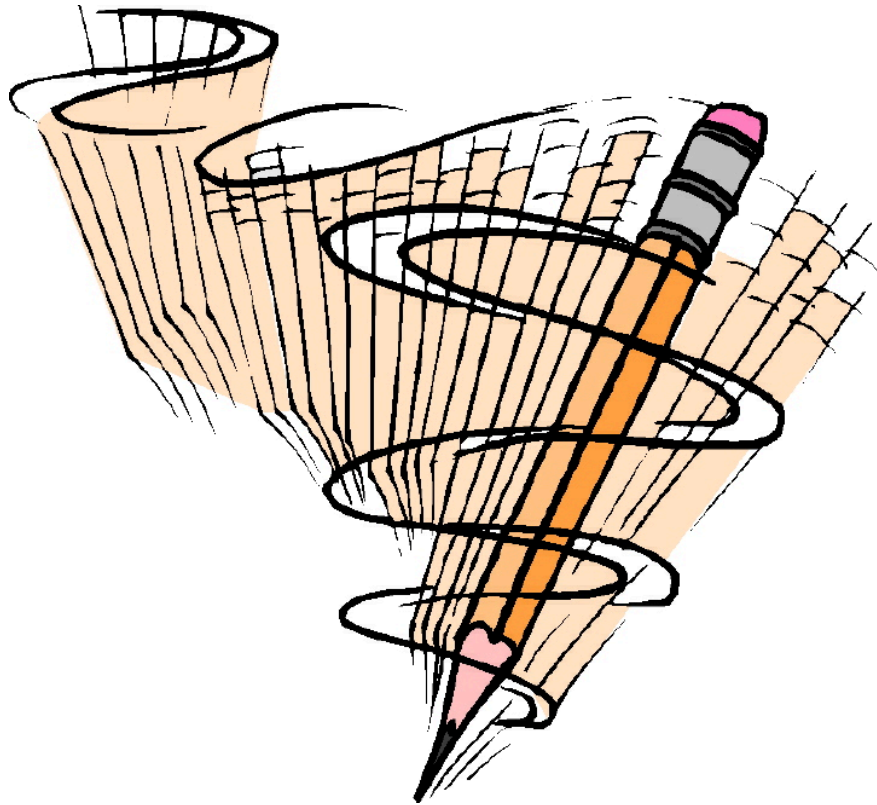


# **Santee School District**



## **English Language Arts, English Language Development, and Amplify Curriculum Planning Guide**

**October, 2017**

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### A. What is the purpose of this document?

This is a curriculum planning document. It is intended for use by grade level teams, administrators, and individual teachers. This guide also supports the needs of the LAS/IRTs, long term substitutes, classroom instructional assistants, and bilingual assistants. It is designed to help users make appropriate decisions about how best to use the Amplify resources to address grade level learning standards and individual student needs. This document's intention is to provide an evolving guide to support planning with the essential components of Amplify. This document is available in both digital and print formats.

### B. What are the components within the [Santee's balanced plan and framework?](#)

Within Santee, literacy instruction incorporates reading, writing, listening and speaking, as well as English language instruction for nonnative speakers. In addition, literacy instruction incorporates phonics, grammar, punctuation, word study, and phonemic awareness.

Santee has also identified the instructional components within the literacy block that support standards-based teaching, student learning, assessment, and differentiation. They include: modeled whole group reading, guided small group instruction, collaborative student work, and independent student work.

The Santee School district created the following graphic to illustrate the components within the reading portion of its balanced literacy model:

### Santee School District Balanced Reading Program Components

Modeled Whole Group Reading Instruction	Shared Whole Group Reading
<p><b>Why Modeled Reading?</b></p> <ul style="list-style-type: none"> <li>• Builds a community of learners</li> <li>• Opens new topics for student interest</li> <li>• More complex understanding of characters, settings, issues</li> <li>• Supports strategy and skill development through teacher think alouds</li> <li>• Activates students' prior knowledge</li> <li>• Provides students with a model of fluent reading</li> <li>• Exposes children to new vocabulary and language patterns</li> </ul> <p><b>Text Level:</b> Select at or above grade level text  <b>Group Size:</b> Whole group  <b>Duration:</b> 10-20 minutes throughout the school day; across content areas</p>	<p><b>Why Shared Reading?</b></p> <ul style="list-style-type: none"> <li>• Demonstrates how to navigate through various texts (fiction, non-fiction, poetry, etc.)</li> <li>• Provides opportunities for children to apply strategies and skills in whole group or small group settings</li> <li>• Bridge linking direct instruction, active engagement, and independent reading</li> <li>• Connects the work of reading to students, with students, and by students</li> <li>• Allows readers to access more complex texts with increasing independence</li> </ul> <p><b>Text Level:</b> Select at or slightly above grade level text  <b>Group Size:</b> Whole or small group  <b>Duration:</b> 20 minutes daily</p>
Guided Small Group	Independent and Collaborative Student Work
<p><b>Why Guided Reading?</b></p> <ul style="list-style-type: none"> <li>• Personalizes learning for students</li> <li>• Provides explicit reading instruction in word – solving, vocabulary, fluency, and comprehension strategies</li> <li>• Strengthens comprehension through discussion of instructional level text</li> </ul> <p><b>Text Level:</b> Select high quality text at instructional level for each student group, as defined by BAS  <b>Group Size:</b> Small group (up to 6 students)  <b>Duration:</b> 15-20 minute group sessions, teacher rotates small groups at least 4 days a week</p>	<p><b>Why Independent Work?</b></p> <ul style="list-style-type: none"> <li>• Develops a love and enjoyment of reading</li> <li>• Provides practice for self-monitoring and self-correcting strategies</li> <li>• Allows self-selection of differentiated text</li> <li>• Increases access to a variety of text</li> </ul> <p><b>Why Collaborative Work?</b></p> <ul style="list-style-type: none"> <li>• Strengthens comprehension through discussion with peers</li> <li>• Allows students to use higher level thinking skills to analyze text</li> </ul> <p><b>Text Level:</b> Student selects text based on independent reading level  <b>Group Size:</b> Individual or small group  <b>Duration:</b> 20-30 minutes daily</p>

This graphic illustrates a complete Balanced Literacy Program:



#### [CA ELA Standards- bit.do/CCSELA](https://bit.do/CCSELA)

In addition to growing positive attitudes and habits for lifelong reading and writing, Santee's primary emphasis in the area of language arts is to support students' mastery of the grade level standards for reading, writing, listening, and speaking.

#### [CA ELA/ELD Framework- bit.do/CAELAFramework](https://bit.do/CAELAFramework)

A third option is this [Common Core standards site](https://bit.do/CAELAFramework), available through the Tulare County, CA school district. It provides users with a clear and comprehensive overview for each grade level's ELA standards. Site information includes: the essential skills and concepts, academic vocabulary, and questions stems aligned to each standard. In addition, the anchor standard and vertical alignment to the previous, current, and next grade level standard are also included. Teachers who are interested in broadening their knowledge about standards and increasing their comfort level with their content are likely to find this site useful. .

#### [Santee Literacy Plan- bit.do/SSDLiteracy](https://bit.do/SSDLiteracy)

In 2016 a group of Santee educators worked collaboratively to develop a written plan that describes the guiding principles, elements, and environment that will be created and used to guide students toward

mastery of the Common Core Standards. This plan contains both the district’s vision for literacy education as well as a listing of the guiding principles. It describes a beneficial learning environment for growing student literacy, defines the various aspects of balanced literacy, and includes suggested protocols for intervention with regard to each of the CCSS reading foundations standards.

**District Lesson Plan Template**- [bit.do/SSDLessonPlan](http://bit.do/SSDLessonPlan)

In 2013, the Consortium for Reading Excellence developed a lesson planning template for use with the Common Core standards. All of the components within this lesson plan template are research-based with regard to their positive impact on student achievement. In addition to the template, the document itself provides concise explanations of: Webb’s Depth of Knowledge (DOK) categories for cognitive complexity; the Common Core’s instructional shift expectations; and definitions of several key terms related to instructional tactics. Educators in need of a planning template or more information about DOK or the CCSS instructional shifts are advised to review the contents in this link.

A second lesson plan, for use with [close reading and text dependent questions](#), is also part of the district's literacy plan. [bit.do/SSDCloseReadingLesson](http://bit.do/SSDCloseReadingLesson)

**Related District ELA Documents**- [bit.do/SSELA](http://bit.do/SSELA)

### **C. How does Amplify align with these standards?**

Amplify ELA covers grades 6-8. Each grade level is built on seven units of instruction. Within each unit, several sub-units divide a unit’s texts and skills into manageable learning goals.

#### **Aligning Amplify Units to Common Core ELA/ELD Standards**

Using the grade level **tabs** at the bottom of [this spreadsheet](#) ([bit.do/AmplifyCCSS](http://bit.do/AmplifyCCSS)), readers can also access information about the specific Common Core standards addressed in each Amplify unit. This resource can be downloaded as an Excel spreadsheet and stored on an educator’s computer. Page 1 provides an introduction to the resource. Page 2 contains Amplify units’ alignment to the Grade 6 standards’ alignment. Page 2 contains Grade 7 standards’ alignment, and Page 3 contains the standards for each of the Grade 8 units. The darker colored cells indicate that a standard is a focus of practice and instruction in a lesson.

