

User Guide

Amplify Texas Elementary Literacy Program

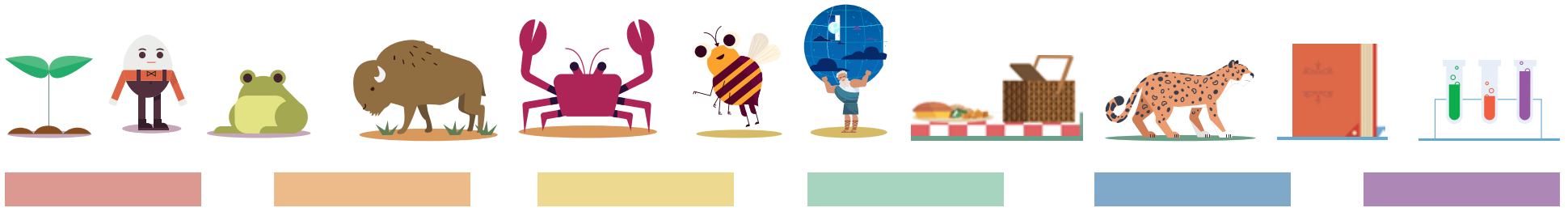
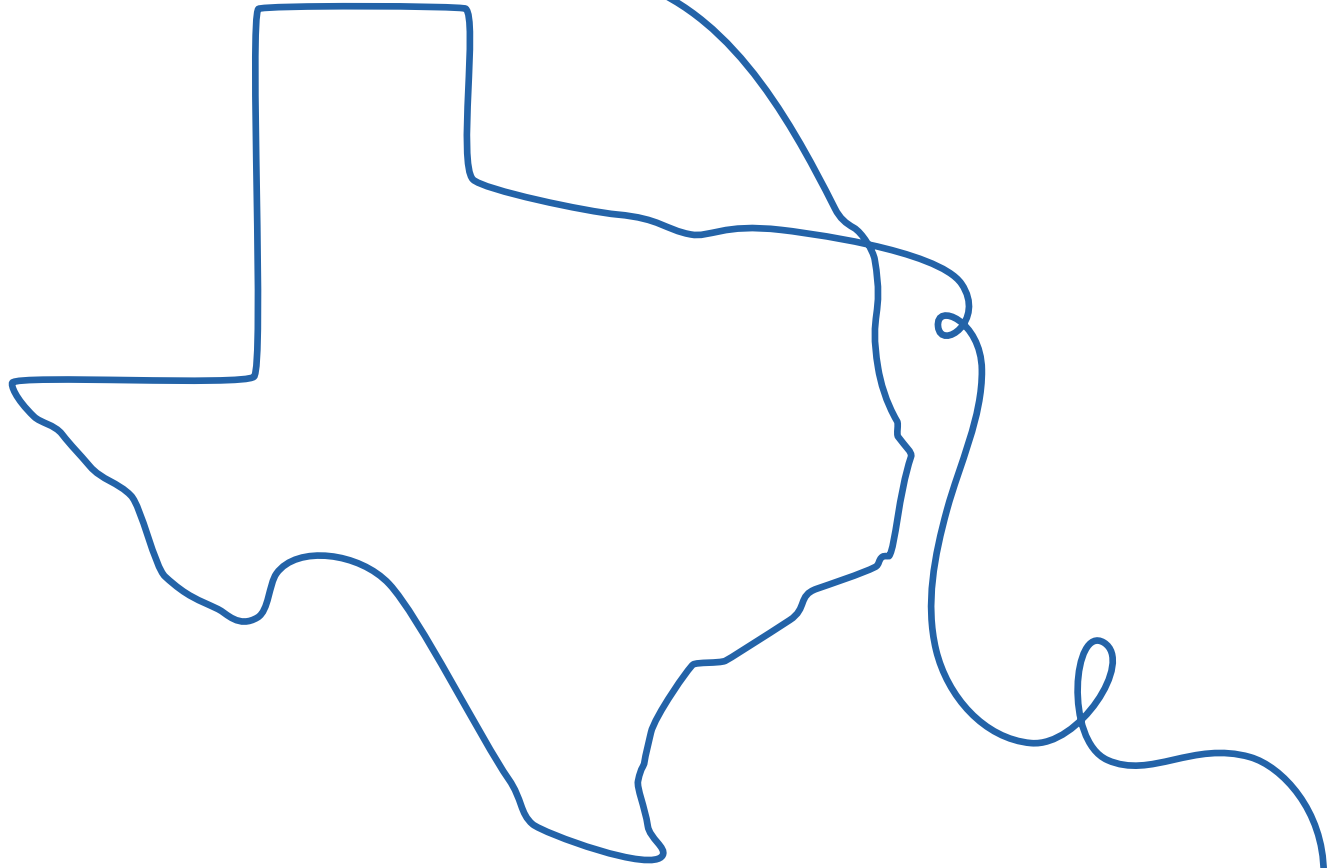


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Introduction



Welcome to the Amplify Texas Elementary Literacy Program! This User Guide is intended to provide educators with information about the research, structure, implementation, and core values of the Amplify Texas Elementary Literacy Program. It is highly recommended that teachers, administrators, coaches, and district instructional staff read the User Guide before diving into the exciting and engaging literacy lessons with students. Throughout the Amplify Texas Elementary Literacy Program, students will experience rich content and complex texts that will enrich the breadth of their learning while augmenting daily instruction. This User Guide will provide educators with critical information on the instructional nuances of the Amplify Texas Elementary Literacy Program that bring a broad scope of knowledge, creativity, and inclusivity to the forefront of Texas classrooms.

The Amplify Texas Elementary Literacy Program has been specifically designed for students served by the Texas Education Agency. The units strive to engage all learners with diverse content while equipping teachers with the rich literature, lessons, and resources needed to make learning impactful for every student.

Through exposure to deep content knowledge and research-based foundational skills, this elementary instructional program fosters critical thinking, listening, speaking, writing, reading, and inquiry development. The content in Amplify Texas Elementary Literacy Program intentionally draws upon Texas history, geography, and sociocultural contexts. Additionally, students and teachers will have instructional opportunities to read, write, and think about the world beyond Texas through various complex texts and learning tasks.



Alignment to the Texas Essential Knowledge and Skills

Amplify Texas Elementary Literacy Program units are aligned to the English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) and address the interconnected domains of language: listening, speaking, reading, writing, and thinking. The seven strands of the TEKS are recursive and therefore spiral throughout the Amplify Texas Elementary Literacy Program curriculum to explicitly address: 1) sustaining foundational language skills, 2) comprehension, 3) response, 4) multiple genres, 5) author's purpose and craft, 6) composition, and 7) inquiry and research.

The units have been developed with an integration of the seven strands, along with domain-specific inquiry and research that progresses across the K–5 continuum. Additionally, both the Amplify Texas Elementary Literacy Program and the TEKS foster social and academic language proficiency for all learners. Throughout the implementation of the instructional program across Grades K–5, students are applying TEKS standards through authentic learning tasks that embed **listen to learn**, **speak to share**, and **write to connect** opportunities for knowledge building.



Alignment to the English Language Proficiency Standards

The English Language Proficiency Standards (ELPS) offer critical guidance for implementation of the Amplify Texas Elementary Literacy Program lessons in Kindergarten through Grade 5. The program's content-based approach provides English Language Learners (ELL) with opportunities to develop background knowledge, conceptual knowledge, academic knowledge, and second language acquisition skills. The ELPS work alongside the TEKS to support social and academic language proficiency for ELL students. The integration of ELPS makes this instructional program an asset to content-based ESL programs. The TEKS domains of listening, speaking, reading, writing, and thinking are embedded within the ELPS to foster the academic success of ELL students. The Amplify Texas Elementary Literacy Program engages ELL students in quality content area instruction and second language vocabulary application. Strategic use of the student's first language will aid in supporting linguistic, affective, cognitive, and academic development of the English language.

In accordance with the ELPS, students' varied levels of English language proficiency—including beginning, intermediate, advanced, and advanced-high—are considered throughout the Amplify Texas Elementary Literacy Program. Essentially, students' varied levels of English language proficiency are considered to ensure that appropriate instructional accommodations are made for ELL students to access the literacy curriculum.



Amplify Texas Lectoescritura en Español

The Amplify Texas Lectoescritura en Español program was developed concurrently with the Amplify Texas Elementary Literacy Program to seamlessly integrate Spanish Language Arts and Reading for elementary learners. Amplify Texas Lectoescritura en Español provides access to specific grade-level, rigorous content in Spanish. Culturally and Linguistically Diverse (CLD) students have access to the curriculum in Spanish and English as they explore new content and language development by engaging with social language and the language of reading, science, and social studies.

We understand that all CLD students bring a unique experience into the classroom. Your school might have a large population of sequential or simultaneous language learners with a plethora of background knowledge and language development. The curriculum is accessible in both languages. In this section of the User Guide, we offer suggestions for biliteracy development to be used with varied language models. Amplify Texas Lectoescritura en Español is designed to augment development of academic language for English Language Learners, Bilingual Learners, Heritage Language Learners, Students with Interrupted Formal Education (SIFE), and other students to whom English is a second language.





Authentic Literature Choices and Literary Translation

The Amplify Texas Lectoescritura en Español knowledge units are focused on the same topics as the English knowledge units, and they undergo a careful process to adapt them into Spanish, involving a spectrum of transadaptation, translation, and authentic text led by native speakers from a variety of Spanish-speaking regions.



