

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

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

#### Section 1.1

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](#).

#### Section 1.2

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: phonemic/phonological awareness, phonics, fluency, vocabulary, and comprehension.

The Science of Reading is the pedagogy and practices proven by extensive research to effectively teach students 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 Reading Rope. Amplify CKLA has been developed using the frameworks of both.

In Grades K–2, the program is organized into two strands: the Knowledge Strand and the Skills Strand. 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 the 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 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.

#### **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 [Amplify CKLA Phonemic Awareness Progression of Sounds](#) table. The progression is further illustrated in the sequence through which Amplify 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.

Please use your Amplify demo credentials to access the linked examples.

### Examples:

- [GK Skills 3 Teacher Guide, Lesson 1: Warm-Up, page 17](#)
- [GK Skills 10 Teacher Guide, Lesson 1: Warm-Up, page 14](#)
- [G1 Skills 2 Teacher Guide, Lesson 1: Introduce the Sound /ee/, page 13](#)
- [G1 Skills 6 Teacher Guide, Lesson 7: Warm-Up, page 71](#)

Note: Additional lessons and practice activities in phonological and phonemic awareness are available to all CKLA teachers in the online Intervention Toolkit.

### Phonics

The focus of the Skills Strand in Grades K–2 is to build a strong set of foundational skills 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 forty-four 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, because decoding has become automatic, their mental energy can be devoted to comprehension of more complex texts and topics). 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, morphology, syntax, and vocabulary.

### Examples:

- [GK Skills 3 Teacher Guide, Lesson 1: Introduce the Spelling /m/ > ‘m,’ page 20](#)
- [GK Skills 10 Teacher Guide, Lesson 22: Introduce the Spelling /ue/ > ‘u\\_e.’ page 222](#)
- [G1 Skills 2 Teacher Guide, Lesson 1: Warm-Up, page 12](#)
- [G1 Skills 7 Teacher Guide, Lesson 1: Spelling Alternatives of /ae/, page 12](#)
- [G2 Skills 3 Teacher Guide, Lesson 3: Introduce /ae/ > ‘ai’ and ‘ay,’ page 26](#)
- [G2 Skills 5 Teacher Guide, Lesson 13: Introduce /ə/ + /l/ > ‘el’ and ‘le.’ page 145](#)
- [G3 Unit 1 Teacher Guide, Lesson 1: Short Vowel Review, page 37](#)
- [G3 Unit 1 Teacher Guide, Lesson 11: Spellings ‘g’ and ‘c.’ page 296](#)

### Fluency

The approach to fluency within Amplify CKLA reflects the goal of fluency work as being an integrated task (one that supports decoding and comprehension). 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 grades and beyond. For example, our fully decodable Readers help students read fluently and understand new words. Additionally, teachers are given instructions and resources to help demonstrate reading fluency through a variety of groupings and using our audio-enhanced eReaders available on the Amplify Hub.

Formal fluency assessments begin at the end of Grade 1 and continue throughout the program. Fluency Packets in Grades 2–5 consist of selections from a variety of genres, including poetry, folklore, fables, fiction, nonfiction, and other selections. These selections provide opportunities for students to practice reading with fluency and expression (prosody).

### Examples:

- [GK Skills 10 Teacher Guide, Lesson 1: Read “Scott and Lee,” pages 20–21](#)
- [G1 Skills 7 Teacher Guide, Lesson 3: Reread “Martez, Martez, Martez,” page 34](#)
- [G1 Skills 7 Teacher Guide, Lesson 20: Fluency Assessment, pages 189–193](#)
- [G2 Skills 1 Teacher Guide, Lesson 15: Introduce the Story, Reread “The Snack Mix,” pages 176–177](#)
- [G2 Skills 4 Teacher Guide, Lessons 23–25: Fluency Assessment, pages 264–267](#)
- [G3 Unit 7 Teacher Guide, Lesson 14: Small Group Reading, page 241](#)
- [G4 Unit 5 Teacher Guide, Lesson 1: Fluency, page 9](#)
- [G5 Unit 6 Teacher Guide, Lesson 1: Fluency, page 10](#)
- [Fluency Supplement Grades 4–5](#)

### Vocabulary

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 that are embedded within domains of knowledge related to history, geography, science, culture, and the arts. For example, each domain-based unit in Grades 3–5 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, it purposefully appears 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.

### Examples:

- [GK Knowledge 4 Teacher Guide, Lesson 5: Word Work, page 61](#)
- [GK Knowledge 5 Teacher Guide, Lesson 3: Sayings and Phrases, pages 37–38](#)
- [G1 Knowledge 2 Teacher Guide, Lesson 4: Word Work, page 54](#)
- [G1 Knowledge 7 Teacher Guide, Lesson 2: Vocabulary Instructional Activity, page 35](#)
- [G2 Knowledge 3 Teacher Guide, Lesson 9: Vocabulary Instructional Activity, page 145](#)
- [G2 Knowledge 6 Teacher Guide, Lesson 6: Word Work, page 91](#)
- [G3 Unit 3 Teacher Guide, Lesson 2: Word Work, page 45](#)
- [G4 Unit 5 Teacher Guide, Lesson 11: Word Work, page 276](#)
- [G5 Unit 4 Teacher Guide, Lesson 11: Word Work, page 276](#)

## Comprehension

Building knowledge to build strong language comprehension, reading comprehension, and writing 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. Although reading comprehension strategies are often helpful, the less the reader knows about the topic at hand, the less the reader will grasp the text. CKLA literary and informational texts organized within domains of knowledge expose students to topics such as nursery rhymes and fables, seasons and weather, light and sound, and the American Revolution. Amplify CKLA texts build on one another, 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.

