

Amplify CKLA

Grades 3-5 EdReports Self-Evaluation

Criterion 1.3 Phonics***

1g. Scope and sequence clearly delineate an intentional sequence in which phonics skills are to be taught, with a clear evidence-based explanation for the order of the sequence.

- *Materials contain a clear, evidence-based explanation for the expected sequence for teaching phonics skills.*
- *Materials clearly delineate a scope and sequence with a cohesive, intentional sequence of phonics instruction, from simpler to more complex skills, and practice to build toward the application of skills.*
- *Phonics instruction is based in high utility patterns and/or specific phonics generalizations.*

Amplify's Response: Amplify CKLA Skills instruction in Grades K-2 provides systematic instruction in synthetic phonics built on a research-based, detailed scope and sequence to ensure that students are exposed to the 44 sounds of the English language and 240 elements of the written code. In K-2, the program teaches children 150 spellings for the 44 sounds of English. It introduces an average of 5–10 letter-sound relationships within each unit of instruction; each unit lasts approximately 2–3 weeks.

By the end of Grade 2, students possess the necessary tools to decode more complex multisyllabic words. In Grades 3–5, students revisit both basic and advanced phonics knowledge, shifting the instructional focus to more complex foundational skills. This includes exploring spelling patterns, syllable types, morphology, syntax, and vocabulary. Morphology, which involves the study of word parts and their contributions to word meaning, helps students to decode multisyllabic words more easily. Throughout these grades, students explore word parts like prefixes, suffixes, and root words. Oral and written activities provide opportunities to apply their understanding of morphology, which they utilize daily when reading grade-level texts in their Readers.

For students who need more help with basic and advanced phonics and decoding, teachers may use the Grade 3 Assessment and Remediation Guide and the Grade 4-5 Decoding and Encoding Remediation Guide for additional instruction, practice, and activities. These resources can be used with small groups as needed.

Additionally, the Amplify CKLA Skills Supplement for Grades 3-5 can be used flexibly to augment decoding, encoding, and syllable instruction. Explicit instruction and practice includes phonological/phonemic awareness, phonics and word recognition, syllabication, fluency, morphology, reading comprehension, and encoding.

Click on the links below for more information about the Scope and Sequence for Grade 3, Grade 4, and Grade 5, as well as the Amplify CKLA Skills Supplement for Grades 3-5 Appendices

Examples:

- [Grade 3, Knowledge Scope and Sequence, p. 88-125](#)
- [Grade 4, Knowledge Scope and Sequence, p. 126-161](#)
- [Grade 5, Knowledge Scope and Sequence, p. 162-201](#)
- [Grades 3-5 Skills Supplemental Appendices](#)

1h. Materials are absent of the three-cueing system.

- ***Materials do not contain elements of instruction that are based on the three-cueing system for teaching decoding.***

Amplify's Response: Amplify CKLA uses a synthetic phonics approach that teaches students to read by blending through the whole word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.

Amplify CKLA decoding instruction focuses exclusively on teaching students to sound out words using phonics skills, rather than encouraging them to use context clues, pictures, or sentence structure to guess words. When students encounter unfamiliar words, they are taught to segment and blend sounds, not to look at pictures or guess based on context. Teacher guidance consistently directs educators to support students in using phonetic strategies, avoiding prompts like "What would make sense here?" or "Look at the picture for help." All reading materials are specifically designed to allow students to practice the basic and advanced phonics and spelling patterns they've learned, ensuring students develop strong decoding skills based on sound-symbol relationships rather than relying on cueing strategies.

Examples:

- [Grade 3, Unit 1 Teacher Guide, Lesson 3: Foundational Skills, p. 89-91](#)
- [Grade 3, Unit 1 Teacher Guide, Lesson 4: Foundational Skills, p. 113-114](#)
- [Grade 4, Unit 5 Teacher Guide, Lesson 6: Introduce Spelling Words, p. 166-168](#)
- [Grade 5, Unit 4 Teacher Guide, Lesson 6: Introduce Spelling Words, p. 173-174](#)

1i. Materials include systematic and explicit phonics instruction in decoding and encoding multisyllabic words with repeated teacher modeling.

- **Materials contain explicit instructions for systematic and repeated teacher modeling of newly-taught advanced phonics patterns.**
- **Lessons include blending and segmenting practice using structured, consistent blending routines with teacher modeling.**
- **Lessons include dictation of words and sentences using the newly-taught phonics pattern(s).**
- **Materials include teacher guidance for corrective feedback when needed for students.**

Amplify's Response: Amplify CKLA directly addresses multisyllabic word decoding as a continuation of foundational skills instruction in the earlier grades. The curriculum addresses syllable types (closed, VCe, final stable syllables like 'le'), systematic syllable division patterns (V/CV, VC/CV) to help decode and encode words, and morphological instruction includes systematic teaching of roots, prefixes, and suffixes. Students learn specific spelling rules for adding suffixes, such as dropping final 'e' before adding -ed/-ing. The program integrates these skills through explicit spelling lessons, connected text reading, associated activities, dictation, and writing.

For students who need more help with basic and advanced decoding and encoding, teachers may use the Grade 3 Assessment and Remediation Guide and the Grade 4-5 Decoding and Encoding Remediation Guide for additional instruction, practice, and activities. These resources can be used with small groups as needed.

Additionally, the Skills Supplement for Grades 3-5 can be used flexibly to provide additional explicit instruction in decoding and encoding of multisyllabic words. The instructional materials for the Skills Supplement can be found on the [reviewer site](#).

Examples:

- [Grade 3, Unit 1 Teacher Guide, Lesson 1: Baseball Game, p. 43-45](#)
- [Grade 3, Unit 1 Teacher Guide, Lesson 3: Long Vowel Review, p. 89-90](#)
- [Grades 3–5 Skills Supplement, Unit 1 Teacher Guide, Lesson 4, Read Closed Multisyllabic Words, p. 58-59](#)
- [Grades 3–5 Skills Supplement, Unit 1 Teacher Guide, Lesson 13, Read Open Multisyllabic Words, p. 174-175](#)
- [Grade 5, Unit 5 Teacher Guide, Lesson 2: Introduce Spelling Words, p. 50-51](#)

1j. Materials include frequent practice opportunities for students to decode and encode multisyllabic words that consist of more advanced sound and spelling patterns.

- *Lessons provide students with frequent opportunities to decode words with taught phonics patterns.*
- *Lessons provide students with frequent opportunities to encode words with taught phonics patterns.*
- *Student-guided practice and independent practice of blending sounds using the sound-spelling pattern(s) is varied and frequent.*
- *Materials provide opportunities for students to engage in word-level decoding practice focused on accuracy and automaticity.*

Amplify's Response: By Grade 3, students have been taught requisite foundational skills, enabling the focus in Grades 3-5 to transition to revisiting both basic and advanced phonics knowledge while emphasizing more intricate foundational skills. This involves exploring spelling patterns within multisyllabic words, syllable types, morphology, syntax, and vocabulary. Students will practice and apply their knowledge of more complex words and spellings through daily reading as well as during spelling and morphology lessons.

For students who need more help with basic and advanced decoding and encoding, teachers may use the Grade 3 Assessment and Remediation Guide and the Grade 4-5 Decoding and Encoding Remediation Guide for additional instruction, practice, and activities. These resources can be used with small groups as needed.

Additionally, the Skills Supplement for Grades 3-5 can be used flexibly to provide additional explicit instruction in decoding and encoding of multisyllabic words. The instructional materials for the Skills Supplement can be found on the [reviewer site](#).

Examples:

[Grades 3–5 Skills Supplement, Unit 1 Teacher Guide, Lesson 6, Read Closed Multisyllabic Words, p. 85](#)

[Grades 3–5 Skills Supplement, Unit 1 Teacher Guide, Lesson 6, Spell Multisyllabic Words with Silent Letter Combinations 'wr'>/r/ and 'kn'>/n/, p. 89-90](#)

[Grades 3–5 Skills Supplement, Unit 3 Teacher Guide, Lesson 16, Review Words with /ə/ +/l/> 'al,' p. 211](#)

1k. Spelling rules and generalizations are taught at a reasonable pace and embedded in grade-level content. Spelling words and generalizations are practiced to automaticity.

- **Spelling rules and generalizations are aligned to the phonics scope and sequence.**
- **Materials include explanations for spelling of specific words or spelling rules.**
- **Students have sufficient opportunities to practice spelling rules and generalizations.**

Amplify’s Response: In Amplify CKLA, English sound-spellings are taught in a systematic and sequential manner, emphasizing explicit instruction of one pattern at a time before progressing. The program features a structured approach to spelling instruction to ensure students can understand and apply spelling patterns effectively. Spelling instruction, including advanced word study, spans Grades 2-5. Throughout various units, spelling lists concentrate on specific sound-spelling correspondences that students have already learned to decode. For instance, Grade 3 students review spellings introduced in previous grades, such as vowel digraphs, r-controlled vowels, and alternative spellings for the sounds /r/, /wh/, and /n/. Morphology instruction begins in Grade 3, with Grades 4 and 5 students continuing to explore word parts, such as prefixes, suffixes, root words, and word origins—encompassing Greek and Latin roots. In the upper grades, spelling lists include words associated with morphology, grammar rules, content, or sound-spelling correspondences. For example, in Grade 3 Unit 2, students encounter spelling lists that illustrate spelling changes when a suffix is added to a word, such as in plan/planned/planning.

For students who need more help with basic and advanced decoding and encoding, teachers may use the Grade 3 Assessment and Remediation Guide and the Grade 4-5 Decoding and Encoding Remediation Guide for additional instruction, practice, and activities. These resources can be used with small groups as needed.

Additionally, the Amplify Skills Supplement for Grades 3-5 can be used flexibly to augment decoding, encoding, and syllable instruction. Explicit instruction and practice includes phonological/phonemic awareness, phonics and word recognition, syllabication, fluency, morphology, reading comprehension, and encoding.

Click on these links for more information about the Scope and Sequence for Grade 3, Grade 4, and Grade 5, as well as the Amplify CKLA Skills Supplement for Grades 3-5 Appendices.

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- [Grade 4, Knowledge Scope and Sequence, p. 126](#)
- [Grade 5, Knowledge Scope and Sequence, p. 162](#)
- [Grades 3-5 Skills Supplemental Appendices](#)

Examples:

- [Grade 3, Unit 1 Teacher Guide, Lesson 13: Foundational Skills, p. 331](#)
- [Grade 3, Unit 1 Teacher Guide, Lesson 14: Foundational Skills, p. 336-338](#)
- [Grade 4, Unit 6 Teacher Guide, Lesson 11: Spelling, p. 245-247](#)
- [Grade 5, Unit 2 Teacher Guide, Lesson 11: Spelling: Introduce Spelling Words, p. 274-276](#)

1I. Materials regularly and systematically offer assessment opportunities that measure student progress of phonics in- and out-of-context (as indicated by the program scope and sequence).

- **Materials regularly and systematically provide a variety of assessment opportunities over the course of the year to demonstrate students' progress toward mastery and independence in phonics.**
- **Assessment materials provide teachers and students with information concerning students' current skills/level of understanding of phonics.**
- **Materials support teachers with instructional suggestions for assessment-based steps to help students to progress toward mastery in phonics.**

Amplify's Response: By Grade 3, CKLA students have been taught all basic and advanced code spellings. In Grades 3–5, they continue to apply these skills daily, decoding words and reading accurately. Assessments vary, including formative evaluations within lessons and Student Performance Assessments conducted three times a year, which assess word reading in isolation and fluency with connected text passages. Teachers can utilize analysis and recording tools to identify which vowels, consonants, digraphs, diphthongs, and syllables students may need additional instruction and practice with. The online Assessment and Remediation Guide for Grade 3 and the Decoding and Encoding Remediation Guide for Grades 4 and 5 offer resources for providing targeted remedial instruction to students who struggle with foundational skills.

Teachers may plan for foundational skills feedback using the Corrective Feedback Planning Tool, found [here](#).

Examples:

- [Grade 3, Student Performance Assessment 1, p. 12-18](#)

- [Grade 4, Student Performance Assessment 1, p. 13-19](#)
- [Grade 5, Student Performance Assessment 1, p. 15-21](#)

Criterion 1.4 Word Recognition and Word Analysis

1m. Materials include explicit instruction in identifying the regularly spelled part and the temporarily irregularly spelled part of words. High-frequency word instruction includes spiraling review and is embedded in grade-level content.

- *Materials include systematic and explicit instruction of high-frequency words with an explicit and consistent instructional routine.*
- *Materials include teacher modeling of the spelling and reading of high-frequency words that includes connecting the phonemes to the graphemes.*
- *Materials include a sufficient quantity of high-frequency words for students to make reading progress.*

Amplify's Response: Amplify CKLA Skills K-2 takes a strategic approach to teaching irregular high-frequency words by first ensuring students understand regular sound-spelling patterns, then explicitly highlighting both the predictable and unpredictable elements within these words, helping students recognize which parts follow typical phonetic patterns and which parts require memorization. The term "Tricky Word" is used in this program to refer to a word not pronounced quite the way you would expect based on the letters in its printed form, or is not spelled quite the way you would expect based on the sounds in the spoken word. When teaching a Tricky Word, the teacher emphasizes the parts of the words that are NOT tricky that follow regular code rules, and teaches the part(s) that are tricky explicitly. By the end of Grade 2, students have learned hundreds of high-frequency words, both regular and irregular, that appear on both the Dolch and Fry lists. In Grades 3-5, students have gained automaticity in recognizing and reading these words, but will continue to see them in their student texts, as well as use them in their writing.

