

Amplify ELA units: Background information for ELD instruction

The following materials are the unit briefs and sub-unit briefs for the ELA core lessons that are relevant to the passages taught in the ELD lessons. We have included the content we think will be most useful, specifically, the descriptions of the texts and how they are taught in the core classes. We haven't included the sub-units that are not taught in the ELD lessons.

The ELD-designated teacher's goal is to draw out what the students know about the texts to generate excitement and engagement to return to the core classes as text experts, with something unique to offer during the core class time.

The core ELA texts are challenging even for English-proficient students because they require students to read dense texts and grapple with complex vocabulary and grammatical structures. For ELs this challenge is even greater. ELs are learning a new language while also learning how to read and discuss complex fiction and non-fiction.

The designated lessons allow ELs—working at all proficiency levels—to have the language knowledge and the confidence to successfully participate in their core ELA classes.

The ELD designated time allows ELs to have extra time and support with the ELA texts. In each 6-Lesson Cycle, students engage closely with two passages from their ELA texts. The passages have been selected for a specific reason, either because they are integral to understanding the characters and concepts or necessary for fully understanding the whole text.

For each passage, students spend two full lessons interacting with the passage through close reading, vocabulary, pair and whole-group discussion, and writing activities. All of these varied activities support the students with the text in their designated class as well as their core ELA class. The more time students have to interact with the reading passages, the more they build their proficiency in reading and with the other language domains.

Some examples of ways ELs will benefit from the designated ELD time:

- In the core Get Started units in each grade, students learn how to be sharp observers and use the skills of Focus and Showing in their writing. ELs may struggle because they are still trying to link words together to make meaning out of English, and the concepts of making an impact or grabbing a reader's attention may feel foreign to them. However, in the ELD designated class, ELs will have more time to understand what these concepts mean and how they can use their own unique experiences to develop their writing skills at any proficiency level. When ELs come back to the core class, they will then be able to use these concepts as smoothly and expressively as English proficient speakers.

- ELs in the seventh grade, who are studying the complexity of Shakespeare in *Romeo and Juliet*, will find that practicing Shakespeare’s language in the specific passages in their ELD lessons will help them feel more confident with the oral activities in their core lessons. When students need to memorize and present the prologue or act out the fight scene, they will know the language and the content better and be more willing to participate.
- In every 6-Lesson Cycle during the designated ELD time, students work in pairs and as a whole class to unpack a Super Sentence (a complex sentence). Students identify the subject and predicate, and make meaning out of the clauses in the sentence. This focus and discussion on the structure of the sentence teaches students how to read more closely and accurately, and will make ELs feel like they have more ownership over the text. Teachers may find that ELs will use those sentences to write about or discuss during their core class.
- For students working at the Emerging level, their language proficiency level can make it difficult for them to actively participate in their core class. The designated time not only gives them more time with the passage, but it also gives them access to an adaptation of the passage. Adaptations will help students read more closely, to storyboard “The Tell-Tale Heart” or support a claim in Brain Science.

Preparing to teach the ELD units

In order to prepare to teach the Amplify ELD designated lessons and create a successful and nurturing learning environment, it is very important that teachers collaborate and communicate with the ELA teacher. For more information about suggestions in pacing and collaborating with ELA, please read the *ELD guide for communication collaboration* in this section.

Teachers can use the following guidelines to prepare for the units and the texts taught in the ELD lessons:

1. First, read the ELA unit briefs and sub-unit briefs for the entire unit and then read the full text.

Teachers can access the full text from the Amplify Library. It isn’t necessary to be an expert on the texts, but the ELD teacher should know the context of the ELD passages and know the texts that students are reading in their core classes. If teachers look at the ELD passages out of context, they won’t understand them and won’t be able to support students during the lesson.

2. Next, teachers should read the unit brief and sub-unit brief again and the specific passages to be taught during the ELD lessons in the unit.

As you read the ELD passages, consider your students and how the passages will engage them and/or challenge them. What vocabulary words or grammatical structures might be new for your students and/or present challenges?

3. On the lesson days when you introduce each passage, ask your students: “Why do you think this passage was selected over others in this text?” Then ask your students, “Why is this passage important—by itself or to the whole text?” Always feel free to offer your opinions about the passages or the text when you ask this question. There is never a need to find the “right” answer, but always allow students the opportunity to be thoughtful about the passage.