

2026 ELA Curriculum Selection

April 2026

Public Act 146

What is PA 146?

Public Act 146 is Michigan's new K–12 literacy and dyslexia law (a revision of the 'Read by Grade Three' law), designed to **improve early literacy instruction and literacy outcomes for all students**, including students with characteristics of dyslexia.

Instructional Methods and Curriculum Resources Must NOT Include

a. Prompting pupils to guess unknown words using pictures and illustrations.

b. Skipping over an unknown word or words to use the meaning of the passage to recognize the unknown word or words.

“She rode the **horse** down the trail.” Unknown word “**horse**.” Student may skip it and say **pony** instead. This makes sense, but is not correct.

c. Identifying only the first sound of an unknown word and then being prompted to guess the word using the word's initial sound and the meaning of the text surrounding the word.

“We walked down the **trail**.” Looking at only the first few letters: “We walked down the **track**.”

d. Memorizing a word in its written form.

e. Using predictable text and leveled text to provide initial word recognition instruction and practice in reading new learned letter-sound correspondences.

*I see the cat.
I see the hat.
I see the bat.*

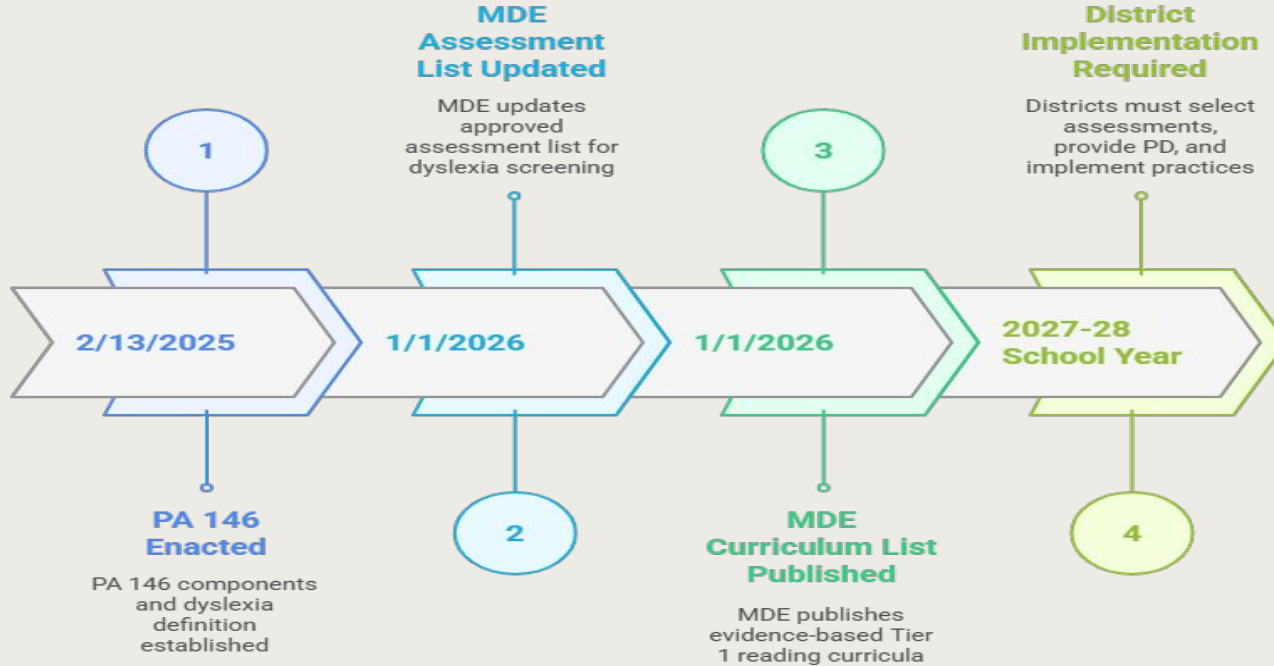
- Repeating the pattern “I see the...”
- Looking at the picture to guess the last word
- Memorizing the sentence structure

** Use **decodable texts** aligned to the phonics skill
“The cat sat on the mat.”

Section 35m Tier 1 Early Literacy Materials and Series (PK-5)

