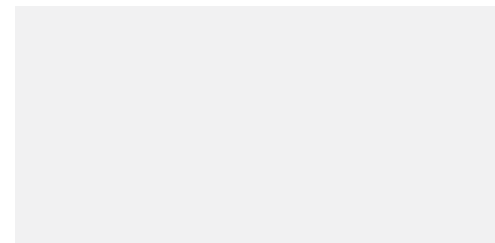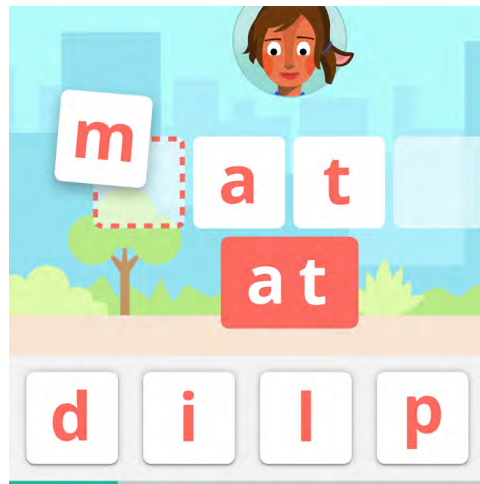# Texas early literacy suite

Science of Teaching Reading-based literacy system to support every student

Dear educator,

You work hard to give your students the best—and you know they'll need everything you've got to set them up for success.

You and your students deserve resources that are grounded in the latest research and designed to work together so your students can be exponentially successful. These resources that are already changing lives nationwide.

We'd like to help.

The growing body of evidence around the Science of Teaching Reading tells us that with explicit, systematic instruction, all students can learn to read at or near grade level.

Amplify's been turning that science into great literacy instruction for two decades. And through our Science of Reading podcast and free professional development events, we're constantly working with the best experts in the field to make our programs even better—and to share the latest insights with teachers, because we believe the Science of Teaching Reading is for everyone.

Thinking of you,

Susan Lambert
Chief Academic Officer,
Elementary Humanities, Amplify

Table of contents

Meet the needs of all students with a complete Science of Teaching Reading system.

Strong core instruction grounded in Science of Teaching Reading principles is crucial— but in isolation, even that's not enough. To be powerful and effective, a literacy system needs to bring together assessment, curriculum, intervention, personalized learning, and ongoing professional development.

1. Universal and dyslexia screening

2. Core instruction

3. Personalized learning

4. Intervention

5. Science of Teaching Reading professional development
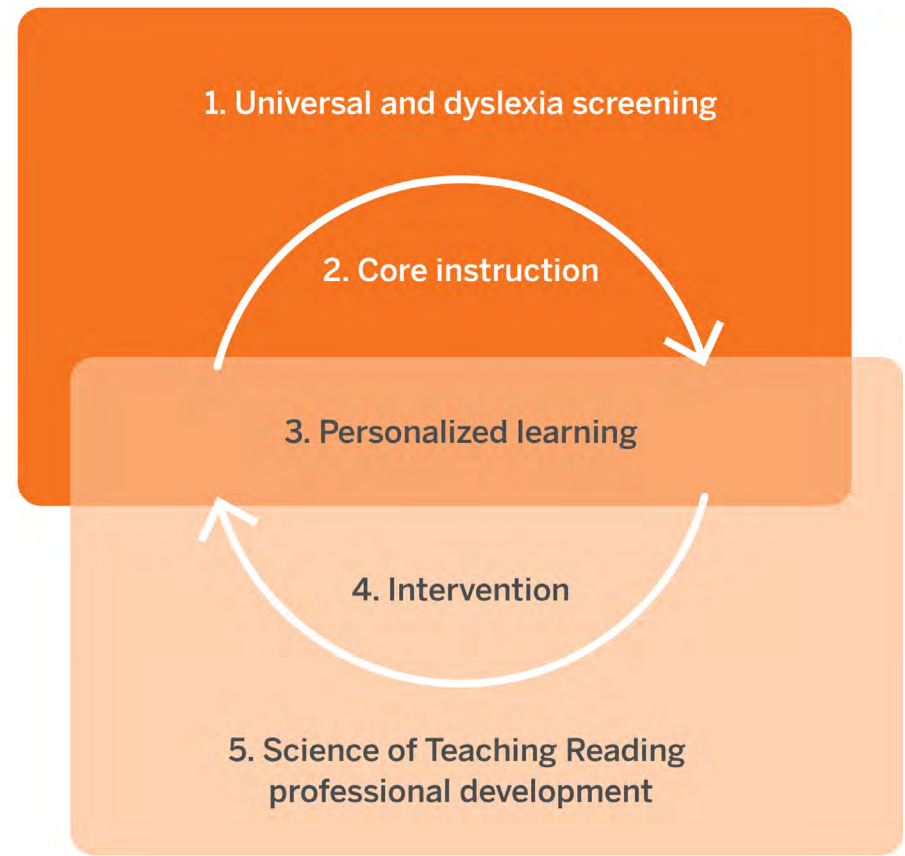
The five critical elements of a Science of Teaching Reading system

An effective early literacy system aligns these five key components around the principles of the Science of Teaching Reading so that each element of the system shares a research-based foundation and works to meet the needs of all students. This approach supports Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) models.

1

Universal and dyslexia screening

Assessment should include universal screening, dyslexia screening, and progress monitoring to identify students at risk with actionable data and align instruction to areas of greatest need.

2

Core instruction

A high-quality core program includes explicit, systematic instruction in foundational skills and a coherent approach to building background knowledge and vocabulary.

3

Personalized learning

Effective personalized learning programs support both remediation and acceleration. They reinforce core instruction or can serve as a supplement to provide teachers with a first taste of the research-based instructional tools.

