



Amplify K-2

LASO Decision 1 | Office Hours

Hello and Welcome!

We encourage you to rename yourself to include the name of your LEA or campus.

1

After launching the Zoom meeting, click on the "Participants" icon at the bottom of the window.

2

In the "Participants" list on the right side of the Zoom window, hover over your name and click on the "Rename" button.

3

Type in the display name you'd like to appear in the meeting and click on "OK".

Welcome!

Crystal A. Graham, Effectiveness Coach

- ★ K-2 Teacher
- ★ Literacy Coach
- ★ District Leader
- ★ ESL Certified
- ★ NBCT - EMC Literacy
- ★ Reading Specialist



Amplify Materials Overview

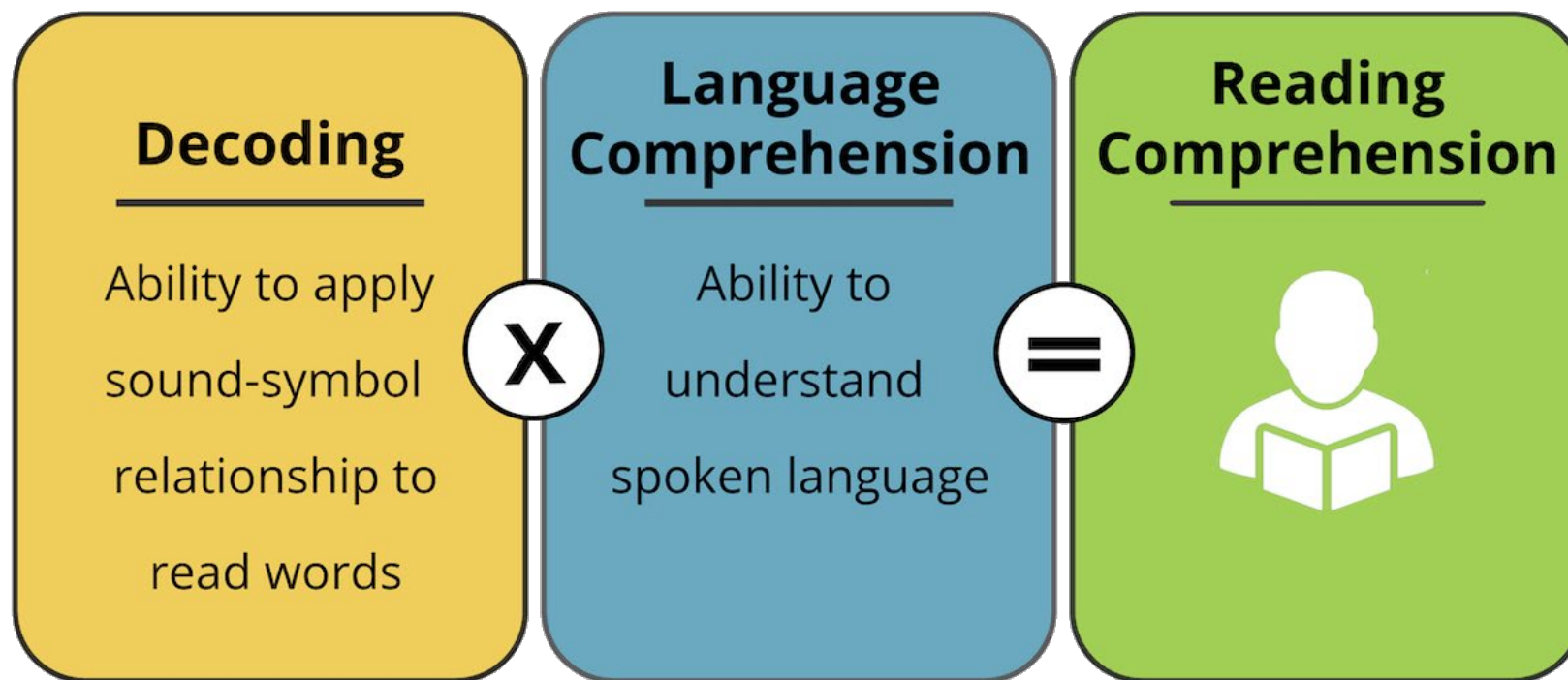
Amplify Materials Overview

Amplify Texas Elementary Literacy Program is a K-5 knowledge-based RLA curriculum in English and Spanish with aligned foundational skills units for grades K-2. English foundational skills and Spanish foundational skills instruction provides an explicit and systematic approach to increased decoding skills and when integrated together support biliteracy.



