

Amplify CKLA

2ND EDITION 2022

# Program Guide



Amplify.

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# Amplify CKLA helps you bring the world to students.

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

“I like that the kids are learning things that I wouldn’t have thought to teach to a first-grader. It helps bring the learning alive.”

—Michael, Amplify CKLA Teacher, California



# How it works

## Knowledge

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



Knowledge

Vocabulary

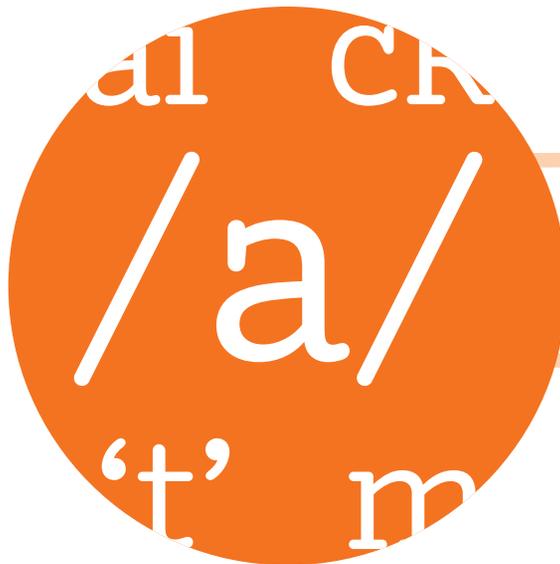
Sentences

Connections

Gist

## Skills

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



Sounds

Letters

Words

## CKLA is built on the science of how kids learn to read.

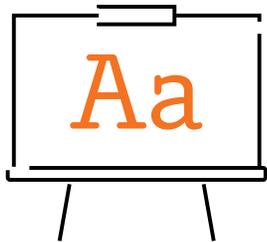
Every day in grades K–2, students complete one full lesson that builds foundational reading skills, as well as one full lesson that builds background knowledge. In grades 3–5, students start to master the basic skills of reading, further opening up their worlds.



## Integration

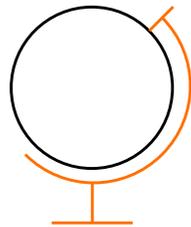
Lessons begin to combine skills and knowledge with increasingly complex texts, close reading, and a greater writing emphasis. Students start to use their skills to go on their own independent reading adventures.

# What's our approach?



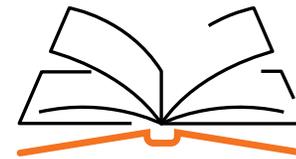
## Strong skills foundation

You know great reading instruction starts with helping students develop great reading skills. Built on the Science of Reading, Amplify CKLA features an explicit, systematic approach that leverages multisensory instruction. By building a solid foundation of phonological awareness and phonics, reading the words on the page becomes automatic, opening the door for deep comprehension and critical thinking.



## Deep content knowledge

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



## Authentic, diverse texts

Diverse texts provide both windows and mirrors, helping students better understand themselves and the world around them. CKLA provides students with a variety of texts—including rich authentic literature, novel studies, Student Readers, and more. Our K–2 decodable chapter books feature relevant characters and gorgeous illustrations that honor students' diverse backgrounds within an authentic reading experience.



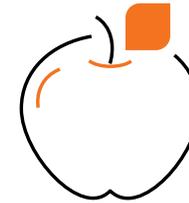
## Equitable English and Spanish

Amplify CKLA is available in both English and Spanish. Amplify Caminos, our robust Spanish language arts companion, supports multiple teaching models, including dual language immersion and transitional classrooms.



## Rich digital materials

With Amplify CKLA, teachers have access to ready-to-use and customizable lesson presentation slides, complete with all the prompts from the print Teacher Guide. As teachers deliver each lesson, students engage with the content in one cohesive digital experience.



## Extensive teacher support

We provide easy-to-use Teacher Guides for all our lessons, with point-of-use scaffolds to differentiate instruction for all learners, digital versions of all instructional materials, planning resources to help make sure your students are meeting standards, and effective on-site and online professional development.

# Equity is at the center of our instruction.

We believe we have a responsibility to provide literacy instruction that gives every student equal opportunity to succeed and excel. Amplify CKLA builds students' knowledge about the world, helping students see people who resemble them and familiar situations or experiences while also exposing them to people whose appearances, lives, beliefs, and backgrounds differ from their own.

In addition to teaching all students to crack the written code (which is vital for equity), the Amplify CKLA program helps students see the strengths and experiences we all share while celebrating their own unique identities and experiences.



## Authentic literature

Authentic literature exposes students to a variety of text types and perspectives to deepen their knowledge of fascinating topics in social studies, science, literature, and the arts. Authentic texts support text-to-self, text-to-world, and text-to-text connections for readers.



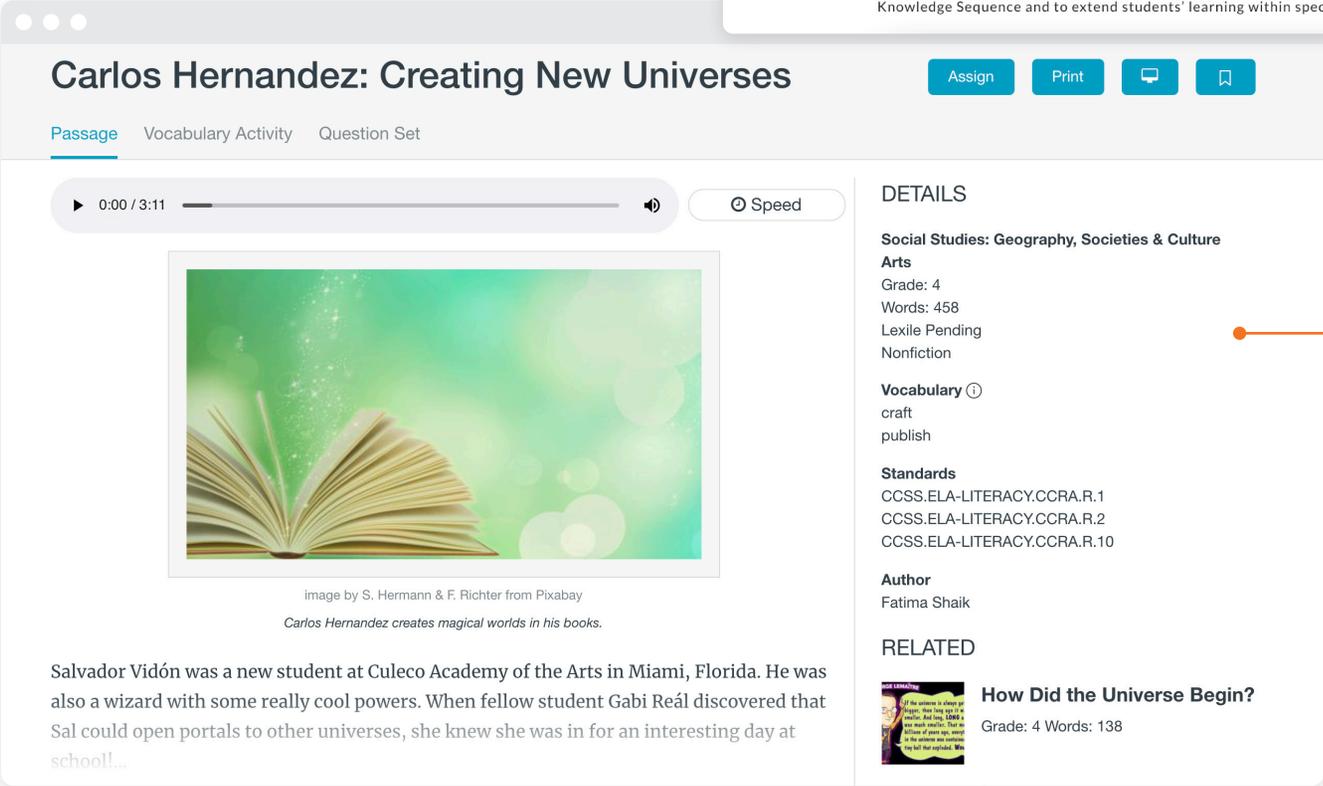
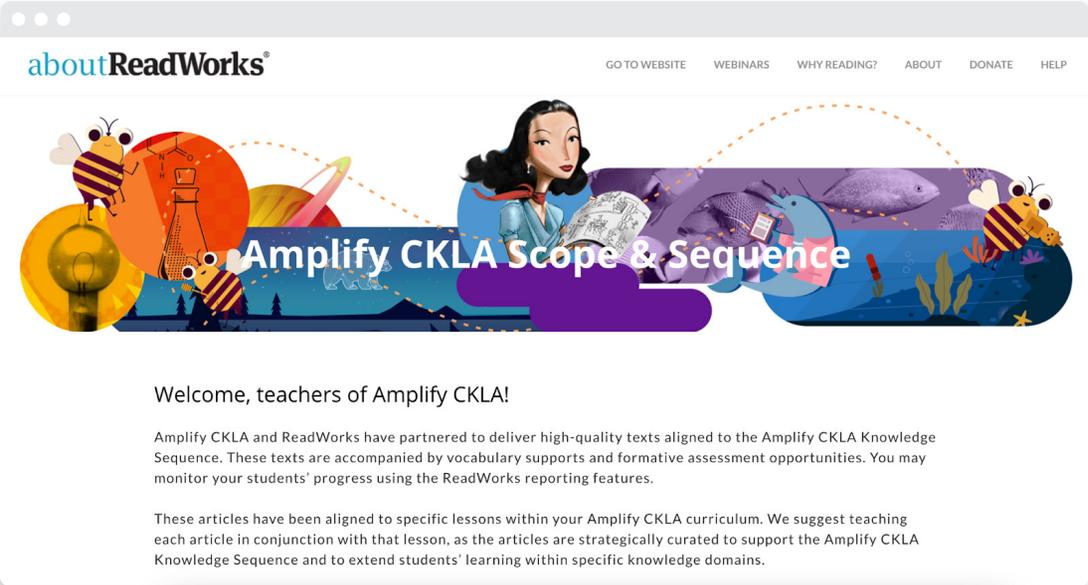
## Student Readers

Amplify CKLA is built on the conviction that equitable instruction is vital to an effective program. Decodable Student Readers are newly re-designed to celebrate students' diverse experiences and feature individuals with a broad range of identity factors, including socio-economic status, age, ability, race, ethnicity, country of origin, religion, and more.

# ReadWorks partnership

Amplify CKLA and ReadWorks® have partnered to deliver high-quality texts curated to support the Amplify CKLA Knowledge Sequence and to extend student learning. Texts include high-interest nonfiction articles in topics in social studies, science, literature, and the arts.

These texts are accompanied by vocabulary supports and standards-aligned formative assessment opportunities. Teachers can monitor their students' progress using the ReadWorks reporting features.



ReadWorks articles expand students' knowledge and are accompanied by vocabulary supports and formative assessment opportunities.

# Making connections year by year

## PreK



## Kindergarten



## Grade 1



- All About Me
- Families and Communities
- Plants
- Animals
- Habitats

- Nursery Rhymes and Fables
- The Five Senses
- Stories**
- Plants
- Farms
- Native Americans

- Fables and Stories**
- The Human Body
- Different Lands, Similar Stories
- Early World Civilizations
- Early American Civilizations
- Astronomy
- The History of the Earth
- Animals and Habitats
- Fairy Tales
- A New Nation: American Independence

Literature connections

History connections

**Classic Tales**

**Important People in American History**

- Kings and Queens
- Seasons and Weather
- Columbus and the Pilgrims
- Colonial Towns and Townspeople**
- Taking Care of the Earth
- Presidents and American Symbols

## Grade 2



- Fairy Tales and Tall Tales
- Early Asian Civilizations
- The Ancient Greek Civilization
- Greek Myths**
- The War of 1812
- Cycles in Nature
- Westward Expansion**
- Insects
- The US Civil War
- The Human Body
- Immigration
- Fighting for a Cause

## Grade 3



- Classic Tales: *The Wind in the Willows***
- Animal Classification
- The Human Body
- The Ancient Roman Civilization
- Light and Sound
- The Viking Age
- Astronomy: Our Solar System and Beyond
- Native Americans: Regions and Cultures
- Early Explorations of North America**
- Colonial America
- Ecology

## Grade 4



- Personal Narratives
- Empires in the Middle Ages
- Poetry
- Eureka!* Student Inventor
- Geology
- Contemporary Fiction**
- The American Revolution**
- Treasure Island*

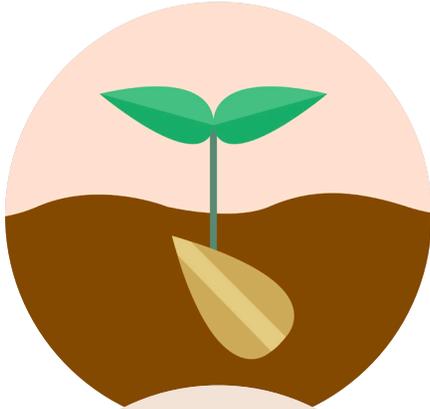
## Grade 5



- Personal Narratives
- Early American Civilizations
- Poetry**
- The Adventures of Don Quixote*
- The Renaissance
- The Reformation
- A Midsummer Night's Dream*
- Native Americans**
- Chemical Matter

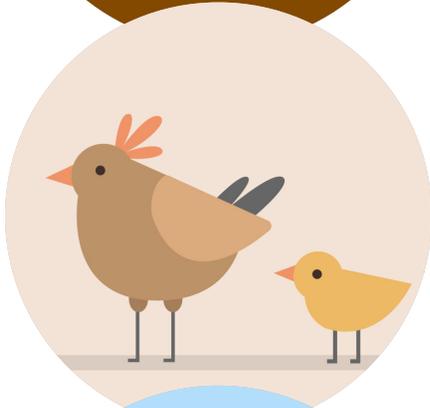
# Students grow from week to week...

