

Leveraging CKLA Materials during the COVID-19 Shutdown

March 2020

As districts and schools take the difficult but necessary step of closing schools while the country works to slow the spread of COVID-19, supporting student learning at home is a top priority. Below are suggestions to consider as you determine how to continue your literacy implementation work while students are out of school. We have outlined three scenarios but know you may have a hybrid of these scenarios; if you'd like to brainstorm around your options, please reach out to TNTP!

General Guidance

Set reasonable expectations for home literacy learning. Our goal is to help students retain the knowledge they've already gained and to prevent as much learning loss as possible. It's likely not reasonable to expect parents to teach new skills and topics; rather, focus on reviewing content that has already been taught or introducing content you will teach once students come back to school.

Identify current materials (sets of student texts, workbooks, etc.) to send home. Once teachers and leaders have identified units to study at home, assess current materials and identify where you might be able to send home student materials or help students access current instructional materials digitally. This should be content that is reviewing past or previewing future instruction. As you approach shifting instruction, consider your goals and context. Equity of access is a major consideration as are federal and state guidelines and regulations on students with IEPs and 504s. Many districts can only make distance or online learning optional so are choosing carefully whether to push forward with new content via the methods described below or aiming to keep children engaged with previously learned content.

Where possible, send home supplemental texts and materials. This is a great time to clear out old texts that teachers no longer use. Allow parents to pick up books or send some home with students who may not have any books at home to read.

Consider how you're maximizing the impact of your strong instructional staff. This might include teachers, leaders, coaches who are willing and able to record lessons, create packets, or provide students virtual feedback. You may want to prioritize available instructional staff to support students with diverse learning needs (such as English Language Learners and/or those who have learning and thinking differences that impact their reading and writing skills).

Consider what students can do independently and what requires an adult. Many parents are attempting to juggle working from home for the first time with keeping their child occupied and engaged in educational activities. When possible, prioritize guidance and activities that children can work on relatively independently while providing parent-friendly guidance for how to best support students diverse learning needs that impact their reading and writing skills.

Defer to district and state guidelines for providing accommodations and modifications for students with IEPs. Any guidance coming from your district should adhere to state guidance for students with IEPs. [This article](#) also provides useful information.

CKLA-Specific Guidance

Scenario: "Live" Teaching: If teachers are working and can teach virtually or create pre-recorded lessons AND students have internet access on a smartphone or computer or TV

- **Live Teaching:** Zoom is currently offering free accounts for educators and students. Go to https://zoom.us/docs/ent/school-verification.html?zcid=1231&_ga=2.228851412.995105639.1583699918-735451631.1546545079 to learn how to set up this service for your district.
- **Recording Lessons:** It is easy to record lessons via Zoom and post them to a Google drive for students to access. If you have questions about how to do this, reach out to TNTP.
- **Managing Assignments:** To create common, daily tasks, have teachers consider using [Google Classroom](#) to create daily writing prompts for students or Google Forms with quick response questions for students to answer from each lesson.

