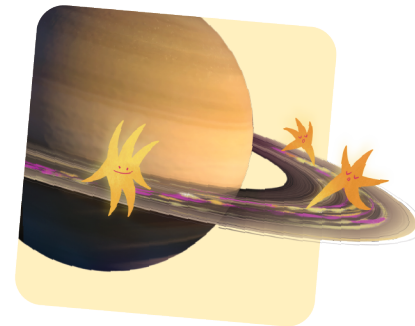


3RD EDITION

What's new in Amplify CKLA



BUILT ON THE
Science
OF
Reading

Dear educator,

Amplify CKLA was designed to help you bring effective Science of Reading practices to life in your classroom, and we have been thrilled to see the impact it has had on students across the country.

The 3rd Edition builds on the principles and instruction of previous editions of Amplify CKLA to provide better-than-ever support for teaching and learning.

We've made significant improvements to Amplify CKLA in the areas you told us mattered most. In the 3rd Edition, you'll find more opportunities for differentiation to meet the needs of all learners, including multilingual/English learners; an updated Knowledge Sequence; streamlined pacing; and bolstered writing instruction anchored in the Science of Writing, the research behind how kids learn to write.

We share the common belief that every child deserves to become a proficient, enthusiastic reader and writer. I'm confident that with the right instruction, we can achieve this goal together. Thank you for your unwavering commitment to your students' success and for your role in shaping the future of literacy instruction.

Sincerely,

A handwritten signature in black ink that reads "Susan Lambert". The script is fluid and cursive, with the first name "Susan" being larger and more prominent than the last name "Lambert".

Susan Lambert

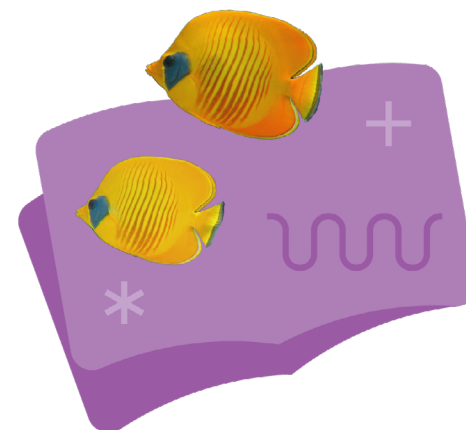
Chief Academic Officer, Elementary Humanities
Host, Science of Reading: The Podcast



As the original Science of Reading program, systematic skills instruction and intentional knowledge building is in our DNA.

With the 3rd Edition, Amplify CKLA has built on that foundation to bring you the next chapter in the Science of Reading. The 3rd Edition helps you translate the latest research into practice through:

- **A powerful and enhanced Knowledge Sequence:** Students engage with a range of people, perspectives, and authentic texts in exciting new units.
- **Streamlined pacing:** We've streamlined the pacing of Knowledge Domains, giving you more time for differentiation and helping all students access content.
- **Integrated writing instruction based on the Science of Writing,** the body of research on how students best learn to write: Your students' writing will reinforce their reading development with new instruction.
- **Assessment and data reporting:** Monitor progress, identify opportunities for growth, and make data-driven decisions with digital assessments and reports.
- **Tiered support through cohesive personalized learning and screening:** Amplify's literacy suite provides cohesive instruction that supports personalized learning and aligns with a Multi-Tiered System of Supports (MTSS).



The Knowledge Sequence you know and love— updated for today's elementary classroom.



The enhanced Knowledge Sequence includes:

- **Streamlined pacing:** 165 days of instruction for K–2 Knowledge Domains and 3–5 units.
- **New and updated units:** Updates to existing units and brand new units covering geography, poetry, oceans, and more.
- **Research Units:** Each grade features a capstone Research Unit focused on articles and curated trade books.
- **Choice Units:** Each grade includes two units with flexible options at the school or district level.



