

Amplify.

mCLASS Instruction

Shortening the distance from data to instruction

Class Summary

WCP

WCP

WCP

Instruction

NAME

COMP

Green, Kitty	67
Webb, Matthew	67
Young, Amber	68
Baron, Tori	82
Knox, Andrew	82
Churchill, Conal	94
Pallafacchina, Daniela	94
Ungar, Stella	94
Slade, Caleste	103
Barrios, David	105
Whittle, Mindy	108
Vance, Elena	112
Thomas, Christy	124
Clay, Zack	130
Covington, Sharon	163
Nathan, Devi	163
Smith, Adam	163

Young, Amber

Comprehension

Amplify Reading

Burst Reading

Small Group Instruction

Group 4

Phonemic Awareness

Alphabetic Principle and Basic Phonics

Difficult Letter ID-3

Final Sound Letter ID-2

Vowel Letter ID-2

Name That Sound

Amber's Reading Skills

Weaker with Ending Sounds Than Initial Sounds FSF

Has Vowel Difficulty NWF

Has Difficulty Tracking NWF

Trouble With Given Letter NWF

Activities for Amber

Short-A Word Chain	Phonics	NWF
Short-E Word Chain	Phonics	NWF
Short-I Word Chain	Phonics	NWF
Short-O Word Chain	Phonics	NWF
Short-U Word Chain	Phonics	NWF
Vowel Letter ID-2	Fluency	NWF

Amplify is excited to share with you the release of a new reporting page.

Class Summary

BOY

MOY

EOY

Small-Group Advisor

1. Grouping Attributes

Grade: Grade 2

Time of Year: BOY

Measure 1: NWF-WWR

Measure 2: DORF Flu.

Group

2. Groups

Recommended - NWF-WWR by DORF Flu.

Alphabetic Principle and Basic Phonics (NWF-WWR)

<6

6-12

>12

Group 1

Group 2

Group 3

Group 4

Group 5

Group 6

Group 7

Group 8

Group 9

AD

SG

SK

KL

WP

AA

JH

TJ

MJ

YC

JS

HW

YC

CH

NP

KP

Accurate Reading of Connected Text (DORF Flu.)

<37

37-51

>51

Tidy

Reset

☐ Set Aside Benchmark/ Proficient Students

No Group

SGA Guide

mCLASS® Small-Group Advisor™ sorts students into intervention groups based on mCLASS® DBELS Next® Benchmark assessment results. Begin by determining which results you would like to use to map students to groups.

1: Selecting Grouping Attributes

Students are mapped to one of nine groups based on their Benchmark scores for two assessment measures. Measure 1 determines the horizontal placement: well below benchmark students at the left, and at or above benchmark students at the right. Measure 2 determines vertical placement: well below benchmark students at the top, and at or above benchmark students at the bottom. At any given point, you can change the measures, grade, and time of year, and click **Group** to create a new set of groups.

2: Refine Groups

If you believe the assigned groups aren't best suited to individual student needs, drag and drop the student icons to form optimal groups. When groups consist of lone students, click **Tidy** to consolidate them. Click **Reset** to return to the SGA-recommended mappings. When you finish grouping, you can assign each group a name. Click the icons on this page to save or print this set of groups.

3: View and Print Instruction Recommendations

Click the icons on this page to view the recommended instruction for a single group or to print an instruction list for all groups.

4: Create an Individualized Intervention Plan

The mCLASS Now What? Tools have a long history of supporting teachers in using their data to group students for instruction

Class Summary
BOY
WOY
EOY
Jeff Hook
DORF

DORF DBELS Oral Reading Fluency
Jeff Hook, Grade 2, MOY - 01/10/20

Check Out a Book - Passage 1
Fluency: 56 WCPM | Accuracy: 88% | Retell: 17 WPM | Retell Quality: 1

There are many reasons to go to a library. You can find many books there. Did you know that a library also has **music** and music? Many have **programs** just for kids, too. You can go to story time or meet a real **author**. If you want to **borrow** something from the library, you need to get a **library** card. To get a card, an adult must fill out a form. The form has information such as the person's name and address. At many libraries, children may get a card too, but an adult must sign the form. When you get your card, learn the library's rules. Ask how many items you can check out at one time. Also ask how long you may keep them. Once you have your card, you are ready to find something to check out. You can use the library's computer to find a book or a movie. Search by title, author's name, or subject. Or, you can always just browse. Maybe you want to read a fiction book. Look at the books in the fiction section. Or browse the movie section. You are sure to find something you like! Once you have chosen the items you want, take them to the front desk. Give the librarian your library card and your items. He or she will check them out for you and tell you when to bring them back. Remember to return items by their due date. Then come back to the library to check out more items!

Status

Fluency

Score: 52 Words Correct/Minute

Percentile: 19

Accuracy

Score: 88%

Percentile: 25

Retell

Quality: 1

Sem-Level Advisor
Help

Passage: 1 2 3

Observation #1 of 2
Prev Next

Struggles With Phonetically Irregular Words

Jeff missed 6 of the phonetically irregular words. Developing fluency with non-phonetic sight words is an essential component of literacy development. Engage in word practice activities emphasizing accuracy and gradually progress to fluency by systematically decreasing the response time in which the student is expected to produce the word. As Jeff develops accuracy and automaticity with a particular word set, move on to additional word sets.

Suggested Activities

Sue's Goals - Passage 2
Fluency: 47 WCPM | Accuracy: 87% | Retell: 16 WPM | Retell Quality: 1

Mom was **reading** at the table **writing** in a notebook. Sue asked what she was doing. Mom said she was **reading** a list of **names** she wanted to meet at work. Sue was interested. She **wondered** how it would feel to set a goal and **write** it. Sue **thought** she would write down one **goal** a day. She thought about what she wanted to do for her first goal. At school she was learning about healthy foods. That gave Sue a great idea. She would set a goal to eat two servings of vegetables that day. Later, at lunch, Sue looked in the fridge. She got out a stalk of celery to eat with her sandwich. At dinner, Sue had a helping of spinach. That night, she drew a line through the goal on her paper. She felt proud about meeting her first goal. She knew that she had written a goal.

