

Amplify ELA Supports and Resources for Multilingual Learners

Amplify ELA is built on the conviction that equitable instruction is vital to an effective program—that curricula must provide all students with equitable opportunities to achieve academic success, that texts and tasks must be relevant to culturally diverse classrooms, and that students’ voices and ideas should be at the center of learning. Use this guide to understand the supports available in the program for you and your multilingual learners, including ELL students.

Table of Contents

Supporting All Learners	2
Part I: Multilingual Learner Supports	3
Lesson Embedded Multilingual Learner Supports	3
Multilingual Learner Supports Index	5
Flex Day Supports	9
Amplify ELA Native Language Supports	11
Part II: Supporting Key Areas of Language Development	12
Targeting Expressive and Receptive Language	12
Supporting the Four Domains of Language Usage	16
ELD Standard 1: Newcomer Guidance	17
Helping Multilingual Learners Access Vocabulary	18
Adopting an Asset-Based Approach to Learning	19



Supporting All Learners

Amplify ELA strives to provide access to grade-level, core instruction for the wide range of students in today's middle grade classrooms and to support the developing skills of all students. To provide this level of access, the Amplify ELA curriculum was built on the principles of Universal Design for Learning, and it's designed to provide appropriate challenge and access. All students, regardless of ability, benefit from these Universal Design elements, including access to Amplify's Reveal tool, rich audio read-alouds of core texts, the ability to adjust the page view, font size, and line spacing of those same texts, and daily access to the Vocab App.

Next, Amplify ELA is focused on strategically embedding targeted, differentiated scaffolds, so teachers can quickly and easily provide the multiple levels of reading and writing supports to allow multilingual students, including English Language Learners (ELLs), to work productively with the core level texts and assignments. Finally, teachers will find particular activities, routines, and materials, including Spanish-language materials, designed to provide targeted supports for specific groups of learners. Our goal is to provide the multiple entry points, tools, differentiated supports, and materials needed for teachers to help all students to work "up" and to engage deeply with their peers in core instruction.


Part I: Multilingual Learner Supports

Amplify ELA offers support for multilingual learners throughout its instructional materials, presenting a variety of opportunities for all learners to engage in the English Language Arts curriculum. Additionally, Amplify ELA provides a range of guidance, supports, and resources available to inform the instruction of multilingual learners, including ELL students.

Lesson Embedded Multilingual Learner Supports

As teachers prepare to support their multilingual learners, including ELL students, an important starting point is to understand the embedded differentiated supports available within the lesson's Reading, Writing, and Speaking & Listening activities. These supports are identified within the differentiation section of the Lesson Overview and called out by the "plus" symbol above the activity icon within the lesson map of activities.

The screenshot displays the Amplify ELA interface for a lesson titled "Lesson 4" under "Sub-unit 1" and "7C: Brain Science". The lesson map at the top shows five activities: 1. Write (with a plus icon), 2. READING Read: A New Life, 3. READING Select Text: Phineas's Symptoms (with a plus icon), 4. WRITING Write (highlighted in purple), and 5. GROUP Share: Writing. A circular callout highlights the "Write" activity icon, which contains a grid of colorful geometric shapes (circle, square, triangle, diamond). Below the lesson map, the "Write" activity is detailed: "Students write to evaluate the author's claim about the extent of Phineas's recovery.(10 min)". To the right of the activity description are icons for "DIFFERENTIATION", "POLL", and "INSTRUCTIONAL GUIDE". Below this is a "Warm-Up" graphic featuring a red brain and the text "Warm-Up" in a thought bubble. At the bottom of the interface, there are navigation elements: a "Next" button, a "Scroll for more" button, and a chat icon with a notification badge.

