

Reading League Curriculum Evaluation Tool

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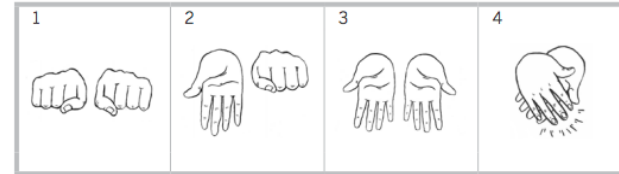
WORD RECOGNITION

Phonological and Phoneme Awareness

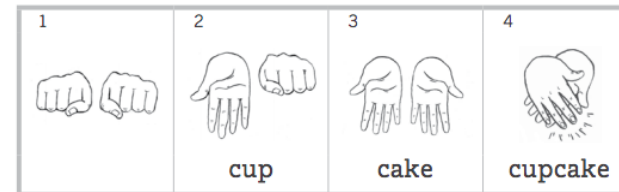
Green Flags	Red Flags	Amplify Core Knowledge Language Arts (CKLA) Response	Red Flag Present
<p>Instruction includes larger units of phonological awareness (syllable, rhyme, onset-rime) as well as the phoneme level.</p>	<p>Instruction only attends to larger units of phonological awareness (syllables, rhyme, onset-rime) without moving to the phoneme level (e.g., blends such as 'tr' are kept intact rather than having students notice their individual sounds).</p>	<p>Amplify CKLA focuses on sounds, or phonemes, as the primary organizing principle of the program, rather than letters. Amplify CKLA focuses consistently on the phoneme, or single sound, and not on larger units. Students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like -ick and initial clusters like st- are not taught as units but as combinations.</p>	<p>no</p>
<p>Instruction includes all phoneme awareness tasks including those that feature advanced manipulation (isolating, blending, segmenting, deletion, substitution, reversal).</p>	<p>Phoneme awareness instruction does not include more advanced manipulation tasks.</p>	<p>Amplify CKLA provides explicit and comprehensive instruction in foundational skills, including print concepts and phonological awareness. The Amplify CKLA Skills scope and sequence was carefully designed to ensure that all students receive standards-based foundational instruction in phonological awareness and phonemic awareness. As an example, the following phonological awareness skills are taught in the Kindergarten curriculum:</p> <ul style="list-style-type: none"> • hearing environmental sounds, hearing words in phrases and sentences • Recognize and produce rhyming words • Count, pronounce, blend, and segment syllables in spoken words • Blend and segment onsets and rimes of single-syllable spoken words • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words 	<p>no</p>
<p>Advanced phoneme proficiency instruction is evident beyond K-1;</p>	<p>Phoneme awareness instruction discontinues after K-1.</p>	<p>In the Grades 1 and 2, phonemic awareness is embedded into</p>	<p>no</p>

<p>students are both accurate and automatic with these skills.</p>		<p>instruction whenever sound/letter correspondences are taught or reviewed. For example, when teaching a new sound spelling, the lesson begins with “Introducing the Sound” which uses oral phonemic awareness activities before “Introducing the Spelling.” Phonemic awareness activities also help to review long and short vowel sounds in lessons that focus on alternative spellings, such as ‘ai’ and ‘ay” for the long vowel ‘a’. Amplify CKLA’s chaining activities, used throughout Grades K-2, combine advanced phonemic awareness skills such as substitution and deletion with code knowledge, bringing sound and print together.</p>	
<p>Phonemic awareness is taught directly, explicitly, and systematically.</p>	<p>Phonemic awareness is taught implicitly and briefly.</p>	<p>Amplify CKLA provides explicit and comprehensive instruction in foundational skills. Skills lessons focus heavily on teacher/student interaction. Lessons are designed around the “I do, we do, you do” approach so that there is ample opportunity for teachers to model, guide, and support students as they learn. The instruction is not passive, students respond in many different ways during lessons.</p> <p>Each Teacher Guide provides a detailed outline of instruction for every lesson, including routines, examples, modeling, guiding questions and responses, and suggestions for additional support during and after lessons. The flow of the lessons is sequential and easy to follow, with indicators showing what materials are needed for each lesson segment.</p> <p>Here is an example of a phonemic awareness instructional routine:</p> <p><i>In this activity, you will use your right hand first, then your left, so from students’ point of view the motions will occur from left to right. The illustrations for this activity show your actions from the students’ point of view. Encourage students to mirror your actions, using their left hand first, then their right. It may be helpful to review left hand/right hand with students before beginning this exercise.</i></p> <ul style="list-style-type: none"> • Hold your fists in front of you, palms facing down (see illustration 1). • Say the word one as you flip over your right fist and open it (see illustration 2). • Say the word two as you flip over your left fist and open it (see illustration 3). 	<p>no</p>

Say the word blend as you clap your hands (see illustration 4). Practice this with the class.



• Tell the class the word *cupcake* has two sound parts. Say the syllables in a segmented fashion: *cup . . . cake*. • Hold your fists in front of you, palms facing down. Remember to stand with your back facing students when modeling the blending procedure. • Say the syllable *cup* as you flip over your right fist and open it. • Say the syllable *cake* as you flip over your left fist and open it. • Say the word *cupcake* as you clap your hands.



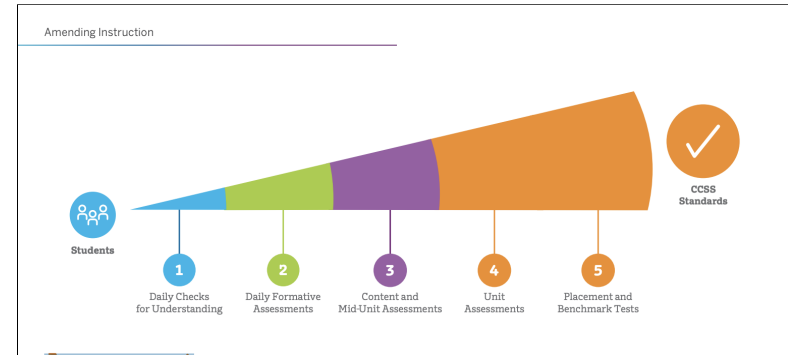
• Practice this with the class. • Complete the activity using the words listed.

1. cup . . . cake > cupcake	5. pop . . . corn > popcorn
2. bed . . . room > bedroom	6. rain . . . bow > rainbow
3. snow . . . man > snowman	7. out . . . side > outside
4. sea . . . shell > seashell	8. bed . . . bug > bedbug

• Have students sit in a circle. Tell students they are going to play a game similar to “*Duck, Duck, Goose*.”