Through Amplify CKLA's two-strand approach in Grades K–2, students have daily opportunities to demonstrate their comprehension of the decodable Readers in the Skills Strand and their understanding of complex Read-Aloud texts in the Knowledge Strand. In Grades 3–5, the two strands are integrated and students encounter complex grade-level texts in their student Readers. Most instructional days include reading comprehension activities involving literal, inferential, and evaluative questions. Focus is also placed on determining the main ideas, themes, text structures, and the author's choice of language. Instructional time is dedicated to explaining the key components of literary and informational text.

### Examples:

- [GK Skills 9 Teacher Guide, Lesson 2: Wrap-Up, page 28](#)
- [GK Knowledge 8 Teacher Guide, Lesson 2: Comprehension Questions, page 32](#)
- [G1 Skills 3 Teacher Guide, Lesson 3: Wrap-Up, page 42](#)
- [G1 Knowledge 3 Teacher Guide, Lesson 4: Comprehension Questions, page 62](#)
- [G2 Skills 5 Teacher Guide, Lesson 7: Close Read “The Hungry Troll,” page 89](#)
- [G2 Knowledge 5 Teacher Guide, Lesson 7: Comprehension Questions, page 109](#)
- [G3 Unit 2 Teacher Guide, Lesson 9: Whole Group Second Reading, page 204](#)
- [G4 Unit 7 Teacher Guide, Lesson 9: Close Reading “It’s War!,” page 174](#)
- [G5 Unit 2 Teacher Guide, Lesson 8: Close Reading: Chapter 5, page 170](#)

## Section 1.3

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 forty-four 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, because decoding has become automatic, their mental energy can be devoted to comprehension of more complex texts and topics).

Amplify CKLA 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. Students are then moved into engaging, well-written, decodable texts.

The Amplify CKLA program (particularly within Grades K–2) is typically described as a synthetic-phonics approach; however, the lessons actually take a multipronged approach to teaching students phoneme/letter patterns, sight words, and word patterns. Thus, Amplify CKLA reflects a blended methodology consistent with the latest research on phonics instruction. In Amplify CKLA, the Kindergarten year is the one that most strongly adheres to a strict synthetic-phonics approach. In Kindergarten, students are first taught to relate a single spelling to each of the forty-four sounds of English. Amplify CKLA seeks to minimize the challenges of this methodology (i.e., that students will encounter exceptions to what they know) by teaching students 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 blended: students are still given information in single sound/letter patterns, but this information is introduced in ways that also build 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-, word-, syllable-, and rime-level information. Thus, it shows consistency with the research that speaks to the value of learning multiple strategies when learning to read English.

By Grade 3, CKLA students will have had explicit instruction on basic and advanced coding skills. Students will continue to apply these skills daily, in decoding words and reading with accuracy and fluency. Amplify CKLA provides additional teacher resources for students who may need more support on foundational reading skills, including the Assessment and Remediation Guide (Grade 3), Intervention Toolkit, Fluency Packets, and Decoding and Encoding Remediation Guide (Grades 4–5).

In addition to our K–2 Skills scope and sequence, Amplify has a coherent [Knowledge Sequence](#) for Grades K–5. The 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.

CKLA’s Knowledge domains progressively increase in the complexity of language, content, and the demands on student responses through and across grade levels. Students also build upon knowledge in prior domains both within and across grades. For example, Kindergarten students are first introduced to Native Americans from the Great Plains and the Eastern Woodlands. Later, Grade 3 students learn about Native American tribes and their connection to the environments in which they live, which offers Grade 5 students excellent background for learning about the challenges Native Americans faced during westward expansion and subsequent eras in American history. In this way, Amplify CKLA systematically structures knowledge domains so that students gain an increasingly deep understanding of topics.

## Section 1.4

Amplify 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.

CKLA students build content knowledge and vocabulary by listening to developmentally appropriate texts that increase in 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 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.

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.

## Section 1.5

Amplify CKLA lessons include differentiated support that meets the needs of all students, including students with special learning needs, English learners, and advanced learners.

Our materials highlight opportunities for reteaching and small group support to address learning gaps. The Skills Strand provides small group settings for reading and comprehension, giving the teacher 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 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. Every lesson also provides differentiation such as Support, Challenge, and Access supports for English Language Learners. Pausing Point activities at the end of each unit include tasks, activities, and resources to reteach, reinforce, and enrich as needed.

### 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 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.



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 offer additional scaffolds for writing, including sentence frames and starters, opportunities to complete writing tasks with adults or peers, prewriting discussions, and tools to assist students in choosing language appropriately.

