

## SUMMER SCHOOL CASE STUDY: LENOIR CITY SCHOOLS (EL LANGUAGE ARTS)

### Summer School Details

- Four days a week for six weeks (Monday-Thursday)
- Community partnerships one day a week for six weeks (Friday)
- Six hours of daily programming, including two hours of ELA, two hours of math, and one hour 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.

### High-Quality Instructional Materials

- Our adopted ELA curriculum in K-8 is the EL Language Arts curriculum (LearnZillion Platform).
- We are on pace to complete the EL Language Arts 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"> <li>• Provide additional practice with complex text</li> <li>• Build knowledge for next year</li> </ul>	<ul style="list-style-type: none"> <li>• Supplemental texts from Grade 1 Module 1 – Tools and Knowledge, NewsELA EL Curriculum Supplement</li> <li>• <a href="#">CKSci Unit 1: Pushes &amp; Pulls</a> (1.ETS1, E.ETS2)</li> <li>• Supplemental texts from Grade 1 Module 3 – Bird’s Amazing Bodies and Module 4 – Caring for Birds</li> <li>• <a href="#">CKSci Unit 2: Needs of Plants and Animals</a> (1.LS1, 1.LS2)</li> </ul>
	<ul style="list-style-type: none"> <li>• Reinforce grade-level foundational skills</li> </ul>	Kindergarten COVID Recovery Unit focused on practice and application of common gaps and prerequisite skills: <ul style="list-style-type: none"> <li>• ABC sounds and recognition</li> </ul>



		<ul style="list-style-type: none"> <li>• Decoding CVC words</li> <li>• Decoding CVCC/ CCVC words with digraphs and double consonants</li> <li>• Comparing long and short vowel sounds</li> </ul> <p><i>See Appendix A for comprehensive Kindergarten Recovery Unit</i></p>
Graduating First-Graders	<ul style="list-style-type: none"> <li>• Provide additional practice with complex text</li> <li>• Build knowledge for next year</li> </ul>	<ul style="list-style-type: none"> <li>• Supplemental texts from Grade 2 Module 1 – Schools and Community</li> <li>• <a href="#">CKHG Unit 1: Continents, Countries and Maps</a> (2.11-2.18)</li> <li>• Supplemental texts from Grade 2 Module 3 – The Secret World of Pollinators and Module 4 – Providing for Pollinators</li> <li>• <a href="#">CKSci Unit 2: Plant and Animal Survival</a> (2.LS1, 2.LS2)</li> </ul>
	<ul style="list-style-type: none"> <li>• Reinforce grade-level foundational skills</li> </ul>	<p>Grade 1 COVID Recovery Unit focused on practice and application of common gaps and prerequisite skills:</p> <ul style="list-style-type: none"> <li>• Initial and final consonant clusters</li> <li>• Magic E</li> <li>• R controlled vowels</li> <li>• Long vowel patterns</li> </ul> <p><i>See Appendix B for comprehensive Grade 1 Recovery Unit</i></p>
Graduating Second-Graders	<ul style="list-style-type: none"> <li>• Provide additional practice with complex text</li> <li>• Build knowledge for next year</li> </ul>	<ul style="list-style-type: none"> <li>• Supplemental texts from Grade 3 Module 2 – Adaptations and the Wide World of Frogs.</li> <li>• <a href="#">CKSci Unit 2: Organisms and Their Habitats</a> (3.LS1, 3.LS2, 3.LS4)</li> <li>• Supplemental texts from Grade 3 Module 4 – Water Around the World</li> <li>• <a href="#">CKSci Unit 3: Exploring Land and Water</a> (3.ESS2, 3.ESS3)</li> </ul>
	<ul style="list-style-type: none"> <li>• Reinforce grade-level foundational skills</li> </ul>	<p>Grade 2 COVID Recovery Unit focused on practice and application of common gaps and prerequisite skills:</p> <ul style="list-style-type: none"> <li>• Vowel teams and spelling generalizations</li> <li>• Contractions, affixes, and suffixes</li> <li>• Consonant-le and other word endings</li> <li>• Schwa</li> <li>• Lots of oral reading practice!</li> </ul> <p><i>See Appendix C for comprehensive Grade 2 Recovery Unit</i></p>