		<p>• Tell students you are going to select a student to be “it.” You will tell that student a word (e.g., sunshine). Instead of saying “duck, duck, duck, duck,” the student who is “it” should say the two parts of the word separately (e.g., “sun, shine, sun, shine”) as they walk around the circle and tap their classmates’ heads. Instead of saying “goose,” the student who is “it” should say the word blended (e.g., “sunshine”). The rest of the rules are the same as those for “Duck, Duck, Goose.” Demonstrate for students if necessary.</p> <div data-bbox="1121 505 1757 721" style="border: 1px solid black; padding: 5px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1. sun•shine</td> <td style="width: 50%;">7. back•pack</td> </tr> <tr> <td>2. doll•house</td> <td>8. meat•ball</td> </tr> <tr> <td>3. door•bell</td> <td>9. moon•light</td> </tr> <tr> <td>4. bed•time</td> <td>10. pan•cake</td> </tr> <tr> <td>5. play•ground</td> <td>11. sail•boat</td> </tr> <tr> <td>6. sand•box</td> <td>12. wheel•chair</td> </tr> </table> </div>	1. sun•shine	7. back•pack	2. doll•house	8. meat•ball	3. door•bell	9. moon•light	4. bed•time	10. pan•cake	5. play•ground	11. sail•boat	6. sand•box	12. wheel•chair	
1. sun•shine	7. back•pack														
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3. door•bell	9. moon•light														
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5. play•ground	11. sail•boat														
6. sand•box	12. wheel•chair														
<p>When phoneme awareness is taught, awareness of individual phonemes is established prior to introduction of corresponding graphemes.</p>	<p>When phoneme awareness is taught, phonemes are immediately connected to graphemes (printed letters).</p>	<p>Amplify CKLA focuses on sounds, or phonemes, as the primary organizing principle of the program, rather than letters. Amplify CKLA includes phonics instruction, but the instruction differs from the phonics usually taught in the United States in that it begins with sounds and then attaches those sounds to spellings. In a typical phonics lesson in the United States, the teacher writes the letter ‘m’ on the board and says, “This is the letter ‘em’ . It says /m/.” As a teacher using this program, you will be asked to present your lessons in a different way. You will be asked to begin with the sound. At the beginning of the lesson you will tell the class: “Today’s sound is /m/.” You will lead the class in some engaging oral language exercises that will allow students to say and hear the sound /m/. Once students are familiar with the sound, you will show them how to draw a “picture of the sound.” You will write the letter ‘m’ on the board and explain that this is how we make a picture of the /m/ sound.</p>	<p>no</p>												
<p>All levels of phonological and phoneme awareness are assessed and monitored regularly.</p>	<p>Phonological and phoneme awareness are not assessed and monitored regularly.</p>	<p>Amplify CKLA offers a robust suite of assessments to ensure that teachers have all the information they need to monitor student</p>	<p>no</p>												

progress, make appropriate placement and interventions, and adapt instruction to fit student needs. Assessments range from low-stakes, informal formative assessment opportunities to more formal summative assessments, as seen in the following diagram. Teachers may strategically implement the desired assessments to help them measure student progress and amend instruction.



Unit assessments offer summative assessment of students' progress related to the instruction. These assessments, which typically take one instructional period, include support for analysis of errors and assessment charts to record student progress.

Beginning-, Middle- and End-of-Year assessments are multi-day assessments that help teachers gauge student mastery of grade-level material and direct placement and intervention.

A number of other tools support teachers in providing specific feedback to students and monitoring and tracking student progress over time. These tools can be used broadly and flexibly

As an example of the levels of phonological and phoneme awareness skill being assessed and monitored regularly, here is a list from one Skills Unit in the Kindergarten Amplify CKLA curriculum:

		<ul style="list-style-type: none"> • Environmental Sounds: Identify, Recognize same or different, Recreate a sequence, and Represent with movement/ objects Segmenting Sentences • Syllables: Blend and Segment Phonemes (2 or 3): Blend, Isolate, and Add • /m/, /a/, /t/, /d/, /o/, /k/, /g/, & /i/: Blend and Isolate (initial and medial positions) • /n/, /h/, /s/, /f/, /v/, /z/, /p/, and /e/: Segment and Isolate (initial and medial positions) • /b/, /l/, /r/, /u/, /w/, /j/, /y/, & /x/: Isolate (initial, medial, and final positions) • Phonemes (3–5): Blend • Phonemes (3–5): Isolate (initial, medial, and final positions) 	
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GLOSSARY

Phonological awareness: One’s sensitivity to, or explicit awareness of, the phonological structure of words in one’s language. This is an “umbrella” term that is used to refer to a student’s sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.

Phoneme awareness: The ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.

Phoneme: The smallest unit of sound within our language system. A phoneme combines with other phonemes to make words.

Grapheme: A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, ough).

NOTES

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WORD RECOGNITION

Phonics

Green Flags	Red Flags	Amplify CKLA Response	Red Flag
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			Present
<p>Letter-sound correspondences are taught in an explicit, systematic, and sequential fashion, from simple to complex.</p>	<p>Letter-sound correspondences are taught opportunistically or implicitly during text reading.</p>	<p>Amplify CKLA Skills instruction provides systematic instruction in synthetic phonics built on a detailed scope and sequence to ensure that students are exposed to the 44 sounds of the English language and 240 elements of the written code. It is not enough to teach students to be familiar with letters and sounds. To create strong, fluent readers, instruction must help students read words automatically and effortlessly. Explicit instruction in, and extensive practice with, the spelling patterns of the English language is the only way that students can transition from learning to read (in which their mental energy is mostly focused on decoding) to reading to learn (in which, since decoding has become automatic, their mental energy can be devoted to comprehension of more complex texts and topics).</p> <p>Amplify CKLA's Skills Strand organizes students' reading experiences to maximize their practice in newly taught spelling-sound patterns. To develop this strand, Amplify CKLA created a unique database to index every word in the English language and determine the most frequent spelling patterns. Instruction is organized around this list, maximizing the words students can read. Amplify CKLA then moves students into engaging, well-written, decodable texts.</p> <p>The Amplify CKLA program (particularly within Grades K–2) is typically described as a synthetic-phonics approach; however, the lessons actually take a multi-prong approach to teaching children phoneme-letter patterns, sight words, and word patterns. Thus, Amplify CKLA reflects a blended approach consistent with the latest research on phonics instruction. In Amplify CKLA, the Kindergarten year is the year that most strongly adheres to a strict synthetic-phonics approach. In Kindergarten, children are first taught to relate a single spelling to each of the 44 sounds of English. Amplify CKLA seeks to minimize the challenges of this approach (i.e., that children will encounter exceptions to what they know) by teaching children the most common and least ambiguous spelling for each sound of English (e.g., a_e is taught for a long “a” sound because there are few exceptions). The</p>	<p>no</p>

		<p>instructional approach taken in Grades 1 and 2 is a blended approach, where children are still given information in single sound-letter patterns, but this information is introduced in ways that also builds their understanding of larger-grained units of words (e.g., syllables, rimes). For example, research states that the rime pattern –ight occurs approximately 90 times in English, thus making it a potentially useful rime pattern to know (Goswami, 2005). Although the Amplify CKLA program would not teach –ight as a whole, it will teach that “igh” is an alternative spelling for the long “i” sound. Within such a lesson, children will examine words that have this “igh” spelling versus words with other spellings of the long /ie/ sound (e.g., i_e) and will—explicitly and with teacher guidance—examine lists of words following these two spelling patterns and discuss commonalities among words. In this way, the Amplify CKLA approach, while synthetic in its premise, actually embeds instruction around phoneme-level and word-, syllable-, rime-level information. Thus, it shows consistency with the research that speaks to the value of learning multiple strategies when learning to read English.</p>	
<p>Phonics instruction is robust with explicit instruction, cumulative review, and application in reading and writing.</p>	<p>Phonics instruction takes place in short “mini-lessons.”</p>	<p>The Amplify CKLA phonics program was designed with the cognitive science of practice in mind; it explicitly weaves in all three dimensions of systematic practice across lessons, units, and grades. In K–2, the program introduces an average of 5–10 letter-sound relationships within each unit of instruction; each unit lasts approximately 2–3 weeks and includes frequent, spiraling review and daily practice. Within each unit and across units, students apply what they have learned to reading words, phrases, sentences and in connected texts (Student Readers). Reading and writing skills are taught in tandem, so students continually apply what they have learned in writing activities tied to the lessons.</p>	<p>no</p>
<p>The initial instructional sequence includes a mixture of short vowels and consonants.</p>	<p>The initial instructional sequence introduces a large number of (or all) consonants before a vowel is introduced, or vowels are all taught in rapid succession.</p>	<p>Amplify CKLA Skills instruction provides systematic instruction in synthetic phonics built on a research-based, detailed scope and sequence to ensure that students are exposed to the 44 sounds of the English language and 240 elements of the written code. In K–2, the program teaches children 150 spellings for the 44</p>	<p>no</p>

