

Amplify CKLA

Grades K-2 EdReports Self-Evaluation

Criterion 1.1 Alphabet Knowledge (Grade K only)

1a. Alphabet Knowledge

1a.i. Materials provide systematic and explicit instruction in letter names and their corresponding sounds.

- *There is a defined sequence for letter recognition instruction to be completed in a reasonable time frame over the school year.*
- *Materials contain isolated, systematic and explicit instruction for students to recognize all 26 lowercase and uppercase letters.*

Amplify’s Response: Amplify CKLA delivers systematic and explicit instruction in letter names and corresponding sounds by employing a well-structured curriculum that ensures students grasp foundational literacy skills. The program features a clearly defined sequence for letter recognition, designed to be completed within a reasonable timeframe over the school year, allowing for consistent and thorough learning progression. Additionally, the materials include isolated and focused exercises that systematically guide students in recognizing all 26 lowercase and uppercase letters, ensuring comprehensive familiarity with the alphabet.

In earlier Kindergarten Skills units, instruction focuses on sounds and on the graphemes representing those sounds. By Skills Unit 6, students should have developed a solid command of letter-sound correspondences and blending skills. It is less likely they will confuse the letter names with the sounds. The letter names are explicitly introduced and practiced several times, starting in Skills Unit 6.

In Skills Units 3-8, students are only asked to decode uppercase letters closely resembling the corresponding lowercase letters (‘C’, ‘F’, ‘J’, ‘K’, ‘M’, ‘O’, ‘P’, ‘S’, ‘T’, ‘U’, ‘V’, ‘W’). In Skills Unit 9, students are introduced to the remaining uppercase letters, many of which differ from the lowercase equivalents. Students are given opportunities to practice writing all of the uppercase letters. For each letter, teachers model the writing strokes on the board. Students practice tracing and copying letters on activity pages, as they did with the lowercase letters. The goal of Skills Unit 9 is for students to be able to recognize uppercase letters and convert them into sounds while reading.

Examples:

- [Grade K, Skills 3 Teacher Guide, Lesson 1: Introduce the Sound /m/, p. 18-19](#)

- [Grade K, Skills 4 Teacher Guide, Lesson 1: Introduce the Spelling /n/ > 'n', p. 14-15](#)
- [Grade K, Skills 9 Teacher Guide, Lesson 3: Introduce Uppercase Letters 'E', 'F', 'G', 'H', p. 36](#)
- [Grade K, Skills 8 Teacher Guide, Lesson 16: Lowercase Letter Names Assessment, p. 174-175](#)

1a.ii. Materials provide opportunities for student practice in letter names and their corresponding sounds.

- **Materials include sufficient practice opportunities for students to recognize all 26 lowercase and uppercase letters accurately and automatically.**
- **Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge**

Amplify's Response: Amplify CKLA offers ample opportunities for students to practice letter names and their corresponding sounds through well-designed exercises and activities that promote active engagement in learning. The materials provide sufficient practice for recognizing all 26 lowercase and uppercase letters accurately and automatically, ensuring students build strong foundational skills. Additionally, the program incorporates multiple instructional approaches and engaging activities, such as games and interactive tasks, to develop, practice, and reinforce alphabet knowledge through systematic cumulative review, ensuring all students have multiple opportunities to master these essential skills while maintaining high engagement.

Examples:

- [Grade K, Skills 6 Teacher Guide, Lesson 1: Introduce Letter Names, p. 18](#)
- [Grade K, Skills 6 Teacher Guide, Lesson 8: Sound/Spelling Review, p. 106](#)
- [Grade K, Skills 5 Teacher Guide, Lesson 3: Race to the Top, p. 44](#)
- [Grade K, Skills 4 Teacher Guide, Lesson 10: Large Card Chaining, p. 120-121](#)

1a.iii. Materials provide explicit instruction and teacher modeling in printing and forming the 26 letters (uppercase and lowercase).

- **There is a defined sequence for letter formation, aligned to the scope and sequence of letter recognition, to be completed in a reasonable time frame over the school year.**
- **Materials include clear directions for the teacher concerning how to explain and model how to correctly form each of the 26 letters (uppercase and lowercase).**
- **Materials include teacher guidance for corrective feedback when needed for students.**

Amplify's Response: Amplify CKLA delivers explicit instruction and teacher modeling for printing and forming all 26 uppercase and lowercase letters, offering clear demonstrations and step-by-step guidance. The program features a defined sequence for letter formation that aligns seamlessly with the scope and sequence of letter recognition, ensuring completion within a reasonable timeframe over the school year. Furthermore, the materials provide detailed directions for teachers on explaining and modeling correct letter formation.

Examples:

- [Grade K, Skills 1 Teacher Guide, Appendix B: Kindergarten Scope and Sequence, p. 168-172](#)
- [Grade K, Skills 3 Teacher Guide, Lesson 1: Introduce the Spelling /t/ > 't', p. 36-37](#)
- [Grade K, Skills 3 Teacher Guide, Additional Support Activity Page, p. 168-170](#)
- [Grade K, Skills 9 Teacher Guide, Lesson 1: Uppercase Letters: 'A', 'B', 'C', 'D', p. 16-17](#)

1a.iv. Materials provide opportunities for student practice in printing and forming the 26 letters (uppercase and lowercase).

- **Materials include frequent opportunities for students to practice forming all of the 26 uppercase and lowercase letters.**
- **Materials include cumulative review of previously learned letter formation.**

Amplify's Response: Amplify CKLA offers abundant opportunities for students to practice printing and forming all 26 uppercase and lowercase letters through structured exercises designed to build consistent writing skills. The materials ensure frequent practice by integrating activities that require students to engage with both new and previously learned letters, reinforcing their ability to form each one accurately. Additionally, the program includes cumulative review elements that revisit and reinforce previous letter formation, helping students strengthen their handwriting proficiency over time.

Examples:

- [Grade K, Skills 3 Teacher Guide, Lesson 5: Review the Spellings, p. 56](#)
- [Grade K, Skills 3 Activity Book, Lesson 5: Activity Page 5.1, p. 58](#)
- [Grade K, Skills 9 Teacher Guide, Lesson 21: Practice, p. 209-210](#)
- [Grade K, Skills 9 Activity Book, Lesson 21: Activity Page 21.4, p. 106](#)
- [Grade 1, Skills 1 Teacher Guide, Lesson 1: Language, p. 26-27](#)
- [Grade 1, Skills 2 Teacher Guide, Lesson 1: Practice /ee/ > 'ee', p.15](#)
- [Grade 1, Skills 2 Activity Book, Lesson 1: Activity Page 1.1, p. 143](#)

1b. Materials regularly and systematically offer assessment opportunities that measure student progress through mastery of letter recognition and printing letters (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 letter recognition and letter formation.*
- *Assessment materials provide teachers and students with information concerning students' current skills/level of understanding of letter recognition and letter formation.*
- *Materials support teachers with instructional suggestions for assessment-based steps to help students to progress toward mastery in letter recognition and letter formation.*

Amplify's Response: Amplify CKLA provides regular and systematic assessment opportunities throughout the year, allowing educators to evaluate student progress toward mastering letter recognition and letter formation as outlined in the program's scope and sequence. These assessments offer a variety of formats to capture students' development and provide both teachers and students with critical insights into current skills and levels of understanding. Furthermore, the materials support teachers with instructional suggestions based on assessment results, guiding them in planning targeted steps to help students advance toward mastery in letter recognition and formation.

Examples:

- [Grade K, Skills 6 Teacher Guide, Lesson 17: Part A: Letter Names, p. 201](#)
- [Grade K, Skills 8 Teacher Guide, Lesson 16: Lowercase Letter Name Assessment, p. 174-175](#)
- [Grade 1, Skills 1 Teacher Guide, Lessons 8-10: Letter Name Assessment, p. 102-103](#)
- [Grade 1, Skills 1 Teacher Guide, Lesson 14: Write the Spellings/Word Box, p. 147-148](#)
- [Grade 1, Skills 1 Activity Book, Lesson 14: Activity Page 14.1, p. 83-84](#)

Criterion 1.2 Phonemic Awareness* (Grades K-1 only)**

1c. Scope and sequence clearly delineate the sequence in which phonemic awareness skills are to be taught, with a clear, evidence-based explanation for the expected hierarchy of phonemic awareness competence.

- *Materials contain a clear, evidence-based explanation for the expected sequence for teaching phonemic awareness skills.*
- *Materials have a cohesive sequence of phonemic awareness instruction based on the expected hierarchy to build toward students' immediate application of the skills.*
- *Materials attend to developing phonemic awareness skills and avoid spending excess time on phonological sensitivity tasks.*
- *Materials contain a phonemic awareness sequence of instruction and practice aligned to the phonics scope and sequence.*

Amplify's Response: Amplify CKLA effectively meets these criteria through a well-structured scope and sequence that clearly delineates the progression of phonemic awareness skills, providing an evidence-based explanation for the hierarchy of phonemic awareness competence. The materials present a logical sequence for teaching phonemic awareness, ensuring that each skill builds coherently on the previous one to facilitate immediate application by students. This program prioritizes phonemic awareness development, minimizing time spent on broader phonological sensitivity tasks to focus on targeted outcomes. Additionally, the phonemic awareness instruction and practice are seamlessly aligned with the phonics scope and sequence, ensuring that students are prepared to advance to more complex reading skills.

Examples:

- [Amplify CKLA Phonemic Awareness Progression of Sounds](#)
- [Grade K, Skills 1 Teacher Guide, Appendix B: Kindergarten Scope and Sequence, p. 168-172](#)
- [Grade 1, Skills 1 Teacher Guide, Appendix A: Key Aspects of the Skills Strand, p. 486](#)

1d. Materials include systematic and explicit instruction in phonemic awareness with repeated teacher modeling.

- *Materials include systematic, explicit instruction in sounds (phonemes).*
- *Materials provide the teacher with examples for instruction in sounds (phonemes).*
- *Materials include teacher guidance for corrective feedback when needed for students.*

Amplify's Response: Amplify CKLA Skills provides systematic, explicit phoneme instruction in Grades K and 1 through several key instructional approaches. Teachers explicitly model individual sounds with clear articulation, physical gestures, and multi-sensory techniques. For example, teachers demonstrate jaw placement for specific sounds like /i/ versus /a/, use shoulder-elbow-wrist touching motions to represent individual phonemes, and employ finger tapping for sound-by-sound blending.

The curriculum sequences phoneme instruction systematically, moving from isolated sounds to blending, and from simple to complex patterns. In kindergarten, sounds are introduced sequentially from front to back of mouth (/i/, /e/, /a/, /u/, /o/). First grade builds on this foundation by introducing more complex sound-spelling relationships, such as multiple spellings for the /s/ sound ('s', 'ss', 'c').

Teachers receive extensive modeling examples throughout the materials. These include specific language for introducing sounds, step-by-step demonstrations of blending motions, and explicit correction procedures. For instance, when teaching the /ng/ sound, teachers receive clear articulation instructions explaining that it is a consonant sound made with a closed mouth. For the /oe/ sound, materials specify that it is a vowel sound made with an open mouth.

The Corrective Feedback Planning tool in CKLA helps teachers anticipate and address common phonemic awareness challenges by providing specific guidance for identifying and correcting student errors. For example, when teaching phoneme blending, the tool outlines common issues like students having difficulty isolating individual sounds or confusing similar phonemes, then provides specific language for addressing these challenges. Teachers can use this tool during lesson planning to prepare specific feedback responses for anticipated misconceptions, ensuring they can provide immediate, effective support when students struggle with particular phonemic awareness skills.

Examples:

- [Grade K, Skills Unit 2 Teacher Guide, Lesson 2: Blending Gestures, p. 30](#)
- [Grade K, Skills Unit 2 Teacher Guide, Lesson 8: Mystery Pictures, Support p. 76](#)
- [Grade 1, Skills Unit 1 Teacher Guide, Lesson 1: Warm Up, p. 24](#)
- [Grade 1, Skills Unit 4 Teacher Guide, Lesson 7: Minimal Pairs, Support, p. 85](#)
- [Corrective Feedback Planning Tool](#)

1e. Materials include daily, brief lessons in phonemic awareness.

- ***Daily phonemic awareness instruction correlates to the phonics portion of the lesson and includes letters (phoneme-grapheme correspondence).***
- ***Materials include opportunities for students to practice connecting sounds to letters.***
- ***Materials include directions to the teacher for demonstrating how to pronounce each phoneme (articulation/mouth formation).***

Amplify's Response: Amplify CKLA includes comprehensive daily phonemic awareness instruction that directly correlates with phonics lessons. Lessons begin with an explicit sound introduction where teachers model individual phonemes while demonstrating proper articulation and mouth formation. For example, when teaching /l/, teachers instruct students to press "the tip of the tongue up against the bump behind the upper teeth and pushing air out."

The program consistently connects sounds to letters through Large Letter Cards, Sound Posters with speech bubbles showing articulation, and Sound Cards featuring key words with highlighted target letters. Teachers introduce sounds in isolation before connecting them to their corresponding letters, using physical gestures and movements to reinforce learning. For instance, students place their finger below their lips for /i/ and pretend to cry for /a/.

Daily blending activities provide structured practice connecting sounds to letters. Students use thumb-finger taps for blending and finger wiggling for segmenting sounds. The curriculum progresses systematically from simple two-phoneme words to more complex patterns. Teachers use pocket chart activities to alternate between reading (spelling-to-sound) and spelling (sound-to-spelling), while students practice substituting individual phonemes to make new words (e.g., dad>tad>mad).

Specific articulation guidance is provided through Sound Posters showing proper mouth positions, explicit instructions for challenging sounds (like distinguishing /th/ vs /sh/), and notes about potential language interference for Multilingual/English Learners. Teachers receive detailed directions for demonstrating vowel sounds from front to back of mouth (/i/, /a/, /o/), with physical gestures helping students feel correct sound formation.

Examples:

- [Grade K, Skills 4 Teacher Guide, Lesson 4: Mirror, Mirror, p. 51](#)
- [Grade K, Skills 5 Teacher Guide, Lesson 2: Short Vowel Sounds, p. 26](#)
- [Grade K, Skills 3 Teacher Guide, Introduction: Sound Posters, p. 7-9](#)
- [Grade K, Skills 6 Teacher Guide, Lesson 8: Oral Blending, p. 105](#)

1f. Materials regularly and systematically offer assessment opportunities that measure student progress of phonemic awareness (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 phonemic awareness.*
- *Assessment materials provide teachers and students with information concerning students' current skills/level of understanding of phonemic awareness.*
- *Materials support teachers with instructional suggestions for assessment-based steps to help students to progress toward mastery in phonemic awareness.*

Amplify's Response: Amplify CKLA systematically assesses phonemic awareness through daily formative assessments, including oral blending and segmenting exercises, where teachers observe and document student performance using structured observation records. The curriculum employs formal progress monitoring assessments with clear scoring benchmarks (such as 18–20 points for excellent, 16–17 for good) and specific remediation guidance based on assessment results. Activity-based assessments include tasks like “Push & Say” using sound boxes to segment words, thumb-finger tapping for blending, and written work samples through labeling activities. Teachers use comprehensive documentation systems, including observation records, activity page collections, and analysis tools to track individual student progress in specific skills like initial, medial, and final sound identification. The assessment system progresses from simple to complex skills, with Unit Assessments providing one-on-one evaluation of students' ability to blend phonemes, identify sound positions, and demonstrate letter-sound correspondence while offering clear remediation pathways for students scoring below benchmarks.

