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Amplify CKLA Introduction

Amplify welcomes the opportunity to have Amplify Core Knowledge Language Arts (CKLA) 3rd Edition reviewed by The Reading League as part of its ongoing commitment to alignment with the Science of Reading. Since 2000, Amplify has developed K–12 educational resources informed by research on how children learn, and that commitment to evidence-based practice is central to the design of Amplify CKLA.

Amplify CKLA is a comprehensive K–5 literacy curriculum grounded in the Science of Reading. The program is currently used by more than four million students across all 50 states and Washington, D.C. Amplify CKLA is one of a limited number of core literacy curricula that meets the criteria for Tier I – Strong Evidence as an educational intervention under the Every Student Succeeds Act (ESSA). Click [here](#) for a closer look at Amplify CKLA's research base, efficacy, and impact.

Amplify CKLA is designed to support students in developing foundational reading, writing, and critical thinking skills through evidence-based instruction across all key literacy domains: speaking, listening, reading, and writing—using both print and digital materials.

In Grades K–2, the curriculum features separate Skills and Knowledge Strands, providing explicit foundational skills instruction alongside language comprehension development. In Grades 3–5, foundational skills, language development, and knowledge-building are integrated to support students as they engage with increasingly complex texts and topics. For students who require continued foundational skills support beyond Grade 2, the 3rd Edition includes dedicated Skills instruction for Grades 3–5.

Amplify CKLA 3rd Edition builds on the 2nd Edition, which has demonstrated positive student outcomes nationally. Updates include new and revised Knowledge units with streamlined pacing, domain-aligned writing instruction, daily activities that support comprehension, syntactical awareness, sentence-level writing, and composition development. The accompanying digital platform includes

Amplify CKLA

lesson-aligned teacher presentation screens, skill-building practice activities, and standards-based reporting from automatically scored assessments. When teachers teach using Amplify CKLA, they grow in their understanding of how literacy develops. When students learn in classrooms that use Amplify CKLA, they develop as confident and capable readers and writers.

Hallmarks of Amplify CKLA 3rd Edition:

- a program structure that reflects well-established literacy frameworks
- systematic, integrated reading and writing instruction to support literacy proficiency
- explicit and cumulative instruction to support all students
- domain-focused knowledge building that systematically develops students' background knowledge and vocabulary through carefully sequenced topics that build within and across grades
- comprehensive writing instruction from shared writing experiences in early grades to independent composition across multiple text types, with explicit instruction in the writing process and transcription skills
- engaging content featuring diverse texts and high-interest topics spanning genres that motivate student learning and build sustained engagement

Amplify CKLA Publisher Response

Overall Design and Structure

<p>No evidence of deliberate and purposeful practice: “These two terms refer to practice that goes beyond rote repetition and involves practicing for a purpose (e.g., accuracy, fluent retrieval, generalization) with the deliberate goal of long-term improvement of skill performance” (Hughes & Riccomini, 2019, p. 406).</p>	<p>2</p>
<p>No evidence of retrieval practice: Retrieval practice “consists of tasks requiring retrieval of targeted skills and knowledge from memory without prompts or cues” (Hughes & Riccomini, 2019, p. 407). “Retrieval practice is a strategy in which calling information to mind subsequently enhances and boosts learning” (Agarwal, Roediger, McDaniel, & McDermott, 2020, p. 2).</p>	<p>2</p>

Amplify Response

Amplify CKLA 3rd Edition is designed to move beyond rote repetition, providing practice experiences that are purposeful and goal-oriented—targeting accuracy, fluent retrieval, and generalization with the deliberate aim of long-term skill improvement. Daily Primary Focus Objectives anchor all practice activities to specific learning goals, with each lesson segment including strategically aligned practice, checks for understanding, and formative assessments that ensure deliberate focus throughout instruction. Importantly, instruction is designed to build on previous lessons, and while a skill may not always be a primary objective, it remains integrated into ongoing instruction. This cumulative design ensures that students continue to encounter, apply, and strengthen previously learned skills within new instructional contexts, supporting retention and long-term mastery rather than treating skills as isolated, one-time learning events.

Purposeful practice in Amplify CKLA is characterized by clear performance goals, targeted feedback, and deliberate skill refinement across all strands and grade levels. In the K–2 Skills Strand, for example, chaining activities require students to systematically manipulate sound-spellings with teachers setting specific goals and monitoring improvement, while daily concentrated practice in writing, spelling,

word-level reading, and word sorting ensures that newly taught patterns are applied purposefully in varied contexts. Students also engage in purposeful practice through Amplify's Boost Reading Practice Games. Teachers can assign these optional games to their whole class or to individual students for targeted skill-specific practice aligned with core instruction.

