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# Amplify.

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# Welcome, Texas Educators!

The Amplify Texas Elementary Literacy Program is built on the Science of Reading and ready to support remote learning.

#### The program offers:

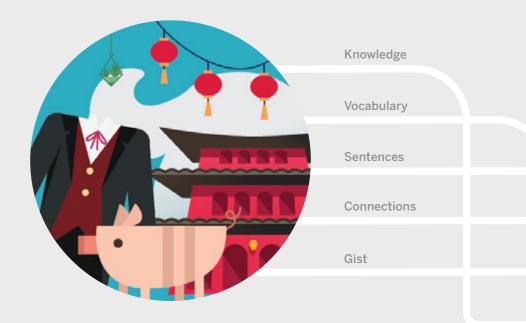
- 180 days of instruction aligned to the TEKS and ELPS
- 60 minutes of foundational skills instruction every day in K-2 (English only)
- Coherent knowledge sequence that builds within each grade and across grade levels (English and Spanish)
- Digital materials to support learning no matter where it is happening



# How it works

#### **English and Spanish Knowledge**

Through complex Read-Alouds with an emphasis on classroom interactivity, oral comprehension, and contextual vocabulary, students start to build their awareness of the world around them—and the way the reading skills they're building give them access to it.



Sounds

Letters

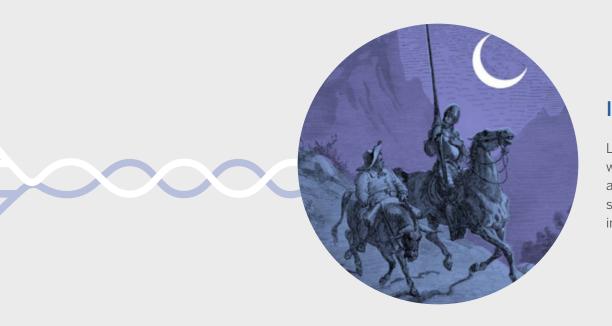
Words

#### **English Skills**

Starting with sounds, students practice their phonemic awareness, handwriting skills, vocabulary, spelling, and grammar. Through daily practice, students become aware of the connection between reading and writing, building confidence as they go.

# The Elementary Literacy Program is built on the science of how kids learn to read.

Every day in Grades K–2, students complete one full lesson that builds foundational reading skills in English, as well as one full lesson that builds background knowledge in English or Spanish. In Grades 3–5, students start to master the basic skills of reading, further opening up their worlds.



#### Integration

Lessons begin to combine skills and knowledge with increasingly complex texts, close reading, and a greater writing emphasis. Students start to use their skills to go on their own independent reading adventures.

# What's our approach?



#### Strong skills foundation

Great reading instruction starts with helping kids develop great reading skills. By separating skill development lessons from lessons that emphasize comprehension, we can give kids confidence without delaying them from learning key vocabulary and critical thinking skills.



#### **Knowledge & context**

Research shows that reading comprehension increases when students have background knowledge about a topic. We've designed the Elementary Literacy Program around topics that interest kids, from science to world history to great literature and art. Students build connections across domains and grades, deepening their understanding and engagement with each year.



#### Relevant, challenging texts

We provide students with a variety of texts—imaginative, informative, and everything in between—including rich Student Readers, trade books, and novel studies.



#### Rich digital materials

The Elementary Literacy Program is proud to be the premier high-quality instructional material (HQIM) offering in elementary language arts, with rich and research-based content—including an expanding library of engaging digital materials—that helps you authentically challenge and engage your students.



#### Assessment when you need it

Regular and reliable student assessment is the key to making you an effective teacher.

Each Elementary Literacy Program lesson includes regular checks for understanding and formative assessments, as well as digital unit assessments designed to prepare students for high-stakes tests.



#### **Extensive teacher support**

We provide easy-to-prepare Teacher Guides for all our lessons, digital versions of all instructional materials, planning resources to help make sure your students are meeting standards, and effective on-site and online professional development.

# Making connections year by year



# Students grow from week to week...

# Kindergarten

#### **Plants**

Students learn that plants are living things that need food, water, and space to live and grow.

#### **Farms**

Students learn that the plants we use for food grow through a seasonal cycle of planting and harvesting.

#### **Seasons and Weather**

Students learn more about the cycle of the seasons and how they connect to weather events like rain, snow, and sun.



# ...and year to year



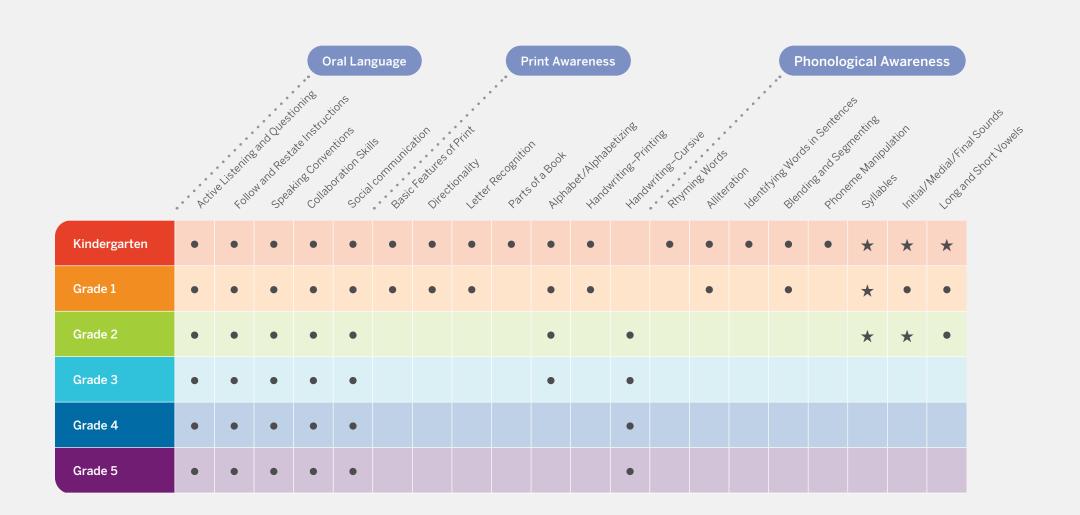
Students learn that plants are living things that need food, water, and space to live and grow.

Students learn that decomposer organisms recycle carbon dioxide from once-living things.

Students learn that sedimentary rock is formed in part by the decomposition process.



# Foundational skills year by year





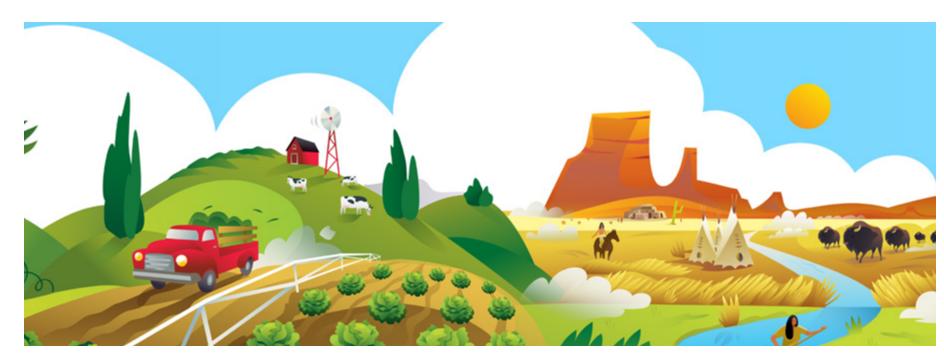
#### KEY

★ = Additional skill development

Amplify Texas' foundational skills chart provides an illustration of the progression of foundational reading skills addressed in all strands of the English curriculum, K–2 Skills and Knowledge and 3–5 integrated strands. Schools and teachers will need to use their knowledge of individual students and progress data to accelerate or supplement learning.

<sup>=</sup> Aligned to TEKS standards

# Kindergarten



In Kindergarten, students will develop phonemic awareness with storybook characters, draw a chart to identify different smells, learn the history of plants along with George Washington Carver, and pay homage to classic nursery rhymes by jumping a candlestick.

