



2024 Brief Form

Curricular Material Adoption Process

PUBLISHER INFORMATION

Publishing Company Name: (Must match Submission/Bid Form and Sample)

Amplify Education, Inc.

Title of Material: (Must match Submission/Bid Form and Sample)

Core Knowledge Language Arts, 2e (CKLA2)

Copyright: (Must match Submission/Bid Form and Sample)

2023

ISBN number: (Must match Submission/Bid Form and Sample)

GK: 9781639487646, G1: 9781639487653, G2: 9781639487660, G3: 9781639487677
G4: 9781639487684, G5: 9798885763769

Subject Area: (Must match Subject/Content areas identified in Call for Submission Letter and Submission/Bid Form and Sample)

ELA

Author(s): (Must match Submission/Bid Form and Sample)

Amplify/CKF

Grade Level: (Must match Submission/Bid Form and Sample)

K-5

Idaho Content Standards: (Identify bank of Idaho Content Standards that the material correlates to e.g., Science – Grade 5 or CTE- Health Professions Dental Assisting)

English Language Arts/Literacy, K-5

MATERIAL INFORMATION

Key Features: (Information will be used to describe the material in the Idaho Adoption Guide. Please be concise.)

Amplify Core Knowledge Language Arts is a comprehensive K–5 English Language Arts program designed to teach students reading, writing, speaking, and listening, while also developing deep vocabulary and broad background knowledge. CKLA is fundamentally different from typical ELA programs, providing a balanced approach that combines rigorous skill-based and knowledge-based support and instruction to develop proficient readers, writers, and critical thinkers.

Key features include:

- Step-by-step foundational skills lessons following a systematic, research-based scope and sequence and employing gradual release of responsibility.
- Meticulous approach to phonics and decoding that starts with the most common sound-spellings and ensures students master all 150 sound-spelling combinations.
- Opportunities for practicing just-learned sound-spellings in a variety of contexts, including through uniquely engaging 100% decodable chapter-books that feature exciting stories and characters.
- Vertically and horizontally aligned knowledge-based units to build deep and sustained background knowledge in history, science, literature, and the arts, with a focus on accumulating knowledge within a grade level and across grade levels.
- Engaging complex read-alouds to build deep knowledge, develop vocabulary and comprehension, and provide daily opportunities for discussion, collaboration, and response-to-text activities.
- Embedded differentiation strategies within all lesson segments to help students meet and exceed lesson objectives.
- Point-of-use scaffolds for English Language Learners within all lesson segments.
- Daily formative assessment opportunities tied to standards and lesson objectives.
- Benchmark, Placement, and Unit- and Mid-Unit Assessments for monitoring progress, identifying risks and remediation activities, and determining student groups.

Intended Use: (spiral, scripted, reform, daily, weekly, themes, units, whole group, small group, centers based, software inclusion, etc.)

Daily lessons in Grades K–2 consist of 120 minutes of CKLA instruction delivered in two instructional strands, which includes:

- 60 minutes of foundational skills instruction within the Skills Strand and 60 minutes of knowledge- and comprehension-driven instruction within the Knowledge Strand

- A flexible amount of additional independent or group reading time. (A minimum of 20 minutes a few times a week is suggested.)

Daily lessons in Grade 3 consist of 120 minutes, while Grade 4–5 Lessons are 90 minutes and lessons include:

- Comprehensive reading, writing, speaking, and listening within content-based instructional units
- A flexible amount of additional independent or group reading time. (A minimum of 20 minutes a few times a week is suggested.)

A large range of instructional models are employed within CKLA. Below is an outline of some of the most common. It is also important to note that the lessons in CKLA, as written, provide a very tight blueprint for potential instruction. Teachers will, and should, use their own expertise and knowledge of their classrooms to teach CKLA's lessons appropriately. The instructions in the guide can be followed as a minute-by-minute guide, but there are also multiple opportunities for variation.

Direct Instruction: Teachers are often asked to engage in direct instruction in CKLA, particularly when new concepts, foundational skills, and content is introduced. Direct instruction can be used to teach complex tasks, such as constructing an argument and using digital sources to find information, and it is well suited to teaching discrete skills, such as cursive writing, forming possessives, and using quotation marks. It is a particularly effective model with students who are experiencing difficulty or need additional support.

