

How to work with the Amplify Instructional Materials Correlations Guide

This correlations guide follows the layout of the Tennessee instructional materials screening instrument to present Amplify's correlation to each indicator in a clear and straightforward manner.

- Within each evidence/notes section, reviewers will find a short narrative describing how Amplify ELA meets the given indicator, followed by specific examples of the indicator within the Amplify ELA program, under the heading "Where to Look".
- The narrative of how Amplify ELA meets each indicator refers to both digital and print versions of the program.
- For the most efficient use of reviewer's time, the specific examples of each indicator are distinguished in the following way:
 - **Section 1, 3, 4:** Examples for each indicator refer to the digital version of Amplify ELA.
 - **Section 2:** Amplify provides both print and digital citations for each TN standard indicator.
- The Reviewer Tutorial video contains important information for locating each specific example/ citation. In addition, the key below makes clear the program component referred to in each citation/ example.

Key for Amplify ELA 6th Grade Digital Curriculum:

Teacher: (ISBN: 9781643832043)

Student: (ISBN: 9781643831565)

Example Citation: 6A: Dahl & Narrative, SU3, L8, LO3, All Cards

Unit 6A: Grade 6, Unit A

SU: Sub-unit

L: Lesson

LO: Learning Object (Activity)

TOLO: Teacher Only Learning Object (Activity)

All Cards: View each card in the LO. Note that some LOs only have one card.

All Cards (Especially X): View each card in the LO with special attention to the specified card

Unit Guide: Scroll down from the unit landing page to find the *Unit Overview*, which contains the unit description, plus accordion files of additional planning, prep and related materials.

Sub-unit Overview: Scroll down from the sub-unit landing page to open a description of the text and lessons comprising the sub-unit.

TLB: Teacher Lesson Brief: Scroll down from the lesson landing page to find *the Lesson Brief*, which contains the Lesson Overview, Lesson Objectives, Standards, Differentiation, Prep, and Materials

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Instructional Guide: Click on the icon marked “Instructional Guide” at the top of each Learning Object (Activity) to find teacher guidance for the activity, possible responses, and any focus standards associated with the activity.

SLB: Student Lesson Brief: Scroll down from the lesson landing page to find *the Student Lesson Brief*, to find a student-friendly introduction to the lesson and the suggestions for additional reading.

Note that each Amplify digital lesson is divided into a sequence of Learning Objects/Activities, and each Learning Object/Activity is composed of a sequence of cards.

Key for Amplify ELA 6th Grade Print Curriculum:

Teacher Edition: (ISBN: 9781643830513)

Student Edition: (ISBN: 9781643830766)

Writing Journal: (ISBN: 9781643830681)

Example Citation: (Print: 6A: Dahl & Narrative, SU2, L10, TE Step H2 p. 43)

Unit 6A: Grade 6, Unit A

SU: Sub-unit

L: Lesson

Step: Lesson Activity

TE: Teacher Edition

SE: Student Edition

WJ: Writing Journal

Note that each Amplify print lesson is divided into a sequence of Steps/ Activities

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SECTION I Alignment to Shifts <i>Materials must meet 100% of indicators in Section I.</i>			
<i>The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text, regular practice with complex text and its academic vocabulary; reading and writing grounded in evidence from both literary and informational text; and.</i>			
Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Yes	No	Evidence/Notes
a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	Yes		<p>In order for students to develop a base of knowledge that spans a variety of subjects, they must be exposed to a wide range of literature and texts. Literacy opens the doors to content knowledge. Conversely, background and general knowledge open the door to advanced levels of literacy. Amplify ELA curates texts and develops content to systematically build students’ knowledge about global bodies of literature, history, science, a variety of text genres, and to develop crucial vocabulary within a unit and through and across grades. Amplify has put careful consideration into its text selections, ensuring that they are sequenced appropriately so that students continue to build knowledge as they progress to the next grade. All texts, both fiction and informational, cover a wide range of subject areas, from classic literature to neuroscience to Greek mythology to modern poetry.</p> <p>In 6th grade, students begin the year by learning about narrative techniques and observing how Roald Dahl uses craft and structure to make his childhood memories vivid for an audience. Next, students learn to “read like an investigator” as they embark on a multi-genre study into the mesmerizing world of scientific and investigative sleuthing. As they read about how American and Cuban doctors teamed up to solve the mystery of yellow fever, students grapple with clues, evidence, and scientific data. Then they apply their evidence-analysis skills to a pair of classic</p>

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		<p>Sherlock Holmes stories. In the Greeks unit, students explore questions and themes that help us understand the world around us and our role in it. They learn about the complex world of the Olympian gods before reading the Prometheus myth, one of the most frequently referenced stories in art and literature. Students read excerpts from <i>The Odyssey</i> and a retelling of Ovid’s “Arachne” myth, focusing on the different ways that Greek mythology influenced writers from other traditions and the different manners in which this tale has been told by separate authors. Finally, students analyze how a contemporary novel integrates elements from classic mythology and the hero’s quest when they read <i>Summer of the Mariposas</i>. With this text, students accompany five sisters on a modern-day adventure from Texas to Mexico, as they explore a world of heroes and evil-doers derived from Aztec myths and Latino legends.</p> <p>The 6th grade curriculum also features two Collection units, curated collections of texts, images, and artifacts that invite students to explore fascinating topics through multiple perspectives. In The Chocolate Collection, students explore the 3,700-year-long history of chocolate through primary documents and independent research, learning about the strange and wonderful range of roles that chocolate has played in cultures around the world. In The Titanic Collection, students examine primary source documents and conduct independent research to uncover what really happened on that fateful night in 1912. Both Collection units culminate in a research project where students gather information from multiple print and digital sources in order to answer a question they’ve generated about the topic.</p>
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<p>b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that support knowledge building.</p>	<p>Yes</p>	<p>At Amplify ELA, we believe it's essential that students gain the language and vocabulary skills that will empower them to express themselves clearly and accurately. We want students to continually experience how their new language skills allow them to express themselves, engage in discourse with others, and understand the world around them. We've incorporated direct and contextual instruction for Tier 2 and Tier 3 vocabulary into our curriculum to support students in making meaning from texts and building foundational knowledge.</p> <p>Research has shown that, to master a word, a student needs to encounter it many times, preferably in a variety of media and in ways that appeal to different learning styles. The Amplify ELA vocabulary program is designed to increase the number of times that students see a new vocabulary word, in multiple contexts, while practicing different vocabulary skills. The words that receive direct instruction come from the texts students are studying in each unit, as well as Tier 2 and Tier 3 academic vocabulary lists.</p> <p>The vocabulary words that appear in the core texts also come with reveal definitions—short, contextual definitions that students can access by clicking directly on highlighted words when they read. The goal with the Reveal tool is not to offer a precise dictionary definition, but rather to provide an accessible synonym for the word that will enable students to keep reading the text with minimal interruption.</p> <p>The interactive activities and tools of Amplify ELA's robust vocabulary program ensure that students have many opportunities to use new language for genuine purposes. Students are challenged to...</p> <ul style="list-style-type: none"> ● check the meanings of words while reading a text, with a feature that provides definitions alongside the text. ● provide synonyms for words or to paraphrase blocks of text they are studying. ● search for contextual clues to understand a word.
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		<ul style="list-style-type: none"> • study the differences between literal and figurative meaning. • develop an understanding of roots and stems in vocabulary. <p>To see an example of the robust and varied vocabulary instruction that exists throughout the curriculum, go to 6A: Dahl & Narrative, SU3, L1, LO1, and click on the Vocab App.</p>
<p>c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.</p>	<p>Yes</p>	<p>Each unit in Amplify ELA includes multiple opportunities for students to demonstrate skills and knowledge in end-of-unit essays, summative assessments, and other culminating tasks.</p> <p>End-of-unit essays are performance tasks that engage students in the writing process over multiple days and provide an opportunity for teachers to assess whether students can integrate the understanding and skills they have built throughout a unit into the production of one extended piece of writing. Amplify recognizes that essay writing is a complex expression of ELA skills and thus carefully breaks down and sequences each part of the process into its component parts. The essays vary from unit to unit because they each guide students to find the unique insights and energy of the texts in that unit; however, there are many common elements that allow students to practice essay skills and systematically build towards a real comfort with the form. Within each grade, end-of-unit essays strike a balance between argumentative and informative prompts. Each of the research-based Collection units provide students with two writing prompt options: argumentative or informative.</p> <p>Unit Reading Assessments are summative assessments that serve three important goals: to assess student understanding of content from the unit, to assess student mastery of specific skills and standards, and to provide practice for students with the types of questions and activities they may encounter on end-of-year state and national assessments. These assessments include 20 auto-scored items and two prompts that require</p>

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			<p>on-demand writing in response to a text or a pair of texts that were featured in the unit.</p> <p>In addition to more traditional assessments, students have multiple and varied opportunities to demonstrate their knowledge. At the end of the Prometheus and Arachne subunits in The Greeks, students demonstrate understanding of major themes and experiment with narrative point of view by writing their own versions of these myths. After reading <i>The Secret of the Yellow Death</i>, students paraphrase the Hippocratic Oath and debate whether Dr. Reed's mosquito experiments broke the oath. In <i>Summer of the Mariposas</i>, students research characters that are based on traditional Mexican or Aztec storytelling, create <i>Lotería</i> cards conveying information about these characters, and participate in a gallery walk. Students also engage in fishbowl discussions about major themes in the text and map the events of the novel to the five stages of the hero's journey.</p> <p>Other culminating tasks in 6th grade units include a debate toward the end of The Chocolate Collection unit and a Socratic seminar toward the end of The <i>Titanic</i> Collection unit. Both Collection units also include a culminating media project. These projects require students to synthesize the knowledge they acquired through reading and independent research and translate their discoveries into a media project and presentation.</p>
<p>Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.</p>	<p>Yes</p>	<p>No</p>	<p>Evidence/Notes</p>
<p>d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the <i>Tennessee English Language Arts Standards</i> for further guidance on text complexity metrics.</p>	<p>Yes</p>		<p>The texts in Amplify ELA are analyzed and carefully chosen for quantitative measures, qualitative measures, and reader and task considerations.</p> <ul style="list-style-type: none"> For quantitative measures, all applicable texts include a Lexile score, which evaluates word frequency and sentence length to assess a text's readability. We provide a range of Lexile scores for each unit in the grade-level overviews and curriculum maps. Qualitative measures include text complexity

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			<p>(structure, language features, knowledge demands, and levels of meaning or purpose), inter-textual complexity, and task/interpretive complexity. We provide a description of the key qualitative measures of the core texts in each unit in the grade-level overviews and curriculum maps.</p> <ul style="list-style-type: none"> • Reader and task considerations include reader variables, such as the knowledge and experiences related to the topics, and task variables, such as purpose and complexity generated by the task assigned and the questions posed. We provide a description of the reader and task considerations of the core unit texts in the grade-level overviews and curriculum maps. These descriptions reflect the demands the activities make on students in the lessons in Amplify ELA, with consideration of both a) their place in the curriculum sequence and the cumulative knowledge and skills they have gained by this time, as well as b) how much support and scaffolding they receive to understand both literal and deeper layers of meaning. <p>To develop and refine the scope and sequence of the content, skills, and texts, Amplify paid close attention to three parts of text complexity and conducted significant classroom testing to understand the impact of these texts on adolescent readers. Each grade begins with an “A” Unit that starts with a foundational narrative writing sub-unit, followed by a sub-unit where students work with texts that are at the lower range of the grade-band level for text complexity. The lower rigor of both texts and tasks allows students to establish key routines and habits and build a strong understanding of key skills. Each grade ends with a Collections Unit, where students work at a significant level of independence using a series of primary and secondary sources at the higher end of the grade-band level of text complexity. In addition to designing a path of increasing text complexity, Amplify ELA sequenced and grouped texts to build students’ knowledge and skills as they progress through each grade and the whole program.</p>
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	<p>Grade 6 complexity throughout the year: Grade 6 begins with Roald Dahl’s <i>Boy</i>, a funny and poignant memoir of his childhood in early twentieth-century Britain. Although Dahl writes about a time and place that are quite different from students’ own, the experiences he describes—playing pranks with classmates and getting into trouble—are engaging and relatable, which makes this an enjoyable and accessible introduction to middle school reading and writing. By the end of Grade 6, in <i>The Titanic Collection</i>, students are prepared to work independently with a trove of complex primary and secondary source documents, which they supplement with independent internet research in order to write a research paper and media project.</p> <p>Grade 6 complexity within a unit: Just as complexity increases throughout the year, it also increases within units. In <i>Mysteries & Investigations</i>, students build a foundation for essential skills while reading <i>The Secret of the Yellow Death</i>, a book that uses engaging narrative techniques and illustrations to inform readers about important scientific discoveries. After learning to identify clues, weigh the credibility of evidence, and reevaluate hypotheses, students apply their sleuthing skills to the stories of Sherlock Holmes, which are more qualitatively and quantitatively complex.</p> <p>The Greeks unit also begins with a short, highly readable myth—“Prometheus”—before introducing the increased complexity of passages from <i>The Odyssey</i> and the poetic structure of “Arachne” as translated from Ovid’s <i>Metamorphoses</i>. By engaging in similar tasks in each subunit, students are able to scaffold toward increased text and task complexity, ultimately writing an essay synthesizing ideas about two of the myths.</p> <p>Grade 6 Inter-Textual complexity: In Unit 6D (The Greeks), students read selections from <i>The Odyssey</i>. In Unit 6E, students read <i>Summer of the Mariposas</i>, a magical Mexican American retelling of <i>The Odyssey</i>. Students apply inter-textual knowledge to deepen their</p>
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		<p>understanding and make connections between the texts. By comparing the encounter between Odysseus and Circe from <i>The Odyssey</i> to the encounter between Odilia and Cecilia from <i>Summer of the Mariposas</i>, students closely study how Guadalupe Garcia McCall recreates and modernizes <i>The Odyssey</i>.</p> <p>Grade 6 Task/Interpretive Complexity: The interpretive work students do throughout Amplify ELA adds to the complexity levels of the texts. In Mysteries & Investigations, students use an app to identify, organize, and evaluate claims and supporting evidence presented in <i>The Secret of the Yellow Death</i>. In the Chocolate Collection unit, students synthesize information provided in informational articles to debate whether or not chocolate should be included in school lunches. In <i>Summer of the Mariposas</i>, students compare McCall's re-telling to episodes from Homer's <i>The Odyssey</i>, contrast the sister's fictional journey to the non-fiction account of a migrant boy's journey, and research Aztec mythology to create their own Lotería cards. In The <i>Titanic</i> Collection, students research and role-play a <i>Titanic</i> passenger and write from their point of view.</p>
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<p>e. Text plays a central role in the English class period.</p>	<p>Yes</p>	<p>Amplify ELA is structured to place text at the center of all activities, ensuring that >75% of class time is spent working with the text. Almost all core lessons are centered around the close reading activities, from which flow student writing, speaking and listening, and vocabulary work.</p> <p>The Amplify ELA learning experiences are designed to engage students in close reading and communicating about complex text. These experiences include the following:</p> <ul style="list-style-type: none"> • Working With Text Out Loud: Students listen to the text, hear its cadences, and take in its meaning and interpret it based on how it sounds. These activities often occur in the beginning of a unit and in the beginning of class to make sure students develop fluency with a new type of text. • Working Visually: Students work out their readings of a text in visual ways—sometimes in simple charts and sometimes in more elaborate digital apps. • Working With Text as Theater: Students show their interpretation of a text by acting it out. • Choosing the Best Evidence: Students look through text to find the evidence that will best support a claim or develop a topic. They use the tools of highlighting and annotating. • Using the Text as Referee: Students try to figure out the author’s intended meaning—often comparing two or more paraphrases to the author’s actual words to figure out which one is closer to his or her real meaning. <p>Grade 6 examples:</p> <ul style="list-style-type: none"> • 6C: The Chocolate Collection, SU2, L1 and 2 • 6D: The Greeks: SU1, L1, LO5
<p>f. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.</p>	<p>Yes</p>	<p>All of the texts in the Amplify ELA curriculum were previously published and were selected for their complexity and ability to elicit engagement and deep analysis. Core texts represent a balance of literary and informational texts and include a rich representation of genres. In addition to reading first-rate literary texts, students focus on a range of</p>

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			<p>high-quality non-fiction types, including essays, memoirs, journals, visual information (paintings, photographs, and other primary-source documents) and scientific and historic informational texts. Students work with these texts to gain solid footing from which to progress to the type of “reading to learn” they will be asked to do during high school and beyond.</p> <p>Grade 6 examples:</p> <ul style="list-style-type: none"> • Dahl & Narrative: Roald Dahl’s memoir, <i>Boy: Tales of Childhood</i> (informational) • Mysteries & Investigations: <i>The Secret of the Yellow Death</i> (informational) and selections from <i>The Adventures of Sherlock Holmes</i> (literature) • The Chocolate Collection: “Chocolate” from <i>American Smooth</i> by Rita Dove (literature), “Dark Chocolate: A Bittersweet Pill to Take” from <i>USA Today</i> by Mary Brophy Marcus, and <i>Still Life with Strawberries and Chocolate</i> by Juan Bautista Romero (visual information) • Summer of the Mariposas: <i>Summer of the Mariposas</i>, a coming-of-age tale by Guadalupe Garcia McCall (literature) • The <i>Titanic</i> Collection: “There Is Your Beautiful Nightdress Gone” from <i>A Night to Remember</i> by Walter Lord (informational), Untitled Poem read at the <i>Titanic</i> Memorial Dedication in Belfast, Ireland (literature), and Cabins on the <i>Titanic</i> (visual information)
<p>Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.</p>	<p>Yes</p>	<p>No</p>	
<p>g. Text-dependent questions:</p> <ul style="list-style-type: none"> • Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. • High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text. 	<p>Yes</p>		<p>Amplify ELA is designed to engage all students in rigorous learning and inspire them to think deeply, creatively, and for themselves. All lessons require students to work closely with rich, complex texts across a range of types and disciplines to explore key ideas and details, analyze author’s craft and structure, and integrate knowledge and ideas. Lessons are aligned to Tennessee language arts standards; provide instruction on and practice with key skills; and are designed to meet specific reading, writing, research, and/or speaking and listening objectives. More than 80% of the questions in</p>

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		<p>Amplify ELA are text-dependent/text-specific, requiring students to draw on textual evidence to support inferences and conclusions.</p> <p>Individual activities, lessons, units, and grade-level scope and sequences in Amplify ELA are organized so that students gradually build from short, supported activities to independent completion of rigorous summative assessments. As students move from earlier units to later units within a single grade, they learn, practice, and gradually master reading and writing skills that grow increasingly sophisticated.</p> <p>For example, in Dahl & Narrative, questions are strategically sequenced to scaffold students in building a deeper understanding of <i>Boy</i>.</p> <ol style="list-style-type: none"> 1. In students' first written response to the text (Sub-unit 3, Lesson 2), they are prompted to write about a candy in Mrs. Pratchett's sweet-shop that sounds appealing or repulsive. This prompt invites students to focus on a specific description in the text and describe how the author's word choices create a reaction in the reader. 2. In the following lesson, students write about whether they agree or disagree with Dahl's claim that Mrs. Pratchett is "a horror." This invites students to connect two or three details from a single passage and explain their interpretation of what these details reveal about a character. 3. Later in the sub-unit (Lesson 9), students write about whether they think Dahl regrets playing the mouse trick on Mrs. Pratchett. This prompt challenges students to revisit the arc of emotions Dahl has conveyed in Chapters 4, 5, and 6, and to connect two or three details from separate passages to stake and support a claim about a character. 4. Finally, in the essay following this sub-unit, students engage with a theme that is developed throughout the entire book when they write about who causes more trouble: the boys or the adults.
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			<p>Questions are also strategically sequenced within individual lessons to scaffold students in building a deeper understanding of a text. For example, in Mysteries & Investigations Sub-unit 2, Lesson 15, students read an article from the <i>New York Times</i> titled “Yellow Fever Circles Brazil’s Huge Cities.”</p> <ol style="list-style-type: none"> 1. Before they read, students preview the article and identify key features of this kind of informational text. 2. Next, students focus on the first four paragraphs to identify the place where the author explicitly states the central idea of the article. 3. Then students take a closer look at the verbs in the first few paragraphs to evaluate the author’s claim that the health workers’ mission was “deadly serious.” 4. Having established this fundamental understanding of the facts and the severity of the situation, students are ready to focus on the important informational details in the next section of text. They answer questions about word meaning, highlight details that show causal reasoning, and identify an accurate visual representation of the movement of the yellow fever virus. 5. This prepares students to investigate in more detail the three causes of the yellow fever outbreak and propose solutions to this problem. 6. Finally, students connect the work they’ve done with this text to <i>The Secret of the Yellow Death</i>, comparing and contrasting the efforts of the Brazilian public health agencies to the work done by Dr. Walter Reed.
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<p>h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.</p>	<p>Yes</p>	<p>In daily writing assignments and in longer essays, students are invited to develop thoughtful, evidence-based interpretations of literary texts, synthesize information and ideas across a range of informational texts, and construct sound, well-reasoned arguments and detailed explanations.</p> <p>Grade 6 examples:</p> <ul style="list-style-type: none"> • 6A: Dahl & Narrative, SU3, L9, LO6 • 6A: Dahl & Narrative, SU4 • 6C: The Chocolate Collection, SU5 • 6D: The Greeks, SU3, L6, LO7
<p>i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.</p>	<p>Yes</p>	<p>Speaking and listening activities require students to independently discern a speaker’s key points, request clarification, and ask relevant questions. Many lessons incorporate partner discussion of challenging passages, where students produce writing to demonstrate their initial understanding of a reading, engage in partner discussions that invite them to revise their thinking, and demonstrate in writing how their thinking has changed.</p> <p>Amplify ELA also includes opportunities for students to engage in more formal, sustained discussions via debates and Socratic seminars at every grade level. In these activities, teachers can observe students’ ability to explicitly draw on evidence they have prepared on a topic, text, or issue; follow rules for collegial discussions and decision-making; pose questions that connect the ideas of several speakers; respond to other students’ questions and comments with relevant evidence, observations, and ideas; and acknowledge new information expressed by their classmates.</p> <p>Grade 6 examples:</p> <ul style="list-style-type: none"> • 6B: Mysteries & Investigations, SU4, L1, LO3 • 6E: Summer of the Mariposas, SU1, L7, LO5 • 6F: The <i>Titanic</i> Collection, SU4, L1–2

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Additional comments on the three instructional shifts within the materials:

Materials meet 100% alignment with Section I: Shifts in instruction?

This means that **all boxes** in Section I were marked **“Yes”** and no boxes were marked **“No”** in Section I. If any “No” boxes are marked, then this program does not pass.

Yes

No

Yes

No

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SECTION II

Alignment to Tennessee English Language Arts Standards

*Materials must meet at least **90%** of indicators in Section II.*

*The instructional materials represent alignment with the Tennessee English Language Arts Standards and explicitly focus teaching and learning on the grade-level standards, at the rigor necessary for students to reach mastery. Tennessee expects the **full breadth and depth** of the standards to be taught in an **integrated** and **spiraled** manner throughout the school year.*

Amplify’s Approach to the Tennessee English Language Arts Standards:

Amplify targets teaching and learning on the grade-level TN standard through an integrated approach to standards’ instruction, practice and mastery. Lesson instruction and practice targets the key *focus* standard(s) needed to effectively support productive work with the given text excerpt or topic. Within the lesson, students work with these *focus* standards at the rigor necessary for mastery. Students will also be introduced to a standard and come back to practice a standard multiple times over the course of the grade. This progressive practice provides opportunities for working to mastery with a given standard, as well as the integrated practice of working across standards to achieve the learning goal. The citations in this section list both types of practice.

In this section, citations are provided for the Amplify Digital Curriculum as well as additional, corresponding references for the Amplify Print Curriculum.

READING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
<p>Standard 1 Category</p> <p>Key Ideas and Details</p> <p>Cornerstone Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Literature: 6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</p>	Yes		<p>6B: Mysteries & Investigations, SU3, L3, LO5, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6E: Summer of the Mariposas, SU1, L3, LO3, All Cards (Especially 2) (Print: 6E: Summer of the Mariposas, SU1, L3, TE Step G p. 28, WJ p. 17)</p> <p>6B: Mysteries & Investigations, SU1, L1, LO4, All Cards (Print: 6B: Mysteries & Investigations, SU1, L1, LO4, TE Step C p. 15, WJ p. 9)</p> <p>6D: The Greeks, SU2, L6, LO3, All Cards (Print: 6D: The Greeks, SU2, L6, TE Step N p. 61)</p>

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	<p>Informational Text: 6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</p>	<p>Yes</p>	<p>6C: The Chocolate Collection, SU2, L2, LO3, All Cards (Especially 4) (Print: 6C: The Chocolate Collection, SU2, L2, TE Step H p.101, WJ pp. 27–29)</p> <p>6A: Dahl & Narrative, SU3, L1, LO6, All Cards (Print: 6A: Dahl & Narrative, SU3, L1, TE Step C p. 86)</p> <p>6F: The <i>Titanic</i> Collection, SU2, L2, LO5, All Cards (Especially 6), and LO7, All Cards (Especially 5) (Print: 6F: The <i>Titanic</i> Collection, SU2, L2, TE Step H and J p. 89 and 91, WJ pp. 36–41)</p> <p>6A: Dahl & Narrative, SU3, L2, LO3, All Cards (Especially 2–6) (Print: 6A: Dahl & Narrative, SU3, L2, TE Step F p. 88, WJ p. 31)</p>
<p>Standard 2</p> <p>Category Key Ideas and Details</p> <p>Cornerstone Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Literature: 6.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.</p>	<p>Yes</p>	<p>6D: The Greeks, SU1, L2, LO3, Card 2 (Print: 6D: The Greeks, SU1, L2, TE Step E p. 21, WJ p. 15)</p> <p>6E: Summer of the Mariposas, SU1, L1, LO3, All Cards (Especially 2) (Print: 6E: Summer of the Mariposas, SU1, L1 TE Step B p. 22, WJ pp. 10–11)</p> <p>6E: Summer of the Mariposas, SU1, L7, LO2, All Cards and LO3, All Cards (Especially 1) (Print: 6E: Summer of the Mariposas, SU1, L7, TE Steps P and Q pp. 41–42, WJ pp. 31–32)</p> <p>6E: Summer of the Mariposas, SU1, L19, LO2, All Cards, and LO3, All Cards (Especially 3) (Print: 6E: Summer of the Mariposas, SU1, L19, TE Step T2 and U2 pp. 89–91, WJ pp. 73–76)</p>

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	<p>Informational Text: 6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.</p>	<p>Yes</p>	<p>6B: Mysteries & Investigations, SU2, L13, LO3, Cards 1–2 (Print: 6B: Mysteries & Investigations, SU2, L13, TE Step I2 p. 117, WJ pp. 55–58)</p> <p>6B: Mysteries & Investigations, SU2, L11, LO4, Cards 1–2 (Especially 2) (Print: 6B: Mysteries & Investigations, SU2, L11, TE Step G2 p. 114, WJ pp. 52–53)</p> <p>6A: Dahl & Narrative, SU3, L9, LO4–5, All Cards (Print: 6A: Dahl & Narrative, SU3, L9, TE Steps E2 and F2 p. 112 and 113, WJ p. 47)</p> <p>6B: Mysteries & Investigations, SU2, L6, LO4, All Cards (Especially- 2) & LO6, All Cards (Print: 6B: Mysteries & Investigations, SU2, L6, TE Steps Q and S p. 96 and 97, WJ pp. 29–31)</p>
<p>Standard 3</p> <p>Category Key Ideas and Details</p> <p>Cornerstone Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Literature: 6.RL.KID.3 Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>Yes</p>	<p>6E: Summer of the Mariposas, SU1, L18, LO4, All Cards (Especially 10) (Print: 6E: Summer of the Mariposas, SU1, L18, TE Step S2 pp. 84–88, WJ pp. 68–72)</p> <p>6D: The Greeks, SU2, L3, LO3, All Cards (Print: 6D: The Greeks, SU2, L3, TE Step G p. 58, WJ pp. 30-31)</p> <p>6B: Mysteries & Investigations, SU4, L1, LO3–4, All Cards (Print: 6B: Mysteries & Investigations, SU4, L1, TE Steps B and C pp. 212–213)</p> <p>6D: The Greeks, SU3, L4, LO2-3, All Cards (Especially 3) (Print: 6D: The Greeks, SU3, L4, TE Steps K–L p. 88, WJ pp. 46-47)</p>

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	<p>Informational Text: 6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.</p>	<p>Yes</p>	<p>6B: Mysteries & Investigations, SU2, L1, LO4, All Cards (Print: 6B: Mysteries & Investigations, SU2, L1, TE Step C p. 82)</p> <p>6B: Mysteries & Investigations SU2, L9, LO3, All Cards (Print: 6B: Mysteries & Investigations SU2, L9, TE Step X p. 103, WJ pp. 38-41)</p> <p>6B: Mysteries & Investigations, SU2, L2, LO4, All Cards (Especially 1) (Print: 6B: Mysteries & Investigations, SU2, L2, TE Step G p. 86)</p> <p>6A: Dahl & Narrative, SU3, L6, LO5, All Cards (Especially 3) (Print: 6A: Dahl & Narrative, SU3, L6, TE Step U p. 101)</p>
<p>Standard 4</p> <p>Category Craft and Structure</p> <p>Cornerstone Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Literature: 6.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.</p>	<p>Yes</p>	<p>6E: Summer of the Mariposas, SU1, L17, LO2, All Cards (Print: 6E: Summer of the Mariposas, SU1, L17, TE Step N2 pp. 76–77, WJ pp. 61–62)</p> <p>6E: Summer of the Mariposas, SU1, L6, LO4, All Cards (Especially 2) (Print: 6E: Summer of the Mariposas, SU1, L6, TE Step O p. 40, WJ pp. 28–30)</p> <p>6E: Summer of the Mariposas, SU1, L19, LO2, All Cards (Especially 1), and LO3, All Cards (Print: 6E: Summer of the Mariposas, SU1, L19, LO2, TE Step T2 pp. 89–90, WJ pp. 73–74)</p>
	<p>Informational Text: 6.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>Yes</p>	<p>6A: Dahl & Narrative, SU3, L11, LO3, All Cards (Print: 6A: Dahl & Narrative, SU3, L11, TE Step J2 p. 117, WJ p. 50)</p> <p>6A: Dahl & Narrative, SU3, L3, LO5, All Cards (Print: 6A: Dahl & Narrative, SU3, L3, TE Step J p. 91)</p>

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				<p>6B: Mysteries & Investigations, SU2, L2, LO2, All Cards (Especially 2) (Print: 6B: Mysteries & Investigations, SU2, L2, TE Step E p. 83)</p> <p>6A: Dahl & Narrative, SU2, L6, LO3, All Cards (Print: 6A: Dahl & Narrative, SU2, L6, TE Step T p. 32, WJ p. 19)</p>
<p>Standard 5</p> <p>Category Craft and Structure</p> <p>Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Literature: 6.RL.CS.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	Yes		<p>6B: Mysteries & Investigations, SU3, L1, LO4, All Cards (Print: 6B: Mysteries & Investigations, SU3, L1, TE Step D p. 172, WJ pp. 75–76)</p> <p>6D: The Greeks, SU2, L2, LO2, All Cards (Especially 5) (Print: 6D: The Greeks, SU2, L2, TE Step D p. 56, WJ p. 27)</p> <p>6B: Mysteries & Investigations, SU4, L2, LO3–4, All Cards (Print: 6B: Mysteries & Investigations, SU4, L2, TE Step F p. 214)</p> <p>6E: Summer of the Mariposas, SU1, L8, LO2–4, All Cards (Print: 6E: Summer of the Mariposas, SU1, L8, TE Step U–W pp. 45–47, WJ pp. 38–41)</p>
	<p>Informational Text: 6.RI.CS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	Yes		<p>6A: Dahl & Narrative, SU3, L6, LO5, All Cards (Especially 3) (Print: 6A: Dahl & Narrative, SU3, L6, TE Step U p. 101)</p> <p>6B: Mysteries & Investigations, SU2, L15, LO5, All Cards (Print: 6B: Mysteries & Investigations, SU2, L15, TE Step Q2 p. 132, WJ pp. 66–67)</p> <p>6B: Mysteries & Investigations, SU2, L6, LO3, All Cards (Print: 6B: Mysteries & Investigations, SU2, L6, TE Step P p. 94–95, WJ pp. 27–28)</p>

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				6B: Mysteries & Investigations, SU2, L7, LO2 (all cards) (Print: 6B: Mysteries & Investigations, SU2, L7, TE Step T p. 98–99, WJ pp. 32)
<p>Standard 6</p> <p>Category Craft and Structure</p> <p>Cornerstone Assess how point of view or purpose shapes the content and style of a text</p>	<p>Literature: 6.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.</p>	Yes		<p>6D: The Greeks, SU1, L1, LO7, All Cards (Print: 6D: The Greeks, SU1, L1, TE Step C p. 19, WJ pp. 12–14)</p> <p>6E: Summer of the Mariposas, SU1, L2, LO3, All Cards (Especially 2) (Print: 6E: Summer of the Mariposas, SU1, L2, TE Step E p. 26, WJ p. 15)</p> <p>6D: The Greeks, SU3, L2, LO2–3, All Cards (Print: 6D: The Greeks, SU3, L2, TE Step D and E pp. 84–85, WJ p. 39–40)</p> <p>6D: The Greeks, SU1, L3, LO3, All Cards (Especially 3) (Print: 6D: The Greeks, SU1, L3, TE Step H p. 22, WJ p. 16)</p>
	<p>Informational Text: 6.RI.CS.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.</p>	Yes		<p>6B: Mysteries & Investigations, SU2, L5, LO4, All Cards (Especially 2) (Print: 6B: Mysteries & Investigations, SU2, L5, TE Step M p. 90-92, Activity 10)</p> <p>6A: Dahl & Narrative, SU3, L8, LO3, All Cards (Especially 4) (Print: 6A: Dahl & Narrative, SU3, L8, TE Step A2 p. 109, WJ p. 45)</p> <p>6B: Mysteries & Investigations SU2, L10, LO2, All Cards (Print: 6B: Mysteries & Investigations SU2, L10, TE Step B2 p. 107, WJ pp. 44–46)</p> <p>6B: Mysteries & Investigations SU2, L7, LO2, All Cards (Especially 3) (Print: 6B: Mysteries & Investigations SU2, L7, TE Step T p. 98, WJ p. 32)</p>

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<p>Standard 7</p> <p>Category Integration of Knowledge and Ideas</p> <p>Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>Literature: 6.RL.IKI.7 Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.</p>	<p>Yes</p>		<p>6C: The Chocolate Collection, SU3, L3, LO3, All Cards (Print: 6C: The Chocolate Collection, SU3, L3, TE Step K p. 121)</p> <p>6E: Summer of the Mariposas, SU1, L12, LO2, All Cards (Especially 3) (Print: 6E: Summer of the Mariposas, SU1, L12, TE Step F2 p. 63–64, WJ p. 52)</p> <p>6D: The Greeks, SU1, L3, LO2, Instructional Guide (Print: 6D: The Greeks, SU1, L3, TE Step G p. 22)</p> <p>6B: Mysteries & Investigations, SU3, L1, TLO2 and LO4, All Cards (Print: 6B: Mysteries & Investigations, SU3, L1, TE Steps A and D pp. 170 and 172, WJ pp. 75–76)</p>
	<p>Informational Text: 6.RI.IKI.7 Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.</p>	<p>Yes</p>		<p>6F: The <i>Titanic</i> Collection, SU3, L3, LO7, All Cards (Print: 6F: The <i>Titanic</i> Collection, SU3, L3, TE Step K p. 119; Teacher uses digital lesson to access the Exit Ticket.)</p> <p>6B: Mysteries & Investigations, SU2, L7, LO4, All Cards (Especially 3) (Print: 6B: Mysteries & Investigations, SU2, L7, TE Step V p. 101, WJ pp. 34–36)</p> <p>6F: The <i>Titanic</i> Collection, SU2, L3, LO2–3, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6B: Mysteries & Investigations, SU2, L1, LO2, All Cards and LO3 (Print: 6B: Mysteries & Investigations, SU2, L1, TE Step A p. 78, WJ p. 14, and step B p. 80–81, WJ p. 15)</p>

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<p>Standard 8</p> <p>Category Integration of Knowledge and Ideas</p> <p>Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>Literature: Not applicable</p> <p>Informational Text: 6.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Yes</p>	<p>6B: Mysteries & Investigations, SU2, L3, LO4, All Cards (Print: Teacher directed to use digital lesson to access this activity.)</p> <p>6B: Mysteries & Investigations, SU2, L6, LO3, All Cards (Print: 6B: Mysteries & Investigations, SU2, L6, TE Step P p. 94–95, WJ p. 27–28)</p> <p>6B: Mysteries & Investigations, SU2, L14, LO3–4, All Cards (Print: 6B: Mysteries & Investigations, SU2, L14, TE Step L2 and M2 p. 124 and 125, WJ pp. 61–64)</p> <p>6B: Mysteries & Investigations, SU2, L7, LO4, All Cards (Print: 6B: Mysteries & Investigations, SU2, L7, TE Step V p. 101, WJ pp. 34–36)</p>
<p>Standard 9</p> <p>Category Integration of Knowledge and Ideas</p> <p>Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.</p>	<p>Literature: 6.RL.IKI.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p>	<p>Yes</p>	<p>6E: Summer of the Mariposas, SU1, L9, LO4, All Cards (Especially 3) (Print: 6E: Summer of the Mariposas, SU1, L9, TE Step Z p. 50, WJ p. 42–43)</p> <p>6D: The Greeks, SU3, L5, LO5, All Cards (Print: 6D: The Greeks, SU3, L5, TE Step Q p. 90, WJ p. 51)</p> <p>6E: Summer of the Mariposas, SU1, L16, LO2–3, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6E: Summer of the Mariposas, SU1, L13, LO4, All Cards (Especially 3) (Print: 6E: Summer of the Mariposas, SU1, L13, TE Step L2 p. 70, WJ p. 58–59)</p>

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	<p>Informational Text: 6.RI.IKI.9 Compare and contrast two or more authors' presentation of the same topic or event.</p>	<p>Yes</p>	<p>6B: Mysteries & Investigations, SU2, L10, LO2, All Cards (Especially 4) (Print: 6B: Mysteries & Investigations, SU2, L10, TE Step B2 p. 107, WJ pp. 44–46)</p> <p>6F: The <i>Titanic</i> Collection, SU3, L1, LO4, All Cards (Especially 3) (Print: 6F: The Titanic Collection, SU3, L1, TE Step B pp. 100–101, WJ p. 44)</p> <p>6E: Summer of the Mariposas, SU1, L11, LO4, All Cards (Print: 6E: Summer of the Mariposas, SU1, L11, TE Step E2 p. 62, WJ p. 51)</p> <p>6C: The Chocolate Collection, SU2, L1, LO5, All Cards (Especially 3) (Print: 6C: The Chocolate Collection, SU2, L1, TE Step D p. 99)</p>
<p>Standard 10</p> <p>Category Range of Reading and Level of Text Complexity</p> <p>Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Literature: 6.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.</p>	<p>Yes</p>	<p>Amplify students read regularly throughout the year, working with progressively more challenging literary texts. Almost all lessons include close reading activities and end with Solo reading comprehension assignments.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • Solos (Example: 6E: Summer of the Mariposas, SU1, L6, LO7, All Cards) • Select Text Activities (Example: 6D: The Greeks, SU3, L2, LO3, All Cards) • Use the Text as Referee Activities (Example: 6B: Mysteries & Investigations, SU3, L3, LO2, All Cards) • Other Close Reading Activities (Example: 6E: Summer of the Mariposas, SU1, L12, LO4)

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	<p>Informational Text: 6.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.</p>	Yes		<p>Amplify students read regularly throughout the year, working with progressively more challenging literary non-fiction and informational texts. Almost all lessons include close reading activities and end with Solo reading comprehension assignments.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • Solos (Example: 6A: Dahl & Narrative, SU3, L2, LO9, All Cards) • Select Text Activities (Example: 6A: Dahl & Narrative, SU3, L6, LO3, All Cards) • Use the Text as Referee Activities (Example: 6B: Mysteries & Investigations, SU2, L7, LO3) • Other Close Reading Activities (6B: Mysteries & Investigations, SU2, L2, LO2, All Cards)
WRITING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
<p>Standard 1</p> <p>Category Text Types and Protocol</p> <p>Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>6.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s). Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. Use credible sources and demonstrate an understanding of the topic or source material. Craft an effective and relevant conclusion that supports the argument presented. Use precise language and content-specific vocabulary. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use varied sentence structure to 	Yes		<p>6.W.TTP.1: 6D: The Greeks, SU4, L1, LO5, All Cards (Print: 6D: The Greeks, SU4, L1, TE Step B p. 98)</p> <p>6A: Dahl & Narrative, SU3, L3, LO6, All Cards, (Especially 2) (Print: 6A: Dahl & Narrative, SU3, L3, TE Step C p. 86)</p> <p>6C: The Chocolate Collection, SU3, L3, LO6, All Cards (Especially 2) (Print: 6C: The Chocolate Collection, SU3, L3, TE Step M p. 123, WJ p. 56)</p> <p>6B: Mysteries & Investigations, SU2, L1, LO5, All Cards (Especially 2) (Print: 6B: Mysteries & Investigations, SU2, L1, TE Step D p. 82, WJ p. 16)</p> <p>6.W.TTP.1.a: 6A: Dahl & Narrative, SU4, L2, LO4, All Cards</p>

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	<p>enhance meaning and reader interest.</p> <p>i. Establish and maintain a formal style.</p>		<p>(Print: 6A: Dahl & Narrative, SU4, L1, TE Step C p. 126, SE p. 642, WJ p. 62)</p> <p>6C: The Chocolate Collection, SU5, L2, LO5, All Cards (Print: 6C: The Chocolate Collection, SU5, L2, TE Step F p. 143, WJ p. 73)</p> <p>6F: The Titanic Collection, SU5, L2, LO5, All Cards (Print: 6F: The Titanic Collection, SU5, L2, TE Step F p. 139, WJ p. 74)</p> <p>6.W.TTP.1.b: 6A: Dahl & Narrative, SU3, L5, LO4, All Cards (Especially 1) (Print: 6A: Dahl & Narrative, SU3, L5, TE Step R p. 98, WJ p. 40)</p> <p>6D: The Greeks, SU4, L2, LO5, All Cards (Print: 6D: The Greeks, SU4, L2, TE Step E p. 99, SE p. 642, WJ pp. 58–59)</p> <p>6A: Dahl & Narrative, SU4, L2, LO5, All Cards (Print: 6A: Dahl & Narrative, SU4, L2, TE Step E p. 127, SE p. 642, WJ p. 64)</p> <p>6D: The Greeks, SU3, L4, LO4, All Cards (Especially 2) (Print: 6D: The Greeks, SU3, L4, TE Step M p. 88, WJ p. 48)</p> <p>6.W.TTP.1.c: 6D: The Greeks, SU4, L4, LO6, All Cards (Print: 6D: The Greeks, SU4, L4, TE Step M p. 101, SE p. 643, WJ p. 68)</p> <p>6A: Dahl & Narrative, SU4, L3, LO6, All Cards (Especially 2)</p>
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			<p>(Print: 6F: The <i>Titanic</i> Collection, SU5, L4, TE Step N p. 141, WJ p. 80)</p> <p>6.W.TTP.1.f: 6B: Mysteries & Investigations, SU2, L6, LO6, All Cards (Print: 6B: Mysteries & Investigations, SU2, L6, TE Step S p. 97, WJ p. 31)</p> <p>6C: The Chocolate Collection, SU3, L2, LO4, All Cards (Print: 6C: The Chocolate Collection, SU3, L2, TE Step I p. 119, WJ p. 47)</p> <p>6C: The Chocolate Collection, SU5, L3, LO4, All Cards (Print: 6C: The Chocolate Collection, SU5, L3, TE Step L p. 145, WJ pp. 78–79)</p> <p>6A: Dahl & Narrative, SU2, L3, LO4, All Cards (Print: 6A: Dahl & Narrative, SU2, L3, TE Step K p. 26)</p> <p>6.W.TTP.1.g: 6A: Dahl & Narrative, SU4, L3, LO8, All Cards (Print: 6A: Dahl & Narrative, SU4, L3, TE Step F p. 128, WJ pp. 66–67)</p> <p>6A: Dahl & Narrative, SU4, L4, LO3, All Cards (Especially 1) (Print: 6A: Dahl & Narrative, SU4, L4, TE Step J p. 129, SE p. 643, WJ pp. 72–73)</p> <p>6D: The Greeks, SU4, L5, LO6, All Cards (Print: 6D: The Greeks, SU4, L5, TE Step O p. 102, SE p. 643, WJ p. 71–72)</p> <p>6B: Mysteries & Investigations, SU5, L5, LO5, All Cards (Especially 1)</p>
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			<p>(Print: 6B: Mysteries & Investigations, SU5, L5, TE Step O p. 228, WJ p. 107–108)</p> <p>6.W.TTP.1.h: 6A: Dahl & Narrative, SU3, L4, LO3-4, All Cards (Print: 6A: Dahl & Narrative, SU3, L4, TE Step M-N p. 93–94, WJ p.36–37)</p> <p>Mastering Conventions One: Unit 2, Skill Drill 13A, p. 179, What to Do</p> <p>6E: Summer of the Mariposas, SU1, L5 and all Flex Days, Teacher Materials, Revision Assignment-Grammar, Third Revision Assignment (Print: Teacher directed to use digital lesson.)</p> <p>Mastering Conventions One: Unit 2, Skill Drill 13D, p. 188</p> <p>6.W.TTP.1.i: 6D: The Greeks, SU4, L5, LO7, All Cards (Print: 6D: The Greeks, SU4, L5, TE Step P p. 102, SE p. 644, WJ p. 74)</p> <p>6A: Dahl & Narrative, SU4, L4, LO4, All Cards (Especially 1) (Print: 6A: Dahl & Narrative, SU4, L4, TE Step K p. 129, SE p. 644, WJ p. 75)</p> <p>6C: The Chocolate Collection SU5, L5, LO5, All Cards (Especially 1) (Print: 6C: The Chocolate Collection SU5, L5, TE Step P p. 146, SE p. 648, WJ p. 83)</p> <p>6B: Mysteries & Investigations, SU5, L5, LO6, All Cards (Especially 1)</p>
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			<p>(Print: 6B: Mysteries & Investigations, SU5, L5, TE Step P p. 228, SE p. 644, WJ p. 110)</p> <p>Mastering Conventions 1, Unit 5, L25–26, Formal and Informal Writing Styles: Code-Switching</p>
<p>Standard 2</p> <p>Category Text Types and Protocol</p> <p>Cornerstone Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>6.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and reader interest. j. Establish and maintain a formal style. 	<p>Yes</p>	<p>6.W.TTP.2 6B: Mysteries & Investigations, SU4, L2, LO5, All Cards (Especially 2) (Print: 6B: Mysteries & Investigations, SU4, L2, TE Step H p. 215, WJ p. 86)</p> <p>6B: Mysteries & Investigations, SU5, L1, LO5, All Cards (Print: 6B: Mysteries & Investigations, SU5, L1, TE Step C p. 224, WJ p. 92)</p> <p>6E: Summer of the Mariposas, SU2, L1, LO3–5, All Cards (Print: 6E: Summer of the Mariposas, SU2, L1, TE Step A–C p. 100, SE p. 642, WJ p. 82)</p> <p>6A: Dahl & Narrative, SU3, L11, LO5, Card 2 (Print: 6A: Dahl & Narrative, SU3, L11, TE Step K2, Writing Prompt 2, p. 119, WJ p. 53)</p> <p>6.W.TTP.2.a/b 6B: Mysteries & Investigations, SU5, L4, LO6, All Cards (Especially 2) (Print: 6B: Mysteries & Investigations, SU5, L4, TE Step M p. 227, SE p. 643, WJ p. 104)</p> <p>6E: Summer of the Mariposas, SU2, L4, LO6, All Cards (Print: 6E: Summer of the Mariposas, SU2, L4, TE Step M p. 103, SE p. 643, WJ p. 94)</p> <p>6B: Mysteries & Investigations, SU5, L1, LO5, All Cards</p>

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			<p>(Print: 6B: Mysteries & Investigations, SU5, L1, TE Step C p. 224, WJ p. 92)</p> <p>6E: Summer of the Mariposas, SU2, L1, LO5 (Print: 6E: Summer of the Mariposas, SU2, L1, TE Step C p. 100, SE p. 642, WJ p. 82)</p> <p>6.W.TTP.2.c/d 6B: Mysteries & Investigations, SU5, L2, LO4, All Cards (Especially 3) (Print: 6B: Mysteries & Investigations, SU5, L2, TE Step E p. 225, SE p. 642, WJ p. 94–95)</p> <p>6E: Summer of the Mariposas, SU2, L4, LO4, All Cards (Especially 1) (Print: 6E: Summer of the Mariposas, SU2, L4, TE Step K p. 103, WJ pp. 91–92)</p> <p>6B: Mysteries & Investigations, SU5, L4, LO4, All Cards (Print: 6B: Mysteries & Investigations, SU5, L4, TE Step K p. 227, WJ pp. 101–102)</p> <p>6E: Summer of the Mariposas, SU2, L1, LO4, All Cards (Print: Teacher directed to use digital lesson to access this activity.)</p> <p>6.W.TTP.2.e 6B: Mysteries & Investigations, SU5, L5, LO4, All Cards (Print: 6B: Mysteries & Investigations, SU5, L5, TE Step N p. 228, SE p. 642, WJ p. 106)</p> <p>6E: Summer of the Mariposas, SU2, L5, LO4, All Cards (Print: 6E: Summer of the Mariposas, SU2, L5, TE Step N p. 104, SE p. 642, WJ p. 96)</p>
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				<p>6C: The Chocolate Collection, SU5, L4, LO7, All Cards (with Informational Essay Option) (Print: 6C: The Chocolate Collection, SU5, L4, TE Step N p. 145, WJ p. 80)</p> <p>6F: The <i>Titanic</i> Collection, SU5, L4, LO7, All Cards (with Informational Essay Option) (Print: 6F: The <i>Titanic</i> Collection, SU5, L4, TE Step M p. 141, SE p. 647)</p> <p>6.W.TTP.2.f 6C: The Chocolate Collection, SU5, L7, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6F: The Titanic Collection, SU5, L7, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6.W.TTP.2.g 6B: Mysteries & Investigations, SU5, L5, LO5, All Cards (Especially 1) (Print: 6B: Mysteries & Investigations, SU5, L5, TE Step O p. 228, SE p. 643, WJ pp. 107–108)</p> <p>6E: Summer of the Mariposas, SU2, L5, LO5, All Cards (Especially 1) (Print: 6E: Summer of the Mariposas, SU2, L5, TE Step O p. 104, SE p. 643, WJ pp. 97–98)</p> <p>6C: The Chocolate Collection, SU5, L2, LO3, All Cards (with Informational Essay Option) (Print: 6C: The Chocolate Collection, SU5, L2, TE Step E p. 143)</p> <p>6.W.TTP.2.h 6E: Summer of the Mariposas, SU1, L17, LO4, All Cards (Especially 2)</p>
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			<p>(Print: 6E: Summer of the Mariposas, SU1, L17, TE Step P2 p. 79, WJ p. 65)</p> <p>6B: Mysteries & Investigations, SU2, L13, LO3, All Cards and LO4, All Cards (Especially 1) (Print: 6B: Mysteries & Investigations, SU2, L13, TE Step I2 p. 117, WJ pp. 55–58)</p> <p>6E: Summer of the Mariposas, SU2, L2, LO4, All Cards (Print: 6E: Summer of the Mariposas, SU2, L2, TE Step E p. 101, SE p. 642, WJ pp. 84–85)</p> <p>6B: Mysteries & Investigations, SU5, Lesson 2, LO4, All Cards (Especially 3) (Print: 6B: Mysteries & Investigations, SU5, Lesson 2, TE Step E p. 225, SE p. 642, WJ p. 94–95)</p> <p>6.W.TTP.2.i 6A: Dahl & Narrative, SU3, L4, LO3–4, All Cards (Print: 6A: Dahl & Narrative, SU3, L4, TE Step M-N pp. 93–94, WJ pp. 36–37)</p> <p>Mastering Conventions One: Unit 2, Skill Drill 13A, p. 179, What to Do</p> <p>6E: Summer of the Mariposas, SU1, L5, Teacher Materials, Revision Assignment-Grammar, Third Revision Assignment (Print: Teacher directed to use digital lesson.)</p> <p>6B: Mysteries & Investigations, SU2, L13, LO3, All Cards and LO4, All Cards (Especially 2) (Print: 6B: Mysteries & Investigations, SU2, L13, TE Step I2 p. 117, WJ pp. 55–58)</p> <p>6.W.TTP.2.j 6B: Mysteries & Investigations, SU5, L5, LO6, All Cards</p>
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			<p>(Especially 1) (Print: 6B: Mysteries & Investigations, SU5, L5, TE Step P p. 228, SE p. 644)</p> <p>6E: Summer of the Mariposas, SU2, L5, LO6, All Cards (Especially 1) (Print: 6E: Summer of the Mariposas, SU2, L5, TE Step P p. 104 SE p. 644, WJ p. 100)</p> <p>6C: The Chocolate Collection, SU5, L5, LO5, All Cards (Print: 6C: The Chocolate Collection, SU5, TE Step P p. 146, SE p. 648, WJ p. 83)</p> <p>6B: Mysteries & Investigations, SU5, L3, LO5-6, All Cards (Print: Teacher directed to use digital lesson to access this activity.)</p> <p>Mastering Conventions 1, Unit 5, L25-26, Formal and Informal Writing Styles: Code-Switching</p>
<p>Standard 3</p> <p>Category Text Types and Protocol</p> <p>Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>	<p>6.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. 	<p>Yes</p>	<p>6.W.TTP.3</p> <p>6A: Dahl & Narrative, SU2, L2, LO7, All Cards (Especially 3) (Print: 6A: Dahl & Narrative, SU2, L2, TE Step H p. 22, WJ p.12)</p> <p>6B: Mysteries & Investigations, SU2, L10, LO4, All Cards (Especially 2) (Print: 6B: Mysteries & Investigations, SU2, L10, TE Step D2 p. 111, WJ p. 48)</p> <p>6A: Dahl & Narrative, SU2, L6, LO4, All Cards (Especially 2) (Print: 6A: Dahl & Narrative, SU2, L6, LO4, TE Step U p. 32, WJ p. 20)</p> <p>6A: Dahl & Narrative, SU3, L11, LO4, All Cards</p>