		<p>sounds of English. It introduces an average of 5–10 letter-sound relationships within each unit of instruction; each unit lasts approximately 2–3 weeks.</p> <p>For example, the Skills Strand for Kindergarten is divided into ten units. In the course of these ten units you will introduce ten vowel sounds and twenty five consonant sounds and teach students the most common, or least ambiguous, spelling for each sound. The sequence of vowels and consonants provide a mix so that students can soon begin to put together the sounds into simple VC and CVC words, such as the following in the first several lessons of Kindergarten Unit 3: <i>mat, dad, at, ad, am, at</i></p>	
<p>Segmenting and blending are taught explicitly and practiced regularly, in both decoding and encoding.</p>	<p>Segmenting and blending are not explicitly taught nor practiced.</p>	<p>One distinctive feature of Amplify CKLA is its heavy focus on chaining exercises to support decoding and encoding. A chain is a series of words, sometimes including pseudowords, or silly words, that can be built by changing only one letter or spelling at a time. Here is a sample chain that can be read (or spelled) once students have learned the letter-sound correspondences taught in a unit: dad > mad > mat > at > cat > cot > dot</p> <p>The rules of chaining are as follows: RULE 1: Only one sound/spelling changes at a time. RULE 2: There are only three permissible types of changes: a. Addition: a sound/spelling is added (ad > mad) b. Deletion: a sound/spelling is taken away (mad > ad) c. Substitution: one sound/spelling is substituted for another (mat > cat)</p> <p>Chaining allows teachers to use a consistent and concise routine to support practice of segmenting and blending in both decoding or encoding unknown words. Lessons are designed around the “I do, we do, you do” approach so that there is ample opportunity for teachers to model, guide, and support students as they learn. The instruction is not passive, students respond in many different ways during lessons.</p>	<p>no</p>
<p>Explicit instruction directs students’ attention to the structure of the word; the emphasis is on phonic decoding.</p>	<p>Instruction encourages students to memorize whole words, guess at words in context, or use picture clues</p>	<p>The Amplify CKLA program begins by teaching the most common and least ambiguous spellings for sounds and then moves on to introduce the more complex parts of the writing system. English</p>	<p>no</p>

		<p>spelling code is taught explicitly, beginning with the easiest, least ambiguous, and most frequently used parts of the code and then adding complexity gradually. Amplify CKLA uses a synthetic phonics approach that teaches students to use code knowledge to blend through each sound in the word.</p>	
<p>Instruction includes letter sounds correspondences, syllable types, word families, word analysis skills for multisyllabic words, and morphemes.</p>	<p>Instruction in phonics ends once letter sounds correspondences are taught.</p>	<p>In the Amplify CKLA Program students receive both Basic and Advanced Code instruction that consists of all the spellings and spelling alternatives (over 100) that may be used to spell the 44 phonemes in English. Examples of alternative spellings include 'mm' > /m/, 'ss' > /s/, 'c' > /s/, 'g' > /j/, 'ay' > /æ/, and 'ey' > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare.</p> <p>Mastering the various letter-sound correspondences taught in Amplify CKLA will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllable words. To this end, most students will benefit from additional instruction in learning to recognize, chunk and read parts of words—syllables—as a way to decode longer words. For example, in Grade 1, Amplify CKLA introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., cat·fish, cup·cake, pea·nut, drive·way). For compound words, the dot is placed between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity. By combining the specific code knowledge of letter-sound spellings taught in Kindergarten—Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.</p>	<p>no</p>

		<p>In Grades 3-5, basic and advanced phonics code knowledge is reviewed and more complex foundational skills knowledge becomes the instructional focus, including: spelling patterns and morphology.</p>	
<p>Irregular high-frequency words are taught by drawing attention to both regular and irregular sounds.</p>	<p>Irregular high-frequency words are taught as whole-word units, often as stand-alone “sight words” to be memorized.</p>	<p>The term “Tricky Word” is used in this program to refer to a word not pronounced quite the way you would expect based on the letters in its printed form, or is not spelled quite the way you would expect based on the sounds in the spoken word. When teaching a Tricky Word, the teacher emphasizes the parts of the words that are NOT tricky that follow regular code rules, and teaches the part(s) that are tricky explicitly.</p> <p>The term “sight word” is often used to describe a common word students should practice reading and learn to recognize rapidly. At the same time, a sight word may describe a Tricky Word. It is necessary to distinguish between words that are genuinely tricky (words like one, of, two, who, and could) and words that are high-frequency but pronounced as expected (words like in, at, on, this, that, and up). Words in this last category are not taught as Tricky Words, because there is actually nothing tricky about them. They can be read via blending, and students are taught to read them that way.</p> <p>Tricky Words are introduced in a scaffolded manner using the Picture Reader resource in Kindergarten. The Picture Reader presents one Tricky Word at a time with colorful rebus pictures. Each page in the Picture Reader has a very limited amount of written text, coupled with different rebus pictures.</p>	<p>no</p>
<p>Opportunities to practice decoding words in isolation are provided</p>	<p>No opportunities for word-level decoding practice are provided</p>	<p>In daily phonics instruction, students are given opportunities to practice newly-learned sound-spellings in exercises that use words in isolation, such as in word lists that are read aloud, word sorts, chaining activities, and others. Students are assessed regularly for word reading in isolation skills and Additional Support activities provide more word reading practice. For example, in Push & Say activities, students read words and select the letter cards for the sound/spellings they identified as they segment the word into phonemes. They place the letter</p>	<p>no</p>

		cards below the Sound Boxes in the correct positions from left to right. Then, they will push the cards from the boxes from left to right and say the sound as each letter card is pushed. Next, students run their fingers under the word in one smooth motion and say the whole word blended.	
Instruction includes recursive review of phonics/encoding skills.	Instruction is typically “one and done”; phonics/encoding skills are introduced but with very little or very short-term review.	Sound/spelling reviews are a regular feature of daily instruction, often done in the Warm-Up activity before core instruction. The activity reviews all the sound/spellings taught to that point and incorporates letter cards and other materials. Students not only identify sounds associated with letters, but also distinguish between vowels and consonants and identify letter teams. Students also review phonics/encoding skills during dictation activities.	no
Phonics skills are practiced by applying letter-sound knowledge in decodable texts that match the phonics elements taught, securing phonic decoding.	Early text is predominantly predictable, leveled texts which includes phonic elements that have not been taught and encourages memorizing patterns and using picture clues rather than phonic decoding.	<p>Amplify CKLA offers extended practice through the use of original, decodable Student Readers. In Grades K-2, Skills Strand Student Readers are fully decodable grade-level text, as they consist of words using the specific letter-sound correspondences that students have already learned. These highly engaging chapter books are used in instruction for code practice, fluency, comprehension, and vocabulary development. A text-based discussion follows each text selection.</p> <p>These 100% decodable readers are uniquely designed to provide intensive practice with the code within an authentic reading experience. By eliminating the distraction of encountering untaught spelling patterns or exceptions, these dynamic chapter books expose students to a wealth of topics, reinforce the feeling of reading success, and inspire them to want to read more.</p> <p>Student Readers (one per student per unit, beginning in Grade K, Unit 6) contain 100% decodable text aligned to the sequence of phonics instruction. These readers give students the opportunity to practice recently taught spellings, and as units and grades progress, their engaging chapter-book format. For example, the Grade K, Unit 6 Reader houses 11 decodable stories.</p>	no

GLOSSARY

Explicit: Explicit instruction involves direct explanation. The teacher’s language is concise, specific, and related to the objective. Another characteristic of explicit instruction is a visible instructional approach which includes a high level of teacher/student interaction. Explicit instruction means that the actions of the teacher are clear, unambiguous, direct, and visible. This makes it clear what the students are to do and learn. Nothing is left to guess work.