#### Skills

#### Oral Language

- Active Listening and Questioning
- Give and Follow Instructions
- Speaking Conventions
- Collaboration
- Social Communication

#### Print Awareness

- Basic Features of Print
- Directionality
- Letter Recognition

- Features of a Sentence
- Parts of a Book
- Alphabet
- Handwriting-Printing

# Phonological AwarenessRhyming Words

- Knyming w
- Alliteration
- Identifying Words in a Sentence
- Blending and Segmenting
- Phoneme Manipulation

Syllables

Consonants

Letter Sound

- Initial/Medial/Final Sounds
- Long and Short Vowels

· Long and Short Vowels

High-Frequency Words

Correspondences

# Phonetic and Spelling Knowledge \* Multiple N Vocabulary

Context Clues

Blends

Words

Multiple-meaning Words

• Digraphs, Trigraphs, and

Multiple Meaning Words

Irregularly Spelled

 Idioms, Adages, and Sayings

#### Writing

Response to Text

#### **Domains**

#### Nursery Rhymes and Fables

Start learning about literature with these classic Mother Goose rhymes.

#### The Five Senses

Learning about the body starts with learning about how we experience the world.

#### Stories: Fairytales and Folk Tales

We learn about the parts of a book and some of the stories that go in one.

#### Plants: How Do They Grow?

The life cycle of plants and the history of George Washington Carver

#### Farms: From the Ground Up

Now we know how plants make their food...but what about animals?

#### Native Americans: Tradition, Heritage, and the Land

Who were the first people in America? A look at the Lenape, Wampanoag, and Lakota Sioux

#### Kings and Queens

To understand fairy tales, it's best to first understand royalty.

#### Seasons and Weather: As the Earth Turns

The study of natural cycles continues with the weather and why it happens.

#### Columbus and the Pilgrims Beyond the Mayflower

A look at the first contact between Europe and the Americas and some of the results.

#### Colonial Towns and Townspeople: Once Upon America

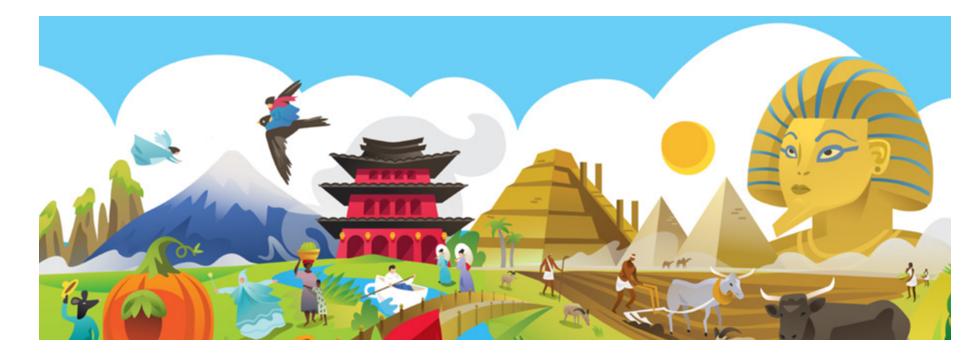
Before the War for Independence, how did town and country depend on one another?

#### Taking Care of the Earth

We only have one earth—here are some ways to help care for it.

#### Presidents and American Symbols: Uniquely American

Start learning about government through the lives of five presidents.



In Grade 1, students will sing about a fabulous fox, learn to tell the difference between fairy tale heroes and villains, write an opinion statement about the worst part of going to the moon, and learn ancient Egyptian techniques for mummifying an apple.

#### Skills

#### Oral Language

- Active Listening and Questioning
- Give and Follow Instructions
- Speaking Conventions
- Collaboration
- Social Communication

#### **Print Awareness**

- Basic Features of Print
- Directionality
- Letter Recognition
- Alphabet/Alphabetizing
- Handwriting-Printing

#### Phonological Awareness

- Alliteration
- Blending and Segmenting
- Initial/Medial/ Final Sounds
- Syllables
- Long and Short Vowels

#### Phonetic and Spelling Knowledge

- Consonants
- Long and Short Vowels
- Letter Sound
- Correspondences r-Controlled Vowels

#### Digraphs, Trigraphs, and Blends

- High-Frequency Words
- Spelling Patterns
- Decoding and Spelling Single-Syllable Words
- Multisyllabic Words
- Inflectional Endings Affixes
- Compound Words and Contractions
- Irregularly Spelled Words

#### Fluency

 Rate, Accuracy, and Prosody

#### Vocabulary

- Context Clues
- Affixes (Meaning)
- Synonyms and Antonyms
- Multiple Meaning Words · Idioms, Adages, and

#### Writing

- Response to Text
- Writing in Text Types
- Writing Process

Sayings

#### Domains

#### Fables and Stories

Learn some of the key elements of a story through classic fables.

#### The Human Body

What are germs? What are the organs? And what does it all have to do with health?

#### Different Lands, Similar Stories: Tales Around the World

A world tour of storytelling and the stories that stay the same across the world.

#### Early World Civilizations: Ancient Innovators

Rivers, farming, writing, and laws: just what does it take to build a civilization?

#### **Early American Civilizations**

What will we find in the great temples of the Aztec, Maya, and Inca civilizations?

#### Astronomy: Space Exploration

How the earth relates to the moon, the sun, and the rest of the planets.

#### The History of the Earth

Just what lies beneath the earth's surface, and what can it teach us about the past?

#### Animals and Habitats: The World We Share

A look at the connection between how animals live and where they make their homes.

#### Fairy Tales

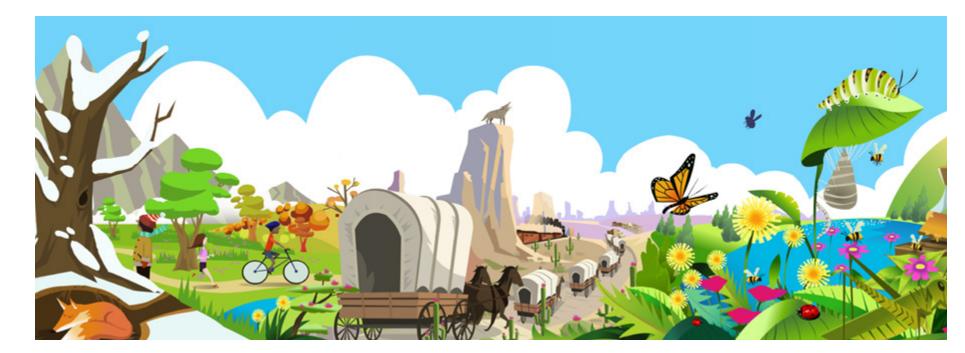
What do fairy tales teach us about how stories are told?

#### A New Nation: American Independence

The story of the birth of the United States out of the thirteen colonies.

#### Frontier Explorers

The story of the journey west from the newborn U.S.A. to find the Pacific Ocean.



In Grade 2, students will thrill to the crimes of the Cat Bandit, assemble books about ancient Chinese culture. write their own Greek myths, and learn the story of the people who escaped to freedom from slavery by "following the Drinking Gourd."

#### Skills

#### Oral Language

- Active Listening and Questioning
- Give and Follow Instructions
- Speaking Conventions
- Collaboration
- Social Communication

#### **Print Awareness**

- Alphabet/Alphabetizing
- Handwriting-Cursive

#### Phonetic and Spelling Knowledge

- Consonants
- Long and Short Vowels Letter Sound
- Correspondences r-Controlled Vowels
- Digraphs, Trigraphs, and Blends
- High-Frequency Words
- Spelling Patterns
- Syllabication

Multisyllabic Words

Inflectional Endings

- Affixes
- · Compound Words, Contractions, Abbreviations
- Irregularly Spelled Words

#### Fluency

· Rate, Accuracy, Prosody

#### Vocabulary

• Print and Digital Resources/ Dictionary Skills

- Context Clues
- Affixes (Meaning)
- Synonyms, Antonyms, Homophones
- Multiple Meaning Words
- · Idioms, Adages, and Sayings

#### Writing

- Response to Text
- Writing in Text Types
- Writing Process

#### **Domains**

#### Fairy Tales and Tall Tales

Learn about exaggeration and characterization on the frontier.