AMPLIFY ELA INSTRUCTIONAL MATERIALS CORRELATIONS GUIDE

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	<ul style="list-style-type: none"> e. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts and show the relationships among experiences and events. f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 	<p>(Especially 2) (Print: 6A: Dahl & Narrative, SU3, L11, TE Step K2, Writing Prompt 1, p. 119, WJ p. 52)</p> <p>6.W.TTP.3.a/b 6F: The <i>Titanic</i> Collection: SU3, L2, LO5, All Cards (Especially 2) (Print: 6F: The <i>Titanic</i> Collection: SU3, L2, TE Step H p. 117, WJ pp. 47–48)</p> <p>6G: Beginning Story Writing, SU3, L21, p. 118</p> <p>6G: Beginning Story Writing, SU1, L3, p. 49</p> <p>6A: Dahl & Narrative, SU2, L7, LO4, All Cards (Print: 6A: Dahl & Narrative, SU2, L7, TE Step X p. 34, WJ p. 16)</p> <p>6.W.TTP.3.c 6G: Beginning Story Writing, SU1, L8, pp. 67–69</p> <p>6G: Beginning Story Writing, SU3, L21, p. 118</p> <p>6G: Beginning Story Writing, SU1, L3, p. 49</p> <p>6.W.TTP.3.d 6A: Dahl & Narrative, SU3, L7, LO5, All Cards (Print: 6A: Dahl & Narrative, SU3, L7, TE Step Y p. 107, WJ p. 44)</p> <p>6A: Dahl & Narrative, SU2, L10, LO4–5, All Cards (Print: 6A: Dahl & Narrative, SU2, L10, TE Step H2 p. 43)</p> <p>6A: Dahl & Narrative, SU2, L5, LO3, All Cards (Especially 2) (Print: 6A: Dahl & Narrative, SU2, L5, TE Step R p. 30, WJ p. 18)</p>
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			<p>6A: Dahl & Narrative, SU2, L4, LO2, All Cards (Especially 4) (Print: 6A: Dahl & Narrative, SU2, L4, TE Step M p. 27, WJ p. 14)</p> <p>6.W.TTP.3.e 6G: Beginning Story Writing, SU1, L8, What to Do and Writing, pp. 68–69</p> <p>6G: Beginning Story Writing, SU3, L24, What to Do #2, p. 127</p> <p>6G: Beginning Story Writing, SU3, L21, p. 118</p> <p>6.W.TTP.3.f 6G: Beginning Story Writing, SU2, L16, Targeted Instruction and What to Do, pp. 98–100</p> <p>6G: Beginning Story Writing, SU3, L21, Writing Prompt, p. 119</p> <p>6G: Beginning Story Writing, SU1, L6, p. 60</p> <p>6.W.TTP.3.g 6A: Dahl & Narrative, SU2, L8, LO5, All Cards (Especially 2) (Print: 6A: Dahl & Narrative, SU2, L8, TE Step B2 p. 37, WJ p. 23)</p> <p>6A: Dahl & Narrative, SU2, L4, LO4, All Cards (Especially 2) (Print: 6A: Dahl & Narrative, SU2, L4, TE Step N p. 28, WJ p. 16)</p> <p>6A: Dahl & Narrative, SU2, L1, LO4, All Cards and LO6, All Cards (Especially 2) (Print: 6A: Dahl & Narrative, SU2, L1, TE Step B and Step D p. 18 and 20, WJ p. 8 and 9)</p>
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				6A: Dahl & Narrative, SU2, L2, LO3–5, All Cards (Especially LO5, Card 1) (Print: 6A: Dahl & Narrative, SU2, TE Step E–F p. 21, WJ p. 10)
<p>Standard 4</p> <p>Category Production and Distribution of Writing</p> <p>Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>6.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	Yes		<p>6A: Dahl & Narrative, SU2, L9, LO2, All Cards (Print: 6A: Dahl & Narrative, SU2, L9, TE Step C2 p. 38, WJ p. 24)</p> <p>6C: The Chocolate Collection, SU3, L2, LO3, All Cards (Especially 1) (Print: 6C: The Chocolate Collection, SU3, L2, TE Step H p. 119, WJ pp. 45–46)</p> <p>6C: The Chocolate Collection, SU3, L2, LO4, All Cards (Especially 4) (Print: 6C: The Chocolate Collection, SU3, L2, TE Step I p. 119, WJ p. 47)</p> <p>6A: Dahl & Narrative, SU2, L5, LO3, All Cards (Print: 6A: Dahl & Narrative, SU2, L5, TE Step R p. 30, WJ p. 18)</p>
<p>Standard 5</p> <p>Category Production and Distribution of Writing</p> <p>Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>6.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 6.)</p>	Yes		<p>6A: Dahl & Narrative, SU2, L7, LO5, All Cards (Especially 1) (Print: 6A: Dahl & Narrative, SU2, L7, TE Step X p. 34, WJ p.16)</p> <p>6C: The Chocolate Collection, SU5, L4, LO4, All Cards (Print: 6C: The Chocolate Collection, SU5, L4, TE Step L p. 145, WJ pp. 78–79)</p> <p>6A: Dahl & Narrative, SU3, L10, LO4, All Cards (Especially 1) (Print: 6A: Dahl & Narrative, SU3, L10, TE Step I2 p. 116, WJ p. 49)</p> <p>6A: Dahl & Narrative, SU2, L3, LO4, All Cards</p>

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				(Print: 6A: Dahl & Narrative, SU2, L3, TE Step K p. 26, WJ p. 13)
<p>Standard 6</p> <p>Category Production and Distribution of Writing</p> <p>Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>6.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.</p>	Yes		<p>6F: The <i>Titanic</i> Collection, SU5, L7, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6C: The Chocolate Collection, SU5, L7, LO3, All Cards (Especially 1) (Print: Teacher directed to use digital lesson.)</p> <p>6C: The Chocolate Collection, SU4, L3, LO2–6, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6F: The <i>Titanic</i> Collection, SU2, L3, LO3-5, All Cards</p>
<p>Standard 7</p> <p>Category Research to Build and Present Knowledge</p> <p>Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.</p>	<p>6.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.</p>	Yes		<p>6C: The Chocolate Collection, SU2, L3, LO4, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6F: The <i>Titanic</i> Collection, SU4, L3, LO5, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6C: The Chocolate Collection, SU5, L1, LO4, All Cards (Especially 1) (Print: 6C: The Chocolate Collection, SU5, L1, TE Step C p.142, WJ p.72)</p> <p>6F: The <i>Titanic</i> Collection, SU4, L2, LO5, All Cards (Print: 6F: The <i>Titanic</i> Collection, SU4, L2, TE Step H p. 131, WJ pp. 63–65)</p>
<p>Standard 8</p> <p>Category Research to Build and Present Knowledge</p> <p>Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</p>	<p>6.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	Yes		<p>6F: The <i>Titanic</i> Collection: SU4, L2, LO5, All Cards (Print: 6F: The <i>Titanic</i> Collection, SU4, L2, TE Step H p. 131, WJ pp. 65–67)</p> <p>6C: The Chocolate Collection, SU1, L3, LO2, All Cards (Print: 6C The Chocolate Collection, SU1, L3, TE Step D p. 13)</p>

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				<p>6C: The Chocolate Collection, SU5, L6, LO3–4, All Cards (Print: 6C: The Chocolate Collection, SU5, L6, TE Step T-U p.147, SE p. 649, WJ 85–87)</p> <p>6C: The Chocolate Collection, SU1, L2, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p>
<p>Standard 9</p> <p>Category Research to Build and Present Knowledge</p> <p>Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>6.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.</p>	Yes		<p>6F: The <i>Titanic</i> Collection, SU2, L3, LO4, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6C: The Chocolate Collection, SU4, L3, LO5, All Cards (Especially 2) (Print: Teacher directed to use digital lesson.)</p> <p>6D: The Greeks, SU1, L4, LO2–4, All Cards (Print: 6D: The Greeks, SU1, L4, TE Steps I-K p. 23, WJ pp. 17–19)</p> <p>6B: Mysteries & Investigations, SU5, L1, LO4, All Cards (Print: Teacher directed to use digital lesson to access this activity.)</p>
<p>Standard 10</p> <p>Category Range of Writing</p> <p>Cornerstone Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>6.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	Yes		<p>Amplify students write in almost every lesson. Writing tasks range from short answer questions during reading activities, to 10–14 minute, on-demand writing activities, to multi-paragraph essays written over the course of several lessons in the Write an Essay Sub-units.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • Short Answer Activities (Example: 6B: Mysteries & Investigations, SU 4, L1, LO4, All Cards (Especially 3)) • Writing Activities (Example: 6D: The Greeks, SU1, L3, LO4, All Cards) • Essay Sub-units (Example: 6E: Summer of the Mariposas, SU2, Write an Essay)

Grade 6

SPEAKING AND LISTENING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
<p>Standard 1</p> <p>Category Comprehension and Collaboration</p> <p>Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.</p>	<p>6.SL.CC.1 Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p>	Yes		<p>6F: The <i>Titanic</i> Collection, SU3, L2, LO3, All Cards (Print: 6F: The Titanic Collection SU3, L2, TE Step G, p. 117)</p> <p>6B: Mysteries & Investigations, SU2, L5, LO2, All Cards (Print: 6B: Mysteries & Investigations, SU2, L5, TE Step L p. 89)</p> <p>6C: The Chocolate Collection, SU4, L2, LO3 and LO6, All Cards (Print: 6C: The Chocolate Collection, SU4, L2, TE Step D and F p. 133 and 135, WJ pp. 64 and 66)</p> <p>6F: The <i>Titanic</i> Collection, SU4, L2, LO2, All Cards (Especially 2) (Print: 6F: The <i>Titanic</i> Collection, SU4, L2, TE Step E p. 130, WJ pp. 61–63)</p> <p>6E: Summer of the Mariposas, SU1, L19, LO4, All Cards (Especially 2) (Print: 6E: Summer of the Mariposas, SU1, L19, TE Step V2 pp. 92–93, WJ p. 77)</p> <p>6A: Dahl & Narrative, SU2, L4, LO5, All Cards (Especially 1) (Print: 6A: Dahl & Narrative, SU2, L4, TE Step R p. 30, WJ p. 18)</p> <p>6A: Dahl & Narrative, SU4, L1, LO2, All Cards (Print: 6A: Dahl & Narrative, SU4, L1, TE Step A p. 126, SE p. 642)</p> <p>6C: The Chocolate Collection, SU3, L1, LO2, All Cards (Print: TE Step A p. 113, WJ p. 38)</p>

Grade 6

<p>Standard 2</p> <p>Category Comprehension and Collaboration</p> <p>Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p>	<p>6.SL.CC.2.2 Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.</p>	<p>Yes</p>	<p>6A: Dahl & Narrative, SU2, L9, LO3, All Cards (Print: 6A: Dahl & Narrative, SU2, L9, TE Step D2 p. 40)</p> <p>6F: The <i>Titanic</i> Collection, SU3, L1, LO9, All Cards (Print: 6F: The Titanic Collection, SU3, L1, TE Step D, p. 116, WJ p. 46)</p> <p>6F: The <i>Titanic</i> Collection, SU3, L2, LO2-4, All Cards (Print: 6F: The Titanic Collection, SU3, L2, TE Step F and G pp. 116–117)</p> <p>6F: The <i>Titanic</i> Collection, SU3, L3, LO4, All Cards (Print: 6F: The <i>Titanic</i> Collection, SU3, L3, TE Step K p. 119, WJ p. 57)</p> <p>6E, Summer of the Mariposas, SU1, L16, LO4, All Cards (Print: Teacher directed to use digital lesson.)</p>
<p>Standard 3</p> <p>Category Comprehension and Collaboration</p> <p>Cornerstone Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>6.SL.CC.3 Explain a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Yes</p>	<p>6C: The Chocolate Collection, SU4, L2, LO3, All Cards (Print: 6C: The Chocolate Collection, SU4, L2, TE Step D p. 133, WJ p. 64)</p> <p>6C: The Chocolate Collection, SU3, L2, LO3, All Cards (Especially 1 and 2) (Print: 6C: The Chocolate Collection, SU3, L2, TE Step F p. 118, WJ p. 43)</p> <p>6C: The Chocolate Collection, SU5, L8, LO2, All Cards (Especially 2) (Print: Teacher directed to use digital lesson.)</p> <p>6B: Mysteries & Investigations, SU2, L3, LO2, All Cards (Especially 2) (Print: 6B: Mysteries & Investigations, SU2, L3, TE Step I p. 88, WJ pp. 18-19)</p>
<p>Standard 4</p> <p>Category</p>	<p>6.SL.PKI.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to</p>	<p>Yes</p>	<p>6F: The <i>Titanic</i> Collection, SU5, L8, LO2, All Cards (Especially 1)</p>

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<p>Presentation of Knowledge and Ideas</p> <p>Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>			<p>(Print: Teacher directed to use digital lesson.)</p> <p>6D: The Greeks, SU1, L3, LO2, All Cards (Print: 6D: The Greeks, SU1, L3, TE Step G p. 22)</p> <p>6F: The <i>Titanic</i> Collection, SU5, L7, LO3–4, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6C: The Chocolate Collection, SU5, L8, LO2, All Cards (Print: Teacher directed to use digital lesson.)</p>
<p>Standard 5</p> <p>Category Presentation of Knowledge and Ideas</p> <p>Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>6.SL.PKI.5 Include multimedia components and visual displays in presentations to clarify information.</p>	<p>Yes</p>		<p>6C: The Chocolate Collection, SU5, L8, LO2, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6C: The Chocolate Collection, SU5, L7, LO4, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6F: The <i>Titanic</i> Collection, SU5, L7, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>6F: The <i>Titanic</i> Collection, SU5, L8, LO2, All Cards (Especially 1) (Print: Teacher directed to use digital lesson.)</p>
<p>Standard 6</p> <p>Category Presentation of Knowledge and Ideas</p> <p>Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>6.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Yes</p>		<p>6C: The Chocolate Collection, SU5, L5, LO6, All Cards (Especially 1) (Print: 6C: The Chocolate Collection, SU5, L5, TE Step R, p. 146)</p> <p>6F: The <i>Titanic</i> Collection, SU5, L6, LO5, All Cards (Especially 1) (Print: 6F: The <i>Titanic</i> Collection, SU5, L6, TE Step R p. 142)</p> <p>6A: Dahl & Narrative, SU2, L2, LO8, All Cards (Print: 6A: Dahl & Narrative, SU2, L2, TE Step H p. 22)</p>

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FOUNDATIONAL LITERACY STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
<p>Standard 6</p> <p>Category Sentence Composition</p> <p>Cornerstone Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p>	<p><i>The Foundational Literacy standards appear only in grades K-5. However, the sentence compositions skills outlined in FL.SC.6 are reinforced in the high school grade levels as they are applied to increasingly sophisticated contexts.</i></p> <p><i>See the K-12 Foundational Literacy and Language Progression chart for additional information.</i></p>			<p>Amplify students continue to develop the sentence composition skills laid out in FL.SC.6 as they practice towards mastery of the conventions of standard English standards in grades 6-8. There are extensive opportunities for grammar practice during Flex Days, the Grammar Unit, and in Mastering Conventions 1, 2, and 3</p>
LANGUAGE STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
<p>Standard 1</p> <p>Category Conventions of Standard English</p> <p>Cornerstone Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.</p> <ol style="list-style-type: none"> When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement). When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement) effectively. When reading and listening, explain the function of phrases and clauses. When writing or speaking, use simple, compound, and complex sentences. 	Yes		<p>6.L.CSE.1 Grammar: SU4, L4, LO6, All Cards</p> <p>Mastering Conventions One: Unit 3, Skill Drill 16D, p. 233</p> <p>Grammar Unit, SU3, L5, LO3 All Cards (Especially 4, 5) (Reflexive vs. Object and Intensive Pronouns)</p> <p>Grammar Unit: SU4, L3 (Clear Pronoun Reference)</p> <p>6.L.CSE.1.a Grammar: SU3, L2, LO2, All Cards</p> <p>Mastering Conventions One: Unit 3, Lesson 16: Using Pronoun Case Correctly and Consistently, p. 216</p> <p>Mastering Conventions Two: Unit 5, Skill Drill 19A: Finding and Fixing Intensive Pronoun Errors, p. 275</p> <p>Grammar: SU3 L3 LO2–3, All Cards</p>

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			<p>Grammar: SU3 L4 LO3, All Cards</p> <p>6.L.CSE.1.b Grammar: SU3, L1, LO6</p> <p>Grammar: SU4, L5, LO6</p> <p>Mastering Conventions One: Unit 1, Skill Drill 5A: Identifying Pronouns, p. 72</p> <p>6.L.CSE.1.c Grammar: SU2, L5, LO3–5, All Cards</p> <p>Grammar: SU2, L6, LO3–5, All Cards</p> <p>Mastering Conventions One: Unit 4, Lesson 23: Defining and Identifying Clauses, p. 316</p> <p>6.L.CSE.1.d Grammar: SU1 L5 LO2–3</p> <p>Mastering Conventions Two: Unit 3, Lessons 10–11 (Defining and Identifying Compound Sentences), p. 138–148</p> <p>Mastering Conventions Two: Unit 3, Lessons 12–13 (Defining and Recognizing Complex Sentences), p. 168–179</p>
<p>Standard 2</p> <p>Category Conventions of Standard English</p> <p>Cornerstone Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>6.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.</p>	<p>Yes</p>	<p>6D: The Greeks, SU4, L5, LO7, All Cards, (Especially 1) (Print: 6D: The Greeks, SU4, L5, TE Step P p. 102, SE p. 644, WJ p. 74)</p> <p>Grammar: SU7, L1, LO2, All Cards</p> <p>Mastering Conventions One: Unit 1, Lesson 1, p. 16</p> <p>Mastering Conventions One: Unit 1, Lesson 2, p. 21</p> <p>Mastering Conventions One: Unit 5, Skill Drill 26B</p>

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				(Code-Switching Conventions), p. 372 Mastering Conventions Two: Unit 6, Lesson 21, p. 302
<p>Standard 3</p> <p>Category Knowledge of Language</p> <p>Cornerstone Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>6.L.KL.3 When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.</p>	Yes		<p>Grammar: SU4, L3, LO5</p> <p>Mastering Conventions One: Unit 1, Lesson 8: Using Modal Helping Verbs to Show More About the Action, p. 108</p> <p>Mastering Conventions One: Unit 4, Skill Drill 23D: Revising Complete Sentences, p. 338</p> <p>Grammar: SU2, L5, LO6</p> <p>6F: The <i>Titanic</i> Collection, SU5, L7, LO2, All Cards (Especially 2) (Print: Teacher directed to use digital lesson.)</p> <p>6B: Mysteries & Investigations, SU2, L10, LO4, All Cards (Print: 6B: Mysteries & Investigations, SU2, L10, TE Step D2 p. 111, WJ p. 48)</p> <p>6C: The Chocolate Collection, SU3, L2, LO4, All Cards (Especially 1) (Print: 6C: The Chocolate Collection, SU3, L2, TE Step I p. 119, WJ p. 47)</p>
<p>Standard 4</p> <p>Category Vocabulary Acquisition and Use</p> <p>Cornerstone Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>6.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. 	Yes		<p>6.L.VAU.4</p> <p>Vocab App: "ravenous" Narrative Multiple Choice activities - Zombie, Hashtag (https://vocabulary.amplify.com/#/zombie/1365)</p> <p>Vocab App: "confiscated" Narrative Multiple Choice activities - Guillermo (https://vocabulary.amplify.com/#/guillermo/3417)</p> <p>Vocab App: "impression" ReDictionary activity</p>

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	<p>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p>		<p>https://vocabulary.amplify.com/#/redictionary/143369</p> <p>6.L.VAU.4.a 6A: Dahl & Narrative, SU4, L2, LO1</p> <p>Vocab App: "consciousness" Narrative Multiple Choice activity - Doctor https://vocabulary.amplify.com/#/doctor/2837</p> <p>6.L.VAU.4.b Vocab App: "asteroid" Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/3069</p> <p>Vocab App: "aquamarine" Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/2985</p> <p>6.L.VAU.4.c Vocab App: "appealing" ReDictionary activity https://vocabulary.amplify.com/#/redictionary/143375</p> <p>Vocab App: "designates" ReDictionary activity https://vocabulary.amplify.com/#/redictionary/143615</p> <p>6.L.VAU.4.d Vocab App: "asteroid" Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/3069</p> <p>Vocab App: "aquamarine" Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/2985</p>
<p>Standard 5</p> <p>Category Vocabulary Acquisition and Use</p>	<p>6.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.</p>	<p>Yes</p>	<p>Vocab App: "merciless" Synonym & Antonym activities: https://vocabulary.amplify.com/#/findsynonyms/128 https://vocabulary.amplify.com/#/ordersynonyms/126 https://vocabulary.amplify.com/#/findantonyms/129 https://vocabulary.amplify.com/#/orderantonyms/127</p>

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<p>Cornerstone Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>			<p>Vocab App: "tremendous" Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/161 https://vocabulary.amplify.com/#/ordersynonyms/159 https://vocabulary.amplify.com/#/findantonyms/160 https://vocabulary.amplify.com/#/orderantonyms/158</p> <p>Vocab App: "cunning" Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/173 https://vocabulary.amplify.com/#/ordersynonyms/172 https://vocabulary.amplify.com/#/findantonyms/171 https://vocabulary.amplify.com/#/orderantonyms/170</p> <p>Vocab App: "seedy" Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/185 https://vocabulary.amplify.com/#/ordersynonyms/184 https://vocabulary.amplify.com/#/findantonyms/183 https://vocabulary.amplify.com/#/orderantonyms/182</p>
<p>Standard 6</p> <p>Category Vocabulary Acquisition and Use</p> <p>Cornerstone Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>6.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Yes</p>	<p>6E: Summer of the Mariposas, SU1, L6, LO3, All Cards</p> <p>Vocab App: "dominating" Two of a Kind/Analogy activity https://vocabulary.amplify.com/#/analogy/144731</p> <p>Vocab App: "strutting" Narrative Multiple Choice activities - Blind Item, May I https://vocabulary.amplify.com/#/blinditem/1472 https://vocabulary.amplify.com/#/mayi/3377</p>
<p>Additional comments on alignment to ELA standards:</p>			

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<p>Materials meet at least 90% alignment with Section II: ELA Standards.</p> <p>This means that <u>no more than 4</u> boxes were marked “No” in Section II. <u>If more than 4 “No”</u> boxes are marked, then this program does <u>not</u> pass.</p> <p><i>(Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked “no” for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)</i></p>	Yes	No	
	Yes		

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SECTION III

High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks

*Materials meet **at least 80%** of indicators in Section III.*

Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.

Indicator	Yes	No	Evidence/Notes
<p>a. Units are built around a concept, topic, or theme, and include essential questions and enduring understandings.</p>	Yes		<p>Each grade in Amplify ELA includes six core text-based units, two to three immersive learning experiences called Quests, and a dedicated Story Writing unit. Each unit is designed around a topic or core text and includes activities that support students in analyzing the text and wrestling with essential questions.</p> <p>6A: Dahl & Narrative Topic/theme: The impression of a moment in time Essential questions: What techniques do authors use to bring a moment to life for the reader? In Roald Dahl's description of his school days, who causes more trouble: the students or the adults?</p> <p>6B: Mysteries & Investigations Topic/theme: Reading like an investigator Essential questions: How does an investigator weigh evidence to determine whether it credibly supports a claim? What are the character traits of an effective investigator?</p> <p>6C: The Chocolate Collection Topic/theme: Facts and stories about chocolate through the ages Essential questions: Should chocolate be considered a luxury or a necessity? What are the real benefits of chocolate? What should we know about the production practices behind chocolate?</p>

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		<p>6D: The Greeks Topic/theme: Man vs. gods in ancient Greece Essential questions: What is pride? Why is pride a theme in so many ancient Greek myths? Are humans destroyed by their pride?</p> <p>6E: Summer of the Mariposas Topic/theme: The hero's journey through Aztec mythology Essential questions: What are universal characteristics of heroes? How do authors use symbolism to communicate themes? What does it mean to be a "whole" family?</p> <p>6F: The <i>Titanic</i> Collection Topic/theme: The lives and experiences of the <i>Titanic</i> passengers Essential questions: Who is to blame for the <i>Titanic</i> disaster? How did class status impact the lives of passengers on the <i>Titanic</i>? How has ocean travel changed as a result of the <i>Titanic</i> disaster?</p>
<p>b. Each <u>lesson</u> integrates two or more strands of the Tennessee English Language Arts standards.</p>	<p>Yes</p>	<p>Amplify ELA lessons challenge and support students' work across standards as they read, analyze, discuss and write about complex texts. In particular, the Amplify program identifies writing as a primary mode of understanding and analyzing texts, so > 70% of core lessons that target a TN reading standard strand also contain a 10–12 minute writing prompt where students further their analytic reading work through evidentiary-based writing. Academic discussion is another key mode of analytic reading within Amplify, providing continual practice with the Speaking and Listening strand. Furthermore, lessons designed to emphasize particular standards from the Speaking and Listening strand integrate strong reading and writing practice; in these lessons, students practice debating, conduct Socratic seminars, or engage in fishbowl discussions all centered around the core texts. Finally, each core lesson provides time for students to work in the Amplify Vocab App, where students develop key text-based vocabulary while practicing key TN language standards.</p> <p>Amplify wants to make sure that teachers can clearly identify the key standards and strands within each lesson as they plan instruction and support student practice. All standards are clearly listed in the Teacher Lesson Brief, with the key</p>

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		<p>standards further identified as <i>focus standards</i> within the Instructional Guide at point of use. By clearly identifying the focus standard for each strand, the teacher can easily understand which 2-3 strands are most evident in that lesson and which activities contain instruction aligned to each particular strand.</p> <p>Where to look:</p> <p>Integration of reading and writing strands:</p> <ul style="list-style-type: none"> ● 6B: Mysteries & Investigations, SU2, L6 ● 6E: Summer of the Mariposas, SU1, L13 <p>Integration of reading and speaking and listening strands</p> <ul style="list-style-type: none"> ● 6C: The Chocolate Collection, SU4, L1 & L2 ● 6E: Summer of the Mariposas, SU1, L7 ● 6F: The <i>Titanic</i> Collection, SU3, L2 <p>Integration of reading and language strands</p> <ul style="list-style-type: none"> ● 6A: Dahl & Narrative, SU3, L4 <p>Teacher information about key integrated standards/strands within a lesson.</p> <ul style="list-style-type: none"> ● Grade 6, Mysteries and Investigations, SU2, Lesson 6, LO3, 4, and 6, Instructional Guide, Standards ● Grade 6, Summer of the Mariposas, SU1, Lesson 19, LO2, 3, 4, and 9, Instructional Guide, Standards
<p>c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.</p>	<p>Yes</p>	<p>Rather than commissioned texts for Amplify ELA, the selections in the program are authentic, previously published texts, selected for their complexity and ability to elicit engagement and deep analysis. The texts include a balance of literary and informational texts across a variety of media and genres, including novels, plays, poetry, biographies, primary source documents, news articles, essays, memoirs, photos, and more.</p>

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		<p>Where to look:</p> <ul style="list-style-type: none"> • 6A: Dahl & Narrative: Roald Dahl's memoir, <i>Boy: Tales of Childhood</i> • 6E: Summer of the Mariposas: <i>Summer of the Mariposas</i>, by Guadalupe Garcia McCall • 6D: The Greeks: Excerpts from <i>The Odyssey</i> by Homer, translated by D.C.H. Rieu • 6B: Mysteries & Investigations: <i>The Secret of the Yellow Death</i>, by Suzanne Jurmain
<p>d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.</p>	<p>Yes</p>	<p>Rather than commission texts for Amplify ELA, the selections in the program are authentic, previously published texts, selected for their complexity and ability to elicit engagement and deep analysis. The texts represent a balance of literary and informational texts and include a rich representation of genres. Students focus on a range of high-quality non-fiction types, including essay, memoir, journals, and scientific and historic informational text. Students also work with texts across the range of literary genres, including full-length novels, plays, poetry, stories, and myths. Depending on the focus of the unit and lesson, students may complete a full-length text or focus on strategically placed excerpts.</p> <p>In addition, within each unit, Amplify provides student-facing Suggested Reading lists and teacher-facing Additional Reading Opportunities lists, which point students and teachers alike to fictional, informational, primary, and secondary texts connected to the ideas and topics within the unit.</p> <p>It is key to note that each student license provides access to the Amplify ELA digital library , which offers a curated collection of over 600 classic and contemporary texts that span a wide range of genres, topics, and cultural perspectives—a diversity meant to support students as they develop literacy skills and foster a lifelong love of reading. The far-reaching collection of books includes authors such as Walter Mosley, Zora Neale Hurston, and Guadalupe Garcia McCall, as well as profiles of figures such as Malala Yousafzai, Bessie Coleman, and Sonia Sotomayor. The Amplify Library also includes 15 curated Archives that each include 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</p>

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		<p>students to explore them at any time. Text in the Amplify Library include Lexile levels, providing teachers with the ability to assign and recommend books according to this measure of text complexity (note that certain text types—e.g. plays and poetry—cannot be assigned a Lexile level).</p> <p>Where to look:</p> <p>Balance of Literary and Informational Within a unit:</p> <ul style="list-style-type: none"> • 6B: Mysteries & Investigations <p>Across the grade</p> <ul style="list-style-type: none"> • 6C: The Chocolate Collection • 6D: The Greeks <p>Full-length texts and strategic excerpts</p> <ul style="list-style-type: none"> • 6E: Summer of the Mariposas, Unit Overview, section: Reading and Writing Assignments. <ul style="list-style-type: none"> - Lesson 9: The Odyssey Comparison - Lesson 19: Working with Theme #2 • 6C: The Chocolate Collection, Unit Overview, section: Reading and Writing Assignments. <p>Suggestions for additional reading opportunities</p> <ul style="list-style-type: none"> • 6D: The Greeks, Unit Overview, section: Additional Reading Opportunities • 6F: The <i>Titanic</i> Collection, Unit Overview, section: Additional Reading Opportunities
<p>e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.</p>	<p>Yes</p>	<p>The core texts in Amplify ELA reflect the range of cultures and experiences of today's adolescents while targeting relevant themes. During the year, students examine culture and adolescence through a range of lenses. Grade 6 students begin the year with Roald Dahl's memoir <i>Boy</i>, which call out universal adolescent experiences (friendship, new school, the young adolescent's relationship to authority). In later units, students encounter texts and media that present a variety of adolescent experiences, from African children involved in the production of cocoa, to five Latina sisters searching for their family roots, to a teenage girl coping with the yellow fever epidemic in Philadelphia in 1793.</p>

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		<p>The Amplify Library includes a selection of more than 600 texts ranging from 3rd- to 12th-grade text complexity levels and spanning a broad range of genres. The texts include a diverse range of authors and characters; some are in Spanish. Higher Lexile texts can be challenging, especially for students who are reading below grade level, but various supports (suggested in the Teacher Program Guide) such as forums and book clubs provide task-level support for all readers.</p> <p>Where to look:</p> <p>Variety of core texts</p> <ul style="list-style-type: none"> ● 6A: Dahl & Narrative, text: <i>Boy: Tales of Childhood</i> ● 6C: The Chocolate Collection, text: “Is it Fair to Eat Chocolate?” from <i>Skipping Stones</i> ● 6E: Summer of the Mariposas: <i>Summer of the Mariposa</i>, by Guadalupe Garcia McCall <p>Amplify Library</p> <ul style="list-style-type: none"> ● <i>Bluish</i>, by Virginia Hamilton ● <i>The Diary of Ma Yan</i>, by Ma Yan and Pierre Haski ● <i>The Dressmaker of Khair Khana</i>, by Gayle Tzemach Lemmon
<p>f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students’ interests.</p>	<p>Yes</p>	<p>When using Amplify ELA, students work with and have access to high-quality texts that represent a range of perspectives and present new worlds, topics and experiences in compelling ways. These texts represent authors from a wide range of cultures and backgrounds, and focus deeply on the experiences and messages of those authors. In addition to the texts and lessons called out in the answer above that are sharply focused on diverse and multicultural perspectives (answer “e”), Amplify ELA has curated texts with an eye to engaging students by appealing to their interests and curiosity.</p> <p>In grade 6, students dive into the experiences of the team of American and Cuban scientists investigating the cause of yellow fever, follow Sherlock Holmes’s intricate reasoning, listen to the female weaver Arachne as she argues with the goddess Minerva, research the labor practices involved in the production of chocolate, compare the journey of five Latina</p>

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		<p>sisters in search of their Aztec roots to the classic hero's journey of <i>The Odyssey</i>, follow a teen boy from Honduras as he travels towards the United States, and take on the role of an authentic passenger on board the <i>Titanic</i> and write about his or her experiences.</p> <p>The Amplify Library includes a selection of more than 600 texts ranging from 3rd- to 12th-grade text complexity levels and spanning a broad range of genres. The texts include a selection of diverse authors and characters; some are in Spanish. Higher Lexile texts can be challenging, especially for students who are reading below grade level, but various supports (suggested in the Teacher Program Guide) such as forums and book clubs provide task-level support for all readers. The texts are selected to allow students to read across a wide range of interests, from history, to biography, to YA fiction, to sports and beyond.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● 6B: Mysteries & Investigations, SU2, L7 ● 6C: The Chocolate Collection, SU2, L1 ● 6E: Summer of the Mariposas, SU1, L11 ● 6E: Summer of the Mariposas, SU1, L16 <p>Amplify has worked to ensure that no text questions represent any cultural bias. Content has been field tested extensively in a variety of school settings with a variety of student profiles.</p>
<p>g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.</p>	<p>Yes</p>	<p>Amplify ELA includes a variety of ways for students to engage with the text including teacher read alouds and a series of dramatic reading videos or recordings of passages from lesson texts. Students are also given several opportunities to take turns reading a text aloud themselves.</p> <p>Amplify ELA learning experiences enable students to engage in close reading and communication about complex text. The learning experiences described below are the heart of the Amplify ELA instructional experience.</p> <p>1. Working With Text Out Loud: Students listen to the text, hear its cadences, take in its meaning, and interpret it. These activities often occur in the beginning of a unit and in the beginning of class to make sure students develop fluency with a new type of text.</p>

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		<p>2. Working Visually: Students work out their readings of a text in visual ways, using everything from simple charts to dynamic digital apps.</p> <p>3. Working With Text as Theater: Students illustrate their interpretation of a text by acting it out.</p> <p>4. Choosing the Best Evidence: Students look through text to find the evidence that will best support a claim or develop a topic, using highlighting and annotating.</p> <p>5. Using the Text as Referee: Students work to discover the author’s intended meaning—often comparing two or more paraphrases to the author’s actual words to figure out which one is closer to their real meaning.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • 6A: Dahl & Narrative, SU3, L2, LO3 (Work With Text Out Loud) • 6B: Mysteries & Investigations, SU3, L3, LO4 (Work Visually) • 6B: Mysteries & Investigations, SU4, L3, LO5 (Work Visually) • 6D: The Greeks, SU1, L2 (Working With Text as Theater) • 6C: The Chocolate Collection, SU4, L1 (Choosing the Best Evidence) • 6C: The Chocolate Collection, SU4, L2 (Using the Text as a Referee)
<p>h. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).</p>	<p>Yes</p>	<p>All of the texts in the Amplify ELA curriculum were previously published and were selected for their complexity, ability to elicit engagement and deep analysis, and reward multiple readings.</p> <p>Students often reread because Amplify has selected texts that reward rereading with new discoveries. In Amplify lessons, activities are structured to show students how their understanding of the text unfolds over the course of several readings.</p> <p>The Solos are a time for students to engage in independent reading of the text. This is often a first or cold read of new</p>

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		<p>text. Teachers are provided with data so they can get a sense of how well students have understood a passage during an independent, cold reading. This helps teachers make informed decisions about which students will need support during the close reading lessons in the following lesson.</p> <p>During class, students are rereading the text to do a deeper analysis. Amplify ELA learning experiences enable students to engage in close reading and communication about complex text. These learning experiences described below are the heart of the Amplify ELA instructional experience.</p> <ol style="list-style-type: none"> 1. Working With Text Out Loud: Students listen to the text, hear its cadences, take in its meaning, and interpret it. These activities often occur in the beginning of a unit and in the beginning of class to make sure students develop fluency with a new type of text. 2. Working Visually: Students work out their readings of a text in visual ways, using everything from simple charts to dynamic digital apps. 3. Working With Text as Theater: Students illustrate their interpretation of a text by acting it out. 4. Choosing the Best Evidence: Students look through text to find the evidence that will best support a claim or develop a topic, using highlighting and annotating. 5. Using the Text as Referee: Students work to discover the author’s intended meaning—often comparing two or more paraphrases to the author’s actual words to figure out which one is closer to their real meaning. <p>Where to look:</p> <ul style="list-style-type: none"> ● 6B: Mysteries & Investigations, SU2, L2, LO7 ● 6B: Mysteries & Investigations, SU2, L3, LO2-5 ● 6E: Summer of the Mariposas, SU1, L1, LO3-4 ● 6E: Summer of the Mariposas, SU1, L6, LO3
<p>i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.</p>	<p>Yes</p>	<p>Amplify ELA wants students to read more. Students are expected to read both in-class and independently as part of each lesson, covering, on average 10-15 pages of text (depending on the nature of the text). To support this volume of reading, the program is designed to boost reading</p>

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		<p>engagement, supply easy access to needed reading supports, and provide accountability structures in order to boost the volume of text read.</p> <p>Lessons provide multiple ways for students to work with both fiction, literary non-fiction, and informational texts to enhance engagement and increase comprehension, including embedded dramatic readings, performances, debates, and projects. To build from students' growing interest in the unit, Amplify provides students and teachers with additional reading lists in each unit that recommend a variety of fiction, informational texts, short articles, novels, primary and secondary sources that encourage further reading about the topics and themes presented.</p> <p>In addition, in order to boost reading volume and engagement, Amplify provides each student access to its digital library which includes a selection of more than 600 texts ranging from 3rd- to 12th-grade text complexity levels and spanning a broad range of genres. The texts include a selection of diverse authors and characters; some are in Spanish. Higher Lexile texts can be challenging, especially for students who are reading below grade level, but various supports (suggested in the Teacher Program Guide) such as forums and book clubs provide task-level support for all readers.</p> <p>Amplify's built-in reading supports help meet the expectation that all students will complete a solid volume of reading at their grade band level of text complexity. As students work through the lesson reading, whether in-class or independently, they have point-of-use access to key vocabulary through the Reveal tool (digital) or in-line glossary (print), they can access audio of any assigned text passage, and—if needed—their teacher can assign them point-of-use text previews for each independent reading assignment to allow even students who are having difficulty reading to work confidently with the independent reading assignments (Solos).</p> <p>Finally, the program provides accountability measures to support the expectation that students will complete the assigned reading and to encourage additional independent reading. Each Solo reading activity is accompanied by a short</p>
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		<p>set of selected response questions to track the accuracy of a student’s reading. For digital users, the teacher can access a daily Solo and reading comprehension report that identifies who has completed the lesson’s Solo activity and auto-assesses their performance level. In addition, where students have the opportunity to find an independent book to read, the lessons provide a simple template for them to track and submit the choices they made with their independent reading.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • 6B: Mysteries & Investigations, SU3, L4, interactive app: Scene of the Crime: Sherlock Holmes app • 6E: Summer of the Mariposas, Unit Overview, section: Reading and Writing Assignments. • 6E: Summer of the Mariposa, SU1, L12, dramatic reading: Guadalupe Garcia McCall • Reading Comprehension Report, accessed through the global navigation
<p>j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.</p>	<p>Yes</p>	<p>Amplify wants students to engage with more writing, as a skill inextricably linked to college and career success, and also as a key mode of analytic reading. For this reason, Amplify embeds analytic writing regularly into its core lessons.</p> <p>Amplify reading activities regularly use short-response writing as a means of text analysis and preparation for discussion. Most Amplify lessons feature multiple opportunities for students to flex their analytical writing skills in preparation for discussion and to gather ideas and facts for more expansive writing experiences.</p> <p>In two or three out of every five lessons, students engage in a writing task that challenges them to write for ten minutes or more, developing claims or explaining ideas that arise from their reading of the text. The writing prompts for these tasks grow directly from the close analysis and text discussions students have been engaged with during the lesson’s close reading.</p> <p>To support this writing work, the teacher can assign students to one of Amplify’s five levels of differentiated supports, ensuring that students are provided the tools they need (in</p>

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		<p>the form of sentence starters, a key word list, a question broken into more manageable pieces, etc.) to write. The teacher can also access Amplify’s “on-the-fly support” suggestions with each writing prompt: short, customized suggestions for ensuring that a student is on track with the prompt and ideas for supporting a student who is struggling to get started writing.</p> <p>Each of these regular, two or three times weekly, writing activities is followed by a brief sharing session, where students follow a learned routine to briefly share their writing with classmates and receive feedback on the ideas and writing presented. These sharing sessions are an additional opportunity for students to consider the range of ideas developing around the text, and to synthesize their learning.</p> <p>Where to look:</p> <p>Embedded, text-based writing:</p> <ul style="list-style-type: none"> ● 6A: Dahl & Narrative, SU3, L3 ● 6D: The Greeks, SU2, L6 ● 6F: The <i>Titanic</i> Collection, SU3, L2 <p>Writing Supports:</p> <ul style="list-style-type: none"> ● 6A: Dahl & Narrative, SU3, L9, LO6: Write, use drop-down menus to adjust levels of differentiated supports. ● 6A: Dahl & Narrative, SU3, L9, LO6: Write, access on-the-fly supports by selecting the hummingbird icon ● 6B: Mysteries & Investigations, SU4, L1, LO4, access audio by selecting microphone icon next to text <p>Sharing and Feedback Routine:</p> <ul style="list-style-type: none"> ● 6A: Dahl & Narrative, SU3, L2, LO5: Share
<p>k. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.</p>	<p>Yes</p>	<p>Amplify leverages writing as a primary means for students to develop and demonstrate their text comprehension and analytic thinking skills. For this reason, writing assignments are embedded within core lessons. During close reading activities, students respond to a variety of short, constructed response items to articulate an interpretation, paraphrase a passage, or explain an idea. In addition, two or three times weekly, the close reading session ends with students</p>

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		<p>responding to a 10–12 minute writing prompt, in which they develop a claim or explain an idea based on their work with the text, and use evidence from the text(s) in support of that claim or idea. During the Amplify Flex Days, students have the opportunity to revise one of these writing responses, to further practice a needed writing skill.</p> <p>Each Amplify unit ends with a sequence of lessons in which students develop a summative essay through a lengthier, recursive writing process. During these lessons, students gather and organize evidence, identify their claim/main idea, build and revise body paragraphs that develop evidence, construct an introduction, and draft a conclusion. Students are then guided through the process of revising and finalizing the language of their essay, considering transitions, editing for style and tone, and polishing grammar and spelling.</p> <p>Where to Look:</p> <p>Short, Embedded Writing Responses:</p> <ul style="list-style-type: none"> • 6B: Mysteries & Investigations, SU2, L3, LO3, constructed response. • 6D: The Greeks, SU2, L3, LO3: constructed response <p>Embedded Writing Prompts:</p> <ul style="list-style-type: none"> • 6C: The Chocolate Collection, SU2, L1, LO7. • 6E: Summer of the Mariposas, SU1, L8, LO4. <p>Essay Writing:</p> <ul style="list-style-type: none"> • 6A: Dahl & Narrative, SU4, L1–4 • 6B: Mysteries & Investigations, SU5, L1–5
<p>i. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).</p>	<p>Yes</p>	<p>Amplify's program provides students with guided practice across writing modes with a focus on building key skills that support students' writing development across these modes. The Get Started Unit begins with narrative writing, allowing students to quickly build their writing productivity, their ability to focus and develop one narrative moment, to communicate that experience precisely, and to begin to consider sentence conventions. Students then transition to writing in response to text—both in the mode of argumentative and informative writing. In subsequent units,</p>

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		<p>students apply and continue to develop their sense of focus and use of details as they respond two or three times weekly to prompts that ask them to focus on one claim or idea about the text, and use key text details to develop evidence in support of that claim or idea. The Collection units (Unit 6C: The Chocolate Collection and Unit 6F: The <i>Titanic</i> Collection) challenge students to apply these writing skills to short research projects and to write to multiple texts. At the end of each Amplify Unit, students learn and practice additional writing skills when they develop a polished essay over four or five lessons. These summative essays represent a balance of argumentative and informative prompts. Finally, the Amplify story writing unit provides support for students to develop a short story.</p> <p>Where to look:</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> 6A: Dahl & Narrative, SU2, L4, L8, L9 <p>Embedded Argumentative Writing</p> <ul style="list-style-type: none"> 6B: Mysteries & Investigations, SU2, L2, LO5 6D: The Greeks, SU1, L3, LO4 <p>Embedded Informative Writing</p> <ul style="list-style-type: none"> 6E: Summer of the Mariposas, SU1, L9, LO6 6F: The <i>Titanic</i> Collection: SU2, L3, LO4 <p>Argumentative Essay</p> <ul style="list-style-type: none"> 6A: Dahl & Narrative, SU4, L1–4 <p>Informative Essay</p> <ul style="list-style-type: none"> 6B: Mysteries & Investigation, SU5, L1–5 <p>Story writing</p> <ul style="list-style-type: none"> 6G: Beginning Story Writing
<p>m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.</p>	<p>Yes</p>	<p>To become strong writers, students need explicit instruction, lots of regular practice with key skills, targeted feedback to develop strengths, revision practice to be able to consider their writing critically, and classroom routines that showcase writing as a key method of communicating ideas.</p>

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		<p>1. The Get Started Unit in Amplify provides explicit mini-lessons to develop the foundational skills that students will work with all year, including revision. Within each Amplify summative essay unit, students receive instruction, including a mentor text, on the writing process (gathering evidence, planning, drafting, revising, polishing) and critical essay skills (claim statements, introductions, developing evidence, conclusion, counterargument, citation, etc). The Amplify story writing unit provides instruction on the craft of story writing, including creating a character, developing a conflict, and working towards a resolution.</p> <p>2. Amplify provides regular opportunities for students to receive critical, targeted feedback as they develop their writing skills. During key writing times, the teacher can access on-the-fly supports which provide tips for quick conferences around the targeted skills. After writing time, teachers can use Amplify’s feedback tools to comment on student writing, or teachers can use the Amplify Spotlight app to project and showcase student writing exemplars into subsequent writing instruction. Finally, the sharing and feedback routine which follows the lesson writing sessions provides another opportunity for students to receive valuable feedback about important writing skills.</p> <p>Where to look: Writing Instruction</p> <ul style="list-style-type: none"> ● 6A: Dahl & Narrative, SU2, L3 ● 6A: Dahl & Narrative, SU2, L8–9 ● 6A: Dahl & Narrative, SU3, L5 <p>Essay Writing</p> <ul style="list-style-type: none"> ● 6E: Summer of the Mariposas, SU2, L1-5 <p>Writing Feedback</p> <ul style="list-style-type: none"> ● 6A: Dahl & Narrative, SU3, L9, Activity 6, access on-the-fly supports by selecting the hummingbird icon ● 6A: Dahl & Narrative, SU2, L2, LO3, Spotlight app ● 6D: The Greeks, SU1, L3, LO5, Share Writing
<p>n. Instruction in conventions, syntax, and style is direct and contextual (mentor texts), increases in sophistication, and is applied to authentic writing experiences.</p>	<p>Yes</p>	<p>Amplify includes a systematic approach to grammar instruction that supports students use of grammar purposefully and helps them to communicate their ideas effectively.</p>

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			<p>1. The Amplify Get Started lessons jump-start student writing by targeting productivity and a small set of skills, and by establishing a clear sharing and feedback routine to foster a community of writers. Through this unit, students develop the sense that they have something to say and that an audience is interested in hearing their ideas. At this point, they are more invested in learning the needed conventions to communicate clearly, and their teachers have a clear sense which grammar conventions are a priority for this group of writers.</p> <p>2. Beginning with Unit B, the Flex Days provide an opportunity for teachers to target these conventions by choosing self-guided or whole class grammar construction from Amplify’s printable grammar resource, Mastering Conventions 1, 2, and 3, or the digital grammar unit. Combined, these resources offer instruction and exercises to cover the grammar topics from the Tennessee language standards, grades 3–8. In addition, both the digital and printable grammar materials contain identified revision assignments, where students practice the targeted grammar skill in the context of their own writing.</p> <p>3. Amplify has also developed a partnership with the Quill grammar program (Quill.org), an online platform that provides both self-guided and whole class instruction tools to build students’ writing, grammar, and proofreading skills. Amplify users receive access to the full range of Quill tools, including Quill Connect, where students receive instant feedback for their attempts to construct more syntactically complex sentences.</p> <p>4. Finally, each Amplify unit ends with a sequence of lessons where students are guided through the writing process of putting together a developed argumentative or informative essay. These lessons include instruction and practice in revising and editing, writing for consistency, and correctness of conventions as students polish their writing for an audience.</p> <p>Where to look:</p>
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			<ul style="list-style-type: none"> Grade 6, Unit 6A-F, Unit Overview, Materials: Mastering Conventions 1, 2, 3 Grade 6, Unit: Grammar
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	Yes		<p>Within the Amplify Vocab App, a series of activities across grades 6, 7, and 8 introduce students to the concept of morphology, focusing specifically on Greek and Latin roots and the relationships between words that contain them. In these activities, students are presented with the history of how roots from other languages become building blocks for English words. Then, they are presented with one or more Greek or Latin roots, and clusters of words built around that root. Students then manipulate the pieces of each word to dig deep into its modern English definition and master finding meaning through an understanding of common roots.</p> <p>Students explore Greek and Latin roots related to ideas including:</p> <p>Fire Water Stars Power</p> <p>These activities can be found in the Vocab App:</p> <p>Vocab App, “asteroid” Roots Exist Activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/3069</p> <p>Vocab App: “aquamarine” Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/2985</p>
p. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g. use of flashback in narrative, chronological vs. descriptive techniques in informative/explanatory, and rhetoric in opinion/argumentative).	Yes		<p>As students engage with different kinds of texts throughout the Amplify ELA curriculum, they learn about the specific types of language and structures associated with different modes of writing.</p> <p>In Dahl & Narrative, students learn about narrative techniques, including description and dialogue. In The Greeks, they learn about more advanced narrative devices, such as foreshadowing. In the Summer of the Mariposas unit, students learn about symbolism and allusions, and</p>

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		<p>apply the narrative structure of the hero’s journey to their study of the novel.</p> <p>In Mysteries & Investigations, students learn about the elements of scientific thinking and scientific writing, including evidence (such as data, expert opinions, and anecdotes), claims, hypotheses, and theories. Students also learn to pay attention to the narrative elements that signal cause and effect relationships. In the Chocolate and <i>Titanic</i> Collections, students learn about primary and secondary sources and how to assess the credibility of a source, such as by considering a website’s domain extension.</p> <p>In the argumentative writing that students do throughout the curriculum, they learn to assert claims, back them up with evidence, and acknowledge and refute counterarguments. In informative writing assignments, students learn techniques for informing readers about a topic. And in the narrative writing that students do, particularly in the story writing unit, students learn to develop a plot (with a conflict, rising action, and climax or turning point) and to communicate character traits.</p> <p>Where to look:</p> <p>6A: Dahl & Narrative, SU2, L7 and 8 6B, Mysteries & Investigation, SU2, L1 6E: Summer of the Mariposas, SU1, L4 and 17 6G: Beginning Story Writing, L6, 7, 8, 14, 15, 16, culminating in Lesson 20 (beginning on page 114).</p>
<p>q. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students’ ability to listen to and respond in increasingly sophisticated ways with relevant evidence.</p>	<p>Yes</p>	<p>The Amplify ELA program places the sharing of student ideas at the heart of the work that students do to understand, analyze, and synthesize grade level texts. To support this focus, the program provides specific supports for both short and longer academic discussions.</p> <ol style="list-style-type: none"> 1. Key lessons during the year focus on longer forms of academic discussion where students have the opportunity to gather their ideas, organize their evidence, and respond to ideas and questions posed by peers. These lessons have students consider the protocols and routines of the relevant type of discussion (academic debate, socratic

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		<p>seminar, fishbowl discussion) in order to provide them with the needed tools to participate fully and effectively in the discussion - both as speakers and listeners.</p> <p>2. The close reading activities within Amplify ELA lessons call out numerous opportunities for students to engage in short academic discussions around the lesson's text-dependent questions and texts. Often the teacher is guided to facilitate these discussions (with whole class, small groups, or pairs) in one of three modes:</p> <ol style="list-style-type: none"> a. Select and Discuss: In this mode, students share their interpretations and identify the text evidence used to develop that interpretation. b. Collaborate and Refine: In this mode, students share different interpretations or understandings and then work together with the text to compare the evidence for each interpretation to refine understanding or accuracy. c. Connect and Explain: In this mode, students discuss how their ideas and textual evidence can work together to explain a new idea or theme of the text. <p>Where to Look:</p> <p>Formal Discussion Activities</p> <ul style="list-style-type: none"> ● 6C: The Chocolate Collection, SU4, L1-2, Debate ● 6E: Summer of the Mariposas, SU1, L7, Fishbowl Discussion ● 6F: The <i>Titanic</i> Collection, SU4, L1-2: Socratic seminar <p>Embedded Academic Discussion</p> <ul style="list-style-type: none"> ● 6B: Mysteries & Investigations, SU2, L2, LO3, Discuss: What Makes a Hero Heroic? ● 6A: Dahl & Narrative, SU3, L6, LO5, Discuss: Connecting the Moments
<p>r. Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide access for all students, including English Learners, students with disabilities, and students performing below grade level.</p>	<p>Yes</p>	<p>Amplify ELA lessons are designed to meet the needs of a variety of learning styles and skill levels. There are three types of scaffolding within the curriculum designed to support students in gaining necessary skills and to push students in need of a challenge to think on a deeper level.</p>

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		<p>1. Universal Design: The curriculum is designed so that, whenever possible, one engaging and rich activity can serve the needs of every student, providing appropriate challenge or access. For example:</p> <ul style="list-style-type: none"> • Students working with the digital lessons can always access audio to accompany each lesson's reading activity. • Text and activities are placed side by side. • The Reveal tool within each core text provides students access to short, contextual definitions for key vocabulary within the text. • The writing prompt at the end of lessons builds closely on the preceding reading work, so that students have gathered ideas and evidence that allow a large number of them to work quickly with the given prompt. • Clearly established habits and routines make it possible for the teacher to instruct students at varying skill levels during the same activity, acquiring data from formative assessments and adjusting instruction accordingly without having to provide different activities for different students. In the writing component, for example, there is a protocol for sharing and responding to written pieces—and the teacher is provided with explicit instruction for teaching and supporting this routine with all students. The structure of the sharing protocol also makes it possible for the teacher to note who is not successful and to intervene to help those students achieve success. <p>2. Teacher-facing Differentiation: Throughout Amplify's embedded Instructional Guides, Teacher Lesson Briefs, and other supports, teachers will find instructions and ideas about how to change an instructional experience to make it more appropriate for students with learning disabilities, students who are reading below grade level, advanced students, and English Learners. Within the writing components are embedded guides on how to conduct the short on-the-fly supports that are provided with each writing activity. These guides provide teachers with quick ways to support students with a variety of skill levels and learning needs.</p>
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		<p>3. Student-facing Differentiation: In cases when Amplify's Universal Design can't meet the needs of all learners, we offer differentiated activities, indicated by a (+) icon in the lessons. Teachers will find alternate activities with supports particularly designed for English Learners, students with learning disabilities, or students who are reading below grade level and also extra challenges for advanced students. These alternate writing prompts and reading activities often contain scaffolds, such as sentence starters to help students begin their writing or participate in a class discussion, a sequence of questions to help students organize their thinking, a smaller portion of text, text previews to help students focus on key ideas and/or a graphic organizer. The teacher need only assign students to the appropriate level to suit their needs, creating a low-stigma environment. All students, regardless of which differentiated activities they work with, will end up with pieces of writing on the same topic and texts, which can be read aloud in the sharing session that follows. Amplify ELA also provides brief text "previews," at a lower level of complexity in front of most texts, to help students access the independent reading activities (Solos).</p> <p>Amplify's embedded Vocab App provides students with differentiated content based on their performance on each activity. It continually moves students between at-grade-level, below-grade-level, and above-grade-level words, providing support for students at all levels within the core lessons.</p> <p>Every unit provides several Extra writing prompts that use a new text at a similar reading level, often providing two prompts from which to choose. One is geared toward providing additional practice with the reading and writing skills from the lesson. Teachers can use these texts and writing prompts to re-teach skills or provide students with additional reading and writing practice. The other is geared toward advanced readers and asks them to explain how the new text compares to what they have been reading and learning. Teachers can use these as extension activities for above-grade-level students.</p>
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		<p>Amplify ELA includes Flex Days every four or five lessons. These days are designed to be differentiated so the teacher can provide needed instruction and support to different students. Students may work on needed fluency skills, grammar skills, close reading skills, creating a new piece of writing, or revising an existing piece of writing.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● 6B: Mysteries & Investigations: SU2, L4 ● 6B: Mysteries & Investigations: SU4, L3, Lesson Overview, Differentiation ● 6D: The Greeks, SU3, L4, LO4 & Lesson Overview, Differentiation ● 6F: The <i>Titanic</i> Collection, SU3, L3, LO9 ● All Lessons: Lesson Brief, Differentiation ● Vocab App
<p>s. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.</p>	<p>Yes</p>	<p>Amplify ELA focuses on helping teachers meet the requirements and expectations of the state, district, school, and parents as part of a highly functional, instructional feedback loop. Each formative assessment has been designed to give teachers data that will make them more powerful in the classroom. They will have a greater impact as they see patterns developing, and will use their time and energy most efficiently to get the most out of each student. Importantly, teachers no longer have to wait for end-of-unit tests to understand how their students are doing. They can see data on progress against key skills daily through multiple-choice and written exercises. The summative assessments ensure that students are making adequate progress at key points in the year and that all parties can be kept informed about students' status.</p> <p>Amplify ELA's assessment system includes a range of components, including Benchmark assessments that can be given periodically throughout the year, Unit Reading Assessments given at the end of units, Embedded Assessment Measures with reporting 3–5 times per unit, Solo Reading Comprehension Indicators included in most lessons, and Writing Indicators that are included in most lessons.</p> <p>Embedded within the Amplify ELA curriculum are key assessment and feedback tools that ensure students get frequent and effective feedback based on their current skill</p>

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		<p>level. Teachers receive information about student progress any time students are asked to submit their work. The embedded measures are scaffolded within the context of the lesson and often follow group work or classroom discussion. In addition, teachers can assign students to different versions of the activities that provide more support, using Amplify ELA's differentiation system. The embedded measures of student performance are intended to reflect the student's learning in the context of a regular class in which ideas can be exchanged and supports can be provided. These daily measures occur in every unit, and are "rolled up" into an embedded assessment report before each Flex Day within the unit, allowing students to work with Flex Day activities that align to their area of need (reading, writing, language) and level of support.</p> <p>On-the-fly support conferences allow the teacher to provide "in the moment" feedback to students as they work through a challenging activity or complete a writing prompt. The teacher will give individual students customized feedback that is bite-sized, encouraging, matches where the student is in the moment and is immediately actionable. Teachers can also provide support to students via digital written comments, which allow students to have the teacher's recorded, specific feedback on what they are doing well and a small model to guide future writing.</p> <p>On the digital platform, students' writing assignments are auto-scored for Focus, Productivity, and Conventions based on a standard rubric. The teacher scores students' Use of Evidence using a rubric. Teachers access daily reports of student writing performance that show the student's performance against the class and over time, allowing for modification to more or less support.</p> <p>Each independent reading activity (Solo) is accompanied by a set of auto-scored questions that measure the student's ability to read a grade-level text with accuracy. Teachers have ongoing reports based on these independent reading scores which allow them to make real-time decisions about additional supports a student or group of students may need during the class close reading or subsequent independent Solo reading activity. For example, a teacher may add or</p>
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		<p>remove Solo reading supports, which include a text preview and slightly reduced text.</p> <p>Each lesson also ends with an Exit Ticket. Exit Ticket reports provide teachers with data about how well students understood the lesson’s core text(s) and the key skills.</p> <p>Amplify’s Unit Reading Assessments are summative assessments that serve three important goals: to assess student understanding of content from the unit, to assess student mastery of specific skills and standards, and to provide practice for students with the types of questions and activities they may encounter on end-of-year state and national assessments. These assessments, which are offered at the end of each unit, include 20 auto-scored items and two prompts that require on-demand writing in response to a text or a pair of texts. As summative assessments, Unit Reading Assessments are designed to be completed independently and do not include scaffolding. Reporting for these assessments provides additional information for the teacher when planning instruction and student supports for the subsequent unit.</p> <p>The writing indicators, Solo reading comprehension indicators, and the embedded assessment measures were designed for diagnostic purposes and to inform teachers’ decisions about additional support for students. The teacher can use all of these assessments to track growth and to assign differentiated activities to students who need more support or who could benefit from more challenging activities. Amplify ELA’s Reporting App captures all of this data so teachers can easily track student growth and make strategic decisions about class and individual student needs.</p>
<p>t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.</p>	<p>Yes</p>	<p>Amplify’s Automatic Writing Evaluation tool (AWE) saves teachers the time it takes to give individual feedback to every student on every writing assignment. The writing indicators rate a student’s ability to 1) produce sustained writing, 2) focus on one claim or idea, 3) use textual evidence to support and develop that idea, and 4) use conventions to communicate in a clear way. Writing skills are automatically scored by Amplify’s Automatic Writing Evaluator, using a 0–4 rubric score, but can also be updated by the teacher. Teachers can view student results on the writing skills in Gradebook or in the teacher reporting app. Based on</p>

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			<p>students’ writing skills indicators, teachers may wish to modify the level of differentiation for future writing assignments using MS-ELA’s differentiation system.</p> <p>The Solo reading indicators rate a student’s ability to independently read a grade-level text with accuracy. Teachers can view student results in reading comprehension through the teacher reporting app, which shows daily results, patterns of progress over time, and the average reading score for the three most recently submitted Solos. Based on the reading indicators, teachers may wish to modify the level of differentiation for future writing assignments using MS-ELA’s differentiation system.</p> <p>The Embedded Assessment Measure gathers information from student performance on classroom-embedded and solo activities. It rates student performance in Language, Reading, and Writing. Results are used to select targeted activities for small groups of students in Flex Days (flexible lessons that appear approximately once a week and that allow for targeted, responsive small-group instruction).</p> <p>Unit Reading Assessments come with automatic reporting and a rationale that provides: standards-alignment for each question, an explanation of the correct answers to the auto-scored questions, a breakdown of the constructed response prompts, and a 4-point scoring rubric with criteria specific for each prompt.</p>
<p>Additional comments about high-quality instruction within the materials:</p>			
<p>Materials meet at least 80% alignment with Section III: High-Quality instruction?</p> <p>This means <u>no more than 4</u> indicators were marked “No” in Section III. <u>If more than 4 “No”</u> boxes were marked, then this program does <u>not</u> pass.</p>	<p>Yes</p>	<p>No</p>	
	<p>Yes</p>		

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SECTION IV: Additional Components

These components are areas that districts consider when making purchasing decisions to meet the unique needs of their districts. Although these additional components do not prevent publishers from being on the state-approved adoption list, they do provide districts with additional information to use during their decision-making process.