Kindergarten



## Plants

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



## Farms

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



## Seasons and weather

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

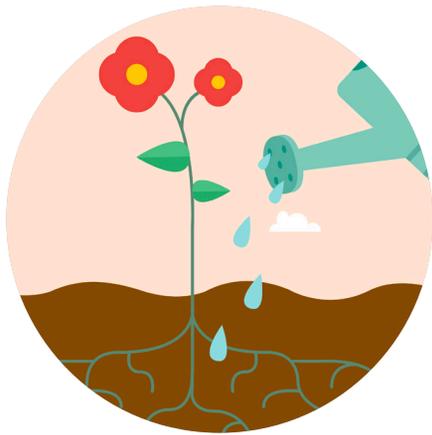


# ...and year to year

Kindergarten

Grade 3

Grade 4



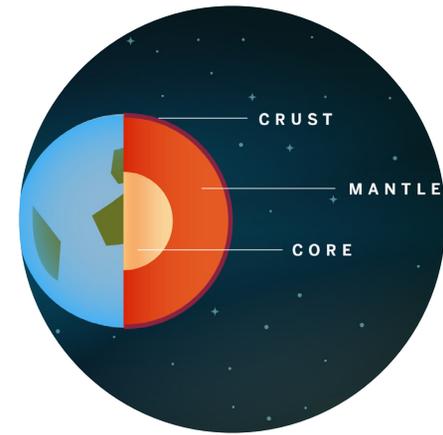
## Plants

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



## Ecology

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



## Geology

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

Plants

Nutrient

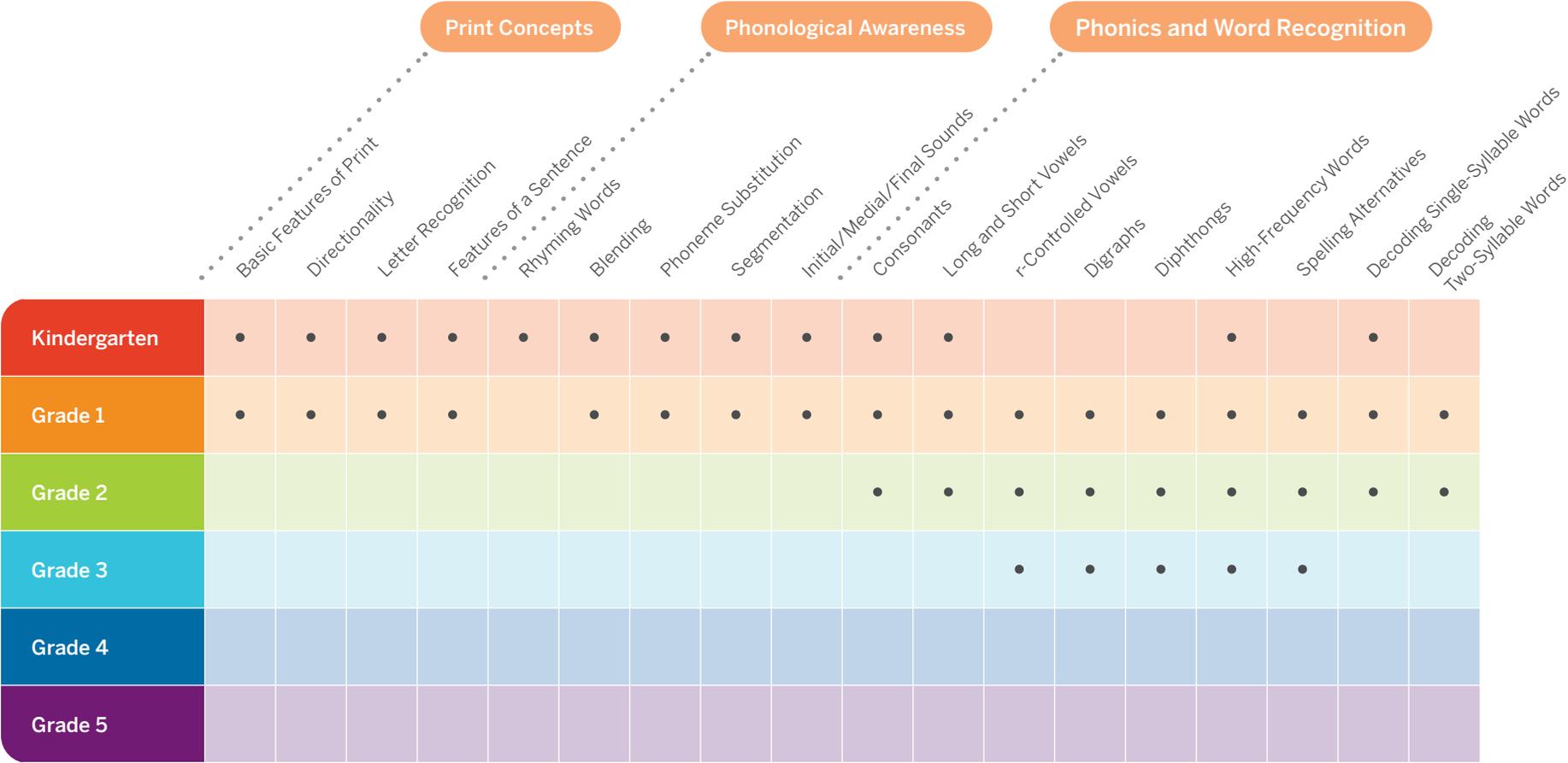
Decay

Petrified

Sediments

Sedimentary

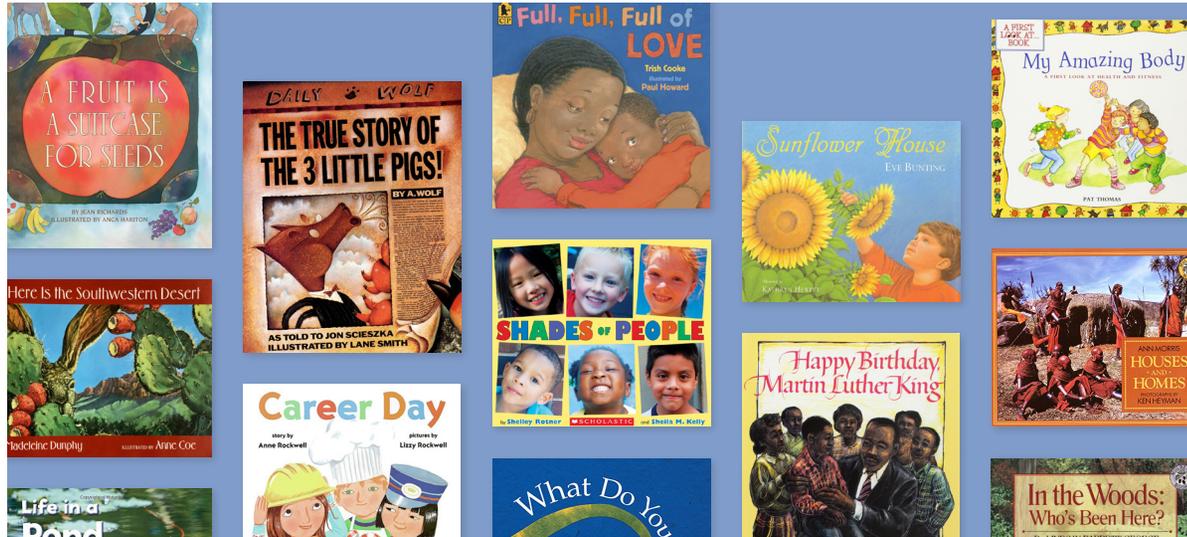
# Foundational skills by year



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

Grammar

# PreK



This is where it all begins! Students will learn why flies buzz and how the turtle cracked his shell, draw sound pictures, hear about astronaut Sally Ride, and delve into the secrets of the Initial Sound Mystery Box.

## Skills

### Print Knowledge

- Alphabet Knowledge
- Print Concepts

### Handwriting

- Motor Skills
- Strokes
- Writing Letters

### Phonological Awareness

- Syllable Segmenting and Blending
- Initial Sounds
- Final Sounds
- Sound-Letter Correspondence

## Domains

### All About Me

Learn about the five senses and how the body moves.

### Families and Communities

Who's in my family? What are our traditions and celebrations?

### Animals

An introduction to animals and their needs.

### Plants

How do plants live and grow and what does that have to do with "cycles"?

### Habitats

Now that we know about plants and animals, let's learn more about how they both live.

### Important People in American History

Some important Americans who've changed our world.

### Classic Tales

An introduction to some of the stories and fables children have loved for generations.

## Trade books

- *Shades of People* by Shelley Rotner and Sheila M. Kelly
- *My Amazing Body: A First Look at Health and Fitness* by Pat Thomas
- *My Five Senses* by Aliki
- *Families* by Ann Morris
- *Houses and Homes* by Ann Morris and photography by Ken Heyman
- *Full, Full, Full of Love* by Trish Cooke and illustrated by Paul Howard
- *Career Day* by Anne Rockwell and illustrated by Lizzy Rockwell
- *What Do You Do with a Tail Like This?* by Steve Jenkins and illustrated by Robin Page
- *Is Your Mama a Llama?* by Deborah Guarino and illustrated by Steven Kellogg
- *See Me Grow* by Penelope Arlon and Tory Gordon-Harris
- *A Fruit is a Suitcase for Seeds* by Jean Richards and illustrated by Anca Hariton
- *Flowers* by Vijaya Khisty Bodach
- *Sunflower House* by Eve Bunting and illustrated by Kathryn Hewitt
- *Here is The Southwestern Desert* by Madeleine Dunphy and illustrated by Anne Coe
- *In the Woods: Who's Been Here?* by Lindsay Barrett George
- *Life in a Pond* by Carol K. Lindeen
- *Happy Birthday, Martin Luther King Jr.* by Jean Marzollo and illustrated by J. Brian Pinkney
- *The True Story of the 3 Little Pigs!* by Jon Scieszka and illustrated by Lane Smith

# Kindergarten



In kindergarten, students will develop phonemic awareness with storybook characters like Zack and Ann Chang; draw a chart to identify different smells; learn about the Lenape, Wampanoag, and Lakota Sioux; and pay homage to classic nursery rhymes by jumping a candlestick.

## Skills

### Print Concepts

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

### Phonological Awareness

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

### Phonics and Word Recognition

- Consonants
- Long and Short Vowels
- High-Frequency Words
- Decoding Single-Syllable Words
- Irregularly Spelled Words
- Multiple Meaning Words

### Grammar

- Singular/Plural Nouns
- Pronouns
- Verbs
- Capitalization/Punctuation

## Domains

### Nursery Rhymes and Fables

Start learning about literature with these classic Mother Goose rhymes.

### The Five Senses

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

### Stories

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

### Plants

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

### Farms

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

### Native Americans

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

### Kings and Queens

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

### Seasons and Weather

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

### Columbus and the Pilgrims

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

### Colonial Towns and Townspeople

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

### Taking Care of the Earth

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

### Presidents and American Symbols

Start learning about government through the lives of five presidents.

## Trade books

*Hush: A Thai Lullaby* by Minfong Ho

*Rainbow Joe and Me* by Maria Diaz Strom

*Red Riding Hood* by James Marshall

*The Tiny Seed* by Eric Carle

*The Cazuela that the Farm Maiden Stirred*  
by Samantha R. Vamos

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

*Princess Hyacinth* by Florence Parry Heide

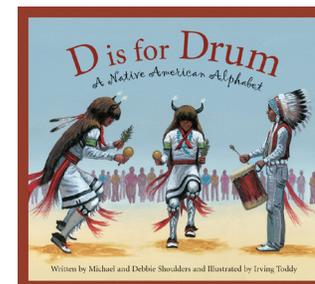
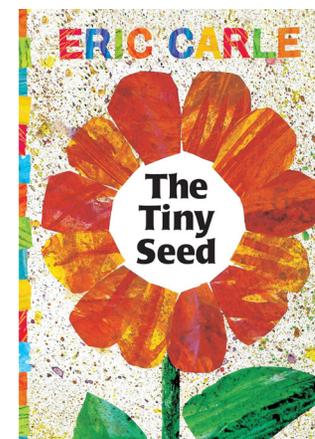
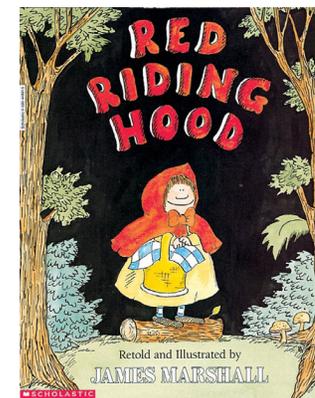
*Thunder Cake* by Patricia Polacco

*Pilgrims of Plymouth* by Susan E. Goodman

*Ox-Cart Man* by Donald Hall

*The Wump World* by Bill Peet

*If I Were President* by Catherine Stier



# Grade 1



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

## Skills

### Print Concepts

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

### Phonological Awareness

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

### Phonics and Word Recognition

- Consonants
- Long and Short Vowels
- r-Controlled Vowels
- Digraphs
- Diphthongs
- High-Frequency Words
- Spelling Alternatives
- Decoding Single-Syllable Words
- Decoding Two-Syllable Words
- Inflectional Endings
- Root Words
- Irregularly Spelled Words
- Homonyms
- Multiple Meaning Words

### Grammar

- Singular/Plural Nouns
- Proper Nouns
- Pronouns
- Verbs
- Verb Tense
- Adjectives
- Contractions
- Capitalization/Punctuation

## Domains

### Fables and Stories

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

### The Human Body

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

### Different Lands, Similar Stories

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

### Early World Civilizations

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

### Early American Civilizations

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

### Astronomy

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

### The History of the Earth

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

### Animals and Habitats

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

### Fairy Tales

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

### A New Nation: American Independence

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

### Frontier Explorers

The story of the journey west from the newborn US to find the Pacific Ocean.

## Trade books

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

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

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

*Gilgamesh the King* by Ludmila Zeman

*Rain Player* by David Wisniewski

*Once Upon a Starry Night* by Jacqueline Mitton

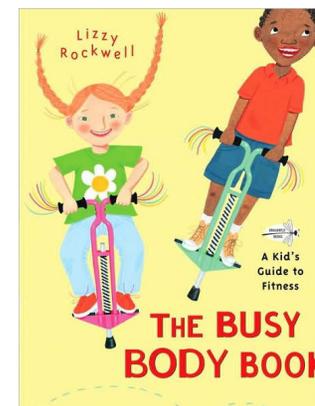
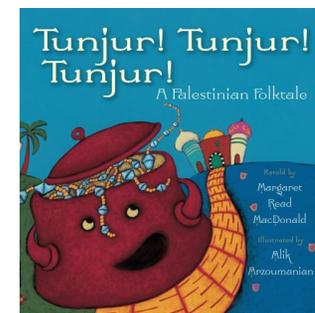
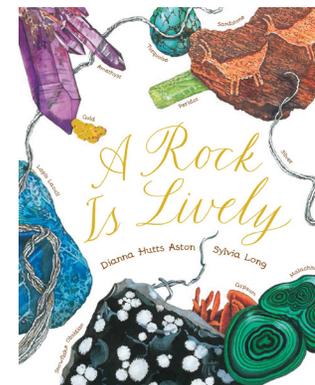
*A Rock is Lively* by Dianna Hutts Aston

*Wonderful Nature, Wonderful You*  
by Karin Ireland

*The Great Fairy Tale Disaster* by David Conway

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

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



# Grade 2



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

## Skills

### Phonics and Word Recognition

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

### Grammar

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

## Domains

### Fairy Tales and Tall Tales

Learn about exaggeration and characterization on the frontier.

### Early Asian Civilizations

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

### Ancient Greek Civilization

The tour continues with the philosophy and politics of Greece.

### Greek Myths

Dive deep into the characters and storytelling of classic myths.

### The War of 1812

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

### Cycles in Nature

Introducing the natural cycles that make our lives possible.

### Westward Expansion

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

### Insects

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

### The US Civil War

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

### Human Body: Building Blocks and Nutrition

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

### Immigration

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

### Fighting for a Cause

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

## Trade books

*Swamp Angel* by Anne Isaacs

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

*Pythagoras and the Ratios* by Julie Ellis

*King Midas and the Golden Touch* by Charlotte Craft

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

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

*Dandelions* by Eve Bunting

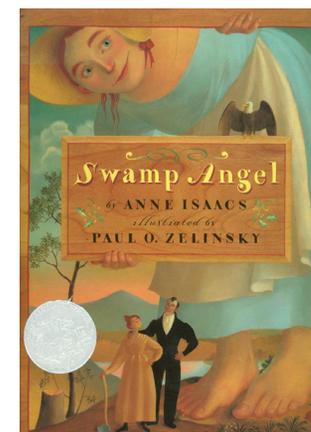
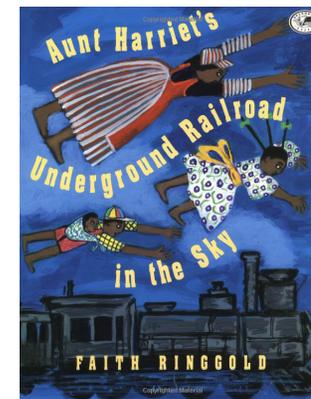
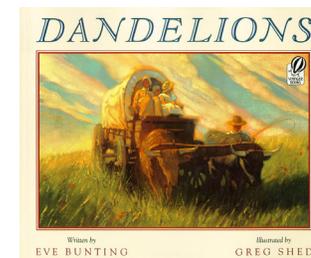
*Insect Bodies* by Molly Aloian

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

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

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

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



# Grade 3



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

## Skills

### Phonics and Word Recognition

- r-Controlled Vowels
- Digraphs
- Diphthongs
- High-Frequency Words
- Spelling Alternatives
- Decoding Multisyllabic Words
- Inflectional Endings
- Prefixes and Suffixes
- Derivational and Latin Suffixes
- Root Words
- Irregularly Spelled Words
- Homonyms
- Synonyms/Antonyms
- Multiple Meaning Words

### Grammar

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

## Domains

### Classic Tales: *The Wind in the Willows*

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

### Animal Classification

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

### The Human Body: Systems and Senses

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

### The Ancient Roman Civilization

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

### Light and Sound

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

### The Viking Age

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

### Astronomy: Our Solar System and Beyond

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

### Native Americans: Regions and Cultures

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

### Early Explorations of North America

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

### Colonial America

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

### Ecology

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

## Novel Guides

*Flora & Ulysses* by Kate DiCamillo

*Stella Diaz Has Something to Say* by Angela Dominguez



# Grade 4



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

## Skills

### Phonics and Word Recognition

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

### Grammar

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

## Domains

### Personal Narratives

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

### Empires in the Middle Ages

Explore the medieval history of Europe and the Middle East.

### Poetry

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

### Eureka! Student Inventor

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

### Geology

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

### Contemporary Fiction

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

### American Revolution

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

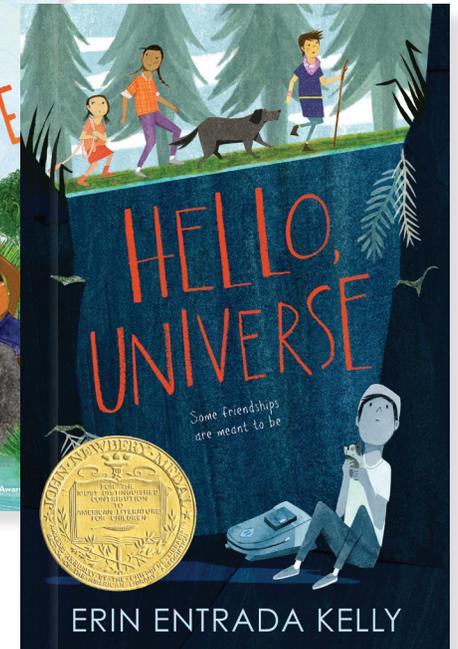
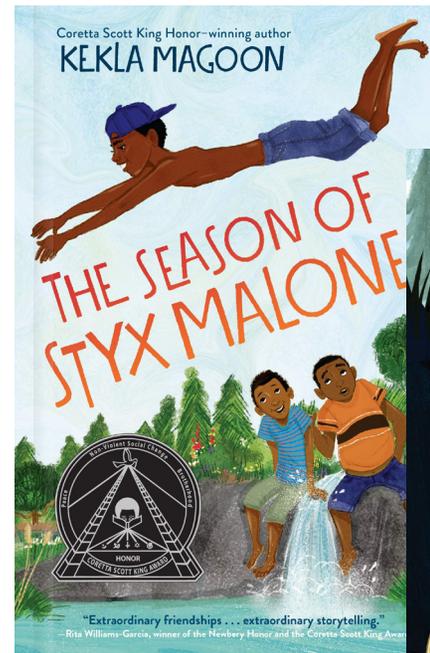
### Treasure Island

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

## Novel Guides

*Hello, Universe* by Erin Entrada Kelly

*The Season of Styx Malone* by Kekla Magoon



# Grade 5



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

## Skills

### Phonics and Word Recognition

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

### Grammar

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

## Domains

### Personal Narratives

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

### Early American Civilizations

Each student crafts a codex to explain the rise and fall of the Maya, Aztec, and Inca people.

### Poetry

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

### *The Adventures of Don Quixote*

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

### The Renaissance

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

### The Reformation

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

### *A Midsummer Night's Dream*

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

### Native Americans

How did the policies of the US government impact Native American culture and lives?

### Chemical Matter

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

## Novel Guides

*The Science of Breakable Things* by Tae Keller

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



# Skills

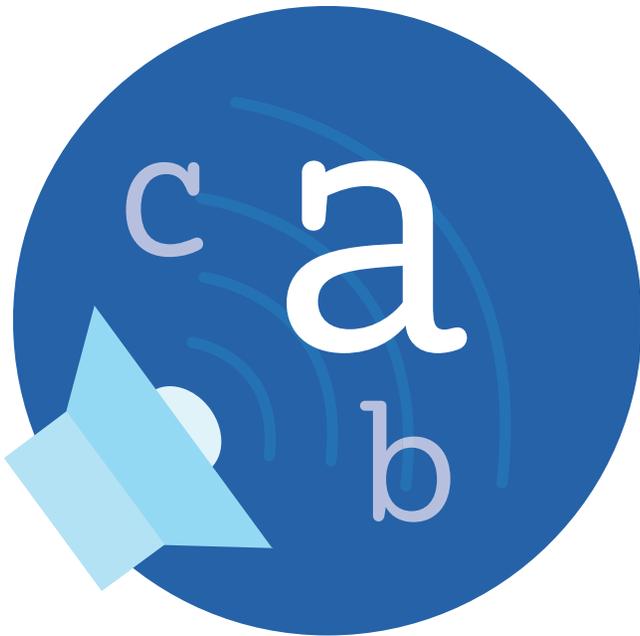
Every day in the CKLA classroom, students will practice their existing reading skills while stretching themselves toward new goals. In K–2, each day includes dedicated skills time to help you give students a solid foundation. In the upper grades, skills instruction becomes integrated with Knowledge lessons,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

“To see my students grow from week to week ... it makes me feel really proud and it makes me feel really effective.”