#### **Early Asian Civilizations**

Tour the world of classical civilization, starting with India and China.

#### The Ancient Greek Civilization

The tour continues with the philosophy and politics of Greece.

#### Greek Myths: Gods and Goddesses

Dive deep into the characters and storytelling of classic myths.

#### The War of 1812

Learn about America's "Second War for Independence."

#### Cycles of Nature: Clouds to Raindrops

Introducing the natural cycles that make our lives possible.

#### Westward Expansion

Why did pioneers go west? What happened to the people who were there?

#### Insects: All Around

Lay the grounds for animal classification by looking at solitary and social insects.

#### The U.S. Civil War

Begin to grapple with U.S. history's central crisis over slavery.

#### **Human Body: Building Blocks and Nutrition**

A deeper dive into the digestive system and the nutrition process

#### Immigration: Journeys Across the Globe

Why did people immigrate to the United States, and what did they find here?

#### Fighting for a Cause

How people can do extraordinary things to make the world better for everyone.

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In Grade 3, students will write a newspaper story about the invention of the telephone, go on a digital quest in company with Viking explorers, reflect on the stars with astronomy lab notes, and learn the secret to writing an excellent narrative ending.

#### Skills

#### Oral Language

- Active Listening and Questioning
- Give and Follow Instructions
- Speaking Conventions
- Collaboration
- Social Communication

#### Print Awareness

Handwriting-Cursive

#### Phonetic and Spelling Knowledge

- r-Controlled Vowels
- Digraphs, Trigraphs, and Blends
- High-Frequency Words
- Spelling Patterns
- Syllabication
- Multisyllabic Words
- Inflectional Endings
- Affixes

#### Irregularly Spelled Words

#### Fluency

• Rate, Accuracy, Prosody

#### Vocabulary

- Print and Digital Resources/Dictionary Skills
- Context Clues
- Affixes (Meaning)Synonyms, Antonyms, Homophones

- Root Words
- Multiple Meaning Words
- Idioms, Adages, and Sayings

#### Writing

- Response to Text
- Writing in Text Types
- Writing Process

#### Units

#### Classic Tales: The Wind in the Willows

A deep dive into character, theme, and POV in classic stories from around the world

#### Scales, Feathers, and Fur: Animal Classification

How do we classify different animals by their appearance and behavior?

#### The Human Body: Systems and Senses

Let's take a closer look at how the skeleton, muscles, and nervous system all work.

#### The Ancient Roman Civilization

What is Rome's greatest cultural contribution? In this unit, your students decide.

#### Flash, Bang, Boom! Exploring Light and Sound

The science behind all the ways we see and hear the world

#### The Viking Age

An immersive narrative experience about what life was like in Viking communities

#### Astronomy: Our Solar System and Beyond

More about our universe, including a writing project about daily life on a space station

#### Learning from the Land: Native American Regions and Cultures

How did Native American nations change their ways of life in different parts of the world?

#### Travelers from Other Lands: Early Explorations of North America

What was it like to sail to North America with the early European explorers?

#### Colonial America: Building the New World

A study of the very different ways of life in the different pre-U.S. colonies

#### **Ecology: The Balancing Act**

Students keep ecologist's journals to learn about our world and how best to protect it.



In Grade 4, students will take place in a dramatic invention competition judged by Thomas Edison, George Washington Carver, and Hedy Lamarr, use writing to investigate the function of a mysterious contraption, become poets, and bring their reading skills to bear on contemporary novel *The House on Mango Street*.

#### Skills

#### Oral Language

- Active Listening and Questioning
- Give and Follow Instructions
- Speaking Conventions
- Collaboration
- Social Communication

#### Print Awareness

Handwriting-Cursive

#### Phonetic and Spelling Knowledge

- Syllabication
- Multisyllabic Words
- Irregularly Spelled Words

#### Fluency

Rate, Accuracy, Prosody

#### Vocabulary

 Print and Digital Resources/Dictionary Skills Writing

Response to Text

Writing Process

Writing in Text Types

- Context Clues
- Affixes (Meaning)
- Synonyms, Antonyms, and Homophones
- Root Words
- Multiple Meaning Words
- Idioms, Adages, and Sayings

## Units

#### **Empires of the Middle Ages: Castles and Caravans**

Explore medieval history in Europe and beyond, and learn about the relationship between culture and rulers of different regions.

#### Eureka! The Art of Invention

Transform the class into a lab for students to build and present inventions.

#### Contemporary Fiction: Mi Calle, Tu Calle

Explore the The House on Mango Street...and write a book while doing it.

#### American Revolution: Building a Nation

Why did America seek independence? Let's investigate the causes and effects.

#### Treasure Island: X Marks the Spot

Seek the treasure of plot in this detailed study of a classic fiction adventure.

#### Poetry: Wondrous Words

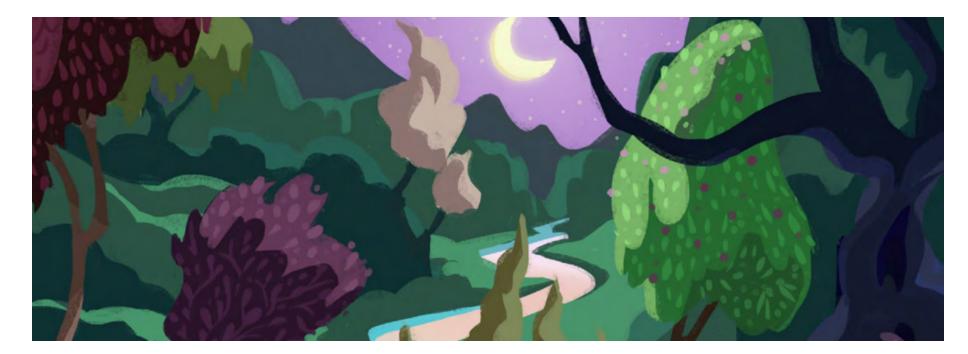
Study the poetry of many nations, and begin to write your own.

#### Geology: This Rock You're Standing On

Plate tectonics, volcanoes, erosion: all the forces that shape the earth.

#### Personal Narratives: My Story, My Voice

Read stories of personal experience...and learn to reflect on your own.



In Grade 5, students will learn about villanelles and Mayan codices, read and perform Shakespeare's *A Midsummer Night's Dream*, use their writing skills to teach a robot about human emotions, and solve a scientific mystery involving ancient fossils.

#### Skills

#### Oral Language

- Active Listening and Questioning
- Give and Follow Instructions
- Speaking Conventions
- Collaboration
- Social Communication

#### Print Awareness

Handwriting-Cursive

## age Phonetic and Spelling Knowledge

- oning Syllabication
  - Multisyllabic Words
  - Irregularly Spelled Words

#### Fluency

Rate, Accuracy, Prosody

#### Vocabulary

 Print and Digital Resources/Dictionary Skills Writing

Response to Text

Writing Process

Writing in Text Types

- Context Clues
- Affixes (Meaning)
- Synonyms, Antonyms, Homophones
- Root Words
- Multiple Meaning Words
- Idioms, Adages, and Sayings

### Units

Early American Civilizations: Myths, Pyramids, and Kings

Students craft a codex to explain the rise and fall of the Maya, Aztec, and Inca people.

The Renaissance: Art and Culture

Exploring the art and literature of the Renaissance through works of its masters.

The Reformation: When Books Changed the World

How did the printing press transform the religion and society of Europe?

Don Quixote: A Hopeful Night's Tale

Was Don Quixote right to fight the windmill? In this full-length novel study, students decide.

Native Americans and the United States

How did the policies of the US government impact Native American culture and lives?

Poetry: Collage of Words

Students close read many forms of poetry and learn to write them.

A Midsummer Night's Dream: Drama and Mayhem

Students enter the world of Shakespeare by reading, designing, and acting out his work.