**A note about Common Core language standards and Amplify:** Most practice and instruction with the grade level language standards occurs during Amplify’s “Grammar Flex Days,” when students may also work with language standards from previous or subsequent middle school grades. In addition, Amplify teachers have access to Mastering Conventions, a three-volume set of grammar lessons that covers Language standards in grades 3-10.

#### D. How do we access Amplify and navigate its features?

Santee teachers will need to [login](#) with their assigned credentials (**bit.do/SSDClever**). [A demonstration account](#) is available for those without a login. (**bit.do/AmplifyDemo**)

A well-sequenced and comprehensive program tour can be viewed by clicking on the “Content and Pedagogy” tab, choosing the CA Edition, clicking on the “[Teacher’s Program Guide](#),” and then selecting from the options linked below:

[Introduction to program themes](#)

[Strategic use of technology and multimedia](#)

[Teachers explain: The Amplify ELA classroom](#)

[Program at a glance](#)

[Planning your year](#)

[Pacing and flexibility](#)

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

[Progression of content and skills](#)

[6th Grade Unit Overviews](#)

[7th Grade Unit Overviews](#)

[8th Grade Unit Overviews](#)

In addition, Amplify users in Santee created a document with tips, trick and useful suggestions.

[Santee Amplify Adventures](#) (**bit.do/AmplifyAdventures**)

## E. Which components in Amplify are unique and valuable tools?

One of the overarching features of Amplify is the progression and integration among its components. Although all of the components work together to support teaching, learning, differentiation, and assessment, the following components are valuable tools unique to Amplify: the Spotlight feature, the adaptable vocabulary app, hummingbird/over the shoulder conferences, adjustable writing task levels, Quests, and Shared Writing.

**Spotlight** The Spotlight feature in Amplify can be found on the homepage. Click on the three horizontal lines at the top left of the screen. (Amplify refers to this as the Global Navigation Icon.) Select the Spotlight app. This app allows a teacher to showcase student writing. Click on the + sign at the top right of your screen. Select the appropriate “section” at the top of the screen. Name the “wall” you want to create, and then tap the “Create Wall” tab at the bottom right of the screen. Add the appropriate text. Walls and excerpts might contain mentor text, the teacher’s own writing, or the named/anonymous writing of former or current students.

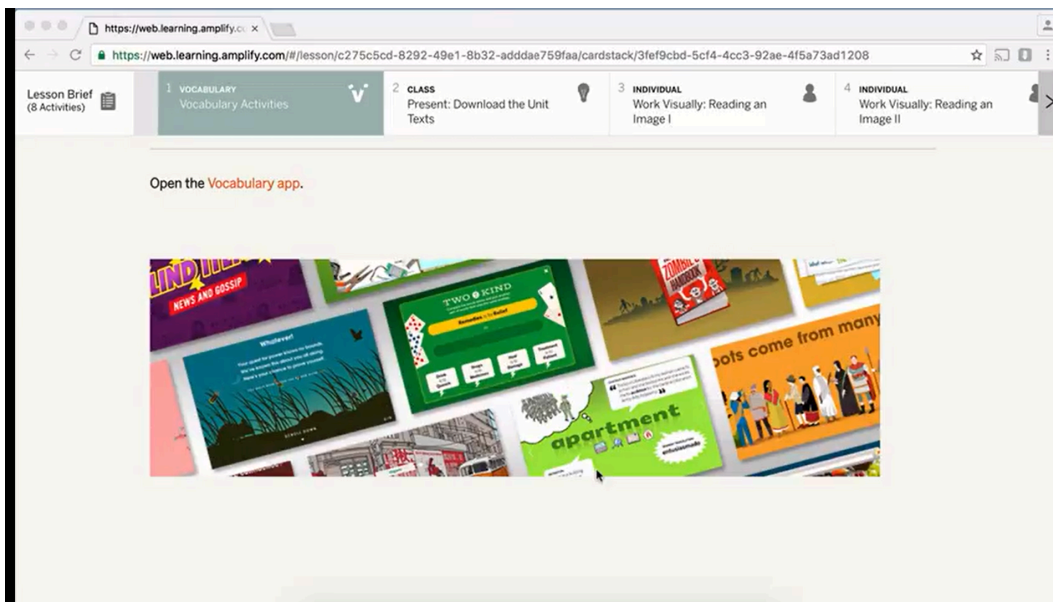
Using Amplify’s preselected categories, teachers can also point out the valuable component of the text, e.g. focus on moment, focus in text, evidence logical structure lead, transition, etc.