—Heidi, Amplify CKLA Teacher, New York



# The Science of Reading: Skills



## Start with the sound

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



## Build to the phoneme

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



## Crack the code

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



## Grow in complexity

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



# Start with the sound

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

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

**INTRODUCE THE SOUND /OO/ (10 MIN.)**

**I'm Thinking of Something**

**Note:** Be careful not to confuse the /oo/ sound as in *look* in this lesson with the /oo/ sound in *soon* that was practiced in earlier lessons.

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

**Cook**

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

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

**Foundational Skills**

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

Opportunities for assessment are integrated throughout all Teacher Guides.

Skills lessons make it easy to keep your focus on teacher–student interaction.

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

Interactive steps keep students engaged while learning.

## Sound Library

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

The image shows a laptop displaying the 'Sound Library' interface. The interface has an orange header with the text 'Sound Library' and icons for phonemes /a/, /c/, and /b/. Below the header is a search bar labeled 'Search sounds'. There are five sound cards visible: /oo/ (Example: soon, moon), /co/ (Example: book, foot), /ou/ (Example: shout, mouth), /oi/, and /aw/. Each card has icons for 'Sound', 'Video', and 'Song'. The /co/ card is highlighted with a red circle. Lines connect this circle to four images: a glass of milk with a cookie, a close-up of a person's mouth, a speech bubble with the text 'Let's say it together!', and a green square with two large blue eyes.



# Build to the phoneme

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

### Challenge

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

### Support

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

### Foundational Skills

**Foundational Literacy Skills**  
When saying the stimulus words, show pictures of the following words: rain, raise, race.

### PRACTICE BLENDING (20 MIN.)

#### I Spy

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

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

#### Observation: Oral Blending Observation Record

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

#### Add a Sound

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

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

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

Multimodal gestures help students map sounds to multisyllable words.

Lessons provide formative assessments tied to lesson objectives.

Every lesson also includes a full assessment and remediation guide that'll help you provide specific support to your students to help get them back on track.

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





# Crack the code

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

SKILLS

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

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

**Vowel Code Flip Book**

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

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

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

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

**Write the Spelling/Word Box**

- Distribute Activity Page 5.2.
- Write the /oo/ spelling on the board/chart paper. Remind students that 'oo' is a letter team.
- Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.
- Look at the back of the activity page together as a class.
- Read the words in the box at the top of the activity page, and name the pictures below.
- Tell students to write the correct word underneath the picture. Review the activity page together as a class.

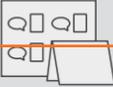
**Digital Component 1.1**

**Support**

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



**Code Materials**



**Activity Page 5.3**



OO | soon, room, boat

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

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

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

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

Letter cards give students a simple and effective way to practice letter codes as a group.



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

**Dear Family Member,**

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

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

**The Two Dogs**

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

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

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





# Grow in complexity

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

SKILLS

### Support

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

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



### Check for Understanding

- Have students punctuate the third example of dialogue with both commas and quotation marks.
  - » "My favorite color," Bonnie said, "is purple."
- If students cannot punctuate the sentence correctly, have them review the previous example and discuss why it is punctuated the way it is.

### Activity Page 6.2



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

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

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

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

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

Multimodal gestures are still important, even with older students!

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

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

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

**6.3** TAKE-HOME

**Root rupt**

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

uninterrupted	erupt	disrupt
rupture	abrupt	eruption

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



We have lots more to say about the Science of Reading—so much that we started a podcast about it! Check out Science of Reading: The Podcast, available through all the usual podcast channels.

## Skills practice: Student Readers

As students continue to move through the curriculum, their understanding of the code will become more sophisticated. Decodable Readers are designed to progress in skills, and lessons are developed around these readers.



Josh, Jen, and Gran hike **deep** in the **cave**. They get lost. They are a bit **scared**, but just then Sam's bells ring.

Sam's bells help them get back to the camp site.

When they get back, Jen hugs the **mule** and says, "Sam, **you** and **your** bells **saved** us!"

80

81

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

Skills Readers have been redesigned to increase student engagement and sense of connection with the decodable stories and their characters. Stories with human characters have improved diversity, inclusivity, and authenticity, while others have fantastical creatures to bring more excitement and whimsy to the tales.





When they get off the Spinning Wheel, they run and check out the games. Grace shoots hoops while Jill tosses darts at a target. Jill wins a prize!

"Let's have a snack!" says Grace. The sisters get a big tub of buttered popcorn. They share a corn dog and a drink, too. The food is good.

When they are finished, Jill asks, "Should we ride the Spinning Wheel one last time?"

"No," Grace says. "After all that food, it would not be safe. I think I would get sick!"

66

Readers are uniquely designed to provide intensive practice with the CKLA code while students read compelling and engaging stories and informational texts for the first time.

### The Visit

Kim was happy that she had found herself a summer job.

"Let's go and visit Mom," she said. "She will be finished teaching by the time we get there."

Mrs. Gunter was a math teacher. She taught at a college in lower Manhattan.

Kim held up a hand to hail a cab.

A yellow cab screeched to a stop on the side of the street. Kurt and Kim hopped in.

"Where to?" asked the driver.

Kim told him the address.

The cab went shooting off. Wind came rushing in the windows as the cab sped past stores on both sides.



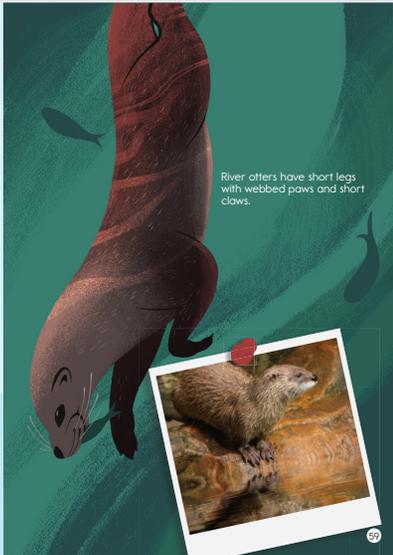
Textual complexity increases substantially in content, length, and vocabulary as students progress through the grades.

### What River Otters Look Like

Otters have short, strong legs with webbed paws and sharp claws. The webbing helps the otters swim fast and get their food. River otters hunt for fish, frogs, and crabs.

### River Otter Homes

When it is time for bed, the river otters scamper to their den. They have nests on land that are lined with grass, moss, and bark.



River otters have short legs with webbed paws and short claws.

58

All readers are also available as ebooks and audiobooks.

# Skills practice: Writing

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

**Teacher Resource: Editing Marks**

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

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

- Model this by saying, “Would it make the writing even better if we . . . ?” Using this phrasing will make it clear that students are making suggestions for consideration, rather than mandating changes that must be made.
- If changes are suggested, check with the class to see if everyone agrees. Make the changes on the display book report. At this stage, two or three suggestions are probably enough.

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

**Students Edit Their Own Drafts**

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

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

**Activity Page 6.3**



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

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

Lessons integrate useful collaboration skills.

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

**6.3** Activity Page  
CONTINUED

This tale tells us \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I liked/did not like this tale because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

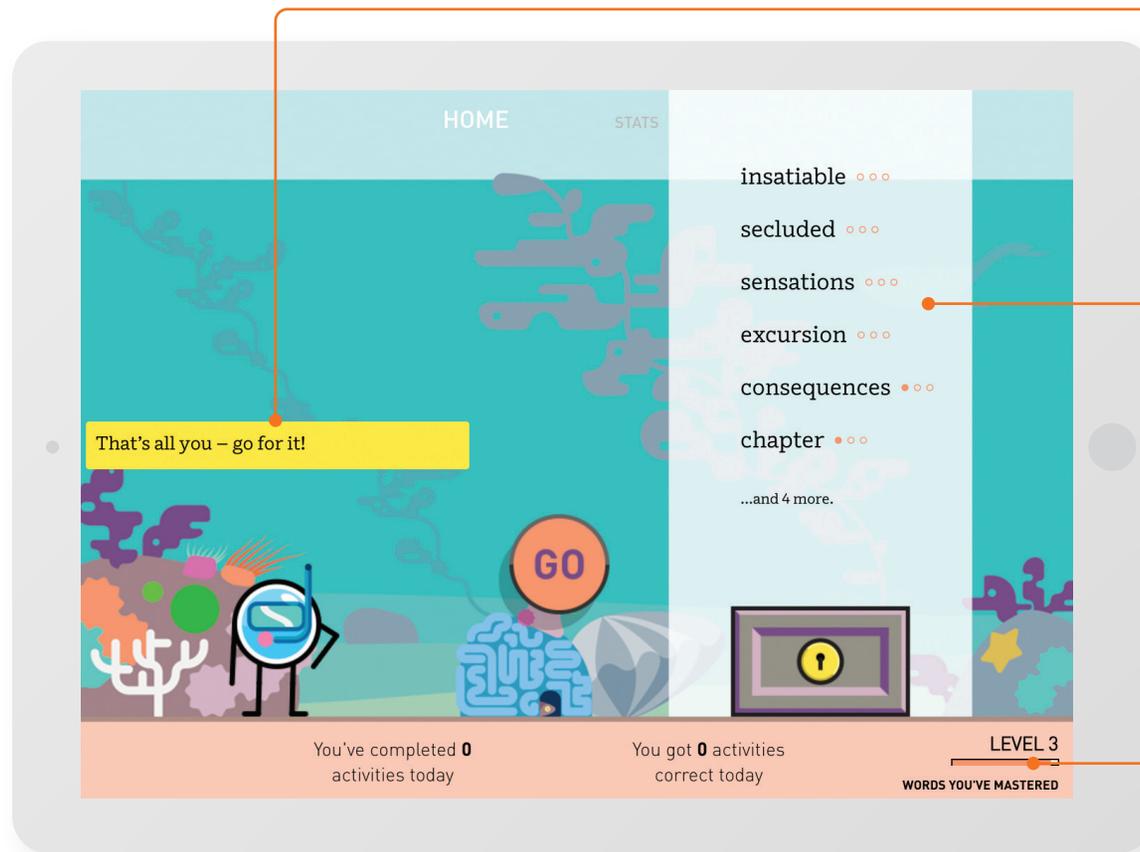
Reading and writing work together.  
("Read to write, write to read.")

Handwriting is an important part of writing!

Students are taught not just to write,  
but to think and to defend their thoughts.

## Skills practice: Vocabulary

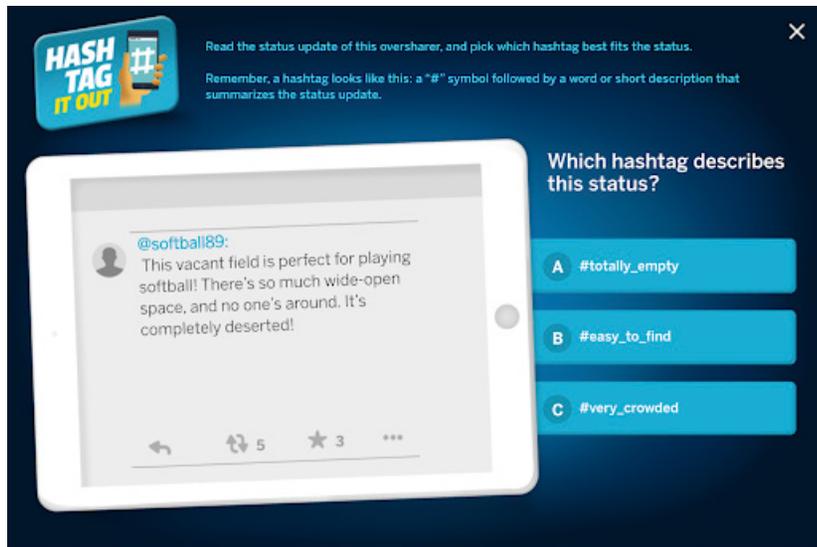
In grades 3–5, students gain access to the Vocab App, a digital tool for practicing vocabulary. Assisted by a cartoon helper, students complete different activities.



The setting evolves as the student becomes more proficient—discovery creates the motivation to keep practicing.

All words in the Vocab App are tied to the units—students practice the words they see in context.

The progress bar encourages students to set and meet personal vocabulary goals.



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



Formal & Informal Language Introduction

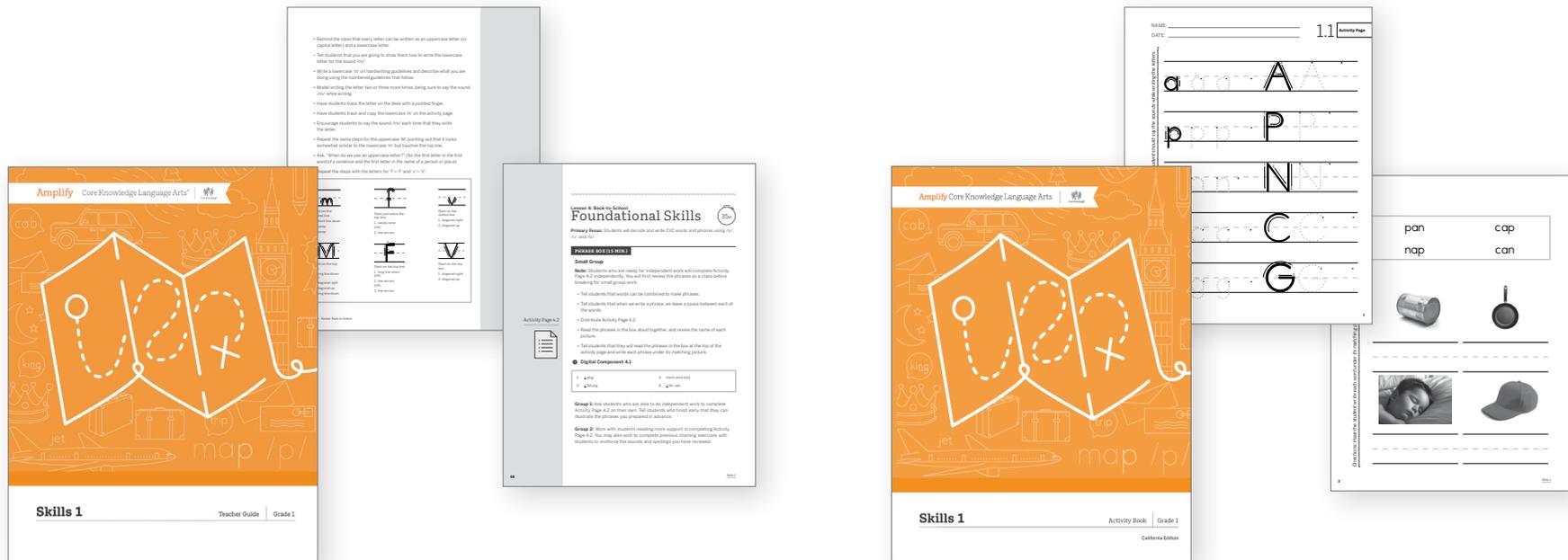
Let's look at this example from our unit about the Middle Ages:

**During a royal dinner, with many nobles in attendance, Henry uttered the words, "Will no one rid me of this troublesome priest?"**

AmplifyCKLA 8

In addition to the Vocab App, a comprehensive digital skills deck uses vocabulary from the Knowledge Domains to give students practice with context.

# What's included in Amplify CKLA Skills?

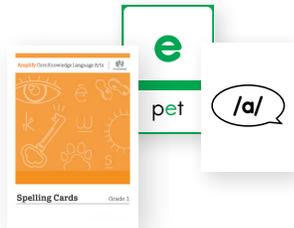


## Teacher Guides

Teacher Guides contain comprehensive guidance for 180 days of foundational skills instruction and additional targeted support. Each guide represents one Skills unit.

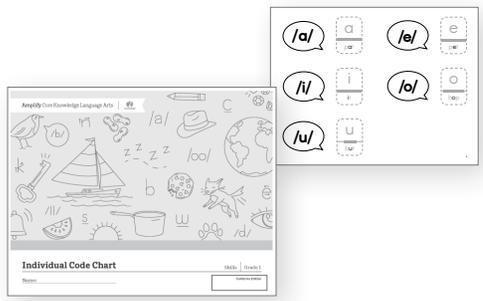
## Student Activity Books

Activity Books contain daily formative assessments and practice pages linked to each lesson's objectives. An Activity Book accompanies each Skills unit.



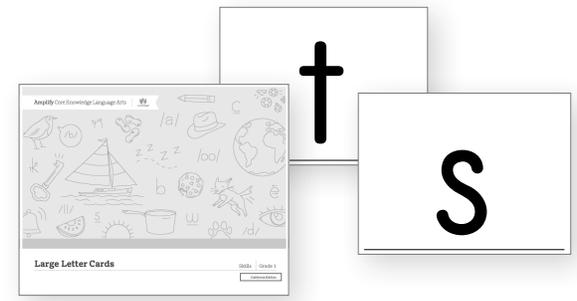
### Spelling Cards

Students can sort, decode, or manipulate these Spelling Cards to build short and long words independently during small-group instruction.



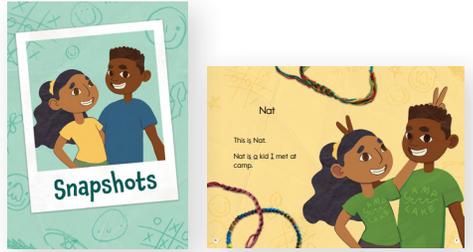
### Individual Code Chart

Students use this chart to record the consonant and vowel sound-spelling correspondences they have learned.



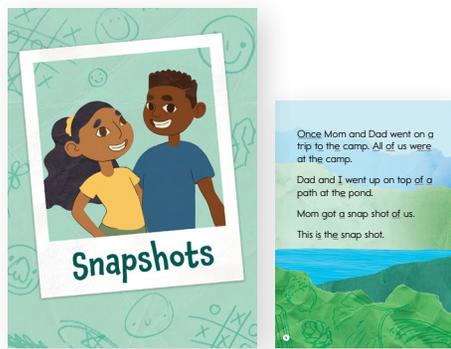
### Large Letter Cards

Large Letter Cards are used for teaching and reviewing sounds and spellings.