Graduating Third-Graders	<ul style="list-style-type: none"> <li>• Provide additional practice with complex text</li> <li>• Build knowledge for next year</li> </ul>	<ul style="list-style-type: none"> <li>• Supplemental texts from Grade 4 Module 2 – Animal Defense Mechanisms.</li> <li>• <a href="#">CKSci: Habitats and Change</a> (4.LS2, 4.LS4)</li> <li>• Supplemental texts from Grade 4 Module 3: The American Revolution.</li> <li>• <a href="#">CKHG Unit 7: The Thirteen Colonies</a></li> </ul>
	<ul style="list-style-type: none"> <li>• Reinforce grade-level foundational skills</li> </ul>	<p>Grade 3 Modified ALL Block focused on fluency practice, morphology and spelling:</p> <ul style="list-style-type: none"> <li>• Book Club/ Novel Study for Accountable Independent Reading (Flora and Ulysses)</li> <li>• Strategic review of teacher-guided word work activities</li> <li>• Weekly Reading Fluency Practice Routine: <ul style="list-style-type: none"> <li>○ <a href="https://achievethecore.org/page/3259/weekly-reading-practice-routine">https://achievethecore.org/page/3259/weekly-reading-practice-routine</a> <ul style="list-style-type: none"> <li>○ Fluency Packet (2-3 Grade Band): <ul style="list-style-type: none"> <li>○ <a href="https://achievethecore.org/page/1021/fluency-packet-for-the-2-3-grade-band">https://achievethecore.org/page/1021/fluency-packet-for-the-2-3-grade-band</a></li> <li>○ Oral Reading Fluency Norms: <a href="https://www.brtprojects.org/wp-content/uploads/2017/10/TechRpt_1702ORFNorms_Fini.pdf">https://www.brtprojects.org/wp-content/uploads/2017/10/TechRpt_1702ORFNorms_Fini.pdf</a></li> </ul> </li> </ul> </li> </ul> </li> </ul>
Graduating Fourth-Graders	<ul style="list-style-type: none"> <li>• Provide additional practice with complex text</li> <li>• Build knowledge for next year</li> </ul>	<ul style="list-style-type: none"> <li>• Supplemental texts from Grade 5 Module 4: The Impact of Natural Disasters.</li> <li>• <a href="#">CKSci Unit 4: Processes that Shape the Earth</a></li> <li>• Supplemental texts from Grade 5 Module 1: Stories of Human Rights.</li> <li>• <a href="#">CKHG Unit 8: The United States Constitution</a></li> </ul>
	<ul style="list-style-type: none"> <li>• Reinforce grade-level foundational skills</li> </ul>	<p>Grade 4 Modified ALL Block focused on fluency practice, morphology and spelling:</p> <ul style="list-style-type: none"> <li>• Book Club/ Novel Study for Accountable Independent Reading (Hello Universe)</li> <li>• Strategic review of teacher-guided word work activities</li> <li>• Weekly Reading Fluency Practice Routine: <ul style="list-style-type: none"> <li>○ <a href="https://achievethecore.org/page/3259/weekly-reading-practice-routine">https://achievethecore.org/page/3259/weekly-reading-practice-routine</a> <ul style="list-style-type: none"> <li>○ Fluency Packet (4-5 Grade Band): <ul style="list-style-type: none"> <li>○ <a href="https://achievethecore.org/page/886/fluency-packet-for-the-4-5-grade-band">https://achievethecore.org/page/886/fluency-packet-for-the-4-5-grade-band</a></li> </ul> </li> </ul> </li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>○ Oral Reading Fluency Norms: <a href="https://www.brtprojects.org/wp-content/uploads/2017/10/TechRpt_1702ORFNorms_Fini.pdf">https://www.brtprojects.org/wp-content/uploads/2017/10/TechRpt_1702ORFNorms_Fini.pdf</a></li> </ul>
Graduating Fifth-Graders	<ul style="list-style-type: none"> <li>• Provide additional practice with complex text</li> <li>• Build knowledge for next year</li> </ul>	<ul style="list-style-type: none"> <li>• Supplemental texts from Grade 6 Module 3: American Indian Boarding Schools.</li> <li>• <a href="#">CKHG: Native Americans Cultures and Conflicts</a></li> <li>• Supplemental texts from Grade 6 Module 2: Critical Problems and Design Solutions</li> <li>• CKSci: Energy and Matter in Ecosystems</li> </ul>
	<ul style="list-style-type: none"> <li>• Reinforce grade-level foundational skills</li> </ul>	<p>Grade 4 Modified ALL Block focused on fluency practice, morphology and spelling:</p> <ul style="list-style-type: none"> <li>• Book Club/ Novel Study for Accountable Independent Reading (The Science of Breakable Things)</li> <li>• Strategic review of teacher-guided word work activities</li> <li>• Weekly Reading Fluency Practice Routine:               <ul style="list-style-type: none"> <li>○ <a href="https://achievethecore.org/page/3259/weekly-reading-practice-routine">https://achievethecore.org/page/3259/weekly-reading-practice-routine</a></li> <li>○ Fluency Packet (4-5 Grade Band): <a href="https://achievethecore.org/page/886/fluency-packet-for-the-4-5-grade-band">https://achievethecore.org/page/886/fluency-packet-for-the-4-5-grade-band</a></li> <li>○ Oral Reading Fluency Norms: <a href="https://www.brtprojects.org/wp-content/uploads/2017/10/TechRpt_1702ORFNorms_Fini.pdf">https://www.brtprojects.org/wp-content/uploads/2017/10/TechRpt_1702ORFNorms_Fini.pdf</a></li> </ul> </li> </ul>