Embedded Differentiation Icon *approximate WIDA level equivalent	Description of Embedded Supports (The Differentiation section in each teacher’s Lesson Brief identifies the differentiated activities and embedded supports for any particular lesson.)
	<p>Differentiated supports within the lesson are indicated by the “plus” symbol above the activity icon. Once a teacher assigns students to a particular level, students will see the supports associated with that level when they open these activities with the plus symbol.</p>
<p>● ELL(Dev) * WIDA Developing Level 2–3</p>	<ul style="list-style-type: none"> • This level is designed for multilingual learners at the Developing WIDA level. • Supports are designed for students who are multilingual learners and need strategic support for vocabulary, language, and comprehension in complex texts. • Supports include simplified vocabulary, word banks, visual cues, prompts broken into small segments, shortened reading passages, guiding questions, and/or sentence starters.
<p>■ Moderate * WIDA Expanding Level 4–5</p>	<ul style="list-style-type: none"> • This level can accommodate multilingual learners at the Expanding WIDA level. • Supports are designed for students who need clear and strategic support for vocabulary, language, and syntax in complex texts. • Supports include guiding questions, a list of ideas to consider, sentence starters, and simplified language in Writing Prompts.
<p>▲ Light * WIDA Bridging Level 6</p>	<ul style="list-style-type: none"> • This level can accommodate multilingual learners at the Bridging WIDA level. • Supports are designed for students who are approaching grade level and are often able to work independently with vocabulary, language, and syntax in complex texts. • Supports include sentence starters and guiding questions.

Multilingual Learner Supports Index

In addition to the point-of-use differentiated scaffolds embedded within key lesson activities, teachers will want to familiarize themselves with the full range of guidance, supports, and resources available to inform their instruction of multilingual learners, including ELL students. The chart below will help Amplify ELA teachers identify and review all the instructional supports and resources from unit to lesson activity level.

Support	ELD Level	Location	Description
Unit Level Planning	All Levels	Unit Guide: Differentiation	Each Unit Guide contains a “Planning for the Unit” section which includes an overview of the differentiation strategies, tips, and PDF materials educators can use to support multilingual learners as they move through a unit.
Unit Background and Context	All Levels	Unit Materials	These unit-specific background documents foster engagement, aid with comprehension, and establish context before students begin to read. They provide an introduction to each upcoming text, to key vocabulary, and to background information about the time period, setting, or key concepts students will encounter in the unit. English and Spanish versions are available. Educators can find these resources in the Unit Materials.
Spanish-Language Articles	All Levels	Unit Materials	These articles are aligned to each units’ topics and themes and build some deeper knowledge around those areas. While the unit background and context documents help familiarize students with the unit’s texts, themes, and topics, these articles dive into a related piece of knowledge in more depth, allowing students to “become the expert” among their peers.
Lesson Level Planning	All Levels	Lesson Brief: Differentiation	The Differentiation section of each Lesson Brief identifies differentiated activities, describes specific supports, and provides instructional tips and suggestions for that individual lesson.
Activity Level Guidance	All Levels	Lesson Activity: Instructional Guide	The Instructional Guide for each activity provides sequencing and instructional support to assist teachers with that specific activity.

Support	ELD Level	Location	Description
Embedded Differentiation	All Levels	Lesson Activity	Lessons are embedded with differentiation (see the “Lesson Embedded Multilingual Learner Supports” chart above in this guide). These support levels can be managed in the Classwork app in the Levels tab. Simply drag and drop student names into the specific level of support that aligns to their needs. Students will automatically receive the supports associated with their assigned level.
eReader Tool: Audio	All Levels	Lesson Texts: eReader	Audio is embedded in the eReader for all assigned text passages. Students simply click on the audio button next to the passage.
eReader Tool: Reveal Tool	All Levels	Lesson Texts: eReader	Key text vocabulary words are highlighted within the eReader passages. By clicking on these preselected “Reveal” words, students access short, contextual definitions for key and challenging vocabulary. Once a student clicks on a word, that word—along with its definition—is integrated into the student’s personal glossary, which students access through their Library tools.
eReader Tool: Highlighting & Annotating	All Levels	All Digital Texts: eReader	The digital highlighting, bookmarking, and annotation tools found in all lesson and Library texts allow students to save and review any text notes.
Text Previews	All Levels	Solo Activities, Embedded Differentiation, and Unit Materials	Text previews for Solo activities, 1–3 sentences written in simpler English than the text excerpt, provide students with a preview of what they’re going to read and help to focus their attention on the key ideas in the assigned text. These previews appear in Solo activities on the student card if a student has been assigned to the Substantial, ELL(Dev), or Moderate level of differentiated support. Printable PDFs of these text previews are available in English and Spanish in the Unit Materials.

