



# Supporting success for your emergent bilingual students with IXL

IXL Learning makes it easy to support your emergent bilingual students with targeted, effective instruction. With a comprehensive PK-12 curriculum and built-in language supports across thousands of skills, IXL is proven to help schools drive academic gains for students at all levels.

## Effective Evidence-Based Instruction

IXL is proven through extensive research to be effective in improving student achievement, and meets ESSA Tier 1 criteria for math and ESSA Tier 2 criteria for ELA.



## IXL contains a multitude of supports for emergent bilingual students, including but not limited to:

- **Tailored skill plans.** In addition to skill plans aligned to the TEKS, IXL offers custom-built skill plans that unpack the ELPS and TELPAS into targeted skills, so teachers know exactly what students should work on in order to meet key benchmarks.
- **Rich vocabulary and engaging graphics.** IXL skills include visually appealing graphics, varied vocabulary, and targeted vocabulary instruction, ensuring that emergent bilingual students receive the support they need to increase their English vocabulary.
- **Culturally and linguistically inclusive content.** IXL reading passages and skills are thoughtfully written to be inclusive and accessible to students from varied cultural backgrounds and life experiences, ensuring that background knowledge is provided and doesn't become a barrier to comprehension.
- **Clearly defined learning objectives.** Each IXL skill is focused on a clearly defined learning objective, enabling teachers and students to target and strengthen that specific area of knowledge.
- **Modeled direct instruction.** Video tutorials demonstrate and explain concepts using clear instructional language, model effective speaking, and provide students with structured opportunities to build listening skills.
- **Open access to the full PK-12 Curriculum.** Students can revisit foundational skills or access grade-level content as needed, allowing instruction to align with both academic needs and English language proficiency.



# Pre-production and beginning proficiency levels

Audio support on IXL's reading foundations skills provides clear models for both high-frequency and academic vocabulary. Encourage emergent bilingual students to repeat the words that they hear to practice speaking single words and short phrases while connecting their speech to the skill's engaging visuals.

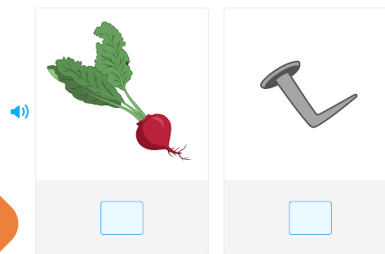
Listen to each word. Which two words **start** with the same sound?



At the early levels of listening proficiency, emergent bilingual students benefit from vocabulary presented alongside pictures or images. IXL's reading foundations skills help emergent bilingual students recognize and mimic sounds while demonstrating understanding of spoken words and simple phrases.

Match the words to the pictures.

beet bent



Emergent bilingual students who are at the early levels of reading language proficiency benefit from text features such as illustrations, examples, and pictures to help them identify words, their meanings, and relevant key information. IXL's image-rich skills support students in accessing text and building comprehension.

What is the picture about? Pick the main idea.



The cat will go to the vet.

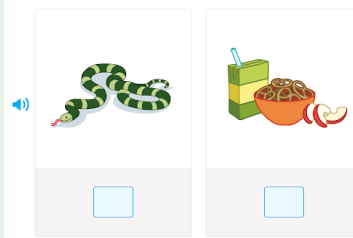
There are people in the park.

The firefighter will help the cat.

IXL's spelling skills empower emergent bilingual students to begin writing at the sound and word level while building their vocabulary through image support. For additional practice, encourage students to write their answers on a separate piece of paper before submitting, giving them valuable handwriting practice in English.

Match the words to the pictures.

snake snack



**IXL Tip:** IXL video tutorials are engaging, expert-led videos that complement IXL's adaptive math, English language arts (ELA), and Spanish language arts (SLA) skills. These videos reinforce key concepts while giving students opportunities to hear academic language in context, build listening skills, and observe clear models of English proficiency.

# Intermediate proficiency level

Vocabulary knowledge is essential for understanding spoken language. IXL's vocabulary skills provide engaging practice with content-area vocabulary, helping students better comprehend oral instruction in the classroom.


Read the text.

Scientists often classify ocean environments based on what happens at different depths of water. The top layer of the ocean is called the *photic zone*. It is lit by sunlight, and it goes to about 650 feet below the ocean's surface. Most ocean life can be found in the photic zone.

Below about 650 feet, the water in the ocean is completely dark. This is called the *aphotic zone*. *Aphotic* means *without light*. Because there is no light, there is also very little life in this layer.

Match the words with the pictures.

photic zone    aphotic zone



IXL Group Jam provides an engaging way to encourage emergent bilingual students to talk about the content. When practicing a skill during an IXL Group Jam, encourage students to explain their answer orally using sentence stems such as, "My answer was \_\_\_\_\_ because \_\_\_\_\_."

