

Text Complexity Guide

Amplify CKLA Texts, Text Complexity, and the Student Experience

A comprehensive approach to literacy instruction requires that students have a wide range of text experiences that include reading, listening, discussing, and writing. In Amplify CKLA, texts serve a variety of purposes, from decoding and fluency practice to building background knowledge, vocabulary, and comprehension. The program's texts were created and curated according to what the latest and best research tells us about how students learn to read, write, and comprehend. This document provides you with information about the texts, the ways in which students engage with them, and a unit-by-unit description of each of the texts, including the text type (literary or informational) and text complexity ratings and descriptors for quantitative, qualitative, and reader/task measures. Unit, text, and text complexity details can be found in the Amplify CKLA Text Complexity Guides section of this document.



The Student Experience: Readers and Read-Alouds

Grades K-2

The purpose of the Amplify CKLA **Skills Strand** is to teach students how to read. Explicit instruction is used to teach and support foundational reading skills such as phonological awareness, phonics, and word recognition; language skills, including conventions of English, spelling, and grammar; reading comprehension; and writing. The core texts for students are the **Student Readers**. These decodable Readers, structured as chapter books, were developed on Amplify CKLA's scope and sequence for phonics, directly connecting instruction to student practice in connected texts. Students use the Readers to practice decoding, fluency, and comprehension during shared reading lessons, targeted close reading sessions, in small groups, and independently. **Big Books** are enlarged versions of the Student Readers used in Kindergarten and Grade 1 during shared reading. An additional pre-decodable **Picture Reader** combines rebus pictures with high frequency words.

Students engage with the Student Readers in several ways:

- **Shared Reading:** You and your students read the Student Reader together during whole group lessons, focusing on decoding, fluency, comprehension, and close reading. You can find shared reading lessons in the Lesson at a Glance section of the Teacher Guide under Reading, listed in the grouping column as Whole Group. Close Reading lessons are also indicated in the Lesson at a Glance chart.
- **Small Group:** In small group lessons, students reread stories in the Readers with support and scaffolding provided by you, based on your group's needs. You may use information gathered during lessons, such as checks for understanding or formative assessments to determine small groups. Students not working with you engage in partner reading to practice fluency and answer comprehension questions about text. You can find lessons for small groups using the Lesson at a

Glance chart in the Teacher Guide, under Reading, listed in the Grouping column as Small Group/ Partner. Additional Support sections at the end of each Skills lesson and small group activities in the Assessment and Remediation Guide (online) provide additional opportunities to engage students with text designed to meet students' needs at various levels.

- **Independent:** Lessons include some independent reading opportunities for students using the Student Readers. Lessons with independent reading can be found in the Lesson at a Glance section of the Teacher Guides under Reading and listed in the grouping column as Independent, or in combination with Small Group/Partner. While each reading lesson has a recommended grouping, you may wish to change the grouping from Whole or Small Group/Partner to Independent to better meet the needs of your students. Each Reader also contains extra stories for assessment, enrichment, or practice. The stories can be located using the table of contents in the Student Reader. Fluency Packets (Grade 2, on the Amplify CKLA Teacher Resource site) provide more texts—including poetry, fiction, and nonfiction—for independent reading. Students can use time left after lesson activities or Pausing Point days for additional independent reading time.

Writing Connections: The mechanics of writing—writing letters, words, and sentences—begins in Kindergarten and continues through Grade 2. In Skills lessons, encoding is built at the same time as decoding, not only as a part of our research-based, multisensory foundational skills instruction, but also to build the writing automaticity and fluency required once students begin to express thoughts on a page. Students first learn to use the writing process in Grade 1 when they compose a narrative involving planning, drafting, and editing a text. Students also begin to explore writing in the three text types—opinion, informative/explanatory, and narrative. Informal writing opportunities occur regularly that include shared writing activities and responding to text.

The **Knowledge Strand** is centered on Read-Alouds that are intentionally sequenced to build content knowledge and vocabulary in specific domain topics around literature, history, science, and the arts. Because research shows that students' listening comprehension outpaces their reading comprehension until their early teens, Amplify CKLA strategically uses only read-aloud text in this strand, allowing students to focus their cognitive energy on gaining meaning from the words and better understanding from the images. Other research-based practices used to create Knowledge lessons and texts include incorporating both literary and informational Read-Alouds, using texts one to three grade levels above students' current grade-level reading average based on text complexity measures, including supporting images for students, using interactive reading strategies, and incorporating both explicit and implicit vocabulary instructional approaches.

There are two types of Read-Aloud texts for Grades K-2:

- **Anchor Texts:** An authentic text is used as a Read-Aloud at the beginning of each Knowledge domain to introduce the topic and discuss the Essential Question for the unit. The resource titled Trade Book Guides can be found on the Amplify CKLA Teacher Resource site with the information needed to facilitate the Read-Aloud, including a text overview and detailed text complexity ratings.
- **Interactive Read-Alouds:** Core to the Amplify CKLA Knowledge strand are daily Read-Alouds, written and sequenced to provide multiple exposures to domain content and vocabulary to build a coherent base of knowledge within and across grades. Read-Aloud lessons in the Teacher Guides provide guidance in facilitating interactive reading elements used during the Read-Aloud, such as vocabulary support, text-based questions, teaching points using additional Image Cards, graphic organizers, and discussions that focus on literal, inferential, and evaluative questions. Information about each Read-Aloud can be found in the Lesson at a Glance section of the Teacher Guide and in the lessons.

Writing Connections: The concepts and content knowledge obtained from Knowledge lessons provides a springboard for students to strengthen and practice their writing skills. Students can use their experiences with fiction and nonfiction texts to

create purposeful writing in the three text types—opinion, informative/explanatory, and narrative. Students also respond in writing to the Read-Alouds. Writing can be found in the Lesson at a Glance in the Teacher Guide, under Application.

Grades 3-5

Integrated units bring the Skills and Knowledge strands together as students in this grade band become increasingly automatic and strategic in their word recognition and language comprehension skills. In Grades 3–5, student reading and comprehension activities are mostly centered on texts in the **Student Readers** for each unit.

Read-Aloud text is still used in this grade band so students continue to build knowledge, vocabulary, and listening comprehension using complex texts. Texts in the Student Readers and the Read-Alouds become increasingly more complex as students' reading and listening comprehension skills develop and strengthen over time.

There are two types of text used in Grades 3-5:

- **Student Readers:** Student Readers are used daily by 3-5 students to increase reading fluency, practice comprehension, and to build content knowledge and vocabulary in the unit's topic. Students interact with texts in a variety of ways, including:
 - **Shared Reading:** You and your students read the Student Reader together during whole group lessons. Shared reading lessons include interactive reading strategies and supports to help students read, analyze, and comprehend grade-level text. You will find shared reading lessons in Grade 3 Teacher Guides by looking at the Lesson at a Glance, under Reading, in the Grouping listed as Whole Group. In Grades 4 and 5, shared reading lessons are found in the Lesson at a Glance, under Reading, listed as Read-Aloud. Dedicated close reading lessons for 3-5 can also be found in the Lesson at a Glance.
 - **Small Group:** Small group lessons can be found using the Lesson at a Glance in the Teacher Guides, but in Grades 3-5 there is more flexibility to adjust the recommended grouping in any lesson to better suit your students' needs. In small group lessons,

students reread texts in the Student Readers with support and scaffolding provided by you, based on your group's needs. You may use information gathered during lessons, such as checks for understanding or formative assessments to determine small groups. Students not working with you can engage in partner or independent reading. You can find lessons for small groups using the Lesson at a Glance chart in the Teacher Guide, under Reading, listed in the Grouping column as Small Group/Partner. Additional small group activities in the online Assessment and Remediation Guide (G3) and the Decoding and Encoding Supplemental Guide (4,5) provide additional opportunities to engage students with text-based activities.

- **Independent:** Because students in Grades 3-5 need to practice silent reading fluency as well as oral reading fluency, lessons increasingly ask students to read sections of text independently before engaging in questions, discussions, or other activities. Independent reading lessons can be found using the Lesson at a Glance in the Teacher Guide, under Reading, listed in the Grouping column as Independent. While each reading lesson has a recommended grouping, you may wish to change the grouping from Whole or Small Group/Partner to Independent to better meet the needs of your students and increase independent reading time. Each Reader also contains extra stories for assessment, enrichment, or practice. The stories can be located using the table of contents in the Student Reader. Fluency Packets (on the Amplify CKLA Teacher Resource site) provide more texts for independent reading that include poetry, fiction, and nonfiction. Students can use time left after lesson activities or Pausing Point days for additional independent reading time.

- **Read-Alouds Grade 3:** Students in Grade 3 read more text independently, but still continue to benefit from Read-Alouds that build knowledge, vocabulary, and comprehension skills. The Read-Aloud texts in Amplify CKLA are paired with the Student Readers by unit, creating a comprehensive and cohesive unit of instruction. Read-Aloud lessons can be located in the Lesson at a Glance chart of the Teacher Guide, under

Speaking and Listening. Read-Alouds for Units 6 and 11 can be found on the Amplify CKLA Teacher Resource site in a guide titled Essential Questions and Prompts. The guide includes directions for discussing the Essential Question for the unit, facilitating the Read-Aloud, the Read-Aloud text, and a writing prompt.

- **Read-Alouds Grades 4 and 5:** Some lessons in the Teacher Guides have Read-Aloud text that is not included in the Student Readers and is used primarily to introduce new units or to provide useful background information about the topic. In select units, an Interactive Read-Aloud lesson and text is provided to launch the new unit. These lessons can be found on the Amplify CKLA Teacher Resource site in a guide titled Essential Questions and Prompts. The guide includes directions for discussing the Essential Question for the unit, facilitating the Read-Aloud, the Read-Aloud text, and a writing prompt.

Novel Guides: Amplify CKLA Novel Guides for Grades 3-5 provide a flexible option for extending reading and text-based activities in the classroom. Centered on specific novels for each grade level (not included), the guides provide information about each novel, recommended implementation, and activities for writing and discussion. The guides are designed for flexible grouping and implementation, including whole group, small group, or individual students. Novel Guides can be found on the Amplify CKLA Teacher Resource site on the Reading Resources tab.

Writing Connections: In Grades 3-5, reading and writing become more interconnected. Students use their content knowledge from the units to further develop their abilities to express themselves in purposeful writing. Texts from Student Readers and Read-Alouds act as both a source of content and a model for different types of writing, whether short informal writing pieces or longer assignments that incorporate the writing process. Students use a five-step writing process involving planning, drafting, revising, editing, and publishing a text. Students synthesize concepts from and about unit texts to compose formal writing in the three text types—opinion, informative/explanatory, and narrative. Students regularly engage in writing in response to text-based questions, using evidence to support their answers and claims.

Balance of Texts

Amplify CKLA ensures that students have the opportunity to develop vast background knowledge of literature, science, social studies, and the arts by providing a balance of literary and informational texts of increasing complexity appropriately across the grades. See chart below for summary of Kindergarten–Grade 5. Grade level information by unit is provided within the Amplify CKLA Text Complexity documents.

Amplify CKLA Balance of Texts: K-5 Summary				
GRADE	TEXT		READ-ALoud	
	Informational	Literary	Informational	Literary
Kindergarten	10%	90%	67%	33%
Grade 1	14%	86%	68%	32%
Grade 2	16%	84%	66%	34%
Grade 3	55%	45%	80%	20%
Grade 4	50%	50%	34%	66%
Grade 5	43%	57%	88%	12%

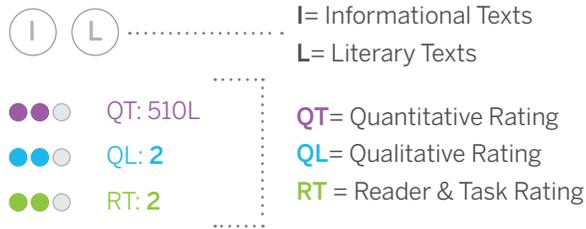
Amplify CKLA Text Complexity Grade-level Documents

The following guides provide information about the texts used in each unit and/or domain for grades K-5. The information in each guide includes:

- Focus of unit and name of text
- Topic and theme of text
- Student reading and writing activities associated with the unit and text
- Special features of the text
- Text Complexity: text type and quantitative, qualitative, and reader/task ratings and descriptors

More About the Read-Alouds & Texts

Each guide contains the following text complexity ratings and descriptors for the book. Quantitative ratings are based on grade-level Lexile ranges.



Quantitative Rating Descriptors

QT 1: Read-Alouds and texts with this rating generally have fewer, shorter words and sentences. These Read-Alouds and texts are likely to be cohesive and straightforward.

QT 2: Read-Alouds and texts with this rating generally have words and sentences of moderate length and complexity. The Read-Alouds and texts introduce a moderate range of words. The text may contain some nuance in content.

QT 3: Read-Alouds and texts with this rating may demonstrate sophisticated syntax and nuanced content.

Note: Non-prose books do not have Lexiles.

Qualitative Rating Descriptors

QL 1: Read-Alouds and texts typically have a clear structure and purpose. The language is similarly clear and straightforward.

QL 2: Read-Alouds and texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

QL 3: Read-Alouds and texts often include sophisticated structures with nuanced purposes. The structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

Reader & Task Rating Descriptors

RT 1: This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.

RT 2: This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

RT 3: This unit's tasks and activities contain nuance and complexity, requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

KINDERGARTEN

Kindergarten					
GRADE	TEXT		DOMAIN	READ-ALoud	
	Informational	Literary		Informational	Literary
Unit 1	N/A		Domain 1		100%
Unit 2	N/A		Domain 2	90%	10%
Unit 3	100%		Domain 3		100%
Unit 4	30%	70%	Domain 4	70%	30%
Unit 5	50%	50%	Domain 5	90%	10%
Unit 6	25%	75%	Domain 6	75%	25%
Unit 7	36%	64%	Domain 7	25%	75%
Unit 8	10%	90%	Domain 8	90%	10%
Unit 9		100%	Domain 9	100%	
Unit 10		100%	Domain 10	80%	20%
			Domain 11	90%	10%
			Domain 12	90%	10%

Kindergarten Skills Units



Skills 1

Students build awareness of environmental noises, words within sentences, and sounds within words; they also learn several writing strokes used to create letters and take a Beginning-of-Year assessment that guides instruction.

Student learning lays the groundwork for teaching students to read and write and prepares students to engage with the texts introduced in subsequent units.

TOPIC & THEME

Increase awareness of environmental noises and words within sentences, practice drawing strokes, and identify the meanings of position words

READING

Discriminate between left and right; demonstrate awareness of noises, words and phrases, directionality, and tracking

WRITING

Draw vertical and horizontal lines, circles, triangles, and squares

ACTIVITY HIGHLIGHTS

Listening to environmental noises, developing spatial and bodily awareness, counting with fingers, and learning a tripod grip



Skills 2

Students learn how to blend syllables together to form multisyllabic words and how to produce two- and three-sound words by blending sounds.

Student learning lays the groundwork for teaching students to read and write and prepares students to engage with the texts introduced in subsequent units.