Rankings Order	Materials/Series Name	Consensus Scoring Document	
1	Amplify CKLA, 3rd Edition (2025)	Amplify CKLA Consensus Scoring Document	98%
2	Really Great Reading: Countdown (2023); Blast Foundations (2023); & HD Word (2023)	Really Great Reading Consensus Scoring Document	90%
3	95 Phonics Core Program, First Edition	95 Phonics Consensus Scoring Document	89%
4	IMSE Orton-Gillingham Plus (OG+), 2025	OG+ Consensus Scoring Document	86%
5	Imagine Learning EL Education Edition 1 (2019)	Imagine Learning EL Consensus Scoring Document	85%
5	Wit & Wisdom (K-5 Core ELA program) and Geodes (K-3 Decodable Texts)	Wit & Wisdom and Geodes Consensus Scoring Document	85%
6	HMH Into Reading, 2025	HMH Into Reading Consensus Scoring Document	84%
6	Story Champs 2.0 (2018)	Story Champs 2.0 Consensus Scoring Document	84%
7	UFLI Foundations, 1st Edition	UFLI Foundations Consensus Scoring Document	83%
7	Magnetic Reading Foundations, 2023	Magnetic Reading Foundations Consensus Scoring Document	83%
8	Collaborative Literacy, 3rd Edition	Collaborative Literacy Consensus Scoring Document	83%

Key Implementation Milestones of Michigan's PA 146



Approved K3 Valid and Reliable Screening and Progress Monitoring Assessment List

Table 1: Approved K-3 Screening and Progress Monitoring Assessments

Rank and Score	Assessment Name	Consensus Scoring Document	Review Window
1: 100% of requirements met	Amira ISIP Assess	December 2025 Amira ISIP Assess Screening and Progress Monitoring Consensus Document	Oct-Dec 2025
1: 100% of requirements met	MAP Reading Fluency	March 2026 MAP Reading Fluency Screening and Progress Monitoring Consensus Document	Jan-Mar 2026
1: 100% of requirements met	mCLASS with DIBELS 8 th Edition Amplify.	December 2025 mCLASS with DIBELS 8th Edition Screening and Progress Monitoring Consensus Document	Oct-Dec 2025

Science of Reading

The Science of Reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.



Read With You

Scarborough's Reading Rope

Language Comprehension

- Background Knowledge
- Vocabulary knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Step 1: Thought Exchange Survey

- How do you feel about your current ELA curriculum EL Education?
- How well does EL Education Curriculum aligns with State ELA standards?
- What is the most important consideration you have when choosing a new ELA Curriculum?
- What is your biggest concern with the current ELA curriculum?
- Does EL Education support diverse learners?
- What are you most looking for in a new ELA curriculum?
- Which feature is most critical to your instruction?

Thought Exchange Results

Summary

The survey results indicate a strong dissatisfaction with the current ELA curriculum, EL Education.

- 81% finding it difficult to follow.
- 90% advocate for changing to a new curriculum
- 68% highlighting the need for clear pacing and easy-to-use lesson structures
- 54% explicit phonics and foundational skills
- 47% Concerns about student engagement
- 22% alignment with grade-level standards
- 65% said assessments are seen as aligning with standards
 - However, there is a desire for more useful formative assessment tools.
- 11% support for diverse learners is inadequate, particularly for students below grade level
- 8% those with IEPs and 504 plans

Overall, there is a strong sentiment towards adopting a new curriculum that better meets the needs of diverse learners and aligns with state standards.

Thought Exchange Results

Curriculum Structure and Pacing:

- **81% of respondents** find the current EL Education curriculum difficult to follow
- **68% prefer a new curriculum** with clearer pacing and easier-to-use lesson structures
- **41% identify clear, structured lessons** as a critical need
- Educators want materials that are **straightforward and easy to implement**
- There is a perception that the current curriculum **does not adequately support effective teaching**
- Overall, feedback indicates a **strong need for curriculum change**

Student Engagement and Standards Alignment:

- **47% of educators** identify student engagement as their biggest concern with the current curriculum
- Only **38% believe the curriculum aligns with state ELA standards**
- There is a clear need to **improve alignment with grade-level standards**
- Educators want a curriculum that is both **engaging for students and standards-aligned**
- Strong alignment and engagement are seen as **essential for effective teaching and learning**

Support for Diverse Learners:

- Current curriculum is seen as **lacking support for diverse learners**
- Only **11% feel it supports students below grade level**
- Just **8% believe it meets the needs of students with IEPs and 504 plans**
- **51% of educators want stronger support** for below-grade-level learners
- **55% are seeking enrichment opportunities** for advanced learners
- Overall, there is a need for a **more inclusive curriculum that meets the needs of all students**

Assessment and Data Utilization:

- **65% of educators** believe assessments align with standards and instruction
- **13% want more effective formative assessment tools**
- **23% find assessment data helpful** for guiding instruction and interventions
- Assessments are seen as **somewhat effective overall**
- There is a need to **improve how assessment data is used** to inform teaching practices

