

# Program guide



# Amplify Literacy: A fresh solution for Florida

GRADES PREK-5

**Amplify**CKLA  
FLORIDA

GRADES 6-8

**Amplify**ELA  
FLORIDA

**Boost**Reading

**Florida students deserve ELA resources built just for their needs, designed to:**

- Build academic knowledge that fosters a love of literature
- Build skill and stamina in speaking and listening, reading, and writing
- Create next-level engagement through rich media and interactive student tools
- Give teachers back time so they can focus on the teaching they love



Looking for a K-8 solution?  
Visit us at [amplify.com/florida](https://amplify.com/florida).

**Amplify.**

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# Table of contents

## Amplify CKLA Florida helps you bring the world to students.

|                                                            |    |
|------------------------------------------------------------|----|
| How it works .....                                         | 6  |
| Our approach is Florida’s approach .....                   | 8  |
| Making connections year by year .....                      | 10 |
| Students grow from week to week ... and year to year ..... | 12 |
| Foundational skills year by year .....                     | 14 |
| Kindergarten .....                                         | 16 |
| Grade 1 .....                                              | 18 |
| Grade 2 .....                                              | 20 |
| Grade 3 .....                                              | 22 |
| Grade 4 .....                                              | 24 |
| Grade 5 .....                                              | 26 |

## Skills

|                                        |    |
|----------------------------------------|----|
| The science of reading: Skills .....   | 30 |
| Start with the sound .....             | 32 |
| Build to the phoneme .....             | 34 |
| Crack the code .....                   | 36 |
| Grow in complexity .....               | 38 |
| Skills practice: Student Readers ..... | 40 |
| Skills practice: Writing .....         | 42 |
| Skills practice: Vocabulary .....      | 44 |

## Knowledge

|                                                   |    |
|---------------------------------------------------|----|
| The science of reading: Knowledge .....           | 48 |
| What’s in an Amplify CKLA knowledge lesson? ..... | 50 |
| Knowledge Builders .....                          | 52 |
| ReadWorks .....                                   | 53 |
| Introduction .....                                | 54 |
| Interactive Read-Aloud .....                      | 56 |
| Application .....                                 | 58 |
| Writing Studio .....                              | 60 |
| Knowledge 3–5 .....                               | 62 |
| Writing and language .....                        | 64 |
| Core Quests: Transforming the classroom .....     | 65 |

## Teacher support and additional resources

|                                                                        |    |
|------------------------------------------------------------------------|----|
| The science of reading: Support for Florida’s teachers and students .. | 68 |
| Streamlined assessments to inform your instruction .....               | 70 |
| Intervention Toolkit .....                                             | 72 |
| Universal and dyslexia screening aligned to Amplify CKLA .....         | 74 |
| Student digital experience .....                                       | 76 |
| Student-driven skill practice aligned to Amplify CKLA .....            | 78 |
| Supporting Florida teachers, every day .....                           | 80 |
| Science of reading resources to expand learning .....                  | 82 |

Dear Florida teacher,

We see the work you do every day.

It's essential, and it's difficult, and we want to help you do it.

With Amplify CKLA, we've created a program to help you bring the promise of the Florida B.E.S.T standards to life, supporting you in creating the kind of rich and rigorous learning that will set your students on the path to thinking deeply, creatively, and for themselves. We share your commitment to teaching students how to read and why to read. Through knowledge-building, foundational skills, and Florida's texts at the center, we are in your corner—extending your reach, saving you time, and enhancing your understanding of each student.

Thank you for all you do.

Sincerely,

Amplify



# Amplify CKLA Florida helps you bring the world to students.

With Amplify Core Knowledge Language Arts (Amplify CKLA) Florida, we want to help you teach students how to read and to give them reasons to read. That's how students develop into engaged, active readers—the kind who can go on their own adventures into texts.

# How it works

## Knowledge

Through complex read-alouds with an emphasis on classroom interactivity, oral comprehension, and contextual vocabulary, students start to build their awareness of the world around them—and the way the reading skills they’re building give them access to it.



Knowledge

Vocabulary

Sentences

Connections

Gist

## Skills

Starting with sounds, students practice their phonemic awareness, handwriting skills, vocabulary, spelling, and grammar. Through daily practice, students become aware of the connection between reading and writing, building confidence as they go.



Sounds

Letters

Words

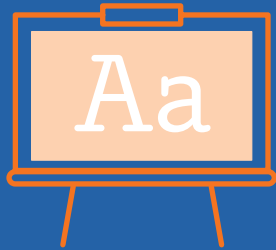
Amplify CKLA is built on the science of how kids learn to read. Every day in Grades K–2, students complete one full lesson that builds foundational reading skills, as well as one full lesson that builds background knowledge. In Grades 3–5, students start to master the basic skills of reading, further opening up their worlds.



## Integration

Lessons begin to combine skills and knowledge with increasingly complex texts, close reading, and a greater writing emphasis. Students start to use their skills to go on their own independent reading adventures.

# Our approach is Florida's approach



## Explicit, systematic skills

Great reading instruction starts with helping kids develop great decoding skills. When students build a solid foundation of phonological awareness and phonics, reading the words on the page becomes automatic so that comprehension and critical thinking can happen.



## Knowledge matters

Research shows that reading comprehension increases when students have background knowledge about a topic. We've designed Amplify CKLA around topics that interest kids, from science to history to great literature and art. Students build connections across domains and grades, deepening their understanding and engagement with each year.



## Florida's texts at the center

We provide students with a variety of texts—imaginative, informative, and everything in between—including rich student readers, the diverse Trade Book Collection of literary and informational texts, and Florida cross-disciplinary articles through our exclusive ReadWorks partnership.



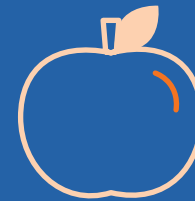
## Rich digital materials

Amplify CKLA is proud to be the premier high-quality instructional material (HQIM) offering in elementary language arts with research-based content—including an expanding library of engaging digital resources—that helps you authentically challenge and engage students in any learning scenario.



## Assessment when you need it

Regular and reliable data to inform instruction is the key to making you an effective teacher. Amplify CKLA includes regular checks for understanding, formative assessment, and unit assessments designed to prepare kids for the high-stakes FAST: Florida Assessment of Student Thinking.



## Extensive teacher support

We provide easy-to-use Teacher Guides for all our lessons, digital versions of all instructional materials, an Amplify CKLA Florida resource site, real-time support during the school day, and effective professional development tools that can be accessed anywhere, anytime.

# Making connections year by year

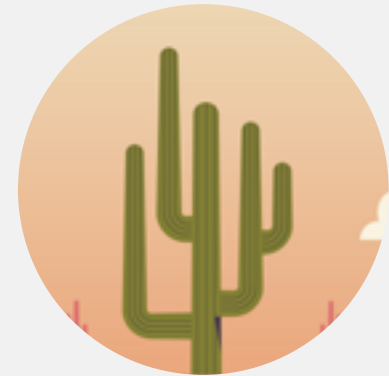
## Kindergarten



## Grade 1



## Grade 2



### Literature connections

Nursery Rhymes and Fables

The Five Senses

**Stories**

Plants

Farms

Native Americans

Kings and Queens

Seasons and Weather

Columbus and the Pilgrims

### History connections

**Colonial Towns and Townspeople**

Taking Care of the Earth

Presidents and American Symbols

Fables and Stories

The Human Body

**Different Lands, Similar Stories**

Early World Civilizations

Early American Civilizations

Astronomy

The History of the Earth

Animals and Habitats

Fairy Tales

A New Nation: American Independence

**Frontier Explorers**

Fairy Tales and Tall Tales

Early Asian Civilizations

The Ancient Greek Civilization

**Greek Myths**

The War of 1812

Cycles in Nature

**Westward Expansion**

Insects

The U.S. Civil War

The Human Body

Immigration

Fighting for a Cause



## Grade 3



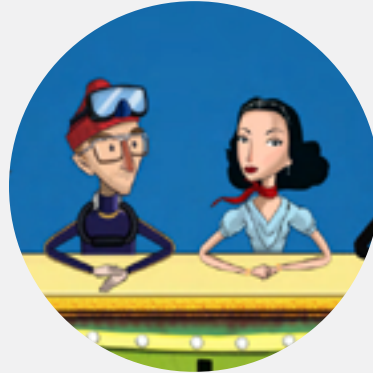
### Classic Tales: The Wind in the Willows

Animal Classification  
The Human Body  
The Ancient Roman Civilization  
Light and Sound  
The Viking Age  
Astronomy: Our Solar System and Beyond  
Native Americans: Regions and Cultures

### Early Explorations of North America

Colonial America  
Ecology

## Grade 4



Personal Narratives

Empires in the Middle Ages

Poetry

Eureka! Student Inventor

Geology

Contemporary Fiction

• The American Revolution • • • • •

• Treasure Island • • • • •

## Grade 5



Personal Narratives

Early American Civilizations

• Poetry • • • • •

The Adventures of Don Quixote

The Renaissance

The Reformation

A Midsummer Night's Dream

• Native Americans • • • • •

Chemical Matter

“The key to developing real critical thinking skills in our students is to increase knowledge about a breadth of subjects.”

–Florida B.E.S.T. Standards

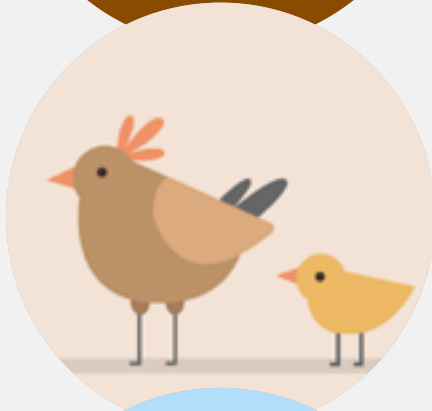
# Students grow from week to week...

Kindergarten



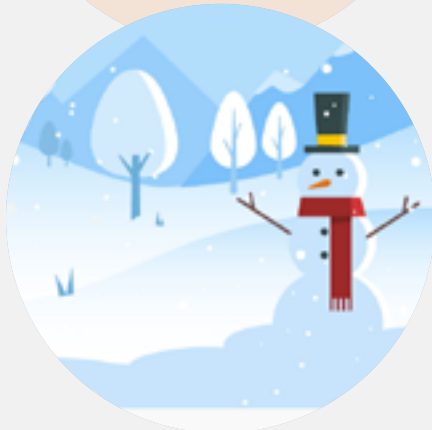
## Plants

Students learn that plants are living things that need food, water, and space to live and grow.



## Farms

Students learn that the plants we use for food grow through a seasonal cycle of planting and harvesting.



## Seasons and weather

Students learn more about the cycle of the seasons and how they connect to weather events like rain, snow, and sun.

Plants

Leaves

Seedlings

Germinate

Crops

Produce

Cycle

# ...and year to year

Kindergarten

Grade 3

Grade 4



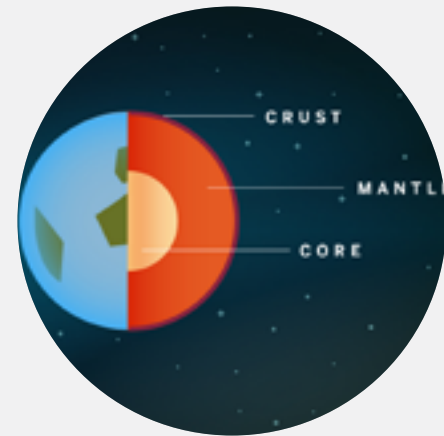
## Plants

Students learn that plants are living things that need food, water, and space to live and grow.



## Ecology

Students learn that decomposer organisms recycle carbon dioxide from once-living things.



## Geology

Students learn that sedimentary rock is formed in part by the decomposition process.

Plants

Nutrient

Decay

Petrified

Sediments

Sedimentary

# Foundational skills year by year

|              | Print Concepts          |                |                    |                        |               | Phonological Awareness |                      |              |                             |            | Phonics and Word Analysis |                     |           |            |                      |                       |                                |                             |
|--------------|-------------------------|----------------|--------------------|------------------------|---------------|------------------------|----------------------|--------------|-----------------------------|------------|---------------------------|---------------------|-----------|------------|----------------------|-----------------------|--------------------------------|-----------------------------|
|              | Basic Features of Print | Directionality | Letter Recognition | Features of a Sentence | Rhyming Words | Blending               | Phoneme Substitution | Segmentation | Initial/Medial/Final Sounds | Consonants | Long and Short Vowels     | r-Controlled Vowels | Diagraphs | Diphthongs | High-Frequency Words | Spelling Alternatives | Decoding Single-Syllable Words | Decoding Two-Syllable Words |
| Kindergarten | •                       | •              | •                  | •                      | •             | •                      | •                    | •            | •                           | •          |                           |                     |           | •          |                      | •                     |                                |                             |
| Grade 1      | •                       | •              | •                  | •                      |               | •                      | •                    | •            | •                           | •          | •                         | •                   | •         | •          | •                    | •                     | •                              | •                           |
| Grade 2      |                         |                |                    |                        |               |                        |                      |              |                             | •          | •                         | •                   | •         | •          | •                    | •                     | •                              | •                           |
| Grade 3      |                         |                |                    |                        |               |                        |                      |              |                             |            |                           | •                   | •         | •          | •                    | •                     |                                |                             |
| Grade 4      |                         |                |                    |                        |               |                        |                      |              |                             |            |                           |                     |           |            |                      |                       |                                |                             |
| Grade 5      |                         |                |                    |                        |               |                        |                      |              |                             |            |                           |                     |           |            |                      |                       |                                |                             |

# "Decoding and fluency are essential to creating proficient readers."

—Florida B.E.S.T. Standards

| Fluency                      |         |                      |                       |                                 |            |                           |          |                   |                        |                       |              | Grammar  |       |                 |                     |            |                       |            |         |              |                            |  |  |
|------------------------------|---------|----------------------|-----------------------|---------------------------------|------------|---------------------------|----------|-------------------|------------------------|-----------------------|--------------|----------|-------|-----------------|---------------------|------------|-----------------------|------------|---------|--------------|----------------------------|--|--|
| Decoding Multisyllabic Words | Fluency | Inflectional Endings | Prefixes and Suffixes | Derivational and Latin Suffixes | Root Words | Irregularly Spelled Words | Homonyms | Synonyms/Antonyms | Multiple Meaning Words | Singular/Plural Nouns | Proper Nouns | Pronouns | Verbs | Irregular Verbs | Verb: to be/to have | Verb Tense | Subject and Predicate | Adjectives | Adverbs | Contractions | Capitalization/Punctuation |  |  |
|                              | •       |                      |                       |                                 |            | •                         |          |                   | •                      | •                     |              | •        | •     |                 |                     |            |                       |            |         |              | •                          |  |  |
|                              | •       | •                    |                       |                                 | •          | •                         | •        |                   | •                      | •                     | •            | •        | •     |                 |                     | •          |                       | •          |         | •            | •                          |  |  |
| •                            | •       | •                    | •                     |                                 | •          | •                         | •        | •                 | •                      | •                     | •            | •        | •     | •               | •                   | •          | •                     | •          | •       | •            | •                          |  |  |
| •                            | •       | •                    | •                     | •                               | •          | •                         | •        | •                 | •                      | •                     | •            | •        | •     | •               | •                   | •          | •                     | •          | •       | •            | •                          |  |  |
| •                            | •       | •                    | •                     | •                               | •          | •                         | •        | •                 | •                      | •                     | •            | •        | •     | •               | •                   | •          | •                     | •          | •       | •            | •                          |  |  |
| •                            | •       | •                    | •                     | •                               | •          | •                         | •        | •                 | •                      | •                     | •            | •        | •     | •               | •                   | •          | •                     | •          | •       | •            | •                          |  |  |

# Kindergarten



In Grade K, students will develop phonemic awareness with storybook characters like Zack and Ann Chang, draw a chart to identify different smells, learn the history of plants along with George Washington Carver, and pay homage to classic nursery rhymes by jumping a candlestick.

## Skills

### Print Concepts

- Basic Features of Print
- Directionality
- Letter Recognition
- Features of a Sentence

### Phonological Awareness

- Rhyming Words
- Blending

- Phoneme Substitution
- Segmentation
- Initial/Medial/Final Sounds

### Phonics and Word Recognition

- Consonants
- Long and Short Vowels
- High-Frequency Words

- Decoding Single-Syllable Words
- Irregularly Spelled Words
- Multiple Meaning Words

### Grammar

- Singular/Plural Nouns
- Pronouns
- Verbs

- Capitalization/Punctuation

### Writing

- Writing Strokes and Letters
- Handwriting Practice
- Response to Text

## Domains

### Nursery Rhymes and Fables

Start learning about literature with these classic Mother Goose rhymes.

### The Five Senses

Learning about the body starts with learning about how we experience the world.

### Stories

We learn about the parts of a book and some of the stories that go in one.

### Plants

The life cycle of plants and the history of George Washington Carver.

### Farms

Now we know how plants make their food...but what about animals?

### Native Americans

Who were the first people in America? A look at the Lenape, Wampanoag, and Lakota Sioux.

### Kings and Queens

To understand fairy tales, it's best to first understand royalty.

### Seasons and Weather

The study of natural cycles continues with the weather and why it happens.

### Columbus and the Pilgrims

A look at the first contact between Europe and the Americas, and some of its results.

