

Connecting Assessment and Instruction

Connecting mCLASS® with DIBELS® 8th Edition to Amplify Core Knowledge Language Arts® (CKLA™)

mCLASS with DIBELS 8th Edition is a powerful resource that helps you determine how best to support your students, adjust instruction, and identify at-risk students early. Amplify CKLA is a unique core curriculum for PreK–5 ELA, combining rich, diverse content knowledge in history, science, literature, and the arts with systematic, research-based foundational skills instruction. By combining the results from mCLASS assessments with Amplify CKLA instruction, the CKLA lessons and activities are focused to provide timely, targeted instruction specific to the risk levels and skills gaps of your students.

Planning is the key to successfully implementing instruction that is informed by assessment results. Before beginning the school year, identify regular times in your daily/weekly schedule outside of core CKLA time to work with students, either in groups or individually, based on their needs. mCLASS with DIBELS 8th Edition automatically groups students based on which skills they need most and provides targeted activities that can be used in instruction. CKLA also includes activities that can be used during support/intervention instruction. The focus of this guide is to help you connect mCLASS results and groupings with CKLA instructional resources.

CKLA Connect and mCLASS Instruction

CKLA Connect is now a part of the mCLASS Instruction tool. The mCLASS Instruction tool recommends CKLA lessons for introducing, practicing, and remediating the skill being worked on by the group.

This document provides guidance in using the results from mCLASS assessments with CKLA and suggestions for using benchmark data to identify and utilize CKLA instruction to reinforce the literacy skills each student needs. When you use CKLA Connect, we highly recommend that mCLASS assessments replace the CKLA beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) assessments for Grades K-3 (CKLA does not have a Kindergarten BOY assessment). In Grades 4 and 5, CKLA assessments include Grammar, Reading Comprehension, and Morphology assessments that are not covered by mCLASS, so we recommend that you use the CKLA benchmark assessments for these grades. You may also wish to administer the mCLASS Oral Reading Fluency (ORF) assessment in place of the CKLA Fluency Assessment for quicker administration and analysis. You should continue to use CKLA performance tasks, mid-unit, and end-of-unit assessments throughout the year as they measure understanding of the content in each individual unit and also connect to Pausing Point activities.

How Are Assessment and Instruction Connected?

The first step in using these two programs effectively is to understand the connections between the measures used in mCLASS with DIBELS 8th Edition and the areas of instruction within CKLA.

The chart below lists each of the DIBELS 8th Edition benchmark measures by grade:

Kindergarten			Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
BOY	MOY	EOY	All TOYs	All TOYs	All TOYs	All TOYs	All TOYs	All TOYs
Letter Naming Fluency (LNF)								
Phonemic Segmentation Fluency (PSF)								
First Sound Isolation (FSI)								
Nonsense Word Fluency (NWF)								
Word Reading Fluency (WRF)								
			Oral Reading Fluency (ORF)					
						Maze		
Kindergarten			Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
BOY	MOY	EOY	All TOYs	All TOYs	All TOYs	All TOYs	All TOYs	All TOYs

Required
 Optional

This table shows DIBELS 8th Edition measures that are connected to CKLA instructional activities:

DIBELS 8th Edition Measure	CKLA Instructional Activity*
Letter Naming Fluency (LNF)	Letter Naming (Begins in Unit 6 of Kindergarten)
Phonemic Segmentation Fluency (PSF)	Phonological Awareness/Phonemic Awareness
First Sound Isolation (FSI) Optional**	Phonological Awareness/Phonemic Awareness
Nonsense Word Fluency (NWF)	Phonics: Basic Code, Letter-Sound Correspondence, Chaining, Decoding
Word Reading Fluency (WRF)	Phonics: Advanced Code, Tricky Words, Reading, Wiggle Cards
Oral Reading Fluency (ORF)	Reading, Fluency Assessments, Fluency Packets
Maze	Reading Comprehension Activities

*Note: most phonological/phonics activities are listed under Foundational Skills in the Teacher Guide.

** This optional measure is intended to be administered in kindergarten BOY when students perform poorly on PSF, to gather additional information on the skills that need reinforcement.

