

**This application is being provided as a sample. However, no application is perfect, and all contain some errors. Sharing this sample does not equate to an endorsement of any curriculum.**

## Reading Diagnostic and Intervention Fund Mini Grant RFA Application Cover Page

Application type

- New Applicant (Did not receive FY23 RDIF Mini-grant award)
- Continuation Applicant (Received FY23 RDIF Mini-grant award)

<b>DISTRICT NAME</b>	<b>Henry County</b>	
<b>DISTRICT ADDRESS</b>	<b>326 S Main St, New Castle, KY 40050</b>	
<b>SCHOOL NAME</b>	<b>New Castle Elementary</b>	
<b>SCHOOL ADDRESS</b>	<b>182 S Property Rd, New Castle, KY 40050</b>	
<b>PRINCIPAL NAME</b>	<b>Rick Lumpkins</b>	Phone: 502.845.8650 Email: rick.lumpkins@henry.kyschools.us
<b>SUPERINTENDENT*</b>	<b>Dr. Jim Masters</b>	Phone: 502.845.8600 Email: jim.masters@henry.kyschools.us
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<b>GRANT CONTACT/WRITER</b>	<b>Sharla Whitt</b>	Phone: 502.845.8600 Email: sharla.whitt@henry.kyschools.us


I assure the attached application contains accurate information. I understand grant applications with incorrect or falsified information will not be considered for review or will be revoked once awarded. I assure the application has been reviewed and approved for implementation by all shareholders and the district and school will comply with all requirements, both technical and programmatic, pertaining to the grant. Failure to continuously meet compliance requirements and deadlines could result in partial or complete loss of funding of grant and may impact future funding.

**Assurance of Commitment from the Superintendent, District Level Personnel and Principal**

**Dr. Jim Masters**

Dr. Jim Masters (Mar 19, 2024 13:39 EDT)  
Superintendent

3/19/2024  
Date

  
Rick Lumpkins (Mar 19, 2024 13:31 EDT)  
Principal

3/19/2024  
Date

**Mary Sharp**  
Mary Sharp (Mar 19, 2024 14:08 EDT)  
Notary Signature

3/19/2024  
Date

08/22/2024  
Exp. Date

**This application is being provided as a sample. However, no application is perfect, and all contain some errors. Sharing this sample does not equate to an endorsement of any curriculum.**

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**3.1 Need & Use of Grant Funds:** Our elementary school is located in a rural county currently serving 329 students, kindergarten through fifth grade. We take pride in our place within the community and value academic excellence to help prepare our students for future endeavors. While we have made efforts to improve, low primary reading scores are a growing concern for us, particularly due to post-pandemic delays, lack of teachers, and an increase in teachers coming into the profession as Option 6. We recognize that reading is a fundamental skill crucial for academic success and lifelong learning. Therefore, it is important to address this issue at the foundational K-2 levels and implement sustainable interventions proven to help improve student reading skills.

**Need for Intervention Resources:** Our data reveals that a large number of students have gaps in their reading skills, impacting the overall student ability to access and understand grade level content. The last three years of Kentucky Summative Assessment (KSA) data outlined below reveals the negative impact of the pandemic years on those primary students, as the tested 3rd through 5th graders were K-2 students during those years of full or partially virtual instruction.

- 2021 KSA: 69% of 3rd-5th Grade students were novice or apprentice.
- 2022 KSA: 64% of 3rd-5th Grade students were novice or apprentice.
- 2023 KSA: 70% of 3rd-5th Grade students were novice or apprentice.

Additionally, our universal screener (iReady) data is outlined below for the current mid-year cycle and the two year-end cycles. The data shows that we have consistent deficiency percentages of students performing at one or more grade levels below expectations. These data points include deficiencies in phonological awareness, phonics, high-frequency words, vocabulary, and comprehension.

<b>iReady Universal Screener - Percentage of Students Below by 1-2 Grade Levels</b>
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	Spring 2022			Spring 2023			Winter 2024		
	Grade Levels Below			Grade Levels Below			Grade Levels Below		
	1	2	Total	1	2	Total	1	2	Total
Kindergarten	16	0	16%	25	0	25%	25	0	25%
Grade 1	53	4	57%	53	0	53%	68	5	73%
Grade 2	40	25	65%	30	11	41%	40	21	61%

**How Grant Funds Will Meet the Need:** The primary goals of this grant are to reduce the number of K-2 students falling below grade level, address gaps in foundational reading skills, strengthen fluency and comprehension through strengthening our tier 2 intervention. We recently adopted Amplify’s Core Knowledge Language Arts (CKLA) as our tier 1 HQIR. In response to our identified needs, we will use these grant funds to expand CKLA’s usage in our intervention for tier 2 students. Fund will help purchase skill and knowledge workbooks as well as additional grade level paperback and digital decodable readers that align with the CKLA HQIR. These materials will allow teachers to front load skills; to dive deeper into the content and skills for specific content deficits; and to provide immediate responsive support to students using materials that align to daily instruction rather than using a resource that is disconnected from tier 1 lessons. A portion of funds will also be used for headphones for use with the digital lessons and decodable readers as tier 2 readers are working to build comprehension and master student-specific decoding skills.

Additionally, grant funds will be used to provide evidenced-based, high-quality professional learning (HQPL) for all K-2 staff. Teachers will learn how to support tier 2 students using additional resources connected with the CKLA HQIR. This combination of HQIR resources and HQPL for tier 2 implementation will ensure consistent best practices across K-2 intervention groups and increase teacher capacity.

**3.2 Shared Vision for Literacy Intervention Instruction and Learning:** Our elementary school desires to have all teachers, administrators, and support staff engage in our priority for high-quality literacy instruction to build strong readers starting in kindergarten. Furthermore, our district-level administration has committed to a unified district approach to literacy intervention to ensure every child is learning to read at grade level and beyond with fluency and comprehension. This systemic, structured literacy approach will impact students long after this grant is over.

**KAS & Cognitive Processes:** The Kentucky Academic Standards (KAS) for Reading and Writing focus on reading foundational skills. Amplify's CKLA is fully aligned with the KAS for Reading and Writing. It uses explicit, direct, sequential, systematic instruction to meet the needs of all students with an evidence-based approach to ensure success with a diverse range of learners. Our vision for tier 2 intervention instruction and learning will focus on using CKLA skills workbooks (phonics), knowledge workbooks (comprehension, vocabulary), and readers (decoding, fluency, word recognition) to support our tier 2 students. All of these skills are identified within the KAS for Reading and Writing and are key components of structured literacy instruction.

**Engaging Teachers:** While all staff are trained in regard to the KAS for Reading and Writing, intentional steps will be taken to engage teachers to increase their own understanding of the progressive sequence of the standards. CKLA staff will be available to support teachers in the use of CKLA materials to strengthen our learning, allowing access for all students. After each training session, our assistant superintendent who oversees curriculum and HQPL will work in conjunction with our school's instructional coach to plan and implement reflection discussions with teachers

to ensure they make the connections between the HQIR evidence-based instructional practices for structured literacy and the KAS for Reading and Writing.

**Collaborative Teacher Interaction:** Both during and after the CKLA HQPL, teachers will be actively involved in collaborative interactions to address their models of instructional practice as well as strengthen their lessons to support their tier 2 students. Teachers will meet in grade-level Professional Learning Communities (PLCs) on a weekly basis to discuss topics such as planning and preparation. They will also review data from tier 2 students to make any adjustments in instruction and to identify any additional resources needed to properly implement the use of CKLA materials.

### 3.3 Curriculum Implementation Professional Learning Plan

Each year of implementation, district and school leaders identify curriculum-based professional learning needs aligned to the stage of implementation. Leaders then develop a professional learning plan to address the identified needs. Professional learning should be led by educators (leaders, coaches, external providers/organizations or lead teachers) with content and pedagogical expertise and deep knowledge of the standards, instructional shifts and high-quality instructional resources. As evidence is collected and analyzed throughout the year and additional needs emerge, the PL plan may need to be revised.

For additional support in creating a professional learning plan aligned to the three stages of implementation, please refer to the [Curriculum-Based Professional Learning Guidance Document](#) and the [Curriculum Implementation Framework](#).

