

PARTICIPANT NOTEBOOK

Getting started for teachers

Grades K-5



Practice account for this training

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Getting started for teachers

Agenda

Objectives

Welcome

Program design

Student experience

- Student placement
 - Student experience demo
 - Monthly assessment
-

Teacher experience

- Teacher Dashboard reporting
 - Class settings
-

Implementation

- Getting started
 - Week 2+
-

Wrap-up

By the end of this session, you will be able to:

- Navigate Boost Reading.
- Describe what digital instruction looks like in Boost Reading.
- Prepare to use Boost Reading.
- Build a deeper understanding of how Boost Reading tools and resources fit alongside your core literacy instruction.

The Science of Reading

Although the scientific evidence base for effective reading has existed for decades, the term “the science of reading” has gained traction in the last few years, potentially leading to misunderstandings. As a result, The Reading League created a common definition for the field.

The definition

“ The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.”

—The Reading League. (2022). *Science of Reading: Defining Guide*.
thereadingleague.org/what-is-the-science-of-reading/

Notes

Directions: Write key words or phrases from the definition in the space below.



Learn more

Continue to build your knowledge of the Science of Reading.

amplify.com/science-of-reading



Science of Reading principles

1

Science-based reading instruction is a matter of equity and supports *all* children.

2

Learning to read and write is not natural and must be taught systematically, explicitly, and cumulatively.

3

Proficient reading requires word recognition and language comprehension, while proficient writing requires transcription and composition skills.

4

Reading and writing are mutually-reinforcing processes that should be taught through integrated instruction.

5

Background knowledge and vocabulary are critical to both reading comprehension and writing composition.

6

Literacy relies on language as its primary system: Instruction must develop both oral and written language.

7

Reading comprehension is a series of cognitive processes that are employed during and after reading.

8

Universal screening and progress monitoring are critical to gather the data needed to target instruction and measure effectiveness.

9

Literacy instruction in any language must be based on that language's unique features.

10

Honoring the home language, culture, and community experiences of *all* students supports positive, long-term outcomes.

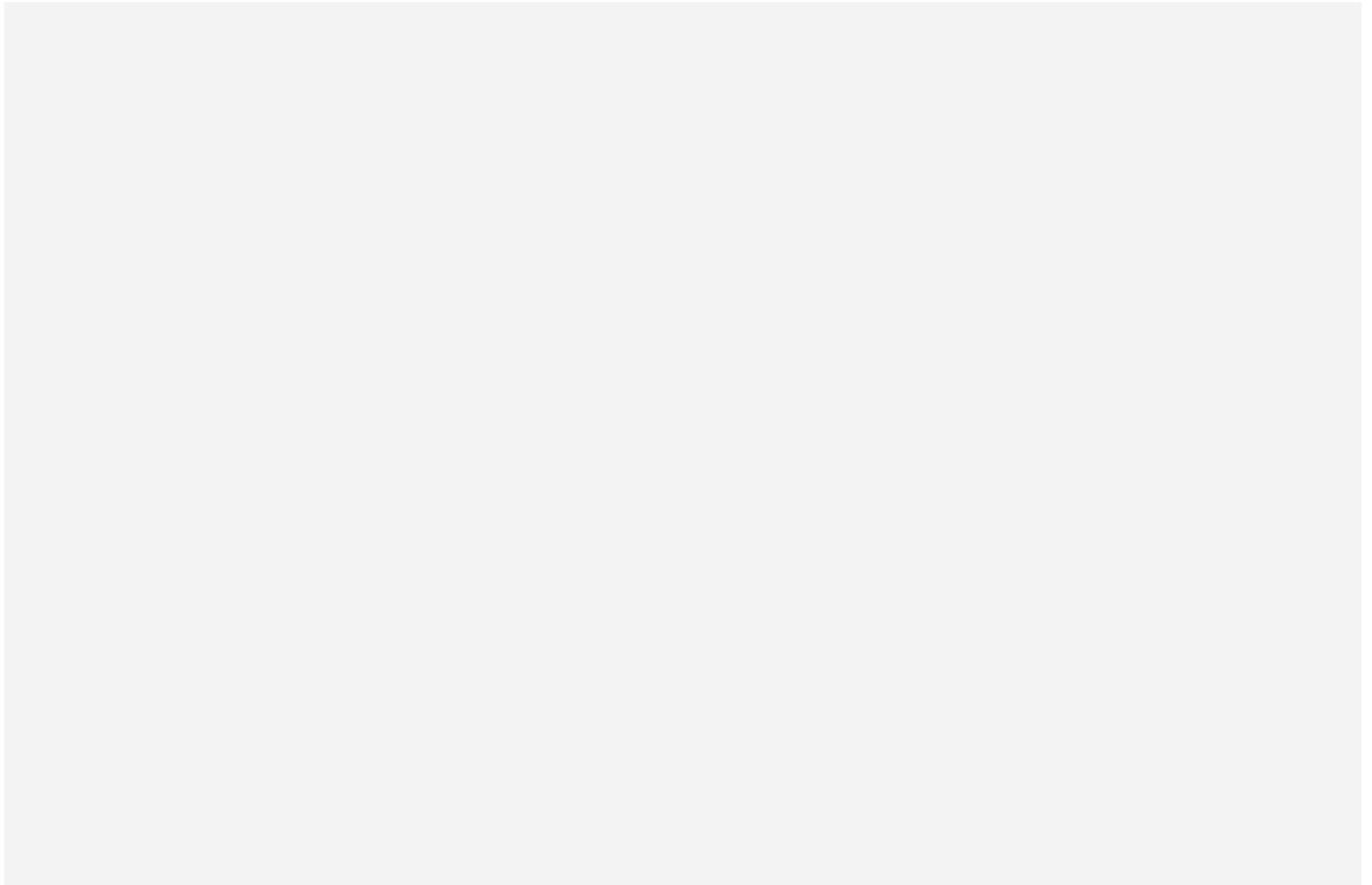
Program design

What is Boost Reading?