**Vocabulary App** Amplify’s vocabulary app is designed to help student master new academic vocabulary. A brief YouTube video about Amplify’s vocabulary app for students and the teacher can be found here:

[Vocab App: Student](#)

[Vocab App: Teacher](#)

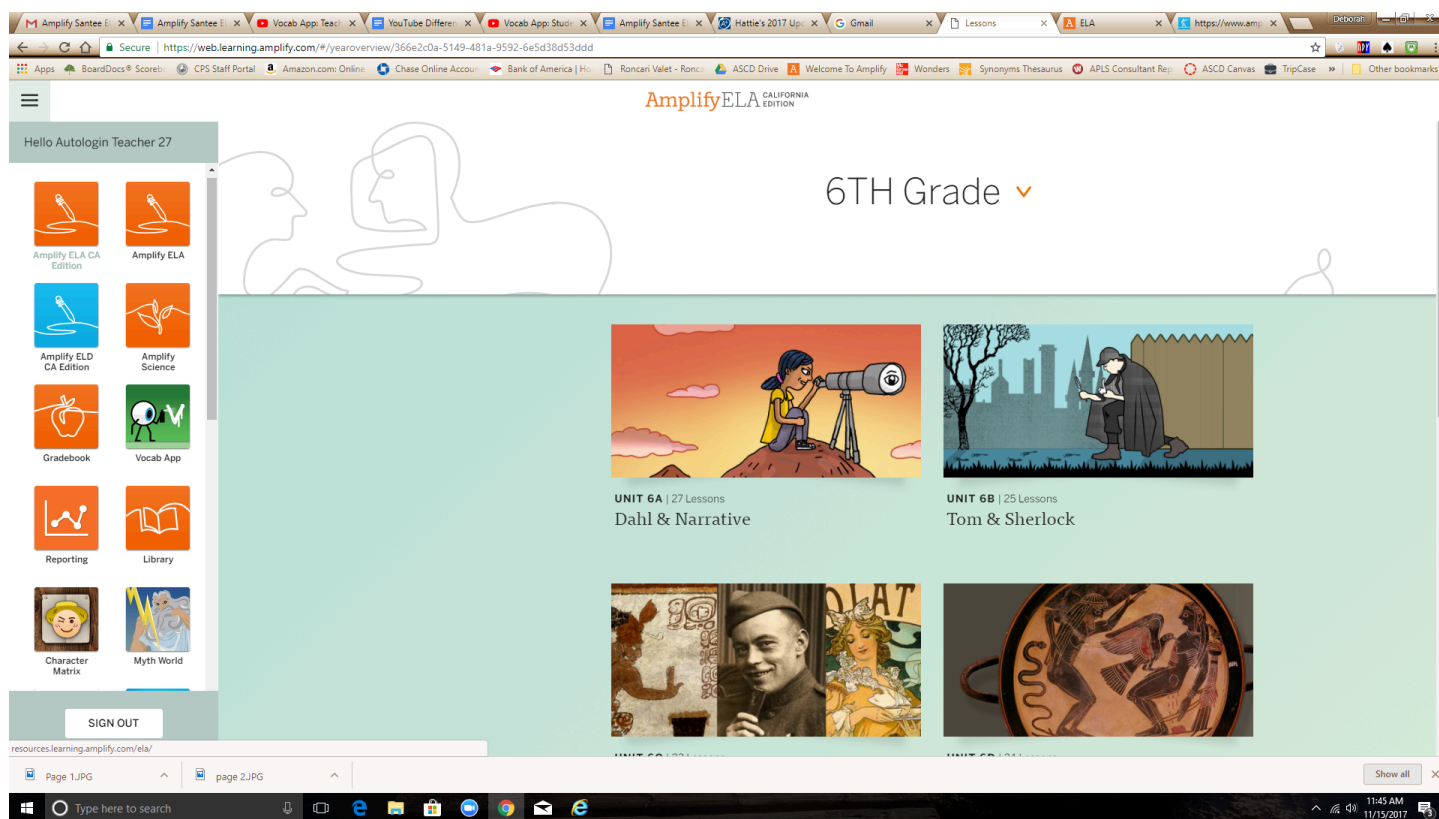
Students can access the vocabulary app by clicking on the link in Lesson 1 of each unit.



The first time students log in, all English language learners should click on the green button. The blue button will take students to grade level appropriate text. From there, students will be taken to their personalized vocabulary page. Each vocabulary work assigned to students is linked to two or more lessons. The software keeps track of student mastery and adjust the text-embedded instruction and practice based on students' correct responses or errors.

Based on their performance with the app tasks, native English speakers will work on vocabulary that is below, at, or above their grade level. Depending on their performance, English language learners will work on vocabulary tasks at the emerging, expanding, or bridging levels. In order to provide all students with access to grade level vocabulary, at least two words on each student's list will be at grade level. All words will remain in a student's list until mastery is reached. In addition, students will continue to work with "mastered" words on a rotating cycle to ensure transfer and application. Students can also view their progress in the app.

Teachers can navigate to the vocabulary app the same way that students do, or by clicking on the vocabulary app by using the three lines at the top left of their digital screen and choose the app.

