



Curriculum Evaluation Guidelines: Reviewer Workbook

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Instructions

Before Review

GATHER:

- ❑ Gather and familiarize yourself with the materials to be evaluated:
 - A copy of K – 5 curriculum including, at minimum:
 - Teacher's Manual of all grades intended to be reviewed
 - Any materials that may contain foundational skills instruction
 - Examples of student practice texts
 - At least five sample lessons that span from the beginning to the end of the school year
 - For the final section of this evaluation, the review team will need to have your school or Local Education Agency's (LEA) suite of assessments on hand.
 - (optional) A digital subscription with virtual content is helpful as reviewers can use a “search” feature for particular words
- ❑ Assemble a review team that includes at least three individuals that have a base of knowledge in the science of reading. It is important to include school and district leaders, educators, special educators, and specialists who have been trained in the science of reading and who understand the terms within each section's glossaries.

FAMILIARIZE

- ❑ Familiarize yourself with the structure of the curriculum by looking for the following questions:
 - Are foundational skills taught within the core block, or in a separate block?
 - Are there daily assessments? Weekly? Monthly? By Unit?
 - What information is given in a scope and sequence or unit overview? Are detailed objectives provided?
 - What texts are included in the curriculum and what texts are optional?
 - Are there supporting materials provided for students (e.g., worksheets, activities)?
 - Are there aligned intervention materials that you intend to pull into core instruction that should be reviewed?
- ❑ Download, read, and familiarize yourself with The Reading League's Curriculum Evaluation Guidelines.

- o Note that the structure of these guidelines aligns with Scarborough's Reading Rope; there are sections for the subcomponents of word recognition followed by subcomponents of language comprehension.
- o There is a third section to review components of reading comprehension, a fourth section to review writing, and a fifth section to review assessment materials.
- ❑ Select a section to review as a group to calibrate on the process of how to use the CEGs and the specific information that will be written into each field.
- ❑ Review each section as a group or individually, coming together afterwards to compare scores

During Review

- ❑ Use The Reading League's curriculum reviewer workbook to capture information.

Review Protocol

Process	Resource
1. Determine which section of the CEGs you will be reviewing and for what grades. Read through the red flags you will be searching for.	The Reading League's Curriculum Evaluation Guidelines
2. Locate evidence of red flags within the curriculum (e.g., scope and sequence, individual lessons, ancillary materials) a. Review the scope and sequences for evidence of components b. Thoroughly examine modules/units and individual lessons c. Review ancillary Tier I curriculum materials for evidence (e.g., assessment documents)	Curriculum Materials
3. As you review each component, determine the extent to which the corresponding red flag statement is true, then select the appropriate rating in the drop down menu for that component as outlined below: • 1 - Red Flag statement is False • 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned	Reviewer Workbook

• 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum • 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum	
4. Use the notes section of each component as needed or directed to by your team lead. Examples of helpful notes to capture would be keywords that describe a practice listed within the CEGs, specific examples, and precise locations of evidence.	Reviewer Workbook
5. Determine if you will be looking for optional aligned components and if so, take notes in those sections.	Reviewer Workbook

After Review

1. Use the color-coded drop downs as a big picture view of the number of red flags within the reviewed curriculum.
2. Discuss detailed notes to consider the impact of the red flags on your review (e.g., form a plan to address red flags, determining if the curriculum meets your school or district's needs).

Optional: Team Lead Pre-Work

Every curriculum differs in its organization, setup, and keywords. It is recommended that your team lead completes a pre-work review of the curriculum to find general locations of where your review team should search for aligned or non-aligned components.

Curriculum Publisher/Title:

Grade Levels to Review:

Review Plan / Schedule:

Guidance before beginning the review:

Team leads should use this section to provide guidance to your team on where to locate evidence for specific sections (e.g., foundational skill lessons, scope and sequence, specific grade level materials).

Section 1: Components to Support Word Recognition

1A: Word Recognition Non-Negotiables

<u>Red Flag Statements: Word Recognition Non Negotiables</u>		<u>To what extent is this red flag statement true?</u>	<u>Evidence from curricular materials</u>
		1 - Red Flag statement is False 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum	1) Note the specific location (if applicable) Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
1.1	Three cueing-systems are taught as strategies for decoding in early grades (i.e., directing students to use picture cues, context	1	See details and examples below.

	cues, or attend to the first letter of a word as a cue).		
Notes and questions for group discussion:			
1.2	Guidance to memorize any whole words, including high frequency words, by sight without attending to the sound/symbol correspondences.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
1.3	Supporting materials do not provide a systematic scope and sequence nor opportunities for practice and review of elements taught (e.g., phonics, decoding, encoding).	1 ▾	See details and examples below.
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Word Recognition Non-Negotiables If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
1.4	Explicit instruction of phonemic awareness, phonics, and spelling		Amplify CKLA includes explicit instruction of phonemic awareness, phonics, and spelling skills

		as foundational components of its comprehensive literacy program. The CKLA Skills Strand includes explicit instruction in phonemic awareness, focusing on activities that help students recognize and manipulate individual sounds in spoken words. Amplify CKLA provides systematic and explicit phonics instruction, teaching students the relationship between letters and sounds to decode words accurately. In addition, students engage in spelling practice activities that integrate phonics knowledge to help them spell words correctly in both isolation and context. By incorporating explicit instruction in phonemic awareness, phonics, and spelling, Amplify CKLA supports students in developing strong foundational literacy skills essential for reading and writing proficiency. Examples: ■ Grade K, Skills 2 Teacher Guide, Lesson 5: Warm-Up, p. 50-51 ■ Grade K, Skills 4 Teacher Guide, Lesson 1: Introduce the Sound /n/, p. 13-15 ■ Grade K, Skills 5 Teacher Guide, Lesson 10: Student Chaining, p. 120 ■ Grade 1, Skills 6 Teacher Guide, Lesson 11: Introduce Spelling Words, p. 124-125
1.5	Systematic scope and sequence of skills building from simple to complex.	Amplify CKLA includes a systematic scope and sequence of phonics skills that build progressively from simple to complex concepts. The curriculum is designed to ensure that students develop a strong

		foundation in phonics by introducing skills in a sequential and structured manner. CKLA presents phonics skills in a carefully sequenced order, starting with basic letter-sound correspondences and progressing to more complex phonics patterns and rules. This sequential approach allows students to build phonics skills incrementally. The curriculum guides students through a structured progression of phonics skills, moving from single-letter sounds to digraphs, blends, vowel teams, diphthongs, and advanced phonics patterns. This gradual increase in complexity supports students in mastering phonics concepts step by step. Amplify CKLA provides a comprehensive and structured approach to phonics instruction that supports students in developing essential decoding and encoding skills for reading and writing proficiency. Examples: ■ K-5 Knowledge Scope and Sequence ■ Grade K, Skills 3 Teacher Guide, Lesson 1: Introduce the Sound /m/, p. 18-19 ■ Grade K, Skills 7 Teacher Guide, Lesson 1: Introduce the Sound /ch/, p. 13-14 ■ Grade 1, Skills 2 Teacher Guide, Lesson 3: Introduce the Sound /ae/, p. 41 ■ Grade 1, Skills 7 Teacher Guide, Lesson 1: Spelling Alternatives for /ae/, p. 12-13
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		■ Grade 2, Skills 5 Teacher Guide, Lesson 13: Introduce /ə/ + /L/ > 'el' and 'le', p. 153-154
1.6	Curriculum and support materials that provide opportunities for practice and interleaving of elements taught (e.g., phonics, decoding, encoding).	Amplify CKLA Skills strand provides opportunities for practice and interleaving of elements taught, including phonics, decoding, and encoding. CKLA integrates phonics, decoding, and encoding practice within the context of reading, spelling, and writing tasks. This integration helps students see the connections between different literacy elements and apply their skills in authentic situations. Examples: ■ Grade K, Skills 4 Teacher Guide, Lesson 2: Pocket Chart Chaining for Reading, p. 29 ■ Grade 1, Skills 2 Teacher Guide, Lesson 3: Practice /ae/ > 'a e', p. 44-45 ■ Grade 1, Skills 6 Teacher Guide, Lesson 10: Spelling Tree for /n/, p. 109 ■ Grade K, Skills 8 Teacher Guide, Lesson 12: Introduce the Story, p. 131-134 ■ Grade 2, Skills 3 Teacher Guide, Lesson 3: Practice /ae/ > 'a', 'a e', 'ai', and 'ay' and Tricky Spelling 'a', p. 42-43

1B: Phonological and Phoneme Awareness

<u>Red Flag statements:</u> <u>Phonological and Phoneme Awareness</u>	<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is False 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum	<u>Evidence from curricular materials</u> 1) Note the specific location (if applicable) - (e.g., Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
1.7 Instruction only attends to larger units of phonological awareness (syllables, rhyme, onset-rime) without moving to the phoneme level (e.g., blends such as /t/ /r/ are kept intact rather than having students notice their individual sounds).	1	See details and examples below.

Notes and questions for group discussion:			
1.8	Instruction is focused on letters only without explicit instruction and practice with the phonemes that letters represent.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
1.9	Phoneme awareness is not taught as a foundational reading skill.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
1.10	Phonological and phoneme awareness are not assessed and monitored.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Phonological and Phoneme Awareness			
If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
1.11	Instruction includes larger units of phonological awareness (syllable, rhyme, onset-rime) in Pre-K and beginning of K (Note: instruction should progress to the phoneme level as soon as possible).		Amplify CKLA builds students' comprehensive phonological awareness skills through a developmental process that starts with the simplest elements. Students master prerequisite skills (such as

	environmental sounds and sound patterns), then begin identifying words in sentences, then syllables within words, then rhyming words, then alliteration, and finally individual sounds. Amplify CKLA focuses on sounds, or phonemes, as the primary organizing principle of the program rather than letters. Amplify CKLA focuses consistently on the phoneme, or single sound and not on larger units. Students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like <i>-ick</i> and initial clusters like <i>st-</i> are not taught as units but as combinations. Amplify CKLA includes simple and complex phonological awareness tasks. As an example, the following phonological awareness skills are taught in the Kindergarten curriculum: • Hear environmental sounds, hear words in phrases and sentences • Recognize and produce rhyming words • Count, clap, pronounce, blend, and segment syllables in spoken words • Blend and segment onsets and rimes of single-syllable spoken words • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new
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		words Examples: ■ Grade K, Skills 1 Teacher Guide, Lesson 1: Listening to Environmental Noises, p. 12-13 ■ Grade K, Skills 1 Teacher Guide, Lesson 7: Listening to Words, p. 70 ■ Grade K, Skills 2 Teacher Guide, Lesson 2: Warm-Up (Syllable Blending), p. 19-20 ■ Grade K, Skills 2 Teacher Guide, Lesson 9: Warm-Up (Sound Blending), p. 83 ■ Grade K, Skills 3 Teacher Guide, Lesson 1: Introduce the Sound /m/, p. 18-19 ■ Grade K, Skills 5 Teacher Guide, Lesson 1: Rhyming Words, p. 14
1.12	Phoneme awareness is taught directly, explicitly, and systematically.	Amplify CKLA provides explicit and comprehensive instruction in foundational skills, beginning each new sound-spelling pattern with focused instruction on identifying and practicing the sound before introducing its written representation. Skills lessons focus heavily on teacher/student interaction through a systematic "I do, we do, you do" approach. Teachers first model new skills explicitly, then guide students through collaborative practice, before transitioning to independent application. This structured approach ensures students master each component of new learning, from initial sound recognition through written representation, while providing ample opportunity for active student engagement and response throughout the lesson. Each Teacher Guide provides a detailed instructional outline for every lesson, including

		routines, examples, modeling, guiding questions and responses, and suggestions for additional support during and after lessons. The sequential lesson flow is easy to follow, with clear indicators of needed materials for each segment. For examples, see Grade K, Skills Unit 3, Lesson 3, and Grade 1, Skills Unit 3, Lesson 12. Examples: ■ Grade K, Skills 3 Teacher Guide, Lesson 3: Introduce the Sound /t/, p. 35-36 ■ Grade K, Skills 3 Teacher Guide, Lesson 3: Introduce the Spelling /t/ > 't', p. 36-37 ■ Grade K, Skills 5 Teacher Guide, Lesson 2: Introduce the Sound //, p. 27-28 ■ Grade 1, Skills 3 Teacher Guide, Lesson 12: Introduce the Sound /oi/, p 143-144 ■ Grade 1, Skills 4 Teacher Guide, Lesson 4: Introduce the Sound /ar/, p. 48
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1.13	Instruction includes conversations about the way sounds are made in the mouth (i.e., how the articulatory gestures of air flow, tongue and lip placement, vocal cord voicing are happening)	Amplify CKLA Skills Strand includes conversations about the way sounds are made up in the mouth. After the Warm-Up review exercise, a new sound is introduced in a Basic Code lesson. At first, the sound is experienced orally. Students hear the sound and say it while completing oral language exercises. The following is an example lesson where Kindergarten students practice articulating the /m/ sound using hand mirrors: • <i>Tell students the first sound they will learn is the /m/ sound.</i> • <i>Explain that we make sounds by putting parts of our mouth like our lips and our tongue into special positions while breathing out air.</i> • <i>Distribute a handheld mirror to each student.</i> • <i>Tell students to use the mirrors to watch the shape of their mouths as they say the sound /m/, drawing it out.</i> • <i>Ask students if their mouths are open or closed when they make this sound. (closed)</i> • <i>Ask what their lips do when they say the /m/ sound. (Lips are pressed together.)</i> • <i>Have students say the words printed below while looking into the mirrors.</i> • <i>Ask them to focus on the shape of their mouths.</i>
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		1. me 2. mat 3. man 4. map 5. mouse 6. mud 7. mad 8. mom Examples: ■ Grade K, Skills 3 Teacher Guide, Lesson 1: Introduce the Sound /m/, p. 18-19 ■ Grade K, Skills 4 Teacher Guide, Lesson 4: Introduce the Sound /f/, p. 51 ■ Grade K, Skills 5 Teacher Guide, Lesson 1: Short Vowel Sounds, p. 11-12 ■ Grade K, Skills 5 Teacher Guide, Lesson 1: Introduce the Sound/b/, p. 12-13 ■ Grade K, Skills 7 Teacher Guide, Lesson 5: Introduce the Sound/th/, p. 64
1.14	Instructional focus on attuning students to all phonemes in words (e.g., first, final, medial, phonemes in blends).	In each Basic Code lesson, Amplify CKLA students are first introduced to the individual phonemes orally. Then students may practice repeating several words that contain that sound found in the beginning, middle, and/or end of words. The following Skills lesson from Kindergarten is an example of this practice: ● <i>Tell students the new sound is /v/.</i> ● <i>Have students say the /v/ sound several times, drawing it out.</i> ● <i>Ask students to repeat a number of words that have the /v/ sound at the beginning: vet, van, vine, voice.</i> ● <i>Ask students to repeat a number of words having the /v/ sound at the end: have, give,</i>

love, move.

- Ask students whether /v/ is a consonant sound or a vowel sound. (It is a consonant sound.)
- Tell students that you are going to say some words. Some words will have the /v/ sound at the beginning of the word and some will have the /v/ at the end.
- Tell students to stand when you say a word that begins with the /v/ sound and clap when you say a word that has /v/ at the end.

1. Vince	4. Dave
2. five	5. prove
3. Val	6. vase

During Blending and Segmenting activities, Amplify CKLA students identify the location of individual phonemes found in words through hand gestures. Sound Boxes are used to help students identify the position of sounds in words. Additional Support lessons include Push & Say activities that provide supplementary blending and segmenting practice.

Examples:

- [Grade K, Skills 4 Teacher Guide, Lesson 6: Introduce the Sound /v/, p. 73](#)
- [Grade 1, Skills 3 Teacher Guide, Lesson 9: Introduce the Sound /ou/, p. 112-113](#)
- [Grade 1, Skills 3 Teacher Guide, Lesson 10: Teacher Chaining, p. 123](#)

		■ Grade K, Skills 6 Teacher Guide, Lesson 10: Dictation with Words, p. 129 ■ Grade 1, Skills 4 Teacher Guide, Lesson 15: Large Card Chaining, p. 172
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1C: Phonics and Phonic Decoding

Note: Decoding and Encoding are reciprocal processes and should be taught as such. This section includes similar components to the spelling components in Section 4. Reviewing these sections together may take less time than reviewing them separately.

Red Flag statements: Phonics and Phonic Decoding		To what extent is this red flag statement true?	Evidence from curricular materials
		1 - Red Flag statement is False 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum	1) Note the specific location (if applicable) -(e.g., Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
1.15	Letter-sound correspondences are taught opportunistically or implicitly during text reading	1	See details and examples below.

Notes and questions for group discussion:			
1.16	Instruction is typically “one and done;” phonics skills are introduced but with very little or short-term review.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
1.17	Key words for letter/sound correspondences are not aligned with the pure phoneme being taught (e.g., earth for /ĕ/, ant for /ă/, orange for /ŏ/).	1 ▾	See details and examples below.
Notes and questions for group discussion:			
1.18	Phonics instruction takes place in short (or optional) “mini-lessons” or “word work” sessions.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
1.19	The initial instructional sequence introduces many (or all) consonants before a vowel is introduced, short vowels are all taught in	1 ▾	See details and examples below.

	rapid succession and/or all sounds for one letter are taught all at once.		
Notes and questions for group discussion:			
1.20	Blending is not explicitly taught nor practiced.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
1.21	Instruction encourages students to memorize whole words, read using the first letter only as a clue, guess at words in context using a “what would make sense?” strategy, or use picture clues rather than phonic decoding.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
1.22	Words with known sound-symbol correspondences, including high frequency words, are taught as whole-word units, often as stand-alone “sight words” to be memorized.	1 ▾	See details and examples below.

Notes and questions for group discussion:			
1.23	Few opportunities for word-level decoding practice are provided.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
1.24	Early texts are predominantly predictable and/or leveled texts which include phonic elements that have not been taught; decodable texts are not used or emphasized.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
1.25	Advanced word study (Grades 2-5) Instruction in phonics ends once single syllable phonics patterns (e.g., CVC, CVCe) are taught.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
1.26	Advanced word study (Grades 2-5) No instruction in multisyllabic word decoding strategies and/or	1 ▾	See details and examples below.

	using morphology to support word recognition is evident.		
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Phonics and Phonic Decoding			
If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
1.27	Letter-sound correspondences are taught to automaticity in an explicit manner.	Amplify CKLA Skills provides systematic instruction in synthetic phonics built on a 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. It is not enough to teach students to be familiar with letters and sounds. To create strong, fluent readers, instruction must help students read words automatically and effortlessly. 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, since decoding has become automatic, their mental energy can be devoted to comprehension of more complex texts and topics).	

		Amplify CKLA’s Skills Strand organizes students’ reading experiences to maximize their practice in newly taught spelling-sound patterns. To develop this strand, Amplify CKLA created a unique database to index every word in the English language and determine the most frequent spelling patterns. Instruction is organized around this list, maximizing the words students can read. Amplify CKLA then moves students into engaging, well-written, decodable texts. The Amplify CKLA program (particularly within Grades K-2) is typically described as a synthetic-phonics approach; however, the lessons actually take a multi-prong approach to teaching children phoneme-letter patterns, sight words, and word patterns. Thus, Amplify CKLA reflects a blended approach consistent with the latest research on phonics instruction. In Amplify CKLA, the Kindergarten year is the year that most strongly adheres to a strict synthetic-phonics approach. In Kindergarten, children are first taught to relate a single spelling to each of the 44 sounds of English. Amplify CKLA seeks to minimize the challenges of this approach (i.e., that children will encounter exceptions to what they know) by teaching children the most common and least ambiguous spelling for each sound of English
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		(e.g., a_e is taught for a long “a” sound because there are few exceptions). The instructional approach taken in Grades 1 and 2 is a blended approach, where children are still given information in single sound-letter patterns, but this information is introduced in ways that also builds their understanding of larger-grained units of words (e.g., syllables, rimes). For example, research states that the rime pattern -ight occurs approximately 90 times in English, thus making it a potentially useful rime pattern to know (Goswami, 2005). Although the Amplify CKLA program would not teach -ight as a whole, it will teach that “igh” is an alternative spelling for the long “i” sound. Within such a lesson, children will examine words that have this “igh” spelling versus words with other spellings of the long /ie/ sound (e.g., i_e) and will—explicitly and with teacher guidance—examine lists of words following these two spelling patterns and discuss commonalities among words. In this way, the Amplify CKLA approach, while synthetic in its premise, actually embeds instruction around phoneme-level and word-, syllable-, rime-level information. Thus, it shows consistency with the research that speaks to the value of learning multiple strategies when learning to read English.
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		Examples: ■ Grade K, Skills 3 Teacher Guide, Lesson 9: Introduce the Sound /i/, p. 91 ■ Grade 1, Skills 2 Teacher Guide, Lesson 6: Introduce the Sound /ie/, p. 78 ■ Grade 1, Skills 2 Teacher Guide, Lesson 6: Practice /ie/ > 'i e', p. 81 ■ Grade 1, Skills 2 Teacher Guide, Lesson 6: Reading, p. 82-83
1.28	Phonics instruction includes cumulative review including application in reading and writing.	The Amplify CKLA Skills phonics program was designed with the cognitive science of practice in mind; it explicitly weaves in all three dimensions of systematic practice across lessons, units, and grades. In K-2, the program introduces an average of 5-10 letter-sound relationships within each unit of instruction; each unit lasts approximately 2-3 weeks and includes frequent, spiraling review and daily practice. Within each unit and across units, students apply what they have learned to reading words, phrases, sentences, and in connected texts (Student Readers). Reading and writing skills are taught in tandem, so students continually apply what they have learned in writing activities tied to the lessons. Examples:

		■ Grade K, Skills 4 Teacher Guide, Lesson 8: Pocket Chart Chaining for Reading, p. 100 ■ Grade K, Skills 7 Teacher Guide, Lesson 3: Sound/Spelling Review, p. 40 ■ Grade 1, Skills 3 Teacher Guide, Lesson 1: Practice /oo/ > 'oo', p. 15 ■ Grade 1, Skills 3 Teacher Guide, Lesson 6: Introduce Spelling Words, p. 79-80 ■ Grade 1, Skills 5 Teacher Guide, Lesson 6: Reading, p. 77-79
1.29	Phonics instruction is systematic and sequential, building from simple letter-sound correspondences to complex phonic patterns (i.e., instruction begins with short vowels and consonants).	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. For example, the Skills Strand for Kindergarten is divided into ten units. In these ten units, teachers will introduce ten vowel sounds and twenty-five consonant sounds and teach students the most common, or least ambiguous spelling for each sound. The sequence of vowels

		and consonants provides a mix so that students can soon begin to assemble the sounds into simple VC and CVC words, such as the following in the first several lessons of Kindergarten Unit 3: <i>mat, dad, at, ad, am, and at.</i> Examples: ■ Grade K, Skills 3 Teacher Guide, Lesson 3: Introduce the Sound /t/, p. 35 ■ Grade K, Skills 3 Teacher Guide, Lesson 5: Sound/Spelling Review, p. 53 ■ Grade K, Skills 8 Teacher Guide, Lesson 12: Introduce Spelling Alternatives, p. 129 ■ Grade 2, Skills 3 Teacher Guide, Lesson 19: Introduce /aw/ > 'aw' and 'au', p. 236
1.30	Segmenting and blending are taught explicitly and practiced regularly, in both decoding and encoding.	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 The rules of chaining are as follows: RULE 1: Only one sound/spelling changes at a time.

		RULE 2: There are only three permissible types of changes: a. Addition: a sound/spelling is added (ad > mad) b. Deletion: a sound/spelling is taken away (mad > ad) c. Substitution: one sound/spelling is substituted for another (mat > cat) Chaining allows teachers to use a consistent and concise routine to support the practice of segmenting and blending in both decoding or encoding unknown words. Lessons are designed around the “I do, we do, you do” approach so that there is ample opportunity for teachers to model, guide, and support students as they learn. The instruction is not passive; students respond in many different ways during lessons. Examples: ■ Grade K, Skills 3 Teacher Guide, Lesson 5: Pocket Chart Chaining for Reading, Pocket Chart Chaining for Spelling, p. 54-55 ■ Grade K, Skills 4 Teacher Guide, Lesson 1: Oral Segmenting, p. 10-12 ■ Grade K, Skills 3 Teacher Guide, Lesson 1: Oral Blending, p. 17-18 ■ Grade K, Skills 5 Teacher Guide, Lesson 12: Teacher Chaining, p. 140 ■ Grade K, Skills 6 Teacher Guide, Lesson 8: Dictation with Words, p. 107
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		■ Grade 1, Skills 5 Teacher Guide, Lesson 2: Segment and Blend Two-Syllable Words, p. 27
1.31	Explicit instruction directs students' attention to the structure of the word; the emphasis is on phonic decoding.	The Amplify CKLA program begins by teaching the most common and least ambiguous spellings for sounds and then moves on to introduce the more complex parts of the writing system. English spelling code is taught explicitly, beginning with the easiest, least ambiguous, and most frequently used parts of the code and then adding complexity gradually. Amplify CKLA uses a synthetic phonics approach that teaches students to use code knowledge to blend through each sound in the word. Examples: ■ Grade K, Skills 3 Teacher Guide, Lesson 6: Pocket Chart Chaining for Reading, p. 64 ■ Grade 1, Skills 3 Teacher Guide, Lesson 11: Teacher Chaining, p. 135 ■ Grade 1, Skills 5 Teacher Guide, Lesson 2: Preview Spellings, p. 32 ■ Grade 2, Skills 1 Teacher Guide, Lesson 13: Review Two-Syllable Words, p. 149
1.32	Irregular high-frequency words are taught by drawing attention to both regular and irregular sounds once sound-spellings have been taught.	Amplify CKLA takes a strategic approach to teaching irregular high-frequency words by first ensuring students understand regular sound-spelling patterns, then explicitly

		highlighting both the predictable and unpredictable elements within these words, helping students recognize which parts follow typical phonetic patterns and which parts require memorization. The term “Tricky Word” is used in this program to refer to a word not pronounced quite the way you would expect based on the letters in its printed form, or is not spelled quite the way you would expect based on the sounds in the spoken word. When teaching a Tricky Word, the teacher emphasizes the parts of the words that are NOT tricky that follow regular code rules, and teaches the part(s) that are tricky explicitly. The term “sight word” is often used to describe a common word students should practice reading and learn to recognize rapidly. At the same time, a sight word may describe a Tricky Word. It is necessary to distinguish between words that are genuinely tricky (words like one, of, two, who, and could) and words that are high-frequency but pronounced as expected (words like in, at, on, this, that, and up). Words in this last category are not taught as Tricky Words, because there is actually nothing tricky about them. They can be read via blending, and students are taught to read them that way.
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		Tricky Words are first introduced in a scaffolded manner using the Picture Reader resource in Kindergarten. The Picture Reader presents one Tricky Word at a time with colorful rebus pictures. Each page in the Picture Reader has a very limited amount of written text, coupled with different rebus pictures. Examples: ■ Grade K, Skills 7 Teacher Guide, Lesson 3: Introduce Tricky Word: Down, p. 40-43 ■ Grade K, Skills 9 Teacher Guide, Lesson 2: Introduce Tricky Words: Why, To, p. 23 ■ Grade 1, Skills 3 Teacher Guide, Lesson 7: Introduce Tricky Words: Could, Should, Would, p. 88 ■ Grade 2, Skills 2 Teacher Guide, Lesson 4: Tricky Words: All, Who, p. 64
1.33	Opportunities to practice decoding regular and irregular words in isolation are provided.	In daily phonics instruction, students are given opportunities to practice newly learned sound-spellings in exercises that use words in isolation, such as in word lists that are read aloud, word sorts, chaining activities, and others. Students are assessed regularly for word reading in isolation skills, and Additional Support activities provide more word reading practice. For example, in Push & Say activities, students read words and select the letter cards for the sound/spellings they identified as they segment the word into phonemes. They place

		the letter cards below the Sound Boxes in the correct positions from left to right. Then, they will push the cards from the boxes from left to right and say the sound as each letter card is pushed. Next, students run their fingers under the word in one smooth motion and say the whole word blended. Examples: ■ Grade K, Skills 8 Teacher Guide, Lesson 6: Teacher Chaining, p. 70 ■ Grade 1, Skills 4 Teacher Guide, Lesson 2: Word Sort /er/ or /r/?, p. 25 ■ Grade 1, Skills 5 Teacher Guide, Lesson 10: Word Baseball, p. 128 ■ Grade 1, Skills 7 Teacher Guide, Lesson 1: Spelling Tree for /ae/, p. 13 ■ Grade 2, Skills 2 Teacher Guide, Lesson 1: Pop-Out Chaining, p. 16
1.34	Instruction includes spaced practice and interleaving of skills taught (e.g., practicing old and new phonics patterns in one activity, practicing a learned phonics pattern in reading <i>and</i> spelling).	Sound-spelling reviews are a regular feature of daily instruction, often done in the Warm-Up activity before core instruction. The activity reviews all the sound-spellings taught to that point and incorporates letter cards and other materials. Students not only identify sounds associated with letters but also distinguish between vowels and consonants and identify letter teams. Students also review phonics/encoding skills during dictation activities.