Support	ELD Level	Location	Description
On-the-Fly Supports	All Levels	Lesson Activity	The On-the-Fly supports embedded in all lesson writing activities offer teachers suggestions on how to provide brief, targeted guidance during the activity. Click on the hummingbird icon above the activity's Instructional Guide to access these "conference" guides.
Vocab App	All Levels	Lesson Vocabulary Activity and <u>Vocab App</u>	Students click on the link embedded in the Vocabulary activity in each lesson to access the Vocab App, which helps students master key text-based and academic vocabulary words through game-like activities, based on morphology, analogy, synonyms/antonyms, and decipher meaning. The app adjusts the word levels in response to each student's performance and includes levels with words and activities that are specifically developed for multilingual learners, especially ELLs.
Words to Know/ Words to Use	All Levels	Lesson Brief, Year Overview	The Words to Know/Words to Use section in the teacher and student Lesson Briefs provides an opportunity to help multilingual students build vocabulary understanding and skills. The Words to Use routine provided in the year overviews offers regular practice for students to work with these words. Teachers may consider additional strategies to support their learners using these words.
Translated Collection Texts	All Levels	Collection Units, Collection Texts in the Amplify Library	The five research-based Collection units have adapted and paraphrased versions and Spanish translations of the most difficult texts.
Work That Word Activity	All Levels	Unit Materials	The "Work That Word" PDF is a printable activity that can be paired with the Vocabulary Modules for additional vocabulary work outside of the Vocab App.
Multi-Language Glossaries	All Levels	<u>Amplify Library</u>	The Multi-Language Glossaries contain translations of Reveal words and their definitions into 10 languages. Students can access glossaries by searching for a unit title followed by "Multi-Language Glossary."

Support	ELD Level	Location	Description
Printable ELL (Dev) Supported Writing Prompts	All Levels	Unit Materials	These are printable PDFs of the ELL(Dev) version of the lesson Writing Prompts, which provide segmented prompts with simplified language, guiding questions, and sentence starters.
Read-Aloud Assessments	All Levels	Assessment Sub-Units	This read-aloud function in the summative unit reading assessments allows students to turn on an automated reading of individual question items, as well as speed up or slow down the rate of reading and pause the audio at any point. Audio is available for multiple choice questions and Writing Prompts, and words are highlighted as students read and listen, making it easier for them to follow along.



Flex Day Supports

Flex Days (starting in Unit B) occur every 4–6 lessons and provide critical opportunities for teachers to provide additional, targeted practice in a key area of identified need. The chart below highlights specific Flex Day activities that might be particularly appropriate for English Language Learners. Review the Flex Day Activities Guide (found in the Unit Materials or the Lesson Materials in each Flex Day) for a list of all available activities.