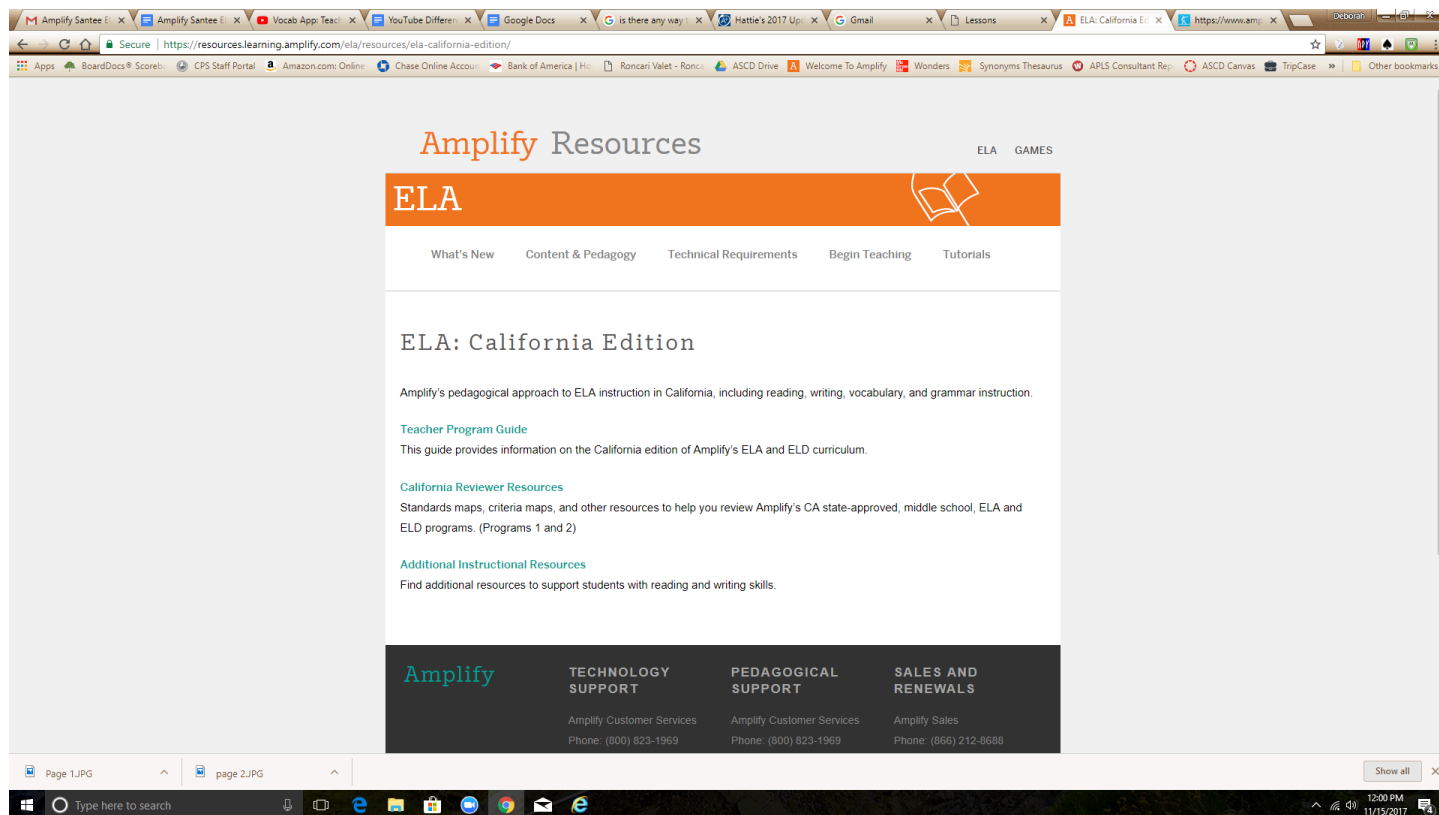


From here, teachers can view their class lists and drill down to individual students to view their progress to date. These data can be sorted by name or by progress level. Data can also be downloaded as an Excel



spreadsheet for other purposes. Teacher can also change a student’s “stream,” or differentiated level using this page. Student data can also be viewed in the Amplify gradebook app.

The vocabulary app can also be found by clicking on the resources tab, choosing the “Content and Pedagogy” tab, clicking on the “California edition,” and choosing “Additional Instructional Resources” at the bottom of this page.



**Over-the Shoulder Conference** The “over-the-shoulder” conference feature (hummingbird) supports teachers as they provide targeted feedback to students. Each grade level guide provides models of how a teacher would respond to specific concerns in student work.

**Cards** In addition, some of the Amplify “cards” allow teachers to adjust the challenge level of the writing tasks; this is a valuable feature for supporting differentiation and integrated ELD. Although teachers may not choose the Quests as essential to students’ mastery of the related standards, these tasks support students’ complex application of unit standards. In addition, these tasks are engaging and highly motivating to students. In the “Shared Writing” feature students practice both their listening and speaking standards and provides opportunities for peer evaluation. This component also allows students to use peer evaluation.

