

PARTICIPANT NOTEBOOK

Program overview

3–5 teachers



Science of Reading: The definition

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 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*.
(<https://www.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



Amplify CKLA recognitions



Amplify CKLA is rated all green on EdReports.org. EdReports examines materials through the lens of three criteria: alignment to standards, allotting each standard the appropriate depth and quality to support learning, and whether all materials (student and teacher) are user-friendly.



Amplify has been recognized as an organization that provides the best professional learning services in the country. Expert reviewers evaluated our materials against a detailed rubric to assess if our organization provided significant evidence of robust, HQIM-aligned professional learning services.

Parking lot

Throughout the session please record any questions you may have in the space below.



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Overview

Agenda

- Welcome
- Program design
- Teacher Guide
- Lesson segments
- Supporting all learners
- Digital navigation
- Closing

Objectives

- Explain how Amplify CKLA instruction aligns with research on how students learn to read and write.
- Describe what teaching and learning look like in the Amplify CKLA curriculum.
- Navigate the Amplify curriculum and use the materials to prepare for effective implementation.

Practice demo accounts for this training

URL: learning.amplify.com

Teacher demo

Username: uv3cklaP @pd.tryamplify.net

Password: AmplifyPD1 (*case sensitive*)

Science of Reading principles



Evidence on effective literacy instruction continues to develop and instructional approaches must incorporate new scientific findings.

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.

