# Amplify ELA:
# The research behind the approach to differentiation

# Table of contents

The following research, supporting the use of differentiation within Amplify, is organized in several ways.

**Differentiated levels:**

The first section organizes research and rationale within Amplify by differentiated levels. Descriptions are included of specific differentiation strategies within levels.

**Differentiation throughout the curriculum:**

The second section organizes research and rationale within Amplify by each strategy. These strategies are not only included in levels, but often integrated within lessons in the core content.

**Research background is also within this document:**

https://docs.google.com/document/d/1JFJTVplfqY33bfLu27ztKiRAsXVuup_
D7TSXtAIlrog/edit

The basis of Amplify's approach to differentiation is rooted in the work of Carol Tomlinson and the components of differentiation along with Kate Kinsella's access strategies. Within Tomlinson's work, differentiation occurs within Content, Process, Product, and Environment. Kinsella's work focuses on strategies to access general education curricula without adjusting the rigor of the content. Within Amplify's core ELA platform, the goal is to maintain grade-level rigor while focusing on accessibility for students who struggle. For readers below grade-level, Amplify has supplemental materials to assist with remediation work in fluency and reading comprehension.

# Differentiated levels

The first section organizes research and rationale within Amplify by differentiated levels. Descriptions are included of specific differentiation strategies within levels.

## Substantial

Specific for students with special needs or students two years behind in reading

This level of support is designed for students who need significant scaffolding to access complex texts. These students need support in processing one task at a time, visual supports to comprehend text written above their instructional level, word banks for students to gain vocabulary acquisition, graphic organizers to assist in organizing thought processes, and sentence frames to model appropriate sentence syntax and complexity.

## Strategy used: Use simplified, correct language

## Rationale (synthesis of research presented):

Simplified, correct language allows for students to access complex comprehension skills at grade-level while working around fluency issues. Although there is a correlation between fluency and comprehension in the lower grades, in upper grades the correlation diminishes. Although fluency may be an issue, the comprehension may not be (Chen, 2009). For students with special needs, the use of simplified language allows for a scaffold of correct language structure that is often characteristic of different categories of disabilities, while allowing access to more rigorous academic tasks.

For students who are struggling with language acquisition, the simplified correct language provides a model of correct usage while allowing ELL students to work around language acquisition gaps and accessing complex, grade-level skills.

## Special education, ELL, or gifted?

• Special education
• ELL

## Research

### Special education research:

Chen, H.Y. (2009). Online reading comprehension strategies among general and special education elementary and middle school students. Online Submission. Online Submission.

Tomlinson, C. A. (2018). Measuring doesn't come first. Educational Leadership, (5), 90.

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. New England Reading Association Journal, 48(2), 52–58.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

## Strategy used:  Visual supports (comprehension and vocabulary)

## Rationale (synthesis of research presented):

Visual supports provide clarity and engagement, and assist in comprehension.

They also assist in provision of visual representations of abstract concepts and provide a schema for students to organize their ideas and ground concepts in a core idea. Visual supports allow for comprehension of complex ideas while working around fluency deficits in order to allow students to access rigor and challenging academic tasks.

For students with special needs, visual supports provide accessibility for comprehension and serve as a tool to work around fluency issues in order to access a grade-level skill.

For ELL students, visual supports provide accessibility for comprehension when language deficits create fluency concerns.

## Special education, ELL, or gifted?

• Special education
• ELL

## Research

### Special education research:

Mrstik, S. L., Vasquez, E., & Pearl, C. (2018). The effects of mentor instruction on teaching visual supports to novice, special education teachers. International Journal of Instruction, 11(1), 411–424.

Rao, S.M. & Gagle, B. (2006). Learning through seeing and doing: Visual supports for children with autism. Teaching Exceptional Children, 38(6), 26–33.

Hodgdon, M. (1995). Visual supports: Helping your child understand and communicate. Retrieved from: http://www.bbbautism.com/pdf/article_15_visual_supports.pdf

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

Tomlinson, C. A. (2018). Measuring doesn't come first. Educational Leadership, (5), 90.

Tomlinson, C. A. (2015). Teaching for excellence in academically diverse classrooms. Society, (3), 203.

### ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. Michigan Reading Journal, 48(2), 18–26.

Wright, K., Eslami, Z., McTigue, E., & Reynolds, D. (2015). Picture perfect. Science Teacher, 82(4), 41–46.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. New England Reading Association Journal, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

## Strategy used: Provide graphic organizers to complete with an oral reading

## Rationale (synthesis of research presented):

The use of graphic organizers assists students with deficits in language or language acquisition due to a learning disability, and helps them organize undeveloped ideas and thoughts into clear sequential thought processes. They also assist in provision of visual representations of abstract concepts and provide students with a mind map to organize their ideas.

Furthermore, graphic organizers helps students develop a framework for different types of sentences and provide a visual organization system to help students discern the distinctions between sentence types and syntax.

The purpose of graphic organizers is to maintain rigor within a core curriculum while providing a tool for students to use to develop complex schemas and mind maps in order to assist them with grade-level concepts.

For students with disabilities, cognitive deficits often provide barriers to comprehension. Graphic organizers allow students to organize their thoughts and mental schemas to gain access to complex academic tasks.

For ELL students, graphic organizers provide those with language acquisition issues a model of appropriate language sequencing and helps them develop appropriate academic discourse, while also assisting them with code-switching issues.

## Special education, ELL, or gifted?

- Special education
- ELL

## Research

### Special education research:

Ewoldt, K. B., & Morgan, J. J. (2017). Color-coded graphic organizers for teaching writing to students with learning disabilities. Teaching Exceptional Children, 49(3), 175–184.

Singleton, S. M., & Filce, H. G. (2015). Graphic organizers for secondary students with learning disabilities. Teaching Exceptional Children, 48(2), 110–117

Dexter, D.D., & Hughes, C.A. (2011). Graphic organizers and students with learning disabilities: A meta-analysis. Learning Disability Quarterly, (1), 51.

Graham, S. & Harris, K. (2009). Almost 30 years of writing research. Learning Disabilities Research & Practice, 24(2), 58–68.

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. Michigan Reading Journal, 48(2), 18–26.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. New England Reading Association Journal, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

## Strategy used:  Sentence starters

## Rationale (synthesis of research presented):

The use of sentence starters assists students with deficits in language or language acquisition due to a learning disability, and helps them organize undeveloped ideas and thoughts into clear sequential thought processes. Furthermore, sentence starters help students develop a framework for different types of sentences and provide a visual organization system to discern the distinctions between sentence types and syntax.

The purpose of sentence starters and frames is to maintain rigor within a core curriculum while providing a tool for students to use to develop complex schemas in order to assist them with grade-level concepts.

For students with disabilities, cognitive deficits often provide barriers for comprehension. Sentence starters allow students to organize their thoughts and mental schemas to gain access to complex academic tasks, and provide strong modeling of sentence structure.

Sentence starters provide students with language acquisition issues a model of appropriate language sequencing and helps them to develop appropriate academic discourse while assisting them with code-switching issues. Sentence starters also provide a model of correct sentence structures for students struggling with language acquisition.

## Special education, ELL, or gifted?

- Special education
- ELL

## Research

### Special education research:

Pennington, R., Flick, A., & Smith-Wehr, K. (2018). The use of response prompting and frames for teaching sentence writing to students with moderate intellectual disability. Focus on Autism and Other Developmental Disabilities, 33(3), 142–149.

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. Michigan Reading Journal, 48(2), 18–26.

Hutchison, C. S. L. (2018). Sentence frames used as the method of instruction and the achievement of English learners and non-English learners in fourth-grade math. Dissertation Abstracts International Section A: Humanities and Social Sciences. ProQuest Information & Learning.

Donnelly, W.B. & Roe, C.J. (2010). Using sentence frames to develop academic vocabulary for English learners. The Reading Teacher, (2), 131.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:** Word banks (writing)

## Rationale (synthesis of research presented):

Word banks help students with special needs develop vocabulary at a higher level while accessing grade-level complex tasks. Amplify includes word banks to allow students with special needs and ELL students to work at a higher level of rigor within concepts, working around vocabulary acquisition deficits. This strategy allows students who demonstrate significant vocabulary deficits to simultaneously work with more complex vocabulary and work within grade-level content at a higher level of rigor.

For students with special needs, word banks provide vocabulary development while allowing students to focus on complex academic tasks.

For ELL students, word banks provide a tool for vocabulary deficits, a typical characteristic of ELLs. Word banks provide accurate vocabulary to increase vocabulary development, while providing a tool for students to work around these deficits and access grade-level, complex tasks.