Potential Focus and Outcomes	HQPL Structure(s)*	Target Audience	Effectiveness Measures**	Date/ Time Frame	Person(s) Responsible***	Funding Source(s)
<p><b>Staff Coaching:</b> CKLA will coach teachers through annotating of lessons through the lens of supporting tier 2 intervention groups</p> <p><b>Admin Coaching:</b> CKLA will coach principal and instructional coach with creating a system to support staff that are using CKLA for tier 2 intervention</p>	Coaching at Grade-Level PLCs	All staff providing tier 2 intervention	<p>Staff surveys about use of CKLA, student data as reading baseline (school wide screener)</p> <p>CKLA intervention plan developed with timeline to ensure that steps are intentional, list of observable habits/expectations (admin)</p>	September 2024	Vendor (Amplify)	Grant Funding

<b>Staff Coaching:</b> CKLA will review and coach teachers through annotating lessons through the lens of supporting tier 2 intervention groups	Coaching at Grade-Level PLCs	All staff providing tier 2 intervention	CLKA assessment data, progress monitoring data	November 2024	Vendor (Amplify)	Grant Funding
<b>Staff Coaching:</b> CKLA will review and coach teachers through annotating of lessons through the lens of supporting tier 2 intervention groups  <b>Admin Coaching:</b> CKLA will review data with principal and instructional coach and determine next steps to continue to strengthen tier 2 interventions using CKLA, classroom observations	Coaching at Grade-Level PLCs	All staff providing tier 2 intervention	Mid year screener data, classroom observations, staff annotations completed  Reflection on classroom observations, evaluate and adjust plan	February 2025	Vendor (Amplify)	Grant Funding
<b>Staff Coaching:</b> CKLA will review and coach teachers through annotating lessons through the lens of supporting tier 2 intervention groups	Coaching at Grade-Level PLCs	All staff providing tier 2 intervention	End of year school wide screener data, progress monitoring, staff survey/reflection	April 2025	Vendor (Amplify)	Grant Funding
<b>Monitoring, Modeling, &amp; Coaching:</b> School instruction coach will monitor work taught by CKLA, model as needed, review data with the team, and reflect on implementation practices.	PLCs	All staff providing tier 2 intervention	PLC conversations, collect anecdotal notes about new practice and use to adjust plan as needed	Ongoing throughout 2024-25 school year	School Instructional Coach	District (part of job duties)

\* Workshops, PLCs, Communities of Practice, etc.

\*\* Surveys, data from PLC/classroom observations, student work samples, etc.

\*\*\*Organizing, designing, communicating, facilitating, gathering feedback, etc.



### 3.4 Reading Diagnostic and Intervention Fund Mini Grant Budget Form

Henry

District

New Castle Elementary

Name of School

**Instructions:** Use this form to provide a detailed, itemized explanation of expenditures for each MUNIS Code. Not all MUNIS codes listed need to be used. However, the school may not use Reading Diagnostic and Intervention Fund grant monies for any MUNIS code that is not listed. Please verify that the budget totals the full award amount of \$40,000. **You may remove codes that are not used.**

Successful approval of budget is pending further review by the KDE.

MUNIS Code	Description	Amount	Explanation of Expenditures
0110	Certified Services - (Contract)		
0111	Extended Day (Contract)		
0112	Extra Duty (Contract)		
0339	Other Professional Services:	\$22,800.00	Onsite Coaching Days (4 @ 3,800 each) Admin. Onsite coaching (2 @ 3,800 each)
0643	Supplemental Books, Study Guides & Curriculum	\$15,520.00	Amplify CKLA 2nd Edition Skills and Knowledge Activity Books for Grades K-2: \$8847.60 (210 @ \$38 each plus shipping) Amplify CKLA 2nd Edition Skills Readers Kdg: 1397.20 (70 @19.96) Amplify CKLA 2nd Edition Skills Readers 1st Gr: 1813.50 (65 @27.90) Amplify CKLA 2nd Edition Skills Readers 2nd Gr: 1792.50 (75 @23.90) Additional shipping and/or additional materials based on actual 2024-25 enrollment: 1669.20
0650	Supplies – Technology Related	\$1,680.00	21 sets of 10 headphones (21 sets at 79.97)
0653	Supplies – Software/Technology Related		
<b>Total</b>		<b>\$40,000</b>	

**Budget Narrative:** Our school will use portions of the \$40,000 grant budget across two of the three allowable funding areas.

**Purchasing an HQIR to implement tier 2 structured literacy interventions:** As outlined in question 1, we are currently using Amplify's CKLA literacy program for tier 1 instruction. CKLA is an HQIR with a green rating on EdReports. We will use just under half of grant funds to expand its usage for tier 2 intervention instruction which will include the addition skills and knowledge workbooks for use in tier 2 intervention groups as well as CKLA decodable skills readers that align with the CKLA structured literacy instruction. We have also included headphones in our budget for tier 2 students to be listening to or completing digital content. The headphones will help them focus on the content at hand and will reduce distractions to other students during small group intervention. The budgeted amounts are reasonable as determined by our district finance office and are based on quotes from Amplify Education and state supply bid vendors. Estimated costs are as follows:

- Skills and Knowledge Workbooks for Grades K-2: 210 @ \$38 (+estimated shipping) = \$8847.60
- Skills Readers for Kindergarten: 70 @ \$19.96 = \$1397.20
- Skills Readers for 1st Grade: 75 @ \$27.90 = \$2092.50
- Skills Readers for 2nd Grade: 65 @ \$23.90 = \$1553.50
- Shipping for readers & any additional materials needed based on actual enrollment numbers: \$1669.20
- Headphones: 21 set of 10 @ \$80/set = \$1680
- GRAND TOTAL FOR HQIR RESOURCES (to the nearest dollar): \$17,200

The expanded use of the CKLA HQIR mClass component will allow our school to be consistent in our structured literacy instructional practices across all tiers of instruction and will allow students identified for tier 2 instruction to get additional practice with the

specific skills in which they are deficient while not being distracted or distracting others during small group instruction.

**Pay for vendor provided high-quality professional learning (HQPL):** The additional \$22,800 will be used for HQPL that will consist of four full-day coaching sessions for intervention staff and 2 days for admin staff to be provided by Amplify to ensure fidelity and best practices for structured literacy instructions are being used with tier 2 intervention groups. Staff receiving this training may include, but is not limited to, all K-2 classroom teachers, principal, instructional coach, other classroom teachers who assist with reading intervention, and instructional assistants who support intervention groups. On these coaching days, Amplify consultants will observe the implementation of the HQIR in tier 2 intervention groups and will meet with teachers to provide feedback and any identified additional coaching and/or mentoring that may be needed or requested. The budgeted amounts for the HQPL have been deemed reasonable by our district finance office and are based on quotes from Amplify Education. The expected cost for four coaching sessions is \$22,800 (\$3800/ea).

As stated above, all budgeted items were reviewed and have been deemed reasonable by our district finance office. We will follow our district financial finance office guidelines for all purchasing, including requisitioning a purchase order approved by our principal, district finance officer, and superintendent (if applicable based on district approval thresholds). The district finance clerk will assist with the purchasing and processing of invoices for payment. Budget expenditures will be monitored by the finance clerk, the assistant superintendent, and ultimately, the district finance officer.

## **The Instructional Resources Alignment Rubric: *Kentucky Academic Standards for Reading and Writing***

### **Kindergarten-Grade 2**

#### Rationale

Curriculum design and review is a continuous process. Flexibility when determining the detail of the design and shape of the curriculum is given to each school in the Commonwealth so the teaching and learning is meaningful and beneficial to the particular communities of learners. The design of each district/school's curriculum allows teachers to make interpretations in response to the particular needs, interests and talents of individuals and groups of students. While Kentucky's academic standards define the minimum content that must be taught, it is not a regimented curriculum.

In Kentucky, traditionally, districts have created a range of curriculum resources and components, ranging from pacing guides and maps to very detailed plans outlining specific instructional resources (books, articles, manipulatives) as well as specific common assessments for units and courses.

While the standards do define the content (or the WHAT), they do not prescribe HOW to teach or assess them. Instead, that is the function of the curriculum. Likewise, what is published on the KDE webpage as Kentucky's academic standards define the WHAT. Local districts need to define the HOW.

Since the standards are incorporated into state regulation, all standards must be addressed in an aligned curriculum.

#### Purpose of this rubric

The K-2 Instructional Resources Alignment Rubric is meant to guide districts and schools in assessing existing or purchasing new instructional resources to determine what revisions may be needed to ensure alignment to the *Kentucky Academic Standards for Reading and Writing*.

Prior to conducting this review, the evaluator or evaluating team should assemble all the resources necessary for the review. It is essential for evaluators to have resources for all courses covered by the program in question, as some criteria cannot be rated without having access to each course. In addition, each evaluator should have a reference copy of the *Kentucky Academic Standards for Reading and Writing*.