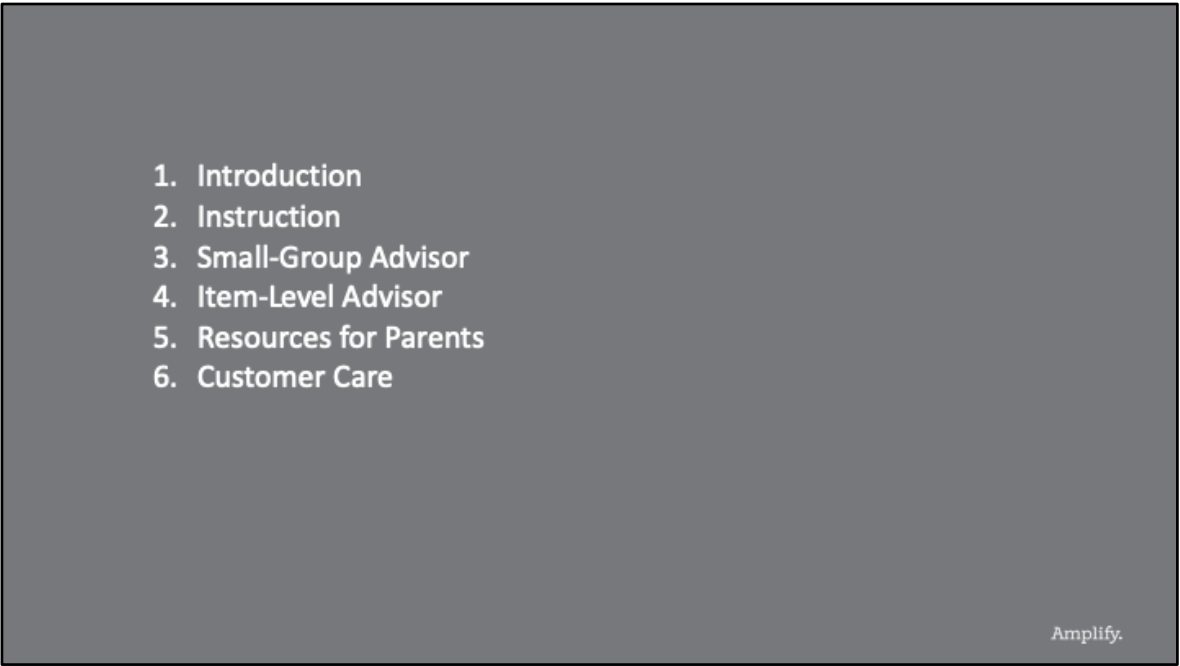
and identify activities to address their instructional needs.

The screenshot displays the 'Instruction' page for a student named Young, Amber. The page is divided into several sections:

- Student List:** A table on the left lists students with their names and scores. Young, Amber is highlighted with a score of 68.
- Header:** The name 'Young, Amber' is prominently displayed at the top.
- Buttons:** Three buttons are visible: 'Comprehension', 'Amplify Reading', and 'Burst Reading', each with an external link icon.
- Small Group Instruction:** This section includes a 'Group 4' label and a legend for 'Phonemic Awareness' (red) and 'Alphabetic Principle and Basic Phonics' (yellow). Below this are four activity cards: 'Difficult Letter ID-3', 'Final Sound Letter ID-2', 'Vowel Letter ID-2', and 'Name That Sound'.
- Amber's Reading Skills:** A section on the left lists specific skills with status indicators:
 - Weaker with Ending Sounds Than Initial Sounds (FSP)
 - Has Vowel Difficulty (NWF)
 - Has Difficulty Tracking (NWF)
 - Trouble With Given Letter (NWF)
- Activities for Amber:** A table on the right lists various activities:

Activity	Category	Status
Short-A Word Chain	Phonics	NWF
Short-E Word Chain	Phonics	NWF
Short-I Word Chain	Phonics	NWF
Short-O Word Chain	Phonics	NWF
Short-U Word Chain	Phonics	NWF
Vowel Letter ID-2	Fluency	NWF

The new Instruction page brings to the surface all the instructional resources embedded within Small-group and Item-level Advisor. It gives you one place to access all the instructional resources driven by your students' mCLASS assessment data.

- 
- 1. Introduction
 - 2. Instruction
 - 3. Small-Group Advisor
 - 4. Item-Level Advisor
 - 5. Resources for Parents
 - 6. Customer Care

Amplify.

This tutorial is divided into 6 modules. To navigate between the modules, click on a topic name in the menu along the left hand side of the screen.

1. Introduction
2. Instruction
3. Small-group Advisor
4. Item-level Advisor
5. Resources for Parents
6. Customer Care

Amplify.

Objective

You will be able to:

- Use the new Instruction page to access all resources available for a student based on individualized assessment results

Amplify.

The objective of this module is for you to be able to use the new Instruction page to access all resources available for a student based on individualized assessment results.

Class Summary

SC1

SC2

SC3

Instruction

NAME

COUP

Green, Kitty	67
Webb, Matthew	67
Young, Amber	68
Baron, Tori	82
Knox, Andrew	82
Churchill, Conal	94
Pallafacchina, Daniela	94
Ungar, Stella	94
Slade, Caleste	103
Barrios, David	105
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Thomas, Christy	124
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Nathan, Devi	163
Smith, Adam	163

Young, Amber

Comprehension

Amplify Reading

Burst Reading

Small Group Instruction

Group 4

Phonemic Awareness

Alphabetic Principle and Basic Phonics

Difficult Letter ID-3

Final Sound Letter ID-2

Vowel Letter ID-2

Name That Sound

Amber's Reading Skills

Weaker with Ending Sounds Than Initial Sounds FSF

Has Vowel Difficulty NWF

Has Difficulty Tracking NWF

Trouble With Given Letter NWF

Activities for Amber

Short-A Word Chain	Phonics	NWF
Short-E Word Chain	Phonics	NWF
Short-I Word Chain	Phonics	NWF
Short-O Word Chain	Phonics	NWF
Short-U Word Chain	Phonics	NWF
Vowel Letter ID-2	Fluency	NWF

To access the Instruction page, click on the tab along the top of the screen.
MOUSE CLICK

Class Summary

WY1

WY2

WY3

Instruction

2020-21 Group

Grade

Show Key W

NAME	COMP
Green, Kitty	67
Webb, Matthew	67
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Baron, Tori	82
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Young, Amber

Comprehension

Amplify Reading

Burst Reading

Small Group Instruction

Group 4

Phonemic Awareness

Alphabetic Principle and Basic Phonics

Difficult Letter ID-3

Final Sound Letter ID-2

Vowel Letter ID-2

Name That Sound

Amber's Reading Skills

Weaker with Ending Sounds Than Initial Sounds

Has Vowel Difficulty

Has Difficulty Tracking

Trouble With Given Letter

Activities for Amber

Short-A Word Chain	Phonics	NWF
Short-E Word Chain	Phonics	NWF
Short-I Word Chain	Phonics	NWF
Short-O Word Chain	Phonics	NWF
Short-U Word Chain	Phonics	NWF
Vowel Letter ID-2	Fluency	NWF

and select a student's name.
MOUSE CLICK

Class Summary

NAME

COUP

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82

Churchill, Conal

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Name That Sound

Amber's Reading Skills

Weaker with Ending Sounds Than Initial Sounds FSF

Has Vowel Difficulty NWF

Has Difficulty Tracking NWF

Trouble With Given Letter NWF

Activities for Amber

Short-A Word Chain

Phonics

NWF

Short-E Word Chain

Phonics

NWF

Short-I Word Chain

Phonics

NWF

Short-O Word Chain

Phonics

NWF

Short-U Word Chain

Phonics

NWF

Vowel Letter ID-2

Fluency

NWF

You'll see the student's name at the top of the page.