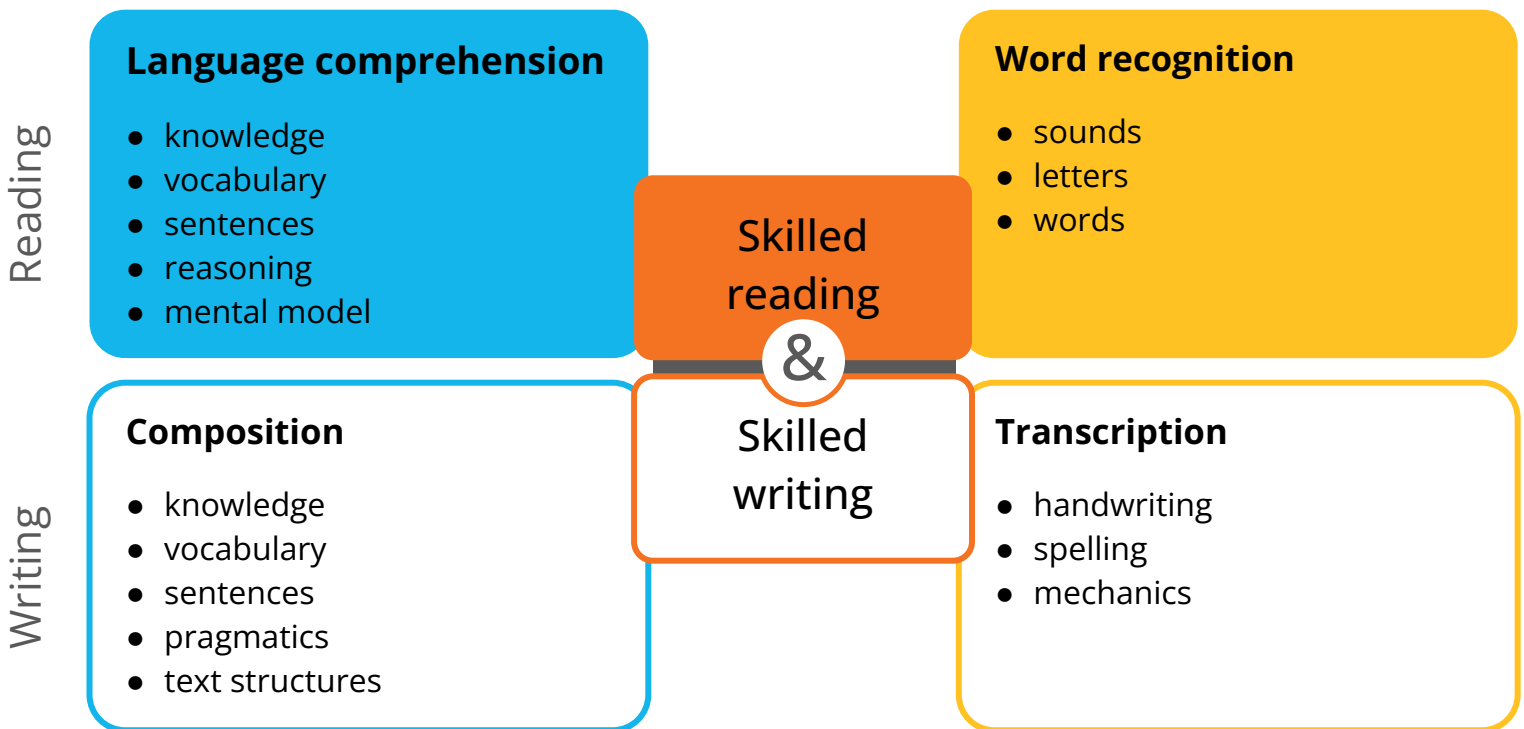
Science of Reading principles

The Science of Reading principles are at the heart of the Amplify Literacy Suite. During our training today we will highlight how some of these principles align with the program. Please feel free to take notes on how you see these principles reflected in Amplify CKLA.

Principle	Notes
1. Science-based reading instruction is a matter of equity and supports <i>all</i> 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 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 <i>all</i> students supports positive, long-term outcomes	

Components of skilled reading and writing

Proficient reading and writing rely on the successful integration of many skills. The literacy model consists of four key components: language comprehension and word recognition for skilled reading, and composition and transcription for skilled writing. Each of these components requires the development of multiple skills that work together to support literacy. Language comprehension (blue) and word recognition (gold) work together to support reading, while composition (blue) and transcription (gold) are essential for effective writing. These skills are interconnected and reinforce each other—as children become better readers, they also become better writers, and vice versa. You can find definitions for all elements of the model on the next page. We will be referencing this model throughout the training.



Notes

Components of skilled reading

Skilled reading

Language comprehension

Component	Definition
● knowledge	Have broad background knowledge (facts, concepts, causal relationships, etc.) of the sort authors will assume you share.
● vocabulary	Know a wide range of word meanings, each connected to a web of other word meanings; know word-part meanings, such as the 'pre' in 'preview' (morphology).
● sentences	Extract ideas from sentences using syntax, vocabulary, figures of speech, and background knowledge.
● reasoning	Make connections between ideas across sentences, creating a web of ideas for a passage.
● mental model	Build a big-picture model of the situation described in a text (situation model) and use it across texts.

Word recognition

Component	Definition
● sounds	Know that spoken words are made up of sounds or phonemes (phonemic awareness).
● letters	Know this spelling stands for that sound (the alphabetic principle).
● words	Read words by blending sounds and, increasingly, automatically on sight (sight recognition).

Components of skilled writing

Skilled writing

Composition

Component	Definition
○ knowledge	Draw on broad background knowledge to develop ideas, provide accurate details, and strengthen written communication in a way that readers will understand and engage with.
○ vocabulary	Use precise language to express ideas, selecting words that clearly and appropriately convey meaning in the given context.
○ sentences	Construct grammatically correct sentences by understanding the arrangement of words, phrases, and clauses. Expand on basic ideas with additional details and varied sentence structures to convey complex thoughts and enhance clarity.
○ pragmatics	Adapt writing for the intended audience and purpose, making choices that align with the context, tone, and intended message.
○ text structures	Organize writing using clear structures that help readers understand the main idea, see relationships between ideas, and anticipate what follows.

Transcription

Component	Definition
○ handwriting <i>(or keyboarding)</i>	Form letters and words legibly and fluently, whether by hand or using a keyboard, to support written expression.
○ spelling	Apply knowledge of phonics, morphology, and spelling patterns to spell words correctly.
○ mechanics	Use capitalization, punctuation, and formatting conventions correctly to enhance clarity and readability.

Lesson examination

Grade 3

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will identify the main idea in passages about warm- and cold-blooded animals.

Students will demonstrate an understanding of the Tier 2 word *constant*.

Reading

Students will identify supporting details in a passage about warm- and cold-blooded animals.

Students will determine the meanings of the words *constant* and *temperature* using clues from sentences in the text.