Standards-Aligned Curriculum

Amplify Texas Lectoescritura en Español is a TEKS-aligned curriculum that has high expectations in Spanish literacy. In addition, differentiation opportunities throughout the lessons focus on language development and tiered supports for beginning, middle, and advanced skills. Students develop and build on new knowledge through rigorous grade-level material. Tiered vocabulary words are introduced with each lesson, and students have many opportunities to apply new vocabulary.



Biliteracy Strategies Applicable to SLAR and ELAR

Bilingual students, ELL students, CLD students, and other students for whom English is not a primary language possess a diverse set of perspectives relating to language and culture. It is important to recognize the uniqueness of every student and the assets they bring to the classroom. Each learner profile differs, and while your school might have similar trends with the student populations, we urge teachers to use different qualitative and quantitative data points to plan instruction.

On the next page, you will find suggestions for biliteracy strategies you can incorporate into the curriculum and how these lend themselves to many language models in the classroom.

Students listen to Read-Aloud texts in the younger grades and experience a combination of read-aloud, shared reading, and independent reading in the older grades. Each lesson includes pauses for comprehension before, during, and after the reading. This instructional approach allows for students to process and make connections with the text. Students are then asked to answer questions, either orally or in written form, to check for understanding.

Biliteracy Strategies According to Language Program Models

	Transitional Bilingual Education (early exit)	Transitional Bilingual Education (late exit)	Dual Language Immersion (one- and two-way)	Content-Based ESL and ESL Pull-Out
Use of SLAR and ELAR	<ul style="list-style-type: none"> Focusing on SLAR for early grades and on ELAR for older grades (depending on language allocation) 			<ul style="list-style-type: none"> Depending on students' needs Leveraging SLAR to make content accessible and utilize ESL strategies
Building/Activating Background through Oracy	<ul style="list-style-type: none"> Concrete activities <ul style="list-style-type: none"> » Field trips, hands-on activities, videos, etc. Dialogue <ul style="list-style-type: none"> » Open ended » Give-and-take conversation Use of CALP and BICS 		<ul style="list-style-type: none"> Sentence prompts Habits of discussion Different types (whole group, small group, partners, etc.) <ul style="list-style-type: none"> » Strategies for building background knowledge <ul style="list-style-type: none"> ◦ Total Physical Response (TPR) 	
Building Vocabulary	<ul style="list-style-type: none"> Total Physical Response (TPR) <ul style="list-style-type: none"> » visuals, movements, etc. Color coding text for specified language (e.g., the Teaching for Biliteracy Model uses green for Spanish and blue for English, such as <i>escenario</i> [green] / <i>setting</i> [blue]) English and Spanish Contrastive analysis 		<ul style="list-style-type: none"> » Phonemes – <i>Fonemas</i> » Morphemes – <i>Morfemas</i> » Syntax – <i>Sintaxis</i> » Semantics – <i>Semántica</i> » Pragmatics – <i>Pragmática</i> Bridging tools of SLAR (what is in the program/lesson to help students transfer what they know in one language to the other) Cultural settings: questions to ask, assumptions to avoid 	
Assessment	<ul style="list-style-type: none"> Checks for Understanding (CFU) Rubrics Projects Mid-Unit and End-of-Unit Assessments in English and Spanish 			

Strategies that support bilingual students in any model



Family Involvement:

Amplify Texas Lectoescritura en Español incorporates letters to families explaining the unit overview (in English and Spanish). These encourage families to speak about unit themes and ask students about new learning.

Families can bring in background knowledge about the topics and support the learning of content, vocabulary, and language development.

Materials within the Amplify Lectoescritura en Español program can be implemented in different language models within Transitional Bilingual Education (TBE), Dual Language, and other Texas program models, as outlined on the following page.

Culturally and linguistically inclusive instructional supports:

Incorporating culturally and linguistically inclusive instructional resources (especially authentic Spanish texts, materials relevant to students, etc.)



SLAR in Various Texas Bilingual Program Models

In a 90/10 program, Amplify Lectoescritura en Español can be used for primary Spanish reading instruction. In this model, teachers may incorporate English skills practice and Flip Books or Image Cards during oral language instructional blocks. In 50/50 programs, English and Spanish teachers can alternate teaching units or dividing lessons across the unit so students see content in both languages. In the 50/50 model, there are ample opportunities to bridge content between languages. Various versions of the 50/50 program model are outlined below.

50/50 within the day model

Every day students study Reading, Language Arts, and Math in Spanish and all other subjects in English. In a transitional model, schools can phase in the use of English knowledge units as students get older, eventually using only English units in transitional bilingual programs.

	K-1	2	3	4	5
Reading	Spanish	Spanish	Spanish	Spanish/English	English/Spanish
Language Arts	Spanish	Spanish	Spanish	Spanish/English	English

50/50 alternating days

	K-1	2	3	4	5
Reading	Spanish on Mon., Wed., Fri.; English Tue., Thu.; then English Mon., Wed., Fri.; and Spanish Tue., Thu.				
Language Arts					

50/50 alternating days using a Roller Coaster Model

Day one will begin in one language and before outside time, students switch to the second language. On the following morning, they begin with the language spoken during the afternoon and before outside time, they switch again.

AM	K-5 : Day 1	K-5: Day 2	K-5: Day 3	K-5: Day 4	K-5: Day 5
Reading	Spanish	English	Spanish	English	Spanish
Language Arts	Spanish	English	Spanish	English	Spanish

50/50 model alternating weeks

	K-1	2	3	4	5
Reading	W1: Spanish W2: English	W1: Spanish W2: English	W1: Spanish W2: English	W1: Spanish W2: English	W1: Spanish W2: English
Language Arts	W1: Spanish W2: English	W1: Spanish W2: English	W1: Spanish W2: English	W1: Spanish W2: English	W1: Spanish W2: English

Additionally, the Amplify Texas Elementary Literacy Program includes English Learner Supports embedded in every lesson to instructionally support equitable learning for emergent bilingual students. These supports are also a key part of implementing ESL programs in Texas.

Research-Based Approach to Literacy

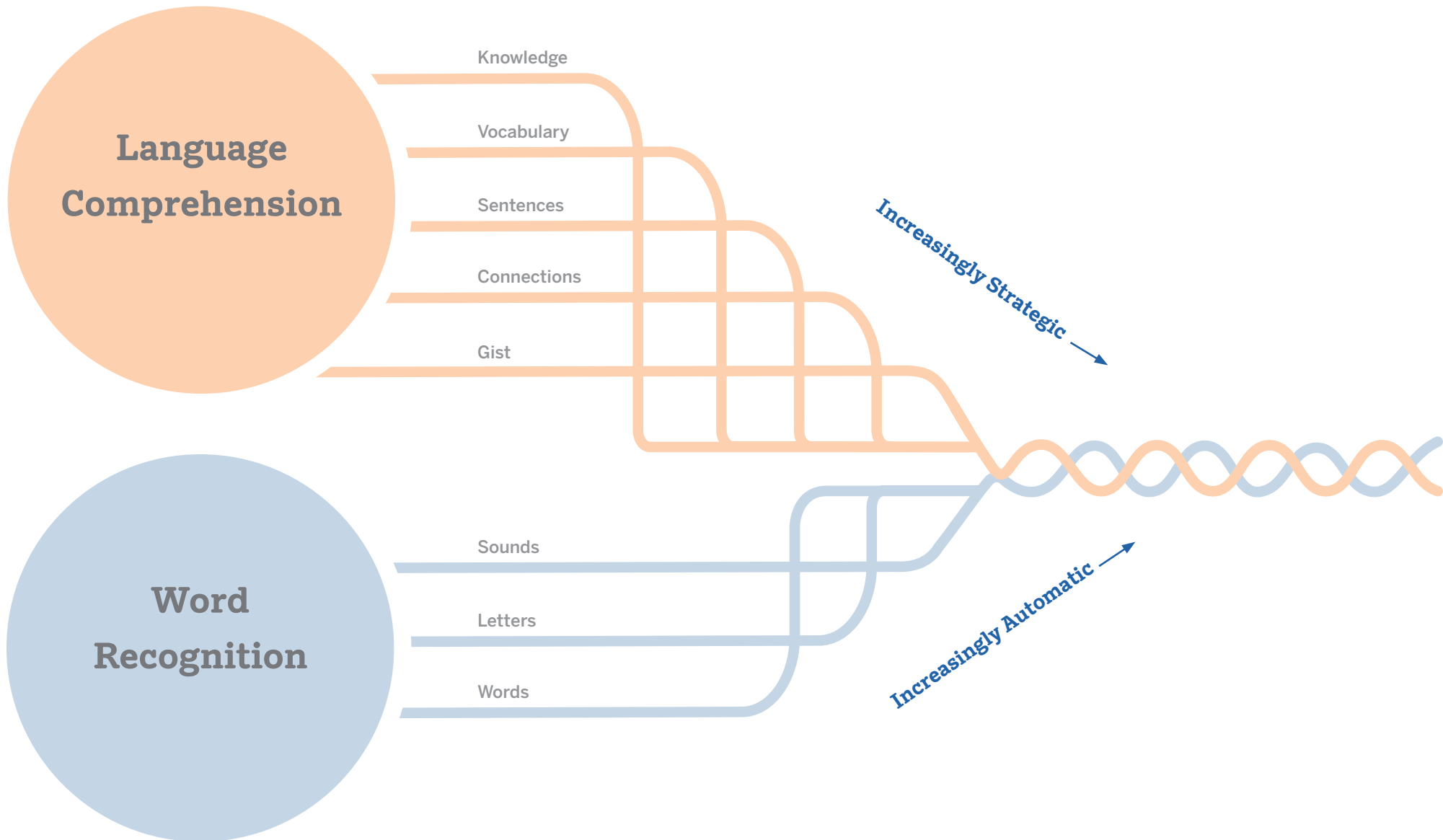
The Amplify Texas Elementary Literacy Program is guided by extensive research on the science of reading, which is a compilation of research-based best practices for literacy instruction. See References at the end of this document for a complete list of research sources.