		Examples: ■ Grade K, Skills 7 Teacher Guide, Lesson 2: Sound/Spelling Review, p. 26 ■ Grade 1, Skills 2 Teacher Guide, Lesson 5: Introduce the Story, Preview Spellings, p. 68 ■ Grade 1, Skills 5 Teacher Guide, Lesson 9: Introduce Tricky Spelling 'g', p. 113
1.35	Phonics skills are practiced by applying letter-sound knowledge in decodable texts that match the phonics elements taught, securing phonic decoding.	Amplify CKLA offers extended practice through the use of original, decodable Student Readers. In Grades K–2, Skills Strand Student Readers are fully decodable grade-level text, as they consist of words using the specific letter-sound correspondences that students have already learned. These highly engaging chapter books are used in instruction for code practice, fluency, comprehension, and vocabulary development. A text-based discussion follows each text selection. These 100% decodable readers are uniquely designed to provide intensive practice with the code within an authentic reading experience. By eliminating the distraction of encountering untaught spelling patterns or exceptions, these dynamic chapter books expose students to a wealth of topics, reinforce the feeling of reading success, and inspire them to want to read more.

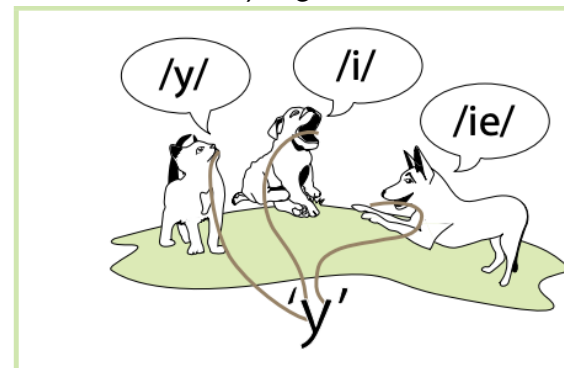
		Student Readers (one per student per unit, beginning in Grade K, Unit 6) contain 100% decodable text aligned to the sequence of phonics instruction. These readers give students the opportunity to practice recently taught spellings, and as units and grades progress, their engaging chapter-book format. For example, the Grade K, Unit 6 Reader houses 11 decodable stories. Examples: ■ Grade K, Skills 8 Teacher Guide, Lesson 3: Reading, p. 42-45 ■ Grade K, Skills 8 Student Reader, <i>Sam</i> ■ Grade 1, Skills 4 Teacher Guide, Lesson 15: Reading, p. 173-175 ■ Grade 1, Skills 4 Student Reader, <i>The Green Fern Zoo</i> ■ Grade 1, Skills 7 Teacher Guide, Lesson 7: Reading, p. 73-74 ■ Grade 2, Skills 3 Teacher Guide, Lesson 2: Reading, p. 30-33
1.36	Advanced Word Study (Grades 2 and above): Instruction begins with basic letter-sound correspondences followed by increasingly more complex patterns such as syllable types, morphemes, and etymological influences (i.e., word origins).	Amplify CKLA Skills instruction begins with basic letter-sound correspondences and increases to more complex code and patterns. As Grade 2 students increase their level of code knowledge, they are faced with more complex syllable types in multisyllabic words in their Student Readers. Grade 2 students acquire the tools needed to decode more challenging

		multisyllable words. In Grades 3–5, basic and advanced phonics code knowledge is reviewed and more complex foundational skills knowledge becomes the instructional focus, including spelling patterns, morphology, syntax, and vocabulary. Amplify CKLA provides lessons that include oral and written activities that present opportunities to apply morphology skills. Morphology instruction begins in Grade 3, and students in Grades 4 and 5 continue to study word parts, including prefixes, suffixes, root words, and word origins, including Greek and Latin roots. Students continue to learn and apply advanced word analysis skills through spelling, morphology, and grammar lessons. Prefixes, suffixes, and roots are included. For example, in Grade 4 students study the prefixes ‘un-’, ‘non-’, ‘en-’, ‘im-’, and ‘in-’, as well as the suffixes ‘-y’, ‘-ly’, ‘-ible’, ‘-able’, ‘-ful’, and ‘-less’. They also use the roots ‘arch’, ‘graph’, ‘rupt’, ‘port’, and ‘bio’ to read and determine the meaning of words. In addition, Amplify CKLA’s Skills Supplement for Grades 3–5 reinforces and builds on K–2 Skills instruction. This supplemental instruction provides a comprehensive review of and expansion on foundational reading skills, such as phonological awareness, phonics and word
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		recognition, fluency, morphology, reading comprehension, and encoding. The Skills Supplement for Grades 3-5 program begins by reviewing the most common spelling for a sound (the basic code spelling). Later, it teaches spelling alternatives for sounds that can be spelled several ways. Complexity is gradually added as students gain confidence and automatize their reading and writing skills. Examples: ■ Grade 2, Skills 5 Teacher Guide, Lesson 15: Introduce /sh/ + /ə/ + /n/ > 'tion', p. 178 ■ Grade 3, Unit 1 Teacher Guide, Lesson 5: Syllables with Consonant 'le', p. 133 ■ Grade 4, Unit 5 Teacher Guide, Lesson 11: Morphology: Suffixes and Roots, p. 307-309 ■ Grade 4, Unit 2 Teacher Guide, Lesson 2: Morphology: Introduce Prefixes un- and non-, p. 54-56
1.37	Advanced Word Study (Grades 2 and above): Includes more advanced phonics skills (e.g., second sounds of c/g, digraphs, variant vowels).	Amplify CKLA Skills instruction includes more advanced phonics skills such as spelling alternatives, digraphs, and variant vowels. In Grade 1, students review Basic Code sound-spellings and begin to learn Advanced Code spelling alternatives (different ways to spell the 44 phonemes). CKLA students continue to learn additional Advanced Code spelling

alternatives in Grade 2. For example, Grade 2 students learn about the various sounds created by 'y' spelling, including /i/ and /y/, and are introduced to the /ie/ sound. The following is an excerpt from that lesson:

- *Tell students that the letter 'y' is really tricky. They have already learned two sounds the letter 'y' can represent: the consonant sound /y/ and the vowel sound /i/.*
- *Today they will learn another new sound the letter 'y' can also represent.*
- *Explain the new sound the spelling 'y' can represent is /ie/ as in try.*
- *The tug of war for 'y' as a tricky spelling is now a three-way tug of war.*

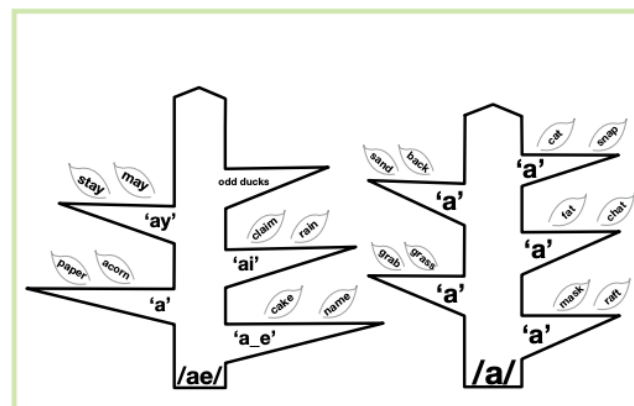


The lesson continues as students practice reading words that contain the various sounds spelled with 'y'. The use of the Vowel and Consonant Code Posters during Skills lessons helps students in Grades 1 and 2 to keep this information organized. The Individual Code

Charts are a reference document for students. The Individual Code Charts show the variety of spellings associated with each sound, and they support independent decoding and encoding. The Sound Bar (found on Spelling Cards and Code Charts) is a visual aid to help students understand how common a spelling is for a particular sound.

/əl + /l/	al animal	le apple	el travel	ul awful	il pencil			8
/ae/	a paper	a_e cake	ai wall	ay day	ey hey	eigh weight	ea great	
/ee/	y funny	e me	i ski	ee bee	ea beach	ie cookie	ey key	e_e Pe'e
/ie/	i biking	i_e bite	y try	ie tie	igh right			
/oe/	o open	o_e home	ow snow	oa boat	oe toe			
/ue/	u unit	u_e cure	ue cue					

In Grades 1 and 2, CKLA teachers use Spelling Trees in several lessons across the year. The Spelling Trees help students visualize multiple spellings for a single sound. Students can also see how common a particular spelling is, based on the length of the branches.



Examples:

- [Grade 2, Skills 3 Teacher Guide, Lesson 8: Tricky Spelling 'o', p. 102](#)
- [Grade 2, Skills 4 Teacher Guide, Lesson 6: Introduce Tricky Spelling 'y' > /ie/, p. 77](#)
- [Grade 2, Skills 5 Teacher Guide, Lesson 11: Introduce /ə/ + /l / > 'ul', 'al', and 'il', p. 136](#)
- [Grade 2, Skills 5 Teacher Guide, Lesson 11: Spelling Tree for /ə/ + /l /', p. 137](#)
- [Grade 3, Unit 1 Teacher Guide, Lesson: 4: Long Vowel Review, p. 113-114](#)
- [Grade 4, Unit 3 Skills Supplement Teacher Guide, Lesson 21: Read Words With /h/ > 'wh', p. 277-278](#)
- [Grade 5, Unit 4 Skills Supplement Teacher Guide, Lesson 2: Read Words With /shən/ > 'tion', p. 23-25](#)

1.38

For Multilingual Learners, once they decode the word accurately, supports (e.g., descriptions, pictures, or

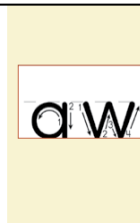
Amplify CKLA Teacher Guides include important pedagogical considerations for a variety of

	gestures) are used to teach or confirm the meaning of the decoded word(s).	learners in the Universal Access section. Throughout the Skills lessons, teachers are prompted to gather pictures and other items to help students confirm the meaning of words they've learned to decode. For example, in the Grade 1 Unit 3 Teacher Guide, directions are included for the teacher to "Bring in pictures that will help students understand the words <i>bloom, food, good, took, cook, cool</i> for Introducing Tricky Spelling 'oo' > /oo/ or /oo/." Examples: ■ Grade K, Skills 3 Teacher Guide, Lesson 2: Warm-Up, p. 26 ■ Grade K, Skills 5 Teacher Guide, Lesson 3: Introduce the Sound /r/, p. 39 ■ Grade 1, Skills 3 Teacher Guide, Lesson 7: Introduce Tricky Spelling 'oo' > /oo/ or /oo/, p. 86 ■ Grade 2, Skills 2 Teacher Guide, Lesson 3: Review Spellings for /ee/, p. 47
1.39	For Multilingual Learners, attention is paid to positive transfer of letters and sounds from their home language in addition to explicit attention to those not present in their home language.	In Amplify CKLA Skills lessons, attention is paid to the positive transfer of letters and sounds from a student's home language. In addition, notes in the Teacher Guides draw attention to sound-spellings that may be different in Spanish. For example, in Grade 1 Skills 3, the Teacher Guide explicitly states that the /aw/ vowel pronunciation does not exist in Spanish. Supports are included to scaffold the

pronunciation of this sound.

- Tell students that you are going to show them how to write the vowel sound /aw/.
- Write 'aw' on handwriting guidelines and describe what you are doing.
- Explain that the two letters work together as a team to stand for the /aw/ sound.

Note: There is not an /aw/ vowel pronunciation in Spanish. Students may need assistance with this sound. Explain that to make the /aw/ sound, open your mouth wide and make the sound by vibrating the back of your throat. Notice that your mouth is open wider than it is when you make the /oe/ sound.



Examples:

- [Grade K, Skills 4 Teacher Guide, Lesson 2: Introduce the Spelling /h/ > 'h', p. 28](#)
- [Grade K, Skills 5 Teacher Guide, Lesson 4: Introduce the Spelling /u/ > 'u', p. 52](#)
- [Grade 1, Skills 3 Teacher Guide, Lesson 15: Introduce the Spelling /aw/ > 'aw', p. 177](#)
- [Grade 2, Skills 1 Teacher Guide, Lesson 14: Review Tricky Spelling 'g', p. 162](#)

1D: Fluency

<u>Red Flag statements:</u> <u>Fluency</u>		<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is False 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum	<u>Evidence from curricular materials</u> 1) Note the specific location (if applicable) -(e.g., Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
1.40	Fluency instruction focuses primarily on student silent reading.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
1.41	Rate is emphasized over accuracy; priority is given to	1 ▾	See details and examples below.

	the student's ability to read words quickly.		
Notes and questions for group discussion:			
1.42	Word-level fluency practice to automaticity is not provided, or fluency is viewed only as text-reading fluency.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
1.43	Fluency is practiced only in narrative text or with repeated readings of patterned text.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
1.44	Fluency assessment allows acceptance of incorrectly decoded words if they are close in meaning to the target word (e.g., assessment based upon the cueing systems, M/S/V).	1 ▾	See details and examples below.
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Fluency If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			

1.45	Letter names and associated sounds are given sufficient opportunities for practice with feedback to ensure accuracy and automaticity.	Amplify CKLA lessons include sufficient time and practice dedicated to letter names and the associated sounds. CKLA begins by teaching the most common spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds that can be spelled several different ways. The system is kept simple at first, and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills. Observation forms are included in the Teacher Guides. CKLA does not emphasize the use of letter names in the early lessons of Kindergarten, because what is most important for reading is not the letter names but the sound values the letters stand for. To read the word cat, it is essential to think and say /k/ /a/ /t/, not “see aay tee.” When Kindergarten students have learned many letter sounds and the letter names are no longer likely to interfere with decoding, the letter names will be introduced. Letter names are reviewed and assessed in Grades 1-2. Examples: ■ Grade K, Skills 4 Teacher Guide, Lesson 1: Sound/Spelling Review, p. 13 ■ Grade K, Skills 5 Teacher Guide, Lesson 16: Sound Dictation, p. 180 ■ Grade 1, Skills 6 Teacher Guide, Lesson 3: Speedy Sound Hunt, p. 35
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		■ Grade 2, Skills 3 Teacher Guide, Lesson 9: Warm-Up, p. 117
1.46	Instruction includes teacher-led modeling, oral reading by students, and immediate feedback.	The approach to fluency within Amplify CKLA reflects the goal of fluency work as being an integrated task (one that supports decoding and comprehension), and the fluency work sits within the broader structure of the Skills strand, which places emphasis on practice for mastery and motivation. Thus, fluency work is an integrated aspect of the program’s systematic approach to instruction and practice. Amplify CKLA develops fluent readers by supporting them to read increasingly complex texts in later elementary and beyond. The decodable readers—by carefully scaffolding the words students encounter—help students read fluently, with purpose and understanding. Teachers model reading fluency during Demonstration Story lessons and when new stories are introduced, followed by students rereading the text in whole group or partner reading activities. During partner reading, teachers may monitor students’ fluency skills by listening and recording information in Anecdotal Reading Records, provided in the Teacher Guide. Students may also practice fluency using the audio-enhanced e-readers available on the Student Hub.

		Take-home materials designed to be read in the home environment with support, strengthen student fluency. Starting in Grade 2, there are additional online Fluency Packets that correspond to each unit. Teachers are prompted throughout the curriculum to keep anecdotal reading records when students read aloud. 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. Formal fluency assessments begin at the end of Grade 1 and continue throughout the program. Examples: ■ Grade K, Skills 7 Teacher Guide, Lesson 10: Reading, pp. 124-125 ■ Grade K, Skills 8 Teacher Guide, Lesson 6: Reading, pp. 72-75 ■ Grade 1, Skills 1 Teacher Guide, Lesson 19: Reading, pp. 209-211 ■ Grade 1, Skills 2 Teacher Guide, Lesson 10: Reading, pp. 123-126 ■ Grade 1, Skills 3 Teacher Guide, Lesson 3: Read "The Two Dogs", p. 42
1.47	Reading accuracy and automaticity are emphasized as the hallmarks of fluent reading.	Amplify CKLA is built on the premise that reading fluently requires automaticity in

		decoding text. The extent to which students are not able to decode quickly, accurately, and automatically will impact their understanding of what they read. The rate at which students read is monitored regularly as a benchmark for grade level and time of year, but the focus of daily instruction is not on speed, but all three aspects of reading fluency: accuracy, rate, and prosody (expression). These three factors, but especially accuracy and prosody, have a large impact on student comprehension of text. Examples: ■ Grade 2, Skills 1 Teacher Guide, Lesson 15: Reading, p. 177 ■ Grade 1, Skills 7 Teacher Guide, Lesson 20: Fluency Assessment, p. 201 ■ Grade 2, Skills 4 Teacher Guide, Lesson 10: Reading, p. 136 ■ Grade 1, Skills 2 Teacher Guide, Lesson 3: Reading, p. 45
1.48	Word-level fluency practice is provided.	Students are provided with multiple opportunities to read words outside of connected text through a variety of lesson activities. For example, during phonics lessons, particularly in “Introduce the Spelling” or “Review the Spelling” segments, students are asked to both decode and encode words. Wiggle Cards, short word, phrase, and sentence reading exercises, provide students with a short burst of

		practice in reading words from recently learned sound-spellings. In Grade 2 Skills Unit 1, students review reading two-syllable words by reading aloud from a list of words (written on the board or projected from the online materials) by blending the syllables first before putting the two syllables together. This type of practice will increase students' accuracy and automaticity as their blending skills become more competent. Examples: ■ Grade 2, Skills 3 Teacher Guide, Lesson 1: Word Baseball, p. 16 ■ Grade 2, Skills 3 Teacher Guide, Lesson 10: Spelling Alternatives for /oe/, p. 131 ■ Grade K, Skills 4 Teacher Guide, Lesson 2: Pocket Chart Chaining for Reading, p. 29 ■ Grade 1, Skills 3 Teacher Guide, Lesson 14: Wiggle Cards, p. 166 ■ Grade 2, Skills 1 Teacher Guide, Lesson 13: Review Two-Syllable Words, p. 149
1.49	Connected text fluency practice is provided encouraging students to read with prosody (e.g. decodable texts, poetry, readers' theater, paired reading)	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 (NOTE: K-2 students are exposed to informational texts in the Knowledge strand that feature more complex texts in the form of Read-Alouds). For example, students in Grade 2 read their first

		entirely informational text Student Reader, in the last unit, but students in Grades 3-5 read a mix of texts in the core Student Readers throughout the year. Students in all grades have many other opportunities to practice fluency through lesson practice and exercises in the Activity Books. Fluency Packets in Grades 2-5 consist of selections from a variety of genres, including poetry, folklore, fables, fiction, nonfiction, and other selections. These selections provide opportunities for students to practice reading with fluency and expression (prosody). 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. As they gain accuracy and confidence, they will naturally begin to read more quickly. Examples: ■ Grade 2, Skills 1 Teacher Guide, Lesson 19: Purpose for Reading, p. 220 ■ Grade 2, Skills 2 Teacher Guide, Lesson 5: Purpose for Reading, p. 81 ■ Grade 2, Skills 4 Teacher Guide, Lesson 5: Introduce the Story, p. 68
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		■ Grade 2, Skills 5 Teacher Guide, Lesson 2: Read “The Beginning”, p. 27 ■ Grade 2 Fluency Packet ■ Grade 3, Unit 3 Teacher Guide, Lesson 3: Reading, p. 43															
1.50	For Multilingual Learners, additional support is included whenever possible to ensure students understand the meaning of words being read.	Amplify CKLA includes additional support to help ensure students understand the meaning of words being read. CKLA includes Spanish cognates in many lessons across the curriculum to support students in their language acquisition. For example, Teacher Guides include vocabulary charts identifying vocabulary words with Spanish cognates. <table border="1"> <caption>Vocabulary Chart for “Changing Ways of Life”</caption> <thead> <tr> <th>Type</th><th>Tier 3 Domain-Specific Words</th><th>Tier 2 General Academic Words</th></tr> </thead> <tbody> <tr> <td>Vocabulary</td><td></td><td>generation environment embellish dispersed</td></tr> <tr> <td>Spanish Cognates</td><td></td><td>generación embellecer disperso</td></tr> <tr> <td>Multiple-Meaning</td><td></td><td></td></tr> <tr> <td>Sayings and Phrases</td><td></td><td></td></tr> </tbody> </table> In other CKLA lessons, teachers are prompted in our Universal Access section of the Teacher Guide to support student learning with images. For example, in Grade 1 Skills 2, the Teacher Guide recommends that teachers “Gather pictures to illustrate the following words for Introduce the Sound /ee/: eat, eagle, meat, bee,	Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Vocabulary		generation environment embellish dispersed	Spanish Cognates		generación embellecer disperso	Multiple-Meaning			Sayings and Phrases		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words															
Vocabulary		generation environment embellish dispersed															
Spanish Cognates		generación embellecer disperso															
Multiple-Meaning																	
Sayings and Phrases																	

		key, tree, cheek, bean.” Later in the lesson, teachers use these images to support students while they practice decoding words that contain the /ee/ sound. Examples: ■ Grade 2, Skills 3 Teacher Guide, Lesson 10: Introduce the Story, p. 132 ■ Grade 1, Skills 6 Teacher Guide, Lesson 16: Introduce the Story, p. 173 ■ Grade 3, Unit 1 Teacher Guide, Lesson 3: Vocabulary: “The Open Road”, p. 77 ■ Grade 2, Skills 5 Teacher Guide, Lesson 8: Purpose for Reading, p. 110
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Section 2-4: Components to Support Language Comprehension, Reading Comprehension, & Writing

2-4 Non-Negotiables: Language Comprehension, Reading Comprehension, and Writing

Red Flag statements: <u>Language Comprehension Non Negotiables</u>	<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is False 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum. 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum	<u>Evidence from curricular materials</u> 1) Note the specific location (if applicable) -(e.g., Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
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2-4.1	(LC, RC, W) In early grades, the instructional framework is primarily a workshop approach, emphasizing student choice and implicit, incidental, or embedded learning.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
2-4.2	(LC, RC, W) Students are not exposed to rich vocabulary and complex syntax in reading and writing materials.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
2-4.3	(RC) Comprehension activities focus mainly on assessing whether students understand content (the product of comprehension) instead of supporting the process of comprehending texts.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
2-4.4	(RC, W) Writing is not taught or is taught separately from reading at all times.	1 ▾	See details and examples below.

Notes and questions for group discussion:			
2-4.5	(LC, RC) Questioning during read-alouds focuses mainly on lower-level questioning skills.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Language Comprehension, Reading Comprehension, and Writing Non-Negotiables If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
2-4.6	(LC, RC, W) There is a clear and consistent instructional framework, featuring a comprehensive scope and sequence of elements of language comprehension, reading comprehension, and writing taught in an explicit system.	Amplify CKLA includes a clear and consistent instructional framework, featuring a comprehensive scope and sequence of elements of language comprehension, reading comprehension, and writing taught explicitly using authentic, grade-level complex text and integrating skills around texts and topics. Amplify CKLA is designed to provide explicit instruction in a systematic and structured manner, guiding students through developing essential literacy skills. CKLA offers a detailed scope and sequence that outlines the progression of language comprehension, reading comprehension, and writing skills. This structured approach ensures	

		that students are introduced to concepts logically, building upon foundational skills before advancing to more complex topics. Examples: ■ Grades K-5 Knowledge Scope and Sequence ■ Grade 1, Knowledge 2 Teacher Guide, Lesson 2: The Body's Framework, p. 20-31 ■ Grade 2, Knowledge 7 Teacher Guide, Lesson 7: "Knoxville, Tennessee", p. 87-99 ■ Grade 3, Unit 9 Teacher Guide, Lesson 7: Little Melba Liston, p. 110-126 ■ Grade 4, Unit 1 Teacher Guide, Lesson 2: Character Traits, p. 38-59
2-4.7	(LC, RC, W) Students are exposed to rich vocabulary and complex syntax in reading and writing materials and orally, including but not limited to read alouds, at language levels beyond students' reading levels.	In Amplify CKLA, students are exposed to rich vocabulary and complex syntax in reading and writing materials and orally, including but not limited to Read-Alouds, at language levels beyond students' reading levels. All Amplify CKLA anchor texts are selected for both qualitative and quantitative complexity and have been analyzed for meaning, purpose, text structure, language clarity, rich vocabulary, acquisition, 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. These unique CKLA Student Readers only

		contain words with sound-spelling correspondences students have previously learned, and they are aligned to grade-level Lexiles. While students are learning to decode in the Skills Strand, the Knowledge Strand Read-Alouds provide students with above-grade-level content and vocabulary. When students become fluent readers, they will recognize and understand these words and ideas in complex texts. By Grades 3–5, decoding will have become sufficiently automatic and fluent to allow for integrated instruction. While there are still Read-Alouds (oral literacy continues to outstrip reading literacy at this age), the focus is increasingly on student reading of complex text. Examples: ■ Grade 1, Knowledge 5 Teacher Guide, Lesson 4: Learning About Landforms, p. 57-73 ■ Grade 3, Unit 5 Teacher Guide, Lesson 5: Reading, p. 104-109 ■ Grade 4, Unit 6 Teacher Guide, Lesson 12: Reading, p. 253-268 ■ Grade 5, Unit 9 Teacher Guide, Lesson 3: Reading, p. 46-56
2-4.8	(LC, RC, W) For Multilingual Learners, instruction in English language development (ELD) and acquisition is	Amplify CKLA materials support language and content learning for linguistically diverse

	included to support reading comprehension and continued reading and writing development.	students. Multilingual/English learner (ML/EL) supports are integrated into each lesson and offer strategies teachers may use to support ML/ELs at various levels (entering, emerging, transitioning, etc...). Lesson segments also include Support Sidebars for providing additional scaffolding and pedagogical suggestions that could benefit ML/ELs. Examples: ■ Grade K, Knowledge 7 Teacher Guide, Lesson 8: Comprehension Questions, p. 137-138 ■ Grade 1, Knowledge 10 Teacher Guide, Lesson 9: Writing Sentences from Information, p. 118-119 ■ Grade 3, Unit 3 Teacher Guide, Lesson 4: Looking at the Language, p. 63-64 ■ Grade 5, Unit 5 Teacher Guide, Lesson 1: Read-Aloud: Chapter 1, p. 14-24
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Section 2: Components to Support Language Comprehension

Note: This section may take longer to complete, so it is recommended to review after you are familiar with a curriculum's design. Elements of language comprehension may not be apparent from the lesson title, so be sure to read multiple complete lessons across grade levels to review this section.