4

Intervention

Intervention should be staff-led and data-driven, with students' needs clearly identified and frequently monitored.
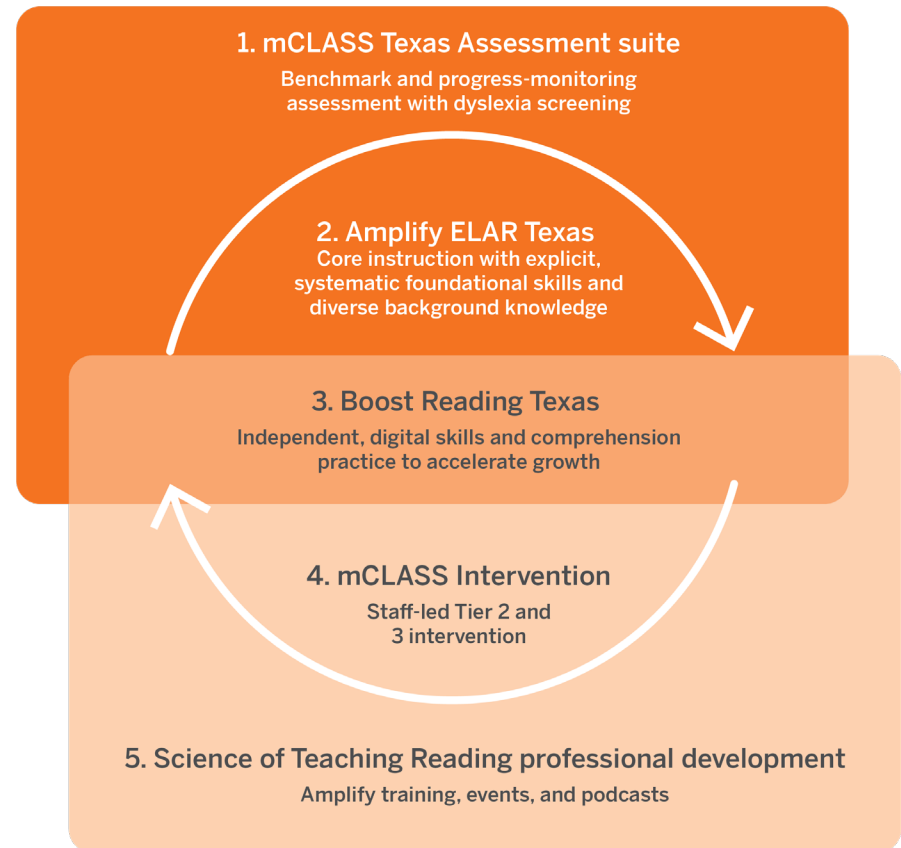
5

Science of Teaching Reading professional development

Districts across the country are making the shift to the Science of Teaching Reading. As you evaluate where to start, begin by sharing and cultivating a learning community among colleagues. The more knowledge you gain, the easier it will be to identify which areas to prioritize.

Amplify Texas early literacy suite built on the Science of Teaching Reading

Amplify has combined these crucial elements in an early literacy suite of curriculum, assessment, intervention, and personalized learning. Our programs ensure that all educators have what they need to support every student within an aligned system based on research and effective practices.

Amplify's early literacy suite is based on 20 years of experience with the Science of Teaching Reading. The assessment and intervention power of mCLASS® Texas Edition, the core instruction of Amplify ELAR Texas, and the personalized learning of Boost Reading Texas come together in a complete system that saves you time and aligns your literacy practices.

1. mCLASS Texas Assessment suite
Benchmark and progress-monitoring assessment with dyslexia screening

2. Amplify ELAR Texas
Core instruction with explicit, systematic foundational skills and diverse background knowledge

3. Boost Reading Texas
Independent, digital skills and comprehension practice to accelerate growth

4. mCLASS Intervention
Staff-led Tier 2 and 3 intervention

5. Science of Teaching Reading professional development
Amplify training, events, and podcasts

Amplify Texas early literacy suite programs

1 ## Assess

Universal and dyslexia screening
mCLASS Texas Edition

mCLASS's gold-standard universal and dyslexia screening suite is built on decades of predictive research. The only digital provider of DIBELS 8th Edition, mCLASS instantly analyzes students' results while maintaining a one-on-one teacher-administered model.

2 ## Instruct

Core instruction
Amplify ELAR Texas

Amplify ELAR Texas combines explicit, systematic foundational skills instruction with a focus on building deep background knowledge and vocabulary. This dual focus supports greater reading comprehension and sparks curiosity.

3 ## Practice

Personalized learning
Boost Reading Texas

Boost Reading Texas gives every student practice and extension opportunities within an adaptive and immersive game world that motivates them to discover the joy of reading. It spans comprehension, phonics, vocabulary, and other key skills.

4 ## Intervene

Targeted Intervention
mCLASS Intervention

mCLASS Intervention helps make effective staff-led Tier 2 and 3 intervention a reality. It analyzes students' data to provide you with easy-to-use 30-minute lesson plans for small groups outside of core instructional time based on instructional need. The clearly structured lessons can be delivered by educators of varying experience and roles.

5 ## Staff development

Science of Teaching Reading professional development
Amplify training, events, and podcasts

Our complimentary webinars, events, podcasts, and communities help tens of thousands of educators make the shift each year. In addition, expert training helps you implement the full literacy suite with confidence. Texas professional development is aligned to the state Science of Teaching Reading exam.

Comprehensive system in action

Amplify's early literacy suite is a family of programs that are all built on the Science of Teaching Reading and connect with one another.

What makes Amplify's early literacy suite powerful?

1. It is a cohesive literacy solution to support MTSS and RTI.
2. Aligned resources do away with the need for piecemealing.
3. Data drives next steps for whole group, small group, and individual students.