## APPENDIX A: KINDERGARTEN RECOVERY UNIT – EL SKILLS

*For summer school programming in grades K-2, 60 minutes of foundational skills practice is recommended. Within those 60 minutes, teachers should teach two EL Skills 15-minute whole group lessons as outlined below and spend 30 minutes engaged in differentiated small groups using the structures and resources provided by EL (i.e. Differentiation Packs, routines of AIR, Word Work, etc.)*

<b>Week</b>	<b>Focus (<i>emphasis on review and practice of these skills</i>)</b>	<b>Lesson Resources</b>
Week 1	ABC sounds and recognition	Cycle 1: Lesson 5 & 7 Cycle 2: Lesson 12; Cycle 3: Lesson 17 Cycle 4: Lesson 22; Cycle 5: Lesson 27 Cycle 6: Lesson 32; Cycle 7: 37
Week 2	Digraphs	Cycle 8: Lesson 42; Cycle 9: Lesson 47 Cycle 10: Lesson 52; Cycle 11: Lesson 57 Cycle 12: Lesson 61 & 62 Cycle 12: Lesson 64; Cycle 13: Lesson 67
Week 3	Decoding CVC words with /a/, /i/, /u/	Cycle 13: Lesson 69 & 70 Cycle 14: Lesson 72 & 74 Cycle 14: Lesson 75; Cycle 15: Lesson 77 Cycle 15: Lesson 79 & 80  Reading Practice this Week: A Book of Animals, The Ham Sandwich, The Milkshake, TNFSCS Reader: Kit
Week 4	Decoding CVC words with /o/, /e/	Cycle 16: Lesson 82 & 84 Cycle 16: Lesson 85; Cycle 17: Lesson 87 Cycle 17: Lesson 89 & Lesson 90 Cycle 18: Lesson 94 & 95



