



Evaluation Tool for High-Quality Curricular Materials Aligned to the Science of Reading

The purpose of this evaluation tool is for a reviewer(s) to consider each component independently in relation to the overall rating defined. Each criteria (i.e., row) is defined as a yes/no determination. Criteria defined as a non-negotiable (Sections I, II, and III) must be indicated as “Yes” for further evaluation in Section IV (optional criteria). The review considers three specific process steps: 1) independent review by a credible third party research entity, 2) independent review by each educator reviewer, and 3) consensus by the Indiana Department of Education’s (IDOE’s) hosted review committee. Process steps and documentation provided by the curricular organization will inform the overall determination defined in step 3.

The reviewer(s) must complete the process for each row independently based on the evidence provided by the curricular organization. Anecdotes or research beyond what the organization explicitly provided will not inform ratings.

1. Review the **required** criteria in Sections I, II, and III and **optional** criteria in Section IV.
 - If there is a “Yes” for all required criteria (i.e., rows), materials receive an overall “Yes” for that section.
 - If there is a “No” for any of the required criteria (i.e., rows), materials receive an overall “No” for that section.
2. Materials must meet all required criteria in Sections I, II, and III. Criteria in Section IV are optional, but may serve as a point of differentiation across providers that successfully navigate the review process.
3. A curricular organization must receive an overall “Yes” in Sections I, II, and III to be deemed high-quality. Details about each organization’s rating completed by the independent third party research entity must be submitted with the corresponding documentation for review.

Submissions are evaluated on the extent to which they meet all of the criteria noted below. Deficient submissions will be allowed one additional submission round to provide additional evidence or clarification for reviewers. **The term “materials” is used throughout the rubric to mean “instructional materials” utilized by the educator or provided to students unless otherwise noted.**

Section I: K-5 Non-Negotiable Criteria for High-Quality Curricular Materials: Instruction

Evidence must meet all criteria noted in Section I.

Key Element Required	Determinati on: Yes/No	Notes/Evidence
<p>Curriculum includes at least 85% alignment with 2023 future-focused Indiana Academic Standards aligned to the science of reading.</p>	<p>Yes ▾</p>	<p>Amplify CKLA (Core Knowledge Language Arts) materials align to the 2023 Indiana Academic Standards for English Language Arts in Grades K–5. For additional information, please see the Amplify CKLA alignments.</p>
<p>At least 95% of materials are aligned to scientific research of the developmental progression of language skills and the relationship between oral and written language skills, including five essential components for reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p>	<p>Yes ▾</p>	<p>Amplify CKLA is a research-based program built on the Science of Reading that is designed to provide quality foundational skills instruction. CKLA materials include the five essential components for reading instruction including phonemic/phonological awareness, phonics, fluency, vocabulary and comprehension.</p> <p>Amplify CKLA is based in the Science of Reading, a pedagogy and practices proven by extensive research to effectively teach children how to read. To easily understand the complex combination of skills that result in reading fluency, there are two main frameworks: The Simple View of Reading and Scarborough’s Rope. Amplify CKLA has been developed using the frameworks of both. In grades K–2, the program is organized into two strands: The K–2 Knowledge Strand focuses on complex narrative and informational Read-Aloud texts, teaching oral language development (listening and speaking), oral analysis of complex text, knowledge and vocabulary acquisition, as well as shared and independent written responses to the content of Read-Alouds. The K–2 Skills Strand focuses on the fundamentals of print and phonological awareness, phonics and word recognition(sound/letter patterns for decoding and encoding and high frequency words), fluent reading with comprehension, writing mechanics, structure, and processes. CKLA for Grades 3–5 offers Skills and Knowledge integrated units that will let students move fluidly between reading, writing, speaking and listening, and language activities. In</p>

	<p>Grades 3–5, basic and advanced phonics code knowledge is reviewed and more complex foundational skills knowledge becomes the instructional focus, including spelling patterns, morphology, syntax, and vocabulary.</p> <p>Phonological and Phonemic awareness Amplify CKLA builds students’ comprehensive phonological awareness skills through a developmental process that starts with the simplest elements. Students master prerequisite skills (such as environmental sounds and sound patterns), then begin identifying words in sentences, then syllables within words, then rhyming words, then alliteration, and finally individual sounds. Amplify CKLA focuses on sounds, or phonemes, as the primary organizing principle of the program. Across Grades K–2, the program uses a strategic, transparent progression of phonemic awareness instruction. EdReports highlights this transparent progression as one of the program’s many significant strengths, noting that, “Materials contain a coherent phonemic awareness sequence of instruction and practice exercises based on the expected hierarchy.” This transparent progression is evidenced in the table, “Amplify CKLA Phonemic Awareness Progression of Sounds.” This progression is further illustrated in the sequence through which Amplify’s CKLA introduces all forty-four sounds of the English language. Students first learn each sound in isolation. Over time, instruction connects phonemic awareness to phonics through the introduction of sound-spelling patterns. This often happens in “Warm-Up” activities, in which students work with sounds and practice hearing the difference between sounds.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Skills 3 Teacher Guide, Lesson 1: Warm-Up, p. 17 ● GK Skills 10 Teacher Guide, Lesson 1: Warm-Up, p. 14 ● G1 Skills 2 Teacher Guide, Lesson 1: Introduce the Sound /ee/, p. 13 ● G1 Skills 6 Teacher Guide, Lesson 7: Warm-up, p. 71 <p>Note: Additional lessons and practice activities in Phonological and Phonemic Awareness are available to all CKLA teachers in the online Intervention Toolkit.</p> <p>Phonics The focus of the Skills Strand in K–2 is to build a strong set of foundational skills</p>
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	<p>for early literacy students. Amplify CKLA Skills 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. 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). In Grade 3–5, basic and advanced phonics code knowledge is reviewed and more complex foundational skills knowledge becomes the instructional focus, including spelling patterns, morphology, syntax, and vocabulary.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Skills 3 Teacher Guide, Lesson 1: Introduce the Spelling /M/> ‘M’, p. 20 • GK Skills 10 Teacher Guide, Lesson 22: Introduce the Spelling /UE/> ‘U_E’, p. 222 • G1 Skills 2 Teacher Guide, Lesson 1: Warm-up, p. 12 • G1 Skills 7 Teacher Guide, Lesson 1: Spelling Alternatives of /AE/, p. 12 • G2 Skills 3 Teacher Guide, Lesson 3: Introduce /AE/> ‘A’ And ‘AY’, p. 26 • G2 Skills 5 Teacher Guide, Lesson 13: Introduce /ə/ + /L/> ‘EL’ and ‘LE’, p. 145 • G3 Unit 1 Teacher Guide, Lesson 1: Short Vowel Review, p. 37 • G3 Unit 1 Teacher Guide, Lesson 11: Spellings ‘G’ and ‘C’, p. 296 <p>Fluency</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. Amplify CKLA develops fluent readers by supporting them to read increasingly complex texts in later elementary and beyond. For example, our 100% decodable readers help students read fluently and understand new words. Additionally, teachers are provided with instructions and resources to help demonstrate reading fluency through a variety of groupings and through our audio-enhanced e-readers available on the Student Hub. Formal fluency assessments begin at the end of Grade 1 and continue throughout the program. Fluency Packets in grades 2–5</p>
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		<p>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> <p>Examples:</p> <ul style="list-style-type: none">● GK Skills 6 Teacher Guide, Lesson 4: Reading, p. 60● GK Skills 10 Teacher Guide, Lesson 1: Reading, p. 18● G1 Skills 1 Teacher Guide, Lesson 19: Reading, p. 209● G1 Skills 7 Teacher Guide, Lesson 17: Reading, p. 168● G2 Skills 4 Teacher Guide, Lesson 4: Reading, p. 49● G3 Unit 7 Teacher Guide, Lesson 10: Reading, p. 184● G4 Unit 5 Teacher Guide, Lesson 5: Reading, p. 108● G5 Unit 4 Teacher Guide, Lesson 3: Reading, p. 68 <p>Vocabulary</p> <p>CKLA exposes students to rich domain-specific vocabulary and general academic vocabulary. The texts and associated instructional materials within each unit 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 approximately three weeks of instruction, during which students read a minimum of nine unique 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. Tier 2 academic vocabulary has been targeted for intentional focus in each unit. Because academic vocabulary is important for reading and comprehension, they purposefully appear in various places, including directions, assessments, discussion questions, and more. Additionally, Word Work—daily short activities around new domain-specific vocabulary—provides additional explicit teaching.</p> <p>Examples:</p> <ul style="list-style-type: none">● GK Knowledge 4 Teacher Guide, Lesson 5: Word Work, p. 61
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<p>All grade levels (or comprehensively within the school system) include a clear and consistent instructional framework that is systematic and sequential. The framework has a comprehensive scope and sequence and content that includes a direct order in which skills are presented and allow for continued practice to build automaticity, skills building from the simple to more complex, and how knowledge and skills build and connect across grade levels.</p>	<p>Yes ▾</p>	<p>Amplify CKLA includes a clear and consistent curriculum that is systematic and sequential. 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</p>

		<p>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 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). 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>In addition to our Skills Scope and Sequence, Amplify also has a coherent Knowledge Sequence. Amplify CKLA’s knowledge scope and sequence was intentionally designed to develop content knowledge about a wide range of literary, science, and social studies topics within and across grade levels. It is through this coherent approach that depth and breadth of knowledge, vocabulary, language structure, verbal reasoning and literacy knowledge are acquired, setting students up for success as they are able to make meaning of the wide variety of text types they encounter.</p>
<p>Provide documentation that demonstrates the effectiveness of the program based on research in the five essential components for reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p> <p><i>Note: Materials cannot encourage three-cueing.</i></p>	<p>Yes -</p>	<p>Amplify Core Knowledge Language Arts (CKLA) is a core K–5 English Language Arts curriculum with a systematic instructional approach designed to support all learners with instruction that is informed by research in cognitive science and reading development. Based on the Science of Reading, CKLA provides effective results and improves student outcomes when implemented. For more information, please visit the Amplify CKLA Research site to see case studies, efficacy reports, and additional insights on CKLA’s research base.</p> <p>CKLA students build content knowledge and vocabulary by listening to developmentally appropriate texts that gain complexity throughout the year and across grade levels. In Grades K–2, the Knowledge Strand builds coherent content knowledge and rich, nuanced vocabulary, while the Skills Strand focuses on</p>

<p><i>MSV*¹ cues or visual memory for word recognition or curriculum will be disqualified for approval.</i></p>		<p>systematic phonics and foundational skill development in reading and writing. In Grades 3–5, these strands integrate, synthesizing skill and knowledge development with a range of texts and activities.</p> <p>Amplify CKLA does not require or encourage three-cueing, MSV cues, or visual memory for word recognition. CKLA uses a synthetic phonics approach that teaches students to read by blending through the whole word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.</p>
<p>At least 95% of tasks include differentiated support to meet the needs of all students including, but not limited to, students with special learning needs and English learners (e.g., linguistic scaffolds).</p>	<p>Yes ▾</p>	<p>Amplify CKLA lessons include differentiated support that meets the needs of all students including students with special learning needs, English learners, and advanced learners.</p> <p>Amplify CKLA materials highlight opportunities for re-teaching, and small group support to address learning gaps. The Skills Strand provides small group settings for reading and comprehension. This provides the teacher with an opportunity to assist students who require additional support. In CKLA lessons, students engage with texts in a variety of ways, including whole group, partner reading, small group reading, shared reading, and independent reading. Teachers should refer to the Lesson-at-a-Glance charts at the beginning of each lesson to see grouping recommendations for each type of reading activity. Teachers may tailor the reading recommendations according to the needs of their students. Lessons also provide point-of-use differentiation including Support, Challenge, and Access supports for ELLs. Pausing Point activities at the end of each unit include activities and resources to reteach and differentiate as needed.</p> <p>English Learners Amplify CKLA is centered around what educators and researchers have learned about good reading instruction. The Skills Strand provides students with systematic, explicit, and comprehensive instruction in the code of the English language. Amplify CKLA's sound-first approach is particularly supportive of English</p>

¹ MSV refers to the three-cueing model of reading that uses meaning drawn from the context, pictures, or syntax as the primary basis for teaching word recognition.