The CKLA Multilingual Glossary supports students whose primary language is not English. It includes translations of core vocabulary in each unit in several languages, such as Arabic, Mandarin Chinese, French, Haitian Creole, Portuguese, Russian, Spanish, Tagalog, Urdu, and Vietnamese.

### Examples:

- [GK Skills 8 Teacher Guide, Lesson 6: Reading Access Sidebar, page 73](#)
- [G1 Skills 5 Teacher Guide, Lesson 3: Language Access Sidebar, page 45](#)
- [G2 Knowledge 2 Teacher Guide, Lesson 1: Writing Access Sidebar, page 19](#)
- [G3 Unit 2 Teacher Guide, Lesson 1: Understanding Text Structure Access Sidebar, page 20](#)
- [G4 Unit 2 Pt. I Teacher Guide, Lesson 6: Language Sidebar, page 147](#)
- [G5 Unit 8 Teacher Guide, Lesson 3: Interacting in Meaningful Ways Access Sidebar, page 77](#)

### Students with Special Learning Needs

To support students with exceptionalities, the program offers the following:

- Support and Access sidebars are embedded in each lesson for core instructional support.
- An Additional Support section follows each Skills lesson for immediate support and remediation after the lesson.
- Additional strategies that go beyond the instructional materials are included in the Universal Access section of Advance Preparation, where applicable, to support the needs of all students.
- Pausing Point days provide additional time and activities for reteaching, remediation, and practice.
- The Assessment and Remediation Guide (ARG) for Grades K–3 and the 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 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.

### Examples:

- [GK Skills 9 Teacher Guide, Lesson 7: Additional Support, pages 81–82](#)
- [G1 Skills 2 Teacher Guide, Lesson 2: Support Sidebar, page 34](#)
- [G2 Skills 2 Teacher Guide, Pausing Point, pages 213–233](#)
- [G3 Unit 2 Teacher Guide, Lesson 1: Support Sidebar, page 22](#)
- [G4 Unit 5 Teacher Guide, Lesson 2: Support Sidebar, page 61](#)
- [G5 Unit 5 Teacher Guide, Lesson 16: Universal Access, page 396](#)

### Advanced Learners

Challenge sidebars in each lesson offer 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. The Amplify Hub will also prove beneficial for advanced learners, as they will be able to access and engage with digital resources independently from anywhere, taking full advantage of the instructional multimedia experiences that Amplify CKLA has to offer.

There are also daily opportunities to allow students to delve more deeply into the material. For example, some lessons allow 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 have activities and questions designed to help students dive more deeply into texts and analysis.

### Examples:

- [GK Knowledge 8 Teacher Guide, Lesson 1: Challenge Sidebar, page 20](#)
- [G1 Skills 6 Teacher Guide, Lesson 6: Challenge Sidebar, page 61](#)
- [G2 Knowledge 8 Teacher Guide, Pausing Point: Activities, pages 81–85](#)
- [G3 Unit 3 Teacher Guide, Lesson 9: Challenge Sidebar, page 196](#)
- [G4 Unit 3 Teacher Guide, Pausing Point: Enrichment, pages 194–205](#)
- [G5 Unit 5 Teacher Guide, Lesson 4: Challenge Sidebar, page 110](#)

## Section 1.6

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.

### Simple and Complex Tasks

Amplify CKLA includes simple and complex phonological awareness tasks. As an example, the following phonological awareness skills are taught in the Kindergarten curriculum:

- 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

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.

## 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 Grades K–2, the program introduces an average of five to ten letter-sound relationships within each unit of instruction; each unit lasts approximately two to three weeks and includes frequent, spiraling review and daily practice. Within each unit and across units, students apply what they have learned to read words, phrases, sentences, and 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.

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.

## Conversations About Sounds

Amplify CKLA Skills Strand includes lessons that describe the way letter-sound correspondences are created. 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 following is an example lesson from Kindergarten Skills 3, Lesson 1 (page 18), in which 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.*

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

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

## Section 1.7

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. The K–2 Skills Strand lessons address grade-level standards that include print concepts, phonological awareness, and phonics and word recognition. Amplify CKLA lessons align to phonics, decoding, and encoding.

The 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 Grades K–2. CKLA students are taught how the twenty-six letters (or graphemes) of the alphabet are used in various combinations to represent forty-four sounds (or phonemes). Students are first taught the Basic Code for each of the forty-four phonemes. In a Basic Code lesson, they 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.

In Amplify CKLA, the letter-sound correspondences are taught from simple to complex. Our program 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 to maximize the words students can read and moves them into engaging, well-written, decodable 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.

Amplify CKLA offers extended practice through the use of original, decodable student Readers. In Grades K–2, Skills Strand 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.

These fully 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.

Student Readers (one per student per unit, beginning in Kindergarten, Unit 6) contain fully 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 inspires students to read more. For example, the Kindergarten

Unit 6 Reader houses eleven decodable stories.

Amplify CKLA instruction focuses students' attention to the structure of words. Sounds, or phonemes, are 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.

CKLA does not require students to read words that go beyond the letter-sound correspondences they have been taught. That is, 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 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.

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 gradually adding complexity over time.