Writing

Students will write a short reflection about an interesting animal to further research.

Students will properly capitalize the title for their short reflections.

Language

Students will determine the meaning of words formed when *un-* and *non-* are added to a known root word.

WRITING

Students have many opportunities to write in a variety of ways and for different purposes. The formal writing piece for the Animal Classification unit is a short, informational writing piece that focuses on organizing and communicating characteristics and classification of one specific vertebrate. Students learn to introduce a topic, group related information together, and provide supporting ideas, facts, and details. The project can be done with or without the use of technology, but having students use computers to research, write, and publish their projects is highly recommended.

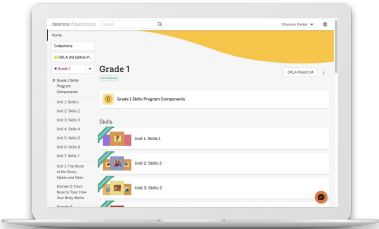
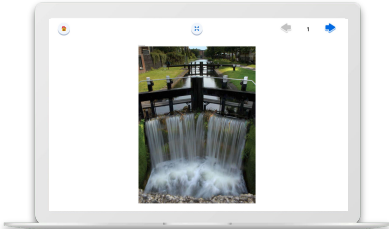
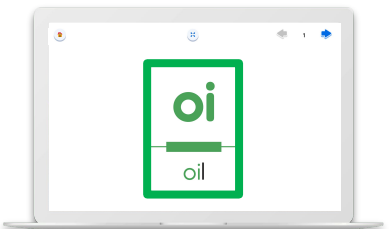
Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will also use graphic organizers to gather and categorize information from reading or from the read-aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.

Notes

Materials

Amplify CKLA includes both teacher and student print and digital instructional materials. The table below describes the print and/or digital component of each material.

Integrated Strand

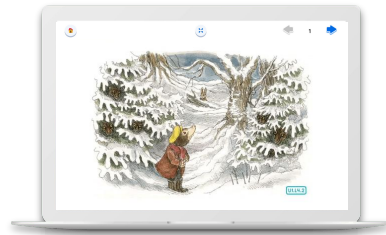
Print	Digital	Notes
Teacher		
Teacher Guides 3–5		These contain outlines and comprehensive guidance for instruction.
<i>One per unit</i>	<i>All units are accessible from the platform.</i>	
Image Cards 3		These are smaller-sized images used to support instruction in Grade 3 during the Speaking and Listening lesson segment.
<i>One set per classroom</i>	<i>Embedded in lesson screens at point of use.</i>	
Spelling Cards 3		These are used to supplement teaching instruction. One side shows the sound and the other side shows the spelling, a sample word, and the power bar. The power bar indicates how common this spelling is for the sound it represents.
<i>One set per classroom</i>	<i>Embedded in lesson screens at point of use.</i>	

Print

Digital

Notes

Flip Books | 3



Embedded in lesson screens at point of use.

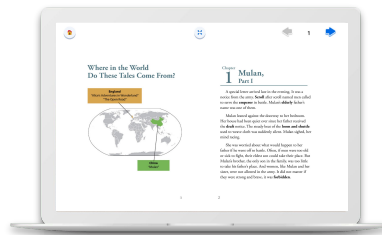
These are images that accompany Read-Alouds in the Speaking and Listening lesson segment.

Student

Readers | 3-5



One per student per unit



Students can access on Amplify Hub.

Readers are embedded in lesson screens, at point of use, for teachers to model for students.

These contain the key texts used during each unit of study.

Activity Books | 3-5



One per student per unit

Activity Book pages are embedded in lesson screens, at point of use, for teachers to model for students.

These contain activity pages for students to complete as part of the lessons.

Activity Books are consumables.

Teacher Guide

Unit 1

As you navigate through the Teacher Guide, record notes in the space below.

Table of Contents

How do the lesson segments build towards the unit's instructional goals and objectives?

Unit Introduction:

Based on the details included in the introductory paragraph, skills, and writing sections, what are three important things students will learn in this unit?

How will reading the Introduction set you and your students up for success?

Lesson Brief (Lesson 1)

What are the Primary Focus Objectives for the lesson?

How are the formative assessments connected to the Primary Focus objectives?