TIER 1 2 3

Assess: mCLASS Texas Edition

- Universal and dyslexia screening
- Targeted, teacher-led instruction
- Ongoing progress monitoring

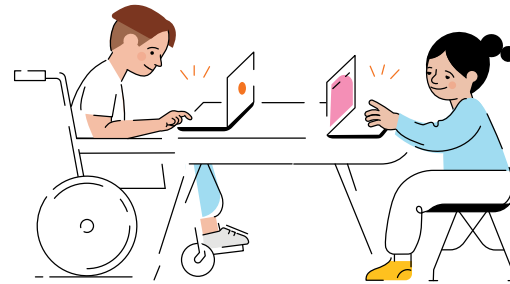Data is used to **inform instructional needs**

Instruct: Amplify ELAR Texas

- Builds strong foundational skills
- Develops background knowledge and vocabulary
- Boosts engagement with rich and diverse content

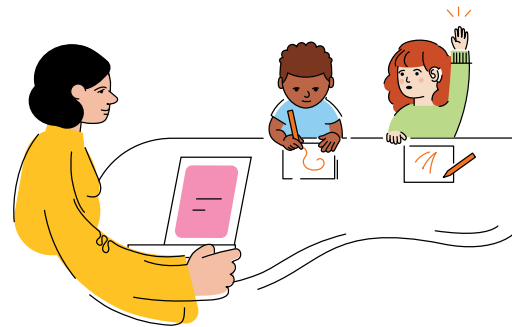All students placed into **personalized learning**

Practice: Boost Reading Texas

- Personalized remediation and enrichment makes learning to read fun
- mCLASS data informs student placement
- Differentiated practice reinforces and strengthens Amplify ELAR instruction

Students at risk are placed into **intervention**

High-impact tutoring: Amplify Tutoring (professional services and materials) and mCLASS Intervention

Amplify's high-impact tutoring program combines professional services and mCLASS Intervention to increase district capacity and provide students with consistent practice in early literacy skills.

Intervene: mCLASS Intervention

- Targeted, staff-led intervention
- Places students into small groups seamlessly using mCLASS data
- Can be delivered by classroom teachers, interventionists, tutors or paraprofessionals

mCLASS Texas Edition

Powered by DIBELS 8th Edition, the mCLASS Texas Edition suite provides universal screening, dyslexia screening, and progress monitoring in one tool.

Efficient and precise one-minute measures

DIBELS 8th Edition 's predictive assessments of phonemic awareness, phonics, fluency, vocabulary, and comprehension are proven to identify risk at the earliest levels.

Critical skills measured through direct observation

When assessing early literacy skills, it's critical to hear students produce sounds and words. With mCLASS, you get valid and reliable data through one-on-one assessment between the teacher and student.

Instant scoring and granular instructional data

mCLASS instantly scores and analyzes student response patterns, giving you instructional data at the sub-skill level and clear areas of focus for each student and small group.

# How mCLASS Texas Edition harmonizes with the Amplify early literacy suite:

Instruct
Amplify ELAR Texas

mCLASS data informs instructional needs and identifies whole-class and small-group areas of focus. It also places students into groups based on need.

How the integration works

- Amplify ELAR's benchmark assessment in Grades K–2 can be replaced by mCLASS Texas Edition.

- mCLASS Texas Edition measures the foundational skills taught in Amplify ELAR.
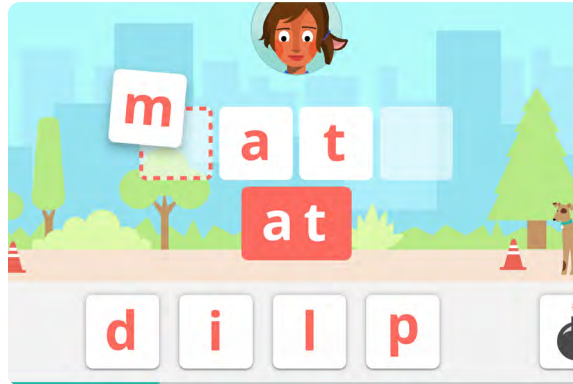
Practice
Boost Reading Texas

Students practice independently in targeted areas that mCLASS identifies.

How the integration works

- mCLASS Texas Edition data automatically place students in the appropriate starting point in Boost Reading.

- Side-by-side data from Boost Reading and mCLASS Texas Edition helps you track growth in real time.

Intervene
mCLASS Intervention

mCLASS Texas Edition assessment identifies risk at the earliest levels, automatically placing students into groups within mCLASS Intervention, allowing you to quickly intervene.

How the integration works

- mCLASS Texas Edition data place students in and out of mCLASS Intervention.

- mCLASS Intervention uses mCLASS Texas Edition benchmark and progress monitoring data to create intervention groups and daily lesson plans for 10-day cycles.

Amplify ELAR Texas

A research-based core curriculum, Amplify ELAR Texas builds lasting comprehension through explicit, systematic foundational skills instruction and an intentional sequence of rich content topics in history, science, literature, and the arts.

Knowledge builds on knowledge

Amplify ELAR's rich topics build upon each other coherently across subjects and grades, helping students develop a lasting foundation of background knowledge and vocabulary.

Explicit, systematic foundational skills instruction

Students move from explicit instruction to independent practice through a proven sequence that quickly gets them practicing with dynamic decodable texts. An explicit and multisensory approach helps students build automaticity to become confident readers.

Supports for all learners

Easy-to-use Teacher Guides include point-of-use scaffolds to differentiate instruction for all learners. It includes English Language Learner support and an authentic Spanish literacy companion to help you put the Science of Teaching Reading into practice in every classroom.

How Amplify ELAR Texas' core curriculum harmonizes with the Amplify early literacy suite:

Assess
mCLASS Texas Edition

Amplify ELAR Texas provides strong core instruction in the same critical literacy skills measured in the mCLASS Texas Edition, helping align your assessment and core instruction.

How the integration works

- mCLASS Texas Edition can replace Amplify ELAR's benchmark assessments in Grades K–2.
- The ELAR Connect feature in mCLASS identifies appropriate Amplify ELAR lessons for each small group to support differentiated instruction.
- mCLASS Texas Edition can replace Amplify ELAR's benchmark assessments in grades K–2.

Practice
Boost Reading Texas

Students extend their learning from Amplify ELAR Texas through personalized instruction and practice in Boost Reading Texas.

How the integration works

- Students receive just-right instruction aligned to ELAR's foundational skills scope and sequence.
- A focus on comprehension processes complements Amplify ELARs knowledge-building approach.

Intervene
mCLASS Intervention

mCLASS Intervention allows you to intervene right away to get struggling readers back on track.

