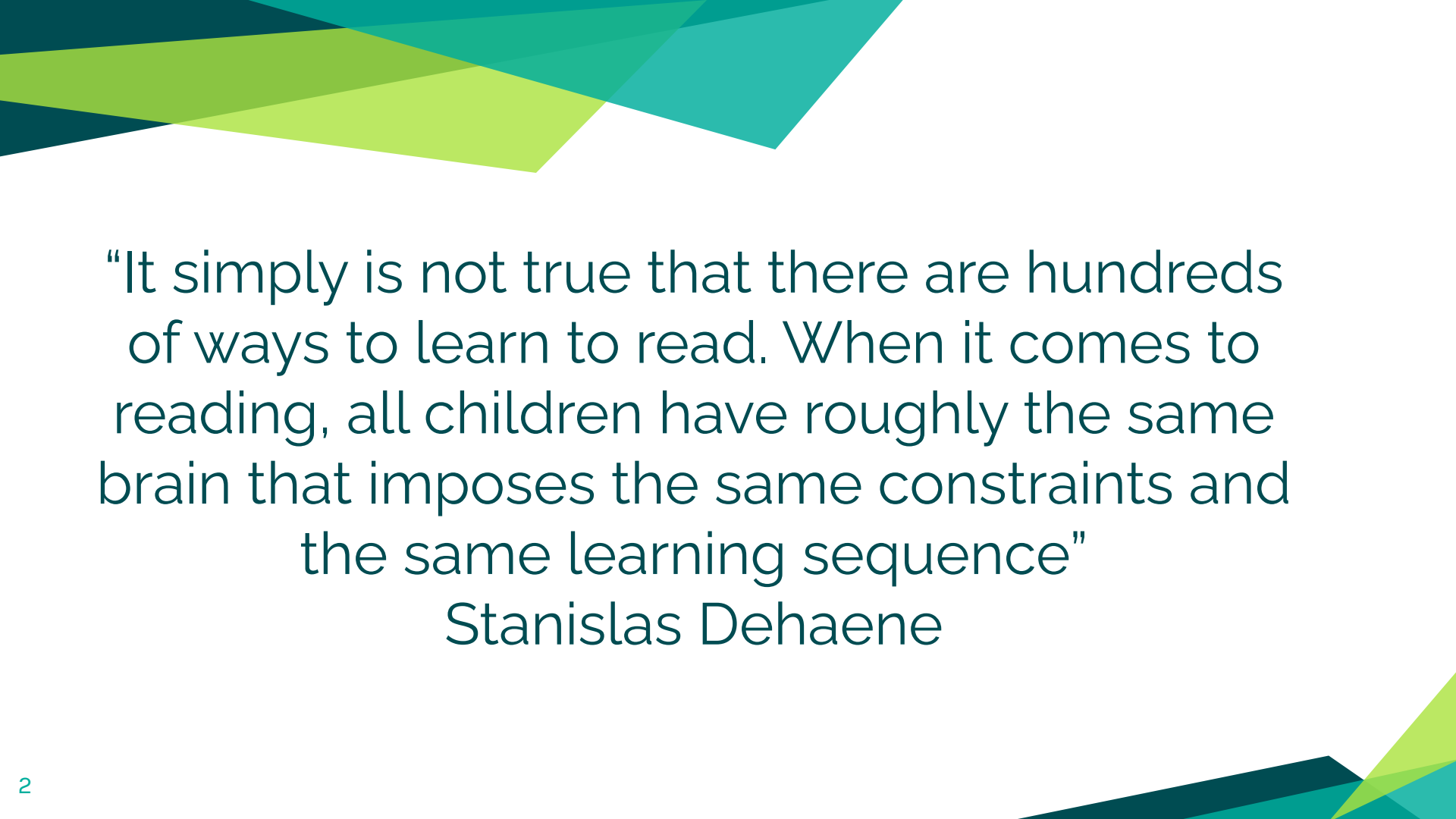


# PCPS Adoption of CKLA



“It simply is not true that there are hundreds of ways to learn to read. When it comes to reading, all children have roughly the same brain that imposes the same constraints and the same learning sequence”