### Colonial Towns and Townspeople

Before the War for Independence, how did the town and country depend on one another?

### Taking Care of the Earth

We have only one Earth—here are some ways to help care for it.

### Presidents and American Symbols

Start learning about government through the lives of five presidents.

## Trade books

*Hush: A Thai Lullaby* by Minfong Ho

*Rainbow Joe and Me* by Maria Diaz Strom

*Red Riding Hood* by James Marshall

*The Carrot Seed* by Ruth Krauss (FL)

*On a Farm* by Alexa Andrews (FL)

*D is for Drum: A Native American Alphabet* by Michael Shoulders

*Princess Hyacinth* by Florence Parry Heide

*Thunder Cake* by Patricia Polacco

*Pilgrims of Plymouth* by Susan E. Goodman

*Ox-Cart Man* by Donald Hall

*The Sky Painter: Louis Fuertes, Bird Artist* by Margarita Engle (FL)

*The Bald Eagle (American Symbols)* by Norman Pearl (FL)



# Grade 1



In Grade 1, students will sing about a fabulous fox, learn to tell the difference between fairy tale heroes and villains, write an opinion statement about the worst part of going to the moon, and learn ancient Egyptian techniques for mummifying an apple.

## Skills

### Print Concepts

- Basic Features of Print
- Directionality
- Letter Recognition
- Features of a Sentence

### Phonological Awareness

- Blending
- Phoneme Substitution
- Segmentation
- Initial/Medial/Final Sounds

### Phonics and Word Recognition

- Consonants
- Long and Short Vowels
- r-Controlled Vowels
- Diagraphs
- Diphthongs
- High-Frequency Words
- Spelling Alternatives
- Decoding Single-Syllable Words
- Decoding Two-Syllable Words

- Inflectional Endings
- Root Words
- Irregularly Spelled Words
- Homonyms
- Multiple Meaning Words

### Grammar

- Singular/Plural Nouns
- Proper Nouns
- Pronouns
- Verbs
- Verb Tense

- Adjectives
- Contractions
- Capitalization/Punctuation

### Writing

- Handwriting Practice
- Response to Text
- Writing in Text Types
- Writing Process



## Domains

### Fables and Stories

Learn some of the key elements of a story through classic fables.

### The Human Body

What are germs? What are the organs? And what does it all have to do with health?

### Different Lands, Similar Stories

A world tour of storytelling, and the stories that stay the same across the world.

### Early World Civilizations

Rivers, farming, writing, and laws: just what does it take to build a civilization?

### Early American Civilizations

What will we find in the great temples of the Aztec, Maya, and Inca civilizations?

### Astronomy

How the earth relates to the moon, the sun, and the rest of the planets.

### The History of the Earth

Just what lies beneath the earth's surface, and what can it teach us about the past?

### Animals and Habitats

A look at the connection between how animals live and where they make their homes.

### Fairy Tales

What do fairy tales have to teach us about how stories are told?

### A New Nation: American Independence

The story of the birth of the United States out of the thirteen colonies.

### Frontier Explorers

The story of the journey west from the newborn U.S.A. to find the Pacific Ocean.

## Trade books

*Tunjur! Tunjur! Tunjur! A Palestinian Tale* by Margaret Read MacDonald

*The Busy Body Book: A Kid's Guide to Fitness* by Lizzy Rockwell

*Lon Po Po: A Red-Riding Hood Story from China* by Ed Young

*Gilgamesh the King* by Ludmila Zeman

*Rain Player* by David Wisniewski

*Once Upon a Starry Night* by Jacqueline Mitton

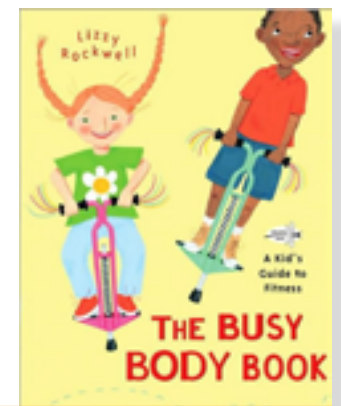
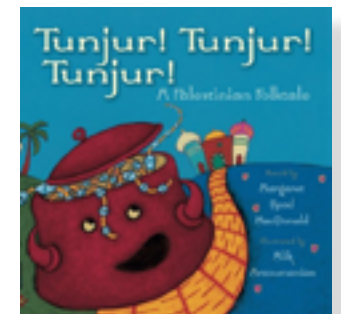
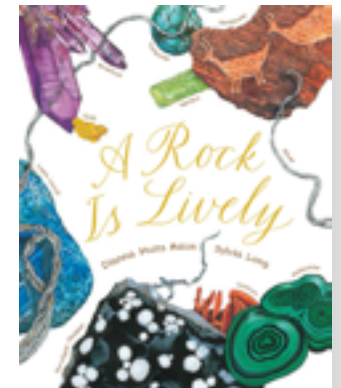
*A Rock is Lively* by Dianna Hutts Aston

*I Wonder* by Tana Hoban (FL)

*The Great Fairy Tale Disaster* by David Conway

*A Picture Book of Benjamin Franklin* by David A. Adler (FL)

*Lewis and Clark: Explorers of the American West* by Steven Kroll



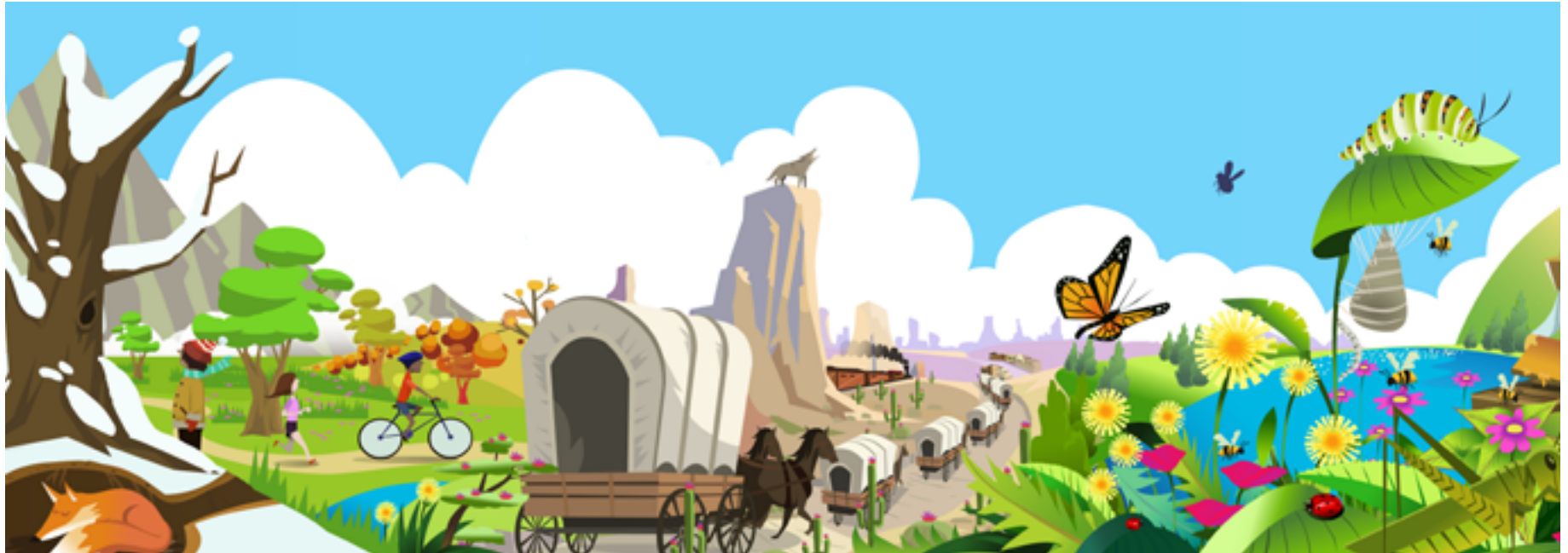
## Culminating Activity Trade Books

Animals and Habitats: *The Slug: The Disgusting Critters Series* by Elise Gravel (FL)

A New Nation: American Independence: *Now & Ben: The Modern Inventions of Benjamin Franklin* by Gene Barretta (FL)

(FL) indicates Florida-specific text.

# Grade 2



In Grade 2, students will thrill to the crimes of the Cat Bandit, assemble books about ancient Chinese culture, write their own Greek myths, and learn the story of the people who escaped to freedom from slavery by “following the Drinking Gourd.”

## Skills

### Phonics and Word Recognition

- Consonants
- Long and Short Vowels
- r-Controlled Vowels
- Diagraphs
- Diphthongs
- High-Frequency Words
- Spelling Alternatives
- Decoding Single-Syllable Words
- Decoding Two-Syllable Words
- Decoding Multisyllabic Words
- Inflectional Endings
- Prefixes and Suffixes
- Root Words
- Irregularly Spelled Words
- Homonyms
- Synonyms/Antonyms
- Multiple Meaning Words

### Grammar

- Singular/Plural Nouns
- Proper Nouns
- Pronouns
- Verbs
- Irregular Verbs
- Verb: to be/to have
- Verb Tense
- Subject and Predicate
- Adjectives
- Adverbs

- Contractions
- Capitalization/Punctuation

### Writing

- Handwriting Practice
- Response to Text
- Writing in Text Types
- Writing Process

## Domains

### Fairy Tales and Tall Tales

Learn about exaggeration and characterization on the frontier.

### Early Asian Civilizations

Tour the world of classical civilization, starting with India and China.

### Ancient Greek Civilization

The tour continues with the philosophy and politics of Greece.

### Greek Myths

Dive deep into the characters and storytelling of classic myths.

### The War of 1812

Learn about America's "Second War for Independence."

### Cycles in Nature

Introducing the natural cycles that make our lives possible.

### Westward Expansion

Why did pioneers go west? What happened to the people who were there?

### Insects

Lay the grounds for animal classification by looking at solitary and social insects.

### The U.S. Civil War

Begin to grapple with U.S. history's central crisis over slavery.

### Human Body: Building Blocks and Nutrition

A deeper dive into the digestive system and the nutrition process.

### Immigration

Why did people immigrate to the United States, and what did they find here?

### Fighting for a Cause

How people can do extraordinary things to make the world better for everyone.

## Trade books

*Swamp Angel* by Anne Isaacs

*Ancient China (A True Book)* by Mel Friedman

*Pythagoras and the Ratios* by Julie Ellis

*King Midas and the Golden Touch* by Charlotte Craft

*The Star-Spangled Banner in Translation* by Elizabeth Raum

*The Snowflake: A Water Cycle Story* by Neil Waldman

*Dandelions* by Eve Bunting

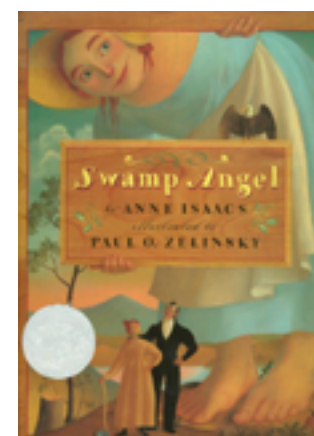
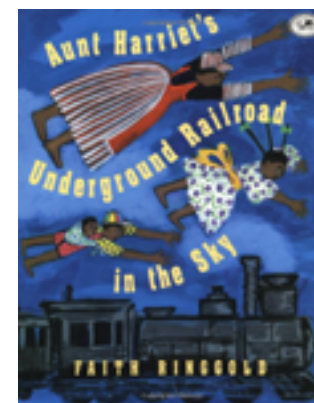
*Bee Dance* by Rick Chrustowski (FL)

*Aunt Harriet's Underground Railroad in the Sky* by Faith Ringgold

*Baby Doctor's Guide to Anatomy and Physiology* by Baby Professor

*Emma's Poem: The Voice of the Statue of Liberty* by Linda Glaser

*Eleanor* by Barbara Cooney (FL)



## Culminating Activity Trade Books

**Insects:** *Give Bees a Chance* by Bethany Barton (FL)

**Fighting for a Cause:** *Seven Blind Mice* by Ed Young (FL)

(FL) indicates Florida-specific text.

# Grade 3



In Grade 3, students will write a newspaper story about the invention of the telephone, go on a digital quest in company with Viking explorers, reflect on the stars with astronomy lab notes, and learn the secret to writing an excellent narrative ending.

## Skills

### Phonics and Word Recognition

- R-Controlled Vowels
- Diagraphs
- Diphthongs
- High-Frequency Words
- Spelling Alternatives
- Decoding Multisyllabic Words
- Inflectional Endings

- Prefixes and Suffixes
- Derivational and Latin Suffixes
- Root Words
- Irregularly Spelled Words
- Homonyms
- Synonyms/Antonyms
- Multiple Meaning Words

### Grammar

- Singular/Plural Nouns
- Proper Nouns
- Pronouns
- Verbs
- Irregular Verbs
- Verb: to be/to have
- Verb Tense
- Subject and Predicate
- Adjectives

- Adverbs
- Contractions
- Capitalization/Punctuation

### Writing

- Cursive Writing
- Response to Text
- Writing in Text Types
- Writing Process



## Domains

### Classic Tales: The Wind in the Willows

A deep dive into character, theme, and POV in classic stories from around the world.

### Animal Classification

How do we classify different animals by their appearance and behavior?

### The Human Body: Systems and Senses

Let's take a closer look at how the skeleton, muscles, and nervous system all work.

### The Ancient Roman Civilization

What is Rome's greatest cultural contribution? In this unit, your students decide.

### Light and Sound

The science behind all the ways we see and hear the world.

### The Viking Age

An immersive narrative experience about what life was like in Viking communities.

### Astronomy: Our Solar System and Beyond

More about our universe, including a writing project about daily life on a space station.

### Native Americans: Regions and Cultures

How did Native American nations change their ways of life in different parts of the world?

### Early Explorations of North America

What was it like to sail to North America with the early European explorers?

### Colonial America

A study of the very different ways of life in the different pre-U.S. colonies.

### Ecology

Students keep ecologists' journals to learn about our world and how best to protect it.

(FL) indicates Florida-specific text.

## Collection Trade Books

### Unit 4, The Ancient Roman Civilization

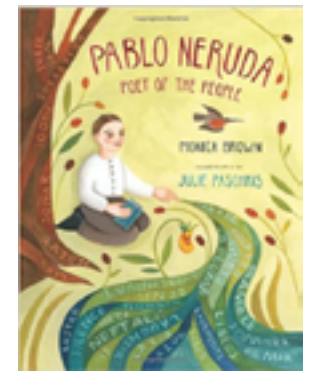
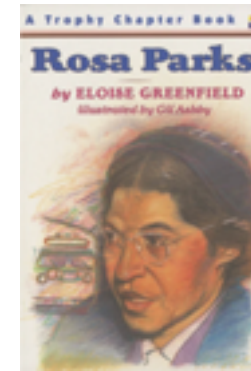
*Pablo Neruda: Poet of the People* by Monica Brown (FL)

*Abraham Lincoln: A Life of Honesty* by Tonya Leslie (FL)

*Revolutionary Friends: General George Washington and the Marquis de Lafayette* by Selene Castrovilla (FL)

*Rosa Parks* by Eloise Greenfield (FL)

*Who was Betsy Ross?* by James Buckley, Jr. (FL)



## Culminating Activity Trade Books

*Astronomy: Moonshot: The Flight of Apollo 11* by Brian Floca (FL)

## Novel Guides

*Flora & Ulysses* by Kate DiCamillo

*Stella Diaz Has Something to Say* by Angela Dominguez

# Grade 4



In Grade 4, students will take part in a dramatic invention competition judged by Thomas Edison, George Washington Carver, and Hedy Lamarr, use writing to investigate the function of a mysterious contraption, become poets, and bring their reading skills to bear on contemporary novel *The House on Mango Street*.

## Skills

### Phonics and Word Recognition

- Decoding Multisyllabic Words
- Inflectional Endings
- Prefixes and Suffixes
- Derivational and Latin Suffixes
- Root Words
- Irregularly Spelled

### Words

- Homonyms
- Synonyms/Antonyms
- Multiple Meaning Words

### Grammar

- Singular/Plural Nouns
- Proper Nouns
- Pronouns
- Verbs

- Irregular Verbs
- Verb: to be/to have
- Verb Tense
- Subject and Predicate
- Adjectives
- Adverbs
- Contractions
- Capitalization/Punctuation

### Writing

- Cursive Writing
- Response to Text
- Writing in Text Types
- Writing Process

## Domains

---

### Personal Narratives

Read stories of personal experience...and learn to reflect on your own.

### Empires in the Middle Ages

Explore the medieval history of Europe and the Middle East.

### Poetry

Study the poetry of many nations, and begin to write your own.

### Eureka! Student Inventor

Transform the class into a lab for students to build and present inventions.

### Geology

Plate tectonics, volcanoes, erosion: all the forces that shape the Earth.

### Contemporary Fiction

Explore the *The House on Mango Street*...and write a book while doing it.

### American Revolution

Why did America seek independence? Let's investigate the causes and effects.

### Treasure Island

Seek the treasure of plot in this detailed study of a classic fiction adventure.

