Amplify ELAR Texas Supports and Resources for ELLs

Amplify ELAR Texas 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 language learners.

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Amplify ELAR **TEXAS**

Why Amplify ELAR Texas?

Culturally Relevant Connections

Amplify ELAR Texas lessons provide multiple levels of reading and writing supports to allow every student, including ELLs, to read and write about the same texts. Our curriculum provides a culturally diverse collection of authors, protagonists, and topics to ensure that texts are relevant and relatable. Additionally, numerous feedback moments are built into our lessons with opportunities for teachers to understand their students' stories and foster a community of learners. Amplify ELAR Texas focuses on communication from teacher to student and student to student, through frequent small-group collaborations and large-group activities such as debates and Socratic seminars.

Establishing Caring Learning Environments

Establishing caring learning environments is embedded in Amplify ELAR Texas lessons, classroom culture, and professional development. The rich texts at the heart of the program provide a foundation for positive learning environments, exposing students to different people, cultures, ways of life, and experiences to help them become more aware of and empathetic to differences they encounter in real life. Activities accompanying these texts in the curriculum reflect core positive learning principles through a focus on cooperative learning, self-assessment and self-reflection, and competence and confidence building.

Lesson Embedded ELL Supports

The Amplify ELAR Texas curriculum was built on the principles of Universal Design for Learning, and designed to provide appropriate challenge and access for all students. In cases when Amplify's Universal Design cannot meet the needs of your ELL students, the lessons feature embedded differentiation levels within key lesson reading, writing, and speaking and listening activities to support ELLs.

Lesson Embedded ELL Supports

Embedded Differentiation Icon *approximate TELPAS 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.)
	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.
● ELL(Dev) * TELPAS intermediate	• This level is designed for English Language Learners (ELLs) at the higher end of the Intermediate TELPAS level. • Supports are designed for students who are English Language 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.
■ Moderate * TELPAS advanced	• This level can accommodate English Language Learners (ELLs) at the Advanced TELPAS 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.
▲ Light * TELPAS high-advanced	• This level can accommodate English Language Learners (ELLs) at the higher end of the Advanced TELPAS 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.

Unit and Lesson Level ELL Supports Index

The chart below will help Amplify ELAR Texas teachers identify and review all of the instructional supports and resources from unit to lesson activity level.

Support	TELPAS 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 ELLs 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.
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.
Embedded Differentiation	All levels	Lesson Activity	Lessons are embedded with differentiation (see the "Lesson Embedded ELL 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.

Support	TELPAS Level	Location	Description
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	Intermediate, Advanced	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.
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 **Vocab App**	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 deciphering meaning. The app adjusts the word levels in response to each student's performance and includes levels with words and activities specifically developed for ELLs (see the Vocab App section, below).

Support	TELPAS Level	Location	Description
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	**Amplify Library**	The Multi-Language Glossaries contain translations of Reveal words and their definitions into ten languages. Students can access glossaries by searching for a unit title followed by "Multi-Language Glossary."
Printable ELL (Dev) Supported Writing Prompts	Intermediate	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
Fluency: Rate Fluency: Expression	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. **ELL 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. **ELL Tip:** Have students listen to the embedded audio in a given activity with headphones in order to assist with language learning.
Conversation Connections	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. **ELL Tip:** Support your ELLs 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.
Revision Assignment (Focus)	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. **ELL Tip:** The Focus Revision Assignment (card 1) supports ELL students 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.

Flex Day Activity Title	Description
Close Reading and Discussion	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. **ELL Tip:** Model "think-aloud" strategies to encourage ELL students 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.
Language Analysis (Paraphrase a Passage)	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. **ELL Tip:** Paraphrasing a Passage (card 1) supports both listening and speaking domains for ELL students. Provide ELL students 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.

Identifying and Supporting Key Areas of Language Development

Focus on the following Amplify ELAR Texas opportunities to support ELL students with targeted practice in speaking and listening: academic discussions, debates and seminars, and performance and presentations.

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Speaking & Listening

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Academic Discussions

Within Amplify ELAR Texas 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.

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Key Supports:

- Embedded Differentiation: Students assigned to an embedded level of differentiation will often be automatically provided discussion or sentence starters, 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 for possible responses and any additional ELL tips.

- Universal Tip: Maximize ELLs' opportunities to speak by having students share their ideas in pairs (turn and talk) before leading the whole class discussion. If ELL students are struggling to discuss in English, allow students to turn and talk in their native language before the whole class discussion.

Debates and Seminars

Socratic seminars, fishbowl discussions, and debate activities support students to develop and work with norms and processes to allow for 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 this type of 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: Group ELL students with students performing on similar levels to maximize students' participation levels.

Performance and Presentation

Across grades, Amplify ELAR Texas students have opportunities to work with the text, their ideas, and their peers through various types of performances and presentations, including reading a role in a play, reciting from memory, or delivering a speech.

Key Supports:

- Sharing Routine: The sharing routine that accompanies Amplify ELAR Texas lesson writing activities provides a regular opportunity for students to practice reading a short piece of their writing in front of their peers. Modify and model for ELL students how to complete this routine in pairs or small groups to increase how often they share.