		<p>Learners, as it lets them focus first on the sounds in words and then make the translation to how that sound is represented in the English alphabet. The Skills Strand’s explicit grammar lessons are focused on building the foundational language skills needed to learn a second language. Within the Amplify CKLA Knowledge Strand, vocabulary work, multiple meanings exercises, guided listening supports, and text exposure further benefit multilingual learners.</p> <p>Access Supports, found in the CKLA K–5 Teacher Guide sidebars, provide specific multilingual learner support at the point of use in core instruction that address three ELD proficiency levels—Entering/Emerging, Transitioning/Expanding, and Bridging. Access Supports provide additional scaffolds for writing, including sentence frames and starters, opportunities to complete writing tasks with adults or peers, pre-writing discussions, and tools to assist students in choosing language appropriately.</p> <p>In order to support students whose primary language is other than English, CKLA has created the Multilingual Glossary. The CKLA Multilingual Glossary documents include translations of core vocabulary from each unit in several languages including: Arabic, Mandarin Chinese, French, Haitian Creole, Portuguese, Russian, Spanish, Tagalog, Urdu, and Vietnamese.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Skills 8 Teacher Guide, Lesson 1: Reading Access Sidebar, p. 22 ● G1 Skills 5 Teacher Guide, Lesson 3: Language Access Sidebar, p. 45 ● G2 Knowledge 2 Teacher Guide, Lesson 1: Writing Access Sidebar, p. 19 ● G3 Unit 2 Teacher Guide, Lesson 1: Understanding Text Structure Access Sidebar, p. 20 ● G4 Unit 2 Pt. 1 Teacher Guide, Lesson 6: Language Sidebar, p. 147 ● G5 Unit 8 Teacher Guide, Lesson 3: Interacting in Meaningful Ways Access Sidebar, p. 77 <p>Students with Special Learning Needs: To support students with exceptionalities, the program offers:</p> <ul style="list-style-type: none"> ● Core instructional support with Support and Access sidebars embedded in each lesson.
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		<ul style="list-style-type: none"> ● Additional Support section following each Skills lesson for immediate support and remediation after the lesson. ● Additional strategies that go beyond the instructional materials to support the needs of all students are included in the Universal Access section of Advance Preparation, where applicable. ● Pausing Point days provide additional time and activities for re-teaching, remediation, and practice. ● The Assessment and Remediation Guide (ARG) for Grades K–3 and Decoding and Encoding Remediation Guide (DERG) for Grades 4–5, both available online, provide teachers with additional lessons and activities for intervention that meet different levels of support for students. In addition, these resources are also available in a free online resource called the Intervention Toolkit. The various lesson templates and materials are categorized by skill, offering multiple access points to address students’ needs in all grade levels. <p>Examples:</p> <ul style="list-style-type: none"> ● GK Skills 9 Teacher Guide, Lesson 7: Additional Support, p. 81-82 ● G1 Skills 2 Teacher Guide, Lesson 2: Support Sidebar, p. 34 ● G2 Skills 2 Teacher Guide, Pausing Point p. 213-233 ● G3 Unit 2 Teacher Guide, Lesson 1: Support Sidebar, p. 22 ● G4 Unit 5 Teacher Guide, Lesson 2: Support Sidebar, p. 61 ● G5 Unit 5 Teacher Guide, Lesson 16: Universal Access, p. 396 <p>Advanced Learners: Challenge sidebars in each lesson offers in-the-moment strategies for advanced work. Materials highlight enrichment texts for students who are prepared for additional rigor, and the Pausing Point days in every unit provide a large range of extension activities. Advanced students will also benefit from Amplify’s partnership with ReadWorks, which supports independent reading and offers articles that may be used as a springboard for additional enrichment activities.</p> <p>Advanced students will also benefit from the CKLA Hub, which supports independent reading and offers texts that may be used as a springboard for additional enrichment activities. There are also daily opportunities to allow students to delve more deeply into the material. For example, some lessons offer</p>
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		<p>opportunities for independent and small group research that can be extended by asking for alternative sources or deeper analysis. The program website includes resources such as the Trade Book Guides (K–2), Novel Guides (3–5), and Essential Questions and Writing Prompts (3–5), all of which offer activities and questions designed to help students dive more deeply into texts and analysis.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Knowledge 8 Teacher Guide, Lesson 1: Challenge Sidebar, p. 20 • G1 Skills 6 Teacher Guide, Lesson 6: Challenge Sidebar, p. 61 • G2 Knowledge 8 Teacher Guide, Pausing Point: Activities, p. 81-85 • G3 Unit 3 Teacher Guide, Lesson 9: Challenge Sidebar, p. 196 • G4 Unit 3 Teacher Guide, Pausing Point: Enrichment, p. 194-205 • G5 Unit 5 Teacher Guide, Lesson 4: Challenge Sidebar, p. 110
<p>Specific lessons align to phonological and phonemic awareness and include the following features within the comprehensive curriculum across grade levels: instruction provides practical application of taught skills and is provided in a systematic, explicit, and teacher-directed model, including simple and complex phonological awareness tasks (e.g., recognizing rhyming words, clapping syllables, and blending and segmenting); conversations include the way sounds are made in the mouth (i.e., how the articulatory gestures of air flow, tongue and lip placement, vocal cord voicing are happening).</p>	<p>Yes ▾</p>	<p>Amplify CKLA Skills offers explicit instruction and practice of phonological and phonemic awareness skills. The program ensures students’ comprehensive phonological awareness development in a systematic series of lessons. It begins with teaching the simplest elements, such as environmental sounds and sound patterns. As students master these prerequisite skills, they move on to identifying words in sentences, syllables within words, rhyming words, alliteration, and finally individual sounds. Practical application of the taught skills is also incorporated into the instruction.</p> <p>Simple and Complex tasks</p> <p>Amplify CKLA includes simple and complex phonological awareness tasks. As an example, the following phonological awareness skills are taught in the Kindergarten curriculum:</p> <ul style="list-style-type: none"> • Hear environmental sounds, hear words in phrases and sentences • Recognize and produce rhyming words • Count, clap, 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

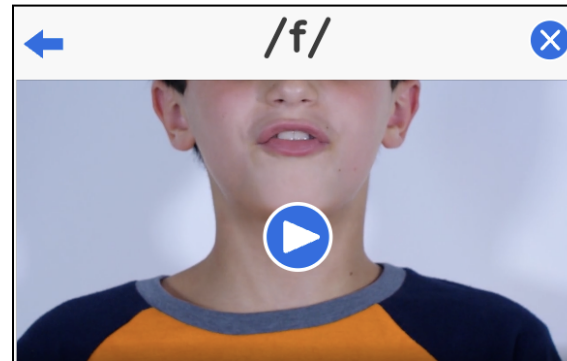
		<p>In Grades 1 and 2, phonemic awareness is embedded into instruction whenever sound/letter correspondences are taught or reviewed. For example, when teaching a new sound spelling, the lesson begins with “Introducing the Sound” which uses oral phonemic awareness activities before “Introducing the Spelling.” 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>Practical Application Amplify CKLA instruction provides practical application of taught skills in a systematic, explicit and teacher-directed model. 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>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.</p> <p>Conversations about Sounds Amplify CKLA Skills Strand includes conversations about the way sounds are made up in the mouth. After the Warm-Up review exercise, a new sound is introduced in a Basic Code lesson. At first the sound is experienced orally. Students hear the sound and say it while completing oral language exercises. The</p>
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following is an example lesson where students practice articulating the /m/ sound using hand mirrors:

- *Tell students the first sound they will learn is the /m/ sound.*
- *Explain that we make sounds by putting parts of our mouth like our lips and our tongue into special positions while breathing out air.*
- *Distribute a handheld mirror to each student.*
- *Tell students to use the mirrors to watch the shape of their mouths as they say the sound /m/, drawing it out.*
- *Ask students if their mouths are open or closed when they make this sound. (closed)*
- *Ask what their lips do when they say the /m/ sound. (Lips are pressed together.)*
- *Have students say the words printed below while looking into the mirrors.*
- *Ask them to focus on the shape of their mouths.*

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|--------|----------|
| 1. me | 5. mouse |
| 2. mat | 6. mud |
| 3. man | 7. mad |
| 4. map | 8. mom |

In addition, the CKLA Hub for K–2 includes a Sound Library with sample pronunciations, songs, and videos organized by sound to support learning in the classroom. The Sound Library videos show students articulating the various sounds with attention to the mouth.



Key Element Required	Determination: Yes/No	Notes/Evidence
<p>Specific lessons align to phonics, decoding, and encoding, and include the following features within the comprehensive curriculum across grade levels: explicit, systematic, and sequential instruction progresses from simple to more complex sound–spelling patterns and word analysis skills. Lessons include repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g., sounds, words, sentences, reading within text); letter-sound correspondences are taught from simple to complex; phonics skills are practiced by applying phoneme-grapheme knowledge in decodable texts that match the phonics elements taught, securing phonic decoding; instruction focuses students’ attention to the structure of the word; the sequence of advanced word study includes all six syllable types, morphemes, and</p>	<p>Yes</p>	<p>Amplify CKLA Skills includes explicit, systematic, and sequential instruction that progresses from simple to more complex sound-spelling patterns and word analysis skills. Amplify CKLA is a research-based program built on the Science of Reading that is designed to provide quality foundational skills instruction, which includes 60 minutes of Skills Strand lessons that address grade-level standards that include print concepts, phonological awareness, and phonics and word recognition. Amplify CKLA lessons align to phonics, decoding, and encoding.</p> <p>Amplify CKLA lessons include repeated modeling and opportunities for students to hear, say, write and read sound and spelling patterns. The Amplify CKLA program teaches highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten–Grade 2. CKLA Skills lessons include repeated modeling and opportunities for students to hear, say, write, and read sounds and spelling patterns. CKLA students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). Students are first taught the Basic Code for each of the 44 phonemes. In a Basic Code Lesson, students first learn to listen for and isolate a single sound and are then taught the spelling for that sound. Typically in this type of lesson, the teacher introduces the sound and conducts various oral language activities with students to be certain that they can identify the sound orally. The teacher then presents the spelling for that sound and models writing the spelling, as well as sounding out simple one-syllable words that use the spelling. Additional reading and writing practice opportunities for students then follow.</p> <p>In Amplify CKLA, the letter-sound correspondences are taught from simple to complex. Amplify CKLA uses a unique database that indexes every word in the English language and determines the most frequent spelling patterns. Amplify CKLA introduces the most frequent spelling patterns first in order to maximize the words students can read and moves them into engaging, well-written, decodable</p>