- Adaptive, personalized, student-driven literacy program that meets the needs of every reader.
- Proven to accelerate literacy skills for all students.
- Systematic instruction based on the Science of Reading.
- Imaginative game world with skill games that adapt to student performance and evolve developmentally as students grow from Grades K-5.
- Teachers can easily track student usage and view actionable growth and proficiency reports.
- Flexible and easy to implement.

Notes

Directions: Write notes on which Boost Reading features will have the biggest impact on your students and teaching.



Student experience

Directions: Take notes on how Boost Reading provides adaptive, personalized learning for all students.

Placement

BOY

Personalized practice

Quests

Skill games

Pinpoint adaptivity

Trouble Spots

Monitor progress: Monthly skill scans

Grade K-1

*Word reading Curioso
Skill Scan*

Grade 2

*Comprehension and
fluency Curioso Skill Scan*

Benchmark checkpoints

MOY

Updated placement

EOY*

Does not affect placement

**For students who are assessed
with mCLASS and Boost Reading
Benchmark Assessments only.*

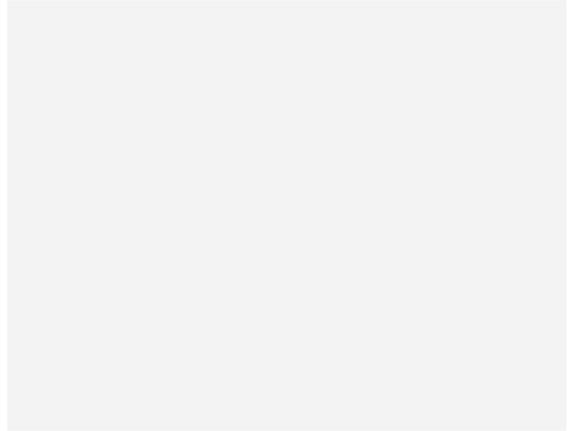
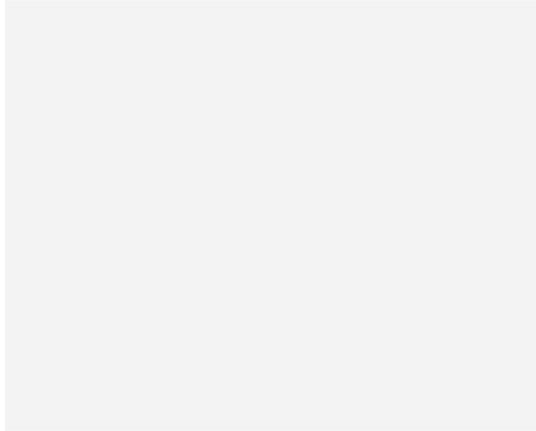
Student experience exploration

Directions: Record your notes and observations from your demo practice here. During the share out, record notes about the other games in the space provided.

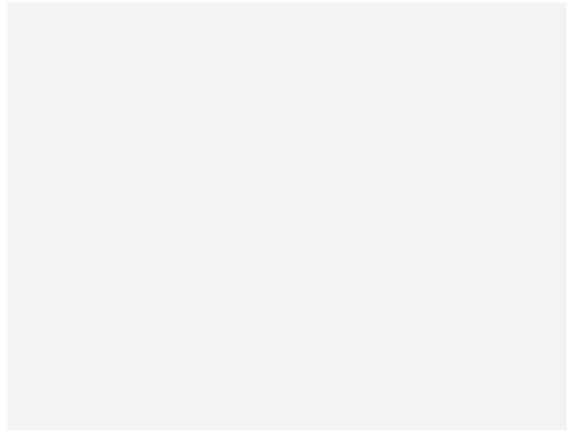
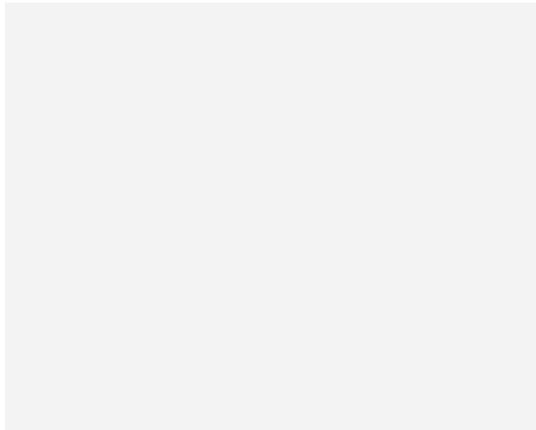
What skills does the game address?