How the integration works

- Explicit, multisensory lesson plans extend the strategies employed in Amplify ELAR Texas.
- A focus on phonological awareness and phonics complements ELAR's Skills Strand.

Boost Reading Texas

Grounded in the Science of Teaching Reading, Boost Reading Texas is a personalized learning program that enriches and remediates learning through a next-generation gameplay design. It supports core instruction in Amplify ELAR Texas, and leverages mCLASS Texas Edition data for placement.

Skill progression aligned to the Science of Teaching Reading

Boost Reading Texas is designed to complement core instruction with targeted, explicit, systematic foundational skills practice and a unique focus on comprehension processes like inference and morphology.

Immersive games that make reading rewarding

Leveraging the science behind engagement, Boost Reading Texas delivers compelling narratives with dynamic gameplay that keeps students coming back for more. Relevant storylines and interactive game design boost confidence and encourage students to value effort.

Embedded progress monitoring with growth reports

Teachers receive actionable insights into their students' reading development across key literacy skill domains, with growth reports at the classroom, school, district and caregiver levels.

How Boost Reading Texas personalized learning harmonizes with the Amplify Texas early literacy suite:

Assess
mCLASS Texas Edition

mCLASS Texas Edition measures are predictive of long-term reading success. With Boost Reading Texas, students receive direct practice in the key skills needed to grow in mCLASS Texas Edition benchmarks.

How the integration works

- mCLASS Texas Edition places each student at the appropriate starting point in Boost Reading Texas.

- In between benchmark periods, Boost Reading Texas provides data on how students are progressing and where they can use additional support.

Instruct
Amplify ELAR Texas

Amplify ELAR Texas provides strong Tier 1 core instruction for all students. Together with Boost Reading Texas, all students receive extensive practice in the concepts learned in core instruction.

How the integration works

- Boost Reading Texas provides students with a personalized digital approach to targeted skills practice along a scope and sequence aligned to Amplify ELAR's core instruction.

- Boost Reading Texas provides real-time growth data with no additional assessment, allowing teachers to pinpoint skills in core instruction where students need more support.

Intervene
mCLASS Intervention

mCLASS Intervention can be paired with Boost Reading Texas for intensive intervention or as part of tutoring groups.

How the integration works

- Together, the programs provide a ready-to-go intervention solution that combines the best of both worlds: streamlined lessons and an online practice component.

- While the intervention teacher or tutor works with a small group, other students continue learning independently in Boost Reading Texas.

mCLASS Intervention

mCLASS Intervention makes targeted, staff-led intervention a daily reality by instantly grouping students based on their mCLASS DIBELS 8th edition data and providing ready-to-go 30-minute lesson plans aligned to each group's needs. Students are progress-monitored frequently to foster growth.

Targeted, staff-led intervention

Our approach to intervention is designed to be teacher-led, with staff delivering the lessons to a small groups of students—either with the interventionist coming into the room or with the students going to a different room.

Explicit, systematic foundational skills lessons

Our bank of over 4,000 research-backed activities includes multisensory activities that use auditory, visual, tactile, and kinesthetic techniques. The program covers the five big ideas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension.

Data-driven groups maximize growth

mCLASS Intervention arranges students by skills into small groups. Once groups are formed, mCLASS Intervention determines the ideal focus for each group and automatically prepares 10 days of customizable lessons tailored to each group. After 10 days, new groups are formed based on targeted progress monitoring measures and data.

Amplify Tutoring and mCLASS Intervention

Amplify's high-impact tutoring program combines professional services and mCLASS Intervention to increase district capacity and provide students with consistent practice in early literacy skills.

How mCLASS Intervention harmonizes with the Amplify early literacy suite:

Assess
mCLASS Texas Edition

mCLASS Texas Edition data identifies risk at the earliest levels, allowing you to intervene right away with mCLASS Intervention lessons.

How the integration works

- mCLASS results place students in and out of mCLASS Intervention.
- mCLASS Intervention uses mCLASS Texas Edition data to create intervention groups and daily lesson plans for 10-day cycles.
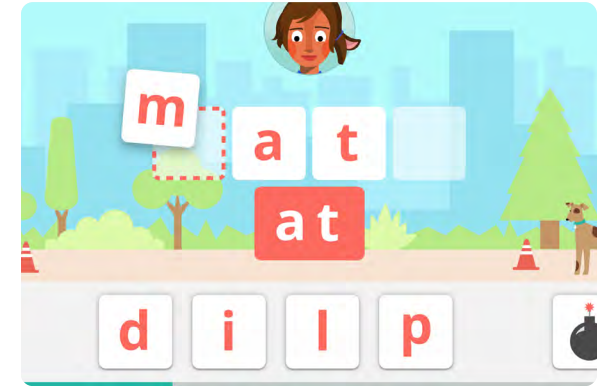
Instruct
Amplify ELAR Texas

mCLASS Intervention provides Tier 2 and Tier 3 support to Amplify ELAR Texas Tier 1 instruction.

How the integration works

- mCLASS Intervention's explicit, multisensory lesson plans extend the strategies employed in Amplify ELAR.
- A focus on phonological awareness and phonics complements Amplify ELAR's Skills Strand.

Practice
Boost Reading Texas

mCLASS Intervention can be paired with Boost Reading Texas for intensive intervention or as part of tutoring groups.

How the integration works

- Together, the programs provide a ready-to-go intervention solution that combines the best of both worlds: streamlined lessons and an online practice component.
- While the intervention teacher works with a small group, other students engage in independent learning independently in Boost Reading Texas.

Amplify Tutoring

Amplify Tutoring provides proven materials and services for high-impact tutoring. We work with your school or district to implement mCLASS Intervention as a full-fidelity tutoring program, offering a range of training, materials, and program management so that students receive the personalized attention they need.

What makes Amplify Tutoring a high-impact program? Students meet with a consistent tutor at least three times per week for 30 minutes of instruction. Tutors use high-quality instructional materials from mCLASS Intervention to help students practice foundational literacy skills. Teachers and school leaders are provided with detailed reports on a frequent basis to monitor student progress.

