



English Language Arts/Literacy (ELA) K-5 Evaluation Form

2023 Curricular Materials Review

PUBLISHER INFORMATION

- Publisher Name: [Amplify Education, Inc.](#)
- Title: [Core Knowledge Language Arts, 2nd Edition \(CKLA2\)](#)
- ISBN #: [Grade K: 9781639487646; Grade 1: 9781639487653; Grade 2: 9781639487660; Grade 3: 9781639487677; Grade 4: 9781639487684; Grade 5: 9798885763769](#)
- Author: [Amplify](#)
- Copyright: [2023](#)
- Most Recently Published Edition and Website: [2e, Amplify CKLA](#)
- Materials provided for evaluation: [CKLA Classroom Kits at each grade level per classroom, as well as Student Activity Book Sets per student. Classroom Kits include Teacher Guides, Student Readers, Student Activity Books, and ancillary classroom materials that vary by grade level such as Flip Books, Image Cards, Spelling Cards, Chaining Folders, Small and Large Letter Cards.](#)
- Intended Teacher Audience(s): [K-5 English Language Arts teachers](#)
- Intended Student Audience(s): [K–5 English Language Arts students](#)
- Is this curriculum in a digital format, print format, or both? [Both](#)

INSTRUCTION

Publishing Company

- Complete the course evaluation form below. Please provide written justification as to how the material meets the criterion along with location references. If a justification requires additional space, please submit a response on an additional document.

Review Team Member:

- Please use information and attachments to complete the course evaluation form.
- Explain any discrepancies between your findings and the information provided.
- Findings, explanations, and comments should directly reflect the rubric.



Scoring for K-5 Alignment to ELA/L Standards

To evaluate each grade or course’s materials for alignment to [Idaho Content Standards](#) and additional criteria from [EdReports English Language Arts Foundational Skills Review Criteria](#) and [The Reading League Curriculum Evaluation Guidelines](#), analyze the materials against the relevant criteria in the tables below. Instructional materials must meet most criteria and metrics to align with content standards.

0 Points No Alignment	1 Point Partial Alignment	2 Points High Alignment	NA Not Applicable
Standard for ELA/L Practice is not evident.	There is some evidence of the Standard for ELA/L Practice.	Materials explicitly align to and support the Standard for ELA/L through regular and authentic engagement opportunities for students.	

***Note for Reviewers:** Please use the Amplify credentials provided below to login into learning.amplify.com (Select “Log In with Amplify”) in order to access the CKLA Examples linked within this document.

Usernames for CKLA Teacher (t.cklaidaho@tryamplify.net) and Student (s.cklaidaho@tryamplify.net) **Password:** AmplifyNumber1 (case sensitive)

Examples Key: GK= Kindergarten G1= Grade 1 G2= Grade 2 G3= Grade 3 G4= Grade 4 G5= Grade 5

Background: Amplify Core Knowledge Language Arts (CKLA) is a comprehensive K–5 English Language Arts curriculum that builds foundational language and literacy skills. Amplify CKLA for Grades K–2 develops these skills in a two-part program consisting of a **Knowledge Strand** and a **Skills Strand**.

The Skills Strand provides comprehensive instruction in foundational reading skills, such as phonological awareness, phonics, and word recognition; language skills, including conventions of English, spelling, and grammar; reading comprehension; and writing instruction. The Knowledge Strand is centered around complex narrative and informational Read-Aloud texts. This strand focuses on background knowledge and vocabulary acquisition, analysis of complex texts, and speaking and listening. Starting in Grade 3, CKLA is organized around integrated units of instruction.

Amplify CKLA meets the criteria for [Tier I-Strong Evidence](#) as an education intervention under ESSA. For more information regarding Amplify CKLA’s efficacy, case studies, and research base please review the [Amplify CKLA Research Site](#) (also linked below):

<https://amplify.com/research-and-case-studies/amplify-ckla-research/>

Foundational Skills

Print Concepts (K)	Meets Criteria	Justification or Comments
<p>1. Materials provide a clear sequence for teaching concepts of print, including how print and text are organized and read (e.g., directionality, read print-not pictures, spaces between words, sentence features, etc.).</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide a clear sequence for teaching concepts of print, including how texts are organized and read. In Kindergarten, the Skills strand provides instruction and practice with directionality, identifying spaces between words, as well as understanding sentence features. For example, in Kindergarten Skills Unit 1, Lesson 1, students begin their work on directionality through an activity that focuses on left and right. Starting in Kindergarten Skills Unit 4, Big Books are utilized during Teacher Demonstration lessons to model fluent reading and further explore concepts of print with students. Teachers demonstrate that combinations of letters carry meaning and that there is a one-to-one correspondence between voice and print.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK, Skills Unit 1 Teacher Guide, Lesson 1: Left/Right Discrimination & Spatial and Bodily Awareness, pages 14–15 • GK, Skills Unit 2 Teacher Guide, Lesson 4: Left-to-Right Directionality, pages 43–44 • GK, Skills Unit 4 Teacher Guide, Lesson 12: Teacher Demonstration, page 133 • GK, Skills Unit 5 Teacher Guide, Lesson 13: Teacher Demonstration, pages 150–151
<p>2. Materials provide explicit instruction, daily targeted practice, and cumulative review for lower- and upper-case letter identification of all 26 letters of the alphabet (upper and lower case).</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide explicit instruction, practice, and review for lower- and upper-case letter identification of each of the 26 letters of the alphabet. Explicit teaching of letter names begins in Skills Unit 6. CKLA does not emphasize the use of letter names in the early lessons of Kindergarten, because what is most important for reading is not the letter names but the sound values the letters stand for. To read the word cat, it is essential to think and say /k/ /a/ /t/, not “see aay tee.” CKLA teaches lowercase letters first and introduces the uppercase letters later.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK, Skills Unit 3 Teacher Guide, Lesson 4: Introduce the Sound /d/, pages 45–47 • GK, Skills Unit 3 Teacher Guide, Lesson 5: Sound/Spelling Review, page 54 • GK, Skills Unit 6 Teacher Guide, Lesson 1: Introduce Letter Names, pages 17–18 • GK, Skills Unit 6 Teacher Guide, Lesson 5: Review Letter Names, page 70 • GK, Skills Unit 9 Teacher Guide, Lesson 1: Introduce Uppercase Letters, pages 15–17

Print Concepts (K)	Meets Criteria	Justification or Comments
<p>3. Materials provide instructional support for general concepts of print and connect learning of print concepts to books and provide cumulative review of print concepts.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide instructional support for general concepts of print to books and connect learning of print concepts to books. Throughout Amplify CKLA’s Skills Strand, Kindergarten students will encounter explicit lessons focusing on Concepts of Print. Students are introduced to their first Student Reader in Skills Unit 6. CKLA teachers utilize Demonstration lessons to review print concepts with attention to directionality, letters, spaces, punctuation, and more. In addition, the Knowledge Strand in Kindergarten includes opportunities for review of print concepts when Trade Books are utilized.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK, Skills Unit 6 Teacher Guide, Lesson 1: Teacher Demonstration, pages 22–23 • GK, Skills Unit 6 Teacher Guide, Lesson 4: Reread “Kit’s Hats”, pages 60–62 • GK, Skills Unit 7 Teacher Guide, Lesson 9: Introduce the Reader and Story, pages 109-111 • GK, Skills Unit 8 Teacher Guide, Lesson 1: Introduce the Reader, pages 20-22

Phonemic Awareness (K-2)	Meets Criteria	Justification or Comments
<p>1. Materials provide daily opportunities for students to engage in phonological and phonemic awareness through instruction that is explicit, systematic, cumulative, and diagnostic.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide opportunities for students to engage in phonological and phonemic awareness activities. The Amplify CKLA Skills Strand in K-2 provides comprehensive instruction in foundational reading skills including phonemic and phonological awareness. The Amplify CKLA Skills scope and sequence was carefully designed to ensure that all students receive standards-based foundational instruction in phonological awareness and phonemic awareness. Some of the phonological skills that are taught include:</p> <ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds • Distinguish long from short vowel sounds in spoken single-syllable words • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words • Blend and segment onsets and rimes of single-syllable spoken words

		<p>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. The online Intervention Toolkit also offers opportunities for progress monitoring.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK, Skills Unit 2 Teacher Guide, Lesson 1: Warm-Up, pages 10-12 • GK, Skills Unit 2 Teacher Guide, Lesson 10: Practice Blending, page 94 • G1, Skills Unit 1 Teacher Guide, Lesson 1: Warm-Up, pages 22-23 • G2, Skills Unit 3 Teacher Guide, Lesson 8: Warm-Up, p. 100
<p>2. Materials provide explicit instruction and practice, including larger units of phonological awareness (syllable, rhyme, onset-rime) and the phoneme level.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide explicit instruction and practice, including larger units of phonological awareness . For example, in the first units of Kindergarten, instruction focuses on identifying and discriminating between environmental sounds. Students count the number of environmental sounds heard, requiring them to distinguish discrete sounds similar to distinguishing discrete sounds in spoken words. Next, students identify whether environmental sounds are the same or different and move to naming initial, medial and ending sounds. As part of this instruction, students are also learning the meaning of position words as preparation for phonemic awareness and phonics instruction. Instruction in subsequent units continues to build on this foundation to develop students’ oral blending skills and to introduce students to blending at the phoneme level. Students blend two syllables to form two-syllable words. This is analogous to blending sounds to form words, which will be the next step.</p> <p>Amplify CKLA focuses consistently on the phoneme, or single sound, and not on larger units. Students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like <i>-ick</i> and initial clusters like <i>st-</i> are not taught as units but as combinations.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK, Skills Unit 2 Teacher Guide, Lesson 2: Warm-Up, pages 19–22 • GK, Skills Unit 2 Teacher Guide, Lesson 8: Warm-Up, pages 75–77 • G1, Skills Unit 1 Teacher Guide, Lesson 3: Warm-Up, page 44 • G2, Skills Unit 3 Teacher Guide, Lesson 12: Warm-Up, page 157

<p>3. Materials provide explicit instruction and practice which includes all phoneme awareness tasks including those that feature advanced manipulation (isolating, blending, segmenting, deletion, substitution, reversal) to include consonant blends in the initial and final position.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide explicit instruction and practice which includes all phoneme awareness tasks including those that feature advanced manipulation. In CKLA, students isolate, blend, segment, and delete phonemes in words. Additional opportunities to practice advanced manipulation, including substitutions and reversals, are available in the Idaho Instructional Strategies and Routines guide (available in the Amplify Professional Development Library> State-specific Resources> Idaho Instructional Strategies and Routines).</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK, Skills Unit 4 Teacher Guide, Lesson 1: Warm-Up, pages 10–11 • G1, Skills Unit 1 Teacher Guide, Lesson 4: Warm-Up, page 55 • G1 Idaho Instructional Strategies and Routines Guide, Foundational Reading Skills: Phonemic Awareness, p. 4 • G2, Skills Unit 3 Teacher Guide, Lesson 13: Warm-Up, page 168 • G2 Skills Unit 3 Teacher Guide, Lesson 19: Warm-Up, page 231 • G2 Idaho Instructional Strategies and Routines Guide, Foundational Reading Skills: Phonemic Awareness, p. 5
<p>4. Materials provide explicit instruction and practice which includes demonstrating automaticity in the deletion and substitution of phonemes in multi-syllable spoken words and naming of resulting words. (Grade 2)</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA Grade 2 materials provide explicit instruction and practice which includes demonstrating automaticity in the deletion and substitution of phonemes in multi-syllable spoken words and naming of resulting words. CKLA’s K-2 scope and sequence intentionally builds from phonological and phonemic awareness, to letter-sounds knowledge, basic and advanced decoding and encoding. By grade 2, instruction has moved to advanced phonological/phonemic awareness, letter-sound knowledge, and most basic and spelling alternatives for vowels and consonants. Opportunities to teach and practice deletion and substitution of phonemes are available in the Idaho Instructional Strategies and Routines guide available in the Amplify Professional Development Library.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Idaho Instructional Strategies and Routines Guide, Foundational Reading Skills: Phonemic Awareness, p. 6-7