Thought Exchange Results

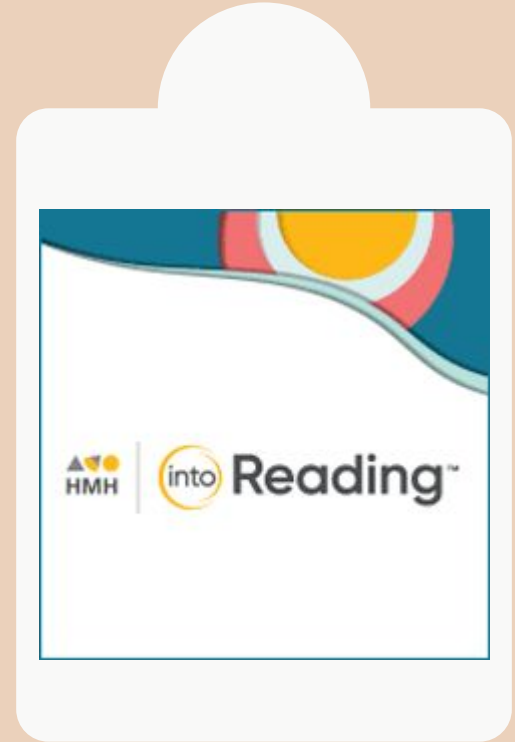
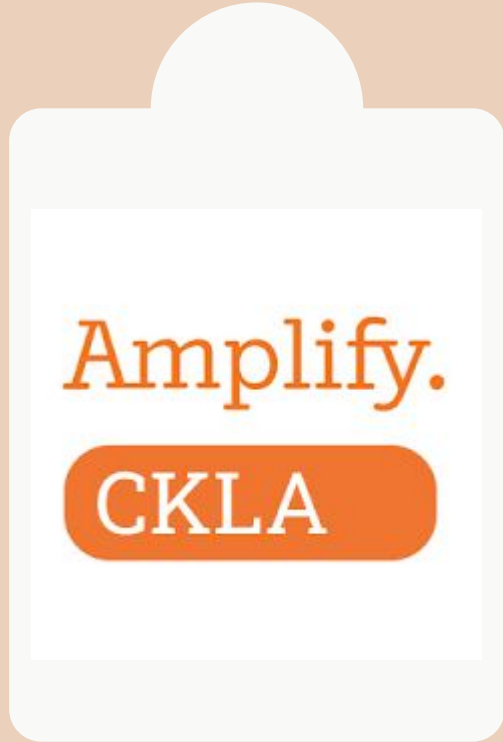
Overall Curriculum Effectiveness:

- **90% of educators support switching to a new curriculum**
- **0% believe the current curriculum positively impacts student achievement**
- There is an **overwhelming consensus for change**
- Educators want a curriculum that **better supports student learning and outcomes**
- The current curriculum is seen as **not meeting educator needs or expectations**

Areas to investigate

- **Student Engagement:** With 47% of educators citing student engagement as a major concern, further investigation is needed to understand the specific aspects of the curriculum that fail to engage students and how these can be improved.
- **Support for Diverse Learners:** The low percentages of support for students below grade level (11%) and those with IEPs and 504 plans (8%) indicate a need for further exploration into how the curriculum can be adapted to better meet the needs of diverse learners.
- **Alignment with Standards:** With only 38% agreeing that the curriculum aligns with state standards, there is a need to investigate the discrepancies and how the curriculum can be better aligned to ensure it meets educational requirements.

THREE CURRICULUM OPTIONS



What did we do?

Teachers were invited on two different occasions to explore the three curricular options and provide feedback

PLEASE JOIN US
K-5 ELA CURRICULUM
EXPLORATION

- ✦ We are gathering to thoughtfully examine new curriculum options
- ✦ Our goal is to determine how well each aligns with our instructional priorities
- ✦ Your insight and professional expertise are critical to this decision-making process
- ✦ This session provides time to review resources, ask questions, and offer feedback

Curriculums for Exploration

- ✓ Amplify CKLA
- ✓ Great Minds Wit & Wisdom
- ✓ HMH Into Reading

Important Dates

- ✦ March 4, 2026
4:00 - 5:30 PM
- ✦ March 11, 2026
4:00 - 5:30 PM

SPSD PD Center
1925 S. Outer Drive

QUESTIONS?

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ELA Curriculum Task Force Team

- Peggy Connors, Instructional Coach
- Monica Mccoury, Instructional Coach
- Jonelle Lull, Kindergarten
- Kelli Schiebner, Kindergarten
- Kimberly Lincoln, Kindergarten
- Molly Borges, Kindergarten
- Christine Dine, 1st Grade
- Shannon Fredenburg, 1st Grade
- Monica Terry, 1st Grade
- Stacey Urbani, 1st Grade
- Theresa Smith, 2nd Grade
- Stacey Corrigan, 2nd Grade
- Eunice Jamerson, 2nd Grade
- Michelle Watters, 2nd Grade
- Rollin Carter, 3rd Grade
- Halima Harper, 4th Grade
- Katie Condon, 4th Grade
- Samantha Rossell, 4th Grade
- Michelle Carpenter, 5th Grade
- Tangela Owens, 5th Grade
- Staci Rosales, IB Coordinator

Dr. Tran

STOP & JOT

What makes a lesson engaging?