Examples:

- [Grade 3, Unit 4 Teacher Guide, Lesson 4: Spelling, p. 32-33](#)
- [Grade 4, Unit 2 Teacher Guide, Lesson 6: Spelling, p. 158-160](#)
- [Grade 5, Unit 6 Teacher Guide, Lesson 6: Spelling, p. 165](#)

1n. Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity of high-frequency words.

- *Students practice decoding high-frequency words in isolation.*
- *Lessons provide students with frequent opportunities to decode high-frequency words in context.*
- *Lessons provide students with frequent opportunities to encode high-frequency words in tasks, such as sentences, in order to promote automaticity of high-frequency words.*

Amplify's Response: Amplify CKLA approaches all words, including high-frequency ones, by systematically analyzing their sound-symbol patterns. Students learn to examine the regular and irregular components rather than memorizing words as whole units. In the earlier grades, teachers guide students to analyze these words part by part, recognizing familiar sound-spelling patterns and noting any unusual correspondences. This approach ensures that students develop an analytical method for word recognition instead of relying on whole-word memorization. By Grades 3-5, students have encountered hundreds of high-frequency words, both regularly and irregularly spelled, and they have practiced reading and writing these words at every grade level. For students needing additional instruction or practice to achieve automaticity in decoding high-frequency words, teachers can utilize extensive materials for remediation and practice found in the Grade 3 Assessment and Remediation Guide and the Grades 4-5 Decoding and Encoding Remediation Guide.

Examples:

- [Grade 3, Unit 1 Teacher Guide, Lesson 11: Foundational Skills, p. 277-280](#)
- [Grade 3, Unit 1 Student Performance Assessment, p. 12-15](#)
- [Grade 4, Unit 2 Teacher Guide, Lesson 2: Reading, p. 39-49](#)
- [Grade 5, Unit 1 Teacher Guide, Lesson 6: Jigsaw Activity, p. 146](#)

1o. Materials include explicit instruction in syllabication and morpheme analysis and provide students with practice opportunities to apply learning embedded in grade-level content.

- *Materials contain explicit instruction of syllable types and syllable division that promote decoding and encoding of words.*
- *Materials contain explicit instruction in morpheme analysis to decode unfamiliar words.*
- *Multiple and varied opportunities are provided over the course of the year for students to learn, practice, and apply word analysis strategies embedded in grade-level content.*

Amplify's Response: CKLA extends advanced word study beyond basic single-syllable patterns, offering systematic instruction in complex phonics patterns through the upper grades. The program progressively delves into multisyllabic word analysis, advanced affixes, Greek and Latin roots, and sophisticated spelling patterns throughout Grades 3-5. Amplify CKLA directly addresses multisyllabic word decoding, building upon foundational skills taught in earlier grades. The curriculum covers syllable types such as closed, VCe, and final stable syllables like 'le', as well as systematic syllable division patterns like V/CV and VC/CV to help decode and encode words. Morphological instruction systematically teaches roots, prefixes, and suffixes, including specific spelling rules like dropping the final 'e' before adding -ed/-ing. These skills are integrated through explicit spelling lessons, connected text reading, associated activities, dictation, and writing.

Examples:

- [Grade 3, Unit 1 Teacher Guide, Teacher Resources: Using Chunking to Decode Multisyllable Words, p. 402-406](#)
- [Grade 3, Unit 2 Teacher Guide, Lesson 6: Spelling, p. 163-167](#)
- [Grade 3, Unit 2 Teacher Guide, Lesson 11: Spelling, p. 261-263](#)
- [Grade 4, Unit 6 Teacher Guide, Lesson 6: Spelling, p. 134-136](#)
- [Grade 5, Unit 2, Teacher Guide, Lesson 6: Spelling, p. 153-154](#)

1p. Materials regularly and systematically offer assessment opportunities that measure student progress of word recognition and analysis (as indicated by the program scope and sequence).

- *Materials regularly and systematically provide a variety of assessment opportunities over the course of the year to demonstrate students' progress toward mastery and independence of word recognition and analysis.*
- *Assessment materials provide the teacher and students with information concerning students' current skills/level of understanding of word recognition and word analysis.*
- *Materials support the teacher with instructional suggestions for assessment-based steps to help students to progress toward mastery in word recognition and word analysis.*

Amplify's Response: Amplify CKLA includes assessment materials that focus on word recognition and language comprehension and analysis. The Student Performance Assessments in the beginning, middle, and end of the year, as well as unit-level assessments, include word recognition assessments. Student performance on these is a good indicator of whether they are gaining automaticity or if they need more support and practice.

Formative assessments are included within Amplify CKLA's instructional framework and are highlighted at the start of the lesson for easy review and access. Checks for Understanding are quick formative assessments to determine whether students are ready to move on with the rest of the lesson.

Teachers may plan for foundational skills feedback using the Corrective Feedback Planning Tool, found [here](#).

Examples:

- [Grade 3, Unit 1 Student Performance Assessment 1, p. 12-18](#)
- [Grade 4, Unit 2 Teacher Guide, Lesson 2: Language, p. 54-56](#)
- [Grade 4, Unit 2 Activity Book, Activity Page 2.5, p. 173](#)
- [Grade 4, Unit 6 Teacher Guide, Lesson 6: Language, p. 131-134](#)
- [Grade 4, Unit 6 Activity Book, Activity Page 6.4, p. 171](#)
- [Grade 5, Unit 2 Teacher Guide, Lesson 15: Unit Assessment](#)

Criterion 1.5 Fluency***

1q. Materials include varied and frequent opportunities for students to practice and achieve reading fluency using embedded grade-level texts in order to read with purpose and understanding.

- *Varied, frequent opportunities are provided over the course of the year for students to gain automaticity and prosody.*
- *Materials provide practice opportunities for oral reading fluency in a variety of settings (e.g., repeated readings, dyad or partner reading, continuous reading).*
- *Materials include guidance and corrective feedback suggestions to the teacher for supporting students' gains in oral reading fluency.*

Amplify's Response: The approach to fluency within Amplify CKLA reflects the goal of fluency work as being an integrated task (one that supports decoding and comprehension). The fluency work sits within the broader structure of reading lessons along with questioning and critical thinking to build understanding. Additionally, teachers are given instructions and resources to help demonstrate reading fluency through a variety of groupings and using our audio-enhanced eReaders available on the Amplify Hub. Students have opportunities to practice fluency in the following ways:

The program includes varied practice settings:

- Partner/dyad reading
- Small group reading
- Independent reading
- Enrichment stories
- Take-home fluency practice with reading texts

Fluency Packets in Grades 3–5 consist of additional selections from a variety of genres, including poetry, folklore, fables, fiction, nonfiction, and other selections. These selections provide opportunities for students to practice reading with fluency and expression (prosody) and help students build fluency with a balance of nonfiction and literary passages.

Students regularly engage in word-level instructional routines to build from phoneme-grapheme fluency to word-level reading and spelling fluency. For additional practice with word-level fluency, the online Assessment and Remediation Guides and the online Intervention Toolkit include a variety of printable Fluency and Comprehension activities and games (such as BINGO cards) and decodable passages. These activities allow for word-level fluency to be practiced in different contexts.

[Grade 3 Fluency Supplement](#)

[Grade 4 Fluency Supplement](#)

[Grade 5 Fluency Supplement](#)

[Grade 3 Assessment and Remediation Guide](#)

[Grades 4-5 Decoding and Encoding Remediation Supplement](#)

Examples:

- [Grade 3, Unit 9 Teacher Guide, Lesson 3: Reading, p. 51](#)
- [Grade 4, Unit 2 Teacher Guide, Lesson 5: Reading, p. 121](#)
- [Grade 4, Unit 2 Teacher Guide, Lesson 10: Partner Reading: Chapter 6, p. 258](#)
- [Grade 4, Unit 3 Teacher Guide, Lesson 8: Preparing to Recite, p. 137](#)
- [Grade 5, Unit 4 Teacher Guide, Lesson 13: Share Opinion Essays, p. 335-336](#)

Link to Intervention Toolkit from each Grade Level Overview Page (on the platform):

- **Year-Overview Resources:** Materials designed to help familiarize yourself with the program's year-level structures.
- **Professional Development:** Access the PD Library, a collection of helpful resources to support your teaching journey.
- **The Intervention Toolkit:** a comprehensive resource site designed to help teachers provide tiered support using materials that directly align to Amplify CKLA core instruction.

 PD Library

 Intervention Toolkit

Amplify.



• CKLA Intervention Toolkit

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Select a skill area from below to access materials for planning instruction, teaching activities, and monitoring student progress.



Phonological /
Phonemic Awareness



Letter / Sound
Knowledge



Simple Patterns



Complex Patterns



Multisyllabic Words



Fluency



Comprehension



Handwriting

1r. Materials regularly and systematically offer assessment opportunities that measure student progress in oral reading fluency (as indicated by the program scope and sequence).

- *Multiple assessment opportunities are provided regularly and systematically over the course of the year for students to demonstrate progress toward mastery and independence of oral reading fluency.*
- *Assessment materials provide the teacher and students with information about students' current skills/level of understanding of oral reading fluency.*
- *Materials support the teacher with instructional adjustments to help students make progress toward mastery in oral reading fluency.*

Amplify's Response: Amplify CKLA is built on the premise that reading fluently requires automaticity in decoding text. The extent to which students are not able to decode quickly, accurately, and automatically will impact their understanding of what they read. The rate at which students read is monitored regularly as a benchmark for grade level and time of year, but the focus of daily instruction is not on speed, but all three aspects of reading fluency: accuracy, rate, and prosody (expression). These three factors, but especially accuracy and prosody, have a large impact on student comprehension of text.

Oral Reading assessments are used regularly in Amplify CKLA beginning at the end of Grade 1. Most ORF assessments occur during benchmark assessments or end-of-unit assessments. Additional optional fluency assessments are included in Grades 3-5. Amplify uses the Hasbrouck and Tindal 2017 Oral Reading Fluency Norms beginning in Grade 2.

Examples:

- [Grade 3, Unit 2 Teacher Guide Lesson 16: Foundational Skills, p. 357-361](#)
- [Grade 3, Unit 6 Teacher Guide, Lesson 15: Foundational Skills, p. 324-326](#)
- [Grade 4, Unit 2 Teacher Guide, Lesson 16: Unit Assessment, p. 397-400](#)
- [Grade 5, Unit 4 Teacher Guide, Lesson 15: Unit Assessment, p. 370-375](#)

Criterion 2.1 Text Quality and Text Complexity

2a. Materials provide opportunities for students to engage in a range and volume of reading through content-rich and engaging texts.

- **Materials reflect the balance of informational and literary texts required by the grade-level standards (50/50 in K-5), including various subgenres.**
- **Materials include a range of full texts and excerpts (including long-form and short-form texts), depending on their stated purpose.**
- **Materials include core/anchor texts that are well-crafted, content-rich, and engaging for students at their grade level.**
- **Materials include sufficient teacher guidance (including monitoring and feedback) and student accountability structures for independent reading (e.g., independent reading procedures, proposed schedule, tracking system for independent reading).**

Amplify's Response:

Throughout Amplify CKLA, students engage with high-quality texts that are both engaging and rooted in the rich knowledge domains covered by the program. Amplify CKLA contains a balanced mix of literary and informational texts across various genres and subgenres. Students read personal narratives, poems, and fiction; they also read informational text that includes historical, scientific, and other topics. They short-form texts, including articles, stories, poems, and excerpts from longer work, but they also grapple with long-form texts, starting with chapter books and progressing to full-length novels. Through their study, students learn how to engage with a work in multiple lessons and sittings, appreciating how a plot and characters develop over time.

Amplify CKLA features anchor texts that are meticulously curated to be of publishable quality, engaging students with rich and informative content. These texts are chosen to captivate students' interest and foster a deep understanding of various subjects, making them highly worthwhile for educational time investment. Students learn about different historical eras and the people who lived during them, about science concepts and the innovators who advanced them, about adventurers and trailblazers, and about engaging fictional characters and their timeless stories.

Amplify CKLA offers numerous opportunities for both supported and independent reading through structured activities and assignments, ensuring students can practice and enhance their reading skills. An Independent Reading Guide offers teachers guidance in establishing an independent reading program, with routines, scaffolding, and tools for monitoring and accessing students' progress.

Examples:

- [Amplify CKLA Balance of Text: K-5 Summary, p. 5](#)
- [Grade 3, Unit 4 Teacher Guide, Lesson 9: Reading, p. 229-234](#)

- [Grade 4, Unit 5 Teacher Guide, Lesson 7: Reading, p. 179-181](#)
- [Grade 5, Unit 5 Teacher Guide, Lesson 10: Reading, p. 200-208](#)
- [Grade 5, Unit 8 Teacher Guide, Lesson 2: Reading, p. 41-44](#)
- [Grade K-5 Independent Reading Guide](#)

2b. Core/Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.

- *Accurate text complexity analysis and a rationale for educational purpose and placement in the grade level accompany core/Anchor texts and a series of texts connected to them.*
- *According to quantitative and qualitative analysis and their relationship to the associated student task, core/anchor texts have the appropriate level of complexity for the grade.*

Amplify's Response: Amplify CKLA has carefully selected anchor texts and text sets that span a range of complexity levels appropriate for each grade band. Texts are considered for their quantitative and qualitative complexity; we also consider the tasks associated with each text. These materials foster literacy growth by progressively introducing more challenging texts throughout the school year, facilitating a gradual increase in students' reading abilities. Scaffolds and supports, such as guided reading questions and differentiated instruction strategies, help students successfully engage with and comprehend increasingly complex texts. The Text Complexity Guide contains detailed information about each unit's texts, including qualitative, quantitative, and reader-task complexity measures as well as information on genre and subgenre, text theme and topic, and text features.

