



# **Amplify Texas Elementary Literacy Program (K-5)**

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 Texas Elementary Literacy Program (K-5) 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 the Amplify Texas Elementary Literacy Program (K-5) and the components of SDI, which are: content, methodology, and delivery of instruction.

The content and lessons in the Amplify Texas Elementary Literacy Program (K-5) are subject to change; however, the implementation remains the same. For the purpose of this resource, we've utilized Grade 3, Unit 1: Classic Tales: *The Wind in the Willows* of the pilot Amplify Texas Elementary Literacy Program (K-5).

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 (PLAAPF).**

# Specially Designed Instruction and Amplify Texas Elementary Literacy Program (K-5)

The following are tools or supports included in the Amplify Texas Elementary Literacy Program (K-5) that support the development of specially designed instruction.

SDI Component	Description	Examples from Amplify Texas Elementary Literacy Program (K-5)
<p><b>Content</b></p>	<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>• Scaffolds to support students accessing complex text</li> <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>• Teacher should be aware of students' reading abilities and provide necessary scaffolds.</li> <li>• Student should be receiving accelerated instruction (vs. remediation) if there have been achievement gaps recorded.</li> <li>• Teachers may adjust instruction as needed to meet the diverse needs of learners through the embedded formative assessments.</li> <li>• Pausing Points are embedded within the Amplify Texas Elementary Literacy Program lessons for remediation, enrichment, and/or modified pacing of instruction.</li> </ul>
<p><b>Methodology</b></p>	<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</li> <li>• Instructional routines</li> </ul>	<ul style="list-style-type: none"> <li>• While reading text aloud, teachers can use visuals and purposeful explicit vocabulary instruction to enhance reading comprehension.</li> <li>• Teacher should use visuals and interaction when possible to reinforce understanding.</li> <li>• Teachers should use check-for-understanding techniques</li> <li>• Amplify Reading can be used for students requiring independent, personalized instruction.</li> <li>• Lesson plan format should remain constant.</li> <li>• Instruction of foundational skills should be explicit and targeted to individual student's needs.</li> <li>• Multiple grouping structures (small-group, partners, individual) to scaffold instruction.</li> </ul>

# Specially Designed Instruction and Amplify Texas Elementary Literacy Program (K-5)

SDI Component	Description	Examples from Amplify Texas Elementary Literacy Program (K-5)
<p><b>Delivery of Instruction</b></p>	<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>• Amplify Texas Elementary Literacy Program is designed to be used daily as a core instructional product</li> <li>• Administrators and educators should work together to ensure they have enough instructional minutes in their schedules to cover all content.</li> <li>• Pausing Points are embedded within Amplify Texas Elementary Literacy Program lessons for remediation, enrichment, and/or modified pacing of instruction.</li> <li>• Amplify Reading Texas is a supplemental program intended to reinforce foundational skills and comprehension to support growth of all learners and can be used two to three times per week for 30–45 minutes.</li> </ul>
<p><b>Accessibility Features</b></p>	<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>• Graphic organizers</li> <li>• Choice reading</li> <li>• Pairs and group options</li> <li>• Universal Access suggestions are included throughout the lessons</li> <li>• Digital resources such as text-to-speech and digital workbooks that can be typed in</li> <li>• Visuals including image cards, projected images for read-alouds, and realia (real-life objects that enable children to make connections to their own lives)</li> <li>• Mnemonics</li> <li>• Transition-focused activities</li> <li>• Brain breaks</li> <li>• Sentence stems</li> <li>• Total Physical Response (TPR)</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 to 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 which data to collect with the special education teacher.</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 models (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 the 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>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>

# 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.

The following considerations align with the pilot Grade 3: Unit 1 Teacher Guide's Prior Knowledge section of the unit introduction.