Before conducting the review, it is also important to develop a protocol for process. The protocol should include having evaluators study the Instructional Resources Alignment Rubric. Additionally, it will also be helpful for evaluators to get a sense of the overall purpose and function of the instructional resources before beginning the process.

### Criteria for Evaluation

These are the criteria on which your instructional resources will be evaluated:

- A. Alignment to the *Kentucky Academic Standards & Grade Level Expectations*
- B. Equity and Accessibility
- C. Organization and Presentation
- D. Instructional Design and Support
- E. Assessment
- F. Available Ancillary/Gratis Resources

**INFORMATION PROVIDED BY THE PUBLISHER**

- Basal ISBN: 978-1-6816-1819-7, 978-1-6816-1822-7, 978-1-6816-1825-8
- Publisher: Amplify Education
- Title: Amplify CKLA
- Type: Electronic and print
- Electronic or Print: both
- Author: Various
- Copyright: 2020
- Edition: 2020
- Readability: Appropriate for each grade level
- Course: Reading
- Grade(s): K-2
- Teacher Edition ISBN if applicable: NA

**OVERALL RECOMMENDATION (based on specifics from pages 2-12)**


- Recommended? (YES or NO) YES
- Overall Strengths, Weaknesses, Comments:

**The specific strengths** in the Core Knowledge Language Arts (CKLA) curriculum for grades K-2 include a comprehensive, structured literacy approach that integrates foundational reading skills with rich content knowledge in literature, history, geography, and science. The curriculum provides explicit and comprehensive guidance for teachers to address the critical need for foundational skills, offering a balance of informational and literary reading throughout the school year. It includes engaging content, rigorous texts, opportunities for students to engage in various literacy tasks grounded in evidence, a well-structured progression of writing skills, shared research projects, and activities that support students' comprehension and vocabulary development. Additionally, CKLA offers ways to present students with concrete understanding of key vocabulary through innovative methods like horizontal word walls and oral discussions, enhancing students' learning experiences.

**Specific weaknesses** in the Core Knowledge Language Arts (CKLA) curriculum for grades K-2 include challenges related to making the content accessible to all students. While the curriculum offers engaging content and rich vocabulary, some students may struggle with lengthy read-alouds, requiring additional scaffolding and differentiation to ensure comprehension. Adapting complex content for diverse groups of students can be time-consuming for teachers, impacting the depth of study on specific topics. The fast pace of daily read-alouds limits the opportunity for in-depth exploration and re-reading of texts, hindering a more profound understanding of the material. Additionally, the curriculum's focus on providing a broad range of rich content may sometimes hinder a focused study on a particular aspect within a unit, limiting students' ability to delve deeply into a single topic.

**INFORMATION PROVIDED BY THE SCHOOL DISTRICT**

- District: Henry
- School: New Castle Elementary
- Principal (or other Chair of SBDM): Rick Lumpkins
- Evaluating SBDM Members/Committee Members:  
Rick Lumpkins, Brian Foree, Curtis Coomes, Kelly Hall, Ashley Miller, Jessica Parrish  
plus Instructional Coach Tammy Nash & Assistant Superintendent Chelsey Tingle

SBDM Principal/Chair Signature:  \_\_\_\_\_  
[Rick Lumpkins \(Mar 19, 2024 13:31 EDT\)](#)

Date: 3/19/2024 \_\_\_\_\_

**The Instructional Resources Alignment Rubric:  
Kentucky Academic Standards for Reading and Writing**

**Kindergarten-Grade 2**

**A. KENTUCKY ACADEMIC STANDARDS AND GRADE LEVEL EXPECTATIONS**

Text is designed to be used in an elective course outside the Kentucky Academic Standards (YES or NO) NO

Overall:

- **Strong Evidence**
- Moderate Evidence
- Little or No Evidence
- NA

❖ **KEY CRITERIA FOR READING FOUNDATIONS**

**Strengths**

**Concerns**

<p>Materials and instructional approaches include clear, extensive guidance to provide small group intervention to struggling readers, based on student need in phonological awareness, phonics (including decoding and encoding), sight words, vocabulary, and/or comprehension. Materials provide a phonics progression to include high utility letters and a few short vowel sounds introduced early.</p>	<p>Resources allow for flexibility in meeting the needs of a wide range of students.</p> <p>Resources include effective instruction for all aspects of foundational reading (print concepts, phonological awareness, phonics and word recognition, and fluency).</p> <p>Resources include a focus on high-frequency words, academic vocabulary prevalent in complex texts throughout reading, writing, listening, speaking, and language instruction.</p> <p>Resources offer assessment opportunities that measure progress in the foundations of reading</p>	
<p><b>Based on the criteria above, mark the appropriate evaluative descriptor...</b>  <b>Strong Evidence</b> / Moderate Evidence / Little or No Evidence / NA</p>		



**Provide a rationale for your determination:**

The resources offer comprehensive instruction covering print concepts, phonological awareness, phonics, word recognition, and fluency. Amplify CKLA emphasizes high-frequency words and academic vocabulary essential for understanding complex texts across reading, writing, listening, speaking, and language instruction. The resources include assessment tools that allow for measuring progress in foundational reading skills, ensuring students are developing a strong foundation in reading.

❖ **KEY CRITERIA FOR TEXT SELECTIONS**

*Text Complexity*

<b>Strengths</b>	<i>Text Complexity</i>	<b>Concerns</b>
<p>The Core Knowledge Language Arts (CKLA) curriculum aligns texts for each grade with the complexity requirements outlined in the standards, providing extensive opportunities for all students to encounter grade-level complex text. The curriculum includes complex full-length readings, text sets, and additional excerpts to support students' literacy development. Additionally, CKLA offers additional resources aimed at increasing regular independent reading of texts that appeal to students' interests, fostering both their knowledge base and joy in reading</p>	<p>Texts for each grade align with the complexity requirements outlined in the standards.</p> <p>All students have extensive opportunities to encounter grade-level complex text.</p> <p>Complex full-length readings, texts sets, and additional excerpts are provided.</p> <p>Additional resources aim to increase the regular independent reading of texts that appeal to students' interests while developing both their knowledge base and joy in reading.</p>	
<p><b>Based on the criteria above, mark the appropriate evaluative descriptor...</b>  <b>Strong Evidence</b> / Moderate Evidence / Little or No Evidence / NA</p>		

**Provide a rationale for your determination:**

The Core Knowledge Language Arts (CKLA) curriculum aligns texts for each grade with the complexity requirements outlined in the standards, providing extensive opportunities for all students to encounter grade-level complex text. The curriculum includes complex full-length readings, text sets, and additional excerpts to support students' literacy development. Additionally, CKLA offers additional resources aimed at increasing regular independent reading of texts that appeal to students' interests, fostering both their knowledge base and joy in reading.

***Range and Quality of Texts*****Strengths****Concerns**

<p>The evidence from the provided sources supports that CKLA Literacy programs shift the balance of texts and instructional time to include an equal measure of literary (50%) and informational texts (50%). The program ensures that the range and quality of selected texts are intentionally chosen to help students master the standards, with a focus on high-quality texts that are valuable for various purposes, encouraging students to read and re-read them. Moreover, CKLA includes text types named in the standards, ensuring that students engage with a variety of literary and</p>	<p>Literacy programs shift the balance of texts and instructional time to include equal measure of literary (50%) and informational texts (50%).</p> <p>The range and quality of selected texts are purposely chosen to provide students with the opportunity to master the standards.</p> <p>The quality of text selections is high—they are worth reading and re-reading for a variety purposes.</p> <p>Text types named in the standards are included.</p> <p>Within a sequence or collection of texts, specific anchor texts are selected for especially careful reading.</p>	
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<p>informational texts as outlined in the curriculum. Additionally, specific anchor texts are selected within a sequence or collection of texts for careful reading, emphasizing the importance of close analysis and comprehension of key texts to deepen students' understanding and critical thinking skills</p>		
<p><b>Based on the criteria above, mark the appropriate evaluative descriptor...</b>  <b>Strong Evidence</b> / Moderate Evidence / Little or No Evidence / NA</p> <p><b>Provide a rationale for your determination:</b>            CKLA's approach to literacy instruction involves a balanced mix of literary and informational texts, high-quality text selections, inclusion of text types specified in the standards, and careful selection of anchor texts for in-depth reading. This comprehensive approach aims to provide students with a rich and diverse reading experience that supports their learning and mastery of literacy standards.</p>		

