

# Advisory Program Description

Name of Entity: Amplify Education
Contact Information: Jamie Gansmann, B.Ed, M.Ed District Manager <a href="#">Amplify Education</a> 1561 Vrain Street Denver, CO 80204 <a href="tel:(303)870-7078">(303)870-7078</a> (m) <a href="mailto:jgansmann@amplify.com">jgansmann@amplify.com</a>
Type of Program: Core Instruction
If this program is intervention or supplemental which component(s) of reading are addressed: X Phonemic Awareness    X Phonics    X Fluency    X Vocabulary    X Comprehension
Grade Level: PreK-5
Summary of the program: <a href="#">Core Knowledge Language Arts (CKLA)</a> brings the very spirit of the CCSS & CAS to life through a comprehensive PreK-5 ELA solution that integrates pedagogy and professional development for teaching reading. Unique to CKLA is the two-strand instructional approach at grades K-3, allowing for focused skill instruction, while simultaneously building deep background knowledge. The Knowledge Strand ensures that students are well prepared in the transition from learning to read to reading to learn. The heart of this strand is authentic fiction and nonfiction texts that teachers read aloud and corresponding extension activities. The Skills Strand teaches reading and writing in tandem. The daily lessons support learning related to phonemic awareness, sound/letter patterns (or spelling patterns), decoding (both in explicit lessons and with engaging decodable texts), writing mechanics, and writing structure and processes. At grades 4 and 5, the progression of the Knowledge Sequence continues, and students interact with appropriately complex text that represent a balance of literary and informational readings.  For a closer look at CKLA's instructional organization, view <a href="#">Core Knowledge Language Arts: Understanding the Design Principles</a> . Through the unique program structure, students are afforded the opportunity to truly delve into content through domains that last 2-3 weeks. The <a href="#">knowledge domains</a> encompass a range of content that have students travel through engaging literary, historic and science-based texts. CKLA develops schema across disciplines and affords students a unique opportunity to interact with the content that is outlined in the Colorado Academic Standards for Social Studies and Science, further preparing them for career and college readiness.  Core Knowledge Language Arts is a core instruction program for grades PreK-5. CKLA is based on decades of cognitive science and <a href="#">classroom-based research</a> , showing that fluent decoding, a large vocabulary (including academic vocabulary), and broad knowledge are essential to reading

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comprehension and literacy. Because the CCSS were created based on the same bodies of research, the foundations of CKLA matches the new standards perfectly. CKLA provides educators with a program to put students on the path for college and career readiness with the literacy skills necessary for success. No other program shares the CCSS philosophy so deeply and organically for these early grades.

This year, we are launching a new edition of the CKLA program. This new edition follows the same research-based approach that has been so powerful in classrooms across the country. CKLA was recently reviewed by [EdReports](#), where it was determined to meet expectations in every “gateway” of their review system.

Overall program update:

- Hybrid program option (digital-only teacher guides)
- Grade 3 had been redesigned into a single strand
- Domains (units) in grades 4 and 5 have been reorganized
- Addition of Writing Studio, specifically designed for focused learning of CCSS Writing Standards
- Language Studio, designed to directly support ELLs in learning vocabulary and comprehension in English (Note: Approved through [WIDA Prime](#), effectively prepares ELLs for ACCESS testing)

New external and internal design for usability:

- Sidebars in each Teacher Guide for in-the-moment instructional support and differentiation for support, challenge, and ELD
- Differentiation activities at the end of each Skills lesson (K-2)

NOTE: We use the following descriptions to define various types of instructional support in early literacy. Please review the descriptions and identify your program according to the type of instructional support it is intended to deliver. *Each approved instructional program should classify itself under one type of instructional programming only.*

**Core Instruction** is instruction provided to all students in the class, and it is usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching to students according to their needs.

**Supplemental Instruction** is instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core program does not provide enough instruction in vocabulary, or in phonics, to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and practice provided to all students.

**Intervention Instruction** is provided only to students who are lagging behind their classmates in the development of critical reading skills. This instruction will usually be guided by a specific intervention program that focuses on one or more of the key areas of reading development. This type of instruction is needed by only a relatively small minority of students in a class. In some cases, students in 2nd and 3rd

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grade may have lagged so far behind grade level development of reading skills that very little content from the grade level comprehensive core program is suitable for them. In these cases, students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade level reading ability.