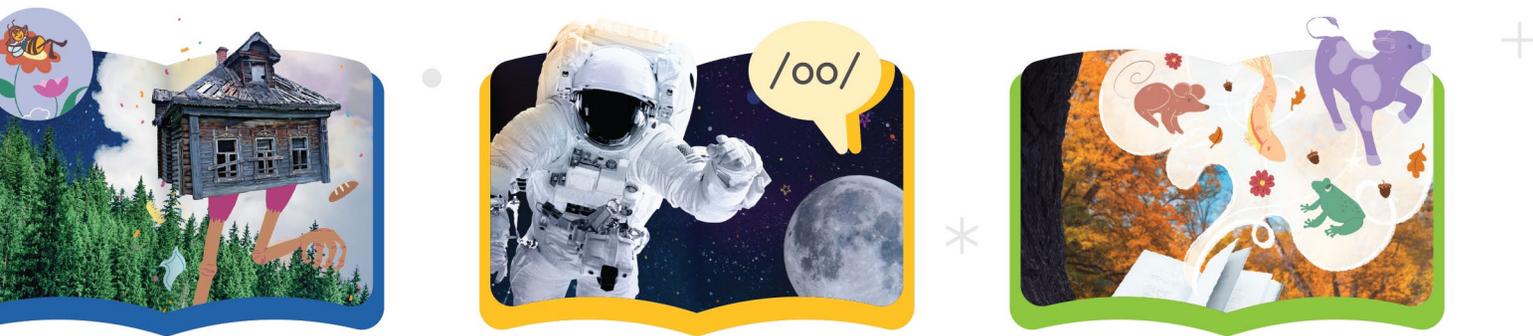


3RD EDITION: THE NEXT CHAPTER IN THE SCIENCE OF READING

Program Guide

Michigan



BUILT ON THE
Science
OF
Reading

Dear educator,

We're thrilled to introduce Amplify Core Knowledge Language Arts (CKLA) 3rd Edition, an integral part of Amplify's comprehensive literacy suite.

Over the past decade, Amplify CKLA's integration of explicit, systematic skills instruction and intentional knowledge building has had a profound impact on classrooms across the nation.

Driven by our commitment to make instruction grounded in the Science of Reading more accessible than ever, we've enriched our third edition with:

- Bolstered writing instruction anchored in the Science of Writing, the research behind how kids learn to write.
- Extended opportunities to support all learners in your classroom.
- Streamlined pacing to accommodate your busy schedule.
- More authentic texts and trade books to enrich lessons.

All students deserve the opportunity to flourish as confident readers, writers, and thinkers. We look forward to making this vision a reality and writing the next chapter in the Science of Reading together.

Sincerely,



Susan Lambert
Chief Academic Officer, Elementary Humanities,
Amplify



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The Science of Reading isn't a label— it's our promise.

As the original Science of Reading program, systematic skills instruction and intentional knowledge building is in our DNA. Unlike retro-fitted programs, Amplify CKLA's research-based foundation has been the heart of our program for the past decade.

With Amplify CKLA 3rd Edition, we've built on this effective foundation to bring you the next chapter in the Science of Reading.

“Where we had previously said, ‘Kids aren't ready, it's not appropriate, they can't do it,’ we now stand in awe of what they are learning and doing. They can do every bit of it and more when we give them the chance to do it.”

Matthew Patterson
Assistant Superintendent
West Jefferson Hills School District



We believe the Science of Reading should be ever-evolving and accessible to all teachers and students. So, what does the next chapter look like?

- **A powerful new Knowledge Sequence.**
Students engage with a wider range of people, perspectives, and high-quality texts in exciting new and enhanced units.
- **Writing instruction based on the Science of Writing.**
Writing reinforces learning better than ever with daily and explicit writing instruction that integrates reading and writing.
- **Streamlined pacing.**
Knowledge Units meet all standards in 165 days of instruction, giving you more time for enrichment and remediation.
- **Assessment and data reporting.**
Immediate insights with digital assessments and reports help you make quick data-driven decisions.
- **Tiered support through a comprehensive literacy system.**
Amplify's literacy suite provides cohesive instruction across all tiers and aligns with a Multi-Tiered System of Supports (MTSS).



Comprehensive literacy system in action

Amplify CKLA is a key part of Amplify’s early literacy suite, a family of programs built on the Science of Reading that all connect with one another.

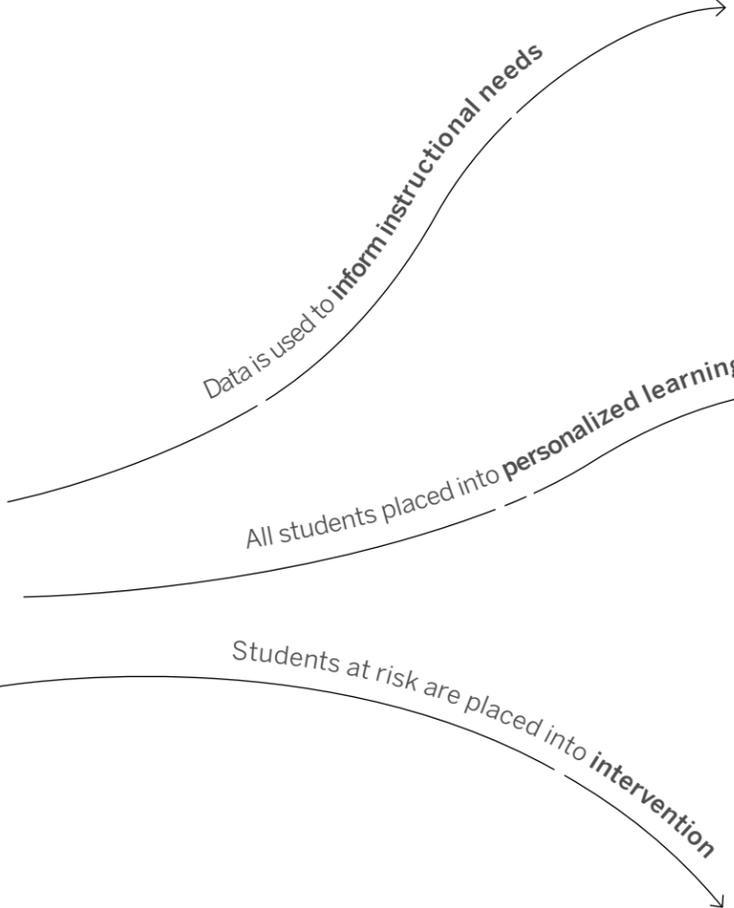
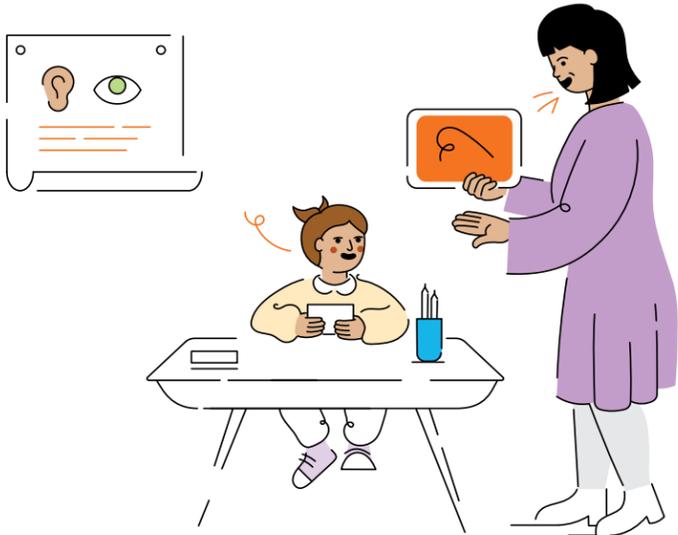
What makes Amplify’s early literacy suite powerful?

1. It’s a cohesive literacy solution designed to support Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI).
2. Its aligned resources do away with the need for piecemealing.
3. Data drives next steps for the whole group, small groups, and individual students.

TIER 1 2 3

Assess: mCLASS® DIBELS 8th Edition

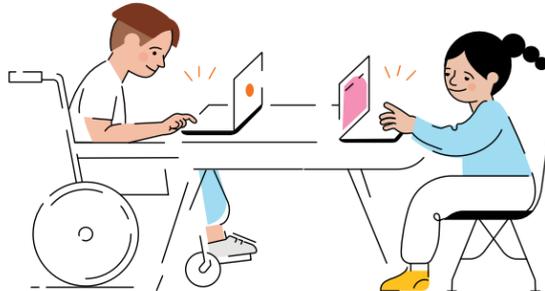
- Universal and dyslexia screening
- Targeted, teacher-led instruction
- Ongoing progress monitoring



TIER 1 2 3

Instruct: Amplify CKLA

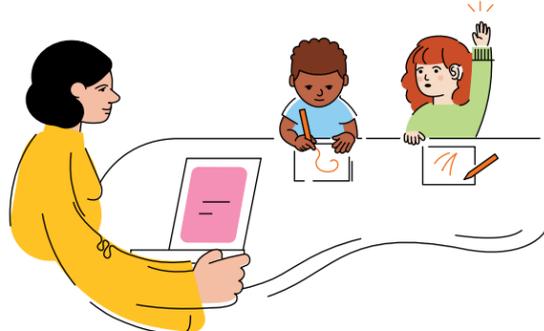
- Builds strong foundational skills
- Develops background knowledge and vocabulary
- Sparks engagement with rich and diverse content



TIER 1 2 3

Practice: Boost Reading

- Personalized remediation and enrichment makes learning to read fun
- mCLASS data informs student placement
- Differentiated practice reinforces and strengthens Amplify CKLA instruction



TIER 1 2 3

Intervene: mCLASS Intervention

- Targeted, staff-led intervention
- Places students into small groups seamlessly using mCLASS data
- Can be delivered by classroom teachers, interventionists, tutors or paraprofessionals



AMPLIFY CKLA 3RD EDITION: THE NEXT CHAPTER IN THE SCIENCE OF READING

Program overview

“Of the curricula I have experienced in my career, Amplify CKLA is the best. My students are so engaged and achieving so many things.”

Katie Bonnette
Grade 1 Teacher, Oakdale Elementary
Allen Parish School District, Louisiana

Our approach



Explicit, systematic skills instruction

Crack the code with instruction that builds strong foundations in decoding and transcription skills.



Intentional knowledge building

Dive into science, social studies, and arts topics to build a robust knowledge base that strengthens reading comprehension and writing composition.



Daily writing connected to reading

Improve communication and confidence with instruction built on the science of how kids acquire writing skills.



High-quality, diverse texts

Immerse students in a variety of texts—from complex read-alouds to decodable chapter books, and from trade books to content-rich readers—that reflect varied experiences and connect to learning goals.



Differentiation at multiple levels

Reach all learners with scaffolds and challenges that make content accessible to everyone, including multilingual/English learners.



Research-based and proven effective

Improve outcomes with a program built on a decade of research with findings that meet the strongest ESSA Tier I criteria.

Built on the Science of Reading

Amplify CKLA’s curriculum mirrors the Simple View of Reading and the Reading Rope: Two separate strands in Grades K–2 merge into a singular strand in Grades 3–5, developing the language comprehension and word recognition skills needed for reading and writing proficiency.



Knowledge Strand

Grades K–2 | 60 minutes a day

Knowledge developed through read-alouds and activities fuels discussion and critical thinking every day as students engage with new ideas and develop vocabulary and writing in context.

Skills Strand

Grades K–2 | 60 minutes a day

Explicit, easy-to-use lessons systematically cover all foundational skills standards and run alongside knowledge topics. Hands-on and multimodal experiences set every student up for success.

language comprehension

knowledge

vocabulary

sentences

reasoning

mental model

word recognition

sounds

letters

words

increasingly strategic →

increasingly automatic →

skilled reading

Integrated Strand

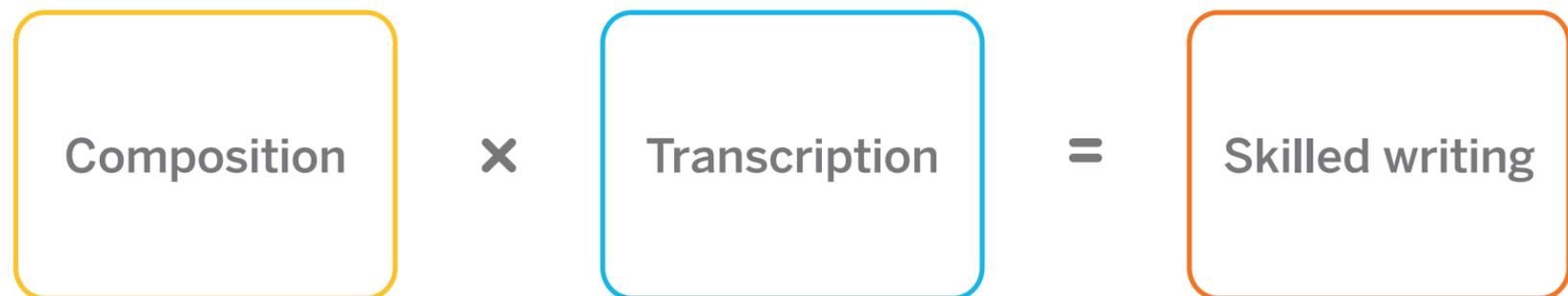
Grades 3–5 | 90–120 minutes a day

Lessons begin to combine skills and knowledge with increasingly complex texts, close reading, and a greater emphasis on morphology. Students strengthen reading, writing, speaking, and listening in the context of a knowledge domain.

Braid diagram based on Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York: Guilford Press.

Integrating reading and writing every day

Amplify CKLA is grounded in the Science of Writing, recognizing and leveraging reading and writing as mutually reinforcing processes.



Composition
Organizing and expressing ideas

- **Writing across text types**
Students hone their writing across narrative, descriptive, expository, and persuasive formats.
- **Connecting reading and writing**
Students activate deeper comprehension and express their knowledge through writing.

Knowledge Strand | K-2

Transcription
Laying the foundation

- **Handwriting and spelling**
Students practice writing new sound-spellings as they learn them, building automaticity with the code.
- **Connecting reading and writing**
Students read decodable chapter-books, then write in response to text while practicing sound-spelling patterns.

Skills Strand | K-2

Skilled writing
Constructing meaning

- **Foundational transcription skills combined with creative compositions**
Students' comprehension, critical thinking, and expressions come to life as they confidently express their ideas across various topics and text types.
- **Connecting reading and writing**
Students respond to the text and concepts within the knowledge domain, using authentic writing projects to dig deeper.

Integrated Strand | 3-5

Making connections across grades



^C Amplify CKLA's systematic and spiraling approach to knowledge building improves students' reading fluency, vocabulary, and text understanding. District-level Choice Units maintain this approach while empowering districts to select topics that best reflect their community, standards, and student interests.

Students grow from week to week...



Charting the World: Geography

Students deepen their geography knowledge, advance their map skills, and compare global locales and landforms to their own neighborhood.