Phonics and Decoding	Meets Criteria	Justification or Comments
<p>1. Materials include phonics instruction that is systematic and sequential, building from simple letter-sound correspondences to complex phonic patterns (e.g., instruction begins with short vowels and consonants and builds to syllable types, morphemes, and etymological influences).</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials include phonics instruction that is systematic and sequential, building from simple to complex phonics patterns. Amplify CKLA Skills instruction provides systematic instruction in synthetic phonics built on a research-based, detailed scope and sequence to ensure that students are exposed to the 44 sounds of the English language and 240 elements of the written code. In K–2, the program teaches children 150 spellings for the 44 sounds of English. It introduces an average of 5–10 letter-sound relationships within each unit of instruction; each unit lasts approximately 2–3 weeks.</p> <p>For example, the Skills Strand for Kindergarten is divided into ten units. In the course of these ten units teachers will introduce ten vowel sounds and twenty five consonant sounds and teach students the most common, or least ambiguous, spelling for each sound. The sequence of vowels and consonants provide a mix so that students can soon begin to put together the sounds into simple VC and CVC words, such as the following in the first several lessons of Kindergarten Unit 3: <i>mat, dad, at, ad, am, at</i>. Please see the Amplify CKLA Sound/Spelling Scope and Sequence for additional details.</p> <p>In Grades 3–5, basic and advanced phonics code knowledge is reviewed and more complex foundational skills knowledge becomes the instructional focus, including spelling patterns, syllable types, morphology, syntax, and vocabulary. Morphology is defined as the study of word parts and how the parts provide clues to the meaning of words. Being familiar with word parts also facilitates decoding of multisyllabic words. Throughout Grades 3–5, students will study word parts, such as prefixes, suffixes, and root words. Oral and written activities present opportunities to apply morphology skills. Students apply this learning daily while reading grade-level text in their Readers. Amplify CKLA provides additional teacher resources for students who may need more support on foundational reading skills, including the Assessment and Remediation Guide (Grade K–3), Intervention Toolkit, Fluency Packets, and Decoding and Encoding Supplement (Grades 4–5).</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK, Skills Unit 3 Teacher Guide, Lesson 2: Introduce the Sound /a/, pages 27–29 • G1, Skills Unit 3 Teacher Guide, Lesson 15: Introduce the Sound /aw/, pages 172-175 • G2, Skills Unit 2 Teacher Guide, Lesson 2: Read Two-Syllable Words, pages 33–34 • G3, Unit 1 Teacher Guide, Lesson 5: Syllables with Consonant “le”, pages 127–129

Phonics and Decoding	Meets Criteria	Justification or Comments
		<ul style="list-style-type: none"> • G4, Unit 2 Pt. 1 Teacher Guide, Lesson 11: Morphology, pages 264–266 • G5, Unit 2 Teacher Guide, Lesson 11: Morphology, pages 249–251
<p>2. Materials include explicit instruction and opportunities for students to decode and encode words that consist of common and newly taught sounds and spelling patterns and provide opportunities for students to review previously taught skills through the build/manipulate/spell model.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials include explicit instruction and opportunities for students to decode and encode words that consist of newly taught sound-spellings with ample time for review. Amplify CKLA offers extended decoding practice through the use of original, decodable Student Readers. In Grades K-2, Skills Strand Student Readers are fully decodable grade-level text, as they consist of words using the specific letter-sound correspondences that students have already learned. Formal spelling assessments begin in Grade 1, Skills Unit 3. The spelling words in Grades 1–2 are made up of various sound/spelling correspondences that have already been presented and taught for decoding purposes. Requiring students to practice and spell words with these same sound/spelling correspondences provides additional reinforcement. Spelling lists in the upper grades contain words that are related to morphology, grammar rules, content, or a sound-spelling correspondence. For example, in Grade 3 Unit 2, students encounter a list that includes words with spelling changes when a suffix is added to the word (plan/planned/planning).</p> <p>One distinctive feature of Amplify CKLA is its heavy focus on chaining exercises to support decoding and encoding. A chain is a series of words, sometimes including pseudowords, or silly words, that can be built by changing only one letter or spelling at a time. Here is a sample chain that can be read (or spelled) once students have learned the letter-sound correspondences taught in a unit: dad > mad > mat > at > cat > cot > dot. Chaining allows teachers to use a consistent and concise routine to support practice of segmenting and blending in both decoding or encoding unknown words. Lessons are designed around the “I do, we do, you do” approach so that there is ample opportunity for teachers to model, guide, and support students as they learn. The instruction is not passive, students respond in many different ways during lessons.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Skills Unit 5 Teacher Guide, Lesson 1: Student Chaining, pages 17–18 • G1 Skills Unit 3 Teacher Guide, Lesson 1: Introduce Spelling Words, page 20 • G2 Skills Unit 3 Teacher Guide, Lesson 1: Introduce Spelling Words, page 20 • G3 Unit 2 Teacher Guide, Lesson 1: Introducing the Root Words, pages 21–23

Phonics and Decoding	Meets Criteria	Justification or Comments
		<ul style="list-style-type: none"> • G4 Unit 5 Teacher Guide, Lesson 6: Spelling, pages 148–152 • G5 Unit 2 Teacher Guide, Lesson 11: Spelling, pages. 251-253
<p>3. Materials provide explicit instruction and targeted practice for automaticity on common grade level “high frequency” and irregularly spelled words and letter combinations.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide explicit instruction and targeted practice for automaticity on common “high frequency” and irregularly spelled words and letter combinations. The term <i>Tricky Word</i> 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.</p> <p>The term <i>sight word</i> 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., <i>one, of, two, who, could</i>) and words that are high frequency but pronounced as expected (e.g., <i>in, at, on, this, that, up</i>). Words in this last category are not taught as Tricky Words because there is actually nothing tricky about them. They can be read via blending, and students are taught to read them that way.</p> <p>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.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Skills Unit 4 Teacher Guide, Lesson 14: Introduce Tricky Word, pages 152–154

Phonics and Decoding	Meets Criteria	Justification or Comments
		<ul style="list-style-type: none"> ● GK Skills Unit 6 Teacher Guide, Lesson 6: Introduce Tricky Word, pages 82–84 ● G1 Skills Unit 2 Teacher Guide, Lesson 2: Introduce Tricky Words, pages 29–30 ● G1 Skills Unit 5 Teacher Guide, Lesson 2: Introduce Tricky Word, page 27 ● G2 Skills Unit 1 Teacher Guide, Lesson 11: Tricky Words, pages 118-119
<p>4. Materials direct students’ attention to the structure of the word through an emphasis on phonic decoding by providing instruction and practice of phonics skills by applying letter-sound knowledge in decodable texts that match the phonics elements taught. (Grade K-2)</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials direct students’ attention to the structure of the word through an emphasis on phonic decoding by providing instruction and practice of phonics in decodable texts. 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, beginning with the easiest, least ambiguous, and most frequently used parts of the code and then adding complexity gradually. Amplify CKLA uses a synthetic phonics approach that teaches students to use code knowledge to blend through each sound in the word.</p> <p>Amplify CKLA offers extended practice through the use of original, decodable Student Readers. In Grades K-2, Skills Strand Student Readers are fully decodable grade-level text, as they consist of words using the specific letter-sound correspondences that students have already learned. These highly engaging chapter books are used in instruction for code practice, fluency, comprehension, and vocabulary development. A text-based discussion follows each text selection.</p> <p>These 100% decodable readers are uniquely designed to provide intensive practice with the code within an authentic reading experience. By eliminating the distraction of encountering untaught spelling patterns or exceptions, these dynamic chapter books expose students to a wealth of topics, reinforce the feeling of reading success, and inspire them to want to read more.</p> <p>Student Readers (one per student per unit, beginning in Grade K, Unit 6) contain 100% decodable text aligned to the sequence of phonics instruction. These readers give students the opportunity to practice recently taught spellings, and as units and grades progress, their engaging chapter-book format. For example, the Grade K, Unit 6 Reader houses 11 decodable stories.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Skills Unit 8 Teacher Guide, Lesson 1: Introduce the Story, pages 20–22

Phonics and Decoding	Meets Criteria	Justification or Comments
		<ul style="list-style-type: none"> ● GK Skills Unit 8 Teacher Guide, Lesson 3: Introduce the Story, pages 42–44 ● G1 Skills Unit 2 Teacher Guide, Lesson 4: Introduce the Story, pages 54–57 ● G1 Skills Unit 2 Teacher Guide, Lesson 10: Introduce the Story, pages 120–122 ● G2 Skills Unit 2 Teacher Guide, Lesson 4: Introduce the Story, pages 66–68 ● G2 Skills Unit 2 Teacher Guide, Lesson 9: Introduce the Story, pages 122–129
<p>5. Materials provide explicit instruction and targeted practice in decoding and encoding final –e , vowel team conventions for representing long vowel sounds, r-controlled vowel patterns, and diphthongs (e.g., toil, cloud). (Grade 1-2)</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide explicit instruction and practice in decoding and encoding final –e, vowel teams, r-controlled vowels, and diphthongs. The digraph ‘ee’ and the separated digraphs are taught in Skills Unit 10 of the Kindergarten curriculum and reintroduced in Grade 1 Skills Unit 2. The challenging task of mastering English vowel spellings is saved for Grades 1 and 2. A goal for Grade 1 is to teach students to recognize the most common vowel spellings while reading. A goal for Grade 2 and beyond is to teach students to begin to use the correct spellings when writing.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● G1 Skills Unit 2 Teacher Guide, Lesson 3: Introduce the Sound /ae/, pages 40–44 ● G1 Skills Unit 7 Teacher Guide, Lesson 1: Spelling Alternatives, pages 12–13 ● G2 Skills Unit 2 Teacher Guide, Lesson 8: Review /oi/, pages 109–110 ● G2 Skills Unit 4 Teacher Guide, Lesson 1: Introduce /er/, pages 10–12
<p>6. Materials provide explicit instruction and sufficient practice in decoding words with grade-level prefixes and suffixes (e.g., un-, dis-, -s, ed, -est, -ful, -less). (Grade 2)</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide explicit instruction and sufficient practice in decoding words with grade-level prefixes and suffixes. 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 2, students learn about and practice changing nouns from singular to plural, as well as the way some root words change when adding the suffixes <i>–ing</i> and <i>–ed</i>. Later in Grade 2, CKLA students use the suffixes <i>–ful</i> and <i>–less</i> to create new words.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● G2 Skills Unit 1 Teacher Guide, Lesson 13: Practice Suffix Spelling Patterns, page 149 ● G2 Skills Unit 1 Teacher Guide, Lesson 19: Review Past Tense Market –ed, pages 215–217 ● G2 Skills Unit 4 Teacher Guide, Lesson 3: Review Singular and Plural Nouns, page 33 ● G2 Skills Unit 5 Teacher Guide, Lesson 4: Adjectives, pages 45–46

Phonics and Decoding	Meets Criteria	Justification or Comments
		<ul style="list-style-type: none"> G2 Skills Unit 5 Teacher Guide, Lesson 15: Foundational Skills, pages 167-168
<p>7. Materials provide explicit instruction and practice to decode and encode known words when affixes are added (e.g., visit/revisit, appear/disappear, lead/mislead, care/careful). (Grade 3-5)</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide explicit instruction and practice to decode and encode words when affixes are added. 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. For example, in Grade 4 students study the prefixes <i>un-</i>, <i>non-</i>, <i>en-</i>, <i>im-</i>, and <i>in-</i>, as well as the suffixes <i>-y</i>, <i>-ly</i>, <i>-ible</i>, <i>-able</i>, <i>-ful</i>, and <i>-less</i>.</p> <p>Examples:</p> <ul style="list-style-type: none"> G3 Unit 2 Teacher Guide, Lesson 4: Morphology, pages 93–94 G3 Unit 2 Teacher Guide, Lesson 8: Introducing Prefixes <i>re-</i> and <i>pre-</i>, pages 191–193 G4 Unit 2 Pt. 1 Teacher Guide, Lesson 6: Morphology, pages 145–147 G5 Unit 4 Teacher Guide, Lesson 2: Morphology, pages 54–56
<p>8. Materials provide explicit instruction and practice in decoding and encode multisyllable words, words with common Greek and Latin roots (e.g., trans, port, bio), and grade-appropriate irregularly spelled words (e.g., come, friend, today). (Grade 3-5)</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide explicit instruction and practice in decoding and encoding multisyllable words, words with common Greek and Latin Roots, and grade appropriate words. For example, Grade 4 students learn about the roots <i>arch</i>, <i>graph</i>, <i>rupt</i>, <i>port</i>, and <i>bio</i> to read and determine the meaning of words.</p> <p>Examples:</p> <ul style="list-style-type: none"> G3 Unit 2 Teacher Guide, Lesson 11: Introduce Spelling Words, pages 235–239 G4 Unit 2 Pt. 1 Teacher Guide, Lesson 11: Morphology, pages 264–266 G4 Unit 2 Pt. 2 Teacher Guide, Lesson 19: Morphology, pages 89–92 G5 Unit 2 Teacher Guide, Lesson 11: Morphology, pages 249–251
<p>9. Materials direct students’ attention to the structure of the word through an emphasis on phonic decoding by providing practice of phonics skills learned in grade-level texts. (Grade 3-5)</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials direct students’ attention to the structure of the word through an emphasis on phonic decoding. In most units’ spelling lessons, students in Grades 3–5 will practice spelling words related to the content of the Reader and words related to the morphology features taught. Each set of spelling words will consist of between ten and fifteen words. As teachers introduce and write each word, they point out particular spelling patterns within each word. For example, teachers might note that the word <i>fatal</i> includes a schwa sound (/ə/) in the second syllable of the word (i.e., the second syllable is pronounced /təl/, but spelled ‘tal’) and then point out the ‘al’ spelling for /əl/.</p>

Phonics and Decoding	Meets Criteria	Justification or Comments
		<p>Examples:</p> <ul style="list-style-type: none"> ● G3 Unit 1 Teacher Guide, Lesson 11: Spellings ‘g’ and ‘c’, pages 296–299 ● G3 Unit 1 Teacher Guide, Lesson 14: R-Controlled Vowels Review, pages 351–353 ● G4 Unit 2 Pt. 1 Teacher Guide, Lesson 6: Spelling, pages 147–149 ● G5 Unit 2 Teacher Guide, Lesson 6: Spelling, pages 140–141

