



# Amplify ELAR Texas (6–8)

## and Specially Designed Instruction

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### F I E L D   U S E R   G U I D E

A collaborative project of the Texas Education Agency and the Inclusion in Texas Network

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# Purpose of This Guide

This Field User Guide was developed to support the use of the High Quality Instructional Materials (HQIM) Amplify ELAR Texas (6-8) TEKS-aligned instructional materials to provide specially designed instruction (SDI) for students with disabilities as required through IDEA (2004). Both general and special educators play a role in implementing SDI for students with Individualized Education Programs (IEPs). This document provides multiple ways to approach and plan for the provision of SDI and presents multiple lenses through which readers can examine the connections between the tools and content in Amplify ELAR Texas (6-8) and the components of SDI, which are: content, methodology, and delivery of instruction.

The content and lessons in the Amplify ELAR Texas (6-8) Program are subject to change; however, the implementation remains the same. For the purpose of this resource, we've utilized Grade 7, Unit 7A: *Red Scarf Girl* and Narrative of the pilot Amplify ELAR Texas (6-8) Program.

The SDI is tailored specifically to address the impact the disability has on a student's learning. It is designed to ensure access of the child to the general curriculum and to enable the child to meet IEP annual goals. The Admission, Review, and Dismissal (ARD) committee develops SDI for each student. The following graphic is from the [SDI Field User Guide](#) from the Inclusion in Texas Statewide Initiative.



**\*Impact of disability is only one part of the present levels of academic and functional performance statement (PLAAFP).**

# Specially Designed Instruction and Amplify ELAR Texas (6-8)

The following are tools or supports included in Amplify ELAR Texas (6-8) that support the development of specially designed instruction.

SDI Component	Description	Examples from Amplify ELAR Texas (6-8) Program
<b>Content</b>	<p>The curriculum, aligned with the state standards, is the content of instruction. Content adjustments could include:</p> <ul style="list-style-type: none"> <li>• Accelerated instruction</li> <li>• Modifications determined by the ARD committee</li> <li>• Adjust the pacing of instruction to support student understanding</li> </ul>	<ul style="list-style-type: none"> <li>• The program includes six levels to support all students.</li> <li>• The program includes three levels to support emergent bilingual students.</li> <li>• The English Language Proficiency Standards are embedded in each lesson.</li> <li>• Flex Days contain group activities designed to provide additional targeted practice with key TEKS.</li> <li>• Provides materials that enable teachers to deliver differentiated instruction to help each and every student meet grade-level TEKS.</li> </ul>
<b>Methodology</b>	<p>The methodology includes the instructional approach(es) best suited to the student's needs. For example:</p> <ul style="list-style-type: none"> <li>• Direct explicit instruction</li> <li>• Small-group instruction</li> <li>• Individualized instruction</li> <li>• Inquiry method</li> <li>• Instructional routines</li> </ul>	<ul style="list-style-type: none"> <li>• Amplify ELAR Texas (6-8) employs direct instruction, student-centered active learning, multimodal instruction, and ample opportunity for student collaboration.</li> <li>• Explicit instruction—direct teaching, teacher modeling, and guided practice of literacy skills.</li> <li>• The middle school movement calls for instruction that gets students to actively construct knowledge through problem-solving, questioning, or inquiry.</li> <li>• Materials supplied in several presentation modes.</li> <li>• The Embedded Assessment Measure measures student performance as they work in daily lessons and then provides groupings based on which areas students are struggling.</li> </ul>

