

Science of Reading Evidence-Informed Core Criteria Checklist

The selection and adoption of an effective, evidence-informed core reading program in grades K-5 is a critical step in the development of an effective school-wide effort to align reading instruction to the Science of Reading (SOR). The investment in identifying a core program that aligns with research and fits the needs of learners in your district/school will yield long-term benefits for children's reading acquisition and development.

A critical review of reading programs requires objective and in-depth analysis. For these reasons, we offer the following criteria and procedures for analyzing critical elements of programs. For clarity, we initially identify the criteria related to essential components of a core program with some specification of elements by grade level. Next, we specify elements in core programs that are not aligned with the SOR. Using these guidelines will support this important evaluation process.

Kindergarten through Grade 5

Directions for reviewers using this rubric:

Record your findings based on whether the elements are evident or not using yes or no.

Yes = Element consistently meets/exceeds criterion. Use this rating when the majority of lessons you review meet or exceed the criterion.

No = Element does not satisfy the criterion.

Amplify CKLA (Core Knowledge Language Arts)

Key

G=Grade level TG=Teacher Guide

1. Foundational Reading Skills

Print Concepts

1.1 Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words.	No	Yes
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Support your determination:

- GK Skills 1 TG, Lesson 5: Listening to Words, p. 52
- GK Skills 1 TG, Lesson 6: Listening to Words, p. 61
- GK Skills 1 TG, Lesson 7: Listening to Words, p. 69-70
- GK Skills 2 TG, Lesson 1: Syllable Blending, p. 10-12
- G1 Skills 4 TG, Lesson 7: Introduce Two-Syllable Words, p. 78-81

Phonological Awareness		
1.2 Instruction follows an explicit learning progression to develop phonological awareness (for example, word boundaries, syllables, rhyming, onset-rime, phoneme categorization, blending, segmenting, and manipulation) using multiple models.	No	<u>Yes</u>
Support your determination: GK Skills 2 TG, Lesson 2: Warm-Up, p. 19-22 GK Skills 2 TG, Lesson 3: Warm-Up, p. 28-31 G1 Skills 1 TG, Lesson 1: Concept Review, p. 23 G1 Skills 4 TG, Lesson 8: Two-Syllable Words, p. 90-91		
1.3 Following teacher models, provides multiple opportunities for students to respond orally.	No	<u>Yes</u>
Support your determination: GK Skills 2 TG, Lesson 4: Warm-Up, p. 39-41 GK Skills 2 TG, Lesson 5: Warm-Up, p. 49-51 G1 Skills 1 TG, Lesson 1: Warm-Up, p. 22 G1 Skills 1 TG, Lesson 16: Warm-Up, p. 170		
1.4 Students use cognitive manipulation of sounds overtly by using auditory cues or manipulatives that signal movement of one sound to the next.	No	<u>Yes</u>
Support your determination: GK Skills 2 TG, Lesson 1: Warm-Up, p. 10-11 GK Skills 2 TG, Lesson 2: Warm-Up, p. 19-20 G1 Skills 1 TG, Lesson 1: Warm-Up, p. 22 G1 Skills 1 TG, Lesson 4: Warm-Up, p. 55		
1.5 Instruction focuses on no more than two phonological awareness skills at a time.	No	<u>Yes</u>
Support your determination: GK Skills 1 TG, Lesson 6: Listening to Words, p. 61 GK Skills 2 TG, Lesson 1: Warm-Up, p. 10-12 G1 Skills 4 TG, Lesson 7: Introduce Two-Syllable Words, p. 78 G1 Skills 1 TG, Lesson 12: Oral Blending and Segmenting, p. 125		
Kindergarten		

<p>1.6 Incorporates opportunities for students to enjoy and recite rhyming words or alliterative phrases in familiar storybooks or nursery rhymes.</p>	<p>No</p>	<p>Yes</p>
<p>Support your determination:</p> <p>GK Skills 5 TG, Lesson 1: Rhyming Words, p. 14 GK Skills 2 TG, Pausing Point, Nursery Rhyme Blending, p. 106 GK Skills 6 TG, Lesson 9: Review Rhyming Words, p. 116 GK Skills 6 TG, Lesson 11: More Help with Rhyming Words, p. 143</p>		
<p>1.7 Instruction focuses on segmenting and blending syllables and phonemes and blending onset and rime.</p>	<p>No</p>	<p>Yes</p>
<p>Support your determination:</p> <p>GK Skills 2 TG, Lesson 1: Warm-Up, p. 10-12 GK Skills 2 TG, Lesson 2: Warm-Up, p. 19-21 GK Skills 2 TG, Lesson 3: Warm-Up, p. 28-31 GK Skills 2 TG, Lesson 4: Warm-Up, p. 39-41</p>		
<p>1.8 Responses to instruction includes active engagement strategies like counting, tapping, blending, and segmenting a word into syllables.</p>	<p>No</p>	<p>Yes</p>
<p>Support your determination:</p> <p>GK Skills 2 TG, Lesson 3: Practice Blending, p. 29-31 GK Skills 2 TG, Lesson 2: Tap and Chase, p. 20 GK Skills 2 TG, Lesson 1: More Help with Blending Syllables, p. 15</p>		
<p>1st Grade</p>		
<p>1.9 Instruction includes deleting half of a compound word to make a new word.</p>	<p>No</p>	<p>Yes</p>
<p>Support your determination:</p> <p>G1 Skills 4 TG, Lesson 7: Introduce Two-Syllable Words, p. 78-81 G1 Skills 4 TG, Lesson 8: Two-Syllable Words, p. 90-91 G1 Skills 4 TG, Lesson 10: Foundational Skills, p. 114-115 G1 Skills 4 TG, Lesson 11: Foundational Skills, p. 124-125</p>		
<p>1.10 Instruction includes deleting a syllable of a given word and saying the remaining syllable.</p>	<p>No</p>	<p>Yes</p>
<p>Support your determination:</p> <p>Utah Instructional Strategies and Routines Guide, p. 2</p>		

<p>1.11 Phonemic awareness instruction follows a learning progression—for example, phoneme isolation (initial, final, and medial sounds), blending, segmentation, and phoneme manipulation.</p>	No	<u>Yes</u>
<p>Support your determination:</p> <p>G1 Skills 1 TG, Lesson 1: Warm-Up, p. 22 G1 Skills 1 TG, Lesson 4: Warm-Up, p. 55 G1 Skills 1 TG, Lesson 3: Warm-Up. p. 44-45 G1 Skills 1 TG, Lesson 22: Vowel Discrimination Game, p. 246</p>		
<p>1.12 Graphemes (letters) are integrated with phonemic awareness instruction to support alphabetics and phonics instruction within the first month of instruction.</p>	No	<u>Yes</u>
<p>Support your determination:</p> <p>G1 Skills 1 TG, Lesson 1: Concept Review, Writing Sounds, p. 23-24 G1 Skills 1 TG, Lesson 2: Warm-Up, p. 33-36 G1 Skills 1 TG, Lesson 3: Warm-Up, p. 44-45 G1 Skills 1 TG, Lesson 4: Warm-Up, p. 55-56</p>		
<p>1.13 Integrates letter-sound instruction with phonological awareness/phonemic awareness within the first month of instruction.</p>	No	<u>Yes</u>
<p>Support your determination:</p> <p>G1 Skills 1 TG, Lesson 2: Warm-Up, p. 33-36 G1 Skills 1 TG, Lesson 3: Warm-Up, p. 44-45 G1 Skills 1 TG, Lesson 4: Code Flip Book Review, p. 56 G1 Skills 1 TG, Lesson 5: Code Flip Book Review, p. 67-68</p>		
<p>Kindergarten</p>		
<p>1.14 Instruction includes identification, isolation, and categorization of initial phonemes (sounds) in words, then final and medial sounds.</p>	No	<u>Yes</u>
<p>Support your determination:</p> <p>GK Skills 3 TG, Lesson 1: Hear Initial Sounds, p. 19 GK Skills 3 TG, Lesson 2: Hear Initial Sounds, p. 28 GK Skills 3 TG, Lesson 5: More Help Identifying the Position of Sounds in Words, p. 57</p>		
<p>1.15 Instruction prioritizes segmenting and blending two and three phoneme words, including words that have simple syllables (e.g., VC, CVC).</p>	No	<u>Yes</u>
<p>Support your determination:</p>		

GK Skills 3 TG, Lesson 5: Warm-Up, p. 53
 GK Skills 2 TG, Lesson 6: Warm-Up, p. 58
 GK Skills 4 TG, Lesson 1: Warm-Up, p. 10-12

1st Grade

1.16 Progresses from identifying or distinguishing the positions of sounds in words to producing the sound and adding, deleting, and changing selected sounds.	No	<u>Yes</u>
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Support your determination:

 Utah Instructional Strategies and Routines Guide, p. 3

1.17 Instruction includes blending and segmenting three and four phoneme words in single syllable word patterns (e.g., CVCe, CCVC, CVCC, CVVC, CVr).	No	<u>Yes</u>
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Support your determination:

 G1 Skills 1 TG, Lesson 11: Warm-Up, p. 112
 G1 Skills 1 TG, Lesson 14: Warm-Up, p. 147
 G1 Skills 1 TG, Lesson 17: Warm-Up, p. 181
 G1 Skills 4 TG, Lesson 1: More Help with Blending /er/, p. 19

1.18 Instruction includes manipulating (deleting, adding, and substituting) phonemes from a word to build new single syllable words (e.g., word chaining)	No	<u>Yes</u>
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Support your determination:

 Utah Instructional Strategies and Routines Guide, p. 3

2nd Grade

1.19 Instruction includes deleting initial and final sounds in a word to make a new word, including blends.	No	<u>Yes</u>
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Support your determination:

 Utah Instructional Strategies and Routines Guide, p. 6

Phonics

1.20 Introduces high-frequency letter sounds early in the instructional sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-frequency letter sounds (e.g., /x/, /y/, /z/).	No	<u>Yes</u>
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Support your determination:

<p>GK Skills 3 TG, Lesson 1: Introduce the Sound /m/, p. 18-20 GK Skills 3 TG, Lesson 2: Introduce the Sound /a/, p. 27-30 GK Skills 3 TG, Lesson 3: Introduce the Sound /t/, p. 36-38 GK Skills 3 TG, Lesson 4: Introduce the Sound /d/, p. 45-47</p>		
<p>1.21 Materials provide explicit opportunities for students to recognize, name, associate a sound with symbol, discriminate from other letters in print, categorize (upper/lower), and write letters.</p>	<p>No</p>	<p><u>Yes</u></p>
<p>Support your determination:</p> <p>GK Skills 3 TG, Lesson 8: Introduce the Spelling /g/ > 'g', p. 83-84 GK Skills 6 TG, Lesson 2: Sound/Spelling Review, Review Letter Names, p. 32-33 GK Skills 6 TG, Lesson 5: Sound/Spelling Review, Review Letter Names, p. 70 GK Skills 9 TG, Lesson 1: Introduce Uppercase Letters, p. 15-17 G1 Skills 2 TG, Lesson 1: Introduce the Sound /ee/, p. 13-15 G1 Skills 2 TG, Lesson 3: Introduce the Sound /ae/, p. 40-44</p>		
<p>1.22 Includes a few short vowels early in the sequence so that students can use letter-sound knowledge to segment and blend words.</p>	<p>No</p>	<p><u>Yes</u></p>
<p>Support your determination:</p> <p>GK Skills 3 TG, Lesson 2: Introduce the Sound /a/, p. 27-30 GK Skills 3 TG, Lesson 6: Introduce the Sound /o/, p. 62-64 GK Skills 3 TG, Lesson 9: Introduce the Sound /i/, p. 91-93 GK Skills 3 TG, Lesson 10: Pocket Chart Chaining, Vowel Discrimination, p. 102-103 G1 Skills 1 TG, Lesson 21: Review Short Vowel Sounds, p. 233-234</p>		
<p>1.23 Explicitly models the introduction of a new sound, name, and symbol prior to student practice and assessment.</p>	<p>No</p>	<p><u>Yes</u></p>
<p>Support your determination:</p> <p>GK Skills 6 TG, Lesson 3: Introduce Tricky Spelling, p. 47-48 GK Skills 7 TG, Lesson 1: Introduce the Sound /ch/, p. 13-17 G1 Skills 4 TG, Lesson 1: Foundational Skills, p. 12-16 G1 Skills 4 TG, Lesson 4: Foundational Skills, p. 47-49</p>		
<p>1.24 Incorporates frequent and cumulative review of taught letter sounds and names to automaticity.</p>	<p>No</p>	<p><u>Yes</u></p>
<p>Support your determination:</p> <p>GK Skills 6 TG, Lesson 5: Sound/Spelling Review, Review Letter Names, p. 70 GK Skills 6 TG, Lesson 6: Sound/Spelling Review, Review Letter Names, p. 82 GK Skills 6 TG, Lesson 10: Sound/Spelling Review, p. 126</p>		

<p>G1 Skills 2 TG, Lesson 2: Sound/Spelling Review, p. 28 G1 Skills 3 TG, Lesson 2: Sound/Spelling Review, p. 26</p>		
<p>1.25 Models instructional routines and processes with each skill (e.g., letter-sound correspondences, blending, reading whole words, high-frequency words).</p>	No	<u>Yes</u>
<p>Support your determination:</p> <p>GK Skills 3 TG, Lesson 13: Introduce Tricky Words, p. 128-131 GK Skills 3 TG, Lesson 3: Pocket Chart Chaining for Reading, p. 38-39 GK Skills 4 TG, Lesson 1: Warm-Up, p. 10-12 G1 Skills 1 TG, Lesson 3: Tricky Words, p. 47-48 G1 Skills 1 TG, Lesson 1: Warm-Up, p. 22-24</p>		
<p>1.26 Provides explicit strategy for blending and segmenting sounds of letters to read and write words.</p>	No	<u>Yes</u>
<p>Support your determination:</p> <p>GK Skills 6 TG, Lesson 1: Warm-Up, p. 16-17 GK Skills 7 TG, Lesson 1: Warm-Up, p. 11-12 G1 Skills 1 TG, Lesson 1: Concept Review, p. 23-24 G1 Skills 1 TG, Lesson 1: Warm-Up, p. 22</p>		
<p>1.27 Lessons provide multiple opportunities for students to blend and read words.</p>	No	<u>Yes</u>
<p>Support your determination:</p> <p>GK Skills 3 TG, Lesson 5: Pocket Chart Chaining for Reading, p. 55 GK Skills 3 TG, Lesson 7: Pocket Chart Chaining for Reading, p. 74 G1 Skills 3 TG, Lesson 10: Teacher Chaining, p. 122 G1 Skills 3 TG, Lesson 11: Teacher Chaining, p. 133</p>		
<p>1.28 Supports brisk pacing to maximize guided practice items in word lists and daily reading of short, decodable connected text for students to develop automaticity.</p>	No	<u>Yes</u>
<p>Support your determination:</p> <p>GK Skills 7 TG, Lesson 9: Reading, p. 109-111 GK Skills 7 TG, Lesson 10: Reading, p. 120-122 G1 Skills 2 TG, Lesson 1: Reading, p. 16-20 G1 Skills 2 TG, Lesson 6: Reading, p. 80-82</p>		

<p>1.29 Materials support instruction that teaching how to segment letters to write/spell.</p>	<p>No</p>	<p><u>Yes</u></p>
<p>Support your determination:</p> <p>GK Skills 7 TG, Lesson 2: Introduce the Spelling, p. 28-29 GK Skills 7 TG, Lesson 1: Introduce the Spelling, p. 15-16 G1 Skills 3 TG, Lesson 12: Practice /oi/ > 'oi', p. 143 G1 Skills 3 TG, Lesson 5: Practice /oo/ > 'oo', p. 67-68</p>		
<p>1.30 Materials support instruction that teaching how to write/spell and decode common sound-spelling patterns of English in an explicit, sequential fashion (for example, CV, CVC words containing digraphs, trigraphs, vowel teams, r-controlled vowels).</p>	<p>No</p>	<p><u>Yes</u></p>
<p>Support your determination:</p> <p>GK Skills 3 TG, Lesson 3: Pocket Chart Chaining for Reading, p. 38-39 GK Skills 3 TG, Lesson 4: Pocket Chart Chaining for Reading, p. 47 GK Skills 3 TG, Lesson 5: Pocket Chart Chaining for Reading & Spelling, p. 55-56 G1 Skills 2 TG, Lesson 4: Pop-Out Chaining, p. 53-54 G1 Skills 4 TG, Lesson 4: Foundational Skills, p. 47-49 G1 Skills 5 TG, Lesson 6: Introduce Spelling Alternatives for /ch/, p. 70-71</p>		
<p>1.31 Materials support instruction that progresses from simple to more complex sound-spelling patterns and word analysis skills (for example, CVC words before CVCC, CCVC CVVC, and CVe words in single syllable words before multisyllabic words).</p>	<p>No</p>	<p><u>Yes</u></p>
<p>Support your determination:</p> <p>GK Skills 3 TG, Lesson 1: Introduce the Sound /m/, p. 18-20 GK Skills 4 TG, Lesson 1: Pocket Chart Chaining for Reading, p. 16-17 GK Skills 6 TG, Lesson 12: Tap and Spelling, p. 148-149 G1 Skills 2 TG, Lesson 6: Foundational Skills, p. 76-80 G1 Skills 3 TG, Lesson 12: Foundational Skills, p. 141-143 G2 Skills 1 TG, Lesson 5: Teacher Chaining, p. 68</p>		
<p>1.32 Materials support instruction that teaches students how to decode multisyllabic words by looking for pronounceable word parts within them (for example, compound words and syllables).</p>	<p>No</p>	<p><u>Yes</u></p>
<p>Support your determination:</p> <p>G1 Skills 4 TG, Lesson 7: Introduce Two-Syllable Words, p. 78-81 G1 Skills 4 TG, Lesson 8: Two-Syllable Words, p. 90-91 G2 Skills 1 TG, Lesson 13: Review Two-Syllable Words, p. 148</p>		