By matching the measures to instructional activities, you can use CKLA to reteach, review, reinforce, or remediate targeted skills. CKLA Connect helps you choose the lesson segments within the whole lesson that aligns to the skills you would like to target. The Lesson-at-a-Glance chart will help you locate the lesson segment, show you how long the segment should take, and tell you which materials are needed. It's important to choose activities that focus on skills that have already been taught or reviewed in order to stay within CKLA's scope and sequence of instruction, and CKLA Connect helps you keep track of this by listing the lessons according to the unit and lesson order within the unit.

LESSON AT A GLANCE			
	Grouping	Time	Materials
Foundational Skills			
Minimal Pairs /oo/ and /ue/ (Phonological Awareness)	Whole Group	5 min.	
Introduce the Spelling /oo/ > 'oo' (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Vowel Digraph chart <input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Card for 'oo' > /oo/ (soon) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green markers
Practice /oo/ > 'oo' (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Activity Page 1.1
Reading			
Introduce the Reader and Story	Whole Group	5 min.	<input type="checkbox"/> <i>Fables</i> Big Book
Read "King Log and King Crane"	Whole Group	15 min.	<input type="checkbox"/> <i>Fables</i> Reader <input type="checkbox"/> Activity Page 1.2
Language (Spelling)			
Introduce Spelling Words	Whole Group	10 min.	
Take-Home Material			
Spelling Words; Family Letter			<input type="checkbox"/> Activity Pages 1.3, 1.4


CKLA Examples

The following are examples of CKLA core instruction modules linked to each mCLASS with DIBELS 8th Edition measure to help you visualize how these tools can be used together effectively.

Letter Naming Fluency (Phonics)

Grade K, Unit 6 Lesson 5

Large Letter Cards



REVIEW LETTER NAMES (10 MIN.)

"The Alphabet Song"

- Refer to the lowercase alphabet strip or lowercase letters written on the board/chart paper.
- If students are ready, ask a student to lead the class in reciting or singing the letter names. Have him or her point to each letter with a pointer in alphabetical order, slowly reciting or singing the alphabet with students.
- Several students may take turns.
- Gather the Large Letter Cards for the 26 letters of the alphabet.
- Hold up a card and tell students that they should now say the name of the letter printed on it.
- Review the remaining cards.

Phonemic Segmentation Fluency (Phonological Awareness/Phonemic Awareness)

Many segmenting exercises occur during Foundational Skills Warm-Ups in CKLA. Blending exercises can also help build this skill.

Note that kindergarten BOY students who score well below benchmark on PSF can be optionally administered the First Sound Isolation (FSI) measure to determine which specific skills they are lacking. Depending on students' FSI performance, you can decide whether to concentrate on instruction in Phonological Awareness or Phonemic Awareness.

Grade 1, Unit 1 Lesson 4

Oral Segmenting

- Hold up three fingers and say the word *sip*.
- Have students repeat the word after you.
- Wiggle or move your index finger for the first sound in the word, /s/.
- Wiggle or move your middle finger for the second sound in the word, /i/.
- Wiggle or move your ring finger for the last sound in the word, /p/.
- Have students repeat after you.
- Continue with the remaining words.

1. sip (3)	/s/ /i/ /p/	5. flip (4)	/f/ /l/ /i/ /p/
2. bin (3)	/b/ /i/ /n/	6. drop (4)	/d/ /r/ /o/ /p/
3. cub (3)	/k/ /u/ /b/	7. hips (4)	/h/ /i/ /p/ /s/
4. tap (3)	/t/ /a/ /p/	8. mats (4)	/m/ /a/ /t/ /s/

More activities can be found at the end of Skills lessons in K-2 in Additional Support.

Grade 1, Unit 1 Lesson 4: Additional Support

Lesson 4: Foundational Skills Remediation

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Find My Word

- Make one copy of **Activity Page TR 4.1** for each student.
- Follow the directions in Lesson 1 for Find My Word.

Nonsense Word Fluency (Phonics)

Nonsense Word Fluency measures students' accuracy and ability to blend through letter/sounds to read words that are not real words. This measure includes CVC words, CVCe words, vowel blends, and consonant blends. Knowledge of the code, or the one-to-one relationships between letters and sounds, is essential, so CKLA instruction includes a wide variety of phonics activities.

Grade K, Unit 7 Lesson 1

In this lesson, students are being introduced to the consonant digraph /ch/:

INTRODUCE THE SPELLING /CH/ → 'CH' (20 MIN.)