# Specially Designed Instruction and Amplify ELAR Texas (6-8)

SDI Component	Description	Examples from Amplify ELAR Texas (6-8) Program
<b>Delivery of Instruction</b>	<p>Delivery of instruction includes:</p> <ul style="list-style-type: none"> <li>• Frequency (e.g., once a week, daily, two times a week)</li> <li>• Duration (e.g., 30 minutes, one hour)</li> <li>• Location (e.g., general education, self-contained classroom, special education room)</li> </ul>	<ul style="list-style-type: none"> <li>• Daily for an average of 75 minutes.</li> <li>• Flex Days occur every 4–6 lessons and provide critical opportunities for teachers to provide additional, targeted practice in a key area of identified need.</li> </ul>
<b>Accessibility Features</b>	<p>Accessibility features (accommodations) remove barriers to learning, change how the content is taught, or how the student accesses the general education curriculum.</p>	<ul style="list-style-type: none"> <li>• The program was built on the principles of Universal Design for Learning.</li> <li>• Five levels of differentiated supports.</li> <li>• Amplify Library has titles spanning grades 3-12.</li> <li>• Vocab App.</li> <li>• MyWork allows students to see all their work in one place, identify due dates, and review teacher feedback.</li> <li>• Offline access, mobile devices, and print resources.</li> <li>• Text previews.</li> <li>• Simplified language.</li> <li>• Word banks.</li> <li>• Graphic organizers.</li> <li>• Sentence models.</li> <li>• Students access universal supports embedded in the eReader:               <ul style="list-style-type: none"> <li>◦ Embedded audio</li> <li>◦ Reveal-word level support</li> <li>◦ Highlight, bookmark, notes</li> <li>◦ Text size and line spacing</li> </ul> </li> <li>• Writing within the digital platform.</li> <li>• Reading comprehension Solos are differentiated to support students reading below grade level.</li> </ul>



# Considerations for Teacher Collaboration in an Inclusive Environment

The following table outlines the different collaborations that may take place regarding SDI in an inclusive environment. It is not meant to be an exhaustive list of activities a teacher might undertake or how the different roles and considerations look in the classroom.

General Education Teacher	Special Education Teacher	Technology Considerations
<p>Plan high-quality, rigorous, explicit instruction to include:</p> <ul style="list-style-type: none"> <li>• Clear directions</li> <li>• Clarification of unfamiliar vocabulary</li> <li>• Visuals and artifacts for students to interact with</li> <li>• Text accessible, relevant, and engaging to learners</li> <li>• Opportunities for students to talk and listen to one another as well as read and write individually and together</li> <li>• Small-group lessons to enhance the learning of students with particular needs</li> </ul> <p>With the special education teacher, review unit and lesson internalization and discuss needs of specific students and possible lesson plan adaptations.</p> <p>Plan data-gathering opportunities and review with the special education teacher which data to collect.</p> <p>Plan with co-teacher (if applicable) for implementation of co-teach models based on content and need.</p>	<p>Plan with general education teacher for implementation of co-teach model (if applicable).</p> <p>Review student IEP and learning goals for implementation of lessons planned.</p> <p>Discuss or review with general education teacher any concerns or plans for student.</p> <p>Plan with general education teacher using the lesson internalization which scaffolding techniques will be used and how and when to transition away from the scaffolds.</p> <p>Pre-teach vocabulary to introduce students to new vocabulary words before the new vocabulary words are used within the context of new learning.</p> <p>Re-teach vocabulary or concepts to remind students of previously learned material before the prerequisite knowledge is used within the context of new learning.</p> <p>Plan for review days.</p>	<p>Project clear directions and visuals.</p> <p>Record/provide audio directions for students with applicable need.</p> <p>Provide assistive technology for students needing to type.</p> <p>Provide technological modifications for students with sensory motor needs.</p> <p>Provide specific writing materials if needed (e.g., pencil grip, unlined paper, raised line paper, variety of pens/pencils).</p> <p>Provide text-to-speech and speech-to-text apps.</p> <p>Identify students who do not have access to technology at home, and prepare accordingly.</p>

# Curriculum Development Considerations

When beginning new learning, it is important to consider students' learning from previous grade levels. Subsequent learning is also important, as it gives teachers a view of what learning comes next to ensure appropriate mastery at students' current level.

## ELAR - Grade 7

Source: Pilot Amplify ELAR Texas (6-8)

### Unit 7A: Sub-Unit 3 *Red Scarf Girl: Memoir of the Cultural Revolution*, Lesson 1: The World of *Red Scarf Girl*

**Prior Learning:** In Grades K-5, students learn to apply foundational phonetic and spelling knowledge. The comprehension skills included in grades 6-8 TEKS are the same core skills. At each grade level, students are expected to apply those skills in increasingly more complex text. Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013).