Reading Comprehension	Meets Criteria	Justification or Comments
<p>1. Materials consist of a variety of texts representing a balance of genres, cultures, and perspectives that meet the appropriate complexity band for the grade level. (Grade 1-5)</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials consist of a variety of texts representing a balance of genres, cultures, and perspectives that meet the appropriate complexity band for the grade level. CKLA provides a variety of high-quality original, authentic, and engaging texts. Student Readers feature literary classics and specially commissioned, knowledge-rich texts by children’s authors on topics such as the human body, world civilizations in the Middle Ages, chemistry, Native Americans, and U.S. history. Informational texts build upon previous domains in earlier grades, asking students to delve into a topic with increasing focus. These texts also increase in complexity, both in terms of academic and domain-specific language. In these informational texts, students are increasingly required to analyze graphics and integrate information to understand scientific concepts or historical events.</p> <p>CKLA students also read literary texts in various genres, including adapted fictional classics such as <i>Alice’s Adventures in Wonderland</i>, and <i>Treasure Island</i>; 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 <i>Adventures of Don Quixote</i>, which they encounter in Grade 5. For additional information about CKLA’s texts, please see the Amplify CKLA Text Complexity Guide.</p>

Reading Comprehension	Meets Criteria	Justification or Comments
		<p>Examples:</p> <ul style="list-style-type: none"> ● GK Knowledge Domain 6 Teacher Guide, Lesson 8: Read-Aloud, pages 112–115 ● G1 Skills Unit 4 Teacher Guide, Lesson 2: Introduce the Reader and Chapter, pages 27–32 ● G2 Knowledge Domain 11 Teacher Guide, Lesson 7: Read-Aloud, pages 97–103 ● G3 Unit 1 Teacher Guide, Lesson 6: Introducing the Chapter, pages 152–161 ● G4 Unit 3 Teacher Guide, Lesson 3: Read-Aloud, pages 43–46 ● G5 Unit 4 Teacher Guide, Lesson 1: Introduce the Reader, pages 18–27
<p>2. Materials include a variety of texts at grade level to increase knowledge and build vocabulary.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA Materials include a variety of texts at grade level to increase knowledge and build vocabulary. 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 vocabulary activities.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Knowledge Domain 8 Teacher Guide, Lesson 5: Read-Aloud, pages 66–71 ● G1 Knowledge Domain 5 Teacher Guide, Lesson 9: Read-Aloud, pages 130–134 ● G2 Knowledge Domain 3 Teacher Guide, Lesson 7: Read-Aloud, pages 97–103 ● G3 Unit 3 Teacher Guide, Lesson 10: Introducing the Read-Aloud, pages 213–222 ● G4 Unit 7 Teacher Guide, Lesson 6: Introduce Chapter 4, pages 105–123 ● G5 Unit 2 Teacher Guide, Lesson 3: Close Reading, pages 69–78
<p>3. Materials support grade level and beyond read-aloud experiences before students can read independently.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials support grade level and beyond read-aloud experiences before students can read independently. Amplify CKLA lessons and activities support the foundation for reading comprehension through rich Read-Alouds. The K–2 Knowledge Strand is centered around complex narrative and informational Read-Aloud texts. The Knowledge Strand focuses on background knowledge and vocabulary acquisition, analysis of complex text, and speaking and listening.</p>

Reading Comprehension	Meets Criteria	Justification or Comments
		<p>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.</p> <p>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.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Knowledge Domain 3 Teacher Guide, Lesson 6: Read-Aloud, “Momotaro, Peach Boy”, pages 73–76 • G1 Knowledge Domain 3 Teacher Guide, Lesson 9: Read-Aloud, “Tselane”, pages 136–139 • G2 Knowledge Domain 8 Teacher Guide, Lesson 6: Read-Aloud, “Insects That Glow and Sing” pages 91–96 • G3 Unit 5 Teacher Guide, Lesson 7: Presenting the Read-Aloud, pages 154–163 • G4 Unit 5 Teacher Guide, Lesson 1: Read “Earth’s Changing Surface”, pages 18–30 • G5 Unit 2 Teacher Guide, Lesson 5: Read “Myths of the Maya”, pages 115–126
4. Materials include explicit teaching and sufficient practice	0 1 2 N/A	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

Reading Comprehension	Meets Criteria	Justification or Comments
of comprehension strategies and skills.		<p>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.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Knowledge Domain 3 Teacher Guide, Lesson 10: Character Comparison, pages 128–129 ● G1 Knowledge Domain 3 Teacher Guide, Lesson 3: What Have We Already Learned? pages 38–39 ● G2 Skills Unit 5 Teacher Guide, Lesson 18: Wrap-Up, page 199 ● G3 Unit 1 Teacher Guide, Lesson 3: Sequencing the Plot, page 82 ● G4 Unit 3 Teacher Guide, Lesson 3: Visualizing Detail, pages 46–47 ● G5 Unit 5 Teacher Guide, Lesson 9: Reread to Analyze Words and Phrases, pages 244–253
5. Materials include mostly text-dependent questions that allow students to use explicit text evidence to support ideas	0 1 2 N/A	Amplify CKLA materials include mostly text-dependent questions that allow students to use explicit text evidence to support ideas and make valid inferences. 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

Reading Comprehension	Meets Criteria	Justification or Comments
<p>and make valid inferences based on appropriate grade level standards and skills.</p>		<p>discussion and through short and later, longer-answer written responses, to answer text-dependent questions about literary and informational texts. These questions are identified as literal, inferential, and evaluative.</p> <p>Literal questions assess students’ recall of key details from the text; 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 are higher-order thinking prompts that 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.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Skills Unit 7 Teacher Guide, Lesson 10: Wrap-Up, page 121 ● G1 Skills Unit 7 Teacher Guide, Lesson 2: Wrap-Up, page 23 ● G2 Skills Unit 5 Teacher Guide, Lesson 13: Wrap-Up, pages 150-151 ● G3 Unit 11 Teacher Guide, Lesson 1: Wrap-Up, page 18 ● G4 Unit 2 Pt. 1 Teacher Guide, Lesson 9: Lesson Wrap-Up, page 221 ● G5 Unit 2 Teacher Guide, Lesson 14: Lesson Wrap-Up, pages 305–306
<p>6. Materials provide explicit instruction in reading fluency for students to read with accuracy, appropriate rate, and expression.</p>	<p>0 1 2 N/A</p>	<p>The approach to fluency within Amplify CKLA reflects the goal of fluency work as being an integrated task (one that supports decoding and comprehension). 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.</p>

Reading Comprehension	Meets Criteria	Justification or Comments
		<p>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).</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Skills Unit 10 Teacher Guide, Lesson 1: Read “Scott and Lee,” pages 20–21 • G1 Skills Unit 7 Teacher Guide, Lesson 3: Reread “Martez, Martez, Martez,” page 34 • G1 Skills Unit 7 Teacher Guide, Lesson 20: Fluency Assessment, pages 189–193 • G2 Skills Unit 1 Teacher Guide, Lesson 15: Introduce the Story, Reread “The Snack Mix,” pages 176–177 • 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
<p>7. Materials offer opportunities to explore and discuss plot, theme, characterization, and point of view appropriate to grade-level standards.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials offer opportunities to explore and discuss plot, theme, characterization, and point of view appropriate to grade-level standards. Students are asked to determine the themes and main ideas in text; identify key literary elements such as plot, setting, and character in literary texts; and recognize concepts and conventions in informational text. They retell stories, including fables and folktales from diverse cultures, and demonstrate understanding of the central message, lesson, or moral. Questions are provided to prompt students to discuss and question the text.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Knowledge Domain 3 Teacher Guide, Lesson 1: Core Connections, pages 9–13 • G1 Knowledge Domain 1 Teacher Guide, Lesson 1: Domain Introduction, pages 10–14 • G2 Knowledge Domain 1 Teacher Guide, Lesson 1: Rewriting the Read-Aloud, page 20 • G3 Unit 1 Teacher Guide, Lesson 3: Introducing the Read-Aloud, pages 72–83 • G4 Unit 3 Teacher Guide, Lesson 3: Reading Skills: Point of View, pages 39–42 • G5 Unit 4 Teacher Guide, Lesson 4: Reading: Chapters 4 and 5, pages 101–106
<p>8. Materials offer opportunities to identify and discuss elements</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials offer opportunities to identify and discuss elements of nonfiction texts appropriate to grade-level standards. CKLA includes a balance of texts</p>

Reading Comprehension	Meets Criteria	Justification or Comments
of non-fiction texts appropriate to grade-level standards.		<p>and instructional time across Grades K–5. While the emphasis in Kindergarten is on familiar, literary text, the amount of informational text gradually increases, reaching at least 50% by Grade 3. Textual complexity combines qualitative and quantitative factors, and the challenge of Amplify CKLA’s Student Readers increases substantially in content, length, and vocabulary as students progress through the program. CKLA students in the upper grades continue reading rich, robust works of literature—but also read substantial, serious informational text, including primary sources and information about historical figures, U.S. history, world civilizations, and scientific concepts. The texts used during instruction provide a range of text structures used for different purposes. For example, the informational text in G5 Unit 2, Early American Civilizations, allows students to engage in text that provides a chronological sequence, but also allows for comparing and contrasting ideas within and across texts. CKLA students encounter a number of nonfiction titles and examine the various features and elements of nonfiction texts.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Knowledge Domain 2 Teacher Guide, Lesson 2: “The Sense of Sight”, pages 19–22 • G1 Skills Unit 4 Teacher Guide, Lesson 4: Read “Things That Swim”, pages 52–53 • G2 Skills Unit 6 Teacher Guide, Lesson 2: Introduce Nonfiction, pages 27–31 • G3 Unit 2 Teacher Guide, Lesson 9: Discussing the Reading, page 209 • G4 Unit 2 Pt. 1 Teacher Guide, Lesson 2: Taking Notes with Graphic Organizer, pages 55–57 • G5 Unit 2 Teacher Guide, Lesson 1: Read-Aloud, pages 19–24
9. Materials offer opportunities to compare similar texts appropriate to grade-level standards.	0 1 2 N/A	<p>Amplify CKLA materials offer opportunities to compare similar texts. The specific timing and frequency of these opportunities may vary depending on the grade level and unit being taught. However, CKLA generally incorporates comparing similar texts as a part of text-based discussions, close reading activities, and comprehension assessments. CKLA teachers encourage students to analyze and make connections between multiple texts, fostering critical thinking skills and deeper understanding of the content.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Knowledge 3 Teacher Guide, Lesson 7: What Have We Already Learned, page 86

Reading Comprehension	Meets Criteria	Justification or Comments
		<ul style="list-style-type: none"> ● G1 Knowledge 3 Teacher Guide, Lesson 3: Which Fairy Tale? Venn Diagram, pages 49–50 ● G2 Knowledge 1 Teacher Guide, Lesson 3: What Have We Already Learned, page 40 ● G3 Unit 2 Teacher Guide, Lesson 3: Discussing the Read-Aloud, pages 68–69 ● G4 Unit 1 Teacher Guide, Lesson 8: Firsthand, Secondhand Accounts, pages 142–144 ● G5 Unit 2 Teacher Guide, Lesson 13: Lesson Wrap-Up, page 294
<p>10. Materials provide students opportunities to engage in a range and volume of reading from both fiction and non-fiction texts appropriate for the grade level, includes support for independent reading.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide students opportunities to engage in a range and volume of reading from both fiction and non-fiction texts appropriate for the grade level, including support for independent reading. Students regularly engage in a volume of reading both assigned texts (related to the anchor texts) or texts of their own choosing, in or outside of class. Reading opportunities are vast and include guidance for independent, small group, whole group, and partner reading. Discussion questions and activity pages provide a source of accountability for independent reading, both in and outside of class. The Amplify Hub will also prove beneficial for students, 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 including the audio-enabled eReaders.</p> <p>Amplify CKLA materials provide opportunities for students to engage in a range and volume of reading with grade-level texts. Student Activity books contain Take-Home copies of the text to read to someone at home. The CKLA Student Reader includes additional stories/chapters students may read independently in class (particularly when they have completed their daily assignment). In addition, Pausing Points provide students another opportunity to engage in Additional Reading. For example, Grade 2 Skills Unit 2 suggests students read stories from either The Cat Bandit or Bedtime Tales.</p> <p>Independent reading can also be incorporated through assignments in ReadWorks. Amplify CKLA and ReadWorks have partnered to tailor instruction to meet the specific needs of today’s educators. Based on the Amplify CKLA Knowledge Sequence, ReadWorks articles extend K–5 students’ knowledge of content areas, deepening their understanding and helping them develop rich vocabulary and content knowledge. These articles include vocabulary supports and formative assessments that enhance comprehension and expand student knowledge. Experiencing the world through different lenses allows students to build their content knowledge as they connect ideas</p>

Reading Comprehension	Meets Criteria	Justification or Comments
		<p>across topics. These articles are designed for flexible use, including independently, in small groups, or in whole group instruction as desired.</p> <p>Amplify CKLA Novel Guides for Grades 3–5 offer engaging and flexible materials designed around authentic texts students love. The Novel Guides introduce students to award-winning and acclaimed novels that present relatable characters, share exciting plots, and offer many opportunities to develop a love for reading while building ELA skills. Amplify CKLA novel studies are designed for flexible implementation. They may be used for an entire class, or they may be assigned to individuals or groups of students.</p> <p>Teachers are also prompted to create a classroom lending library, enabling students to select domain-related books to read independently. The Independent Reading Facilitation Guide offers additional guidance in building a culture of independent reading.</p> <p>The CKLA digital experience site contains a Trade Book List of optional authentic texts that can help students extend the knowledge built throughout Amplify CKLA. The texts selected for each domain reflect characters and subjects with a wide range of backgrounds, cultures, and identity factors, ensuring that all students find connections between domain knowledge and their own lives. These texts also help students learn about cultures with which they may be unfamiliar, ensuring that students continue growing in their understanding of others and their appreciation of the world’s diversity.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Skills Unit 9 Teacher Guide, Pausing Point: Read Decodable Stories, pages 229–230 ● G1 Skills Unit 6 Teacher Guide, Pausing Point: Read Decodable Stories, pages 271–272 ● G2 Skills Unit 4 Teacher Guide, Pausing Point: Additional Reading, pages 276–277 ● G3 CKLA digital experience site (online)>Grade 3>Year Overview Page>Materials>Novel Guides: Stella Díaz Has Something to Say ● G4 CKLA digital experience site (online)>Grade 4>Year Overview Page>Materials>Novel Guides: The Season of Styx Malone ● G5 CKLA digital experience site (online)>Grade 5>Year Overview Page>Materials>Novel Guides: You Don’t Know Everything, Jilly P!