The science of reading tells us that, in order for students to get optimal results from our literacy instruction, language comprehension and word recognition must work hand in hand. In other words, the recognition of sounds, letters, and words integrated with knowledge, vocabulary, sentences, connections, and gist are the makings of the most impactful reading instruction for students.

In the Amplify Texas Elementary Literacy Program design, the Knowledge Strand is centered on Read-Alouds that are intentionally sequenced to build content knowledge and vocabulary across Grades K–5 in specific Knowledge domains around literature, history, science, and the arts. Because research shows that students' listening comprehension outpaces their reading comprehension until their early teens, the program strategically uses Read-Aloud text in this strand, allowing students to focus their cognitive energy on gaining meaning from the words and better understanding from the images.

Through integration of the language comprehension and word recognition strands, the program is designed to produce increasingly automatic and strategic student performance of literacy tasks. Through research-based pedagogy, teachers will encourage students to **build connections and context, and listen and understand**, while **emphasizing interactivity** and **assessing what is important**. Research on the science of reading has informed the following instructional approaches to literacy instruction in Grades K–2 and Grades 3–5:





Grades K–2:

The Skills Strand provides comprehensive instruction in foundational skills, including print concepts, phonological awareness, phonics, word recognition, and fluency. Vocabulary development, conventions of English, syntax, spelling, grammar, reading comprehension, and writing instruction are key components of the Skills Strand curriculum.

The Knowledge Strands, in English and Spanish, allow students to review prior knowledge and vocabulary words, listen to rich, complex Read-Alouds, and extend growing background knowledge through engaging activities. ***The Skills Strand is available in English only for Grades K–2.***

Grades 3–5:

Integrated Knowledge and Foundational Skills: The Knowledge Sequence of units in Grades 3–5 is designed to build a robust knowledge base that students can draw upon as they encounter new complex texts, content, and material. In Grades 3–5, students will apply and integrate foundational skills as they engage with increasingly complex text, organized around Knowledge domains. Close reading, collaborative conversations, response to literature, writing, vocabulary, morphology, and word structure are integral components of the program for upper-grade students.

Knowledge Building in Grades K–5

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

Background Knowledge

Building background knowledge allows students to use their own cognitive bank of prior knowledge to access content. Research reminds us that “prior knowledge creates a scaffolding for information in memory.”¹ Essentially, background knowledge builds a foundation of learning for all students.

For this reason, in the Amplify Texas Elementary Literacy Program, Lesson 1, Core Connections are specifically designed to build background knowledge. Core Connections allow teachers and students to revisit prior knowledge, from previous domains, along with new knowledge needed for upcoming lessons. Across Grades K–5, background knowledge systematically builds from year to year.

Conceptual Knowledge

Conceptual knowledge helps students understand why they need to learn the skills they are acquiring during the learning process. Concepts are the scaffolds needed for authentic application of skills. In fact, researchers Recht and Leslie (1988) had students reenact the baseball plays outlined in a story and found that reading ability had little impact on how well students understood the story. Students who were weak readers did as well as strong readers if they had knowledge of baseball. From this research, we learn that conceptual knowledge puts learning into context for students. Recht and Leslie’s research proved that simply reading about a concept does not create lasting foundational knowledge. It is essential to put learning into context for students by integrating realistic opportunities to practice the knowledge they have acquired.

In the Amplify Texas Elementary Literacy Program, conceptual knowledge is embedded within the rich and authentic text selections and the focus on vocabulary acquisition across Knowledge domains. Furthermore, the focus on conceptual knowledge in the program’s text selections support immersive discussions about concepts before deep diving into academic knowledge.

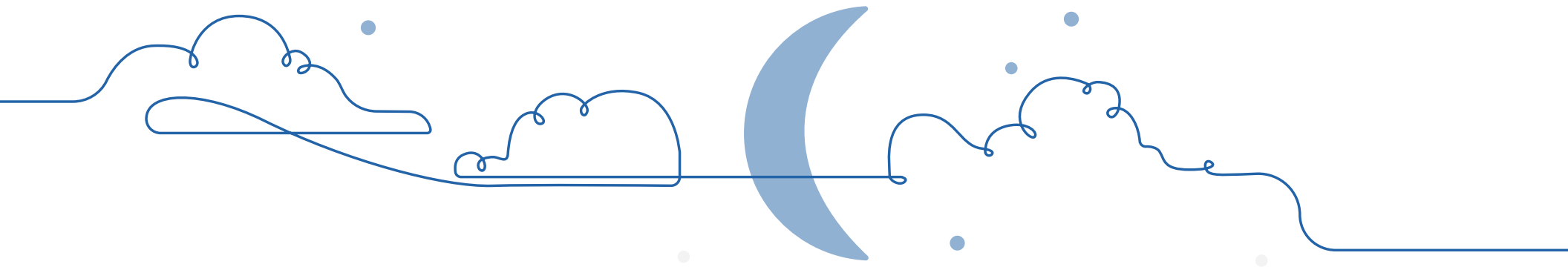
Academic Knowledge

Academic knowledge is the baseline for any instructional program and includes content and skills for which students must demonstrate proficiency or mastery. In the Amplify Texas Elementary Literacy Program, academic knowledge is driven by the TEKS. As students progress across Grades K–5, the academic knowledge gained from reading is paramount. Daniel Willingham, cognitive psychologist at the University of Virginia, is widely touted in research for stating, “Reading tests are knowledge tests in disguise.”² That is why teaching knowledge explicitly improves reading comprehension and the reason there is a focus on knowledge building in this literacy program.

The Amplify Texas Elementary Literacy Program embeds informational texts across the K–5 Knowledge domains to ensure that students develop a firm grasp of the academic knowledge necessary to better understand what they are reading. Additionally, students will have ample opportunities within the program to demonstrate academic knowledge through integrated writing tasks.

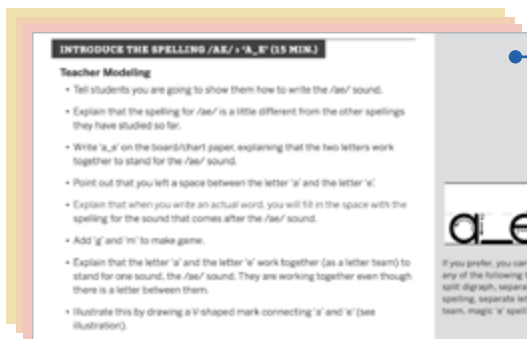
¹Recht and Leslie (1988)
²Willingham (2006)

Program Structure and Resources



Program Structure and Resources

The Amplify Texas Elementary Literacy Program is structured to provide a comprehensive approach to literacy that intentionally builds background knowledge early while strengthening and developing foundational skills in students. The curriculum is split into grade bands for K–2 and 3–5 students. It is important for teachers to note that a key component of the program includes the two strands of Skills and Knowledge. The Skills and Knowledge strands have fundamental implementation differences across the K–2 and 3–5 grade bands.



INTRODUCE THE SPELLING /AE/ 'A,' 'E' (15 MIN.)

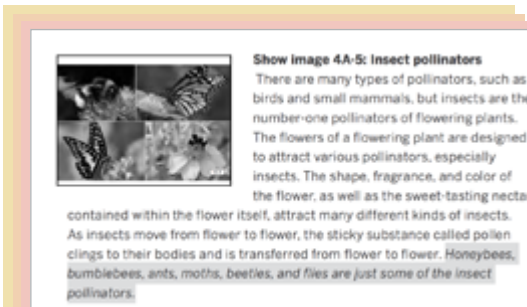
Teacher Modeling

- Tell students you are going to show them how to write the /ae/ sound.
- Explain that the spelling for /ae/ is a little different from the other spellings they have studied so far.
- Write 'a_e' on the board/chart paper, explaining that the two letters work together to stand for the /ae/ sound.
- Point out that you left a space between the letter 'a' and the letter 'e'.
- Explain that when you write an actual word, you will fill in the space with the spelling for the sound that comes after the /ae/ sound.
- Add 'g' and 'n' to make game.
- Explain that the letter 'a' and the letter 'e' work together (as a letter team) to stand for one sound, the /ae/ sound. They are working together even though there is a letter between them.
- Illustrate this by drawing a 'v'-shaped mark connecting 'a' and 'e' (see illustration).


OLE

If you prefer, you can use any of the following to spell: digraph, vowel team, magic 'e' split team, magic 'a' split team.

Grades K–2 consist of daily Skills and Knowledge instruction, taught in separate instructional blocks. The daily Skills lessons teach reading and writing in tandem, which help support learning related to phonemic awareness, sound/letter patterns, or spelling patterns. As a result, Grade K–2 Skills lessons support instruction of comprehensive decoding, writing mechanics, structure, and processes. It is important to note that Skills lessons are currently available in English only.