Chemical Matter: Detectives, Dinosaur, and Discovery

Students use knowledge of chemistry to solve a mystery of missing fossils.

Personal Narratives: Let Me Tell You a Story

Through writing and sharing their writing, students begin to identify themselves as writers.



# English Skills

Every day in the Elementary Literacy Program (English) classroom, students will practice their existing reading skills while stretching themselves toward new goals. In K–2 English classrooms, each day includes dedicated Skills time to help you give students a solid foundation. In the upper grades, Skills instruction becomes integrated with knowledge lessons, and students engage with increasingly complex content-rich texts and writing activities.



# The science of reading: Skills (K–2 English)



#### Start with the sound

All instruction starts with phonological awareness, which research shows benefits the greatest number of students. Students begin by learning to recognize sounds as well as to articulate them.



#### **Build to the phoneme**

Over time, students build up their awareness of phonemes. We give teachers a variety of tools, including multisensory gestures, to help kids develop this awareness.



#### Crack the code

Once students can recognize sounds, they learn to form the corresponding letter codes. The Elementary Literacy Program starts by teaching the sound-spellings that appear most frequently in English, which lets your students read and write as many words as possible, as soon as possible.



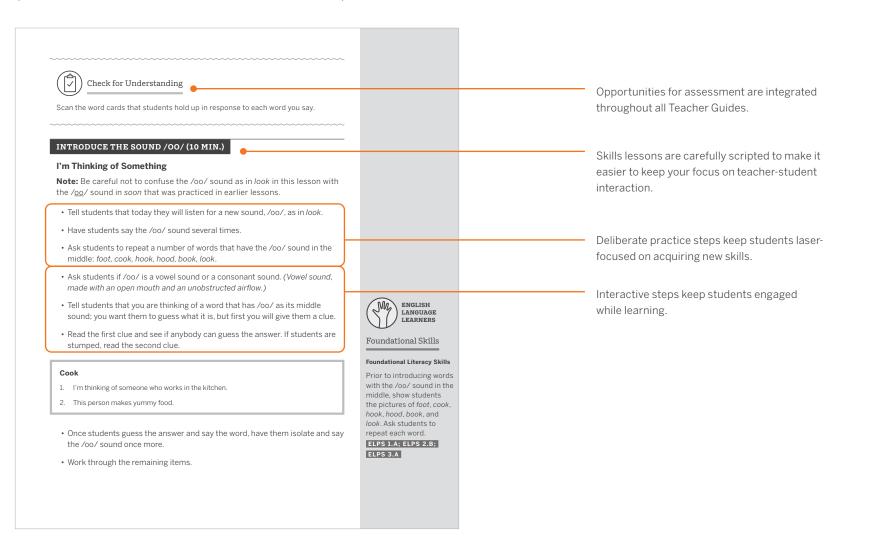
#### **Grow in complexity**

The lessons continue to challenge students as they progress, introducing complications like multisyllabic words, "tricky words," and homophones. In each case, students encounter complications as they become ready for them.



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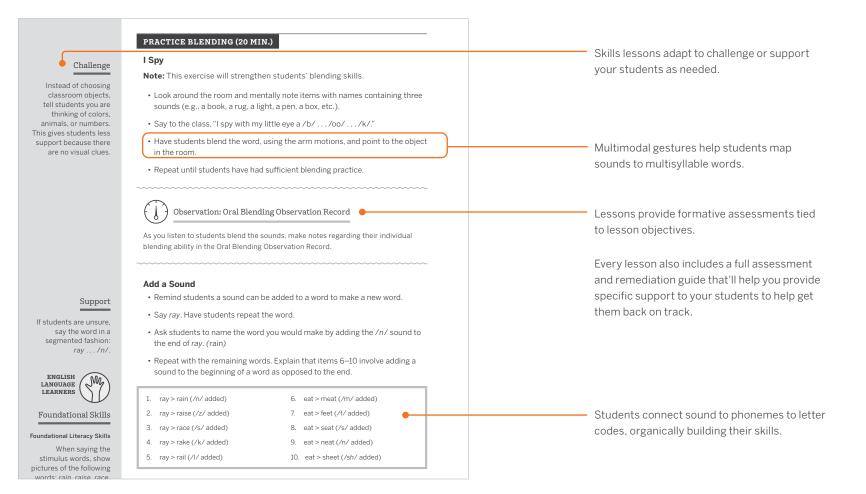
Skills instruction always starts by introducing the sound first. (Research shows that's what works best for students.)





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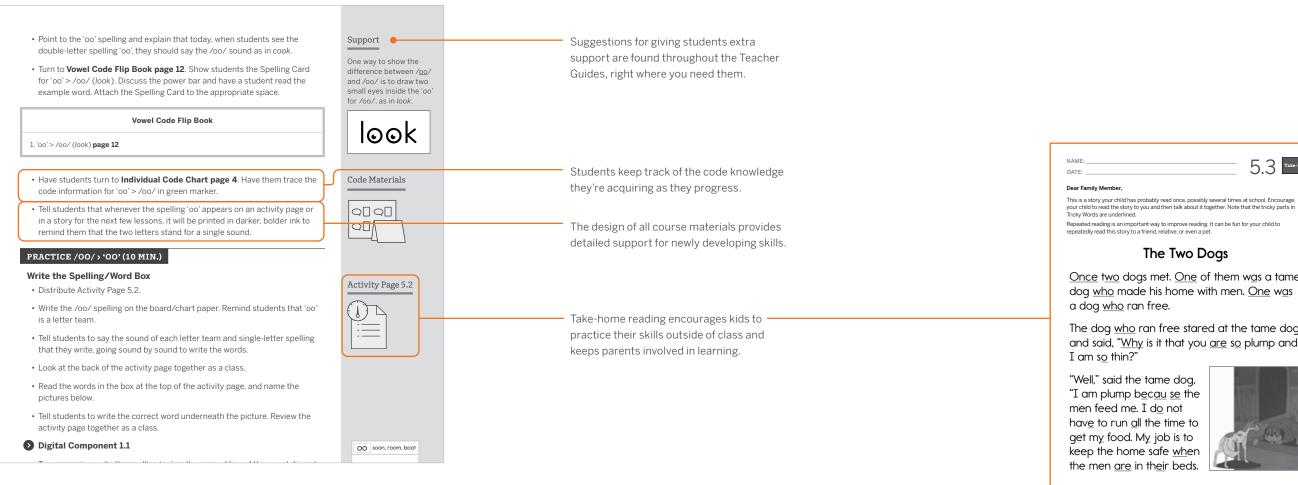
Once students are familiar with a sound, they'll learn to analyze it in terms of phonemes, which begins to build the bridge between sounds and letter codes. We support you and your students with a variety of techniques and remediations designed to integrate well into your existing classroom.





## Crack the code

Once students learn to recognize a sound in the words they hear, they'll learn to write it, then practice decoding it in text.



Letter cards give students a simple and effective way to practice letter codes as a group.

The Two Dogs

Once two dogs met. One of them was a tame dog who made his home with men. One was a dog who ran free.

The dog who ran free stared at the tame dog and said, "Why is it that you are so plump and I am so thin?"

"Well," said the tame dog, "I am plump becau se the men feed me. I do not have to run all the time to get my food. My job is to keep the home safe when the men <u>are</u> in their beds.