## Collection Trade Books

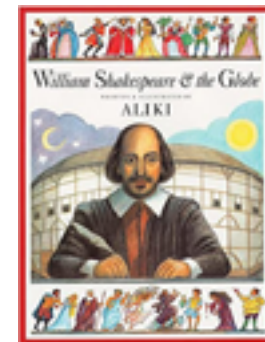
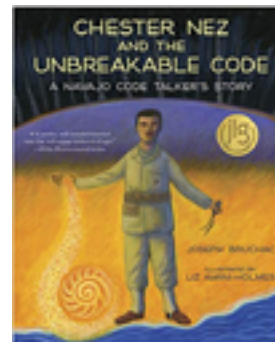
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### Unit 3, Poetry

*Chester Nez and the Unbreakable Code* by Joseph Bruchac (FL)

*William Shakespeare and the Globe* by Alikei (FL)

*Grace Hopper Queen of Computer Code* by Laurie Wallmark (FL)



## Culminating Activity Trade Books

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American Revolution: *Aaron and Alexander: The Most Famous Duel in American History* by Don Brown (FL)

Poetry: *The Wolf's Story* by Toby Forward (FL)

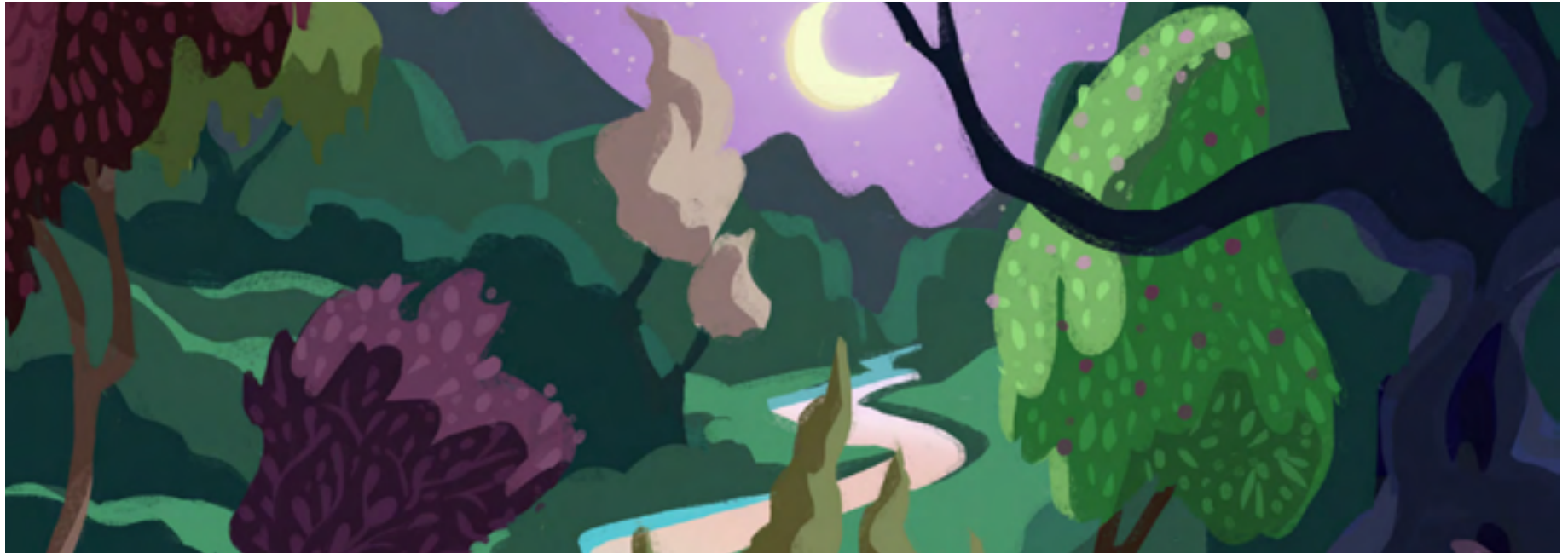
## Novel Guides

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*Hello, Universe* by Erin Entrada Kelly

*The Season of Styx Malone* by Kekla Magoon

# Grade 5



In Grade 5, students will learn about villanelles and Mayan codices, read and perform Shakespeare’s “A Midsummer Night’s Dream,” use their writing skills to teach a robot about human emotions, and solve a scientific mystery involving ancient fossils.

## Skills

### Phonics and Word Recognition

- Decoding Multisyllabic Words
- Inflectional Endings
- Prefixes and Suffixes
- Derivational and Latin Suffixes
- Root Words

- Irregularly Spelled Words
- Homonyms
- Synonyms/Antonyms
- Multiple Meaning Words

### Grammar

- Singular/Plural Nouns
- Proper Nouns

- Pronouns
- Verbs
- Irregular Verbs
- Verb: to be/to have
- Verb Tense
- Subject and Predicate
- Adjectives
- Adverbs

- Contractions
- Capitalization/Punctuation

### Writing

- Cursive Writing
- Response to Text
- Writing in Text Types
- Writing Process



## Domains

---

### Personal Narratives

Through writing and sharing their writing, students begin to identify themselves as writers.

### Early American Civilizations

Students craft a codex to explain the rise and fall of the Maya, Aztec, and Inca people.

### Poetry

Students close read many forms of poetry...and learn to write them.

### Adventures of Don Quixote

Was Don Quixote right to fight the windmill? In this full-length novel study, students decide.

### The Renaissance

Exploring the art and literature of the Renaissance through works of its masters.

### The Reformation

How did the printing press transform the religion and society of Europe?

### “A Midsummer Night’s Dream”

Students enter the world of Shakespeare by reading, designing, and acting his work.

### Native Americans

How did the policies of the U.S. government impact Native American culture and lives?

### Chemical Matter

Students use knowledge of chemistry to solve a mystery of missing fossils.

## Collection Trade Books

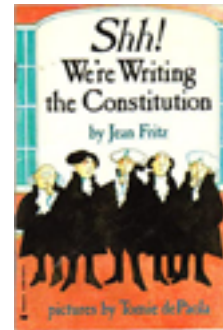
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### Unit 1, Personal Narratives

*They Called Her Molly Pitcher* by Anne Rockwell (FL)

*We the People: The Constitution of the United States* by Peter Spier (FL)

*Shh! We're Writing the Constitution* by Jean Fritz (FL)



## Culminating Activity Trade Books

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*The Reformation: My Librarian is a Camel: How Books Are Brought to Children Around the World* by Margriet Ruurs (FL)

*Native Americans: The Trail of Tears* by Joseph Bruchac (FL)

## Novel Guides

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*The Science of Breakable Things* by Tae Keller

*You Don't Know Everything, Jilly P!* by Alex Gino

# Skills

Every day in the Amplify CKLA classroom, students will practice their existing reading skills while stretching themselves toward new goals. In K–2, each day includes dedicated skills time for explicit, systematic phonics to help you give students a solid foundation. In the upper grades, skills instruction becomes integrated with knowledge lessons, and students engage with increasingly complex content-rich texts and writing activities.

“In the early grades, the standards emphasize explicit, systematic phonics instruction as the foundation of literacy.”

—Florida B.E.S.T. Standards



# The science of reading: Skills



## Start with the sound

All instruction starts with phonological awareness, which research shows benefits the greatest number of students. Students begin by learning to recognize sounds, as well as to articulate them.



## Build to the phoneme

Over time, students build up their awareness of phonemes. We give teachers a variety of tools, including multisensory gestures, to help kids develop this awareness.



## Crack the code

Once students can recognize sounds, they learn to form the corresponding letter codes. Amplify CKLA starts by teaching the sound-spellings that appear most frequently in English, which lets your students read and write as many words as possible, as soon as possible.



## Grow in complexity

The lessons continue to challenge students as they progress, introducing complications like multisyllabic words, “tricky words,” and homophones. In each case, students encounter complications as they become ready for them.



## Start with the sound .....

Skills instruction always starts by introducing the sound first.  
(Research shows that's what works best for students.)

**Check for Understanding**  
 Scan the word cards that students hold up in response to each word you say.

**INTRODUCE THE SOUND /oo/ (10 MIN.)**  
**I'm Thinking of Something**  
**Note:** Be careful not to confuse the /oo/ sound as in *look* in this lesson with the /oo/ sound in *soon* that was practiced in earlier lessons.

- Tell students that today they will listen for a new sound, /oo/, as in *look*.
- Have students say the /oo/ sound several times.
- Ask students to repeat a number of words that have the /oo/ sound in the middle: *foot, cook, hook, hood, book, look*.
- Ask students if /oo/ is a vowel sound or a consonant sound. (Vowel sound, made with an open mouth and an unobstructed airflow.)
- Tell students that you are thinking of a word that has /oo/ as its middle sound; you want them to guess what it is, but first you will give them a clue.
- Read the first clue and see if anybody can guess the answer. If students are stumped, read the second clue.

**Cook**  
 1. I'm thinking of someone who works in the kitchen.  
 2. This person makes yummy food.

- Once students guess the answer and say the word, have them isolate and say the /oo/ sound once more.
- Work through the remaining items.

**Foundational Skills**  
**Foundational Literacy Skills**  
 Prior to introducing words with the /oo/ sound in the middle, show students the pictures of *foot, cook, hook, hood, book, and look*. Ask students to repeat each word.

Opportunities for informal checks for understanding are integrated throughout all lessons.

Skills lessons are carefully outlined to make it easier to keep your focus on teacher-student interaction.

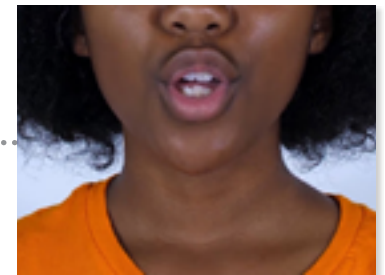
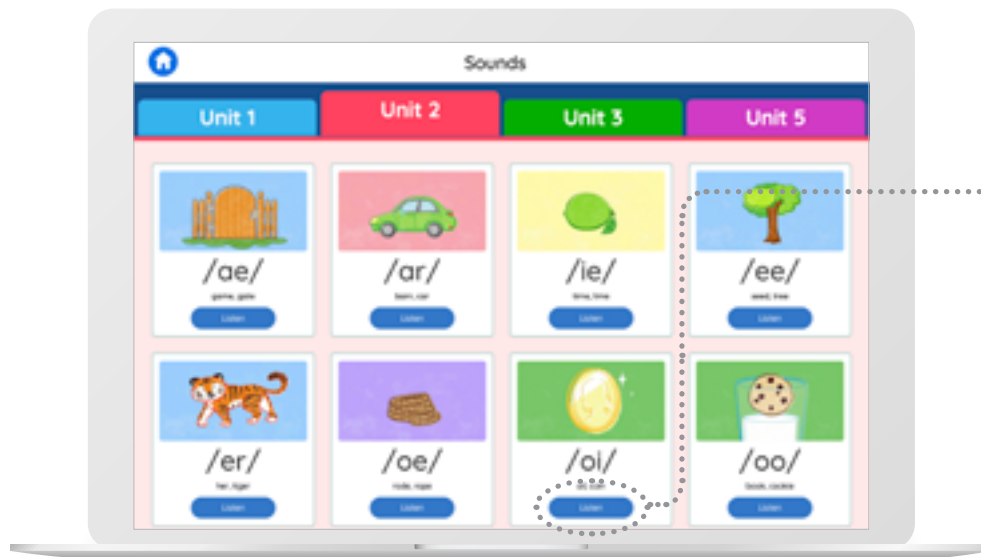
Deliberate practice steps keep students laser-focused on acquiring new skills.

Interactive steps keep students engaged while learning.



## Sound Library

The Sound Library provides additional digital support and practice. Sound videos show mouth movements to help students practice articulating new sounds, while sound songs with fun, catchy lyrics help kids learn to recognize the sounds they've just learned.





## Build to the phoneme

Once students are familiar with a sound, they'll learn to analyze it in terms of phonemes, which begins to build the bridge between sounds and letter codes. We support you and your students with a variety of techniques and remediations designed to integrate well into your existing classroom.

**Challenge**

Instead of choosing classroom objects, tell students you are thinking of colors, animals, or numbers. This gives students less support because there are no visual clues.

**Support**

If students are unsure, say the word in a segmented fashion:  
ray ... /r/.

**Foundational Skills**

**Foundational Literacy Skills**

When saying the stimulus words, show pictures of the following words: rain, raise, race.

**PRACTICE BLENDING (20 MIN.)**

**I Spy**

**Note:** This exercise will strengthen students' blending skills.

- Look around the room and mentally note items with names containing three sounds (e.g., a book, a rug, a light, a pen, a box, etc.).
- Say to the class, "I spy with my little eye a /b/ ... /oo/ ... /k/."
- Have students blend the word, using the arm motions, and point to the object in the room.
- Repeat until students have had sufficient blending practice.

---

**Observation: Oral Blending Observation Record**

As you listen to students blend the sounds, make notes regarding their individual blending ability in the Oral Blending Observation Record.

---

**Add a Sound**

- Remind students a sound can be added to a word to make a new word.
- Say *ray*. Have students repeat the word.
- Ask students to name the word you would make by adding the /n/ sound to the end of *ray*. (rain)
- Repeat with the remaining words. Explain that items 6–10 involve adding a sound to the beginning of a word as opposed to the end.

|                            |                             |
|----------------------------|-----------------------------|
| 1. ray > rain (/n/ added)  | 6. eat > meat (/m/ added)   |
| 2. ray > raise (/z/ added) | 7. eat > feet (/f/ added)   |
| 3. ray > race (/s/ added)  | 8. eat > seat (/s/ added)   |
| 4. ray > rake (/k/ added)  | 9. eat > neat (/n/ added)   |
| 5. ray > rail (/l/ added)  | 10. eat > sheet (/N/ added) |

Skills lessons adapt to challenge or support your students as needed.

Multisensory gestures help students distinguish the sounds that make up a word.

Lessons provide formative assessments tied to Florida Benchmarks and lesson objectives.

Every unit also includes a full Assessment and Remediation Guide that'll help you provide specific support to your students to help get them back on track.

Students connect sound to phonemes to letter codes, organically building their skills.





## Crack the code

Once students learn to recognize a sound in the words they hear, they'll learn to write it, then practice decoding it in text.

• Point to the 'oo' spelling and explain that today, when students see the double-letter spelling 'oo', they should say the /oo/ sound as in cook.

• Turn to **Vowel Code Flip Book page 12**. Show students the Spelling Card for 'oo' > /oo/ (look). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.

**Vowel Code Flip Book**

1. 'oo' > /oo/ (look) **page 12**

• Have students turn to **Individual Code Chart page 4**. Have them trace the code information for 'oo' > /oo/ in green marker.

• Tell students that whenever the spelling 'oo' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

**PRACTICE /OO/ > 'OO' (10 MIN.)**

**Write the Spelling/Word Box**

• Distribute Activity Page 5.2.

• Write the /oo/ spelling on the board/chart paper. Remind students that 'oo' is a letter team.

• Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.

• Look at the back of the activity page together as a class.

• Read the words in the box at the top of the activity page, and name the pictures below.

• Tell students to write the correct word underneath the picture. Review the activity page together as a class.

**Digital Component 1.1**

**Support**

One way to show the difference between /oo/ and /oo/ is to draw two small eyes inside the 'oo' for /oo/, as in look.

**look**

**Code Materials**

**Activity Page 5.3**

oo soon, room, boat

Suggestions for giving students extra support are found throughout the Teacher Guides, right where you need them.

Students keep track of the code knowledge they're acquiring as they progress.

The design of all course materials provides detailed support for newly developing skills.

Take-home reading encourages kids to practice their skills outside of class and keeps caregivers involved in learning.

NAME: \_\_\_\_\_ 5.3 Take Home  
 DATE: \_\_\_\_\_

**Dear Family Member,**

This is a story your child has probably read once, possibly several times at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined.

Repeated reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

### The Two Dogs

Once two dogs met. One of them was a tame dog who made his home with men. One was a dog who ran free.

The dog who ran free stared at the tame dog and said, "Why is it that you are so plump and I am so thin?"

"Well," said the tame dog, "I am plump because the men feed me. I do not have to run all the time to get my food. My job is to keep the home safe when the men are in their beds."




Letter cards give students a simple and effective way to practice sound spellings as a group.





## Grow in complexity

As students progress through the grades, skills practice continues but becomes integrated with the overall curriculum. Students use the skills foundations they developed in Grades K–2 to take on more challenging tasks in 3–5.

**Support**

Have students take on the roles of Seth and Bonnie in the example sentences and say the dialogue aloud. Have them cup their hands around their mouths as they speak the words in quotation marks.

**Activity Page 6.2**



- Point to the second example of dialogue that you prepared in advance. Have students direct you as to where the commas and quotation marks should be inserted. Note that both the second and third examples of dialogue are also examples of split quotations.
  - "Green," Seth responded, "is my favorite color."

---

**Check for Understanding**

Have students punctuate the third example of dialogue with both commas and quotation marks.

- "My favorite color," Bonnie said, "is purple."

If students cannot punctuate the sentence correctly, have them review the previous example and discuss why it is punctuated the way it is.

---

- Have students turn to Activity Page 6.2. Guide them through the first sentence. Make sure they rewrite the sentence properly, adding commas and quotation marks in the appropriate locations. Have students complete the rest of Activity Page 6.2 for homework, or if you feel they need more assistance, complete the activity page as a teacher-guided activity.