Amplify Tutoring delivers timely, high-quality, comprehensive professional development to Texas educators. Tutors are trained in pedagogical best practices, student engagement strategies, and methods for using Amplify Tutoring materials to provide targeted high-impact tutoring to support student learning and growth.

- **Self-paced, asynchronous training course** that can be easily accessed by tutors any time.
- **Ongoing office hours** for educators throughout the year to answer any questions or receive implementation guidance.
- **Pre-recorded professional development webinars** for program overview, best practices for setting up implementation, and support on assessing with mCLASS, creating homogeneous small groups based on mCLASS data and ongoing efficient progress monitoring.

Amplify offers three tutoring models that can be customized to fit your district's unique requirements and help you meet the needs of your students.
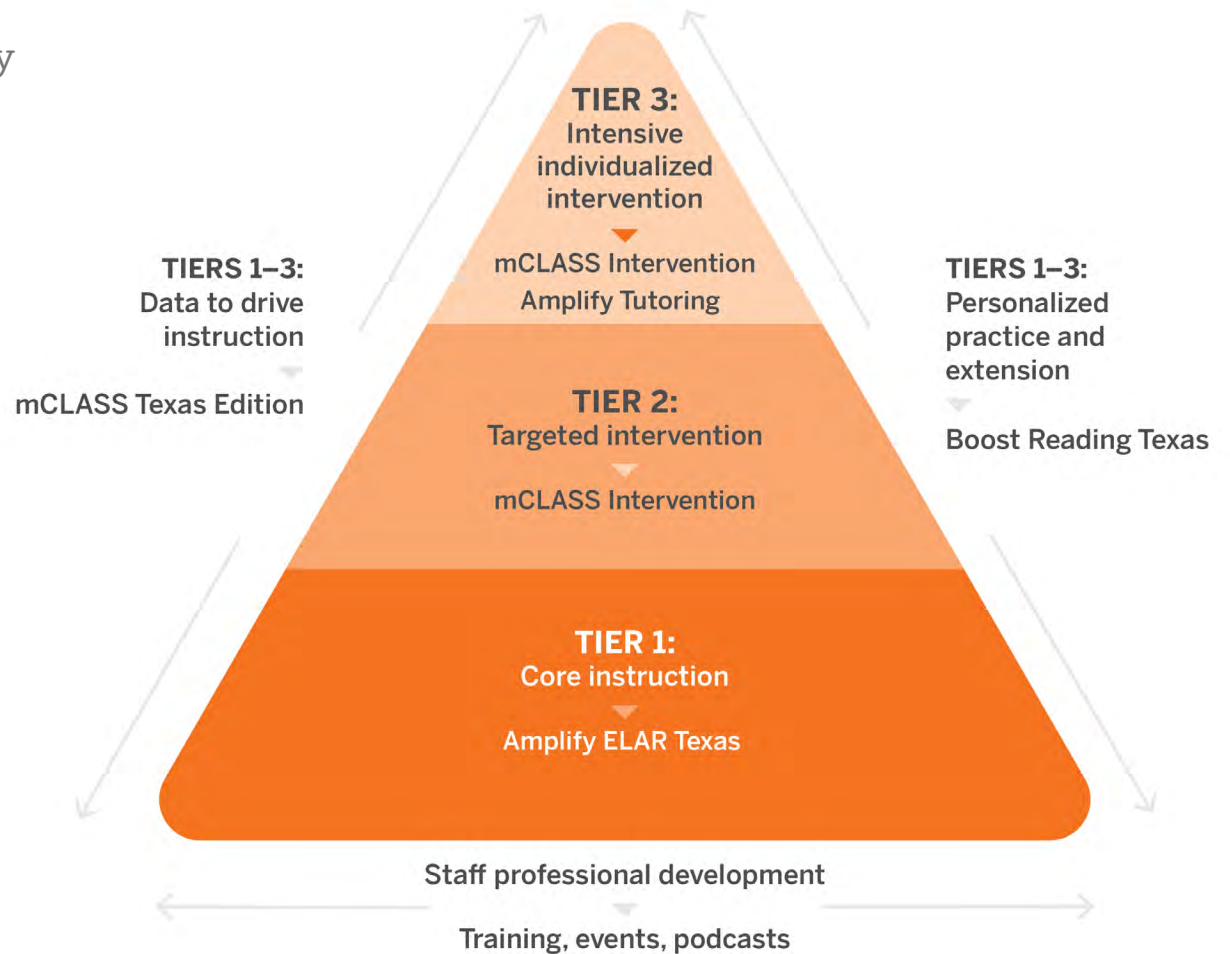
1. Amplify Tutoring's **Full Service model** is ideal for districts that want a comprehensive staffing and implementation solution. Amplify provides your school or district with highly trained tutors, gold-standard materials (mCLASS Intervention), and platform, and manages the complete program. Students meet virtually with Amplify's tutors before, during, or after school three or more times per week for at least 30 minutes per session.

2. The **Materials & Support model** is ideal for districts that hire and manage their own tutors. Amplify provides your school or district with gold-standard materials (mCLASS Intervention), comprehensive virtual tutor training package, and ongoing professional development to support high-quality instruction.

3. In addition, **Consulting** is ideal for regional, districts, or school leaders developing their own high-impact tutoring programs. Amplify provides consulting on research and design principles, how to plan and budget resources, and personalized support on creating an implementation plan.

Learn more about <u>Amplify Tutoring in Texas</u>. Contact us to bring Amplify Tutoring to your school or district.

Align your system across all instructional tiers.

The Amplify literacy suite provides a full-service solution based on the Science of Teaching Reading, so you can set up a system with high-quality programs that work together and support both students and teachers.