The screenshot shows a student profile for 'Young, Amber'. On the left is a class list with names and scores. The main header for the student includes 'Young, Amber' and buttons for 'Comprehension', 'Amplify Reading', and 'Burst Reading'. Below this is the 'Small Group Instruction' section, which shows 'Group 4' with a red icon for 'Phonemic Awareness' and a yellow icon for 'Alphabetic Principle and Basic Phonics'. Below these are four lesson titles: 'Difficult Letter ID-3', 'Final Sound Letter ID-2', 'Vowel Letter ID-2', and 'Name That Sound'. The 'Amber's Reading Skills' section lists four areas: 'Weaker with Ending Sounds Than Initial Sounds PSF', 'Has Vowel Difficulty NWF', 'Has Difficulty Tracking NWF', and 'Trouble With Given Letter NWF'. The 'Activities for Amber' section lists six activities: 'Short-A Word Chain', 'Short-E Word Chain', 'Short-I Word Chain', 'Short-O Word Chain', 'Short-U Word Chain', and 'Vowel Letter ID-2', each with a 'Phonics' or 'Fluency' icon and a 'NWF' status.


Under the “Small Group Instruction header,” CLICK you’ll find the name of the group recommended for this student based on the most recent Benchmark scores.


CLICK The red box indicates that based on Amber’s most recent PSF Benchmark score, she needs intensive support in Phonemic Awareness.

CLICK The yellow box indicates that based on Amber’s most recent NWF Benchmark score, she requires strategic support in Alphabetic Principle and Basic Phonics.

CLICK Click on one of the four lesson titles to access suggested activities to address these skill areas.
MOUSE CLICK on 1st icon


Difficult Letter ID-3






NWF - Alphabetic Principle
Identify Letter-Sound Corresp.

The purpose of this activity is to give the student an opportunity to practice associating letter names with sounds. You'll say a sound, and the student will select the letter that spells the sound from 3 letters on the page. This is an advanced activity because the letters selected look similar and can be easily confused.


[Download your own printable letter tiles](#)

Warm Up



We are going to practice linking sounds and letters. I'll say a sound. When you hear the sound I want you to look at the 3 letters on the page. Choose which letter goes with the sound. Look carefully because many letters look or sound alike.


Watch me. The first sound is /b/. The letters on the page are O, D, and B. I know that the /b/ sound is spelled with the letter B. My answer is /b/, B.

O

D

B

Tap the buttons in the text (above) to display letters.




Now let's try one together. The next sound is /k/. The letters on the page are K, H, and F. What letter spells the sound /k/? Our answer is /k/, K.

K

H

F

Point at the letter K.



Now it's your turn. The next sound is /f/. Look at the letters. Which of the 3

Correct: K, F

In this lesson, students match letter sounds with the correct letter tile. It is called difficult letter ID because the selected letters look alike.

You can teach the lesson as it is written, or modify the selected letters to more closely match the needs of the students in the small group.

CLICK Use the link provided to download your own printable letter tiles.

Class Summary

WCP

WCP

WCP

Instruction

2020-21 Deep

Lexia

Show Key W

NAME	COMP
Green, Kitty	67
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Smith, Adam	163

Young, Amber

Comprehension

Amplify Reading

Burst Reading

Small Group Instruction

Group 4

Phonemic Awareness

Alphabetic Principle and Basic Phonics

Difficult Letter ID-3

Final Sound Letter ID-2

Vowel Letter ID-2

Name That Sound

Amber's Reading Skills

Weaker with Ending Sounds Than Initial Sounds

Has Vowel Difficulty

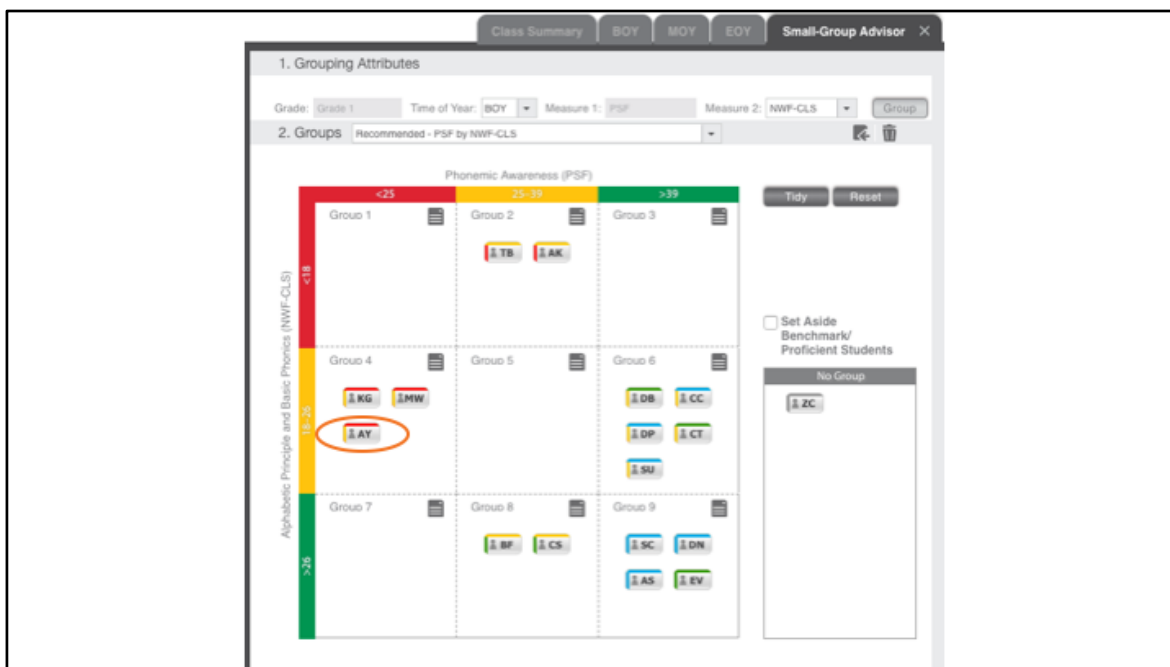
Has Difficulty Tracking

Trouble With Given Letter

Activities for Amber

Short-A Word Chain	Phonics	NWF
Short-E Word Chain	Phonics	NWF
Short-I Word Chain	Phonics	NWF
Short-O Word Chain	Phonics	NWF
Short-U Word Chain	Phonics	NWF
Vowel Letter ID-2	Fluency	NWF

Click "Manage Groups" to make adjustments to the auto-generated grouping.
MOUSE CLICK



CLICK Here you see Amber Young has been assigned to group 4.

The screenshot displays a software interface for monitoring student reading progress. On the left, a list of students is shown with their names and scores. The main area is titled 'Young, Amber' and includes buttons for 'Comprehension', 'Amplify Reading', and 'Burst Reading'. Below this, a 'Small Group Instruction' section shows 'Group 4' with a legend for 'Phonemic Awareness' (red) and 'Alphabetic Principle and Basic Phonics' (yellow). A list of activities for Amber is shown on the right, including 'Short-A Word Chain', 'Short-E Word Chain', 'Short-I Word Chain', 'Short-O Word Chain', 'Short-U Word Chain', and 'Vowel Letter ID-2'. The 'Amber's Reading Skills' section is highlighted with an orange box and contains the following observations:

- Weaker with Ending Sounds Than Initial Sounds *FSF*
- Has Vowel Difficulty *NWF*
- Has Difficulty Tracking *NWF*
- Trouble With Given Letter *NWF*

CLICK Under the “Reading Skills” heading, you’ll find observations based on item-level analysis of the most recent Benchmark or Progress Monitoring results.