**MORPHOLOGY: INTRODUCE ROOT RUPT (15 MIN.)**

**Primary Focus:** Students will identify the meaning of the root rupt and use these words in sentences. [L.4.4]

- Remind students that prefixes are added to the beginning of root words and suffixes are added to the end of root words to make new words. Ask students to give examples of prefixes and suffixes that they remember from earlier lessons.
- Tell students that today they will focus on a word part that is a Latin root and can appear at different places within a word.
- Remind students that a root is a main element of a word that forms the base of its meaning. A prefix or suffix added to the root can change the meaning.

Now that students have mastered basic code, writing and usage skills come to the foreground.

Multisensory gestures are still important, even with older students!

Students in the upper grades of Amplify CKLA are prepared to take on more advanced foundational skills, including morphology, Latin roots, and suffixes.

Vocabulary in Amplify CKLA units is tied to the unit's knowledge content, helping students master skills in context.

Students in Grades 3–5 continue to build their understanding of language while reading vocabulary-rich texts, using a range of skills to find meaning.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.3**

TAKE-HOME

### Root rupt

Write the correct word to complete each sentence. You may need to add -ed, -ing, or -s to make the word correctly fit in the sentence.

|               |        |          |
|---------------|--------|----------|
| uninterrupted | erupt  | disrupt  |
| rupture       | abrupt | eruption |

1. A volcanic \_\_\_\_\_ is usually sudden and violent.
2. When my friend lied to me, it caused a(n) \_\_\_\_\_ in our friendship.
3. My parents say it's bad for me to spend \_\_\_\_\_ hours watching television, so they limit how much I can watch.
4. Old Faithful is a geyser in Yellowstone National Park that \_\_\_\_\_ several times a day.
5. Sometimes my dog \_\_\_\_\_ my sleep when she barks in the middle of the night.
6. During an argument, my brother left the room in a(n) \_\_\_\_\_ way instead of continuing the conversation.

## Chapter 1

# Earth's Changing Surface

### THE BIG QUESTION

How did people's understanding of what was happening on Earth's surface change over time?



1570 CE world map

If you had lived in Europe during the Middle Ages, the idea that the earth changes would have seemed crazy. At that time, people believed that mountains, valleys, and



## ..... Skills practice: Student Readers .....

As students continue to move through the curriculum, their understanding of the code will become more sophisticated. Amplify CKLA is designed to progress with them through decodable readers that grow more advanced along with students' skills.

The mule would **look** in and see the dog on the man's lap. He felt sad. He felt left out.

"The man feeds me," said the mule, "but I do not get **food** from his plate. I'm left out because I am a mule. I should act like a dog. If I do that, the man will like me just as much as he likes the dog."



36 37

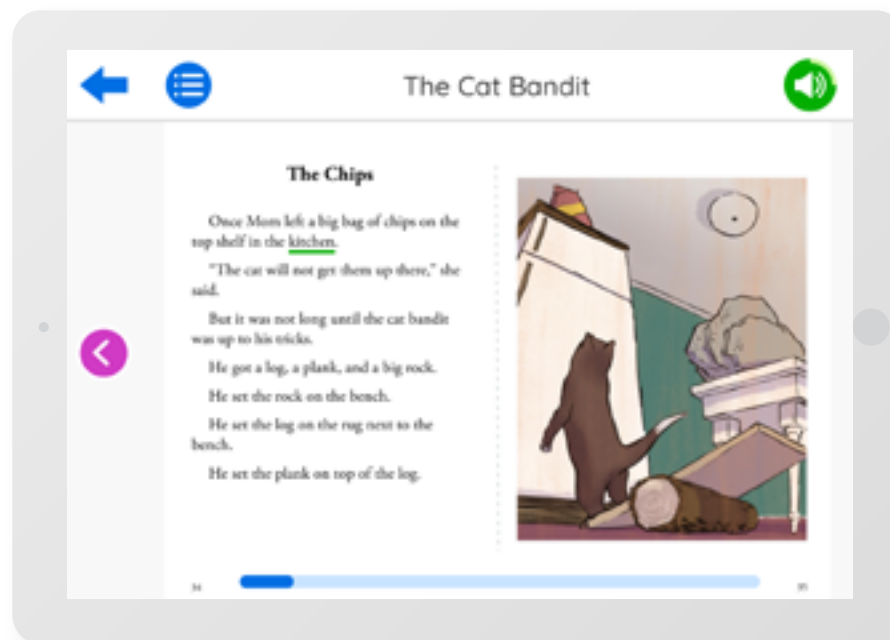
New sounds in each unit are introduced in bold. Students are gradually introduced to "tricky" spelling concepts, such as different sounds that use the same letter code.



K–2 Skills units are paired with decodable chapter books that let students try out newly learned sound-spellings on engaging stories and interesting informational texts that make learning to read rewarding.



As students move through Grades K–5, readers become more sophisticated, growing along with the student.



All readers are available as ebooks on the Hub. Optional audio supports provide additional scaffolding.

## ..... Skills practice: Writing .....

Throughout the K–2 Skills units, we ask students to practice their writing skills along with their reading. Student book reports on the readers and other reflective assignments help build good writing habits early and prepare students for the challenges ahead.

**Teacher Resource: Editing Marks**

1. Cross out punctuation mistakes and write the correct punctuation mark above the wrong one.
2. Cross out capitalization mistakes and write the correct uppercase/lowercase letter above the wrong one.
3. Write a caret (^) where a word or punctuation mark needs to be inserted. Write the word or punctuation mark above the caret.
4. Correct spelling mistakes if students notice or question them. You should accept plausible spellings that use the sound/spelling correspondences taught thus far.

• You can also ask students if they have any other suggestions that would improve the student's writing. Explain that they should make any suggestions by asking a question.

• Model this by saying, "Would it make the writing even better if we ...?" Using this phrasing will make it clear that students are making suggestions for consideration, rather than mandating changes that must be made.

• If changes are suggested, check with the class to see if everyone agrees. Make the changes on the display book report. At this stage, two or three suggestions are probably enough.

• When you have completed the editing checklist with the class, be sure to once again thank the author for having volunteered his or her draft.

**Students Edit Their Own Drafts**

**Note:** Students may wish to edit in a different-colored pencil.

- Tell students that they will all now edit their own drafts. Hand back Activity Page 6.3.
- You will read the items on the editing checklist, and they will look at their own papers to see if they need edits.
- Ask the class if their own draft has the name of the tale, or title. If they do, tell them to give you a thumbs-up sign. If they are missing the name of the tale,

**Activity Page 6.3**

Teachers are given the information they need to help assess student work in a way that meets students where they are with their skills.

Students learn to view writing as an ongoing process, giving them confidence to experiment and learn from feedback.

Lessons integrate social-emotional learning concepts and useful collaboration skills.

## Communicating through writing

With the Florida B.E.S.T. Standards, Amplify CKLA students extend and deepen their understanding of unit topics through discussion, presentations, and key writing activities. Students write in response to text, but also spend longer periods of time planning, drafting, revising, editing, and publishing writing pieces in each of the three major text types: narrative, expository (informative) and argument (opinion).

- You may show the videos in any order you wish. There are six videos from 3 to 8 minutes each. Write these topics of the videos on chart paper or on the board to help students organize their notes: Morning Routine, Exercising, Eating, Working, Free Time, and Sleeping.
- Go through each of the videos, reminding students to take notes, stopping briefly after each one to have students finish writing their notes.
- Tell students to keep their notes for the Writing lesson.



### Check for Understanding

For each of the categories, Morning Routine, Exercising, Eating, Working, Free Time, and Sleeping, have a few students share some of their notes. If students are having difficulty, replay some of the videos a second time if time permits.

### Lesson 17: A Tour of the International Space Station

## Writing



**Primary Focus:** Students will plan to write an informative piece about a day in the life of an astronaut aboard the International Space Station. [W.3.5]

### INTRODUCING INFORMATIVE WRITING (10 MIN.)

- Tell students that they will be writing an informative piece about a day in the life of an astronaut on the International Space Station.
- Ask students what it means to write an informative paragraph. They should recall from earlier in the year during the Animal Classification unit and the Light and Sound unit. (It means to relay information or facts that inform the reader about a specific topic.)
- Explain to students that they have already collected a lot of information from today's video, and also they have learned from their previous lessons what it's like to be in space. Tell them tomorrow they will be reading a little more about the ISS, and that they'll be able to add more to their notes.
- Remind students of the steps of the writing process—plan, draft, revise, edit, and publish. Tell them that today we'll be focusing on planning their writing.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

17.1

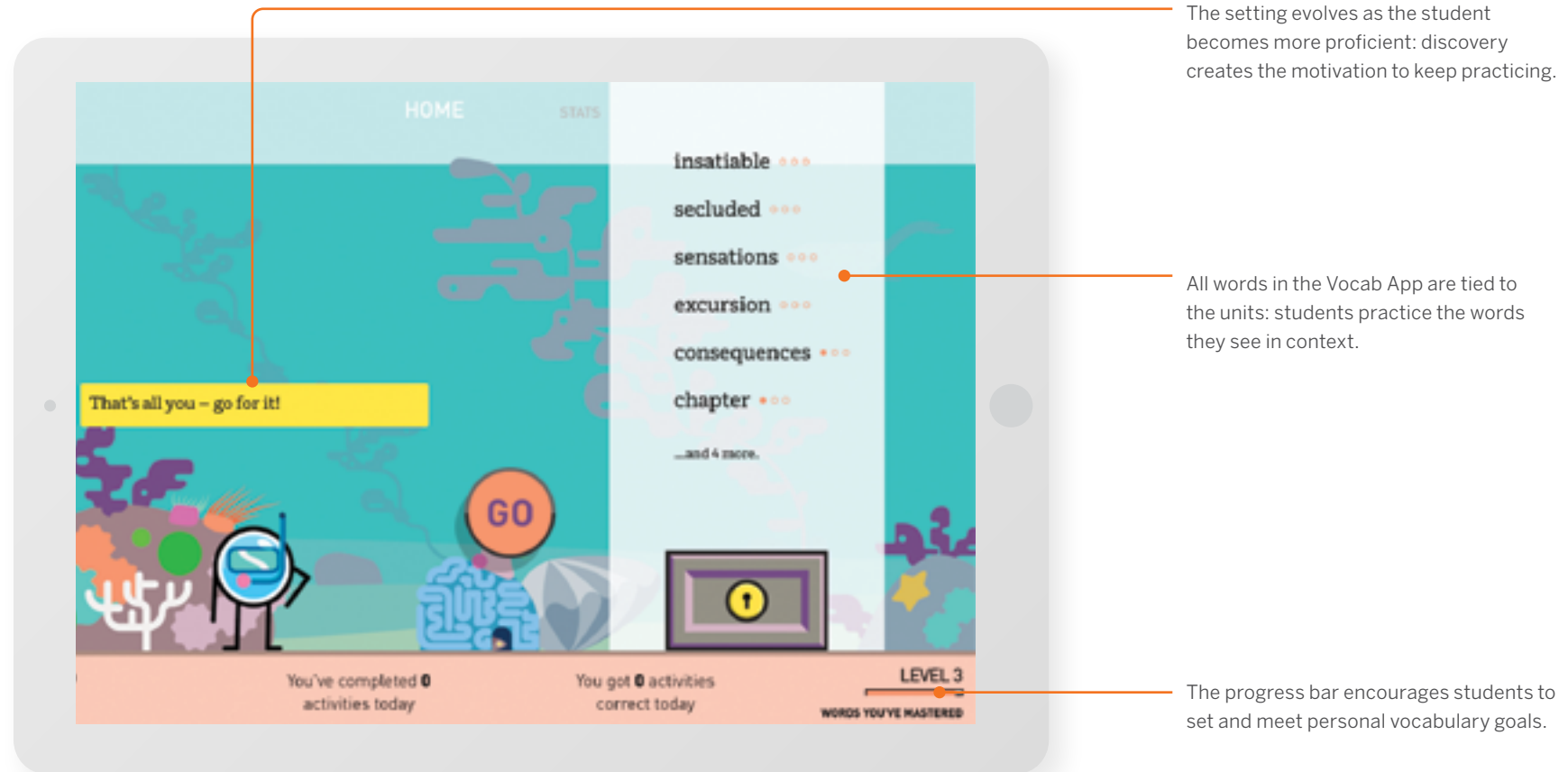
ACTIVITY PAGE

### Scoring Rubric

|                     | 4                                                                                                                                                      | 3                                                                                                                                      | 2                                                                                                                                          | 1                                                                                                                                                   |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Organization</b> | Writing is organized logically, with a strong introduction to the topic, several supporting details, and a strong conclusion.                          | Writing is organized logically, with an introduction, several details, and a conclusion.                                               | Writing is organized logically but may be missing an introduction, some details, or a conclusion.                                          | Writing is not organized logically and may be missing a topic sentence, details, and a conclusion.                                                  |
| <b>Writing</b>      | Writing is clear and interesting to read, with many descriptive words and details. There are at least three paragraphs with appropriate linking words. | Writing is clear and easy to read, with some descriptive words and details. There are at least two paragraphs with some linking words. | Writing is unclear or without supporting details. Paragraphs are incomplete or unclear. There are few linking words to tie ideas together. | Writing is difficult to read because of missing words, sentences, or incomplete ideas and contains no paragraphs. There is a lack of linking words. |
| <b>Conventions</b>  | Correct sentence structure, grammar, punctuation, and capitalization.                                                                                  | Mostly correct sentence structure, grammar, punctuation, and capitalization with one to two errors.                                    | Mostly correct sentence structure, grammar, punctuation, and capitalization with three to four errors.                                     | Sentence structure, grammar, punctuation, and/or capitalization are incorrect with more than five errors.                                           |
| <b>Spelling</b>     | There are zero to two spelling                                                                                                                         | There are three to four spelling                                                                                                       | There are four to five spelling                                                                                                            | There are more than six                                                                                                                             |

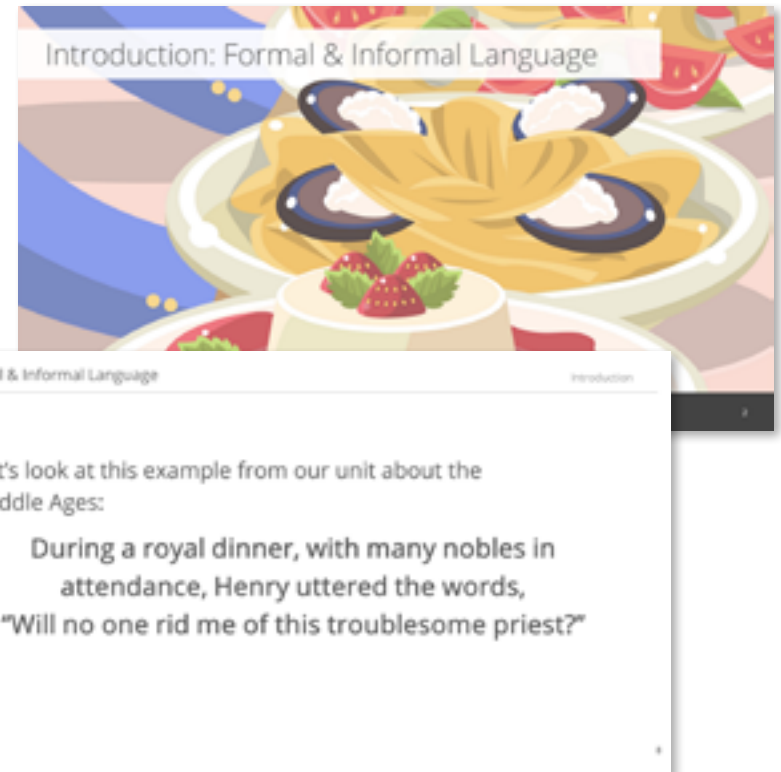
## ..... Skills practice: Vocabulary

In Grades 3–5, students gain access to the Vocab App, a digital tool for practicing vocabulary. Assisted by a cartoon helper, students complete different activities.





Humorous activities with cultural relevance help students relate their vocabulary practice to their lives.



In addition to the Vocab App, comprehensive Vocabulary Lessons use vocabulary from the knowledge domains to give students practice with context.



# Knowledge

While students are learning how to read, Knowledge Domains give them authentic and engaging reasons to read. Students will use their skills to explore domains that relate to storytelling, science, and the history of our world as seen through the eyes of many different groups. With these domains, you'll bring the world to your students, showing them why reading should become an exciting, rewarding, and useful part of their lives.

“The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy.”

—Florida B.E.S.T. Standards



# The science of reading: Knowledge



## Build connections and context

Each Amplify CKLA Knowledge Domain gives students a base of vocabulary and concepts, building on what they've learned in previous domains. This helps students make connections within and across grades, building a base of background knowledge that will help them navigate new and more complex texts.



## Emphasis on interactivity

We emphasize interactions with students, challenging them and encouraging them to think about the material rather than simply receive it. Each lesson includes many options for formative assessment and immediate adjustment to your class's needs.



