AMPLIFY CKLA GRADE K

Unit Skills Strand Summary	Moonlit Mountain Alignment Summary	Moonlit Mountain Instructional Connections
Grade K, Unit 1 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. Screening activities and oral blending routines prepare students for formal grapheme–phoneme instruction beginning later in the sequence.	There is no direct Moonlit Mountain decodable alignment for this unit, as instruction precedes phoneme-grapheme correspondences.	The readiness skills developed here establish the groundwork for future success with Moonlit Mountain texts, beginning in later units.
Grade K, Unit 2 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. No new grapheme–phoneme correspondences are taught yet.	This unit lays the groundwork for phonics instruction, but it does not yet introduce letter-sound correspondences. Therefore, Moonlit Mountain decodable texts are not directly aligned to this unit.	The blending and tracking skills developed here are essential precursors to decoding instruction and application with the Moonlit Mountain books.
Grade K, Unit 3 begins formal phonics with the sound–spelling correspondences for **m, t, d, c, g** and the short vowels **a, o, i** (plus **/k/** spelled **c**). Daily blending, segmenting, and **chaining** routines build **VC/CVC** decoding and encoding with this tightly controlled code.	**Moonlit Mountain Set A, Series 1** aligns most closely. Texts use a constrained phoneme–grapheme inventory to give students abundant practice applying Unit 3's new correspondences in connected, decodable sentences with a limited set of high-frequency words.	Use **Set A, Series 1** after each lesson so students apply **m, t, d, c(/k/), g, a, o, i** in authentic reading. Mirror CKLA routines by running quick **oral→print chains** (e.g., *am → am* + a new consonant → *mat → mad → dad*), then reread the series stories for accuracy and phrasing. The tightly controlled sentences and recurring characters provide low-friction entry to decoding while reinforcing one-to-one tracking and CVC blending.

Grade K, Unit 4 expands the initial code with **n, h, s, f, v, z, p** and introduces **short e (ĕ)**, continuing daily blending/segmenting and **VC/CVC** decoding. Students apply one-to-one tracking and sentence reading while consolidating short-vowel CVC words built from the growing consonant set.	**Moonlit Mountain Set A, Series 3** is the best match because it explicitly brings in short e and provides concentrated CVC practice across all short vowels. For additional reinforcement with previously taught letters (from Units 3–4), selected late Series 1 titles also fit well.	Use **Set A, Series 3** immediately after introducing **ĕ** to give students **CVC** decoding practice with the Unit 4 consonants (n, h, s, f, v, z, p) plus earlier code. Mirror classroom routines with **chaining** (e.g., *pan → pen → pep → pep/s*), dictation of short-vowel CVC words, and timed phrase rereads to build accuracy and phrasing. Where appropriate, incorporate limited high-frequency words (e.g., **the, a**) in sentence practice to support fluency without adding new phonics complexity.
Grade K, Unit 5 rounds out the early code by adding several high-utility consonants (**b, l, r, w, j, y, x**) and **short u (ŭ)**, while continuing daily blending, segmenting, chaining, and sentence reading with **CVC** words. Tricky words (e.g., *blue, yellow, look*) appear for fluency and comprehension within controlled text.	**Moonlit Mountain Set A, Series 2** is the closest match; it extends CVC decoding with exactly these later-introduced consonants (notably j, w, y, x) and provides ample practice with short ŭ alongside previously taught short vowels. Use Set A, Series 3 selectively to maintain comprehensive all–short-vowel CVC practice as Unit 5 progresses.	After each new phonics concept is introduced in Unit 5, have students apply it in **Set A, Series 2** decodables—run quick **chaining** (e.g., *bun → sun → run → rug → jug*) to reinforce **ŭ** and the new consonants in **CVC** frames. Reread the short, decodable sentences to build accuracy and phrasing, and incorporate brief dictation of CVC words drawn from the stories to link phoneme–grapheme mapping with connected text. If you need extra variety without adding new code, pull a few **Series 3** selections for additional practice across all five short vowels.
Grade K, Unit 6 advances from single consonants to **consonant clusters**, with daily decoding/encoding of **CCVC and CVCC** words built on short vowels. Students also learn that **s** can represent **/z/** in connected text and apply **–s** in words (e.g., plurals), while continuing chaining, dictation, and sentence reading for accuracy and fluency.	**Moonlit Mountain Set A, Series 4** aligns most closely. These decodables concentrate on initial and final blends within short-vowel frames (CVC → CCVC/CVCC), maintaining the controlled code established in earlier units.	Use **Series 4** after blend lessons so students apply new clusters in authentic reading (e.g., initial **st-, sl-, tr-**; final **-nd, -nt, -mp, -sk, -st**). Mirror classroom routines with **blend-focused chains** (*mop → stop → stomp*, *lap → slap → slaps*), quick dictation of CCVC/CVCC words, and timed phrase rereads to solidify automaticity. Include brief practice noticing **s = /z/** in words from the stories (e.g., *dogs, pens*) to connect the Unit 6 pronunciation generalization to real text.
Grade K, Unit 7 introduces high-utility consonant digraphs—**ch, sh, th** (voiceless/voiced), **ng**, and **qu**—and applies them in short-vowel words alongside previously learned blends	**Moonlit Mountain Set A, Series 5** is the best match. This series practices ch, th, sh, wh, ng/nk within decodable sentences and short passages; use it to	After introducing each digraph in class, immediately apply it in a **Series 5** selection and run quick **oral→print chains** (e.g., *sap → shap → chap*; *ran → rang*) to reinforce the unit's target pattern with blends. Use **timed phrase rereads** and **dictation** pulled from the