In the Knowledge Strand and Grades 3–5 Integrated Units, iterative writing instruction moves students through structured, multi-stage processes with explicit performance goals and targeted feedback at each stage, while systematic vocabulary development through domain immersion provides repeated, purposeful application of academic language across multiple weeks. In Grades 3–5, Writing building block activities develop sentence-level skills through purposeful practice in sentence expansion and combining, and morphology instruction builds students' understanding of prefixes, suffixes, and root words as transferable tools for reading and spelling complex, multisyllabic words. Daily independent and small group reading and writing activities provide additional opportunities for purposeful, skill-specific practice across all grade levels.

Retrieval practice—which requires students to independently call targeted skills and knowledge to mind from memory, without prompts or cues—is systematically incorporated throughout the program's design, recognizing that the act of retrieving information itself strengthens and boosts learning over time. Skills Strand lessons begin with a dedicated Warm-Up section requiring students to retrieve previously learned sound-spellings from memory, while K–2 Knowledge domains feature "Core Connections" and "Where Are We Now?" segments in which students actively recall related concepts from prior learning. In Grades 3–5 Integrated Units, students continuously recall and apply previously learned concepts, such as grammar and language skills, across lessons and units. The program's coherent knowledge domain sequence provides an additional and powerful vehicle for retrieval practice, as students who have built background knowledge and vocabulary within a domain are regularly required to draw on that prior learning when engaging with new texts and concepts. Within units, students retrieve and apply domain-specific and academic vocabulary across multiple lessons and weeks, while the systematic progression of

knowledge domains across grade levels ensures that students revisit and build upon previously learned content over time. This cross-unit and cross-grade retrieval of knowledge and vocabulary not only deepens conceptual understanding but also strengthens long-term retention, as students repeatedly activate and extend their growing networks of word and world knowledge in service of reading, writing, and discussion tasks.

Usability: The materials are confusing and/or difficult to manage and use in a classroom setting.	2
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Amplify Response

Amplify CKLA 3rd Edition materials are specifically designed for classroom usability, with comprehensive organizational features, digital resources, and user-friendly supports that facilitate efficient teaching and learning. These comprehensive design features support classroom implementation, helping teachers deliver research-based instruction, monitor learning, and support student growth.

Amplify CKLA 3rd Edition Teacher Guides feature intuitive organization with unit introductions, detailed lesson plans with embedded teacher language, scaffolding supports, and Checks for Understanding to inform instructional adjustments and assessments. Organizational features, including tables of contents, glossaries, appendices, and internal lesson structures, are consistent across all units and grade levels. Appendices provide detailed information about the program's origins and pedagogical approach.

Each lesson contains clear and consistent structural supports, including Lesson at a Glance Charts that provide an overview of components, grouping recommendations, time stamps, and required materials; Primary Focus Objectives that clearly identify the main purpose of each activity; and Advance Preparation sections that outline necessary teacher preparation and Universal Access recommendations. Formative Assessments aligned to grade-level standards are highlighted at the start of each lesson for clear alignment. All required ancillary materials are clearly identified with

visual icons and embedded notes within lesson plans, enabling teachers to quickly locate and integrate supporting resources.

Amplify CKLA's digital platform, on Amplify Classroom, provides organized access to all program components through a user-friendly interface, including customizable Teacher Presentation Screens, digital assessments for streamlined progress monitoring, and data analysis tools. The platform houses additional planning resources, including K–2 and 3–5 [Implementation Guides](#) (login required), Curriculum Maps, Pacing Guides, Master Supply Lists, Scope and Sequences, and the [Amplify CKLA 3rd Edition PD Library](#) (login required).

1B: Phonological and Phoneme Awareness

1.12: Phoneme awareness is not assessed and monitored (e.g., a student's ability to identify the initial, final, and medial phonemes in a word).	2
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Amplify Response

Amplify CKLA 3rd Edition assesses and monitors phoneme awareness through a systematic approach that includes informal observations within instruction, observational records, and formative and summative assessments. Together, these methods give teachers multiple opportunities to evaluate and monitor students' developing awareness of individual phonemes, including their ability to identify initial, medial, and final sounds in words. Targeted reteaching instruction is included for students who need more practice with phonemes.