Examples:

- [Grade K, Skills 4 Teacher Guide, Lesson 1: Basic Code: Introduce /n/ > 'n,' Formative Assessment, p. 7](#)
- [Grade K, Skills 4 Teacher Guide, Lesson 1: Warm-Up, Oral Segmenting Part A, p. 10-11](#)
- [Grade K, Skills 5 Teacher Guide, Lesson 4: Minimal Pairs and Check for Understanding, p. 52](#)
- [Grade K, Skills 4 Teacher Guide, Lesson 6: Introduce the Sound /v/, p. 73](#)
- [Grade K, Skills 8 Teacher Guide, Lesson 4: Review Rhyming Words and Check for Understanding, p. 52-53](#)

Criterion 1.3 Phonics (Decoding and Encoding)***

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 provides systematic instruction in synthetic phonics built on a detailed scope and sequence to ensure that students are exposed to the forty-four sounds of the English language and 240 elements of the written code. Explicit instruction in, and extensive practice with, the spelling patterns of the English language is the only way that students can transition from learning to read (in which their mental energy is mostly focused on decoding) to reading to learn (in which, because decoding has become automatic, their mental energy can be devoted to comprehension of more complex texts and topics).

Examples:

- [CKLA Sound/Spelling Scope and Sequence](#)
- [Grade K, Skills 1 Teacher Guide, Appendix B: Kindergarten Scope and Sequence, p. 168-172](#)
- [Grade 1, Skills 1 Teacher Guide, Introduction: Unit 1 Organization and Notes on Unit 1 Sounds and Spelling, p. 9-12](#)
- [Grade 1, Skills 1 Teacher Guide, Appendix B: Grade 1 Scope and Sequence, p. 500-502](#)
- [Grade 2, Skills 1 Teacher Guide, Appendix B: Grade 2 Scope and Sequence, p. 383-387](#)
- [Grade K, Skills 4 Teacher Guide, Lesson 1: Lesson Overview \(Formative Assessment\), p. 1](#)

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, including decodable texts, are specifically designed to allow students to practice the phonics patterns they've learned, ensuring students develop strong decoding skills based on sound-symbol relationships rather than relying on cueing strategies.

Examples:

- [Grade K, Skills 2 Teacher Guide, Lesson 3, Prerequisite Foundational Skills: Practice Blending, p. 30-32](#)
- [Grade K, Skills 3 Teacher Guide, Lesson 5, Foundational Skills, p. 52-56](#)
- [Grade 1, Skills 3 Teacher Guide, Lesson 11, Foundational Skills, p. 135-136](#)
- [Grade 2, Skills 3 Teacher Guide, Lesson 3, Foundational Skills and Reading, p. 40-43](#)
- [Grade 2, Skills 3 Reader: "And Then There Were Two," p. 8-13](#)

1i. Materials, questions, and tasks provide reasonable pacing where phonics (decoding and encoding) skills are taught one at a time and allot time where phonics skills are practiced to automaticity, with cumulative review.

- **Materials include reasonable pacing of newly-taught phonics skills.**
- **The lesson plan design allots time to include sufficient student practice to work towards automaticity.**
- **Materials contain distributed, cumulative, and interleaved opportunities for students to practice and review all previously learned grade-level phonics.**

Amplify's Response: Amplify CKLA systematically develops phonics skills through carefully structured pacing and practice opportunities. New phonics skills are introduced gradually and explicitly, with clear modeling and scaffolded instruction moving from teacher-led to independent work. For example, in Grade 1 Unit 3, the tricky spelling 'oo' with its two sounds is introduced methodically with explicit procedures for trying the more common sound first.

Daily distributed practice occurs through multiple activities within each lesson, such as warm-up

exercises for oral blending and segmenting, Code Posters review of letter-sound correspondences, and varied practice formats including pocket charts, activity pages, and games. Take-home materials extend practice beyond the classroom.

The curriculum builds automaticity through cumulative review, where previously taught skills are continuously incorporated into new learning. For instance, in Grade 1 Unit 4, earlier sound-spellings like /ar/, /er/, and /or/ are integrated with new syllable patterns. The Individual Code Chart serves as an ongoing record of mastered spellings, with power bars indicating frequency to help prioritize practice.

Interleaved practice ensures skills are mixed rather than taught in isolation. Multiple patterns are practiced together, such as comparing /ar/ and /or/ minimal pairs or combining compound words with suffix patterns. Skills are practiced across different contexts - reading, writing, speaking, and physical movements.

Progress monitoring is built into the system through regular assessments, spelling tests, and dictation activities. For example, in Grade 2 Unit 3, Student Performance assessments check mastery of earlier taught vowel patterns. The curriculum provides specific remediation guidance and additional support activities for students needing extra practice to achieve automaticity.

Examples:

- [Grade K, Skills 3 Teacher Guide, Introduction: Unit 3 Structure, p. 2-3](#)
- [Grade K, Skills 3 Teacher Guide, Lesson 5, Foundational Skills: Sound/Spelling Review, p. 53](#)
- [Grade 1, Skills 4 Teacher Guide, Lesson 3, Foundational Skills: Review Sound Spelling, p. 38-39](#)
- [Grade 2, Skills 1, Introduction: Unit 1 Organization/Review, p. 10-11](#)

1j. Materials include systematic and explicit phonics instruction with repeated teacher modeling.

- **Materials contain explicit instructions for systematic and repeated teacher modeling of newly-taught 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 Skills instruction provides systematic instruction in synthetic

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

In Amplify CKLA Skills lessons, segmenting and blending are taught explicitly and practiced regularly. One distinctive feature of Amplify CKLA is its heavy focus on chaining exercises to support decoding and encoding. A chain is a series of words, sometimes including pseudowords, or silly words, that can be built by changing only one letter or spelling at a time. Here is a sample chain that can be read (or spelled) once students have learned the letter-sound correspondences taught in a unit: dad > mad > mat > at > cat > cot > dot.

Dictation practice is integrated throughout, with students writing letters while saying corresponding sounds. They practice through Sound/Spelling Review activities, dictation journals, and structured writing practice of taught patterns. Students progress from writing individual letters to complete words and sentences, with take-home materials providing additional encoding practice.

The Corrective Feedback Planning tool supports teachers in anticipating and addressing common phonics challenges by providing specific guidance for identifying and correcting student errors in sound-spelling correspondences. The tool helps teachers plan their instruction by identifying potential stumbling blocks in specific phonics patterns, suggesting explicit modeling techniques, and providing corrective feedback scripts that teachers can use to address confusion immediately during instruction. This proactive planning ensures teachers are prepared with specific interventions and clear explanations when students encounter difficulties with particular phonics patterns.

Examples:

- [Grade K, Skills 2 Teacher Guide, Prerequisite Foundational Skills: Practice Blending, p. 30-32](#)
- [Grade K, Skills 3 Teacher Guide, Foundational Skills: Chaining for Reading/Spelling, p. 54-55](#)
- [Grade 1, Skills 6 Teacher Guide, Foundational Skills: Sound Dictation, p. 183-184](#)
- [Grade 2, Skills 4 Teacher Guide, Language: Spelling Dictation, p. 64-65](#)
- [Corrective Feedback Planning Tool](#)

1k. Materials include frequent practice opportunities for students to decode and encode words that consist of common and newly-taught 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: Amplify CKLA provides comprehensive opportunities for students to decode and encode words through multiple systematic approaches. In Amplify CKLA, the Skills Strand focuses on decoding and encoding (spelling) skills taught in tandem, since they are inverse processes.

Letter-sound correspondences are explicitly taught, with sounds as the primary organizing principle of the program. In the early units of Kindergarten, this attention to phonemes and phonics lays a foundation for the basic and advanced codes students learn through 2nd grade. Once Kindergarten students have gained skill and practice with sounds and the symbols that represent those sounds (letters), a side-by-side decoding and spelling instructional sequence begins in Unit 3. Students practice spelling words during chaining activities and writing letters to spell words.

Beginning in Grade 1, the units in the Skills Strand have spelling lists, with practice activities and spelling assessments that continue through the grades. However, students will not be presented with an assessment on letter/sound correspondences they have just learned that week: Amplify CKLA allows students many opportunities to read and practice the spelling before they are expected to master it. So, because of the integrated instruction of decoding and encoding, spelling is not taught as an isolated list of words each week but as a continually reinforced skill.

Daily sound and spelling practice includes oral blending and segmenting activities, Large Letter Cards review, and Individual Code Chart work where students actively mark sound-spellings. Word-building activities feature prominently, with pocket chart exercises where students manipulate letters to form new words (like changing "nap" to "nag" to "gag"). Pop-Out Chaining activities and sister sound activities help students distinguish between similar phonemes. The curriculum systematically teaches patterns like magic e, with word pairs practice (man/mane, pan/pane).

Examples:

- [Grade K, Skills 3, Foundational Skills: Introduce the Sound/Spelling, p. 18-20](#)

- [Grade K, Skills 6, Introduction: Repeated Oral Reading in Decodables, p. 6-7](#)
- [Grade 1, Skills 1 Teacher Guide: Student Component: Reader, p. 6-7](#)
- [Grade 1, Skills 1 Reader: "Snap Shots"](#)
- [Grade 2, Skills 3 Teacher Guide: Foundational Skills: Board Sort, Spelling Trees, Word Baseball, and Spelling List, p. 13-17, 20](#)

11. Spelling rules and generalizations are taught one at a time at a reasonable pace. 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: Amplify CKLA introduces spelling rules and generalizations in a systematic manner that aligns directly with the program's phonics scope and sequence. Each new spelling pattern is taught explicitly and in isolation, allowing students to focus on mastering one rule at a time before moving on to more complex patterns. This measured approach ensures students build a strong foundation in spelling while maintaining a reasonable pace that promotes true understanding rather than overwhelming learners with multiple rules simultaneously.

The program provides clear explanations for spelling rules and specific words, offering teachers detailed guidance for instruction. When introducing new patterns, the materials include explicit teaching notes that explain the rule, provide examples, and address common exceptions. For instance, when teaching the CVCe pattern, materials explain how the silent 'e' makes the preceding vowel say its name. These explanations are supported with word lists, visual aids, and practice activities that help students understand and internalize the patterns.

Amplify CKLA provides systematic opportunities for students to practice and master spelling patterns through varied activities designed to promote automaticity. For example, in Grade 1 Skills Unit 4, after students learn the /er/ sound spelled 'er' and receive guided practice, they read the decodable passage “Meet Vern” from “The Green Fern Zoo” Student Reader, which includes newly decodable words like “Vern” and “fern,” allowing students to apply their recently learned sound-spelling pattern in connected text. Daily practice includes dictation exercises, word sorting activities, and written work that reinforces current spelling patterns while reviewing previously taught rules. The program incorporates regular assessment and review cycles to ensure students maintain mastery of spelling patterns over time.

Examples:

- [Grade K, Skills 7, Teacher Guide, Lesson 1: Introduce the Spelling /ch/ > ‘ch’, p. 15-16](#)

- [Grade K, Skills 10, Teacher Guide, Lesson 10: Introduce the Spelling /ae/ > 'a_e', p. 78-80](#)
- [Grade 1, Skills 1, Teacher Guide, Lesson 2: Dictation with Words, p. 28-29](#)
- [Grade 2, Skills 3, Teacher Guide, Lesson 5: Spelling Assessment, p. 68-69](#)

1m. Materials include decodable texts with phonics aligned to the program's scope and sequence and opportunities for students to use decodables for multiple readings.

- *Decodable texts contain grade-level phonics skills aligned to the program's scope and sequence.*
- *Materials include detailed lesson plans for repeated readings of decodable texts to address acquisition of phonics skills.*
- *Reading practice occurs in decodable texts (i.e., an absence of predictable texts) until students can accurately decode single-syllable words.*

Amplify's Response: Amplify CKLA provides carefully crafted decodable texts that align precisely with the program's systematic phonics scope and sequence. These texts are specifically designed to incorporate the phonics patterns students have learned, ensuring they can apply their decoding skills to connected text. The decodable readers progress in complexity as students acquire new phonics skills, moving from simple CVC words to more complex patterns, while maintaining a high percentage of decodable words that match previously taught patterns. Amplify CKLA's Skills strand Student Readers include comprehensive support materials at the end of each reader to guide instruction. These resources detail the Code Knowledge that students should have mastered before beginning the reader, including specific vowel and consonant sounds and spellings, Tricky Words, and punctuation marks. Additionally, the readers clearly identify which new sound-spellings will be introduced within the unit, helping teachers understand both the prerequisites and new learning targets for each text. This careful alignment allows students to practice and reinforce their phonics knowledge through authentic reading experiences without relying on predictable text patterns or context clues.

The program includes detailed lesson plans that support multiple readings of each decodable text, with specific purposes for each reading. For example, the first reading might focus on accurate decoding, while subsequent readings target fluency, comprehension, or specific phonics patterns. Teachers receive explicit guidance for supporting students during these repeated readings, including pre-reading activities, during-reading prompts, and post-reading discussion questions.

Examples:

- [Grade K, Skills 7, Teacher Guide, Introduction: Decodable Reader: Seth, p. 3](#)

- [Grade K, Skills 7 Student Reader, Seth](#)
- [Grade K, Skills 7, Teacher Guide, Lesson 10: Reading, p. 123-125](#)
- [Grade 1, Skills 1, Teacher Guide, Lesson 20: Reading, p. 220-224](#)
- [Grade 1, Skills 3 Student Reader, Fables](#)
- [Grade 2, Skills 4, Teacher Guide, Lesson 2: Reading, p. 23-27](#)

1n. 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: Amplify CKLA materials offer comprehensive assessment and progress monitoring of phonics skills through multiple systematic components. Daily formative assessments include teacher observations during activities like Large Card Chaining, Pocket Chart Chaining, and oral blending/segmenting exercises. Teachers use structured observation records to track individual student mastery of letter-sound correspondences and maintain anecdotal reading records.

Formal assessments include two-part Reading Assessments that evaluate letter-sound knowledge and word reading abilities. These assessments use specific scoring criteria - for example, in some units, scores of 26+ points are considered excellent, 21-25 good, 15-20 fair, and below 15 poor. Activity pages regularly assess specific skills like digraph recognition and sound-spelling patterns.