Vocabulary Development	Meets Criteria	Justification or Comments
<p>1. Materials provide explicit instruction and practice to determine or clarify the meaning of unknown and multiple-meaning words and phrases appropriate to grade-level standard using an array of grade-level strategies (knowledge of affixes, inflectional endings, root words)</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA exposes students to many areas of study, all enhanced with rich domain-specific vocabulary and general academic vocabulary. The texts and associated instructional materials within each unit provide explicit instruction (Word Work) and repeated exposure to, and experiences with, selected Tier 2 and Tier 3 vocabulary words embedded within domains of knowledge, which provides students opportunities to engage with the identified vocabulary both in isolation and in context. Students are also introduced to phrases, sayings, and multiple-meaning words. CKLA also includes lessons that focus on affixes, inflectional endings, and roots.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Knowledge Domain 2 Teacher Guide, Lesson 6: Multiple Meaning Word, pages 70–71 • G1 Skills Unit 4 Teacher Guide, Lesson 13: Past, Present, Future, pages 145–149 • G2 Knowledge Domain 5 Teacher Guide, Lesson 3: Syntactic Awareness Activity, pages 50–51 • G3 Unit 5 Teacher Guide, Lesson 8: Multiple-Meaning Word, pages 190–191 • G4 Unit 5 Teacher Guide, Lesson 2: Morphology, pages 57–59 • G5 Unit 2 Teacher Guide, Lesson 2: Word Work, pages 55–56
<p>2. Materials provide explicit instruction and opportunities for practice to determine how words and phrases provide meaning and nuance in grade-level texts.</p>	<p>0 1 2 N/A</p>	<p>Words and language are key focuses of Amplify CKLA. Students learn about words and their meaning(s) in context and build semantic maps in their brains connecting words and ideas together. As their internal maps increase, so do their abilities to discern differences and the nuances between similar words.</p> <p>CKLA students are given multiple opportunities to learn and use language in its nuanced forms. In early Kindergarten, this can consist of learning multiple-meaning words that link to Tier 1 vocabulary, with which they are already familiar. They are also introduced to phrases and sayings, and to the uses and differences of literal and figurative language. In the upper grades, students are exposed to texts that are increasingly open to multiple interpretations and have many layers of meaning. For example in the Grade 4 Poetry unit, students are asked to distinguish between the literal and figurative interpretations of Langston Hughes’s “Harlem.” In learning about the Sherman Alexie poem, “Why We Play Basketball,” in the same unit, students think about the various</p>

Vocabulary Development	Meets Criteria	Justification or Comments
		<p>meanings in a poem that describes emerging anger. Different lines of the poem reinforce multiple meanings, and close and repeated reading opens up a variety of plausible interpretations.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Knowledge Domain 7 Teacher Guide, Lesson 2: Word Work, pages 27–28 ● G1 Knowledge Domain 6 Teacher Guide, Lesson 2: Word Work, page 29 ● G2 Knowledge Domain 5 Teacher Guide, Lesson 8: Word Work, page 125 ● G3 Unit 3 Teacher Guide, Lesson 1: Word Work, pages 24–25 ● G4 Unit 2 Pt. 1 Teacher Guide, Lesson 6: Word Work, page 141 ● G5 Unit 2 Teacher Guide, Lesson 2: Word Work, pages 55–56
<p>3. Materials provide explicit instruction and opportunities to acquire and use general academic and content-specific words as appropriate to grade-level conversations, reading, and writing.</p>	<p>0 1 2 N/A</p>	<p>In CKLA, students spend several weeks at a time learning about a topic in science, social studies, history, literature, etc. Knowledge about the topic is built over weeks, using a diverse range of speaking and listening, writing, and reading activities, resulting in repeated exposure to vocabulary and ideas. Domains increase in the complexity of language, content, and the demands on student responses within and across grades.</p> <p>The texts and associated instructional materials within each unit provide explicit instruction (Word Work) and repeated exposure to, and experiences with, selected Tier 2 and Tier 3 vocabulary words embedded within domains of knowledge related to history, geography, science, culture, and the arts. Students are given multiple opportunities to use newly-acquired vocabulary during classroom discussions, Word Work exercises, and in their writing. Knowledge is at the center of all Amplify CKLA content, and students encounter both literary and informational text throughout the program.</p> <p>Tier 2 academic vocabulary has been targeted for intentional focus in each unit. Academic vocabulary words support reading comprehension and may appear across a variety of materials in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions to students. Where applicable, these words are used throughout the unit, not just as they might refer to reading selections but also with regard to spelling, grammar, morphology, and comprehension. They may also</p>

Vocabulary Development	Meets Criteria	Justification or Comments
		<p>appear in directions, assessments, spelling lists, and discussion questions, among other places. Such appearances reinforce student mastery of these words.</p> <p>Students in Grades 3–5 can utilize the Vocab App for independent practice with selected Tier 2 (academic vocabulary) words from each CKLA unit. The Vocab App offers students multiple encounters with vocabulary words in ten unique, game-based activities. Designed to engage young learners, these vocab games foster a love of language while providing academically rigorous skill practice. Practicing with the Vocab App can help students master targeted vocabulary words from the domains they study in CKLA.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Knowledge 3 Teacher Guide, Lesson 10: Vocabulary Instructional Activity, page 129 ● G1 Knowledge 5 Teacher Guide, Lesson 3: Illustrate It, page 43 (final bullet) ● G2 Knowledge 8 Teacher Guide, Lesson 1: Insects Journal, pages 19-20 (first bullet on p. 20) ● G3 Unit 3 Teacher Guide, Lesson 4: Hot Seat, page 83 ● G4 Unit 2 Pt. 1 Teacher Guide, Lesson 3: Review the Chapter, page 61 <ul style="list-style-type: none"> ○ Unit 2 Activity Book, Activity Page 2.7, page 32 ● G5 Unit 4 Teacher Guide, Lesson 10: Lesson 9 Review, page 236 <ul style="list-style-type: none"> ○ Unit 4 Activity Book, Activity Page 9.3, page 137

Research (K-2)	Meets Criteria	Justification or Comments
<p>1. Materials provide ample opportunity for students to listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide ample opportunity for students to listen to a series of texts organized around a variety of topics to build knowledge about the world. Students listen to Read-Aloud texts in the younger grades and experience a combination of read-aloud, shared reading, and independent reading in the older grades. 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</p>

Research (K-2)	Meets Criteria	Justification or Comments
		<p>prior knowledge when encountering new complex texts and material later in elementary school.</p> <p>Students spend several weeks at a time learning about topics as varied as the five senses, the human body, astronomy, geology, chemistry, early civilizations, medieval empires, early world and American civilizations, and Native Americans. Knowledge about the topic is built up over the weeks, with a diverse range of speaking and listening, writing, and reading activities, 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.</p> <p>In addition, Amplify CKLA has been recognized for its ability to systematically build knowledge of the world through content-rich complex texts. StandardsWork, a national non-profit organization committed to high quality instructional materials, endorsed CKLA as one of six featured programs on their Knowledge Matters Campaign. Programs were selected for the rigor and quality of the materials. Please visit The Knowledge Matters Campaign site for more information.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● CKLA K-5 Knowledge Sequence ● GK Knowledge Domain 8 Teacher Guide, Introduction: Why Seasons and Weather are Important, page 2 ● G1 Knowledge Domain 6 Teacher Guide, Introduction: Why Astronomy is Important, page 2 ● G2 Knowledge Domain 1 Teacher Guide, Introduction: Why Fairy Tales and Tall Tales are Important, page 2
2. Materials provide the opportunity for students (with support as needed) to conduct	0 1 2 N/A	Amplify CKLA materials provide opportunities for students to conduct short research tasks by gathering information from experiences and provided sources. Students

Research (K-2)	Meets Criteria	Justification or Comments
<p>short research tasks to take some action or make informal presentations by gathering information from experiences and provided sources and organizing information using graphic organizers or other aids.</p>		<p>organize information using graphic organizers. During the Application segment of the K–2 Knowledge Strand lessons, students are scaffolded to collectively research and integrate content within and across different domains and grade levels. For example in Kindergarten, as part of the Seasons and Weather domain, students collectively keep a weather diary based on daily weather observations. In Grade 2, students complete a “Classroom Observation Board” throughout the Cycles in Nature domain. Pausing Point activities often offer suggestions for project based learning and research. In Grade 1, students assume the role of a reporter and write news articles about historical events such as the Boston Tea Party, Paul Revere’s ride, or the writing of the Declaration of Independence. In the Skills Strand students prepare individual research papers related to the War of 1812 in Grade 2.</p> <p>Through the implementation of Amplify CKLA’s optional Knowledge Research Units(K–2), 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.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Knowledge Domain 11 Teacher Guide, Lesson 10: Application, pages 134–135 • GK Research Unit Teacher Guide, Lesson 7: Modeling Research, pages 84–85 • G1 Skills Unit 4 Teacher Guide, Lesson 22: Plan Informational Text, pages 244–246 • G1 Research Unit Teacher Guide, Lesson 14: Practicing Presentations, pages 172–174 • G2 Skills Unit 6 Teacher Guide, Lesson 29: The Report Writing Process, pages 308–313 • G2 Research Unit Teacher Guide, Lesson 10: Organizing Information, pages 110–111

Research (3-5)	Meets Criteria	Justification or Comments
<p>1. Materials support the opportunity for students to conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews. (Grade 3)</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials support the opportunity for students to conduct short research tasks on a specific topic. Students in Grade 3 engage in a variety of meaningful research and other projects. Low-stakes research activities instill best practices that students will apply for longer projects; for example, students often complete graphic organizers to collect information from sources, then incorporate research in their writing. Students learn to gather information from print and digital media; they also use a variety of sources. Students practice recording source information and creating reference lists to document those sources.</p> <p>Through the implementation of Amplify CKLA’s optional Research Unit, Grade 3 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. Each lesson builds students’ research skills as they ask questions, gather information, and write about their findings. In Grade 3’s All That Jazz Unit, students will learn about the vibrant music, poetry, and culture of the Jazz Age in the United States. Students will learn about famous writers and musicians like Langston Hughes, Louis Armstrong, Billie Holiday, Melba Liston, Tito Puente, and Miles Davis. They will study how the jazz art form took root in the South, then spread to the North to become the sound of the Harlem Renaissance, eventually connecting people around the world in musical expression.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● G3 Unit 5 Teacher Guide, Lesson 13: Introduce Research Project, pages 293–297 ● G3 Unit 7 Teacher Guide, Lesson 17: Introducing Informative Writing, pages 289–291 ● G3 Research Unit Teacher Guide, Lesson 10: Inquiry, pages 152–157 ● G3 Research Unit Teacher Guide, Lesson 13: Putting Together a Presentation, pages 187–191
<p>2. Materials support the opportunity for students to conduct short research tasks to take some action or share findings orally or in writing by formulating research questions,</p>	<p>0 1 2 N/A</p>	<p>Informative writing projects, including extended projects, are found throughout Grades 4–5. For example, in the Grade 4 Geology unit, students are asked to analyze and then create an informative pamphlet on relevant scientific content, considering how to organize their content appropriately. In Grade 5, students practice researching, summarizing key information, and producing informative text on the great achievements in Baghdad’s Classical Age.</p>