G2 Skills 2 TG, Lesson 2: Read Two-Syllable Words, p. 33-34		
1.33 Materials provide instruction in simple, frequently used prefixes and suffixes, including inflected endings and contractions.	No	Yes
Support your determination: G1 Skills 4 TG, Lesson 2: Introduce Contractions, p. 26-27 G1 Skills 4 TG, Lesson 18: Teacher Chaining, p. 196-197 G1 Skills 5 TG, Lesson 1: Root Words, p. 16-18 G2 Skills 1 TG, Lesson 13: Practice Spelling Suffix Patterns, p. 149 G2 Skills 2 TG, Lesson 1: Language, p. 22-23 G2 Knowledge 5 TG, Lesson 3: Syntactic Awareness Activity, p. 50-51		
1.34 Materials provide sufficient amount of practice in decoding words in isolation and in decodable text to allow practice of phonic skills.	No	Yes
Support your determination: GK Skills 7 TG, Lesson 9: Reading, p. 109-111 GK Skills 7 TG, Lesson 10: Reading, p. 120-122 G1 Skills 2 TG, Lesson 1: Reading, p. 16-19 G1 Skills 2 TG, Lesson 4: Reading, p. 54-56 G2 Skills 2 TG, Lesson 1: Reading, p. 18-21 G2 Skills 2 TG, Lesson 5: Reading, p. 79-81		
1.35 Materials include instruction to provide opportunities for students to read both regular and irregular high frequency words.	No	Yes
Support your determination: GK Skills 3 TG, Lesson 13: Introduce Tricky Words: One, Two, p. 128-131 GK Skills 4 TG, Lesson 1: Pocket Chart Chaining for Reading, p. 16-17 G1 Skills 1 TG, Lesson 2: Pocket Chart Chaining for Reading, p. 38 G1 Skills 1 TG, Lesson 5: Tricky Words: No, So, Of, p. 71 G2 Skills 1 TG, Lesson 11: Tricky Words: The, He, She, We, Be, Me, p. 118-119 G2 Skills 1 TG, Lesson 4: Teacher Chaining, p. 59-60		
1.36 Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	No	Yes
Support your determination: GK Skills 9 TG, Lesson 13: Introduce Tricky Words, p. 137-138 G1 Skills 3 TG, Lesson 7: Introduce Tricky Words, p. 87 G1 Skills 5 TG, Lesson 14: Introduce Tricky Word, p. 165 G2 Skills 6 TG, Lesson 5: Preview Tricky Words, p. 65		

G2 Skills 6 TG, Lesson 11: Preview Tricky Words, p. 124		
1.37 Provides ample practice and review of words and contextual reading and writing to develop automaticity.	No	Yes
Support your determination: GK Skills 8 TG, Lesson 3: Reading, p. 42-43 GK Skills 8 TG, Lesson 12: Reading, p. 130-131 G1 Skills 2 TG, Lesson 4: Reading, p. 54-56 G1 Skills 2 TG, Lesson 7: Reading, p. 91-94 G2 Skills 2 TG, Lesson 2: Reading, p. 36-38		
1.38 Incorporates and integrates spelling to reinforce phonics and word analysis.	No	Yes
Support your determination: GK Skills 8 TG, Lesson 6: Dictation with Words, p. 76 GK Skills 7 TG, Lesson 2: Student Chaining, p. 29-30 G1 Skills 3 TG, Lesson 13: Large Card Chaining, p. 155 G1 Skills 3 TG, Lesson 2: Dictation with Words, p. 28 G2 Skills 1 TG, Lesson 2: Dictation, p. 42-43 G2 Skills 3 TG, Lesson 5: Team Spelling Bee, p. 69-70		
2nd Grade and up		
1.39 Uses explicit instruction to provide strategies to read multisyllabic words by using prefixes, suffixes, Greek and Latin roots, syllabication patterns, and known word parts.	No	Yes
Support your determination: G2 Skills 1 TG, Lesson 13: Practice Suffix Patterns, p. 149 G2 Skills 2 TG, Lesson 2: Read Two-Syllable Words, p. 33-34 G3 Unit 1 TG, Lesson 1: Baseball Game, p. 38-40 G4 Unit 2 Pt 1 TG, Lesson 11: Morphology, p. 264-266 G5 Unit 4 TG, Lesson 6: Morphology, p. 156-157		
1.40 Uses explicit instruction and provides opportunity to process larger, highly frequent spelling/orthographic patterns (e.g., -ight, -ing) to increase fluency in word recognition.	No	Yes
Support your determination: G2 Skills 1 TG, Lesson 13: Practice Suffix Patterns, p. 149 G3 Unit 2 TG, Lesson 1: Introducing the Root Words, p. 21-23		

G4 [Amplify digital experience site](#) (online)>CKLA>Grade 4>Materials>Planning Documents:
 Supplemental Grammar Lessons>Lesson 1 p. 2-3
 G5 Unit 6 TG, Lesson 6: Morphology, p. 153-155

1.41 Offers repeated opportunities for students to read and spell words in contexts where they can apply their advanced phonics skills with a high level of success.	No	Yes
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Support your determination:

G2 Unit 3 TG, Lesson 5: Foundational Skills, p. 68-69
 G3 Unit 3 TG, Lesson 7: Review Spelling Words, p. 156-157
 G4 Unit 2 Pt 1 TG, Lesson 9: Spelling, p. 225
 G5 Unit 2 TG, Lesson 14: Spelling, p. 311-312

2. Fluency Instruction

2.1 Materials provide teachers opportunities to model fluent reading and to scaffold and give feedback as students read orally in order to foster accurate and fluent word identification.	No	Yes
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Support your determination:

GK Skills 6 TG, Lesson 5: Teacher Demonstration, p. 72-74
 G1 Skills 1 TG, Lesson 19: Teacher Demonstration, p. 210-212
 G2 Skills 1 TG, Lesson 2: Read “The Campsite”, p. 45
 G3 Unit 4 TG, Lesson 1: Presenting the Read-Aloud, p. 13-17
 G4 Unit 4 TG, Lesson 1: Read “Earth’s Changing Surface”, p. 18-30
 G5 Unit 1 TG, Lesson 1: Speaking and Listening, p. 18-25

2.2 Texts for each grade band align with complexity requirements and instructional goals.	No	Yes		
			Text Complexity Grade Band	Lexile Level
			K-1	N/A
			2-3	450-790
4-5	770-980			

Support your determination:

For the K-5 Student Reader Lexile levels, please see the Amplify CKLA [Text Complexity Guide](#).

2.3 Materials provide texts that support frequent review of previously taught concepts and words, extended practice, and independent application of phonics skills.	No	Yes
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<p>Support your determination:</p> <p>GK Skills 7 TG, Lesson 10: Reading, p. 120-122 G1 Skills 2 TG, Lesson 2: Reading, p. 31-34 G2 Skills 2 TG, Lesson 4: Reading, p. 66-69 G3 Unit 5 TG, Lesson 2: Partner Reading “What is Light?”, p. 37 G4 Unit 7 TG, Lesson 3: Reread “Trouble is Brewing”, p. 57-58 G5 Unit 6 TG, Lesson 6: Partner Reading: Chapter 4, p. 147-148</p>		
<p>2.4 Materials included sufficient number of texts that allow students to read a variety of texts daily with and without feedback to support accuracy, fluency, and comprehension.</p>	No	<u>Yes</u>
<p>Support your determination:</p> <p>GK Skills 9 TG, Lesson 3: Reading, p. 38-40 G1 Skills 2 TG, Lesson 3: Reading, p. 44-45 G2 Skills 2 TG, Lesson 5: Reading, p. 79-81 G3 Unit 2 TG, Lesson 5: Small Group Reading, p. 103-109 G4 Unit 2 pt 1 TG, Lesson 4: Establish Small Groups, p. 83-99 G5 Unit 2 TG, Lesson 2: Establish Small Groups, p. 42-54</p>		
<p>2.5 Materials include texts for students to learn and practice self-monitoring as they read and to self-correct reading errors when they occur.</p>	No	<u>Yes</u>
<p>Support your determination:</p> <p>G1 Skills 3 TG, Lesson 8: Read “The Two Mules”, p. 102 G2 Skills 3 TG, Lesson 10: Read “Kim’s Training, p. 132 G3 Unit 1 Lesson 14: Reading: Chapter 9, p. 360 G4 Unit 7 Lesson 7: Establish Small Groups, Close Reading, p. 136-147 G5 Unit 2 Lesson 7: Small Group: Chapter 5, p. 147-150</p>		
<p>2.6 Materials provide a balance of texts and instructional time for literary and informational texts.</p>	No	<u>Yes</u>
<p>Support your determination:</p> <p>For the balance of literary and informational texts, please review page 5 in the Amplify CKLA Text Complexity Guide.</p>		
<p>2.7 Once students are able to read independently, materials provide additional text for regular independent reading that appeals to students’ interests to develop both knowledge and love of reading.</p>	No	<u>Yes</u>