What does explicit writing look like?

Think about the students in your classroom. What are the most critical gaps?

What the Task Force Reviewed

Identify Areas of Need

Student engagement, writing,
instructional gaps

Balanced Assessment

Success criteria & assessments
for learning

Exploration

Deep exploration of each
curriculum

Debrief & Feedback

Thoughts, questions, concerns,
survey

Survey - 4 Categories

Knowledge Building & Writing

- Knowledge Building
- Writing Frequency
- Reading-Writing Connection
- Explicit Writing Instruction

Implementation

- Time Requirements
- Preparation & Materials
- Professional Learning Needs
- Teacher Learning Curve
- Engagement & Joy

Survey - 4 Categories

Instructional Design & Usability

- Lesson Clarity
- Success Criteria
- Instructional Flow
- Teacher Decision-Making
- Routines & Consistency

Differentiation & Assessment

- Supports for Struggling & Advanced Students
- Language Supports
- Formative Assessment
- Summative Assessment

Task Force Team Survey Results

	Knowledge Building & Writing	Implementation	Instructional Design & Usability	Differentiation & Assessment
CKLA	92%	77%	89%	86%
Wit & Wisdom	50%	35%	37%	48%
Into Reading	79%	79%	87%	75%



Amplify CKLA



Final Choice

Teacher Comments

Kindergarten Teacher

I like the look of the curriculum. Seems more engaging and less busy than HMH.

2nd grade Teacher

This looks more engaging for students. I think the decodable readers are age and level appropriate.

3rd grade Teacher

I love the integration between science and ELA.

Kindergarten Teacher

I like this choice the best for kindergarten.

Why CKLA is the Best Fit

Explicit Writing Instruction

- Daily, embedded, writing instruction
- Progression of complexity
- Gradual release model
- Writing built into foundation skills
- Vocabulary

Strong Phonics instruction

- 60 minute skill sessions
- Systematic, explicit, multi-sensory approach
- Moves from basic to more complex

Background Building

- Deep, daily immersion in history, science, and literature
- Content-rich domains

Program structure

Students grow from week to week...

Grade
1



Charting the World: Geography

Students deepen their geography knowledge, advance their map skills, and compare global locales and landforms to their own neighborhood.



A World of Homes: Animals and Habitats

Students explore the interconnectedness of life by learning about habitats, indigenous plants and animals, and fundamental principles of nature.



Adventure Stories: Tales from the Edge

Students learn about real-world explorers and inventors, become familiar with gathering information for research, and discover the value of perseverance and teamwork.

Atlas

Community

Habitat

Territory

Altitude

Glacier

...and year to year

Grade
1



A World of Homes: Animals and Habitats

Students explore the interconnectedness of life by learning about habitats, indigenous plants and animals, and fundamental principles of nature.

Atlas

Community

Grade
3



Fur, Fins, and Feathers: Animal Classification

Students explore the science of classification and develop critical scientific skills by identifying characteristics of organisms and objects and presenting evidence-based claims.

Characteristic

Aquatic

Grade
5



The Deep Blue World: Oceans

Students dive into the diversity of life in oceans, consider characteristics of ocean environments that support ecosystems, and collaboratively create and share their findings.

Ecosystem

Symbiotic

Amplify CKLA



Crack the code with confidence.

Strengthen decoding and transcription skills through daily, explicit instruction—all grounded in the Science of Reading.



Build knowledge that sticks.

Deepen reading comprehension and writing composition with rich content in science, social studies, literature, and the arts.



Write with purpose—every day.

Develop clarity and confidence with daily writing instruction that's grounded in the Science of Writing and connects to students' reading.

Skills Strand

K-2

60 minutes per day

Unlock decoding and writing skills through a sounds first approach; move from hearing and articulating sounds to reading and writing words.

3-5

4 skill units

15-30 minute lessons

Used as needed to target phonological awareness, phonics, morphology, and spelling

Foundational skills by year

	Print concepts					Phonological awareness					Phonics and word recognition							
	Basic features of print	Directionality	Letter recognition	Features of a sentence	Rhyming words	Blending	Phoneme substitution	Segmentation	Initial/medial/final sounds	Consonants	Long and short vowels	R-Controlled vowels	Digraphs	Diphthongs	High-frequency words	Spelling alternatives	Decoding single-syllable words	Decoding two-syllable words
Kindergarten	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
Grade 1	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
Grade 2										•	•	•	•	•	•	•	•	•
Grade 3											•	•	•	•	•			
Grade 4																		
Grade 5																		