Stanislas Dehaene

## 3-5 Implementing this year

### LANGUAGE COMPREHENSION

**BACKGROUND KNOWLEDGE**  
(facts, concepts, etc.)

**VOCABULARY**  
(breadth, precision, links, etc.)

**LANGUAGE STRUCTURE**  
(syntax, semantics, etc.)

**VERBAL REASONING**  
(inference, metaphor, etc.)

**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

## K- 2 Implementing this year

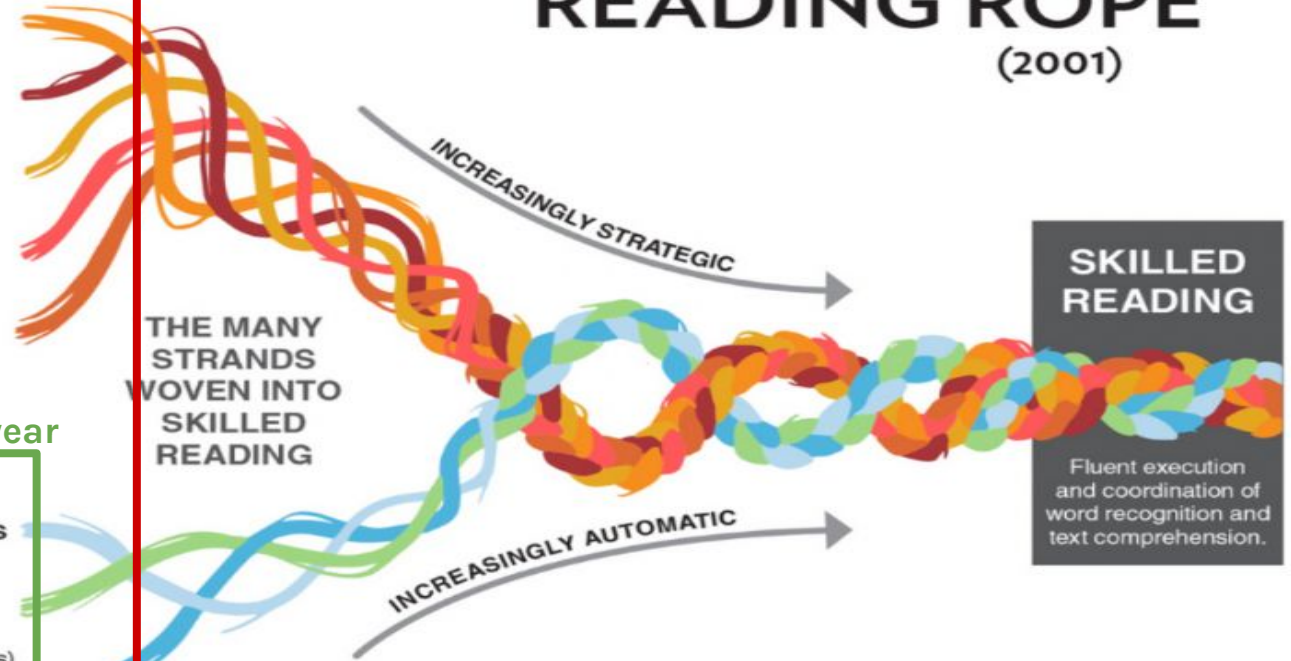
### WORD RECOGNITION

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

**DECODING**  
(alphabetic principle,  
spelling–sound correspondences)

**SIGHT RECOGNITION**  
(of familiar words)

# SCARBOROUGH'S READING ROPE (2001)



Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

# What is CKLA in Grades K-2?

## **Explicit, systematic foundational skills to develop excellent readers**

Explicit, easy-to-use lessons systematically cover 100% of foundational skills standards, setting every student up to succeed.

## **Hands-on phonics materials**

Multisensory phonics and foundational skills resources give students the opportunity to practice key skills using diverse, fun approaches that build independence.

- Big Books
- Large and Small Letter Cards
- Spelling Cards
- Vowel and Consonant Code Flip Books
- Chaining Folders
- Games

# What is CKLA in Grades 3-5?

## **Building Knowledge while integrating foundational skills**

Amplify CKLA for grades 3-5 integrates foundational skills students have learned while continuing to build rich content knowledge. Amplify CKLA is the premier high-quality instructional material (HQIM) offering an elementary language arts curriculum with research-based content—including a vocabulary app and other digital resources—that helps educators authentically engage students in any learning scenario.

## **An engaging, knowledge-based approach to reading comprehension**

Our intentional approach to background knowledge invites students to dig deeper and make connections across content areas. Amplify CKLA enables students to build a robust knowledge base for accessing and unpacking complex texts so real comprehension can happen.