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 Grade 5.

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., *catfish*, *cupcake*, *peanut*, *driveway*). 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.

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 Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

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.

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 their Readers.

### **Morphemes**

Amplify CKLA lessons include oral and written activities that present opportunities to apply morphology skills. Formal morphology instruction begins in Grade 3, and students in Grades 4–5 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.

### **High-Frequency Words**

The term *Tricky Word* is used in this program to refer to a word that is not pronounced quite the way a student would expect based on the letters in its printed form, or that is not spelled quite the way a student would expect based on the sounds in the spoken word. When teaching a Tricky Word, the teacher emphasizes the parts of the words that are NOT tricky that follow regular code rules, and explicitly teaches the part(s) that is(are) tricky.

The term *sight word* is often used in reading instruction as a common word that 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 (e.g., *one*, *of*, *two*, *who*, *could*) and words that are high frequency but pronounced as expected (e.g., *in*, *at*, *on*, *this*, *that*, *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.

In CKLA, 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 has a very limited amount of written text, coupled with different rebus pictures. Introducing some high-frequency words early in students' Kindergarten reading experience reduces the level of cognitive demand, so students can focus solely on remembering the Tricky Word(s) without also being called upon to make use of the code knowledge they have learned to decode other words in the text. Using the Picture Reader early in Kindergarten provides scaffolding in early word recognition of high-frequency, nondecodable words, while at the same time building and reinforcing critical orthographic mapping. Starting in Unit 8, these same Tricky Words are gradually incorporated into the decodable stories of the student Readers, posing a greater—but now accessible—challenge for students.

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.

## Section 1.8

The approach to fluency within Amplify CKLA reflects the goal of fluency work as being an integrated task (one that supports decoding and comprehension). 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 grades and beyond. The decodable Readers—by carefully scaffolding the words students encounter—help Grades 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 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 Amplify Hub.

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. They may also utilize the optional Fluency Assessments and the Recording and Scoring Sheets found throughout the materials to assess students' fluency based on national norms.

Take-home materials, designed to be read in the home environment with support, strengthen student fluency. In addition, Fluency Packets starting in Grade 2 consist of selections from a variety of genres, including poetry, folklore, fables, fiction, nonfiction, and others. These selections provide opportunities for students to practice reading with fluency and expression (prosody).

## Section 1.9

### 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. Although reading comprehension strategies are often helpful, the less the reader knows about the topic at hand, the less the reader will grasp from the text. Each lesson includes pauses for comprehension before, during, and after the reading. This instructional approach allows students to process the text and make connections. Students are then asked questions, either orally or in written form, to check for understanding. Comprehension strategies are embedded into reading lessons.

Throughout CKLA, but particularly in the close reading lessons, students are asked to consider the precise choices that have been made in texts and their effects. 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). CKLA materials



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 specific excerpts from the Readers. These close reading lessons are carefully crafted to focus students' reading and help them derive deeper meaning through close examination of the text.

In Amplify CKLA, opportunities are provided for students to make connections to new words and concepts. This is most evident in the K–2 Knowledge Strand, which incorporates content-rich Read-Alouds and robust vocabulary instruction. The number and frequency of Read-Alouds is a unique characteristic of Amplify CKLA. Throughout the school year, Grade 1 students listen to and engage with over one hundred Read-Alouds across the eleven domains. This is important because students' listening comprehension far exceeds reading comprehension during elementary school. While students are learning to decode, the Read-Alouds provide them 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.

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 (page 9), 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 Know-Wonder-Learn (KWL) charts to introduce new concepts. The lessons that follow incorporate time for review and questions.

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.

Amplify CKLA texts are organized around a series of topics to build students' background knowledge. The program 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.

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, which provide 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 the *Animals and Habitats* domain. Students in Grade 2 can use this background



knowledge when learning about more natural world topics presented in the *Cycles in Nature* domain and in the *Insects* domain. In this way, Amplify CKLA systematically structures knowledge domains so that students gain an increasingly deep understanding of topics.

Amplify CKLA includes a progression of focused research and writing projects that develop knowledge and understanding of the domain topics and texts. Grades K–2 students engage in shared and independent research projects. With assistance, students gather information to complete graphic organizers, to 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.

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 in the Read-Alouds. There are also specific multiday writing tasks in which 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.

Students in Grades 3–5 also participate in a variety of meaningful research projects and other tasks. 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.

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.

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.

Research on text comprehension indicates 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 as ends themselves. The focus is on knowledge building through the texts and on having students use their growing knowledge to facilitate their analytic interactions with texts on the same topic. Thus, students 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 is

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, students will stay on a topic for approximately two to three weeks. By hearing Read-Alouds on a single topic for an extended period, students build vocabulary and knowledge that they access when making predictions, monitoring known versus unknown information, considering inconsistencies or differences among stories, etc. Teachers guide students' use of this knowledge through the questions and discussions that occur before the Read-Aloud. Therefore, 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.

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, which 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.

## Section 1.10

Amplify CKLA includes lessons that develop oral language and oral language use across grade levels.