Young, Amber

Comprehension Amplify Reading Burst Reading

Small Group Instruction [Manage Groups](#)

Group 4

Vowel Difficulty

Amber successfully decoded 81% of consonants but only 55% of vowels.

Some of the short vowels may not have been taught yet. Amber may benefit from instruction that focuses on letter-sound correspondence and decoding consonant-vowel-consonant (C-V-C) words with an emphasis on short vowel sound. Additional diagnostic assessment may be necessary to determine specific instructional needs.

Amber's

Has Vowel Difficulty NWF

Has Difficulty Tracking NWF

Trouble With Given Letter NWF

Task	Category	Status
Phonics	Phonics	NWF
Short-I Word Chain	Phonics	NWF
Short-O Word Chain	Phonics	NWF
Short-U Word Chain	Phonics	NWF
Vowel Letter ID-2	Fluency	NWF

Hover over the Information icon to view a detailed analysis of the student's results.

NAME

COUP

Green, Kitty

67

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Thomas, Christy

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Clay, Zack

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Covington, Sharon

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Nathan, Devi

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Smith, Adam

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Class Summary

SC1

SC2

SC3

Instruction

Young, Amber

Comprehension

Amplify Reading

Burst Reading

Small Group Instruction

Group 4

Phonemic Awareness

Alphabetic Principle and Basic Phonics

Difficult Letter ID-3

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Vowel Letter ID-2

Name That Sound

Amber's Reading Skills

Weaker with Ending Sounds Than Initial Sounds

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Has Difficulty Tracking

Trouble With Given Letter

Activities for Amber

Short-A Word Chain

Short-E Word Chain

Short-I Word Chain

Short-O Word Chain


Short-U Word Chain


Vowel Letter ID-2

MOUSE CLICK Clicking on an observation reveals a list of recommended activities that address the needs identified.

Click on a lesson title to access an activity.
MOUSE CLICK Short A word chain


Short-A Word Chain






NWF - Alphabetic Principle
Decode CVC Words

The purpose of this activity is to give the student an opportunity to practice decoding words with the consonant-vowel-consonant (CVC) word pattern and short-A vowels. The student reads three words, one at a time. Each of the words has only 1 consonant changed from the word above, and all words contain short-A vowels. Make sure the student can read the first word before trying the second and third words.



[Download your own printable letter files](#)

Warm Up



We are going to practice reading words in a word chain. I'll ask you to read the first word. Then another word will appear below the first word. After you read the second word, a third word will appear.

Remember that only the first letter changes from one word to the next.

Watch me. On the page, I see the first word and I read it ...

The word on the second line has only one letter changed from the first word. In this activity it is always the first letter that is different. I read the new word ...

In the 3rd word the first letter is changed again. I read the new word

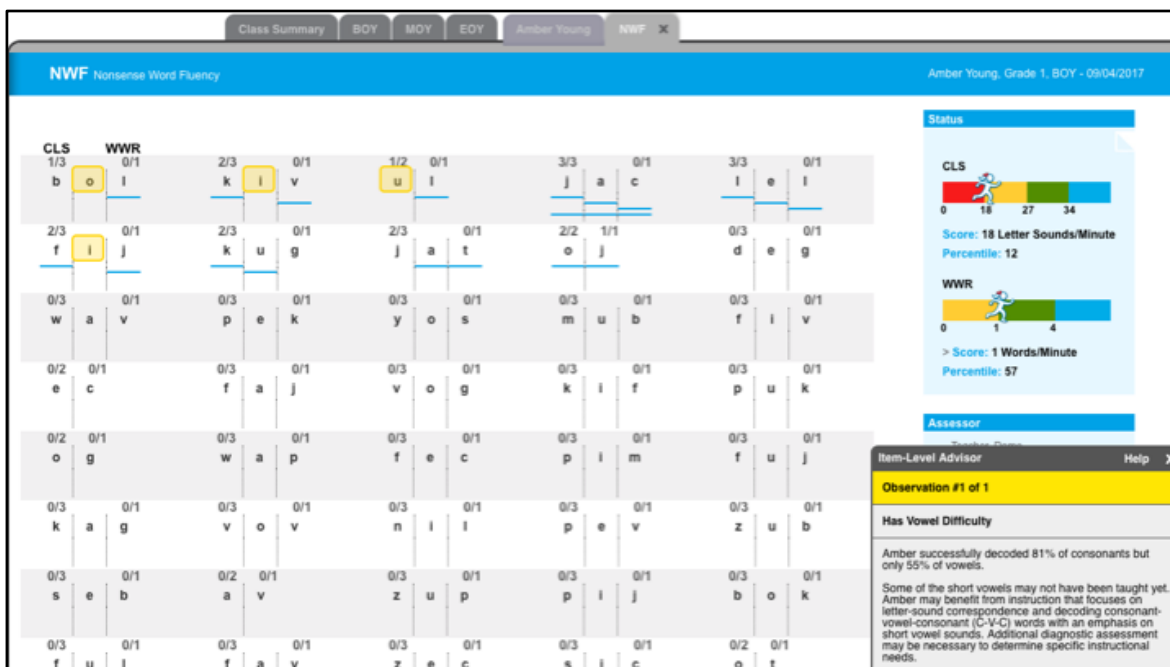
Tap the button in the text (above) to display word.

Read "lad" from the stimulus page.

Read "fad" from the stimulus page.

b a d → l a d → f a d

In this lesson, Short A Word Chain, students decode CVC words with the short A sound. They read three words at a time and each time one of the consonants in a word changes. The short A sound remains consistent.



To see a **student's responses alongside** the observations and activities, access the probe level detail and turn on item-level advisor. Click on Item-Level Advisor in the menu to the left for a step-by-step demonstration.

The screenshot displays a user interface for a reading program. On the left, a vertical list of students with their scores is shown. The main area is titled 'Young, Amber' and includes buttons for 'Comprehension', 'Amplify Reading', and 'Burst Reading'. Below this is a 'Small Group Instruction' section for 'Group 4', which includes a legend for 'Phonemic Awareness' (red) and 'Alphabetic Principle and Basic Phonics' (yellow), and four activity buttons: 'Difficult Letter ID-3', 'Final Sound Letter ID-2', 'Vowel Letter ID-2', and 'Name That Sound'. The 'Amber's Reading Skills' section lists several difficulties: 'Weaker with Ending Sounds Than Initial Sounds' (FSP), 'Has Vowel Difficulty' (NWF), 'Has Difficulty Tracking' (NWF), and 'Trouble With Given Letter' (NWF). The 'Activities for Amber' section lists six word chain activities (Short-A, Short-E, Short-I, Short-O, Short-U, and Vowel Letter ID-2) categorized by Phonics or Fluency, all marked as 'NWF'.