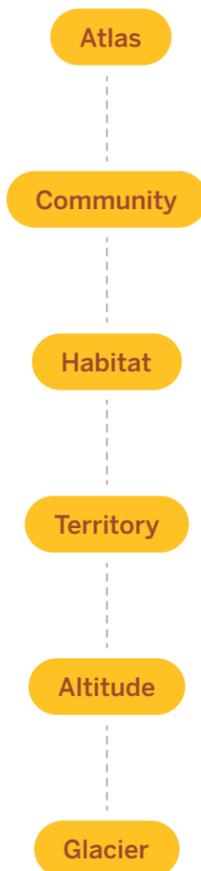
A World of Homes: Animals and Habitats

Students explore the interconnectedness of life by learning about habitats, indigenous plants and animals, and fundamental principles of nature.



Adventure Stories: Tales from the Edge

Students learn about real-world explorers and inventors, become familiar with gathering information for research, and discover the value of perseverance and teamwork.



...and year to year



A World of Homes: Animals and Habitats

Students explore the interconnectedness of life by learning about habitats, indigenous plants and animals, and fundamental principles of nature.



Fur, Fins, and Feathers: Animal Classification

Students explore the science of classification and develop critical scientific skills by identifying characteristics of organisms and objects and presenting evidence-based claims.



The Deep Blue World: Oceans

Students dive into the diversity of life in oceans, consider characteristics of ocean environments that support ecosystems, and collaboratively create and share their findings.



Foundational skills by year

	Print concepts				Phonological awareness				Phonics and word recognition									
	Basic Features of Print	Directionality	Letter Recognition	Features of a Sentence	Rhyming Words	Blending	Phoneme Substitution	Segmentation	Initial/Medial/Final Sounds	Consonants	Long and Short Vowels	R-Controlled Vowels	Digraphs	Diphthongs	High-Frequency Words	Spelling Alternatives	Decoding Single-Syllable Words	Decoding Two-Syllable Words
Kindergarten	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Grade 1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Grade 2									•	•	•	•	•	•	•	•	•	•
Grade 3											•	•	•	•	•			
Grade 4																		
Grade 5																		

	Decoding										Grammar											
	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	
Kindergarten						•			•	•	•	•									•	
Grade 1	•			•	•	•			•	•	•	•			•						•	•
Grade 2	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Grade 3	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Grade 4	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Grade 5	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•



Knowledge and Skills: Grades K–2

“My students are excited about what they’re learning, and they’re so engaged. I never thought they’d find ancient civilizations so fascinating, but they do!”

Christina Pina
District Administrator
Chicopee Public Schools, Massachusetts

Knowledge Strand: Overview

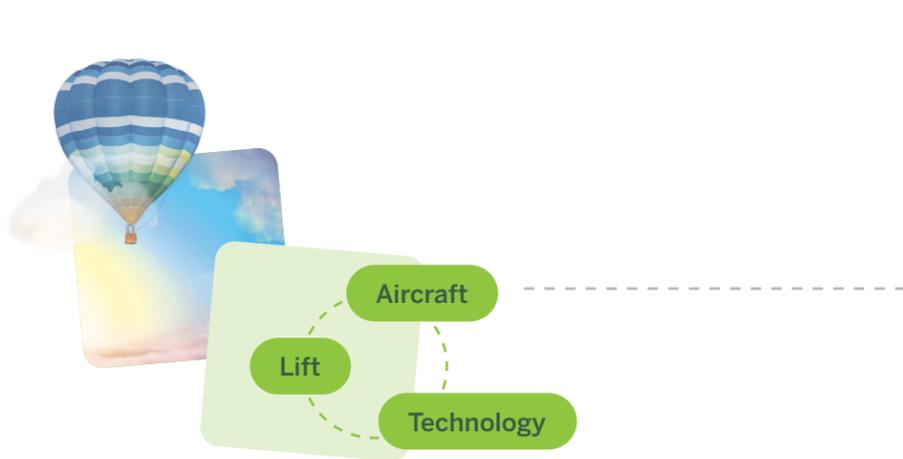
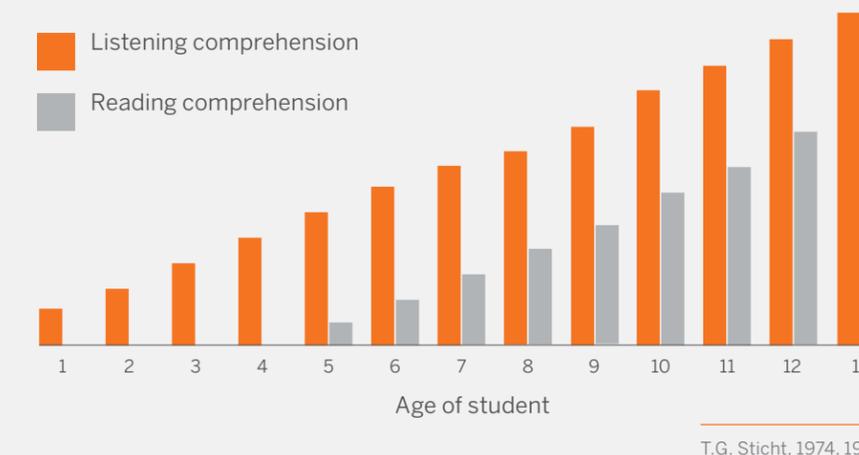
The Amplify CKLA Knowledge Strand builds knowledge within and across grades through a content-specific approach that is cumulative and coherent. Students encounter a range of people and ideas every day. Their interests and curiosity grow alongside their knowledge.

Knowledge Strand

K-2 **10** Units per grade
16 Instructional days per unit

The direct relationship between listening and reading comprehension

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



Build deep and broad knowledge

The Knowledge Strand establishes a base of vocabulary and helps students make connections across past, present, and future domains.



Leverage oral language

Interactive Read-Alouds build knowledge, vocabulary, and comprehension skills at a time in students' development when listening outpaces reading comprehension, and lively discussions spark curiosity.



Develop vocabulary in context

Students build confidence in their expanding vocabulary by practicing in varied contexts, including in discussion with peers and in immersive writing projects.



Deepen learning by writing

Explicit writing instruction linked to Knowledge domains provides meaningful opportunities for students to develop their ideas and enhance their understanding.

Knowledge Strand: Lesson at a glance

1. Introduce the interactive Read-Aloud

Each day begins with a review of knowledge from previous lessons and an introduction to essential terms for the day's Read-Aloud.

2. Listen and discuss

Students engage in the Read-Aloud, demonstrating their comprehension and vocabulary through discussions and Word Work activities.

3. Write to extend

Embedded, high-impact writing activities include sentence frames and conjunction routines. Students revisit and build on their writing throughout the unit.

Opinion Writing: Renaming a Constellation

If you could rename a constellation, what name would you give it and why would you pick this name? Students plan, write, and present an opinion paragraph.



4. Review and assess

Checks for Understanding and standards-aligned Formative Assessments help you know when students achieve learning goals.

Lesson 8: The Solar System, Part I
Introducing the Read-Aloud
 Speaking and Listening: Students will review how a planet differs from a star. [SL.1.1]
WHAT HAVE WE ALREADY LEARNED? (5 MIN.)
Show image 2A-4: Orbit diagram
 • Tell students that for the next two lessons they will learn about several planets.
 • Remind students that they learned that a planet is different from a star.

Show image 8A-7: Earth from moon
 What are the first two planets we've learned about so far? Hint: the smallest and first planet closest to the sun (Mercury); the brightest and second-closest planet to the sun (Venus).
 You should recognize the planet in this photo. It's your home planet, Earth, the third planet from the sun. Earth is the only planet that does not take its name from a Roman or Greek god. The word *earth* is an ancient word that originally meant "ground." When the word *earth* was invented, the people living here did not even know that it was a planet. This photo was taken by the astronauts of the Apollo 8 mission. They did not get to land on the moon, but they flew around it.

My Astronomy Journal
 By _____
 1.2 Activity Page

Check for Understanding
Point to It: [Have students come up and point to each of the inner planets as you name them: Mercury, Venus, Earth, Mars.]

What did you learn from the Read-Aloud, "Stars"? (What did people learn about stars in modern times?)
 I learned that _____

In my drawing, _____
 _____ are objects found in outer space.
 _____ are objects found in the atmosphere.

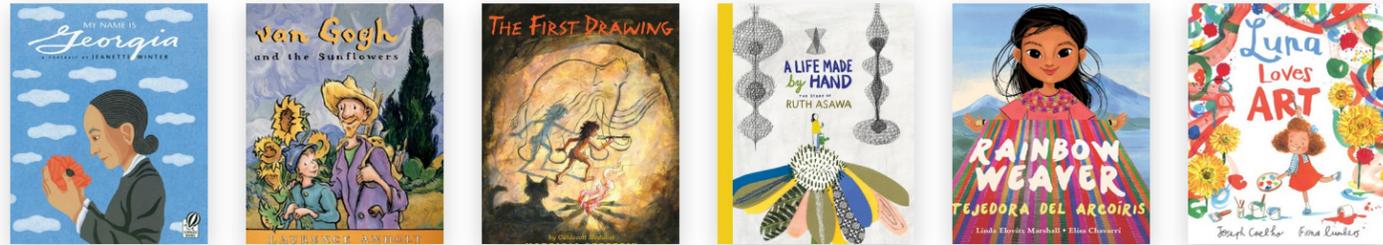
Knowledge Strand: Capstone Research Units

The culminating unit in every grade is a dedicated Research Unit that includes carefully selected trade books. Instruction models inquiry and research, with students conducting independent research that includes topic selection, using primary and secondary sources, and presenting their project.

Grade
K

Shaped by Nature: Art and the World Around Us

Students learn about different kinds of art and how artists use the world around them as they make art.



UNIT 10

Grade
1

Adventure Stories: Tales from the Edge

Students study the careers of real-world explorers Dr. Eugenie Clark and Sophia Danenberg, and marvel at the inventions of Jacques Cousteau.



UNIT 10

Grade
2

Taking Flight: The Age of Aviation

Students learn the stories of early aviators, such as the Montgolfier brothers, the Wright brothers, Aída de Acosta, and Amelia Earhart.



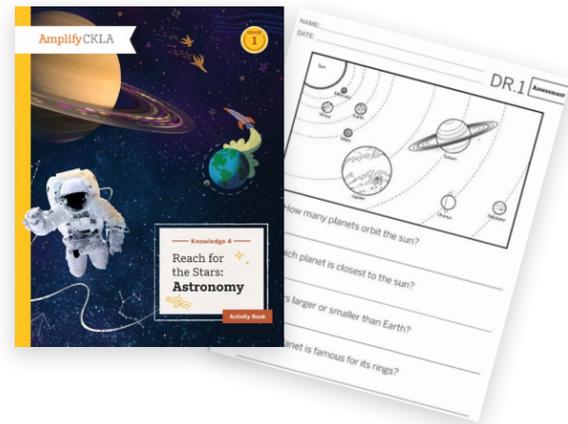
UNIT 10

Knowledge Strand: What's included

Teacher Guides



Student Activity Books



Digital Flip Books and Image Cards



Capstone Research Unit Trade Books

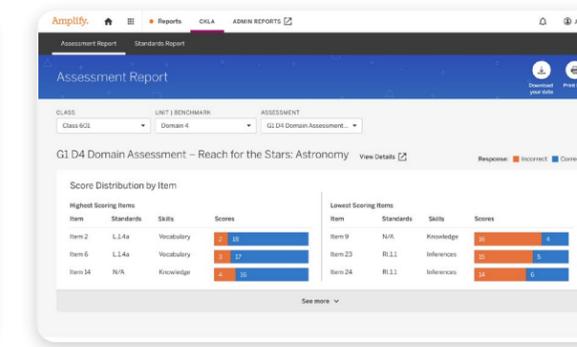


Digital and multimedia

Teacher Presentation Screens



Assessments and reports



Skills Strand: Overview

Amplify CKLA Skills instruction guides you in explicitly teaching the 150 spellings for the 44 sounds of English, progressing from simple to more complex skill development to set your students up for success.

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 and articulate each sound, building the confidence they'll need to read and write the sound.



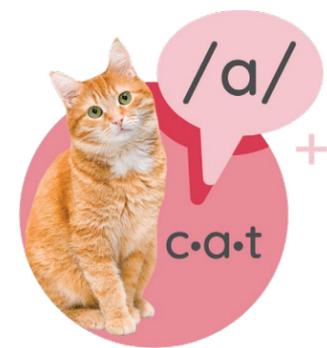
Hear the sound

Students learn to discriminate sounds with engaging phonological awareness activities that incorporate rhyming, alliteration, and more.



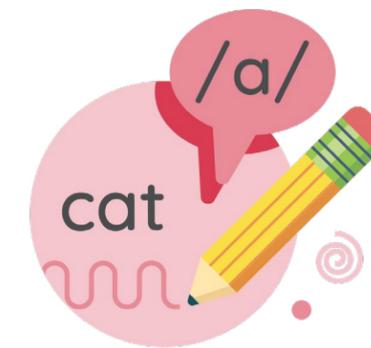
Say the sound

Explicit instruction in articulation helps students build confidence—and it's an especially important scaffold for multilingual/English learners.



Read the sound

Students crack the code by using letters to represent sounds and connecting letters to form words, receiving explicit instruction in all sound-spellings.



Write the sound

Reading and writing come together as students practice writing newly learned sound-spellings, building handwriting skills while reinforcing decoding.

Maximize learning with a proven sequence

The Skills Strand follows a unique sequence based on a proprietary database that identifies the most common sound-spellings in the English language. It begins with the most common and least ambiguous sound-spellings, maximizing the number of words students can decode from day one.

Skills Strand: Lesson at a glance

1. Introduce the sound-spelling

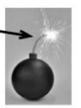
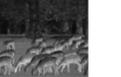
Students learn to map sounds to speech and letters through teacher modeling, articulation videos, and hands-on manipulatives.



2. Practice and apply

Students use the sound-spelling in writing to build automaticity in letter formation and spelling. Take-home activities are also included to extend learning and engage caregivers.

Print the words on the lines where they fit best.

1. fern		
2. herd		
3. perch		

NAME: _____ DATE: _____ 1.1 Activity Page

er er

er

her her

her

Bert Bert

Bert

perk perk

perk

Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the letters.

3. Read and discuss

Deliberate practice with 100% decodable chapter books and relevant discussion questions empower students to hear, say, and read the sound in context.

Meet Vern

My name is Vern, and I have the best job! My job is to take you kids in to see the Green Fern Zoo.

We will see things with wings and things with scales, things that bite and things that sting, things that creep and things that swim.

I have lots of fun facts and tales to share with you. So let's see the zoo and have some fun!




4. Review and assess

Checks for Understanding and Formative Assessments are integrated into every lesson so you can monitor student progress and tailor your instruction.

 **Check for Understanding**

Walk around as students trace the 'er' on their desks and listen to make sure students are making the correct /er/ sound.