#### Grade 7 (starting point)

**During this Lesson:** Throughout the unit, students move between direct work with the text of *Red Scarf Girl* and with a curated set of propaganda posters like those that surrounded the author Ji-li Jiang during the time of her story. These powerful images serve two primary purposes in the unit: To give students a chance to discover what made Chairman Mao's propaganda so compelling and to develop students' ability to read images closely.

#### TEKS:

- Explain the author's purpose and message within a text
- Analyze how the use of text structure contributes to the author's purpose
- Analyze the author's use of print and graphic features to achieve specific purposes

#### Grade 7 (ending point)

**After this Lesson:** This is one of three lessons in this grade 7 unit in which students closely study propaganda images. Grade 8 includes the same TEKS. Students apply their knowledge in more complex texts.

#### Possible Misconception:

Students who are perceived as having difficulty with reading comprehension may instead struggle with the K-2 foundational skills (decoding).

#### Strategies to address misconception:

Screen students who struggle with reading comprehension for a gap in decoding skills. Provide the necessary instruction to ensure proficient reading comprehension.

#### Possible Misconception:

Students may have a misunderstanding or lack of knowledge about different text structures.

#### Strategies to address misconception:

Provide a review of text structures. Show several example texts that are organized by the same text structure. Discuss how the text structure helps the reader understand the content and why the author probably chose that text structure. Repeat this procedure with several other text structures.

# Overview of Specially Designed Instruction and a Sample Student

Impact of Disability (excerpt from PLAAFP)	Annual Goals	Specially Designed Instruction	Progress Monitoring Plan
How does the identified disability impact the student's learning?	How much can the student progress in one year? Goals should be rigorous yet attainable.	What does the student need to ensure progress?	How will we know the student is successful?
<p>For the purpose of specializing this lesson, let's consider this sample student: Chaya</p> <p>Chaya has been identified as a student with a specific learning disability in written expression.</p> <p>This identified disability is impacting Chaya's ability to accurately and fluently express her ideas in writing.</p>	<p>Given a writing response associated with text she has read, a graphic organizer, and access to speech-to-text software, Chaya will compose a response that includes an introduction, at least two opinions, text evidence to support her opinions, and a conclusion. Grammar and spelling will be 90% accurate.</p>	<p>Below are a few options when adapting the content, methodology, or delivery of instruction as appropriate.</p> <ul style="list-style-type: none"> <li>• Ensure Chaya has access to speech-to-text software and knows how to use it.</li> <li>• Provide instruction on different options for organizing a response (e.g., graphic organizer, index cards, digital programs).</li> <li>• Provide writing instruction and assignments in chunks.</li> <li>• The special educator will provide grammar and spelling skill instruction two times a week for 15 minutes.</li> </ul>	<p>Using a rubric to measure composition structure, grammar, and spelling, the special education teacher will indicate the strengths and weaknesses of Chaya's writing on a bi-weekly basis.</p> <p>The general education teacher will use the Embedded Assessment Measure (EAM) in Amplify Reading Texas to provide weekly feedback to Chaya and adjust instructional support as needed.</p> <p>The general education teacher and the special education teacher will use the unit assessments in the Embedded Assessment Measure (EAM) in Amplify Reading Texas to assess Chaya's progress.</p>



# Development of IEP Supports Within Amplify ELAR Texas (6-8) Lessons

The following are examples of how Amplify ELAR Texas (6-8) content is utilized with examples of IEP-driven supports, which are developed and applied specifically to student needs and the impact of their disability. Consider our student Chaya and the impact discussed in the Overview of SDI section. The following examples are possible ways to implement her SDI during an Amplify ELAR Texas lesson.

The following examples use the lesson: Pilot Amplify Grade 7, Unit 7A, Sub-Unit 3: *Red Scarf Girl*: Memoir of the Cultural Revolution, Lesson 1: The World of Red Scarf Girl.

