

PARTICIPANT NOTEBOOK

Program overview

K–2 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.



A large, empty light gray rectangular area intended for recording questions.

Overview

Agenda

- Welcome
- Program design
- Skills Strand
- Knowledge Strand
- Supporting all learners
- Closing

Objectives

- Explain how Amplify CKLA instruction aligns with the 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 account credentials for this training

URL: learning.amplify.com

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.

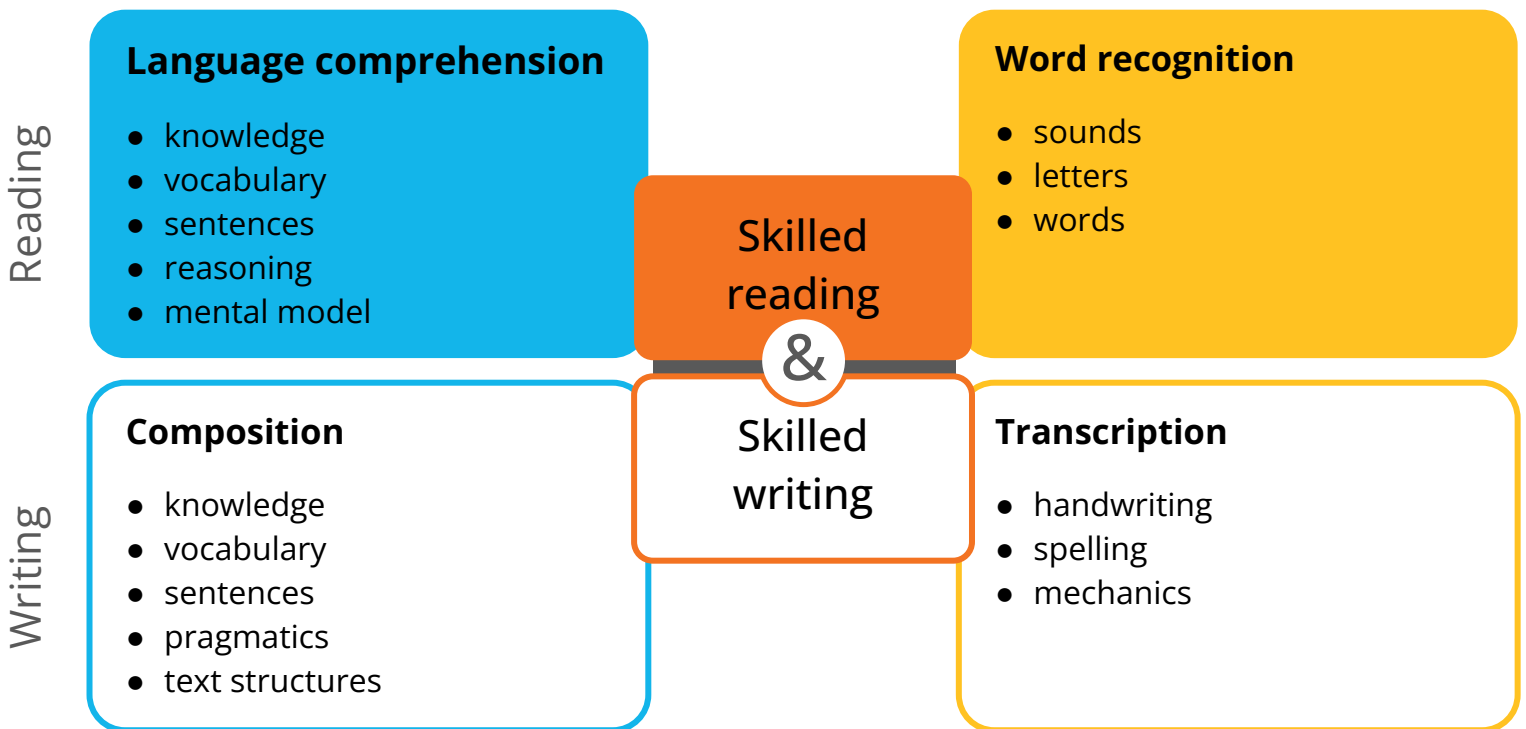
Science of Reading principles

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.