Examples:

From the [Amplify CKLA Text Complexity Guide](#):

- [Quantitative Rating Descriptors, Qualitative Rating Descriptors, and Reader & Task Rating Descriptors, p. 6](#)
- [Grade 3, Unit 4 Text Complexity, p. 58](#)
- [Grade 4, Unit 6 Text Complexity, p. 71](#)
- [Grade 5, Unit 6 Text Complexity, p. 81](#)

2c. Materials provide appropriate scaffolds for core/anchor texts that ensure all students can access the text and make meaning.

- *Scaffolds align with the text’s qualitative analysis. Scaffolds align with the qualitative complexity of the program’s texts to support students in making meaning of each text.*
- *Materials include scaffolds for before, during, and after engaging with a complex text.*
- *Materials include teacher guidance on how to enact each scaffold based on student needs.*

Amplify’s Response: Every Amplify CKLA unit and domain is based around key texts, which are introduced by activating what students have already learned in the unit about the topic, themes, or concepts that will appear in the text. Class discussions ask students to refer to these texts when answering literal, inferential, and evaluative questions that help them understand the text’s meaning and significance. Both in discussion and through short and, later, longer-answer written responses, students make meaning by answering text-dependent questions about literary and informational texts; they also frequently generate additional questions based on the texts. Students further demonstrate understanding in writing by applying what they have learned and providing evidence from the text to back up their answers and opinions.

Every Amplify CKLA lesson includes differentiated support designed to meet the needs of all students, including those with special learning needs, multilingual/English Learners, and advanced learners. Our materials highlight opportunities for reteaching and small group support to address learning gaps. Students engage with texts in various ways, including whole group, partner, small group, shared, and independent reading. Teachers refer to the Lesson-at-a-Glance charts at the beginning of each lesson to see grouping recommendations for each type of reading activity. Teachers may tailor the reading recommendations according to the needs of their students. Every lesson provides differentiation, such as Support, Challenge, and Access support for Multilingual/English Learners (ML/ELs). These scaffolds are clear and easily implementable in the moment, ensuring teachers may use them without advanced preparation. Pausing Point activities at the end of each unit include tasks, activities, and resources to reteach, reinforce, and enrich as needed.

Examples:

- [Grade 3, Unit 2 Teacher Guide, Lesson 14: Reading, p. 319-322](#)
- [Grade 3, Unit 6 Teacher Guide, Lesson 1: Reading, p. 14-23](#)
- [Grade 4, Unit 5 Teacher Guide, Lesson 12: Reading, p. 318-337](#)

- [Grade 5, Unit 9 Teacher Guide, Lesson 3: Reading, p. 46-55](#)

2d. Text sets (e.g., unit, module) are organized around topic(s) or theme(s) to cohesively build student knowledge.

- *Text sets are organized around a grade-appropriate, tightly-connected topic or theme.*
- *Text set organization provides opportunities for students to address facets of the same topic or theme over an extended period (e.g., a unit, module), enabling the development of deeper knowledge.*
- *Text sets cohesively build knowledge across a range of topics in social studies (including history), science, the arts, and literature, exposing students to academic vocabulary, content knowledge, and complex syntax.*

Amplify's Response: Amplify CKLA is built upon a coherent [Knowledge Sequence](#) resulting from years of research and consultation with content experts, educators, cognitive scientists, and others. Each unit focuses on a specific knowledge domain, meaning that texts within the unit are organized around that domain's topic or theme. For example, Grade 3 students study astronomy, and the Student Reader texts include information about space, including the planets and other celestial bodies, scientific concepts concerning space, as well as information about space exploration, including historical figures who studied space, astronaut biographies, and information about life on the International Space Station. Grade 4 students study the American Revolution, reading informational text about the events leading to and encompassing that period in our country's history as well as about the central figures involved in that era. They also read a short story from that time period, offering them the opportunity to synthesize both informational and literary perspectives on the events. In Grade 5, students encounter poetry from a range of time periods and traditions, leading them to an increasingly nuanced understanding of that literary genre. Knowledge builds within each unit, but it also builds across units within a grade as well as across grades. This also means that students' academic vocabulary rooted in each knowledge domain builds across the program as well. For example, the information students learn about animal classification in Grade 3 informs their study of oceans in Grade 5. Similarly, the content they encounter in Grade 4's unit on inventors builds and develops in the grade's research unit on innovation.

Throughout the program, units strategically sequence texts, skills, and activities to support students to develop topic knowledge and apply that growing knowledge to activities that support increasing text comprehension.

Examples:

- [Grade 3, Unit 5 Teacher Guide, Lesson 1: Introducing the Reading and Independent Reading: “The Sun, Earth, and Our Solar System”, p. 25-29](#)
- [Grade 4, Unit 6 Teacher Guide, Lesson 1: Introduce the Reader, Introduce Chapter 1, and Read-Aloud “Bills to Pay,” p. 16-28](#)
- [Grade 5, Unit 3 Teacher Guide, Lesson 4: Reading, p. 69-74](#)
- [Grade 3, Unit 5 Reader](#)
- [Grade 4, Unit 6 Reader](#)
- [Grade 5, Unit 3 Poet's Journal](#)

2e. Materials include a range of texts and provide teacher support in helping students learn about people who are similar to and different from them.

- *Materials include a range of texts that offer varied perspectives on the topic/theme of study, including characters and people of interest from various backgrounds and perspectives.*
- *Text sets include texts written by authors of varied backgrounds.*
- *Materials provide explicit guidance for teachers when texts contain characters, people, or lived experiences that are similar to or different from students.*
- *Materials provide clear teacher guidance when text contains grade-appropriate topics that impact students.*
- *The materials provide teacher support in helping students learn about people or characters similar to and different from them across social, cultural, political, and historical contexts rather than in superficial, oversimplified ways that perpetuate stereotypes.*

Amplify’s Response: Amplify CKLA is an unprecedentedly rich knowledge-based program. The Knowledge domains engage student interest, increase their vocabulary, and inspire them to share what they’ve learned with their peers and home community. Students learn to embrace complexity as they explore a wide range of topics that illustrate the world’s complexity. Amplify CKLA’s knowledge-rich program helps students develop a deep appreciation and understanding of the history and cultures of people across the world. They learn about their differences, but also about their universality. By building such a strong knowledge base, Amplify CKLA aims to foster students who can interact and engage with a diverse and complex world.

CKLA units, based on the Knowledge Sequence, present students with increasingly complex texts organized around rich domains such as history, science, and the arts, featuring both literary and informational texts. Many units synthesize these text types to offer a multi-genre approach to the unit's content, ensuring exposure to a diverse range of topics and text styles. Students encounter authors, subjects, and characters that represent many different backgrounds, cultures, and perspectives, and texts offer nuanced perspectives to help students engage with the complexity of our world and its contexts. Scaffolding throughout offers teachers multiple ways to inform instruction and enhance student learning, ensuring that students can learn about the things that unite us and the things that make us each unique.

Examples:

- [Grade 3, Unit 3 Teacher Guide, Lesson 6: Reading, p. 88-91](#)
- [Grade 3, Unit 3 Teacher Guide, Lesson 7: Reading, p. 103-105](#)
- [Grade 3, Unit 9 Teacher Guide, Lesson 10: Reading, p. 167-169](#)
- [Grade 5, Unit 1 Teacher Guide, Lesson 6: Reading, p. 130-135](#)
- [Grade 4, Unit 3 Teacher Guide, Lesson 10: Reading, p. 149-151](#)
- [Grade 4, Unit 8 Teacher Guide, Lesson 3: Reading, p. 54-62](#)
- [Grade 5, Unit 3 Teacher Guide, Lesson 4: Reading, p. 74-76](#)
- [Grade 5, Unit 6 Teacher Guide, Lesson 5: Reading, p. 123-128](#)

Criterion 2.2 Knowledge Building Through Reading, Writing, and Language Comprehension

2f. Materials include a clear, research-based core instructional pathway with reasonable pacing throughout the year, which allows students to work towards grade-level proficiency.

- *Materials clearly outline the essential elements for the core instructional pathway.*
- *Materials clearly explain how to use and implement the core instructional pathway, which does not deviate from currently accepted research.*
- *When present, supplemental materials are designed to work coherently with the core instructional pathway and include a detailed explanation of when and how to utilize supplemental materials.*
- *Materials provide detailed explanations of when and how to use supplemental supports so that all students can access grade-level materials.*
- *Materials provide implementation schedules, including lesson-specific guidance, that are well paced, and can reasonably be completed in the school year, allowing students to dive deeply into content.*

Amplify’s Response: Amplify CKLA provides a research-based instructional pathway through systematic, well-structured lessons that follow consistent components, including Warm-Up review activities, direct instruction, guided practice, and independent work. The curriculum uses explicit learning objectives aligned to standards and builds skills progressively, moving from basic to complex concepts while regularly reviewing previously taught material. The program provides a clear scope and sequence that outlines the progression of skills and concepts to be taught at each grade level, ensuring comprehensive coverage of literacy standards. By following the scope and sequence, students work towards grade-level proficiency at a reasonable, strategic pace.

Teacher Guides clearly outline all elements and materials needed in the core instructional pathway. Educators have access to a well-defined framework that guides the implementation of Amplify CKLA with fidelity, supporting consistent and effective instruction in all aspects of language arts. Each unit introduction outlines information and context for teaching the unit’s lessons, and it explains the time required to do so. The introduction identifies all student and teacher components, provides information about the unit’s context and significance, and highlights core vocabulary targeted in the unit. It highlights the unit’s writing objectives as well as any additional resources teachers may use to supplement the materials. These materials include detailed guidance on implementation and applicability; for example, a fluency supplement provides additional opportunities for students to practice reading with fluency and expression (prosody). Additionally, every lesson contains a “Lesson at a Glance” table, which offers detailed information on the order and pacing of lesson activities.

The implementation pathway is clearly detailed through specific advance preparation instructions,

teaching procedures, scripted questions, and discussion prompts. Teachers receive comprehensive guidance on materials, timing, grouping recommendations, and assessment protocols. The program includes multiple built-in support systems through Universal Access suggestions, differentiation recommendations for varying ability levels, and take-home materials for extra practice. Assessment is woven throughout via formative checks, observation records, and Activity Book pages. The Assessment and Remediation Guide (Grade 3) and Decoding and Encoding Remediation Supplement (4–5) offer teachers many additional materials for assisting students who need additional support.

The materials maintain appropriate pacing, and lessons alternate between whole group, partner, and independent work while providing adequate practice time. The curriculum includes clear assessment and grouping protocols in early units to quickly identify student needs and adjust instruction accordingly.

Examples:

- [Grade 3-5 Scope and Sequence, p. 88-201](#)
- [Grade 3, Units 1-11 Assessment and Remediation Guide: Introduction, p. 1-6](#)
- [Grade 3, Unit 2, Teacher Guide, Introduction, p. 1-6](#)
- [Grade 3, Unit 2 Teacher Guide, Lesson 1: Lesson at a Glance, p. 9](#)
- [Grade 4, Unit 6 Teacher Guide, Lesson 7: Advance Preparation, p. 140](#)
- [Grade 4, Unit 9, Teacher Guide, Lesson 1: Lesson at a Glance, p. 7](#)
- [Grade 5, Unit 5, Teacher Guide, Lesson 1: Lesson at a Glance, p. 7](#)

2g. Most questions, tasks, and assignments are text-based, allowing students to demonstrate their thinking in various formats.

- ***Materials provide opportunities to support students in making meaning of the texts being studied through text-based questions and tasks in varying formats (i.e. speaking, writing).***
- ***Materials include text-based questions and tasks that require students to closely read and/or re-read complex parts of texts to deepen their analysis and understanding.***

Amplify's Response:

The overwhelming majority of questions, tasks, and assignments in CKLA materials are text-dependent. Every Amplify CKLA unit and domain is based around key texts, followed by class discussions in which students are expected to refer to these texts when answering literal, inferential, and evaluative questions. Students are often asked to generate additional questions based on the

texts. Students further demonstrate understanding in writing by applying what they have learned and providing evidence from the text to back up their answers and opinions.

Students are asked in daily reading and Read-Aloud instruction, both in discussion and through short and, later, longer-answer written responses, to answer text-dependent questions about literary and informational texts. These questions are identified as literal, inferential, and evaluative. Literal questions assess students' recall of key details from the text. These text-dependent questions require students to paraphrase and/or refer back to the portion of the text where the specific answer is provided. Inferential questions ask students to infer information from the text and to think critically. These text-dependent questions require students to summarize and/or reference the portions of the text that lead to and support the inference they are making. Evaluative questions ask students to build on what they have learned from the text using analytical and application skills, often to form an opinion or make a judgment. These questions require students to paraphrase and/or cite the textual evidence that substantiates their argument or opinion.

Student writing frequently incorporates textual evidence. For example, students may be asked to summarize texts they have read or to incorporate information from the text (such as the reasons an author gives for a statement) into their written responses. In many cases, students gather evidence from the text in graphic organizers or other tools that they consult when planning and drafting their work. Students also write in response to text in assignments that ask them to use textual evidence to support their argument or opinion. Activities that cover citation require students to identify the paragraph or page of the text on which they located the evidence for their work.

Examples:

- [Grade 3, Unit 5 Teacher guide, Lesson12: Reading p.236-240](#)
- [Grade 4, Unit 2 Teacher Guide, Lesson 3: Reading p.64-76](#)
- [Grade 5, Unit 2 Teacher Guide, Lesson 3: Reading p.72-79](#)

2h. Materials support students in developing their ability to comprehend complex ideas within and across texts through opportunities to analyze and evaluate texts.