<p>etymological influences (i.e., word origins); decoding and encoding high-frequency words is taught by attending to sound-symbol associations and not by memorizing whole words; and phonetically irregular high-frequency words are taught by identifying the regularly-spelled part and the irregularly-spelled part explicitly taught through decoding and encoding.</p> <p><i>Note: Materials cannot encourage three-cueing, MSV² cues, or visual memory for word recognition or curriculum will be disqualified for approval.</i></p>	<p>texts halfway through Kindergarten. As students automatize reading and writing, Amplify CKLA presents spelling alternatives for those sounds that can be spelled several different ways. Students begin reading words and stories that are regular before tackling words and stories that are unduly complicated with a variety of spelling alternatives.</p> <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> <p>Amplify CKLA instruction focuses students’ attention to the structure of words. CKLA focuses on sounds, or phonemes, as the primary organizing principle of the program. CKLA uses a synthetic phonics approach that teaches students to read by blending through the whole word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.</p> <p>CKLA does not require students to read words that go beyond the letter-sound correspondences they have been taught. In other words, all words students are asked to read as part of the program are decodable, either because they are composed entirely of letter-sound correspondences students have been taught or</p>
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² MSV refers to the three-cueing model of reading that uses meaning drawn from the context, pictures, or syntax as the primary basis for teaching word recognition.

	<p>because they are Tricky Words that have been taught. This means students have a chance to begin reading words and stories that are completely decodable before tackling words and stories that are full of spelling alternatives.</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 spelling code is taught explicitly with time for practice and review before adding complexity gradually over time.</p> <p>Beginning in Grade 1, the units in the Skills Strand have spelling lists, with practice activities and spelling assessments that continue through the grades. However, students will not be presented with an assessment on letter/sound correspondences they have just learned that week: Amplify CKLA allows students many opportunities to read and to practice the spelling before they are expected to master it. So, because of the integrated instruction of decoding and encoding, spelling is not taught as an isolated list of words each week, but as a continually reinforced skill. In grades 3–5, the instruction transitions to word morphology rather than work on the advanced code, and spelling assessments are included through 5th grade.</p> <p>Amplify CKLA materials support explicit advanced word study instruction that teaches students how to decode multisyllabic word parts. Mastering the various letter-sound correspondences taught in 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 multisyllabic words. Starting in Grade 1, 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.</p> <p>When students first encounter two-syllable words in Grade 1 materials, a small dot is used as a visual prompt or cue between the syllables (e.g., sun·set). This is done in both the Activity Books and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As</p>
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	<p>Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.</p> <p>As Grade 2 students increase their level of code knowledge, they are faced with more complex syllable types in multisyllabic words in their Student Readers. Grade 2 students acquire the tools needed to decode more challenging multisyllable words.</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, syllable types, morphology, syntax, and vocabulary. Morphology is defined as the study of word parts and how the parts provide clues to the meaning of words. Being familiar with word parts also facilitates decoding of multisyllabic words. 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. Students apply this learning daily while reading grade-level text in the Student Readers</p> <p>Morphemes</p> <p>Amplify CKLA provides lessons that include oral and written activities which present opportunities to apply morphology skills. Formal morphology instruction begins in Grade 3, and students in Grades 4 and 5 continue to study word parts, including prefixes, suffixes, root words, and word origins, including Greek and Latin roots. Students continue to learn and apply advanced word analysis skills through spelling, morphology, and grammar lessons. Prefixes, suffixes, and roots are included. For example, in Grade 4 students study the prefixes ‘un-’, ‘non-’, ‘en-’, ‘im-’, and ‘in-’, as well as the suffixes ‘-y’, ‘-ly’, ‘-ible’, ‘-able’, ‘-ful’, and ‘-less’. They also use the roots ‘arch’, ‘graph’, ‘rupt’, ‘port’, and ‘bio’ to read and determine the meaning of words.</p> <p>High-frequency Words</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.</p>
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		<p>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 first 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>Amplify CKLA does not encourage or reference the three-cueing system, MSV or visual memory for word recognition. Amplify CKLA provides explicit instruction in phonemic awareness, phonics, and spelling through a systematic scope and sequence that builds from simple to complex.</p>
<p>Specific lessons align to fluency and include the following features within the comprehensive curriculum across grade levels: instruction includes teacher-led modeling, oral reading by students, and immediate feedback; opportunities exist for students to practice reading fluency using controlled texts; fluency emphasizes reading accuracy</p>	<p>Yes ▾</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 K–2 students read fluently, with purpose and understanding. CKLA lessons include teacher-led modeling. 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. CKLA students have opportunities to</p>

<p>and automaticity; skills are practiced in a variety of texts (e.g., narrative, informational, poetry, lists); and instruction explicitly acknowledges that automaticity with decoding is a necessary foundation for effective reading comprehension.</p>		<p>practice reading fluency using the phonetically controlled Skills Readers. 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 eReaders available on the Student Hub.</p> <p>Amplify CKLA materials include practice reading a variety of connected text to build fluency. Students practice fluency throughout Grades 3–5, both formally and informally through daily student-centered activities. Students routinely read in different configurations, including independently and in small- and whole-group settings. Teachers can continue to build student interest by selecting books from the Trade Book List for independent or whole group reading. Teachers may utilize the optional Fluency Assessments and the Recording and Scoring Sheets found throughout the materials to assess students' fluency based on national norms.</p> <p>Take-home materials designed to be read in the home environment with support, strengthen student fluency. In addition, Fluency Packets starting in grade 2 consists 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>
Key Element Required	Determination: Yes/No	Notes/Evidence
<p>Specific lessons align to reading comprehension and include the following features within the comprehensive curriculum across grade levels: activities are provided that make connections between a new word or concept and other known words or concepts, relating</p>	<p>Yes</p>	<p>Reading Comprehension Building knowledge to build strong comprehension is the core premise of Amplify CKLA. Comprehension skills must be built 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 questions, either orally or in written form, to check for understanding. Comprehension strategies are</p>

<p>ideas to experiences; texts are organized around a topic or topics to build students' knowledge; a progression of focused research and writing projects are included to develop knowledge and understanding of a topic using texts and other source materials; and inferencing is explicitly taught within text, including opportunities for metacognition and use of appropriate and accurate background knowledge.</p>		<p>embedded into reading lessons.</p> <p>Throughout CKLA, but particularly in the close reading lessons, students are asked to consider the precise choices that have been made in texts and the effect these have. This varies from precise analysis with clear correct answers (such as the use of particular technical terms) to more subtle interpretations (such as the use of literary devices in poems and plays). ELA standards emphasize the practice of close reading, including asking text-dependent questions worthy of students' time to answer. CKLA includes explicit instructions for utilizing a close reading approach with particular excerpts from the Readers. These lessons are carefully crafted to focus students' reading and help them derive deeper meaning through close examination of the text.</p> <p>In Amplify CKLA, opportunities are provided for students to make connections to new words and concepts. This is most evident in the K–2 CKLA Knowledge strand that incorporates content-rich read-alouds and robust vocabulary instruction. 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>Each K–5 Knowledge Domain begins with a Core Connections lesson segment when students are introduced to the topic or content. Students are frequently asked to make connections to prior knowledge as teachers preview the content through interesting and engaging learning experiences. For example in Grade 1 Knowledge 6 Lesson 1, students are introduced to the domain topic (Astronomy) and teachers have a robust discussion around students' understanding of the Earth's atmosphere and outer space. In other units, students may construct timelines or work on KWL charts to introduce new concepts. The lessons that</p>
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	<p>follow incorporate time for review and questions.</p> <p>Additional opportunities for students to make connections to new words are provided during Word Work activities. These activities include explicit practice with select vocabulary words from the read-alouds. Students are frequently asked to use the vocabulary in a context that is familiar to them.</p> <p>Amplify CKLA texts are organized around a series of topics to build students' background knowledge. 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 when encountering new complex texts and material later in elementary school.</p> <p>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. For example, in Kindergarten, students study plants and how they grow, building understanding about the natural world and the basic needs of living things. In Grade 1, students learn about the diversity of both plants and animals in Domain 8, Animals and Habitats. Students in Grade 2 can use this background knowledge when learning about more natural world topics presented in Domain 6, Cycles in Nature, and Domain 8, Insects. In this way, Amplify CKLA systematically structures knowledge domains so that students gain an increasingly deep understanding of topics.</p> <p>Amplify CKLA includes a progression of focused research and writing projects that develop knowledge and understanding of the domain topics and texts. K–2 CKLA students engage in a variety of shared and independent research projects. With assistance, students gather information in order to complete graphic organizers, create posters or other visuals, or to use in their writing. Students begin to understand where information comes from and use print and digital media as sources for their writing.</p>
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		<p>Amplify CKLA offers varied opportunities for students to learn through meaningful and relevant activities that promote student choice. 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. There are also specific multi-day writing tasks where students learn to use the information they have gathered to produce informational or opinion writing. Pausing Points provide additional activities for group or independent research projects that focus on the content from the domain.</p> <p>Students in Grades 3–5 also engage in a variety of meaningful research and other projects. Low-stakes research activities instill best practices that students will apply for longer projects; for example, students often complete graphic organizers to collect information from sources, then incorporate research in their writing. Students learn to gather information from print and digital media; they also use a variety of sources. Students practice recording source information and creating reference lists to document those sources. Amplify CKLA offers daily opportunities for students to reflect on their learning and make their own evaluations by participating in class discussions based upon the rich content presented.</p> <p>CKLA students write multiple texts in each major text type (narrative, opinion/argumentative, and informational/ explanatory), and writing instruction is integrated with reading instruction. Writing projects vary between rapid daily writing (e.g., in journals), single-sitting writing prompts, and long projects taught and implemented over multiple sittings. Although some assignments do offer blended forms, the program asks students to produce writing in the required text type proportions.</p> <p>In CKLA, students learn to communicate both orally and in writing with multiple audiences and with purposes as diverse as reconstructing major historical events, dramatizing text, summarizing or paraphrasing events for specific audiences, and demonstrating the products of group collaborations.</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</p>
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		<p>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 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> <p>One way Amplify CKLA promotes metacognition is through the many questions and prompts that are integrated throughout the program. After reading or listening to a text, students are asked to reflect on what they have learned, how they approached the task, and what strategies they used to understand the content. Another way Amplify CKLA incorporates metacognition is through the use of graphic organizers and other visual tools. These tools help students organize their thoughts and make connections between different concepts. By using these tools, students can see their thinking process and identify misconceptions in their understanding.</p>
<p>Specific lessons align to oral language development and oral language use and include the following features within the comprehensive</p>	<p>Yes ▾</p>	<p>Amplify CKLA includes lessons that develop oral language and oral language use across grade levels.</p> <p>Amplify CKLA students demonstrate knowledge through analysis and synthesis of texts, present claims and clear information, and draw on text evidence to support</p>