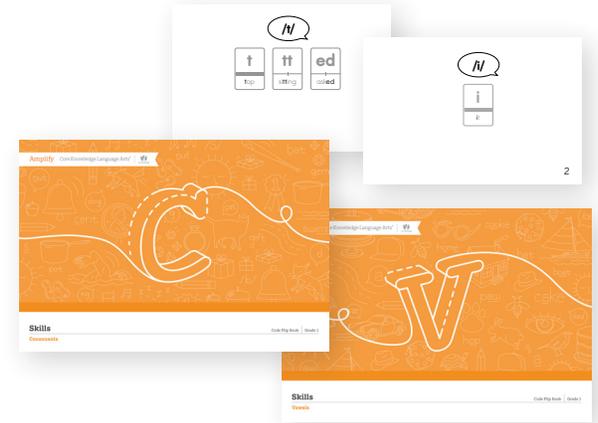
### Student Readers

Diverse and engaging, student readers are the basis for the instruction of foundational skills.



### Big Books (K-1)

Big Books are large-scale replicas of the Student Readers used for teacher demonstration in several units of kindergarten and first-grade instruction.



### Code Flip Books

These are used with Spelling Cards to learn or review sound-spelling correspondences.

# Knowledge

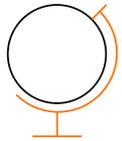
While students are learning how to read, Knowledge Domains give them authentic and engaging reasons to read. Students will use their skills to explore domains that relate to storytelling, science, and the history of our world as seen through the eyes of many different groups. With these domains, you'll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

“A lot of people didn’t like to do ELA, but now we do. We get to do experiments and learn all about people we didn’t know about before, and a lot of people like it now! Especially me.”

—Mariana, 4th-grade student, California



# The Science of Reading: Knowledge



## Build connections and context

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



## Listen and understand

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



## Emphasis on interactivity

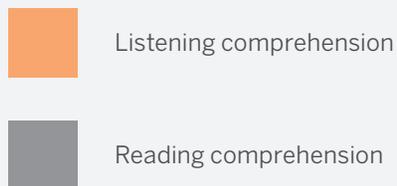
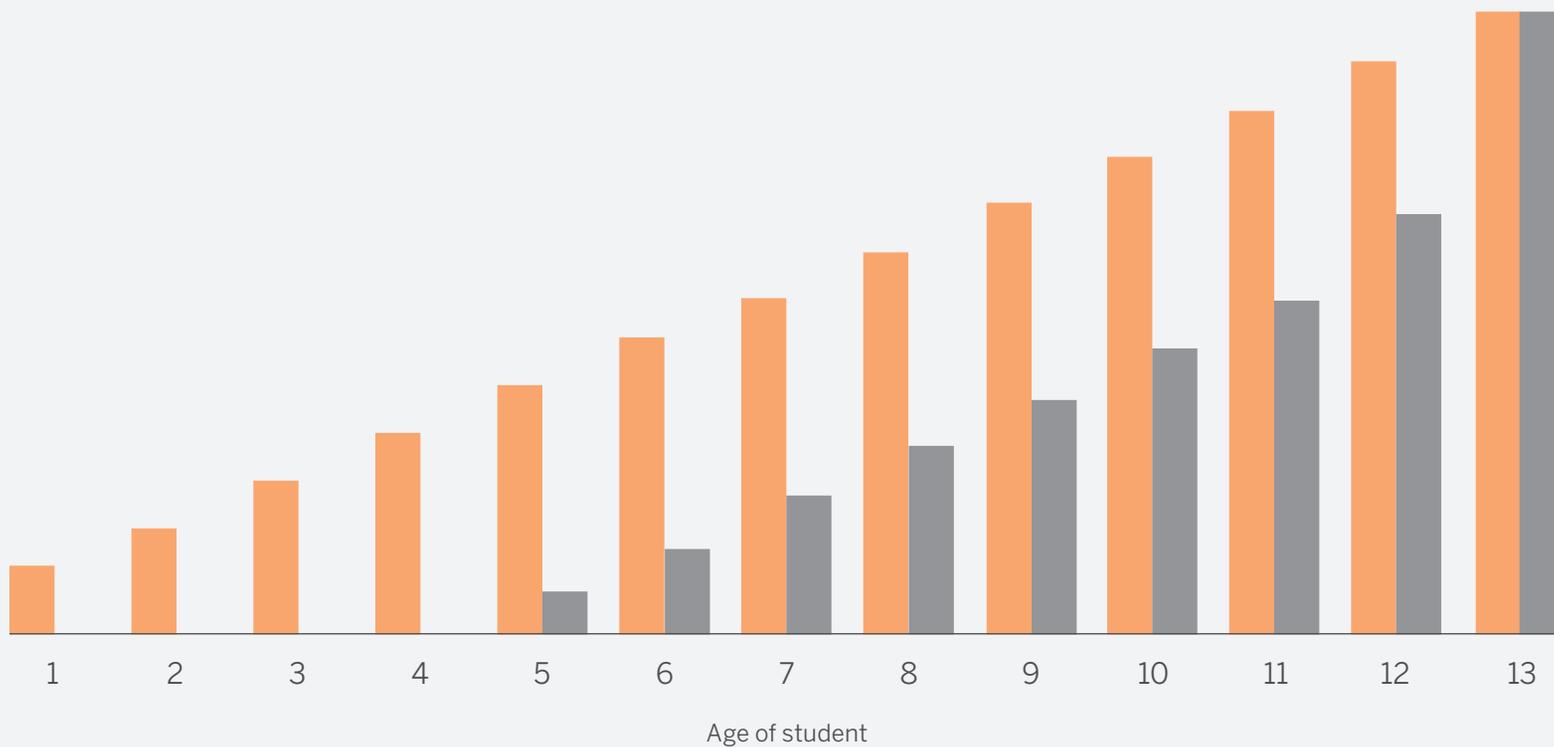
We emphasize interactions with students, challenging them and encouraging them to think about the material rather than simply receive it. Each lesson includes many options for formative assessment and immediate adjustment to your class's needs.



## Assess what's important

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

## The direct relationship between listening and reading comprehension

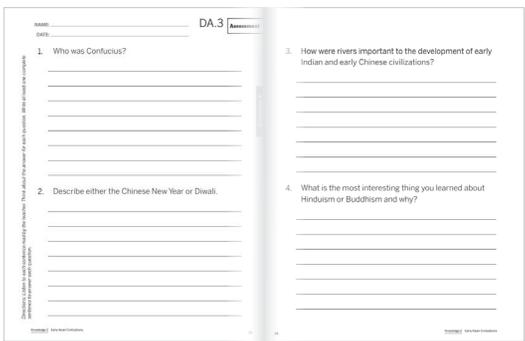


Students' listening comprehension outpaces their reading comprehension until age thirteen. We've designed our read-aloud lessons around this fundamental understanding to make sure that students interact with complex texts and background knowledge from day one.

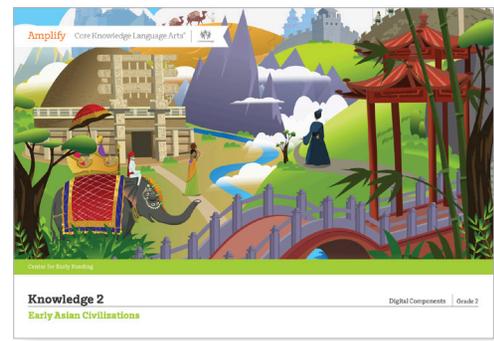
T.G. Sticht, 1974, 1984



### Activity Book

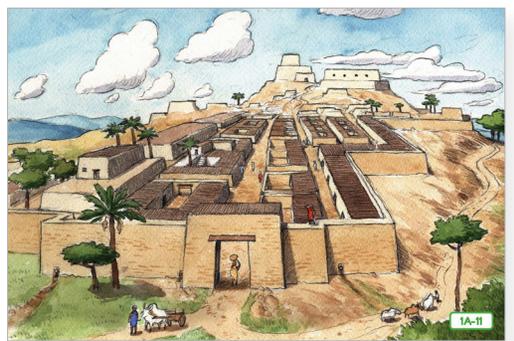


### Digital components



### End-of-Domain Assessment

### Flip Book



### Image Cards



## ..... Knowledge Builders .....

Each Knowledge Domain starts with a Knowledge Builder video: a short, fun animated story with an emphasis on engagement. In this domain, a young boy named Kuài Zi teaches students the history of the Great Wall of China—by jumping over it on a skateboard.



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

KNOWLEDGE BUILDERS VIDEO GUIDE

GRADE 2 • DOMAIN 2

## Early Asian Civilizations

Before or after showing the video, use one or more of the following activities to introduce and/or reinforce the concepts in this domain.

**Talk About It!**

- Fill out a K-W-L chart with students about what they know and what they want to know about Asia, India, and/or China. As you continue throughout the domain, have students fill out the K-W-L chart with what they have learned about the continent or those countries.
- Remind students that these ancient civilizations were built on the Yellow and Yangtze rivers. Ask them why people would build a civilization on or near a river.
- Ask students how learning about ancient civilizations might be useful to their lives today.

**Figure It Out!**

- Read *Grandfather Tang's Story* by Ann Tompert. This story introduces tangrams, Chinese geometric puzzles in which one can arrange seven pieces into various shapes. You may also wish to print a free template for tangrams online, then have students use their pieces to make the animal puzzles in the book.
- During Chinese New Year, it is customary for people to hand out red envelopes with money in them. Use some red envelopes, or create red envelopes out of construction paper, and fill them with various amounts of play money. Have students count the money in each envelope.

**Write It!**

- Read *Do Unto Others* by Laurie Keller, a book about the Golden Rule and treating "others" the way you would like to be treated. When you finish, have students write and illustrate a sentence or two about how they would like to be treated, then compile their work into a class book.
- Many of Confucius's teachings wound up as proverbs, basic truths based on experience or common sense. Have students create their own proverbs, a sentence or two based on wisdom they have gained in their lives.
- During Chinese New Year, people write riddles on the side of a red lantern, and others try to solve the riddles for a small prize or gift. Have students write a riddle, starting with the answer in mind, then writing clues about their answer. Take turns trying to solve them.

**Extend It!**

- Magic Squares are mathematical puzzles that originated in Ancient China. In order to solve them, you must find the operation (addition, subtraction, multiplication, or division) the puzzle uses, as well as the "magic number" to which each row and column calculates. There are many free, printable magic square puzzles available online to challenge learners at various levels.

AmplifyCKLA

There are many traditional dances, such as the dragon dance, the fan dance, and the lion dance. Have students create their own dances or moves from their own lives. Examples include the phoenix dance, the no. 1 dance, etc.

Chess was invented in India. Have students invent their own rules to the game, which involves strategic planning. You may wish to use dice and apps to help students understand the game.

**Extend It!**

- During Diwali, people in India use colored powders or sands to create artistic designs and patterns. Have students create their own artwork using colored chalks or pastels on black paper.
- Chinese New Year celebrates new beginnings, and each year honors one of twelve animals. Print out the Chinese zodiac online, and have students figure out which animal they are, based on the year of their birth. Each animal is associated with different qualities. Have students read about the qualities of their animal and whether or not it bears any resemblance to their personality.
- The Great Wall of China is one of the Wonders of the World. Using sugar cubes and liquid glue, have students try to recreate this marvel. For added fun, combine the students' walls for a Great Wall of your very own!

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# Introduction

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

**LESSON**

**1**

**EARLY ASIAN CIVILIZATIONS**

## The Indus River Valley, Part I

**PRIMARY FOCUS OF LESSON**

**Speaking and Listening**  
Students will review key components of a civilization and locate Asia, India, and China on a map or globe.  
[SL.2.1]

**Reading**  
Students will explain the importance of the geography of Asia in the development of ancient civilizations in that region.  
[RI.2.3]

**Language**  
Students will demonstrate an understanding of the Tier 2 word *fertile*.  
[L.2.5, L.2.5a]

**Writing**  
Students will write a short description of the development of the early Asian civilization.  
[W.2.8]

**FORMATIVE ASSESSMENT**

**Activity Page 1.2**

**Write About It: The Indus River Valley** Write a short description of the development of the early Asian civilization.  
[W.2.8]

Each Knowledge lesson aligns to multiple key standards.

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

Knowledge Domains  
give students context to  
understand vocabulary words.

**CORE VOCABULARY**

**common, adj.** known by most people; ordinary

Example: Almost every student in Mr. Davis’s class was out sick with the common cold.

Variation(s): none

**cultivate, v.** to grow or tend to a crop or plant

Example: Every summer, Trevon and his mother would cultivate tomatoes and cucumbers in their garden.

Variation(s): cultivates, cultivated, cultivating

**fertile, adj.** rich in the materials or nutrients needed to produce many strong, healthy crops

Example: Because Kiara’s farmland was so fertile, she always grew the biggest crops in the county.

Variation(s): none

**Indus River, n.** the river at the center of the first civilization in early India

Example: The Indus River flows through the countries of Pakistan and India.

Variation(s): none

**irrigation canals, n.** ditches cut into the ground to send water where needed

Example: The Egyptians used irrigation canals to move water from the Nile River to their crops.

Variation(s): irrigation canal

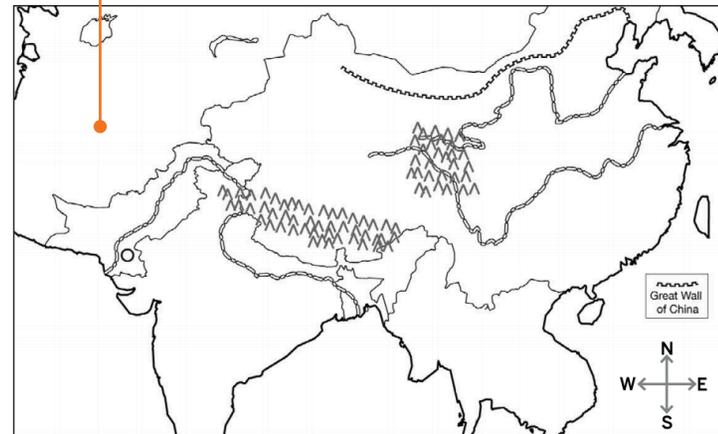
**Vocabulary Chart for “The Indus River Valley, Part 1”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	Indus River irrigation canals	cultivate ( <i>cultivar</i> ) fertile ( <i>fértil</i> )	
Multiple Meaning			
Sayings and Phrases	sprung up river valley		

Students will slowly fill in this map  
as they gain knowledge about each  
civilization in this domain.

*Directions: Lesson 1: Label the continent of Asia on the title line above the map. Color in brown the border around the area formed by the present-day countries of India and Pakistan; label this area “ancient India.” Color in brown the caret marks showing the mountains in ancient India; label these mountains “Himalayas.” Label and color the Indus River in blue. Color the dot that represents the city of Mohenjo-daro next to the Indus River in red.*  
*Lesson 3: Label and color the Ganges River in blue.*  
*Lesson 8: Color in brown the border of China; label this area “China.” Color in brown the caret marks showing the mountains in China; label these mountains “Bayankala Mountains.” Label and color the Yellow River in yellow and the Yangtze River in blue. Add several dots in red around these rivers to represent cities that formed.*

Title \_\_\_\_\_



Knowledge 2 Early Asian Civilization

28

Knowledge 2

# Interactive Read-Aloud

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

Start Lesson

## Lesson 1: The Indus River Valley, Part I

# Introducing the Read-Aloud

10M

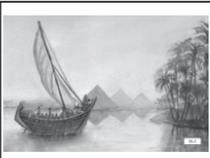
**Speaking and Listening:** Students will review key components of a civilization and locate Asia, India, and China on a map or globe. [SL.2.1]

**CORE CONNECTIONS (5 MIN)**

**What Do We Know?**

- Students who used Core Knowledge Language Arts in Grade 1 should have an idea of what an ancient civilization is and be able to describe the key components, or parts, of a civilization (cities, jobs, leaders, writing, religion). This knowledge provides the foundation for understanding the civilizations discussed in this domain.
- Review the key components of ancient civilizations:
  - What does the word *ancient* mean? (*Ancient means very old.*)
  - What does the word *civilization* mean? (*A civilization is an advanced or very developed society that often has cities, farming, leaders, writing, and/or a religion.*) So, an ancient civilization is one that is very old and was formed many, many years ago.
  - What ancient civilizations do you remember learning about in first grade? (*Maya, Aztec, Inca, Egyptian, Mesopotamian*) What do you remember about them? (*Answers may vary.*)
- Use the following Flip Book images to help students visualize and recall the key components of civilizations. (*cities, jobs, leaders, writing, religion*)

**Show image 1A-1: Three pyramids**  
An important job in many ancient cities was farming. Cities often formed around large rivers so that people could farm, the ancient Egyptian civilization in Africa along the Nile River. This is an image of that civilization. Which two components of a civilization are represented by this image? (*jobs and cities*)

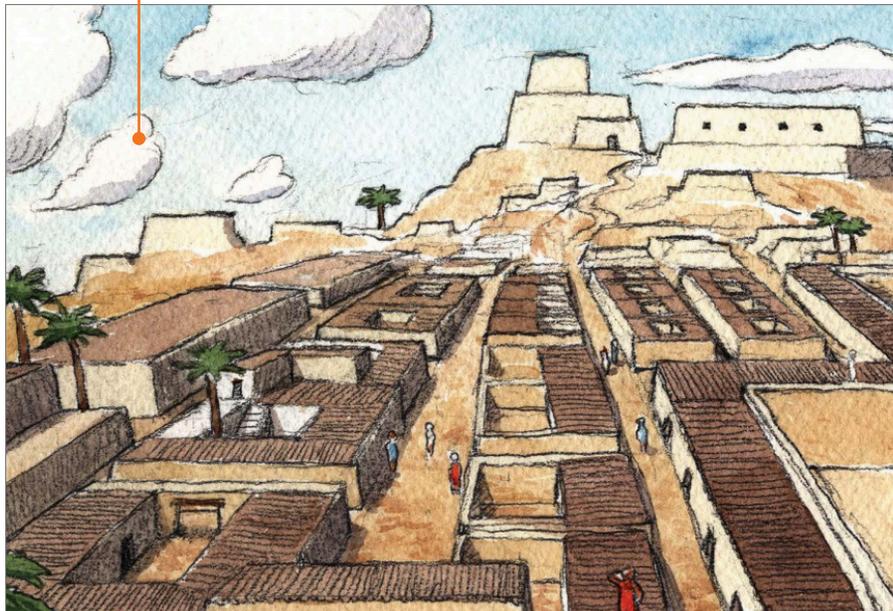


Read-Alouds have clear goals and are tightly aligned to standards.

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

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

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



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

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

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

As their communities grew, these people worked together to plan and build permanent cities by the river. *An irrigation canal is a ditch cut into the earth that directs water to needed areas.*



**Show image 1A-11: Mohenjo-daro, layout, walls, citadel**

There were many permanent cities by the Indus River. Not so very long ago, archaeologists uncovered Mohenjo-daro [/'moe\*'hen\*'joe-dar\*'oe], one of the most thriving cities of the ancient Indus River Valley.