- *Materials provide opportunities for students to analyze key ideas and details (according to grade-level standards) within individual texts and across multiple texts to support students in making meaning.*
- *Materials provide opportunities for students to analyze craft and structure (according to grade-level standards) within individual texts and across multiple texts to support students in making meaning.*
- *Materials provide opportunities for students to analyze the integration of knowledge and ideas (according to grade-level standards) within individual texts and across multiple texts to support students in deepening their understanding on a topic.*

Amplify's Response:

Amplify CKLA is a content-rich core curriculum that integrates effective evidence-based teaching practices to foster creative thinking, problem-solving skills, and critical literacy abilities. Amplify CKLA is built upon a coherent Knowledge Sequence resulting from years of research and consultation with content experts, educators, cognitive scientists, and others. The sequence is designed to build upon earlier content so that students become generally knowledgeable in the early grades and can rely on a robust web of prior knowledge when encountering new complex texts and material later in elementary school. As they encounter topics in new forms and new texts throughout the program, students continually deepen their knowledge of a subject.

The program emphasizes close reading of complex texts, providing students with opportunities to engage deeply with challenging content. Through explicit instruction, CKLA systematically builds background knowledge for all students across various disciplines through reading, writing, speaking, and listening activities. By leveraging research-based strategies and a robust curriculum design, Amplify CKLA aims to cultivate well-rounded learners proficient in reading, writing, and communication while developing a strong academic and real-world knowledge foundation.

Research on text comprehension points to the fact that comprehension requires readers (or listeners) to use various strategies—implicitly and explicitly—to form inferences and links among aspects of the text. Background knowledge is a key ingredient in using these strategies successfully. Consistent with this, Amplify CKLA approaches comprehension strategies within read-aloud lessons as a means to an end, not ends themselves. The focus is on knowledge-building through the content rich texts and on having children use their growing knowledge to facilitate their analytic interactions with texts on the same topic. Thus, children are encouraged to use comprehension strategies, as needed, at various points during the read-aloud. Their success in using these strategies is scaffolded by teachers' instructional support (e.g., some explicit teaching) but also supported by the fact that they are being

given the background knowledge that is fundamental to their success in applying comprehension strategies. For example, within a unit, children will stay on a topic for approximately two to three weeks. By encountering texts on a single topic for such an extended period, children build vocabulary and knowledge that they pull upon when making predictions, monitoring known versus unknown information, considering inconsistencies or differences among stories, etc. Teachers guide children's use of this knowledge through the questions and discussion that occurs before the read-aloud. Thus instruction in comprehension skills is explicit, but embedded, within a knowledge-focused context. This approach to teaching comprehension skills reflects what research shows about how comprehension unfolds cognitively among skilled readers. Based on the Science of Reading, CKLA provides effective results and improves student outcomes when implemented.

Amplify CKLA includes close reading passages with challenging text-specific questions that support student analysis through evidence-based writing and discussions. Throughout CKLA, but particularly in close reading lessons, students consider the precise choices made in texts and the effect these have. This varies from precise analysis with clear, correct answers (using particular technical terms) to more subtle interpretations (such as explaining why the author chose a word or phrase). Students often return to the exact text multiple times to further their understanding, including in specific close reading lessons. CKLA includes explicit instructions for utilizing a close reading approach with particular excerpts from the Student Readers. These lessons are carefully crafted to focus students' reading and help them derive deeper meaning through close examination of the text.

Examples:

- [Grade 3, Unit 3 Teacher Guide, Lesson 2: Reading p.29-31](#)
- [Grade 3, Unit 9 Teacher Guide, Lesson 2: Reading and Speaking and Listening, p. 33-41](#)
- [Grade 4, Unit 3 Teacher Guide, Lesson 2: Read-Aloud: "Wishes," p. 36-37](#)
- [Grade 5, Unit 2, Teacher Guide, Lesson 1, Reading - Read-Aloud Chapter 1, Vocabulary Preview, and Lesson Wrap-Up, p. 19-32](#)
- [Grade 5, Unit 3 Teacher Guide, Lesson 4: Comparing and Contrasting, p. 80-81](#)

2i. Materials provide clear protocols and teacher guidance that frequently allow students to engage in listening and speaking about texts they are reading (or read aloud).

- ***Materials include structured protocols that support students in participating in various types of discussions, using both background knowledge and their interpretation of the text to build upon each other's understanding.***
- ***Speaking and listening instruction includes facilitation, monitoring, and feedback guidance for teachers.***

Amplify's Response:

Amplify CKLA integrates speaking and listening into lessons by providing numerous opportunities to engage in rich, structured, text-based conversations in various settings and group sizes.

Amplify CKLA offers detailed lesson plans and discussion prompts that help teachers guide students through structured, collaborative conversations about grade-level topics and texts. The curriculum includes specific strategies and scaffolding techniques to ensure all students can actively participate and engage in meaningful dialogue.

Discussion and questioning are part of the daily routine in Amplify CKLA. Students identify their prior knowledge, ask questions to expand their understanding, and state their analysis of and opinions on a text by providing evidence. Students are also required to paraphrase and summarize texts to evaluate the information and narratives they encounter. Teachers use formal and informal monitoring, routine feedback on student performance, and numerous opportunities for students to practice and gain mastery of speaking and listening skills.

Examples:

- [Grade 3, Unit 1 Teacher Guide, Lesson 10: Turn and Talk, p. 249](#)
- [Grade 3, Unit 3 Teacher Guide, Lesson 6: Reading- Taking a Closer Look at the Poem p. 93-94](#)
- [Grade 4, Unit 4 Teacher Guide, Episode 1: Reading p. 35-43](#)
- [Grade 4, Unit 4 Teacher Guide, Episode 1: Writing: Collaboration Building Challenge, p. 45-53](#)
- [Grade 5, Unit 9 Teacher Guide, Lesson 15: Speaking and Listening p. 236-238](#)

2j. Materials provide opportunities for students to engage in listening and speaking about texts they are reading (or read-aloud).

- ***Materials provide opportunities for students to engage in collaborative conversations about the text being read/read-aloud, which require them to utilize, apply, and incorporate evidence from texts and/or sources.***
- ***Materials provide opportunities for students to consider others' perspectives and engage in intellectual discourse about texts and topics they are reading (or read aloud).***

Amplify's Response:

Amplify CKLA student learning centers on reading and/or listening to text, interpreting meaning, analyzing purposes and text structure, and responding in a variety of ways that require using evidence from the text to support their responses or claims. Amplify CKLA encourages deep engagement with texts by including a range of text-based questions and tasks. These questions are designed to prompt critical thinking and require students to refer back to the text for evidence, fostering a strong connection between reading and analytical skills. The curriculum includes scaffolding strategies such as guiding questions, sentence starters, and discussion prompts that help all students participate

actively, regardless of their initial proficiency level. This support ensures that every student has the opportunity to engage with the material, incorporate its evidence in their speaking, and express their understanding.

Discussion and questioning are part of the daily routine in the Knowledge Strand. Students identify their prior knowledge, ask questions to expand their understanding, and state their feelings and opinions on a text by providing evidence.

One goal of the CKLA program is fostering “wonderful conversationalists.” While discussing engaging, content-rich texts, students develop the ability to present, debate, and build upon each others’ responses. Their excitement in mastering content fosters intense curiosity, sending students deeper into the texts and topics they are studying.

Examples:

- [Grade 4, Unit 9 Teacher Guide, Lesson 7: Reading p. 94-97](#)
- [Grade 5, Unit 9 Teacher Guide, Lesson 8: Speaking and Listening p. 144-145](#)
- [Grade 3, Unit 4 Teacher Guide, Lesson 15: Reading, p. 350-356](#)
- [Grade 5, Unit 6 Teacher Guide, Lesson 3: Writing, p. 80-81](#)
- [Grade 4, Unit 4 Teacher Guide, Episode 1: Writing, p. 45-53](#)

2k. Materials include explicit instruction on independent word-learning strategies and key vocabulary words to build knowledge within and across texts.

- *Materials include structured and explicit practices for introducing key vocabulary words and independent word-learning strategies within the context of the texts (analyzing morphemes, etymology, word maps, and discussion of word relationships/shades of meaning, dictionary skills, context clues).*
- *Materials include explicit instruction of examples/non-examples using student-friendly explanations that address the word’s use in contexts beyond that of the text.*
- *Attention is paid to vocabulary essential to understanding the text and high-utility academic words.*
- *Materials provide multiple exposures to key vocabulary within (i.e., before, during, after reading) and across texts.*

Amplify’s Response: CKLA exposes students to rich domain-specific vocabulary and general academic vocabulary and focuses on building students’ vocabulary knowledge and understanding of different word meanings. The texts and associated instructional materials within each unit provide repeated exposure to, and experiences with, selected vocabulary words that are embedded within domains of

knowledge related to history, geography, science, culture, and the arts. For example, each domain-based unit in Grades 3–5 spans several weeks of instruction, during which students read multiple, unique chapters or texts. This approach allows for the domain immersion needed to acquire new vocabulary as well as breadth and depth of domain knowledge. Through repeated exposure to words in each unit, students implicitly gain a greater understanding of many different words. Tier 2 academic vocabulary has been targeted for intentional focus in each unit. Because academic vocabulary is important for reading and comprehension, it purposefully appears in various places, including directions, assessments, discussion questions, and more. Additionally, Word Work—daily short activities around new domain-specific vocabulary—provides additional explicit teaching and exposes students to word-learning strategies that help them unpack and understand new vocabulary words.

Through explicit vocabulary instruction, students learn new words, their meanings, and how to use them in different contexts, including those beyond the text. CKLA students are also introduced to phrases and sayings, and to the uses and differences of literal and figurative language. This helps develop their comprehension skills and their ability to understand and use words effectively in oral and written language.

Examples:

- [Grade 3, Unit 4 Teacher Guide, Lesson 1: Introduction and Essential Terms p. 12-13](#)
- [Grade 4, Unit 2 Teacher Guide, Lesson 11: Language – Morphology p. 291-293](#)
- [Grade 4, Unit 3 Teacher Guide, Lesson 10: Word Work: *Plumes*, p. 157](#)
- [Grade 4, Unit 6 Teacher Guide, Lesson 6: Defining Key Words: *Tyrant* and *Perfidy*, p. 128–129](#)
- [Grade 5, Unit 2 Teacher Guide, Lesson 2: Language p. 59-61](#)
- [Grade 5, Unit 6 Teacher Guide, Lesson 1: Word Work: *Tensions*, p. 32–33](#)
- [Grade 5, Unit 6 Teacher Guide Lesson 12: Word Work: *Reckless*, p. 288–289](#)

2I. Materials include opportunities for students to practice independent word-learning strategies, as well as newly taught vocabulary words.

- ***Materials include opportunities for students to use independent word-learning strategies to understand the meaning of challenging words (inferring from context, using morphological or etymological awareness).***
- ***Materials include opportunities for students to use academic and content-specific vocabulary in various contexts.***
- ***Practice opportunities incorporate the review of previously learned words based on their connection to the topic of study.***

Amplify’s Response: In Amplify CKLA, students are exposed to rich vocabulary and complex syntax in reading and writing materials and orally, including but not limited to read-alouds, at language levels beyond students’ reading levels. The program systematically introduces and reinforces key academic vocabulary across texts, providing students with consistent opportunities to practice new words in meaningful contexts. Word Work lessons at each grade level include explicit instruction in Tier 2 vocabulary from the daily reading selection and encourage implicit learning through listening, discussion, and repetition. This approach mirrors natural language acquisition, where students absorb vocabulary from interactions with adults and peers. Additionally, vocabulary and syntax development are seamlessly integrated into all curriculum aspects, including reading, writing, speaking, and listening exercises, thus promoting comprehensive language proficiency.

In Grades 3–5, work with vocabulary is integrated into daily reading and writing, as students complete activities that ask them to consider particular word choices and determine the author’s intended meaning, infer the implicit meaning of a key phrase, and paraphrase a sentence to analyze both the syntax and vocabulary. Specific activities also prompt students to incorporate academic vocabulary into their written responses. In Grades 3-5, students practice independent word-learning strategies as part of a shift in instructional focus from basic and advanced phonics code knowledge to the exploration of more intricate foundational skills encompassing spelling patterns, morphology, syntax, and vocabulary. In Grades 4 and 5, the language demands of texts increase. Students spend significantly more time considering the precise use of words, including figurative and ambiguous phrasing, starting with the first unit and progressing throughout the year.

For additional practice of Tier 2 words in diverse contexts and across texts, Amplify CKLA offers a digital student-facing Vocab App that enables students to practice Tier 2 words through interactive games and activities. The Vocab App is specifically designed for practicing Tier 2 academic words and includes Word Lists from Amplify CKLA domains in grades 3–5. More information on the Vocab App can be found [here](#).

Examples:

- [Grade 3, Unit 5 Teacher Guide, Lesson 8: Speaking and Listening p. 166-167](#)
- [Grade 4, Unit 9 Teacher Guide, Lesson 4: Reading – Word Work p. 67-68](#)
- [Grade 5, Unit 4, Teacher Guide, Lesson 1: Word Work, p. 34-35](#)
- [Grade 5, Unit 4, Teacher Guide, Lesson 2: Reading Chapters 2 and 3 – Inferential Question, p. 54](#)

2m. Materials include explicit instruction for teaching sentence composition appropriate to grade-level standards.