Researched-Based Approach to Literacy

The Amplify Texas Elementary Literacy Program is guided by extensive research on the science of reading, which is a compilation of research-based best practices for literacy instruction. The science of reading tells us that, in order for students to get optimal results from our literacy instruction, language comprehension and word recognition must work hand in hand. In other words, the recognition of sounds, letters, and words integrated with knowledge, vocabulary, sentences, connections, and gist are the makings of the most impactful reading instruction for students.



Skill-Building



All Skills lessons include some or all of the following segments:

- **Foundational Skills:** Students learn print concepts, phonological and phonemic awareness, phonics and word recognition, and fluency. Instruction of foundational skills are explicit and targeted to individual student's needs.
- **Language:** Students focus on grammar, writing mechanics, language conventions, spelling, and vocabulary.
- **Reading:** Students practice decoding and comprehension with decodable chapter books, text-based questions, and written response activities.
- **Writing:** Students learn about the writing process and key text types through connected reading and writing tasks.
- **Speaking and Listening** (integrated into other segments): Students engage in collaborative discussion, including partner and small-group work.
- **Handwriting and Cursive:** In Grade 2, students have instructional opportunities to refine their penmanship through handwriting and cursive writing practice.
- **Additional Support:** Each lesson features an Additional Support section at the end with targeted activities for additional practice.

Knowledge Building

In an effort to support academically and culturally competent literacy, the Amplify Texas Elementary Literacy Program continually engages students with rich content knowledge. Knowledge domains across Grades K–5 allow students to make authentic, real-life, and academically relevant connections to the TEKS. Throughout the instructional program and within each lesson, students are continually building **background**, **conceptual**, and **academic** knowledge.

ELAR Grades: K–5 Domains and Units

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Domain 1: Nursery Rhymes and Fables	Domain 1: Fables and Stories	Domain 1: Fairy Tales and Tall Tales	Unit 1: Classic Tales: <i>The Wind in the Willows</i>	Unit 1: Personal Narratives: My Story, My Voice	Unit 1: Personal Narratives: Let Me Tell You a Story
Domain 2: The Five Senses	Domain 2: The Human Body	Domain 2: The Ancient Greek Civilization	Unit 2: Scales, Feathers, and Fur: Animal Classification	Unit 2: Eureka! The Art of Invention	Unit 2: The Renaissance: Art and Culture
Domain 3: Stories: Fairy Tales and Folktales	Domain 3: Different Lands, Similar Stories	Domain 3: Stories from Mount Olympus	Unit 3: The Human Body: Systems and Senses	Unit 3: Contemporary Fiction: Mi Calle, Tu Calle	Unit 3: Early American Civilizations: Myths, Pyramids, and Kings
Domain 4: Plants: How Do They Grow?	Domain 4: Early American Civilizations	Domain 4: The War of 1812	Unit 4: The Ancient Roman Civilization	Unit 4: American Revolution: Building a Nation	Unit 4: Don Quixote: A Hopeful Knight's Tale
Domain 5: Farms: From the Ground Up	Domain 5: Astronomy: Space Exploration	Domain 5: Cycles of Nature: Clouds to Raindrops	Unit 5: Flash, Bang, Boom! Exploring Light and Sound	Unit 5: <i>Treasure Island</i> : X Marks the Spot	Unit 5: Poetry: Collage of Words
Domain 6: Native Americans: Tradition, Heritage, and the Land	Domain 6: The History of the Earth	Domain 6: Westward Expansion	Unit 6: The Viking Age	Unit 6: Poetry: Wondrous Words	Unit 6: Introduction to Shakespeare: <i>A Midsummer Night's Dream</i>
Domain 7: Kings and Queens	Domain 7: Animals and Habitats: The World We Share	Domain 7: Insects: All Around	Unit 7: Astronomy: Our Solar System and Beyond	Unit 7: Geology: This Rock You're Standing On	Unit 7: Native Americans and the United States
Domain 8: Seasons and Weather: As the Earth Turns	Domain 8: Fairy Tales	Domain 8: The U.S. Civil War	Unit 8: Learning from the Land: Native American Regions and Cultures	Unit 8: Energy	Unit 8: Chemical Matter: Detectives, Dinosaurs, and Discovery
Domain 9: Colonial Towns and Townspeople: Once Upon America	Domain 9: A New Nation: American Independence	Domain 9: The Human Body: Building Blocks and Nutrition	Unit 9: Early Explorations of North America	Unit 9: Novel Study: <i>Hello, Universe</i>	Unit 9: Beyond Juneteenth: 1865 to Present
Domain 10: Taking Care of the Earth	Domain 10: Frontier Explorers	Domain 10: Journeys to America: Land of Opportunity	Unit 10: Colonial America		Unit 10: Novel Study: <i>The Science of Breakable Things</i>
Domain 11: Presidents and American Symbols: Uniquely American	Domain 11: Adventure Stories	Domain 11: Fighting for a Cause	Unit 11: All That Jazz		
Domain 12: Art and the World Around Us		Domain 12: Up, Up, and Away: The Age of Aviation			