Amplify CKLA students demonstrate knowledge through analysis and synthesis of texts, present claims and clear information, and draw on text evidence to support 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 are exposed daily to these texts through Readers and Read-Alouds. Although the Grades K–2 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.

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.

### Emphasis of Oral Language and Written Language

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:

- **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 forty-four 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 Kindergarten Skills 2, Lesson 3, Warm-Up (page 28), where students orally blend syllables and sounds using hand gestures. See also Grade 1 Skills 3, Lesson 12, Warm-Up (page 141), 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. 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 (page 20), where students review the eight spellings for the sound /ee/.
- **Syllables:** Amplify CKLA students learn to divide words into syllables, recognize syllable patterns, and decode unfamiliar words by chunking. For example, see Grade 1 Skills 4, Lesson 7, Foundational Skills (page 78), where students are introduced to two-syllable compound words. See also Grade 3 Unit 1, Lesson 5, Foundational Skills (page 127), where students review sounds and syllables with 'le' and practice reading multisyllabic words.
- **Morphology:** Amplify CKLA introduces 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 (page 66), where students determine the meaning of words formed with suffixes *-ish* and *-ness* when they are added to a root word. See also Grade 5 Unit 4, Lesson 6, Morphology (page 156), where students identify the meaning of words using the Latin root *vac*, and use them correctly when completing sentences.
- **Semantics:** Amplify CKLA focuses 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 (page 15), 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 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 (page 46), 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 (page 122), where students

demonstrate their comprehension of a text and teachers use guided reading supports specific to syntax.

- **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 grow. Throughout the year, students learn to engage in discussions from a variety 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 (page 82), where students prepare arguments and hold a debate around a key character from the text. See also Grade 3 Unit 4, Lesson 9, Writing (page 224), where students write and engage in a debate over Julius Caesar.

By addressing these critical skills, Amplify CKLA provides a comprehensive approach that helps students understand the relationship between oral language and written language.

### Oral Comprehension and Oral Language Development

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, and knowledge and vocabulary acquisition. CKLA incorporates various routines and strategies to teach oral language comprehension and oral language skills, including:

- **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, Read-Aloud (page 124), where the teacher reads aloud “Casey Jones” and students identify characteristics of tall tales. As another example, see Grade 5 Unit 2, Lesson 13, Reading (page 281), where the teacher reads aloud a passage about myths from the Aztecs and the Incas.
- **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 (page 63), where students demonstrate understanding of the Tier 2 word *commotion*. As another example, see Grade 4 Unit 2, Part I, Lesson 4, Word Work (page 99), where students participate in an activity with the word *influential*.
- **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 (page 42), where students summarize and discuss a chapter. See also, Grade 4 Unit 4, Lesson 1, Collaboration Building Challenge (page 38), 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 (page 10), where students review the events that led up to the American Revolution by performing a series of short scenes. See also Grade 2 Knowledge 5, Lesson 4, Application (page 65), 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 Kindergarten Knowledge 5, Lesson 1, Speaking and Listening sidebar (page 13), which offers sentence frames and other helpful scaffolds. See also Grade 3 Unit 7, Lesson 3, Speaking and Listening Access sidebar (page 70) that also offers helpful suggestions to support student oral language development.

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.

Students listen to Read-Aloud texts in the lower grades and experience a combination of Read-Aloud, shared reading, and independent reading in the upper grades. Each lesson includes pauses for comprehension before, during, and after the reading. This instructional approach allows for students to process and make connections to 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 in the Read-Alouds.

The carefully sequenced texts in Amplify CKLA Read-Alouds 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 encourage 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. Read-Alouds are still used frequently in Grade 3 and to a more limited extent in Grades 4–5.

## Section 1.11



Amplify CKLA includes explicit and implicit instruction and review of vocabulary words across our K–5 comprehensive literacy program.

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 vocabulary 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 for students to consciously use new vocabulary and connect it to other concepts and ideas they have already learned.

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.

Students in Grades 3–5 continue to learn new vocabulary in Word Work activities, 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.

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.

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.

Amplify CKLA vocabulary instruction is explicit and lessons include Tier 1, 2, and 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).

In the Grade 1 Skills Strand, students learn both regularly and irregularly spelled words,



covering Tier 1, 2, and 3 vocabulary. 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.

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 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.

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. In Grades 4–5, 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 activities offer 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.

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.

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. Word Work activities provide connections between new words and phrases to familiar ideas, words, and concepts. Daily discussion and writing activities give 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 formal opportunities to read student work or listen to student responses.

In Grades 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 Grades 3–5, and students study word parts, such as 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.

Amplify CKLA includes opportunities for students to gain 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, in which students are introduced to the topic or content. Teachers frequently encourage students to connect the new information to their prior knowledge through engaging experiences.

## Section 1.12

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 Books include questions for students to respond to in writing.

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 them 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 includes Read-Aloud texts that cover a variety of topics in science, history, and literature. In 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 4–5.

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 that are in the appropriate grade-level range and that are decodable. The Skills Readers are carefully constructed to increase in decoding complexity and are written by successful children's authors to maintain engagement and literary value. In the K–2 Knowledge Strand, students are given texts that 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-level Read-Alouds. In Grades 4–5, 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 refer to the Amplify CKLA [Text Complexity Guide](#).