2B: Background Knowledge

<u>Red Flag statements:</u> <u>Language Comprehension</u> <u>Background Knowledge</u>	<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is False 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum	<u>Evidence from curricular materials</u> 1) Note the specific location (if applicable) -(e.g., Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
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2.1	Read-aloud opportunities emphasize simple stories or narrative texts. Read-aloud text is not sufficiently complex and/or does not include knowledge-building expository texts (i.e., topics related to science, social studies, current events).	1 ▾	See details and examples below.
Notes and questions for group discussion:			
2.2	Opportunities to bridge existing knowledge to new knowledge is not apparent in instruction.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
2.3	Advanced (Grades 2-5): For students who are automatic with the code, texts for reading are primarily leveled texts that do not feature a variety of diverse, complex, knowledge-building text sets to develop background knowledge in a variety of subject areas.	1 ▾	See details and examples below.
Notes and questions for group discussion:			

OPTIONAL Observations: Aligned Practices for Background Knowledge		
If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:		
2.4	Read-aloud opportunities (for students who are still learning the code) and text reading opportunities (for students who are automatic with the code) feature a variety of diverse, complex texts, including narrative and expository texts above grade-level to develop background knowledge and vocabulary in a variety of subject areas.	The Knowledge Strand is centered around complex narrative and informational read-aloud texts. The Knowledge Strand focuses on background knowledge and vocabulary acquisition, analysis of complex text, and speaking and listening. Amplify CKLA's Knowledge sequence immerses students in a focused study of specific topics through carefully curated text sets that include various genres and text types in each unit, from informational texts to literary works, all centered around the domain topic. Students listen to Read-Aloud texts in the younger grades and experience a combination of read-aloud, shared reading, and independent reading in the older grades. Each lesson includes pauses for comprehension before, during, and after the reading. This instructional approach allows for students to process and make connections with the text. The Application segment in Knowledge Strand lessons provides the practice and scaffolding students need to collectively research and integrate content from what they have learned through the Read-Alouds.

		Amplify CKLA’s Read-Alouds of carefully sequenced texts provide a powerful way to build young students’ vocabulary by ensuring multiple exposures to new words and the ideas they represent. These Read-Alouds are more sophisticated than what younger students can read independently, so the teacher facilitates classroom discussions that get students to use the words they are learning. By hearing complex texts on a coherent and systematically ordered set of topics, students begin connecting words to each other and to words they already know, forming a web of words they will continue to construct throughout their lives. These words, and their connections, become students’ mental encyclopedias, allowing them to access continually, and ever more easily, the knowledge they need to understand what they read. Amplify CKLA includes explicit instructions for facilitating interactive, guided discussions of text. In daily reading and Read-Aloud exercises, students participate in discussions that require textual evidence, helping develop deeper analysis and comprehension skills. Read-Alouds are frequently used in Grade 3 and, to a more limited extent, in Grades 4 and 5. Examples: ■ Grade 2, Knowledge 1 Teacher Guide, Lesson 1: Read-Aloud, p. 13-18
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		■ Grade 3, Unit 3 Teacher Guide, Lesson 3: Taking Another Look at “Mother Doesn’t Want a Dog”, p. 43 ■ Grade 4, Unit 1 Teacher Guide, Lesson 3: Reading, p. 64-69 ■ Grade 5, Unit 2 Teacher Guide, Lesson 3: Reading, p. 72-79
2.5	Opportunities are provided to make connections between a new word or concept and other known words or concepts, relating ideas to experiences.	In Amplify CKLA, opportunities are provided for students to make connections to new words and concepts. This is most evident in the K-2 CKLA Knowledge strand that incorporates content-rich Read-Alouds and robust vocabulary instruction. The number and frequency of Read-Alouds is a unique characteristic of Amplify CKLA. It is important because students’ listening comprehension far exceeds reading comprehension during elementary school. While students are learning to decode, the Read-Alouds provide students with above-grade-level content and vocabulary. When students become fluent readers, they will then recognize and understand these words and ideas in complex texts. Decoding alone is not enough to fully understand a text. Students must have a web of knowledge and vocabulary to draw upon to learn about new ideas and concepts. The Amplify CKLA Knowledge Strand provides this through Read-Aloud texts covering a variety of domains. Over time, this gives

		students the best possible preparation to encounter and analyze new texts. As students progress into Grades 3-5, they continue to build these connections through structured discussions, writing activities, and explicit vocabulary instruction, relating new terms and concepts to previously learned content across domains while making connections to their personal experiences and real-world applications. Each Knowledge Domain begins with a Core Connections lesson segment when students are introduced to the topic or content. Students are frequently asked to make connections to prior knowledge as teachers preview the content through interesting and engaging learning experiences. For example, the first lesson of Grade 1 Knowledge Domain 4 introduces students to Astronomy through interactive discussions that explore students' understanding of Earth's atmosphere and outer space. In other units, students may construct timelines or complete KWL charts to introduce new concepts. The lessons that follow incorporate time for review and questions. Additional opportunities for students to make connections to new words are provided during Word Work activities. These activities include
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explicit practice with select vocabulary words from the Read-Alouds. Students are frequently asked to use the vocabulary in a context that is familiar to them. The following lesson is from Grade 1 Knowledge 6 (A World of Homes: Animals and Habitats):

WORD WORK: SHELTER (5 MIN.)

1. In the Read-Aloud you heard that "animals need food, water, and shelter to stay alive."
2. Say the word *shelter* with me.
3. A shelter is something that protects from weather or danger.
4. The two friends looked for shelter when it began to rain.
5. What other kinds of things could you use as a shelter? Try to use the word *shelter* when you talk about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "A _____ could be used as a shelter."]
6. What's the word we've been talking about?

Use a Making Choices activity as a follow-up. I am going to name a few items and you should decide if it could be a shelter or not. If you think it could be a shelter, say, "That's a shelter." If you don't think it could be a shelter, say, "That's not a shelter."

- a house (*That's a shelter.*)
- a pencil (*That's not a shelter.*)
- school (*That's a shelter.*)
- a cave (*That's a shelter.*)
- a chair (*That's not a shelter.*)

Examples:

- [Grade 1, Knowledge 4 Teacher Guide, Lesson 3: Comprehension Questions, p. 48](#)
- [Grade 2, Knowledge 4 Teacher Guide, Lesson 4: Word Work: Protective, p. 69](#)
- [Grade K, Knowledge 5 Teacher Guide, Contents](#)
- [Grade K, Knowledge 5 Teacher Guide, Lesson 4: What Have We Already Learned?, p. 52-53](#)

		■ Grade 4, Unit 5 Teacher Guide, Contents ■ Grade 4, Unit 5 Teacher Guide, Lesson 1: Review Prior Knowledge, p. 14-18 ■ Grade 4, Unit 2 Teacher Guide, Lesson 2: Word Work: Rival, p. 51-52
2.6	For Multilingual Learners, opportunities are identified for building background knowledge in a students' home language and/or by using visuals and clarification whenever possible.	Amplify CKLA provides comprehensive support for Multilingual Learners through multiple integrated features. The program includes detailed Multilingual/English Learner support tables throughout lessons that offer specific strategies and scaffolds for language development. Vocabulary charts include Spanish cognates, helping Spanish-speaking students connect new English vocabulary to words they know in their primary language. The Universal Access section in the Advanced Preparation portion of each lesson provides additional strategies for supporting multilingual learners' access to content. The program incorporates extensive visual supports through flip books, image cards, and digital resources, while also providing specific guidance for teachers to include additional visuals that support multilingual learners' comprehension. These combined features ensure teachers can effectively support Multilingual/English learners while building connections between home language knowledge and new learning.

		Examples: ■ Grade K, Knowledge 10 Teacher Guide, Lesson 6: What Have We Already Learned?, Multilingual/English Learners Chart p. 80 ■ Grade 1, Knowledge 5 Teacher Guide, Lesson 2: Comprehension Questions, Multilingual/English Learners Chart, p. 39 ■ Grade 3, Unit 6 Teacher Guide, Lesson 2: Compare and Contrast, Multilingual/English Learners Chart, p. 56 ■ Grade 4, Unit 2 Teacher Guide, Lesson 6: Grammar, Multilingual/English Learners Chart, p. 155
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2C: Vocabulary

Red Flag statements: <u>Language Comprehension</u> <u>Vocabulary</u>		<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is False 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum	<u>Evidence from curricular materials</u> 1) Note the specific location (if applicable) -(e.g., Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
2.7	Vocabulary worksheets and activities are used with little opportunity for deep understanding of vocabulary words.	1 ▾	See details and examples below.
Notes and questions for group discussion:			

2.8	Instruction includes memorization of isolated words and definitions out of context.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
2.9	Tier 2 words are not taught explicitly and practiced; students are not given opportunities to use them in their speech, see them in print, and use them in writing.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
2.10	Students are not exposed to and taught Tier 3 words.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
2.11	Explicit instruction in morphology is not present and/or not taught according to a scope and sequence (i.e., simple to complex) consistently throughout K-5 instruction.	1 ▾	See details and examples below.
Notes and questions for group discussion:			

OPTIONAL Observations: Aligned Practices for Vocabulary

If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:

2.12	Instruction includes robust teacher-student and student-student conversations in order to support a clear understanding of vocabulary words.	Through the Knowledge Strand, students are exposed to above-grade-level Read-Alouds on a daily basis. These allow students to encounter, use, and practice domain-specific and academic Tier 2 and Tier 3 vocabulary on a topic over several weeks. Through Read-Alouds, students develop a broad, deep, and flexible vocabulary that they are comfortable using in context. This gives them an enormous advantage in reading complex texts and writing with precision and detail. In addition to using their expanding vocabulary, students are given specific and general opportunities to use academic English in complete sentences to further solidify syntactic connections. Within the Skills Strand in grades K-2, new vocabulary is actively previewed and discussed before it is encountered. Students have a structured environment within which to clarify, discuss, and ask questions about new vocabulary. Within the Knowledge Strand, Word Work—daily short activities around new domain-specific vocabulary—provides additional explicit teaching. There are also frequent activities, such as brainstorming
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		connections to domain-specific vocabulary and presentations using academic vocabulary, designed so that students consciously use new vocabulary and connect it to other concepts and ideas they have already learned. Students in Grades 3-5 continue to learn new vocabulary in Word Work lessons and new vocabulary in the context used in the Student Readers. Robust discussion following reading encourages students to understand and use new vocabulary in context. This continued exposure to the texts, coupled with specific language lessons that include spelling, morphology, and grammar, provide students with a strong foundation of word knowledge. Examples: ■ Grade 3, Unit 6 Teacher Guide, Lesson 2: Word Work: Environment, p. 54-55 ■ Grade 1, Knowledge 2 Teacher Guide, Lesson 7: Vocabulary Preview, p. 92-93 ■ Grade 1, Knowledge 5 Teacher Guide, Lesson 6: Essential Background Information, p. 100 ■ Grade 5, Unit 2 Teacher Guide, Lesson 6: Word Work: Nurture, p. 147-148
2.13	Vocabulary words are taught deeply by using concept maps or other devices that help students understand	In Amplify CKLA, vocabulary words are taught in a depth-oriented manner, aiming to help students understand the multiple layers of

	multiple layers of the word. (Anderson & Freebody, 1981)	meaning associated with the words. The program incorporates various instructional strategies, including graphic organizers and other devices, to support students in developing a deeper understanding of vocabulary words. For example, in Grade 3's From Glow to Echo: Light and Sound unit, students write sentences in a triangle to show the relationship between three content vocabulary words about light. Amplify includes specific lesson segments that help students understand the multiple layers of words, including Word Work, Vocabulary Instructional activities, and Multiple-meaning activities. For example, in Grade 1, Knowledge Domain 2 (From Nose to Toes: How Your Body Works), students demonstrate an understanding of the Tier 3 word "organ" and its various meanings through visuals and a discussion with partners. Later, in Grade 2, Knowledge Domain 2 (The Birthplace of Democracy: Ancient Greece), students create sentences with partners for the different meanings of the Tier 2 word "channel" before presenting them to the class. By incorporating graphic organizers, thought-provoking activities, and discussions, Amplify CKLA supports students in developing a rich and comprehensive understanding of vocabulary words. This approach helps students make connections, explore multiple layers of
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		meaning, and apply their vocabulary knowledge across different contexts. Examples: ■ Grade 2, Knowledge 2 Teacher Guide, Lesson 9: Multiple-Meaning Word: Channel, p. 154 ■ Grade 3, Unit 2 Teacher Guide, Lesson 6: Reading, p. 152-153 ■ Grade 1, Knowledge 4 Teacher Guide, Lesson 5: Essential Background Information or Terms, p. 75 ■ Grade 1, Knowledge 4 Teacher Guide, Lesson 2: Essential Background Information or Terms, p. 27
2.14	Explicit instruction in vocabulary for Tier 2 and 3 words is evident, as well as instruction in the context of texts (most Tier 1 words).	A primary goal of the Amplify CKLA program is to coherently build students' knowledge from Kindergarten through Grade 5 and to provide both exposure to and instruction with Tier 1 and Tier 2 academic and domain-related vocabulary. This knowledge and vocabulary development, connected within each grade level and across the grades, allows students to gain skills and confidence as readers and writers. The texts and associated instructional materials within each unit have been crafted to provide repeated exposure to, and experiences with, selected vocabulary words embedded within domains of knowledge related to history, geography, science, culture, and the arts. Each

		domain-based unit spans several weeks of instruction, during which students read a number of unique texts or chapters. This approach allows for the domain immersion needed to acquire new vocabulary as well as breadth and depth of domain knowledge. Through repeated exposure to words in each unit, students implicitly gain a greater understanding of many different words. Implicit vocabulary learning is an efficient and effective way to build a broad, rich vocabulary base. Although the primary mechanism for acquiring new vocabulary is through implicit vocabulary learning, each lesson also highlights a number of vocabulary words in a more explicit way. Below is an example of this instructional model: • <i>In the Read-Aloud, you heard, “We visited a desert habitat where it was very hot and dry.”</i> • <i>Say the word habitat with me.</i> • <i>A habitat is a place where animals and plants live.</i> • <i>Scientists can visit different habitats to learn about different animals and plants.</i> • <i>Have you ever seen a different habitat? When did you see it? How would you describe it? Be sure to use the word habitat when you tell about it. (Ask two to three students. If necessary, guide and/or rephrase</i>
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		<i>students' responses to make complete sentences: "I saw a _____ habitat when ...")</i> • <i>What's the word we've been talking about? What part of speech is the word habitat?</i> Examples: ■ Grade K, Knowledge 3 Teacher Guide, Core Vocabulary, p. 52 ■ Grade K, Knowledge 3 Teacher Guide, Lesson 4: Word Work: Terrified, p. 60 ■ Grade 1, Knowledge 2 Teacher Guide, Lesson 5: Word Work: Heart, p. 68 ■ Grade 4, Unit 1 Teacher Guide, Vocabulary, p. 25 ■ Grade 4, Unit 1 Teacher Guide, Lesson 1: Defining Personal Narratives, Word Work: First-Person, p. 29-31 ■ Grade 3, Unit 2 Teacher Guide, Lesson 10: Presenting the Read-Aloud, p. 242-250
2.15	Tier 2 words are taught explicitly, and students are given opportunities to use them in their speech, see them in print, and use them in writing (when appropriate).	As students expand their knowledge through reading and writing, they encounter and practice the vocabulary connected to each specific domain (Tier 3). Because each Amplify CKLA domain builds and extends from previous domains, students apply vocabulary in a variety of settings, giving them the repeated practice they need. This includes the acquisition of appropriate and transferable academic vocabulary for textual analysis and writing (Tier

		2). Word Work lessons in each grade level feature explicit instruction in a select Tier 2 vocabulary word used in that day's reading selection (see example above). Academic vocabulary is also learned implicitly, with opportunities and instructions to use Tier 2 vocabulary throughout the lessons. This vocabulary instruction is comparable to students' experience when first learning language—when they absorb information from adults and peers through listening, discussion, and repetition. Examples: ■ Grade 4, Unit 9 Teacher Guide, Lesson 2: Word Work: Entrepreneur, p. 33 ■ Grade 3, Unit 4 Teacher Guide, Lesson 15: Word Work: Feat, p. 356-357 ■ Grade 5, Unit 5 Teacher Guide, Lesson 6: Write about Ocean Ecosystems: Kelp Forests and Coral Reefs, p. 125-127 ■ Grade 1, Knowledge 2 Teacher Guide, Lesson 5: Word Work: Heart, p. 68
2.16	Explicit instruction in morphology is provided with numerous opportunities for students to read and write words with these morphemes	In K-2, CKLA students study morphology in the context of decoding and spelling, such as prefixes, suffixes, and inflectional endings. For example, in Grade 1, students learn about and practice changing nouns from singular to plural, as well as the way some root words change

		when adding the suffixes -ing and -ed. Later in Grade 2, CKLA students use the suffixes -ful and -less to create new words. Throughout Grades 3–5, students will study word parts, such as prefixes, suffixes, and root words. Oral and written activities present opportunities to apply morphology skills. For example, during the morphology portion of the lessons in Grade 3 Unit 2, students will learn the prefixes un-, non-, re-, and pre-. Students discuss how adding prefixes changes the meaning of root words and how the parts of speech of words may change. In Grade 5 Unit 4, CKLA students identify the meaning of words using the Latin root <i>vac</i> and use them correctly when completing sentences. Examples: ■ Grade 1, Skills 7 Teacher Guide, Lesson 8: Root Words and Endings -ed, -ing, p. 82-84 ■ Grade 3, Unit 2 Teacher Guide, Lesson 4: Morphology: Introduce Prefixes un- and non-, p. 109-110 ■ Grade 4, Unit 6 Teacher Guide, Lesson 11: Morphology: Introduce Suffixes -able and -ible, p. 242-244 ■ Grade 5, Unit 4 Teacher Guide, Lesson 9: Morphology: Practice Root <i>vac</i>, p. 251-252
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2.17	For Multilingual Learners, instruction in ELD is included to support continued vocabulary development.	Amplify CKLA’s tiered Multilingual/English Learner supports provide suggestions for adjusting the pacing of instruction, providing specific guidance and instruction for academic and domain-specific vocabulary, and offering deeper support for syntactic awareness. They also feature instructional tools to adjust required modes of participation, expressive language demands, and timing/immediacy of support. ML/EL MULTILINGUAL/ENGLISH LEARNERS Speaking and Listening Offering Opinions <table><tr><td>Entering/Emerging</td><td>Show images in the text that will help students answer simple questions (e.g. “This is the third pig. Is this pig the smartest one? Why?”)</td></tr><tr><td>Transitioning/Expanding</td><td>Provide students with a specific sentence frame (e.g., “The smartest pig is _____ because . . .”)</td></tr><tr><td>Bridging</td><td>Encourage students to use content-related words in complete sentences (e.g., “The smartest character is the third pig because he builds his house out of strong brick.”)</td></tr></table> Examples: ■ Grade 4, Unit 5 Teacher Guide, Lesson 2: Word Work: Pressure, Multilingual/English Learners Chart, p. 61 ■ Grade K, Knowledge 6 Teacher Guide, Lesson 4: Multiple-Meaning Word Activity: Plain, Multilingual/English Learners Chart, p. 65	Entering/Emerging	Show images in the text that will help students answer simple questions (e.g. “This is the third pig. Is this pig the smartest one? Why?”)	Transitioning/Expanding	Provide students with a specific sentence frame (e.g., “The smartest pig is _____ because . . .”)	Bridging	Encourage students to use content-related words in complete sentences (e.g., “The smartest character is the third pig because he builds his house out of strong brick.”)
Entering/Emerging	Show images in the text that will help students answer simple questions (e.g. “This is the third pig. Is this pig the smartest one? Why?”)							
Transitioning/Expanding	Provide students with a specific sentence frame (e.g., “The smartest pig is _____ because . . .”)							
Bridging	Encourage students to use content-related words in complete sentences (e.g., “The smartest character is the third pig because he builds his house out of strong brick.”)							

		■ Grade 2, Knowledge 6 Teacher Guide, Lesson 3: Word Work: Economy, Multilingual/English Learners Chart, p. 55 ■ Grade 1, Knowledge 5 Teacher Guide, Lesson 9: Making Connections, Multilingual/English Learners Chart, p. 149
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2D: Language Structures

<u>Red Flag statements:</u> <u>Language Comprehension</u> <u>Language Structures</u>		<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is False 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum	<u>Evidence from curricular materials</u> 1) Note the specific location (if applicable) -(e.g., Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
2.18	Conventions of print, grammar, and syntax are taught implicitly or opportunistically with no evidence of consistent, explicit, simple to complex instruction across all grade levels.	1	See details and examples below.
Notes and questions for group discussion:			

2.19	Instruction does not include teacher modeling nor sufficient opportunities for discussion.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
2.20	Students are asked to memorize parts of speech as a list without learning in context and through application.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Language Structures If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
2.21	There is a clear scope and sequence for teaching conventions of print, grammar, and syntax (sentence structure) in reading and writing.	Grammar instruction in Grades K–2, including both morphology and syntax, is taught explicitly within the Skills Strand. This includes understanding the different parts of speech and using them correctly orally and in writing; analyzing and creating correct sentences (e.g., identifying and correcting run-on sentences); and adding appropriate details, including adjectives and adverbs. The Introduction at the beginning of each Teacher Guide contains detailed guidance on the language skills taught	

		in the unit. Punctuation, capitalization, and spelling are also taught explicitly. Skills lessons are divided into Foundational Skills, Language, Reading, and Writing so teachers can identify when there is explicit language instruction. Language instruction is explicitly reinforced with Syntactic Awareness Activities, based in context, in most units of the Knowledge Strand. Grammar instruction continues in Grades 3–5 during the Language lesson segment. Student results on the grammar section of the Beginning-of-Year Assessment provide important insight for teachers. Explicit grammar instruction is highlighted in the lessons, and each Teacher Guide’s introduction includes a summary of the grammar skills addressed. Grammar instruction includes parts of speech; analyzing and creating correct sentences; and adding appropriate details. Punctuation, capitalization, and spelling are also taught explicitly. Examples: • Grades K-5 Knowledge Scope and Sequence • Grade K, Skills 9 Teacher Guide, Lesson 1: Foundational Skills, p. 15-16 • Grade 1, Skills 1 Teacher Guide, Lesson 3: Language, p. 51
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		• Grade 2, Skills 2 Teacher Guide, Lesson 4: Language, p. 65-66
2.22	Instruction attends to sentence-level comprehension including simple, compound, and complex sentences, as well as cohesive devices within and among sentences.	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. Throughout CKLA, but particularly in the close reading lessons, students are asked to consider the precise choices that have been made in texts and the effect these have. This varies from precise analysis with clear, correct answers (such as the use of particular technical terms) to more subtle interpretations (such as the use of literary devices in poems and plays). Grammar instruction includes specific lessons on simple, compound, and complex sentences. While other grammar lessons include explicit instruction and practice with linking/transition words.