Daily instruction in the K–2 Skills Strand includes listening activities in which students identify whether words contain specific sounds in the middle position, and sound box activities in which students use manipulatives to determine whether target sounds appear at the beginning, middle, or end of words. Daily warm-up activities provide ongoing monitoring opportunities through oral blending and segmenting practice. As students blend and segment single-syllable words, teachers

record individual performance in the Oral Blending and Segmenting Observation Record, enabling daily progress monitoring and timely instructional adjustments.

Amplify CKLA integrates phonemic awareness with phonics instruction from the earliest stages of Kindergarten, recognizing that these skills develop more effectively together through systematic knowledge of the alphabetic system. Instructional activities such as blending, segmenting, and chaining simultaneously build students' sound manipulation abilities while reinforcing letter-sound relationships. As a result, phonics assessments inherently measure phonemic awareness, considering successful decoding depends on the same sound manipulation skills that form its foundation.

Formal assessments build on this foundation by targeting phoneme isolation skills more explicitly, assessing students' ability to blend individual sounds in words and isolate initial and medial short vowel sounds in spoken words.

Within core instruction, formative assessments and observational records allow teachers to monitor the development of phonological and phonemic awareness and adjust instruction as needed. Teachers are guided to analyze error patterns in both formal and informal assessments, and can draw on the digital Assessment and Remediation Guides or Intervention Toolkit for additional practice activities. Targeted reteaching opportunities include Circle Spelling activities, Push and Say activities using manipulatives to segment phonemes, and Simon Says activities in which students blend individual phonemes through kinesthetic movement. Additional Support sections at the end of each K-2 Skills lesson provide further practice and progress monitoring opportunities.

For systematic screening and progress monitoring, Amplify recommends universal screening through mCLASS DIBELS 8th Edition, which aligns with Multi-Tiered System of Supports (MTSS) models and is validated to identify students at risk for reading difficulties, including dyslexia. This comprehensive assessment framework ensures continuous monitoring of phonemic awareness development and provides multiple entry points for targeted intervention when students demonstrate difficulty

with these foundational skills. More information on Amplify CKLA's early literacy suite can be found [here](#).

1C: Phonics and Phonic Decoding

1.25: There are few opportunities provided for word-level decoding practice of new phonics patterns and interleaving practice for prior phonics patterns.	2
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Amplify Response

Amplify CKLA 3rd Edition provides structured opportunities for word-level decoding practice of both new phonics patterns and previously learned patterns through multiple daily instructional routines designed to build accuracy and automaticity with the alphabetic code.

Word-level decoding practice for new phonics patterns is embedded throughout Skills Strand lessons through concentrated activities, including word-level reading, word sorting, and encoding. Chaining activities provide systematic practice where students manipulate sounds within words to decode new words. For example, when teaching /oo/, students work through a chain such as crook > brook > book > look > took > cook > hook > hood > wood, applying the newly taught pattern in a progressive sequence of related words.

Interleaving practice with previously learned phonics patterns occurs alongside instruction in new patterns. Daily Warm-Up activities consistently review previously taught letter-sound correspondences before introducing new content, beginning in Kindergarten and continuing through Grade 3. Teachers review Large Letter Cards and previously taught spellings to support retention of prior learning. Mixed chaining activities further reinforce interleaving by combining new and previously learned patterns within a single activity. For example, the chain chap > map > man > than > then > them > hem > hen > pen requires students to apply multiple phonics skills simultaneously. Additional cumulative review opportunities occur through games and activities such as Homophone Matchmaker, Wiggle Cards, and mixed review activities.

Decodable texts extend word-level practice into connected reading contexts by incorporating both newly taught and previously learned phonics patterns. Within each lesson, students first practice targeted patterns at the word level before applying them in decodable text, ensuring they have the necessary foundation before reading in context. Because each decodable text includes previously learned sound-spelling correspondences alongside new patterns, students have regular opportunities for interleaved practice in authentic reading contexts through whole group, small group, partner, and independent reading activities.

1D: Fluency

1.42: Fluency instruction focuses primarily on student silent reading.	2
1.43: Rate is emphasized over accuracy; priority is given to the student's ability to read words quickly.	2
1.44: Word-level fluency practice to automaticity is not provided, or fluency is viewed only as text-reading fluency.	4

Amplify Response

Reading fluency is essential for comprehension, as it enables readers to focus on making meaning of text rather than simply decoding it. Fluency involves three key elements: accuracy, which reflects decoding proficiency; rate, which represents automatic word recognition; and prosody, which involves the use of intonation, stress, and rhythm to demonstrate nuanced understanding of a text's meaning and emotion.