**F. My time allocation for language arts is not the same as other teachers in my grade level or building. How might I best allocate time for the various Amplify components?**

Amplify is designed for use within a 60 minute daily time block. The core Amplify program requires 150 instructional days with an additional 30 days available for teacher flexibility and reteaching, for a total of 180 instructional days. If the teacher chooses to use the Solo feature as prescribed, additional time will need to be allocated. A two-page Program at a Glance can be accessed [here](https://bit.do/AmplifyPAAG). ([bit.do/AmplifyPAAG](https://bit.do/AmplifyPAAG))

The time allocations for language arts instruction in the district range from 55 minutes in some grade levels to 90 minutes in other locations. This district's average time allocation for ELA is 55 minutes/day. These site based constraints and priorities suggest that individual teachers or grade level English language arts teams will need to meet with their administrators to determine how best to allocate their available ELA time.

Adjustments are likely to be needed, especially during the first year of program implementation, when the Amplify framework and components are new to both teachers and students. Grade level teams also need to consider how best to accommodate student learning during the 15 days when students do not have access to their iPads, as well as the days allocated to district assessments.

Santee teachers who have already implemented Amplify as part of the pilot project recommend a dedicated routine as a technique for hastening the adjustment to the new Amplify resources. Pilot teachers recommend the use of a timer to monitor time spent on students' vocabulary work and class discussions.

The Amplify site itself also offers recommendations for pacing accommodations and teacher flexibility. Reasons for changing the pacing and time allocations include the following:

1. Adjust instruction in response to data from formative assessments.
2. Choose one activity or another based on the teacher's or the students' interests.
3. Linger on a particular activity that grabs students' interest.
4. Skip non-required lessons to allow time for students' interest in another area of the curriculum.
5. Skip non-required lessons to allow time for teacher-developed curriculum.
6. Skip non-required lessons to allow time for typical school-year interruptions.

To plan your year, consider the lessons in three groups:

**1. Least flexible:** Lessons that teachers should do in the order in which they appear because the texts and activities are designed to build skills sequentially in order to meet standards.

These lessons include the following: Sixth-grade units: A, B, D, and E. Seventh-grade units: A, B, C, D, and E. Eighth-grade units: A, B, C, and D.

Most of the Amplify ELA lessons are designed as a carefully sequenced series of experiences that build students' skills in order to master the grade-level CA CCSS for ELA/Literacy. Teachers should follow the lessons, one by one, in most units, using Amplify's formative assessment tools to decide when they can speed up or when they need to slow down. These lessons are generally described as taking around 45-60 minutes, but teachers should monitor student progress, looking in the instructional guide to find out what sorts of mastery to look for before moving on from activity to activity. Certain lessons will span more than one 45-minute block. And most lessons contain enough activities to explore with students for an extended double literacy block if the teacher has that option.

**2. Somewhat flexible:** Lessons that serve as a collection of lessons from which teachers can choose in order to meet the standards. Lessons that contain somewhat flexible tasks include the following:

**Research Collections:** Sixth-grade units: C and F. Seventh-grade unit: F. Eighth-grade units: E and F.

The Research Collections units include lessons that provide thoroughly scaffolded standards-based skills. To meet the standards requirements, teachers can move through the sub-units of these collections sequentially, or, they can simply choose one sub-unit that allows students to survey the archive of sources and then complete the research essay and the multimedia presentation.

To provide a foundational base of research skills, each collection includes the same Informational Literacy sub-unit for students who have no experience with the Amplify approach to research or with Internet research in general. Those three lessons are important for sixth grade students, for new classes who are just starting to implement the program, and for students in older grades who need review.

Additionally, in eighth grade, the teacher needs to be sure to complete the sub-unit in the Frida and Diego unit because this is the only place where students get practice with job materials, standard W8.2a.

**Story Writing:** Sixth-grade unit G. Seventh-grade unit G. Eighth-grade unit G.

Like the Collection Units, the Story Writing units at every grade level include lessons that very thoroughly scaffold standards-based skills. In the case of Story Writing, the lessons scaffold narrative writing in which students are using their imagination to develop characters and stories built around those characters' conflicts. To satisfy the standards, the teacher should make sure to instruct students in the completion of story writing in the final sub-unit.

Depending on how much the teacher wants to work on narrative writing skills, he or she can choose to have students complete one or both of the sub-units to prepare for writing the actual story.

### **Flex Days and the 4-volume set, Mastering Conventions**

Within each unit and sub-unit, the teacher will find Flex Days designed to be used to teach grammar-related language standards and to ensure that students are applying those standards to their written work. Students working at a third-grade level will need to use up to 10 Flex Days to remediate and master all grade-level language standards. Those teachers who do not have to remediate to that extent will have Flex Days to use for other purposes, as described in the Flex Day lesson briefs.