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The instruction page also makes available a whole new set of resources for teaching Comprehension strategies.

Click on the Comprehension button at the top of the page to access additional instructional materials with multiple passages and a wide range of best-practice lesson templates.
MOUSE CLICK

Comprehension

Grade K
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6

Lessons

Small Group

Close Reading and Citing Evidence F ?
Monitoring Meaning F ?
Building Vocabulary and Knowledge NF ?

One on One

Find the Main Idea F ?
Reviewing the Facts NF ?
Understanding Story Elements NF ?

Passages

Fiction

A Story for Grandpa
Puff the Puppy
Subby and the Octopus

Non-Fiction

A Boy Named Leo
Up, Up and Away
Supply and Demand

CLICK Resources are listed by grade.

CLICK In the column on the left, find lessons for small group and 1 on 1 instruction.

CLICK In the column on the right, find fiction and nonfiction passages.

Lesson templates can be used with the passages provided or texts of your choice.

Comprehension

Grade K
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6

Lessons

Small Group

Close Reading and Citing Evidence
F
?

Monitoring Meaning
F
?

Building Vocabulary and Knowledge
NF
?

One on One

Find the Main Idea
F
?

Reviewing the Facts
NF
?

Understanding Story Elements
NF
?

Passages

Fiction

A Story for Grandpa

Puff the Puppy

Subby and the Octopus

Non-Fiction

A Boy Named Leo

Up, Up and Away

Supply and Demand

Let's take a look at a Close Reading lesson.
[MOUSE. CLICK on first one]

Amplify.

F Close Reading. Grade 1. A Story for Grandpa

LESSON INFORMATION	PASSAGE INFORMATION
<p>Goal: Close Reading and Discussion: Students read to stake a claim based on evidence, then collaborate to refine their claim.</p> <p>Time: 45 minutes.</p> <p>Class Size: Small Group (2-4 students)</p> <p>Materials needed: copies of Individual Poll worksheet; copies of passages</p>	<p>Genre: Literary</p> <p>Grade: 1</p> <p>Passages: When selecting passages, be sure that they include rich content and on the higher end of the qualitative and quantitative text complexity continuum for the grade level.</p> <p>Sample Passage Title: <i>A Story for Grandpa</i> <i>"A Story for Grandpa" is about a girl who wants to write a story for her Grandpa.</i></p>
PREP	Review the lesson and prepare materials

[no VO]

PREP

Review the lesson and prepare materials

1. Review each lesson activity to familiarize yourself with the tasks and identify which one(s) will best support your students' skill progress.
2. Review the passages.
3. List the key vocabulary words from the text. Reinforce these key vocabulary words (and any that students generate) throughout the lesson.
4. Materials needed: Prepare any texts, materials, or directions you may need to project or distribute. For this lesson you will need:
 - printed copies of the text "A Story for Grandpa"
 - printed copies of the of Individual Poll worksheet (located at the end of the lesson)
 - whiteboard or chalkboard for students to share ideas

VocabularyList the key vocabulary words from the text. *Some examples: Grandpa, visit, story, smiled*

Detailed preparation instructions are provided for the teacher

Second Read - Independent Responding to the Statement (15 minutes)

1. Post the Statement:

- Project or pass around a statement you have created for this text and make sure each student has a copy of the Individual Poll sheet. The statement should solicit a range of responses and text-based discussions. Make sure students are able to agree or disagree with the statement.

Examples statement: Mary wrote a story about her Grandpa.



"I want you to think about this statement. Do you agree or disagree? Do you agree strongly or just a little with the statement, or do you disagree strongly or just a little with the statement? Circle the spot on the line that shows how much you agree or disagree."

2. Reread and Complete the Individual Poll

- Have students reread the text and respond to the poll. They should write three pieces of evidence from the text that support their response.

along with sample student answers.

Common Core Anchor Standards:

CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.

Relevant standards are listed for each lesson

Amplify.


INDIVIDUAL POLL

Poll Statement:

Poll 1

Do you agree with the statement?

Strongly Disagree 1 2 3 4 5 6 7 8 9 10 Strongly Agree



Explain your answer. Use evidence from the text.

and black-line masters for student work are also included.

The screenshot displays the Amplify Reading software interface. On the left, a list of students is shown with their names and scores. The main area features a student profile for 'Young, Amber' with buttons for 'Comprehension', 'Amplify Reading', and 'Burst Reading'. Below this, a 'Small Group Instruction' section shows 'Group 4' with a legend for 'Phonemic Awareness' (red) and 'Alphabetic Principle and Basic Phonics' (yellow). Four activity buttons are listed: 'Difficult Letter ID-3', 'Final Sound Letter ID-2', 'Vowel Letter ID-2', and 'Name That Sound'. The bottom section, 'Amber's Reading Skills', lists several skills with status indicators: 'Weaker with Ending Sounds Than Initial Sounds' (FSP), 'Has Vowel Difficulty' (NWF), 'Has Difficulty Tracking' (NWF), and 'Trouble With Given Letter' (NWF). On the right, 'Activities for Amber' lists various word chain activities (Short-A, Short-E, Short-I, Short-O, Short-U) and 'Vowel Letter ID-2', each with a status indicator (Phonics or Fluency) and a 'NWF' (Not Yet Fully Fluent) status.

NAME	SCORE
Green, Kitty	67
Webb, Matthew	67
Young, Amber	68
Baron, Tori	82
Knox, Andrew	82
Churchill, Conal	94
Pallafacchina, Daniela	94
Ungar, Stella	94
Slade, Caleste	103
Barrios, David	105
Whittle, Mindy	108
Vance, Elena	112
Thomas, Christy	124
Clay, Zack	130
Covington, Sharon	163
Nathan, Devi	163
Smith, Adam	163

Young, Amber

Comprehension | Amplify Reading | Burst Reading

Small Group Instruction [Manage Groups](#)

Group 4 | ■ Phonemic Awareness ■ Alphabetic Principle and Basic Phonics

Difficult Letter ID-3 | Final Sound Letter ID-2 | Vowel Letter ID-2 | Name That Sound

Amber's Reading Skills

- Weaker with Ending Sounds Than Initial Sounds FSP
- Has Vowel Difficulty NWF
- Has Difficulty Tracking NWF
- Trouble With Given Letter NWF

Activities for Amber

Activity	Category	Status
Short-A Word Chain	Phonics	NWF
Short-E Word Chain	Phonics	NWF
Short-I Word Chain	Phonics	NWF
Short-O Word Chain	Phonics	NWF
Short-U Word Chain	Phonics	NWF
Vowel Letter ID-2	Fluency	NWF

If you use other literacy programs through Amplify, you now have direct access to them via the buttons at the top of the Instruction page.

Users of Burst can use the Burst Reading button to access the group page for the selected student.

