

Initial Workshop

Participant Notebook

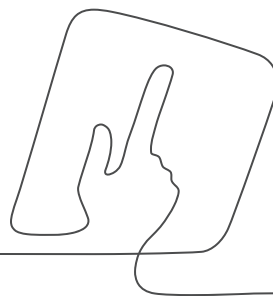


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Amplify ELA Initial Training

Please complete the following question as you arrive:

- What are two things that come to mind when you think of your middle school learners and what they need?

Agenda

Day 1

1. Welcome
2. Amplify: The big picture
3. Amplify Lesson in Action
4. Program Navigation
5. Teaching Amplify ELA
6. Unique Units and Flexible Resources
7. Grade Level Practice
8. Wrap-Up

Day 2

1. Warm-Up
2. Assessing Student Performance
3. Supporting All Learners
4. Planning
5. Ongoing Support
6. Logging in and checking rosters
7. Wrap-Up

Objectives	
As a result of this session, I will be able to...	I have met this objective when I can...
<ul style="list-style-type: none">• navigate the ELA curriculum.	<ul style="list-style-type: none">• log in to the digital platform.• move through units and lessons seamlessly.• locate teaching tools, such as apps and embedded supports.
<ul style="list-style-type: none">• teach a lesson from start to finish.	<ul style="list-style-type: none">• use instructional guide and teacher resources to successfully plan for instruction in digital and print lessons.• facilitate starting and ending class.• facilitate the reading portion of a lesson.• facilitate the writing portion of a lesson.
<ul style="list-style-type: none">• locate student work, assessments, and reports.	<ul style="list-style-type: none">• use Classwork to successfully locate student work.• compare assessment types.• locate and compare reports.

Grade 6 units



●●●●● QT: 1090L

●●●●● QL: 2

●●●●● RT: 2

6A: Dahl & Narrative

TOPIC & THEME

The impression of a moment

READING

Observe how an author creates a character

WRITING

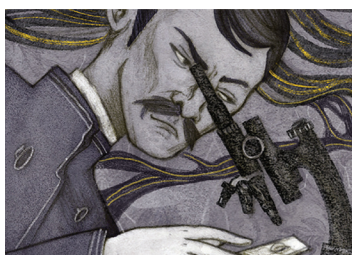
Focus on a moment in the text and develop a unique perspective about it

ACTIVITY HIGHLIGHTS

Respond with constructive comments to peers' writing

TEXT FEATURES

Memoir with vivid descriptions and 20th century British slang



●●●●● QT: 750L–1170L

●●●●● QL: 3

●●●●● RT: 3

6B: Mysteries & Investigations

TOPIC & THEME

Reading like an investigator

READING

Assess the credibility of evidence used to support conclusions

WRITING

Explain which trait is most useful to problem-solving investigators

ACTIVITY HIGHLIGHTS

Use an app to identify, organize, and evaluate claims and supporting evidence

TEXT FEATURES

Narrative nonfiction of scientific discoveries, detective stories, inductive reasoning