Progress monitoring tools provide detailed information about student understanding through:

- Individual student record sheets tracking mastery of specific sounds/spellings
- Analysis protocols for identifying pattern errors in initial, medial, and final sound positions
- Tracking of student success rates on first versus second reading attempts
- Documentation of specific problematic sound-spellings

The materials support teachers with clear instructional steps based on assessment results. Students scoring below benchmarks receive targeted remediation through the Assessment and Remediation Guide. Additional Support activities include small group differentiation, games like "Push & Say" and "Match Maker," and activities like word sorting and physical blending motions. Take-home materials

provide extended practice opportunities.

Examples:

- [Grade K, Skills 5 Teacher Guide, Lesson 11: Sound Dictation, p. 130](#)
- [Grade 1, Skills 2 Teacher Guide, Lesson 3: Observation: Anecdotal Reading Record, p. 46](#)
- [Grade 1, Skills 6 Teacher Guide, Lesson 6: More Help with Spelling Alternatives fo /s/, p. 69](#)
- [Grade 2, Skills 2 Teacher Guide, Lesson 16: Foundational Skills, Reading, p. 210-214](#)

Criterion 1.4 Word Recognition and Word Analysis

1o. 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.

- *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 materials provide comprehensive instruction for high-frequency words through systematic routines and explicit instruction. Teachers introduce words by demonstrating how they would normally be decoded, specifically identifying and marking "tricky" parts, and modeling correct pronunciation. Students learn words through consistent steps including sound-by-sound blending, letter-by-letter writing, and practice reading words both in isolation and in text.

Amplify CKLA ensures spiraling review through multiple mechanisms. Previously taught words appear repeatedly in subsequent texts and lessons, with words added to Tricky Word Walls for ongoing reference. The materials provide a sufficient quantity of high-frequency words through multiple practice opportunities in each lesson. Words are taught in manageable amounts but practiced extensively through various activities like sentence creation, games like Tricky Word Bingo, and reading passages. Take-home materials provide additional practice opportunities.

Examples:

- [Grade K, Skills 3 Teacher Guide, Introduction: High-Frequency Words, p. 10](#)
- [Grade K, Skills 3 Teacher Guide, Lesson 13, Foundational Skills: Introduce Tricky Words, p.](#)

[128-131](#)

- [Grade 1, Skills 1 Teacher Guide, Appendix A: The Tricky Word Lesson, p. 493](#)
- [Grade 1, Skills 1 Teacher Guide, Lesson 3, Foundational Skills: Tricky Word Review, p. 49-50](#)
- [Grade 2, Skills 1 Teacher Guide, Appendix A: The Tricky Word Lesson, p. 376-379](#)
- [Grade 2, Skills 1 Teacher Guide, Lesson 11, Foundational Skills: Tricky Words, p. 120-121](#)

1p. 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 builds decoding automaticity of high-frequency words through three primary instructional approaches. For isolated practice, students work with Tricky Words (high-frequency words) using yellow index cards where irregular parts are underlined for visual emphasis. Words are displayed on a Tricky Word Wall for ongoing reference. Teachers provide explicit instruction on both regular and irregular parts of each word. Students participate in activities like flashcard drills, Bingo games, and Spell and Clap exercises to practice words in isolation. In Grade 2, the systematic review includes specific word lists containing high-frequency words.

For contextual practice, students immediately apply newly learned words in decodable texts like "The Bees," "Fast Fred," and "The Bug Glass." Teachers preview tricky words before reading and point out words that will appear multiple times. Students engage in Turn and Talk activities requiring them to use the words in oral sentences, and partner reading provides additional exposure to words in context. Words are naturally integrated into story discussions and comprehension questions. For encoding practice, students copy Tricky Words onto index cards while analyzing spellings, complete Activity Pages with written responses, and write sentences incorporating target words. Specific encoding tasks include spelling assessments, sentence dictation (e.g., "The beast was on the edge of the cliff"), and word-building activities during small group instruction. Take-home materials provide additional encoding practice.

Examples:

- [Grade K, Skills Unit 8 Teacher Guide, Lesson 3, Foundational Skills: Review Tricky Words and](#)

[Reading, pages 40-43](#)

- [Grade 1, Skills 2 Teacher Guide, Lesson 15: Tricky Word Cards, p. 173](#)
- [Grade 1, Skills 2 Teacher Guide, Lesson 16: Tricky Word Spelling Bee, p. 183](#)
- [Grade 1, Skills Unit 4 Teacher Guide, Lesson 8, Foundational Skills: Review Tricky Words, Reading, and Additional Support, pages 96-103](#)
- [Grade 2, Skills Unit 4 Teacher Guide, Lesson 1, Foundational Skills: Baseball Game, pages 12-14](#)
- [Grade 2, Skills Unit 5 Teacher Guide, Lesson 28, Student Performance Assessment: Decoding High-Frequency Words, page 307](#)

1q. Materials include explicit instruction in syllabication and morpheme analysis and provide students with practice opportunities to apply learning.

- **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.**

Amplify’s Response: Amplify CKLA provides comprehensive instruction in syllabication and morpheme analysis across grades K-2 through multiple systematic approaches. Amplify teaches explicit syllable recognition by having students identify that every syllable contains one vowel sound, using physical techniques like chin placement and clapping to feel syllables, and employing visual dot dividers between syllables (bath•room, bed•time). Students learn about specific syllable types and division rules, such as placing dividers after double-letter spellings (batt•er vs bat•ter) and recognizing patterns like CVC (consonant-vowel-consonant) with short vowels and open syllables with long vowel sounds.

For morpheme analysis, the curriculum teaches common suffixes (-er, -ing, -ed) and their meanings, demonstrates how adding suffixes changes word meanings (fast → faster → fastest), and connects present and past tense through systematic verb instruction. Students examine compound words as two meaningful parts combined (cup + cake) and study specific spelling patterns like 'ild' (mild, wild, child) and 'ind' (find, kind, mind).

Multiple word analysis strategies are employed throughout the year, including a three-step chunking method for compound words, finger-tapping for sound segmentation, and word chaining to manipulate syllables (bathroom → bedroom → bedtime). Students use Vowel Code Posters and Individual Code Charts as reference tools, and practice through various activities including dictation exercises, partner reading, word sorting, and game-based practice like “Race to the Top.”

The instruction progresses from teacher modeling to guided practice to independent application, with practice opportunities including whole group instruction, independent work with word lists, partner activities, dictation exercises, and take-home practice focusing on specific patterns.

Examples:

- [Grade K, Skills Unit 2 Teacher Guide, Lesson 1, Prerequisite Foundational Skills, pages 10-12](#)
- [Grade 1, Skills Unit 4 Teacher Guide, Appendix: Using Chunking to Decode Multisyllable Words, pages 428-432](#)
- [Grade 1, Skills Unit 4 Teacher Guide, Lesson 7, Foundational Skills, pages 81-84](#)
- [Grade 2, Skills Unit 5 Teacher Guide, Lesson 13, Foundational Skills: Review Syllable Chunking, page 155](#)

1r. 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 provides comprehensive assessment and instructional support for word recognition through multiple coordinated components in the Skills Strand. Starting in Kindergarten, the Word Recognition Assessment is administered first to all students to quickly differentiate students who have or have not mastered the basic code knowledge that has been taught. Word reading assessments in Grade K appear throughout multiple Skills Units, following similar formats but with increasing complexity. Grade 1 begins with a whole-class Word Recognition Assessment evaluating mastery of Kindergarten-taught spellings, with clear benchmarks. Unit assessments continue throughout the year, such as the Skills Unit 2 Word Recognition Assessment testing digraphs and previously taught spellings (benchmark 12/15 correct) and Reading Comprehension Assessment (benchmark 3/5 correct). Grade 2 implements a 120-word Reading Assessment reflecting CKLA's instructional sequence from basic CVC words to complex patterns. This one-on-one assessment includes specific marking procedures for errors and built-in stopping points

after six consecutive missed words.

Teacher Guides include detailed guidance for administering and scoring word reading assessments, along with specific protocols for analyzing student errors to identify patterns of difficulty. After each assessment, teachers receive explicit guidance for interpreting results and selecting appropriate interventions based on student performance. The program includes detailed error analysis guides that help teachers identify specific areas of difficulty in word recognition and analysis. Based on assessment results, teachers are directed to Pausing Point activities or resources within the Assessment and Remediation Guide that target identified areas of need. The program's approach ensures teachers can use assessment data to make informed decisions about instruction and intervention, with specific guidance for selecting and implementing appropriate support activities to help students progress toward mastery of word recognition skills.

Examples:

- [Grade K, Skills Unit 8 Teacher Guide, Lesson 15, Student Performance Assessment: Word Recognition Assessment, pages 164-165](#)
- [Grade 1, Skills Unit 1 Teacher Guide, Lesson 6, Student Performance Assessment: Word Recognition Assessment, pages 87-88](#)
- [Grade 1, Skills Unit 5 Teacher Guide, Lesson 22, Unit Assessment: Word Recognition Assessment, page 268](#)
- [Grade 2, Skills Unit 1 Teacher Guide, Lesson 7, Student Performance Assessment: Word Reading Assessment, pages 88-89](#)

Criterion 1.5 Fluency* (Grades 1-2 only)**

1s. Instructional opportunities are built into the materials for systematic, evidence-based, explicit instruction in oral reading fluency.

- **Materials include frequent opportunities for explicit, systematic instruction in rate, accuracy, and prosody using grade-level connected text (e.g. decodable texts, poetry, readers' theater, paired reading).**
- **Materials provide opportunities for students to hear fluent reading of grade-level text by a model reader.**
- **Materials include a variety of resources for explicit instruction in oral reading fluency.**

Amplify's Response: Amplify CKLA systematically develops fluency through multiple integrated components. Students regularly engage in partner reading, Two Voices activities, and small group

instruction that target rate, accuracy, and prosody. Teachers model fluent reading during whole group instruction and small group work, demonstrating appropriate expression and pacing. For accuracy development, the materials include a systematic review of Tricky Words, explicit teaching of letter-sound correspondences, and spelling patterns practice. Rate is developed through timed activities like “Tricky Word Baseball,” partner reading opportunities, and multiple readings of decodable texts. Prosody is enhanced through explicit instruction to read “with expression,” focus on punctuation marks, and activities like Two Voices that practice expression. Progress monitoring occurs through anecdotal reading records, running records, and fluency assessments that measure words correct per minute.

The Fluency Packet is a separate component that can be downloaded from learning.amplify.com. This component has been designed to complement core instruction starting in Grade 2. It contains poetry, Readers’ Theater, informational, and literary texts. The Fluency Packets include a suggested five-day routine that provides a structured approach for students to read passages accurately and with expression, including phrasing and intonation.

Examples:

- [Grade 1, Skills Unit 1 Teacher Guide, Lesson 19: Teacher Demonstration: Read “Beth,” p. 209-211](#)
- [Grade 1, Skills Unit 5 Teacher Guide, Lesson 14: Statements, Questions, and Exclamations, p. 179](#)
- [Grade 2, Skills Unit 1 Teacher Guide, Lesson 15: Introduce the Story, p. 177-178](#)
- [Grade 2, Skills Unit 4 Teacher Guide, Lesson 5: Reading, p. 68-71](#)
- [Grade K, Knowledge 1 Teacher Guide, Lesson 6A: Read-Aloud, p. 103-104](#)
- [Grade 2 Fluency Supplement](#)

1t. Varied and frequent opportunities are built into the materials for students to engage in supported practice to gain automaticity and prosody beginning in mid-Grade 1 and through Grade 2 (once accuracy is secure).

- ***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: Amplify CKLA offers extensive fluency practice through multiple structured

approaches. Students engage in partner reading activities where they take turns reading stories, practice leader/echo reading line by line, and participate in choral reading. Teachers demonstrate fluent reading by reading stories twice - first without interruption, then with guided support - while modeling proper pacing, expression, and attention to punctuation marks. Small group instruction allows teachers to monitor fluency through anecdotal reading records and provide targeted feedback. The "Silly Voices" exercise has students apply different character voices while rereading familiar texts. In Grade 2, one-on-one fluency assessments include running records, timed passage reading, and calculation of words correct per minute (WCPM). The curriculum incorporates Wiggle Cards for movement breaks during fluency work and provides repeated readings of stories for struggling readers. Teachers track specific decoding issues through running records and monitor reading time, expression, and comprehension. Throughout both grades, students practice oral reading in whole group, small group, partner, and independent settings, with appropriate scaffolding based on individual needs.

The Corrective Feedback Planning tool helps teachers anticipate and address common fluency challenges by providing specific guidance for identifying and correcting issues with rate, accuracy, and prosody. The tool outlines common problems like choppy reading or lack of expression, then provides targeted strategies and specific language for addressing these issues through modeling and guided practice. Teachers can use this tool during lesson planning to prepare specific feedback approaches for anticipated fluency challenges, ensuring they can provide immediate, effective support when students demonstrate difficulties with smooth, expressive reading.

Examples:

- [Grade 1, Skills 4 Teacher Guide, Lesson 2: Read "Meet Vern", p. 32](#)
- [Grade 1, Skills 5 Teacher Guide, Lesson 9: More Help with Oral Reading, p. 122](#)
- [Grade 2, Skills 1 Teacher Guide, Lesson 1: Reading, p. 32-33](#)
- [Grade 2, Skills 3 Teacher Guide, Lesson 1: Word Baseball, p. 16-17](#)
- [Grade 2, Skills 4 Teacher Guide, Lesson 10: Reread "The Subway", p. 136](#)
- [Corrective Feedback Planning Tool](#)

1u. 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 provides comprehensive oral reading fluency assessment through multiple systematic components. Regular assessment opportunities include one-on-one fluency assessments with running records, timed readings measuring Words Correct Per Minute (WCPM), Story Reading Assessments, Word Recognition Assessments, and Pseudoword Reading Assessments. These are administered throughout the year to track student progress.

The curriculum uses specific progress monitoring tools, including detailed scoring sheets, running records documentation, and Instructional Planning Sheets that track individual student performance. Teachers calculate and record WCPM scores, use the Multidimensional Fluency Scale, and compare results to Hasbrouck and Tindal national grade-level norms. Clear benchmarks help identify mastery levels, such as 90% accuracy for word recognition and specific WCPM targets (e.g., 72 WCPM at 25th percentile for Grade 2).

Teachers receive extensive support for making instructional adjustments based on assessment data. Students scoring below benchmarks receive targeted interventions through the Assessment and Remediation Guide and Intervention Toolkit. Specific supports include differentiated reading materials, partner reading opportunities, flexible grouping options, and additional practice during Pausing Points.