Timeless Tales: Classic Stories

Fur, Fins, and Feathers:
Animal Classification

Rhythm and Rhyme: Poetry

Rise and Fall: Ancient Rome

Our Solar System and Beyond: Astronomy

Regions and Cultures: Native Americans

Novel Study: Charlotte's Web
or

Novel Study: Stella Díaz Has
Something to Say

Systems and Senses: The Human Body
or

From Glow to Echo: Light and Sound

From Blues to Bebop: All That Jazz

My Story, My Voice: Personal Narratives

Knights and Castles: Europe's Middle Ages

Meaning and Metaphor: Poetry

Eureka! Student Inventor

Our Planet: Geology

Road to Independence:
The American Revolution

Novel Study: From the Mixed-Up
Files of Mrs. Basil E. Frankweiler
or

Novel Study: The Season of Styx Malone

Adventure on the High Seas: Treasure Island
or

Crafting Stories: A World of Tales

Inspiration and Ingenuity:
American Innovation

In My Own Words: Personal Narratives

Early Americas: Maya, Aztec, and Inca

Visions in Verse: Poetry

A Knight's Tale: Don Quixote

The Deep Blue World: Oceans

Cultures and Histories: Native Americans

Novel Study: The Phantom Tollbooth
or

Novel Study: The Science of Breakable Things

Arts and Culture: The Renaissance
or

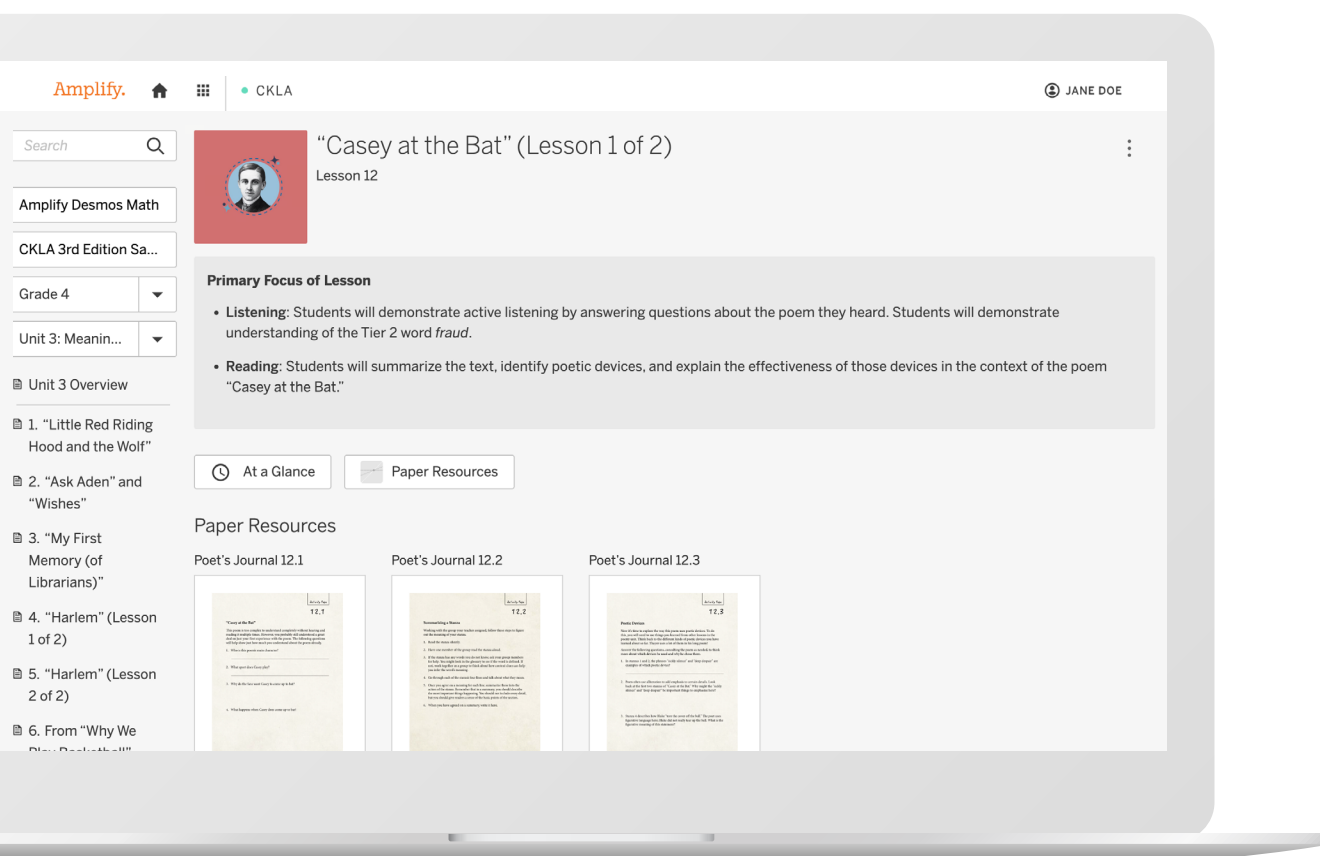
Through the Forest:
A Midsummer Night's Dream

Building Up the World: Global Architecture

C Amplify CKLA's systematic and spiraling approach to knowledge building improves students' reading fluency, vocabulary, and text understanding. District-level Choice Units maintain this approach while empowering districts to select topics that best reflect their community, standards, and student interests.