Amplify CKLA 3rd Edition is built on the premise that reading fluently requires automaticity in decoding, recognizing that students who cannot decode quickly, accurately, and automatically will experience difficulty comprehending what they read. The program provides comprehensive fluency instruction with a daily focus on all three elements—accuracy, rate, and prosody—through explicit sound-spelling

instruction, word-level reading, decodable reading practice, oral syntax practice, and explicit attention to expression.

In Amplify CKLA, accuracy is developed through a carefully sequenced approach to the English code, beginning with the most common or least ambiguous spelling for each sound before introducing alternative spellings. Word-level accuracy practice begins in Kindergarten through specific instructional routines designed to build fluency from phoneme-grapheme connections to whole-word recognition, including Pocket Chart Chaining, Individual Chaining, Word Box activities, Wiggle Cards, Tricky Words, and Introduce the Spellings activities. Each Skills lesson includes daily concentrated practice in writing, spelling, word-level reading, and word sorting using newly taught sound-spelling patterns, building the foundation for accurate word recognition.

Reading rate develops as students become more confident and demonstrate consistent accuracy with specific spelling patterns. Instruction includes repeated reading activities, and teachers can monitor rate through timed practice opportunities. Frequent rereading activities throughout the program help students improve fluency by building automaticity, and in Grades 3–5, a structured five-day routine with instructional texts systematically develops reading rate alongside accuracy. This deliberate progression from accuracy to automaticity ensures students develop efficient word recognition, freeing cognitive resources for comprehension rather than word-level decoding.

Prosody is developed through structured practice embedded throughout daily instruction across all grade levels. Teacher-led Read-Alouds serve as the foundation for prosody development, providing students with consistent modeling of appropriate phrasing, stress, intonation, and rate across a variety of text types. During these modeling sessions, teachers demonstrate how to adjust pace, use expression to convey character emotions or emphasize important information, and employ strategic pausing to support comprehension, helping students internalize the characteristics of fluent, meaningful reading. Additional fluency routines, including partner reading and choral reading, offer varied opportunities for students to

practice and refine prosodic features in collaborative contexts. Partner reading provides immediate peer feedback, while choral reading offers a supportive environment for less confident readers to practice alongside their peers.

2C: Vocabulary

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

A key objective of Amplify CKLA is to systematically build students' knowledge while providing structured exposure to and instruction in both academic and domain-specific vocabulary, enabling students to grow as confident readers and writers across grade levels. Unlike theme-based units that loosely connect topics, Amplify CKLA organizes content into coherent domains with shared vocabulary, supporting vocabulary acquisition by introducing students to networks of related words that facilitate connections and inferences. By repeatedly engaging with core vocabulary and concepts in these domains, students deepen their understanding of subject matter and develop both the breadth and depth of their word knowledge over time.

Amplify CKLA develops academic vocabulary through domain-based units during which students engage deeply with content across history, geography, science, culture, and the arts. The program takes a depth-oriented approach using a three-tier vocabulary framework. Tier 2 words, which appear across disciplines and in directions, assessments, and discussions, are intentionally targeted within each unit and used consistently throughout instruction in reading, writing, grammar, morphology, and spelling.

In the K–2 Knowledge Strand, explicit vocabulary instruction occurs through daily Word Work activities—short, focused segments that address academic words, multiple-meaning words, idiomatic expressions, and complex vocabulary. Delivered immediately following Read-Alouds, Word Work allows students to practice newly

learned vocabulary through structured activities such as using target words in oral sentences, identifying synonyms and antonyms, and connecting vocabulary to personal experience. Vocabulary instruction is also embedded before, during, and after interactive Read-Alouds, with core vocabulary words introduced before reading, highlighted in context during reading, and reinforced through post-reading discussions and written practice activities.

As Amplify CKLA extends into Grades 3–5, students' developing background knowledge allows them to interact with new content in increasingly complex contexts. Vocabulary learning at this level occurs through two primary pathways. First, students acquire vocabulary implicitly through sustained engagement with rich, complex texts, building networks of related words within meaningful content contexts. Second, students are explicitly taught word-learning strategies, such as using context clues to independently determine the meaning of unknown words. Instruction within units also regularly incorporates multiple-meaning words, figurative language, and idioms, helping students grasp the flexibility and nuance of language.

