



SUMMER SCHOOL CASE STUDY: TROUSDALE COUNTY SCHOOLS (CKLA)

Summer School Details

- Four days a week for five weeks (Monday-Thursday)
- Six hours of daily programming, including 90 minutes of ELA, 90 minutes of math, and 90 minutes of intervention

Summer School Goals

- Leverage our high-quality instructional materials strategically to address learning loss and accelerate student learning during summer school.
- Reinforce grade-level learning with a strategic review of the most critical reading foundational skills content from the exiting grade.
- Accelerate learning and build student confidence by building knowledge and vocabulary to support access to next year’s content.
- Leverage what we’re learning about high-dosage tutoring during Summer School based on what we learn from the pilot we’re currently conducting.

High-Quality Instructional Materials

- Our adopted ELA Curriculum in K-2 is CKLA.
- We are on pace to complete the CKLA scope and sequence by the end of the school year.

Summer School Content Plans

Grade	Goals	Content
Graduating Kindergarteners	<ul style="list-style-type: none"> • Provide additional practice with complex text • Build knowledge for next year 	<ul style="list-style-type: none"> • CKSci Unit 2: Needs of Plants and Animals to build important background knowledge that will support success in Grade 1 Unit 9: Animals and Habitats (1.LS1, 1.LS2). • CKHG Unit 4: The Mount Rushmore Presidents to build important background knowledge that will support success in Grade 1 Unit 10: A New Nation (1.15).
	<ul style="list-style-type: none"> • Reinforce grade-level foundational skills 	Kindergarten COVID Recovery Unit focused on practice and application of common gaps and prerequisite skills: <ul style="list-style-type: none"> • CVC word reading with short vowel sounds like cat, dog, bed



		<ul style="list-style-type: none"> Consonant clusters, CCVC words like flag, CVCC words like dust, CCVCC words like blast Consonant sounds written with digraph spelling (e.g., 'sh', 'ch', 'th', 'ng') <p><i>See Appendix A for comprehensive COVID Recovery Unit</i></p>
Graduating First-Graders	<ul style="list-style-type: none"> Provide additional practice with complex text Build knowledge for next year 	<ul style="list-style-type: none"> CKSci Unit 5: Human Body Systems to build important background knowledge that will support success in Grade 2 Unit 10: The Human Body. CKHG Unit 2: Mesopotamia to build important background knowledge that will support success in Grade 2 Unit 2: Early Asian Civilizations.
	<ul style="list-style-type: none"> Reinforce grade-level foundational skills 	<p>Grade 1 COVID Recovery Unit focused on practice and application of common gaps and prerequisite skills:</p> <ul style="list-style-type: none"> Basic code spellings for long vowels (e.g., Magic E) Basic code spellings for other vowel sounds Basic code spellings for r-controlled vowels Spelling alternatives for consonant sounds Spelling alternatives for long vowels <p><i>See Appendix B for comprehensive COVID Recovery Unit</i></p>
Graduating Second-Graders	<ul style="list-style-type: none"> Provide additional practice with complex text Build knowledge for next year 	<ul style="list-style-type: none"> CKSci Unit 2: Organisms and Their Habitats to build important background knowledge that will support success in Grade 3 Unit 8: Native Americans and Unit 9: Early Explorations of North America (3.01, 3.05, 3.10, 3.11). CKHG Unit 5: Geography of the Americas to build important background knowledge that will support success in Grade 4 Unit 5: Geology (4.LS2, 4.LS4).
	<ul style="list-style-type: none"> Reinforce grade-level foundational skills 	<p>Grade 2 COVID Recovery Unit focused on practice and application of common gaps and prerequisite skills:</p> <ul style="list-style-type: none"> Advanced code spellings for /s/, /j/, /w/, /r/, /n/ Advanced code spellings for /ee/, /ou/, /oi/ Advanced code spellings for /ae/, /oe/, /ie/, /ue/, and /aw/



		<ul style="list-style-type: none">• Advanced code spellings for /er/, /i/, /ie/, /oe/, /ee/, and /aw/• Advanced code spellings for /u/ and /ə/• Advanced code spellings for /er/, /o/, /ə/, /k/, /f/• One, two, and three-syllable words: read, write, and spell <p><i>See Appendix C for comprehensive COVID Recovery Unit</i></p>
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APPENDIX A: KINDERGARTEN COVID RECOVERY UNIT – CKLA SKILLS