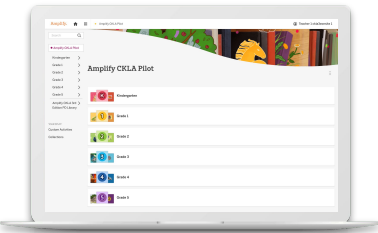
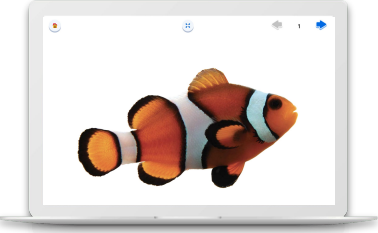

Transcription

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.

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.

Skills Strand

Print	Digital	Notes
Teacher		
Teacher Guides K-2		These contain outlines and comprehensive guidance for instruction.
<i>One per unit</i>	<i>All units are accessible from the platform.</i>	
Blending Picture Cards K		These are used to support with instruction during early oral blending and segmenting activities.
	<i>Embedded in lesson screens at point of use.</i>	
Sound Posters & Sound Cards K		These are used to display code knowledge when a sound is introduced for the first time.
<i>One set per classroom</i>		

Print

Digital

Notes

Large Letter Cards | K-1



One set per classroom

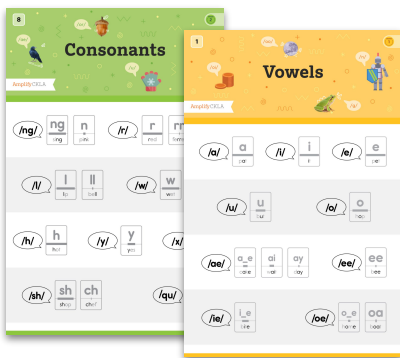


Embedded in lesson screens at point of use.

⚡ **Active Learning:** use Large Letter Cards for active learning exercises.

These cards are used for teaching and reviewing sounds and spellings.

Code Posters | 1-2



One set per classroom

These are used with Spelling Cards to learn or review sound/spelling correspondences.

The Code Posters show the spellings for all sounds taught. As each sound/spelling is taught, teachers affix the Sound Card to the corresponding Code Poster.

Spelling Cards | 1-2



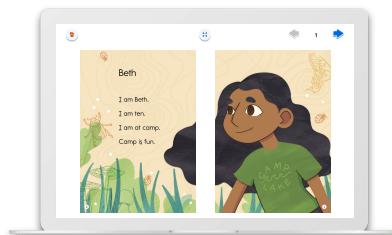
One set per classroom

These are used to supplement teaching instruction during decoding and encoding lessons.

Big Books | K-1



Grade K: 5 per classroom
Grade 1: 3 per classroom



Embedded in lesson screens at point of use. Also accessible on the Amplify Hub.

These are large-version replicas of the Readers that are used for demonstration stories.

Print

Digital

Notes

Assessment Guide | K-2



One per classroom

This is used to assist in assessing students in the Skills Strand in each grade (blackline master).

Take-Home Pages booklet | K-2



One per classroom

This is used to assist in instruction by providing take-home pages for extra practice within the Skills Strand in each grade (blackline master).

Student

Activity Books | K-2



One per student,
Three volumes per grade

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

Activity Books are consumables.

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

Print

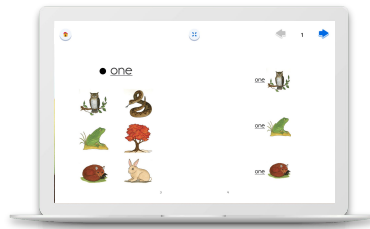
Digital

Notes

Picture Reader | K



One per student

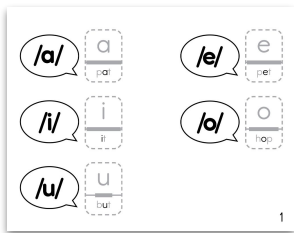


Students can access on Amplify Hub.