For additional vocabulary practice, Amplify CKLA includes a digital Vocab App that allows students to engage with Tier 2 academic words drawn directly from program domains in Grades 3–5. Rather than emphasizing memorization of isolated definitions, the Vocab App engages students in academically rigorous, game-based activities that require them to interpret and apply vocabulary within meaningful contexts, supporting deeper comprehension and long-term word mastery. More information on the Vocab App can be found [here](#).

2E: Verbal Reasoning

2.27: Inferencing strategies are not taught explicitly and may be based only on picture clues (i.e., picture walking), and not connecting them to background knowledge and instructional texts.	3
2.28: Students do not practice inferencing as a discrete skill.	2

Amplify Response

Research on text comprehension indicates that skilled readers employ both implicit and explicit strategies—drawing on background knowledge to form inferences, make predictions, and establish connections within and across texts. Amplify CKLA 3rd Edition treats comprehension strategies, including inference-making, as tools for knowledge-building rather than isolated skills to be practiced independently. By organizing instruction around coherent knowledge domains, the program ensures that students develop the background knowledge necessary to engage analytically with texts.

In K–2 Knowledge domains, students study topics for approximately two to three weeks, building vocabulary and knowledge they can draw upon when making predictions, monitoring known versus unknown information, and making gap-filling inferences. Teachers guide students' use of this knowledge through questions and discussions before, during, and after Read-Alouds. In Grades 3–5, students make increasingly complex connections based on their accumulated knowledge and growing experience with diverse text types. This approach embeds comprehension strategy instruction within a knowledge-focused context that reflects research on how comprehension develops among skilled readers.

Text-dependent questions are woven throughout daily instruction in three categories that scaffold increasingly complex thinking. Literal questions assess students' recall of key details, requiring them to paraphrase or refer back to specific text passages. Inferential questions ask students to draw conclusions from the text, requiring them to summarize and reference the portions of text that support their inferences. Evaluative questions ask students to build on their learning through

analytical thinking, forming opinions, and citing textual evidence to substantiate their reasoning.

Amplify CKLA explicitly defines and teaches inference strategies to support text comprehension. Students are taught that making an inference involves using what they already know about a topic, combined with what the text states, to figure out information not explicitly stated. Teachers model inference-making through Think-Alouds during reading, demonstrating how textual information combined with reasoning leads to specific conclusions. Lessons focus on practicing inference skills, with teacher modeling followed by guided and independent student practice. Students analyze characters' actions, thoughts, and dialogue to infer motivations and traits, and evaluate peers' inferences using structured feedback stems grounded in textual evidence. This systematic approach ensures that inferencing is taught within the content of the text and draws on students' developing knowledge.

2F: Literacy Knowledge

2.34: Genre types and text structures (e.g., cause and effect, problem and solution, sequence, compare and contrast) are not used to understand the purpose of what is being read.	3
2.35: Specific text structures and corresponding signal words are not explicitly taught and practiced.	3

Amplify Response

Amplify CKLA 3rd Edition takes a systematic approach to teaching genre, text structure, and signal words, building students' awareness of how authors organize information to support both reading comprehension and writing composition. These skills develop progressively across grade levels and are reinforced through connected reading and writing instruction.

Students are explicitly taught that authors write for specific purposes—to persuade, inform, or entertain—and that understanding these purposes helps readers

approach texts strategically. Instruction distinguishes between fiction and nonfiction, and introduces students to specific genres such as fables, myths, personal narratives, informational essays, and how-to texts, each with distinct organizational features and purposes. As students progress through each grade level, they encounter increasingly complex texts that require more sophisticated analysis of genre and structure.

Text structure instruction builds systematically from foundational concepts in early grades to complex analysis in upper grades. Students use graphic organizers that explicitly outline how authors organize information and identify signal words associated with each structure. Sequence structure is signaled by words such as *first*, *next*, *then*, *after*, and *finally*. Comparison structure uses clue words and phrases such as “on the other hand,” *however*, *unlike*, and *similarly*. Cause-and-effect structure is identified through conjunctions such as *so* and *because*, with students learning that “cause” is the reason something happened, whereas “effect” describes the result. Problem-and-solution structure is taught within narrative contexts, where students use story maps to identify central problems, outline event sequences, and describe resolutions. During Read-Alouds, students actively listen for signal words and analyze how authors structure their writing, developing metacognitive awareness of how structural choices affect meaning and comprehension.