- *Materials include explicit instruction and modeling guidance in sentence-composition skills (use of punctuation, sentence elaboration, sentence combining using cohesive ties, sentence fluency).*
- *Materials utilize exemplar sentences from texts that contain clear, varied, and rich examples of sentence structure.*

Amplify's Response: Amplify CKLA offers an intentionally designed resource to support students' writing development: writing building blocks added to every lesson. These routines—incorporated into all lessons in Grades 3-5—increase both the opportunities that students have to work on and strengthen their writing, particularly in writing sentences. These routines, which include extensive modeling and exemplars, are largely focused on supporting students at the syntactic level, while using writing to strengthen comprehension. They include strategies to strengthen students' understanding of sentence generation, type, mechanics, combining, and expansion.

Students understand that a sentence includes a subject and an action; they differentiate between incomplete and complete sentences. They are able to take a fragment of a sentence and add the missing subject or predicate to complete the sentence. They can also generate a sentence about the text they have read from a visual image or a teacher-supplied prompt.

Throughout Amplify CKLA, students focus on four types of sentences: declarative, imperative, interrogatory, and exclamatory. In addition to understanding the various formats and purposes of these differing sentences, students understand when to use the appropriate punctuation at the conclusion of each type of sentence. In addition, students demonstrate that a sentence begins with appropriate capitalization. As they build their ability to generate different types of sentences, students understand that sentences begin with capitalization and end with punctuation appropriate to each type of sentence. They demonstrate correct use of periods, question marks, and exclamation points. After they have mastered simple sentence generation, students expand their thoughts into more complex sentences. They take simple sentences and expand them by adding additional details about *when, how, why, and where*. They can determine the purpose of differing parts of sentences, understanding whether a part tells who, what, where, when, why, or how. This foundational skill helps students use dependent clauses, adverbs, and other sophisticated syntactic structures. In upper grades, students use dependent clauses to convey semantically important information.

Students also combine more than one sentence using the appropriate conjunctions, including *and, but, because, and so*. They explore cause and effect in sentence generation; they understand that a cause statement describes the reason why something happened, and an effect describes what happened as a result. They also combine multiple sentences into one sentence with the same meaning; here students are empowered to use appropriate pronouns, commas, possessives, and conjunctions.

Examples:

- [Grade 3, Unit 1 Teacher Guide, Lesson 1: Complete Sentence or Fragment?, p. 40-42](#)
- [Grade 3, Unit 1 Teacher Guide, Lesson 2: Combining Sentences, p. 65-66](#)
- [Grade 4, Unit 2 Teacher Guide, Lesson 3: Discuss the Chapter and Wrap Up the Lesson, p. 76](#)
- [Grade 5, Unit 1 Teacher Guide, Lesson 11: Rosa Parks Surprise Paragraph, p. 249-251](#)

2n. Materials include evidence-based opportunities for students to practice sentence composition and editing during authentic writing opportunities appropriate for their grade level.

- *Materials include opportunities for students to write sentences about the texts under study while practicing and applying sentence composition skills.*
- *Materials include opportunities for students to practice and apply sentence composition skills by examining their own writing.*
- *Materials include opportunities for students to adapt their language based on the intended audience and purpose.*

Amplify’s Response: Throughout Amplify CKLA, students practice writing and editing. They frequently write about texts, in both informal and formal settings, from responses to short-answer questions and brief exercises to longer essays analyzing, summarizing, or otherwise responding to texts and authentic prompts. Instruction often includes sentence-level construction; for example, students practice incorporating key vocabulary into their work; expanding sentences with additional clauses or parts of speech; creating sentences to reflect different, nuanced views of the information they have read by using different conjunctions, such as *because*, *but*, and *so*; and considering audience and purpose through exercises such as composing a hook for their writing’s introduction. They also include dedicated lessons on editing and revising their work based on self-assessment as well as on feedback from peers and teachers. Taken together, this variety and range of activities offers students a deep awareness of writing skills and tools; they learn different strategies for crafting and revising their work as well as ways to adapt and edit their words to accomplish their intended purpose.

Examples:

- [Grade 3, Unit 2 Teacher Guide, Lesson 1: Presenting the Reading \(Write-Pair-Share\), p. 17](#)
- [Grade 4, Unit 3 Teacher Guide, Lesson 10: Close Reading \(Question 4\), p. 156](#)
- [Grade 4, Unit 9 Teacher Guide, Lesson 13: Drafting, p. 145](#)
- [Grade 4, Unit 9 Teacher Guide, Lesson 14: Revising, p. 154-155](#)
- [Grade 5, Unit 6 Teacher Guide, Lesson 7: Examine an Introduction, Draft an Introduction, and](#)

[Wrap-Up, p. 186-187](#)

2o. Materials include a mix of both on-demand and process writing opportunities that are appropriately-aligned in purpose, genre, and/or topic to the reading and listening of that unit.

- **Materials include a mix of grade-appropriate on-demand and process writing.**
- **Materials reflect the distribution indicated by the standards for process writing (K–5 30/35/35 persuade/explain/convey experience).**
- **Writing opportunities are appropriately aligned to the purpose, genre, and/or topic of the unit’s reading.**

Amplify’s Response: CKLA writing instruction is a natural extension of reading—it requires students to express the meaning in text through opinion, informative, and narrative writing. For example, in *Poetry* units, students acquire the tools and strategies needed to approach poetry, training them in the methods and devices poets use and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned. Similarly, in novel study units, students apply what they learn from reading fiction and studying its characteristics to writing their own fiction, with emphasis on such elements as plot, character development, and descriptive details.

In all grades, students write in connection to the texts in the three major text types (narrative, which conveys experience; informative, which explains; and opinion, which persuades). Writing instruction provides a clear progression through the text types in each grade. By Grade 3, students have gained significant practice in narrative, opinion/argumentative, and informational/explanatory forms of writing and continue to apply those skills through Grade 5. For example, Grade 3 students synthesize what they have learned about ancient Rome to write a persuasive essay about which Roman figure should be commemorated with a statue. In the Grade 4 Research Units, students research and write informative essays to answer a research question on innovators. Through regular practice in daily classroom discussions, writing, and peer work, students learn to transition fluidly between audience, task, purpose, and discipline.

Examples:

- [Grade 3, Unit 4 Teacher Guide, Lesson 7: Writing, p. 181-184](#)
- [Grade 4, Unit 9 Teacher Guide, Lesson 1: Exit Pass, p. 20](#)
- [Grade 4, Unit 9 Teacher Guide, Lesson 13: Writing, p. 145-148](#)
- [Grade 5, Unit 9 Teacher Guide, Lesson 9: Writing, p. 159-162](#)

2p. Materials include explicit instruction in varied writing processes.

- *Materials include explicit instruction in writing processes (paragraph and multi-paragraph construction for varying purposes), including teacher modeling of writing strategies and processes.*
- *Materials provide teachers with example texts and/or student exemplars to support students in examining how the genre works.*
- *Materials provide guidance and instruction to teachers on how to provide timely and constructive feedback on student writing.*

Amplify's Response: In Amplify CKLA, writing instruction is explicit, intentional, and comprehensive, and is given through a gradual release of responsibility with sufficient time for modeling, planning, and brainstorming ideas orally. As students' skills build from grade to grade, so does our integrated, systematic approach to writing.

The Amplify CKLA program provides explicit instruction to help students achieve grade-level writing proficiency. Writing instruction builds systematically and cohesively within and across grades. In Grades 3-5, students write with multiple audiences and with purposes as diverse as reconstructing major historical events, dramatizing text, summarizing or paraphrasing events for specific audiences, and demonstrating the products of group collaborations. Processes are explicitly instructed, with modeling and exemplar texts provided, and students receive opportunities to practice in groups and independently. Teachers have numerous opportunities to offer student feedback, and students also participate, with scaffolding, in peer feedback sessions.

Examples:

- [Grade 3, Unit 4 Teacher Guide, Lesson 14: Reading - Case 2 - Option A, p. 343-344](#)
- [Grade 4, Unit 5 Teacher Guide, Lesson 3: Writing, p. 84-88](#)
- [Grade 5, Unit 2 Teacher Guide, Lesson 4: Introduce the Codex Project and Rubric, p. 114-115](#)
- [Grade 5, Unit 9 Teacher Guide, Lesson 7: Writing, p. 126-130](#)

2q. Materials include frequent opportunities for students to practice the writing processes using evidence-based strategies.

- *Materials include multiple opportunities for students to plan writing (e.g., with graphic organizers).*
- *Materials include multiple opportunities for students to draft their writing.*
- *Materials include multiple opportunities for students to revise and edit their writing with grade-appropriate strategies and tools.*
- *Materials include multiple opportunities for students to use technology to produce and publish writing, independently and with others.*

Amplify's Response: The Amplify CKLA program provides explicit instruction to help students achieve grade-level writing proficiency. Writing instruction builds systematically and cohesively within and across grades.

Throughout Grades 3-5 writing instruction includes the steps of the writing process—planning, drafting, sharing, evaluating, editing, and publishing—and features lessons that have modeling, collaboration, and sharing. Students often publish their writing, either as a final draft or using technology, that they then share with their peers.

As students gain skills and confidence, they are able to take on more of these steps independently. Students learn to use planning techniques such as brainstorming. Graphic organizers, timelines, and other tools provide essential support to students learning about text and idea organization; these can be found throughout units in Grades 3-5. Group writing projects, such as drafting paragraphs as a class, also form essential scaffolding as students move toward more independent writing. As part of that development students learn to move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.

Amplify CKLA includes a range of writing projects across the school year. Each unit contains formal and informal writing opportunities that increase in rigor. The three types of writing (narrative, expository, and opinion) are included in each grade level.

Examples:

- [Grade 3, Unit 3 Teacher Guide, Lesson 2: Writing, p. 36](#)
- [Grade 3, Unit 5 Teacher Guide, Lesson 14: Writing, p. 265-267](#)
- [Grade 4, Unit 2 Teacher Guide, Lesson 14: Writing, p. 357-361](#)
- [Grade 4, Unit 3 Teacher Guide, Lesson 6: Writing, p. 109-111](#)
- [Grade 4, Unit 9 Teacher Guide, Lesson 14: Writing, p. 153-157](#)
- [Grade 4, Unit 9 Teacher Guide, Lesson 15: Writing, p. 161-162](#)
- [Grade 5, Unit 4 Teacher Guide, Lesson 5: Practice Writing a Claim, p. 157-158](#)

- [Grade 5, Unit 6 Teacher Guide, Lesson 8: Writing, p. 208-209](#)

2r. Materials include frequent opportunities for students to practice evidence-based writing (by drawing from the texts and knowledge built throughout the unit) to explain what the text says explicitly and implicitly.

- *Materials provide frequent writing opportunities that require students to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*
- *Materials provide frequent writing opportunities focused on students' recall or analysis of information to develop opinions from reading closely and working with evidence from texts and sources.*

Amplify's Response: Amplify CKLA incorporates frequent opportunities for students to engage in evidence-based writing connected to the texts they are reading. The program includes both on-demand writing and extended-process writing tasks, ensuring that students practice a range of writing styles and formats. Additionally, a balanced distribution of text types and genres help students develop versatile writing skills suited to different purposes and audiences.

The overwhelming majority of writing assignments in CKLA is text-dependent. Students are asked in daily instruction, through short and, later, longer-answer written responses, to answer text-dependent questions about literary and informational texts. These text-dependent questions may require students to paraphrase and/or refer back to the portion of the text where the specific answer is provided, to infer information from the text, to summarize and/or reference the portions of the text that lead to and support the inference they are making, or to build on what they have learned from the text using analytical and application skills, often to form an opinion or make a judgment. These questions require students to paraphrase and/or cite the textual evidence that substantiates their argument or opinion.

Extended student writing projects frequently incorporate textual evidence. For example, students may be asked to summarize texts they have read or to incorporate information from the text (such as the reasons an author gives for a statement) into their written responses. In many cases, students gather evidence from the text in graphic organizers or other tools that they consult when planning and drafting their work. Students also write in response to text in assignments that ask them to use textual evidence to support their argument or opinion. Activities that cover citation require students to identify the paragraph or page of the text on which they located the evidence for their work.

Examples:

- [Grade 3, Unit 1 Teacher Guide, Lesson 1: Reading: Practice Story: "The Beginning," p. 46-50](#)
- [Grade 3, Unit 1 Activity Pages 1.1 and 1.2, p. 3-5](#)
- [Grade 4, Unit 4 Teacher Guide, Episode 5: Researching the Light Bulb, p. 120](#)

- [Grade 4, Unit 4 Activity Pages 5.1 and 5.2, p. 28-33](#)
- [Grade 5, Unit 9 Teacher Guide, Lesson 11: Writing, p. 195-197](#)

2s. Materials include explicit instruction of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.

- **Materials include research projects to build research skills that lead to mastery of the grade-level standards.**
- **Materials include explicit instruction of research skills that encourage students to develop knowledge of a topic using multiple texts and source materials.**

Amplify's Response: Amplify CKLA provides a progression of focused research assignments that allow students to explore and develop expertise in specific areas. These projects are structured to enhance students' research skills by guiding them in the processes of gathering, evaluating, and synthesizing information from various sources. The culminating unit in every grade is a dedicated Research Unit that includes carefully selected trade books and other texts. Instruction models inquiry and research, with students conducting independent research that includes topic selection, using primary and secondary sources, and presenting their project.

Examples:

- [Grade 3, Unit 9 Teacher Guide, Lesson 3: Writing p. 57-59](#)
- [Grade 4, Unit 9 Teacher Guide, Lesson 3: Writing p. 51-53](#)
- [Grade 5, Unit 9 Teacher Guide, Lesson 4: Writing p. 80-83](#)

2t. Materials include multiple opportunities for students to apply research skills to develop their knowledge of topics.