❖ **KEY CRITERIA FOR QUESTIONS AND TASKS**

*High Quality Text-Dependent Questions and Tasks*

<b>Strengths</b>		<b>Concerns</b>
<p>Text-Dependent Tasks: CKLA includes a significant percentage of tasks and questions that are text-dependent. This approach ensures that students engage directly with the text, asking and answering explicit questions about key ideas and details, and making</p>	<p>A significant percentage of tasks and questions are text dependent.</p> <p>Questions and tasks cultivate students' abilities to ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text.</p> <p>Instructional design cultivates student interest and engagement in reading rich texts carefully.</p> <p>Resources provide opportunities for students to build knowledge through close reading of specific texts (including read-alouds).</p>	

<p>logical inferences to construct meaning from the text.</p> <p><b>Cultivating Students' Abilities:</b> The questions and tasks in CKLA are designed to cultivate students' abilities to comprehend texts deeply. By encouraging students to ask and answer explicit questions about the text, the program supports students in developing critical thinking skills and constructing meaning from the material they read.</p> <p><b>Engagement in Reading Rich Texts:</b> The instructional design of CKLA aims to cultivate student interest and engagement in reading rich texts carefully. By providing resources that promote close reading of specific texts, including read-alouds, the program encourages students to build knowledge through detailed exploration of the material.</p>		
<p><b>Based on the criteria above, mark the appropriate evaluative descriptor...</b>  <b>Strong Evidence</b> / Moderate Evidence / Little or No Evidence / NA</p>		

**Provide a rationale for your determination:**

CKLA's emphasis on text-dependent tasks, cultivation of students' abilities to engage with texts effectively through questioning and inference-making, and promotion of student interest and engagement in reading rich texts demonstrate a comprehensive approach to literacy instruction that prioritizes deep comprehension and critical thinking skills.

***Cultivating Students' Ability to Read Complex Texts Independently*****Strengths****Concerns**

<p>The evidence from the sources supports that CKLA (Core Knowledge Language Arts) cultivates students' ability to read complex texts independently. The program is designed to meet the Kentucky Academic Standards by ensuring that students learn to read words effectively, which is foundational for later grades where students are expected to read complex texts and conduct complex analysis. Additionally, CKLA focuses on advancing students' language and literacy skills, including the challenge of engaging with complex texts. The curriculum is structured to build broad content knowledge in various subjects like science, social studies, and the arts, preparing students to read and</p>	<p>Scaffolds enable all students to experience rather than avoid the complexity of the text.</p> <p>Reading strategies support comprehension of specific texts and the focus on building knowledge.</p> <p>Design for whole/small group, and individual instruction cultivate student responsibility and independence.</p> <p>Questions/tasks require basic comprehension of text before asking for additional analysis.</p> <p>Resources make the text the focus of instruction by avoiding features that distract from the text.</p>	
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<p>comprehend diverse and rigorous texts independently. Moreover, CKLA provides systematic foundational skills instruction that progresses from simple to more complex skill development. The program includes decodable texts that help students practice phonics patterns and develop fluency, ensuring that students are equipped to tackle increasingly challenging texts as they advance through the grades. In summary, CKLA's emphasis on foundational skills, content-rich curriculum, and systematic instruction supports the cultivation of students' ability to read complex texts independently by providing them with the necessary skills, knowledge, and resources to engage with challenging materials effectively.</p>		
<p><b>Based on the criteria above, mark the appropriate evaluative descriptor...</b>  <b>Strong Evidence</b> / Moderate Evidence / Little or No Evidence / NA</p> <p><b>Provide a rationale for your determination:</b></p>		

**Balanced Text Selection:** CKLA ensures a balance between literary and informational texts, providing students with a diverse range of materials to engage with, including read-aloud texts that help all students build knowledge about the world through rich and complex text engagement.

**Sequential Knowledge Building:** The curriculum is designed to systematically build broad content knowledge in science, social studies, and the arts, inviting students to make connections across topics not commonly taught in elementary literacy classrooms. This intentional approach helps students engage with diverse topics and go deeper into them over the years, fostering a deep understanding of various subjects.

**Foundational Skills Instruction:** CKLA offers systematic foundational skills instruction that progresses alongside students' reading abilities. The program includes decodable texts that advance students' reading skills, ensuring that they have the necessary tools to tackle increasingly complex texts as they progress through the grades.

❖ **KEY CRITERIA FOR ACADEMIC VOCABULARY**

<b>Strengths</b>		<b>Concerns</b>
<p><b>Making Meaning:</b> The program emphasizes making meaning by incorporating questions and tasks that support students in synthesizing knowledge and ideas to deepen understanding and identify themes. This approach encourages students to engage critically with the text, extract key information, and develop a deeper comprehension of complex texts.</p> <p><b>Recognition of Academic Vocabulary:</b> Amplify CKLA places a strong emphasis on the recognition of academic vocabulary throughout reading,</p>	<p>Resources focus on making meaning and recognition of academic vocabulary prevalent in complex texts throughout reading, writing, listening, speaking, and language instruction.</p>	

<p>writing, listening, speaking, and language instruction. The materials include explicit instruction on academic vocabulary, ensuring that students are exposed to and understand the specialized language used in complex texts.</p>		
<p><b>Based on the criteria above, mark the appropriate evaluative descriptor...</b>  <b>Strong Evidence</b> / Moderate Evidence / Little or No Evidence / NA</p> <p><b>Provide a rationale for your determination:</b>                  By focusing on making meaning and highlighting academic vocabulary in various literacy activities, Amplify CKLA effectively supports students in developing a deeper understanding of complex texts and enhances their ability to engage with academic language across different aspects of literacy instruction.</p>		

❖ **KEY CRITERIA FOR WRITING**

<b>Strengths</b>		<b>Concerns</b>
<p>The concepts and content knowledge obtained from Knowledge lessons provides a springboard for students to strengthen and practice their writing skills. Students can use their experiences with fiction and nonfiction texts to create purposeful writing in the three text types— opinion, informative/explanatory, and narrative.</p>	<p>Resources focus on writing about text, providing opportunities for students to compose opinion pieces and craft explanatory/informative writing, using a combination of drawing, dictating, writing, and digital resources.</p> <p>Resources make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question.</p> <p>Students are given practice with shared research and writing projects.</p> <p>Resources provide opportunities for language instruction in the context of the texts and author’s choices.</p>	



<p>Students also respond in writing to the Read-Alouds. Writing can be found in the Lesson at a Glance in the Teacher Guide, under Application.</p>		
<p><b>Based on the criteria above, mark the appropriate evaluative descriptor...</b>  <b>Strong Evidence</b> / Moderate Evidence / Little or No Evidence / NA</p> <p><b>Provide a rationale for your determination:</b>          The mechanics of writing—writing letters, words, and sentences —begins in Kindergarten and continues through Grade 2. In Skills lessons, encoding is built at the same time as decoding, not only as a part of our research-based, multisensory foundational skills instruction, but also to build the writing automaticity and fluency required once students begin to express thoughts on a page. Students first learn to use the writing process in Grade 1 when they compose a narrative involving planning, drafting, and editing a text. Students also begin to explore writing in the three text types—opinion, informative/explanatory, and narrative. Informal writing opportunities occur regularly, including shared writing activities and responding to text.</p>		

❖ **ADDITIONAL CRITERIA FOR STUDENT READING AND WRITING**

<b>Strengths</b>		<b>Concerns</b>
<p>Shared Reading: Students read the Student Reader together during whole group lessons to focus on decoding, fluency, comprehension, and close reading. Small Group: In small group settings, students revisit stories in the Readers with teacher support tailored to their needs. Partner reading is also utilized for fluency practice and comprehension discussions.</p>	<p>Resources provide multiple opportunities for teachers to engage students in partner, small group and whole class discussions.</p> <p>Resources provide multiple opportunities for students to ask and answer questions, both teacher and student designed.</p> <p>Resources use multimedia and technology to enhance literacy skills.</p>	

<p>Independent:          Opportunities for independent reading are integrated into lessons using the Student Readers. Additional stories in each Reader cater to assessment, enrichment, or extra practice needs. Fluency Packets on the Amplify CKLA Teacher Resource site offer additional texts for independent reading activities like poetry, fiction, and nonfiction. Students can utilize these resources during designated independent reading time or Pausing Point days.</p>		
<p><b>Based on the criteria above, mark the appropriate evaluative descriptor...</b>  <b>Strong Evidence</b> / Moderate Evidence / Little or No Evidence / NA</p> <p><b>Provide a rationale for your determination:</b>          CKLA Skills Strand aims to instruct students in reading by providing explicit guidance and support for foundational reading skills like phonological awareness, phonics, and word recognition, as well as language skills such as English conventions, spelling, grammar, reading comprehension, and writing. The primary instructional materials for students are the Student Readers, which are decodable chapter books aligned with the program's phonics scope and sequence. These texts directly link instruction to student practice in connected texts, allowing students to enhance their decoding, fluency, and comprehension skills through shared reading lessons, targeted close reading sessions, small group activities, and independent practice. In Kindergarten and Grade 1, Big Books serve as enlarged versions of the Student Readers for shared reading sessions. Additionally, a pre-decodable Picture Reader combines rebus pictures with high-frequency words to support early literacy development.</p>		

**Strengths, Weaknesses, Comments**  
 Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

**B. EQUITY AND ACCESSIBILITY**

Resources are free from bias in their portrayal of ethnic groups, gender, age, disabilities, cultures, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language learners, and cultural differences.

