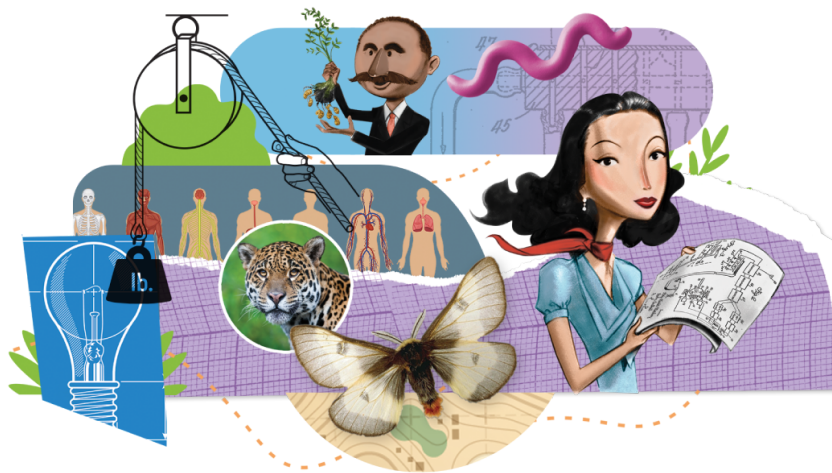


Culturally Responsive Curriculum Overview for Core Knowledge Language Arts



Amplify CKLA

Culturally Responsive Curriculum Scorecard

Representation

Diversity of Characters Tally

	Girl/Woman	Boy/Man	Non-Binary	Total
Middle Eastern	10	17	0	27
Asian/Pacific Islander	40	58	0	98
Black/African	72	72	0	144
Latinx	27	74	0	101
Native American	51	75	0	126
White	206	480	0	686
Racially Ambiguous	8	11	3	22
Multiracial	4	2	0	6
Differently Abled	9	6	0	15
Animals	No response needed	No response needed	No response needed	125

Total # of characters: 1,376

Diversity of Authors Tally

	Girl/Woman	Boy/Man	Non-Binary	Total
Middle Eastern	1	0	0	1
Asian/Pacific Islander	4	2	0	6
Black/African	9	3	0	12
Latinx	6	3	0	9

Native American	1	1	0	2
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White	54	22	1	77
Racially Ambiguous	4	0	0	4
Multiracial	2	0	0	2
Differently Abled	1	0	0	1

Total # of authors: 114

For each statement rank the materials (Very Satisfied, Satisfied, Unclear, Not Satisfied) and cite 3-5 examples to support your ranking.

Diversity of Characters

1. The curriculum features visually diverse characters, and the characters of color do not all look alike.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA presents visually diverse characters from around the world, and it also introduces students to a broad range of identity factors, including socio-economic status, age, ability, race, ethnicity, country of origin, religion, citizenship status, and more. Students learn about characters in particular contexts (for example, studying stories from England, Denmark, Japan, China, and Botswana) but also see visually diverse characters throughout materials on various topics (such as participating in a spelling bee or math class, playing soccer and other sports, and a wide range of daily activities). They also see a wide range of figures in multimedia materials, such as the Knowledge Builder videos or videos on the Sound Library. For selected examples, see Grade 1, Domain 3 (*Different Lands, Similar Stories*); Grade 2, Unit 3 (Student Reader: *Kids Excel*); and Grade 3, Unit 8 (*Native Americans*).

For the 2022–23 Academic Year, Amplify CKLA is launching new Skills Readers for K–2, which will feature a wide range of visually diverse characters in a variety of locations. Each reader was developed by an international team of illustrators who share characteristics with the people represented in the text, ensuring sensitive, authentic portrayals.

2. There are references to different ethnic and cultural traditions, languages, religions, names, and clothing.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA references a great number of ethnic and cultural traditions, religions, and names from across the world. The program helps children develop an appreciation for diverse cultures and lifestyles by showcasing an ethnically and culturally diverse group of individuals who work and live in many different geographical and historical contexts. Students learn about how different civilizations gave rise to distinct traditions, languages, and religions, even as they explore the things that unite all people. For selected examples, see Grade 1, Domain 4 (*Early World Civilizations*); Grade 4, Unit 2, Parts 1 and 2 (*Empires in the Middle Ages*); and Grade 5, Units 6 (*The Reformation*) and 8 (*Native Americans*).