General Application:	Differentiation Techniques:	Specially Designed Instruction:
<b>What the curriculum says</b>	<b>Adaptations made for all students, not required by IEP and provided at teacher discretion</b>	<b>IEP-driven and supports accommodations and modifications that are implemented routinely as outlined in an IEP</b>
Vocabulary Activities (Vocab App)	The Vocab App requires the student to type responses.	Provide Chaya extra time to complete the activities or allow her to record audio answers.
Students analyze a propaganda poster of Mao to explore his influence and to practice the same attention to details they'll soon start applying to text in <i>Red Scarf Girl</i> . Then, students hear classmates' different ideas about the details in the poster, noticing which details got the most attention.	Provide sentence starters to help students discuss the details in the propaganda posters.	The identified disability of written expression does not impact Chaya's ability to discuss her thoughts.
Students hear the author herself in the Prologue to <i>Red Scarf Girl</i> describe how inspired she was by Mao.	Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.	The identified disability of written expression does not impact Chaya's ability to listen to the text.
Students listen to a few sentences from the Solo assignment and listen for clues that could help them puzzle out what's going on.  Students identify similarities between a propaganda poster and the Prologue in <i>Red Scarf Girl</i> .	Provide simplified language, step-by-step directions, and sentence starters to help students describe the details in the text that reveal emotion. For example, <ul style="list-style-type: none"> <li>I think that Ji-li is hopeful/not hopeful because _____.</li> <li>In the Prologue, it says _____, which makes me think _____.</li> </ul>	Provide Chaya with a checklist of reminders for writing. For example: Does each sentence end with punctuation? Are there any words missing in sentences?  Ask a friend to review your writing for grammar and spelling errors.

# Development of IEP Supports Within Amplify ELAR Texas Lessons

General Application:	Differentiation Techniques:	Specially Designed Instruction:
<b>What the curriculum says</b>	<b>Adaptations made for all students, not required by IEP and provided at teacher discretion</b>	<b>IEP-driven and supports accommodations and modifications that are implemented routinely as outlined in an IEP</b>
<p>Students listen to a few sentences from the Solo assignment and listen for clues that could help them puzzle out what’s going on.</p> <p>Students identify similarities between a propaganda poster and the Prologue in <i>Red Scarf Girl</i>.</p>	<p>Provide sentence starters to help students discuss the clues from the text that could help them puzzle out what’s going on.</p>	<p>Provide Chaya an interactive graphic organizer she can type in, to compare similarities and differences between a propaganda poster and the Prologue in <i>Red Scarf Girl</i>.</p>
<p>Students read a passage from <i>Red Scarf Girl</i>, annotate, and answer questions.</p>	<p>Provide a preview of the text, and reduce the length of the passage and the number of questions students will answer about the passage.</p>	<p>Provide Chaya with instruction on using the predictive text feature available in the program.</p> <p>Provide Chaya with an example of annotated text that includes words she would most likely use.</p> <p>Provide extra time for Chaya to type her answers, or let her record her answers.</p>

# Special Considerations for Modifications

Modifications are changes to what (not how) a student will be learning. Modifications are provided when accommodations (adaptations to how) aren't sufficient and are only allowable when an Admission, Review, and Dismissal (ARD) committee agrees they are appropriate. For the following considerations, the [TEKS Vertical Alignment for STAAR Alternate 2 Reading Language Arts document](#) was used.

## ELAR: Grade 7

Teachers can use formative assessment and other data sources to determine student readiness for the grade-level content. Teachers may need to conduct reteaching or remediation to prepare students for the new instruction. Consider starting from the most recent standard and working backward to less complex standards and finding the student's instructional level using current data sources.

Consider the depth and complexity of the standard and if the depth and breadth need to be adjusted for the student to access the content if deemed necessary by the ARD committee. The following examples of teacher moves support learning at the previous standards that align with the current lesson.