Overall:

- **Strong Evidence**
- Moderate Evidence
- Little or No Evidence
- NA

❖ **KEY CRITERIA FOR SUITABILITY**

**Strengths**

**Concerns**

<p>CKLA introduces students to individuals with a broad range of identity factors, including socio-economic status, age, ability, race, ethnicity, country of origin, religion, citizenship status, and more.</p>	<p>Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.</p> <p>Multicultural representation.</p>	
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**Based on the criteria above, mark the appropriate evaluative descriptor...**

**Strong Evidence** / Moderate Evidence / Little or No Evidence / NA

**Provide a rationale for your determination:**

Amplify CKLA’s instruction is focused on what all students need: foundational skills and background knowledge. We have identified the four pillars of equity required to make sure all students get what they need. These key starting points offer concrete actions teachers can take to create a classroom where every student succeeds at reading—and to open numerous opportunities for every student.

1. Teach all kids how to crack the written code.
2. Expose all students to knowledge and vocabulary beyond their lived experience.
3. Make sure all students are reading complex text.
4. Believe all students can achieve.

Supports for all

Amplify CKLA is built on the conviction that equitable instruction is vital to an effective program—that curricula must provide all students with the same opportunities to achieve academic success, and that texts must be relevant to culturally diverse classrooms

There are a large range of supports, additional scaffolds, and activities throughout the lessons that are suitable for a wide range of learners with different needs. Those scaffolds are included for language, comprehension, writing, speaking and listening, and more. Some of these can be incorporated into core instruction, while others are more suitable for specific students. For example, Amplify CKLA’s Spanish Readers offer a Spanish translation of the Amplify CKLA Grades 3–5 Readers. These Readers are meant to be used flexibly to support a variety of dual language instructional models and student needs.

❖ **KEY CRITERIA FOR CONTENT QUALITY**

<b>Strengths</b>		<b>Concerns</b>
<p>Conceptual Presentation: The program goes beyond presenting mere facts by structuring content conceptually, emphasizing a deeper understanding of the material rather than just rote memorization.</p> <p>Accurate Representation: The materials included in Amplify CKLA accurately represent the knowledge base of the discipline, ensuring that students engage with content that is factually correct and aligned with academic standards.</p> <p>Integration of Academics: Amplify CKLA integrates academic content effectively, providing a comprehensive approach that combines various</p>	<p>Free from factual errors.</p> <p>Content is presented conceptually when possible—more than a mere collection of facts.</p> <p>Content included accurately represents the knowledge base of the discipline.</p> <p>Content includes integration of academics.</p>	

<p>disciplines to enhance students' learning experiences. This integration ensures that students engage with a well-rounded educational program that is free from factual errors.</p>		
<p><b>Based on the criteria above, mark the appropriate evaluative descriptor...</b>  <b>Strong Evidence</b> / Moderate Evidence / Little or No Evidence / NA</p> <p><b>Provide a rationale for your determination:</b>            CKLA demonstrates a commitment to accuracy and factual integrity through various aspects of its design and implementation.</p>		

❖ **KEY CRITERIA FOR CONNECTIONS TO TECHNOLOGY**

<b>Strengths</b>		<b>Concerns</b>
<p><b>Digital Experience:</b>            The Amplify CKLA digital experience provides teachers with a comprehensive platform that simplifies lesson planning and instruction by offering ready-to-use and customizable lesson presentation slides, embedded prompts from the print Teacher Guide, and various digital resources like Activity Books, slides, videos, and Student Readers.</p> <p><b>Real-Time Insights:</b>            The digital experience includes an innovative live review tool that allows teachers to</p>	<p>Integrates technology and reflects the impact of technological advances.</p> <p>Uses technology in the collection and/or manipulation of authentic data.</p> <p>Embeds web links as a resource.</p>	

<p>monitor students' work in real-time, enabling them to observe students' progress as they engage with different tasks such as drawing, recording audio, uploading images, and typing. This feature enhances classroom management by providing immediate feedback and support to students during their activities.</p> <p>Learning Management System Integration: Amplify CKLA's digital experience seamlessly integrates with various Learning Management Systems (LMSs), facilitating easy access for both teachers and students to the program using familiar software platforms. This integration enhances the overall user experience by leveraging existing technology tools effectively.</p>		
<p><b>Based on the criteria above, mark the appropriate evaluative descriptor...</b>  <b>Strong Evidence</b> / Moderate Evidence / Little or No Evidence / NA</p> <p><b>Provide a rationale for your determination:</b>  Amplify CKLA's digital experience showcases a robust integration of technology by providing a user-friendly platform for teachers and students, offering real-time insights into student work, and integrating with LMSs to enhance accessibility and usability.</p>		

❖ **KEY CRITERIA FOR SUPPORT FOR DIVERSE LEARNERS**

Strengths	Concerns	
<p>Amplify CKLA offers Access Supports that provide scaffolds to support ELLs across five proficiency levels. These supports are designed to help ELLs engage with the content effectively and make progress towards language proficiency Amplify CKLA offers Access Supports that provide scaffolds to support ELLs across five proficiency levels. These supports are designed to help ELLs engage with the content effectively and make progress towards language proficiency. The program includes differentiated instruction options to meet the needs of diverse learners. Teachers can access supports and extensions within lessons to provide tailored instruction that supports and challenges all students, ensuring that each student receives instruction at an appropriate level. Amplify CKLA provides opportunities for gifted and talented students to be challenged through extension activities, enrichment opportunities, and additional resources. These activities aim to</p>	<p>Provides support for English Language Learners (ELLs).</p> <p>Provides support for differentiation of instruction for diverse learners.</p> <p>Challenge for gifted and talented students.</p> <p>Support for students with learning difficulties.</p> <p><i>Note: may apply to either student or teacher editions</i></p>	

<p>engage high-achieving students and provide them with opportunities to deepen their knowledge and skills. Amplify CKLA offers resources and supports for students with learning difficulties. The program includes in-the-moment differentiation opportunities within lessons to provide additional support for struggling learners. Additionally, there are specific activities and extensions provided to meet the needs of all learners, including those with learning difficulties.</p>		
<p><b>Based on the criteria above, mark the appropriate evaluative descriptor...</b>  <b>Strong Evidence</b> / Moderate Evidence / Little or No Evidence / NA</p> <p><b>Provide a rationale for your determination:</b>  By incorporating these features, Amplify CKLA ensures that it caters to the diverse needs of students, including ELLs, by providing targeted support, differentiation options, challenges for gifted students, and resources for those with learning difficulties.</p>		

**Strengths, Weaknesses, Comments**  
Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

### **C. ORGANIZATION AND PRESENTATION**

Information is organized logically and presented clearly using multiple methods and modes for delivering instruction that motivate and increase literacy as students engage in high interest, authentic activities.

Overall:

- **Strong Evidence**
- Moderate Evidence
- Little or No Evidence
- NA



❖ **KEY CRITERIA FOR INQUIRY, RESEARCH AND APPLICATION OF LEARNING**

Strengths		Concerns
<p>Amplify CKLA provides various opportunities for inquiry and research, fostering higher-level cognitive skills, application of learned concepts, and the use of diverse resources to deepen understanding:</p> <p>Gathering information and researching resources: Amplify CKLA engages students in activities that involve gathering information from various sources and researching resources to support their learning. Students are encouraged to explore different texts, materials, and media to enhance their understanding of the content.</p> <p>Observing, interviewing, evaluating information: The program encourages students to observe, interview, and evaluate information as part of their inquiry and research process. By engaging in these activities, students develop critical thinking skills and</p>	<p>Provides opportunities for inquiry and research that includes activities such as gathering information, researching resources, observing, interviewing, evaluating information, analyzing and synthesizing data, communicating findings and conclusions, and formulating authentic questions to deepen and extend reasoning.</p> <p>Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, generalizing, justifying, etc.).</p> <p>Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.</p> <p>Provides opportunities for application of learned concepts.</p> <p>Uses a variety of relevant charts, graphs, diagrams, number lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.</p> <p>Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.</p> <p><i>Note: may apply to either student or teacher editions</i></p>	

<p>learn how to assess the credibility and relevance of information they encounter.</p> <p>Analyzing and synthesizing data: Amplify CKLA prompts students to analyze and synthesize data gathered during their research. Through these activities, students learn how to extract key insights, identify patterns, and draw meaningful conclusions from the information they have collected.</p> <p>Communicating findings and conclusions: Students are given opportunities to communicate their research findings and conclusions effectively. This aspect of the program encourages students to articulate their thoughts clearly, present evidence-based arguments, and engage in meaningful discussions with their peers.</p> <p>Formulating authentic questions for reasoning: Amplify CKLA guides students in formulating authentic questions</p>		
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that deepen their reasoning skills. By encouraging students to ask thought-provoking questions, the program fosters curiosity, critical thinking, and a deeper understanding of the content.