Foundational Skills by Year

	Grammar																				
	Decoding multisyllabic words	Inflectional endings	Prefixes and suffixes	Derivational and Latin suffixes	Root words	Irregularly spelled words	Homonyms	Synonyms/antonyms	Multiple-meaning words	Singular/plural nouns	Proper nouns	Pronouns	Verbs	Irregular verbs	Verb: To be/to have	Verb tense	Subject and predicate	Adjectives	Adverbs	Contractions	Capitalization/punctuation
Kindergarten					•			•		•		•	•								•
Grade 1	•			•	•	•		•		•	•	•	•			•		•		•	•
Grade 2	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Grade 3	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Grade 4	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Grade 5	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Knowledge and Integrated Strands

K-2

10 units per grade

16 days per unit

60 minutes per day

Build lasting knowledge, maximize oral language, strengthen vocabulary and deepen understanding through writing

3-5

9 units per grade level

18 days per unit

90-120 minutes per day

Integrated approach, tackle complex text, build vocabulary and morphology, and write with purpose



Star Light, Star Bright:
Nursery Rhymes and Fables

See, Hear, Smell, Taste, Touch:
The Five Senses

Underdogs and Heroes: Stories

See How They Grow: Plants

Moo, Cluck, Oink: Farms

Deep Roots: Introduction to
Native American Cultures

All Around the World: Geography

Royal Tales: Monarchs

or

National Icons: Presidents
and American Symbols

Our Planet: Taking Care of the Earth

or

Rain and Rainbows: Seasons and Weather

Shaped by Nature: Art and the World Around Us

The Moral of the Story: Fables and Tales

From Nose to Toes: How Your Body Works

Common Threads: Different Lands,
Similar Stories

Reach for the Stars: Astronomy

Charting the World: Geography

A World of Homes: Animals and Habitats

A New Nation: American Independence

Once Upon a Time: Fairy Tales

or

Our Planet: The History of the Earth

From Babylon to the Nile:
Early World Civilizations

or

Early Americas: Maya, Aztec, and Inca

Adventure Stories: Tales from the Edge

Fortunes and Feats:
Fairy Tales and Tall Tales

The Birthplace of Democracy:
Ancient Greece

Legends and Heroes: Greek Myths

Our Planet: Cycles in Nature

Butterflies, Bees, and Beetles: Insects

A House Divided: The American Civil War

Sounds and Stanzas: Poetry

Making a Difference: Creating Change

or

Journeys to America: Immigration

Building Blocks: All About Nutrition

or

Early Asian Civilizations: India and China

Taking Flight: The Age of Aviation



- Timeless Tales: Classic Stories
- Fur, Fins, and Feathers: Animal Classification
- Rhythm and Rhyme: Poetry
- Rise and Fall: Ancient Rome
- Our Solar System and Beyond: Astronomy
- Regions and Cultures: Native Americans

- My Story, My Voice: Personal Narratives
- Knights and Castles: Europe's Middle Ages
- Meaning and Metaphor: Poetry
- Eureka! Student Inventor
- Our Planet: Geology
- Road to Independence: The American Revolution

- In My Own Words: Personal Narratives
- Early Americas: Maya, Aztec, and Inca
- Visions in Verse: Poetry
- A Knight's Tale: Don Quixote
- The Deep Blue World: Oceans
- Cultures and Histories: Native Americans

Novel Study: Charlotte's Web or
 Novel Study: Stella Díaz Has Something to Say

Novel Study: From the Mixed-Up Files of Mrs. Basil E. Frankweiler or
 Novel Study: The Season of Styx Malone

Novel Study: The Phantom Tollbooth or
 Novel Study: The Science of Breakable Things

Systems and Senses: The Human Body or
 From Glow to Echo: Light and Sound

Adventure on the High Seas: Treasure Island or
 Crafting Stories: A World of Tales

Arts and Culture: The Renaissance or
 Through the Forest: A Midsummer Night's Dream

From Blues to Bebop: All That Jazz

Inspiration and Ingenuity: American Innovation

Building Up the World: Global Architecture

Writing by Unit

* *Thought Exchange*

	Kinder		Grade 1		Grade 2	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
1	Introducing Building Blocks	Prerequisite Writing Skills	Introducing Building Blocks	Writing Skills	Introducing Building Blocks	Writing Skills
2	Opinion	Prerequisite Writing Skills	Narrative	Writing Skills	Opinion	Narrative
3	Narrative	Letter & Word Formation Skills	Narrative	Narrative	Narrative	Narrative
4	Informative	Letter, Word, Writing Skills	Opinion	Informative	Informative	Opinion
5	Opinion	Letter, Word, & Phrase Writing Skills	Opinion	Opinion	Opinion	Narrative
6	Informative	Word, Phrase & Sentence Writing Skills	Informative	Narrative	Informative	Informative
7	Informative	Word, Phrase & Sentence Writing Skills	Informative	Informative	Poetry	
8	Narrative	Sentence Writing Skills	Informative		Narrative	
9	Informative	Sentence Writing Skills	Opinion		Informative	
10	Research Unit	Sentence Writing Skills	Research Unit		Research Unit	