Implicit: Implicit instruction does not provide direct or specific guidance on what is to be learned.

Systematic: The material follows a sequence beginning with the easiest/basic elements preceding to the most difficult.

Morpheme: The smallest meaningful unit of a word.

Irregular high-frequency words: Words that BOTH highly frequent in text and not spelled phonetically (e.g., said, of, one)

NOTES

WORD RECOGNITION

Fluency

Green Flags	Red Flags	Amplify CKLA Response	Red Flag Present
<p>Instruction includes teacher-led modeling, oral reading by students, and immediate feedback.</p>	<p>Instruction focuses primarily on student silent reading.</p>	<p>The approach to fluency within Amplify CKLA reflects the goal of fluency work as being an integrated task (one that supports decoding and comprehension) and the fluency work sits within the broader structure of the Skills strand, which places emphasis on practice for mastery and motivation. Thus, fluency work is an integrated aspect of the program’s systematic approach to instruction and practice.</p> <p>Amplify CKLA develops fluent readers by supporting them to read increasingly complex texts in later elementary and beyond. The decodable readers—by carefully scaffolding the words students encounter—help students read fluently, with purpose and understanding. Teachers model reading fluency during Demonstration Story lessons and when new stories are introduced, followed by students rereading the text in whole group or partner reading activities. During partner reading, teachers may monitor students’ fluency skills by listening and recording information in Anecdotal Reading Records, provided in the Teacher Guide. Students may also practice fluency using the audio-enhanced e-readers available on the Student Hub.</p>	<p>no</p>

		<p>Take-home materials designed to be read in the home environment with support, strengthen student fluency.</p> <p>Starting in Grade 2, there are additional on-line Fluency Packets that correspond to each unit. Teachers are prompted throughout the curriculum to keep anecdotal reading records when students read aloud. Formal fluency assessments begin at the end of Grade 1 and continue throughout the program.</p>	
Reading accuracy and automaticity are emphasized.	Rate is emphasized over accuracy; attention is given to students reading words quickly	<p>Amplify CKLA is built on the premise that reading fluently requires automaticity in decoding text. The extent to which students are not able to decode quickly, accurately, and automatically will impact their understanding of what they read. The rate at which students read is monitored regularly as a benchmark for grade level and time of year, but the focus of daily instruction is not on speed, but all three aspects of reading fluency: accuracy, rate, and prosody (expression). These three factors, but especially accuracy and prosody, have a large impact on student comprehension of text.</p>	no
Word-level fluency practice is provided.	Word-level fluency practice is not provided. Fluency is viewed only as text-reading fluency.	<p>Students are provided with multiple opportunities to read words outside of connected text through a variety of lesson activities. For example, during phonics lessons, particularly in “Introduce the Spelling” or “Review the Spelling” segments, students are asked to both decode and encode words. Wiggle Cards, short word, phrase, and sentence reading exercises, provide students with a short burst of practice in reading words from recently learned sound/spellings. For example, in Grade 2 Unit 1, students review reading two-syllable words by reading aloud from a list of words (written on the board or projected from the online materials) by blending the syllables first before putting the two syllables together. This type of practice will increase students'</p>	no

		accuracy and automaticity as their blending skills become more competent.	
Fluency is practiced in a variety of texts (narrative, informational, poetry, lists, etc.).	Fluency is practiced only in narrative text or with repeated readings of patterned text.	<p>In K-2, the Student Readers mostly feature narrative stories as students are still honing their decoding skills, but as students become more knowledgeable and confident, more text-types are integrated into the program (NOTE: K-2 students are exposed to informational texts in the Knowledge strand that feature more complex texts in the form of Read-Alouds). For example, students in Grade 2 read their first entirely informational text Student Reader in the last unit, but students in Grades 3-5 read a mix of texts in the core Student Readers throughout the year. Students in all grades have many other opportunities to practice fluency through lesson practice and exercises in the Activity Books.</p> <p>Fluency Packets in grades 2-5 consist of selections from a variety of genres, including poetry, folklore, fables, fiction, nonfiction and other selections. These selections provide opportunities for students to practice reading with fluency and expression (prosody).</p>	no
Fluency is measured using a normed Oral Reading Fluency assessment.	Fluency assessment allows teachers acceptance of incorrectly decoded words if they are close in meaning to the target word.	Amplify CKLA supports educators assessing fluency by providing guidance on giving students a grade level text that they have not previously read or practiced, asking them to read the text aloud and the teacher noting both the time required to read the passage and any errors made while reading aloud. Amplify CKLA uses Hasbrouck and Tindall's Fall, Winter, and Spring Oral Reading Fluency Norms during its three-time a year benchmark assessments, beginning in Grade 2.	no

GLOSSARY

Automaticity: Performing a reading task without conscious effort. For example, reading connected text with automaticity means that there is no conscious attention paid to decoding words.

Normed: A normed assessment results in scores that are norm-referenced; test takers' scores can be compared in relation to how others in that same age/grade group performed. It allows results to have meaningful interpretation and it allows educators to understand if a student is performing below, at, or above expectations.

NOTES

LANGUAGE COMPREHENSION

Background Knowledge

Green Flags	Red Flags	Amplify CKLA Response	Red Flag Present
<p>Read-aloud opportunities feature a variety of complex texts (narrative and expository texts above grade-level) to develop background knowledge and vocabulary in a variety of subject areas.</p>	<p>Read-aloud opportunities emphasize stories or narrative texts. Read-aloud text is not sufficiently complex.</p>	<p>The Knowledge Strand is centered around complex narrative and informational read-aloud texts. The Knowledge Strand focuses on background knowledge and vocabulary acquisition, analysis of complex text, and speaking and listening.</p> <p>Students listen to Read-Aloud texts in the younger grades and experience a combination of read-aloud, shared reading, and independent reading in the older grades. Each lesson includes pauses for comprehension before, during, and after the reading. This instructional approach allows for students to process and make connections with the text. The Application segment in Knowledge Strand lessons provides the practice and scaffolding</p>	<p>no</p>

		<p>students need to collectively research and integrate content from what they have learned through the Read-Alouds.</p> <p>Amplify CKLA's Read-Alouds of carefully sequenced texts provide a powerful way to build young students' vocabulary by ensuring multiple exposures to new words and the ideas they represent. These Read-Alouds are more sophisticated than what younger students can read on their own, so the teacher facilitates classroom discussions that get students to use the words they are learning. By hearing complex texts on a coherent and systematically ordered set of topics, students begin connecting words to each other and to words they already know, forming a web of words that they will continue to construct throughout their lives. These words, and their connections, become students' mental encyclopedia, allowing them to access continually, and ever more easily, the knowledge they need to understand what they read.</p> <p>Amplify CKLA includes explicit instructions for facilitating interactive, guided discussions of text. In daily reading and Read-Aloud exercises, students participate in discussions that require textual evidence, helping develop deeper analysis and comprehension skills.</p>	
<p>Opportunities are provided to make connections between a new word or concept and other known words or concepts, relating ideas to experiences.</p>	<p>Opportunities to bridge existing knowledge to new knowledge is not apparent in instruction.</p>	<p>The number and frequency of Read-Alouds is a unique characteristic of Amplify CKLA. It is important because students' listening comprehension far exceeds reading comprehension during elementary school. While students are learning to decode, the Read-Alouds provide students with above-grade-level content and vocabulary. When students become fluent readers, they will then recognize and understand these words and ideas in complex texts. Decoding alone is not enough to fully understand a text. Students must have a web of knowledge and vocabulary to draw upon to learn about new ideas and concepts. The Amplify CKLA Knowledge Strand provides this through Read-Aloud texts covering a variety of domains. Over time, this gives students the best possible preparation to encounter and analyze new texts.</p>	<p>no</p>

GLOSSARY

Narrative: Text that relates a series of events - can include fiction and nonfiction

Expository: Text that provides factual information about a topic.