TOPIC & THEME

Oral language exercises with an emphasis on blending and prewriting activities

READING

Blending sounds into words; beginning and end word recognition

WRITING

Develop fine motor skills; practice name tracing and forming different pattern lines

ACTIVITY HIGHLIGHTS

Using pictures to deconstruct and blend the sounds of words; tracking from left to right and top to bottom

Kindergarten Skills Units



●●●● QT: BR

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

●●●● QL: 1

These texts typically have a clear structure and purpose. The language is similarly clear and straightforward.

●●●● RT: 1

This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.

Skills 3

Students are introduced to eight sounds, practice blending these sounds into words and forming the letters that make these sounds, and encounter text synthesizing rebus pictures and high frequency words.

- *Picture Reader* by Core Knowledge Foundation

TOPIC & THEME

Making connections between sounds and symbols

READING

Sound/spellings for letters *m, a, d, t, o, c, g,* and *i*; Tricky Words *one, two,* and *three*; and common prepositions

WRITING

Handwriting letters *m, a, d, t, o, c, g,* and *i*; Tricky Words; and one-syllable short vowel CVC words

ACTIVITY HIGHLIGHTS

Oral blending, labeling pictures, and kinesthetic spelling activities

TEXT FEATURES

High frequency words and colorful rebus pictures

Kindergarten Skills Units



I

●●● QT: BR

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

●●● QL: 1

These texts typically have a clear structure and purpose. The language is similarly clear and straightforward.

●●● RT: 1

This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.



L

●●● QT: BR

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

●●● QL: 1

These texts typically have a clear structure and purpose. The language is similarly clear and straightforward.

●●● RT: 1

This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.

Skills 4

Picture Reader by Core Knowledge Foundation

The Picture Reader presents Tricky Words with colorful rebus pictures.

TOPIC & THEME

Making connections between sounds and symbols

READING

Sound/spellings for letters *m, a, d, t, o, c, g,* and *i*; Tricky Words *one, two,* and *three*; and common prepositions

WRITING

Handwriting letters *m, a, d, t, o, c, g,* and *i*; Tricky Words; and one-syllable short vowel CVC words

ACTIVITY HIGHLIGHTS

Oral blending, labeling pictures, and kinesthetic spelling activities

TEXT FEATURES

High frequency words and colorful rebus pictures

Pet Fun by Matt Davis

Through oral language games, chaining exercises, and shared reading, students practice letter-sound correspondences and blending these sounds into words.

TOPIC & THEME

Pets in a variety of scenarios with everyday people and places

READING

Decoding and encoding one-syllable short vowel words, Tricky Words, and prepositions

WRITING

Handwriting practice of lowercase letters and one-syllable short vowel words

ACTIVITY HIGHLIGHTS

Kinesthetic spelling activities, dictation, and changing one-syllable short vowel words to form new ones

TEXT FEATURES

Decodable one-syllable short vowel words in phrases with picture support

Kindergarten Skills Units



I

●●● QT: BR

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

●●● QL: 1

These texts typically have a clear structure and purpose. The language is similarly clear and straightforward.

●●● RT: 1

This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.



L

●●● QT: BR

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

●●● QL: 1

These texts typically have a clear structure and purpose. The language is similarly clear and straightforward.

●●● RT: 1

This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.

Skills 5

Picture Reader by Core Knowledge Foundation

The Picture Reader presents Tricky Words with colorful rebus pictures.

TOPIC & THEME

Making connections between sounds and symbols

READING

Sound/spellings for letters *m, a, d, t, o, c, g,* and *i*; Tricky Words *one, two,* and *three*; and common prepositions

WRITING

Handwriting letters *m, a, d, t, o, c, g,* and *i*; Tricky Words; and one-syllable short vowel CVC words

ACTIVITY HIGHLIGHTS

Oral blending, labeling pictures, and kinesthetic spelling activities

TEXT FEATURES

High frequency words and colorful rebus pictures

Ox and Man by Matt Davis

Through oral language games, chaining exercises, and shared reading, students practice letter-sound correspondences and blending these sounds into words.

TOPIC & THEME

An ox and its exploits

READING

Sound/spellings for letters *b, d, l, r, u, w, j, y, x, k* and Tricky Words *blue, yellow,* and *look*

WRITING

Handwriting for letters *b, d, l, r, u, w, j, y, x, k*; one-syllable short vowel CVC words and phrases

ACTIVITY HIGHLIGHTS

Changing one-syllable short vowel words to form new ones, copying words, word sorts, and kinesthetic reading activities

TEXT FEATURES

Decodable one-syllable short vowel words in phrases with picture support

Kindergarten Skills Units



●●● QT: 330L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 1

These texts typically have a clear structure and purpose. The language is similarly clear and straightforward.

●●● RT: 1

This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.



●●● QT: 450L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 1

These texts typically have a clear structure and purpose. The language is similarly clear and straightforward.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Skills 6

Students automatize letter-sound correspondences and blending procedures and are introduced to consonant clusters, letter names, rhyming words, and reading text independently.

- *Kit* by Matt Davis and Juliane K. Munson

TOPIC & THEME

Kit and her friends play games, spend time with pets, and interact with family members

READING

Lowercase alphabet/letter names, Tricky Words, rhyming words, and one-syllable short vowel CVC, CCVC, and CVCC words

WRITING

One-syllable short vowel words with consonant blends, clusters, and/or digraphs

ACTIVITY HIGHLIGHTS

Word sorts, oral blending, copying environmental text, and dictation

TEXT FEATURES

Series of decodable one-syllable short vowel words in sentences with picture support in chapter book format

Skills 7

Students develop automaticity in blending and segmenting digraphs and sounds through phonemic awareness activities, chaining exercises, practice activities, and partner and independent reading; they also take a Middle-of-Year assessment to guide instruction.

- *Seth* by Matt Davis, Erin Kist, Juliane K. Munson, Rachel E. Wright

TOPIC & THEME

Seth and his talented family members enjoy working, relaxing, and spending time with friends

READING

Introduction of sound/spelling for *ch, sh, th, qu, ng* and Tricky Words *up, down, in, out, and of*

WRITING

Handwriting for *ch, sh, th, qu, and ng* and one-syllable, short-vowel words with consonant clusters and digraphs

ACTIVITY HIGHLIGHTS

Small group and partner reading, use of question words, segmenting into phonemes, and kinesthetic spelling activities

TEXT FEATURES

Series of decodable one-syllable CVC, CCVC, and CVCC words containing blends, clusters, and/or digraphs in sentences



●●● QT: 360L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 1

These texts typically have a clear structure and purpose. The language is similarly clear and straightforward.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



●●● QT: 310L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Skills 8

Students are introduced to double-letter spellings and high-frequency Tricky Words and take a performance assessment to target individual student needs.

- *Sam* by Matt Davis

TOPIC & THEME

Sam and his friends go fishing, attend school, and explore common settings

READING

Recognize end punctuation, read phrases, and decode one-syllable short-vowel words with initial/final blends, clusters, or consonant digraphs

WRITING

Pictorial representations of vocabulary words and encoding one-syllable short-vowel words with initial/final blends, clusters, or consonant digraphs

ACTIVITY HIGHLIGHTS

Making phrases, rhyming, distinguishing sounds, and solving kinesthetic spelling riddles

TEXT FEATURES

One-syllable, short-vowel words with consonant clusters and digraphs, increasing in quantity and complexity

Skills 9

Students practice writing uppercase letters, learn new Tricky Words, and answer text-based comprehension questions.

- *Zack and Ann* by Matt Davis

TOPIC & THEME

A brother and sister perform chores, start a band, and enjoy other common pastimes

READING

Oral blending, sound/spelling review, Tricky Word introduction and practice, and Story Questions Activity Pages

WRITING

Handwriting of uppercase letters and punctuation marks, composing sentences, and creating pictorial representations

ACTIVITY HIGHLIGHTS

Capitalization and end punctuation, kinesthetic reading activities, using question words, and recognizing Tricky Words

TEXT FEATURES

Texts introduce vocabulary and punctuation marks, including apostrophes to denote ownership and form contractions



L

●●● QT: 400L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Skills 10

Students are introduced to new vowel sounds and Tricky Words, then take a cumulative End-of-Year assessment that guides instruction in Grade 1.

- Scott by Matt Davis

TOPIC & THEME

A boy, Scott, and his friends go camping, take a plane trip, and experience other common events

READING

Twenty-six new Decodable and/or Tricky Words for a grade-level total of 116 Dolch Words and 129 Fry Words

WRITING

Respond to text; handwriting for one-syllable, long vowel words; encoding one-syllable short and long vowel words

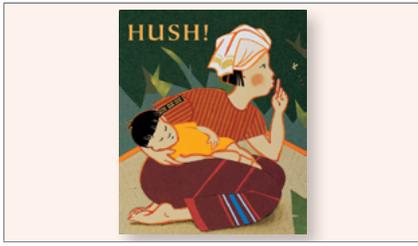
ACTIVITY HIGHLIGHTS

Kinesthetic spelling activities, dictation with words, and identifying correct spellings

TEXT FEATURES

One-syllable, short and long vowel words, paragraphs, and dialogue

Kindergarten Knowledge Domains



●●●● QT: 600L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 1

This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.



●●●● QT: 760L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 1

This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.

Domain 1: Nursery Rhymes and Fables

Hush: A Thai Lullaby by Mingfong Ho

Lullabies and nursery rhymes are some of the oldest types of poems in history, created to teach, entertain, or help children fall asleep. In this fictional tale set in Thailand, a mother asks various nearby animals to stay quiet so her baby will continue to sleep. The story uses rhyme, rhythm, and a patterned story structure to build phonemic awareness, awareness of language, and new vocabulary. Onomatopoeia is used to describe the sounds each animal makes.

Nursery Rhymes & Fables by Matthew Davis and Rosie McCormick

Students gain an introduction to nursery rhymes and fables, including Mother Goose poems and Aesop's fables.

TOPIC & THEME

Classic rhymes and stories help students learn vocabulary and build phonemic awareness

READ-ALOUD

Identify rhyming words, literary elements, sequence of events, and moral lessons

WRITING

Identify main characters and sequence of events; compare and contrast two stories

ACTIVITY HIGHLIGHTS

Ask and answer text-based questions, make interpretations, strengthen speaking and listening skills, and engage in literary Read-Alouds through hands-on activities

TEXT FEATURES

Selections show character development, often contain a moral, and explore cause and effect plot events

Kindergarten Knowledge Domains



L

●●●● QT: 490L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●● QL: 1

These Read-Alouds typically have a clear structure and purpose. The language is similarly clear and straightforward.

●●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



I

●●●● QT: 990L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●● RT: 1

This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.

Domain 2: The Five Senses

Rainbow Joe and Me by Maria Diaz Strom

In this fictional story, young Eloise loves to use her imagination to paint pictures, resulting in pink fish, purple monkeys, and yellow trees. When she tells her blind friend Rainbow Joe about how she mixes colors, he tells her he can mix colors, too. Rainbow Joe demonstrates through words and music how he compares colors to things he can sense, such as taste, touch, and hearing. Our senses help us to learn about and describe the world around us, even if the function of one of our senses is reduced or impeded.

The Five Senses by Michael L. Ford

Students explore how they learn about the world using their five senses: sight, hearing, smell, taste, and touch. Students also hear stories about individuals who overcame significant challenges related to sight and hearing.

TOPIC & THEME

Conducting observations about the five senses and effectively communicating the findings of those observations as part of the scientific process

READ-ALOUD

First formal introduction to informational text with graphic organizers to increase comprehension

WRITING

Write and draw information detailing each of the five senses

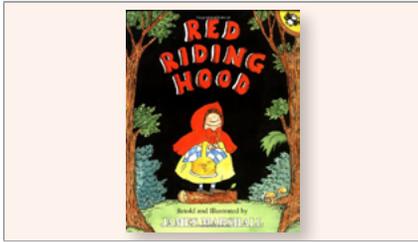
ACTIVITY HIGHLIGHTS

Use graphic organizers, create timelines, and learn about individuals who overcame significant challenges to become leaders in their fields

TEXT FEATURES

Informational text that includes diagrams, sayings, and idioms

Kindergarten Knowledge Domains



Domain 3: Stories

Red Riding Hood by James Marshall

This retelling of the classic story *Red Riding Hood* serves as an exemplar of a fictional story and its elements, including characters, plot, and setting. The story uses a wide range of Tier 2 vocabulary words, such as *furious* and *charming*, creating opportunities to build vocabulary and language awareness.



●●●● QT: 520L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



Stories by Rosie McCormick

Students are introduced to classic stories as well as trickster tales and fiction from other cultures. Students develop an awareness of language and recurring themes in children's literature.

TOPIC & THEME

Recurring themes in classic stories and folktales from around the world

READ-ALOUD

Identify themes across stories and compare and contrast two characters from different texts

WRITING

Write and draw events and details to retell a story

ACTIVITY HIGHLIGHTS

Identifying theme, making text-to-text comparisons and contrasts, and creating and expanding sentences

TEXT FEATURES

Folktales that often feature talking animals, rhyme, and alliteration



●●●● QT: 810L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

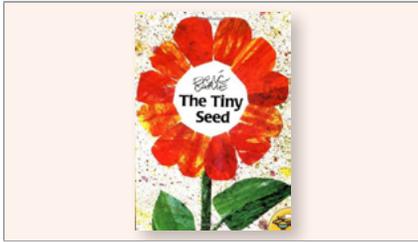
●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Kindergarten Knowledge Domains



L

●●●● QT: 500L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



I L

●●●● QT: 930L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Domain 4: Plants

The Tiny Seed by Eric Carle

A plant's life cycle is described through the journey of a tiny seed, spanning the seasons from autumn to autumn. The conditions a plant needs to grow are explained as the seed travels on the wind across a variety of habitats, seasons, and types of weather. A plant's parts are described as each one emerges during the plant's life cycle. Students gain an understanding of plants, cycles of life, and seasons during this story.

Plants by Michael L. Ford, Rosie McCormick, Becky Thomas

Students are introduced to the parts of plants, how they grow, ecology, and the interdependence of all living things.

TOPIC & THEME

The parts of plants, how plants grow, and how they relate to other organisms

READ-ALOUD

Identify commonalities and differences between readings and sequence events

WRITING

Write and draw information from the text and use a graphic organizer

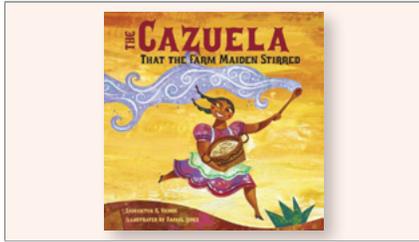
ACTIVITY HIGHLIGHTS

Compare and contrast plants and plant parts, develop basic knowledge of ecology, and describe the life cycle of plants

TEXT FEATURES

Informational and literary passages with supporting photographs, illustrations, and diagrams

Kindergarten Knowledge Domains



L

QT: N/A

Lexile scores are not applied to non-prose text.

QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



I L

QT: 930L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

QL: 1

These Read-Alouds typically have a clear structure and purpose. The language is similarly clear and straightforward.

RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Domain 5: Farms

The Cazuela That the Farm Maiden Stirred by Samantha R. Vamos

This cumulative tale incorporates Spanish vocabulary to tell the story of how a farm maiden and common farm animals work together to create arroz con leche (rice pudding), a special dish they share during a celebration. The story explains where the ingredients come from, such as butter from a goat, milk from a cow, and eggs from a hen. It also explains how each participant plays a part in providing the ingredients and cooking the shared dish. Students gain knowledge about foods that come from plants and animals on farms and about how some foods are purchased at a market. The book also contains a recipe for arroz con leche and a Spanish glossary with a pronunciation guide. This playfully illustrated text will appeal to all students, especially Spanish speakers and learners.

Farms by Michael L. Ford

Students learn about the importance of farms, identify several farm animals and crops, and contrast how plants and animals source their food.

TOPIC & THEME

Farms, farm animals, and crops as a source of food and other products

READ-ALoud

Use vocabulary with precision and sequence events in both informational and literary text

WRITING

Write and draw information from the text about animals, farm jobs, and seasons

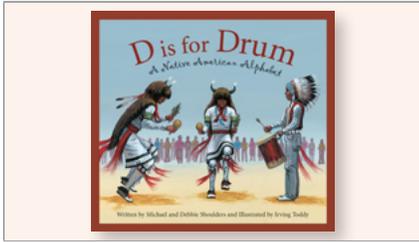
ACTIVITY HIGHLIGHTS

Describe the business of farming and how food moves from seed to market

TEXT FEATURES

Informational and literary passages with supporting photographs, illustrations, and diagrams

Kindergarten Knowledge Domains



L

●●● QT: 1040L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



I L

●●● QT: 810L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Domain 6: Native Americans

D is for Drum by Debbie and Michael Shoulders

An alphabet book focused on Native Americans, *D is for Drum* provides a multi-layered approach to learning about North America's first people. Students will enjoy the verse and illustrations for each letter, and teachers can further students' knowledge by reading the information in the sidebar of each page. Throughout, the text highlights different Native American cultures and lifestyles from North America.

Native Americans by Beth Engel, Rosie McCormick, Cate Whittington

Students are introduced to the broad concept of indigenous peoples, explore the cultures of three Native American groups, and identify how geographical regions influence ways of life.

TOPIC & THEME

Native Americans as indigenous people living in North and South America prior to the arrival of European explorers

READ-ALOUD

Use details from the text to describe the food, clothing, and shelter of Native American tribes

WRITING

Write and draw information to describe characteristics of tribes and items used in Native American life

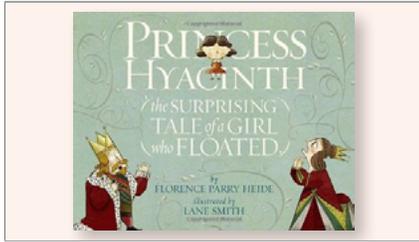
ACTIVITY HIGHLIGHTS

Distinguish between the words *to* and *from* in context; compare and contrast three Native American tribes using a graphic organizer

TEXT FEATURES

Informational and literary passages with supporting photographs, illustrations, and diagrams

Kindergarten Knowledge Domains



L

●●●● QT: 600L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



I L

●●●● QT: 870L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Domain 7: Kings and Queens

Princess Hyacinth (The Surprising Tale of a Girl Who Floated) by Florence Parry Heide

In this fanciful, fictional story, Princess Hyacinth has a problem—she floats! The story details her dilemma and the various people in the kingdom who try to solve it. While her floating issue is not completely fixed, the book offers a resolution that works well for all. Throughout, the story features various aspects of royal life, such as a king, a queen, crowns, palace guards, and Princess Hyacinth getting her way because “she was the Princess.” This story helps to set the stage for Knowledge Domain 7, Kings and Queens, which uses informational and fictional text to outline the roles and responsibilities of various members of a monarchy.

Kings and Queens by Michael L. Ford

Students learn about responsibilities and customs associated with royalty through fiction and nonfiction texts about kings, queens, and royal families throughout history.

TOPIC & THEME

Royalty, its responsibilities and customs, as a context for many classic and well-loved stories and rhymes

READ-ALOUD

Use graphic organizers to compare and contrast royal and non-royal families

WRITING

Draw and write events from stories

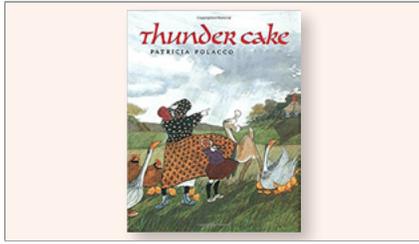
ACTIVITY HIGHLIGHTS

Describe key story elements and demonstrate syntactic awareness by combining and expanding sentences

TEXT FEATURES

Selected literary texts contain rhythm and rhyme

Kindergarten Knowledge Domains



L

●●● QT: 630L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



I L

●●● QT: 950L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Domain 8: Seasons and Weather

Thunder Cake by Patricia Polacco

Summer is the season for thunderstorms in Michigan. In this story, Patricia Polacco describes how her grandmother helped her to overcome her fear of thunderstorms by baking a Thunder Cake. The grandmother explains information about thunder and lightning as she gathers ingredients for the Thunder Cake.

Seasons and Weather by Michael L. Ford

Students learn about weather, the seasons, regions of the earth, and the different weather patterns they experience.

TOPIC & THEME

Various regions of the earth experience characteristic weather patterns throughout the year

READ-ALOUD

Interpret information orally and in writing through retelling and expanding

WRITING

Sequence seasons of the year, create a weather diary, and draw how to stay safe in a storm

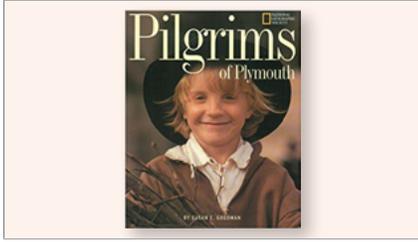
ACTIVITY HIGHLIGHTS

Ask and answer questions using *who* and present a weather report

TEXT FEATURES

Friendly letters that include maps, photographs, and diagrams

Kindergarten Knowledge Domains



●●●● QT: 510L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●● QL: 1

These Read-Alouds typically have a clear structure and purpose. The language is similarly clear and straightforward.

●●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



●●●● QT: 940L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Domain 9: Columbus and the Pilgrims

Pilgrims of Plymouth by Susan E. Goodman

The history of the Pilgrims' arrival and settlement in America is explained through text and reenactment photographs to help young students visualize the Pilgrims' lives so very long ago. Students learn about how the Pilgrims came to America and what new freedoms they had, including religion and land ownership. The text emphasizes the Pilgrims' everyday lives, such as how they grew or hunted food, built houses, and interacted with indigenous people. The concepts are fairly straightforward, and students will connect to the focus on how families worked and played.

Columbus and the Pilgrims by James Weiss

Students are introduced to key figures, events, and ideas associated with two episodes in the founding of the United States of America—the first voyage of Columbus in 1492 and the arrival of the Pilgrims in 1620.

TOPIC & THEME

European explorers and settlers, their motivating factors, and their arrival in North America

READ-ALOUD

Summarize with graphic organizers and use details from the text to write and label sentences

WRITING

Write a travel journal using short phrases and sentences

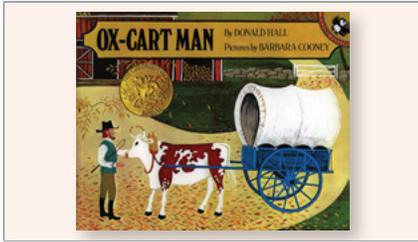
ACTIVITY HIGHLIGHTS

Ask and answer questions using *what* and summarize with graphic organizers

TEXT FEATURES

Texts feature dialogue; rich, descriptive language; and historical maps and illustrations

Kindergarten Knowledge Domains



L

●●● QT: 1130L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



I L

●●● QT: 990L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Domain 10: Colonial Towns and Townspeople

Ox-Cart Man by Donald Hall

All the goods a family harvests, gathers, and creates during the course of the seasons are collected by the ox-cart man to take to market to sell. His journey to Portsmouth Market and back again illustrates the cycle of farm life in colonial times. Students learn about where various farm products come from, how they are made, and how farmers sold their products to buy necessary items for their families.

Colonial Towns and Townspeople by B. Kanninen, Judith Lawrence

Students are introduced to the early history of the United States and explore what daily life was like for people in colonial times.

TOPIC & THEME

Day-to-day roles and responsibilities of colonial townspeople

READ-ALOUD

Organize and retell information in a logical sequence

WRITING

Write short phrases and sentences based on details in the text

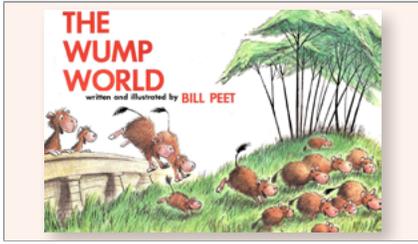
ACTIVITY HIGHLIGHTS

Ask and answer questions using *where* and sequence events based on the text

TEXT FEATURES

Informational and literary texts include photographs and highlight memorable sayings and phrases

Kindergarten Knowledge Domains



L

●●● QT: 1000L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



I

●●● QT: 920L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Domain 11: Taking Care of the Earth

The Wump World by Bill Peet

In an imaginary world, the peaceful Wumps live in an environment that is perfect for them: plenty of green grass, clear water, and clean air. Soon, their world is transformed by the arrival of the Pollutians, alien beings forced to find a new planet after they could no longer live in their own polluted world. It's not long until the Pollutians repeat their destructive cycle by tearing up the land, building tall buildings and factories, dumping garbage in the water, and paving over the green grass and forests of Wump World. The Wumps are driven into making a new home underground, away from the noise and confusion. Once the Pollutians can no longer live on Wump World, they leave for yet another new planet. The Wumps emerge to a changed world, but there is hope. Green grass and bumbershoot trees begin to thrive again.

Taking Care of the Earth by Michael L. Ford

Students are introduced to the importance of environmental awareness and conservation as they become familiar with the earth's natural resources and how people's actions affect the environment.

TOPIC & THEME

Ecology and the role of people in conserving Earth's resources

READ-ALOUD

Use graphic organizers to set a purpose for reading and make predictions

WRITING

Write short phrases and sentences based on details in the text; create a class book

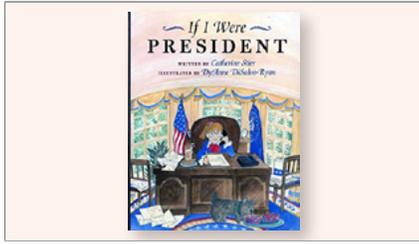
ACTIVITY HIGHLIGHTS

Identify and describe steps in a process

TEXT FEATURES

Informational texts narrated by Earth use personification to teach ecology concepts

Kindergarten Knowledge Domains



●●● QT: 860L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.



●●● QT: 890L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Domain 12: Presidents and American Symbols

If I Were President by Catherine Stier

After a brief informational overview of the presidency, fictional children describe what they would do if they were president of the United States of America. Students learn about the responsibilities and privileges of the presidency as well as how the U.S. government functions. The illustrations add depth and diversity, ensuring that students see characters like themselves and demonstrating that citizens of many backgrounds may be elected president.

Presidents and American Symbols by Matthew Davis, Diane Leipzig, Rosie McCormick, James Weiss

Students study the lives and legacies of five famous presidents, learning about several national symbols, the branches of government, the role of the president, and elections.

TOPIC & THEME

American government—including the presidency, its roles, and its responsibilities—and American symbols

READ-ALOUD

Integrate new information with prior learning to create meaning beyond the text

WRITING

Create and publish a retelling of a story from the text; write an opinion piece about a president

ACTIVITY HIGHLIGHTS

Sequencing events, publishing, and creating a timeline

TEXT FEATURES

Informational text incorporating historical narrative and dialogue to introduce key figures and concepts in American government

GRADE 1

Grade 1					
GRADE	TEXT		DOMAIN	READ-ALLOUD	
	Informational	Literary		Informational	Literary
Unit 1		100%	Domain 1		100%
Unit 2		100%	Domain 2	100%	
Unit 3		100%	Domain 3		100%
Unit 4	100%		Domain 4	95%	5%
Unit 5		100%	Domain 5	75%	25%
Unit 6		100%	Domain 6	90%	10%
Unit 7		100%	Domain 7	100%	
			Domain 8	100%	
			Domain 9		100%
			Domain 10	90%	10%
			Domain 11	100%	

Grade 1 Skills Units



L

●●●● QT: 450L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●● RT: 1

This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.



L

●●●● QT: 400L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●● RT: 1

This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.

Skills 1

Students review the sounds and spellings taught in the Amplify CKLA Kindergarten curriculum and take a Beginning-of-Year assessment that guides instruction.

- *Snap Shots* by Matt Davis and Julianne K. Munson

TOPIC & THEME

A young girl chronicles her family's trip to the U.K. to visit a friend

READING

Review letter names and sounds, Tricky Words, and reading skills taught in Kindergarten

WRITING

Handwriting practice and responding to text in complete sentences

ACTIVITY HIGHLIGHTS

Beginning-of-Year assessment; identifying nouns and one-syllable short vowel words

TEXT FEATURES

Chapter book in the form of a travel diary that combines photographs and stories from a family vacation

Skills 2

Students learn five new vowel sounds, words with separated digraphs, common and proper nouns, and new Tricky Words.

- *Gran* by Kristy Dempsey

TOPIC & THEME

Adventure-seeking Gran visits her grandchildren and describes some of her unique travels

READING

Multiple-choice reading comprehension; long-vowel words and digraphs; nouns

WRITING

Handwriting of one-syllable long vowel words; responding to text with sentences and images

ACTIVITY HIGHLIGHTS

Whole- and small-group reading, spelling dictation, and identifying nouns

TEXT FEATURES

Narrative text in the form of a chapter book with underlining, bolded text, and dialogue

Grade 1 Skills Units



L

●●●● QT: 480L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



I

●●●● QT: 610L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Skills 3

Students study verbs and verb tenses (present, past, and future), new vowel sounds, Tricky Spellings and Words, and the writing process.

- *Fables* by Matt Davis

TOPIC & THEME

Fables—complete with lessons—about people, animals, and the natural world

READING

Multiple-choice reading comprehension questions with citation, identifying verbs and verb tense, and yes/no questions

WRITING

Planning, drafting, editing, and publishing a fictional narrative and a book report

ACTIVITY HIGHLIGHTS

Kinesthetic reading activities, identifying vowel spellings, and reading Tricky Words

TEXT FEATURES

Classic fictional narratives that include personification, dialogue, and morals

Skills 4

Students learn contractions, multisyllabic spelling words, and adjectives; they also practice descriptive writing and take a Middle-of-Year assessment that guides instruction.

- *The Green Fern Zoo* by Matt Davis

TOPIC & THEME

A trip to the zoo to learn about animals on land, in the air, and in water

READING

Whole-group, small-group, and partner reading; medial sounds; r-controlled vowels; verbs; nouns; adjectives

WRITING

Handwriting, fill-in-the-blank responses to text, and planning, drafting, editing, and publishing descriptive and informational writing

ACTIVITY HIGHLIGHTS

Kinesthetic reading and writing activities, descriptive and informational writing, and syllabification with clapping

TEXT FEATURES

Informational text containing captioned photographs, headings, syllabification, and a glossary

Grade 1 Skills Units



L

●●● QT: 540L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.



L

●●● QT: 560L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Skills 5

Students begin learning the advanced phonemic code, identifying root words and sentence types, and practicing opinion writing.