●●●●● QT: 860L–1540L

●●●●● QL: 4

●●●●● RT: 4

6C: The Chocolate Collection

TOPIC & THEME

Facts and stories of chocolate through the ages

READING

Identify various sources' perspectives on a topic

WRITING

Synthesize information from several sources to develop an argument

ACTIVITY HIGHLIGHTS

Scavenger hunts, debate, internet research, and media project

TEXT FEATURES

Primary and secondary source materials, varied topics and perspectives



●●●●● QT: 870L–1140L

●●●●● QL: 4

●●●●● RT: 3

6D: The Greeks

TOPIC & THEME

Man vs. gods in Ancient Greece

READING

Analyze what symbolic characters show about human nature

WRITING

Write about the development of a shared theme in two texts

ACTIVITY HIGHLIGHTS

Myth World Quest, write original interpretations of ancient myths

TEXT FEATURES

Modern prose retellings of myths and translation of ancient narrative poem



●●●●● QT: 840L–860L

●●●●● QL: 3

●●●●● RT: 4

6E: Summer of the Mariposas

TOPIC & THEME

The hero's journey through Aztec mythology

READING

Trace a character's arc from the beginning of a novel to the end

WRITING

Analyze how character traits assist a heroic character on their journey

ACTIVITY HIGHLIGHTS

Fishbowl discussions, presentations of research on Aztec mythology

TEXT FEATURES

Latinx YA novel, incorporates magical realism, Aztec mythology, hero's journey



●●●●● QT: 800L–1620L

●●●●● QL: 4

●●●●● RT: 4

6F: The Titanic Collection

TOPIC & THEME

The lives and experiences of the *Titanic* passengers

READING

Compare and contrast perspectives on a single event

WRITING

Develop a question, conduct research, and create a multi-media project

ACTIVITY HIGHLIGHTS

Research and role-play a *Titanic* passenger and write from their point of view

TEXT FEATURES

Compelling artifacts from voyage (menus, journals), letters, photographs

Grade 7 units



●●●●● QT: 780L

●●●●● QL: 3

●●●●● RT: 2

7A: Red Scarf Girl & Narrative

TOPIC & THEME

The impact of individual experiences

READING

Examine the differences between a character's thoughts and actions

WRITING

Use revision to strengthen elaboration

ACTIVITY HIGHLIGHTS

Use an app to trace a character's level of hopefulness over the course of a text

TEXT FEATURES

Memoir of the Chinese Cultural Revolution, historic propaganda images



●●●●● QT: 870L–1400L

●●●●● QL: 3

●●●●● RT: 3

7B: Character & Conflict

TOPIC & THEME

Individual dreams, family dynamics, and societal restrictions

READING

Analyze a character's unconscious motivations

WRITING

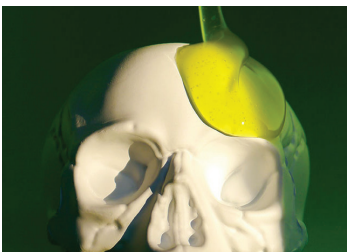
Make thematic connections across genres

ACTIVITY HIGHLIGHTS

Perform scenes, analyze film, compare historical and fictional portrayals

TEXT FEATURES

Mid-20th century African American drama, memoir, poetry



●●●●● QT: 970L–1310L

●●●●● QL: 4

●●●●● RT: 4

7C: Brain Science

TOPIC & THEME

Brain development and brain disorders

READING

Synthesize information from multiple texts to develop understanding of a topic

WRITING

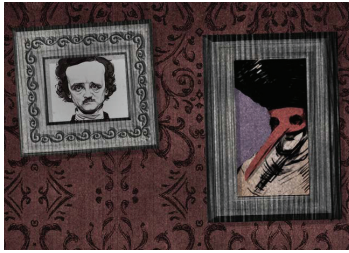
Describe facts, explain concepts, and convince the reader of an opinion