“Amplify CKLA.” *Amplify*, Core Knowledge Foundation, 14 July 2022, <https://amplify.com/programs/amplify-core-knowledge-language-arts/>.

# What is all this talk about the “Science of Reading”?



## THE BODY OF WORK REFERRED TO AS THE “SCIENCE OF READING” IS **NOT**

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an ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program of instruction, nor a specific component of instruction. It is the **emerging consensus** from many related disciplines, based on literally thousands of studies, supported by hundreds of millions of research dollars, conducted across the world in many languages. These studies have revealed a great deal about how we learn to read, what goes wrong when students don't learn, and what kind of instruction is most likely to work the best for the most students.

Dr. Louisa Moats

# Myths about CKLA

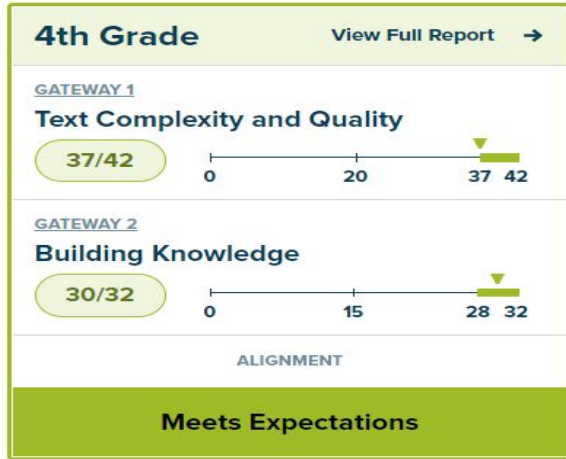
- It is a scripted program
- It is not engaging for students

# The Truth



“Amplify CKLA Skills (2020).” *EdReports*, 1 Dec. 2021, <https://edreports.org/reports/overview/amplify-ckla-skills-2020>.





## Here is what our teachers have to say

“I have enjoyed the new ideas CKLA has brought to my classroom such as new ways to teach the tripod grip and play dough activities that go along with the lessons. The activities are engaging and my students are loving them. The routines have been fairly simple for my Kindergarten students to grasp as well so that is a big bonus! :) I love how we can follow the CKLA lessons but put our own spin on them as well. Overall, I am very excited to see what CKLA will do for my classroom this year!”

- Kindergarten Teacher  
Patrick County Public Schools

*“I am enjoying the routine and consistency of the program... and the planning is much easier.”*

*-First Grade Teacher  
Patrick County Public Schools*

“Love it! I have used a timer to help me not get side tracked and what not!  
Now that I have extra time in my day for Lucy ... I'm a "happy camper...”


**- Fourth Grade Teacher**  
Patrick County Public Schools

*"It's a learning curve like anything else but I do think it's worth it.  
I felt that the lesson from yesterday was very effective... like it made me a better teacher!"*

*-Fifth Grade Teacher  
Patrick County Public Schools*

**"I AM SO IMPRESSED WITH HOW ENGAGED MY 3RD GRADE STUDENTS HAVE BEEN THUS FAR WITH CKLA. AS A NEW TEACHER, I APPRECIATE THAT THE LESSONS ARE ALREADY WELL-DEVELOPED, AND THAT I CAN CONTACT MY 3RD GRADE TEAM ACROSS THE DISTRICT WITH QUESTIONS SINCE WE'RE ALL ON THE SAME PAGE."**

**-3RD GRADE TEACHER  
PATRICK COUNTY PUBLIC SCHOOLS**



**“Research is the only tool we have that allows us to determine the kinds of teaching most likely to advantage our students’ learning; commonsense and past experience are useless before such questions.”**

**Timothy Shanahan**

# Research used in this slideshow

“Amplify CKLA.” *Amplify*, Core Knowledge Foundation, 14 July 2022, <https://amplify.com/programs/amplify-core-knowledge-language-arts/>.

Dehaene, Stanislas. *Reading in the Brain: The Science and Evolution of a Human Invention*. New York: Penguin, 2009. Print.

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Stuart, Kelly, and Gina Fugnitto. “A Conversation About the Science of Reading and Early Reading Instruction with Dr. Louisa Moats.” *Collaborative Classroom*, 2022 Center for the Collaborative Classroom, 3 Mar. 2020, <https://www.collaborativeclassroom.org/2020/03/03/a-conversation-about-the-science-of-reading-and-early-reading-instruction-with-dr-louisa-moats/>.