<p>gathering relevant and reliable information from primary and secondary sources as appropriate, paraphrasing and quoting ideas and information, and respecting copyright guidelines for use of that information and any images. (Grade 4-5).</p>		<p>Through the implementation of Amplify CKLA’s optional Research Units, students in Grades 4–5 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. Each lesson builds students’ research skills as they ask questions, gather information, and write about their findings. For example, Grade 4 students become tomorrow’s problem solvers in this study of energy in the United States. Analytical reading skills are developed by examining the challenges of early energy innovators. The students then read about current energy practices, and young energy change makers across the world. Throughout the unit, students conduct research into different sources of energy and present a proposal, putting them in the shoes of future energy innovators.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● G4 Unit 4 Teacher Guide, Episode 3: Researching the Light Bulb, pages 93–99 ● G4 Unit 4 Teacher Guide, Episode 2: Research, pages 59–77 ● G4 Research Unit Teacher Guide, Lesson 13: Creating the Presentation, pages 130–132 ● G5 Unit 5 Teacher Guide, Lesson 8: Introducing the Task, pages 233–236 ● G5 Unit 2 Teacher Guide, Lesson 7: Plan and Draft a Paragraph, pages 163–164 ● G5 Research Unit Teacher Guide, Lesson 5: Innovator Research, pages 74–78
<p>3. Materials support the opportunity of students to read a series of texts organized around various conceptually related topics to build knowledge and the world. (texts should be of a range of complexity levels).</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials support the opportunity for students to read a series of texts organized around topics to build knowledge of the world. CKLA is built upon a coherent Knowledge Sequence that is the result of years of research and consultation with content experts, educators, cognitive scientists, and others. The sequence is designed to build upon earlier content so that students become generally knowledgeable in the early grades and are able to rely on a robust web of prior knowledge when encountering new complex texts and material later in elementary school.</p> <p>Students spend several weeks at a time learning about topics as varied as astronomy, geology, chemistry, Viking and ancient Roman civilizations, medieval empires across Europe and the Middle East, early American civilizations, and Native Americans. Knowledge about the topic is built up over the weeks, with a diverse range of speaking and listening, writing, and reading activities, providing repeated exposure to new vocabulary and ideas.</p> <p>Units progressively increase in the complexity of language, content, and the demands</p>

		<p>on student responses through and across grade levels. Students build upon knowledge in prior domains both within and across grades. For example, 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 challenges Native Americans faced during Westward expansion and subsequent eras in American history. In this way, CKLA systematically structures knowledge domains so that students gain an increasingly deep understanding of topics.</p> <p>All 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 3–5, students are exposed to texts that are increasingly open to multiple interpretations and have many layers of meaning. The challenge of Amplify CKLA’s Student Readers increases substantially in content, length, and vocabulary as students progress through the program. CKLA students in the upper grades continue reading rich, robust works of literature—including poetry, drama, and fiction—but also read substantial, serious informational text, including primary sources. For additional information, please see the Amplify CKLA Text Complexity Guide.</p> <p>Examples:</p> <ul style="list-style-type: none"> • CKLA K-5 Knowledge Sequence • G3 Unit 8 Teacher Guide, Introduction: Knowledge, page 2 • G4 Unit 5 Teacher Guide, Introduction: Why the Geology Unit is Important, page 1 • G5 Unit 5 Teacher Guide, Introduction: Why the Renaissance Unit is Important, page 1
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Writing (K-1)	Meets Criteria	Justification or Comments
1. Materials provide opportunities to engage in routine writing practice for a variety of tasks, purposes, and audiences.	0 1 2 N/A	Amplify CKLA materials provide opportunities for students to engage in routine writing practice for a variety of tasks, purposes, and audiences. CKLA students are led through a process of developing sophisticated and effective writing. Writing mechanics—including handwriting and spelling—are taught in the Skills Strand. In Grade 1, they are introduced to a writing process that involves planning, drafting, and editing text. Graphic organizers, timelines, and other tools provide essential support to students learning about text and idea organization; these can be found throughout the Knowledge Strand. Group writing projects, such as the creation of a weather diary in

Writing (K-1)	Meets Criteria	Justification or Comments
		<p>Kindergarten, or drafting paragraphs as a class, also form essential scaffolding for more independent writing. The Skills Strand, while focusing on the skills and mechanics of writing, contains very regular writing activities. Text-based questions are increasingly answered in writing, with a focus on complete evidence-based sentences. Short opinion and explanatory pieces are woven into these activities.</p> <p>Students gain additional writing instruction and practice in the optional Writing Studio Program. Writing Studio builds on the deep content knowledge developed in CKLA primary instruction, using it as a springboard for students to strengthen and practice their writing skills. Each grade level in Writing Studio consists of seven units, two devoted to each text type (narrative, informative, and opinion) and a culminating unit in which students are presented with a problem and asked, with appropriate guidance and scaffolding, to write a suitable response. For example, students in Kindergarten consider what would make their family members most interested in the American presidents: a story about a president, a biography of a president, or an opinion about the student’s favorite president.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Knowledge Domain 7 Teacher Guide, Lesson 4: Old King Cole Story, page 54 ● GK Knowledge Domain 11 Teacher Guide, Lesson 6: My Composting Story, pages 78–79 ● GK Writing Studio Teacher Guide, Unit 7, Lesson 1: Purposeful Writing, pages 289–291 ● G1 Skills Unit 3 Teacher Guide, Lesson 2: Fictional Narrative: Plan, pages 29–33 ● G1 Skills Unit 7 Teacher Guide, Lesson 13: Introduce Instructional Writing, pages 130–133
<p>2. Materials provide explicit instruction practice for upper and lowercase letter formation, posture, and grip while writing left to right and top to bottom with appropriate spacing and opportunities for cumulative practice.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide explicit instruction for upper and lowercase letter formation, posture, and grip while writing. 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.</p>

Writing (K-1)	Meets Criteria	Justification or Comments
		<p>The scope and sequence of handwriting aligns to the order of letter-sound instruction in CKLA. At first the sound is experienced orally; students hear the sound and say it while completing oral language exercises. Once they are familiar with the sound as an oral phenomenon, the most common spelling for that sound 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. Handwriting is explicitly taught in Kindergarten and reviewed again in Grade 1. Additional printable manuscript practice pages are available to all CKLA teachers through the online Intervention Toolkit.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Skills Unit 2 Teacher Guide, Lesson 1: Draw Cups on a Vertical Surface, pages 13–14 ● GK Skills Unit 4 Teacher Guide, Lesson 1: Introduce the Spelling /n/>'n', pages 14–15 ● GK Skills Unit 9 Teacher Guide, Lesson 1: Introduce Uppercase Letters, pages 15–17 ● G1 Skills Unit 1 Teacher Guide, Lesson 1: Review Spellings, pages 24–25 ● G1 Skills Unit 1 Teacher Guide, Lesson 2: Review Spellings, pages 36–37 ● G1 Skills Unit 1 Teacher Guide, Lesson 4: Review Spellings, pages 56–57

Writing (2-5)	Meets Criteria	Justification or Comments
<p>1. Materials provide opportunities to engage in routine writing practice for a variety of tasks, purposes, and audiences.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide opportunities to engage in routine writing practice for a variety of tasks, purposes, and audiences. CKLA students write multiple texts in each major text type, and writing instruction is integrated with reading instruction. Writing projects vary between rapid daily writing (e.g., in journals), single-sitting writing prompts, and long projects taught and implemented over multiple sittings. Although some assignments do offer blended forms, the program asks students to produce writing in the required text type proportions.</p> <p>In CKLA, students learn to communicate both orally and in writing with multiple audiences and with purposes as diverse as reconstructing major historical events, dramatizing text, summarizing or paraphrasing events for specific audiences, and demonstrating the products of group collaborations.</p> <p>CKLA’s companion program, Writing Studio, provides an additional fifty-six mini-lessons per grade that build on the deep content knowledge developed in CKLA primary instruction, using it as a springboard for students to strengthen and practice their writing skills. With Writing Studio, students in Grades 2-5 apply the skills and knowledge they have gained in the core program while focusing deeply on the three text types—opinion, informative/explanatory, and narrative writing. Please note that Writing Studio is an optional program that is not included with the core materials.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● G2 Knowledge 3 Teacher Guide, Lesson 10: Plan a Fictional Narrative, pages 159–160 ● G3 Unit 4 Teacher Guide, Lesson 6: Introducing Opinion Writing, pages 156–157 ● G4 Unit 3 Teacher Guide, Lesson 4: Crafting Original Similes, pages 61–62 ● G5 Unit 1 Teacher Guide, Lesson 10: Planning Surprise Narrative, pages 179–181

Writing (2-5)	Meets Criteria	Justification or Comments
<p>2. Writing instruction includes a variety of text types (narrative, informational, persuasive) and uses common conventions and organization around text types such as facts, details, and reasons with a clear introduction and conclusion.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA writing instruction includes a variety of text types including narrative, informational, persuasive. CKLA materials also teach common conventions and organization around text types including facts, details, and reasons with a clear introduction and conclusion. For example, Grade 3 students are given increasing practice and instruction in writing opinions using clear evidence, analysis, and reasoning from complex text. Personal Narratives units in Grades 4–5 orient students to the characteristics of personal narrative and give students opportunities to create their own narratives using sensory details and dialogue. Informative writing projects, including extended projects, are found throughout Grades 2–5.</p> <p>Examples:</p> <ul style="list-style-type: none"> • G2 Skills Unit 4 Teacher Guide, Lesson 12: Introduce Persuasive Writing, pages 155–158 • G3 Unit 3 Teacher Guide, Lesson 1: Topic and Concluding Sentences, pages 26–27 • G4 Unit 5 Teacher Guide, Lesson 5: Take Notes, pages 121–123 • G5 Unit 9 Teacher Guide, Lesson 5: Writing, pages 80–81
<p>3. Writing instruction includes a variety of types (narrative, informational, persuasive, summaries, reflections, critiques, and poetry) and uses writing conventions and organizational strategies around text types such as facts, details, reasons, dialogue, events, and experiences with linking words and phrases connecting ideas. (3-5)</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA writing instruction includes a variety of types and uses writing conventions and organizational strategies around text types. By the end of Grade 2, 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 CKLA. Students learn and apply the conventions of English grammar, punctuation, and spelling through explicit instruction, targeted practice activities, and daily writing.</p> <p>Examples:</p> <ul style="list-style-type: none"> • G2 Knowledge Domain 6 Teacher Guide, Lesson 7: Write an Informational Paragraph, pages 105–106 • G3 Unit 3 Teacher Guide, Lesson 14: Written Reflection, page 316

Writing (2-5)	Meets Criteria	Justification or Comments
		<ul style="list-style-type: none"> ● G4 Unit 7 Teacher Guide, Lesson 3: Writing, pages 60–61 ● G5 Unit 3 Teacher Guide, Lesson 9: Planning, pages 129–130
<p>4. Materials provide writing instruction in planning, revising, editing, and rewriting.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide writing instruction in planning, revising, editing, and rewriting. Grade 2 students are introduced to the CKLA writing process that includes Plan-Draft-Edit-Publish. This is practiced in both the Skills and Knowledge Strands for a large variety of projects. Grade 3 includes five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the CKLA writing process expands to also include sharing and evaluating. In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● G2 Skills Unit 3 Teacher Guide, Lesson 22: Plan a Personal Narrative, pages 272–276 ● G3 Unit 5 Teacher Guide, Lesson 14: Next Step:Drafting, pages 303–304 ● G4 Unit 5 Teacher Guide, Lesson 10: Revise and Edit a Wiki Entry, pages 251–252 ● G5 Unit 4 Teacher Guide, Pausing Point: Remediation, page 349
<p>5. Materials provide instruction and opportunity to practice legible handwriting as appropriate to grade-level standards.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide instruction and opportunity to practice legible handwriting as appropriate to grade-level standards. Amplify has created a digital Handwriting Implementation Guide for Grade 2 students who need additional support and review of the letters.</p> <p>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.</p>

Writing (2-5)	Meets Criteria	Justification or Comments
		<p>Examples:</p> <ul style="list-style-type: none"> • G2 Handwriting Implementation Guide • G3 Unit 1 Teacher Guide, Cursive Program: Lesson 1 Introduction to Cursive, pages 8–10 • G4 Unit 1 Teacher Guide, Cursive Program: Lesson 14 From the Top Letters, page 17 • G5 Cursive Teacher Guide, Lesson 2: The Counter-Clock Letters, page 5
<p>6. Materials provide opportunities to use keyboarding skills to produce and publish writing.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide opportunities to use keyboarding skills to produce and publish writing. Formal writing assignments within CKLA include suggestions to incorporate the use of technology to publish final drafts. For example, in Grade 4 Unit 8 students publish and share an adventure story after planning, drafting, revising, and editing. Through the implementation of the CKLA digital experience (with student licenses), CKLA students have daily opportunities to use keyboarding skills to publish writing assignments and complete daily Activity Pages.</p> <p>Examples:</p> <ul style="list-style-type: none"> • G2 Knowledge Domain 12 Teacher Guide, Lesson 9: Free Verse: Editing and Publishing, page 147 • G3 Unit 5 Teacher Guide, Lesson 16: Advance Preparation, see “Note”, page 320 • G4 Unit 8 Teacher Guide, Lesson 18: Create a Final Draft, page 328 • G5 Unit 5 Teacher Guide, Lesson 18: Writing, pages 410–412

Oral and Digital Communication	Meets Criteria	Justification or Comments
<p>1. Materials provide opportunities for students with support (K) to engage in collaborative discussions in respectful ways to ask and answer questions about key details, get clarifying information, and making</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide opportunities for students to engage in collaborative discussions in respectful ways. Students ask and answer questions about key details, clarify information, and make comments to build on others’ remarks. Development of Speaking and Listening skills is closely related to student mastery of vocabulary, grammar, usage, and mechanics. Speaking and Listening standards often correspond with writing standards as a means of demonstrating understanding clearly, logically, and expressively using information from text. CKLA addresses these in both the Skills, Knowledge Strands in K-2 as well as the integrated strand in 3-5.</p>