(CCVC/CVCC). Daily blending, chaining, and dictation continue, now emphasizing accurate recognition and production of these new grapheme units in both onset and coda positions.	anchor the unit's digraph focus (note: qu is not a primary target in this series).	decodable to solidify automaticity with **CCVC/CVCC** words containing digraphs.
Grade K, Unit 8 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, attend to the **double-consonant spellings** (ff/ll/ss/zz), and build fluency with sentences while adding and reviewing tricky words (e.g., *funny, all, from, was*).	**Use Moonlit Mountain Set B, Series 1** for spiral practice that keeps code within short vowels, blends, and common digraphs; it also introduces tch and a before l/ll (*all/ball*), which pairs well with Unit 8's tricky word all. If you prefer to avoid any bridging items, continue targeted pulls from Set A, Series 4 (Blends) and Set A, Series 5 (Digraphs).	Select **Set B, Series 1** titles that concentrate on short-vowel words with blends/digraphs and include **–ff/–ll/–ss/–zz** to spotlight the unit's orthography focus; explicitly call out **all** when it appears to connect tricky-word work. Run **mixed chains** that toggle blends and digraphs (*sand → stand → strand; sap → sh- → ship*), followed by quick dictation and **timed phrase rereads** from the same decodable to lift accuracy and phrasing. If you want to keep the code strictly to short vowels, use **Set A S4–S5** in the same way for daily practice without introducing any preview patterns.
Grade K, Unit 9 emphasizes fluent reading and writing of short-vowel words with **blends (CCVC/CVCC)** and common **digraphs**, while substantially expanding **tricky words** (e.g., *when, why, where, which, once, said, says, were, here, there, to, no, word*). Instruction focuses on accuracy, phrasing, and sentence reading without introducing new phonics patterns.	The closest match is **Moonlit Mountain Set A, Series 4** and **Set A, Series 5**. These series keep decoding strictly within short vowels plus blends/digraphs, aligning to Unit 9's consolidation and fluency goals without previewing long-vowel patterns.	Use **Series 4** and **Series 5** decodables for daily mixed practice with **CCVC/CVCC** words and **ch/sh/th/ng** in connected text. Mirror classroom routines with short **chaining** (e.g., *sand → stand → strand*; *ram → rang → rangs*) and quick **dictation** from story word sets. Incorporate the unit's tricky words into sentence rereads for fluency and comprehension support, while keeping decoding work anchored to short-vowel blends and digraphs.
Grade K, Unit 10 Grade K, Unit 10 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** with daily chaining/dictation that contrast short vs. long vowels; instruction also adds and reviews tricky words such as **he,**	Use **Moonlit Mountain Set B, Series 5** for **ee** work, then **Set B, Series 2** for **a_e, i_e, o_e, u_e** in connected decodable text. Pull **Series 5** selectively for **ee** (avoid other teams not yet taught) and lean on **Series 2** for sustained VCe practice across the unit.	**Series 5** can help emphasizes **ee** to mirror Lesson 1, then **Series 2** can match the introduction of **a_e → i_e → o_e → u_e.** Run quick **oral→print chains** and **dictation** straight from those decodables to reinforce long-vowel contrasts already embedded in the CKLA lessons.

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she, we, be, me, they, their, my, by, you, your.		