Teacher Support	Yes	No	Evidence/Notes
<p>a. Teacher-facing materials provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.</p>	Yes		<p>Teacher-facing materials provide background information about texts and other resources to support teacher delivery of lessons. These materials are included in Unit Overviews, Sub-Unit Overviews, Lesson Overviews, and the Instructional Guide for specific activities in the curriculum.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • 6A: Dahl & Narrative, SU3, SU Overview. This overview provides biographical information about Roald Dahl, discusses major themes and literary elements in Dahl’s memoir, describes some of the most likely challenges students will face in working with this text, offers suggestions for helping students get the most out of this text, and makes connections to other well-known texts by Dahl. • 6A: Dahl & Narrative, SU3, L1, LO3. The instructional guide for this lesson suggests language teachers can use to introduce this text to students. • 6C: The Chocolate Collection, Unit Overview. This Unit Overview familiarizes teachers with the source materials that students will explore in the unit, and provides them with a sample of the wide-ranging facts that students will encounter. • Amplify Library, The Chocolate Collection. The collection of texts that is used in The Chocolate Collection unit is compiled in a digital anthology called The Chocolate Collection. This text has organized the documents into 6 sections: Soldiers and Explorers; Industrialists and Entrepreneurs; Doctors and Nutritionists; Writers, Artists, and Musicians; and Biologists and Environmentalists. Each section begins with an introductory chapter that summarizes the contents of that section’s documents.
<p>b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.</p>	Yes		<p>Amplify carefully curates the lessons and texts so that students and teachers can complete standards-aligned activities effectively with the given text. For this to happen,</p>

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		<p>teachers must have a strong understanding of how the text addresses the given standard, and students need to be able to work easily and closely with those given parts and elements of the text.</p> <p>Teacher-facing lesson materials provide background information about the selected section and elements of the text for that lesson. Information includes the key approaches students will take to the text and the distinctive markers of the author’s craft within this section of text. In addition, the Possible Responses section of each activity’s Instructional Guide identifies quotes and sections from a passage that best align to the given text-dependent question. When students are working with a longer section of text, or the whole text, to construct an essay, Amplify provides teachers with access to charts of possible evidence, so they can support students to work closely with these writing standards.</p> <p>Students’ materials ensure that each student can quickly focus in on a passage of text during close reading. The digital lesson activities provide students focused access to the particular passage, paragraph or section of text to support productive work with the standard. In addition, students can mark up the texts they read in Amplify ELA by highlighting and leaving a note in the eReader (or in the Digital Library). Instructional guides for teachers often include examples of such highlighting and notes.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● 6B: Mysteries & Investigations, SU2, L1, LO4. Click the Instructional Guide. Inside the Instructional Guide, click Possible Responses. ● 6B: Mysteries & Investigations, SU2, L1, Lesson Brief. Click Overview. ● 6B: Mysteries & Investigations, SU5, L1. Lesson Brief. See Materials, “Evidence and Possible Explanations Chart.” ● 6D: The Greeks, SU2, L1, LO4. Click the Instructional Guide. Inside the Instructional Guide, click Possible Responses. ● 6D: The Greeks, SU2, L1. Lesson Brief. Click Overview.
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			<ul style="list-style-type: none"> 6E: Summer of the Mariposas, SU1, L6, LO4. Click the Instructional Guide. Inside the Instructional Guide, click Possible Responses.
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	Yes		<p>Teacher Lesson Briefs provide explicit standards and learning objectives for each lesson. To see a Grade 6 example, go to The Chocolate Collection, SU2, L1. In the Lesson Brief, click Lesson Objective to expand the lesson objectives. Then click Skills & Standards to expand the list of the lesson's skills and standards.</p> <p>Amplify also identifies the key <i>focus</i> standards within the lesson. While Amplify ELA lessons address multiple standards, each lesson has at least one focus standard. Focus standards are the standards that the instruction and practice in the lesson are designed to emphasize and can be found listed within the Instructional Guide of the Learning Object(ivity) where they are addressed. To see a Grade 6 Example, go to 6B: Mysteries and Investigations, SU2, L6, LO3, 4, and 6, Instructional Guide, Standards.</p> <p>To see the standards at a unit level, teachers can consult the Unit Overviews. To see a Grade 6 example, go to The Chocolate Collection, Unit Overview. Scroll down to see Planning for the Unit materials. Click Lesson Standards to expand the list of the unit's standards.</p>
d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.	Yes		<p>Amplify lessons make frequent and rich interdisciplinary connections that support other Tennessee Academic Standards, including Social Studies, Health, Science, and other disciplines.</p> <p>Examples from the Amplify curriculum:</p> <p>6B: Mysteries & Investigations</p> <p>6.SP.1 (Health): Identify communicable diseases, their symptoms, and how they are spread. Identify prevention techniques and treatment.</p> <p>6.HGD.13 (Health): Distinguish between safe and risky behavior as related to disease prevention.</p> <p>6C: The Chocolate Collection</p>

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		<p>6.PW.1 (Health): Explain the relationship between a balanced nutrition program and the essential nutrients for overall wellness.</p> <p>6D: The Greeks</p> <p>6.56 (Social Studies): Describe the myths and stories of classical Greece; give examples of Greek gods, goddesses, and heroes (Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, Apollo), and events, and where and how we see their names used today.</p> <p>6.57 (Social Studies): Compare and contrast the Titans with the Olympian gods and explain the surrounding Greek mythology. (C, H)</p> <p>Primary Documents and Supporting Texts to Read: excerpts from Homer’s <i>Iliad</i> and <i>The Odyssey</i></p> <p>6.72 (Social Studies): Compare and contrast the Roman gods and goddesses to the Greek gods and goddesses, including Jupiter, Mercury, Venus, Mars, Neptune, Saturn, Pluto, and Hera and their inclusion in modern society.</p> <p>Primary Documents and Supporting Texts to Read: excerpts from Roman Literature, including Ovid’s <i>Metamorphoses</i></p> <p>In addition, the Mysteries & Investigations unit and The Chocolate Collection support the teaching of science, and in particular the following Crosscutting Concepts and Progression of Science Practices articulated in the Tennessee Science Standards:</p> <p>Crosscutting Concepts</p> <ul style="list-style-type: none"> ● Crosscutting Concept 1: Patterns: Observation and explanation: Students infer and identify cause and effect relationships from patterns. ● Crosscutting Concept 2: Cause and Effect: Relationships can be explained through a mechanism. ● Crosscutting Concept 4: Systems and System Models: with defined boundaries that can be investigated or characterized
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		<p>Progression of Science Practices</p> <ul style="list-style-type: none"> • Asking questions and defining problems • Developing and using models • Constructing explanations and designing solutions • Engaging in argument from evidence • Obtaining, evaluating, and communicating information
<p>e. Lessons include teacher think-alouds to model appropriate application of literacy skills.</p>	<p>Yes</p>	<p>The Instructional Guide provides language teachers can use to introduce activities, to remind students of connections to other lessons, to think aloud in response to student prompts, and to summarize or wrap up discussions. Many Instructional Guides also include possible responses, which teachers can use to model sample responses, to point students to specific text details, to confirm comprehension, or to ensure that student responses include salient points.</p> <p>Grade 6 examples:</p> <ul style="list-style-type: none"> • 6B: Mysteries & Investigations, SU2, L1, LO3. Click the Instructional Guide on Card 1 to see language teachers can use to introduce and contextualize the activity. Click the Instructional Guide on Card 2 to see language teachers can use to present specific techniques that authors use to bring a topic to life. Click the Instructional Guide on Card 3 to see language teachers can use to think aloud about the author’s craft. Within the Instructional Guide, click Possible Responses to see models of responses to the student questions. • 6D: The Greeks, SU2, L1, LO3, Card 4. Click the Instructional Guide to see language teachers can use to focus students’ attention on important details in the text and to think aloud about the implications of the characters’ actions and dialogue. • 6E: Summer of the Mariposas, SU1, L1, LO3. Click the Instructional Guide to see language teachers can use to introduce the activity and to project and discuss examples of opening lines in novels. Within the Instructional Guide, click Possible Responses to see models of short-answer responses to the student questions.

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<p>f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.</p>	<p>Yes</p>	<p>Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent students from deeply understanding the core unit texts and mastering the Tennessee English Language Arts Standards. These materials can be found in on-the-fly support conference guides, Possible Responses in instructional guides, and teacher reporting.</p> <p>On-the-fly support conferences can be accessed by clicking on the hummingbird icon in the instructional guide. These conferences can be found in writing and close reading activities and allow the teacher to provide “in the moment” feedback to students as they work. These conference supports call out the markers that indicate a student is on track and the markers that indicate a student is off track and provide guidance tips for each scenario.</p> <p>The Instructional Guides for reading activities also include a section called Possible Responses. These provide examples of the types of responses teachers should look for in student work, allowing the teacher to identify responses that suggest understanding vs. those that indicate misconceptions and to provide immediate feedback and support.</p> <p>Teachers also have access to regular data that assesses student comprehension of reading passages. These daily reading reports help teachers identify students who may be struggling with comprehension or misconceptions and make informed decisions about students who may support during the close reading activities. Finally, students complete an Exit Ticket at the close of each lesson based on the key lesson standard and objective. Teachers can immediately access the auto-scored results of these Exit Tickets as a means of identifying lingering misconceptions.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● 6A: Dahl & Narrative, SU3, L11, LO5, Card 2. Click on the hummingbird icon titled “on-the-fly support.”
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		<ul style="list-style-type: none"> • 6E: Summer of the Mariposas, SU1, L6, LO4. Instructional Guide. Click on Possible Responses. • 6B: Mysteries & Investigations, SU2, L9, LO11. Example of a Solo, with Possible Responses for each of the items provided on Card 1. • 6D: The Greeks, SU3, L2, LO7. Exit Ticket that measures student mastery of the focus standard and lesson content
<p>g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.</p>	<p>Yes</p>	<p>Amplify recognizes that all learners, including advanced students, need to be challenged on a regular basis. Amplify ELA provides challenge activities throughout the curriculum.</p> <p>Amplify ELA's embedded Vocab App provides students with differentiated content based on their performance in each activity. The Challenge level provides students with Tier 2 and 3 vocabulary words at the advanced level.</p> <p>Amplify provides six levels of differentiated activities, indicated by a (+) icon in activity titles within each lesson map. The Challenge level is designed for advanced students. These alternate activities often ask students to compare two sections of text, create counterarguments, find evidence to support both sides of an argument or to extend their thinking about a text or topic.</p> <p>Writing prompts labeled EXTRA challenge students to read a new text often providing two prompts to choose from. One is geared toward advanced readers and asks them to explain how the new text compares to what they have been reading and learning. These can be used as extension opportunities for students who are reading above grade level.</p> <p>The Amplify Library offers more than 600 books for independent reading. Within that collection, there are 15 curated 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.</p>

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		<p>Within each unit, Amplify provides student and teacher-facing Additional Reading Opportunity lists, pointing teachers and students to both fiction and informational texts, primary and secondary texts connected to the ideas and topics within the unit.</p> <p>Where to Look:</p> <ul style="list-style-type: none"> • Vocab App Activities that adapt to students' individual needs. Activity for above grade level word "innovate": https://vocabulary.amplify.com/#/zombie/3468 • 6D: The Greeks, SU1, L4, LO9. EXTRA Additional Writing Prompt that features a new text • 6B: Mysteries & Investigations, SU2, L9, LO6. Click the drop-down differentiation selector at left; the Writing Prompt features support for advanced students
<p>h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.</p>	<p>Yes</p>	<p>Amplify ELA Solos (homework assignments) are designed to reinforce classroom instruction and to provide additional practice of key reading skills.</p> <p>Most Amplify ELA Solos present a passage from a core unit text and invite students to do an independent "cold" reading of the text to establish familiarity and a basic understanding before they engage in more rigorous close reading activities in the following lesson. These Solo readings are accompanied by a set of auto-scored questions that measure the students' ability to comprehend the text, and provide additional practice with skills and standards previously taught. With Solo reporting, teachers can get a sense of how well students have understood a passage before they analyze it in class. This helps teachers make informed decisions about which students will need support during the close reading activities in the following lesson.</p> <p>Extra writing prompts are also extended learning opportunities that provide additional practice with skills from the lesson. These prompts present a new text that relates topically or thematically to the core text from the</p>

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		<p>lesson and provide two prompts to choose from. One prompt provides additional practice by inviting students to apply the lesson’s reading and writing skills to the new text. The other prompt invites students to make connections between the core lesson text and the new text. Teachers can use these texts and writing prompts to re-teach skills or provide students with additional reading and writing practice.</p> <p>Flex Day activities are also designed to provide differentiated instruction and practice of previously taught skills. Students may work on grammar, close reading, create a new piece of writing, or revise an existing piece of writing.</p>
<p>i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.</p>	Yes	<p>Teacher-facing materials in Amplify ELA provide opportunities for formative assessments and suggestions for working with students who need additional support. In particular, teachers are pointed to the Exit Tickets as a formative assessment of the focus standard, the writing prompts as a formative assessment of the key writing objective and standards, and the reading Solos as a formative assessment of a student’s reading comprehension.</p> <p>Teachers can access regular reports on each of these formative assessment opportunities. In addition, the Embedded Assessment Measurement aggregates data to provide information about student performance across lessons in a report before each Flex Day within the unit, including recommendations for which students might benefit from additional support within either the area of reading, writing or language. Teachers are guided to use the activities within the Flex Days to provide this suggested additional support, in addition to increasing or lowering the level of differentiated support a student is receiving in the core ELA lesson.</p> <p>Furthermore, on-the-fly support conferences also guide the teacher to provide “in the moment” feedback and adapt instruction to students as they work through a challenging activity or complete a writing prompt.</p>
<p>j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.</p>	Yes	<p>Amplify ELA lessons teach routines for regular sharing and responding to students’ evidence-based writing (Writing in Response to Text), provide clear teacher guidance for</p>

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		<p>facilitating discussions of student text-based activities and observations, and offer classroom-facing protocols for sustained discussion types like Socratic seminars and classroom debates. Examples include:</p> <ul style="list-style-type: none"> • Sharing routine: In sharing activities, students routinely give feedback to their classmates to identify a specific place in the writing that made an impact on them. Students can use Response Starters (sentence frames) to structure their feedback. • Pair discussion and collaboration routines for sharing and refining text understanding: The Mazur technique helps students work with partners to find the source of their own misunderstandings in the text. This technique is used throughout many lessons, allowing students to work collaboratively to build a deeper understanding of the text. • Formal debates: The curriculum often structures classroom debates. Students use a chart, graphic organizer, or notebook to gather evidence in support of their position, and in some cases, to record evidence that may be used by their opponents in support of the opposing position. • Clearly structured Socratic seminars: Class discussion focuses on the importance and power of open-ended questions when engaging in a thoughtful discussion. Students learn that a successful Socratic seminar requires an emphasis on inquiry and thoughtful discussion over debate. <p>Sentence starters and guidelines are provided in sharing and many peer and class discussion activities. These are provided to help all students stay focused and be able to participate in discussions.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • Sharing: 6A: Dahl & Narrative, SU2, L2, LO8, All Cards
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			<ul style="list-style-type: none"> • Paired discussion: 6B: Mysteries & Investigations, SU3, L2, LO2, All Cards • Debate: 6C: The Chocolate Collection, SU4, L1 and L2 • Socratic Seminar: 6F: The <i>Titanic</i> Collection, SU4, L1–2
<p>k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.</p>	<p>Yes</p>		<p>Amplify ELA uses multimedia and technology to make sure that all students can engage and participate fully in the key shifts demanded by the Tennessee standards, and that teachers have the tools they need to drive progress with those shifts.</p> <p>The shifts ask that all students work with texts at their grade level of complexity. For many students, these texts present unfamiliar syntaxes, longer sentences, and new vocabulary. Amplify provides technology including videos of dramatic readings and point-of-use audio, so that students have clear models of fluent readings to support their own attempts to read the text. Amplify has also developed interactive apps to support students as they work closely with difficult texts. In the Grade 6 unit <i>Mysteries & Investigations</i>, students use two different apps as they attempt to solve mysteries alongside Sherlock Holmes. In addition, teachers using the digital lessons can provide one of five levels of differentiated supports to students during close reading activities. These supports do not reduce the complexity of the text, but provide scaffolds for the task.</p> <p>The shifts also ask that students work with materials that build knowledge, and call out vocabulary for particular attention. Amplify’s vocabulary app provides students with systematic vocabulary instruction—at each student’s level—using key academic vocabulary pulled from the core reading texts. Within the app, both the teacher and student can track their progress and mastery level.</p> <p>Finally, the shifts ask that reading and writing activities be grounded in evidence. Amplify has integrated writing into the close reading lessons, asking students to write to text two or three times weekly. To support the centrality of this shift, Amplify has developed technology tools, such as the Automated Writing Evaluator (AWE) and writing reports to support teachers to guide and track student progress with this shift.</p>

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Monitoring Student Progress			
<p>i. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.</p>	<p>Yes</p>		<p>Rubrics: On the digital platform, students’ writing is evaluated for Focus, Productivity, Conventions, and Use of Evidence. AWE auto-scores for all of these categories except Use of Evidence. Teachers can always override the automatic score and set the score themselves. Essay rubrics can be found in the Teacher Materials sections of the Lesson Overviews in essay lessons. Daily writing rubrics can be accessed from within the online gradebook.</p> <p>These are provided in the Teacher Materials section of the unit and/or Lesson Overview at point of use. These can be printed and come in teacher and student-facing versions. Lessons also build in time to review expectations during instruction.</p> <p>Portfolios: All student work lives in the student space “My Work,” where students can access all work that has been submitted, is still in progress, and has received teacher feedback. Teachers can access any piece of student work through our digital Gradebook app where teachers can print and comment on work.</p> <p>For print users, the student writing journals provide a space where all key writing assignments are developed and stored</p> <p>Observation checklist: These are available on the teacher resource site.</p> <p>Anchor Papers: Exemplar writing assignments are embedded in some writing activities and are also available on the resource site to provide models for key writing skills.</p>
<p>m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.</p>	<p>Yes</p>		<p>Amplify ELA’s assessment system includes a range of components, including Benchmark assessments that can be given periodically throughout the year: Unit Reading Assessments given at the end of units, Embedded Assessment Measures with reporting 3–5 times per unit, Solo Reading Comprehension Indicators that are included in most lessons, and Writing Indicators that are included in most lessons.</p> <p>Amplify’s Unit Reading Assessments are summative assessments that serve three important goals: to assess</p>

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		<p>student understanding of content from the unit, to assess student mastery of specific skills and standards, and to provide practice for students with the types of questions and activities they may encounter on end-of-year state and national assessments. These assessments, which are offered at the end of each unit, include 20 auto-scored items and two prompts that require on-demand writing in response to a text or a pair of texts. Unit Reading Assessments come with automatic reporting and a rationale that provides standards alignment for each question, an explanation of the correct answers to the auto-scored questions, a breakdown of the constructed response prompts, and a 4-point scoring rubric with criteria specific for each prompt.</p> <p>The teacher can use all of these assessments to track growth and to assign differentiated activities to students who need more support or who could benefit from more challenging activities. Amplify ELA's Reporting App captures all of this data so teachers can easily track student growth and make strategic decisions about class and individual student needs.</p>
<p>n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.</p>	<p>Yes</p>	<p>For a detailed look at all of Amplify's assessments see the included Assessment Brochure.</p> <p>Amplify ELA focuses on helping teachers meet the requirements and expectations of the state, district, school, and parents as part of a highly functional, instructional feedback loop. Each formative assessment has been designed to give teachers data that will make them more powerful in the classroom. They will have a greater impact as they see patterns developing, and will use their time and energy most efficiently to get the most out of each student.</p> <p>Teachers receive information about student progress any time students are asked to submit their work. The embedded measures are scaffolded within the context of the lesson and often follow group work or classroom discussion. Teachers can assign students to different versions of the activities that provide more support, using Amplify ELA's differentiation system. The embedded measures of student performance are intended to reflect the student's learning in the context of a regular class in which ideas can be exchanged and supports can be answered. These daily measures occur in every unit, and are</p>

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		<p>“rolled up” into an embedded assessment report before each Flex Day within the unit, allowing students to work with Flex Day activities that align to their area of need (reading, writing, language) and level of support.</p> <p>On-the-fly support conferences allow the teacher to provide “in the moment” feedback to students as they work through a challenging activity or complete a writing prompt. The teacher will give individual students customized feedback that is bite-sized, encouraging, matches where the student is in the moment and is immediately actionable.</p> <p>Teachers can also provide support to students via digital written comments, which allow students to have the teacher’s recorded, specific feedback on what they are doing well and a small model to guide future writing.</p> <p>On the digital platform, students’ writing assignments are auto-scored for Focus, Productivity, and Conventions based off of a standard rubric. The teacher scores students’ Use of Evidence using a rubric. Teachers access daily reports of student writing performance that show the student’s performance against the class and over time, allowing for modification to more or less support.</p> <p>Each independent reading activity (Solo) is accompanied by a set of auto-scored questions that measure the student’s ability to read a grade-level text with accuracy. Teachers have ongoing reports based on these independent reading scores which allow them to make real-time decisions about additional supports a student or group of students may need during the class close reading or subsequent independent Solo reading activity. For example, a teacher may add or remove Solo reading supports, which include a text preview and slightly reduced text.</p> <p>Amplify’s Unit Reading Assessments are summative assessments that serve three important goals: to assess student understanding of content from the unit, to assess student mastery of specific skills and standards, and to provide practice for students with the types of questions and activities they may encounter on end-of-year state and national assessments. These assessments, which are offered at the end of each unit, include 20 auto-scored items and</p>
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		<p>two prompts that require on-demand writing in response to a text or a pair of texts. As summative assessments, Unit Reading Assessments are designed to be completed independently and do not include scaffolding. Reporting for these assessments provides additional information for the teacher when planning instruction and student supports for the subsequent unit.</p> <p>The teacher can use all of these assessments to track growth and to assign differentiated activities to students who need more support or who could benefit from more challenging activities. Amplify ELA's Reporting App captures all of this data so teachers can easily track student growth and make strategic decisions about class and individual student needs.</p>
<p>o. Materials include suggestions and tools to keep students and parents informed about students' progress.</p>	<p>Yes</p>	<p>Amplify ELA's digital curriculum comes with tools that teachers can use to keep students and parents informed about students' progress.</p> <p>As teachers prepare for parent-teacher conferences or department meetings, they can print class overviews for assignments in Amplify ELA. Teachers can also print individual students' work. These printouts will have a cover page with the feedback followed by the actual assignments submitted by students. In addition to printing these reports, teachers can save them as PDFs and email them to parents in important moments, such as when students did an excellent job and teachers want parents to be proud, or when improvement is needed and parents need to be looped in.</p> <p>Teachers can also choose to use printed materials to keep students informed about their progress, or they can use digital methods to communicate with students and send feedback. When teachers send students feedback digitally, students will see an alert in their My Work app. This allows students to digitally open that work, read the feedback, and make any necessary changes to improve the work based on the teacher's feedback.</p> <p>Students have access to all submitted work and teacher feedback in the My Work app. Students can also view stats on their vocabulary progress in the Vocab App.</p>

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Organization			
<p>p. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.</p>	Yes		<p>Within each grade, the Amplify program consists of daily lessons grouped into eight units, organized according to text or topic. Each unit is further broken into sub-units, including an essay sub-unit and the Unit Reading Assessment. These eight units include sufficient content to provide instruction across the school year. Please see the Amplify ELA Curriculum Maps for more specific information about the lessons, topics and objectives within each unit.</p>
<p>q. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.</p>	Yes		<p>In order for students to develop a base of knowledge that spans a variety of subjects, they must be exposed to a wide range of literature and texts. Literacy opens the doors to content knowledge. Conversely, background and general knowledge open the doors to more advanced levels of literacy. An ELA curriculum must systematically build students' knowledge about global bodies of literature, history, and science, and span a variety of text genres within a grade and as students move through grades.</p> <p>With this in mind, Amplify ELA has put careful consideration into its text selections, ensuring that they are sequenced appropriately, so that students continue to build knowledge as they progress to the next grade. All texts, both fictional and informational, cover a wide range of subject areas, from classic literature to neuroscience and from Greek mythology to modern poetry.</p> <p>All Amplify ELA activities, performance tasks, and assessments have students working closely with rich, complex texts to explore key ideas and details, analyze author's craft and structure, and integrate knowledge and ideas. All lessons are aligned to ELA standards, provide instruction on and practice with key skills, and are designed to meet specific reading, writing, research, and/or listening and speaking objectives. Performance tasks and assessments are aligned to the curriculum's scope and sequence and organized so that students gradually build from short, supported close reads to an independent completion of a summative essay focused on analysis of the text.</p>

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<p>r. Program components, lesson plans, and the relationships among the parts are clear.</p>	<p>Yes</p>	<p>Both Amplify’s teacher and student editions make identifying key program components, planning the unit or lesson, facilitating instruction, and reviewing submitted materials clear and straightforward.</p> <p>Within each unit, the Unit Overview is divided into key topics to allow a teacher to quickly identify and reference information about features, including unit standards, reading and writing assignments, unit assessments, differentiation, and digital tools.</p> <p>At the lesson level, the Lesson Brief is also divided in the key topics needed for lesson planning, such as the lesson objectives, preparation, lesson standards, differentiation information and lesson materials. The lesson map lays out the activities within each lesson and numbers them sequentially. Furthermore, the majority of needed lesson components—and all lesson texts, questions, writing space, media, apps—are accessible from within the lesson.</p> <p>See the reviewer’s video and the Start Here Guide for information on the key program components.</p> <p>For more information on curriculum structure see the Tutorial Video and the Guide to Digital Navigation.</p>
<p>s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.</p>	<p>Yes</p>	<p>The Amplify ELA Grade Overview and Curriculum Maps provide a scope and sequence of the curriculum along with a list of Tennessee English Language Arts Standards aligned to each unit’s lessons.</p>
<p>t. Each lesson contains a list of required materials.</p>	<p>Yes</p>	<p>Each lesson’s Teacher Lesson Brief provides a list of required materials.</p> <p>Example: 6B: Mysteries & Investigations, SU2, L1. On the right side of the Teacher Lesson Brief, you will see a list of materials, which includes the eReader passage for the lesson (<i>The Secret of the Yellow Death</i>, Chapter 1, “Meeting the Monster”), as well as projections and illustrations from the lesson.</p>
<p>u. Lessons, chapters, and units contain estimated instructional times.</p>	<p>Yes</p>	<p>Each activity comes with an estimated instructional time, which can be found in the intent at the top of the activity.</p> <p>Example:</p>

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			6B: Mysteries & Investigations, SU2, L1, LO2. See the Learning Object Intent at the top of the activity: Students examine images of yellow fever and use details to explain their ideas about this disease. (10 min)
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	Yes		<p>Students have access to the complete text used in all core lessons, whether the student is using the print of digital lesson. All core texts are embedded in Amplify's digital eReader, appear at point of use within the digital lesson activities, and can be accessed through the Amplify digital library. These texts remain accessible to students even when their device is offline. Students using print access all texts used in the core lessons in the student edition or using the trade books that are included with the student blended package cost.</p> <p>Example: 6B: Mysteries & Investigations, SU2, L1. On the right side of the Student Lesson Brief, you will see a list of materials, which includes the eReader passage for the lesson (<i>The Secret of the Yellow Death</i>, Chapter 1, "Meeting the Monster") as well as illustrations from the lesson.</p>
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	Yes		Amplify ELA, digital and print, provides teacher and student overviews at the unit, sub-unit, and lesson level. In addition, there is a table of contents in the Unit Overviews plus scope and sequence documentation and Reveal word glossaries.
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	Yes		Amplify's pedagogy and approach is based on researched practices into highly effective instruction. See the Amplify ELA Research Base for an explanation of the research behind the program.
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	Yes		<p>See the included Lesson-Level Tennessee ELA Standards Alignment. This document provides a complete list of all Tennessee ELA Standards and the lessons in which they are addressed.</p> <p>Teacher Lesson Briefs provide explicit standards and learning objectives for each lesson. To see a Grade 6 example, go to 6C: The Chocolate Collection, SU2, L1. In the Lesson Brief, click Lesson Objective to expand the lesson objectives. Then click Skills & Standards to expand the list of the lesson's skills and standards.</p> <p>Amplify also identifies the key <i>focus</i> standards within the lesson. While Amplify ELA lessons address multiple standards, each lesson has at least one focus standard.</p>

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			<p>Focus standards are the standards that the instruction and practice in the lesson are designed to emphasize and can be found listed within the Instructional Guide of the Learning Object(Activity) where they are addressed. To see a Grade 6 Example, go to Grade 6, Mysteries and Investigations, SU2, Lesson 6, LO3, 4, and 6, Instructional Guide, Standards.</p> <p>To see the standards at a unit level, teachers can consult the Unit Overviews. To see a Grade 6 example, go to 6C: The Chocolate Collection. Scroll down to see Planning for the Unit materials. Click Lesson Standards to expand the list of the unit’s standards.</p>
<p>Additional Comments about Section IV: Additional Components</p>			

How to work with the Amplify Instructional Materials Correlations Guide

This correlations guide follow the layout of the Tennessee instructional materials screening instrument to present Amplify's correlation to each indicator in a clear and straightforward manner.

- Within each evidence/notes section, reviewers will find a short narrative describing how Amplify ELA meets the given indicator, followed by specific examples of the indicator within the Amplify ELA program, under the heading "Where to Look".
- The narrative of how Amplify ELA meets each indicator refers to both digital and print versions of the program.
- For the most efficient use of reviewer's time, the specific examples of each indicator are distinguished in the following way:
 - **Section 1, 3, 4:** Examples for each indicator refer to the digital version of Amplify ELA.
 - **Section 2:** Amplify provides both print and digital citations for each TN standard indicator.
- The Reviewer Tutorial video contains important information for locating each specific example/ citation. In addition, the key below makes clear the program component referred to in each citation/ example.

Key for Amplify ELA 7th Grade Digital Curriculum:

Teacher: (ISBN: 9781643832203)

Student: (ISBN: 9781643831725)

Example Citation: 7A: Red Scarf Girl & Narrative, SU3, L10, LO2, All Cards (Especially 2)

Unit 7A: Grade 7, Unit A

SU: Sub-unit

L: Lesson

LO: Learning Object (Activity)

TOLO: Teacher Only Learning Object (Activity)

All Cards: View each card in the LO. Note that some LOs only have one card.

All Cards (Especially X): View each card in the LO with special attention to the specified card

Unit Guide: Scroll down from the unit landing page to find the *Unit Overview*, which contains the unit description, plus accordion files of additional planning, prep and related materials.

Sub-unit Overview: Scroll down from sub-unit landing page to open a description of the text and lessons comprising the sub-unit.

TLB: Teacher Lesson Brief: Scroll down from the lesson landing page to find *the Lesson Brief*, which contains the Lesson Overview, Lesson Objectives, Standards, Differentiation, Prep, and Materials

Instructional Guide: Click on the icon marked “Instructional Guide” at the top of each Learning Object (Activity) to find teacher guidance for the activity, possible responses, and any focus standards associated with the activity.

SLB: Student Lesson Brief: Scroll down from the lesson landing page to find *the Student Lesson Brief*, to find a student-friendly introduction to the lesson and the suggestions for additional reading.

Note that each Amplify digital lesson is divided into a sequence of Learning Objects/Activities, and each Learning Object/Activity is composed of a sequence of cards.

Key for Amplify ELA 7th Grade Print Curriculum:

Teacher Edition: (ISBN: 9781643830865)

Student Edition: (ISBN: 9781643831114)

Writing Journal: (ISBN: 9781643831039)

Example Citation: (7B: Character & Conflict, SU1, L1, TE Step B p. 24, WJ p.9)

Unit 7B: Grade 7, Unit B

SU: Sub-unit

L: Lesson

Step: Lesson Activity

TE: Teacher Edition

SE: Student Edition

WJ: Writing Journal

Note that each Amplify print lesson is divided into a sequence of Steps/ Activities

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SECTION I Alignment to Shifts <i>Materials must meet 100% of indicators in Section I.</i>			
<i>The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text, regular practice with complex text and its academic vocabulary; reading and writing grounded in evidence from both literary and informational text; and.</i>			
Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Yes	No	Evidence/Notes
a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	Yes		<p>In order for students to develop a base of knowledge that spans a variety of subjects, they must be exposed to a wide range of literature and texts. Literacy opens the doors to content knowledge. Conversely, background and general knowledge open the door to advanced levels of literacy. Amplify ELA curates texts and develops content to systematically build students’ knowledge about global bodies of literature, history, science, a variety of text genres, and to develop crucial vocabulary within a unit and through and across grades. Amplify has put careful consideration into its text selections, ensuring that they are sequenced appropriately so that students continue to build knowledge as they progress to the next grade. All texts, both fiction and informational, cover a wide range of subject areas, from classic literature to neuroscience to Greek mythology to modern poetry.</p> <p>In 7th grade, students begin the year by learning about narrative techniques and analyzing how Ji-li Jiang uses craft and structure as she presents her memoir of an adolescent torn between loyalty to family and state during the Chinese Cultural Revolution. Next, students explore family and societal conflicts in mid-twentieth century America, through the lens of Lorraine Hansberry’s seminal play, <i>A Raisin in the Sun</i>, as well as a Langston Hughes poem and an excerpt from Hansberry’s memoir. In addition to observing the growth and change of characters whose motivations are often hidden, students will explore the cultural context of</p>

		<p>the civil rights movement and compare and contrast a fictional portrayal with historical accounts. In the Brain Science unit, students will learn about the intricate workings of the brain, why adolescence is such a crucial period in brain development, and what the symptoms of brain disorders reveal about the structure of the brain. As they read a series of narrative non-fiction texts (<i>Phineas Gage: A Gruesome but True Story About Brain Science</i>) and informational texts (selections from <i>Inventing Ourselves: The Secret Life of the Teenage Brain</i> and <i>The Man Who Mistook His Wife for a Hat</i>), students will build awareness of their own unique cognitive strengths and challenges and consider the ways in which they can exert control over their own learning. In the Poetry & Poe unit, students will learn a set of visualization techniques that help them “read like a movie director.” They’ll analyze imagery in the poetry of D. H. Lawrence, Federico García Lorca, Emily Dickinson, discover unreliable narration in the stories of Edgar Allan Poe, apply analysis of a legal text to debate the sanity of the narrator in “The Tell-Tale Heart,” and plan their own movie adaptations.</p> <p>The 7th grade curriculum also features two Collection units, curated collections of texts, images, and artifacts that invite students to explore fascinating topics through multiple perspectives. In The Frida & Diego Collection, students delve into the world of Frida Kahlo and Diego Rivera, Mexico’s most famous and provocative artists. They’ll examine the power of art for personal and political expression and consider the relationships between artists and their audiences. In The Gold Rush Collection, students examine primary source documents and conduct independent research to understand the complex story of the California gold rush—an American story of diverse people united by the promise of instant fortune but divided by patterns of settlement and immigration and issues of class and race. Both Collection units culminate in a research project where students gather information from multiple print and digital sources in order to answer a question they’ve generated about the topic.</p>
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<p>b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that support knowledge building.</p>	<p>Yes</p>	<p>By carefully selecting and sequencing texts, Amplify exposes students to the broad range of academic vocabulary across topics and genres. Amplify calls out these words through its Reveal tool and provides students direct and contextual instruction with these words by incorporating the key set of words from each text into the Amplify Vocab App, which students use daily in the core lessons. In this app, and in additional lesson activities, the curriculum provides direct and contextual instruction for Tier 2 and Tier 3 vocabulary to support students in making meaning from texts and building foundational knowledge.</p> <p>Research has shown that, to master a word, a student needs to encounter it many times, preferably in a variety of media and in ways that appeal to different learning styles. The Amplify ELA vocabulary app and program are designed to increase the number of times that students see a new vocabulary word, in multiple contexts, while practicing different vocabulary skills. The words that receive direct instruction come from the texts students are studying in each unit, as well as Tier 2 and Tier 3 academic vocabulary lists.</p> <p>The vocabulary words that appear in the core texts also come with reveal definitions—short, contextual definitions that students can access by clicking directly on highlighted words when they read. The goal with the Reveal tool is not to offer a precise dictionary definition, but rather to provide an accessible synonym for the word that will enable students to keep reading the text with minimal interruption.</p> <p>The interactive activities and tools of Amplify ELA's robust vocabulary program ensure that students have many opportunities to use new language for genuine purposes. Students are challenged to...</p> <ul style="list-style-type: none"> ● check the meanings of words while reading a text, with a feature that provides definitions alongside the text. ● provide synonyms for words or to paraphrase blocks of text they are studying. ● search for contextual clues to understand a word.
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		<ul style="list-style-type: none"> • study the differences between literal and figurative meaning. • develop an understanding of roots and stems in vocabulary. <p>To see an example of the robust and varied vocabulary instruction that exists throughout the curriculum, go to 7A: Red Scarf Girl & Narrative, SU3, L1, LO1, and click on the Vocab App.</p>
<p>c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.</p>	<p>Yes</p>	<p>Each unit in Amplify ELA includes multiple opportunities for students to demonstrate skills and knowledge in end-of-unit essays, summative assessments, and other culminating tasks.</p> <p>End-of-unit essays are performance tasks that engage students in the writing process over multiple days and provide an opportunity for teachers to assess whether students can integrate the understanding and skills they have built throughout a unit into the production of one extended piece of writing. Amplify recognizes that essay writing is a complex expression of ELA skills and thus carefully breaks down and sequences each part of the process into its component parts. The essays vary from unit to unit because they each guide students to find the unique insights and energy of the texts in that unit; however, there are many common elements that allow students to practice essay skills and systematically build towards a real comfort with the form. Within each grade, end-of-unit essays strike a balance between argumentative and informative prompts. Each of the research-based Collection units provide students with two writing prompt options: argumentative or informative.</p> <p>Unit Reading Assessments are summative assessments that serve three important goals: to assess student understanding of content from the unit, to assess student mastery of specific skills and standards, and to provide practice for students with the types of questions and activities they may encounter on end-of-year state and national assessments. These assessments include 20 auto-scored items and two prompts that require on-demand writing in response to a text or a pair of texts</p>

			<p>that were featured in the unit.</p> <p>In addition to more traditional assessments, students have multiple and varied opportunities to demonstrate their knowledge. As they read <i>Red Scarf Girl</i>, students use an app to trace the protagonist’s level of hopefulness throughout the story. Toward the end of the Phineas Gage sub-unit, students write a first-person narrative recounting the final years in the life of Phineas Gage. Near the end of the Brain Science unit, students engage in a Quest called Perception Academy, where they experience the symptoms of a brain disorder, apply their readings to diagnose their conditions, and work collaboratively to solve a mystery. At the end of the sub-unit on “The Tell-Tale Heart,” students parse the legal definition of insanity presented in the historical M’Naghten Rule and debate whether the narrator should be considered legally sane or insane. In the sub-unit on “The Raven,” students memorize and perform a stanza from Poe’s narrative poem.</p> <p>Other culminating tasks in 7th grade units include a Socratic seminar toward the end of the Frida & Diego and Gold Rush Collections units. Both Collection units also include a culminating media project. These projects require students to synthesize the knowledge they acquired through reading and independent research and translate their discoveries into a media project and presentation.</p>
<p>Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.</p>	<p>Yes</p>	<p>No</p>	<p>Evidence/Notes</p>
<p>d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the <i>Tennessee English Language Arts Standards</i> for further guidance on text complexity metrics.</p>	<p>Yes</p>		<p>The texts in Amplify ELA are analyzed and carefully chosen for quantitative measures, qualitative measures, and reader and task considerations.</p> <ul style="list-style-type: none"> • For quantitative measures, all applicable texts include a Lexile score, which evaluates word frequency and sentence length to assess a text’s readability. We provide a range of Lexile scores for each unit in the grade-level overviews and curriculum maps. • Qualitative measures include text complexity (structure, language features, knowledge demands, and levels of meaning or purpose), inter-textual

Grade 7

		<p>complexity, and task/interpretive complexity. We provide a description of the key qualitative measures of the core texts in each unit in the grade-level overviews and curriculum maps.</p> <ul style="list-style-type: none"> • Reader and task considerations include reader variables, such as the knowledge and experiences related to the topics, and task variables, such as purpose and complexity generated by the task assigned and the questions posed. We provide a description of the reader and task considerations of the core unit texts in the grade-level overviews and curriculum maps. These descriptions reflect the demands the activities make on students in the lessons in Amplify ELA, with consideration of both a) their place in the curriculum sequence and the cumulative knowledge and skills they have gained by this time, as well as b) how much support and scaffolding they receive to understand both literal and deeper layers of meaning. <p>To develop and refine the scope and sequence of the content, skills, and texts, Amplify paid close attention to three parts of text complexity and conducted significant classroom testing to understand the impact of these texts on adolescent readers. Each grade begins with an “A” Unit that starts with a foundational narrative writing sub-unit, followed by a sub-unit where students work with texts that are at the lower range of the grade-band level for text complexity. The lower rigor of both texts and tasks allows students to establish key routines and habits and build a strong understanding of key skills. Each grade ends with a Collection Unit, where students work at a significant level of independence using a series of primary and secondary sources at the higher end of the grade-band level of text complexity. In addition to designing a path of increasing text complexity, Amplify ELA sequenced and grouped texts to build students’ knowledge and skills as they progress through each grade and the whole program.</p> <p>Grade 7 complexity throughout the year: Grade 7 begins with Ji-li Jiang’s <i>Red Scarf Girl</i>, an engaging and poignant memoir of her experiences as a young girl</p>
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Grade 7

		<p>during the Chinese Cultural Revolution. Although Jiang writes about a time and place that are quite different from the students' own, the experiences she describes—navigating the complex and shifting social landscapes at home and at school—feel personal and relatable, which makes this an accessible introduction to middle school reading and writing. By the end of Grade 7, in The Gold Rush Collection, students are prepared to work independently with a trove of complex primary and secondary source documents, which they supplement with independent internet research in order to write a research paper and media project.</p> <p>Grade 7 complexity within a unit: Just as complexity increases throughout the year, it also increases within units. In Brain Science, students build foundational knowledge of brain structure while reading <i>Phineas Gage: A Gruesome but True Story About Brain Science</i>, a narrative non-fiction text that uses a conversational style and suspenseful storytelling techniques to draw students into the surreal world of neuroscience's most famous patient. This prepares students to tackle excerpts from <i>Inventing Ourselves: The Secret Life of the Teenage Brain</i>, an informational text that delves into the intricacies of brain development and the neurological explanations for adolescent behavior. Finally, after applying the knowledge they've developed in the first two sub-units to the Perception Academy Quest, students read excerpts from Oliver Sacks's <i>The Man Who Mistook His Wife for a Hat</i> and apply their growing understanding of how the brain functions to these modern brain injury cases.</p> <p>The Poetry & Poe unit also begins with short, highly readable poems—D. H. Lawrence's "The White Horse," Federico García Lorca's "The Silence," and Emily Dickinson's "A narrow fellow in the grass"—before introducing the increased complexity of Edgar Allan Poe's stories. By engaging in similar visualization techniques in each subunit, students are able to scaffold toward increased text and task complexity, ultimately writing an essay about the trustworthiness of one of the text's narrators.</p>
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Grade 7

		<p>Grade 7 Inter-Textual complexity: In Unit 7A (Red Scarf Girl & Narrative), students learn about the ways in which political and cultural dynamics affect individuals and families, a theme that reappears in 7B (Character & Conflict), when students read <i>A Raisin in the Sun</i> and learn about Lorraine Hansberry’s family’s experiences during the American civil rights movement. In Unit 7D (Poetry & Poe), students learn to analyze visual images when they study film adaptations of Poe’s stories. They apply this ability to closely read visual texts in their work with Frida Kahlo’s and Diego Rivera’s art in 7E (The Frida & Diego Collection).</p> <p>Grade 7 Task/Interpretive Complexity: The interpretive work students do throughout Amplify ELA adds to the complexity levels of the texts. In Red Scarf Girl & Narrative, students use an app to trace a character’s evolving hopefulness over the course of a text. In Brain Science, students gradually build and refine their knowledge through focused readings and collaborative, problem-driven discussions that compel them to draw on textual evidence and to distinguish between clear facts and possible interpretations. Just as they build a better working model of their brain with each new text, the sequence of texts from less to more challenging allows the work students do in the early texts—building a working mental model of the key structures of the brain and its functions—to support their reading of the subsequent texts. In Poetry & Poe, students use a storyboarding app to differentiate between multiple perspectives in a story and carefully analyze the choices made by filmmakers who have created animated adaptations of the texts they study in this unit. In The Frida & Diego Collection, students compare and contrast Frida Kahlo’s descriptive writing with Shakespeare’s “Sonnet 130” and write a sonnet of their own. And in The Gold Rush Collection, students research one of the groups that took part in the California gold rush and write diary entries from their point of view.</p>
<p>e. Text plays a central role in the English class period.</p>	<p>Yes</p>	<p>Amplify ELA is structured to place text at the center of all activities, ensuring that >75% of class time is spent working with the text. Almost all core lessons are centered around the close reading activities, from which flow student writing,</p>

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Grade 7

		<p>speaking and listening, and vocabulary work.</p> <p>The Amplify ELA learning experiences are designed to engage students in close reading and communicating about complex text. These experiences include the following:</p> <ul style="list-style-type: none"> • Working With Text Out Loud: Students listen to the text, hear its cadences, and take in its meaning and interpret it based on how it sounds. These activities often occur in the beginning of a unit and in the beginning of class to make sure students develop fluency with a new type of text. • Working Visually: Students work out their readings of a text in visual ways—sometimes in simple charts and sometimes in more elaborate digital apps. • Working With Text as Theater: Students show their interpretation of a text by acting it out. • Choosing the Best Evidence: Students look through text to find the evidence that will best support a claim or develop a topic. They use the tools of highlighting and annotating. • Using the Text as Referee: Students try to figure out the author’s intended meaning—often comparing two or more paraphrases to the author’s actual words to figure out which one is closer to his or her real meaning. <p>Grade 7 examples:</p> <ul style="list-style-type: none"> • 7A: Red Scarf Girl & Narrative, SU3, L3, LO3 • 7B: Character & Conflict, SU2, L3, LO3 • 7C: Brain Science, SU1, L3, LO4 • 7D: Poetry & Poe, SU4, L4, LO5
<p>f. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.</p>	<p>Yes</p>	<p>All of the texts in the Amplify ELA curriculum were previously published and were selected for their complexity and ability to elicit engagement and deep analysis. Core texts represent a balance of literary and informational texts and include a rich representation of genres. In addition to reading first-rate literary texts, students focus on a range of high-quality non-fiction types, including essays, memoirs, journals, visual information (paintings, photographs, and other primary-source documents) and scientific and historic</p>

			<p>informational texts. Students work with these texts to gain solid footing from which to progress to the type of “reading to learn” they will be asked to do during high school and beyond.</p> <p>Grade 7 examples:</p> <ul style="list-style-type: none"> • Red Scarf Girl & Narrative: Ji-li Jiang’s memoir, <i>Red Scarf Girl</i> (informational) • Character & Conflict: <i>A Raisin in the Sun</i> (literature) and excerpt <i>To Be Young, Gifted and Black</i> (informational) • Brain Science: <i>Phineas Gage: A Gruesome but True Story About Brain Science</i> (informational) • Poetry & Poe: “A narrow fellow in the grass” and “The Cask of Amontillado” (literature) • The Frida & Diego Collection: “Detroit Industry: The Murals of Diego Rivera” from NPR.org (informational), “Sonnet 130” (literature), <i>The Bride Frightened at Seeing Life Opened</i> (visual information) • The Gold Rush Collection: Excerpt from <i>California: The Great Exception</i> (informational), Excerpt from <i>Leaves of Grass</i> (literature), <i>San Francisco Past and Present</i> (visual information)
<p>Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.</p>	<p>Yes</p>	<p>No</p>	
<p>g. Text-dependent questions:</p> <ul style="list-style-type: none"> • Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. • High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text. 	<p>Yes</p>		<p>Amplify ELA is designed to engage all students in rigorous learning and inspire them to think deeply, creatively, and for themselves. All lessons require students to work closely with rich, complex texts across a range of types and disciplines to explore key ideas and details, analyze author’s craft and structure, and integrate knowledge and ideas. Lessons are aligned to Tennessee language arts standards; provide instruction on and practice with key skills; and are designed to meet specific reading, writing, research, and/or speaking and listening objectives. More than 80% of the questions in Amplify ELA are text-dependent/text-specific, requiring students to draw on textual evidence to support inferences and conclusions.</p> <p>Individual activities, lessons, units, and grade-level scope and sequences in Amplify ELA are organized so that</p>

		<p>students gradually build from short, supported activities to independent completion of rigorous summative assessments. As students move from earlier units to later units within a single grade, they learn, practice, and gradually master reading and writing skills that grow increasingly sophisticated.</p> <p>For example, in Poetry & Poe, questions are strategically sequenced to scaffold students in building a deeper understanding of Emily Dickinson’s “A narrow fellow in the grass.”</p> <ol style="list-style-type: none"> 1. In Lesson 2, students begin by identifying moments in the poem that give them a clear mental image. 2. Next, students highlight words and phrases that describe clues about the “narrow fellow” and hazard a guess about the narrow fellow’s identity. 3. Then students choose a specific description of the snake and analyze how they react to it as a reader—whether Dickinson’s language makes it sound harmless, dangerous, or something else. 4. In Lesson 3, students deepen their analysis of the poem by analyzing what Dickinson’s language reveals about the speaker’s reaction to the snake. 5. They conclude their analysis of the poem by writing an argument about why Dickinson may have chosen to incorporate contrasting images in her poem. <p>Questions are also strategically sequenced within individual lessons to scaffold students in building a deeper understanding of a text or topic. For example, in Brain Science, Sub-unit 2, Lesson 2, students read an excerpt from Sarah-Jayne Blakemore’s <i>Inventing Ourselves: The Secret Life of the Teenage Brain</i> and apply information from that text to evaluate a landmark legal case involving an adolescent.</p> <ol style="list-style-type: none"> 1. First, students closely read an excerpt of Blakemore’s text that discusses Phineas Gage (whose story students know well at this point) and use her descriptions to explain a passage they read in the previous sub-unit. 2. Next, students analyze two important examples of recent experimental research on the prefrontal
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		<p>cortex. They describe the experiments in their own words, explain the results, and discuss what these findings reveal about adolescence.</p> <ol style="list-style-type: none"> 3. Then students read excerpts from the majority and dissenting opinions in a Supreme Court Case and paraphrase key passages to ensure basic comprehension. 4. Finally, students apply their knowledge of the development of the prefrontal cortex in a discussion about whether the legal system should treat adolescents differently than adults.
<p>h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.</p>	<p>Yes</p>	<p>In daily writing assignments and in longer essays, students are invited to develop thoughtful, evidence-based interpretations of literary texts, synthesize information and ideas across a range of informational texts, and construct sound, well-reasoned arguments and detailed explanations.</p> <p>Grade 7 examples:</p> <ul style="list-style-type: none"> • 7A: Red Scarf Girl & Narrative, SU3, L9, LO5 • 7C: Brain Science, SU4 • 7D: Poetry & Poe, SU5 • 7E: The Frida & Diego Collection, SU3, L4, LO7

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<p>i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.</p>	<p>Yes</p>	<p>Speaking and listening activities require students to independently discern a speaker’s key points, request clarification, and ask relevant questions. Many lessons incorporate partner discussion of challenging passages, where students produce writing to demonstrate their initial understanding of a reading, engage in partner discussions that invite them to revise their thinking, and demonstrate in writing how their thinking has changed.</p> <p>Amplify ELA also includes opportunities for students to engage in more formal, sustained discussions via debates and Socratic seminars at every grade level. In these activities, teachers can observe students’ ability to explicitly draw on evidence they have prepared on a topic, text, or issue; follow rules for collegial discussions and decision-making; pose questions that connect the ideas of several speakers; respond to other students’ questions and comments with relevant evidence, observations, and ideas; and acknowledge new information expressed by their classmates.</p> <p>Grade 7 examples:</p> <ul style="list-style-type: none"> • 7C: Brain Science, SU1, L7, LO4 • 7D: Poetry & Poe, SU2, L5–6 • 7F: The Gold Rush Collection, SU4, L1–2
<p>Additional comments on the three instructional shifts within the materials:</p>		
<p>Materials meet 100% alignment with Section I: Shifts in instruction? This means that all boxes were marked “Yes” and no boxes were marked “No” in Section I. If any “No” boxes are marked, then this program does <u>not</u> pass.</p>	<p>Yes</p>	<p>No</p>
<p>Yes</p>		<p>No</p>

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SECTION II

Alignment to Tennessee English Language Arts Standards

Materials must meet at least **90%** of indicators in Section II.