Higher-level cognitive skills: The program requires students to use higher-level cognitive skills such as analysis, synthesis, evaluation, generalizing, justifying, etc. These activities challenge students to think critically, make connections between concepts, and apply their knowledge in complex ways.

Activities for problem-solving and decision-making: Amplify CKLA provides activities and projects that allow students to deepen their knowledge and cultivate problem-solving and decision-making skills. By engaging in these tasks, students develop resilience, creativity, and strategic thinking abilities.

Application of learned concepts: The

<p>program offers opportunities for students to apply learned concepts in real-world contexts. By connecting classroom learning to practical situations, students develop a deeper understanding of how academic knowledge can be used in everyday scenarios.</p> <p>Use of relevant illustrations for high-order thinking: Amplify CKLA utilizes a variety of relevant charts, graphs, diagrams, number lines, and illustrations to motivate students to engage in discussions and problem-solving activities that require high-order thinking skills. These visual aids enhance student comprehension and encourage analytical thinking.</p> <p>Emphasis on conceptual understandings: The program emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop ideas further, and extend reasoning. This</p>		
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<p>approach encourages students to think critically about the material they are learning and apply their knowledge in diverse contexts.</p>		
<p><b>Based on the criteria above, mark the appropriate evaluative descriptor...</b>  <b>Strong Evidence</b> / Moderate Evidence / Little or No Evidence / NA</p> <p><b>Provide a rationale for your determination:</b>  Amplify CKLA encourages students to evaluate information and synthesize data by incorporating activities that support these skills. The program provides questions and tasks that prompt students to synthesize knowledge and ideas, deepening their understanding and helping them identify and explain themes. Additionally, Amplify CKLA offers a structured approach to literacy skills instruction that progresses from simple to more complex skill development, starting with phonological and phonemic awareness. This explicit, systematic instruction guides students in evaluating information and synthesizing data effectively. Moreover, the materials in Amplify CKLA include graphic organizers, supports for writing assignments like sentence frames and graphic organizers, and resources for reteaching struggling students. These tools help students organize information, analyze data, and communicate their findings clearly. By providing a comprehensive set of resources, including decodable readers, student activity books with embedded assessments, digital sound libraries, and hands-on phonics materials, Amplify CKLA equips students with the necessary tools to evaluate information critically and synthesize data effectively. Overall, Amplify CKLA's emphasis on explicit instruction, diverse resources, graphic organizers, writing supports, and hands-on materials creates an environment where students are encouraged to evaluate information thoughtfully, synthesize data cohesively, and communicate their findings confidently.</p>		

❖ **KEY CRITERIA FOR TECHNICAL SKILL DEVELOPMENT**

<b>Strengths</b>		<b>Concerns</b>
<p>Real-world application of program-specific content: Amplify CKLA offers real-world content that provides authentic opportunities for students to practice reading, writing, speaking, and</p>	<p>Provides opportunities for real world application of program specific content.</p> <p>Provides opportunities for project-based learning.</p> <p>Provides opportunities for performance-based activities.</p> <p>Provides opportunities for critical thinking and reasoning.</p>	

<p>listening. This approach allows students to connect their learning to the world around them and apply their knowledge in practical contexts.</p> <p>Project-based learning: The program emphasizes project-based learning by incorporating activities that engage students in hands-on projects and tasks. These projects encourage students to explore topics deeply, collaborate with peers, and apply their knowledge in creative ways.</p> <p>Performance-based activities: Amplify CKLA includes performance-based activities that require students to demonstrate their understanding through various assessments and tasks. These activities focus on measuring student proficiency and mastery of the content covered in the curriculum.</p> <p>Critical thinking and reasoning: The curriculum provides opportunities for students to engage in</p>	<p>Provides opportunities to justify/prove responses.</p> <p>Provides opportunities for in-depth questioning.</p> <p>Contains embedded activities (or extensions) that emphasize use of technology for problem solving.</p> <p><i>Note: may apply to either student or teacher editions</i></p>	
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<p>critical thinking and reasoning by presenting challenging tasks that require analysis, evaluation, and problem-solving. Students are encouraged to think critically about the content they are learning and apply reasoning skills to make informed decisions.</p> <p>Justification/proving responses: Amplify CKLA prompts students to justify and prove their responses by providing evidence from the text or other sources. This practice encourages students to support their answers with logical reasoning and evidence-based arguments.</p> <p>In-depth questioning: The program incorporates in-depth questioning techniques that challenge students to think deeply about the material presented. By asking probing questions, Amplify CKLA encourages students to explore concepts thoroughly and develop a deeper</p>		
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<p>understanding of the content.          Embedded activities emphasizing technology for problem-solving:          Amplify CKLA includes embedded activities and extensions that emphasize the use of technology for problem-solving.          These activities leverage technology tools to engage students in solving complex problems, fostering digital literacy skills alongside academic content.</p>		
<p><b>Based on the criteria above, mark the appropriate evaluative descriptor...</b>  <b>Strong Evidence</b> / Moderate Evidence / Little or No Evidence / NA</p> <p><b>Provide a rationale for your determination:</b>          These features of Amplify CKLA highlight how the program integrates real-world applications, project-based learning, performance assessments, critical thinking opportunities, justification of responses, in-depth questioning techniques, and technology-enhanced problem-solving activities to enhance student engagement and learning outcomes.</p>		

❖ **KEY CRITERIA FOR CONNECTIONS TO LITERACY**

<b>Strengths</b>		<b>Concerns</b>
<p>Instructional materials include consistent systematic and explicit instruction in phonics skills with repeated teacher modeling across all Skills in the Teacher Guide. The materials provide frequent</p>	<p>Focuses on grade-level texts/assignments.</p> <p>Uses multiple representations of text (concrete, visual/spatial, graphs, charts, etc.) to foster the practice that “text” is anything that communicates a message.</p> <p>Provides multiple opportunities for activating schema, making meaning, summarizing, reviewing, reinforcing vocabulary skills and concepts, analyzing, synthesizing and evaluating.</p>	