## Special education, ELL, or gifted?

- Special education
- ELL

## Research

### Special education research:

Bryant, D.P., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2001). The effects of professional development for middle school general and special education teachers on implementation of reading strategies in inclusive content area classes. Learning Disability Quarterly, (4), 251

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Tissington, L., & LaCour, M. (2010). Strategies and content areas for teaching English language learners. Reading Improvement, 47(3), 166–172.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

# Strategy used: Match illustrations/pictures with words

## Rationale (synthesis of research presented):

Visual supports provide clarity and engagement, and assist in comprehension.

They also assist in provision of visual representations of abstract concepts and provide students with a schema to organize their ideas and ground concepts in a core idea. Visual supports allow for comprehension of complex ideas while working around fluency deficits in order to allow students to access rigor and challenging academic tasks.

Furthermore, the ability for students to identify complex sentence models and comprehend the sentence with a visual support is an important tool to work around fluency deficits while addressing and providing access to the grade-level content.

For students with special needs, visual supports provide accessibility for comprehension and act as tools to work around fluency issues in order to access the grade-level skill.

For ELL students, visual supports provide accessibility for comprehension when language deficits create fluency concerns.

## Special education, ELL, or gifted?

- Special education
- ELL

## Research

### Special education research:

Rao, S.M. & Gagle, B. (2006). Learning through seeing and doing: Visual supports for children with autism. Teaching Exceptional Children, 38(6), 26–33.

Hodgdon, M. (1995). Visual supports: Helping your child understand and communicate. Retrieved from: http://www.bbbautism.com/pdf/article_15_visual_supports.pdf

Bryant, D.P., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2001). The effects of professional development for middle school general and special education teachers on implementation of reading strategies in inclusive content area classes. Learning Disability Quarterly, (4), 251

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Tissington, L., & LaCour, M. (2010). Strategies and content areas for teaching English language learners. Reading Improvement, 47(3), 166–172.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. New England Reading Association Journal, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:** Yes/no questions

## Rationale (synthesis of research presented):

Within Amplify, the provision of yes/no questions is not the end of a task, but rather an embedded support to provide a scaffold for students to reach the end goal of a complex thought or academic task. Simplified yes/no questions are often found within Amplify as a beginning prompt embedded within a strong scaffold of prompts to progress students sequentially within rigor to reach grade-level content. This level of scaffolding provides support for students who struggle with the development of cognitive schemas, in order to help them map their own thought processes while gaining access to more complex processes and academic tasks.

For students with special needs, the provision of yes/no questions is a scaffold to assist students in developing a cognitive schema which often is a challenge with many categories of disabilities.

For ELL students, the provision of yes/no questions allows a scaffold for students to gain comprehension within complex tasks.

## Special education, ELL, or gifted?

• Special education
• ELL

## Research

**Special education research:**

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

**ELL research:**

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

## Strategy used:
One step directions/break writing prompts into smaller chunks (to consider processing one task at a time)

## Rationale (synthesis of research presented):

For students with special needs, the breaking down of tasks is an essential instructional strategy in order to not over-tax short-term memory or processing capacity. Often, students with learning disabilities or cognitive disabilities struggle with processing deficits or short- or long-term memory deficits, and must have instructional assistance in tackling academic tasks one step at a time while potentially still reaching the same level of rigor as their peers. Amplify has provided levels of differentiation to assist in breaking down tasks, while still maintaining grade-level rigor.

For ELL students, the breaking down of tasks is an essential instructional strategy in order to not over-tax short-term memory. Although short-term memory is often not an issue for students with language acquisition concerns, one must discern the level of tasks being asked of a student while they're also trying to learn vocabulary, syntax, forms of expression, and sentence word order, coupled with the academic task at hand.

## Special education, ELL, or gifted?

- Special education
- ELL

## Research

### Special education research:

Bryant, D.P., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2001). The effects of professional development for middle school general and special education teachers on implementation of reading strategies in inclusive content area classes. Learning Disability Quarterly, (4), 251

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. Online Submission. Online Submission.

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Campbell, Y. C., & Filimon, C. (2018). Supporting the argumentative writing of students in linguistically diverse classrooms: An action research study. Research in Middle Level Education Online, 41(1), 1–10.

Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. Journal of Reading Education, 32(2), 18–25.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:**  Reduced text or quotes from text

## Rationale (synthesis of research presented):

Reduced text allows students to access complex comprehension skills at grade-level while working around fluency issues. Although there is a correlation between fluency and comprehension in the lower grades, in upper grades the correlation diminishes. Although fluency may be an issue, the comprehension may not be (Chen, 2009). For students who are struggling with fluency, the usage of reduced text or quotes allows students to access smaller fluency passages in order to grapple with complex grade-level tasks while working around language acquisition gaps.

For students with special needs, fluency is consistently a challenge for many categories of disability. To allow students with special needs to access complex grade-level texts, the provision of reduced text or specific quotes is a tool to work around fluency challenges and focus on grade-level comprehension.

For ELL students, fluency is a challenge due to language acquisition issues and a deficit in comprehension of complex sentence structures. The provision of reduced text and/or quotes from the text minimizes the struggle of fluency and allows ELL students to access complex grade-level tasks.

## Special education, ELL, or gifted?

• Special education
• ELL

## Research

### Special education research:

Mitchell, D. R. (2008). **What really works in special and inclusive education: Using evidence-based teaching strategies**. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. **Online Submission**. Online Submission.

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. **Illinois Reading Council Journal, 38**(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

# ELL (Dev)

Specific for ELLs WIDA Developing Level 2–3

This level of support is designed for students who need significant scaffolding to read complex texts. These students need significant support with vocabulary acquisition, visual cues for understanding grade-level vocabulary, word banks of grade-level vocabulary, and sentence frames to model appropriate grade-level sentence syntax and complexity.

## Strategy used:
Visual supports (comprehension and vocabulary)

## Rationale (synthesis of research presented):

Visual supports provide clarity and engagement, and assist in comprehension.

They also assist in provision of visual representations of abstract concepts and provide students with a schema to organize their ideas and ground concepts in a core idea.

For ELL students, visual supports provide accessibility for comprehension when language deficits create fluency concerns.

## Special education, ELL, or gifted?

• ELL

## Research

**ELL research:**

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. Michigan Reading Journal, 48(2), 18–26.

Wright, K., Eslami, Z., McTigue, E., & Reynolds, D. (2015). Picture perfect. Science Teacher, 82(4), 41–46.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. New England Reading Association Journal, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:**  Use simplified, correct language

## Rationale (synthesis of research presented):

Simplified, correct language allows for students to access complex comprehension skills at grade-level while working around fluency issues. Although there is a correlation between fluency and comprehension in the lower grades, in upper grades the correlation diminishes. Although fluency may be an issue, the comprehension may not be (Chen, 2009). For students who are struggling with language acquisition, the simplified correct language provides a model of correct usage while allowing ELL students to work around language acquisition gaps and access complex grade-level skills.

## Special education, ELL, or gifted?

• ELL

## Research

**ELL research:**

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. New England Reading Association Journal, 48(2), 52–58.

Brandes, D. R., & McMaster, K. L. (2017). A review of morphological analysis strategies on vocabulary outcomes with ELLs. Insights into Learning Disabilities, 14(1), 53–72.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:** Think-alouds to model process and language

## Rationale (synthesis of research presented):

Think-alouds are used throughout Amplify to provide a model for students to build schemas around complex tasks. For ELL students, the provision of a think-aloud allows students to model their own thinking within new language and to build the skills of code switching appropriately while completing complex, grade-level tasks.

## Special education, ELL, or gifted?

—

## Research

### ELL research:

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Brandes, D. R., & McMaster, K. L. (2017). A review of morphological analysis strategies on vocabulary outcomes with ELLs. Insights into Learning Disabilities, 14(1), 53–72.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:**  Provide graphic organizers to complete with an oral reading

## Rationale (synthesis of research presented):

The use of graphic organizers assists students with deficits in language or language acquisition due to a learning disability, and helps them organize undeveloped ideas and thoughts into clear sequential thought processes. They also assist in provision of visual representations of abstract concepts and provide students with a mind map to organize their ideas.

Furthermore, graphic organizers help students to develop a framework for different types of sentences and provides a visual organization system to discern the distinctions between sentence types and syntax.

The purpose of graphic organizers is to maintain rigor within a core curriculum while providing a tool for students to use to develop complex schemas and mind maps in order to help them understand grade-level concepts.

## Special education, ELL, or gifted?

—

## Research

**ELL research:**

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. Michigan Reading Journal, 48(2), 18–26.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. New England Reading Association Journal, 48(2), 52–58.

Brandes, D. R., & McMaster, K. L. (2017). A review of morphological analysis strategies on vocabulary outcomes with ELLs. Insights into Learning Disabilities, 14(1), 53–72.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:**  Word or phrase banks (Writing and Speaking)

## Rationale (synthesis of research presented):

Word banks assist students with special needs to develop vocabulary at a higher level while accessing grade-level complex tasks. Amplify includes word banks to allow ELL students to work at a higher level of rigor in order to work around vocabulary acquisition deficits. This strategy allows students who demonstrate significant vocabulary deficits to simultaneously work with more complex vocabulary and work within grade-level content at a higher level of rigor.

## Special education, ELL, or gifted?

- ELL

## Research

**ELL research:**

Tissington, L., & LaCour, M. (2010). Strategies and content areas for teaching English language learners. Reading Improvement, 47(3), 166–172.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

# Strategy used: Match illustrations/pictures with words

## Rationale (synthesis of research presented):

Visual supports provide clarity and engagement, and assist in comprehension.

They also assist in provision of visual representations of abstract concepts and provide students with a schema to organize their ideas and ground concepts in a core idea. Visual supports allow for comprehension of complex ideas while working around fluency deficits in order to allow students to access rigor and challenging academic tasks.

Furthermore, the ability for students to identify complex sentence models and comprehend the sentence with a visual support is an important tool to work around fluency deficits while addressing and providing access to the grade-level content.

For ELL students, visual supports provide accessibility for comprehension when language deficits create fluency concerns.

## Special education, ELL, or gifted?

• ELL

## Research

**ELL research:**

Tissington, L., & LaCour, M. (2010). Strategies and content areas for teaching English language learners. Reading Improvement, 47(3), 166–172.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. New England Reading Association Journal, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:**  Yes/no questions

## Rationale (synthesis of research presented):

Within Amplify, the provision of yes/no questions is not the end of a task, but rather an embedded support to provide a scaffold for students to reach the end goal of a complex thought or academic task. Simplified yes/no questions are often found within Amplify as a beginning prompt embedded within a strong scaffold of prompts to progress students sequentially within rigor to reach grade-level content. This level of scaffolding provides support for students who struggle with the development of cognitive schemas, in order to help them map their own thought processes while gaining access to more complex processes and academic tasks.

For ELL students, the provision of yes/no questions allows a scaffold for students to gain comprehension within complex tasks.

## Special education, ELL, or gifted?

• ELL

## Research

**ELL research:**

Brandes, D. R., & McMaster, K. L. (2017). A review of morphological analysis strategies on vocabulary outcomes with ELLs. Insights into Learning Disabilities, 14(1), 53–72.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:** Simple wh- questions

## Rationale (synthesis of research presented):

Within Amplify, the provision of wh- questions is not the end of a task, but rather an embedded support to provide a scaffold for students to reach the end goal of a complex thought or academic task. Simplified wh- questions are often found within Amplify as a beginning prompt embedded within a strong scaffold of prompts to progress students sequentially within rigor to reach grade-level content. This level of scaffolding provides support for students who struggle with the development of cognitive schemas, in order to help them map their own thought processes while gaining access to more complex processes and academic tasks.

## Special education, ELL, or gifted?

—

## Research

**ELL research:**

Brandes, D. R., & McMaster, K. L. (2017). A review of morphological analysis strategies on vocabulary outcomes with ELLs. *Insights into Learning Disabilities,* 14(1), 53–72.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

## Strategy used:  Provide sentence examples & models

## Rationale (synthesis of research presented):

The use of sentence starters assists students with deficits in language due to language acquisition in developing organization for undeveloped ideas and thoughts into a clear sequential thought process. Furthermore, sentence starters help students to develop a framework for different types of sentences and provides a visual organization system to discern the distinctions between sentence types and syntax.

The purpose of sentence starters and frames is to maintain rigor within a core curriculum while providing a tool for students to use to develop complex schemas in order to help them understand grade-level concepts.

Furthermore, the ability for students to identify complex sentence models and model their own writing after them is an important tool to work around writing composition deficits while addressing and providing access to the grade-level content.

## Special education, ELL, or gifted?

—

## Research

### ELL research:

Brandes, D. R., & McMaster, K. L. (2017). A review of morphological analysis strategies on vocabulary outcomes with ELLs. Insights into Learning Disabilities, 14(1), 53–72.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:** Sentence starters

## Rationale (synthesis of research presented):

The use of sentence starters assists students with deficits in language due to language acquisition in developing organization for undeveloped ideas and thoughts into a clear sequential thought process. Furthermore, sentence starters help students to develop a framework for different types of sentences and provides a visual organization and system to discern the distinctions between sentence types and syntax.

The purpose of sentence starters and frames is to maintain rigor within a core curriculum while providing a tool for students to use to develop complex schemas in order to help them understand grade-level concepts.

## Special education, ELL, or gifted?

—

## Research

**ELL research:**

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. Michigan Reading Journal, 48(2), 18–26.

Hutchison, C. S. L. (2018). Sentence frames used as the method of instruction and the achievement of English learners and non-English learners in fourth-grade math. Dissertation Abstracts International Section A: Humanities and Social Sciences. ProQuest Information & Learning.

Donnelly, W.B. & Roe, C.J. (2010). Using sentence frames to develop academic vocabulary for English learners. The Reading Teacher, (2), 131.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:** More partner work

## Rationale (synthesis of research presented):

There is ample research supporting the inclusion of verbal instruction in the ELL classroom, combined with the provision of practice with verbal sentence structures. Amplify embeds many verbal experiences throughout lessons to increase ELLs' ability to acquire language while also grappling with complex academic tasks.

## Special education, ELL, or gifted?

—

## Research

### ELL research:

Brandes, D. R., & McMaster, K. L. (2017). A review of morphological analysis strategies on vocabulary outcomes with ELLs. Insights into Learning Disabilities, **14**(1), 53–72.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, **38**(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:** One-step directions/break writing prompts into smaller chunks

## Rationale (synthesis of research presented):

For ELL students, the breaking down of tasks is an essential instructional strategy in order to not over-tax short-term memory. Although short-term memory is often not an issue for students with language acquisition concerns, one must discern the level of tasks being asked of a student while they're also trying to learn vocabulary, syntax, forms of expression, and sentence word order, coupled with the academic task at hand.

## Special education, ELL, or gifted?

• ELL

## Research

**ELL research:**

Campbell, Y. C., & Filimon, C. (2018). Supporting the argumentative writing of students in linguistically diverse classrooms: An action research study. **Research in Middle Level Education Online,** 41(1), 1–10.

Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. **Journal of Reading Education,** 32(2), 18–25.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

## Strategy used:  Reduced text or quotes from text

## Rationale (synthesis of research presented):

Reduced text allows for students to access complex comprehension skills at grade-level while working around fluency issues. Although there is a correlation between fluency and comprehension in the lower grades, in upper grades the correlation diminishes. Although fluency may be an issue, the comprehension may not be (Chen, 2009). For students who are struggling with fluency, the usage of reduced text or quotes allows students to access smaller fluency passages in order to grapple with complex grade-level tasks while working around language acquisition gaps.

For ELL students, fluency is a challenge due to language acquisition issues and a deficit in comprehension of complex sentence structures. The provision of reduced text and/or quotes from the text, minimizes the struggle of fluency and allows ELL students to access complex grade-level tasks.

## Special education, ELL, or gifted?

• ELL

## Research

**ELL research:**

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

# Moderate

Supports for ELL at the Expanding Level (WIDA Level 4–5) Moderate supports for special education and below-grade-level readers

This level of support is designed for students who need clear and regular supports to work with the vocabulary, language, and syntax in complex texts.

These students may struggle with composing complex sentences, vocabulary acquisition, and grammar conventions.

# Strategy used:  Visual supports (comprehension and vocabulary)

## Rationale (synthesis of research presented):

Visual supports provide clarity and engagement, and assist in comprehension.

They also assist in provision of visual representations of abstract concepts and provide students with a schema to organize their ideas and ground concepts in a core idea.

For students with special needs, visual supports provide accessibility for comprehension and serve as tools to help students work around fluency issues in order to access the grade-level skill.

For ELL students, visual supports provide accessibility for comprehension when language deficits create fluency concerns.

## Special education, ELL, or gifted?

• Special education
• ELL

## Research

### Special education research:

Mrstik, S. L., Vasquez, E., & Pearl, C. (2018). The effects of mentor instruction on teaching visual supports to novice, special education teachers. International Journal of Instruction, 11(1), 411–424.

Rao, S.M. & Gagle, B. (2006). Learning through seeing and doing: Visual supports for children with autism. Teaching Exceptional Children, 38(6), 26–33.

Hodgdon, M. (1995). Visual supports: Helping your child understand and communicate. Retrieved from: http://www.bbbautism.com/pdf/article_15_visual_supports.pdf

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

Tomlinson, C. A. (2018). Measuring doesn't come first. Educational Leadership, (5), 90. Retrieved from https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.527623181&site=eds-live&scope=site

### ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. Michigan Reading Journal, 48(2), 18–26.

Wright, K., Eslami, Z., McTigue, E., & Reynolds, D. (2015). Picture perfect. Science Teacher, 82(4), 41–46.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. New England Reading Association Journal, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:** Use increasingly complex language, paraphrasing as needed

## Rationale (synthesis of research presented):

For students with disabilities, often cognitive deficits provide barriers for comprehension. Sentence models and an increase in complex language allow students to organize their thoughts and mental schemas to gain access to complex academic tasks along with provision of strong modeling of sentence structure.

For ELL students, the use of increasingly complex language assists with language acquisition issues and provides a model of appropriate language sequencing, helping students develop appropriate academic discourse while assisting them with code-switching issues. The use of increasingly complex language also provides students with a model of correct sentence structures for those struggling with language acquisition.

## Special education, ELL, or gifted?

—

## Research

### Special education research:

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. **Online Submission**. Online Submission.

Tomlinson, C. A. (2018). Measuring doesn't come first. **Educational Leadership**, (5), 90.

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:** Think-alouds to model process and language

## Rationale (synthesis of research presented):

Think-alouds are used throughout Amplify to provide a model for students to build schemas around complex tasks. For students with special needs, the cognitive deficits that are characteristic of many categories of disabilities stand in the way of accessing grade-level content. The inclusion of think-alouds allows students with cognitive deficits to build complex schemas to provide a model and scaffolding to reach the rigor of grade-level content.

The provision of a think-aloud allows ELL students to model their own thinking within new language and to build the skills of code switching appropriately while reaching complex, grade-level tasks.

## Special education, ELL, or gifted?

—

## Research

### Special education research:

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:** Graphic organizers to complete with an oral reading

## Rationale (synthesis of research presented):

The use of graphic organizers assists students with deficits in language or language acquisition due to a learning disability, and helps them organize undeveloped ideas and thoughts into clear sequential thought processes. They also assist in provision of visual representations of abstract concepts and provide students with a mind map to organize their ideas.

Furthermore, graphic organizers help students to develop a framework for different types of sentences and provide them with a visual organization system to discern the distinctions between sentence types and syntax.

The purpose of graphic organizers is to maintain rigor within a core curriculum while providing a tool for students to use to develop complex schemas and mind maps in order to help them understand grade-level concepts.

For students with disabilities, often cognitive deficits provide barriers for comprehension. Graphic organizers allow students to organize their thoughts and mental schemas to gain access to complex academic tasks.

Graphic organizers assist ELL students with language acquisition issues by providing a model of appropriate language sequencing and academic discourse, while also assisting them with code-switching issues.

## Special education, ELL, or gifted?

—

## Research

### Special education research:

Ewoldt, K. B., & Morgan, J. J. (2017). Color-coded graphic organizers for teaching writing to students with learning disabilities. Teaching Exceptional Children, 49(3), 175–184.

Singleton, S. M., & Filce, H. G. (2015). Graphic organizers for secondary students with learning disabilities. Teaching Exceptional Children, 48(2), 110–117

Douglas D. Dexter, & Charles A. Hughes. (2011). Graphic organizers and students with learning disabilities: A meta-analysis. Learning Disability Quarterly, (1), 51.

Graham, S. & Harris, K. (2009). Almost 30 years of writing research. Learning Disabilities Research & Practice, 24(2), 58–68.

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. Michigan Reading Journal, 48(2), 18–26.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. New England Reading Association Journal, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:**  Guiding questions to help organize writing

## Rationale (synthesis of research presented):

Guiding questions are used throughout Amplify to provide a model for students to build schemas around complex tasks.

For students with special needs, the cognitive deficits that are characteristic of many categories of disabilities stand in the way of accessing grade-level content. The inclusion of guiding questions allows students with cognitive deficits to build complex schemas to provide a model and scaffolding to reach the rigor of grade-level content.

For ELL students, the provision of guiding questions allows them to model their own thinking within new language and to build the skills of code switching appropriately while reaching complex, grade-level tasks. It further provides models of correct sentence structure while minimize the cognitive load so students can focus on the complex academic tasks.

## Special education, ELL, or gifted?

—

## Research

**Special education research:**

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

**ELL research:**

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:** Word/phrase banks

## Rationale (synthesis of research presented):

Word banks help students with special needs to develop vocabulary at a higher level while accessing grade-level complex tasks. Amplify includes word banks to allow students with special needs and ELL students to work at a higher level of rigor within concepts to work around vocabulary acquisition deficits. This strategy allows students who demonstrate significant vocabulary deficits to simultaneously work with more complex vocabulary and work within grade-level content at a higher level of rigor.

For students with special needs, word banks provide vocabulary development while allowing them to focus on complex academic tasks.

For ELL students, word banks provide a tool for vocabulary deficits (a typical characteristic in ELLs). The use of a word bank provides accurate vocabulary to increase vocabulary development, and serves as a tool for students to work around these deficits and access grade-level, complex tasks.

## Special education, ELL, or gifted?

• Special education
• ELL

## Research

### Special education research:

Bryant, D.P., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2001). The effects of professional development for middle school general and special education teachers on implementation of reading strategies in inclusive content area classes. Learning Disability Quarterly, (4), 251

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Tissington, L., & LaCour, M. (2010). Strategies and content areas for teaching English language learners. Reading Improvement, 47(3), 166–172.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

## Strategy used:  Match illustrations to phrases/sentences

## Rationale (synthesis of research presented):

Visual supports provide clarity and engagement, and assist in comprehension.

They also assist in provision of visual representations of abstract concepts and provide students with a schema to organize their ideas and ground concepts in a core idea. Visual supports allow for comprehension of complex ideas while working around fluency deficits in order to allow students to access rigor and challenging academic tasks.

Furthermore, the ability for students to identify complex sentence models and comprehend the sentence with a visual support is an important tool to work around fluency deficits while addressing and providing access to the grade-level content.

For students with special needs, visual supports provide accessibility for comprehension and serve as tools to work around fluency issues in order to access the grade-level skill.

For ELL students, visual supports provide accessibility for comprehension when language deficits create fluency concerns.

## Special education, ELL, or gifted?

• Special education
• ELL

## Research

### Special education research:

Rao, S.M. & Gagle, B. (2006). Learning through seeing and doing: Visual supports for children with autism. Teaching Exceptional Children, 38(6), 26–33.

Hodgdon, M. (1995). Visual supports: Helping your child understand and communicate. Retrieved from: http://www.bbbautism.com/pdf/article_15_visual_supports.pdf

Bryant, D.P., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2001). The effects of professional development for middle school general and special education teachers on implementation of reading strategies in inclusive content area classes. Learning Disability Quarterly, (4), 251

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Tissington, L., & LaCour, M. (2010). Strategies and content areas for teaching English language learners. Reading Improvement, 47(3), 166–172.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. New England Reading Association Journal, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:** Wh- questions

## Rationale (synthesis of research presented):

Within Amplify, the provision of wh- questions is not the end of a task, but rather an embedded support to provide a scaffold for students to reach the end goal of a complex thought or academic task. Simplified wh- questions are often found within Amplify as a beginning prompt embedded within a strong scaffold of prompts to progress students sequentially within rigor to reach grade-level content. This level of scaffolding helps students who struggle with developing cognitive schemas to map their own thought processes while gaining access to more complex thought processes and academic tasks.

## Special education, ELL, or gifted?

—

## Research

**ELL research:**

Brandes, D. R., & McMaster, K. L. (2017). A review of morphological analysis strategies on vocabulary outcomes with ELLs. Insights into Learning Disabilities, 14(1), 53–72.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:**  Short sentence models

## Rationale (synthesis of research presented):

The use of sentence models assists students with deficits in language or language acquisition due to a learning disability, and helps them organize undeveloped ideas and thoughts into clear sequential thought processes. Furthermore, sentence starters help students to develop a framework for different types of sentences and provide a visual organization system to discern the distinctions between sentence types and syntax.

The purpose of sentence starters and frames is to maintain rigor within a core curriculum while providing a tool for students to use to develop complex schemas in order to help them understand grade-level concepts.

For students with disabilities, often cognitive deficits provide barriers for comprehension. Sentence models allow students to organize their thoughts and mental schemas to gain access to complex academic tasks.

For ELL students, sentence models assist students with language acquisition issues by providing a model of appropriate language sequencing to help them develop appropriate academic discourse while assisting students in code-switching issues. Sentence models also provide a model of correct sentence structures for students struggling with language acquisition.

## Special education, ELL, or gifted?

—

## Research

### Special education research:

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. Online Submission. Online Submission.

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. Michigan Reading Journal, 48(2), 18–26.

Hutchison, C. S. L. (2018). Sentence frames used as the method of instruction and the achievement of English learners and non-English learners in fourth-grade math. Dissertation Abstracts International Section A: Humanities and Social Sciences. ProQuest Information & Learning.

Donnelly, W.B. & Roe, C.J. (2010). Using sentence frames to develop academic vocabulary for English learners. The Reading Teacher, (2), 131.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

## Strategy used:
Sentence starters and frames for high-quality academic discourse ("As a result of the interaction between _____ and _____, . . . ")

## Rationale (synthesis of research presented):

The use of sentence starters assists students with deficits in language or language acquisition due to a learning disability, and helps them organize undeveloped ideas and thoughts into clear sequential thought processes. Furthermore, sentence starters help students to develop a framework for different types of sentences and provide a visual organization system to discern the distinctions between sentence types and syntax.

The purpose of sentence starters and frames is to maintain rigor within a core curriculum while providing a tool for students to use to develop complex schemas in order to help them understand grade-level concepts.

Within the moderate level, Amplify increasingly models sentence starters with more complex sentence structure to embed scaffolding of complexity.

For students with disabilities, often cognitive deficits provide barriers for comprehension. Sentence starters allow students to organize their thoughts and mental schemas to gain access to complex academic tasks, and also provide strong modeling of sentence structure.

Sentence starters assist ELL students with language acquisition issues by providing a model of appropriate language sequencing to help them develop appropriate academic discourse, while also assisting them with code-switching issues. Sentence starters also provide a model of correct sentence structures for students struggling with language acquisition.

## Special education, ELL, or gifted?

• Special

## Research

### Special education research:

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. Online Submission. Online Submission.

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. Michigan Reading Journal, 48(2), 18–26.

Hutchison, C. S. L. (2018). Sentence frames used as the method of instruction and the achievement of English learners and non-English learners in fourth-grade math. Dissertation Abstracts International Section A: Humanities and Social Sciences. ProQuest Information & Learning.

Donnelly, W.B. & Roe, C.J. (2010). Using sentence frames to develop academic vocabulary for English learners. The Reading Teacher, (2), 131.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

## Strategy used:  More partner work

## Rationale (synthesis of research presented):

For students with special needs, the characteristics of many categories of disabilities include the necessity to address social skills along with the ability to master academic discourse. The increase and inclusion of multiple opportunities within Amplify for partner and group provide ways for students to increase social skills as addressed within many IEPs, as do the academic discourse models provided by their peers and the multiple opportunities students have to practice their own verbal academic discourse.

There is ample research supporting the inclusion of verbal instruction in the ELL classroom, combined with the provision of practice with verbal sentence structures. Amplify embeds many verbal experiences throughout lessons to increase ELLs' ability to acquire language while also grappling with complex academic tasks.

## Special education, ELL, or gifted?

• Special

## Research

### Special education research:

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. Online Submission. Online Submission.

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Strategy used:** Reduced text

## Rationale (synthesis of research presented):

Reduced text allows for students to access complex comprehension skills at grade-level while working around fluency issues. Although there is a correlation between fluency and comprehension in the lower grades, in upper grades the correlation diminishes. Although fluency may be an issue, the comprehension may not be (Chen, 2009). For students who are struggling with fluency, the usage of reduced text or quotes allows students to access smaller fluency passages in order to grapple with complex grade-level tasks while working around language acquisition gaps.

For students with special needs, fluency is consistently a challenge for many categories of disability. To allow students with special needs to access complex grade-level texts, the provision of reduced text or specific quotes provides a tool to work around fluency challenges and focus on grade-level comprehension.

For ELL students, fluency is a challenge due to language acquisition issues and a deficit in complex sentence structures. The provision of reduced text and/or quotes from the text, minimizes the struggle of fluency and allows ELL students to access complex grade-level tasks.

## Special education, ELL, or gifted?

- Special education
- ELL

## Research

### Special education research:

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. Online Submission. Online Submission.

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

# Light

Supports for ELLs at the Bridging level (WIDA Level 6) Light support for students slightly below grade-level in reading.

This level is designed for students who are approaching grade-level reading and writing. They are often able to work independently with the vocabulary, language, and syntax in complex texts, but may struggle with sophisticated vocabulary, nuances of language, or organizing their writing either sequentially or in a logical manner.

**Strategy used:** Visual support for sophisticated vocabulary

## Rationale (synthesis of research presented):

Visual supports provide clarity and engagement, and assist in comprehension.

They also assist in provision of visual representations of abstract concepts and provide students with a schema to organize their ideas and ground concepts in a core idea.

For students with special needs, visual supports provide accessibility for comprehension and serve as a tool to work around fluency issues in order to access the grade-level skill.

For ELL students, visual supports provide accessibility for comprehension when language deficits create fluency concerns.

## Special education, ELL, or gifted?

- Special education
- ELL

## Research

### Special education research:

Mrstik, S. L., Vasquez, E., & Pearl, C. (2018). The effects of mentor instruction on teaching visual supports to novice, special education teachers. International Journal of Instruction, 11(1), 411–424.

Rao, S.M. & Gagle, B. (2006). Learning through seeing and doing: Visual supports for children with autism. Teaching Exceptional Children, 38(6), 26–33.

Hodgdon, M. (1995). Visual supports: Helping your child understand and communicate. Retrieved from: http://www.bbbautism.com/pdf/article_15_visual_supports.pdf

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. Michigan Reading Journal, 48(2), 18–26.

Wright, K., Eslami, Z., McTigue, E., & Reynolds, D. (2015). Picture perfect. Science Teacher, 82(4), 41–46.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. New England Reading Association Journal, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

## Strategy used:
Sentence starters and frames for high-quality academic discourse ("When I _____ I always have fun because _____.") —Speaking

("In accordance with our hypothesis, . . . ") —Writing

## Rationale (synthesis of research presented):

The use of sentence starters assists students with deficits in language or language acquisition due to a learning disability, and helps them organize undeveloped ideas and thoughts into clear sequential thought processes. Furthermore, sentence starters help students to develop a framework for different types of sentences and provide a visual organization system to discern the distinctions between sentence types and syntax.

The purpose of sentence starters and frames is to maintain rigor within a core curriculum while providing a tool for students to use to develop complex schemas in order to help them understand grade-level concepts.

Within the light level, Amplify increasingly models sentence starters with more complex sentence structure to embed scaffolding of complexity.

For students with disabilities, often cognitive deficits provide barriers for comprehension. Sentence starters allow students to organize their thoughts and mental schemas to gain access to complex academic tasks along.

Sentence starters assist ELL students with language acquisition issues by providing a model of appropriate language sequencing to help them develop appropriate academic discourse, while also assisting them with code-switching issues. Sentence starters also provide a model of correct sentence structures for students struggling with language acquisition.

## Special education, ELL, or gifted?
—

## Research

### Special education research:

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. Online Submission. Online Submission.

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. Michigan Reading Journal, 48(2), 18–26.

Wright, K., Eslami, Z., McTigue, E., & Reynolds, D. (2015). Picture perfect. Science Teacher, 82(4), 41–46.

Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading comprehension. New England Reading Association Journal, 48(2), 52–58.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

# Differentiation throughout the curriculum

The second section organizes research and rationale within Amplify by each strategy. These strategies are not only included in levels, but often integrated within lessons in the core content.

## ELL:

**Background:**

Over the past decade, the number of English language learners (ELLs) has grown significantly across the United States. Roughly 10% of students across the country are identified as ELLs. Regardless of their level of English language proficiency, these students are exposed to, and expected to succeed in, Common Core-aligned instruction. ELLs face major challenges as they work to acquire conversational skills and the academic language necessary to learn content in English. To ensure ELLs achieve academic success, Amplify ELA incorporates differentiated access strategies, which guide the teacher to adjust instruction so that ELLs may access content at the same pace as their English-proficient classmates. The goal of differentiated instruction is to present the same content in different ways and at different language levels, while maintaining academic rigor and high cognitive demand. Differentiated access strategies scaffold the language demands of learning by modifying either the process (how content is being learned) or the product (how students show what they have learned), while keeping the content and goals of the learning the same. Amplify encourages teachers to use a wide variety of differentiation strategies to ensure ELLs' success. Amplify focuses on four high-leverage strategies:

- Differentiated access strategy 1: Modified prompts
- Differentiated access strategy 2: Language production supports
- Differentiated access strategy 3: Reduced text-processing demands
- Differentiated access strategy 4: Alternative vocabulary exercises

Amplify's differentiated access strategies reduce linguistic barriers to mastering the core ELA lessons, and are woven into the curriculum, making them easy to implement according to ELLs' individual needs. They are marked explicitly with a + sign on the activity icon for student-facing material or "ELL Tip" for teacher-facing material, alerting teachers to moments when ELLs may need something different in order for them to reach the same learning objectives as their English-proficient peers.

**Differentiated access strategy 1: Modified prompts**

Teachers adjust the wording of questions and writing assignments to ensure they are comprehensible to ELLs. ELLs are capable of meeting the same academic challenges as their English-proficient peers. However, complex language can impede ELLs'

ability to understand what is asked of them. The goal of this strategy is to keep cognitive demand high while reducing linguistic barriers to comprehension: ELLs do complex, challenging work, but explanations of what to do are stated in more transparent language.

**Differentiated access strategy 2: Language production supports**

Teachers provide sentence starters and word banks to enable ELLs to produce linguistically complex writing and speech.

All people can comprehend more language than they can produce. Even adults know what it's like to understand a word that they have never used themselves, or to be unable to imitate an accent that they can perfectly comprehend. ELLs are no different: they may understand very well what is asked of them but be unsure of how to convey their understanding. Word banks and sentence starters help eliminate linguistic barriers to ELLs showing what they know. Students can use these linguistic scaffolds to produce writing and speech beyond what they could have done independently, giving the teacher a better sense of where their true understanding is.

**Differentiated access strategy 3: Reduced text-processing demands**

Teachers (1) highlight portions of text for ELLs to focus in on, and (2) pre-select key vocabulary for ELLs to look for.

Reducing text-processing demands makes content accessible to ELLs. Often, ELLs are confronted with material that is beyond their independent reading levels and must use it to answer a question or study an idea. If they must wade through an entire text word by word, they may become exhausted and discouraged, and could miss the most important parts of the passage entirely. By reducing the amount of text, providing basic definitions of unknown words, or highlighting a certain area of text to focus in on, teachers ensure that ELLs have less language to decipher and can attend to the content. These practices reduce unnecessary complexity, but still require ELLs to engage with challenging concepts and skills appropriate to their grade-level.

**Differentiated access strategy 4: Alternative vocabulary exercises**

Teachers ensure their ELLs complete daily vocabulary practice targeted to their level of English proficiency. More advanced ELLs may do the mainstream vocabulary work; ELLs with less English knowledge may use the Word Match vocabulary game.

While all students in Amplify classrooms work on vocabulary every day, the core ELA lessons also include alternative vocabulary work specifically for ELLs. Like the mainstream vocabulary words, the words chosen for ELLs to study are essential to understanding the passage and will appear in many texts students encounter in the future, but are likely to already be familiar to non-ELLs and unfamiliar to ELLs.

# Special education:

### Definitions:

High Leverage Practices: Defined by the Council for Exceptional Children (CEC, 2016) these practices are the characteristics embodied by effective special education teachers.

High Leverage Strategies: Strategies defined within the High Leverage Practices of instructional strategies special education teachers implement within the classroom to assist students with special needs.

### Background:

With approximately 13% of the student population across the country identified for special education services, the need for additional supports within curricula is more critical than ever. Students with special needs—as a result of No Child Left Behind (2001), IDEA (2004) and the National Office of Special Education (OSEP) increasing accountability through Results Driven Accountability (RDA)—are held to the grade-level standards of their non-disabled peers. Furthermore, IDEA (2006) mandates IEP goals should address current levels of student performance and access to the general education standards. This is indicative of a strong understanding of gauging growth for students with special needs across grade levels. As a result, curriculum development and instruction has become much more complex. Furthermore, with more students with special needs being included within general education, the provision of increased access is aligned with mandated legislation, however, the inclusion of these students doesn't guarantee access without a teacher including instructional strategies to assist this access for students with special needs (King-Sears, M. E. 2008). High leverage practices for teachers indicate what skills are necessary for teachers to embody to increase student achievement. Amplify focuses on differentiation within curriculum to assist teachers in accommodating grade-level curriculum to allow for access to grade-level content, assessment strategies including formative and summative to gauge growth toward the grade-level standards, and strategies to overcome fluency issues while maintaining rigor of grade-level comprehension. Amplify focuses on several high leverage strategies within instruction as developed by the Council for Exceptional Children (CEC, 2016):

• High leverage strategy #1: Accommodating grade-level curricula

• High leverage strategy #2: Assessment strategies—formative and summative

• High leverage strategy #3: Overcoming fluency challenges

• High leverage strategy #4: Accessibility within technology for visual processing

# High Leverage Strategy #1:
# Accommodating grade-level curriculum

**Used within which level?** ALL and core lessons

**Strategy used:** Focus standards

## Rationale (synthesis of research presented):

Per CEC and the identification of High Leverage Practices evident in effective special education instruction, the ability for a teacher to identify prioritized standards and skills is critical to meeting the needs of students with special needs. Amplify assists in this process by identifying focus standards for each lesson.

As indicated consistently across research within the field of special education, the shift from skill-based instruction to rich, educational experiences that reach for grade level is essential to gain student growth (Tomlinson, 2018). In the upper grades, it is essential for students with special needs to be accessing grade-level curriculum, especially considering the correlation between fluency and comprehension is diminished (Chen, 2009).

For students with special needs, the ability for the special education teacher to align instruction to a focus standard allows for the vertical articulation across grade levels to be measured accurately for growth in relationship to IEP goals.

For ELL students, the ability to focus on a rigorous grade-level standard, while providing tools to work around language acquisitional gaps is critical to gain growth in ELL development.

## Special education, ELL, or gifted?

- Special education

## Research

### Special education research:

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., . . . Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. © 2017 CEC & CEEDAR https://highleveragepractices.org/wp-content/uploads/2017/04/Instructionshort1.pdf

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

Tomlinson, C. A. (2018). Measuring doesn't come first. *Educational Leadership*, (5), 90. Retrieved from https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.527623181&site=eds-live&scope=site

### ELL research:

Campbell, Y. C., & Filimon, C. (2018). Supporting the argumentative writing of students in linguistically diverse classrooms: An action research study. *Research in Middle Level Education Online,* 41(1), 1–10.

## Used within which level?

ALL—All lessons are written with a scaffolding of content considered. Stronger scaffolding is often found within the Moderate and Substantial levels.

**Strategy used:** Scaffolding of prompts

## Rationale:

High Leverage Practices by the CEC indicate the necessity for special education teachers to scaffold instruction so students with special needs can access complex learning, as well as sequence lessons explicitly for students. Amplify breaks down prompts within the different levels to ease in scaffolding and to assist students in building up to the focus standard.

For students with language acquisition needs, the ability to scaffold instruction is critical to their increased ability to work independently. Per Campbell and Filimon (2018), the ability for a teacher to scaffold instruction assists students with language acquisition needs in gaining independence with academic tasks.

## Special education, ELL, or gifted?

• Special education

## Research

### Special education research:

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., . . . Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. © 2017 CEC & CEEDAR https://highleveragepractices.org/wp-content/uploads/2017/04/Instructionshort1.pdf

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. Online Submission. Online Submission.

Tomlinson, C. A. (2018). Measuring doesn't come first. Educational Leadership, (5), 90. Retrieved from https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.527623181&site=eds-live&scope=site

### ELL research:

Campbell, Y. C., & Filimon, C. (2018). Supporting the argumentative writing of students in linguistically diverse classrooms: An action research study. Research in Middle Level Education Online, 41(1), 1–10.

Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. Journal of Reading Education, 32(2), 18–25.

**Used within which level?**  Integrated within core lessons

**Strategy used:**  Explicit meta-cognition strategies

## Rationale:

The special education teacher encourages self-reflection to gauge student thinking and facilitate the students' ability to organize their thoughts. Amplify utilizes graphic organizers and visual concept mapping to assist students in organizing their thinking and utilizes strong self-reflective student prompts to engage students in making connections, evaluating their thought process, and articulating their meta-cognitive processes.

For students gaining language skills, research has identified the most effective strategy is the implementation of strategy-focused instruction (Campbell & Filimon, 2018). The instruction should focus on modeling meta-cognition and thinking patterns to assist students in producing sentence structure and syntax. Within Amplify, this strategy is integrated throughout all core lessons.

Think-alouds are used throughout Amplify to provide a model for students to build schemas around complex tasks. For students with special needs, the cognitive deficits that are characteristic of many categories of disabilities stand in the way of accessing grade-level content. The inclusion of think-alouds allows students with cognitive deficits to build complex schemas to provide a model and scaffolding to reach the rigor of grade-level content.

For ELL students, the provision of a think-aloud allows them to model their own thinking within new language and to build the skills of code switching appropriately while reaching complex, grade-level tasks.

## Special education, ELL, or gifted?

- Special education

## Research

### Special education research:

Mitchell, D. R. (2008). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. *Online Submission*. Online Submission.

Tomlinson, C. A. (2018). Measuring doesn't come first. *Educational Leadership*, (5), 90. Retrieved from https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.527623181&site=eds-live&scope=site

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., . . . Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. © 2017 CEC & CEEDAR https://highleveragepractices.org/wp-content/uploads/2017/04/Instructionshort1.pdf

### ELL research:

Campbell, Y. C., & Filimon, C. (2018). Supporting the argumentative writing of students in linguistically diverse classrooms: An action research study. *Research in Middle Level Education Online, 41*(1), 1–10.

Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. *Journal of Reading Education, 32*(2), 18–25.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. *Illinois Reading Council Journal, 38*(4), 14–19.

**Used within which level?**  Integrated within core lessons

**Strategy used:**  Scaffolded supports

## Rationale:

Scaffolded supports are put into place within curriculum to assist students in accessing the content even if the ability for independence is not there yet. Amplify provides visual, verbal, and written supports at different levels to assist students in accessing the skills they have yet to master.

ELL: For students with language acquisition needs, the ability to scaffold instruction is critical to their increased ability to work independently. Per Campbell and Filimon (2018), the ability for a teacher to scaffold instruction assists students with language acquisition needs in gaining independence with academic tasks.

High Leverage Practices by the CEC indicate the necessity for special education teachers to scaffold instruction so students with special needs can access complex learning, as well as sequence lessons explicitly for students. Amplify breaks down prompts within the different levels to ease in scaffolding and to assist students in building up to the focus standard.

## Special education, ELL, or gifted?

• Special education

## Research

### Special education research:

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. Online Submission. Online Submission.

Tomlinson, C. A. (2018). Measuring doesn't come first. Educational Leadership, (5), 90. Retrieved from https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.527623181&site=eds-live&scope=site

### ELL research:

Campbell, Y. C., & Filimon, C. (2018). Supporting the argumentative writing of students in linguistically diverse classrooms: An action research study. Research in Middle Level Education Online, 41(1), 1–10.

Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. Journal of Reading Education, 32(2), 18–25.

**Used within which level?**  Integrated within core lessons

**Strategy used:**  Modeling and explicit instruction

## Rationale:

Within Amplify, there are many opportunities to model and explicitly assist in instruction with students with special needs. Flex days are integrated throughout units to allow for small-group opportunities to dig deeper in explicit instruction for students who are struggling. There are also many places within the curriculum where teachers demonstrate a skill or model through video, group discussions, or whole-class discussions, as well as show models of student work using the Spotlight app.

For students with language acquisition needs, the ability to scaffold instruction is critical to their increased ability to work independently. Per Campbell and Filimon (2018), the ability for a teacher to scaffold instruction assists students with language acquisition needs in gaining independence with academic tasks.

## Special education, ELL, or gifted?

—

## Research

### Special education research:

Bryant, D.P., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2001). The effects of professional development for middle school general and special education teachers on implementation of reading strategies in inclusive content area classes. Learning Disability Quarterly, (4), 251

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. Online Submission. Online Submission.

### ELL research:

Campbell, Y. C., & Filimon, C. (2018). Supporting the argumentative writing of students in linguistically diverse classrooms: An action research study. Research in Middle Level Education Online, 41(1), 1–10.

Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. Journal of Reading Education, 32(2), 18–25.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

# High Leverage Strategy #2:
# Assessment strategies—formative and summative

**Used within which level?** Integrated within core lessons

**Strategy used:** Formative assessments

## Rationale:

High Leverage Practices indicate the ability for a special education teacher to identify current levels for students and then scaffold instruction to meet students where they are. Amplify provides multiple opportunities throughout lessons for formative assessments through writing prompts that are leveled according to the levels described in Section 1 of this document, student discussion prompts to allow for partner and group discussions, and quick checks for understanding via on-the-fly support.

## Special education, ELL, or gifted?

• Special education
• ELL

## Research

**Special education research:**

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

Dykeman, B. F. (2006). Alternative strategies in assessing special education needs. Education Indianapolis Then Chula Vista, (2), 265.

**Used within which level?** Integrated within core units

**Strategy used:** Summative assessments

## Rationale:

Amplify aligns content and curriculum to grade-level standards and utilizes several strategies for teachers to gauge student progress on skills embedded in the content. The use of unit essays, reading assessments, and other cumulative assessments allows teachers to gauge student progress within grade-level content. For students reading below grade level, these summative assessments allow teachers to track growth from unit to unit in relationship to grade-level standards. This provides a thorough picture of data tracking for students relative to both academic achievement gaps and grade-level achievement. In High Leverage Practices, the ability for a teacher to bridge achievement gaps while addressing grade-level content is a critical skill in order to reach all student needs.

## Special education, ELL, or gifted?

—

## Research

**Special education research:**

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

Dykeman, B. F. (2006). Alternative strategies in assessing special education needs. Education Indianapolis Then Chula Vista, (2), 265.

# High Leverage Strategy #3:
# Overcoming fluency challenges

**Used within which level?**  Integrated within core lessons

**Strategy used:**  Partner work and flexible grouping

## Rationale:

Amplify focuses in each lesson on a variety of grouping strategies for students. Students will also often engage in partner and group work prior to independent work in order to scaffold practice and provide ample opportunity to access the grade-level skill.

Furthermore, research indicates that students who are learning command of a second language benefit from the metacognition modeled by peers within group and partner work. ELL students also learn the constructs of language acquisition within a new academic environment, providing a model of language and context as they develop skills.

For students with special needs, the characteristics of many categories of disabilities include the necessity to address social skills along with the ability to master academic discourse. The increase and inclusion of multiple opportunities within Amplify for partner and group work provide ways for increased social skills as addressed within many IEPs, as do the academic discourse models provided by their peers and the multiple opportunities students have to practice their own verbal academic discourse.

There is ample research supporting the inclusion of verbal instruction in the ELL classroom, combined with the provision of practice with verbal sentence structures. Amplify embeds many verbal experiences throughout lessons to increase ELLs' ability to acquire language while also grappling with complex academic tasks.

## Special education, ELL, or gifted?

- Special education
- ELL

## Research

### Special education research:

Mitchell, D. R. (2008). **What really works in special and inclusive education: Using evidence-based teaching strategies.** Abingdon, UK: Routledge, 2008

Tomlinson, C. A. (2018). Complex instruction: A model for reaching up—and out. **Gifted Child Today,** 41(1), 7–12. https://doi-org.lopes. idm.oclc.org/10.1177/1076217517735355

### ELL research:

Campbell, Y. C., & Filimon, C. (2018). Supporting the argumentative writing of students in linguistically diverse classrooms: An action research study. **Research in Middle Level Education Online,** 41(1), 1–10.

Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. **Journal of Reading Education,** 32(2), 18–25.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. **Illinois Reading Council Journal,** 38(4), 14–19.

**Used within which level?** Integrated within core lessons

**Strategy used:** Reduced text

## Rationale:

For many students, although they may be reading below grade level, the ability to reach grade-level content and comprehension is not only applicable, but attainable. Amplify recognizes and develops the curriculum with reduced text and adapted texts in order to assist teachers in working around reading fluency deficits in order to achieve grade-level content goals.

Reduced text allows for students to access complex comprehension skills at grade level while working around fluency issues. Although there is a correlation between fluency and comprehension in the lower grades, in upper grades the correlation diminishes. Although fluency may be an issue, the comprehension may not be (Chen, 2009). For students who are struggling with fluency, the usage of reduced text or quotes allows them to access smaller fluency passages in order to grapple with complex grade-level tasks while working around language acquisition gaps.

For students with special needs, fluency is consistently a challenge for many categories of disability. To allow students with special needs to access complex grade-level texts, reduced text or specific quotes provide a tool to work around fluency challenges and focus on grade-level comprehension.

For ELL students, fluency is a challenge due to language acquisition issues and a deficit in complex sentence structures. The provision of reduced text and/or quotes from the text minimizes the struggle of fluency and allows ELL students to access complex grade-level tasks.

## Special education, ELL, or gifted?

• Special education
• ELL

## Research

### Special education research:

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. Online Submission. Online Submission.

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/

**Used within which level?** Integrated within core lessons

**Strategy used:** Text previews

## Rationale:

To overcome further fluency concerns, Amplify has integrated new text previews consisting of a brief summary of the text students are about to read. This strategy allows for students to begin to access complex text to increase their engagement in the lessons as they navigate content standards.

## Special education, ELL, or gifted?

• Special education

## Research

### Special education research:

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. Online Submission. Online Submission.

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

### ELL research:

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

Wisconsin Center for Education Research (2018). WIDA Standards. Retrieved from: https://wida.wisc.edu/.

# High Leverage Strategy #4:
# Accessibility within technology for visual processing

**Used within which level?**  Integrated within core lessons

**Strategy used:**  Visual layout 4"

## Rationale:

Tracking text is difficult for many students with special needs. To help with this, Amplify has consistently implemented a column width for most lessons maximized at 4 inches. This provides ease of tracking, and allows students to access text.

## Special education, ELL, or gifted?

• Special education

## Research

### Special education research:

Armstrong, T. (2018). 15 ways to use Microsoft Word as a universal design for learning tool. Retrieved from
https://www.institute4learning.com/2018/04/30/15-ways-to-use-microsoft-word-as-a-universal-design-for-learning-tool/

Powell, S. (2003). Special teaching in higher education: Successful strategies for access and inclusion. London: Routledge.

CEC Professional Standards. (2018). Retrieved from: https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

**Used within which level?** Integrated within core lessons

**Strategy used:** Visually breaking down tasks

## Rationale:

Based on the concepts of UDL, High Leverage Practices, and CEC recommendations, Amplify consistently provides a visual breakdown of content. Through the use of frequent text boxes, paragraph breaks, and various visual components, content is more easily accessible for visual processing of tasks.

## Special education, ELL, or gifted?

• Special education

## Research

**Special education research:**

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

Powell, S. (2003). Special teaching in higher education: Successful strategies for access and inclusion. London: Routledge.

**Used within which level?**  Integrated within core lessons

**Strategy used:**  Audio

## Rationale:

Research has indicated consistently the use of audio as a necessary accessibility component for students with special needs. Amplify integrates the use of audio so students with special needs can focus on grade-level content rather than decoding and fluency issues.

For ELL students, the use of audio provides an oral model of correct sentence structure to assist in language acquisition while tackling complex grade-level tasks.

## Special education, ELL, or gifted?

- Special education
- ELL

## Research

### Special education research:

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. Online Submission. Online Submission.

Powell, S. (2003). Special teaching in higher education: Successful strategies for access and inclusion. London: Routledge.

### ELL research:

Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. Journal of Reading Education, 32(2), 18–25.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

**Used within which level?**  Integrated within core lessons

**Strategy used:**  Highlighting

## Rationale:

The integration of the highlight tool within the Amplify curriculum allows for visual processing and focus on particular components of text, and is self-driven for authentic close reading. Students with special needs, based on High Leverage Strategies, require the ability to visually process text. A frequent strategy within special education classrooms has been the use of highlighter strips. Amplify has embedded this feature to allow for accessibility. Furthermore, this accessibility is embedded within the state assessment and can be noted within IEPs as a consistent accommodation provided within curriculum.

For ELL students, the ability to highlight text allows students to access vocabulary and visually break down text into sentence structures, while also providing a model of correct syntax. This simultaneously works on language acquisition skills, minimizing the cognitive load that often accompanies language acquisition and grade-level comprehension, and provides visual cues to correct sentence, paragraph, and text structure.

## Special education, ELL, or gifted?

• Special education
• ELL

## Research

**Special education research:**

Ewoldt, K. B., & Morgan, J. J. (2017). Color-coded graphic organizers for teaching writing to students with learning disabilities. Teaching Exceptional Children, 49(3), 175–184.

Graham, S. & Harris, K. (2009). Almost 30 years of writing research. Learning Disabilities Research & Practice, 24(2), 58–68.

Powell, S. (2003). Special teaching in higher education: Successful strategies for access and inclusion. London: Routledge.

**ELL research:**

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. Michigan Reading Journal, 48(2), 18–26.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. Illinois Reading Council Journal, 38(4), 14–19.

**Used within which level?** Integrated within core lessons

**Strategy used:** Reveal words

## Rationale:

Vocabulary acquisition is a skill addressing academic achievement gaps for students with special needs and is one of the highest leverage strategies to address grade-level content while bridging gaps in reading. Amplify integrates Reveal words to assist students in understanding complex text by providing synonyms and/or definitions for words in simplified language.

## Special education, ELL, or gifted?

- Special education
- ELL

## Research

### Special education research:

Bryant, D.P., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2001). The effects of professional development for middle school general and special education teachers on implementation of reading strategies in inclusive content area classes. **Learning Disability Quarterly,** (4), 251

Mitchell, D. R. (2008). **What really works in special and inclusive education: Using evidence-based teaching strategies.** Abingdon, UK: Routledge, 2008

Powell, S. (2003). **Special teaching in higher education: Successful strategies for access and inclusion.** London: Routledge.

### ELL research:

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. **Michigan Reading Journal, 48**(2), 18–26.

Fishkin, O. (2010). Effective primary literacy strategies for English language learners. **Illinois Reading Council Journal, 38**(4), 14–19.

**Used within which level?**  Integrated within core lessons

**Strategy used:**  Color contrast

## Rationale:

Research has consistently indicated the use of color contrasting within text and prompts as a necessary accessibility component for students with special needs. Amplify integrates the use of color contrasting and background color to address the readability for students and those who struggle with visual processing of content. Furthermore, this accessibility is embedded within the state assessment and can be noted within IEPs as a consistent accommodation provided within the curriculum.

## Special education, ELL, or gifted?

• Special education

## Research

**Special education research:**

Ewoldt, K. B., & Morgan, J. J. (2017). Color-coded graphic organizers for teaching writing to students with learning disabilities. Teaching Exceptional Children, 49(3), 175–184.

Graham, S. & Harris, K. (2009). Almost 30 years of writing research. Learning Disabilities Research & Practice, 24(2), 58–68.

Powell, S. (2003). Special teaching in higher education: Successful strategies for access and inclusion. London: Routledge.

Abou-Zahra, S. (2019, January 23). Colors with Good Contrast. Retrieved from https://www.w3.org/WAI/perspective-videos/contrast/

**Used within which level?** Integrated within core lessons

**Strategy used:** Video

## Rationale:

The use of video to increase student engagement has long been studied as a proven technique. Within Amplify, there are many videos that engage students in the complex text being presented. For students with special needs, the use of video allows them to access complex text in order to focus on grade-level standards and content.

## Special education, ELL, or gifted?

• Special education
• ELL

## Research

**Special education research:**

Mitchell, D. R. (2008). What really works in special and inclusive education: Using evidence-based teaching strategies. Abingdon, UK: Routledge, 2008

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. Online Submission. Online Submission.

Powell, S. (2003). Special teaching in higher education: Successful strategies for access and inclusion. London: Routledge.

**ELL research:**

Vander Woude, E. I. (2016). Vocabulary instruction for ELLs. Michigan Reading Journal, 48(2), 18–26.

**Used within which level?**  Integrated within core lessons

**Strategy used:**  Read-alouds

## Rationale:

Embedded read-alouds are an effective tool to model fluency, intonation, prosody, and expression. Within Amplify, many texts include a read-aloud component to assist students in accessing complex text, but also for students with special needs to work around fluency issues and focus on grade-level content.

## Special education, ELL, or gifted?

• Special education
• ELL

## Research

### Special education research:

Bryant, D.P., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2001). The effects of professional development for middle school general and special education teachers on implementation of reading strategies in inclusive content area classes. Learning Disability Quarterly, (4), 251 https://pdfs.semanticscholar.org/presentation/3d9c/16f681bf354cb6ebe61d7a6ac29219872415.pdf

Chen, H.-Y. (2009, August 5). Online reading comprehension strategies among general and special education elementary and middle school students. Online Submission. Online Submission.

Powell, S. (2003). Special teaching in higher education: Successful strategies for access and inclusion. London: Routledge.

### ELL research:

Campbell, Y. C., & Filimon, C. (2018). Supporting the argumentative writing of students in linguistically diverse classrooms: An action research study. Research in Middle Level Education Online, 41(1), 1–10.

Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. Journal of Reading Education, 32(2), 18–25.

# For more information, visit amplify.com

**Corporate:**

55 Washington Street
Suite 900
Brooklyn, NY 11201-1071
(212) 796-2200

**Sales inquiries:**

(866) 212-8688 • amplify.com

# Amplify.