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

These Picture Readers combine illustrated rebus images with Tricky Words in Kindergarten Skills Units 3–8.

Individual Code Charts | 1–2



One per student

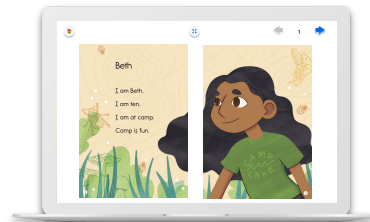
Students use this chart to record the consonant and vowel sound/spelling correspondences learned.

Readers | K–2



One per student per unit

Grade K: Readers begin in Skills 6

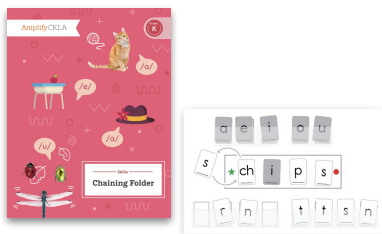


Students can access on Amplify Hub.

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

These Readers contain decodable text aligned to the sequence of phonics instruction.

Chaining Folders & Small Letter Cards | K



One folder per student

One card box per classroom

Students use these folders to practice building words by arranging Small Letter Cards on them to spell the words.

Knowledge Strand

Print

Digital

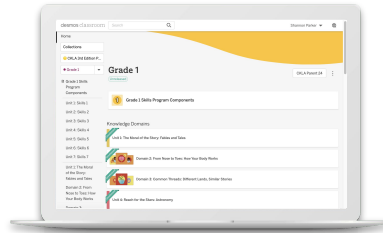
Notes

Teacher

Teacher Guides | K-2



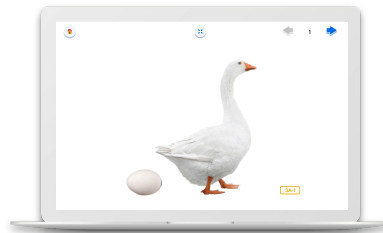
One per domain



All units are accessible from the platform.

These contain outlines and comprehensive guidance for instruction.

Flip Books | K-2



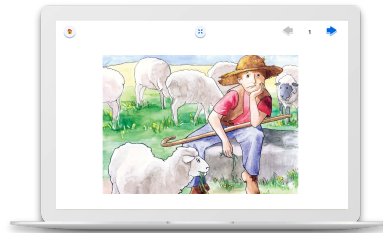
Embedded in lesson screens at point of use.

These contain images that accompany the Teacher Guide.

Image Card Sets | K-2



One set per domain



Embedded in lesson screens at point of use.

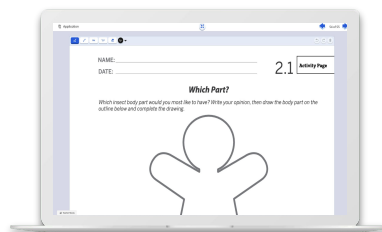
These are smaller-sized images used to support instruction.

Student

Activity Books | K-2



Three per student (One for Domains 1-7, Research 10, then two unit Activity Books)



*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.

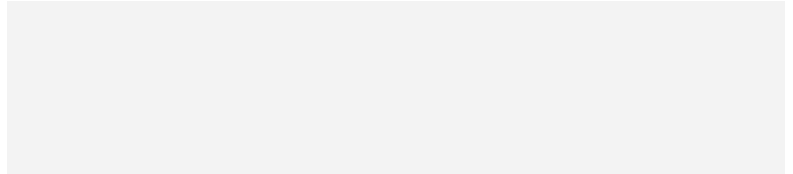
Teacher Guide

Skills Unit 1

As you learn about the Teacher Guide, record notes in the space below.

