice / Progress Monitoring		

Small Group Lesson Plan

Intervention Group _____ Skill Focus _____

Focus	Teaching	Materials
Warm-Up		
Explicit Instruction		
Guided Practice (working with skills / applying skills)		
Independent Practice / Progress Monitoring		

Exit Ticket

You have a student who needs remediation with the /m/ > 'm', /ie/ > 'i_e' and /oi/ > 'oi' sound-spelling correspondences. Which sound-spelling correspondence will you reteach first? Why?

Where will you find resources for this lesson?

Amplify Educational Support Team

Today's Facilitator: _____

Email:

TechSupport: help@amplify.com

Pedagogical Support: edsupport@amplify.com

Phone:

Call toll-free at (800) 823-1969

Monday through Friday

7:00 am-7:00 pm EST

Survey link: <https://www.surveymonkey.com/r/CKLAAstrengthening>

Appendix: Sample Data: Kindergarten

Group 1																									
Group 2																									
Group 3																									
Letter Sounds																									
Student Name	m	a	t	d	o	c	g	i	n	h	s	f	v	z	p	e	b	l	r	u	w	j	y	x	k
Anthony																									
David	x	x	x		x	x	x		x	x	x	x	x	x	x	x			x		x	x		x	x
Horace		x	x			x	x			x	x	x	x	x	x			x		x	x			x	x
Justin	x		x	x	x		x		x		x	x			x	x	x	x			x	x		x	
Aliana																									
Mary																									
Maria	x		x														x								
Jess	x	x	x	x	x		x		x		x	x	x	x	x		x	x	x			x		x	x
Antonio	x	x	x	x	x	x		x		x	x	x		x			x		x	x	x	x		x	
Carlos	x	x	x	x	x		x		x	x	x	x	x	x	x	x	x					x		x	x
Damion	x	x	x		x	x	x		x	x	x	x	x	x		x			x		x	x		x	x
Devin																									
Jessica	x		x		x	x	x				x	x		x				x	x		x				x
Patty	x	x			x	x					x		x	x			x	x							x
** 'x' represents the sounds they KNOW																									

Sample Data: Grade 1

Group 1	
Group 2	
Group 3	

Word Recognition Test

Student Name	CVC (Lines 1-6)	Consonant Clusters (Lines 7-13)	Consonant Diagrams/Double Letter Spellings (Lines 14-20)	Tricky Words (Lines 21-25)
Alex	short o	dr, ng, cks	sh, th, ch, qu, zz	are
Peter		cr, fl, ng, cks	th, ch, qu, zz	the, are, one, said
Dominique		cr, ng	sh, th, ch	
Devin	a		ch, th	are
Javarious	u		qu, th	are
Marcus	u, e		th, ch	
Waldo		cks	sh, th	
Laura	a, u, i	sp, dr, cr with x and i	sh, th, ch, qu, bb	your, have
Angelique	u, a	i in miss	th	
John	u	cr, cks	th, ch, qu	
Kendra	a, u, i	i in miss, sp, dr	th, qu	
Julia	e, t, o, a	cr, fl, cks	th, ch, qu, bb	are, one, no
Brandon	a, u, e	cr, cks	th	said
Peggy		cr	ch, th, qu	
Tom		i, cks	ch, th, qu, bb	
Peter	u	cr, i in miss	th, qu	one, said
Sheretta		cr	th	
Jessica	a, u, i	dr, cr, cks	ch, th, qu	all but no
Dalria	u		th	
Luna		cr	th	
Mike		cr, fl, i, cks	th, ch, qu, zz	the, are, one, said
Kim			qu	
Krissy		cr	bb/dd	

Psuedoword Test

Student Name	CVC (Lines 1-3)	Consonant Clusters (Line 4)	Consonant Diagrams (Line 5)	Double Letter Spellings (Line 6)
John	**Inverting b, d, q, and p			
Javarious		L-blends		ff
Waldo	short e, m, *inverting b, d, p			gg
Dominique	inverting b/d, e			
Julia	inverting b, d, e, p			ff, gg

Alex	s, a	j, k, l blends					
Code Knowledge							
Student Name	m, s, f, v, c	r, l, n, e, u	l, o, a, t, y	d, g, h, j, k	b, p, c, w, x	sh, th, ch, ng, qu	ff, ss, ll, gg, ck
Waldo						ch, ng, pu*	
Dominique		r		d	b	th, qu	
Devin		l	o	d	b	th, qu	
Javarious						ng, qu, ck	
John						qu	
Peter	v	e, u, l			b, c, x	ch, th, ng	
Alex			w	b, d		sh, th	
Angelique							
Peter		r, u		d, j		ch, th, ng, qu	
Letter Names							
Student Name	Letter Names to Learn						
Laura							
Julia							
Jessica							