Teacher Modeling

Note: The concept of a digraph is a major shift for students who have only studied one-to-one letter-sound correspondences. To minimize the potential for confusion, introduce the digraph 'ch' using the following steps:

- Draw a square, a triangle, and a triangle on top of a square (a house) on the board/chart paper and ask students to identify the pictures.
- Tell students a triangle on its own is just a triangle, and a square on its own is just a square. However, when you put them together, these shapes look like something else altogether: a house. Some letters work the same way.

Grade K, Unit 7 Lesson 1 Additional Support

MORE HELP SEGMENTING /CH/

Push & Say

Note: This activity is valuable for developing readiness for phonics work with four- and five-phoneme words.

- Make one copy of **Activity Page TR 1.1** (Sound Boxes) for each student. Provide each student with a handful of **small objects** (e.g., cubes, tiles, beans, buttons, etc.).
- Tell students you will say sounds for them to blend into words.
- Use familiar blending motions (e.g., finger tapping) as you say the words in segmented fashion.
- Use Sound Boxes to have students represent phonemes with objects. Representing phonemes with objects allows for cognitive focus on discriminating sounds in larger (four- and five-phoneme) words before requiring the additional demand of matching letter knowledge to those sounds.

Word Reading Fluency (Phonics and Word Recognition)

This measure identifies a student's ability to read high-frequency words, sight words, and words with irregular spellings. CKLA instruction includes Tricky Words, Tricky Spellings, and words with alternate spellings.

Grade 2, Unit 2 Lesson 5

TRICKY WORDS: NO, GO, SO (5 MIN.)

- For each word, begin by discussing which part of the word is read just as one would expect and which part is tricky.

Tricky Word: **No**

- **Expected:** the letter 'n' is pronounced /n/.
- **Tricky:** the letter 'o' is pronounced /oe/ (like the letter name) rather than /o/ as students might expect.

Tricky Word: **Go**

- **Expected:** the letter 'g' is pronounced /g/.
- **Tricky:** the letter 'o' is pronounced /oe/ (just like the 'o' in *no*).

Tricky Word: **So**

- **Expected:** the letter 's' is pronounced /s/.

Oral Reading Fluency (Fluency)

Many CKLA lessons focus on students reading text aloud to increase fluency. Students sometimes work with the teacher; at other times they might read aloud with a partner or in small groups. There are multiple opportunities for teachers to informally listen to students read and record their observations as well as administer formal reading fluency assessments. In addition, there are supplemental Fluency Packets on the Teacher Resource site for Grades 2-5.

Grade 3, Unit 2 Lesson 11

PARTNER READING (20 MIN.)

- Tell students to turn to the table of contents and locate today's chapter: "Birds." Have students turn to the first page of the chapter.
- Explain that students will be reading the chapter with a partner and completing Activity Page 11.1.

Grade 3, Unit 2 Lesson 15

This optional fluency assessment is included in the Unit Assessment.

Lesson 15: Unit Assessment

Foundational Skills



OPTIONAL FLUENCY ASSESSMENT: "PIRANHAS" (25 MIN.)

- You may wish to assess students' fluency in reading using any of the supplemental chapters that they have not yet read. Recording and Scoring Sheets have been specifically included for "Piranhas."

Instructions

- Turn to the text copy of "Piranhas" at the end of this lesson. This is the text copy students will read aloud.
- Ask the student to remove Activity Page 15.3 from his or her activity book. You will use this worksheet to mark a running record as you listen to the student read orally.

Maze (Comprehension)

Maze assessments measure students' comprehension of reading passages. Activities in CKLA that promote and increase comprehension include the lessons under "Reading" in the *Teacher Guide*, including close reading lessons. In CKLA, students gain comprehension skills through discussion and exercises requiring them to answer questions using evidence from the text.

Grade 5, Unit 2 Lesson 5

Chapter Discussion



Check for Understanding

Post the following questions for students to discuss in Think-Pair-Share format. Redirect students back into the text to find answers.

Note: Questions 2 and 3 relate to The Big Question of the chapter.

1. **Literal.** What is a Maya creation myth?
 - » A story that has been passed down from generation to generation in Maya culture to explain how and why things happened.
2. **Literal.** According to the Maya myth, "In the beginning there was only sea and sky." How was the earth created?
 - » Tepew and Q'uk'umatz shouted the word *earth* and part of the sea dried up and became land. There were rivers and mountains with trees and plants.