<p>curriculum across grade levels: demonstrate knowledge through analysis and synthesis of texts, present claims and clear information using grade-level language and conventions and draw on textual evidence to support valid inferences from a text; emphasize the relationship between oral language and written language through explicit instruction that progress from speech to print through a focus on phonetics and phonology, orthography, (e.g., decoding and encoding based on predictable word patterns) syllables, morphology, semantics, syntax, and pragmatics; the development of oral comprehension and oral language is provided as a foundational skill; and activities support the foundation for reading comprehension built through rich read-aloud experiences (for students who are still learning decoding).</p>		<p>inferences. The K–2 Knowledge Strand and the units in Grades 3–5 focus on background knowledge, vocabulary acquisition, and analysis of complex text. Students in CKLA get daily exposure to these texts through the Students Readers and the Read-Alouds. While the K–2 Student Readers are decodable, this does not mean they lack complexity. Textual complexity combines qualitative and quantitative factors, and the challenge of Readers increases substantially in content, length, and vocabulary as students progress through the grades.</p> <p>In daily reading instruction, students are asked in discussion and through short-answer written responses to answer text-dependent literal, evaluative, and inferential questions about literary and informational texts. Students return to the same passages multiple times for deeper analysis.</p> <p>Emphasis of Oral Language and Written Language</p> <p>Amplify CKLA emphasizes the relationship between oral language and written language by providing a comprehensive approach that progresses from speech to print. Amplify CKLA focuses on various aspects of language to develop this relationship including:</p> <ul style="list-style-type: none"> ● Phonemic Awareness and Phonics: Amplify CKLA helps students understand the relationship between letters and sounds. Our program explicitly teaches phonemic awareness, including the sounds of letters and their graphemes. 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. Students learn to recognize and manipulate sounds in spoken word, which helps them develop phonological awareness. For example, see Grade K, Skills 2, Lesson 3, Warm-Up, where students orally blend syllables and sounds using hand gestures. Also, see Grade 1, Skills 3, Lesson 12, Warm-Up, where students are introduced to the /oi/ sound and hear, say, read, and write words with that vowel digraph. ● Orthography: Amplify CKLA includes the conventions of spelling and writing, emphasizing the relationship between sounds and letters.
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		<p>Beginning in Grade 1, the units in the Skills Strand have spelling lists, with practice activities and spelling assessments that continue through the grades. Students learn how to spell words accurately and understand the patterns and rules of English orthography. For example, See Grade 3, Unit 5, Lesson 1, Language, where students review the eight spellings for the sound /ee/.</p> <ul style="list-style-type: none"> ● Syllables: Amplify CKLA students learn to divide words into syllables, recognize syllable patterns, and decoding unfamiliar words by chunking. For example, see Grade 1, Skills 4, Lesson 7, Foundational Skills, when students are introduced to two-syllable compound words. Also see, Grade 3, Unit 1, Lesson 5, Foundational Skills, when students review sounds and syllables with ‘le’ and practice reading multisyllabic words. ● Morphology: Amplify CKLA instructions students to a number of morphemes. Students learn about prefixes, suffixes, and root words, which help them understand the meaning of words and how they are formed. CKLA students also study various Greek and Latin roots and affixes. For example, see Grade 3, Unit 8, Lesson 3, Language, where students determine the meaning of words formed with suffixes <i>-ish</i> and <i>-ness</i> are added to a root word. Also see, Grade 5, Unit 4, Lesson 6, where students identify the meaning of words using the Latin root <i>vac</i>, and use them correctly when completing sentences. ● Semantics: Amplify CKLA focusing on building students’ vocabulary knowledge and understanding of different word meanings. Through explicit vocabulary instruction, students learn new words, their meanings, and how to use them in context. CKLA students are also introduced to phrases and sayings, and to the uses and differences of literal and figurative language. This helps develop their comprehension skills and their ability to understand and use words effectively in oral and written language. For example see Grade 2, Knowledge 6, Lesson 1: Word Work, where students demonstrate their understanding of the word stage and its different meanings. ● Syntax: Amplify CKLA teaches sentence structure and the rules of grammar. CKLA students learn about the parts of speech, sentence types, and sentence construction. This understanding of syntax helps develop their oral and written language skills, enabling them to create grammatically correct sentences and express themselves effectively. Language instruction
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		<p>is explicitly reinforced with Syntactic Awareness Activities, based in context, in most units of the Knowledge Strand. For example, see Grade 1, Knowledge 11, Lesson 3: Application, where students identify different types of sentences. Close Reading lessons in the upper grades also provide opportunities for students to focus on syntax and complex sentences. For example, see Grade 3, Unit 5, Lesson 6, Close Reading Exercise where students demonstrate their comprehension of a text and teachers use guided reading supports specific to syntax.</p> <ul style="list-style-type: none"> ● Pragmatics: One of the goals of the CKLA program is fostering “wonderful conversationalists.” By discussing engaging topics and content-rich texts, students develop the ability to present, debate, and build upon each others’ responses. As a result, both their excitement and their curiosity grows. Throughout the year, students learn to engage in discussions from a range of activities that range from more structured (e.g. Think-Pair-Share and Turn and Talk) to more interactive (e.g. working collaboratively on complex long-term projects). For example, see Grade 5, Unit 9, Lesson 5, Speaking and Listening, where students prepare arguments and hold a debate around a key character from their text. Also see Grade 3, Unit 4, Lesson 9, Writing, when students write and engage in a debate over Julius Caesar. <p>By addressing these critical skills, Amplify CKLA provides a comprehensive approach that helps students understand the relationship between oral language and written language.</p> <p>Oral Comprehension and Oral Language Development</p> <p>The Amplify CKLA program focuses on complex narrative and informational Read-Aloud texts, teaching oral language development (listening and speaking), oral analysis of complex text, knowledge and vocabulary acquisition. CKLA incorporates various routines and strategies to teach oral language comprehension and oral language skills including:</p> <ul style="list-style-type: none"> ● Read-Alouds: Amplify CKLA emphasizes daily Read-Alouds across Grades K–5, exposing students to a wide range of texts and models of fluent reading. Through these complex Read-Alouds, students develop listening skills, build vocabulary, and improve their comprehension of spoken language. For example, see Grade 2, Knowledge 1, Lesson 8,
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		<p>when the teacher reads aloud “Casey Jones” and students identify characteristics of tall tales. As another example, see Grade 5, Unit 2, Lesson 13, where the teacher reads aloud a passage about myths from the Aztec and Inca.</p> <ul style="list-style-type: none"> ● Vocabulary Instruction: Amplify CKLA includes explicit and implicit vocabulary instruction, introducing new words in context and providing opportunities for students to practice using the words orally. By engaging in discussions and activities related to vocabulary, students enhance their oral language skills. For example, see Grade 1, Knowledge 3, Lesson 4, Word Work where students demonstrate understanding of the Tier 2 word <i>commotion</i>. As another example, see Grade 4, Unit 2 Pt. 1, Lesson 4, Word Work where students participate in an activity with the word <i>influential</i>. ● Discussion and Collaboration: Amplify CKLA encourages collaborative and interactive discussions among students. Through these discussions, students learn to listen actively, express their ideas and opinions, ask questions, and respond to others’ perspectives. This promotes oral comprehension and enhances oral language development for elementary students. For example, see Grade 1, Skills 3, Lesson 3, Wrap-Up where students summarize and discuss a chapter. Also see, Grade 4, Unit 4, Lesson 1, Collaboration Building Challenge, where students collaborate in groups to create a simple invention. ● Language Activities: Amplify CKLA incorporates various language games and activities. These activities include role-plays, debates, storytelling, and presentations, allowing students to practice their oral communication skills in a structured and engaging environment. For example, see Grade 4, Unit 7, Lesson 1, Enact Vignettes, where students review the events that led up to the American Revolution by performing a series of short scenes. Also see, Grade 2, Knowledge 5, Lesson 4, Application where students present a persuasive speech. ● Scaffolding and Supports: Amplify CKLA provides scaffolding and supports to help students develop their oral comprehension and language skills. These supports can be found in the Teacher Guide sidebars and they include sentence frames, graphic organizers, visual aids, and other instructional materials that facilitate comprehension and communication. For example, see Grade K, Knowledge 5, Lesson 1, Speaking and
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		<p>Listening sidebar that offers sentence frames and other helpful scaffolds. Also see, Grade 3, Unit 7, Lesson 3, Speaking and Listening sidebar that also offers helpful suggestions to support student oral language development.</p> <p>Amplify CKLA lessons and activities support the foundation for reading comprehension through rich read-alouds. The K–2 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>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>Read-Alouds are still used frequently in Grade 3, and to a more limited extent in Grades 4 and 5. The number and frequency of Read-Alouds is a unique characteristic of CKLA. It is important because students’ listening comprehension far exceeds reading comprehension throughout elementary school.</p>
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Key Element Required	Determinati on: Yes/No	Notes/Evidence
<p>Specific lessons align to vocabulary and include the following features within the comprehensive curriculum across grade levels: teachers are provided with frequent opportunities and protocols for evidence-based discussions (e.g., small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary; lessons are organized around a topic or topics to build students' vocabulary and support students' ability to comprehend complex texts independently and proficiently; instruction is explicit and includes vocabulary for Tier 2 and 3 words, as well as instruction in the context of texts (most Tier 1 words); instruction emphasizes robust conversations to support an understanding of literal and inferential comprehension of word knowledge within a text; and explicit instruction in morphology is provided; activities are provided that</p>	<p>Yes -</p>	<p>Amplify CKLA includes explicit and implicit instruction and review of vocabulary words across our K–5 comprehensive literacy program.</p> <p>Amplify CKLA teachers are provided with frequent opportunities for evidence-based discussions that encourage the modeling and use of academic vocabulary. Through the K–2 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 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. 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>Within the K–2 Skills Strand, 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.</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>make connections between a new word or concept and other known words or concepts, relating ideas to experiences.</p>		<p>Amplify CKLA lessons are organized around a Knowledge Sequence that was developed through extensive research and collaboration with experts in various fields, educators, cognitive scientists, and other professionals. This sequence is strategically designed to ensure that students progressively develop a solid foundation of knowledge and rich vocabulary during their early years of education. As a result, CKLA students encounter a range of topics, enabling them to confidently tackle new vocabulary words and complex texts.</p> <p>Students spend several weeks at a time learning about topics as varied as the five senses, astronomy, geology, poetry, chemistry, Viking and ancient Roman civilizations, medieval empires across Europe and the Middle East, early 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.</p> <p>Amplify CKLA vocabulary instruction is explicit and lessons include Tier 1, 2, 3 vocabulary. Vocabulary is carefully chosen according to the specific domain (Tier 3), appropriate and transferable academic vocabulary for textual analysis and writing (Tier 2), and links to decoding and encoding instruction (Tier 1).</p> <p>In the Skills Strand from Grade 1, students learn both regularly and irregularly spelled words, covering Tier 1, 2, and 3 vocabularies. They read and use these in writing to analyze text in their Readers. Students, therefore, naturally move from learning to make sounds orally to creating words using those sounds; and then to using and recognizing them in text explicitly as well as in the context of their Readers and Activity Books, to encoding them themselves.</p> <p>In the K–2 Knowledge Strand, students are exposed to above-grade-level Read-Alouds on a daily basis. The Knowledge Strand lessons allow students to encounter, use, and practice domain-specific vocabulary on a topic over several weeks. 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. The difference is that the vocabulary is Tier 3 and Tier</p>
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	<p>2, not Tier 1. 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 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>In Grades 3–5, Academic vocabulary is learned implicitly, with opportunities and instructions to use Tier 2 vocabulary throughout the lessons. Much of this vocabulary is then encountered in written text in the Grade 3 Readers. By Grades 4 and 5, students gain most of their vocabulary through reading complex texts. Again, they encounter new academic and domain-specific vocabulary in context through knowledge-rich, engaging texts. Word Work gives students the opportunity to preview, learn, and discuss new vocabulary. Students are given a structured environment within which to clarify, discuss, and ask questions about new words.</p> <p>Students in Grades 3–5 can use the Vocab App for independent practice with selected Tier 2 (academic vocabulary) words from each CKLA unit. The Vocab App offers students multiple encounters with vocabulary words in ten unique, game-based activities. Designed to engage young learners, these vocab games foster a love of language while providing academically rigorous skill practice. Practicing with the Vocab App can help students master targeted vocabulary words from the domains they study in CKLA.</p> <p>Amplify CKLA instruction emphasizes robust conversations that support an understanding of word knowledge within a text. Before each new text is read, the teacher previews and discusses vocabulary encountered in the student Readers. Immediately following most reading lessons, there is a five-minute activity called Word Work, based on the work of Beck, McKeown, and Kucan (2002). This activity allows for in-depth focus on a specific word from the text. Students will review the word, its meaning, its part of speech, and an additional context for using the word. Finally, students will complete a follow-up activity to extend their understanding of the targeted word. Daily discussion and writing activities provide opportunities to check for correct use of language in context. The Checks for Understanding in every lesson are opportunities for teachers to listen to student responses and adjust appropriately. Formative Assessments (also in every lesson) provide more</p>
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		<p>formal opportunities to read student work or listen to student responses.</p> <p>In K–2, CKLA students study morphology in the context of decoding and spelling, such as prefixes, suffixes, and inflectional endings. For example, in Grade 1, students learn about and practice changing nouns from singular to plural, as well as the way some root words change when adding the suffixes –ing and –ed. Later in Grade 2, CKLA students use the suffixes –ful and –less to create new words. Morphology instruction continues in Grade 3–5 and students study word parts, including prefixes, suffixes, root words, and word origins, including Greek and Latin roots. Students continue to learn and apply advanced word analysis skills through spelling, morphology, and grammar lessons. Prefixes, suffixes, and roots are included. For example, in Grade 4 students study the prefixes ‘un-’, ‘non-’, ‘en-’, ‘im-’, and ‘in-’, as well as the suffixes ‘-y’, ‘-ly’, ‘-ible’, ‘-able’, ‘-ful’, and ‘-less’. They also use the roots ‘arch’, ‘graph’, ‘rupt’, ‘port’, and ‘bio’ to read and determine the meaning of words.</p> <p>Amplify CKLA includes opportunities for students to develop a deeper understanding of new words and concepts. This is most apparent in the K–2 Knowledge Strand and the units in Grades 3–5, which include engaging complex texts and comprehensive vocabulary instruction. The inclusion of Read-Alouds is a distinguishing feature of Amplify CKLA. Each K–5 Knowledge Domain begins with a Core Connections lesson segment, where students are introduced to the topic or content. Teachers frequently encourage students to connect the new information to their prior knowledge through engaging experiences. Word Work activities provide connections between new words and phrases to familiar ideas, words, and concepts. For example, in Grade 1 Knowledge 5, students learn about the new vocabulary word “accurate”. Students start off by mastering the pronunciation, then the teacher quickly defines the word and includes an example before prompting students to discuss when it’s important for something to be accurate by relating it to their own lives. Then students participate in an Antonyms activity where they hear the word used in context and confirm its correctness. These activities can be found throughout CKLA’s materials in K–2 Knowledge and the units in Grades 3–5.</p>
<p>Specific lessons align to reading comprehension and include the following features</p>	<p>Yes ▾</p>	<p>Amplify CKLA includes lessons that focus on reading comprehension as well as listening comprehension from our Read-Aloud texts. Oral comprehension discussion questions are included in the Teacher Guide and the student Activity</p>