Lesson segments

Reading: Lesson demonstration

Unit & Lesson number:

Primary Focus Objective:

Lesson activity	What are students asked to do? What is the intended purpose?	How does this segment meet the primary focus objective of the lesson?	What teacher moves or scaffolds make complex texts more accessible for students?
<p>Introducing the Reading/Chapter:</p> <ul style="list-style-type: none">● Activate prior knowledge● Establish purpose for reading● Support comprehension			
<p>Presenting & Reading the Reading/Chapter</p> <ul style="list-style-type: none">● Work towards the Primary Focus Objective for Reading			
<p>Discussing the Reading/Chapter</p> <ul style="list-style-type: none">● Formative assessments (i.e. Activity Pages)● Wrap-up discussions● Word-work			

Lesson segments

Writing

Grade, Unit & Lesson number:

Primary Focus Objective:

Lesson activity	What are students asked to do? What is the intended purpose?	How does this segment meet the primary focus objective of the lesson?	What teacher moves or scaffolds make complex texts more accessible for students?
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Writing about it:

- Reciprocal relationship between reading and writing activities
 - Students engage in writing throughout all segments of a CKLA lesson
 - Students move fluidly between reading & writing tasks
- Students learn that writing is an ongoing process
- Informal writing activities are scaffolded to promote student success with the formal writing opportunities.
- Writing instruction is systematic and explicit

Lesson segments

Language

Grade, Unit & Lesson number:

Primary Focus Objective:

Lesson activity	What are students asked to do? What is the intended purpose?	How does this segment meet the primary focus objective of the lesson?	What teacher moves or scaffolds make complex texts more accessible for students?
<p>Looking at Language</p> <ul style="list-style-type: none">● Grammar<ul style="list-style-type: none">○ Explicit instruction and practice● Morphology<ul style="list-style-type: none">○ CKLA explicitly teaches affixes and root words and provides students with ample practice opportunities● Spelling<ul style="list-style-type: none">○ Most units include spelling lists and spelling instruction○ Grade 3: Morphology lists, Grammar lists, Phonics lists○ Grade 4-5: Content specific and Morphology lists			

Language: Types of spelling lists

1. **Phonics:** Includes words with a shared sound-spelling pattern students are practicing.



1. Greeks	11. breed
2. Venus	12. jamboree
3. secret	13. speech
4. seed	14. degree
5. meter	15. retail
6. asleep	16. screech
7. agreed	17. scenic
8. succeeded	18. tedious
9. cedar	Challenge Word: except
10. create	Challenge Word: follow
Content Word: Colosseum	

2. **Grammar:** Includes words where a grammar rule affects spelling.



	Present Tense	Past Tense	Future Tense
I/you/they	walk	walked	(will/shall) walk
she/he/it/Nicole	walks	walked	(will/shall) walk
I/you/they	call	called	(will/shall) call
she/he/it/Tommy	calls	called	(will/shall) call

3. **Morphology list:** Includes words that share a common prefix or suffix.







Root Word	-ed	-ing
hop	hopped	hopping
rub	rubbed	rubbing
ship	shipped	shipping
grab	grabbed	grabbing
patch	patched	patching
plan	planned	planning
stretch	stretched	stretching
finish	finished	finishing
discuss	discussed	discussing
submit	submitted	submitting
Challenge word: give		
Challenge word: live		

4. **Content:** Includes vocabulary related to the unit's topic.



Spelling Word	Definition	Example Sentence
acquire	to get	I will <u>acquire</u> all the supplies we need for the project.
establish	to put and settle into place	The teacher had to <u>establish</u> a "one at a time" rule because too many people were climbing on the slide at the same time.
fatal	causing death	Much of the population died when a <u>fatal</u> infection known as the plague moved through Europe.
promote	to help or encourage growth	Handing out coupons will <u>promote</u> business for the new pizza restaurant.
retreat	to back away from danger	The lion's ferocious roar made everyone at the zoo <u>retreat</u> from its cage.
seize	to take	If the girl plays with her sister's favorite doll, her sister will <u>seize</u> it from her when she notices.
surrender	to give up to a more powerful force	The other team had more snowballs than we did and we had to <u>surrender</u> .
thrive	to grow and succeed	The garden will <u>thrive</u> with the right amount of sun and water.
transform	to change something completely, usually in a positive way	Cutting holes and a door will <u>transform</u> the big box into a fort.
unravel	to come undone or fall apart	The fun and games at the party began to <u>unravel</u> when kids were not taking turns nicely.