A city enclosed by brick walls, Mohenjo-daro was designed in a square, grid-like pattern. The citadel, the fortress or protected area at the city's center, housed its leaders—priests, who were members of the ruling class that performed both religious and governmental duties. Beyond the citadel, spreading out in all directions of the city, a web of roads led to the homes of countless workers. Everyone had a job to do: some farmed the land outside the city walls; some made bricks from the river's muddy soil; and others fashioned these baked bricks into buildings. *What key components of a civilization did the Indus River Valley have? (city of Mohenjo-daro, religion, jobs such as farmers, brick makers, bricklayers)*



**Show image 1A-12: Stone seal**

Other people in the Indus River Valley had other jobs. For example, fine craftsmen designed jewelry and distinctive stone seals carved with pictures of buffalo, elephants, and tigers, a form of writing. Archaeologists uncovered many of these stone seals, but they are not sure of the purpose of the seals.



**Show image 1A-13: City street with bull cart**

And all over the city, merchants bought and sold their wares. *or goods they made to sell, such as pottery, jewelry, or bread* The city's wide streets, lined with flat-topped, brick

**Support**

Archaeologists are scientists who study the way people lived in the past. Archaeologists who studied the history of the Indus River Valley found that the ancient city of Mohenjo-daro was one of the largest and most successful cities near the Indus River.

# Application

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

## WRITE ABOUT IT: THE INDUS RIVER VALLEY (10 MIN)

### Show image 1A-9: Indus River Valley

- Tell students that they will be using this image to write two or three sentences describing the river and the mountains in the image, and explaining how the river and mountains in this part of Asia allowed civilizations to form long ago.
- Have students turn to Activity Page 1.2 and note that a smaller version of image 1A-9 appears at the top of this activity page. Tell students they will write their sentences on Activity Page 1.2. Emphasize that they will be writing descriptive sentences about the river and mountains, as well as a sentence about the way in which that river and the mountains affected the formation of ancient civilizations.
- Explain that a descriptive sentence is one that describes, or gives detailed information about, the way something looks, sounds, smells, etc. A descriptive sentence enables someone to image the thing being described, even without actually seeing, hearing, or smelling that thing.



### Check for Understanding

Read the following sentences. If the sentence is descriptive, or gives information about the way something looks, sounds, smells, etc., students should stand up. If the sentence is not descriptive, students should remain in their seats.

- I ate my lunch. (*sit down*)
- The white, puffy clouds floated peacefully in the bright blue sky. (*stand up*)
- The dog ran. (*sit down*)
- The shiny, black cat jumped gracefully from chair to chair. (*stand up*)
- The screeching, red fire engine roared down the street, racing to the fire. (*stand up*)

## Activity Page 1.2



## Writing

### Writing to Describe

#### Entering/Emerging

Allow students to dictate one or two descriptive sentences to an adult.

#### Transitioning/Expanding

Allow students to work collaboratively with an adult or peers to create one or two descriptive sentences.

#### Bridging

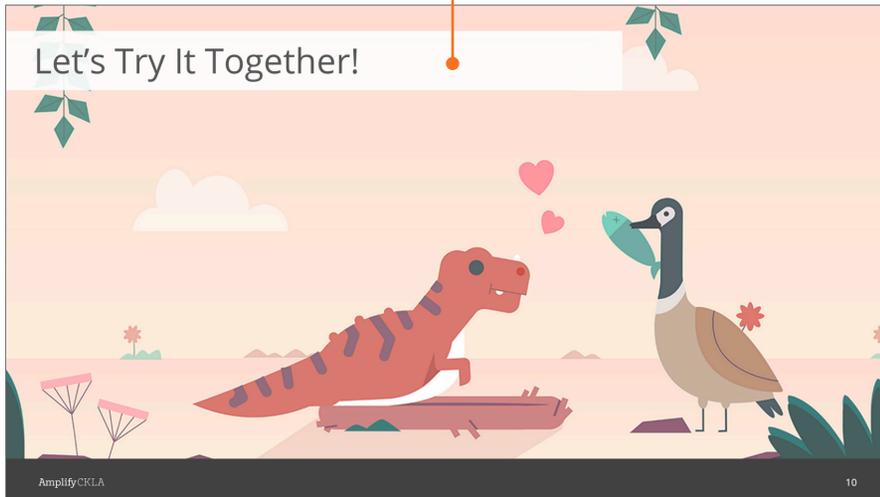
Have students write independently to create one or two descriptive sentences.

Based on the Read-Aloud, students get to practice informative and evocative writing.

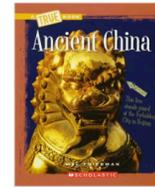
Each lesson provides opportunities for informal checks to measure understanding.

Sidebars contain options for differentiated learning, including for ELLs.

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



## Grade 2: Domain 2 Ancient China



by Mel Friedman



●●● QT: 890L

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

●●● QL: 3

These Read-Alouds often include

**Summary:** 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.

### Essential Question

What was life like in ancient Asian civilizations?

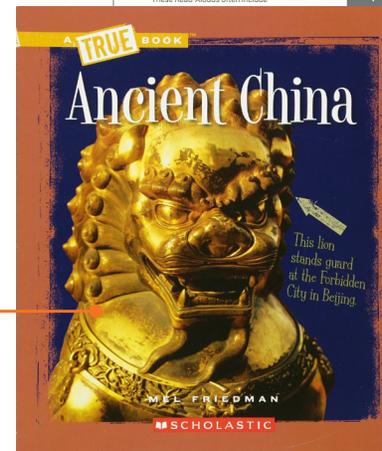
**Note:** You may choose to read this text over a series of several days.

**Before Reading:** Create the following chart on the board before reading. Review the table of contents with students, pointing out that it matches the chart you created. Tell students that together you will take notes on each chapter, recording interesting and important information.

**During Reading:** Stop after each chapter and ask students to recall interesting and important information to add to the chart.

Chapter Title	Notes
Kingdom	
World History	
Golden Age of Thought	
Imperial Spirit	
Imperial Life	
Great Wall at the Gates	

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



## Knowledge 3–5

By grades 3–5, students have mastered the basics of decoding and are hungry to use what they’ve learned to reach out to the world. Although Read-Alouds remain an important part of lessons, students are also encouraged to practice independent reading starting in grade 3—striking a balance between strong teacher support and developing their autonomy and confidence as readers.

When you were a baby, you did not need to learn how to breathe. Your **lungs** worked **automatically**, bringing air into and out of your body. You also did not need to learn how to use your vocal cords to make sounds. When you were a baby, you made lots of funny noises and grunts. Ask your parents!

You did, however, need to learn how to change those grunts and noises into words so you could talk. You did this by listening to the people who talked to you when you were a baby. You practiced saying the same sounds and words. You learned to speak whatever language all of those people were speaking to you. If your family spoke only English to you, you learned to speak English. If your family spoke only Spanish to you, you learned to speak Spanish. People can learn to speak more than one language. Maybe you or some of your classmates speak more than one language.

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

All readers are also available as audiobooks and ebooks through the resource site.

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

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You did, however, need to learn how to change those grunts and noises into words so you could talk. You did this by listening to the people who talked to you when you were a baby. You practiced saying the same sounds and words. You learned to speak whatever language all of those people were speaking to you. If your family spoke only English to you, you learned to speak English. If your family spoke only Spanish to you, you learned to speak Spanish. People can learn to speak more than one language. Maybe you or some of your classmates speak more than one language.



*When you were a baby, you learned to speak the same language that the people around you were speaking.*

**Pages 94–95**

- Draw students' attention to the images on **page 95** and ask them to predict how they learned to speak.
- Have several students share their predictions.
- If you have students who speak languages other than English, have them share some words in their native language with the class.
- Ask students to read **page 94** to themselves to find out how people learn to speak.
- When students have finished reading, restate the question and ask a student to answer.
  - » Babies practice what they hear and learn to speak whatever language they are hearing.

Lessons emphasize analysis, inference, and critical thinking.

Independent reading is tied explicitly to learning about the world.

# Writing and language

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

**Activity Page 11.1**



**Writing Writing**

**Entering/Emerging**  
Provide 1:1 prompting and support as students write their paragraphs.

**Transitioning/Expanding**  
Ask students to read each sentence to look for places to add descriptive and/or sensory words.

**Bridging**  
Encourage students to use a variety of descriptive and sensory words, adding adverbs for effect.

**Support**  
Pull together a small group of students and work with them to generate descriptive and sensory words. Some students may benefit from brainstorming words for categories such as pitch, intensity, people's reactions, adjectives, adverbs, etc.

**Challenge**  
Have students use a thesaurus, dictionary, or other resource to find descriptive words to describe sounds.

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**Lesson 11: The Human Voice** 

## Writing

**Primary Focus:** Students will use vocabulary and concepts from the reading and read-aloud to write a descriptive paragraph about a particular sound. [W.3.3, L.3.3a]

**DESCRIPTIVE WRITING (20 MIN.)**

- Have students turn to Activity Page 11.1
- Tell students they will write a paragraph **describing a sound without naming the sound**, such as a telephone ringing or a bird singing. What is the sound like? What is its pitch and intensity? What kind of rhythm does it have? How do people respond when they hear the sound?
- Have students write for about 15 minutes. Tell them that you will be collecting the paragraphs so to make sure that they use the unit vocabulary words, descriptive and sensory words, and complete sentences. Remind them that adjectives and adverbs make their writing much more interesting.
- During the last 5 minutes of the lesson, have students read their paragraphs aloud **so that other students can guess what the sound is.**
- Collect Activity Page 11.1.

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**Lesson 11: The Human Voice** 

## Language

**Primary Focus:** Students will read and write words using alternate spellings for the /ae/ sound. [L.3.2f]

**SPELLING (20 MIN.)**

- Tell students that this week, **they will review the spellings of /ae/.**
- As you introduce each of the spelling words, write them on the board, pronouncing each word as you write it.

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

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

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

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

# Core Quests: Transforming the classroom

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



## Lesson 11: Performing Shakespeare's Work

# Performing Shakespeare's Work



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

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

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

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

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

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

### Challenge

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

# Teacher support resources

The classroom can be taxing for both students and teachers. We aim to make your shift to the Science of Reading as painless and rewarding as possible by providing support and extension through professional development, embedded differentiation and assessment, ready-made lesson presentation slides, and robust student engagement supplements.

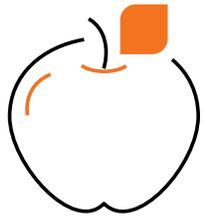
“This has been the single most powerful curriculum implementation I have seen in my 16 years in education.”

—Deanna, Assistant Principal, Tennessee



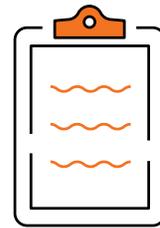
# The Science of Reading: Supporting instruction

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



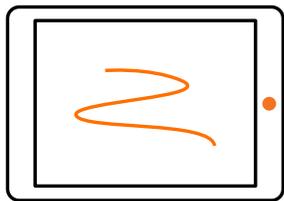
## Teacher resources

From digital Teacher Guides to the Sound Library, we provide all the support instructors need to plan and execute each CKLA lesson.



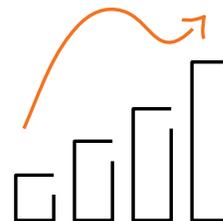
## Effective assessment

Student assessment gives the necessary inputs needed to differentiate instruction effectively—from informal and minute-by-minute opportunities to lessons designed to remediate, enrich, and offer targeted practice.



## Robust multimedia and digital experience

Amplify CKLA includes rich multimedia such as songs, videos, and ebooks to deepen learning. With the slides-based digital experience equipped with LMS integration, it's never been easier to plan and present lesson content.



## Ongoing professional learning

Amplify offers a range of different professional development opportunities, including on-site training, webinars, and self-paced online courses. Our Professional Learning site gives teachers and administrators access to free PD professional development modules, model lessons, and a wealth of resources to develop expertise.

# Streamlined assessments to inform your instruction

We believe that giving you frequent and timely assessments is the key to classroom success.

TEACHER SUPPORT

Daily formative assessments

## Check for Understanding

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

## Formative Assessment

Each lesson goal is standards-aligned and tied to a formative assessment opportunity, allowing you to see which students need more support with an objective.

**Challenge**

Slowly rotate the globe so your town is half in the path of the light and half out of the path of light and ask students what is happening in your town at that moment. (*sunrise*) Continue rotating the globe counterclockwise and ask what happens as your town goes back into shadow. (*sunset*)

**Activity Page 1.1**



- **Observation 2:** Help students observe that it is nighttime in your town when the sun is shining on the opposite side of the globe and your town is in shadow.
- Now continue slowly spinning the globe counterclockwise until the sticker is once again directly in the beam of light.
- **Observation 3:** Help students observe that when the earth spins all the way around one time, one whole day—or twenty-four hours—has passed on the earth.

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**Check for Understanding**



What does the rotation of the earth on its axis cause? (*the cycle of daytime and nighttime*)

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- Give students Activity Page 1.1. Read the prompts for each question and tell students to circle the appropriate answer.
- Collect Activity Page 1.1 to ensure that students understand how the rotation of the earth causes daytime and nighttime.

End of Lesson

**Speaking and Listening**

Students will review how the earth's revolution and tilt cause the four seasons. [SL.2.2]

**Reading**

Students will describe the life cycle of a flowering plant. [RI.2.3]

**Language**

Students will demonstrate an understanding of the Tier 2 word *protective*. [L.2.5a]

**Writing**

Students will sequence and write a summary of the life cycle of a flowering plant. [W.2.3]

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**FORMATIVE ASSESSMENT**

**Activity Page 4.1**

**Flowering Plant Life Cycle** Students will sequence and write a summary of the life cycle of a flowering plant. [W.2.3]

## Mid- and End-of-Unit Assessments

Each unit and domain includes a Mid-Unit and End-of-Unit Assessment, providing valuable information on the skills and content students have mastered. Digital end-of-unit assessments are available on a variety of platforms.

## Benchmark Assessments

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



NAME: \_\_\_\_\_ 7.2 Assessment  
DATE: \_\_\_\_\_

### Prince Vincent

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

Once, a bee stung Vincent on his cheek.

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

The bee buzzed.

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

The bee buzzed off.

# Embedded differentiation to meet the needs of all students

Amplify CKLA provides built-in differentiation strategies in every lesson for all students, including supports for ELLs.

TEACHER SUPPORT

Embedded differentiation in all lessons

## Access supports for ELLs

Integrated ELD supports in each lesson segment for ELLs are specific to students' mastery of the lesson's objectives.

## Support and Challenge for all learners

Lessons include Support and Challenge suggestions that provide assistance or opportunities for more advanced work toward the goal of the lesson. These supports are suitable for all learners, including ELLs.

The screenshot shows a lesson page with a grey sidebar on the left containing differentiation strategies. The main content area includes a 'Reading' section with a hand icon, 'Activity Page 23.1: Chapter Questions' with a clock icon, 'Lesson 23: Write a Paragraph Writing' with a 15M timer icon, a 'CREATE A PARAGRAPH' section with a list of instructions, and a 'Check for Understanding' section with a clipboard icon. The page number 258 and 'Skills 6' are visible at the bottom.

**Reading**  
Reading/Viewing Closely  
**Entering/Emerging**  
Rephrase the questions on the activity page as yes/no questions and ask several of these questions to help students answer the question listed.  
**Transitioning/Expanding**  
Encourage students to use the question stem as a sentence frame in answering the questions.  
**Bridging**  
Provide minimal support as students answer the questions.

**Support**  
Show students pictures you prepared in advance and provide students with a word bank to help them generate sentences about summer (e.g., *hot, swimming, picnic, ice cream, fireworks, library*).

**Activity Page 23.2**

**Activity Page 23.1: Chapter Questions**  
Collect and review Activity Page 23.1. Students who did not correctly answer the questions may benefit from rereading the chapter and orally answering the questions in addition to practicing looking back in the text to find answers.

**Lesson 23: Write a Paragraph Writing** 15M  
**Primary Focus:** Students will create a paragraph by writing three sentences to follow a short topic sentence. [W.2.1]

**CREATE A PARAGRAPH**

- Remind students that in the previous lesson you worked on finding the topic sentence for a paragraph.

**Check for Understanding**  
Ask students to explain what a paragraph and a topic sentence are.

- Tell students that today you will work on creating a paragraph when a topic sentence has been provided.
- Write the following sentence on the board/chart paper: *I like summer.*
- Remind students that all of the sentences in the paragraph must be about summer.
- Take a few minutes to generate possible sentences about summer with the students.
- Record these sentences on the board/chart paper.
- After you have about five or six sentences to choose from, write the sentences in paragraph form either on the board/chart paper. As you write, point out when you are indenting, using capital letters and correct punctuation, etc.

258 Skills 6



## Lesson 23: Foundational Skills Remediation Additional Support

### MORE HELP WITH CREATING A PARAGRAPH

- Make a copy of **Activity Page TR 23.1** for each student.
- **Digital Component 22.1**
- Review the definitions of *paragraph* and *topic sentence* on display.
- Explain the directions. Students read what the topic sentence will be for a paragraph. Then, they must decide which of the sentences under it do not relate to the topic sentence. Students should cross those sentences out.
- Model completing the first one by reading the topic sentence, then reading each additional sentence and thinking aloud to decide if it relates to the topic sentence or not. If it does not, cross it out.
- Have students work in pairs to complete the other two paragraphs.

### MORE HELP WITH ALPHABETIZING

- Give each student an **index card**.
- Ask them to write a word on the card. You may wish to write words on several cards as well.
- Collect the cards and fold them over so only the first letter appears. Have students help you alphabetize the cards in the same manner you have done in previous lessons.

## 30 minutes of Additional Support in every Skills lesson

In the Skills Strand, every lesson concludes with an Additional Support section of recommendations for 30 minutes of extended instruction and activities, directly aligned to the skills taught in the lesson to assist students who need more support in mastering the lesson's objectives.

