

Students with Disabilities that Amplify approaches learning skills from a position of identifying strengths, and by engaging students in activities in which they are most likely to show a skill emerging when writing about something that holds meaning for them.

In Section III of this guide, you will find student work that teachers can use with students to show them examples of what it looks like when particular skills emerge in writing. Amplify's guide to student work helps teachers help students learn new skills by picking up on what is working in a piece of writing, often ignoring deficits, and building stronger pieces from those strengths.

Once students have produced writing, utilizing the range of scaffolded prompts, Amplify ELA provides teachers with rubrics, to assess students and a wide range of Revision Assignments, that are organized by skill, that teachers assign to students based on their assessment of the students' writing. Students use the Revision Assignments to work on a skill in their own writing, a much more powerful way of learning a skill than by simply doing grammar exercises. When students with disabilities may be missing foundational language skills and need more background in order to understand the language terms in the Revision Assignment, Amplify ELA provides a four-volume resource of Grammar exercises called, *Mastering Conventions*, aligned to the Revision Assignments that shows teachers how to explicitly teach each of the foundational language skills back to the third-grade language standards. As a result, teachers have a straightforward adjustable plan to approach the skill development needs of students with disabilities.

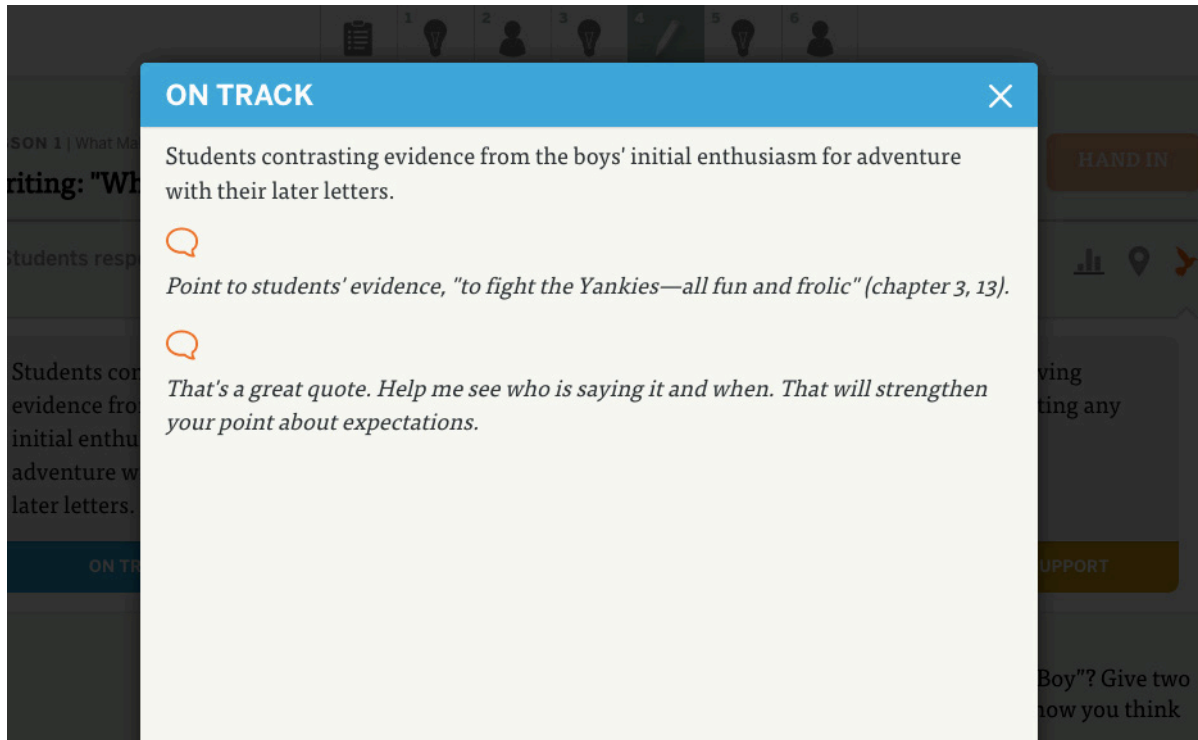
The Amplify program knows how hard it is for teachers to find time to do this differentiated instruction and so builds in Flex Days in the section on the UDL structure of the Amplify ELA lesson, described above, for teachers to work with small groups or individuals on these varied needs for foundational skills. For students who require instruction in grade 2-5 foundational skills, Amplify can provide a supplementary intervention called Burst:Reading.

Differentiation for advanced students

Because advanced students are often able to pursue academic study more independently, there are many ways for teachers to offer differentiated content to these students. The Amplify Library offer 642 books for independent reading. Within that collection, there are 15 curated Lapham's Archives, each including 10-30 sources, textual and multimedia, focused around a topic for independent study. These topics are linked to the texts studied in the units, and teachers can choose to direct students to explore them at any time. Depending on how independently a particular advanced student is prepared to work, a teachers can also choose to have that student pursue independent research in these collections, while the rest of the class follows along the more structured research mapped out in the lessons of the Collections units.

Within the lessons themselves, there are two kinds of teacher-facing content that directs teachers to differentiate content for advanced students:

1. Over-the-shoulder conferences for On Track Students. These contextualized tips for working with students who are “on track” during writing prompts and other activities, provide specific guidance for the teacher about how to push the student to probe more deeply into this particular text or topic.



2. Throughout the lessons, in the Instructional Guide, the teacher will find challenge questions at the end of a list of discussion questions to push a particularly engaged class or group of students a little further.

Within the lessons, teachers will also find two kinds of student-facing differentiated content associated with Writing Prompts. The first adds a little challenge, the second, a much more significant one, that also may add time to the activity if a student finds it especially engaging:

1. Challenge Writing Prompts are found as the fourth of the differentiated prompts. When students click on that activity, they find a prompt that is similar to the base writing prompt but has a little extra challenge. So, for example, the main writing prompt might ask students to support a claim, indicating a counter claim. The challenge prompt may ask students to go so far as to actually write the argument from one perspective and then write it from the other perspectives — in both cases, including a counter claim.

8th Grade

LESSON 9 | From Parlor Trick to Science

Writing: Challenge (12 min) HAND IN

This alternate Writing Prompt will be best for advanced students who need an extra challenge, students who finish early, or students wanting to go one step further.

This is a [link to the Loom](#), which will open in a new browser window.

- 1 Create a new workspace and title it "Parlor Trick to Science."
- 2 Add the following source to your workspace: "Franklin the Scientist"
- 3 Copy and paste the prompt into your workspace.
- 4 Copy and paste the paragraph you wrote earlier in this lesson.
- 5 Write a second paragraph that answers the prompt by discussing evidence from this source.
- 6 When you finish, copy both paragraphs, paste them into the space below, and hand in your work.

Reread "Franklin and the Socratic Method." What connections can you make between the Socratic method and Franklin's scientific study of static electricity? How might the Socratic method help Franklin in this or other scientific experiments? Use evidence from both texts in your answer.

When you are finished, copy and paste your writing into the first pencil icon, the one without the plus sign.

Word Count: 2

Write here...

2. Additional Text Prompts actually ask students to consider an additional text to answer the prompt. The additional prompt is short and is presented right there for the student to read. Sometimes, it may be something the student has read earlier and the challenge is for the student to synthesize the perspective of both texts. Other times, the challenge is for the advanced student to confront a text cold and consider along with a text that he or she has been studying with his or her class. If the student finds the new text especially intriguing, he or she may want to spend more time close-reading it and these Additional Text Prompts may be sources of work that go beyond the classroom.