Instructional key points

	Key points	Notes
Reading		
Introducing the Reading <i>Activates background knowledge and provides essential background information and vocabulary needed to comprehend the text.</i>	<ul style="list-style-type: none">✓ Briefly review the core vocabulary words of the text.✓ Clearly set the purpose or identify the 'big question' to focus their reading.	
Presenting the Reading <i>Exposes students to new content.</i>	<ul style="list-style-type: none">✓ Read the text as written✓ Keep pauses brief during the reading to maintain the lesson's momentum.	<p> Teaching tip: Students are not expected to master content fully after hearing one text but rather build their understanding across multiple texts.</p> <p> Teaching tip: Focusing on ELA skills versus content is important. For example, Ph.D. students don't become masters of a topic in their first year. But through time, reading, and repetition, they do.</p>
Discussing the Reading <i>Aids students in comprehending the key content of the text while helping them develop skills in sentence construction and using varied sentence types.</i>	<ul style="list-style-type: none">✓ Engage students with a variety of discussion techniques.✓ Encourage students to answer questions by referring back to the text.	<p> Teaching tip: If pacing is a challenge, you can strategically choose parts of the activity page for completion at home, etc.</p> <p> Teaching tip: Prioritize questions if necessary to keep the discussion within the time limit. It's okay if you can't get to every question!</p>


Key points

Notes

Word Work

Aids students in comprehending the key content of the text.

- ✓ Model the correct pronunciation and meaning of the target vocabulary word.
- ✓ Students practice saying the word and using it in context.

 **Teaching tip:** You can make this lesson segment an opportunity for your students to stand up and use kinesthetic movements to learn!

Language


Students routinely participate in lessons on the conventions of English grammar, punctuation, morphology and spelling.

- ✓ Provide clear and explicit instruction on the language skill that is targeted in the primary focus objective.
- ✓ Actively monitor as students complete activity pages to provide individual support, as needed.
- ✓ Remind students to apply the skill in daily informal and formal writing.

Writing

Students learn and practice organizing their thoughts, writing clear and varied sentence types, and using evidence from the text to support their ideas, all while deepening their reading comprehension. In each unit, they practice these skills as they develop one formal writing piece over several lessons, focusing on a specific writing type.

- ✓ Incorporate the four best practices for effective writing instruction.
- ✓ Ensure that writing instruction aligns with the primary focus of the lesson and the unit objectives.

 **Teaching tip:** It is important to teach every segment, to follow the developmental trajectory of reading to learn, but you do have the flexibility to reduce the number of items in each segment if pacing is a challenge. For example, you can have students answer five comprehension questions instead of all 8, complete five items on their activity page instead of all 10, etc.

Supporting all learners

Note catcher

Take notes about the available scaffolds and reinforcements within Amplify CKLA.

Grade: _____ Unit: 1 Lesson: _____

Supports

Reflection

How will this support your students?

Lesson structure

- Universal engagement and access through a strategic sequence of activities and scaffolding within lessons

Universal access

- Guidance to support teachers in ensuring participation and engagement for all students
- Specific directions to help students meet the lesson objectives

Vocabulary

- G3 Speaking & Listening: Preview vocabulary, activate background knowledge, and set a purpose for reading
- Student Reader: Core vocabulary is highlighted within the text with bold font
- Specific directions to help students meet the lesson objectives
- Adjust the reading format to meet student needs

Differentiation

- Support: Provides additional scaffolding to enhance student understanding
- Challenge: Provides stretching questions, activities, and opportunities for advanced work toward the Primary Focus Objectives

Supporting all learners (continued)

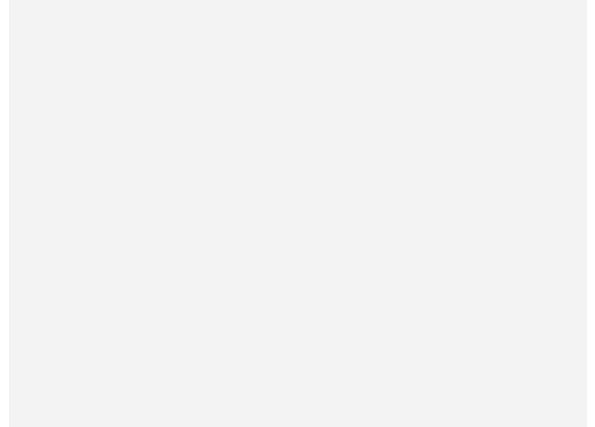
Supports

Reflection

How will this support your students?