Using mCLASS Group Analysis (Instruction) with CKLA Instruction

mCLASS Instruction automatically creates small groups based on the earliest skills on the continuum in which students exhibit a struggle. The Instruction group card for each group contains detailed reading-pattern analysis so you are pointed in the right direction for instruction. In addition, the system also analyzes individual student needs. Each Instruction group card includes the CKLA Connect banner at the bottom. CKLA Connect displays a list of aligned lessons and activities targeted at the relevant skills for the group.

With the knowledge of which skills need to be addressed, along with the mapped listing in CKLA Connect, you can find lessons and activities in the CKLA *Teacher Guide* or in the online *Assessment and Remediation Guide (ARG)* or *Decoding and Encoding Remediation Guide (DERG)* that can help to address those skills.

In this example from Kindergarten, the group needs more support in Decoding, specifically blending sounds into words. Before CKLA Connect was introduced, you would use CKLA's *Kindergarten Skills Scope and Sequence* document on the Teacher Resource site to find that Blending Sounds into Words is reviewed in Unit 2. You would pull lessons or additional support activities for review or reteaching from that unit to use in small group instruction/intervention. Now you will see the index of CKLA activities in the CKLA Connect section at the bottom of the group card.

PHONOLOGICAL AWARENESS [Download all activities](#)

GROUP 1 **Early Phonological Awareness** 5 Students

Gage E Severine Q Devanshi R Felicity U Peter X

Students in this group have limited phonemic awareness.

Need to work on understanding the concepts of early phonological awareness by identifying parts of spoken words in bigger parts, such as hearing that sentences are made up of words, and words are made up of syllables.

Children develop phonological awareness along a continuum of increasing complexity, starting with listening skills that focus on hearing that sentences are made up of words and progressing to listening for sounds at the word level (e.g. being able to segment and count how many sounds are in words). At the beginning of the year, most kindergarteners will likely fall in this group as they hone their listening skills and begin to acquire phonological awareness.

Provide students exposure to vocabulary and comprehension instruction through teacher read-alouds and oral instruction.

Language Considerations

ENGLISH LANGUAGE LEARNER **LANGUAGE VARIETY**

Both the sounds and the syllable structures of students' native languages may differ from those in English, making it more difficult to hear and produce the sounds of English. During instruction, use words whose meaning students understand so their focus can be on hearing sounds and developing phonological awareness.

Students may have difficulty distinguishing the separation between words and syllables. Demonstrate how to pronounce each sound and syllable with explicit instruction (e.g., lips rounded, lips together, touch your tongue to your front teeth), and model putting the whole word together.

Activities [Download all activities](#)

- Counting Words in a Sentence: Finger Counting
- Stop or Go? Word Deletion
- Stop or Go? Word Substitution
- Ralphie Rhyme Compound Word
- Syllable Name Game
- Compound Word Step-n-Say
- Move It! Initial Syllable Deletion
- Syllable Name Game
- Erase-a-Rhyme

1 2 >

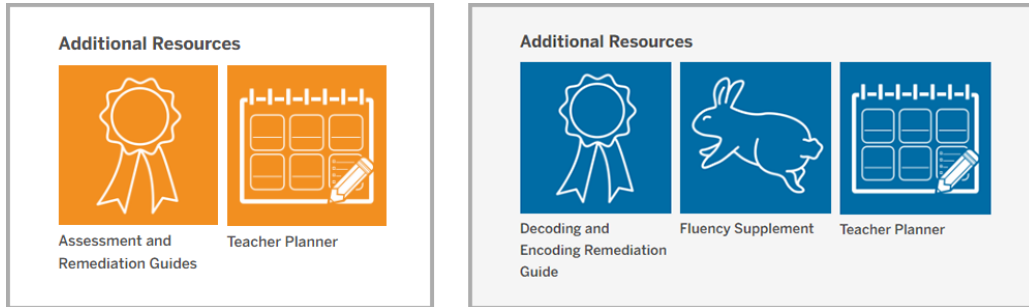
CKLA Connect
Find lessons from your CKLA core instruction to support students in this group.