ACTIVITY HIGHLIGHTS

Perception Academy Quest, discussions to refine conceptual understanding

TEXT FEATURES

Narrative and informational nonfiction about discoveries in brain science



L

●●●●● QT: 820L–1530L

●●●●● QL: 4

●●●●● RT: 3

7D: Poetry & Poe

TOPIC & THEME

Reading like a movie director

READING

Evaluate the reliability of a fictional narrator

WRITING

Compare and contrast characters' perspectives on a narrative

ACTIVITY HIGHLIGHTS

Use a storyboarding app, debate narrator's sanity, compare film adaptations

TEXT FEATURES

American poetry and Gothic literature with unreliable narrators



i

L

●●●●● QT: 910L–1430L

●●●●● QL: 5

●●●●● RT: 4

7E: The Frida & Diego Collection

TOPIC & THEME

Art as personal and political expression

READING

Identify various sources' perspectives on a topic

WRITING

Synthesize information from several sources to develop an argument

ACTIVITY HIGHLIGHTS

Descriptive writing, Socratic seminar, internet research, and media project

TEXT FEATURES

Paintings, memoirs, articles, letters portraying unconventional artists



i

L

●●●●● QT: 1020L–1600L

●●●●● QL: 4

●●●●● RT: 4

7F: The Gold Rush Collection

TOPIC & THEME

The characters and conditions of the California gold rush

READING

Explore how circumstances united a diverse group of historical characters

WRITING

Develop a question, conduct research, and create a multimedia project

ACTIVITY HIGHLIGHTS

Research one of the key groups in the gold rush and write a gold rush diary

TEXT FEATURES

Primary and secondary source documents, poems, lyrics, maps, and images

Grade 8 units



●●●●● QT: 890L–1080L

●●●●● QL: 3

●●●●● RT: 3

8A: Perspectives & Narrative

TOPIC & THEME

The craft of narrative

READING

Notice the impact of author's craft and structure

WRITING

Write a narrative about a childhood memory

ACTIVITY HIGHLIGHTS

Write personal narratives, workshop with peers, watch video author interviews

TEXT FEATURES

WWII memoir and contemporary coming-of-age first-person narratives



●●●●● QT: 900L–1500L

●●●●● QL: 5

●●●●● RT: 4

8B: Liberty & Equality

TOPIC & THEME

The meaning of "all men are created equal"

READING

Evaluate the argument and specific claims in a narrative text

WRITING

Analyze how authors use language to make a case for liberty and equality

ACTIVITY HIGHLIGHTS

The Emancipation Project Quest, watch dramatic readings, deliver abolitionist speech

TEXT FEATURES

19th-century language and syntax, complex rhetorical styles



●●●●● QT: 980L–1540L

●●●●● QL: 4

●●●●● RT: 4

8C: Science & Science Fiction

TOPIC & THEME

Creators vs. creations

READING

Apply abstract concepts to an author's portrayal of a character

WRITING

Argue opposing claims about a character and resolve the contradiction

ACTIVITY HIGHLIGHTS

Write from a character's perspective, debate making creature a partner

TEXT FEATURES

Gothic text in graphic form, archaic language, Biblical and mythological allusions



L

●●●●● QT: N/A

●●●●● QL: 5

●●●●● RT: 3

8D: Shakespeare's Romeo & Juliet

TOPIC & THEME

Introduction to Shakespearean themes and language

READING

Connect characters' development to a conceptual framework

WRITING

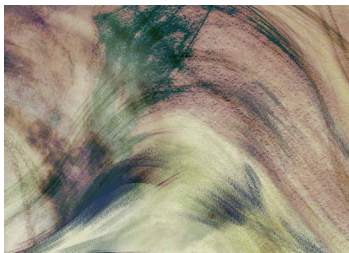
Choose between contradictory positions and argue with evidence

ACTIVITY HIGHLIGHTS

Perform scenes from the play, compare filmed performances to text

TEXT FEATURES

Drama with Elizabethan language, inverted syntax, extensive figurative language



i

L

●●●●● QT: 800–1200L

●●●●● QL: 4

●●●●● RT: 5

8E: Holocaust: Memory & Meaning

TOPIC & THEME

The influences and responses to Hitler's Holocaust

READING

Synthesize multiple accounts to develop understanding and empathy

WRITING

Analyze the impact of propaganda and explain the response to unfolding events

ACTIVITY HIGHLIGHTS

Image analysis, watch video with survivor, discuss importance of remembering

TEXT FEATURES

Poems, articles, memoirs, graphic novel, portrayals of sensitive content



i

L

●●●●● QT: 870L–1490L

●●●●● QL: 5

●●●●● RT: 4

8F: The Space Race Collection

TOPIC & THEME

The successes and sacrifices of space exploration

READING

Compare and contrast perspectives on a topic

WRITING

Develop a question, conduct research, and create a multimedia project

ACTIVITY HIGHLIGHTS

Research a cosmonaut or astronaut and write blog entries from their point of view

TEXT FEATURES

Primary and secondary source documents, poems, and images

Grade 6 curriculum map

6A: Dahl & Narrative

Unit summary

Students begin with narrative writing to quickly boost their writing production, learn the foundational skill of Focus, and become comfortable with key classroom habits and routines they will use all year. Then, students apply their new observational skills to lively readings from Roald Dahl's memoir, *Boy: Tales of Childhood*, and learn how to work closely with textual evidence.