AMPLIFY CKLA GRADE 1

Unit Skills Strand Summary	Moonlit Mountain Alignment Summary	Moonlit Mountain Instructional Connections
Grade 1, Unit 1 refreshes the full basic code with intensive **short-vowel CVC** decoding/encoding, systematic review of all consonants, and attention to **double-consonant spellings** (e.g., **ck, ff, ll, ss, zz**). Instruction also (re)introduces high-utility **digraphs** (**ch, sh, th, ng, qu**) and moves students from words to **phrase/sentence** reading for fluency.	Use **Moonlit Mountain Set A, Series 1–3** for concentrated **CVC/short-vowel** practice, then layer **Series 4 (Blends)** and **Series 5 (Digraphs)** as lessons target clusters and ch/sh/th/ng/qu. For mixed-review days or flexible grouping, pull from **Set B, Series 1 (Review)** without pushing new code.	Begin each week with brief placement (Which skill today—CVC, blends, or digraphs?) and assign the matching MMR series so students apply that day's target in connected text. Run **chaining** and quick **dictation** from the decodables' word sets (e.g., CVC → CCVC/CVCC, then swap in **ch/sh/th/ng**), followed by **timed phrase rereads** to lift accuracy and prosody. Call out **double-consonant** patterns and **ck** directly in story words to reinforce Unit 1 orthography while keeping decoding confined to the taught code.
Grade 1, Unit 2 launches long-vowel decoding with **vowel team ee** and **final-e (VCe)** spellings **a_e, i_e, o_e, u_e**, using daily chaining/dictation to contrast short vs. long vowels and build automatic word reading in connected text.	Use **Moonlit Mountain Set B, Series 5 (Vowel Teams)** specifically for **ee**, then pivot to **Set B, Series 2 (Silent E)** for systematic practice with **a_e, i_e, o_e, u_e**. These series align closely to Unit 2's long-vowel focus while keeping sentences fully decodable.	Begin the unit with an **Series 5** story that concentrates on **ee** (e.g., *see, feel, keep*), then move into **Series 2** selections as you teach each VCe pattern—run quick **minimal-pair chains** (e.g., *cap → cape, rid → ride, hop → hope, tub → tube*) and follow with **dictation** pulled from the decodable. Use **timed phrase rereads** for fluency and explicitly cue the long-vowel marker (double **e** or silent **e**) during guided practice. Keep **Series 5** usage tightly to **ee** only to maintain alignment with the CKLA pacing.
Grade 1, Unit 3 introduces and practices special-vowel patterns in one-syllable words: **oo** (both values), **ou, oi**, and **aw**, with daily **chaining/dictation** and connected-text reading to build accuracy and fluency.	**Moonlit Mountain Set B, Series 3, Series 4,** and **Series 7** can support this unit. Series 3 and 4 provide targeted decoding practice with the vowel digraphs and diphthongs while Series 7	Use **Series 3** to support practice with vowel digraphs and diphthongs including *oo*, *ou*, and *aw*, while **Series 4** can extend this focus to include *oi* and additional tricky vowel spellings. These series provide scaffolded decoding opportunities with one-syllable words that match the phonics focus of the unit. And use **Series 7** titles with lessons to apply the new pattern in connected