Support your determination:

GK Skills 9 TG, Pausing Point: Read Decodable Stories, p. 229-230

G1 Skills 6 TG, Pausing Point: Read Decodable Stories, p. 271-273

G2 Skills 4 TG, Pausing Point: Additional Reading, p. 276-277

[Amplify digital experience site](#) (online)>CKLA>Grade 3>Materials>Intervention: Fluency Supplement

[Amplify digital experience site](#) (online)>CKLA>Grade 4>Materials>Intervention: Fluency Supplement

[Amplify digital experience site](#) (online)>CKLA>Grade 5>Materials>Intervention: Fluency Supplement

[Amplify digital experience site](#) (online)>(Select any Grade)>Materials>Reading Resources:
Independent Reading

2.8 Texts provide opportunities to build knowledge through reading specific informational and narrative text.

No

Yes

Support your determination:

GK Knowledge 2 TG, Lesson 2: "The Sense of Sight", p. 19-22

G1 Knowledge 3 TG, Lesson 6: "Issun Boshi: One Inch Boy", p. 91-95

G2 Knowledge 8 TG, Lesson 2: "What Makes an Insect an Insect?", p. 26-32

G3 Unit 1 TG, Lesson 6: Reading Chapter 1, p. 154-161

G4 Unit 8 TG, Lesson 2: Read Chapter 1, p. 38-53

G5 Unit 5 TG, Lesson 3: Read for Gist, p. 74-87

2.9 Materials cultivate students' abilities to ask and answer questions based on the text.

No

Yes

Support your determination:

GK Knowledge 1 TG, Lesson 6B: What Have We Already Learned, p. 95

G1 Knowledge 1 TG, Lesson 10: Comprehension Questions, p. 125

G2 Knowledge 8 TG, Lesson 1: Insects Journal, p. 19

G3 Unit 3 TG, Lesson 4: Close Reading, p. 84-89

G4 Unit 1 TG, Lesson 4: Identifying Action, p. 63-65

G5 Unit 4 TG, Lesson 2: Reading, p. 36-37

2.10 Materials use scaffolding and stimulating questions to engage students in high-quality discussions.

No

Yes

Support your determination:

GK Skills 9 TG, Lesson 3: Wrap-Up, p. 40

G1 Skills 6 TG, Lesson 20: Wrap-Up & Observation: Sequence Events, p. 209

G2 Knowledge 6 TG, Lesson 3: What Have We Already Learned?, p. 39

G3 Unit 5 TG, Lesson 17: Speaking and Listening, p. 328-330

G4 Unit 8 TG, Lesson 4: Chapter Discussion, p. 91-92

G5 Unit 2 TG, Lesson 9: Chapter Discussion, p. 195-197		
2.11 Scaffolds decoding skills at the word level, moving to the phrase/sentence level, and culminating in connected text.	No	Yes
Support your determination: GK Skills 8 TG, Lesson 2: Introduce Tricky Word: all, p. 30 G1 Skills 3 TG, Lesson 12: Foundational Skills & Reading, p. 141-145 G2 Skills 3 TG, Lesson 8: Foundational Skills & Reading, p. 100-111 G3 Unit 1 TG, Lesson 5: Syllables with Consonant “le”, p. 127-129		
2.12 Introduces fluency practice (e.g., repeated reading) after students read words from the passage accurately.	No	Yes
Support your determination: GK Skills 9 TG, Lesson 9: Reread “On the Mat”, p. 99 G1 Skills 3 TG, Lesson 4: Reread “The Two Dogs”, p. 53-54 G2 Skills 2 TG, Lesson 9: Close Read “The Hare and the Hedgehog”, p. 124-129 G3 Unit 3 TG, Lesson 9: Close Reading, p. 196-202 G4 Unit 8 TG, Lesson 12: Reread Chapter 8, p. 251 G5 Unit 6 TG, Lesson 4: Close Reading, p. 102-113		
2.13 Uses initial stories and text composed of a high percentage of regular words and pretaught irregular words, including the use of an instructional routine for teaching irregular words.	No	Yes
Support your determination: GK Skills 10 TG, Lesson 3: Introduce Tricky Words, p. 38-39 & Reading, p. 40-41 GK Skills 10 Reader: “Red Ants”, p. 4-7 G1 Skills 2 TG, Lesson 2: Introduce Tricky Words, p. 29-30 & Reading, p. 31-33 G2 Skills 1 TG, Lesson 12: Tricky Words, p. 132-133 & Reading, p. 135-137 G2 Skills 1 Reader: “The Chicken Nugget”, p. 6-9		
2.14 Materials build toward established accuracy and rate goals (e.g., WCPM, expression).	No	Yes
Support your determination: G1 Skills 7 TG, Lesson 20: Fluency Assessment, p. 189-193 G2 Skills 2 TG, Lesson 16: Fluency Assessment, p. 209-212 G3 Unit 2 TG, Lesson 15: Foundational Skills, p. 310-313 G4 Unit 1 TG, Beginning-of-Year Assessment, Fluency Assessment, p. 258-262 G5 Unit 1 TG, Beginning-of-Year Assessment, Fluency Assessment, p. 293-296		

3. Writing Development and Skills

3.1 Materials include opportunities to practice writing words introduced in reading instruction and use them to write a response to what students have read.

No

Yes

Support your determination:

GK Knowledge 11 TG, Lesson 7: Exit Pass, p. 97
 G1 Skills 6 TG, Lesson 8: Wrap-up, p. 86
 G1 Skills 6 Activity Book, Activity Page 8.1, p. 35-36
 G2 Skills 6 TG, Lesson 23: Wrap-Up, p. 257-258
 G2 Skills 6 Activity Book, Activity Page 23.1, p. 127-128
 G3 Unit 3 TG, Lesson 1: Exit Ticket, p. 24
 G4 Unit 7 TG, Lesson 3: Check for Understanding, p. 58
 G5 Unit 4 TG, Lesson 5: Lesson 4 Review, p. 125-126
 G5 Unit 4 Activity Book, Activity Page 4.3, p. 63

3.2 Materials are designed with activities for students to write about what they have read in both literary and informational text (e.g., summaries, reactions, analysis or interpretation of text, notes, ask/answer questions).

No

Yes

Support your determination:

GK Knowledge 11 TG, Lesson 1: Exit Pass, p. 15
 G1 Knowledge 6 TG, Lesson 3: Astronomy Journals, p. 48
 G2 Knowledge 2 TG, Lesson 2: Exit Pass, p. 33
 G3 Unit 5 TG, Lesson 8: Sequencing Sentences, p. 192
 G4 Unit 5 TG, Lesson 2: Review, p. 39
 G4 Unit 5 Activity Book, Activity Page 1.5, p. 13
 G5 Unit 5 TG, Lesson 3: Discussion and Wrap-Up, p. 90
 G5 Unit 5 Activity Book, Activity Page 3.2, p. 89

3.3 Materials include opportunities and prompts for students to write opinion, information/explanation, or narratives in response to texts.