**3. Completely flexible:** Lessons that are optional, that teachers can choose to do or not to do, depending on their and their students' interests and their school's priorities.

### **Optional Quests**

Quests are sequences of five lessons that change the typical lesson routine and bring students together in new ways. The Quests are also opportunities for students to work with texts in new ways — almost as internal field trips facilitated by Amplify's curriculum developers. Each grade includes one Quest that is completely optional. Students do not need to do any of the lessons in the optional Quest in order to meet the standards. If teachers are looking for flexibility, they can choose to eliminate those lessons.

The required Quests provide some flexibility as well in that teachers can satisfy learning requirements by giving students access to the first three lessons and not following every Quest to its final conclusion. Students may be disappointed if you cut it off — but all learning goals will be met.

### **Benchmark Assessments**

Two reading and writing benchmark assessments are available for a teacher to use whenever he or she finds them most informative. Amplify recommends using them in the beginning (i.e. third week) and mid-year (i.e. 20th week) to provide ample time to adjust instruction and differentiate for students' needs before state tests in the spring.

The Amplify web page related to these pacing suggestions is screen-shot below:

### **G. How does Amplify address the needs of English language learners, and students in need of intervention, differentiation, or advanced learning opportunities?**

Amplify provides for the differentiation needed by English language learners as well as for students who are performing below and above grade level.

#### **English Language Learner Resources**

The specific strategies and accommodation provisions for English language learners are included in a six-lesson cycle that has been designed by Amplify to align with the California ELD standards. To access a resource that explains this lesson cycle use [this link](#). It takes users to the Amplify “ELD Resources” screen within the “Content and Pedagogy” tab. From here, click on the “ELD-6 Lesson Cycle” link. Additional information is also available here: [6-lesson Cycle with standards](#)

By opening the same link provided above, users can also access:

- Grade 6, 7, and 8 unit and sub-unit overviews that include background information on the reading passages taught in Amplify ELD.
- Grade 6, 7, and 8 ELD Conversation and Collaboration (Lesson 1 of the six lesson cycle) outlines.
- Vocabulary and Idiom videos
- ELD vocabulary by unit
- ELD grammar by unit
- ELD assessment guide

[This explanation of Amplify’s integrated approach](#) and the teaching strategies used to support English language learners within the Amplify resources. Additional English language development tools for Amplify are linked below. These resources can all be found under the “Content and Pedagogy” tab (See section D above for info on how to login):

[Amplify ELA integrated instruction](#)

[Amplify ELD designated lessons](#)

[Foundational skills for English Learners](#)

[ELD Program organization](#)

[Amplify ELD units and sub-units](#)

[ELD Grammar by unit](#)

[ELD Vocabulary by unit](#)

[ELD formative assessment guide](#)

[ELD guide for communication and collaboration](#)

[Amplify ELA units: Background information for ELD instruction](#)

[Grade 6- Background Information](#)

[Grade 7- Background Information](#)

[Grade 8- Background Information](#)

## **Differentiation with Amplify**

The Amplify curriculum was designed using the guiding principles of universal design which provides multiple avenues for expression, representation, and engagement and supports differentiation for English learners as well as students who are working above or below level, navigate to the main page and choose the “Content and Pedagogy” tab.

Within this section of the web site users can click a link that provides information about Amplify’s differentiation strategies for students with disabilities, below grade level readers, multi-grade level classrooms, and for advanced students. (See section D above for info on how to login.)

[Universal Design in Amplify ELA](#)

[Differentiation strategies](#)

[Differentiation for students with disabilities](#)

[Differentiation for advanced students](#)

[Differentiation for readers below grade level](#)

[Differentiation for students of different grade levels in the same classroom](#)

Within the “California Edition” tab, readers will see a link for “Additional Resources.” In this tab users will see two different links:

Differentiation Resources

[Reference Guide for Differentiation Levels](#)

[Differentiation Teacher's Guide](#)

**H. Amplify provides for a variety of assessment reports. Which reports would be most useful for teachers during our first year of implementation?**

Information about the Amplify assessments are available by locating the “Content and Pedagogy” tab on the Amplify dashboard. By clicking on the “CA Edition,” users will have access to the “Teacher Program Guide.”

Within, the following tabs you will find:

- [Assessment and feedback](#)
- [Overall approach to assessment and feedback](#)
- [Feedback and Revision Assignments](#)
- [Formative assessments and reporting](#)
- [Summative assessments](#)
- [Student goal-setting guide](#)
- [Writing rubrics](#) are also available for teacher and student use.

The “What’s New” tab on the Amplify dashboard allows users can access information about the automated writing evaluation (AWE) tool in Amplify.