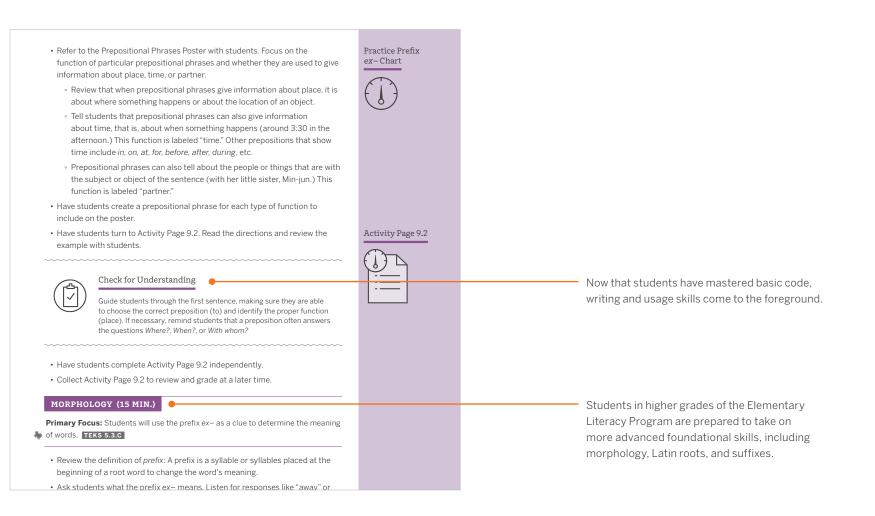
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# **Grow in complexity** ·

As students progress through the grades, skills practice continues but becomes integrated with the overall curriculum. Students use the skills foundations they developed in Grades K-2 to take on more challenging tasks.



6.3 TAKE-HOME Root rupt Write the correct word to complete each sentence. You may need to add -ed, -ing, or -s to make the word correctly fit in the sentence. uninterrupted disrupt erupt rupture eruption is usually sudden and violent. A volcanic 2. When my friend lied to me, it caused a(n) in our friendship. 3. My parents say it's bad for me to spend hours watching television, so they limit how much I can watch. 4. Old Faithful is a geyser in Yellowstone National Park that several times a day. my sleep when she barks in the middle of Sometimes my dog the night. 6. During an argument, my brother left the room in a(n) instead of continuing the conversation.

Vocabulary in the Elementary Literacy Program units is tied to the unit's knowledge content, helping students master skills in context.



# 

As students continue to move through the curriculum, their understanding of the code will become more sophisticated. The Elementary Literacy Program is designed to progress with them through decodable readers that grow more advanced along with students' skills.

"Was it fun?" Josh asks. "Some of it was fun," says Gran. "But it was not all fun and games.] I had to sw**ee**p and pick up. And I had to wipe off the cake case." "Can you still make cakes?" asks "You bet I can!" says Gran. "Do y<u>ou</u> want to m**a**k**e** one?"

New sounds in each unit are introduced in bold. Students are also introduced to "tricky" spelling concepts where some letters in the word do not follow the regular code rules. An underline in a word indicates a tricky spelling.



K-2 Skills units are paired with decodable chapter books that let students try out newly learned sound-spellings on engaging stories and interesting informational texts.



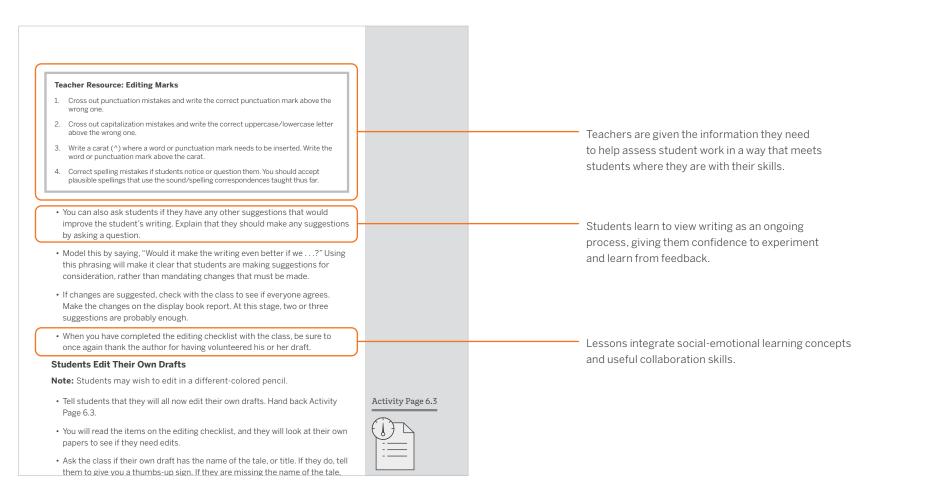


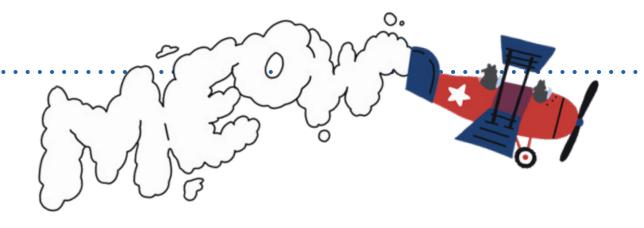


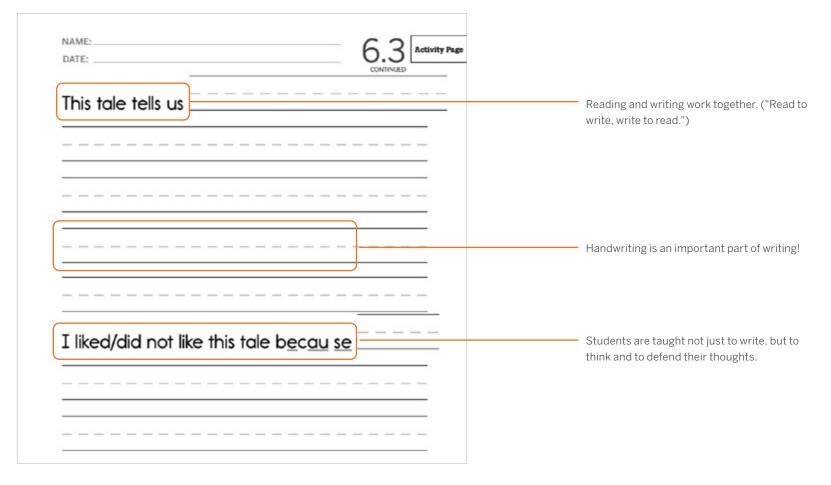
As students move through Grades K–5, Readers become more sophisticated, growing along with the student.

# 

Throughout the K–2 Skills units, we ask students to practice their writing skills along with their reading. Student book reports on the Readers and other reflective assignments help build good writing habits early and prepare students for the challenges ahead.









# English & Spanish Knowledge

While students are learning how to read, Knowledge Domains in English and Spanish give them authentic and engaging reasons to read. Students will use their skills to explore domains that relate to storytelling, science, and the history of our world as seen through the eyes of many different groups. All Knowledge Domains are available in English and Spanish, bringing the world to students in any Texas bilingual or dual language classroom. With these domains, you'll show your students why reading should become an exciting, rewarding, and useful part of their lives.



# The science of reading: Knowledge



#### **Build connections and context**

Each Elementary Literacy Program Knowledge Domain gives students a base of vocabulary and concepts, building on what they've learned in previous domains. This helps students make connections within and across grades, building a base of background knowledge that will help them navigate new and more complex texts.



#### **Emphasis on interactivity**

We emphasize interactions with students, challenging them and encouraging them to think about the material rather than simply receive it. Each lesson includes many options for formative assessment and immediate adjustment to your class's needs.



#### Listen and understand

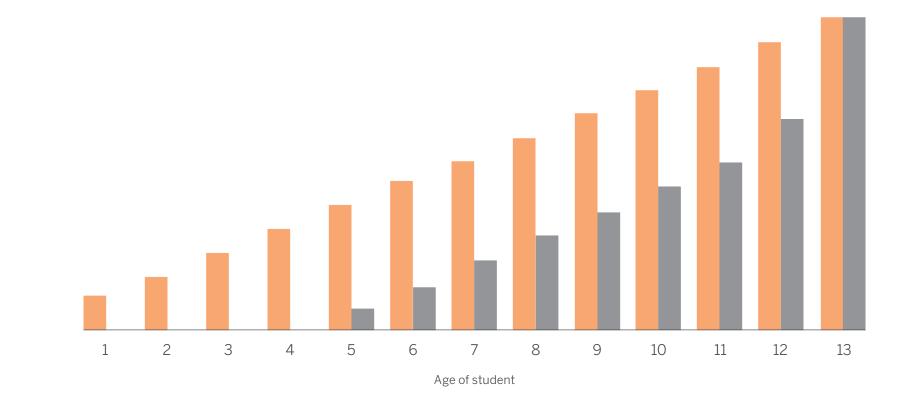
Students learn to listen and understand before they learn to read. By delivering knowledge through classroom Read-Alouds, we teach students the key comprehension skills they'll use throughout their reading lives.