Background knowledge: A specific subset of knowledge needed to comprehend a particular situation, lesson, or text.

NOTES

LANGUAGE COMPREHENSION

Vocabulary

Green Flags	Red Flags	Amplify CKLA Response	Red Flag Present
<p>Vocabulary instruction includes robust conversations in order to support an understanding of literal and inferential comprehension of word knowledge within text.</p>	<p>Vocabulary instruction does not include opportunities for rich conversations; worksheets or activity sheets are used instead.</p>	<p>Through the Knowledge Strand, students are exposed to above-grade-level Read-Alouds on a daily basis. These allow students to encounter, use, and practice domain-specific and academic Tier 2 and Tier 3 vocabulary on a topic over several weeks. Through Read-Alouds, students develop a broad, deep, and flexible vocabulary that they are comfortable using in context. This gives them an enormous advantage in reading complex texts and writing with precision and</p>	<p>no</p>

		<p>detail. In addition to using their expanding vocabulary, students are given specific and general opportunities to use academic English in complete sentences to further solidify syntactic connections.</p> <p>Within the Skills Strand in grades K-2, new vocabulary is actively previewed and discussed before it is encountered. Students have a structured environment within which to clarify, discuss, and ask questions about new vocabulary. Within the Knowledge Strand, Word Work—daily short activities around new domain-specific vocabulary—provides additional explicit teaching. There are also frequent activities, such as brainstorming connections to domain specific vocabulary and presentations using academic vocabulary, designed so that students consciously use new vocabulary and connect it to other concepts and ideas they have already learned.</p> <p>Students in Grades 3-5 continue to learn new vocabulary in Word Work lessons, as well as new vocabulary in context used in the Student Readers. Robust discussion following reading encourages students to understand and use new vocabulary in context. This continued exposure within the texts, coupled with specific language lessons that include spelling, morphology, and grammar, provide students with a strong foundation of word knowledge.</p>	
<p>Explicit instruction in vocabulary for Tier 2 and 3 words is evident, as well as instruction in the context of texts (most Tier 1 words).</p>	<p>Instruction includes memorization of isolated words and definitions out of context.</p>	<p>A primary goal of the Amplify CKLA program is to coherently build students' knowledge from Kindergarten through Grade 5 and to provide both exposure to and instruction with Tier 1 and Tier 2 academic and domain-related vocabulary. This knowledge and vocabulary development, connected within each grade level and across the grades, allows</p>	<p>no</p>

students to gain skill and confidence as readers and writers. The texts and associated instructional materials within each unit have been crafted to provide repeated exposure to, and experiences with, selected vocabulary words embedded within domains of knowledge related to history, geography, science, culture, and the arts. Each domain-based unit spans several weeks of instruction, during which students read a number of unique texts or chapters. This approach allows for the domain immersion needed to acquire new vocabulary as well as breadth and depth of domain knowledge. Through repeated exposure to words in each unit, students implicitly gain a greater understanding of many different words. Implicit vocabulary learning is an efficient and effective way to build a broad, rich vocabulary base. Although the primary mechanism for acquiring new vocabulary is through implicit vocabulary learning, each lesson also highlights a number of vocabulary words in a more explicit way. Below is an example of this instructional model:

1. In the Read-Aloud you heard, “While admiring the sights, Mrs Morgan and a friend almost got caught in a hailstorm.”

2. Say the word sights with me.

3. Sights are things or places seen or worth seeing.

4. We saw many beautiful sights as we traveled down the Mississippi River.

5. What interesting sights are in your neighborhood, city, or state? Try to use the word sights when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase students responses: “are interesting sights in . . .”]

		<p><i>6. What's the word we've been talking about? What part of speech is the word sights? How do you know?</i></p>	
<p>Tier 2 words are taught explicitly, with students taught to use these words in their speech, see them in print, and use them in writing (when appropriate).</p>	<p>Tier 2 words are not taught deeply.</p>	<p>As students are expanding their knowledge through reading and writing, they are encountering and practicing the vocabulary connected to each specific domain (Tier 3). Because each Amplify CKLA domain builds and extends from previous domains, students apply vocabulary in a variety of settings, giving them the repeated practice they need. This includes the acquisition of appropriate and transferable academic vocabulary for textual analysis and writing (Tier 2). Word Work lessons in each grade level feature explicit instruction in a select Tier 2 vocabulary word used in that day's reading selection (see example above).</p> <p>Academic vocabulary is also learned implicitly, with opportunities and instructions to use Tier 2 vocabulary throughout the lessons. This vocabulary instruction is comparable to students' experience when first learning language—when they absorb information from adults and peers through listening, discussion, and repetition.</p> <p>Additionally, teachers may reinforce core vocabulary instruction with a systematic series of mini-lessons, available on the Teacher Resource site as projectable direct instruction that may be implemented with minimal advance preparation. These lessons are available for selected domains (Grades K-2) and for all units (Grades 3-5). Formed around a systematic and strategic approach to key skills students need for vocabulary acquisition, these mini-lessons include direct instruction and modeling of the vocabulary skill, guided practice and Check For Understanding opportunities, and independent practice and Formative Assessment moments. Introduction Activities help students learn a word's definition and</p>	<p>no</p>

		apply it in a particular context.	
Explicit instruction in morphology is provided.	Explicit instruction in morphology is not apparent.	In K-2, students study morphology in the context of decoding and spelling, such as prefixes, affixes, and inflectional endings. Throughout Grades 3–5, students will study word parts, such as prefixes, suffixes, and root words. Oral and written activities present opportunities to apply morphology skills.	no

GLOSSARY

Tier 1 vocabulary words: Words students already know the meaning of (e.g., house, car, dog, school)
Tier 2 vocabulary words: Words that are not likely to be familiar to young children but reflect a concept they can identify with and can use in conversation (e.g., shiver, excitement, remarkable, coax).
Tier 3 vocabulary words: Words that are low frequency and domain specific (i.e., they appear in specific content areas such as math, science, history, music.)
Morphology: the system of meaningful parts that make up words

NOTES

LANGUAGE COMPREHENSION

Knowledge of Language Structures

Green Flags	Red Flags	Amplify CKLA Response	Red Flag Present
There is a clear scope and sequence for teaching conventions of print, grammar, and syntax (sentence structure) in reading and writing.	There is not a clear scope and sequence for teaching; conventions of print, grammar, and syntax are taught implicitly or opportunistically.	K-2 Grammar instruction, including both morphology and syntax, is taught explicitly within the Skills Strand. This includes understanding the different parts of speech and using them correctly orally and in writing; analyzing and creating correct sentences (e.g., identifying and correcting run-on sentences); and adding appropriate details, including adjectives and adverbs. The	no