What scaffolds does the game provide?

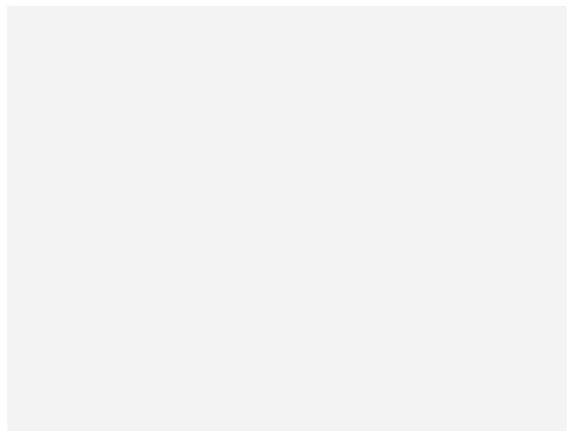
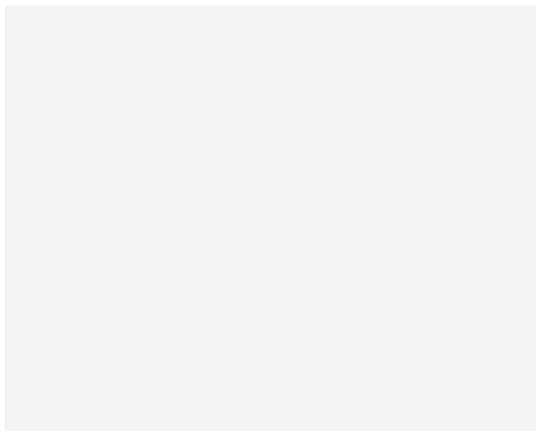
Grade 1
Picky Goblins



Grade 3
Unmask That



Grade 5
Director's Cut



Teacher experience

Insights

The **Insights** page is the first view in the Boost Reading Teacher Dashboard. This page provides an at-a-glance overview of a class' recent usage, subskill mastery, trouble spots, reading growth over time, and potential risk for reading difficulty. This high-level summary provides insights on how the class is performing on the Boost Reading learning progression and highlights meaningful next steps a teacher can take to further support their literacy journey.

Weekly Usage

Usage shows the percentage of students who are meeting their usage goals, and which students may require additional support to increase their usage.

Subskill Mastery

This report shows how students are progressing towards their yearlong subskill mastery goals, and identifies which recent subskills students have mastered.

Trouble Spots

This report shows which subskills are posing challenges to particular students.

Growth

This report demonstrates how student growth is rated against a national sample of students with a similar baseline, and indicates if students are showing growth in their monthly skill scans and Boost Reading Benchmark Assessment, if used.

Risk of Reading

Boost Reading also calculates students' risk of reading difficulty using monthly Curioso Skill Scan data. Teachers can use this report to determine which students' they may wish to check in on.

Notes

Directions: Take notes on the key features of the Insights page.

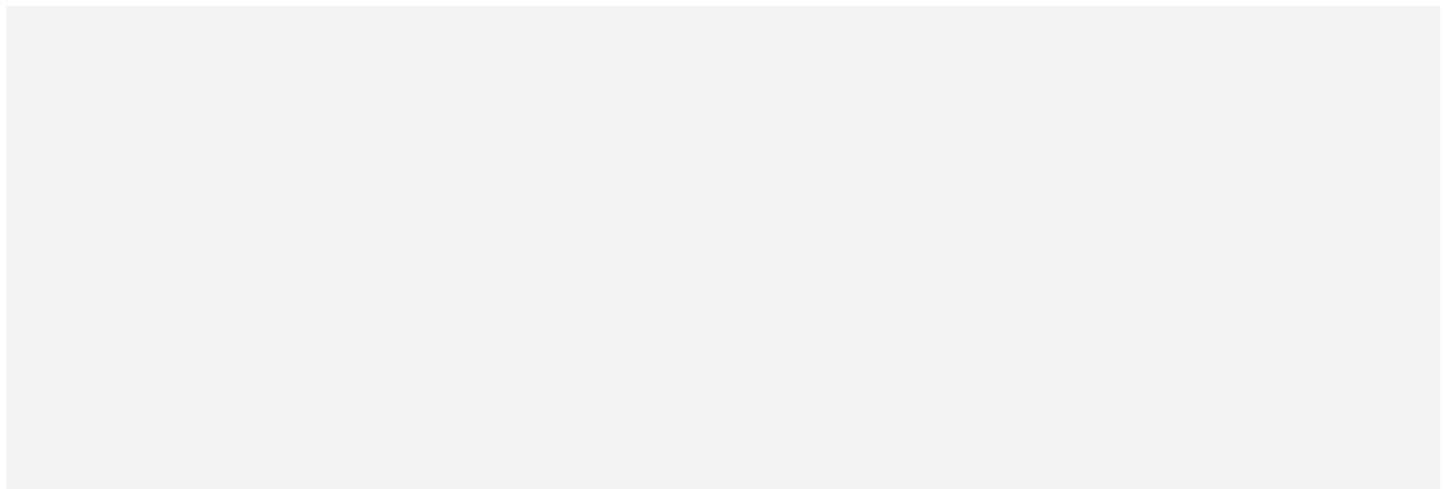
Exploration

Explore the Insights page in Demo Mode, then answer the questions below.