		Reading Practice this Week: Fun with Gum, Th Mop is a Dog, Josh's New Home, TNFSCS Reader: Seth
Week 5	Decoding CVC and CVCC/CCVC words	Cycle 19: Lesson 98 & 99 Cycle 20: Lesson 103 & 104 Cycle 20: Lesson 105; Cycle 21: Lesson 108 Cycle 21: Lesson 109; Cycle 22: Lesson 113  Reading Practice this Week: Chip Can't Nap, Josh Takes a Bath, Josh and Chip at the Farm, TNFSCS Reader: Sam
Week 6	Spelling CVC and CVCC/CCVC words	Cycle 22: Lesson 114; Cycle 23: Lesson 118 Cycle 23: Lesson 119 & 120 Cycle 24: Lesson 123 & Lesson 124 Cycle 24: Lesson 125; Cycle 25: Lesson 128  Reading Practice this Week: The Bowling Alley, Time to Bake, The Jazz Trio, TNFSCS Reader: Zack and Ann



## APPENDIX B: GRADE 1 RECOVERY UNIT – EL SKILLS

*For summer school programming in grades K-2, 60 minutes of foundational skills practice is recommended. Within those 60 minutes, teachers should teach two EL Skills 15-minute whole group lessons as outlined below and spend 30 minutes engaged in differentiated small groups using the structures and resources provided by EL (i.e. Differentiation Packs, routines of AIR, Word Work, etc.)*

Week	Focus ( <i>emphasis on review and practice of these skills</i> )	Lesson Resources
Week 1	Encoding and decoding single-syllable words with initial and final consonant clusters Words with suffix -ed	Cycle 7: Lesson 36 & 38 Cycle 7: Lesson 39, Cycle 8: Lesson 41 Cycle 8: Lesson 43 & 44 Cycle 9: Lesson 46 & 48  Reading Practice this Week: Dad’s Plan, Sam’s Rock, Sam and Nell Have a Ball
Week 2	Encoding and decoding words with initial and final consonant clusters Alternate spelling of the /ow/ sound; “ou.”	Cycle 9: Lesson 49, Cycle 10: Lesson 51 Cycle 10: Lesson 53 & Lesson 54 Cycle 11: Lesson 56 & 28 Cycle 11: Lesson 59 & 60 (assessment)  Reading Practice this Week: On the Pond, I Look Out, TNFSCS Reader: Snap Shots
Week 3	Encoding and decoding two syllable words Syllable Types: Closed Syllables & Open Syllables	Cycle 12: Lesson 61 & 63 Cycle 12: Lesson 64, Cycle 13: Lesson 66 Cycle 13: Lesson 68 & 69 Cycle 14: Lesson 71 & 73  Reading Practice this Week: Sam and Nell Have a Ball, A Sunset Picnic, Pat’s Backpack, Pat’s Donut
Week 4	Magic “E”	Cycle 14: Lesson 74, Cycle 15: Lesson 76



		<p>Cycle 15: 78 &amp; 79 Cycle 16: 81 &amp; 83 Cycle 16: 84 &amp; 85 (assessment)</p> <p>Reading Practice this Week: Pat's Donuts, James and Sam Make a Flame, James and Sam Take a Hike, TNFSCS Reader: Scott</p>
Week 5	<p>Magic "E" Adding inflectional endings -ed, -ing, -s</p>	<p>Cycle 17: Lesson 86 &amp; 88 Cycle 17: Lesson 89, Cycle 18: Lesson 91 Cycle 18: Lesson 93 &amp; 94 Cycle 19: Lesson 96 &amp; 98</p> <p>Reading Practice this Week: Cubes &amp; Cones, Baseball, Looking for Mars, TNFSCS Reader: Gran</p>
Week 6	<p>Encoding and decoding two syllable words Syllable Types: R-Controlled Syllables, Vowel Team Syllables</p>	<p>Cycle 20: Lesson 101 &amp; 103 Cycle 20: Lesson 104, Cycle 21: Lesson 106 Cycle 21: Lesson 108 &amp; 109 Cycle 22: Lesson 111 &amp; 113</p> <p>Reading Practice this Week: Sam's Hammer, Sam's Throat Hurts, Pat's Birthday, TNFSCS Reader: The Green Fern Zoo</p>





## APPENDIX C: GRADE 2 RECOVERY UNIT – EL SKILLS

For summer school programming in grades K-2, 60 minutes of foundational skills practice is recommended. Within those 60 minutes, teachers should teach two EL Skills 15-minute whole group lessons as outlined below and spend 30 minutes engaged in differentiated small groups using the structures and resources provided by EL (i.e. Differentiation Packs, routines of AIR, Word Work, etc.)