MOUSE CLICK

SpecialistA 8:45

Edit Group

Burst Teacher: Heather Specialist

Notes:

Progress monitoring can be conducted starting Day 7. Sync your results by Day 10 so you can request the new Burst and keep this group on schedule.

Burst #1
Sep 14

Next Burst
PM: PSF, NWF

Burst #1

Phonological Awareness, Letter Sound Knowledge

View

Save As...

Supplemental Resources

View

Save As...

These students have been grouped together because they have similar instructional needs. This 2-week instructional plan, focused on **Phonological Awareness** and **Letter Sound Knowledge**, has been precisely tailored to those needs.

SNAPSHOT WHEN BURST WAS CREATED on Sep 14

Show Key

Students	Skills									
	Phono. Aware.	Letter Sounds	Blending	Reg. Words	Irreg. Words	Letter Combs	Adv. Phonics	Reading Flu.	Vocab.	Comp. Skills
<div><div></div>Kitty Green</div>	<div></div>	<div></div>	<div></div>							
<div><div></div>Matthew Webb</div>	<div></div>	<div></div>	<div></div>							
<div><div></div>Amber Young</div>	<div></div>	<div></div>	<div></div>							
<div><div></div>Melissa McCraven</div>	<div></div>	<div></div>	<div></div>							
<div><div></div>Kaelyn Boggs</div>	<div></div>	<div></div>	<div></div>							

Class Summary

WY1

WY2

WY3

Instruction

2020-21 Group

Level

Show Key W

NAME	COMP
Green, Kitty	67
Webb, Matthew	67
Young, Amber	68
Baron, Tori	82
Knox, Andrew	82
Churchill, Conal	94
Pallafacchina, Daniela	94
Ungar, Stella	94
Slade, Caleste	103
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Vance, Elena	112
Thomas, Christy	124
Clay, Zack	130
Covington, Sharon	163
Nathan, Devi	163
Smith, Adam	163

Young, Amber

Comprehension

Amplify Reading

Burst Reading

Small Group Instruction

Group 4

Phonemic Awareness

Alphabetic Principle and Basic Phonics

Difficult Letter ID-3

Final Sound Letter ID-2

Vowel Letter ID-2

Name That Sound

Amber's Reading Skills

Weaker with Ending Sounds Than Initial Sounds FSF

Has Vowel Difficulty NWF

Has Difficulty Tracking NWF

Trouble With Given Letter NWF

Activities for Amber

Short-A Word Chain	Phonics	NWF
Short-E Word Chain	Phonics	NWF
Short-I Word Chain	Phonics	NWF
Short-O Word Chain	Phonics	NWF
Short-U Word Chain	Phonics	NWF
Vowel Letter ID-2	Fluency	NWF

Users of Amplify Reading can click the button at the top to access the teacher dashboard.
MOUSE CLICK

Amplify Reading

REPORTING

TEACHER GUIDE

JASON TAYLOR

Taylor - Grade 1

CLASS SETTINGS

STUDENT

DIBELS

USAGE
Last 14 days

Phonological Awareness

Letter-Sound Correspondence

Letter Combinations

Early Decoding

Advanced Decoding

Micro-comprehension

Key Ideas & Details

Integration of Knowledge & Ideas

Craft & Structure

Text Analysis

Vocabulary

Abel, Tyrell

41 m

Ahrens, Manuel

26 m

Akiyama, Shrinivas

5 m

Baldwin, Katie

27 m

Bhattacharya, Samuel

35 m

Dedrick, Otylia

27 m

Douglass, Jamal

31 m

Young, Amber

29 m

The screenshot displays a software interface for reading intervention. On the left, a list of students is shown with their names and scores. The main area is titled 'Young, Amber' and includes buttons for 'Comprehension', 'Amplify Reading', and 'Burst Reading'. Below this, a 'Small Group Instruction' section shows 'Group 4' with a legend for 'Phonemic Awareness' (red) and 'Alphabetic Principle and Basic Phonics' (yellow). It lists activities: 'Difficult Letter ID-3', 'Final Sound Letter ID-2', 'Vowel Letter ID-2', and 'Name That Sound'. The 'Amber's Reading Skills' section lists several skills with status indicators: 'Weaker with Ending Sounds Than Initial Sounds' (PSF), 'Has Vowel Difficulty' (NWF), 'Has Difficulty Tracking' (NWF), and 'Trouble With Given Letter' (NWF). The 'Activities for Amber' section lists various word chain and letter ID activities with their respective categories and status (NWF).

NAME	SCORE
Green, Kitty	67
Webb, Matthew	67
Young, Amber	68
Baron, Tori	82
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Young, Amber

Comprehension Amplify Reading Burst Reading

Small Group Instruction [Manage Groups](#)

Group 4 | Phonemic Awareness Alphabetic Principle and Basic Phonics

Difficult Letter ID-3 Final Sound Letter ID-2 Vowel Letter ID-2 Name That Sound

Amber's Reading Skills

- Weaker with Ending Sounds Than Initial Sounds PSF
- Has Vowel Difficulty NWF
- Has Difficulty Tracking NWF
- Trouble With Given Letter NWF

Activities for Amber

Activity	Category	Status
Short-A Word Chain	Phonics	NWF
Short-E Word Chain	Phonics	NWF
Short-I Word Chain	Phonics	NWF
Short-O Word Chain	Phonics	NWF
Short-U Word Chain	Phonics	NWF
Vowel Letter ID-2	Fluency	NWF

This new consolidated view helps you spend less time searching for resources and more time preparing to deliver strong, differentiated instruction to your students.

1. Introduction
2. Instruction
3. Small-group Advisor
4. Item-level Advisor
5. Resources for Parents
6. Customer Care

Amplify.

Objective

You will be able to:

- Refine and create student instructional groups using Small-Group Advisor

Amplify.

The objective of this module is for you to be able to refine and create student instructional groups using Small-Group Advisor.

[existing content]

Amplify.

1. Introduction
2. Instruction
3. Small-group Advisor
4. Item-level Advisor
5. Resources for Parents
6. Customer Care

Amplify.

[existing content]

Amplify.

Objectives

You will be able to:

- Access Item-Level Advisor to identify students' response patterns and appropriate instructional activities
- Develop differentiated plans for students in order to achieve their reading goals based on the activities and materials on mCLASS:Home

Amplify.

The objectives of this module are for you to be able to:

- CLICK Access Item-Level Advisor to identify students' response patterns and appropriate instructional activities
- CLICK Develop differentiated plans for students in order to achieve their reading goals based on the activities and materials on mCLASS:Home

1. Introduction
2. Instruction
3. Small-group Advisor
4. Item-level Advisor
5. Resources for Parents
6. Customer Care

Amplify.

Objectives

You will be able to:

- Generate a summary of student results and suggestions for at-home activities via Home Connect
- Share the mCLASS Home Connect parent site to support your students' literacy skill development outside of school

Amplify.

The objectives of this module are for you to be able to:

- CLICK Generate a summary of student results and suggestions for at-home activities via Home Connect
- CLICK Share the mCLASS Home Connect parent site to support your students' literacy skill development outside of school

[existing content- home connect]

Amplify.

mclasshome.com/homeconnect

mCLASS® Home Connect®

En Español

Resources for parents whose child is being assessed with mClass reading assignments.