How Amplify's suite maps to the Response to Intervention (RTI) model

TIERS 1–3:
Data to drive instruction

mCLASS Texas Edition

TIERS 1–3:
Personalized practice and extension

Boost Reading Texas

TIER 3:
Intensive individualized intervention

mCLASS Intervention
Amplify Tutoring

TIER 2:
Targeted intervention

mCLASS Intervention

TIER 1:
Core instruction

Amplify ELAR Texas

Staff professional development

Training, events, podcasts

Mapping early literacy suite supports within the school day

Scheduling and timing overview

Element	Program	Which students?	Frequency
Assess Universal and dyslexia screening TIERS: 1 2 3	**mCLASS Texas Edition** Identify risk and monitor progress through universal and dyslexia screening.	All students Progress-monitoring as recommended for students at risk	• Administer three times a year, at the beginning, middle, and end of year • On average, takes five minutes per student
Instruct Core Instruction TIER: 1	**Amplify ELAR Texas** Build foundations through daily core literacy instruction with Amplify ELAR.	All students	**Grade K–3** • 120 daily minutes of skills and knowledge building **Grade 4–5** • 90 minutes daily of comprehensive instruction
Practice Personalized Learning TIERS: 1 2 3	**Boost Reading Texas** Enable all students to enrich and extend their skills with personalized practice and remediation in Boost Reading.	All students	**Grade K–3** • Three times a week for 15 minutes per session **Grade 4–5** • Three times a week for 20 minutes per session
Intervene Intervention TIERS: 2 3	**mCLASS Intervention** Get struggling readers back on track with staff-led mCLASS intervention.	Students at risk (below or well below benchmark)	• 30 minutes per day based on need • Simultaneously during this 30-minute block, other students can work independently on Boost reading or other targeted skills practice.
	Amplify Tutoring	Students at risk (below or well below benchmark)	• At least three times per week for 30 minutes per day • Simultaneously during this 30-minute block, the tutor (educator, volunteer, school adult) can pull targeted groups, and other students can work independently on Boost reading or other targeted skills practice.

Grades K–3 Sample Schedules

Grades K–2 Daily Literacy Block

Timing per day	Audience	Block component
Instruct | Core Curriculum: Amplify ELAR Texas		
120 min.	Whole class	**ELAR Skills Strand** (60 min.) • **Foundational Skills:** Students learn print concepts, phonological and phonemic awareness, phonics and word recognition, and fluency. Instruction of foundational skills is explicit and targeted to individual student's needs. • **Language:** Students focus on grammar, writing mechanics, language conventions, spelling, and vocabulary. • **Reading:** Students practice decoding and comprehension with decodable chapter books, text- based questions, and written response activities. • **Writing:** Students learn about the writing process and key text types through connected reading and writing tasks. • **Speaking and Listening** (integrated into other segments): Students engage in collaborative discussion, including partner and small-group work. • **Handwriting and Cursive:** In Grade 2, students have instructional opportunities to refine their penmanship through handwriting and cursive writing practice. • **Additional Support:** Each lesson features an Additional Support section at the end with targeted activities for additional practice.
	Whole class	**ELAR Knowledge Strand** (60 min.) • **Core Connections (Lesson 1 only):** Review prior knowledge from past domains and previous years along with upcoming lessons. • **Introducing the Read-Aloud:** Review the previous day's Read-Aloud and introduce the day's topic. • **Presenting the Read-Aloud:** Teachers present the day's complex Read-Aloud, asking text-dependent questions and engaging students with rich visuals. Read-Alouds also include Word Work. • **Application:** Students apply what they've learned through dynamic collaboration and writing activities.
Practice and Intervene | Supplemental: Boost Reading Texas		
30 min.	Groups A and B	**Boost Reading Texas** (15 min.) **Independent Work*** (15 min.)
Intervention | Amplify Tutoring/mCLASS® Intervention		
30 min.	Group C	**Amplify Tutoring with mCLASS Intervention** (30 min.)

Grade 3 Daily Literacy Block

Timing per day	Audience	Block component
Instruct | Core Curriculum: Amplify ELAR Texas		
120 min.	Whole class	**ELAR Integrated Strand** (120 min.) • **Core Connections (Lesson 1):** Review prior knowledge from past domains and units as well as upcoming lessons. • **Reading:** Each lesson is organized around knowledge-rich reading on the unit's topic. Chapter books, articles, and trade books are used for whole-group, partner, small-group, and independent reading. • **Writing:** Close reading and writing are interconnected as students take on more complex writing projects. • **Handwriting and Cursive:** In Grades 2–5, students have instructional opportunities to refine their penmanship through handwriting and cursive writing practice. • **Additional Support:** Each lesson features an Additional Support section at the end, with targeted activities for additional practice. • **Core Quests:** In Grades 3–5, students have opportunities to extend knowledge through interactive learning quests.
Practice and Intervene | Supplemental: Boost Reading Texas		
30 min.	Groups A and B	**Boost Reading Texas** (15 min.) **Independent Work*** (15 min.)
Intervention | Amplify Tutoring/mCLASS® Intervention		
30 min.	Group C	**Amplify Tutoring with mCLASS Intervention** (30 min.)

* Independent work time can consist of independent reading, Skills Strand Application lessons, listening to read-alouds from the Knowledge Strand, Trade Book domain reading, and/or additional lessons from Pausing Point days.

** If free time is available in school or at home, additional student groupings should engage with Boost Reading Texas.

Grades K–3 Weekly Literacy Block

| Timing per day	Monday	Tuesday	Wednesday	Thursday	Friday
Instruct | Core Curriculum: Amplify ELAR Texas					
120 min.	**All students**	**All students**	**All students**	**All students**	**All students**
Practice and Intervene | Supplemental: Boost Reading Texas					
30 min.	**Group A** (15 min.)		**Group B** (15 min.)	**Group A** (15 min.)	**Group B** (15 min.)
Practice| Independent Work					
30 min.	**Group B** (15 min.)	**Groups A and B** (30 min.)	**Group A** (15 min.)	**Group B** (15 min.)	**Group A** (15 min.)
Intervene | Amplify Tutoring/mCLASS Intervention					
30 min.	**Group C w/ tutor** (30 min.)	**Group C w/ tutor** (30 min.)	**Group C w/ tutor** (30 min.)	**Group C w/ tutor** (30 min.)	**Group C w/ tutor** (30 min.)
Assess | Assessment: DIBELS® 8					
3x per year	**mCLASS® Benchmark all students** 3 times a year based on the district universal screening window. **mCLASS® Progress Monitor students who fall below Benchmarks** with frequency based on the district recommendation.				