## Listen and understand

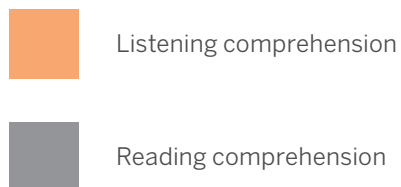
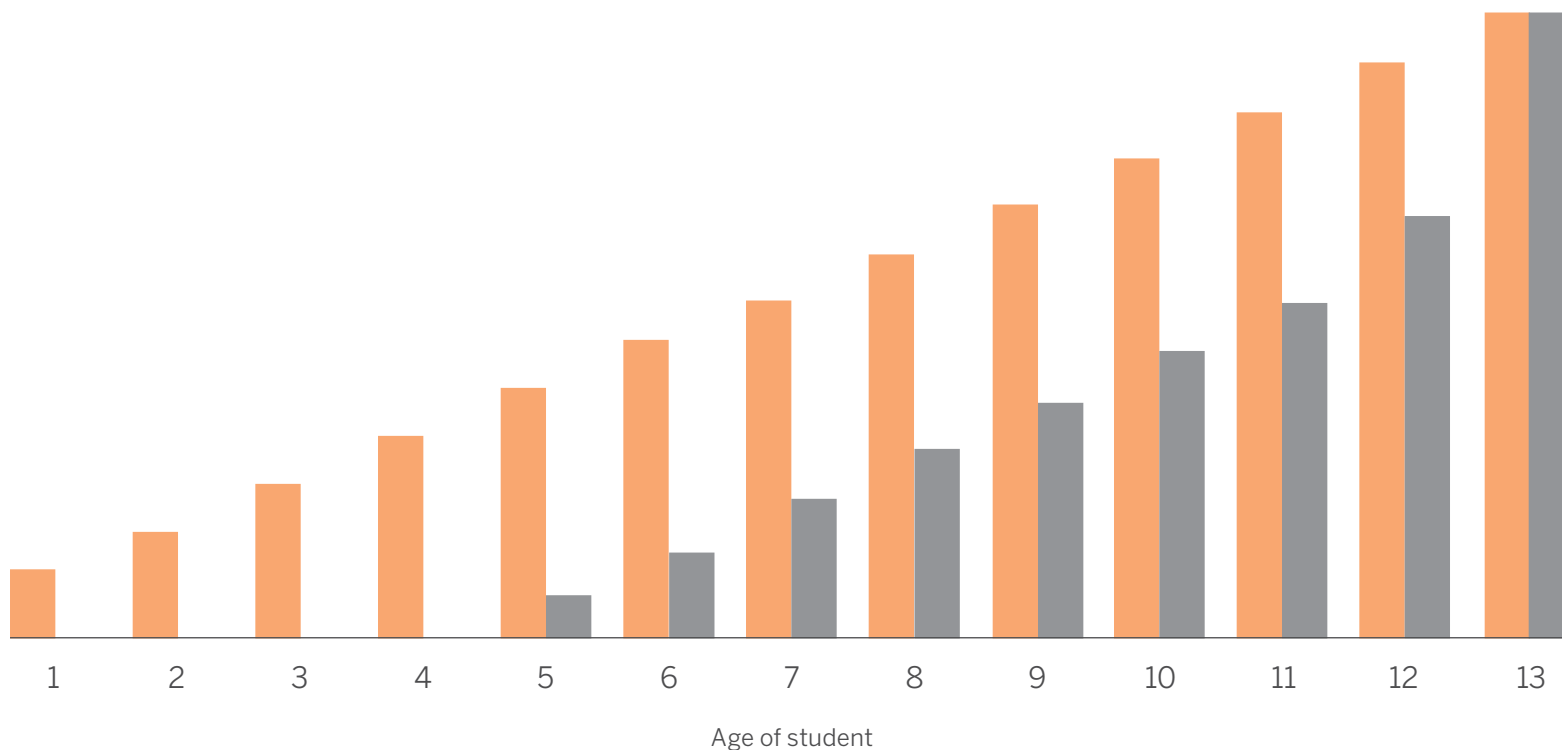
Students learn to listen and understand before they learn to read. By delivering knowledge through classroom read-alouds, we teach students the key comprehension skills they'll use throughout their reading lives.



## Assess what's important

End-of-domain digital assessments for Knowledge Domains are fully voice acted, ensuring that each student's comprehension skills are being authentically tested. This not only helps build student test-taking confidence, but also gives you a more accurate picture of your class.

## The direct relationship between listening and reading comprehension



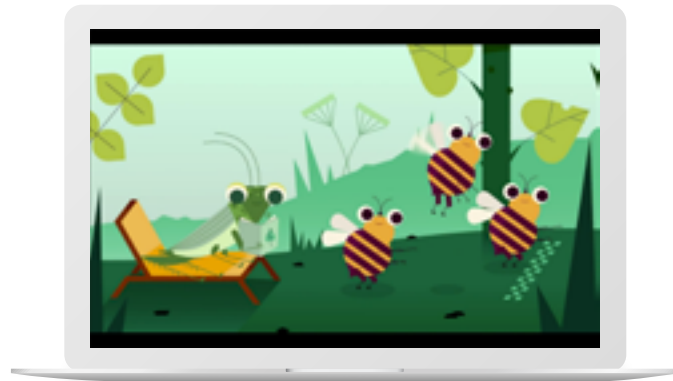
Students' listening comprehension outpaces their reading comprehension until age thirteen. We've designed our read-aloud lessons around this fundamental understanding to make sure that students interact with complex texts and background knowledge from day one.

T.G. Sticht, 1974, 1984

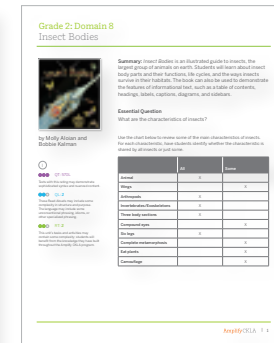
# What's in an Amplify CKLA knowledge lesson?

Here's a deep dive into one of our lessons—this one from Grade 2, Domain 8, Insects—to give a sense of what your students will encounter in a typical Amplify CKLA knowledge lesson.

## Knowledge Builders



## Trade Books and Guides



## Teacher Guide



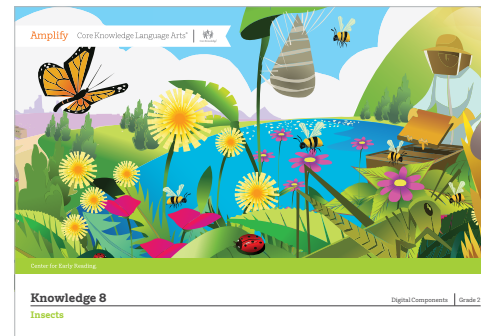
## Video/Activity Guide



## Activity Book

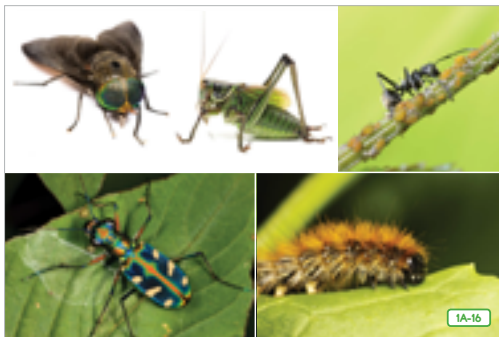
The Activity Book consists of two pages. The left page is a story template with fields for 'Title', 'Character(s)', 'Setting(s)', 'Beginning', 'Middle', and 'End'. The right page features a diagram of an insect with labels for 'Abdomen', 'Antenna', 'Head', 'Leg', and 'Thorax'.

## Digital Components

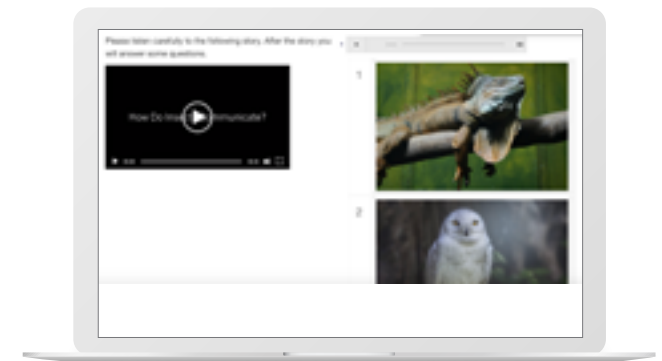
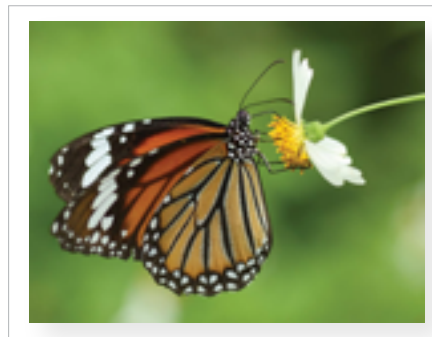


## End of Domain Assessment

## Flip Book



## Image Cards





# Knowledge Builders

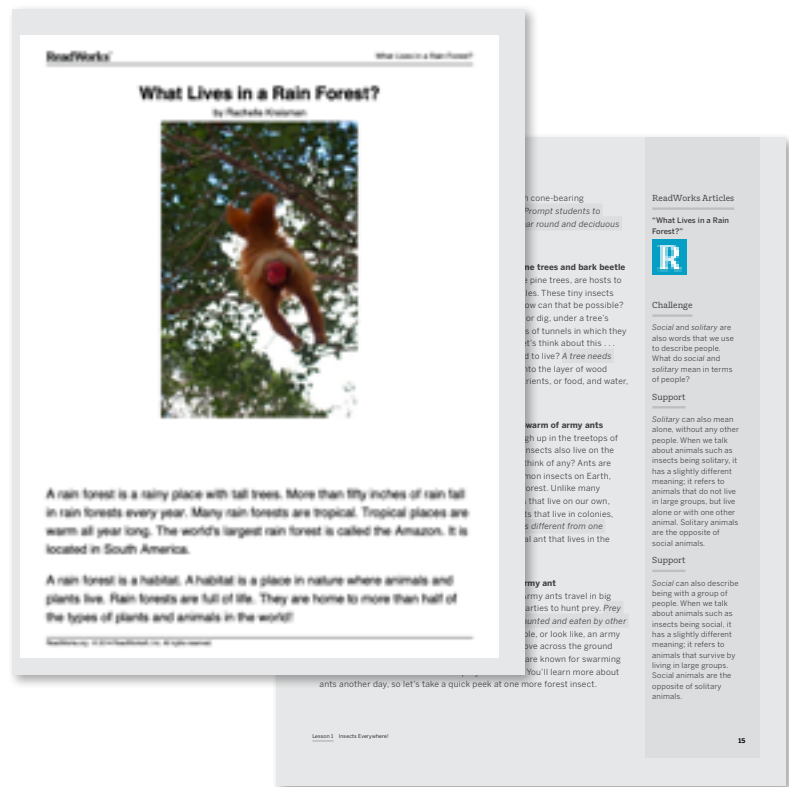
Each Knowledge Domain starts with a Knowledge Builder video: a short, fun animated story with an emphasis on engagement. In this domain, Grasshopper checks into the Hotel Beeswax and finds herself in a sticky situation. She experiences what it's like to be a social insect and learns more about herself along the way.



Knowledge Builder videos come with video guides and activity pages, giving you additional ways to get your students excited about what they're about to learn.

## ReadWorks

Amplify CKLA and ReadWorks have partnered to deliver high-quality texts aligned to both Amplify CKLA knowledge topics and the Florida content topics in Social Studies, Science, and the Arts.



ReadWorks articles expand students' knowledge and are accompanied by vocabulary supports and formative assessment opportunities aligned to the Florida B.E.S.T. standards.



## ..... Introduction .....

Each Knowledge lesson in K–2 begins with a review of previous knowledge, helping kids connect the knowledge they’re building as they grow as readers.

**INSECTS**

# Insects Everywhere!

---

**PRIMARY FOCUS OF LESSON**

**Speaking and Listening**  
Students will describe insects and their habitats.  
**ELA.K.12.EE.4.1**

**Reading**  
Students will describe insects and their habitats.  
**ELA.2.R.2.2**

**Language**  
Students will demonstrate an understanding of the Tier 3 word *habitats*.  
**ELA.2.V.1.1**

**Writing**  
In a journal, students will write about a past experience with an insect.  
**ELA.2.C.1.4**

---

**FORMATIVE ASSESSMENT**

**Insects Journal**

**Narrative** Students will write about a past experience with an insect in their journals.  
**ELA.2.C.1.4**

**LESSON**

# 1

Each knowledge lesson aligns to multiple B.E.S.T. standards, including spotlight standards and supporting benchmarks.

Opportunities for formative assessment during lessons are clearly highlighted to save you time.

Knowledge domains give students context to understand vocabulary words.

#### CORE VOCABULARY

**habitats, n.** the specific environments in which plants and animals live and thrive

Example: Desert habitats are home to plants and animals that can survive without regular rainfall.

Variation(s): habitat

**insects, n.** small animals with six legs and three main body parts

Example: Mackenzie likes all kinds of insects, especially butterflies.

Variation(s): insect

**social, adj.** living together in organized communities

Example: The social honeybees worked hard to take care of the queen bee.

Variation(s): none

**solitary, adj.** living alone or in pairs

Example: The solitary fly circled the food-covered table alone before landing on my ham sandwich.

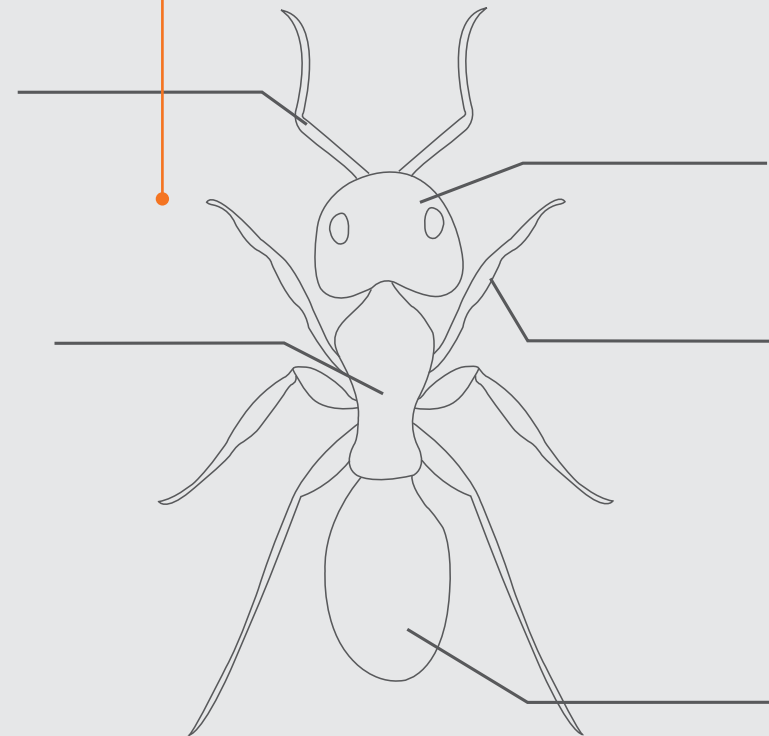
Variation(s): none

Vocabulary Chart for "Insects Everywhere!"

| Type                   | Tier 3<br>Domain-Specific Words                                   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|------------------------|-------------------------------------------------------------------|----------------------------------|---------------------------------|
| Vocabulary             | habitats ( <i>hábitats</i> )                                      |                                  | insects ( <i>insectos</i> )     |
| Multiple<br>Meaning    | social ( <i>social</i> )<br>solitary ( <i>solitario/a</i> )       |                                  |                                 |
| Sayings<br>and Phrases | teeming with life<br>host plant<br>all at once<br>in the meantime |                                  |                                 |

Students apply knowledge of new vocabulary words learned throughout the domain.

Abdomen Antenna Head Leg Thorax



Label the parts of this ant using the word bank provided.

Knowledge 8

## ..... Interactive Read-Aloud .....

Students will begin their journey through ancient Asian civilizations with a read-aloud about rivers and cities. Through careful questions, students will start to piece together how these two concepts might connect.

**Lesson 2: What Makes an Insect an Insect?**  
**Introducing the Read-Aloud**

**Speaking and Listening:** Students will review how insects interact with their habitats.  
 ELA.2.R.3.2b

**WHAT HAVE WE ALREADY LEARNED? (10 MIN)**

- Ask students in what large water habitat insects are unable to survive. (*oceans*)

**Check for Understanding**

**Turn and Talk:** Review what students learned in the previous read-aloud by asking them to name an insect and describe how it lives in its habitat. You may wish to show Flip Book images 1A-7–1A-14 to help students remember.

- Remind students that insects find many ways to adapt to and survive in their habitats. This makes the many kinds of insects very different from one another.

**Show image 1A-16: Insect collage**

- Ask students to look at the collage of insects once more and name some ways in which these insects are different from one another. Then ask students to name several ways in which the insects are similar to one another. Tell them that today they are going to learn what all insects have in common.

**ENGLISH LANGUAGE LEARNERS**

**Speaking and Listening**

**Listening Actively**

**Entering/Emerging**  
 Ask students simple yes/no questions (e.g., "Can insects survive in the ocean habitat?").

**Transitioning/Expanding**  
 Provide students with a specific sentence frame (e.g., "Insects cannot survive in . . .").

**Bridging**  
 Encourage students to use content-related words in complete sentences (e.g., "Insects cannot survive in the largest habitat on earth, the ocean.").

**Flip Book 1A-16**

**Challenge**

Ask students to describe an insect local to your area and explain how it survives in your local habitat.