<p>within the comprehensive curriculum across grade levels: a foundation for reading comprehension is built through rich read-aloud experiences to develop background knowledge and vocabulary in subject areas (e.g., science and history); texts that are appropriately complex for the identified grade level according to the requirements outlined in the Indiana Academic standards are provided; a text analysis that provides complexity information is included; measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations; include read-aloud texts that allow sufficient opportunity for engagement with more complex texts than students could read themselves; texts are organized around a topic or topics to build students' knowledge; a progression of focused research and writing projects are included to develop knowledge and understanding of a topic using texts and other source materials; and inferencing is</p>		<p>Books include questions for students to respond to in writing.</p> <p>Amplify CKLA includes rich read-aloud experiences that develop background knowledge and vocabulary while providing a solid foundation for reading comprehension. The number and frequency of Read-Alouds is a unique characteristic of 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. The K–2 Knowledge Strand provides this through Read-Aloud texts covering a variety of domains that cover topics in science, history, and literature. Through the Knowledge Strand, students are exposed to above-grade-level Read-Alouds that develop background knowledge and vocabulary. Read-Alouds are still used frequently in Grade 3, and to a more limited extent in Grades 4 and 5.</p> <p>Amplify CKLA texts are appropriately complex for each grade level according to the requirements outlined in the Indiana Academic standards. In the K–2 Skills Strand, students are given texts which are in the appropriate grade-level range and which are decodable. It is important to note that the Skills Readers are carefully constructed to increase in decoding complexity, while being written by successful children's authors to maintain engagement and literary value. In the K–2 Knowledge Strand, students are given texts which are substantially above grade-level, with which they engage orally. By Grade 3 students are increasingly reading grade-level complex text independently. They also continue to be exposed to above-grade Read-Alouds. In Grades 4 and 5, students are exclusively reading grade-level complex text that increases in challenge from the beginning to the end of the grade. For more information about text complexity and Lexile Levels, please see the Amplify CKLA Text Complexity Guide.</p> <p>All Amplify CKLA anchor texts are selected for both qualitative and quantitative complexity and have been analyzed for meaning, purpose, text structure, language clarity, and knowledge demands. In K–2, these texts are divided into two groups: Read-Aloud texts in the Knowledge Strand and decodable Student Readers in the Skills Strand. These unique CKLA Student Readers only contain words with sound-spelling correspondences students have previously learned and they are</p>
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<p>explicitly taught within text, including opportunities for metacognition and use of appropriate and accurate background knowledge. Instruction and activities include questions that are text dependent in order to build knowledge and include opportunities for both written and spoken responses; tasks are designed to build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts; and explicit instruction using a variety of genre types and features to support comprehension and/or build content knowledge is included.</p>		<p>aligned to grade-level lexiles. The CKLA Knowledge Strand is centered around complex narrative and informational Read-Aloud texts. These high-quality, content-rich Read-Alouds are written substantially above grade-level and include complex ideas, concepts, and vocabulary that build background knowledge and deeper understanding of topics. In Grades 3–5, students are exposed to texts that are increasingly open to multiple interpretations and have many layers of meaning.</p> <p>In Grade 3, student-read texts are intentionally literal and clear in language, and the form of writing is primarily contemporary. This reduces the level of cognitive demand required for reading so students can focus on comprehension. However, students simultaneously encounter above-grade level text through routine Read-Alouds. In Grades 4 and 5, the language demands of texts increase. Students spend significantly more time considering the precise use of words, including figurative and ambiguous phrasing, starting with the first unit, Personal Narratives, and progressing throughout the year. In Grades 4 and 5, students exclusively read grade-level complex text that increases in complexity throughout the school year.</p> <p>Amplify CKLA has an unprecedentedly rich knowledge-based program with texts and Read-Alouds organized around topics that build a strong base of content knowledge. Amplify CKLA’s knowledge scope and sequence was intentionally designed to develop content knowledge about a wide range of literary, science, and social studies topics within and across grade levels. It is through this coherent approach that depth and breadth of knowledge, vocabulary, language structure, verbal reasoning and literacy knowledge are acquired, setting students up for success as they are able to make meaning of the wide variety of text types they encounter. The unit topics engage students’ interest, increase their vocabulary, and inspire them to share what they’ve learned with their peers and home community. These are essential ingredients in CKLA’s success.</p> <p>Amplify CKLA materials include a progression of research and writing projects that develop knowledge and understanding of a topic. In the Skills Strand from late Kindergarten onward, students answer comprehension questions about text in writing. In first grade, they are introduced to a clear writing process that involves planning, drafting, and editing. This allows students to evaluate the information they wish to communicate; communicate clearly to a specific audience for a</p>
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	<p>specific purpose; and understand the importance of revising their written work. In Grades 1 and 2, students use this process in a wide range of writing projects, including research projects and informative, narrative, and persuasive writing.</p> <p>During the Application segment of the Knowledge Strand lessons, students are scaffolded to collectively research and integrate content within and across different domains and grade levels. For example in Kindergarten, as part of the Seasons and Weather domain, students collectively keep a weather diary based on daily weather observations. In Grade 2, students complete a “Classroom Observation Board” throughout the Cycles in Nature domain. Pausing Point activities often offer suggestions for project based learning and research. In Grade 1, students assume the role of a reporter and write news articles about historical events such as the Boston Tea Party, Paul Revere’s ride, or the writing of the Declaration of Independence. In the Skills Strand students prepare individual research papers related to the War of 1812 in Grade 2.</p> <p>Grades 3–5 include a number of research and other long projects (these can be identified in the scope and sequence and alignment charts for each unit). During this time, students can identify areas where they still have questions or want to know more and use the Internet, classroom library, or other resources to conduct research. For example, students will conduct research on: Inventions in Grade 3, Volcanoes in Grade 4, Fossil creation in Grade 5. Extension opportunities are often provided to allow teachers to adapt instruction to the resources available in their classroom and library.</p> <p>Through the implementation of Amplify CKLA’s optional Research Units, students have additional opportunities to develop inquiry skills and research writing. These dynamic Research Units increase student’s content knowledge while supporting essential research and inquiry skills through a range of topics including art, history, adventure stories, aviation across the globe, and the musical genre of jazz. Each lesson in the domain builds students’ research skills as they ask questions, gather information, and write about their findings. For example, Kindergarten students will explore the genre of research writing in the Art and the World Around Us Research Unit. Through graphic organizers, each lesson will build students’ understanding of the research process, including brainstorming, asking questions, gathering information from texts, and writing about what they have learned. To show what</p>
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	<p>they have learned, students will write a paragraph about their chosen adventure topic.</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 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> <p>One way Amplify CKLA promotes metacognition is through the many questions and prompts that are integrated throughout the program. After reading or listening to a text, students are asked to reflect on what they have learned, how they approached the task, and what strategies they used to understand the content.</p> <p>Another way Amplify CKLA incorporates metacognition is through the use of graphic organizers and other visual tools. These tools help students organize their thoughts and make connections between different concepts. By using these tools, students can see their thinking process and identify misconceptions in their</p>
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	<p>understanding.</p> <p>Amplify CKLA instruction and activities include questions that are text-dependent as well as opportunities for written and spoken responses. The overwhelming majority of questions, tasks, and assignments in CKLA materials are text-dependent. Students are asked in daily reading and Read-Aloud instruction, both in discussion and through short and later, longer-answer written responses, to answer text-dependent questions about literary and informational texts. These questions are identified as literal, inferential, and evaluative.</p> <p>Literal questions assess students' recall of key details from the text. These are text-dependent questions that require students to paraphrase and/or refer back to the portion of the text where the specific answer is provided. Inferential questions ask students to infer information from the text and to think critically. These text-dependent questions require students to summarize and/or reference the portions of the text that lead to and support the inference they are making. Evaluative questions ask students to build on what they have learned from the text using analytical and application skills, often to form an opinion or make a judgment. These questions require students to paraphrase and/or cite the textual evidence that substantiates their argument or opinion.</p> <p>Every CKLA unit and domain is based around key texts, followed by class discussions where students are expected to refer to these texts when answering literal, inferential, and evaluative questions. Students are often asked to generate additional questions based on the texts. Students further demonstrate understanding in writing by applying what they have learned and providing evidence from the text to back up their answers and opinions. For example, Grade 3 students learning about sea exploration write a paragraph from the perspective of a sailor on John Cabot's ship, stating their opinion of whether the hardships they experienced are worth the adventure or glory and citing examples from the text to support their response. Grade 5 students studying the Adventures of Don Quixote write a four-paragraph persuasive essay arguing whether they believe Don Quixote's good intentions justify his often calamitous actions, using reasons and evidence from the text to support their claims.</p> <p>Amplify CKLA tasks are designed to build, apply and integrate knowledge and</p>
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	<p>skills in reading, writing, speaking, listening, and language through quality, grade-level texts. Students spend several weeks at a time learning about topics as varied as the human body, ancient Roman civilizations, poetry, astronomy, and more. Content knowledge and skills build both within and across grades, allowing students to gradually learn to comprehend increasingly complex texts and conceptual knowledge. Knowledge about each topic is built up over the weeks, with a diverse range of speaking and listening, writing, language and reading activities, providing repeated exposure to new vocabulary and ideas.</p> <p>Amplify CKLA materials reflect a variety of text types and genres. CKLA students encounter authentic, relevant texts that reflect the text characteristics and genres specifically required by standards at each grade level.</p> <p>Student Readers feature literary classics and specially commissioned, knowledge-rich texts by children’s authors on topics such as the human body, world civilizations in the Middle Ages, chemistry, Native Americans, and U.S. history. Informational texts build upon previous domains in earlier grades, asking students to delve into a topic with increasing focus. These texts also increase in complexity, both in terms of academic and domain-specific language. In these informational texts, students are increasingly required to analyze graphics and integrate information to understand scientific concepts or historical events.</p> <p>CKLA students also read literary texts in various genres, including adapted fictional classics such as Alice’s Adventures in Wonderland, Treasure Island, and Adventures of Don Quixote; personal narratives by authors such as Beverly Cleary, Rosa Parks, and astronaut Michael Massimino; poetry by William Carlos Williams, Langston Hughes, Pat Mora, and others. Literary texts range in complexity, offering students the opportunity to master figurative language, form, and other literary devices and preparing them to interpret and enjoy more advanced literary works such as Shakespeare’s play A Midsummer Night’s Dream, which they encounter near the end of Grade 5.</p> <p>Amplify CKLA literary and informational texts, organized within domains of knowledge, expose students to knowledge-rich topics such as Nursery Rhymes and Fables, Seasons and Weather, Light and Sound, and the American Revolution. These engaging texts bolster students’ historical and cultural</p>
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		<p>knowledge, helping students become conversant on a wide and diverse range of topics and content areas. Amplify CKLA texts build on each other, and domains develop across grades to expose students to a broad knowledge of literature, science, social studies, and the arts. With our approach, students gain the ability to comprehend increasingly complex texts, make oral and written arguments regarding the topic at hand, and engage in informed discussions of the works they encounter.</p> <p>In addition to our core reading materials, Amplify CKLA and ReadWorks have partnered to tailor instruction to meet the specific needs of educators through digital nonfiction articles. Together, we have developed high-quality texts and formative assessments to expand and extend students' knowledge. ReadWorks articles are connected to every Knowledge domain (K–2) and unit (3–5). These articles include vocabulary supports and formative assessments that enhance comprehension and expand student knowledge. These articles are designed for flexible use, including independently, in small groups, or in whole group instruction as desired. Students who are ready for more challenges will benefit from reading additional selections from the ReadWorks library, which features thousands of knowledge-rich articles on topics across content areas.</p>
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Section II: K-5 Non-Negotiable Criteria for High-Quality Curricular Materials: Assessment