		<p>Alignment Charts at the beginning of each Teacher Guide contain detailed guidance on the language skills taught in the unit. Punctuation, capitalization, and spelling are also taught explicitly. Skills lessons are divided into Foundational Skills, Language, Reading, and Writing so teachers can identify when there is explicit language instruction. Language instruction is explicitly reinforced with Syntactic Awareness Activities, based in context, in most units of the Knowledge Strand.</p> <p>3-5</p> <p>Grammar instruction, including both morphology and syntax, is taught explicitly in Grades 3–5. This includes understanding the different parts of speech and using them correctly orally and in writing; analyzing and creating correct sentences; and adding appropriate details, including adjectives and adverbs. The alignment charts at the beginning of each Teacher Guide give detailed guidance on the language skills taught in the unit. Punctuation, capitalization, and spelling are also taught explicitly.</p>	
<p>Instruction includes sufficient time for discussion, including teacher modeling of conversational conventions, appropriate tone and rate, and development of full ideas and complete sentences.</p>	<p>Instruction does not include sufficient opportunities for discussion. Teacher modeling is not apparent.</p>	<p>Throughout Amplify CKLA, students are encouraged to participate in discussions, engage in debates, and describe texts in a range of formal and informal contexts. Writing also covers a range of scenarios providing opportunities for students to identify different forms of language and discourse and for teachers to determine student mastery and understanding. Here is an example grammar lesson that illustrates one instructional routine:</p> <p><i>Introduce Suffixes –er and –or • Write paint on the board. Briefly discuss the meaning of the word. Add the</i></p>	<p>no</p>

		<p><i>suffix –er and read the new word. Discuss the meaning of the word painter. • Write sail on the board. Briefly discuss the meaning of the word. Add the suffix –or and read the new word. Discuss the meaning of the word sailor. • Explain to students a suffix is a syllable placed after a root word. Suffixes change the meaning of the root word. Explain that both –er and –or mean “a person who.” With a partner, brainstorm other possible words with the –er or –or ending. • Have students take out Activity Page 3.3 and complete as a teacher-guided activity or independently.</i></p>	
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Verbal Reasoning

<p>Inferencing is explicitly taught within text, including opportunities for metacognition and use of appropriate/accurate background knowledge.</p>	<p>Inferencing is not taught explicitly and may be based only on picture clues and not text (“picture walking”).</p>	<p>Research on text comprehension points to the fact that comprehension requires readers (or listeners) to use various strategies—implicitly and explicitly—to form inferences and links among aspects of the text. Background knowledge is a key ingredient in using these strategies successfully. Consistent with this, Amplify CKLA approaches comprehension strategies within read-aloud lessons as a means to an end, not ends themselves. The focus is on knowledge-building through the texts and on having children use their growing knowledge to facilitate their analytic interactions with texts on the same topic. Thus, children are encouraged to use comprehension strategies, as needed, at various points during the read-aloud. Their success in using these strategies is scaffolded by teachers’ instructional support (e.g., some explicit teaching) but also supported by the fact that they are being given the background knowledge that is fundamental to their success in applying comprehension strategies. For example, within a domain, children will stay on a topic for approximately two to three weeks. By hearing read-alouds on a single topic for such an extended period, children build vocabulary and knowledge that they pull upon when making predictions, monitoring known versus unknown information, considering inconsistencies or differences among stories, etc. Teachers guide children’s use of this knowledge through the questions and discussion that occurs before the</p>	<p>no</p>
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		<p>read-aloud. Thus instruction in comprehension skills is explicit, but embedded, within a knowledge-focused context. This approach to teaching comprehension skills reflects what research shows about how comprehension unfolds cognitively among skilled readers.</p>	
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Literacy Knowledge

<p>Appropriate genre types and features are explicitly taught.</p>	<p>Genre types and features are not explicitly taught</p>	<p>In Amplify CKLA, students encounter authentic, relevant texts that reflect the text characteristics and genres specifically required by standards at each grade level. Throughout the program students read folktales, tall tales, and legends; they study myths from a wide range of cultures, explore plays and consider how best to stage a dramatic production, read biographies, encounter poetry, personal narratives, and many other types of texts.</p> <p>The domains of Amplify CKLA K-5 expose children to a broad array of topics related to literature (e.g., classic genres such as Greek myths or tall tales), science (e.g., astronomy, the human body, insects), and American and world history (e.g., ancient civilizations, the War of 1812). These domains, included in the Knowledge Strand in K-2, feature rich Read-Aloud texts that build students' background knowledge and vocabulary. In Grades 3-5, the domains are in integrated units. Students learn to recognize the characteristics of a wide range of genres and text types. The K-2 Student Readers, used to practice and build fluency, are uniquely designed as chapter books, engaging students with interesting characters and story lines. Readers incorporate literary and informational texts that build in complexity across the course of the school year. Students in Grades 3-5 use the Student Readers to engage with narrative and informational texts and a range of literary genres, including fictional classics, poetry, and drama.</p>	<p>no</p>
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Metacognition: Thinking about thinking
 Inference: Using what you know and parts of text to comprehend what is not directly said in a text.
 Genre: A type of text or literature that has a particular form and style (e.g., poetry, fiction, nonfiction)

NOTES

READING COMPREHENSION

Green Flags	Red Flags	Amplify CKLA Response	Red Flag Present
<p>The foundation for reading comprehension is built through rich read aloud experiences before children are able to read independently.</p>	<p>The foundation for reading comprehension emphasizes strategy instruction in text before children are able to read independently.</p>	<p>In Amplify CKLA, the Knowledge Strand is centered around complex narrative and informational read-aloud texts. The Knowledge Strand focuses on background knowledge and vocabulary acquisition, analysis of complex text, and speaking and listening.</p> <p>Students listen to Read-Aloud texts in the younger grades and experience a combination of read-aloud, shared reading, and independent reading in the older grades. Each lesson includes pauses for comprehension before, during, and after the reading. This instructional approach allows for students to process and make connections with the text. The Application segment in Knowledge Strand lessons provides the practice and scaffolding students need to collectively research and integrate content from what they have learned through the Read-Alouds.</p>	<p>no</p>
<p>Emphasis on direct teaching of comprehension strategies via gradual release of responsibility (I do, we do,</p>	<p>Emphasis on independent reading and book choice; no evidence of direct teaching of comprehension strategies.</p>	<p>Building knowledge to build strong comprehension is the core premise of Amplify CKLA. Comprehension skills must be built</p>	<p>no</p>

you do) using appropriate instructional text.

from text to text, so becoming a critical and strategic reader depends on having a wide breadth of knowledge and related vocabulary. While reading comprehension strategies are often helpful, the less the reader knows about the topic at hand, the less he or she will grasp from the text. Each lesson includes pauses for comprehension before, during, and after the reading. This instructional approach allows for students to process and make connections with the text. Students are then asked to answer literal, inferential, and evaluative questions, either orally or in written form, to check for understanding. Comprehension strategies are embedded into reading lessons. This example from Grade 3 Unit 5 shows how graphic organizers are used to support students in comparing and contrasting ideas in the text after reading two texts:

- *Explain that the students have heard and read two different texts about light. Now they will compare and contrast the two texts and summarize their information.*
- *Have students find Activity Page 2.2. Explain that it has excerpts, or short pieces of a longer text, from today's Read Aloud, "What Is Light?" They can use the page to help remind them of the key points in the Read Aloud.*
- *Introduce the T-Chart Organizer on Activity Page 2.3. Explain that it's similar to the T-chart they used earlier but with one important difference. Ask if they can find the difference. (It has a box at the bottom.)*
- *Explain that they will be using Activity Page 2.2 and the text from Chapter 1 to compare and contrast the two texts.*
- *Work together as a whole group to find the similarities and differences. Focus on the characteristics of narrative vs. informational text, but include similarities in content as well. Go back and forth between the two texts to find evidence. Fill in information on the chart you prepared earlier and have the students put that information Activity Page 2.3.*

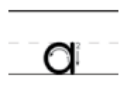

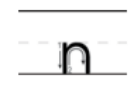
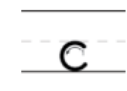