Read-alouds have clear goals and are tightly aligned to standards.

English Language Learner (ELL) supports are built into every lesson and provide specific guidance for ELLs across language proficiency levels.

Each read-aloud begins by reviewing previous material, helping students understand how knowledge fits together.

Read-alouds are supported by vivid images, increasing engagement and understanding.



Read-alouds emphasize interactivity and critical thinking about the content.

A listening comprehension approach lets students focus on engaging with the content.

Embedded differentiation give teachers in-the-moment opportunities for enrichment and extra support.



#### Show image 2A-9: Variety of insect antennae

So, now you've seen insect eyes and mouths. What else do you see on the head of these insects? Ah, yes, those long feelers! Those are the insects' **antennae** [/an\*ten\*ee/], their most important sense organs. Insect antennae come in a variety of shapes and sizes and help insects learn more about their surroundings.



#### Show image 2A-10: Cricket antennae

These jointed feelers, such as those on this cricket, are often covered with tiny bristles and pegs, and some are even quite feathery. Antennae are primarily used for smell and touch, although some can pick up sounds or detect movements in the air. Do you see a nose on this cricket? No, at least nothing that looks like your nose. Instead of a nose, the cricket uses its antennae to smell.

Eyes. Mouth. Antennae. What else might you expect to find on an insect's head? What other sensory organs do you have on the side of your head? Right—ears! Do you see any ears on this cricket? No. The cricket's ears are located on its legs, attached to the middle section of the cricket's body. *What is the middle section of an insect's body called?*

The middle section of an insect's body is called the thorax. The thorax has three pairs of jointed legs and usually, but not always, two pairs of wings. Notice I said pairs. A pair is two of a specific item. If there are three pairs of legs, how many legs does an insect have altogether? Yes, all insects have six legs.

Let's take a look at the cricket's thorax and see if we can spot its ears.

#### Support

What are the body parts humans use to sense things, or to learn more about our surroundings? (eyes, ears, nose, mouth, skin)

## ..... Application .....

After each read-aloud, students will apply what they've learned through word work and other writing and critical thinking activities.

**Lesson 5: Social Insects: Ants and Termites**

# Application

**Writing:** Students will plan an informational narrative.

**ELA.2.C.1.2**

**PLAN AN INFORMATIONAL NARRATIVE (20 MIN)**

- Tell students they are going to write an informational narrative, or story, from the perspective of an insect. This narrative, or story, will be narrated by an insect, like the read-alouds have been, and it will contain accurate information about the insects in the story.
- Using their journals, have students review the insects they have learned about so far. You may also wish to have them review some of the trade books from the classroom library.
- Give each student Activity Page 5.1. Tell students that they are going to use this activity page to plan their informational narrative.
- Remind students that when they studied *The Ancient Greek Civilization* domain, they experienced the writing process of planning, drafting, and editing as they wrote a fictional narrative.
- After reviewing their journals, have students choose one type of insect and write it on the first blank in the "Character(s)" box. Then have them think of a name for their insect and write it on the second blank in the "Character(s)" box.
- Ask students the following questions to encourage the brainstorming process:
  - Is your insect a solitary insect or a social insect?
  - Does your insect go through incomplete metamorphosis or complete metamorphosis?
  - Does your insect have wings?
  - What type of mouth does your insect have?

Activity Page 5.1

**ENGLISH LANGUAGE LEARNERS**

**Writing**

**Writing**

**Entering/Emerging**  
Have students dictate facts using familiar vocabulary to a teacher to be recorded.

**Transitioning/Expanding**  
Have students write phrases using familiar vocabulary to a peer to be recorded.

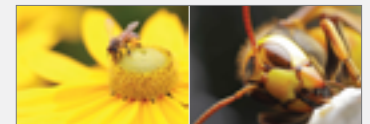
**Bridging**  
Have students write facts using familiar vocabulary independently.

**Support**

Model the brainstorming stage of writing by choosing your own title and writing down your ideas on chart paper.

Based on the read-aloud, students get to practice informative and expository writing.

Sidebars contain options for differentiated learning including for English Language Learners (ELLs).

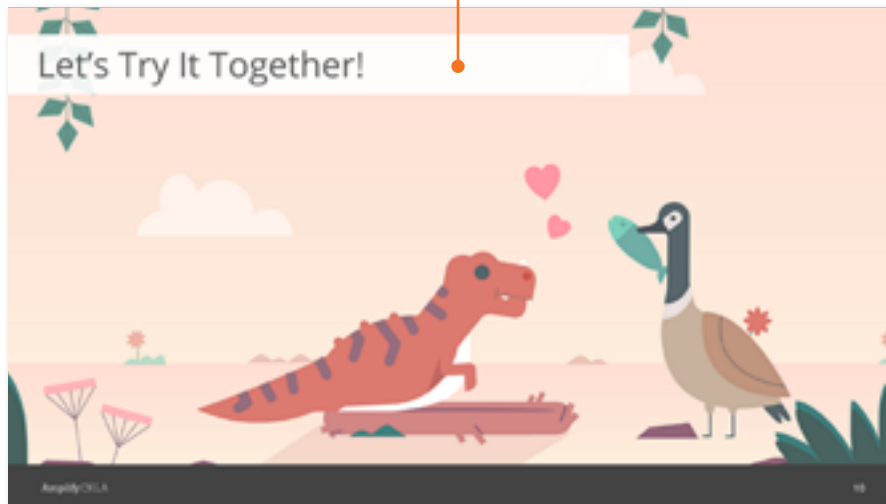


## Word Work

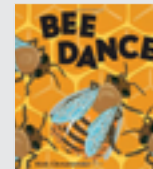
Each lesson features a Word Work activity with a new vocabulary word featured in the Read-Aloud.



Many lessons have digital vocabulary lessons to help reinforce key vocabulary concepts in a domain.



## Grade 2: Domain 8 Bee Dance



by Rick Chrustowski



QT: 440L

Read Alouds with this rating generally have fewer, shorter words and sentences. These Read Alouds are likely to be cohesive and straightforward.

QL: 2

Read Alouds and texts include some complexity in structure and purpose.

**Summary:** The story of how a honeybee leaves the hive in search of food is told in the delightful words and lively illustrations of *Bee Dance*. Once the bee finds the nectar, she returns back to the hive and uses a waggle dance to tell the others where to find it. Interestingly, this book is narrated from the second person point of view, as if the narrator was speaking directly to the honeybee. In the back of the book is an additional informational text explaining more about how the waggle dance communicates to the honeybees the direction and distance of the food source.

### Essential Question

What do insects eat?

Divide students into pairs and provide the pairs with paper and pencils. Have them work together to list the sequence of steps that the honeybee went through in the book, starting with leaving the hive and ending with all the honeybees returning to the hive before settling in for the night. Have student pairs share the steps they listed with the class.



All our Knowledge Domains are paired with trade books, extending the knowledge students are learning through an authentic text.

# Writing Studio

Help your students master all the text types. Writing Studio builds on Amplify CKLA's rich content to provide students with authentic tasks to practice and refine their skills in each text type emphasized in the Florida B.E.S.T. Benchmarks.



## Grade 2 | Writing Studio 4 Contents

### DEVELOPING OPINION WRITING

#### Lesson 1 135

Developing Opinion Writing (30 min.)

- Connections: Review Opinion
- Modeling: Insect Habitat
- Writing: Insect Habitat
- Wrap-Up

#### Lesson 2 141

Developing Opinion Writing (30 min.)

- Connections: Interesting Sentences
- Discussion: Which Part?
- Writing: Which Part?
- Wrap-Up

#### Lesson 3 146

Developing Opinion Writing (30 min.)

- Connections: Reasons and Linking Words
- Discussion: Using Information in Writing
- Writing: Bee or Wasp?
- Wrap-Up

#### Lesson 4 151

Developing Opinion Writing (30 min.)

- Connections: Insect Opinions
- Introduce the Prompt: Insect Neighbors
- Research: Insect Neighbors
- Wrap-Up

#### Lesson 5 156

Developing Opinion Writing (30 min.)

- Connections: Review Prompt
- Modeling: Planning

In each unit, students dive deep into one of the text types—informative, opinion, and narrative writing—to grow as writers and thinkers.

Meaningful writing activities in Writing Studio use Amplify CKLA's knowledge domains as a springboard, so that writing is taught and practiced in the context of rich content knowledge.

Each lesson offers differentiated prompts that challenge and support your writers, including English language learners, while helping them hone their skills in narrative, opinion, and informative writing, as well as techniques for research.

Students learn about the writing process by researching, planning, drafting, revising, and publishing through the course of the unit.

Start Lesson

Lesson 7

# Developing Opinion Writing

**Primary Focus:** Students use feedback from peers to revise writing. **ELA.2.C.1.5**

**CONNECTIONS: GIVING AND RECEIVING FEEDBACK (2 MIN.)**

- Tell students that they will share their writing with a partner for feedback later in the lesson.
- Ask students what the writer's job is during feedback activities. You may wish to write responses on the board or chart paper as a reference for students during the Feedback and Revising activity.
  - » Answers may vary but should include reading their writing aloud and listening to their partner share his or her ideas for improving writing.
- Ask students what the partner's job is during the feedback activities.
  - » Answers may vary but should include to listen carefully, ask questions, tell the writer what you like about his or her writing, and offer ideas to help improve it.

**Support**

Work with small groups or individuals to provide support during writing.

**Challenge**

Guide students in creating complete sentences using descriptive details.

ENGLISH  
LANGUAGE  
LEARNERS

**Access**

**Entering/Emerging**  
Provide heavy

**Check for Understanding**

Why do we need feedback on our writing?

- » Answers may vary but should include that when others read our writing, they can think of ideas that will help strengthen and improve it.

## Research: Insect Neighbors



| Insect:             |                   |              |
|---------------------|-------------------|--------------|
| Where does it live? | What does it eat? | Other facts: |
|                     |                   |              |

## ..... Knowledge 3–5 .....

By Grades 3–5, students have mastered the basics of decoding and are hungry to use what they’ve learned to reach out to the world. Although read-alouds remain an important part of lessons, starting in Grade 3 students are encouraged to practice independent reading as well, finding a balance between strong teacher support and building independence and confidence as a reader.

Our **planet**, Earth, moves in two ways. We have just learned that Earth circles around the sun. It takes about 365 days, which is one year, for Earth to **orbit** the sun.

Earth also moves by spinning, or **rotating**, on its **axis**. It is this spinning that makes day and night on Earth and the motion of the sun across the sky from sunrise to sunset. It takes one day for Earth to make one complete **rotation** on its axis. As Earth **rotates** and spins, different parts of it face the sun. When the part facing the sun gets sunlight, it is daytime on that side of Earth. The part that faces away from the sun gets no sunlight. So, on that side of Earth, it is nighttime. Did you know that when it is daytime where we live, it is nighttime on the other side of Earth?

When Earth **rotates** on its **axis**, it is **tilted**. At certain times of the year, one part of Earth is **tilted** toward the sun. The sunlight is more direct and it feels hotter. For people living on this part of Earth, it is summer. For people living on the part of Earth **tilted** away from the sun, there is less sunlight and it is winter. So, when it is summertime for us, there are people living on other parts of Earth where it is winter! So, the fact that Earth is **tilted** on its **axis** is what creates the seasons of the year.

Vocabulary words are highlighted, encouraging students to learn them in context.

Informational and literary texts engage with students and encourage them to reflect on their experiences.

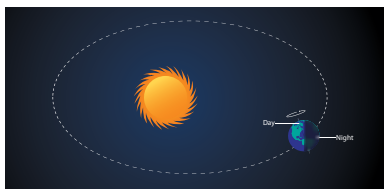


### e-Reader Library

Students can access the audio enabled K–5 eReader Library on the Amplify CKLA Hub, which features the complete library of grade-level Amplify CKLA Student Readers in an interactive e-book format to enhance the student multimedia experience.

Our **planet**, Earth, moves in two ways. We have just learned that Earth circles around the sun. It takes about 365 days, which is one year, for Earth to **orbit** the sun.

Earth also moves by spinning, or **rotating**, on its **axis**. It is this spinning that makes day and night on Earth and the motion of the sun across the sky from sunrise to sunset. It takes one day for Earth to make one complete **rotation** on its **axis**. As Earth **rotates** and spins, different parts of it face the sun. When the part facing the sun gets sunlight, it is daytime on that side of Earth. The part that faces away from the sun gets no sunlight. So, on that side of Earth, it is nighttime. Did you know that when it is daytime where we live, it is nighttime on the other side of Earth?



*Earth spins on its **axis**. On the side of Earth facing the sun, it is daytime. On the side facing away from the sun, it is nighttime.*

6



*When Earth is **tilted** on its **axis** towards the sun, it is spring and summer. When Earth is **tilted** on its **axis** away from the sun, it is fall and winter.*

When Earth **rotates** on its **axis**, it is **tilted**. At certain times of the year, one part of Earth is **tilted** toward the sun. The sunlight is more direct and it feels hotter. For people living on this part of Earth, it is summer. For people living on the part of Earth **tilted** away from the sun, there is less sunlight and it is winter. So, when it is summertime for us, there are people living on other parts of Earth where it is winter! So, the fact that Earth is **tilted** on its **axis** is what creates the seasons of the year.

7

## Page 6

- Turn to **page 6** and point out the image on that page showing Earth moving.
- Ask students to read **page 6** to themselves to find the answer to the question: "What are the two ways Earth moves?"
- When students have finished reading, restate the question and ask students to answer.
  - » It circles around the sun and it spins on its axis.
- Ask students, "How do you know your answer is correct?"
  - » Students should be able to read the sentences that reference the answer.
- "How does the rotation of Earth relate to day and night?"
  - » When the part of Earth facing the sun gets sunlight, it is daytime, and when the

Independent reading is tied explicitly to learning about the world.

Lessons emphasize analysis, inference, and critical thinking.

## ..... Writing and language .....

As students progress through K–5, writing activities start to emphasize analysis, creativity, and independent thinking about the material students are learning.

“What are some words or phrases you know that are antonyms, or opposites, of triumph?” Prompt students to provide words and phrases like *defeat*, *failure*, *disappointment*, *loss*, etc.

---

**Lesson 9: Space Exploration**  
**Writing** 45M

**Primary Focus:** Students will write an opinion about the future of space exploration. [W.3.1]

**Activity Page 9.2**

  
  
**Writing**  
**Writing**

**Entering/Emerging**  
 Ask students to orally explain their ideas, or write lists of their ideas.

**Transitioning/Expanding**  
 Provide 1:1 support and prompting.

**Bridging**  
 Encourage students to write in complete sentences with correct capitalization, punctuation, spelling, and grammar.

**Support**  
 Provide prompting and support when needed. If

**PLANNING (10 MIN.)**

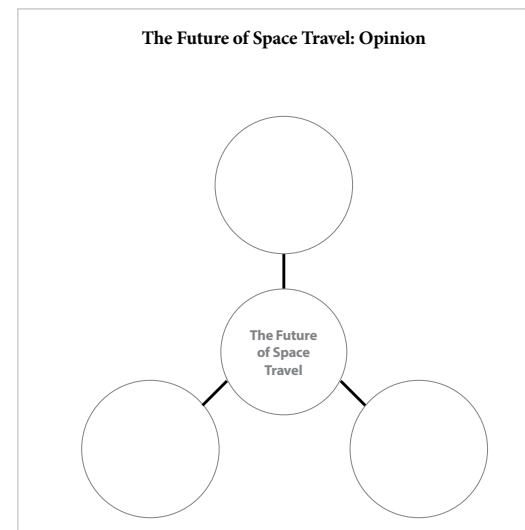
- Have students turn to Activity Page 9.2.
- Explain to students that they will be writing an opinion piece about what they think the future of space travel will be.
- Have students look at the graphic organizer on Activity Page 9.2. Tell students that the organizer is there to help them plan for their writing. The topic is already provided in the middle. Students will come up with a minimum of three ideas about what they think space travel will be like. They can also add additional parts to the web to list the details to what they want to add.

**WRITING AN OPINION (25 MIN.)**

- Tell students that they will now write their opinions about the future of space travel.
- Tell students that their writing must be at least one paragraph long, with several sentences explaining their key ideas and details. Encourage students to use specific and descriptive language.
- Remind students to write in complete sentences using correct capitalization, punctuation, spelling, and grammar.

**SHARING (10 MIN.)**

- Divide students into small groups of three to four students.



Imaginative writing activities challenge students both to think and to engage emotionally.

Writing is presented as a way of communicating rather than a rote exercise.

Differentiation cues help you meet and challenge students at any point in their journey as writers.

Skills work is less of a focus, but still present to keep students sharp.

## ... Quests: Transforming the classroom

Each of the grade levels in 3–5 contains a Quest. In these special units, all the normal rules of the classroom change, and students engage with language in surprising new ways. Here in this Grade 5 example, they learn to love the dense Shakespearian language of “A Midsummer Night’s Dream” through imagery, close reading, and performance.



In **Grade 3**, students learn about Vikings and the civilizations with which they traded in the Quest, *Far From Home: A Viking's Journey*

*Eureka! Student Inventor* casts students as contestants on a bizarre and exciting reality TV show in the Quest for **Grade 4**.