Literacy - Grade 3 Source: Pilot Amplify Texas Elementary Literacy Program (K-5) Unit 1: Classic Tales: <i>The Wind in the Willows</i>	
<b>Prior Learning:</b>	
<b>K-2 Foundational Skills:</b> Phonological Awareness: Segment and blend sounds in words  Phonics: <ul style="list-style-type: none"><li>• Read and spell words with previously taught sound/ letter correspondences</li><li>• Read and write spelling alternatives</li><li>• Read stories in the decodable Reader</li></ul> High-Frequency Words: Read new and previously learned Tricky Words (words that cannot be sounded out easily)  Handwriting (print)  Spelling: <ul style="list-style-type: none"><li>• Spell grade-level words correctly Grammar</li><li>• Identify correct end mark punctuation in complete sentences</li><li>• Identify and use plural nouns</li><li>• Identify and use correct noun-verb agreement</li><li>• Write sentences using conjunctions</li></ul> Writing: Use the writing process to compose instructional writing	<b>K-2 Knowledge Skills:</b> Nursery rhyme, fables, fairy tales, folktales, tall tales, Greek myths: <ul style="list-style-type: none"><li>• Personification</li><li>• Moral of a fable</li><li>• Concept of fiction</li><li>• Setting, characters, and plot</li><li>• Exaggeration</li><li>• Supernatural beings</li></ul>

# Curriculum Development Considerations

## Literacy - Grade 3

Source: Pilot Amplify Texas Elementary Literacy Program (K-5)

Unit 1: Classic Tales: *The Wind in the Willows*

### Third Grade (starting point)

**During this Unit:** Students will be exposed to classic tales that introduce rich vocabulary, dynamic characters, and interesting themes to reinforce the elements of fiction. Students will explore different themes, discuss character traits and will reinforce understanding of the elements of fictional narratives, including dialogue, narration, characters, plot, and setting.

#### Foundational Skills:

- Short and long vowels
- Consonant "le"
- R-controlled vowels
- /er/ sound and spelling

#### Knowledge Skills:

- Character analysis
- Perspective
- Plot sequence
- Theme
- Point of view
- Opinion
- Key ideas and supporting details
- Cursive writing

### Third Grade (ending point)

**After this Unit:** Students will be exposed to classic tales that introduce rich vocabulary, dynamic characters, and interesting themes to reinforce the elements of fiction. Students will see and discuss literary elements including theme, and they will have opportunities to build on background knowledge.

**Possible Misconceptions:** Students who are perceived as having difficulty with reading comprehension may instead be struggling with the K-2 foundational skills (decoding).

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



# 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: Marco.</p> <p>Marco has been identified as a student with a specific learning disability in basic reading skills.</p> <p>This identified disability is impacting Marco's ability to read and comprehend grade-level text.</p> <p>This disability also impedes his ability to accurately and fluently compose written responses.</p>	<p>When given decodable text focusing on advanced decoding skills as indicated in the third grade TEKS, Marco will decode the text with 95% accuracy with 100% comprehension.</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 Marco has access to recorded text when the lesson focus is on comprehension.</li> <li>• Provide speech-to-text software for written assignments.</li> <li>• The special educator will provide basic reading skill instruction three times a week for 20 minutes.</li> </ul>	<p>The special educator will provide Marco a decodable text to read every two weeks for progress monitoring purposes.</p> <p>The special educator will maintain a checklist of basic reading skills Marco has mastered to share with the general education teacher.</p> <p>Once each grading period, the general education teacher will observe Marco reading the same text as the other students and make note of his ability to apply basic reading skills in grade-level material.</p>

# Development of IEP Supports Within Amplify Texas Elementary Literacy Program (K-5) Lessons

The following are examples of how Amplify Texas Elementary Literacy Program content is utilized with examples of IEP-driven supports, which are developed and applied specific to student needs and the impact of their disability. Consider our student Marco and the impact discussed in the Overview of SDI section. The following examples are possible ways to implement his SDI during an Amplify Texas Elementary Literacy Program lesson.

Differentiation suggestions can be found in the sidebar supports embedded into each lesson. The following examples use Amplify Texas Elementary Literacy Program pilot Grade 3: Unit 1: Classic Tales: *The Wind in the Willows*, Lesson 1.

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><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>Preview vocabulary for the read-aloud.</li> <li>Introduce the read-aloud.</li> <li>Read the story aloud.</li> <li>Ask questions as indicated in the Teacher’s Guide.</li> <li>Discuss the read-aloud and check for understanding.</li> </ul>	<p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>Students may also keep a “domain dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.</li> <li>Support: Show students Image Card.</li> <li>Support: Remind students that if a story is fiction, it is created from the author’s imagination.</li> <li>Challenge: Ask students to repeat the things Mole says as he flings his brush to the floor. Based on these statements, ask students how Mole feels about cleaning his home.</li> </ul>	<p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>Discuss the sounds in the vocabulary words, show the word in print and point out any spellings that are unexpected and any affixes and roots, discuss the part of speech, use the word in a sentence, and mention other definitions of the word.</li> <li>Marco’s identified disability does not impact his listening comprehension skills. Regular classroom differentiation should be adequate.</li> </ul>
<p><b>Reading:</b> Students work with a partner to compare and contrast two characters using a Venn diagram.</p>	<p><b>Reading:</b> Provide a partially completed Venn diagram and demonstrate how to use the graphic organizer by thinking aloud. (This idea is not stated in the lesson)</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Provide Marco with speech-to-text technology or allow his partner to complete any required writing.</li> <li>Provide Marco with a word bank.</li> </ul>

# Development of IEP Supports Within Amplify Texas Elementary Literacy Program (K-5) 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><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Review short vowels and the new Code Chart.</li> <li>Play the Baseball Game (decoding multisyllabic words) Two teams compete against each other. Individuals on a team are asked to read a word out loud.               <ul style="list-style-type: none"> <li>When a word is misread, the other team goes “to bat.”</li> </ul> </li> </ul>	<p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Provide an individual Code Chart.</li> <li>Support: You may wish to have students play in pairs so they can help one another when they are up to bat.</li> </ul>	<p><b>Foundational Skills:</b></p> <ul style="list-style-type: none"> <li>Ensure Marco uses his Individual Code Chart.</li> <li>Provide Marco with the words the day before the activity.</li> <li>On the word card, show the word segmented into syllables and also blended together.</li> </ul>
<p><b>Reading:</b> The students will reread a story from second grade. The teacher tells students what to listen for and then calls on one student to read a paragraph out loud as the other students follow along.</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>The story is read one paragraph at a time (chunking content).</li> <li>Emergent bilingual learners: Print Awareness: Pull any students who are struggling with left-to-right directionality into a small-group. Model for students how to track print with your finger. Have students show their left thumb and then right to orient themselves from left to right. Ask students to move their finger beneath the words from left to right as they read aloud or follow along.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Do not require Marco to read out loud.</li> <li>Review the story with Marco the day before and help him decode any difficult words. Indicate how to decode the word on the printed text.</li> </ul>
<p><b>Take-Home Material:</b> The students take the story home to reread.</p>	<p><b>Take-Home Material:</b> A text-to-speech application can be used to read the text to the student. (This idea is not stated in the lesson)</p>	<p><b>Take-Home Material:</b> Provide Marco with text-to-speech software.</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.

## Reading Language Arts: Grade 3

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 whether 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 To Address Students at This Instructional Level
<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>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>Determine whether the student has any background knowledge of the topic.</p> <p>Provide the needed background knowledge.</p> <p>Provide the student with visuals that can be manipulated to support the discussion or retelling of the text.</p> <p>Provide the student with a graphic organizer that supports the sequence of events in a story or the elaboration of details in informational text.</p>

# Special Considerations for Modifications

Previous Standards	Teacher Moves To Address Students at This Instructional Level
<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>Describe a character, and ask the student to draw what you describe.</p> <p>Model how to identify text that describes a character.</p> <p>Provide opportunities for the student to identify character descriptions in text that is below his or her reading level.</p> <p>Provide visuals of all the characters in a text, and model (think aloud) how to determine the main characters.</p>
<p>Demonstrate phonological awareness; demonstrate and apply phonetic knowledge; demonstrate and apply spelling knowledge; demonstrate print awareness. (K-1)</p> <p>Demonstrate phonological awareness; demonstrate and apply phonetic knowledge; demonstrate and apply spelling knowledge. (2)</p>	<p>Administer a phonemic awareness and phonics inventory to determine what foundational skills the student is missing.</p> <p>Provide explicit, systematic phonemic awareness and phonics instruction that includes practice reading decodable text.</p>
<p>The student responds to an increasingly challenging variety of sources that are read, heard, or viewed - use text evidence to support an appropriate response. (K-2)</p>	<p>Provide the student with pictures that show an activity (e.g., a birthday party). 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> <p>Provide the student with visuals or statements that include examples and non-examples of evidence that supports the answer to a question.</p>

# Evidence-Based Practices

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

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## Focus on Oral Language Development to Improve Reading Comprehension

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

### Examples of routines that help build language:

- Intentionally plan conversation throughout the day, such as transition time, greetings, turn and talk, etc.
- Provide time for higher-level thinking by asking good questions. (For example: Why do you think...?, Explain how..., Which is more important?)
- Increase wait time to give students time to think about what they want to say. Set the expectation that other students provide wait time for their peers.
- Extend and clarify student language.
- Purposefully use less frequent vocabulary. For example, say, "What is concerning to the boy?" instead of, "Why is the boy afraid?"
- Read aloud books with interesting words and language structures.
- Use books that contain similar themes or topics to increase background knowledge.

Adapted from Burkins and Yates, 2021

# 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 Burkins and Yates, 2021

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## Worked Example

Educator provides a step-by-step demonstration of how to complete a task or solve a problem during the initial acquisition of a skill.

### 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 Elementary Literacy Program (K-5) 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 Texas Elementary Literacy Program (K-5) Grade 3, Unit 1: <i>The Wind in the Willows</i>	Specially Designed Instruction	Collaboration of Teachers Prior to Lesson
<p><b>Speaking and Listening:</b> Students are introduced to a wide variety of content to increase vocabulary and background knowledge.</p>	<p>Preview vocabulary for the read-aloud.</p> <p>Provide additional vocabulary instruction to help students extend and apply their developing knowledge using the Idioms and Figurative Language document located under additional materials for the unit.</p> <p>Introduce the read-aloud.</p> <p>Read the story aloud. Ask questions as indicated in the Teacher’s Guide.</p> <p>Discuss the read-aloud, and check for understanding.</p>	<p>Discuss the sounds in the vocabulary words, show the word in print, and point out any spellings that are unexpected and any affixes and roots.</p> <p>Discuss the part of speech, use the word in a sentence, and mention other definitions of the word.</p> <p>No adjustments are needed because listening comprehension is not impacted by the learning disability of basic reading skills (dyslexia).</p>	<p>Conference with students prior to the lesson to provide vocabulary instruction.</p>
<p><b>Reading:</b> Students learn and apply comprehension strategies.</p>	<p>Students work with a partner to compare and contrast two characters using a Venn diagram.</p>	<p>Provide students with speech-to-text technology or allow a partner to complete any required writing.</p> <p>Provide students with a word bank.</p>	<p>Load the speech-to-text application on devices.</p> <p>Upload the documents and make sure the speech-to-text application works with the document.</p> <p>Create the word bank.</p>



# Side-by-Side Example

## Standard Unit with Embedded Specially Designed Instruction

Lesson Instruction Overview	General Lesson: Pilot Amplify Texas Elementary Literacy Program (K-5) Grade 3, Unit 1: <i>The Wind in the Willows</i>	Specially Designed Instruction	Collaboration of Teachers Prior to Lesson
<p><b>Foundational Skills:</b> Students review decoding skills and learn new advanced decoding skills.</p>	<p>Review short vowels and the new Code Chart.</p> <p>Play the Baseball Game (decoding multisyllabic words). Two teams compete against each other.</p> <p>Individuals on a team are asked to read a word out loud. When a word is misread, the other team goes “to bat.”</p>	<p>Ensure students have individual Code Charts.</p> <p>Provide students with the words the day before the activity.</p> <p>On the word card, show the word segmented into syllables and blended together.</p>	<p>Listen to students read out loud in a 1:1 setting.</p> <p>Choose the words to model decoding.</p>
<p><b>Reading:</b> Students read text to apply decoding skills and comprehension strategies.</p>	<p>The students will reread a story from second grade. The teacher tells students what to listen for and then calls on one student to read a paragraph out loud as the other students follow along.</p>	<p>Do not require students to read out loud.</p> <p>Review the story with students the day before, and model decoding any difficult words.</p> <p>Indicate how to decode the word on the printed text.</p>	<p>Listen to students read out loud in a 1:1 setting.</p> <p>Choose the words to model decoding.</p>
<p><b>Take-Home:</b> Material Students are encouraged to reread text at home.</p>	<p>The students take the same story read in class home to reread.</p>	<p>Provide speech-to-text software.</p>	<p>Ensure the students have access to text-to-speech software on devices at home.</p>

# Accommodations, Modifications, Differentiation, Language, and Specialization Supports Found Within Amplify Texas Elementary Literacy Program (K-5)

The following tables include specialization supports found within the Amplify Texas Elementary Literacy Program (K-5).

English Language Development	
<ul style="list-style-type: none"> <li>• Embedded <a href="#">English Language Proficiency Standards</a></li> <li>• Visual support image cards</li> <li>• Student grouping suggestions</li> <li>• Print awareness support</li> <li>• Pausing Points for review or enrichment</li> <li>• English development support suggestions included in the lesson sidebar</li> <li>• Adapted texts</li> </ul>	<ul style="list-style-type: none"> <li>• Summaries</li> <li>• Translations</li> <li>• Native language support</li> <li>• Tiered support sidebars (3-5 levels) for scaffolding instruction</li> <li>• Sentence stems and starters</li> <li>• Use of cognates and switching between home language and English</li> <li>• Suggested routines for foundational skills support included in the User Guide</li> </ul>

Differentiation Supports	
<ul style="list-style-type: none"> <li>• Reference the <a href="#">Texas Education Agency Instructional Supports for Students with Disabilities</a></li> <li>• Access to Amplify Reading Texas for individualization</li> <li>• Daily checks for understanding</li> <li>• Daily formative assessments</li> <li>• Progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks for universal access included in lessons</li> <li>• Required prior knowledge is listed in the units (based on the <a href="#">STAAR Alternate 2 Texas Essential Knowledge and Skills Vertical Alignment Documents</a>)</li> </ul>

# Resources

Accommodation Central. ESC, Region 13, n.d. <http://acentral.education/>.

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Jan Miller Burkins, and Kari Yates. 2021. *Shifting the Balance : 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom*. Portsmouth, New Hampshire: Stenhouse Publishers.

Texas Education Agency. 2018. "TEKS Vertical Alignment for STAAR Alternate 2 Reading Language Arts Kindergarten through English II." <https://tea.texas.gov/sites/default/files/RLA%20Vertical%20Alignment%20Final.pdf>.

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Texas Education Agency. 2022. "Texas K-5 Solution (Home Learning)." Amplify. 2022. <https://amplify.com/texas-home-learning/k-5/>.

University of Texas System and Texas Education Agency. 2009. ELPS English Language Proficiency Standards. <https://ipsi.utexas.edu/EST/files/standards/ELPS/ELPS.pdf>.