Knowledge Building

All knowledge lessons follow the same structure:

- **Core Connections** (Lesson 1 only): Review prior knowledge from past domains and previous years along with upcoming lessons.
- **Introducing the Read-Aloud**: Review the previous day's Read-Aloud and introduce the day's topic.
- **Presenting the Read-Aloud**: Teachers present the day's complex Read-Aloud, asking text-dependent questions and engaging students with rich visuals. Read-Alouds also include Word Work.
- **Application**: Students apply what they've learned through dynamic collaboration and writing activities.

Lesson 98: Humpty Dumpty

Read-Aloud

20m

Reading: Students will describe the main events in a nursery rhyme.

➔ **ESSENTIAL**

PURPOSE FOR LISTENING

- Tell students to listen carefully to identify the main events in the nursery rhyme.

"HUMPTY DUMPTY" (10 MIN.)



Show image 98-1: Humpty Dumpty
Humpty Dumpty sat on a wall.
Humpty Dumpty had a **great** fall.
All the king's horses,
And all the king's men,
Couldn't put Humpty **together** again.

READ IT AGAIN




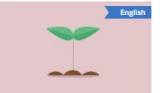
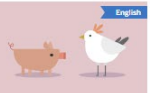
















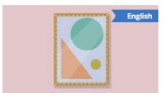










(Reread the rhyme with the Guided Listening Support.)



Show image 98-1: Humpty Dumpty
Humpty Dumpty sat on a wall.
Humpty Dumpty had a great or **unusually big** fall.
All the king's horses,
And all the king's men,
Couldn't put Humpty **together again or put him back into one piece.**

Key Features

Engaging concepts for all learners

 <p>Knowledge 1 Nursery Rhymes and Fables</p>	 <p>Knowledge 2 The Five Senses</p>	 <p>Knowledge 3 Stories: Fairy Tales and Folktales</p>	 <p>Knowledge 4 Plants: How Do They Grow?</p>	 <p>Knowledge 5 Farms: From the Ground Up</p>	 <p>Knowledge 1 Fairy Tales and Tall Tales</p>	 <p>Knowledge 2 The Ancient Greek Civilization</p>	 <p>Knowledge 3 Stories From Mount Olympus</p>	 <p>Knowledge 4 The War of 1812</p>	 <p>Knowledge 5 Cycles of Nature: Clouds to Raindrops</p>
 <p>Knowledge 6 Native Americans: Tradition, Heritage, and the Land</p>	 <p>Knowledge 7 Kings and Queens</p>	 <p>Knowledge 8 Seasons and Weather: As the Earth Turns</p>	 <p>Knowledge 9 Colonial Towns and Townspeople: Once Upon America</p>	 <p>Knowledge 10 Taking Care of the Earth</p>	 <p>Knowledge 6 Westward Expansion</p>	 <p>Knowledge 7 Insects: All Around</p>	 <p>Knowledge 8 The U.S. Civil War</p>	 <p>Knowledge 9 The Human Body: Building Blocks and Nutrition</p>	 <p>Knowledge 10 Journeys to America: Land of Opportunity</p>
 <p>Knowledge 11 Presidents and American Symbols: Uniquely American</p>	 <p>Knowledge 12 Art and the World Around Us</p>	 <p>Knowledge 1 Fables and Stories</p>	 <p>Knowledge 2 The Human Body</p>	 <p>Knowledge 3 Different Lands, Similar Stories</p>	 <p>Knowledge 4 Early American Civilizations</p>	 <p>Knowledge 11 Fighting for a Cause</p>	 <p>Knowledge 12 Up, Up and Away: The Age of Aviation</p>		
 <p>Knowledge 8 Fairy Tales</p>	 <p>Knowledge 9 A New Nation: American Independence</p>	 <p>Knowledge 10 Frontier Explorers</p>	 <p>Knowledge 11 Adventure Stories</p>						