#### **Assess what's important**

End-of-domain digital assessments for Knowledge Domains are fully voice acted, ensuring that each student's comprehension skills are being authentically tested. This not only helps build student test-taking confidence, but also gives you a more accurate picture of your class.

# The direct relationship between listening and reading comprehension





Students' listening comprehension outpaces their reading comprehension until age thirteen. We've designed our Read-Aloud lessons around this fundamental understanding to make sure that students interact with complex texts and background knowledge from day one.

T.G. Sticht, 1974, 1984

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# Knowledge and Integrated units available for SLAR and ELAR









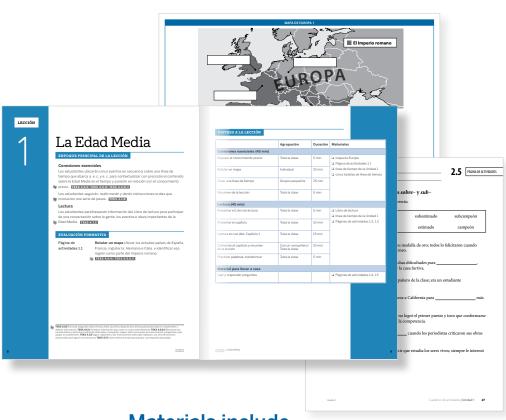
# Built with students and their families at the core

- English Learners
- Target Language Learners
- Heritage Language speakers
- Bilingual Learners



# Built with your Instructional Models in mind

- Dual Language Immersion (one way and two way)
- Any language allocation model
- Two Teacher Model and One Teacher Model
- Transitional Bilingual Education Programs



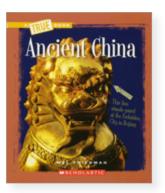
#### Materials include

- TX standards at point of use
- Authentic language Read-Alouds
- Some units built on authentic texts in Spanish
- Tools for bridging to English from Spanish (Metalinguistic, contrastive analysis, cognitive transfer)

# What's in an Elementary Literacy Program knowledge lesson?

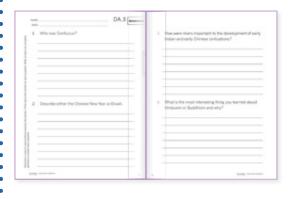
Here's a deep dive into one of our lessons—this one from Grade 2, Domain 2, Early Asian Civilizations—to give a sense of what your students will encounter in a typical Elementary Literacy Program knowledge lesson.

#### **English Trade Books and Guides**





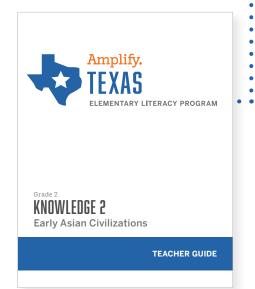
#### • English and Spanish Activity Books



#### **English and Spanish Digital Components**

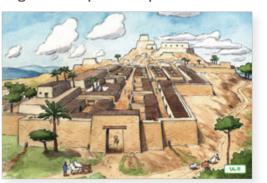


#### **English and Spanish Teacher Guides**





#### English and Spanish Flip Book



#### English and Spanish End of Domain Assessments



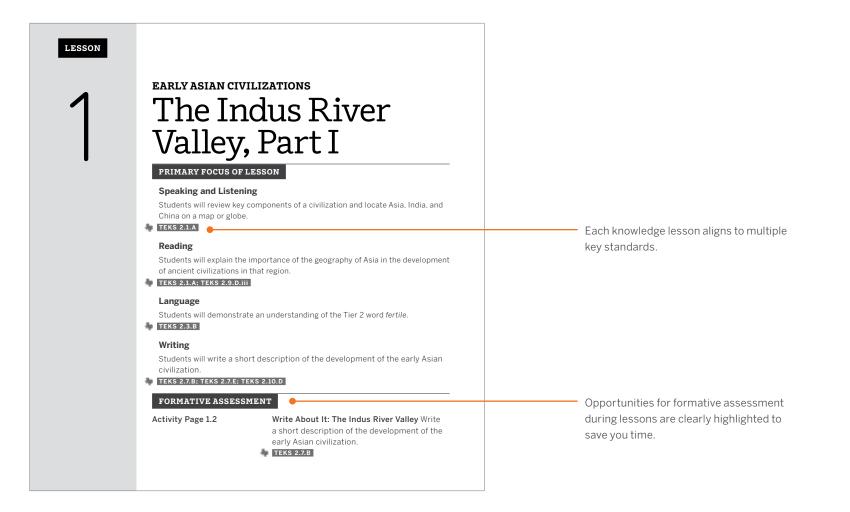
#### **English and Spanish Image Cards**





#### Introduction

Each Knowledge lesson in K–2 begins with a review of previous knowledge, helping kids connect the knowledge they're building as they grow as readers.



Knowledge domains give students context to understand vocabulary words.

CORE VOCABULARY

common, adj. known by most people; ordinary

Example: Almost every student in Mr. Davis's class was out sick with the common cold.

Variation(s): none

cultivate, v. to grow or tend to a crop or plant

Example: Every summer, Trevon and his mother would cultivate tomatoes and cucumbers in their garden.

Variation(s): cultivates, cultivated, cultivating

**fertile, adj.** rich in the materials or nutrients needed to produce many strong, healthy crops

Example: Because Kiara's farmland was so fertile, she always grew the biggest crops in the county.

Variation(s): none

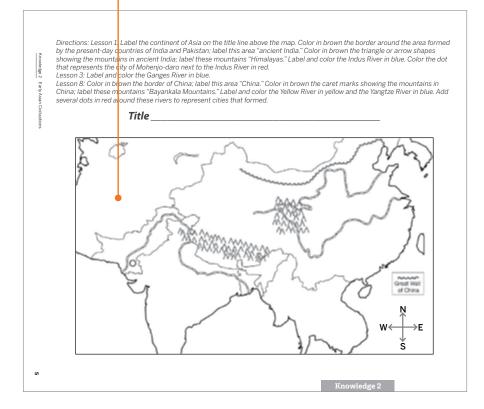
**Indus River, n.** the river at the center of the first civilization in early India Example: The Indus River flows through the countries of Pakistan and India. Variation(s): none

**irrigation canals, n.** ditches cut into the ground to send water where needed Example: The Egyptians used irrigation canals to move water from the Nile River to their crops.

Variation(s): irrigation canal

	Tier 3	Tier 2	Tier 1	
Туре	Domain-Specific Words	General Academic Words	Everyday Speech Words	
Vocabulary	Indus River irrigation canals	cultivate (cultivar) fertile (fértil)		
Multiple Meaning				
Sayings and Phrases	sprung up river valley			

Students will slowly fill in this map as they gain knowledge about each civilization in this domain.



#### 

Students will begin their journey through ancient Asian civilizations with a Read-Aloud about rivers and cities. Through careful questions, students will start to piece together how these two concepts might connect.

> Lesson 1: The Indus River Valley, Part I Introducing the Read-Aloud

Read-Alouds have clear goals and are tightly aligned to standards.

Speaking and Listening: Students will review key components of a civilization and locate Asia, India, and China on a map or globe.

TEKS 2.1.A

CORE CONNECTIONS (5 MIN)

What Do We Know?



Speaking and Listening

Exchanging Information

Beginning Reframe open-ended

questions as simple yes/ no questions (e.g., "Does ancient mean really young?").

Intermediate Provide students with a specific sentence frame (e.g., "Ancient means really ...").

