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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Goals</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduating Kindergarteners</td>
<td>• Provide additional practice with complex text&lt;br&gt;• Build knowledge for next year</td>
<td>• Supplemental texts from Grade 1 Module 1 – Tools and Knowledge, NewsELA EL Curriculum Supplement&lt;br&gt;<strong>CKSci Unit 1: Pushes &amp; Pulls</strong> (1.ETS1, E.ETS2)&lt;br&gt;• Supplemental texts from Grade 1 Module 3 – Bird’s Amazing Bodies and Module 4 – Caring for Birds&lt;br&gt;<strong>CKSci Unit 2: Needs of Plants and Animals</strong> (1.LS1, 1.LS2)</td>
</tr>
<tr>
<td></td>
<td>• Reinforce grade-level foundational skills</td>
<td>Kindergarten COVID Recovery Unit focused on practice and application of common gaps and prerequisite skills:&lt;br&gt;• ABC sounds and recognition</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Graduating First-Graders</th>
<th>Graduating Second-Graders</th>
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</table>
| • Provide additional practice with complex text  
  • Build knowledge for next year | • Provide additional practice with complex text  
  • Build knowledge for next year |

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| • Decoding CVC words  
• Decoding CVCC/ CCVC words with digraphs and double consonants  
• Comparing long and short vowel sounds | • Decoding CVC words  
• Decoding CVCC/ CCVC words with digraphs and double consonants  
• Comparing long and short vowel sounds |

See Appendix A for comprehensive Kindergarten Recovery Unit

See Appendix B for comprehensive Grade 1 Recovery Unit

See Appendix C for comprehensive Grade 2 Recovery Unit

Grade 1 COVID Recovery Unit focused on practice and application of common gaps and prerequisite skills:

• Initial and final consonant clusters  
• Magic E  
• R controlled vowels  
• Long vowel patterns

Grade 2 COVID Recovery Unit focused on practice and application of common gaps and prerequisite skills:

• Vowel teams and spelling generalizations  
• Contractions, affixes, and suffixes  
• Consonant-le and other word endings  
• Schwa  
• Lots of oral reading practice!
<table>
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<tr>
<th>Graduating Third-Graders</th>
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</table>
| • Provide additional practice with complex text  
• Build knowledge for next year | • Supplemental texts from Grade 4 Module 2 – Animal Defense Mechanisms.  
• **CKSci: Habitats and Change** (4.LS2, 4.LS4)  
• Supplemental texts from Grade 4 Module 3: The American Revolution.  
• **CKHG Unit 7: The Thirteen Colonies** |
|  |
| • Reinforce grade-level foundational skills | Grade 3 Modified ALL Block focused on fluency practice, morphology and spelling:  
• Book Club/ Novel Study for Accountable Independent Reading (Flora and Ulysses)  
• Strategic review of teacher-guided word work activities  
• Weekly Reading Fluency Practice Routine:  
  https://achievethecore.org/page/3259/weekly-reading-practice-routine  
  o Fluency Packet (2-3 Grade Band):  
    https://achievethecore.org/page/1021/fluency-packet-for-the-2-3-grade-band  
  o Oral Reading Fluency Norms:  

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<tr>
<th>Graduating Fourth-Graders</th>
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</table>
| • Provide additional practice with complex text  
• Build knowledge for next year | • Supplemental texts from Grade 5 Module 4: The Impact of Natural Disasters.  
• **CKSci Unit 4: Processes that Shape the Earth**  
• Supplemental texts from Grade 5 Module 1: Stories of Human Rights.  
• **CKHG Unit 8: The United States Constitution** |
|  |
| • Reinforce grade-level foundational skills | Grade 4 Modified ALL Block focused on fluency practice, morphology and spelling:  
• Book Club/ Novel Study for Accountable Independent Reading (Hello Universe)  
• Strategic review of teacher-guided word work activities  
• Weekly Reading Fluency Practice Routine:  
  https://achievethecore.org/page/3259/weekly-reading-practice-routine  
  o Fluency Packet (4-5 Grade Band):  
    https://achievethecore.org/page/886/fluency-packet-for-the-4-5-grade-band |
<table>
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<tr>
<th>Graduating Fifth-Graders</th>
<th>Grade 4 Modified ALL Block focused on fluency practice, morphology and spelling:</th>
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</thead>
<tbody>
<tr>
<td>• Provide additional practice with complex text</td>
<td>• Book Club/ Novel Study for Accountable Independent Reading (The Science of Breakable Things)</td>
</tr>
<tr>
<td>• Build knowledge for next year</td>
<td>• Strategic review of teacher-guided word work activities</td>
</tr>
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<td>• Weekly Reading Fluency Practice Routine: <a href="https://achievethecore.org/page/3259/weekly-reading-practice-routine">https://achievethecore.org/page/3259/weekly-reading-practice-routine</a></td>
</tr>
<tr>
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<td>• 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></td>
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<td>• Supplemental texts from Grade 6 Module 3: American Indian Boarding Schools.</td>
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<td>• CKHG: Native Americans Cultures and Conflicts</td>
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<td></td>
<td>• Supplemental texts from Grade 6 Module 2: Critical Problems and Design Solutions</td>
</tr>
<tr>
<td></td>
<td>• CKSci: Energy and Matter in Ecosystems</td>
</tr>
<tr>
<td>• Reinforce grade-level foundational skills</td>
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</tbody>
</table>
**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.)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus (emphasis on review and practice of these skills)</th>
<th>Lesson Resources</th>
</tr>
</thead>
</table>
| 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 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Lessons</th>
<th>Reading Practice this Week: Chip Can’t Nap, Josh Takes a Bath, Josh and Chip at the Farm, TNFSCS Reader: Sam</th>
</tr>
</thead>
</table>
| 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: Fun with Gum, Th Mop is a Dog, Josh’s New Home, TNFSCS Reader: Seth     |
| 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.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus <em>(emphasis on review and practice of these skills)</em></th>
<th>Lesson Resources</th>
</tr>
</thead>
</table>
| 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 |
<p>| Week 4| Magic “E” | Cycle 14: Lesson 74, Cycle 15: Lesson 76 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Cycle Details</th>
<th>Reading Practice this Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 6</strong></td>
<td><strong>Encoding and decoding two syllable words</strong>&lt;br&gt;Syllable Types: R-Controlled Syllables, Vowel Team Syllables</td>
<td>Reading Practice this Week: Cubes &amp; Cones, Baseball, Looking for Mars, TNFSCS Reader: Gran</td>
</tr>
</tbody>
</table>
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.)

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