# The patterns of daily lessons

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**

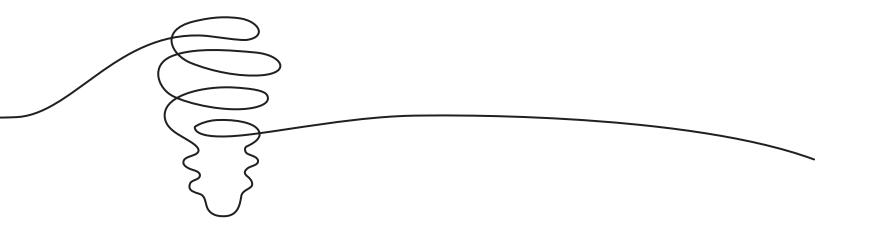
Generally, during the first 15-25 minutes of the lesson, the teacher leads students in activities where they read a text closely and make meaning of the text by: interpreting audio and dramatic performances (Working with Text Out Loud); conveying ideas through charts, diagrams, storyboards, or other visual depictions (Working Visually); planning and performing dramatic interpretations of a text (Working with Text as Theater); rereading passages to identify and analyze language that supports an idea (Choosing the Best Evidence); and/or discussing conflicting answers with a partner, using the text to come to a consensus (Using the Text as Referee). Generally, the teacher introduces and models the activity, leads a brief discussion, and then circulates throughout the room during individual, pair, or group work to 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 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.





#### Structure of a daily lesson

**Build Vocabulary** (5 Minutes)

#### Collaborate and Interpret (15-25 Minutes)

### 念Building vocabulary

Students work independently

### Teacher-student check-ins

Teacher greets students and for success.

### Section Working With Text Out Loud

Students make meaning by interpreting audio and dramatic performances of the text.

Teacher asks questions to help students focus on particular aspects of performances.

### - Ŵ- Working Visually

----- OR -----

----- OR -----

#### 🖉 Working With Text as Theater

**Teacher** introduces and models activity, assesses comprehension,

----- OR -----

#### A Choosing the Best Evidence

**Students** closely reread passages to identify and analyze language that supports an idea.

Teacher introduces and models activity, assesses comprehension, and gives targeted feedback to individuals and groups.

----- OR -----

### <sup>^</sup>√ <sup>™</sup> Using the Text as Referee

Students work with a partner to talk through various answers to a question, using specific places in the text to come to a consensus. Teacher introduces and models activity, assesses comprehension, and gives targeted feedback to individuals and groups.

Produce (15-25 Minutes)

### \_/ Writing for an Authentic Audience

**Students** use independent writing time to focus their ideas and express them in a way that will inform or persuade their audience.

Teacher engages in over-the-shoulder conferences to offer targeted feedback to

## 🕑 Revising

**Students** use independent writing time to focus their ideas and express them in a way that will inform or persuade their audience.

----- OR -----

Teacher engages in over-the-shoulder



# Debating

**Students** engage in formal or informal group

----- OR -----

#### Prepare for Independent Work (5-10 Minutes)

### 옷은 Wrap-up

Share Discuss Introduce Solo

Q

 $\bigcirc$ 

Independent Work (20-60 Minutes)

Complete Solo

----- OR -----

----- OR ------

----- OR -----

---- OR -----

Read independently

Play in the World of Lexica<sup>™</sup>

Create a video for ProjectEd

Build more vocabulary with Vocab App

Teacher uses time to prepare for next class session