Collaborative Learning: Students work together on shared goals in the majority of CKLA lessons. Small group and partner activities and discussions are used in short and longer sessions. Over time, students learn to engage in discussions over multiple turns and periods. These range from structured occasions such as Think-Pair-Share and Turn and Talk, to interactive activities where students work together on complex long-term projects, to more informal collaborative work.

Research and Project-Based Learning: During the application portion of lessons, students are scaffolded to collectively research and integrate content within and across different domains and grade levels. For example, in Kindergarten Domain 8, Seasons and Weather, students collectively keep a weather diary, based on daily weather observations. In Grade 2, Domain 6, Cycles in Nature, the teacher is prompted to create a “Classroom Observation Board” at the beginning of the domain. Applications in different lessons ask students to observe naturally occurring cycles, such as the current appearance of plants and trees in their area in light of the given season, as well as cycles that are simulated through experiments, such as the water cycle.

Best Practices in Program Design:

CKLA is based on decades of cognitive science and classroom-based research, showing that fluent decoding, a large vocabulary (including academic vocabulary), and broad knowledge are essential to reading comprehension and literacy. CKLA's underlying philosophy is that effective ELA instruction best meets students' needs by heeding two essential findings from cognitive science: decoding (and encoding) must become automatic and fluent, and broad background knowledge and vocabulary are essential to comprehension.

CKLA is designed around the following four principles of instruction:

1. Explicit instruction is necessary for automatic and effortless decoding.

It is not enough to teach students to be familiar with letters and sounds. To create strong, fluent readers, instruction must help students read words automatically and effortlessly. Explicit instruction in, and extensive practice with, the spelling patterns of the English language is the only way that students can transition from learning to read (in which their mental energy is mostly focused on decoding) to reading to learn (in which, since decoding has become automatic, their mental energy can be devoted to comprehension of more complex texts and topics).

2. Background knowledge is essential to strong comprehension.

Becoming a critical and strategic reader depends on having a wide breadth of knowledge and related vocabulary. Comprehension isn't a transferable skill that can be applied equally well to any text. While reading comprehension strategies are often helpful, the less the reader knows about the topic at hand, the less he or she will grasp from the text. Building knowledge to support strong comprehension is one of the core premises of CKLA.

3. Vocabulary learning is most efficient when it is contextualized, content-based, and constant.

There is nothing wrong with studying vocabulary lists—but the sheer number of words that students know clearly demonstrates that most vocabulary is learned in context, by hearing a word many times and thus having many contexts from which to infer its meaning. The average six-year-old knows 6,000 words; the average high school graduate knows 40,000 words. Between third and twelfth grades, students learn about 3,000 words a year. Not all these words are known equally well, and most of these words are never taught—they are inferred through multiple exposures. To build a strong vocabulary, students need both exposure to words related to different bodies of knowledge (i.e., domain-specific vocabulary such as photosynthesis and couplet) and exposure to academic words that apply to many topics (e.g., gravity, analyze, chorus, and trivial).

4. Effective instruction supports the connection between oral and written language.

Although students do transition from learning to read to reading to learn in elementary school, it is not until the end of middle school that students' reading comprehension is as strong as their listening comprehension. Even as students become strong readers and writers, they benefit from hearing and discussing complex texts that the teacher reads aloud.

Materials Needed for Implementation:

CKLA Classroom Kits at each grade level per classroom, as well as Student Activity Book Sets per student. Classroom Kits include Teacher Guides, Student Readers, Student Activity Books, and ancillary classroom materials that vary by grade level such as Flip Books, Image Cards, Spelling Cards, Chaining Folders, Small and Large Letter Cards. All components in CKLA are available for purchase individually for refill.