The screenshot displays the 'Insights' page for Grade 3. At the top, there are navigation tabs for 'Insights', 'Students', 'Class Settings', and 'Recommendations'. A 'Grade 3' dropdown menu and a 'PRINT' icon are also visible.

- Weekly Usage:** A donut chart shows 27% usage. Below it, a list of 5 students (Bailey, Evelyn; Baker, Mateo; Benu, Zoey; Clark, Logan; Coleman, Eleanor; Foster, Violet; L.I. Fila) shows 0m usage. A note states: 'These students are not reaching their recommended weekly usage target.'
- Subskill Mastery:** A donut chart shows 62% mastery. Below it, a list of subskills includes 'Combine clauses with connectives' (Flores, Natalie), 'Connect Claims to Evidence' (Lopez, Grayson; Wright, Emery), and 'Fluency and comprehension of connected text' (Evans, Nathan). A note mentions 'Grade 3: Vocabulary Practice Set 13' and 'Most recent subskills mastered over the last seven days.'
- Trouble Spots:** Two sections are shown. The first is 'Identify Evidence to support an inference' for Lopez, Grayson. The second is 'Comprehension Monitoring' for Rivera, Camila, which includes 'Decode 1-syllable words with Letter Combos' and 'Identify Main Idea of Short Passage'.
- Growth: Comprehension:** A bar chart shows 'STUDENTS IN EACH GROWTH TRAJECTORY' with categories: Above 28%, Typical 22%, Below 11%, and Not Available 39%. A table lists 7 students and their 'February Status' (all 'Not Started').

1. What are areas of strength for Ms. Diaz's class as a whole? What are areas of need?
2. What are Ms. Diaz's next steps?
3. How can you use this page to support your students?



Students: Overview

The **Overview** summarizes students' usage, activity, and performance data. Teachers can use this report to see students' progress toward their weekly usage targets, yearlong subskill mastery goals, and overall reading growth and proficiency.

Usage

This section of the report provides daily and weekly usage metrics.

We recommend that students should aim for approximately 40 minutes of usage per week across both programs. Subskill mastery goals are based upon these recommendations.

Activity

This section of the report provides a snapshot of the Quest each student is currently working on, the number of subskills they've mastered, and any Trouble Spots they may have encountered.

Performance

This section of the report publishes benchmark scores,* growth trends, risk of reading difficulty, and indicates how students are performing on monthly skill scans.

**For students who are assessed with the Boost Reading Benchmark Assessment only.*

Notes

Directions: Take notes on the key features of the Overview.

Exploration

Explore the Overview in Demo Mode, then answer the questions below.