Interactive platform for all-in-one planning, lesson delivery, and assessments

Access the resources and tools you need—like presentation slides, digital assessments, and more—in one place to deliver engaging lessons alongside real-time feedback.



What's new?



Teacher Presentation Screens are available and customizable for each lesson.



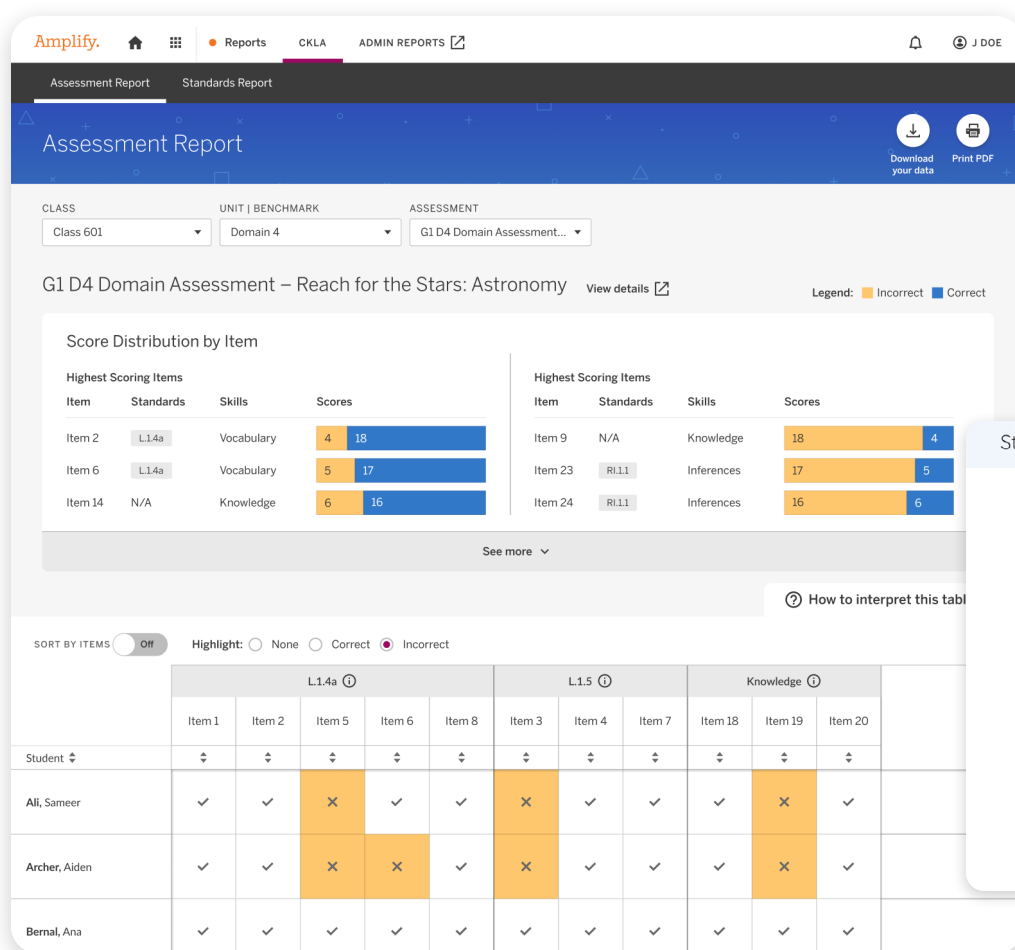
Skill-building practice games advance student skills and provide you with immediate feedback on their performance.



Standards-based reporting from automatically-scored assessments allows you to easily track student's mastery of content.

The new Activity Landing Page makes it easy to find the digital supports and materials for each lesson.

Digital assessments help you track progress toward standards mastery.



Access detailed insights from both digital assessments and digital student activities. See strengths and growth opportunities for individual students, small groups, or an entire class.