No

Yes

Support your determination:

GK Knowledge 11 TG, Lesson 6: My Composting Story, p. 78-79
 G1 Knowledge 7 TG, Lesson 2: Friendly Letter, p. 35-37
 G2 Skills 2 TG, Lesson 15: Quick Write: Opinion, p. 202
 G3 Unit 2 TG, Lesson 13: An Informational Paragraph, p. 279-281
 G4 Unit 2 Pt 1 TG, Lesson 10: Writing, p. 238-241
 G5 Unit 6 TG, Lesson 3: Writing, p. 93-94

3rd and up		
3.4 Materials include extensive practice with short, focused research projects that allow students to have multiple experiences with the research process throughout the year and facilitate development of the ability to conduct research independently.	No	<u>Yes</u>
Support your determination: G3 Unit 5 TG, Lesson 14: Writing, p. 302-304 G4 Unit 4 TG, Lesson 3: Researching the Light Bulb, p. 93-103 G5 Unit 5 TG, Lesson 8: Writing, p. 233-236		
3.5 Materials include activities that require students to analyze and synthesize text sources and present the analysis using well-defended claims and clear information.	No	<u>Yes</u>
Support your determination: G3 Unit 6 TG, Lesson 6: Wrap-Up, p. 99 G3 Unit 6 Activity Book: Activity Page 6.1, p. 71-72 G3 Unit 5 TG, Lesson 7: Writing, p. 152 G3 Unit 5 Activity Book: Activity Page 7.3, p. 71-72 G4 Unit 2 pt 1 TG, Lesson 4: Establish Small Groups, p. 83-98 G4 Unit 2 pt 1 Activity Book: Activity Page 4.2, p. 35-38 G5 Unit 5 TG, Lesson 3: Writing, p. 91-94		
3.6 Materials provide instruction in different text structures (e.g., sequence, comparison, contrast, cause/effect) and place a focus on argument and informative writing based on these text structures.	No	<u>Yes</u>
Support your determination: G3 Unit 7 TG, Lesson 15: Writing, p. 256-258 G4 Unit 7 TG, Lesson 3: Writing, p. 60-61 G5 Unit 2 TG, Lesson 9: Language, p. 198-199		
3.7 Materials include activities that provide opportunities to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences).	No	<u>Yes</u>
Support your determination: G3 Unit 1 TG, Lesson 10: Writing, p. 257-258		

G4 Unit 2 Pt 1 TG, Lesson 3: Writing, p. 74-77
 G5 Unit 4 TG, Lesson 4: Writing, p. 118-120

4. Vocabulary and Language Development and Skills

<p>4.1 Materials include opportunities to continue to build oral language and listening skills as students develop the ability to read independently (e.g., exposure to fiction and informational text read aloud, discussions to compare/contrast, analyzing and synthesizing information in response to text read aloud, paraphrase, summarize)</p>	No	<u>Yes</u>
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Support your determination:

GK Knowledge 8 TG, Lesson 8: Read-Aloud, p. 106-111
 G1 Knowledge 3 TG, Lesson 5: Read-Aloud, p. 73-81
 G2 Knowledge 10 TG, Lesson 2: Read-Aloud, p. 24-30
 G3 Unit 4 TG, Lesson 2: Presenting the Read-Aloud, p. 44-51
 G4 Unit 5 TG, Lesson 1: Read "Earth's Changing Surface", p. 18-31
 G5 Unit 6 TG, Lesson 1: Read "The Power of the Printed Word", p. 24-40

<p>4.2 Materials use multimedia and technology to support and engage students in understanding and verbally expressing details and themes in the text.</p>	No	<u>Yes</u>
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Support your determination:

Grade K: [Amplify digital experience site](#) (online)>CKLA>Grade K>Knowledge Domains>Knowledge 4>Materials>Knowledge Builders Video and Knowledge Builders Video Guide
 Grade 1: [Amplify digital experience site](#) (online)>CKLA>Grade 1>Knowledge Domains>Knowledge 6>Materials>Knowledge Builders Video and Knowledge Builders Video Guide
 Grade 2: [Amplify digital experience site](#) (online)>CKLA>Grade 2>Knowledge Domains>Knowledge 4>Materials>Knowledge Builder Video and Knowledge Builders Video Guide
 Grade 3: [Amplify digital experience site](#) (online)>CKLA>Grade 3>Units>Unit 6>Unit Introduction> [Quest App](#)
 Grade 4: [Amplify digital experience site](#) (online)>CKLA>Grade 4>Units>Unit 4>Lesson 1>Materials>Welcome to Eureka
 Grade 5: [Amplify digital experience site](#) (online)>CKLA>Grade 5>Units>Unit 7>Materials>A Midsummer Night's Dream Act 1 Scene 1

<p>4.3 Materials include activities to engage students in conversations that support comprehension of inferential and narrative language and word knowledge using narrative and informational text.</p>	No	<u>Yes</u>
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Support your determination:

GK Knowledge 11 TG, Lesson 2: Read-Aloud, p. 21-25
 G1 Skills 6 TG, Lesson 6: Read "Mister Spencer and the Rabbits", p. 63-64
 G2 Skills 6 TG, Lesson 14: Close Read "A Famous Ship", p. 163-168
 G3 Unit 5 TG, Lesson 4: Presenting the Read-Aloud, p. 63-72
 G4 Unit 1 TG, Lesson 2: Class Discussion, p. 40-41

G5 Unit 5 TG, Lesson 3: Discussion and Wrap-Up, p. 90		
4.4 Materials provide the opportunity to explicitly teach words or grammatical rules that support content that students are reading or learning.	No	<u>Yes</u>
Support your determination: GK Skills 9 TG, Lesson 19: Language, p. 189-191 G1 Skills 6 TG, Lesson 7: Language, p. 72-73 G2 Skills 5 TG, Lesson 1: Language, p. 14-15 G3 Unit 2 TG, Lesson 6: Grammar, p. 141-144 G4 Unit 5 TG, Lesson 9: Grammar, p. 223-224 G5 Unit 5 TG, Lesson 6: Grammar, p. 175-177		
4.5 Materials provide the opportunity to explicitly teach vocabulary by making connections between a new word and other known words, by relating the word to their own experiences, differentiating between correct and incorrect uses of the word, and by generating and answering questions that include the word.	No	<u>Yes</u>
Support your determination: GK Knowledge 4 TG, Lesson 4: Word Work, p. 47 G1 Knowledge 4 TG, Lesson 2: Word Work, p. 33 G2 Knowledge 7 TG, Lesson 2: Word Work, p. 33 G3 Unit 5 TG, Lesson 4: Word Work, p. 72-73 G4 Unit 2 pt 1 TG, Lesson 2: Word Work, p. 50 G5 Unit 4 TG, Lesson 2: Word Work, p. 50		
4.6 Materials include activities for students to acquire and use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or state of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	No	<u>Yes</u>
Support your determination: GK Knowledge 2 TG, Lesson 8: Word Work, p. 98 G1 Knowledge 8 TG, Lesson 3: Word Work, p. 45 G2 Knowledge 8 TG, Lesson 7: Word Work, p. 110 G3 Unit 2 TG, Lesson 10: Word Work, p. 227 G4 Unit 5 TG, Lesson 2: Word Work, p. 54-55 G5 Unit 6 TG, Lesson 9: Word Work, p. 227-228		

<p>4.7 Materials include instruction for students to determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-appropriate reading and content, choosing flexibly from a range of strategies.</p>	No	<u>Yes</u>
<p>Support your determination:</p> <p>GK Knowledge 1 TG, Lesson 1B: Word Work, p. 20 G1 Knowledge 7 TG, Lesson 1: Multiple Meaning Word Activity, p. 20 G2 Knowledge 3 TG, Lesson 9: Multiple Meaning Word Activity, p. 144 G3 Unit 9 TG, Lesson 2: Multiple Meaning Word, p. 54-55 G4 Unit 8 TG, Lesson 5: Chapter Discussion, p. 111 G5 Unit 1 TG, Lesson 12: Read Aloud and Context Clues, p. 212-218</p>		
<p>4.8 Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).</p>	No	<u>Yes</u>
<p>Support your determination:</p> <p>GK Knowledge 6 TG, Lesson 1: Word Work, p. 18 G1 Knowledge 5 TG, Lesson 8: Word Work, p. 117 G2 Knowledge 3 TG, Lesson 4: Sayings and Phrases, p. 60-61 G3 Unit 10 TG, Lesson 9: Word Work, p. 219 G4 Unit 2 Pt 1 TG, Lesson 2: Word Work, p. 50 G5 Unit 5 TG, Lesson 9: Word Work, p. 253-254</p>		
<p>4.9 Materials select words that are highly useful for passage understanding and later learning.</p>	No	<u>Yes</u>
<p>Support your determination:</p> <p>GK Knowledge 5 TG, Lesson 2: Word Work, p. 25 G1 Knowledge 3 TG, Lesson 2: Word Work, p. 31 G2 Knowledge 6 TG, Lesson 8: Word Work, p. 118 G3 Unit 5 TG, Lesson 10: Word Work, p. 236 G4 Unit 5 TG, Lesson 11: Word Work, p. 276 G5 Unit 2 TG, Lesson 8: Word Work, p. 183</p>		
<p>4.10 Materials provide multiple exposures of different types to support vocabulary acquisition.</p>	No	<u>Yes</u>
<p>Support your determination:</p> <p>GK Knowledge 5 TG, Lesson 1: Core Vocabulary, p. 7-14 “tool” G1 Knowledge 5 TG, Lesson 2: Core Vocabulary, p. 23-30 “thrilled” G2 Knowledge 8 TG, Lesson 2: Core Vocabulary, p. 24-34 “microscopic”</p>		