Evidence must meet all criteria noted in Section II.

Key Element Required	Determinati on: Yes/No	Notes/Evidence
Explicit guidance for all assessments includes scoring guides and student work examples for teachers and	Yes	CKLA has a progression of moment-to-moment assessment opportunities to more comprehensive benchmark assessments. In-lesson checks for understanding are designed to adjust instruction within the context of the lesson. Formative assessments range from in-the-moment adaptation to opportunities for individual,

<p>administrators to evaluate student performance.</p>		<p>small group, and whole class reteach and review. Checks for Understanding and formative assessments also provide information to decide whether additional support and practice are appropriate. The Knowledge Strand includes Exit Passes where students demonstrate their learning at the end of a lesson. Mid-unit, end-of-unit, and benchmark assessments can be used to direct remediation and differentiate instruction. Assessment and feedback give the necessary inputs to differentiate instruction effectively, from informal and minute-by-minute opportunities to lessons designed to remediate, enrich, and offer targeted practice.</p> <p>There is a range of formal assessment opportunities found throughout CKLA units, including but not limited to Spelling, Word Recognition, Reading Comprehension, and Fluency. Some, such as spelling assessments, are done weekly. Others are done at the middle and end of the unit. These assessments are accompanied by directions and support for analysis of errors. They are also accompanied by assessment charts to record student progress. Students also complete three benchmark assessments—Beginning-of-Year, Middle-of-Year, and End-of-Year. Flow charts and placement planning and tracking sheets are provided with the benchmark assessments to support teacher recording of student standard and progress.</p> <p>Each Skills unit includes materials for teachers to record, track, and evaluate student progress. For example, the G2 S4 Teacher Resources includes a Reader’s Log, Anecdotal Reading Record, Discussion Questions Observation Record, Spelling Analysis Directions and Analysis of Student Errors, Reading Comprehension Assessment Record Sheet, Grammar Assessment Record Sheet, Fluency Assessment Record Sheet, and Dictation Identification Assessment Record Sheet.</p> <p>Student writing examples are available on the Amplify Professional Development Library.</p>
<p>Formative assessments (e.g., classroom-based assessments, unit assessments, lesson-based summative) are included within</p>	<p>Yes ▾</p>	<p>Formative assessments are included within Amplify CKLA’s instructional framework. Formative Assessments are highlighted at the start of the lesson for easy review and access. Checks for Understanding are quick formative assessments to determine if students are ready to move on with the rest of the lesson. These are marked with a specific icon at the point of instruction. They are</p>

<p>the instructional framework to continuously monitor progress and identify the skill level and needs of each student (e.g., assessments in students' home language when possible).</p>		<p>used to track whether students are mastering the primary focus objectives.</p> <p>Assessments, including Checks for Understanding and Formative Assessments, should be used to allocate students to groups and give the relevant supports within the lesson. They should also be used to assign students additional practice and instruction from the Additional Support lessons (K–2), Assessment and Remediation Guide (K–3), Decoding and Encoding Remediation Supplement (4–5), Intervention Toolkit (K–5), and activities/scaffolds within sidebars.</p>
<p>Specific assessments are included that address word recognition, language comprehension, and reading comprehension skills.</p>	<p>Yes ▾</p>	<p>Amplify CKLA includes assessment materials that focus on word recognition as well as language comprehension. The Benchmark assessments in the beginning, middle, and end of the year as well as unit level assessments include word recognition assessments. Student performance on this assessment is a good indicator of whether students have mastered the new sound/spellings. The target words include the vowel sound/spellings taught within the unit.</p> <p>Amplify CKLA also includes assessments that focus on language comprehension. CKLA's K–2 program consists of two strands of instruction, and these strands correspond with the elements of reading isolated in the Simple View of Reading. The Skills Strand is meant to build students' decoding skills, while the Knowledge Strand is meant to build students' language comprehension ability by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. The Knowledge Strand includes assessments at the end of each Domain. The Knowledge Strand's Domain assessments evaluate each student's retention of domain and academic vocabulary words and the core content taught. Students in Grades 3–5 are also assessed on language comprehension through formative and summative assessments.</p> <p>In addition, Amplify CKLA assesses students' reading comprehension skills. Each reading lesson includes a variety of question types to formatively assess student comprehension of the text being read. CKLA students are asked to answer literal, evaluative, and inferential questions about the texts they encounter, and they frequently return to texts for close reading to achieve greater comprehension. The end-of-unit or -domain Reading Comprehension Assessments test students' ability to read a story independently and answer comprehension questions.</p>

<p>Specific assessments are included that address phonological and phonemic awareness skills and are evaluated regularly according to the scope and sequence.</p>	<p>Yes ▾</p>	<p>Progress monitoring is included in CKLA materials for specific foundational skills such as blending, word reading, and fluency. Additional progress monitoring assessments are included in the online Assessment and Remediation Guides and the Intervention Toolkit to determine whether students have gaps in their phonological & phoneme awareness, phonics knowledge, fluency and more with additional mini-lessons and activities for remediation. 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. Additional progress monitoring forms and directions are available in the Intervention Toolkit for all CKLA Teachers.</p>
<p>Specific assessments are included that assess phonics skills using both real and nonsense words in the six syllable types (i.e., closed, open, vowel-consonant-e, vowel teams, vowel-r, consonant – le).</p>	<p>Yes ▾</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. Teachers in the upper grades are able to identify gaps in the six syllable types through spelling assessments as well as Benchmark assessments at the beginning, middle, and end of the year. For example, see Grade 4, Unit 1, Word Reading in Isolation Assessment, p. 251-257.</p>

Section III: K-5 Non-Negotiable Criteria for High-Quality Curricular Materials: Professional Development and Educator Support

Evidence must meet all criteria noted in Section III.