- *Materials include multiple opportunities for students to apply research skills to short research projects using multiple texts and sources.*
- *Materials provide opportunities for students to recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and (beginning in grade 4) provide a list of sources.*
- *Materials provide opportunities for students to draw evidence from literary or informational texts to support analysis, reflection, and research (beginning in grade 4).*

Amplify’s Response: Amplify CKLA’s research and writing projects help students develop knowledge and understanding of the domain topics and texts. Amplify CKLA offers daily opportunities for students to reflect on their learning and make their own evaluations by participating in class discussions based upon the rich content presented. Students in Grades 3–5 participate in a variety of meaningful research projects and other tasks. Low-stakes research activities instill best practices that students will apply for longer projects; for example, students often complete graphic organizers to collect information from sources, then incorporate research in their writing. Students learn to gather information from print and digital media; they also use a variety of sources. Students practice recording source information and creating reference lists to document those sources.

Each grade includes a culminating unit, the Research Unit, in which students investigate a topic—Jazz music and its history, American innovation, or global architecture—craft a research question about that topic, and then synthesize the investigative and writing skills they have honed throughout the year to craft an answer to that question. In their research, students gather information from texts the encounter throughout the unit as well as from texts and sources they have identified independently; they synthesize information and evidence, record and cite their sources, and compose polished, finished works that reflect their research.

Examples:

- [Grade 3, Unit 9 Teacher Guide, Lesson 5: Writing p. 87-89](#)
- [Grade 4, Unit 9 Teacher Guide, Lesson 3: Writing, p. 51-53](#)
- [Grade 5, Unit 9 Teacher Guide, Lesson 6: Writing p. 109-111](#)

2u. Materials include formative assessments and guidance that provide the teacher with information for instructional next steps.

- *Materials include formative assessments and support for the teacher in determining students' current skills/level of understanding.*
- *Materials include guidance that supports the teacher in making instructional adjustments to increase student progress.*
- *Materials identify the standards assessed for formative assessments.*

Amplify's Response: Amplify CKLA offers a robust suite of assessments to ensure teachers have all the information they need to monitor student progress, inform placement and interventions, and adapt instruction to fit student needs. Assessments range from low-stakes, informal formative assessment opportunities to more formal summative assessments. Teachers may strategically implement the desired assessments to help them measure student progress and amend instruction. Amplify CKLA formative assessments include:

- **Daily Checks for Understanding** delivered briefly during instruction, which allow teachers to monitor progress on each primary focus objective and adjust instruction as needed.
- **Daily formative assessments** aligned to each lesson, allowing students to demonstrate learning on that day's instruction (completed during instructional time or as take-home activities).
- **Content and mid-unit assessments** (such as flexible Pausing Point days) allow teachers to monitor progress during the unit or domain and tailor the remaining instructional time to suit student needs best.

Each lesson's opening spread includes information about the lesson's formative assessment opportunities, including the standards to which those assessments are aligned. Amplify CKLA includes many tools for teachers to locate, administer, and score student assessments. Teachers can evaluate students' responses to discussion and Activity Page questions and prompts using embedded anticipated responses and answer keys. Other projects, such as writing assignments or presentations, include rubrics that set teacher and student expectations. Teacher materials contain detailed information about assessments, including how to administer them and score, analyze, and interpret student performance for grouping and placement purposes. Specific projects such as writing assignments, research reports, or presentations include rubrics that set teacher and student expectations. Teacher materials also include general rubrics for presenting and discussions and rubrics to score various text types (narratives, opinions, and informative writing). The [Using Assessment to Inform Instruction](#) guide assists teachers in making instructional adjustments to support student progress.

For instructional adjustments, Amplify CKLA provides detailed remediation pathways based on student

performance. When formative assessments indicate students are struggling to master specific skills, teachers can access Pausing Point sections and the Assessment and Remediation Guide and Decoding and Encoding Supplement for targeted intervention. The materials include specific differentiation suggestions for various skill levels, including English Learners at different proficiency levels. Small group instruction, partner work, and game-based activities provide multiple entry points for remediation. Teachers can form flexible groups based on assessment data. Each CKLA lesson begins with a clear Lesson Overview page that explicitly identifies the formative assessment standards being addressed, allowing teachers to easily track which standards they are assessing and monitoring throughout the lesson's activities and instruction.

Examples:

- [Grade 4, Unit 2 Teacher Guide, Lesson 1: Lesson Overview \(Formative Assessments\), p. 6](#)
- [Grade 4, Unit 2 Teacher Guide, Lesson 1: Label a Map, p. 12](#)
- [Grade 5, Unit 4 Teacher Guide, Lesson 2: Reading, p. 45-46](#)

2v. Materials include culminating tasks/summative assessments that require students to demonstrate the knowledge and skills acquired throughout the unit/module while integrating multiple literacy skills (e.g., a combination of reading, writing, speaking, and listening).

- *Culminating tasks/summative assessments are evident in each unit/module and align to the unit's/module's topic or theme.*
- *Culminating tasks/summative assessments provide students with the opportunity to demonstrate the knowledge and skills acquired throughout the unit/module while integrating multiple literacy skills (reading, writing, speaking, listening).*
- *Materials provide opportunities to support students in gaining the knowledge and skills needed to complete the culminating tasks/summative assessments.*
- *Materials include guidance that supports the teacher in determining and evaluating student performance on the culminating tasks/summative assessments in the program.*
- *Materials identify the standards assessed for culminating tasks/summative assessments.*

Amplify's Response: As stated above, Amplify CKLA offers a robust suite of assessments to ensure teachers have all the information they need to monitor student progress, inform placement and

interventions, and adapt instruction to fit student needs. Assessments range from low-stakes, informal formative assessment opportunities to more formal summative assessments.

Amplify CKLA summative assessments include:

- **Unit assessments** that offer summative assessments of students' progress related to the instruction. These assessments, which typically take one instructional period, include support for analysis of errors and assessment charts to record student progress.
- **Student Performance Assessments** are multi-day assessments that help teachers gauge student mastery of grade-level material and direct placement and intervention.

Each lesson's opening spread includes information about the lesson's assessment opportunities, including the standards to which those assessments are aligned. Amplify CKLA includes many tools for teachers to locate, administer, and score student assessments. Teacher materials contain detailed information about assessments, including how to administer them and score, analyze, and interpret student performance for grouping and placement purposes.

Examples:

- [Grade 3, Unit 6, Teacher Guide, Introduction: Unit Assessments, p. 5](#)
- [Grade 3, Unit 6, Teacher Guide, Lesson 15, Unit Assessment, p. 318-328](#)
- [Grade 4, Unit 9 Teacher Guide, Lesson 15: Writing- Publishing: Innovation Essays p.161-162](#)
- [Grade 5, Unit 5 Teacher Guide, Lesson 14: Writing p. 249-252](#)
- [Grade 5, Unit 8 Teacher Guide, Lesson 15: Group Performance, p. 366-378](#)
- [Grade 5, Unit 9 Teacher Guide, Lesson 15: Speaking and Listening, p. 236-238](#)
- [Grade 5, Unit 9 Activity Page 15.1, p. 123-124](#)

Criterion 3.1 Teacher Supports

3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials, with specific attention to engaging students to guide their literacy development.

- **Materials provide comprehensive guidance that will assist teachers in presenting the student and ancillary materials.**
- **Materials include sufficient and useful annotations and suggestions that are presented within the context of the specific learning objectives.**

Amplify's Response: Amplify CKLA Teacher Guides provide clear, systematic guidance for

implementing all program materials through an organized, user-friendly format. Each lesson begins with a comprehensive Lesson at a Glance chart that clearly identifies required student materials and when they'll be used during instruction. Throughout the lesson, point-of-use sidebars provide specific directions for implementing student materials at the exact moment they're needed, ensuring smooth transitions and effective use of resources. The guides include explicit instructions for how to use both student and ancillary materials, with step-by-step directions that help teachers understand not just what materials to use, but how to use them most effectively to support student learning. This detailed guidance ensures teachers can confidently implement all program components while maintaining instructional flow and maximizing the effectiveness of each resource.

Amplify CKLA provides comprehensive guidance for teachers through multiple embedded support features throughout the program. The Universal Access section in Advance Preparation offers additional strategies beyond the core materials to support diverse learner needs, ensuring teachers have resources to meet all students where they are. Throughout each lesson, differentiation sidebars provide specific guidance for both Challenge activities for advanced learners and Support strategies for students needing additional scaffolding, allowing teachers to adjust instruction while maintaining focus on lesson objectives.

The program includes robust support for multilingual learners through several key features. Spanish cognates are included in vocabulary charts, helping Spanish-speaking students connect new English vocabulary to words they already know in their primary language, thereby accelerating vocabulary acquisition. Additionally, detailed Multilingual/English Learner support tables appear throughout the program, providing specific scaffolds for writing tasks including sentence frames and starters, opportunities for collaborative writing with peers or adults, structured prewriting discussions, and tools for appropriate language selection. These comprehensive support features are consistently presented within the context of specific learning objectives, ensuring teachers can provide targeted support while maintaining grade-level expectations and content focus. The annotations and suggestions are practical and immediately applicable, helping teachers effectively differentiate instruction while meeting the needs of all learners.

Examples:

- [Grade 3, Unit 2, Teacher Guide, Lesson 6: Grammar: Compound Sentences - Note to Teacher, p. 160](#)
- [Grade 3, Unit 6 Teacher Guide, Lesson 13: Multilingual/English Learners Table, p. 305](#)
- [Grade 4, Unit 2, Teacher Guide, Lesson 2: Whole Group Reading: Chapter 2 - Note, p. 40](#)
- [Grade 5, Unit 4, Teacher Guide, Introduction, p. 1-9](#)
- [Grade 4, Unit 4 Teacher Guide, Lesson 4: Advanced Preparation, p. 68](#)
- [Grade 5, Unit 5 Teacher Guide, Lesson 3: Differentiation Sidebar: Challenge and Support, p. 71](#)

3b. Materials contain explanations and examples of grade-level/course-level concepts and/or standards and how the concepts and/or standards align to other grade/course levels so that teachers can improve their own knowledge of the subject.

- *Materials contain explanations and examples of grade/course-level concepts and/or standards so that teachers can improve their own knowledge of the subject.*
- *Materials contain explanations and examples of how the concepts and/or standards align to other grade/course levels so that teachers can improve their own knowledge of the subject.*

Amplify's Response: Amplify CKLA offers fully aligned, research-based, high-quality instructional materials (HQIM) grounded in the Science of Reading that intentionally build the skills and knowledge needed to develop confident and proficient readers, writers, and critical thinkers. Each unit provides teachers with comprehensive support and guidance to implement the program with integrity, support students' literacy development, and enhance their own understanding of content.

Amplify CKLA provides comprehensive support for building teacher content knowledge through detailed explanations and resources. Teacher Guides include specific sections designed to build teacher understanding of content and its importance. The "Why this Domain is Important" sections provide teachers with essential background knowledge about each domain's content and its significance in students' overall learning progression. The "What Students Have Already Learned" sections explicitly connect current content to prior knowledge domains across grade levels, helping teachers understand how concepts build upon each other and develop over time. These resources ensure teachers understand both the content they're teaching and its place in the larger scope of student learning, enabling them to make informed instructional decisions and provide more effective support for student understanding. This comprehensive approach to building teacher knowledge ensures educators have the background and understanding needed to effectively implement the program while supporting student learning across grade levels.

Examples:

- [Grade 3, Unit 2, Teacher Guide, Introduction: Why This Unit Is Important and What Students Have Already Learned, p. 3](#)
- [Grade 4, Unit 3, Teacher Guide, Introduction: Why These Poems Are Important, p. 3-5](#)
- [Grade 4, Unit 9, Teacher Guide, Introduction: Core Content Objectives, p. 4](#)
- [Grade 5, Unit 6, Teacher Guide, Introduction: Why This Unit Is Important and What Students Have Already Learned, p. 2-3](#)

3c. Materials include a year-long scope and sequence with standards correlation information.

- **Materials include a year-long scope and sequence with standards correlation information.**

Amplify’s Response: Amplify has a coherent Scope and Sequence document for each grade. These documents clearly map out when specific skills, concepts, and content are introduced across units, with specific details about progression in Reading Comprehension, Speaking and Listening, Language and Vocabulary, and Writing. Additionally, the documents specify exactly where each standard is addressed throughout the curriculum, allowing teachers to easily track standards coverage and ensure comprehensive instruction of all grade-level standards through both strands of the program.

Examples:

- [Grades 3-5, Knowledge Scope and Sequence, p. 88-201](#)
- [Amplify CKLA Standards Correlation](#)

3d. Materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.

- **Materials contain strategies for informing students, parents, or caregivers about the program.**
- **Materials contain suggestions for how parents or caregivers can help support student progress and achievement.**
- **Materials for parents (like letters home) have been translated into languages other than English.**

Amplify’s Response: Amplify CKLA includes two types of family engagement tools for informing stakeholders (students, parents, and caregivers) about the program. First are the Caregiver Letters, available in English and Spanish, which are unit-level overviews of each unit. Caregiver Letters give a description of the unit, outline what students will learn and what activities they will encounter, and provide conversation starters for caregivers to ask their students about the unit to promote discussion and continued learning. Take-Home letters, which give a lesson-level overview of what students are learning in class and provide suggested activities that families can do together to reinforce and extend learning beyond the classroom, are also included in the Take-Home component for teachers to send with students. This comprehensive approach to family communication ensures parents and caregivers

understand program goals and have specific tools to support their children's learning at home.