<p>G3 Unit 7 TG, Lesson 1: Vocabulary "Our Planet Earth", p. 11-24 "universe" G4 Unit 8 TG, Lesson 2: Introduce the Chapter, p. 36-54 "ransack" G5 Unit 4 TG, Lesson 5: Introduce the Chapters, p. 126-141 "deceive"</p>		
<p>4.11 Materials engage students in processing word meanings at a deeper level (e.g., associating new words with known words).</p>	<p>No</p>	<p><u>Yes</u></p>
<p>Support your determination:</p> <p>GK Knowledge 10 TG, Lesson 6: Word Work & Challenge sidebar, p. 82 G1 Knowledge 5 TG, Lesson 5: Word Work & Challenge sidebar, p. 73 G2 Knowledge 7 TG, Lesson 8: Word Work, p. 127 G3 Unit 7 TG, Lesson 9: Word Work, p. 177-178 G4 Unit 7 TG, Lesson 3: Word Work, p. 59 G5 Unit 2 TG, Lesson 5: Word Work, p. 126-127</p>		
<p>4.12 Materials review previously introduced words cumulatively.</p>	<p>No</p>	<p><u>Yes</u></p>
<p>Support your determination:</p> <p>GK Knowledge 11 TG, Domain Review: Key Vocabulary Brainstorming, p. 137 G1 Knowledge 7 TG, Domain Review: Key Vocabulary Brainstorming, p. 134 G2 Knowledge 11 TG, Pausing Point: Key Vocabulary Brainstorming, p. 87 G3 Unit 5 TG, Pausing Point 1: Graffiti Wall, p. 173 G4 Unit 1 TG, Lesson 6: Vocabulary Presentations, p. 96-97 G5: Amplify digital experience site (online)>CKLA>Grade 5>Materials>Vocabulary Toolkit: Vocabulary Guide>The Amplify Vocab App p. 10-11</p>		
<p>4.13 Materials incorporate exposure to a broad and diverse vocabulary through listening to and reading a wide range of narrative and informational texts.</p>	<p>No</p>	<p><u>Yes</u></p>
<p>Support your determination:</p> <p>GK Knowledge 7 TG, Lesson 2: Word Work, p. 27 G1 Skills 7 TG, Lesson 5: Preview Core Vocabulary, p. 51-52 G2 Skills 6 TG, Lesson 5: Preview Core Vocabulary, p. 66 G3 Unit 4 TG, Lesson 1: Vocabulary, p. 11 G4 Unit 2 pt 1 TG, Lesson 4: Introduce the Chapter, p. 82-83 G5 Unit 4 TG, Lesson 11: Introduce Chapters and Preview Core Vocabulary, p. 262</p>		
<p>4.14 Materials extend the understanding of concepts and vocabulary through explicitly teaching antonyms and synonyms, using individual words in compound words to predict meaning, using prefixes and</p>	<p>No</p>	<p><u>Yes</u></p>

<p>suffixes to assist in word meaning, and learning simple multiple meaning words.</p>		
<p>Support your determination:</p> <p>GK Knowledge 7 TG, Lesson 1: Multiple Meaning Word Activity, p. 16 G1 Knowledge 4 TG, Lesson 8: Multiple Meaning Word Activity, p. 115 G2 Knowledge 4 TG, Lesson 3: Multiple Meaning Word Activity, p. 48 G3 Unit 5 TG, Lesson 1: Morphology, p. 22 G4 Unit 2 Pt 1, Lesson 2: Word Work, p. 50 G5 Unit 2 TG, Lesson 2: Morphology, p. 58-60</p>		
<p>4.15 Materials support an explicit teaching strategy for deriving word meanings based on prefixes, suffixes, and roots.</p>	<p>No</p>	<p><u>Yes</u></p>
<p>Support your determination:</p> <p>GK Skills 6 TG, Lesson 4: Review Tricky Spellings, p. 58 G1 Skills 5 TG, Lesson 1: Root Words, p. 16-18 G2 Knowledge 3 TG, Lesson 12: Word Work, p. 186 G3 Unit 2 TG, Lesson 4: Morphology, p. 93-94 G4 Unit 7 TG, Lesson 6: Morphology, p. 124-127 G5 Unit 2 TG, Lesson 6: Morphology, p. 138-139</p>		
<p>5. Reading Comprehension</p>		
<p>5.1 The text and text complexity are appropriate for the skills of the students based on their current instructional needs.</p>	<p>No</p>	<p><u>Yes</u></p>
<p>Support your determination:</p> <p>The Amplify CKLA text and text complexity are appropriate for the skills of the students. For more information on text complexity, please review the Amplify CKLA Text Complexity Guide.</p>		
<p>5.2 Materials provide students extensive opportunities to encounter and comprehend grade-level text.</p>	<p>No</p>	<p><u>Yes</u></p>
<p>Support your determination:</p> <p>GK Skills 8 TG, Lesson 15: Teacher Demonstration, Wrap-Up, p. 166-167 G1 Skills 3 TG, Lesson 6: Read "The Hares and the Frogs" & Wrap-Up, p. 74-75 G2 Skills 2 TG, Lesson 5: Wrap-Up, p. 81-82 G3 Unit 3 TG, Lesson 4: Discussing the Reading, p. 89 G4 Unit 2 Pt 1 TG, Lesson 5: Discuss the Chapter and Lesson Wrap-Up, p. 114-115 G5 Unit 4 TG, Lesson 2: Reading, p. 39-49</p>		

5.3 Materials incorporate texts that require careful and purposeful reading and re-reading.	No	<u>Yes</u>
Support your determination: GK Skills 7 TG, Lesson 15: Reading, p. 175-176 G1 Skills 5 TG, Lesson 7: Reread “The Coin Shop”, p. 85 G2 Skills 4 TG, Lesson 4: Close Read “Drummer’s Grove”, p. 51-57 G3 Unit 4 TG, Lesson 10: Presenting the Close Reading, p. 231-237 G4 Unit 7 TG, Lesson 7: Close Reading “Shots and Speeches”, p. 136-148 G5 Unit 6 TG, Lesson 4: Close Reading: Chapter 3, p. 102-114		
5.4 Specific texts are included in materials for teaching various text structures (e.g., sequence, comparison, contract, cause/effect) to support comprehension and careful reading of narrative and informational text.	No	<u>Yes</u>
Support your determination: GK Knowledge 6 TG, Lesson 6: Native Americans Chart, p. 85-86 G1 Knowledge 3 TG, Lesson 7: Application, p. 113-114 G2 Knowledge 2 TG, Lesson 10: Comprehension Questions, p. 147 G3 Unit 1 TG, Lesson 3: Sequencing the Plot, p. 82 G4 Unit 7 TG, Lesson 5: Compare Two Texts about Paul Revere, p. 90-97 G5 Unit 1 TG, Lesson 7: Jennifer’s Changing Point of View, p. 130-132		
5.5 Materials contain questions and tasks that require students to use text-based evidence (including making inferences).	No	<u>Yes</u>
Support your determination: GK Knowledge 6 TG, Lesson 7: Comprehension Questions, #5, p. 105 G1 Skills 7 TG, Lesson 4: Read “Dinner with Kay”, p. 42-44 G1 Skills 7 Activity Book, Activity Page 4.1, p. 11-12 G2 Skills 5 TG, Lesson 15: Wrap-Up, #12, p. 171-172 G3 Unit 1 TG, Lesson 12: Reading: Chapter 5, p. 315-317 G3 Unit 1 Activity Book, Activity Page 12.1, p. 115-116 G4 Unit 2 Pt 1 TG, Lesson 4: Small-Group Reading, p. 83 G4 Unit 2 Activity Book, Activity Page 4.2, p. 35-38 G5 Unit 5 TG, Lesson 12: Discuss the Chapter and Wrap-Up, p. 317 G5 Unit 5 Activity Book, Activity Page 12.2, p. 119-120		
5.6 Material cultivates student engagement in reading text carefully.	No	<u>Yes</u>
Support your determination: GK Skills 9 TG, Lesson 11: Reading, p. 120-121		