- Pacing: Lessons often provide students 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: ELL students 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.

Amplify ELAR Texas provides structured and repeated activities for students to practice and develop strong reading skills: daily work with the Vocab App, collaborative, close reading, and the independent reading practice in each lesson's Solo activity. Supporting ELL students in each of these areas can build students' vocabulary and increase their reading comprehension.

Reading

Building 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.

Key Supports:

- Embedded Differentiation: The Vocab App is adaptive to students' performances, assigning students vocabulary words that meet them where they are.
- Universal Tip: It is critical for ELL students to actively use new vocabulary to attain English proficiency; planning in advance for ways students can immerse themselves in rich language environments will benefit ELL students. Additionally, teachers may present cognates to help students further memorize vocabulary terms or use vocabulary games to help students with recall knowledge.

Collaborative Close Reading

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 extending these opportunities throughout the unit to support ELL students.

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 connections to their own life or prior knowledge.

Solo Assignments

These daily independent reads ask students to 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 to that text in simple English. Text previews are also available in Spanish and can be found in the teacher's Unit Materials.

- Universal Tip: 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 is a key component of Amplify ELAR Texas. The program also provides strong teacher feedback tools to support teachers to provide the regular, targeted feedback which will play a critical role in helping students meet the challenge of writing.

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 Written Feedback Tools within ELAR classwork, the Spotlight app, differentiated writing prompts, and On-the-Fly supports.

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 ELL students as they complete their writing assignments.

- Universal Tip: If ELL students struggle to write, project the Warm-Up questions from the Instructional Guide and provide time for ELL students to turn and talk through ideas with a partner. Students may also benefit from expressing their ideas by sketching before writing.

Summative Essays

Amplify ELAR Texas 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 ELL students who need additional support with stages of the writing process. In particular, teachers should support ELL students in the revision activities.

- Universal Tip: Review the Essay Graphic Organizer PDF in Materials of Lesson 1 in each Essay sub-unit as a possible support for your ELLs. If ELL students 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 students to experiment with the organization of their information.

Amplify ELAR Texas Native Language Supports

The chart below provides a brief overview of guidance and support that can be applicable for 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. English and Spanish versions are available.
Multi-Language Glossaries	**Amplify Library**	Multi-Language Glossaries are available for all Amplify ELAR Texas 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	The five research-based Collections units have adapted and paraphrased versions and Spanish translations of the most difficult texts. Within Collections units, the Reveal tool embedded in the eReader provides synonyms and definitions in both English and Spanish.

Vocab App

The Vocab App helps students master critical text-based and academic vocabulary words through game-like activities based on morphology, analogy, synonyms/antonyms, and deciphering meaning. They help students develop dictionary skills by focusing on parts of speech, etymology, and multiple meanings.

Word Match: One key activity developed for ELLs is "Word Match," which asks students to match an English definition, Spanish translation, context sentence, audio pronunciation, and visual definition. These activities also align to vocabulary standards.

Words to Use

The Words to Use/ Words to Know section in teacher and student Lesson Briefs provides an opportunity to help ELL students build vocabulary understanding and skills. The Words to Use routine provided in unit overviews offers regular practice for students to work with these words. Teachers may consider additional strategies to support ELLs using these words.

Visual Vocabulary: Vocabulary terms represented in visuals can assist ELL students in processing new language. Photographs and illustrations of objects, settings, processes, or characters can build word knowledge.

Personalized Vocabulary: Students should have the option of personalizing their language learning through such practices as keeping personal dictionaries, semantic mapping, vocabulary organizers, word sorts, and mnemonic strategies.

Newcomer Guidance

Amplify ELAR Texas 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 ELL supports listed within this document, may assist teachers who are working with ELL newcomers.

Support	What does this look like in a classroom?
Information Delivery	The delivery of a lesson's content can be critical to English development. Focus on the clarity of key concepts by enunciating clearly, projecting and repeating key directions, and using simple, everyday language when possible. **ELL 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.
Alternative Homework	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. **ELL 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.
Establishing Routine	Newcomer students benefit from clear and repeated routines. Teachers can make routines visible by posting schedules or other visuals that cue ELL students to classroom systems such as the preferred ways of asking for help, etc. **ELL Tip:** Create posters of key ELA lesson routines. For example, post the peer response starters included in the "Share" activity routine.
Recognizing Success	Recognizing newcomer students' strengths and contributions can build students' confidence and allow them to feel a sense of agency and accomplishment in their learning. **ELL 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.

Building Vocabulary

Contextualizing key vocabulary can be critical in the development of the English 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 word(s) relationship to its part of speech, background knowledge, examples or non-examples, synonyms, antonyms, and cognates.

Building a consistent vocabulary routine is essential for students 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 incorporate words 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.

Building an Inclusive Environment

Welcoming 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. 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 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 a newcomer student might be familiar with.

- Build a relationship between native and English language through 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 ELL students transition into aspects of school that may be unfamiliar.

- Reinforce a strong, inclusive community by pointing to explicit behaviors where students support each other in learning moments, offer to accompany a new student to lunch, or recognize a classmate in a small moment.