- *Kate's Book* by Matt Davis and Mary E. Miller

TOPIC & THEME

Fictional narrative details a girl's travels out west and her imaginative stories of hidden treasure, outlaws, and archaeological discoveries

READING

Statements, questions, and exclamations; root words and plural nouns; adjectives; multiple-choice reading comprehension questions with citations

WRITING

Sentences, friendly letters with citations, and writing and editing an opinion paragraph

ACTIVITY HIGHLIGHTS

Sound dictations and riddles, using graphic organizers to identify different spellings for a sound, word sorts, and opinion writing

TEXT FEATURES

Rich narrative text in increasing complexity, including chapters with multiple paragraphs, multisyllabic words, and dialogue

Skills 6

Students work with several spelling alternatives for consonant sounds, match pronouns to the nouns to which they refer, and write a personal narrative.

- *Grace* by Matt Davis

TOPIC & THEME

One family's life on a farm in a rural community

READING

Adjectives, prepositions, nouns, and pronouns; reading root words and suffixes; and kinesthetic reading activities

WRITING

Planning, writing, editing, and publishing a personal narrative; planning and drafting descriptions

ACTIVITY HIGHLIGHTS

Building sentences and phrases with adjectives, prepositions, and pronouns; identifying vowel spellings on Individual Code Charts

TEXT FEATURES

Chapter book consisting of narratives with bolded text, dialogue, and underlining

Grade 1 Skills Units



L

●●●● QT: 630L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Skills 7

Students learn about the use of conjunctions and commas as well as noun-verb agreement in sentences; they also practice the writing process through informative/explanatory text and take an End-of-Year assessment.

- *Kay and Martez* by Katy Duffield, Anna Kavalasuskas, Mary Miller, Susannah Myers, Juliane Munson, and Matt Davis

TOPIC & THEME

Kay and her friend, Martez, who is Mexican-American, play, travel, and share their cultures

READING

Kinesthetic reading activities, word sorts, noun-verb agreement, and decoding a Tricky Word story

WRITING

Writing an opinion piece and planning, drafting, editing, and publishing instructional writing

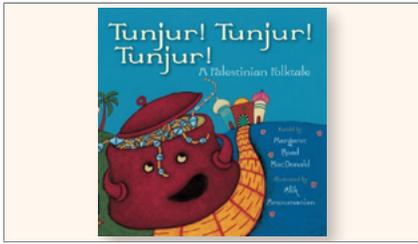
ACTIVITY HIGHLIGHTS

Using commas in a series, editing text for punctuation, and giving good spoken instructions

TEXT FEATURES

Narrative chapter book contains dialogue, bolded text, italics, underlining, and Spanish-language words

Grade 1 Knowledge Domains



●●●● QT: 420L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.



●●●● QT: 770L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Domain 1: Fables and Stories

Tunjur! Tunjur! Tunjur! A Palestinian Folktale Retold by Margaret Read MacDonald

Fables and folktales have entertained children all over the world for generations. In this retelling of a Palestinian folktale, a woman prays for a child and gets one in the form of a little talking pot. Full of curiosity, the pot begs her mother to let her go to the market by herself. Her mother lets her go but worries she does not yet know right from wrong. The little pot gets into trouble by taking things that do not belong to her. She finally learns her lesson when she is captured and filled with smelly yuck as punishment. Students learn about the elements of a folktale by analyzing the characters, setting, plot, and the lesson learned in the story.

Fables and Stories by Matt Davis and Beatrix Potter

Students hear classic fables and stories, including Aesop's fables, tales about Anansi the Spider, and "The Tale of Peter Rabbit."

TOPIC & THEME

Classic fables and stories with lessons about ethics and behavior

READ-ALOUD

Identify characters, setting, plot, and moral; understand personification; and retell a story using key details

WRITING

Record and chart important information from texts on graphic organizers; craft summarizing paragraph

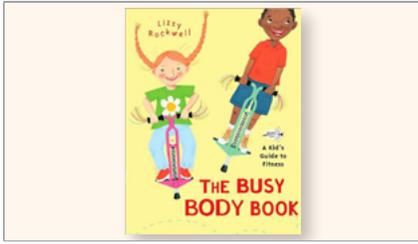
ACTIVITY HIGHLIGHTS

Complete personification charts; categorize animal thoughts and actions as real or make-believe; identify connections between title and text

TEXT FEATURES

Allegorical texts present anthropomorphized animals to convey a moral or teach a lesson

Grade 1 Knowledge Domains



●●●● QT: 680L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○○ RT: 1

This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.



●●●● QT: 790L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Domain 2: The Human Body

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

Students learn how key body parts work within the human body in this colorfully illustrated informational text, which features a diverse group of children engaging in various physical activities. Detailed diagrams of the human body focus on important body systems, providing the names and functions of key body parts. Students learn that while each body part plays a role, they must all work together to keep us strong and healthy.

The Human Body by Beth Engel

Students learn about the systems of the human body, the functions of major organs, and care of the body to promote good health.

TOPIC & THEME

Our bodies as a network of systems that perform vital jobs and that we can care for

READ-ALOUD

Explore cause and effect relationships; synthesize individual readings into an understanding of the interconnectedness of human body systems

WRITING

Write informational texts as a class and individually using drawings to clarify ideas when appropriate

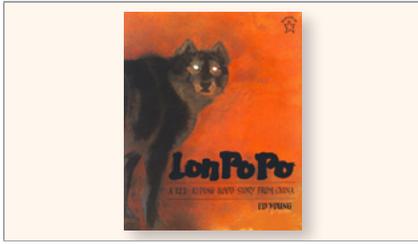
ACTIVITY HIGHLIGHTS

Reciting poetry; planning nutritious meals; creating "My Body Systems" booklet

TEXT FEATURES

Dr. Wellbody, the rhyming pediatrician, uses interactive poetry, prose, and riddles to guide students through human anatomy

Grade 1 Knowledge Domains



L

●●●● QT: 670L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



L

●●●● QT: 770L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Domain 3: Different Lands, Similar Stories

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

The art of storytelling is not unique to any one culture or geographic region, but rather is an art form practiced across the world. These stories entertain, teach, and often provide a brief history of time and place. *Lon Po Po* is a Chinese variation of the well-known Little Red Riding Hood story. Themes include an animal who tries to trick humans and a lesson about the dangers of talking to strangers. If students are familiar with *Little Red Riding Hood*, discuss the similarities and differences between the two stories after reading *Lon Po Po*.

Different Lands, Similar Stories by Matt Davis and Rosie McCormick

Students encounter different cultures from around the world as they explore how folktales from different lands treat similar themes or characters.

TOPIC & THEME

Fairy tales and folktales from different lands or countries centered around three universal themes and presenting a lesson

READ-ALOUD

Compare and contrast different versions of a text; identify common themes in fairy tales and folktales

WRITING

Drawing the Read-Alouds; creating Venn diagrams; comparing and contrasting different versions of stories

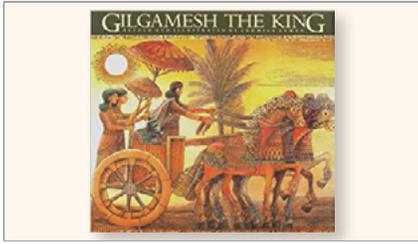
ACTIVITY HIGHLIGHTS

Using Venn diagrams to analyze stories and their elements

TEXT FEATURES

Fairy tales and folktales from different cultures featuring rich vocabulary

Grade 1 Knowledge Domains



L

●●●● QT: 660L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



I L

●●●● QT: 950L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Domain 4: Early World Civilizations

Gilgamesh The King Retold by Ludmila Zeman

The story of Gilgamesh was first carved into clay tablets in Mesopotamia over 5,000 years ago. The story is based on a real person, but the events of his life were fictionalized into a series of myths and legends written as epic poems. In this story, Gilgamesh is a cruel ruler of his people. He forces them to build a gigantic wall to show his greatness and drives his people to exhaustion. The people of the city appeal to the Sun God for help, and a man named Enkidu is sent to live among the animals to learn kindness. Enkidu, described as "wild," falls in love with a young woman sent by Gilgamesh to lure him into the city. A fierce battle between Gilgamesh and Enkidu takes place, but when Gilgamesh falls over the wall, Enkidu saves his life. Through the kindness of Enkidu, Gilgamesh learns what it means to be human and becomes a benevolent ruler.

Early World Civilizations by James Weiss and Catherine S. Whittington

Students explore Mesopotamia and Egypt and learn about what is needed to build a civilization and the importance of rivers, farming, writing, laws, art, and beliefs.

TOPIC & THEME

The fundamental features of civilizations, including the establishment of cities and government, through the lens of Mesopotamia and Egypt

READ-ALOUD

Make predictions before reading, identify real-life connections, determine importance and relevance of information

WRITING

Organize key ideas in timelines and charts and use them to create an informational paragraph on components of civilization

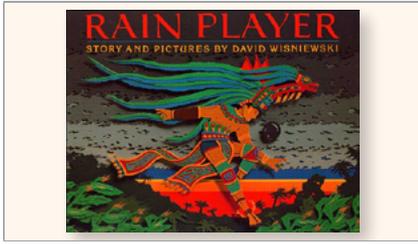
ACTIVITY HIGHLIGHTS

Identify components of civilizations, compare and contrast Mesopotamian writing with modern writing, and explore the role of archeologists

TEXT FEATURES

Texts incorporate illustrations, photographs, and maps to connect ancient civilizations with contemporary traditions and populations

Grade 1 Knowledge Domains



L

●●●● QT: 690L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



I L

●●●● QT: 950L

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●●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Domain 5: Early American Civilizations

Rain Player by David Wisniewski

Civilizations across the world developed over many thousands of years, each with their own beliefs, customs, rules, and ways of life. Still, these civilizations all had the same common features or elements. In *Rain Player*, the features of the ancient Maya civilization in what is now Mexico and Central America are illustrated in an original story based on Mayan history and legend. In the story, a young pok-a-tok player named Pik must earn forgiveness for insulting the rain god Chac. Pik challenges Chac to a game of pok-a-tok both to earn his forgiveness and to gain rain to end the drought. Pik uses his skill and the special gifts given to him at birth to win the challenge.

Early American Civilizations by Rachel L. Shaw, James Weiss, and Catherine S. Whittington

Students compare and contrast key features of the early civilizations of the Maya, Aztec, and Inca, and they explore the development of cities such as Tenochtitlan and Machu Picchu.

TOPIC & THEME

Significant civilizations in the Americas, including Maya, Aztec, and Inca; their features; and their contributions to modern society

READ-ALOUD

Interpret timelines, identify and explain key details, and compare and contrast cultural elements of civilizations

WRITING

Respond to Read-Alouds; work in small groups to write informational paragraphs

ACTIVITY HIGHLIGHTS

Differentiate among early American civilizations; identify features of letters; explore the perspective of European explorers upon meeting the Aztecs

TEXT FEATURES

Informational text, legends, and historical fiction convey factual information about the Aztec, Maya, and Inca civilizations

Grade 1 Knowledge Domains



●●● QT: 990L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



●●● QT: 1020L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Domain 6: Astronomy

Once Upon a Starry Night: A Book of Constellations by Jacqueline Mitton and Christina Balit

When people in ancient times began to study the night sky, they noticed that some stars seem to be clustered together, moving in groups through the night and seasons. These star clusters are called constellations. To some, the constellations formed the shapes or outlines of the gods, goddesses, kings, queens, heroes, and creatures found in stories and myths. This book traces the origin stories of several major constellations from Greek mythology. The stories are richly illustrated with characters and creatures from the myths.

Astronomy by Michael L. Ford

Students learn about Earth in relation to the moon, the other planets, the sun, and the stars, and they are introduced to space exploration, including the Apollo missions.

TOPIC & THEME

An introduction to astronomy, celestial bodies in our solar system, and the sun as a source of energy

READ-ALOUD

Make predictions and personal connections; differentiate between AM and PM

WRITING

Write an opinion paragraph and journal about stars, stargazing, constellations, and the moon

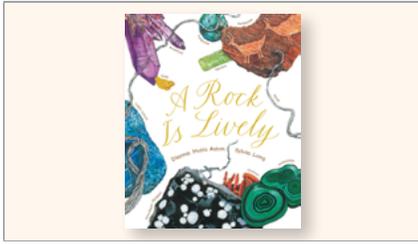
ACTIVITY HIGHLIGHTS

Learn about the phases of the moon, compare and contrast informational and literary text, and imagine life as an astronaut

TEXT FEATURES

Literary and informational text with metaphors and analogies

Grade 1 Knowledge Domains



●●●● QT: 1110L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



●●●● QT: 1020L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Domain 7: The History of the Earth

***A Rock is Lively* by Dianna Hutts Aston and Sylvia Long**

A Rock is Lively is an illustrated guide to rocks that make up the earth's crust. It features a wide range of rocks in engaging and imaginative ways, such as "mixed up" rocks made from combined ingredients (minerals) like a cookie recipe, or "surprising" rocks that have crystals inside. Other topics include the size, age, and formation of different types of rocks, as well as how animals and humans use rocks.

***The History of the Earth* by Michael L. Ford**

Students learn about the geographical features of the earth's surface, the layers of the earth, rocks and minerals, volcanoes, geysers, fossils, and dinosaurs.

TOPIC & THEME

Geographical features of the earth, including minerals and types of rock that compose the earth, fossils, and dinosaurs

READ-ALOUD

Compare and contrast volcanoes with geysers and paleontologists with geologists; check and support comprehension with images and details

WRITING

Summarize information in letter format about the earth's crust, fossils, and dinosaurs

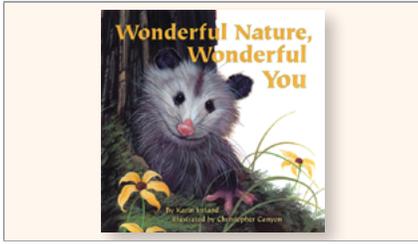
ACTIVITY HIGHLIGHTS

Describe minerals; differentiate between solids, liquids, and gasses; and identify how heat, pressure, and time affect the earth

TEXT FEATURES

Informational text incorporating diagrams, photographs, maps, and drawings

Grade 1 Knowledge Domains



●●●● QT: 620L

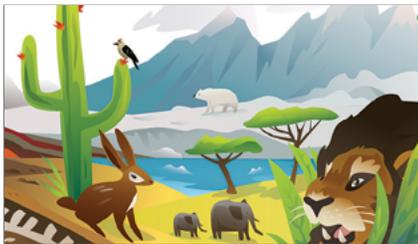
Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



●●●● QT: 1010L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Domain 8: Animals and Habitats

Wonderful Nature, Wonderful You by Karin Ireland

In this book, the author applies the survival qualities of plants and animals in nature to reinforce positive messages for children, such as doing your best or understanding that sometimes things don't turn out the way you would like. Social-emotional themes are integrated throughout this book, which showcases a variety of animals and their habitats.

Animals and Habitats by Ewa Beaujon

Students focus on the interconnectedness between living things and their physical environment, and they explore plants and animals in specific types of habitats.