<p>GK Skills 9 Activity Book, Activity Page, 11.1, p. 69-71 G1 Skills 6 TG, Lesson 8: Reading, p. 85-86 G1 Skills 6 Activity Book, Activity Page 8.1, p. 35-36 G2 Skills 5 TG, Lesson 4: Close Reading, p. 48-58 G3 Unit 5 TG, Lesson 6: Close Reading Exercise, p. 122-133 G4 Unit 5 TG, Lesson 3: Close Reading, p. 66-75 G5 Unit 2 TG, Lesson 8: Close Reading: Chapter 5, p. 170-182</p>		
<p>5.7 Texts provide opportunity for students to build knowledge through reading and extended discussion.</p>	<p>No</p>	<p>Yes</p>
<p>Support your determination:</p> <p>GK Knowledge 5 TG, Lesson 3: Read-Aloud, p. 31-35 G1 Knowledge 4 TG, Lesson 5: Read-Aloud, p. 72-76 G2 Skills 6 TG, Lesson 7: Reading, p. 85-88 G3 Unit 5 TG, Lesson 9: Reading Chapter 6, p. 201-210 G4 Unit 7 TG, Lesson 2: Reading, p. 35-48 G5 Unit 5 TG, Lesson 8: Read the Chapter for Gist, p. 217-232</p>		
<p>5.8 Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.</p>	<p>No</p>	<p>Yes</p>
<p>Support your determination:</p> <p>GK Knowledge 7 TG, Lesson 8: "Snow White and the Seven Dwarfs", p. 99-105 G1 Skills 5 TG, Lesson 4: Read "In the Cave". p. 55-56 G2 Skills 6 TG, Lesson 14: Close Read "A Famous Ship", p. 163-168 G3 Unit 3 TG, Lesson 9: Close Reading, p. 196-205 G4 Unit 8 TG, Lesson 7: Close Reading Chapter 4: p. 146-153 G5 Unit 5 TG, Lesson 9: Reread to Analyze Words and Phrases, p. 244-253</p>		
<p>5.9 Materials support instruction that provides opportunities for students to identify and describe or explain ideas for narrative (e.g., main idea, theme) and informational texts (e.g., connections between ideas and concepts) in a progressively more complex manner.</p>	<p>No</p>	<p>Yes</p>
<p>Support your determination:</p> <p>GK Knowledge 7 TG, Lesson 6: Read-Aloud, Comprehension Questions #5, p. 74-77 G1 Knowledge 4 TG, Lesson 2: Read-Aloud, Comprehension Questions #1, p. 28-32 G2 Skills 6 TG, Lesson 23: Read "Andrew Jackson", p. 256-258 G3 Unit 2 TG, Lesson 9: Reading, p. 199-209 G4 Unit 1 TG, Lesson 13: Concluding Small Steps, p. 223-224 G5 Unit 2 TG, Lesson 7: Reading, p. 147-162</p>		

<p>5.10 Materials support instruction that provides opportunities for students to use text features to gain meaning from narrative text (e.g., how chapters and scenes are used in types of literature) and information text (e.g., use of illustrations and graphs, structural elements).</p>	<p>No</p>	<p><u>Yes</u></p>
<p>Support your determination:</p> <p>GK Knowledge 7 TG, Lesson 6: Character, Setting, and Plot, p. 79-80 G1 Skills 4 TG, Lesson 4: Wrap-Up, p. 53 G2 Skills 6 TG, Lesson 3: Introduce the Reader, p. 38-40 G3 Unit 2 TG, Lesson 1: Discussing the Reading, p. 20 G3 Unit 2 Activity Book, Activity Page 1.4, p. 7-9 G4 Unit 3 TG, Lesson 1: Making Inferences, p. 15 G5 Unit 5 TG, Lesson 8: Check for Understanding, p. 232</p>		
<p>5.11 Materials support instruction that provides opportunities for students to understand and analyze various points of view for narrative (e.g., author, narrator, characters) and informational text (e.g., what the author wants to explain, multiple accounts of the same event) with increasing complexity).</p>	<p>No</p>	<p><u>Yes</u></p>
<p>Support your determination:</p> <p>GK Knowledge 3 TG, Lesson 10: Comprehension Questions, p. 126 G1 Skills 5 TG, Lesson 2: Discussion Questions, p. 33 G2 Skills 6 TG, Lesson 9: Reread "The War Hawks", p. 108-109 G2 Skills 6 Activity Book, Activity Page 9.1, p. 41-42 G3 Unit 9 TG, Lesson 7: Independent Reading, p. 176 G3 Unit 9 Activity Book, Activity Page 7.2, p. 77-78 G4 Unit 1 TG, Lesson 2: Class Discussion, p. 40-41 G5 Unit 8 TG, Lesson 1: Chapter Discussion, p. 30</p>		
<p>5.12 Materials support instruction that provides opportunities for students to compare or analyze information within and across narrative text (e.g., compare two versions of the same story) and informational text (e.g., identify similarities between two texts on the same topic) with increasing complexity.</p>	<p>No</p>	<p><u>Yes</u></p>
<p>Support your determination:</p> <p>GK Knowledge 6 TG, Lesson 6: Application, p. 85-86 G1 Knowledge 3 TG, Lesson 3: Application, p. 49-50 G2 Knowledge 7 TG, Lesson 3: Song "The Erie Canal", p. 49 G3 Unit 2 TG, Lesson 3: Discuss the Reading, p. 68-69</p>		

G3 Unit 2 Activity Book, Activity Page 3.3, p. 31-34
 G4 Unit 7 TG, Lesson 5: Compare Two Texts About Paul Revere, p. 90-98
 G5 Unit 2: Lesson 9: Reading, p. 158-171

5.13 Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, speaking, and listening.	No	<u>Yes</u>
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Support your determination:

Amplify CKLA is built upon a coherent Knowledge Sequence that is the result of 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 and academic vocabulary when encountering new complex texts and material later in elementary school.

Students spend several weeks at a time learning about topics as varied as the five senses, the human body, astronomy, geology, chemistry, early civilizations, medieval empires, early world and American civilizations, and Native Americans. Knowledge about the topic is built up over the weeks, with a diverse range of speaking and listening, writing, and reading activities, providing repeated exposure to new vocabulary and ideas.

Key

G=Grade level **K**=Knowledge strand domain (K-2) **U**=Unit (3-5)

Literature Connections:

- GK K1: Nursery Rhymes and Fables → GK K3: Stories → G1 K1: Fables and Stories → G1 K3: Different Lands, Similar Stories → G2 K1: Fairy Tales and Tall Tales → G2 K4: Greek Myths → G3 U1: Classic Tales → G4 U3: Poetry → G4 U8: Treasure Island → G5 U3: Poetry → G5 U7: A Midsummer Night’s Dream

Science Connections:

- GK K2: The Five Senses → G1 K2: The Human Body → G2 K10: The Human Body: The Building Blocks of Nutrition → G3 U3: The Human Body
- GK K4: Plants → GK K5: Farms → G1 K8: Animals and Habitats → G2 K6: Insects → G2 K8: Cycles in Nature → G3 U11: Ecology → G4 U5: Geology → G5 U9: Chemical Matter

Social Studies/History Connections:

- GK K6: Native Americans → G1 K4: Early World Civilizations → G1 K5: Early American Civilizations → G2 K2: Early Asian Civilizations → G2 K3: The Ancient Greek Civilization → G3 U9: Early Explorations of North America → G4 U7: American Revolution → G5 U8: Native Americans

<p>5.14 Materials support instruction that provides background information when needed or activates prior knowledge to increase students' understanding of what is to be read.</p>	No	<u>Yes</u>
<p>Support your determination:</p> <p>GK Knowledge 4 TG, Lesson 1: Domain Introduction/Core Connections, p. 8-9 G1 Knowledge 2 TG, Lesson 1: Introducing the Read-Aloud, p. 9-10 G2 Knowledge 8 TG, Lesson 1: Introducing the Read-Aloud, p. 9-11 G3 Unit 2 TG, Lesson 1: Core Connection, p. 9-10 G4 Unit 2 Pt. 1 TG, Lesson 1: Core Connections, p. 12-15 G5 Unit 2 TG, Lesson 1: Core Connections, p. 12-18</p>		
<p>5.15 Provides guided practice and systematic review of evidence-based comprehension skills and strategies.</p>	No	<u>Yes</u>
<p>Support your determination:</p> <p>GK Knowledge 9 TG, Lesson 8: Check for Understanding, Comprehension Questions, p. 110-111 G1 Knowledge 4 TG, Lesson 2: Comprehension Questions, p. 32 G2 Skills 3 TG, Lesson 9: Wrap-Up, p. 122 G3 Unit 4 TG, Lesson 9: Think-Pair-Share, p. 212 G4 Unit 8 TG, Lesson 4: Chapter Discussion, p. 91-92 G5 Unit 4 TG, Lesson 2: Lesson 1 Review, p. 36-37</p>		
<p>5.16 Cumulatively builds a repertoire of skills and strategies that are introduced, applied, and integrated (e.g., reciprocal teaching) with appropriate texts and for authentic purposes over the course of the year.</p>	No	<u>Yes</u>
<p>Support your determination:</p> <p>GK Knowledge 3 TG, Lesson 1: Application, p. 15-16 G1 Knowledge 9 TG, Lesson 1: Elements of Fairy Tales Chart, p. 20-21 G2 Skills 2 TG, Lesson 9: Reading, p. 122-129 G2 Skills 2 Activity Book, Activity Page 9.2, p. 43 G3 Unit 3 TG, Lesson 10: Speaking and Listening, p. 212-222 G4 Unit 7 TG, Lesson 5: Reading, p. 90-98 G5 Unit 2 TG, Lesson 7: Reading, p. 147-162</p>		

Red Flags Indicating Lack of Alignment to the Science of Reading

When reviewing curricula, it is very important to prioritize looking for elements not aligned with the Science of Reading. The table below provides red flags that indicate misalignment

with the Science of Reading. If these elements are present in the program reviewed, yet the program doesn't have enough of these elements to be removed from consideration, it is important to identify how educators will be educated or coached to not perpetuate this non-aligned practice in their instruction.