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 Grades 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 that students have previously learned and they are 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.

In Grade 3, student-read texts are intentionally literal and clear in language. 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 4–5, 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 4–5, students exclusively read grade-level complex text that increases in complexity throughout the school year.

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 have learned with their peers and home community. These are essential ingredients in CKLA's success.

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 Grade 1, 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 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.

In the Application segment of the Knowledge Strand lessons, students receive support when doing research. 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 give 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, Grade 2 students prepare individual research papers related to the War of 1812.

Grades 3–5 units include several research and other long projects. When students research, they can identify areas in which they still have questions or topics they want to know more about. They can use the Internet, classroom library, or other resources to conduct their research. For example, students will inquire into inventions in Grade 3, volcanoes in Grade 4, and 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.

Through the implementation of Amplify CKLA's optional Knowledge Research (K–2) and Research Units (3–5), students have additional opportunities to develop inquiry and research writing skills. These dynamic units increase students' 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 builds students' research skills as they ask questions, gather information, and write about their findings. For example, Grade 1 students will explore the genre of research writing in the *Adventure Stories* Knowledge Research. 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 they have learned, students will write a paragraph about their chosen adventure topic.

[Research](#) on text comprehension indicates 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 as ends themselves. The focus is on knowledge building through the texts and on having students use their growing knowledge to facilitate their analytic interactions with texts on the same topic. Thus, students 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 is 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, students will stay on a topic for approximately two to three weeks. By hearing Read-Alouds on a single topic for an extended period, students build vocabulary and knowledge that they access when making predictions, monitoring known versus unknown information, considering inconsistencies or differences among stories, etc. Teachers guide students' use of this knowledge through the questions and discussions that occur before the Read-Aloud. Therefore, 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.

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, which 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.

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 written responses, to answer text-dependent questions about literary and informational texts. These questions are identified as literal, inferential, and evaluative. Literal questions assess students' recall of key details from the text; they 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; they 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; they require students to paraphrase and/or cite the textual evidence that substantiates their argument or opinion.

Every CKLA unit and domain is based around key texts, followed by class discussions in which 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. They further demonstrate understanding in writing by applying what they have learned and by 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 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.

Amplify CKLA tasks are designed to build, apply, and integrate knowledge and 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.

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.

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 grow in complexity, both in terms of academic and domain-specific language. Students are increasingly required to analyze graphics and integrate information to understand scientific concepts or historical events.

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 read near the end of Grade 5.

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 knowledge, helping them 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.

In addition to our core reading materials, Amplify CKLA and ReadWorks have partnered to tailor instruction in order to meet the specific needs of educators using 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, and are designed for flexible use, including independent, small group, or 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.

## **Section II: K-5 Non-Negotiable Criteria for High-Quality Curricular Materials: Assessment**

### **Section 2.1**

CKLA has a progression of formative assessment opportunities to more comprehensive benchmark assessments. Checks for Understanding, which are strategically placed in most lessons, are designed to help teachers adjust instruction. Formative assessments range from in-the-moment adaptation to opportunities for individual, small group, and whole group reteach and review. Checks for Understanding and formative assessments also provide information to help teachers determine whether additional support and practice are appropriate. The Knowledge Strand includes Exit Passes for students to 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 teacher observations 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.

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 are done weekly (e.g., spelling assessments). Others are done at the middle and end of the unit. These



assessments are accompanied by directions and support to analyze errors and by assessment charts to record student progress. Students also complete three benchmark assessments—beginning-of-year, middle-of-year, and end-of-year assessments. Flow charts and placement planning and tracking sheets are provided with the benchmark assessments to support teacher recording of student standard and progress.

Each Skills unit includes materials for teachers to record, track, and evaluate student progress. For example, the Grade 2 Skills 4 Teacher Resources include:

- 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
- Dictation Identification Assessment Record Sheet

Student writing examples are available on the Amplify [Professional Development Library](#). Please use your Amplify credentials to access the Professional Development resources.

## Section 2.2

Formative assessments are included within Amplify CKLA’s instructional framework and are highlighted at the start of the lesson for easy review and access. Checks for Understanding are quick formative assessments to determine whether students are ready to move on with the rest of the lesson. These are marked with a specific icon at the point of instruction and are used to track whether students are mastering the primary focus objectives.

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. Amplify CKLA assessments are available in English.

## Section 2.3

Amplify CKLA includes assessment materials that focus on word recognition and 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 these is a good indicator of whether they have mastered the new sound/spellings. The target words include the vowel sound/spellings taught within the unit.

Amplify CKLA also includes assessments that focus on language comprehension. CKLA 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 focuses on building students’ language comprehension ability by exposing them to vocabulary, concepts, and ideas through frequent

Read-Alouds. The Knowledge Strand includes assessments at the end of each domain; these 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.

In addition, Amplify CKLA evaluates 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 them for close reading to achieve greater comprehension. The end-of-unit and end-of-domain reading comprehension assessments test students' ability to read a story independently and answer comprehension questions.

