



Patterns of daily lessons

Structure of a daily lesson

Amplify ELA lessons follow a structure that is grounded in regular routines but is flexible enough to allow for a variety of learning experiences. The following schematic representation shows the sequence of activity types that appear in a typical lesson.

Build vocabulary

All Amplify ELA lessons begin with five minutes of independent vocabulary practice, where students work on vocabulary activities using words pulled from the text they're currently studying. This routine helps students get focused as they transition into ELA work. As students work at their own pace, the teacher greets students and checks in with those who were absent, who did not complete the Solo, or who need any other assistance to make sure they're set up for success.

Collaborate and interpret

During the first 15–25 minutes of the lesson, the teacher regularly leads students in activities where they read a text closely to analyze and make meaning of the text by interpreting audio and dramatic performances (Work Out Loud: Fluency); unpacking the text through charts, diagrams, storyboards, or other visual depictions (Work Visually); planning and performing dramatic interpretations of a text (Work Out Loud: Perform); rereading passages to identify and analyze language that supports an idea (Choose the Best Evidence); and/or discussing conflicting answers with a partner, using the text to come to a consensus (Use the Text as Referee). Generally, the teacher introduces and models the activity and then circulates throughout the room during individual, pair, or group work to support close reading strategies, assess comprehension, and provide targeted feedback.

Produce

Most lessons culminate in activities where students produce work that they can submit for formative assessment with progress reporting. Approximately 2–3 times a week, lessons culminate in a Writing for an Authentic Audience activity, where students use 12 minutes of independent writing time to focus their ideas and express them in a way that will inform or persuade their audience. As students work independently, the teacher engages in over-the-shoulder conferences to offer targeted feedback. Sometimes students complete a Revision Assignment, where they revise a piece of writing in response to feedback that the teacher has provided by using the commenting tool. Occasionally, students practice their analytical and argumentative skills by engaging in formal or informal group debates or structured discussions where they develop claims, anticipate and respond to counterclaims, and convey information persuasively. All writing, revising, and debate activities are followed by a sharing routine, where students give each other positive feedback on a skill that they demonstrated effectively.

Prepare for independent work

All lessons wrap up by having students share the work they've produced, synthesize the lesson's major ideas through discussion, and/or gain an introduction to the Solo assignment that they will complete after class. This routine provides a sense of closure at the end of lessons and prepares students to transfer their learning into the work they produce independently after they've left the classroom.