NAME: _____ DATE: _____ 3.2 Activity Page

Meet Vern

1. Where will Vern take you?

- the shop
- the Green Fern Zoo
- the bus

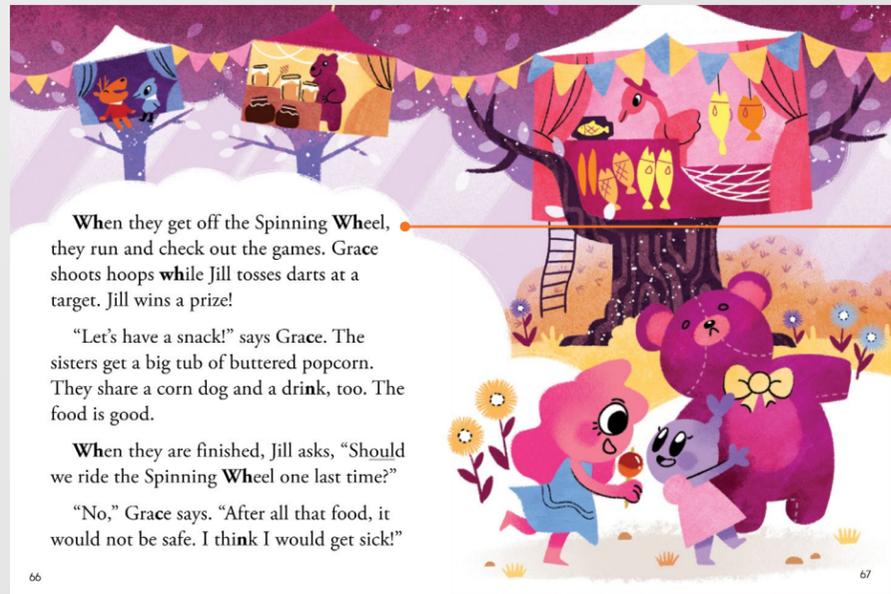
Page _____

2. What is Vern's job?

Directions: students read the story and answer the questions.

Skills Strand: Decodable readers

Amplify CKLA readers are 100 percent decodable, including only words with letter-sound correspondences that have been explicitly taught. They support students in cracking the code, mastering story elements, and accessing increasingly complex text. No guessing, no cueing, just reading success!



New sounds in each unit are introduced in bold and students gradually learn “tricky” spelling concepts such as different sounds that use the same letter code.

Audio-enhanced ebook versions of every reader are available in Amplify’s digital platform.

Kindergarten



Grade 1



Grade 2

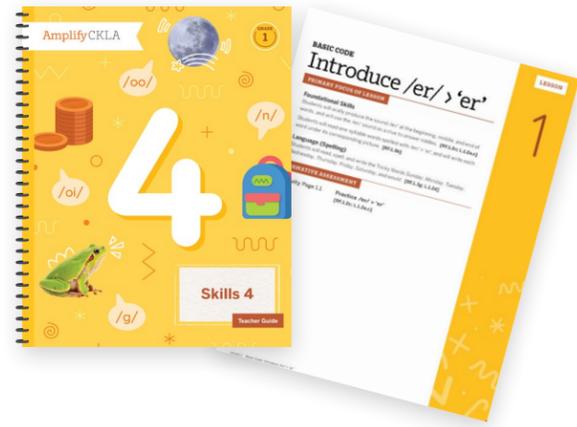


Big Books of select readers are available for teacher demonstration in several Kindergarten and Grade 1 units. *Pet Fun* and *Ox and Man* are available in Big Book and ebook formats only.

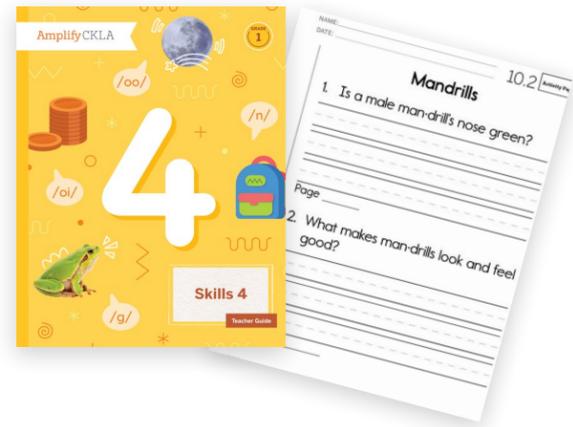


Skills Strand: What's included

Teacher Guides



Student Activity Books



Student Decodable Readers



Sound Posters and Cards

Kindergarten



Blending Picture Cards

Kindergarten, digital only



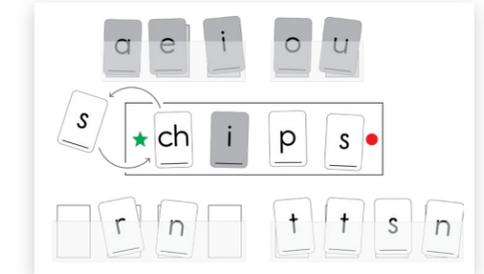
Large Letter Cards

Kindergarten and Grade 1

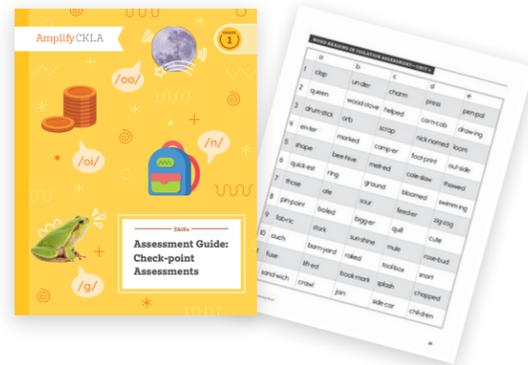


Chaining Folder and Small Letter Cards

Kindergarten



Assessment Guide and Take-Home Pages



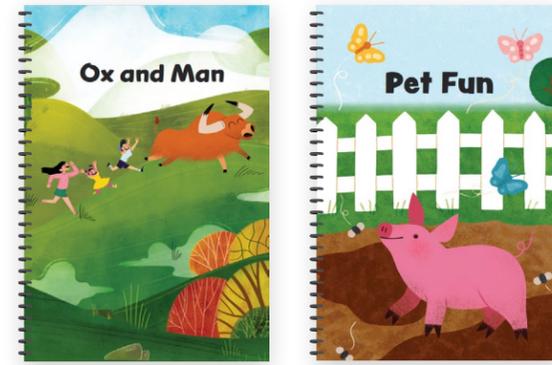
Code Posters and Spelling Cards

Grades 1 and 2



Big Books

Kindergarten and Grade 1

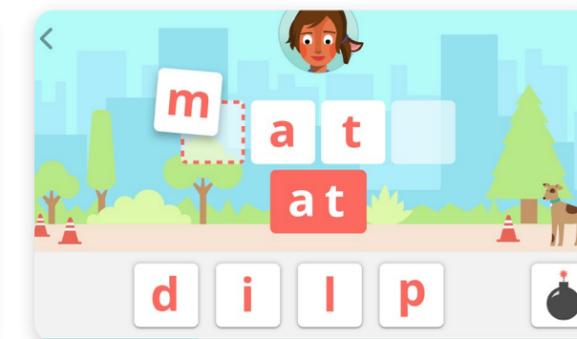


Digital and multimedia

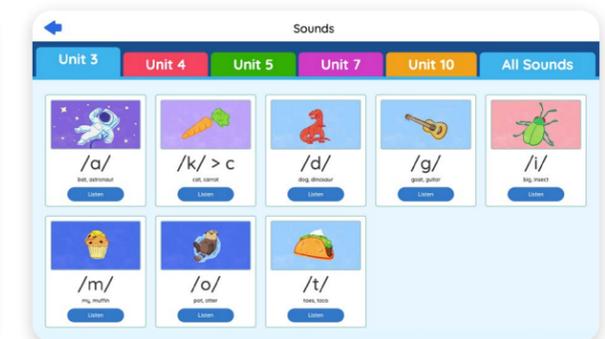
Teacher Presentation Screens



Skill-building games



Sound Library and eReader





Integrated instruction: Grades 3–5

“My students grew more than I could have ever imagined. The curriculum really pushes students to a new level and my students outperformed what I expected.”

Jena Lipnick
Grade 5 Teacher
Onslow County Schools, North Carolina

Integrated Strand: Overview

By Grade 3, decoding becomes more automatic to allow for integrated knowledge and skills instruction. Lesson emphasis shifts toward reading complex text independently or in groups. Units focus on a domain in literature, social studies, or science and are anchored by a literary or informational text.

Integrated Strand

3-5

9 Units per grade

18 Instructional days per unit



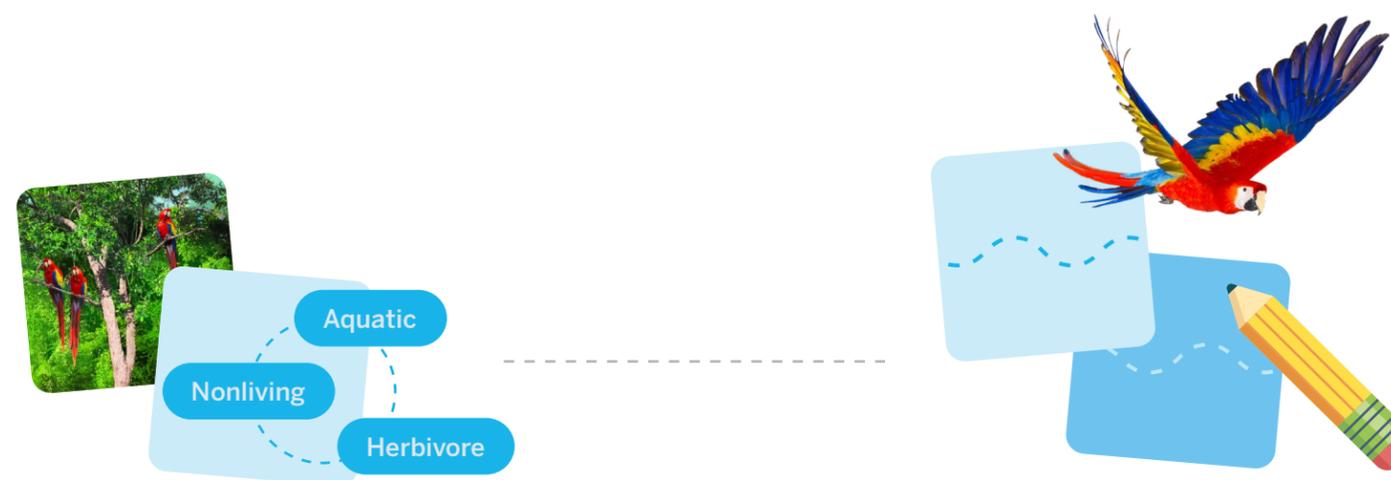
Integrated instruction

Reading, writing, speaking, and listening center around a specific knowledge domain.



Interact with increasingly complex text

Students encounter a variety of complex informational and literary text, and units grow to include dedicated poetry and novel studies.



Focus on morphology and vocabulary

Students learn word parts (including prefixes, suffixes, and root words), supporting both vocabulary development and accurate spelling.

Writing with purpose

Writing opportunities become more frequent and complex as students further develop their ideas, analyzing and writing across text types.

Integrated Strand: Lesson at a glance

1. Introduce the unit

In the first lesson of each unit, students revisit what they've learned from previous units and are introduced to upcoming vocabulary and concepts.

2. Read and discuss

Students interact with text along with discussion prompts to demonstrate and deepen their knowledge and vocabulary.

3. Write and apply

Students practice planning, drafting, revising, editing, publishing, and presenting writing over the course of the unit, building toward a culminating writing activity.

Ecosystem Exhibition: You Are the Writer!

How does your chosen marine animal survive and contribute to the ecosystem where it lives? In this unit, students build toward an Ecosystem Exhibition.



Start Lesson

Lesson 1: Introducing Ocean Ecosystems and Their Inhabitants

Speaking and Listening 35m

Primary Focus: Students will brainstorm characteristics of ocean ecosystems, using images and agreed-upon discussion guidelines in a whole group. [SL.5.1c, SL.5.1d]

CORE CONNECTIONS: INTRODUCE OCEANS (10 MIN.)

- Remind students that in the Grade 1 unit *A World of Homes: Animals and Habitats* they learned about habitats.
- Ask students, "What is a habitat?"
 - A habitat is a home for a living thing that has everything it needs to survive, such as food, water, and shelter.
- Tell students that humans have built places to live.
- Have students brainstorm the types of habitats that humans have built and how these places differ from each other.
- Explain that animals live in different kinds of places, too. In nature, many different plants and animals live together in one place.

Ecosystem

Hydrothermal

Characteristic

Chapter 5
Marine Biologists

The Work of a Marine Biologist: Observing

For most marine biologists, the majority of their work happens in the ocean. They often spend hours on boats or on long underwater dives to observe species from sharks to crabs in their habitats.

Taking notes underwater can be difficult. (Imagine what it would be like to read this chapter underwater.) Marine biologists record their observations on waterproof tablets and take photographs with waterproof cameras. For example, when studying a coral reef, they might measure and record a reef's size. They might also take photographs of the reef to document how vibrant it is. A coral reef's color gives important signs about the health of the algae that live in a symbiotic relationship with the coral. By making observations like these, marine biologists can monitor the health of our coral reefs. They might also take samples of the living reef to study back in their lab.

NAME: _____ DATE: _____ 5.1 Activity Page

Paragraph Planning Page

Directions:

- Use the information from the texts to plan your writing about the important work of marine biologists.
- Gather information from both chapter 5 texts:
 - Text 1. "Marine Biologists"
 - Text 2. "Joan Murrell Owens: A Marine Biologist Who Broke Barriers"

Additional Answers May Vary

The Main Idea You Are Explaining (Your Words)	Supporting Details from the Texts (Quotations or Paraphrasing)	
Who? Text 1. marine biologists Text 2. Joan Murrell Owens	Text 1. "Scientists who study marine life are called marine biologists."	Text 2. "Her father was a fisherman, and while accompanying him and her siblings on fishing trips, Owens fell in love with the ocean."
What (is the accomplishment)?		
Text 1. observing and learning about species from sharks to crabs in their habitats Text 2. achieved a dream of becoming a marine biologist	Text 1. record their observations on waterproof tablets	Text 2. "At age thirty-seven, Owens returned to college to pursue her dream of becoming a marine biologist."

NAME: _____ DATE: _____ 5.2 Activity Page

Marine Biology Accomplishments Paragraph

Directions:

- Draft a five to eight sentence paragraph responding to the writing prompt below. Use information from your paragraph planning page in your paragraph.

Write an informative paragraph about the important work done by marine biologists.

- After drafting, use the checklist to make your paragraph as clear as possible for your reader. Consider:
 - Can this information be understood?
 - Is any special vocabulary explained?
 - Are the sentences long enough to include transition words and phrases?
- On your own or with a partner, check all parts of a paragraph for information that is clear to the reader.

Check for Understanding

Think about organisms that rely on photosynthesis to make their food. In what zone would they be found and why?

- Sunlight zone, where enough sunlight is accessible to conduct photosynthesis.

Grades 3–5 foundational skills instruction

Amplify CKLA Skills Supplement for Grades 3–5 reinforces and builds on K–2 Skills instruction. Use it as a support for your core instruction to extend daily lessons or as an intervention solution, depending on your students’ needs.