- [AWE Overview](#) ([bit.do/AmplifyAWE](https://bit.do/AmplifyAWE))

Each of the five different formative assessment tools has been designed to give teachers data that supports their feedback, interventions, and differentiation plans for individual students. These include the assessments themselves, automated or partially automated scoring, reports for each student and the class as a whole, specific data regarding each student’s individual responses, and the tool that allows teachers to respond to each student’s work.

Although recommendations may change over time, the bolded tools are likely to yield the most valuable information for teachers:

- **Writing Habits**
- **Reading Comprehension**
- **Vocabulary**
- **Writing Skills**

The summative assessments in Amplify allow teachers to measure and track student progress toward mastery of the grade level ELA standards. Summative assessment components include both the Beacon Benchmark Assessments for reading and writing, and the essays tool, to measure writing achievement. Both are valuable tools for measuring student status with respect to grade level expectations.

Santee's Amplify pilot team reports the following tips and considerations:

- In the "Reporting", teachers can view the results of all of the Solos within the comprehension report. If users click "See Details" they will view results for each student.
- "Reporting" also provides a report that show teachers how many times they have given written feedback to each individual student.
- The ability to manage the level and "Track" of the various assignments and assessments is also available to teachers.
- Educators in the Santee School District are expected to continue their use of the district's benchmark assessments.

### **I. How might I best manage my purposeful use of the gradebook in Amplify?**

Amplify provides both automated scoring and a digital gradebook that can be uploaded to any school district's report card or progress report system. An overview of the Amplify gradebook is [located here](#). A video overview of the gradebook app is located [here](#).

Any student answer to a multiple choice question, short answer question, an essay, or even the students' choice of highlighted text, as well as a teacher's rubric-based scoring of an essay will be entered in the digital Amplify gradebook. Teacher can comment on it and decide which of the scores will be shared with the students, as well as deciding which scores will be used for report card grading.

**It is important to remember that scoring of students' tasks and assignments is different from grading.** A grade indicates the extent to which a student has demonstrated mastery of a standard or set of standards. The assignments' scores become evidence that can be used to determine mastery levels. A teacher's, school's, or district's grading principles should guide which assignments are used for grading purposes. Some assignments might also be eligible for do-overs or redos to support students' progress toward proficiency and standards' mastery.

Amplify pilot teachers recommend:

- Identifying, in advance, which assignments align with which learning standards.
- Not "grading" every assignment or practice task (because they are part of the learning process and not part of the summative assessment design), but providing feedback and comments on every student's submission whenever possible.
- Assessing one standard at a time. The use of the "comments" feature should prove useful for teachers.
- Taking quick looks and informal notes. If time becomes a problem, teachers might also choose select students' work for each given day's review, feedback and scoring, so that every student will receive support at least once per week.



**J. What are some of the challenges teachers are encountering as they implement Amplify for the first time in Santee? How are they addressing these challenges?**

Teachers who piloted Amplify last year, as well as those who are implementing for the first time in 2017-18 have shared the following challenges:

1. I am unsure about the appropriate pacing for the Amplify lessons.

**Potential Solution:** The first year of implementation is always the most difficult, Both teachers and students must adjust to new routines, components, and resources. Amplify offers suggestions for pacing flexibility within its digital dashboard. Read the "[Planning Your Year](#)" resource for more information.

2. Amplify is a digital resource, but there are occasions when we don't have internet access. I need to plan for the occasional days when we don't have access to the internet.

**Potential Solution:** Amplify provides an option for print as well as digital resources. To access this information, navigate to the home page and choose the "Begin Teaching" tab. Then click on the "Print Support" square. Amplify ELA Unplugged Lessons support offline moments in the classroom. The Unplugged lessons cover the same skills, but do not completely mirror the digital lessons.

The first five lessons of each Unit A Unplugged resource contain additional supports for the classroom transition to digital. These can be used prior to receiving student iPads at the beginning of the school year. The Unplugged Lessons for all remaining units can be found in the Unit Overviews within the curriculum.

[Unit 6A: Dahl & Narrative Unplugged Lessons](#)

[Unit 7A: Red Scarf Girl & Narrative Unplugged Lessons](#)

[Unit 8A: Dahl, World War II & Narrative Unplugged Lessons](#)

3. Sometimes it seems that the tasks associated with the reading passages are too repetitive. This might cause an issue with student interest. I need a plan for addressing this issue.

**Potential Solution:** As you become familiar with the program, you may wish to select specific cards according to student needs and purpose of lessons.

4. Not all students finish their work at the same time. What options are there to address this issue?

**Potential Solution:** Preview the entire lesson to structure time frames at the beginning of class. Develop a routine for work to be submitted "as is" for formative feedback only (not for "grading"). Students may use the Amplify library as well as the Amplify vocabulary app to extend learning between tasks.