TOPIC & THEME

Fundamental principles of nature, including adaptation, interconnectedness, and the food chain; habitat destruction; endangered and extinct species

READ-ALOUD

Compare and contrast habitats; use cause and effect to explain relationships between principles of nature; identify antonyms

WRITING

Create a habitat journal that describes and illustrates characteristics of various habitats

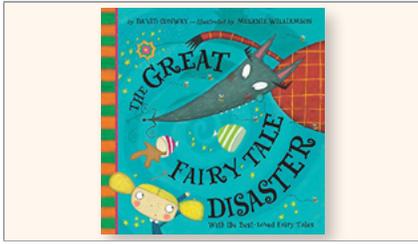
ACTIVITY HIGHLIGHTS

Categorize things as living or nonliving and as herbivores, carnivores, or omnivores

TEXT FEATURES

Informational text narrated by Rattenborough, a friendly animal whose descriptions and figurative language illuminate different animal habitats

Grade 1 Knowledge Domains



L

●●● QT: 560L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.



L

●●● QT: 830L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Domain 9: Fairy Tales

The Great Fairy Tale Disaster by David Conway

The Big Bad Wolf of *Three Little Pigs* fame decides he's had enough of that storyline and wants to visit other fairy tales for a relaxing change. This mash-up of characters and stories from well-known fairy tales does not go as well as the wolf had hoped, as evidenced by his various misadventures in each tale's key plot points. Students gain knowledge about the elements of fairy tales from this twisted tale.

Fairy Tales by Michelle De Groot

Students explore fairy tales, learn about the Brothers Grimm, and identify common elements of fairy tales.

TOPIC & THEME

Elements of fairy tales; heroic vs. evil characters

READ-ALOUD

Distinguish between fantasy and reality; identify story elements specific to fairy tales; sequence and retell a fairy tale

WRITING

Plan, draft, edit, and publish a retelling of a fairy tale

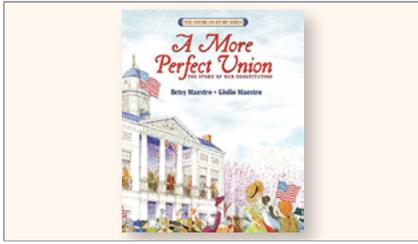
ACTIVITY HIGHLIGHTS

Make predictions about a text's plot and characterize heroic versus evil characters

TEXT FEATURES

Fairy tales featuring onomatopoeia and descriptive adverbs and adjectives

Grade 1 Knowledge Domains



●●● QT: 920L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



●●● QT: 950L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Domain 10: A New Nation: American Independence

A More Perfect Union: The Story of Our Constitution by Betsy and Giulio Maestro

A More Perfect Union uses student-friendly language to explain how and why the U.S. Constitution was created. Students learn important concepts about cooperation, compromise, rights, and the idea that the power of government should come from the people of the new nation.

A New Nation: American Independence by Michael L. Ford

Students learn about the birth of the United States of America, its important historical figures and events, and the significance of patriotic symbols.

TOPIC & THEME

People and events surrounding the thirteen colonies, their journey for independence from Britain, and the new country they formed

READ-ALOUD

Order events sequentially to show the progression of events leading up to the formation of the United States of America

WRITING

Write captions for pictures depicting historical figures and events; plan and draft an informational paragraph

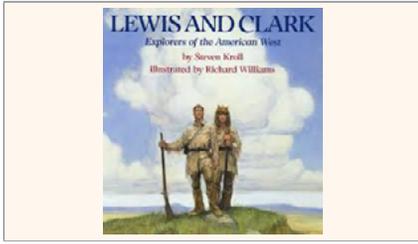
ACTIVITY HIGHLIGHTS

Identify the significance of several U.S. symbols, discuss specific historic figures' contributions, and perform "Yankee Doodle"

TEXT FEATURES

Informational text uses photographs, drawings, charts, and maps to explore colonial America and its influence on contemporary life

Grade 1 Knowledge Domains



●●● QT: 920L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



●●● QT: 1060L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Domain 11: Frontier Explorers

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

The story of Lewis and Clark's famous expedition west after the Louisiana Purchase is detailed in words and pictures, describing the difficulties and discoveries of their journey in the unexplored land. At President Thomas Jefferson's request, the two explorers and their team traveled from the Mississippi to the Pacific Ocean in order to accomplish four main tasks that the President felt were important to the future of the United States.

Frontier Explorers by Linda Bevilacqua, Anne Marie Pace, Catherine S. Whittington, and James Weiss

Students are introduced to early exploration of the American West, how colonists spread westward, and the interactions between the colonists and native peoples.

TOPIC & THEME

Key people and events in the early westward expansion of the United States

READ-ALOUD

Use maps, images, and timelines to increase reading comprehension and sequence events

WRITING

Write about the importance of the Louisiana Purchase and summarize Lewis and Clark's expedition

ACTIVITY HIGHLIGHTS

Learn how Daniel Boone became a trailblazer, track Lewis and Clark's progress on a map, and discover Sacagawea's contributions

TEXT FEATURES

Informational text that incorporates primary source materials

GRADE 2

Grade 2					
GRADE	TEXT		DOMAIN	READ-ALOUD	
	Informational	Literary		Informational	Literary
Unit 1		100%	Domain 1		100%
Unit 2		100%	Domain 2	80%	20%
Unit 3		100%	Domain 3	50%	50%
Unit 4		100%	Domain 4		100%
Unit 5		100%	Domain 5	30%	70%
Unit 6	100%		Domain 6	90%	10%
			Domain 7	90%	10%
			Domain 8	100%	
			Domain 9	90%	10%
			Domain 10	100%	
			Domain 11	65%	35%
			Domain 12	100%	

Grade 2 Skills Units



L

●○○○ QT: 480L

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

●○○○ QL: 1

These texts typically have a clear structure and purpose. The language is similarly clear and straightforward.

●○○○ RT: 1

This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.



L

●○○○ QT: 430L

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

●○○○ QL: 1

These texts typically have a clear structure and purpose. The language is similarly clear and straightforward.

●●○○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Skills 1

Students review various spellings with an emphasis on consonant sounds, one- and two-syllable words, and high-frequency Tricky Words; they also take a Beginning-of-Year Assessment to guide instruction.

- *The Cat Bandit* by Matt Davis

TOPIC & THEME

The adventures of a hungry cat and the increasingly clever ways he gets food items seemingly out of his reach

READING

Basic code, double letter, and Tricky Word spellings; multiple-choice reading comprehension questions; and past tense

WRITING

One-syllable short vowel words, compound words, multi-sentence descriptions, and responding to text

ACTIVITY HIGHLIGHTS

Beginning-of-year assessment, kinesthetic reading activities, and dictation

TEXT FEATURES

Fictional text features figurative language and onomatopoeia while reviewing phonics concepts from prior grades to prepare students for advanced code

Skills 2

Students read one- and two-syllable words, work with contractions, practice high-frequency Tricky Words, and write narratives and opinions.

- *Bedtime Tales* by Matt Davis

TOPIC & THEME

At bedtime, a father shares classic fables with his son and daughter

READING

Multiple-choice reading comprehension questions with citations and sequencing, quotation marks, contractions, commas, apostrophes, and antonyms

WRITING

Plan, draft, edit, and publish a narrative and a book report

ACTIVITY HIGHLIGHTS

Independent, partner, and small group reading; kinesthetic reading activities; spelling and dictation assessments

TEXT FEATURES

Text uses a narrative frame to introduce fables and trickster stories with figurative language, bolded text, and morals

Grade 2 Skills Units



L

●●● QT: 510L

Texts with this rating generally have words and sentences of moderate length and complexity. The text introduces a moderate range of words. The text may contain some nuance in content.

●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



L

●●● QT: 470L

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

●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Skills 3

Students learn tricky spellings and spelling alternatives for vowel sounds, write a personal narrative, and study antonyms and synonyms.

- *Kids Excel* by Matt Davis

TOPIC & THEME

Profiles of kids who excel at various activities, including spelling, swimming, playing soccer, jumping rope, splashing, math, and rock skipping

READING

Fill in the blank and Yes/No reading comprehension questions, common and proper nouns, plural nouns, and action verbs

WRITING

Respond to text with sentences and Venn diagrams and plan, draft, edit, and publish a personal narrative

ACTIVITY HIGHLIGHTS

Compose a personal narrative, review synonyms and antonyms, and create chains of words with similar spellings

TEXT FEATURES

Fictional text featuring italics, maps and symbols, captioned illustrations, and tables

Skills 4

Students encounter new spelling alternatives for vowel sounds, practice persuasive writing as part of a friendly letter, and learn about irregular plural nouns and action verbs.

- *The Job Hunt* by Mike Ford

TOPIC & THEME

A teenager searches for a job in New York City with her younger brother's help

READING

Close reading, kinesthetic reading activities, proper nouns, and the past and present verb tense of "to be"

WRITING

Plan, draft, edit, and publish a persuasive letter and respond to text in a summary paragraph

ACTIVITY HIGHLIGHTS

Kinesthetic spelling activities and identifying homophones

TEXT FEATURES

A fictional reader with a map, idioms, bolded and italicized text, and dialogue

Grade 2 Skills Units



L

●●● QT: 660L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.



I

●●● QT: 580L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Skills 5

Students practice chunking phonemes, learn about adjectives, identify subject and predicate, and rewrite a story's ending; they also take a Middle-of-Year Assessment to guide instruction.

- *Sir Gus* by Rosie McCormick

TOPIC & THEME

Sir Gus, one of King Alfred's knights, faces a thief, a troll, pirates, an evil wizard, and an enemy king

READING

Syllable chunking, sequencing events, partner reading, and vowel coding

WRITING

Forming contractions, correcting grammar errors, and rewriting a story's conclusion

ACTIVITY HIGHLIGHTS

Alphabetizing words, participating in a spelling bee, and planning a narrative

TEXT FEATURES

Literary text with complex sentence structure, captioned images, italicized text, em-dashes, ellipses, and other new punctuation marks

Skills 6

Students learn about adverbs, distinguish complete from incomplete sentences, identify run-on sentences, write reports, and take an End-of-Year Assessment.

- *The War of 1812* by Mike Sanford

TOPIC & THEME

The War of 1812 as the first foreign conflict that the United States faced as a young nation

READING

Answering true/false questions in response to text, close reading, matching, and End-of-Year Assessments

WRITING

Drafting a report, taking notes, and differentiating topic sentences, concluding sentences, and irrelevant sentences

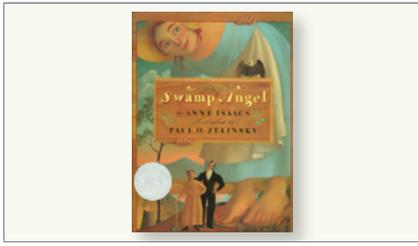
ACTIVITY HIGHLIGHTS

Alphabetizing to the second letter and identifying and using adverbs

TEXT FEATURES

Complex nonfiction containing maps, captioned illustrations, a glossary, and bolded text

Grade 2 Knowledge Domains



L

●●● QT: 960L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



L

●●● QT: 780L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Domain 1: Fairy Tales and Tall Tales

Swamp Angel by Anne Isacs

In this 1995 Caldecott Honor Book, Angelica Longrider, the greatest woodswoman in Tennessee, demonstrates both wit and strength. Born in 1815, she is already taller than her mother and builds her first log cabin at age two. At age twelve, she earns the nickname Swamp Angel when she saves the settlers' covered wagons from sinking in Dejection Swamp. One summer, the settlers organize a competition to get rid of a large, pesky bear called Thundering Tarnation. After no one else is able to stop Thundering Tarnation, Swamp Angel enters the competition and single-handedly saves the day.

Fairy Tales and Tall Tales by Matthew M. Davis

Students encounter and learn the characteristics of classic fairy tales and tall tales.

TOPIC & THEME

Fairy tales and tall tales provide a closer look at characterization and the features of fiction

READ-ALOUD

Analyze illustrations that support the text to infer deeper meaning, distinguish between fantasy and reality, and understand exaggeration

WRITING

Compare and contrast characters, respond to text in writing, and rewrite and retell fairy tales

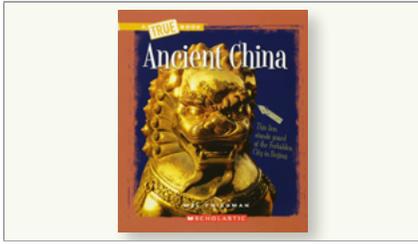
ACTIVITY HIGHLIGHTS

Identify real-life and exaggerated elements, participate in robust conversations, describe story elements with descriptive words

TEXT FEATURES

Classic tales show character development and hyperbole and often contain moral lessons

Grade 2 Knowledge Domains



●●● QT: 890L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



●●● QT: 970L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Alouds structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Domain 2: Early Asian Civilizations

Ancient China by Mel Friedman

This book is part of Scholastic's True Book: Ancient Civilizations series. *Ancient China* helps readers understand what is unique and distinctive about ancient China as well as its influence on some of the practices of the modern world. Topics covered include its history and rulers, art, music, entertainment and everyday life.

Early Asian Civilizations by Matt Davis, Lucien Ellington, Catherine S. Whittington

Students learn about early India, the importance of the Indus and Ganges Rivers, and the basics of Indian culture, then explore early Chinese civilization and its lasting contributions, including paper, silk, and the Great Wall of China.

TOPIC & THEME

Building on prior learning about early American civilizations, the study of Asian civilizations and their influence on the modern world

READ-ALOUD

Outline steps involved in silk-making and identify significant contributions to Chinese culture

WRITING

Plan, draft, edit, and publish an informational text; participate in shared writing; craft similes

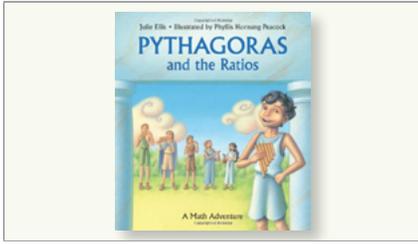
ACTIVITY HIGHLIGHTS

Compare and contrast Chinese and English writing, identify examples of personification, and explain the importance of rivers to civilizations

TEXT FEATURES

Photographs, physical maps, poetry, and a trickster tale work together to depict life in early Asian civilizations

Grade 2 Knowledge Domains



L

●●●● QT: 740L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.



I L

●●●● QT: 1050L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Domain 3: The Ancient Greek Civilization

Pythagoras and the Ratios by Julie Ellis

Pythagoras's cousin Octavius wants to win the music contest, but his pipes are out of tune. Pythagoras compares the faulty pipes to his own perfect set. Together the cousins find a relationship between the longest and shortest of Pythagoras's pipes, which gives them an idea about how to fix Octavius's set. But when cousins Reyna and Amara ask Pythagoras to fix their lyres so that they can join in the contest, too, the solution is not quite so easy. Set in Ancient Greece, this fun tale introduces the mathematical concept of ratio and its relationship to sound.

The Ancient Greek Civilization by James Weiss

Students explore the civilization of ancient Greece, which lives on in many ways—in our language, government, art and architecture, the Olympics, and more.