The Amplify CKLA team looks forward to collaborating with Michigan districts to determine if additional translations beyond Spanish would be helpful in meeting the needs of their specific school communities

Examples:

- [Grade 3, Unit 1 Caregiver Letter](#)
- [Grade 4, Unit 1 Caregiver Letter](#)
- [Grade 5, Unit 1 Caregiver Letter](#)
- [Grade 3, Unit 1 Caregiver Letter Spanish version](#)
- [Grade 4, Unit 1 Caregiver Letter Spanish version](#)
- [Grade 5, Unit 1 Caregiver Letter Spanish version](#)

3e. Materials provide explanations of the instructional approaches of the program, identify the research-based strategies, and explain the role of the standards.

- **Materials explain the instructional approaches of the program.**
- **Materials include and reference research-based strategies.**
- **Materials include and reference the role of the standards in the program.**

Amplify's Response: Amplify CKLA provides comprehensive explanation of its instructional approaches through multiple resources. The program's [Research Site](#) includes detailed case studies, extensive research base documentation, and efficacy studies that support the curriculum's instructional methods and strategies. Each lesson clearly identifies the standards being addressed. In addition, The Amplify CKLA Program Guide provides information about the program's foundation in the Science of Reading and the Science of Writing. This resource outlines how the program's design aligns with research on how children learn to read and write and provides detailed rationales for the program's systematic approach to literacy instruction.

Examples:

- [Amplify CKLA Program Guide](#)
- [Grade 3-5, Skills Supplemental Teacher Guide Unit 3, Introduction, p. 1-4](#)

3f. Materials provide a comprehensive list of supplies needed to support instructional activities.

- **Materials include a comprehensive list of supplies needed to support the instructional activities.**

Amplify's Response: Amplify CKLA provides detailed mastery supply lists for each grade level, clearly distinguishing between required materials essential for instruction and optional items that can enhance learning experiences. These comprehensive lists identify common classroom items teachers likely already have, as well as specific materials needed for particular activities across lessons. The supply lists are organized by unit and lesson, helping teachers efficiently prepare materials while noting which items can be reused across multiple lessons or units. Additionally, each lesson includes an Advanced Preparation section that specifically outlines materials needed for that day's instruction, while the Lesson at a Glance chart provides a clear overview of which materials are needed for specific lesson segments, ensuring teachers can effectively plan for and organize their instructional materials.

Examples:

- [Grade 3 Master Supply List](#)
- [Grade 4 Master Supply List](#)
- [Grade 5 Master Supply List](#)
- [Grade 5, Unit 5, Teacher Guide, Introduction: Teacher Components, Digital Teacher Components, and Student Components, p. 1-2](#)
- [Grade 4, Unit 5, Teacher Guide, Lesson 1: Lesson at a Glance - Materials, p. 9](#)
- [Grade 3, Unit 5, Teacher Guide, Introduction: Teacher Components, Digital Teacher Components, and Student Components, p. 2-3](#)

3g. The assessment system provides consistent opportunities to determine student learning throughout the school year. The assessment system provides sufficient teacher guidance for evaluating student performance and determining instructional next steps.

- **The assessment system provides opportunities to determine student learning throughout the school year.**
- **The assessment system provides sufficient teacher guidance for evaluating student performance.**
- **The assessment system provides sufficient teacher guidance for interpreting student performance and determining next instructional steps.**

Amplify's Response: The Amplify CKLA assessment system offers comprehensive evaluation opportunities throughout the school year through multiple components, with a progression from formative assessment opportunities to more comprehensive benchmark assessments. Checks for Understanding, which are strategically placed within lessons, are designed to help teachers adjust instruction. Formative assessments range from in-the-moment adaptation to opportunities for individual, small group, and whole group reteach and review. Checks for Understanding and formative assessments also provide information to help teachers determine whether additional support and practice are appropriate. Mid-unit, end-of-unit, and benchmark assessments can be used to direct remediation and differentiate instruction. Flow charts and placement planning and tracking sheets are provided with the benchmark assessments to support teacher recording of student standard and progress. Based on assessment results, teachers can implement targeted remediation using the Unit Assessment and Remediation Guide, form flexible student groups, and provide differentiated support activities.

Examples:

- [Grade 3, Student Performance Assessment Guide](#)
- [Grade 3, Unit 4, Teacher Guide, Lesson 16: Unit Assessment, p. 364-366](#)
- [Grade 4, Unit 6, Teacher Guide, Lesson 4, Check for Understanding, p. 89](#)
- [Grade 5, Unit 1, Student Performance Assessment 1, p. 3-70](#)
- [Grade 5, Unit 4, Teacher Guide, Lesson 15: Unit Assessment, p. 361-375](#)

3h. This is not an assessed indicator in ELA.

3i. This is not an assessed indicator in ELA.

Criterion 3.2 Student Supports

3j. Materials provide strategies and support for students in special populations to work with grade-level content and meet or exceed grade-level standards, which support their regular and active participation in learning.

● **Materials provide strategies, supports, and resources for students in special populations to support their regular and active participation in grade-level literacy work.**

Amplify's Response: Amplify CKLA offers comprehensive support for special populations through multiple key strategies. The materials provide differentiated instruction through flexible small group arrangements, with specific guidance for Group 1 (needs additional support) and Group 2 (on-level students). Universal access features include visual aids, enlarged materials, physical objects, and multiple learning modalities.

To support special student populations, the program offers the following:

- Support sidebars and Multilingual/English Learner tables are embedded in each lesson for core instructional support.
- Additional strategies that go beyond the instructional materials are included in the Universal Access section of Advance Preparation, where applicable, to support the needs of all students.
- Pausing Point days provide additional time and activities for reteaching, remediation, and practice.
- The Assessment and Remediation Guide (ARG) for Grades K–3 and the Decoding and Encoding Remediation Guide (DERG) for Grades 4–5, both available online, provide teachers with additional lessons and activities for intervention that meet different levels of support for students. In addition, these are also available in a free online resource called the Intervention Toolkit. The various lesson templates and materials are categorized by skill, offering multiple access points to address students' needs in all grade levels.

For Multilingual/English Learners, the materials include scaffolded questioning techniques based on language proficiency levels (from yes/no questions to complex responses), sentence frames, explicit pronunciation guidance, and pre-teaching of vocabulary with visual supports. Progress monitoring is facilitated through regular formative assessments, observation records, activity pages, and anecdotal reading records. The curriculum employs systematic scaffolding through explicit modeling, guided practice, and gradual release to independence, while providing multiple opportunities for practice through different modalities such as partner work and hands-on activities.

Examples:

- [Grade 3 Assessment and Remediation Guide](#)
- [Grades 4 and 5 Decoding and Encoding Remediation Supplement](#)
- [Grade 3, Unit 5 Teacher Guide, Lesson 1: Sidebar Support - Differentiation, p. 13](#)
- [Grade 4, Unit 6 Teacher Guide, Lesson 1: Multilingual/English Learners Table, p. 16](#)
- [Grade 3, Unit 9 Teacher Guide, Lesson 2: Advance Preparation \(Universal Access\), p. 30-31](#)

3k. Materials regularly provide extensions and/or opportunities for advanced students to engage with grade-level/course-level literary content at greater depth.

- **Materials regularly provide multiple extensions and/or opportunities for advanced students to engage with grade-level/course-level literary concepts at greater depth.**
- **There are no instances of advanced students doing more assignments than their classmates.**

Amplify's Response: Amplify CKLA offers multiple ways for advanced students to engage more deeply with grade-level content without increasing their workload compared to peers. Advanced students can generate additional examples (like finding exceptions to spelling patterns), expand their writing with more detailed evidence, and pursue deeper analysis through evaluative discussion questions. The curriculum includes specific Challenge activities, such as using two conjunctions instead of one in sentence construction, comparing authors' voices across texts, researching additional historical content, and creating more sophisticated solutions to invention problems.

Extensions are built into regular instruction rather than existing as separate assignments. For example, during writing tasks, advanced students can incorporate more complex temporal words for pacing in narratives or expand sentences with dependent clauses while working on the same core assignment as their peers. During collaborative work, these students can take leadership roles in discussions or provide peer feedback while maintaining equal participation. The curriculum maintains equity by ensuring all students complete the same core activities and assessments, with differentiation occurring through depth and complexity rather than volume of work. Support and extensions are integrated into regular instruction rather than being add-ons, and assessment focuses on mastery of key skills rather than completion of extra work.

Examples:

- [Grade 4, Unit 5, Teacher Guide, Pausing Point - Enrichment, p. 408-409](#)
- [Grade 3, Unit 1, Teacher Guide, Lesson 2, Sidebar Support - Challenge, p. 57](#)
- [Grade 4, Unit 2, Teacher Guide, Lesson 1, Sidebar Support - Challenge, p. 21](#)
- [Grade 5, Unit 2, Teacher Guide, Lesson 1, Sidebar Support - Challenge, p. 31](#)

3I. Materials provide varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning with opportunities for students to monitor their learning.

- *Materials provide varied tasks for students to show their thinking and make meaning.*
- *Students have opportunities to share their thinking, to demonstrate changes in their thinking over time, and to apply their understanding in new contexts.*
- *Materials leverage the use of a variety of formats over time to deepen student understanding and ability to explain and apply literacy ideas.*
- *Materials provide for ongoing review, practice, self-reflection, and feedback. Materials provide multiple strategies, such as oral and/or written feedback, peer or teacher feedback, and self-reflection.*
- *Materials provide a clear path for students to monitor and move their own learning.*

Amplify's Response: Amplify CKLA provides varied tasks for students to show their thinking and make meaning. For example, students engage through Turn and Talk discussions, Think-Pair-Share activities, drawing activities, visual analysis of images, and completion of graphic organizers that show their thinking. CKLA students use sentence frames, respond to comprehension questions, and participate in multiple-meaning word activities with visual supports. Students also contribute to KWL charts and complete Activity Pages that involve drawing or writing.

Amplify CKLA provides multiple structured opportunities for students to share and develop their thinking. Students regularly engage in Think-Pair-Share and Turn and Talk activities, with partners signaling when both have contributed to ensure equal participation. They demonstrate changes in thinking through activities like updating graphic organizers, revising writing based on peer feedback, and incorporating new details into their sentences.

Amplify CKLA materials incorporate diverse formats to develop and reinforce literacy concepts through multiple modalities. Students engage with content through various formats, including Read-Alouds, decodable texts, discussion activities, writing tasks, visual supports, and digital resources. The program systematically varies presentation formats across lessons and units, allowing students to explore literacy concepts through different approaches such as partner work, small group activities, whole class discussions, and independent practice. This intentional variety of formats helps students develop deep understanding of literacy concepts while providing multiple opportunities to explain and apply their learning in different contexts.

Amplify CKLA integrates ongoing review and feedback through multiple approaches. The program incorporates daily review through warm-ups, regular practice opportunities through independent and partner work, and systematic review during Pausing Points. Students receive immediate oral feedback during guided practice, written feedback on writing assignments, and opportunities for peer feedback during partner activities. Students learn specific protocols for giving and receiving peer feedback and explicitly learn about the different roles during feedback activities, such as what the writer's job is, what the partner's job is during feedback sessions, and why constructive feedback is important for improving their writing.

In Amplify CKLA, self-reflection opportunities appear throughout various lessons in different formats. For example, students frequently explain their reasoning during Think-Pair-Share discussions and whole-class conversations. They reflect on their understanding of content by responding to Check for Understanding opportunities. And they participate in writing revision activities in which they review their work, incorporate peer feedback, and reflect on the importance and impact of that feedback.

Examples:

- [Grade 3, Unit 2 Teacher Guide, Lesson 3: Whole Group Reading, p. 67-68](#)
- [Grade 3, Unit 3 Teacher Guide, Lesson 15: Reflection, p. 218-219](#)
- [Grade 4, Unit 2 Teacher Guide, Lesson 13: Read-Aloud: Chapter 8, Write-Pair-Share, p. 335-336](#)
- [Grade 5, Unit 2 Teacher Guide, Introduction: Writing, p. 6](#)
- [Grade 5, Unit 2 Teacher Guide, Lesson 10: Plan and Draft a Paragraph and Incorporate Images, p. 247-250](#)
- [Grade 5, Unit 3 Teacher Guide, Lesson 10: Peer Feedback, p. 171](#)

3m. Materials provide opportunities for teachers to use a variety of grouping strategies.

- **Materials provide grouping strategies for students.**
- **Materials provide guidance for varied types of interaction among students.**
- **Materials provide guidance for the teacher on grouping students in a variety of grouping formats.**

Amplify's Response:

Amplify CKLA provides comprehensive guidance for implementing various grouping strategies. The program includes explicit instructions for organizing whole group, small group, partner, and independent work, with specific guidance on when each format is most appropriate for different instructional purposes. Teachers receive detailed protocols for implementing partner activities such as Turn and Talk, choral response, and peer reading/writing activities, with specific suggestions for

forming and managing effective partnerships. Teacher Guides include recommendations for when to use specific grouping formats for maximum instructional effectiveness, such as whole group work for introducing new concepts, partner work for practicing skills, and small groups for targeted support.

Examples:

- [Grade 3, Unit 1, Teacher Guide, Lesson 7: Lesson at a Glance, p. 165](#)
- [Grade 3, Unit 1, Teacher Guide, Cursive Program: Think-Pair-Share, p. 13](#)
- [Grade 3, Unit 2, Teacher Guide, Lesson 5: Introducing the Reading, p. 119](#)
- [Grade 4, Unit 9, Lesson 7, Close Reading, p. 94-97](#)
- [Grade 5, Unit 3, Teacher Guide, Lesson 1: Apostrophe Overview/Brainstorm p. 24-26](#)
- [Grade 5, Unit 9, Teacher Guide, Advanced Preparation, p. 232-233](#)

3n. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.