* *Building Blocks are the routines of writing to express ideas at the sentence level (oral or written) and are built-in across all units*

Writing by Unit

* *Thought Exchange*

	Grade 3	Grade 4	Grade 5
1	Opinion	Narrative	Narrative
2	Informative	Informative	Informative
3	Poetry	Poetry	Poetry
4	Opinion	Opinion	Opinion
5	Informative	Informative	Informative
6	Narrative	Informative	Opinion
7	Narrative	Narrative	Narrative
8	Informative	Narrative	Informative or Narrative
9	Research Unit	Research Unit	Research Unit

Standards Alignment

* *Thought Exchange*

A Correlation of 3rd Edition CKLA to Common Core State Standards for English Language Arts

Kindergarten	
Common Core State Standards for English Language Arts	3rd Edition Core Knowledge Language Arts
Literature	
Key Ideas and Details	
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	<p>Skills TG: U6: Lessons 1, 2, 3, 5, 7, 8, 10, 12, 14, 16 U7: Lessons 9, 10, 11, 13, 14, 16 U8: Lessons 1, 3, 5, 6, 8, 10, 12, 13, 15, 17, 19 U9: Lessons 2, 3, 4, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23 U10: Lessons 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29</p> <p>Knowledge TG: D1: Lessons 4A, 4B, 6B, 9A, 9B D6: Lesson 5 D8 (Monarchs): Lesson 4 D10: Lessons 2, 10</p>
RL.K.2 With prompting and support, retell familiar stories, including key details.	<p>Knowledge TG: D1: Lessons 1B, 3B, 8B, 9A D4: Lessons 4, 7 D8 (Monarchs): Lessons 3, 7, 8</p>
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	<p>Skills TG: U6: Lessons 1, 2, 3, 5, 7, 8, 10, 12, 14, 16 U8: Lesson 1 U9: Lessons 2, 10</p> <p>Knowledge TG: D1: Lessons 2A, 2B, 3A, 3B, 4A, 4B, 5A, 5B, 6A, 7A, 7B, 8A, 9A, 9B, 10, 11, 12</p>

Standards are addressed multiple times throughout knowledge domains and/or skills units.

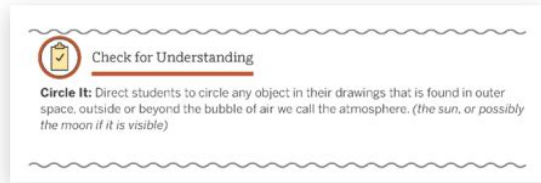
*partial Kindergarten example


Comprehensive Assessments

Daily informal assessments allow for quick adjustments.

Check for Understanding

Quick activities built into daily lessons help you spot gaps and adjust instruction in the moment.

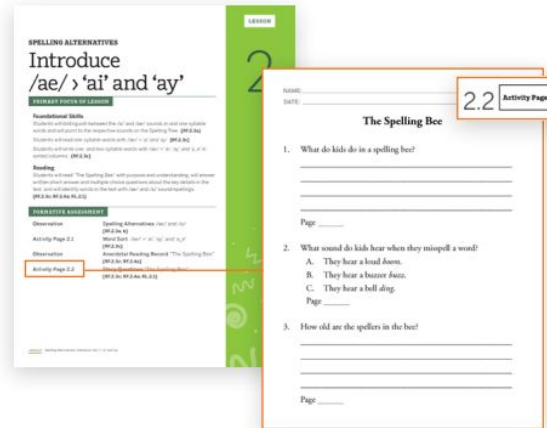


 **Check for Understanding**

Circle It: Direct students to circle any object in their drawings that is found in outer space, outside or beyond the bubble of air we call the atmosphere. (*the sun, or possibly the moon if it is visible*)

Formative assessment

Track mastery of Primary Focus Objectives and standards, and get a clear snapshot of individual and whole-class progress.



SPELLING ALTERNATIVES
Introduce
/ae/ > 'ai' and 'ay'

Formative Objectives for Learning

Formative Skills
Students will identify and use the /ae/ and /ay/ sounds in oral and written language and will identify and use the /ai/ and /ay/ sounds in oral and written language.

Reading
Students will read "The Spelling Bee" with confidence and understanding, will answer questions about the text, and will identify and use the /ae/ and /ay/ sounds in oral and written language.

Spelling Alternatives (AI) and (AY)
Word Bank: /ae/ > /ai/ and /ay/

Activity Page 2.2

2.2 Activity Page

The Spelling Bee

NAME: _____
DATE: _____

1. What do kids do in a spelling bee?

2. What sound do kids hear when they misspell a word?
A. They hear a loud boom.
B. They hear a buzzer buzz.
C. They hear a bell ding.
Page _____
3. How old are the spellers in the bee?