Flex Day Activity Title	Description
<p>Fluency: Rate Fluency: Expression</p>	<p>Students who need substantial support to read grade-level texts with accuracy and/or expression will work with a partner to complete these routines. These activities provide fluency practice using the relevant unit text and can be used as part of the 5-Day Fluency Routine (see Flex Day lesson materials) or on their own.</p> <p>Multilingual Learner Tip: The Fluency and Expression Activities in Flex Days will best support students who have had repeated exposure to words introduced in the text selection prior to the Flex Day. Explicitly previewing difficult language that will appear in this activity, including providing slow and effective pronunciation patterns, will assist students in learning a new language.</p> <p>Multilingual Learner Tip: Have students listen to the embedded audio in a given activity with headphones in order to assist with language learning.</p>
<p>Conversation Connections</p>	<p>Building discussion habits on a smaller scale increases students' confidence to voice their thoughts in regular lesson activities. This activity provides students with a routine and supports to guide low-stakes practice conversing and listening to an exchange of ideas along with a choice of unit-connected discussion topics.</p> <p>Multilingual Learner Tip: Support your multilingual learners to understand and independently use the flexible graphic organizers in the Amplify Library to organize the information they are learning and responding to. This graphic representation of key discussion sequencing can help students commit best discussion practices to memory.</p>
<p>Revision Assignment (Focus)</p>	<p>These Revision Assignments are similar to those embedded within the curriculum and provide instructions for students to practice revising a recent piece of writing using a taught writing skill.</p> <p>Multilingual Learner Tip: The Focus Revision Assignment (card 1) supports multilingual learners to add 3–5 sentences to a recent writing response and to practice describing their idea further. Use one student's writing as a model to work through together, so students understand each step of the directions and can begin to work with this revision assignment independently. Support students to share and compare the impact of their revision work.</p>

Flex Day Activity Title	Description
Close Reading and Discussion	<p>In this activity, students write a short response to a provocatively worded statement of your choice, discuss their response with a partner, and document how their thinking has changed or stayed the same as a result of the partner discussion.</p> <p>Multilingual Learner Tip: Model “think-aloud” strategies to encourage multilingual learners to create a richer framework for their comprehension. A teacher might think aloud as follows: “When I think about statement A, I ask myself ____? I remind myself that the text mentioned ____, and that makes me think ____.” Demonstrating how to incorporate strategies such as self-questioning, summarizing, and making personal connections out loud can help support all readers.</p>
Language Analysis (Paraphrase a Passage)	<p>In this activity, students paraphrase a sentence or small section of text, then work with a partner to compare their paraphrases and discuss which one comes closer to the meaning of the original text and why.</p> <p>Multilingual Learner Tip: Paraphrasing a Passage (card 1) supports both listening and speaking domains for multilingual learners. Provide multilingual learners with sentences that will support them to work closely with key vocabulary or sentence syntax. Consider modeling how to paraphrase a selection of text on the board, using visual cues like underlining to explicitly guide students in capturing the most important details for understanding the text.</p>



Amplify ELA Native Language Supports

The chart below provides a brief overview of guidance and support that can be applicable for multilingual learners at ELD Standard 1, including newcomers and limited English proficiency learners.

Support	Location	Description
First Language Guidance	Lesson Brief: Differentiation	The lesson Differentiation section often contains tips to support learning through the use of a student's first language as it applies to activities in the lesson.
Text Previews	Lesson Level	Text previews in Solo activities, written in simpler English than the text, provide students with a preview of what they're going to read and help to focus their attention on key ideas. Printable English and Spanish versions are available in the Unit Materials.
Multi-Language Glossaries	<u>Amplify Library</u>	Multi-Language Glossaries are available for all Amplify ELA units, with translations of key text vocabulary (Reveal words) in 10 languages: Arabic, Chinese, French, Haitian-Creole, Portuguese, Russian, Spanish, Tagalog, Urdu, and Vietnamese.
Unit Background and Context	Unit Level	Each unit comes with a Background and Context document to foster engagement, aid with comprehension, and establish context before students begin to read. These documents provide an introduction to each upcoming text; key vocabulary; and background information about the time period, setting, or key concepts students will encounter in the unit. English and Spanish versions are available. Educators can find these resources in the Unit Materials.
Collection Texts	Unit Level	Within the Collection units, the Reveal tool embedded in the eReader provides synonyms and definitions in both English and Spanish.
Spanish-Language Articles	Unit Level	These articles are aligned to each units' topics and themes and build some deeper knowledge around those areas. By supporting multilingual learners to dive into a related piece of knowledge in more depth, these articles can allow students to "become the expert" among their peers.