Group Jam - Question 1 - Match each effect to its cause (0)

Questions 1: 12 students are working on this question.

Match each effect to its cause.

He has a flat tire.

A raccoon got into it.

Cause	Effect
Joe drove over a nail.	
Cody left the lid off the trash.	

Pre-reading and during-reading strategies are key to helping emergent bilingual students at the intermediate level develop reading comprehension. IXL's reading strategies skills provide targeted practice in specific strategies such as using text features, making predictions, interpreting figurative language, and identifying the central idea. Emergent bilingual students can practice these strategies in a focused IXL skill, before applying them to other reading tasks.



At the intermediate level, emergent bilingual students focus on writing phrases that accurately convey information and ideas. IXL's writing skills provide targeted practice at the phrase and sentence level, allowing students to focus on specific aspects of writing while being exposed to model paragraphs.

Read the paragraph. Then, add the better topic sentence.

\_\_\_\_\_ Chili is a stew that is most often made with meat, tomatoes, and beans. However, in Cincinnati, Ohio, it is sometimes eaten on top of spaghetti. Many people in Texas cook their chili using beef and peppers only. And in the Midwest, you might find people eating chili with sweet buns.

Many people gather each year for chili-making contests.

Chili is prepared in different ways across the country.

**IXL Tip:** Many IXL skills include engaging visuals to help students connect written and spoken words to content. These visuals can be especially helpful for emergent bilingual students, enabling them to connect newly learned English vocabulary to objects and concepts.

# High intermediate and advanced proficiency levels

IXL video tutorials provide opportunities for students to listen to a variety of speakers and to derive meaning from multimedia sources. After watching a video tutorial, students apply what they learned by completing the skill practice.

**What impact did Benoist's airline have?**  
**inference**  
guess

Tom Benoist had been fascinated with flight for most of his life. But his interest in it really soared when, in 1904, he saw the flying machine exhibition at the St. Louis World's Fair. Inspired by this experience, he soon turned his sights to the field of aviation. First, he began selling airplane parts at his store. Then, he became a pilot and later even started his own flying school.

In 1914, Benoist helped launch a **groundbreaking** airline service that allowed customers to schedule flights. This was something that had never been done before. His airline provided regular, or frequent, passenger flights between St. Petersburg and Tampa, Florida. These flights took place on an aircraft of Benoist's own design—an "airboat" plane that could take off from and land on water. His airline only ran for a few months, but it **marked an important development** in the history of air travel.

Encourage students to practice their speaking skills by summarizing the concepts explained in the "Learn with an example." Important vocabulary words are bolded within the text; encourage students to incorporate these words into their explanation.

**Learn with an example**

**pronunciation** Select the homophone of **plane**.  
 Mabel wore a plain purple shirt to school.

**homophones** **Homophones** are words that sound the same but have different spellings and meanings.

My friends and I **buy** lunch at school.  
**Buy** means to pay for something.

Then we all eat together **by** the big tree.  
**By** means near.

We say **bye** to each other when the bell rings.  
**Bye** is short for goodbye.

**homophone** The homophone of **plane** is **plain**. They sound the same, but they have different spellings and meanings.

A **plane** is a vehicle with wings that flies in the sky.  
 **Plain** means not fancy.



IXL's text and book study skills provide opportunities for emergent bilingual students to apply their reading skills using authentic texts. With a variety of reading strategy questions, students practice decoding and build comprehension and vocabulary as they read engaging texts such as *The Lightning Thief* or *Into Thin Air*.

Emergent bilingual writers at the high intermediate and advanced proficiency levels need support in writing sentences with increasing length and complexity. In addition to the many grammar skills that support their development, skills such as Use linking words in paragraphs help students strengthen their writing by connecting ideas and combining sentences into paragraphs.

Use the linking words to complete the passage.

**as a result** **Also** **because**

Jin told me he climbed a tree in one minute. I said I could climb it even faster, \_\_\_\_\_  
I'm bigger than he is. \_\_\_\_\_, I can run as fast as a cheetah. So, we decided to have a  
race. Jin and I climbed up the tree as fast as we could. Suddenly, I realized how high off the  
ground I was. I got scared, and I couldn't get to the top \_\_\_\_\_. I never should have  
looked down!



**IXL Tip:** IXL Group Jam is one of IXL's best tools for classroom discourse. In a Group Jam, all students work on the same question at the same time, creating opportunities for discussion, collaboration, and application of content-area vocabulary.



Learn more about IXL's impact in Texas at [ixl.com/us/texas](https://ixl.com/us/texas).