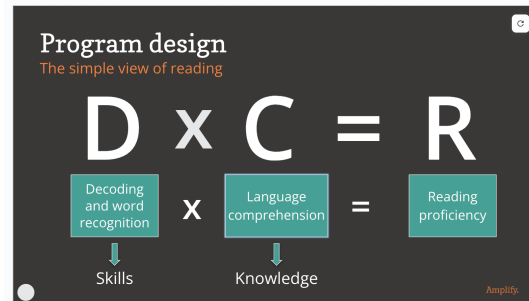
Key Element Required	Determination: Yes/No	Notes/Evidence
<p>At least one day of professional development</p>	<p>Yes ▾</p>	<p>For more than a decade, Amplify's professional development has driven significant and sustained changes in student achievement and educator</p>

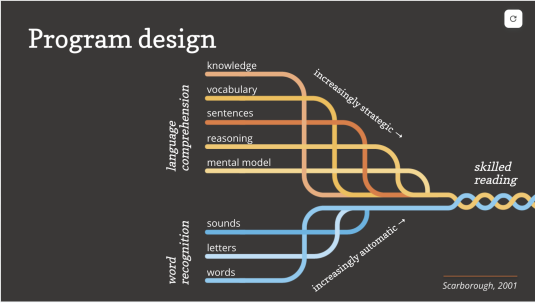
opportunities and explicit guidance for implementation, coaching, and evaluation is provided based on theoretical frameworks, including the Simple View of Reading and Scarborough's Reading Rope, and the relationship to reading instruction.

effectiveness across multiple schools, districts, and states. Our professional development opportunities are proven to support effective implementation, skill-focused data analysis, and strategic instructional planning to improve outcomes for all students. As a result, participants in our sessions leave feeling excited and prepared by our training sessions.

Our Amplify CKLA PD assumes a Launch, Strengthen, and Coach touchpoints for teachers to support CKLA implementation in classrooms, and these sessions range from half day to full day apiece. We also offer Launch and Strength sessions for school leaders to orient them to the program and build their capacity to support a strong implementation.

PD for CKLA is based on theoretical frameworks including the Simple View and the Reading Rope and their relationship to reading instruction. For example, slides from our Launch training include references to these frameworks as shown here:



		 <p>In addition, the Amplify Professional Development Library includes training materials, classroom videos, lesson plan templates, best practices, and other resources to develop program expertise.</p>
<p>Explicit teacher language is outlined in all materials, including concise and specific teacher language to introduce, define, or explain new skills through demonstration and modeling before students are asked to practice new skills.</p>	<p>Yes ▾</p>	<p>The Lesson Overview for each lesson will contain a list of Primary Focus Objectives, which show the main purpose of each activity, and the Formative Assessments that should be used to gauge students mastery of the objectives. Within lessons, instruction is sequenced and includes teacher language for instruction, supports for scaffolding, and Checks for Understanding to help inform whether adjustments will need to be made.</p> <p>Amplify CKLA incorporates direct instruction, guided practice, differentiated grouping, and independent practice for explicit and comprehensive instruction in Foundational and English Language Arts skills. For example, K–2 Skills Strand 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>Amplify CKLA instructional design incorporates a range of engagement strategies with interactive routines that include Turn and Talk, Think-Pair-Share, and small group discussions and work. Students also have many opportunities to practice important skills through the use of games and exercises using manipulatives. Students frequently read or reread texts in Partner Reading which ensures that all students are engaged rather than listening to one student read one at a time.</p> <p>Foundational Skills Remediation Additional Support activities are suggested at the end of each K–2 Skills lesson for more practice and follow-up reinforcement of skills. These activities can be used with any students needing more help, including students with special needs and English Language Learners. Take-Home Material is also identified at the end of some lessons to maximize reinforcement of skills taught during the lesson and to encourage family member involvement.</p>
<p>All materials have clear and direct instructions that connect all curricular resources. All reading selections are centrally-located within the materials and the center of focus.</p>	<p>Yes ▾</p>	<p>Amplify CKLA materials have clear and direct instructions that connect all curricular resources. At the beginning of every Teacher Guide is an overview of the content and materials needed for the unit and where they can be found, or if they need to be gathered in advance (e.g. index cards). In addition, each lesson contains a Lesson-at-a-Glance chart that lists the time and materials needed, followed by Advance Preparation which explains in detail what needs to be prepared and how. In the lessons, reminders for key materials needed for instruction are shown at the point-of-use in the lesson sidebar (e.g. Code Materials). On the CKLA digital experience site there is a Master Supply List that outlines the materials not provided in the kit (e.g. image of a stoplight) and whether the material is required or optional.</p> <p>Reading selections are easily and centrally-located and the center of focus. The overwhelming majority of CKLA lessons are focused around literary or nonfiction texts. Amplify CKLA students have extensive opportunities to encounter age-appropriate text. In K–2, these texts are divided into two groups: Read-Aloud texts in the Knowledge Strand and decodable Student Readers in the Skills Strand. In Grades 3–5, students are exposed to texts that are increasingly open to multiple interpretations and have many layers of meaning. All Amplify CKLA anchor texts are selected for both qualitative and quantitative complexity and</p>

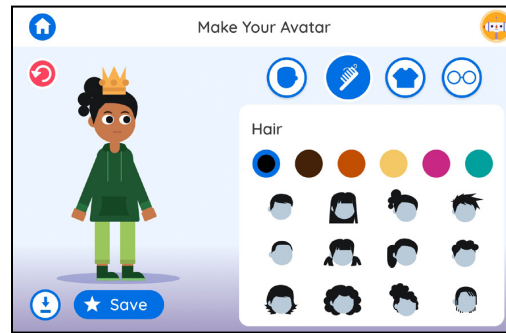
		<p>have been analyzed for meaning, purpose, text structure, language clarity, and knowledge demands. For more information, please see the Amplify CKLA Text Complexity Guide.</p> <p>In addition, Amplify CKLA includes materials that teachers may edit, adapt, or enrich to meet the needs of their students. Amplify CKLA with digital experience offers robust, slides-based lessons that enhance instruction while saving time for teachers. With the digital experience, teachers have access to ready-to-use and customizable lesson presentation slides, complete with all the prompts from the print Teacher Guide embedded in the teacher view. Teachers can create, modify, and publish custom lesson slides and activities to customize their experience and better meet each class’s needs. As teachers deliver each lesson, students can engage with the content in one cohesive experience—through Activity Books, slides, digital components, videos, Student Readers, and more.</p> <p>By implementing the Amplify CKLA digital experience slides, students can now complete Interactive worksheet activities and assessments in a variety of ways. Through the implementation of Amplify CKLA’s digital experience with optional student licenses, students can use this digital platform to type, draw, record audio clips, and add images to their assessments. The student CKLA digital experience includes the following features:</p> <ul style="list-style-type: none"> ● Audio: Students can record their thinking without needing to type everything out. Whether because of a learning accommodation, or because audio allows them to more fully express themselves, students might want to be able to record their thinking in a variety of ways. After a robust class discussion, students can simply click the “talk” button and capture their thoughts. ● Images: Students can use the “picture” function in a variety of ways. They can take a picture of something using their camera--maybe an image that answers a question, or a picture of their workbook if they’ve written by hand. Or they can browse for a picture and upload it into the sheet. This makes it possible for students to show their thinking and creativity in multiple ways. Teachers can then review student responses alongside the rest of their students’ work in real-time. <p>The Ampify CKLA digital experience allows teachers to customize lessons at the</p>
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		<p>point of use. Teachers can download the lesson slides from the platform, make any changes they need, and then re-upload and teach the customized lessons.</p>
<p>Teacher-edition materials include lesson annotations and support for engaging students in the materials, as well as support for implementing ancillary and resource materials and student progress components.</p>	<p>Yes -</p>	<p>Amplify CKLA teacher guides provide guidance with useful annotations and suggestions for how to enact the materials to support students' literacy development. Tiered Access supports are integrated into each lesson segment. These supports are both specific to the mastery of the standards for the lesson and aligned to Primary Focus objectives. Lesson segments also include frequent Support and Challenge suggestions that provide guidance for providing additional support or enrichment for the lesson content. Additional strategies that go beyond the instructional materials to support the needs of all students are included in the Universal Access section of Advance Preparation. Specific projects such as writing assignments, research reports, or presentations include rubrics that set expectations for both teachers and students. Teacher materials also include general rubrics for presenting and discussions as well as rubrics to score a variety of text types (narratives, opinion, and informative writing).</p> <p>Amplify CKLA instructional design incorporates a range of engagement strategies with interactive routines that include Turn and Talk, Think-Pair-Share, and small group discussions and work. Students also have many opportunities to practice important skills through the use of games and exercises using manipulatives. Students frequently read or reread texts in Partner Reading which ensures that all students are engaged rather than listening to one student read one at a time.</p> <p>Amplify CKLA offers a number of digital and multimedia resources to support instruction and enhance the student experience. These resources, which are part of the core program, include the Amplify Hub for students.</p> <p>Amplify Hub – The Amplify Hub provides students digital access to materials both at school and at home. On the CKLA Hub, K-2 students can read the audio-enabled Student Readers in the Library, watch Knowledge Builder videos in the Theater, or watch and listen to videos featuring the 44 phonemes. Students in Grades 3-5 can access the Student Readers, the Vocab App, and Biblioteca, the Spanish translations of the unit Readers. Teachers also have</p>

access to the site.

More details on digital and multimedia resources available on the CKLA digital experience site and/or the CKLA Hub:

Avatar Builder – Students can truly immerse themselves in the digital classroom by creating their own avatars. This fun feature makes learning a more engaging, personalized experience for each student.

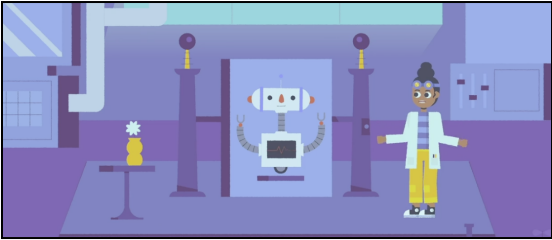


Audiobooks – Amplify CKLA audiobooks feature the same grade-level content as the Amplify CKLA Student Readers in an accessible audiobook format. Each Student Reader is read by a professional narrator and follows the corresponding text.

E-books – The complete library of Student Readers is available in interactive e-book format.

Spanish Readers – These Spanish translations of selected Amplify CKLA Student Readers allow teachers to flexibly support a variety of dual language and bilingual models as well as individual student needs in Grades 3-5. These readers are available as interactive e-books.