Page _____

Comprehensive Assessments

Summative assessments measure progress toward learning goals.

Unit and Domain assessments

End-of-unit and end-of-domain assessments show what students have mastered.

NAME: _____ DATE: _____ 4.1 End-of-Domain Assessment

Part 1

1. The dog barks.
2. To-day the shark swims.
3. To-morrow the kid will sing.
4. Yes-ter-day the cat walked.
5. To-morrow Gran will bake.

Part 2

it is	there's
there is	she's
let us	it's
here is	let's
she is	here's

Part 3

To-day I bake.
Yes-ter-day I _____.
To-morrow I will _____.

To-day you smile.
Yes-ter-day you _____.
To-morrow you will _____.

To-day I hike.
Yes-ter-day I _____.
To-morrow I will _____.

To-day she points.
Yes-ter-day she _____.
To-morrow she will _____.

Student Performance Assessment

Beginning-, middle-, and end-of-year checkpoints help you set goals, monitor growth, and ensure students stay on track.

NAME: _____ DATE: _____ 4.2 End-of-Domain Assessment

Amber the Bat

What Bats Look Like
This is Am-ber. Am-ber looks a bit like a fox. But she has wings and swings from trees. In fact, Amber is a bat.

Am-ber needs a lot of room to glide back and forth be-cause she has a wing span of five feet. In fact, bats like Amber are the biggest bats there are!

Bat Homes
Am-ber makes her home here at Green Fern Zoo. She has all the room she needs at the zoo. Some bats like Amber make their homes in the trop-ics, where the sun shines and it is hot.

NAME: _____ DATE: _____ 4.2 End-of-Domain Assessment

1. What is Amber?
 a fox
 a bat
 a dog
 a cat
2. Amber's wings are _____ long.
 three feet
 three wing-spans
 two feet
 five feet
3. Where do bats like Amber make their homes?
 up in the north
 in the tropics
 in the desert
 in cool lakes

Amplify CKLA Strand

Assessment type	Grades K–2 Skills	Grades K–2 Knowledge	Grades 3–5 Integrated
Checks for Understanding	✓	✓	✓
Daily formative assessments	✓	✓	✓
Spelling assessments	✓		✓
Writing assessments	✓	✓	✓
Summative end-of-unit assessments	✓	✓	✓
Student Performance Assessments (Benchmarks)	✓		✓

Embedded Supports

* Thought Exchange

Every lesson includes built-in scaffolds, challenges, and targeted supports so all students can grow with grade-level instruction.

Universal Access

Use the Advance Preparation notes in the Teacher Guide to plan ahead and ensure all students can access and engage in each lesson.

Universal Access

- During the Introducing the Read-Aloud section, display the Image Cards from the *Native Americans* Domain to remind students of previously learned information.
- You may wish to play audio recordings of bomba and salsa music and/or show a video of salsa dancing.
- Gather real examples of different types of maps, such as tourist maps, weather maps, road maps, nautical maps, and climate maps and display them in the classroom throughout the domain.
- To ensure all students have the opportunity to contribute during Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

Differentiation

Built-in support and challenge prompts help you meet students where they are during the lesson—whether they need extra help or a push further.

Lesson 2: Introduction to the Sun and Space
Application

Support
Some students may benefit from using the modified Astronomy Journal prompts on Activity Page 2.2.

Challenge
Encourage students to share their drawings with a partner and identify which objects are part of the atmosphere and which are part of outer space.

WRITING: ASTRONOMY JOURNALS (20 MIN.)

- Tell students that over the next few weeks they are going to pretend to be astronomers as they learn about outer space. Tell them they will use astronomy journals to record their observations (if at all they see) and facts (what they learn) about outer space.
- Hand out the journals you prepared in advance.
- Take students outside, or if that is not possible, take them to a large window where they can see the sky.
- Have students spend a few minutes sketching the objects they see in the sky on the first page of their journals. Tell students that a sketch is a simple drawing with few details or colors.
- Have students return to their work spaces.
- Have students label the objects they drew.
- Remind students about the two levels of the sky: the atmosphere and outer space.

D Differentiation

Support

If students have difficulty categorizing their images, have them refer to the T-Chart for Atmosphere/Outer Space.

Challenge

Encourage students to share their drawings with a partner and identify which objects are part of the atmosphere and which are part of outer space.

Embedded Supports

* *Thought Exchange*

Additional Support: Skills

Each K–2 Skills lesson includes 30 minutes of optional targeted practice tied directly to the day's objectives.



Lesson 3: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- Wiggle Cards describe a motion or activity students can act out. You may want to designate a box or container to hold the cards. Wiggle Cards are invaluable to use at any point during the day, not just during reading but whenever you feel students need a transition activity to refocus attention.
- Write each sentence on an **index card** or **sentence strip**.
- Show students the Wiggle Card, have them read it, and let them perform the action.