Examples:

- [Grade 1, Skills 1 Teacher Guide: Lessons 8-10: Reading and Instructional Recommendations Overview, p. 103-109](#)
- [Grade 1, Skills 7 Teacher Guide, Lesson 20: Fluency Assessment, p.201](#)
- [Grade 2, Skills 4 Teacher Guide, Lessons 23-25: Fluency Assessment, p. 270-273](#)
- [Grade 2, Skills 6 Teacher Guide, Lesson 34: Fluency Assessment, p. 363-366](#)

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 (starting in Grade 1) student accountability structures for independent reading (e.g., independent reading procedures, proposed schedule, tracking system for independent reading).**

Amplify's Response: The Amplify CKLA for Grades K–2 provides extensive opportunities for students to engage with both literary and informational texts through multiple formats and approaches. While the emphasis in Kindergarten is on familiar, literary text, the amount of informational text gradually increases, reaching at least 50% by Grade 3. Students in all grades read rich, robust works of literature, but they increasingly encounter substantial informational text, including primary sources and information about historical figures, U.S. history, world civilizations, and scientific concepts. In K-2, the Skills Student Readers mostly feature narrative stories as students are still honing their decoding skills, but as students become more knowledgeable and confident, more text types are integrated into the program. In the Knowledge Strand, K-2 students are exposed to informational Read-Aloud texts that feature more complex texts.

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.

[Amplify CKLA Balance of Texts: K-5 Summary](#)

Grade	TEXT		READ-ALOUD	
	Informational	Literary	Informational	Literary
Kindergarten	10%	90%	60%	40%
Grade 1	14%	86%	62%	38%
Grade 2	16%	84%	64%	36%
Grade 3	58%	42%	58%	42%
Grade 4	55%	45%	38%	62%
Grade 5	63%	37%	42%	58%

Examples:

- [Amplify CKLA Text Complexity Guide](#)
- [Grade K, Skills 7, Lesson 10: Reading, p. 123-125](#)
- [Grade K, Knowledge 7 Teacher Guide, Lesson 1: Read-Aloud, p. 14-19](#)
- [Grade 1, Knowledge 4 Teacher Guide, Lesson 2: Read-Aloud, p. 28-31](#)
- [Grade 1, Skills 7, Lesson 19: Reading, p. 195-197](#)
- [Grade 2, Skills 5, Lesson 9: Reading, p. 118-121](#)
- [Grade 2, Skills 6, Lesson 25: Reading, p. 283-285](#)
- [Grade 2, Knowledge 7 Teacher Guide, Lesson 4: Read-Aloud, p. 50-53](#)
- [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.**
- **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.**
- **Materials provide opportunities for students to listen to texts read-aloud that are more complex than what they can read independently.**

Amplify's Response:

All Amplify CKLA anchor texts are selected for both qualitative and quantitative complexity and have been analyzed for meaning, purpose, text structure, language clarity, and knowledge demands. In K-2, these texts are divided into two groups: Read-Aloud texts in the Knowledge Strand and decodable Student Readers in the Skills Strand. The decodable readers in the CKLA Skills strand provide carefully controlled texts that allow students to practice and apply their developing phonics knowledge in connected text. These readers are specifically designed to contain words that follow previously taught sound-spelling patterns, ensuring students can successfully decode the text while building reading fluency and confidence. Rather than relying on predictable patterns or picture cues, these decodable texts enable students to apply their phonics skills systematically, reinforcing the explicit instruction provided in the Skills lessons while offering meaningful reading experiences aligned with their current decoding abilities. The CKLA Knowledge strand systematically exposes students to complex texts through daily Read-Alouds that are intentionally selected to be above students' independent reading level. These Read-Alouds feature sophisticated vocabulary, complex syntax, and rich content knowledge, allowing students to access and engage with advanced texts while developing listening comprehension skills and building content knowledge, even before they can decode such complex texts independently.

Examples:

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

- [Quantitative, Qualitative, and Reader & Task Rating Descriptors, p. 6](#)
- Example text and task analyses for [Kindergarten \(p. 16\)](#), [Grade 1 \(p. 27\)](#), and [Grade 2 \(p. 44\)](#)
- [Grade K, Knowledge 4 Teacher Guide, Lesson 3: Read-Aloud, p. 36-42](#)
- [Grade 1, Knowledge 3 Teacher Guide, Lesson 6: Read-Aloud, p. 98-104](#)
- [Grade 2, Knowledge 2 Teacher Guide, Lesson 4: Read-Aloud, p. 59-66](#)

Quantitative Ratings of Core/Anchor Texts, CKLA GK-2		
	Read-Alouds	Decodable Readers
Grade K	760L-990L	BR-450L
Grade 1	670L-1020L	400L-630L
Grade 2	760L-1060L	430L-660L

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: Amplify CKLA provides comprehensive scaffolding through multiple integrated approaches. The curriculum employs systematic pre-reading supports, including explicit vocabulary instruction with student-friendly definitions, a preview of spellings, and clear purpose-setting for reading. The curriculum provides Spanish cognates for multilingual/English learners. During reading, scaffolds include teacher modeling, strategic stopping points with guided questions, and differentiated grouping strategies where Group 1 receives more direct teacher support while Group 2 engages in partner reading. Visual supports are abundant, including Big Books for shared reading, enlarged activity pages, charts, letter cards, and picture supports for vocabulary. The program incorporates multi-modal learning through physical movements, writing practice, and various reading formats. Post-reading scaffolds include structured discussion questions that progress from literal to inferential to evaluative understanding, with requirements for complete sentences and text evidence. The curriculum provides specific teacher guidance for implementing scaffolds through detailed lesson plans that include differentiation options, remediation activities, and assessment-guided support strategies. For multilingual learners, additional supports include sentence frames, yes/no questions, and Spanish cognates. These scaffolds systematically build from basic decoding to higher-level comprehension while maintaining appropriate text complexity for each grade level. Amplify CKLA follows a gradual release model, moving from whole group to small group to independent work as students demonstrate readiness.

Examples:

- [Grade K, Knowledge 3 Teacher Guide, Lesson 1: Read-Aloud, p. 11-16](#)
- [Grade 1, Knowledge 5 Teacher Guide, Lesson 1: Read-Aloud, p. 14-21](#)
- [Grade 1, Skills 6 Teacher Guide, Lesson 7: Reading, p. 76-78](#)
- [Grade 2, Knowledge 4 Teacher Guide, Lesson 1: Read-Aloud, p. 11-18](#)
- [Grade 2, Skills 5 Teacher Guide, Lesson 11: Reading, p. 138-142](#)

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 organizes text sets around connected topics and themes that systematically build knowledge across multiple domains. Knowledge Strand Read-Alouds are organized around tightly focused themes and topics that systematically build student knowledge across multiple subject areas.

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 are able to rely on a robust web of prior knowledge when encountering new complex texts and material in later grades. In K–2, comprehension instruction occurs both in the Skills Strand using the Student Readers, and in the Knowledge Strand with the more complex text in the Read-Alouds. For example, in Grade 1's *Adventure Stories: Tales from the Edge* unit, texts explore adventures through multiple lenses, including ocean exploration, space exploration, the Galápagos Islands, and historical figures like Jacques Cousteau and Dr. Mae Jemison. The units pair fiction and nonfiction Trade Books strategically—such as *Tomas and the Galapagos Adventure* with *The Astronaut with a Song for the Stars*—allowing students to examine topics from different perspectives while building content knowledge.

Amplify CKLA strategically designs both Skills and Knowledge materials for extended engagement across multiple lessons. In the Skills strand, Student Readers are used across lessons within a unit, allowing students to build fluency and confidence with taught patterns through repeated readings and varied practice opportunities. Similarly, in the Knowledge strand, Read-Alouds are structured to build understanding over time, with each lesson beginning by reviewing content from the previous day's reading before introducing new information that extends students' knowledge. This intentional design ensures students have multiple opportunities to engage with both decodable texts and content-rich Read-Alouds, deepening their understanding while reinforcing skills and knowledge across consecutive lessons.

The curriculum integrates social studies, science, arts, and literature cohesively within each grade level. In Grade 2, students encounter domains like *The Birthplace of Democracy: Ancient Greece*, *Our Planet: Cycles in Nature*, and *Legends and Heroes: Greek Myths*. CKLA texts are deliberately sequenced so earlier readings provide the foundational knowledge needed for later, more complex texts on the same topic. This careful organization allows students to develop increasingly sophisticated understanding while building academic vocabulary across disciplines.

Cross-disciplinary connections are made across social studies (through history texts), science (through topics like space exploration and ecosystems), and research skills (through the use of various reference materials). Students engage with content through multiple modalities, including reading, discussion, writing, and visual tools, allowing for deep knowledge development over extended periods.

Examples:

- [Grade K, Knowledge 10 Teacher Guide, *Shaped by Nature: Art and the World Around Us*](#)
- [Grade 1, Skills 4 Student Reader, *The Green Fern Zoo*](#)
- [Grade 1, Knowledge 10 Teacher Guide, *Adventure Stories: Tales from the Edge*](#)
- [Grade 2, Knowledge 2 Teacher Guide, *The Birthplace of Democracy: Ancient Greece*](#)
- [Grade 2, Skills 3 Student Reader, *Kids Excel*](#)
- [Grade 2, Knowledge 4 Teacher Guide, *Our Planet: Cycles in Nature*](#)

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 offers diverse texts and perspectives through carefully selected

content featuring characters and people from various cultural backgrounds. The program includes stories about Native American tribes (Lakota, Wampanoag, Lenape), characters like Mariana from Puerto Rico, and significant figures like Dr. Ellen Ochoa, the first Hispanic woman astronaut. Authors and creators from different backgrounds are represented, including Native American artist Jeraldine Redcorn, Georgia O’Keeffe, and various immigrant storytellers.

Amplify CKLA teachers receive explicit guidance for addressing sensitive cultural topics. For example, when discussing Native American ceremonial items, teachers are instructed to refrain from having students duplicate sacred symbols. When covering forced relocation of the Caddo people, notes alert teachers about potential sensitivity for students who have experienced housing insecurity. The materials provide specific support for discussing racism and discrimination, as seen in the Ellen Ochoa biography lesson. Cultural elements are presented authentically, with proper terminology, pronunciation guides, and historical context. Universal Access sections and multilingual supports help teachers make cultural content accessible to all students. Rather than presenting superficial stereotypes, the materials emphasize how environmental factors influence cultural practices, show both historical and contemporary perspectives, and help students understand both unique aspects and universal human experiences across different communities.

Examples:

- [Grade K, Knowledge 10 Teacher Guide, Lesson 3: Read-Aloud, p. 39-45](#)
- [Grade K, Knowledge 7 Teacher Guide, Lesson 1: Read-Aloud, p. 14-21](#)
- [Grade 1, Knowledge 5 Teacher Guide, Lesson 1: Read-Aloud, p. 14-21](#)
- [Grade 2, Knowledge 10 Teacher Guide, Lesson 5: Read-Aloud, p. 55-60](#)

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 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. Additional Support activities are provided at the end of each lesson, offering immediate options for remediation when needed. Assessment is woven throughout via formative checks, observation records, and Activity Book pages. Additionally, the Assessment and Remediation Guides provide detailed intervention support for specific foundational skills, offering targeted activities and strategies to address identified learning gaps while helping teachers provide systematic support for struggling students.

The materials maintain appropriate pacing through systematic skill progression, such as teaching letter sounds before letter names in early grades, or moving from simple phoneme blending to more complex consonant clusters. 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:

- [CKLA Skills Scope and Sequence \(GK-2\)](#)
- [Grade K, Skills 1 Teacher Guide: Introduction, p. 1-8](#)
- [Grade K, Skills 1 Teacher Guide, Lesson 5: Additional Support, p. 56](#)
- [Grade 1, Skills 1 Teacher Guide: Instructional Recommendations Overview, p. 104-109](#)
- [Grade 1, Skills 1 Teacher Guide, Lesson 2: Additional Support, p. 41-42](#)
- [Grade 2, Skills 1 Teacher Guide, Lesson 13: Advance Preparation, p. 147](#)
- [Grade 2, Skills 1 Teacher Guide, Lesson 13: Additional Support, p. 154-156](#)
- [Grade 2, Knowledge 7 Teacher Guide, Lesson 2: Lesson at a Glance, p. 19](#)
- [Grade 2, Assessment and Remediation Guide](#)

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, drawing, writing).*
- *Materials include text-based questions and tasks that require students to read, re-read, and/or listen to complex parts of texts to deepen their analysis and understanding.*

Amplify's Response: Amplify CKLA systematically incorporates text-based questions and tasks through multiple interconnected approaches. Students engage with texts through repeated readings - first through teacher modeling, then partner reading, and finally independent reading. Each reading serves a specific purpose, from basic comprehension to detailed analysis. For example, in the Grade 1 Skills Unit 4 "River Otters" lesson, students read with focused purposes like identifying what otters eat.

Questions progress deliberately from literal comprehension to inferential and evaluative understanding. Students must cite specific text evidence in their responses, using complete sentences. Think-Pair-Share activities and partner discussions encourage students to generate and discuss their own text-based questions.

Writing tasks directly connect to the texts being studied. Students complete comprehension questions, write responses citing text evidence, and create summaries of readings. In Grade K, students practice dictation activities that reinforce patterns from their reading. Grade 2 students

complete more complex written responses analyzing character descriptions and author's craft.

Visual and drawing activities support text comprehension. Kindergarteners illustrate story events and write accompanying captions. Grade 1 students use graphic organizers to capture and organize information from texts. Grade 2 students work with activity pages that include supporting illustrations while maintaining focus on textual evidence.

Examples:

- [Grade K, Knowledge 3 Teacher Guide, Lesson 3: Comprehension Questions, p. 44-45](#)
- [Grade K, Knowledge 6 Teacher Guide, Lesson 3: Application, p. 51-52](#)
- [Grade 1, Knowledge 4 Teacher Guide, Lesson 2: Comprehension Questions, p. 32](#)
- [Grade 1, Skills 4 Teacher Guide, Lesson 21: Reading, p. 236-240](#)
- [Grade 2, Skills 3 Teacher Guide, Lesson 4: Close Read “Born to Spell?” p. 57-62](#)
- [Grade 2, Knowledge 7 Teacher Guide, Lesson 4: Application, p. 56-57](#)

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 develops students' ability to comprehend complex ideas within and across texts. For analyzing key ideas and details, Amplify CKLA employs a progression of questioning from literal to inferential to evaluative understanding. Students engage with targeted comprehension questions requiring text evidence, complete graphic organizers like Character Charts, and participate in Think-Pair-Share discussions to analyze character motivations and plot developments.

In Kindergarten, students develop comprehension skills through literal and inferential questioning about key details, settings, and characters. Teachers use Think-Pair-Share strategies and guide

students to provide text evidence in complete sentences. Students analyze craft and structure by examining core vocabulary, multiple-meaning words, and text features like titles and page numbers. They integrate knowledge by connecting text to illustrations and building on peers' responses during discussions.

