

Integrated instruction for English Learners

The core ELA teacher is responsible for ensuring the success of English Learners by sensitively scaffolding their learning as their needs change across language domains. Collaborating with the ELD teacher is a key part of this work. But, the core teacher will be operating independently in his or her own classroom, and so Amplify offers the core ELA teacher the following guidance to help choose which level of scaffolding to offer his or her ELs.

Following this guidance, the teacher will find a guide for collaborating with the ELD teacher on meeting the needs of ELs—and through this collaboration, the core teacher will learn much more about the learning needs of each of his or her English Learners.

In the core lessons, vocabulary, reading, writing, and speaking activities are differentiated for students working at the Emerging, Expanding, and Bridging levels in the following ways:

- Students working at the Emerging level need substantial support, therefore scaffolded activities provide them with sentence starters and sentence frames. Many of the sentence frames are fill-in-the-blank activities or short answers to support them when they respond to a writing prompt or a short-answer question. These supports help build understanding and effective use of the language. For writing about the text, students working at the Emerging level are often given direct quotes to use so that they can focus on their writing and not on having to identify what to write about. During vocabulary activities, students working at the Emerging level should work with the interactive Word Match activities that provide images, simple definitions, Spanish translations, and contextual sentences.
- Students working at the Expanding level are provided with the same or slightly modified speaking and writing prompts, with three sentence frames for support. These supports provide guiding questions and sentence starters as scaffolding to help students organize their speaking and writing. Once students working at the Emerging level work with these sentence frames, these students should be encouraged to produce writing more freely, based on this structured beginning.
- Students working at the Bridging level are provided with the same ELA prompts as their fully English-proficient classmates, but they are provided with two sentence starters or sentence frames as optional scaffolding to help them organize their speaking and writing, as they see fit.