1. Act like you are baking a cake.	3. Act like you are skating.
2. Make a face.	4. Start waving.

MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

Roll, Flip, Read

- Create a set of cards for each student (**Activity Page YR 3.1**). Write a number (1–12) on the reverse side of each card.
- Have students lay cards facedown on the table or floor in front of them.
- To play, either call out a number (1–12) or have the student roll a die (one or two), then “flip” a card that corresponds to the number rolled and read the word on the card.

Embedded Supports: MLL/ELL

* Thought Exchange

Built-in scaffolds help multilingual/English learners access grade-level content—building confidence across listening, speaking, reading, and writing.

Multilingual/English learner scaffolds

Every lesson features embedded supports that help multilingual/English learners (ML/ELs) fully engage with instruction—from close reading to opinion writing to presenting ideas. Supports are offered at multiple levels and include anchor charts, graphic organizers, and Spanish cognates to strengthen connections.

ML/EL MULTILINGUAL/ENGLISH LEARNERS Writing Writing a Topic Sentence	
Entering/Emerging	Have students dictate their opinion for renaming a constellation using one of the opinion words as you write their topic sentence.
Transitioning/Expanding	Provide students with a specific sentence frame, such as "I think the constellation _____ should be renamed _____."
Bridging	Ask students if support is needed with writing their topic sentence and provide assistance if needed.

Grade 1, Knowledge Domain 4, Lesson 6, ML/EL support for opinion writing: Writing a Topic Sentence


D Differentiation

Challenge
Have students orally generate a topic sentence using additional words or phrases that show their opinion of Earth's name change, such as "In my opinion, the name Earth is a good name for our planet because..."

Writing: Opinion Drafting (15 MIN.)

- Model writing a topic sentence for changing "Earth" to "The Plant Planet" using different words that express feelings on a whiteboard or chart paper. Examples of topic sentences are below:
 - I like the name The Plant Planet as a new name for Earth.
 - I believe Earth's new name should be The Plant Planet.
- Have students discuss their opinions for renaming a constellation using their Astronomy Journals in small groups. Tell students to decide which word they will use to express their opinion about renaming a constellation.

Astronomy Journals



- Have students take out their Astronomy Journals and turn to the next clean page. Tell students that they are going to write the topic sentence for their opinion paragraphs. Tell them to choose one of the following phrases to start their sentences:
 - "I like ..."
 - "I think ..."
 - "I feel ..."
 - "I believe that ..."
 - "The best ..."
- Remind students to write their topic sentences starting on the first line of the page in their Astronomy Journals. Tell students to use the correct capitalization and punctuation in their sentences. Remind students to use the example from Visual Support 5.3 to support their writing.
- Allow students time to draft and read over their topic sentences before collecting them for review. You may pull students in small groups to answer any questions about writing their topic sentences for their opinion paragraphs.

**ML/EL MULTILINGUAL/ENGLISH LEARNERS
Writing
Writing a Topic Sentence**

Entering/Emerging	Have students dictate their opinion for renaming a constellation using one of the opinion words as you write their topic sentence.
Transitioning/Expanding	Provide students with a specific sentence frame, such as "I think the constellation _____ should be renamed _____."
Bridging	Ask students if support is needed with writing their topic sentence and provide assistance if needed.

Student Engagement: Skills Lessons

Materials:

Student Activity books

Decodable readers

Word chaining folders

Large/small letter cards

Sound posters/cards

1. Introduction to sound-spelling

Students map sounds to speech and letters using hands-on manipulatives

3. Read and Discuss

Deliberate practice with 100%-decodable chapter books and relevant discussion questions empower students to hear, say, and read the sound in context

2. Practice and Apply

Students use the sound-spelling in writing to build automaticity in letter formation and spelling

4. Review and Assess

Checks for Understanding and formative assessments are integrated into every lesson

Student Engagement: Knowledge Domains

Materials

Student Activity books

Poet's Journal

Student readers (3rd-5th)

Research Unit Trade Books

Novel Study (3rd-5th)

Image cards (K-3rd)

Cursive Activity books

1. Introduction to Unit

First lesson of each unit, students **activate prior knowledge** and are introduced to vocabulary and concepts.

2. Read and Discuss

Students interact with text by **reading/read alouds** and with **discussion** prompts to demonstrate and deepen their knowledge and vocabulary.

3. Write and Apply

Students practice planning, drafting, revising, editing, publishing, and presenting **writing** over the course of the unit, building toward a culminating writing activity.

4. Review and Assess

Checks for Understanding and standards aligned assessments

Thank you
Any Questions?

Dr. Tran
Mrs. Connors
Mrs. Mccoury