A collage of images related to the 'Performing Shakespeare's Work' lesson. It includes a student in a costume performing, a student in a costume performing, and a page from the lesson plan. The lesson plan page is titled 'Lesson 12: Performing Shakespeare's Work' and 'Performing Shakespeare's Work' with a 90-minute timer. It includes a primary focus, a language warm-up, and a challenge section.

**Lesson 12: Performing Shakespeare's Work**

### Performing Shakespeare's Work

**Primary Focus:** Students will identify the main ideas of Act 3, Scene 1. [RL.5.10]  
Students will perform scenes from Act 3, Scene 1, using appropriate gestures. [SL.5.4]

**LANGUAGE WARM-UP: DONKEY SOUNDS (5 MIN.)**

- Invite students to the front of the classroom in groups and have them put on their Bottom transformation costumes. When they are up front, tell them to warm-up by giving a big “Hee Haw.”
- If students have any particularly original transformation props, interview their creators about their inspiration.

**Variation:** Have the whole class stand and warm up together.

**Variation:** Remind students that, shortly after his transformation, Bottom sings in addition to making donkey noises. Ask for song recommendations and invite the class to sing them in the style of Bottom as a donkey. Encourage students to give a reason that links Bottom to the song they suggest.

- You may want to establish some volume restrictions. Consider telling students that Bottom is suffering from minor laryngitis from all his acting exertions and can only sing very softly.
- If shyness is not an issue for your class, have students sing in small groups of two to four.

**Challenge**

Ask students how they think Bottom would like singing in a group of actors, based on what they have read in the text.



# Support for Florida teachers and students

There's more to Amplify CKLA than just the lesson sequence. We also provide additional resources for students and teachers, including professional development, a digital student platform, and comprehensive tools for assessment and intervention. In this section, we'll talk about some of those resources.

“This has been the single most powerful curriculum implementation I have seen in my 16 years in education.”

—Deanna,  
Assistant Principal, Tennessee



# The science of reading: Support for Florida's teachers and students

Amplify CKLA provides tools for measuring and understanding the different learners in each classroom, while empowering teachers with the resources they need.



## Florida teacher resources

From digital Teacher Guides to a resource site for Florida teachers, we provide all the support teachers need to plan and deliver each Amplify CKLA lesson, including a Florida lesson planner, poetry and vocabulary lessons, and rich multimedia.



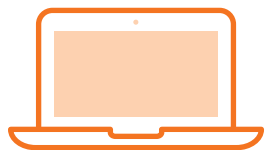
## Effective assessment

Student assessment gives the necessary inputs needed to differentiate instruction effectively—from informal and minute-by-minute opportunities to lessons designed to remediate, enrich, and offer targeted practice. The Intervention Toolkit and the mCLASS® assessment suite of universal and dyslexia screening help you identify risk and intervene early.



## Ongoing professional learning

Amplify offers a range of professional development opportunities, including on-site training, webinars, and self-paced courses. The Professional Learning Site provides teachers with a one-stop-shop for training modules, tips, and model lessons that can be accessed anytime.



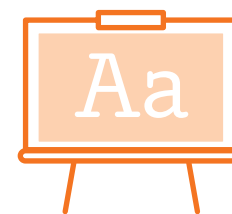
## Student digital experience

Amplify CKLA puts students in the driver's seat with the fun, kid-friendly Hub, where they can access digital content including captivating videos, songs, and texts. The audio-enabled e-Reader and Vocab App help students practice and extend skills no matter where they're learning.



## Ideal for remote learning

Recorded read-alouds, caregiver supports, and step-by-step remote and hybrid learning guides ensure that teaching and learning can flourish in any setting. Real-time support during the school day and office hours with experts help teachers access guidance and new resources.



## Connected literacy suite

Amplify CKLA is part of a literacy ecosystem built on the science of reading. mCLASS with DIBELS 8th Edition assessment connects teachers to targeted Amplify CKLA instruction, bridging assessment and instruction.

We believe that giving you frequent and timely assessments is the key to classroom success. Here's our approach to assessments in Amplify CKLA.

Each lesson segment incorporates checks for understanding to increase engagement and to let you make real-time adjustments where they count most for your students.

Each lesson goal is aligned to Florida B.E.S.T standards and tied to a formative assessment opportunity, allowing you to see if adjustments need to be made in your instruction or if individual students or groups of students need more support.

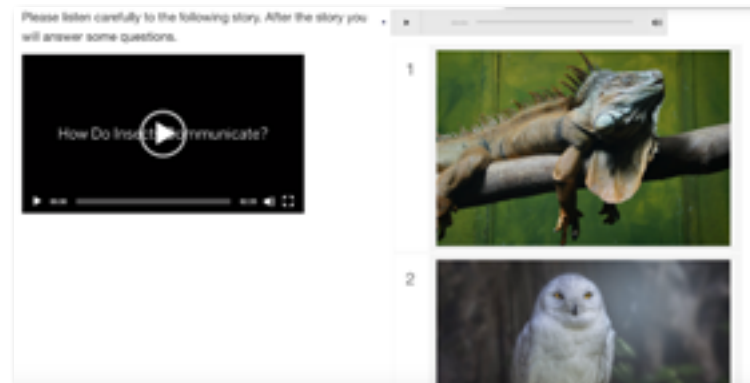
|                                                                                                                             |                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Language</b><br>Students will demonstrate an understanding of the Tier 2 word <i>communicate</i> .<br><b>ELA.2.V.1.1</b> |                                                                                                                                                                                 |
| <b>Writing</b><br>Students will draft an informational narrative.<br><b>ELA.2.C.1.2</b>                                     |                                                                                                                                                                                 |
| <b>FORMATIVE ASSESSMENT</b>                                                                                                 |                                                                                                                                                                                 |
| <b>Activity Page 6.1</b>                                                                                                    | <b>Draft an Informational Narrative</b> Students will draft an informational narrative from the point of view of an insect about which they have learned.<br><b>ELA.2.C.1.2</b> |

## Mid- and End-of-Unit Assessments

Each unit and domain includes a Mid-Unit and End-of-Unit Assessment, providing valuable information on the skills and content students have mastered while preparing them for the rigor of the FAST: Florida Assessment of Student Thinking. Digital end-of-unit assessments are available on a variety of platforms.

## Benchmark Assessments

Benchmark Assessments help you set goals and monitor the growth of each student, providing a baseline at the beginning of the year and ensuring students are advancing toward grade-level objectives.



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

7.2

Assessment

### Prince Vincent

Once there was a prince named Vincent. Vincent came from France. He was a proud man with a loud voice.

Once, a bee stung Vincent on his cheek.

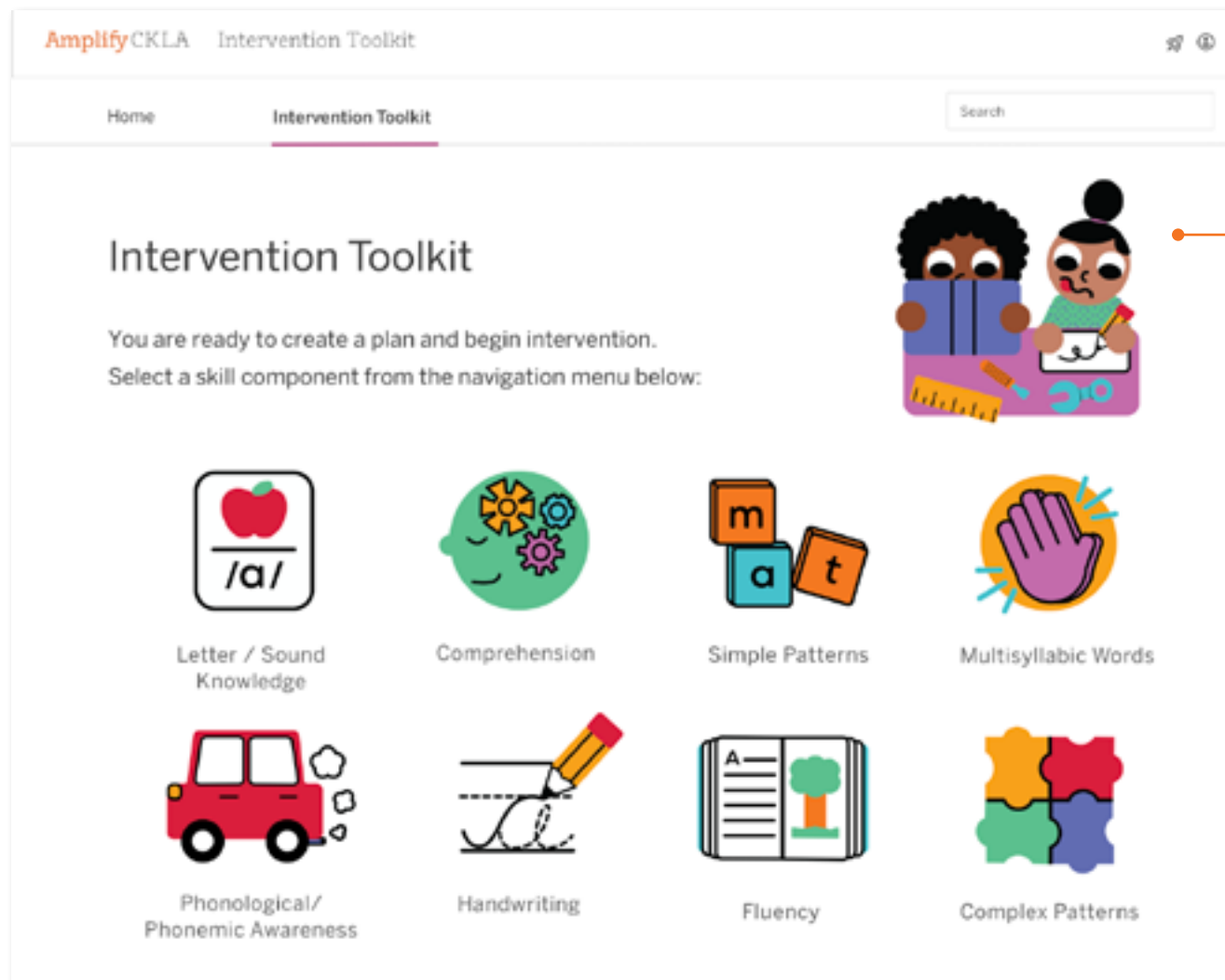
“Ouch!” said Vincent, grabbing his cheek. “What bee has stung me? What bee would dare to sting me?”

The bee buzzed.

“Look at me!” Vincent shouted at the bee. “I am the prince of France! You are a foolish bee if you think you can sting a prince like me!”

# Intervention Toolkit

The Intervention Toolkit provides easy-to-use resources to assist teachers in filling gaps in students' foundational skills. Whether a student needs additional practice in a specific skill, explicit reteaching, or intensive intervention, the Intervention Toolkit ensures students receive targeted support..



Teachers will find student placement assessments and guidance for determining what each student needs, in addition to hundreds of activities to support phonics, fluency, comprehension, handwriting, and other key skills.



The Intervention Toolkit is based on a three-step approach.



### Step 1: Assess

Assessment is a prerequisite first step to helping struggling readers in the classroom. Amplify CKLA placement, mid-year, and unit assessments help you gather important information about your students.



### Step 2: Determine need

It is time to analyze the data collected to determine three things: Which student(s) need intervention, which skills need intervention, and what level of support is needed.



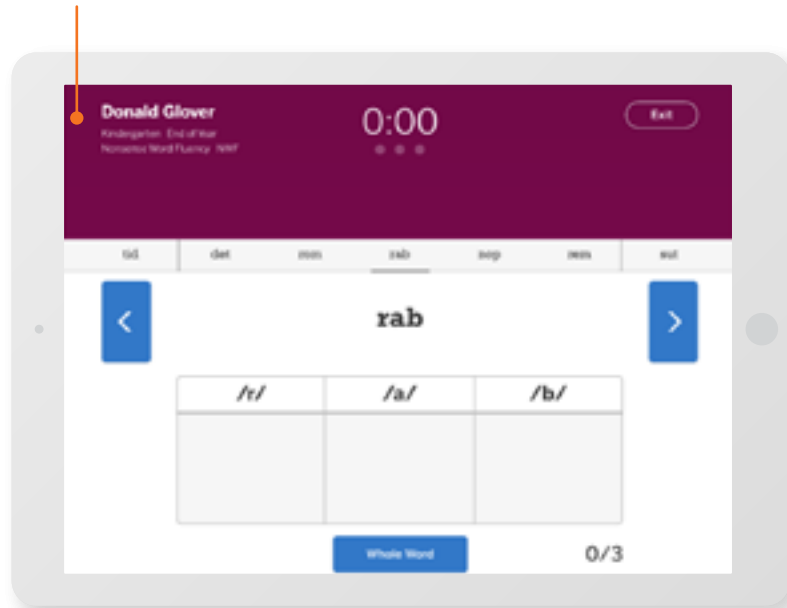
### Step 3: Plan and teach

Step 3 is an ongoing cycle. Based on the needs of your students, the resources in the Intervention Toolkit help you create an instructional plan and monitor the progress of your students based on that instruction.

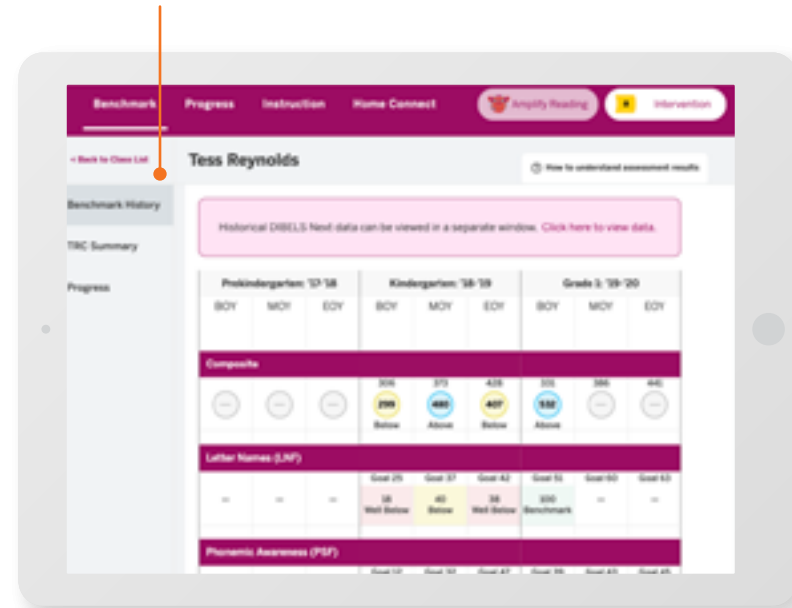
# Universal and dyslexia screening

**mCLASS® with DIBELS® 8th Edition** gives you timely insights students at every skill level and instant instructional and grouping recommendations to help you reach every student. It includes universal screening and dyslexia screening in one tool. Amplify CKLA Florida teachers receive **FREE** access to mCLASS's comprehensive screening and reporting.

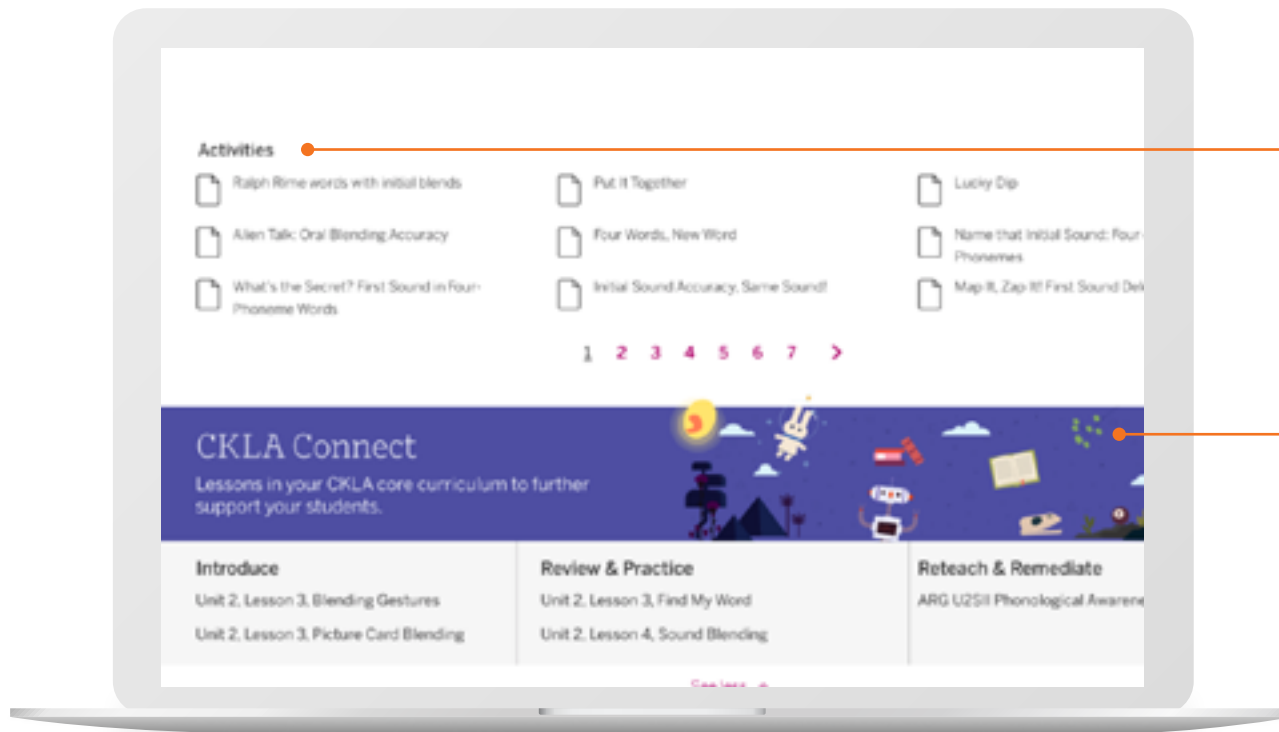
Predictive, one-minute measures based on decades of research



Detailed skill reporting for teachers, administrators, and caregivers



mCLASS pairs directly with Amplify CKLA through the CKLA Connect feature, which matches your students with targeted Amplify CKLA lessons based on their mCLASS assessment data. By aligning assessment results to day-to-day instruction, teachers receive what they need to provide differentiated instruction that helps students make measurable progress.