	targets **ou/ow**, **oo**, **oi/oy**, and **aw/au** (plus other special-vowel spellings).	text—e.g., **oo** contrasts (*pool* vs. *pull*), **ou** (*shout*), **oi** (*boil*), **aw** (*saw*).
Grade 1, Unit 4 teaches **r-controlled vowels**—/er/ spelled **er**, /ar/ spelled **ar**, and /or/ spelled **or**—with dictation, minimal-pair work, and connected reading; the unit also **begins two-syllable decoding** (clapping, chaining, and reading two-syllable words) and introduces tricky words **yesterday, today, tomorrow.**	**Moonlit Mountain Set B, Series 6** aligns most closely, providing abundant practice with **ar, or, er** (and extensions to **ir, ur**) in connected decodable text. If you want optional two-syllable reinforcement with **final stable syllables (-le)**, look at **Set B, Series 5** while keeping the primary focus on r-controlled patterns.	Match each CKLA r-controlled lesson to a **Series 6** story targeting the same pattern (e.g., a day on **er** → a text rich in **er**), then run brief **oral→print chains** and **minimal-pair reads** (e.g., *car↔cor, fern↔form*) before sentence/phrase rereads to lift accuracy and prosody. On "two-syllable days," mirror CKLA's routines by **clapping, chaining, and reading** two-syllable words you've previewed from the chosen **S6** decodable; when you want to spotlight **-le** specifically, consider a **S5** selection, then return to **S6** for sustained r-controlled practice.
Grade 1, Unit 5 is an orthography-heavy consolidation unit: students practice **spelling alternatives** for consonants and digraphs—**p/pp, b/bb, c/k/cc/ck → /k/; ch/tch → /ch/; g/gg → /g/ and j/g/ge → /j/**—and apply **-ed/-ing** and **-s/-es** in one- and two-syllable words; work also contrasts **t/tt/-ed → /t/** and **d/dd/-ed → /d/** along with **f/ff** and **v/ve** in connected reading and dictation.	For tight code control, use **Moonlit Mountain Set B, Series 1 (Review)** to reinforce **c/k/ck** and **tch** in decodable text; then pull **Set B, Series 3 (Inflectional Endings)** for concentrated **-s/-es/-ing/-ed** practice in sentences. When lessons target **/j/** spellings (**j, g, ge**), selectively sample pages from **Set B, Series 6 (R-Controlled Vowels)** that include **soft g/ge** (and ignore pages heavy with r-controlled patterns).	Sequence your decodables to mirror each day's target: start with an **S1** title for **c/k/ck → /k/**, then an **S1** story rich in **tch** the day you teach **ch/tch**; run **minimal-pair chains** and quick **dictation** from those word sets. On morphology days, switch to **S3** and build **base + -s/-es/-ed/-ing** chains in connected text (*skip → skipping → skipped*), then finish with **timed phrase re-reads**.
Grade 1, Unit 6 This unit concentrates on "tricky" and alternative spellings: **c** as /s/ vs. /k/ (including **ce**, **se** for /s/), additional /j/ spellings (**g, ge**), **kn → /n/**, **wh → /w/**, and **n** representing /ŋ/ in words like *banking*. Students also continue applied practice with base words plus **–ed/–ing** and plural spellings in one- and two-syllable word.	Best overall alignment comes from **Set B, Series 6–7** for soft **c/g** and **–dge** work, supported by **Set A, Series 5–6** for **wh** and **ng**, and **Set B, Series 3** for high-yield practice with **–s, –es, –ed, –ing**.	Use **Set B, Series 6–7** stories to have students notice when **c/g** say /s/ or /j/ (e.g., highlighting letters and sorting by following vowel), and contrast **ge/–dge** in connected text for spelling generalizations. Add brief **Set A, Series 5–6** rereads to refresh **wh** and **ng**, then cycle into **Set B, Series 3** to apply inflectional endings through chaining and sentence dictation with one- and two-syllable words.

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Grade 1, Unit 7 returns to long-vowel vowel teams with an emphasis on **/ā/** spelled **ai/ay** (medial **ai**, final **ay**) and **/ō/** spelled **oa**, using daily chaining/dictation and connected-text reading to build accuracy, automaticity, and fluency.	Use **Moonlit Mountain Set B, Series 5 (Vowel Teams)** for concentrated practice with **ai/ay** and **oa** in decodable sentences. If your pacing also touches **/ō/** spelled **ow**, you might consider some books from **Set B, Series 7 (Special Vowels)**.	Select **Series 5** titles that are dense in the day's target (e.g., **ai** → *rain, paint, chain*; **ay** → *day, play, spray*; **oa** → *boat, road, coach*). Use quick **pattern sorts** (medial **ai** vs. final **ay**) and **timed phrase rereads** from the same decodable.

AMPLIFY CKLA GRADE 2

Unit Skills Strand Summary	Moonlit Mountain Alignment Summary	Moonlit Mountain Instructional Connections
Grade 2, Unit 1 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 & g**, **tch**, and common word-final spellings (**ge/ve/se/ce**). Students also begin light two-syllable work while building phrase/sentence fluency.	The best fit is **Set A, Series 4 (Blends)** and **Set A, Series 5 (Digraphs)** for concentrated short-vowel cluster and digraph practice. Add **Set B, Series 1** to target **tch** and **a before l/ll** (*all/ball*).	Match each day's skill to the corresponding series: **Series 4 (Set A)** on blend days, **Series 5 (Set A)** on digraph days, and **Series 1 (Set B)** when lessons feature **tch** or **all**. Run quick **chaining** and **minimal-pair** routines straight from the decodables (e.g., *back* → *black* → *blacks*; *cap* → *cash* → *catch*), then follow with **dictation** and **timed phrase rereads** to lift accuracy and prosody.
Grade 2, Unit 2 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**). Daily **chaining/dictation** and connected-text reading emphasize short- vs. long-	Use **Moonlit Mountain Set B, Series 2** for systematic **VCe** practice; **Set B, Series 5** for **ee** (and **oa** when you address /ō/ alternatives); and **Set B, Series 7** for **ou/ow** and **ew/ue** (long **/ū/**). This trio cleanly maps to Unit 2's targets without previewing patterns not yet taught	Open the unit with a **Series 5** selection dense in **ee** (e.g., *see, keep, green*), then pivot to **Series 2** titles as you introduce each **VCe**. As lessons add **ou/ow** and long **/ū/** options, pick **Series 7** books for **ou/ow** and **ew/ue**, and return to **Series 5** for **oa** on **/ō/** days.