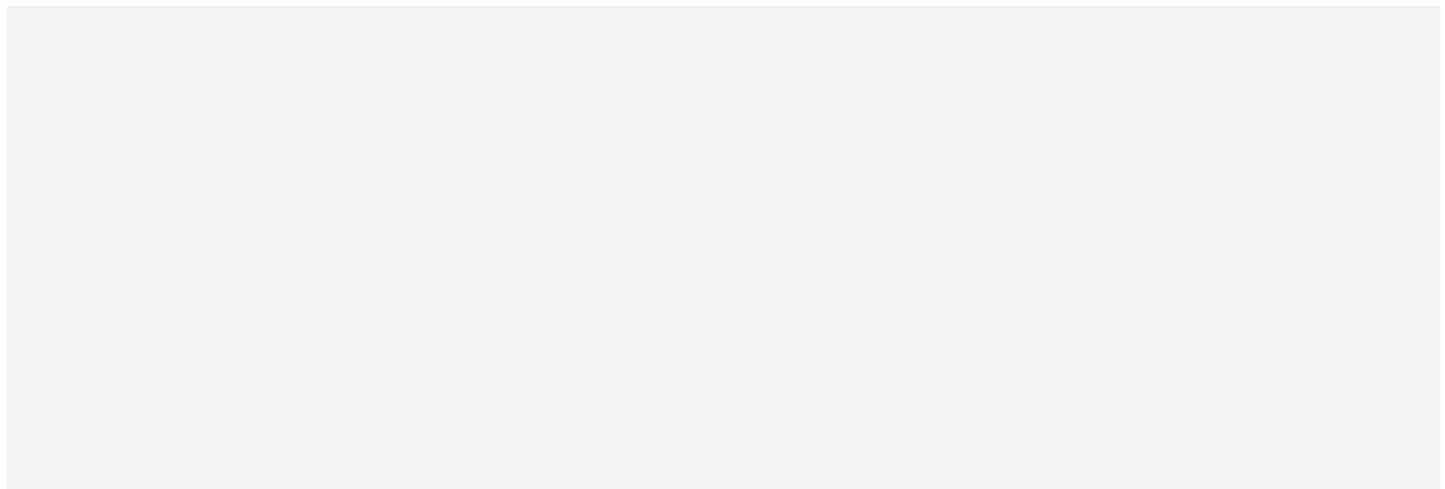
Grade 3 PRINT

Insights **Students** Class Settings Recommendations

Students **Overview** Skill View

Student	USAGE	ACTIVITY			PERFORMANCE		
		Current Quest	Skill Progress Subskills Mastered Vs Goal YTD	Trouble Spots	BENCHMARK	MONTHLY SKILL SCAN	
					MOY	Growth	Risk of Reading Difficulty
Bailey, Evelyn	0h 0m	1	1 / 20	0	—	Below Typical	At Risk
Baker, Mateo	0h 0m	1	1 / 20	0	—	Not Available	Not Available
Benu, Zoey	0h 0m	6	11 / 20	1	—	Not Available	Not Available
Clark, Logan	0h 0m	4	12 / 23	1	Proficient	Above Typical	Minimal Risk
Coleman, Eleanor	0h 0m	13	41 / 20	0	Well Below Proficient	Above Typical	Minimal Risk
Evans, Nathan	1h 27m	C	95 / 26	0	Proficient	Above Typical	Minimal Risk
Flores, Natalie	2h 51m	16	34 / 20	5	—	Not Available	Not Available
Foster, Violet	0h 0m	9	18 / 20	3	Well Below Proficient	Not Available	Not Available
Hill, Jamie	2h 42m	17	52 / 20	0	Well Below Proficient	Typical	Minimal Risk
Li, Ella	0h 0m	4	12 / 23	0	Proficient	Typical	Minimal Risk

1. Which of Ms. Diaz's students are most in need of support?
2. What are Ms. Diaz's next steps for these students?
3. How can you use this report to support your students?



Students: Skill View

The **Skill View** illustrates how students are progressing through the 13 skill domains in the program. This report indicates whether or not it is expected that a student will practice skills in a given domain, or if they have demonstrated mastery in their benchmark and “placed out.” If it is anticipated that a student will practice skills in a given domain, their rating indicates if they are working below, on, or above grade level.

Not Expected



Student is not expected to encounter any subskills in this domain.

Below Grade



Student is working on subskills that are below grade level in this domain.

On Grade



Student is working on subskills that are on-grade level.

Above Grade



Student is working on subskills that are above-grade level.

Placed Out



During placement, the student demonstrated mastery for all subskills in this domain.

N/A



The student has not been placed yet.

Notes

Directions: Take notes on the key features of the Skill View.

Student Detail View

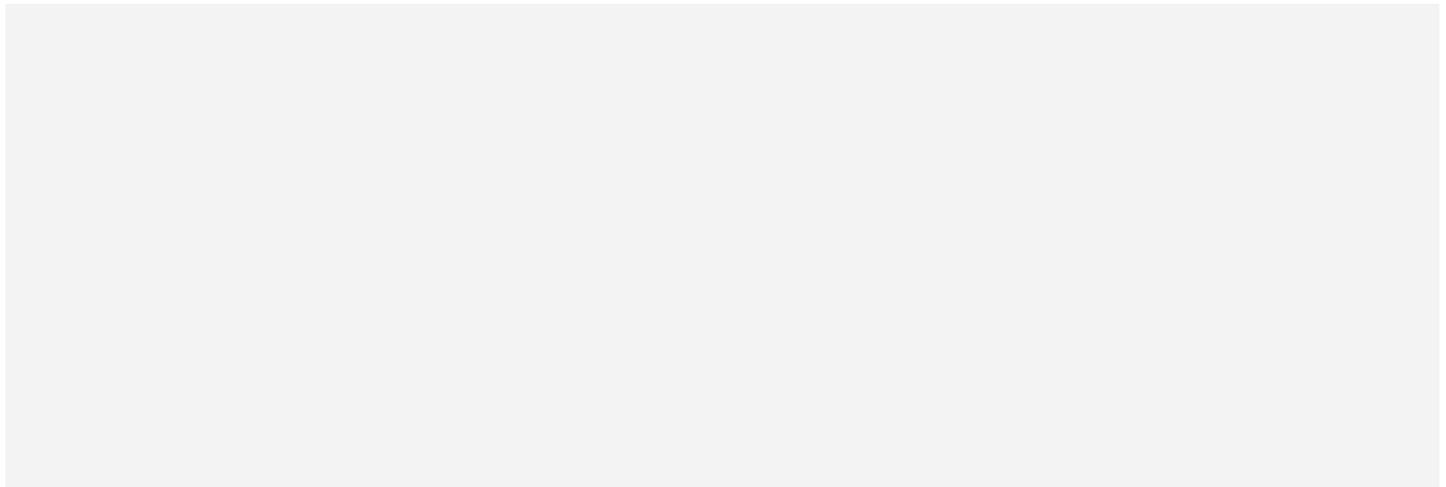
The **Student Detail View** allows the teacher to drill into individual student data to get a more comprehensive understanding of how the student is doing in their independent practice. This view features several reports that reflect a student's usage of the program, detailed information about their growth and benchmark performance over time, their personalized learning path, and Trouble Spots.