Show image 4A-5: Insect pollinators



There are many types of pollinators, such as birds and small mammals, but insects are the number-one pollinators of flowering plants. The flowers of a flowering plant are designed to attract various pollinators, especially insects. The shape, fragrance, and color of the flower, as well as the sweet-tasting nectar contained within the flower itself, attract many different kinds of insects. As insects move from flower to flower, the sticky substance called pollen clings to their bodies and is transferred from flower to flower. Honeybees, bumblebees, ants, moths, beetles, and flies are just some of the insect pollinators.

In Grades K–2, daily Knowledge lessons provide background, academic, and conceptual knowledge to ensure students are prepared to transition from learning to read to reading for comprehension and application purposes. The Knowledge strand is built upon a coherent Knowledge Sequence resulting from years of research and consultation with content experts, educators, cognitive scientists, and others. The sequence is designed to build upon earlier content so that students become generally knowledgeable in the early grades and are able to rely on a robust web of prior knowledge when encountering new complex texts and material in later grades.



The End of a Golden Age

The golden age of the Maya came to an end between 800 and 900 CE. City-states were mostly abandoned. No more stone statues were raised in large numbers. Populations decreased and farmers dispersed. People of the island civilization left for the drier Yucatan Peninsula. One of the most advanced pre-Columbian civilizations in the Americas crumbled. Why?

The change was gradual and probably resulted from a combination of things. It is possible that a lack of rainfall led to serious drought conditions. The Maya chopped down trees for additional fields and housing. This could have decreased the ecological balance of the region. An epidemic or changing trade routes may have been partially responsible for the decline. Or, some theorize, the reason may rest with the Maya themselves. Was there a war between city-states? Did people revolt? Had the rulers become too controlling? Nobody knows for sure.

Maya Blue

A Long-Lasting Color

The Maya were skilled artisans. They gathered clay to create



As a result, in Grades 3–5, the Skills and Knowledge strands are taught as an integrated instructional block. Integration of Skills and Knowledge strands in Grades 3–5 ensures students become competent in all communication modes, to include reading, writing, listening, and speaking.

In Grades K–2 and Grades 3–5, each of the grade bands are structured as follows:

Skills Strand

Kindergarten	Grade 1	Grade 2
10 Units	7 Units	6 Units
60 min. per daily lesson		

Explicit instruction of foundational skills are available in English only.

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

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

Knowledge Strand

Kindergarten	Grade 1	Grade 2
12 Domains	11 Domains	12 Domains
60 min. per daily lesson		

Explicit instruction of foundational skills are available in English only.

All knowledge lessons follow the same structure:

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

Integrated Knowledge and Skills Strand

Grade 3	Grade 4	Grade 5
11 Units	9 Units	10 Units
120 min. per lesson	90 min. per daily lesson	

Knowledge and Skills are integrated, and each unit is organized around anchor texts. All Grades 3–5 lessons include some or all of the following segments:

- **Core Connections (Lesson 1):** Review prior knowledge from past domains and units as well as upcoming lessons.
- **Reading:** Each lesson is organized around knowledge-rich reading on the unit’s topic. Rich chapter books, articles, and trade books are used for whole-group, partner, small-group, and independent reading.
- **Writing:** Close reading and writing are interconnected as students take on more complex writing projects.
- **Language:** In Grades 4–5, students begin to sharpen their grammar, morphology, and spelling skills.
- **Speaking and Listening:** In Grades 4–5, Read-Alouds become less prominent, as independent reading, speaking, and listening are integrated into other segments for demonstration of reading comprehension and vocabulary application.
- **Handwriting and Cursive:** In Grades 2–5, students will also have instructional opportunities to refine their penmanship through handwriting and cursive writing practice.
- **Additional Support:** Each lesson features an Additional Support section at the end with targeted activities for additional practice.
- **Core Quests:** In Grades 3–5, students will have opportunities to extend knowledge through interactive learning quests.

Materials and Resources

Resources embedded within the curriculum are intended to support implementation of instruction for teachers and optimize learning for students. Materials and resources include the following:



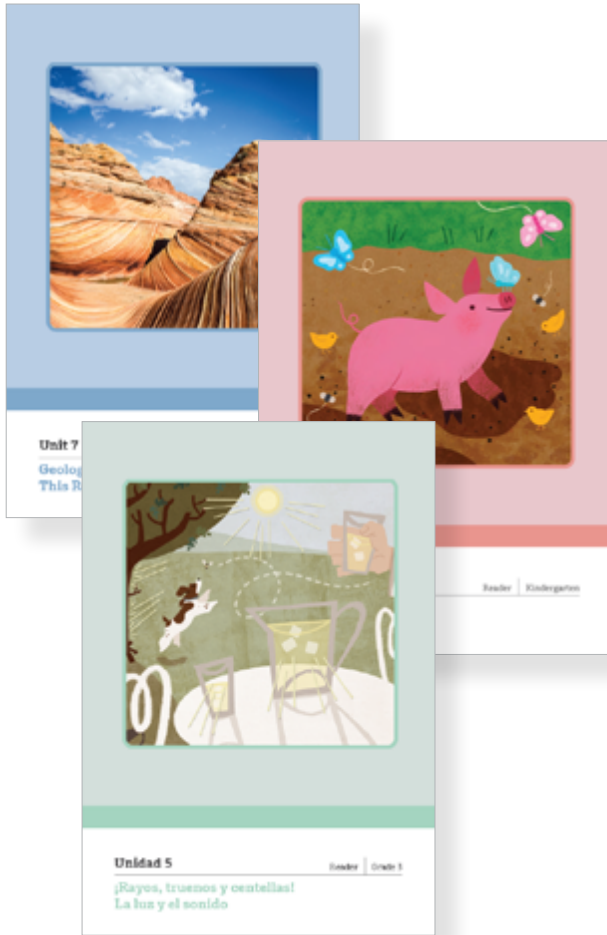
Teacher Guides

Teacher Guides are available in **Grades K–5** and outline the daily instruction to support teachers in planning and annotation of lessons. Each of the Teacher Guides lay out the scope and sequence of lessons in a manner that helps teachers plan instruction for a wide range of learners. Teacher Guides highlight primary focus objectives and tie practice activities to scaffolded instruction towards mastery of content for students. Teacher Guides include a Lesson at a Glance chart for each lesson, which outline lesson segments, grouping, time, and materials. In addition, Teacher Guides provide an understanding of overall domain/unit goals and include appendices with additional professional resources and Blackline Masters required for implementation of the curriculum.

Student Readers

In **Grades K–2**, the Student Readers provide students with decodable text that is explicitly connected to the phonics scope and sequence. Students practice code and word patterns that they have learned and begin using Readers for comprehension purposes. Student Readers help students contextualize meaning as they read. Student Readers in the program represent grade-level text with embedded supports to help students recognize patterns taught. For example, Student Readers include bolded words that help students recognize familiar word patterns they have learned. Additionally, underlined texts are markers for students that indicate that parts of a word may be tricky and do not apply to a code/pattern they have learned. Readers are designed so that each student can hold them in their hands for tangible decoding and fluency practice. Additional stories are available for practice and help students get more volume of reading connected to the explicit phonics instruction.

In **Grades 3–5**, the Readers are students' source of background knowledge and story development. Students engage with the content of the Readers daily with a new focus on extracting meaning from texts and use the text to aid in speaking, listening, and writing. Each Student Reader represents complex grade-level texts for equitable engagement of all learners and allows teachers to provide instructional scaffolding based on students' needs. Each book develops a particular domain of knowledge for exposure of rich vocabulary with layers of meaning for comprehension skill development. In all grade levels, Student Readers increase in text complexity as students progress through the K–5 learning continuum. Please note that some of the Student Readers are based on license texts that cannot be provided for free digitally. For more details, please see the license text information for Grades 3–5 on the next page.



Grades 3–5 License of Student Readers

All units in Grades 3–5 have texts for students to study and read. Many of these Grades 3–5 Student Readers are open license, meaning we can provide digital versions for free on our website. However, each grade has 1–5 units that are based on licensed texts that cannot be provided for free digitally.

For CRIMSI Participants—all texts that are labeled as “licensed” in the tables will be printed and shipped to districts, either in the form of a Student Anthology or in actual trade books.

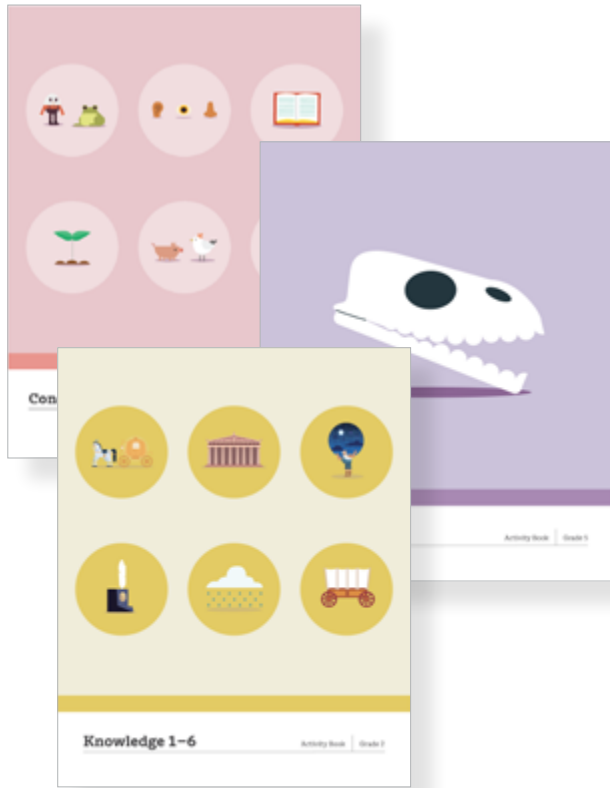
If you are not in CRIMSI—Student Anthologies can be purchased for printing and shipping directly from Amplify, and trade books can be sourced independently.