Part II: Supporting Key Areas of Language Development

Amplify ELA recognizes that language learning happens across domains (speaking, listening, reading, and writing). By design, Amplify ELA encourages an integrated approach to language in its instructional materials, embedding a variety of opportunities for all learners to engage in both expressive and receptive modes of communication. By identifying, supporting, and enhancing opportunities where the domains of language work together, rather than in isolation, teachers can ensure that their multilingual learners have daily and varied opportunities to engage in making meaning.

Targeting Expressive and Receptive Language

Focus on the following Amplify ELA opportunities to support multilingual learners with targeted practice in expressive and receptive language targets:

Speaking & Listening

Academic Discussions

Within Amplify ELA lessons, the activity Instructional Guides will note key moments when students discuss their ideas or responses in pairs, small groups, or with the whole class as part of the lesson's close reading session.

Key Supports:

- **Embedded Differentiation:** Students assigned embedded lesson supports will often be automatically provided discussion or sentence starters in these types of activities, which offer more structure for diverse learners. Check the Differentiation section of the Lesson Brief to identify the supports provided for each level.
- **Instructional Guide:** Review the activity Instructional Guide for possible responses and any additional multilingual learner tips.
- **Universal Tip:** Maximize opportunities for multilingual learners to speak by having students share their ideas in pairs (turn and talk) before leading the whole class discussion. If students are struggling to discuss in English, allow them to turn and talk in their native language before the whole class discussion.

Debates, Seminars, and Structured Discussions

Socratic seminars, fishbowl discussions, and debate activities support students in learning repeated and effective norms and routines that allow them to have an effective exchange of ideas in their classrooms.

Key Supports:

- **Structured Setting:** Each type of discussion provides clear guidance and supports for how to prepare and conduct the discussion. For example, in a fishbowl discussion, students are divided into groups that form the inner and outer circle of the discussion, allowing students the opportunity to listen to peers while they prepare their own questions to contribute to the discussion. Walking students carefully through the routine and preparation will allow them to feel more confidence.

- Universal Tip: In these more formal discussion forums, it may be useful to group multilingual learners with students who are performing on similar levels to maximize students' participation levels.

Performance and Presentation

Across grades, Amplify ELA students will have opportunities for performance and presentation, including reading a role in a play, reciting from memory, delivering a speech, or presenting a group project.

Key Supports:

- **Sharing Routine:** The sharing routine that accompanies the Amplify ELA lesson writing activities provides a regular opportunity for students to practice reading a short piece of their writing in front of their peers. Model how students should complete this routine in pairs or small groups, or find opportunities for them to practice with you before sharing their writing with the larger group. This will increase how often they share and develop their confidence and comfort when faced with the larger presentations mentioned above.
- **Pacing:** Lessons often provide students with the opportunity to work toward their performance or presentation over the course of several lessons, allowing teachers to offer support in meaningful ways.
- **Universal Tip:** Multilingual learners will benefit from a model of a lesson task. For example, allotting more time for students to study video recordings of performances or presentation tasks, will provide a clear model of what is expected from students before they work in groups.

Building Vocabulary

Amplify ELA provides repeated and integrated activities for students to practice and develop their vocabulary. At the lesson level, students will work with the Vocab App, Words to Use, and the Reveal tool to master key text-based and academic vocabulary.

Reading

Key Supports:

- **Embedded Differentiation:** The Vocab App is adaptive to students' performances, assigning students vocabulary words that meet them where they are.
- **Words to Use:** The Words to Use routine provided in the year overview works alongside the Words to Use/Words to Know called out in each Lesson Brief and offers regular practice for multilingual learners to build familiarity and understanding around critical text-based vocabulary.
- **Universal Tip:** It is critical for multilingual learners to actively use new vocabulary to attain English proficiency; planning in advance for ways students can immerse themselves in rich language environments will benefit multilingual learners. Additionally, teachers may present cognates to help students further memorize vocabulary terms or use vocabulary games to help students with recall knowledge.