Available for:

- K–2 Knowledge End of Domain assessments
- 3–5 End of Unit assessments

Student Screen Preview



4 of 14



A. The plane reduced its _____ before it landed.

speed

speedy

speedily

B. After waking up an hour late, Bridgette _____ got dressed and ate breakfast.

speed

speedy

speedily

C. The _____ squirrel easily escaped from the dog.

speed

speedy

speedily

Writing instruction grounded in the Science of Writing

The 3rd Edition builds on the *learn to write, write to learn* approach of previous editions through key enhancements in K–2 Knowledge Domains and in Grades 3–5.

Writing enhancements in 3rd Edition include:

- Daily writing in K–2 Knowledge Domains and Grades 3–5 with authentic writing tasks.
- Sentence generation, combining, and expansion routines consistently integrated into lessons.
- Deep focus on planning and revising to build a strong foundation.

Activity Page 4.1



Lesson 4: Unique Environments and Adaptations

Writing

Primary Focus: Students will write a paragraph, drawing supporting details from informational text to explain how a creature's adaptations connect to its environment. [W.5.2b, W.5.9b]

USING SUPPORTING DETAILS FROM TWO TEXTS (30 MIN.)

- Explain that authors of informational texts use information from several different sources to make their writing as strong as it can be.
- Tell students that in their informational paragraph they will use information that they recorded on their flowcharts using at least two of the texts they have read during today's and yesterday's lessons.
- Direct students to look back at the model paragraph on Visual Support 2.1.
- Remind students that this is the type of paragraph they will be writing with the information from their flowcharts.
- Remind students that in lesson two they used the key words and phrases in their notes to write sentences in their paragraphs.
- **Turn and Talk:** Practice creating sentences using details from your notes on Activity Page 3.1.
- Remind students to signal when both partners have contributed to the conversation.
- Ask a few students to share their partner's sentences.
- Direct students to write their 5–8 sentence paragraph on Activity Page 4.1.
- Collect completed paragraphs on Activity Page 4.1.

In the capstone Research Units, students are invited to dig deeper by choosing a writing project based on interests they've cultivated throughout the unit.

Sentence-level strategies help students express ideas.

D Differentiation

Challenge

Encourage students to think carefully about whether the information they find on the Internet is trustworthy. Ask them to check if the website looks professional and if it is written by someone who knows a lot about the topic. Remind them to look for dates to make sure the information is up-to-date.

Support

Provide students with a list of safe and reliable websites where they can find information about their innovator.

- Provide students with a sample sentence related to their innovator research: [Innovator's Name] became known for [innovation or achievement]. Ask students to expand the sentence as they conduct their research, addressing key questions using the following question words:
When?:
Where?:
Why?:
 - » Answers may vary, but could include "While researching at the University of California Los Angeles Medical Center in the late 1980s, Dr. Patricia Bath became known for her laser technology because her work helped treat cataracts and improve eye care around the world."
- Instruct students to use a variety of sources, including books, articles, interviews, and online resources, to learn as much as possible about their innovator.
- Review the way in which students will record information from their sources in the designated sections on Activity Page 10.2. Answer any questions students have to ensure they accurately document key details from both primary and secondary sources.
- Direct students to their research stations. Allow students to gather information for the remainder of the lesson.
- Walk around the space and support students as needed.

ML/EL MULTILINGUAL/ENGLISH LEARNERS Writing Recording and Gathering Information

Entering/Emerging	Pair students with a research partner to collaboratively gather details on the following questions: What problem was the innovator trying to solve? What was the solution the innovator came up with? How did the innovation solve the problem?
Transitioning/Expanding	Have students work with a research partner to talk about the information they gather and identify which details are most important to note.
Bridging	Have students independently gather details and identify what information is most important to note.

End Lesson

Planning and revising routines develop strong habits.

D Differentiation

Challenge

Encourage students to synthesize information from their research notes and prioritize key details that support their ideas.

Support

Provide sentence starters or sentence frames to help students structure their ideas in the essay planning map. For example: "One reason why [innovation] is important is . . ." or "I learned that [innovator] collaborated with others when . . ."