Here is the information, by grade and unit, on the license of the student reader (while the units have been listed in English the student reader licensing is the same across English and Spanish):

Third Grade: 10 Open License Units; 1 Licensed Text Unit			
Unit #	Unit Title	Text Type	Notes
1	Classic Tales: <i>The Wind in the Willows</i>	Open License	Student Reader on Website
2	Scales, Feathers, and Fur: Animal Classification	Open License	Student Reader on Website
3	The Human Body: Systems and Senses	Open License	Student Reader on Website
4	The Ancient Roman Civilization	Open License	Student Reader on Website
5	Flash, Bang, Boom! Exploring Light and Sound	Open License	Student Reader on Website
6	The Viking Age	Open License	Student Reader on Website
7	Astronomy: Our Solar System and Beyond	Open License	Student Reader on Website
8	Learning from the Land: Native American Regions	Open License	Student Reader on Website
9	Early Explorations of North America	Open License	Student Reader on Website
10	Colonial America	Open License	Student Reader on Website
11	All That Jazz	Licensed text	Various trade books accompany unit

Fourth Grade: 4 Open License Units; 5 Licensed Text Units			
Unit #	Unit Title	Text Type	Notes
1	Personal Narratives: My Story, My Voice	Licensed text	Excerpts in Student Anthology
2	Eureka! The Art of Invention	Open License	Student Reader on Website
3	Contemporary Fiction: Mi Calle, Tu Calle	Licensed text	Excerpts in Student Anthology
4	American Revolution: Building a Nation	Open License	Student Reader on Website
5	<i>Treasure Island:</i> X Marks the Spot	Open License	Student Reader on Website
6	Poetry: Wondrous Words	Licensed text	Excerpts in Student Anthology
7	Geology: This Rock You're Standing On	Open License	Student Reader on Website
8	Energy	Licensed text	Various trade books accompany unit
9	English Novel Guide Based on <i>Hello, Universe</i> Spanish Novel Guide Based on <i>Amigo se escribe con H</i>	Licensed text	A Novel accompanies the unit

Fifth Grade: 5 Open License Units; 5 Licensed Text Units			
Unit #	Unit Title	Text Type	Notes
1	Personal Narratives: Let Me Tell You a Story	Licensed text	Excerpts in Student Anthology
2	The Renaissance: Art and Culture	Open License	Student Reader on Website
3	Early American Civilizations: Myths, Pyramids, and Kings	Open License	Student Reader on Website
4	Don Quixote: A Hopeful Knight's Tale	Licensed text	English: Trade Book Spanish: Excerpts in Student Anthology
5	Poetry: Collage of Words	Licensed text	Excerpts in Student Anthology
6	Introduction to Shakespeare: <i>A Midsummer Night's Dream</i>	Open License	Student Reader on Website
7	Native Americans and the United States	Open License	Student Reader on Website
8	Chemical Matter: Detectives, Dinosaurs, and Discovery	Open License	Student Reader on Website
9	Beyond Juneteenth: 1865 to the Present	Licensed text	Various trade books accompany unit
10	English Novel Guide Based on <i>The Science of Breakable Things</i> Spanish Novel Guide Based on <i>El chico de la flecha</i>	Licensed text	A Novel accompanies the unit

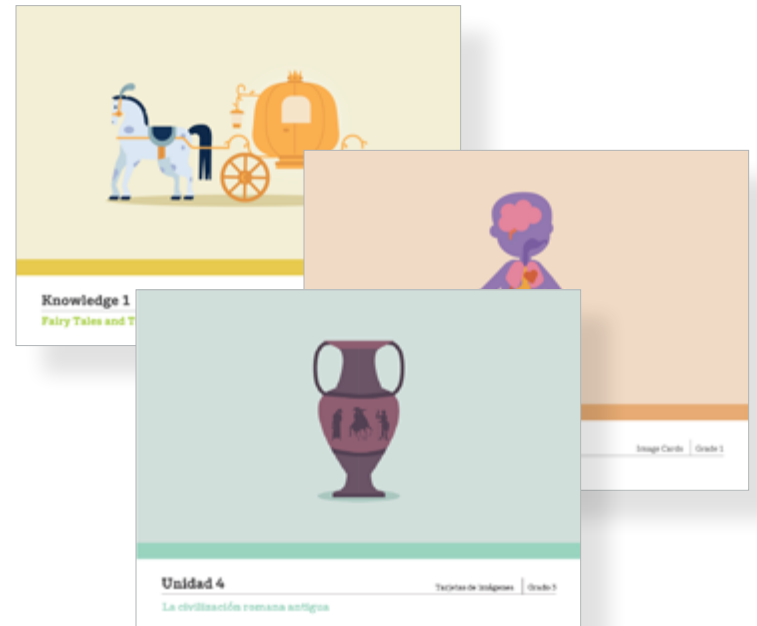


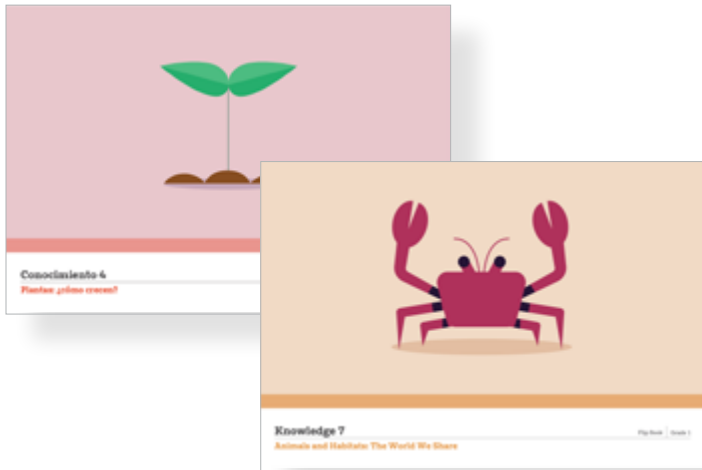
Activity Books

In **Grades K–5**, Activity Books allow students to practice and apply newly instructed skills while strengthening those that require additional time to master. Activity Books foster distributed practice so that students have multiple opportunities to strengthen skills. As an instructional tool, this allows teachers to spiral back to skills as needed for individual students during implementation of the program. Within Activity Books, activities are designed to support students' mastery of the primary objective for each lesson. Therefore, teachers should be using Activity Books as formative opportunities to gauge students' progression towards learning outcomes. Teachers should assign activity pages as needed for remediation or acceleration, based on students' progression towards mastery of objectives. Activities included in the Activity Books are skills driven and aid in comprehension, writing, response to texts, and analysis of ideas or concepts.

Image Cards

In **Grades K–3**, Image Cards are used to support students' comprehension and development of mental models. Images are used to extend knowledge of a domain topic and connect ideas between texts that are read aloud to students. Image Cards are beneficial for students that require additional language acquisition skills and vocabulary development, including ELL students.



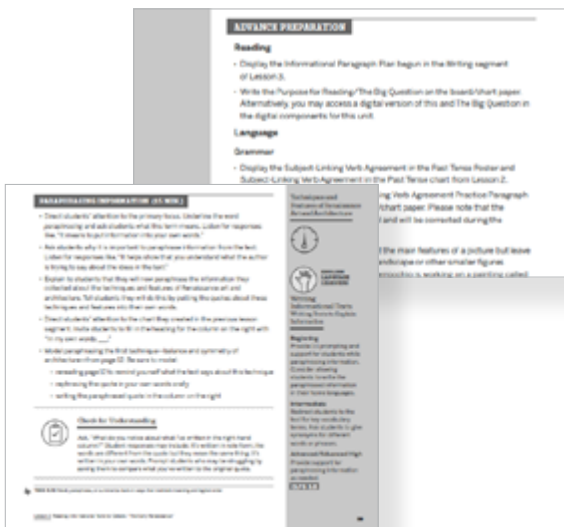


Flip Books

In **Grades K–2**, Flip Books are related to the Read-Aloud texts. Similar to Image Cards, the Flip Books contain images that reflect the content in Read-Aloud texts and visually support the development of listening comprehension. Flip Books include photographs, art images, maps, and graphs that help build text connections, particularly when language gaps exist for students. Therefore, Flip Books allow teachers to personalize learning for students using visual aids that provide equitable access to the curriculum.

Digital Components

Digital Components, referred to in this program, are printable PDF documents that teachers can download and show to students during lessons. Digital Components include charts, timelines, lists, and other resources related to each lesson.