## **Section 2.4**

Progress monitoring is included in CKLA materials for specific foundational skills such as blending, word reading, and fluency. Additional progress monitoring assessments are provided in the online Assessment and Remediation Guides and the Intervention Toolkit to determine whether students have gaps in their phonological and phoneme awareness, phonics knowledge, fluency, and more; additional mini-lessons and activities for remediation are included. 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.

## **Section 2.5**

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 in the beginning-of-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 (pages 251–257).

## **Section III: K-5 Non-Negotiable Criteria for High-Quality Curricular**

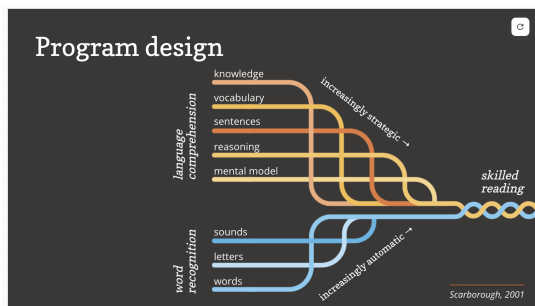
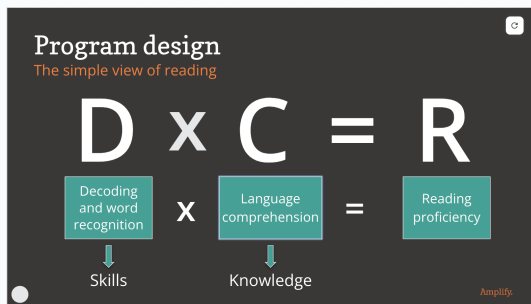
## Materials: Professional Development and Educator Support

### Section 3.1

For more than a decade, Amplify’s professional development sessions have driven significant and sustained changes in student achievement and educator 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.

Amplify CKLA professional development 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.

Professional development 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 feature references to these frameworks, as shown below:



In addition, the Amplify Professional Development Library includes training materials, classroom videos, lesson plan templates, best practices, and other resources to develop program expertise.

## Section 3.2

The Lesson Overview for each lesson contains a list of Primary Focus objectives, which show the main purpose of each activity, and the formative assessments 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 teachers decide whether adjustments will need to be made.

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 throughout lessons.

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.

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 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.

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 student 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 caregiver involvement.

## Section 3.3

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. Within 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.

Reading selections are easily and centrally located within the materials 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

Grades 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 have been analyzed for meaning, purpose, text structure, language clarity, and knowledge demands. For more information, please see the Amplify CKLA [Text Complexity Guide](#).

In addition, Amplify CKLA includes materials that teachers may edit, adapt, or enrich to meet the needs of their students. Amplify CKLA [digital experience](#) offers robust, slide-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.

With Amplify CKLA [digital experience](#) slides, students can complete interactive worksheet activities and assessments in a variety of ways. Through the implementation of Amplify CKLA digital experience with optional student licenses, students can use this digital platform to type, draw, record audio clips, and add images to their assessments. In addition, the CKLA digital experience allows teachers to customize lessons at the point of use. Teachers can download the lesson slides from the platform, make any changes they need, and then reupload and teach the customized lessons.

## Section 3.4

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 additional support or enrichment for the lesson content. The Universal Access section of Advance Preparation offers additional strategies that go beyond the instructional materials to support the needs of all students. 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 presentation and discussion, as well as rubrics to score a variety of text types (narratives, opinion, and informative writing).

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 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.

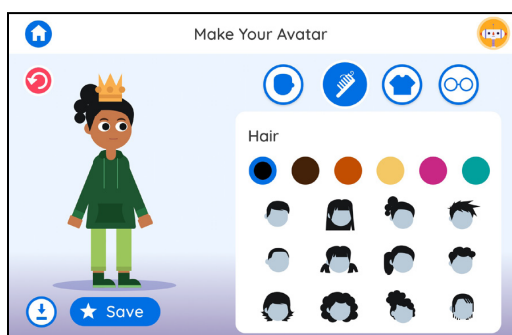
Amplify CKLA offers a number of digital and multimedia resources to support instruction and enhance the student experience. These resources, which are part of the core program, include

the Amplify Hub for students.

**Amplify Hub:** The Amplify Hub gives students digital access to materials both at school and at home. Grades K–2 students can read the audio-enabled student Readers in the Library, watch Knowledge Builder videos, or watch and listen to videos featuring the forty-four 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 access to the site.

Below are more details on digital and multimedia resources available on the CKLA digital experience site and/or the Amplify 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 and 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 Reader is read by a professional narrator and follows the corresponding text.

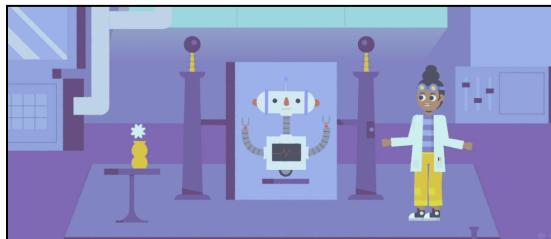
**E-books:** The complete library of student Readers is available in interactive e-book format.

**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.

**Sounds library:** The Amplify CKLA Sounds library contains many tools to reinforce the phonemic awareness students learn in the K–2 Skills Strand. The Sounds 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.