Week	Focus (<i>emphasis on review and practice of these skills</i>)	Lesson Resources
Week 1	Basic Code Review CVC word reading Tricky Words: The	<ul style="list-style-type: none"> • Unit 3, Lesson 5 • Unit 3, Lesson 10 • Unit 4, Lesson 5 • Unit 4, Lesson 10 • Unit 4, Lesson 14: Skip the Reading Assessment Part 2 in Unit 4, Lesson 14. Instead, chose an activity aligned to student needs from the Additional Support activities.
Week 2	Basic Code Review CVC word reading Tricky Words: A, Blue, Yellow, Look	<ul style="list-style-type: none"> • Unit 4, Lesson 15: Skip the Reading Assessment Part 2 listed following the Word Box activity in Lesson 15. Instead, chose an activity aligned to student needs from the Additional Support activities. • Unit 5, Lesson 5 • Unit 5, Lesson 8 • Unit 5, Lesson 10 • Unit 5, Lesson 11
Week 3	Initial and Final Blends/ Clusters Review CCVC/CVCC/CCVCC word reading Tricky Words: Are Decodable stories: Kit's Hats, Kit's Cats, Kit's Mom	<ul style="list-style-type: none"> • Unit 6, Lesson 2: The Take-Home Activity asks students to read and write the Tricky Word I. Because I is not explicitly reviewed in this summer scope and sequence, teachers may want to provide a brief review of the word I prior to sending home the Take-Home Activity (Activity Sheet 2.2). • Unit 6, Lesson 4 • Unit 6, Lesson 6 • Unit 6, Lesson 7: Teachers may choose to add a demonstration of the decodable story, Kat's Cats, if appropriate for student needs. Directions for demonstrating Kit's Cats provided in Unit 6, Lesson 5. • Unit 6, Lesson 8
Week 4	Initial and Final Blends/ Clusters Review CCVC/CVCC/CCVCC word reading	<ul style="list-style-type: none"> • Unit 6, Lesson 9 • Unit 6, Lesson 10



	Decodable stories: Kit's Mom, Kit's Pants, Mumps, Fast Fred	<ul style="list-style-type: none">• Unit 6, Lesson 12• Unit 6, Lesson 13• Unit 6, Lesson 16
Week 5	Initial and Final Digraphs Review CCVC/CVCC/CCVCC word reading	<ul style="list-style-type: none">• Unit 7, Lesson 1• Unit 7, Lesson 2• Unit 7, Lesson 4• Unit 7, Lesson 5• Unit 7, Lesson 6
Week 6	Initial and Final Digraphs CCVC/CVCC/CCVCC word reading Tricky Words: Down, Out, Of Decodable stories: Sal's Fish Shop, Seth's Finch	<ul style="list-style-type: none">• Unit 7, Lesson 7• Unit 7, Lesson 8• Unit 7, Lesson 10• Unit 7, Lesson 13• Unit 7, Lesson 17: Teachers may choose to add a demonstration of the decodable story, Seth's Finch, if appropriate for student needs. Directions for demonstrating Seth's Finch provided in Unit 7, Lesson 16.



APPENDIX B: GRADE 1 COVID RECOVERY UNIT – CKLA SKILLS

Week	Focus (<i>emphasis on review and practice of these skills</i>)	Lesson Resources
Week 1	Basic code spellings for long vowels (Magic E) Tricky Words: They, their	Unit 2, Lesson 1 Unit 2, Lesson 3 Unit 2, Lesson 5 Unit 2, Lesson 6 Unit 2, Lesson 8
Week 2	Basic code spellings for long vowels (Magic E) Vowel Digraphs Tricky Words: you, because, down could, they, your, once, said, of, would	Unit 2, Lesson 12 Unit 2, Lesson 13 Unit 3, Lesson 1: Replace the 10-minute spelling introduction with one of the activities from the Additional Support section listed at the end of the lesson Unit 3, Lesson 5: Replace the 15-minute spelling assessment with one of the activities from the Additional Support section listed at the end of the lesson Unit 3, Lesson 9
Week 3	Vowel Digraphs /oo/ spelled 'oo' as in soon • /oo/ spelled 'oo' as in look • /ou/ spelled 'ou' as in shout • /oi/ spelled 'oi' as in oil • /aw/ spelled 'aw' as in paw Tricky Words: because, down, could, they, your, once, said, of, would	Unit 3, Lesson 12 Unit 3, Lesson 15: Replace the 15-minute spelling assessment with one of the activities from the Additional Support section listed at the end of the lesson Unit 3, Lesson 17 Unit 3, Lesson 18 Unit 4, Lesson 1: Replace the 15-minute introduction of spelling words with one of the activities from the Additional Support section listed at the end of the lesson
Week 4	R-Controlled Vowels Tricky Words: Today, tomorrow, yesterday Two syllable words	Unit 4, Lesson 4 Unit 4, Lesson 7 Unit 4, Lesson 8