Roald Dahl's 1984 memoir describes a childhood filled with contrasts of love and cruelty, mischief and suffering, humor and anguish. All the sensitivity, bravado, and drama of childhood are present, conveyed in the adult Dahl's compact, powerful prose, brimming with sensory detail. At the end of the unit, students write an essay arguing whether the boys or the adults cause more trouble in the book.



QT: 1090L



QL: 2



RT: 2



Rationale(s) for QL

- The subject matter relies on little discipline knowledge and/or is fully explained
- Language includes some complex words or usage and/or sentence complexity

Rationale(s) for RT

- Tasks and activities may contain some complexity, balanced with engaging topics

Essay prompt

Who does Dahl describe as causing more trouble: the boys or the adults? Use details from one moment in the book to show who is really causing more trouble.

Texts in the unit

Core texts

- *Boy: Tales of Childhood* by Roald Dahl I/LN, 1090L

Extra texts

- Excerpt from *Tony Hawk: Professional Skateboarder* by Tony Hawk and Sean Mortimer I/LN
- Excerpt from *The Story of My Life* by Hellen Keller I/H
- Excerpt from *The Secret Garden* by Frances Hodgson Burnett L/S
- Excerpts from *Inside Out & Back Again* by Thanhha Lai L/S

Sub-units and # of lessons

Core lessons

- SU1: Welcome! (1 lesson)
- SU2: Get Started (10 lessons)
- SU3: *Boy: Tales of Childhood* by Roald Dahl (12 lessons)

Summative assessments

- SU4: Write an Essay (4 lessons)
- SU5: Dahl & Narrative Reading Assessment

Grade 7 curriculum map

7A: Red Scarf Girl & Narrative

Unit summary

Students begin with narrative writing to quickly boost their writing production and to learn the foundational skill of Focus. After exploring the details of how they describe their own experiences and emotions, students pay the same kind of close attention to analyzing the details presented in the unit's core text: Ji-li Jiang's *Red Scarf Girl*, her memoir of growing up during China's Cultural Revolution.

Set against a vast landscape of dramatic events, Ji-li's story makes these society-shaking upheavals feel human-sized by tracing their impact on the experience of an ordinary young woman. At the end of the unit, students write an essay tracing one way Ji-li changes over the course of her story.



QT: 780L



QL: 3



RT: 2



Rationale(s) for QL

- The subject matter requires some discipline-specific knowledge but references are largely explained
- Primary purpose of texts is clearly stated

Rationale(s) for RT

- Tasks and activities are typically straightforward or highly engaging; activities often require inferencing; do not require substantial external knowledge or experience.

Essay prompt

How does Ji-li change over the course of her story?

Texts in the unit

Core texts

- *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang I/LN, 780L

Extra texts

- Excerpt from *A Christmas Carol* by Charles Dickens L/S
- "A Boy's Summer Song" by Paul Laurence Dunbar L/P
- Excerpt from *Colors of the Mountain* by Da Chen I/LN

Sub-units and # of lessons

Core lessons

- SU1: Welcome! (1 lesson)
- SU2: Get Started (12 lessons)
- SU3: *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang (12 lessons)

Summative assessments

- SU4: Write an Essay (5 lessons)
- SU5: *Red Scarf Girl* & Narrative Reading Assessment

Grade 8 curriculum map

8A: Perspectives & Narrative

Unit summary

Students learn to read like writers—to pay attention to the craft of writing and the moves a good writer makes to shape the way the reader sees a scene or feels about a character, to stir us up, to surprise us, or to leave us wondering what will happen next.

In the Get Started sub-unit, students are introduced to the core literacy skills of focus and showing, hone their powers of observation and concentration, and practice the fundamental classroom routines of sharing and feedback that draw them into a collaborative community of readers and writers. In the Narrative Writing sub-unit, students study three examples of narrative writing—passages from Roald Dahl's *Going Solo*, Amy Tan's "Fish Cheeks," and Kaitlyn Greenidge's "My Mother's Garden"—closely reading each text to discover how the authors use key narrative writing skills to convey their ideas. Students respond to writing prompts that alternate between analytic and narrative writing, and write a short personal narrative about a moment from their childhood. The unit culminates in an essay where students argue whether the mothers in "Fish Cheeks" and "My Mother's Garden" are role models.