*The instructional materials represent alignment with the Tennessee English Language Arts Standards and explicitly focus teaching and learning on the grade-level standards, at the rigor necessary for students to reach mastery. Tennessee expects the **full breadth and depth** of the standards to be taught in an **integrated** and **spiraled** manner throughout the school year.*

Amplify’s Approach to the Tennessee English Language Arts Standards:

Amplify targets teaching and learning on the grade-level TN standard through an integrated approach to standards’ instruction, practice and mastery. Lesson instruction and practice targets the key *focus* standard(s) needed to effectively support productive work with the given text excerpt or topic. Within the lesson, students work with these *focus* standards at the rigor necessary for mastery. Students will also be introduced to a standard and come back to practice a standard multiple times over the course of the grade. This progressive practice provides opportunities for working to mastery with a given standard, as well as the integrated practice of working across standards to achieve the learning goal. The citations in this section list both types of practice.

In this section, citations are provided for the Amplify Digital Curriculum as well as additional, corresponding references for the Amplify Print Curriculum.

READING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
<p>Standard 1 Category</p> <p>Key Ideas and Details</p> <p>Cornerstone Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Literature: 7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.</p>	Yes		<p>7B: Character & Conflict, SU1, L1, LO4, All Cards (Print: 7B: Character & Conflict, SU1, L1, TE Step B p.24, WJ p. 11)</p> <p>7D: Poetry & Poe, SU2, L5, LO4, All Cards (Especially 1) (Print: 7D: Poetry & Poe, SU2, L5, TE Step H p. 45 WJ p. 25)</p> <p>7B: Character & Conflict, SU2, L9, LO2–3, All Cards (Print: 7B: Character & Conflict, SU2, L9, TE Steps C2 and D2 p. 70, WJ p. 44)</p> <p>7D: Poetry & Poe, SU1, L1, LO5–6, All Cards (Print: 7D: Poetry & Poe, SU1, L1, TE Steps C and D p. 12, WJ p. 8)</p>

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	<p>Informational Text: 7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.</p>	<p>Yes</p>	<p>7E: The Frida & Diego Collection, SU2, L2, LO3, All Cards (Especially 2–3) (Print: 7E: The Frida & Diego Collection, SU2, L2, TE Step H p. 79, WJ p. 29)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L4, LO2, All Cards (Especially 3) (Print: 7A: Red Scarf Girl & Narrative, SU3, L4, TE Step R p.179)</p> <p>7E: The Frida & Diego Collection, SU3, L3, LO2, 3, 5, All Cards (Print: 7E: The Frida & Diego Collection, SU3, L3, TE Step J p. 96, WJ p. 39)</p> <p>7C: Brain Science, SU1, L5, LO4–5, All Cards (Print: 7C: Brain Science, SU1, L5, TE Step P and Q pp. 92-93, WJ pp. 27–28)</p>
<p>Standard 2</p> <p>Category Key Ideas and Details</p> <p>Cornerstone Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Literature: 7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.</p>	<p>Yes</p>	<p>7D: Poetry & Poe, SU4, L3, LO8 (Print: 7D: Poetry & Poe, SU4, L3, TE Step K p. 107, WJ p. 65)</p> <p>7B: Character & Conflict, SU1, L4, LO4 (Print: 7B: Character & Conflict, SU1, L4, Step N, p. 31 and WJ p. 17)</p> <p>7D: Poetry & Poe, SU3, L5, LO2, All Cards (Print: 7D: Poetry & Poe, SU3, L5, Step L p. 81, WJ p. 49)</p> <p>7B: Character & Conflict, SU2, L15, LO4-5, All Cards (Print: 7B: Character & Conflict, SU2, L15, Step W2 and X2, p. 80-81, WJ p. 51-52)</p>

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	<p>Informational Text: 7.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.</p>	<p>Yes</p>	<p>7A: Red Scarf Girl & Narrative, SU3, L5, LO4, All Cards (Especially 3) (Print: 7A: Red Scarf Girl & Narrative, SU3, L5, TE Step U, p. 181)</p> <p>7C: Brain Science, SU1, L1, LO4, All Cards (Especially 4) (Print: 7C: Brain Science, SU1, L1, TE Step B p. 75–77, WJ p. 9)</p> <p>7C: Brain Science, SU1, L9, LO2, All Cards, (Especially 1) (Print: 7C: Brain Science, SU1, L9, TE Step Z p. 100, WJ p. 38)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L9, LO4 (Print: 7A: Red Scarf Girl & Narrative, SU3, L9, TE Step K2 p. 194)</p>
<p>Standard 3</p> <p>Category Key Ideas and Details</p> <p>Cornerstone Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Literature: 7.RL.KID.3 Analyze how specific elements of a story or drama interact with and affect each other.</p>	<p>Yes</p>	<p>7B: Character & Conflict, SU1, L3, LO2, All Cards, (Especially 2) (Print: 7B: Character & Conflict, SU1, L3, Step I TE p. 28 and WJ p. 15, questions 1–2)</p> <p>7B: Character & Conflict, SU2, L3, LO2, All Cards (Especially 2) (Print: 7B: Character & Conflict, SU2, L3, Step J, TE p. 58, WJ p. 25)</p> <p>7D: Poetry & Poe, SU3, L1, LO4, 5, 7 (Especially LO7) (Print: 7D: Poetry & Poe, SU3, L1, TE Steps B, C, and E p. 72-73, 75, WJ p. 37-38, 40)</p> <p>7B: Character & Conflict, SU2, L6, LO2, All Cards (Especially 1, 3) (Print: 7B: Character & Conflict, SU2, L6, TE Step Q p. 62, WJ pp. 30–32)</p>

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	<p>Informational Text: 7.RI.KID.3 Analyze the relationships and interactions among individuals, events, and/or ideas in a text.</p>	<p>Yes</p>	<p>7C: Brain Science, SU1, L2, LO2, All Cards (Print: 7C: Brain Science, SU1, L2, Step D, TE p. 80, and WJ pp. 12–13)</p> <p>7C: Brain Science, SU1, L5, LO3, All Cards (Especially 3) (Print: 7C: Brain Science, SU1, L5, TE Step O p. 91, WJ pp. 25–26)</p> <p>7C: Brain Science, SU1, L3, LO3–6, All Cards (Print: 7C: Brain Science, SU1, L3, LO3–6, TE Step H-J pp. 84–85, WJ p. 16-19)</p> <p>7C: Brain Science, SU1, L11, LO3, All Cards (Print: 7C: Brain Science, SU1, L11, TE Step D2 p. 103, WJ p. 46-47)</p>
<p>Standard 4</p> <p>Category Craft and Structure</p> <p>Cornerstone Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Literature: 7.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.</p>	<p>Yes</p>	<p>7D: Poetry & Poe, SU1, L2, LO3, All Cards (Especially 2) (Print: 7D: Poetry & Poe, SU1, L2, TE Step G p. 17, WJ pp.11–12)</p> <p>7B: Character & Conflict, SU3, L1, LO3 (Print: 7B: Character & Conflict, SU3, L1, Step B, TE p. 91)</p> <p>7B: Character & Conflict, SU2, L13, LO3, 6, All Cards (Print: 7B: Character & Conflict, SU2, L13, TE Step N2 p. 76, WJ p. 50)</p> <p>7D: Poetry and Poe, SU1, L1, LO3, All Cards (Print: 7D: Poetry and Poe, SU1, L1, TE Step B p. 11)</p>
	<p>Informational Text: 7.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.</p>	<p>Yes</p>	<p>7A: Red Scarf Girl & Narrative, SU3, L10, LO2, All Cards (Especially 2) (Print: 7A: Red Scarf Girl & Narrative, SU3, L10, TE Step M2, p. 196)</p> <p>7C: Brain Science, SU2, L4, LO6</p>

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			<p>(Print: 7C: Brain Science, SU2, L4, TE Step M p. 144, WJ pp. 69–70)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L3, LO2, All Cards (Especially 1) (Print: 7A: Red Scarf Girl & Narrative, TE Step N p. 176)</p> <p>7C: Brain Science, SU1, L1, LO4, All Cards (Especially 2–3) (Print: 7C: Brain Science, SU1, L1, TE Step B p. 75, WJ p. 9)</p>
<p>Standard 5</p> <p>Category Craft and Structure</p> <p>Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Literature: 7.RL.CS.5 Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.</p>	Yes	<p>7E: The Frida & Diego Collection, SU3, L1, LO4, All Cards (Print: 7E: The Frida & Diego Collection, SU3, L1, TE Step C p. 90)</p> <p>7B: Character & Conflict, SU2, L1, LO2, All Cards (Especially 6) (Print: 7B: Character & Conflict, SU2, L1, Step B, TE p. 52, WJ p.20)</p> <p>7D: Poetry & Poe, SU4, L2, LO4-5, All Cards (Print: TE Steps E and F p. 103, WJ p. 58)</p> <p>7D: Poetry & Poe, SU1, L3, LO2-3, All Cards (Print: 7D: Poetry & Poe, SU1, L3, TE Steps H and I p. 18-19, WJ p. 14-15)</p>
	<p>Informational Text: 7.RI.CS.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	Yes	<p>7C: Brain Science, SU2, L1, LO2, All Cards, (Especially 3) (Print: 7C: Brain Science, SU2, L1, Step A (TE p. 132) and WJ pp. 52–53)</p> <p>7F: Gold Rush, SU3 L2 LO2 (Print: 7F: The Gold Rush Collection, SU3, L2, TE Step E p. 88, WJ p. 42)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L9, LO3–4, All Cards</p>

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				<p>(Print: 7A: Red Scarf Girl & Narrative, SU3, L9, TE Step J2 and K2 p. 194)</p> <p>7C: Brain Science, SU2, L2, LO3, All Cards (Especially 3) (Print: 7C: Brain Science, SU2, L2, TE Step E p. 136, WJ p. 59-60)</p>
<p>Standard 6</p> <p>Category Craft and Structure</p> <p>Cornerstone Assess how point of view or purpose shapes the content and style of a text</p>	<p>Literature: 7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.</p>	Yes		<p>7D: Poetry & Poe, SU3, L5, LO3, All Cards (Especially 2–3) (Print: 7D: Poetry & Poe, SU3, L5, TE Step L p. 81, WJ p. 49)</p> <p>7B: Character & Conflict, SU2, L14, LO2, All Cards (Print: 7B: Character & Conflict, SU2, L14, TE Step P2 p. 77)</p> <p>7B: Character & Conflict, SU2, L14, LO3–5, All Cards (Print: 7B: Character & Conflict, SU2, L14, TE Steps Q2-S2 pp. 77–78)</p> <p>7D: Poetry & Poe, SU2, L2, LO3–4, All Cards (Print: Teacher directed to use digital lesson.)</p>
	<p>Informational Text: 7.RI.CS.6 Determine an author’s point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.</p>	Yes		<p>7F: The Gold Rush Collection, SU2, L2, LO6–7, All Cards (Print: 7F: The Gold Rush Collection, SU2, L2, TE Step I p. 75. Teacher projects Exit Ticket from SU2, L2, LO7)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L8, LO4, All Cards (Especially 2) (Print: 7A: Red Scarf Girl & Narrative, SU3, L8, TE Step G2 p. 190 and WJ p. 45)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L11, LO2 & LO4, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU3, L11, TE Step P2 and R2 pp. 198–199, WJ p. 50)</p> <p>7A: Red Scarf Girl & Narrative</p>

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				SU3, L2, LO5-7, and LO9, All Cards (Print: 7A: Red Scarf Girl & Narrative SU3, L2, TE Steps L and M p. 174-175)
<p>Standard 7</p> <p>Category Integration of Knowledge and Ideas</p> <p>Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>Literature: 7.RL.IKI.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium.</p>	Yes		<p>7B: Character & Conflict, SU2, L2, LO6, All Cards (Especially 1–2) (Print: 7B: Character & Conflict, SU2, L2, Step H p. 56 and WJ p. 23)</p> <p>7D: Poetry & Poe, SU2, L1, LO4, All Cards (Print: 7D: Poetry & Poe, SU2, L1, TE Step A p. 38, WJ p. 18)</p> <p>7B: Character & Conflict, SU2, L4, LO2 and 4, All Cards (Print: 7B: Character & Conflict, SU2, L4, TE Steps M and P (Teacher projects digital Exit Ticket (LO4)) pp. 60–61, WJ p. 28)</p> <p>7D: Poetry & Poe, SU3, L3, LO2, All Cards (Print: 7D: Poetry & Poe, SU3, L3, TE Step H p. 78, WJ p. 44-45)</p>
	<p>Informational Text: 7.RI.IKI.7 Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium’s portrayal of the subject.</p>	Yes		<p>7E: The Frida & Diego Collection, SU2, L3, LO5, All Cards (Especially 4) (Print: Teacher directed to use digital lesson to access this activity.)</p> <p>7F: The Gold Rush Collection, SU3, L3, LO5 (Print: 7F: The Gold Rush Collection, SU3, L3, TE Step I, p. 90, WJ p. 53)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L1, LO3, LO4, LO8, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU3, L1, TE Step B, D, G (see LO8 in digital above) pp. 169–171)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L3, LO5, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU3, L3, TE Step Q p. 178, WJ p. 39)</p>

<p>Standard 8</p> <p>Category Integration of Knowledge and Ideas</p> <p>Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>Literature: Not applicable</p> <p>Informational Text: 7.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.</p>	<p>Yes</p>	<p>7C: Brain Science, SU3, L3, LO3, All Cards (Print: 7C: Brain Science, SU3, L3, Step F TE p. 172 and WJ pp. 80–81)</p> <p>7C: Brain Science, SU1, L7, LO6, All Cards (Print: Wrap-Up citation; Teacher Projects Digital, 7C: Brain Science, SU1, L7, TE Step U p. 97)</p> <p>7C: Brain Science, SU1, L4, LO2, All Cards (Print: 7C: Brain Science, SU1, L4, TE Step K p. 86, WJ p. 20)</p> <p>7C: Brain Science, SU2, L2, LO4–5, All Cards (Print: 7C: Brain Science, SU2, L2, Step F p. 137, WJ p. 61)</p>
<p>Standard 9</p> <p>Category Integration of Knowledge and Ideas</p> <p>Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.</p>	<p>Literature: 7.RL.IKI.9 Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.</p>	<p>Yes</p>	<p>7B: Character & Conflict, SU3, L2, LO4, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>7F: Gold Rush, SU3 L1, LO3, All Cards (Especially 3) (Print: 7F: The Gold Rush Collection, SU3, L1, TE Step B p. 86, WJ pp. 39–40)</p> <p>7B: Character & Conflict, SU2, L1, TOLO 1-2, and LO3 (Print: 7B: Character & Conflict, SU2, L1, Step A and C, p. 49-51 and 53, WJ p. 20)</p> <p>7B: Character & Conflict, SU2, L12, LO2, All Cards (Print: 7B: Character & Conflict, SU2, L12, Step J2 p. 73)</p>
	<p>Informational Text: 7.RI.IKI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.</p>	<p>Yes</p>	<p>7C: Brain Science, SU2, L3, LO5, All Cards (Print: 7C: Brain Science, SU2, L3, Step I TE p. 140 and WJ p. 64)</p> <p>7E: The Frida & Diego Collection, SU2, L1, LO8, All Cards (Especially 3) (Print: 7E: The Frida & Diego Collection, SU2, L1, TE Step F p. 78, WJ p. 28)</p>

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				<p>7C: Brain Science, SU3, L1, LO3–4, All Cards (Especially LO4, Card 2) (Print: 7C: Brain Science, SU3, L1, TE Steps B and C pp. 167-168, WJ pp. 75–77)</p> <p>7C, Brain Science, SU2, L2, LO4 & 5, All Cards 2) (Print: 7C: Brain Science, SU2, L2, TE Step F p. 137, WJ p. 61)</p>
<p>Standard 10</p> <p>Category Range of Reading and Level of Text Complexity</p> <p>Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Literature: 7.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.</p>	Yes		<p>Amplify students read regularly throughout the year, working with progressively more challenging literary texts. Almost all lessons include close reading activities and end with Solo reading comprehension assignments.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • Solos (Example: 7B: Character & Conflict, SU2, L2, LO8, All Cards) • Select Text Activities (Example: 7B: Character & Conflict, SU1, L3, LO2, All Cards) • Use the Text as Referee Activities (Example: 7D: Poetry & Poe, SU4, L2, LO3, All Cards) • Other Close Reading Activities (Example: 7D: Poetry & Poe, SU4, L3, LO4-7)
	<p>Informational Text: 7.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.</p>	Yes		<p>Amplify students read regularly throughout the year, working with progressively more challenging literary non-fiction and informational texts. Almost all lessons include close reading activities and end with Solo reading comprehension assignments.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • Solos (Example: 7A: Red Scarf Girl & Narrative, SU3, L9, LO8, All Cards) • Select Text Activities (Example: 7A: Red Scarf Girl & Narrative, SU3, L9, LO3–4, All Cards) • Use the Text as Referee Activities (Example: 7C: Brain Science, SU1, L2, LO3, All Cards)

WRITING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
<p>Standard 1</p> <p>Category Text Types and Protocol</p> <p>Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>7.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. Use credible sources and demonstrate an understanding of the topic or source material. Craft an effective and relevant conclusion that supports the argument presented. Use precise language and content-specific vocabulary. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use varied sentence structure to enhance meaning and reader interest. Establish and maintain a formal style. 	Yes		<ul style="list-style-type: none"> Other Close Reading Activities (Example: 7F: The Gold Rush Collection, SU2, L1, LO3–5, All Cards) <p>7.W.TTP.1 7D: Poetry & Poe, SU2, L3, LO5, All Cards (Especially 2) (Print: 7D: Poetry & Poe, SU2, L3, TE Step E p. 42, WJ p. 22-23)</p> <p>7D: Poetry & Poe, SU3, L5, LO5, All Cards (Especially 2) (Print: 7D: Poetry & Poe, SU3, L5, TE Step N p. 83, WJ p. 51)</p> <p>7F: The Gold Rush Collection, SU5, L2, LO5, All Cards (Especially 2) (With Argumentative Essay Option) (Print: 7F: The Gold Rush Collection, SU5, L2, TE Step F and G p. 115, WJ p. 71–72)</p> <p>7C: Brain Science, SU1, L2, LO4, All Cards (Print: Step F p. 82, WJ p. 15)</p> <p>7.W.TTP.1.a 7D: Poetry & Poe, SU5, L1, LO6 (Print: 7D: Poetry & Poe, SU5, L1, TE Step C p. 120, WJ p. 74)</p> <p>7F: The Gold Rush Collection, SU5, L2, LO5, All Cards (Especially 2) (Print: 7F: The Gold Rush Collection, SU5, L2, TE Step F p. 115, WJ p. 71)</p> <p>7E: The Frida & Diego Collection, SU5, L2, LO5, All Cards (Especially 2) (Print: 7E: The Frida & Diego Collection, SU5, L2, TE Step F p. 123, WJ p. 71)</p>

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			<p>7.W.TTP.1.b 7D: Poetry & Poe, SU2, L4, LO4 (Print: Teacher directed to use digital lesson.)</p> <p>7D: Poetry & Poe, SU5, L2, LO4, All Cards (Especially Card 2) (Print: 7D: Poetry & Poe, SU5, L2, TE Step E p. 121, WJ p.76)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L1, LO5, All Cards (Especially 2) (Print: 7A: Red Scarf Girl & Narrative, SU3, L1, TE Step G p. 171, WJ p. 38)</p> <p>7E: The Frida & Diego Collection, SU5, L3, LO4 (Print: 7E: The Frida & Diego Collection, SU5, L3, TE Step H p. 124, SE p. 651, WJ p. 73)</p> <p>7.W.TTP.1.c 7F: Gold Rush, SU5, L3, LO7, All Cards (Print: 7F: The Gold Rush Collection, SU5, L5, TE Step J p. 116, WJ pp. 75–76)</p> <p>7D: Poetry & Poe, SU5, L4, LO6, All Cards (Print: 7D: Poetry & Poe, SU5, L4, TE Step M p.123, SE p. 646-647, WJ p. 86-87)</p> <p>7E: The Frida & Diego Collection, SU5, L3, LO7, All Cards (Print: 7E: The Frida & Diego Collection, SU5, L3, TE Step J p. 124, WJ p. 75–76)</p> <p>7.W.TTP.1.d 7D: Poetry & Poe, SU2, L4, LO4 (Print: Teacher directed to use digital lesson.)</p>
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			<p>7D: Poetry & Poe, SU5, L2, LO4, All Cards (Especially 2) (Print: 7D: Poetry & Poe, SU5, L2, TE Step E p. 121, WJ p. 76-77)</p> <p>7D: Poetry & Poe, SU5, L1, LO5 All Cards (Especially 1)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L1, LO5, All Cards (Especially 2) (Print: 7A: Red Scarf Girl & Narrative, SU3, L1, TE Step G p. 171, WJ p. 38)</p> <p>7.W.TTP.1.e 7D: Poetry & Poe, SU5, L5, LO4 (Print: 7D: Poetry & Poe, SU5, L5, TE Step N page 124, SE p. 646, WJ p. 88)</p> <p>7F: The Gold Rush Collection, SU5, L4, LO7 (Print: 7F: The Gold Rush Collection, SU5, L4, TE Step N p. 117, SE p. 628, WJ p. 80)</p> <p>7E: The Frida & Diego Collection, SU5, L4, LO7 (With Argumentative Essay Option) (Print: 7E: The Frida & Diego Collection, SU5, L4, TE Step N p. 125, SE p. 540, WJ p. 80)</p> <p>7.W.TTP.1.f 7D: Poetry & Poe, SU2, L5, LO7 (Print: 7D: Poetry & Poe, SU2, L5, TE Step J p. 47, WJ p. 27-28)</p> <p>7C: Brain Science, SU2, L1, LO2-4, All Cards (Print: 7C: Brain Science, SU2, L1, TE Step A-C pp. 132-134, WJ p. 52-57)</p> <p>7.W.TTP.1.g 7D: Poetry & Poe, SU5, L3, LO5, All Cards (Especially 1)</p>
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Grade 7

			<p>(Print: 7D: Poetry & Poe, SU5, L3, TE Step H p. 122, SE p. 646, WJ p. 78)</p> <p>7F: The Gold Rush Collection, SU5, L5, LO5, All Cards (Especially 1) (Print: 7F: The Gold Rush Collection, SU5, L5, TE Step P p. 118, SE p.652, WJ p. 83)</p> <p>7D: Poetry & Poe, SU5, L5, LO5, All Cards (Especially 1) (Print: 7D: Poetry & Poe, SU5, L5, TE Step O p. 124, SE p. 647, WJ p. 89-90)</p> <p>7.W.TTP.1.h Mastering Conventions Two: Unit 3, Skill Drill 13A, p. 180</p> <p>Mastering Conventions Two: Unit 3, Skill Drill 13B, p. 185</p> <p>7D: Poetry & Poe, SU2, L7 (and all Flex Days) Teacher Materials, Revision Assignment-Grammar, Third Revision Assignment</p> <p>Mastering Conventions One: Unit 2, Skill Drill 13A, p. 179, What to Do</p> <p>7.W.TTP.1.i 7D: Poetry & Poe, SU5, L5, LO6, All Cards (Especially 1) (Print: 7D: Poetry & Poe, SU5, L5, TE Step P p. 124, SE p. 648, WJ pp. 92–93)</p> <p>7F: The Gold Rush Collection, SU5, L5, LO6, All Cards (Especially 1) (Print: 7F: The Gold Rush Collection, SU5, L5, TE Step Q p. 118, WJ p. 85–86)</p> <p>7E: The Frida & Diego Collection, SU5, L5, LO5, All Cards (Especially 1)</p>
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AMPLIFY ELA INSTRUCTIONAL MATERIALS CORRELATIONS GUIDE
Grade 7

				(Print: 7E: The Frida & Diego Collection, SU5, L5, TE Step R p. 126) Mastering Conventions 2, Unit 7, L24–25, Formal and Informal Writing Styles: Code-Switching p.338–361
<p>Standard 2</p> <p>Category Text Types and Protocol</p> <p>Cornerstone Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>7.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and reader interest. j. Establish and maintain a formal style. 	Yes		<p>7.W.TTP.2 7B: Character & Conflict, SU4, L1, LO6 (Print: 7B: Character & Conflict, SU4, L2, Step E, p. 99, WJ p. 64)</p> <p>7C: Brain Science, SU4, L1, LO2, All Cards (Especially 1) (Print: 7C: Brain Science, SU4, L1, TE Step A p. 180, SE p. 646)</p> <p>7D: Poetry & Poe, SU4, L2, LO6, All Cards (Especially 2) (Print: 7D: Poetry & Poe, SU4, L2, TE Step H p. 104, WJ p. 60)</p> <p>7.W.TTP.2.a/b 7B: Character & Conflict, SU4, L4, LO5–7, All Cards (Print: 7B: Character & Conflict, SU4, L4, Steps G-H, p. 100, SE p. 646-647, WJ p. 69-70)</p> <p>7C: Brain Science, SU4, L4, LO5, All Cards (Print: 7C: Brain Science, SU4, L4, TE Step M p.183, SE p. 646-647, WJ pp. 98–99)</p> <p>7F: The Gold Rush Collection, SU5, L3, LO5, LO7 (With Informational Essay Option) (Print: 7F: The Gold Rush Collection, SU5, L3, TE Steps I and J p. 116, WJ p. 74–76)</p> <p>7A: Red Scarf Girl & Narrative SU4, L3, LO4 All Cards (Especially 2, 3)</p>

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			<p>(Print: 7A: Red Scarf Girl & Narrative, SU4, L3, TE Step H p. 208, WJ p. 65)</p> <p>7.W.TTP.2.c/d 7B: Character & Conflict, SU4, L2, LO6, All Cards (Print: 7B: Character & Conflict, SU4, L2, Step E, p. 99, SE p. 646, WJ p. 64)</p> <p>7C: Brain Science, SU4, L2, LO4 (Print: 7C: Brain Science, SU4, L2, TE Step E p.181, SE p. 646, WJ p. 88–89)</p> <p>7E: The Frida & Diego Collection, SU5, L2, LO5, All Cards (With Informational Essay Option) (Print: 7E: The Frida & Diego Collection, SU5, L2, TE Step G p. 123, WJ p. 72)</p> <p>7A: Red Scarf Girl & Narrative, SU4, L3, LO4, All Cards (Especially 3) (Print: 7A: Red Scarf Girl & Narrative, SU4, L3, LO4, TE Step F p. 208, WJ pp. 62–63)</p> <p>7B: Character & Conflict, SU4, L4, LO7 (Print: 7B: Character & Conflict, SU4, Lesson 4, TE Step H p. 100, SE p. 647, WJ pp. 69–70)</p> <p>7.W.TTP.2.e 7C: Brain Science, SU4, L5, LO3, All Cards (Print: 7C: Brain Science, SU4, L5, Step N TE p. 184, SE p. 646, WJ p. 100)</p> <p>7B: Character & Conflict, SU4, L5, LO4, All Cards (Print: 7B: Character & Conflict, SU4, L5 Step I, SE p. 646, WJ p. 71)</p> <p>7F: The Gold Rush Collection, SU5, L4, LO5, LO7 All Cards (With Informational Essay Option)</p>
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Grade 7

			<p>(Print: 7C: Brain Science essay, SU4, L5, TE Step P p. 184, SE p. 648, WJ p. 104-105)</p> <p>7B: Character & Conflict, SU4, L5, LO3, All Cards (Print: 7B: Character & Conflict, SU4, L5 Step S)</p> <p>7B: Character & Conflict, SU4, L2, LO4 & LO7 (With Informational Essay Option) (Print: 7B: Character & Conflict, SU4, L2, TE Step E p. 99, WJ p. 64)</p> <p>7A: Red Scarf Girl & Narrative, SU4, L2, LO4 (Especially 1) (Print: 7A: Red Scarf Girl & Narrative, SU4, L3, TE Step F p. 208, WJ pp. 62–63)</p> <p>7.W.TTP.2.i Mastering Conventions Two: Unit 3, Skill Drill 13A, p. 180</p> <p>Mastering Conventions Two: Unit 3, Skill Drill 13B, p. 185</p> <p>Mastering Conventions One: Unit 2, Skill Drill 13A, p. 179, What to Do</p> <p>7C: Brain Science, SU2, L5, and all Flex Days, Teacher Materials, Revision Assignment-Grammar, Third Revision Assignment (Print: Teacher directed to use digital lesson.)</p> <p>7.W.TTP.2.j 7B: Character & Conflict, SU4, L5, LO5, All Cards, (Especially 1) (Print: 7B: Character & Conflict, SU4, L5, TE Step K p. 101, SE p. 648, WJ 75-77)</p> <p>7C: Brain Science, SU4, L5, LO6, All Cards (Especially 1)</p>
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			<p>(Print: 7C: Brain Science essay, SU4, L5, TE Step P p. 184, SE p. 648, WJ p.104-105)</p> <p>7E: The Frida & Diego Collection, SU5, L5, LO5, All Cards (Especially 1) (With Informational Essay Option) (Print: 7E: The Frida & Diego Collection, SU5, L5, TE Step P p. 126, SE p. 652, WJ p. 83–84)</p> <p>7A: Red Scarf Girl & Narrative, SU4, L4, LO4, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU4, L4, TE Step K p. 209, SE p. 648, WJ pp. 71–72)</p> <p>Mastering Conventions Two, Unit 7, L24–25, p. 338–346 (Formal and Informal Writing Styles: Code-Switching)</p>
<p>Standard 3</p> <p>Category Text Types and Protocol</p> <p>Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>	<p>7.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters. Organize an event sequence that unfolds naturally and logically. Create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. Use precise words and phrases, 	<p>Yes</p>	<p>7.W.TTP.3</p> <p>7F: Gold Rush, SU3, L2, LO3, All Cards (Especially 2) (Print: 7F: The Gold Rush Collection, SU3, L2, TE Step F p. 88–89, WJ p. 43–45)</p> <p>7G: Intermediate Story Writing, SU1, L4, p. 48</p> <p>7A: Red Scarf Girl & Narrative, SU2, L1, LO7, All Cards, (Especially 3) (Print: 7A: Red Scarf Girl & Narrative, SU2, L1, TE Step E p. 16, WJ p. 10)</p> <p>7C: Brain Science, SU1, L8, LO5, All Cards (Print: 7C: Brain Science, SU1, L8, TE Step Y p. 99, WJ p. 37)</p> <p>7.W.TTP.3.a</p> <p>7A: Red Scarf Girl & Narrative, SU2, L3, LO4, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU2, L3, TE Step M p. 26, WJ p. 13)</p>

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	<p>relevant descriptive details, and sensory language to convey experiences and events.</p>		<p>7G: Intermediate Story Writing, SU1, L9, Writing pp. 66–69</p> <p>7D: Poetry & Poe, SU2, L4, LO4, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>7G: Intermediate Story Writing SU2, L11, Writing p. 75–78</p> <p>7.W.TTP.3.b 7G: Intermediate Story Writing, SU3, L18, Writing pp. 105–108</p> <p>7G: Intermediate Story Writing, SU3, L20, Writing pp. 112–115</p> <p>7.W.TTP.3.c 7G: Intermediate Story Writing, SU3, L23, Writing pp. 122–124</p> <p>7G: Intermediate Story Writing SU2, L15, Writing pp. 88–91</p> <p>7.W.TTP.3.d 7A: Red Scarf Girl & Narrative, SU2, L11, LO5, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU2, L11, TE Step W2 p. 45, WJ p. 35)</p> <p>7G: Intermediate Story Writing, SU1, L10, p. 70-72</p> <p>7G: Intermediate story Writing SU3, L21, Writing p. 116-118</p> <p>7A: Red Scarf Girl & Narrative, SU2, L7, LO6, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU2, L7, TE Step H2 p. 38, WJ p. 25)</p>
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Grade 7

			<p>7A: Red Scarf Girl & Narrative, SU2, L4, LO3–4 (Print: 7A: Red Scarf Girl & Narrative, SU2, L4, TE Steps Q and R p. 29, WJ pp. 16–17)</p> <p>7.W.TTP.3.e 7G: Intermediate Story Writing, SU3, L23, p. 122</p> <p>7G: Intermediate Story Writing, SU2, L15 p. 88 (What to Do)</p> <p>7.W.TTP.3.f 7G: Intermediate Story Writing, SU3, L20, Writing, pp. 112–115</p> <p>7G: Intermediate Story Writing, SU1, L4, Writing pp. 48–52</p> <p>7.W.TTP.3.g 7A: Red Scarf Girl & Narrative, SU2, L10, LO3, All Cards(Especially 2) (Print: 7A: Red Scarf Girl & Narrative, SU2, L10, Step S2, TE p. 43, WJ p. 32)</p> <p>7A: Red Scarf Girl & Narrative, SU2, L9, LO4, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU2, L9, Step N2, TE p. 42)</p> <p>7E: The Frida & Diego Collection, SU3, L2, LO3, LO4, LO5, LO7, All Cards (Print: 7E: The Frida & Diego Collection, SU3, L2, TE Step G-I (for I see digital LO7) p. 94-95, WJ p. 37-38)</p> <p>7A: Red Scarf Girl & Narrative, SU2, L6, LO4, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU2, L6, TE Step C2 p. 35, WJ p. 23)</p>
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Grade 7

<p>Standard 4</p> <p>Category Production and Distribution of Writing</p> <p>Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>7.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Yes</p>	<p>7C: Brain Science, SU4, L5, LO2, 4–6, All Cards (Print: 7C: Brain Science, SU4, L5, TE Steps O and P pp.184, SE p. 647-648, WJ pp. 101–105)</p> <p>7F: The Gold Rush Collection: SU3, L2, LO3, All Cards (Especially 2) (Print: 7F: The Gold Rush Collection, SU3, L2, TE Step F p. 88, WJ pp. 43–45)</p> <p>7B: Character & Conflict, SU4, L1, LO2, All Cards (Print: 7B: Character & Conflict, SU4, L1, TE Step A p. 98, SE p. 646, WJ p. 60)</p> <p>All Essay Sub-units</p>
<p>Standard 5</p> <p>Category Production and Distribution of Writing</p> <p>Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>7.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 7.)</p>	<p>Yes</p>	<p>7A: Red Scarf Girl & Narrative, SU2, L7, LO4-5, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU2, L7, TE Step F2 p. 37, WJ p. 24)</p> <p>7A: Red Scarf Girl & Narrative, SU2, L2, LO7, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU2, L2, Step I, TE p. 21)</p> <p>7C: Brain Science, SU4, L4, LO3, All Cards (Print: 7C: Brain Science, SU4, L4, TE Step K p. 183, WJ p. 95-96)</p> <p>7A: Red Scarf Girl & Narrative, SU2, L12, LO3–LO4, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU2, L12, TE Step Z2 p. 47, WJ pp. 18 and 28)</p>
<p>Standard 6</p> <p>Category Production and Distribution of Writing</p> <p>Cornerstone</p>	<p>7.W.PDW. 6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.</p>	<p>Yes</p>	<p>7E: The Frida & Diego Collection, SU5, L7, LO2–3, All Cards</p> <p>7F: The Gold Rush Collection, SU5, L7, LO3, All Cards (Especially 1)</p>

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<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>			<p>7F: The Gold Rush Collection, SU5, L6, LO4, All Cards</p> <p>7E: The Frida & Diego Collection, SU5, L6, LO4, All Cards</p>
<p>Standard 7</p> <p>Category Research to Build and Present Knowledge</p> <p>Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.</p>	<p>7.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.</p>	<p>Yes</p>	<p>7E: The Frida & Diego Collection, SU2, L3, LO2, All Cards</p> <p>7E: The Frida & Diego Collection, SU4, L2, LO4, All Cards (Print: 7E: The Frida & Diego Collection, SU4, L2, TE Step G p. 113, WJ p. 62)</p> <p>7F: The Gold Rush Collection, SU5, L1, LO4, All Cards, (Especially 1) (Print: 7F: The Gold Rush Collection, SU5, L1, TE Step C p. 114, WJ p. 70)</p> <p>7E: The Frida & Diego Collection, SU4, L3, LO5, All Cards</p>
<p>Standard 8</p> <p>Category Research to Build and Present Knowledge</p> <p>Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</p>	<p>7.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Yes</p>	<p>7E: The Frida & Diego Collection, SU1, L1, LO3–LO4, All Cards (Print: 7E: The Frida & Diego Collection, SU1, L1, TE Step A and B pp. 10–11, WJ pp.8–9)</p> <p>7E: The Frida & Diego Collection, SU1, L3, LO3, All Cards (Print: 7E: The Frida & Diego Collection, SU1, L3, TE Step E and F pp.13–14)</p> <p>7F: The Gold Rush Collection, SU5, L6, LO3–4, All Cards (Print: 7F: The Gold Rush Collection, SU5, L6, TE Steps T and U p. 119, SE p. 653, WJ pp. 85–87)</p> <p>7F: The Gold Rush Collection, SU1, L3, LO2–6, All Cards</p>

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<p>Standard 9</p> <p>Category Research to Build and Present Knowledge</p> <p>Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>7.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.</p>	<p>Yes</p>	<p>(Print: 7F: The Gold Rush Collection, SU1, L3, TE Step D-I pp. 13–15, WJ p. 11–12)</p> <p>7D: Poetry & Poe: SU2, L5, LO4, All Cards (Especially 3) (Print: 7D: Poetry & Poe, SU2, L5, TE Step H–J, pp. 45–47, WJ pp. 25–28)</p> <p>7D: Poetry & Poe: SU2, L5, LO5–6, All Cards (Especially 1) (Print: SU2, L5, TE Step I p. 46, WJ p. 28)</p> <p>7C: Brain Science, SU3, L1, LO5, All Cards (Especially 2) (Print: 7C: Brain Science, SU3, L1, TE Step D p. 168, WJ p. 78)</p> <p>7B: Character & Conflict, SU2, L12, LO4, All Cards (Print: 7B: Character & Conflict, SU2, L12, TE Step L2 p. 74, WJ p. 49)</p> <p>7B: Character & Conflict, SU3, L1, LO6, All Cards (Print: 7B: Character & Conflict, SU3, L1, TE Step E p. 93, WJ p. 57)</p>
<p>Standard 10</p> <p>Category Range of Writing</p> <p>Cornerstone Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>7.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Yes</p>	<p>Amplify students write in almost every lesson. Writing tasks range from short answer questions during reading activities, to 10–14 minute, on-demand writing activities, to multi-paragraph essays written over the course of several lessons in the Write an Essay Sub-units.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • Short Answer Activities (Example: 7A: Red Scarf Girl & Narrative, SU3, L3, LO5, All Cards (Especially 1, 5, and 6) • Writing Activities (Example: 7C: Brain Science, SU2, L1, LO4, All Cards) • Essay Sub-units (Example: 7D: Poetry & Poe, SU5, Write an Essay)

Grade 7

SPEAKING AND LISTENING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
<p>Standard 1</p> <p>Category Comprehension and Collaboration</p> <p>Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.</p>	<p>7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p>	Yes		<p>7A: Red Scarf Girl & Narrative, SU3, L12, LO5, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU3, L12, Step V2, TE p. 45)</p> <p>7B: Character & Conflict, SU2, L13 LO2, All Cards (Especially 2) (Print: 7B: Character & Conflict, SU2, L13 Step N2 TE p. 76 and WJ p. 50)</p> <p>7D: Poetry & Poe, SU3, L1, LO5, All Cards (Print: 7D: Poetry & Poe, SU3, L1, TE Step C p .73, WJ p. 38)</p> <p>7E: The Frida & Diego Collection, SU4, L1, LO3, All Cards (7E: The Frida & Diego Collection, SU4, L1, TE Step A p. 107, WJ p. 58)</p> <p>7E: The Frida & Diego Collection, SU4, L2, LO3, All Cards (Print: 7E: The Frida & Diego Collection, SU4, L2, TE Step F p. 112, WJ pp. 62)</p> <p>7C: Brain Science, SU1, L3, LO4, All Cards, (Especially 3) (Print: 7C: Brain Science, SU1, L3, TE Step I p. 85, WJ p. 18)</p>
<p>Standard 2</p> <p>Category Comprehension and Collaboration</p> <p>Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p>	<p>7.SL.CC.2 Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.</p>	Yes		<p>7A: Red Scarf Girl & Narrative, SU3, L3, LO5, All Cards (Especially 6) (Print: 7A: Red Scarf Girl & Narrative, SU3, L3, TE Step Q p. 178, WJ p. 39)</p> <p>7E: The Frida & Diego Collection, SU2, L3, LO5, All Cards (Especially 3) (Print: Teacher directed to use digital lesson.)</p>

				<p>7A: Red Scarf Girl & Narrative, SU2, L1, LO5–6, All Cards (Print: 7A: Red Scarf Girl & Narrative, SU2, L1, TE Steps C and D pp. 14–15, WJ p. 9)</p> <p>7E: The Frida & Diego Collection, SU1, L1, LO5 (Print: 7E: The Frida & Diego Collection, SU1, L1, TE Step B p. 11, WJ p. 9)</p>
<p>Standard 3</p> <p>Category Comprehension and Collaboration</p> <p>Cornerstone Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>7.SL.CC.3 Explain a speaker’s argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.</p>	Yes		<p>7D: Poetry & Poe, SU2, L6 LO4, All Cards (Especially 1) (Print: 7D: Poetry & Poe, SU2, L6, TE Step M p. 49, WJ p. 31)</p> <p>7D: Poetry & Poe, SU5, L4, LO7, All Cards (7D: Poetry & Poe, SU5, L4, TE Step K p. 123, WJ p. 83-84)</p> <p>7D: Poetry & Poe, SU2, L3, LO2 (Especially 1–2)</p> <p>7B: Character & Conflict, SU2, L11, LO3–LO5 (Especially LO5) (Print: 7B: Character & Conflict, SU2, L11, TE Steps G2-I2 pp. 71-72, WJ p. 46-48)</p>
<p>Standard 4</p> <p>Category Presentation of Knowledge and Ideas</p> <p>Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>7.SL.PKI.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	Yes		<p>7D: Poetry & Poe, SU2, L4, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>7F: The Gold Rush Collection, SU5, L8, LO2, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>7D: Poetry & Poe, SU2, L5, LO4, All Cards (Especially 2) (Print: 7D: Poetry & Poe, SU2, L5, TE Step H p. 45, WJ p. 25)</p> <p>7C: Brain Science, SU1, L9, LO3, All Cards (Especially 1–2) (Print: 7C: Brain Science, SU1, L9, TE Step A2 p. 101, WJ p. 39-40)</p>

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<p>Standard 5</p> <p>Category Presentation of Knowledge and Ideas</p> <p>Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>7.SL.PKI.5 Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.</p>	<p>Yes</p>	<p>7F: The Gold Rush Collection, SU5, L8, LO2, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>7E: The Frida & Diego Collection, SU5, L8, LO2, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>7D: Poetry & Poe, SU2, L3, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>7D: Poetry & Poe, SU2, L2, LO5, All Cards (Print: Teacher directed to use digital lesson.)</p>	
<p>Standard 6</p> <p>Category Presentation of Knowledge and Ideas</p> <p>Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>7.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Yes</p>	<p>7A: Red Scarf Girl & Narrative, SU3, L4, LO4, All Cards (Especially 1) (Print: 7A: Red Scarf Girl & Narrative, SU3, L4, TE Step S p. 180, WJ p. 40)</p> <p>7A: Red Scarf Girl & Narrative, SU2, L9, LO7, All Cards (Especially 1) (Print: 7A: Red Scarf Girl & Narrative, SU2, L9, TE Step P2 p. 42, WJ p. 30)</p> <p>7A: Red Scarf Girl & Narrative, SU3, L7, LO6, All Cards (Print: TE Step D2 p. 188, WJ p. 44)</p>	
<p>FOUNDATIONAL LITERACY STANDARDS</p>		<p>Meets Expectations?</p>		<p>Evidence/Notes</p>
		<p>Yes</p>	<p>No</p>	
<p>Standard 6</p> <p>Category Sentence Composition</p> <p>Cornerstone Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p>	<p><i>The Foundational Literacy standards appear only in grades K-5. However, the sentence compositions skills outlined in FL.SC.6 are reinforced in the high school grade levels as they are applied to increasingly sophisticated contexts.</i></p> <p><i>See the K-12 Foundational Literacy and Language Progression chart for additional information.</i></p>	<p>Yes</p>	<p>Amplify students continue to develop the sentence composition skills laid out in FL.SC.6 as they practice towards mastery of the conventions of standard English standards in grades 6-8. There are extensive opportunities for grammar practice during Flex Days, the Grammar Unit, and in Mastering Conventions 1, 2, and 3</p>	

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STANDARDS	Meets Expectations?		Evidence/NotesLANGUAGE
	Yes	No	
<p>Standard 1</p> <p>Category Conventions of Standard English</p> <p>Cornerstone Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>7.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> a. When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers. b. When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers. 	Yes		<p>7.L.CSE.1 Grammar: SU2, L8, LO6, All Cards</p> <p>Mastering Conventions Two: Unit 1, Skill Drill 4F, p. 89-92</p> <p>Grammar: SU6, L2, LO6, All Cards</p> <p>7.L.CSE.1.a Grammar: SU2, L5, LO3, All Cards</p> <p>Mastering Conventions One: Unit 4, Lesson 22, p. 305-311</p> <p>Grammar: SU2 L2 LO3 (All Cards) and LO5 (All Cards) (Adverb Phrases and Adverb Clauses)</p> <p>Mastering Conventions One: Unit 4, Lesson 23, p. 316-322 (Defining and Identifying Clauses)</p> <p>7.L.CSE.1.b Mastering Conventions Two: Unit 3, Skill Drill 13A, p. 180-184 (Revising by Combining Sentences)</p> <p>Mastering Conventions Two: Unit 3, Lessons 10–11, p. 138–148 (Defining and Identifying Compound Sentences)</p> <p>Mastering Conventions Two: Unit 3, Lessons 12–13, p. 168–179 (Defining and Recognizing Complex Sentences)</p>

Mastering Conventions Two: Unit 3, Lesson 14, p. 197-203 (Keeping Verb Tense Consistent in Complex Sentences)

Mastering Conventions Three: Unit 1, Skill Drill 4B, p. 44-47 (Finding and Fixing Dangling Modifiers)

Mastering Conventions Three: Unit 1, Lesson 3, p. 25-30 (Reviewing Misplaced Modifiers)

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<p>Standard 2</p> <p>Category Conventions of Standard English</p> <p>Cornerstone Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.</p>	<p>Yes</p>	<p>7B: Character & Conflict SU4, L5, LO5, All Cards, (Especially 1) (Print: 7B: Character & Conflict , SU4, L5, TE Step K, p. 101, SE p. 648, WJ pp. 75-77)</p> <p>Mastering Conventions Two: Unit 6, Lesson 20, p. 288-292 (Finding and Fixing Comma Errors With Adjectives)</p> <p>Mastering Conventions Two: Unit 6, Lesson 20, Skill Drill 20A, p. 293-296</p> <p>Mastering Conventions Two: Unit 6 Lesson 21, p. 302-305 (Use Punctuation to Set Off Nonrestrictive Elements)</p> <p>Mastering Conventions Two: Unit 6 Lesson 22, p. 306-311 (Using Apostrophes Correctly)</p>
<p>Standard 3</p> <p>Category Knowledge of Language</p> <p>Cornerstone Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>7.L.KL.3 When writing and speaking, choose precise language to express ideas concisely.</p>	<p>Yes</p>	<p>Grammar Unit, Sub-unit 5, Lesson 2, All Cards</p> <p>Mastering Conventions Two: Unit 3, Lesson 14, p. 197-203 (Keeping Verb Tense Consistent in Complex Sentences)</p> <p>Mastering Conventions Two: Unit 1, Lesson 1, p.14 -19 (Finding and Fixing Sentence Fragments)</p> <p>7C: Brain Science SU4, L5, LO5, All Cards (Print: 7C: Brain Science, SU4, L5, TE Step P p. 184. WJ p. 104-105)</p> <p>7D: Poetry & Poe, SU5, L5, LO5, All Cards, (Especially 2) (Print: 7D: Poetry & Poe, SU5, L5, TE Step P p. 124, SE p. 648, WJ p. 92-93)</p>

			<p>Mastering Conventions Two: Unit 3, Skill Drill 13C, p. 189-192 (Revising by Combining Sentences)</p>
<p>Standard 4</p> <p>Category Vocabulary Acquisition and Use</p> <p>Cornerstone Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context as a clue to the meaning of a word or a phrase. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. Use etymological patterns in spelling as clues to the meaning of a word or phrase. 	<p>Yes</p>	<p>7.L.VAU.4 Vocab App: "refinement" Narrative Multiple Choice activities - Keisha https://vocabulary.amplify.com/#/keisha/34726</p> <p>Vocab App: "refinement" Narrative Multiple Choice activities -Blind Item https://vocabulary.amplify.com/#/blinditem/34727</p> <p>7.L.VAU.4.a Vocab App: "retorted" Narrative Multiple Choice activities - Guillermo https://vocabulary.amplify.com/#/guillermo/7173</p> <p>Vocab App: "retorted" Narrative Multiple Choice activities - May I https://vocabulary.amplify.com/#/mayi/7170</p> <p>Vocab App: "feat" Narrative Multiple Choice activities - Best Meal https://vocabulary.amplify.com/#/bestmeal/34701</p> <p>Vocab App: "feat" Narrative Multiple Choice activities - Hashtag https://vocabulary.amplify.com/#/hashtag/34700</p> <p>7D Poetry & Poe, SU3, L1, LO7, All Cards (Print: 7D: Poetry & Poe, SU3, L1, TE Step E p.75, WJ p. 40)</p> <p>7.L.VAU.4.b Vocab App: "igneous" Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/3018</p> <p>Vocab App: "geography" Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/3001</p>

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				<p>7.L.VAU.4.c Vocab App: "cultured" ReDictionary activity https://vocabulary.amplify.com/#/redictionary/143896</p> <p>Vocab App: "deed" ReDictionary activity https://vocabulary.amplify.com/#/redictionary/143933</p> <p>7.L.VAU.4.d Vocab App: "igneous" Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/3018</p> <p>Vocab App: "geography" Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/3001</p>
<p>Standard 5</p> <p>Category Vocabulary Acquisition and Use</p> <p>Cornerstone Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>7.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.</p>	Yes		<p>Vocab App: "cunningly" Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/2553 https://vocabulary.amplify.com/#/ordersynonyms/2551 https://vocabulary.amplify.com/#/findantonyms/2550 https://vocabulary.amplify.com/#/orderantonyms/2552</p> <p>7D: Poetry & Poe, SU1, L2, LO3, All Cards (Especially 4) (Print: 7D: Poetry & Poe, SU1, L2, TE Step G p. 17, WJ p. 11-12)</p> <p>Vocab App: "acute" Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/227 https://vocabulary.amplify.com/#/ordersynonyms/229 https://vocabulary.amplify.com/#/findantonyms/228 https://vocabulary.amplify.com/#/orderantonyms/226</p>
<p>Standard 6</p> <p>Category Vocabulary Acquisition and Use</p> <p>Cornerstone Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading,</p>	<p>7.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	Yes		<p>7D: Poetry & Poe, SU1, L2, LO2, All Cards (Especially 4) (Print: 7D: Poetry & Poe, SU1, L2, TE Step F p. 16, WJ p. 10)</p> <p>7D: Poetry & Poe, SU1, L3, LO3, All Cards (Print: 7D: Poetry & Poe, SU1, L3, TE Step I pp. 18-19, WJ p. 14)</p>

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<p>writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			<p>Vocab App: "accosted" Two of a Kind activity https://vocabulary.amplify.com/#/analogy/143988</p> <p>Vocab App: "retribution" Narrative Multiple Choice activity - Greatest Movie https://vocabulary.amplify.com/#/greatestmovie/22777</p> <p>7D: Poetry & Poe, SU4, L2, LO3, All Cards (Especially 1) (Print: 7D: Poetry & Poe, SU4, L2, TE Step D p.102 , WJ p. 57)</p>
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Additional comments on alignment to ELA standards:

<p>Materials meet at least 90% alignment with Section II: ELA Standards.</p> <p>This means that <u>no more than 4</u> boxes were marked "No" in Section II. <u>If more than 4 "No"</u> boxes are marked, then this program does <u>not</u> pass.</p> <p><i>(Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)</i></p>	<p>Yes</p>	<p>No</p>	
	<p>Yes</p>		

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SECTION III

High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks

Materials meet **at least 80%** of indicators in Section III.

Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.