		NAME: _____ DATE: _____ 6.5ACTIVITY PAGE Identify Compound Sentences For each sentence, - draw a line to separate the subject and predicate - mark the subject(s) and predicate(s) by writing the letter <i>S</i> above each subject and the letter <i>P</i> above each predicate - draw two lines under the conjunction <i>and</i> Then write "Yes" on the line if the sentence is a compound sentence, or write "No" on the line if the sentence is not a compound sentence. Example: The hummingbirds ^S and ^S bees ^P surprised the children. <u>No</u> 1. Mary fed her pet mice, and Peter fed his pet turtle. _____ 2. The birds fed their babies and protected them from predators. _____ 3. The scientist watched the chimpanzees during the day, and the rest of the crew watched them at night. _____ 4. My brother is a great artist, and he loves to paint. _____ 5. My sister is a great athlete and loves to run. _____ 6. My mother and aunt like to take walks together. _____ 7. Our dog ran around the yard, and our cat slept indoors. _____ Core Knowledge Language Arts Grade 3 Activity Book Unit 2 69 Examples: Grade 1, Knowledge 3 Teacher Guide, Lesson 3: Check for Understanding, p. 49 Grade 2, Knowledge 2 Teacher Guide, Lesson 10: Application, p. 169-170 Grade 3, Unit 1 Teacher Guide, Lesson 2: Language, p. 65-66
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2.23	Instruction includes sufficient time for discussion, including teacher modeling full ideas and complete sentences.	Amplify CKLA integrates comprehensive oral language development throughout its lessons, emphasizing structured academic discourse and complete sentence modeling. Teachers employ explicit instructional strategies, including sentence frames and sentence expansion techniques, to develop students' oral language proficiency. The curriculum incorporates multiple discussion formats, including whole-group discussions, Think-Pair-Share activities, Turn and Talk opportunities, and collaborative partner work. The program systematically builds sentence complexity by teaching students to combine simple sentences, use conjunctions effectively, and transform fragments into complete thoughts. Scaffolded supports include carefully crafted sentence frames, visual aids, anchor charts, and graphic organizers to help students organize and articulate their ideas. Discussion protocols emphasize clear, complete responses, with built-in accountability measures ensuring equitable participation among partners. Teachers guide students to incorporate question stems in their responses and expand basic answers using increasingly sophisticated language structures. The curriculum dedicates approximately 60% of instructional time to
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		discussion-based activities, with complexity progressing systematically throughout the year. For Multilingual/English learners, CKLA provides differentiated linguistic supports, including leveled sentence frames and suggestions for word banks aligned with language proficiency levels. Examples: • Kindergarten, Knowledge 7 Teacher Guide, Lesson 6: Where Are We?, p. 99-100 • Grade 2, Knowledge 3 Teacher Guide, Lesson 7: Check for Understanding, p. 108 • Grade 3, Unit 6 Teacher Guide, Lesson 1: Discussing the Read-Aloud, p. 23 • Grade 4, Unit 9 Teacher Guide, Lesson 8: Writing, p. 107
2.24	Highlighting the difference in complexity between conversational speaking and sentences found in expository texts.	Amplify CKLA addresses the difference between conversational speaking and expository text complexity through multiple systematic approaches across grade levels. For example, the K-2 curriculum uses a dual-strand method where students engage with more complex read-aloud texts while simultaneously developing reading skills with grade-appropriate texts. Students progress from informal discussions through Turn-and-Talk activities to formal academic writing, with explicit instruction in converting conversational

		language to academic prose. The program provides structured scaffolding through activities like Think-Pair-Write sequences, syntactic awareness exercises that distinguish between formal and informal speech registers, and deliberate vocabulary instruction across multiple tiers (everyday speech, academic vocabulary, and domain-specific terms). Writing tasks systematically bridge informal and formal expression by having students expand simple sentences with academic elements like temporal markers, figurative language, and appositives. The curriculum also explicitly teaches different language styles for various purposes, from casual dialogue to formal presentations, helping students recognize and navigate between conversational and academic language while building competency in both. This awareness of the differences in complexity between conversational and expository language allows students to become more adept at analyzing and interpreting a wide range of texts. Examples: • Grade 1, Skills 4 Teacher Guide, Lesson 2: Language, p. 27 • Grade 2, Knowledge 6 Teacher Guide, Lesson 6: Application, p. 110-111
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		• Grade 3, Unit 1 Teacher Guide, Lesson 3: Introducing the Read-Aloud, p. 78
2.25	For speakers of English language variations, an asset-based approach is used to engage in a contrastive analysis between home and school language including sentence structures, suffixes, and subject-verb agreement.	Amplify CKLA employs multiple strategies to support contrastive analysis between home and school language variations. For sentence structures, the program uses explicit modeling of standard English forms through teacher-led examples, provides structured practice with verb tenses, and incorporates systematic instruction in forming complete sentences. Teachers model standard English forms while acknowledging variations, and students practice hearing differences in sentence structures through oral exercises. The program addresses suffixes through direct instruction and word-building activities, teaching common suffixes like -er, -ness, -less, -able/-ible, with explicit explanations of meaning changes. For subject-verb agreement, the program focuses on present vs. future tense verb forms through explicit instruction and oral practice. Teachers are directed to consult specific General English Learner guidance documents like “Language Varieties’ Influence on Letter Sounds” to understand how students’ language backgrounds affect their learning. The program provides differentiated support across proficiency levels (Entering/Emerging,

		Transitioning/Expanding, and Bridging) through sentence frames, scaffolded practice, and partner work. Teachers are instructed to use gentle correction through repeating student statements with standard forms rather than requiring student repetition, maintaining respect for home language variations while supporting mastery of academic English. Each CKLA lesson segment offers in-the-moment strategies teachers may use to support Multilingual/English Learners (ML/EL) at different levels (entering, transitioning, bridging, etc.). These scaffolded supports align with the lesson objectives and are, therefore, specific to the mastery of standards for the lesson. Lesson segments also include frequent Support sidebars to provide additional support for the lesson content. For example, Teacher Guides may include sidebars that pinpoint differences in English compared to another language. A Grade 2 Unit 4 Teacher Guide ML/EL table notes, “If students are Spanish speakers and are accustomed to seeing written Spanish, explain that exclamation points are used differently in English than in Spanish. In Spanish, two exclamation points are used: an inverted one at the beginning of an emotional sentence and a ‘right-side-up’ exclamation
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		point at the end. Make the distinction clear to avoid confusion.” Examples: • Grade 1, Skills 4 Teacher Guide, Lesson 2: Language, p. 28 • Grade 1, Skills 4 Teacher Guide, Lesson 11: Language, p. 132-133 • Grade 2, Skills 4 Teacher Guide, Lesson 5: Reading, p. 68
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2E: Verbal Reasoning

<u>Red Flag statements:</u> <u>Language Comprehension Verbal Reasoning</u>		<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is False 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum	<u>Evidence from curricular materials</u> 1) Note the specific location (if applicable) -(e.g., Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
2.26	Inferencing strategies are not taught explicitly and may be based only on picture clues and not text (i.e., picture walking).	1 ▾	See details and examples below.
Notes and questions for group discussion:			
2.27	Students do not practice inference as a discrete skill.	1 ▾	See details and examples below.

Notes and questions for group discussion:		
OPTIONAL Observations: Aligned Practices for Verbal Reasoning		
If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:		
2.28	Inferencing is explicitly taught within text, including opportunities for metacognition and use of appropriate and accurate background knowledge.	Research on text comprehension points to the fact that comprehension requires readers (or listeners) to use various strategies—implicitly and explicitly—to form inferences and links among aspects of the text. Background knowledge is a key ingredient in using these strategies successfully. Consistent with this, Amplify CKLA approaches comprehension strategies within read-aloud lessons as a means to an end, not ends themselves. The focus is on knowledge-building through the texts and on having children use their growing knowledge to facilitate their analytic interactions with texts on the same topic. Thus, children are encouraged to use comprehension strategies, as needed, at various points during the read-aloud. Their success in using these strategies is scaffolded by teachers’ instructional support (e.g., some explicit teaching) but also supported by the fact that they are being given the background knowledge that is fundamental to their success in applying comprehension strategies. For example, within a domain, children will stay on a

		topic for approximately two to three weeks. By hearing Read-Alouds on a single topic for such an extended period, children build vocabulary and knowledge that they pull upon when making predictions, monitoring known versus unknown information, considering inconsistencies or differences among stories, etc. Teachers guide children's use of this knowledge through the questions and discussions that occur before the read-aloud. Thus instruction in comprehension skills is explicit, but embedded, within a knowledge-focused context. This approach to teaching comprehension skills reflects what research shows about how comprehension unfolds cognitively among skilled readers. Examples: • Grade K, Knowledge 3 Teacher Guide, Lesson 7: Comprehension Questions: Literal, Inferential, Evaluative, p. 114 • Grade 1, Knowledge 6 Teacher Guide, Lesson 3: Introducing the Read-Aloud, p. 42-43 • Grade 2: Knowledge 7 Teacher Guide, Lesson 3: Comprehension Questions, p. 40-41 • Grade 3, Unit 6 Teacher Guide, Lesson 6: Inferential Questions, p. 150
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		• Grade 4, Unit 9 Teacher Guide, Lesson 2: Close Reading, Discuss the Reading, Comprehension Question 3, p. 32 • Grade 5, Unit 4 Teacher Guide, Lesson 1: Review Prior Knowledge, Inferential Question, p. 18
2.29	Students are instructed how to interpret inferential language (i.e., ideas beyond the immediate context of what they read) from a text and in conversation.	Amplify CKLA systematically develops students' ability to make inferences both from written texts and oral discussions through explicit instruction and guided practice in reading between the lines and drawing meaningful conclusions. Partner, small group, and whole class discussions are used throughout CKLA instruction. Students are asked to read the text, discuss its meaning, and ask appropriate questions. In Wrap-Up activities, students are often asked to make complex inferences from text and/or to summarize it in a clear and coherent fashion. For example, in Grade 1 Skills 7, students are asked inferential questions and prompted to supply examples from the text to support their responses. Access sidebars in the Teacher Guides frequently include scaffolds and sentence frames to support answering inferential questions. In Grades 3–5, students read progressively more complex text and make more sophisticated inferences from them. Most instructional days include reading comprehension activities and Wrap-Up activities that ask students to make complex inferences

		from the text. Close reading activities often include students answering inferential questions. For example, in Grade 4 Unit 3 Lesson 1, students are reminded that “when you infer something, it means that you make a reasonable conclusion based on the evidence or information provided.” In the same lesson, a Differentiation Support sidebar suggests that the teacher “Model using evidence to make inferences. Example: if a child rubs their stomach and asks their mother what time they will eat dinner, those are clues that support the inference that the child is hungry”. Amplify CKLA students generate inferences with a variety of genres, including poetry, as seen in the example from a Grade 4 Activity Page below:
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		Activity Page 1.1 Name: _____ Date: _____ Reflection and Inference This part of “Little Red Riding Hood and the Wolf” does not explain in detail what happens to the wolf, but it does give several clues to help readers infer what happens next. Remember that when you infer something, it means that you make a reasonable conclusion based on the evidence or information provided. Read the end of the poem again, then use words from the poem to answer the questions below. These questions will help you infer what happens after Little Red Riding Hood meets the wolf. 1. Where and when did the speaker of the poem see Little Red Riding Hood? 2. The speaker lists two things that have changed about Little Red Riding Hood. What are those changes? 3. The poem’s title refers to “Little Red Riding Hood,” but in this section of the poem, the speaker calls her something different. What does the speaker call her in this part of the poem? Examples: • Grade 1, Skills 7 Teacher Guide, Lesson 7: Reading: Wrap-up Question 4, p. 75 • Grade 4, Unit 3 Teacher Guide, Lesson 1: Reading: Reflection and Inference, p. 20-22 • Grade 5, Unit 1 Teacher Guide, Lesson 11: Reading: Questions requiring inferences, p. 243
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2.30	Students are instructed how narrative language is used to describe a series of events, both fictional and non-fictional.	Starting in Kindergarten, Amplify CKLA students use narrative language to describe a series of events, both fictional and non-fictional. For example, in Kindergarten, students use narrative language to describe characters, settings, events, actions, a scene, and/or facts from literary Read-Alouds, including “The Three Little Pigs,” “The Three Billy Goats Gruff,” and “Goldilocks and the Three Bears” in Knowledge Domain 3. Students at all grade levels use narrative language when they produce writing. By listening carefully to and discussing the stories, students understand the elements of a story, including characters, plot, and setting. CKLA instruction helps students develop an awareness of language to help them become both better writers and readers. CKLA students also learn about the use of narrative language in nonfiction texts. For example, Grade 4 students examine the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read several personal narratives, identifying the elements of the genre and, throughout the unit, using these elements in writing a variety of their own narratives. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language,
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		characters with defining traits, sensory details, figurative language, and writing strong introductions and conclusions. Examples: • Grade K, Knowledge 3 Teacher Guide, Lesson 3: Application: Writing, pp. 46-48 • Grade 2, Knowledge 3 Teacher Guide, Lesson 6: Writing: Modeling: Drafting a Narrative, pp.97-98 • Grade 4, Unit 1 Teacher Guide, Lesson 5: Writing: Outline Events, pp. 113-114
2.32	Instruction includes queries to develop a student's ability to be metacognitive (i.e., to think about their thinking while they read).	Amplify CKLA includes queries to develop a student's ability to think about their thinking while they read and as they listen to read-aloud texts. Teacher Guides provide frequent prompts during Read-Alouds and close reading lessons that develop metacognitive skills. Discussion and questioning are part of the daily routine in CKLA. Students identify their prior knowledge, ask questions to expand their understanding, and state their feelings and opinions on a text by providing evidence. Students link events described in the text with their own. Students are also required to paraphrase and summarize read-aloud texts to evaluate the information and narratives they hear. CKLA includes explicit instructions for utilizing a close reading approach with particular excerpts

		from the Readers in the upper grades. These lessons are carefully crafted to focus students' reading and help them derive deeper meaning through close examination of the text. Guided reading supports in select close reading activities are intended to provide this focus and are labeled as follows: • VOC indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms. • SYN indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure. • COMP indicates questions or comments that focus on students' understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text. • LIT indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect, such as alliteration, similes, metaphors, etc.
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		In addition, CKLA teachers ask questions that focus on making predictions, summarizing passages, clarifying text, evaluating characters, and making connections to self or other texts. By incorporating queries into reading instruction, Amplify CKLA helps students become more aware of their thinking processes while reading. Examples: • Grade 3, Unit 4 Teacher Guide, Lesson 10: Close Reading, pp.244-250 • Grade 4, Unit 5 Teacher Guide, Lesson 3: Close Reading, pp.73-77 • Grade 5, Unit 1 Teacher Guide, Lesson 2: Close Reading: Think as you read ideas, p.60.
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2F: Literacy Knowledge

Red Flag statements: Language Comprehension Literacy Knowledge		To what extent is this red flag statement true? 1 - Red Flag statement is False 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum	Evidence from curricular materials 3) Note the specific location (if applicable) -(e.g., Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 4) Justify your response by describing the practices that signal the presence of the red flag.
2.33	Genre types and features are not explicitly taught.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
2.34	Genre-specific text structures and corresponding signal words are not explicitly taught and practiced.	1 ▾	See details and examples below.

Notes and questions for group discussion:		
OPTIONAL Observations: Aligned Practices for Literacy Knowledge If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:		
2.35	Genre types and features are explicitly taught and used to support comprehension and/or build content knowledge.	In Amplify CKLA, students encounter authentic, relevant texts that reflect the text characteristics and genres specifically required by standards at each grade level. Throughout the program, students read folktales, tall tales, and legends; they study myths from a wide range of cultures, explore plays and consider how best to stage a dramatic production, read biographies, encounter poetry, personal narratives, and many other types of texts. The domains of Amplify CKLA expose children to a broad array of topics related to literature (e.g., classic genres such as Greek myths or tall tales), science (e.g., astronomy, the human body, insects), and American and world history (e.g., ancient civilizations, the War of 1812). These domains, included in the Knowledge Strand in K-2, feature rich Read-Aloud texts that build students' background knowledge and vocabulary. In Grades 3-5, the domains are in integrated units. Students learn to recognize the

		characteristics of a wide range of genres and text types. The K-2 Student Readers, used to practice and build fluency, are uniquely designed as chapter books, engaging students with interesting characters and storylines. Readers incorporate literary and informational texts that build in complexity across the course of the school year. Students in Grades 3-5 use the Student Readers to engage with narrative and informational texts and a range of literary genres, including fictional classics, poetry, and drama. Examples: • Grade 2, Knowledge 3 Teacher Guide, Lesson 1: Introducing the Read-Aloud-Domain Introduction p. 13-14 • Grade 2, Knowledge 1 Teacher Guide, Lesson 5: Introducing the Read-Aloud p. 80-81 • Grade 3, Unit 3 Teacher Guide, Lesson 1: Introducing the Unit, p. 9 • Grade 4, Unit 5 Teacher Guide, Lesson 1: Read-Aloud: Chapter 1, p. 19 • Grade 5, Unit 1 Teacher guide, Lesson 1: Speaking and Listening p. 14-18
2.36	Explicit instruction of text types (e.g., cause and effect, problem/solution, sequence, time order, compare and contrast).	Amplify CKLA includes explicit instruction on text types using multiple approaches. For

		example, the informational text in Grade 5 Unit 2 (Early Americas: Maya, Aztec, and Inca), allows students to engage in text that provides a chronological sequence but also allows for comparing and contrasting ideas within and across texts. In Grade 3 Unit 2, there are explicit lessons around text structures, including time, cause and effect, compare/contrast, and sequence. Students also analyze how texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. This may occur through skills such as comparing and contrasting the treatment of similar themes, topics, and patterns of events in stories from different cultures and periods of time. Examples: • Grade 3, Unit 2 Teacher Guide, Lesson 12: Presenting the Read-Aloud p. 282-288 • Grade 4, Unit 1 Teacher Guide, Lesson 3: Reading- Introduce Cause and Effect p. 69-71 • Grade 5, Unit 1 Teacher Guide, Lesson 9: Reading- Compare and Contrast Tones p. 210-212
2.37	Explicit instruction in signal words (aka connectives). For example, signal words for cause and effect texts include <i>for</i>, <i>because</i>, and <i>as a result</i> whereas signal	Amplify CKLA includes explicit instruction in signal words, also known as connectives or transition words/phrases. The program

words for problem and solution texts include *however*, *in contrast*, and *on the other hand*.

acknowledges the significance of signal words in helping students comprehend and navigate different types of texts, such as cause-and-effect texts. For example, in Grade 3 Unit 5 (Our Solar System and Beyond: Astronomy), students learn about and practice using signal words when comparing and contrasting texts about the inner and outer planets in the solar system. CKLA students in Grades K–2 learn about transition/temporal words that show sequence. Amplify CKLA supports students in developing proficiency in recognizing and using signal words effectively. This enhances their ability to comprehend and interpret texts with various structures and improves their reading comprehension skills.

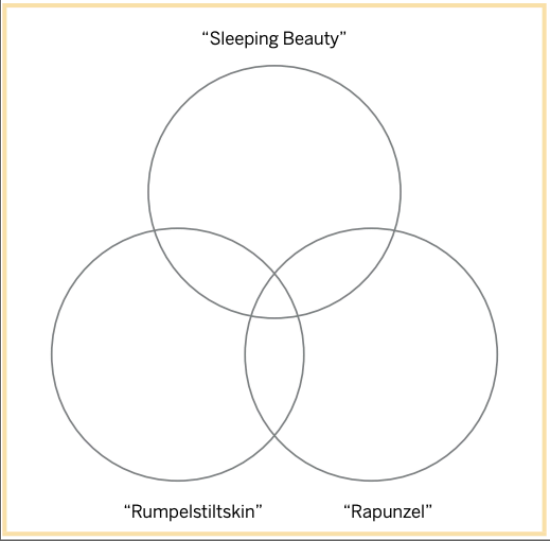
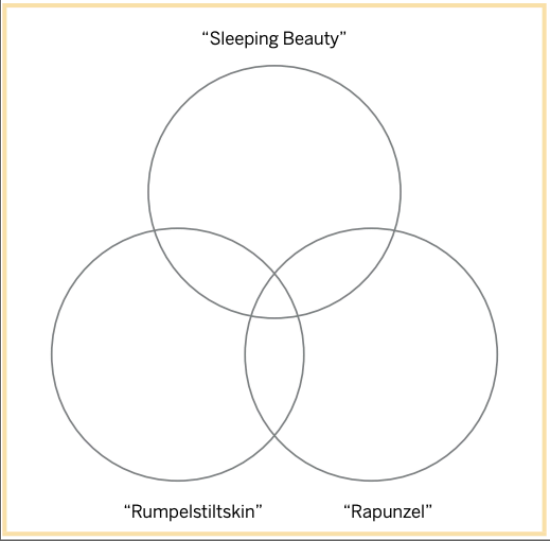
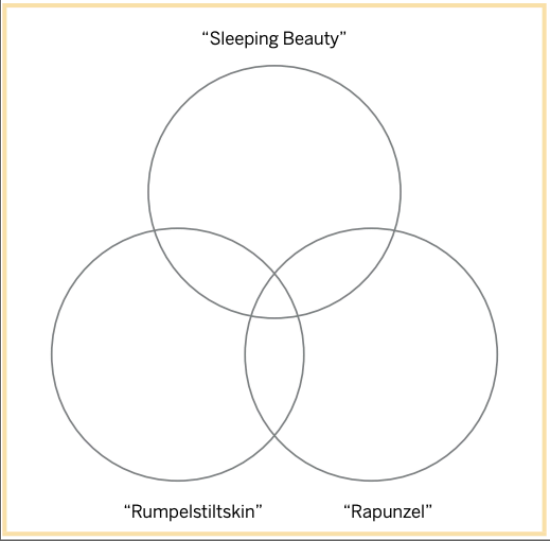
Compare	Contrast
Same	Different
Both	Unlike
Alike	But
Similar	Instead of
Compare to	In contrast to
Also	On the other hand
In the same way	However
Too	While

Visual Support from Grade 3, Unit 5, Lesson 4

Examples:

- [Grade 1, Knowledge 6 Teacher Guide,](#)

		Lesson 2: Read-Aloud- Comprehension Questions p. 32-33 • Grade 3, Unit 2 Teacher Guide, Lesson 12: Advance Preparation- Visual Support 6.1 p. 278 • Grade 4, Unit 6 Teacher Guide, Lesson 2: Writing- Introduce Cause and Effect p. 53-54
2.38	Graphic organizers are provided to support student understanding of text and genre types.	Amplify CKLA includes graphic organizers to support students' understanding of text and genre types. CKLA students encounter a variety of genres in the Knowledge Domains in K-2, and graphic organizers are included to strengthen student understanding. For example, Grade 1 students use a graphic organizer to analyze the elements of Fairy Tales across several stories, including <i>The Frog Prince</i>, <i>Rapunzel</i>, and <i>Sleeping Beauty</i>. In other lessons, students use a Venn diagram to compare and contrast elements of three fairy tales.

		<table border="1"><tr><th colspan="3">Elements of Fairy Tales</th></tr><tr><th colspan="3">Sleeping Beauty</th></tr><tr><td>Setting(s)</td><td>Where</td><td>When</td></tr><tr><td>Characters</td><td>Real</td><td>Magical</td></tr><tr><td colspan="3">Fantasy (events)</td></tr><tr><td colspan="2">Problems</td><td>Solutions</td></tr><tr><td colspan="3">Ending</td></tr></table>	Elements of Fairy Tales			Sleeping Beauty			Setting(s)	Where	When	Characters	Real	Magical	Fantasy (events)			Problems		Solutions	Ending		
		Elements of Fairy Tales																					
		Sleeping Beauty																					
		Setting(s)	Where	When																			
		Characters	Real	Magical																			
		Fantasy (events)																					
		Problems		Solutions																			
		Ending																					
		<table border="1"><tr><td colspan="3"> "Sleeping Beauty" </td></tr></table>	"Sleeping Beauty" 																				
		"Sleeping Beauty" 																					
Students in the upper grades continue to use graphic organizers for these same purposes. For																							

example, Grade 3 teachers will use this graphic organizer over a series of lessons that reinforce text structures and the clue words that identify text structures. These tools support students in making connections, synthesizing information, and developing a deeper understanding of the characteristics and structures of various genres.

Text Structures How does the author organize information in a text?		
Different Types of Text Structures	Defined	Clue Words
Time	Explains when an event took place	Before Now Later
Sequence	Explains the order in which events happened	First Next Then After Last Finally
Cause and Effect	Explains why things happen	Because Then If So As a result When
Comparison	Shows difference and similarities between two or more things	However On the other hand Like Unlike Same

Examples:

- [Grade 1, Knowledge 1 Teacher Guide, Lesson 2: Application p. 34-35](#)
- [Grade 2, Knowledge 9 Teacher Guide, Lesson 2: Application- Writing: Civilization Chart p. 35-36](#)
- [Grade 4, Unit 2 Teacher Guide, Lesson 2:](#)

		Writing: Take Notes with Graphic Organizer p. 56-59 • Grade 5, Unit 8 Teacher guide, Lesson 8: Reading- Summary: Act 2, Scene 1B p. 186-187
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Section 3: Components to Support Reading Comprehension

<u>Red Flag statements:</u> <u>Reading Comprehension</u>	<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is False 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum	<u>Evidence from curricular materials</u> 1) Note the specific location (if applicable) - (e.g., Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
3.1 Students are asked to independently read texts they are unable to decode with accuracy in order to practice reading comprehension strategies (e.g., making inferences, predicting, summarizing, visualizing).	1	See details and examples below.

Notes and questions for group discussion:			
3.2	Students are asked to independently apply reading comprehension strategies primarily in short, disconnected readings at the expense of engaging in knowledge-building text sets.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
3.3	Emphasis on independent reading and book choice without engaging with complex texts.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
3.4	Materials for comprehension instruction are predominantly predictable and/or leveled texts.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
3.5	Students are not taught methods to monitor their comprehension while reading.	1 ▾	See details and examples below.