Essay prompt

Are the mothers featured in "Fish Cheeks" and "My Mother's Garden" role models for their daughters? Why or why not?

Texts in the unit

Core texts

- Excerpts from *Going Solo* by Roald Dahl I/LN, 1080L
- "Fish Cheeks" by Amy Tan I/LN, 890L *
- "My Mother's Garden" by Kaitlyn Greenidge I/LN, 990L *
- Excerpt from *The Glass Castle* by Jeanette Walls I/LN, 1010L
- Excerpt from *The Girl Who Loved Tom Gordon* by Stephen King L/S, 970L
- Excerpt from *The Life of Pi* by Yann Martel L/S, 830L
- Excerpt from *The Princess Bride* by William Goldman L/S, 870L
- Excerpt from *The Phantom Tollbooth* by Norton Juster L/S, 1000L

Extra texts

- Excerpt from *The Bad Beginning* by Lemony Snicket L/S
- Excerpt from *Davy and the Goblin* by Charles E. Carryl L/S

* Full text provided



QT: 890L–1080L



QL: 3



RT: 3



Rationale(s) for QL

- Language is literal and familiar
- Text structure is generally straightforward but often implicit
- Texts may include multiple purposes or be stated implicitly

Rationale(s) for RT

- Tasks and activities contain nuance and complexity, balanced with engaging topics; activities often require inferencing; students benefit from the knowledge they have built throughout the unit.

Sub-units and # of lessons

Core lessons

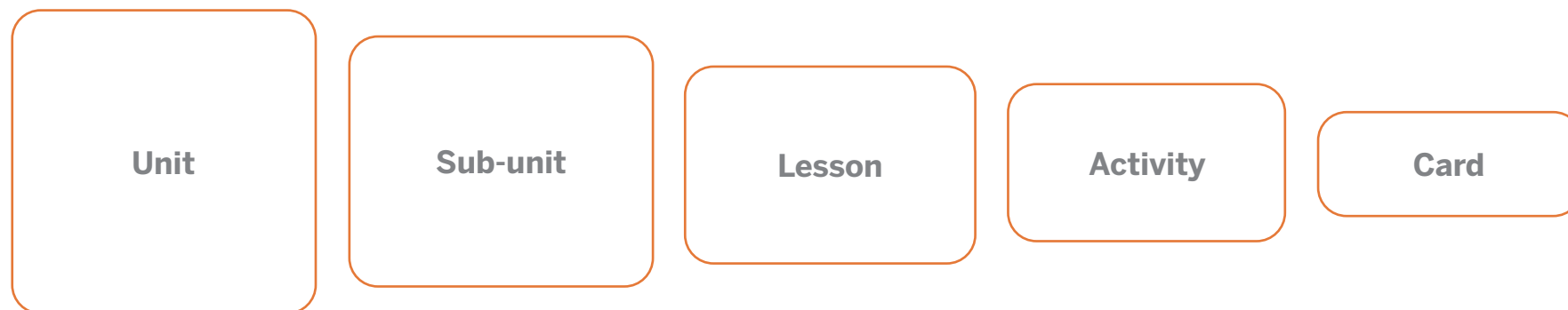
- SU1: Welcome! (1 lesson)
- SU2: Get Started (9 lessons)
- SU3: Narrative Writing (10 lessons)

Summative assessments

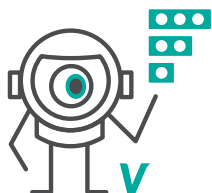
- SU4: Write an Essay (5 lessons)
- SU5: Perspectives & Narrative Reading Assessment

Lesson and Unit Navigation

Unit Structure



Lesson Structure



Build vocabulary 5 minutes

Develop word knowledge

Students work with the adaptive Vocab App to build key text and academic vocabulary and track their level of mastery.



Close read 20-25 minutes

Collaborate and interpret text

Students read analytically to build content knowledge and analyze writers' intentions, choices, and claims. Through a wide variety of activities, students unpack the text by analyzing evidence, discussing interpretations, collaborating, working visually, listening to readings, and developing connections across texts.