Phonological and Phonemic Awareness		
<ul style="list-style-type: none"> • Instruction only attends to larger units of phonological awareness (syllables, rhyme, onset-rime) without moving to the phoneme level (e.g., blends such as /t//r/ are kept intact rather than having students notice their individual sounds). 	No	Yes
<ul style="list-style-type: none"> • Instruction is focused on letters only without explicitly instructing on and practicing blending, segmenting, and manipulating the phonemes that letters represent. 	No	Yes
<ul style="list-style-type: none"> • Phoneme awareness is not emphasized as a foundational reading skill. 	No	Yes
<ul style="list-style-type: none"> • Phonological and phoneme awareness are not assessed and monitored. 	No	Yes
Phonics		
<ul style="list-style-type: none"> • Instruction encourages students to memorize whole words (except for high-frequency, non-decodable words), guess at words in context, or use picture clues rather than decoding the word first (three-cueing system). 	No	Yes
<ul style="list-style-type: none"> • Phonics instruction takes place in short (or optional) "mini-lessons" or "word work" sessions. 	No	Yes
<ul style="list-style-type: none"> • Letter-sound correspondences are taught opportunistically or implicitly versus systematically and explicitly. 	No	Yes
<ul style="list-style-type: none"> • The initial instructional sequence introduces many (or all) consonants before a vowel is introduced, or short vowels are all taught in rapid succession. 	No	Yes
<ul style="list-style-type: none"> • Segmenting or blending are not explicitly taught or practiced. 	No	Yes
<ul style="list-style-type: none"> • High-frequency words with regularly spelled sound-symbol correspondences are taught as whole-word units, often as stand-alone "sight words" to be memorized. 	No	Yes
<ul style="list-style-type: none"> • Few opportunities for word-level decoding practice are provided. 	No	Yes

<ul style="list-style-type: none"> Phonics instruction is typically “one and done”; decoding/encoding skills are taught at a slow pace and reviewed infrequently. 	No	Yes
<ul style="list-style-type: none"> Early texts are predominately predictable and leveled texts without sufficient time and attention to decodable texts. 	No	Yes
<ul style="list-style-type: none"> Advanced word study (Grades 2-5), instruction in phonics ends once single syllable phonics patterns (e.g., CVC, CVCe) are taught. 	No	Yes
<ul style="list-style-type: none"> Advanced word study (Grades 2-5), no instruction in multisyllabic word decoding strategies and/or morphology to support word recognition is evident. 	No	Yes
Fluency		
<ul style="list-style-type: none"> Fluency instruction focuses primarily on independent student silent reading. 	No	Yes
<ul style="list-style-type: none"> Rate is over emphasized at the expense of accuracy and expression. 	No	Yes
<ul style="list-style-type: none"> Word-level automaticity is not provided, or fluency is viewed only as connected text-reading fluency. 	No	Yes
<ul style="list-style-type: none"> Fluency assessment allows acceptance of incorrectly decoded words if they are close in meaning to the target word. 	No	Yes
Comprehension		
<ul style="list-style-type: none"> In early grades, the instructional framework is primarily a workshop approach, emphasizing student choice and implicit, incidental, or embedded learning. 	No	Yes
<ul style="list-style-type: none"> Students are not exposed to rich vocabulary and complex syntax in reading and writing materials. 	No	Yes
<ul style="list-style-type: none"> Comprehension activities focus mainly on assessing whether students understand content (the product of comprehension) instead of supporting the process of comprehending texts. 	No	Yes
<ul style="list-style-type: none"> Writing is not taught or is taught without making deliberate connections to reading and texts. 	No	Yes
<ul style="list-style-type: none"> Questioning during read-alouds focuses mainly on lower-level questioning skills. 	No	Yes

<ul style="list-style-type: none"> • Read aloud opportunities emphasize simple stories or narrative texts only. Read-aloud is not sufficiently complex and/or knowledge building. 	No	Yes
<ul style="list-style-type: none"> • Opportunities to bridge existing knowledge to new knowledge is not apparent in instruction. 	No	Yes
<ul style="list-style-type: none"> • Advanced (Grades 2-5): For students who are automatic with codes, texts for reading are primarily leveled texts that do not feature a variety of diverse, complex, knowledge-building text sets to develop background knowledge in a variety of subject areas. 	No	Yes
<ul style="list-style-type: none"> • Inferencing is not taught explicitly and may be based only on pictures clues and not text (i.e., picture walking). 	No	Yes
<ul style="list-style-type: none"> • Reading and writing of genre types and use of specific text features are not explicitly taught. 	No	Yes
<ul style="list-style-type: none"> • Text structure and signal words are not explicitly taught and practiced in reading and writing. 	No	Yes
<ul style="list-style-type: none"> • Comprehension strategy instruction is taught without equal emphasis on knowledge-building. 	No	Yes
<ul style="list-style-type: none"> • Emphasis is on independent reading and unconstrained book choice without exposure to complex texts. 	No	Yes
<ul style="list-style-type: none"> • Materials for comprehension instruction are predominantly predictable and/or leveled texts. 	No	Yes
Vocabulary		
<ul style="list-style-type: none"> • Vocabulary instruction does not include opportunities for rich conversations; worksheets or activity sheets are used heavily instead. 	No	Yes
<ul style="list-style-type: none"> • Instruction includes memorization of isolated words and definitions only. 	No	Yes
<ul style="list-style-type: none"> • Tier 2 words are not taught explicitly, and students are not given opportunities to use them in their speech, see them in print, and use them in writing. 	No	Yes
<ul style="list-style-type: none"> • Students are not exposed to Tier 3 words knowledge and domain specific words in expository texts. 	No	Yes

<ul style="list-style-type: none"> Explicit instruction in morphology is not apparent. 	No	Yes
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Summary of Criteria

Reporting Category	# of No's	# of Yes's	% of Yes's	Meets Threshold
Foundational Skills: Print Concepts and Phonological Awareness	/19	/19	%	Yes/No (90%)
Foundational Skills: Phonics	/22	/22	%	Yes/No (90%)
Fluency	/14	/14	%	Yes/No (80%)
Writing Development and Skills	/7	/7	%	Yes/No (80%)
Vocabulary and Language Development and Skills	/15	/15	%	Yes/No (80%)
Reading Comprehension	/16	/16	%	Yes/No (80%)
Overall Threshold	/93	/93	%	Yes/No (80%)
Number of Red Flags Identified	0-3	4-6	7 or more	

Interpreting Results: Upon completing the review, there are three possible outcomes:

Recommended Primary: If the program meets the expected thresholds in 5-6 of the reporting categories, the overall threshold, and has 0-3 red flags, then the program is recommended primary and may be used without the need for supplemental supports (if meeting all reporting category thresholds) or may potentially need one supplemental program to support where the program did not meet expected thresholds. The program would be considered evidence-informed and meets the criteria set forth in SB 127 for core curriculum.

Recommended Supplemental: If the program has some reporting categories that meet the established threshold and has 0-3 red flags, then the program is recommended supplemental and not primary. The program as a whole would not be considered evidence-informed, but the individual components that met the thresholds would be.

Not Recommended: If the program does not meet the expected thresholds in at least 5 of the reporting categories, the overall threshold, and has 4 or more red flags, then the

program is not strong enough to be recommended for primary and does not meet the criteria set forth in SB 127.

Adapted from:

Foorman, B., Smith, K., Kosanovich, M. (2017). Rubric for evaluating reading/language arts instructional materials for kindergarten to grade 5. Retrieved from https://ies.ed.gov/ncee/rel/regions/southeast/pdf/REL_2017219.pdf

Simmons, D., Kame'enui, E.J. (2006). A consumer's guide to analyzing a core reading program grades K-3: A critical elements analysis. University of Oregon: Portland, OR.

The Reading League (2022). Curriculum evaluation guidelines. Retrieved from: <https://www.thereadingleague.org/what-is-the-science-of-reading/>