Additional Support Resources

The appendices in each Teacher Guide provide grade-level professional support and resources, such as Blackline Masters and other lesson-related support documents. Unit overviews provide context for each lesson taught within a domain or unit. In Grades K–2, Skills lessons include Additional Support Lessons, designed for students requiring bolstering of foundational skills. Additionally, each K–5 Knowledge lesson includes specific support recommendations for Universal Access, ELL students, Support and Challenge for all learners.

ELAR Grades: K–5 Domains and Units

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

SLAR Grades: K–5 Domains and Units

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Domain 1: Rimas y fábulas infantiles	Domain 1: Fábulas y cuentos	Domain 1: Cuentos de hadas y cuentos exagerados	Unit 1: Cuentos clásicos: <i>El viento en los sauces</i>	Unit 1: Narrativas personales: mi historia, mi voz	Unit 1: Narrativas personales: déjame contarte una historia
Domain 2: Los cinco sentidos	Domain 2: El cuerpo humano	Domain 2: La civilización griega antigua	Unit 2: Escamas, plumas y pelaje: la clasificación de los animales	Unit 2: ¡Eureka! El arte de la invención	Unit 2: El Renacimiento: arte y cultura
Domain 3: Cuentos: cuentos de hadas y cuentos populares	Domain 3: Tierras diferentes, cuentos similares	Domain 3: Historias del monte Olimpo	Unit 3: El cuerpo humano: sistemas y sentidos	Unit 3: Ficción contemporánea: mi calle, tu calle	Unit 3: Las primeras civilizaciones americanas: mitos, pirámides y reyes
Domain 4: Plantas: ¿cómo crecen?	Domain 4: Antiguas civilizaciones de América	Domain 4: La guerra de 1812	Unit 4: La civilización romana antigua	Unit 4: La Revolución estadounidense: construir una nación	Unit 4: Don Quijote: la historia de un caballero optimista
Domain 5: Granjas: desde las raíces	Domain 5: Astronomía: la exploración del espacio	Domain 5: Los ciclos de la naturaleza: de las nubes a la lluvia	Unit 5: ¡Rayos, truenos y centellas! La luz y el sonido	Unit 5: <i>La isla del tesoro:</i> la X marca el lugar	Unit 5: Poesía: collage de palabras
Domain 6: Los nativos americanos: tradición, herencia y la tierra	Domain 6: La historia de la Tierra	Domain 6: La expansión hacia el oeste	Unit 6: La era vikinga	Unit 6: Poesía: palabras maravillosas	Unit 6: Introducción a Shakespeare: <i>Sueño de una noche de verano</i>
Domain 7: Reyes y reinas	Domain 7: Los animales y sus hábitats: el mundo que compartimos	Domain 7: Los insectos: por todas partes	Unit 7: Astronomía: nuestro sistema solar y más allá	Unit 7: Geología: esta inmensa roca	Unit 7: Los nativos americanos y los Estados Unidos
Domain 8: Las estaciones y el tiempo: a medida que gira la Tierra	Domain 8: Cuentos de hadas	Domain 8: La Guerra Civil de los Estados Unidos	Unit 8: Aprender de la tierra: regiones y culturas de los nativos americanos	Unit 8: Energía	Unit 8: Sustancias químicas: detectives, dinosaurios y descubrimiento
Domain 9: Las colonias y sus habitantes: érase una vez en los Estados Unidos	Domain 9: Una nueva nación: la independencia de los Estados Unidos	Domain 9: El cuerpo humano: componentes básicos y nutrición	Unit 9: Las primeras exploraciones de Norteamérica	Unit 9: Análisis literario: <i>Amigo se escribe con H</i>	Unit 9: Más allá de Juneteenth: de 1865 al presente
Domain 10: Cuidar el planeta Tierra	Domain 10: Exploradores de la Frontera	Domain 10: Travesías a los Estados Unidos: una tierra de oportunidades	Unit 10: La época colonial en los Estados Unidos		Unit 10: Análisis literario: <i>El chico de la flecha</i>
Domain 11: Presidentes y símbolos de los Estados Unidos: distintivos de la nación	Domain 11: Cuentos de aventuras	Domain 11: Luchar por una causa	Unit 11: Jazz y más		
Domain 12: El arte y el mundo que nos rodea		Domain 12: ¡A volar! La era de la aviación			User Guide 25

Daily Lesson Pacing and Scheduling

When planning for daily scheduling and implementation of lessons, teachers should allot the recommended instructional times, per respective grade level, as outlined below.

Lessons per Unit	Lesson Length*
Each unit/domain varies in length based on instructional purpose	<p>K–2: 60 minutes Skills Strand 60 minutes Knowledge Strand</p> <p>3: 120 minutes (Integrated Knowledge and Skills)</p> <p>4–5: 90 minutes (Integrated Knowledge and Skills)</p> <p>* <i>Pausing Points are embedded within Amplify Texas Elementary Literacy Program lessons for remediation, enrichment, and/or modified pacing of instruction. Pausing Points provide teachers with pacing flexibility and additional instructional time to review, reteach, and differentiate instruction on new skills and knowledge taught in each unit.</i></p>

Texts in Amplify Texas Elementary Literacy Program



Text Types

The Amplify Texas Elementary Literacy Program explicitly addresses the multigenre strand of TEKS through an array of texts to include literary nonfiction, fairy tales, folktales, poetry, informational, and drama. Moreover, text types in the instructional program serve as anchors for the response, comprehension, author’s purpose, and inquiry and research strands while fostering application of the TEKS domains of listening, speaking, writing, reading, and thinking. Students will have opportunities within the program to engage with mentor texts that model benchmarks for their own narrative, expository, and argumentative writing. Students, in Grades K–5, experience reading through text types with different purposes, to include the following:

Text Type	Grade Level and Strand
Decodable Readers, Student Readers	K–2: Skills 3–5: Integrated Units
Trade Books	K–2: Knowledge 3–5: Integrated Units
Read-Alouds	K–2: Knowledge 3–5: Integrated Units
Poetry Selections	K–2: Skills 3–5: Integrated Units

Knowledge-Based Text

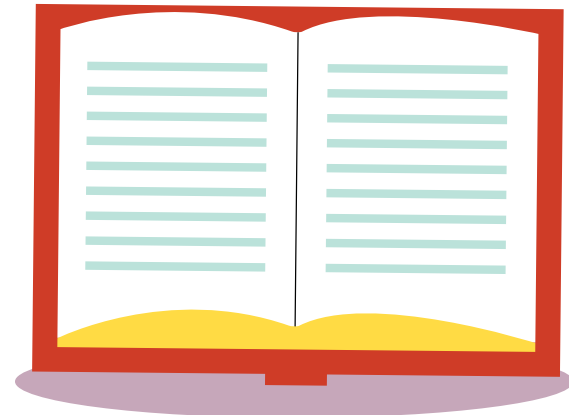
Texts in the Amplify Texas Elementary Literacy Program support Knowledge domains and expose students to content across the curriculum while building background knowledge, conceptual knowledge, and academic knowledge. Texts in the program foster continual vocabulary acquisition and critical thinking. Students respond to texts through formative application of listening, speaking, reading, and writing. Multiple genres of texts are used to support critical thinking and students' metacognition across the curriculum. In this program, students will explore varied text types to explicitly build background and conceptual knowledge that augments academic knowledge across the curriculum.

Authentic Texts

Authentic texts are integral components of the Amplify Texas Elementary Literacy Program curriculum. In this program, authentic texts ground the readers through common language, perspective, and contexts. In short, authentic texts support text to self, text to world, and text to text connections for readers. The selection of authentic texts within the English Literacy and Spanish Literacy programs are intended to highlight authors and content that reflect the diverse cultures, backgrounds, and locale of learners served by the Texas Education Agency.

Read-Aloud Texts

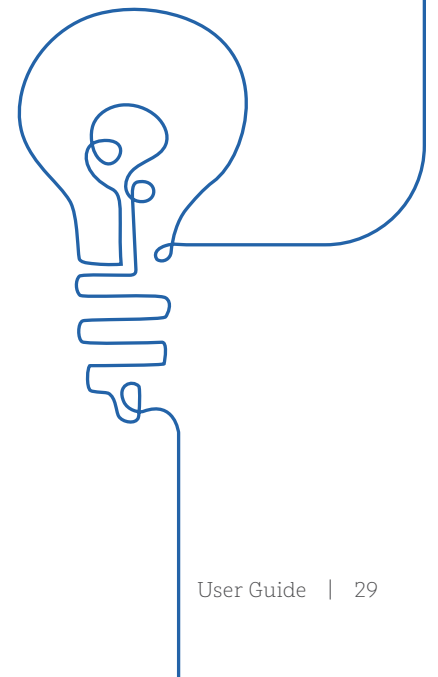
In the Amplify Texas Elementary Literacy Program, Read-Alouds aid in closing the reading comprehension gap for learners. Fundamentally, students' listening comprehension outpaces their reading comprehension until age thirteen. Therefore, lessons have been strategically structured to ensure students have the opportunity to listen to, and engage with, interactive Read-Aloud texts that build knowledge around content. While Read-Aloud texts are embedded in the curriculum for students in Grades K–5, students in Grades 3–5 also have increasingly more strategic practice with independent reading selections to augment and develop reading comprehension skills.