- **Think-Pair-Share:** Have students talk with a partner about how they plan to conclude the last sentence of their essays. Have them explain their thinking by saying, "I plan to conclude by saying ____ because ____." I plan to conclude by saying ____, but ____." I plan to conclude by saying ____ so ____." Remind students to signal when both partners have contributed to the conversation.
 - » Answers may vary but could include I plan to conclude by saying what I learned because I can include a memorable fact. I plan to conclude by saying what I learned, but I still want to learn more. I plan to conclude by saying what I learned, so that I answer my research question.
- Have students use the information they have gathered on Activity Page 10.2 to complete their essay maps.
- Walk around to support and guide students in completing the planning map.
- Collect Activity Page 12.1 to review and return at the beginning of the next lesson.

ML/EL MULTILINGUAL/ENGLISH LEARNERS Writing Planning	
Entering/Emerging	Have students dictate their research question for the introduction and three key ideas for the topic sentence of each body paragraph while you write their ideas in the research essay map.
Transitioning/Expanding	Provide students with sentence stems to help them plan their paragraphs, such as: Paragraph 1: My innovator ____ became interested in the problem of ____. Paragraph 2: This innovation was ____, which addressed the problem because it ____. Paragraph 3: One important impact this innovation has was ____.
Bridging	Have students read aloud information they wrote on the graphic organizers to a partner.

End Lesson

Lesson 12: Planning an Informative Essay

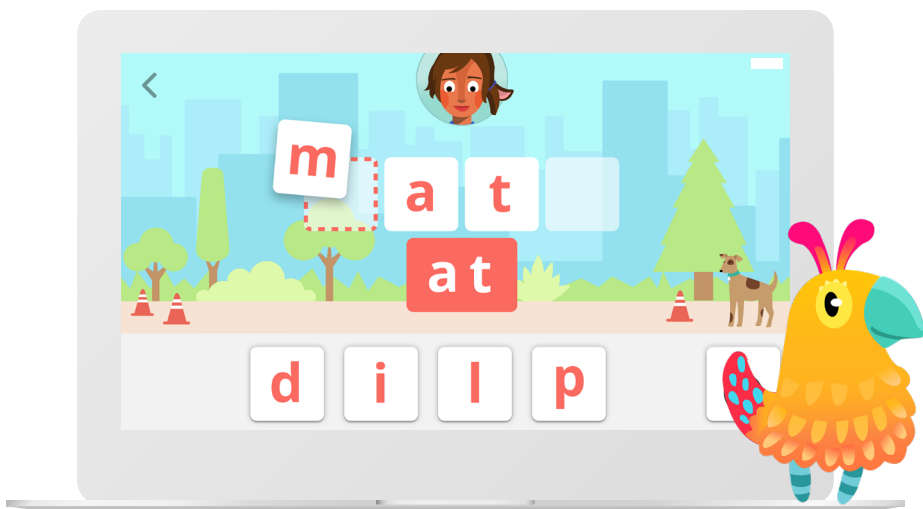
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Tiered support with Boost Reading personalized learning and mCLASS universal screening

Amplify CKLA's core instruction works with Amplify's complete literacy suite to provide cohesive instruction and data that supports every student and aligns with a Multi-Tiered System of Supports (MTSS).

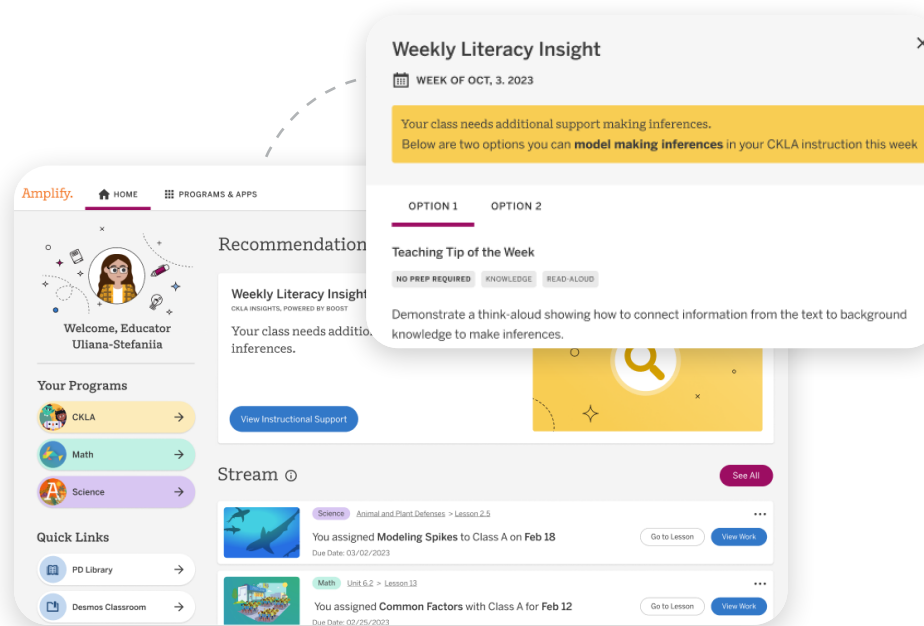
Personalized learning for adaptive differentiation with Boost Reading