Previous Standards	Teacher Moves
<p>Listen actively and ask questions to understand information and answer questions using multi-word responses. (K-2)</p> <p>Retell texts in ways that maintain meaning. (K-1)</p> <p>Retell and paraphrase texts in ways that maintain meaning and logical order. (2)</p> <p>Make inferences and use evidence to support understanding. (4-6)</p>	<p>Model how to ask questions.</p> <p>Provide opportunities for the student to identify examples and non-examples of questions.</p> <p>Provide oral sentence stems for asking questions.</p> <p>Provide examples and non-examples of comments related to a discussion.</p> <p>Require the student to respond in complete sentences.</p> <p>Provide the student with pictures that show an activity (e.g., celebration). Ask the student what is happening and to point to the text evidence that proves his or her answer.</p> <p>Using text below the student's reading level, model locating text evidence that supports an answer to a question.</p>

# Special Considerations for Modifications

Previous Standards	Teacher Moves
<p>Identify and describe the main character(s). (K)</p> <p>Describe the main character(s) and the reason(s) for their actions. (1)</p> <p>Describe the main character's (characters') internal and external traits. (2)</p>	<p>Using text below the student's reading level, model locating text evidence that supports an answer to a question.</p> <p>Provide the student with visuals or statements that include examples and non-examples of evidence that supports the answer to a question.</p>
<p>Interact with sources in meaningful ways, such as note taking, annotating, freewriting, or illustrating. (4-6)</p>	<p>Model how to indicate text information you find interesting or funny or that you have questions about.</p> <p>Using short passages below the student's reading level, ask the student to put a heart beside his or her favorite part.</p> <p>Progress to asking the student to identify more than one category.</p> <p>Model how to use sticky notes to add thoughts to specific parts of a text.</p>
<p>Explain the author's purpose and message within a text. (4-6)</p> <p>Explain how the use of text structure contributes to the author's purpose. (4)</p> <p>Analyze how the use of text structure contributes to the author's purpose. (5-6)</p>	<p>Provide examples of notes or text messages that show a clear purpose. Discuss why the author wrote the message.</p> <p>Students write text messages that show specific purposes.</p> <p>Provide texts that model a variety of author purposes. Use think-alouds to model how you decide what the purpose is.</p> <p>Refer to the text messages.</p> <p>Provide images of advertisements with clear propaganda techniques. Discuss the characteristics that stand out and the emotions you feel.</p> <p>Students choose an advertisement and discuss the features that affect them.</p>

# Evidence-Based Practices

Evidence-based practices are those that are supported by research and have positive outcomes for students.

Most older students who struggle with reading comprehension have a deficit in phonemic awareness and decoding, not comprehension. These strategies can be used to support those students.

## Teach High-Frequency Words Through Orthographic Mapping

High-frequency words are words that appear in print on a consistent basis. These words can be phonetically regular (*and*) or irregular (*was*). Orthographic mapping is the process the brain goes through to permanently store words in memory, allowing for automatic recall.

### How to implement:

1. Say the word, and ask students to repeat it. (*from*)
2. Segment the sounds in the word. (/f/ /r/ /u/ /m/)
3. Help students identify the sounds that are spelled as expected. (/f/=f, /r/=r, /m/=m)
4. Help students identify the sounds that are not spelled as expected. (/u/=o)
5. Highlight the part that is not spelled as expected. (*from*)
6. Have students write the word, underlining the part that is not spelled as expected.
7. Review with students the spelling of the word, emphasizing the part that is not spelled as expected.
8. The word can now be added to a flash card, and practice it with other high-frequency words that have been taught this way.

Adapted from Linnea C. Ehri (2014)

## Teach Advanced Decoding Skills

Strong oral language skills can reduce the need for reading comprehension strategy instruction.

### Examples of routines that help build language:

Basic decoding skills are taught in the elementary grades. Secondary students need to be proficient in reading multisyllabic words. This includes the ability to identify syllable patterns, prefixes, affixes, and Greek and Latin roots. The following routine can support students having difficulty reading big words.

### How to implement:

1. Circle any prefixes and suffixes.
2. Analyze the base word (the part not circled).
  - a. Look for familiar spelling patterns.
  - b. Underline the vowel spellings that represent one vowel sound (a, o, ou, ee, ay, etc.).  
Use your understanding of syllable patterns to read the syllables in the base word.
3. Say the whole word to see whether it sounds right.
4. Adjust the pronunciation of the vowel sounds if needed.
5. Ask, "Does it make sense in the sentence?"