3. Diverse ethnicities and nationalities are portrayed – not all Asian families are Chinese, not all Latinx families are Mexican, etc.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA introduces students to the complexities of the world, helping them recognize things all people hold in common while also instilling them with a deep awareness of the ways that people are uniquely individual. Students will see people who resemble them and familiar situations or experiences, but they will also encounter diversity among people whose appearances, lives, beliefs, and backgrounds differ from what they have encountered or experienced. Throughout the program, students learn about different groups of people; for example, in studying early Asian civilizations, they learn about different geographic, cultural, and national identities of people in India and China. For selected examples, see Grade 2, Domain 2 (*Early Asian Civilizations*); Grade 3, Unit 8 (*Native Americans*); and Grade 5, Unit 2 (*Early American Civilizations*).

4. Diverse family structures (i.e. single parents, adopted or foster children, same-sex parents, other relatives living with the family, etc.) are represented.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA recognizes the importance of inclusivity as it pertains to diverse family structures; therefore, students learn from unique yet relatable characters throughout the program. Amplify CKLA includes stories depicting diverse and realistic perspectives from a multitude of family structures, including foster children, same-sex parents, single parents, and multi-generational families residing together. Examples of this can be highlighted in many of the program's Novel Guides, which include the following texts: Grade 3: *Stella Díaz Has Something to Say* (single parent); Grade 4: *The Season of Styx Malone* (foster child) and *Hello, Universe* (other relatives living with the family); and Grade 5: *You Don't Know Everything, Jilly P!* (same sex parents).

5. Differently abled characters or characters with disabilities are represented.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA recognizes the importance of representing a range of differently abled characters throughout the curriculum. In the program, students encounter characters with differing physical, psychological, and neurological circumstances. In studying topics such as the human body and light and sound, students learn about individuals who are born with physical differences as well as those who acquire them through illness or age (such as Helen Keller, Ray Charles, and fictional

characters who experience declining vision and hearing as they age). In literary texts, students encounter multiple characters with neurological and physical differences. See Kindergarten, Domain 2 (*The Five Senses*); Grade 3, Unit 5 (*Light and Sound*); and Grade 4, Unit 1 (*Personal Narratives*); see also Novel Guides for Grade 3: *Flora & Ulysses*, Grade 4: *Hello, Universe*, and Grade 5: *The Science of Breakable Things*.

6. Characters of color are main characters and not just sidekicks.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: In an effort to represent the world's diversity, Amplify CKLA features numerous main characters of color across the curriculum. Student Readers in the program help children develop an appreciation for diverse cultures by showcasing an ethnically and culturally diverse group of individuals who work in many different geographical and historical contexts. These characters appear in a wide range of texts, including Student Readers, Knowledge Builder videos, Novel Guides, and trade books included in the program. For selected examples, see Kindergarten, Unit 7, Student Reader *Seth*; Grade 1, Domain 6, Knowledge Builder video; Grade 2, Domain 9 Trade Book, *Aunt Harriet's Underground Railroad in the Sky*; and Grade 5, Unit 8 Student Reader *Native Americans: A Changing Landscape*.

7. If there is conflict in the storyline, the characters of color are not mostly considered the problem.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA helps children develop an understanding of the multiple forms of conflict as a literary device. The texts students encounter in Student Readers, trade books, and poetry have been carefully chosen to ensure that all characters are represented in diverse situations and characters of color are not placed within conflict that situates them problematically. Please reference the following examples: Grade 1, Unit 4 Student Reader *The Green Fern Zoo*; Grade 2, Domain 2, *The Blind Man and the Elephant*; Grade 4, Unit 1 Student Reader *Personal Narratives*.