This instruction provides a comprehensive review and expansion of foundational reading skills, with explicit instruction in the following:

- Phonological awareness
- Phonics and word recognition
- Syllabication
- Fluency
- Morphology
- Reading comprehension
- Encoding (spelling)

LESSON AT A GLANCE

	Time	Materials
PART 1 (15 min.)		
Warm-Up		
Review Short and Long Vowel Sounds	3 min.	
Phonics—Decoding		
Review Short and Long Vowel Sounds	3 min.	
Review Syllables	3 min.	☐ Activity Page 1.1
Morphology		
Root Words and Inflectional Endings with Verbs: –s and –es	6 min.	☐ Activity Page 1.2
This is a good opportunity to take a break. Part 2 can be completed on a different day.		
PART 2 (15 min.)		
Reading		
Read “Pat’s Bike” with Accuracy	10 min.	☐ Activity Page 1.3
Phonics—Encoding		
Unit 1 Dictation Pretest	5 min.	☐ Activity Page 1.4

Flexible application

Each lesson follows a familiar sequence that can be taught in two 15-minute lessons or one 30-minute lesson to accommodate your schedule.

Lesson 1 Basic Code: Short and Long Vowels

13

Part 1 (15 min.)			Part 2 (15 min.)	
Warm-Up (3 min.) • Review Short and Long Vowel Sounds	Phonics—Decoding (6 min.) • Review Short and Long Vowel Sounds • Review Syllables	Morphology (6 min.) • Root Words and Inflectional Endings with Verbs: –s and –es	Reading (10 min.) • Read “Pat’s Bike” with Accuracy	Phonics—Encoding (5 min.) • Unit 1 Dictation Pretest

Teacher Guide, Skills Supplement for Grades 3–5, Lesson 1 Overview

What’s included

Teacher Guides



Student Activity Books



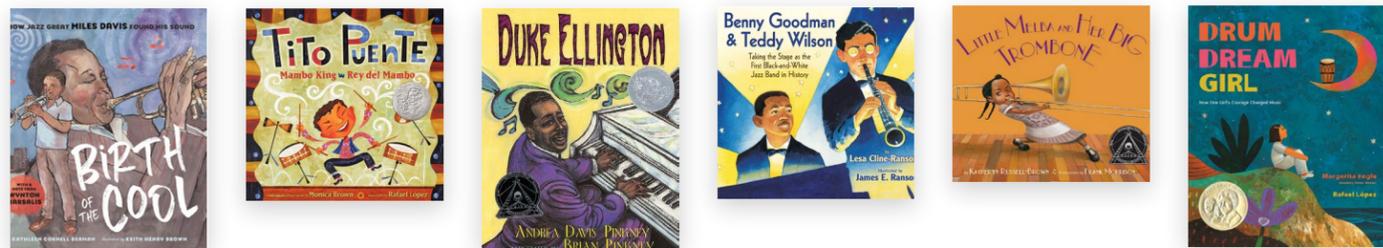
Integrated Strand: Capstone Research Units

The culminating unit in every grade is a dedicated Research Unit that includes carefully selected trade books. Instruction models inquiry and research, with students conducting independent research that includes topic selection, using primary and secondary sources, and presenting their project.

Grade
3

From Blues to Bebop: All That Jazz

Students learn about the vibrant music, poetry, and culture of the Jazz Age in the United States.

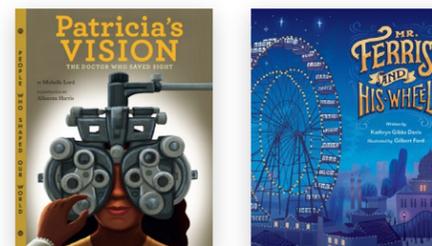


UNIT 9

Grade
4

Inspiration and Ingenuity: American Innovation

Students explore the rich history of American innovation, building on the foundational knowledge gained from the Eureka! Student Inventor unit.



UNIT 9

Grade
5

Building Up the World: Global Architecture

Students learn about both the art and science of architecture, gaining a working understanding of architectural design elements like form and function and of how those elements are connected to people, places, and times.



UNIT 9

Integrated Strand: What's included

Teacher Guides



Student Activity Books



Student Readers



Research Unit Trade Books



See more on page 48.

Novel Study

Grade 3



Grade 4



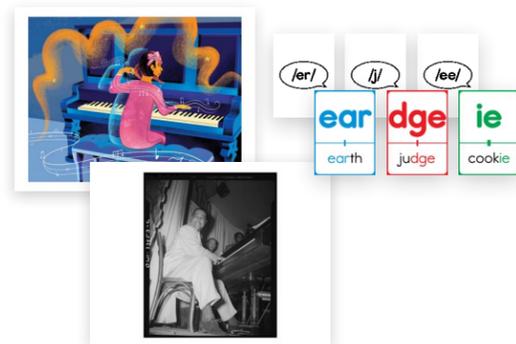
Grade 5



Novel Studies are district-level Choice Units. Districts will select one Novel Study per grade.

Image Cards and Spelling Cards

Grade 3



Supplemental Skills instruction

Grades 3-5



See more on page 46.

Cursive Activity Book



Poet's Journals

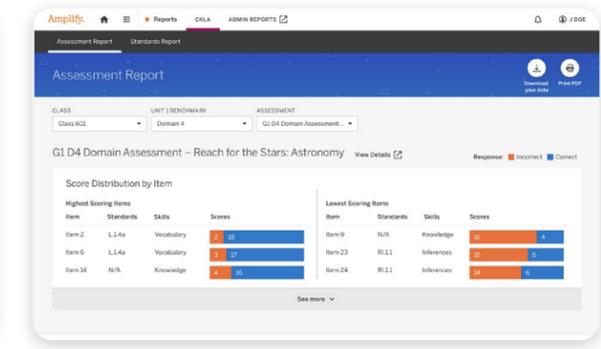


Digital and multimedia

Teacher Presentation Screens



Assessments and reports





Program resources

“CKLA is a very unique program. It is advanced and rigorous, but offers all of the resources to help ensure that students are successful. Once you start, it’s easy for every teacher to find what they need to teach without extra resources from outside because everything is there.”

Julimar Arevalo
Elementary Teacher
Sampson County Schools, North Carolina

Comprehensive, purposeful assessments

Daily informal assessments allow for quick adjustments

Check for Understanding

Make in-the-moment adjustments to support your students in the classroom with the Check for Understanding activities integrated into daily lessons.



Check for Understanding

Circle It: Direct students to circle any object in their drawings that is found in outer space, outside or beyond the bubble of air we call the atmosphere. (*the sun, or possibly the moon if it is visible*)

Formative assessment

Understand individual student and whole-class mastery of identified Primary Focus Objectives and standards with Formative Assessments.

LESSON

2

SPELLING ALTERNATIVES
Introduce /ae/ > 'ai' and 'ay'

PRIMARY FOCUS OF LESSON

Foundational Skills
Students will distinguish between the /a/ and /ae/ sounds in oral one-syllable words and will point to the respective sounds on the Spelling Tree. [RF.2.3a]
Students will read one-syllable words with /ae/ > 'ai' and 'ay'. [RF.2.3a]
Students will write one- and two-syllable words with /ae/ > 'ai', 'ay', and 'a_e' in sorted columns. [RF.2.3a]

Reading
Students will read "The Spelling Bee" with purpose and understanding, will answer written short-answer and multiple-choice questions about the key details in the text, and will identify words in the text with /ae/ and /a/ sound spellings. [RF.2.3c; RF.2.4a; RI.2.1]

FORMATIVE ASSESSMENT

Observation Spelling Alternatives /ae/ and /a/ [RF.2.3a, b]
Word Sort /ae/ > 'ai', 'ay', and 'a_e' [RF.2.3a]
Observation Anecdotal Reading Record "The Spelling Bee" [RF.2.3c; RF.2.4a]
Activity Page 2.2 **Spelling Alternatives: Introduce /ae/ > 'ai' and 'ay'** [RF.2.3c; RF.2.4a; RI.2.1]

NAME: _____ DATE: _____

The Spelling Bee

2.2 Activity Page

- What do kids do in a spelling bee?

- What sound do kids hear when they misspell a word?
A. They hear a loud *boom*.
B. They hear a *buzzet* buzz.
C. They hear a bell *ding*.
Page _____
- How old are the spellers in the bee?

Page _____

Summative assessments measure progress toward learning goals

Unit and Domain assessments

Gain insight into the skills and knowledge students have mastered with unit and domain assessments.

 K–2 Knowledge Domain and 3–5 Unit assessments available digitally.

NAME: _____ DATE: _____

Part 1

- The dog barks.
- To-day the shark swims.
- To-morr-ow the kid will sing.
- Yes-ter-day the cat walked.
- To-morr-ow Gran will bake.

Part 2

it is there is here is she is

there's she's it's let's here's

4.1 Skills & Student Performance Assessment

Part 3

To-day I bake.
Yes-ter-day I _____.
To-morr-ow I will _____.

To-day you smile.
Yes-ter-day you _____.
To-morr-ow you will _____.

To-day I hike.
Yes-ter-day I _____.
To-morr-ow I will _____.

To-day she points.
Yes-ter-day she _____.
To-morr-ow she will _____.

Student Performance Assessment

Set goals and monitor student growth with Student Performance Assessments administered at the beginning, middle, and end of the year to ensure student advancement toward grade-level goals.

NAME: _____ DATE: _____

Amber the Bat

What Bats Look Like
This is Am-ber. Am-ber looks a bit like a fox. But she has wings and swings from trees. In fact, Am-ber is a bat.

Am-ber needs a lot of room to glide back and forth be-cause she has a wing-span of five feet. In fact, bats like Am-ber are the biggest bats there are!

Bat Homes
Am-ber makes her home here at Green Fern Zoo. She has all the room she needs at the zoo. Some bats like Am-ber make their homes in the trop-ics, where the sun shines and it is hot.

4.2 Skills & Student Performance Assessment

NAME: _____ DATE: _____

- What is Am-ber?
 a fox
 a bat
 a dog
 a cat
- Am-ber's wings are _____ long.
 three feet
 three wing-spans
 two feet
 five feet
- Where do bats like Am-ber make their homes?
 up in the north
 in the trop-ics
 in the des-ert
 in cool lakes

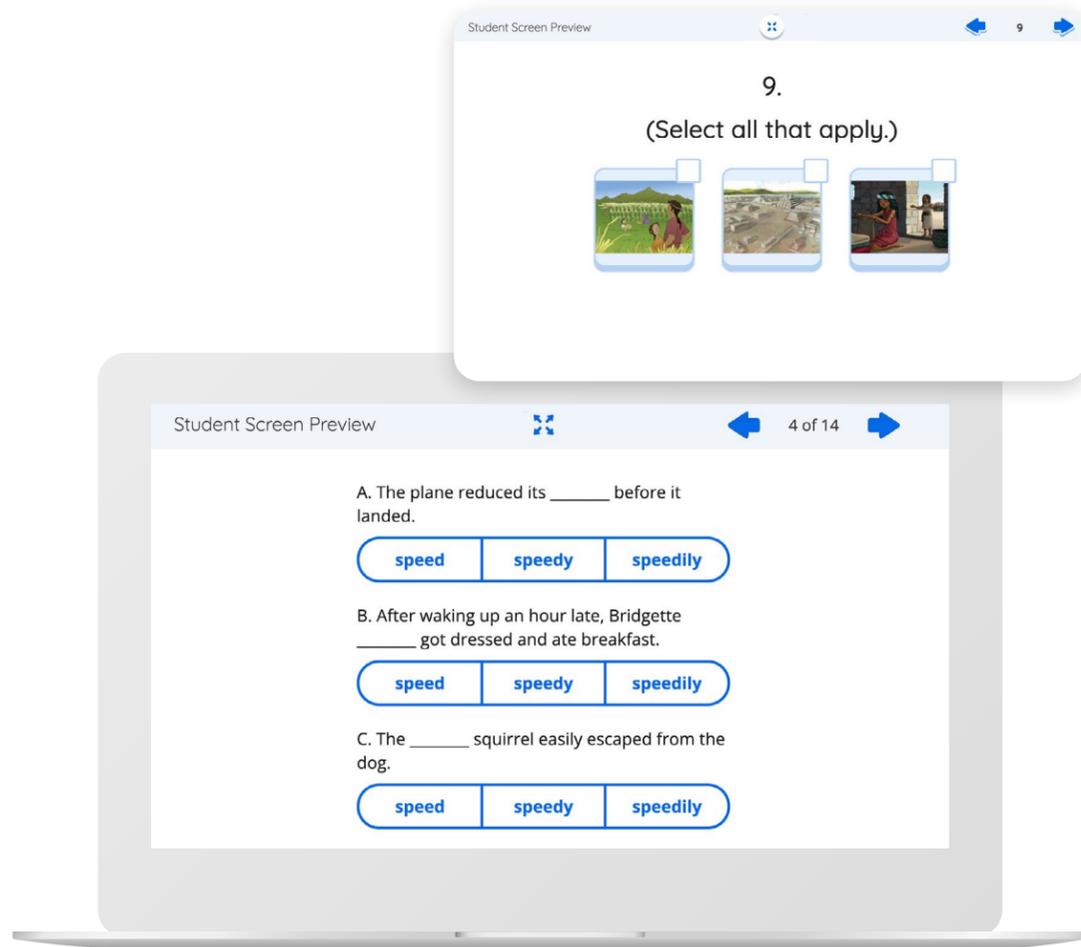
Immediate insights with digital assessments

Auto-scored digital assessments

Easily track students' mastery of standards and content with assessments that measure vocabulary, comprehension, and knowledge development within each unit. Assessments are automatically scored to provide immediate insights into progress and identify opportunities to tailor instruction based on needs.