Phonemic Awareness

9 activities



Phonics

13 activities



Accurate and Fluent Reading

40 activities

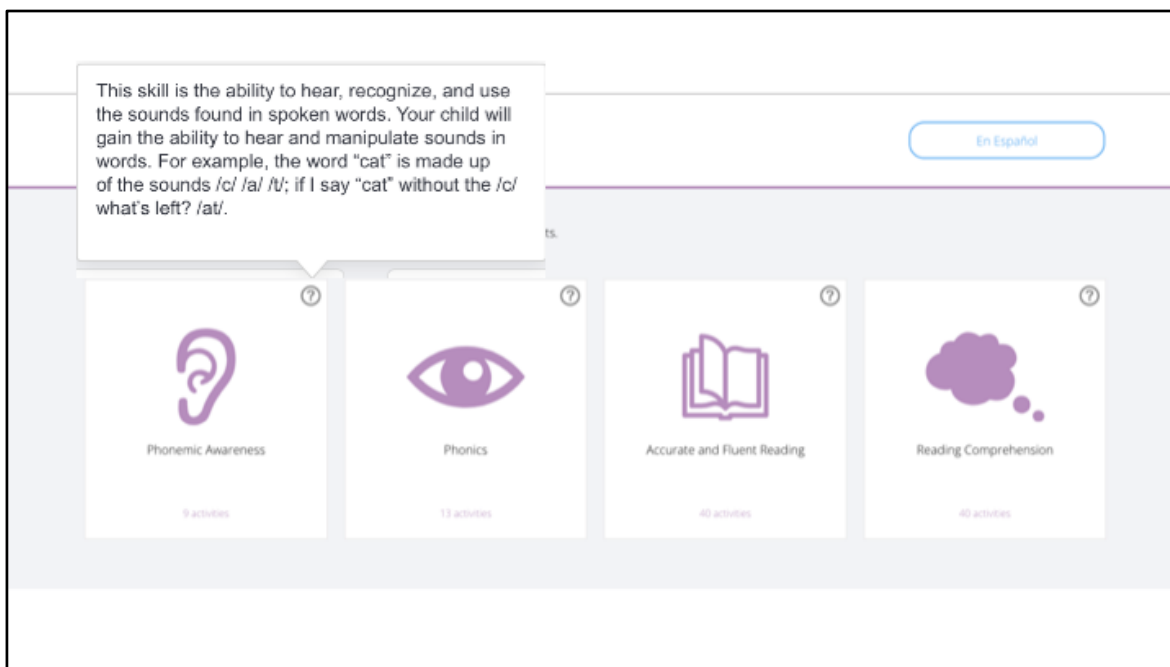


Reading Comprehension

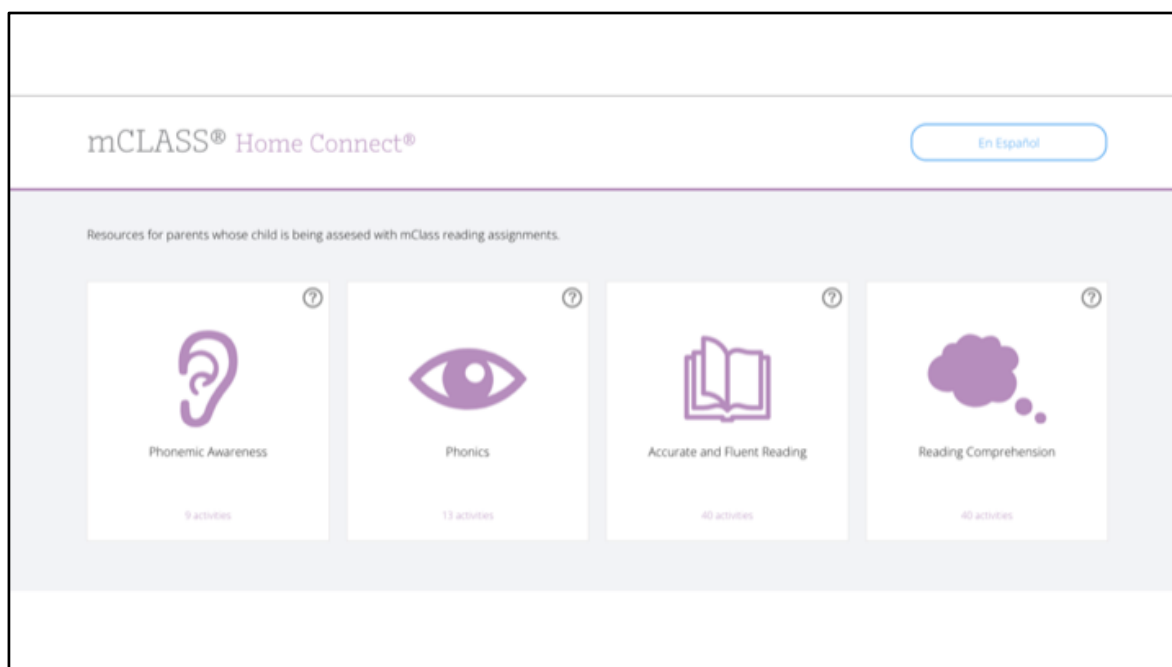
40 activities

Amplify.

The Home Connect parent site is a collection of resources that you can easily share with parents. It can be accessed at mclasshome.com/homeconnect and does not require a login. CLICK It is available in both English and Spanish.



Hover over the question mark icon to read a parent-friendly description of each literacy area.



Click on a box to access the activities.
MOUSE CLICK

mCLASS® Home Connect®

En Español

HOME
Phonemic Awareness

All Activities
At Home
On the Go

Word Race

Help your child pick out the first sound in words, an important step in learning to read. Give your child one minute to name as many objects, people, foods, etc that start with a given sound, such as **sss**. When the minute is up, have them try to beat their score with another sound, such as **mm**. It's important to say the sound the letter makes rather than the letter's name. For instance, say **mmm** rather than **m**.

More

At Home

Count the Words

Have your child count the number of words in a spoken sentence. Say a sentence. (Example: "Let's go to the park.") Have your child tell you the number of words in the sentence. Switch roles, allowing your child to give you a sentence and have you say the number of words it contains.

At Home

Mystery Game

Play a mystery game in which you are calling your child's name or looking for an object around the house. For example, say, "I'm thinking of someone whose name begins with **b** say the sound for the letter **b**," or "I'm looking for an item that begins with **g** say the sound for the letter **g**."

At Home

Find Specific Sounds

Have your child and other family members listen for words with a specific sound in family conversation or on television and radio programs, such as words that start with the "s" sound or that end with the "s" sound. Have your family members share their heard words and list them on a piece of paper.