Lesson Close Read

During the lesson, students work collaboratively with the text, reading analytically to build content knowledge and analyze writers' intentions, choices, and claims. As students begin close reading work with a new text, lessons have explicit opportunities for students to listen to the text, perform the text out loud, or watch a dramatic reading of the text. Consider supporting and extending these opportunities throughout the unit to help multilingual learners.

Key Supports:

- **Unit Background and Context Documents:** Available in both Spanish and English, these documents present a simple but useful introduction and background to the unit's key topics and themes. Use the Spanish version as a native language support and allow students to preview and ask questions about the unit in Spanish.
- **Share Time:** In-class discussions have explicit instruction for teachers to call on students to share information. Providing students a minute to share with a partner, and then alternating between student volunteers in the whole-class discussion establishes the support and expectation for every student to voice their understanding.
- **Universal Tip:** While discussing the text, guide students to apply prior knowledge or connections to their own life. The Conversation Connection activity in the Flex Days offers a model for students to draw connections between the text and their own experiences.

Lesson Solo Reading Assignments

In these daily independent reads, students apply their developing reading skills to a new passage in the text by annotating and answering a range of auto-scored questions that track their reading comprehension.

Key Supports:

- **Text Previews:** The Moderate, Challenge, and ELL(Dev) levels of embedded differentiation always pair the Solo reading passage with a text preview that provides a 2–3 sentence orientation of that text in simple English. Text previews are also available in Spanish and can be found in the teacher's Unit Materials.
- **Universal Tip:** Use the Reporting app to review students' reading comprehension scores and determine whether certain students may benefit from quickly gathering in a small group to review the basic outline of what was presented in the reading before the close reading lesson. In addition, graphic organizers may help guide students through dense text while reading on their own. Find and use the organizer that works with the particular structure of the text in the "Amplify Graphic Organizer Toolkit" found in the Amplify Library.

Writing

Writing Skills Development

The Amplify writing program provides multilingual learners with frequent, low-stakes opportunities to write about their reading, using a small set of repeated skills. It also offers targeted feedback from both peers and teachers. Students build their skills in this regular practice, leaving them in a better position to work with the longer essays that are provided at the end of each unit. Supporting multilingual learners in this area energizes them to invest in becoming effective communicators.

Lesson Writing Activities

Formative writing activities are the 10–12 minute prompts at the end of many lessons. Key instructional resources to support students' writing include the On-the-Fly supports, differentiated Writing Prompts, Written Feedback Tools within ELA classwork, the Spotlight app, and the Flex Day Revision Assignment activity.

Key Supports:

- Differentiated Writing Prompts: The differentiated Writing Prompts include scaffolds such as chunking the prompt into parts, sentence starters, or reducing the amount of text to analyze. Consider using the PDF version of ELL(Dev) Writing Prompts for students who may write more effectively on paper.
- The Spotlight app, found in the Global Navigation, allows you to create and post excerpts of student writing. Building walls of skill exemplars from class writing and regularly reviewing these walls as part of the formative writing routine, can provide key models for multilingual learners as they complete their writing assignments. In particular, focus on identifying and spotlighting small excerpts—even at a sentence level—from your multilingual learners to build their confidence and encourage their participation.
- Universal Tip: If multilingual learners struggle to write, project the Warm-Up questions from the Instructional Guide and provide time for learners to turn and talk through ideas with a partner. Students may also benefit from expressing their ideas by sketching before writing.

Summative Essays

The Amplify ELA essay sub-units move students through a 4–5 lesson writing process to plan, draft, revise, and polish a multi-paragraph argumentative or informational essay.

Key Supports:

- Sequencing of the Writing Process: Students work toward completing an essay in parts, focusing on the parts before addressing the whole. Regularly checking student writing at the end of each lesson will allow teachers to identify multilingual learners who need additional support with stages of the writing process. In particular, teachers should support multilingual learners in the revision activities.
- Universal Tip: Review the Essay Graphic Organizer PDF in the Materials of Lesson 1 in each essay sub-unit as a possible support for your multilingual learners. If multilingual learners continue to struggle with essay organization, chunking information into manipulatives (such as index cards) can encourage students to visualize the process of writing an essay and allow them to experiment with the organization of their information.



Supporting the Four Domains of Language Usage

The WIDA framework explicitly calls out the four key language uses that appear across academic content standards: narrate, inform, explain, and argue. The following guidance can assist Amplify ELA teachers to identify and support opportunities for instruction and practice in each of these areas of language use.

Narrate

This genre highlights the language that students need to represent their real or imagined experience through story or history.

The Get Started lessons in the first unit of each grade begin with short narratives in which students write about moments from their daily experiences. Responding to prompts like, “Write about one moment when you were nervous” helps multilingual learners immediately experience writing as an opportunity to communicate their particular perspective to “show” a reader how they observe the world. As students transition to reading and writing about text in later units, work with the lesson reading activities, paying attention to moments where students showcase their differing perspectives of the text; and help multilingual learners connect this type of sharing to the earlier sharing of narrative perspective. In addition, the Flex Day’s Conversation Connections activity provides an opportunity for students to connect the unit’s themes and topics back to their own experiences and histories while building their discussion skills.

Inform and Explain

In order for students to convey information (to inform), they may need to describe, compare, or contrast, categorize, or classify concepts or ideas. Students need to use explanatory language to account for why phenomena occur, or how a concept works. This language use is often associated with sequential or causal language.

Daily lessons and instruction provide clear practice with both these types of language usage through structured close reading and formative writing activities. Students closely read—and reread—to discern what the writer is saying, analyze their choices, evaluate their claims and assumptions, and build content knowledge. Then, they discuss or write to a prompt that supports students to inform others what they have discerned and explain their interpretation. Use these moments to support the ways in which students are using language to inform and explain. Call out the critical pieces of information shared by noting those responses on the board; provide targeted written comments to point to the places where students use reasoning or provide a supported explanation in their writing.

Argue

Students need to use language to develop a claim and evidence to substantiate their thinking. This language use is often associated with critical thinking and response.

Two or three times a week, the close reading session is followed by a 10–12-minute writing session in which students focus on one claim in response to an argumentative or informational prompt, and use evidence from the text in support of their claim. This consistency supports continued progress with skills that play a key role in both argumentative and informational writing. The sharing activity that follows each writing activity provides an opportunity for multilingual learners to hear and participate as classmates share their writing, while peers point out the ways in which they have used language effectively to develop a claim or use evidence well. Supporting multilingual learners as they learn how to use the regular response starters embedded within each sharing activity will help these students take advantage of these opportunities to use language to argue.

ELD Standard 1: Newcomer Guidance

Amplify ELA is not a comprehensive program for newcomers. However, the chart below outlines key strategies for supporting students of limited English proficiency within the program. While not comprehensive, these strategies, in conjunction with the multilingual supports listed within this document, may assist teachers who are working with multilingual learners at ELD Standard 1, including newcomers.