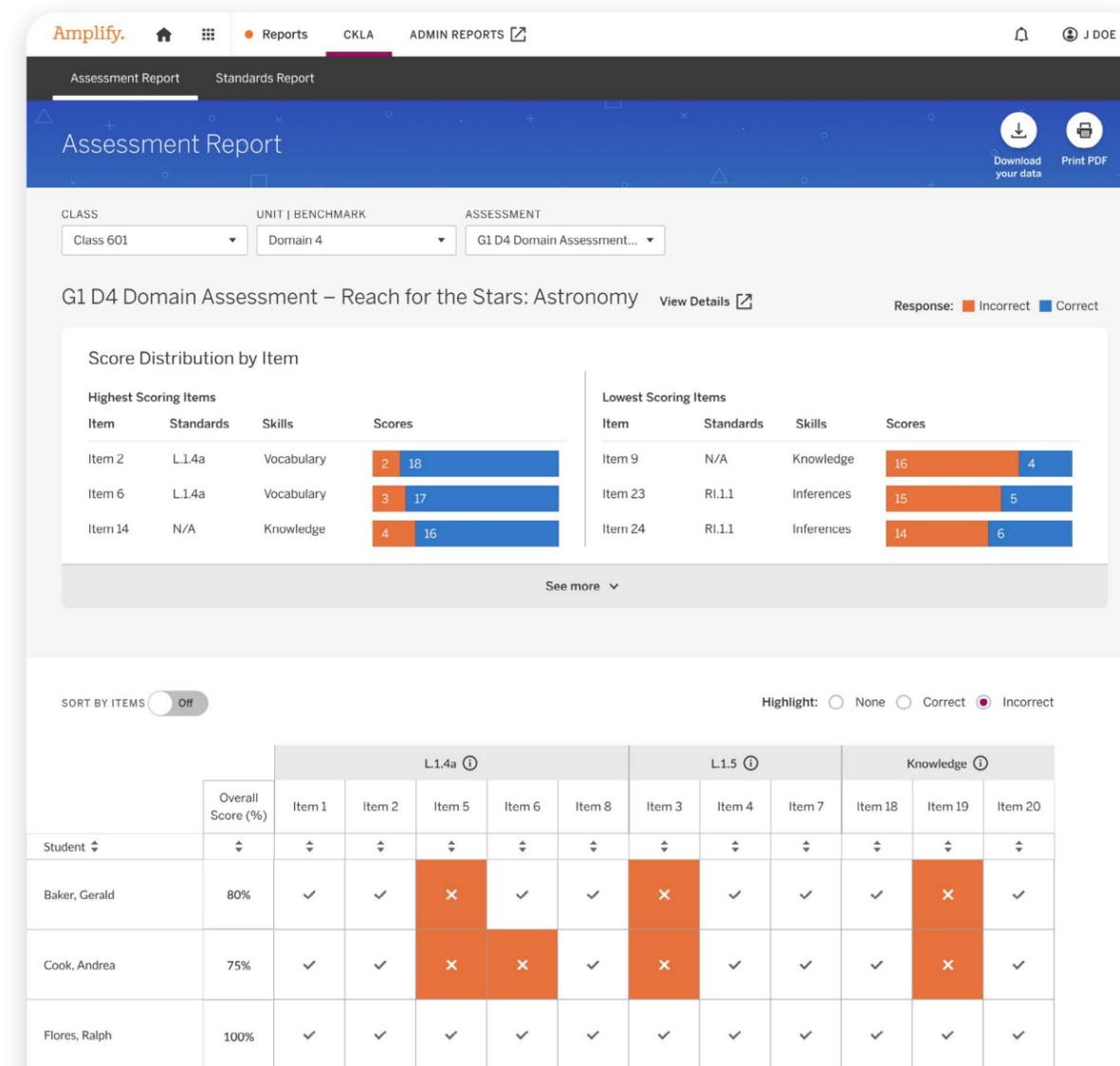
Available for:

- Grades K–2 Knowledge End-of-Domain assessments
- Grades 3–5 End-of-Unit assessments



Standards-based reports

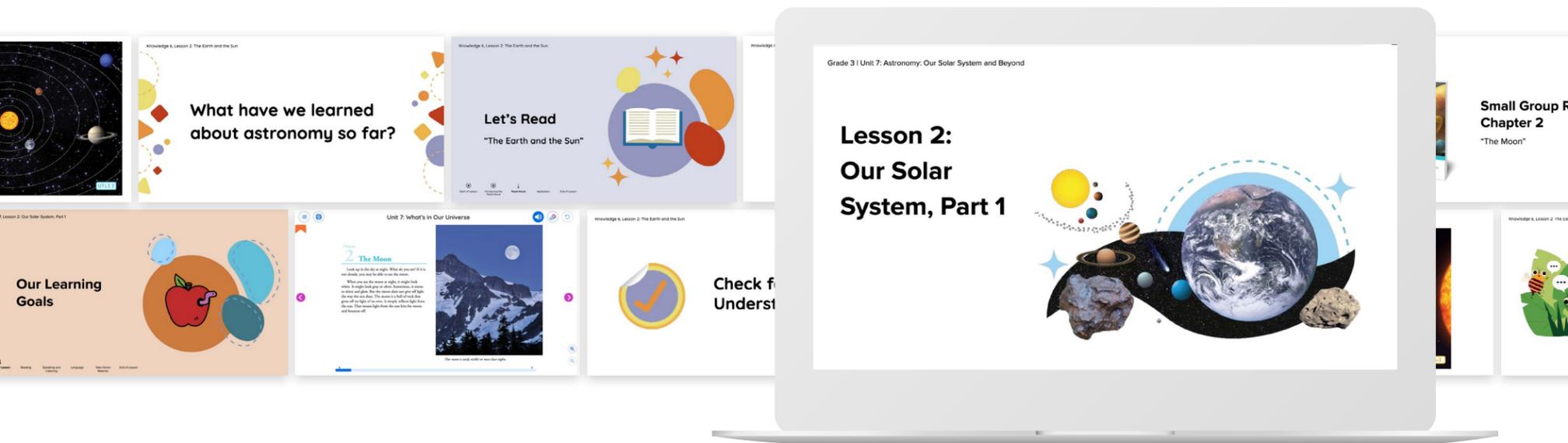
Examine student and class performance with reports that show strengths and growth opportunities for individuals, small groups, or your entire class. Interactive dashboards provide detailed results from assessments and activities.



All-in-one platform to plan and deliver engaging lessons

Ready-to-use Teacher Presentation Screens

Deliver interactive lessons with ready-made, customizable slides available for every lesson.



Real-time insights into your students' progress

Keep students focused on the right screen with pacing, pausing, and syncing features, plus visibility into which standards and activities will help your entire class.

Assessment Report

CLASS: Class 601 | UNIT | BENCHMARK: Domain 4 | ASSESSMENT: G1 D4 Domain Assessment...

G1 D4 Domain Assessment – Reach for the Stars: Astronomy

Legend: ■ Incorrect ■ Correct

Item	Standards	Skills	Scores
Item 2	L.1.4a	Vocabulary	4 / 18
Item 6	L.1.4a	Vocabulary	5 / 17
Item 14	N/A	Knowledge	6 / 16

Item	Standards	Skills	Scores
Item 9	N/A	Knowledge	18 / 4
Item 23	RI.1.1	Inferences	17 / 5
Item 24	RI.1.1	Inferences	16 / 6

Student	L.1.4a			L.1.5			Knowledge				
	Item 1	Item 2	Item 5	Item 6	Item 8	Item 3	Item 4	Item 7	Item 18	Item 19	Item 20
Ali, Sameer	✓	✓	✗	✓	✓	✗	✓	✓	✓	✗	✓
Archer, Aiden	✓	✓	✗	✗	✓	✗	✓	✓	✓	✗	✓
Bernal, Ana	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

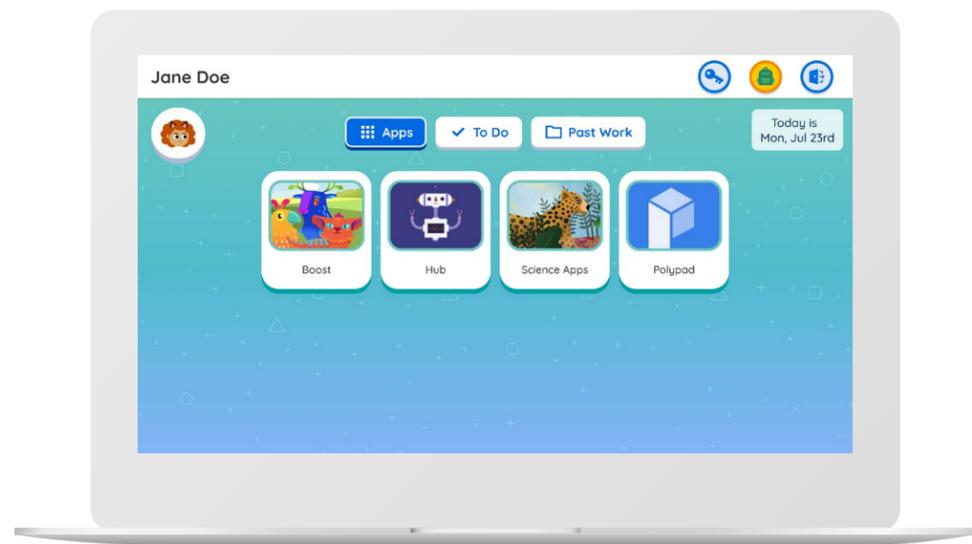
Powerful digital resources deepen student learning

Amplify CKLA’s digital platform gives students a focused space to interact with lessons, complete digital assessments, and practice skills through fun games.

Student Home

Grades K–5

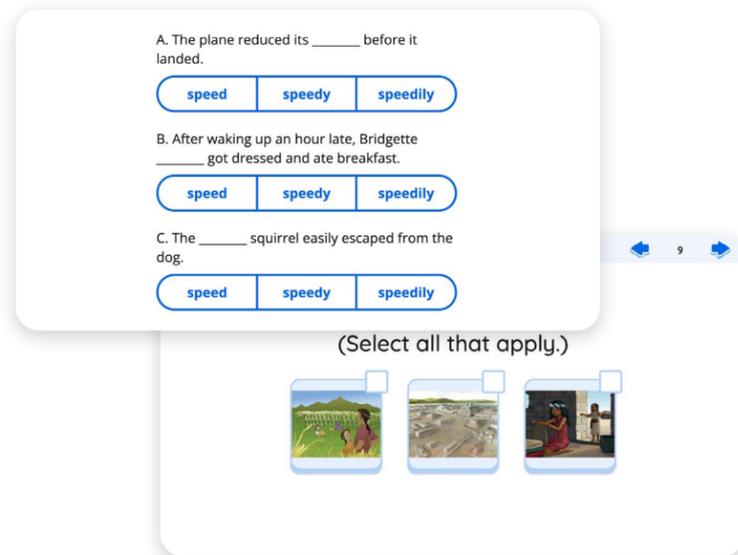
Students can easily access all of their resources and assignments from one place.



Digital assessments

Grades K–5

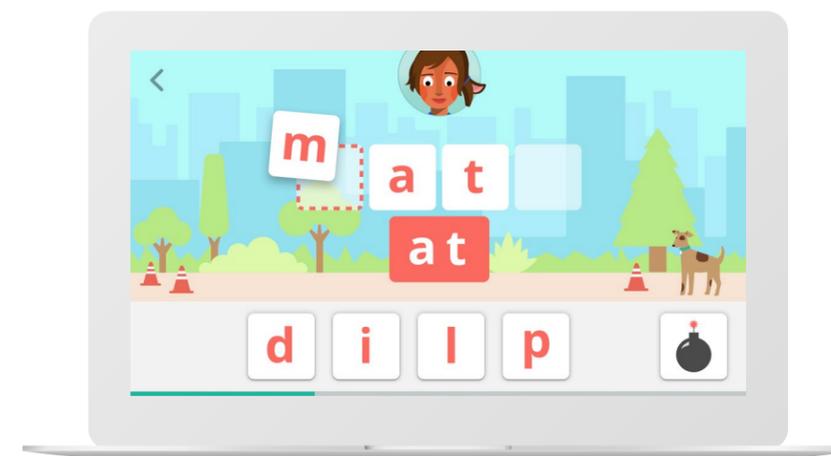
Students demonstrate their learning and prepare for high-stakes assessments.



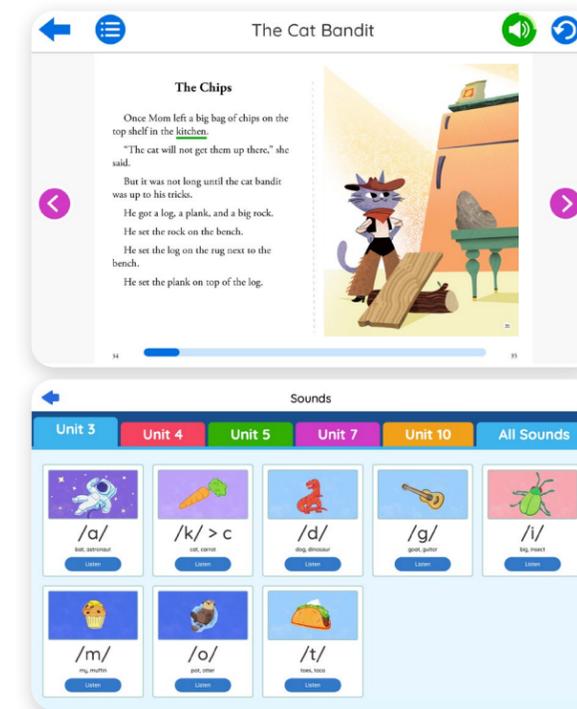
Skill-building practice games

Grades K–2

Students advance their skills with digital activities powered by Boost Reading, part of Amplify’s comprehensive literacy suite. These games are aligned to Amplify CKLA lessons and provide you with immediate feedback on student performance.



Students practice building words in chaining routines then put their skills to the test in the Word City game.



eReader

Grades K–5

Students access texts and take notes with an audio-enabled eReader.

Sound Library

Grades K–2

Students can watch and listen to articulation videos and songs for each sound to support phonological awareness.

Embedded differentiation to reach all learners

Every lesson includes built-in differentiation strategies for all students, including supports for multilingual/English learners.

Lesson 1: Introduction to the Sun and Space

Application

Writing: Students will make observations about the sky and record them in a journal.
[W.1.2]

WRITING: ASTRONOMY JOURNALS (20 MIN.)

- Tell students that over the next few weeks they are going to pretend to be astronomers as they learn about outer space. Tell them they will use astronomy journals to record both observations (what they see) and facts (what they learn) about outer space.
- Hand out the journals you prepared in advance.
- Take students outside, or if that is not possible, take them to a large window where they can see the sky.
- Have students spend a few minutes sketching the objects they see in the sky on the first page of their journals. Tell students that a sketch is a simple drawing with few details or colors.
- Have students return to their work spaces.
- Have students label the objects they drew.
- Remind students about the two levels of the sky: the atmosphere and outer space.

D Differentiation

Support

Some students may benefit from using the modified Astronomy Journal prompts on Activity Page 1.2.

D Differentiation

Support

If students have difficulty categorizing their images, have them refer to the T-Chart for Atmosphere/Outer Space.

Challenge

Encourage students to share their drawings with a partner and identify which objects are part of the atmosphere and which are part of outer space.

Support

Assist students who need more help during lessons.

Challenge

Provide advanced opportunities for students who are ready for a challenge.

Lesson 3: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- Wiggle Cards describe a motion or activity students can act out. You may want to designate a box or container to hold the cards. Wiggle Cards are invaluable to use at any point during the day, not just during reading but whenever you feel students need a transition activity to refocus attention.
- Write each sentence on an **index card** or **sentence strip**.
- Show students the Wiggle Card, have them read it, and let them perform the action.

1. Act like you are baking a cake.	3. Act like you are skating.
2. Make a face.	4. Start waving.

MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

Roll, Flip, Read

- Create a set of cards for each student (**Activity Page TR 3.1**). Write a number (1–12) on the reverse side of each card.
- Have students lay cards facedown on the table or floor in front of them.
- To play, either call out a number (1–12) or have the student roll a die (one or two), then “flip” a card that corresponds to the number rolled and read the word on the card.

30 minutes of additional support in every Skills lesson

Specific targeted instruction is provided at the end of each Skills Strand lesson in K–2, providing further practice aligned to the lesson objectives.

Intervention Toolkit

Hundreds of activities support phonics, fluency, comprehension, handwriting, and other key skills.

Multilingual/English learner support

Make grade-level instruction accessible to your multilingual/English learners (ML/ELs) with effective scaffolds.

D Differentiation

Challenge

Have students orally generate a topic sentence using additional words or phrases that show their opinion of Earth's name change, such as "In my opinion, the name Earth is a good name for our planet because..."

- Model writing a topic sentence for changing "Earth" to "The Plant Planet" using different words that express feelings on a whiteboard or chart paper. Examples of topic sentences are below:
 - I like the name The Plant Planet as a new name for Earth.
 - I believe Earth's new name should be The Plant Planet.
- Have students discuss their opinions for renaming a constellation using their Astronomy Journals in small groups. Tell students to decide which word they will use to express their opinion about renaming a constellation.