Accurate Portrayals:

8. Characters of color are not assumed to have low family wealth, low educational attainment, and/or low income.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA texts include a variety of characters in a variety of authentic situations, allowing students to encounter a range of experiences across all grades. Students see characters of color in literary text represented in various roles, such as scientists and physicians. Within informational text, they are introduced to important and influential figures, such as Jackie Robinson, Barack Obama, and Condoleezza Rice. Examples include Kindergarten, Domain 4 *Plants*; Grade 2, Domain 11, *Fighting for a Cause*; Grade 3, Unit 5, *Light and Sound*; and Grade 4, Unit 1, *Personal Narratives*.

9. Gender is not central to the storyline. Female characters are in a variety of roles that could also be filled by a male character.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Throughout the program, students encounter women in a wide range of roles that could also be held by men, including astronauts, scientists, physicians, detectives, world travelers and adventurers, realtors, wizards, athletes, and more. Students read a memoir from the first female African American Secretary of State, Condoleezza Rice (Grade 4, Unit 1), as well as primatologist and environmental activist Jane Goodall (Grade 3, Unit 2). While gender is not central to the storylines, Amplify CKLA points out examples in history when gender did affect a person's access to independence, wealth, and education. For example, students in Grade 2 learn about the fight for women's suffrage, while students in Grade 5, Units 5 and 6 learn about and discuss how class and gender affected opportunities available to people in the Renaissance and how only certain groups of people had access to books at the start of the Reformation.

10. Social situations and problems are not seen as individual problems but are situated within a societal context.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA presents characters in a variety of social situations, offering students opportunities to engage with text that showcase family, community, and historical contexts from various time periods, cultures, and locations. Students encounter these situations through both implicit and explicit exposure, as appropriate to the text and content, and social situations and problems are not represented as individual problems. Examples include Grade 1, Domain 5 (*Early American Civilizations*); Grade 2, Domain 11 (*Immigration*); Grade 3, Unit 8 (*Native Americans*); and Grade 5, Unit 1 (*Personal Narratives*).

11. Characters of diverse cultural backgrounds are not represented stereotypically or presented as foreign or exotic.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA presents multifaceted pictures of people by introducing students to a broad range of identity factors while avoiding stereotypes. Throughout, students encounter people from different backgrounds performing everyday roles that underscore the common things that connect us all while also dispelling stereotypes. The program builds students' knowledge of diverse cultural backgrounds through different historical eras, helping them understand what connects us to our predecessors and how we remain distinct from them. Materials place particular emphasis on representing different aspects, including names, of African and Hispanic/Latino cultures, tracing their history from their earliest civilizations up through their many contributions to contemporary society. For examples, see Grade 1, Domain 4 (*Early World Civilizations*) and Domain 5 (*Early American Civilizations*); Grade 4, Unit 1 (*Personal Narratives*); Grade 5, Unit 8 (*Native Americans*).

12. Problems faced by people of color or females are not resolved through the benevolent intervention of a white person or a male.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Throughout Amplify CKLA, individuals from historically marginalized groups, including

women and people of color, are shown as being fully autonomous, self-reliant individuals who are able to solve their own problems. For example, students read about how Malala Yousafzai fought for equal educational rights for women. They also study how people across Asia, Africa, the Americas, and the Middle East built substantial civilizations that solved problems for their communities and the broader world. They also explore how women and contemporary people of color excel in many different fields and use their talent, skill, and ingenuity to solve problems. For example, they read about how Patricia Bath’s medical inventions addressed the high rates of cataracts in her African American community, how Billie Jean King used her athletic talents to advance women’s rights, and how Lin-Manuel Miranda helped expand roles for actors of color within mainstream American theater.

13. Diverse characters are rooted in their own cultures and are not ambiguous.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA recognizes the importance of representing a diverse range of characters from very specific cultures of the past and present. Students gain a better understanding and appreciation for various cultures while building empathy for all kinds of differences. For example, students learn about Africa’s ancient cultures, learning how African civilizations helped shape the world as we know it today and studying the themes in folktales from African nations such as Botswana and Ghana. They also learn how even as people immigrate, they can retain their own cultural identity. For additional examples, see Kindergarten, Domain 6 (*Native Americans*); Grade 2, Domain 11 (*Immigration*), and Grade 4, Unit 2 (*Empires of the Middle Ages*).