Support	What does this look like in a classroom?
Information Delivery	<p>The delivery of a lesson’s content can be critical to language development. Focus on the clarity of key concepts by enunciating clearly, projecting and repeating key directions, and using simple, everyday language when possible.</p> <p>Multilingual Learner Tip: Project the digital lesson activity so you can point to the content as you present. For key directions, model from your own projected activity. For example, if directions ask students to “highlight three descriptive details,” model how to highlight in the text as you explain what a descriptive detail is.</p>
Alternative Homework	<p>Independent work can be particularly challenging to newcomers. Consider alternative, age-appropriate instructional homework to develop a student’s reading skills. Consider using homework that can strengthen phonic instruction, vocabulary, background information pertinent to lessons in class, and speaking and listening activities.</p> <p>Multilingual Learner Tip: The Fluency activities within the Flex Days include a short passage from the week’s reading with embedded audio. Consider assigning this activity to language learners who are also developing reading skills.</p>
Establishing Routine	<p>Newcomer students benefit from clear and repeated routines. Teachers can make routines visible by posting schedules or other visuals that cue multilingual learners to classroom systems such as the preferred ways of asking for help, etc.</p> <p>Multilingual Learner Tip: Create posters of key ELA lesson routines. For example, post the peer response starters included in the “Share” activity routine.</p>
Recognizing Success	<p>Recognizing the strengths and contributions of multilingual learners and newcomers can build students’ confidence and allow them to feel a sense of agency and accomplishment in their learning.</p> <p>Multilingual Learner Tip: Use the Spotlight app to showcase a short excerpt of a newcomer’s work—even 1–2 sentences. Make sure to work alongside the student to clean up the spelling and grammar before posting. Or, help a newcomer practice reading a short piece of their writing out loud in preparation for sharing to a group of peers.</p>

Helping Multilingual Learners Access Vocabulary

Contextualizing key vocabulary can be critical in the development of a language. Students of limited English proficiency can benefit when teachers introduce key terms for understanding a lesson at the outset of the lesson, demonstrating the relationship of a word to its part of speech, background knowledge, examples or non-examples, synonyms, antonyms, and cognates.

Building a consistent vocabulary routine is essential for students who are new to the English language. As a teacher or instructor, consider adding these strategies to your routine:

- Demonstrate the syllabification and pronunciation of essential words, allowing students to practice speaking in pairs or as a class.
- Create word walls to reinforce essential terms for emergent language learners. A list of text-aligned words can be found in every Lesson Brief under “Words to Use,” but teachers should also incorporate words that are key to classroom routines, academic work, and peer interactions.
- Create personal dictionaries for students to write, review, and illustrate key vocabulary addressed in each lesson. Use key lesson vocabulary explicitly and provide prompts for students to practice using these words in discussions.

If students continue to struggle with vocabulary study, teachers may further scaffold their approach using alternative methods such as:

- Reinforce the use of a native language to help students understand and define the terms.
- Provide access to bilingual dictionaries.
- Explicitly focus students on 1–2 terms during a given lesson.
- Use alternative graphic organizers (such as the Frayer Model Template) that provide further scaffolding techniques for vocabulary terms.



Adopting an Asset-Based Approach to Learning

Welcoming multilingual learners, including newcomer students or students with limited English proficiency, can feel daunting. Your new students may also feel overwhelmed as they negotiate new customs, new cultures, and a new language. It is important to recognize that language learning does not happen in isolation but rather as a natural part of the multilingual learners' day. Additionally, multilingual learners bring a number of advantages, both linguistic and cultural capital, to your classroom. Teachers can ease this transition for their students by building an inclusive environment that will strengthen your classroom community and benefit all students.

As a teacher or instructor, consider adding these strategies to your routine:

- Develop a clear approach to welcoming multilingual learners at ELD Standard 1, including newcomer students. Allowing your class to contribute ideas for how to welcome and mentor new students can offer a rich opportunity for students to invest in a positive classroom environment while also facilitating a safe space to ask questions related to their arrival.
- While working with the curriculum, teachers can further their inclusive practices by connecting ideas presented in texts or activities to situations that might be familiar to a multilingual student.
- Build a relationship between native and English language through the use of bilingual dictionaries, cognates, or by encouraging students to use their native language when struggling to complete a given activity.
- Reinforce your consistent classroom routines and schedules with visual displays to help multilingual learners transition into aspects of school that may be unfamiliar.
- Reinforce a strong, inclusive community by pointing to explicit behaviors in which students support each other in learning moments, offer to accompany a new student to lunch, or recognize a classmate in a small moment.