Inquiry and Research

The Amplify Texas Elementary Literacy Program aims to support inquiry development for students in Kindergarten through Grade 5. Teachers will use the program to promote inquiry development through literal, inferential, and evaluative questions about texts. As a result, students are encouraged to generate their own questions based on individual and collaborative reflection of texts and Knowledge domains. Through evidence-based discussions, students construct knowledge around content, within the Knowledge strands and units, that is most relevant to their unique contexts and experiences. The TEKS guide the inquiry and research processes for students and the performance tasks in this program. Therefore, in order to understand the nuanced approach to inquiry and research in the Amplify Texas Elementary Literacy Program, teachers should be keenly aware of the vertical progression of standards-based research expectations for K–5 students, as presented in the TEKS.

The TEKS Vertical Inquiry and Research Chart on the following page provides teachers with a visual resource and tool for implementing inquiry and research standards across Grades K–5.



K	1	2	3	4	5
(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions on a topic for formal and informal inquiry;	(A) generate and clarify questions on a topic for formal and informal inquiry;	(A) generate and clarify questions on a topic for formal and informal inquiry;
(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;
(C) gather information from a variety of sources with adult assistance;	(C) identify and gather relevant sources and information to answer the questions with adult assistance;	(C) identify and gather relevant sources and information to answer the questions	(C) identify and gather relevant information from a variety of sources;	(C) identify and gather relevant information from a variety of sources;	(C) identify and gather relevant information from a variety of sources;
(D) demonstrate understanding of information gathered with adult assistance; and	(D) demonstrate understanding of information gathered with adult assistance; and	(D) identify primary and secondary sources;	(D) identify primary and secondary sources;	(D) identify primary and secondary sources;	(D) understand credibility of primary and secondary sources;
(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(E) demonstrate understanding of information gathered;	(E) demonstrate understanding of information gathered;	(E) demonstrate understanding of information gathered;	(E) demonstrate understanding of information gathered;
<p>In the TEKS Vertical Inquiry and Research Chart, the TEKS Inquiry and Research standards are outlined to support student research-related instruction across Grades K–5. The bold print indicates when there is a specific nuance to the standard that students are expected to perform for the first time in the vertical progression.</p>		(F) cite sources appropriately; and	(F) recognize the difference between paraphrasing and plagiarism when using source materials;	(F) recognize the difference between paraphrasing and plagiarism when using source materials;	(F) differentiate between paraphrasing and plagiarism when using source materials;
		(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(G) create a works cited page; and	(G) develop a bibliography; and	(G) develop a bibliography; and
			(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

TEKS Vertical Inquiry and Research Chart

Remote Learning Support

The Amplify Texas Elementary Literacy Program supports remote learning through the following modalities:

- Interactive Read-Alouds
- Recordings of all Read-Alouds in English and Spanish
- Digital activity books, available in fillable PDFs for English- and Spanish-speaking students, allow students to fill in answers using a computer or word processing device with PDF availability. Additionally, Word versions of the digital activity books will be available for teachers to modify instructions/activities, as needed.
- Digital assessments are end-of-unit summative assessments, available to teachers in English and Spanish.
- Caregiver support letters for students learning remotely
- Selected texts include embedded web-based articles, passages, and multimedia audio-visual aids for instructional purposes.
- Teacher and administrator access to effective online professional development
- Teacher Guides for all lessons, a remote/hybrid learning planning guide, and digital instructional materials

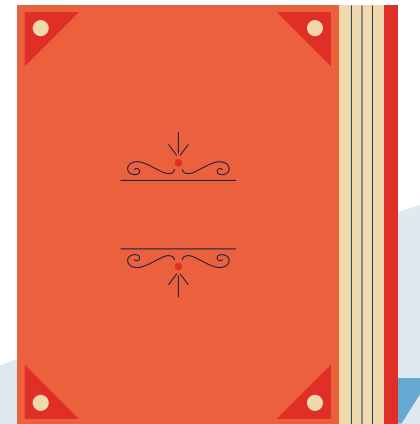


Individualized Reading Support

Amplify Reading Texas

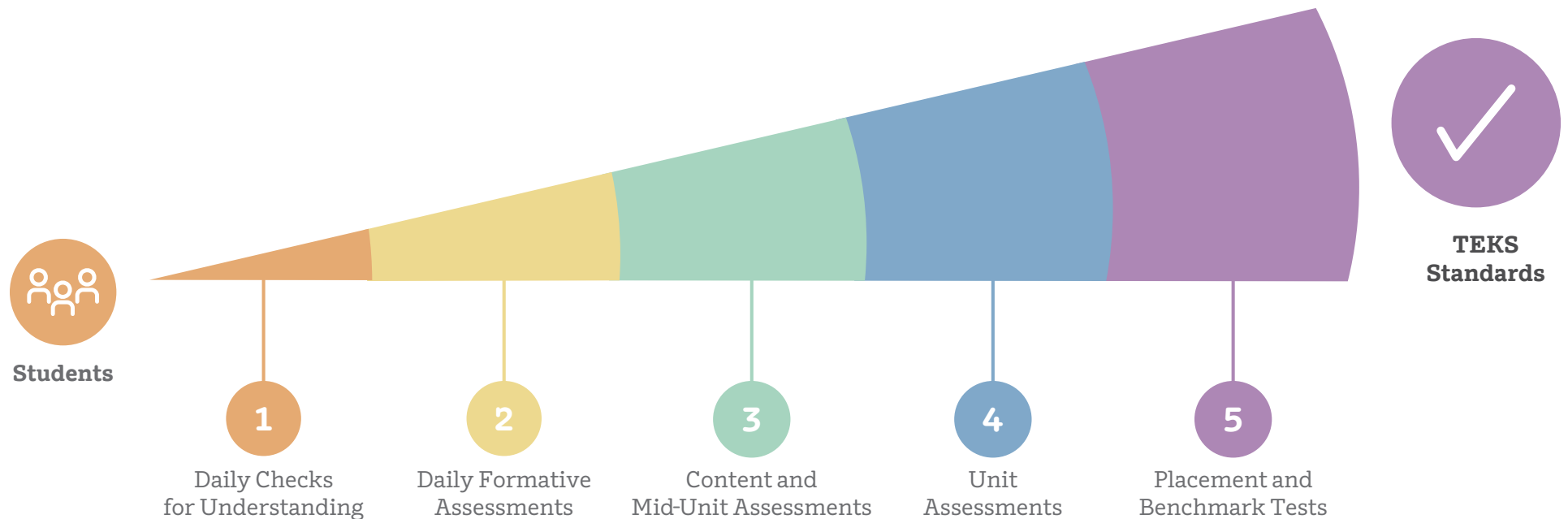
For additional individualized learning support, in Grades K–2, Amplify Reading Texas provides teachers with stand-alone student-driven instruction that can also be paired with foundational skills materials. Amplify Reading Texas extends the learning of foundational skills, is fully adaptive, and uses research-based pedagogy that provides meaningful data for teachers and administrators. For students requiring independent, personalized instruction and practice, Amplify Reading Texas can be used two to three times per week for 30–45 minutes. Each student is placed in the program using data, and moves through our curriculum along their own learning pathway. While Amplify Reading Texas is not intended for use as a tiered intervention program, this supplemental program is ideal for reinforcing foundational skills and comprehension to support growth of all learners. Furthermore, Amplify Reading Texas provides adaptive support, meaning that the degree of scaffolding, instruction, and practice adapts within our content based on student performance.

See the Amplify Texas Home Learning website for additional information on Amplify Reading Texas.



Assessment

Amplify Texas Elementary Literacy Program assessments allow teachers to gain critical information about student mastery of standards-based performance tasks. Through the use of formative assessment embedded in the Grade K–5 lessons, teachers may adjust instruction as needed to meet the diverse needs of learners. Assessments include the following formats and are used to gauge student understanding and application of Skills and Knowledge domains:



1

Daily checks for understanding, delivered briefly during instruction, allow teachers to monitor progress on each primary focus objective and adjust instruction as needed. For example, in Grades 3–5, Exit Tickets are available in English and Spanish and provide teachers with immediate student feedback about their understanding of content taught. Additionally, across K–5, evidence-based discussions and writing tasks can be used to measure the depth of students' knowledge of content, before, during, and after instruction.

2

Daily formative assessments aligned to each lesson allow students to demonstrate learning success on that day's instruction. These assessments are completed either during instructional time or as take-home activities. Strategic questioning of students should include literal, inferential, and evaluative question types. The use of literal, inferential, and evaluative questioning allows teachers to examine students for explicit and inferred information from texts along with analytical application of skills.

Progress monitoring: A student progress record form may be used to track how students are progressing over time and how their progress compares with that of others in the class.

3

***Mid-Unit/Domain assessments** allow teachers to monitor progress during the unit or domain and tailor remaining instructional time, such as flexible Pausing Point days, to best suit student needs. Mid-unit and end-of-unit assessments are accompanied by directions and support for analysis of performance. These assess various topics and areas, including spelling, grammar and morphology, reading comprehension, and writing. ***Mid-Unit/Domain assessments are not included in every unit.**

4

Domain/Unit assessments offer summative assessment of students' comprehension of Knowledge domains. These assessments, which typically take one instructional period, include support for analysis of errors and assessment charts to record student progress.

5

Beginning, middle, and end-of-year assessments are multi-day assessments that help teachers gauge student mastery of grade-level material and direct placement and intervention.

Spelling and writing assessments are available for Grades 1–5. Spelling analysis sheets and writing rubrics are included in Teacher Guides.