K-2 Grade Band	3-5 Grade Band
<p><i>Listening & Learning/Knowledge</i></p> <ul style="list-style-type: none"> Choose one Listening & Learning domain for teachers to prioritize. It is likely good to prioritize a domain that has already been taught in the spirit of review. Have teachers read the Read Aloud, focusing on the text of the Read Aloud. While they may want to include some of the commentary and context including During Reading, this is not the time to prioritize questions during Reading as students may not be able to stop and start their recording or live stream Have teachers choose 1-2 questions for students to think about after the Read Aloud. Invite students to respond to the question either by telling someone at home about what they've learned or by writing. Teachers can access Teacher Guides online via Amplify or the Core Knowledge Website. If making recordings available, organize them in a Google Drive by grade level so that they are easily accessible. NOTE: Core Knowledge has begun curating video Read Alouds. You may want to see what currently exists as you consider where to start with teachers recording Read Aloud lessons. Please note that a complete set of recorded lessons does not yet exist, and you may want to check for quality as more resources are added! You may want to consider building a list of websites and digital activities that align to your selected topics that students can complete to continue building knowledge of topics. These could be pulled from sites such as ReadWorks, NewsELA, and CommonLit, among others. 	<p><i>Option 1:</i></p> <ul style="list-style-type: none"> Choose one unit for teachers to prioritize. It is likely good to prioritize a domain that has already been taught in the spirit of review. You should also make sure to choose a unit that has a student reader that is publicly available through CKLA or Amplify. Have teachers read the Read Aloud, focusing on the text of the Read Aloud. While they may want to include some of the commentary and context including During Reading, this is not the time to prioritize questions during Reading as students may not be able to stop and start their recording or live stream. In lessons where a form of reading other than Read Aloud is called for (partner reading, independent reading, etc.) teachers should choose whether to read aloud or ask students to read independently. Have teachers choose 1-2 questions for students to think about after the Read Aloud. Invite students to respond to the question either by telling someone at home about what they've learned or by writing. Teachers may want to consider using a generic text-specific writing prompt that can be used every day (<i>What did you learn about today? Use examples from the text.</i>) or create an activity that can be done with a key vocabulary word (<i>draw and label the vocabulary word and use it in a sentence</i>). Have teachers choose one element of the Skills/Writing section to review with students, then assign a page from the workbook for students to complete. See below for recommendations on how students can access workbooks.
<p><i>Foundational Skills</i></p> <ul style="list-style-type: none"> Focus teacher time on Read Aloud lessons and follow the guidance below for Foundational Skills review. 	<p><i>Another Option:</i></p> <ul style="list-style-type: none"> Amplify has novel studies available for grades 3-5. These include student workbooks and the novels for these for each grade level are available on Audible. As a stopgap or temporary set of assignments, you might want to have students complete these novel studies over a two-week period. Student workbooks are available here.

Considerations:

- Do you have central office staff with skill and capacity who can support recording of lessons?
- Audit your teachers' capacity and technological expertise to determine who can offer support in recording of lessons?
- How can you store and share recorded lessons to be shared across schools?
- What additional and ongoing support and communication can you provide to parents/caregivers to answer their questions and troubleshoot challenges?

- Do you need parental consent forms to engage in live virtual teaching? Check your district and state policies.

Scenario: Home Internet and Tech: If most students have access to technology and internet at home, but teachers are not working

K-2 Grade Band	3-5 Grade Band
<p><i>Listening & Learning/Knowledge</i></p> <ul style="list-style-type: none"> • If students have access to technology at home, you may wish to consider recording lessons and making them available via Google Drive/social media. See guidance above. • Identify a domain per grade level to have parents/caregivers read aloud to students at home. Provide parents with guidance on accessing Read Aloud materials via Google Drive and/or social media. • Provide guidance for parents/caregivers to focus on the Read Aloud and the comprehension questions at the end of the lesson. • Include guidance to read one lesson per day. • NOTE: Core Knowledge has begun curating video Read Alouds. You may want to see what currently exists as you consider where to start with teachers recording Read Aloud lessons. Please note that a complete set of recorded lessons does not yet exist, and you may want to check for quality as more resources are added! • You may want to consider building a list of websites and digital activities that align to your selected topics that students can complete to continue building knowledge of topics. These could be pulled from sites such as ReadWorks, NewsELA, and CommonLit, among others. 	<ul style="list-style-type: none"> • Choose one unit for students to focus on and make the Student Reader available online (whether by linking to a Google Drive or to Amplify/Core Knowledge). • Provide guidance for students to read a story or set of pages each day and answer the accompanying questions. • Consider having students respond to the questions in a Google form or online platform. <p><i>Another Option:</i></p> <ul style="list-style-type: none"> • Amplify has novel studies available for grades 3-5. These include student workbooks and the novels for the first of these for each grade level are available on Audible. • As a stopgap or temporary set of assignments, you might want to have students complete these novel studies over a two-week period. • Student workbooks are available here.
<p><i>Foundational Skills</i></p> <ul style="list-style-type: none"> • Make student readers and accompanying comprehension worksheets available via Google Drive. • Provide guidance for parents/caregivers on which activities students should complete at home. • Focus on review rather than new skills. 	