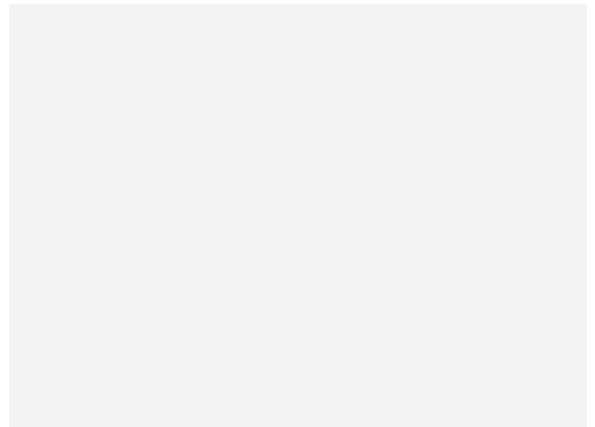
Multilingual/English Learners

- Provides acquisition strategies to support English learners of varying levels of proficiency. They are aligned to the Primary Focus Objectives and are specific to student mastery of these objectives.

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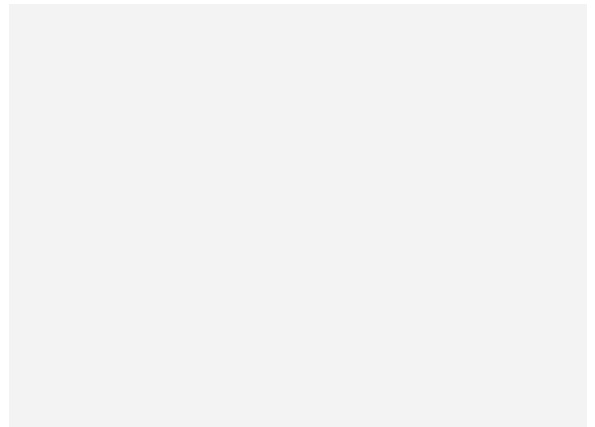
Pausing points

- Built-in core instruction reinforcement activities
 - Don't skip! These activities reinforce understanding of content, writing, spelling, grammar, and morphology skills taught within the unit.
- Generally occur at the end of a unit and sometimes mid- unit
- Included in pacing guides
- Can be used in any order or combination, and can be used for whole-group or small-group instruction

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The Hub

- **Vocab App:** Reinforces core vocabulary through game-based learning
- **Library:** Students can access digital Readers.
 - With digital Readers, students can access a read-aloud that gives them the option to adjust reading speed.
 - Students can also highlight and annotate digital Readers.

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Closing

Objectives

As you reflect on what you learned today, let's revisit the session objectives and determine where we are in our professional development journey.

As a result of this training, you will be able to...

On a 1-5 scale, rate your current level of mastery.

- Explain how Amplify CKLA instruction aligns with research on how students learn to read and write.

- Describe what teaching and learning look like in the Amplify CKLA curriculum.

- Navigate the Amplify curriculum and use the materials to prepare for effective implementation.

Goal setting

Based on your self-assessment, what goals do you want to set for your continued learning and development? Consider what topics you would like to learn more about.

Want to learn more about Amplify CKLA?

Request support: Open a case with this link amplify.com/request-support

Phone: Call toll-free at (800) 823-1969

Live chat: On learning.amplify.com/home | Monday through Friday, 7am to 7pm ET

PD Library: pd.amplify.com

Facebook: Search "Amplify Core Knowledge Language Arts" and "Science of Reading"

Survey

<https://www.surveymonkey.com/r/AmplifyPDSurvey>

6-Digit Customer Code:

