



## AMPLIFY CKLA GRADE K

Unit Skills Strand Summary	Jump Rope Readers Alignment Summary	Instructional Connections
<p><b>Grade K, Unit 1</b> establishes pre-reading behaviors and phonological awareness: students learn book handling and directionality (left-to-right, return sweep), concept of word, and practice listening for and orally blending sounds without print.</p>	<p>No direct alignment. Jump Rope Readers begin only once sound-symbol instruction is established.</p>	<p>These skills are prerequisite for decoding; decodable text usage is likely not instructionally appropriate yet. Oral blending and tracking directly prepare students for decoding in later units with Jump Rope Reader texts. However, Nonfiction read-alouds from Jump Rope Readers (e.g., simple animal or community topics) can also support oral language and knowledge-building prior to decoding.</p>
<p><b>Grade K, Unit 2</b> builds phonological awareness without print: students practice oral blending and segmenting (moving from syllables to individual sounds), rehearse left-to-right tracking, and strengthen listening for beginning/middle/ending sounds.</p>		
<p><b>Grade K, Unit 3</b> introduces first sound–spelling correspondences and decoding with short vowels in CVC words.</p>	<p><b>Fiction:</b> Set A, Red Series provides tightly controlled decoding with early CVC words using a limited consonant set.</p>	<p>Use earliest titles in this series once sufficient overlap is reached. Start after m, a, t, n, s are established.</p>
<p><b>Grade K, Unit 4</b> expands the initial code with n, h, s, f, v, z, p and introduces short e (ě), continuing daily blending/segmenting and VC/CVC decoding.</p>	<p><b>Fiction:</b> Set A, Red Series and early Orange Series titles provide cumulative CVC practice including short e and expanded consonants.</p> <p><b>Nonfiction:</b> From Set A, Green Series, <i>Ducks on the Go</i> offers explicit CVC-based code practice and full consonant review opportunities.</p>	<p>Shift to Orange systematically as new consonants appear. Continue select Red rereads for reinforcement.</p>
<p><b>Grade K, Unit 5</b> rounds out the early code by adding several high-utility consonants (b, l, r, w, j, y, x) and short u (ů).</p>	<p><b>Fiction:</b> Set A, Orange and Gold series, plus some early Green Series titles provide strong CVC practice once all consonants are introduced.</p>	<p>Carefully consider the sequence of texts based on which consonants have been explicitly taught.</p>



	<p><b>Nonfiction:</b> Early nonfiction titles in the Green Series (Set A) provide CVC-based application in informational text.</p>	
<p><b>Grade K, Unit 6</b> advances from single consonants to consonant clusters, with daily decoding/encoding of CCVC and CVCC words built on short vowels.</p>	<p><b>Fiction:</b> Set A, Green Series and moving into the Blue Series introduces practice with blends and more complex word structures.</p> <p><b>Nonfiction:</b> Continue using the Green Series for cumulative CVC practice and expanded consonants work while also building knowledge through informational text.</p>	<p>Focus on cluster-rich texts aligned to the patterns being taught. Look for opportunities to reinforce plural endings and s=/z/. The Nonfiction Green Series texts can be used to reinforce decoding while building knowledge (e.g., animals, habitats) to support comprehension alongside phonics development.</p>
<p><b>Grade K, Unit 7</b> introduces key consonant digraphs (ch, sh, th, ng, and qu) and applies them in short-vowel words alongside previously learned blends (CCVC/CVCC).</p>	<p><b>Fiction:</b> Set A, Blue Series provides cumulative practice that includes digraphs, though texts should be selected carefully to align with the specific digraphs being taught.</p> <p><b>Nonfiction:</b> Select titles in the Blue and Purple Nonfiction Series also reinforce these patterns in informational texts.</p>	<p>Look for opportunities in the texts to focus on the specific digraphs being taught. Use nonfiction texts strategically to reinforce specific digraphs (e.g., ch, sh, th) in meaningful content contexts while continuing to build decoding accuracy.</p>
<p><b>Grade K, Unit 8</b> Grade K, Unit 8 is a consolidation unit: students strengthen decoding and encoding of short-vowel CVC/CCVC/CVCC words with the blends and digraphs learned to date.</p>	<p><b>Fiction:</b> Set B, Grape Series is a good match for cumulative review and practice of all patterns and skills taught so far.</p> <p><b>Nonfiction:</b> The Nonfiction Grape Series also provides a strong match for cumulative review of all patterns taught to date while also building knowledge through informational text.</p>	<p>Use the Grape series and select texts from Set A for repeated readings and fluency building. Incorporate nonfiction Jump Rope Readers titles during fluency work to build both automaticity and knowledge (e.g., science and nature topics), increasing engagement and transfer.</p>
<p><b>Grade K, Unit 9</b> emphasizes fluent reading and writing of short-vowel words with already taught blends (CCVC/CVCC) and common digraphs.</p>		
<p><b>Grade K, Unit 10</b> launches long-vowel decoding by first teaching the vowel team ee, then moving through final-e (VCe) spellings a_e, i_e, o_e, u_e.</p>	<p><b>Fiction:</b> Set B, Blueberry Series begins controlled introduction of long vowel patterns.</p>	<p>Limit texts to ones that match vowel patterns being taught or already taught. (Avoid previewing new patterns except for students who are ready</p>



	<p><b>Nonfiction:</b> The Nonfiction Blueberry Series also supports controlled introduction of long-vowel patterns.</p>	<p>for it.) Use nonfiction texts selectively to reinforce specific vowel patterns once taught.</p>
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## AMPLIFY CKLA GRADE 1

Unit Skills Strand Summary	Jump Rope Readers Alignment Summary	Instructional Connections
<p><b>Grade 1, Unit 1</b> re-establishes the full basic code with intensive short-vowel CVC work, then adds digraphs (ch, sh, th, ng, qu) and double-letter spellings.</p>	<p><b>Fiction:</b> Use Set A progressively to rebuild the basic code and digraphs. Once students are working with the full short-vowel code and double consonants, transition into the Grape Series in Set B to review and consolidate short vowels, digraphs, double consonants, ck, wh, ng, tch, and related review patterns in connected text.</p> <p><b>Nonfiction:</b> Select titles from the nonfiction Grape Series (e.g., <i>Do Skunks Stink?</i>) can also provide cumulative review in informational text.</p>	<p>This is a good point in the sequence for fluency rereads, chaining, dictation, and phrase reading using Jump Rope Readers, because the cumulative code is broad enough by this stage to support Amplify CKLA’s review-and-automaticity emphasis. Use nonfiction Jump Rope Reader texts during fluency and review to reinforce full-code decoding while building knowledge (e.g., animals and nature topics).</p>
<p><b>Grade 1, Unit 2</b> introduces long-vowel decoding with ee and VCe spellings (a_e, i_e, o_e, u_e), with daily chaining/dictation and connected-text practice, plus expanded tricky words such as he, she, we, they, their, my, by, you, your.</p>	<p><b>Fiction:</b> Set B, Blueberry Series is the strongest fit for the VCe progression because it adds a_e, then i_e, then o_e, then u_e, and later e_e across the series.</p> <p><b>Nonfiction:</b> Select titles from the Nonfiction Blueberry Series (e.g., <i>Lots of Bikes</i>) can also reinforce long-vowel patterns in informational contexts.</p>	<p>The Blueberry Series is strong for VCe practice, but connections for ee are more selective/partial because titles that include ee also include additional patterns and decoding focus. Use nonfiction texts selectively to reinforce VCe patterns once taught, while continuing to build knowledge through informational reading.</p>
<p><b>Grade 1, Unit 3</b> introduces oo (both values), ou, oi, and aw, while continuing one-syllable</p>	<p><b>Fiction:</b> The Lemon Series (Set B) includes ee, ai/ay, oa/ow=/ō/, igh, oo, and ew cumulatively,</p>	<p>The best instructional use is targeted reinforcement rather than one-to-one lesson matching. Use Lemon selectively for oo</p>



<p>chaining/dictation and adding tricky words such as because, could, should, would, down.</p>	<p>while Raspberry Series (Set B) adds ou/ow=/au/, oi/oy, and au/aw</p> <p><b>Nonfiction:</b> Select nonfiction titles from the Raspberry Series (e.g., <i>Queen of the Rainforest</i>) support these patterns in informational text.</p>	<p>practice, and use Raspberry selectively for ou, oi, and aw/au work once those patterns have been taught in Amplify CKLA. Use nonfiction texts selectively after instruction in diphthongs (ou, oi, aw) to reinforce these patterns in new vocabulary and content contexts.</p>
<p><b>Grade 1, Unit 4</b> focuses on r-controlled vowels (er, ar, or) and begins two-syllable decoding, while reinforcing previously learned vowel-team knowledge and adding related tricky-word work.</p>	<p><b>Fiction:</b> The Tangerine Series (Set B) adds ar, then or, then er, and later extends to ir and ur. By this point in Jump Rope Readers, the texts also carry enough word complexity to support Amplify CKLA’s growing emphasis on two-syllable reading.</p> <p><b>Nonfiction:</b> Select nonfiction titles from the Tangerine Series (e.g., <i>Here Comes Your Toy</i>) also reinforce these patterns in informational text.</p>	<p>The progression across the Tangerine series supports Amplify CKLA’s move through ar, or, and er, and the broader text complexity makes it appropriate for reinforcing early two-syllable work. Use nonfiction texts to reinforce r-controlled vowels while supporting comprehension through structured informational topics.</p>
<p><b>Grade 1, Unit 5</b> concentrates on orthographic and spelling alternatives for consonants and /k/—including p/pp, b/bb, c/k/ck/cc, ch/tch, g/gg/ge, j/g/ge, t/tt/-ed, d/dd/-ed, f/ff, v/ve, r/rr/wr, l/ll—while continuing-ed/-ing and-s/-es in one- and two-syllable reading and writing.</p>	<p><b>Fiction:</b> Useful practice opportunities come from the Grape Series (Set B), which includes ck, tch, double consonants, and short-vowel review patterns. The Lime Series (Set B) also adds -es,-ing, and -ed.</p> <p><b>Nonfiction:</b> The nonfiction Lime Series provides strong support for -s, -es, -ed, and -ing patterns in informational text.</p>	<p>For the broader orthographic contrast work in Amplify CKLA Unit 5, Jump Rope Readers is best used as application text, not as a perfect lesson-by-lesson instructional match. Use nonfiction texts to reinforce suffix application in authentic contexts, while continuing to build knowledge through content-area reading.</p>
<p><b>Grade 1, Unit 6</b> extends alternative spellings and tricky spellings, including c = /s/, ce/se = /s/, review of g/j alternations, kn = /n/, wh = /w/, and n = /ng/ in context, while revisiting suffixing and pluralization.</p>	<p><b>Fiction:</b> Later titles in the Tangerine Series (Set B) include soft g, -dge, and soft c (e.g., <i>Ida and Jake Versus Mister Plant</i>). The Purple Series (Set A) includes wh practice e.g., <i>So Cute</i>). The Grape Series (Set B) includes n(k) (e.g., <i>What Stinks?</i>). The Lime Series (Set B) continues -es/-ing/-ed practice (e.g., <i>The Case of the Lost Ring</i>).</p>	<p>Use titles from these series selectively for support and practice by pattern cluster rather than trying to match instruction lesson-by-lesson. Use nonfiction texts selectively by pattern (e.g., wh, ng, soft c/g) to provide additional practice in informational reading contexts.</p>



	<p><b>Nonfiction:</b> Select nonfiction titles from the Tangerine (e.g., <i>Here Comes Your Toy</i>) and Purple series (e.g., <i>On a Jet</i>) can also reinforce these patterns in informational contexts.</p>	
<p><b>Grade 1, Unit 7</b> returns to long-vowel vowel-team spellings with emphasis on /ā/ = ai, ay and /ō/ = oa (with review/extension), along with continued chaining, dictation, and fluency/comprehension routines.</p>	<p><b>Fiction:</b> The Lemon Series (Set B) is the strongest Jump Rope Readers match for this unit. It introduces ai, ay, then oa (alongside ow = /ō/ in cumulative fashion).</p> <p><b>Nonfiction:</b> Select nonfiction titles from the Lemon Series (e.g., <i>Gray Wolf Pups</i>) also reinforce these vowel teams in informational text.</p>	<p>Because Jump Rope Readers introduces these patterns cumulatively, the cleanest instructional use is to select titles progressively after the relevant Amplify CKLA instruction rather than use the full series straight through at the start. Use nonfiction texts to reinforce long-vowel teams once taught, especially during fluency and comprehension practice.</p>



## AMPLIFY CKLA GRADE 2

Unit Skills Strand Summary	Jump Rope Readers Alignment Summary	Instructional Connections
<p><b>Grade 2, Unit 1</b> consolidates the Basic Code: fluent decoding/encoding of short-vowel CVC/CCVC/CVCC words with blends and digraphs, review of double-consonant spellings (ff/ll/ss/zz, ck), and key orthography such as soft/hard c &amp; g, tch, and common word-final spellings (ge/ve/se/ce). Students also begin light two-syllable work while building phrase/sentence fluency.</p>	<p><b>Fiction:</b> Using the Grape, Blueberry, and Tangerine series from Set B as a cumulative review works best for this unit, supporting the consolidation work of Amplify CKLA.</p> <p><b>Nonfiction:</b> Select nonfiction titles from the Grape Series (e.g., <i>Do Skunks Stink?</i>) can also provide cumulative review of the full basic code in informational text.</p>	<p>Use the Grape Series when Amplify CKLA is revisiting the short-vowel code, digraphs, ck, tch, and double consonants. Then move into the Blueberry and Tangerine Series as the unit broadens into two-syllable reading and more advanced spelling alternatives. Use nonfiction texts during review and fluency work to reinforce full-code decoding while also building knowledge (e.g., animals, habitats, and environment).</p>
<p><b>Grade 2, Unit 2</b> consolidates long-vowel decoding with VCe spellings (a_e, i_e, o_e, u_e) and the vowel team ee, then extends to ou/ow and long-vowel alternatives for /ō/ (oa, oe, o_e) and /ū/ (u, u_e, ue).</p>	<p><b>Fiction:</b> A combination of the Blueberry, Lemon, and Raspberry series from Set B work well for skill review work aligned with this unit.</p> <p><b>Nonfiction:</b> Select nonfiction titles from the Blueberry Series (e.g., <i>Lots of Bikes</i>) and Lemon Series (e.g., <i>Gray Wolf Pups</i>) can also reinforce long-vowel patterns in informational text.</p>	<p>Use the Blueberry series as the main VCe anchor, the Lemon series for ee practice and longer-vowel extensions (such as oa), and the Raspberry series once the unit reaches oi/oy and broader diphthong work. Use nonfiction texts selectively to reinforce long-vowel patterns (VCe, vowel teams) once taught, while continuing to build knowledge through informational reading.</p>
<p><b>Grade 2, Unit 3</b> focuses on long-vowel spelling alternatives, especially /ā/ spelled a_e, ai, ay (and a in open syllables), with continued work on /ō/ (e.g., oa, oe) and practice reading/writing these patterns in one- and two-syllable words.</p>	<p><b>Fiction:</b> Use the Lemon and Tangerines series from Set B to support practice and application for this unit.</p> <p><b>Nonfiction:</b> Select nonfiction titles from the Lemon Series (e.g., <i>Gray Wolf Pups</i>) and Raspberry Series (e.g., <i>Queen of the Rainforest</i>) also support these patterns in informational contexts.</p>	<p>The Lemon series is the best anchor for ai/ay and oa practice, while Tangerine works well once Amplify CKLA starts revisiting soft c/g within more advanced connected text. Use nonfiction texts selectively after instruction in vowel teams and spelling alternatives (ai, ay, oa, etc.) to reinforce these patterns in new vocabulary and informational contexts</p>