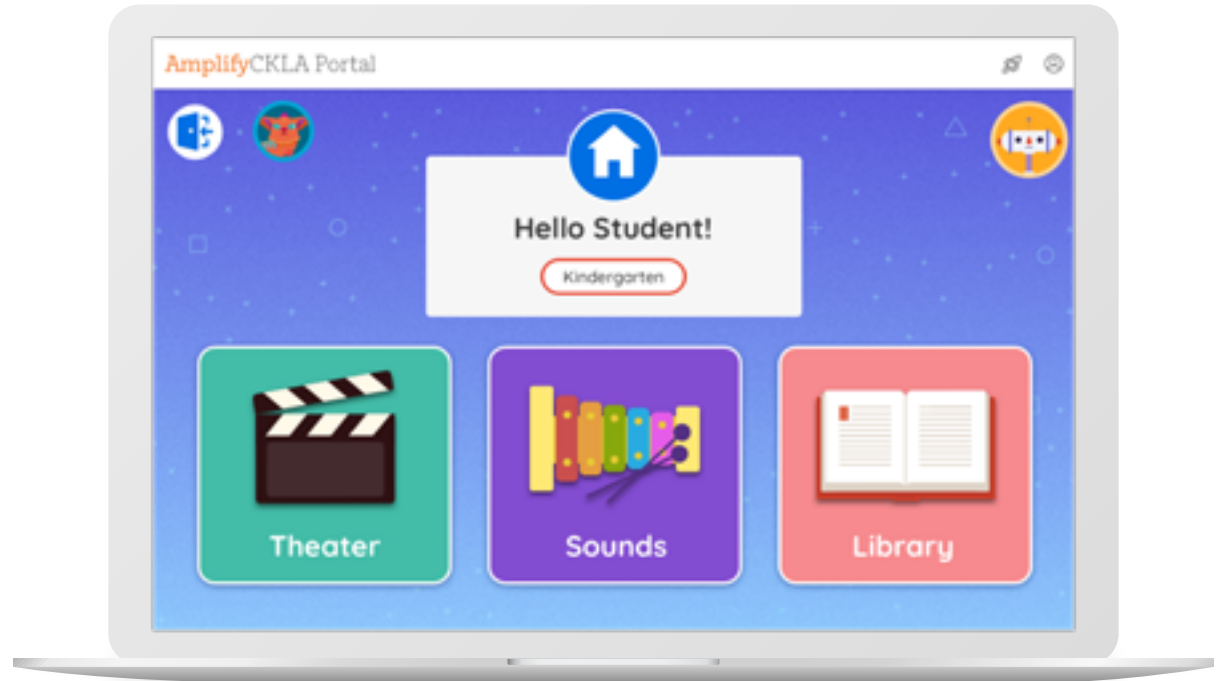
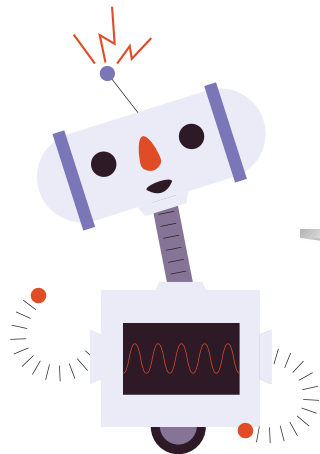
Targeted activities to meet each student's needs

Instant instructional recommendations from Amplify CKLA

# Student digital experience

Students can access digital resources independently from anywhere, taking full advantage of the instructional multimedia experiences that Amplify CKLA has to offer. Students can access the Hub at home, in the classroom, and on the go, making it ideal for remote learning. Student resources include Knowledge Builder videos, student Readers in an audio-enabled eReader, the Sound Library, and more.

Hello! I'm CK-2, the robot guide to the Amplify CKLA Hub. Students can access onboard help from me on every part of the Hub, so no matter where they are, they won't get lost.





## Knowledge Builders

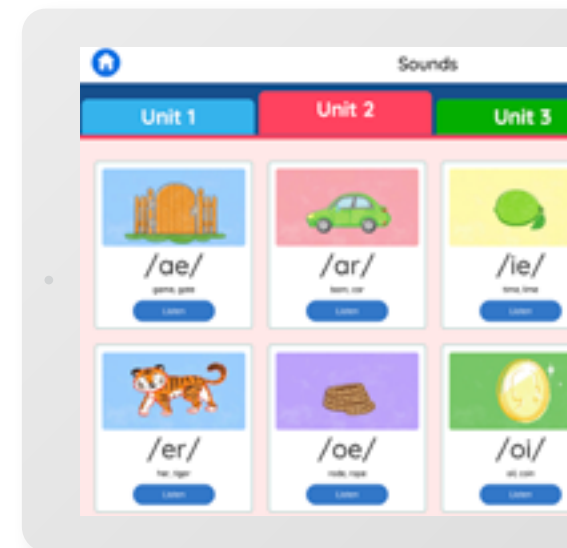
### GRADES K–2

These domain-based, animated videos further student engagement and build students' background knowledge on Amplify CKLA domains and topics, introducing students to exciting characters, places and concepts.

## Sound Library

### GRADES K–2

Bring K–2 Skills lessons to life with audio sounds, catchy songs, and animated articulation videos with the Amplify CKLA Sound Library. The Sound Library combines modeling, repetition, guided practice, and engaging animation to aid students in learning and mastering sounds.



## e-Reader

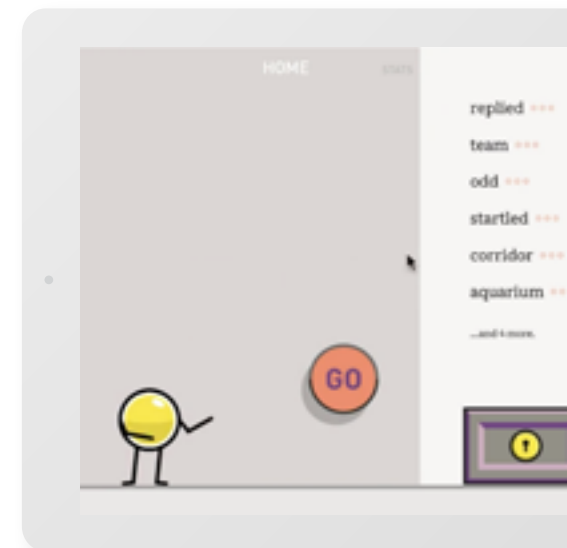
### GRADES K–5

Students can access the audio enabled K–5 eReader Library on the Amplify CKLA Hub, which features the complete library of grade-level Amplify CKLA Student Readers in an interactive e-book format to enhance the student multimedia experience.

## Vocab App

### GRADES 3–5

The Vocab App is designed for independent practice to aid in vocabulary acquisition. Students can use the Vocabulary App to access Amplify CKLA unit vocabulary words for game-like activities that challenge students to think through morphology, analogy, and synonyms/antonyms, and to decipher meaning through context.



# Student-driven skill practice aligned to Amplify CKLA

Boost Reading is an adaptive add-on program that extends the learning in Amplify CKLA. Through fun and challenging skill games that help students practice phonological awareness, phonics, vocabulary, and comprehension, students will continue to master everything they've learned in core instruction, all while exploring narrative worlds designed to appeal to kids at appropriate ages. Students get the independent practice and support they need in a way that they actively enjoy and seek out.



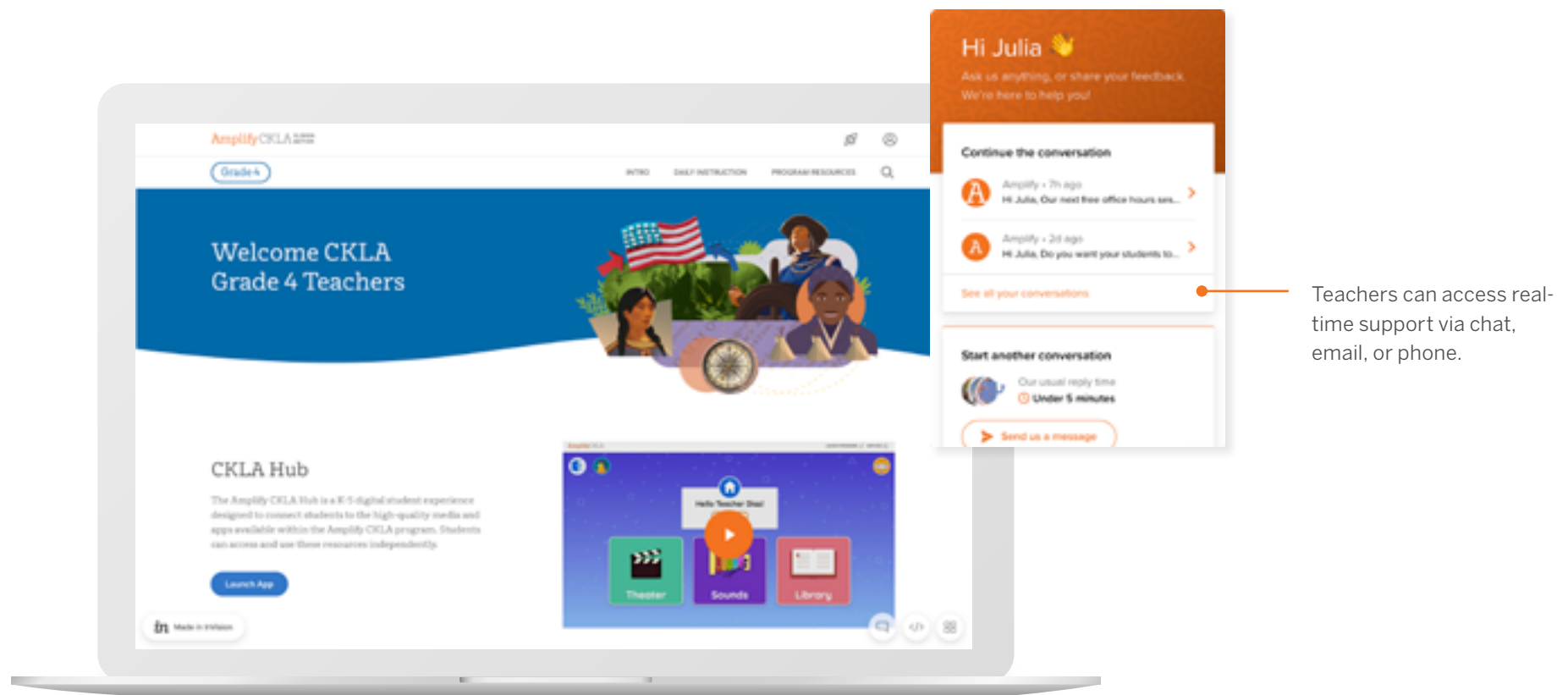
Boost Reading works as a student-driven skill practice program within Amplify CKLA, providing differentiated, digital instruction in both foundational skills and comprehension strategies. Because Boost Reading is built on the same approach to reading as Amplify CKLA, students are able to extend their learning from the core program to a deeper level, at their own pace.





# Supporting Florida teachers, every day

There's a lot in the Amplify CKLA curriculum, and we're here to help you save time navigating it. Our Florida Teacher Resource Site contains digital versions of physical materials, along with our digital components. We've also created a full suite of planning documents, including a Florida teacher planner, to help keep you on course throughout Amplify CKLA.



The image shows a laptop screen displaying the Amplify CKLA website. The website has a blue header with the Amplify CKLA logo and a navigation bar with links for 'Intro', 'Daily Instruction', and 'Program Resources'. The main content area features a large blue banner with the text 'Welcome CKLA Grade 4 Teachers' and an illustration of diverse students. Below the banner is a section titled 'CKLA Hub' with a description and a 'Launch App' button. To the right of the laptop, there is a chat overlay window. The chat window has an orange header with the text 'Hi Julia' and a yellow hand icon. Below the header, it says 'Ask us anything, or share your feedback. We're here to help you!'. The chat window also has a section titled 'Continue the conversation' with two messages from 'Amplify' and a 'See all your conversations' link. At the bottom, there is a 'Start another conversation' section with a 'Send us a message' button. An orange line points from the text 'Teachers can access real-time support via chat, email, or phone.' to the 'See all your conversations' link in the chat overlay.

Teachers can access real-time support via chat, email, or phone.

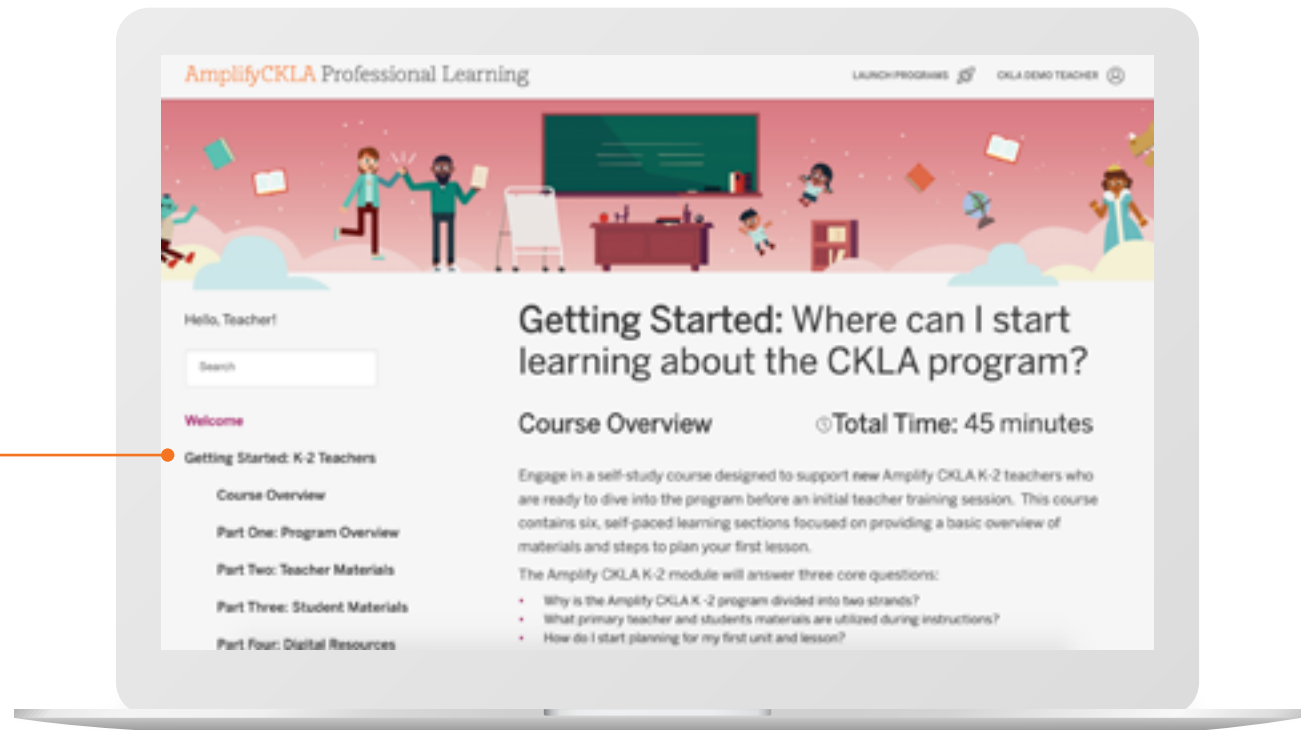
## Professional learning website

Our professional learning website contains everything new teachers need to get started with Amplify CKLA, as well as materials that support experienced teachers and administrators. It's your one-stop shop for training to make the most of the Amplify CKLA curriculum.

**Up-to-date information** about support for different remote and hybrid learning situations helps you adapt to different remote learning needs in a changing world.

**Getting Started lessons** provide easy-to-use self-paced instruction for new Amplify CKLA teachers.

**Model lesson videos** take you into real Amplify CKLA classrooms to watch real lessons. Learn directly from experienced teachers!



# Science of reading resources to expand learning

Amplify CKLA is built on the science of reading. Connect with other educators and stay updated on the latest research and trends in the science of reading with these tools. For free webinars, podcasts, toolkits, and more, visit [amplify.com/science-of-reading](https://amplify.com/science-of-reading).

## Science of Reading: The Podcast

Tune into a podcast series that delivers the latest insights from researchers and practitioners in early reading. Each episode takes a conversational approach and explores a timely topic related to the science of reading.





Visit **amplify.com/florida-CKLA**  
to get more information.

Amplify.

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