Performance task 15-20 minutes

Develop and present ideas

Students continue to refine their understanding of the text, topic, and standard with frequent writing activities that ask them to develop their analyses with claims and evidence. To show further evidence of their learning and communicate their ideas, students also participate in Socratic seminars, discussions, performances/presentations, role-playing a character from the text, or trying on a writer's style.



Reflect 5 minutes

Solidify learning

Amplify lessons offer two ways for students to reflect on learning at the end of the lesson.

- **Exit Ticket:** Quick snapshot of students' understanding of the standard targeted by the lesson's close reading.
- **Wrap-Up:** An opportunity to reflect on the ideas discussed, extend students' thinking, or preview upcoming material.



Independent work 10-20 minutes

Solo

Students apply their developing reading skills to a new text by annotating and answering a range of auto-scored questions that track their reading comprehension.

Navigation Race

	1	2	3	4	5
6th Grade	What is the title of Lesson 3 in Mysteries & Investigations, Sub-unit 3?	In The Greeks, Sub-unit 2, which lessons are Flex Days?	How many sub-units are in The Chocolate Collection?	How many lessons are in Beginning Story Writing?	Navigate to Dahl & Narrative, Sub-unit 2. Review each lesson title and list the skills you see being addressed in this sub-unit.
7th Grade	What is the title of Lesson 3 in Poetry & Poe, Sub-unit 3?	In Character & Conflict, Sub-unit 1, which lessons are Flex Days?	How many sub-units are in The Gold Rush Collection?	How many lessons are in Intermediate Story Writing?	Navigate to Red Scarf Girl, Sub-unit 2. Review each lesson title and list the skills you see being addressed in this sub-unit.
8th Grade	What is the title of Lesson 3 in Holocaust: Meaning & Memory, Sub-unit 3?	In Liberty & Equality, Sub-unit 2, which lessons are Flex Days?	How many sub-units are in The Space Race Collection?	How many lessons are in Advanced Story Writing?	Navigate to Perspectives & Narrative, Sub-unit 2. Review each lesson title and list the skills you see being addressed in this sub-unit.

Model Lesson Notes

Unit, Sub-unit & Lesson _____

	Notes about activity...	Questions I have...
Vocabulary		
Close Read		
Performance Task (Writing)		
Reflect <ul style="list-style-type: none">• Wrap-Up• Exit Ticket		
Independent Work		
Academic Discussion		
Overall: <ul style="list-style-type: none">• Pacing• Engagement• Supports for all students		

Teaching ELA: Starting Class and Activity 1: Vocabulary

Before you begin: Decide who will be the “Teacher” and who will be the “Student” for this activity.

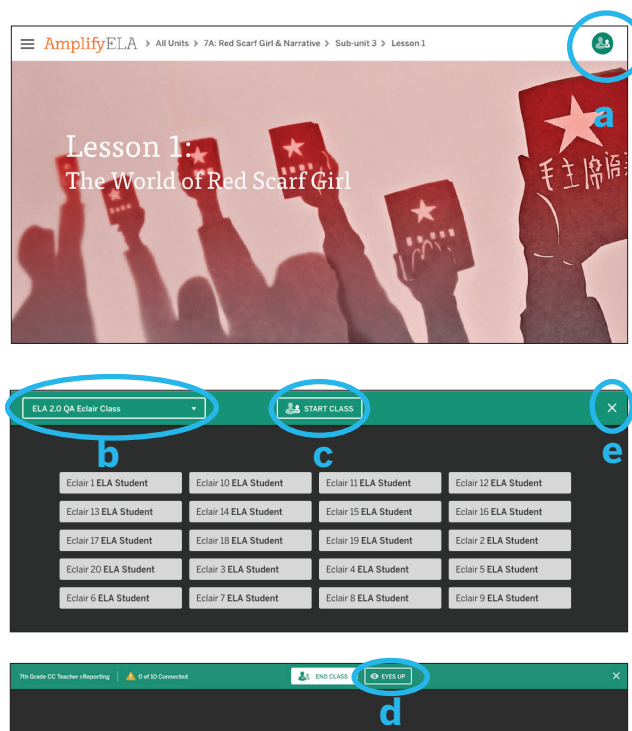
Note: This section needs to be completed digitally.