Advanced/ Advanced High Encourage students to use key details in complete sentences (e.g., "An ancient civilization is one that existed a long

ELPS 3.C



- Students who used this program in Grade 1 should have an idea of what an ancient civilization is and be able to describe the key components, or parts, of a civilization (cities, jobs, leaders, writing, religion). This knowledge provides the foundation for understanding the civilizations discussed in this
- · Review the key components of ancient civilizations:
- What does the word ancient mean? (Ancient means very old.)
- What does the word civilization mean? (A civilization is an advanced or very developed society that often has cities, farming, leaders, writing, and/or a religion.) So, an ancient civilization is one that is very old and was formed
- What ancient civilizations do you remember learning about in first grade? (Maya, Aztec, Inca, Egyptian, Mesopotamian) What do you remember about them? (Answers may vary.)
- Use the following Flip Book images to help students visualize and recall the key components of civilizations. (cities, jobs, leaders, writing, religion)



Show image 1A-1: Three pyramids

An important job in many ancient cities was farming. Cities often formed around large rivers so that people could farm, the ancient Egyptian civilization in Africa along the Nile River. This is an image of that civilization. Which two components of a civilization are represented by this image? (jobs and cities)

(10<sub>M</sub>)

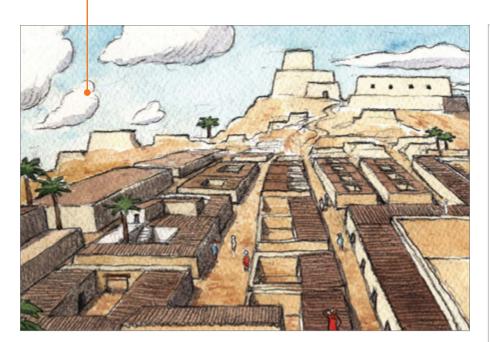
English Language Learner (ELL) supports are built into every lesson and provide specific guidance for ELLs across language proficiency levels.

Each Read-Aloud begins by reviewing

understand how knowledge fits together.

previous material, helping students

Read-Alouds are supported by vivid images, increasing engagement and understanding.



Read-Alouds emphasize interactivity and critical thinking about the content. A listening comprehension approach lets students focus on engaging with the content. Embedded differentiation gives teachers in-the-moment opportunities for enrichment

As their communities grew, these people worked together to plan and build permanent cities by the river. An irrigation canal is a ditch cut into the earth that directs water to needed areas.



#### Show image 1A-11: Mohenjo-daro, layout, walls, citadel

There were many permanent cities by the Indus River. Not so very long ago, archaeologists uncovered Mohenjo-daro [/moe\*hen\*joe-dar\*oe], one of the most thriving cities of the ancient Indus River Valley. A city enclosed by brick walls, Mohenjo-daro

was designed in a square, grid-like pattern. The citadel, the fortress or protected area at the city's center, housed its leaders—priests, who were members of the ruling class that performed both religious and governmental duties. Beyond the citadel, spreading out in all directions of the city, a web of roads led to the homes of countless workers. Everyone had a job to do: some farmed the land outside the city walls; some made bricks from the river's muddy soil; and others fashioned these baked bricks into buildings. What key components of a civilization did the Indus River Valley have? (city of Mohenjo-

daro, religion, jobs such as farmers, brick makers, bricklayers



#### Show image 1A-12: Stone seal

Other people in the Indus River Valley had different jobs. For example, fine craftsmen designed jewelry and distinctive stone seals carved with pictures of buffalo, elephants, and tigers, a form of writing. Archaeologists uncovered many of these stone seals, but they are not sure of the purpose of the seals.



#### Show image 1A-13: City street with bull cart

And all over the city, merchants bought and sold their wares or goods they made to sell, such as pottery, jewelry, or bread. The city's wide streets, lined with flat-topped, brick

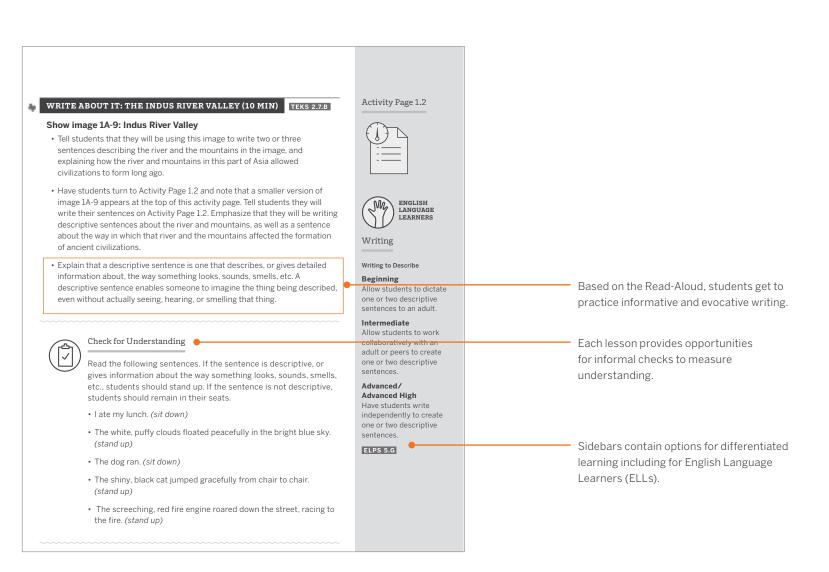
and extra support.

Support \_\_\_\_

Archaeologists are scientists who study the way people lived in the past. Archaeologists who studied the history of the Indus River Valley found that the ancient city of Mohenjo-daro was one of the largest and most successful cities near the Indus

## 

After each Read-Aloud, students will apply what they've learned through word work and other writing and critical thinking activities.





All our Knowledge Domains are paired with trade books, extending the knowledge students are learning through an authentic text.



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# Knowledge 3–5

By Grades 3–5, students have mastered the basics of decoding and are hungry to use what they've learned to reach out to the world. Although Read-Alouds remain an important part of lessons, starting in Grade 3 students are encouraged to practice independent reading as well, finding a balance between strong teacher support and building independence and confidence as a reader.

When you were a baby, you did not need to learn how to breathe. Your **lungs** worked **automatically**, bringing air into and out of your body. You also did not need to learn how to use your vocal cords to make sounds. When you were a baby, you made lots of funny noises and grunts. Ask your parents!

You did, however, need to learn how to change those grunts and noises into words so you could talk. You did this by listening to the people who talked to you when you were a baby. You practiced saying the same sounds and words. You learned to speak whatever language all of those people were speaking to you. If your family spoke only English to you, you learned to speak English. If your family spoke only Spanish to you, you learned to speak Spanish. People can learn to speak more than one language. Maybe you or some of your classmates speak more than one language.

 Vocabulary words are highlighted, encouraging students to learn them in context.

 All Readers are also available as audiobooks and ebooks through the resource site.

Informational and literary texts engage with students and encourage them to reflect on their experiences.

alimento era escaso, tampoco les permitía cazar en sus bosques. Sin embargo, para evitar morirse de hambre, las personas a veces cazaba de forma ilegal. Esto se llamaba caza furtiva y los siervos a los que se descubría cometiendo esta infracción eran castigados con dureza.

Algunos campesinos eran hombres libres y no estaban bajo el mismo control estricto del lord. Si un siervo se escapaba de su hogar y lograba vivir durante un año y un día en una ciudad sin ser descubierto, también podría convertirse en un hombre libre.

La Edad Media fue una época violenta en comparación con nuestra forma de vida actual. Con frecuencia había guerras y revueltas, incluidas rebeliones contra el rey por parte de nobles rivales. La necesidad de protección armada dio forma a la sociedad medieval. Por lo general, los nobles de alto rango juraban lealtad al rey y los lores juraban lealtad a los nobles de mayor rango. Los hombres libres y los siervos tenian que ser leales a su lord y, a cambio de su lealtad, este último les ofrecía su protección. Si el lord necesitaba formar un ejército, exigiría a los hombres libres de sus propiedades que sirvieran como soldados de infantería.



• Pida a los estudiantes que lean la página 13 en silencio.

Para inferir. ¿Por qué la sociedad medieval estaba organizada para la guerra?

