

# 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 skills and knowledge have 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.

## 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 engage in enrichment activities, including exploring areas of interest, such as guided or independent research or additional reading. 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.



## English Learners (ELs)

Amplify Texas Elementary Literacy Program includes linguistic accommodations for EL 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 EL students through adapted texts, translations, native language support, visual aids, summaries, and other modes of scaffolding.



Across K–3 Skills, the languages, knowledge, and perspectives ELs bring to the classroom are valued as assets. This approach is reflected in Teacher Guides and additional program materials, which enable teachers to leverage students' cultural and linguistic resources as they develop English proficiency and knowledge. The examples below illustrate how students' first languages and cultural resources are built upon for meaningful learning:

- **Embedded Supports:** EL Support sidebars and embedded teacher notes help teachers draw connections between ELs' home languages and English. In K–3 Skills units, for example, teachers are made aware of the differences between Spanish and English letter sounds as students learn to decode and spell words. Pronunciation and articulation support are also provided for sounds that do not exist in Spanish.
- **General English Learners:** Your students' language varieties may have affected the way in which they speak, read, and write. Please refer to the section on General English Learners, available online, for information on how a student's performance can be influenced by language variety and for appropriate instructional supports.

## Best Practices and Strategies for Supporting All Learners

	Students with Disabilities	English Learners (ELs)	Gifted/Talented Students
<p><b>Best Practices Embedded Within the Lessons of the Core Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Multiple grouping structures (small group, partners, individual) to scaffold instruction and offer flexible ways to support learning</li> <li>• Instructional routines to set expectations and enhance confidence</li> <li>• Spatial organizers, hands-on learning, explicit instruction, visual strategies, virtual field trips, videos, and peer collaboration included in the curriculum</li> <li>• Use of Additional Support and Pausing Points within units to provide support opportunities and encourage student choice</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered support sidebars (3–5 levels) for scaffolding instruction within small groups, partners, or individuals</li> <li>• Specific guidance on explicit instruction (such as sentence frames and starters) to strengthen language production in writing and speaking tasks</li> <li>• Alignment to ELPS standards; vocabulary, writing, speaking, listening, and reading routines embedded to support and enhance English language acquisition</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge sidebars that provide extension activities in order to engage and stretch student thinking</li> <li>• Employing a variety of writing tasks that allow for multiple extension trajectories</li> <li>• Use of open-ended discussion questions to advance oral language skills and vocabulary development</li> <li>• Use of Pausing Points within units to provide extension opportunities and encourage student choice (K–2)</li> </ul>
<p><b>Additional Strategies That Can Be Incorporated Into the Core Curriculum</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Use of available technology to allow students digital access for material completion</li> <li>• Use of social skill supports (brain breaks, modeling communication, social narratives) and transition-focused activities (songs, dances, partnering, movement) to promote student engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Use of visuals (photos, graphs) and realia (real-life objects like maps, menus, etc) to connect with new language</li> <li>• Use of dual language texts, bilingual dictionaries, and thesauri to support language acquisition and knowledge-building</li> <li>• Use of Total Physical Response (TPR) strategies to support language and vocabulary learning</li> <li>• Promote biliteracy by encouraging students to read, speak, and write in their home language as they complete academic tasks in the classroom and at home</li> </ul>	<ul style="list-style-type: none"> <li>• Use of technology when appropriate; invite students to invent new and creative ways of showcasing skills and knowledge using available technology</li> <li>• Use of discussion techniques to host debates, question-and-answer sessions, and seminars, inviting students to hone their questioning and communication skills</li> <li>• Use of classroom movement and centers</li> <li>• Instruction of soft skills, such as note-taking, organization, self-reflection techniques, and peer support</li> </ul>

# Foundational Skills Support: English Learners Grades K–3

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 K–3, there are critical areas that should be addressed promptly and practiced regularly. 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.

<b>ELPS 2.B</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"> <li>• Have students practice reading vocabulary words aloud. Have them identify similarities and differences in the sounds of the words.</li> <li>• Have students identify and provide oral rhyming words or words with alliteration.</li> <li>• 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).</li> <li>• Have students practice oral blending and segmenting.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Warm-Up activity before reading or spelling lessons</li> <li>• Incorporate into existing English Learner lesson support</li> <li>• Small group support or intervention</li> <li>• 1:1 support</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Introduce:</b> 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.</li> <li>• <b>Model:</b> Provide a list of rhyming and non-rhyming words and model how to determine the difference.</li> <li>• <b>Example:</b> 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.</li> <li>• <b>Practice:</b> 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.</li> </ul>

**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"> <li>• Teacher modeling.</li> <li>• Shared reading.</li> <li>• Paired reading.</li> <li>• Highlight prefixes, suffixes, roots, base words, and cognates in the text before reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading lessons (Preview the spelling/vocabulary)</li> <li>• Incorporate into existing English Learner lesson support</li> <li>• Small group support or intervention</li> <li>• 1:1 support</li> <li>• Spelling lessons</li> <li>• Morphology lessons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Introduce:</b> 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.</li> <li>• <b>Model:</b> 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>)</li> <li>• <b>Example:</b> 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>)</li> <li>• <b>Practice:</b> 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.</li> </ul>

**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"><li>• Provide and practice reading environmental print in the classroom.</li><li>• Model tracking by pointing to displayed text as you read aloud.</li><li>• Reinforce directionality during both reading and writing lessons.</li><li>• Use Pausing Points to explicitly teach or practice directionality (K–2)</li></ul>	<ul style="list-style-type: none"><li>• Reading lessons (Preview the chapter or reading passage, and monitor and support tracking during reading)</li><li>• Incorporate into existing English Learner lesson support</li><li>• Small group support or intervention</li><li>• 1:1 support</li></ul>	<ul style="list-style-type: none"><li>• <b>Introduce:</b> Remind students that in English, print is read from left to right and from top to bottom.</li><li>• <b>Model:</b> Display text from a Student Reader or reading passage. Use a pointer to demonstrate appropriate directionality while you read the text aloud.</li><li>• <b>Example:</b> 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.</li><li>• <b>Practice:</b> Do a whole class read-aloud from the Student Reader or reading passage. 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.</li></ul>