Instructions for “Student”:

1. Ensure you are logged in as a student (no orange circle at bottom and top of screen).
2. Only click on your device when instructed to do so by the “Teacher.”
3. Even though you are in the student role, please follow along with your partner to see what the teacher will be doing.

Instructions for “Teacher”:

1. Navigate to the lesson you will be teaching.
2. Click on the “Student Status” icon. (a)
3. Select class using the pull-down menu. (b)
4. Click on the green START CLASS button. (Pause)
What happens to the “Student’s” screen? (c)
5. Practice clicking on the EYES UP (d) icon to disable the students' ability to continue working in the curriculum. What happens now to your “Student’s” screen?
6. Click the EYES UP button again and click on the “X” (e) to exit the Student Status screen.
7. Direct your student to open Activity 1 and click on the Vocab App link.
8. As they open the Vocab App, you should watch their screens as you won't have access to this the same way a student does.



Directions for “Student”:

1. Follow the link to open the [Vocab App](#).
2. A character will appear to explain the app. Click GO to get started.
3. When you've completed two words, click on STATS to view your progress.

Teaching ELA: Reading

Before you begin: Select one partner to be the “Student” and the other to be the “Teacher.” Swap devices as needed. Ensure both devices are on the same screen you left off on during the last practice activity.

Note: You may want to also use your print Teacher and Student Editions to compare to the digital lesson.

Instructions for “Teacher”:

1. Click on the first activity you will be teaching.
 - a. Notice the activity intent. (It is in bold, near the top of the page directly under the activity title. Teacher account includes a pacing suggestion.)
 - b. Direct your student to open the activity.
 - c. Practice teaching using the Instructional Guide and adhering to the pacing time. Note that if the activity contains multiple cards—you need to click on NEXT to advance to the second card.
 - d. Remind your “Student” to click on the HAND IN button after completing this activity.
2. Continue teaching all of the Reading activities for your lesson, listed in the PowerPoint.

Reflect:

How do you think these activities support students with comprehension?

How do these activities support students at different levels?

Teaching ELA: Writing

Before you begin: Select one partner to be the “Student” and the other to be the “Teacher.” Swap devices as needed. Ensure both devices are on the same screen you left off on during the last practice activity.

Note: You may want to also use your print Teacher and Student Editions to compare to the digital lesson.

Instructions for “Teacher”:

1. 1. Navigate to the writing activities you will be teaching, listed in the PowerPoint.
 - a. Note the activity intent, pacing time, directions, and number of cards.
 - b. Guide your students through all cards in the activities using the Instructional Guide.
 - c. Open the On-the-Fly Support, then click to open a support even further.
 - d. Open the Differentiation drop down menu and explore different levels of the writing prompt.
2. Navigate to the Share activity
 - a. Note the activity intent, pacing time, directions, and number of cards.
 - b. Read the Response Starters and note what listeners are doing during this time.
 - c. Navigate to Card 2 and note how student work is pulled in for students who choose to share.

Reflect:

- a. What did you notice about the teacher’s role during this activity?
- b. Brainstorm some strategies you can use during the writing activity to ensure a solid 10 minutes of writing from all.
- c. What did you notice about supports for different types of learners?

Grade-Level Practice

Navigate to the following lessons:

- **Grade 6: Dahl & Narrative, Sub-unit 3, Lesson 3: Using Text Details in Writing**
- **Grade 7: Poetry & Poe, Sub-unit 2, Lesson 1: Read Like a Movie Director, Part 1**
- **Grade 8: Science & Science Fiction, Sub-unit 1, Lesson 3: How Victor Views His Creation**

1. Go to the LESSON BRIEF in digital or Sub-Unit At a Glance in print:

- a. Familiarize yourself with the Lesson Overview (digital only).
- b. What is the lesson objective(s)?
- c. What are the focus standards for the lesson?
- d. What prep (if any) is required for this lesson?
- e. Which Differentiation strategies would you use?