Introduce	Review & Practice	Reteach & Remediate
Unit 1, Lesson 1, Listening to Environmental Noises: Knock and Count Unit 1, Lesson 1, Listening to Environmental Noises: Same or Different? Unit 1, Lesson 2, Listening to	Unit 1, Lesson 1, Additional Support: Listening Walk Unit 1, Lesson 1, Additional Support: What's That Sound? Unit 1, Lesson 2, Additional Support: "Old	ARG Skills 1, Introduction ARG Skills 1 Section I, Phonological Awareness: Environmental Sounds ARG Skills 1 Section II, Phonological Awareness: Segmenting Sentences

[See less](#)

Additional Support

If students need more intensive support in a particular area, there are guides available that provide lesson templates, activities, word lists, worksheets, games, and progress monitoring by skill: the *Assessment and Remediation Guides* (ARG) for Kindergarten through Grade 3 or *Decoding and Encoding Remediation Guide* (DERG) for Grades 4 and 5. You can find these guides on the Amplify CKLA Teacher Resource site on each grade's home page, under the units.



In Grades K-1, the guides are aligned specifically to each CKLA unit so you can provide support and intervention for just-taught skills. In Grade 2, the individual units are combined into a single document. In Grades 3-5, the ARG/DERG provides intervention activities that are sequenced by skill, from the earliest literacy skills of basic decoding to more advanced decoding skills such as using spelling alternatives and Tricky Spellings. With activities arranged in this way, you will be able to remediate in a wide range of skill levels. We highly recommend that you read the Introduction to the ARG/DERG before using it.

This table of contents example from the Grade 5 DERG shows materials listed by skill, from simpler to more difficult concepts. All grade levels are organized in the same way.

SECTION 1	
<i>One-Syllable Short Vowel Words, Past Tense with –ed, Basic High-Frequency Words</i>	
Section 1.1: CVC and CVC Plurals	167
Lesson Templates	167
Word Lists	171
Activity Pages	203
Section 1.2: CVCC and CCVC and Simple Consonant Spelling Alternatives	215
CVCC and CCVC Consonant Clusters Lesson Template.	215
CVCC and CCVC Consonant Clusters Word Lists	217
CVCC and CCVC Consonant Digraphs Lesson Templates	223
CVCC and CCVC Consonant Digraphs Word Lists.	225
CVCC with Double Consonant Spellings Lesson Template	237
CVCC with Double Consonant Spellings Word Lists	239

Risk Groups and Recommended CKLA Resources

After benchmark assessment, mCLASS analyzes the results data and categorizes students based on research-based cut points and standards of measurement for each of the measures. The benchmark performance categories are listed in the table below, along with recommendations on how to use CKLA instruction to support each group.

Each category has a list of instructional ideas to address the varying needs of students. You may use one or more approaches, as needed.

Use the Scope and Sequence or the new Teacher Planner, both on the Teacher Resource site, to help find units and lessons that are aligned to skills you want to target.

Benchmark Performance Descriptor (and color indicator)	CKLA Instructional Recommendations
Well Below Benchmark (Red)	<ul style="list-style-type: none"> Some students may need intensive remediation using the ARG before entering into core CKLA instruction. In some cases, you may want to pull materials from a grade level below to address specific skills (see the CKLA Placement Assessment Grouping directions in Unit 1). Otherwise, students should receive CKLA core instruction. Reteach using CKLA lessons that introduce a new skill and continue to review (this should take place outside core instruction time) Administer ARG lessons over multiple sessions (outside core instruction time) Pausing Point activities
Below Benchmark (Yellow)	<ul style="list-style-type: none"> Continue CKLA instruction Use Support sidebars in the CKLA Teacher Guide Reteach or review new or weak skills Use Additional Support activities at the end of the Skills lesson Administer ARG lessons over a few sessions until students master the skill(outside core instruction time) Pausing Point activities
At Benchmark (Green)	<ul style="list-style-type: none"> Continue with core instruction Select Pausing Point activities
Above Benchmark (Blue)	<ul style="list-style-type: none"> Continue with core instruction Use Challenge sidebars in the Teacher Guide Use enrichment stories from the Student Reader Select Pausing Point activities

If you need additional help in connecting mCLASS with DIBELS 8th Edition and CKLA, please contact edsupport@amplify.com, call 1-800-823-1969, or use Live Chat.