Boost Reading extends and reinforces core instruction with explicit practice across all tiers.



Insights and recommendations for core instruction from Boost Reading

As students practice, Boost Reading assesses students' needs and gaps to give you recommendations and scaffolds for Amplify CKLA whole-class instruction.



Universal and dyslexia screening with mCLASS for targeted next steps

mCLASS® DIBELS® 8th Edition's predictive one-minute measures provide a complete picture of your students' grade-level reading abilities and dyslexia risk factors, flagging students who need more support, then recommending targeted instruction.

GROUP
4

Comprehension Skills **7** Students

Freddie B

Tami B

Kyla F

Agnes G

Elias J

Timmy N

Sonia P

Can read grade-level text with accuracy at an adequate rate.

Need to continue applying blending skills and high-frequency irregular word reading in connected text to focus on comprehension and building comprehension skills with grade-level texts.

See activities ▼

mCLASS Connect for suggested CKLA lessons based on student needs

Support your small groups with similar skill needs through suggested Amplify CKLA lessons based on mCLASS benchmark assessments.

CKLA Connect

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

Introduce

Unit 2, Lesson 1,
Introduce the
Sound /ee/: Hear
Medial Sounds
/ee/ or /e/

Review & Practice

Unit 1, Lesson 1,
Warm-Up: Oral
Blending

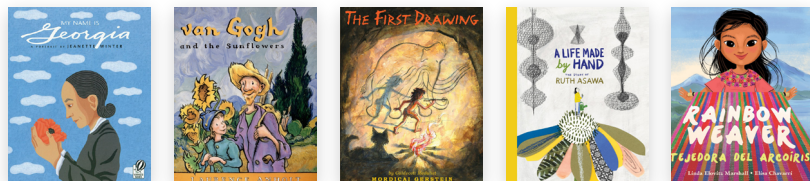
Reteach & Remediate

ARG Skills 1
Section I,
Phonics

High-quality, authentic literature that sparks connection and deepens knowledge

Capstone Research Units invite inquiry through authentic text sets.

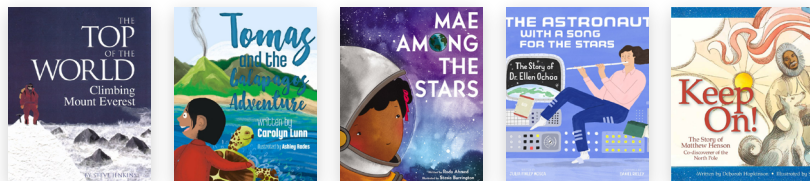
Kindergarten | Shaped by Nature: Art and the World Around Us



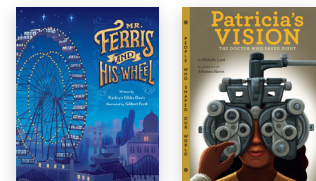
Grade 3 | From Blues to Bebop: All That Jazz



Grade 1 | Adventure Stories: Tales from the Edges of the World



Grade 4 | American Innovations



Grade 2 | Taking Flight: The Age of Aviation



Grade 5 | Building Up the World: Global Architecture



Novel Studies in Grades 3–5

In the seventh unit of Amplify CKLA instruction for Grades 3–5, your class engages in a novel study. They'll read, discuss, and write about a complete, authentic text, enhancing literacy skills and fostering a love of reading.

Grade 3

Charlotte's Web
or
Stella Díaz Has Something to Say



Grade 4

From the Mixed Up Files of Mrs. Basil E. Frankweiler
or
The Season of Styx Malone



Grade 5

The Phantom Tollbooth
or
The Science of Breakable Things



Notes



Notes



Explore sample lessons and more
3rd Edition enhancements at
amplify.com/ckla-sample.



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