Indicator	Yes	No	Evidence/Notes
<p>a. Units are built around a concept, topic, or theme, and include essential questions and enduring understandings.</p>	<p>Yes</p>		<p>Each grade in Amplify ELA includes six core text-based units, two to three immersive learning experiences called Quests, and a dedicated Story Writing unit. Each unit is designed around a topic or core text and includes activities that support students in analyzing the text and wrestling with essential questions.</p> <p>7A Red Scarf Girl & Narrative Topic/theme: The impact of individual experiences Essential questions: What techniques do writers use to zoom in on details and make an impact on readers? In what ways did the Chinese Cultural Revolution change what it meant to be a "good" student? How does Ji-li change over the course of her story in <i>Red Scarf Girl</i>?</p> <p>7B Character & Conflict Topic/theme: Individual dreams, family dynamics, and societal restrictions Essential questions: What happens to people when their dreams are deferred? How do characters respond to obstacles in the way of what they want? Why do people sometimes inflict harm they never intend on the people around them?</p> <p>7C Brain Science Topic/theme: Brain development and brain disorders Essential questions: Why is Phineas Gage so important to the history of brain science? How do brains change from</p>

		<p>childhood to adulthood? How do our brains impact our behavior—and how does our behavior impact our brains?</p> <p>7D Poetry & Poe Topic/theme: Reading like a movie director Essential questions: What does it mean to read like a movie director? How do authors develop and contrast the points of view of different characters or narrators? What kinds of choices do filmmakers make to bring their version of a text to life?</p> <p>7E The Frida & Diego Collection Topic/theme: Art as personal and political expression Essential questions: What makes Frida Kahlo's and Diego Rivera's artwork so compelling? Who should be able to censor public art? Why is visual art such an important medium for personal and political expression?</p> <p>7F The Gold Rush Collection Topic/theme: The people and conditions of the California Gold Rush Essential questions: Who was involved in the California Gold Rush? Why was there such a wide gap between migrants' expectations and the conditions they experienced? Was the gold rush good for California?</p>
<p>b. Each <u>lesson</u> integrates two or more strands of the Tennessee English Language Arts standards.</p>	<p>Yes</p>	<p>Amplify ELA lessons challenge and support students' work across standards as they read, analyze, discuss and write about complex texts. In particular, the Amplify program identifies writing as a primary mode of understanding and analyzing texts, so > 70% of core lessons that target a TN reading standard strand also contain a 10–12 minute writing prompt where students further their analytic reading work through evidentiary-based writing. Academic discussion is another key mode of analytic reading within Amplify, providing continual practice with the Speaking and Listening strand. Furthermore, lessons designed to emphasize particular standards from the Speaking and Listening strand integrate strong reading and writing practice; in these lessons, students practice debating, conduct Socratic seminars, or engage in fishbowl discussions all centered around the core texts. Finally, each core lesson provides time for students to work in the Amplify Vocab App, where students develop key text-based vocabulary while practicing key TN language standards.</p>

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		<p>Amplify wants to make sure that teachers can clearly identify the key standards and strands within each lesson as they plan instruction and support student practice. All standards are clearly listed in the Teacher Lesson Brief, with the key standards further identified as <i>focus standards</i> within the Instructional Guide at point of use. By clearly identifying the focus standard for each strand, the teacher can easily understand which 2-3 strands are most evident in that lesson and which activities contain instruction aligned to each particular strand.</p> <p>Where to Look:</p> <p>Integration of reading and writing strands:</p> <ul style="list-style-type: none"> ● 7C: Brain Science, SU2, L1 ● 7B: Character & Conflict, SU1, L4 <p>Integration of reading and speaking and listening strands:</p> <ul style="list-style-type: none"> ● 7A: Red Scarf Girl & Narrative, SU3, L2 ● 7F: The Gold Rush Collection, SU4, L1 ● 7B: Character & Conflict, SU2, L13 <p>Integration of reading and language strands:</p> <ul style="list-style-type: none"> ● 7E: The Frida & Diego Collection, SU3, L4 <p>Teacher information about key integrated standards/ strands within a lesson:</p> <ul style="list-style-type: none"> ● 7D: Poetry & Poe, SU2, L3, LO2, 3, 4, 5, and 7, Instructional Guide, Standards ● 7C: Brain Science, SU1, L5, LO2, 3, 5, and 7, Instructional Guide, Standards
<p>c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.</p>	<p>Yes</p>	<p>Rather than commission texts for Amplify ELA, the selections in the program are authentic, previously published texts, selected for their complexity and ability to elicit engagement and deep analysis. The texts include a balance of literary and informational texts across a variety of media and genres, including novels, plays, poetry, biographies, primary source documents, news articles, essays, memoirs, photos, and more.</p>

		<p>Where to Look:</p> <p>7A: Red Scarf Girl & Narrative: <i>Red Scarf Girl: A Memoir of the Cultural Revolution</i> by Ji-li Jiang</p> <p>7B: Character & Conflict: <i>A Raisin in the Sun</i> by Lorraine Hansberry</p> <p>7D: Poetry & Poe: "The Tell-Tale Heart" by Edgar Allan Poe</p> <p>7C: Brain Science: <i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman</p>
<p>d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.</p>	<p>Yes</p>	<p>Rather than commission texts for Amplify ELA, the selections in the program are authentic, previously published texts, selected for their complexity and ability to elicit engagement and deep analysis. The texts represent a balance of literary and informational texts and include a rich representation of genres. Students focus on a range of high-quality non-fiction types, including essay, memoir, journals, and scientific and historic informational text. Students also work with texts across the range of literary genres, including full-length novels, plays, poetry, stories, and myths. Depending on the focus of the unit and lesson, students may complete a full-length text or focus on strategically placed excerpts.</p> <p>In addition, within each unit, Amplify provides student-facing Suggested Reading lists and teacher-facing Additional Reading Opportunities lists, which point students and teachers alike to fictional, informational, primary, and secondary texts connected to the ideas and topics within the unit.</p> <p>It is key to note that each student license provides access to the Amplify ELA digital library , which offers a curated collection of over 600 classic and contemporary texts that span a wide range of genres, topics, and cultural perspectives—a diversity meant to support students as they develop literacy skills and foster a lifelong love of reading. The far-reaching collection of books includes authors such as Walter Mosley, Zora Neale Hurston, and Guadalupe Garcia McCall, as well as profiles of figures such as Malala Yousafzai, Bessie Coleman, and Sonia Sotomayor. The Amplify Library also includes 15 curated Archives that each include 10–30</p>

		<p>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. Text in the Amplify Library include Lexile levels, providing teachers with the ability to assign and recommend books according to this measure of text complexity (note that certain text types—e.g. plays and poetry—cannot be assigned a Lexile level).</p> <p>Where to look:</p> <p>Balance of Literary and Informational</p> <ul style="list-style-type: none"> ● 7F: Gold Rush Collection ● 7D: Poetry & Poe ● 7B: Character & Conflict <p>Across the grade</p> <ul style="list-style-type: none"> ● 7C: Brain Science ● 7D: Poetry & Poe <p>Full-length texts and strategic excerpts</p> <ul style="list-style-type: none"> ● 7E: The Frida & Diego Collection, Unit Overview, section: Reading and Writing Assignments <p>Suggestions for additional reading opportunities</p> <ul style="list-style-type: none"> ● 7B: Character & Conflict, Unit Overview, section: Additional Reading Opportunities ● 7F: The Gold Rush Collection, Unit Overview, section: Additional Reading Opportunities
<p>e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.</p>	<p>Yes</p>	<p>The core texts in Amplify ELA reflect the range of cultures and experiences of today's adolescents while targeting relevant themes. During the year, students examine culture and adolescence through a range of lenses. Grade 7 students begin the year with a reading from <i>Red Scarf Girl</i>, a memoir about an adolescent girl growing up in Mao Tse Tung's China. They then consider the issues of race and inequality in America by tracing the experience of the Younger family in Lorraine Hansberry's play, <i>A Raisin in the Sun</i>. Later in the year, they examine the science behind cognitive differences in the Brain Science unit, as well as the lives of legendary Mexican artists Frida Kahlo and Diego Rivera, and the disabilities that challenged Kahlo throughout her career.</p> <p>The Amplify Library includes a selection of more than 600 texts ranging from 3rd- to 12th-grade text complexity levels</p>

		<p>and spanning a broad range of genres. The texts include a diverse range of authors and characters; some are in Spanish. Higher Lexile texts can be challenging, especially for students who are reading below grade level, but various supports (suggested in the Teacher Program Guide) such as forums and book clubs provide task-level support for all readers.</p> <p>Where to look:</p> <p>Variety of core texts</p> <ul style="list-style-type: none"> • 7B: Character & Conflict, text: "Sucker" by Carson McCullers • 7C: Brain Science, text: <i>Inventing Ourselves: The Secret Life of the Teenage Brain</i> by Sarah-Jayne Blakemore • 7A: Red Scarf Girl & Narrative, text: <i>Red Scarf Girl: A Memoir of the Cultural Revolution</i> by Ji-li Jiang <p>Amplify Library</p> <ul style="list-style-type: none"> • <i>Zora and Me</i>, by Victoria Bond and T.R. Simon • <i>Inside Out & Back Again</i>, by Thanhha Lai • <i>Crossing the Wire</i>, by Will Hobbs
<p>f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.</p>	<p>Yes</p>	<p>When using Amplify ELA, students work with and have access to high-quality texts that represent a range of perspectives and present new worlds, topics and experiences in compelling ways. These texts represent authors from a wide range of cultures and backgrounds, and focus deeply on the experiences and messages of those authors. In addition to the texts and lessons called out in the answer above that are sharply focused on diverse and multicultural perspectives (answer "e"), Amplify ELA has curated texts with an eye to engaging students by appealing to their interests and curiosity.</p> <p>For example, students are introduced to the subject of neuroscience by reading about their own adolescent brains in the Brain Science unit. They discover the complex and chilling world of Edgar Allan Poe by visualizing "The Tell-Tale Heart" through a storyboarding app and exploring the colorful history of the California gold rush through scavenger hunts and firsthand accounts.</p> <p>The Amplify Library includes a selection of more than 600</p>

		<p>texts ranging from 3rd- to 12th-grade text complexity levels and spanning a broad range of genres. The texts include a diverse range of authors and characters; some are in Spanish. Higher Lexile texts can be challenging, especially for students who are reading below grade level, but various supports (suggested in the Teacher Program Guide) such as forums and book clubs provide task-level support for all readers.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● 7C: Brain Science, SU2, L1 ● 7D: Poetry & Poe, SU2 ● 7F: The Gold Rush Collection
<p>g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.</p>	<p>Yes</p>	<p>Amplify ELA includes a variety of ways for students to engage with the text including teacher read alouds and a series of dramatic reading videos or recordings of passages from lesson texts. Students are also given several opportunities to take turns reading a text aloud themselves.</p> <p>Amplify ELA learning experiences enable students to engage in close reading and communication about complex text. The learning experiences described below are the heart of the Amplify ELA instructional experience.</p> <ol style="list-style-type: none"> 1. Working With Text Out Loud: Students listen to the text, hear its cadences, take in its meaning, and interpret it. These activities often occur in the beginning of a unit and in the beginning of class to make sure students develop fluency with a new type of text. 2. Working Visually: Students work out their readings of a text in visual ways, using everything from simple charts to dynamic digital apps. 3. Working With Text as Theater: Students illustrate their interpretation of a text by acting it out. 4. Choosing the Best Evidence: Students look through text to find the evidence that will best support a claim or develop a topic, using highlighting and annotating. 5. Using the Text as Referee: Students work to discover the author's intended meaning—often comparing two or more paraphrases to the author's actual words to figure out which

		<p>one is closer to their real meaning.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • 7A: Red Scarf Girl & Narrative, SU3, L3, LO3 (Work Out Loud) • 7B: Character & Conflict, SU2, L1, LO2 (Work Out Loud) • 7B: Character & Conflict, SU2, L6, LO2 (Work Visually) • 7C: Brain Science, SU1, L3, LO4 (Use the Text as Referee) • 7C: Brain Science, SU2, L4, LO4-5 (GROUP 1, GROUP 2) • 7D: Poetry & Poe, SU2: L3, LO3 (Work Visually) • 7D: Poetry & Poe, SU3: L2, LO5 (Work Visually) • 7E: The Frida & Diego Collection, SU3, L1, LO3 (Select Text)
<p>h. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).</p>	<p>Yes</p>	<p>All of the texts in the Amplify ELA curriculum were previously published and were selected for their complexity, ability to elicit engagement and deep analysis, and reward multiple readings.</p> <p>Students often reread because Amplify has selected texts that reward rereading with new discoveries. In Amplify lessons, activities are structured to show students how their understanding of the text unfolds over the course of several readings.</p> <p>The Solos are a time for students to engage in independent reading of the text. This is often a first or cold read of new text. Teachers are provided with data so they can get a sense of how well students have understood a passage during an independent, cold reading. This helps teachers make informed decisions about which students will need support during the close reading lessons in the following lesson.</p> <p>During class, students are rereading the text to do a deeper analysis. Amplify ELA learning experiences enable students to engage in close reading and communication about complex text. These learning experiences described below are the heart of the Amplify ELA instructional experience.</p> <p>1. Working With Text Out Loud: Students listen to the text,</p>

		<p>hear its cadences, take in its meaning, and interpret it. These activities often occur in the beginning of a unit and in the beginning of class to make sure students develop fluency with a new type of text.</p> <p>2. Working Visually: Students work out their readings of a text in visual ways, using everything from simple charts to dynamic digital apps.</p> <p>3. Working With Text as Theater: Students illustrate their interpretation of a text by acting it out.</p> <p>4. Choosing the Best Evidence: Students look through text to find the evidence that will best support a claim or develop a topic, using highlighting and annotating.</p> <p>5. Using the Text as Referee: Students work to discover the author’s intended meaning—often comparing two or more paraphrases to the author’s actual words to figure out which one is closer to their real meaning.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● 7B: Character & Conflict, SU3, L1, LO2-6 ● 7C: Brain Science, SU2, L2, LO3 ● 7C: Brain Science, SU1, L3, LO3--4 ● 7D: Poetry & Poe, SU2, L3-4
<p>i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.</p>	<p>Yes</p>	<p>Amplify ELA wants students to read more. Students are expected to read both in-class and independently as part of each lesson, covering, on average 10–15 pages of text (depending on the nature of the text). To support this volume of reading, the program is designed to boost reading engagement, supply easy access to needed reading supports, and provide accountability structures in order to boost the volume of text read.</p> <p>Lessons provide multiple ways for students to work with both fiction, literary non-fiction, and informational texts to enhance engagement and increase comprehension, including embedded dramatic readings, performances, debates, and projects. To build from students’ growing interest in the unit, Amplify provides students and teachers with additional reading lists in each unit that recommend a variety of fiction, informational texts, short articles, novels,</p>

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		<p>primary and secondary sources that encourage further reading about the topics and themes presented.</p> <p>In addition, in order to boost reading volume and engagement, Amplify provides each student access to its digital library which includes a selection of more than 600 texts ranging from 3rd- to 12th-grade text complexity levels and spanning a broad range of genres. The texts include a selection of diverse authors and characters; some are in Spanish. Higher Lexile texts can be challenging, especially for students who are reading below grade level, but various supports (suggested in the Teacher Program Guide) such as forums and book clubs provide task-level support for all readers.</p> <p>Amplify's built-in reading supports help meet the expectation that all students will complete a solid volume of reading at their grade band level of text complexity. As students work through the lesson reading, whether in-class or independently, they have point-of-use access to key vocabulary through the Reveal tool (digital) or in-line glossary (print), they can access audio of any assigned text passage, and—if needed—their teacher can assign them point-of-use text previews for each independent reading assignment to allow even students who are having difficulty reading to work confidently with the independent reading assignments (Solos).</p> <p>Finally, the program provides accountability measures to support the expectation that students will complete the assigned reading and to encourage additional independent reading. Each Solo reading activity is accompanied by a short set of selected response questions to track the accuracy of a student's reading. For digital users, the teacher can access a daily Solo and reading comprehension report that identifies who has completed the lesson's Solo activity and auto-assesses their performance level. In addition, where students have the opportunity to find an independent book to read, the lessons provide a simple template for them to track and submit the choices they made with their independent reading.</p> <p>Where to look:</p>
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		<ul style="list-style-type: none"> • 7A: Red Scarf Girl & Narrative, Unit Overview, section: Reading and Writing Assignments • 7B: Character & Conflict, SU2, L4, Dramatic readings • 7D: Poetry & Poe, SU2, L3, interactive app: the Tell-Tale Art for storyboarding • Reading comprehension report, accessed through the global navigation
<p>j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.</p>	<p>Yes</p>	<p>Amplify wants students to engage with more writing, as a skill inextricably linked to college and career success, and also as a key mode of analytic reading. For this reason, Amplify embeds analytic writing regularly into its core lessons.</p> <p>Amplify reading activities regularly use short-response writing as a means of text analysis and preparation for discussion. Most Amplify lessons feature multiple opportunities for students to flex their analytical writing skills in preparation for discussion and to gather ideas and facts for more expansive writing experiences.</p> <p>In two or three out of every five lessons, students engage in a writing task that challenges them to write for ten minutes or more, developing claims or explaining ideas that arise from their reading of the text. The writing prompts for these tasks grow directly from the close analysis and text discussions students have been engaged with during the lesson's close reading.</p> <p>To support this writing work, the teacher can assign students to one of Amplify's five levels of differentiated supports, ensuring that students are provided the tools they need (in the form of sentence starters, a key word list, a question broken into more manageable pieces, etc.) to write. The teacher can also access Amplify's "on-the-fly support" suggestions with each writing prompt: short, customized suggestions for ensuring that a student is on track with the prompt and ideas for supporting a student who is struggling to get started writing.</p> <p>Each of these regular, two or three times weekly, writing activities is followed by a brief sharing session, where students follow a learned routine to briefly share their writing with classmates and receive feedback on the ideas and writing presented. These sharing sessions are an</p>

		<p>additional opportunity for students to consider the range of ideas developing around the text, and to synthesize their learning.</p> <p>Where to look:</p> <p>Embedded, text-based writing:</p> <ul style="list-style-type: none"> ● 7B: Character & Conflict, SU2, L15 ● 7C: Brain Science, SU1, L8 ● 7D: Poetry & Poe, SU4, L5 <p>Writing Supports:</p> <ul style="list-style-type: none"> ● 7E: The Frida & Diego Collection, SU3, L2, LO5: Write, use drop-down menus to adjust levels of differentiated supports. ● 7E: The Frida & Diego Collection, SU3, L2, LO5: access on-the-fly supports by selecting the hummingbird icon ● 7A: Red Scarf Girl & Narrative, SU3, L5, LO3: access audio by selecting microphone icon next to text <p>Sharing and Feedback Routine:</p> <ul style="list-style-type: none"> ● 7B: Character & Conflict, SU3, L2, LO6: Share
<p>k. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.</p>	<p>Yes</p>	<p>Amplify leverages writing as a primary means for students to develop and demonstrate their text comprehension and analytic thinking skills. For this reason, writing assignments are embedded within core lessons. During close reading activities, students respond to a variety of short, constructed response items to articulate an interpretation, paraphrase a passage, or explain an idea. In addition, two or three times weekly, the close reading session ends with students responding to a 10–12 minute writing prompt, in which they develop a claim or explain an idea based on their work with the text, and use evidence from the text(s) in support of that claim or idea. During the Amplify Flex Days, students have the opportunity to revise one of these writing responses, to further practice a needed writing skill.</p> <p>Each Amplify unit ends with a sequence of lessons in which students develop a summative essay through a lengthier, recursive writing process. During these lessons, students gather and organize evidence, identify their claim/main idea,</p>

		<p>build and revise body paragraphs that develop evidence, construct an introduction, and draft a conclusion. Students are then guided through the process of revising and finalizing the language of their essay, considering transitions, editing for style and tone, and polishing grammar and spelling.</p> <p>Where to Look:</p> <p>Short, Embedded Writing Responses</p> <ul style="list-style-type: none"> ● 7C: Brain Science, SU1, L8, LO3-4: constructed responses ● 7F: The Gold Rush Collection, SU3, L1, LO3: constructed responses ● 7B: Character & Conflict, SU2, L11, LO5: constructed responses <p>Embedded Writing Prompts</p> <ul style="list-style-type: none"> ● 7D: Poetry & Poe, SU3, L3, LO3 ● 7B: Character & Conflict, SU3, L1, LO6 <p>Essay Writing</p> <ul style="list-style-type: none"> ● 7E: The Frida & Diego Collection, SU5, L1-6 ● 7D: Poetry & Poe, SU5, L1-5
<p>I. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).</p>	<p>Yes</p>	<p>Amplify’s program provides students with guided practice across writing modes with a focus on building key skills that support students’ writing development across these modes. The Get Started Unit begins with narrative writing, allowing students to quickly build their writing productivity, their ability to focus and develop one narrative moment, to communicate that experience precisely, and to begin to consider sentence conventions. Students then transition to writing in response to text—both in the mode of argumentative and informative writing. In subsequent units, students apply and continue to develop their sense of focus and use of details as they respond two or three times weekly to prompts that ask them to focus on one claim or idea about the text, and use key text details to develop evidence in support of that claim or idea. The Collection units (Unit 7E: The Frida & Diego Collection and Unit 7F: The Gold Rush Collection) challenge students to apply these writing skills to short research projects and to write to multiple texts. At the</p>

		<p>end of each Amplify Unit, students learn and practice additional writing skills when they develop a polished essay over four or five lessons. These summative essays represent a balance of argumentative and informative prompts. Finally, the Amplify story writing unit provides support for students to develop a short story.</p> <p>Where to look:</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> • 7A: Red Scarf Girl & Narrative, SU2, L2, 5, 9 • 7F: The Gold Rush Collection, SU3, L2 <p>Embedded Argumentative Writing</p> <ul style="list-style-type: none"> • 7C: Brain Science, SU1, L2, LO4 • 7D: Poetry & Poe, SU2, L3, LO5 <p>Embedded Informative Writing</p> <ul style="list-style-type: none"> • 7B: Character & Conflict, SU2, L3, LO4 • 7C: Brain Science, SU3, L1, LO5 <p>Argumentative Essay</p> <ul style="list-style-type: none"> • 7D: Poetry & Poe, SU5, L1-5 <p>Informative Essay</p> <ul style="list-style-type: none"> • 7B: Character & Conflict, SU4, L1-5 <p>Story Writing</p> <ul style="list-style-type: none"> • 7G: Intermediate Story Writing
<p>m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.</p>	<p>Yes</p>	<p>To become strong writers, students need explicit instruction, lots of regular practice with key skills, targeted feedback to develop strengths, revision practice to be able to consider their writing critically, and classroom routines that showcase writing as a key method of communicating ideas.</p> <p>1. The Get Started Unit in Amplify provides explicit mini-lessons to develop the foundational skills that students will work with all year, including revision. Within each Amplify summative essay unit, students receive instruction, including a mentor text, on the writing process (gathering evidence, planning, drafting, revising, polishing) and critical essay skills (claim statements, introductions, developing evidence, conclusion, counterargument, citation, etc). The Amplify</p>

		<p>story writing unit provides instruction on the craft of story writing, including creating a character, developing a conflict, and working towards a resolution.</p> <p>2. Amplify provides regular opportunities for students to receive critical, targeted feedback as they develop their writing skills. During key writing times, the teacher can access on-the-fly supports which provide tips for quick conferences around the targeted skills. After writing time, teachers can use Amplify’s feedback tools to comment on student writing, or teachers can use the Amplify Spotlight app to project and showcase student writing exemplars into subsequent writing instruction. Finally, the sharing and feedback routine which follows the lesson writing sessions provides another opportunity for students to receive valuable feedback about important writing skills.</p> <p>Where to look:</p> <p>Writing Instruction</p> <ul style="list-style-type: none"> ● 7A: Red Scarf Girl & Narrative, SU2, L3 ● 7A: Red Scarf Girl & Narrative, SU2, L6 ● 7A: Red Scarf Girl & Narrative, SU2, L11 <p>Essay Writing</p> <ul style="list-style-type: none"> ● 7C: Brain Science, SU4, L1-5 <p>Writing Feedback</p> <ul style="list-style-type: none"> ● 7D: Poetry & Poe, SU1, L3, LO4, access on-the-fly supports by selecting the hummingbird icon ● 7B: Character & Conflict, SU2, L8, LO6, Share Writing ● 7A: Red Scarf Girl & Narrative, SU2, L2, LO3, Spotlight app
<p>n. Instruction in conventions, syntax, and style is direct and contextual (mentor texts), increases in sophistication, and is applied to authentic writing experiences.</p>	<p>Yes</p>	<p>Amplify includes a systematic approach to grammar instruction that supports students use of grammar purposefully and helps them to communicate their ideas effectively.</p> <p>1. The Amplify Get Started lessons jump-start student writing by targeting productivity and a small set of skills, and by establishing a clear sharing and feedback routine to foster a community of writers. Through this unit, students develop the sense that they have something to say and that an audience is interested in hearing their ideas. At this point,</p>

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		<p>they are more invested in learning the needed conventions to communicate clearly, and their teachers have a clear sense which grammar conventions are a priority for this group of writers.</p> <p>2. Beginning with Unit B, the Flex Days provide an opportunity for teachers to target these conventions by choosing self-guided or whole class grammar construction from Amplify's printable grammar resource, Mastering Conventions 1, 2, and 3, or the digital grammar unit. Combined, these resources offer instruction and exercises to cover the grammar topics from the Tennessee language standards, grades 3–8. In addition, both the digital and printable grammar materials contain identified revision assignments, where students practice the targeted grammar skill in the context of their own writing.</p> <p>3. Amplify has also developed a partnership with the Quill grammar program (Quill.org), an online platform that provides both self-guided and whole class instruction tools to build students' writing, grammar, and proofreading skills. Amplify users receive access to the full range of Quill tools, including Quill Connect, where students receive instant feedback for their attempts to construct more syntactically complex sentences.</p> <p>4. Finally, each Amplify unit ends with a sequence of lessons where students are guided through the writing process of putting together a developed argumentative or informative essay. These lessons include instruction and practice in revising and editing, writing for consistency, and correctness of conventions as students polish their writing for an audience.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● Grade 7, Unit 7A–F, Unit Overview, Materials: Mastering Conventions 1, 2, 3 ● Grade 7, Unit: Grammar
<p>o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.</p>	<p>Yes</p>	<p>Within the Amplify Vocab App, a series of activities across grades 6, 7, and 8 introduce students to the concept of morphology, focusing specifically on Greek and Latin roots and the relationships between words that contain them. In these activities, students are presented with the history of how roots from other languages become building blocks for</p>

		<p>English words. Then, they are presented with one or more Greek or Latin roots, and clusters of words built around that root. Students then manipulate the pieces of each word to dig deep into its modern English definition and master finding meaning through an understanding of common roots.</p> <p>Students explore Greek and Latin roots related to ideas including:</p> <p>Fire Water Stars Power</p> <p>These activities can be found in the Vocab App:</p> <p>Vocab App, "igneous" Roots Exist Activity, click through all steps (https://vocabulary.amplify.com/#/rootsexist/3018)</p> <p>Vocab App, "geography" Roots Exist activity, click through all steps (https://vocabulary.amplify.com/#/rootsexist/3001)</p>
<p>p. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g. use of flashback in narrative, chronological vs. descriptive techniques in informative/explanatory, and rhetoric in opinion/argumentative).</p>	<p>Yes</p>	<p>As students engage with different kinds of texts throughout the Amplify ELA curriculum, they learn about the specific types of language and structures associated with different modes of writing.</p> <p>In <i>Red Scarf Girl</i>, students are introduced to the idea that writers have "moves," i.e., that they apply various techniques to affect the audience. Throughout this unit, students focus on the techniques the writer uses to express emotions and mood.</p> <p>In the Brain Science unit, students examine both narrative and scientific modes of writing. They consider the sequence in which the writer presents the story of Phineas Gage, as well as the scientific thinking reflected in the text, including claims, evidence, hypothesis, theories, and other concepts.</p> <p>In The Frida & Diego Collection and The Gold Rush Collection, students learn about primary and secondary sources and</p>

		<p>how to assess the credibility of a source, such as by considering a website's domain extension.</p> <p>In the argumentative writing that students do throughout the curriculum, they learn to assert claims, back them up with evidence, and acknowledge and refute counterarguments. In informative writing assignments, students learn techniques for informing readers about a topic. And in the narrative writing that students do, particularly in the story writing unit, students learn to develop a plot (with a conflict, rising action, and climax or turning point) and to communicate character traits.</p> <p>Where to look:</p> <p>7C: Poetry & Poe, SU1, L2 7B: Character & Conflict, SU2, L1 7E: The Frida & Diego Collection, SU3, L1 7G: Intermediate Story Writing, L1, 2, 4, 5, 11, 12, 15, culminating in Lesson 18 (beginning on page 105)</p>
<p>q. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.</p>	<p>Yes</p>	<p>The Amplify ELA program places the sharing of student ideas at the heart of the work that students do to understand, analyze, and synthesize grade level texts. To support this focus, the program provides specific supports for both short and longer academic discussions.</p> <ol style="list-style-type: none"> 1. Key lessons during the year focus on longer forms of academic discussion where students have the opportunity to gather their ideas, organize their evidence, and respond to ideas and questions posed by peers. These lessons have students consider the protocols and routines of the relevant type of discussion (academic debate, Socratic seminar, fishbowl discussion) in order to provide them with the needed tools to participate fully and effectively in the discussion - both as speakers and listeners. 2. The close reading activities within Amplify ELA lessons call out numerous opportunities for students to engage in short academic discussions around the lesson's text-dependent questions and texts. Often the teacher is guided to facilitate these

		<p>discussions (with whole class, small groups, or pairs) in one of three modes:</p> <ol style="list-style-type: none"> a. Select and Discuss: In this mode, students share their interpretations and identify the text evidence used to develop that interpretation. b. Collaborate and Refine: In this mode, students share different interpretations or understandings and then work together with the text to compare the evidence for each interpretation to refine understanding or accuracy. c. Connect and Explain: In this mode, students discuss how their ideas and textual evidence can work together to explain a new idea or theme of the text. <p>Where to Look:</p> <p>Formal Discussion Activities</p> <ul style="list-style-type: none"> • 7C: Brain Science, SU1, L9, Debate • 7F: Gold Rush, SU4, L1–2, Socratic seminar • 7D: Poetry & Poe, SU2, L5–6, Debate <p>Embedded Academic Discussion</p> <ul style="list-style-type: none"> • 7D: Poetry & Poe, SU3, L1, LO5, Discuss: Character & Setting and LO7, Discuss: Determining Montresor’s Character • 7B: Character & Conflict, SU2, L7, LO2, Discuss: Who Are These Characters? and LO3, Discuss: Overlapping Motivations
<p>r. Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide access for all students, including English Learners, students with disabilities, and students performing below grade level.</p>	<p>Yes</p>	<p>Amplify ELA lessons are designed to meet the needs of a variety of learning styles and skill levels. There are three types of scaffolding within the curriculum designed to support students in gaining necessary skills and to push students in need of a challenge to think on a deeper level.</p> <p>1. Universal Design: The curriculum is designed so that, whenever possible, one engaging and rich activity can serve the needs of every student, providing appropriate challenge or access. For example:</p> <ul style="list-style-type: none"> • Students working with the digital lessons can always access audio to accompany each lesson’s reading activity.

		<ul style="list-style-type: none"> • Text and activities are placed side by side. • The Reveal tool within each core text provides students access to short, contextual definitions for key vocabulary within the text. • The writing prompt at the end of lessons builds closely on the preceding reading work, so that students have gathered ideas and evidence that allow a large number of them to work quickly with the given prompt. • Clearly established habits and routines make it possible for the teacher to instruct students at varying skill levels during the same activity, acquiring data from formative assessments and adjusting instruction accordingly without having to provide different activities for different students. In the writing component, for example, there is a protocol for sharing and responding to written pieces—and the teacher is provided with explicit instruction for teaching and supporting this routine with all students. The structure of the sharing protocol also makes it possible for the teacher to note who is not successful and to intervene to help those students achieve success. <p>2. Teacher-facing Differentiation: Throughout Amplify's embedded Instructional Guides, Teacher Lesson Briefs, and other supports, teachers will find instructions and ideas about how to change an instructional experience to make it more appropriate for students with learning disabilities, students who are reading below grade level, advanced students, and English Learners. Within the writing components are embedded guides on how to conduct the short on-the-fly supports that are provided with each writing activity. These guides provide teachers with quick ways to support students with a variety of skill levels and learning needs.</p> <p>3. Student-facing Differentiation: In cases when Amplify's Universal Design can't meet the needs of all learners, we offer differentiated activities, indicated by a (+) icon in the lessons. Teachers will find alternate activities with supports particularly designed for English Learners, students with learning disabilities, or students who are reading below grade level and also extra challenges for advanced students. These alternate writing prompts and reading activities often</p>
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		<p>contain scaffolds, such as sentence starters to help students begin their writing or participate in a class discussion, a sequence of questions to help students organize their thinking, a smaller portion of text, text previews to help students focus on key ideas and/or a graphic organizer. The teacher need only assign students to the appropriate level to suit their needs, creating a low-stigma environment. All students, regardless of which differentiated activities they work with, will end up with pieces of writing on the same topic and texts, which can be read aloud in the sharing session that follows. Amplify ELA also provides brief text “previews,” at a lower level of complexity in front of most texts, to help students access the independent reading activities (Solos).</p> <p>Amplify’s embedded Vocab App provides students with differentiated content based on their performance on each activity. It continually moves students between at-grade-level, below-grade-level, and above-grade-level words, providing support for students at all levels within the core lessons.</p> <p>Every unit provides several Extra writing prompts that use a new text at a similar reading level, often providing two prompts from which to choose. One is geared toward providing additional practice with the reading and writing skills from the lesson. Teachers can use these texts and writing prompts to re-teach skills or provide students with additional reading and writing practice. The other is geared toward advanced readers and asks them to explain how the new text compares to what they have been reading and learning. Teachers can use these as extension activities for above-grade-level students.</p> <p>Amplify ELA includes Flex Days every four or five lessons. These days are designed to be differentiated so the teacher can provide needed instruction and support to different students. Students may work on needed fluency skills, grammar skills, close reading skills, creating a new piece of writing, or revising an existing piece of writing.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● 7D: Poetry & Poe, SU3, L6 ● 7A: Red Scarf Girl & Narrative, SU3, L10, LO2–3,
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		<p>Lesson Overview, Differentiation</p> <ul style="list-style-type: none"> • 7B: Character & Conflict, SU1, L5 • 7F: The Gold Rush Collection, SU3, L2, LO8 • 7C: Brain Science, SU1, L11, LO4 • All Lessons, Lesson Brief Differentiation • Vocab App
<p>s. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.</p>	<p>Yes</p>	<p>Amplify ELA focuses on helping teachers meet the requirements and expectations of the state, district, school, and parents as part of a highly functional, instructional feedback loop. Each formative assessment has been designed to give teachers data that will make them more powerful in the classroom. They will have a greater impact as they see patterns developing, and will use their time and energy most efficiently to get the most out of each student. Importantly, teachers no longer have to wait for end-of-unit tests to understand how their students are doing. They can see data on progress against key skills daily through multiple-choice and written exercises. The summative assessments ensure that students are making adequate progress at key points in the year and that all parties can be kept informed about students' status.</p> <p>Amplify ELA's assessment system includes a range of components, including Benchmark assessments that can be given periodically throughout the year, Unit Assessments given at the end of units, Embedded Assessment Measures with reporting 3–5 times per unit, Solo Reading Comprehension Indicators included in most lessons, and Writing Indicators that are included in most lessons.</p> <p>Embedded within the Amplify ELA curriculum are key assessment and feedback tools that ensure students get frequent and effective feedback based on their current skill level. Teachers receive information about student progress any time students are asked to submit their work. The embedded measures are scaffolded within the context of the lesson and often follow group work or classroom discussion. In addition, teachers can assign students to different versions of the activities that provide more support, using Amplify ELA's differentiation system. The embedded measures of student performance are intended to reflect the student's learning in the context of a regular class in which ideas can be exchanged and supports can be provided. These daily measures occur in every unit, and are "rolled up" into an embedded assessment report before each Flex Day</p>

		<p>within the unit, allowing students to work with Flex Day activities that align to their area of need (reading, writing, language) and level of support.</p> <p>On-the-fly support conferences allow the teacher to provide “in the moment” feedback to students as they work through a challenging activity or complete a writing prompt. The teacher will give individual students customized feedback that is bite-sized, encouraging, matches where the student is in the moment and is immediately actionable. Teachers can also provide support to students via digital written comments, which allow students to have the teacher’s recorded, specific feedback on what they are doing well and a small model to guide future writing.</p> <p>On the digital platform, students’ writing assignments are auto-scored for Focus, Productivity, and Conventions based on a standard rubric. The teacher scores students’ Use of Evidence using a rubric. Teachers access daily reports of student writing performance that show the student’s performance against the class and over time, allowing for modification to more or less support.</p> <p>Each independent reading activity (Solo) is accompanied by a set of auto-scored questions that measure the student’s ability to read a grade-level text with accuracy. Teachers have ongoing reports based on these independent reading scores which allow them to make real-time decisions about additional supports a student or group of students may need during the class close reading or subsequent independent Solo reading activity. For example, a teacher may add or remove Solo reading supports, which include a text preview and slightly reduced text.</p> <p>Each lesson also ends with an Exit Ticket. Exit Ticket reports provide teachers with data about how well students understood the lesson’s core text(s) and the key skills.</p> <p>Amplify’s Unit Reading Assessments are summative assessments that serve three important goals: to assess student understanding of content from the unit, to assess student mastery of specific skills and standards, and to provide practice for students with the types of questions and activities they may encounter on end-of-year state and national assessments. These assessments, which are offered</p>
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		<p>at the end of each unit, include 20 auto-scored items and two prompts that require on-demand writing in response to a text or a pair of texts. As summative assessments, Unit Reading Assessments are designed to be completed independently and do not include scaffolding. Reporting for these assessments provides additional information for the teacher when planning instruction and student supports for the subsequent unit.</p> <p>The writing indicators, Solo reading comprehension indicators, and the embedded assessment measures were designed for diagnostic purposes and to inform teachers' decisions about additional support for students. The teacher can use all of these assessments to track growth and to assign differentiated activities to students who need more support or who could benefit from more challenging activities. Amplify ELA's Reporting App captures all of this data so teachers can easily track student growth and make strategic decisions about class and individual student needs.</p>
<p>t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.</p>	<p>Yes</p>	<p>Amplify ELA focuses on helping teachers meet the requirements and expectations of the state, district, school, and parents as part of a highly functional, instructional feedback loop. Each formative assessment has been designed to give teachers data that will make them more powerful in the classroom. They will have a greater impact as they see patterns developing, and will use their time and energy most efficiently to get the most out of each student. Importantly, teachers no longer have to wait for end-of-unit tests to understand how their students are doing. They can see data on progress against key skills daily through multiple-choice and written exercises. The summative assessments ensure that students are making adequate progress at key points in the year and that all parties can be kept informed about students' status.</p> <p>Amplify ELA's assessment system includes a range of components, including Benchmark assessments that can be given periodically throughout the year, Unit Assessments given at the end of units, Embedded Assessment Measures with reporting 3–5 times per unit, Solo Reading Comprehension Indicators included in most lessons, and Writing Indicators that are included in most lessons.</p> <p>Embedded within the Amplify ELA curriculum are key assessment and feedback tools that ensure students get</p>

		<p>frequent and effective feedback based on their current skill level. Teachers receive information about student progress any time students are asked to submit their work. The embedded measures are scaffolded within the context of the lesson and often follow group work or classroom discussion. In addition, teachers can assign students to different versions of the activities that provide more support, using Amplify ELA’s differentiation system. The embedded measures of student performance are intended to reflect the student’s learning in the context of a regular class in which ideas can be exchanged and supports can be provided. These daily measures occur in every unit, and are “rolled up” into an embedded assessment report before each Flex Day within the unit, allowing students to work with Flex Day activities that align to their area of need (reading, writing, language) and level of support.</p> <p>On-the-fly support conferences allow the teacher to provide “in the moment” feedback to students as they work through a challenging activity or complete a writing prompt. The teacher will give individual students customized feedback that is bite-sized, encouraging, matches where the student is in the moment and is immediately actionable. Teachers can also provide support to students via digital written comments, which allow students to have the teacher’s recorded, specific feedback on what they are doing well and a small model to guide future writing.</p> <p>On the digital platform, students’ writing assignments are auto-scored for Focus, Productivity, and Conventions based on a standard rubric. The teacher scores students’ Use of Evidence using a rubric. Teachers access daily reports of student writing performance that show the student’s performance against the class and over time, allowing for modification to more or less support.</p> <p>Each independent reading activity (Solo) is accompanied by a set of auto-scored questions that measure the student’s ability to read a grade level text with accuracy. Teachers have ongoing reports based on these independent reading scores which allow them to make real-time decisions about additional supports a student or group of students may need during the class close reading or subsequent independent Solo reading activity. For example, a teacher may add or</p>
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			<p>remove Solo reading supports, which include a text preview and slightly reduced text.</p> <p>Each lesson also ends with an Exit Ticket. Exit Ticket reports provide teachers with data about how well students understood the lesson's core text(s) and the key skills.</p> <p>Amplify's Unit Reading Assessments are summative assessments that serve three important goals: to assess student understanding of content from the unit, to assess student mastery of specific skills and standards, and to provide practice for students with the types of questions and activities they may encounter on end-of-year state and national assessments. These assessments, which are offered at the end of each unit, include 20 auto-scored items and two prompts that require on-demand writing in response to a text or a pair of texts. As summative assessments, Unit Reading Assessments are designed to be completed independently and do not include scaffolding. Reporting for these assessments provides additional information for the teacher when planning instruction and student supports for the subsequent unit.</p> <p>The writing indicators, Solo reading comprehension indicators, and the embedded assessment measures were designed for diagnostic purposes and to inform teachers' decisions about additional support for students. The teacher can use all of these assessments to track growth and to assign differentiated activities to students who need more support or who could benefit from more challenging activities. Amplify ELA's Reporting App captures all of this data so teachers can easily track student growth and make strategic decisions about class and individual student needs.</p>
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Additional comments about high-quality instruction within the materials:

<p>Materials meet at least 80% alignment with Section III: High-Quality instruction?</p> <p>This means <u>no more than 4</u> indicators were marked "No" in Section III. <u>If more than 4 "No"</u> boxes were marked, then this program does <u>not</u> pass.</p>	Yes	No	
	Yes		

AMPLIFY ELA INSTRUCTIONAL MATERIALS CORRELATIONS GUIDE
Grade 7

SECTION IV: Additional Components

These components are areas that districts consider when making purchasing decisions to meet the unique needs of their districts. Although these additional components do not prevent publishers from being on the state-approved adoption list, they do provide districts with additional information to use during their decision-making process.

Teacher Support	Yes	No	Evidence/Notes
<p>a. Teacher-facing materials provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.</p>	<p>Yes</p>		<p>Teacher-facing materials provide background information about texts and other resources to support teacher delivery of lessons. These materials are included in Unit Overviews, Sub-Unit Overviews, Lesson Overviews, and the Instructional Guide for specific activities in the curriculum.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • 7B; Character & Conflict, SU2, SU Overview. The Overview provides information about the content and context of the play, <i>A Raisin in the Sun</i>, as well as biographical details about its author, Lorraine Hansberry. • 7E: The Frida & Diego Collection, Unit Overview. This Unit Overview provides background and context for the inquiry into the lives of Frida Kahlo and Diego Rivera; the overview presents the texts that students will explore throughout the unit. • Amplify Library, Frida Kahlo and Diego Rivera: The texts and images that are used in The Frida & Diego Collection are compiled in a digital anthology.
<p>b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.</p>	<p>Yes</p>		<p>Amplify carefully curates the lessons and texts so that students and teachers can complete standards-aligned activities effectively with the given text. For this to happen, teachers must have a strong understanding of how the text addresses the given standard, and students need to be able to work easily and closely with those given parts and elements of the text.</p> <p>Teacher-facing lesson materials provide background information about the selected section and elements of the text for that lesson. Information includes the key approaches students will take to the text and the distinctive markers of the author’s craft within this section of text. In addition, the Possible Responses section of each activity’s</p>

		<p>Instructional Guide identifies quotes and sections from a passage that best align to the given text-dependent question. When students are working with a longer section of text, or the whole text, to construct an essay, Amplify provides teachers with access to charts of possible evidence, so they can support students to work closely with these writing standards.</p> <p>Students' materials ensure that each student can quickly focus in on a passage of text during close reading. The digital lesson activities provide students focused access to the particular passage, paragraph or section of text to support productive work with the standard. In addition, students can mark up the texts they read in Amplify ELA by highlighting and leaving a note in the eReader (or in the Digital Library). Instructional guides for teachers often include examples of such highlighting and notes.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● 7C: Brain Science, SU1, L7, LO2, Card 1. Inside the Instructional Guide, click on Possible Responses ● 7C: Brain Science, SU1, L7. Lesson Brief, Overview ● 7D: Poetry & Poe, SU1, L2, LO2, Card 2. Inside the Instructional Guide, click on Possible Responses ● 7D: Poetry & Poe, SU1, L2. Lesson Brief, Overview
<p>c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.</p>	<p>Yes</p>	<p>Teacher Lesson Briefs provide explicit standards and learning objectives for each lesson. To see a Grade 7 example, go to The Frida & Diego Collection, SU2, L1. In the Lesson Brief, click Lesson Objective to expand the lesson objectives. Then click Skills & Standards to expand the list of the lesson's skills and standards.</p> <p>Amplify also identifies the key <i>focus</i> standards within the lesson. While Amplify ELA lessons address multiple standards, each lesson has at least one focus standard. Focus standards are the standards that the instruction and practice in the lesson are designed to emphasize and can be found listed within the Instructional Guide of the Learning Object(Activity) where they are addressed. To see a Grade 7 Example, go to 7D: Poetry & Poe, SU2, L3, LO2, 3, 4, 5, and 7, Instructional Guide, Standards</p>

		<p>To see the standards at a unit level, teachers can consult the Unit Overviews. To see a Grade 7 example, go to The Frida & Diego Collection, Unit Overview. Scroll down to see Planning for the Unit materials. Click Lesson Standards to expand the list of the unit's standards.</p>
<p>d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.</p>	<p>Yes</p>	<p>Amplify lessons make frequent and rich interdisciplinary connections that support other Tennessee Academic Standards, including Social Studies, Health, Science, and other disciplines.</p> <p>Examples from the Amplify curriculum:</p> <p>7A: Red Scarf Girl & Narrative</p> <p>8.VA.R3.A (Visual Art): Construct a persuasive and logical argument to support an evaluation of art. (no 7th grade standards listed for Visual Art)</p> <p>7C: Brain Science</p> <p>7.MESH.9 (Health): Describe how poor decision-making can impact personal goals.</p> <p>7.HGD.3 (Health): Discuss how changes during puberty affect thoughts, emotions, and behaviors.</p> <p>7.HGD.4 (Health): Describe and demonstrate understanding of the development of characteristics of adolescence, including physical and emotional changes.</p> <p>7th Grade: The Frida & Diego Collection</p> <p>8.VA.R3.A (Visual Art): Construct a persuasive and logical argument to support an evaluation of art. (no 7th grade standards listed for Visual Art)</p> <p>In addition, the Brain Science unit supports the teaching of science, and in particular the following Crosscutting Concepts and Progression of Science Practices articulated in the Tennessee Science Standards:</p> <p>Crosscutting Concepts</p> <ul style="list-style-type: none"> • Crosscutting Concept 1: Patterns: Observation and explanation: Students infer and identify cause and

			<p>effect relationships from patterns.</p> <ul style="list-style-type: none"> • Crosscutting Concept 2: Cause and Effect: Relationships can be explained through a mechanism. • Crosscutting Concept 4: Systems and System Models: with defined boundaries that can be investigated or characterized by the next three concepts. <p>Progression of Science and Engineering Practices</p> <ul style="list-style-type: none"> • Asking questions and defining problems • Developing and using models • Constructing explanations and designing solutions • Engaging in argument from evidence • Obtaining, evaluating, and communicating information
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Grade 7

<p>e. Lessons include teacher think-alouds to model appropriate application of literacy skills.</p>	<p>Yes</p>	<p>The Instructional Guide provides language teachers can use to introduce activities, to remind students of connections to other lessons, to think aloud in response to student prompts, and to summarize or wrap up discussions. Many Instructional Guides also include possible responses, which teachers can use to model sample responses, to point students to specific text details, to confirm comprehension, or to ensure that student responses include salient points.</p> <p>Grade 7 examples:</p> <p>7B: Character & Conflict, SU2, L3, LO2. Click on the Instructional Guide to see language teachers can use to introduce a concept that will be applied throughout the lesson and later in the unit.</p> <p>7D: Poetry & Poe, SU1, L2, LO2. Click on the Instructional Guide to see language teachers can use to guide students through a close reading and focus students' attention on key details.</p> <p>7E: The Frida & Diego Collection, SU1, L1, LO4: Click on the Instructional Guide to see language teachers can use to model a thought process on evaluating sources.</p>
<p>f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.</p>	<p>Yes</p>	<p>Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent students from deeply understanding the core unit texts and mastering the Tennessee English Language Arts Standards. These materials can be found in on-the-fly support conference guides, possible responses in instructional guides, and teacher reporting.</p> <p>On-the-fly support conferences can be accessed by clicking on the hummingbird icon in the instructional guide. These conferences can be found in writing and close reading activities and allow the teacher to provide “in the moment” feedback to students as they work. These conference supports call out the markers that indicate a student is on</p>

		<p>track and the markers that indicate a student is off track and provide guidance tips for each scenario.</p> <p>The Instructional Guides for reading activities also include a section called Possible Responses. These provide examples of the types of responses teachers should look for in student work, allowing the teacher to identify responses that suggest understanding vs. those that indicate misconceptions and to provide immediate feedback and support.</p> <p>Teachers also have access to regular data that assesses student comprehension of reading passages. These daily reading reports help teachers identify students who may be struggling with comprehension or misconceptions and make informed decisions about students who may support during the close reading activities. Finally, students complete an Exit Ticket at the close of each lesson based on the key lesson standard and objective. Teachers can immediately access the auto-scored results of these Exit Tickets as a means of identifying lingering misconceptions.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • 7A: Red Scarf Girl & Narrative, SU3, L4, LO3. Click on the hummingbird icon titled, "on-the-fly support" • 7B: Character & Conflict, SU2, L9, LO2. Teacher Instructional Guide on Card 2, click on Possible Responses • 7C: Brain Science, SU1, L3, LO7. Exit Ticket that measures student mastery of the focus standard and lesson content
<p>g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.</p>	<p>Yes</p>	<p>Amplify recognizes that all learners, including advanced students, need to be challenged on a regular basis. Amplify ELA provides challenge activities throughout the curriculum.</p> <p>Amplify ELA's embedded Vocab App provides students with differentiated content based on their performance in each activity. The Challenge level provides students with Tier 2 and 3 vocabulary words at the advanced level.</p> <p>Amplify provides six levels of differentiated activities, indicated by a (+) icon in activity titles within each lesson</p>

AMPLIFY ELA INSTRUCTIONAL MATERIALS CORRELATIONS GUIDE

Grade 7

		<p>map. The Challenge level is designed for advanced students. These alternate activities often ask students to compare two sections of text, create counterarguments, find evidence to support both sides of an argument or to extend their thinking about a text or topic.</p> <p>Writing prompts labeled EXTRA challenge students to read a new text often providing two prompts to choose from. One is geared toward advanced readers and asks them to explain how the new text compares to what they have been reading and learning. These can be used as extension opportunities for students who are reading above grade level.</p> <p>The Amplify Library offers more than 600 books for independent reading. Within that collection, there are 15 curated 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.</p> <p>Within each unit, Amplify provides student and teacher-facing Additional Reading Opportunity lists, pointing teachers and students to both fiction and informational texts, primary and secondary texts connected to the ideas and topics within the unit.</p> <p>Where to Look:</p> <ul style="list-style-type: none"> ● Vocab App Activities that adapt to students' individual needs. Activity for above grade level word "anatomy": https://vocabulary.amplify.com/#/zombie/20920 ● 7B: Character & Conflict, SU2, L3, LO8. EXTRA Writing Prompt that features a new text ● 7D: Poetry & Poe, SU3, L5, LO5. Click the drop-down differentiation selector at left; Writing Prompt features support for advanced students
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Grade 7

<p>h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.</p>	<p>Yes</p>	<p>Amplify ELA Solos (homework assignments) are designed to reinforce classroom instruction and to provide additional practice of key reading skills.</p> <p>Most Amplify ELA Solos present a passage from a core unit text and invite students to do an independent “cold” reading of the text to establish familiarity and a basic understanding before they engage in more rigorous close reading activities in the following lesson. These Solo readings are accompanied by a set of auto-scored questions that measure the students’ ability to comprehend the text, and provide additional practice with skills and standards previously taught. With Solo reporting, teachers can get a sense of how well students have understood a passage before they analyze it in class. This helps teachers make informed decisions about which students will need support during the close reading activities in the following lesson.</p> <p>Extra writing prompts are also extended learning opportunities that provide additional practice with skills from the lesson. These prompts present a new text that relates topically or thematically to the core text from the lesson and provide two prompts to choose from. One prompt provides additional practice by inviting students to apply the lesson’s reading and writing skills to the new text. The other prompt invites students to make connections between the core lesson text and the new text. Teachers can use these texts and writing prompts to re-teach skills or provide students with additional reading and writing practice.</p> <p>Flex Day activities are also designed to provide differentiated instruction and practice of previously taught skills. Students may work on grammar, close reading, create a new piece of writing, or revise an existing piece of writing.</p>
<p>i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.</p>	<p>Yes</p>	<p>Teacher-facing materials in Amplify ELA provide opportunities for formative assessments and suggestions for working with students who need additional support. In particular, teachers are pointed to the Exit Tickets as a formative assessment of the focus standard, the writing prompts as a formative assessment of the key writing objective and standards, and the reading Solos as a formative assessment of a student’s reading comprehension.</p>

		<p>Teachers can access regular reports on each of these formative assessment opportunities. In addition, the Embedded Assessment Measurement aggregates data to provide information about student performance across lessons in a report before each Flex Day within the unit, including recommendations for which students might benefit from additional support within either the area of reading, writing or language. Teachers are guided to use the activities within the Flex Days to provide this suggested additional support, in addition to increasing or lowering the level of differentiated support a student is receiving in the core ELA lesson.</p> <p>Furthermore, on-the-fly support conferences also guide the teacher to provide “in the moment” feedback and adapt instruction to students as they work through a challenging activity or complete a writing prompt.</p>
<p>j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.</p>	<p>Yes</p>	<p>Amplify ELA lessons teach routines for regular sharing and responding to students’ evidence-based writing (Writing in Response to Text), provide clear teacher guidance for facilitating discussions of student text-based activities and observations, and offer classroom-facing protocols for sustained discussion types like Socratic seminars and classroom debates. Examples include:</p> <ul style="list-style-type: none"> • Sharing routine: In sharing activities, students routinely give feedback to their classmates to identify a specific place in the writing that made an impact on them. Students can use Response Starters (sentence frames) to structure their feedback. • Pair discussion and collaboration routines for sharing and refining text understanding: The Mazur technique helps students work with partners to find the source of their own misunderstandings in the text. This technique is used throughout many lessons, allowing students to work collaboratively to build a deeper understanding of the text. • Formal debates: The curriculum often structures classroom debates. Students use a chart, graphic organizer, or notebook to gather evidence in support of their position, and in some cases, to record evidence that may be used by their opponents in support of the opposing position. • Clearly structured Socratic seminars: Class

		<p>discussion focuses on the importance and power of open-ended questions when engaging in a thoughtful discussion. Students learn that a successful Socratic seminar requires an emphasis on inquiry and thoughtful discussion over debate.</p> <p>Sentence starters and guidelines are provided in sharing and many peer and class discussion activities. These are provided to help all students stay focused and be able to participate in discussions.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● Sharing: 7A: Red Scarf Girl & Narrative, SU2, L2, LO7, All Cards ● Paired discussions: 7C: Brain Science, SU1, L2, LO3, All Cards ● Debate: 7D: Poetry & Poe, SU2, L5 ● Socratic seminar: 7F: The Gold Rush Collection, SU4, L1-2
<p>k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.</p>	<p>Yes</p>	<p>Amplify ELA uses multimedia and technology to make sure that all students can engage and participate fully in the key shifts demanded by the Tennessee standards, and that teachers have the tools they need to drive progress with those shifts.</p> <p>The shifts ask that all students work with texts at their grade level of complexity. For many students, these texts present unfamiliar syntaxes, longer sentences, and new vocabulary. Amplify provides technology including videos of dramatic readings and point-of-use audio, so that students have clear models of fluent readings to support their own attempts to read the text. Amplify has also developed interactive apps to support students as they work closely with difficult texts. In the Grade 7 unit Poetry & Poe, students use the Tell-Tale Art app to visually plot and contrast the reader's and the narrator's perspectives. In addition, teachers using the digital lessons can provide one of five levels of differentiated supports to students during close reading activities. These supports do not reduce the complexity of the text, but provide scaffolds for the task.</p>