Notes and questions for group discussion:

OPTIONAL Observations: Aligned Practices for Reading Comprehension

If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:

3.6	The foundation for reading comprehension is built through rich read-aloud experiences before children are able to read independently.	In Amplify CKLA, the foundation for reading comprehension is intentionally built through rich read-aloud experiences before children can read independently. The program recognizes the importance of exposing students to high-quality literature, complex texts, and advanced vocabulary through Read-Alouds to help develop their comprehension skills, even before they become proficient independent readers. By engaging students in rich read-aloud experiences, CKLA aims to build background knowledge, vocabulary, and a deeper understanding of text structures and content, laying a strong foundation for reading comprehension as students progress in their literacy development. Examples: • Amplify CKLA Program Guide, p. 24-27 • Grade K, Knowledge 1 Teacher Guide, Lesson 6B: Read-Aloud, p. 112-113 • Grade K, Knowledge 3 Teacher Guide, Lesson 4: Read-Aloud, p. 54-60
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		• Grade 1, Knowledge 5 Teacher Guide, Lesson 3: Read-Aloud, p. 48-54 • Grade 1, Knowledge 10 Teacher Guide, Lesson 1: Read-Aloud, p. 13-18
3.7	Comprehension strategies (e.g., making inferences, summarizing) are taught via gradual release of responsibility (i.e., I do, we do, you do) using appropriate instructional text that students can accurately decode.	Building knowledge to build strong comprehension is the core premise of Amplify CKLA. Comprehension skills must be built from text to text, so becoming a critical and strategic reader depends on having a wide breadth of knowledge and related vocabulary. While reading comprehension strategies are often helpful, the less the reader knows about the topic at hand, the less he or she will grasp from the text. Each lesson includes pauses for comprehension before, during, and after the reading. This instructional approach allows students to process and make connections with the text. Students are then asked to answer literal, inferential, and evaluative questions, either orally or in written form, to check for understanding. Comprehension strategies are embedded into reading lessons. This example from Grade 3's From Glow to Echo: Light and Sound unit shows how graphic organizers are used to support students in comparing and contrasting ideas in the text after reading two texts: • <i>Explain that the students have heard and read two different texts about light. Now they will</i>

		<i>compare and contrast the two texts and summarize their information.</i> <i>• Have students find Activity Page 2.2. Explain that it has excerpts, or short pieces of a longer text, from today's Read Aloud, "What Is Light?" They can use the page to help remind them of the key points in the Read Aloud.</i> <i>• Introduce the T-Chart Organizer on Activity Page 2.3. Explain that it's similar to the T-chart they used earlier but with one important difference. Ask if they can find the difference. (It has a box at the bottom.)</i> <i>• Explain that they will be using Activity Page 2.2 and the text from Chapter 1 to compare and contrast the two texts.</i> <i>• Work together as a whole group to find the similarities and differences. Focus on the characteristics of narrative vs. informational text, but include similarities in content as well. Go back and forth between the two texts to find evidence. Fill in information on the chart you prepared earlier and have the students put that information on Activity Page 2.3.</i> Examples: Grade 2, Skills 1 Teacher Guide, Lesson 5: Reading, p. 72-74
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		• Grade 3, Unit 6 Teacher Guide, Lesson 1: Read-Aloud: “Spreading Across the Continents,” p. 15-22 • Grade 3, Unit 6 Teacher Guide, Lesson 11: Whole Group Reading: “Yutu, the Dog Trainer,” p. 260-261 • Grade 4, Unit 3 Teacher Guide, Lesson 1: Read-Aloud, p. 13-17 • Grade 5, Unit 5 Teacher Guide, Lesson 6: Kelp Forests and Coral Reefs, p. 114-116
3.8	Students are taught and practice comprehension-monitoring strategies.	Amplify CKLA recognizes the importance of developing students' ability to monitor their comprehension while reading in order to improve their understanding of texts and make meaning from what they read. CKLA teachers guide students on strategies such as asking questions, making predictions, clarifying confusing parts, and summarizing to ensure they actively engage with the text and check their understanding as they read. Specific comprehension monitoring occurs through structured pauses before, during, and after reading, with teacher-scaffolded support. CKLA includes close reading with rereading of core texts, setting new purposes for reading, determining word meanings, discussing author's purpose, and analyzing text structure. Students engage in interactive read-alouds and independent/partner readings with comprehension questions and discussions. They analyze text details, main ideas, text features,

		concepts, figurative language, and vocabulary. By teaching and providing opportunities for students to practice comprehension-monitoring strategies, Amplify CKLA aims to develop students' metacognitive awareness and empower them to monitor and enhance their comprehension while reading actively. Examples: • Grade 1, Knowledge 4 Teacher Guide, Lesson 6: Making Predictions About the Read-Aloud, p. 100 • Grade 2, Knowledge 4 Teacher Guide, Lesson 1: Comprehension Questions, p. 14-16 • Grade 3, Knowledge 1 Teacher Guide, Lesson 4: Discussing the Read Aloud, Check for Understanding, p. 110-111 • Grade 5, Knowledge 6 Teacher Guide, Lesson 8: Close Read Chapter 8, p. 277-287
3.9	Advanced (Grades 2-5) For students automatic with the code, materials for reading comprehension instruction include sufficiently complex literary and knowledge-building informational texts.	Amplify CKLA Skills Student Readers include additional chapters at the end of each reader that provide extended reading opportunities for students who have mastered the current code knowledge. These supplementary texts maintain appropriate decodability while offering more content, allowing proficient decoders to engage with challenging material during Pausing Points

		or as extensions. Reading segments also include designated independent reading opportunities for students who have demonstrated mastery of taught patterns. This thoughtful design ensures that students who are automatic with the code can continue to develop their comprehension skills through engaging, appropriately challenging texts. In grades 3-5, the program continues this practice of providing additional complex texts that challenge proficient readers while building knowledge across content areas. Examples: • Grade 3 Knowledge 6 Teacher Guide, Lesson 5: Independent Reading: “Alemeda, the Basket Weaver,” p. 132-136 • Grade 4, Knowledge 9 Teacher Guide, Lesson 4: Independent Reading, p. 59-66 • Grade 5, Knowledge 4 Teacher Guide, Lesson 1: Reading, p. 24-35
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Section 4: Components to Support Writing

Note: These elements may or may not be included in a comprehensive Tier I curriculum. For this section, review all available instructional materials both within and outside of the core curriculum.

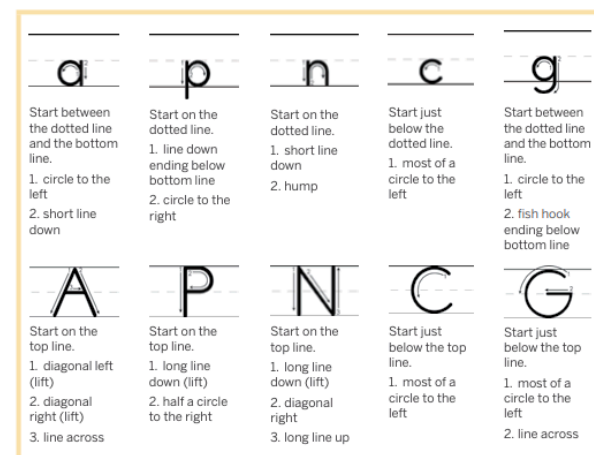
Section 4A: Handwriting

<u>Red Flag statements:</u> <u>Writing - Handwriting</u>		<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is False 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum	<u>Evidence from curricular materials</u> 1) Note the specific location (if applicable) -(e.g., Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
4.1	There is no direct instruction in handwriting.	1	See details and examples below.

Notes and questions for group discussion:			
4.2	Handwriting instruction predominantly features unlined paper or picture paper.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
4.3	Handwriting instruction is an isolated add-on.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Handwriting If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
4.4	There is explicit instruction related to handwriting (e.g., letter formation, posture, grip), and there are opportunities for cumulative practice.	Amplify CKLA is grounded in the Science of Writing, recognizing and leveraging reading and writing as mutually reinforcing processes. Students' handwriting lessons are integrated into the Amplify CKLA Skills Strand. In kindergarten, students practice forming a number of writing strokes used to create letters (e.g., horizontal lines, vertical lines, circles, etc.). As students learn to draw these writing strokes, their fine motor skills will increase, and they will begin to master the tripod grip. This will prepare students	

		to write letters in Unit 3 of the kindergarten curriculum. For the handwriting activities in the early Amplify CKLA Kindergarten units, it is strongly recommended that all students use crayons. For all early handwriting, in fact, it is preferred that students use small or broken crayons. While this may sound odd, these smaller stubs increase the likelihood of students grasping the writing utensil with the preferred tripod or quadrupod grip. Furthermore, writing with crayons provides students with increased sensory input as they practice writing. This is because crayon wax has greater resistance to paper than graphite or ink. The push-pull motion will strengthen finger and hand muscles, permitting students greater control and endurance when writing. Teachers are provided with handwriting guidelines to follow when teaching letter formations.
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- Model drawing the same letter two or three more times in a row.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy lowercase 'a' on the activity page.
- Encourage students to say the sound /a/ each time they write the letter.
- Repeat the same steps for uppercase 'A', pointing out that it looks different from lowercase 'a' and touches the top line of the handwriting guidelines.
- Remind students that uppercase letters are used for the first letter in the first word of a sentence and for the first letter in the name of a person or place.
- Repeat the same steps for 'p'—'P', 'n'—'N', 'c'—'C', and 'g'—'G'.



Examples:

- [Grade K, Skills 2 Teacher Guide, Lesson 1: Prerequisite Writing Skills, p. 13-14](#)
- [Grade K, Skills 3 Teacher Guide, Lesson 2: Foundational Skills, p. 28-29](#)
- [Grade K, Skills 3, Teacher Guide, Lesson 5: Foundational Skills, p. 56](#)
- [Grade K, Skills 7, Teacher Guide, Lesson 1: Foundational Skills, p. 16](#)

4.5

Handwriting instruction features lined paper to guide letter formation.

Amplify CKLA students practice handwriting using pages with handwriting guidelines to support proper letter formation. These pages are contained in the unit Student Activity Books. By incorporating these visual guides, CKLA supports students in mastering handwriting skills and fostering legible and consistent letter formation.

NAME: _____ DATE: _____ **1.1** Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

a a a A A

p p p P P

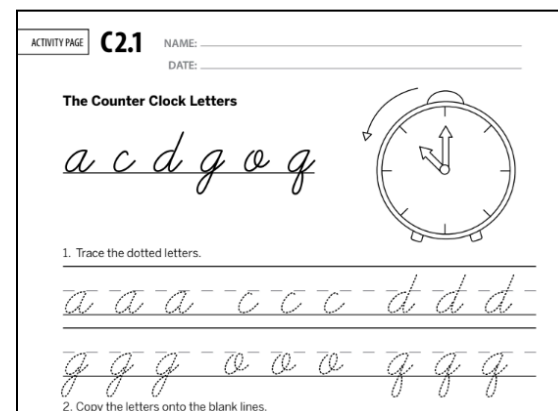
n n n N N

c c c C C

g g g G G

Skills 1 1

In addition, Amplify CKLA materials provide explicit instruction in cursive handwriting over fourteen lessons for Grades 3 and 4. The program covers the lower- and upper-case alphabets and, with the accompanying cursive Activity Book, provides students with many opportunities to work toward and achieve legible and fluid cursive penmanship. The program includes a Blackline Master of the Student Activity Book, where the activity pages can be printed out or copied. Activity pages provide practice opportunities that can be done in class or at home.



Additional cursive practice materials are available through the online Intervention Toolkit.

Examples:

- [Grade 1, Skills 1 Teacher Guide, Lesson 1: Language, p. 26-27](#)

		• Grade 1, Skills 3 Teacher Guide, Lesson 15: Foundational Skills, p. 175 • Grade 3, Skills 1 Teacher Guide: Cursive Program, Lesson 4: The Kite String Letters (Part Two): Lowercase p, r, s, and w, p. 15-16 • Grade 4, Skills 1 Teacher Guide: Cursive Program, Lesson 2: The Counter-Clock Letters: Lowercase ‘a’, ‘c’, ‘d’, ‘g’, ‘o’, and ‘q,’ p. 12 • Grade 3-5, Activity Book: Cursive Program
4.6	Handwriting instruction is integrated into core reading and writing instruction and follows the sequence of letter learning.	Students’ handwriting lessons are integrated into the Amplify CKLA Skills Strand. The Skills Strand provides comprehensive instruction in all foundational reading skills. Reading and writing are taught in tandem, which can be seen in the Foundational Skills lesson sequence that first introduces the sound, introduces the spelling for the sound and how to write it, and then moves into practicing reading and writing words with the newly learned sound. 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 /m/ › ‘m’, p. 20 • Grade K, Skills 3, Lesson 1: Activity Page 1.1, p. 49

		• Grade K, Skills 9 Teacher Guide, Lesson 1: Introduce Uppercase Letters: ‘A’, ‘B’, ‘C’, ‘D’ & Handwriting Practice, p. 15-17 • 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
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Section 4B: Writing - Spelling

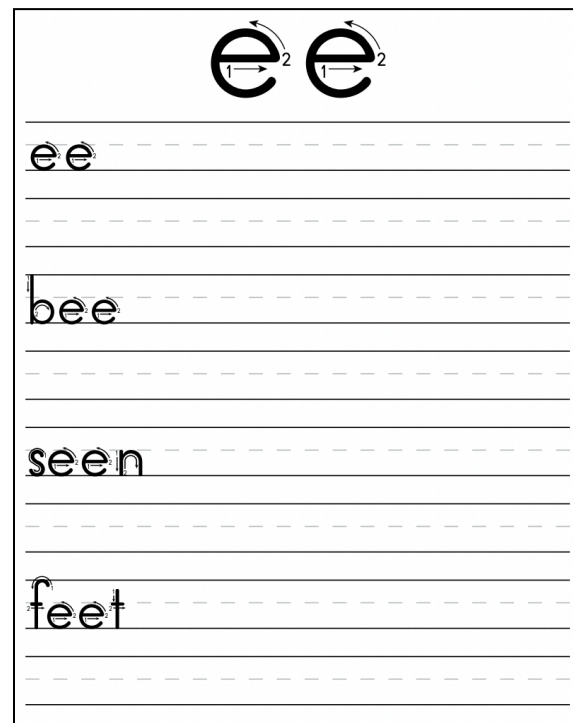
<u>Red Flag statements:</u> <u>Writing - Spelling</u>		<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is False 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum	<u>Evidence from curricular materials</u> 1) Note the specific location (if applicable) -(e.g., Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
4.7	No evidence of explicit spelling instruction; no spelling scope and sequence for spelling, or the spelling scope and sequence is not aligned with the phonics / decoding scope and sequence.	1 ▾	See details and examples below.

Notes and questions for group discussion:			
4.8	No evidence of phoneme segmentation and/or phoneme-grapheme mapping to support spelling instruction.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
4.9	Patterns in decoding are not featured in encoding/spelling; spelling lists are based on content or frequency of word use and not connected to decoding/phonics lessons.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
4.10	Students practice spelling by memorization only (e.g., rainbow writing, repeated writing, pyramid writing).	1 ▾	See details and examples below.
Notes and questions for group discussion:			
4.11	Spelling patterns for each phoneme are taught all at once (e.g., all spellings of long /ā/) instead of a systematic progression to	1 ▾	See details and examples below.

	develop automaticity with individual grapheme/phonemes.		
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Spelling If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
4.12	There is a clear scope and sequence for explicit spelling instruction, closely aligned with the phonics scope and sequence.	Explicit instruction in the spelling patterns of the English language transitions students from spending an excess of mental energy on decoding (learning to read) to fluent automaticity so they can focus on comprehension and analysis (reading to learn). Amplify CKLA's Skills Strand designs decoding and encoding experiences in tandem to maximize practice in newly taught sound-spellings. This is achieved in three ways: • <u>Organization of instruction</u>: Amplify CKLA teaches the most frequent sound spellings first in order to maximize the words students can read and spell. The program uses a unique database built for this purpose. • <u>Systematic coverage</u>: Students who master both the Basic and Advanced Code taught in Amplify CKLA will have all the decoding and encoding skills necessary to succeed. The lessons are	

		designed to teach print and phonological awareness, sound-letter patterns (or sound spellings), decoding and encoding (both in explicit, scaffolded lessons and with engaging decodable texts), writing mechanics, and writing structure and processes for 60 minutes each day. • <u>Decodable Readers</u>: CKLA decodable Readers are written by successful children’s authors. They are uniquely designed to provide intensive practice with the CKLA code while reading simple but compelling and authentic stories for the first time. This introduces them to the elements of plot, character, and story. Examples: ■ Grade K-2, Skills Scope and Sequence ■ Grade K, Skills 1 Teacher Guide, Introduction, p. 1 ■ Grade 1, Unit 1 Teacher Guide, Appendix B: Grade 1 Scope and Sequence, p. 500-502 ■ Grade 2, Skills 1 Teacher Guide, Core Knowledge Language Arts K-2 Experience, p. 77
4.13	Patterns taught for decoding are also practiced in encoding/spelling lessons.	In Amplify CKLA Skills Strand, handwriting instruction is directly tied to encoding and spelling instruction with the core lessons. Students practice writing newly-learned

sound-spellings in a range of different tasks within the Student Activity Book. The pages feature guidelines to support letter formation throughout K-1.



Examples:

- [Grade K, Skills 4 Teacher Guide, Lesson 1: Introduce the Sound /N/ and Introduce the Spelling /N/ > 'N,' p. 13-15](#)
- [Grade 1, Skills 2 Teacher Guide, Lesson 1: Introduce the Sound /EE/ and Introduce the Spelling /EE/ > 'ee,' p. 13-15](#)

		■ Grade 2, Skills 4 Teacher Guide, Lesson 1: Foundational Skills, p. 10-13
4.14	Spelling patterns are taught one at a time and not all at once or in a non-systematic manner.	In Amplify CKLA, English sound-spellings are taught systematically and sequentially, with a focus on mastery of one pattern at a time before moving on to the next. The program employs a structured approach to spelling instruction to ensure students' understanding and application of spelling patterns. Beginning in Grade 1, the units in the Skills Strand have spelling lists, with practice activities and spelling assessments that continue through the grades. However, students will not be presented with an assessment on letter/sound correspondences they have just learned that week: Amplify CKLA allows students many opportunities to read and to practice the spelling before they are expected to master it. So, because of the integrated instruction of decoding and encoding, spelling is not taught as an isolated list of words each week, but as a continually reinforced skill. Examples: ■ Grade K, Skills 3 Teacher Guide, Lesson 2: Introduce the Spelling /a/ > 'a,' p. 28-29 ■ Grade K, Skills 5 Teacher Guide, Lesson 1: Introduce the Spelling /b/ > 'b,' p. 15-16

		■ Grade K, Skills 10 Teacher Guide, Lesson 17: Introduce the Spelling /oe/ > 'o_e,' p. 178-179 ■ Grade 1, Skills 3 Teacher Guide, Lesson 5: Spelling Assessment, p. 63-64 ■ Grade 2, Skills 5 Teacher Guide, Lesson 20: Spelling Assessment, p. 225-226
4.15	Extensive and recursive practice opportunities, not based on memorization, are provided to spell words both in isolation and in context.	Amplify CKLA includes practice opportunities for spelling words both in isolation and in context. Amplify CKLA emphasizes a systematic and structured approach to spelling instruction. Through a combination of explicit instruction, hands-on activities, word sorts, word study exercises, and application in meaningful contexts, students are provided with ample practice to develop their spelling proficiency organically and transfer their learning to real-world writing situations. For example, students participate in structured dictation exercises where they listen to a spoken word or sentence and then write it down based on what they hear. Additional opportunities for students to practice encoding are including the Activity Book pages. By offering diverse and recurrent practice opportunities, Amplify CKLA aims to deepen students' understanding of spelling principles and enhance their spelling skills Examples:

		■ Grade K, Skills 10 Teacher Guide, Lesson 5: Dictation With Words, p. 50 ■ Grade 1, Skills 7 Teacher Guide, Lesson 1: Practice With Spelling for /AE/, p. 14 ■ Grade 3, Unit 2 Teacher Guide, Lesson 3: Language, p. 81 ■ Grade 4, Unit 5 Teacher Guide, Lesson 6: Spelling: Introduce Spelling Words, p. 166-170
4.16	(Grades 2-5 Advanced Word Study): Spelling instruction continues in grades 2 and above and includes explicit instruction in vowel teams, variant vowels, and how morphology influences spelling.	In Amplify CKLA, spelling instruction, including Advanced Word Study, continues across Grades 2-5. In many units, spelling lists will focus on a particular sound-spelling correspondence that students have learned how to decode. For example, Grade 2 students encounter spelling lists that include vowel digraphs, r-controlled vowels, and alternative spellings for the sounds /r/, /wh/, and /n/. Morphology instruction begins in Grade 3, and students in Grades 4 and 5 continue to study word parts, including prefixes, suffixes, root words, and word origins, including Greek and Latin roots. Spelling lists in the upper grades contain words that are related to morphology, grammar rules, content, or sound-spelling correspondence. For example, in Grade 3 Unit 2, students encounter a list that includes spelling changes when a suffix is added to the word (plan/planned/planning).

		Examples: ■ Grade 2, Skills 3 Teacher Guide, Lesson 2: Foundational Skills, p. 27-30 ■ Grade 3, Unit 4 Teacher Guide, Lesson 8: Morphology: Suffixes -IST and -IAN, p. 215-216 ■ Grade 4, Unit 5 Teacher Guide, Lesson 9: Morphology: Practice Root <i>Rupt</i>, p. 247-248 ■ Grade 5, Unit 2 Teacher Guide, Lesson 9: Morphology: Practice Prefix <i>Inter-</i>, p. 216-217
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Section 4C: Writing - Composition

<u>Red Flag statements:</u> <u>Writing - Composition</u>		<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is False 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum	<u>Evidence from curricular materials</u> 1) Note the specific location (if applicable) -(e.g., Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
4.17	Writing prompts are provided with little time for modeling, planning, and brainstorming ideas.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
4.18	Writing is primarily unstructured with few models or graphic organizers.	1 ▾	See details and examples below.

Notes and questions for group discussion:			
4.19	Conventions, grammar, and sentence structure is not explicitly taught and practiced systematically (i.e., from simple to complex) with opportunities for practice to automaticity, instead it is taught implicitly or opportunistically.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
4.20	Writing instruction is primarily narrative or unstructured choice.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
4.21	Students are not taught the writing process (i.e., planning, revising, editing)	1 ▾	See details and examples below.
Notes and questions for group discussion:			
4.22	Writing is taught as a standalone and is not used to further reading comprehension.	1 ▾	See details and examples below.

Notes and questions for group discussion:

OPTIONAL Observations: Aligned Practices for Composition

If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:

4.23	Writing is taught explicitly through a gradual release of responsibility (i.e., I do, we do, you do) and includes sufficient time for modeling, planning, and brainstorming ideas orally before drafting.	Amplify CKLA program provides explicit instruction to help students achieve grade-level writing proficiency. Writing instruction builds systematically and cohesively within and across grades. This approach provides structured and scaffolded support for students as they develop their writing skills. Initially, CKLA teachers take the lead and model the writing process. This includes demonstrating and explicitly showing how to plan, organize, and draft written work. Later, CKLA teachers guide students through collaborative writing activities. This involves shared writing experiences where students and the teacher work together to brainstorm ideas, plan, and organize their writing. Finally, students work on their own writing projects, applying the techniques and strategies they have observed and practiced. Examples: ■ Grade 1, Knowledge 2 Teacher Guide, Lesson 7: Application, p. 101-103
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		■ Grade 1, Knowledge 2 Teacher Guide, Lesson 8: Application, p. 115-118 ■ Grade 4, Unit 5 Teacher Guide, Lesson 4: Writing, p. 117-118 ■ Grade 4, Unit 5 Teacher Guide, Lesson 5: Writing, p. 137-139
4.24	Writing is structured; models and graphic organizers are provided frequently to support composition and promote executive functioning.	Graphic organizers, timelines, and other tools provide essential support to students learning about text and idea organization; these can be found throughout Skills and Knowledge in Grades K-2 and integrated units in Grades 3-5. Group writing projects, such as the creation of a weather diary in Kindergarten, or drafting paragraphs as a class, also form essential scaffolding for more independent writing. Example: ■ Grade K, Knowledge 2 Teacher Guide, Lesson 10: Application, p. 138 ■ Grade K, Knowledge 2 Activity Book, Lesson 10: Activity Page 10.1, p. 17 ■ Grade 1, Knowledge 6 Teacher Guide, Lesson 2: Application, p. 34-37 ■ Grade 1, Knowledge 1 Activity Book, Lesson 2: Activity Page 2.1, p. 5 ■ Grade 3, Unit 5 Teacher Guide, Lesson 3: Writing, p. 81-82 ■ Grade 3, Unit 5 Activity Book, Lesson 3: Activity Page 3.1, p. 19

		■ Grade 5, Unit 5 Teacher Guide, Lesson 7: Writing, p. 147-148 ■ Grade 5, Unit 5 Activity Book, Lesson 7: Activity Page 7.3, p. 37
4.25	The writing process (i.e., planning, revising, editing) is explicitly taught and practiced.	In Amplify CKLA, the writing process is explicitly taught and practiced. Beginning in Grade 1, students are introduced to the Amplify CKLA writing process. This is practiced in both the Skills and Knowledge Strands for a large variety of writing projects. In Grade 3, CKLA students use a five-step writing process involving planning, drafting, revising, editing, and publishing text. In Grades 4–5, students expand this to a seven-step process that includes sharing and evaluating writing. Crucially, the process becomes less linear, and instead, students move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally. Example: ■ CKLA 3rd Edition Writing Approach and Progression: Integrated reading and writing instruction built on the latest research, p. 4-7 ■ Grade 1, Knowledge 4 Teacher Guide, Lesson 5: Writing: Opinion Planning, p. 84-85

		■ Grade 2, Knowledge 2 Teacher Guide, Lesson 12: Writing: Edit and Revise an Opinion Piece, p. 202-204 ■ Grade 3, Unit 2 Teacher Guide, Lesson 13: Writing, p. 312-314 ■ Grade 4, Unit 6 Teacher Guide, Lesson 14: Writing, p. 291-293
4.26	Conventions of print, grammar, and syntax (i.e., sentence structure) are taught explicitly in the context of writing including sentence reduction and sentence combining.	Amplify CKLA uses consistent, explicit language instruction in which students learn and apply the conventions of English grammar, punctuation, and spelling, practicing orally and in writing. The Student Readers allow students to encounter rules in context, while writing tasks are designed to help students apply their knowledge. Writing task rubrics include criteria aimed at appropriate grammar, usage, and mechanics in finished writing pieces. For example, Grade 1 students begin with basic two-word sentences (like "Sam cooks") and systematically expand them by adding direct objects, adjectives, and prepositional phrases. The curriculum uses a structured editing process that employs standard editing marks and focuses on capitalization, punctuation, complete sentences, and spelling through editing checklists. In Grade 3, students learn about simple and compound sentences, analyze sentence components (subjects and predicates), and practice sentence variation while writing informative paragraphs. They use linking words (so, also, and, but,

		because) to connect ideas effectively. Grade 4 instruction includes sentence unscrambling, parts of speech identification, and proper capitalization and punctuation within meaningful writing tasks like cause-effect paragraphs. Throughout all grades, grammar concepts are taught through oral practice before written application, and students receive scaffolded support through teacher modeling, partner work, visual supports, and differentiated instruction for multilingual learners at different proficiency levels. Amplify CKLA emphasizes teaching these conventions within authentic writing tasks rather than in isolation. Example: ■ Grade 1, Knowledge 5 Teacher Guide, Lesson 1: Sentence-Writing Activity, p. 23-24 ■ Grade 2, Knowledge 1 Teacher Guide, Lesson 2: Application, p. 37-39 ■ Grade 3, Unit 1 Teacher Guide, Lesson 2: Language, p. 65-66 ■ Grade 4, Unit 2 Teacher Guide, Lesson 7: Lesson Wrap-Up (Question 3), p. 182-183
4.27	Writing instruction includes a variety of text types (e.g., narrative, informational, persuasive).	Narrative and informational texts are studied in all grade levels and students write in connection to the texts in the three major text types (narrative, informative, opinion). Because Amplify CKLA has two strands of lessons in

		Grades K-2, Skills and Knowledge, students are exposed to both types of texts throughout the year. In Grades 3-5, the integrated units feature study in literary, informational, or a mix of both types of texts, depending on the unit's content. 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. By Grade 3, students will have gained significant practice in narrative, opinion/argumentative, and informational/explanatory forms of writing and will continue to apply those skills through Grade 5. In addition, each grade level concludes with a comprehensive Research Unit that guides students through the authentic research process using engaging trade books and diverse source materials. Students learn and apply essential research skills as they select topics of interest, analyze primary and secondary sources, and develop their own research projects, culminating
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		in presentations that showcase their findings and learning. Examples: ■ CKLA 3rd Edition Writing Approach and Progression: Writing types in Amplify CKLA 3rd Edition, p. 8-9 ■ Grade K, Knowledge 10 Teacher Guide, Lesson 14: Research, p. 179-182 ■ Grade 1, Knowledge 4 Teacher Guide, Lesson 8: Application, p. 139-140 ■ Grade 2, Knowledge 3 Teacher Guide, Lesson 7: Application, p. 109-110 ■ Grade 3, Unit 2 Teacher Guide, Lesson 14: Writing, p. 336-338
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Section 5: Components to Support Assessment

Assessment Non-Negotiables

Note: Most assessment systems are not featured as part of curriculum packages. For this section, review any assessments included with curricular materials along with your school or Local Education Agency's (LEA) entire suite of assessments.