Authentic Texts



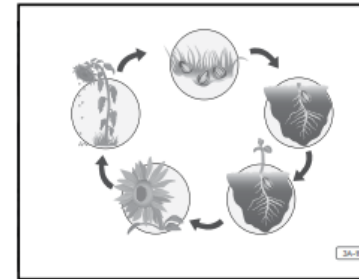
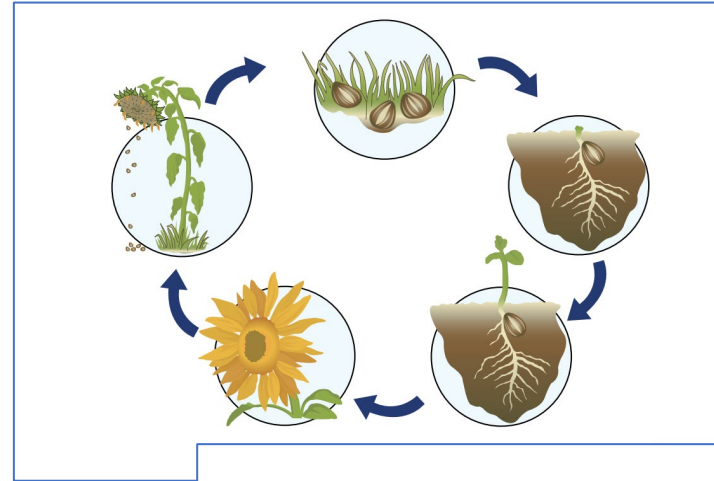
“THE ANCIENT GREEKS” (15 MIN)

About two thousand eight hundred years ago, there lived a civilization of people called the ancient Greeks. [Point to each area on a world map or globe as you read the following text.] Today, part of the area where this ancient civilization lived is called Greece. Long ago, however, the ancient Greeks lived on a much larger area of land. The **boundaries or edges** of ancient Greece spread widely to the east and west, into many areas bordering on the Black Sea to the north, and across hundreds of islands in the Mediterranean and Aegean [/i j *ee*ən /] Seas. Expeditions **or journeys** by land and by ship allowed the ancient Greeks to travel as far west as present-day Britain and as far east as India. [Show the distance from Greece to Britain and India on the world map or globe.] The ancient Greeks traveled to explore far-off lands, and also to trade—or buy and sell—goods with people from other areas.



Show image 1A-1: Map of ancient Greece

The ancient Greeks were similar to other ancient civilizations in some ways. They had writing systems, leaders and laws, religions, and different people to do different jobs. And all of these ancient civilizations—the Egyptians, Mesopotamians, Indians, Chinese, Maya,



Show image 3A-11: Life cycle of a sunflower

As we have seen, all plants live according to a life cycle. This diagram shows you the life cycle of a sunflower. [Point to each part of the life cycle as it is reviewed.] A new plant begins when the sunflower seed germinates and sprouts to become a seedling. If the seedling receives the right amount of water,

nutrients, and light, then the plant will continue to grow. Eventually, the plant will become mature and make more seeds from which new plants will grow. When the sunflower dies and decays, it becomes the nutrients in the soil so that seeds can germinate and grow into new plants. And a new life cycle of a plant begins! **TEKS K.8.D.ii; TEKS K.9.C**

Vocabulary Practice for All Learners

CORE VOCABULARY FOR WESTWARD EXPANSION

The following list contains all of the core vocabulary words in *Westward Expansion* in the forms in which they appear in the Read-Alouds or, in some instances, in the "Introducing the Read-Aloud" section at the beginning of the lesson. Bold-faced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1 campfire settled sights sympathy wagon train	Lesson 4 approach concluded create generations interacting	Lesson 7 endurance landmarks route venture
Lesson 2 design inventor journey steamboats voyage	Lesson 5 encountered forced insisted miserable relocate	Lesson 8 ancestor convenient iron horse spanned Transcontinental Railroad
Lesson 3 Erie Canal freight tow transport	Lesson 6 hardships ruts scout steep territory	Lesson 9 bison charged skilled solemnly

Vocabulary Chart for "King Midas and the Golden Touch"			
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		fond gazed satisfied	
Multiple Meaning	treasures (<i>tesoros</i>)		
Sayings and Phrases	loved _____ more than anything in the world the golden touch		

WORD WORK: ABUNDANT (5 MIN.)