		Unit 4, Lesson 11: Replace the 15-minute introduction of spelling words with one of the activities from the Additional Support section listed at the end of the lesson Unit 4, Lesson 14
Week 5	Spelling Alternatives for Consonant Sounds Tricky Word: Picture, Stagecoach	Unit 5, Lesson 4 Unit 5, Lesson 6: Replace the 15-minute introduction of spelling words with one of the activities from the Additional Support section listed at the end of the lesson Unit 5, Lesson 8 Unit 5, Lesson 9 Unit 5, Lesson 12
Week 6	Spelling Alternatives for Consonant Sounds	Unit 5, Lesson 14 Unit 6, Lesson 11: Replace the 15-minute introduction of spelling words with one of the activities from the Additional Support section listed at the end of the lesson Unit 6, Lesson 16: Replace the 15-minute introduction of spelling words with one of the activities from the Additional Support section listed at the end of the lesson Unit 6, Lesson 18 Unit 6, Lesson 19



APPENDIX C: GRADE 2 COVID RECOVERY UNIT – CKLA SKILLS

*Note to Teachers: Much of the instruction prioritized in the Lessons for this COVID Recovery Unit include introducing and/or practicing spelling words. Due to the pacing of summer school and this COVID Recovery Unit, you will not teach every lesson in a unit and **not** have time to conduct regular spelling assessments. If the CKLA lesson resources reference the spelling assessments, omit that portion from the lesson and continue with introducing and/or practicing the spelling skill.*

Week	Focus (<i>emphasis on review and practice of these skills</i>)	Lesson Resources
Week 1	Spelling alternatives for /s/, /j/, /w/, /r/, /n/ Tricky spellings 'c', 'g', 'n' Tricky Words: What, where, why, from	Unit 1, Lesson 11 Unit 1, Lesson 12 Unit 1, Lesson 14 Unit 1, Lesson 16: Cut introduction of spelling words; replace with an activity from the Additional Support section listed at the end of the lesson Unit 2, Lesson 3
Week 2	Spelling alternatives for /ae/, /oe/, /ie/, /ue/, and /aw/ Tricky spellings 'a', 'o', 'i'	Unit 3, Lesson 2 Unit 3, Lesson 3 Unit 3, Lesson 6 Unit 3, Lesson 8 Unit 3, Lesson 11
Week 3	Spelling alternatives for /ae/, /oe/, /ie/, /ue/, and /aw/ Tricky spellings 'a', 'o', 'i'	Unit 3, Lesson 13 Unit 3, Lesson 16 Unit 3, Lesson 18 Unit 3, Lesson 19 Unit 3, Lesson 20
Week 4	Spelling alternatives for: /er/, /i/, /ie/, /oe/, /ee/, and /aw/ Tricky spellings 'e', 'ow'	Unit 4, Lesson 1: Cut introduction to spelling words; replace with an activity from the Additional Support section listed at the end of the lesson Unit 4, Lesson 3



		Unit 4, Lesson 6: Cut the Language portion (Spelling Words); replace with an activity from the Additional Support section listed at the end of the lesson Unit 4, Lesson 9 Unit 4, Lesson 11: Cut the Language portion (Spelling Words); replace with an activity from the Additional Support section listed at the end of the lesson
Week 5	Spelling alternatives for /u/ and /ə/ Tricky spellings 'a', 'e', 'o', 'o_e', and 'ou'	Unit 4, Lesson 21 Unit 5, Lesson 1 Unit 5, Lesson 7 Unit 5, Lesson 11 Unit 5, Lesson 13
Week 6	Spelling alternatives for /u/ and /ə/ Tricky spellings 'a', 'e', 'o', 'o_e', and 'ou'	Unit 5, Lesson 15 Unit 5, Lesson 16 Unit 5, Lesson 22 Unit 5, Lesson 23 Unit 5, Lesson 24