vowel contrasts and automatic word recognition.		
Grade 2, Unit 3 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. Daily chaining, dictation, and word sorting emphasize pattern contrasts (short vs. long; medial **ai** vs. final **ay**) alongside refreshers on **soft c/g** in connected text.	Use **Moonlit Mountain Set B, Series 5 (Vowel Teams)** for **ai/ay** (and **oa/oe** as needed) and **Set B, Series 2 (Silent E)** for **a_e**. When lessons revisit **soft c/g** in context, pull brief pages from **Set B, Series 6** to keep that orthography active without shifting the unit's long-vowel focus.	Sequence decodables to mirror each target: a **Series 5** story dense in **ai** (medial) on **/ā/** days, one with **ay** (final) the next day, and a **Series 2** text when teaching **a_e**—then run **minimal-pair chains** (*cap → cape; plan → plain; mad → maid; rod → road*) and short **dictations** taken from those stories. You can also use **pattern sorts** (ai vs. ay; oa vs. oe) and **timed phrase rereads** from the same decodables for additional practice with authentic texts.
Grade 2, Unit 4 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 *kind/child*), with continued fluency and growing two-syllable work. Instruction also fine-tunes **long-/ō/** in one-syllable words.	The best fit is **Moonlit Mountain Set B, Series 6** for rich practice with **ar, or, er/ir/ur**. Supplement with **Set B, Series 5 (Vowel Teams)** for **igh** passages. If you want a simple on-ramp to two-syllable reading, look for **Series 5** books that include **consonant-le.**	Match each day's target to a **Series 6** text (e.g., **er** day → **er**-dense story), then run short **minimal-pair** and **oral→print chains** (*car ↔ core; fern ↔ form; surfer → surfers*) before **timed phrase rereads** for inflection and intonation practice. On **long-/ī/** days, switch to **Series 5** selections with **igh** and build quick contrasts (*rid → ride → right*). When you introduce two-syllable routines, use a **Series 5** that includes **(-le)** to model syllable division—then return to **Series 6** so r-controlled decoding remains the anchor.
Grade 2, Unit 5 solidifies **/u/ ("uh")** **spellings** in words like *son, touch* (e.g., **o**, **ou** → /ʌ/), 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.	Use **Moonlit Mountain Set B, Series 7** for concentrated **ou** work (and other special-vowel contrasts), **Set B, Series 5** for **igh / y** as /ī/, and **Set B, Series 2 (Silent E)** only as a light touch when you want to contrast VCe with other long-vowel options.	On **/ʌ/** days, choose **Series 7** stories dense in **ou → /ʌ/** and **o → /ʌ/**; run quick **oral→print chains** and **sorts** contrasting *out (/au/)* vs. *young (/ʌ/)* before a **timed phrase re-read**. For **long-/ī/** review, switch to **Series 5** books with **igh** and **y,** building **minimal pairs** (*rid → ride → right*). If you briefly spotlight VCe contrasts, sample a **Series 2** book (e.g., *hop → hope*), then pivot back to S7/S5 to keep the code focus tight.
Grade 2, Unit 6 Grade 2, Unit 6 extends advanced code and multisyllabic	Use **Moonlit Mountain Set B, Series 2** for connected-text exposure to **ph**	Pair the day's focus with the matching decodable: highlight **ph** in **Series 2** books and run quick **minimal-pair chains** (*fan ↔ phan* in

reading: **ph → /f/**, **ea → /ĕ/** 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.	alongside familiar VCe words; **Set B, Series 6** or sustained **ar/or/er-ir-ur** practice and pages that note **ea** variant pronunciations; and **Set B, Series 5** for straightforward **consonant-le** two-syllable practice to support multisyllabic routines.	dictation) to cement **/f/**. On **ea=/ĕ/** days, use **Series 6** to do **sound sorts** (ea=/ē/ vs. /ĕ/) and immediate sentence rereads for accuracy. For multisyllabic fluency—and to model where **schwa** commonly appears—look for **Series 5** books with **C-le** (e.g., closed + **-le**) and guide students to **clap, chunk, and reread**; then return to **Series 6** so r-controlled decoding remains the anchor.