WRITING: OPINION DRAFTING (15 MIN.)

- Have students take out their Astronomy Journals and turn to the next clean page. Tell students that they are going to write the topic sentence for their opinion paragraphs. Tell them to choose one of the following phrases to start their sentences:
 - "I like ..."
 - "I think ..."
 - "I feel ..."
 - "I believe that ..."
 - "The best ..."
- Remind students to write their topic sentences starting on the first line of the page in their Astronomy Journals. Tell students to use the correct capitalization and punctuation in their sentences. Remind students to use the example from Visual Support 5.3 to support their writing.
- Allow students time to draft and read over their topic sentences before collecting them for review. You may pull students in small groups to answer any questions about writing their topic sentences for their opinion paragraphs.

MULTILINGUAL/ENGLISH LEARNERS

ML/EL Writing

Writing a Topic Sentence

Entering/Emerging	Have students dictate their opinion for renaming a constellation using one of the opinion words as you write their topic sentence.
Transitioning/Expanding	Provide students with a specific sentence frame, such as "I think the constellation _____ should be renamed_____."
Bridging	Ask students if support is needed with writing their topic sentence and provide assistance if needed.

Multilingual/English learner supports

Each lesson features embedded supports designed specifically to assist ML/ELs as they practice listening, speaking, writing, and reading. Support is offered at multiple levels across areas like close reading, developing opinions, and presenting information, so students can fully engage with the lesson. Anchor charts and graphic organizers are also used as scaffolds, and Spanish cognates are included to draw meaningful language connections.

MULTILINGUAL/ENGLISH LEARNERS	
ML/EL Writing	
Writing a Topic Sentence	
Entering/Emerging	Have students dictate their opinion for renaming a constellation using one of the opinion words as you write their topic sentence.
Transitioning/Expanding	Provide students with a specific sentence frame, such as "I think the constellation _____ should be renamed_____."
Bridging	Ask students if support is needed with writing their topic sentence and provide assistance if needed.

Grade 1, Knowledge Domain 4, Lesson 6, ML/EL support for opinion writing: Writing a Topic Sentence

COMPREHENSION QUESTIONS (10 MIN.)

- Literal.** Ancient Greeks believed that gods put certain groups of stars together in the sky in order to make pictures that would tell stories and teach lessons. What are these pictures called? (*constellations*)

Show Images 4A-4, 4A-8, and 4A-9

Check for Understanding

Turn and Talk: Name the constellation as I point to it. [Point to the constellation(s) in each image.] Turn to a partner and share one thing you remember about that constellation. Signal when both partners have contributed to the conversation.

You will share your partner's fact about a constellation while I write key words or ideas on a white board or chart paper.

Flip Book
4A-4, 4A-8, 4A-9



Show Image 4A-4: Big Dipper

- Literal.** Why is this group of stars called the Big Dipper? (*group of stars that looks like a ladle or pot*)
- Inferential.** What is special about Polaris, the North Star? (*It always stays in the north, making it a good star to use for navigation.*)
- Literal.** What astronomer was the first to say that the earth revolved around the sun? (*Copernicus*)
- Literal.** We also learned about another important astronomer, Galileo, who improved upon telescopes. Why did Galileo improve telescopes? Share your response with a partner. Sample answers are below:
 - Galileo improved telescopes because astronomers wanted to see objects in outer space."
 - Galileo improved telescopes, so astronomers can closely see planets and other objects in space."

WORD WORK: ANCIENT (5 MIN.)

- In the Read-Aloud you heard, "The ancient Greeks, Arabs, Romans, Chinese, Egyptians, Turks, Mayans, Babylonians, and countless others all studied the stars."
- Say the word *ancient* with me.

Lesson 4 Stargazing and Constellations 63

Oral language development opportunities

Oral language development opportunities are embedded into every lesson and support ML/ELs in building confidence by applying their English skills in a variety of inclusive ways.

Check for Understanding

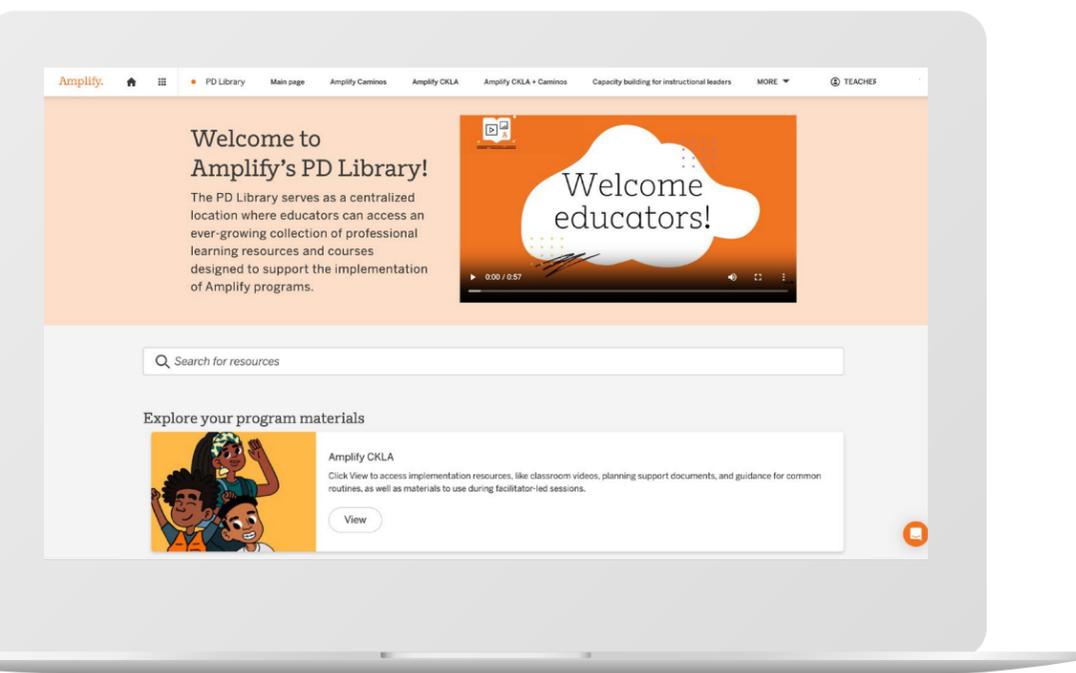
Turn and Talk: Name the constellation as I point to it. [Point to the constellation(s) in each image.] Turn to a partner and share one thing you remember about that constellation. Signal when both partners have contributed to the conversation.

You will share your partner's fact about a constellation while I write key words or ideas on a white board or chart paper.

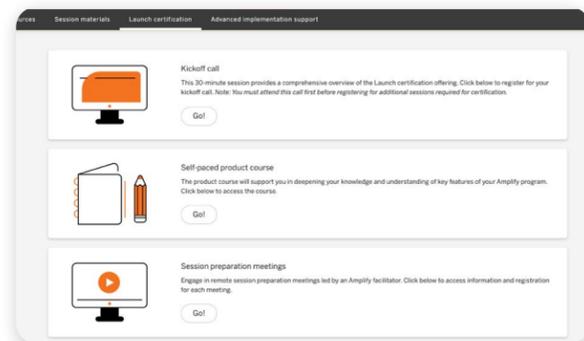
Grade 1, Knowledge Unit 4, Lesson 4, Turn and Talk

On-demand professional development

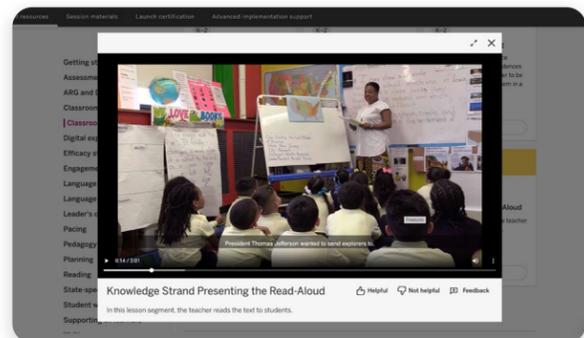
Move beyond traditional program training with our digital PD Library, where curated resources anticipate your needs and help you build a deep understanding of Amplify CKLA.



PD Library



Program and planning resources



Model lesson videos from real classrooms

“Teachers love the ease of implementing the program, and students have fun while learning. Growth is evident in our data, and we have the support of Amplify experts who are available to answer questions and provide top-notch professional development.”

Bridget Vaughan
District Administrator
Quincy Public Schools, Massachusetts





Comprehensive literacy suite

“There were other programs that claimed to be Science of Reading, but no other vendor provided the suite of products together. We did not want to be picking from here, picking from there. [Amplify’s literacy suite] met our needs because it aligned and provided us the best suite of products. Hands down, we couldn’t find anybody else who touched that.”

Nicole Peterson
Director, PreK–8 Education
Sampson County Schools, North Carolina

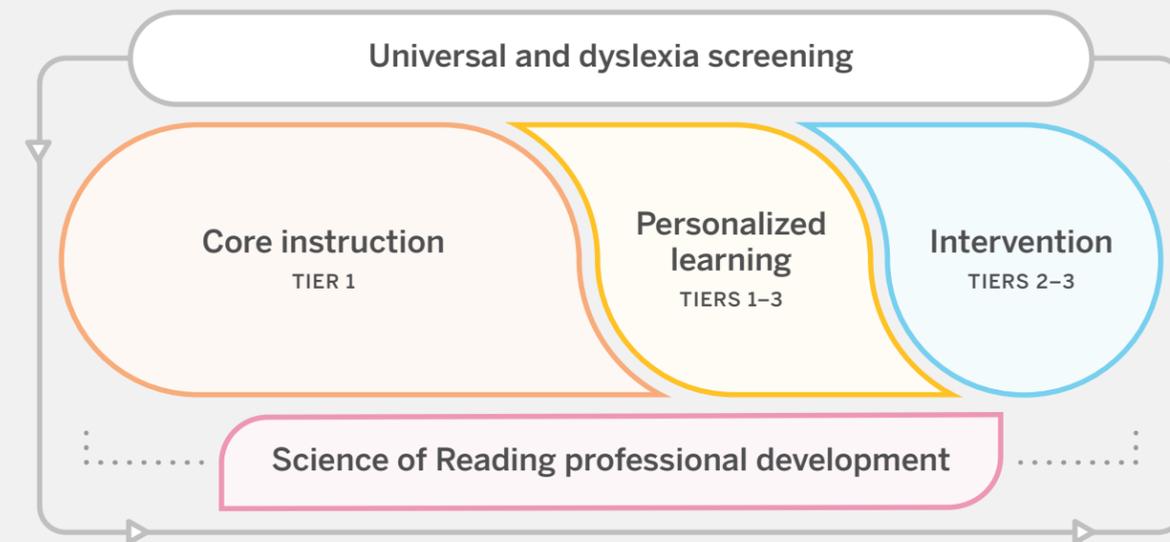
Achieve next-level literacy growth with a cohesive Science of Reading suite.

Strong core instruction grounded in 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 is aligned to a Multi-Tiered System of Support (MTSS). Our programs ensure that all educators are equipped to support every student on their pathway to literacy—in both English and Spanish.

Amplify’s early literacy suite is based in the Science of Reading, with tiered support that allows you to:

- Reinforce core instruction with cohesive resources.
- Make data-driven decisions about how to fill skill gaps.
- Use aligned materials across all instructional tiers.
- Extend your reach for all students.



Universal and dyslexia screening

mCLASS Assessment universal screening, dyslexia screening, and progress monitoring identifies at-risk students and drives instruction to areas of greatest need.

Intervention (Tiers 2–3)

mCLASS Intervention aids at-risk students through data-driven Tier 2 and Tier 3 staff-led instruction.

Core Instruction (Tier 1)

Amplify CKLA core curriculum provides explicit, systematic foundational skills instruction alongside intentional knowledge building.

Professional development

Amplify professional development educates and inspires teachers around the application of evidence-based practices grounded in the Science of Reading.

Personalized Learning (Tiers 1–3)

Boost Reading personalized learning reinforces core instruction through differentiated, targeted practice.

mCLASS assessment

mCLASS DIBELS® 8th Edition is an assessment that provides universal screening, dyslexia screening, progress monitoring, and targeted instruction in one integrated tool.

Efficient and precise one-minute measures

DIBELS 8th Edition's predictive assessments of phonemic awareness, phonics, fluency, vocabulary, and comprehension are proven to identify risk as early as possible.

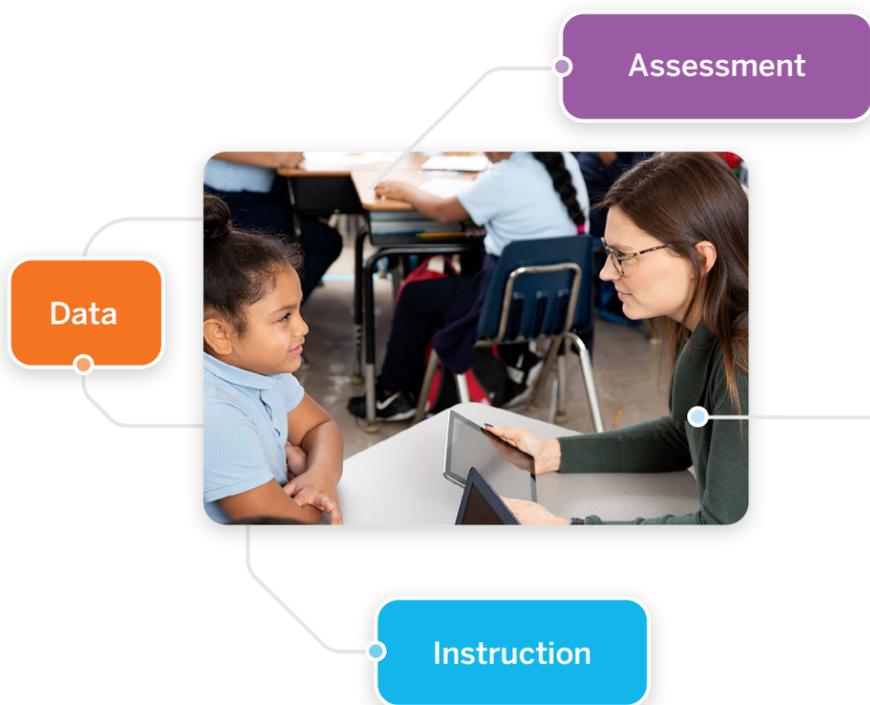
Critical skills measured through direct observation

When assessing early literacy skills, it's critical to hear students produce sounds and words. With mCLASS, you get trustworthy data through one-on-one assessment between the teacher and student.

Instant scoring and granular instructional data

mCLASS instantly scores and analyzes student response patterns, giving you instructional data at the sub-skill level and clear areas of focus for each student and small group.

Universal and dyslexia screening



How mCLASS works with Amplify CKLA

mCLASS DIBELS 8th Edition data informs instructional needs and identifies whole-class and small-group areas of focus. It also places students into groups based on need.

1. mCLASS assesses the same foundational skills taught in Amplify CKLA.
2. Amplify CKLA's Student Performance Assessments in Grades K–2 can be replaced by mCLASS.
3. The CKLA Connect feature in mCLASS identifies appropriate Amplify CKLA instruction for each small group.