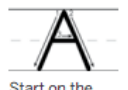




		<ul style="list-style-type: none"> • For the box at the bottom, tell students they will be writing a few sentences that summarize the main differences between the two texts. Collect when completed. 	
<p>Materials for comprehension instruction include sufficiently complex literary and informational texts.</p>	<p>Materials for comprehension instruction are predominantly leveled texts and repetitive patterned texts.</p>	<p>Amplify CKLA is built upon a coherent Knowledge Sequence resulting from years of research and consultation with content experts, educators, cognitive scientists, and others. The sequence is designed to build upon earlier content so that students become generally knowledgeable in the early grades and are able to rely on a robust web of prior knowledge when encountering new complex texts and material in later grades. In K-2, comprehension instruction occurs both in the Skills Strand using the Student Readers, and in the Knowledge Stand with the more complex text in the Read-Alouds.</p> <p>As students enter late elementary, the variety of texts they encounter increases. Students in Grades 3–5 will continue to read specially commissioned, knowledge-rich texts from children’s authors, for example on civilizations across the world in the Middle Ages, and the histories of Native Americans. They will also read an increasing number of classics and encounter a variety of original source material. For example students in Grades 4 and 5 will complete units on poetry (containing diverse, contemporary poems and well-known classics), <i>The House on Mango Street</i>, <i>Treasure Island</i>, and <i>A Midsummer Night’s Dream</i>. They will read articles from a range of sources to write opinion pieces, and they will use these inspirations to craft increasingly long and complex texts of their own. Quests are also introduced in Grades 3–5, providing a range of immersive narratives and contexts for students to work with complex texts in unique ways.</p>	<p>no</p>

WRITING

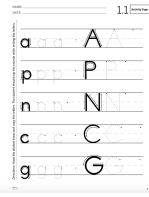
Handwriting

Green Flags	Red Flags	Amplify CKLA Response	Red Flag Present
<p>There is explicit instruction related to letter formation, posture, grip, and opportunities for cumulative practice.</p>	<p>There is no direct instruction in handwriting.</p>	<p>Students' handwriting lessons are integrated into the Amplify CKLA Skills Strand. In kindergarten, students practice forming a number of writing strokes used to create letters (e.g., horizontal lines, vertical lines, circles, etc.). As students learn to draw these writing strokes, their fine motor skills will increase, and they will begin to master the tripod grip. This will prepare students to write letters in Unit 3 of the kindergarten curriculum.</p> <p>For the handwriting activities in the early Amplify CKLA Kindergarten units, it is strongly recommended that all students use crayons. For all early handwriting, in fact, it is preferred that students use small or broken crayons. While this may sound odd, these smaller stubs increase the likelihood of students grasping the writing utensil with the preferred tripod or quadropod grip. Furthermore, writing with crayons provides students with increased sensory input as they practice writing. This is because crayon wax has greater resistance to paper than graphite or ink. The push-pull motion will strengthen finger and hand muscles, permitting students greater control and endurance when writing.</p> <p>Teachers are provided with handwriting guidelines to follow when teaching letter formations.</p>	<p>no</p>

- Model drawing the same letter two or three more times in a row.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy lowercase 'a' on the activity page.
- Encourage students to say the sound /a/ each time they write the letter.
- Repeat the same steps for uppercase 'A', pointing out that it looks different from lowercase 'a' and touches the top line of the handwriting guidelines.
- Remind students that uppercase letters are used for the first letter in the first word of a sentence and for the first letter in the name of a person or place.
- Repeat the same steps for 'p'—'P', 'n'—'N', 'c'—'C', and 'g'—'G'.

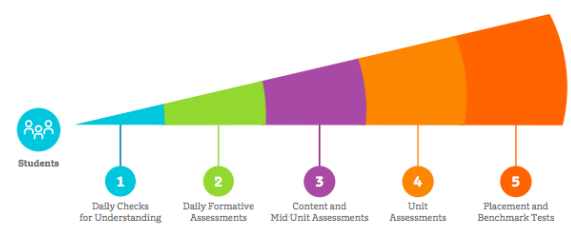
				
<p>Start between the dotted line and the bottom line.</p> <ol style="list-style-type: none"> 1. circle to the left 2. short line down 	<p>Start on the dotted line.</p> <ol style="list-style-type: none"> 1. line down ending below bottom line 2. circle to the right 	<p>Start on the dotted line.</p> <ol style="list-style-type: none"> 1. short line down 2. hump 	<p>Start just below the dotted line.</p> <ol style="list-style-type: none"> 1. most of a circle to the left 	<p>Start between the dotted line and the bottom line.</p> <ol style="list-style-type: none"> 1. circle to the left 2. fish hook ending below bottom line
				
<p>Start on the top line.</p> <ol style="list-style-type: none"> 1. diagonal left (lift) 2. diagonal right (lift) 3. line across 	<p>Start on the top line.</p> <ol style="list-style-type: none"> 1. long line down (lift) 2. half a circle to the right 	<p>Start on the top line.</p> <ol style="list-style-type: none"> 1. long line down (lift) 2. diagonal right 3. long line up 	<p>Start just below the top line.</p> <ol style="list-style-type: none"> 1. most of a circle to the left 	<p>Start just below the top line.</p> <ol style="list-style-type: none"> 1. most of a circle to the left 2. line across

<p>Handwriting instruction utilizes lined paper that guides letters formation.</p>	<p>Unlined paper and picture paper are featured.</p>	<p>Amplify CKLA students practice handwriting using pages with handwriting guidelines to support proper letter formation. These pages are contained in the unit Student Activity Books.</p>	<p>no</p>
<p>Handwriting instruction is integrated into core reading and writing instruction and follows the sequence of letter learning.</p>	<p>Handwriting instruction is treated as an isolated add-on</p>	<p>Students' handwriting lessons are integrated into the Amplify CKLA Skills Strand. The Skills Strand provides comprehensive instruction in all foundational reading skills. Reading and writing are taught in tandem, which can be seen in the Foundational Skills lesson sequence that first introduces the sound, introduces the spelling for the sound and how to write it, and then moves into practicing reading and writing words with the newly learned sound.</p>	<p>no</p>
<p>Spelling</p>			
<p>There is a clear scope and sequence for explicit spelling instruction, closely aligned with the phonics scope and sequence in K-1</p>	<p>No evidence of explicit spelling instruction; scope and sequence is not aligned with any other aspect of instruction</p>	<p>Explicit instruction in the spelling patterns of the English language transitions students from spending an excess of mental energy on decoding (learning to read)</p>	<p>no</p>

		<p>to fluent automaticity so they can focus on comprehension and analysis (reading to learn). Amplify CKLA's Skills Strand designs decoding and encoding experiences in tandem to maximize practice in newly taught sound spellings. This is achieved in three ways:</p> <p>Organization of instruction: Amplify CKLA teaches the most frequent sound spellings first in order to maximize the words students can read and spell. The program uses a unique database built for this purpose.</p> <p>Systematic coverage: Students who master both the Basic and Advanced Code taught in Amplify CKLA will have all the decoding and encoding skills necessary to succeed. The lessons are designed to teach print and phonological awareness, sound-letter patterns (or sound spellings), decoding and encoding (both in explicit, scaffolded lessons and with engaging decodable texts), writing mechanics, and writing structure and processes for 60 minutes each day.</p>	
<p>Handwriting instruction utilizes lined paper that guides letters formation. Patterns taught for decoding are also practiced in encoding/spelling lessons.</p>	<p>Patterns in decoding are not featured in encoding/spelling; spelling lists are relatively random.</p>	 <p>Skills handwriting instruction is directly tied to encoding and spelling instruction with the core lessons. Students practice writing newly-learned sound spellings in a range of different tasks within the Student Activity Book. The pages feature guidelines to support letter formation throughout K-1.</p>	no
<p>Composition</p>			
<p>Writing is taught through a gradual release of responsibility (I do, we do, you do) and includes sufficient time for modeling, planning, and brainstorming ideas before drafting.</p>	<p>Writing prompts are provided with little time for modeling, planning, and brainstorming ideas.</p>	<p>Amplify CKLA program provides explicit instruction to help students achieve grade-level writing proficiency. Writing instruction builds systematically and cohesively within and across grades.</p> <p>In Grades K-2, writing mechanics—including handwriting and spelling—are taught in the Skills Strand. Starting in Grade 1,</p>	no