Signal words and text structures are reinforced through active application in writing instruction. Students incorporate temporal words and transition phrases into sentence-combining exercises, graphic organizers, and writing drafts. In narrative and informative writing, students use words like *first*, *next*, *then*, and *finally* to show chronological order, and words like *similar*, *both*, *however*, and *unlike* to draft comparative sentences. In opinion and informative writing, students use linking words and phrases such as “for example,” “another reason,” “in conclusion,” and *additionally* to connect ideas and ensure logical flow. In some units, students choose their own text structure and incorporate appropriate signal words to organize their writing, demonstrating flexible and purposeful application of these skills.

Exposure to a wide range of texts across varied structures and genres further develops students' ability to identify, analyze, and respond to different organizational patterns. This dual focus on reading and writing ensures that students not only recognize how authors structure texts but also apply those structural choices purposefully in their own composition, strengthening both comprehension and critical thinking across grade levels.

Section 3: Reading Comprehension

3.1: Comprehension strategies such as identifying the main idea, summarizing, noting text structure, inferencing, and fix-ups are not taught and practiced throughout the year using a gradual release of responsibility (i.e., I do, we do, you do) using appropriate instructional text that students can accurately decode.	2
3.5: Students are not taught methods to monitor their comprehension while reading.	3

Amplify Response

Amplify CKLA 3rd Edition approaches reading comprehension not as an isolated set of strategies to be practiced independently, but as the natural outcome of building the knowledge, vocabulary, and word recognition and syntactic skills students need to engage meaningfully with complex texts. This distinction is central to the program's design. Research indicates that efficient word reading, robust vocabulary, and background knowledge are prerequisite conditions for comprehension; without these foundations, strategy instruction alone has limited impact. When students possess these foundations, comprehension strategies such as summarizing, inferencing, and identifying main ideas become meaningful tools for deeper engagement with texts rather than ends in themselves.

Knowledge-building serves as the cornerstone of Amplify CKLA's approach to comprehension. Cognitive science indicates that prior knowledge both facilitates the intake of new information and supports retention, and that the strongest predictor of whether a reader will comprehend a text is prior familiarity with its content. By organizing instruction around coherent knowledge domains studied over

approximately two to three weeks, Amplify CKLA instruction provides the background knowledge and vocabulary necessary for students to comprehend and analyze texts at increasing levels of complexity. Comprehension strategies are taught explicitly within these knowledge-rich contexts, serving as tools that help students access, extend, and consolidate their growing understanding.

Text-dependent questioning is one vehicle through which Amplify CKLA develops comprehension. Questions are sequenced across three levels of cognitive demand. Literal questions assess students' recall of key details, requiring them to paraphrase or refer directly to the text. Inferential questions ask students to draw conclusions by synthesizing information from multiple parts of the text. Evaluative questions require students to apply analytical thinking, form opinions, and cite textual evidence to support their reasoning. This questioning framework is consistent across grade levels, with text complexity and cognitive demand increasing as students progress.

Close reading is another systematic structure used to deepen comprehension. Following partner or independent reading, teachers lead students through text-dependent questioning, discussion of academic vocabulary, analysis of complex syntax or challenging transitions, and a culminating writing activity. This structure provides students with repeated, purposeful opportunities to return to the text, examine it carefully, and articulate their understanding in both oral and written forms.

Summarization and self-monitoring are taught explicitly as comprehension tools rather than isolated strategies. Students learn that a summary captures only the most important information and omits unnecessary detail. Self-monitoring is introduced as the practice of pausing during reading to check understanding, retell key information, and reread when meaning breaks down. Teachers model this process explicitly, demonstrating how to assess one's own comprehension and use rereading as a strategy for clarification. This metacognitive instruction helps students develop awareness of their own reading processes and builds the habits of mind necessary for independent comprehension.

Amplify CKLA's approach reflects research indicating that background knowledge and comprehension strategies are not competing priorities but complementary ones. Background knowledge provides the foundation upon which strategies operate, while strategies help students engage more deeply with content and acquire further knowledge. Even when background knowledge is secure, some students benefit from additional explicit support in applying that knowledge strategically during reading. Amplify CKLA addresses this through structured questioning, teacher modeling, sentence supports, and guided practice that help students identify and apply relevant knowledge to support their comprehension of specific texts.