Amplify CKLA Intervention Toolkit

Home Intervention Toolkit Search

## Intervention Toolkit

You are ready to create a plan and begin intervention.  
Select a skill component from the navigation menu below:

- Letter / Sound Knowledge
- Comprehension
- Simple Patterns
- Multisyllabic Words
- Phonological/Phonemic Awareness
- Handwriting
- Fluency
- Complex Patterns

## Intervention Toolkit

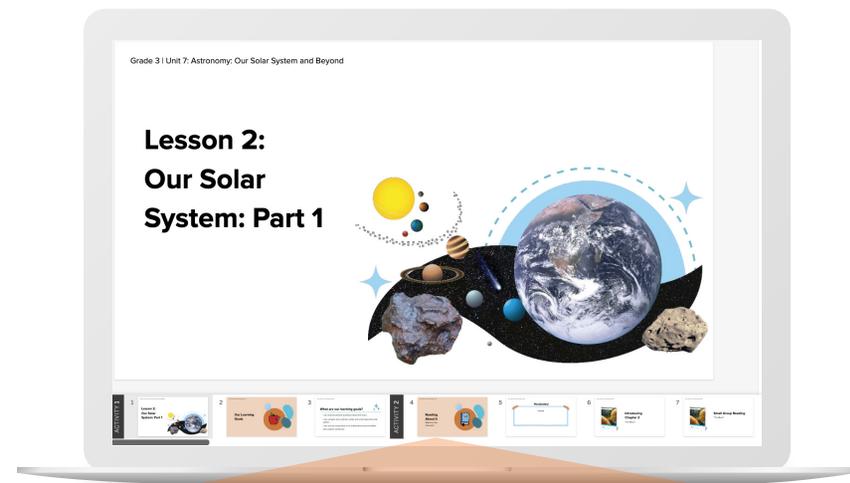
The Intervention Toolkit provides easy-to-use resources to assist teachers in filling gaps in students' foundational skills. Teachers will find of hundreds of activities to support phonics, fluency, comprehension, handwriting, and other key skills.

# Ready-to-go slides and all-in-one platform to help you deliver each lesson

The slides-based Amplify CKLA digital experience enhances instruction while saving you time. Everything you need is all in one place, making it easier than ever to plan lessons, present digital content, and review student work.

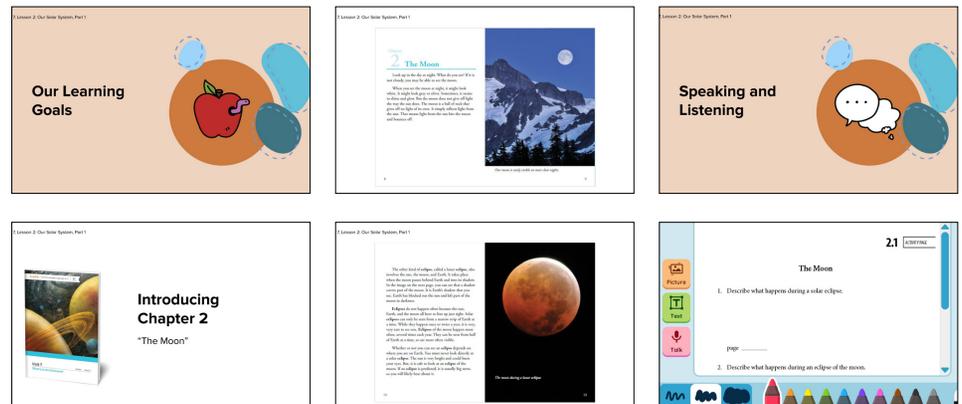
## Simplify planning and instruction

Teachers have access to ready-to-use and customizable lesson presentation slides, complete with all the prompts from the print Teacher Guide embedded in the teacher view. As teachers deliver each lesson, students can engage with the content in one cohesive experience—through Activity Books, slides, digital components, videos, Student Readers, and more.



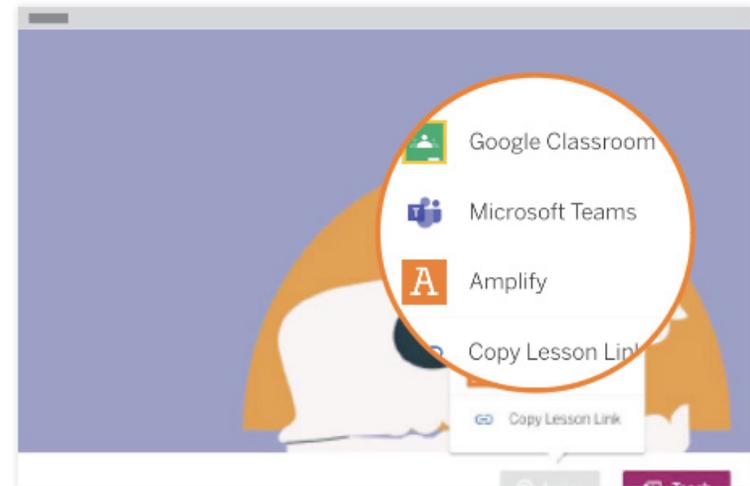
## Interactive student activities

Through the Student Home, students can easily access digital lessons with slides, Activity Pages, ebooks, videos, and other interactive resources from one simple dashboard.



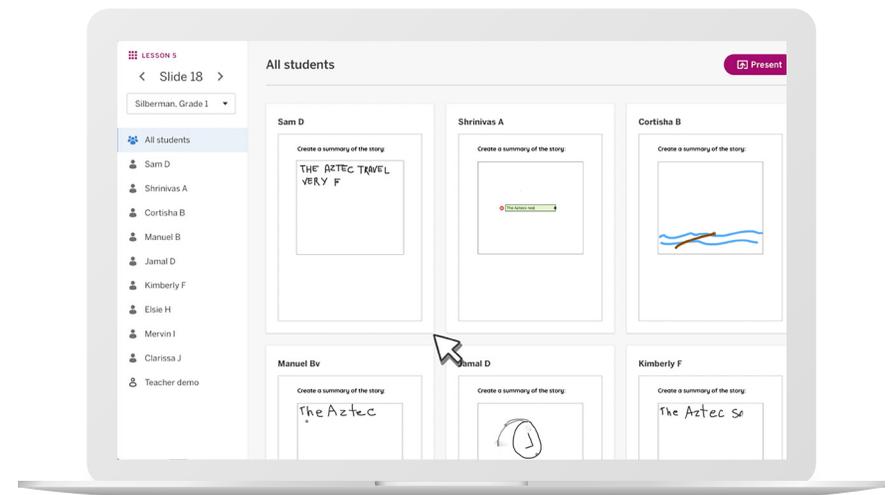
## Your teacher command center

You're provided with the tools you need to ensure a productive digital experience that's personalized to meet your students' needs. This includes a teacher home from which to launch and track lessons, LMS integrations such as Google Classroom and Microsoft Teams, and other customizations based on classroom needs.



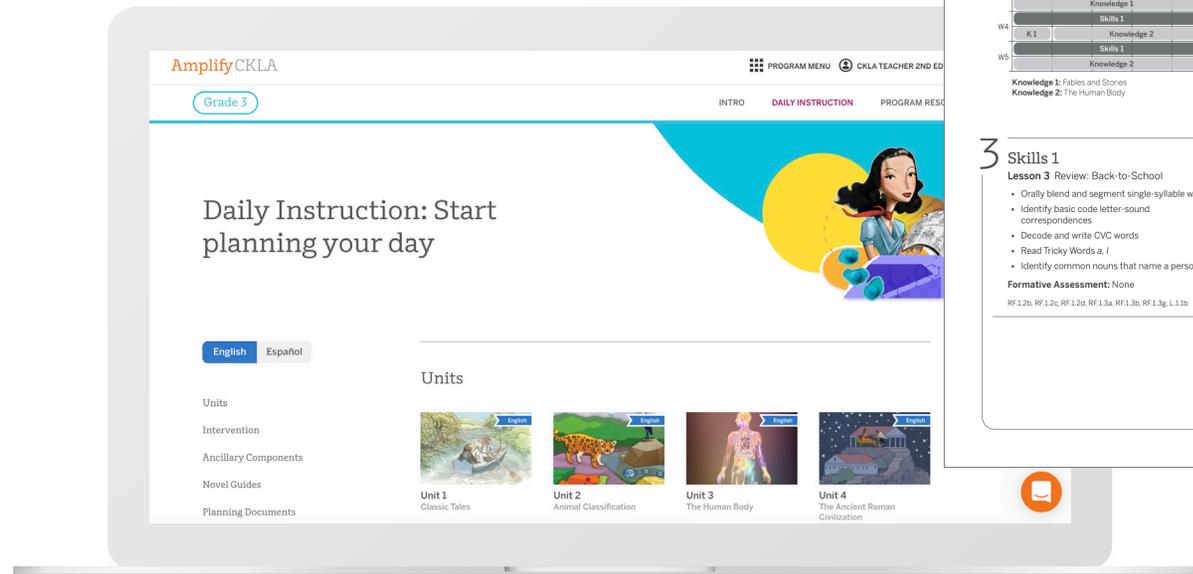
## Get real-time insights into your students' work

The innovative live review tool enables you to keep an eye on students drawing, recording audio, uploading and capturing images, and typing or writing in pre-placed text boxes in their Activity Pages.



# Supporting our teachers, every day

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



## WEEK ONE

	Day 1	Day 2	Day 3	Day 4	Day 5
W1			Skills 1		
W2			Knowledge 1		
W3			Skills 1		
W4			Knowledge 1		
W4	K 1		Knowledge 2		
W5			Skills 1		
W5			Knowledge 2		

Knowledge 1: Fables and Stories  
Knowledge 2: The Human Body

### 1 Skills 1

**Lesson 1** Review: Back-to-School

- Orally blend and segment single-syllable words
- Write certain upper- and lowercase letters
- Decode CVC words using /s/

**Formative Assessment:** None

RF.1.2b, RF.1.2c, RF.1.2d, L.1.1a, RF.1.3b

### 2 Skills 1

**Lesson 2** Review: Back-to-School

- Identify basic code letter-sound correspondences
- Write certain upper- and lowercase letters
- Decode CVC words

**Formative Assessment:** None

RF.1.3a, L.1.1a, RF.1.3b

### 3 Skills 1

**Lesson 3** Review: Back-to-School

- Orally blend and segment single-syllable words
- Identify basic code letter-sound correspondences
- Decode and write CVC words
- Read Tricky Words a, f
- Identify common nouns that name a person

**Formative Assessment:** None

RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3a, RF.1.3b, RF.1.3g, L.1.1b

### 4 Skills 1

**Lesson 4** Review: Back-to-School

- Orally blend and segment single-syllable words
- Identify basic code letter-sound correspondences
- Write certain upper- and lowercase letters
- Decode and write CVC words and phrases

**Formative Assessment:** None

RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3a, L.1.1a, RF.1.3b

### 5 Skills 1

**Lesson 5** Review: Back-to-School

- Identify common nouns that name a person
- Identify basic code letter-sound correspondences
- Write certain upper- and lowercase letters
- Decode CVC words and phrases
- Read Tricky Words no. 5a, of

**Formative Assessment:** None

L.1.1b, RF.1.3a, L.1.1a, RF.1.3b, RF.1.3g

# Flexible professional development

We offer professional development at all levels, from full foundations courses for schools adopting CKLA for the first time to strengthening and coaching sessions for experienced CKLA teachers who want to refresh and improve their skills.

We also offer comprehensive packages to match every school district's needs, including full on-site training, webinars, and a self-paced online course, and we provide unlimited real-time support from experienced educators via chat, email, and phone.

## Foundations

For new or returning customers who need to master the basics to implement successfully

## Strengthening

For new or returning customers who want to deepen their practice, particularly with data-driven instructional planning

## Coaching

For new or returning customers who want job-embedded support tailored to their needs, including modeling, observation, and collaborative planning

## Delivery method

 **Onsite support**  
In person, up to 30 participants

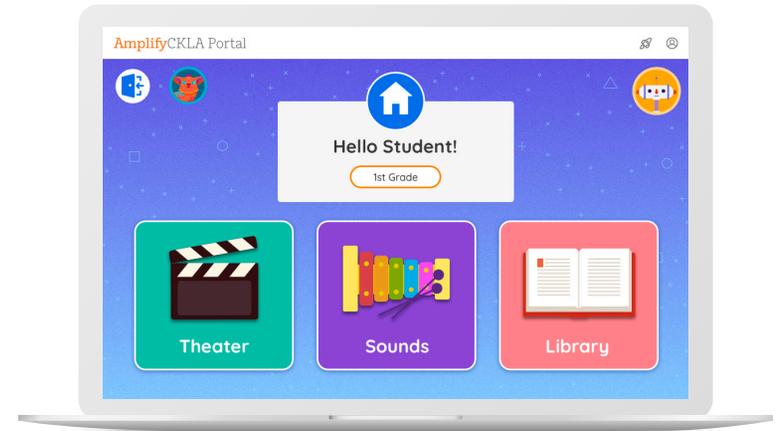
 **Remote support**  
Live webinar, up to 15 participants

 **Online course**  
Self-paced



# Student-friendly multimedia resources to enhance every lesson

Multimedia resources gives students direct access to the unique multimedia content in the Amplify CKLA program. We've worked to make it easy for both K-2 and 3-5 students to use, with a friendly and intuitive design and immersive onboarding help.



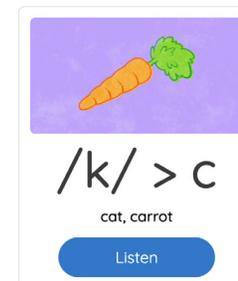
## Knowledge Builders K-2

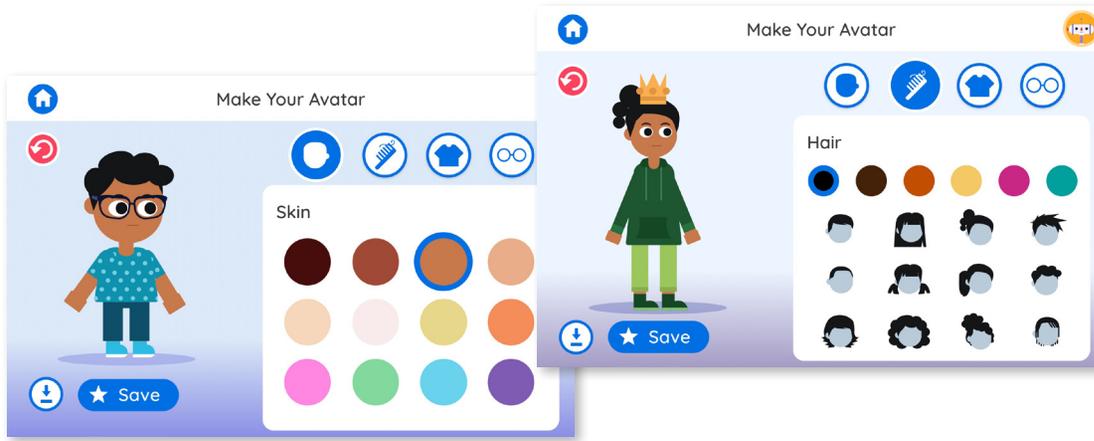
Immerse students in a fun, educational media experience with Knowledge Builder videos! Featuring key concepts and vocabulary for each Knowledge Domain, these animated videos introduce new topics and deepen students' knowledge. Each video is accompanied by a video guide and student activities.



## Sound Library K-2

Build phonics mastery with the Sound Library. Organized by phoneme, this collection of multimedia resources supports the explicit teaching of the 44 sounds in the English language through recordings, animated videos, and fun karaoke-style songs.



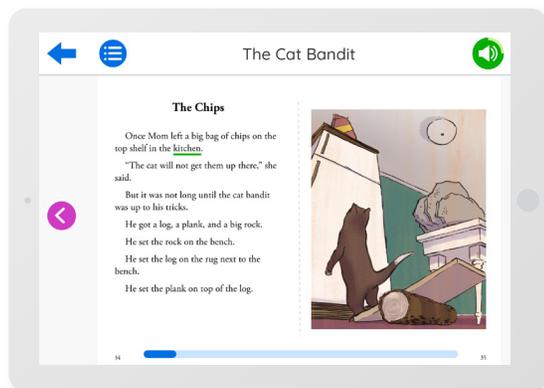


## Avatar Builder (K–5)

Students can truly immerse themselves in the digital classroom by creating their own avatars. This fun feature makes learning a more engaging, personal experience for each student.

## eReader K–5

The Hub eReader gives students an easy way to connect to the entire CKLA library of readers. An audio-enabled read-aloud function supports students who are still at the early stages of learning the letter code, and accessible controls make ebooks easy and fun even for very young readers. Grades 3–5 offer Spanish readers as well.



## Vocab App 3–5

The Vocab App offers students additional opportunities for independent practice with selected Tier 2 (academic vocabulary) words from each unit. Practicing with the Vocab App will help students master targeted vocabulary words from the domains they are studying.

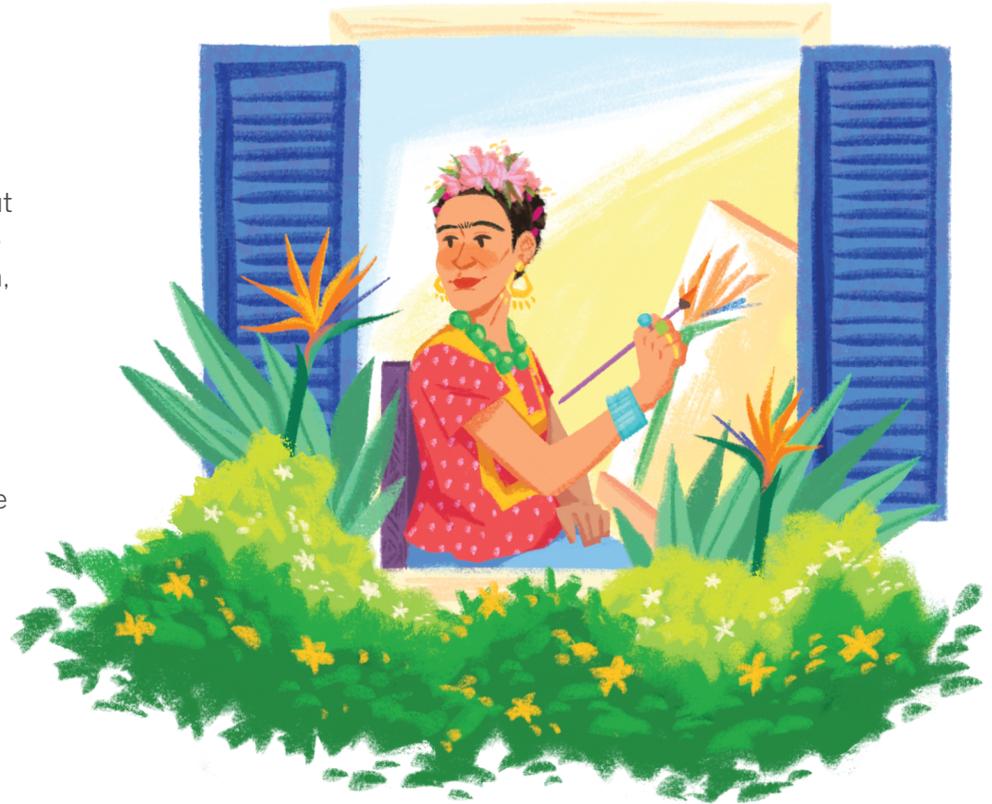


## Knowledge Research units provide windows and mirrors

Make your Amplify CKLA classroom experience even more diverse, authentic, and engaging with the supplemental Knowledge Research units. Available in Spanish and English, these units examine artists, world exploration, aviation, jazz, energy innovation, and Juneteenth.