Grade 1 materials deepen this approach through more sophisticated questioning techniques requiring students to cite textual evidence. Students analyze craft and structure by examining sentence features, Tricky Words, and narrator identification. They integrate knowledge by connecting texts to maps/globes, analyzing photographs, and summarizing information. Story mapping helps track key elements, and students examine literal versus figurative meanings of phrases like "a wolf in sheep's clothing."

Grade 2 materials feature close reading components with text-dependent questions requiring specific evidence. Students analyze complex syntax, challenging transitions, and dense information sections. They identify main ideas across texts and organize related information logically. Writing activities require integration of knowledge from multiple sources, as seen in Skills Unit 6 Lesson 33, where students synthesize information from "Our National Anthem" and "Making Sense of the National Anthem." Students also practice research skills by using various sources to build an understanding of topics, as demonstrated in Knowledge 10, Lesson 7's exploration of aviation history.

Examples:

- [Grade K, Knowledge 3 Teacher Guide, Lesson 6: Application, p. 100-103](#)
- [Grade K, Knowledge 4 Teacher Guide, Lesson 2: Read-Aloud, p. 24-28](#)
- [Grade 1, Knowledge 7 Teacher Guide, Lesson 4: Application, p. 67-69](#)
- [Grade 2, Knowledge 2 Teacher Guide, Lesson 3: Application, p. 50-52](#)

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 provides extensive protocols and guidance for student listening and speaking about texts. The materials include specific discussion protocols such as Turn and Talk and Think-Pair-Share, where students signal with folded hands or raised hands when both partners have contributed. Students are taught to show respect, pay attention, listen quietly without interrupting,

and repeat ideas or ask questions to demonstrate active listening.

CKLA teachers receive detailed guidance for facilitating discussions through sentence stems and frames like "When you used the words _____, it helped me understand..." and "I liked how you described your opinion because..." The materials provide specific support for different levels of Multilingual/English Learners, including echo techniques for entering/emerging learners and independent practice for transitioning/expanding learners. Universal Access supports include allowing students to share favorite storybooks (including those in home languages), providing sentence frames and question starters, using yes/no questions for emerging English learners, and encouraging complete sentences with content vocabulary.

The materials incorporate multiple discussion formats, including whole group, small group and partner discussions. Teachers are guided to use pre-arranged partnerships, visual supports like maps and pictures during discussions, and comprehension questions following listening activities. Students are given specific purposes for listening during Read-Alouds and are asked to listen for particular information. Management techniques include using ready signals, calling on different students for each discussion question, using observation records to track participation, and ensuring all students have opportunities to contribute. The protocols emphasize active listening, taking turns, showing respect, and structured participation in discussions about texts.

Examples:

- [Grade K, Knowledge 4 Teacher Guide, Lesson 2: Introducing the Read-Aloud, p. 22](#)
- [Grade 1, Knowledge 1 Teacher Guide, Lesson 1: Comprehension Questions, p. 15-17](#)
- [Grade 1, Knowledge 7 Teacher Guide, Lesson 3: What Have We Already Learned?, p.45-46](#)
- [Grade 2, Knowledge 5 Teacher Guide, Lesson 5: Speaking and Listening, p. 77-78](#)
- [Grade 2, Knowledge 7 Teacher Guide, Lesson 3: What Do We Already Know?, p. 34-35](#)

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 ask and answer questions about the key details in texts, retell texts, and provide details to clarify comprehension and knowledge.***

● ***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 incorporates extensive opportunities for listening, speaking, and collaborative discussion about texts. Students regularly engage in partner reading activities where they take turns reading aloud, discuss illustrations, and ask each other questions about confusing parts of texts. Think-Pair-Share and Turn and Talk activities are fundamental components, where students discuss texts with partners using sentence frames and question stems. Partners take turns asking and answering questions about stories, with signals to ensure both students contribute. Think-Pair-Share and Turn and Talk activities are consistently used for students to discuss story elements, summarize events, and practice using new vocabulary in context. For example, in Skills Unit 7, Lesson 16 of Kindergarten, students participate in partner reading of "Seth's Finch" and engage in Think-Pair-Share discussions about the story.

Whole group discussions incorporate literal, inferential, and evaluative questions that require students to cite evidence from texts and respond in complete sentences. In Grade 2 Skills Unit 5 Lesson 11, students must support their answers with text evidence during comprehension discussions of "The King's Ghost." The materials provide structured support for different English proficiency levels through sentence frames and scaffolded questioning techniques.

Amplify CKLA lessons include specific protocols for active listening during Teacher Demonstration lessons, where students follow along as teachers read, identify text features, and observe modeling of fluent reading. Multiple readings of texts allow students to focus on different aspects—first for comprehension, then for specific features.

For Multilingual/English Learners, the materials provide scaffolded question formats, sentence frames, and differentiated support for various proficiency levels. Teachers track individual student participation through observation records and ensure weekly responses from each student.

Partner reading activities have students take turns reading aloud and discussing texts, with built-in comprehension checks. Small group differentiation allows teachers to provide additional support through teacher-guided oral discussions for students who need it, while more independent students complete written comprehension work.

Examples:

- [Grade K, Knowledge 3 Teacher Guide, Lesson 5: What Have We Already Learned?, p. 67](#)
- [Grade 1, Knowledge 1 Teacher Guide, Lesson 1: Comprehension Questions, p. 15-17](#)
- [Grade 1, Knowledge 1 Teacher Guide, Lesson 8: What Have We Already Learned?, p. 111](#)
- [Grade 1, Knowledge 4 Teacher Guide, Lesson 1: Comprehension Questions \(Question 6\), p. 17-18](#)
- [Grade 2, Skills 6 Teacher Guide, Lesson 5: Read "Trouble with the British", p.67-72](#)
- [Grade 2, Knowledge 7 Teacher Guide, Lesson 1: Read-Aloud, p. 12-15](#)
- [Grade 2, Knowledge 10 Teacher Guide, Lesson 2: Read-Aloud, p. 25-27](#)

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, 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: Amplify CKLA materials incorporate structured vocabulary instruction through multiple integrated approaches. Core vocabulary words are previewed before reading, with words strategically categorized into tiers (1-3) to distinguish between domain-specific, academic, and everyday vocabulary. The program provides systematic word analysis instruction through preview spelling charts, tricky word analysis, and morpheme pattern examination while ensuring students encounter vocabulary within meaningful contexts through text discussions and partner reading activities. Specific features like sayings and phrases are highlighted and explained, while differentiated support for multilingual learners includes yes/no questions about word meanings, sentence frames, and progressive support levels from entering to bridging. The curriculum emphasizes multiple exposures to vocabulary through reading, discussion, and written practice while providing explicit instruction in word-learning strategies appropriate for early elementary grades. Additional support materials help struggling readers reconstruct sentences with vocabulary words, ensuring all students have access to robust vocabulary development through various instructional approaches and contexts.

In the Knowledge strand, words are introduced with student-friendly definitions and example sentences showing usage in different contexts. Word Work activities offer students the opportunity to preview, learn, and discuss new vocabulary. Students are given a structured environment within which to clarify, discuss, and ask questions about new words. The Word Work segments include Making Choices activities that have students evaluate and discriminate between examples and non-examples, such as determining whether items are “essential” for health. Words are consistently applied beyond the text through activities like creating travel posters, writing tasks, presentation scripts, and partner discussions. The instruction systematically moves from teacher modeling to guided practice to independent application. Students connect vocabulary to their own experiences, such as identifying

“essential” classroom items, and use target words in new contexts through writing and discussion activities. Multiple exposures to words occur through Read-Alouds, comprehension questions, and follow-up activities that require students to use vocabulary meaningfully beyond the initial text context. Core vocabulary words are explicitly previewed before reading and then reinforced through direct instruction, Word Work activities, and ongoing discussion.

Examples:

- [Grade K, Knowledge 5 Teacher Guide, Lesson 6: Word Work: Produce, p. 90-91](#)
- [Grade K, Knowledge 10 Teacher Guide, Lesson 1: Image Review, p. 16-17](#)
- [Grade 1, Knowledge 7 Teacher Guide, Lesson 7: Syntactic Awareness Activity, p. 112-113](#)
- [Grade 2, Skills 6 Teacher Guide, Lesson 5: Reading, p. 65-72](#)

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 or using morphological 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: Amplify CKLA includes extensive opportunities for students to use academic and content-specific vocabulary through several key approaches. For example, students engage with vocabulary through explicit instruction, where core vocabulary words are categorized into Tier 2 (academic) and Tier 3 (domain-specific) terms. Words are previewed before readings and taught with student-friendly definitions, examples, and Spanish cognates where applicable. The curriculum incorporates dedicated Word Work segments that provide deep exploration of specific terms.

In Grades K-2, CKLA students infer vocabulary meaning from context in several specific ways. For example, students learn new words during Read-Alouds where meanings are embedded in context. In Grade K Knowledge 5 Lesson 3, students learn “peck” through the context “chickens out in the yard to peck around for insects,” followed by an explicit definition. Similarly, in Knowledge 6 Lesson 4, words like “plain,” “horizon,” and “succulent” are taught through contextual usage followed by clear definitions. In Grade 1, students work with context clues in Skills Unit 5, Lesson 13, to understand “hoisted” using both sentence context and pictures. In Knowledge Unit 7, Lesson 3, context clues are used informally during a Read-Aloud when teaching the word “hide,” where Grade 2 students

determine its meaning through clues in a poem about cats keeping their feet and nose warm.

Amplify CKLA provides multiple, systematic opportunities for students to engage with academic and content-specific vocabulary across varied contexts. During post-reading comprehension discussions, students are encouraged to respond in complete sentences while incorporating domain vocabulary in their answers. The program includes specific lesson activities focused on vocabulary application, such as in Kindergarten Knowledge 1 where students write sentences using newly learned vocabulary. Vocabulary Instructional Activities provide structured practice with new terms, like in Grade 1 Knowledge 3 where students use the word “instructions” in complete sentences to describe everyday routines. Writing tasks intentionally incorporate domain vocabulary, as seen in Grade 1 Knowledge 5 where students use content-specific terms in their opinion pieces about neighborhoods. The program provides robust support for vocabulary development through Multilingual/English Learner support tables that include scaffolds and word banks to help all students access and use new vocabulary. Additionally, Pausing Point activities like “Key Vocabulary Brainstorming” and “Image Card Review” provide focused review and practice with domain-related vocabulary, ensuring students have multiple opportunities to understand and use academic and content-specific terms in meaningful contexts.

Examples:

- [Grade K, Knowledge 2 Teacher Guide, Lesson 2: What Have We Already Learned?, p. 22-23](#)
- [Grade 1, Knowledge 2 Teacher Guide, Lesson 4: Word Work: Digestion, p. 54-55](#)
- [Grade 2, Knowledge 6 Teacher Guide, Lesson 3: Harpers Ferry, p. 51](#)
- [Grade 2, Knowledge 7 Teacher Guide, Word Work: Happily, p. 27-28](#)

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 provides comprehensive sentence composition instruction through several systematic approaches. The materials offer explicit instruction through direct modeling, where teachers demonstrate proper sentence construction using visual supports and example sentences. Teachers model specific elements like punctuation usage, showing how to use periods, question marks, exclamation points, and commas correctly.

Sentence structure instruction includes teaching complex elements like items in a series, combining ideas through punctuation, and elaborating basic sentences. Students learn to replace vague words

with specific nouns and use sentence frames like “My favorite event was ____ because...”

Amplify CKLA includes instruction that attends to sentence-level comprehension, including simple, compound, and complex sentences, as well as cohesive devices within and among sentences. Across all grades, Amplify CKLA emphasizes the importance of writing building blocks to foster skill development. Writing building blocks, seamlessly integrated across CKLA units, begin with oral activities and transition to writing, strengthening foundational skills as students progress. They include sentence types, sentence expansion, sentence combining, and pre/post-writing activities.

The curriculum utilizes exemplar sentences from authentic texts, particularly during read-alouds, to demonstrate proper sentence construction. These model sentences help contrast casual spoken dialogue with formal written English and show various sentence types in context.

Examples:

- [Grade K, Knowledge 7 Teacher Guide, Lesson 1: Sentence Writing Activity, p. 22-23](#)
- [Grade K, Knowledge 10 Teacher Guide, Lesson 3: “Pottery from the Caddo Nation”, p. 44-45](#)
- [Grade 1, Skills 7 Teacher Guide, Lesson 7: Commas in a Series, p. 71-72](#)
- [Grade 2, Knowledge 4 Teacher Guide, Lesson 2: Sentence Expansion, p. 37-38](#)

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: Amplify CKLA provides comprehensive opportunities for sentence writing and composition through multiple structured approaches. In Kindergarten, students write sentences about Read-Alouds using Activity Pages and sentence frames. They practice expanding basic sentences by adding descriptive details, such as changing “Brazil is big” to “Brazil is a big country in South America.” Students write informative sentences about content knowledge and adapt their writing through activities like composing weather diary entries, writing letters to pen pals, and creating packing plans for specific destinations.

Grade 1 materials advance sentence composition skills through a systematic progression from

two-word sentences to more complex constructions. Students follow a clear 4-step process to combine research questions and information into complete sentences: highlighting keywords, identifying relevant information, combining elements, and revising for clarity. They practice writing opinion paragraphs about texts using templates and checklists, and engage in peer editing.

Grade 2 students use graphic organizers to plan and write story retellings, incorporating elements like characters, setting, and plot. They practice using specific vocabulary and dialogue in their writing, with attention to proper mechanics like quotation marks. Writing activities include analyzing narrative structures and adapting language for different contexts, such as adding suffixes to words.

Throughout all grades, materials provide scaffolded support through teacher modeling, sentence frames, word banks, and differentiated assistance for various proficiency levels. Students regularly examine and revise their own writing while adapting language for different audiences and purposes, such as writing formal responses to comprehension questions versus informal letters to family members.

Examples:

- [Grade K, Knowledge 10 Teacher Guide, Lesson 1: Image Review, p. 16-17](#)
- [Grade 1, Knowledge 1 Teacher Guide, Lesson 6: Write About It, p. 86-88](#)
- [Grade 1, Knowledge 5 Teacher Guide, Lesson 9: Application, p. 158-159](#)
- [Grade 2, Knowledge 1 Teacher Guide, Lesson 9: Writing: Friendly Letter, p. 154-155](#)
- [Grade 2, Knowledge 4 Teacher Guide, Lesson 10: Sentence Expansion & Edit and Revise Informative Writing, p. 157-159](#)

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: In Amplify CKLA, writing opportunities consistently blend on-demand and process writing tasks that connect directly to unit content. Students routinely write over a single sitting or two as well as over extended time (including research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences. Writing lessons include multiple opportunities for peer collaboration and teacher scaffolding. In addition to specific writing lessons, there are numerous

writing opportunities throughout the Amplify CKLA program. Students in each grade also work on longer, multi-lesson writing projects in each major text type, which allows them to practice working on the various steps of the writing process and to take a piece from the research and planning stages through drafting, revising and editing in response to feedback, and publishing their work.