		<p>The shifts also ask that students work with materials that build knowledge, and call out vocabulary for particular attention. Amplify’s vocabulary app provides students with systematic vocabulary instruction—at each student’s level—using key academic vocabulary pulled from the core reading texts. Within the app, both the teacher and student can track their progress and mastery level.</p> <p>Finally, the shifts ask that reading and writing activities be grounded in evidence. Amplify has integrated writing into the close reading lessons, asking students to write to text two or three times weekly. To support the centrality of this shift, Amplify has developed technology tools, such as the Automated Writing Evaluator (AWE) and writing reports to support teachers to guide and track student progress with this shift.</p>
<p>Monitoring Student Progress</p>		
<p>I. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.</p>	<p>Yes</p>	<p>Rubrics: On the digital platform, students’ writing is evaluated for Focus, Productivity, Conventions, and Use of Evidence. AWE auto-scores for all of these categories except Use of Evidence. Teachers can always override the automatic score and set the score themselves. Essay rubrics can be found in the Teacher Materials sections of the Lesson Overviews in essay lessons. Daily writing rubrics can be accessed from within the online gradebook.</p> <p>These are provided in the Teacher Materials section of the unit and/or Lesson Overview at point of use. These can be printed and come in teacher and student-facing versions. Lessons also build in time to review expectations during instruction.</p> <p>Portfolios: All student work lives in the student space “My Work,” where students can access all work that has been submitted, is still in progress, and has received teacher feedback. Teachers can access any piece of student work through our digital Gradebook app where teachers can print and comment on work.</p> <p>For print users, the student writing journals provide a space where all key writing assignments are developed and stored</p> <p>Observation checklist: These are available on the teacher resource site.</p>

		Anchor Papers: Exemplar writing assignments are embedded in some writing activities and are also available on the resource site to provide models for key writing skills.
m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	Yes	<p>Amplify ELA's assessment system includes a range of components, including Benchmark assessments that can be given periodically throughout the year: Unit Reading Assessments given at the end of units, Embedded Assessment Measures with reporting 3–5 times per unit, Solo Reading Comprehension Indicators that are included in most lessons, and Writing Indicators that are included in most lessons.</p> <p>Amplify's Unit Reading Assessments are summative assessments that serve three important goals: to assess student understanding of content from the unit, to assess student mastery of specific skills and standards, and to provide practice for students with the types of questions and activities they may encounter on end-of-year state and national assessments. These assessments, which are offered at the end of each unit, include 20 auto-scored items and two prompts that require on-demand writing in response to a text or a pair of texts. Unit Reading Assessments come with automatic reporting and a rationale that provides standards alignment for each question, an explanation of the correct answers to the auto-scored questions, a breakdown of the constructed response prompts, and a 4-point scoring rubric with criteria specific for each prompt.</p> <p>The teacher can use all of these assessments to track growth and to assign differentiated activities to students who need more support or who could benefit from more challenging activities. Amplify ELA's Reporting App captures all of this data so teachers can easily track student growth and make strategic decisions about class and individual student needs.</p>
n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	Yes	<p>For a detailed look at all of Amplify's assessments see the included Assessment Brochure.</p> <p>Amplify ELA focuses on helping teachers meet the requirements and expectations of the state, district, school, and parents as part of a highly functional, instructional feedback loop. Each formative assessment has been designed to give teachers data that will make them more powerful in the classroom. They will have a greater impact</p>

		<p>as they see patterns developing, and will use their time and energy most efficiently to get the most out of each student.</p> <p>Teachers receive information about student progress any time students are asked to submit their work. The embedded measures are scaffolded within the context of the lesson and often follow group work or classroom discussion. Teachers can assign students to different versions of the activities that provide more support, using Amplify ELA’s differentiation system. The embedded measures of student performance are intended to reflect the student’s learning in the context of a regular class in which ideas can be exchanged and supports can be provided. These daily measures occur in every unit, and are “rolled up” into an embedded assessment report before each Flex Day within the unit, allowing students to work with Flex Day activities that align to their area of need (reading, writing, language) and level of support.</p> <p>On-the-fly support conferences allow the teacher to provide “in the moment” feedback to students as they work through a challenging activity or complete a writing prompt. The teacher will give individual students customized feedback that is bite-sized, encouraging, matches where the student is in the moment and is immediately actionable.</p> <p>Teachers can also provide support to students via digital written comments, which allow students to have the teacher’s recorded, specific feedback on what they are doing well and a small model to guide future writing.</p> <p>On the digital platform, students’ writing assignments are auto-scored for Focus, Productivity, and Conventions based off of a standard rubric. The teacher scores students’ Use of Evidence using a rubric. Teachers access daily reports of student writing performance that show the student’s performance against the class and over time, allowing for modification to more or less support.</p> <p>Each independent reading activity (Solo) is accompanied by a set of auto-scored questions that measure the student’s ability to read a grade-level text with accuracy. Teachers have ongoing reports based on these independent reading scores which allow them to make real-time decisions about additional supports a student or group of students may</p>
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		<p>need during the class close reading or subsequent independent Solo reading activity. For example, a teacher may add or remove Solo reading supports, which include a text preview and slightly reduced text.</p> <p>Amplify's Unit Reading Assessments are summative assessments that serve three important goals: to assess student understanding of content from the unit, to assess student mastery of specific skills and standards, and to provide practice for students with the types of questions and activities they may encounter on end-of-year state and national assessments. These assessments, which are offered at the end of each unit, include 20 auto-scored items and two prompts that require on-demand writing in response to a text or a pair of texts. As summative assessments, Unit Reading Assessments are designed to be completed independently and do not include scaffolding. Reporting for these assessments provides additional information for the teacher when planning instruction and student supports for the subsequent unit.</p> <p>The teacher can use all of these assessments to track growth and to assign differentiated activities to students who need more support or who could benefit from more challenging activities. Amplify ELA's Reporting App captures all of this data so teachers can easily track student growth and make strategic decisions about class and individual student needs.</p>
<p>o. Materials include suggestions and tools to keep students and parents informed about students' progress.</p>	<p>Yes</p>	<p>Amplify ELA's digital curriculum comes with tools that teachers can use to keep students and parents informed about students' progress.</p> <p>As teachers prepare for parent-teacher conferences or department meetings, they can print class overviews for assignments in Amplify ELA. Teachers can also print individual students' work. These printouts will have a cover page with the feedback followed by the actual assignments submitted by students. In addition to printing these reports, teachers can save them as PDFs and email them to parents in important moments, such as when students did an excellent job and teachers want parents to be proud, or when improvement is needed and parents need to be looped in.</p> <p>Teachers can also choose to use printed materials to keep</p>

Grade 7

		<p>students informed about their progress, or they can use digital methods to communicate with students and send feedback. When teachers send students feedback digitally, students will see an alert in their My Work app. This allows students to digitally open that work, read the feedback, and make any necessary changes to improve the work based on the teacher's feedback.</p> <p>Students have access to all submitted work and teacher feedback in the My Work app. Students can also view stats on their vocabulary progress in the Vocab App.</p>
Organization		
<p>p. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.</p>	<p>Yes</p>	<p>Within each grade, the Amplify program consists of daily lessons grouped into eight units, organized according to text or topic. Each unit is further broken into sub-units, including an essay sub-unit and the Unit Reading Assessment. These eight units include sufficient content to provide instruction across the school year. Please see the Amplify ELA Curriculum Maps for more specific information about the lessons, topics and objectives within each unit.</p>
<p>q. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.</p>	<p>Yes</p>	<p>In order for students to develop a base of knowledge that spans a variety of subjects, they must be exposed to a wide range of literature and texts. Literacy opens the doors to content knowledge. Conversely, background and general knowledge open the doors to more advanced levels of literacy. An ELA curriculum must systematically build students' knowledge about global bodies of literature, history, and science, and span a variety of text genres within a grade and as students move through grades.</p> <p>With this in mind, Amplify ELA has put careful consideration into its text selections, ensuring that they are sequenced appropriately, so that students continue to build knowledge as they progress to the next grade. All texts, both fictional and informational, cover a wide range of subject areas, from classic literature to neuroscience and from Greek mythology to modern poetry.</p> <p>All Amplify ELA activities, performance tasks, and assessments have students working closely with rich, complex texts to</p>

		<p>explore key ideas and details, analyze author’s craft and structure, and integrate knowledge and ideas. All lessons are aligned to ELA standards, provide instruction on and practice with key skills, and are designed to meet specific reading, writing, research, and/or listening and speaking objectives. Performance tasks and assessments are aligned to the curriculum’s scope and sequence and organized so that students gradually build from short, supported close reads to an independent completion of a summative essay focused on analysis of the text.</p>
<p>r. Program components, lesson plans, and the relationships among the parts are clear.</p>	<p>Yes</p>	<p>Both Amplify’s teacher and student editions make identifying key program components, planning the unit or lesson, facilitating instruction, and reviewing submitted materials clear and straightforward.</p> <p>Within each unit, the Unit Overview is divided into key topics to allow a teacher to quickly identify and reference information about features, including unit standards, reading and writing assignments, unit assessments, differentiation, and digital tools.</p> <p>At the lesson level, the Lesson Brief is also divided in the key topics needed for lesson planning, such as the lesson objectives, preparation, lesson standards, differentiation information and lesson materials. The lesson map lays out the activities within each lesson and numbers them sequentially. Furthermore, the majority of needed lesson components—and all lesson texts, questions, writing space, media, apps—are accessible from within the lesson.</p> <p>See the reviewer’s video and the Start Here Guide for more information on the key program components.</p> <p>For more information on curriculum structure see the Tutorial Video and the Guide to Digital Navigation.</p>
<p>s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.</p>	<p>Yes</p>	<p>The Amplify ELA Grade Overview and Curriculum Maps provide a scope and sequence of the curriculum along with a list of Tennessee English Language Arts Standards aligned to each unit’s lessons.</p>
<p>t. Each lesson contains a list of required materials.</p>	<p>Yes</p>	<p>Each lesson’s Teacher Lesson Brief provides a list of required materials.</p>

			<p>Example:</p> <p>7A: Red Scarf Girl & Narrative, SU3, L3. On the right-hand side of the Lesson Brief, you will see a list of materials, which includes the eReader of the passage from <i>Red Scarf Girl</i>, as well as projections and other materials used in the lesson</p>
u. Lessons, chapters, and units contain estimated instructional times.	Yes		<p>Each activity comes with an estimated instructional time, which can be found in the intent at the top of the activity.</p> <p>Example:</p> <p>7A: Red Scarf Girl & Narrative, SU3, L8, LO4. See the Learning Object Intent at the top of the activity: Students analyze parts of the scene they acted out, paying attention to how Ji-li's internal narration reveals her point of view. (6 min)</p>
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	Yes		<p>Students have access to the complete text used in all core lessons, whether the student is using the print or digital lesson. All core texts are embedded in Amplify's digital eReader, appear at point of use within the digital lesson activities, and can be accessed through the Amplify digital library. These texts remain accessible to students even when their device is offline. Students using print access all texts used in the core lessons in the student edition or using the trade books that are included with the student blended package cost.</p> <p>Example:</p> <p>7C: Brain Science, SU1, L1. On the right side of the Student Lesson Brief, you will see a list of materials, which includes the eReader passage for the lesson (<i>Phineas Gage: A Gruesome but True Story About Brain Science</i>, Chapter 1, "Horrible Accident" in Vermont") as well as illustrations from the lesson</p>
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	Yes		<p>Amplify ELA, digital and print, provides teacher and student overviews at the unit, sub-unit, and lesson level. In addition, there is a table of contents in the Unit Overviews plus scope and sequence documentation and Reveal word glossaries.</p>
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	Yes		<p>Amplify's pedagogy and approach is based on researched practices into highly effective instruction. See the Amplify ELA Research Base for an explanation of the research behind the program.</p>

Grade 7

<p>y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.</p>	<p>Yes</p>	<p>See the included Lesson-Level Tennessee ELA Standards Alignment. This document provides a complete list of all Tennessee ELA Standards and the lessons in which they are addressed.</p> <p>Teacher Lesson Briefs provide explicit standards and learning objectives for each lesson. To see a Grade 7 example, go to 7E: The Frida & Diego Collection, SU1, L1. In the Lesson Brief, click Lesson Objective to expand the lesson objectives. Then click Skills & Standards to expand the list of the lesson’s skills and standards.</p> <p>Amplify also identifies the key <i>focus</i> standards within the lesson. While Amplify ELA lessons address multiple standards, each lesson has at least one focus standard. Focus standards are the standards that the instruction and practice in the lesson are designed to emphasize and can be found listed within the Instructional Guide of the Learning Object(ivity) where they are addressed. To see a Grade 7 Example, go to 7D: Poetry & Poe, SU2, L3, LO2–5, and 7, Instructional Guide, Standards</p> <p>To see the standards at a unit level, teachers can consult the Unit Overviews. To see a Grade 7 example, go to 7E: The Frida & Diego Collection. Scroll down to see Planning for the Unit materials. Click Lesson Standards to expand the list of the unit’s standards.</p>
<p>Additional Comments about Section IV: Additional Components</p>		

How to work with the Amplify Instructional Materials Correlations Guide

This correlations guide follows the layout of the Tennessee instructional materials screening instrument to present Amplify's correlation to each indicator in a clear and straightforward manner.

- Within each evidence/notes section, reviewers will find a short narrative describing how Amplify ELA meets the given indicator, followed by specific examples of the indicator within the Amplify ELA program, under the heading "Where to Look".
- The narrative of how Amplify ELA meets each indicator refers to both digital and print versions of the program.
- For the most efficient use of reviewer's time, the specific examples of each indicator are distinguished in the following way:
 - Section 1, 3, 4: Examples for each indicator refer to the digital version of Amplify ELA.
 - Section 2: Amplify provides both print and digital citations for each TN standard indicator.
- The Reviewer Tutorial video contains important information for locating each specific example/ citation. In addition, the key below makes clear the program component referred to in each citation/ example.

Key for Amplify ELA 8th Grade Digital Curriculum:

Teacher: (ISBN: 9781643832364)

Student: (ISBN: 9781643831886)

Example Citation: 8C: Science & Science Fiction, SU3 L1, LO5, All Cards (Especially 3)

Unit 8C: Grade 8, Unit C

SU: Sub-unit

L: Lesson

LO: Learning Object (Activity)

TOLO: Teacher Only Learning Object (Activity)

All Cards: View each card in the LO. Note that some LOs only have one card.

All Cards (Especially X): View each card in the LO with special attention to the specified card

Unit Guide: Scroll down from the unit landing page to find the *Unit Overview*, which contains the unit description, plus accordion files of additional planning, prep and related materials.

Sub-unit Overview: Scroll down from the sub-unit landing page to open a description of the text and lessons comprising the sub-unit.

TLB: Teacher Lesson Brief: Scroll down from the lesson landing page to find *the Lesson Brief*, which contains the Lesson Overview, Lesson Objectives, Standards, Differentiation, Prep, and Materials

Instructional Guide: Click on the icon marked “Instructional Guide” at the top of each Learning Object (Activity) to find teacher guidance for the activity, possible responses, and any focus standards associated with the activity.

SLB: Student Lesson Brief: Scroll down from the lesson landing page to find *the Student Lesson Brief*, to find a student-friendly introduction to the lesson and the suggestions for additional reading.

Note that each Amplify digital lesson is divided into a sequence of Learning Objects/Activities, and each Learning Object/Activity is composed of a sequence of cards.

Key for Amplify ELA 8th Grade Print Curriculum:

Teacher Edition: (ISBN: 9781643831213)

Student Edition: (ISBN: 9781643831466)

Writing Journal: (ISBN: 9781643831381)

Example Citation: (Print:8D: Shakespeare's Romeo & Juliet, SU1, L14, TE Step N3 p. 114, WJ p. 30)

Unit 8D: Grade 8, Unit D

SU: Sub-unit

L: Lesson

Step: Lesson Activity

TE: Teacher Edition

SE: Student Edition

WJ: Writing Journal

Note that each Amplify print lesson is divided into a sequence of Steps/Activities

AMPLIFY ELA INSTRUCTIONAL MATERIALS CORRELATIONS GUIDE
Grade 8

SECTION I
Alignment to Shifts

*Materials must meet **100%** of indicators in Section I.*

The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text, regular practice with complex text and its academic vocabulary; reading and writing grounded in evidence from both literary and informational text; and.

Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Yes	No	Evidence/Notes
<p>a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.</p>	<p>Yes</p>		<p>In order for students to develop a base of knowledge that spans a variety of subjects, they must be exposed to a wide range of literature and texts. Literacy opens the doors to content knowledge. Conversely, background and general knowledge open the door to advanced levels of literacy. Amplify ELA curates texts and develops content to systematically build students’ knowledge about global bodies of literature, history, science, a variety of text genres, and to develop crucial vocabulary within a unit and through and across grades. Amplify has put careful consideration into its text selections, ensuring that they are sequenced appropriately so that students continue to build knowledge as they progress to the next grade. All texts, both fiction and informational, cover a wide range of subject areas, from classic literature to neuroscience to Greek mythology to modern poetry.</p> <p>In 8th grade, students begin the year by learning about narrative techniques and observing how authors like Roald Dahl, Amy Tan, and Kaitlyn Greenidge use craft and structure to make personal memories vivid for an audience. Next, students study the writings of both famous and lesser-known Americans who were critically, intellectually, and physically engaged in a debate about the meaning of the words “all men are created equal” during the Civil War time period. Students read memoirs by formerly enslaved</p>

		<p>authors Frederick Douglass and Harriet Ann Jacobs, letters written by boy soldiers, poetry by Walt Whitman, and Abraham Lincoln’s Gettysburg Address. In Science & Science Fiction, students read <i>Gris Grimly’s Frankenstein</i>, a graphic novel that adds captivating illustrations to an abridgement of the 1818 edition of Mary Shelley’s book. They compare and contrast the ways in which great thinkers—including Mary Shelley, William Wordsworth, Lord Byron, and Ada Lovelace (the woman who pioneered computer programming long before the first computer was ever made) —viewed man’s relationship with technology. Next, students closely read, analyze, and perform five of the most famous scenes from Shakespeare’s <i>Romeo and Juliet</i>. Students will learn to paraphrase Shakespearean English, spot and follow an extended metaphor, and discuss and write about the text’s universal themes. Finally, students use a language arts lens to explore a variety of memoir and primary source materials and dig into two of the key questions raised by Hitler’s Holocaust: How do a society and its people become participants (willingly or indifferently) in such an atrocity? And what is the responsibility of those who experienced, witnessed, participated in, or now learn about these events? The selected materials present events from several different perspectives, including survivors, perpetrators, victims, bystanders, and witnesses. This allows students to develop a critical understanding of the strategies Nazis used to influence the mindset of a nation, and the human responses to the unfolding of genocide.</p> <p>The 8th grade curriculum also features a Collection unit, a curated collection of texts, images, and artifacts that invite students to explore fascinating topics through multiple perspectives. In The Space Race Collection, students explore this fierce, 18-year competition between the world’s two superpowers through primary documents and independent research, learning about the complicated issues inherent in this unique international competition. This Collection unit culminates in a research project where students gather information from multiple print and digital sources in order to answer a question they’ve generated about the topic.</p>
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<p>b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that support knowledge building.</p>	<p>Yes</p>	<p>By carefully selecting and sequencing texts, Amplify exposes students to the broad range of academic vocabulary across topics and genres. Amplify calls out these words through its Reveal tool and provides students direct and contextual instruction with these words by incorporating the key set of words from each text into the Amplify Vocab App, which students use daily in the core lessons. In this app, and in additional lesson activities, the curriculum provides direct and contextual instruction for Tier 2 and Tier 3 vocabulary to support students in making meaning from texts and building foundational knowledge.</p> <p>Research has shown that, to master a word, a student needs to encounter it many times, preferably in a variety of media and in ways that appeal to different learning styles. The Amplify ELA vocabulary app and program are designed to increase the number of times that students see a new vocabulary word, in multiple contexts, while practicing different vocabulary skills. The words that receive direct instruction come from the texts students are studying in each unit, as well as Tier 2 and Tier 3 academic vocabulary lists.</p> <p>The vocabulary words that appear in the core texts also come with reveal definitions—short, contextual definitions that students can access by clicking directly on highlighted words when they read. The goal with the Reveal Tool is not to offer a precise dictionary definition, but rather to provide an accessible synonym for the word that will enable students to keep reading the text with minimal interruption.</p> <p>The interactive activities and tools of Amplify ELA's robust vocabulary program ensure that students have many opportunities to use new language for genuine purposes. Students are challenged to...</p> <ul style="list-style-type: none"> ● check the meanings of words while reading a text, with a feature that provides definitions alongside the text. ● provide synonyms for words or to paraphrase blocks of text they are studying. ● search for contextual clues to understand a word.
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AMPLIFY ELA INSTRUCTIONAL MATERIALS CORRELATIONS GUIDE
Grade 8

		<ul style="list-style-type: none"> • study the differences between literal and figurative meaning. • develop an understanding of roots and stems in vocabulary. <p>To see an example of the robust and varied vocabulary instruction that exists throughout the curriculum, go to 8A: Perspectives & Narrative, SU3, L1, LO1, and click on the Vocab App.</p>
<p>c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.</p>	<p>Yes</p>	<p>Each unit in Amplify ELA includes multiple opportunities for students to demonstrate skills and knowledge in end-of-unit essays, summative assessments, and other culminating tasks.</p> <p>End-of-unit essays are performance tasks that engage students in the writing process over multiple days and provide an opportunity for teachers to assess whether students can integrate the understanding and skills they have built throughout a unit into the production of one extended piece of writing. Amplify recognizes that essay writing is a complex expression of ELA skills and thus carefully breaks down and sequences each part of the process into its component parts. The essays vary from unit to unit because they each guide students to find the unique insights and energy of the texts in that unit; however, there are many common elements that allow students to practice essay skills and systematically build towards a real comfort with the form. Within each grade, end-of-unit essays strike a balance between argumentative and informative prompts. Each of the research-based Collection units provide students with two writing prompt options: argumentative or informative.</p> <p>Unit Reading Assessments are summative assessments that serve three important goals: to assess student understanding of content from the unit, to assess student mastery of specific skills and standards, and to provide practice for students with the types of questions and activities they may encounter on end-of-year state and national assessments. These assessments include 20 auto-scored items and two prompts that require on-demand writing in response to a text or a pair of texts</p>

AMPLIFY ELA INSTRUCTIONAL MATERIALS CORRELATIONS GUIDE
Grade 8

			<p>that were featured in the unit.</p> <p>In addition to more traditional assessments, students have multiple and varied opportunities to demonstrate their knowledge. In Perspectives & Narrative, students write and workshop their own personal narratives. In the sub-unit on <i>Narrative of the Life of Frederick Douglass, an American Slave</i>, students use arguments from Douglass's text to refute John C. Calhoun's Address to the Senate. Later in this sub-unit, students prepare and deliver abolitionist speeches in an Anti-Slavery Fair. Near the end of the sub-unit on <i>Gris Grimly's Frankenstein</i>, students debate who better deserves our sympathy: Victor or his creature. At the end of the Holocaust: Memory & Meaning unit, students write a poem inspired by their first reading of the unit, the poem "I Cannot Forget."</p> <p>Other culminating tasks in 8th grade units include an activity in The Space Race Collection unit where students research a cosmonaut or astronaut and write blog entries from their point of view. Toward the end of this unit, students participate in a Socratic seminar. This unit also includes a culminating media project requiring students to synthesize the knowledge they acquired through reading and independent research and translate their discoveries into a media project and presentation.</p>
<p>Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.</p>	<p>Yes</p>	<p>No</p>	<p>Evidence/Notes</p>
<p>d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the <i>Tennessee English Language Arts Standards</i> for further guidance on text complexity metrics.</p>	<p>Yes</p>		<p>The texts in Amplify ELA are analyzed and carefully chosen for quantitative measures, qualitative measures, and reader and task considerations.</p> <ul style="list-style-type: none"> • For quantitative measures, all applicable texts include a Lexile score, which evaluates word frequency and sentence length to assess a text's readability. We provide a range of Lexile scores for each unit in the grade-level overviews and curriculum maps. • Qualitative measures include text complexity (structure, language features, knowledge demands, and levels of meaning or purpose), inter-textual

Grade 8

		<p>complexity, and task/interpretive complexity. We provide a description of the key qualitative measures of the core texts in each unit in the grade-level overviews and curriculum maps.</p> <ul style="list-style-type: none"> • Reader and task considerations include reader variables, such as the knowledge and experiences related to the topics, and task variables, such as purpose and complexity generated by the task assigned and the questions posed. We provide a description of the reader and task considerations of the core unit texts in the grade-level overviews and curriculum maps. These descriptions reflect the demands the activities make on students in the lessons in Amplify ELA, with consideration of both a) their place in the curriculum sequence and the cumulative knowledge and skills they have gained by this time, as well as b) how much support and scaffolding they receive to understand both literal and deeper layers of meaning. <p>To develop and refine the scope and sequence of the content, skills, and texts, Amplify paid close attention to three parts of text complexity and conducted significant classroom testing to understand the impact of these texts on adolescent readers. Each grade begins with an “A” Unit that starts with a foundational narrative writing sub-unit, followed by a sub-unit where students work with texts that are at the lower range of the grade-band level for text complexity. The lower rigor of both texts and tasks allows students to establish key routines and habits and build a strong understanding of key skills. Each grade ends with a Collections Unit, where students work at a significant level of independence using a series of primary and secondary sources at the higher end of the grade-band level of text complexity. In addition to designing a path of increasing text complexity, Amplify ELA sequenced and grouped texts to build students’ knowledge and skills as they progress through each grade and the whole program.</p> <p>Grade 8 complexity throughout the year: Grade 8 begins with excerpts from Roald Dahl’s <i>Going Solo</i>, Amy Tan’s “Fish Cheeks,” and Kaitlyn Greenidge’s “My</p>
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Grade 8

		<p>Mother’s Garden.” These three examples of personal narrative writing are short, engaging, and relatable, while also rich and layered. By reading each narrative multiple times, students learn to notice the kinds of strategic elements and techniques that will characterize the texts they’ll read throughout the year. By the end of Grade 8, in The Space Race Collection, students are prepared to work independently with a trove of complex primary and secondary source documents, which they supplement with independent internet research in order to write a research paper and media project.</p> <p>Grade 8 complexity within a unit: Just as complexity increases throughout the year, it also increases within units. Students begin the Holocaust: Memory & Meaning unit by reading “I Cannot Forget,” a short poem whose vivid imagery and easy-to-understand language introduce students to the horrors of the Holocaust and the theme of remembering. Next, students read excerpts from two memoirs that capture the “beginning” of Germany’s transformation from two very different perspectives: that of a young Jewish girl, and that of a member of the Hitler Youth. Both excerpts describe the power of Nazi propaganda to change attitudes and social norms, ideas that are explored in more complexity in the sub-unit on the 1936 Olympic Games in Berlin. The texts, images, and videos in this sub-unit challenge students to view these events from the perspectives of the fans and athletes, and to ask whether individual participants and nations might have made different decisions. Finally, students read excerpts from <i>A Child of Hitler</i>, <i>Maus</i>, and <i>Night</i>, texts that use sophisticated narrative techniques to depict participants’ and survivors’ descent into darkness. Culminating discussions and writing tasks require students to integrate their readings of these various texts in order to evaluate the forces that drove the Holocaust and the reactions of its victims and survivors.</p> <p>Grade 8 Inter-Textual complexity: In Unit 8A (Perspectives & Narrative), students study techniques that authors use to make personal narratives vivid, relatable, and persuasive. Students build on this</p>
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Grade 8

		<p>foundation in 8B (Liberty & Equality), with readings of <i>Narrative of the Life of Frederick Douglass</i> and <i>Incidents in the Life of a Slave Girl</i>, by Harriet Ann Jacobs. Students analyze how these authors portray their nearly inconceivable experiences and skillfully weave potent arguments against slavery into their narrative writing. Many of the ideas that Douglass develops in his text—including the sinister effects of dehumanization and the power of literacy—are also developed in <i>Frankenstein</i>, providing opportunities for inter-textual discussions of powerful themes. The rich imagery and complex syntax used by both Douglass and Shelley also help prepare students to tackle Shakespeare’s language in <i>Romeo and Juliet</i>. Students will then build on the work that they do closely reading visual images and propaganda in the Holocaust: Memory & Meaning unit when they analyze visual images and propaganda in The Space Race Collection.</p> <p>Grade 8 Task/Interpretive Complexity: The interpretive work students do throughout Amplify ELA adds to the complexity levels of the texts. In Perspectives & Narrative, students closely read not just to understand the characters and plot, but to analyze the techniques authors use to stir us up, surprise us, or leave us wondering what will happen next. In Liberty & Equality, Science & Science Fiction, and Holocaust: Memory & Meaning, students wrestle with big, abstract questions and develop answers by making connections across a wide range of texts. They use digital annotation tools in the Amplify Library to trace themes and motifs. In Shakespeare’s Romeo & Juliet, students use close reading techniques to plan performances and to analyze the ways in which filmed and live performances stay faithful to or depart from the text. In The Space Race Collection unit, students synthesize information provided in informational articles to write from a historical character’s point of view, participate in Socratic seminars, and create a media project.</p>
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<p>e. Text plays a central role in the English class period.</p>	<p>Yes</p>	<p>Amplify ELA is structured to place text at the center of all activities, ensuring that >75% of class time is spent working with the text. Almost all core lessons are centered around the close reading activities, from which flow student writing, speaking and listening, and vocabulary work.</p> <p>The Amplify ELA learning experiences are designed to engage students in close reading and communicating about complex text. These experiences include the following:</p> <ul style="list-style-type: none"> • Working With Text Out Loud: Students listen to the text, hear its cadences, and take in its meaning and interpret it based on how it sounds. These activities often occur in the beginning of a unit and in the beginning of class to make sure students develop fluency with a new type of text. • Working Visually: Students work out their readings of a text in visual ways—sometimes in simple charts and sometimes in more elaborate digital apps. • Working With Text as Theater: Students show their interpretation of a text by acting it out. • Choosing the Best Evidence: Students look through text to find the evidence that will best support a claim or develop a topic. They use the tools of highlighting and annotating. • Using the Text as Referee: Students try to figure out the author’s intended meaning—often comparing two or more paraphrases to the author’s actual words to figure out which one is closer to his or her real meaning. <p>Grade 8 examples:</p> <ul style="list-style-type: none"> • 8B: Liberty & Equality: SU2, L2, LO3 • 8B: Liberty & Equality: SU5, L4, LO 2-3 • 8C: Science & Science Fiction: SU1, L3, LO4 • 8C: Science & Science Fiction: SU1, L13, LO5 • 8D: Shakespeare’s Romeo & Juliet: SU1, L3, LO5 • 8D: Shakespeare’s Romeo & Juliet: SU1, L10, LO5
<p>f. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.</p>	<p>Yes</p>	<p>All of the texts in the Amplify ELA curriculum were previously published and were selected for their complexity and ability to elicit engagement and deep analysis. Core</p>

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			<p>texts represent a balance of literary and informational texts and include a rich representation of genres. In addition to reading first-rate literary texts, students focus on a range of high-quality non-fiction types, including essays, memoirs, journals, visual information (paintings, photographs, and other primary-source documents) and scientific and historic informational texts. Students work with these texts to gain solid footing from which to progress to the type of “reading to learn” they will be asked to do during high school and beyond.</p> <p>Grade 8 examples:</p> <ul style="list-style-type: none"> • Perspectives & Narrative: Amy Tan’s personal narrative, “Fish Cheeks” (informational) • Liberty & Equality: <i>The Narrative of the Life of Frederick Douglass, an American Slave</i> (informational) and selections from Walt Whitman’s “Song of Myself” (literature) • Science & Science Fiction: <i>Gris Grimly’s Frankenstein</i> by Mary Shelley and Gris Grimly (literature) and excerpts from Walter Isaacson’s <i>The Innovators</i> (informational) • Shakespeare’s Romeo and Juliet: <i>Romeo and Juliet</i> by William Shakespeare (literature) • The Space Race Collection: Excerpt: “Sputnik” from <i>Rocket Boys</i> (informational) and 1969: <i>Apollo 11</i> ticker-tape parade in New York City with Buzz Aldrin, Neil Armstrong, and Michael Collins (visual information)
<p>Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.</p>	<p>Yes</p>	<p>No</p>	
<p>g. Text-dependent questions:</p> <ul style="list-style-type: none"> • Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. • High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text. 	<p>Yes</p>		<p>Amplify ELA is designed to engage all students in rigorous learning and inspire them to think deeply, creatively, and for themselves. All lessons require students to work closely with rich, complex texts across a range of types and disciplines to explore key ideas and details, analyze author’s craft and structure, and integrate knowledge and ideas. Lessons are aligned to Tennessee language arts standards; provide instruction on and practice with key skills; and are designed to meet specific reading, writing, research, and/or speaking and listening objectives. More than 80% of the questions in Amplify ELA are text-dependent/text-specific, requiring</p>

		<p>students to draw on textual evidence to support inferences and conclusions.</p> <p>Individual activities, lessons, units, and grade-level scope and sequences in Amplify ELA are organized so that students gradually build from short, supported activities to independent completion of rigorous summative assessments. As students move from earlier units to later units within a single grade, they learn, practice, and gradually master reading and writing skills that grow increasingly sophisticated.</p> <p>For example, in Perspectives & Narrative, questions are strategically sequenced to scaffold students in building a deeper understanding of “My Mother’s Garden.”</p> <ol style="list-style-type: none"> 1. In the first lesson on this text (Lesson 7), students identify character, setting, and major plot events. 2. Then students “zoom in” on the most concrete part of Greenidge’s story: her mother’s garden. First, they look for text details showing how the mother feels about the garden. 3. Next, students repeat this process, focusing on the neighborhood kids and then on the narrator. After considering these three perspectives, students discuss why the narrator’s attitude toward the garden differs from that of the other characters. 4. In the following lesson (Lesson 8), students focus on the parts of the story where Greenidge describes living in two contradictory worlds. First, they explore her classmates’ definition of “objectivity,” identifying places in the text where this concept is defined and exemplified. 5. Next, students look for places where Greenidge creates contrasts. They identify textual details and explore what these moments reveal about the narrator’s complex feelings. 6. Students synthesize the work they’ve done in Lessons 7 and 8 by writing about the author’s purpose for interweaving two stories in her narrative. 7. Finally, in Lesson 9, students connect “My Mother’s Garden” to a text they’d read in previous lessons:
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		<p>“Fish Cheeks.” They trace the arc of conflict and resolution in each text, identify places where each narrator communicates past and present points of view, and use these texts as models for exploring narrative structure and point of view in their own creative writing.</p> <p>Questions are also strategically sequenced within individual lessons to scaffold students in building a deeper understanding of a text. For example, in Science & Science Fiction Sub-unit 1, Lesson 2, students read a challenging section about Victor Frankenstein’s scientific preoccupations and how they shape his character.</p> <ol style="list-style-type: none"> 1. After reading the whole passage once, students participate in a gallery paraphrase to collaboratively make sense of four important quotes in the passage. Students refine this brainstorming by discussing it as a class and identifying the best paraphrase for each quote. 2. Having established basic comprehension of Frankenstein’s intentions, students next focus on the part of the text where he describes his project. Students answer selected-response questions to demonstrate understanding of Frankenstein’s plans for the creature, and construct a short response about how this work changes him. 3. To conclude their work with this important chapter, students write for 10–12 minutes in response to a question that synthesizes ideas from the lesson and anticipates a theme that students will work with throughout the unit: Is Victor Frankenstein more focused on life, on death, or on both as he investigates and makes his creation?
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<p>h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.</p>	<p>Yes</p>	<p>In daily writing assignments and in longer essays, students are invited to develop thoughtful, evidence-based interpretations of literary texts, synthesize information and ideas across a range of informational texts, and construct sound, well-reasoned arguments and detailed explanations.</p> <p>Grade 8 examples:</p> <ul style="list-style-type: none"> • 8B: Liberty & Equality, SU3, L1, LO4 • 8B: Liberty & Equality, SU6 • 8C: Science & Science Fiction, SU3, L5, LO5 • 8D: Shakespeare’s Romeo & Juliet, SU2
<p>i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.</p>	<p>Yes</p>	<p>Speaking and listening activities require students to independently discern a speaker’s key points, request clarification, and ask relevant questions. Many lessons incorporate partner discussion of challenging passages, where students produce writing to demonstrate their initial understanding of a reading, engage in partner discussions that invite them to revise their thinking, and demonstrate in writing how their thinking has changed.</p> <p>Amplify ELA also includes opportunities for students to engage in more formal, sustained discussions via debates and Socratic seminars at every grade level. In these activities, teachers can observe students’ ability to explicitly draw on evidence they have prepared on a topic, text, or issue; follow rules for collegial discussions and decision-making; pose questions that connect the ideas of several speakers; respond to other students’ questions and comments with relevant evidence, observations, and ideas; and acknowledge new information expressed by their classmates.</p> <p>Grade 8 examples:</p> <ul style="list-style-type: none"> • 8A: Perspectives & Narrative, SU3, L6, LO2–3 • 8B: Liberty & Equality, SU5, L2 • 8C: Science & Science Fiction, SU1, L9, LO4–5 • 8F: The Space Race Collection, SU4, L1–2

Additional comments on the three instructional shifts within the materials:		
Materials meet 100% alignment with Section I: Shifts in instruction? This means that all boxes in this section were marked "Yes" and no boxes were marked "No" in Section I. <u>If any "No" boxes are marked, then this program does not pass.</u>	Yes	No
	Yes	No

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SECTION II

Alignment to Tennessee English Language Arts Standards

Materials must meet at least **90%** of indicators in Section II.

The instructional materials represent alignment with the Tennessee English Language Arts Standards and explicitly focus teaching and learning on the grade-level standards, at the rigor necessary for students to reach mastery. Tennessee expects the **full breadth and depth** of the standards to be taught in an **integrated** and **spiraled** manner throughout the school year.

Amplify’s Approach to the Tennessee English Language Arts Standards:

Amplify targets teaching and learning on the grade-level TN standard through an integrated approach to standards’ instruction, practice and mastery. Lesson instruction and practice targets the key *focus* standard(s) needed to effectively support productive work with the given text excerpt or topic. Within the lesson, students work with these *focus* standards at the rigor necessary for mastery. Students will also be introduced to a standard and come back to practice a standard multiple times over the course of the grade. This progressive practice provides opportunities for working to mastery with a given standard, as well as the integrated practice of working across standards to achieve the learning goal. The citations in this section list both types of practice.

In this section, citations are provided for the Amplify Digital Curriculum as well as additional, corresponding references for the Amplify Print Curriculum.

READING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
<p>Standard 1 Category</p> <p>Key Ideas and Details</p> <p>Cornerstone Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Literature: 8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.</p>	Yes		<p>8C: Science & Science Fiction, SU3, L5, LO3, All Cards (Especially 2) (Print: 8C: Science & Science Fiction, SU3, L5, TE Step O p. 146, WJ p. 85)</p> <p>8D: Shakespeare’s Romeo & Juliet, SU1, L14, LO6, All Cards (Especially 2) (Print: 8D: Shakespeare’s Romeo & Juliet, SU1, L14, TE Step N3 p. 114, WJ p. 30)</p> <p>8D: Shakespeare’s Romeo & Juliet, SU1, L10, LO6, All Cards (Print: 8D: Shakespeare’s Romeo & Juliet, SU1, L10, TE Step R2 p. 86, WJ pp. 21–23)</p>

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				8E: Holocaust: Memory & Meaning, SU4, L2, LO4, All Cards (Especially 2) (Print: Teacher directed to use digital lesson.)
	Informational Text: 8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	Yes		8B: Liberty & Equality, SU4, L1, LO3, All Cards (Especially 2) (Print: 8B: Liberty & Equality, SU4, L1, TE Step B p. 135, WJ p. 76) 8F: The Space Race Collection, SU3, L1, LO7 (Print: 8F: The Space Race Collection, SU3, L1, TE Step B p. 120, WJ p. 51) 8F: The Space Race Collection, SU2, L1, LO4, All Cards (Print: 8F: The Space Race Collection, SU2, L1, TE Step D p. 97, WJ pp. 29–33) 8F: The Space Race Collection, SU4, L3, LO5, All Cards (Print: Teacher directed to use digital lesson.)
Standard 2 Category Key Ideas and Details Cornerstone Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Literature: 8.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.	Yes		8C: Science & Science Fiction, SU1, L13, LO5, All Cards (Especially 4) (Print: 8C: Science & Science Fiction, SU1, L13, TE Step X2 p. 73, WJ pp. 37–38) 8D: Shakespeare's Romeo & Juliet, SU1, L15, LO4, All Cards (Especially 2) (Print: 8D: Shakespeare's Romeo & Juliet, SU1, L15, TE Step V3 p. 120, WJ pp. 32–33) 8C: Science & Science Fiction, SU1, L2, LO5, All Cards (Print: 8C: Science & Science Fiction, SU1, L2, LO5, TE Step H p. 35, WJ pp. 8–9) 8D: Shakespeare's Romeo & Juliet, SU1, L1, LO4, All Cards (Especially 2) (Print: 8D: Shakespeare's Romeo & Juliet, SU1, TE Step C pp. 43, WJ p. 8)

	<p>Informational Text: 8.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.</p>	<p>Yes</p>	<p>8E: Holocaust: Memory & Meaning, SU5, L1, LO2, All Cards (Especially 1) (Print: 8E: Holocaust: Memory & Meaning, SU5, L1, TE Step A p. 127, WJ p. 64)</p> <p>8B: Liberty & Equality, SU2, L2, LO3, All Cards (Print: 8B: Liberty & Equality, SU2, L2, TE Step E pp. 34–35, WJ pp. 16–17)</p> <p>8A: Perspectives & Narrative, SU3, L6, LO3, All Cards (Print: 8A: Perspectives & Narrative, SU3, L6, TE Step V p. 98, WJ p. 59)</p> <p>8E: Holocaust: Memory & Meaning, SU2, L2, LO3 (Print: 8E: Holocaust: Memory & Meaning, SU2, L2, TE Step D p. 54, WJ pp. 22–23)</p>
<p>Standard 3</p> <p>Category Key Ideas and Details</p> <p>Cornerstone Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Literature: 8.RL.KID.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>Yes</p>	<p>8C: Science & Science Fiction, SU1, L1, LO7–8, All Cards (Print: 8C: Science & Science Fiction, SU1, L1, TE Step B2 p. 51. Teacher projects digital Wrap-Up)</p> <p>8C: Science & Science Fiction, SU1, L5, LO5, All Cards (Print: 8C: Science & Science Fiction, SU1, L5, TE Step S p. 41, WJ p. 12)</p> <p>8C: Science & Science Fiction, SU1, L11, LO4, All Cards (Print: 8C: Science & Science Fiction, SU1, L11, TE Step O2 p. 67, WJ p. 31)</p> <p>8E: Holocaust: Memory & Meaning, SU4, L2, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p>
	<p>Informational Text: 8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.</p>	<p>Yes</p>	<p>8A: Perspectives & Narrative, SU3, L2, LO4 (Print: 8A: Perspectives & Narrative, SU3, L2, TE Step G p. 83, WJ p. 42)</p> <p>8A: Perspectives & Narrative, SU3, L1, LO5, All Cards (Especially 1)</p>

				<p>(Print: 8A: Perspectives & Narrative, SU3, L1, TE Step C pp. 78–80, WJ pp. 36–37)</p> <p>8B: Liberty & Equality, SU2, L7, LO2, All Cards (Print: Liberty & Equality, SU2, L7, TE Step P p. 45, WJ p. 30)</p> <p>8E: Holocaust: Memory & Meaning, SU2, L1, LO3, All Cards (Print: 8E: Holocaust: Memory & Meaning, SU2, L1, TE Step B p. 52, WJ pp. 16–19)</p>
<p>Standard 4</p> <p>Category Craft and Structure</p> <p>Cornerstone Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Literature: 8.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.</p>	Yes	<p>8D: Shakespeare's Romeo & Juliet, SU1, L2, LO3, All Cards (Print: 8D: Shakespeare's Romeo & Juliet, SU1, L2, TE Step G pp. 50–51, WJ p. 9)</p> <p>8D: Shakespeare's Romeo & Juliet, SU1, L4, LO5, All Cards (Print: 8D: Shakespeare's Romeo & Juliet, SU1, L4, TE Step S p. 66, WJ pp. 14–16)</p> <p>8B: Liberty & Equality, SU1, L1, LO4, All Cards (Especially 2) (Print: 8B: Liberty & Equality, SU1, L1, TE Step B p. 14, WJ p. 6)</p> <p>8B: Liberty & Equality, SU1, L2, LO3 (Print: 8B: Liberty & Equality, SU1, L2, TE Step E p. 17)</p>	
	<p>Informational Text: 8.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.</p>	Yes	<p>8A: Perspectives & Narrative, SU3, L5, LO3, All Cards (Especially 2) (Print: 8A: Perspectives & Narrative, SU3, L5, TE Step S p. 96, WJ p. 56)</p> <p>8B: Liberty & Equality, SU5, L3, LO5–6, All Cards (Print: 8B: Liberty & Equality, SU5, L3, TE Step K p. 172, WJ p. 100)</p>	

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				<p>8B: Liberty & Equality, SU2, L11, LO2, All Cards (Print: 8B: Liberty & Equality, SU2, L11, TE Step Z p. 57, WJ pp. 42–43)</p> <p>8E: Holocaust: Memory & Meaning, SU4, L1, LO2, All Cards (Especially 3) (Print: 8E: Holocaust: Memory & Meaning, SU4, L1, TE Step A p. 114, WJ pp. 52–54 (Especially 54))</p>
<p>Standard 5</p> <p>Category Craft and Structure</p> <p>Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Literature: 8.RL.CS.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	Yes		<p>8A: Perspectives & Narrative, SU3, L4, LO2 (Print: 8A: Perspectives & Narrative, SU3, L4, TE Step M p. 87, WJ p. 48)</p> <p>8C: Science & Science Fiction, SU1, L7, LO8, All Cards (Print: 8C: Science & Science Fiction, SU1, L7, TE Step B2 pp. 51–60. Teacher uses digital lesson to access the Wrap-Up.)</p> <p>8C: Science & Science Fiction, SU3, L1, LO4, All Cards (Print: 8C: Science & Science Fiction, SU3, L1, TE Step C p. 133)</p> <p>8B: Liberty & Equality, SU2, L4, LO3–5 (Especially LO5) (Print: 8B: Liberty & Equality, SU2, L4, TE Step J–L pp. 40–42, WJ pp. 22–25)</p>
	<p>Informational Text: 8.RI.CS.5 Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.</p>	Yes		<p>8A: Perspectives & Narrative, SU3, L3, LO3, All Cards (Especially 1) (Print: 8A: Perspectives & Narrative, SU3, L3, TE Step K p. 85, WJ p. 46)</p> <p>8E: Holocaust: Memory & Meaning, SU4, L4, LO3, All Cards (Print: 8E: Holocaust: Memory & Meaning, SU4, L4, TE Step E p. 119–120, WJ pp. 58–60)</p> <p>8B: Liberty & Equality, SU2, L7, LO2, All Cards (Especially 2) (Print: 8B: Liberty & Equality, SU2, L7, TE Step P p. 45, WJ p. 30)</p>

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				8C: Science & Science Fiction, SU3, L2, LO3 All cards (Especially 2, 3) (Print: 8C: Science & Science Fiction, SU3, L2, TE Step F p. 136, WJ p. 78)
<p>Standard 6</p> <p>Category Craft and Structure</p> <p>Cornerstone Assess how point of view or purpose shapes the content and style of a text</p>	<p>Literature: 8.RL.CS.6 Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.</p>	Yes		<p>8C: Science & Science Fiction, SU1, L3, LO4, All Cards (Print: 8C: Science & Science Fiction, SU1, L3, TE Step K p. 37)</p> <p>8C: Science & Science Fiction, SU1, L8, LO6, All Cards (Print: 8C: Science & Science Fiction, SU1, L8, TE Step G2 p. 63, WJ pp. 25–26)</p> <p>8D: Shakespeare's Romeo & Juliet, SU1, L14, LO2, 3, 5, and 6, All cards (Print: 8D: Shakespeare's Romeo & Juliet, SU1, L14, TE Step I3, J3, M3, N3 pp. 106–110, 113, 114, WJ pp. 28–30)</p> <p>8C: Science & Science Fiction, SU1, L13, LO2, All Cards(Especially 2) (Print: 8C: Science & Science Fiction, SU1, L13, TE Step U2 p. 72)</p>
	<p>Informational Text: 8.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	Yes		<p>8B: Liberty & Equality, SU2, L6, LO4, All Cards (Print: 8B: Liberty & Equality, SU2, L6, TE Step N p. 44, WJ pp. 27–28)</p> <p>8B: Liberty & Equality, SU3, L1, LO3, All Cards (Print: 8B: Liberty & Equality, SU3, L1, TE Step B p. 95, WJ pp. 64–65)</p> <p>8C: Science & Science Fiction, SU3 L2, LO2, All Cards (Print: 8C: Science & Science Fiction, SU3 L2, TE Step E pp. 134–135, WJ p. 77)</p> <p>8E: Holocaust: Memory & Meaning, SU3, L1, LO4, All Cards</p>

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				(Print: 8E: Holocaust: Memory & Meaning, SU3, L1, TE Step C p. 71, WJ p. 33)
<p>Standard 7</p> <p>Category Integration of Knowledge and Ideas</p> <p>Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>Literature: 8.RL.IKI.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.</p>	Yes		<p>8D: Shakespeare's Romeo & Juliet, SU1, L3, LO6, All Cards (Print: 8D: Shakespeare's Romeo & Juliet, SU1, L3, TE Step O p. 60, WJ p. 13)</p> <p>8D: Shakespeare's Romeo & Juliet, SU1, L10, LO6, All Cards (Print: 8D: Shakespeare's Romeo & Juliet, SU1, L10, TE Step R2 p. 86, WJ pp. 21–23)</p> <p>8C: Science & Science Fiction, SU1, Lesson 6, LO4 (Print: 8C: Science & Science Fiction, SU1, Lesson 6, TE Step Y p. 49, WJ p. 22)</p> <p>8C: Science & Science Fiction, SU1, L15, LO3, All Cards (Especially 2)</p>
	<p>Informational Text: 8.RI.IKI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p>	Yes		<p>8B: Liberty & Equality, SU2, L1, LO4, All Cards (Print: 8B: Liberty & Equality, SU2, L1, TE Step B p. 32, WJ p. 12)</p> <p>8B: Liberty & Equality, SU2, L4, LO3–5, All Cards (Especially LO5) (Print: 8B: Liberty & Equality, SU2, L4, TE Step J–L p. 40–42, WJ pp. 22–25)</p> <p>8E: Holocaust: Memory & Meaning, SU3, L1, LO2–3, All Cards (Print: 8E: Holocaust: Memory & Meaning, SU3, L1, TE Step A p. 63–65, SE p. 503–505, WJ p. 30)</p> <p>8B: Liberty & Equality, SU5, L3, LO3, All Cards (Print: 8B; Liberty & Equality, SU5, L3, TE Step I pp. 169–171, WJ pp. 97–99)</p>

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<p>Standard 8</p> <p>Category Integration of Knowledge and Ideas</p> <p>Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>Literature: Not applicable</p> <p>Informational Text: 8.RI.IKI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.</p>	<p>Yes</p>	<p>8B: Liberty & Equality, SU3, L2, LO3, All Cards (Print: 8B: Liberty & Equality, SU3, L2, TE Step E p. 98, WJ pp. 69–70)</p> <p>8E: Holocaust: Memory & Meaning, SU3, L3, LO4, All Cards (Print: 8E: Holocaust: Memory & Meaning, SU3, L3, TE Step I p. 87, WJ pp. 43–47)</p> <p>8B: Liberty & Equality, SU2, L3, LO4, All Cards (Print: 8B: Liberty & Equality, SU2, L3, TE Step I p. 39, WJ p. 21)</p> <p>8B: Liberty & Equality, SU2, L11, LO4, All Cards (Print: 8B: Liberty & Equality, SU2, L11, TE Step B2 p. 59, WJ pp. 45–46)</p>
<p>Standard 9</p> <p>Category Integration of Knowledge and Ideas</p> <p>Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.</p>	<p>Literature: 8.RL.IKI.9 Analyze how contemporary texts are shaped by foundational texts or literary archetypes, and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.</p>	<p>Yes</p>	<p>8C: Science & Science Fiction, SU1, L6, LO2, All Cards (Print: 8C: Science & Science Fiction, SU1 L6, TE Step W pp. 47–48, WJ pp. 17–19)</p> <p>8C: Science & Science Fiction, SU1, L17, LO3, All Cards (Print: 8C: Science & Science Fiction, SU1, L17, TE Step H3 p. 88, WJ p. 49)</p> <p>8C: Science & Science Fiction, SU1, L15, LO2, All Cards (Print: 8C: Science & Science Fiction, SU1, L15, TE Step D3 p. 80, WJ p. 44)</p> <p>8C: Science & Science Fiction, SU1 L14, LO8, All Cards (Especially 8) (Print: 8C: Science & Science Fiction SU1 L17, TE Step G3 p. 83, WJ pp. 47–48)</p>

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	<p>Informational Text: 8.RI.IKI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Yes</p>	<p>8B: Liberty & Equality, SU2, L3, LO4, All Cards (Print: 8B: Liberty & Equality, SU2, L3, TE Step I p. 39, WJ pp. 21)</p> <p>8E: Holocaust: Memory & Meaning, SU2, L2, LO4, All Cards (Especially 2) (Print: 8E: Holocaust: Memory & Meaning, SU2, L2, TE Step E p. 54–55, WJ pp. 24–25)</p> <p>8B: Liberty & Equality, SU5, L2, LO4–8, All Cards (Print: 8B: Liberty & Equality, SU5, L2, TE Step F p. 166, WJ pp. 86–95)</p> <p>8B: Liberty & Equality, SU2, L9, LO3, All Cards (Especially 3) (Print: 8B: Liberty & Equality, SU2, L9, TE Step X p. 54, WJ p. 40)</p>
<p>Standard 10</p> <p>Category Range of Reading and Level of Text Complexity</p> <p>Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Literature: 8.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.</p>	<p>Yes</p>	<p>Amplify students read regularly throughout the year, working with progressively more challenging literary texts. Almost all lessons include close reading activities and end with Solo reading comprehension assignments.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • Solos (Example: 8C: Science & Science Fiction, SU1, L2, LO10, All Cards) • Select Text Activities (Example: 8D: Shakespeare’s Romeo & Juliet, SU1, L1, LO4, All Cards) • Use the Text as Referee Activities (Example: 8D: Shakespeare’s Romeo & Juliet, SU1, L2, LO3, All Cards) • Other Close Reading Activities (Example: 8C: Science & Science Fiction, SU1, L5, LO4, All Cards)

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	<p>Informational Text: 8.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p>	Yes	<p>Amplify students read regularly throughout the year, working with progressively more challenging literary non-fiction and informational texts. Almost all lessons include close reading activities and end with Solo reading comprehension assignments.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • Solos (Example: 8A: Perspectives & Narrative, SU3, L4, LO9, All Cards) • Select Text Activities (Example: 8A: Perspectives & Narrative, SU3, L9, LO2–3, All Cards) • Use the Text as Referee Activities (Example: 8B: Liberty & Equality, SU1, L2, LO2, All Cards) • Other Close Reading Activities (Example: 8B: Liberty & Equality, SU1, L1, LO4, All Cards) 	
WRITING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
<p>Standard 1</p> <p>Category Text Types and Protocol</p> <p>Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>8.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. d. Use credible sources and demonstrate an understanding of the topic or source material. e. Craft an effective and relevant conclusion that supports the argument presented. f. Use precise language and content-specific vocabulary. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and 	Yes	<p>8.W.TTP.1</p> <p>8C: Science & Science Fiction, SU1, L11, LO6, All Cards (Especially 2) (Print: 8C: Science & Science Fiction SU1, L11, TE Step P2 p. 68, WJ p. 32)</p> <p>8D: Shakespeare's Romeo & Juliet, SU1, L5, LO5, All Cards (Especially 2) (Print: 8D: Shakespeare's Romeo & Juliet, SU1, L5, TE Step Y p. 71, WJ p. 17)</p> <p>8A: Perspectives & Narrative, SU3, L2, LO5, All Cards (Print: 8A: Perspectives & Narrative, SU3, L2, TE Step H p. 83, WJ p. 43)</p> <p>8E: Holocaust: Memory & Meaning, SU3, L2, LO5, All Cards</p>	