**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.





**Novel Guides:** Novel Guides equip teachers to introduce Grades 3–5 students to award-winning and acclaimed novels that present diverse, relatable characters, and help students build ELA skills and social-emotional learning capacities.

**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. Online progress monitoring and data-driven reports make it easy for teachers to track student performance.

### **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 to teach the lesson is included in the slides that teachers can project. In addition, the platform is accessed by the students as well. Teachers can direct the lessons or set the lesson for independent access by students.

Students can respond in multiple ways, such as drawing, writing, typing, recording audio, 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 their LMS by copying links.

\*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.

### **Section 3.5**

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.

Fonts in the digital materials can be adjusted in type and size, and 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 eReaders. Both students and teachers will be able to use this highlighter feature. The majority of student-facing digital content is keyboard operable.

Amplify CKLA student Readers can be read aloud using the play button located at the top of the eReader on the Amplify 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, enabling students to use headphones to listen to any text they choose throughout 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.

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).

## Section 3.6

Each CKLA unit or domain has a corresponding Teacher Guide, which provides lesson-by-lesson guidance for successfully delivering CKLA instruction 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 English Language Learners.

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.

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 explains what skills and content are being covered, why the unit or domain is important, and what methods will be used during instruction. In addition, the appendices at the end of each Skills Unit 1 Teacher Guide provide additional information about the program's origins, approach, and instructional methods. For an example, see Kindergarten Skills Unit 1 Teacher Guide, Appendix A, for a detailed overview of the Skills Strand.

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

### Section 4.1

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 them

to write letters in Unit 3 of the Kindergarten curriculum.











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 is 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.

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. Although 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.

Teachers are given handwriting guidelines to follow when teaching letter formations. See an example below:

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

 <p style="font-size: small;">Start between the dotted line and the bottom line.</p> <p style="font-size: x-small;">1. circle to the left 2. short line down</p>	 <p style="font-size: small;">Start on the dotted line.</p> <p style="font-size: x-small;">1. line down ending below bottom line 2. circle to the right</p>	 <p style="font-size: small;">Start on the dotted line.</p> <p style="font-size: x-small;">1. short line down 2. hump</p>	 <p style="font-size: small;">Start just below the dotted line.</p> <p style="font-size: x-small;">1. most of a circle to the left</p>	 <p style="font-size: small;">Start between the dotted line and the bottom line.</p> <p style="font-size: x-small;">1. circle to the left 2. fish hook ending below bottom line</p>
 <p style="font-size: small;">Start on the top line.</p> <p style="font-size: x-small;">1. diagonal left (lift) 2. diagonal right (lift) 3. line across</p>	 <p style="font-size: small;">Start on the top line.</p> <p style="font-size: x-small;">1. long line down (lift) 2. half a circle to the right</p>	 <p style="font-size: small;">Start on the top line.</p> <p style="font-size: x-small;">1. long line down (lift) 2. diagonal right 3. long line up</p>	 <p style="font-size: small;">Start just below the top line.</p> <p style="font-size: x-small;">1. most of a circle to the left</p>	 <p style="font-size: small;">Start just below the top line.</p> <p style="font-size: x-small;">1. most of a circle to the left 2. line across</p>

Handwriting is explicitly taught in Kindergarten 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 uppercase alphabets and, with the accompanying cursive Activity Book, offers students many opportunities to work toward and achieve legible and fluid cursive penmanship. The program includes a Blackline Master of the student Activity Book, which allows for activity pages to be printed out or copied. Activity pages

provide opportunities to practice 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.

## Section 4.2

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.

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 or domain. 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.

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, and 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.

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 Grades 4–5 *Poetry* units, students acquire the tools and strategies needed to approach 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.

Narrative and informational texts are studied in all grade levels, and students write in connection to the texts in the three major text types (narrative, informative, opinion). Because Amplify CKLA has two strands of lessons in Grades K–2 (Skills and Knowledge), students are exposed to both types of texts throughout the year. In Grades 3–5, the integrated units feature study in literary, informational, or a mix of both types of texts, depending on the content of the unit.

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 narrative, opinion, 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 transition fluidly between audience, task, purpose, and discipline.

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 Grades 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 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. 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 with syntactic awareness activities, based in context, in most units of the K–2 Knowledge Strand. Editing checklists allow Grades 3–5 students and teachers to evaluate students' command of language conventions and writing mechanics within unit writing projects.

In Amplify CKLA, writing instruction is explicit, intentional, and comprehensive, and is given 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 multiday 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.

CKLA students are led through a process of developing sophisticated and effective writing. In Grade 1, they are introduced to a writing process that involves planning, drafting, and editing text. Publishing is added as a formal step in Grade 2. Writing is frequently revised and edited to strengthen it. These techniques are applied to descriptive writing, fictional and personal narratives, opinion pieces, instructional writing, research, and more. In Grade 3, students use a five-step writing process that involves 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.

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 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 Grades 3–5 units. For example, in Grade 2 Knowledge 3 (*The Ancient Greek Civilization*), Lesson 10 (page 159), 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.