<u>Red Flag statements: Assessment</u>	<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is False 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum	<u>Evidence from curricular materials</u> 1) Note the specific location (if applicable) -(e.g., Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 2) Justify your response by describing the practices that signal the presence of the red flag.
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5.1	Assessments measure comprehension only without additional assessment measures to determine what is leading to comprehension weaknesses (e.g., phonics, phoneme awareness, nonsense word fluency, decoding, encoding, fluency, vocabulary, listening comprehension).	1 ▾	See details and examples below.
Notes and questions for group discussion:			
5.2	Assessments include miscue analysis in which misread words that have the same meaning are marked as correct.	1 ▾	See details and examples below.
OPTIONAL Observations: Aligned Practices for Assessment Non-Negotiables If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
5.3	A school or LEA's suite of assessments provide multiple data points to understand students' word recognition and language comprehension abilities.		Yes
5.4	Assessment data is used to differentiate instruction across a Mutli-Tiered System of Supports (MTSS) based on student progress.		Yes
5.5	Assessments are standardized, reliable, and valid for the intended purpose.		Yes

Assessment

<u>Red Flag statements:</u> <u>Assessment</u>		<u>To what extent is this red flag statement true?</u> 1 - Red Flag statement is False 2 - Red Flag statement is minimally true, evidence is minimal or briefly mentioned 3 - Red Flag statement is mostly true. If applicable, evidence is in multiple places throughout the curriculum 4 - Red Flag statement is always true, pervasive, and/or integral to curriculum	<u>Evidence from curricular materials</u> 3) Note the specific location (if applicable) -(e.g., Is this from the teacher's manual? Student materials? Ancillary materials (e.g., student texts, workbooks, specific additional materials)? Please note the specific grade, section, lesson, and/or page number. 4) Justify your response by describing the practices that signal the presence of the red flag.
5.6	Assessments result in benchmarks according to a leveled text gradient.	1 ▾	See details and examples below.
Notes and questions for group discussion:			

5.7	Foundational skills assessments are primarily running records or similar assessments that are based on whole language or cueing strategies (e.g., read the word by looking at the first letter, use picture support for decoding).	1 ▾	See details and examples below.
Notes and questions for group discussion:			
5.8	Phonics skills are not assessed.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
5.9	Phoneme awareness is not assessed.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
5.10	Decoding skills are assessed using real words only.	1 ▾	See details and examples below.
Notes and questions for group discussion:			
5.11	Oral Reading Fluency (ORF) assessments are not used.	1 ▾	See details and examples below.
Notes and questions for group discussion:			

5.12	Suite of assessments does not address aspects of language comprehension (e.g., vocabulary, syntax, listening comprehension).	1 ▾	See details and examples below.
Notes and questions for group discussion:			
5.13	Multilingual Learners are not assessed in their home language	1 ▾	See details and examples below.
Notes and questions for group discussion:			
OPTIONAL Observations: Aligned Practices for Assessment If reviewing for aligned practices, provide location, description, notes, and evidence of alignment for each component:			
5.14	Assessments include screening, diagnostic, and progress monitoring to inform instruction and prevent future reading difficulties.	Amplify CKLA's assessment progression includes both frequent, moment-by-moment checks and Student Performance assessments that take place three times annually to measure overall growth. Checks for Understanding are designed to allow teachers to adjust instruction within the context of the lesson. Formative Assessments range from in-the-moment adaption to opportunities for individual, small group, and whole class reteach and review. Checks for Understanding and Formative Assessments also provide information to decide	

		whether additional supports and practice (found at the end of the lesson and in the additional guides) are appropriate. Student performance data from mid-unit, end-of-unit, and Student Performance assessments should be used to help differentiate during core instruction or during small group time and Pausing Point days. Amplify CKLA includes dashboards and reports for classrooms that implement the digital assessments, which will be available in the 2025-26 school year. End-of-Unit Assessments (for K-2 Knowledge Domains and all grade 3-5 integrated Units) are available in the digital platform to save time and provide deeper insights into student progress: • A variety of question types, including multi-select and drag-and-drop, mirror high-stakes tests. • Auto-scoring eliminates manual grading, allowing teachers to focus on instruction. • Detailed reporting offers real-time feedback, helping educators identify strengths and areas for growth. The CKLA digital assessments are automatically scored to provide immediate insights into progress and identify opportunities to tailor
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		instruction based on needs. Teachers can easily track students' mastery of standards and content with assessments that measure vocabulary, comprehension, and knowledge development within each unit. Examples: ■ Amplify CKLA Assessments Overview ■ Grade K, Skills 1 Teacher Guide, Lesson 4: Blending Pretest, p. 46 ■ Grade 1, Skills 3 Teacher Guide, Lesson 7: Progress Monitoring (Optional), p. 94-95 ■ Grade 3, Unit 5 Teacher Guide, Lesson 7: Check for Understanding, p. 148 ■ Grade 5, Unit 5 Teacher Guide, Lesson 16: Unit Assessment, p. 262-264
5.15	Foundational skills assessments identify students' instructional needs.	CKLA's foundational skills assessments use a comprehensive, multi-tiered system to identify students' instructional needs. The assessments begin with broad screening measures and become increasingly targeted based on student performance. For example, Grade 1 employs a progression starting with a Word Recognition Assessment, followed by Story Reading, Pseudoword Assessment, and Code Knowledge Diagnostic as needed. Second grade uses multiple components, including word reading assessments that evaluate specific phonics patterns (consonant clusters, digraphs, vowels), story reading assessments, dictation

		identification, and comprehension checks. The assessments track mastery of particular skills like short vowels, spelling patterns, and letter-sound correspondences, with clear scoring benchmarks. Teachers use detailed record sheets and planning documents to track student progress, identify skill gaps, and form appropriate instructional groups. The system includes specific remediation pathways through the Assessment and Remediation Guide, Intervention Toolkit, and Pausing Point activities. Beginning of Year (BOY) Student Performance Assessments serve as initial information about student performance. Examples: ■ Grade K, Skills 3 Teacher Guide, Lesson 11: Reading Assessment (Part 1), p. 111-112 ■ Grade 1, Skills 1 Teacher Guide, Lesson 7: Foundational Skills, p. 92-96 ■ Grade 2, Skills 6 Teacher Guide, Lesson 34: Fluency, p. 363-366
5.16	Phonics skills are assessed using both real and nonsense words.	Both real and nonsense words are used when informally assessing student progress, such as during chaining activities or other tasks. For the most part, formal assessments, such as a mid-year benchmark assessment, use real words. However, the program does use a pseudoword reading assessment during the beginning-of-the-year placement assessment in

		Grade 1 to help pinpoint students' gaps in code knowledge. Examples: ■ Grade K, Skills 4 Teacher Guide, Lesson 3: Observation: Letter Sounds Observation Record, p. 39 ■ Grade 1, Skills 1 Teacher Guide, Lessons 8-10: Pseudoword Reading Assessment, p. 100-101 ■ Grade 2, Skills 6 Teacher Guide, Lesson 35: Word Reading in Isolation Assessment, p. 373
5.17	Oral Reading Fluency (ORF) assessments are used to assess fluency, usually first grade and beyond.	Oral Reading assessments are used regularly in Amplify CKLA beginning at the end of Grade 1. Most ORF assessments occur during Student Performance Assessments or end-of-unit assessments. Additional optional fluency assessments are included in Grades 3-5. Amplify uses the Hasbrouck and Tindal Oral Reading Fluency Norms beginning in Grade 2. Examples: ■ Grade 1, Skills 7 Teacher Guide, Lesson 20: Fluency Assessment, p. 201-205 ■ Grade 3, Unit 6 Teacher Guide, Lesson 15: Optional Fluency Assessment, p. 324-326 ■ Grade 4, Unit 6 Teacher Guide, Lesson 16: Optional Fluency Assessment, p. 332-334

		■ Grade 5, Unit 6 Teacher Guide, Lesson 16: Optional Fluency Assessment, p. 366-368
5.18	A systematic spelling survey/spelling inventory is used to analyze students' applications of phonemes, graphemes, and morphemes.	Beginning in Grade 1, the Amplify CKLA Skills Strand units include spelling lists, practice activities, and spelling assessments that continue through the upper 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. Teacher Guides include a useful spelling analysis sheet and directions for spelling assessments. Careful examination of students' errors may provide insight for planning remediation of both decoding and encoding skills. In most units' spelling lessons, students in Grades 3–5 will practice spelling words related to the content of the Reader and words related to the morphology features taught. Although the words do not follow specific spelling patterns, teachers may detect certain gaps or misunderstandings in students' knowledge of the CKLA code through careful analysis of their spelling errors.

		Examples: ■ Grade K, Skills 5 Teacher Guide, Lesson 15: Progress Monitoring (Optional), p. 172 ■ Grade 1, Skills 4 Teacher Guide, Lesson 8: Progress Monitoring (Optional), p. 103-104
5.19	Phonological and phoneme awareness (PA) are assessed in K/1 and for older students who exhibit PA weaknesses as evidenced by appropriate assessment.	Progress monitoring is included in CKLA materials for specific foundational skills such as blending, word reading, and fluency. Additional progress monitoring assessments are included in the online Assessment and Remediation Guides and the Intervention Toolkit to determine whether students have gaps in their phonological & phoneme awareness, phonics knowledge, fluency, and more with additional mini-lessons and activities for remediation. Student performance data from mid-unit, end-of-unit, and benchmark assessments should be used to help differentiate during core instruction or during small group time and Pausing Point days. Examples: ■ Grade K, Skills 7 Teacher Guide, Lesson 1: p. 14 ■ Grade 1, Skills 3 Teacher Guide, Lesson 1: Check for Understanding, p. 13 ■ Grade 2, Skills 2 Teacher Guide, Lesson 11: Check for Understanding, p. 152

5.20	Assessments address both word recognition and language comprehension (e.g., vocabulary, syntax, writing, listening comprehension).	Amplify CKLA includes assessment materials that focus on word recognition as well as language comprehension. The Student Performance assessments at the beginning, middle, and end of the year as well as unit-level assessments, include word recognition assessments. Student performance on this assessment is a good indicator of whether students have mastered the new sound/spellings. The target words include the vowel sound/spellings taught within the unit. Amplify CKLA includes assessments that focus on language comprehension. CKLA's K-2 program consists of two strands of instruction, and these strands correspond with the elements of reading isolated in the simple view of reading. The Skills Strand is meant to build students' decoding skills, while the Knowledge Strand is meant to build students' language comprehension ability by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. The Knowledge Strand includes assessments at the end of each Domain. The Knowledge assessments evaluate each student's retention of domain and academic vocabulary words and the core content taught. A variety of higher-order questions posed throughout our Read-Aloud texts allow teachers to assess students and
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		their understanding of the content presented formatively. Checks for Understanding, found in each lesson, are quick formative assessments to determine if students are ready to move on with the rest of the lesson. Formative Assessments (also in every lesson) provide more formal opportunities to read student writing or listen to student responses. Examples: ■ Grade K, Knowledge 7 Teacher Guide, Domain Assessment, p. 176-178 ■ Grade K, Skills 8 Teacher Guide, Lesson 20: p. 211-217 ■ Grade 1, Skills 6 Teacher Guide, Lesson 25: p. 259-263 ■ Grade 1, Knowledge 7 Teacher Guide, Domain Assessment, p. 192-194 ■ Grade 2, Skills 6 Teacher Guide, Lesson 27: p. 304 ■ Grade 3, Unit 4 Teacher Guide, Lesson 16: Unit Assessment, p. 364-366 ■ Grade 5, Unit 4 Teacher Guide, Lesson 15: Unit Assessment, p. 361-372
5.21	Trends in groups of student scores can be used to identify the overall effectiveness of the Multi-Tiered System of Supports (MTSS).	Amplify CKLA is complemented by mCLASS DIBELS 8th Edition, part of Amplify’s literacy suite of instruction and assessment that aligns with a Multi-Tiered System of Supports (MTSS) model. mCLASS DIBELS 8th Edition is a universal screener built on decades of research

		and validated to identify students at risk for reading difficulties. mCLASS benchmark and progress-monitoring results are used to make instructional decisions for all instructional tiers, monitor effectiveness of instruction and interventions across districts, schools, and classrooms, and identify the highest-need areas for additional support and resources. To empower educators in making confident decisions, mCLASS includes robust reporting capabilities for individual students, groups of students, classrooms, school sites, and districts. These reports enable comparisons across various student groups and populations, helping educators assess the overall effectiveness of the Multi-Tiered System of Supports (MTSS). Furthermore, school leaders have the flexibility to customize these reports, enabling them to explore data more thoroughly based on specific criteria such as populations, timeframes, measures, or student demographics. In addition to screening and progress monitoring with mCLASS, Amplify CKLA's digital unit assessments provide standards-based reports that identify how students are progressing toward standards mastery and unit-level objectives.
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		A dual approach of universal screening and assessments measuring mastery of instructional content ensures teachers have a holistic view of student progress on grade-level literacy skills. Examples: • mCLASS DIBELS 8th Edition Reporting Guide • Amplify CKLA Assessment Overview, p. 32-29
5.22	Multilingual Learners are assessed in their home language when available.	Amplify CKLA is complemented by a full Multi-Tiered System of Supports for instruction, assessments, and intervention. As part of our suite of connected programs, Amplify offers assessments in English and Spanish so that Spanish-speaking students can be assessed in their home language. mCLASS® Lectura is Amplify's Spanish literacy universal screening, dyslexia screening, and progress monitoring assessment system for elementary literacy. It includes valid, reliable measures that focus on the key language features necessary to meaningfully capture what Spanish-speaking students know, and provide actionable data to guide the teacher's instruction. mCLASS Lectura delivers complete parity between English and Spanish reading

		assessments when used together with mCLASS DIBELS 8th Edition. It is the only assessment system to offer a dual language instructional report that shows how a student is reading in each language. By using both assessments, educators can make instructional recommendations specific to the student's profile and help students identify transferable skills from one language to another. These tools let educators know exactly where students are in their skill development so that they can help every student succeed in the classroom. More information on mCLASS Lectura can be found here .
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Michigan Reading League Additional Requirements From Pages 8-12 of the RFS

Requirements	Amplify's Response
<i>Non-Negotiable Red Flag Practice Indicators: Research-Based Series</i> <i>Alignment</i>	
The following eight Non-Negotiable Practice Indicators are practices that must not be evident	Reviewed and Understood.

for effective research-based literacy instruction. These criteria are grounded in scientifically based reading research, ensuring the approach is evidence-backed and aligned with best practices for teaching reading. These red flag non-negotiable criteria directly contradict the research base present in the Simple View of Reading and represented through the Reading Rope model (Scarborough, 2001).

- If the Tier 1 literacy series and materials submitted for review are found to have minimal to no evidence of the eight non-negotiable red-flag criteria, then the submitted Tier 1 literacy series and materials will continue with the remainder of the review process.

- If the Tier 1 literacy series and materials submitted for review are found to be true or mostly true, then the submitted Tier 1 literacy series and materials will not move on to the remainder of the review process and will be ranked accordingly.

Reviewed and Understood.

***Non-Negotiable Red-Flag Practice Indicators (adapted by Michigan
Department of Education)***

- Strategies for decoding that prompt students to guess unknown words, skip over unknown words to use the meaning of the passage to recognize the words taught, identify the first sound in a word and being prompted to guess, memorize a word in its written form, and use predictable text or leveled text to practice initial word recognition learning (Michigan Public Act 146, Section 23 (iii), 2024).

CKLA employs a systematic, explicit phonics approach that teaches students to decode words using reliable sound-symbol relationships rather than guessing strategies. The program explicitly teaches students to blend sounds sequentially through words, analyzing all letter-sound correspondences rather than relying on context clues or initial sounds to guess. In the Skills strand, students learn specific sound-spelling patterns and practice applying these patterns in decodable texts that are carefully controlled to match their current phonics knowledge. Rather than using predictable or leveled texts that might encourage guessing, CKLA uses decodable texts where approximately 100% of words follow previously taught patterns, allowing students to apply their phonics knowledge systematically. When encountering unfamiliar words, students are taught to segment and blend through the entire word, analyzing each sound-spelling pattern, rather than being prompted to use picture clues, context, or partial word recognition. This approach ensures students develop strong decoding skills based on reliable orthographic patterns rather than developing inefficient guessing habits that could impede their reading development.

Amplify CKLA does not include the use of or reference the Three Cueing System. Amplify CKLA provides explicit instruction in phonemic awareness, phonics, and spelling through a systematic scope and sequence that builds from simple to complex. To learn more about our research base, please see the [CKLA Research Site](#). For specific examples demonstrating Aligned Word Recognition practices, please refer to sections 1.4-1.6.

- Guidance to memorize any whole words, including high-frequency words, by sight without attending to the sound/symbol correspondences.

Amplify CKLA takes a strategic approach to teaching irregular high-frequency words by first ensuring students understand regular sound-spelling patterns, then explicitly highlighting both the predictable and unpredictable elements within these words, helping students recognize which parts follow typical phonetic patterns and which parts require memorization. The term “Tricky Word” is used in this program to refer to a word not pronounced quite the way you would expect based on the letters in its printed form, or is not spelled quite the way you would expect based on the sounds in the spoken word. When teaching a Tricky Word, the teacher emphasizes the parts of the words that are NOT tricky that follow regular code rules, and teaches the part(s) that are tricky explicitly. For specific examples demonstrating Aligned Word Recognition practices, please refer to sections 1.4-1.6.

- Supporting materials do not provide a systematic scope and sequence nor opportunities for practice and review of elements taught (e.g., phonics, decoding, encoding).

CKLA provides a comprehensive, systematic scope and sequence that carefully builds skills and knowledge through deliberate progression and ample practice opportunities. The Skills strand follows a research-based sequence for teaching phonics, decoding, and encoding, with each new skill systematically introduced, practiced, and reviewed before advancing to more complex elements. For instance, the program includes daily phonics warm-ups, structured practice activities, decodable readers aligned to taught patterns, and regular assessment opportunities to monitor student progress. The scope and sequence documents clearly map out when specific skills are introduced across units and grade levels. Supporting materials include detailed practice activities such as chaining exercises, word sorts,

dictation, and systematic spelling instruction that reinforce taught patterns. The program also incorporates spaced practice through Pausing Points, ensuring previously taught skills are systematically revisited and reinforced. Additional practice materials include take-home decodable stories, fluency passages, and Additional Support activities that provide targeted support based on student needs, creating a thorough system for skill development and mastery. Please see the [Amplify CKLA Skills Scope and Sequence](#). For specific examples demonstrating Aligned Word Recognition practices, please refer to sections 1.4-1.6.

- In early grades, the instructional framework is primarily a workshop approach, emphasizing student choice and implicit, incidental, or embedded learning.

CKLA employs a highly structured, explicit instructional framework in the early grades that prioritizes systematic, direct instruction over a workshop approach. The K–2 program is built on two complementary strands - Skills and Knowledge - each providing carefully sequenced, teacher-directed lessons that explicitly teach foundational skills, content knowledge, and literacy concepts. Rather than relying on incidental learning, CKLA provides detailed lesson plans with clear objectives, direct teaching procedures, and targeted practice opportunities. For example, in the Skills strand, phonics instruction follows a precise sequence where teachers explicitly model sound-spelling correspondences, guide students through practiced application, and systematically review previously taught skills. Similarly, the Knowledge strand builds content knowledge through structured Read-Alouds with predetermined questions and vocabulary instruction. While student engagement is emphasized, it occurs within a framework of carefully planned, teacher-led instruction rather than

through free choice activities. This systematic approach ensures all students receive consistent, explicit instruction in essential literacy skills and content knowledge, particularly benefiting students who might struggle with more implicit learning approaches. For additional information, please see the [Amplify CKLA Skills Scope and Sequence](#) and the [K-5 Knowledge Scope and Sequence](#).

- Students are not exposed to rich vocabulary and complex syntax in reading and writing materials.

CKLA systematically exposes students to sophisticated vocabulary and complex language structures through carefully curated texts and intentional instructional design. The Knowledge strand particularly emphasizes content-rich, complex texts read aloud to students, ensuring they encounter academic vocabulary, domain-specific terms, and advanced syntactical structures that often exceed their independent reading levels. For example, students engage with specialized vocabulary in science and social studies domains, such as "metamorphosis" or "civilization," while experiencing varied sentence structures. Multiple-meaning words, morphology instruction, and word relationships are taught explicitly, while syntax instruction progresses from simple sentences in early grades to more complex constructions featuring subordinate clauses and varied transition words in later grades. For specific examples demonstrating Aligned Practices for Language Comprehension, Reading Comprehension, and Writing, please refer to sections 2-4.6–2.48 and sections 2.12–2.17 for Vocabulary.

- Comprehension activities focus mainly on assessing whether students understand content

Amplify CKLA actively teaches the process of comprehension rather than just assessing content understanding. The curriculum embeds multiple comprehension supports before, during, and after reading.

(the product of comprehension) instead of supporting the process of comprehending texts.

Before reading, students receive vocabulary instruction, background knowledge building, and visual aids. During reading, teachers model fluent reading, guide students through multiple readings with different purposes, and encourage active text interaction through choral reading and partner work. Students are explicitly taught to look back at texts while answering questions rather than relying on memory. For specific examples demonstrating Aligned Practices for Language Comprehension, Reading Comprehension, and Writing, please refer to sections 2-4.6–2.48 and sections 3.6–3.9 for for Reading Comprehension.

- Writing is not taught or is taught separately from reading at all times.

Amplify CKLA deliberately integrates reading and writing instruction throughout its curriculum, creating a symbiotic relationship between these literacy skills. The program's approach ensures that writing tasks are meaningfully connected to the texts students read, allowing them to analyze, respond to, and create content related to their reading materials. For example, after reading informational texts about life cycles, Grade 2 students write an informative paragraph summarizing the life cycle of a frog. During narrative or poetry units, students study mentor texts to identify author's craft techniques, which they then apply in their own writing. The Skills strand includes systematic instruction in writing mechanics and composition that directly connects to decodable texts students are reading, while the Knowledge strand prompts students to write responses that demonstrate comprehension and analysis of complex read-aloud texts. Writing activities such as note-taking, summarizing, and text-dependent questions are embedded throughout reading lessons, reinforcing the

natural connection between reading comprehension and written expression. This integrated approach ensures students understand how reading and writing skills complement and enhance each other in authentic ways. For specific examples demonstrating Aligned Practices for Language Comprehension, Reading Comprehension, and Writing, please refer to sections 2-4.6–2.48 and sections 4.23–4.27 for Aligned Practices for Composition.

- Questioning during read-aloud focuses mainly on lower-level questioning skills.

CKLA consistently employs a sophisticated range of questioning strategies during Read-Alouds that emphasize higher-order thinking skills and deep comprehension. The program's questioning approach moves systematically from literal comprehension to increasingly complex analytical and evaluative questions, encouraging students to engage in critical thinking, make inferences, analyze character motivations, and form evidence-based conclusions. Literal questions assess students' recall of key details from the text; they require students to paraphrase and/or refer back to the portion of the text where the specific answer is provided. Inferential questions ask students to infer information from the text and to think critically; they require students to summarize and/or reference the portions of the text that lead to and support the inference they are making. Evaluative questions ask students to build on what they have learned from the text using analytical and application skills, often to form an opinion or make a judgment; they require students to paraphrase and/or cite the textual evidence that substantiates their argument or opinion. For example, during Read-Alouds, teachers are prompted to ask students to analyze cause and effect relationships, compare and contrast

different elements of the text, make predictions based on textual evidence, and connect concepts across texts and to their own experiences. The Teacher Guide provides carefully scaffolded questions that build in complexity throughout each lesson, including both text-dependent questions that require close reading and open-ended questions that promote discussion and deeper analysis. This comprehensive questioning approach ensures students develop advanced comprehension skills while engaging meaningfully with complex texts.

Examples:

- [Grade K, Knowledge 7 Teacher Guide, Lesson 1: Comprehension Questions, p. 19](#)
- [Grade 1, Knowledge 3 Teacher Guide, Lesson 2: Comprehension Questions, p. 35](#)
- [Grade 2, Knowledge 7 Teacher Guide, Lesson 1: Comprehension Questions, p. 14](#)
- [Grade 3, Unit 6 Teacher Guide, Lesson 11: Discussing the Read-Aloud, p. 274](#)

Red-Flag Practice Indicator 1. B: Phonological Awareness

Instruction only attends to larger units of phonological awareness (syllables, rhyme, onset-rime) without moving to the phoneme level (e.g., blends such as /t/ /r/ are kept intact rather

Amplify CKLA focuses on sounds, or phonemes, as the primary organizing principle of the program rather than letters. Amplify CKLA focuses consistently on the phoneme, or single sound and not on larger units. Students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these

than having students notice their individual sounds).

larger units as combinations of smaller phoneme-level units. Rimes like *-ick* and initial clusters like *st-* are not taught as units but as combinations. For specific examples demonstrating Aligned Practices for Phonological and Phoneme Awareness, please refer to sections 1.11–1.14.

- Instruction is focused on letters only without explicit instruction and practice with the phonemes that letters represent.

Amplify CKLA's foundational skills instruction consistently pairs letter instruction with explicit teaching of the phonemes those letters represent, ensuring students understand both the visual symbols and their corresponding sounds. The program begins with systematic phonological awareness instruction, teaching students to identify, isolate, blend, and manipulate phonemes before introducing their letter representations. When letters are taught, they are always introduced alongside their corresponding sounds through multisensory activities that help students connect the visual symbol with its phoneme(s). For example, when teaching the letter 'm', teachers explicitly demonstrate the /m/ sound, have students practice producing the sound, and engage in activities that reinforce the letter-sound connection through activities like sound-spelling cards, mirror work for articulation, and kinesthetic movements. The Skills strand maintains this integrated approach throughout, teaching both the visual representation (grapheme) and the acoustic properties (phoneme) of each sound-spelling pattern, ensuring students develop a strong foundation in the alphabetic principle. For specific examples demonstrating Aligned Practices for Phonological and Phoneme Awareness, please refer to sections 1.11–1.14.

- Phoneme awareness is not taught as a foundational reading skill.