Section 4B: Writing - Spelling

4.5: There is no evidence of explicit spelling instruction, no spelling scope and sequence, or the spelling scope and sequence is not aligned with the phonics/decoding scope and sequence.	2
4.7: Patterns in decoding are not featured in encoding/spelling; spelling lists are based on content or frequency of word use and not connected to decoding/phonics lessons.	2

Amplify Response

Amplify CKLA 3rd Edition takes an approach to spelling instruction that goes beyond traditional spelling tests, teaching encoding directly connected to the phonics scope and sequence. Reading (decoding) and writing (encoding) are taught as inverse processes, with students never required to spell words that go beyond the letter-sound correspondences they have already been taught for decoding. This systematic alignment ensures that patterns introduced in decoding instruction are immediately reinforced through encoding and spelling practice.

Explicit spelling instruction begins in Grade 1, providing a systematic review of the exact letter-sound correspondences students have recently learned to decode. The program deliberately structures instruction this way because spelling achievement generally trails reading achievement—students must first learn to decode spelling

alternatives in print before selecting correct spelling patterns in their own writing. Amplify CKLA explicitly teaches students that spelling involves breaking a word into its individual sounds and writing a spelling for each sound, mirroring the decoding process in reverse. Dictation exercises require students to spell words immediately following decoding practice using the same learned sound-spelling patterns, reinforcing both processes simultaneously.

Students practice transferring decoding knowledge to spelling through several structured instructional routines. Chaining for Spelling activities require students to encode words by arranging letter cards and changing one sound or spelling at a time. Word Sort activities help students practice encoding when learning that single sounds have multiple spelling patterns, sorting written words into columns based on specific patterns. Spelling Trees provide visual reinforcement by having students categorize decodable words onto correct spelling branches, illustrating frequency patterns for specific sounds. Weekly spelling lists consist entirely of sound-spelling correspondences already taught for decoding, with the addition of select Tricky Words, ensuring that students can segment and blend every word on their list. When students learn to decode a new pattern during reading instruction, their weekly spelling list immediately requires them to encode words using those exact patterns, providing direct and consistent reinforcement of current phonics content.

The K–2 Skills Strand provides explicit instruction on all 44 distinct sounds of English and the more than 150 spelling patterns that represent them. Instruction begins with the most common and reliable spelling patterns in Kindergarten and gradually introduces more complex orthographic representations, including vowel teams, silent letters, and morphological elements. Throughout the program, students also learn to spell morphological patterns such as prefixes, suffixes, and root or base words, developing an understanding of how meaningful units combine to form complex words and how spelling may change when morphemes are added—such as doubling consonants or dropping a silent ‘e.’ Spelling rules for morphological patterns are taught explicitly, including inflectional endings such as *-ed* and *-ing*, derivational suffixes such as *-tion* and *-ment*, and the principle that base words maintain their spelling when affixes are added. Students apply these patterns

through dictation exercises, word sorts, and writing activities that require them to encode words using the letter-sound correspondences and morphological knowledge they have been taught.

Section 4C: Writing - Composition

4.15: Writing tasks and prompts are provided with minimal instruction for the skills needed to complete them and little time for planning prior to writing.	2
4.17: Conventions, grammar, and sentence structure are not explicitly taught, and opportunities for practice to develop automaticity are not provided; instead, they are addressed opportunistically.	2

Amplify Response

Amplify CKLA 3rd Edition incorporates comprehensive writing instruction emphasizing explicit skill instruction, teacher modeling, structured planning, and supported practice across all grade levels. Writing instruction is integrated with reading throughout both the Skills and Knowledge Strands in K–2 and all Grades 3–5 Integrated Units, with students writing multiple texts in each major text type. Projects range from daily writing and text responses to extended formal pieces developed across multiple lessons, ensuring that students engage with writing as a recursive, purposeful process.

Writing instruction begins in the earliest grades through shared writing experiences in which teachers model how to organize ideas, construct sentences, and revise text while students contribute content and observe the thinking process behind effective writing. These sessions connect to the Knowledge domains students explore through Read-Alouds and texts, providing meaningful topics and relevant vocabulary as students compose narratives, informational texts, and opinion pieces. As students progress, instruction moves from shared and modeled writing to guided and independent practice.

Amplify CKLA introduces a structured writing process beginning in Grade 1 with three foundational steps: planning, drafting, and editing. As students progress,

instruction expands to include a clear distinction between revising—making changes to content and organization—and editing, which focuses on correcting grammar, punctuation, and spelling. In Grades 3–5, students practice a fuller process that includes planning, drafting, sharing, evaluating, revising, and editing, moving among these components flexibly as experienced writers do. Planning is embedded within unit content through graphic organizers, story maps, 5Ws charts, T-charts, and genre-specific templates, with lessons scaffolding progression from oral discussion to collaborative and then independent writing.