Writing instruction provides a clear progression through the text types in each grade. Grades K–2 introduce and establish the key elements of each text type, allowing students to gain comfort and confidence writing narratives, opinions, and informative texts. This enables students to practice thinking about content in different ways, offering more depth and breadth to their understanding of core content and of the writing text types.

Examples:

- [Amplify CKLA Program Guide](#)
- [Grade K, Knowledge 7 Teacher Guide, Lesson 1: Writing: My Place on the Earth, p. 21-23](#)
- [Grade 1, Knowledge 3 Teacher Guide, Lesson 6: Writing: Drafting a Narrative by Modeling, p. 105-106](#)
- [Grade 1, Knowledge 7 Teacher Guide, Introduction: Writing, p. 5](#)
- [Grade 2, Knowledge 1 Teacher Guide, Lesson 9: Writing: Friendly Letter, p. 154-155](#)
- [Grade 2, Knowledge 2 Teacher Guide, Lesson 10: Writing: Plan an Opinion Piece, p. 170-171](#)
- [Grade 2, Skills 3 Teacher Guide, Lesson 18: Read “Jump!”, p. 228-229](#)
- [Grade 2, Activity Book Volume 2, Skills 3, Activity Page 18.3, p. 73-74](#)

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

- ***Materials include explicit instruction in writing processes, 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: Amplify CKLA materials provide systematic, explicit instruction in writing processes through highly scaffolded lessons that build progressively. In Kindergarten, students begin with basic writing fundamentals like holding a pencil and forming letters, then advance to composing simple sentences with teacher modeling and support. First grade expands on these foundational skills, introducing more structured writing processes through teacher demonstrations of prewriting, drafting, and revising strategies. By second grade, students engage in more complex writing tasks while teachers explicitly model each step of the writing process, from brainstorming to publishing. Throughout all grades, instruction is characterized by clear teacher modeling, think-alouds, and guided

practice opportunities. Teachers demonstrate specific writing strategies using mentor texts and exemplars, breaking down complex processes into manageable steps. The program includes detailed lesson plans with explicit scripting for teacher modeling, along with anchor charts, graphic organizers, and writing checklists that support students' understanding and application of writing processes appropriate to their grade level.

Amplify CKLA provides teachers with specific exemplar texts and student samples to help students understand and analyze different genres and writing techniques. In Kindergarten Knowledge 5, students examine two model texts on the same topic to identify characteristics of opinion writing before creating their own opinion pieces. Grade 1 Knowledge 3 incorporates teacher modeling through think-aloud strategies, using sample texts to demonstrate narrative retelling techniques from "The Woman with the Red Slippers" before students craft their own narratives. In Grade 2 Knowledge 3, teachers use exemplar texts to model specific revision strategies, showing students how to enhance writing by adding temporal words and descriptive adjectives. These carefully selected examples and models help students understand genre characteristics and writing techniques while providing concrete examples of successful writing that students can reference when creating their own compositions. The program's systematic use of exemplar texts ensures students have clear models for understanding how different genres work and what successful writing looks like at their grade level.

Amplify CKLA provides comprehensive guidance for teachers to deliver effective, timely feedback on student writing. The program includes specific protocols, rubrics, and scripted language for providing constructive feedback at different stages of the writing process. For example, in Kindergarten Knowledge 5 Lesson 8, teachers receive detailed instructions through Visual Support 8.1, which outlines five specific steps for giving feedback, including listening carefully, telling writers what they like, asking questions, identifying missing details, and sharing improvement ideas. CKLA teacher guides provide explicit guidance for when to collect student writing, with specific instructions tied to upcoming lesson objectives. For example, in Grade 1 Knowledge 3, teachers are directed: "Collect student drafts. You will review these drafts, noting approximately two places where students might add temporal words. Students will revise their narratives based on this feedback in the next lesson." This strategic timing of collection and feedback ensures teachers can prepare targeted suggestions that directly support the next lesson's focus on using temporal words to improve narrative flow.

Examples:

- [Grade K, Knowledge 5 Teacher Guide, Lesson 8: Writing: Giving and Receiving Feedback, p. 119-120](#)
- [Grade 1, Knowledge 3 Teacher Guide, Lesson 6: Writing: Drafting a Narrative by Modeling, p. 105-106](#)
- [Grade 1, Knowledge 3 Teacher Guide, Teacher Resources: Narrative Writing Rubric, p. 174](#)
- [Grade 2, Knowledge 3 Teacher Guide, Lesson 8: Application, p. 130-132](#)
- [Grade 2, Knowledge 7 Teacher Guide, Lesson 9: Writing: Revising and Editing My Memory Poem, p. 123-124](#)

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: Amplify CKLA materials provide extensive opportunities for writing planning through graphic organizers. For example, in Grade K Knowledge 10, students use flower-shaped graphic organizers where facts are recorded on petals, helping them categorize information. Teachers model the use of these organizers first, then students practice with sentence frames. Graphic organizers are used across Grade 1 for opinion, narrative, and informative writing assignments. For example, in Grade 1 Knowledge 4, students will use a graphic organizer to plan an opinion paragraph about renaming a constellation. Second grade introduces more sophisticated planning tools. Students use graphic organizers for narrative writing, planning templates with sections for title, setting, characters, and plot (Skills Unit 3), and specialized organizers for research projects about aviators (Knowledge 10). The curriculum provides explicit modeling of how to transfer information from organizers into paragraph form, with support features like visual aids and partner work opportunities.

Amplify CKLA materials provide extensive opportunities for students to draft, revise, and edit their writing through structured lessons and supports. In Kindergarten, students engage in editing work with adult assistance, focusing on complete sentences, capitalization, and punctuation. Teachers model the editing process, and students use editing checklists and visual supports while working with partners. First grade incorporates more sophisticated drafting and editing practices across multiple units. Students use detailed editing checklists to review drafts both independently and with peers. They learn specific editing conventions like using carets to insert missing words, crossing out mistakes, and making corrections above the original text. Partner editing is emphasized, with students using colored pencils to mark edits and providing feedback via sticky notes. The writing process includes planning, drafting on templates, editing with checklists, making revisions based on feedback, and creating final copies. Grade 2 builds on these skills with more complex editing and revision processes. Students use comprehensive writing checklists and rubrics to guide their work. They participate in structured sharing routines for peer feedback, use dictionaries to check spelling, and edit for grammar, capitalization, and punctuation. Amplify CKLA emphasizes editing as a positive step in the writing process and provides multiple opportunities for students to improve their work through structured

revision and editing activities.

Amplify CKLA students have several structured opportunities to use technology for writing and publishing. For example, in Knowledge 4 Grade 1 students can use technology to publish their opinion paragraphs as final drafts. Teachers are instructed to ensure technology access and may schedule time in the school's computer lab. While using computers isn't mandatory, it's presented as an alternative to handwriting. Later in Grade 2 Knowledge 6, students use computers with adult volunteer assistance to type their informative paragraphs and can add images to their digital documents.

Examples:

- [Grade K, Knowledge 10 Teacher Guide, Lesson 4: Planning Research, p. 60-61](#)
- [Grade 1, Knowledge 10 Teacher Guide, Lesson 11: Writing: Supporting Sentences, p. 148-150](#)
- [Grade 2, Knowledge 5 Teacher Guide, Lesson 10: Writing, p. 161-165](#)
- [Grade 2, Knowledge 7 Teacher Guide, Lesson 9: Writing: Revising and Editing My Memory Poem, p. 123-124](#)

2r. Materials include frequent opportunities for students to practice evidence-based writing (by drawing from the texts and knowledge built throughout the unit) to ask and answer questions about key details in a text.

- **Materials provide frequent writing opportunities that require students to ask and answer questions about key details in a text by drawing from the texts and knowledge built throughout the unit.**
- **Materials provide frequent writing opportunities focused on students' recall or analysis of information to develop opinions based in part on textual evidence.**

Amplify's Response: Amplify CKLA students engage in frequent writing activities that require text-based questioning. In Kindergarten, students participate in activities that ask questions about content using who, what, where, when, why, and how while drawing from unit knowledge about Native Americans. They also conduct research activities using trade books like *Van Gogh and the Sunflowers*, recording answers to research questions on specific activity pages. In Grade 1, students work with narrative drafts by asking and answering detailed questions about characters, problems, and solutions using Activity Pages. They use Know-Wonder-Learn charts to generate and answer questions about adventures and adventurers, recording facts gathered from texts. In Knowledge 10, students practice combining research questions with text information into complete sentences. They also write sentences describing questions that were answered through Read-Alouds about topics like the Galápagos Islands. In Grade 2, students answer text-dependent questions through close reading activities, writing responses that must reference texts directly. They work with partners to discuss and

respond to specific questions about historical texts, such as those about Andrew Jackson and the War of 1812, using Activity Pages for written responses.

Amplify CKLA provides multiple structured writing opportunities for students to develop and support opinions with evidence. For example, in Knowledge 5 (*Moo, Cluck, Oink: Farms*), Kindergarten students research farm animals, record information in graphic organizers, and create opinion pieces that are compiled into a class book, with specific peer feedback protocols. Grade 1 instruction extensively develops opinion writing skills across multiple lessons, teaching students to distinguish facts from opinions, analyze model paragraphs, and craft their own opinion pieces with clear reasons. In Skills Unit 5, students learn to identify opinion statements, supporting reasons, and use the linking word “because” while writing about topics like favorite animals and school events. They practice both collaborative and independent opinion writing, using structured templates to plan and draft paragraphs about texts like *Kate’s Book*. Grade 2 writing tasks focus more on analytical report writing, as seen in Skills Unit 6 where students synthesize information from multiple texts about the national anthem to create structured paragraphs with topic sentences, supporting details, and conclusions.

Examples:

- [Grade K, Knowledge 5 Teacher Guide, Lesson 2: Application, p. 31-33](#)
- [Grade K, Knowledge 6 Teacher Guide, Lesson 9: Writing, p. 139-144](#)
- [Grade K, Skills 9 Teacher Guide, Lesson 14: Review "A Gift from Mom", p. 149](#)
- [Grade K, Activity Book Volume 3, Skills 9, Activity Page 14.2, p. 61-63](#)
- [Grade 1, Skills 5 Teacher Guide, Lesson 7: Reading, p. 92-93](#)
- [Grade 1, Activity Book Volume 2, Skills 5, Activity Page 7.2, p. 117-118](#)
- [Grade 1, Knowledge 5 Teacher Guide, Lesson 9: Application, p. 158-159](#)
- [Grade 2, Knowledge 2 Teacher Guide, Lesson 7: Writing: Draft an Opinion, p. 113-114](#)
- [Grade 2, Skills 3 Teacher Guide, Lesson 3: Read “And Then There Were Two,” p. 45-46](#)
- [Grade 2, Activity Book Volume 2, Skills 3, Activity Page 3.2, p. 9](#)

2s. Materials include explicit instruction of research skills that guide shared research 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 includes structured research projects that systematically build research skills. Amplify CKLA includes dedicated Knowledge research units at the end of each K-2 grade level, systematically introducing young students to foundational research skills while building on their accumulated domain knowledge. These units provide structured opportunities for students to

apply their content knowledge through age-appropriate research projects, helping them develop essential skills like gathering information from multiple sources, organizing findings, and presenting their research, while preparing them for more sophisticated research tasks in later grades.

In Kindergarten, students follow a 4-step research process (ask questions, find answers/facts, organize, share) while investigating art-related topics. They use Research Model graphic organizers, participate in shared research activities, and extract information from trade books like *Luna Loves Art*. Grade 1 students engage in research about adventure topics (Galápagos Islands, space, ocean, cold/snowy places) using KWL charts and research folders. They follow a formal research plan: brainstorm, ask questions, gather information, and write about findings. Students use multiple sources, including trade books, websites, and library materials. In Grade 2, the research process expands to 5 steps. Students investigate historical figures in aviation using KWL charts, develop research questions, and create detailed research plans. Across all grades, instruction is scaffolded through teacher modeling, guided practice, graphic organizers, and collaborative work. The materials align with grade-level writing standards focused on participating in shared research and include specific lessons dedicated to research skill development. CKLA provides systematic instruction in research skills by guiding students to gather and synthesize information across multiple sources, including Trade Books and ReadWorks articles.

Examples:

- [Grade K, Knowledge 10 Teacher Guide: *Shaped by Nature: Art and the World Around Us*](#)
- [Grade K, Knowledge 10 Teacher Guide, Lesson 6: Research, p. 85-86](#)
- [Grade 1, Knowledge 10 Teacher Guide: *Adventure Stories: Tales from the Edge*](#)
- [Grade 1, Knowledge 10 Teacher Guide, Lesson 6: Application, p. 84](#)
- [Grade 2, Knowledge 10 Teacher Guide: *Taking Flight: The Age of Aviation*](#)
- [Grade 2, Knowledge 10 Teacher Guide, Lesson 7: Application, p. 85](#)
- [Grade 2, Knowledge 10 Teacher Guide, Lesson 11: Application, p. 128](#)

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 shared research projects using multiple texts and sources.*
- *With guidance and support from adults, materials provide opportunities for students to recall information from experiences or gather information from provided sources to answer a question (grades K-1).*
- *Materials provide opportunities for students to recall information from experiences or gather information from provided sources to answer a question (grade 2).*

Amplify’s Response: Amplify CKLA provides extensive opportunities for shared research across grades. In Kindergarten, students follow a structured 4-step research process: asking questions, finding answers/facts, organizing information, and sharing findings. They use multiple sources including trade books like *Van Gogh and the Sunflowers* and *My Name is Georgia*, visual supports, maps, and class discussions. Students document their research using specific tools like Activity Pages, and engage in collaborative work through Think-Pair-Write activities and group discussions.

In Grade 1, students use a similar research framework while working with more diverse sources, including trade books like *My Name is Gabito*, maps, globes, and anchor charts. They learn to evaluate sources using Visual Support criteria and document their findings in KWL charts and in their Research Plan. Students engage in Think-Pair-Share activities and partner discussions to develop questions and share findings.

Grade 2 advances to a 5-step research process, adding presentation skills to the framework. Students use Activity Pages and Visual Supports to guide their research process, generate questions using KWL charts (Activity Page 2.2), and integrate information from read-aloud texts, trade books, ReadWorks articles, visual supports, timelines, and maps. The curriculum culminates in projects like the “Aviators Hall of Fame” presentation, where students synthesize information from multiple sources.