Oral and Digital Communication	Meets Criteria	Justification or Comments
<p>comments to build on and link to others' remarks.</p>		<p>Through Grades 3–5, Speaking and Listening activities become substantially more varied and complex. Students are asked to deliver complex presentations, engage in class debates, develop acting performances from texts, and pitch new inventions.</p> <p>Partner, small group, and whole class discussions are used throughout Grades K–5. Students are asked to read text, discuss its meaning, and ask appropriate questions. In Wrap-Up activities, students are often asked to make complex inferences from text and/or to summarize it in a clear and coherent fashion.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Knowledge Domain 5 Teacher Guide, Lesson 7: What Have We Already Learned, page 80 • G1 Skills Unit 5 Teacher Guide, Lesson 17: Wrap-Up, pages 203–204 • G2 Skills Unit 2 Teacher Guide, Lesson 2: Wrap-Up, pages 38–39 • G3 Unit 5 Teacher Guide, Lesson 17: Sharing Articles and Discussion, pages 328–330 • G4 Unit 1 Teacher Guide, Lesson 9: Personal Memories, pages 159–161 • G5 Unit 1 Teacher Guide, Lesson 6: Introduction and Independent Work, pages 118–121
<p>2. Materials provide opportunities for students to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide opportunities for students to describe people, places, things and events with relevant details, expressing ideas and feelings clearly. Discussion and questioning are part of the daily routine in CKLA. Students identify their prior knowledge, ask questions to expand their understanding, and state their feelings and opinions on a text by providing evidence. Students link events described in the text with their own. Students are also required to paraphrase and summarize texts to evaluate the information and narratives they hear and read.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Skills Unit 10 Teacher Guide, Lesson 19: Wrap-Up, page 197 • G1 Knowledge Domain 11 Teacher Guide, Lesson 6: What Have We Already Learned, pages 80–81 • G2 Knowledge Domain 6 Teacher Guide, Lesson 9: Comprehension Questions, page 131 • G3 Unit 1 Teacher Guide, Lesson 4: Discussing the Read-Aloud, pages 104–105 • G4 Unit 6 Teacher Guide, Lesson 2: Inferring Character, pages 37–40

Oral and Digital Communication	Meets Criteria	Justification or Comments
		<ul style="list-style-type: none"> ● G5 Unit 9 Teacher Guide, Lesson 9: Speaking and Listening, pages 138–139
<p>3. Materials provide opportunities for students to recount, describe, and/or report orally on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly, and with an understandable pace.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide opportunities for students to recount, describe, and report orally on a topic or text. CKLA students frequently recount experiences with appropriate facts and relevant, descriptive details while speaking clearly at an understandable pace. Students engage in a range of whole group, small group, and partner discussions about text. In Kindergarten, students are given games and activities designed to develop their presentation skills. During K–2, there are opportunities for numerous presentations on content in a range of individual and shared contexts. Self, peer, and teacher review is built into this process. By Grade 2, students are able to give complex presentations. For example, they rehearse and perform poems, stories, and plays for an audience; recount a personal experience with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences; create audio recordings of songs; write and present a persuasive speech; and recount events in texts with appropriate clarifications and details.</p> <p>Presentation opportunities are built into many units in Grades 4–5. For example, students present on the chemical changes that allow fossils to emerge, they deliver group presentations on research they have done on the Middle Ages, and they make a case for a suspect’s guilt in a detective story. In the final unit of Grade 5, a number of speaking and listening rubrics are provided to help students analyze their own performances; these can be used in other units as well.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Knowledge Domain 4 Teacher Guide, Lesson 7: Application, page 83 ● G1 Knowledge Domain 3 Teacher Guide, Lesson 1: Somebody Wanted But So Then, pages 17–19 ● G2 Knowledge Domain 1 Teacher Guide, Lesson 2: On State, page 35 ● G3 Unit 6 Teacher Guide, Lesson 11: Character Descriptions, page 156 ● G4 Unit 4 Teacher Guide, Lesson 4: Pitches, pages 155–160 ● G5 Unit 5 Teacher Guide, Lesson 19: Speaking and Listening, pages 416–417
<p>4. Materials provide opportunities for information gathered digitally</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide opportunities for information gathered digitally and analyze how visual and multimedia elements contribute to the meaning, tone, or</p>

Oral and Digital Communication	Meets Criteria	Justification or Comments
<p>and analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text presented digitally. (Grade 5)</p>		<p>beauty of a text. For example, the Grade 5, <i>A Midsummer Night’s Dream</i> unit is an immersive Quest incorporating fifteen 90-minute ELA lessons. The Quest treats Shakespeare’s comedy <i>A Midsummer Night’s Dream</i> as both literature and a living text for interpretation and performance. Over the course of the Quest students will read, write, act, direct, design, and watch <i>A Midsummer Night’s Dream</i>. Students are asked to think about scenes through the frames of character action (what a character wants, what stands in their way, what they will do to achieve it) and character traits (what a character’s actions tell us about them, what adjectives we would use to describe this character) while exploring Shakespeare’s brilliant language. Students engage in close reading, creative writing, and theater activities to enhance their understanding of the play and engage their imaginations, as well as their skills in reading, writing, speaking, and listening. This Quest includes several video clips, which are generally shown after students have had the chance to read and explore the scene on their own. The video performances should reinforce students’ understanding of the language and story and provide an additional interpretation for students to compare and contrast to their own.</p> <p>Examples:</p> <ul style="list-style-type: none"> • G5 Unit 7 Teacher Guide, Lesson 2: Nonverbal Cues, page 40 • G5 Unit 7 Teacher Guide, Lesson 7: Video Interpretation, page 147 • G5 Unit 3 Teacher Guide, Lesson 3: Multimedia Connection, pages 42–48
<p>5. Materials cover grade-level digital literacy skills. (Grade 3-5)</p>	<p>0 1 2 N/A</p>	<p>In CKLA, students are exposed to a wide variety of technology and media and are taught to apply the same critical reading strategies they use for text across all platforms. This approach ensures that students can be literate in any media paradigm to which they are exposed. They are also given multiple opportunities to create using those same platforms. Writing assignments and projects offer opportunities to include technology for research and publishing. The Idaho Instructional Strategies and Routines guide (available in the Amplify Professional Development Library> State-specific Resources) includes additional mini lessons that support grade-level digital literacy skills for Grades 3–5.</p> <p>Examples:</p>

Oral and Digital Communication	Meets Criteria	Justification or Comments
		<ul style="list-style-type: none"> ● G3 Idaho Instructional Strategies and Routines guide, Oral and Digital Communications: Digital Communications, pages 10–11 ● G4 Idaho Instructional Strategies and Routines guide, Oral and Digital Communications: Digital Communications, pages 18–19 ● G5 Idaho Instructional Strategies and Routines guide, Oral and Digital Communications: Digital Communications, pages 20–21

Grammar and Conventions	Meets Criteria	Justification or Comments
<p>1. Materials include explicit instruction of the grammar and conventions standards for grade level.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials include explicit instruction of the grammar and conventions standards for each grade level. In grades K-2, grammar instruction, including both morphology and syntax, is taught explicitly within the Skills Strand. 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. Each Teacher Guide Introduction contains detailed guidance on the language skills taught in the unit. Punctuation, capitalization, and spelling are also taught explicitly. Skills lessons are divided into Foundational Skills, Language, Reading, and Writing so teachers can identify when there is explicit language instruction. Language instruction is explicitly reinforced with Syntactic Awareness Activities, based in context, in most units of the Knowledge Strand.</p> <p>Grammar instruction, including both morphology and syntax, is taught explicitly 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; and adding appropriate details, including adjectives and adverbs. The Scope and Sequence documents provide detailed guidance on the language skills taught in the unit. Punctuation, capitalization, and spelling are also taught explicitly.</p> <p>Examples:</p>

Grammar and Conventions	Meets Criteria	Justification or Comments
		<ul style="list-style-type: none"> ● GK Skills Unit 7 Teacher Guide, Lesson 19: Review Punctuation Marks, pages 189–191 ● G1 Skills Unit 1 Teacher Guide, Lesson 3: Identify Nouns, pages 48–49 ● G2 Skills Unit 5 Teacher Guide, Lesson 3: Review Adjectives, pages 35–36 ● G3 Unit 2 Teacher Guide, Lesson 6: Grammar, pages 141–144 ● G4 Unit 2 Teacher Guide, Lesson 2: Grammar, pages 51–52 ● G5 Unit 5 Teacher Guide, Lesson 2: Grammar, pages 60–63
<p>2. Materials include explicit instruction for the conventions of English punctuation and capitalization when reading aloud and writing to create meaning.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials include explicit instruction for the conventions of English punctuation and capitalization when reading aloud and writing to create meaning. 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 capitalization through explicit instruction, targeted practice activities, and daily writing.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Skills Unit 5 Teacher Guide, Lesson 13: Teacher Demonstration, page 150 ● G1 Skills Unit 1 Teacher Guide, Lesson 27: Review the Question Mark, pages 296–297 ● G2 Skills Unit 1 Teacher Guide, Lesson 12: Sentence Capitalization and Punctuation, pages 134–135 ● G3 Unit 7 Teacher Guide, Lesson 12: Grammar: Quotation Marks, pages 217–218 ● G4 Unit 2 Pt. 2 Teacher Guide, Lesson 19: Grammar, pages 85–89 ● G5 Unit 5 Teacher Guide, Lesson 18: Writing, pages 410–412 <ul style="list-style-type: none"> ○ Unit 5 Activity Book, SR.6 Biography Editing Checklist, page 213
<p>3. Materials include opportunities to practice spelling appropriate grade-level words and addresses commonly misspelled words.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials include opportunities to practice spelling appropriate grade-level words and addresses commonly misspelled words. In Amplify CKLA, the Skills Strand focuses on decoding and encoding (spelling) skills taught in tandem, since they are inverse processes. Letter-sound correspondences are explicitly taught, with sounds as the primary organizing principle of the program. In the early units of Kindergarten, this attention to phonemes and phonics lays a foundation for the basic and advanced codes students learn through 2nd grade. Once Kindergarten students</p>

Grammar and Conventions	Meets Criteria	Justification or Comments
		<p>have gained skill and practice with sounds and the symbols that represent those sounds (letters), a side-by-side decoding and spelling instructional sequence begins in Unit 3. Students practice spelling words during chaining activities, and writing letters to spell words.</p> <p>Beginning in Grade 1, the units in the Skills Strand have spelling lists, with practice activities and spelling assessments that continue through the grades. However, students will not be presented with an assessment on letter/sound correspondences they have just learned that week: Amplify CKLA allows students many opportunities to read and to practice the spelling before they are expected to master it. So, because of the integrated instruction of decoding and encoding, spelling is not taught as an isolated list of words each week, but as a continually reinforced skill. In grades 3–5, spelling instruction transitions to word morphology and content-specific words rather than work on the advanced code, and spelling assessments are included through 5th grade.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Skills Unit 9 Teacher Guide, Lesson 18: Dictation with Phrases, pages 180–181 ● G1 Skills Unit 3 Teacher Guide, Lesson 2: Dictation with Words, pages 28–29 ● G2 Skills Unit 3 Teacher Guide, Lesson 5: Team Spelling Bee, pages 69–70 ● G3 Unit 3 Teacher Guide, Lesson 4: Spelling: Regular and Irregular Plural Nouns, page 90 ● G4 Unit 5 Teacher Guide, Lesson 9: Spelling: Practice Spelling Words, pages 225–226 ● G5 Unit 2 Teacher Guide, Lesson 9: Spelling: Practice Spelling Words, pages 201–202

Scoring for Best Practices:

0 Points No Alignment	1 Point Partial Alignment	2 Points High Alignment	NA Not Applicable
There is no evidence of the teaching practice.	The teaching practice is embedded in some lessons.	Materials regularly embed supports for teachers to implement best practices and assessment.	