CKLA Connect

Find lessons from your CKLA core instruction to support students in this group.

Introduce	Review & Practice	Reteach & Remediate
Unit 2, Lesson 1, Introduce the Sound /ee/: Hear Medial Sounds /ee/ or /e/	Unit 1, Lesson 1, Warm-Up: Oral Blending	ARG Skills 1 Section I, Phonics

Beginning of Year Grade 1	Composite Goal 331	LNF Goal 51	PSF Goal 39
Ashley, Emma	329 Below	40 Well Below	33 Below
Baldwin, Freddie	345 Benchmark	52 Benchmark	55 Above
Bell, Jon ⓘ	317 Well Below	24 Well Below	21 Well Below
Bush, Tami	359 Above	53 Benchmark	44 Benchmark

mCLASS benchmark reports measure skill progress throughout the year.

Boost Reading personalized learning

Boost Reading is an adaptive K–5 personalized learning program, grounded in the Science of Reading, that directly aligns to Amplify CKLA. It provides explicit and systematic practice in language, decoding, vocabulary, and comprehension, while also reinforcing knowledge topics.

Skill-building practice that extends Amplify CKLA

Boost Reading and Amplify CKLA share a foundational skills sequence. This alignment strengthens and reinforces core instruction by targeting individual students' skill gaps.

Proven effective in driving student growth

In just 30 minutes of use per week, Boost Reading is proven to improve results on all DIBELS 8th Edition measures and increase the number of students on track for reading success.

Embedded progress monitoring with growth reports

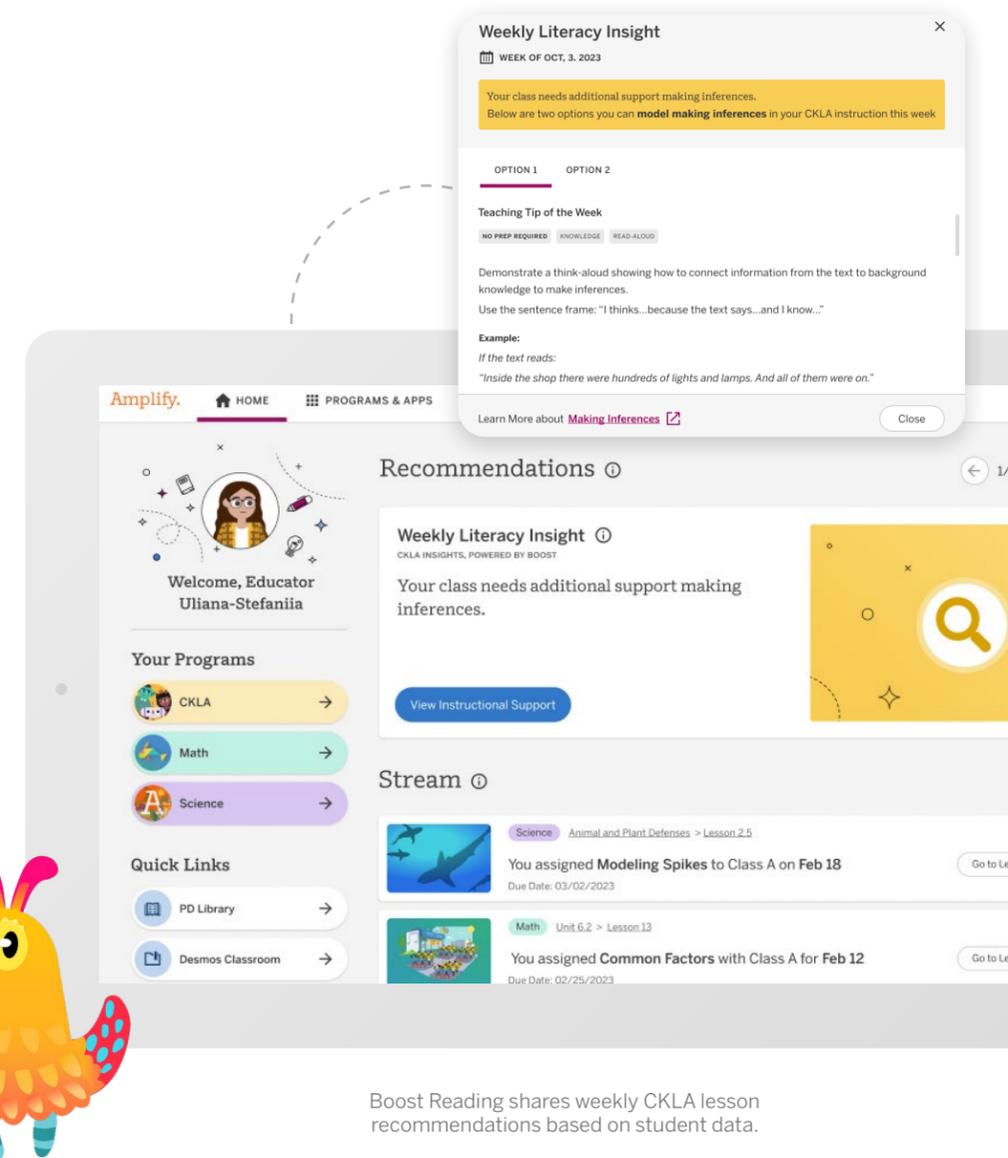
Teachers receive actionable insights into their students' reading development across key literacy skill domains, with growth reports at the classroom, school, district and caregiver levels.



How Boost Reading works with Amplify CKLA

Boost Reading personalized learning reinforces core instruction with targeted literacy practice. When used with Amplify CKLA, Boost Reading.

1. Provides targeted practice along an aligned skills scope and sequence.
2. Extends core lessons and adapts to students' remediation or enrichment needs.
3. Provides whole-class instructional recommendations based on student performance trends.



Boost Reading shares weekly CKLA lesson recommendations based on student data.



mCLASS Intervention

mCLASS Intervention provides effective Tier 2 and Tier 3 instruction by instantly grouping students based on their mCLASS DIBELS 8th Edition data and providing 30-minute lesson plans aligned to each group's needs.

Targeted, staff-led intervention

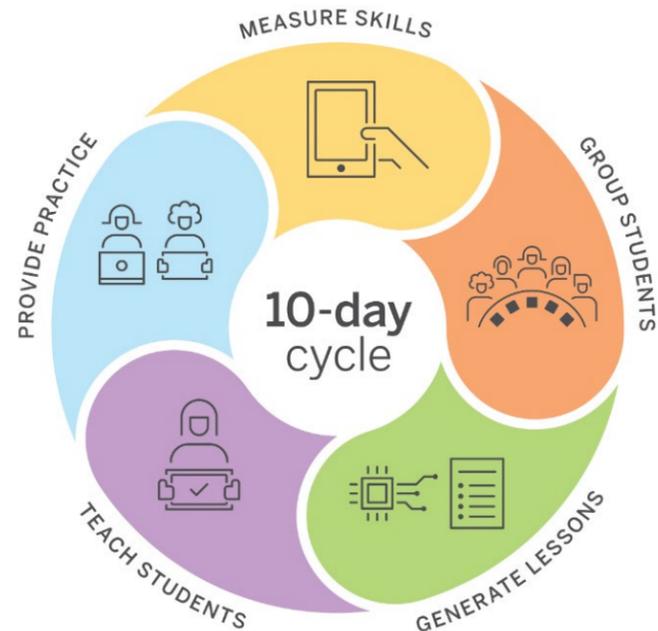
mCLASS Intervention can be implemented with fidelity in-person or remotely. The easy-to-follow lessons can be delivered by certified educators, paraprofessionals, or tutors.

Data-driven groups maximize growth

mCLASS Intervention automatically groups students with similar skill profiles based on their mCLASS DIBELS 8th Edition results. It then builds engaging lessons for each group, updating skill profiles and activities after every ten days based on progress monitoring data.

Explicit, systematic foundational skills lessons

Students are given explicit instruction that starts with phonological awareness, extends into decoding and fluency, and ends with comprehension. Our 4,000 research-backed activities use multisensory techniques that enhance learning and memory.



How mCLASS Intervention works with Amplify CKLA

mCLASS Intervention reinforces the skills taught in Amplify CKLA Tier 1 instruction. When used alongside Amplify CKLA, mCLASS Intervention:

1. Directly supports core instruction with targeted skill work for at-risk students.
2. Extends Amplify CKLA's strategies with explicit, multi-sensory lesson plans.
3. Complements the Amplify CKLA Skills Strand with a focus on phonological awareness and phonics.

BASIC CODE

Introduce /ee/ > 'ee'

PRIMARY FOCUS OF LESSON

Foundational Skills
Students will read one-syllable words with /a/ > 'a', /e/ > 'e', /i/ > 'i', /o/ > 'o', and /u/ > 'u'. [RF.1.3b]

Students will listen to and orally produce the /ee/ sound at the beginning, middle, and end of words. [RF.1.2c,d]

LESSON

1

Students will work on letter sounds in CKLA Lesson 1...
...and at-risk students will revisit letter sounds during their intervention time.

DAY 5

Introduce ee (need)

Goal: Given a printed letter combination, the student can say its sound, and can read, spell, and write words with the letter combination.

In a Nutshell: (8 minutes)

Each student says /ē/ (as in *need*) when the teacher points to ee, and gives a thumbs-down and remains silent when the teacher points to other letters or letter combinations. Each student will practice reading, and then spelling and writing words with the letter combination.

MATERIALS

- Board to write on.
- Half sheet of paper and pencil (or dry-erase marker and board) for each student.

PREPARE

- Write a large ee on the board.
- Below the ee, write a mix of letters, as shown in the box to the left.
- Refer to the following word lists that contain the letter combination (chaining sets are separated by semicolons): *need, feed, reed, seed, see, seen, screen, queen, keen, green; bee, beef, beet, feet, meet, sleet, sheet, sheep.*

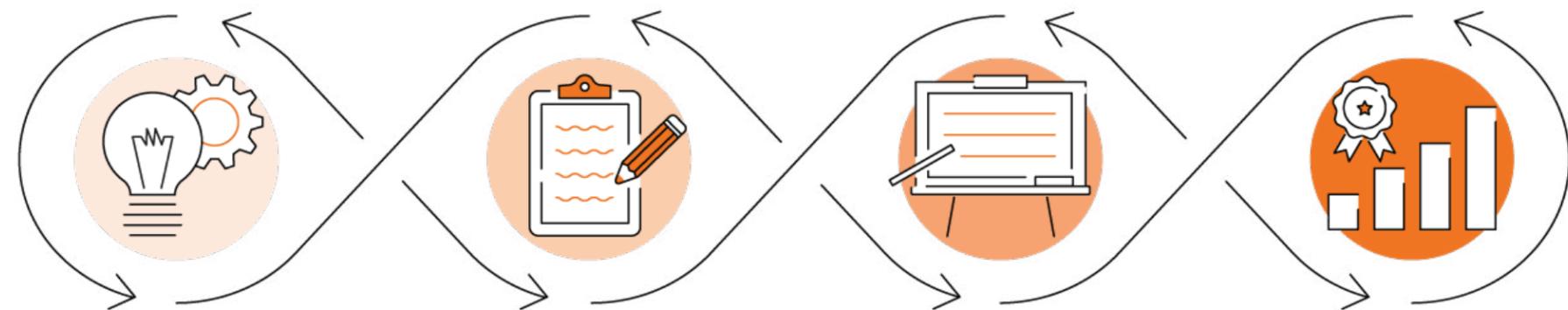
INTRODUCE ee (2 minutes)

1 **Some letters stick together, so they make one sound even though they are two letters. Point to the letters ee. Here are two letters that stick together. The sound for these letters is /ē/ (as in need). It's the same sound you hear in the middle of the word need. What's the sound? Students: /ē/ (as in need).**

Professional development

Professional learning for every step of your Science of Reading journey

Whether you're newly navigating the Science of Reading and Amplify's literacy suite, or refreshing your established skills, we offer flexible learning experiences tailored to your needs and schedule.



Prepare

Understand research-based practices to support new program implementation.

Begin

Build the foundational knowledge and skills necessary to begin teaching with your Amplify program(s).

Practice

Refine instructional skills, expand knowledge of your Amplify program(s), and explore more advanced instructional strategies.

Advance

Deepen understanding of content and pedagogy and build in-house capacity to support a robust, sustainable implementation.

Introducing Science of Reading: The Learning Lab online course series

Our Science of Reading: The Learning Lab online course will engage you in an effective and enjoyable learning experience with activities, assessments, and curated resources, plus lectures from Amplify Chief Academic Officer and host of Science of Reading: The Podcast Susan Lambert.

COURSE 1 | 20-25 HOURS
Science of Reading: Foundations to the Science of Reading

COURSE 2 | 20-25 HOURS
Advanced Topics in the Science of Reading: Assessment and Reading Difficulties

COURSE 3 | 20-25 HOURS
Applied Structured Literacy

“The [Science of Reading: The Learning Lab] courses are well-organized and easy to follow. I love all the research pulled in from multiple experts and the encouraging way it was all put together. I feel motivated to discuss this all with my colleagues.”

Classroom Teacher

What's included:



Unique lectures created by Susan Lambert in each course



Content from Science of Reading: The Podcast to support a scaffolded learning experience



Resources to support your professional learning community that will extend your learning around the Science of Reading well beyond the course content

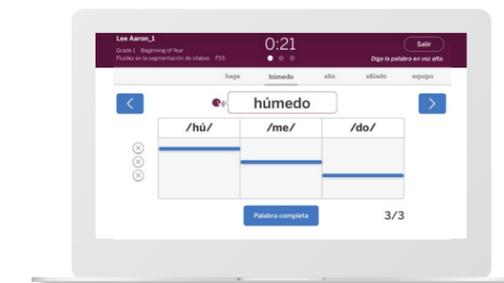
Individual and group licenses available. Reach out to your account representative or visit amplify.com/sorcourse to get started.

Biliteracy system grounded in the Science of Reading

To help educators support multilingual/English learners, we're proud to offer the first comprehensive Spanish and English elementary biliteracy suite grounded in the Science of Reading.

Our authentic Spanish language arts resources are:

- Intentionally crafted for how Spanish literacy is developed.
- Cohesively aligned with our English suite to support biliteracy.
- Designed to support every student within an aligned MTSS framework.



Amplify Caminos

Amplify Caminos is an authentic elementary Spanish language arts program for grades K–5 that is built for Spanish language literacy development and aligned with the science of how children learn to read.

Together with Amplify CKLA, the programs can support a variety of bilingual and dual language instructional models.

Boost Lectura

Boost Lectura is a K–2 Spanish literacy personalized practice program that uses adaptive games to engage students with skill development that is authentic to Spanish.

When used with Boost Reading, students can independently build reading proficiency in both English and Spanish.

mCLASS Lectura

mCLASS Lectura is a Spanish-language universal and dyslexia screener for K–6 that helps educators accelerate students' literacy in Spanish.

When paired, mCLASS Lectura and mCLASS DIBELS 8th Edition are the only assessments that provide a dual language view of the student's literacy skills across both languages, and show how those strengths can be used to support cross-linguistic connections.