Social Justice Orientation

Decolonization/Power and Privilege:

14. Characters of marginalized backgrounds are portrayed in stories outside of the context of oppression and celebrated for their contributions.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Throughout Amplify CKLA, characters of marginalized backgrounds are highlighted for their important contributions to society. Kindergarten students will encounter real life and fictional characters that demonstrate the significance of scientists of color. Students also read about performers such as Duke Ellington, Celia Cruz, Alvin Ailey, and Lin-Manuel Miranda; inventors such as George Washington Carver and Lyda Newman; politicians and activists such as Shirley Chisholm and Bertie Bowman; and artists such as Jean-Michael Basquiat, Frieda Kahlo, Yasuo Kuniyoshi, and Edmonia Lewis. Students also read texts such as “Sharon and Shirley Firth” and “A Native American Ballerina” (a biography of Maria Tallchief), which offer a contemporary perspective to help students understand that Native Americans are more than figures from history. Instead, they are vibrant, varied individuals—just like those in all the other cultures Amplify CKLA students’ study.

15. Curriculum highlights non-dominant populations and their strengths and assets, so that students of diverse race, class, gender, ability, and sexual orientation can relate and participate fully.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Throughout Amplify CKLA, students become familiar with various non-dominant populations while learning more about their important contributions to the country and the world. For example, students encounter a nuanced portrait of African Americans and their history, particularly in the United States. Students learn about historical events inherently linked to African Americans, including the history of enslaved persons and the Civil War, the Harlem Renaissance, and the civil rights movement. Students in Grade 3 will appreciate the strengths found in other non-dominant populations, including a neurodiverse character featured in the Novel Guide for *Flora and Ulysses*. This program systematically builds up student knowledge over time in order to construct an appreciation for others while engaging in rigorous texts that support grade level standards. For additional examples, see Kindergarten, Domain 6 (*Native Americans*); Grade 2, Domain 9 (*The U.S. Civil War*); and Novel Guides in Grade 4 (*Hello, Universe*) and Grade 5 (*You Don't Know Everything, Jilly P!* and *The Science of Breakable Things*).

16. The curriculum communicates an asset-based perspective by representing people of diverse races, classes, genders, abilities, and sexual orientations through their strengths, talents, and knowledge rather than their perceived flaws or deficiencies.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA enables students to see the strengths and experiences that all people share—those things that define humanity—as they celebrate our unique identities and the breadth of our experiences. Students gain better insight of underrepresented groups in stories highlighting their accomplishments and strengths through an asset-based perspective. They study contemporary figures such as Lin-Manuel Miranda, Mae Jemison, Billie Jean King, and Barack Obama; historical figures such as Frieda Kahlo, and Mary McLeod Bethune; and cultural figures such as Jean-Michel Basquiat, Ray Charles, and Celia Cruz. In addition, students read texts by diverse authors including Kekla Magoon, Pat Mora, and Simon Ortiz. For examples, see Grade 2, Unit 3 Student Reader *Kids Excel*; Kindergarten, Domain 4 *Plants Knowledge Builder Video*; and Grade 3, Unit 5, *Light and Sound*.

17. The curriculum does not communicate negativity or hostility toward people of marginalized backgrounds through verbal or nonverbal insults, slights, or snubs.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA instills appreciation for the value of all people—including people of marginalized backgrounds and people with differing physical, mental, and neurological circumstances—and it does not communicate negativity or hostility toward any people. Throughout the program, students learn about different communities and civilizations from around the world, further instilling in them an appreciation for the value and accomplishments of various groups of people. For selected examples, see Grade 1, Domain 5 (*Early American Civilizations*); Grade 2, Domain 2 (*Early Asian Civilizations*); and Grade 3, Unit 8 (*Native Americans*). They also encounter contemporary figures from historically marginalized backgrounds, including Mae Jemison, Victor Chang, Cesar Chavez, and others.