Considerations:

- Do you have central office staff with skill and capacity who can support in setting up Google Classroom and/or Google Forms for each lesson?
- Core Knowledge has coordinated access to recorded Read Alouds for some of the K-3 lessons that you can access here:

https://drive.google.com/drive/folders/1Sxb4LhVXijv-f_ZywT1HH1sS8nYW5sSi?mc_cid=de9e6585a2&mc_eid=264e366c44

- How can you provide parents with a day-by-day breakdown of lessons with where to access information, helpful links, and step-by-step directions on how to support their child?

Scenario: Hard Copy Materials: If you need to print materials for families to pick up

K-2 Grade Band	3-5 Grade Band
<p><i>Listening & Learning/ Knowledge</i></p> <ul style="list-style-type: none"> • Choose one domain to print per grade level and make copies available to pick up at a central location that follow social distancing guidelines. • Provide guidance for parents/caregivers to focus on the Read Aloud and the comprehension questions at the end of the lesson. • Include guidance to read one lesson per day. • You may want to consider building a list of printable articles that align to your selected topics that students can complete to continue building knowledge of topics. These could be pulled from sites such as ReadWorks, NewsELA, and CommonLit, among others. Articles could be printed from these sites and included in the packets you are printing to send home. 	<ul style="list-style-type: none"> • Choose one unit for students to focus on and print the Student Reader. Make sure you are selecting a unit that has a printable reader. • Make copies available to pick up at a central location that follows social distancing guidelines. • Provide guidance for students to read a story or set of pages each day and answer the accompanying questions. <p><i>Another Option:</i></p> <ul style="list-style-type: none"> • Amplify has novel studies available for grades 3-5. These include student workbooks and the novels for the first of these for each grade level are available on Audible. • As a stopgap or temporary set of assignments, you might want to have students complete these novel studies over a two-week period. • Student workbooks are available here.
<p><i>Foundational Skills</i></p> <ul style="list-style-type: none"> • Print student readers and accompanying comprehension worksheets for one unit. • Provide guidance for parents/caregivers on which activities students should complete at home. • Focus on review rather than new skills. • You may wish to send home already printed materials. As a district team, you should discuss the implications of this, including whether or not you can replace materials that may not come back. 	

Suggested Domains and Units

These are domains and units that parents/caregivers should find easily accessible in terms of content knowledge demands. While these are TNTP’s suggestions, you should choose the domains/units that fit best with where students in your district are in their pacing and scope of learning and your goals for maintaining knowledge versus building new content.

Grade Level	Listening & Learning Domain	Skills Unit
Kindergarten	Knowledge 11: Taking Care of the Earth	To maintain integrity of sequence of learning in Skills, teachers should identify lessons within a current unit that would be valuable for students to review and upcoming lessons that could be introduced. Teachers will need
1 st Grade	Knowledge 9: Fairytales	
2 nd Grade	Knowledge 12: Fighting for a Cause	

		to revisit any newly introduced content once students return to school.
3 rd Grade	Unit 11: Ecology	
4 th Grade	Unit 8: Treasure Island	
5 th Grade	Unit 8: Native Americans	

Considerations:

- Do central office staff, school leadership, and/or teachers have capacity to help plan out a day-by-day guide to send home with parents/caregivers with step-by-step directions for how to support their child?

Resources

- [Amplify CKLA](#): Amplify has made their materials available widely; teachers can download and print.

<i>Program & link</i>	<i>Password</i>	<i>Audience</i>
CKLA 1st edition resources	cklasupport	Educators
CKLA 2nd edition resources	cklasupport	Educators
ELA 1st edition resources	ELAtemphome2019	Students
ELA 2nd edition resources	ELAtemphome2019	Students

- [Core Knowledge Website](#): Teachers can download and print teacher guides and materials.
- [Parental Support for Struggling Readers](#): This is a simple, yet robust parent-friendly guide for helping children who are struggling readers.
- [CKLA on Nearpod](#): CKLA-aligned resources are available for purchase. These include strategies for engaging students during Read Aloud, along with supplemental resources. There are some free resources available.