Scoring for Alignment to Best Practices and Assessment:

Best Practices and Assessments	Meets Criteria	Justification or Comments
1. Materials contain clear statements and explanations of purpose, goals, and learning outcomes.	0 1 2 N/A	<p>Amplify CKLA materials contain clear statements and explanations of purpose, goals, and learning outcomes. 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.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Skills Unit 6 Teacher Guide, Lesson 1: Lesson Overview Page, page 13 • G1 Knowledge Domain 5 Teacher Guide, Lesson 11, Lesson Overview Page, page 152 • G2 Skills Unit 3 Teacher Guide, Lesson 2: Lesson Overview Page, page 22 • G3 Unit 3 Teacher Guide, Lesson 6: Lesson Overview Page, page 120 • G4 Unit 5 Teacher Guide, Lesson 2: Lesson Overview Page, page 36 • G5 Unit 2 Teacher Guide, Lesson 4: Lesson Overview Page, page 86
2. Materials are systematic and sequential – prerequisite skills taught first and vertically aligned appropriately.	0 1 2 N/A	Amplify CKLA materials are systematic and sequential. CKLA is a tightly integrated program that builds intentionally over time. Skills and knowledge introduced in one lesson and unit are built upon in the next and later lessons and units. The

Best Practices and Assessments	Meets Criteria	Justification or Comments
		<p>introduction in the Teacher Guides provides valuable information before teaching a new unit or domain.</p> <p>In K–2, CKLA students have been given strong foundational skills and language instruction, along with background knowledge, vocabulary, and analytical skills. By Grade 3, when students encounter increasingly complex texts and are asked to grapple with those texts in more challenging ways, they will have received the base of content knowledge and foundational skills they need.</p> <p>In Grades 3–5 students move fluidly between reading, writing, speaking and listening, and language activities. Through these activities students continue to build background knowledge, with an increasing emphasis on individual and small group interaction with complex text.</p>
<p>3. Materials provide questioning and discussion techniques that promote learning through thinking, discussion, and reflection.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide question and discussion techniques that promote learning through thinking, discussion, and reflection. Discussion and questioning are part of the daily routine in CKLA. For example, in the K-2 Knowledge Strand, students identify their prior knowledge, ask questions to expand their understanding, and state their feelings and opinions on a text by providing evidence. Students link events described in the text with their own. Students are also required to paraphrase and summarize read-aloud texts to evaluate the information and narratives they hear. CKLA’s range of guided reading and guided listening supports are designed to test student comprehension and map to the primary focus of lessons.</p> <p>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). Exit Passes in the Knowledge Strand provide opportunities for students to reflect on the lesson and for teachers to catch and correct any misunderstandings.</p> <p>Examples:</p>

Best Practices and Assessments	Meets Criteria	Justification or Comments
		<ul style="list-style-type: none"> • GK Knowledge Domain 5 Teacher Guide, Lesson 5: Comprehension Questions, page 59 • G1 Skills Unit 4 Teacher Guide, Lesson 4: Wrap-Up, page 53 • G2 Knowledge Domain 8 Teacher Guide, Lesson 3: Comprehension Questions, page 47 • G3 Unit 2 Teacher Guide, Lesson 3: Discussing the Read-Aloud, page 68 • G4 Unit 2 Pt. 1 Teacher Guide, Lesson 2: Discuss the Chapter and Lesson Wrap-Up, page 49 • G5 Unit 8 Teacher Guide, Lesson 1: Making Inferences, pages 11–14
<p>4. Digital materials and assessments are easy to edit and revise and access to distribute and/or print.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA’s materials are easy to edit and revise. 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.</p>
<p>5. Materials contain teacher-specific instructions and explanations for expanding content knowledge and lesson planning development.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials contain teacher-specific instructions and explanations for expanding content knowledge and lesson planning development. 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. The Advance Preparation section in each lesson explains in detail what needs to be prepared and how. In addition, the Amplify Professional Development Library includes training materials, classroom videos, lesson plan templates, best practices, and other resources to develop program expertise.</p> <p>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</p>

Best Practices and Assessments	Meets Criteria	Justification or Comments
		<p>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.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Skills Unit 1 Teacher Guide, Appendix A: About this Program, pages 154–165 ● G1 Knowledge Domain 5 Teacher Guide, Introduction, pages 1–4 ● G2 Skills Unit 1 Teacher Guide, Introduction, pages 1–23 ● G3 Unit 9 Teacher Guide, Introduction, pages 1–7 ● G4 Unit 3 Teacher Guide, Introduction, pages 1–5 ● G5 Unit 5 Teacher Guide, Introduction, pages 1–4 ● Amplify Professional Development Library >CKLA >Planning
<p>6. Materials include standard-specific formative assessments that can be used by all students (and teachers) to elicit and use evidence of learning that improve student understanding of intended outcomes to best inform next steps.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials include formative assessments that can be used by all students and teachers to elicit and use evidence of learning that improve student learning and inform next steps. 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. Checks for Understanding are quick formative assessments to determine if students are ready to move on with the rest of the lesson. These are marked with a specific icon at the point of instruction.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Skills Unit 8 Teacher Guide, Lesson 11, Lesson Overview Page: Formative Assessment, page 117 ● G1 Knowledge Domain 6 Teacher Guide, Lesson 3, Lesson Overview Page: Formative Assessment, page 33 ● G2 Skills Unit 5 Teacher Guide, Lesson 11, Lesson Overview Page: Formative Assessment, page 125 ● G3 Unit 4 Teacher Guide, Lesson 4, Lesson Overview Page: Formative Assessment, page 80 ● G4 Unit 1 Teacher Guide, Lesson 3, Lesson Overview Page: Formative Assessment, page 46 ● G5 Unit 4 Teacher Guide, Lesson 2, Lesson Overview Page: Formative Assessment, page 30

Best Practices and Assessments	Meets Criteria	Justification or Comments
<p>7. Materials include standard-specific summative assessments for students to demonstrate mastery of standards and provide teacher with information related to proficiency of learning targets.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials include summative assessments for students to demonstrate mastery of grade-level objectives and provide the teachers with information. There are a range of formal assessment opportunities found within units, including but not limited to: Spelling Assessments, Word Recognition Assessments, Story Comprehension Assessments, Fluency Assessments. Some, like spelling assessments, are held weekly. Others are held at the middle and end of the unit. These assessments are accompanied by directions and support for analysis of errors. They are also accompanied by assessment charts to record student progress.</p> <p>Students studying CKLA will complete three benchmark assessments—Beginning of Year, Middle of Year, and End of Year. Students are offered different assessments according to their performance in prior stages. Flow charts and placement planning and tracking sheets are provided with the benchmark assessments to support teacher recording of student standard and progress.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Skills Unit 6 Teacher Guide, Lesson 17: Unit Assessment, page 200–203 ● G1 Skills Unit 1 Teacher Guide, Lesson 7: Independent Story Reading Assessment, pages 91–94 ● G2 Skills Unit 4 Teacher Guide, Lesson 22: Reading Comprehension Assessment, pages 256–257 ● G3 Unit 6 Teacher Guide, Lesson 1: Mid-Year Assessment, pages 9–11 <ul style="list-style-type: none"> ○ Unit 6 Student Activity Book, Activity Page 1.1 ● G4 Unit 5 Teacher Guide, Lesson 15: Unit Assessment, pages 355–358 ● G5 Unit 5 Teacher Guide, Lesson 15: Unit Assessment, pages 379–381

Scoring for Multi-Tiered System of Support

0 Points No Alignment	1 Point Partial Alignment	2 Points High Alignment	NA Not Applicable
There is no evidence of the feature.	The feature is included and partially aligned to Tier 1 instruction.	The feature is included and fully aligned to Tier 1 instruction.	

Scoring for Alignment to Idaho Multi-Tiered Systems of Support:

Multi-tiered Instruction	Meets Criteria	Justification or Comments
1. Materials provide a variety of resources and strategies for small group instruction that can be used for differentiation in the general education classroom.	0 1 2 N/A	<p>Amplify CKLA materials provide a variety of resources and strategies for small group instruction that can be used for differentiation in the classroom. Small group instruction is included in the 60 minutes of the K-2 Skills strand. In many of the lessons, the Teacher Guide will ask the teacher to break the class into two groups: one being a group that needs more intensive support and a second group that is able to complete work independently. Teachers make those decisions based on our benchmark assessments and other data points the school may utilize. Also, each Skills lesson includes Additional Practice materials for students who need more support in specific skills from that lesson and can be used as needed.</p> <p>In Grades 3-5, there are a variety of grouping suggestions that include small group or partner reading. The Lesson at a Glance charts at the beginning of each lesson provide our recommendations, but they can be adjusted based on classroom needs. Pausing Points and CKLA’s Intervention materials provide additional time and resources that support small groups and differentiated instruction.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Skills Unit 6 Teacher Guide, Lesson 2: Reading Consonant Clusters, pages 37–38 • G1 Skills Unit 3 Teacher Guide, Lesson 4: Reread “The Two Dogs”, pages 53–54

Multi-tiered Instruction	Meets Criteria	Justification or Comments
		<ul style="list-style-type: none"> • G2 Skills Unit 2 Teacher Guide, Lesson 12: Small Group Work, page 162 • G3 Unit 2 Teacher Guide, Lesson 5: Small Group Reading, pages 103–108 • G4 Unit 8 Teacher Guide, Lesson 4: Establish Small Groups, pages 76–90 • G5 Unit 2 Teacher Guide, Lesson 2: Establish Small Groups, pages 42–53
<p>2. Materials provide interventions aligned to core instruction. Interventions are more frequent and varied to support acquisition of identified skills. (Tier II)</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide interventions aligned to core instruction. For Tier 2 students, the online unit-by-unit Assessment and Remediation Guide (Grades K–3), the Decoding and Encoding Supplement (Grades 4–5), and the online Intervention Toolkit (K–5) may be used to provide targeted remedial instruction to students who are struggling with foundational skills. Fluency Packets (Grades 2–5) provide additional practice for fluency and expression. Each Amplify CKLA Skills (K-2) lesson includes 30-minutes of additional instruction in phonological awareness, phonics, fluency, and comprehension. These activities appear at the end of each lesson and may be used for day-to-day practice and/or remediation with small groups or individual students.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Skills Unit 2 Assessment and Remediation Guide • G1 Skills Unit 3 Assessment and Remediation Guide • G2 Skills Units 1–6 Assessment and Remediation Guide • G3 Units 1–11 Assessment and Remediation Guide • G4 & G5 Decoding and Encoding Remediation Supplement • Intervention Toolkit
<p>3. Materials provide interventions for students whom Tier I and II interventions have not adequately supported student growth. (Tier III)</p>	<p>0 1 2 N/A</p>	<p>Intensive intervention, or Tier 3, can be supported with activities in the Assessment and Remediation Guides (K–3), Decoding and Encoding Supplement (4–5), and the Intervention Toolkit (K–5) in conjunction with additional Tier 3 materials from other sources. Tier 3 students don’t necessarily need different materials; their intervention treatment is more about frequency, duration, and group size.</p>

Scoring for Additional Indicators of Quality Materials

0 Points No Alignment	1 Point Partial Alignment	2 Points High Alignment	NA Not Applicable
There is no evidence of scaffolding, differentiation elements, or engaging tools.	There is some evidence of scaffolding, differentiation elements, or engaging tools.	Materials include scaffolding and differentiation elements as well as engaging tools.	

Scoring for Alignment to Additional Indicators of Quality Materials:

Indicators of Quality Materials	Meets Criteria	Justification or Comments
1. Materials include a high degree of teacher-student interaction including frequent responses from students with immediate feedback from teacher.	0 1 2 N/A	<p>Amplify materials include a high degree of teacher-student interactions including frequent response from students with opportunities for teacher feedback throughout the program. Through the K–2 Knowledge Strand and the Units in Grades 3–5, CKLA teachers have opportunities in daily lessons to interact with students during read-alouds and discussions from reading chapters in their Student Readers. In the K-2 Skills strand, students work with manipulatives and utilize multisensory gestures to learn the code through interactive and engaging oral language exercises.</p> <p>Regular, consistent feedback from a variety of sources is crucial to successful learning. Our assessment cycle is a vital input to allow appropriate feedback to students, but it is not the only mechanism in the program. Wrap-up and comprehension questions at the end of lessons are particularly useful in testing comprehension and providing targeted feedback and rereading. Checks for Understanding are also designed for this purpose.</p> <p>Formal writing in CKLA provides opportunities for teachers to review and assess student work. Between drafting and editing students are asked to share or self-check, evaluate, and revise; this is an opportunity for the teacher to provide feedback which the student then enacts independently or with others. Small Group reading lessons allow teachers to provide immediate corrective feedback and instruction for individual students.</p>

Indicators of Quality Materials	Meets Criteria	Justification or Comments
		<p>Examples:</p> <ul style="list-style-type: none"> • GK Skills 2 Teacher Guide, Lesson 8: Additional Support, page 80 • G1 Skills 2 Teacher Guide, Lesson 1: Introduce the Sound /ee/, Support sidebar, page 13 • G2 Skills Unit 1 Teacher Guide, Lesson 4: Foundational Skills sidebar, page 58 • G3 Unit 4 Teacher Guide, Lesson 13: Small Group Reading, pages 300-305 • G4 Unit 2 Pt. 1 Teacher Guide, Lesson 10: Speaking and Listening sidebar, page 241 • G5 Unit 3 Teacher Guide, Lesson 8: Reading Poems with Partners, page 118
<p>2. Materials provide examples of scaffolding and guided practice.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide examples of scaffolding and guided practice. Support and Access sidebars are embedded in each lesson for core instructional support. In small group lessons, students reread stories in the Readers with support and scaffolding provided by the teacher, based on the group’s needs. Teachers use information gathered during lessons, such as checks for understanding or formative assessments to determine small groups. Students not working with the teacher engage in partner reading to practice fluency and answer comprehension questions about text. Small group lessons can be found using the Lesson at a Glance chart in the Teacher Guide, under Reading, listed in the Grouping column as Small Group/ Partner. Additional Support sections at the end of each K–2 Skills lesson and small group activities in the Assessment and Remediation Guide (K–3) and the Decoding and Encoding Supplemental Guide (4–5) provide additional opportunities to engage students with text designed to meet students’ needs at various levels. In addition, Pausing Points at the end of each unit may be used for differentiated instruction and guided practice.</p> <p>Close Reading lessons also provide additional scaffolding and practice with complex texts. Amplify CKLA includes close reading passages with challenging text-specific questions that support student analysis through evidence-based writing and discussions. Students consider the precise choices that have been made in texts and the effect these have. This varies from precise analysis with clear correct answers (such as the use of particular technical terms) to more subtle interpretations (such as explaining why the author chose a word or</p>