Boost Reading Texas recommends 15 minutes per session, 3–4 days/week.

mCLASS Intervention recommends 30 minutes per day, 5 days/week for Tier 2 & Tier 3 students.

* If additional support is available, extra Intervention Groups can be led.

Grades 4–5 Sample Schedules

Grades 4–5 Daily Literacy Block

Timing per day	Audience	Block component
Instruct | Core Curriculum: Amplify ELAR Texas		
90 min.	Whole class	**ELAR Integrated Strand** (90 min.) • **Core Connections (Lesson 1):** Review prior knowledge from past domains and units as well as upcoming lessons. • **Reading:** Each lesson is organized around knowledge-rich reading on the unit's topic. Chapter books, articles, and trade books are used for whole-group, partner, small-group, and independent reading. • **Writing:** Close reading and writing are interconnected as students take on more complex writing projects. • **Language:** In Grades 4–5, students begin to sharpen their grammar, morphology, and spelling skills. • **Speaking and Listening:** In Grades 4–5, ReadAlouds become less prominent, as independent reading, speaking, and listening are integrated into other segments for demonstration of reading comprehension and vocabulary application. • **Handwriting and Cursive:** In Grades 2–5, students have instructional opportunities to refine their penmanship through handwriting and cursive writing practice. • **Additional Support:** Each lesson features an Additional Support section at the end, with targeted activities for additional practice. • **Core Quests:** In Grades 3–5, students have opportunities to extend knowledge through interactive learning Quests.
Practice and Intervene | Supplemental: Boost Reading Texas		
30 min.	Groups A and B	**Boost Reading Texas** (15 min.) **Independent Work*** (15 min.)
Intervention | Amplify Tutoring/mCLASS® Intervention		
30 min.	Group C	**Amplify Tutoring with mCLASS Intervention** (30 min.)

* Independent work time can consist of independent reading, a Novel Guide study, Essential Questions and Prompts (writing prompts, culminating activities, etc.), Trade Book domain reading, and/or additional lessons from Pausing Point days.

Grades 4–5 Weekly Literacy Block

Timing per day	Monday	Tuesday	Wednesday	Thursday	Friday
Instruct | Core Curriculum: Amplify ELAR Texas					
90 min.	**All students**	**All students**	**All students**	**All students**	**All students**
Practice and Intervene | Supplemental: Boost Reading Texas					
30 min.	**Group A** (30 min.)	**Group B** (30 min.)	**Group A** (30 min.)	**Group B** (30 min.)	
Practice| Independent Work					
30 min.	**Groups A or B** Differentiated group time (15 min.)	**Groups A or B** Differentiated group time (15 min.)	**Groups A or B** Differentiated group time (15 min.)	**Groups A or B** Differentiated group time (15 min.)	Differentiated group time (30 min.)
Intervene | Amplify Tutoring/mCLASS Intervention					
30 min.	**Group C w/ tutor** (30 min.)	**Group C w/ tutor** (30 min.)	**Group C w/ tutor** (30 min.)	**Group C w/ tutor** (30 min.)	
Assess | Assessment: DIBELS® 8					
3x per year	**mCLASS® Benchmark all students** 3 times a year based on the district universal screening window. **mCLASS® Progress Monitor students who fall below Benchmarks** with frequency based on the district recommendation.				

Boost Reading Texas recommends 30 minutes per session, 3–4 days/week.

mCLASS Intervention recommends 30 minutes per day, 5 days/week for Tier 2 & Tier 3 students.

* If additional support is available, extra Intervention Groups can be led.

Differentiated Grouping

- If possible, use available data (such as mCLASS) to form groups based on skills need and/or ability.

- Create three groups of students. Try to keep the number of students in each group about the same for better group management.

- Assign each group a number: 1, 2, or 3.

- Determine the level of support needed by each group. This will assist you in planning for group work.

- You may find a student needs to move to a different level of support in the course of the summer school session. In that case, move the student to a more appropriate group.

Grouping Rotation

- It is highly recommended that you spend the first few days practicing Differentiated Group Time in whole groups. Practice and rule setting should cover the following:
  - How to do the activity in each rotation
  - How to transition to each activity
  - What to do if you need help
  - What to do if you're done with an activity before time is up

- It may be beneficial to practice each activity as a whole group in 15-minute rotations to mirror the actual rotation schedule. This will help students better acclimate to transitioning between activities each day.

- Use a timer to keep rotations on track.

- If students are having difficulty working independently, you may cut back the rotation time by five minutes (10 minutes for each rotation instead of 15-minutes) and then gradually add the time back as they become more capable.
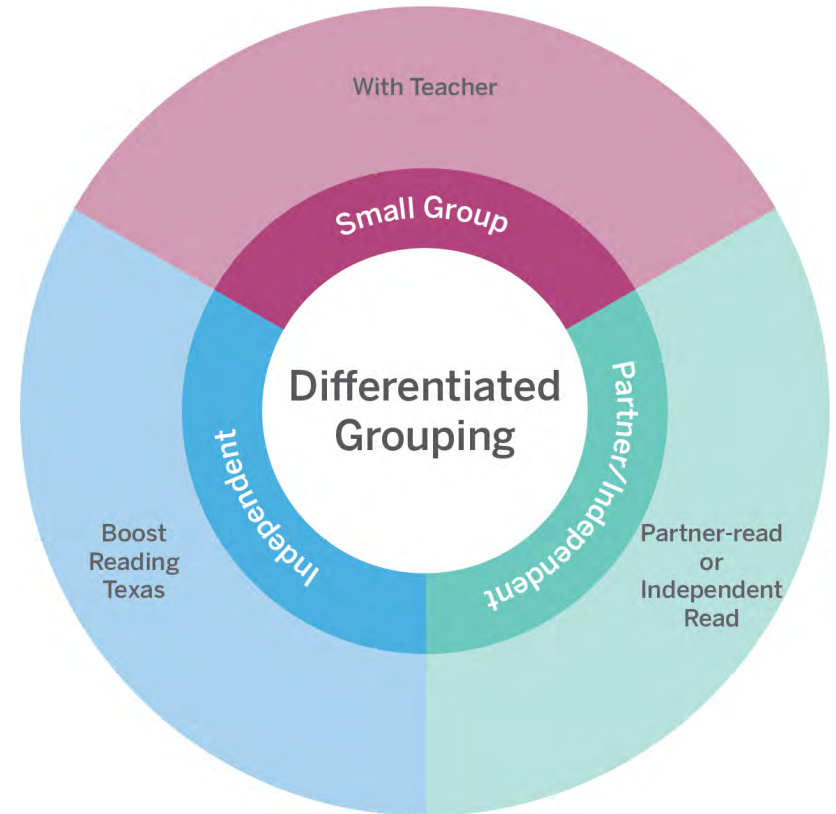
Modifying the Daily Instructional Block

