# Core Program Summary

## CKLA

### Information

**This program was approved for use in:**

* **Kindergarten**
* **First Grade**
* **Second Grade**
* **Third Grade**

**Core (Universal) Programming:** A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher’s manuals with explicit lesson plans and provides reading and practice materials for students (FCRR, n.d.).

**Please access the scored rubric online to review the specific criteria and feedback for each approved core reading program.**

Rubrics are available for all instructional program reviewed from the CDE upon request. Please contact Marisa Calzadillas at Calzadillas\_m@cde.state.co.us.

The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado legislature in 2012, focuses on early literacy development for all students kindergarten through third grade and especially for students at risk of not reaching grade-level proficiency in reading by the end of third grade. Included in the READ Act is the requirement that the department shall create an advisory list of evidence-based or scientifically based instructional programming in reading, pursuant to C.R.S. 22-7-1209.

The main purpose of the READ Act Advisory List of Instructional Programming is to provide districts and schools with a choice of instructional programming that adequately enhances teacher quality and is a major vehicle that schools/districts can utilize to upgrade their capacity as it relates to the implementation of the evidence-based literacy practices.

### CDE Core Program Rating Summary

**Kindergarten:** Meets Expectations in all reading components

**First Grade:** Meets Expectations in all reading components

* Review Comments - Reviewers strongly recommend utilizing an additional supplemental for advance PA support, such as adding, deleting, and substituting phonemes.

**Second Grade:** Meets Expectations in all reading components

**Third Grade:** Meets Expectations in all reading components

**Usability:** Meets Expectations

### Vendor Information and Program Summary

**Vendor: Amplify Education, Inc.**

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**CKLA Instructional Programming Summary**

Amplify Core Knowledge Language Arts (CKLA), based on decades of cognitive science and classroom-based research in the science of reading, is a PreK-5 comprehensive program that provides explicit instruction and practice in phonological awareness, phonics, vocabulary, comprehension, and fluency.  The program uses a unique two-strand instructional approach to target knowledge and skills from Kindergarten to Grade 2.  The Skills Strand focuses more closely on phonological awareness, phonics, and fluency to support vocabulary building and comprehension.  The Knowledge Strand, on the other hand, focuses on both listening and reading comprehension and on building robust, diverse, academic vocabulary while continuing to support skills development. In Grade 3, these strands become integrated, ensuring that students develop and apply literacy skills as they deepen their knowledge base.

Amplify CKLA increases literacy and background knowledge across subject areas with informational and literary texts organized coherently to build students’ reading, writing, listening and speaking skills with:

* Regular instruction with complex text.
* Strong exposure to academic vocabulary.
* Decodable student readers.
* Read-Aloud text for rich, structured, teacher-led discussions.
* Writing that is connected to reading.

Amplify CKLA supports teachers in the systematic teaching of reading and writing, provides essential time for review and practice to build automaticity and fluency, and engages students with literary and informational texts to build their vocabulary, knowledge and love of reading. Teacher Guides, the Program Guide, and additional planning documents on the Teacher Resource site assist teachers in pacing the instruction across the ELA block for each grade.

Also available on the Amplify CKLA Teacher Resource site are a variety of additional resources to enhance teaching and learning. These include multimedia resources that can be played or projected during lessons such as Sound Library videos to model the articulation of the 44 phonemes and engaging Knowledge Builder videos to launch each domain . Other resources include e-books and audiobooks of all the Readers, the Vocabulary Toolkit (K-5), Novel Guides (3-5) and Essential Questions and Prompts for Grades 3-5.

**Principles of Amplify CKLA**

In order to read successfully--or to gain meaning from a text--students need to master two things: they must convert the written words into speech, and they must be able to understand that speech. In other words, students must be able to decode the words and comprehend their individual meanings, then synthesize those into the text’s overall message. Each aspect of this process is important: a student who can decode but not comprehend is not reading successfully. Nor is a student who cannot decode.

Amplify CKLA reflects this process by teaching explicit foundational skills and building students’ background knowledge.

###### *Amplify CKLA offers explicit foundational skills and language instruction.*

On average, it takes a child two to three years to learn to decode English. It is the toughest alphabetic writing system in the world. Explicitly teaching foundational skills from the early grades is essential to helping students master the code and learn to read words automatically and effortlessly. Amplify CKLA’s explicit instruction in spelling patterns transitions students from spending excess energy on decoding (learning to read) to fluent automaticity so they can focus on comprehension and analysis (reading to learn). Students apply the conventions of English grammar, punctuation, and spelling, both orally and in writing. By Grade 3, students have mastered both basic and advanced decoding skills, so explicit instruction transitions to advanced spelling patterns and morphology.