Sound Library – The Amplify CKLA Sound Library contains many tools to

		<p>reinforce the phonemic awareness students learn in the K-2 Skills Strand. The Sound Library features pronunciation guidance for every phoneme. Sound Videos combine modeling, repetition, guided practice, and engaging animation as they demonstrate letter formation, pronunciation, and articulation. Sound Songs foster students' love of language.</p> <p>Knowledge Builder videos – Knowledge Builder videos introduce selected domains in Grades K-2, activating content and vocabulary knowledge, supporting reading comprehension, and generating student engagement. Each video has an accompanying guide with suggestions for follow-up questions and extension activities.</p>  <p>Novel Guides – Novel Guides equip teachers to introduce students in Grades 3-5 to award-winning and acclaimed novels that present diverse, relatable characters and help students build ELA skills and social-emotional learning capacities.</p> <p>Vocab App – The Amplify Vocab App helps students in Grades 3–5 practice Amplify CKLA Tier-2 vocabulary words with fun, interactive games. The dynamic, digital format adapts to each student’s learning needs and is delivered directly to their device, while online progress monitoring and data-driven reports make it easy for teachers to track student performance.</p> <p>Digital Experience Amplify CKLA also offers an interactive teaching and learning experience for Grades K–5 that enables teachers to conduct digital lessons and students to participate and complete Activity Pages online. Called the digital experience*, the platform features instruction in a student-friendly slide format. Everything needed</p>
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		<p>to teach the lesson is included in the slides that teachers can project. In addition, the platform is accessed by the students as well. In the platform, teachers can direct the lessons or set the lesson for independent access by students. Students can respond in multiple ways, including drawing, writing, typing, audio recording, or uploading pictures. The digital experience makes instruction more flexible for both students and teachers in remote, hybrid, or in-person classrooms. Teachers can assign lessons through Google Classroom, Microsoft Teams, or through their LMS by copying links.</p> <p>*Teacher digital experience licenses are provided with each Classroom Kit, and access is maintained for the length of the adoption. Student digital experience licenses are optional, and available for purchase separately.</p>
<p>All materials are accessible in a variety of formats (e.g., braille, audio, large print/print, and digital).</p>	<p>Yes -</p>	<p>Amplify CKLA’s core instruction is primarily print-based with some supporting activities available digitally. Information on modifying lesson content is located in the Teacher Guides. All of CKLA’s student-facing materials are available on two sites dedicated to accessibility for students with a wide range of impairments: NIMAC and Bookshare. Our files were put into special formats that allow for audio, braille, large font, and other formats.</p> <p>Fonts throughout the digital material can be adjusted in type and size, and adjustment of contrast and colors can be customized using the settings provided by the device manufacturer and/or using the browser settings. Throughout all Amplify CKLA digital material, adjustment of contrast and colors can be customized using the settings provided by the device manufacturer and/or using the browser settings. These features also apply to embedded PDFs in the Amplify CKLA digital experience site. Highlighting functionality for the four standard colors is available in the digital e-reader. Both students and teachers will be able to use this highlighter feature. The majority of student-facing digital content is keyboard operable.</p> <p>Amplify CKLA Student Readers can be read aloud using the play button located at the top of the e-reader in the Student Hub. Lesson texts, book texts, and image alt tags (all student-facing images in Amplify CKLA lessons have alt tags) can be read by device-specific text-to-speech screen readers. Lessons provide audio for core texts and reading assessments, giving students the ability to use</p>

		<p>headphones to listen to any text they choose during the lessons. Students are encouraged to use this feature to hear fluent reading and to aid in comprehension. Amplify CKLA videos have closed-captioned functionality that is enabled by default.</p> <p>The following assistive technology software can be run in the background: device/browser enabled magnification (Chrome, Safari), text-to-speech screen reader functionality (JAWS, NVDA, VoiceOver, Chromevox), device-enabled on-screen keyboards (MacOS), and device/browser enabled speech-to-text functionality (Chrome, Safari).</p>
<p>All lesson scripts are provided with explicit guidance to teach each concept in a systematic, cumulative way.</p>	<p>Yes ▾</p>	<p>Each CKLA unit or domain has a corresponding Teacher Guide. The Teacher Guide provides lesson-by-lesson guidance for successfully delivering CKLA to every student. The Teacher Guides are organized into helpful sections. Each lesson has comprehensive guidance for the teacher, including background information, primary focus objectives, lists of materials, annotations, suggestions on how to present content, estimated instructional time, checks for understanding, and formative assessments. Lessons also provide point-of-use differentiation including Support, Challenge, and Access supports for ELLs.</p> <p>Each lesson begins with a Primary Focus of Lesson section that shows the main purpose of each activity. Formative Assessments are highlighted at the start of the lesson for easy review and access. They are used to track whether students are mastering the primary focus objectives.</p> <p>Amplify CKLA Teacher Guides maximize usability by providing embedded professional development not only through the carefully outlined instruction, but also in each unit’s introduction. Each introduction features an explanation about what skills and content are being covered, why it is important, and what methods will be utilized during instruction. In addition, the appendices at the end of each Skills Unit 1 Teacher Guide provides additional information about the program’s origins, approach, and instructional methods. For an example, see Grade K Skills Unit 1 Teacher Guide, Appendix A for a detailed overview of the Skills Strand.</p>

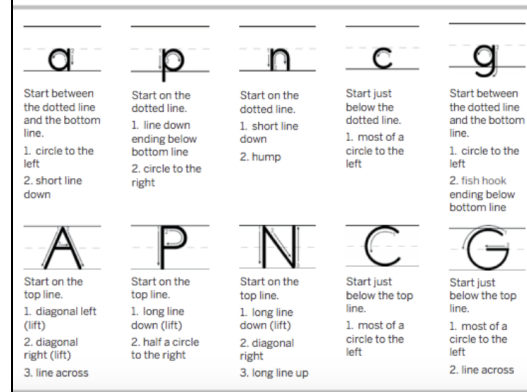
Section IV: K-5 Optional Criteria for High-Quality Curricular Materials

Evidence may meet the additional criteria noted in Section IV to allow for a higher evaluation rating.

Optional Key Element Required	Determination: Yes/No	Notes/Evidence
<p>Materials address handwriting. These materials may include explicit instruction related to handwriting (e.g., letter formation, posture, grip), provide opportunities for cumulative practice and instruction integrated into core reading and writing, and follow the scope and sequence of letter-sound knowledge.</p>	<p>Yes</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>The scope and sequence of handwriting aligns to the order of letter-sound instruction in CKLA. At first the sound is experienced orally. Students hear the sound and say it while completing oral language exercises. Once they are familiar with the sound as an oral phenomenon, the most common spelling for that sound will be introduced. Teachers show students how to make a "picture" of the sound by printing a letter. Students will then practice writing the picture of the sound, or spelling, on an activity page.</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</p>

formations.

- 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'.



Handwriting is explicitly taught in Grade K and reviewed again in Grade 1. Amplify has created a digital Handwriting Implementation Guide for Grade 2 students who need additional support and review of the letters.

Amplify CKLA materials provide explicit instruction in cursive handwriting over fourteen lessons for Grades 3 and 4. The program covers the lower- and upper-case alphabets and, with the accompanying cursive Activity Book, provides students with many opportunities to work toward and achieve legible and fluid cursive penmanship. The program includes a Blackline Master of the Student Activity Book where the activity pages can be printed out or copied. Activity pages provide practice opportunities that can be done in class or at home. Amplify has created a Cursive Implementation Guide for Grade 5 students in need of additional practice and support with cursive handwriting.

<p>Materials address composition. Materials address the grammar and language conventions specified by the standards at each grade level and build on those standards from previous grade levels through the application and practice of those skills in the context of reading and writing about unit texts; instruction and activities support students to develop composition skills across multiple text types for a variety of purposes and audiences; materials include a clear scope and sequence for teaching conventions of print, grammar, and syntax (sentence structure) in reading and writing; materials are taught explicitly through a gradual release of responsibility (i.e., I do, we do, you do) and include sufficient time for modeling, planning, and brainstorming ideas orally before drafting; instruction is structured; and models and graphic organizers are provided frequently to support composition.</p>	<p>Yes ▾</p>	<p>Amplify CKLA program provides explicit instruction to help students achieve grade-level writing proficiency. Writing composition instruction builds systematically and cohesively within and across grades.</p> <p>Amplify CKLA materials address the grammar and language conventions specified by the Indiana Academic Standards for English Language Arts. Grammar instruction, including both morphology and syntax, is taught explicitly within the K–2 Skills Strand and the integrated units 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 (e.g., identifying and correcting run-on sentences); and adding appropriate details, including adjectives and adverbs. The Teacher Guide Introductions contain detailed guidance on the language skills taught in the unit. Amplify CKLA lessons are divided into Foundational Skills, Language, Reading, and/or 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>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>Amplify CKLA materials include a variety of texts that show the craft of writing. CKLA writing instruction is a natural extension of reading. It requires students to express the meaning in text through opinion, informative, and narrative writing. For example in the Grade 4–5 Poetry Units, students acquire the tools and strategies for approaching poetry, training them in the methods and devices poets use and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned.</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,</p>
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	<p>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. For examples, see Grade 2, Knowledge 5, Lesson 3 and Grade 5, Unit 4, Lesson 4. Through regular practice in daily classroom discussions, writing, and peer work, students learn to make the transitions between audience, task, purpose, and discipline fluidly.</p> <p>Amplify CKLA materials include a clear scope and sequence for teaching conventions of print, grammar, and syntax in reading and writing. The K–2 Skills Strand offers consistent, explicit language instruction. Students learn and apply the conventions of English grammar, punctuation, and spelling, practicing orally and in writing. The Readers in the Skills Strand allow students to encounter rules in context, while writing tasks are designed to help students apply their knowledge. Students in 3–5 also learn and apply the conventions of English grammar, punctuation, and spelling through explicit instruction, targeted practice activities, and daily writing. Grammar instruction, including both morphology and syntax, is taught explicitly within the K–2 Skills Strand and the units in 3–5. 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. For example, Grade 2 students receive explicit grammar instruction around subjects and predicates, sentence expansion with adjectives and adverbs, and more advanced punctuation. Punctuation, capitalization, and spelling are also taught explicitly. Language instruction is explicitly reinforced</p>
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	<p>with Syntactic Awareness Activities, based in context, in most units of the K–2 Knowledge Strand. Editing checklists allow Grade 3–5 students and teachers to evaluate students’ command of language conventions and writing mechanics within unit writing projects.</p> <p>In Amplify CKLA, writing instruction is explicit, intentional, and comprehensive. Writing instruction in CKLA is taught through a gradual release of responsibility with sufficient time for modeling, planning, and brainstorming ideas orally. As students’ skills build from grade to grade, so does our integrated, systematic approach to writing. The K–2 Skills Strand not only teaches writing mechanics and processes but requires a range of written responses to texts. These range from short-answer, opinion, and evaluative responses to text, to longer multi-day writing projects. In the K–2 Knowledge Strand, students complete frequent writing projects, combining textual analysis and creativity based on the rich content they are encountering.</p> <p>CKLA students are led through a process of developing sophisticated and effective writing. In Grade 1, students are introduced to a writing process involving planning, drafting, and editing text. Publishing is added as a formal step in Grade 2. Writing is frequently revised and edited to strengthen. These techniques are applied to descriptive writing, fictional and personal narratives, opinion pieces, instructional writing, research, and more. In Grade 3 they use a five-step writing process involving planning, drafting, revising, editing, and publishing text. In Grades 4–5, students expand this to a seven-step process that includes sharing and evaluating writing. Crucially, the process becomes less linear, and instead students move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally</p> <p>Amplify CKLA writing instruction is structured and includes models and graphic organizers that support composition. By the end of Grade 5, CKLA students will have gained significant practice in narrative, opinion/argumentative, and informational/explanatory forms of writing. As well as creating these texts, students practice the skills that inform them. For example, they practice sequencing events from the beginning, middle, and end of complex texts. They</p>
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		<p>illustrate texts with accompanying sentences and practice writing for short periods on a regular basis. Graphic organizers, timelines, and other tools provide essential support to students learning about text and idea organization; these can be found throughout the K–2 Knowledge Strand and the units in Grades 3–5. For example, in Grade 2 Knowledge 3 (The Ancient Greek Civilization) students use graphic organizers to plan fictional narratives that incorporate facts about Ancient Greece. 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>
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