Professional Development /Training Required:

Yes

No

If applicable, explain:

For an effective and sustainable implementation, professional development directly prioritizes classroom instruction and develops necessary capacity among key stakeholders -- district leads, instructional leaders (principals and coaches), and teaching staff. Professional development includes both training and coaching support over multiple years to incrementally develop the knowledge and skills needed for a self-sustaining implementation. Training equips stakeholders with the information and tools they need for a successful program implementation and initially, focuses heavily on updating day to day practices, activities, tools, and protocols to ensure a coherent approach to literacy instruction. Coaching provides real-time context for application and skill building to develop effective habits of teaching that produce excellent student outcomes.

ACCESSIBILITY:

Accessibility Disclosure: (Please explain how core materials are accessible educational materials: designed or converted in a way that makes them usable across the widest variability regardless of format.)

FULL DISCLOSURE FOR DIGITAL MATERIALS: (PLEASE COMPLETE FOR DIGITAL

CURRICULAR MATERIALS ONLY)

Amplify is committed to building products that address the needs of all learners, including those with disabilities. We do so by methodically integrating accessibility considerations into our product development lifecycle and implementing training and vendor management programs that support compliance with accessibility guidelines and best practices. Amplify works with external experts in digital accessibility to ensure that we build our products according to the WCAG 2.0 AA guidelines and best practices. This includes engaging accessibility experts to conduct assessments and committing to a remediation plan for identified deficiencies. We are also implementing WCAG 2.0 training programs to support integration of accessibility concerns into the decision-making process of our product design and development teams.

Platform:

Amplify products are delivered as web-based SaaS (Software as a Service).

Cross Platform Functionality:

Amplify is a supporter and leader in ed-tech interoperability, as an 1EdTech (formerly IMS Global) Contributing Member and signatory to the Project Unicorn interoperability pledge. Amplify products support standards including OAuth 2, SAML v2.0, IMS Learning Tools Interoperability (LTI) v1.1, IMS Global Common Cartridge v1.3, IMS OneRoster v1.1, the IMS CASE Network, and the Experience API (xAPI). Amplify certifications can be viewed at <https://site.imsglobal.org/certifications?query=amplify>. Amplify has earned the Project Unicorn Interoperability Certification, at the level 4 score, indicating that the product provides optimal interoperability to its users.

Plugins Needed: (Flash, Shockwave)

No Plug-ins are required, Amplify products are delivered as web-based SaaS (Software as a Service). For more information, please review our customer requirements page located at <https://amplify.com/customer-requirements>

Screen Resolution:

1024 x 768 or higher

Connectivity Speed Requirement:

Amplify requires bandwidth of 2 mbps per device during peak usage (10 mbps recommended) For more information on technical requirements, please see here: <https://www.amplify.com/curriculum/requirements>

Mobile Device Capability:

Supported platforms are: iPad® 5+ Description: 1024 x 768 or higher, 32GB or higher Operating system: iOS 13+ Browser: Safari 13+

Chrome (latest 2 versions) Chromebook Description: 1.4 GHz dual core or greater, 1024 x 768 or higher, 4GB of RAM or higher Operating system: Chrome OS Browser: Chrome (latest 2 versions)

Licensing Model(s): (Subscription, 1 yr., etc.)

CKLA digital experience licenses are available per student and per teacher, on a subscription model.

Updating Process: (How often, auto updates, etc.)

Amplify is committed to continually increase user satisfaction. One of Amplify's greatest strengths is in its ability to continue to develop each year, responding quickly to the needs and feedback of our users.

Amplify is continually enhancing the student and staff experience. New functionality, bug fixes, and content updates are released on an ongoing basis, with zero or minimal disruption of normal operation. On the rare occasion maintenance or major upgrades requires some downtime, it is limited to off-hours for minimal user impact.

Whether functional or pedagogical, when updates do occur, they will be released to existing users automatically over the summer, along with an announcement via email and chat so that teachers are aware of them.

There are no additional fees for these updates to Amplify's digital features and content.

Tools & Features:

CKLA's digital experience allows teachers to access digital materials for projection, PDFs of teacher and student materials, audio and video recordings, intervention materials, and other resources to support instruction.

With the digital experience, CKLA 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.

The innovative live review tool found in the digital experience enables teachers to keep an eye on all their students as they work on drawing, recording audio, uploading and capturing images, and typing or writing in pre-placed textboxes in their Activity Pages. Please note student licenses for digital experience are sold separately.