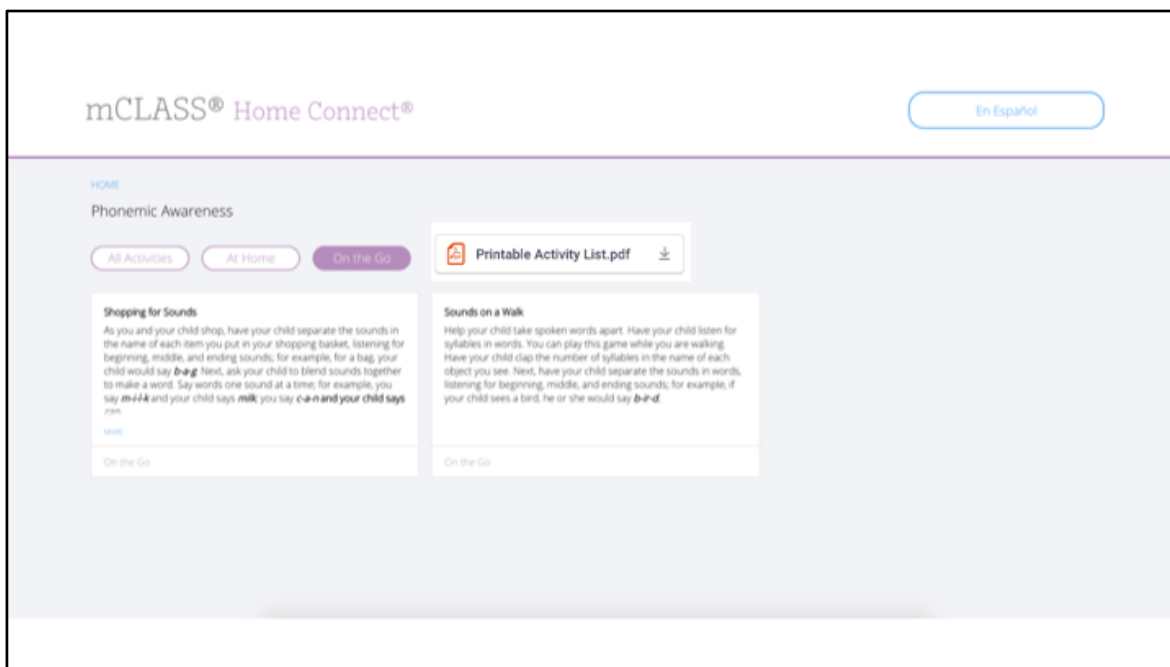
Count the Sounds

Help your child count the number of sounds in words. Have your child find pictures of two- and three-sound words. Put the same number of markers (coins, blocks, etc.) representing the sounds under the picture. Have your child touch a different marker as he or she says each sound. Some ideas for pictures are: fish (3 sounds), lip (3 sounds), shoe (2 sounds), and the number five (3 sounds).

Break the Words Apart

Help your child take spoken words apart and put them together. Have your child separate the sounds in simple three-letter words, listening for beginning, middle, and ending sounds. For example, pronounce **mom** as follows: **mm-p-om**. Next, ask your child to blend sounds together to make a word. Say words one sound at a time; for example, you say **sh-ee-p** and your child says **sheep**.

Activities can be filtered by category.
MOUSE CLICK on "On the go"



Here are Phonemic Awareness activities that parents can do with their children while on the go.

Download a printable activity list by clicking on the button.

MOUSE CLICK

Phonics

This skill enables your child to know the sounds of letters and the ability to sound out written words.

Activities

Use these activities to practice the phonics skill with your child.

Title	Activity
Grocery List	Give your child a sheet of paper and dictate the items you need to buy. If your child requests the correct spelling, write the words for your child to copy, or spell the words as he or she writes them. You can also allow your child to use inventive spelling for items on the list and locate the correct spelling at the grocery store.
Magnetic Words	Help your child practice reading and writing letters and words. Help your child form words using magnetic letters.
Label Your Home	Use masking tape and a permanent marker to label names of objects in your home, such as bed, doll, table, and chair. This helps your child recognize letters and the names of everyday objects.
Words in the World	Point out the letter/sound relationships your child is learning on food labels, boxes, newspapers, magazines, and signs. For instance, ask your child, "What sound does this letter make?" Practice writing and reading letters and words.

[PA list TK]

This could be printed or viewed on a mobile device for use when out and about.

mclasshome.com/homeconnect

mCLASS® Home Connect®

En Español

Resources for parents whose child is being assessed with mClass reading assignments.



Phonemic Awareness

9 activities



Phonics

13 activities



Accurate and Fluent Reading

40 activities



Reading Comprehension

40 activities

Amplify.

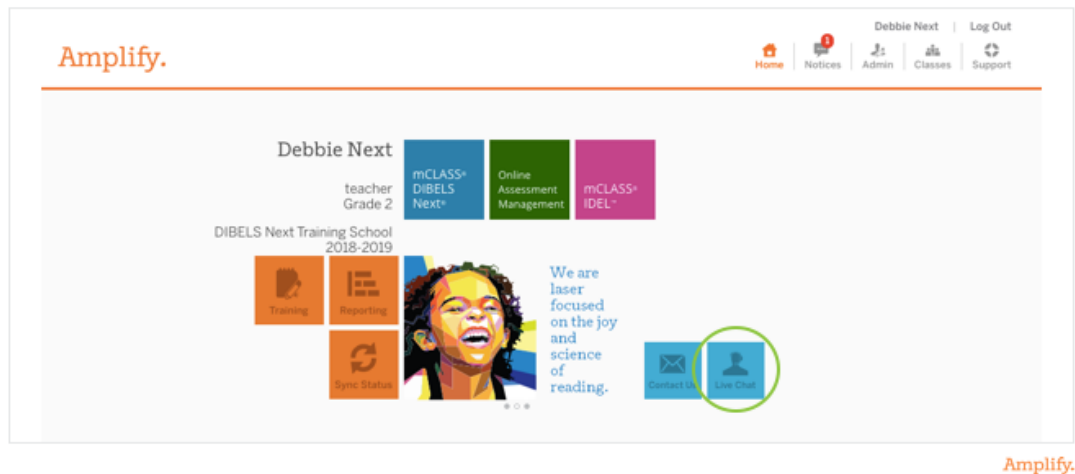
Please share this site with your students' parents to help them support their children's literacy development outside of the classroom.

1. Introduction
2. Instruction
3. Small-group Advisor
4. Item-level Advisor
5. Resources for Parents
6. Customer Care

Amplify.

Live chat

Available 8:00 a.m. – 6:00 p.m., Eastern Time, Monday-Friday



PARAPHRASE:

- Live Chat is now available for all mCLASS customers.
- This feature will directly connect you to our Customer Support team. This team is available to help you troubleshoot any problems you may be experiencing.

Amplify.

Email

Contact help@amplify.com any time.

Phone

Call toll-free at (800) 823-1969

Monday–Friday 7:00a.m.–7:00p.m. ET

Amplify.

- You may also contact us by phone between the hours of 7am and 7pm Eastern time.
- Or anytime via email at [help @amplify.com](mailto:help@amplify.com).
- Our customer care team is eager to assist you.