Each unit includes one formal writing piece constructed over several lessons, in which students synthesize concepts from unit texts to compose opinion, informative/explanatory, or narrative writing. Building block experiences—including pre-writing activities, note-taking, and sentence or paragraph writing—occur earlier in each unit, with students bringing this work together in their final piece. Visual supports, such as the Elements of an Informative Paragraph Poster and text structure clue word references, help students understand paragraph and text structure, while genre-specific frameworks and planning templates support students at all levels.

Grammar, conventions, and sentence structure are taught explicitly within meaningful contexts as integral components of the reading and writing process. Syntactic awareness activities are woven throughout the curriculum to help students understand the direct connection between grammatical structures and meaning, always grounded in the complex texts presented in Read-Alouds. Dedicated grammar lesson segments provide direct instruction in concepts, including subjects and predicates, sentence combining, clauses, conjunctions, and prepositions, with teachers modeling concepts using sentences drawn from unit texts. Students learn that varying sentence structure, combining sentences, and using linking words such as *also*, *so*, *and*, *but*, and *because* can improve the clarity and flow of their writing.

Writing building block activities develop students' understanding of sentence types, expansion, and combining, beginning with simple two-word sentences in Kindergarten and progressing to complex sentence construction across grade levels.

Instruction begins orally in Kindergarten and advances to written application in upper grades, where students compose declarative, interrogative, imperative, and exclamatory sentences in content-specific contexts. Conventions are reinforced throughout the editing process, with teachers modeling application of grammar skills and students practicing in pairs before working independently. Daily warm-ups and syntactic awareness activities provide consistent practice that builds automaticity with grammatical concepts over time.

Please review the [Amplify CKLA Writing Approach and Progression](#) document for additional information.

Section 5: Assessment

5.9: Phoneme awareness is not assessed	2
5.13: Multilingual learners are not assessed in their home language.	4

Amplify Response

Amplify CKLA 3rd Edition provides a systematic approach to assessing phonemic awareness through continuous observation, formal assessments, and structured remediation pathways that support teachers in monitoring student progress and responding to identified needs.

Phonemic awareness assessment begins in the earliest Kindergarten units through daily blending and segmenting routines, with teachers using observation records to track individual student progress. As students practice orally blending and segmenting single-syllable words with up to four phonemes, teachers record performance in Oral Blending and Segmenting Observation Records, generating regular data points throughout each unit. Assessment methods include concrete approaches such as Sound Boxes, where students push objects into boxes for each phoneme and then blend the word, and finger tapping, where students wiggle

individual fingers for each sound in a word. These embedded routines ensure that phonemic awareness is monitored consistently within the flow of daily instruction.

Formal phonemic awareness assessments are administered at regular intervals with developmentally appropriate expectations. In Kindergarten, students are assessed on their ability to orally segment up to five sounds in single-syllable words, with scoring rubrics that identify students requiring additional reteaching. By Grade 1, assessments advance to segmenting and blending two-syllable words with up to six or seven phonemes. As instruction progresses, phonemic awareness continues to be assessed through phonics activities, reflecting the program's understanding that these skills develop most effectively together. Because decoding depends on the same sound manipulation abilities that underlie phonemic awareness, phonics assessments inherently measure phonemic awareness development as well.

Following assessment, Amplify CKLA provides structured remediation pathways for students performing below expectations. Targeted support is available through Additional Support activities at the end of lessons and Pausing Point sections that address specific skill gaps, such as blending syllables, oral blending, and listening for beginning sounds. Teachers can also access activities from the digital Assessment and Remediation Guides and Intervention Toolkit, while the Instructional Guidance and Corrective Feedback Toolkit provides specific corrective feedback suggestions for common phonological awareness difficulties.

For systematic screening and progress monitoring beyond the core program, Amplify recommends universal screening through mCLASS DIBELS 8th Edition, which aligns with Multi-Tiered System of Supports (MTSS) models and is validated to identify students at risk for reading difficulties, including dyslexia. For multilingual Spanish-speaking learners, Amplify provides universal and dyslexia screening in Spanish through mCLASS Lectura, which offers full parity between English and Spanish assessment, cross-linguistic transfer guidance, and authentic measures of Spanish literacy rather than a direct translation. Amplify also offers Amplify Caminos, a Spanish literacy program that pairs with Amplify CKLA and supports a variety of dual language instructional models.

AmplifyCKLA

More information on mCLASS Lectura, Amplify Caminos, and Amplify's biliteracy suite can be found [here](#).