Week	Focus ( <i>emphasis on review and practice of these skills</i> )	Lesson Resources
Week 1	ay vs. ai ee vs. ea vs. -y (long e) igh vs. ie	Module 1, Cycle 2, Lesson 6 & 8 Module 1, Cycle 3, Lesson 11 & 13 Module 1, Cycle 3, Lesson 13 & Module 1, Cycle 4, Lesson 16 Module 1, Cycle 4, Lesson 18 & 20 Module 1, Cycle 4, Lesson 20 & Module 1, Cycle 5, Lesson 21  Reading Practice this Week: Sam Rides the Subway Train, Do Fish Eat Cheese?, Stuck Up High, TNFSCS Reader: Kids Excel, TNFSCS Reader: The Job Hunt
Week 2	“oa” vs. “ow” r-controlled vowels oi, oy, and ou, ow (/ow/) old, ost, ind, ild 1-1-1 Doubling rule when adding a vowel suffix	Module 1, Cycle 5, Lesson 23 Module 2, Cycle 6, Lesson 26 & 28 Module 2, Cycle 7, Lesson 31 & 33 Module 2, Cycle 8, Lesson 36 & 38 Module 2, Cycle 9, Lesson 41 & 43  Reading Practice this Week: Friends at School, Fall Fest at the Park, A New Playground, Where’s Goldie?, The Spelling Bee, TNFSCS Reader: Fables
Week 3	-ed as /id/, /ed/, and /t/ oo, ou, ui, ue, and ew for /u/ and /oooo/ oo, ou, ui, ue, and ew for /u/ and /oooo/ -tion and -sion C-le syllable type	Module 2, Cycle 10, Lesson 46 & 48 Module 2, Cycle 11, Lesson 51 & 53 Module 2, Cycle 12, Lesson 56 & 58 Module 3, Cycle 13, Lesson 61 & 63 Module 3, Cycle 14, Lesson 66 & 68



		Reading Practice this Week: The Marching Band, Baby Cougars at the Zoo, Too Many Options!, No Food to Be Found (parts 1 and 2), TNFSCS Reader: Kay & Martez, TNFSCS Reader: Bedtime Tales
Week 4	-c vs. -ck vs. -ic -ge vs. -dge eu and ei (/oo/) eu and ei (/oo/) -ch vs. -tch -able vs. -ible "aw" and "au"	Module 3, Cycle 15, Lesson 71 & 73 Module 3, Cycle 16, Lesson 76 & 78 Module 3, Cycle 17, Lesson 81 & 83 Module 3, Cycle 18, Lesson 86 & 88 Module 3, Cycle 19, Lesson 91 & 93  Reading Practice this Week: Grandma's Magic Attic, The Huge Package, Watering Your Garden, Compost, Sam's Indoor Garden, TNFSCS Reader: Grace, TNFSCS Reader: The Cat Bandit
Week 5	"y" spelling changes when making words plural schwa with a schwa with a schwa with e and o schwa with "ate" vs. "ate" as CVCe	Module 4, Cycle 20, Lesson 96 & 98 Module 4, Cycle 20, Lesson 98 Module 4, Cycle 21, Lesson 101 & 103 Module 4, Cycle 22, Lesson 106 & 108 Module 4, Cycle 23, Lesson 111 & 113  Reading Practice this Week: I Spy, Come Along, Nighttime Fun, The Chocolate on My Plate, TNFSCS Reader: Sir Gus, TNFSCS: The War of 1812
Week 6	compound words -cal vs. -cle -ous vs. -us	Module 4, Cycle 24, Lesson 116 Module 4, Cycle 24, Lesson 118 Module 4, Cycle 25, Lesson 121 & 125 Module 4, Cycle 26, Lesson 126 & 128  Reading Practice this Week: Solid, Liquid, or Vapor, Tree House Sleepover, Tropical Island, I'm Not Feeling Well