Sample Data - Grade 2

Group 1									
Group 2									
Group 3									
Word Reading									
Student Name	CVC (Lines 1-3)	Consonant Clusters (Lines 4-6)	Consonant Diagrams (Lines 7-8)	Tricky Words (Lines 9-12)	Vowel Diagrams, Diphthongs and R- Controlled Vowels (Lines 13-15)	Spelling Alternatives for Consonant Sounds (Lines 16-17)	Spelling Alternatives for Long Vowel Sounds (Lines 18-20)	Spelling alternatives for schwa sound vowels (Lines 21-22)	Spelling Alternatives for Vowel Sounds (Lines 23-24)
Emmanuel	a,e,i, o,u	br, gr, sp, fl, dr, cl, st, nd, cr, nt,	ng,ll, sh, ch, ck, ss, ff, qu	was, said, they, would, who, from, there, were, their, any					
David		br,gr, fl, dr, st, nd, ft, cr, pr	th, ng, ll, sh, ch, ck, ff, qu	were, at, would, their, there, any					
Harry	a, e, u, i	br, gr, sp, fl, dr, cl, st, nd, ft, cr, nt	th, ng, ll, sh, ch, ck, ff, qu	you, sad, they, would, have, who, from, there, were, your, their, any					
Jonathan	a, e	br, sp, dr, nd, ft, st	ng, th, ff	were, would, was, there, any					
Delilah	e,	br, gr, sp, fl, dr, cl, st, nd, ft, st, nt, cr	th, ng, ll,sh, ch, ck, ss, ff, qu	at, would, who, were, their, any					
Aaron		br, gr, sp, dr, cl, st, nd, ft, nt	th, ng, th, ll, sh, ch, ck, ss, ff	would, any, were					
Zach	e,i,u?	sp, fl, dr, cl, st, nd, ft, nt, cr	ng, sh, ck, ss, ff, qu	would, who, there, were, any					
Freddy	a	br, gr, sp, fl, st, ft, st, cr	th, ng, th, ll, sh, ch, ck, ss, ff	they, would, who, there, were, their, any					
Katrina	a	br, gr, st, sp, fl, cr	th, sh, ch, ck, ss, qu	of, would, from, there, were, two, their, any					
Rihanna	a, u, e, i	br, gr, sp, fl, dr, cl, nd, ft, cr, pr	th, sh, ch, ss, st, qu	from, there, were, their, any	i_e, ee, u_e, aw, oi, ou, or, ar,	wh, c /s/, nk, g /j/, c /s/, kn, ns, rv, tch	sold, ow, ai, igh, y /i/, ea, y /i/, ay, y /i/, ie, blind, e_e, oa	along, mother, more, done, apple, action, hurt	wall, now, push, head, fault, unit, early, student
Theodore	o	br, gr, nd, pr	st	any	i_e, u_e, ou, oi, aw, or, i_e	c /s/, g /j/, kn, tch, nse	sold, ai, igh, ea, y /i/, ay, i, ie, making, e_e, oa	along, done, action, hurt, animal	ea, au, unit, early
Jessica			ss, st, qu	any, were	fine, cute, loud, oil, law	cent, honk, germ, dance, large, rinse, serve	ai, igh, y, ay, ie, e_e, oa, i	along, mother, done, action, animal	au, ew, oy, unit, ea, student
Drake		cr	ch	were	leaving off "s"	g /j/, kn, serve, rinse	ai, y /i/, blind	action	ow, au (fault), unit, early
Katrice	u, o	br, pr, gr	ch, ck, qu	were, their	u_e, ou, oi, aw	c /s/, nk, g /j/, kn	ai, ea /e/, y /i/, ie, blind, e_e, oa	along, done, action, hurt	wall, head, fault, unit, early
Peter	e, i	br	ss, ch	were	ll	nt, g /j/, large, kn, ns	ai, i /e/, bl	done	fault, unit
Mike		pr	ch	were, their		nk, g /j/, kn, ns	ai, i /e/, ie	action, hurt	unit, fault
Georgia						ns			
Tom			ll, ch	were	her, card, ll	g /j/, kn, ns	ai, y /i/, y /i/, i /e/, ie	action	now, fault, unit, early
Kate		sp		who	ou, oi	g /j/, kn, ns, ar	ai, ay, i /e/, ing, e_e, oa	hurt	now, unit
Cara	mixing up "i" "e"			were	ar, aw, u_e	c /s/, g /j/, ns, rv	sn, ai, i /e/, e_e		unit, head, fault, early
Anne						g /j/	ai, y /i/, i /e/, blind		now, fault, unit
Kevin		print			ee, aw	ns, g /j/	i /e/		unit, fault
Justin					aw	g /j/	i /e/, blind, e_e		unit
Ricardo	o					c /s/, kn	e_e		
Adelaide			switching "i" with "e"	were		tch			unit
Meredith					i_e, ou		i /e/		
Layla									
Maria			ck, ss		u_e, oi, aw, ar	c /s/, g /j/, kn, ns, rv, tch	ea, y /i/, ay, ie, blind, e_e, oa	mother, action	fault, unit, early, student