###### *Amplify CKLA builds knowledge across content and topic areas.*

If you can’t decode, you can’t read, but decoding isn't enough on its own. Students also need the vocabulary and background knowledge necessary to comprehend complex text. Therefore, knowledge is at the center of all Amplify CKLA content, and students encounter both literary and informational text throughout the program. In early grades, students are still learning to read (and are not yet ready for reading to learn), so the program introduces both literature and informational text using Read-Alouds in the Knowledge strand. The amount of informational text—technical diagrams and graphics, historical artifacts, and scientific writing—gradually increases each year, reaching a balance with literary text—classic and contemporary fiction, poetry, and drama—by later grades.

Amplify CKLA units and domains expose students to a series of carefully sequenced, increasingly complex text organized around rich domains of knowledge. The knowledge sequence’s breadth of content ensures that students encounter authentic, relevant texts that reflect the text characteristics and genres specifically required by standards at each grade level.

###### *Amplify CKLA supports text-based discussions.*

Amplify CKLA includes explicit instructions for facilitating interactive, guided discussions of text. In daily reading and Read-Aloud exercises, students participate in discussions that require textual evidence, helping develop deeper analysis and comprehension skills.

Amplify CKLA offers extended reading practice through the use of original, decodable Student Readers. In Grades K-2, Skills Strand Student Readers are fully decodable grade-level text, as they consist of words using the specific letter-sound correspondences that students have already learned. These highly engaging chapter books are used in instruction for code practice, fluency, comprehension, and vocabulary development. A text-based discussion and additional comprehension activities follow each text selection.

Knowledge Strand Read-Aloud texts are organized around specific content domains. Because research shows that students’ listening comprehension outpaces their reading comprehension in early years, Amplify CKLA Read-Aloud text is positioned well above students’ decoding ability, allowing them to hear complex syntax modeled regularly. Students encounter rich content with robust vocabulary, helping build comprehension and a strong foundation for text-based responses through close reading.

Because students in Grade 3 have mastered the code, Student Readers are no longer phonetically controlled. They still fill a variety of instructional purposes, though, through offering more complex text and guidance for reading as well as increasing emphasis on small group, partner, and individual reading in later grades. Read-Alouds continue to be used to build a deeper understanding of each unit’s topic.

**Amplify CKLA promotes diversity and equity.**

Amplify CKLA ensures that students become familiar with civilizations from around the world, and learn that people from everywhere have made important contributions. Amplify CKLA lessons and knowledge domains expose students to a diverse array of subjects, cultures, genres, authors, and time periods, offering opportunities for students to recognize themselves in familiar characters and open their minds to new perspectives—all while developing a lifelong love of reading and learning.

Many Amplify CKLA texts help students develop an appreciation for diverse cultures. For example, in the Different Lands, Similar Stories domain, students identify similarities and differences in stories like “Little Red Riding Hood” from Germany, “Hu Gu Po” from China, and “Tselane” from Botswana. Other units, such as Personal Narratives and Poetry (4-5), showcase an ethnically and culturally diverse group of individuals, many of whom are figuring out their own unique identities.

Throughout Amplify CKLA, students study the experiences of Native Americans, African Americans, Latinos, and others. They learn about people who have advocated change, both in topical units such as Fighting for a Cause and in individual texts, such as excerpts from “My Story” by Rosa Parks and “Step by Step” by Bertie Bowman. Through domains such as Immigration and texts such as Richard Blanco’s “The First Real San Giving Day” and Naomi Shihab Nye’s “My Father and the Fig Tree,” students  learn about the challenges of being in a new place and culture.

Amplify CKLA provides Equity Guides that give an overview of the many ways the program supports students’ understanding of issues related to diversity, equity, inclusion, and social justice. The guides detail how each domain in the Knowledge Strand (K-2) or each unit (3-5) aligns to outcomes identified in the Teaching Tolerance Social Justice standards. The guidance enables teachers to understand how students work towards these outcomes through the Amplify CKLA program, but also includes a DEI question for each domain or unit that teachers may use to further develop students’ understanding of how the content area connects to these issues. The Amplify CKLA Equity Guides are available on the Teacher Resource site.

### WHERE CAN I LEARN MORE? – READ Act Core Programming

[**READ Act Instructional Programming Review Process**](https://www.cde.state.co.us/node/%2051125)

[**READ Act Advisory Lists**](https://www.cde.state.co.us/coloradoliteracy/readact/programming)

[**READ Act Home Page**](https://www.cde.state.co.us/coloradoliteracy)