Usage & Activity	This report provides detailed information about a student's usage and progress. In addition to usage and skill progress, this report illustrates what skills the student is currently working on, and whether or not they have experienced a Trouble Spot.
Performance	This report shows student benchmark scores* and recent skill scan scores to illustrate how students are progressing through the program over the course of the year. The student's risk of reading difficulty is also included on the bottom of this page.
Personalized Path	This report provides detailed insights about what skill domains and subskills each student encounters in the program. In addition to presenting a student's progress to date, this report indicates the skill domains and subskills that each student is expected to encounter over the course of the year, their annual goals, and where they encountered a Trouble Spot.
Trouble Spots	If the student has experienced a Trouble Spot, this page identifies the skill domain and subskills where the Trouble Spot was encountered. For any open Trouble Spots, relevant resources are hyperlinked to provide additional support and practice.

**For students who are assessed with mCLASS and Boost Reading Benchmark Assessments only.*

Notes

Directions: Take notes on the key features of the Student Detail View.



Exploration

Explore Logan's Student Detail View in Demo Mode, then answer the questions below.

Logan Clark

CAREGIVER REPORT
Usage & Activity Performance Personalized Path Trouble Spots 1

Attendance Calendar

February

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10 3m	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Usage

This Week

Boost Reading recommends a weekly usage target of 30-45 minutes a week, across 2-3 sessions of 15 minutes each.

Current Quest

READING LECTURA

Quest 4 - In Progress

Quest Summary

1. What are some of Logan's strengths and areas of growth?
2. What are Ms. Diaz's next steps to support Logan?
3. How can you use this view to support your students?

Class Settings

Directions: Take notes on how to manage your class settings.

Login

Caregiver Report PDF

Practice Mode

Other settings

Utilizing Boost Reading Teacher Dashboard reports

Directions: Reflect on some ways you can use Boost Reading reports to accelerate learning in your classroom.

Insights

Students: Overview

Students: Skill View

Student Detail View

Implementation plan

Complete this planning template and checklist to help you identify **when and how** you will roll out Boost Reading with your students.



Getting started

Program start date

Notes

Determine when you will roll out Boost Reading with students

Identify the date:

Implementation models

Determine how you will use Boost Reading

- Small-group or centers time
- Choice time
- After school
- At home
- Other

Usage

Review usage expectations

We recommend the following:

- Grades K-3: 30-45 minutes a week, 10-15 minutes per session, 3-4 times per week.
- Grades 4-5: 40-60 minutes a week, 20 minutes per session, 3-4 times per week.

Schedule

Directions: Schedule when students will log in to Boost Reading each week.

Time	Mon	Tue	Wed	Thur	Fri

Student materials

Prepare student materials

**For students who are assessed with the Boost Reading Benchmark Assessment only.*

- Prepare student devices
 - Confirm devices meet [technical requirements](#)
 - Bookmark Student Home: learning.amplify.com
 - Enable camera (if using a QR code login option)
 - Enable microphone access*
- Prepare student headphones

Notes

Student logins

Determine how students will log in and prepare student login information

- QR code
 - Print and laminate
- Amplify username and password
 - Print and laminate
- Third party student login (District SSO, Schoology, Canvas, or Classlink)

Week 2+

Review data

Notes

Review data on the Teacher Dashboard

**For students who are assessed with the Boost Reading Benchmark Assessment only.*

- Review benchmark assessment data*
 - Reset any invalidated Boost Reading Benchmark Assessment results, if used
- Monitor weekly usage
- Review monthly skill scan data (starting in September)
 - Reset any invalidated results
- Establish a schedule for reviewing data

Celebrations

Introduce goal setting and celebrations

- Access engagement resources in the [Boost Literacy Teacher Guide](#)

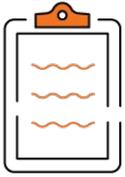
Caregiver supports

Share resources with caregivers

- Share the [Boost Reading Caregiver Hub](#)
- Send home Caregiver Reports

Wrap-up

Next steps



Directions: Share your next steps to get started with Boost Reading.

Session survey

surveymonkeys.com/r/AmplifyPDsurvey

6-digit **Customer Code**



Appendix

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Glossary

Term

Description

Automatic Placement Tool

The Boost Reading Automatic Placement Tool is used to place students who do not have mCLASS DIBELS 8 benchmark assessment data yet, but will in the near future, or have been assigned the Boost Reading Benchmark Assessment. Students who encounter an error with the speech recognition technology in the Boost Reading Benchmark Assessment will also be redirected to the Automatic Placement Tool.

The Automatic Placement Tool ensures that students receive the content and skill practice most appropriate for their current reading level.

Boost Reading Benchmark Assessment

Students who do not have supported benchmark assessment data take the Boost Reading Benchmark Assessment at BOY, MOY, and EOY. Schools or districts that use mCLASS DIBELS 8 for just specific grades or students can also assign the Boost Reading Benchmark Assessment to any students that will not be assessed with DIBELS 8.

Students in Grades K–5 receive a set of word recognition activities, and students in Grades 1–5 receive a set of fluency and comprehension activities that are supported by speech recognition technology. The assessment ensures that students receive the content and skill practice most appropriate for their current reading level.

Caregiver reports

Boost Reading creates a caregiver report for each student that teachers can share with caregivers to keep them informed about their students' progress throughout Boost. Reports are available in English and Spanish and can be downloaded as PDFs.

Challenge Quests

After completing their final quest, students continue to progress in their skill development in the Boost Reading personalized adaptive program through Challenge Quests. The content they receive is not bound by grade, and they will be encouraged to take on more challenging material. Students who are currently playing Challenge Quests will have a "C" listed in their Current Quest column in the Students: Overview report.