Examples:

- [Grade K, Knowledge 10 Teacher Guide, Lesson 15: Sharing, p. 190](#)
- [Grade 1, Knowledge 10 Teacher Guide, Lesson 8: Application, p. 104-105](#)
- [Grade 2, Knowledge 10 Teacher Guide, Lesson 8: Application, p. 96-97](#)
- [Grade 2, Knowledge 10 Teacher Guide, Lesson 12: Application, p. 138](#)

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 features comprehensive formative assessment tools and instructional adjustment support. Each CKLA lesson begins with a clear Lesson Overview page that explicitly identifies the formative assessment opportunities within the lesson, along with their corresponding standards. This detailed outline helps teachers understand which skills they will be monitoring during instruction while ensuring alignment with grade-level standards through specific assessment moments. Teachers use structured observation records to track individual student progress in skills like blending, letter-sound correspondence, and reading comprehension. Teachers document progress using tools like the Letter Sounds Observation Record, Anecdotal Reading Record, and Instructional Planning Sheets.

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 Additional Support activities, Pausing Point sections, and the Assessment and Remediation Guide 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. The [Using Assessment to Inform Instruction](#) guide assists teachers in making instructional adjustments to support student progress.

Examples:

- [Grade K, Knowledge 3 Teacher Guide, Lesson 3: Formative Assessment, p. 31](#)
- [Grade K, Knowledge 4 Teacher Guide, Lesson 3: Writing: Drawing Activity, p. 43-44](#)
- [Grade 1, Skills 5 Teacher Guide, Lesson 2: Activity Page 2.1, p. 31](#)
- [Grade 2, Skills 6 Teacher Guide, Lesson 5: Spelling, p. 63-64](#)
- [Grade 2, Knowledge 5 Teacher Guide, Lesson 6: Speaking and Listening, p. 99-100](#)

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: Amplify CKLA provides comprehensive summative assessments that integrate multiple literacy skills throughout both strands. In the Skills strand, each unit concludes with a unit assessment that evaluates students' mastery of taught skills across reading, writing, and language domains. In the Knowledge strand, domain assessments measure students' understanding of content knowledge and vocabulary.

Knowledge domains include a series of Culminating Activities that allow for both remediation and enrichment based on Domain Assessment results. These activities provide flexible options for teachers to either target specific areas of weakness identified in the domain assessment or extend students' learning through enrichment activities that deepen their engagement with domain concepts. The culminating tasks require students to demonstrate their learning through multiple modalities, integrating skills like reading comprehension, written expression, oral language, and content knowledge application. For example, in Kindergarten Knowledge 7, students create travel posters demonstrating their understanding of different locations' characteristics through visual and written elements. In Grade 1 Knowledge 6, students compose written pieces about habitat destruction incorporating domain vocabulary and demonstrating an understanding of environmental concepts. Grade 2 Knowledge 4 culminates with students creating a class Animal Life Cycle Encyclopedia, requiring them to synthesize their learning about seasonal cycles and animal life cycles through writing and illustration. This comprehensive approach ensures students can demonstrate their

learning through various literacy skills while providing teachers with clear data about student mastery and areas needing additional support.

The Amplify CKLA Skills program provides comprehensive guidance for evaluating student performance on unit assessments. For kindergarten, specific scoring systems are detailed for unit assessments, such as in Unit 4 where 26+ points is excellent, 21-25 points is good, 15-20 points is fair, and less than 15 points is poor. Teachers must analyze letter-sound correspondence errors, position-specific mispronunciations, and error correction patterns. In Grade 1, detailed assessment progression charts guide teachers through multiple assessments, including Word Recognition, Story Reading, Pseudoword Reading, and Code Knowledge Diagnostic, with specific cutoff scores determining student paths. Students are categorized into preparation levels with corresponding support recommendations. For Grade 2, assessments like the Dictation Identification, Reading Comprehension, and Grammar components have specific scoring criteria with exact point ranges. Throughout all grades, teachers must document results on assessment record sheets, analyze error patterns, and identify students needing remediation. The program provides specific guidance for intervention, including the use of Pausing Point activities, Assessment/Remediation Guides, and Additional Support sections for struggling students.

Amplify CKLA provides Digital Assessments aligned to CCSS that are automatically scored, offering immediate insights into student progress and helping teachers identify opportunities to tailor instruction based on specific needs. The program is expanding its assessment offerings, with K-2 Knowledge End-of-Domain assessments and 3-5 End-of-Unit assessments becoming available digitally in the 2025-26 school year.

Examples:

- [Grade K, Knowledge 7 Teacher Guide, Culminating Activities, p. 179-181](#)
- [Grade 1, Knowledge 6 Teacher Guide, Domain Assessment, p. 172-174](#)
- [Grade 2, Skills 6 Teacher Guide, Lesson 34: Fluency Assessment, p. 363-366](#)
- [Grade 2, Knowledge 4 Teacher Guide, Culminating Activities, p. 166-169](#)

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. Amplify CKLA Teacher Guides feature comprehensive Tables of Contents that clearly organize lessons by skill type (Foundational Skills, Reading, Writing, Language), allowing teachers to easily locate specific instructional components within each unit. The detailed Introduction section provide essential context through features like "Why This Domain is Important," which explains the significance of selected content, and specific Writing overviews that outline the types of writing students will develop throughout the unit, ensuring teachers understand both the what and why of instruction before beginning implementation. 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 K, Skills 5 Teacher Guide, Lesson 1: Advance Preparation, p. 9](#)
- [Grade K, Knowledge 1 Teacher Guide: Introduction, p. 1-5](#)
- [Grade 1, Knowledge 5 Teacher Guide, Lesson 4: Differentiation Sidebar, p. 63](#)
- [Grade 2, Skills 1 Teacher Guide, Lesson 12: Differentiation Sidebar, p. 139](#)
- [Grade 2, Knowledge 7 Teacher Guide, Lesson 6: Advance Preparation, p. 75](#)
- [Grade 1, Skills 6 Teacher Guide, Lesson 24: Multilingual/English Learners Support Table, p. 258](#)

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. Amplify CKLA provides comprehensive support for building teacher content knowledge through detailed explanations and resources in both strands. The Skills strand Teacher Guides include extensive appendices that explain fundamental concepts and instructional approaches. These appendices contain detailed information about CKLA's approach to phonics instruction, explaining how it differs from traditional phonics programs and why these differences matter. They also provide in-depth explanations of key instructional routines like chaining activities, along with guidance for customizing

and adapting the program while maintaining its essential components. This detailed background helps teachers understand not just what to teach, but why specific approaches are used and how they support student learning.

The Knowledge strand 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 K, Skills 3 Teacher Guide, Appendix A, p. 198-203](#)
- [Grade 1, Skills 4 Teacher Guide, Lesson 7: Advance Preparation, p. 79](#)
- [Grade 2, Skills 1 Teacher Guide, Appendix C, p. 388-392](#)
- [Grade 2, Knowledge 3 Teacher Guide, Introduction: Why This Domain is Important, 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 CKLA provides comprehensive scope and sequence documents for both Skills and Knowledge strands at each grade level, detailing the systematic progression of skills and content throughout the year. 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 program includes detailed standards correlation documents for grades K-5 that 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:

- [GK-2 Scope and Sequence Skills Strand](#)

- [GK-5 Scope and Sequence Knowledge Strand](#)
- [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 provides comprehensive communication tools and resources to keep families informed and engaged in student learning. In the Skills strand, Take-Home Letters provide specific guidance for parents to support skills practice at home, such as Grade K Skills 5 sound-sorting activities for /b/ and /p/ sounds. These letters often include detailed instructions and materials for home practice activities that reinforce classroom learning. The program sets clear expectations from the start, as demonstrated in the Grade 1 Skills 1 welcome letter that explains the assessment and placement process while inviting parent involvement and offering support.

The Knowledge strand includes similar family engagement tools, with each domain featuring a Caregiver Letter that introduces parents to the upcoming content, outlines learning objectives, and provides specific conversation starters to discuss the content at home. These letters help parents understand what their children are learning and how to engage in meaningful discussions about domain topics. Additionally, Take-Home pages in the Knowledge strand provide suggested activities that families can do together to reinforce and extend learning beyond the classroom. 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.

Amplify CKLA provides Knowledge Caregiver letters in both English and Spanish, ensuring more families can access information about their children's learning. 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. In addition, the Amplify CKLA Caregiver Hub enables parents and guardians to gain insights into the program and offers strategies to effectively support students' learning at home. The Caregiver Hub is available in English and Spanish.

Examples:

- [Grade K, Take-Home Pages U1-U10, Skills 1: Page 6.1, p. 13](#)
- [Grade 1, Take-Home Pages Knowledge 6: Page 1.1, p. 3](#)
- [Grade 2, Take-Home Pages U1-U1, Skills 1: Page, p. 5](#)
- [Grade 2, Take-Home Pages Knowledge 7: Page 1.1, p. 3](#)

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. The Skills strand Teacher Guides contain detailed Appendices that explain the research-based approaches to foundational skills instruction. Each lesson clearly identifies the standards being addressed. In addition, The Amplify CKLA Program Guide provides information about the two-strand approach (Skills and Knowledge) and its 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, explaining the scientific basis for separating decoding instruction from comprehension and knowledge building, while providing detailed rationales for the program's systematic approach to literacy instruction.

Examples:

- [Amplify CKLA Program Guide](#)
- [Grade K, Skills 3 Teacher Guide, Appendix A, p. 198-203](#)
- [Grade 1, Skills 1 Teacher Guide, Introduction, p. 1](#)
- [Grade 2, Skills 1 Teacher Guide, Appendix A: Overview of the Skills Strand, p. 361-373](#)

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 both Skills and Knowledge strands. 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 K, Master Supply List](#)
- [Grade 1, Master Supply List](#)
- [Grade 2, Skills 3 Teacher Guide, Introduction: Additional Materials Needed in Unit 3, p. 6](#)
- [Grade 2, Knowledge 5 Teacher Guide, Lesson 1: Lesson at a Glance \(Materials\), p. 6](#)

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. Daily formative assessments include letter-sound observations, thumbs-up/thumbs-down checks, activity pages, and anecdotal reading records. More formal assessments include Word Recognition Assessments, Story Reading Assessments, Pseudoword Reading Assessments, and Code Knowledge Diagnostic Assessments. Each assessment includes specific scoring criteria - for example, reading assessments often use point-based systems with clear benchmarks.

Teachers receive detailed guidance for evaluating and interpreting student performance through scoring guides, error analysis protocols, and specific next steps recommendations. The system helps teachers analyze error patterns in letter-sound correspondences, position-based errors, and

self-correction abilities. 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 K, Skills 8 Teacher Guide, Assessment Overview, p. 157](#)
- [Grade 1, Skills 3 Teacher Guide, Lesson 5: Spelling Analysis Directions & Analysis of Student Errors, p. 262-264](#)
- [Grade 1, Skills 6 Teacher Guide, Lesson 24: Word Recognition Assessment, p. 255](#)
- [Grade 2, Skills 5 Teacher Guide, Lesson 27: Unit Assessment, p. 299-300](#)
- [Grade 2, Skills 6 Teacher Guide, Lesson 10: Advance Preparation, p. 117](#)

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 through activities like Push & Say and Wiggle Cards.

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.
- An Additional Support section follows each Skills lesson for immediate support and remediation after the lesson.
- Additional strategies that go beyond the instructional materials are included in the Universal

Access section of Advance Preparation, where applicable, to support the needs of all students.

- Pausing Point days provide additional time and activities for reteaching, remediation, and practice.
- The Assessment and Remediation Guide (ARG) for Grades K–3 and the Decoding and Encoding Remediation Guide (DERG) for Grades 4–5, both available online, provide teachers with additional lessons and activities for intervention that meet different levels of support for students. In addition, these are also available in a free online resource called the Intervention Toolkit. The various lesson templates and materials are categorized by skill, offering multiple access points to address students’ needs in all grade levels.

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. Additional support components include remediation activities like “More Help with Reading” and “More Help with Tricky Words,” take-home materials, and color-coded systems for visual learners. 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, hands-on activities, and physical movements for sound-spelling relationships.

Examples:

- [Grade K, Skills 9 Teacher Guide, Lesson 1: Additional Support, p. 18](#)
- [Grade 1, Knowledge 2 Teacher Guide, Lesson 6: Multilingual/English Learners Table, p. 80](#)
- [Grade 1, Skills 3 Teacher Guide, Lesson 16: More Help with Tricky Words, p. 193](#)
- [Grade 1, Skills 3 Teacher Guide, Teacher Resources: Activity Pages TR16.1 and TR16.2, p. 297-298](#)
- [Grade 2, Skills 5 Teacher Guide, Lesson 22: Differentiation Challenge and Support Sidebar, p. 248](#)
- [Grade 2, Skills U1-U6 Assessment and Remediation Guide](#)

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 (like songs from the Benny Goodman Trio), and creating more sophisticated solutions to invention problems.

Extensions naturally integrate 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. In Grade 2, Knowledge 10, Lesson 2, after an explicit vocabulary lesson for the word "innovation," a Challenge sidebar suggests that students choose one of the innovations they discussed during the activity and research who was responsible for it. This type of extension encourages advanced students to explore grade-level concepts with greater depth and complexity while maintaining connection to the core lesson content. 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 K, Knowledge 10 Teacher Guide, Lesson 7: Differentiation Challenge Sidebar, p. 95](#)
- [Grade 1, Knowledge 10 Teacher Guide, Lesson 7: Lesson Extension, p. 95](#)
- [Grade 2, Knowledge 6 Teacher Guide, Lesson 1: Differentiation Challenge Sidebar, p. 11](#)

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 Know-Think-Wonder charts, 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, hands-on manipulatives, 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. In Grade 2 Knowledge 5, students learn specific protocols for giving and receiving peer feedback when sharing their opinion pieces about insects. The lessons explicitly teach students about the different roles during feedback activities - discussing 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, in Grade K, students reflect on story elements and explain their reasoning during Think-Pair-Share discussions. Later in Grade 1, students reflect on their understanding of content by responding to Exit Passes. Grade 2 students participate in writing revision activities where they review their work, incorporate peer feedback and reflect on the importance and impact of that feedback.

Examples:

- [Grade K, Knowledge 3 Teacher Guide, Lesson 3: Think-Pair-Share, p. 42](#)
- [Grade 1, Skills 1 Teacher Guide, Lesson 20: Read "Nat," p. 224](#)
- [Grade 2, Skills 4 Teacher Guide, Lesson 14: Writing, p. 179](#)
- [Grade 2, Knowledge 5 Teacher Guide, Lesson 8: Application, p. 138](#)

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 like Turn and Talk, choral response, and peer reading/writing activities, with specific suggestions for forming and managing effective partnerships. The Skills program includes guidance for flexible grouping based on assessment data, allowing teachers to target instruction through small group work during differentiated instruction time. The Teacher Guides include recommendations for when to use specific grouping formats for maximum instructional effectiveness, such as whole group

for introducing new concepts, partner work for practicing skills, and small groups for targeted support.