<p><b>Grade 2, Unit 4</b> centers on r-controlled vowels (ar, or, er/ir/ur) and extends long-/ī/ spellings (e.g., igh, y as /ī/, and i in words like <i>kind/child</i>), with continued fluency and growing two-syllable work. Instruction also fine-tunes long-/ō/ in one-syllable words.</p>	<p><b>Fiction:</b> The Tangerine Series (Set B) explicitly progresses through ar, or, er, then ir/ur. The Lemon and Raspberry Series (Set B) support cumulative igh practice and later long-/ī/ pattern work.</p> <p><b>Nonfiction:</b> Select nonfiction titles from the Tangerine Series (e.g., <i>Here Comes Your Toy, Part One</i>) also reinforce r-controlled vowels in informational text.</p>	<p>Use Tangerine as the anchor series for the r-controlled sequence, then use Lemon or Raspberry selectively when instruction begins emphasizing long-/ī/ alternatives such as igh or y. Use nonfiction texts to reinforce r-controlled vowels while supporting comprehension and knowledge-building through structured informational topics</p>
<p><b>Grade 2, Unit 5</b> solidifies /u/ (“uh”) spellings in words like <i>son</i> and <i>touch</i> while continuing multisyllabic decoding and review of long-/ī/ spellings (igh, y). The unit also exposes students to silent-letter patterns (e.g., kn-, -gh) in connected reading and writing.</p>	<p><b>Fiction:</b> The best fit is using titles from the Lemon, Tangerine, and Raspberry Series (Set B) to support kn, igh, cumulative multisyllabic reading, and -le practice and application.</p> <p><b>Nonfiction:</b> Select nonfiction titles from the Lime Series (e.g., <i>Let’s Play</i>) and Lemon Series (e.g., <i>The Problem with Plastic</i>) provide additional support for multisyllabic reading, inflectional endings, and advanced word patterns in informational text.</p>	<p>Amplify CKLA includes explicit instruction in schwa and syllable-level spelling patterns not systematically isolated in Jump Rope Readers. Therefore, these Set B texts work best for practice and application of skills in authentic texts. The specific spelling analysis work in Amplify CKLA is more explicit and fine-grained than what is found in the Jump Rope Readers. Use nonfiction texts for practice and application of multisyllabic decoding and suffix patterns, while also building knowledge through content-rich reading (e.g., science and social topics).</p>
<p><b>Grade 2, Unit 6</b> extends advanced code and multisyllabic reading: ph → /f/, ea → /ě/ in high-frequency words, continued r-controlled (/ər/) work, and explicit attention to schwa (/ə/) in unstressed syllables. Students apply these patterns in two- and multisyllabic decoding, dictation, and fluency routines.</p>	<p><b>Fiction:</b> As Unit 6 extends into more advanced code, the Set B Jump Rope Readers texts work well for selective practice and reinforcement as needed.</p> <p><b>Nonfiction:</b> Select nonfiction titles from the Lemon Series (e.g., <i>Gray Wolf Pups</i>), Tangerine Series (e.g., <i>Here Comes Your Toy, Part One</i>), and Raspberry Series (e.g., <i>Queen of the Rainforest</i>) provide opportunities to reinforce advanced patterns in informational text.</p>	<p>Particularly for students who may need a little extra support, Jump Rope Readers can still support fluency and pattern noticing in later advanced-code texts, especially through the Lemon, Tangerine, and Raspberry Series in Set B. Use nonfiction texts selectively to provide additional exposure to advanced spelling patterns (e.g., vowel teams, r-controlled vowels, and multisyllabic structures) while building knowledge through informational reading.</p>