- ***Materials offer accommodations that ensure all students can access the assessment (e.g., text-to-speech, increased font size) without changing its content.***
- ***Materials include guidance for teachers on the use of provided accommodations.***
- ***Materials include guidance for teachers about who can benefit from these accommodations.***
- ***Materials do not include modifications to assessments that alter grade level/expectations.***

Amplify's Response:

All of CKLA's student-facing print materials are available on two outside sites dedicated to accessibility for students with a wide range of impairments: **NIMAC** and **Bookshare**. Our files were put into special formats that allow for audio, braille, large font (large print), and other formats. **NIMAC** is accessible by authorized users, usually designated at the district, regional coordinator, or state level. Bookshare can be accessed at [this website](#): teachers will need to set up their own accounts.

Digital assessments include read-aloud capability that can be turned on/off by the teacher and visuals include alt-text. The digital development team established design guidelines and best practices focused on usability and inclusivity, ensuring digital materials align with WCAG and support a diverse range of students and teachers. These guidelines were followed throughout the development process.

The unified platform and software (where the digital assessments live) has been written to conform to WCAG 2.2 accessibility guidelines, which includes keyboard navigation, respecting font-size settings for low vision users, ensuring that colors have sufficient contrast, and screen reader access. The platform

is regularly tested to be compatible with ChromeVox, JAWS For Windows, Narrator, NVDA, Talkback, and VoiceOver in Chrome, Edge, Firefox, and Safari.

In addition, there are print versions of the digital assessments available to teachers for use with students who need a print version of the assessment. Teachers can input student answers to these assessments into the platform to take advantage of the reporting data. Amplify CKLA maintains consistent grade-level expectations across all assessments.

3o. Materials provide a range of representation of people and include detailed instructions and support for educators to effectively incorporate and draw upon students' different cultural, social, and community backgrounds to enrich learning experiences.

- ***Materials provide a range of representation of people, ensuring a broad range of cultural, racial, gender, and ability backgrounds are accurately and authentically represented.***
- ***Materials provide detailed instructions and support for teachers on incorporating and drawing upon students' different cultural, social, and community backgrounds to enrich learning experiences.***

Amplify's Response: Amplify CKLA incorporates a range of representation across grades through thoughtfully curated content that presents various cultures, historical figures, and perspectives in meaningful contexts. The curriculum intentionally includes representation of different ethnic, cultural, and racial groups throughout its materials, presenting both historical and contemporary perspectives. The program features different kinds of role models across various fields, highlighting their achievements and contributions while providing important historical context. Cultural elements are authentically integrated through examination of traditions, customs, and daily life practices of different communities. The materials consistently present content through multiple lenses, including historical figures who fought for a cause, modern-day leaders, and representations of various cultural traditions and practices. Special attention is paid to presenting contemporary alongside historical perspectives, ensuring students understand both the historical significance and modern relevance of different cultural groups. Throughout the curriculum, diverse representation is woven naturally into the content, focusing on individuals' accomplishments and contributions. The materials consistently include teacher guidance for cultural sensitivity, such as notes about respecting cultural symbols and appropriate terminology.

Amplify CKLA incorporates students' cultural backgrounds through several specific approaches. For example, when reading a memoir about an author's first American Thanksgiving holiday, Grade 5 students reflect on and describe their own family's holiday traditions. Pausing Points encourage students to bring in and share trade books from home that connect to domain topics, allowing them

to contribute literature that reflects their cultural backgrounds and interests. These opportunities help students make meaningful connections between domain content and their personal reading experiences while sharing books that represent their diverse perspectives. Writing assignments throughout the program provide authentic opportunities for students to express their individual experiences and cultural viewpoints, such as in Grades 4 and 5, in which students craft personal narratives about their own experiences, allowing them to share meaningful stories from their lives. These opportunities enable students to celebrate and share elements of their unique backgrounds and communities through creative writing.

Amplify CKLA’s knowledge-rich program helps students develop a deep appreciation and understanding of the history and cultures of people across the world. Students learn about their differences, but also about their universality. Amplify CKLA equips students to see the strengths and experiences that all people share—those things that define humanity—as they celebrate our unique identities and the breadth of our experiences. By building such a strong knowledge base, Amplify CKLA aims to foster students who can interact and engage with a diverse and complex world.

Examples:

- [Grade 3, Unit 3, Teacher Guide, Lesson 10: Introducing “\[An ancient pond!\]” and “Haikai,” p. 148–152](#)
- [Grade 3, Unit 6, Teacher Guide, Lesson 1: Read-Aloud: Spreading Across the Continents, p. 15–23](#)
- [Grade 4, Unit 1 Activity Book, Activity Page 5.2: Food Narrative Events, p. 47](#)
- [Grade 4, Unit 3, Teacher Guide, Introduction: Meaning and Metaphor: Poetry, p. 1–7](#)
- [Grade 4, Unit 3, Teacher Guide, Lesson 2, p. 36–45](#)
- [Grade 4, Unit 3, Teacher Guide, Lesson 10: Read-Aloud, p. 149–151](#)
- [Grade 5, Unit 1, Teacher Guide, Lesson 5: Free Writing About Name, p. 121–123](#)
- [Grade 5, Unit 9, Teacher Guide, Lesson 9: Introduce the Read-Aloud and Read-Aloud, p. 153–154](#)

3p. This is not an assessed indicator in ELA.

3q. This is not an assessed indicator in ELA.

Criterion 3.3 Intentional Design

3r. Materials integrate technology such as interactive tools, virtual manipulatives/objects, and/or dynamic software in ways that engage students in the grade-level/series standards, when applicable.

- *Digital technology and interactive tools, such as data collection tools and/or modeling tools are available to students.*
- *Digital tools support student engagement in ELA.*
- *Digital materials can be customized for local use (i.e., student and/or community interests).*

Amplify's Response: Amplify CKLA supports student engagement through digital tools while offering customization options to meet local needs. Teacher Presentation Screens are customizable, allowing teachers to modify content and presentation to align with specific student interests and community contexts. Amplify CKLA incorporates engaging digital tools that enhance student learning through interactive and visual elements. The program includes digital Flip Books with high-quality images that support comprehension during Read-Alouds, and projectable Visual Supports and Image Cards help reinforce concept understanding and vocabulary development. In addition, the Amplify Hub gives students digital access to materials both at school and at home.

Examples:

- [Grade 3, Unit 5 Teacher Guide, Introduction: Digital Teacher Components and Student Components, p. 2-3](#)
- [Grade 3, Unit 5 Flip Book](#)
- [Grade 3, Unit 5 Image Cards](#)
- [Grade 4, Unit 9 Teacher Guide, Lesson 2: Advance Preparation, p. 24](#)
- [Grade 4, Unit 9 Visual Supports 2.1-2.6, p. 12-17](#)
- [Grade 5, Unit 9 Teacher Guide, Lesson 11: Advance Preparation \(Writing\), p. 186-187](#)

3s. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.

- *Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.*

Amplify's Response: Amplify CKLA offers a number of digital and multimedia resources to support instruction, enhance the student experience, and practice using digital technology to collaborate and create. For example, in Grade 3, *Rise and Fall: Ancient Rome*, students and teachers collaborate to brainstorm and graph an outline to an opinion essay using a digital visual support in conjunction with

students' Activity Books. In Grade 5, *The Deep Blue World: Oceans*, teachers project a model of a paragraph, then collaborate with students to determine how to make the paragraph's information as clear as possible for their reader.

These technology integrations provide structured opportunities for teacher-student and student-student collaboration while building essential digital literacy skills appropriate to each grade level. The program provides specific guidance for implementing these digital tools in ways that enhance collaboration and support learning objectives while ensuring appropriate scaffolding for young learners using technology.

Examples:

- [Grade 3, Unit 4, Teacher Guide, Lesson 6: Opinion Writing, p. 159-160](#)
- [Grade 4, Unit 2, Teacher Guide, Lesson 8, Writing: Comparative Paragraph, p. 214-215](#)
- [Grade 5, Unit 5, Teacher Guide: Lesson 5: Using Supporting Details From Two Texts, p. 105-106.](#)
- [Grade 5, Unit 8 Teacher Guide, Lesson 2: Nonverbal Clues: Silent Video, p. 49](#)

3t. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject, and is neither distracting nor chaotic.

- ***Images, graphics, and models support student learning and engagement without being visually distracting. They also clearly communicate information or support student understanding of topics, texts, or concepts.***
- ***Teacher and student materials are consistent in layout and structure across lessons/modules/units.***
- ***Materials' organizational features (table of contents, glossary, index, internal references, table headers, captions, etc.) are clear, accurate, and error-free.***

Amplify's Response: Amplify CKLA thoughtfully incorporates visual elements that enhance instruction without overwhelming students. Images and graphics are carefully selected to support specific learning objectives. The program's visual supports, including charts, diagrams, and models, are designed with clear purpose and minimal distracting elements, ensuring they effectively communicate information while maintaining student focus on key concepts. These visual elements are consistently integrated throughout the materials to support student understanding and engagement while maintaining a clean, organized layout that facilitates learning.

Amplify CKLA maintains strong consistency in layout and structure across all materials through several key design features. Each grade level follows a specific color scheme for easy identification, while

lessons maintain a standardized format beginning with a clear Lesson Overview page followed by a detailed Lesson at a Glance chart showing timing, grouping arrangements, and required materials for each lesson segment. The lesson structure includes consistent components, making navigation intuitive for teachers. Student materials mirror this consistency with familiar formatting across workbooks and readers. Each lesson component appears in the same order and with the same visual organization throughout the program, allowing teachers and students to develop familiarity with routines and expectations. This consistent structure includes clear demarcation of lesson segments, standard placement of differentiation sidebars, multilingual/English learner tables, and uniform formatting of assessment materials, ensuring teachers can efficiently locate and implement instructional elements across all units and grade levels.

Amplify CKLA Teacher Guides feature comprehensive organizational elements that support clear navigation and use. Each Teacher Guide begins with a detailed and accurate table of contents that provides an overview of each lesson, followed by an introduction section that provides specific information about the unit's focus, content, and instructional goals. All organizational features maintain consistency across units and grade levels, with clear formatting and accurate page references, ensuring teachers can efficiently navigate and implement the curriculum materials.

Examples:

- [Grade 3, Unit 1 Teacher Guide, Lesson 3: Lesson Overview, Lesson at a Glance, Advance Preparation, p. 74-76](#)
- [Grade 3, Unit 5 Reader: What's in Our Universe?, p. 17](#)
- [Grade 3, Unit 5 Activity Page 1.2, p. 113](#)
- [Grade 4, Unit 1 Teacher Guide, Lesson 3: Lesson Overview, Lesson at a Glance, Advance Preparation, p. 60-62](#)
- [Grade 4, Unit 2 Reader: Medieval Knights and Castle Life: Europe's Middle Ages, p.7](#)
- [Grade 4, Unit 5 Activity Page 5.3, p. 33](#)
- [Grade 5, Unit 1 Teacher Guide, Lesson 3: Lesson Overview, Lesson at a Glance, Advance Preparation, p. 60-62](#)
- [Grade 5, Unit 5 Visual Supports for Teaching: Lesson 1: Trophic Pyramid \(Visual Support 1.1\), p. 1](#)

3u. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.

- **Teacher guidance is provided for the use of embedded technology to support and enhance student learning, when applicable.**

Amplify's Response: Amplify CKLA provides comprehensive technology integration through multiple digital tools that enhance instruction. For example, in the Grade 4 *Poetry* unit, after students read

Langston Hughes’s poem “Harlem,” they watch an informative video about the Harlem Renaissance, which includes art and music of the time to build additional context and understanding of Hughes’s writing and imagery. Similarly, in the Grade 5 *Poetry* unit, as students read Walt Whitman’s “When I Heard the Learn’d Astronomer,” they watch a video in which the visual material is deliberately selected to represent a 19th-century understanding of astronomy, so it depicts the cosmos as astronomers would have understood it in Whitman’s time.

The program also includes digital Visual Supports for Teaching that allow teachers to project activity pages and instructional materials for modeling and whole-class instruction. Grade 3 lessons feature digital Flip Books containing illustrations, photographs, and supplementary materials like Multiple-Meaning Word Posters that can be projected during Read-Alouds to support comprehension and vocabulary development.

In the digital experience, each lesson includes Teacher Presentation Screens designed to support lesson facilitation, pacing, and student engagement through clear visual presentation of lesson content and activities. The curriculum provides digital versions of all print materials for projection, allowing teachers to easily display student materials, text passages, and activity pages during instruction.

These embedded technology resources are seamlessly integrated into lesson plans with specific guidance for their use, ensuring teachers can effectively leverage digital tools to enhance student learning while maintaining instructional flow. The digital components are designed to support, rather than replace, core instruction while providing additional visual and interactive elements that engage students.

Amplify CKLA also offers a digital student-facing Vocab App that enables students to practice Tier 2 words through interactive games and activities. The Vocab App is specifically designed for practicing Tier 2 academic words and includes Word Lists from Amplify CKLA domains in grades 3–5. More information on the Vocab App can be found [here](#).

Examples:

- [Grade 3, Unit 9 Teacher Guide, Lesson 10: Speaking and Listening, p. 171](#)
- [Grade 4, Unit 4 Teacher Guide, Episode 5: Good Pitch, Bad Pitch, p. 165](#)
- [Grade 5, Unit 3 Teacher Guide, Lesson 3: Multimedia Connection, p. 53](#)