» La Edad Media fue una época violenta en comparación con nuestra forma de vida actual y las personas necesitaban protección armada. Apoyo a la enseñanza

¿Los castigos severos evitaban que los siervos cazaran en los bosques de los lores para no morirse de hambre? ¿Cómo se llamaba ese tipo de caza ilegal?

» No. Se llamaba caza

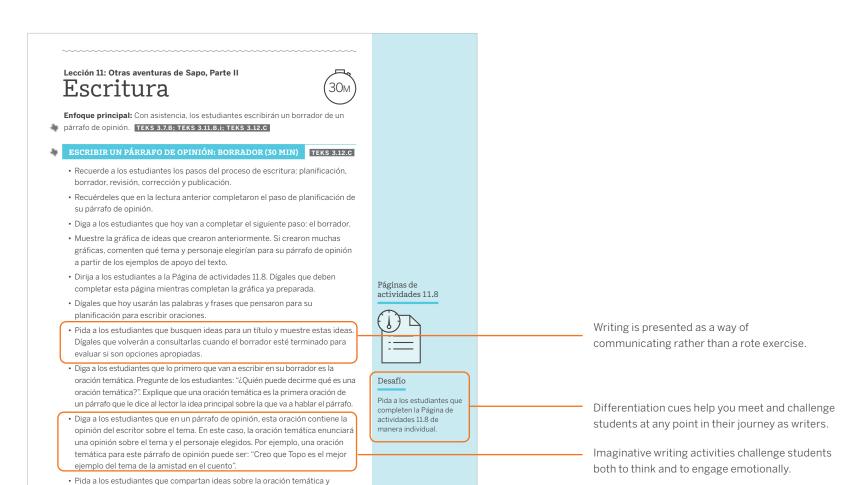
Independent reading is tied explicitly to learning about the world.

Lessons emphasize analysis, inference, and critical thinking.

ly to ence,

# ····· Writing and language

As students progress from K-5, writing activities start to emphasize analysis, creativity, and independent thinking about the material students are learning.

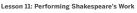


# **Core Quests: Transforming the classroom**

Each of the grade levels in 3–5 contains a Core Quest. In these special units, all the normal rules of the classroom change, and students engage with language in surprising new ways. Here in this Grade 5 example, they learn to love the dense Shakespearian language of A Midsummer Night's Dream through imagery, close reading, and performance.







#### Performing Shakespeare's Work



Primary Focus: Students will identify the main ideas of Act 3, Scene 1.

TEKS 5.3.B; TEKS 5.6.F; TEKS 5.6.G; TEKS 5.7.C; TEKS 5.7.D; TEKS 5.8.B

Students will perform scenes from Act 3, Scene 1, using appropriate gestures. TEKS 5.1.C

#### LANGUAGE WARM-UP: DONKEY SOUNDS (5 MIN.)

- Invite students to the front of the classroom in groups and have them put on their Bottom transformation costumes. When they are up front, tell them to warm up by giving a big "Hee-Haw."
- If students have any particularly original transformation props, interview their creators about their inspiration.

Variation: Have the whole class stand and warm up together.

Variation: Remind students that, shortly after his transformation, Bottom sings in addition to making donkey noises. Ask for song recommendations and invite the class to sing them in the style of Bottom as a donkey. Encourage students to give a reason that links Bottom to the song they suggest.

ing the characters: TFKS 5.1.C Give an or

nink Bottom would like singing in a group of actors pased on what they have ead in the text.

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escríbalas. Elijan juntos una oración y escríbanla en el primer rectángulo.

TEKS 3.12.C redacte textos argumentativos, incluyendo ensayos de opinión, utilizando el arte del escritor y las características del genero para escribir. TEKS 3.12 escriba una respuesta a un texto literario o informativo que demuestre la comprensión del texto. TEKS 3.116 il desarrolle borradores para convertiriós en un texto enfocado, estructurado y coherente al organizar un convertiriós en un texto enfocado, estructurado y coherente al organizar un convertiriós en un texto enfocado, estructurado y coherente al organizar un convertiriós en un texto enfocado, estructurado y coherente al organizar un convertirios en un exto enfocado, estructurado y coherente al organizar un convertirios en un exto enfocado en convertirios en conve

# Teacher support and additional resources

There's more to the Elementary Literacy Program than just the lesson sequence. We also provide additional resources for students and teachers, including professional development, resources for incorporating social-emotional learning into your classrooms, and English language development resources. In this section, we'll talk about some of those tools.



# The science of reading: Supporting instruction

The Elementary Literacy Program provides tools for measuring and understanding the different learners in each classroom, while empowering teachers with resources they need too.



#### **Teacher resources**

From digital Teacher Guides to the Sound Library, we provide all the support instructors need to plan and execute each Elementary Literacy Program lesson.



#### Assessment

Student assessment gives the necessary inputs needed to differentiate instruction effectively—from informal and minute-by-minute opportunities to lessons designed to remediate, enrich, and offer targeted practice.



#### Student digital experience

Amplify Texas Elementary Literacy Program puts students in the driver's seat with the fun, kid-friendly digital platform where they can access captivating videos, songs, and texts to enrich their learning experience.



#### Ongoing professional learning

Amplify offers a range of different professional development opportunities, including on-site training, webinars, and self-paced online courses.

# Streamlined assessments to inform your instruction

We believe that giving you frequent and timely assessments is the key to classroom success. Here's our approach to assessments in the Elementary Literacy Program.

#### **Check for Understanding**

Each lesson segment incorporates checks for understanding to increase engagement and to let you make real-time adjustments where they count most for your students.

#### **Formative Assessment**

Each lesson goal is standards-aligned and tied to a formative assessment opportunity, allowing you to see which students need more support with an objective.

#### Observation 2: Help students observe that it is nighttime in your town when the sun is shining on the opposite side of the globe and your town is in Now continue slowly spinning the globe counterclockwise until the sticker is once again directly in the beam of light. Challenge Observation 3: Help students observe that when the earth spins all the way Slowly rotate the globe around one time, one whole day-or twenty-four hours-has passed on the so your town is half in the path of the light and half out of the path o light and ask students what is happening in your town at that moment. (sunris Continue rotating the What does the rotation of the earth on its axis cause?" (the cycle globe counterclockwis of daytime and nighttime) and ask what happen: as your town goes back into shadow. (sunset) Give students Activity Page 1.1. Read the prompts for each question and tell students to circle the appropriate answer. Activity Page 1.1 Collect Activity Page 1.1 to ensure that students understand how the rotation of the earth causes daytime and nighttime.

# Students will identify the meaning of the Tier 2 word admiration and use it correctly. TEKS 2.3.c Writing With assistance, students will use a graphic organizer to identify elements of a tall tale in "Paul Bunyan." TEKS 2.9.A FORMATIVE ASSESSMENT Exit Pass Is "Paul Bunyan" a Tall Tale? Students will identify one characteristic of tall tales that is

Students will identify examples of exaggeration in "Paul Bunyan."

present in "Paul Runyan"

TEKS 2.9.A

TEKS 2.1.D

TEKS 2.9.A

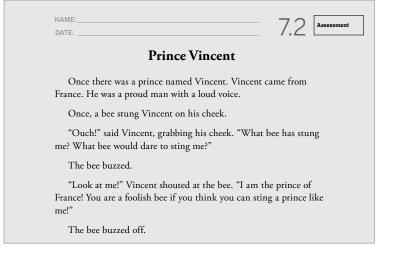
#### Mid- and End-of-Unit Assessments

Each unit and domain includes a Mid-Unit and End-of-Unit Assessment, providing valuable information on the skills and content students have mastered. Digital end-of-unit assessments are available on a variety of platforms.

# Benchmark Assessments

Benchmark Assessments help you set goals and monitor the growth of each student, providing a baseline at the beginning of the year and ensuring students are advancing toward gradelevel objectives.





To learn more and access introductory program resources and samples, visit the Texas Home Learning website (texashomelearning.org/instructional-materials-thl) or the Amplify Texas website (amplify.com/texas-home-learning/).