- In today's Read-Aloud you heard, "One of the most important factors that sets Earth apart from other planets is the abundant supply of water."
- Say the word *abundant* with me.
- When you say something is abundant, you mean you have a lot or more than enough of it.
- When there is a lot of rain and good soil, farmers expect an abundant crop.
- Do you have an abundant supply of anything? Try to use the word *abundant* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I have an abundant supply of _____."]
- What's the word we've been talking about?

Use an Antonyms activity for follow-up. You know that *abundant* means having more than enough of something, or having plenty of it. The opposite of *abundant* is *scarce*, which means not having enough of something, or having very little. Listen to the following examples. If I describe an amount that is plentiful, say, "That is abundant." If I describe an amount that is very little, say, "That is scarce."

- the number of stars in the sky (*That is abundant.*)
- the amount of rain in the desert (*That is scarce.*)
- the amount of light from the sun (*That is abundant.*)
- the number of grains of sand on the beach (*That is abundant.*)
- the amount of the moon you can see when it is a crescent moon (*That is scarce.*)



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TEA Available Materials

TEA provides districts and educators with direct access to an optional set of high-quality instructional materials (HQIM) designed especially for Texas.

Two types of materials are available to local education agencies (LEAs):

- **Core products:** full sets of materials designed to cover 100% of the Texas Essential Knowledge and Skills (TEKS) in a grade level/band
- **Supplemental products:** materials not designed to cover 100% of the TEKS but that complement

Instructional Materials

TEA Available Materials

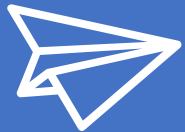
- Amplify ELAR Texas
- Amplify Reading Texas
- Amplify Texas Elementary Literacy Program
- Eureka Math TEKS Edition
- Odell Texas High School Literacy Program
- PhD Science TEKS Edition



Questions?

LASO Application and Next Steps

Application Now Open!



November 7, 2022	December 22, 2022
<p data-bbox="919 461 1442 508">LASO Application Opens</p> <p data-bbox="802 586 1556 696">Unique Application Link Emailed to Superintendent</p> <p data-bbox="794 776 1564 946">Unique Application Link Request Form and Printable PDF Application Published</p>	<p data-bbox="1770 682 2288 729">LASO Application Closes</p>

[Learn More by Visiting LASO Webpage](#)

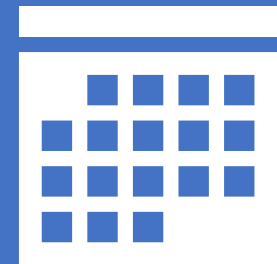
Attend Webinars and Office Hours

Office Hours

November 29	9am-10am	CRIMSI Local Implementation
December 1	9am-10am	CRIMSI
December 5	9am-10am	ESC Strong Foundations Implementation Supports

Office Hours

November 28	10am-11am	Amplify Texas Elementary Literacy Program (Grades K-2)
November 29	10am-11am	Amplify Texas Lectoescritura en Español (Grades K-5)
November 29	1pm-2pm	Print Materials
November 30	10am-11am	Amplify Texas Elementary Literacy Program (Grades 3-5)
December 1	10am-11am	CRIMSI Local Implementation
December 2	10am-11am	Eureka Math TEKS Edition (Grades K-5)
December 5	10am-11am	CRIMSI
December 6	10am-11am	Professional Development and Instructional Protocols
December 7	10am-11am	Assurances
December 7	2pm-3pm	ESC Strong Foundations Implementation Supports
December 8	10am-11am	CRIMSI Local Implementation
December 9	10am-11am	CRIMSI
December 9	2pm-3pm	ESC Strong Foundations Implementation Supports



All sessions will be recorded and posted on the LASO website

Additional Questions?

- **Strong Foundations**
 - *strongfoundations@tea.texas.gov*
- **LASO**
 - *laso@tea.texas.gov*



Explore FAQs



Thank you!