TOPIC & THEME

Continuing the study of ancient civilizations with Ancient Greece and its contributions to philosophy, science, and democracy

READ-ALOUD

Summarize important information, make predictions, and explain the significance of events

WRITING

Write an opinion paragraph about Athens or Sparta and draft, edit, and publish a fictional narrative set in Ancient Greece

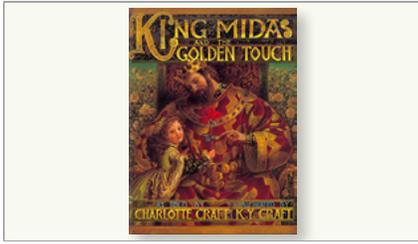
ACTIVITY HIGHLIGHTS

History of the Olympic games, Greek gods and goddesses, and great leaders of thought and combat

TEXT FEATURES

Texts include informational passages and works of literature, which feature careful characterization, dialogue, and figurative language

Grade 2 Knowledge Domains



●●●● QT: 860L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



●●●● QT: 920L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Domain 4: Greek Myths

King Midas and the Golden Touch by Charlotte Craft

When a mysterious stranger offers to reward King Midas for a kindness, the king does not hesitate: he wishes that all he touches will turn to gold. To his delight, his wish is granted, and he transforms his ordinary palace into gold. But when he accidentally turns his beloved daughter into a golden statue, he learns that sometimes a blessing can also be a curse.

Greek Myths by James Weiss

Students explore several well-known Greek myths and mythical characters, learn about common characteristics of myths, and examine story elements.

TOPIC & THEME

The gods and goddesses of Mount Olympus and their influence on culture and literature

READ-ALoud

Discuss character changes over time, identify central messages of myths, and interpret information about Greece from a world map

WRITING

Keep a journal about characters from Greek mythology and plan, draft, edit, and publish a Greek myth

ACTIVITY HIGHLIGHTS

Chart significant details about characters, design illustrations to enhance myths, and create audio recordings of student-written myths

TEXT FEATURES

Literary text featuring mythological archetypes, imagery, and figurative language

Grade 2 Knowledge Domains



●●● QT: 790L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.



●●● QT: 820L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Domain 5: The War of 1812

The Star-Spangled Banner in Translation by Elizabeth Raum

Our country's national anthem is more than a song we sing at the start of a baseball game. "The Star-Spangled Banner" is an important historical, primary source document that celebrates an American victory against Great Britain during the War of 1812. The book helps students understand the context and development of this document and translates its meaning into language they can understand.

The War of 1812 by Rosie McCormick

Students discover major figures and events in the War of 1812, learning how it shaped America's future development and character.

TOPIC & THEME

The War of 1812, including the influence of the war between France and Great Britain and the Napoleonic Wars

READ-ALOUD

Identify and explain connections and relationships between events and compare and contrast similar historical figures and texts

WRITING

Participate in a shared research project and plan and draft a persuasive speech

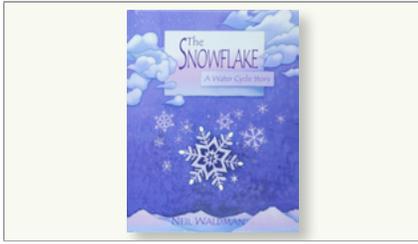
ACTIVITY HIGHLIGHTS

Add drawings to clarify informational text, present a persuasive speech, and recount personal connections to text

TEXT FEATURES

Informational and narrative texts enhanced by maps, historical images, portraits, and photographs

Grade 2 Knowledge Domains



L

●●● QT: 660L

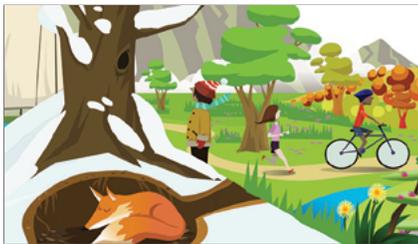
Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.



I

●●● QT: 940L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Domain 6: Cycles in Nature

The Snowflake: A Water Cycle Story by Neil Waldman

The Snowflake shows the water cycle in a totally unique way. Instead of a simple chart, the author/illustrator depicts the cycle in the form of beautiful illustrations. The typical line-drawn arrows showing how water goes from earth to cloud and back again are replaced by a narrative that traces a single snowflake through an entire year. Each month's transformation is illustrated with an exquisite watercolor painting.

Cycles in Nature by Rosie McCormick

Students are introduced to natural cycles that make life on Earth possible, including seasonal cycles, plant and animal life cycles, and the water cycle.

TOPIC & THEME

The cycles of seasons, life cycles of plants and animals, and the water cycle and how they affect each other

READ-ALOUD

Interpret information from diagrams, explain the interconnectedness of cycles in nature, identify and sequence the steps of various natural cycles

WRITING

Write an informational paragraph, participate in shared research, and compose descriptive texts

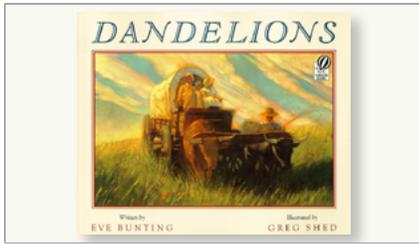
ACTIVITY HIGHLIGHTS

Describe the parts and functions of an egg, explore the meanings of compound words, and rehearse and perform a song

TEXT FEATURES

Informational text with maps, diagrams, and photographs to illustrate cycles in nature

Grade 2 Knowledge Domains



L

●●● QT: 650L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



I

●●● QT: 910L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Domain 7: Westward Expansion

Dandelions by Eve Bunting

Eager to start a new life in a new land, Zoe and her family journey west to the Nebraska Territory in the 1800s. When they arrive at their claim, nothing distinguishes it from the miles and miles of surrounding prairie. Even after they build their new soddie, the home can't be seen from any distance. Zoe has never seen Papa so happy or Mama so sad. But when she takes a trip to a small prairie town with Papa, Zoe sees something that might make a difference to their new soddie—and to Mama's life too.

Westward Expansion by Rosie McCormick

Students explore why pioneers endured challenges to move west, learn about innovations in transportation and communication, and grapple with the hardships and tragedies that Native Americans endured because of westward expansion.

TOPIC & THEME

Westward expansion from the perspective of pioneers, Native Americans, and law-makers

READ-ALOUD

Identify main topics, describe connections between historic events, and differentiate between points of view

WRITING

Create and interpret several timelines and write simple sentences to represent details and information

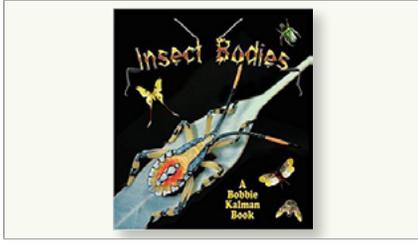
ACTIVITY HIGHLIGHTS

Create timelines, generate a paper quilt representing aspects of the westward expansion, compare and contrast songs from the era

TEXT FEATURES

An informational text enhanced by timelines, maps, photographs, and other images

Grade 2 Knowledge Domains



●●●● QT: 570L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



●●●● QT: 940L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Domain 8: Insects

Insect Bodies by Molly Aloian and Bobbie Kalman

Insect Bodies is an illustrated guide to insects, the largest group of animals on earth. Students will learn about insect body parts and their functions, life cycles, and the ways insects survive in their habitats. The book can also be used to demonstrate the features of informational text, such as a table of contents, headings, labels, captions, diagrams, and sidebars.

Insects by Catherine S. Whittington

Students learn about the characteristics of insects (the largest group of animals on Earth), insect life cycles, and social insects such as bees and ants.

TOPIC & THEME

Insects, their life cycles, and their relationship to humans

READ-ALOUD

Compare and contrast different insects, identify a Read-Aloud's narrator, and use textual support in explanations

WRITING

Gather information from multiple sources; write a personal narrative; write an informational narrative from the perspective of an insect

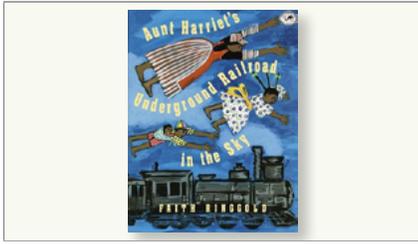
ACTIVITY HIGHLIGHTS

Draft and share entries from an Insects Journal, identify ways insects communicate, create illustrations to clarify insect metamorphosis

TEXT FEATURES

Informational text narrated by insects and incorporating diagrams, photographs, and drawings

Grade 2 Knowledge Domains



●●● QT: 850L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



●●● QT: 1060L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Domain 9: The U.S. Civil War

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

Fictional character Cassie Louise Lightfoot, introduced in the book *Tar Beach*, narrates this story about how she and her brother Be Be flew among the stars and found an old train in the sky. The conductor is Harriet Tubman, and the train is a metaphor for the Underground Railroad. During the course of the story, "Aunt Harriet" explains the history of the Underground Railroad and what enslaved people had to do to reach freedom. By weaving train imagery with actual facts, the author helps students better conceptualize the Underground Railroad.

The U.S. Civil War by Michael L. Ford

Students learn about the controversy between the North and the South over slavery, how that led to the U.S. Civil War, and the achievements of key historical figures during this time.

TOPIC & THEME

The events leading up to and including the Civil War and the abolitionists, military, and historical figures of the time

READ-ALOUD

Identify the role and impact of historic figures, compare and contrast historical events, and interpret information on a map

WRITING

Use a combination of drawing and writing to create journal entries and compile them into a book

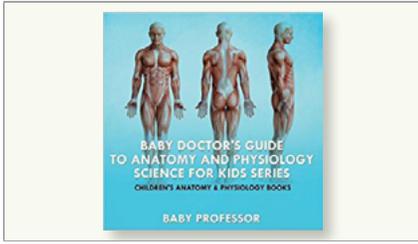
ACTIVITY HIGHLIGHTS

Compare and contrast slavery and freedom, describe the Underground Railroad, and identify and describe Fort Sumter and its importance

TEXT FEATURES

Informational text combined with artwork, maps, archival resources, and photographs

Grade 2 Knowledge Domains



●●● QT: 760L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



●●● QT: 950L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Domain 10: Human Body: Building Blocks and Nutrition

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

From the Baby Professor book series, *Baby Doctor's Guide to Anatomy and Physiology* introduces students to the body's systems and organs within each system, along with a simple description of each organ's function. The accompanying illustrations help students gain a better understanding of what each organ does for their bodies.

Human Body: Building Blocks and Nutrition by Catherine S. Whittington

Students learn about Anton van Leeuwenhoek and his pioneering work with the microscope, as well as topics related to the human body, good nutrition, and other keys to good health.

TOPIC & THEME

Building on prior learning, explore specific systems and organs of the body, nutrition, and good health

READ-ALoud

Describe the function and connections of various cells, tissues, and organs and compare and contrast systems

WRITING

Keep a journal, create a visual food diary, and write a descriptive paragraph about healthy habits

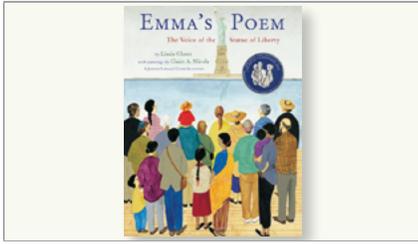
ACTIVITY HIGHLIGHTS

Use a magnifying glass and draw what is seen, sequence the digestive process using image cards, and keep a journal

TEXT FEATURES

Informational text narrated by a nutritionist features drawings, archival images and primary sources, diagrams, photographs, and flow charts

Grade 2 Knowledge Domains



●●●● QT: 720L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●● QL: 1

These Read-Alouds typically have a clear structure and purpose. The language is similarly clear and straightforward.

●●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.



●●●● QT: 1060L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Domain 11: Immigration

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

The story of how Emma Lazarus's poem became the voice of the Statue of Liberty is told through the events of her life in the 1800s, beginning with her family life, her work as a writer, and her growing concern for immigrants who struggled to live and were treated badly once they reached the United States. Lazarus started helping new immigrants in New York City by teaching them English and getting them training for jobs. She wrote articles for newspapers, trying to convince people that it was important to help immigrants. When the Statue of Liberty was given as a gift to the United States by France, writers across the country were asked to contribute writing pieces that would be sold to raise money for the statue's pedestal. Lazarus's poem "The New Colossus" not only helped to raise money for the pedestal, but also became the "voice" of the Statue of Liberty, welcoming immigrants to America.

Immigration by Matthew M. Davis, James Weiss

Students explore the importance of immigration in the history of the United States, learn why people immigrated to and settled in particular cities or regions, and learn basic knowledge about the Constitution and the Bill of Rights.

TOPIC & THEME

How the United States became a mosaic of immigrants and the reasons people left their home countries to come here

READ-ALOUD

Identify push and pull factors, reasons the author gives to support a statement, and rights and responsibilities of citizens

WRITING

Write and illustrate information about immigration, write a narrative, and draft a class constitution

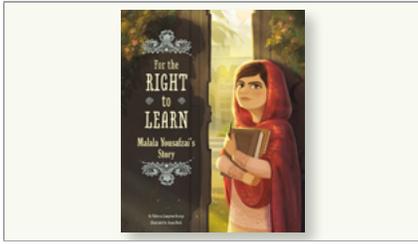
ACTIVITY HIGHLIGHTS

Listen to and perform "The Star-Spangled Banner" and identify and generate adjectives

TEXT FEATURES

Informational and literary texts use descriptive and figurative language, dialogue, and archival and contemporary images

Grade 2 Knowledge Domains



●●● QT: 720L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.



●●● QT: 930L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Domain 12: Fighting for a Cause

For the Right to Learn: Malala Yousafzai's Story by Rebecca Langston-George

Malala grew up in a world that believed girls were supposed to be silent and their education was not important. But she refused to stay silent and fought for equal educational rights. She defied the Taliban's rules, spoke out for education for every girl, and was almost killed for her beliefs. This powerful true story of how a courageous girl changes the world demonstrates that one person really can make a difference.

Fighting for a Cause by Ann Ingalls, Rosie McCormick

Students learn about seven key figures who fought for a cause, standing up for their beliefs and demonstrating how individuals can change a nation.

TOPIC & THEME

An introduction to several ordinary people who stood up for what they believed in, even when faced with immeasurable odds

READ-ALOUD

Describe how words and phrases convey particular meanings in poems and explain the connections between activists and their causes

WRITING

Organize information into timelines and create poems about individuals who fought for a cause

ACTIVITY HIGHLIGHTS

Write poems, converse with various partners on domain topics, and engage with multiple-meaning words

TEXT FEATURES

Informational text incorporating description, dialogue, historic and contemporary photographs, archival materials, and primary sources

GRADE 3

Grade 3				
GRADE	TEXT		READ-ALoud	
	Informational	Literary	Informational	Literary
Unit 1		100%		100%
Unit 2	100%		100%	
Unit 3	86%	14%	100%	
Unit 4	74%	26%	90%	10%
Unit 5	100%			100%
Unit 6	5%	95%	100%	
Unit 7	100%		100%	
Unit 8		100%	100%	
Unit 9	100%		100%	
Unit 10	49%	51%	100%	
Unit 11	100%		100%	
Novel 1		100%		
Novel 2		100%		

Grade 3 Units



L

●●● READ-ALOUD QT: 800L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ READER QT: 540-640L

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

●●○ QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



I

●●● READ-ALOUD QT: 930L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● READER QT: 770L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Unit 1: Classic Tales: *The Wind in the Willows*

Students explore character development, fiction's themes, and narrative perspective in literary classics from around the world; they also take a Beginning-of-Year Assessment to guide instruction.