Examples:

- [Grade K, Skills 7 Teacher Guide, Lesson 6: Advance Preparation, p. 73](#)
- [Grade 1, Knowledge 2 Teacher Guide, Lesson 5: Think-Pair-Write, p. 61](#)
- [Grade 2, Skills 4 Teacher Guide, Lesson 1: Check for Understanding, p. 14](#)
- [Grade 2, Knowledge 5 Teacher Guide, Lesson 5: Research: Insect Neighbors, p. 88-89](#)

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 K–2 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 Knowledge domains and Skills 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, in Grade K Knowledge 10, the Native American pottery lesson validates cultural diversity by acknowledging the Caddo Nation's contributions, highlighting contemporary Native American artists like Jeraldine Redcorn, and connecting historical practices to modern museums. Students share their own museum experiences and relate clay work to their personal experiences. In addition, CKLA's 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 Grade 2 Knowledge 2 where students write their own Odes based on objects, people, or experiences from their daily lives, or in Grade 1 Skills Unit 6 where 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 K, Knowledge 6 Teacher Guide, Lesson 8: Read-Aloud, p. 130-132](#)
- [Grade K, Knowledge 7 Teacher Guide, Lesson 5: Read-Aloud, p. 83-88](#)
- [Grade K, Knowledge 10 Teacher Guide, Lesson 3: Read-Aloud, p. 38-45](#)
- [Grade K, Skills 8, Reader, p. 2-9](#)
- [Grade 1, Knowledge 3 Teacher Guide, Lesson 6: Read-Aloud, p. 98-103](#)
- [Grade 1, Knowledge 5 Teacher Guide, Lesson 6: Read-Aloud, p. 101-106](#)
- [Grade 1, Skills 7, Reader, p. 32-35](#)
- [Grade 2, Skills 4 Teacher Guide, Lesson 9: Reading, p. 124-126](#)
- [Grade 2, Skills 3, Reader, p. 52-57](#)
- [Grade 2, Knowledge 10 Teacher Guide, Lesson 10: Read-Aloud, p. 115-117](#)

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

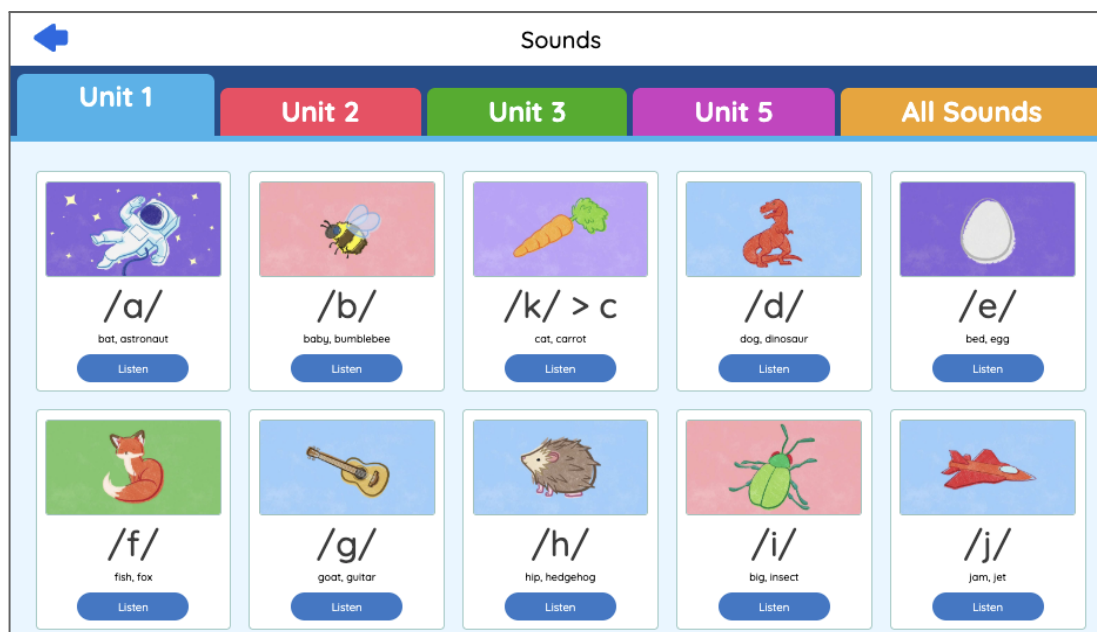
3q. This is not an assessed indicator in ELA.

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.

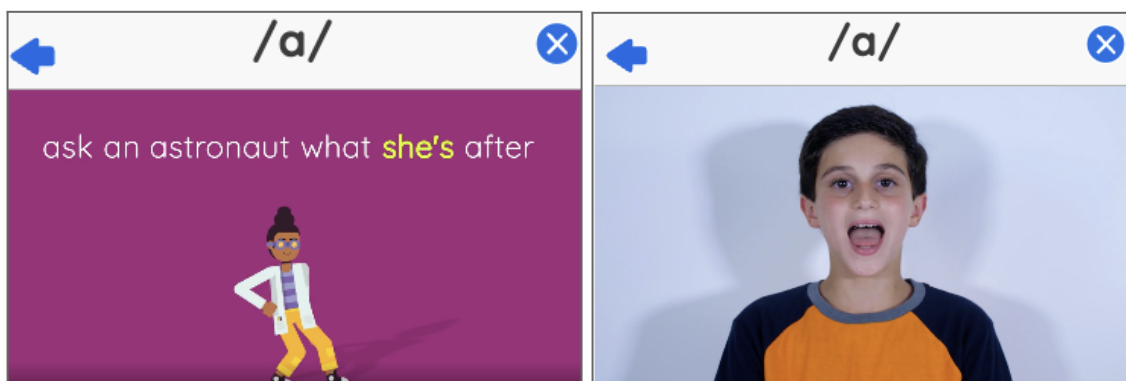
- *Digital technology and interactive tools, such as data collection tools and/or modeling tools are available to students.*
- *Digital tools support student engagement in ELA.*
- *Digital materials can be customized for local use (i.e., student and/or community interests).*

Amplify's Response: Amplify CKLA supports student engagement through digital tools while offering customization options to meet local needs. The 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. Grades K–2 students can read the audio-enabled Student Readers in the Library or watch and listen to videos featuring the forty-four phonemes. The Sounds Library features pronunciation guidance for every phoneme. Sound videos combine modeling, repetition, guided practice, and engaging animation as they demonstrate letter formation, pronunciation, and articulation. Sound songs foster students' love of language. These digital components are thoughtfully integrated into lessons to support student learning while providing clear visual reinforcement of key concepts and skills.

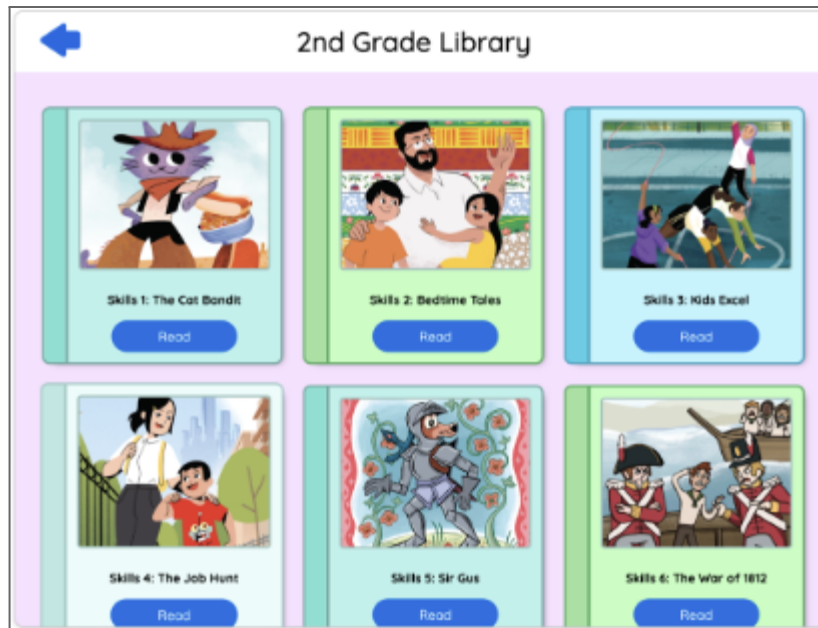


The Amplify Hub - Sound Library

The Sound Library contains resources to help students learn, recognize, and articulate individual sounds. Students can select sound cards organized by Skills Strand units.



The pronunciation guidance demonstrates letter formation. Students learn from a student articulating the sound with fun animations. The music videos feature characters dancing to music and lyrics to follow along.



The K–5 Library allows students access to the complete collection of CKLA readers for each grade level.

Examples:

- [Grade K, Knowledge 1 Flip Book](#)
- [Grade 1, Skills 7 Visual Supports for Teaching](#)
- [Grade 2, Knowledge 4 Image Cards](#)

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 incorporates digital technology tools that facilitate collaboration across K-2 through grade-appropriate applications. In Kindergarten, teachers and students collaborate using digital presentation programs like PowerPoint to sequence and narrate events from stories like "The Three Billy Goats Gruff," including character analysis and key events. Grade 1 students engage with digital applications to create and share research presentations, allowing for collaborative work on shared topics. In Grade 2, students learn to use search engines collaboratively to research specific topics like aviators, developing digital literacy skills while working together to find and evaluate information. 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 K, Knowledge 3 Teacher Guide, Lesson 3: Application, p. 46](#)
- [Grade 1, Knowledge 10 Teacher Guide, Lesson 15: Advance Preparation, Application p. 191-194](#)
- [Grade 2, Knowledge 10 Teacher Guide, Lesson 8: Application, p. 96](#)

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 in both Skills and Knowledge materials are carefully selected to support specific learning objectives, such as detailed illustrations in Read-Aloud flip books that aid comprehension and sound-spelling cards that clearly demonstrate letter-sound relationships. 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 predictable 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 extends across both Skills and Knowledge strands, with clear demarcation of lesson segments, standard placement of differentiation sidebars,

ML/EL 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 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, accurate page references, and error-free content, ensuring teachers can efficiently navigate and implement the curriculum materials.

Examples:

- [Grade K, Knowledge 7 Teacher Guide, Lesson 1: Read-Aloud, p. 14-18](#)
- [Grade K, Skills 3 Activity Book: Activity Page 5.1, p. 57-58](#)
- [Grade 1, Skills 1 Reader, “Snap Shots”](#)
- [Grade 1, Skills 1 Activity Book: Activity Page 11.1, p. 67-68](#)
- [Grade 1, Knowledge 1 Activity Book: Activity Page 2.1, p. 5](#)
- [Grade 2, Knowledge 5 Teacher Guide, Lesson 1: Lesson Overview, Lesson at a Glance, p. 5-6](#)
- [Grade 2, Skills 6 Teacher Guide, Table of Contents](#)

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. Every lesson includes Teacher Presentation Screens designed to support lesson facilitation, pacing, and student engagement through clear visual presentation of lesson content and activities. The program includes digital Visual Supports for Teaching that allow teachers to project activity pages and instructional materials for modeling and whole-class instruction. Knowledge strand 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. 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 enhance student engagement and reinforce learning

Examples:

- [Grade 1, Knowledge 7 Teacher Guide, Lesson 1: Core Connections, p. 6](#)
- [Grade 1, Knowledge 2 Teacher Guide, Lesson 1: Multiple-Meaning Word Activity: Organs, p. 17](#)
- [Grade 2, Knowledge 4 Teacher Guide, Lesson 8: Flip Book Posters 1-4 Sidebar, p. 124](#)
- [Grade 2, Knowledge 4 Flip Book, Posters 1-4](#)

Teacher Presentation Screens

Preview
Present

1
Lesson 15


2
Let's Learn


3
What are our learning goals?


4
What are our learning goals?


5
Let's Focus on Skills


6
Tricky Words


7
Let's Read


8
Introducing the Story


9


10
Vocabulary

11
Sayings and Phrases

12
Sayings and Phrases

13
Why are we reading this story?


14


15


16


17


18


19
Discussing the Story


20
Let's Focus on Skills


21

22


23
Let's


24
End of Activities

Reading

14

Skills 2: Gran

King and Queen

"Gran," Josh says, "will you tell us a tale?"

"Yes!" says Jen. "Tell the one where you had to scare off the mad hog!"

"No!" says Josh. "Tell the one where you were on that ship in the wind and waves!"

"I will tell you a tale I made up," says Gran. "This is a tale of a king and his queen."



Teacher Moves

Boost Reading Practice games are included as part of the CKLA K - 2 Skills program. These optional games are aligned to CKLA Skills instruction, and provide extra practice to students on critical foundational skills taught within CKLA. Teachers can assign these games to their whole class or specific students to gain immediate feedback on their students' performance on these critical literacy skills.

The screenshot displays the Amplify CKLA K-2 Skills program interface. At the top, the Amplify logo is on the left, and the user's name 'JANE DOE' is on the right. Below the logo is a search bar and a sidebar with navigation options: 'Amplify CKLA 3rd...', 'Grade 1', 'Skills 4', and 'Skills 4 Overview'. The main content area is titled 'Review: Basic Code and Grammar' and 'Lesson 6'. It includes a 'Boost Reading Practice' button and a note about recommended student devices. A list of 13 lessons is shown on the left, with lesson 6, 'Review: Basic Code and Grammar', highlighted. The main content area shows the 'Boost Reading Practice' section, which includes a description of the activity and a colorful illustration of a bird.

Amplify. CKLA JANE DOE

Search

Amplify CKLA 3rd... Grade 1 Skills 4

Skills 4 Overview

1. Basic Code: Introduce /er/ 'er'

2. Grammar: Introduce Contractions

3. Basic Code: Review Vowel Digraphs

4. Basic Code: Introduce /ar/ 'ar'

5. Assessment: Spelling Assessment

6. Review: Basic Code and Grammar

7. Basic Code: Introduce Two-Syllable Words and /or/ 'or'

8. Tricky Words: Introduce: Today, Yesterday, and Tomorrow

9. Practice: Two-Syllable Words

10. Assessment: Spelling Assessment

11. Spelling: Two-Syllable Words

12. Review: Vowel Digraphs, Nouns, and Verbs

13. Grammar: Past-

Review: Basic Code and Grammar Lesson 6

Boost Reading Practice

Activity author groups: CKLA (K-5)

Student Devices Recommended. Why digital? We recommend supplementing this lesson with Boost Reading Practice.

Instruction Boost Reading Practice

Boost Reading Practice

Phonics—Early Decoding: Letter-sound correspondence, decoding and spelling regular words