Indicators of Quality Materials	Meets Criteria	Justification or Comments
		<p>phrase). Students often return to the same text multiple times to further their understanding, including in specific close reading lessons. CKLA includes explicit teacher instructions and scaffolds for utilizing a close reading approach with particular excerpts from the Student Readers. These lessons are carefully crafted to focus students’ reading and help them derive deeper meaning through close examination of the text.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Skills Unit 8 Teacher Guide, Lesson 2: Reread “Sam the Fish”, pages 31–32 • G1 Skills Unit 5 Teacher Guide, Lesson 17: Small Group Work, pages 207–208 • G2 Skills Unit 5 Teacher Guide, Lesson 20: Differentiated Instruction, page 211 • G3 Unit 2 Teacher Guide, Lesson 9: Introducing the Reading, pages 199–204 • G4 Unit 5 Teacher Guide, Lesson 2: Close Reading, pages 66–74 • G5 Unit 8 Teacher Guide, Lesson 9: Close Reading of Chapter 7, pages 205–217
<p>3. Materials include supports for differentiation, pacing, remediation and extension activities, and alternative teaching approaches.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA lessons include differentiated support that meets the needs of all students, including students with special learning needs, English learners, and advanced learners. 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.</p> <p>Amplify CKLA Supports English Learners</p> <p>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</p>

Indicators of Quality Materials	Meets Criteria	Justification or Comments
		<p>meanings exercises, guided listening supports, and text exposure further benefit multilingual learners.</p> <p>Access Supports, found in the CKLA K–5 Teacher Guide sidebars, provide specific multilingual learner support at the point of use in core instruction that address three ELD proficiency levels—Entering/Emerging, Transitioning/Expanding, and Bridging. Access Supports 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 Multilingual Glossary provides additional connections to core vocabulary in ten different languages.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Skills Unit 8 Teacher Guide, Lesson 6: Reading Access Sidebar, page 73 ● G1 Skills Unit 5 Teacher Guide, Lesson 3: Language Access Sidebar, page 45 ● G2 Knowledge Domain 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 <p>Amplify CKLA Supports Students with Special Learning Needs</p> <p>To support students with exceptionalities, the program offers the following:</p> <ul style="list-style-type: none"> ● 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

Indicators of Quality Materials	Meets Criteria	Justification or Comments
		<p>reteaching, remediation, and practice.</p> <ul style="list-style-type: none"> ● The Assessment and Remediation Guide (K–3) and the Decoding and Encoding Remediation Guide (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. <p>Examples:</p> <ul style="list-style-type: none"> ● GK Skills Unit 9 Teacher Guide, Lesson 7: Additional Support, pages 81–82 ● G1 Skills Unit 2 Teacher Guide, Lesson 2: Support Sidebar, page 34 ● G2 Skills Unit 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 <p>Amplify CKLA Supports Advanced Learners</p> <p>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.</p> <p>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 digital</p>

Indicators of Quality Materials	Meets Criteria	Justification or Comments
		<p>Trade Book Guides (K–2), Novel Guides (3–5), and Essential Questions and Writing Prompts (3–5), all of which have writing activities, culminating activities, and questions designed to help students dive more deeply into texts and analysis.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Knowledge Domain 8 Teacher Guide, Lesson 1: Challenge Sidebar, page 20 • G1 Skills Unit 6 Teacher Guide, Lesson 6: Challenge Sidebar, page 61 • G2 Knowledge Domain 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 • G4 Unit 3, Essential Questions and Writing Prompts • G5 Unit 5 Teacher Guide, Lesson 4: Challenge Sidebar, page 110 • G5 Unit 1, Essential Questions and Writing Prompts
<p>4. Materials provide instructional strategies to accommodate the learning differences of all students.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials provide instructional strategies to accommodate the learning differences of all students. Amplify CKLA Teacher Guides provide guidance with useful annotations and suggestions for how to enact the materials to support students' literacy development. As mentioned above, 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).</p> <p>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</p>

Indicators of Quality Materials	Meets Criteria	Justification or Comments
		<p>Bookshare. Our files were put into special formats that allow for audio, braille, large font, and other formats.</p> <p>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.</p> <p>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.</p> <p>The following assistive technology software can be run in the background: device/browser enabled magnification (Chrome, Safari), text-to-speech screen reader functionality (JAWS, NVDA, VoiceOver, Chromevox), device-enabled on-screen keyboards (MacOS), and device/browser enabled speech-to-text functionality (Chrome, Safari).</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Skills Unit 7 Teacher Guide, Lesson 9: Universal Access, page 103 ● G1 Skills Unit 4 Teacher Guide, Lesson 1: Universal Access, page 11 ● G2 Skills Unit 3 Teacher Guide, Lesson 12: Universal Access, page 156 ● G3 Unit 3 Teacher Guide, Lesson 5: Universal Access, page 99 ● G4 Unit 4 Teacher Guide, Lesson 2: Universal Access, page 56 ● G5 Unit 6 Teacher Guide, Lesson 1: Universal Access, pages 10–11

Indicators of Quality Materials	Meets Criteria	Justification or Comments
<p>5. Materials are relevant and interesting for grade level with authentic contexts and tools that allow students to make connections.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials are relevant and interesting for grade level with authentic contexts and tools that allow students to make connections. 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.</p> <p>In the K–2 Knowledge Strand, teachers are encouraged to use the Trade Book Collection and the accompanying Trade Book Guide to introduce the new domain content. The K–2 Knowledge Builder Videos and the digital Teacher Guides present another opportunity to share interesting and relevant information to students at the beginning of each Knowledge domain.</p> <p>The Core Quests are immersive, narrative-driven units that form close reading adventures. There is one Core Quest each in Grades 3–5. Each Quest aims to immerse students in a new world, with new content and interesting challenges. During the Viking Quest unit, Grade 3 students take the roles of Vikings who have set sail with Leif Erikson to create the first Norse settlement in North America. But the class gets homesick and ventures back to Scandinavia. On the way, students meet numerous characters and learn about Viking society and traders, who tell them about other civilizations Vikings have reached or with whom they’ve traded. At the end of the Quest, the students land safely back in Scandinavia. There they build a town and, with the knowledge they’ve acquired over their journey, decide what is most important to Norse society.</p> <p>Additional opportunities for students to make connections to new words are provided during Word Work activities. These activities include explicit practice</p>

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		<p>with select vocabulary words from the Read-Alouds. Students are frequently asked to use the vocabulary in a context that is familiar to them.</p> <p>Amplify CKLA 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. CKLA provides a range of methods to tap into and maintain learners’ interests. Students studying CKLA become active and absorbed conversationalists as they feel their knowledge grow—and with it their confidence.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● GK Knowledge Domain 2 Teacher Guide, Lesson 1: Introducing the Read-Aloud, pages 8–9 ● GK Knowledge Domain 4>Materials> Knowledge Builder Video and Teacher Guide ● G1 Knowledge Domain 2 Teacher Guide, Lesson 1: Introducing the Read-Aloud, pages 9–10 ● G2 Knowledge Domain 8 Teacher Guide, Lesson 1: Introducing the Read-Aloud, pages 9–11 ● G2 Knowledge Domain 8>Materials> Knowledge Builder Video and Teacher Guide ● G3 Unit 6, Viking Quest Unit Teacher Guide, Lesson 1: Introduction, pages 15–18 ● G4 Unit 3 Teacher Guide, Lesson 3: Planning Memory Poems, pages 48–50 ● G5 Unit 1 Teacher Guide, Lesson 6: Writing, page 122 <ul style="list-style-type: none"> ○ Unit 1 Student Activity Book, Activity Page 5.5, page 65
6. Materials integrate technology and interactive tools, visuals, videos, manipulatives, or dynamic software to engage students.	0 1 2 N/A	Amplify CKLA materials integrate technology and interactive tools, visuals, videos, manipulatives, and dynamic software. Amplify CKLA with digital experience offers robust, slides-based lessons that enhance instruction while saving time for teachers. With the digital experience, teachers have access to

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		<p>ready-to-use and customizable lesson presentation slides, complete with all the prompts from the print Teacher Guide embedded in the teacher view. Teachers can create, modify, and publish custom lesson slides and activities to customize their experience and better meet each class’s needs. As teachers deliver each lesson, students can engage with the content in one cohesive experience—through Activity Books, slides, digital components, videos, Student Readers, and more.</p> <p>The Amplify CKLA website contains most core components in digital form for easy download, along with a wealth of additional resources to enhance instruction. These resources, which are part of the core program, include audiobooks, e-books, Spanish readers, novel guides, and multimedia resources to support students’ acquisition of foundational skills and domain knowledge.</p> <p>By implementing the Amplify CKLA digital experience slides, students can now complete Interactive worksheet activities and assessments in a variety of ways. Through the implementation of Amplify CKLA’s digital experience with student licenses, students can use this digital platform to type, draw, record audio clips, and add images to their assessments. The student CKLA digital experience includes the following features:</p> <ul style="list-style-type: none"> ● Audio: Students can record their thinking without needing to type everything out. Whether because of a learning accommodation, or because audio allows them to more fully express themselves, students might want to be able to record their thinking in a variety of ways. After a robust class discussion, students can simply click the “talk” button and capture their thoughts. ● Images: Students can use the “picture” function in a variety of ways. They can take a picture of something using their camera--maybe an image that answers a question, or a picture of their workbook if they’ve written by hand. Or they can browse for a picture and upload it into the sheet. This makes it possible for students to show their thinking and creativity in multiple ways. Teachers can then review

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		<p>student responses alongside the rest of their students’ work in real-time.</p> <p>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.</p> <p>Below are more details on digital and multimedia resources available on the CKLA digital experience site and/or the Amplify Hub:</p> <ul style="list-style-type: none"> ● 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. ● eReaders: 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.

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		<ul style="list-style-type: none"> ● 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.
7. Materials are available in language(s) other than English.	0 1 2 N/A	<p>Amplify CKLA includes materials available in languages other than English. 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 eReaders. In addition, CKLA lessons may include Spanish cognates for core vocabulary to assist students in making connections and comprehending the content. For example, see Language Sidebar in Grade 3 Unit 9 Lesson 3 that prompts teachers to point out select words from the lesson that are Spanish cognates such as proceed/proceder, propel/propulsar.</p> <p>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.</p> <p>Amplify Caminos is an equitable Spanish language arts program that inspires K–5 students to become confident readers, writers, and thinkers. Amplify</p>

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		<p>Camino is unique because it is built from the ground-up from research-based materials authentic to Spanish literacy. This provides parity between English and Spanish programs, while addressing the specific needs of Spanish-speaking students. Please note, Amplify Camino is an optional K–5 program and a separate purchase from Amplify CKLA.</p> <p>The CKLA Caregiver Hub is available in English and Spanish which can help educators and school families prepare for the new school year. The CKLA digital experience site contains editable Home-School Communication Guidance templates for teachers in English and Spanish.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● G1 Home-School Communication Guidance in Spanish ● G2 Skills Unit 6 Multilingual Glossary in French ● G3 Multilingual Glossary in Mandarin Chinese ● G4 Multilingual Glossary in Spanish ● G5 Home-School Communication Guidance in Spanish ● Amplify Camino Program Guide (an optional Spanish Language Arts program)
<p>8. Materials include writing instruction taught through a gradual release of responsibility (I do, we do, you do) and includes sufficient time for modeling, planning, and brainstorming ideas before drafting.</p>	<p>0 1 2 N/A</p>	<p>Amplify CKLA materials include writing instruction taught through a gradual release of responsibility with sufficient time for modeling, planning, and brainstorming. Amplify CKLA program provides explicit instruction to help students achieve grade-level writing proficiency. Writing instruction builds systematically and cohesively within and across grades.</p> <p>In Grades K-2, writing mechanics—including handwriting and spelling—are taught in the Skills Strand. Starting in Grade 1, instruction includes four steps in the writing process: planning, drafting, editing. Publishing is added as a formal step in Grade 2. CKLA features writing lessons that have modeling, collaboration, and sharing. As students gain skills and confidence, they are able to take on more of these steps independently. Students learn to use planning techniques, including brainstorming and graphic organizers. Beginning in Grade 4, the Amplify CKLA writing process expands to also include sharing and evaluating. In Grades 4 and 5, the writing process is no</p>

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		<p>longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.</p> <p>Examples:</p> <ul style="list-style-type: none"> • GK Knowledge Domain 11 Teacher Guide, Lesson 2: Sequencing Events, page 27 • G1 Knowledge Domain 6 Teacher Guide, Lesson 6: Opinion Writing, pages 101–102 • G2 Skills Unit 3 Teacher Guide, Lesson 21: Introduce Personal Narratives, pages 263–265 • G3 Unit 2 Teacher Guide, Lesson 13: An Informational Paragraph, pages 279–281 • G4 Unit 1 Teacher Guide, Lesson 7: Introduce Transition Words, pages 123–127 • G5 Unit 3 Teacher Guide, Lesson 9: Planning, pages 129–130

For Questions Contact

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