CKLA places phoneme awareness at the forefront of early reading instruction, recognizing it as a crucial foundational skill that precedes and supports phonics instruction. The program begins with systematic, explicit instruction in phonological and phonemic awareness through daily activities that teach students to identify, isolate, blend, segment, and manipulate individual phonemes in spoken words. For example, in kindergarten, students engage in daily warm-up activities focusing on phoneme identification and manipulation, while teachers receive explicit guidance for modeling and supporting these crucial skills through activities like sound blending chains and phoneme substitution exercises. For specific examples demonstrating Aligned Practices for Phonological and Phoneme Awareness, please refer to sections 1.11–1.14.

- Phonological and phoneme awareness are not assessed and monitored.

Within core instruction, Amplify CKLA uses formative assessments and observational records to monitor phonological and phonemic awareness development. This allows teachers to adjust instruction within the context of the unit and use activities from the digital Assessment and Remediation Guides or the digital Intervention Toolkit to provide additional practice.

For systematic screening and progress monitoring, Amplify recommends universal screening through [mCLASS DIBELS 8th Edition](#), a key component of Amplify's comprehensive literacy suite for core instruction, assessment, personalized learning, and intervention that aligns with a Multi-Tiered System of Supports (MTSS) model. mCLASS

DIBELS 8th Edition is also validated to identify students at risk for dyslexia. More information on Amplify's comprehensive literacy suite can be found [here](#).

For specific examples demonstrating Aligned Practices for Phonological and Phoneme Awareness, please refer to sections 1.11–1.14.

Red-Flag Practice Indicator 1. C: Phonics and Phonic Decoding

- Letter-sound correspondences are taught opportunistically or implicitly during text reading.

Amplify CKLA employs a systematic, explicit approach to teaching letter-sound correspondences through carefully sequenced direct instruction, rather than relying on opportunistic or implicit learning. The Skills strand follows a research-based scope and sequence that introduces sound-spelling patterns in a predetermined order, with each correspondence taught explicitly through teacher modeling, guided practice, and independent application. For example, in kindergarten, individual letter-sound relationships are introduced at a careful pace, with teachers using sound posters and cards, explicit articulation instruction, and systematic blending routines to ensure mastery. As students progress, more complex patterns are introduced following the same explicit instruction model, with new correspondences taught in isolation first, then practiced in controlled contexts through decodable texts specifically designed to reinforce the target patterns. This systematic approach ensures all students receive clear, direct instruction in each sound-spelling correspondence, rather than having to infer these relationships through exposure to text. For

	specific examples demonstrating Aligned Practices for Phonics and Phonic Decoding, please refer to sections 1.27–1.39
• Instruction is typically “one and done;” phonics skills are introduced but with very little or short-term review.	CKLA provides sustained, systematic review of phonics skills through a carefully structured spiral review system that revisits and reinforces previously taught patterns throughout the year. Each Skills lesson includes both new content and deliberate practice of previously taught phonics patterns through activities like warm-ups, word chains, dictation, and decodable texts, ensuring skills remain fresh and are continuously strengthened. The program's scope and sequence deliberately builds in multiple opportunities for review and application of taught patterns across units, with the Assessment and Remediation Guide providing additional targeted practice opportunities to support mastery of essential phonics skills. For specific examples demonstrating Aligned Practices for Phonics and Phonic Decoding, please refer to sections 1.27–1.39.
• Keywords for letter/sound correspondences are not aligned with the pure phoneme being taught (e.g., earth for /ě/, ant for /ă/, orange for /ō/).	CKLA deliberately uses precise phoneme-focused keywords that accurately represent the pure sound being taught, avoiding words that might distort or misrepresent the target phoneme. For specific examples demonstrating Aligned Practices for Phonics and Phonic Decoding, please refer to sections 1.27–1.39.
• Phonics instruction takes place in short (or optional) “mini-lessons” or “word work” sessions.	CKLA dedicates substantial instructional time to systematic phonics instruction through daily 60-minute Skills strand lessons that are central to the program, not optional mini-lessons. Each Skills lesson provides comprehensive, explicit phonics instruction through multiple components including warm-ups, explicit teaching of new patterns,

guided practice, and application through decodable texts, ensuring students receive thorough instruction and practice in each sound-spelling pattern. The program's structured approach ensures phonics instruction is a core, non-negotiable part of daily literacy instruction rather than a brief supplement. For specific examples demonstrating Aligned Practices for Phonics and Phonic Decoding, please refer to sections 1.27–1.39.

- The initial instructional sequence introduces many (or all) consonants before a vowel is introduced, short vowels are all taught in rapid succession and/or all sounds for one letter are taught all at once.

CKLA follows a carefully researched sequence that strategically introduces a mix of consonants and vowels from the beginning, allowing students to begin blending and reading words early in the sequence. The program deliberately spaces out the introduction of short vowels across multiple units, ensuring each vowel sound is mastered before introducing the next, and explicitly teaches one sound-spelling correspondence at a time rather than introducing multiple sounds for a single letter simultaneously. CKLA begins by teaching the most common spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds that can be spelled several different ways. The system is kept simple at first, and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills. For specific examples demonstrating Aligned Practices for Phonics and Phonic Decoding, please refer to sections 1.27–1.39.

- Blending is not explicitly taught or practiced.

CKLA provides systematic, explicit instruction in blending through daily routines and carefully structured activities that teach students specific blending strategies. Teachers receive detailed guidance for modeling blending techniques, starting with oral blending of phonemes,

progressing to blending with letter cards, and then applying these skills to connected text through activities like chaining and reading decodable texts. For specific examples demonstrating Aligned Practices for Phonics and Phonic Decoding, please refer to sections 1.27–1.39.

- Instruction encourages students to memorize whole words, read using the first letter only as a clue, guess at words in context using a “what would make sense?” strategy, or use picture clues rather than phonic decoding.

CKLA explicitly teaches students to decode words systematically by analyzing all letter-sound correspondences rather than relying on memorization, context clues, or guessing strategies. The program emphasizes sequential blending through words, with teachers modeling how to attend to each sound-spelling pattern and blend sounds together to read words accurately. When encountering unfamiliar words in decodable texts, students are specifically taught to use their phonics knowledge to decode the entire word systematically, rather than being encouraged to use picture clues, initial sounds, or context to guess; this approach is reinforced through carefully controlled decodable texts where students can successfully apply their current phonics knowledge. For specific examples demonstrating Aligned Practices for Phonics and Phonic Decoding, please refer to sections 1.27–1.39.

- Words with known sound-symbol correspondences, including high-frequency words, are taught as whole-word units, often as stand-alone “sight words” to be memorized.

CKLA approaches all words, including high-frequency words, through systematic analysis of their sound-symbol patterns, teaching students to examine the regular and irregular components rather than memorizing them as whole units. Even when introducing “Tricky Words,” the program explicitly draws attention to which parts of the word follow regular phonetic patterns and which parts are irregular, helping students understand the word's structure rather than relying

on memorization. Teachers are guided to help students analyze these words part by part, identifying familiar sound-spelling patterns and noting any unusual correspondences, ensuring students develop an analytical approach to word recognition rather than depending on whole-word memorization. For specific examples demonstrating Aligned Practices for Phonics and Phonic Decoding, please refer to sections 1.27–1.39.

- Few opportunities for word-level decoding practice are provided.

CKLA provides extensive opportunities for word-level decoding practice throughout each Skills lesson, beginning with the "Preview Spellings" section where students systematically practice reading words with targeted sound-spelling patterns. The program includes multiple daily word-level practice activities such as chaining exercises, word sorts, reading word lists, dictation, and word building activities. Additionally, students engage in regular practice through decodable readers that contain controlled text focusing on specific patterns, while warm-up activities and review sections provide further opportunities to practice decoding at the word level. The program's systematic approach ensures students receive abundant practice with each sound-spelling pattern through varied activities and contexts, reinforcing their decoding skills through multiple exposures and applications. For specific examples demonstrating Aligned Practices for Phonics and Phonic Decoding, please refer to sections 1.27–1.39.

- Early texts are predominantly predictable and/or leveled texts, which include phonic elements that have not been taught; decodable texts are not used or emphasized.

Amplify CKLA exclusively uses decodable texts that are carefully aligned with taught phonics patterns, ensuring approximately 100% of words follow previously introduced sound-spelling correspondences. Rather than using predictable or leveled texts, the program's

	decodable readers are specifically designed to provide controlled practice with taught patterns, systematically building in complexity as students master new phonics elements. For specific examples demonstrating Aligned Practices for Phonics and Phonic Decoding, please refer to sections 1.27–1.39.
• Advanced word study (Grades 2-5) Instruction in phonics ends once single-syllable phonics patterns (e.g., CVC, CVCe) are taught.	CKLA extends advanced word study well beyond basic single-syllable patterns, providing systematic instruction in complex phonics patterns through upper grades. The program progressively teaches multisyllabic word analysis, advanced affixes, Greek and Latin roots, and sophisticated spelling patterns throughout grades 2-5. For specific examples demonstrating Aligned Practices for Phonics and Phonic Decoding, please refer to sections 1.27–1.39.
• Advanced word study (Grades 2-5) No instruction in multisyllabic word decoding strategies and/or using morphology to support word recognition is evident.	mplify CKLA Skills instruction in Grades K-2 provides systematic instruction in synthetic phonics built on a research-based, detailed scope and sequence to ensure that students are exposed to the 44 sounds of the English language and 240 elements of the written code. In K-2, the program teaches children 150 spellings for the 44 sounds of English. It introduces an average of 5–10 letter-sound relationships within each unit of instruction; each unit lasts approximately 2–3 weeks. By the end of Grade 2, students possess the necessary tools to decode more complex multisyllabic words. In Grades 3–5, students revisit both basic and advanced phonics knowledge, shifting the instructional focus to more complex foundational skills. This includes exploring spelling patterns, syllable types, morphology, syntax, and vocabulary. Morphology, which involves the study of word parts and their

contributions to word meaning, helps students to decode multisyllabic words more easily. Throughout these grades, students explore word parts like prefixes, suffixes, and root words. Oral and written activities provide opportunities to apply their understanding of morphology, which they utilize daily when reading grade-level texts in their Readers.

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

Additionally, the Amplify CKLA Skills Supplement for Grades 3-5 can be used flexibly to augment decoding, encoding, and syllable instruction. Explicit instruction and practice includes phonological/phonemic awareness, phonics and word recognition, syllabication, fluency, morphology, reading comprehension, and encoding. For specific examples demonstrating Aligned Practices for Phonics and Phonic Decoding, please refer to sections 1.27–1.39.

Red-Flag Practice Indicator 1.D: Fluency

- Fluency instruction focuses primarily on student silent reading.

Amplify CKLA emphasizes oral reading fluency instruction through multiple structured routines and activities. The program incorporates regular teacher modeling of fluent reading, partner reading, choral reading, and choral reading activities. Fluency Assessment tools

monitor oral reading fluency progress, ensuring students develop all aspects of fluent reading through consistent oral reading practice. Fluency Packets, starting in Grade 2, provide opportunities for students to practice reading with fluency and prosody (expression), including phrasing and intonation. The Fluency Packets include a structured five-day routine to help students read with accuracy and expression. For specific examples demonstrating Aligned Practices for Fluency, please refer to sections 1.45–1.50

- Rate is emphasized over accuracy; priority is given to the student's ability to read words quickly.

CKLA prioritizes accuracy as the foundation of fluency development before emphasizing rate, ensuring students can decode words correctly and automatically before focusing on speed. The program's fluency instruction explicitly teaches students that accurate word reading is paramount, with teacher guidance emphasizing that comprehension and precision should not be sacrificed for speed. For specific examples demonstrating Aligned Practices for Fluency, please refer to sections 1.45–1.50

- Word-level fluency practice to automaticity is not provided, or fluency is viewed only as text-reading fluency.

CKLA provides systematic word-level fluency practice throughout its Skills strand, recognizing that automaticity at the word level is essential for overall reading fluency. Students regularly engage in word-level instructional routines to build from phoneme-grapheme fluency to word-level reading and spelling fluency. These routines include Pocket Chart Chaining for Reading (first introduced in Kindergarten Skills Unit 3, Lesson 3), Pocket Chart Chaining for Spelling (first introduced in Kindergarten Skills Unit 3, Lesson 5), Individual Chaining (first introduced in Kindergarten Skills), Word Box activity (first

introduced in Grade 1 Skills Unit 1, Lesson 2), and Write the Spellings (words)/Word Box activity (first introduced in Grade 1 Skills Unit 1, Lesson 3). For additional practice with word-level fluency, the online Assessment and Remediation Guides and the online Intervention Toolkit include a variety of printable Fluency and Comprehension activities and games (such as BINGO cards) and decodable passages. These activities allow for word-level fluency to be practiced in different contexts. For specific examples demonstrating Aligned Practices for Fluency, please refer to sections 1.45–1.50

- Fluency is practiced only in narrative text or with repeated readings of patterned text.

CKLA incorporates fluency practice across diverse text types, including both narrative and informational texts, ensuring students develop fluency skills with various genres and text structures. The program provides fluency practice opportunities through decodable readers that include both fiction and nonfiction selections. The Fluency Packets for Grades 2–5 provide additional practice materials across genres. For example, the Grade 2 Fluency Supplements offer nonfiction passages on a variety of topics including the sense of smell, animals, a spelling bee, and the Star-Spangled Banner. For specific examples demonstrating Aligned Practices for Fluency, please refer to sections 1.45–1.50

- Fluency assessment allows acceptance of incorrectly decoded words if they are close in meaning to the target word (e.g., assessment based upon the cueing systems, Meaning/Syntax/Visual).

CKLA's fluency assessments strictly evaluate accurate word reading based on precise sound-spelling correspondences rather than accepting approximations or meaning-based substitutions. The program's assessment protocols require teachers to mark words as errors if they are not decoded accurately, regardless of whether substituted words maintain similar meaning or make sense in context.

For specific examples demonstrating Aligned Practices for Fluency, please refer to sections 1.45–1.50

Red-Flag Practice Indicator 2. B: Background Knowledge

- Read-aloud opportunities emphasize simple stories or narrative texts. Read-aloud text is not sufficiently complex and/or does not include knowledge-building expository texts (i.e., topics related to science, social studies, and current events).

CKLA's Knowledge Sequence deliberately features complex read-alouds across diverse genres, with a strong emphasis on content-rich informational texts that build knowledge in science, social studies, and other content areas. The program systematically exposes students to sophisticated expository texts about topics such as ancient civilizations, human body systems, astronomy, and world cultures, ensuring students engage with complex academic concepts and domain-specific vocabulary. For specific examples demonstrating Aligned Practices for Background Knowledge, please refer to sections 2.4–2.6.

- Opportunities to bridge existing knowledge to new knowledge are not apparent in instruction.

CKLA systematically connects students' existing knowledge to new learning, particularly through the Core Connections segment that begins each Knowledge domain. This dedicated instructional time explicitly activates and builds upon students' prior knowledge before introducing new content. The program provides specific questioning strategies and discussion prompts that help teachers bridge students' existing knowledge to new concepts throughout each domain. Additionally, each domain builds upon previously taught content in a carefully sequenced progression, with explicit connections made between related domains across grade levels, ensuring students recognize how new learning connects to and extends their existing

knowledge base. For specific examples demonstrating Aligned Practices for Background Knowledge, please refer to sections 2.4–2.6.

- Advanced (Grades 2-5): For students who are automatic with the code, texts for reading are primarily leveled texts that do not feature a variety of diverse, complex, knowledge-building text sets to develop background knowledge in a variety of subject areas.

In grades 3-5, CKLA exclusively uses grade-level complex texts rather than leveled readers, organizing instruction around thematically linked text sets that build deep knowledge across content areas. These carefully curated collections include diverse genres and text types - including informational texts, primary sources, literary works, and multimedia resources - all centered around rich content domains in science, social studies, and the humanities. The program deliberately moves away from leveled texts to ensure all students engage with rich, complex text sets that systematically build background knowledge while developing advanced literacy skills. This approach ensures students who have mastered decoding continue to be challenged with sophisticated content and complex text structures while developing deep understanding of important academic domains. For specific examples demonstrating Aligned Practices for Background Knowledge, please refer to sections 2.4–2.6

Red-Flag Practice Indicator 2. C: Vocabulary

- Vocabulary worksheets and activities are used with little opportunity for deep understanding of vocabulary words.

Amplify CKLA takes a comprehensive approach to vocabulary instruction that ensures deep understanding through multiple integrated methods. The curriculum explicitly teaches words through clear definitions, examples, and categorization into vocabulary tiers, while embedding them in authentic text contexts. Students actively engage with vocabulary through Word Work segments, partner discussions, and writing tasks that require using the words

meaningfully. The program builds understanding through morphological analysis, where students examine root words and how affixes change meanings (like port meaning "to carry" or the suffix -ous). Words are strategically selected based on utility and academic value, and students encounter them multiple times across different activities, including reading, discussion, and writing. Visual supports, sentence frames, and partner work provide scaffolded learning opportunities. Students analyze words through context clues, create their own sentences, explore synonyms and antonyms, and maintain unit dictionaries. The curriculum also supports multilingual learners by identifying Spanish cognates and providing additional explanations for challenging words. Rather than isolated worksheets, vocabulary instruction is carefully integrated throughout lesson components with ongoing assessment through discussions, writing tasks, and formative checks. For specific examples demonstrating Aligned Practices for Vocabulary, please refer to sections 2.12–2.17.

- Instruction includes memorization of isolated words and definitions out of context.

Amplify CKLA teaches vocabulary through meaningful context and active engagement rather than isolated memorization. Words are consistently introduced within authentic reading passages. Students learn words through a systematic process that includes analyzing context clues, discussing meanings in pairs, creating their own sentences, and exploring word relationships like synonyms and antonyms. The curriculum organizes vocabulary strategically into tiers (everyday words, academic words, and domain-specific terms) and reinforces learning through multiple exposures across reading, writing, speaking, and listening activities. Students maintain unit dictionaries and encounter core vocabulary words repeatedly throughout units. Word learning strategies include using context clues charts, analyzing

prefixes and suffixes, breaking down root words (like "mem" in commemorate/memorial), and making meaning predictions. Teachers integrate vocabulary instruction with content knowledge, connecting words to broader concepts in subjects like Roman history or Native American studies. Students demonstrate understanding through authentic tasks such as field journal entries, text-based discussions, and writing activities that require meaningful application of new vocabulary. For specific examples demonstrating Aligned Practices for Vocabulary, please refer to sections 2.12–2.17.

- Tier 2 words are not taught explicitly and practiced; students are not given opportunities to use them in their speech, see them in print, and use them in writing.

In Amplify CKLA, vocabulary words are taught in a depth-oriented manner, aiming to help students understand the multiple layers of meaning associated with the words and to strengthen students' knowledge of word relationships with semantic networks. The program incorporates various instructional strategies, including graphic organizers and other devices, to support students in developing a deeper understanding of vocabulary words. Amplify provides specific lesson segments that help students understand the multiple layers of words including Word Work, Vocabulary Instructional activities, and Multiple-Meaning activities.

For additional practice of Tier 2 words in diverse contexts, Amplify CKLA includes a free digital student-facing Vocab App that allows students to practice Tier 2 words through interactive games and activities. The Vocab App is specifically designed for practicing Tier 2 academic words and includes Word Lists from Amplify CKLA domains in grades 3–5. For specific examples demonstrating Aligned Practices for Vocabulary, please refer to sections 2.12–2.17.

- Students are not exposed to and taught Tier 3 words.

Amplify CKLA systematically teaches Tier 3 (domain-specific) vocabulary, ensuring students develop rich content-specific vocabulary across academic domains. The program explicitly previews domain-specific terms before Read-Alouds, provides multiple exposures to these words in context, and includes specific activities for practicing and applying Tier 3 vocabulary. The program identifies Tier 3 words in Teacher Guides and provides student-friendly definitions. For specific examples demonstrating Aligned Practices for Vocabulary, please refer to sections 2.12–2.17.

- Explicit instruction in morphology is not present and/or not taught according to a scope and sequence (i.e., simple to complex) consistently throughout K-5 instruction.

In K–2, CKLA students study morphology in the context of decoding and spelling, such as prefixes, suffixes, and inflectional endings. For example, in Grade 1, students learn about and practice changing nouns from singular to plural, as well as the way some root words change when adding the suffixes –ing and –ed. Later in Grade 2, CKLA students use the suffixes –ful and –less to create new words.

Throughout Grades 3–5, students will study word parts, such as prefixes, suffixes, and root words. Oral and written activities present opportunities to apply morphology skills. For example, during the morphology portion of the lessons in Grade 3 Unit 2, students will learn the prefixes un–, non–, re–, and pre–. Students discuss how adding prefixes changes the meaning of root words and how the parts of speech of words may change. In Grade 5 Unit 4, CKLA students identify the meaning of words using the Latin root *vac* and use them correctly when completing sentences. For specific examples

demonstrating Aligned Practices for Vocabulary, please refer to sections 2.12–2.17.

Red-Flag Practice Indicator 2.D: Language Structures

- Conventions of print, grammar, and syntax are taught implicitly or opportunistically with no evidence of consistent, explicit, simple to complex instruction across all grade levels.

Amplify CKLA provides systematic, explicit grammar instruction across K-5, integrating both morphology and syntax instruction throughout the program. In the early grades, grammar instruction is primarily delivered through the Skills strand, while upper grades address grammar during dedicated Language lesson segments. The program includes comprehensive coverage of parts of speech, sentence structure, punctuation, capitalization, and spelling, with explicit instruction in how to use these elements correctly in both oral and written expression. Each Teacher Guide provides detailed guidance on the language skills taught in the unit, ensuring teachers understand the progression of grammar instruction. The program reinforces grammar learning through contextual practice, including Syntactic Awareness Activities in the Knowledge strand. Assessment tools, including Beginning-of-Year Assessments, help teachers identify students' grammar needs and track progress. This systematic approach ensures students develop strong foundational understanding of language conventions while learning to apply grammar skills effectively in their own writing and speaking. For specific examples demonstrating Aligned Practices for Language Structures, please refer to sections 2.21–2.25.

- Instruction does not include teacher modeling nor sufficient opportunities for discussion.

Amplify CKLA consistently incorporates extensive teacher modeling and multiple opportunities for student discussion throughout the program. Teachers regularly model strategies, writing processes, and thinking skills through explicit think-alouds and demonstrations. The program includes numerous structured discussion opportunities through routines like Turn and Talk, classroom conversations about Read-Alouds, and collaborative learning activities. Discussion protocols are carefully designed to ensure all students participate, with specific guidance for teachers on facilitating productive conversations and building academic discourse skills. For specific examples demonstrating Aligned Practices for Language Structures, please refer to sections 2.21–2.25.

- Students are asked to memorize parts of speech as a list without learning in context and through application.

Amplify CKLA teaches parts of speech through meaningful context and authentic application rather than isolated memorization. The program integrates grammar instruction into reading and writing activities, ensuring students understand how parts of speech function within real texts and their own writing. Grammar instruction includes explicit modeling of how different parts of speech work in context, followed by guided practice and opportunities for students to apply their understanding in authentic writing tasks. For specific examples demonstrating Aligned Practices for Language Structures, please refer to sections 2.21–2.25.

Red-Flag Practice Indicator 2. E: Verbal Reasoning

- Inferencing strategies are not taught explicitly and may be based only on picture clues and not text (i.e., picture walking)

Students learn specific steps for making inferences from text, including identifying key details, using graphic organizers to record evidence, and supporting conclusions with specific textual references. Teachers model the inferencing process through think-alouds and guided questions, while students practice through partner discussions, collaborative analysis, and written work that requires them to connect evidence from multiple sources to draw conclusions. For specific examples demonstrating Aligned Practices for Verbal Reasoning, please refer to sections 2.28–2.32.

- Students do not practice inference as a discrete skill.

Amplify CKLA's approach to comprehension instruction aligns with research showing that successful comprehension requires both strategy use and strong background knowledge. Rather than teaching comprehension strategies in isolation, the program embeds strategy instruction within knowledge-building Read-Alouds, allowing students to develop and apply comprehension skills while building content knowledge. Each Knowledge domain provides extended study of a topic over several weeks, enabling students to develop the background knowledge and vocabulary necessary for successful comprehension. Teachers explicitly model and support strategy use within this knowledge-rich context, guiding students to make predictions, monitor understanding, and make connections using their growing domain knowledge. This integrated approach ensures students learn to apply comprehension strategies effectively while developing the content knowledge essential for deep understanding. For specific examples demonstrating Aligned Practices for Verbal Reasoning, please refer to sections 2.28–2.32.

Red-Flag Practice Indicator 2. F: Literacy Knowledge

- Genre types and features are not explicitly taught.

Teachers directly define and explain different genres, such as fiction versus nonfiction, informational text, and fictional narratives, providing clear characteristics and examples of each. Students engage with authentic texts to analyze genre-specific elements - for example, examining story elements like characters, setting, and plot in narratives, or studying main ideas and supporting details in informational texts. The curriculum uses multiple instructional strategies including visual supports (T-charts, graphic organizers), guided practice (partner discussions, text analysis), and independent application through writing tasks. For specific examples demonstrating Aligned Practices for Literacy Knowledge, please refer to sections 2.35–2.38.

- Genre-specific text structures and corresponding signal words are not explicitly taught and practiced.

Amplify CKLA provides direct instruction in identifying and analyzing different text structures (such as sequence, cause/effect, compare/contrast) while teaching students to recognize and use corresponding signal words appropriate to each structure. For example, students learn temporal words for sequential texts, connecting words for cause/effect relationships, and comparative terms for compare/contrast structures. Teachers receive specific guidance for modeling how these structures and signal words function in texts, while students have multiple opportunities to practice recognizing and using these elements in their own reading and writing. For specific examples demonstrating Aligned Practices for Literacy Knowledge, please refer to sections 2.35–2.38.

Red-Flag Practice Indicator 3: Components to Support Reading

Comprehension

- Students are asked to independently read texts they are unable to decode with accuracy in order to practice reading comprehension strategies (e.g., making inferences, predicting, summarizing, visualizing).

In Amplify CKLA K-2, students are not asked to independently read texts until they have been explicitly taught the necessary decoding skills to read them accurately. The program continues this approach in upper grades, ensuring students have received explicit instruction in the required decoding skills before being expected to read texts independently. For specific examples demonstrating Aligned Practices for Reading Comprehension, please refer to sections 3.6–3.9

- Students are asked to independently apply reading comprehension strategies primarily in short, disconnected readings at the expense of engaging in knowledge-building text sets.