Amplify CKLA for PreK classrooms

Lay the foundation for lifelong learning

Amplify CKLA PreK paves the way to academic success by developing the foundational skills and background knowledge needed in future grades. Daily 45-minute lessons accommodate full- or half-day schedules and adapt to learning centers, book readings, and transition times.

The following Knowledge Domains prepare students for Kindergarten and beyond:

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

Learn about animals and their needs.

Plants

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

Habitats

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

Important People in American History

Study important Americans who've changed our world.

Classic Tales

Read stories and fables children have loved for generations.



Why CKLA PreK?

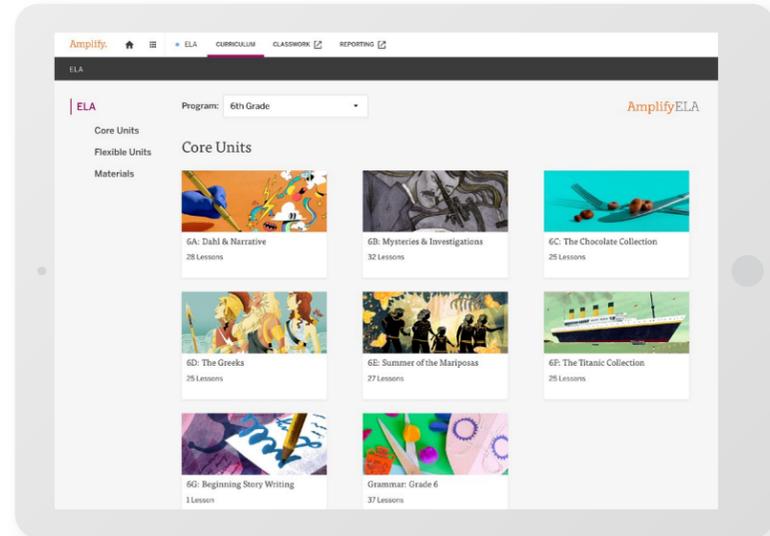
- **Get results with instructional activities** that address foundational skills (such as phonological and phonemic awareness) while building background knowledge, vocabulary, and language comprehension.
- **Easily enhance instruction** with flexible lessons that adapt to your routines.
- **Build the prerequisite knowledge and vocabulary** that students need to synthesize new, related information in later grades.



Amplify ELA for middle school classrooms

Knowledge-rich curriculum for grades 6–8

Amplify ELA builds on Amplify CKLA's robust skills and knowledge foundation, taking students in grades 6–8 into deeper realms of reading, reflection, and communication. Students interact with increasingly complex texts and learn to effectively express their ideas using text evidence. Our 100-Lesson Pathway covers all standards, leaving room for your favorite projects without compromising literacy growth.



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.





Proven classroom success

“I can’t tell you how amazing [the] results I have seen [are], not just with our students but also with our teachers.”

Nicole Peterson
Director, PreK–8 Education
Sampson County Schools, North Carolina

Research studies

Independent research studies show the effectiveness of Amplify CKLA's approach.

Study 1

Amplify CKLA knowledge building improves achievement.

A controlled, experimental study conducted by researchers at Florida State University in 2022 examined the efficacy of content-rich elementary literacy instruction.

Compared to the control group, students using Amplify CKLA had statistically significant better post-test outcomes. These outcomes included taught vocabulary, science knowledge, and social studies knowledge on researcher-developed measures, as well as general expressive vocabulary on standardized measures.

Amplify CKLA significantly improved vocabulary and knowledge scores.

-  **The treatment group [CKLA students] outperformed the control on proximal vocabulary assessments**, with a statistically significant effect size of 0.55.
-  **The treatment group [CKLA students] outperformed the control on proximal social studies knowledge and science knowledge assessments**, with statistically significant effect sizes of 0.97 and 0.26, respectively. Differences in the magnitude of effects between the proximal science and social studies knowledge outcomes likely reflect the topics being assessed.
-  **Statistically significant effects were also found for standardized measures of generalized vocabulary** (effect size 0.09).



Cabell, S.Q., & Hwang, H.J. (2020). Building content knowledge to boost comprehension in the primary grades. *Reading Research Quarterly*, 55(1), 99–107. <https://ila.onlinelibrary.wiley.com/doi/10.1002/rrq.338>. Free access: <http://go.info.amplify.com/ckla-knowledge-essa-tier-1-study>

Learn more about Amplify CKLA's research at amplify.com/research.

Study 2

Core Knowledge curriculum drives results and eliminates achievement gaps.

A longitudinal study released in 2023, involving thousands of students in Colorado using a Core Knowledge curriculum, saw students' reading scores improve by ~16 percentile points on state standardized assessments. The study also reported improvements in math and science scores.

The most significant gains were in the participating low-income area where achievement gaps were eliminated, providing compelling evidence that a knowledge-rich curriculum promotes equity.

“At the one low-income school in the [Core Knowledge] study, the gains were large enough to eliminate altogether the achievement gap associated with income. Eliminate it.”

Robert Pondiscio
Education Researcher

Grissmer, D., White, T., Buddin, R., Berends, M., Willingham, D., DeCoster, J., Duran, C., Hulleman, C., Murrah, W., & Evans, T. (2023). A Kindergarten lottery evaluation of Core Knowledge charter schools: Should building general knowledge have a central role in educational and social science research and policy? (EdWorkingPaper: 23-755). Available at: <https://doi.org/10.26300/nsbq-hb21>

Amplify CKLA embodies the content-specific, coherent, and cumulative Core Knowledge approach, by integrating rich knowledge-building and foundational skills instruction.

Case studies

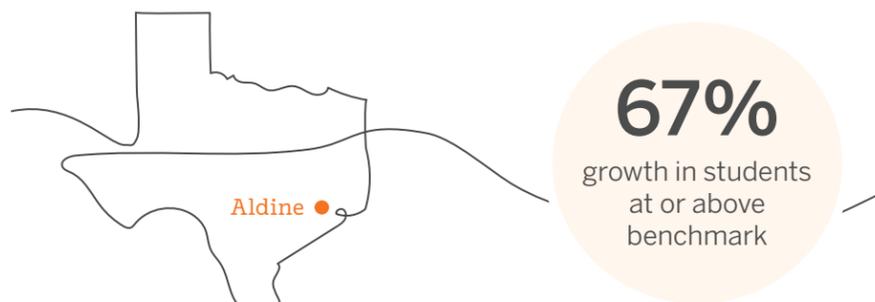
Districts across the country are choosing Amplify CKLA because they've seen the difference it can make.

Aldine, Texas

In just two years, Aldine elementary students meeting or exceeding grade-level benchmarks saw a relative increase of 67%—growing from 30% to 43% in the first year, and reaching 50% in the second year.

“I can't tell you how amazing [the] results I have seen [are], not just with our students but also with our teachers. Aldine is on the right track, and this year, we're taking it to the next level.”

Georgina Foroi
Principal, Gloria B. Sammons Elementary School
Aldine ISD

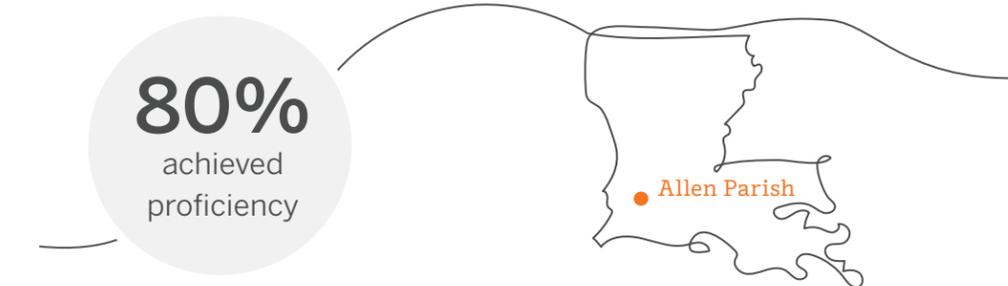


Allen Parish, Louisiana

After just one year of using Amplify CKLA, Allen Parish Grade 1 students met their goal of 80% proficiency, up from 58%. The overall level of proficiency for Grades K–2 in that year rose from 52% to 66%.

“Several of my [Grade 2] students went from an Oral Reading Fluency of 19 words per minute to 90 or more words per minute with 95% or higher accuracy.”

Ashley Matt
Grade 2 Teacher
Oberlin Elementary

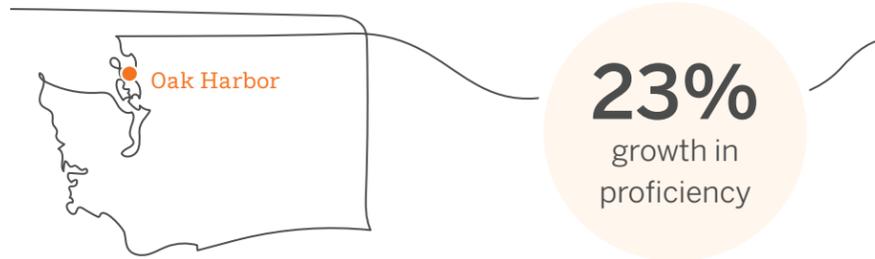


Oak Harbor, Washington

Longitudinal data revealed that every Oak Harbor elementary school experienced up to 23% growth in reading proficiency. Grade 1 especially stood out with impressive gains, growing by 31%.

“When teachers fully embrace the Science of Reading approach and implement Amplify materials with integrity, we see exceptional results and astronomical growth.”

Liz Ritz, Ed.D.
Director of Teaching and Learning
Oak Harbor School District

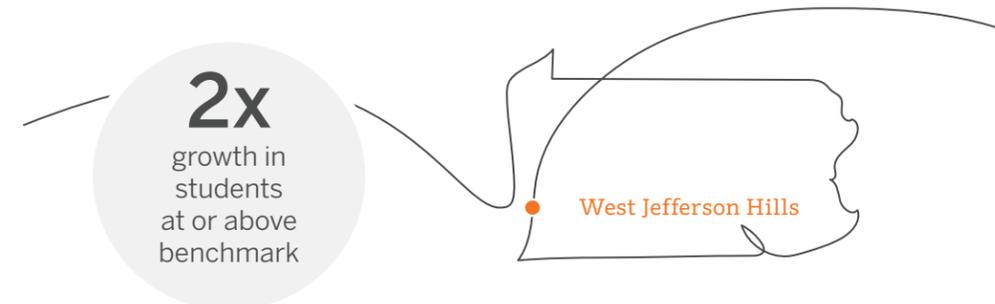


West Jefferson Hills, Pennsylvania

After two years with Amplify CKLA, West Jefferson Hills students scored in the 98th and 99th percentiles among their peers nationwide. The percentage of students reading at or above benchmark also doubled.

“The choice of Amplify became clear for our district. The tremendous professional support from Amplify matched with the commitment of our people. We’re finally seeing something different, and the results are encouraging.”

Matthew Patterson, Ph.D.
Assistant Superintendent
West Jefferson Hills School District



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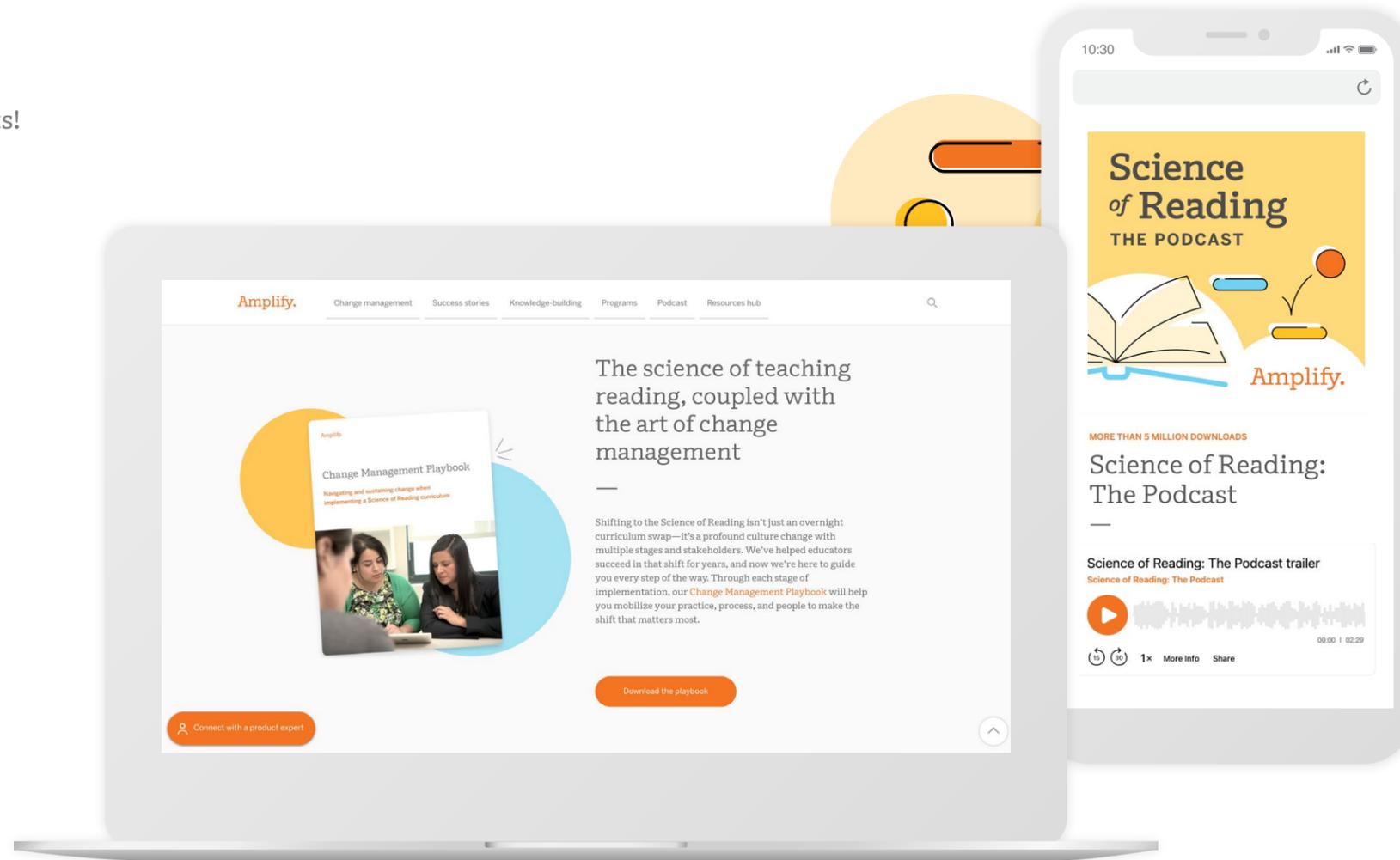
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Science of Reading resource site

Our Science of Reading resource site has everything you need to make the shift to research-based literacy instruction in your district today, including free downloadable rubrics, roadmaps, and classroom resources. Visit scienceofreading.amplify.com for more.

Events and webinars

Our free symposia and webinars provide training on a variety of topics. We work with experts and educators to bring you the latest insights and bridge the gap between research and practice.



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Natalie Wexler
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Julie Washington, Ph. D.
Season 4, Episode 7



Louisa Moats, Ph.D.
Season 3, Episode 3



Hosted by **Susan Lambert**,
Chief Academic Officer,
Elementary Humanities



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