Your students will soar to new heights with Dr. Ellen Ochoa, Amelia Earhart, and the Tuskegee Airmen; feel the rhythm as they learn about jazz legends Miles Davis, Tito Puente, and Duke Ellington; and explore the far reaches of the world with Jacques Cousteau, Matthew Henson, and Eugenie Clark. Units can be implemented for extended core instruction during flex periods, district-designated Pausing Points, or enrichment periods.

Each unit features engaging high-interest authentic Trade Books that will spark curiosity and inspire inquiry. Additional components include a Teacher's Guide, Student Activity Books, Image Cards, and Digital Components (for grades K–3 and 5).



Your kindergarten students will love learning about Frida Kahlo in the "Art and the World Around Us" unit.

# Units

## Kindergarten

Art and the World Around Us

## Grade 1

Adventure Stories: Tales from the Edge of the World

## Grade 2

Up, Up, and Away: The Age of Aviation

## Grade 3

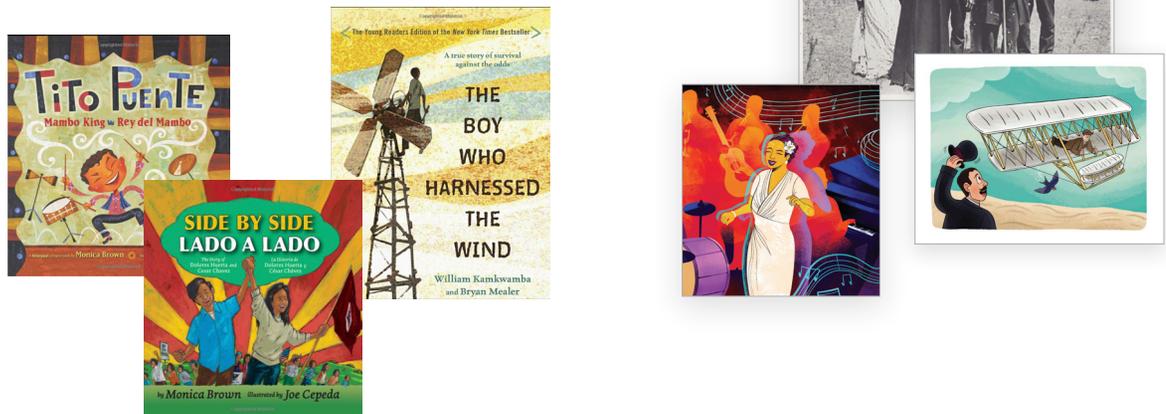
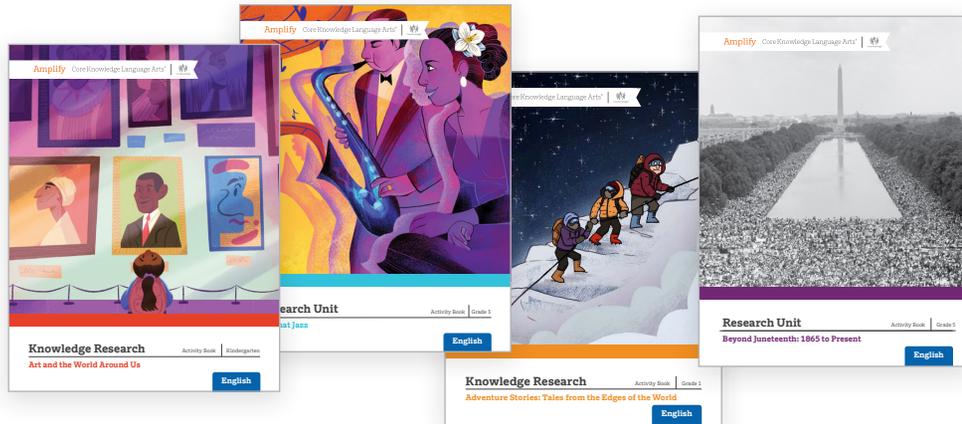
All That Jazz

## Grade 4

Energy: Past, Present, and Future

## Grade 5

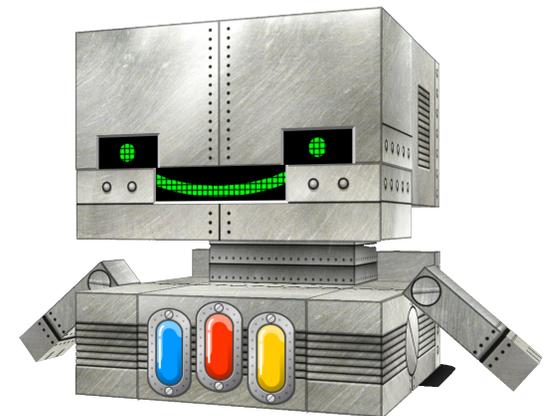
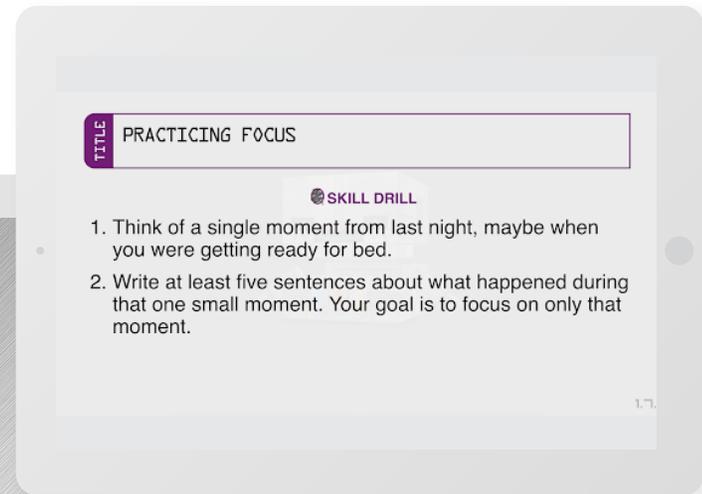
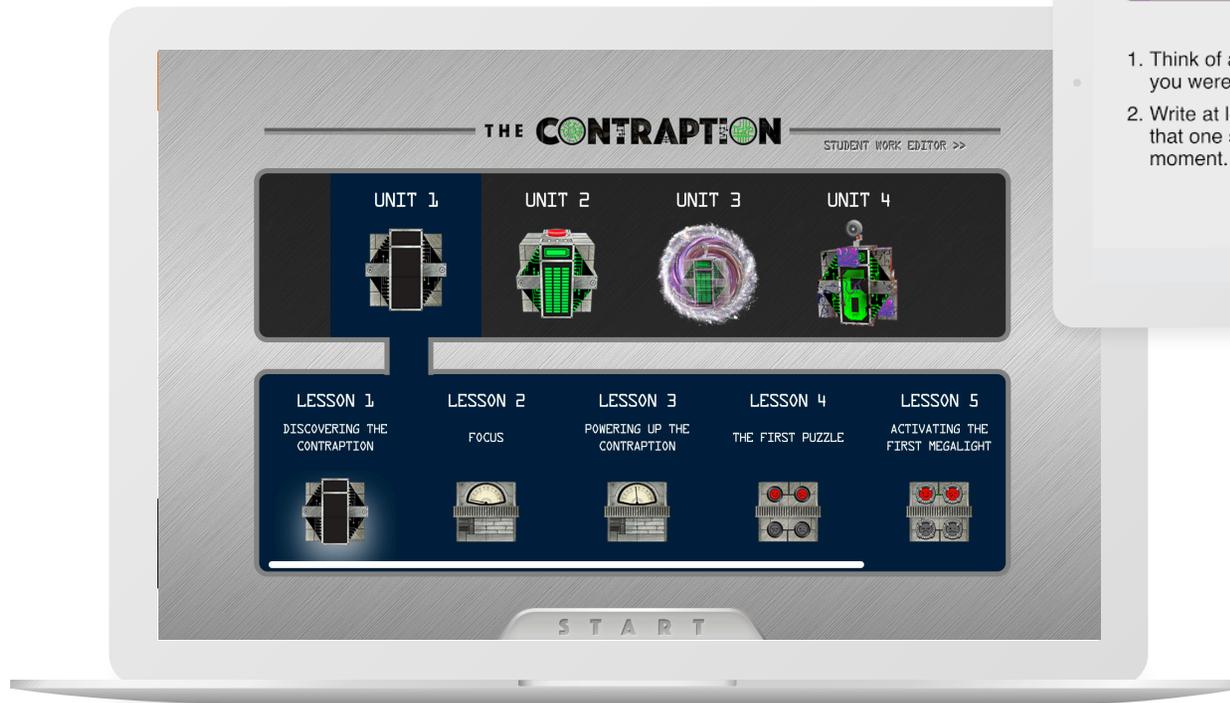
Beyond Juneteenth: 1865 to present



TEACHER SUPPORT

# Immersive writing Quests

Writing Quests are unique units that teach students key writing skills. Over the course of grades 4 and 5, students will interact with a fun and evolving robot companion that asks them to reflect on their own experiences in order to help it learn about the world.



# Novel Guides

Novel Guides bring students beyond the CKLA curriculum. We provide fifteen full days of instruction on contemporary trade books, as well as writing prompts that help students navigate the authentic literature they love.



TEACHER SUPPORT

# Companion programs: Writing and language

The more options you have to bring writing and English language learning projects and activities into your classroom, the greater the benefit to your students. That's why we've developed Writing Studio and Language Studio as two rich ways to expand CKLA to laser-focus on these subjects.

## Writing Studio

Writing Studio provides you with a full sequence of targeted writing activities that are tied both to writing standards and to the CKLA domains. Each lesson offers differentiated prompts that challenge and support your writers (including ELLs), helping them hone their skills in narrative, opinion, and informative writing while also learning research techniques.



## Language Studio

Language Studio is an English language development companion program to CKLA. Our carefully developed program follows the CKLA Knowledge Domains, previewing and reinforcing skills and content from core instruction using instruction specifically built for ELLs. The program is also designed around frequent formative assessment, including assessment of language proficiency, giving you effective ways to guide and support your ELLs.



# Science of Reading: The Podcast

**Science of Reading: The Podcast**, hosted by Susan Lambert, delivers the latest insights from researchers and practitioners in early reading. Each episode takes a conversational approach and explores a timely topic related to the Science of Reading.



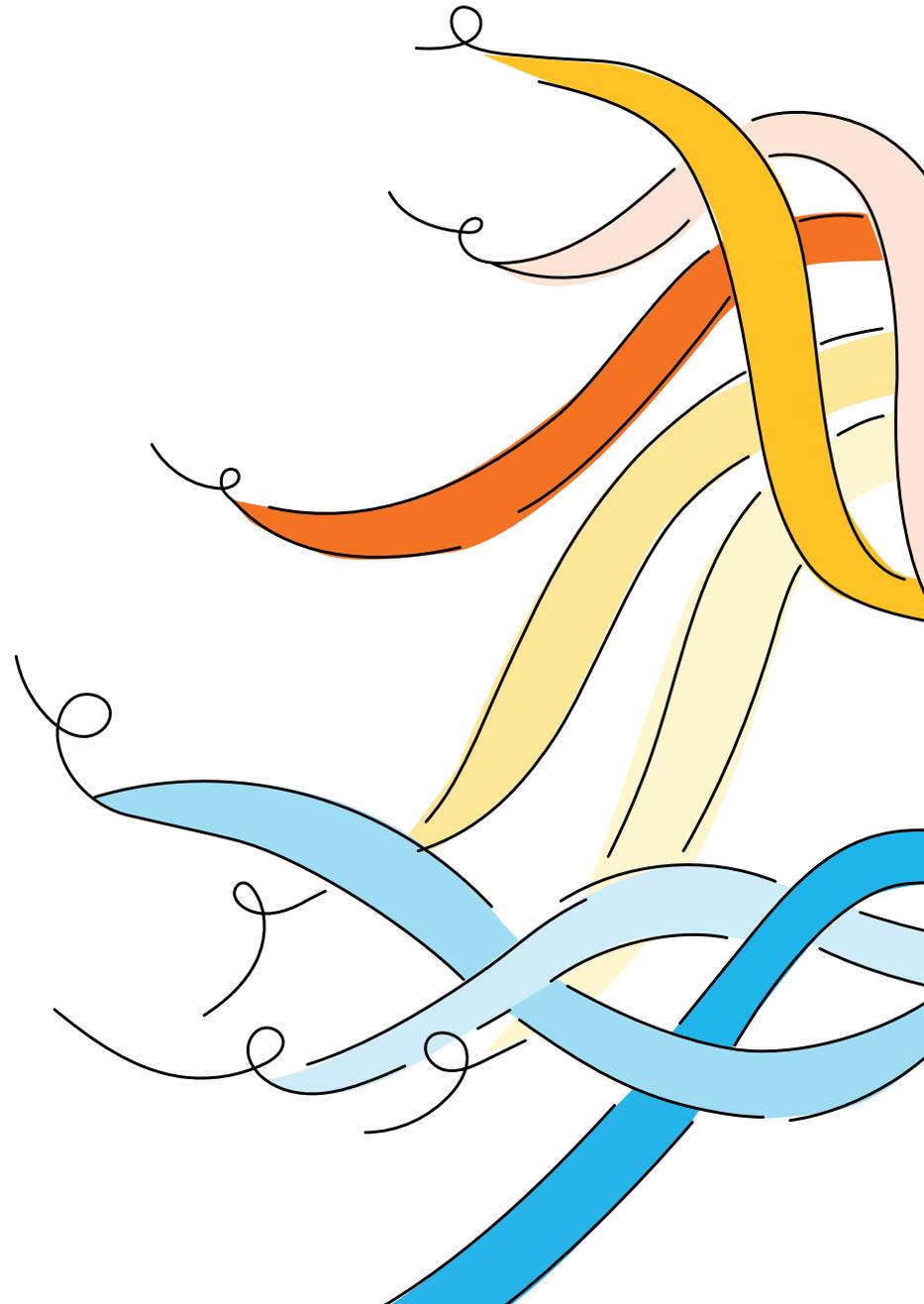
**Natalie Wexler**  
Season 1 Episode 1



**Dr. Louisa Moats**  
Season 3, Episode 3



**Julie Washington**  
Season 4, Episode 7



# The Science of Reading is for everyone



**Susan Lambert**  
Host

10:57

Amplify.



Science of Reading:  
**The Podcast**

0:08

-51:20

# Comprehensive literacy suite

Strong core instruction grounded in the principles of the Science of Reading is crucial—but in isolation, even that’s not enough. To be powerful and effective, a literacy system needs to bring together assessment, curriculum, intervention, personalized learning, and ongoing professional learning.

Amplify has combined these crucial elements into an early literacy suite that has everything you need. Our programs ensure that all educators are equipped to support every student on their pathway to literacy—in both English and Spanish.

## 1. mCLASS® Assessment

Benchmark and progress-monitoring assessment with dyslexia screening

## 2. Amplify CKLA

Core instruction with explicit, systematic foundational skills and diverse background knowledge

## 3. Amplify Reading

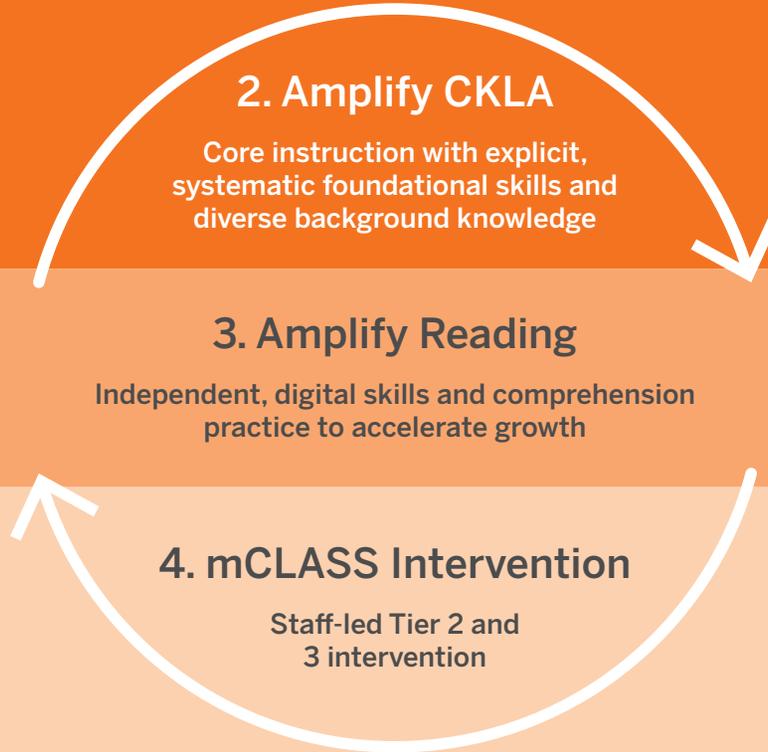
Independent, digital skills and comprehension practice to accelerate growth

## 4. mCLASS Intervention

Staff-led Tier 2 and 3 intervention

## 5. Science of Reading professional development

Amplify training, events, and podcasts



# Amplify CKLA and Amplify Caminos: The perfect partners for dual language

## We build everything on the Science of Reading

At the heart of the Science of Reading is the Simple View of Reading, a formula describing how skilled reading requires both language comprehension and word recognition. In Amplify Caminos, you'll find robust knowledge building combined with explicit, systematic, and authentic Spanish foundational skills instruction.

## Designed for every dual language implementation model

Amplify Caminos supports any language model, including English as a Second Language (ESL), transitional bilingual programs, dual-language strands, and Spanish immersion programs. Like Amplify CKLA, Amplify Caminos is a full and robust language arts program—in Spanish—that will inspire and engage your students.