Curioso

The curioso is the student's avatar that guides their exploration throughout the program. Over time, the curioso grows and develops as the student progresses through the program.

Curioso Skill Scan

Beginning in September, students encounter a Curioso Skill Scan upon their first login each month. The skill scan assesses student growth to inform student growth trajectories over time and calculate their risk of reading difficulty.

Students in Grades K–1 complete a word reading task, and students in Grades 2–5 complete a comprehension and fluency task. These assessments do **not** impact student placement or personalized skill game content in the program.

Term	Description
Demo Mode	Demo Mode provides teachers with sample student data and access to the student experience. This can be a useful feature when learning how to use the program and navigate through the dashboard.
Demo Mode: Guided tour	The Teacher Dashboard Demo Mode includes a “guidance” feature that provides an interactive guided tour through the various reports and resources available to teachers.
Demo Mode: Student Experience	The Teacher Dashboard includes access to the Student Experience, which allows teachers the ability to explore Boost on their own. While this will not allow teachers to access the full Quest experience, teachers have the ability to navigate through the program and engage in skill games in the same way that students will experience the program.
eReader texts	Boost Reading provides a robust library of fiction and nonfiction ebooks in English that students encounter along the adaptive learning map. eReader texts include familiar activities from skill games that allow students to apply the skills they practice in games to real texts. As students work through the program, these texts appear as part of their quest.
Goal setting and celebrations	The Boost Literacy Teacher Guide provides engagement resources to support usage and celebrate growth.
Practice Mode	Practice Mode allows students to access all skill games in the program outside of the quest structure. By default, practice mode is off to ensure that students are benefitting from the adaptive and personalized practice in the adaptive skill map. It is not recommended that teachers enable practice mode as it prevents students from benefiting from adaptive instruction.
Quests	Quests are engaging narrative experiences where students gain their powers, help others, and learn about themselves and the worlds they inhabit. During the quests, students encounter eReader texts and personalized skill games. Built in rewards, tied to their reading growth, help motivate students to keep trying. Regardless of how students perform in their skill practice games, they will be able to continually progress through their quest experience and follow the narrative.
Skill domain	Boost Reading provides students with targeted practice in 13 skill domains from phonological awareness and early decoding to vocabulary and close reading.

Term	Description
Skill games	Boost Reading skill games are the vehicle by which students receive their personalized, adaptive literacy skill practice. The embedded support and scaffolding provide students with immediate and explicit feedback and give them multiple opportunities to try again. Each of the 50+ skill games focuses on a specific skill of our 13 skill domains, and offer growth-oriented encouragement by rewarding both effort and mastery.
Subskill	Each skill domain is made up of subskills that students practice in the program. The Personalized Path report illustrates which subskills each student is expected to work on in each skill domain.
Subskill mastery goals	Boost Reading establishes mastery goals for each student based on their grade, placement in the program, and recommended usage time. These goals are the minimum number of subskills students are expected to reach, and it is likely that they will surpass these goals with regular usage.
Teacher Dashboard	The Teacher Dashboard is the core of the Boost Reading educator experience. The Teacher Dashboard includes at-a-glance reporting for student usage and progress, tools to help teachers dig deeper into student growth and trouble spots, and resources to help teachers support students in the program and in their classroom.
Trouble Spot	If a student struggles with a particular subskill (three failed attempts on a given level in a skill game), the associated content set is removed from the quest and presented to the student later on, after they've had more practice with prerequisite skills. If the student is still not able to master the subskill when they encounter it again, the Teacher Dashboard will indicate that the student has encountered a trouble spot. Trouble Spots help to identify areas where students may benefit from additional support and targeted practice.
Unsuccessful Attempt	If a student struggles with and is unable to master a subskill after three opportunities, the subskill will be labeled as an "unsuccessful attempt" and be removed from the student's current quest. The subskill will then be presented later on after they have had more practice with prerequisite skills.
Usage	We recommend that students consistently engage in Boost Reading each week. Students in Grades K-3 should spend 30-45 minutes in the program per week, and students in Grades 4-5 should spend 40-60 minutes per week.
Vocab App	Vocab App activities help students practice and master grade-level Tier 2 words. These words are high utility instructional targets because they occur across a wide variety of domains/subjects, and do not typically occur as part of natural conversation. Vocab App activities engage students in academically rigorous exercises that appeal to different learning styles. As students work with the Vocab App, they encounter grade-level words multiple times in a variety of contexts through engaging game activities. Students in Grades 3-5 encounter these on-grade Vocab App activities as part of their quest experience.

Scope and sequence

Boost Reading is designed hand-in-hand with experts, drawing from the latest research. In addition to covering foundational skills, vocabulary, and comprehension, the program guides students toward building mental models as they read. Each of the program’s games maps to specific skills and aligns to the most rigorous reading standards.