- *Aladdin and the Wonderful Lamp* Adapted by Rosie McCormick
- *Alice's Adventures in Wonderland* Adapted by Rosie McCormick
- *The Open Road* Adapted by Rosie McCormick
- Read-Aloud: *Classic Tales*

TOPIC & THEME

Classic stories and their conventions; themes such as friendship, loyalty, hospitality, responsibility, and irresponsibility.

READING

Character analysis, sequencing plot, literary themes, identifying personification, and using textual evidence

WRITING

Write from different characters' perspectives, create alternate endings, plan, draft, edit, and publish an opinion paragraph

ACTIVITY HIGHLIGHTS

Character analysis, spelling games, and interpreting proverbs

TEXT FEATURES

Literature containing personification, italicized text, chapter summaries, and figurative language

Unit 2: Animal Classification

Students learn how scientists classify and study animals based on their characteristics; they apply this knowledge through text-based discussions, informal writing exercises, and formal informative writing.

- *Rattenborough's Guide to Animals* by Mike Ford
- Read-Aloud: *Animal Classification*

TOPIC & THEME

Characteristics of living things and how scientists classify organisms using these characteristics

READING

Determine author's point of view, identify connections and supporting details, and record key information

WRITING

Create a field journal, classify animals, and write an informational paragraph

ACTIVITY HIGHLIGHTS

Go on a virtual field trip, keep a field journal, and complete a scavenger hunt to learn about frogs

TEXT FEATURES

Informational text contains bolded text, captioned photographs, graphic organizers, and a glossary

Grade 3 Units



●●● READ-ALoud QT: 890L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● READER QT: 620L

Texts with this rating generally have words and sentences of moderate length and complexity. The text introduces a moderate range of words. The text may contain some nuance in content.

●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Unit 3: The Human Body: Systems and Senses

Students read about the role of various body parts, systems, and organs associated with each system, with a deep dive into the senses of sight and hearing and the difficulties that may occur when these senses are impaired.

- *How Does Your Body Work?* by Matt Davis, Fritz Knapp
- Read-Aloud: *The Human Body: Systems and Senses*

TOPIC & THEME

The skeletal, muscular, and nervous systems and their interconnections

READING

Close reading, the interconnectedness of body systems, sequencing, and cause and effect

WRITING

Write sentences in paragraphs, compose topic and concluding sentences, consider organization and purpose, and craft a title

ACTIVITY HIGHLIGHTS

Use K-W-L charts, write titles for paragraphs, and complete a sorting activity with the systems of the body

TEXT FEATURES

Informational and literary text, including Reader's Theater, with bolded text, diagrams, bulleted lists, charts, and pronunciation keys

Grade 3 Units



●●● READ-ALoud QT: 1090L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● READER QT: 640L

Texts with this rating generally have words and sentences of moderate length and complexity. The text introduces a moderate range of words. The text may contain some nuance in content.

●●● QL: 3

These texts often include sophisticated structures with nuanced purposes. The text structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



●●● READ-ALoud QT: 860L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● READER QT: 860L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Unit 4: The Ancient Roman Civilization

Students study ancient Rome, its historical events and culture, the legend of Romulus and Remus, and the rise and fall of the Roman republic and empire.

- *Stories of Ancient Rome* by Matt Davis
- Read-Aloud: *The Ancient Roman Civilization*

TOPIC & THEME

An introduction to the culture of ancient Rome, including religion, food, education, legends, social class structure, and entertainment

READING

Explore elements of a legend, compare and contrast, and participate in Reader's Theater

WRITING

Note-taking, opinion quick writes, and an opinion piece on the Roman Empire's greatest contribution

ACTIVITY HIGHLIGHTS

Synthesize information from texts and images, use graphic organizers to evaluate characters, create a family tree of mythological figures

TEXT FEATURES

Literary and informational texts with maps, bolded and italicized text, illustrated tables, and diagrams

Unit 5: Light and Sound

Students learn the science behind light and sound, reading about light sources, shadows, mirrors, reflection, refraction, lenses, and color and studying the characteristics of sound and the human voice.

- *Adventures in Light and Sound* by Fritz Knapp
- Read-Aloud: *Light and Sound*

TOPIC & THEME

The properties of light and sound, how they travel in waves, and how they can be manipulated by various instruments

READING

Identify cause and effect, find connections between paragraphs, understand relationships between sets of words, and identify informational text features

WRITING

Compare and contrast texts; write and answer questions; write a descriptive paragraph; research, write, and publish a newspaper article

ACTIVITY HIGHLIGHTS

Conduct experiments and record observations in lab notes

TEXT FEATURES

Informational and literary texts with bolded text, captioned photographs, diagrams, and glossary

Grade 3 Units



●●● READ-ALoud QT: 1000L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● READER QT: 760L

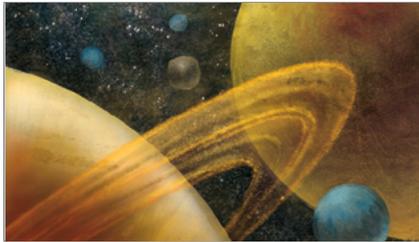
Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These texts often include sophisticated structures with nuanced purposes. The text structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.



●●● READ-ALoud QT: 1040L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● READER QT: 730L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Unit 6: The Viking Age

Students learn about the ancient Norse, the Vikings, their culture, and their exploration and participate in a Quest, an immersive, digital, narrative experience that helps them experience what life was like in Viking communities. They also take a Middle-of-Year Assessment to guide instruction.

- *Gods, Giants, and Dwarves* by Matt Davis
- Read-Aloud: "Who Were the Vikings?" by Rosie McCormick

TOPIC & THEME

Norse mythology, its characters, and tropes

READING

Make predictions, identify story elements, identify cause and effect relationships, cite evidence from the text

WRITING

Create a character comparison, write a narrative with character description, and support writing with illustrations

ACTIVITY HIGHLIGHTS

Create a comic book page, participate in an interactive Quest, and identify characters based on descriptions about them

TEXT FEATURES

Literary and informational texts with a pronunciation key, diagrams, and figurative language

Unit 7: Astronomy: Our Solar System and Beyond

Students learn about astronomy, including the sun, planets, our moon, asteroids, comets, meteors, galaxies, stars, and important figures in the history of space exploration.

- *What's in Our Universe?* by Fritz Knapp
- Read-Aloud: *Astronomy: Our Solar System and Beyond*

TOPIC & THEME

Celestial bodies, the Big Bang theory, and important figures in the history of space exploration

READING

Compare and contrast two texts on the same topic, find key ideas and details, read narrative text aloud with fluency

WRITING

Compare and contrast concepts and texts, write an opinion piece, summarize information, and create a narrative Reader's Theater script

ACTIVITY HIGHLIGHTS

Sequence solar and lunar eclipses, perform a gravity experiment

TEXT FEATURES

Informational texts containing diagrams, photographs, and charts

Grade 3 Units



●●● READ-ALoud QT: 1100L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● READER QT: 860L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



●●● READ-ALoud QT: 1090L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● READER QT: 680L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Unit 8: Native Americans: Regions and Cultures

Students learn how Native Americans migrated through the continents and spread throughout different regions of North America, changing their ways of life as they did so.

- *Native American Stories* by Rosie McCormick
- Read-Aloud: *Native Americans: Regions and Cultures*

TOPIC & THEME

Native American tribal migration, the connection between human life and environment, and the customs and adaptations made in various regions

READING

Explore connections between text and illustrations, make inferences based on text, create an audio recording of a Read-Aloud

WRITING

Compare and contrast quick writes, compose reflective journal entries, and create a guide about the Mound Builders

ACTIVITY HIGHLIGHTS

Give oral presentations, complete vocabulary word sorts, create audio recordings

TEXT FEATURES

Literary and informational texts with pronunciation keys, maps, and captioned illustrations

Unit 9: Early Explorations of North America

Students explore reasons for European exploration and study aspects of navigation, life on a ship, explorers' interactions with native people, and lasting effects of European exploration.

- *The Age of Exploration* by Matt Davis
- Read-Aloud: *Early Explorations of North America*

TOPIC & THEME

Reasons for European exploration, what exploration was like, who went exploring, and the journeys of and locations reached by explorers

READING

Recount key details, compare and contrast motivating factors, interpret a painting using domain-specific vocabulary

WRITING

Create several opinion pieces, short answer responses, and an exploration chart

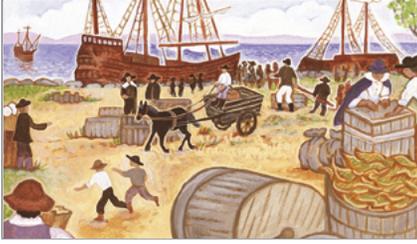
ACTIVITY HIGHLIGHTS

Create expedition logs to synthesize information and participate in small group and partner reading

TEXT FEATURES

Informational text containing illustrated tables, maps, primary source materials, and pronunciation keys

Grade 3 Units



●●● READ-ALOUD QT: 1030L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● READER QT: 860L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.



●●● READ-ALOUD QT: 900L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● READER QT: 740L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Unit 10: Colonial America

Students learn about different colonies in America, how each originated and developed, and what life was like in them.

- *Living in Colonial America* by Rosie McCormick
- Read-Aloud: *Colonial America*

TOPIC & THEME

Early American colonies, their connection to their environment, and the different characteristics and ways of life developed in each colony

READING

Make predictions and personal connections, paraphrase passages, and identify an event's cause and effect

WRITING

Write a narrative about a character, conduct research, and draft a narrative about a colony

ACTIVITY HIGHLIGHTS

Present and listen to stories, write a letter responding to a story, use comparative and superlative adverbs

TEXT FEATURES

Literary and informational texts featuring direct address, rhetorical questions, maps, and text boxes

Unit 11: Ecology

Students learn about different aspects of ecology, including food chains, the balance of nature, changes to the environment, and protecting the environment; they also take an End-of-Year Assessment.

- *Introduction to Ecology* by Michael L. Ford
- Read-Aloud: "A World of Households" by Catherine S. Whittington and Christina Cox

TOPIC & THEME

Ecosystems; producers, consumers, and decomposers in food chains; protecting and preserving the environment and natural resources

READING

Make predictions, respond to questions with textual evidence, and use academic and domain vocabulary correctly in context

WRITING

Synthesize information into Ecologist's Journals; write a friendly letter

ACTIVITY HIGHLIGHTS

Engage in collaborative writing, brainstorm solutions to problems, and report on a topic

TEXT FEATURES

Informational text with captioned illustrations, diagrams, archival photographs, and bolded and italicized text

GRADE 4

Grade 4				
GRADE	TEXT		READ-ALoud	
	Informational	Literary	Informational	Literary
Unit 1	100%			
Unit 2a	86%	14%		
Unit 2b	84%	16%		
Unit 3		100%		
Unit 4	100%		100%	
Unit 5	93%	7%		
Unit 6		100%		100%
Unit 7	80%	20%		
Unit 8	11%	89%		100%
Novel 1		100%		
Novel 2		100%		

Grade 4 Units



READER QT: 800L

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

QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Unit 1: Personal Narratives

Students explore the personal narrative genre, reading five personal narratives, identifying the genre's elements, and using these elements in writing their own personal narratives; they also take a Beginning-of-Year Assessment to guide instruction.

- "A Good Lie" by Laurel Snyder
- Excerpts from *Extraordinary, Ordinary People: A Memoir of Family* by Condoleezza Rice
- "How to Eat a Guava" by Esmeralda Santiago
- Excerpt from *The Girl From Yamhill* by Beverly Cleary
- Excerpt from *Small Steps: The Year I Got Polio* by Peg Kehret

TOPIC & THEME

Personal narratives: works of nonfiction written by a first-person narrator involved in the events being described

READING

Infer information, identify the main argument, identify character motivation, and compare firsthand and secondhand accounts

WRITING

Write paragraphs using cause and effect, opinion, sensory details, and transition words, culminating in a personal narrative

ACTIVITY HIGHLIGHTS

Identify similes and metaphors, share a memory, and interview peers about their writing

TEXT FEATURES

Informational text with dialogue, descriptive and figurative language, sensory detail, and images

Grade 4 Units



●●● READER QT: 910L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These texts often include sophisticated structures with nuanced purposes. The text structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.



●●○ READER QT: 810L

Texts with this rating generally have words and sentences of moderate length and complexity. The text introduces a moderate range of words. The text may contain some nuance in content.

●●○ QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Unit 2: Empires in the Middle Ages, Part 1

Students study the Middle Ages in Europe and take notes from informational text, write an explanatory paragraph, and write a persuasive paragraph.

- *Empires in the Middle Ages, Part 1* by Rosie McCormick

TOPIC & THEME

Events of western Europe and the relationship between the Christian Church and European leaders during the Middle Ages

READING

Sequence events on a timeline, cite textual evidence in small-group discussions, analyze text

WRITING

Take notes, write informative and persuasive paragraphs, and paraphrase texts

ACTIVITY HIGHLIGHTS

Label a map, create a timeline, read with a partner, and research answers to domain-based questions

TEXT FEATURES

Literary and informational text with diagrams, primary source texts, maps, and images of historic artifacts and architecture

Unit 2: Empires in the Middle Ages, Part 2

Students continue studying the Middle Ages, write informative paragraphs and historical fiction, and use diagrams to better interpret the text.

- *Empires in the Middle Ages, Part 2* by Rosie McCormick

TOPIC & THEME

Events in what is now called the Middle East during the Middle Ages

READING

Answer inferential and comparison questions; analyze the features of a fable

WRITING

Write a fictional, first-person paragraph; plan, draft, edit, and publish a work of historical fiction; write a fable

ACTIVITY HIGHLIGHTS

Make presentations using diagrams, discuss classical Islamic architecture, and present historical fiction

TEXT FEATURES

Informational text, primary source text, and folktales with maps, diagrams, headings, and images of historic artifacts and architecture

Grade 4 Units



L

●●● QT: N/A

Lexile scores are not applied to non-prose text.

●●● QL: 3

These texts often include sophisticated structures with nuanced purposes. The text structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Unit 3: Poetry

Students learn strategies for approaching poetry, study methods and devices poets use, and create original poems to apply what they have learned.

- From "Little Red Riding Hood and the Wolf" by Roald Dahl
- "Ask Aden" by Harryette Mullen
- "Wishes" by Norman Ault
- "My First Memory (of Librarians)" by Nikki Giovanni
- "Harlem" by Langston Hughes
- From "Why We Play Basketball" by Sherman Alexie
- "I Hear America Singing" by Walt Whitman
- From "She Had Some Horses" by Joy Harjo
- "Words Free As Confetti" by Pat Mora
- "Fog" by Carl Sandburg
- "Casey at the Bat" by Ernest Lawrence Thayer
- From *Kavikanthabharana* by Kshemendra
- "They Were My People" by Grace Nichols
- "Paul Revere's Ride" by Henry Wadsworth Longfellow
- "The New Colossus" by Emma Lazarus

TOPIC & THEME

Poetry, its formal elements, and how to read and write poems with those elements

READING

Identify implicit and explicit meanings; examine points of view, similes, tone, anaphora, metaphor, figurative language

WRITING

Compose poems and work with extended metaphors and similes

ACTIVITY HIGHLIGHTS

Synthesize information from a video on the Harlem Renaissance, speak in different tones, share original poems

TEXT FEATURES

Poems with allusion, anaphora, figurative language, metaphor, parallel structure, personification, and rhyme

Grade 4 Units



●●● READ-ALoud QT: 1000L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● READER QT: 1100L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.