18. Curriculum and instructional activities promote or provoke critical questions about the societal status quo. They present alternative points of view as equally worth considering.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Throughout Amplify CKLA, students encounter a broad and balanced range of texts designed to help them understand different points of view on societal issues. Discussion questions about the texts include literal, inferential, and evaluative questions and are designed for students to carefully consider each point of view they have read. For example, in units like Grade 2, Domain 12, *Fighting for a Cause*, students learn about American figures like Mary McLeod Bethune and Cesar Chavez who were critical of America's status quo and fought for equality in various ways. In Grade 5, Unit 9, *Chemical Matter*, students grapple with how to understand different people, how a person's point of view or bias can influence their ideas about others, and how important it can be to offer forgiveness and understanding. Furthermore, units like *Personal Narratives* in Grades 4 and 5 give students a chance to share their own experiences, points of view, and individual voices. The [Amplify CKLA Equity Guides](#) provide additional support in grappling with alternative points of view through DEI questions for each domain of the Knowledge Strand (K-2) or each unit (3-5).

Centering Multiple Perspectives:

19. The curriculum recognizes the validity and integrity of knowledge systems based in communities of color, collectivist cultures, matriarchal societies, and non-Christian religions.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: The range of topics in Amplify CKLA facilitates a deeper study and understanding for students about the world's people, places, and events in historical and contemporary contexts. The program instills in students the knowledge that people and communities across the ages and the world have made important contributions politically, scientifically, and artistically. They learn that people have lived in both harmony and conflict over thousands of years, but that these commonalities and differences have acted to enrich each. To help students truly value humanity's diversity, Amplify CKLA ensures that children become familiar with ancient civilizations from around the world. For example, in the Grade 1 Domain *Early World Civilizations*, students are introduced to the development of early civilizations by examining the fundamental features of civilizations, including the advent of farming, establishment of cities and government, and creation of other practices, such as writing and religion. Starting in the ancient Middle East, students will study Mesopotamia. They will learn about the importance of the Tigris and Euphrates rivers, the development of cuneiform as the earliest-known form of writing, the first codification of laws known as the Code of Hammurabi, and the significance of gods and goddesses in the "cradle of civilization." The end of the domain provides a historical introduction to the development of three world religions—Judaism, Christianity, and Islam—which are all characterized by a belief in a single God. Those concepts lay the foundation for the historical study of other religions, such as polytheistic religions as part of the Early American Civilizations domain in Grade 1 and Hinduism and Buddhism as part of the Early Asian Civilizations domain in Grade 2. To help students truly value America's diversity, Amplify CKLA devotes a substantial amount of time to our country's laudable yet troubled history. By introducing core concepts early and then slowly building more detailed knowledge, Amplify CKLA enables students to understand that the US is both an imperfect nation and a great nation—a nation whose best qualities emerge from its diverse people, often with widely-different perspectives, and their shared devotion to democracy.

20. The curriculum presents different points of view on the same event or experience, especially points of view from marginalized people/communities.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Throughout Amplify CKLA, students encounter a broad range of texts and traditions designed to help them understand different points of view from the past to modern day. Students consult primary and secondary sources, learning to explore historical events from a variety of accounts and perspectives. For example, the program frequently pairs historical (secondary) texts on events such as the civil rights movement, immigration, and Native American life with primary sources such as memoirs, speeches, letters, and other documents representing different points of view on the events. For example, Grade 2 students study immigration (Domain 11) and the civil rights movement (Domain 12) while Grade 5 students read excerpts from Rosa Parks's memoir about the Montgomery Bus Boycott, Richard Blanco's memoir about his family's life after immigrating to Miami from Cuba, and Virgil Suárez's poetry about his own immigration experience.