Adapted from Moats and Tolman (2019) and Blevins (2017)



# Evidence-Based Practices

The following examples can be found at Accommodation Central: Classroom Accommodations courtesy of Region 13.

## Scaffold Steps in a Process

Reformatting complex concepts into individual steps to improve accessibility for a student struggling with memory, attention, focus, or comprehension of a concept.

### Examples:

- Creating a bulleted list of steps.
- Spacing out each step required to understand a concept.

### How to implement:

1. Determine the process that requires support, based on your knowledge of the student's needs.
2. Create a step-by-step process to review with the student.
3. Schedule time to teach the student to properly use the tool, and model appropriate use of the support using a think-aloud process.
4. Lead guided practice using the tool, providing immediate supportive and corrective feedback.
5. Assign and monitor independent practice using the tool.
6. Monitor and record the student's progress and the effectiveness of the accommodation.

Adapted from Linnea C. Ehri (2014)

## Worked Example

Strong oral language skills can reduce the need for reading comprehension strategy instruction.

### Example:

Anchor chart

### How to implement:

1. Determine the task or problem that requires support, based on your knowledge of the student's needs.
2. Create a worked example demonstrating the task or problem-solving process.
3. Schedule time to teach the student to use the worked example as a reference, using a think-aloud process.
4. Lead guided practice using the worked example, providing immediate supportive and corrective feedback.
5. Assign and monitor independent practice using the worked example.
6. Monitor and record the student's progress and the effectiveness of the accommodation.
7. Make plans to fade the support provided by the worked example and to increase the independence of the student.
8. Share progress and effectiveness with the student, the educational team, and the family.

# Side-by-Side Example

## Standard Unit with Embedded Specially Designed Instruction

The following is a side-by-side comparison of an Amplify ELAR Texas (6-8) Program lesson and a lesson that has been specially designed. It also includes areas of collaboration between professionals that occur prior to the lesson.

Lesson Instruction Overview	General Lesson: Pilot Amplify ELAR Texas (6-8) Unit 7A, Sub-Unit 3 <i>Red Scarf Girl: Memoir of the Cultural Revolution</i> , Lesson 1: The World of <i>Red Scarf Girl</i>	Specially Designed Instruction (SDI)	Collaboration of Teachers Prior to Lesson
Vocabulary Activities	Students work with the adaptive Vocab App to build key text and academic vocabulary and track their level of mastery.	The Vocab App requires the student to type responses.  Provide students extra time to complete the activities or allow them to record audio answers.	Preview the Vocab App activities.  Brainstorm words that could be added to a word bank to assist students in composing answers.
Work Visually: Reading an Image	Students analyze a propaganda poster of Mao to explore his influence and to practice the same attention to details they'll soon start applying to text in <i>Red Scarf Girl</i> . Then, students hear classmates' different ideas about the details in the poster, noticing which details got the most attention. (10 min)	No adjustments are needed.  The identified disability of written expression does not impact a student's ability to discuss his or her thoughts.	Preview the propaganda poster.  Create questions to prompt discussion amongst classmates.

# Side-by-Side Example

## Standard Unit with Embedded Specially Designed Instruction

Lesson Instruction Overview	General Lesson: Pilot Amplify ELAR Texas (6-8) Unit 7A, Sub-Unit 3 <i>Red Scarf Girl: Memoir of the Cultural Revolution</i> , Lesson 1: The World of <i>Red Scarf Girl</i>	Specially Designed Instruction (SDI)	Collaboration of Teachers Prior to Lesson
Write: Describing Details You Notice	Students notice and describe the details (in writing) in the text that reveal emotion, just like they did with the posters.	<p>Provide students with appropriate sentence starters.</p> <p>Provide extra time for students to type answers, or let them record their answers.</p> <p>Provide instruction on using the predictive text feature available in the program.</p> <p>Provide students with a checklist of reminders for writing. For example: Does each sentence end with punctuation? Are there any words missing in sentences?</p> <p>Ask a friend to review your writing for grammar and spelling errors.</p>	<p>Preview the sentence starters in the program. Create alternate sentence starters if needed.</p> <p>Meet with students who need extra time to complete assignments.</p> <p>Pre-conference with students to determine whether a review is needed.</p> <p>Create a checklist of writing reminders based on known needs of individual students.</p> <p>Assign a peer to help review answers.</p>
Wrap Up	Students listen to a few sentences from the Solo assignment and listen for clues that could help them puzzle out what's going on.	<p>No adjustments are needed.</p> <p>The identified disability of written expression does not impact a student's ability to discuss their thoughts.</p>	<p>Listen to students read out loud in a 1:1 setting.</p> <p>Choose the words to model decoding.</p>

# Side-by-Side Example

## Standard Unit with Embedded Specially Designed Instruction

Lesson Instruction Overview	General Lesson: Pilot Amplify ELAR Texas (6-8) Unit 7A, Sub-Unit 3 <i>Red Scarf Girl: Memoir of the Cultural Revolution</i> , Lesson 1: The World of <i>Red Scarf Girl</i>	Specially Designed Instruction (SDI)	Collaboration of Teachers Prior to Lesson
Exit Ticket	Students identify similarities between a propaganda poster and the Prologue in <i>Red Scarf Girl</i> .	Provide extra time for students to type answers, or let them record his or her answers.	Brainstorm words that could be added to a word bank to assist students in composing answers.  Meet with students who need extra time to complete assignments.
Solo	Students read a passage from <i>Red Scarf Girl</i> , annotate, and answer questions.	Provide students with an example of annotated text that includes words they would most likely use.  Provide extra time for students to type their answers, or let them record their answers.	Review student samples of annotated text to create a list of words used often in writing.  Create an example.  Meet with students who need extra time to complete assignments.

# Accommodations, Modifications, Differentiation, Language, and Specialization Supports Found Within Amplify ELAR Texas (6-8)

The following tables include specialization supports found within Amplify ELAR Texas.

English Language Development	
<ul style="list-style-type: none"> <li>• Embedded <a href="#">English Language Proficiency Standards</a></li> <li>• Vocab App</li> <li>• Visual supports</li> <li>• Definitions of key vocabulary</li> <li>• Word banks</li> <li>• Discussion sentence starters, response starters</li> <li>• Simplified language</li> <li>• Chunked directions and prompts</li> <li>• Read-aloud assessments</li> <li>• Fishbowl discussions</li> <li>• Socratic seminars</li> <li>• Debate activities</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced amount of text</li> <li>• Text previews written at a lower Lexile level</li> <li>• Sentence frames</li> <li>• Graphic organizers</li> <li>• Multi-language glossaries</li> <li>• Background and context documents</li> <li>• Simplified language</li> <li>• Newcomer guidance</li> <li>• Adapted and paraphrased version of texts and Spanish translations of the most difficult texts</li> <li>• Sharing routine</li> <li>• Performances and presentations</li> <li>• Cognates</li> </ul>

Differentiation Supports	
<ul style="list-style-type: none"> <li>• Five levels of differentiated supports</li> <li>• Amplify Library has titles spanning grades 3-12</li> <li>• Vocab App</li> <li>• On-the-Fly supports</li> <li>• Written feedback tools</li> <li>• Spotlight app</li> <li>• <i>MyWork</i> allows students to:               <ul style="list-style-type: none"> <li>◦ See all their work in one place</li> <li>◦ Identify due dates</li> <li>◦ Review teacher feedback</li> </ul> </li> <li>• Offline access, mobile devices, and print resources</li> <li>• Structured ELA lesson routines</li> <li>• Writing within the digital platform</li> <li>• Reading comprehension <i>Solos</i>:               <ul style="list-style-type: none"> <li>◦ Differentiated to support students reading below grade level</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Text previews</li> <li>• Simplified language</li> <li>• Word banks</li> <li>• Guiding questions</li> <li>• Graphic organizers</li> <li>• Sentence models</li> <li>• Distinct levels of differentiation</li> <li>• Universal supports embedded in the eReader:               <ul style="list-style-type: none"> <li>◦ Embedded audio</li> <li>◦ Reveal (word-level support)</li> <li>◦ Highlight, bookmark, notes</li> <li>◦ Text size and line spacing</li> </ul> </li> </ul>



# Resources

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