2. LESSON ACTIVITIES:

Open and read through each of the lesson activities with the Instructional Guide open (digital) or the Teacher Edition (print).

- a. Which activities guide students through Close Reading activities?
- b. How do these activities meet the Reading Objective(s)?
- c. Which activities guide students through Writing activities?
- d. How do these activities meet the Writing Objective(s)?

3. PRACTICE WITH A PARTNER:

The first person to teach should have the digital Instructional Guide or print Teacher Guide open; the other partner should play the role of the student and keep the digital IG closed or use the print Student Edition. Practice how you will direct your students from one activity to the next and how you will manage projecting.

Grade 6:

- Partner 1: Practice teaching Activities 3 and 4 (digital) or H and I (print) to your partner.
- Partner 2: Practice teaching Activities 5–7 (digital) or J and K (print) to your partner.

Grade 7:

- Partner 1: Practice teaching Activities 3 and 4 (digital) or A (print) to your partner.
- Partner 2: Practice teaching Activities 9–11 (digital) or D (print) to your partner.

Grade 8:

- Partner 1: Practice teaching Activities 3–6 (digital) or I–L (print) to your partner.
- Partner 2: Practice teaching Activities 7–10 (digital) or M–O (print) to your partner.

4. Now switch and practice teaching a new lesson in a different modality (Print or Digital).

Embedded Supports

The following is a sample of the many embedded supports included within the Amplify ELA curriculum. These tools and supports are easy to access and track, allowing all students to participate fully in the lessons.


Reading	Writing	Language: Vocabulary & Grammar	Speaking and Listening
Universal Design Frequent multi-sensory supports: Read-alouds, storyboards, visual supports	Universal Design Scaffolded writing instruction culminating in a Writing Prompt	Vocab App <ul style="list-style-type: none"> Vocabulary activities auto-adjust based on student needs Six streams 	Sharing Clear routine for peer sharing and feedback incorporated into core lessons
eReader Tools <ul style="list-style-type: none"> Embedded vocabulary supports (Reveal tool) Highlighting and annotating Adjustable text size 	Differentiation Core level plus five (digital) or two (print) levels of scaffolded supports for key reading and writing activities	Vocabulary Reveal Tool Text-embedded vocabulary support facilitates student-driven fluency	Response Starters Sentence starters to support oral feedback
Audio Embedded audio for close reading excerpts	Flex Day Differentiated grammar, revision and fluency activities to practice needed skills	Personal Glossary Reveal words a student has selected in a unit text, stored in the Amplify Library	Work Out Loud Students interpret meaning through dramatic reading of text
Differentiation Core level plus five (digital) or two (print) levels of scaffolded supports for key reading and writing activities	eReader Tools <ul style="list-style-type: none"> Text placed next to writing space Visible text highlights and annotations 	Words to Use Targeted words to build student vocabulary	Discussion Class discussion of text with emphasis on building collaborative understanding
Solo Differentiated activities and daily comprehension checks to monitor progress and identify needed supports	Look Fors Teacher prompts for student supports tied to learning types	Grammar Conventions Offline grammar lesson plans ranging from 2nd–8th grade	Lesson Brief Differentiation and extensions listed
Amplify Library Over 700 texts at a variety of Lexiles	Lesson Brief Differentiation and extensions listed	Grammar Unit Self-guided instruction and activities based on need	

Major Takeaways and Action Steps

Major Takeaways
Action Steps

Login Help

The Amplify ELA Help Desk has access to every student and teacher account. They can help with technology issues, pedagogical questions, program navigation, grading, and feedback. They can log in as your student and help troubleshoot. Your Trainer can also help with any questions you have.

- Amplify Chat: Live chat icon found in the bottom right-hand corner within program. 
- Phone: 1-800-823-1969 (Choose Option 3 twice.)
- Email: elahelp@amplify.com

Your Trainer for today is: _____

Trainer's email address: _____@amplify.com

Your Account Executive is: _____

Account Executive's email address is: _____@amplify.com

During this training, my practice login information is:

Student username: _____@tryamplify.net

Password: _____

Teacher username: _____@tryamplify.net

Password: _____