		<p>instruction includes four steps in the writing process: planning, drafting, editing, and publishing and features lessons that have modeling, collaboration, and sharing. As students gain skills and confidence, they are able to take on more of these steps independently. Students learn to use planning techniques, including brainstorming and graphic organizers. Beginning in Grade 4, the Amplify CKLA writing process expands to also include sharing and evaluating. In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.</p>	
<p>Writing is structured; models and graphic organizers are provided to support composition and promote executive functioning.</p>	<p>Writing is primarily unstructured, with few models or graphic organizers.</p>	<p>Graphic organizers, timelines, and other tools provide essential support to students learning about text and idea organization; these can be found throughout Skills and Knowledge in Grades K-2 and integrated units in Grades 3-5. Group writing projects, such as the creation of a weather diary in Kindergarten, or drafting paragraphs as a class, also form essential scaffolding for more independent writing.</p> <p>Beginning in Grade 1, students are introduced to the Amplify CKLA writing process of Plan-Draft-Edit (which is later extended to Plan-Draft-Edit-Publish). This is practiced in both the Skills and Knowledge Strands for a large variety of writing projects.</p>	<p>no</p>
<p>Conventions of print, grammar, and syntax (sentence structure) are taught explicitly in the context of writing.</p>	<p>Conventions, grammar and sentence structure are not taught or are taught implicitly or opportunistically.</p>	<p>Amplify CKLA uses consistent, explicit language instruction in which students learn and apply the conventions of English grammar, punctuation, and spelling, practicing orally and in writing. The Student Readers allow students to encounter rules in context, while writing tasks are designed to help students apply their knowledge. Writing task rubrics include criteria aimed at appropriate grammar, usage, and mechanics in finished writing pieces.</p>	<p>no</p>

<p>Writing instruction includes a variety of text types (narrative, informational, persuasive).</p>	<p>Writing instruction is primarily narrative or unstructured choice.</p>	<p>Narrative and informational texts are studied in all grade levels and students write in connection to the texts in the three major text types (narrative, informative, opinion). Because Amplify CKLA has two strands of lessons in Grades K-2, Skills and Knowledge, students are exposed to both types of texts throughout the year. In Grades 3-5, the integrated units feature study in literary, informational, or a mix of both types of texts, depending on the content of the unit.</p> <p>Writing instruction provides a clear progression through the text types in each grade. Grades K–2 introduce and establish the key elements of each text type, allowing students to gain comfort and confidence writing narratives, opinions, and informative texts. This enables students to practice thinking about content in different ways, offering more depth and breadth to their understanding of core content and of the writing text types. By Grade 3, students will have gained significant practice in narrative, opinion/argumentative, and informational/explanatory forms of writing and will continue to apply those skills through Grade 5.</p>	<p>no</p>
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ASSESSMENT			
Green Flags	Red Flags	Amplify CKLA Response	Red Flag Present
<p>Assessments include screening, diagnostic, and progress monitoring.</p>	<p>Assessments result in benchmarks according to a leveled text gradient.</p>	 <p>Amplify CKLA has a progression of moment-by-moment to benchmark assessments as indicated in the diagram. Checks for Understanding are designed to allow you to adjust instruction within the context of the lesson. Formative Assessments range</p>	<p>no</p>

		<p>from in-the-moment adaption to opportunities for individual, small group, and whole class reteach and review. Checks for Understanding and Formative Assessments also provide information to decide whether additional supports and practice (found at the end of the lesson and in the additional guides) are appropriate. Student performance data from mid-unit, end-of-unit, and benchmark assessments should be used to help differentiate during core instruction or during small group time and Pausing Point days.</p>	
<p>Foundational skills assessments identify students' instructional needs.</p>	<p>Foundational skills assessments are primarily running records (or similar assessments that focus on assessment of high frequency words and can be read by looking at the first letter or blend and confirming with picture support).</p>	<p>The Skills units build incrementally, meaning that mastery of the skills taught in earlier units is assumed and therefore a prerequisite for success in later units. Students without adequate mastery of the initial skills will face increasing challenges with each new unit if they attempt to progress. The starting point for the Assessment and Remediation Guide (ARG) is the benchmark assessments provided within Amplify CKLA. Teachers can then address weaknesses as they proceed through multiple units of the ARG. Teachers can refer to the grade-level scope and sequence to provide a strategy for honing skills in the correct sequential order when students have multiple gaps.</p>	no
<p>Phonics skills are assessed using both real and nonsense words in all syllable patterns.</p>	<p>Phonics skills are assessed using real words only.</p>	<p>Both real and nonsense words are used when informally assessing student progress, such as during chaining activities or other tasks. For the most part, formal assessments, such as a mid-year benchmark assessment, use real words. However, the program does use a pseudoword reading assessment during the beginning-of-the-year placement assessment in Grade 1 to help pinpoint students' gaps in code knowledge.</p>	no
<p>Normed ORF (Oral Reading Fluency) assessments are used.</p>	<p>Normed ORF (Oral Reading Fluency) assessments are used.</p>	<p>Oral Reading assessments are used regularly in Amplify CKLA beginning at the end of Grade 1. Most ORF assessments occur during benchmark assessments or end-of-unit assessments. Additional optional fluency assessments are included in Grades 3-5. Amplify uses the Hasbrouck and Tindal Oral Reading Fluency Norms beginning in Grade 2.</p>	no

GLOSSARY

Normed: A normed assessment results in scores that are norm-referenced; test takers' scores can be compared in relation to how others in that same age/grade group performed. It allows results to have meaningful interpretation and it allows educators to understand if a student is performing below, at, or above expectations.

NOTES

OVERALL INSTRUCTIONAL DESIGN

Green Flags	Red Flags	Amplify CKLA Response	Red Flag Present
<p>There is a clear and consistent instructional framework, featuring a comprehensive scope and sequence of foundational skills taught in an explicit system. The system features application of taught skills in real reading and writing.</p>	<p>The instructional framework is primarily a workshop approach, emphasizing student choice and implicit, incidental, or embedded teaching of foundational skills.</p>	<p>Amplify Core Knowledge Language Arts (CKLA) is a comprehensive English Language Arts curriculum that builds foundational language and literacy skills. Amplify CKLA Grades K-2 develops these skills in a two-part program consisting of a Knowledge Strand and a Skills Strand. Amplify CKLA Grades 3-5 offers an integrated strand of instruction that covers both knowledge and skills content.</p> <p>Amplify CKLA increases literacy and background knowledge across subject areas with informational and literary texts organized coherently to build students' reading, writing, listening and speaking skills with:</p> <ul style="list-style-type: none"> ● Regular instruction with complex text. ● Strong exposure to academic vocabulary. ● Decodable student readers. ● Read-Aloud text for rich, structured, teacher-led discussions. <p>Amplify CKLA supports teachers in the systematic teaching of reading and writing, provides essential time for review and practice to build automaticity and fluency, and engages students</p>	<p>no</p>

		with literary and informational texts to build their vocabulary, knowledge and love of reading.	
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