Connect Learning to Real Life & Action:

21. The curriculum provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and contribute to change.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA routinely connects students' learning to the many social, political, and environmental concerns that affect their lives. Amplify CKLA includes teacher guidance for addressing social justice and equity content in every domain (Grade K-2) and unit (Grades 3-5). The program's systematic Knowledge Sequence ensures that as students progress through each grade of study, they gain significant information about the different cultural, historical, and social contexts relevant to each knowledge domain. For example, in Grade 5, students look critically at the interactions between nineteenth-century federal government officials and members of Native American tribes. For additional examples, see Grade 2, Domain 12 (*Fighting for a Cause*) and Grade 3, Unit 11 (*Ecology*).

22. The curriculum encourages students to take actions that combat inequity or promote equity within the school or local community.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA was designed to support students promoting equity both in school settings and in the broader context of their communities. Materials embedded within the curriculum help students explore a wide range of ways to combat inequity and promote equity. From the earliest grades, materials help students consider issues of fairness and justice, and this develops throughout the program, encompassing issues such as the responsibility we bear to our community and surroundings (Kindergarten, Domain 11, *Taking Care of the Earth*), to advocating for equity in civil and human rights causes (Grade 2, Domain 12, *Fighting for a Cause*) to considering the ways different people have been treated throughout history (Grade 5, Unit 8, *Native Americans*). The program also includes an [Equity Guide](#) with specific suggestions to help students consider questions of justice, equity, and diversity in the context of every domain (K-2) and unit (3-5).

Teachers' Materials

23. The authors of the teachers' materials are people of diverse identities (race/ethnicity,

gender, other identities, if possible).

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA was created in collaboration with a diverse group of authors, illustrators, and advisors who are experts in their fields. This diversity ensures that a wide range of identities and perspectives is reflected in materials. These authors include people of different races, ethnicities, religions, ages, genders (including LGBTQIA authors), and geographic regions. Spanish-language materials are authored by individuals who are native Spanish speakers or, in rare cases, writers with native-level proficiency.

24. Guidance is provided on being aware of one’s biases and the gaps between one’s own culture and students’ culture.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Throughout Amplify CKLA, teachers find a number of different supports for recognizing and honoring students’ cultures. The [Amplify CKLA Equity Guides](#) highlight activities within each domain (Grades K-2) and unit (Grades 3-5) that support understanding of issues related to diversity, equity, inclusion, and social justice. The guide for each grade details how each domain of the Knowledge Strand (K-2) or each unit (3-5) aligns to outcomes identified in the Teaching Tolerance Social Justice Standards. This tool enables teachers to understand how the Amplify CKLA program connects to these standards.

25. Diverse student identities are seen as assets and strengths that can advance individual and group learning, rather than seen as challenges or difficulties to be overcome.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA celebrates diverse identities, seeing them as assets and strengths. This mindset informs the program’s content and its instructional model. Students are frequently asked to speak about their identities and experiences, adding nuance and individualization to the topics being studied. Teacher Guides include guidance on grouping strategies, including using heterogeneous grouping to help students gain new kinds of knowledge from their peers. Students are also given many opportunities to celebrate their unique identities. The [Amplify CKLA Equity Guide](#) highlights additional opportunities to promote student identities and experiences.

26. Guidance is provided on making real-life connections between academic content and the local neighborhood, culture, environment and resources.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA offers numerous opportunities for students to connect the academic content they are studying with their local neighborhood, culture, environment, and resources. In every Knowledge domain, Knowledge Builder videos take historical or scientific content and show students these experiences with real kids around their own age in their own community. Articles connected to topics in science, social studies, and the arts offer additional real-world connections to issues and topics students will encounter in their own lives and communities. For example, students learn about how other children recycle, how one group of students worked together to make a difference in a cause they believed in, and how state governments and constitutions support citizens in bettering their neighborhood and environment. Additional activities within

lessons support students' connections; for example, in Kindergarten, Domain 8 (*Seasons and Weather*), students connect the science concepts they are studying with the weather in their own town, using directed observations and hands-on activities associated with documenting the daily weather— such as looking at a thermometer, examining precipitation collected in a rain gauge, or observing the types of clouds in the sky—to help them more fully grasp the concepts they are learning about.

27. Guidance is provided on giving students opportunities to contribute their prior knowledge and experience with a topic, not just respond to the text and information presented in class.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Each domain or unit of Amplify CKLA includes opportunities for students to contribute their knowledge and experience with a topic. Early lessons on a topic often start by helping students draw connections between the new topic and related knowledge they already possess. Additional questions and activities embedded within instruction offer further opportunities for students to share individual contributions on a topic. For example, when studying personal narratives, students are asked to share examples of personal narratives they have read independently, lessons on geology build on students' understanding of the earth and its characteristics, and KWL charts are routinely used throughout the program to help students identify things they already know and things they wonder about a particular topic.

28. Guidance is provided on engaging students in culturally sensitive experiential learning activities.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Throughout Amplify CKLA, teachers receive substantial support and guidance for how to help students grapple with culturally sensitive learning activities. Notes and scaffolds built into the lessons at point of use offer suggestions for in-the-moment support. Additional instructional materials, such as the Knowledge Builder videos that accompany each K-2 Knowledge domain, help students engage with domain content, giving them models of youngsters like themselves grappling with culturally sensitive content. For example, the video associated with Grade 2, Domain 12 (*Fighting for a Cause*) shows a contemporary girl who speaks up about an instance of systemic racism in her own community. See also the [Social Emotional Learning Guide](#) and [Equity Guides](#), which offer program-level and unit-level guidance, respectively, to aid teachers in engaging students in culturally sensitive experiential learning activities.

29. Guidance is provided on opportunities to engage students' families to enhance lessons.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA offers extensive materials to help bridge the connection between school and home, including family letters embedded throughout the program that offer background information and context about what students are learning and provide suggestions on how family members can support that learning by reinforcing main lesson objectives, helping students share knowledge content, and promoting vocabulary development at home. These letters particularly

help family members support students' learning at home in such areas as foundational skills, comprehension, and higher-order questioning. Family letters are embedded in student Activity Books; see examples in the Kindergarten Skills Unit 3 Activity Book, the Grade 2 Knowledge Domains 1-4 Activity Book, and the Grade 3 Unit 4 Activity Book.

30. Guidance includes, for specific lessons, a range of possible student responses that could all be valid, given the range of student experiences and perspectives.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA nurtures and celebrates student voices, and students routinely share their own likes, dislikes, interests, hobbies, and other preferences in opinion writing, conversations and discussion, and personal narratives. Throughout the program, students are asked to share their perspectives and opinions, and individual responses are encouraged in appropriate contexts. For example, in poetry lessons students are asked to explore figurative language, and teachers are reminded that answers may vary, since figurative language hinges on imagination. Students also craft their own original poems reflecting their perspectives and experiences. Activities often offer students a choice of approach or topic, and individualized responses; including asking students to reflect on their own experiences in discussion or writing. See Grade 4, Unit 1 (*Personal Narratives*), and Grade 5, Unit 1 (*Personal Narratives*).

31. Guidance is provided on customizing and supplementing the curriculum to reflect the cultures, traditions, backgrounds and interests of the student population.

Very Satisfied, Satisfied, Unclear, Not Satisfied: Very Satisfied

Evidence: Amplify CKLA contains tools to help teachers offer culturally relevant and relational instruction connected to each domain of study. Each lesson contains suggestions for in-the-moment support and challenge, while Pausing Point days built into each unit and domain offer dedicated time and suggested activities for customized instruction based on specific student populations. Additionally, each Student Reader contains enrichment texts that students can select to further pursue their specific interests. For example, the Grade 5 Poet's Journal includes additional poems by Jimmy Santiago Baca and Langston Hughes. See Grade 5, Unit 3 (*Poetry*). Additionally, the [Amplify CKLA Trade Book Collection](#) includes authentic, award-winning trade texts spanning diverse cultures, traditions, backgrounds, and interests. Trade Book Guides for each text provide teachers with supplemental activities and discussion questions to invite students to explore and think critically about the content.