<p>opportunities for students to decode phonetically spelled words using phonemes and/or syllables. The materials provide explicit practice for decoding phonetically regular words in sentences through decodable readers and activity pages that align with the phonics skills in the lesson. The Grade 2 materials have daily student practice beginning for building, manipulating, and spelling grade-level appropriate words. The materials include explicit, systematic teacher-level instruction and modeling to demonstrate the use of phonics to encode sounds to letters and words in writing tasks through dictation work. The materials provide frequent opportunities for students to decode phonetically spelled words using phonemes and/or syllables. Lessons provide students with frequent opportunities to read</p>	<p>Provides multiple opportunities to integrate reading and writing.</p> <p>Student text uses content appropriate academic vocabulary.</p> <p>Focuses on making meaning of critical grade-level vocabulary vs. extensive lists.</p> <p>Identifies key vocabulary through definitions in both text and glossary.</p> <p>Provides opportunities that are engaging and facilitate learning.</p> <p>Embedded activities enhance the understanding and analysis of student texts.</p> <p><i>Note: may apply to either student or teacher editions</i></p>	
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<p>complete words by saying the entire word as a unit using newly taught phonics skills, while also providing review opportunities to connect with previously learned grade level phonics skills. The materials utilize a variety of methods for students to practice their phonics skills. Decodable readers give students the ability to apply phonics in continuous texts, while other areas of the lesson break decoding down into isolated words. Student activity pages give students the opportunity to practice both in isolation and in continuous text. The materials reviewed for Grade 2 meet the criteria for materials that promote frequent opportunities for students to practice decoding phonetically regular words in a sentence. The materials provide explicit practice for decoding phonetically regular words in sentences through decodable readers</p>		
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<p>and activity pages that align with the phonics skills in the lesson. Materials provide explicit, systematic practice for decoding phonetically regular words in a sentence.</p>		
<p><b>Based on the criteria above, mark the appropriate evaluative descriptor...</b>          Strong Evidence / <b>Moderate Evidence</b> / Little or No Evidence / NA</p> <p><b>Provide a rationale for your determination:</b></p> <p>Overall, there is strong to moderate evidence for connections to literacy. Multiple representations: Amplify CKLA Skills offers multiple representations of content to support literacy development. The program includes engaging print and digital materials that cater to different learning styles and enhance student understanding through visual aids, decodable readers, and interactive resources.</p> <p>Multiple opportunities for activating schema: The instructional materials in Amplify CKLA Skills provide students with multiple opportunities to activate their prior knowledge and connect it to new information. This approach helps students make meaningful connections between what they already know and what they are learning, fostering deeper comprehension and retention.</p> <p>Making meaning, summarizing, reviewing, reinforcing vocabulary skills and concepts: The program emphasizes activities that help students make meaning of texts, summarize key information, review content, and reinforce vocabulary skills and concepts. These practices support students in developing a strong foundation in reading comprehension, vocabulary acquisition, and content understanding.</p> <p>Analyzing, synthesizing, and evaluating: Amplify CKLA Skills encourages students to engage in higher-order thinking skills by analyzing texts, synthesizing information from various sources, and evaluating content critically. These activities promote cognitive development and enhance students' ability to think critically about the material they encounter.</p> <p>Multiple opportunities to integrate reading and writing: The program provides numerous opportunities for students to integrate reading and writing skills. By connecting these two essential components of literacy, Amplify CKLA Skills helps students develop a holistic approach to language arts that enhances their communication abilities and overall literacy proficiency.</p> <p>Content-appropriate academic vocabulary: Amplify CKLA Skills incorporates content-appropriate academic vocabulary throughout the curriculum. By exposing students to rich and diverse vocabulary related to the topics they study, the program supports language development, enhances comprehension, and prepares students for academic success across various subjects.</p>		

❖ **KEY CRITERIA FOR ORGANIZATIONAL QUALITY**

Strengths		Concerns
<p>The materials reviewed for Grade 2 meet the criteria for digital materials (either included as a supplement to a textbook or as part of a digital curriculum) to be web-based, compatible with multiple Internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.), “platform neutral” (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices.</p> <p>The Grade 2 digital materials, which include Teaching Guides, Activity Books, Readers, Sound Library, and the Assessment and Remediation Guides are compatible with multiple internet browsers, including FireFox, Safari,</p>	<p>Print and/or electronic resources present minimal barriers to learners, but also add encouragement for students to stretch and make further explorations.</p> <p>Presents chapters/lessons in an organized and logical sequence.</p> <p>Provides clearly stated objectives for each lesson.</p> <p>Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.</p> <p>Embeds and makes use of various forms of media (e.g., CDs, DVDs, computer software, web-based links and components, interactive software, physical and virtual manipulatives) as either student or teacher resources.</p> <p>Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.</p> <p>Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively.</p> <p>Uses grade-appropriate type size.</p> <p>Included media are durable, and the media provided and online resources referenced are easy to use and have technical merit.</p> <p>Construction appears to be durable and able to withstand normal use.</p>	

<p>Explorer, and Google Chrome. The materials are compatible on Apple Products as well as the Windows operating system. Materials are compatible on Amazon tablets and Apple devices, including iPads and iPhones, as well as Chromebooks and Microsoft Surface Pro.</p>		
<p><b>Based on the criteria above, mark the appropriate evaluative descriptor...</b>  <b>Strong Evidence</b> / Moderate Evidence / Little or No Evidence / NA</p> <p><b>Provide a rationale for your determination:</b></p> <p>Minimal barriers in resources: Amplify CKLA Skills provides instructional materials that are well-organized and user-friendly, minimizing barriers for teachers. The materials offer explicit and systematic instruction in phonics, including consistent and systematic teacher modeling across all skills, which enhances the accessibility and usability of the resources.</p> <p>Well-organized lessons: The program's lessons are structured in a clear and organized manner, supporting effective teaching practices. The materials include a scope and sequence that outlines a deliberate sequence for teaching phonological and phonics skills, providing teachers with a structured framework to follow in their instruction.</p> <p>Text features enhance readability: Amplify CKLA Skills incorporates text features that enhance readability and engagement for students. The redesigned Readers aim to increase student engagement by offering diverse characters, improved diversity, inclusivity, authenticity, and fantastical elements to make the stories more exciting and engaging for students.</p> <p>Various forms of media: The program utilizes various forms of media to support learning, including Student Reader thumbnail images in Teacher Guides and illustrations in Activity Books. These visual aids complement the text and provide additional support for student understanding.</p> <p>Clear and accurate illustrations and graphics: The instructional materials include clear and accurate illustrations and graphics that aid in comprehension and support student learning. These visual elements contribute to a better understanding of the content presented in the curriculum.</p> <p>Grade-appropriate type and durable materials: Amplify CKLA Skills ensures that the type used in the materials is grade-appropriate, making it accessible for students at different levels. Additionally, the program offers durable materials that can withstand regular use in educational settings, ensuring longevity and usability over time.</p>		

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**Strengths, Weaknesses, Comments**

Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

**D. INSTRUCTIONAL DESIGN AND SUPPORT**

Instructional design utilizes research-based instructional strategies, offers suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition, provides opportunities to engage in high interest, age-appropriate activities that mirror real-life situations, and make cross-curricular, global connections.

Overall:

- **Strong Evidence**
- Moderate Evidence
- Little or No Evidence
- NA

❖ **KEY CRITERIA FOR STUDENT ENGAGEMENT**

<b>Strengths</b>	<b>Concerns</b>
<p>Engagement and Motivation: The program engages and motivates students by incorporating real-life situations, simulations, experiments, and data gathering into the learning process.</p> <p>Relevance to Students' Lives: Amplify CKLA includes information and activities that help students recognize the relevance of concepts to their own lives and experiences, making learning more</p>	<p>Includes content geared to the needs, interests, and abilities of all students.</p> <p>Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.</p> <p>Includes information and activities that assist students in recognizing relevance of concepts (where appropriate) to their own lives and experiences.</p> <p>Provides a variety of strategies, activities, and resources to enhance student learning at the appropriate learning levels.</p>

<p>meaningful and relatable.</p> <p>Enhanced Learning Strategies: The resources provide a variety of strategies, activities, and resources designed to enhance student learning at appropriate levels, ensuring that students receive support tailored to their individual learning needs.</p>		
<p><b>Based on the criteria above, mark the appropriate evaluative descriptor...</b>            Strong Evidence / Moderate Evidence / Little or No Evidence / NA</p> <p><b>Provide a rationale for your determination:</b>            Amplify CKLA’s rich knowledge domains help students develop vast background knowledge in literature, science, social studies, and the arts. Students also gain the ability to comprehend increasingly complex ideas and texts, to make connections and inferences, and to engage in in-depth discussions of the works they hear read aloud. As students acquire this wealth of information, their confidence soars and they like learning more. Amplify CKLA consistently promotes collaboration, and 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. Collaboration in small groups allows for differentiation based on student need. Materials support teachers in implementing a range of grouping strategies—sometimes assigning students of the same comprehension level into the same group, and at other times mixing students who are at different levels. In this way, students learn to work well with a wide range of people.</p>		

**Strengths, Weaknesses, Comments**

Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

**E. ASSESSMENT**

Resources provide tools for a balanced approach to assessment including both formative and summative assessments in multiple formats not only to guide instruction but also to identify student mastery of content.