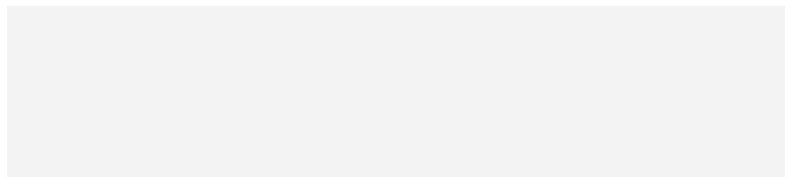
Table of Contents

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

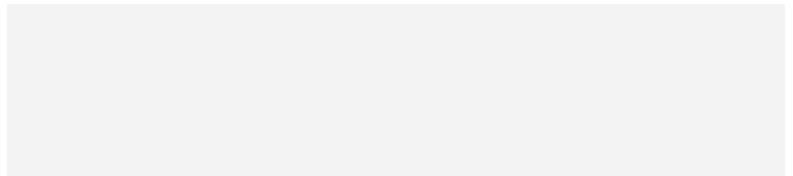


Unit Introduction:

Based on the unit introduction, what are the three most important things students will learn from this unit?

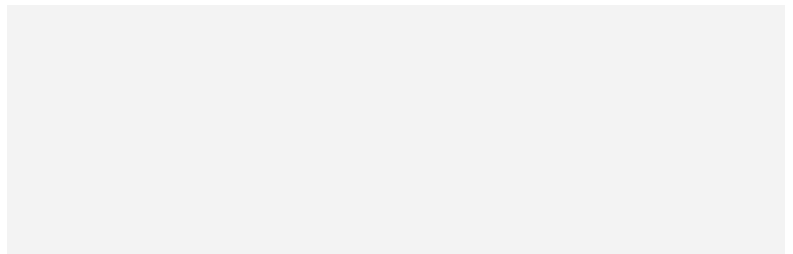


How will reading the Introduction set you and your students up for success?

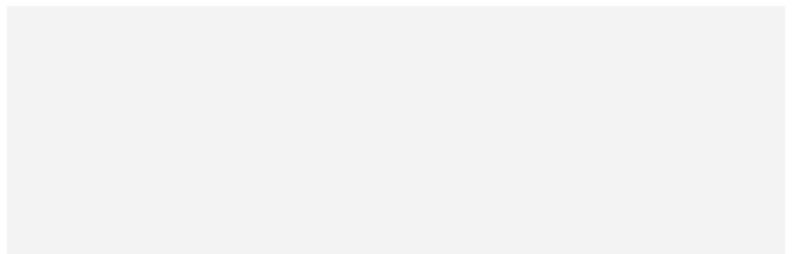


Lesson Brief (Lesson 1)

What are the Primary Focus Objectives for the lesson?



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



Skills Strand: Foundational Skills

Warm-up: Blending & Segmenting (Grades K & 1)

Routine Rationale	Reminders	Notes
<p><i>The main purpose of the oral language exercises in this unit is to develop students' oral blending skills and to introduce students to blending at the phoneme level. The ability to blend sounds is crucial to reading because reading consists of decoding sounds represented by letters and blending those sounds together to make words.</i></p> <p><i>These routines help students practice their phonemic awareness skills, which are a prerequisite for phonics.</i></p> <p><i>The ability to distinguish sounds is a prerequisite for phonics/spelling. To write a word, you must know how many sounds are in the word so you can write a spelling for each sound. This makes the blending process concrete and tangible for students.</i></p>	<ul style="list-style-type: none">✓ Articulate and pronounce each sound correctly.✓ Model crisp and replicable arm and finger blending gestures in the direction students read.	

Warm-up: Review Vowel Spellings (Grades 1 & 2)

Routine Rationale	Reminders	Notes
<p><i>The main purpose of this Warm-Up is to create automaticity through repeated exposure and practice with sound-spelling correspondences.</i></p>	<ul style="list-style-type: none">✓ Crisp articulation is important when reviewing sound-spelling correspondences✓ Quick pace	

Notes

Skills Strand: Foundational Skills

Introducing the Sound & Spelling

Routine Rationale	Reminders	Notes
<p><i>After the Warm-Up exercise, a new sound is introduced. At first the sound is experienced orally. Students hear the sound and say it while completing oral language exercises. Once they are familiar with the sound as an oral phenomenon, the most common spelling for that sound will be introduced. You will show students how to make a “picture” of the sound by printing a letter.</i></p>	<p>Introduce the Sound</p> <ul style="list-style-type: none"> ✓ Align instruction to the sounds-first approach. Reference sound versus letter name. ✓ Clearly model and reinforce correct sound pronunciation. <p>Introduce the Spelling</p> <ul style="list-style-type: none"> ✓ Use the correct notations for sound and spelling (sounds in / /, spellings in ‘ ’) ✓ Maintain the precise language from the Teacher Guide, such as, “Draw a picture of the sound”. 	