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	<p>concepts.</p> <p>h. Use varied sentence structure to enhance meaning and reader interest.</p> <p>i. Establish and maintain a formal style.</p>		<p>(Print: 8E: Holocaust: Memory & Meaning, SU3, L2, TE Step G p. 77, WJ p. 39)</p> <p>8.W.TTP.1.a 8A: Perspectives & Narrative, SU4, L4, LO6, All Cards (Print: 8A: Perspectives & Narrative, SU4, L4, TE Step M p. 125, SE pp. 673, WJ pp. 96–97)</p> <p>8D: Shakespeare's Romeo & Juliet, SU2, L1, LO6, All Cards (Print: 8D: Shakespeare's Romeo & Juliet, SU2, L1, TE Step C p. 132, WJ p. 38)</p> <p>8A: Perspectives & Narrative, SU4, L1, LO6 (All Cards) (Print: 8A: Perspectives & Narrative, SU4, L1, TE Step C p. 122, WJ p. 84)</p> <p>8C Science & Science Fiction, SU2, L2, LO4, All Cards (Print: 8C Science & Science Fiction, SU2, L1, TE Step C p. 94, WJ p. 56)</p> <p>8.W.TTP.1.b 8C: Science & Science Fiction, SU2, L1, LO4, All Cards (Print: 8C Science & Science Fiction, SU2, L1, TE Step C p. 94, WJ p. 56)</p> <p>8D: Shakespeare's Romeo & Juliet, SU2, L2, LO3, All Cards (Especially 3) (Print: 8D: Shakespeare's Romeo & Juliet, SU2, L2, TE Step E p. 133, SE p. 672, WJ pp. 40–41)</p> <p>8B: Liberty & Equality, SU2, L3, LO5, All Cards (Especially 1) (Print: 8B: Liberty & Equality, SU2, L3, TE Step I p. 39, WJ p. 21)</p> <p>8A: Perspectives & Narrative, SU4, L1, LO5, All Cards</p>
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			<p>(Print: Teacher directed to use digital lesson to access this activity.)</p> <p>8.W.TTP.1.c 8A: Perspectives & Narrative, SU4, L4, LO6, All Cards (Print: TE Step M p. 125, SE pp. 672–673, WJ pp. 96–97)</p> <p>8A: Perspectives & Narrative, SU4, L1, LO5, All Cards (Print: Teacher directed to use digital lesson to access this activity.)</p> <p>8D: Shakespeare’s Romeo & Juliet, SU2, L1, LO4–5, All Cards (Print: Teacher directed to use digital lesson to access this activity.)</p> <p>8C Science & Science Fiction, SU2, L1, LO4, All Cards (Especially 3-5) (Print: 8C Science & Science Fiction, SU2, L1, TE Step C p. 94, WJ p. 56)</p> <p>8.W.TTP.1.d 8F: The Space Race Collection: SU5, L1, LO4, All Cards (Print: 8F: The Space Race Collection: SU5, L1, TE Step C p. 146, WJ p. 70)</p> <p>8E: Holocaust: Memory & Meaning, SU3, L2, LO5, All Cards (Print: 8E: Holocaust: Memory & Meaning, SU3, L2, TE Step G p. 77, WJ p. 39)</p> <p>8D: Shakespeare’s Romeo & Juliet, SU2, L2, LO3, All Cards (Especially 3) (Print: 8D: Shakespeare’s Romeo & Juliet, SU2, L2, TE Step E p. 133, SE p. 672, WJ pp. 40–41)</p>
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			<p>8A: Perspectives & Narrative, SU4, L1, LO5, All Cards (Print: Teacher directed to use digital lesson to access this activity.)</p> <p>8.W.TTP.1.e 8C: Science & Science Fiction, SU2, L4, LO9, All Cards (Print: 8C: Science & Science Fiction, SU2, L5, TE Step N p. 97, SE p. 672, WJ p. 65)</p> <p>8D: Shakespeare's Romeo & Juliet, SU2, L5, LO3, All Cards (Print: 8D: Shakespeare's Romeo & Juliet, SU2, L5, TE Step N p. 136, SE p. 672, WJ p. 52)</p> <p>8C: Science & Science Fiction, SU1, L9, LO4, All Cards (Especially 5) (Print: 8C: Science & Science Fiction, SU1, L9, TE Step K2 p. 65–66, WJ pp. 28–29)</p> <p>8A: Perspectives & Narrative, SU4, L5, LO4, All Cards (Print: 8A: Perspectives & Narrative, SU4, L5, TE Step N p. 126, SE p. 672, WJ p. 98)</p> <p>8.W.TTP.1.f 8B: Liberty & Equality, SU2, L6, LO4–5, All Cards (Print: 8B: Liberty & Equality, SU2, L6, TE Steps N and O p. 44, WJ pp. 27–29)</p> <p>8C: Science & Science Fiction, SU3, L2, LO4, All Cards (Print: 8C: Science & Science Fiction, SU3, L2 TE Step G p. 137, WJ p. 79)</p> <p>8D: Shakespeare's Romeo & Juliet, SU1, L14, LO6, All Cards (Especially 2) (Print: 8D: Shakespeare's Romeo & Juliet, SU1, L14, TE Step N3 p. 114, WJ p. 30)</p>
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			<p>8.W.TTP.1.g 8C: Science & Science Fiction, SU2, L5, LO4, All Cards (Print: 8C: Science & Science Fiction, SU2, L5, TE Step O p. 97, SE p. 673, WJ p. 66)</p> <p>8A: Perspectives & Narrative, SU4, L5, LO5, All Cards (Especially 1) (Print: 8A: Perspectives & Narrative, SU4, L5, TE Step O p. 126, SE p. 673, WJ p. 99)</p> <p>8D: Shakespeare's Romeo & Juliet, SU2, L5, LO4, All Cards (Especially 1) (Print: 8D: Shakespeare's Romeo & Juliet, SU2, L5, TE Step O p. 136, SE p. 673, WJ pp. 53–55)</p> <p>8C: Science & Science Fiction, SU2, L4, LO5–6, All Cards</p> <p>8.W.TTP.1.h Mastering Conventions Two: Unit 3, Skill Drill 13a, p. 180–182</p> <p>Mastering Conventions Two: Unit 3, Skill Drill 13b, p. 185–187</p> <p>8C: Science & Science Fiction, SU1, L16, and all Flex Days, Teacher Materials, Grammar Revision Assignments, Third Revision Assignment (Print: Teacher directed to use digital lesson.)</p> <p>8C: Science & Science Fiction, SU2, L2, LO5, All Cards (Print: 8C: Science & Science Fiction, SU2, L5, TE Step P p. 97, WJ pp. 69–70)</p>
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			<p>8.W.TTP.1.i 8A: Perspectives & Narrative, SU4, L5, LO6, All Cards (Especially 1) (Print: 8A: Perspectives & Narrative, SU4, L5, TE Step P p. 126, WJ pp. 102–103)</p> <p>8D: Shakespeare's Romeo & Juliet, SU2, L5, LO5, All Cards (Print: 8D: Shakespeare's Romeo & Juliet, SU2, L5, TE Step P p. 136, SE p. 674, WJ pp. 56–57)</p> <p>8B: Liberty & Equality, SU2, L12, LO2, All Cards (Especially 1) (Print: 8B: Liberty & Equality, SU2, L12, TE Step C2 p. 60-61, WJ pp. 47–48)</p> <p>8C: Science & Science Fiction, SU1, L9, LO4, All Cards (Print: 8C: Science & Science Fiction, SU1, L9, TE Step K2 pp. 65–66, WJ pp. 28–29)</p> <p>Mastering Conventions Three, Unit 5, L18–19, p. 244–253 (Formal and Informal Writing Styles: Code-Switching)</p>
<p>Standard 2</p> <p>Category Text Types and Protocol</p> <p>Cornerstone Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>8.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, 	<p>Yes</p>	<p>8.W.TTP.2 8B: Liberty & Equality, SU2, L2, LO4, All Cards (Especially 2) (Print: 8B: Liberty & Equality, SU2, L2, TE Step F p. 35, WJ p. 18)</p> <p>8F: The Space Race Collection, SU4, L3, LO6, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>8D: Shakespeare's Romeo & Juliet, SU1, L11, LO5, All Cards (Especially 2) (Print: 8D: Shakespeare's Romeo & Juliet, SU1, L11, TE Step X2 p. 91, WJ p. 24)</p>

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	<p>quotations, or other information and examples.</p> <p>d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</p> <p>e. Craft an effective and relevant conclusion.</p> <p>f. Include formatting, graphics, and multimedia when appropriate.</p> <p>g. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use precise language and domain-specific vocabulary.</p> <p>i. Use varied sentence structure to enhance meaning and reader interest.</p> <p>j. Establish and maintain a formal style.</p>		<p>8E: Holocaust: Memory & Meaning, SU6, L2, LO4, All Cards (Print: 8E: Holocaust: Memory & Meaning, SU6, L2, TE Step E p. 137, SE p. 672, WJ pp. 74–75)</p> <p>8.W.TTP.2.a/b 8F: The Space Race Collection SU5, L8, LO2, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>8E: Holocaust: Memory & Meaning, SU6, L4, LO6, All Cards (Print: 8E: Holocaust: Memory & Meaning, SU6, L4, TE Step M p. 139, SE p. 673, WJ pp. 84–85)</p> <p>8B: Liberty & Equality, SU6, L4, LO7, All Cards (Print: 8B: Liberty & Equality, SU6, L4, TE Step M pp. 185, SE pp. 673, WJ pp. 124–125)</p> <p>8F: The Space Race Collection, SU5, L2, LO5, All Cards (Print: 8F: The Space Race Collection, SU5, L2, TE Steps F and G p. 147, WJ pp. 71–72)</p> <p>8.W.TTP.2.c/d 8A: Perspectives & Narrative, SU3, L6, LO4, All Cards (Especially 2) (Print: 8A: Perspectives & Narrative, SU3, L6, TE Step W p. 98, WJ p. 60)</p> <p>8B: Liberty & Equality, SU6, L2, LO3, All Cards (Especially 1, 2) (Print: 8B: Liberty & Equality, SU6, L2, TE Step E p. 183, SE p. 672, WJ pp. 114–115)</p> <p>8E: Holocaust: Memory & Meaning, SU6, L4, LO4, All Cards</p>
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			<p>(Print: 8E: Holocaust: Memory & Meaning, SU6, L4, TE Step K p. 139, WJ pp. 81–82)</p> <p>8E: Holocaust: Memory & Meaning, SU6, L2, LO4, All Cards (Especially 3) (Print: 8E: Holocaust: Memory & Meaning, SU6, L2, TE Step E p. 137, SE p. 672, WJ pp. 74–75)</p> <p>8.W.TTP.2.e 8B: Liberty & Equality, SU6, L5, LO3, All Cards (Print: 8B: Liberty & Equality, SU6, L5, TE Step N p. 186, SE p. 672, WJ p. 126)</p> <p>8E: Holocaust: Memory & Meaning, SU6, L5, LO4, All Cards (Print: 8E: Holocaust: Memory & Meaning, SU6, L5, TE Step N p. 140, SE p. 672, WJ p. 86)</p> <p>8F: The Space Race Collection, SU5, L4, LO7, All Cards (Print: 8F: The Space Race Collection, SU5, L4, TE Step N p. 149, WJ p. 80)</p> <p>8F: The Space Race Collection, SU5, L5, LO4, All Cards (Print: 8F: The Space Race Collection, SU5, L5, TE Step O p. 150, SE p. 677, WJ pp. 81–82)</p> <p>8.W.TTP.2.f 8F: The Space Race Collection SU5, L8, LO2, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>8F: The Space Race Collection, SU3, L2, LO2–3, All Cards (Print: 8F: The Space Race Collection, SU3, L2, TE Steps D and E, p. 122–124, WJ pp. 53–54)</p>
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			<p>8.W.TTP.2.g 8E: Holocaust: Memory & Meaning, SU6, L5, LO5, All Cards (Especially 1) (Print: 8E: Holocaust: Memory & Meaning, SU6, L5, TE Step O p. 140, SE p. 673, WJ p. 87)</p> <p>8B: Liberty & Equality, SU6, L4, LO4–5, All Cards</p> <p>8B: Liberty & Equality, SU6, L5, LO4, All Cards (Especially 1) (Print: 8B: Liberty & Equality, SU6, L5, TE Step O p. 186, SE p. 673, WJ pp. 127–128)</p> <p>8F: The Space Race Collection SU5, L4, LO4, All Cards (With Informational Essay Option) (Print: 8F: The Space Race Collection SU5, L4, TE Step L p. 149, WJ pp. 78–79)</p> <p>8.W.TTP.2.h 8B: Liberty & Equality, SU5, L3, LO6, All Cards (Especially 2) (Print: 8B: Liberty & Equality, SU5, L3, TE Step K p. 172, WJ p. 100)</p> <p>8D: Shakespeare's Romeo & Juliet, SU1, L2, LO4, Card 2 (Print: 8D: Shakespeare's Romeo & Juliet SU1, L2, LO4, TE Step H p. 52, WJ p. 10)</p> <p>8E: Holocaust: Memory & Meaning SU6, L2, LO4, All Cards (Especially 3) (Print: 8E: Holocaust: Memory & Meaning, SU6, L2, TE Step E p. 137, SE p. 672, WJ pp. 74–75)</p> <p>8B: Liberty & Equality, SU4, L1, LO5, All Cards (Print: 8B: Liberty & Equality, SU4, L1, TE Step C p. 135, WJ p. 77)</p>
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			<p>8.W.TTP.2.i Mastering Conventions Two: Unit 3, Skill Drill 13A, p. 180–182</p> <p>Mastering Conventions Two: Unit 3, Skill Drill 13B, p. 185–187</p> <p>Mastering Conventions One: Unit 2, Skill Drill 13A, p. 179, What to Do</p> <p>8C: Science & Science Fiction, SU1, L16 (and all Flex Days) Teacher Materials, Grammar Revision Assignments, Third Revision Assignment</p> <p>8.W.TTP.2.j 8E: Holocaust: Memory & Meaning, SU6, L5, LO6, All Cards (Print: 8E: Holocaust: Memory & Meaning, SU6, L5, TE Step P p. 140, WJ pp. 90–91)</p> <p>8B: Liberty & Equality, SU6, L5, LO5, All Cards (Especially 1) (Print: 8B: Liberty & Equality, SU6, L5, TE Step P p. 186, SE p. 674, WJ pp. 130–131)</p> <p>8F: The Space Race Collection, SU5, L5, LO5, All Cards (Print: 8F: The Space Race Collection, SU5, L5, TE Step P p. 150, SE p. 678, WJ pp. 83–84)</p> <p>Mastering Conventions Three, Unit 5, L18–19, p. 244–253 (Formal and Informal Writing Styles: Code-Switching)</p>
<p>Standard 3</p> <p>Category</p>	<p>8.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective</p>	<p>Yes</p>	<p>8.W.TTP.3 8F: The Space Race Collection, SU3, L2, LO3, All Cards (Print: 8F: The Space Race Collection</p>

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<p>Text Types and Protocol</p> <p>Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>	<p>techniques, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters. Organize an event sequence that unfolds naturally and logically. Create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 		<p>SU3, L2, TE Step E p. 124, WJ pp. 53–54)</p> <p>8A: Perspectives & Narrative, SU3, L7, LO5, All Cards (Print: 8A: Perspectives & Narrative, SU3, L7, TE Step A2 p. 107, WJ p. 64)</p> <p>8C: Science & Science Fiction, SU1 L6, LO3, All Cards (Especially 2) (Print: 8C: Science & Science Fiction, SU1 L6, TE Step X p. 49, WJ p. 21)</p> <p>8A: Perspectives & Narrative, SU2, L4, LO5, All Cards (Especially 2) (Print: 8A: Perspectives & Narrative, SU2, L4, TE Step V p. 30, WJ p. 18)</p> <p>8.W.TTP.3.a/b 8A: Perspectives & Narrative, SU3, L10, LO3, All Cards (Especially 1) (Print: 8A: Perspectives & Narrative, SU3, L10, TE Step J2 p. 115, WJ pp. 77–78)</p> <p>8G: Advanced Story Writing, SU1, L2, p. 41</p> <p>8A: Perspectives & Narrative, SU3, L9, LO4, All Cards (Print: 8A: Perspectives & Narrative, SU3, L9, TE Step H2 p. 113, WJ pp. 74–76)</p> <p>8G: Advanced Story Writing SU2, L11, Writing pp. 71–73</p> <p>8G: Advanced Story Writing, SU3, L18, Writing pp. 101–104</p> <p>8.W.TTP.3.c 8G, Advanced Story Writing, SU2, L14, Writing pp. 80–83</p>
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			<p>8G: Advanced Story Writing, SU3, L22, pp.117–120</p> <p>8A: Perspectives & Narrative, SU3, L4, LO2–3, All Cards (Print: 8A: Perspectives & Narrative, SU3, L4, TE Steps M and N pp. 87–88, WJ pp. 48–49)</p> <p>8A: Perspectives & Narrative, SU2, L1, LO3, TOLO2, and LO4 (Print: 8A: Perspectives & Narrative, SU2, L1, TE Step A–C pp. 13–16, WJ p. 6)</p> <p>8.W.TTP.3.d 8A: Perspectives & Narrative, SU3, L10, LO6, All Cards (Especially 1) (Print: 8A: Perspectives & Narrative, SU3, L10, TE Step L2 p. 116, WJ pp. 77–78)</p> <p>8G: Advanced Story Writing: SU1, L7, p. 59</p> <p>8C: Science & Science Fiction, SU1, L6, LO3–4, All Cards (Print: 8C: Science & Science Fiction, SU1, L6, TE Steps X–Y p. 49, WJ pp. 20–22)</p> <p>8A: Perspectives & Narrative, SU2, L5, LO4, All Cards (Print: 8A: Perspectives & Narrative, SU2, L5, TE Step Z p. 32, WJ p. 22)</p> <p>8.W.TTP.3.e 8A: Perspectives & Narrative, SU3, L10, LO3, All Cards (Especially 1) (Print: 8A: Perspectives & Narrative, SU3, L10, TE Step J2 p. 115, WJ pp. 77–78)</p> <p>8G: Advanced Story Writing: SU3, L22, Targeted Instruction & Editing Guidelines. pp. 118–119</p>
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			<p>8G, Advanced Story Writing, SU2, L14, Writing pp. 80–83</p> <p>8.W.TTP.3.f 8A: Perspectives & Narrative, SU3, L10, LO7, All Cards (Especially 1) (Print: 8A: Perspectives & Narrative, SU3, L10, TE Step M2 p. 117, WJ p. 79)</p> <p>8G: Advanced Story Writing: SU3, L19, Writing Prompt p. 106</p> <p>8G, Advanced Story Writing: SU2, L14, p.81</p> <p>8.W.TTP.3.g 8E: Holocaust: Memory & Meaning, SU5, L1, LO4, All Cards (Print: 8E: Holocaust: Memory & Meaning, SU5, L1, TE Step C p. 129, WJ pp. 66–67)</p> <p>8A: Perspectives & Narrative, SU3, L10, LO5, All Cards (Print: 8A: Perspectives & Narrative, SU3, L10, TE Step L2 p. 116, WJ pp. 77–78)</p> <p>8B: Liberty & Equality, SU1, L1, LO5, All Cards (Especially 2) (Print: 8B: Liberty & Equality, SU1, L1, TE Step C p. 15, WJ p. 7)</p> <p>8A: Perspectives & Narrative, SU2, L7, LO5, All Cards (Print: 8A: Perspectives & Narrative, SU2, L7, TE Step G2 p. 25)</p>
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<p>Standard 4</p> <p>Category Production and Distribution of Writing</p> <p>Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>8.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Yes</p>	<p>8B: Liberty & Equality, SU6, L1, LO3, All Cards (Print: 8B: Liberty & Equality, SU6, L1, TE Step A p. 182, SE p. 672)</p> <p>8F: The Space Race Collection, SU3, L2, LO2–3, All Cards (Print: 8F: The Space Race Collection, SU3, L2, TE Step D pp. 122–123)</p> <p>8E: Holocaust: Memory & Meaning, SU6, L3, LO5, All Cards (Print: 8E: Holocaust: Memory & Meaning SU6, L3, TE Step H p. 138, SE p. 672, WJ pp. 76–77)</p> <p>8F: The Space Race Collection, SU5, L2, LO4, All Cards (Print: 8F: The Space Race Collection, SU5, L2, TE Step E p. 147)</p>
<p>Standard 5</p> <p>Category Production and Distribution of Writing</p> <p>Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>8.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 8.)</p>	<p>Yes</p>	<p>8D: Shakespeare's Romeo & Juliet, SU2, L4, LO3, All Cards (Print: 8D: Shakespeare's Romeo & Juliet SU2, L4, TE Step K p. 135, WJ pp. 47–49)</p> <p>8F: The Space Race Collection, SU5, L4, LO4, All Cards (Print: 8F: The Space Race Collection, SU5, L4, TE Step L p. 149, WJ pp. 78–79)</p> <p>8E: Holocaust: Memory & Meaning, SU6, L4, LO4, All Cards (Print: 8E: Holocaust: Memory & Meaning, SU6, L4, TE Step K p. 139, WJ pp. 81–82)</p> <p>8A: Perspectives & Narrative, SU2, L7, LO4–5, All Cards (Print: 8A: Perspectives & Narrative, SU2, L7, TE Step F2 and G2 pp. 38–40, WJ pp. 25–26)</p>
<p>Standard 6</p> <p>Category</p>	<p>8.W.PDW. 6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; present</p>	<p>Yes</p>	<p>8F: The Space Race Collection, SU5, L7, LO3, All Cards (Especially 1) (Print: Teacher directed to use digital lesson.)</p>

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<p>Production and Distribution of Writing</p> <p>Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.</p>		<p>8F: The Space Race Collection, SU3, L1, LO8, All Cards (Print: 8F: The Space Race Collection, SU3, L1, TE Step C p. 121, WJ p. 52)</p> <p>8F: The Space Race Collection, SU5, L1, LO4, All Cards (Print: 8F: The Space Race Collection, SU5, L1, TE Step C p. 146, WJ p. 70)</p> <p>8F: The Space Race Collection, SU2, L3, LO5–7 (Print: Teacher directed to use digital lesson.)</p>
<p>Standard 7</p> <p>Category Research to Build and Present Knowledge</p> <p>Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.</p>	<p>8.W.RBPK.7 Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>Yes</p>	<p>8F: The Space Race Collection, SU4, L2, LO5–6, All Cards (Print: 8F: The Space Race Collection, SU4, L2, TE Step H p. 139, WJ pp. 63–64)</p> <p>8B: Liberty & Equality, SU5, L2, LO8, All Cards (Print: 8B: Liberty & Equality, SU5, L2, TE Step F p. 166, WJ pp. 86–95)</p> <p>8F: The Space Race Collection, SU2, L3, LO6, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>8E: Holocaust: Memory & Meaning, SU6, L1, LO4, All Cards (Print: Teacher directed to use digital lesson to access this activity.)</p>
<p>Standard 8</p> <p>Category Research to Build and Present Knowledge</p> <p>Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</p>	<p>8.W.RBPK.8 Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Yes</p>	<p>8F: The Space Race Collection, SU1, L1, LO5, All Cards (Print: 8F: The Space Race Collection, SU1, L1, TE Step B p. 11, WJ p. 9)</p> <p>8F: The Space Race Collection, SU1, L3, LO3, All Cards (Print: 8F: The Space Race Collection, SU1, L3, TE Steps E and F pp. 13–14)</p> <p>8F: The Space Race Collection, SU5, L6, LO3, All Cards</p>

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				<p>(Print: 8F: The Space Race Collection. SU5, L6, TE Step T p. 151, SE P. 679, WJ pp. 83–84)</p> <p>8F: The Space Race Collection, SU5, L1, LO4, All Cards (Especially 1) (Print: 8F: The Space Race Collection, SU5, L1, TE Step C p. 146, WJ p. 70)</p>
<p>Standard 9</p> <p>Category Research to Build and Present Knowledge</p> <p>Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>8.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.</p>	Yes		<p>8F: The Space Race Collection, SU2, L2, LO3, All Cards (Print: 8F: The Space Race Collection, SU2, L2, TE Step G p. 98, WJ p. 36-41)</p> <p>8E: Holocaust: Memory & Meaning, SU6, L1, LO4–LO5, All Cards (Print: 8E: Holocaust: Memory & Meaning, SU6, L1, TE Steps B and C p. 136, WJ p. 72)</p> <p>8C: Science & Science Fiction, SU3, L1, LO5, All Cards (Especially 3) (Print: 8C: Science & Science Fiction, SU3 L1, TE Step D p. 133, WJ p. 76)</p> <p>8F: The Space Race Collection, SU4, L3, LO5–6, All Cards (Print: Teacher directed to use digital lesson.)</p>
<p>Standard 10</p> <p>Category Range of Writing</p> <p>Cornerstone Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>8.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	Yes		<p>Amplify students write in almost every lesson. Writing tasks range from short answer questions during reading activities, to 10–14 minute, on-demand writing activities, to multi-paragraph essays written over the course of several lessons in the Write an Essay Sub-units.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • Short Answer Activities (Example: 8B: Liberty & Equality, SU3, L2, LO2, All Cards) • Writing Activities (Example: 8D: Shakespeare’s Romeo & Juliet, SU1, L5, LO5, All Cards) • Essay Sub-units (Example: 8C: Science & Science Fiction, SU2, Write an Essay)

SPEAKING AND LISTENING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
<p>Standard 1</p> <p>Category Comprehension and Collaboration</p> <p>Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.</p>	<p>8.SL.CC.1 Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p>	Yes		<p>8E: Holocaust: Memory & Meaning, SU3, L3, LO5, All Cards (Print: 8E: Holocaust: Memory & Meaning, SU3, L3, TE Step J p. 88, WJ pp. 48–49)</p> <p>8E: Holocaust: Memory & Meaning, SU4, L4, LO4, All Cards (Print: 8E: Holocaust: Memory & Meaning, SU4, L4, TE Step F p. 121, WJ p. 61)</p> <p>8B: Liberty & Equality, SU2, L14, LO5, All Cards (Print: 8B: Liberty & Equality, SU2, L14, TE Step M2 p. 73)</p> <p>8B: Liberty & Equality, SU6, L5, LO7, All Cards (Print: 8B: Liberty & Equality, SU6, L5, (Print: TE Step P p. 186, SE p. 674, WJ pp. 130–131)</p> <p>8C: Science & Science Fiction, SU1, L15, LO4, All Cards (Print: 8C: Science & Science Fiction, SU1, L15, TE Step E p. 81-82, WJ pp. 45–46)</p> <p>8E: Holocaust: Memory & Meaning, SU2, L1, LO4, All Cards (Especially 2) (Print: 8E: Holocaust: Memory & Meaning, SU2, L1, TE Step C p. 53, WJ pp. 20–21)</p> <p>8B: Liberty & Equality, SU2, L1, LO5, All Cards (Especially 3) (Print: 8B: Liberty & Equality, SU2, L1, TE Step C p. 33, WJ p. 13)</p>
<p>Standard 2</p> <p>Category Comprehension and Collaboration</p>	<p>8.SL.CC.2 Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.</p>	Yes		<p>8D: Shakespeare's Romeo & Juliet, SU1, L10, LO3, All Cards (Print: 8D: Shakespeare's Romeo & Juliet, SU1, L10, TE Step O2 pp. 83–84)</p>

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<p>Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p>			<p>8E: Holocaust: Memory & Meaning, SU3, L1, LO2, All Cards (Print: 8E: Holocaust: Memory & Meaning, SU3, L1, TE Step A p. 63-65, SE pp. 466–467, WJ p. 30)</p> <p>8A: Perspective & Narrative, SU2, L3, LO4, All Cards (Print: 8A: Perspectives & Narrative, SU2, L3, TE Step O p. 26, WJ p. 11)</p> <p>8E: Holocaust: Memory & Meaning SU2, L1, LO4, All Cards (Print: 8E: Holocaust: Memory & Meaning SU2, L1, TE Step C p. 53, WJ pp. 20–21)</p>
<p>Standard 3</p> <p>Category Comprehension and Collaboration</p> <p>Cornerstone Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>8.SL.CC.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.</p>	<p>Yes</p>	<p>8C: Science & Science Fiction, SU1, L9, LO5, All Cards (Print: 8C: Science & Science Fiction, SU1, L9, TE Step L2 p. 66, WJ p. 30)</p> <p>8B: Liberty & Equality, SU2, L3, LO4, All Cards (Especially 1) (Print: 8B: Liberty & Equality, SU2, L3, TE Step I p. 39, WJ p. 21)</p> <p>8C: Science & Science Fiction, SU1, L15, LO4–5, All Cards (Print: 8C: Science & Science Fiction, SU1, L15, TE Step E2 and F2 pp. 81–82, WJ pp. 45–46)</p> <p>8F: The Space Race Collection, SU4, L2, LO3, All Cards (Especially 3) (Print: 8F: The Space Race Collection, SU4, L2, TE Step F p. 138, WJ pp. 59–60)</p>
<p>Standard 4</p> <p>Category Presentation of Knowledge and Ideas</p> <p>Cornerstone</p>	<p>8.SL.PKI.4 Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Yes</p>	<p>8F: The Space Race Collection, SU5, L8, LO3, Cards 1–2 (Print: Teacher directed to use digital lesson.)</p> <p>8B: Liberty & Equality, SU5, L4, LO4, Cards 1–2 (Especially 2)</p>

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<p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</p>			<p>(Print: 8B: Liberty & Equality, SU5, L4, TE Step N p. 175, WJ pp. 104–107)</p> <p>8C: Science & Science Fiction, SU1, L9, LO4–5, All Cards (Print: 8C: Science & Science Fiction, SU1, L9, TE Step K2 and L2 pp. 65–66, WJ pp. 28–30)</p> <p>8C: Science & Science Fiction, SU1, L15, LO4–5, All Cards (Print: 8C: Science & Science Fiction, SU1, L15, TE Step E2 and F2 pp. 81–82, WJ pp. 45–46)</p>
<p>Standard 5</p> <p>Category Presentation of Knowledge and Ideas</p> <p>Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>8.SL.PKI.5 Integrate multimedia and visual displays into presentations to clarify information, to strengthen claims and evidence, and to add interest.</p>	<p>Yes</p>	<p>8F: The Space Race Collection, SU5, L7, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>8E: Holocaust: Memory & Meaning, SU4, L2, LO6, All Cards (Print: Teacher directed to use digital lesson.)</p> <p>8F: The Space Race Collection, SU5, L8, LO3, All Cards (Print: Teacher directed to use digital lesson.)</p>
<p>Standard 6</p> <p>Category Presentation of Knowledge and Ideas</p> <p>Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>8.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Yes</p>	<p>8C: Science & Science Fiction, SU1, L5, LO8, All Cards (Especially 1) (Print: 8C: Science & Science Fiction, SU1, L5, TE Step U p. 46, WJ p. 15)</p> <p>8C: Science & Science Fiction, SU1, L7, LO4–5, All Cards (Especially 1, 10) (Print: 8C: Science & Science Fiction, SU1, L7, TE Steps A2 & B2 pp. 50–60)</p> <p>8D: Shakespeare's Romeo & Juliet, SU1, L10, LO4–5, All Cards (Print: 8D: Shakespeare's Romeo & Juliet, SU1, L10, TE Steps P2 and Q2 pp. 84–85)</p> <p>8B: Liberty & Equality, SU2, L12, LO3–5, All Cards</p>

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				(Print: 8B: Liberty & Equality, SU2, L12, TE Steps D2–F2 pp. 63–67, WJ pp. 46, 49–52)
FOUNDATIONAL LITERACY STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
<p>Standard 6</p> <p>Category Sentence Composition</p> <p>Cornerstone Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p>	<p><i>The Foundational Literacy standards appear only in grades K-5. However, the sentence compositions skills outlined in FL.SC.6 are reinforced in the high school grade levels as they are applied to increasingly sophisticated contexts.</i></p> <p><i>See the K-12 Foundational Literacy and Language Progression chart for additional information.</i></p>	Yes		Amplify students continue to develop the sentence composition skills laid out in FL.SC.6 as they practice towards mastery of the conventions of standard English standards in grades 6–8. There are extensive opportunities for grammar practice during Flex Days, the Grammar Unit, and in Mastering Conventions 1, 2, and 3.
LANGUAGE STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
<p>Standard 1</p> <p>Category Conventions of Standard English</p> <p>Cornerstone Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>8.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.</p> <ol style="list-style-type: none"> When reading or listening, analyze the use of phrases and clauses within a larger text. When reading or listening, explain the function of verbs. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text. When writing or speaking, produce and use varied voice and mood of verbs. 	Yes		<p>8.L.CSE.1 Grammar Unit, Sub-unit 1, Lesson 5: Defining the Complete Sentence II</p> <p>Mastering Conventions One: Unit 1, Lesson 3, p. 41 (Defining and Identifying Nouns)</p> <p>Mastering Conventions One: Unit 1, Lesson 6, p. 77 (Defining and Identifying Verbs)</p> <p>Mastering Conventions One: Unit 1, Lesson 10, p. 142 (Defining and Identifying Adjectives)</p> <p>8.L.CSE.1.a 8D: Shakespeare’s Romeo & Juliet, SU1, L2, LO4, All Cards (Print: 8D: Shakespeare’s Romeo & Juliet, SU1, L2, TE Step H p. 52, WJ p. 10)</p>

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			<p>8E: Holocaust: Memory & Meaning, SU2, L2, LO4, All Cards (Especially 1) (Print: 8E: Holocaust: Memory & Meaning, SU2, L2, TE Step E p. 54–55, WJ pp. 24–25)</p> <p>8A: Perspectives & Narrative, SU3, L5, LO3, All Cards (Print: 8A: Perspectives & Narrative, SU3, L5, TE Step S p. 96, WJ p. 56)</p> <p>8B: Liberty & Equality, SU3, L1, LO2, All Cards (Especially 2) (Print: 8B: Liberty & Equality, SU3, L1, TE Step A p. 94, WJ pp. 62–63)</p> <p>8.L.CSE.1.b Grammar Unit, SU 1, Lesson 6, LO4, Verbals, All Cards</p> <p>Mastering Conventions Two: Unit 2, Lesson 9, p. 123 (Identifying Participles)</p> <p>Mastering Conventions Three: Unit 2, Lesson 6, p. 62 (Introducing Infinitives)</p> <p>Mastering Conventions Three: Unit 2, Lesson 9, p. 98 (Identifying Different Verb Tenses—Past, Present, And Future)</p> <p>Mastering Conventions Three: Unit 2, Lesson 5, p. 58 (Reviewing Gerunds and How They Act Like Nouns)</p> <p>8.L.CSE.1.c Mastering Conventions Three: Unit 1, Lesson 1, p. 16 (Reviewing Subjects and Predicates)</p> <p>8C: Science & Science Fiction, SU1, L5, LO6-7, All Cards (Print: 8C: Science & Science Fiction, SU1, L5, TE Step T pp. 42–46, WJ pp. 13–14)</p>
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			<p>Grammar Unit: SU 1, Lesson 5, LO6: Revision: Subject and Predicate</p> <p>Grammar Unit: SU 2, Lesson 6, LO6: Revision: Modifiers and Dependent Clauses</p> <p>Grammar Unit: SU 2, Lesson 7, LO6: Revision: Modifiers and Dependent Clauses</p> <p>8.L.CSE.1.d Grammar Unit: SU 6, L1: Verb Mood</p> <p>Mastering Conventions Three: Unit 3, Lesson 13, p. 170</p> <p>Grammar Unit: SU 6, Lesson 2: Verb Modals and Subjunctive Mood</p> <p>8.L.CSE.1.e Grammar Unit, SU 6, Lesson 3: Active and Passive Voice</p> <p>Mastering Conventions Three: Unit 3, Lesson 12, p. 154</p>
<p>Standard 2</p> <p>Category Conventions of Standard English</p> <p>Cornerstone Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>8.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.</p>	<p>Yes</p>	<p>8A: Perspectives & Narrative, SU4, L5, LO6, All Cards (Especially 1) (Print: 8A: Perspectives & Narrative, SU4, L5, TE Step P p. 126, SE p. 674, WJ pp. 102–103)</p> <p>Mastering Conventions One: Unit 1, Skill Drill 2C, p. 33 Capitalizing and Punctuating Sentences and Skill Drill 2D: Capitalizing and Punctuating Sentences, p. 37</p> <p>Mastering Conventions Three: Unit 4 Lesson 17, p. 231 Punctuating and Formatting Block Quotes</p>

			<p>Mastering Conventions Three: Unit 4, Lesson 14, p. 194 Reviewing, Finding, and Fixing Comma Errors With Adjectives</p> <p>Grammar Unit, Sub-unit 7, Lesson 1, LO4, All Cards: Indicating a Pause or a Break</p> <p>Mastering Conventions Three: Unit 4, L15, p. 207 Use Punctuation to Indicate a Pause or Break</p> <p>Grammar Unit, Sub-unit 7, Lesson 1, LO5, All Cards: Indicating an Omission</p> <p>8A, SU4, L5, LO6, All Cards (Especially 1) (Print: 8A, SU4, L5, TE Step P p. 126, SE p. 674, WJ pp. 102–103)</p> <p>8B: Liberty & Equality, SU6, L5, LO5, All Cards (Especially 1) (Print: 8B: Liberty & Equality, SU6, L5, TE Step P p. 186, SE p. 674, WJ pp. 130–131)</p>
<p>Standard 3</p> <p>Category Knowledge of Language</p> <p>Cornerstone Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>8.L.KL.3 When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.</p>	Yes	<p>8B: Liberty & Equality, SU2, L12, LO2, All Cards (Print: 8B: Liberty & Equality, SU2, L12, TE Step C2 pp. 60–62, WJ pp. 47–48)</p> <p>8D: Shakespeare's Romeo & Juliet, SU1, L10, LO5–6, All Cards (Print: 8D: Shakespeare's Romeo & Juliet, SU1, L10, TE Step Q2 and R2, pp. 85–86, WJ pp. 21–23)</p> <p>8B: Liberty & Equality, SU2, L1, LO4, All Cards (Print: 8B: Liberty & Equality, SU2, L1, TE Step B p. 32, WJ p. 12)</p>
<p>Standard 4</p> <p>Category Vocabulary Acquisition and Use</p> <p>Cornerstone</p>	<p>8.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.</p>	Yes	<p>8.L.VAU.4 Vocab App: "manifested" Narrative Multiple Choice activities - May I, Zombie https://vocabulary.amplify.com/#/mayi/15165 https://vocabulary.amplify.com/#/zombie/15287</p>

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<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<ul style="list-style-type: none"> a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase. 		<p>Vocab App: "attained" Narrative Multiple Choice activities - Horoscope, May I https://vocabulary.amplify.com/#/horoscope/9495 https://vocabulary.amplify.com/#/mayi/9501</p> <p>8.L.VAU.4.a Vocab App: "abhorrence" Narrative Multiple Choice activities - Zombie, Keisha https://vocabulary.amplify.com/#/zombie/17326 https://vocabulary.amplify.com/#/keisha/17322</p> <p>Vocab App: "schemes" Narrative Multiple Choice activities - Hashtag, Blind Item https://vocabulary.amplify.com/#/hashtag/9498 https://vocabulary.amplify.com/#/blinditem/9500</p> <p>8.L.VAU.4.b Vocab App: "dynamic" Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/3053</p> <p>Vocab App: "amphibious" Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/4319</p> <p>8.L.VAU.4.c Vocab App: "degraded" ReDictionary activity https://vocabulary.amplify.com/#/redictionary/144500</p> <p>Vocab App: "immunity" ReDictionary activity https://vocabulary.amplify.com/#/redictionary/144551</p> <p>8.L.VAU.4.d Vocab App: "dynamic" Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/3053</p> <p>Vocab App: "amphibious" Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/4319</p>
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<p>Standard 5</p> <p>Category Vocabulary Acquisition and Use</p> <p>Cornerstone Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>8.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.</p>	<p>Yes</p>	<p>Vocab App: "subversion" Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/2106 https://vocabulary.amplify.com/#/ordersynonyms/2109 https://vocabulary.amplify.com/#/findantonyms/2107 https://vocabulary.amplify.com/#/orderantonyms/2108</p> <p>Vocab App: "accurate" Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/2025 https://vocabulary.amplify.com/#/ordersynonyms/2023 https://vocabulary.amplify.com/#/findantonyms/2022 https://vocabulary.amplify.com/#/orderantonyms/2024</p> <p>Vocab App: "authentic" Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/2027 https://vocabulary.amplify.com/#/ordersynonyms/2028 https://vocabulary.amplify.com/#/findantonyms/2029 https://vocabulary.amplify.com/#/orderantonyms/2026</p> <p>Vocab App: "sundered" Synonym & Antonym activities https://vocabulary.amplify.com/#/findsynonyms/2078 https://vocabulary.amplify.com/#/ordersynonyms/2079 https://vocabulary.amplify.com/#/findantonyms/2080 https://vocabulary.amplify.com/#/orderantonyms/2081</p>
<p>Standard 6</p> <p>Category Vocabulary Acquisition and Use</p> <p>Cornerstone Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>8.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Yes</p>	<p>Vocab App: "pre-eminence" Two of a Kind activity https://vocabulary.amplify.com/#/analogy/144620</p> <p>Vocab App: "subversion" Narrative Multiple Choice activities - May I, Hashtag https://vocabulary.amplify.com/#/mayi/17275 https://vocabulary.amplify.com/#/hashtag/17280</p>

Additional comments on alignment to ELA standards:		
<p>Materials meet at least 90% alignment with Section II: ELA Standards.</p> <p>This means that <u>no more than 4</u> boxes were marked “No” in Section II. <u>If more than 4 “no”</u> boxes are marked “no”, then this program does <u>not</u> pass.</p> <p><i>(Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked “no” for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)</i></p>	Yes	No
	Yes	

SECTION III

High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks

Materials meet **at least 80%** of indicators in Section III.

Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.

Indicator Indicator	Yes	No	Evidence/Notes
<p>a. Units are built around a concept, topic, or theme, and include essential questions and enduring understandings.</p>	<p>Yes</p>		<p>Each grade in Amplify ELA includes six core text-based units, two to three immersive learning experiences called Quests, and a dedicated Story Writing unit. Each unit is designed around a topic or core text and includes activities that support students in analyzing the text and wrestling with essential questions.</p> <p>8A Perspectives & Narrative Topic/theme: Representing experience through narrative Essential questions: What techniques do writers use to build a narrative? How do writers express ideas and perspectives through writing? How can we analyze texts in order to become better writers?</p> <p>8B Liberty & Equality Topic/theme: The idea that "all men are created equal" in American history Essential questions: What does it mean to be American? How did slavery impact other systems in American society? How did the understanding of equality change over time?</p> <p>8C Science & Science Fiction Topic/theme: Science and society Essential questions: What role does society play in shaping the individual? What does it mean to be human? What important contributions have women made to our understanding of science and technology?</p>

		<p>8D Shakespeare's Romeo & Juliet Topic/theme: The power of love and hate Essential questions: What strategies can help unlock the meaning of challenging readings? How does social identity affect our lives? Which force is greater: love or hate?</p> <p>8E Holocaust: Memory & Meaning Topic/theme: The progression towards genocide Essential questions: What strategies did the Nazis use to control and destroy Jewish communities? How did Jews respond to the events of the Holocaust? How do survivors and others preserve the memory of the Holocaust?</p> <p>8F The Space Race Collection Topic/theme: The competition between the superpowers Essential questions: How did the competition between the US and USSR play out in the Space Race? Who were the men and women who explored space during the Cold War? How can research be used to answer important questions?</p>
<p>b. Each <u>lesson</u> integrates two or more strands of the Tennessee English Language Arts standards.</p>	<p>Yes</p>	<p>Amplify ELA lessons challenge and support students' work across standards as they read, analyze, discuss and write about complex texts. In particular, the Amplify program identifies writing as a primary mode of understanding and analyzing texts, so > 70% of core lessons that target a TN reading standard strand also contain a 10–12 minute writing prompt where students further their analytic reading work through evidentiary- based writing. Academic discussion is another key mode of analytic reading within Amplify, providing continual practice with the Speaking and Listening strand. Furthermore, lessons designed to emphasize particular standards from the Speaking and Listening strand integrate strong reading and writing practice; in these lessons, students practice debating, conduct Socratic seminars, or engage in fishbowl discussions all centered around the core texts. Finally, each core lesson provides time for students to work in the Amplify Vocab App, where students develop key text-based vocabulary while practicing key TN language standards.</p> <p>Amplify wants to make sure that teachers can clearly identify the key standards and strands within each lesson as they plan instruction and support student practice. All standards are clearly listed in the Teacher Lesson Brief, with the key standards further identified as <i>focus standards</i></p>

		<p>within the Instructional Guide at point of use. By clearly identifying the focus standard for each strand, the teacher can easily understand which 2-3 strands are most evident in that lesson and which activities contain instruction aligned to each particular strand.</p> <p>Where to look:</p> <p>Integration of reading and writing strands:</p> <ul style="list-style-type: none"> ● 8A: Perspectives & Narrative, SU3, L8 ● 8B: Liberty & Equality, SU2, L8 ● 8E: Holocaust: Memory & Meaning, SU4, L3 <p>Integration of reading and speaking and listening strands:</p> <ul style="list-style-type: none"> ● 8C: Science & Science Fiction, SU1, L9 ● 8B: Liberty & Equality, SU2, L12 ● 8D: Shakespeare's Romeo & Juliet, SU1, L10 <p>Integration of reading and language strands:</p> <ul style="list-style-type: none"> ● 8B: Liberty & Equality, SU2, L2 ● 8C: Science & Science Fiction, SU1, L1 ● 8D: Shakespeare's Romeo & Juliet: SU1, L3 <p>Teacher information about key integrated standards/strands within a lesson:</p> <ul style="list-style-type: none"> ● 8B: Liberty & Equality, SU2, L4, LO2-5, Instructional Guide, Standards ● 8E: Holocaust: Memory & Meaning, SU3, L1, LO2-5 and 8, Instructional Guide, Standards ● 8F: The Space Race Collection, SU4, L2, LO2, 4, 6, and 8, Instructional Guide, Standards
<p>c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.</p>	<p>Yes</p>	<p>Rather than commissioned texts for Amplify ELA, the selections in the program are authentic, previously published texts, selected for their complexity and ability to elicit engagement and deep analysis. The texts include a balance of literary and informational texts across a variety of media and genres, including novels, plays, poetry, biographies, primary source documents, news articles, essays, memoirs, photos, and more.</p> <p>Where to look:</p>

		<p>8B: Liberty & Equality: <i>Narrative of the Life of Frederick Douglass</i>, by Frederick Douglass 8C: <i>Gris Grimly's Frankenstein</i>, by Mary Shelley & Gris Grimly 8E: Excerpt from <i>Night</i>, by Elie Wiesel 8D: <i>Romeo and Juliet</i>, by William Shakespeare</p>
<p>d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.</p>	<p>Yes</p>	<p>Rather than commission texts for Amplify ELA, the selections in the program are authentic, previously published texts, selected for their complexity and ability to elicit engagement and deep analysis. The texts represent a balance of literary and informational texts and include a rich representation of genres. Students focus on a range of high-quality non-fiction types, including essay, memoir, journals, and scientific and historic informational text. Students also work with texts across the range of literary genres, including full-length novels, plays, poetry, stories, and myths. Depending on the focus of the unit and lesson, students may complete a full-length text or focus on strategically placed excerpts.</p> <p>In addition, within each unit, Amplify provides student-facing Suggested Reading lists and teacher-facing Additional Reading Opportunities lists, which point students and teachers alike to fictional, informational, primary, and secondary texts connected to the ideas and topics within the unit.</p> <p>It is key to note that each student license provides access to the Amplify ELA digital library , which offers a curated collection of over 600 classic and contemporary texts that span a wide range of genres, topics, and cultural perspectives—a diversity meant to support students as they develop literacy skills and foster a lifelong love of reading. The far-reaching collection of books includes authors such as Walter Mosley, Zora Neale Hurston, and Guadalupe Garcia McCall, as well as profiles of figures such as Malala Yousafzai, Bessie Coleman, and Sonia Sotomayor. The Amplify Library also includes 15 curated Archives that each include 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</p>

		<p>direct students to explore them at any time. Text in the Amplify Library include Lexile levels, providing teachers with the ability to assign and recommend books according to this measure of text complexity (note that certain text types—e.g. plays and poetry—cannot be assigned a Lexile level).</p> <p>Where to look:</p> <p>Balance of Literary and Informational:</p> <p>Within a unit:</p> <ul style="list-style-type: none"> • 8C: Science & Science Fiction <p>Across the grade:</p> <ul style="list-style-type: none"> • 8A: Perspectives & Narrative • 8D: Shakespeare's Romeo & Juliet <p>Full-length texts and strategic excerpts:</p> <ul style="list-style-type: none"> • Grade 8: Liberty & Equality: Unit Overview, section: Reading and Writing Assignments • Grade 8: Holocaust: Memory & Meaning: Unit Overview, section: Reading and Writing Assignments <p>Suggestions for additional reading opportunities:</p> <ul style="list-style-type: none"> • 8C: Science & Science Fiction, Unit Overview, section: Additional Reading Opportunities • 8D: Shakespeare's Romeo & Juliet, Unit Overview, section: Additional Reading Opportunities
<p>e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.</p>	<p>Yes</p>	<p>The core texts in Amplify ELA reflect the range of cultures and experiences of today's adolescents while targeting relevant themes. During the year, students examine culture and adolescence through a range of lenses. When reading Amy Tan's narrative, "Fish Cheeks," students discover a young immigrant protagonist wrestling with an outsider perspective. Then, after a deep dive into slavery and its legacy through a reading of <i>Narrative of the Life of Frederick Douglass</i>, students compare his experience to that of Harriet Ann Jacobs's in her memoir <i>Incidents in the Life of a Slave Girl</i>. And as they work their way through The Holocaust: Memory & Meaning unit, students closely read a series of texts that explore identity, intolerance, and the</p>

		<p>Jewish experience of the Holocaust and its aftermath, including firsthand accounts from young Germans who survived it.</p> <p>The Amplify Library includes a selection of more than 600 texts ranging from 3rd- to 12th-grade text complexity levels and spanning a broad range of genres. The texts include a diverse range of authors and characters; some are in Spanish. Higher Lexile texts can be challenging, especially for students who are reading below grade level, but various supports (suggested in the Teacher Program Guide) such as forums and book clubs provide task-level support for all readers.</p> <p>Where to look:</p> <p>Variety of core texts:</p> <ul style="list-style-type: none"> • 8A: Perspectives & Narrative, text: "Fish Cheeks," by Amy Tan • 8B: Liberty & Equality, text: <i>Incidents in the Life of a Slave Girl</i>, by Harriet Ann Jacobs • 8C: Science & Science Fiction, text: "Ada, Countess of Lovelace," adapted from <i>The Innovators: How a Group of Inventors, Hackers, Geniuses, and Geeks Created the Digital Revolution</i>, by Walter Isaacson • 8E: Holocaust: Memory & Meaning, text: "Jesse Owens' Olympic Triumph over Time and Hitlerism," by Lerone Bennett Jr. <p>Amplify Library:</p> <ul style="list-style-type: none"> • <i>Under the Mesquite</i>, by Guadalupe Garcia McCall • <i>The Yellow Wallpaper</i>, by Charlotte Perkins Gilman • <i>The Freedom Maze</i>, by Delia Sherman
<p>f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.</p>	<p>Yes</p>	<p>When using Amplify ELA, students work with and have access to high-quality texts that represent a range of perspectives and present new worlds, topics and experiences in compelling ways. These texts represent authors from a wide range of cultures and backgrounds, and focus deeply on the experiences and messages of those authors. In addition to the texts and lessons called out in the answer above that are sharply focused on diverse and multicultural perspectives</p>

		<p>(answer “e”), Amplify ELA has curated texts with an eye to engaging students by appealing to their interests and curiosity. For example, students are introduced to <i>Romeo and Juliet</i> through excerpts accompanied by video dramatization of the scenes. They discover <i>Frankenstein</i> by reading a graphic novel, and they explore the Space Race through multimedia materials that include an article about Laika the space dog, the famous In Event of Moon Disaster speech, and a text about the brilliant mathematician who wrote the equation that allowed the U.S. to win the race, Katherine Johnson.</p> <p>The Amplify Library includes a selection of more than 600 texts ranging from 3rd- to 12th-grade text complexity levels and spanning a broad range of genres. The texts include a selection of diverse authors and characters; some are in Spanish. Higher Lexile texts can be challenging, especially for students who are reading below grade level, but various supports (suggested in the Teacher Program Guide) such as forums and book clubs provide task-level support for all readers. The texts are focused on topics of interest to middle schoolers and are selected to allow students to read across a wide range of interests, from history, to biography, to YA fiction, to sports and beyond.</p> <p>Where to look</p> <ul style="list-style-type: none"> ● 8D: Shakespeare’s Romeo & Juliet, SU1 ● 8C: Science & Science Fiction, SU1 ● 8F: The Space Race Collection, SU2
<p>g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.</p>	<p>Yes</p>	<p>Amplify ELA includes a variety of ways for students to engage with the text including teacher read alouds and a series of dramatic reading videos or recordings of passages from lesson texts. Students are also given several opportunities to take turns reading a text aloud themselves.</p> <p>Amplify ELA learning experiences enable students to engage in close reading and communication about complex text. The learning experiences described below are the heart of the Amplify ELA instructional experience.</p>

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		<p>1. Working With Text Out Loud: Students listen to the text, hear its cadences, take in its meaning, and interpret it. These activities often occur in the beginning of a unit and in the beginning of class to make sure students develop fluency with a new type of text.</p> <p>2. Working Visually: Students work out their readings of a text in visual ways, using everything from simple charts to dynamic digital apps.</p> <p>3. Working With Text as Theater: Students illustrate their interpretation of a text by acting it out.</p> <p>4. Choosing the Best Evidence: Students look through text to find the evidence that will best support a claim or develop a topic, using highlighting and annotating.</p> <p>5. Using the Text as Referee: Students work to discover the author’s intended meaning—often comparing two or more paraphrases to the author’s actual words to figure out which one is closer to their real meaning.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • 8A: Perspectives & Narrative, SU3, L1, LO4 (Work With Text Out Loud) • 8B: Liberty & Equality, SU2, L3, LO4 (Using the Text as Referee) • 8C: Science & Science Fiction, SU1, L6, LO4 (Using the Text as Referee) • 8D: Shakespeare’s Romeo & Juliet, SU1, L4, LO2 (Working With Text as Theater)
<p>h. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).</p>	<p>Yes</p>	<p>All of the texts in the Amplify ELA curriculum were previously published and were selected for their complexity, ability to elicit engagement and deep analysis, and reward multiple readings.</p> <p>Students often reread because Amplify has selected texts that reward rereading with new discoveries. In Amplify lessons,</p>

		<p>activities are structured to show students how their understanding of the text unfolds over the course of several readings.</p> <p>The Solos are a time for students to engage in independent reading of the text. This is often a first or cold read of new text. Teachers are provided with data so they can get a sense of how well students have understood a passage during an independent, cold reading. This helps teachers make informed decisions about which students will need support during the close reading lessons in the following lesson.</p> <p>During class, students are rereading the text to do a deeper analysis. Amplify ELA learning experiences enable students to engage in close reading and communication about complex text. These learning experiences described below are the heart of the Amplify ELA instructional experience.</p> <ol style="list-style-type: none"> 1. Working With Text Out Loud: Students listen to the text, hear its cadences, take in its meaning, and interpret it. These activities often occur in the beginning of a unit and in the beginning of class to make sure students develop fluency with a new type of text. 2. Working Visually: Students work out their readings of a text in visual ways, using everything from simple charts to dynamic digital apps. 3. Working With Text as Theater: Students illustrate their interpretation of a text by acting it out. 4. Choosing the Best Evidence: Students look through text to find the evidence that will best support a claim or develop a topic, using highlighting and annotating. 5. Using the Text as Referee: Students work to discover the author’s intended meaning—often comparing two or more paraphrases to the author’s actual words to figure out which one is closer to their real meaning.
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		<p>Where to look:</p> <ul style="list-style-type: none"> • 8A: Perspectives & Narrative, S3, L2, LO2-3 • 8B: Liberty & Equality, SU2, L2, LO2-3 • 8C: Science & Science Fiction, SU2, L12, LO4-5 • 8E: Holocaust: Memory & Meaning, SU4, L1, LO2-3
<p>i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.</p>	<p>Yes</p>	<p>Amplify ELA wants students to read more. Students are expected to read both in-class and independently as part of each lesson, covering, on average 10–15 pages of text (depending on the nature of the text). To support this volume of reading, the program is designed to boost reading engagement, supply easy access to needed reading supports, and provide accountability structures in order to boost the volume of text read.</p> <p>Lessons provide multiple ways for students to work with both fiction, literary non-fiction, and informational texts to enhance engagement and increase comprehension, including embedded dramatic readings, performances, debates, and projects. To build from students’ growing interest in the unit, Amplify provides students and teachers with additional reading lists in each unit that recommend a variety of fiction, informational texts, short articles, novels, primary and secondary sources that encourage further reading about the topics and themes presented.</p> <p>In addition, in order to boost reading volume and engagement, Amplify provides each student access to its digital library which includes a selection of more than 600 texts ranging from 3rd- to 12th-grade text complexity levels and spanning a broad range of genres. The texts include a selection of diverse authors and characters; some are in Spanish. Higher Lexile texts can be challenging, especially for students who are reading below grade level, but various supports (suggested in the Teacher Program Guide) such as forums and book clubs provide task-level support for all readers.</p>