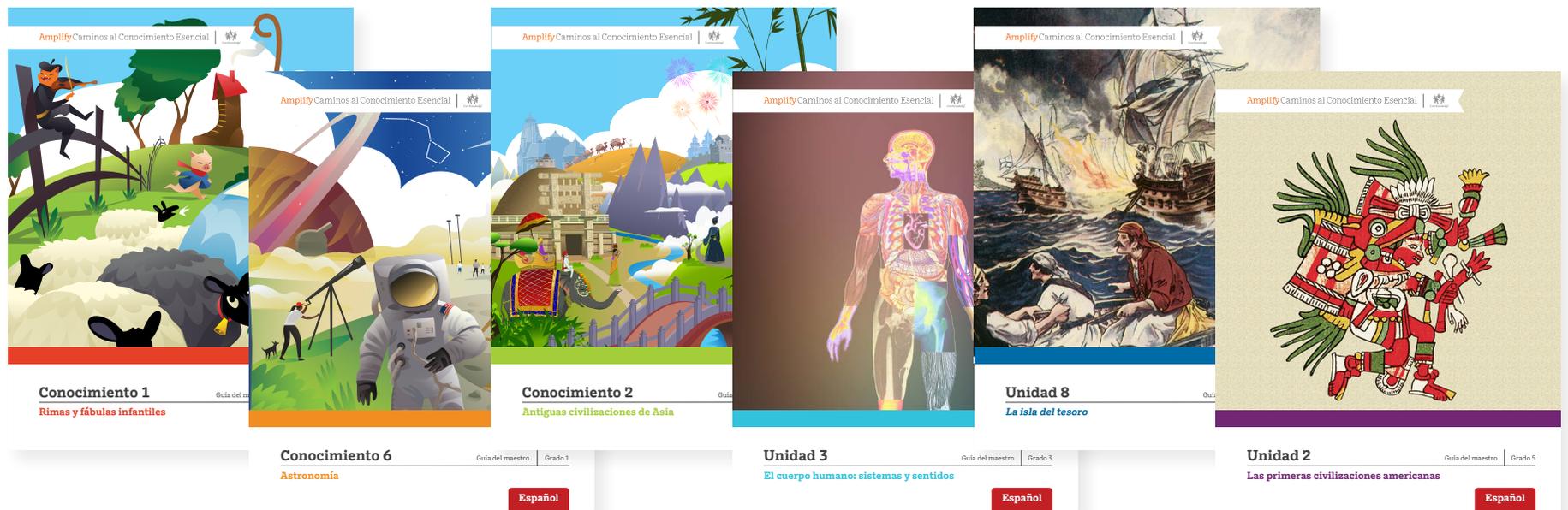


Original Spanish Decodable Student Readers celebrate diverse experiences and progress foundational skills.

## Strengthen Spanish and English language skills

Amplify Caminos uses spiral learning to reinforce every student's ability to develop skills like reading, writing, speaking, and listening in Spanish that can be transferred to English.

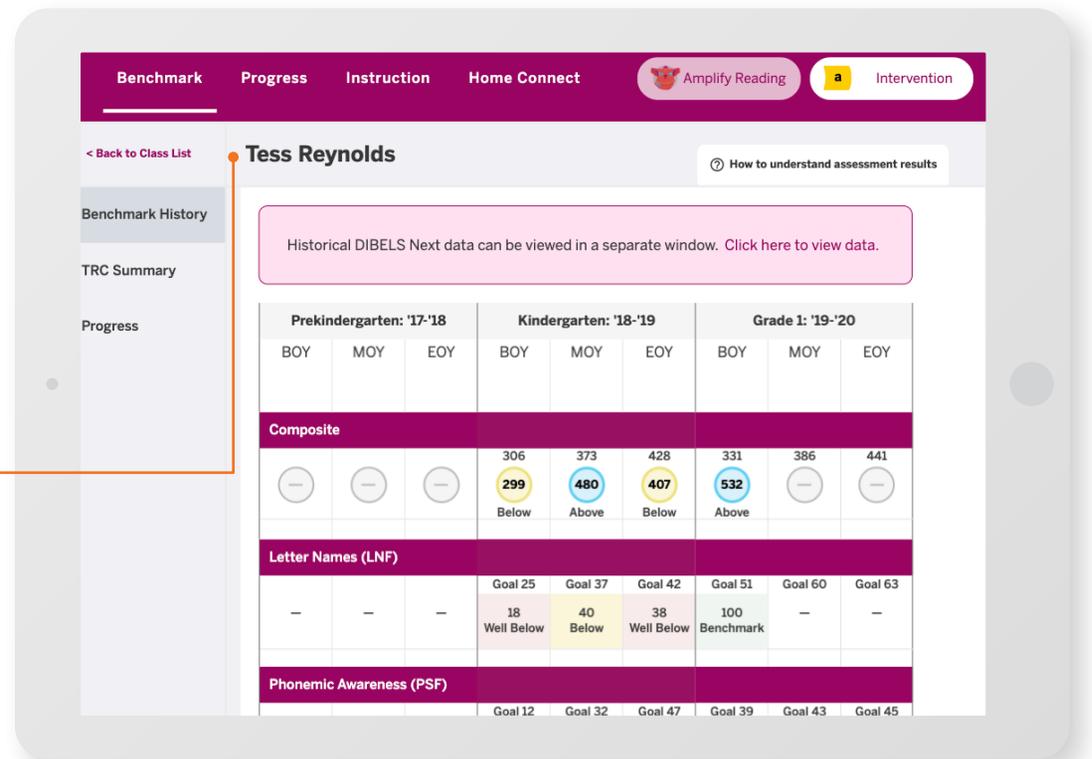
As students engage with their lessons, they explore the similarities and differences in grammar, vocabulary, writing, and language use between Spanish and English. This bridge helps students learning two languages to strengthen their knowledge in both.



# Universal screening in English and Spanish

## Grades K–6

mCLASS with DIBELS® 8th Edition gives you timely insights into your students at every skill level. mCLASS also lets you understand which students are struggling and may be at risk of learning disabilities like dyslexia, and gives you instant instructional and grouping recommendations to help you reach every student.



Detailed skill reporting for teachers, administrators, and parents



## Level the playing field in classrooms with dual language reporting

mCLASS with DIBELS® 8th Edition and mCLASS Lectura combine to deliver comprehensive assessment and reporting in both English and Spanish.

View students' English and Spanish literacy development side by side.

Identify transferrable skills across English and Spanish.

**Gabriel Archuleta**

Gabriel demonstrates higher performance on Spanish literacy assessments than English literacy assessments. Gabriel applies strong foundational skills in Spanish to read and comprehend text. Gabriel may need additional support in English language, foundational skills, and in applying foundational skills to read and comprehend text.

Teach Gabriel to apply Spanish letter-sound knowledge to English; review letter-sound correspondences that are similar across both languages and point out those that are different in English.

	Letter Names	Phonological Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency
English	30 Well Below	34 Below	11 Well Below	11 Well Below	10 Below	40% Well Below	4 Well Below
Spanish	51 Benchmark	53 Benchmark	20 Benchmark	55 Benchmark	23 Below	95% Benchmark	42 Below

Dual language report

**Supporting Gabriel's Biliteracy Development**

**Phonological Awareness**

Gabriel has strong skills in phonological awareness in Spanish at both the syllable and phoneme levels and needs to build skills in phonological awareness in English. During instruction, consider cross-language transfer or whether the sounds transfer between languages. Build on sounds that are similar across languages, and highlight sounds that are different. Start with earlier phonological awareness skills like blending and segmenting at the syllable and onset-rime levels before moving to phonemes.

**ENGLISH**  
34 Below  
Phonemic Segmentation Fluency PSF

**SPANISH**  
53 Benchmark  
Fluidez En La Segmentación De Sílabas PFS

**SPANISH**  
20 Benchmark  
¿Que Queda? QQ

For students with developing or emerging skills in English language, start instruction with sounds the student already knows. Then, focus on recognizing and distinguishing all of the sounds in English.

Cross-Linguistic Transfer: Phonological Awareness

**Letter Sounds and Decoding**

Gabriel has strong skills in phonics in Spanish (letter sound correspondence and blending sounds into syllables) and needs to build letter sound and decoding skills in English. During instruction, consider cross-language transfer: sounds and letter combinations that are transferable (e.g., m, s, t) and non-transferable (e.g., r, rr, ñ) from Spanish to English. Highlight sounds and letter combinations present and not present in the child's native language. Include extra modeling and examples of words that include the sounds and letter combinations. During instruction, use words with meanings the student understands so the focus can be on alphabetic principle and basic phonics.

**ENGLISH**  
19 Below  
Vocabulary VOCAB

**SPANISH**  
24 Benchmark  
Vocabulario VOCAB

Scaffold: For students with developing or emerging skills in English language, start instruction with sounds the student already knows. Then, focus on recognizing and distinguishing all of the sounds in English (e.g., English-only digraphs such as sh and th).

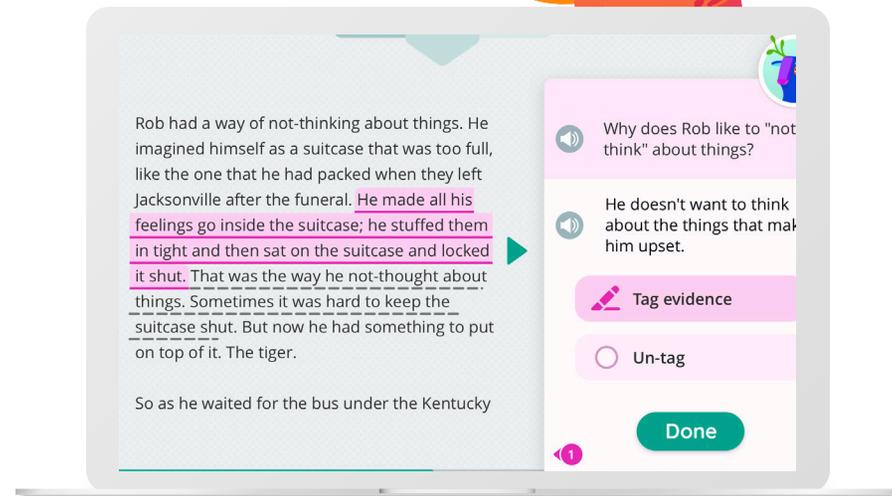
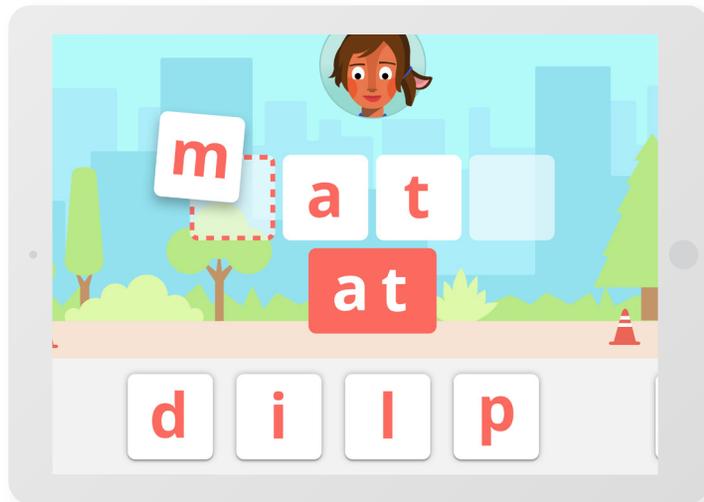
Cross-Linguistic Transfer: Letter Sounds and Decoding

Dual language report

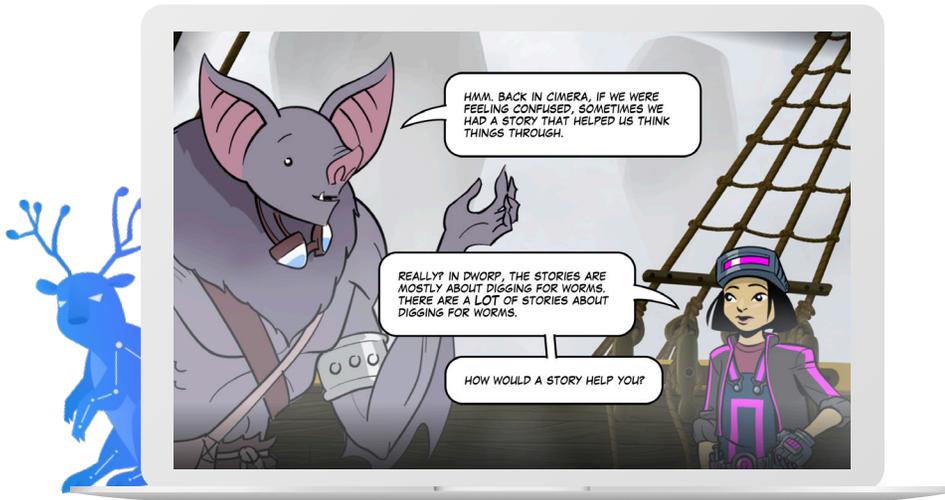
# Student-driven skill practice aligned to CKLA

## Grades K–5

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



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

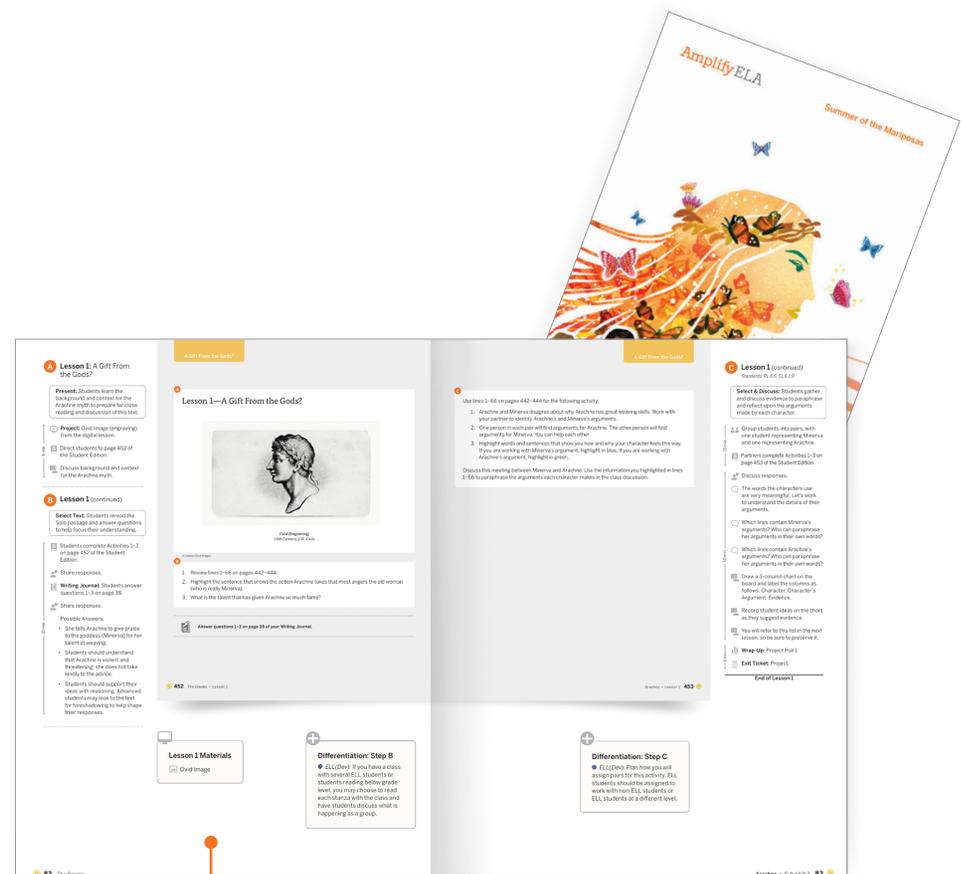
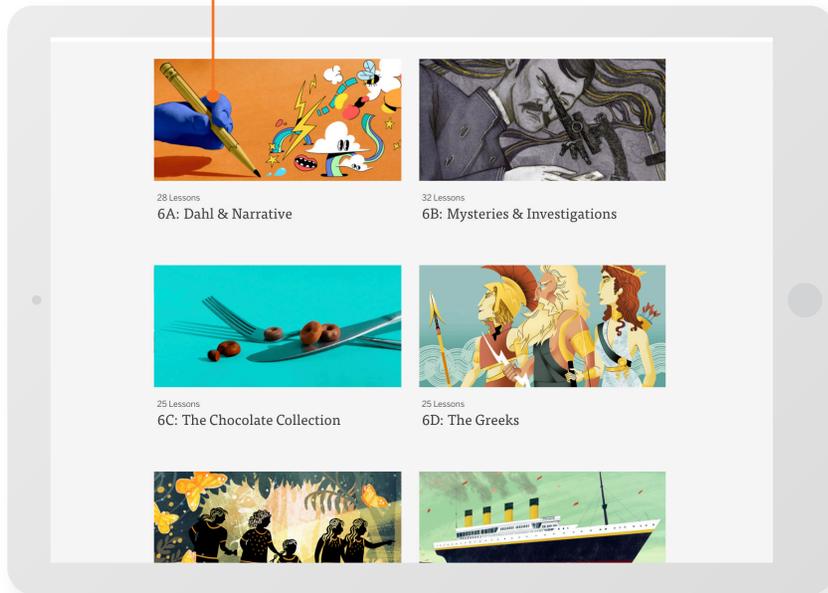


# Knowledge-rich curriculum for middle school

Grades 6–8

As students move into middle school, they begin to strike out on their own as readers, starting to use texts to ask and answer their deeper questions about the world and their place in it. Amplify ELA supports that exploration with a beautifully designed and text-centric curriculum.

## Digital Teacher Edition



Print Teacher Edition

Amplify ELA builds on the strong skills and knowledge foundation in CKLA. ELA extends CKLA Knowledge Domains into new and rich areas while encouraging students to read and reflect on a variety of challenging grade-level texts and other media. The goal is to encourage students to grow into confident, independent, critical readers throughout the entire K–8 literacy experience.



Dear teachers,

We see the work you do every day.

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

With CKLA, we hope we've created something that saves you time, helps you know your students better, and helps you create the kind of rich and rigorous learning that will set them on the path to thinking deeply, creatively, and for themselves.

Thank you for all you do!

Sincerely,

Amplify

Explore the CKLA curriculum yourself with an Experience Kit, a sample that allows you to try it out in the classroom for one week. **Ask about it today!**



Visit [amplify.com/ckla](https://amplify.com/ckla) to get more information, or to contact a sales representative.

Amplify.

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