	Phonological Awareness	Phonics & fluency	Comprehension skills	Comprehension	Vocabulary
Grade K	<ul style="list-style-type: none"> Rhyming Blending compound words Segmenting compound words Blending syllable Segmenting syllables Blending onset-rime Segmenting onset-rime Blending phonemes Beginning/ending sound isolation 	<ul style="list-style-type: none"> Individual letter sounds Decoding VC and CVC words Decoding words with common word families Decoding words with consonant blends Sight word reading Applying skills in text reading 	<ul style="list-style-type: none"> Inference 	<ul style="list-style-type: none"> Story elements: character, setting, problem, solution Main idea Retell and sequence Genre characteristics 	<ul style="list-style-type: none"> Word categories Words in context
Grade 1	<ul style="list-style-type: none"> Beginning/ending/middle sound isolation Blending phonemes Segmenting phonemes Counting phonemes 	<ul style="list-style-type: none"> Individual letter sounds Letter combinations (digraphs and vowel teams) Decoding words with common word families Decoding words with consonant blends Reading words with complex letter patterns (e.g., letter combinations, VCe) Reading words with inflectional endings Sight word reading Applying skills in text reading 	<ul style="list-style-type: none"> Inference Syntactic awareness Cognitive flexibility 	<ul style="list-style-type: none"> Story elements: character, setting, problem, solution Main idea Character traits Retell and sequence Character point of view Genre characteristics 	<ul style="list-style-type: none"> Synonyms Antonyms Affixes Word categories Shades of meaning Words in context
Grade 2		<ul style="list-style-type: none"> Reading words with complex letter patterns (e.g., advanced letter combinations, various syllable types) Reading multisyllabic words Sight word reading Applying skills in text reading 	<ul style="list-style-type: none"> Inference Syntactic awareness Cause/effect Comprehension monitoring Text structure 	<ul style="list-style-type: none"> Story elements: character, setting, problem, solution Character traits Main idea Supporting inference with evidence Comparing texts Text schema Evaluate evidence with statements Retell and sequence Character point of view Genre characteristics Diagrams in text Author’s purpose 	<ul style="list-style-type: none"> Synonyms Antonyms Affixes Word categories Shades of meaning Multiple meanings Words in context Descriptive words and phrases

	Phonological Awareness	Phonics & fluency	Comprehension skills	Comprehension	Vocabulary
Grade 3		<ul style="list-style-type: none"> Multisyllabic decoding Reading fluency 	<ul style="list-style-type: none"> Building a mental model Text schema Comprehension monitoring Syntactic awareness Figurative language Text structure 	<ul style="list-style-type: none"> Supporting inference with evidence Character traits Connecting claims to evidence Comparing texts Inference Theme Character motivation Character change Nonfiction connections Point of view Main idea Plot structure 	<ul style="list-style-type: none"> Multiple meanings Idioms Words in context Affixes and roots Synonyms & Antonyms
Grade 4		<ul style="list-style-type: none"> Reading fluency 	<ul style="list-style-type: none"> Building a mental model Text schema Comprehension monitoring Syntactic awareness Text structure Figurative language Causal reasoning Tone 	<ul style="list-style-type: none"> Supporting inference with evidence Character traits Poetry Comparing texts Inference Theme Character change Nonfiction connections Point of view Main idea Character motivation Genre/plot structure Setting and Mood Text Structure Description and Sequence Characterization Text Structure Compare/Contrast and Problem/Solution Point of View Intro to Claim Evidence Reason 	<ul style="list-style-type: none"> Idioms Words in context Affixes and roots Synonyms & Antonyms
Grade 5		<ul style="list-style-type: none"> Reading fluency 	<ul style="list-style-type: none"> Building a mental model Figurative language Text schema Text structure Figurative language 	<ul style="list-style-type: none"> Supporting inference with evidence Character traits Poetry Comparing texts Inference Theme Character motivation Character change, Nonfiction connections, Point of view Main idea Genre/plot structure Text Structure Cause and Effect; Character Conflict; Intro to Ethos/Pathos/Logos Conflict Resolution and Character Change Symbolism and Theme; Counterclaims/Rebuttals Text Structure: Argument 	<ul style="list-style-type: none"> Idioms Words in context Affixes and roots Synonyms & Antonyms

Resources

Your Programs

Boost Reading Access the Boost Reading Teacher Dashboard for reporting, tools, resources, and Demo Mode.
learning.amplify.com > [Boost Reading](#)

Training resources

PD Library Access an ever-growing collection of professional learning resources and courses designed to support the implementation of Amplify programs.
learning.amplify.com/pdlibrary

Program resources

Program guide Deepen your understanding of Boost Reading program design.
learning.amplify.com/m/6fa2636f65c50267/original/BR_ProgramGuide-2023_061323_C00568_print.pdf

Teacher guide Access comprehensive information about Boost Reading.
artg.amplify.com/ar-teacherguide/

Resource library Access instructional materials to supplement your students' Boost Reading experience.
reading.amplify.com/educator/reading-resources.html

Reporting guide Learn how to navigate and interpret Boost Reading's powerful reporting.
amplify.com/pdf/uploads/2023/09/BR_ReportingGuide_090823_web.pdf

Boost Reading Benchmark Assessment: Instructions for teachers Review step-by-step instructions to set students up for success with the Boost Reading Benchmark Assessment, if used.
amplify.com/pdf/uploads/2023/08/BR_Benchmark_Assessment_Guide.pdf

Science of Reading resources

Amplify Science of Reading
microsite

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Notes