Lesson at a Glance

Located in the Teacher Guide, the Daily Instructional Block offers a visual summary of the lesson's activities. Lesson instruction provides students with guided introduction and practice. In some cases, you may choose to not complete the entirety of the instruction provided. Use the guidance below to tailor the timing of certain lesson segments.

Modification A: In cases where the full amount of instructional time is not available, you may choose to split up a lesson and teach some segments non-consecutively. Some segments and activities may be moved out of the larger lesson to accommodate your daily schedule or reconfigured small groups vs. whole group activities.

Modification B: Use the Lesson at a Glance chart at the beginning of the lesson to determine the appropriate setting for the activity. Segments that indicate Whole Group instruction are best suited for a morning meeting while Independent or Partner work may be completed in stations or small groups during other parts of the day. You will also notice that these will often be accompanied by an Activity Page to support the individual or partners' practice.

Modification C: Boost Reading Texas could be part of stations or small groups. While some students complete the Activity Pages, others work in Boost Reading Texas for 10–15 minutes, then rotate.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review	Whole Group	10 min.	❏ twenty Large Letter Cards for spellings taught
Introduce the Sound /ch/	Whole Group	10 min.	
Introduce the Spelling /ch/ > 'ch'	Whole Group	20 min.	❏ Activity Page 1.1
Differentiated Instruction	Small Group/ Independent	20 min.	❏ Activity Page 1.2

Moving Spelling and Word Work activities

Spelling and Word Work activities use specific words to support students' mastery of word structure and usage. Instruction is connected to the content of Read-Alouds and Reader selections. However, the specific nature of the instruction may allow you to relocate these activities to another part of the day, outside your learning block.

Modification: Integration into a morning meeting, skills block, or other targeted learning time may help alleviate an occasional reduction in the time used to reach a lesson.

Reading or Read-aloud Pacing

Review the Primary Focus of Lesson for the reading segment on the opening page to the lesson. Before teaching, annotate the Reader selection for the key parts of the text that correspond to the PFO. These are the areas to focus on clarification during instruction.

Modification: Time can be saved by reducing the number of questions asked during or after instruction.

Language Pacing

Language activities, such as grammar and morphology, and spelling segments will often include teacher modeling that include several examples to demonstrate and provide whole-group practice of the concept being taught.

Modification: These examples may be reduced to expedite pacing. Care should be taken to identify students who are not able to move on to independent practice without additional support. These students may continue instruction in small groups while students closer to mastery move on to independent practice with an activity page or other independent work. Simultaneously providing independent practice and small group instruction may shorten the total amount of time for language segments.

LESSON

1

"To the Snake"

PRIMARY FOCUS OF LESSON

Reading
Students will identify and define the basic elements of a poem's structure and discuss specific poetic devices used in Denise Levertov's poem, "To the Snake." [RL.5.2]

Writing
Students will compose their own apostrophe poem. [W.5.3b]

FORMATIVE ASSESSMENT

Poet's Journal 1.1   **"To the Snake"** Students answer poetry comprehension questions after reading Denise Levertov's poem, "To the Snake." [RL.5.2]

Poet's Journal 1.2   **Independent Writing Practice** Students will use a planning and drafting guide to create their own animal experience poem. [W.5.3b]

Activity Pages

Activity pages help students practice and reinforce skills learned in every lesson. Use the Activity Page icon in the lesson margin to preview and identify opportunities to differentiate instruction for your students.

Modification A: This is where you may choose to split your class into independent and small-group instruction. Notice where the guided practice, with additional examples, appears in the instruction. This is the portion you will conduct with your small group while the activity page work that follows happens at the same time.

Modification B: Boost Reading Texas could be part of stations or small groups. While some students complete the Activity Pages, other work in Boost Reading Texas for 10–15 minutes, then rotate.

Including Boost Reading Texas into the core instructional block

When there is no time available outside of the core instructional block, such as independent reading time, choice time, etc., here are a few places where Boost Reading Texas can be integrated into the core block:

Modification A: Set up centers with Boost Reading Texas and Activity Pages. While some students complete Activity Pages independently or in small groups, other students can work on Boost Reading for 10–15 minutes, then rotate.

Modification B: Set up centers with Boost Reading Texas and reader practice. While students read texts independently or in small groups, other students can work on Boost Reading for 10–15 minutes, then rotate.

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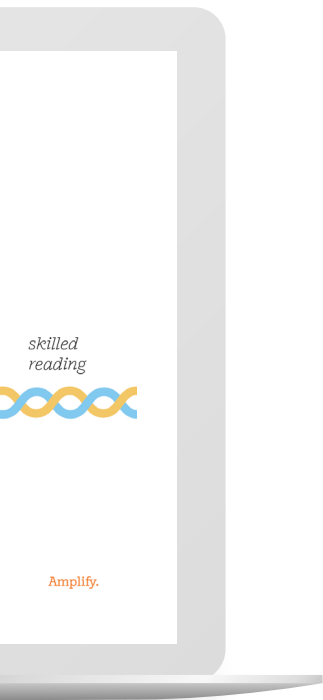
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with Kareem Weaver

"We have a responsibility to engage in a continuous improvement process so that our system is effective for all our students."

—Dr. Brittney Bills,
Educator and Curriculum Coordinator,
Grand Island Public Schools, Nebraska

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