Overall:

- Strong Evidence
- Moderate Evidence
- Little or No Evidence
- NA

❖ **KEY CRITERIA FOR ASSESSMENT TO INFORM INSTRUCTION**

<b>Strengths</b>	<b>Concerns</b>
<p>Instructional materials consistently offer assessment opportunities to gauge student progress in mastering print concepts, letter recognition, and letter formation. These materials also provide a range of assessment chances throughout the year to showcase students' advancement in phonological awareness and their journey towards mastering phonics independently. The curriculum includes phonics assessment tools with scoring and recording sheets to track ongoing progress. Assessments are integrated to monitor word recognition and analysis development. Small group reteaching opportunities are available through Additional Support activities within each Skills lesson. The Teacher's Guide offers support for English Language Learners in</p>	<p>Includes multiple means of assessment as an integral part of instruction.</p> <p>Provides evaluation measures in the teacher edition or other resources that support differentiated learning activities.</p> <p>Embedded assessments are aligned to the rigor of the standards and allow students to make sense of grade-level appropriate, complex texts in kindergarten and first grades.</p> <p>Embedded assessment are aligned to the rigor of the standards and allow students to read, comprehend and analyze grade-level appropriate, complex texts independently and proficiently in second grade.</p> <p>Assessments provide opportunities for students to apply a variety of decoding and comprehension strategies when given text sets and/or unfamiliar texts.</p> <p>Embedded assessments include opportunities for students to demonstrate mastery of reading and composition standards by using drawing, dictating, writing and digital sources to construct a response(s) about the text(s) in kindergarten and first grades.</p> <p>Embedded assessments include opportunities for students to demonstrate mastery of reading and composition standards by constructing a written response(s) about the text(s) in second grade.</p> <p><i>Note: may apply to either teacher or student edition</i></p>



<p>sidebars throughout lessons. Extension opportunities for students performing above grade level are provided through Challenge sidebars and Pausing Point activities, ensuring a comprehensive approach to student learning and growth.</p>		
<p><b>Based on the criteria above, mark the appropriate evaluative descriptor...</b>  <b>Strong Evidence</b> / Moderate Evidence / Little or No Evidence / NA</p> <p><b>Provide a rationale for your determination:</b>  Materials regularly and systematically offer assessment opportunities that measure student progress through mastery of print concepts (K-1), letter recognition (K only), and printing letters (as indicated by the program scope and sequence) (K-1).  The materials reviewed for Kindergarten meet the criteria for materials to regularly and systematically offer assessment opportunities that measure student progress through mastery of print concepts (K-1), letter recognition (K only), and printing letters (as indicated by the program scope and sequence) (K-1).  Materials offer assessments throughout the year. There are formative assessments throughout the Skills units and Summative Assessments at the end of the Units. Assessments require students to show understanding of print concepts, letter recognition, and printing letters.  Materials regularly and systematically provide a variety of assessment opportunities for students over the course of the year. The teacher can use the data to measure progress toward mastery and independence of print concepts, letter recognition, and letter formation. In Skills 1, Lesson 6, the teacher assesses students through observation using an anecdotal skills record.  In Skills 1, Lesson 10, the Student Performance Assessment materials state, “In Lesson 10, you will be prompted to use activity pages during instructional time to assess students’ ability to copy a circle and horizontal, vertical, and diagonal lines: to understand the position words left, right, top, middle, and bottom; and to discriminate the number of words heard in a spoken sentence. Instructions for administering and scoring the assessment are included in Lesson 10.”  In Skills 2, Lesson 10, the Student Performance Assessment materials state, “In Lesson 10, you will be prompted to use activity pages during instructional time to assess students’ ability to copy previously taught writing strokes, as well as draw a cup, a hump, a zigzag, a wavy line, a spiral, a +, an x, a loop, a cane, and a hook.”  In Skills 3, Lesson 1, materials contain a formative assessment using Student Activity page 1.1 called Spell the Sound. Students spell the sound for the sound /m/.</p>		

In Skills 3, Lesson 11, the Student Performance Assessment has students accurately write the following lowercase letters: m, t, d, c, g, i, a.

In Skills 4, Lesson 11, the Student Performance Assessment has students accurately write the following lowercase letters: m, n, p, t, d, f, v, c, g, s, z, h, i, a, o, e.

In Skills 6, Lesson 17, the Student Performance Assessment, Student Activity 17.1 Part A, in each row students circle a certain letter. In Part B, students read “Fast Fred” and the teacher observes tracking and punctuation.

In Skills 6, Section 3 of the Assessment and Remediation Guide, there is a letter naming assessment.

In Skills 7, Lesson 16, Student Performance Assessment, there is a letter name assessment.

Materials state, “Tell students you will ask them to point to a row and listen as you say the name of a letter. Tell students they are to circle the letter you name. Ask students to point to row number 1. Say the letter name for ‘e’ (eeee). Repeat two times, giving students time to circle a letter. Continue in the same manner with each of the letters in the box.”

Assessment materials provide teachers and students with information concerning current skills/level of understanding of print concepts, letter recognition, and letter formation.

In the Assessment and Remediation Guide, there is a flow chart for each skill assessed that helps the teacher know which lessons to use next whether it is a Pausing Points activity or a lesson from the Assessment and Remediation Guide.

Within the Skills Units, formative assessments are marked for the teacher to gather data on students and determine if there are needs for additional support.

Materials support teachers with instructional suggestions for assessment-based steps to help students to progress toward mastery in print concepts, letter recognition, and letter formation.

For each skill, Sample Remediation lessons are in the Assessment and Remediation Guides.

Skill 3 Assessment and Remediation Guide contains sample remediation lessons.

Formative assessments during a Skills Unit help the teacher know how much time is needed by a class or small group on Pausing Points or additional support activities found within the unit.

In Skills 7, Pausing Points provide instructional suggestions for progress toward mastery. For extra help with letter sounds and names, there are four additional lessons.

### **Strengths, Weaknesses, Comments**

Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

## **F. AVAILABLE ANCILLARY/GRATIS RESOURCES**

*Note: The decision whether to recommend or not recommend this resource should not be influenced by Section F.*

Overall:

- **Strong Evidence**
- Moderate Evidence
- Little or No Evidence
- NA

❖ **KEY CRITERIA FOR ANCILLARY/GRATIS RESOURCES**

<b>Strengths</b>		<b>Concerns</b>
<p>Coordinates teacher resources easily with student resources: CKLA provides a comprehensive set of materials that align well with student resources. The curriculum includes Student Reader thumbnail images, illustrations in Activity Books, and instructional technology to enhance student engagement and connection with the content. Well-organized and easy to use: The instructional materials for CKLA are well-structured and user-friendly. They offer explicit and comprehensive guidance for teachers to address foundational skills effectively, support teacher learning, and provide tools for collecting ongoing data about student progress.</p>	<p>Coordinates teacher resources easily with student resource (e.g., accompaniments included, student pages shown, instructional technology indicated).</p> <p>Are well-organized and easy to use.</p> <p>Provide substantive learning opportunities and are congruent with student learning goals.</p> <p>Provide opportunities for high-level thinking, assessment, and/or problem solving.</p> <p>Provides opportunities for intervention.</p>	

<p>Provide substantive learning opportunities congruent with student learning goals: CKLA offers rich and rigorous texts that balance informational and literary reading, providing students with opportunities to engage in reading, writing, speaking, and listening tasks grounded in evidence. The materials are designed to support students' knowledge-building across different topics and offer a progression of writing skills aligned with standards. Provide opportunities for high-level thinking, assessment, and problem-solving: CKLA materials engage students in studying complex ideas within texts, academic vocabulary practice, and literacy skill development. They encourage students to analyze ideas, grow their vocabulary, and build knowledge through tasks that promote critical thinking and problem-solving. Provides opportunities for</p>		
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<p>intervention: CKLA supports teachers in meeting the needs of a range of learners by offering strategies for addressing individual student requirements. The materials enable teachers to demonstrate independent ability with grade-level standards and incorporate technology effectively to enhance student learning.</p>		
<p><b>Based on the criteria above, mark the appropriate evaluative descriptor...</b>  <b>Strong Evidence</b> / Moderate Evidence / Little or No Evidence / NA</p> <p><b>Provide a rationale for your determination:</b></p> <p>Coordinates teacher resources easily with student resources: Amplify CKLA Skills provides explicit and systematic instruction in phonics, including consistent and systematic teacher modeling across all skills in the Teacher Guide. The materials offer frequent opportunities for students to practice decoding phonetically spelled words and provide systematic and explicit instruction in phonics skills, supporting teachers in effectively coordinating resources for student learning.</p> <p>Well-organized and easy to use: The instructional materials for Amplify CKLA Skills are well-designed, take into account effective lesson structure and pacing, and support teacher learning and understanding of standards. They offer resources and tools for teachers to collect ongoing data about student progress, providing a comprehensive framework that is user-friendly and supports effective teaching practices.</p> <p>Problem-solving: While the specific term "problem-solving" is not explicitly mentioned in the sources provided, the materials for Amplify CKLA Skills are designed to engage students in analyzing ideas, growing their vocabulary, and developing critical thinking skills through a variety of reading, writing, speaking, and listening tasks grounded in evidence. This approach aligns with fostering problem-solving abilities by encouraging students to think critically about texts and tasks presented to them.</p> <p>These findings from highlight how Amplify CKLA Skills excels in providing strong support for teachers, offering well-organized instructional materials that are easy to use, and promoting opportunities for problem-solving through engaging tasks that require critical thinking.</p>		

**Strengths, Weaknesses, Comments**

Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.