●●● READER QT: 900L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Unit 4: Eureka! Student Inventor

Students participate in an immersive Quest, assuming the role of game show contestants and reading informational texts about inventors, inventions, and inventing; analyze their environment; identify problems; create evidence-based solutions; and create their own inventions.

- *Eureka! Student Inventor: Eureka! Files* by Carrie Hughes and Marc Goldsmith
- Read-Aloud: "Benjamin Franklin, An American Inventor" by Elizabeth Wade

TOPIC & THEME

Biographical articles about eight inventors, detailed histories of important inventions, and scientific explanations of simple machines

READING

Integrate ideas from two texts, draw inferences, read technical texts, and interpret diagrams

WRITING

Compose informational and opinion pieces, pitch an invention, and use biographies to create inventor trading cards

ACTIVITY HIGHLIGHTS

Write and present a skit, respond to building challenges, and create an invention pitch

TEXT FEATURES

Informational text with figurative language, diagrams, sketches, a transcript, and audio recordings

Unit 5: Geology

Students learn about the theory of plate tectonics and how it explains the presence of volcanoes, mountains, underwater trenches, ridges, and other geological features; they also take a Middle-of-Year Assessment to guide instruction.

- *Geology: The Changing Earth* by Rebecca L. Johnson

TOPIC & THEME

The composition of the earth and the forces that change Earth's surface

READING

Generate questions like geologists, explain hypotheses and similes related to geology concepts, and identify the interconnectedness of geological events

WRITING

Explain a simile, and write an informational pamphlet, a Wiki entry, and a descriptive paragraph

ACTIVITY HIGHLIGHTS

Identify textual evidence for scientific hypotheses, label diagrams, answer questions and cite where the answer appeared in the text

TEXT FEATURES

Literary and informational text featuring primary sources, maps, diagrams, and archival images

Grade 4 Units



L

●●● READ-ALoud QT: 1000L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● READER QT: 800L

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

●●● QL: 3

These texts often include sophisticated structures with nuanced purposes. The text structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.



I L

●●● READER QT: 950L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Unit 6: Contemporary Fiction with excerpts from the House on Mango Street

Students read closely and analyze text, then incorporate literary elements into a multi-chapter narrative.

- Excerpts from *The House on Mango Street* by Sandra Cisneros
- Read-Aloud Excerpt from *The Changeling* by Zilpha Keatley Snyder

TOPIC & THEME

Reading, analyzing, and writing fiction, with particular emphasis on its literary conventions

READING

Visualize, annotate, make inferences, discover a text's theme and characters' motivation, identify secondary characters, and explore perspective

WRITING

Create an alternative narrative and write personal reflections and an original narrative

ACTIVITY HIGHLIGHTS

Acting out scenes; character investigation

TEXT FEATURES

Fiction containing figurative language, metaphors, and personification

Unit 7: American Revolution

Students review the stages of the writing process, enact and record key information from vignettes corresponding to the causes of the American Revolution, and develop a five-paragraph cause and effect essay.

- *American Revolution: The Road to Independence* by Matt Davis

TOPIC & THEME

Disagreements about principles of government that led colonists in North America to seek independence from Great Britain

READING

Identify the interconnectedness of historic events, explore vocabulary and idioms, evaluate historical accuracy of text, and make inferences

WRITING

Cause and effect writing, starting with paragraphs and building to a full-length essay

ACTIVITY HIGHLIGHTS

Compare two texts on the same subject; perform scenes from American history

TEXT FEATURES

Literary and informational text containing maps, diagrams, and primary sources related to the American Revolution

Grade 4 Units



●●● READ-ALoud QT: 1000L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ READER QT: 770L

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

●●● QL: 3

These texts often include sophisticated structures with nuanced purposes. The text structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Unit 8: Treasure Island

Students focus on character development, setting, plot, and literary devices while reading an abridged version of Robert Louis Stevenson's popular adventure story; they also take an End-of-Year Assessment.

- *Treasure Island* Adapted by Matt Davis and Rosie McCormick
- Read-Aloud Excerpt from *Twenty Thousand Leagues Under the Sea* by Jules Verne

TOPIC & THEME

Trace the development of plot, characters, and literary elements over the course of a novel; study the subgenre of adventure story

READING

Determine the meaning of descriptive words and phrases, identify figurative language, make inferences, and demonstrate understanding of literary devices

WRITING

Plan, draft, edit, and publish an adventure story using descriptive details, dialogue, and rising action

ACTIVITY HIGHLIGHTS

Use graphic organizers to chart character development; illustrate texts; sequence events

TEXT FEATURES

Informational text and a novel incorporating maps, letters, fact boxes, dialogue, and figurative language

GRADE 5

Grade 5				
GRADE	TEXT		READ-ALoud	
	Informational	Literary	Informational	Literary
Unit 1	100%		100%	
Unit 2	83%	17%	100%	
Unit 3		100%		
Unit 4		100%	50%	50%
Unit 5	100%			
Unit 6	88%	12%		
Unit 7		100%		
Unit 8	88%	12%		
Unit 9	17%	83%	100%	
Novel 1		100%		
Novel 2		100%		

Grade 5 Units



1

●●●● READ-ALoud QT: 950L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●●○ READER QT: 880-910L

Texts with this rating generally have words and sentences of moderate length and complexity. The text introduces a moderate range of words. The text may contain some nuance in content.

●●●○ QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●●○ RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Unit 1: Personal Narratives

Students study personal narratives and their elements, including a logical sequence of events, dialogue, vivid descriptive language, sensory details, and figurative language. They also take a Beginning-of-Year Assessment that guides instruction.

- Excerpt from *The Prince of Los Cocuyos* by Richard Blanco
- "Hello, My Name Is" by Jennifer Lou
- Excerpt from *Rosa Parks: My Story* by Rosa Parks with Jim Haskins
- "A Boy Goes to Washington" by Bertie Bowman
- "A View of the Earth" by Michael Massimino
- Read-Aloud: "When I Was Famous" by Colin Rafferty

TOPIC & THEME

Elements of personal narratives: nonfiction by a first-person narrator involved in the events being described

READING

Quote accurately from the text, analyze relationship between characters and theme, and compare and contrast tones and points of view

WRITING

Draft personal narratives with attention to tone, point of view, and descriptive language

ACTIVITY HIGHLIGHTS

Describe music using similes and metaphors, write dialogue, act out scenes to practice showing rather than telling

TEXT FEATURES

Personal narratives with descriptive and figurative language; graphic essay conveying its message through text, charts, diagrams, and primary source material

Grade 5 Units



●●● READ-ALoud QT: 1000L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● READER QT: 880L

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

●●● QL: 3

These texts often include sophisticated structures with nuanced purposes. The text structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Unit 2: Early American Civilizations

Students explore the geography, climate, flora, and fauna of the Americas while studying an overall history and timeline highlighting the rise and fall of the Maya, Aztec, and Inca civilizations.

- *Early American Civilizations* by Catherine S. Whittington
- Read-Aloud: "Aztec, Inca, Maya: Artifacts of Empires" by Elizabeth Wade

TOPIC & THEME

Large complex civilizations, such as the Maya, Aztec, and Inca, that developed in the Americas before Europeans arrived

READING

Describe organizational structures of civilizations and explain the role of European explorers in the fall of these civilizations

WRITING

Create a codex highlighting a cultural aspect of three different early American civilizations

ACTIVITY HIGHLIGHTS

Create horizontal and vertical timelines; label maps; paraphrase source material

TEXT FEATURES

Informational and literary text with maps, charts, headings, and primary source material

Grade 5 Units



L

QT: N/A

Lexile scores are not applied to non-prose text.

QL: 3

These texts often include sophisticated structures with nuanced purposes. The text structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Unit 3: Poetry

Students learn about many of the formal elements of poetry as they identify those elements in the text, practice close reading, and write original poetry.

- "To the Snake" by Denise Levertov
- "This Is Just To Say" by William Carlos Williams
- "Variations On A Theme By William Carlos Williams" by Kenneth Koch
- "When I Heard the Learn'd Astronomer" by Walt Whitman
- "The Copper Beech" by Marie Howe
- "My Father and the Fig Tree" by Naomi Shihab Nye
- "Dust of Snow" by Robert Frost
- "#359" by Emily Dickinson
- "Advice" by Dan Gerber
- "Travelling" by Simon Ortiz
- "One Art" by Elizabeth Bishop
- "Strange Patterns" by Carrie Allen McCray
- "Isla" by Virgil Suarez
- "Constantly Risking Absurdity (#15)" by Lawrence Ferlinghetti
- "The Echoing Green" by William Blake
- "The Negro Speaks of Rivers" by Langston Hughes
- "I Am Offering This Poem" by Jimmy Santiago Baca

TOPIC & THEME

The formal elements of poetry and how to read and write poems with those elements

READING

Identify building blocks of poetry, explore tone, anaphora, figurative language, and rhyme scheme

WRITING

Create original poems, including list poems, villanelles, advice poems, and rhyming poems

ACTIVITY HIGHLIGHTS

Explain similes, give and receive feedback, develop a personal motto or mantra

TEXT FEATURES

Poetry featuring literary devices such as personification, allusion, imagery, metaphor, and rhyme

Grade 5 Units



●●● READ-ALoud QT: 990L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● READER QT: 940L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These texts often include sophisticated structures with nuanced purposes. The text structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the CKLA program.



●●● READER QT: 980L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Unit 4: Adventures of Don Quixote

Students focus on character and plot while reading an adapted version of *Don Quixote* and writing opinion essays debating whether a character's good intentions justify his destructive actions.

- *Adventures of Don Quixote* by Argentina Palacios
- Read-Aloud: Excerpts from *Don Quixote* by Miguel de Cervantes
- Excerpt from *Empires in the Middle Ages, Part 1* by Rosie McCormick
- Excerpt from *King Arthur and the Knights of the Round Table* by Thomas Malory and Rupert S. Holland, editors

TOPIC & THEME

Character development and archetypes

READING

Observe how an author develops a character

WRITING

Focus on and analyze a character's development and impact throughout a longer literary text

ACTIVITY HIGHLIGHTS

Use textual evidence to construct an argument about a character

TEXT FEATURES

Novel with rich character development and lively plot points

Unit 5: The Renaissance

Students receive broad exposure to the art and literature of the Renaissance, a cultural movement that began in Italy and swept through Europe, by studying masters such as da Vinci, Michelangelo, Raphael, Brunelleschi, Bruegel, Dürer, Machiavelli, Cervantes, and Shakespeare.

- *The Renaissance: Patrons, Artists, and Scholars* by Deborah Mazzotta Prum

TOPIC & THEME

Western Europe during the Renaissance; patrons, artists, and the influence of ancient Greek and Roman philosophers and artists

READING

Make inferences, identify main idea and key details, read for gist, and analyze words and phrases

WRITING

Paraphrase information, craft informative paragraphs, take notes, plan, draft, edit, and publish a biography about a Renaissance figure

ACTIVITY HIGHLIGHTS

Present a biography, analyze headings, and synthesize information using graphic organizers

TEXT FEATURES

Informational text with bold print, headings, sidebars, and images of artwork, architecture, and other items from the Renaissance

Grade 5 Units



●●● READER QT: 980L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.



●●● QT: N/A

Lexile scores are not applied to non-prose text.

●●● QL: 3

These texts often include sophisticated structures with nuanced purposes. The text structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.

Unit 6: The Reformation

Students learn how Gutenberg's invention of an efficient printing press helped fuel the Reformation movement and allowed Martin Luther's and others' ideas to spread quickly; they also take a Middle-of-Year Assessment to guide instruction.

- *The Reformation: Shifts in Power* by Rebecca L. Johnson and Deborah Mazzotta Prum

TOPIC & THEME

The Reformation, a movement involving religious and political upheaval that shifted the power from the Catholic Church to the state

READING

Summarize text, cite page numbers from the text, make inferences, and analyze text

WRITING

Write a friendly letter, use strong verbs, and compose a slide presentation

ACTIVITY HIGHLIGHTS

Act out historical events, create timelines, create collaborative presentations

TEXT FEATURES

Literary and informational text with maps, headings, figurative language, and primary source materials

Unit 7: A Midsummer Night's Dream

Students read, write, act, direct, design, and watch scenes from *A Midsummer Night's Dream* while exploring Shakespeare's language.

- *A Midsummer Night's Dream* by William Shakespeare, adapted by The Folger Shakespeare Library

TOPIC & THEME

Shakespeare's *A Midsummer Night's Dream* as literature and as a living text for interpretation and performance

READING

Analyze Shakespeare's language, identify a character's primary motivation, and create character maps

WRITING

Write about character and setting with descriptive detail; compose advice letters to the play's characters

ACTIVITY HIGHLIGHTS

Watch videos of scenes from the play, explore iambic pentameter, play games with Shakespeare's lines

TEXT FEATURES

Shakespeare's play, organized by act and scene and accompanied by support summaries, stage directions, and idiomatic and figurative language

Grade 5 Units



●●● READER QT: 1010L

Texts with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These texts may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity; requiring students to draw on the knowledge they have built throughout the Amplify CKLA program.



●●● READ-ALoud QT: 1000L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● READER QT: 880L

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

●●● QL: 3

These texts often include sophisticated structures with nuanced purposes. The text structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the Amplify CKLA program.

Unit 8: Native Americans

Students learn how Native Americans were connected to their landscape and how the policies of the American government and contact with settlers, missionaries, traders, and explorers affected Native American cultures.

- *Native Americans: A Changing Landscape* by Mike Ford

TOPIC & THEME

The effect European explorers, settlers, and Westward Expansion had on Native American land, life, and culture

READING

Compare and contrast characters, make inferences, use explicit and inferred evidence, and interpret Native American myths

WRITING

Identify and evaluate the argument and evidence of a persuasive essay, then organize, research, plan, draft, edit, and publish one

ACTIVITY HIGHLIGHTS

Match images with their geographic location, identify the purpose of a Vision Quest, and complete a chronological narrative

TEXT FEATURES

Informational text and myths containing maps, headings, figurative language, and primary source materials

Unit 9: Chemical Matters

Students learn chemical content through a fictional work, *The Badlands Sleuth*, in which Amy must use her knowledge of chemistry to solve a mystery haunting the fossil camp. They also take an End-of-Year Assessment.

- *The Badlands Sleuth: The Case of the Missing Fossils* by Rebecca L. Johnson
- Read-Aloud "Everyday Chemistry" by Elizabeth Wade

TOPIC & THEME

The concept of matter, physical and chemical changes, elements and compounds, and how chemistry affects everyday life

READING

Integrate information, categorize evidence, track character development, and identify and interpret textual evidence

WRITING

Create narratives for scientific content, create a police report, and write a detective story

ACTIVITY HIGHLIGHTS

Participate in an evidence-based debate and deliver an evidence-based presentation

TEXT FEATURES

Narrative and informational texts incorporating lists and sketches, dialogue, foreshadowing, and an author interview

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