Supporting All Learners

Students with Disabilities (SWD)

Amplify Texas Elementary Literacy Program supports access to the curriculum for all learners, to include scaffolding for students with disabilities. The Texas Vertical Alignment documents have been reviewed in the formulation of units to ensure prior knowledge has been considered as an entry point to the curriculum for diverse learners, including those with identified physical and/or learning disabilities, whenever possible. Teachers of students with disabilities should adhere to the Texas Education Agency Instructional Supports for Students with Disabilities in the implementation of this literacy program. Tasks for Universal Access are included in each lesson segment.

English Language Learners (ELL)

Amplify Texas Elementary Literacy Program includes linguistic accommodations for ELL students to include appropriate communication, sequence, and scaffolding of English language content commensurate with students' levels of English language proficiency. In accordance with both TEKS and ELPS, this literacy program addresses appropriate accommodations for ELL students through adapted texts, translations, native language support, visual aides, summaries, and other modes of scaffolding.

Gifted/Talented (G/T) Students

In accordance with the Texas State Plan for the Education of Gifted/Talented Students, Amplify Texas Elementary Literacy Program provides opportunities for students to explore areas of interest within Knowledge domains through guided and independent research. Additionally, the learning experiences encourage advanced-level products and/or performance tasks such as those in the Texas Performance Standards Project (TPSP), whenever applicable. Challenge tasks for all learners are included in each lesson segment.



Best Practices and Strategies for Supporting All Learners

	Students with Disabilities	English Language Learners	Gifted/Talented Students
<p>Best Practices Embedded Within the Lessons of the Core Curriculum</p>	<ul style="list-style-type: none"> • Multiple grouping structures (small group, partners, individual) to scaffold instruction and offer flexible ways to support learning • Instructional routines to set expectations and enhance confidence • Spatial organizers, hands-on learning, explicit instruction, visual strategies, virtual field trips, videos, and peer collaboration included in the curriculum • Use of Additional Support, Culminating Activities, and Pausing Points within units to provide support opportunities and encourage student choice 	<ul style="list-style-type: none"> • Tiered support sidebars (3–5 levels) for scaffolding instruction within small groups, partners, or individuals • Specific guidance on explicit instruction (such as sentence frames and starters) to strengthen language production in writing and speaking tasks • Use of cognates and translanguaging, or switching between languages (English and home language), to support learning English language skills • Alignment to ELPS standards; vocabulary, writing, speaking, listening, and reading routines embedded to support and enhance English language acquisition 	<ul style="list-style-type: none"> • Challenge sidebars that provide extension activities in order to engage and stretch student thinking • Employing a variety of writing tasks that allow for multiple extension trajectories • Use of open-ended discussion questions to advance oral language skills and vocabulary development • Use of Culminating Activities and Pausing Points within units to provide extension opportunities and encourage student choice
<p>Additional Strategies That Can Be Incorporated Into the Core Curriculum</p>	<ul style="list-style-type: none"> • Use of scaffolding tools, such as mnemonic strategies, graphic organizers, anticipation guides, and class notes in both print and digital form to enhance student learning • Use of available technology to allow students digital access for material completion • Use of social skill supports (brain breaks, modeling communication, social narratives) and transition-focused activities (songs, dances, partnering, movement) to promote student engagement 	<ul style="list-style-type: none"> • Use of visuals (photos, graphs) and realia (real-life objects like maps, menus, etc) to connect with new language • Use of dual language materials to support language acquisition and knowledge-building • Use of Total Physical Response (TPR) strategies to support language and vocabulary learning • Use of guided literary materials, bilingual dictionaries and thesauri 	<ul style="list-style-type: none"> • Use of technology when appropriate; invite students to invent new and creative ways of showcasing knowledge using available technology • Use of discussion techniques to host debates, question-and-answer sessions, and seminars, inviting students to hone their questioning and communication skills • Use of classroom movement and centers • Instruction of soft skills, such as note-taking, organization, self-reflection techniques, and peer support

Foundational Skills Support: English Language Learners Grades 3–5

The English Language Proficiency Standards (ELPS) are designed to support the ability of English Learners to learn the academic English they need to engage in grade-appropriate instruction across all subject areas. English Learners may be at varying levels of proficiency depending when they first began to learn English. For some students in Grades 3-5, there are critical areas that should be addressed promptly and practiced regularly because the skills are primarily taught in lower grade levels. These skills focus on print concepts, phonological awareness, and phonics/decoding. The strategies outlined below can be used to help students who need specific support in these areas.

ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters		
Strategy Examples	When to Use	Sample Routine
<ul style="list-style-type: none"> • Have students practice reading vocabulary words aloud. Have them identify similarities and differences in the sounds of the words. • Have students identify and provide oral rhyming words or words with alliteration. • Have students identify and provide oral words with the same consonant clusters at the beginning or end of the word (e.g. flag, flood, flit; fast, mist, rest). • Have students practice oral blending and segmenting. 	<ul style="list-style-type: none"> • Oral Warm-Up activity before reading or spelling lessons • Incorporate into existing English Learner lesson support • Small group support or intervention • 1:1 support 	<ul style="list-style-type: none"> • Introduce: Explain to students that they are going to work on recognizing and producing rhyming words. Tell them that words rhyme when they repeat similar sounds at the end of the word. • Model: Provide a list of rhyming and non-rhyming words and model how to determine the difference. • Example: I'm going to say two words, and then we'll listen to the sounds: <i>cat, mat</i>. In <i>cat</i>, I hear the sounds /k/ /a/ /t/. In <i>mat</i>, I hear the sounds /m/ /a/ /t/. <i>Cat</i> and <i>mat</i> both end with /at/. <i>Cat</i> and <i>mat</i> rhyme because they have similar sounds at the end. • Practice: Provide words that have long and short vowels in them, such as <i>kit</i> and <i>kite</i>, as well as words with similar and different consonant clusters at the end. Use a similar routine for alliterative words.

ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words

Strategy Examples	When to Use	Sample Routine
<ul style="list-style-type: none"> • Teacher modeling. • Shared reading. • Paired reading. • Highlight prefixes, suffixes, roots, base words, and cognates in the text before reading. 	<ul style="list-style-type: none"> • Reading lessons (Preview the spelling/vocabulary) • Incorporate into existing English Learner lesson support • Small group support or intervention • 1:1 support • Spelling lessons • Morphology lessons 	<ul style="list-style-type: none"> • Introduce: Remind students that when we decode (read) words, we sound out each letter and blend the letters together to read and pronounce the word. The more practice we have, the more reading words becomes automatic, meaning we hardly even have to think about each letter/sound. • Model: Write the word <i>sat</i> on the board. Ask students to read the word aloud. Next, orally segment the sounds into the phonemes /s/ /a/ /t/. Ask students how many syllables are in the word. (<i>one</i>) • Example: Explain to students that they can decode words with more than one syllable, like words with prefixes and suffixes, by breaking the words apart using the chunking method. Prefixes and suffixes change the meaning of words. Prefixes are added at the beginning of words. Some prefixes include <i>un-</i> (meaning <i>not</i>), <i>dis-</i> (meaning <i>not</i>), and <i>re-</i> (meaning <i>again</i>). Suffixes are added at the end of words and include <i>-ing</i>, <i>-ed</i>, <i>-ly</i>, <i>-ful</i>, <i>-ness</i>, <i>-less</i>, and others. Suffixes sometimes change the part of speech of the base word, such as changing a verb to an adverb. Write the word <i>wanted</i> on the board. Tell them that to decode a word with a suffix, you are going to draw a line between the base word <i>want</i> and the suffix <i>-ed</i>. Have students read the word aloud. Ask them how the suffix changed the meaning of the word. (<i>It became past tense</i>) • Practice: Use the chunking method to decode a variety of different words with prefixes and suffixes (including words that end in <i>y</i>). Have students identify the prefix, suffix, base word or root and explain how the meaning of the word changes. Match the routine words to words used in current lessons. • Cognates: The ELPS program has identified several Spanish cognates in the lesson vocabulary words, but of course there are many others in the texts. One strategy is to have EL students identify cognates as you read aloud and make a class list of them as you go for future reference. When a cognate is identified, discuss the differences and similarities in pronunciation, spelling, and in some cases, multiple meanings in either language. It would also be helpful to point out false cognates, or words that look alike in different languages but have different meanings (e.g. soap/sopa, large/largo)

ELPS 4.B Recognize directionality of English reading such as left to right and top to bottom

Strategy Examples	When to Use	Sample Routine
<ul style="list-style-type: none">• Provide and practice reading environmental print in the classroom.• Model tracking by pointing to displayed text as you read aloud.• Reinforce directionality during both reading and writing lessons.• Use Pausing Points to explicitly teach or practice directionality	<ul style="list-style-type: none">• Reading lessons (Preview the chapter, and monitor and support tracking during reading)• Incorporate into existing English Learner lesson support• Small group support or intervention• 1:1 support	<ul style="list-style-type: none">• Introduce: Remind students that in English, print is read from left to right and from top to bottom.• Model: Display text from a Student Reader. Use a point to demonstrate appropriate directionality while you read the text aloud.• Example: Display a page from a current reading lesson. Use a pointer to track each word, showing left to right and top to bottom directionality. Ask student volunteers to be the “pointer” while the class reads aloud.• Practice: Do a whole class read-aloud from the Student Reader. Have students use their fingers to track the print as they read aloud. Circulate while students are reading so you can make anecdotal notes about each student’s ability to correctly track print. Provide assistance as needed.



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