Introducing & Reading the Story

Routine Rationale	Reminders	Notes
<p><i>As teachers introduce the reading, it is critical that they make clear connections between the sound-spelling correspondence they practiced and the core vocabulary in the text.</i></p> <p><i>Additionally, teachers should address any new or unfamiliar phrases, communicate a purpose for reading and set clear expectations for how they want students to engage with the text.</i></p>	<ul style="list-style-type: none"> ✓ Identify the connection between the sound-spelling pattern and the core vocabulary in the text ✓ Determine the intent of each segment ✓ Maintain the precise language from the Teacher Guide as you establish a purpose for reading and set expectations for students ✓ Review sidebar supports as you plan ✓ Do not skip comprehension questions ✓ Consider how you will assess student reading and examine our observation anecdotal reading records (if applicable) 	

Knowledge Strand: Lesson demonstration

Guiding questions

Grade, Unit, and Lesson #:

Primary Focus Objectives:

Lesson segment

What are students being asked to do in this portion of the lesson? What is the purpose?

How does this segment meet the primary focus objectives of the lesson?

What teacher moves or scaffolds make the text more accessible for students?



Introducing the Read-Aloud


Read-Aloud

How did the structure of this lesson promote student comprehension of the text?

Key points for the Knowledge Strand

Directions: Refer to this page while learning about the academic routines. Use the Notes column for additional comments.

	Remember	Notes
Introducing the Read-Aloud <i>Activates background knowledge and provides essential background information and vocabulary needed to comprehend the text.</i>	<ul style="list-style-type: none"> ✓ Ask questions to connect to previous learning and activate background knowledge. ✓ Crisply and briefly review key vocabulary terms for the reading. 	
Presenting the Read-Aloud <i>Exposes students to new content. Students are not expected to fully master content after hearing one text, but rather build their understanding across multiple texts.</i>	<ul style="list-style-type: none"> ✓ Read text as written. ✓ Raise questions and pauses for brief discussion during the read-aloud while maintaining the momentum of the lesson. 	
Comprehension Questions <i>Supports students in their comprehension of the key content of the text.</i>	<ul style="list-style-type: none"> ✓ Prioritize questions from the Teacher Guide. ✓ Hear a range of student voices and ensure that all students have the chance to participate. ✓ Engage students with a variety of discussion techniques. 	 Teaching tip: Prioritize questions if necessary to keep the discussion within the time limit. It's okay if you aren't able to get to every single question!
Word Work <i>Students practice the correct use of a key vocabulary word.</i>	<ul style="list-style-type: none"> ✓ Use the target vocabulary word in context and share its definition. ✓ Allow students to practice saying the vocabulary word and using its correct meaning in context. 	 Teaching tip: Use this as an opportunity for your students to be physically active!
Application <i>Students synthesize, extend, and apply what they learned during the Read-Aloud and comprehension discussion.</i>	<ul style="list-style-type: none"> ✓ Establish a clear routine for Application activity/work. ✓ Use scaffolds and group students as needed. ✓ Review student work and give feedback 	

 **Teaching tip:** Teach every lesson segment in the lesson in order. If you are running short on time, cut the number of questions/examples in a lesson component!

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.
<ul style="list-style-type: none">• Explain how Amplify CKLA instruction aligns with research on how students learn to read and write.	<input type="text"/>
<ul style="list-style-type: none">• Describe what teaching and learning look like in the Amplify CKLA curriculum.	<input type="text"/>
<ul style="list-style-type: none">• Navigate the Amplify curriculum and use the materials to prepare for effective implementation.	<input type="text"/>

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?

Support: 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:

