

Proven support for English learners



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Introduction

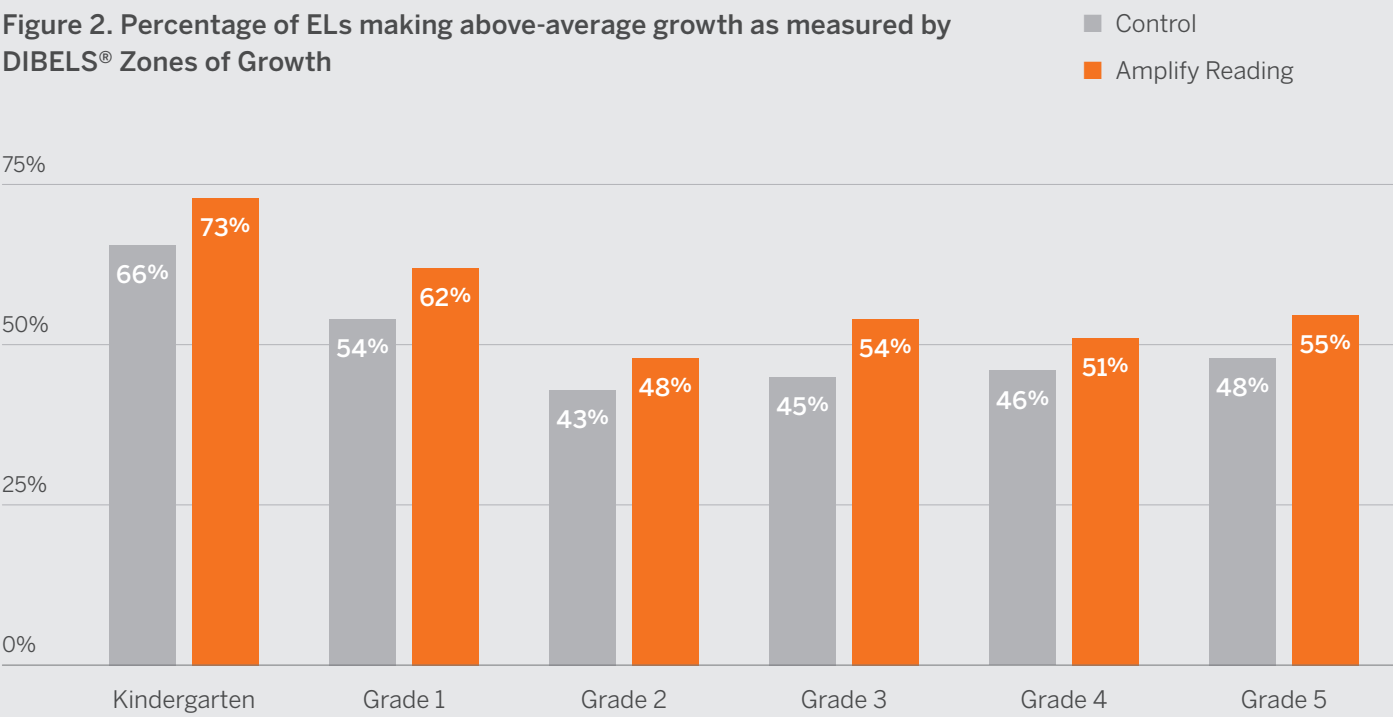
Amplify Reading is a student-driven digital literacy program that provides students in grades K–5 with practice and explicit instruction in the underlying phonics, phonological awareness, vocabulary, and comprehension processes essential for fluent reading and strong comprehension. Its research-based, standards-aligned curriculum engages and motivates students through a variety of mini-games and activities, each focusing on building proficiency in foundational reading and comprehension skills while providing opportunities to apply those skills in increasingly complex texts.

It's critical to support English learners (ELs) with proven strategies. Amplify Reading's instructional methods (e.g., providing clear models, multiple opportunities to practice skills, feedback, cumulative review) and the skills and strategies taught in phonics, morphology, and language leverage techniques proven to help ELs learn how to read in English. Coupled with progressing Spanish-language support, Amplify Reading ensures that all students can succeed, no matter what their first language is.



Amplify Reading helps English learners close the achievement gap.

In a recent study, ELs who used Amplify Reading demonstrated better growth from beginning to middle of year compared to ELs who did not use the program, as measured by DIBELS® 8th Edition Zones of Growth. Figure 1 shows the percentages of students who made above-average growth, or growth greater than what students who start with similar skills make on average in the national sample. Greater percentages of ELs in the group who used Amplify Reading made above-average growth compared to the group of ELs who did not. For example, in third grade, 54% of ELs using Amplify Reading made above-average growth, whereas only 45% of the comparison group made above-average growth.



Spanish language supports

One of the main ways Amplify Reading offers support to a large sub-group of ELs is through Spanish voice-over. We strongly believe that no matter what skill content is being worked on, we will engage and motivate students to do the hard work of learning literacy skills and learning how to read by providing accessible engagement features, including our narrative. The engagement narrative for students in grades K–3 is currently available in Spanish and will be available for students in grades 4 and 5 in the fall of 2021.

Spanish voice-over instructions are also available in Foundational Skills games to ensure ELs can access this critical content to build their decoding skills. In the fall of 2021, additional Spanish voice-over instructions will be available in vocabulary and sentence-level comprehension processes games so ELs can build their vocabulary, language, and critical comprehension skills before moving into analyzing complex texts.



It's also important to support our native Spanish-speaking families in understanding their students' expected use and progress in Amplify Reading. Amplify Reading has a number of resources available in both English and Spanish to support these communications, including a website specifically dedicated to supporting families.



Personalization and instructional methods

Because Amplify Reading is responsive to student performance within the games (i.e., it adapts based on how students respond to tasks within and across games), the program is able to target the specific areas of need for each student, allowing them to practice those skills where they struggle and to later use their mental model building skills to respond to and analyze increasingly complex texts.

Amplify Reading also provides the type of instruction ELs need by limiting and simplifying the amount and type of language used, offering lots of opportunities to respond, providing clear feedback, and covering key content/skills.



Systematic and explicit instruction

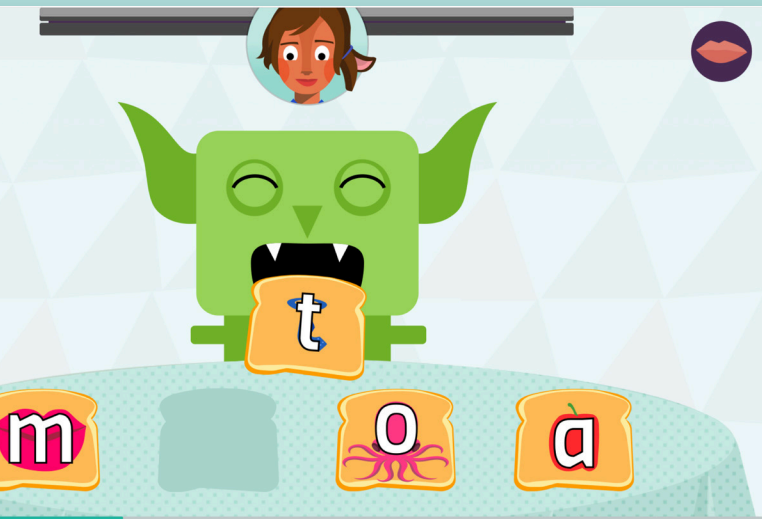
Research suggests that the best approaches to literacy instruction for ELs are highly similar to those for non-ELs: explicit instruction in phonological awareness, phonics, vocabulary, fluency, and comprehension processes.

Foundational Skills

Amplify Reading teaches the full progression of phonics and phonological awareness skills, including at the syllable level (which is typically the focus of Spanish literacy instruction), enabling students to transfer early literacy skills they're learning across languages.

Vocabulary

Amplify Reading provides students with a variety of approaches to vocabulary instruction. For example, students receive explicit instruction in morphology, providing strategies to help build vocabulary during independent reading, which has been shown to be especially helpful for ELs.



Activities also provide explicit practice with Tier 2 vocabulary words, words with multiple meanings, and idiomatic expressions.

Amplify Reading includes many opportunities for students to learn, practice, and see vocabulary words in context. Our Reveal word feature, which supplies contextual definitions with audio and picture supports for targeted vocabulary words upon hover, can be found throughout the Close Reading and eReader components of the program.

Comprehension processes

Games also provide explicit language instruction with devices such as connectives and anaphora, as well as strategy instruction in comprehension monitoring. Amplify Reading is unique in that it allows students to independently practice these comprehension processes, which are critical according to EL and literacy specialists.

Skill transfer to eReader texts

Students are given opportunities to transfer all these skills and strategies to actual texts in the program's interactive eReader. For example, students learn the concept of anaphora in a game called UnMask That! They begin by linking pronouns to their referents within single sentences, then multiple sentences, then short paragraphs. After practicing the skill and demonstrating a degree of proficiency, they will encounter anaphora in their eReader texts. Students are reminded to use what they have learned with an UnMask That! icon embedded within the text.

The screenshot displays the 'UnMask That!' game interface. On the left, a text passage about Lila making slime is shown. A pink mask icon is placed over the word 'She' in the sentence 'She combined all of these ingredients and began to make the slime.' A pink arrow points from this mask to a character selection menu on the right. The menu has a title 'Unmask That!' and a question 'He refers to which character?'. Below the question are three options: 'Abby', 'Shan', and 'Mr. Nibbles'. The 'Mr. Nibbles' option is highlighted with a green background. At the bottom of the screen, a pink arrow points from the word 'she' in the sentence 'Tina tried to sneak out of the room, but woke her baby sister when she stepped on a squeaky toy.' to the 'Mr. Nibbles' option in the menu.

Lila decided to make some slime. There was some glue in the art supply box. Her mom had food coloring in the pantry. And there was some laundry detergent in the pantry. She combined all of these ingredients and began to make the slime. The slime puffed up as the ingredients blended together. Lila decided to add some glitter. "Lila!" her mom said. "How will I do laundry now that you used all the detergent for slime?"

2 Masks collected!

"Will someone help me find Mr. Nibbles?" asked Abby.

Shan looked under the table.

"He is not under the table," Shan said.

Unmask That!
He refers to which character?

Abby

Shan

Mr. Nibbles

Tina tried to sneak out of the room, but woke her baby sister when she stepped on a squeaky toy.

Rigor and access to grade-level complexity

Instruction for ELs should be based on complex academic standards. Unfortunately, ELs are often placed in less rigorous instruction, with lower expectations. This instructional watering down does not help ELs achieve academically. Instead, the research suggests that ELs should be given ample support—like Reveal words and read-aloud texts—while accessing grade-level content. Amplify Reading ensures that all students get the same skill and vocabulary practice with supports and scaffolds within grade-level texts that maximize student achievement and confidence.

The screenshot displays the Amplify Reading interface. At the top, there are three tabs labeled 'TEXT 1', 'TEXT 2', and 'TEXT 3'. Below the tabs, on the left, are navigation icons: a home icon, a speaker icon, and a 'QA' icon. The main text area contains two paragraphs. The first paragraph is addressed to 'Dear Prince,' and describes a library setting. The second paragraph continues the story. Words and phrases are highlighted in different colors (green, blue, orange) to indicate specific features. To the right of the text is a 'CLOSE READING TEXT 1' section with a task: 'What words tell you about the setting? Find them and highlight them in the text.' Below this is a 'HIGHLIGHTS:' section with three items: 'Tells us where' (blue), 'Tells us when' (green), and 'ERASE' (white). A 'SUBMIT' button is at the bottom right. At the bottom of the interface, there is a status bar with a cat icon, a checkmark, and the text 'EP. 1 A PRINCELY MOOD'.

Dear Prince,

I was **in the library all day** looking for this book. I hope you appreciate it! **To be honest**, I didn't mind **spending all my time** there. The high windows and tall ceilings let in plenty of the **afternoon** sunlight. The librarians also brought in **big comfy** chairs and even footstools for people to **put up their feet**! It seems like a **perfect** place to **snuggle up** with a nice **lunch** and a good story.

There are so many more Earth books **at the library** I hope you get to **read all of them** one day. A book this good deserves to be **appreciated by someone** like you!

CLOSE READING TEXT 1

What words tell you about the setting? Find them and highlight them in the text.

HIGHLIGHTS:

- Tells us where**
- Tells us when**
- ERASE**

SUBMIT

✓ EP. 1 A PRINCELY MOOD

For more information
on Amplify Reading, visit
amplify.com/reading.

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