Amplify CKLA systematically builds knowledge through carefully curated text sets that are thematically linked within each domain, rather than using disconnected readings. The Knowledge sequence provides extended study of topics through connected texts that build both content knowledge and vocabulary over time. This intentional approach ensures students apply reading comprehension strategies while building deep understanding of content through coherent, connected text sets. For specific examples demonstrating Aligned Practices for Reading Comprehension, please refer to sections 3.6–3.9

- Emphasis on independent reading and book choice without engaging with complex texts.

In Amplify CKLA, text selection is carefully curated to ensure students engage with both grade-level appropriate texts and more complex content. During K–2 Knowledge strand instruction, students access above-grade-level texts through teacher Read-Alouds, allowing them to develop listening comprehension and content knowledge while encountering sophisticated vocabulary and complex concepts. In the

K–2 Skills strand, students work with carefully controlled, grade-level appropriate texts that align with their developing decoding abilities, ensuring successful independent reading experiences. Amplify CKLA students in Grades 3–5 engage with complex, grade-level texts across various genres and content areas, including primary sources, literary works, and informational texts that build knowledge while challenging students to apply advanced reading skills and strategies. This systematic approach to text selection ensures students build both skills and knowledge through appropriate text complexity at each stage of their development. For specific examples demonstrating Aligned Practices for Reading Comprehension, please refer to sections 3.6–3.9.

- Materials for comprehension instruction are predominantly predictable and/or leveled texts

Amplify CKLA deliberately avoids predictable or leveled texts, instead selecting texts based on their contribution to knowledge building and content understanding. In the Knowledge strand, texts are chosen for their rich content and ability to build domain knowledge, featuring complex concepts and sophisticated vocabulary that support deep learning about specific topics. In the Skills strand, while texts are controlled for decodability, they maintain meaningful content connections rather than relying on predictable patterns. This approach ensures students engage with authentic texts that build both skills and knowledge, rather than simplified or predictable texts that might limit vocabulary and concept development. The program's text selection process prioritizes content richness and knowledge building while maintaining appropriate accessibility through careful scaffolding and

support. For specific examples demonstrating Aligned Practices for Reading Comprehension, please refer to sections 3.6–3.9.

- Students are not taught methods to monitor their comprehension while reading.

Amplify CKLA strategically incorporates comprehension monitoring through carefully placed questions and teacher think-alouds at critical points during text reading. Teachers receive specific guidance for when to pause and model their thinking processes, demonstrating how skilled readers monitor understanding, make predictions, and address confusion. These structured stopping points include both comprehension check questions and explicit think-aloud protocols that make the internal dialogue of reading transparent to students. For specific examples demonstrating Aligned Practices for Reading Comprehension, please refer to sections 3.6–3.9.

Red-Flag Practice Indicator 4. A: Handwriting

- There is no direct instruction in handwriting.

Amplify CKLA provides systematic handwriting instruction across grade levels, beginning with print instruction in Kindergarten Skills Unit 3. Print handwriting is reviewed and reinforced in Grade 1 Skills Unit 1, with additional practice opportunities available for Grade 2 through the Handwriting Implementation Guide. The program transitions to cursive instruction in Grades 3 and 4, introducing cursive writing in Unit 1. For Grade 5, teachers can access an online Cursive Teacher Guide to continue supporting students' handwriting development. This progressive approach ensures students develop strong handwriting skills in both print and cursive throughout their elementary years. For specific examples demonstrating Aligned Practices for Handwriting, please refer to sections 4.4–4.6.

- Handwriting instruction predominantly features unlined paper or picture paper.

Amplify CKLA's handwriting instruction utilizes appropriately lined paper designed specifically for each grade level's developmental needs. The program provides systematic instruction with properly spaced writing lines that help students develop correct letter formation, spacing, and placement, ensuring students learn proper handwriting techniques through structured practice on appropriate writing surfaces. For specific examples demonstrating Aligned Practices for Handwriting, please refer to sections 4.4–4.6.

- Handwriting instruction is an isolated add-on.

Amplify CKLA integrates explicit handwriting instruction directly into Skills strand lessons, ensuring systematic development of handwriting skills as part of daily literacy instruction. For specific examples demonstrating Aligned Practices for Handwriting, please refer to sections 4.4–4.6.

Red-Flag Practice Indicator 4. B: Writing-Spelling

- No evidence of explicit spelling instruction; no scope and sequence for spelling, or the spelling scope and sequence are not aligned with the phonics / decoding scope and sequence.

Amplify CKLA provides systematic spelling instruction that directly aligns with previously taught phonics patterns, ensuring students apply their phonics knowledge to encoding words. Each week's spelling instruction builds upon and reinforces sound-spelling patterns introduced in recent phonics lessons, allowing students to practice encoding words that follow familiar patterns while strengthening their understanding of sound-symbol relationships. In the upper grades, spelling lists include words associated with morphology, grammar rules, content, or sound-spelling correspondences. For example, in

	Grade 3 Unit 2, students encounter spelling lists that illustrate spelling changes when a suffix is added to a word, such as in plan/planned/planning. For specific examples demonstrating Aligned Practices for Spelling, please refer to sections 4.12–4.16.
• No evidence of phoneme segmentation and/or phoneme-grapheme mapping to support spelling instruction.	Amplify CKLA supports spelling development through explicit instruction in phoneme-grapheme mapping, where students learn to analyze and represent the individual sounds in words with their corresponding letters or letter patterns. Students practice spelling words using systematic sound-symbol correspondence activities, helping them understand the relationship between sounds and their written representations while developing accurate spelling skills. For specific examples demonstrating Aligned Practices for Spelling, please refer to sections 4.12–4.16.
• Patterns in decoding are not featured in encoding/spelling; spelling lists are based on content or frequency of word use and are not connected to decoding/phonics lessons.	In grades K-2, Amplify CKLA's spelling lists are systematically aligned with previously taught phonics patterns rather than being drawn from content vocabulary, ensuring students practice encoding words that follow familiar sound-spelling patterns. As students progress to grades 3-5, spelling instruction shifts to focus more on morphology, grammar, and advanced sound-spelling correspondences. For specific examples demonstrating Aligned Practices for Spelling, please refer to sections 4.12–4.16.
• Students practice spelling by memorization only (e.g., rainbow writing, repeated writing, pyramid writing).	Amplify CKLA teaches spelling through systematic analysis of sound-spelling patterns and word structure rather than relying on memorization. Students learn to encode words by applying their knowledge of phoneme-grapheme relationships, practicing spelling

through activities that reinforce sound-symbol correspondences and word patterns, while also learning about morphology and word structure to support their understanding of English orthography. For specific examples demonstrating Aligned Practices for Spelling, please refer to sections 4.12–4.16.

- Spelling patterns for each phoneme are taught all at once (e.g., all spellings of long /ā/) instead of a systematic progression to develop automaticity with individual grapheme/phonemes.

Amplify CKLA introduces spelling patterns systematically, teaching one sound-spelling correspondence at a time to ensure mastery before introducing alternate patterns for the same sound. Amplify CKLA uses "power bars" on Spelling Cards to indicate how common each spelling pattern is for a particular sound, with longer bars indicating more frequent patterns (like 'a' in "pat") and shorter bars showing less common patterns (like 'ei' in "weight"). This carefully sequenced approach, prioritizing more frequent patterns before introducing less common alternatives, ensures students develop automaticity with common spellings before encountering more unusual patterns, building confidence and accuracy in their spelling development. For specific examples demonstrating Aligned Practices for Spelling, please refer to sections 4.12–4.16.

Red-Flag Practice Indicator 4. C: Writing-Composition

- Writing prompts are provided with little time for modeling, planning, and brainstorming ideas.

Amplify CKLA provides comprehensive writing instruction that includes extensive teacher modeling, structured planning time, and guided brainstorming activities before students begin independent writing. Each writing lesson includes explicit teacher demonstrations of the writing process, specific guidance for pre-writing activities, and collaborative planning opportunities through graphic organizers and

class discussions. The program allocates sufficient time for students to develop and organize their ideas through scaffolded planning activities, ensuring students are well-prepared before beginning their drafts rather than moving directly from prompt to writing. For specific examples demonstrating Aligned Practices for Composition, please refer to sections 4.23–4.27.

- Writing is primarily unstructured, with few models or graphic organizers.

Amplify CKLA provides highly structured writing instruction with consistent support through multiple tools and scaffolds. The program includes explicit teacher modeling, exemplar texts, and specific graphic organizers designed for different writing types and purposes. Writing instruction follows a systematic progression with clear routines for planning, drafting, revising, and editing, while graphic organizers and writing frames help students organize their ideas and understand text structure. Teachers receive detailed guidance for modeling writing processes, and students have access to various planning tools, checklists, and rubrics that support structured writing development rather than relying on unstructured, free-form writing experiences. For specific examples demonstrating Aligned Practices for Composition, please refer to sections 4.23–4.27.

- Conventions, grammar, and sentence structure is not explicitly taught and practiced systematically (i.e., from simple to complex) with opportunities for practice to automaticity, instead it is taught implicitly or opportunistically.

Amplify CKLA provides systematic, explicit instruction in conventions, grammar, and sentence structure through a carefully sequenced progression from simple to complex constructions. The program includes specific writing building blocks activities that help students understand and practice sentence construction, starting with basic sentences and gradually incorporating more sophisticated elements. Students receive explicit instruction in expanding simple sentences

	through the addition of descriptive details, compound subjects and predicates, and various sentence types, with multiple opportunities for guided practice to develop automaticity. For specific examples demonstrating Aligned Practices for Composition, please refer to sections 4.23–4.27.
• Writing instruction is primarily narrative or unstructured choice.	Amplify CKLA provides balanced writing instruction across multiple text types, ensuring students develop proficiency in narrative, informative/explanatory, and opinion/argumentative writing at each grade level. Rather than focusing solely on narrative writing or unstructured choices, the program systematically teaches the specific features and requirements of each writing type through explicit instruction, modeling, and guided practice. Students engage with various writing purposes and structures throughout the year, with each grade level providing multiple opportunities to practice and master different text types while building increasing sophistication in their writing skills. For specific examples demonstrating Aligned Practices for Composition, please refer to sections 4.23–4.27.
• Students are not taught the writing process (i.e., planning, revising, editing).	Amplify CKLA provides systematic instruction in the writing process, beginning with a simplified three-step approach (plan, draft, edit) in early grades that helps students understand the basic stages of writing. As students progress through grade levels, the process expands to include more sophisticated steps and strategies. The program provides explicit instruction and modeling for each stage of the writing process, with specific guidance for teachers on how to support students through each step. For specific examples

demonstrating Aligned Practices for Composition, please refer to sections 4.23–4.27.

- Writing is taught as a standalone and is not used to further reading comprehension.

Amplify CKLA integrates writing instruction with reading comprehension across the program, ensuring writing activities support and deepen understanding of texts and content. Students regularly engage in writing tasks that require them to analyze, respond to, and demonstrate comprehension of texts they've read or heard. The program's writing activities are purposefully connected to reading materials and domain content, allowing students to use writing as a tool for developing and demonstrating their understanding while building both reading and writing skills simultaneously. For specific examples demonstrating Aligned Practices for Composition, please refer to sections 4.23–4.27.

Red-Flag Practice Indicator 5: Assessment

- Assessments measure comprehension only without additional assessment measures to determine what is leading to comprehension weaknesses (e.g., phonics, phoneme awareness, nonsense word fluency, decoding, encoding, fluency, vocabulary, listening comprehension).

Amplify CKLA provides comprehensive assessment tools that evaluate multiple components of reading development, not just comprehension. The program includes assessments for phonological awareness, phonics, decoding, encoding, fluency, vocabulary, and listening comprehension, allowing teachers to identify specific areas contributing to comprehension difficulties. Letter-sound knowledge assessments track individual phoneme mastery through observation records and one-on-one testing. Word Reading in Isolation assessments evaluate specific decoding patterns, analyzing student performance on consonant phonemes, vowel phonemes, and syllable types. Amplify CKLA uses formative assessments and observational

records to monitor phonological and phonemic awareness development. This allows teachers to adjust instruction within the context of the unit and use activities from the digital Assessment and Remediation Guides or the digital Intervention Toolkit to provide additional practice. Pseudoword reading tests measure pure decoding ability without context clues. Fluency is measured through oral reading assessments that track accuracy, rate, and expression, calculating words correct per minute. High-frequency word assessments test automatic recognition of sight words. For specific examples demonstrating Aligned Practices for Assessment, please refer to sections 5.14–5.22.

- Assessments include miscue analysis in which misread words that have the same meaning are marked as correct.

Amplify CKLA includes a systematic approach to miscue analysis that clearly differentiates between correct and incorrect word reading. The program provides specific guidance for teachers to mark words as correct only when read incorrectly, while carefully documenting omissions, insertions, and substitutions as errors. This detailed error analysis helps teachers identify specific patterns in student reading difficulties and inform targeted instruction. For specific examples demonstrating Aligned Practices for Assessment, please refer to sections 5.14–5.22.

- Assessments result in benchmarks according to a leveled text gradient.

Amplify CKLA's assessments evaluate student performance based on specific skill mastery and content knowledge rather than relying on leveled text gradients. The program's assessment system measures student progress against grade-level standards and specific learning objectives, providing detailed information about students' mastery of phonics patterns, fluency development, comprehension skills, and

content knowledge rather than assigning general reading levels. For specific examples demonstrating Aligned Practices for Assessment, please refer to sections 5.14–5.22.

- Foundational skills assessments are primarily running records or similar assessments that are based on whole language or include strategies that prompt students to guess unknown words, skip over unknown words to use the meaning of the passage to recognize the words taught, identify on the first sound in a word and being prompted to guess, memorize a word in its written form, and use predictable text or leveled text to practice initial word recognition learning (Michigan Public Act 146, Section 23 (iii), 2024).

Amplify CKLA's foundational skills assessments systematically evaluate students' mastery of specific phonics patterns and decoding skills rather than relying on whole language approaches or guessing strategies. The program's assessments focus on accurate decoding of taught patterns, requiring students to apply their phonics knowledge to read words systematically rather than using context clues or initial sounds to guess. Assessment materials include carefully controlled texts that align with taught patterns, ensuring accurate evaluation of students' ability to decode using sound-spelling knowledge rather than memorization or prediction strategies. For specific examples demonstrating Aligned Practices for Assessment, please refer to sections 5.14–5.22.

- Phonics skills are not assessed.

Amplify CKLA assesses students' phonics skills through comprehensive word reading and spelling tasks that include both real words and pseudowords to evaluate decoding ability. Pseudoword assessments are administered individually at the beginning of instruction to measure students' ability to apply phonics knowledge independently of vocabulary knowledge. End-of-unit assessments focus on real word decoding to evaluate students' application of taught patterns in authentic contexts, providing a complete picture of students' phonics development. For specific examples demonstrating Aligned Practices for Assessment, please refer to sections 5.14–5.22.

- Phoneme awareness is not assessed.

Amplify CKLA employs systematic formative assessments and observational records to monitor students' phonological and phonemic awareness. Teachers use these ongoing assessments to make informed instructional decisions, accessing targeted support materials from the digital Assessment and Remediation Guides or digital Intervention Toolkit to provide additional practice based on identified student needs. For systematic screening and progress monitoring of phonological and phonemic awareness, Amplify recommends universal screening through mCLASS DIBELS 8th Edition, a key component of Amplify's comprehensive literacy suite for core instruction, assessment, personalized learning, and intervention that aligns with a Multi-Tiered System of Supports (MTSS) model. mCLASS DIBELS 8th Edition is also validated to identify students at risk for dyslexia. More information on Amplify's comprehensive literacy suite can be found [here](#). For specific examples demonstrating Aligned Practices for Assessment, please refer to sections 5.14–5.22.

- Decoding skills are assessed using real words only.

Amplify CKLA incorporates pseudowords (nonsense words) in its decoding assessments rather than using only real words. The curriculum uses pseudowords because they provide the purest test of students' phonics knowledge and blending abilities, forcing students to rely solely on their decoding skills rather than sight word recognition or context clues. For specific examples demonstrating Aligned Practices for Assessment, please refer to sections 5.14–5.22.

- Oral Reading Fluency (ORF) assessments are not used.

Amplify CKLA begins formal fluency assessments at the end of Grade 1 and continues systematic monitoring throughout subsequent grades, using passages that are normed against national percentiles to provide

accurate benchmarking of student progress. For specific examples demonstrating Aligned Practices for Assessment, please refer to sections 5.14–5.22.

- The suite of assessments does not address aspects of language comprehension (e.g., vocabulary, syntax, listening comprehension).

Amplify CKLA provides comprehensive assessment tools that systematically evaluate multiple aspects of language comprehension. The program includes specific assessments for vocabulary knowledge, syntactic awareness, and listening comprehension. Assessment tools measure students' understanding of domain vocabulary, ability to comprehend complex sentence structures, and capacity to understand and analyze Read-Alouds. For specific examples demonstrating Aligned Practices for Assessment, please refer to sections 5.14–5.22.

- Multilingual Learners are not assessed in their home language.

While Amplify CKLA's formal assessments are in English, the program recommends collaborating with district language specialists and bilingual educators to gather complementary assessment data in students' home languages when possible. Teachers are encouraged to work with their school's language support staff to understand students' literacy development in their primary language, using this information alongside CKLA's English assessments to make informed instructional decisions that support multilingual learners' overall language and literacy development.

Amplify is committed to best practices for multilingual students, including research-based assessments in Spanish. For multilingual Spanish-speaking learners, Amplify provides universal and dyslexia screening in Spanish through mCLASS Lectura as part of our comprehensive biliteracy suite. mCLASS Lectura provides full parity

between English and Spanish assessment, includes cross-linguistic transfer guidance, and features authentic measures of Spanish literacy. More information on mCLASS Lectura can be found [here](#).

Reflection

Analyze

Reflect on the red flags you've identified for this curriculum. Consider whether the curriculum meets the needs of your LEA.

Glossary

Section 1A: Word Recognition Non-Negotiables

Explicit Instruction: Instruction that is taught directly and clearly, leaving little to chance. Teachers begin by modeling the objective, ensuring that students know what is expected. Students then practice along with the teacher, and finally, they complete the task individually (e.g., I do, we do, you do). Explicit instruction includes practice with immediate corrective feedback.

Interleaving: Practice that is spaced out over time, consisting of two or more subjects or skills related to an instructional target within the same practice task.

Phoneme: The smallest unit of sound in a spoken word; an individual speech sound.

Phoneme Awareness: The ability to notice, think about, or manipulate the individual phonemes (sounds) in spoken words. It is the highest level of phonological awareness and a potent predictor of future reading success.

Phonological Awareness: One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. It is an "umbrella" term that encompasses awareness of individual words in spoken sentences, syllables, onset-rime segments, and individual phonemes.

Systematic Instruction: The use of a planned, logical sequence to introduce elements taught, building from the simplest to those that are more complex.

Section 1B: Phonological and Phoneme Awareness

Explicit Instruction: Instruction that is taught directly and clearly, leaving little to chance. Teachers begin by modeling the objective, ensuring that students know what is expected. Students then practice along with the teacher, and finally, they complete the task individually (e.g., I do, we do, you do). Explicit instruction includes practice with immediate corrective feedback.

Grapheme: A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, ough).

Phoneme: The smallest unit of sound in a spoken word; an individual speech sound. Phoneme Awareness: The ability to notice, think about, or manipulate the individual phonemes (sounds) in spoken words. It is the highest level of phonological awareness and a potent predictor of future reading success.

Phonological Awareness: One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. It is an "umbrella" term that encompasses awareness of individual words in spoken sentences, syllables, onset-rime segments, and individual phonemes.

Systematic Instruction: The use of a planned, logical sequence to introduce elements taught, building from the simplest to those that are more complex.

Section 1C: Phonics and Phonic Decoding

Blending: Putting phonemes together to form words.

Encoding: Understanding the spelling of words; a skill that develops reciprocally to decoding when explicitly taught.

Etymology: The history of a word or word part that includes its origin.

High-Frequency Words: Words that appear most frequently in printed text.

Interleaving: Practice that is spaced out over time, consisting of two or more subjects or skills related to an instructional target within the same practice task.

Morpheme: The smallest unit of a word that carries meaning (e.g., prefix, suffix, base element)

Phonics: Instruction to teach how print/letters represent the sounds of spoken language.

Phonic Decoding: The process of sounding out words using letter-sound knowledge and blending those sounds together to pronounce the word. In the research literature, this process is referred to as phonological recoding or simply recoding.

Segmenting: Breaking a spoken word into its individual phonemes.

Syllable Types: The six common syllable patterns in English: closed, open, vowel-consonant-e, r-controlled, vowel team, and consonant-le.

Sound-Symbol Correspondences: The relationship between a grapheme, or printed letter(s), and its corresponding phoneme, or individual speech sound (i.e., can correspond to the phoneme /k/ or /s/).

Spaced Practice: Practice that occurs over time.

Types of Text:

- Decodable: Texts with a high proportion of phonetically regular words matched to common letter-sound relationships previously taught in phonics lessons within accompanying teacher guides.
- Leveled: Texts leveled according to a gradient of difficulty based on multiple supportive features of the whole text, which allow for an emphasis on meaning, such as text structure, themes and ideas, or language and literary features.
- Predictable: Texts with predictable text structures such as repetitive and predictable sentences, words, and phrases.

Variant Vowels: Groups of letters that produce the same vowel sound (e.g., ai, ay, eigh).

Section 1D: Fluency

Automaticity: Performing a reading task without conscious effort. For example, reading words in connected text with automaticity means that there is no conscious attention paid to decoding words.

Connected Text: Text that includes multiple sentences that are related to one another.

Section 2A: Language Comprehension Non-Negotiables

English Language Development (ELD): Instruction that is specially designed for Multilingual Learners to develop their listening, speaking, reading, and writing skills in English.

Section 2B: Language Comprehension - Background Knowledge

Background Knowledge: A specific subset of knowledge needed to comprehend a particular situation, lesson, or text.

English Language Development (ELD): Instruction that is specially designed for Multilingual Learners to develop their listening, speaking, reading, and writing skills in English.

Expository Text: Text that provides factual information about a topic.

Narrative Text: Text that relates a series of events; this can include both fiction and nonfiction.

Section 2C: Language Comprehension - Vocabulary

English Language Development (ELD): Instruction that is specially designed for Multilingual Learners to help develop their listening, speaking, reading, and writing skills in English.

Morphology: The system of meaningful parts, or morphemes, that make up words.

Tiered Vocabulary Words: A means of classifying words due to their level of difficulty and frequency of use. It is important to note that these tiers are *not* related to tiers of instruction in a Multi-Tiered System of Supports.

Tier 1 Vocabulary Words: Words students already know the meaning of (e.g., house, car, dog, school).

Tier 2 Vocabulary Words: Words that are not likely to be familiar to young children but reflect a concept they can identify with and can use in conversation (e.g., shiver, excitement, remarkable). Tier 2 words can appear in multiple domains and content areas.

Tier 3 Vocabulary Words: Words that are low frequency and domain or content-area specific (e.g., words from math, science, history, music, art).

Section 2D: Language Comprehension - Language Structures

Cohesive Devices: Words used to connect ideas within a sentence or text (e.g., pronouns, synonyms, connectives including coordinate and subordinate conjunctions).

Contrastive Analysis: A systematic study of two languages (or language variations) with the intent of identifying their structural similarities and differences.

Syntax: The arrangement of words to form sentences in a given language.

Section 2E: Language Comprehension - Verbal Reasoning

Inference: Using what you know and parts of text to comprehend what is not directly said in a text.

Metacognition: Developing an interactive approach with text to recognize when a text does not make sense and have options to know what to do about it.

Section 2F: Language Comprehension - Literacy Knowledge

Genre: A type of text or literature that has a particular form and style (e.g., poetry, fiction, nonfiction).

Signal Words: Words that signal readers as to the text type. For example, signal words for cause and effect texts include *for*, *because*, and *as a result* whereas signal words for problem and solution texts include *however*, *in contrast*, and *on the other hand*.

Section 3: Reading Comprehension

Comprehension Strategy Instruction: Strategies that can be used for readers to make sense of the text (e.g., answering and generating questions, recognizing story structure, summarizing).

Types of Text:

- Decodable: Texts with a high proportion of phonetically regular words matched to common letter-sound relationships previously taught in phonics lessons within accompanying teacher guides.

- **Leveled:** Texts leveled according to a gradient of difficulty based on multiple supportive features of the whole text, which allow for an emphasis on meaning, such as text structure, themes and ideas, or language and literary features.
- **Predictable:** Texts with predictable text structures such as repetitive and predictable sentences, words, and phrases.

Section 4A: Writing - Handwriting

Explicit Instruction: Instruction that is taught directly and clearly, leaving little to chance. Teachers begin by modeling the objective, ensuring that students know what is expected. Students then practice along with the teacher, and finally, they complete the task individually (e.g., I do, we do, you do). Explicit instruction includes practice with immediate corrective feedback.

Section 4B: Writing - Spelling

Encoding: Using knowledge of individual phonemes in spoken words to build and spell printed words; a skill that develops reciprocally to decoding when explicitly taught.

Morphology: The system of meaningful parts, or morphemes, that make up words.

Syntax: The arrangement of words to form sentences in a given language.

Variant Vowels: Groups of letters that produce the same vowel sound (e.g., ai, ay, eigh).

Section 4C: Writing - Composition

Encoding: Using knowledge of individual phonemes in spoken words to build and spell printed words; a skill that develops reciprocally to decoding when explicitly taught.

Morphology: The system of meaningful parts, or morphemes, that make up words.

Syntax: The arrangement of words to form sentences in a given language.

Variant Vowels: Groups of letters that produce the same vowel sound (e.g., ai, ay, eigh).

Section 5: Assessment

Diagnostic Assessments: Used to assess specific skills or components of reading (such as phonics or fluency) to help educators plan targeted and individualized instruction.

Grapheme: A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, ough).

Morpheme: The smallest unit of a word that carries meaning (e.g., prefix, suffix, base element).

Multi-Tiered System of Supports (MTSS): A framework for school improvement that ensures all students are supported to meet positive academic, behavioral, and social-emotional outcomes beginning with core instruction in Tier I and interventions at increasing intensity at Tiers 2 and 3.

Phoneme: The smallest unit of sound in a spoken word; an individual speech sound.

Progress Monitoring: More frequent assessments given to students receiving intervention that measure progress toward acquiring specific skills.

Reliable: The extent to which assessments are consistent over time within the same settings with the same type of subjects.

Screening/Screeners: Brief assessments given to all students to determine which students are at risk of struggling with reading.

Standardized: Administered and scored in a consistent manner.

Syllable Types: The six common syllable patterns in English: closed, open, vowel-consonant-e, r-controlled, vowel team, and consonant-le.

Systematic Instruction: The use of a planned, logical sequence to introduce elements taught, building from the simplest to those that are more complex.

Valid: The extent to which an assessment is accurate (i.e., whether or not it measures what it is supposed to measure).