Boost implementation guidance

Summary

Boost Lectura and Boost Reading are adaptive programs designed to supplement Tier 1, core instruction. These programs include rich and research-based content within an engaging narrative experience to help students practice and accelerate the development of their foundational reading skills, vocabulary, and reading comprehension. When used together, these programs provide a comprehensive solution to support Spanish and English literacy instruction across a variety of bilingual program models.

In general, **Amplify recommends that each student use Boost Reading and/or Boost Lectura for approximately 30–45 minutes per week.** This may include a combination of Boost Reading and Boost Lectura, depending on the student's instructional needs and goals.

Schools should consider the following questions when deciding how Boost Lectura and Boost Reading are used together.

- **Instructional model:** What percentage of core literacy instruction is in Spanish? What percentage of core literacy instruction is in English? Are Spanish and English used to provide instruction in other content areas throughout the day?

- **Schedule:** How much time is available for each language of instruction in the literacy block? Outside the literacy block?

- **Instructional needs:** What are the specific needs of the individual student? Are they in more need of instructional support in one language over another? Will additional instruction in their native language (L1) facilitate learning to read in their second language (L2)?

- **Literacy goals:** What are the primary objectives of the bilingual program? Is the goal that Spanish-speaking students leverage their Spanish literacy skills to support English literacy development or for students to become bilingual and biliterate in Spanish and English.

*The terms **L1** and **L2** are used in multilingual learning settings. L1 refers to a student's primary (often native) language. This may be English or Spanish. L2 refers to a second language a student is learning. This may be English or Spanish*

Recommendations by model & student performance

Dual-language programs that focus primarily on Spanish instruction

- **Playing Boost in L1:** If students are performing below proficient levels on the universal screening assessment, we recommend they play Boost in their L1 so they receive additional time and opportunities to practice developing the L1 literacy skills that can later support their L2 literacy development.

    - For these same reasons, if students are performing below proficient in both languages we would also recommend that students play Boost in their L1.

- **Playing Boost in L2:** If students are performing at or above proficient levels in their L1 but below proficient in their L2, additional practice with Boost in their L2 is recommended.

- **Student choice:** If students are performing at or above proficient levels on the universal screening assessment in both languages, teachers may want to consider giving students the option to play Boost in whichever language they prefer.

	Second Language (L2) At or Above Proficient	Second Language (L2) Below or Well Below Proficient
Native Language (L1) At or Above Proficient	Student choice	Boost in L2
Native Language (L1) Below or Well Below Proficient	Boost in L1	Boost in L1

Recommendations by model & student performance

Transitional bilingual programs

- **Playing Boost in L1 (Spanish):** If students are receiving the majority of their core literacy instruction in L1 and literacy data indicates they are performing well below or below proficient level, playing Boost Lectura will provide additional practice opportunities to bolster Spanish literacy development.

- **Playing Boost in L2 (English):** If students are receiving some literacy instruction in English and data indicate they are performing well below or below proficient level, playing Boost Reading will provide additional practice opportunities to bolster English literacy development, not only with skills that may transfer from their L1 (e.g., phonological awareness skills, many consonant sounds, phonological recoding, comprehension processes, etc.) but also with those skills that are not transferable and with which students may need additional practice (e.g., sounds for English vowels and many consonant digraphs). This may be particularly important for students who have recently transitioned to receiving the majority of their literacy instruction in English and/or students who are at risk for becoming long-term English learners (LTELs).

- **Student choice:** If students are receiving some literacy instruction in both languages, and literacy data indicates they are performing at or above proficient level in both languages, students could benefit from playing Boost in either language. However, in this instance we might recommend teachers closely monitor their Boost teacher dashboard data to ensure that students are practicing their literacy skills in both languages.

	English (L2) At or Above Proficient	English (L2) Below or Well Below Proficient
Spanish (L1) **At or Above Proficient**	Student choice	Boost in L2
Spanish (L1) **Below or Well Below Proficient**	Boost in L1	Boost in L1

Recommendations by model & student performance

Programs that focus on English instruction

- **Playing Boost in L1 (Spanish):** If data (i.e., universal screening data, parental report, prior instructional records) indicates that students have sufficient Spanish literacy skills to understand Boost Lectura games, providing students the opportunity to practice reading in Spanish can support the acquisition and development of literacy skills in English.

- **Playing Boost in L2 (English):** Whether data indicates that students have little to no Spanish literacy skills or have strong Spanish literacy skills, we recommend providing students opportunities to practice developing their English literacy skills via Boost Reading because the primary instructional goal is English literacy.

- **Student choice:** If data indicates that students have some Spanish literacy skills and are performing at or above proficient in English, giving them the option to play Boost in either language will provide additional practice opportunities that will continue supporting their literacy development.

	English (L2) At or Above Proficient	English (L2) Below or Well Below Proficient
Spanish (L1) **At or Above Proficient**	Student choice	Boost in L2 (English)
Spanish (L1) **Below or Well Below Proficient**	Boost in L1 (Spanish)	Boost in L2 (English)

Recommendations by model & student performance

Spanish immersion programs

- **Playing Boost in L2 (Spanish):** If students are receiving the majority of their core literacy instruction in Spanish and literacy data indicates they are performing well below or below proficient level, playing Boost Lectura will provide additional practice opportunities to bolster Spanish literacy development.

- **Playing Boost in L1 (English):** If students are receiving some literacy instruction in English and data indicate they are performing well below or below proficient level, playing Boost Reading will provide additional practice opportunities to bolster English literacy development, not only with skills that may transfer to English (e.g., phonological awareness skills, many consonant sounds, phonological recoding, comprehension processes, etc.) but also with those skills that are not transferable and with which students may need additional practice (e.g., sounds for English vowels and many consonant digraphs). Moreover, because the majority of classroom literacy instruction is in Spanish, all students may benefit from playing Boost Reading in addition to their teacher-directed literacy instruction (e.g., after-school, at home, etc.) to practice developing their English literacy skills.

- **Student choice:** If students are receiving some literacy instruction in both languages (e.g., 80% of instruction in Spanish and 20% in English) and literacy data indicates they are performing at or above proficient level in both languages, students could benefit from playing Boost in either language. However, in this instance we might recommend teachers closely monitor their Boost teacher dashboard data to ensure that students are practicing their literacy skills in both languages.

	Spanish (L2) At or Above Proficient	Spanish (L2) Below or Well Below Proficient
English (L1) At or Above Proficient	Student choice	Boost in L2
English (L1) Below or Well Below Proficient	Boost in L1	Boost in L1

For more information, please review our full [Boost Bilingual Implementation Guide](#) which contains additional guidance, research, and reference materials.