		<p>Amplify’s built-in reading supports help meet the expectation that all students will complete a solid volume of reading at their grade band level of text complexity. As students work through the lesson reading, whether in-class or independently, they have point-of-use access to key vocabulary through the Reveal tool (digital) or in-line glossary (print), they can access audio of any assigned text passage, and—if needed—their teacher can assign them point-of-use text previews for each independent reading assignment to allow even students who are having difficulty reading to work confidently with the independent reading assignments (Solos).</p> <p>Finally, the program provides accountability measures to support the expectation that students will complete the assigned reading and to encourage additional independent reading. Each Solo reading activity is accompanied by a short set of selected response questions to track the accuracy of a student’s reading. For digital users, the teacher can access a daily Solo and reading comprehension report that identifies who has completed the lesson’s Solo activity and auto-assesses their performance level. In addition, where students have the opportunity to find an independent book to read, the lessons provide a simple template for them to track and submit the choices they made with their independent reading.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • 8C: Science & Science Fiction, SU1, use of graphic novel to support reading of Mary Shelley’s <i>Frankenstein</i> • 8B: Liberty & Equality, SU2, L6–9, students tag recurring themes across the text • 8E: Holocaust: Memory & Meaning, Amplify Library, Holocaust Timeline contextualizes range of readings • 8D: Shakespeare’s Romeo & Juliet, L1, 8, 10, 11, 12, 14 and 15, video supports full reading of text
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<p>j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.</p>	<p>Yes</p>	<p>Amplify wants students to engage with more writing, as a skill inextricably linked to college and career success, and also as a key mode of analytic reading. For this reason, Amplify embeds analytic writing regularly into its core lessons.</p> <p>Amplify reading activities regularly use short-response writing as a means of text analysis and preparation for discussion. Most Amplify lessons feature multiple opportunities for students to flex their analytical writing skills in preparation for discussion and to gather ideas and facts for more expansive writing experiences.</p> <p>In two or three out of every five lessons, students engage in a writing task that challenges them to write for ten minutes or more, developing claims or explaining ideas that arise from their reading of the text. The writing prompts for these tasks grow directly from the close analysis and text discussions students have been engaged with during the lesson's close reading.</p> <p>To support this writing work, the teacher can assign students to one of Amplify's five levels of differentiated supports, ensuring that students are provided the tools they need (in the form of sentence starters, a key word list, a question broken into more manageable pieces, etc.) to write. The teacher can also access Amplify's "on-the-fly support" suggestions with each writing prompt: short, customized suggestions for ensuring that a student is on track with the prompt and ideas for supporting a student who is struggling to get started writing.</p> <p>Each of these regular, two or three times weekly, writing activities is followed by a brief sharing session, where students follow a learned routine to briefly share their writing with classmates and receive feedback on the ideas and writing presented. These sharing sessions are an additional opportunity for students to consider the range of ideas developing around the text, and to synthesize their learning.</p> <p>Where to look:</p> <p>Embedded, text-based writing:</p> <ul style="list-style-type: none"> ● 8A: Perspectives & Narrative, SU3, L7
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		<ul style="list-style-type: none"> • 8B: Liberty & Equality, SU5, L3 • 8C: Science & Science Fiction, SU3, L5 • 8F: The Space Race Collection, SU3, L2 <p>Writing supports: 8B: Liberty & Equality, SU2, L6, LO5, use drop-down menus to adjust levels of differentiated supports 8E: Holocaust: Memory & Meaning, SU2, L2, LO5, use on-the-fly supports by selecting the hummingbird icon 8A: Perspectives & Narrative, SU3, L2, LO5, access audio by selecting microphone icon next to text</p> <p>Sharing and Feedback Routine: 8C: Science & Science Fiction, SU1, L5, LO10: Share: Writing</p>
<p>k. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.</p>	<p>Yes</p>	<p>Amplify leverages writing as a primary means for students to develop and demonstrate their text comprehension and analytic thinking skills. For this reason, writing assignments are embedded within core lessons. During close reading activities, students respond to a variety of short, constructed response items to articulate an interpretation, paraphrase a passage, or explain an idea. In addition, two or three times weekly, the close reading session ends with students responding to a 10–12 minute writing prompt, in which they develop a claim or explain an idea based on their work with the text, and use evidence from the text(s) in support of that claim or idea. During the Amplify Flex Days, students have the opportunity to revise one of these writing responses, to further practice a needed writing skill.</p> <p>Each Amplify unit ends with a sequence of lessons in which students develop a summative essay through a lengthier, recursive writing process. During these lessons, students gather and organize evidence, identify their claim/main idea, build and revise body paragraphs that develop evidence, construct an introduction, and draft a conclusion. Students are then guided through the process of revising and finalizing the language of their essay, considering transitions, editing for style and tone, and polishing grammar and spelling.</p>

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		<p>Where to Look:</p> <p>Short, Embedded Writing Responses:</p> <ul style="list-style-type: none"> • 8A: Perspectives & Narrative, SU3, L3, LO3 • 8C: Science & Science Fiction, SU1, L9, LO3 • 8D: Shakespeare's Romeo & Juliet, SU1, L3, LO6 <p>Embedded Writing Prompts:</p> <ul style="list-style-type: none"> • 8B: Liberty & Equality, SU3, L2, LO4 • 8C: Science & Science Fiction, SU3, L1, LO5 • 8E: Holocaust: Memory & Meaning, SU4, L3, LO5 <p>Essay Writing:</p> <ul style="list-style-type: none"> • 8B: Liberty & Equality, SU6, L1-5 • 8F: The Space Race Collection, SU5, L1-5
<p>I. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).</p>	<p>Yes</p>	<p>Amplify's program provides students with guided practice across writing modes with a focus on building key skills that support students' writing development across these modes. The Get Started Unit begins with narrative writing, allowing students to quickly build their writing productivity, their ability to focus and develop one narrative moment, to communicate that experience precisely, and to begin to consider sentence conventions. Students then transition to writing in response to text—both in the mode of argumentative and informative writing. In subsequent units, students apply and continue to develop their sense of focus and use of details as they respond two or three times weekly to prompts that ask them to focus on one claim or idea about the text, and use key text details to develop evidence in support of that claim or idea. The Collection unit (Unit 8F: The Space Race Collection) challenge students to apply these writing skills to short research projects and to write to multiple texts. At the end of each Amplify Unit, students learn and practice additional writing skills when they develop a polished essay over four or five lessons. These summative essays represent a balance of argument and informative prompts. Finally, the Amplify story writing unit provides support for students to develop a short story.</p>

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		<p>Where to look:</p> <p>Narrative Writing</p> <ul style="list-style-type: none"> • 8A: Perspectives & Narrative, SU2, L1–9 • 8C: Science & Science Fiction, SU1, L6 • 8F: The Space Race Collection, SU3, L2 <p>Embedded Argumentative Writing</p> <ul style="list-style-type: none"> • 8C: Science & Science Fiction, SU3, L2 • 8B: Liberty & Equality, SU2, L4 <p>Embedded Informative Writing</p> <ul style="list-style-type: none"> • 8E: Holocaust: Memory & Meaning, SU2, L2 • 8D: Shakespeare's Romeo & Juliet, SU1, L11 <p>Argumentative Essay</p> <ul style="list-style-type: none"> • 8C: Science & Science Fiction, SU2, L1–5 <p>Informative Essay</p> <ul style="list-style-type: none"> • 8B: Liberty & Equality, SU6, L1–5 <p>Story Writing</p> <ul style="list-style-type: none"> • 8G: Advanced Story Writing
<p>m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.</p>	<p>Yes</p>	<p>To become strong writers, students need explicit instruction, lots of regular practice with key skills, targeted feedback to develop strengths, revision practice to be able to consider their writing critically, and classroom routines that showcase writing as a key method of communicating ideas.</p> <p>1. The Get Started Unit in Amplify provides explicit mini-lessons to develop the foundational skills that students will work with all year, including revision. Within each Amplify summative essay unit, students receive instruction, including a mentor text, on the writing process (gathering evidence, planning, drafting, revising, polishing) and critical essay skills (claim statements, introductions, developing evidence, conclusion, counterargument, citation, etc). The Amplify story writing unit provides instruction on the craft of story writing, including creating a character, developing a conflict, and working towards a resolution.</p>

		<p>2. Amplify provides regular opportunities for students to receive critical, targeted feedback as they develop their writing skills. During key writing times, the teacher can access on-the-fly supports which provide tips for quick conferences around the targeted skills. After writing time, teachers can use Amplify's feedback tools to comment on student writing, or teachers can use the Amplify Spotlight app to project and showcase student writing exemplars into subsequent writing instruction. Finally, the sharing and feedback routine which follows the lesson writing sessions provides another opportunity for students to receive valuable feedback about important writing skills.</p> <p>Where to look:</p> <p>Writing Instruction</p> <ul style="list-style-type: none"> ● 8A: Perspectives & Narrative, SU2, L4 ● 8A: Perspectives & Narrative, SU3, L4 ● 8B: Liberty & Equality, SU2, L12 <p>Essay Writing</p> <ul style="list-style-type: none"> ● 8C: Science & Science Fiction, SU2, L1–5 <p>Writing Feedback:</p> <ul style="list-style-type: none"> ● 8D: Shakespeare's Romeo & Juliet, SU1, L5, LO5, access on-the-fly supports by selecting the hummingbird icon ● 8A: Perspectives & Narrative, SU2, L2, LO3–4, Spotlight App ● 8B: Liberty & Equality, SU3, L1, LO5, Share Writing
<p>n. Instruction in conventions, syntax, and style is direct and contextual (mentor texts), increases in sophistication, and is applied to authentic writing experiences.</p>	<p>Yes</p>	<p>Amplify includes a systematic approach to grammar instruction that supports students use of grammar purposefully and helps them to communicate their ideas effectively.</p> <p>1. The Amplify Get Started lessons jump-start student writing by targeting productivity and a small set of skills, and by establishing a clear sharing and feedback routine to foster a community of writers. Through this unit, students develop the sense that they have something to say and that an audience is interested in hearing their ideas. At this point, they are more invested in learning the needed</p>

		<p>conventions to communicate clearly, and their teachers have a clear sense which grammar conventions are a priority for this group of writers.</p> <p>2. Beginning with Unit B, the Flex Days provide an opportunity for teachers to target these conventions by choosing self-guided or whole class grammar construction from Amplify's printable grammar resource, Mastering Conventions 1, 2, and 3, or the digital grammar unit. Combined, these resources offer instruction and exercises to cover the grammar topics from the Tennessee language standards, grades 3–8. In addition, both the digital and printable grammar materials contain identified revision assignments, where students practice the targeted grammar skill in the context of their own writing.</p> <p>3. Amplify has also developed a partnership with the Quill grammar program (Quill.org), an online platform that provides both self-guided and whole class instruction tools to build students' writing, grammar, and proofreading skills. Amplify users receive access to the full range of Quill tools, including Quill Connect, where students receive instant feedback for their attempts to construct more syntactically complex sentences.</p> <p>4. Finally, each Amplify unit ends with a sequence of lessons where students are guided through the writing process of putting together a developed argumentative or informative essay. These lessons include instruction and practice in revising and editing, writing for consistency, and correctness of conventions as students polish their writing for an audience.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • Grade 8, Unit 8A–F, Unit Overview, Mastering Conventions • Grade 8, Unit: Grammar
<p>o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.</p>	<p>Yes</p>	<p>Within the Amplify Vocab App, a series of activities across grades 6, 7, and 8 introduce students to the concept of morphology, focusing specifically on Greek and Latin roots and the relationships between words that contain them. In these activities, students are presented with the history of how roots from other languages become building blocks for English words. Then, they are presented with one or more</p>

		<p>Greek or Latin roots; and clusters of words built around that root. Students then manipulate the pieces of each word to dig deep into its modern English definition and master finding meaning through an understanding of common roots.</p> <p>Students explore Greek and Latin roots related to ideas including:</p> <p>Fire Water Stars Power</p> <p>These activities can be found in the Vocab App:</p> <p>Vocab App, “dynamic” Roots Exist Activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/3053</p> <p>Vocab App: “amphibious” Roots Exist activity, click through all steps https://vocabulary.amplify.com/#/rootsexist/4319</p>
<p>p. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g., use of flashback in narrative, chronological vs. descriptive techniques in informative/explanatory, and rhetoric in opinion/argumentative).</p>	<p>Yes</p>	<p>As students engage with different kinds of texts throughout the Amplify ELA curriculum, they learn about the specific types of language and structures associated with different modes of writing.</p> <p>In Perspectives & Narrative, students learn about narrative techniques, including pacing, description, and characterization. In Liberty & Equality, students examine the techniques used by Frederick Douglass to weave complex ideas and arguments into narrative and the methods Abraham Lincoln and others used to inspire and persuade.</p> <p>In Science & Science Fiction, students learn about the ways in which plot and dialogue reveal elements of character and how flashback can be used to provide background. In the Romeo & Juliet unit, students see how rhythm and metaphor can deepen the engagement with a story. In Holocaust: Memory & Meaning, students engage with a range of texts to understand various approaches to</p>

		<p>translating memory into memoir, and the textual, visual, and other techniques the Nazis used to develop propaganda.</p> <p>In The Space Race Collection, students learn about primary and secondary sources and how to assess the credibility of a source, such as by considering the evidence presented and the reliability of the author or institution.</p> <p>In the argumentative writing that students do throughout the curriculum, they learn to assert claims, back them up with evidence, and acknowledge and refute counterarguments. In informative writing assignments, students learn techniques for informing readers about a topic. And in the narrative writing that students do, particularly in the story writing unit, students learn to develop a plot (with a conflict, rising action, and climax or turning point) and to communicate character traits.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● 8A: Perspectives & Narrative, SU3, L9 ● 8B: Liberty & Equality, SU1, L1 ● 8C: Science & Science Fiction, SU1, L13 ● 8G: Advanced Story Writing, L1, 2, 4, 5, 11, 13, 14, culminating in Lesson 18 (beginning on page 101)
<p>q. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students’ ability to listen to and respond in increasingly sophisticated ways with relevant evidence.</p>	<p>Yes</p>	<p>The Amplify ELA program places the sharing of student ideas at the heart of the work that students do to understand, analyze, and synthesize grade level texts. To support this focus, the program provides specific supports for both short and longer academic discussions.</p> <ol style="list-style-type: none"> 1. Key lessons during the year focus on longer forms of academic discussion where students have the opportunity to gather their ideas, organize their evidence, and respond to ideas and questions posed by peers. These lessons have students consider the protocols and routines of the relevant type of discussion (academic debate, Socratic seminar, fishbowl discussion) in order to provide them with the needed tools to participate fully and effectively in the discussion - both as speakers and listeners.

		<p>2. The close reading activities within Amplify ELA lessons call out numerous opportunities for students to engage in short academic discussions around the lesson's text-dependent questions and texts. Often the teacher is guided to facilitate these discussions (with whole class, small groups, or pairs) in one of three modes:</p> <ul style="list-style-type: none"> a. Select and Discuss: In this mode, students share their interpretations and identify the text evidence used to develop that interpretation. b. Collaborate and Refine: In this mode, students share different interpretations or understandings and then work together with the text to compare the evidence for each interpretation to refine understanding or accuracy. c. Connect and Explain: In this mode, students discuss how their ideas and textual evidence can work together to explain a new idea or theme of the text. <p>Where to Look:</p> <p>Formal Discussion Activities:</p> <ul style="list-style-type: none"> • 8B: Liberty & Equality, SU5, L2 • 8C: Science & Science Fiction, SU1, L15 • 8F: The Space Race Collection, SU4, L2 <p>Embedded Academic Discussion:</p> <ul style="list-style-type: none"> • 8B: Liberty & Equality, SU2, L8 • 8E: Holocaust: Memory & Meaning, SU5, L1
<p>r. Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide access for all students, including English Learners, students with disabilities, and students performing below grade level.</p>	<p>Yes</p>	<p>Amplify ELA lessons are designed to meet the needs of a variety of learning styles and skill levels. There are three types of scaffolding within the curriculum designed to support students in gaining necessary skills and to push students in need of a challenge to think on a deeper level.</p> <p>1. Universal Design: The curriculum is designed so that, whenever possible, one engaging and rich activity can serve the needs of every student, providing appropriate challenge or access. For example:</p>

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			<ul style="list-style-type: none"> ● Students working with the digital lessons can always access audio to accompany each lesson’s reading activity. ● Text and activities are placed side by side. ● The Reveal tool within each core text provides students access to short, contextual definitions for key vocabulary within the text. ● The writing prompt at the end of lessons builds closely on the preceding reading work, so that students have gathered ideas and evidence that allow a large number of them to work quickly with the given prompt. ● Clearly established habits and routines make it possible for the teacher to instruct students at varying skill levels during the same activity, acquiring data from formative assessments and adjusting instruction accordingly without having to provide different activities for different students. In the writing component, for example, there is a protocol for sharing and responding to written pieces—and the teacher is provided with explicit instruction for teaching and supporting this routine with all students. The structure of the sharing protocol also makes it possible for the teacher to note who is not successful and to intervene to help those students achieve success. <p>2. Teacher-facing Differentiation: Throughout Amplify’s embedded Instructional Guides, Teacher Lesson Briefs, and other supports, teachers will find instructions and ideas about how to change an instructional experience to make it more appropriate for students with learning disabilities, students who are reading below grade level, advanced students, and English Learners. Within the writing components are embedded guides on how to conduct the short on-the-fly supports that are provided with each writing activity. These guides provide teachers with quick ways to support students with a variety of skill levels and learning needs.</p>
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		<p>3. Student-facing Differentiation: In cases when Amplify’s Universal Design can’t meet the needs of all learners, we offer differentiated activities, indicated by a (+) icon in the lessons. Teachers will find alternate activities with supports particularly designed for English Learners, students with learning disabilities, or students who are reading below grade level and also extra challenges for advanced students. These alternate writing prompts and reading activities often contain scaffolds, such as sentence starters to help students begin their writing or participate in a class discussion, a sequence of questions to help students organize their thinking, a smaller portion of text, text previews to help students focus on key ideas and/or a graphic organizer. The teacher need only assign students to the appropriate level to suit their needs, creating a low-stigma environment. All students, regardless of which differentiated activities they work with, will end up with pieces of writing on the same topic and texts, which can be read aloud in the sharing session that follows. Amplify ELA also provides brief text “previews,” at a lower level of complexity in front of most texts, to help students access the independent reading activities (Solos).</p> <p>Amplify’s embedded Vocab App provides students with differentiated content based on their performance on each activity. It continually moves students between at-grade-level, below-grade-level, and above-grade-level words, providing support for students at all levels within the core lessons.</p> <p>Every unit provides several Extra writing prompts that use a new text at a similar reading level, often providing two prompts from which to choose. One is geared toward providing additional practice with the reading and writing skills from the lesson. Teachers can use these texts and writing prompts to re-teach skills or provide students with additional reading and writing practice. The other is geared toward advanced readers and asks them to explain how the new text compares to what they have been reading and learning. Teachers can use these as extension activities for above-grade-level students.</p>
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		<p>Amplify ELA includes Flex Days every four or five lessons. These days are designed to be differentiated so the teacher can provide needed instruction and support to different students. Students may work on needed fluency skills, grammar skills, close reading skills, creating a new piece of writing, or revising an existing piece of writing.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● 8B: Liberty & Equality, SU2, L5 ● 8D: Shakespeare's Romeo & Juliet, SU1, L3, Lesson Overview: Differentiation ● 8E: Holocaust: Memory & Meaning, SU2, L1, Lesson Overview: Differentiation ● 8E: Holocaust: Memory & Meaning, SU3, L3, LO5 ● All Lessons, Lesson Brief: Differentiation ● Vocab App
<p>s. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.</p>	<p>Yes</p>	<p>Amplify ELA focuses on helping teachers meet the requirements and expectations of the state, district, school, and parents as part of a highly functional, instructional feedback loop. Each formative assessment has been designed to give teachers data that will make them more powerful in the classroom. They will have a greater impact as they see patterns developing, and will use their time and energy most efficiently to get the most out of each student. Importantly, teachers no longer have to wait for end-of-unit tests to understand how their students are doing. They can see data on progress against key skills daily through multiple-choice and written exercises. The summative assessments ensure that students are making adequate progress at key points in the year and that all parties can be kept informed about students' status.</p> <p>Amplify ELA's assessment system includes a range of components, including Benchmark assessments that can be given periodically throughout the year, Unit Assessments given at the end of units, Embedded Assessment Measures with reporting 3–5 times per unit, Solo Reading Comprehension Indicators included in most lessons, and Writing Indicators that are included in most lessons.</p>

		<p>Embedded within the Amplify ELA curriculum are key assessment and feedback tools that ensure students get frequent and effective feedback based on their current skill level. Teachers receive information about student progress any time students are asked to submit their work. The embedded measures are scaffolded within the context of the lesson and often follow group work or classroom discussion. In addition, teachers can assign students to different versions of the activities that provide more support, using Amplify ELA's differentiation system. The embedded measures of student performance are intended to reflect the student's learning in the context of a regular class in which ideas can be exchanged and supports can be provided. These daily measures occur in every unit, and are "rolled up" into an embedded assessment report before each Flex Day within the unit, allowing students to work with Flex Day activities that align to their area of need (reading, writing, language) and level of support.</p> <p>On-the-fly support conferences allow the teacher to provide "in the moment" feedback to students as they work through a challenging activity or complete a writing prompt. The teacher will give individual students customized feedback that is bite-sized, encouraging, matches where the student is in the moment and is immediately actionable. Teachers can also provide support to students via digital written comments, which allow students to have the teacher's recorded, specific feedback on what they are doing well and a small model to guide future writing.</p> <p>On the digital platform, students' writing assignments are auto-scored for Focus, Productivity, and Conventions based on a standard rubric. The teacher scores students' Use of Evidence using a rubric. Teachers access daily reports of student writing performance that show the student's performance against the class and over time, allowing for modification to more or less support.</p> <p>Each independent reading activity (Solo) is accompanied by a set of auto-scored questions that measure the student's ability to read a grade level text with accuracy. Teachers have ongoing reports based on these independent reading scores which allow them to make real-time decisions about additional supports a student or group of students may</p>
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		<p>need during the class close reading or subsequent independent Solo reading activity. For example, a teacher may add or remove Solo reading supports, which include a text preview and slightly reduced text.</p> <p>Each lesson also ends with an Exit Ticket. Exit Ticket reports provide teachers with data about how well students understood the lesson's core text(s) and the key skills.</p> <p>Amplify's Reading Assessments are summative assessments that serve three important goals: to assess student understanding of content from the unit, to assess student mastery of specific skills and standards, and to provide practice for students with the types of questions and activities they may encounter on end-of-year state and national assessments. These assessments, which are offered at the end of each unit, include 20 auto-scored items and two prompts that require on-demand writing in response to a text or a pair of texts. As summative assessments, Unit Reading Assessments are designed to be completed independently and do not include scaffolding. Reporting for these assessments provides additional information for the teacher when planning instruction and student supports for the subsequent unit.</p> <p>The writing indicators, Solo reading comprehension indicators, and the embedded assessment measures were designed for diagnostic purposes and to inform teachers' decisions about additional support for students. The teacher can use all of these assessments to track growth and to assign differentiated activities to students who need more support or who could benefit from more challenging activities. Amplify ELA's Reporting App captures all of this data so teachers can easily track student growth and make strategic decisions about class and individual student needs.</p>
<p>t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.</p>	<p>Yes</p>	<p>Amplify ELA focuses on helping teachers meet the requirements and expectations of the state, district, school, and parents as part of a highly functional, instructional feedback loop. Each formative assessment has been designed to give teachers data that will make them more powerful in the classroom. They will have a greater impact as they see patterns developing, and will use their time and energy most efficiently to get the most out of each student. Importantly, teachers no longer have to wait for end-of-unit</p>

		<p>tests to understand how their students are doing. They can see data on progress against key skills daily through multiple-choice and written exercises. The summative assessments ensure that students are making adequate progress at key points in the year and that all parties can be kept informed about students' status.</p> <p>Amplify ELA's assessment system includes a range of components, including Benchmark assessments that can be given periodically throughout the year, Unit Assessments given at the end of units, Embedded Assessment Measures with reporting 3–5 times per unit, Solo Reading Comprehension Indicators included in most lessons, and Writing Indicators that are included in most lessons.</p> <p>Embedded within the Amplify ELA curriculum are key assessment and feedback tools that ensure students get frequent and effective feedback based on their current skill level. Teachers receive information about student progress any time students are asked to submit their work. The embedded measures are scaffolded within the context of the lesson and often follow group work or classroom discussion. In addition, teachers can assign students to different versions of the activities that provide more support, using Amplify ELA's differentiation system. The embedded measures of student performance are intended to reflect the student's learning in the context of a regular class in which ideas can be exchanged and supports can be provided. These daily measures occur in every unit, and are "rolled up" into an embedded assessment report before each Flex Day within the unit, allowing students to work with Flex Day activities that align to their area of need (reading, writing, language) and level of support.</p> <p>On-the-fly support conferences allow the teacher to provide "in the moment" feedback to students as they work through a challenging activity or complete a writing prompt. The teacher will give individual students customized feedback that is bite-sized, encouraging, matches where the student is in the moment and is immediately actionable. Teachers can also provide support to students via digital written comments, which allow students to have the teacher's recorded, specific feedback on what they are doing well and a small model to guide future writing.</p>
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		<p>On the digital platform, students' writing assignments are auto-scored for Focus, Productivity, and Conventions based on a standard rubric. The teacher scores students' Use of Evidence using a rubric. Teachers access daily reports of student writing performance that show the student's performance against the class and over time, allowing for modification to more or less support.</p> <p>Each independent reading activity (Solo) is accompanied by a set of auto-scored questions that measure the student's ability to read a grade level text with accuracy. Teachers have ongoing reports based on these independent reading scores which allow them to make real-time decisions about additional supports a student or group of students may need during the class close reading or subsequent independent Solo reading activity. For example, a teacher may add or remove Solo reading supports, which include a text preview and slightly reduced text.</p> <p>Each lesson also ends with an Exit Ticket. Exit Ticket reports provide teachers with data about how well students understood the lesson's core text(s) and the key skills.</p> <p>Amplify's Unit Reading Assessments are summative assessments that serve three important goals: to assess student understanding of content from the unit, to assess student mastery of specific skills and standards, and to provide practice for students with the types of questions and activities they may encounter on end-of-year state and national assessments. These assessments, which are offered at the end of each unit, include 20 auto-scored items and two prompts that require on-demand writing in response to a text or a pair of texts. As summative assessments, Unit Reading Assessments are designed to be completed independently and do not include scaffolding. Reporting for these assessments provides additional information for the teacher when planning instruction and student supports for the subsequent unit.</p> <p>The writing indicators, Solo reading comprehension indicators, and the embedded assessment measures were designed for diagnostic purposes and to inform teachers' decisions about additional support for students. The teacher can use all of these assessments to track growth and to assign differentiated activities to students who need</p>
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			more support or who could benefit from more challenging activities. Amplify ELA's Reporting App captures all of this data so teachers can easily track student growth and make strategic decisions about class and individual student needs.
Additional comments about high-quality instruction within the materials:			
Materials meet at least 80% alignment with Section III: High-Quality instruction? This means <u>no more than 4</u> indicators were marked “No” in Section III. <u>If more than 4</u> “No” boxes are marked, then this program does <u>not</u> pass.	Yes	No	
	Yes		

SECTION IV: Additional Components

These components are areas that districts consider when making purchasing decisions to meet the unique needs of their districts. Although these additional components do not prevent publishers from being on the state-approved adoption list, they do provide districts with additional information to use during their decision-making process.

Teacher Support	Yes	No	Evidence/Notes
a. Teacher-facing materials provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.	Yes		Teacher-facing materials provide background information about texts and other resources to support teacher delivery of lessons. These materials are included in Unit Overviews, Sub-unit Overviews, Lesson Overviews, and the Instructional Guide for specific activities in the curriculum. Where to look: <ul style="list-style-type: none"> 8B: Liberty & Equality: SU2, SU Overview. The Overview provides a list of the texts that students will explore throughout the unit as well as important historical context for those readings. 8F: The Space Race Collection, Unit Overview. This Unit Overview provides background and context for the inquiry into the competition between US/Soviet space programs; the overview presents the texts that students will explore throughout the unit. Amplify Library, Space Race Collection: The texts and images used in The Space Race Collection unit are compiled in this digital anthology.

<p>b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.</p>	<p>Yes</p>	<p>Amplify carefully curates the lessons and texts so that students and teachers can complete standards-aligned activities effectively with the given text. For this to happen, teachers must have a strong understanding of how the text addresses the given standard, and students need to be able to work easily and closely with those given parts and elements of the text.</p> <p>Teacher-facing lesson materials provide background information about the selected section and elements of the text for that lesson. Information includes the key approaches students will take to the text and the distinctive markers of the author’s craft within this section of text. In addition, the Possible Responses section of each activity’s Instructional Guide identifies quotes and sections from a passage that best align to the given text-dependent question. When students are working with a longer section of text, or the whole text, to construct an essay, Amplify provides teachers with access to charts of possible evidence, so they can support students to work closely with these writing standards.</p> <p>Students’ materials ensure that each student can quickly focus in on a passage of text during close reading. The digital lesson activities provide students focused access to the particular passage, paragraph or section of text to support productive work with the standard. In addition, students can mark up the texts they read in Amplify ELA by highlighting and leaving a note in the eReader (or in the Digital Library). Instructional guides for teachers often include examples of such highlighting and notes.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● 8B: Liberty & Equality: SU2, L6, LO4: Inside the Instructional Guide, click on Possible Responses ● 8B: Liberty & Equality: SU2, L6, Lesson Brief: Click Overview ● 8C: Science & Science Fiction, SU3, L5, LO3: Inside the Instructional Guide, click on Possible Responses ● 8C: Science & Science Fiction, SU3, L5, Lesson Brief: Click Overview
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			<ul style="list-style-type: none"> 8A: Perspectives & Narrative, SU4, L1, Lesson Brief: See Materials, "Possible Evidence and Explanations Chart"
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	Yes		<p>Teacher Lesson Briefs provide explicit standards and learning objectives for each lesson. To see a Grade 8 example, go to 8F: The Space Race Collection, SU2, L1. In the Lesson Brief, click Lesson Objective to expand the lesson objectives. Then click Skills & Standards to expand the list of the lesson's skills and standards.</p> <p>Amplify also identifies the key <i>focus</i> standards within the lesson. While Amplify ELA lessons address multiple standards, each lesson has at least one focus standard. Focus standards are the standards that the instruction and practice in the lesson are designed to emphasize and can be found listed within the Instructional Guide of the Learning Object (Activity) where they are addressed. To see a Grade 8 Example, go to 8B: Liberty & Equality, SU2, L4, LO2-5, Instructional Guide, Standards</p> <p>To see the standards at a unit level, teachers can consult the Unit Overviews. To see a Grade 8 example, go to 8F: The Space Race Collection. Scroll down to see Planning for the Unit materials. Click Lesson Standards to expand the list of the unit's standards.</p>
d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.	Yes		<p>Amplify lessons make frequent and rich interdisciplinary connections that support other Tennessee Academic Standards, including Social Studies, Health, Science, and other disciplines.</p> <p>Examples from the Amplify curriculum:</p> <p>8B: Liberty & Equality</p> <p>8.23 (Social Studies): Determine the central ideas expressed in the Declaration of Independence and write an expository piece in which the legacy of these ideas in today's world is described and validated with supporting evidence from the text.</p> <p>8.52 (Social Studies): Analyze the characteristics of white Southern society and how the physical environment influence events and conditions prior to the Civil War</p>

		<p>8.66 (Social Studies): Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and The Liberator; Frederick Douglass and the Slave Narratives; and Harriet Beecher Stowe’s Uncle Tom’s Cabin, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree’s The Emancipator.</p> <p>8.71 (Social Studies): Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives.</p> <p>8.76 (Social Studies): Describe Abraham Lincoln’s presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863</p> <p>8.79 (Social Studies): Cite textual evidence analyzing the life of the common soldier in the Civil War, including Sam Watkins and Sam Davis.</p> <p>8.GM.R3.A (Music): Apply appropriate personally-developed criteria to evaluate music works or performances.</p> <p>8.GM.Cn2.A (Music): Demonstrate understanding of relationships between music and the arts, other disciplines, varied contexts, and daily life.</p> <p>8th Grade: Holocaust: Memory & Meaning</p> <p>8.HGD.17 (Health): Evaluate the influence of media on personal values, attitudes, and beliefs.</p> <p>8.VA.R3.A (Visual Art): Construct a persuasive and logical argument to support an evaluation of art.</p> <p>In addition, The Space Race Collection unit supports the teaching of science, and in particular the following Crosscutting Concepts and Progression of Science Practices articulated in the Tennessee Science Standards:</p> <p>Crosscutting Concepts</p> <ul style="list-style-type: none"> • Crosscutting Concept 1: Patterns: Observation and
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Grade 8

		<p>explanation: Students infer and identify cause and effect relationships from patterns.</p> <ul style="list-style-type: none"> • Crosscutting Concept 2: Cause and Effect: Relationships can be explained through a mechanism. • Crosscutting Concept 4: Systems and System Models: with defined boundaries that can be investigated or characterized <p>Progression of Science and Engineering Practices</p> <ul style="list-style-type: none"> • Asking questions and defining problems • Developing and using models • Constructing explanations and designing solutions • Engaging in argument from evidence • Obtaining, evaluating, and communicating information
<p>e. Lessons include teacher think-alouds to model appropriate application of literacy skills.</p>	<p>Yes</p>	<p>The Instructional Guide provides language teachers can use to introduce activities, to remind students of connections to other lessons, to think aloud in response to student prompts, and to summarize or wrap up discussions. Many Instructional Guides also include possible responses, which teachers can use to model sample responses, to point students to specific text details, to confirm comprehension, or to ensure that student responses include salient points.</p> <p>Grade 8 examples:</p> <ul style="list-style-type: none"> • 8A: Perspectives & Narrative, SU2, L1, LO3. Click on the Instructional Guide to see language teachers can use to introduce a concept that students will apply throughout the lesson and later in the unit. • 8B: Liberty & Equality, SU2, L4, LO4: Click on the Instructional Guide in Card 2 to see language teachers can use to help integrate multimedia into instruction through discussion. • Holocaust: Memory & Meaning, SU3, L1, LO2: Click on the Instructional Guide to see language teachers can use to introduce a concept that will be applied throughout the lesson as well as historical context for a new series of readings.

<p>f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.</p>	<p>Yes</p>	<p>Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent students from deeply understanding the core unit texts and mastering the Tennessee English Language Arts Standards. These materials can be found in on-the-fly support conference guides, possible responses in instructional guides, and teacher reporting.</p> <p>On-the-fly support conferences can be accessed by clicking on the hummingbird icon in the instructional guide. These conferences can be found in writing and close reading activities and allow the teacher to provide “in the moment” feedback to students as they work. These conference supports call out the markers that indicate a student is on track and the markers that indicate a student is off track and provide guidance tips for each scenario.</p> <p>The Instructional Guides for reading activities also include a section called Possible Responses. These provide examples of the types of responses teachers should look for in student work, allowing the teacher to identify responses that suggest understanding vs. those that indicate misconceptions and to provide immediate feedback and support.</p> <p>Teachers also have access to regular data that assesses student comprehension of reading passages. These daily reading reports help teachers identify students who may be struggling with comprehension or misconceptions and make informed decisions about students who may support during the close reading activities. Finally, students complete an Exit Ticket at the close of each lesson based on the key lesson standard and objective. Teachers can immediately access the auto-scored results of these Exit Tickets as a means of identifying lingering misconceptions.</p> <p>Where to look:</p> <ul style="list-style-type: none"> ● 8B: Liberty & Equality, SU2, L6, LO5: Click on the hummingbird icon on Card 2 titled, "on-the-fly support"
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AMPLIFY ELA INSTRUCTIONAL MATERIALS CORRELATIONS GUIDE
Grade 8

		<ul style="list-style-type: none"> • 8D: Shakespeare's Romeo & Juliet, Sub-unit 1, Lesson 4, LO5: Teacher Instructional Guide on Card 1, click on Possible Responses • 8F: The Space Race Collection, SU3, L3, LO8: Exit Ticket that measures student mastery of the focus standard and lesson content
<p>g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.</p>	<p>Yes</p>	<p>Amplify recognizes that all learners, including advanced students, need to be challenged on a regular basis. Amplify ELA provides challenge activities throughout the curriculum.</p> <p>Amplify ELA's embedded Vocab App provides students with differentiated content based on their performance in each activity. The challenge level provides students with Tier 2 and 3 vocabulary words at the advanced level.</p> <p>Amplify provides six levels of differentiated activities, indicated by a (+) icon in activity titles within each lesson map. The Challenge level is designed for advanced students. These alternate activities often ask students to compare two sections of text, create counterarguments, find evidence to support both sides of an argument or to extend their thinking about a text or topic.</p> <p>Writing prompts labeled EXTRA challenge students to read a new text often providing two prompts to choose from. One is geared toward advanced readers and asks them to explain how the new text compares to what they have been reading and learning. These can be used as extension opportunities for students who are reading above grade level.</p> <p>The Amplify Library offers more than 600 books for independent reading. Within that collection, there are 15 curated 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.</p>

		<p>Within each unit, Amplify provides student and teacher-facing Additional Reading Opportunity lists, pointing teachers and students to both fiction and informational texts, primary and secondary texts connected to the ideas and topics within the unit.</p> <p>Where to Look:</p> <p>Vocab App Activities that adapt to students' individual needs. Activity for above grade level word "chide": https://vocabulary.amplify.com/#/doctor/4273</p> <p>8B: Liberty & Equality, SU5, L2, LO13: EXTRA writing prompt that features a new text</p> <p>8C: Science & Science Fiction, Sub-unit 1, Lesson 5, LO9: Click the drop-down differentiation selector at left: Writing prompt features support for advanced students</p>
<p>h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.</p>	<p>Yes</p>	<p>Amplify ELA Solos (homework assignments) are designed to reinforce classroom instruction and to provide additional practice of key reading skills.</p> <p>Most Amplify ELA Solos present a passage from a core unit text and invite students to do an independent "cold" reading of the text to establish familiarity and a basic understanding before they engage in more rigorous close reading activities in the following lesson. These Solo readings are accompanied by a set of auto-scored questions that measure the students' ability to comprehend the text, and provide additional practice with skills and standards previously taught. With Solo reporting, teachers can get a sense of how well students have understood a passage before they analyze it in class. This helps teachers make informed decisions about which students will need support during the close reading activities in the following lesson.</p> <p>Extra writing prompts are also extended learning opportunities that provide additional practice with skills from the lesson. These prompts present a new text that relates topically or thematically to the core text from the</p>

		<p>lesson and provide two prompts to choose from. One prompt provides additional practice by inviting students to apply the lesson’s reading and writing skills to the new text. The other prompt invites students to make connections between the core lesson text and the new text. Teachers can use these texts and writing prompts to re-teach skills or provide students with additional reading and writing practice.</p> <p>Flex Day activities are also designed to provide differentiated instruction and practice of previously taught skills. Students may work on grammar, close reading, create a new piece of writing, or revise an existing piece of writing.</p>
<p>i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.</p>	Yes	<p>Teacher-facing materials in Amplify ELA provide opportunities for formative assessments and suggestions for working with students who need additional support. In particular, teachers are pointed to the Exit Tickets as a formative assessment of the focus standard, the writing prompts as a formative assessment of the key writing objective and standards and the reading Solos as a formative assessment of a student’s reading comprehension.</p> <p>Teachers can access regular reports on each of these formative assessment opportunities. In addition, the Embedded Assessment Measurement aggregates data to provide information about student performance across lessons in a report before each Flex Day within the unit, including recommendations for which students might benefit from additional support within either the area of reading, writing or language. Teachers are guided to use the activities within the Flex Days to provide this suggested additional support, in addition to increasing or lowering the level of differentiated support a student is receiving in the core ELA lesson.</p> <p>Furthermore, on-the-fly support conferences also guide the teacher to provide “in the moment” feedback and adapt instruction to students as they work through a challenging activity or complete a writing prompt.</p>
<p>j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.</p>	Yes	<p>Amplify ELA lessons teach routines for regular sharing and responding to students’ evidence-based writing (Writing in Response to Text), provide clear teacher guidance for facilitating discussions of student text-based activities and</p>

		<p>observations, and offer classroom-facing protocols for sustained discussion types like Socratic seminars and classroom debates. Examples include:</p> <ul style="list-style-type: none"> • Sharing routine: In sharing activities, students routinely give feedback to their classmates to identify a specific place in the writing that made an impact on them. Students can use Response Starters (sentence frames) to structure their feedback. • Pair discussion and collaboration routines for sharing and refining text understanding: The Mazur technique helps students work with partners to find the source of their own misunderstandings in the text. This technique is used throughout many lessons, allowing students to work collaboratively to build a deeper understanding of the text. • Formal debates: The curriculum often structures classroom debates. Students use a chart, graphic organizer, or notebook to gather evidence in support of their position, and in some cases, to record evidence that may be used by their opponents in support of the opposing position. • Clearly structured Socratic seminars: Class discussion focuses on the importance and power of open-ended questions when engaging in a thoughtful discussion. Students learn that a successful Socratic seminar requires an emphasis on inquiry and thoughtful discussion over debate. <p>Sentence starters and guidelines are provided in sharing and many peer and class discussion activities. These are provided to help all students stay focused and be able to participate in discussions.</p> <p>Where to look:</p> <ul style="list-style-type: none"> • Sharing: 8A: Perspectives & Narrative, SU2, L2, LO10, All Cards • Debate: 8C: Science & Science Fiction, SU1, L15 • Socratic seminar: 8F: The Space Race Collection, Sub-unit 4, Lessons 1 and 2
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<p>k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.</p>	<p>Yes</p>	<p>Amplify ELA uses multimedia and technology to make sure that all students can engage and participate fully in the key shifts demanded by the Tennessee standards, and that teachers have the tools they need to drive progress with those shifts.</p> <p>The shifts ask that all students work with texts at their grade level of complexity. For many students, these texts present unfamiliar syntaxes, longer sentences, and new vocabulary. Amplify provides technology including videos of dramatic readings and point-of-use audio, so that students have clear models of fluent readings to support their own attempts to read the text. Amplify has also developed interactive apps to support students as they work closely with difficult texts. In the Grade 8 unit Liberty & Equality, students use Amplify Library annotation tools to tag thematic passages across a text and track the development of ideas. In addition, teachers using the digital lessons can provide one of five levels of differentiated supports to students during close reading activities. These supports do not reduce the complexity of the text, but provide scaffolds for the task.</p> <p>The shifts also ask that students work with materials that build knowledge, and call out vocabulary for particular attention. Amplify's vocabulary app provides students with systematic vocabulary instruction—at each student's level—using key academic vocabulary pulled from the core reading texts. Within the app, both the teacher and student can track their progress and mastery level.</p> <p>Finally, the shifts ask that reading and writing activities be grounded in evidence. Amplify has integrated writing into the close reading lessons, asking students to write to text two or three times weekly. To support the centrality of this shift, Amplify has developed technology tools, such as the Automated Writing Evaluator (AWE) and writing reports to support teachers to guide and track student progress with this shift.</p>
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AMPLIFY ELA INSTRUCTIONAL MATERIALS CORRELATIONS GUIDE

Grade 8

Monitoring Student Progress			
<p>l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.</p>	<p>Yes</p>		<p>Rubrics: On the digital platform, students' writing is evaluated for Focus, Productivity, Conventions, and Use of Evidence. AWE auto-scores for all of these categories except Use of Evidence. Teachers can always override the automatic score and set the score themselves. Essay rubrics can be found in the Teacher Materials sections of the Lesson Overviews in essay lessons. Daily writing rubrics can be accessed from within the online gradebook.</p> <p>These are provided in the Teacher Materials section of the unit and/or Lesson Overview at point of use. These can be printed and come in teacher and student-facing versions. Lessons also build in time to review expectations during instruction.</p> <p>Portfolios: All student work lives in the student space "My Work," where students can access all work that has been submitted, is still in progress, and has received teacher feedback. Teachers can access any piece of student work through our digital Gradebook app where teachers can print and comment on work.</p> <p>For print users, the student writing journals provide a space where all key writing assignments are developed and stored</p> <p>Observation checklist: These are available on the teacher resource site.</p> <p>Anchor Papers: Exemplar writing assignments are embedded in some writing activities and are also available on the resource site to provide models for key writing skills.</p>
<p>m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.</p>	<p>Yes</p>		<p>Amplify ELA's assessment system includes a range of components, including Benchmark assessments that can be given periodically throughout the year: Unit Reading Assessments given at the end of units, Embedded Assessment Measures with reporting 3–5 times per unit, Solo Reading Comprehension Indicators that are included in most lessons, and Writing Indicators that are included in most lessons.</p> <p>Amplify's Unit Reading Assessments are summative assessments that serve three important goals: to assess</p>

		<p>student understanding of content from the unit, to assess student mastery of specific skills and standards, and to provide practice for students with the types of questions and activities they may encounter on end-of-year state and national assessments. These assessments, which are offered at the end of each unit, include 20 auto-scored items and two prompts that require on-demand writing in response to a text or a pair of texts. Unit Reading Assessments come with automatic reporting and a rationale that provides standards alignment for each question, an explanation of the correct answers to the auto-scored questions, a breakdown of the constructed response prompts, and a 4-point scoring rubric with criteria specific for each prompt.</p> <p>The teacher can use all of these assessments to track growth and to assign differentiated activities to students who need more support or who could benefit from more challenging activities. Amplify ELA's Reporting App captures all of this data so teachers can easily track student growth and make strategic decisions about class and individual student needs.</p>
<p>n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.</p>	<p>Yes</p>	<p>For a detailed look at all of Amplify's assessments see the included Assessment Brochure.</p> <p>Amplify ELA focuses on helping teachers meet the requirements and expectations of the state, district, school, and parents as part of a highly functional, instructional feedback loop. Each formative assessment has been designed to give teachers data that will make them more powerful in the classroom. They will have a greater impact as they see patterns developing, and will use their time and energy most efficiently to get the most out of each student.</p> <p>Teachers receive information about student progress any time students are asked to submit their work. The embedded measures are scaffolded within the context of the lesson and often follow group work or classroom discussion. Teachers can assign students to different versions of the activities that provide more support, using Amplify ELA's differentiation system. The embedded measures of student performance are intended to reflect the student's learning in the context of a regular class in which ideas can be exchanged and supports can be</p>

		<p>answered. These daily measures occur in every unit, and are “rolled up” into an embedded assessment report before each Flex Day within the unit, allowing students to work with Flex Day activities that align to their area of need (reading, writing, language) and level of support.</p> <p>On-the-fly support conferences allow the teacher to provide “in the moment” feedback to students as they work through a challenging activity or complete a writing prompt. The teacher will give individual students customized feedback that is bite-sized, encouraging, matches where the student is in the moment and is immediately actionable.</p> <p>Teachers can also provide support to students via digital written comments, which allow students to have the teacher’s recorded, specific feedback on what they are doing well and a small model to guide future writing.</p> <p>On the digital platform, students’ writing assignments are auto-scored for Focus, Productivity, and Conventions based off of a standard rubric. The teacher scores students’ Use of Evidence using a rubric. Teachers access daily reports of student writing performance that show the student’s performance against the class and over time, allowing for modification to more or less support.</p> <p>Each independent reading activity (Solo) is accompanied by a set of auto-scored questions that measure the student’s ability to read a grade-level text with accuracy. Teachers have ongoing reports based on these independent reading scores which allow them to make real-time decisions about additional supports a student or group of students may need during the class close reading or subsequent independent Solo reading activity. For example, a teacher may add or remove Solo reading supports, which include a text preview and slightly reduced text.</p> <p>Amplify’s Unit Reading Assessments are summative assessments that serve three important goals: to assess student understanding of content from the unit, to assess student mastery of specific skills and standards, and to provide practice for students with the types of questions and activities they may encounter on end-of-year state and national assessments. These assessments, which are offered at the end of each unit, include 20 auto-scored items and</p>
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		<p>two prompts that require on-demand writing in response to a text or a pair of texts. As summative assessments, Unit Reading Assessments are designed to be completed independently and do not include scaffolding. Reporting for these assessments provides additional information for the teacher when planning instruction and student supports for the subsequent unit.</p> <p>The teacher can use all of these assessments to track growth and to assign differentiated activities to students who need more support or who could benefit from more challenging activities. Amplify ELA's Reporting App captures all of this data so teachers can easily track student growth and make strategic decisions about class and individual student needs.</p>
<p>o. Materials include suggestions and tools to keep students and parents informed about students' progress.</p>	<p>Yes</p>	<p>Amplify ELA's digital curriculum comes with tools that teachers can use to keep students and parents informed about students' progress.</p> <p>As teachers prepare for parent-teacher conferences or department meetings, they can print class overviews for assignments in Amplify ELA. Teachers can also print individual students' work. These printouts will have a cover page with the feedback followed by the actual assignments submitted by students. In addition to printing these reports, teachers can save them as PDFs and email them to parents in important moments, such as when students did an excellent job and teachers want parents to be proud, or when improvement is needed and parents need to be looped in.</p> <p>Teachers can also choose to use printed materials to keep students informed about their progress, or they can use digital methods to communicate with students and send feedback. When teachers send students feedback digitally, students will see an alert in their My Work app. This allows students to digitally open that work, read the feedback, and make any necessary changes to improve the work based on the teacher's feedback.</p> <p>Students have access to all submitted work and teacher feedback in the My Work app. Students can also view stats on their vocabulary progress in the Vocab App.</p>

AMPLIFY ELA INSTRUCTIONAL MATERIALS CORRELATIONS GUIDE
Grade 8

Organization			
<p>p. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.</p>	<p>Yes</p>		<p>Within each grade, the Amplify program consists of daily lessons grouped into eight units, organized according to text or topic. Each unit is further broken into sub-units, including an essay sub-unit and the Unit Reading Assessment. These eight units include sufficient content to provide instruction across the school year. Please see the Amplify ELA Curriculum Maps for more specific information about the lessons, topics and objectives within each unit.</p>
<p>q. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.</p>	<p>Yes</p>		<p>In order for students to develop a base of knowledge that spans a variety of subjects, they must be exposed to a wide range of literature and texts. Literacy opens the doors to content knowledge. Conversely, background and general knowledge open the doors to more advanced levels of literacy. An ELA curriculum must systematically build students' knowledge about global bodies of literature, history, and science, and span a variety of text genres within a grade and as students move through grades.</p> <p>With this in mind, Amplify ELA has put careful consideration into its text selections, ensuring that they are sequenced appropriately, so that students continue to build knowledge as they progress to the next grade. All texts, both fictional and informational, cover a wide range of subject areas, from classic literature to neuroscience and from Greek mythology to modern poetry.</p> <p>All Amplify ELA activities, performance tasks, and assessments have students working closely with rich, complex texts to explore key ideas and details, analyze author's craft and structure, and integrate knowledge and ideas. All lessons are aligned to ELA standards, provide instruction on and practice with key skills, and are designed to meet specific reading, writing, research, and/or listening and speaking objectives. Performance tasks and assessments are aligned to the curriculum's scope and sequence and organized so that students gradually build from short, supported close reads to an independent completion of a summative essay focused on analysis of the text.</p>

<p>r. Program components, lesson plans, and the relationships among the parts are clear.</p>	<p>Yes</p>	<p>Both Amplify's teacher and student editions make identifying key program components, planning the unit or lesson, facilitating instruction, and reviewing submitted materials clear and straightforward.</p> <p>Within each unit, the Unit Overview is divided into key topics to allow a teacher to quickly identify and reference information about features, including unit standards, reading and writing assignments, unit assessments, differentiation, and digital tools.</p> <p>At the lesson level, the Lesson Brief is also divided in the key topics needed for lesson planning, such as the lesson objectives, preparation, lesson standards, differentiation information and lesson materials. The lesson map lays out the activities within each lesson and numbers them sequentially. Furthermore, the majority of needed lesson components—and all lesson texts, questions, writing space, media, apps—are accessible from within the lesson.</p> <p>See the reviewer's video and the start here guide for more information on the key program components.</p> <p>For more information on curriculum structure see the Tutorial Video and the Guide to Digital Navigation.</p>
<p>s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.</p>		<p>The Amplify ELA Grade Overview and Curriculum Maps provide a scope and sequence of the curriculum along with a list of Tennessee English Language Arts Standards aligned to each unit's lessons.</p>
<p>t. Each lesson contains a list of required materials.</p>	<p>Yes</p>	<p>Each lesson's Teacher Lesson Brief provides a list of required materials.</p> <p>Example:</p> <p>8D: Shakespeare's <i>Romeo & Juliet</i>, SU1, L3: On the right-hand side of the Lesson Brief, you will see a list of materials, which includes the eReader of passages from <i>Romeo and Juliet</i>, as well as projections and other materials used in the lesson</p>
<p>u. Lessons, chapters, and units contain estimated instructional times.</p>	<p>Yes</p>	<p>Each activity comes with an estimated instructional time, which can be found in the intent at the top of the activity.</p>

		Example: 8A: Perspectives & Narrative, SU3, L2, LO3. See the Intent at the top of the activity: Students explore Dahl's direct and indirect characterization of David Coke. (15 min)
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	Yes	Students have access to the complete text used in all core lessons, whether the student is using the print of digital lesson. All core texts are embedded in Amplify's digital eReader, appear at point of use within the digital lesson activities, and can be accessed through the Amplify digital library. These texts remain accessible to students even when their device is offline. Students using print access all texts used in the core lessons in the student edition or using the trade books that are included with the student blended package cost. Example: 8B: Liberty & Equality, SU5, L1. On the right-hand side of the student Lesson Brief, you will see a list of materials, which includes the eReader passage for the lesson (Declaration of Independence) as well as illustrations and other materials from the lesson
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	Yes	Amplify ELA, digital and print, provides teacher and student overviews at the unit, sub-unit, and lesson level. In addition, there is a table of contents in the Unit Overviews plus scope and sequence documentation and Reveal word glossaries.
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	Yes	Amplify's pedagogy and approach is based on researched practices into highly effective instruction. See the Amplify ELA Research Base for an explanation of the research behind the program.
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	Yes	See the included Lesson-Level Tennessee ELA Standards Alignment. This document provides a complete list of all Tennessee ELA Standards and the lessons in which they are addressed. Teacher Lesson Briefs provide explicit standards and learning objectives for each lesson. To see a Grade 8 example, go to 8F: The Space Race Collection, SU2, L1. In the Lesson Brief, click Lesson Objective to expand the lesson objectives. Then click Skills & Standards to expand the list of the lesson's skills and standards.

		<p>Amplify also identifies the key <i>focus</i> standards within the lesson. While Amplify ELA lessons address multiple standards, each lesson has at least one focus standard. Focus standards are the standards that the instruction and practice in the lesson are designed to emphasize and can be found listed within the Instructional Guide of the Learning Object(Activity) where they are addressed. To see a Grade 8 Example, go to 8B: Liberty & Equality, SU2, L4, LO2-5, Instructional Guide, Standards</p> <p>To see the standards at a unit level, teachers can consult the Unit Overviews. To see a Grade 8 example, go to 8F: The Space Race Collection. Scroll down to see Teacher References. Click Lesson Standards to expand the list of the unit's standards.</p>
<p>Additional Comments about Section IV: Additional Components</p>		